

## Basic Skills Policy

Basic Skills Deficient– Per 20 CFR 681.290 An individual that 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. In assessing basic skills, Boards must use assessment instruments that are valid and appropriate for the target population and must provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities.

### **For an adult, a participant is basic skills deficient if they:**

- Lack a high school diploma or high school equivalency and is not enrolled in any secondary education; or
- Enrolled in a Title II Adult Education and Family Literacy Act (AEFLA) program authorized by WIOA and administered by the Education Department (ED); or
- Are reading or writing English at or below an 8.9 grade level, according to a TABE assessment.

### **For out-of-school youth, a participant is basic skills deficient if they:**

- Lack a high school diploma or high school equivalency and are not enrolled in any secondary education; or
- Are enrolled in a Title II Adult Education and Family Literacy Act (AEFLA) program authorized by WIOA and administered by the Education Department (ED); or
- Are reading or writing English at or below an 8.9 grade level, according to a TABE assessment.

**For in-school youth, a participant is basic skills deficient if they:**

- Are more than a year (5-6 Carnegie credits) behind in accordance with local education policy and will not graduate on time with peer cohort; or
- Have a cumulative GPA of 2.0 or below on a 4.0 scale; or
- Have taken and did not pass an end of course assessment (ECA) for Mathematics and/or English/Language Arts; or
- Are reading or writing English at or below an 8.9 grade level, according to a TABE assessment; or
- Are determined to be Limited English Skills proficient through school documentation