

WORKFORCE POLICY BULLETIN

DATE: August 8, 2006

TO: Youth Contractors

ATTN: Operational Management

FROM: Bob Lanter, Executive Director
Workforce Development Board

SUBJECT: Tracking and Reporting of Literacy or Numeracy Gains for
Out-of-School Youth

WPB #: #03-06

SUBJECT:

ADMIN

PLANNING

MARKETING

EEO/AA

MIS

FISCAL

OPERATIONS

RAPID RESPONSE

SPECIAL FILING: X

Purpose:

This Workforce Policy Bulletin serves to transmit the Workforce Development Board's policy on tracking and reporting of Literacy or Numeracy Gains for Out-Of-School Youth: **effective date July 1, 2006**

DOL and the Employment Development Department are requiring that Local Workforce Investment Boards (LWIBS) track and report outcomes for the common measures, even though they are not being held accountable to attain a certain goal. Beginning in PY 2006-07, LWIBs are required to track and report basic skill levels for all out-of-school youth.

For PY 2005-06, and each subsequent year until WIA is reauthorized, the Workforce Development Board and its contractors will be accountable only for the youth "standard" measures, but will be responsible for tracking and reporting the "common" measures.

The Literacy and Numeracy Gains Measure:

EXCLUDES youth who are not basic skills deficient

EXCLUDES youth who are in-school

INCLUDES youth with learning disabilities

Is defined as:

Of those out-of-school youth who are basic skills deficient:

Number who increase one or more educational function levels (EFL)

Number completing 1 year in program + Number who exit before completing 1 year in program

To be included in the numerator, a youth must advance one or more Adult Basic Education (ABE) or English as a Second Language (ESL) educational functioning level (EFL). Youth providers must utilize a testing tool that crosswalks with ABE and ESL levels.

The measure requires **pre-testing** the basic skills level of all out-of-school youth (*regardless of age*) in one of seven functional skill levels: reading, writing, numeracy, speaking, listening, functional, and work readiness.

The State Workforce Investment Division (WID) developed an MIS form for tracking and reporting literacy or numeracy gains. Once an attainable goal is set, the standard for success for Literacy or Numeracy Gains is expected to be about 40%.

Action:

Effective July 1, 2006, 100% of all out-of-school youth (regardless of age) must be pre-tested in basic reading, writing and math. Youth providers must use the attached MIS Youth Test Scores form for reporting re-test scores for their youth participants. Report the test score for each of the functional areas on a separate line of the form.

Youth who **pre-test at or below the High Intermediate Basic Education EFL (6-8.9 grade level) will require a post-test within one year of the date of participation.** Youth providers must use the attached MIS Youth Test Scores form for reporting post-test scores for youth participants.

Youth who **pre-test at or above the Low Adult Secondary Education EFL (9.0-10.9 grade level) will NOT require a post-test.**

1st Year – Literacy or Numeracy Gains

Pre-test must occur within 60 days of the date of participation. **Pre-testing should occur as soon as possible since the 1-year clock for achieving an EFL increase begins on the date of participation, not the date of the pre-test.**

Youth providers can use a pre-test from up to six months prior to the date of participation; however, the same standardized test must be used for post testing. If this is not possible then the youth should be pre-tested again using a standardized test.

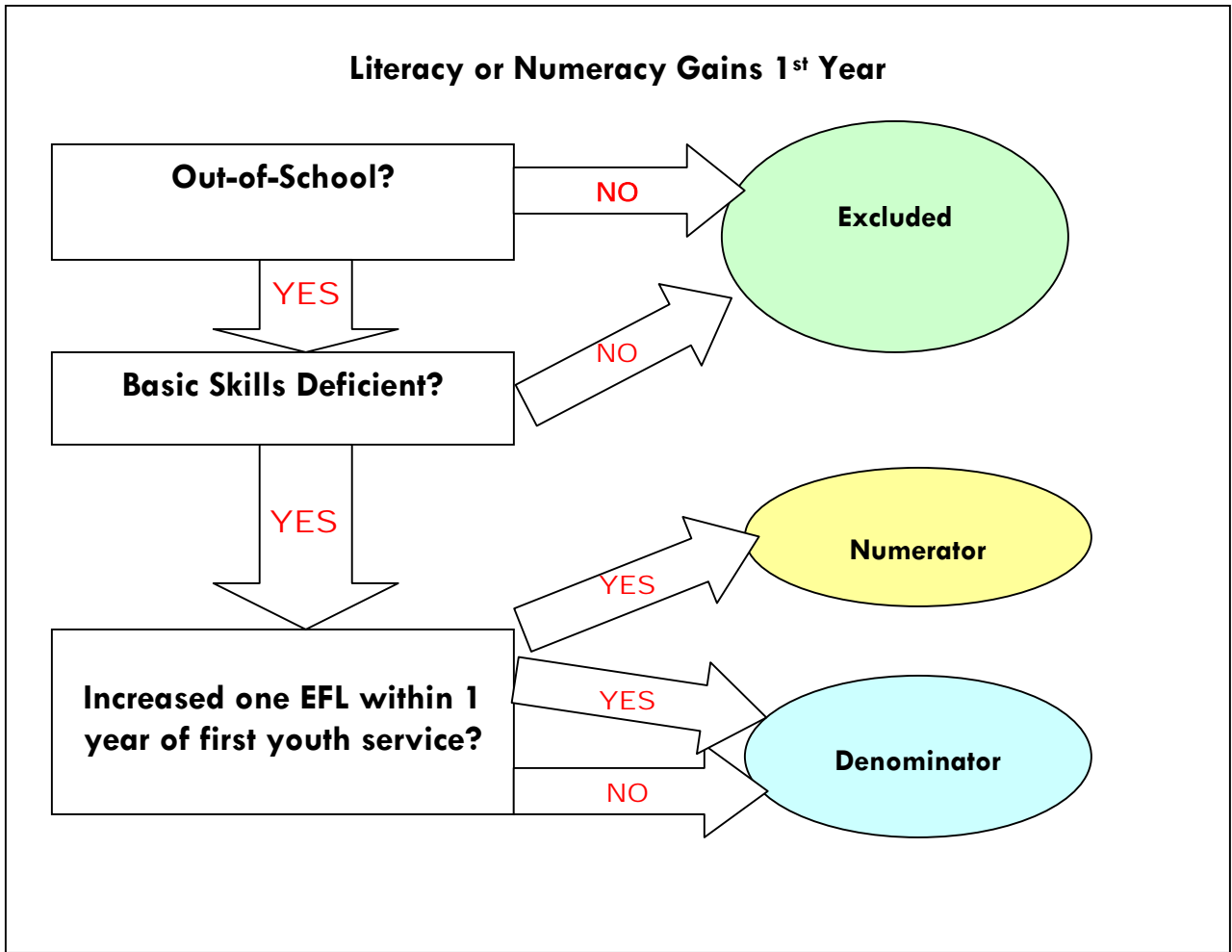
Individuals with disabilities must be accommodated according to guidelines associated with the assessment tool of choice and state law and policies.

Individuals must be post-tested by the end of the 1st year from the date of participation, and the results compared to pre-test results to determine if there is an increase in educational functioning level (EFL). The post-

test can be given anytime within the 1st year, but must be given prior to the 1st year anniversary date, from date of participation.

During the 1st year of participation a youth is included in the literacy or numeracy gains measure even if they exit prior to the end of the first year. Failure to test within the first year of participation or prior to exit *will result in a negative outcome for the measure.*

An increase of one EFL in any functional area during the participation year is considered a success for that participation year.

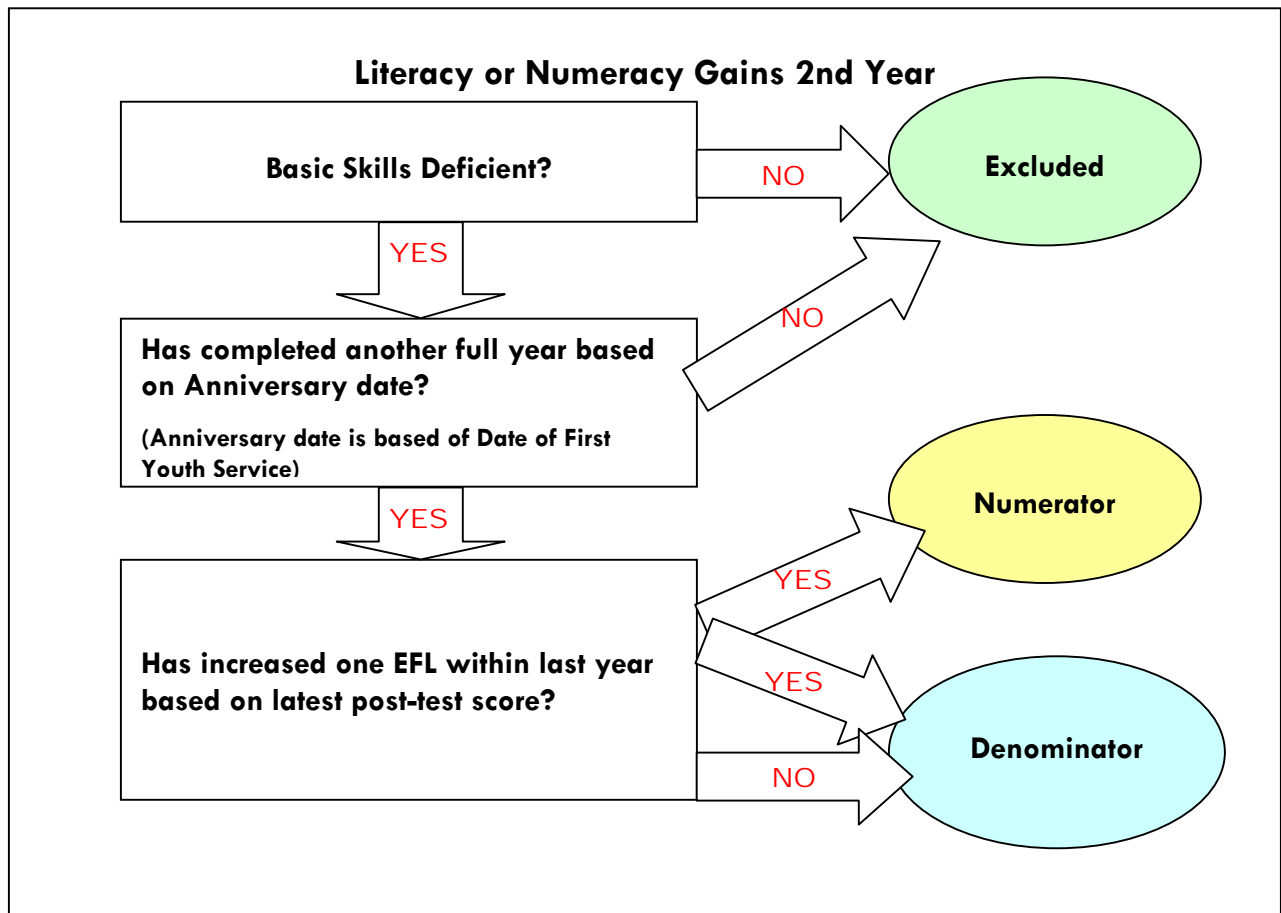


2nd Year – Literacy or Numeracy Gains

If a youth continues to be basic skills deficient after the 1st year of participation, even if they increase one or more EFLs, the youth must continue to receive assistance in literacy and/or numeracy skills in the 2nd year.

The post-test for the 1st year becomes the pre-test for the 2nd year. If an exit occurs prior to completion of a full 2nd year, the youth is excluded from the measure for the 2nd year, whether or not he/she was post-tested.

A youth must be post-tested prior to the 2nd year anniversary date, and included in the measure if they complete a full 2 years in the program.



The only way an out-of-school youth who is pre-tested as basic skills deficient can cycle out of the literacy or numeracy gains measure is to:

1. obtain basic skills sufficiency (literacy and/or numeracy at or above 9.0 grade level), or
2. exit the program prior to the completion of a full 2nd year in the program, or
3. exit the program with a global exclusion like institutionalized, health or family care, mandated residential program or death.
 - a. "return to secondary school" is no longer an exclusion.

Citations:

Department of Labor (DOL) Employment and Training Administration (ETA), Training and Employment Guidance Letter # 17-05, Common Measures Policy for the ETA Performance Accountability System, February 17, 2006.

Workforce Investment Act (WIA) Section 136 Performance Accountability System.

If you have any questions regarding this bulletin, please contact Terri Shields at: (925) 646-5239.

cc: Linda Palmquist, WID Regional Advisor
Youth Providers

Attachment



Employment
Development
Department

State of California

WORKFORCE INVESTMENT ACT YOUTH TEST SCORES

Grant
01 Application Number
Agency Code
Social Security Number

**Initial Enrollment Date
(Date of Participation)**

Last Name	First Name/Middle Initial
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02 ESL English is a Second Language

1 Yes

2 No

Pre-testing *must* occur within 60 days of the **date of participation (initial enrollment date)**

Post-testing, for youth who pre-test at or below 8.9 grade level, *must* occur within 1 year of the **date of participation (initial enrollment date)**

ABE or ESL	Test Type	Functional Area	Test Score	Educational Level	Date Administered	Pre-test	Post-test

Staff Signature	03 Staff ID	Date
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Test Type		Functional Area		Educational Functioning Level	
ABE	ESL	ABE	ESL	ABE	ESL
1 TABE 7-8	1 Comprehensive Adult Student Assessment System (CASA-LIFE)	1 Reading Functional Area	1 Reading & Writing Functional Area	1 Beginning ABE Literacy	1 Beginning ESL Literacy
2 TABE 9-10	2 Student Performance Levels (SPL)	2 Writing Functional Area	2 Speaking Functional Area	2 Beginning BSC Education	2 Beginning ESL
3 CASAS (Life Skills)	3 Basic English Skills Test (BEST)	3 Language Functional Area	3 Oral Functional Area	3 Low Intermediate Basic Education	3 Low Intermediate ESL
4 ABLE	4 Basic English Skills Test Plus (BEST Plus)	4 Mathematics Functional Area	4 Literacy Functional Area	4 High Intermediate Basic Education	4 High Intermediate ESL
5 Work Keys	5 Other Approved Assessment Tools	5 Other Functional Area	5 Listening Functional Area	5 Low Adult Secondary Education	5 Low Advanced ESL
6 Other Approved Assessment Tools			6 Other ESL Functional Area	6 High Adult Secondary Education	6 High Advanced ESL

ABE Educational Functioning Level			ESL Educational Functioning Level		
CASAS Score		Grade Level	CASAS Score		Grade Level
1 200 and below	=	0 - 1.9	1 > 200 and below	=	0 - 1.9
2 201 - 210	=	2.0 - 3.9	2 > 201 - 210	=	2.0 - 3.9
3 211 - 220	=	4.0 - 5.9	3 > 211 - 220	=	4.0 - 5.9
4 221 - 235	=	6.0 - 8.9	4 > 221 - 235	=	6.0 - 8.9
5 236 - 245	=	9.0 - 10.9	5 > 236 - 245	=	9.0 - 10.9
6 246 and higher	=	11.0 - 12.0	6 > 246 and higher	=	11.0 - 12.0