

Basic Skills Deficient Policy

Policy

1. For purposes of this policy the definition of basic skills deficient is 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 (Workforce Innovation and Opportunity Act Section 3[5]).

| <i>Criteria used to determine whether an individual is basic skills deficient:</i> | |
|--|---|
| Criteria Used | Documentation Required |
| Lacks a high school diploma or high school equivalency and is not enrolled in secondary education | Self-attestation |
| Enrolled in a Title II Adult Education/Literacy program | School records or verification from school official |
| English, reading, writing, or computing skills at an 8.9 grade level or below | Results of academic assessment |
| Determined to be limited English-skills proficient through staff- documented observations | Case note clearly demonstrating staff assessment of English skills |
| Lacking computer literacy defined as: non-technical knowledge of computers and how to use them; familiarity and experience with computers, computers, software, and computer systems | Case note clearly demonstrating staff assessment of computer skills or self-attestation |

2. DLLR has designated the following NRS-approved assessments as allowable to determine basic skills and/or English language levels:
 - a. CASAS: Reading, Mathematics, Listening – ABE and ESL Learners
 - b. TABE: Reading, Mathematics, Language – ABE
 - c. TABE CLAS-E: Reading, Writing, Speaking, Listening – ESL Learners
 - d. BEST Literacy: Reading, Writing – ESL Learners
 - e. BEST Plus 2.0: Speaking, Listening – ESL Learners

 Approval Signature:

 Revision Date: October, 2019
