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STATE OF WISCONSIN



Department of Workforce Development

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Date: August 6, 2013

To: Workforce Development Board Executive Directors
WDB WIA Youth Program Managers

From: Chytania Brown, Acting Bureau Director *Chytania Brown*
Bureau of Workforce Training

Subject: WIA Policy Update 10-03, Change 1: Youth Literacy and Numeracy Gains

Purpose

This policy update contains changes to reporting all out-of-school youth, regardless if they are basic skills deficient, assessment scores in ASSET.

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;
- U.S. DOL TEGL 17-05, Change 2; and
- U.S.DOL TEGL 18-11.

Background

U.S. DOL Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues including guidance on the Literacy and Numeracy Gains performance measure for WIA youth participants is found in TEGL 17-05 and 17-05, Change 2. Additional information on improving literacy and numeracy gains of WIA youth participants may be found in TEGL 18-11.

Policy

All youth must be assessed for basic skills proficiency in reading and math, but only those youth who are both out-of-school and basic skills deficient on the date of first youth service are counted in the Literacy and Numeracy Gains measure. An out-of-school youth is one who, on the date of first youth service, is:

- Not attending school (high school dropout);
- Not attending school (have earned a high school diploma or equivalent); or
- Attending post-secondary school and is basic skills deficient.

A basic skills deficient individual is one who:

A basic skills deficient individual is one who:

- Computes or solves problems, reads, writes, or speaks English at or below the 8.9 grade level or is unable to compute or solve problems, read, write or speak English at a level necessary to function on the job, in the individual's family or in society.

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 youth is expected to take a pre-test within 60 days following the date of first youth service. If no pre-test is administered, the youth will fail the measure in the first year of program participation and will fail in all applicable years until a pre-test and post-test have been taken or until the youth exits the program or transfers from the youth program without exiting.

The post-test should be administered no more than one year after the date of first youth service. For example, if a youth receives their first service on June 1, 2013, the post-test must be administered on or before June 1, 2014. If the post-test is administered more than one year after the date of first youth service, the youth will fail the measure for the year of program participation for which the post-test was intended. The post-test results can be applied to the next year of program participation and performance if the youth achieves the necessary gain in Educational Functioning Levels.

Post-tests administered after the youth has exited (i.e., during follow-up) will be excluded from the measure, regardless of any gains the youth may have made. If an out-of-school, basic skills deficient youth remains in the youth program for more than three years, the youth will be excluded from the Literacy and Numeracy Gains measure after their third full year of program participation.

If the youth remains basic skills deficient after their first, second or third year of participation, WDBs should continue to provide services that will help the individual achieve literacy and numeracy gains.

Approved Testing Instruments

Workforce Development Boards (WDBs) are required to use one of the following tests when assessing out-of-school youth for basic literacy and math skills. The same assessment tool must be administered to the participant for pre-testing and post-testing.

1. Test of Adult Basic Education (TABE) Forms 9 and 10: Reading and Math;
<http://www.ctb.com>
2. Comprehensive Adult Student Assessment System (CASAS): Reading and Math;
<https://www.casas.org>
3. WorkKeys: Reading for Information and Applied Mathematics;
<http://www.act.org>
4. Wonderlic - General Assessment of Instructional Needs (GAIN); English and Math; or
<http://www.wonderlic.com>
5. Massachusetts Adult Proficiency Test (MAPT): Reading and Math.
<http://www.sabes.org/assessment/mapt.htm>

If an out-of-school youth is Limited English Proficient (LEP), Workforce Development Boards must use one of the following assessment tools.

1. Comprehensive Adult Student Assessment System (CASAS);
<http://www.casas.org>
2. Basic English Skills Test (BEST) Literacy; or
<http://www.cal.org>
3. TABE Complete Language Assessment System - English (TABE CLAS-E).
<http://www.ctb.com>

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, WDBs 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 to seek approval.

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:

- Meredith Dressel, DWD/Division of Vocational Rehabilitation, (608) 261-0075;
- Wendi Dawson, Department of Public Instruction, (608) 266-1146; or
- Tom Heffron, Technical College System Board, (608) 266-3738.

Automated System Support for Employment and Training (ASSET) Reporting

Local youth programs must provide an objective assessment of academic levels (reading and math), skill levels and service needs for all registered youth. Reading and math numeric and grade level test scores must be recorded in ASSET regardless if they are basic skills deficient or not.

Reporting test scores for out-of school youth:

Test scores for out-of-school youth must be reported in Manage Assessments under Test Scores – Out of School Youth (Literacy\Numeracy). The Add Test Score button is only activated when Meets 'Out-of-School Youth' criteria is set to Yes in Manage Programs, Title 1 Youth tab.

To report a Pre-Test:

1. Click "Add Test";
2. Select Test Category (ABE or ESL)
3. On the Pre-Test Overview tab, select appropriate Assessment Tool;
4. Select Functional Area;
5. Enter pre-test score;
6. Enter Date Administered;
7. Enter Grade Equivalent;
8. Save Record; and
9. Repeat steps 3 through 8 to report Functional Areas 2 and 3, as needed.

To report a Post-Test:

1. Select the appropriate Test Category listed under the Test Scores – Out of School Youth (Literacy\Numeracy);
2. Select Post-Test Year One tab;
3. Click 'Add Post-Test Year One Data';
4. Select appropriate Functional Area;
5. Enter post-test score;
6. Enter Date Administered;
7. Enter Grade Equivalent;
8. Save Record;
9. Repeat steps 4 through 8 to report Functional Areas 2 and 3, as needed.

The steps listed above should be used to report Year Two and Year Three test scores.

Note: The Post-Test scores can only be added if a WIA Title 1B Youth funded service (excluding Design Framework: Assessment, Case Management, and Individual Service Strategy) has been entered in Manage Services.

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.

An electronic version of WIA Policy Update 10-03, Change 1 is available at:
<http://dwd.wisconsin.gov/dwdwia/policy.htm>