



TUTOR ORIENTATION PACKET

Last Updated March 2024

Hello and welcome to Adult Literacy Ohio! We are so pleased to welcome you as a tutor on our platform. The following guide is intended to provide an overview of the program, equip you with information relevant to adult learners with developmental disabilities, and serve as a place where you can easily reference system navigation guides, program policies, and information about payroll and resources. This packet is dynamic and will evolve as we grow the program.

CHAPTER ONE – ADULT LITERACY PROGRAM OVERVIEW

- Program History & General Information
- Tutor FAQ
- Suggested Interview Questions
- Program Policies
- All About GOALS
- Notes: Tips for Success

CHAPTER TWO – DAYSMART GUIDES & PAYROLL INFORMATION

- DaySmart Visual Guide for Tutors
- 1099 Contractor Information
- Payroll Calendar for 2024

CHAPTER THREE – SUPPORTING YOU! & RESOURCES

- Welcome Letter
- Resources Document (link to Facebook Page for additional support)
- Pictures and Testimonials
- Program Contact Information

CHAPTER ONE

- Program History & General Information
- Tutor FAQ
- Suggested Interview Questions
- Program Policies
- All About GOALS
- Notes: Tips for Success



OUR WHY: Low literacy impacts the ability to navigate schools, workplaces, and communities. By equipping our adults with the resources and support to improve their reading skills, we are investing in increased independence, greater employment opportunities, and better quality of life.

PROGRAM HISTORY: Our program was piloted in February 2022 with nine adult learners. For a year and a half, our work was solely supported by The Down Syndrome Association of Central Ohio and specific to the Down syndrome community. During that first year, we ultimately served 17 adult learners. A year later, we received a grant to expand our services state-wide to any adult with a developmental disability who graduated in a qualifying year (2020, 2021 or 2022).

In Fall of 2023, our program was given another opportunity to grow with support from the Franklin County Board of Developmental Disabilities to include Franklin County residents who wanted to participate but did not meet the qualifying graduation year requirements.

To date (as of March 2024), we have expanded our reach to include twelve Ohio counties and 50 unique program participants. We believe that this work is important because literacy is a gateway to so many other things. Learners in our program work on goals that elevate their community access, workforce development skills, and overall quality of life. We are proud of how far we have come and look forward to empowering more Ohioans with developmental disabilities through literacy!

HOW IT WORKS FOR LEARNERS:

To qualify for the program, learners must:

- *Be served on an Individual Service Plan (ISP)
- Have a Qualifying Developmental Disability
- Commit to meeting with a tutor of their choice consistently (depending on funding source, criteria may be once a week vs. twice a week).

Once approved for a grant, learners:

- Browse the website for candidates.
- Interview to find the best match.
- Book one-on-one learning sessions and work towards reading, writing, or communication goals. Learners meet in their home, in a community setting (libraries are great!), or sometimes in an office setting if the tutor has access to space within an organization.

*In situations where an adult with a developmental disability does not have an ISP, we may accept a note verifying diagnosis from a medical professional.



HOW IT WORKS FOR TUTORS:

To qualify for the program, tutors must:

- Supply an active teaching license or, in some cases, a BCI Background Check.
- Plan and provide one-on-one instruction, including administering pre-assessments, monitoring and documenting student progress, and sharing feedback with Adult Learners, their families, and Adult Literacy Ohio staff.
- Commit to meeting with their Adult Learners over the course of a grant period.

Once approved to join the platform:

- Create a bio for review by learners and families on the website.
- *Interview with learners (and sometimes a parent or professional support person)
- Provide paid, one-on-one literacy tutoring. **Note that you are not guaranteed to be matched with any adult learners. The interview is an opportunity for both the learner and the tutor to determine if the match is compatible.*

PROGRAM PHILOSOPHY: Our program is grounded in the belief that good literacy instruction is good literacy instruction, regardless of the age of the learner. What IS different is the approach – every lesson must be implemented with the understanding that we are serving adults. Extra effort must be made to ensure that the lesson content and delivery is, to the greatest extent possible, age-neutral, and responsive to the interests and needs of the learner. We encourage you to explore non-fiction books and other high-interest, low-reading-level resources which are engaging and relevant.

For an adult to be successful in this program, it is critical that you remind them of their WHY early and often. For example, if a learner joins the program because they want to write a script for their YouTube show (we have seen this!) – tie it into lessons! If they want to ask for help less at work, incorporate work materials into the lesson (restaurant menus, grocery stocking lists, etc.) to make this experience engaging and helpful.

We recommend that the last 5-10 minutes of a session be dedicated to exploring fun and motivating content. For example, even if your learner is reading at a 1st-grade reading level, we highly encourage you to introduce higher content accessed by shared reading experiences or audio-book format. Allowing for a few minutes at the end of each session for “reading to learn” instead of “learning to read” will allow us to continue fostering a love for and enjoyment of reading – and hopefully, it will serve as a motivator to keep working hard on their literacy skills!

At the cornerstone of our program are the basic principles outlined below:

Life-Long Learning: With motivation and the proper support in place, there is always time to learn something new.



Meaningful & Relevant: Tutors work in partnership with adult learners (and sometimes a support person such as a parent or professional) to create goals that impact their everyday lives. These goals fall into three categories: community navigation, workforce development, and quality of life.

Learner-Driven. From the interview process to the goal-setting phase, every aspect of the program is centered around the adult learner.

FREQUENTLY ASKED QUESTIONS – TUTORS

WHAT IS THE MISSION OF THE PROGRAM?

Our mission is to empower adults with developmental disabilities through literacy.

WHO CAN BE A TUTOR?

- Educators and speech-language therapists passionate about literacy who want to help adults improve their reading, writing, and communication skills are encouraged to join the platform! *Retired educators are welcome with a current BCI background check.*
- Tutors are responsible for administering their own pre-assessment, planning and providing one-on-one instruction, monitoring and documenting progress and sharing feedback with Adult Literacy Ohio staff, adult learners, and their families.
- Tutors are responsible for providing their own resources and materials. We ask that all tutors are committed to using/adapting materials to ensure that they respect our adult learners and are responsive to their interests and needs.
- Immediate family members, or anyone living in the same household as an approved learner, cannot apply to be Tutors. Immediate family members include the learner's siblings, parents, or grandparents by blood, marriage, or adoption. Businesses cannot be Tutors with Adult Literacy Ohio. The site is built for individual contractors only. The person advertised on the platform must be the person who provides services. Tutors must commit to providing in-person services. *Tutors are independent contractors and not employees of Adult Literacy Ohio.*

HOW DO TUTORS GET PAID?

Tutors are paid directly by the site administrator only when adult learners book paid sessions using their DaySmart Appointments account. We cannot back-pay tutors for any appointments not on the calendar. Please do not accept appointments not documented in the DaySmart scheduling system.



We understand that life happens, and there may be cancellations from either the adult learner or tutor. Funds expire at the end of the session and do not roll over into future sessions.

Adult Literacy Ohio cannot guarantee that an adult learner will maximize their grant package. Adult Literacy Ohio reserves the right to remove participants from the program who are not demonstrating a good faith effort to maintain consistent and ongoing appointments throughout the grant period. A learner or a tutor can elect to stop services anytime for any reason.

HOW ARE THE PAY RATES STRUCTURED?

Up to \$50*

- Bachelor's degree
- ODEW Teaching License
- At least 2 years of literacy-focused teaching or tutoring experience

Up to \$75*

- Master's degree or higher
- ODEW Teaching License
- At least 2 years of literacy-focused teaching or tutoring experience

**Contractor will not charge a lower hourly rate to any client outside of the program.*

- Speech language therapists are welcome with submission of current credentials and a current BCI background check.
- Retired educators are welcome with proof of education and training and a current BCI background check.
- Literacy includes reading, writing, and communication.

All candidates must be comfortable administering their own pre-assessments, evaluating results, and prescriptively tailoring instruction to meet the needs of each learner. Rates are inclusive of travel time, lesson planning, lesson delivery, recording of notes, and progress monitoring. Tutors are encouraged to use the last 10 minutes of a booked session to record notes.



DOES ADULT LITERACY OHIO PROVIDE RESOURCES, MATERIALS, OR CURRICULUM?

At this point, we do not provide materials. Instead, we invest in recruiting tutors with access to their tools and resources. We acknowledge that each learner has unique strengths and areas of growth. What may work well for one adult learner may be ineffective for another. The goal of this program is to provide a variety of options so that each adult learner has access to different choices.

WHAT HAPPENS IF MY LEARNER IS NOT MAKING PROGRESS?

Please keep in mind that learners in this program come in with a variety of skill sets – and goals with participation. We trust you to use your professional discretion and expertise in implementing different strategies to see what is effective for your learner. That said, we know that progress can take time. Sometimes, tasks that seem to be mastered one week are forgotten the next, so regular review is needed. It is essential to teach generalization of learning and skills to new situations. If you come to a point where the established goals are creating frustration and not fostering a positive relationship with literacy, don't hesitate to contact the Adult Literacy Ohio team. We can work together to establish new goals more compatible with the learner's needs, desires, and strengths. And remember – we are committed to celebrating the **SMALL** milestones, no matter how insignificant they may seem, along this journey to literacy in adulthood! Also, note that a beautiful aspect of this program is that we set the parameters for success within customized goals – more info on that next!

HOW ARE THE GOALS DETERMINED?

Goals should be developed in partnership with the adult learner (and if appropriate, with collaboration from a family member or a support professional). They should relate to the overarching themes of Community Navigation, Workforce Development, or Quality of Life. Please review our "All About Goals" section for additional guidance and specific examples.

CAN I SUGGEST ASSIGNMENTS OUTSIDE OF SESSIONS FOR MY LEARNER?

Absolutely! We recognize that repetition is essential to success and highly recommend that you include opportunities for independent practice outside of your scheduled sessions. Please keep in mind that our learners are all different and their living arrangements can also look very different. To set your learner up for success, please make sure that what you are assigning outside of a session is 1) a skill that is already at or close to mastery and can be practiced independently and 2) when possible, you are collaborating with supports (parents or professionals) to strategize on appropriate tasks.



WILL THERE BE ADDITIONAL OPPORTUNITIES FOR PARTICIPATION BEYOND THIS SESSION? HOW LONG ARE LEARNERS TYPICALLY SERVED IN THE PROGRAM?

The scope of this program is subject to change based on funding sources. We have delivered program models between 6-12 months in length. As funding streams are secured, we will share this information with tutors and families.

Learners are never guaranteed to receive a grant, and grants can be removed if not used appropriately.

INTRODUCTORY INTERVIEW GUIDE

We share this guide with approved learners when they join the program. Most often, these interviews take place over a phone or video call.

Questions to Ask

Where do we want to meet?

o If we plan to meet in-home, do you have any pets?

o If we are planning to meet in a public location, what is the plan for transportation? Adult Literacy Ohio granted funds cannot be used for transportation time or services.

*If you are meeting in a library or other mutually agreed upon location, please remember to reference the hours of availability – and consider making a reservation!

What is the best way to reach you? (Phone call, text, email)

When will our sessions take place?

o How far out do we want to schedule now?

*Appointments must be booked in DaySmart Appointments

What are your personal health and safety precautions/preferences? *Adult Literacy Ohio recommends following CDC guidelines.*

Items to Share



Share your goals with participation in the program. 2 examples are below

- 1) I want to ask for help less at work. (Give some details about what you do at work)
- 2) I want to read out loud to my nieces and nephews.

➤ Then, ask the tutor: **“How can you help me reach these goals?”**

Share any positive and negative experiences you have had with reading.

Share your hobbies, interests, and things that motivate you!

If you still have access to your Individualized Education Plan and choose to move forward with a tutor, consider sharing this to help them support you.

ADULT LITERACY OHIO PROGRAM POLICIES

- Your Ohio Department of Education credentials or BCI Background Check must be current throughout the program. Should they expire, you must submit an updated copy to remain active within Adult Literacy Ohio.
- If you are a "No-Show" for two or more sessions, we reserve the right to remove you as a tutor from the platform.
- Violation of the Attestation signed upon application: if you are charged with one of the offenses listed on the attestation you signed during the application, you must alert Adult Literacy Ohio by contacting info@adulthoodliteracyohio.org.
- Please remember that these grant dollars are intended for one-on-one learning sessions only. They are NOT designed to cover travel time or transportation expenses. *We encourage you to use the last ten minutes of your session to log session notes into the system.*
- Please use common guidelines for health and safety to ensure you and your learners remain healthy. Should you fall ill, please notify your learner, and follow State protocols and guidelines for delaying all appointments until cleared by a physician or until quarantine durations are completed. Block your calendar until your physician clears you for in-person activity so no appointments can be made until that time. *If both parties wish to maximize the grant package and feel that a virtual session is appropriate, the tutor and learner are welcome to coordinate this.*



Please note that some learners may use transportation services to be dropped off and picked up from sessions. Our cancellation policy is that if a learner "no shows" or cancels with less than 24 hours' notice, the tutor is still paid for the session as a courtesy for the short notice cancellation. That said, please remain on-site at your scheduled location for the duration of the scheduled session and complete the following steps in the event of a no-show:

- 1) Contact the learner and the caregiver using the contact details provided in the introductory interview.
 - 2) Code the appointment as a "No Show" in the DaySmart portal. You can also record a note in the system. This will let our team know that you should be paid for the session and that Adult Literacy Ohio should follow up with the family. *Historically, transportation services can run behind. Following these steps will ensure that if the learner arrives near the end of a session, there is a familiar face at the meeting location.
 - 3) Contact Adult Literacy Ohio so that we can do a follow-up on our end.
- The Adult Literacy Ohio platform is only available for individual tutors to offer students one-on-one tutoring services. Tutors can only apply to Adult Literacy Ohio as an individual and not as part of an agency, organization, or company. The person who applies must be the same person who is providing services.
 - Immediate family members, and those living in the same household as an adult learner, cannot apply to tutor their loved one (*immediate family is defined as approved parent, grandparent, or sibling by blood, marriage, or adoption*).
 - **Tutors are not guaranteed to be selected for tutoring services with adult learners.** Should a learner book a **free** introductory interview and both parties choose to move forward with booking services, tutors commit to meeting with the adult learner (with all meetings documented in the DaySmart Appointments platform) for the session. *Please understand that Adult Literacy Ohio cannot guarantee that an Adult Learner will maximize their grant package. Tutors or learners can elect to stop services at any time for any reason.*
 - Tutors must consult with Adult Literacy Ohio staff to ensure a mutually agreed upon plan is in place for effective progress monitoring and reporting. Tutors must **submit assessments, session notes, and progress monitoring materials and data** to Adult Literacy Ohio. If materials are not submitted on time, Adult Literacy Ohio reserves the right to put your account on hold. If your account is put on hold 2 or more times, we reserve the right to remove you from the program. Reports are usually due the last Wednesday of the month.

- Tutors must understand that this program presents unique challenges, and that progress will take time. We ask that you commit to celebrating the milestones along the way, keep an open mind in your approach, and are adaptable in your instruction to ensure that adult learner(s) feels encouraged, supported, and engaged in the program.

Questions? Contact info@adulthoodliteracyohio.org

ALL ABOUT GOALS

Goals should be developed in partnership with the adult learner and their family and related to reading, writing, or communication skills. Use the pre-assessment tools of your choice to determine what areas your learner needs to address. Note that we do require inclusion of a San Diego Quick (linked below). Goals should fit into three overarching themes: **Quality of Life, Community Navigation, and Workforce Development.**

REASON	THEME	GOAL	ASSESSMENT TYPE
Mandy wants to read to her nephews.	Quality of Life	Mandy will increase her first sound fluency from 3 to 8 words in one minute.	Acadience First Sound Fluency Samples
Erica wants to read the trail maps on her weekend hikes.	Community Navigation	Erica will correctly identify signs and symbols found along her favorite metro park trail.	Tutor-created checklists to track progress
Xander wants to do tasks at the restaurant where he works that require reading and	Workforce Development	Using the Barrel & Boar Menu, Xander will correctly read the food items on the menu and be able to share one detail about them with 90% accuracy.	Tutor-created checklists to track progress

understanding the menu.			
Sophie wants to read or listen to engaging content for enjoyment.	Quality of Life	Given a story read to her, Sophie will answer 3 out of 5 comprehension questions about the characters, setting, and events with 70% accuracy.	Comprehension Quiz (RAZ) usage of taught strategies (graphic organizers).
Jake wants to ask for less help at work. Along with fluency, his instruction includes work on word attack skills.	Workforce Development	Using AIMSWEB 4th grade level passages, Jake will read 64 cwpm within one minute with 90% accuracy.	Aimsweb passages with tutor notes

Please submit **two goals** to Adult Literacy Ohio along with your proposed strategy for tracking progress. Kindly use the same method across reporting periods for ease of review and data sharing with stakeholders.

- **Goal Proposals:** Due within **3 weeks** of paid services with a learner (please reach out if additional time is needed).
- **Session Notes:** Due within **2 days** of session
- **Monthly Progress Monitoring Reports:** Usually due the last Wednesday of the month unless otherwise designated in the report form.

We require that each tutor administer a **San Diego Quick** with their learner and record the results on the form provided for monthly progress reporting. You may also use whatever other assessments you typically use to assess reading level, but this allows us to have one tool that is comparable across learners. *If this assessment is not appropriate for your learner, please let Adult Literacy Ohio staff know so we can discuss alternatives.*

PROGRESS MONITORING AND DATA MANAGEMENT

For each paid session, there must be a **session note** on file. These can be brief but must include goals addressed, strategies used, and any notable highlights. Each session note should be completed **by two days** after the paid session. We have a tip sheet with examples to set you up for success.



There are **monthly checkpoints for formal progress monitoring** throughout a session. You will be tracking progress on the two goals you established in partnership with the adult learner, using the strategy submitted to and approved by Adult Literacy Ohio at the beginning of the session.

Tutors are encouraged to reserve the last ten minutes of paid sessions to submit session notes and work on progress monitoring as needed.

Report Month	Deadline
January	Due by 5pm 1/31
February	Due by 5pm 2/28
March	Due by 5pm 3/27
April	Due by 5pm 4/24
May	Due by 5pm 5/29
June	Due by 5pm 7/2

Please note that learners are in a rolling enrollment model meaning that they may not be in our program through June 30. Start and end dates are specific to funding source and unique learner. If you are unsure of your learner's end date, please contact our team. Reports are usually due the last Wednesday of the month unless otherwise noted on the chart above. We highly recommend marking these dates in your calendar. We understand that reporting can be impacted by attendance. Please keep in touch with our team if unexpected circumstances prevent you from being able to meet a deadline. Proactive communication helps us to work together on a solution.

Adult Literacy Ohio reserves the right to pause accounts pending submission of reports and session notes. If items are repeatedly submitted after the deadline and without any proactive communication, Adult Literacy Ohio reserves the right to remove you from our platform.

NOTES: TIPS FOR SUCCESS

- We highly recommend that you **use the last ten minutes** of the appointment with your learner to record and submit notes. We share this expectation with learners and families when they join the program.
- The **appointment date must be accurate** for us to process the note in our records. The date must reflect the actual appointment date (another reason to record your note on the same day so that it is not confusing- we often see notes submitted later with that date instead).
- The goals field should list generally what **goal(s)** that you report on that were covered in that appointment (examples: vocabulary development, fluency and expression, etc.)

- The summary and progress notes section should include: a **general overview** of activities completed during the session, any **specific methods, programs, or resources** used in your tutoring, and comments about **marked progress** (or **regression**) that you observed.
- While we do not require attachments for every single session, it is expected that **work samples / photos / videos** are submitted periodically. This helps us to establish the social and educational validity of the program to our stakeholders.
- If you have **concerns that are time sensitive**, you should contact info@adulthoodliteracyohio.org or call us at 614-263-6020 ext. 1075. While we do monitor all program notes, this is not the best medium to communicate anything where you would like us to follow up quickly. Please reach out directly for the quickest response.
- Note that Formstack can time out, so **notes should be completed in one session**. If you are trying to attach a file and receive an error message, you can email it instead to info@adulthoodliteracyohio.org.

Examples of High-Quality Notes:

1. Goals: Comprehension and Vocabulary

- Summary / Progress Notes: Lauren and I reviewed last week's assignments and previewed this week's assignments. We continued our study of fiction today. After a couple weeks of fairy tales, we used a text considered to be part of the genre of fantasy. Lauren likes and seeks out stories about talking animals, so I knew she'd love this one! Our focus today was on identifying key story elements—specifically, plot, characters, and setting. We took turns reading each page. After discussing these elements, we also reviewed and applied what she recently learned on cause-effect relationships. I prompted her to name each cause/effect relationship in the story. Each forest animal takes a specific action which then has an effect. We did a comprehension quiz from RAZ, and she did exceptionally well. She answered 8/10 questions correctly. She needed almost no prompting for this quiz. I reminded her a couple times to read all answer choices before picking one unless she was sure. We also discussed key vocabulary and used the glossary to define tricky words. Overall, it was an awesome session!

2. Goals: Fluency / Prosody and Comprehension

- Summary / Progress Notes: Using an AIMSWEB passage for a cold read; read 75 words with 0 errors with a prosody of 1. He reads word to word with little expression or understanding. He could not identify if the main character "Jordan" was a child or older. I then read the first paragraph back to Andrew modeling fluent reading with expression. We discussed how I changed my voice as I read

and paused at punctuation. I then had Andrew read again, HOT read, the same paragraph reading with expression, but he continues to read monotone and word to word. We discussed how the grandmother was in "a home" and how that is not like his home. When asking Andrew questions about what he has read he needs lots of guidance and me talking through what has happened. To continue to work on comprehension skill building along with life skills, I had Andrew read a 3 sentences scenario on "knocking first". When we discussed why it's important to knock before opening a bathroom door, he could not tell me. I explained how we need privacy and we discussed how he doesn't like his parents to come into his room. We used this as examples of how important it is to knock.

3.Goals: Understanding and usage of Environmental Print

- Summary / Progress Notes: Today Candice and I used a written core board to request (she declined to go get her iPad) materials to make an Easter egg craft. She has gotten very quick at reading the colors and material names (glue, paper) and almost always uses at phrase level now, ie. "more blue" or "glue paper." We also worked on typing and unscrambling sentences. If I unscramble the words and put them in the right order, she can type the sentence with few errors and she stayed on task and completed the entire Boom card task activity. She then typed this entire list independently with no visual/verbal cues provided with the only cues provided was me hitting the enter button to bullet point the list/format. That is some fantastic spelling from memory and a very functional task for Candice. See attached picture.

Examples of Poor-Quality Notes:

1.Goals: 1 and 2

- Summary / Progress Notes: Progress was made. Good job!

2.Goals: Reading

- Summary / Progress Notes: Vocabulary and spelling work.

3.Goals: The usual

- Summary / Progress Notes: See attached (no notes and only attachments).

CHAPTER TWO

- DaySmart Visual Guide for Tutors
- 1099 Contractor Information
- 2024 Payroll Calendar
- Note for Learning Aid Ohio Providers

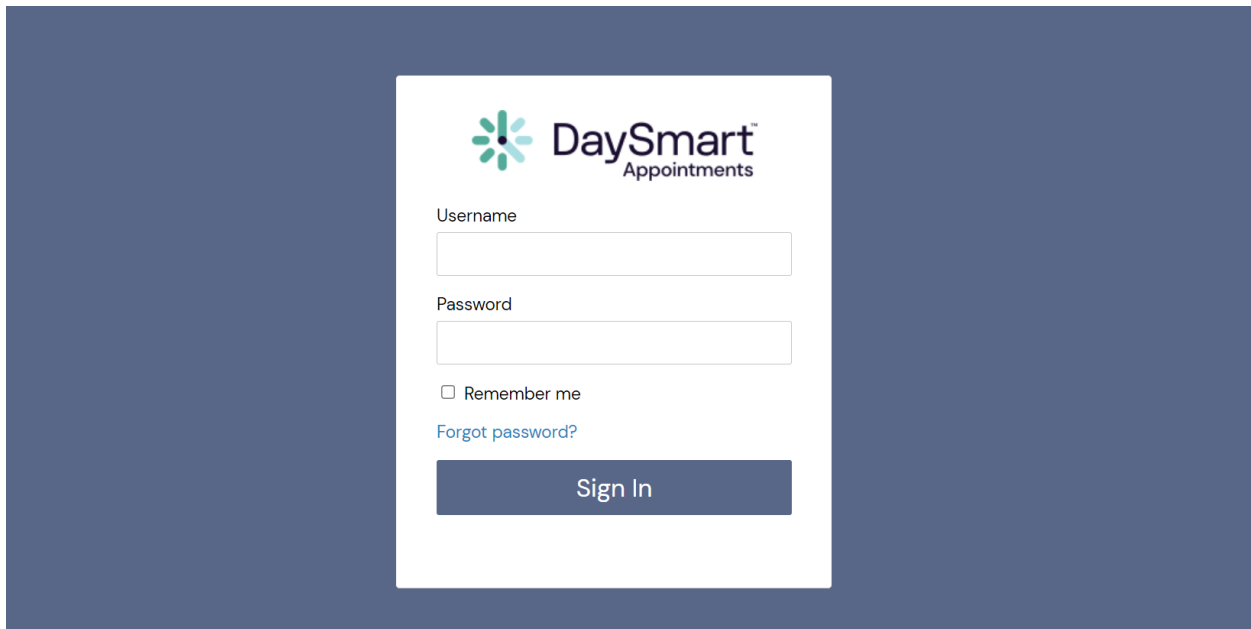
HOW TO USE DAYSMART APPOINTMENTS ADULT LITERACY OHIO TUTOR GUIDE

Sections of this Guide Include:

- Accessing DaySmart Appointments Account for the First Time
- View Calendar
- View Booking Information
- Change Appointment Status After Session
- Cancel or Reschedule an Appointment
- Block your Calendar
- Important Notes

Accessing Account for the First Time

- Use the password reset email from DaySmart Appointments to access your account. If you did not receive this, check your spam, then email info@adulthoodliteracyohio.org if you still need it to be re-sent.
- Visit DaySmartAppointments.com and click “Login.”

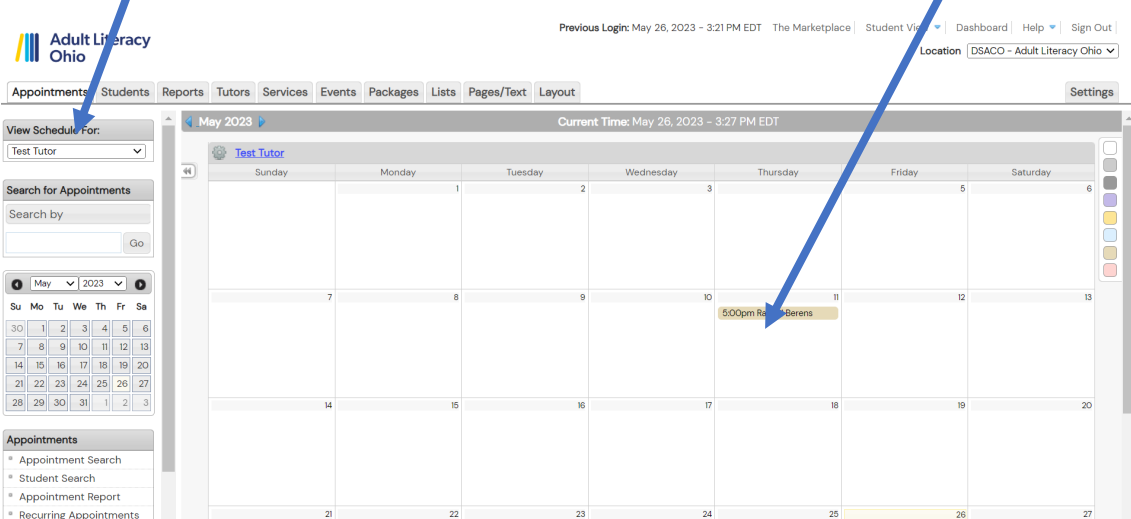


*We recommend bookmarking this tab for easy access to the login portal. Your username will be the email that you used on your Formstack application.

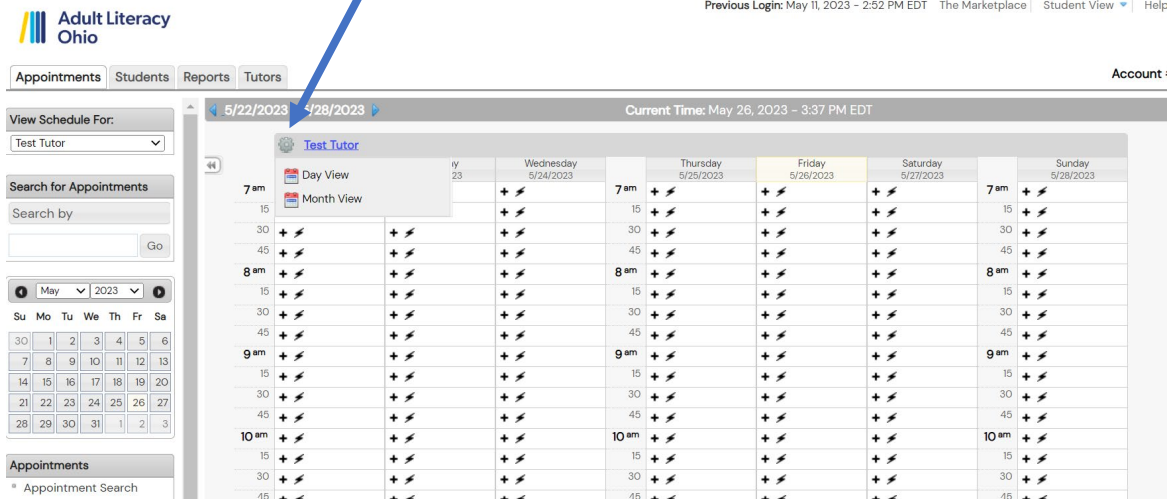
View Calendar

Your calendar is viewable on the "Appointments" Tab.

You will see a Quick View of your bookings – name and start time.



Click the gray wheel to change between the monthly, weekly, or daily views.



Adult Literacy Ohio

Previous Login: May 11, 2023 - 2:52 PM EDT The Marketplace Student View Help

Appointments Students Reports Tutors Account :

View Schedule For: Test Tutor

Search for Appointments

Search by

Go

May 2023

Su	Mo	Tu	We	Th	Fr	Sa
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

Appointments

* Appointment Search

Test Tutor

Day View

Month View

	Monday 5/22/2023	Tuesday 5/23/2023	Wednesday 5/24/2023	Thursday 5/25/2023	Friday 5/26/2023	Saturday 5/27/2023	Sunday 5/28/2023
7 am	+ #	+ #	+ #	+ #	+ #	+ #	+ #
15	+ #	+ #	+ #	+ #	+ #	+ #	+ #
30	+ #	+ #	+ #	+ #	+ #	+ #	+ #
45	+ #	+ #	+ #	+ #	+ #	+ #	+ #
8 am	+ #	+ #	+ #	+ #	+ #	+ #	+ #
15	+ #	+ #	+ #	+ #	+ #	+ #	+ #
30	+ #	+ #	+ #	+ #	+ #	+ #	+ #
45	+ #	+ #	+ #	+ #	+ #	+ #	+ #
9 am	+ #	+ #	+ #	+ #	+ #	+ #	+ #
15	+ #	+ #	+ #	+ #	+ #	+ #	+ #
30	+ #	+ #	+ #	+ #	+ #	+ #	+ #
45	+ #	+ #	+ #	+ #	+ #	+ #	+ #
10 am	+ #	+ #	+ #	+ #	+ #	+ #	+ #
15	+ #	+ #	+ #	+ #	+ #	+ #	+ #
30	+ #	+ #	+ #	+ #	+ #	+ #	+ #
45	+ #	+ #	+ #	+ #	+ #	+ #	+ #

View Booking Information

10	11	12
17	18	19
24	25	26

5:00pm Rachel Berens

Click on an Appointment to View Details.

On the left, view client contact information.
On the right, view appointment date, time, and other details.

Appointment Confirmation Page - Google Chrome
 account.appointment-plus.com/ap/ap_admin_v2/make_appointment_confirmation.php?vp_appt_date=20230511&apptId=10298...

Student Information


[Edit Details](#) [Profile](#)

First Name
Rachel

Last Name
Berens

Primary Phone
[REDACTED]

Cell Phone
[REDACTED]

Email 
rachel.berens@gmail.com

Login
rachel.berens@gmail.com

Student Information

Student Name
Rachel Berens

[Print](#)

Appointment Information

Thursday, May 11, 2023
 5:00pm - 5:30pm US/Eastern

May
11

Appointment Details

DSACO - Adult Literacy Ohio

Tutor	Service	Package
Test Tutor	30-minute free introductory interview	Test Rachel - Spring 2023 II, Remaining: \$1,875.00

Status Information

Status
Complete ●

Created By: Rachel on 5/11/2023 at 2:52pm
Last Updated By: Test Tutor on 5/11/2023 at 3:14pm

Notes

[Cancel Appointment](#)
[Edit Appointment](#)


Change Appointment Status After Session

After an appointment, please open the appointment on your calendar and use the drop-down on the status section to mark it accordingly:
“Complete” if the session has occurred.
“No Show” if you attended the appointment and the adult learner did not. (You will still be paid for No Shows).
Please note that families cannot make or cancel same-day or next-day appointments. If a family does not cancel with more than 24 hours notice, you are still entitled to pay for that session UNLESS the learner reschedules the appointment within an 8-hour window.

Appointment Details
 DSACO – Adult Literacy Ohio

Tutor	Service	Package
Test	30-minute free introductory	Test Rachel – Spring 2023 II ,
Tutor	interview	Remaining: \$1,875.00

Status Information

Status
 

Created By: Rachel on 5/11/2023 at 2:52pm
 Last Updated By: Test Tutor on 5/26/2023 at 3:57pm


Appointment Information

Thursday, May 11, 2023 May
 5:00pm – 5:30pm US/Eastern 11

Appointment Details
 DSACO – Adult Literacy Ohio

Tutor	Service	Package
Test	30-minute free introductory	Test Rachel – Spring 2023 II ,
Tutor	interview	Remaining: \$1,875.00

Status Information

Status
 

Created By: Rachel on 5/11/2023 at 2:52pm
 Last Updated By: Test Tutor on 5/26/2023 at 3:58pm

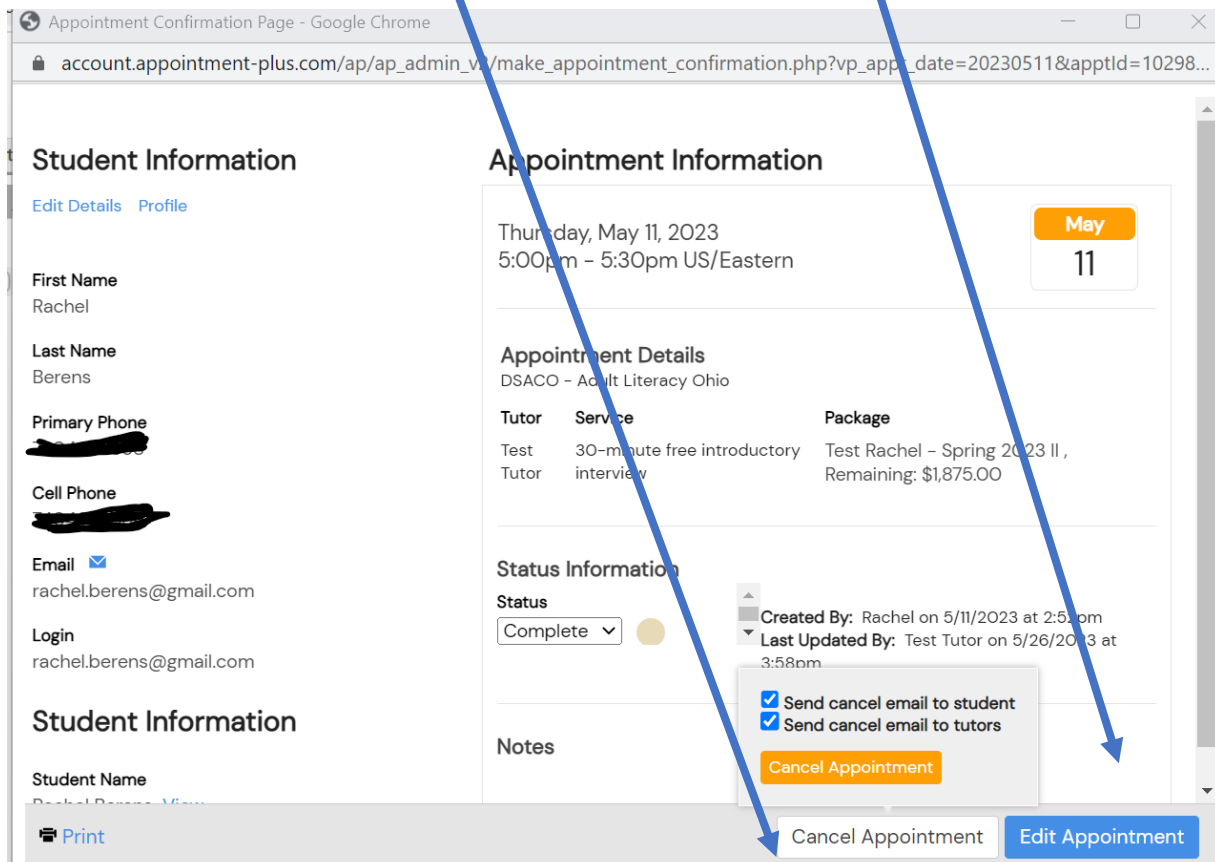
CANCEL OR RESCHEDULE AN APPOINTMENT

To Cancel

Open the appointment. At the bottom, click "Cancel Appointment" to cancel. Be sure that you mark to send a cancellation email to the adult learner.

To Reschedule

Open the appointment. At the bottom, click "Edit Appointment" to change the date or time. Edit the start time using the drop-down under "Time." Click "Save and Close." Edit the date by clicking the



Tutors can cancel an appointment **at any time within the system**. We do this because we want to protect the funding of the learner. If you need to cancel a session, **please do so within the system AND notify the adult learner/family directly** using whatever preferred method of communication you established in your intro interview.

Block your Calendar

[Appointments](#)
[Customers](#)
[Reports](#)
[Staff Members](#)
[Services](#)
[Events](#)

View Schedule For:
 Rachel Heiber

Search for Appointments
 Search by
 Go

Feb 2022

Su	Mo	Tu	We	Th	Fr	Sa
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	1	2	3	4	5

Appointments
 * Appointment Search
 * Customer Search
 * Appointment Report
 * Recurring Reserve Maint
 * View Waiting List (0)

Current Location Date And Time
 01/27/2022 3:41 PM

Tuesday, February 8, 2022

10 per page

Rachel Heiber

7 am
15
30
45

8 am
15
30
45

9 am
15
30
45

10 am
15
30
45

11 am
15
30
45

12 pm
15

If you have a personal appointment within your typical hours of availability, block your calendar so clients cannot book you!

To the left, click the specific day you need to block. Day view will open. Click on a time slot to indicate when you want to block off time.

Below, select the “Create Reserve Time” tab to block off time. Set the start and end times. Complete recurring information if the appointment is recurring. Click “Add Reserved Time.”

Site Administration - Google Chrome

account.appointment-plus.com/ap/ap_admin/v2/slots_frame_v2.php?vp_appt_date=20220208&reserve_date=20220208&reserve_start_time=540&action=...

[Create Appointment](#)
[Create Reserve Time](#)

Reserve time is not used to book appointments. It is used to block out unavailable time. To book appointments, click on the "Make Appointment" tab above or on the "*" to the left of the time slot.

Reason:

Time: 9:00am | 9:15am

Apply this reserved time to: Rachel Heiber

Add Single Reserved Time

If reserved time recurs:

Recurring Period	End Date
Every 1 Day	<input checked="" type="radio"/> End on February 8, 2022

Add Recurring Reserved Time

Important Notes

Appointments, Scheduling, and Availability

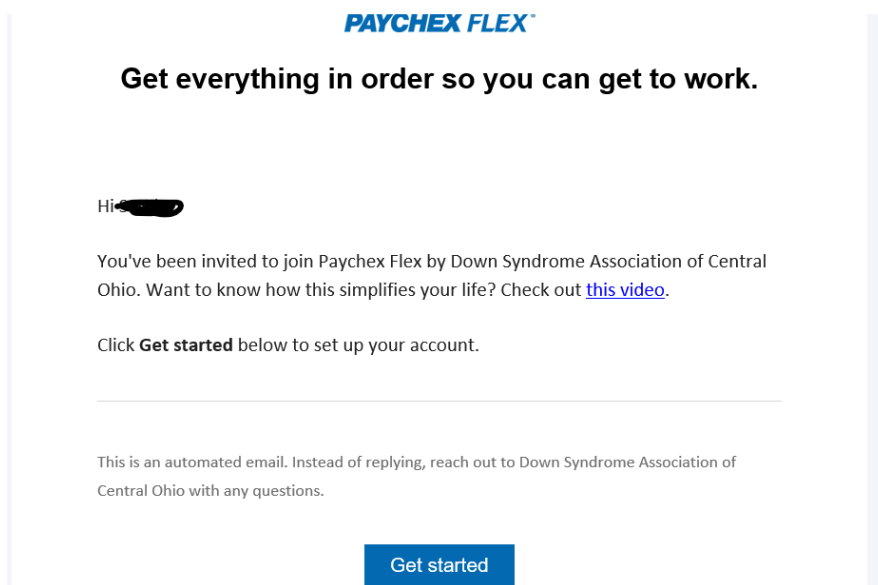
- All appointments **MUST** be scheduled through DaySmart Appointments. Please do not take any appointments that are not scheduled on your calendar. This is the report we run for payroll, so the calendar must be accurate for your pay to be accurate.
- You will receive email notifications about booked appointments. We also recommend monitoring your booking calendar in case these go to spam. You can add noreply@appointmentplus.com to your address book to help with this.
- Ensure you can attend every session booked by a learner and check that it is on your calendar. To change or deny a request, log in to your DaySmart Appointments account and find the appointment on your calendar. If necessary, contact the learner/family to find a more suitable time and ask them to reschedule their account.
- Free introductory interview requests with new families require contacting the client at least 24 hours before the scheduled interview to discuss how and where you will meet. Most often, these happen through a phone or video call.
- If your schedule changes or your caseload becomes full, please email us so we can make the changes to your profile.
- **Please do NOT** edit the duration or cost of any session, or you risk not being paid accurately.
- Please note that we cannot guarantee that a learner will maximize their grant package. Tutors or learners can elect to stop services at any time for any reason. If a learner is not demonstrating a good faith effort to use their grant funds, we reserve the right to remove them from the program and allocate them to a learner on the waitlist.

Common Booking Issues

- Learners must book your services using their own DaySmart account. **You may not book on their behalf.**
- All paid appointments are booked by learners using their grant package in DaySmart Appointments. If they do not have a remaining balance, they cannot complete a booking request.
- If a learner wants to book with you when you are unavailable, you must contact info@adulthoodliteracyohio.org to request a change to your schedule. We can usually add the appointment, but please allow a minimum of 24-hour notice.
- The system does not allow learners to book same-day or next-day appointments. This allows tutors time to view the appointments and ensure they are available.

Payroll, 1099 Contractor Information

- You will be sent an invitation to set up direct deposit via PayChex AFTER your first paid booking is scheduled and before the next payroll run date.
- This invitation will be automatically generated and will come from noreply@paychex.com. Please check your spam folder if you don't see it. You will be notified when you need to set up your PayChex account. See below for an example of what this looks like:



- The "Get Started" link is active for three days, so when you are notified, please fill out and submit the onboarding information at your earliest convenience.
- Pay is normally deposited in bank accounts 48 hours after payroll is run. This does not include weekends or bank holidays.
- You are a paid contractor and responsible for paying and filing your own taxes. PayChex will issue you a 1099 when appropriate. If you have questions about how often you should pay and file taxes, please contact a tax preparer.
- Payroll reports are pulled directly from DaySmart Appointments, and tutors are paid for services rendered as reflected in this system. The calendar must be accurate for your pay to be accurate, so please do NOT take appointments not prescheduled in the system.
- To process payroll, appointments MUST be coded (completed if the appointment occurred, no-show if the learner did not show or was a last-minute cancellation, or canceled if you canceled the appointment.)

Payroll is run bi-weekly with future dates through 2024 outlined below:

2024 Payroll Schedule		
Payroll Period	Session Notes Updated Deadline	Pay Date
12.16.23-12.29.23	12.31.23	1.5.24
12.30.23-1.12.24	1.14.24	1.19.24
1.13.24-1.26.24	1.28.24	2.2.24
1.27.24-2.9.24	2.11.24	2.16.24
2.10.24-2.23.24	2.25.24	3.1.24
2.24.24-3.8.24	3.10.24	3.15.24
3.9.24-3.22.24	3.24.24	3.29.24
3.23.24-4.5.24	4.7.24	4.12.24
4.6.24-4.19.24	4.21.24	4.26.24
4.20.24-5.3.24	5.7.24	5.10.24
5.4.24-5.17.24	5.19.24	5.24.24
5.18.24-5.31.24	6.2.24	6.7.24
6.1.24-6.14.24	6.16.24	6.21.24
6.15.24-6.28.24	6.30.24	7.5.24
6.29.24-7.12.24	7.14.24	7.19.24
7.13.24-7.26.24	7.28.24	8.2.24
7.27.24-8.9.24	8.11.24	8.16.24
8.10.24-8.23.24	8.25.24	8.30.24
8.24.24-9.6.24	9.8.24	9.13.24
9.7.24-9.20.24	9.22.24	9.27.24
9.21.24-10.4.24	10.6.24	10.11.24
10.5.24-10.18.24	10.20.24	10.25.24
10.19.24-11.1.24	11.3.24	11.8.24
11.2.24-11.15.24	11.17.24	11.22.24
11.16.24-11.29.24	12.1.24	12.6.24
11.30.24-12.13.24	12.15.24	12.20.24
12.14.24-12.27.24	12.29.24	1.3.25



If you are also a Learning Aid Ohio Learning Provider, please note that the scheduling and payroll systems are operated in separate systems and have different points of contact for support. The DaySmart scheduling systems cannot be synced and they must be monitored and maintained separately.

Some tutors do find it helpful to link each account to a separate email address to help streamline access and appointment monitoring per program. This is at your discretion. If you prefer to use the same email address to access both systems, please note that each program must have its **own unique password**. So, if you are joining Adult Literacy Ohio for the first time and already have a DaySmart calendar associated with Learning Aid Ohio, please make sure that your customized password is **different** than the one you use for that program.

- For assistance with your Adult Literacy Ohio calendar, please contact info@adulthoodliteracyohio.org
- For assistance with your Learning Aid Ohio calendar, please contact support@learningohio.com.

CHAPTER THREE

- Welcome Letter
- Resources
- Pictures and Testimonials
- Program Contact Information



Dear Adult Literacy Ohio Tutor,

Congratulations – you have made it to the end of the orientation packet! Adult Literacy Ohio exists to make rewarding connections between learners and educators that benefit everyone involved. We are thrilled to have you join us on this literacy journey for adult learners with developmental disabilities.

The work that you are taking on is not without its challenges. The learners joining this program come in with a range of skill sets and a variety of goals with participation. We encourage you to reference the examples provided in this packet to help in the development of goals, but perhaps more importantly, we ask that you remember that this process is intended to be learner driven. You'll notice in the reporting process that we emphasize those "intangible" highlights. We do this because we know that the relationships you build, the rich conversations that take place, and, hopefully, the confidence that our learners grow through their sessions with you is **so important**. Below are a few quotes from tutors in our program:

“Tutoring for DSACO is the highlight of my week. I am assigned to an awesome young man who is 22. He is a delight, and his family has been amazingly supportive. I believe I am making a difference in his life.”

“Every individual deserves to experience literacy. Literacy is so critical in every walk of life, from using a menu at a restaurant to reading a map at a local park. Literacy is a powerful tool that equips individuals to advance their education, experience new hobbies, and communicate. I LOVE this program!”

Adult Literacy Ohio is investing in this literacy effort because we genuinely believe that it equates to an investment in increased independence, greater employment opportunities, and better quality of life. We look forward to growing and evolving the program to be responsive to the needs of our adults.

We are so excited and grateful for your involvement in this effort. I'll close this note with one of my favorite quotes from C.S. Lewis: *“You are never too old to set another goal or to dream a new dream.”*

We hope to continue growing our program and encourage you to share information with anyone who has a teaching license, a creative and determined spirit, and a passion for making literacy accessible to everyone.

Rachel Berens Heiber
Program Manager of Adult Literacy Ohio

RESOURCES & INFORMATION

To encourage collaboration and offer support for tutors in this program, Adult Literacy Ohio created a **Facebook Page** where tutors in the program are encouraged to share resources, talk through any challenges, and celebrate successes.

Recommended Publishers for Hi-Lo Resources:

- **Saddleback Educational Publishing** boasts a large collection of Hi-Lo books, including a collection of adapted classics. Saddleback's passion is creating engaging, age-respectful content with complex and thoughtful themes that appeal to all readers.
- **Story Shares** is a 501©3 nonprofit focused on supporting the millions of teens and adults who struggle with reading by creating a new shelf in the library specifically for them. This growing collection of stories features content that is compelling and culturally relevant for teens and adults yet still readable at a range of lower reading levels. *Please contact info@adulthoodliteracyohio.org if you are interested in using this resource.*

Recommended articles & videos:

- **A must-watch from reading expert Linda Farrell** on her experience working with adult learners and the benefits of positive error correction.
- **When Older Students Can't Read**, by Dr. Louisa Moats
- **Teaching Foundational Reading Skills to Students with Intellectual Disabilities**. Published by Dr. Kathleen Whitbread in collaboration with the Learning and Assessment Center of Connecticut and Down Syndrome Association of Connecticut.

Digital Resources:

The Down Syndrome Foundation of Orange County allows access to their LP Archives with the creation of a free account. There is a section specific to TV and movie characters, including favorites such as Star Wars and Hunger Games!

The Ohio Center for Autism and Low Incidence Disabilities (OCALI) also has a wealth of resources on its **Literacy Access for All Website**. Users must create a free account.

Tarheel Reader is a collection of free, easy-to-read, and accessible books on a wide range of topics. Each book can be speech-enabled and accessed using multiple interfaces. You will need to request a registration code in order to access this free resource.

Intervention Central includes teaching strategies, downloadable resource manuals, and online assessment tools, including a MAZE reading passage generator and reading fluency charts.

Person First vs. Identity First Language

Language is always changing and when in doubt, it's ok to ask a person with a disability how they prefer to be addressed or described. As a general rule, Person First language is usually the default. This kind of language is phrasing the person ahead of the disability. It separates their diagnosis from their personhood. Below are some examples:

- Norah is a person with Down syndrome who wants to learn how to read.
- Jameel is a person with Autism who enjoys writing stories about superheroes.
- Audrey is a young adult with epilepsy who wants to be more efficient at work.

Identity-first language uses the name of a disability as an adjective, rather than using the phrase “a person with.” It is most often used by neurodiverse self-advocates and members of the Deaf community. Below are some examples:

- Eleanor, a blind woman, is a member of the local gardening group.
- George is a Deaf man who leads his company in sales.
- My autistic son enjoys playing video games.

Identity first language should only be used when it is expressed as a preference by the person.

Presuming Competence and the Least Dangerous Assumption

In a nutshell, presuming competence is believing and trusting that all people can learn and they should be provided with EVERY opportunity to do so! Here are links to further knowledge on the presumption of competence:

- Under the Table- The Importance of Presuming Competence by Shelley Moore, a Canadian inclusive educator. <https://www.youtube.com/watch?v=AGptAXTV7m0>
- Presume Competence by Assistive Ware, a business that makes Augmentative and Alternative Communication products. <https://www.assistiveware.com/learn-aac/presume-competence>

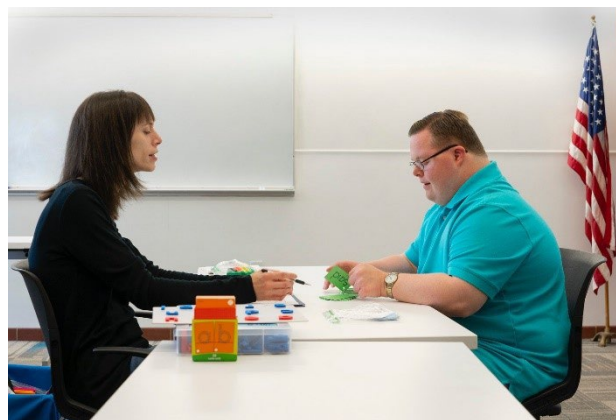
ADULT LITERACY OHIO TESTIMONIALS

We never would have understood the depth of Cassie's interests had it not been for this, and we have a few irons in the fire that we are really excited about! We are eternally grateful that you gave her this opportunity to participate. We have also learned a lot ourselves, both about how she learns and the importance of continuing her education in her adult years. And we are so excited to know that other adult learners will be able to benefit the way our daughter has!



Justice is making slow but very steady and concrete growth. During his school years, they mostly worked on "sight" reading. While sight reading has been beneficial to him, there is still so much untapped potential in his reading skills. Marlene has been working on phonics and sounds with him. It is wonderful to see these skills grow and his sounding out words. It is like a light has come on! (Mom, Michelle)

Wonderful to finally learn how to read. All thanks to DSACO!!! I feel much more aware of things around me because I can read what they are. Life is changing...and will continue to progress and grow. I could not read before, and now I have an interest and some skills in reading. I hope to get much better as lessons continue. YEA!!! for reading. (Ethan B)





CONTACT DETAILS

- Email: info@adulthoodliteracyohio.org
- Phone: 614-263-6020 ext. 1075
- Website: www.adulthoodliteracyohio.org
- Follow us on Facebook: <https://www.facebook.com/adulthoodliteracyohio>