Making It Count

Managing Performance in NYS Literacy Zones
Thanks to the National Reporting System

Primary Goals:

- Improve Basic Literacy Skills
- Improve English Literacy Skills
- Obtain a job
- Retain employment
- Earn GED Certificate
- Earn High School Diploma
- Enter Postsecondary Education
- Enter Training
Thanks to the National Reporting System

*Secondary Goals:*

- Obtain Citizenship Skills
- Reduce or Eliminate Public Assistance
- Get Involved in Community Activities
- Get Involved in Children’s Education
- Get Involved in Children’s Literacy Activities
- Vote or Register to Vote
The Challenge

- How to document the movement of our students through the efforts:

1. Of our Literacy Zone Adult Education Program

2. Of the referrals we make to our partner agencies

3. Of the accomplishments made while served by our partner agencies
1. Of our Literacy Zone Adult Education Program...currently in ASISTS:
Mistakenly Named:
EFF Goals & Outcomes

- Read to children regularly/increased literacy practices in the home
- Communicated with teachers/school staff
- Attended parent/teacher conferences/school-related meetings
- Developed personal and/or family budget
- Used recipes for cooking
- Read a medication bottle
- Described symptoms of an illness
- Wrote to family/friends
- Understood directions for use of household appliances
- Read product label directions and safety warnings
- Compared price or quality to determine the best buys for goods and services
- Identified or used different types of transportation in the community
- Used postal services
- Apply for public assistance
- Apply for unemployment
- Used the telephone and/or telephone book
- Opened a checking/savings account
- Complete loan/credit application
- Write checks
- Filled out insurance forms
- Understand contracts (ex. Lease)
- Located and/or used community agencies or services
- Registered to vote/voted in primary or general election
- Participate in civic organization
- Applied for/received US citizenship/legal immigrant status
- Other community
- Interacted one-to-one completely and/or participated as a member of a team
- Planned nutritious meals for a day
- Read and understood manuals
- Ordered from restaurant and fast food menus

- Implemented an exercise routine
- Demonstrated improved conversational skills in social/work settings
- Read and understood work-related information
- Received a driver’s license
- Understood medical and dental forms
- Increased involvement in civic/community activities
- Understood individual’s legal rights and responsibilities and procedures for obtaining legal advice
- Used library and/or other information services
- Obtained license or certification
- Understood help wanted ads
- Identified learning strengths and used to acquire new information or set up accommodations
- Demonstrated basic computer skills & use of common software program
- Registered children for school according to guidelines
- Read for wrote poems, journal, books, stories, novels
- Conversed with family or friends in English
- Filled out job applications/has language to interview for job
- Counted and used coins for currency
- Volunteered at children’s school
- Helped children with homework
- Wrote from dictation
- Arrived at appointments consistently and on time
- Answered questions about US history/government
- Completed work forms
- Communicated with peers, supervisors, and/or customers
- Selected appropriate housing
- Used appropriate health care facilities and services
- Identified practices that promote mental well being
- Participated in neighborhood watch activities
- Read for religious activities
- Interpreted and paid bills
- Completed US citizenship class
Mock Up View Proposal

Contact Information | Goals/Outcomes & Assessments | Enrollment | History | Availability | LZ Impact Study

Student > Additional Information

Name: John

Student ID: JohnSES03292007

Health Literacy | Financial Literacy | Functional Literacy | Family Outcomes | Community Outcomes

School Relations | Social Service Access | Workforce Readiness | Legal Services | Citizenship
Health Literacy

- Described symptoms of an illness
- Students with a primary care physician
- Participated in Health screening
- Fill out insurance forms and submit
- Plan nutritious meals/implement a daily exercise routine
- Complete medical and dental forms
- Use health care facilities and services
- Seek assistance with mental health
Financial Literacy

- Developed personal and/or family budget
- Opened a checking/savings account
- Write checks to pay for purchases
- Complete loan/credit application
- Counted and used coins for currency
Functional Literacy

- Read and understand directions for household appliances
- Compare prices for goods or services
- Read and understand manuals
- Use library/internet to seek information
- Write journals, poems, stories
- Arrive at appointments on time
Family Literacy

- Write to family/friends
- Converse with family and friends in English
- Seek and select appropriate housing
- Cook and bake from recipes
Community Outcomes

- Read and understand road signs
- Use postal services
- Use of telephone book and telephone
- Join civic organization
- Order food from restaurant or fast food
- Participate in neighborhood watch activities
- Interpret maps/transportation schedules
School Relations

- Communicate with teachers/school staff
- Attend parent/teacher conferences
- Register children for school
- Demonstrate basic computer skills
- Volunteer at children’s school
- Help children with homework
Social Service Access

- Apply for public assistance
- Apply for food stamps
- Apply for heat subsidy
- Identify learning strengths/gaps and apply for assistance
Workforce Readiness

- Apply for unemployment benefits
- Read and understand work related documents
- Read and understand help wanted ads
- Fill out job applications
- Participate in a job interview
- Communicate with coworkers, supervisors, customers
Legal Services

- Seek legal advice when necessary
- Understand individual legal rights
- Obtain a driver’s license
Citizenship

- Receive US Citizenship
- Answer questions about US history/government
Mock Up View Proposal

- Developed personal and/or family budget
- Opened a checking/savings account
- Write checks to pay for purchases
- Complete loan/credit application
- Counted and used coins for currency
The Challenge

- How to document the movement of our students through the efforts:

1. Of our Literacy Zone Adult Education Program

2. Of the referrals we make to our partner agencies

3. Of the accomplishments made while served by our partner agencies
### Already in ASISTS

#### Contact Information

<table>
<thead>
<tr>
<th>Student</th>
<th>Goals/Outcomes &amp; Assessments</th>
<th>Enrollment</th>
<th>History</th>
<th>Availability</th>
<th>Other Information</th>
</tr>
</thead>
</table>

#### Goals/Outcomes & Assessments

<table>
<thead>
<tr>
<th>Name: Edward</th>
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#### Assessment

<table>
<thead>
<tr>
<th>TARC</th>
<th>BEST PLUS</th>
<th>BEST LITERACY</th>
<th>LVA</th>
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<tbody>
<tr>
<td>READ</td>
<td>GED</td>
<td>ESLOA</td>
<td>Other</td>
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</table>

#### Goals & Outcomes

<table>
<thead>
<tr>
<th>Goals &amp; Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Progress Notes</td>
</tr>
</tbody>
</table>

#### Additional Options

- Current Test Records
- Archived Test Records
<table>
<thead>
<tr>
<th>Contact Date</th>
<th>Contact Type</th>
<th>Contact Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/26/2009</td>
<td>Telephone</td>
<td>Received food stamp benefits</td>
</tr>
<tr>
<td>11/1/2009</td>
<td>Telephone</td>
<td>LOA will provide tutoring</td>
</tr>
<tr>
<td>10/3/2009</td>
<td>Message</td>
<td>Applied for unemployment benefits</td>
</tr>
<tr>
<td>11/2/2009</td>
<td>Message</td>
<td>Edward will be out for surgery through</td>
</tr>
<tr>
<td>9/12/2009</td>
<td>Case Manager</td>
<td>Applied for food stamps</td>
</tr>
<tr>
<td>10/30/2009</td>
<td>In Person</td>
<td>Referred to Learning Disabilities Assoc for</td>
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</table>
Print Progress Notes

- Print out Progress Notes
- Control/P or “Print Screen”
- Place in student’s paper file
Another option:

<table>
<thead>
<tr>
<th>Instruction Code</th>
<th>Date Started</th>
</tr>
</thead>
</table>

**Contact Hour Summary**

Select Fiscal Year: 2009

There are currently no records.

**Previous FY Hours**

**FY Hour**

**Recent Contact Hours**

There are currently no records.

**Other Codes/Notes**

Edward is waiting for a seat to take GED
LD application in to SED on 10/22/09