



Intake and Enrollment in the ABE Classroom

WVABE Instructor Handbook
Section 4



2008 – 2009

The West Virginia Adult Basic Education (WVABE) Program is funded by the Adult Education and Family Literacy Act, enacted August 7, 1998 as Title II of the Workforce Investment Act of 1998.

WVABE is administered through the West Virginia Department of Education Office of Adult Education and Workforce Development, Building 6, Room 230, 1900 Kanawha Boulevard, East, Charleston, West Virginia 25305-0330.

The *WVABE Instructor Handbook* is produced by the WVABE Professional Development Program, whose fiscal agent is the Regional Education Service Agency (RESA) III, 501 22nd Street, Dunbar, West Virginia 25064-1711.

For questions or concerns related to the content of the *WVABE Instructor Handbook*, contact Cathy Shank at the WV Adult Education Hotline, 1-800-642-2670, or via email at cshank@access.k12.wv.us.

RESA III does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, or any other characteristic protected by law in access to, employment in, or provision of any of RESA III's programs, benefits, or activities. A Title IX Compliance Coordinator has been designated and a conflict resolution procedure is in place. The following person has been designated to handle inquiries regarding this policy: Linda Andresen, RESA III, 501 22nd Street, Dunbar, West Virginia 25064; 1-800-257-3723 ext. 117; landrese@access.k12.wv.us.

Intake and Enrollment in the ABE Classroom

ELIGIBILITY FOR ABE PROGRAM ENROLLMENT	1
General Eligibility for Enrollment.....	1
Eligibility of Foreign Students	1
Eligibility of Adults with Disabilities	1
Public Non-discrimination Notice	2
Eligibility of Young Adults (16 to 18 Years Old)	2
No Enrollment Caps for Young Adults	3
Guidelines for 16 to 18 Year-old Students Enrolled to Maintain WV Driver's License	3
Guidelines for 16 to 18 Year-old Students Preparing for the GED®.....	4
Guidelines for Students Assigned to ABE by a Court Order	4
STUDENT CONFIDENTIALITY	6
WVABE Personnel Confidentiality Agreement.....	6
Release of Information.....	6
Directory Information	6
Educational Record Information	6
Strictly Confidential Information	7
Media Release Form	9
REFERRALS	10
Referrals to Your Program.....	10
Referrals from Your Program to Other Agencies	10
WVABE PROGRAM STUDENT INTAKE/PROGRESS FILES.....	11
ESTABLISHING A COMFORTABLE ENVIRONMENT DURING ORIENTATION	12
General Orientation	12
Orientation Process for GED® Candidates	12
Orientation Process for Distance Education (DE) Students.....	12
Orientation Process for English as a Second Language (ESL) Students	13
Orientation Process for Young Adult Students (16 to 18 Years Old)	13
GENERAL ABE STUDENT ORIENTATION AND INTAKE PROCESS	14
GOAL SETTING	20

ADULT BASIC EDUCATION PROGRAM MODELS.....	21
Entry Models.....	21
Delivery Models	22
Intake Structures.....	23
APPENDIX.....	25
Sample Non-discrimination Notice	27
Program Files Checklist	28
Checklist for Student Orientation and Intake.....	30
Confidentiality Forms.....	31
WVABE Program General Release of Information.....	33
Authorization for Release of Strictly Confidential Information to Local Staff or Volunteers.....	34
Authorization for Release of Information to External Agencies or Individuals .	35
Student Confidential Records Log	36
Sample Media Release Form.....	37
Optional Registration and Assessment Tracking Forms	39
WVABE Registration.....	41
TABE Assessment/Goal Report.....	45
CASAS Assessment/Goal Report	47
BEST Assessment/Goal Report.....	49
BEST Plus Assessment/Goal Report.....	51
CELSA Assessment/Goal Report	53
Sample Intake Paperwork	55
Rights and Responsibilities of Adult Basic Education Students	57
GED Fact Sheet for 16 to 18 Year-old Students	59
Sample Acceptable Use Policy	60
Sample Student Commitment Contract	61
Sample Needs Assessment and Goal-setting Activities	65
Class Goals.....	67
Planning and Setting Goals.....	68
ABE/ESL Literacy Goals List.....	69
Sample Tools and Activities for Tracking Student Academic Progress and Completion of Assignments and Goals	73
Goals and Progress Chart.....	75
Know What you want to Learn (KWL) Goal Setting System	77
WVABE Study Course Materials and Assignments	79
WVABE Student Tracking Sheet.....	80
Ongoing Activity Assessment.....	81
Monthly Goals.....	82
Computer Literacy Only Self-Assessment Checklists	83
Beginning to Intermediate Self-Assessment Checklist.....	85
Low to High Adult Secondary Self-Assessment Checklist	87

ELIGIBILITY FOR ABE PROGRAM ENROLLMENT

General Eligibility for Enrollment

According to the [Workforce Investment Act \(WIA\), Title II, the Adult Education and Family Literacy Act](#), adult education services are to be targeted for:

- adults who are 16 years of age or older
- adults who are not enrolled or required to be enrolled in secondary school under State law; and who
 - lack sufficient mastery of basic educational skills to enable them to function effectively on the job, in the family, and in society
 - do not have a secondary school diploma or its equivalent level of education or are unable to speak, read, or write the English language

Eligibility of Foreign Students

Federal adult education legislation does not specify the need to prove legal status of foreigners as a condition for enrollment in ABE classes. Thus, it is NOT necessary for foreigners to present passports, visas, work permits, or social security cards to prove legal status in order to enroll. However, foreign students (with F-1 visas) enrolled in universities or private English language institutes may not simultaneously enroll in publicly funded adult education programs. For more information, contact Cathy Shank at cshank@access.k12.wv.us.

For a non-native English speaker with a goal of “improving English language skills” or “improving citizenship skills”, please select “ESL” under “Student Type” on the 400A/Student Profile form.

Eligibility of Adults with Disabilities

The West Virginia Adult Basic Education (WVABE) Program requires that all persons shall have equal access to its programs, facilities, and services without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, or sexual orientation. It does not discriminate in admission to its programs, services, or activities; in access to them; in treatment of individuals with disabilities; or in any aspect of their operations.

A qualified individual with a disability is defined by the [Americans with Disabilities Act \(ADA\)](#) as: *...an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.*

All program information and brochures should state that accommodations are available upon request to those with a documented disability. Individuals with documented disabilities may request reasonable accommodations. (See [Section 3](#) of the *WVABE Instructor Handbook*.)

On the *400A/Student Profile* form under “Student Type” please select “Documented Disability” for students that have a visible disability (blind, missing limb, etc.), or that present documentation (keep this on file) of any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities: walking, seeing, hearing, speaking, learning, or working.

Programs should establish reasonable codes of conduct that prohibit disruptive or inappropriate behaviors and may apply these **uniformly to all students** (even when the effect is to disqualify a person with a disability). See a sample Code of Conduct as part of a statement of [Rights and Responsibilities of Adult Basic Education Students](#) (*Section 4 Appendix*).

Programs must provide information to applicants, participants, beneficiaries, and other interested parties regarding the rights of individuals with disabilities. Methods of providing this information include publication in handbooks, manuals, pamphlets, application materials, posters, etc.

Public Non-discrimination Notice

A non-discrimination notice should be **posted in all ABE classrooms** and a similar statement included in publications (program bulletins, handbooks, and application forms). See *Section 4 Appendix* for a [Sample Non-Discrimination Notice](#). Contact your county board of education to find out the appointed ADA and 504 Coordinator. Also, determine who will handle accommodations requests for ABE in your county.

At a minimum, the notice below should be used for posters and, in the case of space limitations, on publications:

[Name of Adult Basic Education Program] is an equal opportunity educator and employer. Accommodations are available upon request to those with documented disabilities. To request disability accommodations, please contact **[insert name, address, phone number of appointed person]** from your ABE program.

Eligibility of Young Adults (16 to 18 Years Old)

According to state policy, **16 to 18 year olds** may only enroll in the ABE program if they have:

- Withdrawn officially from the public or private school system **AND**
- Provided an official letter from their school principal or counselor verifying the exact date on which they withdrew from school. Young adult students may use the *Withdrawal Form* within the *WV GED Form* (found in the *WVABE Instructor Handbook*, [Section 8 Appendix](#)) as verification.

A copy of this verification must be maintained in the ABE permanent program file.

16 to 18 year olds who **may** be admitted to the ABE program include students who:

- Have left school without graduating but reached or passed the age of 16
- Have transferred to a non-public vocational school or to a proprietary school with courses of study not meeting standard graduation requirements
- Are enrolled in a non-school institution (such as the military, a corrections facility, or drug rehabilitation clinic) even if they are involved in an education program within that institution

Exception: when a correctional institution or rehabilitation center is part of a special school district or an extension of a regular school district, its students are not admitted.

16 to 18 year olds who **may not** be admitted to the ABE program include those who:

- Are temporarily absent from public school due to illness (when the absence is verified as legitimate)
- Are enrolled in alternative education programs which are administered or approved by the school district and considered full-time secondary educational programs
- Have been suspended or expelled with an option to return at the end of the disciplinary period (unless they officially withdraw from school)
- Have been expelled and have been determined to be too dangerous for enrollment in an in-school alternative education program

No Enrollment Caps for Young Adults

WVABE must serve a variety of target populations; the youth population between 16-18 years of age is one of those target groups. A local program may NOT discriminate against any particular target population. A local program should, however, take into consideration the needs and characteristics of this and other target populations in scheduling adult programs. Class schedules should accommodate all age groups with equitable attendance opportunities for 16-18 year olds as well as other adult learners.

Guidelines for 16 to 18 Year-old Students Enrolled to Maintain WV Driver's License

[State Code §18-8-11](#), *School attendance as condition of licensing for privilege of operation of motor vehicle*, passed by the WV State Legislature, denies a license or instruction permit for the operation of a motor vehicle to any person under the age of 18 who does not at the time of application present a diploma or other certificate of graduation or documentation that the person is:

- enrolled and making satisfactory progress in a course leading to a GED, or has obtained such a certificate
- enrolled in a secondary school
- excused from such requirement due to circumstances beyond his or her control

Students attending ABE programs to maintain/obtain a driver's license should have specific attendance requirements. Attendance requirements are determined by your local county board of education and are based upon the availability of resources such

as instructional personnel, programs, and materials. It is recommended that, whenever possible, a minimum of 15 hours/week be required for satisfactory attendance.

Each county should have a specific *absence policy*, as well. For example, more than 10 unexcused absences in a semester will result in termination from the program for the remainder of the semester/year. Your program should adopt an attendance and absence policy at the beginning of the school year based on program availability.

If a student is 16 to 18 years of age and wishes to enroll in the ABE program for the purposes of maintaining or obtaining a driver's license, the following conditions must be met:

- All components of the general eligibility for enrollment and the attendance guidelines must be met.
- On the *400A/Student Profile* form under “Student Type”, select “Maintain Driver’s License.”
- A *Student Commitment Contract* (see [sample student commitment contract, Section 4 Appendix](#)) should be sent to the county attendance director. It is not the responsibility of the ABE program to contact the Department of Motor Vehicles – it is the attendance director’s responsibility.
- Once a *Student Commitment Contract* is completed, or if the student is terminated, the attendance director should be notified in writing.

Guidelines for 16 to 18 Year-old Students Preparing For the GED

See the *WVABE Instructor Handbook* [Section 8](#) for information and regulations regarding teens who want to take the GED Tests. Also refer to the [Orientation Process for 16 to 18 Year-old Students](#) on in this section of the *Handbook*.

Guidelines for Students Assigned to ABE by a Court Order

The court-ordered student may have specific attendance guidelines dictated by the court. If the court has not set attendance guidelines, the county should determine the appropriate attendance requirement, similar to those developed for the driver's license program.

If students are required to attend ABE as a condition outlined in a court order, ABE will enroll these individuals under the following conditions:

- All components of the general eligibility for enrollment and the attendance guidelines stated above should be followed.
- Copies of both a signed *Student Commitment Contract* (see [sample student commitment contract, Section 4 Appendix](#)) and [GED Fact Sheet \(Section 4 Appendix\)](#) should be sent to the court official, i.e., probation officer or other designee providing oversight.
- On the *400A/Student Profile* form under “Student Type”, select “Court-Ordered”.
- Once the student contract is completed, or if the student is terminated, notify the appropriate court official in writing.

Note: If the student is **court-ordered** to take the GED Tests, the GED Examiner must administer the test to him/her, even if the individual is still enrolled in an accredited high school and does not pass the OPT or does not meet other restrictions. The only exception is age: the GED Tests may not be administered to anyone under the age of 16. It is suggested that the ABE instructor or GED examiner contact the probation officer with any questions dealing with time spent in the ABE center, passing the OPT, etc.

STUDENT CONFIDENTIALITY

Traditionally, the Adult Basic Education classroom is a place where students who have had past school traumas can come to feel safe and valued. With this in mind we must, at all costs, protect the privacy of our adult students. A student may openly share personal information along with his or her educational and career goals because he/she trusts you. It is critical that this trust not be violated by sharing this information with other people (either face-to-face or through electronic means).

According to the [Family Educational Rights Act of 1974](#), enacted as Section 438 of the *General Education Provisions Act*, student information that is considered “private” may not be shared with any outside agency or individual unless designated on a release of confidential information form that has been signed by the student. This includes volunteers, case workers, other teachers, or administrators who happen to visit your classroom. You must tell the person who is inquiring about a student that you cannot discuss any private information about the students with him or her, as it would be a breach of confidentiality. This will make it clear to everyone that your program protects its students.

WVABE Personnel Confidentiality Agreement

Please be sure to read and sign the confidentiality agreement attached to your peer trainer checklist and return it to your peer trainer. The *WVABE Personnel Confidentiality Agreement* can also be found in the *WVABE Technical Assistance Guide for Administrators*.

Release of Information

There are several types of information that **may require release of information forms**:

- directory information
- student assessment/progress information
- strictly confidential information

Directory Information is basic information contained in an educational record of a student which would **not** generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to:

- Full name
- Address and telephone listing
- Date and place of birth
- Dates of program attendance
- Most recent previous education
- Agencies or institutions attended

Each student must sign a form that verifies his or her knowledge that the institution can release directory information.

Educational Record Information is specific information contained in an educational record of a student which is usually shared among teaching, support, and administrative staff members of the ABE program. Such information is considered “private” and therefore may not be shared externally, but may be shared among internal staff and volunteers. It includes, but is not limited to information regarding:

- Program placement
- Plan of study
- Assessment scores
- Progress portfolio
- Record of attendance

Before such information may be shared verbally or in writing with an individual outside the ABE program or with an external agency, a signed release of information must be obtained.

While *directory and educational record information* is not considered “strictly confidential,” a local program must adhere to its affiliated institution’s policy, which must be in accordance with the [Family Educational Rights Act \(DOE 34 CFR, Part 99\)](#). Data on the *ABE 400A/Student Profile* form may be transmitted to RESAs and to the WV Department of Education without a formal release of information. **However, since the state will be transmitting some information to other external entities, other procedures must be used.**

The [Adult Education and Family Literacy Act](#) requires our state to do follow-up of students leaving the program and data sharing with other agencies to determine student achievements (enrollment in post-secondary educational institutions, obtaining a job, etc.). Thus, students must be made aware that the state may use information from the *ABE 400/Student Profile* form to share data with other private and public entities. Use the following procedures:

- Read aloud to students the [General Release of Information](#) (*Section 4 Appendix*). This is vital because many students read at a lower level and may not be able to understand the form by reading it silently.
- Ask students to sign the release.
- Mark the *ABE 400A/Student Profile* form to indicate if the release has been obtained.

Strictly Confidential Information is illegal to disclose—either verbally or in written form—without a signed release of information form. If a student discloses any of the following types of information (verbally or in writing), legally that information is to be considered *strictly confidential* and therefore “private”:

- Disclosure of a diagnosed learning disability
- Disclosure of previous status as a "special education" student
- Disclosure of any other type of diagnosed physical or mental disability
- Disclosure of a diagnosed medical condition

- Disclosure of use of any prescription drugs
- Disclosure of history of drug/alcohol abuse and/or treatment
- Disclosure of status as HIV positive or of having the AIDS virus
- Official transcripts including GED scores

The following procedures should be used in handling *strictly confidential information*:

- Any written reference to strictly confidential information must be maintained in a **distinct file which must be separate from routine student information, must be clearly marked "confidential" and must be kept in a locked filing cabinet or drawer.**
- Filing cabinets or drawers containing strictly confidential information must be labeled as "Confidential." They must remain locked, must not be accessible to students or support staff, and must have a log filed foremost in each locked drawer to indicate when confidential files are accessed by any instructional or administrative staff person. The log must indicate the date, the purpose for access, and the name of the person accessing information. (See [Student Confidential Records Log, Section 4 Appendix.](#))
- Strictly confidential information files will be maintained at the local program level for a period of not less than five years. Local policies may extend this period. When discarded, strictly confidential information must be shredded.
- Obtaining **spoken consent is not sufficient** to allow transmittal of confidential information to anyone either in conversation or in writing.
- Strictly confidential information (in the form of a diagnosis, specific accommodations, etc.) regarding a student **cannot be shared with the program's teaching, support, or administrative staff** without a written release of information which is read aloud and signed by the individual (or his/her guardian) who disclosed this information. The release of information form must specify the particular individual(s) with whom specific information can be shared. Use the [Authorization for Release of Strictly Confidential Information to Local Staff or Volunteers.](#)
- Strictly confidential information regarding a student **cannot be discussed, nor can any record be shared externally**, without a written release of information. The release of information form must have been read aloud and signed by the individual (or his/her guardian) who disclosed this information. Use the [Authorization for Release of information to External Agencies and Individuals](#) when transmitting information to an external agency (such as the Division of Vocational Rehabilitation when referring the student for further evaluation) or to an outside individual (such as a private psychologist, lawyer, or medical doctor).

- Release of information forms for strictly confidential information should be **photocopied or retyped on a local program letterhead.**

Media Release Form

A media release needs to be filled out by students if your program is planning on using their pictures or citing them in a print format such as in a *Networks* article. A [Sample Media Release Form](#) that covers all media – radio, television, Internet, and print – may be found in [Section 4 Appendix](#).

REFERRALS

Referrals to Your Program

External agencies (Workforce WV, HRDF, Division of Rehabilitation Services, DHHR, etc.) may refer students to your class. They should send along a referral for you to keep in the student's permanent file. You should also indicate all referrals, on the *400A/Student Profile* form under "Referral Source".

The local Workforce Investment Act (WIA) Job Service or One-Stop Center uses the *Workforce West Virginia Partner Referral* (Section 4 Appendix) when referring students to your program. Be sure to indicate any student referred by Workforce WV (Local Job Service or One-stop Center) when you fill out the *400A/Student Profile* form, by selecting "WIA Registrant" under "Student Type".

The Department of Health and Human Resources (DHHR) uses *the Referral for Training/Services*. This form can be found at http://www.wvdhhr.org/bcf/policy/imm/IMManualChanges/410/DFA_WVV_70.pdf.

On the *400A/Student Profile* form, you should indicate any student referred by DHHR by selecting "TANF" under "Student Type". In many cases, DHHR clients are TABE-tested and screened for special learning needs by an assessment specialist. Be sure the DHHR case manager passes this information on to you so that you do not need to re-test.

Before external agencies are allowed to send information about a client to you, they must have obtained a signed release of information from their client. In some cases (as in SPOKES classes), this release specifies that information can be exchanged between the agencies allowing you to discuss the student's progress with the agency. Be very careful to assure that such a reciprocal agreement is in place before you discuss any student with someone from an external agency.

Referrals from Your Program to Other Agencies

Some students in your program may have special needs. They may need assistance from outside agencies. When making referrals, before you transmit any private information about your student to an external agency, be sure you have the student sign the *Authorization for Release of Information to External Agencies and Individuals*.

When you make a referral to another agency, be sure to save a copy of the referral in the student's permanent file as well as the signed release of information. If your program ever has an onsite review, your files will be checked for this type of documentation.

WVABE PROGRAM STUDENT INTAKE/PROGRESS FILES

ABE instructors are required to maintain various kinds of program information. Three specific types of files are necessary. You may want to color-code these files to make it easy to recognize and differentiate between them.

- **Permanent Program-Intake/Progress Files** (for each student) are maintained by the instructor/aide and are not accessible to students without permission.
- **Strictly Confidential Files on Specific Students** (ONLY accessible by approved personnel) are kept in a distinct locked file, different from permanent program files, and clearly marked “confidential”. A log is maintained of the name, date, and reason for any person accessing the strictly confidential records (See the [Student Confidential Records Log, Section 4 Appendix](#))
- **Student working file/folders** are maintained by the student and may be given to that student at program exit.

The [Program Files Checklist](#) (found in *Section 4 Appendix*) lists all the items that need to be kept in each type of file. It is very important to review this checklist. When programs are visited for onsite reviews, these files are checked carefully.

ESTABLISHING A COMFORTABLE ENVIRONMENT DURING ORIENTATION

The first element of an effective classroom management system involves a thorough student orientation and registration process. **A separate, uninterrupted session, apart from the instructional hours of the class is ideal.** The orientation can be conducted on an individual basis, but it is probably more time-efficient and effective if it is conducted on a managed intake basis with small groups of potential learners.

General Orientation

Some full-time programs do orientation twice a month; some part-time programs do it prior to the beginning date of the first class session and then schedule monthly group orientations for new students who wish to enroll after the first session begins.

It is advisable to avoid conducting student orientations on a drop-in basis during instructional time. This often distracts students already enrolled in the class who need the instructor's time and attention and this may result in a hurried, less than thorough orientation process for the new student.

Do not be too concerned about losing potential students by asking them to attend an orientation on a specific day. If a learner is truly committed to enrolling and attending on a regular basis, the student will return for a scheduled orientation. You may want to invite an individual who walks in to observe the class that evening/day and explain that you really want to have some uninterrupted time to discuss the program and that it is not possible to do that at the moment.

It is **NOT recommended that a full standardized pre-test be administered during the first day of orientation.** Giving the student a long test at the outset can be frustrating and nerve-racking. Instead, you may want to simply administer the locator or appraisal instrument. This will provide you with enough information to begin the goal-setting process.

Orientation Process for GED® Candidates

Some students who only want to take the Official GED Practice Tests (OPT) as a prerequisite for the GED, will not need to go through the general orientation process unless they do not pass the OPT or they choose to study before taking the OPT. For these students, see the *Orientation Process for GED Candidates* in [Section 8](#) of the *WVABE Instructor Handbook*.

Orientation Process for Distance Education (DE) Students

The orientation/intake process for students that enroll in *AdvantageGED*, the Distance Education (DE) program, is just a little different from regular ABE. Follow the general orientation process and pay attention to a few special items for DE students. For more information about *AdvantageGED* and AEMIS management of distance education students, see [Section 13](#) of the *WVABE Instructor Handbook*, or contact Ellen Killion (800) 257-3723 ext. 202, or ekillion@access.k12.wv.us.

Orientation Process for English as a Second Language (ESL) Students

The orientation/intake process for ESL students is just a little different from regular ABE. Follow the general orientation process and pay attention to a few special items for ESL students. For more information, see [Section 14](#) of the *WVABE Instructor Handbook*, or contact Cathy Shank (800) 257-3723 ext. 112 or cshank@access.k12.wv.us .

Orientation Process for Young Adult Students (16 to 18 Years Old)

The following guidelines are recommended for use with 16 to 18 year old students who:

- Have been suspended from the public school system and have chosen to officially withdraw from school;
- Have withdrawn from school and are attending ABE for the purpose of obtaining or maintaining a driver's license; or
- Have been court-ordered to attend ABE

If your program serves a lot of 16 to 18 year olds, you might want to set up a special orientation session for young adult students accompanied by their parents or guardians. This orientation should emphasize the differences between high school and ABE and the specifics regarding GED policies for teens.

Applicants who are 16 to 18 years old must meet specific requirements to be eligible to take the GED Tests. These guidelines (*included in [Section 8](#) of the *WVABE Instructor Handbook**) should be carefully explained to both the student and parent or guardian. Withdrawal from school, alternative education, or home-schooling must be verified on the *WV GED Form* ([Section 8 Appendix](#)) by the last school attended and must be signed by the parent or guardian.

Students may be given the [GED Fact Sheet](#) (*Section 4 Appendix*) that describes the implications and requirements for taking the *GED*.

In addition, the *Student Commitment Contract* (see [sample student commitment contract](#), *Section 4 Appendix*) outlining specific attendance expectations and instructional goals may be used. Explain that students are expected to maintain regular attendance, appropriate behavior, and educational progress as outlined in the contract. Students who do not comply may be asked to leave. Student folders should be maintained to document student progress. Monthly attendance forms will document attendance.

The *WV GED Form* ([Section 8 Appendix](#)), [GED Fact Sheet](#), the [Rights and Responsibilities of ABE Students](#) which includes the *Code of Conduct*, and the [General Release of Information Form](#) **will all need to be signed by the student's parent or guardian (if he/she is under 18 years of age)** and returned prior to beginning general intake procedures.

GENERAL ABE STUDENT ORIENTATION AND INTAKE PROCESS

Follow the Student Orientation and Intake Process outlined below for use with new general ABE students and classes. Complete the [Checklist for Student Orientation and Intake](#) found in the *Section 4 Appendix* during your intake sessions.

Welcoming Activity

- Greet new learners in a relaxed manner with a welcoming smile. Introduce yourself and try to put the learner at ease. Keep things informal, but on an adult level. Ask how the new learners found out about the class and what they already know about adult education programs.

Program Overview

- Use clear, simple language to briefly describe and discuss your program (purpose, philosophy, class offerings, and available services).
- Inform students of all the study options that are actually available through your particular program such as administration and scoring of the Official GED Practice Tests (OPT); instruction in basic skills, computer literacy, ESL, life skills, workplace skills, job readiness, etc.; test preparation for the GED, WorkKeys, ACT, SAT, Civil Service, etc.; distance education utilizing PLATO; etc.
- Show new learners around the learning environment. Discuss the physical environment (parking, restrooms, pay phone, snack/drink areas, etc.).
- Talk about opening/closing times, sign-in/sign-out procedures, as well as any program policies regarding attendance, rules of conduct, etc.
- Explain the [Rights and Responsibilities of ABE Students](#) and the *Code of Conduct* contained in it (*Section 4 Appendix*) to all new students. This handout explains the expectations of enrollment in the ABE program regarding appropriate behavior, attendance, and progress. This sheet may be used "as is" or adapted to more specifically reflect your individual county policy. All students should sign it.
- The county or facility where your class is located will have an *Acceptable Use Policy* for technology. (See the [Sample Acceptable Use Policy](#) in the *Section 4 Appendix*.) Ask someone in your building or school system to give you a copy of this form. Students must sign that site-specific form in order to utilize technology resources.

Conduct Informal Goal Setting

- Determine if the student will need to complete standardized pre- and post-testing.
 - Some students with strong academic skills will only want to take the Official GED Practice Tests (OPT) in order to qualify to take the GED.
 - Work-based Project learners will not necessarily complete a standardized assessment.
 - Students who enroll for “Computer Literacy Only” will complete the [Computer Literacy Self-Assessment Checklist](#) (Section 4 Appendix) rather than academic testing unless their goals change to include academic skills or they continue in the program beyond 30 instructional hours.
 - Students that have attended another ABE class or have been referred by DHHR or the local WIB (WorkForce WV One-Stop Center) may not need to be retested. You will be able to locate the test results from the previous ABE class or the DHHR assessment specialist on the “student history” page in AEMIS. Be sure to indicate on the *ABE 400A/Student Profile* form under *Referral Source* if the student is referred from another agency.
- Discuss the need to establish educational goals. Help new students to complete a needs assessment and goal-setting activity (see [Sample Needs Assessment and Goal-setting Activities](#) in Section 4 Appendix). Not all learners will want to study all academic areas in preparation for a GED; some may have other specific goals.
- Determine if the student will always study in your class or learning center. Some may also want to work with a one-to-one WV Literacy tutor. Others may want to enroll in *AdvantageGED*, the distance education program (see [Section 13](#) of this Handbook).

Registration Forms

- Explain clearly the purpose of all registration forms. As necessary, assist learners in filling them out. The ABE 400 A/B form is a complicated document. It is NOT advisable for students to complete the *ABE 400A/Student Profile Form* (WVABE Instructor Handbook [Section 2](#) Appendix) by themselves. You will need to obtain the information to complete the 400 A/B by collecting information from the student and then either entering the data into the management system (AEMIS) yourself or transferring the information to the *ABE 400A/Student Profile Form* to be entered by your local data manager. You may want to use the sample [WVABE Registration Form](#) found in the *Section 4 Appendix* to collect this data.
- Keep a paper copy of the 400 A/B Form in the permanent program-intake/progress file for each student. (This may be a print-out from AEMIS).
- Ask students to provide their social security number and to sign the [General WVABE Program Release of Information Form](#) (Section 4 Appendix). Explain the purpose for the release and its importance in keeping program funding. The general release gives permission for information to be used only to compile reports for the state and

to data-match information regarding educational and work-related achievements. Assure students that no personal information about them is published.

- Assure students that private information (about disabilities, medical conditions, etc.) shared with you or with other staff members is confidential. You will only reveal that information if they have signed a special release of confidential information form.

Learning Needs/Barriers Screening:

- Administer a screening instrument or questionnaire that includes barrier identification questions. The *Learning Needs/Barriers* section of the [Sample WVABE Registration Form](#) (*Section 4 Appendix*) contains such questions. Other examples are found in the *WVABE Instructor Handbook Section 3 Appendix*.

- Administer a screening instrument that asks questions that will tip you off to learning disabilities and other special learning needs. **At a minimum, ask these questions:**
 - Have you ever had special help or special classes?
 - Do you think you have trouble learning?
 - What kinds of things do you have trouble with?

Many programs use the *WV Learning Needs Screening* (13 questions plus follow-up/referral form) found in the *WVABE Instructor Handbook Section 3 Appendix* as their screening instrument. SPOKES classes use a variation (found in the *Section 16 Appendix*). The *Learning Needs/Barriers* section of the [Sample WVABE Registration Form](#) (*Section 4 Appendix*) also contains such questions and may be used as an alternative.

- If a student indicates a disability and the need for accommodations, arrange to get documentation of the disability and indicate “Documented Disability” on the 400 form. Students with disabilities are granted “weighted” contact hours. If testing accommodations are required, contact Pam Bryan (1-800-257-3723, Ext 212, pbryan@access.k12.wv.us) to discuss assessment instruments in alternative formats.

Strengths Identification:

- Discuss the need to determine the best learning strategies. Administer a learning styles inventory (for sample inventories, see the *WVABE Instructor Handbook Section 3 Appendix*). All SPOKES classes use the CITE.
- Discuss the need to take a standardized test to determine academic strengths (unless the person will enroll in a Computer Literacy Only class). Computer Literacy Only students will simply complete the [Computer Literacy Self Assessment Checklist](#) (*Section 4 Appendix*).
- Determine which academic areas will need to be assessed. Some ABE students may only want to work on improving reading or language skills and will not need to take math assessments. ESL learners may only want to improve speaking skills and

will not need to be assessed in reading/writing. All SPOKES students must be tested in Reading, Math, and Language.

- If you are using the TABE or CASAS, administer a locator or appraisal to help you determine which pre-tests need to be administered (for testing procedures, see the *WVABE Instructor Handbook* [Section 12](#)) and give the new learner a sense of their academic strengths and weaknesses.

Standardized Pre-tests:

- Administer the appropriate standardized pre-tests within the first 12 hours of class attendance to assess academic areas related to student goals. Use the TABE or CASAS for ABE students and the BEST, BEST Plus, CASAS, or CELSA for ESL students. On the 400A in AEMIS, record assessment results only for the lowest academic area. Maintain records in the student's permanent folder of all assessments you administer.
- For Computer Literacy ONLY students, use the Computer Literacy Self-Assessment Checklists (Section 4 Appendix) instead of a standardized pre-test. Have the students complete the [ABE Beginning to Intermediate Computer Literacy Education Self-Assessment Checklist](#). Students that answer "yes" to all of the items listed on this Checklist should proceed to the next level of assessment and complete the [ABE Low to High Secondary Computer Literacy Education Self-Assessment Checklist](#). Place the student in the lowest FFL in which the student's responses indicate that he or she is lacking the skills outlined on the self-assessment checklist.
- Some GED testing candidates are not planning to attend your program and only intend to take the Official GED Practice Tests (OPT). However, if they do not pass the OPT with adequate scores and ultimately decide to enroll in class to study for the GED, you will need to administer a standardized pre-assessment and help them identify the areas they need to improve.

Private Student Interview to Discuss Results and Set Up a Plan of Study:

- Find a quiet private setting to discuss with each individual student the results of their screenings instruments, learning style inventories, self-assessment checklists, and/or academic assessments. Based on the results, give the new learner feedback about what types of activities and materials to choose. Some students will want to be involved in group lessons while others prefer to work independently. Some prefer to work with textbooks and others prefer software programs. Computer-savvy students who prefer to work independently may want to enroll in the *AdvantageGED*/distance education program.
- Discuss any problems (barriers) that might get in the way of attendance or learning and document the identified difficulties or barriers. (For sample *Barrier Identification* form, see the *WVABE Instructor Handbook* [Section 3 Appendix](#).)

- Identify support services to assist in resolving special learning needs and/or identified barriers. As needed, arrange for referral to support services (for a hotline directory, see the *WVABE Instructor Handbook Section 10* or refer to the *ConXtions Directory* at <http://wvde.state.wv.us/abe/connections.htm>).
- If a student indicates the possibility of learning disabilities or attention problems that may require special accommodations, discuss the possibility of referral for formal assessment and diagnosis. Students with very low reading skills or who require one-on-one instruction may need additional support from a Literacy WV volunteer tutor.
- Keep written documentation of any referrals made to support services. This should be maintained in the permanent program intake/progress student folder or on a contact/phone log (see *Section 7 Appendix*.) Arrange for future discussions to resolve special needs and barriers with the student.
- Discuss the importance of establishing a student attendance schedule. The student needs to make a commitment to attend/participate on a regular basis. (See [sample student commitment contracts](#), *Section 4 Appendix*.)
- Discuss personal goals identified by the student. Help to identify the most important reasons for coming to the program and specifically what the student wants to accomplish in the class.
- Decide with the student on a *Plan of Study* that outlines their course materials and assignments and shows them how to keep track of what they have accomplished. This may include the *Essential IGO Verification Checklists (WVABE Instructor Handbook, Section 6)*. Also, see [Sample Tools and Activities for Tracking Student Academic Progress and Completion of Assignments and Goals](#) (*Section 4 Appendix*). In addition, some software programs (i.e. *Plato*) have management systems to assign and track student progress and achievement.
- Have the student sign a *Student Commitment Contract* (see [sample student commitment contract](#), *Section 4 Appendix*) and make sure he or she understands what will be required of students in your program. There are two samples of student commitment contracts found in [Section 4 Appendix](#). Your program may choose to use one of these or a contract your program creates. Advise the student of any consequences that may result if s/he does not comply with the terms of the signed contract (i.e. replacing them with students on an existing waiting list, etc.). Young students under age 18 who need to maintain a driver's license or court-ordered participants may need to follow a specific process defined by your County.

Program Goals:

- After *students have identified their* personal goals and made a commitment to a schedule and a plan of study, the instructor should *determine what* can realistically be accomplished academically (progress from one FFL to another) and what can be accomplished as far as higher educational and *work-related achievements*. Remember that academic goals must be achievable within the current fiscal/program year; GED, post-secondary, and job-related goals must be achievable within three months of the student's withdrawal and be verifiable using the student Social Security Number to data-match within WV and the surrounding states of Maryland, District of Columbia, Virginia, Pennsylvania, New Jersey and Ohio.

The instructor should select program goals that can be accomplished and verified according to established timeframes and should record the program goals on the 400A in AEMIS. These goals should be revisited following interim assessment.

GOAL SETTING

Adults who are aware of their specific goals and who feel they are making progress toward those goals are more likely to remain in educational programs. As an adult educator, you need to be aware of the specific goals of each of the students you serve.

As part of intake, ask students to state their personal goals. However, you should only indicate realistic (programmatic) primary (and sometimes secondary) goals in the “Goals upon Entry” section of the *Student Profile (ABE 400A) form* (See *WVABE Instructor Handbook*, [Section 2](#)). Choose these program goals based on the students’ capabilities (as shown by the results of entry level skill testing) and based on the class time the student has available to complete an academic goal before the end of a fiscal/program year and complete a GED, higher education or job-related goal within three months of the end of the last quarter the student attends.

Not everyone who enters your class will want or need to complete the GED Tests. Some may be preparing to take a qualifying exam for a new job, others want to brush up for college, pass a driver’s test, improve their English language skills or simply learn to read the Bible.

It is also a good idea to plan some type of goal-setting activity when students enter the program. Select goal-setting activities that you and your students find useful. You may want to use one of the [Sample Needs Assessment and Goal-setting Activities](#), which is found in the *Section 4 Appendix*.

Many students have broad long-term goals but are unable to envision the short-term steps that will lead them to their goals. For example, students whose “big goal” is ‘passing the GED’, may become discouraged if they cannot accomplish it quickly. Whereas, if they can ‘check off’ steps along the way, they may feel more like progress is being made.

Some students will want to see their progress in completing the *Instructional Goals and Objectives (IGOs) Verification Checklists* for their level ([Section 6 of the WVABE Instructor Handbook](#)). However, these checklists will not contain all of the student’s personal goals. If academic goals are the only goals being addressed, the student may be unhappy. For example, a student whose main goal is to pass a driver’s license test may not care if Math IGOs are being met.

Have students revisit their goals frequently so that they are aware of the progress they have made and can set new goals for themselves.

You may want to use some of the [Sample Tools and Activities for Tracking Student Academic Progress and Completion of Assignments and Goals](#) (see *Section 4 Appendix*) as a means of making student assignments and keeping track of progress. Some centers have also found the *Student Commitment Contract* (see [sample student commitment contract](#), *Section 4 Appendix*) to be an effective device.

ADULT BASIC EDUCATION PROGRAM MODELS

Entry Models

In order to effectively address the diverse needs and goals of adult learners, programs are encouraged to use a balanced combination of *Managed Entry* and *Open Entry* classes within a county. Ask your county director about how your class will be run.

- **Managed Entry**

Classes that utilize *Managed Entry* have scheduled beginning and ending dates. These groups often run for six to ten weeks and are usually established around a particular level (such as literacy, Beginning ESL, GED) or a particular topic (such as ACT/SAT Preparation, Basic Reading, Math for Parents, Preparation for a specific GED area, etc.). Each class startup must be well advertised because the registration period occurs in the two to three weeks preceding the first class and a minimum of ten participants must register in order for the class to run. Learners decide to study based on the topic and the time schedule of the short-term class. Expectations for regular class attendance are strongly emphasized using student contracts to encourage commitment. Managed entry classes require a thorough intake process that includes careful identification and resolution of participation barriers.

- **Advantages**

- All the learners begin at the same time and can establish group rapport.
- Learners can be grouped according to level and/or interest so that teaching activities can be more focused.
- Learners can be given a certificate of completion and can see tangible results of their study.
- Learners may be more willing to make a short-term commitment than choose a long-term program that has no end in sight.

- **Disadvantages**

- Some learners may not be able to attend because they cannot begin at the appointed time.
- Only the needs of a specific group are served in a special topic class. Others may be excluded because of their level or interests.
- If the class is not well publicized or if there is not a great interest, it cannot run. This may make planning somewhat uncertain.

- **Open Entry**

In *Open Entry* programs, there are no set beginnings and endings of study terms and no set grading or testing periods, learners may study until they accomplish their learning goals and take post-test examinations whenever they feel ready to (however long that takes). Learners may also exit if other responsibilities interfere with study and then resume again when they are able. The classroom generally operates as a “one-room school house” in that all learners are welcome regardless of skill level. The instructor must provide both group work and individual instruction in order to meet the needs of all the learners.

- **Advantages:**
 - Learners can enter when it is convenient and set their own schedules.
 - Learners are not excluded from the ABE program based on their level of ability.
 - Project learners with very specific short-term goals can be accommodated.
 - The instructor can act as a resource to learners, offering individual instruction as needed.
- **Disadvantages:**
 - The instructor may feel fragmented by so many different needs.
 - The instructor may feel limited to offering only independent study because of the difficulty of organizing effective small groups.
 - The learners may be uncomfortable in a learning lab/individualized instructional setting and prefer group work.

Delivery Models

• **Uni-level Class Delivery**

In uni-level classes, instructors with specific expertise, such as reading specialists, are used to conduct classes for learners with similar functioning levels. For example, the uni-level class is particularly well-suited for low level readers, intermediate learners in pre-GED classes, and advanced learners in GED preparation. Instead of expecting instructors to effectively teach all functioning levels at the same time, often resulting in frustration on the part of low functioning adults, as well as the instructor, uni-level classes provide a greater opportunity for intense and focused instruction. Uni-level classes are often delivered in a managed entry classroom model.

• **Structured Multi-level Delivery**

When enrollment does not justify a uni-level class, programs are encouraged to offer structured multi-level classes. For example, during a four-hour block of time, beginning level learners attend for the first 1½ hours for focused, small group instruction followed by 1 hour of integrated whole group instruction along with intermediate and advanced learners. Whole group instruction is then followed by 1½ hours of focused small group instruction for the intermediate and advanced level learners. All learners are encouraged to use remaining free time for independent study, computer-assisted instruction, peer tutoring, or volunteer tutoring. This structured multi-level approach offers an effective alternative to the traditional non-structured class typically found in an open entry classroom model.

Both uni-level and structured multi-level classes are suited to a managed entry system but may also be used effectively in an open entry model.

• **Special Topic Class Delivery**

Programs are encouraged to utilize a carefully crafted needs assessment system to determine the particular needs of a community, a specific target population, or a referring agency employer. Special topic classes allow the instructor to focus instruction on particular areas and provide the learner with an opportunity to gain

specialized knowledge and skills. Classes such as *Math for Parents, Take This Job and Love It, Communication Skills for the Workplace,* and *Introduction to Computers* are examples of timely topics that generate interest in many communities. Special topic classes work most effectively in a managed entry system with targeted marketing activities prior to registration.

Intake Structures

Encouraging learners to enter and remain in the Adult Basic Education class is one role the ABE instructor plays. Throughout the state, programs have adopted various models of intake or entry into classes and structured the classes accordingly.

- **Managed Intake**

Classes that utilize the *Managed Intake* structure offer scheduled, well-advertised registration and assessment days and times at regular intervals throughout the year. New applicants are asked to begin only at those appointed times. Program orientation, expectations and entry assessments (locator pretests, learning styles inventories, etc.) may be offered in a small group intake setting. Individual follow-up appointments are scheduled to discuss individual learning goals, barriers to participation, assessment results and to set short and long-term educational plans.

- **Advantages:**

- Time is saved by administering group orientation and pre-testing.
- New learners start with an established peer group of others entering at the same time.
- The instructor can provide a clear description of the program and its expectations.
- Group lessons are not interrupted by the arrival of new learners.

- **Disadvantages:**

- New applicants may be unable to come on the scheduled day and time.
- Group intake may seem impersonal to learners or resemble previous unpleasant school experiences.

- **Open Intake**

With *Open Intake*, learners may arrive whenever a class is in session and receive information about the program, register, begin the assessment process, and start studying.

- **Advantages:**

- Learners can enter when it is convenient for them.

- **Disadvantages:**

- Often new learners enter a class that is already in session and thus have fewer opportunities to establish peer relationships at the outset.
- When a new learner enters, the instructor must stop and deal with the new student, leaving the others to their own devices.
- Often, the instructor must deal hurriedly with a new applicant, setting him or her aside to fill out forms and begin testing.
- Often there is little opportunity to offer an orientation to the program, answer questions, or address that individual's concerns adequately.

Appendix

Section 4

Intake and Enrollment in the ABE Classroom

SAMPLE NON-DISCRIMINATION NOTICE

[Name of Adult Basic Education Program] is committed to the policy that all persons shall have equal access to its programs, facilities, and services without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, or sexual orientation.

[Name of Adult Basic Education Program] does not discriminate in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The program also does not discriminate in its hiring or employment practices.

In adhering to this policy, this program abides by the Federal Civil Rights Act, 42 U.S.C. 2000e; by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by the Americans with Disabilities Act of 1990; and by other applicable statutes and regulations relating to equality and opportunity.

Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator:

Name and Title
Office Address
Phone Number (Voice/TDD)
Days/Hours Available

It is the policy of **[Name of Adult Basic Education Program]** to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in class activities or to meet class requirements. Students with disabilities are encouraged to contact **[insert name, address, phone number of appointed person]** to discuss their individual needs for accommodations.

PROGRAM FILES CHECKLIST

Permanent Program-Intake/Progress File for Each Student (maintained by the instructor/aide; not accessible to students):

- *ABE 400/Student Profile form (hard copy or AEMIS print-out)
- All standardized tests answer sheets/scores (appraisal/locator, pre-test, interim progress tests and post-tests)
- *Current signed release of information form
- Signed local Acceptable Use Agreement (Technology/ Internet)
- Signed Student Code of Conduct or Class/Program Rules form
- Learning style inventory results
- Learning needs screenings or barrier identification questionnaires that DO NOT contain confidential information
- Student Commitment Contract
- Appropriate Essential IGOs Verification Checklists
- Completed Benchmark Tasks or comparable exercises that show IGOs mastery
- Referral forms from other agencies (WIB, DHHR, VA, Court system, etc.)
- Correspondence or paper work addressed to external agencies (i.e., DHHR, DRS, County schools in relation to driver's license maintenance, the court system, etc.) regarding verification of an individual's attendance, progress, etc.

Additional Items Required for GED Candidate Student Permanent Folders:

- *WV GED Form
- *Official GED Practice Tests (OPT) answer sheets/scores.
- *Release Form for *GEDWizard* Account (if necessary)

Additional Items Required for 16-18 Year Old Student Permanent Folders:

- Verification of Withdrawal from school system, alternative education, or home school setting as indicated by initials, signature, and stamp or seal on the *WV GED Form*

Additional Items Required for Distance Learning Student Permanent Folders:

- Software management print-out of student time on task from PLATO, Rosetta Stone, or KeyTrain
- Instructional Unit Mastery Tests for Crossroads Café

Additional Items Required for SPOKES Student Permanent Folders:

- SPOKES Personal Attendance Contract
- WV DHHR Participant Time Sheets
- Participant Progress Report
- Work Process Skill Scores
- Checklists for Technology Skills and Employment Portfolio
- Checklists for Certificate of Achievement, Participation, and/or Ready to Work Certificate
- WorkKeys Student Progress Report
- Software management print-outs for KeyTrain and/or WIN
- SPOKES Module Pre/Post Test Record
- Through the Customer's Eyes* Record Sheet

* For students whose goal is to qualify to take the GED and who attend fewer than 12 hours of class, only the items with asterisks are required in the Permanent File.

Additional Items Required for Computer Literacy Student Permanent Folders:

- Computer Literacy Only Self-Assessment Checklists

Optional items:

- Examples of student work
- Copy of Class assignments or goals/progress sheet

Strictly Confidential Files on Specific Students (ONLY accessible by approved personnel; kept in a distinct locked file):

The locked file drawer or cabinet containing these records is to be clearly marked “confidential” and a record or log is to be maintained of the name, date, and reason for any person accessing the strictly confidential records.

File **MAY** include the following if those documents contain written reference to strictly confidential information:

- Special needs screening instrument, including the Payne Learning Needs Inventory
- Records/documents/transcripts from educational institutions
- Referrals from DHHR or other agencies
- Documentation from counseling, medical, or rehabilitation professionals/institutions
- Official transcripts, including GED transcripts

These documents are **only confidential** if they contain strictly confidential information that includes any written reference to:

- Diagnosed learning disabilities
- Previous status as a special education student
- Any other diagnosed physical or mental disabilities
- Diagnosed medical conditions
- Use of any prescription drugs
- History of drug/alcohol abuse and/or treatment
- Status as HIV positive or having the AIDS virus

Student Working File/Folder (maintained by the student):

- Personal goal-setting exercises
- Instructional working materials
- Class assignments and chapter tests
- Goals/progress sheet
- Student copy of IGO Verification Checklist (not Benchmark Tasks)

CHECKLIST FOR STUDENT ORIENTATION AND INTAKE

Please make a copy and complete this checklist for use with new students/classes.

- Welcoming Activity**
- Program Overview**
 - Program Purpose and Philosophy
 - Available Services
 - Physical Layout
 - Class Schedule
 - Class or Building Rules
 - *Rights and Responsibilities*
 - *Code of Conduct*
 - *Acceptable Use Policy*
- Informal Goal Setting Activities**
- Registration Forms**
 - Paper *ABE 400A/Student Profile (Key Information)* only completed by student; remainder completed by instructor; print-out of 400A kept in permanent file
 - *WVABE Program General Release of Information Form*
 - *Media Release Form*
- Learning Needs/Barriers Screening**
 - Administer Student Barrier Identification questions or local screening
 - Administer *WV Learning Needs Screening* (13 questions + follow-up), *Payne LNI* (46 questions) or local screening questions
 - Document any disabilities and arrange for accommodations
- Strengths Identification**
 - Administer learning styles inventory
 - As necessary, administer *TABE Locator* or *CASAS Appraisal* to determine correct pre-test
 - For Computer Literacy Only, administer *Computer Literacy Self-Assessment Checklist*
- Standardized Entry Assessment**
 - Assess academic areas using appropriate standardized assessment (related to student goals) and record on 400A or in AEMIS
 - Maintain testing records in permanent folder
- Private Student Interview to Discuss Results and Set Up a Plan of Study**
 - Discuss Learning Styles Inventory results
 - Discuss academic assessment results
 - Discuss and document identified barriers and special learning needs
 - Identify support services
 - Assist in resolving barriers/needs
 - Establish timelines for future discussion of barriers with student
 - Discuss personal goals
 - Decide on a plan of study
 - Confirm student attendance schedule and commitment status
- Program Goals**
 - Set National Reporting System (NRS) goals and record on 400A/B in AEMIS
 - Academic goals must be achievable within the current fiscal/program year
 - GED, post-secondary, and job-related goals must be achievable and verifiable using SSN to data-match within WV and the surrounding states

Confidentiality Forms

WVABE PROGRAM GENERAL RELEASE OF INFORMATION

I understand that information on the *ABE 400/Student Profile Form* may be shared with the Regional Education Service Agency (RESA), the WV Department of Education (WVDE), or with Adult Basic Education (ABE) personnel for the purpose of compiling and reporting information within the Adult Education Management Information System (AEMIS) as required by the Adult Education and Family Literacy Act.

I authorize the program to release the following types of information:

- ◆ Directory information (name, address, telephone, social security number, etc.)
- ◆ Record of attendance
- ◆ Educational goals and achievements
- ◆ Assessment scores
- ◆ Statistical information (gender, ethnicity, employment status, education, disability status, etc.)

I understand that information about the completion of the following goals may be verified by some other private or governmental agencies:

- ◆ Getting or keeping a job
- ◆ Enrolling in a college, university or other training program
- ◆ Passing the GED Tests or getting a high school diploma
- ◆ Removal from TANF program or reduction in public assistance

The following agencies may use my social security number to verify completion of the above goals: Bureau of Employment Programs, WV Higher Education Policy Commission, WorkForce WV, West Virginia Department of Education, Oklahoma (GED) Scoring Services, and the WV Department of Health and Human Resources (DHHR).

I understand that my social security number is needed to collect this information. I understand that giving my social security number is voluntary. The social security number may be used only to match information. It will not be used to make decisions about me or any other person. No personal information about me will be published. If I do not give my social security number, I will not lose any rights or services as a student.

I understand that this release of information is valid for two years from the date of my signature or until it is revoked in writing by me, whichever occurs first.

Signature of Student

Date

Signature of Parent or Guardian (if necessary)

Date

AUTHORIZATION FOR RELEASE OF STRICTLY CONFIDENTIAL INFORMATION TO LOCAL STAFF OR VOLUNTEERS

I give my permission to release information contained in the document(s) indicated below:
Please date, initial and check [] the appropriate items below.

Date	Initials	√	Item
_____	_____	[]	Payne Learning Needs Inventory
_____	_____	[]	Learning Needs Screening
_____	_____	[]	Copeland Symptom Checklist for Adult ADD
_____	_____	[]	Other: _____
_____	_____	[]	School records from: _____
_____	_____	[]	Other records from: _____

I give permission to release the information contained in the documents indicated above to the following individuals for educational or assessment purposes:

If the same information can be made available to several staff people, please list their names below. Then date, initial and check [] the appropriate individuals. If different information is going to various individuals, make separate forms.

Date	Initials	√	Staff Member	Date	Initials	√	Staff Member
_____	_____	[]	_____	_____	_____	[]	_____
_____	_____	[]	_____	_____	_____	[]	_____
_____	_____	[]	_____	_____	_____	[]	_____
_____	_____	[]	All of the Staff Members Listed above				
_____	_____	[]	Other Individual(s): _____				
_____	_____	[]	Volunteer Tutor: _____				

This release is valid from the date of my signature until June 30, ____ or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.

Signature: _____ Date: _____

Signature of staff person releasing the information: _____

AUTHORIZATION FOR RELEASE OF INFORMATION TO EXTERNAL AGENCIES OR INDIVIDUALS

I give my permission to release information contained in the document(s) indicated below:

Please date, initial and check [] the appropriate items below.

Date	Initials	√	Item
_____	_____	<input type="checkbox"/>	Payne Learning Needs Inventory
_____	_____	<input type="checkbox"/>	Learning Needs Screening
_____	_____	<input type="checkbox"/>	Copeland Symptom Checklist for Adult ADD
_____	_____	<input type="checkbox"/>	Test of Adult Basic Education (TABE) scores
_____	_____	<input type="checkbox"/>	Comprehensive Adult Student Assessment System (CASAS) scores
_____	_____	<input type="checkbox"/>	Official GED Practice Tests (OPT) scores
_____	_____	<input type="checkbox"/>	Attendance records
_____	_____	<input type="checkbox"/>	Other: _____
_____	_____	<input type="checkbox"/>	School records from: _____
_____	_____	<input type="checkbox"/>	Other records from: _____

I give permission to release the information contained in the documents indicated above to the following agencies or individuals for educational and assessment purposes:

[If the same information is going to several agencies, date, initial and check [] the appropriate agencies below. If different information is going to several agencies, make a separate form for each agency.]

Date	Initials	√	Agency
_____	_____	<input type="checkbox"/>	Division of Rehabilitation Services
_____	_____	<input type="checkbox"/>	Department of Health and Human Resources
_____	_____	<input type="checkbox"/>	Other Agency: _____
_____	_____	<input type="checkbox"/>	Other Individual(s): _____

This release is valid from the date of my signature until June 30, ___ or until it is revoked in writing, whichever occurs first. This release has been read out loud to me and I understand its contents.

Signature: _____ Date: _____

Signature of staff person releasing the information: _____

Sample Media Release Form

This letter confirms the agreement between me and the _____ (Local Program Name) regarding my participation in approved adult education activities in which I may be photographed, videotaped, or interviewed from time to time.

I hereby irrevocably grant to the _____ (Local Program Name), exclusively, and for all media throughout the world (including print, home video, CD-ROM, and Internet), the right to use and incorporate (alone or together with other materials), in whole or in part, photographs or video footage, hereafter described as Property, taken of me as a result of my participation in adult education activities.

I agree that I will not bring or consent to others to bring claim or action against the _____ (Local Program Name) on the grounds that anything contained in the Property, or in the advertising and publicity used in connection herewith, is defamatory, reflects adversely on me, violates any other right whatsoever, including, without limitation, rights of privacy and publicity. I hereby release the _____ (Local Program Name), its directors, officers, successors and assignees from and against any and all claims, demands, actions, causes of actions, suits, costs, expenses, liabilities, and damages whatsoever that I may hereafter have against the _____ (Local Program Name) in connection with the Property.

AGREED TO AND ACCEPTED this _____ day of _____, 20_____

Participant's Signature

Witness's Signature

Signature of Parent or Guardian

Print name of Participant: _____

Address of Participant: _____

Telephone Number: _____

Email Address: _____

Program Name: _____

Optional Registration and Assessment Tracking Forms

6. Do you have dependent children? Yes No What schools do your children attend?

7. Are you a **single parent**? Yes No

Name of School	Grade Level

8. How many young children live with you now? ____

9. Will you need to find child care so that you can come to this program? Yes No

Employment

1. Are you a **WIA registrant** (referred by a WORKFORCE WV One-Stop Center)? Yes No

2. Do you **have a job now**?

Yes. I have a job (I am employed. I have an un-subsidized job).

I work Full-time Part-time

I am a _____ I work at _____
 Occupation/Position Employer

No. I do not have a job (I am unemployed).

I am **looking for a job now.** I am **not looking** for a job right now.

I want to work, but I have a problem. My problem is _____

No. I do not plan to get a job right now (I am not in the labor force).

I have a subsidized job (CWEP, sheltered workshop, courtesy patrol, etc.)

I am a homemaker.

I am retired.

I have a disability.

I am a volunteer.

Other: _____

3. Do you want to **change jobs**? Yes No Why? _____

Education

1. How many **years of school** have you **completed**?

(Circle last year completed): 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

2. What other training or certification have you completed?

GED EDP Other: _____

3. Are you enrolled in any other training program, college, or university now? Yes No

If so, where? _____ What do you study? _____

4. Are you planning to enter a training program, college or university in the coming year?

Yes No If so, what will you study? _____

5. How did you find out about this program? (Check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Local Job Service/One-Stop Center (WorkForce WV) | <input type="checkbox"/> Division of Rehab Services | <input type="checkbox"/> High School |
| <input type="checkbox"/> Job training program | <input type="checkbox"/> DHHR | <input type="checkbox"/> Family member |
| <input type="checkbox"/> Community Action Agency | <input type="checkbox"/> Adult Vocational/Higher Ed. | <input type="checkbox"/> TV or Radio |
| <input type="checkbox"/> HRDF | <input type="checkbox"/> Newspaper Advertisement | <input type="checkbox"/> I attended before |
| <input type="checkbox"/> OIC | <input type="checkbox"/> Pamphlet, Brochure, Poster | <input type="checkbox"/> Mission WV |
| <input type="checkbox"/> Adult Education Hotline | <input type="checkbox"/> Judicial System (Court order) | <input type="checkbox"/> Senior Center |
| <input type="checkbox"/> Library | <input type="checkbox"/> Friend | <input type="checkbox"/> Literacy WV |
| | <input type="checkbox"/> Counselor | <input type="checkbox"/> Military |
| | <input type="checkbox"/> Employer | <input type="checkbox"/> Other: _____ |

Release of Information

I understand that information on this registration form and from my class record may be shared with the Regional Education Service Agency (RESA), the WV Department of Education (WVDE) or with the Adult Basic Education (ABE) personnel for the purpose of compiling and reporting information within the Adult Education Management Information System (AEMIS) as required by the Adult Education and Family Literacy Act.

I authorize the program to release the following types of information:

- Directory information (name, address, telephone, social security number, etc.)
- Record of attendance
- Educational goals and achievements
- Assessment scores
- Statistical information (gender, ethnicity, employment status, education, disability status, etc.)

I understand that information about completing my goals may be verified by some other private or government agency. This information may include:

- Getting or keeping a job
- Enrolling in a college, university or other training program
- Passing the GED Tests or getting a high school diploma
- Removal from TANF program or reduction in public assistance

The following agencies may use my social security number to verify completion of the above goals: Bureau of Employment Programs (BEP), WV Higher Education Policy Commission, WORKFORCE WV, WV Department of Education (WVDE), Oklahoma (GED) Scoring Service, and the WV Department of Health and Human Resources (DHHR).

I understand that my social security number is needed to collect this information. I understand that giving my social security number is voluntary. The social security number may be used only to match information. It will not be used to make decisions about me or any other person.

No personal information about me will be published. If I do not give my social security number, I will not lose any rights or services as a student.

I understand that this permission is valid for two years from the date of my signature or until it is revoked in writing by me, whichever occurs first.

Signature of Student Date

Signature of Parent or Guardian (if necessary) Date

TABE Assessment/Goal Report

Program Year: 2009

Grantee: _____

Class Site: _____

AEMIS Class #: _____

Student Name: _____

Social Security #: _____

Assessment Date:	___/___/___			___/___/___			___/___/___		
	TABE Entry			TABE Interim			TABE Exit/Withdrawal		
Check Test Title	<input type="checkbox"/> Survey	<input type="checkbox"/> Complete Battery		<input type="checkbox"/> Survey	<input type="checkbox"/> Complete Battery		<input type="checkbox"/> Survey	<input type="checkbox"/> Complete Battery	
	<input type="checkbox"/> Audio	<input type="checkbox"/> Braille		<input type="checkbox"/> Audio	<input type="checkbox"/> Braille		<input type="checkbox"/> Audio	<input type="checkbox"/> Braille	
Circle Level	A D M E L			A D M E L			A D M E L		
Circle Form	7 8 9 10			7 8 9 10			7 8 9 10		
Subject	Math	Reading	Language	Math	Reading	Language	Math	Reading	Language
Raw Score									
Scale Score/Grade Level									
FFL (Circle Lowest Area)									

Screening Administered: WV Learning Needs Screening (13 questions + referral) Payne LNI (46 questions)
 Local Screening Questions (minimum of 3 questions) Other: _____

Program Goals (able to verify by October of next program year by state data-match using valid SS# and signed release)					
Entry Date	Interim Date	Federal Outcome Goals	Entry Date	Interim Date	Other Goals
P S	P S		P S	P S	
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Improve basic literacy skills	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Improve current job (unsubsidized)
			<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Obtain / Retain a subsidized job
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Improve English language skills (non-native speaker)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Increase involvement in child's education
			<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Increase involvement in child's literacy activities
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Pass the GED	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Increase involvement in community activities
			<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Register to vote or vote for first time
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Complete the EDP	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Improve citizenship skills
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Enter post-secondary education or job training	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Complete WVABE computer literacy program
			<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Complete a short-term (12-30 hrs.) work-based project
			<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Complete OPT (Official GED Practice Tests) ONLY
			<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Complete GED Orientation
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Obtain a job (Unsubsidized)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Complete vocational / assessment testing ONLY
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Retain current job (unsubsidized)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Complete other personal goal, specify:

ABE/ESL Student Achievements Report Program Year: 2009 RESA: _____ Grantee: _____
 Class Site: _____ Class Name: _____ AEMIS Class #: _____
 Student Name: _____ Social Security #: _____

Select One: Student Withdrew Withdrawal Date: ___/___/___ Student is continuing into the next Program Year (PY)

Check all achievements accomplished and documented as a result of the student's participation in ABE.

<p>Educational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased at least .5 grade level, 3 points on CASAS Scale, Or 1 SPL In any assessment area <input type="checkbox"/> Increased at least one level in a learning management system in any assessment area (e.g., PassKey, KeyTrain, Plato) <input type="checkbox"/> Mastered at Least 3 Essential IGOs <input type="checkbox"/> Mastered all Essential IGOS In Entry FFL <input type="checkbox"/> Completed entire vocational / assessment battery / test (i.e., LPN, TABE, CASAS, ACT, Work Keys) <input type="checkbox"/> Completed OPT (Official GED Practice Tests) <input type="checkbox"/> Passed all Parts of the OPT (Official GED Practice Tests) <input type="checkbox"/> Completed GED Orientation <input type="checkbox"/> Passed 1-4 parts of the GED <input type="checkbox"/> Completed at least 1 EDP Task <input type="checkbox"/> Scored 133+ on Practice TOEFL <input type="checkbox"/> Other (Specify), _____ 	<p>Employment-Related</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtained a better job or job promotion <input type="checkbox"/> Obtained / retained subsidized job <input type="checkbox"/> Earned a Ready To Work Certificate (i.e. SPOKES, Hit the Ground Running) <input type="checkbox"/> Completed a worksite learning experience <input type="checkbox"/> Completed an approved job readiness program (i.e. SPOKES, Hit The Ground Running) <input type="checkbox"/> Passed an employment or state licensing exam <input type="checkbox"/> Entered the military <input type="checkbox"/> Earned The Governor's Career Readiness Certificate <input type="checkbox"/> Earned a Customer Service Certificate (i.e. SPOKES) <input type="checkbox"/> Earned an Achievement Certificate (i.e. SPOKES) <input type="checkbox"/> Other (specify), _____
<p>Further Education/Training</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met score requirements on entrance exam for college/ technical training <input type="checkbox"/> Met score requirements on English proficiency exam for college <input type="checkbox"/> Completed EDP's Advanced Academic Placement <input type="checkbox"/> Other (Specify), _____ 	<p>Personal Goal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtained Computer Skills <input type="checkbox"/> Other Goal, Check One <ul style="list-style-type: none"> <input type="checkbox"/> Educational <input type="checkbox"/> Employment related <input type="checkbox"/> Further Ed/Training <input type="checkbox"/> Personal Goal <input type="checkbox"/> Family <input type="checkbox"/> Community
<p>Family--Increased Involvement In Children's Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helped children more frequently with school <input type="checkbox"/> Increased contact with children's instructor <input type="checkbox"/> Increased involvement in children's school activities 	<p>Family--Increased Involvement In Children's Literacy Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read to children more frequently <input type="checkbox"/> Visited library more frequently <input type="checkbox"/> Purchased books or magazines for children <input type="checkbox"/> Other (Specify), _____
<p>Work-Based Project</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed all project objectives <input type="checkbox"/> Completed objectives for a WVABE Computer Literacy program 	<p>Community</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased involvement in community activities <input type="checkbox"/> Voted or registered to vote for first time <input type="checkbox"/> Passed state-approved test of citizenship skills <input type="checkbox"/> Became a US citizen <input type="checkbox"/> Volunteered for community service
<p>Federal CORE Indicators (verified by state follow-up/data match)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed Entry FFL <input type="checkbox"/> Moved to higher FFL <input type="checkbox"/> Achieved GED <input type="checkbox"/> Completed EDP 	<ul style="list-style-type: none"> <input type="checkbox"/> Obtained an unsubsidized job <input type="checkbox"/> Retained unsubsidized job <input type="checkbox"/> Enrolled in job training or post-secondary education <input type="checkbox"/> Had public assistance reduced or eliminated

CASAS Assessment/Goal Report

Program Year: 2009

Grantee: _____

Class Site: _____

AEMIS Class #: _____

Student Name: _____

Social Security #: _____

Assessment Date:	__/__/____						__/__/____						__/__/____																				
	CASAS Entry						CASAS Interim						CASAS Exit/Withdrawal																				
Check Test Title	<input type="checkbox"/> ECS			<input type="checkbox"/> Life and Work			<input type="checkbox"/> ECS			<input type="checkbox"/> Life and Work			<input type="checkbox"/> ECS			<input type="checkbox"/> Life and Work																	
	<input type="checkbox"/> Life Skills			<input type="checkbox"/> Citizenship			<input type="checkbox"/> Life Skills			<input type="checkbox"/> Citizenship			<input type="checkbox"/> Life Skills			<input type="checkbox"/> Citizenship																	
Circle Level	LIT	A	B	C	D	CIT	LIT	A	B	C	D	CIT	LIT	A	B	C	D	CIT															
Circle Form	11	12	13	14	114	15	16	116	17	18	27	11	12	13	14	114	15	16	116	17	18	27	11	12	13	14	114	15	16	116	17	18	27
	28	31	32	32X	33	34	34X	35	36	37	28	31	32	32X	33	34	34X	35	36	37	28	31	32	32X	33	34	34X	35	36	37			
	38	51	52	53	54	55	56	63	64	65	66	38	51	52	53	54	55	56	63	64	65	66	38	51	52	53	54	55	56	63	64	65	66
	81	82	81X	82X	83	84	85	86	185	186	81	82	81X	82X	83	84	85	86	185	186	81	82	81X	82X	83	84	85	86	185	186			
	187	188	951	952	963	964	973	974	187	188	951	952	963	964	973	974	187	188	951	952	963	964	973	974									
Subject	Math		Reading		Listening		Math		Reading		Listening		Math		Reading		Listening																
Raw Score																																	
Scale Score																																	
FFL (Circle Lowest Area)																																	

Screening Administered: WV Learning Needs Screening (13 questions + referral) Payne LNI (46 questions)
 Local Screening Questions (minimum of 3 questions) Other: _____

Program Goals (able to verify by October of next program year by state data-match using valid SS# and signed release)					
Entry Date	Interim Date	Federal Outcome Goals	Entry Date	Interim Date	Other Goals
P S	P S		P S	P S	
<input type="checkbox"/>	<input type="checkbox"/>	Improve basic literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	Improve current job (unsubsidized)
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Obtain / Retain a subsidized job
<input type="checkbox"/>	<input type="checkbox"/>	Improve English language skills (non-native speaker)	<input type="checkbox"/>	<input type="checkbox"/>	Increase involvement in child's education
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Increase involvement in child's literacy activities
<input type="checkbox"/>	<input type="checkbox"/>	Pass the GED	<input type="checkbox"/>	<input type="checkbox"/>	Increase involvement in community activities
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Register to vote or vote for first time
<input type="checkbox"/>	<input type="checkbox"/>	Complete the EDP	<input type="checkbox"/>	<input type="checkbox"/>	Improve citizenship skills
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Complete WV ABE computer literacy program
<input type="checkbox"/>	<input type="checkbox"/>	Enter post-secondary education or job training	<input type="checkbox"/>	<input type="checkbox"/>	Complete a short-term (12-30 hrs.) work-based project
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Complete OPT (Official GED Practice Tests) ONLY
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Complete GED Orientation
<input type="checkbox"/>	<input type="checkbox"/>	Obtain a job (Unsubsidized)	<input type="checkbox"/>	<input type="checkbox"/>	Complete vocational / assessment testing ONLY
<input type="checkbox"/>	<input type="checkbox"/>	Retain current job (unsubsidized)	<input type="checkbox"/>	<input type="checkbox"/>	Complete other personal goal, specify:

ABE/ESL Student Achievements Report Program Year: 2009 RESA: _____ Grantee: _____

Class Site: _____ Class Name: _____ AEMIS Class #: _____

Student Name: _____ Social Security #: _____

Select One: Student Withdrew Withdrawal Date: ___/___/___ Student is continuing into the next Program Year (PY)

Check all achievements accomplished and documented as a result of the student's participation in ABE.

<p>Educational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased at least .5 grade level, 3 points on CASAS Scale, Or 1 SPL In any assessment area <input type="checkbox"/> Increased at least one level in a learning management system in any assessment area (e.g., PassKey, KeyTrain, Plato) <input type="checkbox"/> Mastered at Least 3 Essential IGOs <input type="checkbox"/> Mastered all Essential IGOS In Entry FFL <input type="checkbox"/> Completed entire vocational / assessment battery / test (i.e., LPN, TABE, CASAS, ACT, Work Keys) <input type="checkbox"/> Completed OPT (Official GED Practice Tests) <input type="checkbox"/> Passed all Parts of the OPT (Official GED Practice Tests) <input type="checkbox"/> Completed GED Orientation <input type="checkbox"/> Passed 1-4 parts of the GED <input type="checkbox"/> Completed at least 1 EDP Task <input type="checkbox"/> Scored 133+ on Practice TOEFL <input type="checkbox"/> Other (Specify), _____ 	<p>Employment-Related</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtained a better job or job promotion <input type="checkbox"/> Obtained / retained subsidized job <input type="checkbox"/> Earned a Ready To Work Certificate (i.e. SPOKES, Hit the Ground Running) <input type="checkbox"/> Completed a worksite learning experience <input type="checkbox"/> Completed an approved job readiness program (i.e. SPOKES, Hit The Ground Running) <input type="checkbox"/> Passed an employment or state licensing exam <input type="checkbox"/> Entered the military <input type="checkbox"/> Earned The Governor's Career Readiness Certificate <input type="checkbox"/> Earned a Customer Service Certificate (i.e. SPOKES) <input type="checkbox"/> Earned an Achievement Certificate (i.e. SPOKES) <input type="checkbox"/> Other (specify), _____
<p>Further Education/Training</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met score requirements on entrance exam for college/ technical training <input type="checkbox"/> Met score requirements on English proficiency exam for college <input type="checkbox"/> Completed EDP's Advanced Academic Placement <input type="checkbox"/> Other (Specify), _____ 	<p>Personal Goal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtained Computer Skills <input type="checkbox"/> Other Goal, Check One <ul style="list-style-type: none"> <input type="checkbox"/> Educational <input type="checkbox"/> Employment related <input type="checkbox"/> Further ed/Training <input type="checkbox"/> Personal Goal <input type="checkbox"/> Family <input type="checkbox"/> Community
<p>Family--Increased Involvement In Children's Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helped children more frequently with school <input type="checkbox"/> Increased contact with children's instructor <input type="checkbox"/> Increased involvement in children's school activities 	<p>Family--Increased Involvement In Children's Literacy Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read to children more frequently <input type="checkbox"/> Visited library more frequently <input type="checkbox"/> Purchased books or magazines for children <input type="checkbox"/> Other (Specify), _____
<p>Work-Based Project</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed all project objectives <input type="checkbox"/> Completed objectives for a WV ABE Computer Literacy program 	<p>Community</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased involvement in community activities <input type="checkbox"/> Voted or registered to vote for first time <input type="checkbox"/> Passed state-approved test of citizenship skills <input type="checkbox"/> Became a US citizen <input type="checkbox"/> Volunteered for community service
<p>Federal CORE Indicators (verified by state follow-up/data match)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed Entry FFL <input type="checkbox"/> Moved to higher FFL <input type="checkbox"/> Achieved GED <input type="checkbox"/> Completed EDP 	<ul style="list-style-type: none"> <input type="checkbox"/> Obtained an unsubsidized job <input type="checkbox"/> Retained unsubsidized job <input type="checkbox"/> Enrolled in job training or post-secondary education <input type="checkbox"/> Had public assistance reduced or eliminated

BEST Assessment/Goal Report

Program Year: 2009

Grantee: _____

Class Site: _____

AEMIS Class #: _____

Student Name: _____

Social Security #: _____

Assessment Date:	__/__/____		__/__/____		__/__/____	
	BEST Entry		BEST Interim		BEST Exit/Withdrawal	
Check Test Title	<input type="checkbox"/> Literacy	<input type="checkbox"/> Oral Interview	<input type="checkbox"/> Literacy	<input type="checkbox"/> Oral Interview	<input type="checkbox"/> Literacy	<input type="checkbox"/> Oral Interview
Circle Level	None		None		None	
Circle Form	B C D		B C D		B C D	
Subject	Reading/ Writing	Listening/Speaking	Reading/ Writing	Listening/Speaking	Reading/ Writing	Listening/Speaking
Raw Score						
Scale Score						
ESL Federal Functioning Level (FFL): (Circle Lowest Area)						

Screening Administered: WV Learning Needs Screening (13 questions + referral) Other: _____
 Local Screening Questions (minimum of 3 questions)

Program Goals (able to verify by October of next program year by state data-match using valid SS# and signed release)							
Entry Date	Interim Date		Federal Outcome Goals	Entry Date	Interim Date		Other Goals
P S	P S	P S		P S	P S		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Improve basic literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	Improve current job (unsubsidized)
					<input type="checkbox"/>	<input type="checkbox"/>	Obtain / Retain a subsidized job
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Improve English language skills (non-native speaker)	<input type="checkbox"/>	<input type="checkbox"/>	Increase involvement in child's education
					<input type="checkbox"/>	<input type="checkbox"/>	Increase involvement in child's literacy activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pass the GED	<input type="checkbox"/>	<input type="checkbox"/>	Increase involvement in community activities
					<input type="checkbox"/>	<input type="checkbox"/>	Register to vote or vote for first time
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete the EDP	<input type="checkbox"/>	<input type="checkbox"/>	Improve citizenship skills
					<input type="checkbox"/>	<input type="checkbox"/>	Complete WV ABE computer literacy program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enter post-secondary education or job training	<input type="checkbox"/>	<input type="checkbox"/>	Complete a short-term (12-30 hrs.) work-based project
					<input type="checkbox"/>	<input type="checkbox"/>	Complete OPT (Official GED Practice Tests) ONLY
					<input type="checkbox"/>	<input type="checkbox"/>	Complete GED Orientation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtain a job (Unsubsidized)	<input type="checkbox"/>	<input type="checkbox"/>	Complete vocational / assessment testing ONLY
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Retain current job (unsubsidized)	<input type="checkbox"/>	<input type="checkbox"/>	Complete other personal goal, specify:

ABE/ESL Student Achievements Report Program Year: 2009 RESA: _____ Grantee: _____

Class Site: _____ Class Name: _____ AEMIS Class #: _____

Student Name: _____ Social Security #: _____

Select One: Student Withdrew Withdrawal Date: __/__/____ Student is continuing into the next Program Year (PY)

Check all achievements accomplished and documented as a result of the student's participation in ABE.

<p>Educational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased at least .5 grade level, 3 points on CASAS Scale, Or 1 SPL In any assessment area <input type="checkbox"/> Increased at least one level in a learning management system in any assessment area (e.g., PassKey, KeyTrain, Plato) <input type="checkbox"/> Mastered at Least 3 Essential IGOs <input type="checkbox"/> Mastered all Essential IGOS In Entry FFL <input type="checkbox"/> Completed entire vocational / assessment battery / test (i.e., LPN, TABE, CASAS, ACT, Work Keys) <input type="checkbox"/> Completed OPT (Official GED Practice Tests) <input type="checkbox"/> Passed all Parts of the OPT (Official GED Practice Tests) <input type="checkbox"/> Completed GED Orientation <input type="checkbox"/> Passed 1-4 parts of the GED <input type="checkbox"/> Completed at least 1 EDP Task <input type="checkbox"/> Scored 133+ on Practice TOEFL <input type="checkbox"/> Other (Specify), _____ 	<p>Employment-Related</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtained a better job or job promotion <input type="checkbox"/> Obtained / retained subsidized job <input type="checkbox"/> Earned a Ready To Work Certificate (i.e. SPOKES, Hit the Ground Running) <input type="checkbox"/> Completed a worksite learning experience <input type="checkbox"/> Completed an approved job readiness program (i.e. SPOKES, Hit The Ground Running) <input type="checkbox"/> Passed an employment or state licensing exam <input type="checkbox"/> Entered the military <input type="checkbox"/> Earned The Governor's Career Readiness Certificate <input type="checkbox"/> Earned a Customer Service Certificate (i.e. SPOKES) <input type="checkbox"/> Earned an Achievement Certificate (i.e. SPOKES) <input type="checkbox"/> Other (specify), _____
<p>Further Education/Training</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met score requirements on entrance exam for college/ technical training <input type="checkbox"/> Met score requirements on English proficiency exam for college <input type="checkbox"/> Completed EDP's Advanced Academic Placement <input type="checkbox"/> Other (Specify), _____ 	<p>Personal Goal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtained Computer Skills <input type="checkbox"/> Other Goal, Check One <ul style="list-style-type: none"> <input type="checkbox"/> Educational <input type="checkbox"/> Employment related <input type="checkbox"/> Further Ed/Training <input type="checkbox"/> Personal Goal <input type="checkbox"/> Family <input type="checkbox"/> Community
<p>Family--Increased Involvement In Children's Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helped children more frequently with school <input type="checkbox"/> Increased contact with children's instructor <input type="checkbox"/> Increased involvement in children's school activities 	<p>Family--Increased Involvement In Children's Literacy Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read to children more frequently <input type="checkbox"/> Visited library more frequently <input type="checkbox"/> Purchased books or magazines for children <input type="checkbox"/> Other (Specify), _____
<p>Work-Based Project</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed all project objectives <input type="checkbox"/> Completed objectives for a WV ABE Computer Literacy program 	<p>Community</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased involvement in community activities <input type="checkbox"/> Voted or registered to vote for first time <input type="checkbox"/> Passed state-approved test of citizenship skills <input type="checkbox"/> Became a US citizen <input type="checkbox"/> Volunteered for community service
<p>Federal CORE Indicators (verified by state follow-up/data match)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed Entry FFL <input type="checkbox"/> Moved to higher FFL <input type="checkbox"/> Achieved GED <input type="checkbox"/> Completed EDP 	<ul style="list-style-type: none"> <input type="checkbox"/> Obtained an unsubsidized job <input type="checkbox"/> Retained unsubsidized job <input type="checkbox"/> Enrolled in job training or post-secondary education <input type="checkbox"/> Had public assistance reduced or eliminated

BEST Plus Assessment/Goal Report

Program Year: 2009

Grantee: _____

Class Site: _____

AEMIS Class #: _____

Student Name: _____

Social Security #: _____

Assessment Date:	___/___/___	___/___/___	___/___/___
	BEST Plus Entry	BEST Plus Interim	BEST Plus Exit/Withdrawal
Check Test Title	<input type="checkbox"/> Oral Print-based <input type="checkbox"/> Oral Computer-adaptive	<input type="checkbox"/> Oral Print-based <input type="checkbox"/> Oral Computer-adaptive	<input type="checkbox"/> Oral Print-based <input type="checkbox"/> Oral Computer-adaptive
Circle Level	1 2 3 None	1 2 3 None	1 2 3 None
Circle Form	A B None	A B None	A B None
Subject	Listening/Speaking	Listening/Speaking	Listening/Speaking
Raw Score			
Scale Score			
ESL Federal Functioning Level (FFL):			

Screening Administered: WV Learning Needs Screening (13 questions + referral) Other: _____
 Local Screening Questions (minimum of 3 questions)

Program Goals (able to verify by October of next program year by state data-match using valid SS# and signed release)					
Entry Date	Interim Date	Federal Outcome Goals	Entry Date	Interim Date	Other Goals
P S	P S		P S	P S	
<input type="checkbox"/>	<input type="checkbox"/>	Improve basic literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	Improve current job (unsubsidized)
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Obtain / Retain a subsidized job
<input type="checkbox"/>	<input type="checkbox"/>	Improve English language skills (non-native speaker)	<input type="checkbox"/>	<input type="checkbox"/>	Increase involvement in child's education
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Increase involvement in child's literacy activities
<input type="checkbox"/>	<input type="checkbox"/>	Pass the GED	<input type="checkbox"/>	<input type="checkbox"/>	Increase involvement in community activities
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Register to vote or vote for first time
<input type="checkbox"/>	<input type="checkbox"/>	Complete the EDP	<input type="checkbox"/>	<input type="checkbox"/>	Improve citizenship skills
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Complete WV ABE computer literacy program
<input type="checkbox"/>	<input type="checkbox"/>	Enter post-secondary education or job training	<input type="checkbox"/>	<input type="checkbox"/>	Complete a short-term (12-30 hrs.) work-based project
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Complete OPT (Official GED Practice Tests) ONLY
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Complete GED Orientation
<input type="checkbox"/>	<input type="checkbox"/>	Obtain a job (Unsubsidized)	<input type="checkbox"/>	<input type="checkbox"/>	Complete vocational / assessment testing ONLY
<input type="checkbox"/>	<input type="checkbox"/>	Retain current job (unsubsidized)	<input type="checkbox"/>	<input type="checkbox"/>	Complete other personal goal, specify:

ABE/ESL Student Achievements Report Program Year: 2009 RESA: _____ Grantee: _____

Class Site: _____ Class Name: _____ AEMIS Class #: _____

Student Name: _____ Social Security #: _____

Select One: Student Withdrew Withdrawal Date: ___/___/___ Student is continuing into the next Program Year (PY)

Check all achievements accomplished and documented as a result of the student's participation in ABE.

<p>Educational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased at least .5 grade level, 3 points on CASAS Scale, Or 1 SPL In any assessment area <input type="checkbox"/> Increased at least one level in a learning management system in any assessment area (e.g., PassKey, KeyTrain, Plato) <input type="checkbox"/> Mastered at Least 3 Essential IGOs <input type="checkbox"/> Mastered all Essential IGOS In Entry FFL <input type="checkbox"/> Completed entire vocational / assessment battery / test (i.e., LPN, TABE, CASAS, ACT, Work Keys) <input type="checkbox"/> Completed OPT (Official GED Practice Tests) <input type="checkbox"/> Passed all Parts of the OPT (Official GED Practice Tests) <input type="checkbox"/> Completed GED Orientation <input type="checkbox"/> Passed 1-4 parts of the GED <input type="checkbox"/> Completed at least 1 EDP Task <input type="checkbox"/> Scored 133+ on Practice TOEFL <input type="checkbox"/> Other (Specify), _____ 	<p>Employment-Related</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtained a better job or job promotion <input type="checkbox"/> Obtained / retained subsidized job <input type="checkbox"/> Earned a Ready To Work Certificate (i.e. SPOKES, Hit the Ground Running) <input type="checkbox"/> Completed a worksite learning experience <input type="checkbox"/> Completed an approved job readiness program (i.e. SPOKES, Hit The Ground Running) <input type="checkbox"/> Passed an employment or state licensing exam <input type="checkbox"/> Entered the military <input type="checkbox"/> Earned The Governor's Career Readiness Certificate <input type="checkbox"/> Earned a Customer Service Certificate (i.e. SPOKES) <input type="checkbox"/> Earned an Achievement Certificate (i.e. SPOKES) <input type="checkbox"/> Other (specify), _____
<p>Further Education/Training</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met score requirements on entrance exam for college/ technical training <input type="checkbox"/> Met score requirements on English proficiency exam for college <input type="checkbox"/> Completed EDP's Advanced Academic Placement <input type="checkbox"/> Other (Specify), _____ 	<p>Personal Goal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtained Computer Skills <input type="checkbox"/> Other Goal, Check One <ul style="list-style-type: none"> <input type="checkbox"/> Educational <input type="checkbox"/> Employment related <input type="checkbox"/> Further ed/Training <input type="checkbox"/> Personal Goal <input type="checkbox"/> Family <input type="checkbox"/> Community
<p>Family--Increased Involvement In Children's Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helped children more frequently with school <input type="checkbox"/> Increased contact with children's instructor <input type="checkbox"/> Increased involvement in children's school activities 	<p>Family--Increased Involvement In Children's Literacy Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read to children more frequently <input type="checkbox"/> Visited library more frequently <input type="checkbox"/> Purchased books or magazines for children <input type="checkbox"/> Other (Specify), _____
<p>Work-Based Project</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed all project objectives <input type="checkbox"/> Completed objectives for a WV ABE Computer Literacy program 	<p>Community</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased involvement in community activities <input type="checkbox"/> Voted or registered to vote for first time <input type="checkbox"/> Passed state-approved test of citizenship skills <input type="checkbox"/> Became a US citizen <input type="checkbox"/> Volunteered for community service
<p>Federal CORE Indicators (verified by state follow-up/data match)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed Entry FFL <input type="checkbox"/> Moved to higher FFL <input type="checkbox"/> Achieved GED <input type="checkbox"/> Completed EDP 	<ul style="list-style-type: none"> <input type="checkbox"/> Obtained an unsubsidized job <input type="checkbox"/> Retained unsubsidized job <input type="checkbox"/> Enrolled in job training or post-secondary education <input type="checkbox"/> Had public assistance reduced or eliminated

CELSA Assessment/Goal Report

Program Year: 2009

Grantee: _____

Class Site: _____

AEMIS Class #: _____

Student Name: _____

Social Security #: _____

Assessment Date:	__/__/____	__/__/____	__/__/____
	CELSA Entry	CELSA Interim	CELSA Exit/Withdrawal
Check Test Title	None	None	None
Circle Level	None	None	None
Circle Form	1 2	1 2	1 2
Subject	Reading	Reading	Reading
Raw Score			
ESL Federal Functioning Level (FFL)			

Screening Administered: WV Learning Needs Screening (13 questions + referral) Other: _____
 Local Screening Questions (minimum of 3 questions)

Program Goals (able to verify by October of next program year by state data-match using valid SS# and signed release)											
Entry Date		Interim Date		Federal Outcome Goals		Entry Date		Interim Date		Other Goals	
P	S	P	S			P	S	P	S		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Improve basic literacy skills		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Improve current job (unsubsidized)	
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtain / Retain a subsidized job	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Improve English language skills (non-native speaker)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase involvement in child's education	
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase involvement in child's literacy activities	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pass the GED		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase involvement in community activities	
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Register to vote or vote for first time	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete the EDP		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Improve citizenship skills	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enter post-secondary education or job training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete WV ABE computer literacy program	
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete a short-term (12-30 hrs.) work-based project	
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete OPT (Official GED Practice Tests) ONLY	
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete GED Orientation	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Obtain a job (Unsubsidized)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete vocational / assessment testing ONLY	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Retain current job (unsubsidized)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete other personal goal, specify:	

ABE/ESL Student Achievements Report Program Year: 2009 RESA: _____ Grantee: _____

Class Site: _____ Class Name: _____ AEMIS Class #: _____

Student Name: _____ Social Security #: _____

Select One: Student Withdrew Withdrawal Date: ___/___/___ Student is continuing into the next Program Year (PY)

Check all achievements accomplished and documented as a result of the student's participation in ABE.

<p>Educational</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased at least .5 grade level, 3 points on CASAS Scale, Or 1 SPL In any assessment area <input type="checkbox"/> Increased at least one level in a learning management system in any assessment area (e.g., PassKey, KeyTrain, Plato) <input type="checkbox"/> Mastered at Least 3 Essential IGOs <input type="checkbox"/> Mastered all Essential IGOS In Entry FFL <input type="checkbox"/> Completed entire vocational / assessment battery / test (i.e., LPN, TABE, CASAS, ACT, Work Keys) <input type="checkbox"/> Completed OPT (Official GED Practice Tests) <input type="checkbox"/> Passed all Parts of the OPT (Official GED Practice Tests) <input type="checkbox"/> Completed GED Orientation <input type="checkbox"/> Passed 1-4 parts of the GED <input type="checkbox"/> Completed at least 1 EDP Task <input type="checkbox"/> Scored 133+ on Practice TOEFL <input type="checkbox"/> Other (Specify), _____ 	<p>Employment-Related</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtained a better job or job promotion <input type="checkbox"/> Obtained / retained subsidized job <input type="checkbox"/> Earned a Ready To Work Certificate (i.e. SPOKES, Hit the Ground Running) <input type="checkbox"/> Completed a worksite learning experience <input type="checkbox"/> Completed an approved job readiness program (i.e. SPOKES, Hit The Ground Running) <input type="checkbox"/> Passed an employment or state licensing exam <input type="checkbox"/> Entered the military <input type="checkbox"/> Earned The Governor's Career Readiness Certificate <input type="checkbox"/> Earned a Customer Service Certificate (i.e. SPOKES) <input type="checkbox"/> Earned an Achievement Certificate (i.e. SPOKES) <input type="checkbox"/> Other (specify), _____
<p>Further Education/Training</p> <ul style="list-style-type: none"> <input type="checkbox"/> Met score requirements on entrance exam for college/ technical training <input type="checkbox"/> Met score requirements on English proficiency exam for college <input type="checkbox"/> Completed EDP's Advanced Academic Placement <input type="checkbox"/> Other (Specify), _____ 	<p>Personal Goal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Obtained Computer Skills <input type="checkbox"/> Other Goal, Check One <ul style="list-style-type: none"> <input type="checkbox"/> Educational <input type="checkbox"/> Employment related <input type="checkbox"/> Further ed/Training <input type="checkbox"/> Personal Goal <input type="checkbox"/> Family <input type="checkbox"/> Community
<p>Family--Increased Involvement In Children's Education</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helped children more frequently with school <input type="checkbox"/> Increased contact with children's instructor <input type="checkbox"/> Increased involvement in children's school activities 	<p>Family--Increased Involvement In Children's Literacy Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read to children more frequently <input type="checkbox"/> Visited library more frequently <input type="checkbox"/> Purchased books or magazines for children <input type="checkbox"/> Other (Specify), _____
<p>Work-Based Project</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed all project objectives <input type="checkbox"/> Completed objectives for a WV ABE Computer Literacy program 	<p>Community</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increased involvement in community activities <input type="checkbox"/> Voted or registered to vote for first time <input type="checkbox"/> Passed state-approved test of citizenship skills <input type="checkbox"/> Became a US citizen <input type="checkbox"/> Volunteered for community service
<p>Federal CORE Indicators (verified by state follow-up/data match)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed Entry FFL <input type="checkbox"/> Moved to higher FFL <input type="checkbox"/> Achieved GED <input type="checkbox"/> Completed EDP 	<ul style="list-style-type: none"> <input type="checkbox"/> Obtained an unsubsidized job <input type="checkbox"/> Retained unsubsidized job <input type="checkbox"/> Enrolled in job training or post-secondary education <input type="checkbox"/> Had public assistance reduced or eliminated

Sample Intake Paperwork

RIGHTS AND RESPONSIBILITIES OF ADULT BASIC EDUCATION STUDENTS

Instructors and staff member in the Adult Basic Education program are committed to providing the best possible educational opportunities for adult students in our program. We are also committed to meeting the requirements of the Americans with Disabilities Act and Section 504 of the federal Rehabilitation Act and to protecting student privacy rights. As part of our commitment, we want to ensure that your rights and responsibilities are understood and to avoid any discrimination in services to you.

Student Rights:

- ◆ Free adult education instruction
- ◆ Evaluation for appropriate placement
- ◆ Trained and qualified staff members eager to assist you in meeting your goals
- ◆ A program of study designed to meet your educational needs
- ◆ Educational materials that are at your level and match your learning style
- ◆ Equal opportunity; no discrimination based on race, religion, nationality, sex, age, or disability
- ◆ A suitable and accessible learning environment
- ◆ Reasonable accommodations, modifications, or auxiliary aids for learning and testing if you have documented disabilities
- ◆ Confidential records shared only with your written consent

Student Responsibilities:

- ◆ Follow the code of conduct and terms of the contract.
- ◆ Take an active part in planning, learning, and tracking progress in your program of study.
- ◆ Attend class on a regular basis in order to meet goals in a timely manner.
- ◆ Tell the instructor when you need to be absent (as agreed upon in your student commitment contract).
- ◆ Sign-in and sign-out each time you are in class using the attendance sheet.
- ◆ Ask for help if you have a special need.
- ◆ Tell about your disability if you want accommodations.
- ◆ Provide records about your diagnosed disability in order to access appropriate testing and classroom accommodations.
- ◆ Respect the rights of other students; be considerate.
- ◆ Report conduct of other students, instructors, or visitors to the program that disturb you.
- ◆ Be honest; do not cheat.
- ◆ Keep your study area clean; check with the instructor about eating areas.
- ◆ Do not take materials out of the classroom without permission – many materials must be shared with other students, so please ask your instructor.

Code of Conduct

Students will be terminated or suspended temporarily from the ABE program for any of the following offenses:

- ◆ Possession or distribution of stolen property, contraband, fireworks, explosives, firearms, or weapons of any kind
- ◆ Vandalism: intentionally defacing, breaking, or damaging school property or equipment
- ◆ Participation in any bomb threat or false fire alarm
- ◆ Damage or destruction of the property of instructors or students in the program
- ◆ Physical or verbal assault on others in the program
- ◆ Threatening to do bodily harm or inciting others to do bodily harm to another person
- ◆ Intimidation of another person by placing him or her in fear for personal safety
- ◆ Loud boisterous conduct that disrupts the classroom and prevents others from learning
- ◆ Use, distribution, or possession of beer, wine, other alcoholic beverages, controlled substances, or substances represented to be controlled substances
- ◆ Use of tobacco products on school premises

I have read the *Rights and Responsibilities of Adult Basic Education Students* and agree to abide by these guidelines and the *Code of Conduct* contained therein.

Student Signature

Parent/Guardian (for 16-17 year olds)

Date

cc: Judicial Officer (court-ordered youth only)

GED FACT SHEET FOR 16 TO 18 YEAR-OLD STUDENTS

General Information:

- The General Educational Development (GED) Tests consist of five subtests in *Language Arts-Writing, Science, Social Studies, Mathematics and Language Arts-Reading*. The GED Tests are both comprehensive and rigorous. The entire battery of five sub-tests takes up to 7 hours to complete (not including instructions and encoding).
- The *Social Studies, Science* and *Language Arts-Reading* tests are multiple-choice and require the applicant to read passages or interpret graphic representations (diagrams, maps, etc.).
- The *Mathematics* test is composed of two parts. The first part allows the use of a scientific calculator. Both parts contain multiple-choice questions and alternate format questions requiring complete answers. Word problems emphasize the ability to solve real life problems rather than providing simple computations to perform.
- The *Language Arts-Writing* test is composed of two parts. Multiple-choice questions in the first part of the test measure knowledge of language mechanics, spelling, capitalization and punctuation, usage, and sentence structure. The second part requires an essay written on an assigned topic and assures that all components of written communication have been mastered.
- All applicants must pass the Official GED Practice Tests (OPT) prior to taking the GED Tests.
- All applicants must produce a valid state-approved photo ID with current name and address, birth date, and preferably Social Security number.
- If the applicant has taken any of the GED Tests previously, all prior test information must be acquired by the GED examiner prior to testing.
- To receive the State of West Virginia General Educational Development (GED) Diploma, all applicants must score a total of 2250 points or above on the battery of five sub-tests and a standard score of not lower than 410 on any one of the subtests.
- The initial testing of the battery of five sub-tests must be completed within six weeks or no more than two consecutive complete test sessions (whichever is longer in duration).
- Applicants who are planning to enlist in the military should know that having a GED rather than a traditional high school diploma will give a lower enlistment priority.
- Pursuing a GED in an ABE program is different in many ways from pursuing a regular diploma in a high school program:
 - ABE programs may provide limited opportunities for certain college preparatory courses requiring laboratory experience.
 - ABE programs lack extracurricular activities.
 - ABE programs provide limited socialization with peer groups.
 - ABE preparatory students must show self-discipline, maturity, self-motivation, and commitment to learning.

I am aware of the state requirements for GED testing of students eighteen years old or younger. I have considered re-entering my high school but have chosen to pursue a State of West Virginia General Educational Development (GED) Diploma.

Student Signature

Parent/Guardian Signature
(16-17 year old students only)

Date

SAMPLE ACCEPTABLE USE POLICY

(Be sure to use the policy already established by your county, school, or agency)

Use of the computer and Internet provides great educational benefits to students. Unfortunately, however, some material accessible via the Internet may contain items that are illegal, defamatory, or potentially offensive to some people. Access to the Internet is given as a privilege to students who agree to act in a considerate and responsible manner. We require that ALL students and parents or guardians or 16-18 year olds read, accept, and sign the following rules for acceptable behavior while utilizing the computer in the ABE classroom.

Students are responsible for good behavior on the Internet just as they are in school. General school rules for behavior and communications apply.

The student agrees to the following:

- I will NOT play games or use the computer resources for nonacademic purposes.
- I will NOT violate any copyright laws.
- I will use e-mail and chat rooms only when authorized by the ABE instructor for academic purposes.
- I will not access, write, transmit, or send unethical, illegal, immoral, inappropriate, obscene, or questionable information of any type.
- I will not download files without permission from the ABE instructor.
- I will not intentionally download, upload, or execute viruses.
- I will not corrupt, destroy, delete, or manipulate system data.
- I will not change the settings of the machine without the permission of the ABE instructor.
- I will not use the computer to harass, insult, or attack others.
- I will not intentionally damage computers, computer systems, or computer networks.
- I will not use another's password.
- I will not trespass in another's folders, work, or files.
- I will not intentionally waste limited resources, including the use of "chain letters" and messages broadcasted to mailing lists or individuals.
- I will not employ the network for commercial purposes.
- I will not reveal the personal address or phone number of myself or any other person without permission from the instructor.

I understand the use of the computers is a privilege. Violation of the rules described above will result in the loss of computer privileges and could result in expulsion and / or criminal charges. I have read, or had explained to me, and understand the above stated rules. I agree to comply with said rules. I also understand that any user having a history of problems may be denied access to the computer resources.

Student Signature

Date

Parent/Guardian Signature

Sample Student Commitment Contract



Student Commitment Contract

I understand that, as an adult basic education student:

- I must **take a pre-assessment** to determine my strengths and weaknesses.
- I must **complete a learning styles inventory** to determine the instructional delivery method best suited to my needs.
- I must **answer questions regarding any special learning needs** that I may have.
- I must **read, discuss, and sign the *Rights and Responsibilities of Adult Basic Education Students* and *Acceptable Use Policy*** (Technology Use) and agree to follow the guidelines contained therein.
- I must **read, discuss, and sign (if applicable) the *Release of Information Form***.
- I must **spend no less than ___ hours per week** in class.

I understand that I am responsible for my own success.

I will keep the following schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Morning						
Afternoon						
Evening						

- If I am not able to attend class when expected, I must **notify my instructor by ___:00.**
- I must **take interim tests throughout my course of study** to determine if I am making progress toward my goal(s).
- I must **take a post-test prior** to leaving the program.
- I must **notify you within ___ days** if I can no longer attend class.
- If I can no longer attend class, I **must return to the learning center to take a post-test** to determine any progress I made.

I understand that, as my instructor:

- You must **assist me in setting my goal(s).**
- You must **provide a suitable and accessible learning environment.**
- You must **provide instruction as determined by my learning styles inventory results.**
- You must **provide instruction, direction, and encouragement when needed** throughout my course of study.
- You must **administer interim testing** to determine if I am making progress toward my goal(s).
- You must provide **an interim needs assessment** to determine if my goal(s) need(s) to be redefined.
- You must **administer a post-test** at the end of my course of study to determine what goal(s) I have accomplished.

We, both the student and instructor, understand and agree to the above mentioned terms.

Student Signature

Instructor Signature

Date

cc: student
attendance director (for students maintaining driver's license)
judicial officer (for court-ordered participants)





STUDENT COMMITMENT CONTRACT

I, _____, with the help of my instructor, _____, agree to accomplish the following in my ABE class:

1. _____

2. _____

3. _____

I plan to keep the following schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours
Morning						
Afternoon						
Evening						

I further agree to attend class _____ hours per _____ (week/month) and to accomplish the class work and testing necessary to complete the goal(s) listed above. I understand that if any emergency arises that prevents me from attending class; it is my responsibility to inform the instructor.

It is also understood that it is the right of each student in the ABE class to participate in an atmosphere that is conducive to learning, and I agree it is my responsibility to help make it so.

I have also signed the *Rights and Responsibilities of Adult Basic Education Students* and *Acceptable Use Policy (Technology Use)*. I fully understand the content and agree to follow the guidelines and *Code of Conduct* contained therein.

Student

Date

Teacher

Date

Date of Completion

cc: Attendance Director (for students maintaining driver's license)
Judicial Officer (for court-ordered participants)



Sample Needs Assessment and Goal-setting Activities

CLASS GOALS

Name: _____

Date: _____

1. Why did you decide to come to this class?
2. What do you hope to learn here?
3. What will you do to accomplish this?
4. What do you expect from the teacher?
5. What might prevent you from finishing this class?
6. What can the teacher do or not do to help you accomplish your goals?
7. What would you like your life to be like a year from now?

PLANNING AND SETTING GOALS

Our **goals** in life are those things we hope to get or achieve. Some of these things are basics that are necessary and others are extras. This is the difference between what we need and what we want. Each person has his or her own needs, wants, and dreams. Needing a car for your job is different from wanting a new car or dreaming about having a fancy sports car. What is a need for one person may be a want for someone else.

Think about those things you **need**--things you need to have or things you need to do. List the five most important ones.

1. _____
2. _____
3. _____
4. _____
5. _____

Next, think about those things you **want**. What do you want to have or want to do? List the five most important things.

1. _____
2. _____
3. _____
4. _____
5. _____

Finally, think about your **dreams**. Close your eyes for a minute. What do you see in the future--what would you like to have? What would you like to be doing? What are some of the things you want that would be "dream come true?" List the five most important ones.

1. _____
2. _____
3. _____
4. _____
5. _____

ABE/ESL/LITERACY GOALS LIST

Student Name: _____ Date: _____

1. How did you first hear about this program?
2. Can you tell me your reasons for wanting to improve your skills?
3. Here are some goals other students have mentioned. As I read each item to you, tell me if it is something you have no interest in, or that you can do now, or if it is something you would like to do. As you meet your goals, we will check them off on this sheet.

Skill/Goal	Can Do Now	Don't Need Right Now	Want to Learn	Date Goal Was Met
Improve my Self				
Say/Read/Write the alphabet				
Read/Write my name and address				
Read books				
Write about my own thoughts and ideas				
Read signs (which type?)				
Read labels/instructions				
Read/Write notes to/from family/friends				
Read/Write shopping lists				
Read advertisements, compare prices				
Read a calendar, bus schedules, TV guides				
Use the telephone				
Use a phone book/yellow pages				
Read menus or recipes				
Read bills				
Write checks				
Apply for/use credit cards				
Read maps				
Discuss health with doctor/nurse/dentist				
Read health information				
Fill out forms (What kind?)				
Read/Write personal letters				
Read newspaper or magazines (Which sections? Which type?)				
Use a dictionary				
Learn to type				
Learn to use a computer				
Improve study skills				

Skill/Goal	Can Do Now	Don't Need Right Now	Want to Learn	Date Goal Was Met
Improve math skills				
Improve spelling skills				
Improve vocabulary				
Improve written grammar/punctuation				
Improve spoken language/grammar				
Improve handwriting				
Improve conversation skills				
Read/talk to children or grandchildren (How old?)				
Help children with homework				
Read/Write notes to/from school				
Talk with school office/teachers				
Prepare for a vocational training program				
Pass a job-related test				
Fill out job application				
Prepare a resume				
Prepare for job interviews				
Get a (new) job				
Read/Write notes from/to co-workers				
Follow oral/written instructions				
Read/Write work reports, announcements (What kind?)				
Fill out order forms/lists				
Read/speak at Church/Temple/Mosque				
Get information about community issues/services (Which ones?)				
Prepare for Citizenship exam				
Apply for/obtain U.S. Citizenship				
Register to vote				
Apply for a library card				
Get a driver's license or CDL				
Obtain information on current skill level				
Obtain information about GED Tests and alternatives				
Prepare for/pass the GED Tests				
Prepare for/pass the TOEFL				
Obtain information on college entrance				
Prepare for the SAT, ACT, GRE				

4. Check the subjects below that you want to learn more about. We will check them off as you learn what you want to know.

<input type="checkbox"/> history	<input type="checkbox"/> housing	<input type="checkbox"/> science fiction
<input type="checkbox"/> politics	<input type="checkbox"/> shopping	<input type="checkbox"/> adventure
<input type="checkbox"/> current events	<input type="checkbox"/> getting along with people	<input type="checkbox"/> mystery
<input type="checkbox"/> work	<input type="checkbox"/> health	<input type="checkbox"/> crime
<input type="checkbox"/> pregnancy/childbirth	<input type="checkbox"/> cooking	<input type="checkbox"/> love/romance
<input type="checkbox"/> raising children	<input type="checkbox"/> sewing	<input type="checkbox"/> religion
<input type="checkbox"/> famous people	<input type="checkbox"/> cars	<input type="checkbox"/> science
<input type="checkbox"/> hobbies / "how-to-do-it"	<input type="checkbox"/> sports (Which ones?)	<input type="checkbox"/> laws/legal issues
<input type="checkbox"/> entertainment	<input type="checkbox"/> humor	<input type="checkbox"/> other (specify)

5. Can you think of any other goals you have which we have not mentioned?

6. Of all the goals we have mentioned, name two or three which are most important to you right now.

Adapted by the staff of Garnet Adult Learning Center from *Many Literacies; Modules for Training Adult Beginning Readers and Tutors* by Marilyn Gillespie.

Sample Tools and Activities for Tracking Student Academic Progress and Completion of Assignments and Goals

GOALS AND PROGRESS CHART

Name _____

Entry Date _____

Long-term Objectives

Date of Completion

1. _____

2. _____

Short-term Objectives

Date of Completion

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Testing Attempts (Tests and Dates)

Life Skills (Skill and Dates)

1. Certificates Awarded

2. Field Trips and Resource Speakers

3. Employment or Advancement

4. Entry into Other Training

Marion County ABE Program Sandra Rosenberger

KWL

Name _____

Know **W**hat you want to **L**earn

What are your personal goals? What is preventing you from reaching them?

Family	Community / Work
Educational	Barriers Check all that apply <ul style="list-style-type: none"><input type="checkbox"/> Childcare<input type="checkbox"/> Lack of family or partner support - financial or education<input type="checkbox"/> Single parent pressures<input type="checkbox"/> Extended family responsibilities<input type="checkbox"/> Chronic Illness<input type="checkbox"/> Work Schedule<input type="checkbox"/> No experience with success in school; fear of failure<input type="checkbox"/> Transportation<input type="checkbox"/> Other, specify _____ _____ _____ _____ _____

ABE Goal

To be completed by Instructor
Program of Study (Entry FFL area)

Learning Style



Name _____

Know **W**hat you want to **L**earn Progress Record

The student and instructor should complete the following chart. Indicate “P” for the student’s primary goal and “S” for the student’s secondary goal. These goals should be attainable / achievable with the current program year. In the appropriate box to the right of the goals, indicate the interview date.

P or S	<h1>GOALS</h1>	Initial Interview Upon Entry	Interim Interview After Interim Assessment	Exit Interview
		Date	Date	Date
	Improve Basic Literacy Skills			
	Pass GED*			
	Enter Post-secondary Education or Job Training*			
	Obtain a Job (unsubsidized)*			
	Retain Current Job (unsubsidized)*			
	Obtain / Retain <i>Subsidized</i> Job			
	Complete OPT (Official Practice Test)			
	Complete GED Orientation			
	Complete Vocational / Assessment Test			
	Other, specify			
	Other, specify			

To be completed by instructor:

Entry FFL / Score _____ Interim FFL / Score _____ Exit FFL / Score _____

* These goals require follow-up through data matching.

WVABE STUDY COURSE MATERIALS AND ASSIGNMENTS

Name: _____

Date: _____

Subject:	Date Complete
Math Textbook: Units, Lessons, and/or Assignment Pages:	
Language Textbook: Units, Lessons, and/or Assignment Pages:	
Reading Textbook: Units, Lessons, and/or Assignment Pages:	
Social Studies Textbook: Units, Lessons, and/or Assignment Pages:	
Science Textbook: Units, Lessons, and/or Assignment Pages:	
Computer Skills: Units, Lessons, and/or Assignment Pages:	
Other: (Specify) Textbook: Units, Lessons, and/or Assignment Pages:	
Other: (Specify) Textbook: Units, Lessons, and/or Assignment Pages:	

WVABE STUDENT TRACKING SHEET

Subject/Lesson/Page	Date:	*Rate Your Work	**Strategy Used		Subject/Lesson/Page	Date:	*Rate Your Work	**Strategy Used

***Rate Your Work:**

- E = Excellent (Very successful with this material)
- G = Good (Understood the material well)
- A = Average (Material was challenging, but manageable)
- NG = Not Good (Material was frustrating, needed frequent help)
- H = Help! (Material was too difficult, needed help constantly)

****Mark Strategy Used:**

- I = Individualized
- P = Peer or Partner Study
- SG = Small Group(s)
- LG = Large Group or Speaker
- T = Technology (computer, video, etc.)
- O = Other

Cabell County ABE

MONTHLY GOALS

Name:

Month:

Goals	Assignments/Materials Used	Completed
1.		YES NO
2.		YES NO
3.		YES NO
4.		YES NO

Progress Notes:

Computer Literacy Only Self-Assessment Checklists

WVABE Computer Literacy
Beginning to Intermediate Self-Assessment Checklist

Name _____ Date _____

Please check the appropriate column.

I can do this	I can do this but not as well as I would like	I can't do this	Skill
FFL One – Beginning Literacy			
			1. Can identify computers and other technology (i.e. VCR, fax machine).
			2. Can operate the play feature of a VCR.
			3. Can operate the play feature of an audiotape player.
			4. Can play a music CD.
FFL Two – Beginning Basic Education			
			5. I have had a “little” experience using a computer.
			6. Can identify computer hardware (i.e. CPU/Processor, Monitor, Keyboard, Mouse, Printer).
			7. Can turn on a computer.
FFL Three – Low Intermediate			
			8. Can shut down Windows properly.
			9. Can move the mouse pointer and make it go where I want it to.
			10. Can click a mouse.
			11. Can double-click a mouse.
			12. Can “click and drag” a mouse.
			13. Can use the keyboard (not necessarily with proper typing skills).
			14. Can physically adjust a monitor (adjust monitor to individual’s eye level).
			15. Can use an educational software program when given a sequence of steps to follow.
			16. Can move and resize windows.
			17. Can use menus and toolbars.
			18. Can use scroll bars.

I can do this	I can do this but not as well as I would like	I can't do this	Skill
FFL Four – High Intermediate			
			19. Can use tutorials and / or educational software with minimal assistance.
			20. Can explain the difference between a program and a document.
			21. Can start a program by double-clicking an icon.
			22. Can start a program from the Program Manager / Start Menu.
			23. Can open a document from the hard drive and / or floppy drive using a word processing program (i.e., MS Word, WordPad)
			24. Can save a document using a word processing program.
			25. Can close a document using a word processing program.
			26. Can create a document using a word processing program.
			27. Can format text within a word processing document (i.e. bold, underline, italic, font size).
			28. Can edit text within a word processing document.
			29. Can print a word processing document.

WVABE Computer Literacy Low to High Adult Secondary Self-Assessment Checklist

Name _____ Date _____

Please check the appropriate column.

I can do this	I can do this but not as well as I would like	I can't do this	Skill
FFL Five – Low Adult Secondary			
			30. Can change the desktop background and screen settings.
			31. Can change the date and time properties.
			32. Can open and view the contents of "My Computer."
			33. Can view folders and files.
			34. Can create a folder.
			35. Can move folders and files.
			36. Can delete and restore folders and files.
			37. Can rename folders and files.
			38. Can create a shortcut to a file on the desktop.
			39. Can find a file.
			40. Can describe the function of peripheral devices (i.e. scanner, printer, mouse, digital camera).
			41. Have a clear understanding of copyright laws as they apply to software and the Internet (web).
			42. Can install a printer.
			43. Can install a program to the hard drive.
			44. Can remove a program from the hard drive.
			45. Can develop and utilize a backup strategy.
			46. Can open a spreadsheet.
			47. Can save a spreadsheet to the hard drive and / or floppy drive.
			48. Can close a spreadsheet.
			49. Can create a "simple" spreadsheet (i.e. personal budget, timesheet).
			50. Can print a spreadsheet.
			51. Can enter data into a database.

I can do this	I can do this but not as well as I would like	I can't do this	Skill
FFL Five, cont. – Low Adult Secondary			
			52. Can explain the difference between data and information.
			53. Can select the correct productivity software for a given task.
			54. Can start a web browser (i.e. Netscape Navigator, Internet Explorer).
			55. Can open a web page when given a web address (Universal Resource Locator or URL).
			56. Can set up a free Internet e-mail account.
			57. Can compose and send e-mail.
			58. Can retrieve, read, and respond/reply to e-mail.
			59. Can attach a file to an e-mail message.
			60. Can receive and open an attached file.
			61. Can open a web page and follow hypertext links.
			62. Can add a web page to the "Favorites" or "Bookmarks" list.
			63. Can access a web page from the "Favorites" or "Bookmarks" list.
			64. Can print a web page.
			65. Can use an Internet search engine.
			66. Can purchase a computer to meet individual needs.
			67. Can set up a "dial-up" Internet connection.
FFL Six – High Adult Secondary			
			68. Can add an item to the "Start Menu."
			69. Can customize the "Taskbar."
			70. Can manage e-mail messages (i.e. creating folders, creating rules).
			71. Can create a "Docucentric Desktop."
			72. Can create a database that contains expressions (formulas).
			73. Can explain the difference between "relational" and "object-oriented" databases.
			74. Can identify the uses of and create macros.
			75. Can utilize productivity software as a true integrated system.
			76. Can design and format a homepage.
			77. Can effectively use software with minimal assistance.
			78. Can identify programming languages commonly used today.
			79. Can provide detailed instruction to other students in the room in the use of various types of software.