

ENROLLMENT

Module 4

Overview of Enrollment

Upon completion of an accurate assessment, the student will need to be guided through the enrollment process. In addition to completing the enrollment form, the student will need to be informed about program policies and attendance requirements. The student's goals will need to be discussed and personal issues will have to be addressed.

This is the appropriate opportunity to make certain that the student folder contains the necessary items for the student to start successfully.

Contents:

- State Intake form
- TABE Locator,
- TABE pretest and diagnostic sheet or BEST Plus/BEST pretest
- TABE post-test or BEST Plus/BEST post-test
- Goal sheet with short- and long-term goals
- OPT and GED scores
- Assignment sheet/Progress sheet
- Referrals for support services
- Release of Information sheets
- Attendance record
- Work readiness or transitional classes noted

Steps for enrolling a new student:

1. Guide the student in filling out the enrollment form, and discuss the program's attendance policy and class schedule. This is the best time to create a good first impression. Try to keep your classroom non-threatening and comfortable.
2. With as much sensitivity as possible, explain the student's assessment results. Be sure to mention his/her strengths as well as weaknesses.
3. Discuss goals that can be achieved in a short time period, as well as those goals that may be more long-term. These goals may be educational, social, economic, or family oriented. Foster a sense of motivation in the student and try to build the student's confidence.
4. Help the student access those agencies or individuals that can assist with employment, including childcare, transportation, health concerns, SNAP, etc.

WY Student Intake Form

EFFECTIVE January 1, 2012

THIS TOP PORTION IS FOR OFFICE USE ONLY					
Intake Date: Month / Day / Year		Returning Student: <input type="checkbox"/> No <input type="checkbox"/> Yes		Former Program:	
Intake Person:		Current Primary Program:		College ID#:	
Lead Instructor:		<input type="checkbox"/> Adult Education <input type="checkbox"/> ESL		LACES ID#:	
Site:		<input type="checkbox"/> Family Literacy <input type="checkbox"/> Corrections Facility		NRS Pro Access Code#:	
Residence Area: <input type="checkbox"/> Rural <input type="checkbox"/> Urban		<input type="checkbox"/> Other:		Other ID#:	
Social Security #: — —		Birth Date: Month / Day / Year		Age at Enrollment:	
Last Name:			Full Legal First Name:		
Middle Initial:	Other Names:				
Mailing Address:					
City:		State:	Zip:	County:	
Home Phone:			Work Phone:		
Cell/Mobile Phone:			E-Mail Address:		
Emergency Contact Person:			Phone # and Relationship:		
GENDER	ETHNICITY	WORK STATUS	PUBLIC ASSISTANCE	FAMILY INFO	DISABILITY
<input type="checkbox"/> Female <input type="checkbox"/> Male	1) Choose only one (1): <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Not Hispanic/Latino 2) Check all that apply: <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or other Pacific Islander <input type="checkbox"/> White	Employed: <input type="checkbox"/> Full-Time <input type="checkbox"/> Part-Time Company: _____ Occupation: _____ <input type="checkbox"/> Unemployed and Actively Seeking Job Not Looking for Work: <input type="checkbox"/> Stay-at-Home Parent <input type="checkbox"/> Retired Unavailable for Work: <input type="checkbox"/> Institutionalized <input type="checkbox"/> Disabled <hr/> <input type="checkbox"/> Dislocated Worker <input type="checkbox"/> Displaced Homemaker <hr/> Registered on Wyoming at Work? <input type="checkbox"/> Yes <input type="checkbox"/> No Date of Registration: _____	(Student currently receives financial assistance from federal, state or local government agency) <input type="checkbox"/> Total Disability or Aid to the Blind <input type="checkbox"/> SNAP (Food Stamps) <input type="checkbox"/> Refugee Cash Assistance <input type="checkbox"/> TANF/Cash Assistance <input type="checkbox"/> Old Age Assistance <input type="checkbox"/> Local (Housing, WIC, etc.) <input type="checkbox"/> None of the Above	<input type="checkbox"/> I am a Single Parent or Guardian Student's Marital Status: <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed <input type="checkbox"/> Homeless Homeless Site: _____ <input type="checkbox"/> Immigrant or Refugee Country of Origin: _____ Family Income: _____ per month _____ per year Family Size: _____	<input type="checkbox"/> None <input type="checkbox"/> Learning Disability <input type="checkbox"/> Physical Disability Is your disability documented? <input type="checkbox"/> Yes <input type="checkbox"/> No After reading the Disability Statement below, please answer the following question: Would you like additional information about accommodations? <input type="checkbox"/> Yes <input type="checkbox"/> No

Disability Statement: Accommodations can be provided to students with documented disabilities. Disclosure of a disability is voluntary and no negative treatment will result if a disability is not disclosed. All information is confidential, and accommodations are provided only to students who request them.

EDUCATION	REFERRAL SOURCE
Do you have a High School diploma? <input type="checkbox"/> No <input type="checkbox"/> Yes	Referred to program by: <input type="checkbox"/> Advertisement (please specify): _____ <input type="checkbox"/> Family Member <input type="checkbox"/> Vocational Rehabilitation <input type="checkbox"/> Friend <input type="checkbox"/> Workforce Center/Employment Service <input type="checkbox"/> Family Services <input type="checkbox"/> Court/Probation & Parole If referred by an agency, please list contact person's name and phone number: Name: _____ Phone Number: _____
Do you have a GED? <input type="checkbox"/> No <input type="checkbox"/> Yes	
Last school attended:	
Highest grade completed or diploma earned:	
In what city, state or country:	
Reason for leaving:	

REASON(S) FOR ATTENDING THIS PROGRAM
<input type="checkbox"/> Obtain GED <input type="checkbox"/> Obtain Citizenship Skills <input type="checkbox"/> Improve Employment Skills <input type="checkbox"/> Improve Math Skills <input type="checkbox"/> Court Ordered <input type="checkbox"/> Obtain a Job <input type="checkbox"/> Improve English Skills <input type="checkbox"/> Obtain Career Readiness Certificate <input type="checkbox"/> Improve Basic Literacy Skills <input type="checkbox"/> Enter College <input type="checkbox"/> Get a Better Job <input type="checkbox"/> Enter Vocational School <input type="checkbox"/> Improve Basic Computer Literacy Skills <input type="checkbox"/> Retain Current Job <input type="checkbox"/> Improve Current Job <input type="checkbox"/> Increase Inv. in Child(ren)'s Educ. <input type="checkbox"/> WIA Testing

SURVEY FOLLOW-UP INFORMATION
Please check your preferred method of contact: <input type="checkbox"/> Phone <input type="checkbox"/> Mail <input type="checkbox"/> E-Mail <input type="checkbox"/> Personal Contact

RELEASE OF INFORMATION	
<i>I authorize the Wyoming Community College Commission (WCCC) and the local ABE program to release Information contained in my ABE program records including assessment results and/or test scores for purposes of education or employment research, planning, and/or reporting as required by federal regulations. This may include follow-up with employment data and other educational records, and information will be reported in aggregated form. WCCC fully supports the mandate of the federal Family Educational Rights and Privacy Act (FERPA).</i>	
Student Signature: (Blue or Black Ink Only)	Date:
Parent/Guardian Signature (Blue or Black Ink Only)	Date:

Starting on July 1, 2012 additional information must be collected regarding the educational level of students entering ABE program. Ask each student, “What was the highest level of schooling or degree attained in US or non-US-based schooling?”

If a student left in the 9th grade, then you indicate they completed the 8th grade. Some countries only have 8 formal years of school. See the NRS guidelines online at www.nrsweb.org for more details on this.

Highest Degree or Level of School Completed ***	US Based Schooling	Non-US Based Schooling
No schooling		
Grades 1-5		
Grades 6-8		
Grades 9-12 (no diploma)		
High School Diploma or alternate credential		
GED		
Some college, no degree		
College or professional degree		
Unknown		

STUDENT PERSISTENCE

Three Barriers to Learner Persistence

- Situational: These barriers include transportation, family responsibilities, financial obligations, and related issues that impede learners' ability to enroll and stay in classes.
- Institutional: These barriers include program fees, "red tape," scheduling problems, and other roadblocks inherent in institutional structures.
- Dispositional: These barriers include learners' attitudes, negative experience with schooling, values, and perceptions about schooling that Allan Quigley suggests affect learners' motivation to enroll in and stay in school.

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Allan Quigley, "The first three weeks: A critical time for motivation." Focus On Basics Vol. 2, Issue A, March 1998.

Helping Students Persist: Four Supports

- The first support is awareness and management of the positive and negative forces that help and hinder persistence (e.g., desire for higher income/lack of free time to study). This is often discovered at orientation or intake when you talk about barriers to success.
- The second support is self-efficacy—a belief by learners that they can be successful when attempting new activities. ABE should provide mastery experiences and vicarious experiences of people like the students who have succeeded which may be Speakers or a book of success stories. Address physiological and emotional states that can result in low self-esteem and poor self-efficacy.
- The third support is the establishment of a written goal by the student.
- The fourth support is demonstrable or measurable progress toward reaching a goal.

Six Strategies for Addressing Learner Motivation, Retention, and Persistence

- Accessibility – A program structure and system that ensures that all the services students need (e.g., flexibility/scheduled classes, day care, transportation, etc.) are available.
- Quality of Service – High-quality instruction, program practices, and structures that are driven by the needs of learners and are engaging, supportive, and relevant to their daily lives.
- Clarity of Purpose – The realistic and meaningful goals learners have set for themselves and an understanding of how education will help them achieve those goals.
- Self-Efficacy – A belief by learners that they can be successful when attempting new activities as learners, workers, family members, and members of their communities.
- Community – An environment among learners, staff, and the larger community in which learners feel that they are not alone, that they are needed by others, and that they can work together to solve problems.
- Safety – An environment in which learners feel that it is okay to make mistakes, they are respected for what they know, and they are equally valued in the program regardless of race, gender, class, sexual orientation, etc.

Information obtained from NCSALL Study Circle Guide: Learner Persistence in Adult Basic Education, December 2003, pgs. 23, 88-91, and 113.

RETENTION

10% of what we..... READ

20% of what we..... HEAR

30% of what we..... SEE

50% of what we..... HEAR AND SEE

70% of what we..... SAY

90% of what we..... SAY AND DO

NRS DEFINITIONS

Ethnicity: Learner's ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging

American Indian/ Alaskan Native: A person who has origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition

Asian: A person who has origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent (e.g. China, India, Japan and Korea)

Native Hawaiian or Pacific Islander: A person who has origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands and Samoa

Black or African American: A person who has origins in any of the Black racial groups of Africa, but not of Hispanic culture or origin

Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic culture or origin

Employed Adult: Learners who work as paid employees, work in their own business or farm, or who work 15 hours or more per week as unpaid workers on a farm or a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent.

Unemployed Adult: Learners who are not working, but who are seeking employment, make specific efforts to find a job, and are available for work

Not in the Labor Force: Learners who are not employed and who are not seeking employment

Retired: Learner who has reached the normal retirement age (62 and above), is retired from full-time employment, is receiving retirement benefits based on full-time employment, and is not working for wages more than 20 hours per week

Public Assistance: Learner is receiving financial assistance from federal, state, or local government agencies, including Temporary Assistance for Needy Families (TANF) or equivalent general assistance, Supplemental Nutrition Assistance Program (SNAP), refugee cash assistance, old-age assistance, and aid to the blind or totally disabled. Social Security benefits, unemployment insurance, and employment-funded disability are not included in this definition.

Basic Education/ Adult Secondary Education Student: Learners in Educational Functioning Levels I through IV, Grade Equivalents 0.0-8.9, at the time of entry. Adult Secondary Education (ASE) includes learners in Educational Functioning Levels V-VI, Grade Equivalents 9.0-12.9, at the time of entry.

Family Literacy/ Even Start Student: Programs designed to serve instructional needs of both parents and at least one child

Workplace Literacy Student: A participant who is enrolled in a program physically located in a workplace, with curriculum that is designed to improve learners' work-related basic skills

Corrections: A program of ABE, ASE, or ESL instruction for adult criminal offenders in correctional institutions

Correctional Facility: Any prison, jail, reformatory, work farm, detention center, or any other similar Federal, State, or local institution designed for the confinement or rehabilitation of criminal offenders

Community Corrections Program: A community-based rehabilitation facility or halfway house

Adult Education- ESL: A transitioning student who was ESL and has been given the TABE for Adult Education but still needs ESL instruction

Homeless Adult: A learner who lacks a fixed, regular nighttime residence or who has a residence that is: (1) a publicly supervised or privately operated shelter designed to provide temporary living accommodations, including welfare hotels, congregate shelters, and transitional housing for the mentally ill; (2) an institution that provides a temporary residence for individuals intended to be institutionalized; or (3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This designation does not apply to any individual imprisoned or otherwise detained pursuant to an Act of Congress or a State Law.

Rural Area: A place with a population less than 2,500 that is not near any metropolitan area with a population greater than 50,000, or in a city with adjacent areas of high density

Urbanized Area: An area that includes a population of 50,000 or more, or a city with adjacent areas of high density

Low Income Status: Learner who receives or is a member of a family who receives a total family income in the 6 months prior to enrollment of 70 percent of the income level standard for a family of that size; or the learner is receiving or is a member of a family who is receiving cash assistance payments from Federal or State agencies or SNAP; or the learner can be designated as homeless under the McKinney Act

Dislocated Worker: A learner who receives an individual notice of pending or actual layoff from a job, or an individual who received a publicly announced notice of pending or actual layoff

Displaced Homemaker: A learner who has been providing unpaid services to family members in the home, has been dependent on the income of another family member, but is no longer supported by that income, and is unemployed or underemployed and experiencing difficulty obtaining or upgrading employment

Single Parent: A learner who has sole custodial support of one or more dependent children

Immigrant: A learner who is a born alien and not a citizen of the United States due to birth or naturalization

Disabled Adult: A learner who has a record of, or is regarded as, having any type of mental or physical impairment that substantially limits or restricts one or more major life activities including walking, seeing, hearing, speaking, working, and learning

Learning Disabled Adult: A learner with an IQ in the low-average and above (70+ to any level) who has deficits (related to neurological impairments) in capacity in defined limited learning areas. This can include dyslexia (reading disability), dysgraphia (writing disability), and dyscalculia (math disability). The learner also has a history of previous efforts.

Complete Educational Functioning Level: A learner who may or may not possess a secondary or postsecondary credential, but needs to improve his/ her basic reading, math, language, or technology skills

Obtain Employment: Obtain full or part-time paid employment.

Improve Employment: Obtain a job that has increased pay or benefits, higher level of responsibility, or that requires a higher level of skill compared to current or most recent job

Retain Current Job: Upgrade skills to enable retention of current job

Obtain GED/ H.S. Diploma: Achieve sufficient basic skills and credit hours to earn a state-accredited secondary diploma or to pass GED tests

Enter Postsecondary Education or Job Training: Achieve skills to enable enrollment in a postsecondary education program or job training program

Improve English Language Skills: Improve overall skills in the English language (e.g., speaking, reading, and writing)

Obtain Citizenship Skills: Obtain skills to pass the U.S. citizenship test

Achieve Work-Based Project Learner Goals: Obtain the skills needed to complete a project learner activity (i.e., a course of 12 – 30 hours duration designed to teach specific workplace skills)

Personal Goal: Any other goal related to instruction with a clearly definable outcome, such as passing a driver's test or improving reading ability

Enter Military: Improve basic reading, math, and language skills to qualify for military service

Family goal: Achieve a clearly identifiable goal related to a family.

Goal Completion: Refers to performance measures of obtaining goals, retaining goals and completing the GED test from NRS Table 5

Included in Survey: A check box that you check if the learner has been contacted about whether his or her goals have been met. The learner does not have to meet the goal, but he or she must be contacted to check the box. All learners should be contacted.

Pushing Forward: Allowance to push forward one TABE assessment if the assessment was completed between March 1- June 30th of the previous FY. Only one assessment may be pushed ahead in each subject area. The only exception to this is for advanced ESL students.

WIA Title II: Adult Education and Family Literacy Act - SECTION 203

Definitions

1. **ADULT EDUCATION:** The term “adult education” means services or instruction below the postsecondary level for individuals
 - A. who are at least 16 years old;
 - B. who are not enrolled or required to be enrolled in secondary school under State law; and
 - C. who
 - i. lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
 - ii. do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
 - iii. are unable to speak, read, or write the English language.
2. **ADULT EDUCATION AND LITERACY ACTIVITIES:** The term “adult education and literacy activities” means activities described in section 231 (b).
3. **DOCUMENTED DISABILITIES:** In the case of a physical disability, documentation consists of notations in the participant’s permanent folder of the nature of the disability and how it was accommodated (for example, “the learner entered in a wheelchair, was informed of accessible facilities within the center, and requested and was offered a table or computer terminal at an accessible height”).

In the case of learning or other “invisible” disability, documentation follows ADA guidelines, and includes confirmation of a disability through such evidence as school records (such as an IEP or evidence of special education services) or the written diagnosis of a qualified psychologist or medical doctor within the last 10 years. If this documentation is not available, note the participant’s report of such evidence of a disability in the participant’s folder. Participant’s self-diagnosis or self-reporting of a disability does not constitute documentation of a learning disability. Results from screening instruments or learning style surveys do not constitute documentation of a learning disability.

NOTE: Documentation of a “specific learning disability” is much more narrowly defined for federal reporting on ABE2005.

Appropriate services and/or accommodations – program maintains evidence in the participant’s file that one-on-one counseling was provided. During the educational counseling session, the participant should be informed about possible accommodations, with follow-up counseling sessions conducted on a regular basis to evaluate effectiveness of recommended accommodations and to monitor participant’s progress and perceptions of progress and effectiveness of accommodations. Evidence of counseling, services and accommodations provided, and effectiveness of accommodations should be recorded on the KBOR/Adult Ed/Form-ACCOM. If appropriate, the participant should also be directed to other relevant services available in the community and/or through other resources.

4. **EDUCATIONAL SERVICE AGENCY:** A regional public multi-service agency authorized by State statute to develop and manage a service or program and to provide the service or program to a local educational agency.

5. **ELIGIBLE AGENCY:** The sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.
6. **ELIGIBLE PROVIDER:**
 - A. a local educational agency;
 - B. a community-based organization of demonstrated effectiveness;
 - C. a volunteer literacy organization of demonstrated effectiveness;
 - D. an institution of higher education;
 - E. a public or private nonprofit agency;
 - F. a library;
 - G. a public housing authority;
 - H. a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide literacy services to adults and families; and
 - I. a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H).
7. **ENGLISH LITERACY/CIVICS:** A special program authorized by Congress under P.L. 106-113 to help expand English literacy services and to integrate program of services that incorporates literacy and civic education.
8. **ENGLISH LITERACY PROGRAM:** A program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.
9. **FAMILY LITERACY SERVICES:** Services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:
 - A. Interactive literacy activities between parents and their children
 - B. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
 - C. Parent literacy training that leads to economic self-sufficiency.
 - D. An age-appropriate education to prepare children for success in school and life experiences.
10. **GOVERNOR:** The chief executive officer of a State or outlying area.
11. **INDIVIDUAL WITH A DISABILITY:** An individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 [42 U.S.C. 12102]).
12. **INDIVIDUAL OF LIMITED ENGLISH PROFICIENCY:** An adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and
 - A. whose native language is a language other than English; or
 - B. who lives in a family or community environment where a language other than English is the dominant language
13. **INSTITUTION OF HIGHER EDUCATION:** The meaning given the term in section 1201 of the Higher Education Act of 1965 (20 U.S.C. 1141).
14. **LITERACY:** An individual's ability to read, write and speak English, and to compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society.

15. **LOCAL EDUCATIONAL AGENCY:** The meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).
16. **POSTSECONDARY EDUCATION INSTITUTION:**
 - A. An institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credits toward a bachelor's degree;
 - B. A tribally controlled community college; or
 - C. A nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.
17. **SECRETARY:** The Secretary of Education.
18. **SERVICE AREA:** The county or counties the adult education program serves.
19. **WORKPLACE LITERACY SERVICES:** Literacy services offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.
20. **UNDEREDUCATED POPULATION:** Adults 16 and over without a high school diploma or GED credentials, or those with a high school diploma or higher level of education that have identified low skill levels of English proficiency.