



Date: May 15, 2007

To: Workforce Development Board Directors
WIA Youth Program Managers/Lead Contacts

From: Gary Denis
Acting Bureau Director
Bureau of Workforce Programs

Subject: **Workforce Investment Act (WIA) Policy Update 07-01: Youth Literacy and Numeracy Gains Measure – CORRECTED VERSION**

Purpose

This policy update corrects the recently distributed Literacy and Numeracy Gains policy guidance related to the youth literacy and numeracy gains measure to amend the date of first youth service to July 1, 2005. This policy update rescinds and replaces WIA Policy Update 07-01: Literacy and Numeracy Gains which was published on April 3, 2007.

Legislative/Regulatory References

- WIA 1998 Federal Rules and Regulations, section 664.405(a)(1)
- WIA 1998 Public Law 105-220, section 129(c)(1)(A)
- U.S. Department of Labor (U.S. DOL) Training and Employment Guidance Letter (TEGL) 17-05

Background

On February 17, 2006, the U.S. DOL issued TEGL 17-05, Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues. TEGL 17-05 rescinded previously issued TEGL 7-99; TEGL 6-00 change 1; and TEGL 28-04.

Policy

All out-of-school youth must be assessed for basic skills proficiency but only those youth who are basic skills deficient on the date of first youth service are included in the Youth Literacy/Numeracy Gains measure. This applies to out-of-school youth that had a first service date on or after July 1, 2005. Workforce Development Boards (WDBs) are required to use one of the following tests when assessing out-of-school youth. The same assessment tool must be administered to the participant for pre-testing and post-testing.

1. Test of Adult Basic Education (TABE) forms 7 and 8 or 9 and 10;
<http://www.ctb.com>
2. Adult Basic Learning Examination (ABLE) – Second Edition;
<http://www.psychcorp.com>

3. Comprehensive Adult Student Assessment System (CASAS);
<http://www.casas.org>
4. WorkKeys;
<http://www.act.org/workkeys>

If an out-of-school youth is Limited English Proficient (LEP), WDBs are required to use one of the following assessment tools:

1. Comprehensive Adult Student Assessment System (CASAS);
<http://www.casas.org>
2. Basic English Skills Test (BEST); or
<http://www.cal.org/best>
3. Basic English Skills Test (BEST) Plus
<http://www.cal.org/bestplus>

Pre-tests administered up to six months prior to the date of first youth service may be used to establish the baseline for the literacy and numeracy gains measure. If no pre-test was administered before the youth was referred to the WIA youth program, the out-of-school youth must take a pre-test within 60 days following the date of first youth service.

The post-test must be administered within one year from the date of first youth service. For example, if a youth receives their first service on June 1, 2006, the post-test must be administered on or before May 31, 2007.

Participants included in this measure will be monitored by State and Federal staff. If an out-of-school, basic skills deficient youth has not achieved the minimum level of proficiency after two continuous years of Youth Program participation, local boards and service providers may be subject to technical assistance or other corrective action to improve participant outcomes.

Testing Youth with Disabilities

Reasonable accommodations must be provided when assessing a youth with a disability. The term disability means, with respect to an individual:

- A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
- A record of such an impairment; or
- Being regarded as having such impairment.

Accommodations for assessing youth with disabilities generally fall into the following categories:

- Changes to methods of **Presentation** of the test used as the assessment tool, (e.g., providing Braille versions of the test, interpreter, large print, visual clues, repeating directions, or reading aloud).
- Changes to methods of **Response** to the test questions, (e.g., having the test taker point to a response, mark answers in book, use reference aids, calculator, tape recorder, word processor, or computer administration).
- Changes to the **Setting** in which the test is provided, (e.g., permitting test be taken at home or in small groups; separate room or special lighting).

- Changes to the **Timing/Scheduling** of the test, (e.g., permitting frequent breaks, extending the amount of time generally provided for completion of the test, or giving the test over several days).

In some instances, use of alternate assessment tools, even with appropriate accommodations, may not provide a valid or reliable evaluation of the literacy and numeracy skills of an individual with one or more disabilities. When this occurs, WDB may use an alternate assessment tool to measure literacy and numeracy gains. WDBs must contact Scott Fromader from the Department of Workforce Development (DWD) at (608) 261-4863 prior to using an alternate assessment tool.

Alternate assessments may include, but are not limited to:

- **Portfolio:** Assessment method that uses a collection of the participant's work that demonstrates the skills being assessed.
- **Performance Assessment:** Assessments that are a direct measure of skills and knowledge, usually in a one-on-one assessment.
- **Observation in Structured and Unstructured Setting:** Assessment method to observe whether participants are able to perform certain activities.
- **Samples of Participant Work:** Assessment method used to demonstrate skills being assessed.

Information specific to alternate assessments and measuring progress through use of these tools can be found on the Department of Public Instruction website:

<http://www.dpi.state.wi.us/dpi/dlsea/een/eligintro.html>

For additional information about Wisconsin State Law, reasonable accommodations, alternate assessments, and transition services pertaining to youth with disabilities, you may contact one of the following individuals:

- Rick Hall, DWD/Division of Vocational Rehabilitation, (608) 261-0060;
- Sandy Berndt, Department of Public Instruction, (608) 266-1785; or
- Tom Heffron, Technical College System Board, (608) 266-3738.

Automated System Support for Employment and Training (ASSET) Reporting

Test data for this measure must be reported in a specific location in ASSET. The reporting screens can only be accessed if: 1) the youth has received a WIA Title IB youth service; and 2) the case manager reports the customer is an out-of-school, basic skills deficient youth following the administration of the appropriate tests described above. The screens are customized to ensure proper reporting, since the different test types have different reporting methods. This is why the screens refresh each time data is entered in certain fields. It ensures testing is reported properly and performance outcomes computed correctly.

To report a Pre-Test:

1. Manage Assessment, select "Add Test";
2. Select Test Category (ABE or ESL);
3. Pre-Test Overview, select appropriate Assessment Tool;
4. Select Test Form and Functional Area;
5. Enter pre-test score;
6. Enter Date Administered and Grade Equivalent;
7. Save Record; and
8. Report Functional Area 2 and 3 if necessary.

To report a Post-Test:

1. Manage Assessment; Test Scores Youth Literacy/Numeracy;
2. Click on Test Category listed in the test score box;
3. Select Post-Test Year One Tab;
4. Enter post-test score(s);
5. Enter Date Administered and Grade Equivalent;
6. Save Record; and
7. Report Functional Area 2 and 3 if applicable.
8. The same procedure is followed in Years Two and Three.

Action Required

This policy change is effective immediately.

Questions and/or Technical Assistance and Training

If you need additional information regarding this policy, please contact the Local Program Liaison assigned to your area.