Intake and Orientation Procedures

Consortium	Area Adult Learning Cooperative
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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:
    - 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 a potential student first makes contact with us, we schedule a time where they sit down with the classroom teacher. The teachers will ask questions to determine eligibility in our program. The AALC follows the state ABE student eligibility criteria policy. The policy states the following:

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

1. Who are 17 years of age or older; and
2. Who are not enrolled or required to be enrolled in secondary school under state law; and
3. Who qualify under one or more of the following conditions:
    a. Are unable to speak, read or write the English language;
    b. Do not have a high school diploma or its equivalent, and have not achieved an equivalent level of education;
    c. 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, including public or private high schools, charter schools, or ALCs.

How students age 21 and younger are informed about their right to attend K-12.

Students under the age of 21 will come to us either having dropped out of high school, have just immigrated to the country, or sometimes referred to us from a local high school. For all of these reasons, they come to us, we do inform them of their right to attend K-12. For students that are referred to us from the local high school, we occasionally do have to inform the high school itself of the students right to attend their high school. On this occasion, we do set up a meeting with the student, the local high school, and go over the options. We inform them that it is the student's choice to attend one or the other, but they cannot choose or enroll in both.

What and how student data is gathered and how it is entered into SiD in a timely manner.

Students are asked to fill out an ABE intake form and Tennessen Warning to supply private and confidential information about themselves which is used to enter into SiD and helps us prepare required reports, conduct audits, review eligibility, and gather information about how the program is helping the students. Students are informed of the reason for gathering the information and given the option of opting out of certain information, with the understanding that in doing so, ABE may not be able to determine whether the student is eligible for programming or our services. Once explained, the student is asked to sign indicating the Tennessen Warning has been provided.

- Data Collected

    - First Name
    - Last Name
    - Date of Birth
    - Gender
    - Hispanic – Yes or No
    - Race
    - Work Status
    - Public Assistance Status
    - Highest Formal Education Level
    - Education Location
- Once the intake form has been filled out, the form is sent to our ABE Lead Teacher or the ABE Coordinator to enter information into SiD.

How the consortium conducts student orientations…
Initial interviews and orientation are conducted with students to create a warm and welcoming environment. They also discuss the student's educational history. During the interview process, the teacher will provide the student with a basic overview about ABE, including programs, schedule, assessment procedures, general policies and expectations, and will answer any questions the student may have.

How the consortium promotes a goal-setting process…

During the initial interview and orientation process, the teacher will ask questions regarding the students goals and their educational history. With that information, the teacher will create a personal education plan for the student. Goal assessment and follow-up happens with the teacher after 40 hours of instruction and post-testing.

How the consortium manages the process of enrolling and placing individuals with conditional work referrals.

Individuals with conditional work referrals are enrolled through the consortium's standard intake and assessment process, with additional coordination occurring between AALC staff and the referring agency, employer, probation officer, or workforce partner. During intake, staff review the conditions or requirements associated with the referral, discuss educational and employment goals with the student, and identify any barriers that may impact participation or success. Recently we received a conditional work referral from the St. Peter Treatment Center for 3 of their clients to receive digital learning skills. We provided the services and followed the mandated procedures of the St. Peter Treatment Center. The additional skills meant a prolonged planning process, however, we were still able to provide the digital learning skills course.

What additional guidance and procedures the ABE consortium has for local staff regarding intake and orientation.

The point we over emphasize, is the importance of recognizing the courage the student has taken just to walk through the doors. We must be cognizant of the importance of providing a warm and welcoming environment or we may not have the student return. The student is there to learn, and we want to quickly move to

instruction in order to achieve a “quick win” or learning accomplishment for the student so they can build momentum and start stacking learning gains into achieving their personal goals.