

Intake and Orientation Procedures

Consortium	SW ABE
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Policy guidance	From Minnesota ABE Policies website (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 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 contact hour tracking.

Intake and Orientation procedures

Eligibility

During the intake process, eligibility is determined by a number of factors. Southwest Minnesota follows the MN ABE Eligible Student Policy to determine if a student is eligible to receive our services. The student must be 17 years of age or older and not enrolled or required to be enrolled in secondary school under state law. Additionally, the student must meet one of the following conditions:

1. Unable to speak, read or write the English language
2. Do not have a high school diploma or its recognized equivalent, and have not achieved an equivalent level of education
3. Lack sufficient mastery of basic educational skills to enable the individual to function effectively in society.

Students currently enrolled in a public or private K-12 program; including public or private regular high schools, charter schools, ALC's and other alternative high school programs, are not eligible for ABE services. Students enrolled in postsecondary institutions are eligible for ABE services if they are 17 years of age or older, not dually enrolled in a secondary school (PSEO student) and meet at least one of the following conditions listed above.

Occasionally, students aged 17+ come to Adult Basic Education with the belief that ending their high school career will be better for them than remaining in the K-12 system. Additionally, prospective learners that are under 21 occasionally arrive in the United States, and come to ABE with the desire to learn English. All students that come to us who are under 21 are provided with information about their right to attend the classes available in K-12 until they turn 21. We explain to them that attendance in the K-12 system will provide them with many more hours of instruction weekly than they could receive from our ABE programs. Additionally, the basic instruction they receive in the K-12 system will allow them to build a base that will serve them in the future, even if they eventually switch to ABE and pursue a GED.

Student Data

After determining a student's eligibility, students are required to fill out an ABE student intake form. If it is determined during the eligibility process that the student has previously received ABE services, their information will be looked up in SiD. At this point, the returning student may be required to fill out an intake form if they have been absent for more than 2 months. Basic data that is collected from the intake form includes first and last name, date of birth, gender, Hispanic (yes or no), race, work status, public assistance status, highest form of education level, and education location. NRS information is

also collected at this time. Data collected from the student intake form will then be entered into SiD manually by administrative support.

Orientation

After a prospective student is deemed eligible for ABE services, they will complete an orientation into the program. This will be done one-on-one with the teacher or the administrative assistant. Orientation for all students will include:

- Completion of SiD intake form
- Review of Tennessee Warning
- Rules and expectations of the program
- Students rights and responsibilities
- Overview of classes offered and schedules
- Complete appropriate CASAS assessments

Additional arrangements that can be made during the orientation process include talking with the prospective student about transportation and childcare needs. Some sites in SW ABE offer either scheduled busing or bus tokens for the city bus system. During orientation, student needs are ascertained, and bus schedules are explained. Some SW ABE sites also offer childcare onsite. During orientation, students who express their need for these services, so that their children can be added to the childcare lists.

Many of our sites are primarily English language learners who would follow the above intake and orientation procedures. However, we determined that our GED students needed different guidance in participating in class. We adapted guidance provided by Shari Brunes, Glacial Lakes ABE (Hutchinson), to fit the specific situation presented in our SW ABE classrooms. The [“Earning a GED Teacher Guide”](#) provides instructions for teachers as they help students move through the GED curriculum. [“Earning a GED Student Checklist”](#) provides written instructions for students to follow, so that they better understand the process in which they are being asked to participate.

Goal-Setting Process

A Personal Education Plan (PEP) is completed after the intake process and testing is finished. A questionnaire is used to gather information needed to assist in creating the students' plan. The PEP helps to identify any barriers the student may have and helps to identify student goals. The student and their teacher will review the PEP each time a level gain is obtained or a goal is achieved. If a student has not earned a level gain or achieved a goal within 6 months, their PEP will need to be updated to ensure progress is being made.

Conditional Work Referrals

Document A

Students are referred to ABE by CareerForce. Students must meet the following eligibility and referral requirements:

- Must be 17 years of age or older
- not enrolled in public (k-12) school
- Goals other than improving core literacy
- Must be served and referred to ABE by CareerForce counselor
- Referral must be in writing

Maximum ABE contact hours for a conditional work referral per year is 30.

[Conditional work referral form.](#)