

Minneapolis Adult Education Consortium Orientation and Registration Policy

Document 2.B

Effective Date: 5/1/2014

Policy Purpose and Rationale – The Minnesota Department of Education (MDE) – Adult Basic Education (ABE) office requires that:

- At the time of Registration and as an on-going process throughout the year, programs must have an individual goal-setting process with each student to:
 - Establish goals and expectations for each student
 - Identify an appropriate program of instruction and schedule
 - Identify students who have any core NRS goals of employment, retain employment, GED/diploma or post-secondary education or training
- AE programs adhere to the MDE ABE Student Eligibility Criteria

Required Benchmarks for ABE Consortia

- Meet or exceed core outcome NRS target percentages Screen students at Registration and throughout the year to set core goals, following the guidance that core goals must be reasonably achievable within one program year

Minneapolis AE Consortium Benchmarks

- Minneapolis AE Consortium members are expected to meet or exceed MDE Negotiated NRS Target percentages.
- Eligibility criteria, registration, orientation, goal setting processes, and follow-up will be implemented by all Minneapolis AE Consortium programs according to federal, State, and local policies and guidelines.

Minneapolis AE Consortium Plan to Implement Registration and Orientation Policy

Registration sequence components:

- **Eligibility Screening**
Minneapolis AE Consortium programs will abide by established federal and State ABE Student Eligibility criteria and policies.

Staff will determine whether the person meets the following eligibility criteria. Services or instruction may be provided for learners below the post-secondary level:

- Who are 17years of age or older; and
- Who are not enrolled or required to be enrolled in secondary school under State law: and
- Who qualify under one or more of the following conditions:
 1. Are unable to speak, read, or write the English language;

**Minneapolis Adult Education Consortium
Orientation and Registration Policy**

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
4. Meet U.S. Visa requirements

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 two conditions:

- a. They are not dually enrolled in a K-12 program (e.g. a PSEO student), and
- b. Their standardized test results indicate they are below high school level attainment in one or more ABE-eligible content areas.

Adult Education Staff will talk with each enrollee to determine:

1. Whether the individuals’ reason for their interest in attending the AE program and program intent is compatible.

ABE Eligible Literacy Skills/Content Areas:

| Core Content | Conditional Content |
|---|---|
| <ul style="list-style-type: none"> • Reading • Writing • Mathematics • Speaking • Listening • ESL/ELL • GED/H.S. Diploma | <ul style="list-style-type: none"> • Citizenship/Civics • Study Skills • Basic Technology Skills • Knowing How To Learn • H.S. Diploma/GED Content • Creating Thinking and Problem Solving • Employability/Workforce Ed. • Personal, Group, Societal Effectiveness • Health Literacy • Financial Literacy |

(Conditional Content is supplemental to core content instruction)

All students in state and federally funded ABE programs must be receiving instruction in at least one of the core content areas. Conditional content is supplemental to core content instruction. For example, students may receive instruction regarding computer skills ONLY if they are using the computer or software applications to assist them in learning the core content of writing (or one of the other core content areas) and they are being pre and post-tested using an ABE approved assessment tool.

2. Whether the AE services available at that site match the enrollees’ interest/needs. If the AE services available do not match the enrollees’ interest

Minneapolis Adult Education Consortium Orientation and Registration Policy

we will refer the person to another Minneapolis AE Consortium program more aligned with their needs or to other resources as we are able.

GED — General Educational Development Diploma

Program is provided for eligible adults who lack a high school diploma. The GED is the national high school equivalency program that includes a set of 4 tests: Math, Reasoning through Language Arts, Social Studies and Science. The following sites provide this programming; South Campus, North Campus, Wells Fargo Bank and Hennepin County Government Center-Drug Court.

Adult Diploma

A pilot adult diploma program is being provided by VOA for eligible adults leading to a high school diploma from a sponsoring Minnesota school district or Minnesota Department of Education.

Basic Skills Enhancement

Program is provided for students who need goal-specific elementary- or secondary-level basic skills such as work-related math, functional literacy (e.g. banking skills), reading or writing assistance. Our classes at MCTC provide math skills to MCTC applicants who do not meet the minimum college entry requirements.

ELL — English Language Learners

Instruction is provided for those whose native language is not English - sometimes referred to as English Language Learning (ELL). ELL classes, from pre-literacy level to the advanced level, help students develop speaking, listening, reading, writing and grammar skills to communicate effectively in English within their workplaces, communities and families. Programs providing ELL instruction include: Cedar Riverside Adult Education Program, English Learning Center, Learning in Style, Somali Success School, VOA, MPS North and South Campus.

Citizenship

Program is provided to prepare Minnesota non-citizens for U.S. citizenship. Includes application preparation and English language instruction. Civics Education includes content related to general civics knowledge and participation in a democratic society. Citizenship skills preparation must be provided as Conditional Content. Currently citizenship classes are being offered at South Campus, Somali Success School, Cedar-Riverside, English Learning Center and Learning in Style.

Work Based Program Learners (WBPL)

Program that builds literacy skills related to students' need to obtain, retain or improve their employment. The Twin Cities RISE! - *Work Based Project Learner program* provides basic academic and literacy skills to students who are seeking

Minneapolis Adult Education Consortium Orientation and Registration Policy

or already employed by a specific business, industry, or company. Thirty hours of employability skills instruction per learner is the maximum learner contact reimbursable through MDE.

3. Staff will discuss the steps the enrollee is responsible for in the educational process and explore barriers that may be necessary to address prior to enrolling in order for the AE experience to be successful. If necessary, a referral to community resources may be made to address these challenges prior to enrollment.

- **Registration Procedures for New and Returning Learners**

- **Procedures for New Learners**

The Minneapolis AE Consortium is a group of six community organizations and MPS District programs within each of these organizations there may be multiple AE programs. Although learner registration and orientation processes vary by site and program the policy remains consistent while allowing sites to determine implementation of this policy using the guidelines provided.

- **Registration Procedures for Learners Returning to a Site**

1. Staff will verify that the person had been a student via MABE records.
2. There would be a conversation to determine if the services provided at the site meet the re-enrollees current needs.
3. The Tennessee Warning/Data Privacy Statement would be shared with the re-enrollee.
4. Updates to their demographic information would be made in the MABE student record.
5. Based upon the length of time since the person was enrolled and date of their last assessment it would be determined whether testing needed to occur before classroom placement. (See Assessment Policy for details) Additional testing may be required before placement if the site offers focus classes that the enrollee would like to enroll in.
6. If the enrollee intends to attend classes at North or South Campus staff would review the MABE record to determine whether the person has attended the required Orientation Class.
7. A discussion regarding the person's educational goals (Personal Education Planning-PEP) would take place and if the person was attending at North or South Campus this discussion would continue during the Orientation Class.
8. An abbreviated review of Learner Policies and Procedures/Learner Code of Conduct would take place. If the person was planning to attend North

Minneapolis Adult Education Consortium Orientation and Registration Policy

or South Campus this discussion would continue during the Orientation Class.

- **Data collection**

- Tennessee Warning/Data Privacy Statement

The Tennessee Warning has been translated into multiple languages and put into written and MP3 formatting on our AE website. This allows many enrollees to read or listen to how any private information they provide us with will be used, in their own language, prior to staff asking the enrollee for this information.

- Interpreters

AE staff or the individuals accompanying the enrollees usually act as interpreters for the various languages spoken. If there are learner needs beyond this we will make special arrangements for an interpreter as needed.

We also provide classroom space at our South Campus location for Minnesota Communication Services for the Deaf to provide registration and instructional services for the hard of hearing and deaf community in Minneapolis.

- Registration Form Completion Options

1. A few programs hold group registrations for higher level English Language Learners (ELL) and AE learners. During these group registrations each learner is asked to supply demographic information on a paper form. Attachment 2.G This information is entered into the MABE data system shortly after the registration group is over.

NOTE: If a learner is 17 years of age we ask for a meeting with the parent or guardian to discuss educational options that have been tried prior to placement in the AE program. If the person can attain the scores necessary to obtain a GED Age Waiver from MDE we will consider enrolling them provided they are not currently enrolled in a public or private K-12 school and if they are or have been this year, they must

withdraw and get a letter stating this has occurred on letterhead from the school. The parent or guardian must also sign any enrollment forms.

2. Other programs gather demographic information by meeting individually with learners and interviewing the enrollee while entering the data directly into the MABE data base-New Student Record.

Minneapolis Adult Education Consortium Orientation and Registration Policy

- Required Data Elements Collected

Our staff gathers all data elements required for NRS reporting as included in MABE.

We ask enrollees for their Social Security Number (SS#) but inform them that providing the number is optional and if they choose to not provide this number we will still provide AE services (this information is included in the Tennessee Warning).

- Registration Schedule

Four registration types are implemented at sites:

1. Group Registrations are held on established days at specific times. One ELL site and our three largest AE/GED programs use this method of enrollment.

Example: The South Campus Day ABE/GED/College Prep program holds a group registration most Mondays and enrollees are expected to arrive before 9:30am and stay until approximately noon. The staff shares the following information:

- a. There is an explanation of the type of program options that South Campus-AE provides: Adult Basic Education, GED prep, skill enhancement focus classes, college entrance prep, etc.

- b. The importance of attendance, addressing possible barriers prior to attending, short and long range goal setting, problem solving, etc.

- c. Program and learner policies, learner rights and responsibilities are briefly explained.

- d. We explain that the reason we test is to find out what the person already knows for class placement and to help the staff understand what areas of instruction are needed in order to help them reach their goals more quickly. Staff might talk about the past learning experiences and the possibility test anxiety.

- e. Testing is completed using the TABE 9 CB-Reading assessment.

- f. Orientation class placement and start date instructions are shared with the enrollee.

2. A system of an established registration day and time is used at few of our of our smaller ABE and ELL sites. These programs usually only have one staff person who is responsible for all aspects of the programming. We have found that pre-determined enrollment times are best way to

Minneapolis Adult Education Consortium Orientation and Registration Policy

provide enrollment services while still allowing the person time to teach their enrolled students.

3. Individual appointments are booked for enrollees. This method seems to work well for our ELL sites.

4. Walk-in registration is another method used at some sites. Most sites try to accommodate people who walk in if possible.

- **Assessment:**

- NRS approved assessments used for placement and Educational Functioning Leveling

1. **Level 6 ELL/ABE/GED/College Prep/Diploma** learners are assessed with the TABE 9/10 Complete Battery-Reading and/or TABE 9/10 Survey-Total Math and/or TABE 9/10 Complete Battery Language.

2. **ELL** learners are assessed using the CASAS Life and Work Reading and Listening tests. South and North Campus orientation classes also administer the CASAS Math assessment.

- Other assessments used for placement (non-NRS purposes)
A writing rubric is also administered to ELL learners at the South and North Campus to assist with placement in focus classes.

- **Personal Education Plan (PEP) and NRS Goals**

By speaking with each enrollee to learn their reasons for wanting to attend AE classes we gain an understanding the enrollees personal goals. This information coupled with the information regarding their educational skills, as gained through assessments, helps us determine whether our program is a good match for the learner. With this information we can assist the enrollee in establishing appropriate short and long term goals. It is possible that the learners' personal goal may be aligned with the NRS Core or Secondary Goals and if appropriate these goals are set.

Teachers are expected to conference with their students to review attendance, assessments administered, skills attained, additional short term goals to move toward educational goals, and if attending North or South Campus future Focus Classes the student may be interested in attending. (See Attachment 2.H)

**Minneapolis Adult Education Consortium
Orientation and Registration Policy**

- **Registration conclusion**

Placement is determined by:

- Matching learner skills, as determine through assessment, and personal goals with the type of AE programming offered during the times the enrollee is available.

Schedule:

- A schedule is arranged based on the enrollees' availability, class choices offered at that site or referral to another site.
- A start date and time is arranged if there is currently room in the appropriate class.
- The learner maybe placed on a waiting list or in another class until a space opens in their regular class.
- Some sites have orientation classes that learners attend before being placed in the classroom. These classes assist to; build student relationships, manage enrollment, provide more detailed information to the enrollee about the program and policies, assist in refreshing the educational skills needed to succeed in an adult environment, assess additional skills for placement, etc.

Assessment Results:

- Are shared with the enrollee to explain what educational strengths they posses and what skill areas will be taught during the classroom instruction. We inform the learner that we will be administering additional assessments over time to measure their increased knowledge.
- Scores are recorded in the MABE-Student Record

Policy Contact Info: Paul Enestvedt, Program Coordinator, 612.668.3800, ext. 0