

BASIC SKILLS DEFICIENT POLICY

Basic Skills Deficient definition including English Language Learners:

“Basic Skills Deficient,” defined at WIOA 3(5) and further explained in TEGL 19-16, means an individual who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society. This definition includes English Language Learners, defined at WIOA 203(7). Inability to compute or solve problems or to read, write, or speak English at the necessary level may be documented by a score on the TABE test (or other equivalent assessment on the National Reporting System (NRS) benchmarks crosswalk) equivalent to the 8th grade level or below; a WorkKeys level of two (2) or below on the Reading for Information, Applied Mathematics, or Locating Information assessment; or a self-attestation that an individual with a primary language other than English has limited ability in reading, writing, speaking, or comprehending the English language.

RochesterWorks! (RW) Youth System Approach addressing Basic Skills Deficient:

Minimizing and addressing enrollment barriers for youth such as basic skills deficiency including our English Language Learners, is a key priority. In our Youth Works- A Workforce Development Model, our approach is that “it takes a village” including our Navigator(s) and engaged people in governance, schools, alternative education providers, and community partners, to address basic skills deficiency.

The Navigator builds a relationship of trust with our youth as the caring adult on a one-on-one basis. It is important early in the relationship from the WIOA enrollment to assess our youth’s basic and academic skill level with the TABE 11-12 or other assessments. Once basic skills deficient issue is identified the Navigator can begin addressing this issue. The Navigator coordinates different systems integration with community partners, schools, and education providers. The Navigator connects the youth with the appropriate alternative education provider(s) for classes, tutoring and high school equivalency programs (if applicable) to address target areas.

In that way, both youth and Navigator, can work to complete the Individual Services Strategy (ISS) within 60 days of enrollment to document the youth’s educational and/or employment goals including addressing target areas to improve literacy and numeracy levels. Coordinating and creating a supportive and nurturing environment between the youth and community partners by the Navigator(s), our youth’s opportunities expand if they choose to pursue post-secondary education resulting in the attainment of a credential, apprenticeship, unsubsidized employment with equitable living wages, and other opportunities. Ultimately, we want to enable active WIOA enrolled out of school youth (OSY) and youth receiving follow-up service (s), full participation in workforce development activities and opportunities for education (i.e. college, school) and/or employment to attain WIOA Youth Performance Indicators.