North Carolina Community College System
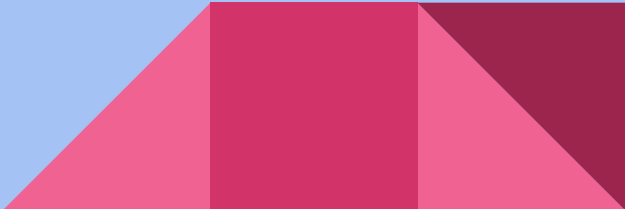
How to Utilize HSE in the Community in YOUR Community

Presented by Jennifer Mock & Doreen Tuck
Alamance Community College

February 6, 2020

Topics of today's webinar

- Welcome!
- How we got here today
- Overview and Steps to Consider:
  - You will have to use all lessons, answer keys, and implementation guide
  - Community Partnerships and Distribution within your community: **you will only be distributing Lesson 1** - A look inside Lesson 1
  - How to begin a student in the HSE in the community program/How the program works
  - The Lesson Booklets
  - Helpful Tips for documenting work and recording time
  - Addressing WIOA and NRS testing
  - Tips to think about to begin this program
  - Q&A

How We Got Here Today

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 webinar/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.
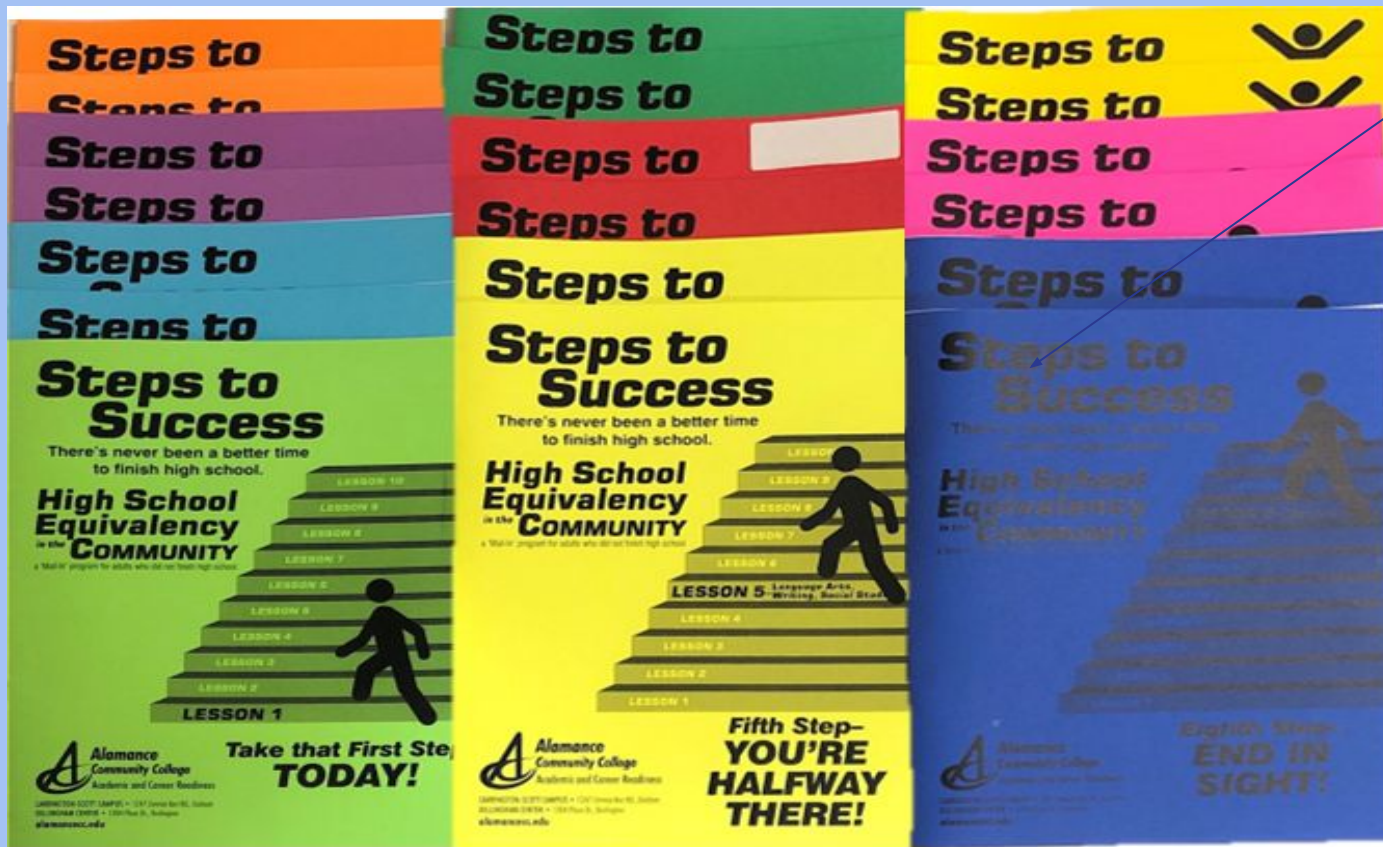
The Lessons in this program

- 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.

The Lessons in this program

- Lesson Sets have two books in each lesson set (excluding lesson 1). 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 implementation guide, you will see a list of the standards that are highlighted by using these lesson books.
- Please remember these lessons are meant to be review and not necessarily introduction to new concepts.

There are 19 lesson booklets in total. Lessons 2 through 10, have 2 booklets in each lesson. One booklet focuses on math the other is a combination of RLA,SCI/or SS, in each lesson set.

Lesson 1 booklet will be used for placement in the community. We will show the pages of this booklet in the webinar.

Lesson 8, both booklets will be viewed in this webinar so that you can see some lesson content.

Lesson 1 is the first lesson that is distributed to community partners. This is the only lesson that is distributed in the community.
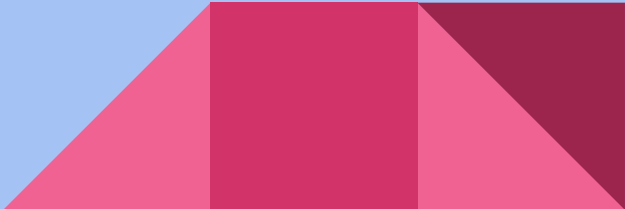
- We intentionally chose a bright color for this lesson
- Our own college uses this booklet to help promote the program

This arrow indicates that this portion of the PDF file will be blank so that any program can insert their information.

Community Partnerships and Distribution within your Community

Collaboration among your college's programs and community partners is key to marketing the HSE in the community program.

- Look for at-risk populations for low literacy and poverty

- 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
- Churches
- The Salvation Army
- Goodwill Resource
- 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
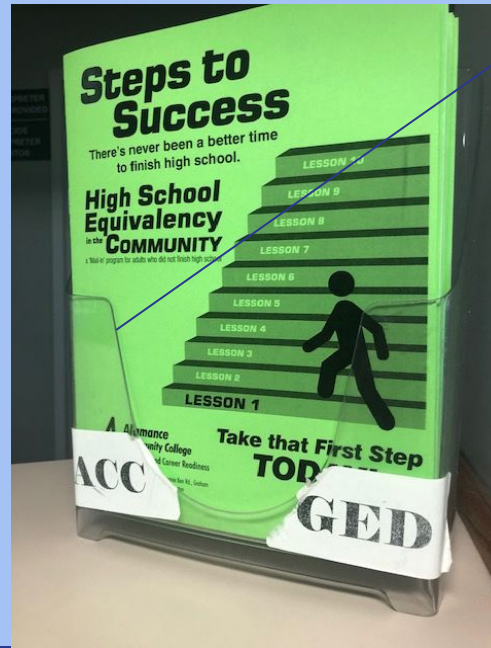
We provide these clear plastic holders for our community agencies to display lesson booklet 1. Monthly we have someone(instructor, retention specialist) go and refill them at the different agencies.

A Closer Look inside Lesson 1

HSE in the Community Program INFORMATION — Q&A

Is the GED® or HiSet Testing Program for you?

- Are you 18 years old or older?
- Would you like to finish your high school education?
- Would you like to study and prepare in the comfort of your home?
- Are you willing to commit four to six hours a week to this process?

If you answered 'yes' to these questions, you are ready to participate in the High School Equivalency (HSE) in the Community Program.

Purpose of the HSE Test Preparation Course

The purpose is for adults 18 years old or older without a high school diploma to prepare themselves for the required parts of the Official GED® test or the HiSET test. Both the GED® and HiSET diplomas certify that the graduate has achieved a credential of high school equivalency.

Steps in the HSE in the Community Program

To enroll in the HSE in the Community Program, you must:

- Complete this first lesson and mail answer form in the back to Alamance Community College.
- Attend orientation, register, and take pre-assessment before receiving any other lessons.
- Complete lessons 2 through 10 by mail.

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Costs of the HSE in the Community Program

Lessons are FREE, but the Official GED and HiSET tests require a fee. Qualified students enrolled in any of Alamance Community College's GED preparation programs may be eligible to receive test fee scholarships funded by the United Way of Alamance County.

Home Study Requirements

- Register in the program with a coordinator at Alamance Community College.
- Complete pre- and post-assessments at the ACC campus.
- Keep copies of all lessons for future reference.
- Complete the lessons each week by mail.

Available Help with the HSE in the Community Program

- Help line/tutoring assistance
- Optional classes on the ACC campus and at other sites as well as online Adult High School Equivalency courses
- Teacher assistance
- Free reference materials

FREE OTHER PROGRAMS

- Adult High School Classes
- Adult High School Online
- English as a Second Language (ESL) Classes
- Basic Reading and Math

For more information, contact
ACC Academic and Career Readiness
at **(336) 506-4376**
or visit the web
www.alamancecc.edu
and click on GED/Adult High School

High School Equivalency in the Community   3

This first page in the Lesson 1 book will have multiple spots for any program to enter their information.

We have found this to be a good place to explain our programs and promote other programs as well.

The following pages in the book contain a math section, RLA section, science section, social studies section, and a writing section. These problems/passages are meant to be completed by the prospective students and returned.

A Closer Look inside Lesson 1 Continued

The registration page is filled out by the student and answers from the sections are placed on that page. The back cover of the Lesson 1 booklet is designed for students to fold and send back.

We have a bulk rate for all of our Lesson 1 booklets and subsequent envelopes for correspondence.

How to begin a student in the HSE in the community program
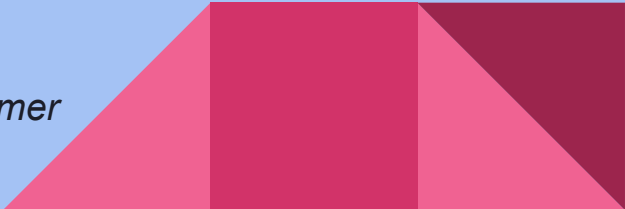
This will be unique to each college's intake process, but consider using this "not as managed enrollment"

- Lesson booklet 1 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.

<u>OR</u>

- 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.
We have several students transfer to this particular class during the summer months when school is out.

Once a student is enrolled through, the college's process this is how the program may look.

This process continues throughout the program, so that the student always has work to be working on while other lessons booklets/supplemental materials are being reviewed by the instructor.

Instructor
Sends both lesson 2 booklets(math and the accompanying booklet focusing on one or more of the following: RLA/SS/SCI)

Student
Works on ONE booklet of their choice first, and send the work back to the instructor

Instructor
Will record time, grade, etc, Student will work on the second book of the lesson set.

Student
Sends back the second book in the lesson set to be graded and works on the newly received material.

These are the envelopes we use to exchange work between student and instructor.

Math Lesson Example

2. This is the final year in which she will collect data. When her data collection is complete, she will predict future red maple tree growth.

   The scientist creates an equation that models her data for each tree so that she can predict the diameter in the future. Complete a linear equation that fits the data for tree 1, where 'x' is the year and 'y' is the *trunk* diameter, in inches.

   Choose from the variables and numbers listed below to complete the equation.

-0.6	18.0	-0.3	18.3	0.3	18.6	0.6	x

   $y = \underline{\quad} \quad \underline{\quad} + \underline{\quad}$

   (**HINT**: Use the slope formula, $m = \dfrac{(y_2 - y_1)}{(x_2 - x_1)}$

   and the slope intercept form, $y = mx + b$.)

ASSIGNMENT 3

The Pythagorean Theorem is as follows:

In a right triangle the sum of the squares of the lengths of the legs is equal to the square of the length of the hypotenuse.

The hypotenuse is the side opposite to the right angle (AB) and the legs (BC and CA) are the sides containing the right angle.

The legs of a right triangle (the two sides of the triangle that meet at the right angle) are customarily labelled as having lengths "a" and "b," and the hypotenuse (the long side of the triangle, opposite the right angle) is labelled as having length "c." Note that the right triangle is denoted by a square in the corner. The lengths are related by the following equation:

$a^2 + b^2 = c^2$ or $\sqrt{(a^2+b^2)} = c$
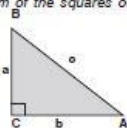
This equation allows you to find the length of a side of a right triangle when they've given you the lengths for the other two sides, and, going in the other direction, allows you to determine if a triangle is a right triangle when they've given you the lengths for all three sides.

EXAMPLE A

Given the right triangles displayed, find the lengths of the remaining sides.
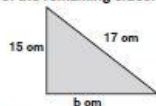
1. Write down the Pythagorean Theorem.
   $a^2 + b^2 = c^2$

2. Substitute in the values you have been given.
   $15^2 + b^2 = 17^2$

3. Using your knowledge of solving equations and the Order of Operations, solve for b.

4.
   $$15^2 + b^2 = 17^2$$
   $$225 + b^2 = 289$$
   $$b^2 = 289 - 225$$
   $$b^2 = 64$$
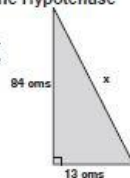 $$\sqrt{b^2} = \sqrt{64}$$
   $$b = 8 \text{ cm}$$

EXAMPLE B

Finding the Length of the Hypotenuse

Find the length 'x.'

'x' is the length of the hypotenuse corresponding to the value 'c' in the formula.

$$c^2 = a^2 + b^2$$
$$c^2 = 84^2 + 13^2$$
$$c^2 = 7056 + 169$$
$$\sqrt{c^2} = \sqrt{7225}$$
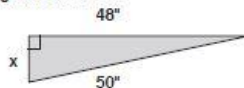$$c = \sqrt{7225} = 85$$

The length of the hypotenuse = 85 cms

EXAMPLE C

Finding the Length of a Leg

Find the length of the unknown leg in the diagram below:

We can take a = x, b = 48 and c = 50.
$$a^2 + b^2 = c^2$$
$$a^2 = c^2 - b^2$$
$$x^2 = 50^2 - 48^2$$
$$x^2 = 2500 - 2304 = 196$$
$$x = \sqrt{196} = 14$$

The length of the leg = 14".

You can also determine if a triangle is a right triangle using the Pythagorean Theorem:

If the square of the length of the longest side of a triangle is equal to the sum of the squares of the lengths of the other two sides, then the triangle is a right triangle.

EXAMPLE D

If in triangle ABC, $c^2 = a^2 + b^2$ where AB=c, BC=a and CA=b, then triangle ABC is a right triangle.

Let's see if the above ABC triangle is a right triangle. If side a=6, side b=8, and side c (the hypotenuse)=10, you can determine if it is a right triangle by substituting the numbers into the formula: $a^2 + b^2 = c^2$.

$$a^2 + b^2 = c^2$$
$$6^2 + 8^2 = 10^2$$
$$36 + 64 = 100$$
$$100 = 100$$

Triangle ABC is a Right Triangle!

The **Pythagorean Theorem** is used to find the lengths, distances and heights using right triangles which model real life situations.

When fire occurs in high raise buildings, the fire fighting men cannot use the regular stairs or lifts. They can reach some floors using ladders. In order to determine the ladder length, they apply the Pythagorean Theorem as they can estimate the height of the floor affected and the horizontal distance they can use to keep the ladder in position.

www.mathcaptain.com

If you own a square plot and propose to construct a diagonal path along the path, the distance of the path can be found using Pythagorean Theorem as the diagonal separates the square or a rectangle into two congruent right triangle and forms the hypotenuse for each of the triangle.

Science Lesson Example

3. **Always leave hydrogen and oxygen for last.**
   This means that you will need to balance the carbon atoms first.

4. **Add a *coefficient* to the single carbon atom on the right of the equation to balance it with the 3 carbon atoms on the left of the equation.**

$$C_3H_8 + O_2 \rightarrow H_2O + 3CO_2$$

   - The *coefficient* 3 in front of carbon on the right side indicates 3 carbon atoms just as the subscript 3 on the left side indicates 3 carbon atoms.
   - In a chemical equation, you can change coefficients, but you should never alter the subscripts.

5. **Balance the hydrogen atoms next.**
   You have 8 on the left side. So you'll need 8 on the right side.

$$C_3H_8 + O_2 \rightarrow 4H_2O + 3CO_2$$
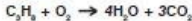
   - On the right side, you now added a 4 as the coefficient because the subscript showed that you already had 2 hydrogen atoms.
   - When you multiply the coefficient 4 times by the subscript 2, you end up with 8.

6. **Balance the oxygen atoms.**
   - Because you've added coefficients to the molecules on the right side of the equation, the number of oxygen atoms has changed. You now have 4 oxygen atoms in the water molecule and 6 oxygen atoms in the carbon dioxide molecule. That makes a total of 10 oxygen atoms.
   - Add a coefficient of 5 to the oxygen molecule on the left side of the equation. You now have 10 oxygen molecules on each side.

$$C_3H_8 + 5O_2 \rightarrow 4H_2O + 3CO_2$$

   - The carbon, hydrogen, and oxygen atoms are balanced. Your equation is complete.

DIRECTIONS
Balance the following chemical equations.

1. $Fe + O_2 \rightarrow Fe_3O_4$

2. $Sr + O_2 \rightarrow SrO$

3. $Sn + NaOH \rightarrow Na_2SnO_2 + H_2$

4. $K + Br_2 \rightarrow KBr$

5. $C_8H_{18} + O_2 \rightarrow CO_2 + H_2O$

6. $Sb + I_2 \rightarrow SbI_3$

7. $COCl_2 + H_2O \rightarrow HCl + CO_2$

8. $CS_2 + O_2 \rightarrow CO_2 + SO_2$

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9. $H_2SO_4 = NaCN \rightarrow HCN + Na_2SO_4$

10. $KClO_3 \rightarrow KCl + O_2$

11. $H_2 + F_2 \rightarrow HF$

12. $BaCl_2 + KIO_3 \rightarrow Ba(IO_3)_2 + KCl$

13. $Mg + HCl \rightarrow MgCl_2 + H_2$

DIRECTIONS
Answer the following questions.

14. Which of the following is true for balancing equations?
    A. There must be an equal number of atoms of each element on both sides of the equation.
    B. The number of products should be equal to number of reactants.
    C. The properties of the products should be the same as the properties of the reactants.
    D. There must be an equal number of compounds on both sides of the equation.

15. Which is the next logical step in balancing the given equation?
$$N_2 + O_2 \rightarrow NO_2$$
    A. Place the coefficient 2 in front of oxygen and nitrogen dioxide.
    B. Place the coefficient 3 in front of oxygen and nitrogen dioxide.
    C. The equation is already balanced.
    D. Change the subscript of the nitrogen molecule 1.
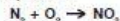
16. In this equation, what should be the coefficients of the reactants and products?
$$I_2 + O_2 \rightarrow I_4O_9$$
    A. The coefficient of iodine is 2, oxygen is 9, and the product is 2
    B. The coefficient of iodine I 0, oxygen is 4, and the product i2
    C. The coefficient of iodine is 4, oxygen is 9, and the product is 2
    D. The coefficient of iodine is 2, oxygen is 9, and the product is 1.

17. What is the basic unit of all matter?
    A. Neutron
    B. Atom
    C. Electron
    D. Proton
    E. Nucleus

18. Water is a colorless and odorless liquid. It can exist in solid, liquid, and gas states. It boils at 100 degrees C and melts at 0 degrees C. Which option best describes this information?
    A. These are the physical properties of water.
    B. These are the chemical properties of water.
    C. These are the physical changes water undergoes.
    D. These are the chemical changes water undergoes.
    E. These are the molecular changes water undergoes.

RLA Lesson Example

ASSIGNMENT 6

Metaphors can be seen in all different types of literature and are important in demonstrating and understanding relationships and situations.

A **metaphor** is one kind of figurative language. "She is the apple of my eye" is a phrase that we have all heard once or twice. But is there really an apple in a person's eye? No, this is just a metaphor to demonstrate how dear a person is to the one speaking. A **metaphor** makes a direct comparison of two unlike things. You can tell the difference between a metaphor and a simile because a simile uses the words "like" or "as", and a metaphor does not. Metaphors often use a form of the verb "to be". The verb can be in the past tense (was, were), the present tense (am, is, are), or future tense (will be).

DIRECTIONS
Read each sentence below. Underline the metaphor. Circle the people or objects that the metaphor is being used to compare.

1. The calm lake was a mirror, reflecting the mountains in the distance.
2. When my dad makes up his mind he is a rock, not budging an inch.
3. The lava was a blanket of fire that scorched all the plants in its path.
4. Spinning contentedly, the spider was an artist preparing a masterpiece

ASSIGNMENT 7

PART I. DIRECTIONS
Match each phrase to the correct type of figurative language by writing the correct letter in the blank.

TYPE	PHRASE
1. _____ alliteration	A. His heart was a block of ice.
2. _____ simile	B. open secret
3. _____ metaphor	C. pink and purple popsicles
4. _____ onomatopoeia	D. The cup danced joyfully across the table
5. _____ oxymoron	E. heavy as a rock
6. _____ hyperbole	F. She was humming a song.
7. _____ personification	G. Everyone knows that!

PART II. DIRECTIONS
Answer each question.

8. "Cathy is as cute as a kitten" is an example of what two types of figurative language?
   A. _____
   B. _____

9. 'Ribbit!' the frog said to the snake. 'You must let me pass!'" is an example of what two types of figurative language?
   A. _____
   B. _____

ASSIGNMENT 8
Vocabulary to Know
Theme–The subject of a talk, a piece of writing, a person's thoughts

Literary text–Pertaining to or of the nature of books and writings, especially those classed as literature

Context–the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood and assessed

Connotative–When you look up a word in the dictionary, you will find its *literal (denotative)* meaning. However, the emotions and associations connected to a word is known as its connotative meaning. Depending on our experiences, certain words have a positive, negative, or neutral connotation.

Literal–The exact or primary meaning of a word or words. Word for word; verbatim: a literal translation.

In the following passage:
- You will analyze a **theme** in a **literary text**, as well as identifying specific details supporting the development of the theme. In order to determine the theme, consider the ways that the author illustrates the separation between expectations and reality. How this is made apparent in the thoughts and actions of the main character in the story?
- The responses to this passage will also require you to analyze how an author introduces and develops characters in a story. You will need to look at word choices and identify what an author is trying to evoke through description of a character's thoughts and actions.
- You will use **context** as a clue to determine the **connotative** meaning of a word or phrase. You will need to the think about the overall meaning of a sentence, or a paragraph; how is a word being used. Consider how strict **literal** interpretation of words lead to misinterpretation.

DIRECTIONS
Read the following passage and choose the correct answer by circling the letter.

**Excerpt from *Main Street*
by Sinclair Lewis**

Main Street is a novel about a girl who grew up in the big city. She has married a physician who moves them to the small town in the Midwest in which he grew up. She is reluctant to move from the city she knows, but goes along with her husband thinking that perhaps she can bring big-city life to the small town

That one word—home—it terrified her. Had she really bound herself to live, inescapably, in this town called Gopher Prairie? And this thick man beside her, who dared to define her future, he was a stranger! She turned in her seat, stared at him. Who was he? Why was he sitting with her? He wasn't of her kind! His neck was heavy; his speech was heavy; he was twelve or thirteen years older than she; and about him was none of the magic of shared adventures and eagerness. She could not believe that she had ever slept in his arms. That was one of the dreams which you had but did not officially admit.

She told herself how good he was, how dependable and understanding. She touched his ear, smoothed the plane of his solid jaw, and, turning away again, concentrated upon liking his town. It wouldn't be like these barren settlements. It couldn't be! Why, it had three thousand population. That was a great many people. There would be six hundred houses or more. And—The lakes near it would be so lovely. She'd seen them in the photographs. They had looked charming… hadn't they?

A mile from Gopher Prairie the track mounts a curving low ridge, and she could see the town as a whole. With a passionate jerk she pushed

Social Study Lesson Example

LESSON 8
Social Studies

ASSIGNMENT 12

Economics—What is it?

Key Words

Capitalism—an economic system based on private ownership of property

Commodities—goods and services for which ownership can be traded or exchanged

Market economy—a system of free enterprise where buyers and sellers, not the government, determine prices and output

Socialism—an economic system that is based on government control of the market

Economics—the science that deals with the production, distribution, and consumption of goods and services, or human welfare.

An economy is the organized way in which a society produces, distributes, and consumes goods and services. In other words, the economy is the way people make things, ship them, sell them, and use them. Economics is the study of how these systems work.

Economists study the history of economics as well as the economies of today. Knowing how economics formed and changed over time helps them better predict the effects of current events.

Today, there are three main types of economic systems: capitalism, socialism, and mixed. **Capitalist**, or market, economies are based on private ownership and market competition.

Socialism is based on government control of the market. The government controls production, distribution and profit. The goal of socialism is to ensure that all members of society benefit from economic activity, not just those who compete the most successfully.

Mixed economies combine capitalism and socialism. Certain industries, like transportation or mining, may be controlled by the government. Other industries may be allowed to operate in a market economy.

No country's economy is purely of one type. The United States is capitalist, but many controls have been placed on the market. Sweden is a mixed economy. Once there were many socialist economies, such as those of the former Soviet Union and of China. Now most of the socialist economies have been changed to market or mixed economies.

DIRECTIONS

Write "true" if the statement is true, or "false" if the statement is false.

1. _____ Under capitalism, labor is controlled by the government.

2. _____ The U.S. economy will probably not change much but will remain a pure capitalist economy.

3. _____ If the US economy changed, it would probably lead to changes in the political system as well.

4. _____ A socialist economy gives private business owners an unfair advantage

5. _____ In a market economy, workers can take a job with a new company whenever they think they will be better off.
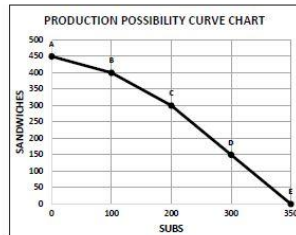
LESSON 8
Social Studies

DIRECTIONS
Use the Production Possibilities Table and Production Possibility Curve Chart to answer these questions.

Sam can produce subs or sandwiches in his deli. With his current resources, his daily production of subs and sandwiches is shown in the table.

PRODUCTION POSSIBILITIES (DAILY)

Product	Points				
	A	B	C	D	E
Sandwiches	450	400	300	150	0
Subs	0	100	200	300	350

1. How many sandwiches could Sam produce if all his resources are used to make sandwiches? _____

2. At point D, how many sandwiches could Sam's Deli produce? How many subs? _____

3. What is the opportunity cost at point B, stated in terms of sandwiches? _____

4. What is the opportunity cost at point C, stated in terms of subs? _____

References
Contemporary's Pre-GED
www.readworks.org

PRODUCTION POSSIBILITY CURVE CHART (SANDWICHES vs SUBS)

DIRECTIONS
Choose the one best answer to each question.

5. Why does the economic problem of scarcity exist?
   A. The Industrial Revolution created sweatshop working conditions
   B. Societies have created different types of economic systems.
   C. Businesses, consumers, and governments face opportunity costs.
   D. People have limited resources but unlimited wants and needs.

6. What does a production possibilities curve demonstrate?
   A. Consumers must make choices between competing goods.
   B. When suppliers produce more of one item, they must determine how much of each item to produce.
   C. Governments do not face opportunity cost because tax dollars are used to supply needed services.
   D. Scarcity applies to modern economies but did not apply to ancient economies.

Documenting Time for FTE and Communication

Each of the lesson books has been calculated to represent 8 hours of attendance.

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

Remember to document any face to face time that the HSE instructor has with the student. Such as time during testing sessions, or face to face tutoring.

Every time a student returns 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.

Our instructor will make a daily attendance sheet and place any hours students earn by receiving materials the student has returned.

Documenting Time for FTE and Communication continued...

Having a database to record the following:

Dates of material received and sent

(making copies of materials sent to avoid excuses of "it was lost in the mail or I didn't receive it")

Keeping a list of phone calls made with notes entered about the phone call. It helps to record date, length of time, reason for call.

Email exchanges between instructor and student

Just because this is a mail in program you will spend more time corresponding by phone and face to face meetings, probably more then you may think.

Giving encouragement to students to submit work and keeping communication going is vital to this program. We use Remind App to help with communication.

Addressing WIOA and NRS Progress Testing

WIOA

To address incorporation of WIOA considerations, we invite all of our distance learners to our WIOA Weekly series. We have scheduled speakers, at various times to try to reach all of our students.

After each speaker we send a summary of that speakers information as another way to help reach our distance students.

When our HSE in the Community instructor speaks with students, especially during face to face tutoring she will review career goals and objectives with the student.

Testing

When a student is enrolled in the HSE program the instructor will give that student progress testing material for the students level.

During the course of the weeks the HSE instructor will assign lessons for that student to work on out of the workbook. Students write their answers on paper and not in the book itself.

...dents are made aware that even though this program is for students who can not attend traditional classes, they will have to come to campus to test, for progress testing or official testing.

Tips to think about to begin this program

- 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? Attaching that person's card to the holder is good so that an agency can contact that person directly to get more.

- Having a dedicated phone number to the HSE instructor so that students can leave messages and be able to have conferences by phone with the instructor.

- Who will be the best to be the instructor for this program. Having someone with good administration skills is vital in this role.

- Who will handle getting the books printed and budgeting for the cost of printing materials, envelopes, postage, etc.?
  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.

- At times you may have students that are not being successful in the program which will lead them to recognize the need for a traditional class option.

Q&A

All Lessons, answer key, and implementation guide is an PDF format and can be shared with participants.

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