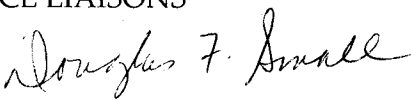


<b>Employment and Training Administration</b> <b>Advisory System</b> <b>U.S. Department of Labor</b> <b>Washington, D.C. 20210</b>	<b>CLASSIFICATION</b> ETA Performance Accountability System
	<b>CORRESPONDENCE SYMBOL</b> PROTECH
	<b>DATE</b> May 20, 2009

**TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 17-05, Change 2**

**TO:** ALL STATE WORKFORCE AGENCIES  
 ALL STATE WORKFORCE LIAISONS

**FROM:** DOUGLAS F. SMALL   
 Deputy Assistant Secretary

**SUBJECT:** Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues

**1. Purpose.** The intent of this guidance is to further clarify the application of the literacy/numeracy measure initially provided in Attachment C, Educational Functional Level Descriptors, in Training and Employment Guidance Letter (TEGL) 17-05, issued February 17, 2006, and to rescind TEGL 17-05, Change 1, issued August 13, 2007. This change TEGL only addresses specific reporting changes for the Workforce Investment Act (WIA) Youth literacy/numeracy measure.

**2. References.** Training and Employment Guidance Letter (TEGL) 17-05, *Common Measures Policy for the Employment and Training Administration's (ETA) Performance Accountability System and Related Performance Issues*,  
[http://wdr.doleta.gov/directives/corr\\_doc.cfm?DOCN=2195](http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2195)

Workforce Investment Act Title 1 B Standardized Record Data (WIASRD) layout,  
<http://www.doleta.gov/performance/reporting/wiasrd.cfm>

<b>RESCISSIONS</b> TEGL 17-05 Change 1	<b>EXPIRATION DATE</b> Continuing
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**3. Background.** ETA published TEGL 17-05 on February 17, 2006. TEGL 17-05 includes guidance on the literacy/numeracy measure for youth participants. ETA published TEGL 17-05, Change 1, on August 13, 2007, to provide further guidance on the literacy/numeracy measure for youth participants. This change TEGL rescinds TEGL 17-05, Change 1, and provides additional clarification on the measure, to be consistent with guidance from the Department of Education.

**4. Revisions.** This change TEGL updates TEGL 17-05, by providing revised guidance and specifications for the literacy/numeracy measure and instructions on accessing the revised Educational Functioning Level (EFL) descriptors table from the Department of Education. ETA is implementing the revised specifications and EFL definitions for Program Year 2008, which began July 1, 2008.

The Department of Education recently announced that the TABE CLAS-E assessment has been approved to test the literacy gains of English-as-a-Second-Language (ESL) students and approved the Wonderlic assessment for the following educational functioning levels: low intermediate, high intermediate and low adult. Additionally, the Department of Education has removed ABLE from its list of approved assessments.

The new EFL descriptors table reflecting these changes is available at: <http://www.nrsweb.org/pubs/>. States should be aware that ETA will no longer issue the EFL descriptors table as a TEGL attachment. States should access the latest National Reporting System Test Benchmarks for EFL at the link above, which reflects the most up-to-date guidance from the Department of Education.

Attachments A through C include revised guidance on the literacy/numeracy measure reporting and specifications. Attachment A provides the following: (1) a high-level decision path that illustrates the factors determining whether a youth is a success, counted only in the denominator, or excluded from the measure, and (2) detailed specifications for the calculation of the literacy/numeracy measure. The specifications address the calculation of the measure for states in their third and subsequent years of implementation. Additionally, changes have been made to respond to policy issues and questions raised by states over the past two years. Key changes are specifically outlined in Attachment A.

Attachment B provides a description of the participant cohorts for the literacy/numeracy measure for Program Years 2008, 2009, and 2010. Attachment C provides an excerpt of the Workforce Investment Act Standardized Record Data (WIASRD) record layout for the literacy/numeracy specification, which incorporates the changes.

5. **Action Requested.** These modifications to ETA's Youth performance accountability system were effective July 1, 2008. Please make this information available to appropriate program and technical staff.

6. **Attachments.**

Attachment A: Literacy/Numeracy Decision Path and Specifications

Attachment B: Participant Cohort Table and Description

Attachment C: WIASRD Layout

**ATTACHMENT A: LITERACY/NUMERACY SPECIFICATIONS  
(THIRD AND SUBSEQUENT YEARS AFTER STATE IMPLEMENTS THE  
MEASURE)**

**I. SPECIFICATION CONVENTIONS**

The Literacy/Numeracy specification that follows includes two sections:

1. The flowchart illustrates the factors that determine whether a youth is a success, only in the denominator, or excluded from the literacy/numeracy measure.
2. Detailed programmatic specifications follow the flowchart. These specifications have the following structure:
  - a. There are three columns for each specification. Column A identifies the component being specified (for example, the literacy/numeracy numerator). Column B provides the technical specification for each component. These components are written in pseudo-code to provide programmers and readers with precise, detailed instructions on how to program the measure. Column C describes the specifications in lay terms so that non-technical readers can understand the processes and decisions employed by programmers to calculate each component of the measure.
  - b. The literacy/numeracy specifications are divided into three sections. The first section provides the specifications for the numerator and denominator. The second section provides the specifications for the constructed variables used in the numerator and denominator specifications. The third section provides the reporting cohort table for the literacy/numeracy measure.

To make the specifications easier to read, they incorporate several conventions that fall into two categories.

1. Conventions for data elements and constructed variables used in the calculations
  - a. WIASRD data element names are capitalized.
  - b. Constructed variables used in the specifications are capitalized and italicized.
  - c. Constructed variable definitions follow the numerator and denominator specifications.
2. Conventions for logical conditions
  - a. AND statements and OR statements are bolded for readability.
  - b. Corresponding conditions in OR statements are indented equally to show their correspondence.
  - c. AND statements are presented in separate boxes except for compound AND statements that involve a single variable, which are joined in a single box.
  - d. Parentheses are used to establish grouping of logical conditions that do not follow the normal order of operations.

## II. KEY CHANGES IN THE LITERACY/NUMERACY SPECIFICATION

The following update to the Literacy/Numeracy specification addresses the calculation of the measure for states that have been reporting on the measure for three years or more. The changes focus on policy issues and questions that states have raised over the last two years. More specifically, the specification incorporates the following issues:

- The determination of Basic Skills Deficiency has been updated to include all combinations of values in the Basic Literary Skills Deficient (WIASRD Element 130) and Pre-test Educational Functioning Level (WIASRD 706, 720, 734) fields. As in the previous specifications, Post-test Educational Functioning Level fields (WIASRD 709, 712, 715, 723, 726, 729, 737, 740, 743) are used to determine if the youth remains basic skills deficient.
- If an out-of-school, basic skills deficient youth do not have pre-test data by the end of the first participation year, then the youth will be included in the denominator only unless he or she had an exit-based exclusion during the year. If the youth still does not have pre-test data by the end of the second or third participation years, the youth will continue to be included in the denominator only unless he or she exited (with or without an exclusion) during the given participation year.
- If an out-of-school, basic skills deficient youth has a pre-test date after the end of the first participation year, the youth will be included in the denominator for the first year. If the youth has a pre-test date after the end of the second participation year, he or she will also be included in the denominator for second year. If the pre-test date is after the end of the third participation year, the youth will be included in the denominator for all three years.
- When creating the WIASRD and Data Reporting and Validation Software (DRVS) files, states should leave the post-test data fields blank for participation years in which the youth did not take a post-test. For example, if the youth's first post-test was in his or her second participation year, the Post-Test (Year 1) fields (WIASRD 707-709) should be left blank and the youth's results should be recorded in the Post-Test (Year 2) fields (WIASRD 710-712).
- 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 only unless the youth has an exit-based exclusion during the participation year.
- The definition of Participation Year has been updated.
- Literacy/Numeracy eligible youth who are in the program for more than 3 years are excluded from the measure after their third participation year.
- Updates have been made to the valid values for the Type of Assessment Test (WIASRD 702) field so that states can use the Wonderlic to measure educational functioning levels.

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### III. LITERACY/NUMERACY DECISION PATH

Outcomes for the Literacy/Numeracy measure are based on multiple criteria including technical definitions of terminology such as “out-of-school” and “basic skills deficient,” pre- and post-test timing and results, reporting cohorts that are determined by the participant’s first youth service anniversary dates, and various exit considerations. The Literacy/Numeracy Decision Path flowchart sequentially illustrates how these criteria are used to determine the Literacy/Numeracy outcome for each youth who is potentially eligible for this measure. The following list explains each decision node along the path.

1. Is the individual an out-of-school youth according to the following ETA reporting definition of “out-of-school”? 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. If yes, see item 2 below. If no, the individual is not in the measure.
2. Is the youth’s Date of First Youth Service on or after the date on which the state began reporting Literacy/Numeracy data? If yes, see item 3 below. If no, the youth is not in the measure. For most states, the Literacy/Numeracy start date is 7/1/2006. However, some states implemented the Literacy/Numeracy reporting requirements on 7/1/2005.
3. Is the youth Basic Skills Deficient (BSD)? Both WIASRD element 130 and the pre-test EFL scores determine whether a youth is BSD. If WIASRD 130 = 1 (yes), the youth is initially considered to be BSD. However, if when pre-tested, all pretest EFL scores are greater than 6, the youth is no longer considered to be BSD for Literacy/Numeracy purposes and is excluded from the measure. If yes, see item 4 below. If no, the youth is not in the measure.
4. Is there an anniversary of the youth’s Date of First Youth Service within the report period? If yes, see item 5 below. If no, the youth is not in the measure.

Literacy/Numeracy outcomes are measured on a yearly basis and are not determined until a full year has elapsed from the youth’s Date of First Youth Service. From that point on, the youth’s Literacy/Numeracy outcomes continue to appear in the quarterly and annual reports until the youth is excluded from or exits the measure based on the criteria described below.

5. Is the most recent anniversary of the Date of First Youth Service on or before the Date of First Youth Service plus 3 years? If yes, see item 6 below. If no, the youth is not in the measure.

Youth are excluded from the measure after their third participation year, even if they are still BSD.

6. Did the youth exit within the current participation year (i.e., during the most recent full participation year that the youth has completed)? If yes, see item 7 below. If no, see item 11.

Literacy/Numeracy outcomes for a particular participation year are not measured until the anniversary date for that participation year falls within the reporting period. At that point, a determination is made as to whether the youth completed the full year or exited before completing the full year.

7. If the youth exited during the current participation year, is the current participation year the youth's first participation year? If yes, see item 8 below? If no, the youth is excluded from the measure.

Youth are included in the measure for their first participation year whether or not they complete the full participation year. For the second and third participation years, youth are excluded from the measure if they exit before completing the full participation year.

8. If the youth exited during the first participation year, did he/she exit for an exclusion? If yes, the youth is excluded from the measure. If no, see item 9 below.
9. If the youth exited during the first participation year without an exclusion, was the youth pre-tested and then later post-tested with an EFL gain over the pre-test? If yes, see item 10 below. If no, the result is a negative outcome and the youth will be counted in the denominator only. In either case, the youth will not be included in the measure for future participation years because the youth has exited the program.
10. If the youth exited without an exclusion during the first participation year but had a post-test EFL gain, was the post-test date on or before the date of exit? If yes, the result is a positive outcome and the youth will be counted in both the numerator and denominator. If no, the result is a negative outcome and the youth will be counted in the denominator only. In either case, the youth will no longer be included in the measure for future participation years.
11. If the youth did not exit during the current participation year, did the youth take a pre-test? If yes, see item 12 below. If no, the result is a negative outcome and the youth will be counted in the denominator only.
12. If the youth did not exit during the current participation year and took a pre-test, did the youth also take a post-test? If yes, see item 13 below. If no, the result is a negative outcome and the youth will be counted in the denominator only.



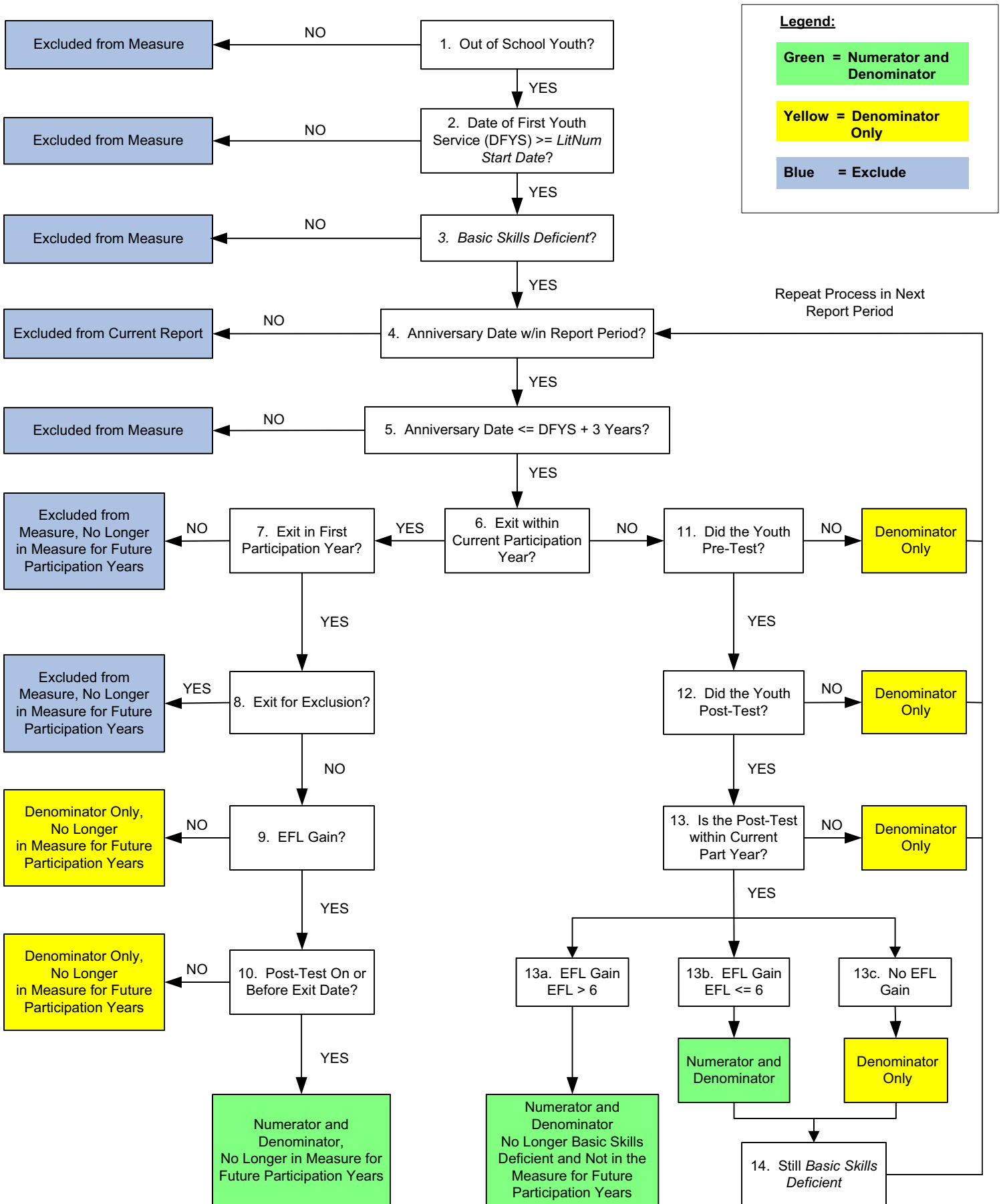
13. If the youth took both a pre-test and a post-test, was the post-test taken within the current participation year? If yes, see items 13a-c below. If no, the result is a negative outcome and the youth will be counted in the denominator only.
  - 13a. If the youth took a post-test within the current participation year, did the youth have an EFL gain and were the EFLs for the most recent post-tests greater than 6 for all functional areas ? If yes, the result is a positive outcome and the youth will be counted in both the numerator and denominator. In addition, the youth will not be included in the Literacy/Numeracy calculations for future participation years. If no, see items 13b-c below. Please note that if the EFL scores for all functional areas are greater than 6, the youth is no longer BSD and will not be included in future participation years.
  - 13b. If the youth took a post-test within the current participation year, did the youth have an EFL gain and was the EFL for the most recent post-test(s) less than or equal to 6 for at least one functional area? If yes, the result is a positive outcome and the youth will be counted in both the numerator and denominator. If no, see item 13c below.
  - 13c. Did the youth post-test within the current participation year with no EFL gain? If yes, the result is a negative outcome and the youth will be counted in the denominator only.
14. If the youth is still BSD after post-testing, he/she will continue to be included in the measure for future participation years.

Youth with post-test EFL scores less than or equal to 6 for the most recent post-test for at least one of the functional areas is still basic skills deficient and must be processed by the model for the next participation year by returning to item 4 above for the next report period.

Youth with “No” for questions 11, 12, or 13 also remain basic skills deficient for the purposes of the Literacy/Numeracy measure and must be processed by the model for the next participation year by returning to item 4 above for the next report period.

# Literacy/Numeracy Decision Path

(Third and Subsequent Years After State Implements the Measure)



V. LITERACY/NUMERACY NUMERATOR

A. Measure	B. Specification	C. Explanation of the Specification
<b>Literacy/ Numeracy Gains Youth (14-21) Numerator</b>	Count of unique RECORDS where <i>YOUTH</i> <sup>1</sup>	Includes Youth Records (those with youth funding who are between 14 and 21 years of age on the Date of First Youth Service)
	<b>and</b> SCHOOL STATUS AT PARTICIPATION >= 3 <b>and</b> BASIC LITERACY SKILLS DEFICIENCY (WIASRD Element 130) = 1)	And the youth is an out-of-school youth who is basic skills deficient as determined by WIASRD 130.  Note: For reporting purposes an out-of-school youth is a youth who is either not attending school or attending post-secondary school and is basic skills deficient as determined by WIASRD Element 130. <i>WIASRD 130 is required for eligibility purposes only.</i>
	<b>and</b> DATE OF FIRST YOUTH SERVICE => <i>LIT-NUM START DATE</i>	The youth first received youth funded services on or after the date when the state first began to report on the literacy-numeracy measure.
	<b>and</b> <i>BASIC SKILLS DEFICIENT</i>	And basic skills deficient <i>as determined by the appropriate pre- and post-tests.</i>  Note: Youth who meet the above criteria and have not received a pre-test are treated as if they are basic skills deficient for the purposes of the literacy/numeracy measure.
	<b>and</b> <i>END OF CURRENT PARTICIPATION YEAR</i> is within the reporting period	And the current participation year is within the reporting period.
	<b>and</b> <i>END OF CURRENT PARTICIPATION YEAR</i> =< <i>END OF PARTICIPATION YEAR#3</i>	And the youth has not been in the program for more than 3 years.

<sup>1</sup> Italicized text refers to constructed variables; these variables are not in the WIASRD. Definitions for these variables are provided at the end of the literacy/numeracy specification.

A. Measure	B. Specification	C. Explanation of the Specification
	<p><b>and</b> PRE-TEST EDUCATIONAL FUNCTIONING LEVEL is not null</p> <p><b>and</b> a <i>SUCCESSFUL POST-TEST COMPLETION DATE</i> &gt;= <i>START OF CURRENT PARTICIPATION YEAR</i> <b>and</b> <i>SUCCESSFUL POST-TEST COMPLETION DATE</i> &lt;= <i>END OF CURRENT PARTICIPATION YEAR</i></p> <p><b>and</b> (DATE OF EXIT is null <b>or</b> DATE OF EXIT &gt; <i>END OF CURRENT PARTICIPATION YEAR</i> <b>or</b> (DATE OF EXIT &lt;= <i>END OF PARTICIPATION YEAR#1</i> <b>and</b> <i>END OF PARTICIPATION YEAR#1</i> is within the reporting period)) <b>and</b> (OTHER REASONS FOR EXIT is null <b>or</b> OTHER REASONS FOR EXIT = 00 <b>or</b> OTHER REASONS FOR EXIT = 98)))</p>	<p>There must be a recorded pre-test EFL score for the functional area.</p> <p>And there is a successful post-test completion date within the current participation year.</p> <p>And the participant did not exit, exited after the current participation year, or exited during the youth's first participation year without an exclusion.</p>

**VI. LITERACY/NUMERACY DENOMINATOR**

A. Measure	B. Specification	C. Explanation of the Specification
<b>Literacy/ Numeracy Gains Youth (14-21) Denominator</b>	Count of unique RECORDS where <i>YOUTH</i>	Includes Youth Records (those with youth funding who are between 14 and 21 years of age on the Date of First Youth Service) who are basic skills deficient and out-of-school
	<b>and</b> SCHOOL STATUS AT PARTICIPATION >= 3 <b>and</b> BASIC LITERACY SKILLS DEFICIENCY (WIASRD Element 130) = 1)	And the youth is an out-of-school youth who is basic skills deficient as determined by WIASRD 130.  Note: For reporting purposes and out-of-school youth is a youth who is either not attending school or attending post-secondary school and basic skills deficient as determined by WIASRD Element 130. <i>WIASRD 130 is required for eligibility purposes only.</i>
	<b>and</b> DATE OF FIRST YOUTH SERVICE => <i>LIT-NUM START DATE</i>	The youth first received youth funded services on or after the date when the state first began to report on the literacy-numeracy measure.
	<b>and</b> <i>BASIC SKILLS DEFICIENT</i>	And basic skills deficient as determined by the appropriate pre- and post-tests.  Note: Youth who meet the above criteria and have not received a pre-test are treated as if they are basic skills deficient for the purposes of the literacy/numeracy measure.
	<b>and</b> <i>END OF CURRENT PARTICIPATION YEAR</i> is within the reporting period	And the end of the current participation year is in the report period.  Note: Youth who meet the above criteria and do not pre-test will be in the denominator only on their anniversary date. Youth who do not take a post-test or take a post-test after the anniversary date of any participation year will also be in the denominator only for that participation year on their anniversary date.

A. Measure	B. Specification	C. Explanation of the Specification
	<p><b>and</b>  <i>END OF CURRENT PARTICIPATION YEAR =&lt; END OF PARTICIPATION YEAR#3</i></p> <hr/> <p><b>and</b>            (DATE OF EXIT is null  <b>or</b>            DATE OF EXIT &gt; <i>END OF CURRENT PARTICIPATION YEAR</i>  <b>or</b>            (DATE OF EXIT &lt;= <i>END OF PARTICIPATION YEAR#1</i>  <b>and</b>  <i>END OF PARTICIPATION YEAR#1</i> is within the reporting period))  <b>and</b>            (OTHER REASONS FOR EXIT is null  <b>or</b>            OTHER REASONS FOR EXIT = 00  <b>or</b>            OTHER REASONS FOR EXIT = 98)))</p>	<p>And the youth has not been in the program for more than 3 years.</p> <hr/> <p>And the participant did not exit, exited after the current participation year, or exited during the youth's first participation year without an exclusion.</p> <p>Note: States should include youth who exit without an exclusion during the first participation year in the literacy/numeracy measure. Those youth who exit during the second or third participation years, however, are excluded from the measure for the participation year in which they exit.</p>

## **VII. CONSTRUCTED VARIABLE SPECIFICATIONS**

The following tables provide specifications to calculate the constructed variables used for in literacy/numeracy specifications. These variables include:

1. YOUTH
2. BASIC SKILLS DEFICIENT
3. LIT-NUM START DATE
4. START OF PARTICIPATION YEAR, END OF PARTICIPATION YEAR, and  
CURRENT PARTICIPATION YEAR
5. SUCCESSFUL POST-TEST COMPLETION DATE

A. Constructed variable	B. Specification	C. Explanation of the Specification
<p><b>1. Youth</b></p>	<p>Unique RECORDS where DATE OF FIRST YOUTH SERVICE is not null  <b>and</b>            DATE OF FIRST YOUTH SERVICE – DATE OF BIRTH &gt;= 14 Years  <b>and</b>            DATE OF FIRST YOUTH SERVICE – DATE OF BIRTH &lt; 22 Years</p>	<p>Youth are WIA participants who receive youth funded services and are 14 years old or older and younger than 22 years old on the date of first youth service.</p>
<p><b>2. Basic Skills Deficient</b></p>	<p>((EDUCATIONAL FUNCTIONING LEVEL &lt;= 6  <b>or</b>            EDUCATIONAL FUNCTIONING LEVEL 2 &lt;= 6  <b>or</b>            EDUCATIONAL FUNCTIONING LEVEL 3 &lt;= 6)  <b>or</b>            (EDUCATIONAL FUNCTIONING LEVEL is null  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL 2 is null  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL 3 is null))  <b>and</b>            ((DATE ADMINISTERED POST-TEST #1 &lt; <i>START OF CURRENT PARTICIPATION YEAR</i>  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL POST-TEST #1 &gt; 0  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL POST-TEST #1 &lt;=6)</p>	<p>Out-of-school youth participants who have not been pre-tested and are basic skills deficient as determined by WIASRD 130  <b>or</b>            who have at least 1 pre-test score that is less than or equal to 6 (WIASRD elements 706, 720, and 734) are initially basic skills deficient for the purposes of this measure.</p> <p>And if post-test #1 was administered prior to the start of the current participation year, the EFL must be 6 or less (participants with EFLs of 7 and 8 are no longer basic skills deficient).</p>



A. Constructed variable	B. Specification	C. Explanation of the Specification
<b>2. Basic Skills Deficient (continued)</b>	<p><b>or</b>            (DATE ADMINISTERED POST-TEST #1 =&gt; <i>START OF CURRENT PARTICIPATION YEAR</i>)</p> <p><b>or</b>            (DATE ADMINISTERED POST-TEST #1 is null  <b>and</b>            (EDUCATIONAL FUNCTIONING LEVEL &lt;= 6  <b>or</b>            EDUCATIONAL FUNCTIONING LEVEL is null)))</p>	<p>Or post-test #1 was administered after the start of the current participation year or there has been no post-test.</p>
	<p><b>and</b>            ((DATE ADMINISTERED POST-TEST #2 &lt; <i>START OF CURRENT PARTICIPATION YEAR</i>  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL POST-TEST #2 &gt; 0  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL POST-TEST #2 &lt;= 6)</p> <p><b>or</b>            (DATE ADMINISTERED POST-TEST #2 =&gt; <i>START OF CURRENT PARTICIPATION YEAR</i>)</p> <p><b>or</b>            (DATE ADMINISTERED POST-TEST #2 is null  <b>and</b>            (EDUCATIONAL FUNCTIONING LEVEL &lt;= 6  <b>or</b>            EDUCATIONAL FUNCTIONING LEVEL is null)))</p>	<p>Applies the same criteria to post-test 2 that were applied to post-test 1.</p> <p>Note: We do not test post-test #3 to determine basic skills deficiency because youths do not need to be post-tested after their third year in the program.</p>

A. Constructed variable	B. Specification	C. Explanation of the Specification
<p><b>2. Basic Skills Deficient</b> (continued)</p>	<p><b>or</b></p> <p>((DATE ADMINISTERED POST-TEST #4 &lt; START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #4 &gt; 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #4 &lt;= 6) or (DATE ADMINISTERED POST-TEST #4 =&gt; START OF CURRENT PARTICIPATION YEAR or (DATE ADMINISTERED POST-TEST #4 is null and EDUCATIONAL FUNCTIONING LEVEL 2 &lt;= 6 and EDUCATIONAL FUNCTIONING LEVEL 2 is not null)))</p> <p><b>and</b></p> <p>((DATE ADMINISTERED POST-TEST #5 &lt; START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #5 &gt; 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #5 &lt;= 6) or (DATE ADMINISTERED POST-TEST #5 =&gt; START OF CURRENT PARTICIPATION YEAR or (DATE ADMINISTERED POST-TEST #5 is null and EDUCATIONAL FUNCTIONING LEVEL 2 &lt;= 6 and EDUCATIONAL FUNCTIONING LEVEL 2 is not null)))</p> <p><b>or</b></p> <p>((DATE ADMINISTERED POST-TEST #7 &lt; START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #7 &gt; 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #7 &lt;= 6) or (DATE ADMINISTERED POST-TEST #7 =&gt; START OF CURRENT PARTICIPATION YEAR or (DATE ADMINISTERED POST-TEST #7 is null and EDUCATIONAL FUNCTIONING LEVEL 3 &lt;= 6 and EDUCATIONAL FUNCTIONING LEVEL 3 is not null)))</p> <p><b>and</b></p> <p>((DATE ADMINISTERED POST-TEST #8 &lt; START OF CURRENT PARTICIPATION YEAR and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #8 &gt; 0 and EDUCATIONAL FUNCTIONING LEVEL POST-TEST #8 &lt;= 6) or (DATE ADMINISTERED POST-TEST #8 =&gt; START OF CURRENT PARTICIPATION YEAR or (DATE ADMINISTERED POST-TEST #8 is null and EDUCATIONAL FUNCTIONING LEVEL 3 &lt;= 6 and EDUCATIONAL FUNCTIONING LEVEL 3 is not null)))</p>	<p>Applies the same criteria to the 2nd functional area (post-tests 4–5) and 3rd functional area (post-tests 7–8) that are applied to the 1st functional area (post-tests 1–2).</p> <p>Note: We do not test post-tests #6 and #9 to determine basic skills deficiency because youths do not need to be post-tested after their third year in the program.</p>

<b>A. Constructed variable</b>	<b>B. Specification</b>	<b>C. Explanation of the Specification</b>
<b>3. Lit-Num Start Date</b>	If a state implements the literacy/numeracy measure for PY2005, then the LIT-NUM START DATE = 7/1/2005.  If a state implements the literacy/numeracy measure for PY2006, then the LIT-NUM START DATE = 7/1/2006.	For states implementing in PY2005, the LitNum Start Date is 7/1/2005.  For states implementing in PY2006, the LitNum Start Date is 7/1/2006.

<b>A. Constructed variable</b>	<b>B. Specification</b>	<b>C. Explanation of the Specification</b>
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A. Constructed variable	B. Specification	C. Explanation of the Specification
<p><b>4. Current Participation Year</b></p>	<p>Year #1:            Start of Participation Year#1 = Date of First Youth Service            End of Participation Year#1 = Date of First Youth Service + 1 Year            Year #2:            Start of Participation Year#2 = Date of First Youth Service + 1 Year + 1 Day            End of Participation Year#2 = Date of First Youth Service + 2 Years</p> <p>Year #3:            Start of Participation Year#3 = Date of First Youth Service + 2 Years + 1 Day            End of Participation Year#3 = Date of First Youth Service + 3 Years</p> <p>If END OF PARTICIPATION YEAR #1 &gt;= start of the reporting period  <b>and</b>            END OF PARTICIPATION YEAR #1 &lt;= end of the reporting period            Then set START OF CURRENT PARTICIPATION YEAR = START OF PARTICIPATION YEAR #1  <b>and</b>            END OF CURRENT PARTICIPATION YEAR = END OF PARTICIPATION YEAR #1</p> <p>If END OF PARTICIPATION YEAR #2 &gt;= start of the reporting period  <b>and</b>            END OF PARTICIPATION YEAR #2 &lt;= end of the reporting period            Then set START OF CURRENT PARTICIPATION YEAR = START OF PARTICIPATION YEAR #2  <b>and</b>            END OF CURRENT PARTICIPATION YEAR = END OF PARTICIPATION YEAR #2</p> <p>If END OF PARTICIPATION YEAR #3 &gt;= start of the reporting period  <b>and</b>            END OF PARTICIPATION YEAR #3 &lt;= end of the reporting period            Then set START OF CURRENT PARTICIPATION YEAR = START OF PARTICIPATION YEAR #3  <b>and</b>            END OF CURRENT PARTICIPATION YEAR = END OF PARTICIPATION YEAR #3</p> <p>Else Null</p>	<p>Literacy/Numeracy results for each participant are calculated based on the Date of First Youth Service and each subsequent anniversary of that date. The Current Participation Year establishes the one-year period for which results are currently being calculated for each participant based on the reporting periods specified in the participant cohort table. <b><i>The Current Participation Year is the last full year based on the Date of First Youth Service and the anniversary of the Date of First Youth Service during which the youth was a participant.</i></b></p> <p>Note: Youth are included in the measure only through the end of their third participation year.</p>

A. Constructed variable	B. Specification	C. Explanation of the Specification
<b>5. Successful Post-Test Completion Date</b>	Set SUCCESSFUL POST-TEST COMPLETION DATE = DATE ADMINISTERED POST-TEST (YEAR #1)	Set successful post-test completion date equal to the date administered post-test (Year#1)
	<b>where</b> EDUCATIONAL FUNCTIONING LEVEL (YEAR #1) minus EDUCATIONAL FUNCTIONING LEVEL > 0	Where the Educational Functional Level (EFL) for the first post-test is greater than the pre-test
	<b>And</b> EDUCATIONAL FUNCTIONING LEVEL =< 6	And the youth was basic skills deficient in the first functional area.
	<b>and</b> (DATE OF EXIT is null <b>or</b> DATE OF EXIT => DATE ADMINISTERED POST-TEST (YEAR #1))	And there is no exit date or the exit date is after the first post-test
	<b>and</b> DATE ADMINISTERED POST-TEST (YEAR #1) => DATE OF FIRST YOUTH SERVICE <b>and</b> DATE ADMINISTERED POST-TEST (YEAR #1) =< END OF PARTICIPATION YEAR#1	And the post-test is within the first year that the youth is in the program.
	<b>and</b> END OF PARTICIPATION YEAR #1 >= start of the report period <b>And</b> END OF PARTICIPATION YEAR #1 =< end of the report period	And the end of the first participation year is within the report period

A. Constructed variable	B. Specification	C. Explanation of the Specification
	<p><b>or</b></p> <p>Set SUCCESSFUL POST-TEST COMPLETION DATE = DATE ADMINISTERED POST-TEST (YEAR #2)</p> <p><b>where</b></p> <p>(EDUCATIONAL FUNCTIONING LEVEL (YEAR #2) minus EDUCATIONAL FUNCTIONING LEVEL (YEAR #1) &gt; 0</p> <p><b>and</b></p> <p>EDUCATIONAL FUNCTIONING LEVEL(YEAR #1) is not null</p> <p><b>and</b></p> <p>EDUCATIONAL FUNCTIONING LEVEL(YEAR #1) =&lt; 6)</p> <p><b>or</b></p> <p>(EDUCATIONAL FUNCTIONING LEVEL(YEAR #1) is null</p> <p><b>and</b></p> <p>EDUCATIONAL FUNCTIONING LEVEL is not null</p> <p><b>and</b></p> <p>EDUCATIONAL FUNCTIONING LEVEL (YEAR #2) minus EDUCATIONAL FUNCTIONING LEVEL &gt; 0</p> <p><b>and</b></p> <p>EDUCATIONAL FUNCTIONING LEVEL =&lt; 6)</p> <p><b>and</b></p> <p>(DATE OF EXIT is null</p> <p><b>or</b></p> <p>DATE OF EXIT &gt; END OF PARTICIPATION YEAR#2)</p> <p><b>and</b></p> <p>(DATE ADMINISTERED POST-TEST (YEAR #2) &gt;= START OF PARTICIPATION YEAR#2</p> <p><b>and</b></p> <p>(DATE ADMINISTERED POST-TEST (YEAR #2) =&lt; END OF PARTICIPATION YEAR#2</p> <p><b>and</b></p> <p>END OF PARTICIPATION YEAR#2 &gt;= start of the report period</p> <p><b>and</b></p> <p>END OF PARTICIPATION YEAR#2 =&lt; end of the report period</p>	<p>Or set successful post-test completion date equal to the date administered post-test (Year #2) if:</p> <p>a. the second post-test is greater than the first post-test</p> <p>b. or if there is no post-test (year #1), post-test (year #2) is greater than the pre-test</p> <p>c. and the youth has not exited or exited after the end of the second participation year</p> <p>d. and took the second post-test during the second participation year.</p>

A. Constructed variable	B. Specification	C. Explanation of the Specification
	<p><b>or</b></p> <p>Set SUCCESSFUL POST-TEST COMPLETION DATE = DATE ADMINISTERED POST-TEST (YEAR #3)  <b>where</b>            ((EDUCATIONAL FUNCTIONING LEVEL (YEAR #3) minus EDUCATIONAL FUNCTIONING LEVEL(YEAR #2) &gt; 0  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL(YEAR #2) is not null  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL(YEAR #2) =&lt; 6)  <b>or</b>            (EDUCATIONAL FUNCTIONING LEVEL(YEAR #2) is null  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL(YEAR #1) is not null  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL (YEAR #3) minus EDUCATIONAL FUNCTIONING LEVEL (YEAR #1) &gt; 0  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL(YEAR #1) =&lt; 6)  <b>or</b>            (EDUCATIONAL FUNCTIONING LEVEL(YEAR #2) is null  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL(YEAR #1) is null  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL is not null  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL (YEAR #3) minus EDUCATIONAL FUNCTIONING LEVEL &gt; 0  <b>and</b>            EDUCATIONAL FUNCTIONING LEVEL =&lt; 6))  <b>and</b>            (DATE OF EXIT is null  <b>or</b>            DATE OF EXIT =&gt; END OF PARTICIPATION YEARS#3  <b>and</b>            (DATE ADMINISTERED POST-TEST (YEAR #3) &gt;= START OF PARTICIPATION YEAR#3  <b>and</b>            DATE ADMINISTERED POST-TEST (YEAR #3) =&lt; END OF PARTICIPATION YEAR#3  <i>(continued on next page)</i></p>	<p>Or set successful test completion date equal to the date administered post-test (Year #3) if:</p> <ul style="list-style-type: none"> <li>a. the third post-test is greater than the second post-test</li> <li>b. or if there is no post-test (year #2), post-test (year #3) is greater than the post-test (year #1)</li> <li>c. or if there are no post-tests (years #2 and #1), post-test (year #3) is greater than the pre-test</li> <li>d. and the youth has not exited or exited after the end of the third participation year</li> <li>e. and took the third post-test during the third participation year.</li> </ul>

A. Constructed variable	B. Specification	C. Explanation of the Specification
	<p><i>(continued)</i> <b>and</b> END OF PARTICIPATION YEAR#3 &gt;= start of the report period <b>and</b> END OF PARTICIPATION YEAR#3 &lt;= end of the report period</p>	
	<p>(If the SUCCESSFUL POST-TEST COMPLETION DATE is still null after reviewing the first functional area, repeat the procedure for functional areas 2 and 3 to determine if there are successes for the report period.)</p>	<p>Repeat the prior steps for the two other functional areas.</p>



**ATTACHMENT B: PARTICIPANT COHORTS FOR THE  
LITERACY/NUMERACY MEASURE**  
(Current Quarter is in Parentheses)

Whenever an anniversary date falls within the reporting periods identified in the Literacy/Numeracy Reporting Cohort table below, the youth will be included in the measure, assuming that no exclusions apply. Thus, in the example above, the youth's first year post-test outcomes would first be included in the state's Literacy/Numeracy rate for the second quarter of PY 2008 because the first anniversary date (11/12/2008) falls within the reporting period (1/1/2008 to 12/31/2008). The state would continue to report on the youth's first year post-test results through the first quarterly report for PY 2009. Starting with the second quarterly report for PY 2009, the state would report on the youth's second year post-test results. The state would continue to report on the youth's second year results through the first quarterly report of PY 2010, after which the state would report on the youth's third year post-test results.

The table also provides the current quarter cohorts in parentheses below the four-quarter cohort. As with the four-quarter cohort, the state should report in the current quarter literacy/numeracy measure those youth whose anniversary date falls within the date range. Again, using the youth from the earlier example, the state will report the youth's literacy/numeracy outcome for the current quarter in the second quarterly reports for PY 2008, PY 2009, and PY 2010.

**Literacy/Numeracy Reporting Cohort Table**

(Current Quarter is in Parentheses)

<b>Report Period</b>	<b>July – Sept. Nov-08</b>	<b>Oct. – Dec. Feb-09</b>	<b>Jan. – Mar May-09</b>	<b>Apr. – June Aug-09<sup>2</sup></b>
Literacy and Numeracy Gains Cohorts for PY2008	10/1/2007 to 9/30/2008 (7/1/2008 to 9/30/2008)	1/1/2008 to 12/31/2008 (10/1/2008 to 12/31/2008)	4/1/2008 to 3/31/2009 (1/1/2009 to 3/31/2009)	7/1/2008 to 6/30/2009 (4/1/2009 to 6/30/2009)
	<b>Nov-09</b>	<b>Feb-10</b>	<b>May-10</b>	<b>Aug-10</b>
Literacy and Numeracy Gains Cohorts for PY2009	10/1/2008 to 9/30/2009 (7/1/2008 to 9/30/2009)	1/1/2009 to 12/31/2009 (10/1/2009 to 12/31/2009)	4/1/2009 to 3/31/2010 (1/1/2010 to 3/31/2010)	7/1/2009 to 6/30/2010 (4/1/2010 to 6/30/2010)
	<b>Nov-10</b>	<b>Feb-11</b>	<b>May-11</b>	<b>Aug-11</b>
Literacy and Numeracy Gains Cohorts for PY2010	10/1/2009 to 9/30/2010 (7/1/2010 to 9/30/2010)	1/1/2010 to 12/31/2010 (10/1/2010 to 12/31/2010)	4/1/2010 to 3/31/2011 (1/1/2011 to 3/31/2011)	7/1/2010 to 6/30/2011 (4/1/2011 to 6/30/2011)

**Note:** The cohorts refer to the youth’s anniversary date in the youth program.

The Literacy/Numeracy rate measures annual basic skill improvements for out-of-school, basic skills deficient youth. The measurement points for this measure are the anniversary dates of the date of first youth service. For example, if a youth had a date of first youth service of 11/12/2007, the first anniversary date would be 11/12/2008, the second would be 11/12/2009, and the third would be 11/12/2010.

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<sup>2</sup> The cohorts for the annual report are the same as the fourth quarter cohorts for the literacy/numeracy measure.

**ATTACHMENT C: REVISED WIASRD LITERACY/NUMERACY EXCERPT**

<b>SECTION III.D - ADDITIONAL YOUTH LITERACY AND NUMERACY ASSESSMENT DATA</b>										
701	Category of Assessment	IN 1	<p><b>Record 1</b> if the participant was assessed using approved tests for Adult Basic Education (ABE)</p> <p><b>Record 2</b> if the participant was assessed using approved tests for English-As-A-Second Language (ESL)</p> <p><b>Record 3</b> if the participant was assessed using approved tests for Adult Basic Education (ABE) for at least one functional area and English-As-A-Second Language (ESL) for a different functional area.</p> <p><b>Record 0</b> or leave "blank" if the individual was not assessed in literacy or numeracy.</p>	<p>1 = ABE</p> <p>2 = ESL</p> <p>3 = Both ABE and ESL</p>					R	R
702	Type of Assessment Test	IN 1	<p>Use the appropriate code to record the type of assessment test that was administered to the youth participant.</p> <p><b>Record 0</b> or leave "blank" if the individual was not assessed in literacy or numeracy.</p>	<p>1 = TABE 7-8, 9-10</p> <p>2 = CASAS</p> <p>3 = ABLE</p> <p>4 = WorkKeys</p> <p>5 = SPL</p> <p>6 = BEST</p> <p>7 = BEST Plus</p> <p>8 = TABE CLAS-E</p> <p>9 = Wonderlic</p> <p>10 = Other Approved Assessment Tool</p>					R	R
703	Functional Area	IN 1	<p>Use the appropriate code for the functional area of the assessment test that was administered to the youth participant.</p> <p><b>Record 0</b> or leave "blank" if the individual was not assessed in literacy or numeracy.</p>	<p>1 = Reading</p> <p>2 = Writing</p> <p>3 = Language</p> <p>4 = Mathematics</p> <p>5 = Speaking</p> <p>6 = Oral</p> <p>7 = Other Literacy Functional Area</p> <p>8 = Other Numeracy Functional Area</p>					R	R
704	Date Administered Pre-Test	DT 8	<p>Record the date on which the pre-assessment test was administered to the youth participant.</p> <p>Leave "blank" if the individual was not assessed in literacy or numeracy.</p>	YYYYMMDD					R	R

705	Pre-Test Score	IN 3	Record the raw scale score achieved by the youth participant on the pre-assessment test. <b>Record 000</b> or leave "blank" if the individual was not assessed in literacy or numeracy.	000						R	R
706	Educational Functioning Level	IN 1	Record the educational functioning level that is associated with the youth participant's raw scale score. <b>Record 0</b> or leave "blank" if the individual was not assessed in literacy or numeracy.	1 = Beginning ESL Literacy 2 = Low Beginning ESL Literacy 3 = Beginning ABE Literacy/High Beginning ESL Literacy 4 = Beginning Basic Education/Low Intermediate ESL 5 = Low Intermediate Basic Education/High Intermediate ESL 6 = High Intermediate Basic Education/Advanced ESL 7 = Low Adult Secondary Education/Exit ESL 8 = High Adult Secondary Education						R	R
707	Date Administered Post-Test (Year #1)	DT 8	Record the date on which the post-test was administered to the youth during his/her first year of participation in the program. If multiple post-tests were administered, record the most recent date on which the functional area post-test was administered. Leave "blank" if the youth did not receive a post-test during his/her first year of participation in the program.	YYYYMMDD						R	R
708	Post-Test Score (Year #1)	IN 3	Record the raw scale score achieved by the youth participant. <b>Record 000</b> or leave "blank" if the youth did not receive a post-test during his/her first year of participation in the program.	000						R	R

709	Educational Functioning Level (Year #1)	IN 1	<p>Record the educational functioning level that is associated with the youth participant's raw scale score.  <b>Record 0</b> or leave "blank" if the youth did not receive a post-test during his/her first year of participation in the program.</p>	<p>1 = Beginning ESL Literacy                  2 = Low Beginning ESL Literacy                  3 = Beginning ABE Literacy/High Beginning ESL Literacy                  4 = Beginning Basic Education/Low Intermediate ESL                  5 = Low Intermediate Basic Education/High Intermediate ESL                  6 = High Intermediate Basic Education/Advanced ESL                  7 = Low Adult Secondary Education/Exit ESL                  8 = High Adult Secondary Education</p>					R	R
710	Date Administered Post-Test (Year #2)	DT 8	<p>Record the date on which the post-test was administered to the youth during his/her second year of participation in the program. If multiple post-tests were administered, record the most recent date on which the functional area post-test was administered.                  Leave "blank" if the youth did not receive a post-test during his/her second year of participation in the program.</p> <p><u>Additional Note:</u> For WIASRD Elements #710-712, these fields are <u>only reported</u> for youth who remain basic skills deficient and continue to participate in the program for a second full year. At the completion of the second year, the individual should be post-tested and the information reported in these fields. To determine an increase of one or more levels, the individual's post-test scores from the second year in the program will be compared to the scores from the test that was administered at the latest point during the first year.</p>	YYYYMMDD					R	R
711	Post-Test Score (Year #2)	IN 3	<p>Record the raw scale score achieved by the youth participant.  <b>Record 000</b> or leave "blank" if the youth did not receive a post-test during his/her second year of participation in the program.</p>	000					R	R

712	Educational Functioning Level (Year #2)	IN 1	Record the educational functioning level that is associated with the youth participant's raw scale score. <b>Record 0</b> or leave "blank" if the youth did not receive a post-test during his/her second year of participation in the program.	1 = Beginning ESL Literacy 2 = Low Beginning ESL Literacy 3 = Beginning ABE Literacy/High Beginning ESL Literacy 4 = Beginning Basic Education/Low Intermediate ESL 5 = Low Intermediate Basic Education/High Intermediate ESL 6 = High Intermediate Basic Education/Advanced ESL 7 = Low Adult Secondary Education/Exit ESL 8 = High Adult Secondary Education					R	R
713	Date Administered Post-Test (Year #3)	DT 8	Record the date on which the post-test was administered to the youth during his/her third year of participation in the program. If multiple post-tests were administered, record the most recent date on which the functional area post-test was administered. Leave "blank" if the youth did not receive a post-test during his/her third year of participation in the program.  <u>Additional Note:</u> For WIASRD Elements #713-715, these fields are <u>only reported</u> for youth who remain basic skills deficient and continue to participate in the program for a third full year. At the completion of the third year, the individual should be post-tested and the information reported in these fields. To determine an increase of one or more levels, the individual's post-test scores from the third year in the program will be compared to the scores from the test that was administered at the completion of the second year.	YYYYMMDD					R	R
714	Post-Test Score (Year #3)	IN 3	Record the raw scale score achieved by the youth participant. <b>Record 000</b> or leave "blank" if the youth did not receive a post-test during his/her third year of participation in the program.	000					R	R

715	Educational Functioning Level (Year #3)	IN 1	<p>Record the educational functioning level that is associated with the youth participant's raw scale score.  <b>Record 0</b> or leave "blank" if the youth did not receive a post-test during his/her third year of participation in the program.</p>	<p>1 = Beginning ESL Literacy                  2 = Low Beginning ESL Literacy                  3 = Beginning ABE Literacy/High Beginning ESL Literacy                  4 = Beginning Basic Education/Low Intermediate ESL                  5 = Low Intermediate Basic Education/High Intermediate ESL                  6 = High Intermediate Basic Education/Advanced ESL                  7 = Low Adult Secondary Education/Exit ESL                  8 = High Adult Secondary Education</p>					R	R
716 to 743	Information on Additional Functional Areas		<p>The collection of ABE/ESL assessment data for youth who are basic skills deficient is organized according to the Type of Assessment Test and Functional Area, providing space for the collection of up to 3 annual post-test scores in each functional area. Additional space has been provided on the record layout so that information on youth achievement in more than one functional area (e.g., reading, mathematics) can be reported as needed to fully reflect progress toward literacy or numeracy gains. For example, if the youth is assessed using TABE 9-10 in Reading and Math, data elements 702-715 will be used to track achievement in the Reading functional area (if necessary, for up to 3 full years) and then repeat to track achievement in the Math functional area (if necessary, for up to 3 full years) using the additional spaces 716-729 provided on the record layout.</p>						R	R