

CWP Policy/Procedure**Topic:** WIA Youth Basic Skills Assessment and Goals**Number:** 01-08**Effective Date:** 7/1/2008**Applies to:** CWP WIA Youth Service Providers**Approved by:** CWP Chief Operations Officer**Replaces:** 02-07 WIA Younger Youth Basic Skills Assessment and Goals**Other Policy references:** CTDOL AP 01-28; AP 01-30; AP 06-10 Change 3; USDOL TEGL 17-05

PURPOSE

To set forth Capital Workforce Partners policy and procedures for assessment of basic skills for out-of-school youth and measuring literacy and numeracy gains under the Workforce Investment Act (WIA).

PROCEDURES

All youth:

Assess baseline skills

The basic skill levels of every applicant for services under the WIA Youth program must be assessed intake using the CASAS level C math pre-test and the CASAS level D reading pre-test at the time of intake. Test scores from adult education providers may be accepted only if the tests were administered within the 180 days prior to intake **and** there was no substantial instructional in the interim. Youth with disabilities must be provided with appropriate accommodations as outlined in CTDOL AP 06-10.

Identify deficiencies

A youth has a basic skill deficiency if the CASAS score is below 236 in reading and/or math. The pre-test scores will determine whether the youth has the barrier of basic skill deficiency for purposes of eligibility, and whether an increase in basic skill level is a goal for the youth. Basic skills deficiency identified at intake may be a barrier for purposes of WIA eligibility, and documentation of assessment results must be kept in the file.

Pre- and post-testing

Youth with basic skill deficiencies must be post-tested within one year of WIA youth program registration. The post-test must be a different form number than the pre-test, but in the same test series. Post-tests may be administered less than one year after registration if the youth has received significant instruction. If the youth remains basic skill deficient at the end of one year, another post-test must be administered prior to program exit, but no later than the end of the second year of participation. Post-testing will follow this pattern until the youth attains proficiency (scores at or above 236) or exits WIA.

Younger youth, age 16 – 18 at registration:

Establish basic skills attainment goal(s) for younger youth

Each younger youth with basic skill deficiency must have at least one basic skill attainment goal established at the date of registration. The goal must be a minimum 5-point annual gain in reading and/or math scores, until the youth is no longer deficient in either skill. For youth with special needs, appropriate annual skill attainment goals should be established in consultation with school personnel.

Measurement of basic skills goal attainment for younger youth

Skill attainment for younger youth is an annual goal. Post-tests must be administered in accordance with these procedures. Basic skill attainment is measured based on the increase in the

post-test score relative to the pre-test score. If the increase is equal to or greater than the goal that was set, the goal is recorded as attained at the time that the gain is measured. If the increase is not achieved within one year of the date that the goal was set, the goal is recorded as not attained on the last day of the one-year period that began when the goal was set. For example, the attainment or non-attainment of a goal set on September 1, 2007 must be recorded by August 31, 2008.

Ongoing review and establishment of annual basic skills goals for younger youth

Youth who remain basic skill deficient in reading and/or math based on post-test scores below 236 must have a new basic skills goal set at the beginning of their second year of WIA participation, and every year thereafter that they remain in the program, regardless of prior goal attainment.

Out-of-school youth, all ages:

Literacy and numeracy requirements for out-of-school youth

Every out-of-school youth with basic skill deficiency, regardless of age, must be assessed to measure skill gains in all areas of deficiency. The goal of WIA youth programming for out of school youth must be an increase of one education functioning level (EFL) for each year of participation, until proficiency is achieved. The individual service plan for the youth must include instructional activity to address the deficiency.

Measurement of literacy and numeracy skill gains for out-of-school youth

All youth whose pre-tests identify basic skill deficiency in reading and/or math must be post-tested in their area(s) of deficiency in accordance with these procedures. If the post-test identifies deficiency in reading and/or math, the youth must continue to receive instruction to address the deficiency, and must be post-tested prior to the second year anniversary date of WIA Youth program registration.

WIA literacy and numeracy performance measurement

Measurement and reporting of literacy and numeracy skills and skill gains for all out-of-school youth are required under the Common Measures implemented by USDOL in February 2006. For each performance year, the measure is calculated as:

$$\frac{\text{Number of participants who increase one or more educational functioning levels}}{\text{Number of participants who have completed a year in the program} + \text{the number of participants who exit before completing a year in the program.}}$$

Youth who are not post-tested within the one year time frame fail this measure. Retention of youth in the program and timely post-testing is critical to achieving literacy and numeracy gains under WIA. All WIA Youth programs should include retention strategies as well as sufficient instruction to ensure significant skill gains in one year or less.