HSE in the Community 2.0
Webinar

Presented by: Jennifer Mock  Director of Literacy at Alamance CC
Doreen Tuck  Coordinator of Adult Basic Education  at Alamance CC
September 2020
Topics for Today’s Webinar
Remember…. just keep swimming!

- Welcome!
- Quick Reminders
- Agenda:
  - HSE in the Community Review
  - FAQ’s
  - Open Question and Answer
  - Everyone share
Quick Review...

- Developed by ACC, underwent proxy study, and is an approved for use throughout the state.
- Based on content standards.
- This is a paper based distance program.
- Intended to be both an instructional tool to offer prep for official HSE tests as well as a tangible recruiting piece in the community (lesson one only).
- Not everyone is suited for this program, may have to refer to class. That is still a win.
- Provides equity to our students who are rural, have a variety of barriers, and or lack access to WiFi.
FAQ’s we have heard.

● Can I...? If you need guidance please contact the state office. We will share best practices and “lessons learned”.
● Will there be supplemental lessons available? Coming soon!!!
● How do I code this class? It is coded distance - online. No other option available.
● Can I talk through implementing and consult with you? Yes, but please give us time. We want to help you. We do however have limitations of time especially during this challenging time. Please submit questions in writing to Jennifer Mock. Please appoint one person per college preferably a coordinator or director. Please review slides and recording first.
● Difference between packets vs lessons? We will explain.
● Is each lesson 8 hours? Each booklet is 8 hours.
● How do you keep organized/have documentation? Google Excel sheet or Access database. Name, date received work, any communication notes etc.
More questions?....

Thank you for attending today’s webinar. We know how busy you are!

Please contact us at:
Jennifer Mock
jennifer.mock@alamancecc.edu

Doreen Tuck
doreen.tuck@alamancecc.edu

Please share....
Next presentation for reference
Implementing HSE in the Community Webinar

Presented by: Jennifer Mock  Director of Literacy at Alamance CC
Doreen Tuck  Coordinator of Adult Basic Education at Alamance CC
January 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.
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.

  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. 

  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.

These are the envelopes we use to exchange work between student and instructor.
LESSON 9
Mathematical Reasoning

2. This is the final year in which she will collect data. When her data collection is complete, she will predict 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:

\[
\begin{align*}
-0.5 & \quad 19.0 \\
0.5 & \quad 18.3 \\
0.5 & \quad 19.6 \\
0.5 & \quad 19.6
\end{align*}
\]

**EXAMPLE A**

Choose the right triangle displayed, find the lengths of the remaining sides.

\[a^2 + b^2 = c^2\]

3. Write down the Pythagorean theorem, \( a^2 + b^2 = c^2 \), and the slope intercept form, \( y = mx + b \).

EXAMPLE C

Finding the Length of a Leg

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

\[
\begin{align*}
&10^2 + b^2 = 17^2 \\
&b^2 = 289 - 100 \\
&b^2 = 189 \\
&b = \sqrt{189} \\
&b = 9 \text{ cm}
\end{align*}
\]

The length of the leg is 9 cm.

**EXAMPLE D**

If in triangle ABC, \( \angle A = 90^\circ \) where \( AB = 5, \quad BC = 12, \quad \text{and} \quad CA = 13 \), then triangle ABC is a right triangle.

Let's see if above ABC is a right triangle. If side \( a \) is 5, side \( b \) is 12, and side \( c \) is the hypotenuse, is 13, you can determine if it is a right triangle by substituting the numbers into the formula: \( a^2 + b^2 = c^2 \).

\[
\begin{align*}
5^2 + 12^2 &= 13^2 \\
25 + 144 &= 169 \\
169 &= 169
\end{align*}
\]

Triangle ABC is a right triangle.

**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) 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:

\[a^2 + b^2 = c^2\]
Lesson 7

Science

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 side of the equation to balance it with the 3 carbon atoms on the left of the equation:
   
   \[ \text{C}_3\text{H}_4 + \text{O}_2 \rightarrow \text{H}_2\text{O} + 3\text{CO}_2 \]

   - 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 oxygen atoms next. You have 8 on the left side. So you’ll need 8 on the right side:

   \[ \text{C}_3\text{H}_4 + 8\text{O}_2 \rightarrow 4\text{H}_2\text{O} + 3\text{CO}_2 \]

   - On the right side, you now added 8 as the coefficient because the subscript 8 on the left side showed that you already had 8 hydrogen atoms.
   - When you multiply the coefficient 4 times by the subscript 2, you end up with 8.

   **DIRECTIONS**
   Balance the following chemical equations:

   1. \( \text{Fe} + \text{O}_2 \rightarrow \text{Fe}_3\text{O}_4 \)
   2. \( \text{S}_2 + \text{O}_2 \rightarrow \text{SO}_3 \)
   3. \( \text{Sn} + \text{NaOH} \rightarrow \text{Na}_2\text{SnO}_3 + \text{H}_2 \)
   4. \( \text{K} + \text{Zn} \rightarrow \text{KZn} \)
   5. \( \text{Cu}_2\text{H}_2 + \text{O}_2 \rightarrow \text{CO}_2 + \text{H}_2\text{O} \)
   6. \( \text{Sb} + \text{I}_2 \rightarrow \text{SbI}_2 \)
   7. \( \text{COCl}_2 + \text{H}_2\text{O} \rightarrow \text{HCl} + \text{CO}_2 \)
   8. \( \text{CS}_2 + \text{O}_2 \rightarrow \text{CO}_2 + \text{SO}_2 \)

9. \( \text{H}_2\text{SO}_4 \rightarrow \text{NaCN} \rightarrow \text{HCN} + \text{Na}_2\text{SO}_4 \)

10. \( \text{KOO}_2 \rightarrow \text{KCI} + \text{O}_2 \)

11. \( \text{H}_2 + \text{F}_2 \rightarrow \text{HF} \)

12. \( \text{BaCl}_2 \rightarrow \text{KCI} \rightarrow \text{Ba}_2\text{Cl}_2 + \text{KCI} \)

13. \( \text{Mg} + \text{HCl} \rightarrow \text{MgCl}_2 + \text{H}_2 \)

16. In this equation, what should be the coefficients of the reactants and products?

   \[ \text{I}_2 + \text{O}_2 \rightarrow \text{I}_2\text{O}_4 \]

   A. The coefficient of iodine is 2, oxygen is 0, and the product is 2
   B. The coefficient of iodine is 1, oxygen is 4, and the product 2
   C. The coefficient of iodine is 2, oxygen is 0, and the product is 2
   D. The coefficient of iodine is 2, oxygen is 5, and the product is 2
   E. The coefficient of iodine is 2, oxygen is 5, and the product is 2

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 sublimes 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 changes water undergoes.
   D. These are the chemical changes water undergoes.
   E. These are the molecular changes water undergoes.
LESSON 8
Reasoning through Language Arts

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's the apple of my eye" is a phrase that we have all heard once or twice. But isn't there really an apple in a person's eye? No, it 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 "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 wakes up his head is a rock, not budging an inch.
3. The lava was a blanket of fire that scorched all the plants in its path.
4. Splintered contentedly, the spider was an artist preparing a masterpiece.

ASSIGNMENT 7
PART I. DIRECTIONS
Match each phrase in the correct type of figurative language by writing the correct letter in the blank.

<table>
<thead>
<tr>
<th>TYPE</th>
<th>PHRASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a. His heart was a block of ice.</td>
</tr>
<tr>
<td>2.</td>
<td>b. Open secret</td>
</tr>
<tr>
<td>3.</td>
<td>c. Pink and purple peonies</td>
</tr>
<tr>
<td>4.</td>
<td>d. The cup danced joyfully across the table</td>
</tr>
<tr>
<td>5.</td>
<td>e. Heavy as a rock</td>
</tr>
<tr>
<td>6.</td>
<td>f. She was humming a song</td>
</tr>
<tr>
<td>7.</td>
<td>g. Everyone knows that!</td>
</tr>
</tbody>
</table>

ASSIGNMENT 8
Reading through Language Arts

DIRECTIONS
Read the following passage and choose the correct answer by clicking 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, whom she had never seen. He was a stranger! She turned in her seat, stared at him. Who was he? Why was she sitting with him? He wasn't of her kind! His neck was heavy; his speech was heavy; he was a man who could not move without effort 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, concentrated upon living his town. It wouldn't be like those 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 mounted 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 economies 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 China. Now most of the socialist economies have been changed to market or mixed economies.

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.

<table>
<thead>
<tr>
<th>Product</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandwiches</td>
<td>A 450 B 400 C 330 D 150 E 350</td>
</tr>
<tr>
<td>Subs</td>
<td>A 0 B 100 C 200 D 300 E 350</td>
</tr>
</tbody>
</table>

MIXED ECONOMIES

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 China. Now most of the socialist economies have been changed to market or mixed economies.

DIRECTIONS
Choose the 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.

REFERENCES
Contemporary’s Pre-GED
www.readworks.org
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.
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 than 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 speaker’s 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 student’s level.

Students 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.

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.
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.

Contact Information:

Jennifer Mock  jennifer.mock@alamancecc.edu
Doreen Tuck  doreen.tuck@alamancecc.edu