Intake and Orientation Procedures

Consortium	Lakes Area Adult Education
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Policy guidance	From [Minnesota ABE Policies website](www.mnabe.org/abe-law-policy/mn-abe-policies) (www.mnabe.org/abe-law-policy/mn-abe-policies): ● Conditional Work Referral Policy ● Eligible Student Policy ● Eligible Content Policy

Introduction

These procedures detail the local ABE consortium's intake and orientation processes used at all local sites. These procedures describe how the consortium is complying with Minnesota ABE policies through outlining:

- How **eligibility** is determined and verified for all enrolled students to ensure they are/have:
    - Age Eligible: Individuals are 17 years of age or older
    - Not in K-12 Education: Individuals are not enrolled or required to be enrolled in secondary school (high school) under state law,
    - Educational Need: Individuals meet at least one of the following:
        - Lack proficiency to speak, read or write the English language,
        - Lack a high school diploma or its recognized equivalent, and/or
        - Lack sufficient mastery of basic educational/ skills
    - Meeting additional local consortium or program requirements
- How students age 21 and younger are informed of their right to attend K-12, and the difference between the K-12 system and the ABE system
- What and how **student data** is gathered and how it is entered into SiD in a timely manner
- How the consortium conducts student **orientation** that provides students with essential information, policies and expectations
- How the consortium promotes a **goal-setting process**, starting at intake and on an ongoing basis, to articulate, set, and evaluate student educational, career and related life goals
- How the consortium manages the process of enrolling and placing individuals with **conditional work referrals**
- What **additional guidance** and procedures the ABE consortium has for local staff regarding intake and orientation.

Intake and Orientation procedures

Eligibility

When considering a potential learner for ABE services, LAAE adheres to the **MN ABE Eligible Student Policy**, which states the following:

Adult Basic Education means services or instruction below the postsecondary level for individuals:

- Who have attained 17 years of age; and
- Who are not enrolled or required to be enrolled in secondary school under state law; and
- Who qualify under one or more of the following conditions:
    - Are unable to speak, read or write the English language;
    - Do not have a high school diploma or its recognized equivalent, and have not achieved an equivalent level of education;
    - Lack sufficient mastery of basic educational skills to enable the individual to function effectively in society.

Students are not eligible for ABE services if they are enrolled in a public or private K-12 program – this includes public or private regular high schools, charter schools, ALCs and other alternative high school programs.

Students who are enrolled in postsecondary institutions are eligible for ABE services if they meet the three conditions above. Please note they cannot be dually enrolled in a K-12 program (e.g. a PSEO student).

Intake and Orientation

Once a prospective student is deemed eligible for ABE services, they are invited to begin the orientation checklist with a local classroom teacher, either in one session or over a series of sessions coordinated by the teacher. The process for conducting intake and orientation with potential students varies from site to site in accordance with the needs and demands of the classroom..

While the process for conducting Intake and Orientation of students may vary from site to site, the protocol and procedures remain the same across the consortium, as outlined below. All steps of the Intake and Orientation Procedures are completed within the first 12 hours of contact with the learner, and often within the first two meeting sessions.

New students (and those who have participated in ABE at another consortium location) will complete all steps of the Intake and Orientation protocol and procedure as outlined on the chart that follows.

Returning students are those who have previously been enrolled in ABE but have not been in class during the previous 3 consecutive months, and the protocol for re-enrolling in ABE will depend on the length of time the student has been absent from ABE, and the amount of time that has elapsed since the student was last assessed to determine his/her Educational Functioning Level.

GED/ADP Intake and Orientation Procedures (STAFF USE ONLY)	New	Returning
1. Create welcoming environment (Grab student files every time they come in) ◇ Gather background information such as schooling history (i.e. when they left, if they ever been in ABE before), work schedule, etc. ◇ Person Search in SiD ◦ 1st search: First, Last, Middle name ◦ 2nd search: First, Last name and DOB ◦ 3rd search: First name, DOB ◦ Try other variations such as: first name only, first name + first 3 letters of last name, etc	✓	✓
2. Explanation of Options ◇ HSE - LAAE currently offers GED testing. ◦ The GED comprises 4 exams: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. Students need to score 145 or higher on each exam to earn their GED credential. ◇ ADP- The Standard Adult Diploma has: ◦ **5 Domains**: 1. ELAs, 2. Math, 3. Science, 4. Social Studies, and 5. Employability, Career Awareness and Digital Literacy ◦ Each domain has **4 Area**s ◦ Transcripts from middle & HS are evaluated to determine completion in any area of the domains ◦ Additionally, Students will need to complete a level E (grades 9-12) essay ◇ Tour of bldg/designated smoking areas/designated bathrooms ◦ M/State- Food Pantry is **NOT** for ABE students!! ◇ Reminder to check facebook for snowdays	✓	✓
3. Intake paperwork explanation ◇ Explain the Tennessen Warning & **Signature** ◇ Go over the definitions of the Barriers to Employment (see attachment) ◇ Go over the Learner Policies & Procedures	✓	✓
4. Collecting required documents ◇ Intake form (signature required) ◦ First name ◦ Race ◦ Last name ◦ Work Status ◦ DOB ◦ Public Assistance Status ◦ Gender ◦ Highest Level of Education ◦ Hispanic (yes or no) ◦ Education Location ◦ Barriers to Employment ◇ Learner Policies & Media Release ◇ Records Request (if applicable) ◇ Release of Information (ROI) (if applicable) ◇ Age Waiver (if applicable) ◇ PANDA Questionnaire	✓	✓ As needed
5. Determine Assessments Needed- ◇ Check SiD for previous assessments ◦ Administer assessments based on SiD data, or ◇ Administer Locator ◦ Administer assessments based on locator results, and ◇ Administer Common Core Achieve/Basics for Science and Social Studies Pretest based on assessment results in reading	✓	✓ As needed
6. Next Steps ◇ Schedule planning meeting ◇ Implement student checklist ◇ Update plan after 90-days ◇ Schedule meeting with CareerForce Representative	✓	✓ As needed

Goal Setting Process

The process of setting student goals typically happens once the student has been assessed. Results from assessments, including information garnered through Diagnostic Profiles, are wonderful tools to inform this process. Goal assessment and follow-up happens upon retesting after every 40 hours of instruction and/or every three months, generally through a meeting between the student and the site ABE instructor, as determined by personnel available by site. Informal assessment and goal setting activities also take place intermittently, when embedded in instruction.

Student Data and Contact Hour Tracking

Collection and reporting of student data and contact hours is accomplished using the Student Information Database (SID). The initial input of student data into SID is done by the Program Assistant. Three sites give the original intake paperwork to the administrative office, where it is stored in student files, the other nine sites provide the Program Assistant with copies of the intake paperwork on a weekly basis. The original hard copy of the student intake paperwork is stored in student files at each site. The intake information is entered into SID and the copies are destroyed.

On a daily basis, ABE instructors are expected to maintain an instructional log detailing the student's instructional time and accomplishments, either in SID or in the student file. Students use sign-in sheets at each site, which are submitted to the Program Assistant on a daily or weekly basis, who then enters the contact hours into SID. Contact hours are entered to the nearest 15 minutes, in keeping with the ABE Contact Hour rounding policy. In open enrollment classrooms, contact hours are manually entered using the starting time and total number of hours of instruction. In managed enrollment classrooms, the contact hours are automatically tabulated by the SID system after the instructor indicates the start and end times for each student who attends class.

ABE instructors are responsible for entering updated **Assessment Scores** for their students on the day that the student completes the assessment process. If a learner needs to be enrolled in a Distance Learning platform, the ABE instructor contacts the Program Assistant via telephone or email and provides the relevant information for the student to be added to the platform.

On a weekly basis, at a minimum, ABE teachers are expected to review student information on the database to determine which students are in need of re-assessment.