



Adult Education & Basic Skill Deficiency

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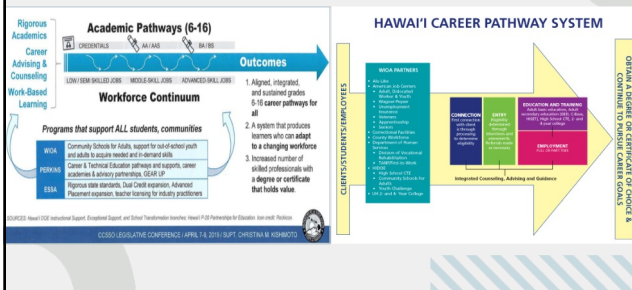
What is Adult Education

- ❖ Program which serves adults who are
 - > 16 years of age (released from compulsory ed) or older
 - > **functioning below the high school completion level**
- ❖ Program emphasizes reading, numeracy, and English literacy, & skill development
- ❖ **Focus on transition post-secondary** (employment, education, and training)



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Hawai'i Workforce Pathway System



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Proposed Approval for New Definition

In Hawaii, WIOA Section 3(5)(B) of "basic skills deficient" is defined as a youth or adult who computes or solves problems or reads, writes, or speaks English below the level necessary to function on the job, in the individual's family, or society or below grade level 11.9. The level is determined by,

- For Title I Programs
 - School Records
 - A referral or records from a Title II Adult Education program
 - Case notes (from another program)
 - Self-Attestation
- For Title II Programs
 - Results of a Comprehensive Adult Student Assessment System (CASAS) or Test of Adult Basic Education (TABE) assessment in one of the content areas
 - Scaled score of <253 on CASAS Reading GOALS
 - Scaled score of <248 on CASAS Math GOALS 2
 - Scaled score of <710 on TABE Reading 11/12
 - Scaled score of <730 on TABE Math 11/12
 - Scaled score of <717 on TABE Language 11/12

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Purpose and Rationale for change

- ❖ 2024 Hawai'i WIOA Unified Plan Language:
 - Page 232:
 - H.R. 803-6.5.B Basic Skill Deficient: "The term "basic skills deficient" means, with respect to an individual---
 - A) Who is a youth 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
 - "Basic skills deficiency is determined by an individual's ability 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 based on the individual's needs and goals within the scope of the WIOA."

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Purpose and Rationale for change

- ❖ The intent of WIOA is to help individuals be self-sufficient and contributing members of society.
- ❖ Revising the language to be more inclusive of the variety of participants would allow programs to serve a wider range of participants, which more accurately reflects our populations in Hawai'i.
- ❖ The recommended definition clarifies eligibility with specific assessment scores. The assessment scores allow eligibility determinations below the grade 12 level, increasing more participants' access to programs

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Basic Skill Deficiency

- ❖ 2020 ACT data indicated only 32% (reading) and 25% (math) of high school graduates (taking the ACT) met college and career-ready benchmarks (82% tested--Hawai'i data)
- ❖ At least one-third of adult education students with diploma are functioning below 11.9 and will be ineligible for adult education services without this change
- ❖ Majority (2/3) of states have a definition that is other than 8th grade and below (11.9 and below, no definition, 11.9-9th)



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Feedback on BSD from Partners

In what areas are individuals you work with, or serve, basic skills deficient?	How do basic skill deficiencies impact your organization and/or the individuals you serve?	How do you define "Basic Skills Deficiency"?
Reading, Writing, and basic Math; also lack computer skills	Lack self-esteem, lack confidence to attempt to find productive work or move forward from incarceration, label themselves negatively and stay stuck (rather than risk failure again), sense of hopelessness	Individuals who lack the skills to successfully be independent; lacking the ability to function in a work environment due to their lack of skills, or lack of belief that it is possible for them to learn the skills necessary (or required)
Reading, math, independent living skills, understanding financial issues, interpersonal skills	Basic skill deficiencies impact individuals with the opportunities available to them for employment	The individual has difficulty with reading, writing, understanding, computing tasks that cause a serious functional limitation in employment
In areas such as reading comprehension, English speaking, and basic math, career technical training and residential/independent living.	Basic skills deficiency can affect our students ability to obtain employment, qualify to advanced training and apprenticeship programs and be selected for college programs.	Not having the basic academic and social skill set to reach career goals. Communication barriers and lack of coping strategies during challenges.

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