

Intake and Orientation Procedures

Consortium	HAP Academy OIC
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Policy guidance	From Minnesota ABE Policies website (mnabe.org/law-policy/minnesota-adult-education-policy): <ul style="list-style-type: none">• Conditional Work Referral Policy• Eligible Student Policy• Eligible Content Policy

Introduction

These procedures detail the local ABE consortium's intake and orientation procedures that are used at all local sites. These procedures describe how the consortium is complying with Minnesota ABE policies through outlining:

- How eligibility is determined and verified for all enrolled students to ensure they are/have:
 - o Age Eligible: Individuals are 17 years of age or older
 - o Not in K-12 Education: Individuals are not enrolled or required to be enrolled in secondary school (high school) under state law.
 - o Educational Need: Individuals meet at least one of the following:
 - Lack proficiency to speak, read, or write the English language,
 - Lack a high school diploma or its recognized equivalent, and/or
 - Lacks sufficient mastery of basic educational/ skills
 - o Meeting additional local consortium or program requirements
- How students age 21 and younger are informed of their right to attend K-12, and the difference between the K-12 system and the ABE system
- What and how student data is gathered and how it is entered into SiD in a timely manner
- How the consortium conducts student orientation that provides students with essential information, policies and expectations
- How the consortium promotes a goal-setting process, starting at intake and on an ongoing basis, to articulate, set, and evaluate student educational, career, and related life goals
- How the consortium manages the process of enrolling and placing individuals with conditional work referrals
- What additional guidance and procedures the ABE consortium has for local staff regarding intake and orientation.

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Introduction

These procedures describe how HAP Academy OIC completes intake and orientation for new students and participants across its education, workforce, and career pathway services. HAP Academy OIC serves individuals through multiple funding streams, including Adult Basic Education (ABE), WIOA Adult, WIOA Youth, Dislocated Worker, DEED Adult Career Pathways, and other grant-supported or program-specific services as available.

Because HAP Academy OIC operates programming supported by different funding sources, intake is designed to first identify the individual's needs, goals, and eligibility, and then place the individual into the program, service, or funding stream that is most appropriate. While specific eligibility rules differ by funding source, HAP Academy OIC maintains a consistent intake structure that includes application, eligibility review, assessment, employment planning, orientation, enrollment, and ongoing goal-setting.

Adult Basic Education is a central component of this process. Students who qualify for ABE services are informed of available basic skills, GED, diploma support, English language, college readiness, digital literacy, and career pathway options. When appropriate, ABE services are provided alone or in combination with workforce-funded services so that instruction and career planning are aligned.

Overview of Intake and Orientation Process

HAP Academy OIC generally uses the following intake and orientation steps for new students:

1. Complete online application
2. Determine eligibility for Adult Basic Education services, youth academic or work readiness programming, adult career pathways, or other funding streams
3. Complete NRS assessment to determine current literacy levels and academic functioning
4. Complete an Individual Employment Plan to identify employment interests, goals, and support needs
5. Enroll the student in the appropriate program based on eligibility, assessment, and goals
6. Provide orientation to program expectations, policies, attendance requirements, and available supports

These steps may be completed in one session or over multiple appointments depending on the student's needs, documentation, program requirements, and availability.

1. How eligibility is determined and verified for all enrolled students

HAP Academy OIC determines eligibility through the application process, staff interview, review of documentation, assessment, and program-specific screening. Eligibility determination includes both **ABE eligibility** and eligibility for other workforce or training funding streams, when applicable.

Adult Basic Education eligibility

For Adult Basic Education, HAP Academy OIC determines whether the individual meets Minnesota ABE eligibility requirements. Staff review the following:

Age eligibility:

Individuals must be 17 years of age or older. Not enrolled or required to be enrolled in K–12:

Individuals must not be enrolled in or required to be enrolled in secondary school under state law, except in circumstances allowed by policy.

Educational need:

The individual must meet at least one of the following:

- Lacks proficiency in speaking, reading, or writing English
- Does not have a high school diploma or recognized equivalent
- Lacks sufficient mastery of basic skills to function effectively in work, family, community, postsecondary education, or training settings

ABE eligibility is determined through the online application, intake interview, self-report, educational history, and NRS-approved assessment results. Staff may also review transcripts, diplomas, school records, or other documentation when needed.

WIOA Adult

For participants considered for WIOA Adult services, staff review eligibility according to current workforce program requirements, which may include age, authorization to work, selective service compliance when applicable, income or public assistance status, priority populations, employment status, and documentation needed by the funding source. Staff collect and verify the required documentation before enrollment into WIOA Adult-funded services.

WIOA Youth

For WIOA Youth, staff determine eligibility based on age, school status, barriers to employment, income status when applicable, and any additional criteria required under the youth program. HAP Academy OIC may provide youth academic support, work readiness services, and career planning to eligible youth

participants. Youth participants may also receive ABE services when they meet ABE eligibility requirements.

Dislocated Worker

For Dislocated Worker services, staff review separation from employment, unemployment status, layoff documentation, or other factors required under the Dislocated Worker program. Documentation is collected and verified according to program requirements before formal enrollment. Some Dislocated Workers may also qualify for ABE services and may be co-enrolled when appropriate.

DEED Adult Career Pathways

For DEED Adult Career Pathways, staff determine whether the student meets program eligibility requirements tied to training participation, career pathway enrollment, educational need, employment goals, and any grant-specific criteria (such as income, race, sex, etc.). Many Adult Career Pathways participants also qualify for ABE and may be co-enrolled when appropriate.

Other funding streams

If a student may be served through another grant or program, HAP Academy OIC reviews the individual requirements for that funding source and gathers supporting documentation as needed. Staff places the student in the program or service category that best aligns with the student's goals, needs, and available eligibility. Students may co-enroll in some programs alongside ABE services.

2. How students age 21 and younger are informed of their right to attend K–12 and the difference between the K–12 system and the ABE system

Students aged 21 and younger are informed during intake and orientation that they may have the right to attend the K–12 school system and that ABE is a separate adult-focused system. Staff explain this verbally during intake and may also include this information in orientation materials or advising conversations.

Students are informed that:

- K–12 offers a traditional secondary school setting and diploma pathway
- K–12 may provide services and rights not available through ABE, including school-based supports
- ABE is designed for adult learners and offers more flexible, individualized options such as GED preparation, diploma support, English language instruction, basic skills instruction, workforce preparation, and transition support

Staff discuss these differences so younger students can make an informed choice about whether ABE is the appropriate setting. When needed, staff refer the student back to K–12 options or encourage the

student to review those options before enrolling in adult services. HAP Academy OIC has great relationships with area Hmong Charter schools and direct referrals are made when appropriate.

3. What and how student data is gathered and how it is entered into SiD in a timely manner

HAP Academy OIC gathers student data through the online application, intake interview, assessment process, employment planning, and program documentation. Data collected may include:

- Name and contact information
- Date of birth
- Demographic information
- Educational history and diploma status
- Employment status
- Language background
- Barriers to employment or participation
- Program interests
- Career goals
- NRS assessment results
- Attendance and participation information
- Required releases, acknowledgements, and forms
- Documentation required by ABE or other funding streams

For ABE students, required data elements are entered into SiD by designated staff in a timely manner after intake, assessment, and enrollment steps are completed. HAP Academy OIC aims to enter student information, goals, and assessment data promptly so records are current, complete, and available for reporting and service planning. Attendance, measurable progress, and updated goals are entered according to state timelines and program practice.

For students enrolled in workforce-funded programming, additional data may also be entered into the data system required by the applicable funding stream. When students are co-enrolled, staff coordinate data entry and documentation across systems as needed.

4. How the consortium conducts student orientation that provides students with essential information, policies, and expectations

After eligibility review and enrollment determination, HAP Academy OIC provides orientation to ensure students understand program expectations and available support. Orientation may be conducted individually or in a group format, depending upon the timing of enrollment and the ability of students to attend group sessions. Orientation sessions are run at the start of each term by Student Advisors.

Orientation generally includes:

- Overview of HAP Academy OIC services

- Explanation of the student’s specific program or funding stream
- Class or training schedules
- Student Handbook review
- Attendance expectations
- Expectations for participation, professionalism, and communication
- Student conduct and behavior expectations
- Academic and career planning expectations
- Assessment and progress monitoring processes
- Available student supports and referrals
- Technology or online learning expectations, when applicable
- Safety procedures and site expectations
- Contact information for instructors, student advisors, and support staff
- Information about other services and supports available through HAP

Students in ABE are oriented to instructional expectations, assessment, attendance, persistence, and goal-setting. Students in workforce or training pathways also receive orientation to training requirements, employment planning, work readiness expectations, credential milestones, and next steps related to career placement.

5. How the consortium promotes a goal-setting process, starting at intake and on an ongoing basis, to articulate, set, and evaluate student educational, career, and related life goals

Goal-setting begins during intake and continues throughout participation. As part of the intake process, HAP Academy OIC asks each student about educational background, employment interests, and work with students to build short- and long-term employment and academic goals.

A key part of this process is the completion of an Individual Employment Plan. The Individual Employment Plan helps identify:

- Employment interests and career goals
- Current employment status
- Training and education needs
- Barriers to employment or persistence
- Services and supports needed for success
- Steps toward employment, credential attainment, or advancement

For ABE participants, educational goals are also identified through intake and assessment. These may include improving literacy, increasing English proficiency, earning a GED, earning a diploma, preparing for postsecondary education, improving digital literacy, or entering career pathway training. For workforce-funded participants, employment and training goals are documented and reviewed in alignment with program requirements.

Goals are revisited regularly through advising, case management, classroom progress reviews, transition conversations, and program check-ins. Staff update goals as students make progress or as circumstances change. This ongoing process supports persistence and helps align instruction and services with student outcomes. All students, regardless of program enrollment, are assigned a Student Advisor who meets with all students at least once per month to review current progress and provide needed support.

6. How the consortium manages the process of enrolling and placing individuals with conditional work referrals

When HAP Academy OIC receives an individual with a conditional work referral, staff review the referral documentation and determine what type of educational or workforce service is being requested or required. Staff then complete the standard intake process, including eligibility review, assessment as appropriate, and employment planning.

If the individual is eligible for ABE, workforce programming, or both, staff place the participant into the service that best aligns with the referral requirements and the individual's needs. Placement decisions are based on:

- Program eligibility
- Assessment results
- Employment goals
- Referral requirements
- Availability of services
- Student readiness and support needs

Students with conditional work referrals are informed of attendance and participation expectations and of any reporting requirements attached to the referral. Staff maintain records of enrollment, attendance, and progress, and provide documentation to the referring entity when permitted and required. Individuals with referrals are expected to follow the same program rules and standards as other participants.

Students who are referred to HAP Academy OIC for Digital Literacy Skills or Job Seeking Skills may also enroll in other funded programming, such as career-specific training, outside of Adult Basic Education.

7. What additional guidance and procedures the ABE consortium has for local staff regarding intake and orientation

HAP Academy OIC expects staff to follow consistent intake and orientation procedures across programs while recognizing that some funding streams require additional documentation or enrollment steps.

Local staff guidance includes the following expectations:

Complete online application review

Staff review each application for completeness and identify the likely service track, including ABE, WIOA Adult, WIOA Youth, Dislocated Worker, DEED Adult Career Pathways, or another funding source.

Screen for multiple eligibility options

Because many participants may qualify for more than one service or funding stream, staff assess whether the individual should be served through ABE only, workforce programming only, or co-enrollment. ABE is considered especially when the student has basic skills, diploma, English language, or literacy needs.

Administer NRS assessment for all students regardless of program enrollment

For ABE participants and others needing literacy-level determination, staff administer an NRS-approved assessment to identify current educational functioning and placement needs. Assessment results support instructional placement, baseline data collection, and goal planning. HAP Academy OIC strongly believes it is best practice to understand a student's current Educational Functioning Level regardless if the program the student enrolls in also requires an NRS assessment or not.

Complete Individual Employment Plan

Staff completes an Individual Employment Plan with the student to document employment goals, training interests, barriers, and next steps.

Provide clear enrollment and orientation information

Staff explain program expectations, attendance standards, supports, and required next steps before a student begins participation.

Document eligibility and maintain records

Staff maintains documentation needed to support eligibility and enrollment for each funding stream and completes data entry in required systems in a timely manner. For example, some programs require the right to work, have income eligibility requirements, etc.

Support co-enrollment when appropriate

When a participant's needs align with both ABE and another workforce program, staff coordinate services across programs so the participant receives both educational and employment-related support.

Use student-centered practices

Staff conduct intake and orientation in a respectful, supportive, and accessible manner. Staff help identify barriers related to transportation, childcare, housing, technology, language access, scheduling, or employment, and connect students with available support whenever possible.

Program-Specific Application of the Intake Process

While the basic intake structure is consistent, HAP Academy OIC applies the process differently depending on the student's goals and eligibility.

Adult Basic Education

Students seeking basic skills improvement, GED preparation, English language instruction, digital literacy, college readiness, or transition support complete the online application, are screened for ABE eligibility, complete NRS assessment, identify educational and employment goals, and enroll in ABE services. Orientation emphasizes educational expectations, attendance, progress monitoring, and pathways to employment or postsecondary transition.

WIOA Adult

Adults seeking employment, occupational training, or advancement services may be screened for WIOA Adult eligibility, complete NRS assessment, identify educational and employment goals, and enroll in programming. If they also demonstrate educational need, they may be co-enrolled in ABE. Orientation includes both workforce and educational expectations where applicable.

WIOA Youth

Youth participants may receive academic support, work readiness services, and career planning. If eligible for ABE, they may also be enrolled in ABE academic programming. Orientation includes youth program expectations as well as differences between youth services, ABE, and K–12 when applicable.

Dislocated Worker

Individuals separated from employment may enter through a Dislocated Worker intake pathway. If academic skill-building is needed for retraining or career transition, ABE may be included as part of the participant's plan.

DEED Adult Career Pathways

Students in Adult Career Pathways often require both educational and career-focused services. Intake includes determining training readiness, academic levels, and employment goals. Many of these students are appropriate for ABE co-enrollment, especially when foundational skill development supports success in occupational training. Students must meet income, sex, race, or other eligibility and must complete NRS assessment, identify educational and employment goals prior to enrolling in programming.

Conclusion

HAP Academy OIC's intake and orientation procedures are designed to ensure that each student is assessed, informed, and enrolled in the service or funding stream that best fits the student's needs and goals. The process begins with the online application, followed by eligibility determination, NRS assessment, and completion of an Individual Employment Plan. Students are then enrolled in the appropriate program and oriented to expectations, supports, and next steps.

Because HAP Academy OIC serves students through multiple funding streams—including Adult Basic Education (ABE), WIOA Adult, WIOA Youth, Dislocated Worker, DEED Adult Career Pathways, and various state, county, and foundation grants—its intake procedures are designed to ensure accurate eligibility determination, comprehensive documentation, and coordinated service delivery across programs. Within this structure, Adult Basic Education plays a critical role both as a standalone service and as a co-enrollment opportunity for students who need literacy instruction, English language acquisition, GED or diploma completion, digital literacy, or other foundational academic support to successfully enter and complete a career pathway.