

## Literacy and Numeracy Quick Guide

The OSOS Desk Guide for Literacy and Numeracy Data entry is available at:  
[www.labor.state.ny.us/workforcenypartners/osos/litnumguide.pdf](http://www.labor.state.ny.us/workforcenypartners/osos/litnumguide.pdf)

### Overview

#### Definition

“Out-of-School Youth” (OSY) are those individuals who range in age from 14-21 and are high school graduates, high school dropouts, or youth attending a post -secondary school.

- Determination of OSY is based upon the school status at the WIA Enrollment date.
- If the school status at participation field is set to In School, Post HS / Not attending school or HS dropout / or Not attending school; HS graduate, the youth must be pre-tested.

#### Testing

All OSY must be assessed in math and basic reading/writing.

#### Pre-test

**Who:** Pre-test data must be entered into OSOS for all OSY. If this information is not entered, it will result in a negative outcome.

**When:** OSY must be administered an approved pre -test within 60 days following the date of the first youth service. Approved pre -tests that were administered up to six month prior to the date of the first youth service may also be used.

**What to enter:** Pre-test Scores must be a 3 digit scale score that corresponds to the Educational Functional Levels (EFL) as outlined in TEGL 17 -05 Change 1, August 13, 2007 (download the US Department of Labor TEGL at <http://wdr.doleta.gov/directives/attach/TEGL/TEGL17 -05c1.pdf>).

**Where to enter:** Pre-test scores must be posted on the Lit/Num tab in OSOS and connected to the appropriate WIA enrollment (not the Common Measures enrollment). If there is a positive outcome linked to the Common Measures enrollment, it will not count.

## **Post-test**

**Who:** OSY who are pre-tested and determined to be basic skills deficient in Reading and/or Math. OSY who are basic skills proficient do not need to be post-tested.

**When:** OSY who are determined to be basic skills deficient must be post-tested within 1 year of the date of their first Youth Service.

**What to use:** The post-test should be in the same test series as administered for the pre-test. The post-test score must be a 3 digit scale score that corresponds to the Educational Functional Levels (EFL) as outlined in TEG 17 -05 Change 1.

**Where to enter:** Post-test scores for year 1 participants should be entered in the Post - Test 1 Information field; if subsequent post -tests are administered within the one -year period from the first youth service date, overwrite the post -test results in the Post-Test 1 Information field.

Post-test scores for year 2 participants should be entered in the Post-Test 2 Information field; if subsequent post -tests are administered for year 2, overwrite the post-test results in the Post-Test 2 Information field.

Post-test scores for year 3 participants should be entered in the Post -Test 3 Information field; if subsequent post -tests are administered for year 3, overwrite the post-test results in the Post-Test 3 Information field.

## Performance and Program Design Suggestions

The primary objective of the Literacy and Numeracy Gains measure is to bring all participating out-of-school youth who are basic skills deficient up to a 9<sup>th</sup> grade or higher proficiency level.

- Only those out-of-school youth who are determined to be basic skills deficient are included in the Literacy & Numeracy measure.
- An out-of-school youth who is basic skills deficient in one area (math), but who tests as proficient in another area (reading), is still considered basic skills deficient.
- Those youth who were not initially pre -tested within 60 days should be tested immediately and scores should be kept in the participant's folder until an OSOS change to the Lit/Num tab takes effect that allows the test scores to be entered after 60 days have passed.
- Provide incentives to participants to take tests and achieve a positive outcome. This may help keep participants engaged in the system.
- It is recommended that a participant be post -tested when there is potential for the successful increase of at least one Educational Functioning Level (EFL).
- Post-test individuals before they take their GED test, since participants often leave the program once they obtain their GED.