

WEST ABE Intake and Orientation Procedures

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Policy guidance	From Minnesota ABE Policies website (mnabe.org/abe-law-policy/mn-abe-policies): <ul style="list-style-type: none">• 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, AND
 - 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 **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:

New and returning WEST ABE potential students must adhere to the **MN ABE Eligible Student Policy**, in order to be eligible for services. (Stipulations as noted above)

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).

Student Data and Orientation:

The orientation process varies slightly by location and teacher but the subject matter remains consistent. Students learn about our programs, policies, expectations and what services we provide. New students receive a tour of the facility, are told of class days/times and any other essential information needed before beginning instruction.

All eligible students must complete the WEST ABE Student Intake form upon entry into the program. Instructors first explain the form, what information is being collected and what it will be used for (Tennessee Warning/Privacy Notice) before filling in the information. Instructors explain why Social Security numbers are collected and we encourage students to provide them, but do not require it. Intake forms are submitted monthly, depending on the site and size, the jails submit weekly to try to capture students hitting the post-test range. The data coordinator verifies new students and creates the account in SID or finds the student has attended a program elsewhere and merges that account with WEST ABE's.

After completing the intake form, orientation and initial assessments are completed within the first 12 hours of contact with the learner, often within the first meeting session. 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.

Intake and Orientation Protocol and Procedures	New Students	Returning Students
<p>Step 1: Interview</p> <p>Initial interviews are conducted with students to create a warm and welcoming environment for the student, and to garner information helpful to establishing a successful learning outcome for the student. During the interview process, teachers will provide the student with an overview of basic information regarding ABE, including program areas of study, a classroom schedule, assessment procedures, and general attendance policies and expectations, and will answer any questions that the students may have.</p>	✓	✓
<p>Step 2: Tennessee Warning & Signature</p> <p>Students are notified and asked to supply private and confidential information about themselves which is used to prepare required reports, conduct audits, review eligibility, and gather information about how the program is helping the student. It also informs the student that the information will be shared with staff, allowed by law, who need it to do their jobs, as well as other named agencies that are helping the student. Students are informed of the reason for gathering the information and given the option of opting out of providing information, with the understanding that in doing so, ABE may not be able to determine whether the student is eligible for programming and/or provide service to the student. Once explained, the student is asked to sign indicating the Tennessee Warning has been provided.</p>	✓	✓
<p>Step 3: ABE Student Intake Form - Collection of Required Elements</p> <p>Student and teacher initially work together to complete as much of the ABE Student Intake Form as possible, at minimum, the 10 required elements of the ABE Student Intake Form necessary to enroll the student in the SID database, checking the appropriate box in the upper right hand corner to indicate Intake/Enrollment (for New Students) or Update (for Returning Students). The 10 required elements include:</p> <ul style="list-style-type: none"> ● First Name ● Last Name ● Date of Birth ● Gender ● Hispanic - Yes or No ● Race ● Work Status ● Public Assistance Status ● Highest Formal Education Level ● Education Location <p>Any information not collected initially on the ABE Student Intake Form will be collected after the student has been assessed and placed in the appropriate classes.</p>	✓	✓
<p>Step 4: Student Assessment</p> <p>New Students will be given an initial assessment to determine their Educational Functioning Level and appropriate placement in programming, according to the procedures outlined in the Student Assessment Procedures (document B).</p> <p>Returning Students will be reassessed to determine their current Educational Functioning Level according to the parameters outlined in the Student Assessment Procedures (document B).</p>	✓	✓ as needed according to assessment policies
<p>Step 5: ABE Student Intake Form - Completion and Goal Setting</p> <p>Upon completion of all assessments, the teacher and student will complete the ABE Student Intake Form and use the information to determine a course of study for the student. This could include placement in one or more classes, and setting of 1-3 educational goals. This information informs the learner's Personal Education Plan.</p>	✓	✓ as needed
<p>Step 6: Review of Policies and Expectations</p> <p>Teachers will review with learners the general attendance policies and expectations, including:</p> <ul style="list-style-type: none"> ● Attendance Policies and/or expectations ● Assessment Policy (as it regards to reassessments after every 40 hours of instruction) ● Student Progress Policy ● Other local classroom policies or expectations 	✓	✓ as needed

Goal Setting Process:

The process of setting student goals typically happens once the student has been assessed, though often times students will have their own goals when they first attend. The process to this point helps the instructor guide the student towards sometimes smaller or bigger goals and helps each student work on reasonable timelines. Assessment results, help instructors with this process as they help students have a deeper understanding of their current level and the steps needed to achieve their goals. Goal assessment and follow-up happens upon retesting after every 40 hours of instruction, generally through a meeting between the student and the site ABE teacher, sometimes this meeting might occur with the volunteer working with the student. Informal assessment and goal setting activities also take place intermittently, when embedded in instruction.

Additional Guidance regarding Student Data and Contact Hour Tracking:

Collection and reporting of student data and contact hours is accomplished using the Student Information Database (SID), formerly known as MARCS. The size and expanse of the consortium requires the ABE teachers, program manager and database coordinator to maintain good communication and contact with one and other on a continual basis. Email communication is used whenever possible, as long as private student data isn't shared in a way that could harm the integrity of the system. ABE teachers are at the forefront of good data reporting, and much of the responsibility of maintaining accurate and up to date student data lies with a well trained instructional staff working on the front line. In an effort to retain oversight and ensure continuity of the data being entered into the database, teachers are encouraged to log into SID on a consistent basis verifying student data in each of their classes as well as staying current with student information for those who attend more than one ABE location.

SID Data Collection Procedures & Responsibilities

Intake:

The initial input of student data into the database is done by the ABE Database Coordinator, who maintains an original hard copy of the student's ABE Intake form at the agency office. All intake forms are due to the agency office by the 5th of the following month, if not before. Some teachers are able to utilize Inter-School Mail and others you the Postal Service, a handful will drop off directly to the office. The Database Coordinator will enter new students into SID, re-enter former students, and add students from outside the WEST ABE consortium as needed. As part of the intake process, teachers will ask students about participation in other ABE programs within MN. If the student says they have, the teacher will contact the Database Coordinator in order to access their prior program information. The Database Coordinator is very careful about not creating duplicate accounts and works to merge student accounts as necessary in order to create complete and comprehensive student profiles.

If the assessments for a new student have not been completed by the end of the first calendar month of entry, the teacher is encourage to sent the intake form in for processing. This makes sure a student account is created for hourly input purposes. Assessment information is then emailed to the Database Coordinator upon completion as well as undated on the green/yellow copies of the intake form. The same process is followed if/when there are demographic/core goal changes. Teachers will email the Database Coordinator with any changes, that do not involve private student data, and then record the changes on their intake forms. This system has become very efficient for WEST ABE instructors and one that seems to cut back on potential paperwork.

Daily/Ongoing/Monthly:

On a daily basis, ABE Teachers are expected to maintain an attendance template of **ABE Classroom Contact Hours** that are then inputted 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 teacher indicates the start and end times for each student who attends class.

ABE Teachers monitor student information on an ongoing basis to determine which students may be in need of re-assessment, or contacted with attendance issues. This is especially important for teachers with students who attend other WEST ABE classes or site locations. Teachers are able to better communicate with each other about shared students and work together on their educational plans and progress.

Once a month, ABE Teachers are expected to report **Distance Learning Proxy Contact Hours** for students they have enrolled in Distance Learning platforms. Hours are due to be reported as a sum total for the month on the 5th day of the following month.

Conditional Work Referrals:

Students referred electronically by CareerForce (formerly Central MN Jobs and Training Services) or MFIP providing agencies to ABE for Conditional Work Referral programming are typically “fast-tracked” through the ABE Intake and Orientation process, as they aren’t required to complete the Assessment piece of the process. These learners are noted in the SID as Conditional Content learners and limited to 30 hours of instructional time through ABE. Their contact hours are recorded in the database, and at the end of 30 hours, they are exited from the program. However, occasionally upon initial interview, other issues are identified that might suggest the learner would benefit from one of the core content areas of instruction. When that happens and the learner expresses interest in joining a regular ABE class, that option would be made available to the learner, and he/she would be given the appropriate assessment, then enrolled in the database under the appropriate NRS programming.