



408 Washington Avenue, Ste. 210, West Plains, MO 65775 ♦ 417-257-2630 ♦ [www.scwib.org](http://www.scwib.org)

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### Determining Basic Skills Deficiency (Youth Assessment Policy)

Local Workforce Development Boards (WDB) are required to assess the basic skills of workforce applicants for Youth eligibility and for an objective assessment of academic levels, skill levels, and service needs of each participant, which includes a review of basic skills.

*WIOA Section 3(5) defines a participant who is "basic skills deficient:" means, with respect to an individual-*

- (A) *who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or*
- (B) *who is a youth or adult, that the individual 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.*

The South Central Workforce Board have approved the below instruments to be valid and reliable to evaluate the basic skills of the Region's population. Basic Skills Assessments:

- Per state policy regarding the assessing of In School Youth, Local WDBs should continue to accept the basic skills assessments provided by the participant's educational institution.
- If appropriate, WorkKeys tests may be utilized in place of TABE testing for Out of School Youth. Participants. Youth who have WorkKeys scores below the NCRC Silver category are considered basic skills deficient.
- Previous basic skills assessment results (In-School education assessment records, Out-of-School TABE or WorkKeys) may be used if such previous assessments have been conducted within the past six months.
- Testing formats may not be changed throughout the program. For the purpose of increasing the educational functioning level, Post-testing must utilize the same assessment as the Pre-test to ensure accurate results are reported.
- For youth with disabilities: TABE testing can be utilized, school records can be utilized, or a previous basic skills assessments from other agencies (such as vocational rehabilitation) administered within the past six months can be utilized. Accommodations will be made available to youth with disabilities upon request.

### Objective Assessment/Employment Plan

- The Individual Service Strategy is the combination of the Objective Assessment and Employment Plan
- The individual Service Strategy must be developed jointly between the case manager and the youth participant. It is a plan to meet the youth's specific training and employment goals.
- The objective assessment must include all elements required by the current DWD Issuance.
- The objective assessment must be completed entirely, including obtaining all assessment results, before the creation of the employment plan.
- The youth's objective assessment should be utilized when developing the Employment Plan. The career path, needs, barriers, skills gaps, referrals, and possible supportive services identified in the objective assessment must be addressed on the Employment Plan.