

January 2020

A word from Alamance Community College:

Welcome to HSE in the Community!

We at Alamance Community College hope you find this program will offer additional accessibility and flexibility to YOUR students. We also believe this will add additional FTE to your program. HSE in the Community may not be glamorous or high tech, but with the lessons and a great instructor it works!

This program has been a labor of love, so please indulge me as I impart a little bit of history and the evolution of the program. This program was first called GED in the Newspaper. It was an idea that came from our past Alamance Community College president Dr. Nadleman's time at Martin Community College. The program ran a lesson per week in the newspaper. It was redesigned by Suellyn Dalton and ran in partnership with the Burlington, NC Times-News.

Along came instructor Lynn Ferns who built and ran the program. Next, enter Jennifer Mock, who, while working as an instructor in the program, began to see that being in a magazine format could offer more students access by mail who wanted to enter at different times. These lessons were placed out in the community, and as students picked up lessons from various sites, they could start their educational journey. Further evolution took place when Cathy Easter began working in the program. When the GED changed to what is now GED® and HISET (high school equivalency official test options), she redesigned the lessons to prepare students for either test option adequately. She also brought the additional organization to the program. Recently, Doreen Tuck expertly added content standards, ran a proxy study with Dan Loges at the state office, and wrote this implementation guide. We renamed the program HSE in the Community to best reflect the preparation for both official tests.

Today, it remains a flexible and accessible distance program that teaches students all over North Carolina. Typical barriers include: not having reliable access to the internet, unreliable transportation, child care concerns, ever-changing work schedules, and those who may prefer a paper-based curriculum.

A special thanks to our graphic designer Beverly Huffines who has prepared a link to allow everyone to customize each lesson. Currently, the program is now in the hands of Kathryn Porter, who is the instructor. She, along with Doreen Tuck and Jennifer Mock, will help offer support to your programs in North Carolina who wish to duplicate the program.

We hope you will share your experiences with us so we can continue to learn from each other.

Sincerely,

Jennifer Mock

Director of Academic and Career Readiness

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There are several key factors when planning to implement the High School in the Community(HSE) program that should be considered before implementing the program. This guide is meant to outline those factors and give ideas, or suggestions on how to have a successful program. Keep in mind that each NC community college is different in the area that it serves and some of the suggestions may not apply to your specific area. Your program area will most likely need to meet and customize certain parts of the program to meet your program needs. Certain aspects that can not be changed in the program will be noted as it is further discussed in this guide.

Steps to Consider:

Distribution within your community: you will only be distributing Lesson 1

A big part of this program is the distribution of materials and placement of Lesson 1 in the series of lessons. Lesson 1 is the first promotional piece of the program and needs to be on display at community partnership places to promote the program. This first lesson is often what prospective students will see when they are out in the community, and it is what is mailed back into the instructor who will be handling the program.

Collaboration among your college's program and community partners is key to marketing the HSE in the community program. Looking for at-risk populations for low literacy and poverty is the target population. Communication between community partners is instrumental in promoting the lesson 1 booklet within their agency. Most of our partnering agencies found this mutually beneficial because they could use this as a resource for their clients as well.

Here is a list of ideas where you could partner to display the first lesson.

- Student Service Main Campus of your college
- Libraries
- Local Clinics
- Department of Social Services(this is a high traffic area for our program)
- McDonald's or any local restaurants
- Women's Resource Centers
- Any Parent/Student Partnership for Children
- Church
- Goodwill Resource
- The Salvation Army
- The Family Justice Center
- Family Abuse Services
- Walmart break rooms
- Temporary Agencies
- Food Banks
- Grocery Stores
- Peer Support/Mental Health Facilities
- NC Works
- Vocational Rehab.

- School Social Workers
- Non-profits

Tips to think about to begin this program:

After deciding where lesson 1 will be distributed the following items need to be determined:

- Who is going to distribute the books and check-in within these locations to fill them back up? How often will you check in to refill?
- Who will be the point of contact for the HSE in the Community Program? Will it be the HSE instructor who is in charge of this program, or a resource specialist within your department. For example, we have our resource/transition coordinator help with maintaining and delivering Lesson 1 booklets to our community partners.
- Who will handle getting the books printed and budgeting for the cost of printing? For example, we budget for the printing of the lessons from our printing department. We also make sure that each book is brightly colored with a bold print so that it will be visually appealing. Lesson 1 is printed with a lime green cover so that it will stand out displayed at our partnering agencies.
- You will need to consider how postage will be paid for the return of work by the students. At Alamance Community College we have a postage code that is printed on the back of lesson 1 so that students can mail it in at no charge. We provide prepaid postage envelopes when sending work to students so that they can easily return the work once they are enrolled in our program.

Once your department has worked on the logistics of placing Lesson 1, who will be the point of contact for the program, printing of lessons, and postage for easy student return of work, then comes the responsibility of the instructor and the student.

The Lesson Booklets

Each of these lesson booklets has been developed with the North Carolina College and Career Readiness Standard. The lessons are meant to highlight a majority of standards focused on NRS levels 4, 5, and 6. **The lessons in each booklet are not to be changed since these lessons were approved by the system office.** It is recommended based on the increasingly advanced nature of the lessons that students be around an NRS level 4 to be successful in reading and completing the work in each booklet. Lesson 1 of the series is meant to be the introduction to the HSE in the community program. Subsequent lessons have 2 books in each lesson. One book will have a math focus and the second will have a combination of language arts, science or social studies. At the end of the guide, you will see a list of the standards that are highlighted by using these lesson books.

Each booklet is in PDF form that will be shared with other community colleges. The PDFs can be edited to add your program's information, but the content of lessons can not be changed.

You will see that it is suggested that you have a direct phone number designated to the HSE in the community instructor so that students can easily reach the instructor and/or leave a message.

How to begin a student in the HSE in the community program.

- Potential students who take and complete a Lesson 1 booklet that they have acquired from a community partner, will be able to mail the back cover into the HSE in the community instructor. Once this lesson is received by the HSE in the community instructor, the instructor will mail back to the student a welcome letter and the orientation information a student needs to enter the program. For example, the instructor will send a welcome letter and a number to contact to schedule orientation to take an NRS approved test and complete paperwork. Since each program enrolls students differently this will need to be addressed within your program.

OR

- A program could have students that are already identified as not being able to attend class or can't meet online requirements, these students could be transferred to this particular class.

Once a student begins the program the instructor must begin documenting the time that can be calculated for FTE. Each of the lesson books has been calculated to represent 8 hours of attendance. Every time a student returns the work, the HSE instructor needs to date the work and envelope when it was received, and log that time into their college's attendance system. Each booklet is worth 8 hours. The instructor will then need to review the work and make notes and corrections. If a student is struggling with a concept reviewed in one of the lesson books the instructor should send supplemental materials for the student to do and return, along with the corrected booklet so that a student can work on reviewing notes from the instructor and work from the booklet. Here is an example of how this may look:

- A student becomes enrolled in the HSE in the community program and the instructor meets with the student and goes over the program requirements and Lesson 1 with the student. This face to face time should be logged as attendance. The instructor sends with the student both books for Lesson 2. Explaining to the student that they should complete the first book and return it within 7-10 days. Once a student sends the first book in they may start on the second book of lesson 2.
- The instructor would receive book one of Lesson 2 record the date and time received and mark 8 hours for attendance. They would then review the material, make comments, and send the book back to the student with any supplemental work that is needed to be completed by the student. The student would receive this work back within a week so that the student should be sending the work in from book two of Lesson 2, and should then have the rework and supplemental work from the first lesson to review and complete.
- At this point, the instructor would receive book 2 of lesson 2 and record the time for that lesson. Then the instructor would review the work and gather any supplemental work

that a student may need and send that work along with book 2 of lesson 2 for a student to begin reviewing.

- Once the student completes the review and supplemental work they would return it in the prepaid postage envelope provided, and they should have received the work to review and complete from book two of lesson 2.
- This model will play out for the remainder of the time a student is in the HSE in the Community program.

It is vital that an instructor date and record attendance time as soon as they receive the mail. It should be that a student is getting reviewed, supplemental, or new booklets every 7- 10 days. A student should always have a lesson booklet and or supplemental material to be working on while the instructor is reviewing the work from a previous lesson.

Other ways to record time for attendance:

The HSE in the community instructor will likely need to meet face to face at times with students. All of these interactions can be recorded as time and used for attendance. When students come into progress test on an approved NRS test or to take an official practice test, that time can be logged as attendance, just as you would with an online distance program.

Helpful Tips for documenting work and recording time:

- Creating a database so that all communication can be documented between instructor and student. This could be a place for instructors to log when and what materials were received, which lessons were sent, and phone calls made. This is another way to provide evidence of the time earned by a student.
- Having office varied office hours for a student to come in to have face to face time is important.
- Allowing the instructor to set up times at off-site locations(such as the library) where students could meet the instructor is valuable to the program. This time can be captured and used as attendance.
- Having an instructor that can write out instructions and explanations that are clear and understandable to the student, is important for the program.
- When an instructor sends out the work and envelopes, the instructor may want to write on the return envelope the student's initials just in case a student doesn't write their name on the return material.
- Having instructors copy all student work that is being sent back so that in case something is lost tache mail the instructor always has a copy to document the student's work or resend.
- Students do need to register each semester for the program just as in other classes.
- There will be daily mail that will be received with this program. So making sure that your campus delivery is getting to the HSE in the community instructor is vital.
- Having a way for students to assess promptly for NRS progress testing and official testing.

Here is some practical advice to consider when implementing the program:

- Get hand sanitizer- you never know where the mail has traveled and sometimes students spill things on their work.
- Watch for sharing of cries for help- depending on where your program places lesson one, sometimes people will write on the booklet and send it back just to see if someone is really receiving information. Think about a process to handle any possible outreach situations.
- What funding will be used to help develop and recruit for the program? Keep in mind supply costs such as envelopes, postage paid, the printing of materials, etc.
- When distributing lesson 1 in the community it is helpful to use clear plastic magazine holders to give community sites to display the booklets.

For more information please contact Alamance Community College's

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Lesson 1	Lessons 2	Lessons 3	Lessons 4	Lesson 5	Lesson 6	Lesson 7	Lessons 8	Lesson 9	Lessons 10
ASE LA.4.4.A	W.4.3.1	ASE LA.4.7.A	ASE MA.2.2.3	ASE MA.4.2.1	M.5.4.3	M.5.4.1	MA.3.1.1	MA.4.3.4	MA.1.3.1
ASE LA.4.8.A	W.4.1.2	ASE LA.4.10.A	ASE MA.2.2.1	ASE MA.4.2.2	ASE MA.4.1.2	M5.4.9	MA.3.1.6	MA.4.3.1	MA.1.3.2
ASE MA.2.2.3	W.4.3.3	ASE LA.4.8.A	M.5.3.9	ASE MA.2.1.4	M.4.3.6	M5.3.13	MA.3.1.2	MA.4.3.2	MA.1.2.1
ASE SS.3.9.1	W.4.4.4	ASE LA.4.4.A	M.5.3.8	ASE MA.1.1.2	ASE MA.2.1.1	M5.3.12	MA.3.1.3	MA.2.1.1	MA.1.3.1
ASE LA.4.2.A	W.3.1.4	ASE LA.4.2.A	ASE MA.2.2.	ASE MA.4.2.	ASE MA.2.2.	M5.3.9	MA.3.1.4	MA.2.	MA.1.3

			3	1	3			2.3	.2
Writing Samp.	W.4.1.1	ASE LA.4.1. A	ASE MA.2.1 .1	ASE MA.4. 2.1	M.4.3. 6	ASE MA .2.2.3	MA.3.1 .5	MA.2. 2.6	MA.1.2 .1
	W.4.2.3	ASE LA.4.4.A	ASE MA.2.2. 1	ASE MA.1.1. 2	ASE LA.3.2. A	ASE MA 1.3.1	MA.3.1. 3	MA.3. 1.5	MA.1.1 .1
	W.4.3.2	ASE LA.4.4. A	ASE MA.1.2 .1	ASE MA.4. 2.1	ASE SC.3.2 .3	ASE MA 1.3.2	MA.3.1 .4	MA.3. 1.3	MA.1.2 .2
	W.4.3.1	W.4.4.1	M.5.3.9	ASE MA.2.1. 1	ASE SC.3.2. 1	ASE MA 1.1.1	MA.3.2. 1	MA.3. 1.4	MA.1.2 .3
	W.4.1.1	W.3.1.4	M.5.3. 8	ASE MA.2. 2.3	ASE SC.3.1 .1	ASE MA 2.1.1	MA.2.1 .1	MA.3. 1.6	MA.1.3 .1
	ASE LA.4.2.A	ASE SC.4.3.2	ASE LA.4.7. A	ASE MA.3.3. 2	ASE SC. 3.1.2	ASE MA 3.1.7	LA.4.4.A	MA.3. 1.8	MA.1.3 .2
	ASE LA.4.4.A	ASE SC.1.	ASE MA.4.3 .1	M.5.4. 9	ASE SC 3.6.3	ASE MA 1.3.1	LA.4.4	MA.4. 1.1	MA.1.2 .1
	ASE LA.4.6.A	ASE SC.1.4.1	M.5.4.5	M.5.3.8	ASE SC 3.2.3	ASE MA 1.3.2	LA.4.10	MA.4. 1.1	MA.1.1 .1
	ASE LA.4.1.A	ASE SC.1.3. 2	M.5.3. 9	M.5.4. 4	ASE LA 1.1	ASE MA 1.3.1	LA.4.2. A	LA.1.1	MA.1.2 .2
	ASE LA.4.2.A	ASE SC.1.3.3	M.5.3.8	ASE MA.2.1. 1	ASE LA. 3.2.A	ASE MA 1.3.2	LA.4.3.A	LA.1.5	MA.1.2 .3
	ASE LA.4.4.A	ASE SC.1.3. 4	ASE MA.4.3 .1	ASE MA.3. 1.7	ASE LA 1.1.C	ASE MA 4.2.1	LA.4.1. A	LA.1.6	MA.1.3 .2
	ASE LA.4.6.A	ASE MA.4.3.1	ASE MA.4.3. 4	ASE MA.4.2. 1	ASE LA 1.1.D	ASE MA 2.1.1	LA.4.6.A	LA.1.7	MA.1.2 .1

	ASE LA.4.1.A	M.5.4.3	ASE MA.4.3 .1	ASE MA.2. 2.3	ASE LA 1.1.F	ASE LA 3.1	LA.4.5. A	LA.2.1	MA.1.1 .1
	ASE LA.4.5.A	M.5.1.6	M.4.4.1	ASE MA.2.2. 5	ASE LA 1.6	ASE MA 4.1	LA.1.6	LA.3.1	MA.1.2 .2
	M.5.2.3	M.5.1.3	ASE SC.3.6 .2	ASE MA.3. 3.2	ASE LA 3.1.A	ASE MA.3. 2	SS.3.8	LA.3.2	MA.1.3 .2
	M.5.1.1	M.5.1.1	ASE SC.3.6.3	M.5.4.9	ASE LA 3.1	ASE MA 3.1.A	SS.3.8.1	LA.3.3	MA.1.2 .1
	M.5.1.3	M.5.3.4	ASE LA.4.1 0.A	M.5.3. 8	ASE LA 3.2	ASE MA 1.6	SS.3.8 .3	LA.3.4	MA.1.1 .1
	M.5.1.4	M.5.2.5	ASE LA.4.8. A	M.5.4.4	ASE LA 4.1	ASE SS 4.7.2	SS.3.8.4	LA.4.4	MA.1.2 .2
	M.5.1.5	M.5.3.2	ASE LA.4.4. A	W.4.3. 1	ASE LA 4.1A	ASE SS 2.4.1	SS.3.8 .5	LA.4.4 .A	MA.1.2 .3
	M.5.1.6	M.5.2.3	ASE LA.4.2. A	W.4.4.1	ASE LA 4.2	ASE SS 2.4.2	SS.3.8.2	LA.4.1 0	MA.2.1
	M.5.2.1	M.5.4.7	ASE LA.4.1. A	LA.1.6 .C	ASE LA 4.2A	ASE SS 2.8.4		LA.4.2 .A	MA.2.2
	M.5.2.2	M.1.4.16	ASE LA.4.4. A	W.4.3.1	ASE SC.3.1. 2	ASE LA 3.1		LA.4.3 .A	MA.1.3
	M.5.3.2	ASE MA.4.3. 1	ASE SC.3.6 .2	LA.4.9 .A	ASE SC 3.2.3	ASE LA 4.1		LA.4.1 .A	MA.1.2
	M.5.3.3	M.4.4.1	ASE SC.3.6.3	LA.3.1. A	ASE SC.3.6. 3	ASE LA 3.2		LA.4.6 .A	MA.1.1

	M.5.3.4		ASE LA.4.1 0.A	LA.4.2 .A	ASE LA 3.2.A	ASE LA 3.1.A		LA.4.5 .A	MA.3.1
	M.5.3.5		ASE LA.4.8. A	LA.1.7. A	ASE LA 1.1.C	ASE LA 1.6		LA.4.4	MA.3.2
	M.5.1.5		ASE LA.4.4. A	LA.4.1 .A	ASE LA 1.1.F	ASE SC 3.4.1		LA.4.4 .A	MA.3.3
	M.5.1.6		ASE LA.4.2. A	LA.4.9. A	ASE LA 1.6	ASE SC 3.4.4		LA.4.1 0	MA.4.2
	M.5.2.1		ASE LA.4.1. A	SS.1.5 .1	ASE LA 3.1.a	ASE SC 3.3.2		LA.4.2 .A	MA.4.3
	M.5.2.2		ASE LA.1.6	SS.3.1. 2	ASE LA 3.1	ASE SC 3.3		LA.4.3 .A	MA.3.1 .4
	M.5.3.2		W.4.4. 1	SS.4.6 .1	ASE LA 3.2			LA.4.1 .A	SC.1.2 .3
	M.5.3.3		ASE LA.1.6	SS.4.6. 2	ASE LA 4.1			LA.4.6 .A	SC.1.3 .2
	M.5.3.4		ASE LA.1.6	SS.3.1 .5	ASE LA 4.1a			LA.4.5 .A	SC.2.2 .3
	M.5.3.5		ASE LA.4.10. A	SS.3.2. 3	ASE LA 4.2			SC.2.1 .1	LA.3.5
	M.5.4.3		ASE LA.4.8. A	SS.3.2 .1	ASE LA 4.2A			SC.2.1 .2	LA.3.2. A
	M.5.2.5		ASE LA.4.4. A	SS.3.1. 4	ASE LA 1.7			SC.1.1 .3	LA.3.1. A
	M.5.4.3		ASE LA.4.2. A	SS.3.3 .3				SS.1.4 .2	LA.4.6. A

	M.5.4.1		ASE LA.4.1. A	SS.3.3. 2				SS.1.8 .3	LA.4.4. A
	M.5.2.5		ASE LA.1.6	SS.3.3 .3				SS.1.8 .2	LA.4.8. A
	M.5.1.3		ASE MA.4.2. 2	SS.1.1. 1.b					LA.1.6
	M.5.4.3		ASE MA.2.1 .4	SS.2.1 .1.b					LA.2.1
			ASE MA.1.1. 2	SS.2.1. 2.d					LA.4.1. A
			ASE MA.4.2 .1	SS.1.1 .2.d					LA.4.2. A
			ASE MA.4.2. 1	SS.4.1. 1.b					LA.4.8. A
			ASE MA.1.1 .2	SS.4.1 .2.d					LA.4.4. A
			ASE MA.4.2. 1						LA.4.6. A
			ASE MA.2.1 .1						LA.3.1. A
			ASE MA.2.2. 3						LA.3.2. A
			ASE MA.3.3 .2						LA.3.5
			M.5.4.9						LA.1.6

