



COLLEGE & CAREER READINESS

Distance Learning Survey

Title II Directors, Please take a few minutes to complete the Distance Learning Survey before March 18, 2022.

The purpose of this survey is to discover the different methods of distance learning course delivery currently being implemented in North Carolina Title II programs. The information gleaned from this survey will help inform state decisions on distance education programs and professional development needs and training in the future.

[**SURVEY LINK**](#)

From the Assistant State Director

Happy March! As I begin my 3rd month as Assistant State Director for Title II, I am grateful that I have had the opportunity to meet most of you through the regional representative meetings or technical assistance calls. As I continue to settle into the new role, I look forward to meeting more of you and learning about how your programs serve the communities of North Carolina.

Our North Carolina Community College System President, Thomas Stith, has shared three pillars that encompass his vision and goals for *The Great 58*.

- Be the first choice for affordable and accessible education.
- Be on the front lines to prepare the workforce for the future and to assist in economic recovery and expansion.
- Be a national model for diversity and inclusion.

In the next few weeks, you will receive information regarding completing and submitting the Title II Continuation Grant for the 2022-2023 program year. As you develop your plan, consider these three pillars and how they will guide local programming in your area.

Sandra M. Thompson
Assistant State Director, Title II



Professional Development Update:

Virtual Institute on Standards-Based Instruction for ELLs

The Virtual Institute on Standards-Based Instruction for English Language Learners began on Tuesday, March 1 and will continue throughout the month of March. We are thrilled to have twenty-four ESL instructors from across the state participating in the Virtual Institute. The series is being led by Matthew Brown, CCR Professional Development Specialist, and facilitated by the three Standards In Action state trainers.



The Twenty-Four Participants

Alamance Community College

- Christi Russell
- Kelly Howes
- Pilar Small

Cape Fear Community College

- Linda Graffafiori

Craven Literacy Council

- Diane Mabry

Durham Tech Community College

- Leigh Davidson

Forsyth Tech Community College

- Adiba Nusrat

Guilford Technical Community College

- Leeann Anderson
- Douglas Orr
- Luis Bastidas-Garay
- Rashida Faizi

Lenoir Community College

- Alma Tapia

Mitchell Community College

- Jonathan Howard
- Tracey Kimrey

Orange County Literacy Council

- Emily Spangenberg

Pitt Community College

- Rita Mallett

Randolph Community College

- Abraham Encinas-Torres

Richmond Community College

- Crispina Mejia Hall

South Piedmont Community College

- Valeh Abbasi
- Valerie Trujillo

Tri-County Community College

- Janet Bobo

Wake Tech Community College

- Sara Miller

Wilson Community College

- Alison LaCarter

YMCA of Northwest NC

- Gitte Sato

The State Standards-In-Action Trainers

Julia Herbon, Lead ESL Instructor, Central Carolina Community College

Wendy Hicks, ESL Instructor, Lenoir Community College

Mohammed Essack, Instructional Program Specialist, Wake Technical Community College

There are a Few Remaining Slots for March 21 CORE:

The Core Credential is a ten-week online asynchronous course with scheduled assignments due every week. Topics include:

- Lesson planning
- Teaching adult learners
- Metacognition
- Contextualized Instruction
- Components of reading
- Math concepts
- Integrating technology into instruction

Applicants must commit to spending approximately three hours per week completing the required assignments. Applicants must also commit to beginning the course on March 21, 2022, and completing all required course assignments by the weekly due date. Applicants commit to completing the course by May 27, 2022

[Register for the March 21, 2022 CORE Credential](#)

Humor & Games in the Adult Education Classroom

Presented by: Emma Berg

Date: Friday, March 18, 2022

Time: 2:00 - 3:00 pm EST

Are you looking for creative lesson ideas for the adult education classroom? This webinar will provide you with teacher-tested math and science lesson ideas for the classroom. Join me as we discover fun ways to connect with students and get them engaged in math and science skills. This webinar is sponsored by Essential Ed.

[REGISTER TODAY](#)

Coming Soon!!

**Mental Health First
Aid Training**



**MENTAL
HEALTH
FIRST AID**

Prevent
mental illness

Help
in a crisis

Promote
wellness



Best Practices

Individuals with Intellectual or Developmental Differences - A Success Story

Submitted by Shari Brown, Caldwell Community College & Technical Institute



The symbol for autism is a puzzle piece. Many people view that symbolism as the idea that autistic individuals are a tough puzzle to solve. At Caldwell Community College and Technical Institute (CCC&TI), we consider that symbol a challenge to bring the student, school, and community pieces together for the most significant benefit to the student. Adam Cardwell is one such success story where the pieces fit perfectly.

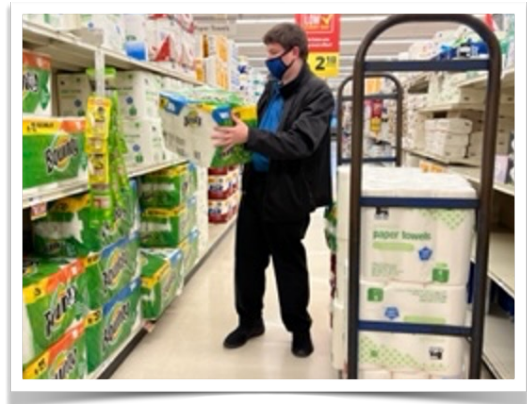


Adam has been an Adult Basic Education student at CCC&TI since 2016 when he graduated from high school with an occupational diploma. While a student in the ABE class, Adam has shown himself to be a leader many times. Students in the class look up to him, and he is loved and respected by his instructors. He is active at church and in Special Olympics.

Adam always aspired to enter the workforce, but that path can be difficult for individuals with intellectual or developmental differences. He applied at some local businesses, but the process was hard to navigate, and he became frustrated. He continued to come to class to improve his academic and social skills and participate in the class career modules, but he still wanted to make that step into

the workforce.

The CCC&TI Transitional Studies Department seeks to assist individuals with learning, intellectual, or developmental differences to overcome barriers to employment through the CAFÉ program, short for Career Assistance For Everyone. Students have the opportunity to gain the education and work readiness skills needed to enter the workforce successfully. The program works with local employers and agencies in the area, offering hands-on training through in-class “career modules” and on-the-job internships. These career modules have included workplace skills in laundry, office assistant, housekeeping, janitorial, entrepreneurial skills, and grocery store positions.



Adam was excited about the program and worked hard at each module. He approached Julie Couch, Adult Basic Education Coordinator, about the possibility of a job coach to help him find employment. Julie referred Adam to Vocational Rehabilitation, and he was paired with a caseworker there. In November of 2021, Adam’s class began an onsite internship at a local drugstore where students gained the necessary skills for the role of stocker in a retail environment. Under the direction of his instructor, Kyle Pelfrey, Adam excelled and even helped train his fellow students.



In January 2022, the pieces fit together for Adam. With his increased academic and life skills, experience from the career modules, internship skills, and with the help of a job coach through Vocational Rehabilitation, Adam started an income-producing job as a stocker at a local Food Lion. Congratulations, Adam!

Meeting the Needs of Adult Learners

Matthew Brown - NCCCS CCR Professional Development Specialist

As spring approaches, the early signs of winter's end are evident. There are birds in the yard gathering twigs and pine straw to build their nests. The leaves on the limbs of trees recently covered with ice are now budding out. We can see that spring has begun. Why didn't the trees bud while coated in ice? Where were the birds when snow covered the ground? What has changed? The environmental conditions became hospitable; the temperature warmed and the days began getting longer.



The classroom environment also needs the right conditions for the students to bloom. Research has shown adult students are more engaged in their learning environment when physical, emotional, and educational factors are met. *Making It Worth the Stay* tells us that learning is difficult in a chaotic and unstable environment. As educators, we strive not to add negative pressure to our students; instead, we look to create the climate necessary for active and engaged learning. Along with a well-thought-out lesson plan aligned to the content standards and contextualized to the workforce or post-secondary education, we must also consider how environmental factors influence our students' success.

The physical setting, such as the noise level, the lighting, and the temperature of the room, can be managed to some degree. We have all experienced classrooms with roaring HVAC equipment in the corner or a room that feels thirty degrees colder than any place else on the planet. Learning is difficult when the student is distracted by the physical space. We should be proactive to reduce physical distraction.

Adult learning theory posits that adults are motivated to learn through social interactions and can connect the material to their lives. The more the instructor knows about their students, the better they will be at tailoring their lessons to meet the physical and emotional needs of their students. Just as a mama bird builds her nest to successfully grow her family, the adult education instructor builds a successful learning experience by understanding the student's individual goals, setting clear expectations, and always respecting their students as adults.

When we turn on the lights and prepare the classroom as we wait for the arrival of the students, we are thawing the ice on the limbs and softening the ground. Routine tasks such as how we design our lessons, organize our physical classroom, and form relationships with our students can often be the deciding factors in the success of our students.

(2021, August 31). Effective Classroom Management Strategies to Deal with Adult, from [Link](#)

(n.d.). Making it Worth the Stay: Findings from the New England Adult, from [Link](#)

(n.d.). Managing Disruptive Student Behavior in Adult Basic Education. Retrieved March 3, 2022, from [Link](#)



Reading Connections Recognized in National Study

Migration Policy Institute (MPI), a think tank out of DC, researched 243 and [published this paper](#), one of the first public studies on IELCE. Reading Connections was interviewed in 2020 and are one of the only two programs highlighted in the paper. Reading Connection's sewing IET caught the attention of MPI as it served low-level ELLs in an IET. Reading Connections is a firm believer in putting the "Innovation" in WIOA."

**Congratulations
Reading Connections!**

IELCE In Action: Bridging Employers and English Language Learner Communities - John Storm, Reading Connections, Inc.

Aligning employment, training, and education programs fully realizes the aims of WIOA. Adult education providers delivering IELCE, IET, or other Career Pathway services can advocate for their English Language Learners by initiating conversations and fostering relationships directly with local employers. Providers can begin advocating early on in the plan to build programming that leads to placement in employment, such as in 243 IELCE programs. Memoranda of understanding (MOUs) are vital tools for clarifying the parties' expectations regarding roles, activities, and outcomes. For career-focused programming, MOUs also keep employers' engagement woven throughout the entire process, ensuring that prospective students are aware of prospective employers and how the educational program they are entering will prepare them as solid candidates for hire.

Your program may seek employer involvement in program development early on, seeking their participation and feedback as frequently as necessary. Since employers may not be familiar with the world of adult education, show them how you can work together to best suit their hiring and training needs. In other words, speak their language and seek out the pain points they experience

with limited English and low literacy as the root cause. For example, an employer may share that machine operators are inputting wrong dimensions into the cutting machine, resulting in lost efficiency on the floor and thus lost revenue. Situations like this are where we can share with employers our program can include mathematics (decimals, fractions, dimensions, etc.) in our curriculum. If you dig deep, you are likely to uncover other needs as well. Digital literacy skills, for example, are necessary for nearly every job on the market, and the need for training in some of them might be overlooked by an employer who takes those skills for granted. In addition, American work culture is not universal; if prompted, employers might identify ways their employees are not living up to local expectations. Arriving at work late or showing little initiative might indicate a need for some culturally sensitive workforce preparation rather than indicating poor attitudes among employees. Build the expectation of these types of conversations directly into your MOU.

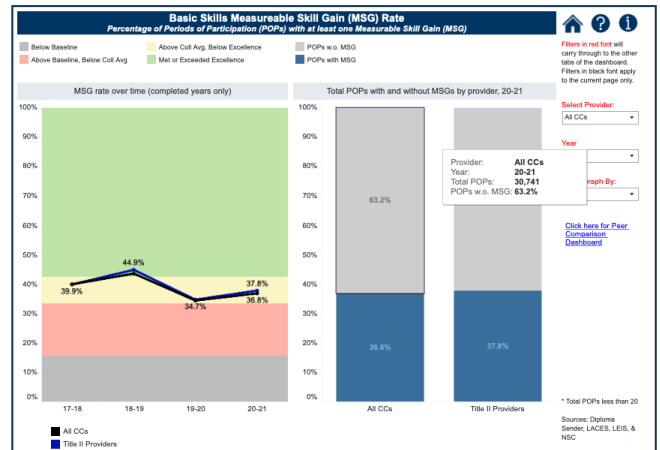
Adult educators and employers should plan a mutually beneficial recruitment campaign. Your program can broaden the reach of employers' efforts to find talent by taking information about job opportunities to diverse language communities in the area. Similarly, employers can advertise your program on their own job postings pages and include links directly to the school's website. Educators and employers can hold open houses and other similar events that bring potential students and employers together. If an employee shares the likely students' first language and/or is a previous graduate of your program, include their stories in promotional events. MOU Brainstorming with employers could yield other recruitment opportunities to increase program enrollment, support students along pathways to employment with self-sustaining wages, and fulfill employers' hiring needs. You will find that your adult education program can be a strong, if not the strongest, talent pipeline solution for your local workforce, meeting the needs of community members, employers, and occupational trainers alike.

Research & Performance Management (RPM) Update

The Basic Skills dashboards listed below have been updated with the 2022 Period 7 data.

Public-facing dashboards on the RPM website:

- [Basic Skills MSG Rate – Provider Outcomes](#)
- [Basic Skills MSG Rate – Peer Comparisons](#)
- [Basic Skills Pre and Posttest Practices](#)



Provider Dashboards:

- [NCCCS – Basic Skills/CCR](#), which includes:
 - Basic Skills Overview
 - NRS Tables
- [NCCCS – State Performance Measures](#), which includes:
 - Basic Skills MSG Rate (PM1) report

System Office Dashboards:

- [NCCCS SO – Basic Skills/CCR](#), which includes:
 - Basic Skills Overview
 - NRS Tables
- [NCCCS SO – State Performance Measures](#), which includes:
 - Basic Skills MSG Rate (PM1) report

The RPM team has also recently updated their [public-facing dashboards](#) with the Fall 2021 data.

Student, Program, and Course Enrollment

- [Total Headcount](#)
- [Curriculum Headcount](#)
- [Continuing Education Headcount](#)
- [Basic Skills Headcount](#)
- [Curriculum Program Enrollments](#)
- [Curriculum Program Comparisons by Student Demographics](#)
- [Curriculum Course Enrollments](#)

Curriculum Student Progress and Success

- [Curriculum Grade Distributions](#)
- [Curriculum Course Outcomes by Course Characteristics](#)
- [Curriculum Course Outcomes by Student Demographics](#)

FTE

- [Total Instructional Activity](#)
- [Curriculum Instructional Activity](#)
- [Continuing Education & Basic Skills Instructional Activity](#)

High School Dual Enrollment

- [Dual Enrollment Programs](#)
- [Dual Enrollment Curriculum Course Outcomes](#)

Digitally Speaking

National Governors' Association Innovation Fund & Workforce Innovation Network

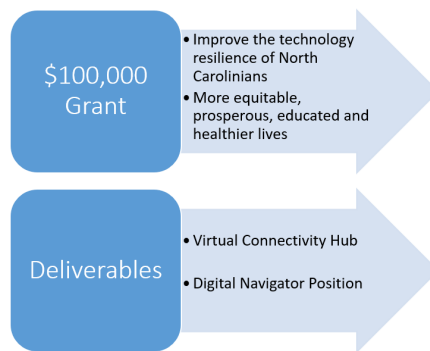
In July 2021, Governor Roy Cooper created the Office of Digital Equity and Literacy, a first for North Carolina and the first in the nation, elevating the effort to close the digital divide in North Carolina. "The pandemic showed us more than ever the importance of digital equity in North Carolina," said Gov. Cooper. "Creating the Office of Digital Equity and Literacy will enable us to accelerate the critical work of bringing all North Carolinians up to speed with the digital society so they can live more equitable, prosperous, educated, and healthier lives." The NCCCS continues to advocate and include adult learners in the forefront of any projects aimed at eliminating the digital divide.

Building off the momentum from the Office of Digital Equity and Literacy development, North Carolina was recently awarded a grant from the National Governors' Association Innovation Fund & Workforce Innovation Network (NGA WIN). A cross-agency team, with representation from the NC Community College System Office, meets bi-weekly to ensure equitable access to digital literacy skills development. The team is completing two deliverables - developing a Virtual Connectivity Hub and funding a statewide Digital Navigator position. The Virtual Connectivity Hub and the Digital Navigator position aims to directly train and connect NC residents (individuals and households) with high-paying digital careers and employment opportunities.

The Virtual Connectivity Hub will build upon and coordinate the efforts, knowledge, and experience of countless individuals who have worked towards equitable

connectivity and job development. Our goal is to eliminate duplicity and create an easy-to-navigate tool. The Virtual Connectivity Hub will deliver the following essential services:

- Digital literacy skills training and workforce development
- Job creation
- Business development, including tech incubation
- Remote learning resources
- Access to IT certification, training, and job placement.



"Through NGA WIN, our cross-agency team plans to build on the work of the Office of Digital Equity and Literacy by developing a virtual connectivity hub to deliver certification-level training in digital skills such as web and graphic design, virtual assistant, data analysis, and basic digital literacy skills." -Governor Roy Cooper

The second critical component of the funding will support hiring a Digital Navigator position. This position will work closely with the Core Team to develop strategic digital literacy plans. The plans align with community-specific needs, incorporating the support of state and local partnerships and advancing the development of the Virtual Connectivity Hub. Funding and technical assistance provided by NGA WIN, along with cross-agency collaboration, has enabled North Carolina to continue our progress toward ensuring all North Carolinians have access to digital skill development opportunities.

For further information about the NGA WIN project, reach out to Michael Tilley at tilleym@nccommunitycolleges.edu.

Digital Navigator Network in Action

Submitted by Jennifer Bean from Coastal Carolina Community College

Greetings from the Digital Navigator Network (DNN)! We are the participants in Phase III of the Digital Literacy Project, an initiative to bring increased digital skills education to the adult learners of North Carolina. Starting this month, we would like to share some of the exciting things that DNN participants are doing within their programs, especially as digital navigators begin to serve their learners.

On Tuesday, February 22, we celebrated Digital Learning Day. This event brings a spotlight to the educators and students who are engaged in the work of teaching and learning digital skills. DNN participants were encouraged to promote the date through social media posts with #DLDAY and #DLDAYNC. The participants also recognized the day by doing special activities with students, such as polls, interviews, and digital skills demonstrations; and by sharing success stories from their programs related to digital learning. We received some excellent examples of activities and successes from participating programs; here is a sample of what we did to recognize Digital Learning Day!



Alamance Community College has been immersing its CCR program in digital literacy work since January. They provided a Digital Boot Camp to all instructors to help them practice and improve their digital skills. Thanks to the effort of their digital navigators, Aimee Gordon and Barron Torres, all students have been informed about opportunities to improve their digital skills. Many students have earned credentials from Northstar Digital Literacy – and all instructors have become Northstar proctors.

Beaufort Community College has seen excellent success with integrating digital skills into their CCR classes, especially in English Language Acquisition classes. ELA students at Beaufort C.C. have the opportunity to practice vocabulary related to technology in their classes, and 32 students have earned at least one credential certificate from Northstar; many have completed four or five at this time. In addition, 25 HSE students have earned at least one credential. Student certificates are displayed on the wall to show their achievements.



Coastal Carolina Community College's digital literacy instructors were encouraged to poll their students about digital skills on Digital Learning Day. One question on the poll asked students to name one digital skill they have today that they did not have one year ago. Students responded by identifying skills such as logging into a computer, understanding what an Internet service provider does, and using browser tools and settings.



Step by Step Guides for Learners

Our team has organized resources to help you build skills



Find and apply for a job

[Learn More](#)

- Understand your strengths
- Find and evaluate jobs
- Create a resume and cover letter
- Prepare for an interview
- Succeed during your first week



Improve your technology skills

[Learn More](#)

- Learn to use computer at home/work everyday
- Learn to use everyday tools such as Microsoft Word and Excel
- Learn to code and to use data at work



Develop your workplace English

[Learn More](#)

- Learn to improve your reading, writing, speaking and listening skills
- Understand American culture
- Communicate in English at work settings



2022

Digital Resource from Harvard!

Students can browse hundreds of free tools to help them:

- Find jobs
- Improve Technology Skills
- Improve Workplace English!

[Link to Skillbase](#)

For Colleges Only

Performance and Partners Update:

Implementing Post-test MSG Data Checks Using Colleague

Did you know that you can miss out on capturing post-test MSGs if you are not carefully managing your testing and attendance data? Post-test MSGs can even disappear altogether. Here are some of the top reasons we miss out on post-test MSGs and what you can do to ensure you get credit for all student gains.

Reason #1 – Student Minimum Hour Requirement Not Met

Students should only be tested when they have reached the minimum hour requirement per test manufacturer guidelines. If a student did not have the minimum required hours, they would not report their post-test gain. We can avoid this scenario by verifying that students have the correct number of hours before post-testing.

Reason #2 – Attendance Missing from Colleague

Student assessments should only be entered when attendance is up to date and shows that the minimum hours have been met. Entering a post-test without the appropriate number of hours will result in a delay in capturing an MSG.

Reason #3 – Post-tested Out of Range of a POP (after exit)

We know that there are times when students are called into post-test, but if a student is not active in a class, the post-test won't be captured. A post-test and level gain is often reported, only to disappear when the student is separated. The only way to avoid this is to ensure that a student is actively enrolled in a class when they are being post-tested. You can also record the assessment hours to the class attendance to verify that their POP includes the date and time the student was assessed. This way, if their last date of attendance is the date they were post-tested, their post-test date becomes their later date of attendance and remains within the POP range.

In our new ADVANSYS data system, the separation process will look at both attendance and assessments and use the last date of activity of the student. This will resolve the issue of the disappearing MSG due to being out of range of a POP.

Reason #4 – Student is Assigned to AHS Program with AHS Placement Date Earlier than Test Date

As students change programs, attention should be given to how the student was assigned an initial placement. Initial placement is determined for AHS students by their AHS Placement Date and AHS Credits. If an AHS Placement Date is earlier than an initial placement test date, the student's assessments will not be evaluated for initial placement and/or post-test and level gains. The only way for an AHS student to earn a level gain is by earning credits that move them from ASE Level 5 to ASE Level 6. AHS students do not need to be tested, but students who have changed programs may often wind up with both an AHS Placement Date and assessments.

To sum this up, attendance plays a big part in capturing MSGs. Having instructors enter attendance timely can't be emphasized enough. And with data checks in place, you may be able to capture more MSGs and better reflect the work being done in the classroom relating to student educational gains.

ADVANSYS Training for College Instructors

ADVANSYS training for college instructors will be held on March 9th and 10th, 2022. The training will be held on both days from 9:00am-11:00am and 1:00pm-3:00pm (four hours per day).

Attendance on both days is not required. Instructors will only need to attend one day of training. Registration for the training will be forthcoming shortly from the System Office IT.

A recording of the training will be made available for those who are unable to attend.

Virtual 2022 Behavioral Health Convening

The 2022 Behavioral Health Convening will be held virtually on Wednesday, March 30, and Thursday, March 31, 2022, and will be an opportunity for institutions to develop ideas, share best practices, and discuss the mechanisms and steps needed to nurture a healthy and resilient student body.

The Convening is a partnership between the University of North Carolina System Division of Academic Affairs, the North Carolina Community Colleges, and also partnered with NCICU to expand this important dialogue across the state.

WHO: UNC System, NC Community Colleges, and NCICU Faculty and Staff

WHEN: Wednesday, March 30 & Thursday, March 31, 2022, 9 am-4 pm

WHERE: Virtually- Platform TBD

FOR MORE INFORMATION: [The Convening Website](#)

