


MARICOPA COUNTY  HUMAN SERVICES DEPARTMENT Workforce Development Division	SECTION/REFERENCE TEGL #17-05; WIA Guidance Letter #08-05	PAGE 1 OF 2
	ORIGINAL ISSUE DATE August 2010	REVISION DATE
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SUBJECT: Literacy and Numeracy		ADDENDA: Educational Functioning Level Table

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. The implementation of common performance measures across Federal job training and employment programs is designed to enhance the ability to assess the effectiveness and impact of the workforce investment system, including the performance of the system in serving individuals facing significant barriers to employment.

TEGL 17-05 includes guidance on the literacy/ numeracy performance measure for youth participants. The literacy and numeracy measure is one of three youth common performance measures created through TEGL 17-05.

Policy:

The literacy and numeracy performance measure determines the progress of out-of-school youth, ages 14-21, which are basic skills deficient and enrolled in WIA on or after July 1, 2005. Youth providers are required to administer the TABE pre-test to all out of school youth to determine if youth are basic skills deficient. Youth must be assessed in reading, language, and math. The pre-test must be administered during the eligibility determination process or no later than the **date of participation**. **The same test and version must be used for both pre and post-tests.**

Individuals who are determined not to be basic skills deficient based on pre-test scores are excluded from this measure.

Literacy and numeracy measures the number of youth participants who increase one or more educational functioning levels divided by the number of participants who have completed a year in the youth program, plus, the number of participants who exit before completing a year in the program.

Formula for Literacy and Numeracy for out-of-school (ages 14-21) who are basic skills deficient:

#of participants who increase one or more educational functioning levels
(Divided By)

of participants who have completed a year in the program (i.e. one year from the date of participation) plus
the # of participants who exit before completing a full year in the program

To be included in the numerator, a participant must demonstrate on the post-test that he/she has advanced one or more educational functioning levels beyond the level in which he/she was initially placed by the pre-test. The one year time period begins on the date of the first youth program service (date of participation), not the date of the pre-test.

All out-of-school youth that are basic skills deficient must have their pre and post test scores recorded in the literacy and numeracy section of the Virtual One-Stop System (VOS). Participants must be post-tested prior to the end of the one year following the individual's participation date. No more than four (4) assessment tests may be administered during the year. The most recent assessment within one year of participation must be used as the post-test score if more than one assessment was administered after the initial test.

Individuals who remain basic skills deficient after participating for a full year and remain in the program must continue to receive basic skills remediation services, regardless of whether they have increased one or more educational functioning levels. Those participants must be included in the measure for the first year of participation. At the end of a full second year, these participants must be post-tested and included in the measure again. If the participant does not complete a full second year, the individual will not be included in the measure for that year.

Note: youth must be post-tested in the academic areas that continue to reflect basic skills deficiency, for each year in the program.

Testing Youth with Disabilities:

When administering assessment tools, individual with disabilities are to be provided with reasonable accommodations, as appropriate, according to:

Section 188 of the WIA (implementing regulations at 29 CFR Part 37)

Section 504 of the Rehabilitation Act of 1973 (DOL implementing regulations at 29 CFR Part 32), and

Title II off the Americans with Disabilities Act, if applicable (implementing regulations at 28 CFR Part 35) taking into consideration

Accommodations for the assessment process can include any of the following categories:

- 1) Changes to the methods of **Presentations** of the test used as an assessment tool
- 2) Changes to the methods of **Response** to the test questions
- 3) Changes to the **Setting** in which the test is provided
- 4) Changes to the **Timing/ Scheduling** of the test