

Literacy & Numeracy Concepts

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ETA Guidance

Contents of this presentation are based on Employment and Training Administration (ETA) guidance for common measures reporting and performance improvement:

- ❑ [**TEGL 17-05**](#): Common Measures Policy for ETA Performance Accountability System and Related Performance Issues. Required reporting and accountability of the common measures

- ❑ **TEGL 17-05**, [*Change 2*](#): Further clarifies the application of the literacy/numeracy measure initially provided in Attachment C, Educational Functional Level Descriptors, TEGl 17-05. This guidance rescinded Change 1.

- ❑ [**TEGL 18-11**](#): Provides guidance and strategies to increase literacy/numeracy gains.

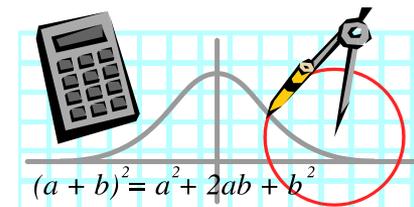
Calculating the Literacy Numeracy Measure

Of those **out-of-school youth** (OSY) who are basic skills deficient:

Number of OSY who increase one or more **educational functioning levels**

-----**divided by**-----

Number of OSY who have completed a year in the youth program (one year from the date of first youth program service)
Plus the number of participants who exit before completing a year in the youth program



Descriptors of an Out of School Youth

Is the individual an out-of-school youth according to the following ETA reporting definition of Out-of-school youth:

A youth who is not attending school (even if the youth has a H.S. diploma or its equivalent) **or** is attending post-secondary school and is basic skills deficient.

- A youth attending secondary school is always an in-school youth.
- ✓ A youth who is a high school dropout is always an out-of-school youth.
- A youth who is attending an alternative school (e.g., continuation high school) is an in-school youth.
- ✓ A youth who is a high school graduate (or attained a GED) and is attending post-secondary education is an out-of-school youth
- ✓ A youth who is a high school graduate (or attained a GED) and is **not** attending post-secondary education, is an out-of-school youth

Youth that meet the OSY Descriptors should be tested for basic skills deficiencies !

Basic Skills Deficient Definition

- Basic Skills Deficient – WIA Sec. 101 (4) –This term means, with respect to an individual, that the individual **has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test** or a comparable score on a criterion referenced test.
- Alaska’s accepted standardized test is the Test of Adult Basic Education (TABE)

ASSESSING BASIC SKILL LEVELS

Locating Skill Levels

TABE 9&10 Locator Evaluation Chart

TABE Level to Administer	Reading Number Correct	Mathematics Number Correct
EASY (E)	6 & Below	4-6
MEDIUM (M)	7-8	7-8
DIFFICULT (D)	9-10	9-10
ADVANCED (A) <i>For reporting purposes test at level (D)</i>	11-12	12-16

Locator tests are built to measure a wide range of ability with a limited number of questions; but, cannot stand alone as a comprehensive assessment. Use the Locator score to determine which TABE level youth should be assessed. *Note: locator test is not required prior to post testing a youth.*

ASSESSING BASIC SKILL LEVELS cont.

Educational Functioning Levels

Educational Functioning Level (EFL)	Test Level	Test Benchmark (Grade Equivalent)	
Beginning ABE Literacy	L	0 -1.9	
Beginning Basic Education	E	2 -3.9	<p>Interpreted An EFL increase is a jump of at least two grade levels from the baseline level determined by the pre-test i.e. an EFL increase from grade equivalency level 1.9 would be 3.9</p> <p>Actual EFL's are broken out by Literacy levels as shown in the graph. To realize an EFL increase- a youth must progressively ascend from one literacy level to the subsequent level i.e. moving from Beginning ABE Literacy to Beginning Basic Education; the improvement could be as minute as moving from Grade equivalency 1.9 to 2.0, because 1.9 falls within the lower EFL and 2.0 is the minimum for the next higher EFL.</p>
Low Intermediate Basic Education	M	4 -5.9	
High Intermediate Basic Education	D	6 -8.9	
Low Adult Secondary Education	A	9 -10.9	Not Basic Skills Deficient
High Adult Secondary Education	A	11 -12	Not Basic Skills Deficient

Key Concepts



- All out-of-school youth must be assessed in basic reading writing and math
- A participation year is one year from the start date of the first youth service
- Excludes in-school youth
- The same standardized assessment must be used for pre- and post-testing
- Test of Adult Basic Education (TABE) is the mandatory assessment tool
- Includes individuals with disabilities. (*Accepted ABE testing accommodations should be applied.*)
- Gains can occur in literacy or numeracy (allowed to pre-test and post-test at different levels in each category).
- OSY determined not basic skills deficient based on pre test results are excluded from the measure
- The measure includes individuals who are given an initial assessment and are determined basic skills deficient based on assessment outcomes.

Key Concepts -cont.



- Pre-testing should occur within 60 days of the first youth program service; can use pre-test from up to six months prior to date of first youth service.
- Youth must be post-tested by the end of one year from the date of the first youth service to measure gains
- If a youth continues to be basic skills deficient after the first participation year, they must continue to receive training in literacy and/or numeracy skills and post tested for gains.
- The prior participation year post test serves as the pre-test for the subsequent participation year
- If an out-of-school, basic skills deficient youth does not have a post-test date or has a post-test date after the end of a given participation year, then the youth will be included in that year's denominator unless the youth has an exit-based exclusion during the participation year.
- OSY remain in the measure for up to three years so long as they continue to be basic skill deficient
- No Pre or post-test, in first participation year equals automatic negative count for performance- this rule applies to subsequent two program years

Key Performance Factors



Youth are included in the measure for each participation year they remain basic skills deficient in either of the two skill areas (Math/Reading) for up to three years



Assess exiting OSY who remain basic skill deficient after participation year one, and are not motivated to complete a second full year in the program, prior to completion of participation year Two/Three (*Exited youth can be served with core and intensive services while in the follow-up phase*); Contact the Division to gain approval this for this type of Exit



Youth post-tested **after** their one, two, or three-year anniversary, will result in a negative outcome for the measure for that given participation year; even if the youth shows gains



If data is not entered into the ICM within required time frames **it didn't happen!** (*Data entry policy requires: within 30 days of the activity*)



Minimize program drop-outs: OSY who exit before demonstrating gains in year one are included in the measure as a negative count

Lit/Num Assessment Flowchart

Initial TABE Assessment (Pre Test)
Must occur within 60 days from first youth services start date; includes Locator test

Basic Skills Deficient

Not Basic Skills Deficient

Create ISS strategy to address basic skills needs

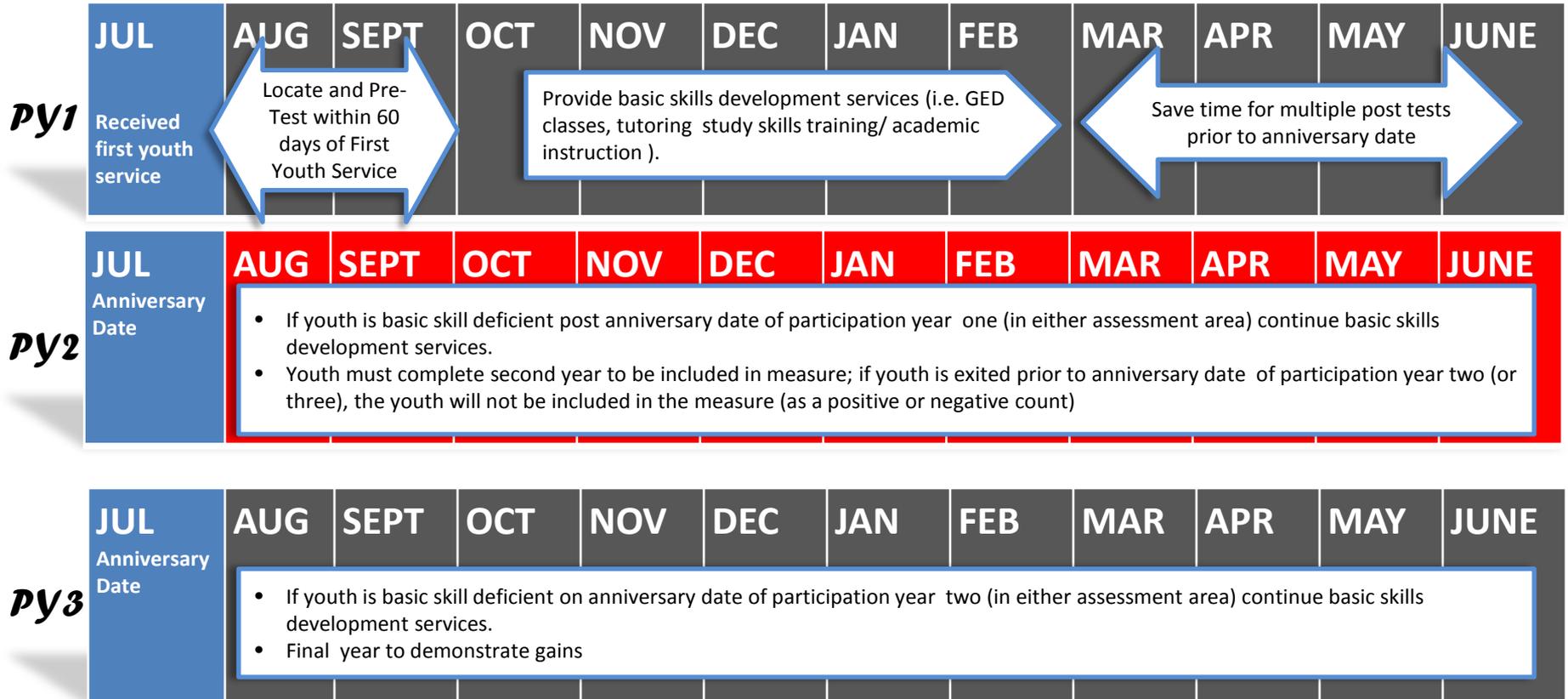
Provide remediation services and track progress

Post test prior to anniversary date of given participation year

Continue remediation services if youth remains basic skill deficient for years 2/3

Not basic skills deficient; Youth has satisfied literacy Numeracy skills requirements and does not require continued assessment.

Lit/Num Assessment Timeline



Parameters

- 1st Youth Service delivered July 1st
- Basic skill deficient OSY

Strategy (*Participation Year two critical to performance*)

- Youth who continue to be basic skill deficient in participation year two/three should be carefully reviewed and assessed for Exiting to mitigate negative literacy Numeracy performance outcomes
- Core, Intensive, and support services can be provided during the Exit phase

Quiz

1. What happens if there is no pre-test documented within 60 days of first youth service?

ETA's policy is that youth should be pre-tested within 60 days of the date of first youth service. If they do not pre-test within the 60 days, the only penalty is that the youth will have less time to achieve an educational gain. If the youth does not post-test at all before the anniversary date and the youth is basic skills deficient, they automatically fail the measure for that year.

2. Is there a need to test youth for basic skills deficiency even if the youth attends or attended college?

Yes. *All out-of-school youth must be tested for basic skills deficiency (see previous description for out-of-school youth). Prior attendance in post-secondary education does not preclude being basic skills deficient.*

Quiz-cont.

3. If an out of school basic skill deficient youth, achieves a GED/ high school diploma prior to achieving basic skills functioning level requirements, is that youth exempt from the Measure?

No. Attainment of a high school diploma or its equivalent does not excuse an out of school youth from TABE Pre or Post testing to determine basic skills levels

4. If during a youth's second year of WIA participation, they post-test and it's a positive gain but then they exit before completing the full second year, are they counted in the measure?

No. Youth must complete the full second year to be included in the measure a second time. If they exit prior to completion of the full year, they are excluded

5. What is a "success" for Literacy/Numeracy?

- A positive outcome would include youth who achieved an educational functioning level gain.*
- Overall success would be basic skills proficiency; in other words, youth are no longer basic skills deficient and, therefore, no longer included in the measure.*

Quiz-cont.

Scenario 1:

Johnny is an OSY who was recently pre TABE tested for basic skills levels, his results are below:

- Math EFL: 4.6
- Reading EFL: 9.0

Q1: Based on his EFL scores, is he basic skills deficient?

Yes!

Scenario 2:

Sarah is an OSY who was recently pre TABE tested for basic skills levels, her results are below:

- Math EFL: 6.0
- Reading EFL: 8.8

Q1: Based on her EFL scores, is she basic skills deficient?

Yes!

Scenario 2-cont.:

Sarah was posted tested within the one year time frame; her results are below:

- Math EFL: 10.0
- Reading EFL: 8.9

Q2: keeping in mind her pre test scores above; based on her EFL post test scores, is she basic skills deficient?

Yes!

Note: Though she continues to be basic skill deficient, she is a positive outcome for the participation year because she demonstrated an EFL gain in Math

Questions and Resources

Resources

- [Division's TABE advisory](#)
- [Literacy numeracy desk aide](#)
- DBP Literacy Numeracy PowerPoint
- Request Technical Assistance