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STUDENT PROFILE FORM

Montana Adult Basic and Literacy Education

Site Name: _____ **Program Year:** _____
Satellite Site: _____ Enrollment Date: __/__/__

Student Name: _____
First Last MI Age (at enrollment)

Street Address or PO Box: _____

City: _____ **State:** _____ **Zip Code:** _____

Social Security Number: _____ **SSN Waiver:** _____

Date of Birth: _____ **Live in Rural Area:** Yes No

Gender: Female Male **Student E-mail Address:** _____

Telephone: _____ Home _____ Cell _____
Work _____ Other _____

Primary Instructor: _____

Ethnicity: Are you Hispanic/Latino? (choose only one)

- No, not Hispanic/Latino
 Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)

The above question is about ethnicity, not race. ***No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.***

What is your race? (choose one or more)

- Asian.** (A person having origins in any of the peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)
 Black or African American. (A person having origins in any of the Black racial groups of Africa.)
 Native Hawaiian or Other Pacific Islander. (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)
 White. (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)
 American Indian or Alaska Native. (A person having origins in any of the original peoples of North and South America, including Central America, and who maintains a tribal affiliation or community attachment.)

Affiliation: Enrolled Not Enrolled

- Tribe:**
- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Assiniboine | <input type="checkbox"/> Gros Ventre |
| <input type="checkbox"/> Blackfoot | <input type="checkbox"/> CSKT |
| <input type="checkbox"/> Chippewa | <input type="checkbox"/> Little Shell |
| <input type="checkbox"/> Cree | <input type="checkbox"/> Northern Cheyenne |
| <input type="checkbox"/> Crow | <input type="checkbox"/> Sioux |
| <input type="checkbox"/> Other | |

Last Grade Completed: ___ Last School Attended Name/City/State: _____

Is the student a single parent with dependent(s) under the age of 18? Yes No

If yes, number of children under 18: _____

Disability: Yes No Not Sure

If the student has a disability, check all that apply:

- | | |
|---|---|
| <input type="checkbox"/> Blindness or vision impairment | <input type="checkbox"/> Hearing loss or impairment |
| <input type="checkbox"/> Learning disability | <input type="checkbox"/> Epilepsy |
| <input type="checkbox"/> Physical impairment | <input type="checkbox"/> ADD/ADHD |
| <input type="checkbox"/> Mental illness (depression, anxiety, mood) | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Disorder (personality disorder) | <input type="checkbox"/> Psychosocial (behavior, coping or relationship difficulty) |
| <input type="checkbox"/> Other (please explain) _____ | |
- _____
- _____

Employment Status: Employed Unemployed Not in the labor force

Labor Force Status Definitions:

Employed-Learners who work as paid employees, work at their own business or farm, or who work 15 hours or more per week as unpaid workers at a farm or business operated by a member of their family. Also included are learners who are not currently working but who have jobs or businesses from which they are temporarily absent.

Unemployed-Learners who are not working but are seeking employment, make specific efforts to find a job, and are available for work.

Not in the Labor Force-Learners who are not employed and are not seeking employment.

Once students have communicated their labor force status, their goals should be selected according to the following guidelines:

- Unemployed students should have the goal of gain employment if they are jobless, looking for a job, and available for work.
- Not in the labor force students not looking for work or available for work should have the goal of obtain a GED or enter postsecondary when applicable.
- Employed students should have the goal of retain employment.
- When applicable, students should have two-core follow-up goals.

- Remind students that education gain is a core outcome, not a follow-up goal.

Housing Status:

- Confined to an Adult Correction Facility (not able to leave facility)
- Confined to a Youth Correction Facility (not able to leave facility)
- Living in a Community Correctional Facility (able to leave facility)
- Resident of a Mental Health Facility
- Resident of a Community Group Home
- Resident of a Subsidized Housing Program
- Living with friends/family
- Own, rent or are purchasing residence
- Homeless

Emergency Contact: Name _____ Phone _____

Street Address or PO Box: _____

City: _____ State: _____ Zip Code: _____

How did you hear about the ABE?

- Employer
- Friend or family member
- Newspaper or magazine ad
- Pamphlet or brochure
- Referral by agency/program or institution
- Former student
- High school or college student
- Other
- Radio or tv advertisement
- Self referral
- Other Reference _____

Referral Agency Type

- Educational Institution
- Governmental Agency/Program
- Private Business
- Corrections
- Other

Referral Agency Name _____

Agency Contact _____

Reason for Referral:

- Assessment only
- Enrollment in ABE

Program Classification: (check all that apply)

- Even Start
- Foster child payment
- Fuel assistance
- Homeless
- Housing assistance
- Medical assistance
- Refugee assistance
- SSDI or other disability
- BIA Public Assistance
- SSI only
- TANF Tribal TANF
- Tribal new
- Unemployment benefits
- Vocational rehabilitation
- WIA
- WIC
- Workers compensation
- Food Stamps

Choose one or two of the following educational advancements:

- Enter employment*
- Enter post secondary education or training*
- Receipt of GED*
- Retain employment*
- Achieve citizenship skills
- General involvement in community activities
- Improve math skills
- Improve reading skills
- Improve English language skills
- Involvement in children's education
- Involvement in children's literacy-related activities
- Meet work-based project learner goal
- Reduction in receipt of public assistance
- Voting behavior

What other areas do you need help in? (Check all that apply)

- Getting a drivers license
- Career planning
- Counseling
- Parenting
- Resume writing
- Study skills
- Job interviewing
- Self esteem
- Other _____