

From the State Director:

Dear Directors,

I hope you have time to get out and enjoy our lovely spring.

Sustaining professional development is vital in our growth and effectiveness as educators. Through the Professional Development Network project, CCR was able to provide opportunities for faculty to attend COABE. This professional development allowed for the sharing of instructional strategies, learning about new technology and recent research and best practices. Most importantly it fosters a culture of collaboration and networking.



Career Pathways are an economic driver for adult education students. Congratulations to all who earned the National Career Pathways Network, Career Pathways Leadership Certification I. With a focus on developing Career Pathways with IETs, programs created over one-hundred IETs! We know this researched based approach for adult education students positively impacts local workforce development and creates equitable opportunities for these adults to begin careers with family sustaining wages. See how Forsyth Tech CC's career pathways for ELLs has led to success for so many students.

This will be my last letter as NC State Director, Title II. NC made a monumental transition to WIOA beginning in 2014. Working together we transformed and enhanced adult education programs by expanding our programming and services to support credential attainment increasing the success and employability of adult learners in the workforce. We worked hard to demonstrate student progress as we met our performance measures in collaboration with our WIOA partners.

I am most proud to have been a part of the NC adult education team as we forged through the COVID-19 pandemic and managed to keep your doors open. While the pandemic was an incredibly challenging time for communities around the world, it sheds light on the importance of digital equity. NC programs responded with significant changes and actions toward reducing the digital divide.

The interim AVP, CCR, Title II, Sandra Thompson was approved by the NCCCS State Board. Sandra, an innovative, experienced, and knowledgeable Adult Educator will lead the CCR team to ensure a smooth transition.

Thank you North Carolina.

Gilda Rubio-Festa, NC Title II State Director, AVP College & Career Readiness, NCCCS

Farewell to Gilda - by Sandra Thompson

It is with mixed emotions that we bid adieu to our Associate Vice President of College and Career Readiness, Gilda Rubio-Festa. Gilda started in this role in January of 2016, coming to the System Office from Central Piedmont Community College.

During her tenure, Gilda has been a tireless advocate for you and your students at the local, state, and national levels. A few highlights of her career as the State Director of Title II include:

- Transitioned the state from Colleague to ADVANSYS
- Secured a seat for the Title II State Director on the NC Workforce Development Board Commission
- Implemented Title II of the Workforce Investment Opportunity Act of 2014
- Developed the Centers for Excellence
- Led the state in meeting federal performance measures in 2018-2019
- Spearheaded the first competitive Title II RFP process
- Secured a \$1.3 million grant to support Digital Equity

Please join us in wishing Gilda well in this next phase of her life and in thanking her for 7.5 years of service to the NC Community College System. All members of the North Carolina Adult Ed family are invited to contribute a memory, photo, or retirement greeting for Gilda on this [Padlet Wall](#).

Data & Performance Update

Cohort 3 will be going live in ADVANSYS on Monday May 22nd. As this day approaches, Cohort 3 colleges should be mindful of the following dates/events:

| | |
|----------------------|--|
| May 22 nd | Cohort 3 Go-Live Meeting (11:30 am - 12 pm) Class Section Build in ADVANSYS Production (1pm - 3 pm) |
|----------------------|--|

| | |
|--|------------------------------------|
| May 23 rd – June 30 th | Cohort 3 Office Hours (1pm - 2 pm) |
|--|------------------------------------|

All CCR providers are encouraged to visit the [NCCCS College & Career Readiness](#) website. It contains an [ADVANSYS](#) section that comprises useful resources for transitioning to and working within ADVANSYS. The latest resources to be added are “Resolve Person Match Requests”, “Change Contact Type Workflow”, and “Canceling or Updating a Contact or Membership Class in ADVANSYS Workflow”.

Additionally, updates were made to the [Program Quality and Accountability](#) section of the website. The following items were added:

- LEIS Forms (fillable and non-fillable)
- Instructions for printing the fillable form “How to Fill Out the LEIS Form”
- LEIS Data Dictionary (updated)

Professional Development Update:

Professional Development Facilitator's Network



Forty-one North Carolina Title II providers have been participating in the Professional Development Facilitator Network (PDFN) since January 2023. The PDFN is a faculty-led professional development initiative to develop a local needs-based professional development plan that focuses on classroom and instructional strategies to improve and accelerate

student progress to meet their career goals. A basic tenet of the PDF Network is that an effective professional development plan needs to provide for continuous improvement and be based on the needs of faculty. The PDFN engages faculty, at the local level, to reflect on and develop instructional strategies and knowledge to support students' accelerated progress to credential attainment.

The goal of the project is to identify instructors across NC to serve as the Professional Development Facilitator and create a network of professionals whose purpose is to improve teaching and learning in a collaborative community.

The following Title II providers are participating in the PDF Network:

Eastern Region

Western Region

Beaufort County CC
Brunswick CC
Central Carolina CC
College of the Albemarle
Craven CC
Durham Literacy Center
Durham Technical CC
Edgecombe CC
Fayetteville Urban Min.
Johnston CC
Lenoir CC
Martin CC
Nash CC
Orange County Literacy
Pamlico CC
Piedmont CC
Pitt CC
Sandhills CC
Southeastern CC
Wake Technical CC

Laurie Weston
Jennifer Lester
Ashley Byrd
Tiffany Elmore
Jennifer Tinsely
Carolyn Briggs-Gaul
Betsy McClelland
Desmond Sykes
Sarina Calinawan
Yenisel Solis
Kevin Johnson
Tonya Woolard
Roslyn Pemberton
Diana Daniel-Lorente
Amy Burke
Donna Rivera
Pam Holley
Sandra Williams
Angela Stacy
Shavona Burton

AB Technical CC
Alamance CC
Caldwell CC/TI
Catawba Valley CC
Davidson-Davie CC
Guilford Technical CC
Isothermal CC
Literacy Together
Mayland CC
McDowell Technical CC
Montgomery CC
Randolph CC
Reading Connections
Richmond CC
Rockingham CC
South Piedmont CC
Southwestern CC
Surry CC
Western Piedmont CC
Wilkes CC

Kristin Erhard
Carrie Russell
Julie Couch
Patti Fissinger
Courtney Wilson
Kecia Peterson
Lauren Mooney
Erin Sebelius
Gina Coffey
Bridget Burnette
Debra Sikes
Emma Lambirth
Joanna Ericksen
Nicole Worley
Katie Coleman
Carilyn Raymond
Devonne Jimison
Nichole Shores
Michelle Weiner
DeeAnna Parker

The 2022-2023 PDF Network had two major goals:

- Every PDF would complete the intensive train-the-trainer *Standards-in-Action Virtual Institute (SIAVI)* on Cultivating a Language and Content Focus for English Learners with the goal of replicating the Standards-in-Action Virtual Institute on Cultivating a Language and Content Focus for English Learners at their local programs in the future.
- Every PDF would Attend the national Coalition on Adult Basic Education (COABE) Conference in Atlanta, Georgia, April 2 – 5 2023, and develop at least one in-person or virtual training for their local programs based on best-practices learned at the 2023 COABE conference.

Thanks to the dedication of Leigh Davidson, Durham Tech CC teacher trainer and the PDF Network project lead, as well as the SIA coaches, Julia Herbon from Wake Tech CC and Wendy Hicks from Wayne CC, the forty-one instructors listed above are now all certified Standards-In-Action Trainers! They will be awarded their certificates at the final PDFN meetings in June.



One hundred and nineteen North Carolina Title II instructors and directors attended the International COABE Conference in Atlanta, GA, April 2 - 5, 2023. North Carolina had the largest number of attendees at COABE of any state, including Georgia! In addition to the one hundred and nineteen people attending in-person, twenty-two North Carolinians attended the conference virtually, from home. A grand total of one hundred and forty-one North Carolinians attended COABE this year! The following forty-two NC Title II providers were represented at the conference:

| | | |
|---------------------------------|---------------------------------|---------------------|
| Alamance CC | Edgecombe CC | Pitt CC |
| Asheville-Buncombe Technical CC | Guilford Technical CC | Randolph CC |
| Beaufort County CC | Isothermal CC | Reading Connections |
| Blue Ridge CC | Johnston CC | Richmond CC |
| Brunswick CC | Lenoir CC | Robeson CC |
| Caldwell CC and TI | Literacy Together | Rockingham CC |
| Catawba Valley CC | Martin CC | Sandhills CC |
| Central Carolina CC | Mayland CC | South Piedmont CC |
| Central Piedmont CC | McDowell Technical CC | Southeastern CC |
| College of The Albemarle | Montgomery CC | Southwestern CC |
| Craven CC | Nash CC | Surry CC |
| Davidson-Davie County CC | North Carolina CC System Office | Vance-Granville CC |
| Durham Literacy Center, Inc. | Orange County Literacy | Wake Technical CC |
| Durham Technical CC | Pamlico CC | Western Piedmont CC |



Caldwell CC&TI wins the prize for the largest number of participants from one provider - eleven! McDowell CC comes in second with ten attendees! Pamlico CC was represented by seven people. Wake Tech CC and AB Tech CC sent six folks each. Central Carolina CC, Davidson-Davie CC, Isothermal CC, and Randolph CC sent five representatives each to COABE.

Everyone attending in-person had a fantastic time. Many of the attendees expressed their excitement and gratitude for being able to attend the COABE conference. Below are quotes from some of the COABE participants.

"The presenters were outstanding, professional, knowledgeable and I was able to learn everything from career pathways partnerships, sector identification, employer engagement, need for communication and key elements for a successful career pathway." - Yenisel Solis, PDF, Johnston CC

"Attending COABE was a professional development breath of fresh air! The sessions were amazing and filled with ideas to bring back to our programs. From online learning resources to reminders of what our why is, the sessions had something for everyone! I came back from COABE filled with ideas to share with the instructors at Alamance and cannot wait to share the ideas that could benefit our students. I am sincerely grateful that so many colleagues from NC were able to attend COABE thanks to the PDFN grants that were given to our providers!" - Carrie Russel, PDF, Alamance CC

"During the pandemic, I watched Adam Springwater break down the HiSet math test for students. I have saved the video and shown it to my instructors ever since. Seeing him in person was almost like meeting a rock star for me. His understanding of adult learners and how to help them succeed is phenomenal." - Julie Couch, PDF, Caldwell CC&TI

“The session that stood out most to me was the one by a WDB in Indiana. The presentation was about the Program of Excellence Award program and criteria they established to award programs of excellence in their state. Their MSG goal is 68% in Indiana!!! And they meet it! It is a great concept for the WDBs to work together to identify adult ed programs of excellence— what a way to learn and better understand what we do. They went through the rubric they created for the award—but the biggest take away from the entire session for me was simply this one statement: Programs of Excellence tie everything to Outcomes. And if we equate Outcomes to Student Success—we’ve achieved our mission.” - Nicole Worley, CCR Director, Richmond CC

“I attended COABE for the first time this year in-person & really enjoyed everything. I went to a Correctional Andragogist Session with Herman Lee. One of the quotes he shared that spoke to me is ‘He who opens a school door closes a prison to educate a man in mind and not in morals is to educate a menace.’ ~Victor Hugo 1802-1885”. While it is wonderful that we are working and providing so many second chance opportunities, he also talked about the brand that is placed on a “felon” once they are incarcerated that limits their chance for success once they re-enter society. The use of resources from our communities, states and nonprofit organizations allow us a chance to provide pathways to help them from returning to the path that brought them here, but they still deal with discrimination when they return to society.” - Tiffany Elmore, PDF, College the Albemarle

“My favorite session (virtual) was “Top 10 Reasons to Integrate Entrepreneur and Certification Education Across Adult Education Programs” presented by Dr. Cheryl Ayers. She was very knowledgeable and shared many resources. She convincingly made the case for entrepreneur education; teaching valuable skills to students that they can use well into their adult years, regardless of what they end up doing for a living. I came away from the session with a feeling of commitment to an important addition to the adult education curriculum and a plan for teaching it.” - Amy Burke, PDF, Pamlico CC

“It was great to know that North Carolina is doing phenomenal innovative work in Adult Education and that many opportunities we have available are unheard of in other states. Many states have greater resources for adult correctional education and their ideas are impressive. I also realized how important the success coach is to our programs.” - Dr. Kimberly Gregory, CCR Director, College of the Albemarle

“I think that the COABE Conference was very spirited. I attended several inspiring, enjoyable sessions and a couple of lackluster ones as well. My favorite session was ‘Embodied ESL - Using Drama to Develop Learners’ Fluency and Confidence’ in which the presenters demonstrated different ways to incorporate physical activity, drama, and, in particular, mock trials in the classroom. All in all, I came away with fresh energy, lots of ideas, and a few new friends!” - Maria Smith, ESL Instructor, Durham Technical CC

"My favorite session at the COABE conference was "Free & Open Education Resources for Adult Learners." The presenters at the session introduced us to the following educational website: <https://www.crowdedlearning.org/> This is a free quality resource for all types of adult education instructors. It has such an abundance of material that it saves the instructor time from having to sift through a multitude of websites to find the right resource. Here is what I love about the website:

- It contains 2,400 lessons aligned to standards.*
- It's curated so that vocabulary and levels vary.*
- It contains a GED math prep app.*
- It contains Skillblox lessons which are CCRS and TABE aligned.*
- It features 'EdTech Maker Space' where teachers create and share free materials.*
- It offers digital skills for achieving education & career goals.*

I am excited to share this resource with all of our instructors at our professional development on May 30th at Mayland Community College!" - Gina Coffey, PDF, Maryland CC

"This was my first COABE, and I was overwhelmed by the number of people from the state and across the country. It really put into perspective how large, and growing, our area of Adult Education is. My favorite session was a half-day pre-conference Contextualizing Instruction in IELCE Activities. It was a nice refresher on the basics, and the group activities were informative and insightful. Having the opportunity to practice writing different pieces of a mock program, collaborating with folks from around the country, and receiving feedback from the presenters and peers in the session was invaluable." - Hannah Oxendine, Refugee Specialist, Central Piedmont CC

My biggest take away and conclusions from all three sessions are two:

1.- Invest time listening to our students and build a relationship with them. They will trust me and will be more likely to ask for support when needed, whether it is a flat tire or thinking this is so hard to accomplish, and I can find the best resources we can offer them, to help them achieve their academic goal.

2.-Partnership. If we can partner with nonprofit organizations, business owners, groups in the community, we will be able to provide these resources to our students. - Silvia Martin del Campo Vargas, Director of Latinx Ed, McDowell Tech CC

"I enjoyed COABE and it was informative for me attending the session on Essential Education. I learned how to assign instruction for my virtual students that is geared towards their needs; not just assigning redundant lessons if they have already mastered the skill and content in a particular area." - Tonya Woolard, PDF, Martin CC

"Attending the COABE conference was such an awesome opportunity! I enjoyed seeing the instructors from different areas of our Transitional Studies department gather together and share ideas they learned in the conference sessions. Upon our return, I saw a positive shift in how instructors approached lessons and each other. Attending the conference built comradery among our instructors." - Shari Brown, CCR Director, Caldwell CC&TI

"Attending COABE 2023 enabled me to network with fellow educators from across the state and country. I found the session on professional development very useful because it reinforced our approach and practices here at CCCC as well as giving me some new ideas." - Deana St. Peter, Executive Director of the Center for Organizational Excellence, Central Carolina CC

“The best session that I attended was the one with the training representative. He talked about how he worked to determine the correct skills for his workers. We often think that computer skills involve using a computer and using Office. The speaker talked about how technology could be other devices that workers use that are computer-based but not a desktop or laptop. It opened up new ideas about how we can help students and staff.

Since I had to manage the college's PD day during COABE, I attended virtually and limited my ability to network with other colleagues. Being remote did allow for me to hop between sessions to find topics that I was interested in learning more about. The sessions that I attended helped me with the development of the training portion of our project.” - Nathan Stevens, Professional Development Coordinator, Central Carolina CC

Remember that all NC Title II programs have licenses for [NorthStar Digital Literacy](#) with unlimited assessments. Please use NorthStar with all of your students to improve their digital literacy skills! If you need help accessing your NorthStar license contact Dan Loges at logesd@nccommunitycolleges.edu



NORTHSTAR
DIGITAL LITERACY ASSESSMENT



Instructor Credentialing Scholarships

Research studies prove that the quality of instruction has the most significant impact on student performance. As a result, federal and state agencies and other national organizations require higher standards for instructors. Since 2012, the CCR Professional Development Team has offered a process and credentialing system to train instructors in evidence-based teaching methodologies.

Courses highlight metacognition, Maslow’s Hierarchy of Needs, informal assessment strategies, reading, writing, and math instructional strategies all based on the tenets of andragogy - adult learning theory.

The credentialing courses and credentialing process funded through the NC Community College System are accessible to all full or part-time basic skills instructors or community-based volunteers. The CORE Credential, ASE Language Arts, and ASE Math courses are offered 100% online via the NCCC Virtual Learning Community.

The goal of the credentialing courses is to ensure that North Carolina meets the requirements of WIOA’s Thirteen Considerations which includes that all Title II Providers deliver instruction based on current best practices derived from the most rigorous research available and that the instruction is provided by well-trained instructors.

The CORE, ASE Language Arts, and ASE Math courses are ten-week, online, asynchronous courses with scheduled assignments due every week.

All prospective students of these credentialing courses must complete an application for a scholarship to participate in the course. Scholarship applicants must commit to spending approximately three hours per week completing the required assignments by the weekly due date. Applicants must also commit to completing the course by the course end date.

Once you have discussed your professional development goals with your program director, you may submit a scholarship application.

Below is the credentialing schedule for PY 2023-2024. Scholarship links for the courses will be open to receive applications six weeks prior to the start of each course.

2023-2024 CREDENTIALING COURSE SCHEDULE

| | |
|------------------------------|--|
| Core Credential | September 11, 2023 – November 17, 2023 |
| ASE Math Credential | September 25, 2023 – December 1, 2023 |
| Core Credential | October 9, 2023 – December 15, 2022 |
| Core Credential | January 22, 2024 – March 29, 2024 |
| ASE Language Arts Credential | February 5, 2024 – April 12, 2024 |
| Core Credential | March 25, 2024 – May 31, 2024 |

Career Pathways Leadership Certification



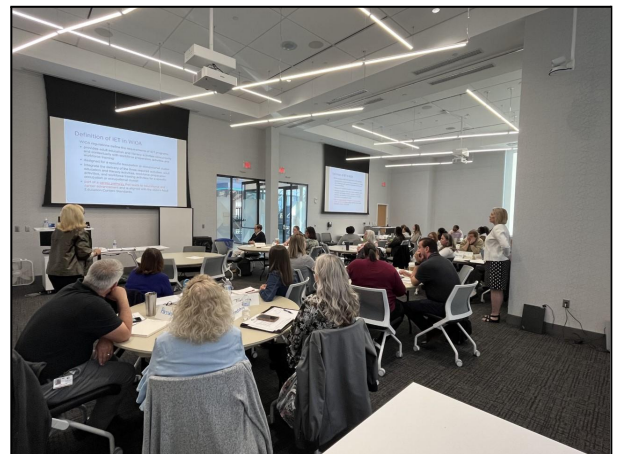
Career Pathways has been an area of intentional focus for Title II programs this year. We are thrilled with the progress of Integrated Education and Training implementation across the state, offering students a strong entry onto career pathways that will lead to family sustaining wages. This work not only positively impacts students and their families but contributes to our local workforce in meaningful ways. As of May 2023, there have been over one-hundred IET templates approved across twenty-three programs in North Carolina. These templates are housed in a digital library accessible to all Title II providers in NC, allowing for collaboration among providers and maximizing

opportunities for students across North Carolina.

The National Career Pathways Network, a project of CORD (Center for Occupational Research and Development), facilitated two training courses in the past month for Title II providers and their partners. The training in Raleigh, held at the System Office on April 26 & 27, certified forty-two individuals and an additional thirty-seven were certified in Charlotte at an event held at Central Piedmont Community College May 1 & 2.

The two-day training provided an overview of career pathways and delved into the specific components of integrated education and training. Participants had the opportunity to reflect upon a Career Pathways Assessment Tool to see where they are in the implementation process. Areas considered included identifying sectors and engaging employers, contextualizing learning, identifying funding needs and sources, aligning policy, professional development and programs, communication, and measuring system change and performance.

In addition to CCR Directors, partners from Continuing Education, Curriculum and Title I programs participated in the training. These partnerships are vital to the success of career pathways and IETs, so it was very encouraging to see the collaboration already taking place. We look forward to continuing to build and foster these relationships in the coming program year.



Follow-up sessions will be offered virtually in May and June to offer ongoing support to those taking this knowledge back to their programs to build or expand the career pathways and IETs they are offering. Additionally, there is an open invitation to schedule individual meetings with Lindsay Tipton, Director of Career Pathways, CCR for brainstorming, feedback, or any other type of support. Please email her at tiptonl@nccommunitycolleges.edu to schedule a meeting.

IELCE Students Become Electrical Technicians at Forsyth TCC - Submitted by Brandon Bost

Congratulations to Forsyth Technical Community College's ESL students for earning the NCCER Electrical Level I, II, III credential in addition to Electrical Technician from the Home Builders' Institute.

For sixteen weeks, these students learned electrical content while improving their English proficiency, engaging with civics, and preparing for a career in the electrical field.

Below is a message from a Forsyth Technical Community College student, Cleophord Bellot, from Haiti. He studied and works in blueprint design.

"The electrical class was very beneficial for me. Now I understand the basic components of an electrical system. I know how to use and maintain hand and power tools, such as screwdrivers, pliers and drills."

The main reason I took that class was to read and to analyze blueprints and schematics. I am fully able now to do that.

Before taking this class I was afraid that I would not understand anything because of my English level. Fortunately, someone was made available to help me revise the topics discussed in class. It has been very good for me.

"That class was a great satisfaction."


Embracing Flexible Schedules in IELCE Programs with Burlington English

In Integrated English Literacy and Civic Education (IELCE) programs, offering flexible schedules has become more crucial than ever. Recognizing learners' diverse needs and responsibilities, we must adapt to provide accessible and accommodating language education. With the support of resources like Burlington English, IELCE programs can unlock the potential for individualized learning experiences and empower students.

Burlington English, a valuable resource in IELCE programs, facilitates accessibility by providing an online platform accessible 24/7. Students can conveniently access many learning materials, exercises, and assessments anytime and anywhere, aligning their language learning with their own schedules. This flexibility removes time constraints, enabling learners to fit language learning into their busy lives effectively.

Burlington English caters to various learning needs through its comprehensive platform. Learners can engage in interactive exercises, multimedia content, and personalized assessments, tailored to their individual strengths and areas of improvement. With the flexibility to learn at their own pace, revisit lessons, and receive immediate feedback, students can customize their learning experience.

The NCCCSO CCR Department has purchased Burlington English seats for all IELCE programs. Please reach out to Matthew Brown at brownm@nccommunitycolleges.edu if you need more information on how to access Burlington English for your IELCE students.



ESL Integrated Education Training
College and Career Pathways

English language support, workforce preparation, and career training to help you.
Gain credentials, advance your career or begin a new job or program of study!
(Ganar credenciales, avanzar en su trabajo o comenzar un nuevo trabajo o estudios)

Intro to Health Sciences
FREE CLASS
Explore entry-level healthcare fields such as CNA, EMT and medical assisting and learn general medical vocabulary to discover if a career in health sciences is right for you.
Información sobre el inicio de las carreras en la salud, como CNA, EMT, y medical assisting. Aprende nuevos términos médicos.

Childcare Certificate
In just one course, learn how to teach preschool children and apply for credentials to teach in North Carolina childcare facilities.
En una sola clase, aprenda a enseñar a los niños preescolares y solicitar una credencial para trabajar en cualquier guardería en NC.

Electrical Installation and Troubleshooting
Learn the basics of wiring, electrical theory and more. Receive hands-on training inside and outside of the classroom.
Aprenda lo fundamental sobre la instalación de cables, la teoría del eléctrico, y más. Practique dentro y fuera del salón de clase.

Entrepreneurship **FREE CLASS**
Learn the basics of how to start your own business and be a successful entrepreneur!
¡Inicie su propia empresa!

Interested?
Email: lsbost@forsythtech.edu
Call: 336.734.7798

Forsyth Tech
COMMUNITY COLLEGE

*An intermediate to advanced level of English proficiency is recommended.

