Adult High School Implementation Guide

2024

Documentation of Revisions:

Version	Date	By Whom	Title
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This document contains the policies and procedures that govern the implementation and operation of an Adult High School program in North Carolina.

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Section 1: Program Governance

WIOA-Title II – Core Purpose

In accordance to Section 202(3) of the Workforce Innovation and Opportunity Act (WIOA), Title II-Adult Education and Family Literacy Act (AEFLA), it is the purpose of this title to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, to "**assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways.**"

To meet the purpose outlined in WIOA-Title II, Section 202(3), North Carolina offers an Adult High School program.

Adult High School (AHS)

- The Adult High School program is offered cooperatively with a local public school system to offer adults and minors ages 16-17 an opportunity to earn an Adult High School diploma. Participants must be able to master the course standards at the level and rigor at which they are presented.
    - Course and graduation requirements are in alignment with the standards established by the State Board of Education, the local education agency, and the local community college. The AHS diploma is issued in cooperation between the local boards of education and community college trustees with appropriate signatures representing both educational systems.

State Board of Community Colleges

ID SBCC 200.3 Program Classification

(2)(d) Basic Skills Programs. The State Board and the community college system shall encourage persons to complete high school rather than seek testing for the High School Diploma Equivalency.

Adult High School (AHS)-Recommendations

The principles that govern the issuance of an Adult High School diploma were adopted by the North Carolina State Board of Education in December 1992, and by the North Carolina State Board of Community Colleges in January 1993.

Recommendations:

1) The AHS diploma and transcript shall represent the same quality and appearance as issued by the local education agency. The names of both educational agencies shall be listed on the official AHS diploma and must include these four signatures: Local College President, LEA Superintendent, Chairs of Board; LEA and local college.

2) The minimum number of graduation credits shall be the same as the number adopted by the State Board of Education. Community colleges will follow the graduation requirements as documented in the Future Ready Core graduation requirements (See Attachment A); however, NC Department of Public Instruction policy states that high school students may complete the course and credit requirements that were in effect the year they first entered ninth grade, provided that the student was enrolled in a North Carolina high school within the past 5 years.

3) The AHS curriculum shall be competency-based, consisting of the core and elective credits required for high school graduation. Electives shall be selected from a variety of program offerings as defined in the local Agreement of Affiliation and structured so that students develop a range of skills which prepare them to succeed in the labor market or to enter technical, vocational, or college transfer programs.

4) Students may be granted elective credit for post-secondary courses, military training, apprenticeship programs, business and industry training from which competencies can be documented and evaluated.

5) Students may earn up to two core credits based on mastery of competencies demonstrated through challenge exams adopted and evaluated by the local community college.

6) A student must earn at least one credit from the community college for an AHS diploma to be awarded.

7) While graduation requirements shall be standardized, methods of instruction can be offered face-to-face, online, or hybrid and will be determined by the local community college.

8) Faculty or instructors who teach AHS courses shall, at a minimum, hold a baccalaureate degree and have the knowledge and skills that enable them to meet the needs of adult learners.

9) Local community colleges may charge, as appropriate, costs for student textbooks, student activity fees and other fees including parking and graduation fees. Charges shall not include fees for registration.

10) Community colleges shall maintain permanent records for AHS graduates and provide transcript evaluation services for incoming or returning AHS students. Incoming students are required to provide community colleges with an official high school transcript for evaluation of transfer credits. Official transcripts must be either sent electronically directly from the issuing organization, or hard copies must be in a sealed envelope and be signed by a principal or administrative designee.

11) The North Carolina Community College System shall provide an Adult High School Implementation Guide. This document will be distributed to the Department of Public Instruction, the community college, and the local education agency.

12) The North Carolina Community College System, in cooperation with the NC Department of Public Instruction, shall establish a process to:

- Review Agreements of Affiliation between community colleges and local education agencies every even year, or when changes occur, for policy and procedural compliance.
- File Agreements of Affiliation with the North Carolina Community College System
- Maintain a list of AHS graduates by college each program year.

Funding for Adult High School Courses

Colleges may not require students to pay tuition or registration for other college programs and transfer credits into the Adult High School program.

Career and College Promise, Basic Skills Plus, and Continuing Education Classes

A. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise. This program is enrollment for traditional High School students. AHS students who are interested in post-secondary coursework may enroll in Basic Skills Plus which provides structured pathways and is tuition free for eligible students. Information for Basic Skills Plus can be found at Basic Skills Plus Policies and Procedures Implementation Guide, Revised June 25, 2021.

B. Adult High School students may also enroll in continuing education courses, outside of Basic Skills Plus, that are identified as eligible for Title II post-secondary transition. Adult High School programs will need to assign a letter grade for each completed continuing education course. Local programs should work with the continuing education department to create a 10-point grading scale for each course. Eligible continuing education courses should be credited as elective credits. Registration fees for these courses may be paid by the college by using appropriate funding methods such as: College Foundation Scholarships, Continuing Education Scholarships, Golden Leaf Funds, private donations, registration fee waivers.

C. Adult High School Students may concurrently enroll in AHS and postsecondary courses providing employability skills, job specific, occupational, technical skills, or developmental education and receive a Basic Skills Plus tuition waiver. For complete guidance on Basic Skills Plus, please see SBCC Numbered Memo CC21-041 and the Basic Skills Plus Policies and Procedures Implementation Guide, Revised June 25, 2021.

Course Content and Delivery Methods

The framework for AHS courses shall be competency-based and reflect the skills and knowledge students need to meet the content standards of the required program of study. As denoted in WIOA considerations, eligible providers are to ensure that the AHS program:

(A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and

(B) uses instructional practices that include the essential components of reading instruction.

Colleges must have on file a course plan for all course offerings. At a minimum, course plan must include the following: course title, course description, student learning outcomes, and evaluation methodologies.

Methods of instruction should be flexible and determined by the local community college. Methods may include, but are not limited to direct instruction, a lab setting, or distance learning.

Students shall earn credit based on mastery of established competencies. Credit will not be earned through Carnegie units or on a pre-determined number of instructional hours. As such, the number of hours of instruction per course offering may vary from college to college.

The minimum number of students enrolled in a class shall be determined by the local community college.

AHS Membership Classes

When scheduling and reporting College and Career Readiness student hours in membership classes, please be aware of the following:

- Recommended Hours are a baseline established during course code creation. (**1G SBCCC 200.94(b)(1)(D)**)
- Maximum Hours are calculated at a 20% increase from recommended hours. **Course sections may not exceed the maximum number of hours listed in the combined course library.** (**1D SBCCC 300.5(c)**)
- For NCCCS Code purposes, there is no minimum number of hours for course sections. Specific course codes may have additional criteria defined by external credentialing entities and generally noted in the Course Description.
- Course Section hours reported that exceed the maximum listed in the Combined Course Library are not allowable for budget FTE and are subject to compliance review. (**1D SBCCC 300.5(c)**)
- Colleges shall not report more hours per student than the number of hours specified in the instructor's contract. (**1G SBCCC 200.94(b)(3)**)
- Colleges must pay for all instructional hours reported for budget FTE from college funds. (**1G SBCCC 100.99(b)**)

Awarding Credit

The AHS student shall complete the minimum number of credits and specified courses adopted by the State Board of Education that is articulated in the Agreement of Affiliation. An Agreement of Affiliation may require additional credits. These requirements differ depending on when students first entered ninth grade. Students may follow the graduation requirements of their high school cohort up to five years from the beginning date of their first enrollment into ninth grade. Beyond that time frame, all AHS students will follow the current Future-Ready Core graduation requirements. Credit is based on mastery of established competencies rather than on a certain number of instructional hours. Review North Carolina mathematics Graduation Requirements located in Attachment B. Adult High School students should meet, at a minimum, the requirements to enter directly into a career after high school.

Units of Credit – Electives

A student may be granted elective credit from a variety of sources for which competencies can be documented and structured so that students develop a range of skills which qualify them to succeed in the labor market or to enter technical, vocational, or college transfer programs in the community colleges.

Military Elective credit may be awarded for military experience as documented by Department of Defense Form 214.

Awarding AHS Credit for Curriculum and Workforce Continuing Education Classes:

- AHS programs may award elective credit to students for curriculum or continuing education courses, if it is allowable in the Agreement of Affiliation with the LEA.
- AHS programs will need to assign a letter grade for each completed continuing education course. Local programs should work with the continuing education department to create a 10-point grading scale for each course.
- AHS programs may earn a postsecondary enrollment measurable skill gain (MSG 1c) for students who enroll in curriculum programs or continuing education courses that are identified as eligible for Title II postsecondary transition during the program year, as long as their postsecondary enrollment occurs after enrollment in adult education. The list of Workforce Continuing Education Courses Eligible for Title II Post-Secondary Transition is posted on the CCR Website: Program Quality & Accountability - NCCCS (nccommunitycolleges.edu).

Advanced Placement – Honors Courses

The AHS program does not offer advanced placement (AP) or honors courses. Colleges may award credit for previously earned AP or honors courses.

Occupational Course of Study Transfer Credits

Individuals who were previously enrolled in the Occupational Course of Study (OCS) pathway in the North Carolina Department of Public Instruction may be eligible for the Adult High School program. While OCS

Pathway core credits that are aligned with future-ready North Carolina Standard Course of Study are transferable, the OCS pathway is not available in the AHS program. Other OCS credits may be transferred into the AHS program as elective credits.

Challenge Testing

Local community colleges may permit a student to prove mastery of a core course through challenge testing. Challenge tests shall apply to core courses only and shall measure demonstrated mastery of course competencies. A <u>minimum passing grade of 80/B</u> is required for demonstrating mastery. The grade earned on the challenge test may be used as the assigned grade for the core course. A <u>maximum of two courses</u> may be challenged for core credits.

Biology, Chemistry and Other Laboratory Courses (Optional)

- Local community colleges may use their laboratory facilities to satisfy laboratory learning outcomes.
- A student may earn credit to satisfy the AHS program laboratory course competencies through laboratory science simulations or participating in laboratory learning experiences that will result in outcomes which will qualify a student to enter a local community college curriculum program.
- Local community colleges and local educational agencies may enter into cooperative agreements to use public school laboratory science facilities to satisfy biology, chemistry and other laboratory learning outcomes.
- Procedures on desired learning outcomes, costs, safety and liability for experiments conducted by the student inside and outside the classroom should be established.

Common Grading System

The North Carolina State Board of Education voted on January 8, 2015, to implement a 10-point grading scale for all high school students beginning in fall 2015. To be consistent with the Department of Public Instruction (DPI), as of January 1, 2016, all adult high school programs implemented the 10-point grading scale. This new numeric system replaces the seven-point grading scale. The NC Department of Public Instruction states that the new grading scale may not be applied retroactively to grades from prior years. However, incoming student transcripts could list both numerical scores and letter grades and note that the seven-point grading scale was used through the 2014-15 school year.

Standard scale — Numeric Grades.

90-100 = 4.0	80-89 = 3.0	70-79 = 2.0	60-69 = 1.0	< 59 = 0.0	WF = 0.0
FF = 0.0	WP = 0.0	INC = 0.0	AUD = 0.0	P = 0.0	

Traditional letter grades shall be assigned by the local community college where the student has taken or is given credit for course work in the Adult High School diploma program.
Below are the numeric grades with a letter grade legend:

A	90-100

B	80-89
C	70-79
D	60-69
F	< 59
I	Incomplete
W	Withdrawal

North Carolina Records Retention Schedule

The information that the college retains serves as evidence of functions executed and activities performed. Quality maintenance of records is paramount in the effective management of the AHS diploma program. Maintained student records are to be authentic, reliable, and complete. The Adult High School records retention requirements as denoted in The North Carolina Records Retention & Disposition Schedule for Colleges are located at https://archives.ncdcr.gov/documents/ncccs-colleges-2021/open.

	3. CONTINUING EDUCATION RECORDS			3. Continuing Ed
ITEM #	RECORDS SERIES TITLE	DISPOSITION INSTRUCTIONS	CITATION	
1.	**ADULT HIGH SCHOOL DIPLOMA COURSE FILE** Records concerning students enrolled in adult high school programs. File includes attendance, transcripts, and other related records.	Retain in office permanently.	Confidentiality: 20 USC § 1232g	

Student Eligibility Criteria

Eligible Individual – WIOA Definition

All students enrolled in an Adult High School diploma program must meet the WIOA-AEFLA definition of "eligible individual" as reference in Section 203(4) of the Act.

The term **"eligible individual"** means an individual—

- (A) who has attained 16 years of age.
- (B) who is not enrolled or required to be enrolled in secondary school under State law; **and**
- (C) who (i) is basic skills deficient; (ii) does not have a secondary school diploma or its recognized equivalent and has not an equivalent level of education; **or** (iii) is an English language learner.

Below are considerations for documenting this student eligibility criterion:

- SBCCC 200.95 requires that individuals under 18 years of age must provide proof of withdrawal from their last high school attended to enroll in an Adult High School. As such, minors age 16 or 17, must provide both of the following verification documents:
  - Minor Release Form – This verifies they meet the requirement of not being enrolled or required to be enrolled in secondary school under State law. This form, at a minimum, contains the following information: name, address, date of birth, last

school attended, and official withdrawal date showing at least six months has passed. This form is signed by school superintendent, or designee.

- o Minor Applicant Notarized Petition – This form must be completed by the person or agency having legal custody of the student seeking enrollment into the program. This form acknowledges that the minor has withdrawn from high school and provides the student's intent of enrolling in a community college.

- Emancipated minors, age 16 or 17, do not have to provide a Minor Applicant Notarized Petition to verify eligibility. Instead, they must provide one of the following official documents: 1) marriage certificate or 2) judicial decree of emancipation.

- Colleges must consult with the local public-school superintendent or designee, to establish a procedure for verifying eligibility for minors who have never been enrolled in the local public school system in North Carolina.

- Individuals who were previously enrolled in the Occupational Course of Study (OCS) pathway in the North Carolina Department of Public Instruction may be eligible for the Adult High School program.

- Individuals, age 18 or older, are not required to obtain proof of withdrawal from their last high school attended to enroll in an Adult High School.

State Board of Education Policy GCS-Q-000: W2T Coding for Transferring Students to AHS

Effective March 2015, the North Carolina State Board of Education adopted Policy GCS-Q-000 allowing students withdrawing from a public school and enrolling in a community college Adult High School (AHS) diploma program to be coded "W2T" as transfer students rather than as dropouts. Visit the FAQ link below for details and take note of questions 13 and 14 for specifics and guidance on how to work with your LEA for reporting purposes.

[Dropout Prevention and Intervention | NC DPI](#)

Residency and Citizenship Requirements

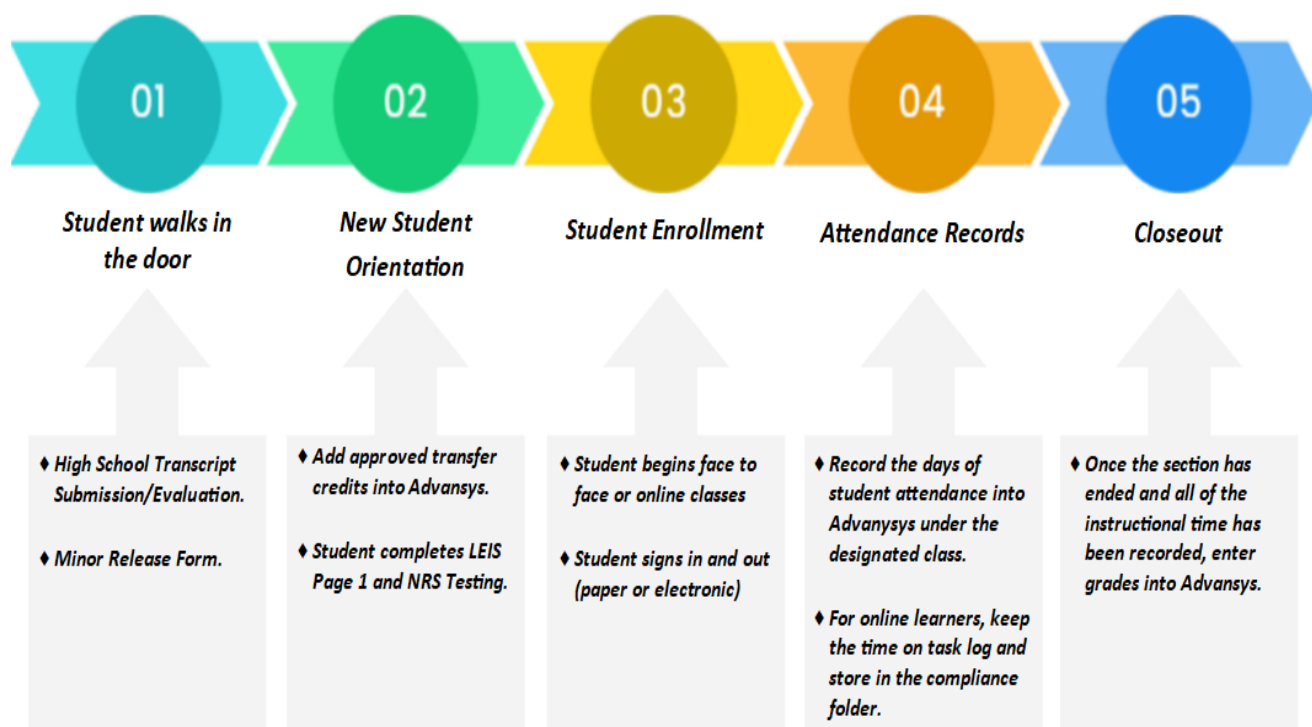Proof of residency or citizenship is not required to enroll in AHS. Note the following:

- Minors may enroll in an AHS program without regard to a particular public school administration area.
- Admission requirements for an emancipated minor shall be the same as for an applicant 18 years old or older.
- Provisions with respect to admission of minors are set forth in [Section 1D SBCCC 200.95](#).
- Individuals who are in the USA on non-immigrant visas, such as the F visas or J visas, are not allowed to participate in a federally funded adult education program. Section 625 of Public Law 104-208, which took effect on November 30, 1996, states, "The law prohibits the issuance of F-1 visas to attend publicly funded adult education programs. Publicly funded adult education is defined as: 'Education, training or English as second language programs operated by, through, or for a local public school district, system, agency or authority, regardless of whether such a

program charges fees or tuition.' Programs under this definition cannot accept students in F-1 status, even if tuition is charged." PLAW-104publ208.pdf (congress.gov)

- If an undocumented immigrant wishes to continue their education at a community college in North Carolina, it is recommended they earn an Adult High School diploma, rather than a High School Equivalency diploma. North Carolina State Board of Community Colleges Code 1D 400.2 states, "(1) Community colleges shall admit an undocumented immigrant only if he or she attended and graduated from a United States public high school, private high school, or home school that operates in compliance with State or local law…".

Section 2: Procedural Guidance

Intake Process for Adult High School

01	02	03	04	05
Student walks in the door	New Student Orientation	Student Enrollment	Attendance Records	Closeout
♦ High School Transcript Submission/Evaluation. ♦ Minor Release Form.	♦ Add approved transfer credits into Advansys. ♦ Student completes LEIS Page 1 and NRS Testing.	♦ Student begins face to face or online classes ♦ Student signs in and out (paper or electronic)	♦ Record the days of student attendance into Advanysys under the designated class. ♦ For online learners, keep the time on task log and store in the compliance folder.	♦ Once the section has ended and all of the instructional time has been recorded, enter grades into Advansys.

Enrollment and Registration Procedures

High School Transcript Evaluation

To enroll in an AHS diploma program, an incoming student is required to provide the college with an official high school transcript for evaluation of transfer credits. Official transcripts must be

either sent electronically directly from the issuing organization, or hard copies must be in a sealed envelope and be signed by a principal or administrative designee. If no transcript is available, the student may be admitted as needing all credits required for graduation, unless otherwise noted in the local Agreement of Affiliation. The following information may be considered when evaluating the transcript.

- The withdrawal date from the previous high school is required for schools that implement a six-month waiting period. This date may be found on the referral form from the school.
- The date the student first entered 9th grade will determine the graduation requirements, if student attended high school in the past five years.
- Credits may be awarded for all previously earned high school courses with a grade of D or better, or credits given the grade of "P", "PC-19", or "S". Core credits must meet Future Ready Core graduation requirements. Other courses may yield elective credit. Transfer credits shall be entered into ADVANSYS and will count toward the student's cumulative GPA.
- Partial credits may be combined to yield a full core or elective credit as stated above.
- Official transcripts of high school courses from accredited out-of-state high schools and post-secondary adult high school programs may be accepted for direct transfer of credit if the courses meet Future Ready Core graduation requirements.
- Official transcripts of high school level courses from foreign schools with official translation into English may be accepted for credit upon determination that the courses meet Future Ready Core graduation requirements.
- Official transcripts from approved home schools may be accepted for credit upon determination that the courses meet Future Ready Core graduation requirements. While homeschool approval varies from state-to-state, North Carolina homeschools must be registered with the Department of Non-Public Instruction.
- Official transcripts of high school courses from correspondence schools, deemed valid and acceptable by the local LEA, may be accepted for transfer credit if the courses meet Future Ready Core graduation requirements.
- Students admitted to the Adult High School program without a high school transcript will be assigned to classes based on initial placement from NRS testing.
- Students with no previous high school experience must complete all high school credits as required upon initial admission into the program.
- Credits with an incoming grade of "P", "PC-19", or "S" shall be given credit as an "S" (for Satisfactory) on the AHS transcript but will not count towards the cumulative GPA calculation.

Transcript Entry Module in ADVANSYS

From the Student Transcript Page, select "Add New Record."

The Add New Record function generates a Transcript Entry module which has no associated class information.

If the student completed a class that is part of the Adult Education program, select the **ADD** Adult Education Management System Class button to generate a menu of available classes.

If the class is outside the Adult Education program, all required fields must be completed.

SAVE TRANSCRIPT ENTRY will complete the process.

SAVE AND ADD SIMILAR will add the transcript entry and open a new entry field which will retain the Location, Class, Grade Level, Completion Date, and Teacher. All fields are editable. This is designed to save entry time when multiple transcripts entries from the same source must be entered.

Managing Transcript Data

Once transcript records are entered, users with the appropriate permissions can edit or delete specific line items.

Please note that only fields which have been entered on the transcript can be edited. For instance, if grades were not entered for Term 2, editing the transcript will not allow that entry. The entry must be deleted and re-created to enter additional information.

AHS Student Registrations

Initial Placement for AHS

The program (AHS or non-AHS) that the student first enrolls in during the reporting period determines the student's initial placement. Note that the initial placement does not change for the reporting year regardless of whether the student moves to or from the AHS program during the reporting period. Providers must set the entering EFL for AHS students on the transcript at the beginning of each program year on the continuous students. This is because AHS placement based on credits does not follow the 270-lookback period rules since it is not an NRS assessment.

- If the student's original enrollment for the reporting year is the AHS program, the student's initial placement is based on AHS Credits.

▪ If the student's original enrollment for the reporting period is in a CCR program other than AHS, the student's initial placement is based on NRS assessments.

The percentage of completed required graduation credits threshold set by the state shall determine the placement level as either ABE Level 5 or ABE Level 6 when students enter the AHS program.

1. NC State Threshold policy:

   a. Students entering below the 75% threshold are placed at ABE Level 5 (Adult Secondary Low - ASEL).

   b. Students entering at or above the 75% threshold are placed at the ABE Level 6 (Adult Secondary High - ASEH).

AHS MSG Change & Opportunity – Students in the AHS Program are **not required** to have placement levels based upon NRS assessments; however, AHS students can **now be awarded** pre/post-test gains if NRS assessments are used with AHS students. It is a **local decision** whether to NRS test students in the AHS program. ADVANSYS is programmed to look for an NRS pre/post gain or 75% AHS credits threshold gain when students have an AHS registration type. AHS students with NRS tests will show their placement based on the NRS test; however, once the student reaches the 75% threshold through AHS credit(s) attainment, the student is awarded an MSG. Or, if the student posttests and makes an EFL gain, an MSG is awarded. Student MSG types can be viewed under the details section of the Table 4 report.

An AHS student can earn an MSG by credit or graduation on the same day that an entering EFL for AHS is set.

Manual Outcome and Milestone Entries

Outcomes may be entered on the student record both during and after the student's participation. To locate the student outcomes module, Select Outcomes from the list of navigation links on the left-hand column of the student snapshot box.

This selection generates the manual outcome entry panel for the selected student.

This panel will first display the student's Period of Participation history, including IET and IEL/CE status.

The manual outcome entry panel may have available sections for the entry of:

- NRS Outcomes and Milestones
- Secondary Achievement
- State Goals

The Outcome Entry and Review panel will display all student outcomes (including those acquired through data match or entered via the (optional) Outcome Call List. The panel also displays the Period of Participation(s) for which outcomes and achievements may be entered.

Period of Participation Details

Fiscal Year	12 Hours Met?	Entering Level	IEL/CE and IET
7/1/2021 to Current	Employment at Entry: Employed | Grade Level at Entry: Grade 8		
2021 - 2022	No	No Entering Level	IEL/CE? No IET? No

Outcome and Milestone Achievements

Can be added by State or Program Administrator only if student meets all requirements for entry.

					New Indicator
Date	Entered	Goal Achieved	HSE/HSD Certificate Number	Date Approved	

Secondary Achievements (Reasons)

Can be added by State or Program Administrator at any time during the fiscal year, whether this student is currently enrolled or not.

			New Reason
Date	Entered	Achievement	

State Specific Achievements

Can be added by State or Program Administrator at any time during the fiscal year, whether this student is currently enrolled or not.

				New State Goal
Date	Entered	Achievement	Date Approved	

- Simply go to "Outcomes," select "Graduate," and remember to check that it has gone through after submission.

Entering a new Outcome or Milestone

To enter a new outcome, milestone, or achievement, select the appropriate category from the available sections and choose New Indicator.

udent meets all requirements for entry.

Complete the appropriate information related to the outcome, milestone, or achievement to be entered, including the required type from the available dropdown.

Once the information is complete, select SAVE to record the outcome to the student record.

NOTE: Pay particular attention to the date achieved, as this may impact whether the outcome will meet the standards for reporting. All outcomes, whether entered by hand or by data match must meet OCTAE reporting requirements.

Outcome Approval

Some outcomes may require state approval before being posted to the student record for consideration on federal reports.

The outcome will still show in the Outcomes Panel but will show a blank in the Date Approved column. Typically, the approval process is required for outcomes that are considered for Table 5 calculation.
Secondary Achievements and State Outcomes typically do NOT require approval. If an outcome is declined by the state, a reason for that decline will be posted to the record.

Milestones do not require state approval.

Outcome and Milestone Display

Once entered, whether manually, via data matching or the outcome call list

outcomes, milestones and achievements will display on the student Outcome Panel.

Outcome and Milestone Achievements					
Can be added by State or Program Administrator only if student meets all requirements for entry.					
					New Indicator
Attained Postsecondary Credential Outcome collection period beginning 1/1/0001					
Date	Entered	Goal Achieved	HSE/HSD Certificate Number	Date Approved	
8/10/2022	8/10/2022	Attained Postsecondary Credential	N/A		

Use the New Indicator link to add additional Outcomes or Milestones as appropriate.

Select "SAVE" to record the outcome to the student record, the outcome should show up in the "approvals pending" section of the "Program management" module. Once your program administrator approves the outcome, you will see the "date approved" populate to the student record.

Outcome Display Troubleshooting

Issue	Resolution
Outcome Entered in Error	**NOT APPROVED** If an outcome is entered in error and it has not been approved by the state, please contact your state liaison, and ask that the outcome be declined. **IS APPROVED** If an outcome is entered in error and it has been approved, please contact your state liaison. Removing the outcome or altering the date will require intervention by the Benchmark support staff. Your state liaison will coordinate that request.
Do not have documentation	If proper documentation for an outcome, achievement or milestone is not available, please do not attempt to enter.
Incorrect date entered	The outcome entry panel defaults to today's date. Please make sure to enter correct entry date for reporting purposes. If a date is entered in error and the outcome is saved, see Outcome Entered in Error above for resolution.
Outcome does not show on federal reports	If an outcome has been entered but does not appear on the appropriate federal reports: Put in a Service Now Ticket.

AHS Transcript Recommended Practices

The AHS transcript shall represent the same appearance and quality as issued by the local education agency. Colleges may issue transcripts created through ADVANSYS. Handwritten transcripts are not permitted. All transferred-in credits from a student's prior school(s) showing on their transcript, and all credits earned at the adult high school program must be listed with the earned grade, whichever transcript creation method is utilized. Incoming credits with a grade

of "P", "PC-19", or "S" shall be given credit as an "S" (for Satisfactory) on the AHS transcript but will not count towards the cumulative GPA calculation.

AHS Class Sections – for schools that normally **run individual AHS courses** (AHS Math I, AHS ENG III, etc.), it is recommended to now **create a "parent" AHS course** going forward in ADVANSYS. In this one course, you would enroll all AHS students and place them into their subject areas in your AHS software program.

For example, all students enroll into AHS-ONLINE (exact naming is a local decision, but please include AHS for ease of sorting). Students then work on their needed subject area(s) in PLATO, Odysseyware, etc. As students complete a class in the online software, add the completed class to their AHS transcript

Section 3: Curriculum Standards and Graduation Requirements

Curriculum Standards

Required Program of Study

The required program of study for an Adult High School diploma program will be the same as North Carolina's Standard Course of Study that defines the appropriate content standards for each grade level and each high school course. These standards can be accessed at [Standard Course of Study | NC DPI.](#)

While the Standard Course of Study is set by the State, local community colleges will utilize the North Carolina Adult Education Content Standards [Adult Education Content Standards - NCCCS (nccommunitycolleges.edu)](#) for developing curriculum materials used for instruction. Adult High School programs should align the Standard Course of Study with each core credit to ensure consistency and rigor.

High School Graduation Requirements

All public high school students must meet minimum state graduation requirements to earn a diploma and graduate. These graduation requirements are considered the Future-Ready Course of Study (FRC) requirements and prepare students for post-secondary success.

All students must earn at least 22 credits in the Future-Ready Course of Study to graduate from high school. The Future-Ready Course graduation requirements ensure that a student is prepared for life and whatever pathway they choose after they graduate, workplace, colleges/university, or the military. Below are the specific course requirements.

While the Occupational Course of Study requirements are provided in reference materials below, please note that while OCS Pathway core credits that are aligned with future-ready North Carolina Standard Course of Study are transferable, the OCS pathway is not available in the AHS program. Other OCS credits may be transferred into the AHS program as elective credits.

Although the state requires a designated number of courses and credits for students to graduate high school, local school districts and other public-school units may require additional courses and credits to graduate. If an Adult High School program has additional course or credit requirements beyond the standard

Future-Ready Course of Study, it should be outlined in the program's Agreement of Affiliation with the Local Educational Agency (LEA).

Section 4: Agreement of Affiliation, Supplemental Documents, and Reference Materials

Agreement of Affiliation

The purpose of the AHS diploma program is to provide a curriculum of instruction that will enable an individual to earn the Adult High School diploma secondary credential. The principles that govern the AHS diploma program were adopted by the North Carolina State Board of Education in December 1992 and by the North Carolina State Board of Community Colleges in January 1993. Cooperation between the local education agency and the community college is vital to the success of this program. Accordingly, local education agencies may have an Agreement of Affiliation with only one community college. The Agreement of Affiliation must be signed by both educational systems to operate an Adult High School diploma program. This agreement must be reviewed, signed, and submitted to the System Office every even year (2024, 2026, etc.) on October 1st.

Below are the minimum components that must be provided in the Agreement of Affiliation:

- Required template for signatures
- Attribution of both parties assuring that the AHS diploma and transcript will represent the same appearance and quality as issued by the local education agency (LEA) (See Attachment F)
- Total number of credits needed to graduate including any additional local exit requirements
- Attestation that both parties have a copy of the current Adult High School Implementation Guide

If either party to the agreement wishes to withdraw or alter in any way the Agreement of Affiliation document, it is understood that notice of at least four months shall be given to the cooperating agency, and that students enrolled in the program at the time of notice shall be given the opportunity to complete the courses for which they are currently enrolled.

Per North Carolina State Board of Education GCS-Q-000, LEAs can only enter into one community college Agreement of Affiliation. Not all community colleges offer AHS programming. As such, a community college may enter into an Agreement of Affiliation with an LEA outside of the college's service area only if a Level One Service Agreement is executed.

Note: The following pages intentionally left unnumbered in the footer for independent use as standalone forms and helpful references.

Adult High School Agreement of Affiliation

Contact Information:

Michael Tildsley
Coordinator of Adult Education: Corrections and Adult High School
E-mail: tildsleym@nccommunitycolleges.edu

_____   _____
Community College   Local Education Agency

The purpose of the Adult High School (AHS) program is to provide a curriculum of instruction that will enable an individual to earn the Adult High School diploma secondary credential. The principles that govern the AHS diploma program were adopted by the North Carolina State Board of Education in December 1992 and by the North Carolina State Board of Community Colleges in January 1993. The following recommendations address the programmatic federal funding updates for adult literacy education and the state policies that govern the operation of an AHS program.

Recommendations:

1. The AHS diploma and transcript shall represent the same quality and appearance as issued by the local education agency. The names of both educational agencies shall be listed on the official AHS diploma and must include these four signatures: Local College President, LEA Superintendent, Chairs of Board; LEA and local college.

2. The minimum number of graduation credits shall be the same as the number adopted by the State Board of Education. Community colleges will follow the graduation requirements as documented in the Future Ready Core graduation requirements; however, NC Department of Public Instruction policy states that high school students may complete the course and credit requirements that were in effect the year they first entered ninth grade, provided that the student was enrolled in a North Carolina high school within the past 5 years.

3. The AHS curriculum shall be competency-based, consisting of the core and elective credits required for high school graduation. Electives shall be selected from a variety of program offerings as defined in the local Agreement of Affiliation and structured so that students develop a range of skills which prepare them to succeed in the labor market or to enter technical, vocational, or college transfer programs.

4. Students may be granted elective credit for post-secondary courses, military training, apprenticeship programs, business and industry training from which competencies can be documented and evaluated.

5. Students may earn up to two core credits based on mastery of competencies demonstrated through challenge exams adopted and evaluated by the local community college.

6. A student must earn at least one credit from the community college for an AHS diploma to be awarded.

7. While requirements for graduation shall be standardized, instruction may be offered through face-to-face, online, or hybrid and will be determined by the local community college.

8. Faculty or instructors who teach AHS courses shall, at a minimum, hold a Bachelor's Degree and have the knowledge and skills that enable them to meet the needs of adult learners.

9. Local community colleges may charge, as appropriate, costs for student textbooks as well as student activity fees and other fees including parking and graduation fees. Charges shall not include fees for registration.

10. Community colleges shall maintain permanent records for AHS graduates and provide transcript evaluation services for incoming or returning AHS students. Incoming students are required to provide community colleges with an official high school transcript for evaluation of transfer credits. Official transcripts must be either sent electronically directly from the issuing organization, or hard copies must be in a sealed envelope and be signed by a principal or administrative designee. The North Carolina Community College System shall provide an AHS Implementation Guide. This document shall be distributed to the Department of Public Instruction, the community college, and the local education agency.

11. The North Carolina Community College System, in cooperation with the Department of Public Instruction, shall establish a process to:
    - Review Agreements of Affiliation between community colleges and local education agencies every two years on even years (2022, 2024, etc), or when changes occur, for policy and procedural compliance
    - File Agreements of Affiliation with the North Carolina Community College System
    - Maintain a record of AHS graduates by college each program year

Agreement of Affiliation

It is mutually agreed between_____Community College and the

_____Board of Education that the policies
and recommendations of the State Board of Community Colleges and the State Board of
Education which are documented in the Adult High School Implementation Guide shall govern
the administration and supervision of the cooperative Adult High School program, students, and
instructors. If either party to the agreement wishes to withdraw or alter in any way this
cooperative agreement, it is understood that notice of at least four months shall be given to the
cooperating agency and that students enrolled in the program at the time of notice shall be
given the opportunity to complete the courses for which they are currently registered.

_____   _____
Signature of Superintendent   Signature of Community College President

Date:_____   Date: _____

_____
Signature of Director or Coordinator of AHS Program

Date: _____

Required Attachment:
Local core course and credit requirements required for the Adult High School diploma

Distribution: The community college will electronically submit the *Agreement of Affiliation*
to the North Carolina Community College System via a designated Learning Management
System (Moodle)

Copies:
1. Cooperating Board of Education
2. Cooperating Community College and Board of Trustees

DPI Course Requirements for Graduation

	Future-Ready Course of Study (22 credits): Students entering Grade 9 between 2014-15 and 2019-20	
CONTENT AREA	**FUTURE-READY CORE** Course of Study Requirements	**FUTURE-READY OCCUPATIONAL** Course of Study Requirements
English	**4 Credits** English I, II, III, IV	**4 Credits** English I*, II*, III*, IV*
Mathematics	**4 Credits** Math I, II, III 4th Math Course to be aligned with the student's post high school plans*** *A student, in some circumstances, may have an alternative math course sequence as outlined under State Board of Education policy or due to the transition in standards.*	**3 Credits** Introduction to Mathematics Math I* Financial Management
Science	**3 Credits** A physical science course, Biology, Earth/Environmental Science	**2 Credits** Applied Science Biology*
Social Studies	**4 Credits** American History: The Founding Principles, Civics & Economics** World History American History I American History II	**2 Credits** American History I American History II
World Languages	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	Not required
Health and Physical Education	**1 Credit** Health/Physical Education *Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.* *Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.*	**1 Credit** Health/Physical Education

CONTENT AREA	FUTURE-READY CORE Course of Study Requirements	FUTURE-READY OCCUPATIONAL Course of Study Requirements
Electives or other requirements	**6 Credits required** **2 elective credits of any combination from either:** – Career and Technical Education (CTE) – Arts Education – World Languages **4 elective credits from the following (four-course concentration recommended):** – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area or cross-disciplinary courses (e.g. social studies, science, mathematics, English, and dual enrollment courses)	**6 Credits** Occupational Preparation I, II, III, IV***** Elective credits Additional requirements: – Completion of IEP Objectives – Career Portfolio
Career/Technical		**4 Credits** Career/Technical Education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)		
Total	22 Credits plus any local requirements	22 Credits plus any local requirements

*   OCS Pathway courses aligned with North Carolina Standard Course of Study in English I, II, III, IV; Math I and American History I, II, and Biology.

**   This course must follow the NCSCOS in its entirety and may not be satisfied by an Advanced Placement (AP), International Baccalaureate (IB) or Cambridge International Examination (CIE) courses, dual enrollment or any other course that does not fully address the NCSCOS.

CONTENT AREA	FUTURE-READY CORE Course of Study Requirements	FUTURE-READY OCCUPATIONAL Course of Study Requirements
Future-Ready Course of Study (22 Credits): Students entering Grade 9 in 2021-2025		
English	**4 Credits** English I, II, III, IV	**4 Credits** English I, II, III, IV
Mathematics	**4 Credits** NC Math 1, 2, and 3 4th Math Course to be aligned with the student's post high school plans** *A student, in rare instances, may be able to take an alternative math course sequence as outlined under State Board of Education policy.*	**3 Credits** Introduction to Mathematics NC Math I Financial Management
Science	**3 Credits** A physical science course, Biology, Earth/Environmental Science course	**2 Credits** Applied Science Biology
Social Studies	**4 Credits** Founding Principals of the United States of America and North Carolina: Civic Literacy Economics and Personal Finance American History World History	**2 Credits** American History: Founding Principles, Civics & Economics American History I or American History II
World Languages	Not required for high school graduation. A two-credit minimum is required for admission to a university in the UNC system.	Not required
Health and Physical Education	**1 Credit** Health/Physical Education *Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.* *Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.*	**1 Credit** Health/Physical Education *Students are required to successfully complete CPR instruction to meet Healthful Living Essential Standards as a requirement for high school graduation.* *Accommodations/alternative assessments for students identified by ADA or IDEA will be provided.*

CONTENT AREA	FUTURE-READY CORE Course of Study Requirements	FUTURE-READY OCCUPATIONAL Course of Study Requirements
Electives or other requirements	**6 Credits** **2 Elective credits of any combination from either:** – Career and Technical Education (CTE) – Arts Education – World Languages **4 Elective credits from the following (four-course concentration recommended)** – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. social studies, science, mathematics, English)	**6 Occupational Preparation Credits:** Preparation I, II, III, IV* Elective credits Additional requirements: – Completion of IEP Objectives – Career Portfolio
Career/Technical		**4 Credits** Career/Technical Education electives
Arts Education (Dance, Music, Theatre Arts, Visual Arts)		
Total	22 Credits plus any local requirements	22 Credits plus any local requirements

*Completion of 150 hours of school-based training with work activities and experiences that align with student's post-school goals, 225 hours of community-based training, and 225 hours of paid employment or 225 hours of unpaid vocational training, unpaid internship, paid employment at community rehabilitation facilities, and volunteer and/or community service hours.

**Refer to the North Carolina Mathematics Graduation Requirements Options Charts for the 2021-2023 School Year in attachment B.

North Carolina Mathematics Graduation Requirements

Options Charts for students who entered high school: *during the 2023-25 school year*

1. **Admission into a UNC System Institution** *The following courses will fulfill the NC graduation requirements for mathematics and meet the UNC System Institution Minimum Course Requirements for admission. For admission into universities and colleges outside of the UNC System Institution, please check with that institution's admissions office for requirements and recommendations.*	**Students must earn credit for:** ● **2109 – NC Math 1** ● **2209 – NC Math 2** ● **2309 – NC Math 3** And <u>1</u> credit from the following:

Active Courses
The following courses can be scheduled. If the course code is marked "*New*", that course code is new and can be scheduled for the 2024-25 school year.

NC SCOS – 4ᵗʰ Level Math Courses	**Advanced Placement Courses**
● 2401 – Discrete Mathematics for Computer Science ● 2403 – Precalculus ● 2409 – NC Math 4	● 2A00 – AP Calculus AB ● 2A01 – AP Calculus BC ● 2A03 – AP Statistics ● 2A04 – AP Precalculus

Community College Course	**International Baccalaureate Courses**
● 2C01 – MAT 143 – Quantitative Literacy ● 2C02 – MAT 152 – Statistical Methods I ● 2C03 – MAT 171 – Precalculus Algebra ● 2C04 – MAT 172 – Precalculus Trigonometry ● 2C05 – MAT 263 – Brief Calculus ● 2C06 – MAT 271 – Calculus I ● 2C07 – MAT 272 – Calculus II ● 2C11 – MAT 252 – Statistics II ● 2C12 – MAT 273 – Calculus III ● 2C13 – MAT 280 – Linear Algebra ● 2C14 – MAT 285 – Differential Equations ● 2C15 – MAT 141 – Mathematical Concepts I ● 2C16 – MAT 142 – Mathematical Concepts II ● 2C18 – MAT 175 – Precalculus *New* ● 2C20 – MAT 167 – Discrete Math	● 2I06 – IB Analysis and Approaches SL ● 2I07 – IB Analysis and Approaches HL ● 2I08 – IB Applications & Interpretations SL ● 2I09 – IB Applications & Interpretations HL **Cambridge Courses** ● 2V00 – CIE Mathematics AS ● 2V01 – CIE Mathematics A ● 2V02 – CIE Mathematics & Mechanics AS ● 2V03 – CIE Mathematics & Mechanics A ● 2V04 – CIE Mathematics & Probability/Statistics AS ● 2V05 – CIE Mathematics & Probability/Statistics A

North Carolina Mathematics Graduation Requirements

Options Charts for students who entered high school: ***during the 2023-25 school year***

2. **Admission into Community College or enter directly into a Career after High School** *The following courses will fulfill the NC graduation requirements for mathematics. Students may also earn a credit in a course listed on the [Admission into a UNC Institution Chart](.).*	**Students must earn credit for:** ● **2109 – NC Math 1** ● **2209 – NC Math 2** ● **2309 – NC Math 3** And <u>1</u> credit from the following:

Active Courses

The following courses can be scheduled. If the course code is marked "*New*", that course code is new and can be scheduled for the 2024-25 school year.

Additional Mathematics Courses
- 2090 – Foundations of NC Math 1
- 2091 – Foundations of NC Math 2
- 2092 – Foundations of NC Math 3
- 2013 – CCRG Mathematics

Advanced Placement and International Baccalaureate Courses
- 2A02 – AP Computer Science A
- 2I00 – IB Computer Science SL
- 2I01 – IB Computer Science HL

CTE Single Courses that fulfill 1 of the 4 required mathematics credits for graduation
- 0A02 – AP Computer Science Principles
- AP44 – Horticulture II Landscape Construction
- BA10 – Accounting I
- BA20 – Accounting II
- CC11 – Microsoft Excel *New*
- CE10 – PLTW Introduction to Engineering Design *New*
- CE11 – PLTW Principles of Engineering *New*
- CE13 – PLTW Digital Electronics *New*
- CE14 – PLTW Civil Engineering and Architecture *New*
- CE15 – PLTW Aerospace Engineering *New*
- CE16 – PLTW Capstone *New*
- CE17 – PLTW Computer Integrated Manufacturing *New*
- CE18 – PLTW Environmental Sustainability *New*
- FA31 – Apparel & Textile Production I
- FA32 – Apparel & Textile Production II
- FH10 – Culinary Arts and Hospitality I
- IC21 – Carpentry I
- IC61 – Drafting I
- IC62 – Drafting II Architectural
- IM41 – Metals Manufacturing Technology I
- IM42 – Metals Manufacturing Technology II
- IV22 – Drafting II Engineering

CTE Paired Courses that fulfill 1 of the 4 required mathematics credits for graduation
- CD30 – Game Art and Design *New* **AND** CD31 – Advanced Game Art and Design *New*
- FI21 – Interior Design Fundamentals **AND** FI23 Interior Design Technology
- IC11 – Masonry I **AND** IC12 – Masonry II
- IC22 – Carpentry II **AND** IC23 – Carpentry III
- IC41 – Electrical Trades I **AND** IC42 – Electrical Trades II
- IM21 – Woodworking I **AND** IM22 – Woodworking II

Helpful links for additional information:
- [High School Graduation Requirements | NC DPI](.)
- [Previous NC DPI Math Options Charts](.)

DEPARTMENT OF COMMUNITY COLLEGES

NORTH CAROLINA STATE BOARD OF COMMUNITY COLLEGES
200 W. JONES STREET
RALEIGH, NC 27603-1337
April 27, 1994

ROBERT W. SCOTT
System President

919-733-7051

MEMORANDUM

TO: Presidents
         Superintendents

FROM: Robert W. Scott, President of Community College System
         Bob Etheridge, State Superintendent of Public Instruction

SUBJECT: Procedures Manual for the Adult High School Program

We are pleased to provide you with the attached Adult High School Diploma Program Procedures Manual that will give you guidance in implementing the new standards adopted by our respective state boards to govern the Adult High School Diploma Program. The new standards are to become effective with students entering this program in the fall term of 1994.

The manual was developed by the Department of Community Colleges in cooperation with the Department of Public Instruction. The Agreement of Affiliation also has been updated to reflect the new standards. We are requesting that where the Adult High School Diploma Program is being offered, the local community college staff confer with their counterparts in the cooperating public school system on the procedures to implement the new standards.

Those students who will not complete their program of study by the fall term of 1994 may be permitted to qualify for graduation by the end of the 1995 summer term in accordance with the conditions of the Agreement of Affiliation under which they enrolled. In meeting graduation requirements under the new standards, students may be given credit for course work completed prior to the fall term of 1994.

We thank you for your continued cooperation and commitment to offer an opportunity to the citizens of this state who wish to complete their high school education.

DFB
Attachment

CC-94-129
"Paper copy"