

## Billings School District 2

### INSTRUCTION

#### Board Procedure on Adult Education Objectives, Admission and Retention

Adult Education falls under the authority of the Billings School District and Board of Trustees. Funding is derived from federal, state, and local sources. Programs that receive federal funds from the Work Force Investment Act of 1998 are therefore subject to guidelines set at the national and state level.

#### US Department of Education

The Division of Adult Education and Literacy (DAEL) promotes programs that help American adults get the basic skills they need to be productive workers, family members, and citizens. The major areas of support are Adult Basic Education, Adult Secondary Education, and English Language Acquisition. These programs emphasize basic skills such as reading, writing, math, English language competency, and problem-solving.

#### Montana ABLE Mission Statement

*Believing that every person has purpose, value, and potential, Montana Adult Basic and Literacy Education (ABLE) provides free instruction to adults and out-of-school youth to improve their basic skills, attain the GED, transition to post-secondary education, and/or improve employment status.*

#### Billings Academic Center Mission Statement

*The Adult Learning Center equips adult learners with skills that will maximize opportunities for them to qualify for post-secondary education, job training, advanced employment, or to successfully pass the high school equivalency test.*

#### Billings Academic Center Program Objectives:

##### Objective 1:

During orientation and registration, provide guidance to adult learners in setting attainable goals within a specific time frame.

##### Objective 2:

With high quality instruction in basic, technological, and motivational skills, prepare adult learners for the GED, entry into the workforce, or acceptance into post-secondary institutions.

Objective 3:

Continually assess performance measures in specific academic areas to determine progress.

Objective 4:

Monitor adult learners' educational goals to determine whether goals are being met in a reasonable time frame.

Objective 5:

Prepare adult learners to become independent and responsible in their pursuit of lifelong learning.

Admissions, Attendance and Retention

Students seeking admission to the Billings Academic Center are required to take a placement test and demonstrate language arts and/or math skills at the high school level, or be provisionally admitted and enrolled.

1. The purpose of the Academic Center admissions procedure is to define how students are placed in adult basic education classes based on test scores as measured by the TABE (Test of Adult Basic Education) before enrolling.
2. The following is the placement of Adult Center applicants based on language arts and/or math level.

Grade Level Placement Recommendation

- A. 9.0 - 12+ The applicant is eligible for admission to the Academic Center.
- B. 4.0 - 8.9 The applicant is eligible for provisional admission to the Academic Center.
- C. 0.0 - 3.9 The applicant may be referred to the Counseling Department for further evaluation to determine appropriate placement or referral to another agency. Examples of applicants whose needs are not best served effectively on campus include those defined as cognitively delayed, emotionally disturbed or severely emotionally disturbed or with debilitating traumatic brain injury.
- D. ESL students: Based on performance on Best +, placement of ESL students may include exclusive enrollment in ESL class or taking one ESL class and one core class.

3. Students with provisional admission in language arts and/or math may enroll with the expectation of academic progress. Those not making progress will be excused from the Academic Center. Students with provisional admission who have not made progress may petition the Executive Director of Adult Education or his designees for re-admission to the Academic Center. The petition should include extenuating circumstances which have interfered with successful completion.
4. There is a correlation between attendance and success in school. While there is not an attendance policy similar to any of the high schools, the Academic Center must be sensitive to those students inquiring about attending. Therefore the Academic Center reserves the right to discharge an enrolled student who is sporadic in attendance or does not attend for extended periods of time. A discharged student may re-apply for admission when he or she can insure regular attendance.
5. Given the variety of programs and ages of students served at Lincoln Center, background checks may be conducted and adult learners seeking placement in the Adult Education program who possess criminal backgrounds may be denied admission due to but not limited to violent and/or sex offenses, drug related offenses, disorderly conduct.
6. Students who are admitted to Adult Education program whose behavior is not consistent with the mission statement and objectives of the program may lead to dismissal from the program.

Cross References:

Policy 2250 Community and Adult Education

Legal References:

20-7-703, MCA Trustees policies for adult education  
Workforce Invest Act of 1998; Public Law 105-220

Procedure History:

Issued by Superintendent On: June 3<sup>rd</sup>, 2013  
Presented to Board On: June 17<sup>th</sup>, 2013  
Revised On: