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Reference: TEGL 17-05

**Final Guidance**  
**Guidelines for Recording Assessment Results for Youth in Employ Florida**  
**Marketplace**

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**OF INTEREST TO**

Workforce Florida, Inc. (WFI), Regional Workforce Boards (RWBs), service providers, and other entities engaged in implementing Workforce Investment Act (WIA) Programs.

**SUBJECT**

Using the Literacy and Numeracy Table in Employ Florida Marketplace (EFM) to Record Assessment for All Youth.

**PURPOSE**

The purpose of this issuance is to provide guidance to the RWBs, as well as WIA program providers regarding the proper way to record assessment results for Basic Skills Deficient (BSD) youth as it relates to Common Measures-Literacy and Numeracy Gains and the Balanced Scorecard Report - WIA Youth Average Grade Gain Measure.

**BACKGROUND**

On February 17, 2006, the United States Department of Labor (USDOL) published a Training Employment and Guidance Letter (TEGL) 17-05 entitled "[Common Measures Policy for the Employment and Training Administration's \(ETA\) Performance Accountability System and Related Performance Issues](#)" to states in an attempt to replace existing guidance on common measures reporting. This TEGL provides additional clarification regarding the Literacy and Numeracy measure.

**“Literacy and Numeracy Gains”**

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

Number of youth participants who increase one or more [educational functioning levels](#).

Number of youth participants who have completed a year (one year from date of program participation) in the program plus the number of youth participants who exit before completing a year in the youth program.

The Youth Average Grade Level Gain was made mandatory July 2006 with the development of draft measures for the new Balanced Scorecard Report. A request was made by the balanced scorecard committee to create a measure that would identify youth grade gains for both in and out-of-school youth who are BSD.

### **“WIA Youth Average Grade Gain Measure”**

**Definition:** *Of those youth who are basic skills deficient at date of first youth program service:*

Average annual grade level increase from the higher of the two: literacy or numeracy scores based on pre and post-tests.

### **PROGRAM GUIDANCE**

The Workforce Investment Act federal guidelines require all youth to be assessed for basic skills sufficiency. Effective August 1, 2007, all grade level assessment scores must be recorded in the Literacy and Numeracy Table on the Programs Tab in EFM. Currently, EFM has two places to record assessment results: a). Assessment Tab and b). Literacy and Numeracy Table on the Programs Tab. All non-grade level assessment results should be recorded using the Assessment Tab in EFM. Examples of such assessments are aptitude and interest inventories.

These instructions apply to all BSD youth and are intended to assist WIA providers with properly recording assessment results as they relate to Common Measures-Literacy and Numeracy Gains and the Balanced Scorecard Report - WIA Youth Average Grade Gain Measure.

### **General rules:**

- All youth must be assessed in basic reading and math.
- The instructions apply to in-school and out-of-school youth.
- Measures average increases in literacy and numeracy grade levels and gains in educational functioning score (raw score).
- Individuals who are not basic skills deficient based on pre-test results are excluded from measurement.

### **Participant’s First Year**

- An initial test (pre-test) must be given within 30 days of the Date of First Youth Service.

- If a previous test was conducted (i.e., by a partner program) within six months prior to the Date of First Youth Service, then that test score can be used and recorded in EFM.
- The participant's grade level increase is included in the measure, even if they exit prior to the end of the first year.
- Exit can occur at any time, but post-test must be given prior to exit.
- The post-test can be at any time within the first year, but must be given prior to or on the anniversary date.
- The same standardized assessment tool (**currently TABE**) must be used at both the pre-test and post-test.
- Multiple progress post-tests can be given throughout the year; however, if no test is changed to a post test, then the latest test date, i.e., the test date entered on the anniversary or the closest date prior to the anniversary, will be the score reported regardless of whether or not it was a higher or lower score than any of the previous post assessments that were conducted during the year.
- A grade level increase could come from either a reading score or a math score, but need not be a gain from both in order to be reflected in this measure.
- Post-test must be within one year of participation, not one year from pre- test.

### **Participant's Second and Subsequent Years**

- Participants, who remain basic skills deficient after completing a full year in the program, must continue to receive basic skills remediation services.
- The participant's first year post-test now becomes the second year's pre-test and so on.
- New progress tests can be given at any time prior to or on the anniversary date.
- If the participant exits prior to the anniversary of the participation year (in year two and three), then the participant is *excluded* from the measure whether or not he/she completed the appropriate post-test.
- Those participants who exit with a global exclusion (death, health/medical, family care, institutionalized, Reservists called back to duty, and relocation to a mandated residential facility) are excluded from this performance measure.
- Participants who are no longer basic skills deficient based on post-test results are no longer included in this measure.

## **DATA ENTRY INSTRUCTIONS**

### **Recording Pre-Test Assessment Scores**

- Click on the **Create Literacy and Numeracy** link on the Programs tab
- General information is pre-populated based upon enrollment data – select from the dropdown boxes if any field displays as “none selected” (e.g., customer group, LWIA, One-Stop Location)

- Assessment Type; Choose appropriate selection from dropdown box. The first time an assessment is entered, the system will set the test type to “pre-test”, and this cannot be changed.
- Assessment Category: Choose appropriate selection from dropdown box
- Type of Assessment Test: Choose appropriate selection from dropdown box
- Assessment Type Other: Type in appropriate response if warranted
- Assessment Forms/Version Info: Type in appropriate response if warranted
- Functional Area: Choose appropriate selection from dropdown box. Only one test for each functional area may be entered.
- Other Functional Area: Type in appropriate response if warranted
- Date of Pre-Test: choose date using calendar icon or type in the date using mm/dd/yyyy format
  - **Note: this is the test date field that will be used for the measure.**
- Pre-Test Grade Level: e.g., 7<sup>th</sup> grade (note EFM allows decimal points to be entered e.g., 7.9)
- Pre-Test Functional Score:
  - Note: that this is the raw score which USDOL is requesting e.g., 518 – 566 (see [TEGL 17-05 attachment C](#)).**
- Educational Functioning Level: Information will be system set based on previously entered data and business rules. Staff cannot override this value.
- Score represents Basic Skills Deficient: Yes or No will be system set based on previously entered data and business rules. Staff cannot override this value.

### **Recording Multiple Progress Assessments**

- Click on the selected **Functional Area-Assessment Category** within the Literacy and Numeracy Record Table
- Go to the **Progress Assessment** section at the bottom of the page
- Click on **Create Progress Assessment Record Link**
- Select One-Stop location from the dropdown box (most of the information in this section has been pre-filled)
- Scroll down to the Progress Assessment area, select **Progress Test** from the Test Type dropdown box
- Enter **Assessment Form/Version** information
- Enter the **Progress-Test** Grade Level
- Enter the **Progress Test Functional Score** (3-digit raw score)
- The **Educational Functioning Level** information will be system set based on previously entered data and business rules. Staff cannot override this value.
- Enter **Date Assessed** using the calendar icon or type in the date using mm/dd/yyyy format.
- **Participant Remains Basic Skills Deficient:** Yes or No will populate based on Test Functional Score

Click on **Save** to secure edits and update file

### **Recording Post-Assessment**

- Click on the selected **Functional Area-Assessment Category** within the Literacy and Numeracy Record Table
- Go to the **Progress Assessment** section at the bottom of the page
- Click on **Create Progress Assessment Record** Link
- Select One-Stop location from the dropdown box (most of the information in this section has been pre-filled)
- Scroll down to the Progress Assessment area, select **Post-Test** from the Test Type dropdown box
- Enter **Assessment Form/Version** information
- Enter **Progress Test** Grade Level
- Enter **Progress Test Functional Score** (three-digit raw score)
- The **Educational Functioning Level** information will be system set based on previously entered data and business rules. Staff cannot override this value.
- Enter **Date Assessed** using calendar icon
- **Participant Remains Basics Skills Deficient:** Yes or No will populate based on Test Functional Score after section is saved
- Click on **Save** to secure edits and update file

**NOTE:** Prior to the one-year anniversary, staff may edit any progress test to a post test based upon the best score. If a progress test is entered and not changed to a post test, no post test will be recorded for the youth.

### **Testing Youth with Disabilities**

- Per WIA Regulations [29 CFR 37.4](#), when administering assessment tools, individuals with disabilities are to be provided with reasonable accommodations:  
  
“modifications or adjustments,” made on a case-by-case basis, “that enable a qualified individual with a disability...to receive aid, benefits, services, or training equal to that provided to qualified individuals without disabilities.”
- Reasonable Accommodations are to be provided in accordance with:
  - [Section 188 of the WIA](#);
  - Guidelines associated with the assessment test; and
  - State laws and local policy.

- Youth with disabilities are expected to achieve the same gains as other youth.  
**Note:** accommodations are to provide a level playing field.
  
- For further information regarding Testing Youth with Disabilities, [see TEGL 17-05](#).

## **SUPERSESSION**

This Guidance Paper supersedes AWI FG 06-054, dated May 30, 2006.