



POLICIES AND PROCEDURES

POLICY TYPE: WIOA Youth and Adult Basic Skills Deficient
EFFECTIVE: March 24, 2021
REVISED:

REFERENCES:

WIOA Section (3)(5)

WIOA Regulation Section 680.600 and 681.290

TEGL 19-16 and TEGL 21-1

PURPOSE/BACKGROUND:

The Workforce Innovation and Opportunity Act (WIOA) allows for local workforce boards to establish participant definitions and eligibility documentation requirements when the state board elects not to establish a policy. The State of Oregon has deferred the creation of Basic Skills Deficient (BSD) eligibility standards for WIOA participants to the local workforce boards. This policy outlines the BSD requirements for both the WIOA Youth and Adult programs.

YOUTH PROGRAM POLICY:

Youth seeking services through the WIOA program will be assessed to determine their basic academic skill level at the point of eligibility determination and enrollment. BSD is defined as an eligibility barrier if the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test.

Basic Skills Deficiency Assessment - The WIOA youth provider must use formalized assessment instruments that are valid, reliable and appropriate for the target population when assessing BSD. They must also provide reasonable accommodation in the assessment process for individuals with disabilities.

ADULT PROGRAM POLICY:

Adults seeking services through WIOA Adult services will be assessed to determine their basic skill level at the point of program eligibility determination and enrollment. Participants who are determined to be BSD will receive WIOA priority of service considerations. BSD is defined as: 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 may be determined by staff during the enrollment process while working with the applicant when at least one of the following elements are observed (and therefore assessed):

- Is enrolled in a Title II Adult Education and Family Literacy Act program, this also includes enrollment in English as a Second Language (ESL) class.
- Determined to be Limited English Skills proficient through staff-engagement and observation.
- Staff make observations of deficient functioning in completing forms, assisting in the development of a service strategy, or behaviors in group discussion settings.
- Information (in writing or through discussion with the participant) that an educational institution the participant engages or engaged with determined them to have a GPA at D or below within the previous six months.
- Qualifies for Special Education services or has an Individual Education Program (IEP) plan.
- A generally accepted standardized assessment results in English reading, writing, or computing skills are at or below the 8th grade level.

ACTION:

Follow the appropriate program standards for documenting and reporting a Basic Skills Deficient characteristic for a WIOA Youth and Adult participant.

ISSUED:

Date:

LWP Director of Workforce Investments