

WIOA YOUTH LITERACY/NUMERACY GAINS PERFORMANCE MEASURE:

Where does data for the Youth Literacy and Numeracy Gains performance measure come from in MontanaWorks?

Participants included in this measure must also (does that also need to be included) be out-of-school, basic skills deficient youth at participation.

To determine basic skills deficiency, the participant must be pre-tested using the following guidelines:

- ✓ Pre-test up to six months prior to the first Youth service date, or
- ✓ Pre-test within 10 days after enrollment in the WIA Youth program

To determine if the participant was out of school at participation, we look at Current Education Status on the Eligibility tab.

The screenshot shows the 'Eligibility' tab in the MontanaWorks application. The 'Current Education Status' field is highlighted with a red box and is set to 'Not Attending'. Other fields include Date of Birth (05/08/1993), US Citizen (Yes), Alien Registration #, Disability Status (Not Disabled), HH Have Dep Child (<18) (No), Single Parent (No), Limited English (No), Vet Status (N - None), Employment Status (Not Employed), UI Claim Status (Neither Clai...), Highest Grade Comp (High School...), Dislocated Worker (No), ST Displaced Homemaker (No), Homeless (Yes), WMA Adult (checked), WMA Youth (checked), TANF ARRA (checked), Youth Needs Assist (unchecked), 5% Youth (unchecked), Out-of-School (checked), WIA Dislocated Worker (unchecked), Category, Layoff Date, State Displaced Homemaker (unchecked), Current Month/Year, Income, Meets All Definitions, Trade (unchecked), Petition #, Impact Date, Layoff Date, Tenure Months, Trade Waiver, No Petition, App Date, Check Verification, and Print buttons. The bottom status bar shows App Completed Date (08/29/11), Eligibility Verif Date (08/29/11), Record 1 of 1, Add, Save, and Cancel buttons.

The participant's Education Status must be one of the following to be an out-of-school youth:

- ✓ Not Attending School or High School Dropout
- ✓ Not Attending School or High School Graduate
- ✓ In School, Postsecondary School

Participants who are not determined to be Out of School are excluded from the measure and are not included in the denominator.

To determine if the participant was basic skills deficient at participation, we look at the Tests tab in the Assessment section.

We look at Reading, Math, and Limited English Proficiency pre-test information. A Grade Equivalency level below 9-10.9 indicates that the participant is basic skills deficient.

Math Type	Test Date	Test Name	Case Manager	Location	Level	Score	Grade Equiv
PRE	08/29/11	TABE			Advanced	541	6.0-8.9
POST	01/25/12	TABE			Advanced	571	9.0-10.9

Reading Type	Test Date	Test Name	Case Manager	Location	Level	Score	Grade Equiv
PRE	08/29/11	TABE			Advanced	622	11-12

Limited English Proficiency Type	Test Date	Test Name	Case Manager	Location	Score	Education Level/Test Score

Participants who are not basic skills deficient are excluded from the measure and are not included in the denominator.

Participants who were out-of-school at participation AND who were determined to be basic skills deficient from pre-test results will be included in this measure. If an out-of-school, basic skills deficient youth does not have pre-test data, the youth is included in the denominator.

To be included in the numerator (positively), a participant must demonstrate on a post-test that they have advanced one or more educational functioning levels beyond the level in which they were placed at pre-test.

The following guidelines apply:

- ✓ Post-tests must be administered using the same testing instrument as the pre-test. For example, if a participant was pre-tested using the TABE, the TABE must be used for the post-test as well.
- ✓ The first post-test must be administered within one year of the anniversary of the first Youth service.
- ✓ Participants who are in the program for more than three years are excluded from the measure after their third participation year.

- ✓ Participants who increase their Grade Equivalency level by one level in any of the tests by the anniversary of the First Youth Service are included in the numerator for the measure.

In this example, the participant increased both their Math and Reading Grade Equivalencies by one level. The participant would be counted in the numerator (positively), but would still be included in the measure the next year because they were still basic skills deficient.

Math Type	Test Date	Test Name	Case Manager	Location	Level	Score	Grade Equiv
PRE	08/29/11	TABE			Advanced	541	6.0-8.9
POST	01/25/12	TABE			Advanced	571	+ (9.0-10.9)

Reading Type	Test Date	Test Name	Case Manager	Location	Level	Score	Grade Equiv
PRE	08/29/11	TABE			Advanced	622	11-12

Limited English Proficiency Type	Test Date	Test Name	Case Manager	Location	Score	Education Level/Test Score

First Youth Service: 08/29/11

If the participant's posttest Grade Equivalency Level indicates they are still Basic Skills Deficient, the post-test process is repeated for up to three years.

Math Type	Test Date	Test Name	Case Manager	Location	Level	Score	Grade Equiv
PRE	08/24/09	TABE	Stephen Brower	Adult Education Center - Billings	Easy	314	2.0-3.9
POST	08/24/10	TABE	Rebecca Wegan	Dillon Job Service	Difficult	442	* (4.0-5.9)
POST	08/24/11	TABE	Stephen Brower	Adult Learning Center - Butte	Difficult	442	4.0-5.9

Reading Type	Test Date	Test Name	Case Manager	Location	Level	Score	Grade Equiv
PRE	08/24/09	TABE	Stephen Brower	Adult Education Center - Billings	Easy	461	4.0-5.9
POST	08/24/10	TABE	Stephen Brower	Anaconda Job Service	Medium	518	+ (6.0-8.9)
POST	11/07/11	TABE	Kate Kahle	AEMT-Dist 1	Medium	570	+ (9.0-10.9)

Limited English Proficiency Type	Test Date	Test Name	Case Manager	Location	Score	Education Level/Test Score
PRE	01/23/13	TABE	Kate Kahle	Adult Education Center - Billings	451	Beginning Basic Education / Score: 393

First Youth Service: 11/29/11