

APPENDIX A
*New York State's Individual Student
Record Form (ISRF) and Instructions*

INSTRUCTIONS FOR THE INDIVIDUAL STUDENT RECORD FORM (ISRF)

This form is used for collecting student information during the intake process. Each data field has a number that can be cross-referenced between these instructions and the Individual Student Record Form

1. **CONTACT INFORMATION:** * † §

FIRST NAME: Enter the student's first name on the line provided. *

LAST NAME: Enter the student's last name on the line provided. *

DOB: Enter the month, day, and year of the student's birth. If necessary, add leading zeros to ensure that the month and day each contain two digits. *For example, September 4, 1972 is coded: 09/04/02.* * † §

ORIGINAL PROGRAM START DATE: Enter the month, day, and year that the student began working with the program. If necessary, add leading zeros to ensure that the month and day each contain two digits. *For example, September 4, 2002 is coded: 09/04/02.* *

ADDRESS: Enter the student's address, including apartment number, city, and state. Individual lines for apartment number, city, state, and zip are provided.

PHONE: Enter the student's area code and phone number on the line provided.

SS #: Enter the student's social security number.

2. **SEX:** †

Check 'M' if the student is male. Check 'F' if the student is female.

3. **RACE/ETHNIC IDENTITY:** †

Record the student's ethnicity by checking the appropriate space.

- A1.** Native American: A person who is a member of or descended from the original peoples of North America. This category describes American Indians.
- A2.** Alaskan Native: A person who is a member of or descended from the original peoples of North America. This category describes Eskimos and Aleuts.
- B1.** Asian: A person who is a member of or descended from any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This category includes, for example, people from China, India, Japan, and Korea.
- B2.** Pacific Islander: A person who is a member of or descended from any of the original peoples of the Pacific Islands.

* Indicates required field for saving record in ALIES

† Indicates required field for NRS Reporting

§ Indicates required field for EPE Reporting

African American or Afro-Caribbean or African (not Latino/a): A person who is a member of or descended from any of the original peoples of the black racial groups of Africa, except for individuals who identify themselves as Latino/a.

- C1.** African American: A person from the United States.
- C2.** Afro-Caribbean: A person from the Caribbean islands.
- C3.** African: A person from Africa.
- D.** Latino/a: A person who is a member of or descended from any of the ethnic groups of Mexico, Puerto Rico, Cuba, Central, or South America regardless of race.
- E1.** White (not Latino/a): A person who is a member of or descended from any of the ethnic groups of Europe, North Africa, or the Middle East.

4. **EMPLOYMENT STATUS:** †

Check the appropriate space based on the student's own description of his/her employment status.

Employed: Adults who did any work at all as paid employees; adults who worked in their own business or profession, or on their own farms; adults who worked 15 or more hours per week as unpaid workers on a farm or in a business operated by a member of the family; and adults who did not work but who had jobs or businesses from which they were temporarily absent.

- A. Employed Full-time: A person working 20 or more hours per week.
- B. Employed Part-time: A person working less than 20 hours per week.

Unemployed: Adults who were not working but were looking for a job and were available for work. This includes persons who were waiting to be called back to a job from which they had been laid off and persons waiting to report to a new job.

- C. Unemployed 1 year or more and available to work: Self-explanatory.
- D. Unemployed less than 1 year and available to work: Self-explanatory.
- E. Not available for employment: Unemployed adults will not or cannot return to the workforce.

5. **FUNDING SOURCE:** §

Enter the funding source(s) for the student on the line provided. *Note: The funding sources available come from the list you documented on the Agency Information Form.*

† Indicates required field for NRS Reporting

§ Indicates required field for EPE Reporting

6. PUBLIC ASSISTANCE:

If the student is not receiving public assistance check, "Not Receiving Public Assistance." If the student is receiving financial assistance from federal, state, and/or local public programs, enter the student's case number and check the appropriate option from one of the following:

CODE	PUBLIC ASSISTANCE
NA	Not Receiving Public Assistance
A	TANF
B	Food Stamps
C	Refugee Cash Assistance
D	Old-age assistance
E	Safety Net
F	Aid to the Blind or Totally Disabled
O	Other, specify _____
S	SSI
<i>Case Number</i> _____	

7. NATIONALITY:

COUNTRY OF BIRTH: Enter the student's country of birth.

DATE OF U.S. SETTLEMENT: Enter the date of the student's arrival in the United States. If necessary, add leading zeros to ensure that the dates contain two digits. *For example, May is coded: 05.*

IMMIGRANT: An immigrant is anyone who was born outside of the United States and its territories (including Puerto Rico and the U.S. territories of American Samoa, Guam, and the Virgin Islands). This includes any refugee admitted (paroled) into this country or any alien except one who is exempt under the provisions of the Immigration and Nationality Act, as amended. Check the "Yes" or the "No" box as this item applies to this student.

REFUGEE: A refugee is an individual who has fled a foreign country or power in order to escape danger or persecution. Check the "Yes" or the "No" box as this item applies to this student.

8. SCHOOL-AGED CHILDREN:

PARENT/GUARDIAN: Is the student the parent, guardian, or primary caretaker of a school-aged child or children? Check the "Yes" or "No" box as it applies to this student and continue with the next section of this item.

SINGLE PARENT: One who is unmarried, separated, divorced, or widowed and has a minor child or children for whom the parent has either custody or joint custody. Check the "Yes" or "No" box as it applies to this student and continue with the next section of this item.

If the answers to either of the above questions in #8 are "Yes," enter the number of children in each school level: preschool, elementary, junior high school, and high school. Note that the preschool category includes **all** children from infancy through kindergarten.

9. HIGHEST GRADE COMPLETED:

Enter the highest grade completed by this student. Add leading zeros if the student completed fewer than ten grades. If the student has completed high school, enter a "12." The highest number that can now be entered is "20" (Graduate School). Note: there are two options "In US" or "In Other Countries." and they are not mutually exclusive. For example, a student from Cuba could have completed six grades in their native country and an additional six grades in the U.S.

10. POPULATION CATEGORIES: §

Check all items that apply to this student based on the information the student chose to share during the intake process.

Definitions:

- A. **HOMELESS:** Adults lacking a fixed, regular, and adequate nighttime residence or adults having a primary nighttime residence that is: (1) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); (2) an institution that provides a temporary residence for individuals intended to be institutionalized; or (3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. The term "homeless adult" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a state law.
- B. **IN CORRECTIONAL FACILITY:** Adults who are inmates in any prison, jail reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or any other similar federal, state, or local institution designed for the confinement or rehabilitation of criminal offenders.
- C. **OTHER INSTITUTIONALIZED:** Adults who are patients or residents of a medical or special institution—for example, a halfway house.
- D. **HIGH SCHOOL GRADUATE OR EQUIVALENT:** Adults who have received a regular high school diploma or an equivalency diploma (GED), whether from U.S. schools or from those of another country. §
- E. **DISPLACED HOMEMAKER:** Homemakers re-entering the workforce.
- F. **HEAD OF HOUSEHOLD:** Adults who have the primary responsibility for the care of the family.
- G. **DISABLED:** Adults with any type of physical or mental disability that substantially impairs or restricts one or more major life activities, including walking, seeing, hearing, speaking, working, and/or learning. This definition includes adults who are alcohol or drug abusers, mentally retarded, hearing impaired, adults with exceptional learning disabilities, and other health impairments. (Specification of disability is optional and may be described on reverse side of form.)

§ Indicates required field for EPE Reporting

- H. **ENROLLED IN OTHER EDUCATION/TRAINING:** Adults who are currently enrolled in a vocational, occupational training, or an academic program other than the adult literacy program reported on this form.
- I. **VETERAN:** Adults who have served on active duty in the Armed Forces of the United States for at least 180 days and have been discharged under other than dishonorable circumstances.
- J. **DISLOCATED WORKER:** Students who have been:
- Laid off or have received a layoff notice as a result of a plant/business closing or large lay off.
 - Laid off and are eligible for, or have exhausted Unemployment Insurance benefits. Limited to persons who were employed in occupations not in demand.
 - Long term unemployed (15 weeks or longer). Limited to persons who were employed in occupations not in demand.
- K. **EMPLOYED AT 200% POVERTY LINE:** Students who are employed and whose family income does not exceed 200% of the federal poverty level. Annual and monthly poverty standards are outlined below.

**200% of Poverty Income Standard
TANF Program Year June 1, 2004 through May 31, 2005**

Family Size	Annual Income	Monthly Income
1	\$18,620	\$1,552
2	\$24,980	\$2,082
3	\$31,340	\$2,612
4	\$37,700	\$3,142
5	\$44,060	\$3,672
6	\$50,420	\$4,202
7	\$56,780	\$4,732
8	\$63,140	\$5,262

Please check the Department of Labor website for the most recent data.

http://www.labor.state.ny.us/business_ny/welfare_to_work/wtw/2004new200standards.htm

- L. **RURAL AREA RESIDENT:** Student's living area population is less than 2500 and is not near a city with a population of greater than 50,000.
- M. **LOW INCOME:** Student's family income is no more than 70% of federal income standard.
- N. **LEARNING DISABLED:** Student has physical, mental, or learning disability restricting life activity.
- O. **IN COMMUNITY CORRECTIONAL FACILITY:** Student participates in a voluntary recovery or correctional program; e.g., a community based support group for substance abuse.

11. REFERRAL SOURCE:

Enter a check in the box designating the student's referral source for this program. If other, please specify.

CODE	REFERRAL SOURCE	CODE	REFERRAL SOURCE
A	Another Student	L	Library
B	TV	M	Phonebook
C	Newspaper	N	Web Site
D	Friend or Relative	O	Other Literacy Organization
E	Social Service Agency	P	Returning Student
F	Education Program	Q	Literacy Hotline
G	Training Program	R	Workers Union
H	Recruitment Poster/Flyer	S	Employer
I	GED Program	W	Walk In
J	One-Stop (Workforce Investment	X	Other, specify _____
K	Radio	Y	Church

12. SHORT TERM STUDENT GOALS: †

Record the student's short-term goals at the time of enrollment. A short-term goal is defined as a goal that the student expects to accomplish by the end of the fiscal year or by the time the student exits the program, whichever is earlier. Note: It is the program's responsibility to assist students with and follow up on the short-term goals. Place a check next to the goals chosen by the student from the following. A student may choose up to two short-term goals in addition to "Improve Basic Literacy and English Literacy Skills." A student may choose as many "other" goals as desired.

1. Improve Basic Literacy Skills: Improve ability in reading, writing, and math skills.
2. Improve English Literacy Skills: Improve ability to converse, read, and write in English.

NOTE: The National Reporting System assumes that all students have the goal of "Educational Gain," which includes "Improve Basic Literacy Skills" and "Improve English Literacy Skills," regardless of whether these boxes are checked.

3. Obtain a Job: Self-explanatory.
4. Retain Current Job: Self-explanatory.
5. Improve Current Job: Receive a raise in pay, promotion to a better position, or increase in number of hours employed per week.
6. Earn GED Certificate: Self-explanatory.

† Indicates required field for NRS Reporting

7. Earn a Secondary School Diploma: Obtain a diploma, or state recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).
8. Enter Postsecondary Education: Enter a postsecondary educational program that does not duplicate other services or training received.
9. Enter Training: Enter an occupational skills training program that does not duplicate other services or training received.

NOTE: All additional goals must be achievable within the program year or at the time of program exit and must be documented through follow-up survey or data match.

OTHER STUDENT GOALS:

1. Obtain Citizenship Skills
2. Reduce Public Assistance
3. Get Involved in Community Activities
4. Get Involved in Children's Education
5. Get Involved in Children's Literacy Activities
6. Other: _____

13. PRETEST INFORMATION: † §

Enter all available pretest information. Pretests must be administered to all entering students who do not have recent test data (i.e., within the past six months). Every student must have at least one pretest.

NOTE: Pretest Information is entered on the "Goals/Outcomes" and "Assessment" tab of the Student Information screen in ALIES.

† Indicates required field for NRS Reporting
 § Indicates required field for EPE Reporting

The Individual Student Record Form (ISRF) has space for up to seven pretest results. The most commonly used—and required—tests include the NYS Place Test (NY) and Best Plus (BESTP) for ESL students, the TABE Reading (TR) Test for BE students, and the TABE Math (TM) Test for Math students. Other tests include the READ test (RI) for lowest level literacy learners, and the ESLOA (ES) for Volunteer programs.

For each test, document the following:

- **TEST NAME:** Enter the name of the test. There is space for two-letter codes, as follows

CODE	TEST NAME
TR	Tests of Adult Basic Education (TABE) Reading
TM	Tests of Adult Basic Education (TABE) Math
TRGE	TABE Reading Grade Equivalent
TMGE	TABE Math Grade Equivalent
NY	New York State (NYS) Place Test
ES	The English as a Second Language Oral Assessment (ESLOA)
BESTP	Basic English Skills Test (Plus)
RI	Reading Evaluation Adult Diagnosis (READ)

- **LEVEL:** Enter the letter or number assigned by the test publisher that identifies the level used (if more than one character, enter only the first character; if none given, enter a zero).
- **FORM:** Enter the letter or number assigned by the publisher that identifies the form used (if more than one character, enter only the first character; if none given, enter a zero).
- **TEST DATE:** Enter the month, day and year when the test was administered, with leading zeros when necessary. *For example, July 6, 2003 is coded as: 07/06/03.*
- **SUBSCORE** (when applicable): Enter **raw scores** (i.e., the number correct) for each subtest with pretest data. If only one subtest was given, leave the other sub scores blank. The sub scores **must** be entered in the format indicated below.

For **Reading**, report the “reading” sub score (only one) in the first sub score column.

For **Math**, report the “computation” sub score in the first sub score column and “applied” sub score in the second column.

For **ESL**, enter no information in the sub score columns. Report only the ESLOA or NYS Place test score in the “Total” column

- **GRADE EQUIVALENT SCORE (GE):** For Authentic Assessments, the Informal Reading Inventory, and where only the grade equivalent is available, enter the grade equivalent. This includes the TABE: select test type TRGE or TMGE and enter the grade equivalent. Otherwise for the TABE, grade equivalents are calculated by ALIES and are based on the sub scores.

Example: Student A was pre-tested in reading using the TABE 7/8, Level L, and Form 7. The test was given on July 6, 2004. Student A scored a grade equivalent 1.2. Student A’s pretest is coded as:

TRGE-L -7 07/06/04 1.2

- **TOTAL:** For the Best Plus, ESLOA, and other applicable tests, enter the total score for the test. For the TABE, totals are calculated by ALIES and are based on the raw scores or the Grade Equivalent.

Example: Student B was pre-tested on the Best Plus using form B on July 7, 2004. Student B received a total score of 250. Student B's pretest is coded as:

BESTP-0-B 07/07/04 250

14. **INITIAL CLASSES:** †

Please list the class codes for all of the instructional offerings in which the student is enrolling and the date of enrollment.

NOTE: Initial Classes are entered on the "Enrollment" tab of the Student Information screen or the Instructional Activity screen in ALIES.

FORM COMPLETED BY (Signature and Date): The staff person who filled out the form is to sign the form at the bottom, and indicate the date it was completed.

† Indicates required field for NRS Reporting