TRAINING AND EMPLOYMENT NOTICE	NO. 9-06
	DATE
	August 15, 2006

TO: ALL STATE WORKFORCE AGENCIES
            ALL STATE WORKFORCE LIAISONS
            ALL NATIONAL FARMWORKER JOBS PROGRAM GRANTEES

FROM: JOHN R. BEVERLY, III /s/
            Administrator
            Office of Performance and Technology

SUBJECT: Timeline for Program Year (PY) 2005 Workforce Investment Act (WIA)
            Performance Reporting and PY 2005 Data Validation (all programs)

1. Purpose. To remind the workforce investment system of the WIA performance reporting deadlines and timeline for submitting data validation results for the following programs: Workforce Investment Act (WIA) Title IB, the Wagner-Peyser Act, activities authorized under chapter 41 of title 38, United States Code (Local Veterans Employment Representative and Disabled Veteran Outreach Service programs), Trade Adjustment Assistance (TAA), and National Farmworker Jobs (NFJP).

2. References. Workforce Investment Act of 1998 Section 136; Workforce Investment Act of 1998 Title 1-D National Emergency Grants; 20 Code of Federal Regulations 667.300; Training and Employment Guidance Letter (TEGL) 14-03 Change 1, *Performance Reporting Submission Procedures for the Workforce Investment Act Standardized Record Data (WIASRD), the Annual Report, and the Quarterly Reports under Title IB of the Workforce Investment Act (WIA) for Program Year (PY) 2003 and 2004*; TEGL 17-05*, Common Measures Policy,* Training and Employment Notice (TEN) No. 14-02, *Data Validation Initiative*; TEN No. 8-02, "*Implementation of Common Performance Measures for Job Training and Employment Programs*; TEGL 3-03, Change 3 *Data Validation Policy for Employment and Training Programs* and President's Management Agenda (http://www.whitehouse.gov/omb/budget/fy2002/mgmt.pdf).

3. Program Year (PY) 2005 Reporting Information. The due date for the WIA annual report is October 1 and the due date for the WIASRD files is October 15. Since these dates fall on the weekend in 2006, the specific due dates will be October 2, 2006 and October 16, 2006, respectively.

Electronic copies should be mailed to WIA.AR@dol.gov and hard copies of the annual report narratives should be sent to:

> U.S. Department of Labor
> Employment and Training Administration
> Attn: John R. Beverly, III
> Administrator, Office of Performance and Technology
> 200 Constitution Avenue, NW
> Room S-5206
> Washington, D.C. 20210

The Enterprise Business Support System (EBSS) will not check for consistency across multiple fields (other than the funding stream), and will not check for state level outliers prior to submitting the final WIASRD on October 16, 2006. States are responsible for assuring that their WIASRD files are accurate and complete. States should contact Traci DiMartini in ETA's National Office at dimartini.traci@dol.gov, before the October 16 deadline if they need technical assistance.

4. <u>Data Validation for State Programs</u>. Reporting instructions for data validation for state programs are available in revised handbooks on ETA's performance Web site at http://www.doleta.gov/performance under the *Data Validation* heading, under the *Reporting Guidance and Data Evaluation* section.

Workforce Investment Act Title IB. For PY 2005, each state is required to submit a validated annual report no later than October 2, 2006, and the appropriate WIA Standardized Record Data (WIASRD) files no later than October 16, 2006. **States are required to complete report validation prior to submitting the annual report (ETA 9091) due October 2, 2006, and data element validation using a file of exiters and participants reported on the ETA 9091 by February 1, 2007**. This date is consistent with last year's timetable. Data element validation results are due 120 days after the submission of the annual report.

Core Job Matching and Employment Service Activities. Each state is required to submit the ETA 9002 and VETS 200 reports on a quarterly basis no later than 45 days after the end of the report quarter. The Wagner-Peyser Act programs require report validation and minimal data element validation. **Report validation must be completed for the ETA 9002 and VETS 200 reports prior to submitting the final fourth quarter reports.** States are required to validate their fourth quarter report for Program Year 2005**. A minimal data element validation sample of 25 job seekers must be reviewed and compared to state-level data prior to submitting the ETA 9002 and VETS 200 reports, to ensure that the files used to conduct report validation were properly constructed.** States that use the ETA-provided software or DART software to prepare their ETA 9002 and VETS 200 quarterly reports should still submit report validation summaries as described in the Data Reporting and Validation System (DRVS) Labor Exchange user's guide, available on the ETA performance Web site at http://www.doleta.gov/performance/. All states are required to

perform data element validation and to submit their summary and analytical reports using the DRVS software through EBSS.

Trade Adjustment Assistance. Each state is required to submit its fourth quarter Trade Act Participant Report (TAPR) for Fiscal Year (FY) 2006 by **November 15, 2006.** States administering TAA programs are not required to submit an annual report but are required to submit individual participant records; therefore, states are not required to conduct report validation. States are required to conduct data element validation on the cumulative file of four quarters of the FY 2006 TAPR (created by adding the four quarterly files together). **The data element validation for TAA programs must be completed by February 1, 2007. A list of revised TAA elements will be published by November 15, 2006 to allow states to begin validating TAA elements.**

5. Data Validation for National Farm Worker Jobs Program. Reporting instructions for data validation for the NFJP will be issued separately. Although the NFJP grantees are not required to submit an annual report, they are required to submit individual participant records; therefore, they are not required to conduct report validation. **The final NFJP participant data for Program Year 2005 is due February 15, 2007. Data element validation for PY 2005 must be completed by June 15, 2007.**

6. Data Validation Tools. ETA is in the process of updating handbooks, standardized software, and user guides that states and grantees may use to perform data validation.

- Handbooks provide detailed information on the validation methodology, including sampling specifications and data element validation instructions for each data element to be validated. A revised list of WIA data elements and source documents are attached. New elements for TAA and NJFP will be released by November 2006.

- DRVS 6.0 software was released on July 24, 2006 for Wagner-Peyser Act reports and validation. This version is also designed to compute WIA fourth quarter reports.

- DRVS 6.1 software will be released in early September 2006 for WIA validation, in time for states to validate their annual reports due October 2, 2006.

- ETA's validation handbooks, software applications, and user guides for each program can be found on ETA's Web site at http://www.doleta.gov/performance/. Click on the link for Data Validation and go to the first bullet point, Tools & Software. The DRVS software, which is used for WIA Title IB and Wagner-Peyser Act programs, will be posted when finalized. The user guides will instruct states on the process of installing the application, building and loading a validation file, and completing report and element validation.

- ETA is in the process of reviewing the changes necessary to align the data validation software for the TAA and NFJP with the revised reporting specifications.

7. Training and Technical Assistance. States and grantees are encouraged to request technical assistance on validation procedures and the use of the validation tools by contacting regional and/or national office program staff. To avoid unnecessary delays and problems in the implementation of data validation, regional staff is available to facilitate the validation process and to address any difficulties states and grantees encounter. E-mail and phone contact information is available on the ETA Web site listed above, in the Help menu of each software application, and in the user guides.

8. Action Required. States and grantees are requested:

- To distribute this notice to the appropriate program staff.

- To complete report and data validation activities within the timeframes established in Sections 3, 4 and 5 of this Notice and provide the appropriate regional office with an update on the reporting and validation process.

9. Inquiries. Questions regarding the data validation initiative should be directed to the appropriate ETA regional office or to the Office of Performance and Technology, at ETAperforms@dol.gov, with the subject line of Data Validation.

Attachment A: Source Documentation Requirements for PY 2005 WIA Data Element Validation

Attachment B: TEGL 17-05, Attachment C, Educational Functioning Level Descriptors

PY 2005 Workforce Investment Act (WIA) Revised Elements
For
Data Validation & Source Documentation Requirements

This list provides guidance to states regarding what types of source documentation are acceptable to validate key data elements related to WIA program eligibility, services and outcomes.

Please note:

- Only one of the documents listed for each element is required for validation.   For example, for element #111 Eligible Veteran Status, states only need to collect one of the listed documents such as a DD-214 **or** a cross-match with the Veterans' database.
- Documentation for eligibility and service elements is only required for participants who receive **more** than core services. Core services include self and informational services. Participants who enroll in training or other intensive services must provide the required source documents for validation purposes.
- Documentation for outcome elements is required for all participants who receive more than self-services and informational activities.
- Documentation for youth elements is required for all youth participants.
- **Elements 625-672 refer to Skill Attainment. States are required to validate the four elements for the three most recent goals set and attained. These elements are noted with an asterisk (*) on page 10, element number 50.**
- **Elements 701-743 refer to Literacy/Numeracy Gains. States are required to validate the most recent set of results for the 5 elements listed above for older and younger youth only. These elements are noted with two asterisk (**) on page 11, element number 53.**

Please note the following four general definitions for certain types of source documentation:

1. **Cross-Match**: A cross-match requires accessing a non-WIA MIS to find detailed supporting evidence for the data element, such as dates of eligibility determination and dates and types of services. An indicator or presence of an SSN in a non-WIA database is not sufficient evidence.

2. **State MIS**: Unless otherwise noted, state MIS refers to specific, detailed information, such as dates and types of services and explanations of barriers to employment that is stored in the state's information system that provides supporting evidence for the data element. An indicator, such as a checkmark, is not acceptable source documentation.

3. **Self-attestation**: Self-attestation occurs when a participant states his or her status for a particular data element and then signs and dates a form acknowledging this status. The key elements for self-attestation are: (a) the participant identifying his or her status for permitted elements and (b) signing and dating a form attesting to this self-identification. The form and signature can be electronic or on paper.

4. **Case Notes**: Case notes refer to either paper or online statements by the case manager that identify a participant's status for a specific data element, the date on which the information was obtained, and the case manager's signature.

More detailed information will be available in the WIA Data Validation Handbook.

For Technical Assistance with Data Validation please email your questions to:

Workforce Investment Act: wiata@mathematica-mpr.com

Wagner-Peyser Act funded programs: esta@mathematica-mpr.com

States and grantees can also contact their regional performance specialists for assistance.

	DATA ELEMENT	ADULT	DISLOCATED WORKER	NEG	OLDER YOUTH	YOUNGER YOUTH	Source Documentation Requirements
1	Date of Birth #102	Yes	Yes	No	Yes	Yes	Copy of I.D., Baptismal record, birth certificate, DD-214, Report of Transfer or Discharge paper, driver's license, Federal, state or local identification card, passport, hospital record of birth, public assistance/social service records, school records or ID cards, work permit, cross match with Department of Vital Statistics, tribal records
2	Veteran's Status #111	Yes	Yes	Yes	Yes	No	DD-214, cross match with veterans data
3	Employment Status at Participation #115	Yes	Yes	Yes	Yes	Yes	Pay stub, case notes showing information collected from participant

	DATA ELEMENT	ADULT	DISLOCATED WORKER	NEG	OLDER YOUTH	YOUNGER YOUTH	Source Documentation Requirements
4	Low Income #119	Yes	No	No	Yes	Yes	Alimony Agreement, applicant statement, award letter from veteran's administration, bank statements, compensation award letter, court award letter, pension statement, employer statement/contact, family or business financial records, housing authority verification, pay stubs, pension statement, social security benefits, public assistance records, quarterly estimated tax for self-employed persons, Social Security benefits, UI documents
5	TANF #120	Yes	Yes	No	Yes	Yes	Cross match with TANF public assistance records
6	Other Public Assistance Recipient #121	Yes	Yes	No	Yes	Yes	Copy of authorization to receive cash public assistance, copy of public assistance check, medical card showing cash grant status, public assistance, refugee assistance records, cross match with public assistance database
7	Displaced Homemaker #123	No	Yes	Yes	No	No	Public assistance records, court records, divorce papers, bank records, spouse's layoff notice, spouse's death record, self attestation

	DATA ELEMENT	ADULT	DISLOCATED WORKER	NEG	OLDER YOUTH	YOUNGER YOUTH	Source Documentation Requirements
8	Date of Actual Qualifying dislocation #124	No	Yes	Yes	No	No	Verification from employer, rapid response list, notice of layoff, public announcement with follow-up cross-match with UI, self attestation
9	Homeless individual and/or runaway youth #126	No	No	No	Yes	Yes	Written statements from an individual providing residence, shelter or social service agency, WIA registration form, self attestation
10	Offender #126	No	No	No	Yes	Yes	Documentation from juvenile or adult criminal justice system, documentation phone call with court representatives, WIA registration form, self attestation
11	Pregnant or parenting youth #127	No	No	No	Yes	Yes	Copy of child's birth certificate, baptismal record, observation, doctor's note confirming pregnancy, self attestation
12	Youth who needs additional assistance #128	No	No	No	Yes	Yes	See state policy and state plan, individual service strategy, case notes, WIA registration form, state MIS, self attestation
13	School Status at Participation #129	No	No	No	Yes	Yes	Applicable records from education institution (GED certificate, diploma, attendance record, transcripts, drop out letter, school documentation), WIA registration form, State MIS, self attestation

	DATA ELEMENT	ADULT	DISLOCATED WORKER	NEG	OLDER YOUTH	YOUNGER YOUTH	Source Documentation Requirements
14	Basic literacy skills deficiency (as defined in 664.205) #130	No	No	No	Yes	Yes	Standardized assessment test, school records, case notes
15	Foster Care Youth #131	No	No	No	No	Yes	Confirmation from social services agency, case notes
16	Date of Program Participation #302	Yes	Yes	Yes	Yes	Yes	state MIS information
17	Date of Exit #303	Yes	Yes	Yes	Yes	Yes	WIA status/exit forms, state MIS data, Case notes
18	Date of First Youth Service #306	No	No	No	Yes	Yes	WIA status/exit forms, state MIS data, case notes
19	National Emergency Grant Project Numbers #313a, #313b and #313c	No	No	Yes	No	No	Case notes or other file data specifying the particular layoff or emergency that precipitate enrollment. The project number for the grant(s) should be included.
20	Other reasons for exit #327	Yes	Yes	Yes	Yes	Yes	Information from partner services MIS data, WIA exit form, case notes
21	Date of First Staff Assisted Core Service #332	Yes	Yes	Yes	No	No	State MIS data
22	Date of First Intensive Service #334	Yes	Yes	Yes	No	No	State MIS data, case notes

	DATA ELEMENT	ADULT	DISLOCATED WORKER	NEG	OLDER YOUTH	YOUNGER YOUTH	Source Documentation Requirements
23	Date Entered Training #335	Yes	Yes	Yes	No	No	Cross match between dates of service and vendor training information, vendor training documentation, state MIS, case notes
24	Date Completed or Withdrew from Training #336	Yes	Yes	Yes	No	No	Cross match between dates of service and vendor training information, vendor training documentation, state MIS, case notes
25	Type of Training Service #1 #340	Yes	Yes	Yes	No	No	Vendor training documentation, certificates, state MIS data, case notes
26	Enrolled in Education #343	No	No	No	Yes	Yes	Applicable records from education institution, certifying enrollment, case notes with verification from education institution or training provider that they are enrolled in education
27	Received Educational Achievement Services #344	No	No	No	Yes	Yes	Activity sheets, sign-in sheets, attendance record, vendor contract, state MIS, case notes
28	Received Employment Services #345	No	No	No	Yes	Yes	Activity sheets, vendor contract, attendance rosters, state MIS, case notes
29	Received Summer Employment Opportunities #346	No	No	No	Yes	Yes	Activity sheets, work agreement, sign-in sheets, attendance roster, state MIS data, case notes

	DATA ELEMENT	ADULT	DISLOCATED WORKER	NEG	OLDER YOUTH	YOUNGER YOUTH	Source Documentation Requirements
30	Received Additional Support for Youth Services #347	No	No	No	Yes	Yes	Activity sheets, pay stub, sign-in sheets, attendance rosters, state MIS, vendor contract, case notes
31	Received Leadership development opportunities #348	No	No	No	Yes	Yes	Activity sheets, vendor contract, attendance roster, state MIS, case notes
32	Received follow-up services #349	No	No	No	Yes	Yes	Activity sheets, attendance rosters, receipt for follow-up support services, state MIS, case notes
33	Employed in 1st Quarter after Exit Quarter #601	Yes	Yes	Yes	Yes	Yes	UI Wage records, WRIS, supplemental data sources defined by TEGL 17-05 State MIS
34	Type of Employment Match 1st Quarter After Exit Quarter #602	Yes	Yes	Yes	Yes	Yes	Follow up services, surveys, record sharing and/or automated record matching with other employment and administrative databases, other out of state wage record systems, case notes
35	Employed in 2nd Quarter After Exit Quarter #606	Yes	Yes	Yes	No	No	UI wage records, WRIS, supplemental data sources as defined in TEGL 17-05
36	Type of Employment Match 2nd Quarter After Exit #607	Yes	Yes	Yes	No	No	Follow-up services, surveys, record sharing and/or automated record matching with other employment and administrative databases, other out of state wage record systems, case notes

	DATA ELEMENT	ADULT	DISLOCATED WORKER	NEG	OLDER YOUTH	YOUNGER YOUTH	Source Documentation Requirements
37	Employed in 3rd Quarter After Exit Quarter #608	Yes	Yes	Yes	Yes	Yes	UI wage records, WRIS, supplemental data sources as defined in TEGL 17-05
38	Type of Employment Match 3rd Quarter After Exit #609	Yes	Yes	Yes	Yes	Yes	Follow-up services, surveys, record sharing and/or automated record matching with other employment and administrative databases, other out of state wage record systems, case notes
39	Wages 3rd Quarter Prior to Participation Quarter #612	Yes	Yes	Yes	Yes	No	UI wage records, WRIS, other state wage records, federal wage databases
40	Wages 2nd Quarter Prior to Participation Quarter #613	Yes	Yes	Yes	Yes	No	UI wage records, WRIS, other state wage records, federal wage databases
41	Wages 1st Quarter After Exit Quarter #615	Yes	Yes	Yes	Yes	Yes	UI wage records, WRIS, other state wage records, federal wage databases
42	Wages 2nd Quarter After Exit Quarter #616	Yes	Yes	Yes	Yes	No	UI wage records, WRIS, other state wage records, federal wage databases
43	Wages 3rd Quarter After Exit Quarter #617	Yes	Yes	Yes	Yes	Yes	UI wage records, WRIS, other state wage records, federal wage databases
44	Type of Recognized Credential #621	Yes	Yes	No	Yes	No	Transcripts, certificates, diploma, surveys, case notes

	DATA ELEMENT	ADULT	DISLOCATED WORKER	NEG	OLDER YOUTH	YOUNGER YOUTH	Source Documentation Requirements
45	Attained Diploma, GED, or Certificate #668	No	No	No	Yes	Yes	Transcripts, certificates, diploma, letter from school system
46	Date Attained Degree or Certificate #669	No	No	No	Yes	Yes	Transcripts, certificates, diploma, letter from school system
49	School Status at Exit #670	No	No	No	Yes	Yes	Transcripts, certificates, diploma, letter from school system, case notes
50	*Goals Type *Date Goal Was Set *Attainment of Goal *Date Goal Was Attained-	No	No	No	No	Yes	Test Records, Transcripts, School/Employer Notification, State MIS, Case notes
51	Youth Placement Information #671	No	No	No	Yes	Yes	Cross match with other agencies, apprenticeship verification, military service, advanced training, post secondary education, transcripts, registration forms, community college info, employer contacts, UI. wage records, WRIS, Case notes

	DATA ELEMENT	ADULT	DISLOCATED WORKER	NEG	OLDER YOUTH	YOUNGER YOUTH	Source Documentation Requirements
52	Youth Retention Information #672	No	No	No	Yes	Yes	Cross match with other agencies, apprenticeship verification, military service, advanced training, post secondary education, transcripts, registration forms, community college info, employer contacts, UI wage records, WRIS, Case notes
53	**Category of Assessment **Type of Assessment Test **Functional Area **Date Administered Test **Educational Functioning Level	No	No	No	Yes	Yes	Test records, case notes documenting the necessary details for each element of testing. States should refer to TEGL 17-05, Attachment C for the list of approved Educational tests for Literacy/Numeracy measures. Front line staff should make sure a copy of the participant's test and scores are kept in the case file. Case notes should also detail the participant's progress. Copies of the test results and case notes should be included in the file.

ATTACHMENT C – EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills

Beginning ABE Literacy
Test Benchmark:
TABE (7-8 and 9-10) scale scores (grade level 0-1.9):
    Reading 367 and below
    Total Math 313 and below
    Language 392 and below
 	
CASAS: 200 and below
 	
ABLE scale scores (grade level 0-1.9):
    Reading 524 and below
    Math 529 and below
	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.

Beginning Basic Education
Test Benchmark:
TABE (7-8 and 9-10): scale scores (grade level 2-3.9):
    Reading: 368-460
    Total Math: 314-441
    Language: 393-490
 	
CASAS: 201-210
 	
ABLE scale scores (grade level 2-3.9):
    Reading: 525-612
    Math: 530-592
	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.	Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
Low Intermediate Basic Education Test benchmark: TABE (7-8 and 9-10) scale scores (grade level 4-5.9): 　Reading: 461-517 　Total Math: 442-505 　Language: 491-523 CASAS: 211-220 ABLE scale scores (grade level 4-5.9): 　Reading: 613-645 　Math: 593-642	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.
High Intermediate Basic Education Test benchmark: TABE (7-8 and 9-10) scale scores (grade level 6-8.9): 　Reading: 518-566 　Total Math: 506-565 　Language: 524-559 CASAS: 221-235 ABLE scale score (grade level 6-8.9): 　Reading: 646-681 　Math: 643-693 WorkKeys scale scores: Reading for Information: 75 – 78 Writing: 75 – 77 Applied Mathematics: 75 – 77	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.

Outcome Measures Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS			
Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills

Low Adult Secondary Education
Test benchmark:
TABE (7-8 and 9-10): scale scores (grade level 9-10.9):
  Reading: 567-595
  Total Math: 566-594
  Language: 560-585
 	
CASAS: 236-245
 	
ABLE scale scores (grade level 9-10.9):
  Reading: 682-698
  Math: 694-716
 	
WorkKeys scale scores:
 Reading for Information: 79 – 81
 Writing: 78 – 85
 Applied Mathematics: 78 – 81
	Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.	Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.

High Adult Secondary Education
Test benchmark:
 TABE (7-8 and 9-10): scale scores (grade level 11-12):
  Reading: 596 and above
  Total Math: 595 and above
  Language: 586 and above
 	
CASAS: 246 and higher
 	
ABLE scale scores (grade level 11-12):
  Reading: 699 and above
  Math: 717 and above
 	
WorkKeys scale scores:
 Reading for Information: 82 – 90
 Writing: 86 – 90
 Applied Mathematics: 82 – 90
	Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.	Individual is able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.

Outcome Measure Definitions			
EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH -AS-A-SECOND LANGUAGE LEVELS			
Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Beginning ESL Literacy Test benchmark: CASAS (all): 180 and below SPL (Speaking) 0-1 SPL (Reading and Writing) 0-1 Oral BEST: 0-15 BEST Plus: 400 and below Literacy BEST: 0-7	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
Beginning ESL Test benchmark: CASAS (all): 181-200 SPL (Speaking) 2-3 SPL (Reading and Writing) 2-4 Oral BEST 16-41 BEST Plus: 401-438 Literacy BEST: 8-46	Individual can understand frequently used words in context and very simple phrases spoken slowly and with some repetition; there is little communicative output and only in the most routine situations; little or no control over basic grammar; survival needs can be communicated simply, and there is some understanding of simple questions.	Individual can recognize, read and write numbers and letters, but has a limited understanding of connected prose and may need frequent re-reading; can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	Individual functions with difficulty in situations related to immediate needs and in limited social situations; has some simple oral communication abilities using simple learned and repeated phrases; may need frequent repetition; can provide personal information on simple forms; can recognize common forms of print found in the home and environment, such as labels and product names; can handle routine entry level jobs that require only the most basic written or oral English communication and in which job tasks can be demonstrated. There is minimal knowledge or experience using computers or technology.
Low Intermediate ESL Test benchmark: CASAS (all): 201-210 SPL (Speaking) 4 SPL (Reading and Writing) 5 Oral BEST: 42-50 BEST Plus: 439-472 Literacy BEST: 47-53	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs and maps; can fill out simple forms, but needs support on some documents that are not simplified; can handle routine entry level jobs that involve some written or oral English communication, but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Outcome Measure Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ENGLISH -AS-A-SECOND LANGUAGE LEVELS

Literacy Level	Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
High Intermediate ESL Test benchmark: CASAS (all): 211-220 SPL (Speaking) 5 SPL (Reading and Writing) 6 Oral BEST: 51-57 BEST Plus: 473-506 Literacy BEST: 54-65	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; complete basic medical forms and job applications; can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. The individual can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.
Low Advanced ESL Test benchmark: CASAS (All): 221-235 SPL (Speaking) 6 SPL (Reading and Writing) 7 Oral BEST 58-64 BEST Plus: 507-540 Literacy BEST: 66 and above	Individual can converse on many everyday subjects and some subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; can speak creatively, but with hesitation; can clarify general meaning by rewording and has control of basic grammar; understands descriptive and spoken narrative and can comprehend abstract concepts in familiar contexts.	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics, such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; can interpret simple charts and graphics; can handle jobs that require simple oral and written instructions, multi-step diagrams and limited public interaction. The individual can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.
High Advanced ESL Test benchmark: CASAS (All): 236-245 SPL (Speaking) 7 SPL (Reading and Writing) 8 Oral BEST 65 and above BEST Plus: 541-598 Exit Criteria: SPL 8 (BEST Plus 599 and higher)	Individual can understand and participate effectively in face-to-face conversations on everyday subjects spoken at normal speed; can converse and understand independently in survival, work and social situations; can expand on basic ideas in conversation, but with some hesitation; can clarify general meaning and control basic grammar, although still lacks total control over complex structures.	Individual can read authentic materials on everyday subjects and can handle most reading related to life roles; can consistently and fully interpret descriptive narratives on familiar topics and gain meaning from unfamiliar topics; uses increased control of language and meaning-making strategies to gain meaning of unfamiliar texts. The individual can write multiparagraph essays with a clear introduction and development of ideas; writing contains well formed sentences, appropriate mechanics and spelling, and few grammatical errors.	Individual has a general ability to use English effectively to meet most routine social and work situations; can interpret routine charts, graphs and tables and complete forms; has high ability to communicate on the telephone and understand radio and television; can meet work demands that require reading and writing and can interact with the public. The individual can use common software and learn new applications; can define the purpose of software and select new applications appropriately; can instruct others in use of software and technology.

Source: U.S. Department of Education, Office of Vocational and Adult Education.