**Scenario: #1**

**Name:** Maria Gonzalez  
**Age:** 32  
**Background:** Maria is originally from Mexico and immigrated to Adams County, Wisconsin five years ago. She has been working as a cashier at a local grocery store but dreams of advancing her career and providing a better future for her two young children.

**Challenges:**

* Maria struggles with English, particularly in reading and writing.
* She did not complete high school in Mexico and lacks a formal diploma.
* Balancing work and family responsibilities leaves her with limited time for education.

**Eligibility for AEFLA Services:**  
Maria is eligible for AEFLA services because she meets several criteria:

1. **English Language Learner:** Maria needs to improve her reading and writing skills in English.
2. **High School Degree:** She seeks to attain a secondary school diploma and transition to postsecondary education and training.
3. **Family Functions:** As a parent, Maria wants to obtain foundational education and skills necessary to support her children's educational development.

**AEFLA Services Provided:**

* **English Language Classes:** Maria enrolls in evening classes to improve her English skills.
* **GED Preparation:** She joins a program that helps her prepare for the GED exam.
* **Workforce Preparation:** Maria participates in workshops that teach job readiness skills, such as resume writing and interview techniques.
* **Family Literacy Programs:** She attends sessions that focus on helping parents support their children's learning at home.

**Outcome:**  
Maria passes her GED exam and gains confidence in her English abilities. She applies for a better-paying job with more opportunities for advancement. Her children benefit from her improved literacy skills, as she can now help them with their homework and engage more actively in their education.

**Scenario: #2**

**Name:** Weijia Li   
**Age:** 45  
**Background:** Weijia works at a plastic production facility in Oshkosh, Wisconsin. He has been employed at the same company for over 20 years. Weijia has always been a hard worker but feels limited by his lack of formal education. He dropped out of high school to support his family and never had the chance to return to school.

**Challenges:**

* Weijia struggles with basic literacy and numeracy skills.
* He feels embarrassed about his educational background and is hesitant to seek help. He has been separated from the education system for some time and is nervous about enrolling.
* His job requires him to learn new technologies, which he finds challenging.

**Eligibility for AEFLA Services:**  
Weijia is eligible for AEFLA services because he meets several criteria:

1. **Adult Basic Education:** Weijia needs to improve his reading, writing, and math skills to enhance his job performance and opportunities.
2. **High School Equivalency:** Weijia wants to earn a high school diploma to open up more career opportunities.

**AEFLA Services Provided:**

* **Adult Basic Education Classes:** Weijia enrolls in hybrid classes to improve his literacy and numeracy skills.
* **GED Preparation:** He joins a program that helps him prepare for the GED exam.
* **Workforce Preparation:** Weijia participates in instruction that teaches him how to use new technologies relevant to his job, explore careers, support interpersonal skill building, and strategies for college and employment success.

**Outcome:**  
After a year of dedicated effort, Weijia passes his GED exam and gains confidence in his literacy and numeracy skills. He learns to use the new technologies required at his job and receives a promotion. Weijia’s improved skills also boost his self-esteem, and he feels more empowered to pursue further education and career advancement.

**Scenario: #3**

**Name:** Ahmed Khan  
**Age:** 28  
**Background:** Operation Allies Welcome brought Ahmed from Afghanistan to La Crosse, Wisconsin. He has a background in mechanical engineering and a mechanical engineering degree from his home county. Ahmed has a limited familiarity with the U.S. job market, is struggling to find employment, and is unsure if U.S. employers will recognize his mechanical engineering experience and education.

**Challenges:**

* Ahmed's lacks confidence in his English-speaking ability.
* He is unfamiliar with the job application process in the U.S.
* He feels isolated and unsure about how to navigate his career path in a new country.

**Eligibility for AEFLA Services:**  
Ahmed is eligible for AEFLA services because he meets several criteria:

1. **English Language Learner:** Ahmed needs to improve his speaking skills in English.
2. **Society Functions:** He seeks to gain the skills necessary for successful transition into employment and college as necessary. Ahmed also wants to understand the U.S. job market and how to navigate the U.S. job market to find a suitable position in mechanical engineering.

**AEFLA Services Provided:**

* **Integrated English Literacy and Civics Education:** Ahmed enrolls in English language courses to improve his speaking ability. He receives instruction on how to tailor his resume and cover letter for U.S. employers. Ahmed also learns job search strategies, interview techniques, networking skills, digital literacy, and interpersonal skills. In addition, he receives instruction on the rights and responsibilities of U.S citizenship and civic participation.

**Outcome:**  
Ahmed's English-speaking skills improve significantly. The college provides Credit for Prior Learning to award college credit for Ahmed’s prior experience in mechanical engineering and is actively supporting referrals for credential evaluation services. Ahmed feels more confident and integrated into his new community.

**Scenario:#4**

**Name:** Sarah Johnson  
**Age:** 38  
**Background:** Sarah has been working as a home health aide for several years. She enjoys her job but wants to advance her career and earn a higher salary. Sarah completed high school but has not pursued further education due to financial constraints, family responsibilities, and does not have the required mathematics placement test results to enter a Registered Nursing program at the local technical college.

**Challenges:**

* Sarah needs to improve her technical skills to qualify for higher-paying positions in the healthcare field. She knows that she will need to advance her mathematics skills to pursue a degree in Registered Nursing.

**Eligibility for AEFLA Services:**  
Sarah is eligible for AEFLA services because she meets several criteria:

1. **Adult Basic Education:** Sarah needs to enhance her numeracy skills to succeed in advanced training.

**AEFLA Services Provided:**

* **Integrated Education and Training (IET):** Sarah participates in a program that combines adult education, workforce preparation, and workforce training contextualized to the healthcare field. The IET program offers courses in advanced healthcare practices, including patient care technology and medical terminology, as well as numeracy skill building to bridge her acceptance into the Registered Nursing program.

**Outcome:**  
After completing the integrated education and training program, Sarah earns college credit in advanced healthcare practice courses. Her improved numeracy skills result in a higher placement exam result and she has been accepted into the Registered Nursing program.

**Scenario: #5**

**Name:** Jason Miller  
**Age:** 17  
**Background:** Jason has struggled academically and is at risk of dropping out of high school.

**Challenges:**

* Jason has poor attendance and is behind in his coursework.
* He lacks motivation and feels disconnected from school.

**Eligibility for AEFLA Services:**  
Jason is eligible for AEFLA services because he meets several criteria:

1. **At Risk:** Jason is at risk of not graduating high school.
2. **High School Equivalency:** He seeks to earn a high school diploma or its equivalent to open up future opportunities.

**AEFLA Services Provided:**

* **High School Equivalency Preparation:** He joins a program at the area technical college that helps him prepare for the GED exam, providing an alternative path to earning his high school diploma.

**Outcome:**  
After several months of dedicated effort, Jason's academic performance improves, and he feels more motivated to succeed. He passes his GED exams after receiving instruction at an area technical college.

**Scenario: #6**

**Name:** Michael Lee  
**Age:** 24  
**Background:** Michael is currently incarcerated in a county jail. He dropped out of high school at age 16 and has been in and out of the criminal justice system since then. Michael wants to turn his life around and sees education as a key to a better future.

**Challenges:**

* Michael has significant gaps in his education and struggles with basic literacy and numeracy skills.
* He feels disconnected from traditional educational settings and lacks confidence in his academic abilities.
* Michael is uncertain about his career options and how to pursue them after his release.

**Eligibility for AEFLA Services:**  
Michael is eligible for AEFLA services because he meets several criteria:

1. **Adult Basic Education:** Michael needs to improve his reading, writing, and math skills to succeed academically.
2. **High School Equivalency:** He seeks to earn a high school diploma or its equivalent to open up future opportunities.
3. **Correctional Consideration:** Michael will be released within the next year.

**AEFLA Services Provided:**

* **Adult Basic Education Classes:** Michael enrolls in classes to improve his literacy and numeracy skills.
* **HSED Preparation:** He joins a program that helps him prepare for the High School Equivalency Diploma exam.
* **Workforce Preparation:** Michael participates in career instruction to explore his interests and set achievable career goals.Instruction also includes financial literacy, interpersonal communication, and critical thinking.

**Outcome:**  
After several months of dedicated effort, Michael receives an HSED and gains confidence in his academic abilities. He develops a clear plan for his future, including pursuing further education and training at a local community-based organization. Michael's improved skills and qualifications increase his chances of securing stable employment upon release, helping him to reintegrate into society and reduce the likelihood of recidivism.