

# Participants

- **Must have 12 contact hours**
- **Must have a valid pretest (ABE/ASE both reading & math)**
- **Reported for NRS/NYRS and NYS contractual deliverables**
- **Count toward performance measures for NRS reporting and NYRS reporting measures**

# Intake:

- **Must be comprehensive and include all potential Barriers to Education/Employment**
- **Maximum permitted is 12 contact hours**
- **All programs must show evidence of time spent with students providing Intake**
- **Intake classes must be evident on the PIF**



# Intake:

- **Discussions surrounding the need to survey our students must begin at Intake**
- **Students must know what is expected of them**
- **Students need to feel they are becoming part of a community**
- **Use the list of suggested topics to include in the Intake Process**



# Intake:

- **Virtual Career Center (JobZone), students must be registered**
- **Once a program assists the student with that registration, the student is then Co-Enrolled in WIOA Title I**
- **Make certain students are made aware of the case management services available, when and by whom?**



# Enrollment:

## Must meet threshold criteria:

- 12 Contact Hours
- Valid Pre-Test
- Expectation is 100% students are pre-tested within the first 12 contact hours
- Program Evaluations disaggregated by funding source are used to assess enrollment versus contracted targets





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ADULT CAREER AND CONTINUING EDUCATION SERVICES  
ADULT EDUCATION PROGRAMS AND POLICY  
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## **Student Intake Activities**

The Adult Education Programs and Policy (AEPP) office recommends the following intake activities for all funded programs:

1. Providing the American Disabilities Act disclosure and securing acknowledgement from the student, as well as making the student aware of your organization's policies and supportive services for students with learning disabilities.
2. Developing an EEP (Employment and Education Plan) tailored to the student's needs and goals.
3. Providing an explanation of how the student's adult education program is funded. Although adult education services are provided at no cost to the students, federal and state resources fund the cost of services. Providing an opportunity for students to learn about civics, state/federal government, and its role within society.
4. Explaining Fast Track opportunities, sharing state data that shows how adults need support to pass the four GED subtests, and outlining Fast Track opportunities offered by your organization.
5. Introducing New York's four pathways to High School Equivalency (HSE):
  - a. Passing the GED test.
  - b. Using the Attachment R to obtain credit from Regents tests passed by the student.
  - c. Participating in the National External Diploma Program (NEDP).
  - d. Obtaining twenty-four (24) college credits from a college located within the US.
6. Explaining how obtaining a High School Equivalency diploma is both possible and realistic for the student to achieve. What benefits can an HSE diploma provide to the student that they do not already have? How commonly are HSE diplomas issued nationwide, statewide, and at your organization? Provide statistics that the student can use for context.



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7. Introducing the student to the JobZone website and registering them.
8. Providing a Student Contract and Attendance Agreement and securing acknowledgement/signatures from the student.
9. Outlining resources available through case management, such as community referrals.
10. Providing a schedule or “menu” of available classes to the student, as well as an outline of programming offered by your organization that differs from traditional classroom instruction (such as vocational training).
11. Providing the student with a “Meet the Staff” document that includes pictures and short bios of each staff member, including teachers and case managers.
12. Explaining distance education and hybrid education options and expectations, if offered by your organization.
13. Recruiting ambassadors from your existing student population to greet and guide the new student, especially if your organization serves a population that speaks a language other than English natively.
14. Developing plans for following up after the students exits the program, such as how the student can be contacted and how the student can update your organization on their post-exit progress. Explain why follow-up is important.
15. The maximum number of contact hours permitted for this comprehensive intake process is twelve (12). Programs must maintain and update detailed records of how the intake time is spent.



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16. Any amount of time spent with students in the delivery of intake services, should be entered into the AEPP's MIS system, ASISTS, as an intake class.