

# November 2021 Newsletter



# NC COMMUNITY COLLEGES

# COLLEGE & CAREER READINESS



## A Veterans Day Message from the State Director

Please take a moment to say thank you to the men and women who served our country. I'd like to say thank you to Jazmine Hackett, as well as my Dad, brothers, son, and niece for the years they spent serving our country.

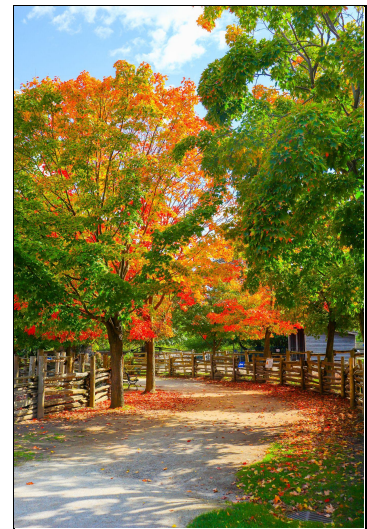
As you read this newsletter, notice all the innovation and work to propel adult education students forward into careers. Many of our long-term projects plant the seeds that will drive our programs to future success.

Thank you to the seven North Carolina Title II programs that were chosen as finalists for their innovative pre-apprenticeship submissions to the *Rethink Adult Education Challenge*. Please take a minute to read about their winning ideas on page seven.

Thank you, also, to the programs that have given their time and energy to participate in the Standards-In-Action Project. Please read the article below highlighting an SIA lesson at Lenoir Community College.

Enjoy the NC fall colors.

Gilda Rubio-Festa  
Associate Vice President, College and Career Readiness  
State Director, Title II, NC

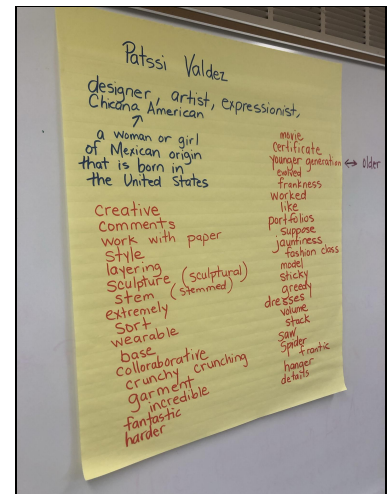


## Creating Lessons to Engage English Learners

Wendy Hicks from Lenoir Community College develops lessons to engage learners in large and small group activities for a deeper connection to selected reading materials.

She shared a lesson for teaching ESL in the content areas of Social Studies/Language Arts. For Hispanic Heritage Month, Mrs. Hicks's class studied an essay about honoring ancestors. They read an art essay about American painter Patssi Valdez. Mrs. Hicks engaged the students' prior knowledge by watching a video on YouTube that showed the artist interacting with students from a Los Angeles School for the Arts. As Mrs. Hicks' students watched the second time, with closed captions on, she asked them to write any words they heard/saw that intrigued them. The terms generated during the discussion are pictured on the left.

After the video, students wrote a paragraph explaining what they saw, using the words generated. The students read three texts in a jigsaw NC College and Career Readiness Newsletter





reading activity. The three articles about Patssi Valdez came from an interview with the LA Times, a short selection from the Smithsonian Magazine, and one-piece from PatssiValdez.com. The reading activity assignments allowed for differentiated instruction in the multileveled class. When the students read the assigned essay, they were quite prepared to answer questions about the artist's life.

Mrs. Hicks and seven other instructors from North Carolina community colleges and CBOs participated in the Standards-in-Action 2.0 project this fall, an initiative funded by the Office of Career, Technical, and Adult Education (OCTAE), to engage learners with texts utilizing content standards. The lesson she described is taken from strategies presented in this training. Mrs. Hicks says this lesson was a huge success, and she looks forward to trying other strategies as well.

Visit <https://www.standardsinaction.org/> to learn more.

## Professional Development Update

The CCR Professional Development Unit is committed to offering PD based on the best practices derived from the most rigorous research. We want to ensure instructors, support staff, and administrators have access to high-quality professional development through several different modes.

### Nine NorthStar Training Webinars in November!

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#### Overview for Directors and Instructors

This training will introduce the Northstar Digital Literacy standards, assessments, curriculum, self-directed online learning, and reporting. You will ascertain how to start incorporating and implementing digital literacy into your organization using the Northstar features.

Nov 08 [Overview of Northstar Features for Title II Directors](#) (RECORDING)

Nov 09 [Overview of Northstar Features for Instructors](#) (RECORDING)

#### Getting Started Training

This training will cover the tasks needed to start using Northstar effectively and efficiently, run reports, resources available to Northstar subscribers, and the first steps.

Nov 15 [Getting started with Northstar Digital Literacy – Session One](#)

Nov 17 [Getting started with Northstar Digital Literacy – Session Two](#)

Nov 18 [Getting started with Northstar Digital Literacy – Session Three](#)

### **Introducing Learners to Northstar**

In this training, we will go over how to present assessments and self-directed online learning to students and go through the Northstar curricula with participants as learners.

Nov 29     [Introducing Learners to Northstar Digital Literacy – Session One](#)

Dec 1     [Introducing Learners to Northstar Digital Literacy - Session Two](#)

Dec 2     [Introducing Learners to Northstar Digital Literacy - Session Three](#)

Check the [NCCCS CCR Professional Development Webpage](#) for dates, registration, and information.

### **On-Demand Professional Development Opportunities**

- [2021-22 LEIS Form Training](#)
- [An Introduction to Title II Performance and Accountability Requirements](#)
- [Conquering Your Data Challenges](#)
- [IELCE Certificate of Completion Training Course \(2021\)](#)
- [Title II Performance and Accountability: Post-exit Primary Performance Indicators](#)

Please visit the [NCCCS CCR Professional Development Web Page](#) for registration and information.

### **Honors Boot Camp: A Successful Model for Instruction and Transition**

Nash Community College's High School Equivalency Honors Boot Camp is one of nine practices selected nationally as an innovative approach for modeling effective Integrated Education and Training (IET) programs, transitioning adult learners from adult basic education to post-secondary education or training increasing access to adult education services.

- During this webinar, attendees will learn:
- How Nash CC structured their Boot Camp.
- Things to consider before starting a Boot Camp.
- Changes NCC made to their Boot Camp over the years.
- Positives and negatives of the Boot Camp model.
- Why NCC's Boot Camp is deserving of recognition.

Presenter: Ivana Hanson, Education Program Administrator for REACH, NCCC System Office

Time: November 30, 2021, 02:00 PM in Eastern Standard Time

[Click here to register for the webinar.](#)

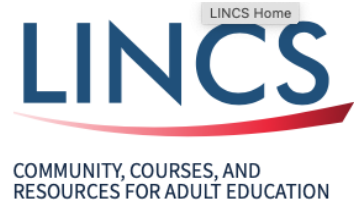
## New Courses in the LINCS Learning Portal

Check out these three new courses available from LINCS. You must have a LINCS account to participate. New users can follow this link to [create a new account](#).

**[Creating Adult Pre-Apprenticeships](#)** Designed to help adult education providers develop new programs and support providers who are refining existing pre-apprenticeships or implementing similar integrated education and training programs.

**[Teaching Adults to Read: Teaching Beginning and Intermediate Readers](#)** For adult educators, and explores evidence-based instructional practices for supporting adult beginning and intermediate readers in mastering essential skills, from alphabets to comprehension.

**[Teaching Adults to Read: Teaching Advanced Readers](#)** For adult educators and explores evidence-based instructional practices for supporting advanced adult readers in mastering essential skills.



Each course includes a Certificate of Completion, which course completers may submit for professional development credit to local programs and states that accept LINCS training for professional development credit. <https://courses.lincs.ed.gov/>

## Important WIOA Partners

Local workforce development boards are important WIOA partners. These boards supply invaluable labor market information and produce local comprehensive plans that identify regional needs (WIOA, Section 108). Additionally, local workforce development boards provide:

- career information and guidance,
- access to training and education,
- job search assistance,
- assistance in developing Career Pathways

In addition to being a vital community resource, local workforce development boards play a significant role in Title II programs. Collaborations with local boards can be beneficial to Title II providers and are required by WIOA. Three of the Thirteen Considerations relate to partnering or collaborating with local workforce development boards making connecting with the local boards necessary for compliance purposes.

View **[“Collaborating with Your Workforce Development Board Round Table”](#)** webinar held on Nov 4th led by Dalanda Bond with panelists:

Claire Ricci, Dean, Basic Skills Programs GTCC

Ivana Stevens, formerly Director, College & Career Readiness Nash CC

Tina Lawrence, Director/Coordinator Adult Basic Skills Piedmont CC

DeRee Jackson, Director, Gateway to Employment & Academic Readiness Brunswick CC

John Storm, Program Director Reading Connections, Inc.

A listing of Workforce Development Boards and the Title II providers they serve is located on the [NCCCS CCR website](#).



## Digital Literacy Skills Project Update

During fall 2020 and spring 2021, the NCCC System Office supported the Digital Literacy Skills Project with NC 2020 COVID-19 Recovery Act funds and Title II funds. Six adult education providers (five colleges and one community-based organization) representing varying NC regions, program size, and expertise in providing digital literacy instruction and distance learning options were selected



to lead this work. As we rebuild our economy, the Digital Literacy Skills Project is a framework to ensure an equitable recovery for the adults served in our programs.

The overarching goal of the multiphase Digital Literacy Skills Project is to build NC CCR programs' capacity to offer digital skills training to improve digital inclusion in North Carolina. In Phases I and II, experts collaborated to create a curriculum, a Digital Literacy Framework to guide work, a course tied to certification, program models for

delivery. They identified support services for students and staff.

The focus of the Phase III-Digital Navigator Network is to create a network of trained student support staff to provide support to programs to implement the courses Transition Digital Skills (BSP 4010) and Transition Digital Skills Application (BSP 4011) and to assist students in navigating resources to transition to post-secondary programs of study or credentialed training.

Coastal Carolina Community College has been supporting the overall management of the Digital Literacy Project since February 2021 and will continue in this role through June 2022.

## 225 Corrections Grant in Action: Central Carolina Community College's F.R.E.E.

Central Carolina Community College's F.R.E.E. (Future Recidivism Elimination Education) program celebrated its kickoff at Harnett Correctional Institution in September. Funded by Title II AEFLA Section 225 for Corrections Education, the overarching goal is to prepare students to make a successful transition from incarceration to society. The key elements of F.R.E.E. include a rigorous, contextualized basic skills course, co-enrollment in postsecondary training, and career planning activities that demonstrate work readiness. An introductory Ikigai, a Japanese word/concept that means "reason for being", activity created an opportunity for students to explore the balance of life and illustrated a reason for hope. For additional information on Central Carolina's F.R.E.E. program, please reach out to Sandra Thompson at [sthom589@cccc.edu](mailto:sthom589@cccc.edu).

# Integrated English Literacy and Civics Education Training Program: Building Equity

On Thursday, October 14, the *Center of Excellence for English Language Learners' Workforce Development*, led by Reading Connections, kicked off a new year of technical assistance and training on IELCE 243 services with a hopeful and collaborative Zoom webinar. North Carolina's thirty-one IELCE Program providers receiving 243 funds, along with representatives from other interested providers, convened to share in the vision of a transformative year for English Language Learners (ELL) and adult education programs across the state. Providers were able to connect with one another, share ideas, review the Integrated English Language and Civics Education (IELCE) model, and learn about guiding principles for implementing this dynamic program.

## The IELCE Model

The Workforce Innovation and Opportunity Act (WIOA) lays out a vision for equity in accessing workforce training and education for all adults, including ELLs. IELCE programming brings about symbiotic integration between adult educators, employers, and the workforce development system. Educators provide the kinds of targeted training that result in English Language Learners becoming ideal job candidates for positions resulting in family-sustaining wages.

## IELCE and IET

The Integrated Education and Training (IET) services model is the engine that drives integration as well as instruction, offering students concurrent adult education and literacy, workforce preparation activities, and workforce



training needed for job placement and career advancement. Your school might already have IET services in place for local industries and occupations such as HVAC, upholstery, or cosmetology. English Language Learners in our communities face additional obstacles to accessing IETs, such as a lack of sufficient English proficiency and a lack of familiarity with certain workplace cultures. IELCE programming in North Carolina addresses these obstacles, among many others, through a flexible program and curriculum model that is hyper contextualized to local industry and the ELL communities we are serving.

## Impact

When schools and workforce development systems collaborate, everybody wins. Schools discover the precise skills that local employers are looking for in job applicants. Businesses see increasing numbers of qualified applicants based on the very criteria they specified to the schools. Learner/workers invest in and receive training in the most current and desirable skills to obtain self-sustaining employment within their local job market. Jobs with self-sustaining wages and opportunities for advancement lead to more home buying options and increased local and state tax revenue resulting in better-funded schools and community resources.

At this moment in history, when Americans are calling for more equitable access to resources, and pandemic-struck local businesses are struggling to staff themselves, IELCE programs offer a dynamic, flexible, and thoughtful solution with the potential to impact individuals, families, local economies, and our state as a whole. NCCCS and the *Center of Excellence for English Language Learners' Workforce Development* are excited to support the thirty-one IELCE 243 providers offering such transformational programming.

## Pre-Apprenticeships in the Works

Pre-apprenticeships assist adult learners by equipping people with the knowledge and skills to enter and succeed in apprenticeships. Pre-apprenticeship participants learn academic skills, such as math and literacy, and workplace skills, such as time management and conflict resolution. High-quality pre-apprenticeship programs align to industry demand, set clear pathways into apprenticeships and other industry roles, and provide support services for their participants. These programs can drive more significant and more diverse participation in apprenticeships and the broader workforce.

The Department of Education recently invited Adult Education and Family Literacy Act-funded providers to submit preliminary designs for pre-apprenticeship programs in the *Rethink Adult Education Challenge*. Applicants were required to design programs that would lead to an apprenticeship or similar role in an industry with high demand. The review panel selected ninety-five finalists to progress to Stage Two. Out of the ninety-five, seven programs were from North Carolina! These finalists were provided access to various digital resources - such as case studies, activities, and webinars with subject matter experts – to help them refine their program designs. Below are some of the practices the seven NC finalists are working towards.



### **A-B Technical Community College**

A-B Tech is in its third year of sustained growth, providing pre-apprenticeships. Their vision is to expand beyond Hospitality and Healthcare by including a pre-apprenticeship in Advanced Manufacturing to prepare adult learners for more than seven-hundred jobs coming to Buncombe County. Their Advanced Manufacturing pre-apprenticeship will include two courses, Machining Fundamentals and Machining Applications.

Machining Fundamentals will be a fifteen-week, three-hundred-and-thirty-hour pre-apprenticeship to prepare students for entry-level positions in machining. The course will cover operating drill presses, milling machines, saws, and bench grinders, as well as reading blueprints, understanding basic automated machining, shop safety, shop math, Lean Manufacturing principles, teamwork, and problem-solving. Completing students may receive up to ten hours of articulated credit when they enroll in credit-bearing coursework.

Machining Applications will be a credit-bearing curriculum pre-apprenticeship and an introduction to various material-working processes common to the machining industry, including safety, process-specific machining equipment, measurement devices, the set-up, and layout of instruments, and standard shop practices. Upon completion, students will safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments.

### **Wake Technical Community College**

Wake Tech's vision is to expand their WakeWorks apprenticeship program, a partnership with Wake County, to connect College & Career Readiness (CCR) participants [students in adult high school, adult basic education, English as a Second Language (ESL), and those that are justice-involved] by creating a seamless pathway from CCR to pre-apprenticeship, apprenticeship, and employment in construction, health care, and manufacturing. They are developing and implementing a "Connect to

Skilled Trades" class specifically for CCR students and provide staff coordination and wraparound services. They are also expanding their CCR transitions program (one-on-one consulting, connections to programs of interest, and advising) to serve the pre-apprenticeship pathway.

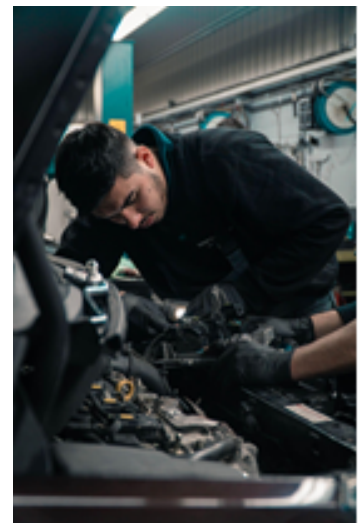
## **Lenoir Community College**

Lenoir's Pre-Apprenticeships in Correctional Education (OnPACE) program responds to industry needs and research, indicating that investments in correctional education lead to reductions in recidivism, crime, and institutional violence. OnPACE's pilot pathway, a construction pre-apprenticeship, targets incarcerated males at four adult and juvenile correctional facilities. The ten-week pre-apprenticeship will provide the math, trade, and employability training requisite for entering registered apprenticeships and succeeding in construction-related careers. Participants will prepare to pass the official HSE mathematics exam, enter a registered apprenticeship, transition into the workforce, and/or enroll in additional workforce training. While construction-focused, OnPACE will provide certifications and skills that are transferable across industries.

## **Nash Community College**

The vision of Nash Community College's TechStep pre-apprenticeship program is to expose, support, and transition adult learners from the College & Career Readiness program, enabling persons from typically underrepresented communities to shift from unemployment and underemployment to rewarding, high-wage careers in Information Technology. The TechStep program design includes four major components: High School Equivalency (HSE) Preparation, a technology onramp course, workplace skills and work experience, and the TechStep lab. Below are further details on each of the four major components.

- HSE Preparation: This component includes hybrid instruction in math, reading, writing, science, and social studies, emphasizing problem-solving, basic math, and reading for information.
- Technology Onramp: This component is offered as a pre-pathway to combat computer skills deficiency. It incorporates NorthStar Digital Literacy and Google Digital Literacy for basic skills and introduces IT career pathways.
- Workplace Skills and Experience: Nash Community College's IT department has a cooperative agreement with its CCR department to host apprenticeship and pre-apprentice students. Students alternate workdays and in-class instruction, learning soft skills, resume development, and interviewing skills.
- TechStep Lab: This component involved project-based learning where students complete tasks from Small Business Center clients, attend weekly project collaboration meetings, and learn from subject-matter experts. The TechStep program will be offered in five-week increments, leading to the start of the IT academies. Students who need additional time and support may re-enroll for multiple five-week sections.



## **Pitt Community College**

Pitt's pre-apprenticeship program consists of two years of online, blended classes with HSE or English needs completed within the first year of concurrent enrollment. The first year comprises concurrent enrollment in introductory computer-integrated manufacturing and



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Contextualized Adult Literacy classes. Students visit employer sites for demonstrations, tours, job shadowing, and mentor interaction during recruitment and throughout the program. By the end of the first fall term, students become pre-apprentices with partner employers, site visits, and job-shadowing while completing final coursework. The adult literacy teacher provides support, contextualization, and content integration in literacy classes while liaising between students and the Computer Integrated Machining (CIM) department to ensure continuity and success.

## Reading Connections

Reading Connection's vision is to create onramps for adult literacy students into family-supporting careers in advanced manufacturing using an Integrated Education and Training (IET) model. Their team, innovative in this area, embraces enhanced accountability and shared outcomes in a robust system with employers, a one-stop career center, a local manufacturing association, and state-level support. The contextualized curriculum will very specifically meet industry and participant learning needs and on-the-job responsibilities such that human potential is harnessed to meet demands. At the same time, flexibility in IET design allows for an innovative delivery system that can be applied quickly and effectively to other industries.

## Central Carolina

The pre-apprenticeship program at Central Carolina Community College (CCCC) is designed to support underrepresented/underserved job seekers effectively and equitably as they access high-quality, entry-level training while simultaneously improving literacy and numeracy skills. The training and contextualized basic skills curricula will focus on the construction technology and manufacturing industries. The overarching goal is to position students for success in an apprenticeship or as a job candidate. Students will exit the program with essential skills and competencies, meaningful work experiences, and in-demand credentials that align with workforce needs and lead to careers that provide family-sustaining wages and self-actualization.

## LatinxEd's #SomosNC Listening Tour!



The team from [LatinxEd](#) will travel the state of North Carolina to listen to the community on how they can advance Latinx student success through the #SomosNC Statewide Listening Tour.

**The LatinxEd team plans educator Roundtables** to connect with those who are engaged with Latinx students.

**RSVP for the next Educator Roundtable** on Wednesday, November 10 at 5:30 pm at <https://bit.ly/NC Educator Roundtable>,

To see the full schedule, visit the [Statewide Listening Tour](#) website.

# Economic Empowerment Online Curriculum & Training

Learn basic economics, personal finance, and entrepreneurship concepts and skills using a classroom-ready, highly flexible curriculum designed to assist adults with limited education and income make more informed decisions for a prosperous future.

The multidisciplinary curriculum offers real-world contexts for teaching basic academic subjects in preparation for an HSE assessment and stand-alone community programs focused on one or more of the three curriculum topics.

**COST: \$55**  
**TO REGISTER & PAYMENT INFO:**  
<https://tinyurl.com/OnlineEconEmpower>  
 If you have any questions, please email  
 Dr. Cheryl Ayers [cheryl42@vt.edu](mailto:cheryl42@vt.edu)

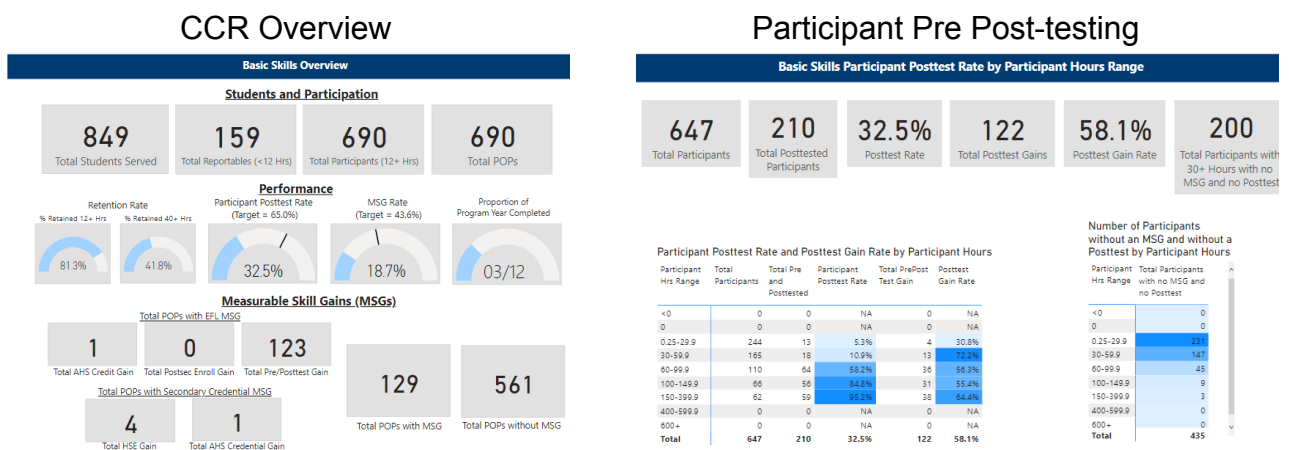
Participants may complete the online training anytime from Dec 1, 2021, to Jan 31, 2022. Secured access to the online training site will be emailed on Dec 1 once registration and payment are received.

## CCR Data Report Card

Did you know that you can download a College and Career Readiness (CCR) Data Report Card with just a few clicks in the CCR Power BI dashboard? Data report cards will let you know how you are progressing toward program performance milestones. Report cards can be accessed at any time and are updated monthly, after your literacy flat-file submission, generally between the 20-25<sup>th</sup> of each month.

To obtain your report card, you need access to the Power BI dashboards for College and Career Readiness. If you have not yet set up your Power BI account, submit a help desk ticket through Service Now to request access.

The two dashboards making up your program report card are the **CCR Overview** and the **Participant Pre- Post-testing** reports. (samples below)



Report cards can be used to provide a point-in-time snapshot of your program’s performance and can assist you with evaluating enrollment trends, program strengths, and weaknesses. Keeping these snapshots for reference can help with future point-in-time, year-to-year comparisons. Take some time to explore the Power BI dashboard and review your program success by accessing your CCR Data Report Card!

## Reporting in Moodle for the 2021-2022 academic year

Please use the following Moodle Pages to upload monitoring, budgets, and time and effort reports.

### 2021-2022 Title II Continuous

#### Fiscal and Programmatic Monitoring

- Used every month
- Community Colleges upload XDBR
- Community-Based Organizations upload reimbursement requests.
- **Coming soon:** will have a section to upload documentation for on-site or virtual monitoring.

### Time & Effort Submission

#### 2021-2022

- Submit Time and Effort by the **15th of each month**
- Time and Effort can also be submitted semi-annually:
  - o The 1st-period semi-annual report is due on **January 17, 2022**
  - o The 2nd-period semi-annual time and effort report is due on **July 15, 2022**

### WIOA Budgets 2021-2022

- Budget submissions for the 2021-2022 academic year.
  - o 231
  - o 225
  - o 243
  - o Digital Literacy Navigator
  - o Other Special Projects (as requested)
- Budgets Transfer/ Modifications Request for 2021-2022



**ONE TEAM WITH ONE VOICE... SERVING 58.**  
ACCOUNTABILITY | INTEGRITY | COLLABORATION | SERVICE

## For Colleges Only

### Benchmark / ADVANSYS update

Advansys provides a statewide student reporting system that meets National Reporting System (NRS), WIOA reporting requirements. ADVANSYS, developed specifically for Title II adult education reporting, is an automated, individual student record system with a relational database structure.

**Phase 1-** Data migration into ADVANSYS is currently being evaluated by four pilot colleges:

- Central Piedmont Community College
- Central Carolina Community Colleges
- Mitchell Community College
- Rowan-Cabarrus Community College

**Phase II -** The project team is in the process of identifying more cohorts. We have convened an Advisory Committee, non-pilot colleges, to assist in making decisions about interoperability between the three data management systems. The non-pilot college cohort:

- Wilkes Community College
- Pitt Community College
- Richmond Community College
- Guilford Technical Community College

A more detailed memo will be presented at the NCCAP meeting.

## Minority Male Success Initiative Grant

The Minority Male Success Initiative Grant is designed and structured to enhance the educational success of all minoritized males currently enrolled in the NC Community College System. The target group for the 2022-26 academic years will be any minority male students enrolling in 58 North Carolina community colleges. The grant seeks to create and foster campus environments where all students feel welcomed and appreciated. The grant aims to accomplish this goal through the development and implementation of institutional student success strategies.

**Webinar**  
**Thursday, November 11**  
**2:00 – 3:00 pm** to discuss the grant and answer questions.  
**Join on your computer or mobile app**  
[Click here to join the meeting](#)

Please contact Dr. John “JJ” Evans, Associate Director of Student Life, NCCCS  
[jevans@ncccommunitycolleges.edu](mailto:jevans@ncccommunitycolleges.edu)

If you have any questions or concerns,  
please use the form: [Submit Your Questions](#)



### IntelliBoard - Saving Instructors Time through Automating Data Reporting: A Case Study with Nash Community College

**Presented by:**

Amy Price, Vice President Client Success, IntelliBoard

Steph Vahos, Adoption Manager, IntelliBoard

Ivana Hanson, REACH Education Program Administrator, NCCC System Office

Dr. Lane Freeman, Director of Online Learning Programs and Student Services, NCCC System Office

**Description:** During this session, attendees will learn how to use IntelliBoard, a program already available to all NC community colleges, to count seat time in any Learning Management System (LMS), such as Moodle or Blackboard.

Many higher education institutions, specifically community college programs, require measuring clock hours by the time students are physically seated during class for accreditation and compliance. Learn precisely how Nash Community College leveraged IntelliBoard to automate the system.

[Click Here to Register for the Webinar](#)