

STUDENT REGISTRATION FORM

SFY 2005 (2004 - 2005)

Date form is completed: _____

Social Security #: _____ - _____ - _____

GED Application #: _____ - _____ - _____

For office use only: Data entry date: _____

Site: _____ ABL staff: _____

Name: _____
Last
First
M.I.
Maiden or other former name

Address: _____ Apt.#: _____ Telephone: Home: (_____) _____ - _____

City: _____ State: _____ Zip: _____ County: _____ Work: (_____) _____ - _____

Age: _____ Date of Birth: _____ Place of Birth: _____
Month
Day
Year
City
State
Country

Emergency information: Contact person: _____ Phone: _____ Allergies or conditions we should know about: _____

Fill in the correct circle for each question.

1. Gender: Male Female
2. Ethnic background: **MARK ONLY ONE.**
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Hispanic or Latino
 - Native Hawaiian or Other Pacific Islander
 - White
3. Are you a U.S. citizen? Yes No
 If no, do you have an F-1 Visa? Yes No
4. Are you a U.S. veteran? Yes No
5. Are you registered to vote? Yes No
6. Do you need special accommodations for a learning, ADD, ADHD, or physical disability?
 Yes No
7. Do you have:
 - a driver's license? Yes No
 - a library card? Yes No
 - reliable transportation? Yes No
 - reliable child care? Yes No N/A
8. Did you pass the Ohio 9th grade proficiency test?
 - Yes, all of the sections
 - Some of the sections. Specify _____
 - No _____
 - N/A _____
9. Number of children under 18 living in your home: _____
10. Are you a single custodial parent? Yes No
11. Do you receive public assistance? Yes No
 If yes, mark all types that apply:
 - TANF
 - Food stamps only
 - Subsidized housing
 - Medicaid #: _____
 - Other (Specify: _____)
12. Employment Status: **MARK ONLY ONE.**
 - Employed, full-time
 - Employed, part-time
 - Not employed, but looking for a job
 - Not employed, not looking for a job
 - Retired
13. What is your primary goal for coming to this program? **MARK ONLY ONE.**
 - To improve basic skills
 - To improve English language skills (ESOL)
 - To obtain a job
 - To retain current job
 - To earn GED or secondary school diploma
 - To enter postsecondary education or training
14. **(Optional)** What is your secondary goal for coming to this program? **MARK ONLY ONE.**
 - To improve basic skills
 - To improve English language skills (ESOL)
 - To obtain a job
 - To retain current job
 - To earn GED or secondary school diploma
 - To enter postsecondary education or training
 - To decrease public assistance received
 - To obtain citizenship skills
 - To register to vote or to vote for the first time
 - Other (Specify: _____)
15. Family Literacy goals
 (for students in Family Literacy programs only)
 - To increase involvement in children's education
(relates to school activities)
 - To increase involvement in children's literacy-related activities

A. General
(Required of all students)

16. Education:
Last full grade completed: _____
MARK ALL THAT APPLY.

- High school/GED graduate or equivalent in country of origin
- Attended college/university/trade school
- Graduated from college/university/trade school
- Other (Specify: _____)
- Name and location of last school attended: _____

17. How did you find out about this program?
MARK ALL THAT APPLY.

- Employer
- Family member
- Friend
- I attended before
- Newspaper ad
- GED on TV Estimated _____ hours viewed
- Television/Radio ad
- Brochure/Flyer
- Department of Job and Family Services
- One-Stop System
- Other (Specify: _____)

B. Workplace
(Required of Workplace Literacy students)

18. Employer: _____

19. Dept/area: _____ Shift: _____

20. In what field is your current job?

- Business
- Education
- Farming
- Manufacturing/trade
- Retail/sales
- Service
- Other (Specify: _____)

21. Present skills/experience:

- Clerical (data entry, cash register, secretarial, etc.)
- Computer
- Manual (bricklayer, carpenter, heavy equipment operator, etc.)
- Retail (cashier, stocker, sales clerk, etc.)
- Service (health care, child care, etc.)
- Technical (TV, HVAC, auto, etc.)
- Other (Specify: _____)

C. English for Speakers of Other Languages (ESOL)
(Required of ESOL students)

22. Date when you entered the country: _____

23. Do you plan to stay in the US permanently?
 Yes No How long? _____

24. What is your native language?

25. What languages do you speak?

26. Have you studied English before?
 Yes How long? _____ No

27. Are you here to improve:

- speaking
- writing
- reading
- listening
- knowledge of American culture

28. Are you here to prepare for the U.S. Citizenship Test? Yes No

STAFF USE ONLY FOR INITIAL PLACEMENT RESULTS

<p>MARK ALL THAT APPLY. **</p> <p>Student status</p> <ul style="list-style-type: none"> <li style="width: 50%;"><input type="radio"/> Disabled <li style="width: 50%;"><input type="radio"/> Rural* resident <li style="width: 50%;"><input type="radio"/> Displaced homemaker <li style="width: 50%;"><input type="radio"/> Dislocated worker <li style="width: 50%;"><input type="radio"/> Migrant farm worker <li style="width: 50%;"><input type="radio"/> Homeless <p>Type of program where student is placed (if applicable)</p> <ul style="list-style-type: none"> <li style="width: 50%;"><input type="radio"/> Workplace Literacy <li style="width: 50%;"><input type="radio"/> Family Literacy <li style="width: 50%;"><input type="radio"/> Institutionalized settings <li style="width: 50%;"><input type="radio"/> Corrections facility <li style="width: 50%;"><input type="radio"/> Jail <li style="width: 50%;"><input type="radio"/> Community corrections <li style="width: 50%;"><input type="radio"/> Homeless program <li style="width: 50%;"><input type="radio"/> EL/Civics <li style="width: 50%;"><input type="radio"/> Distance education <p><small>*Defined by NRS as places of less than 2,500 inhabitants and outside urbanized areas **See definitions in the O-PAS manual for clarification of categories</small></p>	<p>Student signed FY 2005 ABE Release of Information Form? <input type="radio"/> Yes <input type="radio"/> No</p> <p>PLACEMENT LEVEL</p> <p>Mark the ABE level:</p> <table style="width: 100%;"> <tr> <td><input type="radio"/> Beginning ABE Literacy (0 - 1.9)</td> <td><input type="radio"/> Beginning Basic Education (2.0 - 3.9)</td> <td><input type="radio"/> Low Intermediate (4.0 - 5.9)</td> </tr> <tr> <td><input type="radio"/> High Intermediate (6.0 - 8.9)</td> <td><input type="radio"/> Low Adult Secondary (9.0 - 10.9)</td> <td><input type="radio"/> High Adult Secondary (11.0 - 12.9)</td> </tr> </table> <p>Mark the ESOL level: (S/L=Speaking/Listening, R/W=Reading/Writing)</p> <table style="width: 100%;"> <tr> <td><input type="radio"/> Beginning ESOL Literacy (0-1 S/L or 0-1 R/W)</td> <td><input type="radio"/> Beginning ESOL (2-3 S/L or 2-4 R/W)</td> <td><input type="radio"/> Low Intermediate (4 S/L or 5 R/W)</td> </tr> <tr> <td><input type="radio"/> High Intermediate (5 S/L or 6 R/W)</td> <td><input type="radio"/> Low Advanced (6 S/L or 7 R/W)</td> <td><input type="radio"/> High Advanced (7 S/L or 8 R/W)</td> </tr> </table>	<input type="radio"/> Beginning ABE Literacy (0 - 1.9)	<input type="radio"/> Beginning Basic Education (2.0 - 3.9)	<input type="radio"/> Low Intermediate (4.0 - 5.9)	<input type="radio"/> High Intermediate (6.0 - 8.9)	<input type="radio"/> Low Adult Secondary (9.0 - 10.9)	<input type="radio"/> High Adult Secondary (11.0 - 12.9)	<input type="radio"/> Beginning ESOL Literacy (0-1 S/L or 0-1 R/W)	<input type="radio"/> Beginning ESOL (2-3 S/L or 2-4 R/W)	<input type="radio"/> Low Intermediate (4 S/L or 5 R/W)	<input type="radio"/> High Intermediate (5 S/L or 6 R/W)	<input type="radio"/> Low Advanced (6 S/L or 7 R/W)	<input type="radio"/> High Advanced (7 S/L or 8 R/W)
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