

Intake and Orientation Procedures

Consortium	Saint Paul Community Literacy Consortium (SPCLC)
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Date of last update	May 15, 2026
Policy guidance	From Minnesota ABE Policies website (mnabe.org/law-policy/minnesota-adult-education-policy): • Conditional Work Referral Policy • Eligible Student Policy • Eligible Content Policy

Introduction

These procedures detail the local ABE consortium's intake and orientation procedures that are 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:
 - o Age Eligible: Individuals are 17 years of age or older
 - o Not in K-12 Education: Individuals are not enrolled or required to be enrolled in secondary school (high school) under state law,
 - o 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
 - o 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.

As mentioned in the narrative, the intake and orientation procedures vary from program to program within SPCLC. Below, we describe the minimum requirement for each program, followed by some site-specific documentation that has an extensive intake process.

Students come to a program through online notification, phone calls, or walk in person to a site. Sites either conduct the intake process at that time or schedule a specific intake day and time.

In the intake sessions, each site must begin the intake process by reviewing the Tennessean warning, informing potential students of the need to collect information and how it will be used. Then, a short interview is conducted to determine student eligibility and set initial goals, and also complete a person search in SID to see if the student has been attending another program. After these initial steps are completed, programs collect the required data listed below to enter the learner into SID.

Specifically:

1. Initial Contact and Eligibility Screening

- Have learners complete the Tennessean Warning form before collecting personal data.
- Age eligibility is determined by date of birth. This is often confirmed by an ID but it is not a requirement.
- Learners who are 17 or under are asked about public school enrollment and asked to show proof that they are no longer enrolled. All students younger than 21 are asked about public school enrollment and also advised of the key differences between K-12 alternative options and ABE, including transportation, free and reduced lunch, and additional academic support. Programs also inform students wishing to pursue their GED about the age waiver process at this time.

2. SID Verification and Data Collection

- Student data is gathered through a combination of forms and interviews. Some programs enter the information immediately into SID while the learner is still present, and others collect the information on paper and have a data coordinator who enters it later. Paper enrollment forms are safely stored after data is entered. This is confirmed annually at SPCLC site visits to each program.

3. Assessment and Placement

- Educational need in some areas can be determined via interview but is confirmed via testing on CASAS, BEST Plus or TABE. Students who score into ABE 6, even though they may still qualify for ABE services, are often informed of other options depending on their goals.

4. Orientation

- Student orientation varies a great deal depending on the program. A sample of the various orientations are described in detail in section 2.3. An orientation generally aims to introduce the student to the specific program and building as well as ensuring the learner will be ready to start by working through possible challenges around transportation, childcare, access to technology and employment.

5. Goal Setting and Ongoing Support

- The goal setting process begins at intake with students selecting an initial goal. Some programs track this through SID so that it is documented and available for teachers and advisors to see. Many programs use a more detailed personal educational planning document. Ongoing goal-setting and evaluation then takes place in the classroom through the use of ACES-TIF instruction around Developing a Future Pathway.

Conditional Work Referral learners are only served at Literacy Minnesota. For each learner, the program gathers both the typical site paperwork and a CareerForce referral form. The program coordinator adds the learner to SID, checking the “Conditional Work Referral” box under NRS Program. SID will block students labeled as CWR who do not have a valid form earning more than 30 hours in a program year.

Programs that follow the above guidance, but also require additional intake and orientation processes.

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