

**St. Paul Community Literacy Consortium
Intake and Orientation Policy
May 2013**

Intake Interview

1. Programs offer registration at designated registration times.
2. The Tennessee warning is issued to all new learners.
3. Learners then complete an intake interview during which their eligibility is determined and demographic and NRS information is collected.
4. This information is collected on a paper intake form and later entered into MABE, or entered directly into MABE.
5. All NRS required data elements that are included in MABE are collected.
6. The process for returning students depends on how long they have been un-enrolled. If they recently exited and have a recent test, they may be enrolled in class after a quick update of information. If it has been two or more months they may go through the whole intake process again.

Assessment

1. All learners will take a pre-test within the first 12 hours of their instruction. Pre-testing takes place at intake or on the first day of class.
2. Learners will be assessed on an NRS approved adult appropriate standardized test. English language learners are tested on CASAS Life and Work, native English speakers are tested on TABE forms 9/10 complete battery or survey, Reading, Math or Language (or all three) depending on the student's goal and planned course of study.
3. Test administrators will use the TABE Locator or CASAS Appraisal or student interview to determine the appropriate pre-test form.

Personal Education Plan / NRS Goals

1. Learners will discuss their goals for entering the ABE program. Goals that are outside of the NRS requirements will be noted on the students PEP or input directly in MABE as personal goals. Goals that are NRS required goals are "set" automatically for students based on their cohort (students are placed in the GED goal cohort if they have taken all 5 GED tests), as determined by state policy.
2. Programs will periodically survey current students to determine if goals have been met. Students are encouraged to notify teachers or other program staff if they meet any of their goals.
3. The social security numbers of students who have employment, GED, post-secondary education or training goals will be reported to the Minnesota Department of Education for follow-up using data matching. Other non-NRS goals are followed-up by programs as needed via phone calls and other communication with students while they are students in the program or after they have left programming.

Orientation

1. Learners will be given an orientation to the program they attend either through a group presentation, computerized powerpoint slideshow or a one-on-one discussion. Orientation will cover the following;
 - a. Rules of the program
 - b. Student rights and responsibilities

- c. Logistics of the program, hours courses offered etc.
2. The learners' goals, their educational level (determined by their assessment), and time availability will be used to determine the most appropriate class placement(s) in the program.
3. Additional 'orientation' takes place the first day of class when students are presented again with program attendance expectations, classroom expectations for attendance and coursework.