



EASTERN JACKSON COUNTY WORKFORCE DEVELOPMENT BOARD



Serving Eastern Jackson County Mo. including:
Independence, Blue Springs, Lee's Summit, Grandview, Raytown,
Sugar Creek, Buckner, Grain Valley, Oak Grove, Lone Jack, and other municipalities.

The Full Employment Council, Inc. (FEC) is the fiscal
agent and workforce support organization for the
Eastern Jackson County Workforce Development Board.

Workforce Development Board Policy

BASIC SKILLS ASSESSMENT POLICY

POLICY NUMBER: 2017-001, [Modification 4](#)

EFFECTIVE DATE: 03-27-2017

[MODIFICATION DATE: 05-01-2022](#)

APPROVED BY

Clyde McQueen, President/CEO
Full Employment Council, Inc.,
Managing Entity/Fiscal Agent
Kansas City and Vicinity Workforce Development Board

INQUIRIES

Questions about this issuance should be addressed by email to Andrea Robins, Senior Director of Planning, Compliance and Management Systems, at arobins@feckc.org, who shall disseminate the agency response after consulting with Full Employment Council Officers.

PURPOSE

The purpose of this Issuance is to provide guidance regarding basic skills assessment and determination of basic skills deficiency for WIOA Applicants/Participants. This Issuance replaces Issuance No. 2017-001, [Modification 3, Basic Skills Assessment](#).

BACKGROUND

This issuance is based on the Missouri Office of Workforce Development (OWD) Issuance No. 14-2016 (Attachment 1). Basic skills deficiency is defined in the Workforce Innovation and Opportunity Act (WIOA). Tests and measures are included in support of this definition.

Basic Skills Assessment Policy

The Workforce Innovation and Opportunity Act (WIOA) focuses on serving "individuals with barriers to employment" and seeks to ensure access to quality services for these populations.

WIOA states that recipients of public assistance, other low-income individuals, and individuals who are **basic skills deficient** must receive priority for individualized career services and training services.

For purposes of WIOA, Basic Skills Deficient (BSD) means, an individual:

- a. Who is a youth, that has English, reading, writing, or computing skills at or below the eighth (8th) grade level on an accepted standardized test; or
- b. Who is a youth, or adult, 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 society.

Determining basic skills deficiency during intake assists in qualifying customers for eligibility, allows for quality referrals, and can determine program effectiveness.

Determination of WIOA Youth eligibility based on the BSD barrier: A formalized assessment will be administered to evaluate the youth's strengths as well as any areas of deficiency in the academic skills of Reading, Math and Language. One or more of the following assessments may be utilized: Test of Adult and Basic Education (TABE), ACT, HESI (Health Education Systems, Inc.), Wonderlic, TEAS (Test of Essential Academic Skills), CASAS (Comprehensive Adult Student Assessment System), WorkKeys and the Accuplacer. These assessments may be administered by the region's AEL programs, the client's chosen training provider or workforce staff.

Assessment results are utilized to document basic skills deficiencies for an eligibility barrier or to determine the youth's ability to be successful in an academic program. Reasonable accommodation for the testing process will be available, if necessary, for individuals with disabilities. Previous basic skills assessment results may be used if the assessment was conducted within the previous six-month period of the eligibility determination date.

¹ Department of Labor Employment and Training Administration, Strategies and Considerations: A Brief on Youth Assessments, Youth Connections.
[ITA Strategies and Considerations Youth Assess 20210205 \(1\).pdf](#)

Determination of Basic Skills for the Objective Assessment (OA):

WIOA requires that every youth completes an objective assessment to evaluate the basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs of the participant. The objective assessment must identify the career pathway for the youth participant and is used to develop a corresponding Individual Service Strategy (ISS).

The requirement to review basic skills as part of the objective assessment process is not the same as conducting a basic skills assessment for eligibility determination for the basic skills deficient barrier or as conducting a basic skills assessment for determination of an educational functioning level gain within the measurable skill gains indicator. If using the basic skills deficient component of WIOA Youth eligibility in WIOA (3)(5)(A), programs must use a generally accepted standardized test which DOL defines as an approved test from the list of tests the Secretary of Education determines to be suitable for use in the National Reporting System for Adult Education.¹

Full Employment Council has adopted a screening tool to help identify if an individual is basic skills deficient. The Basic Skills Screening Tool is required for all WIOA youth applicants. The Basic Skills Screening Tool below will help assess the youth for the required basic skills section of the OA and help determine if additional testing is needed to determine “basic skills deficient”. The Basic Skills Screening Tool must not be used to determine a youth’s educational needs.

A youth who is unable to complete the screening tool without assistance or answers “No” to one (1) or more questions must automatically be assessed as basic skills deficient using at least one of the approved assessments identified in the previous section.

A youth who can complete the screening tool without assistance and answers “Yes” to all the questions has satisfied the basic skills requirement of the OA. However, for youth entering training services additional assessments may be used to determine the appropriateness of the training program.

Determination of BSD for Adult Priority of Service:

The Basic Skills Screening Tool will help identify if an individual is basic skills deficient for the purposes of priority of service and referrals for Adults or Dislocated Workers. The screening tool should be given prior to conducting any assessment test. The tool is for identification of priority of service and for referral purposes.

¹ Department of Labor Employment and Training Administration, Strategies and Considerations: A Brief on Youth Assessments, Youth Connections.
[ITA Strategies and Considerations Youth Assess 20210205 \(1\).pdf](#)

Anyone unable to complete the screening tool without assistance or answers “No” to one (1) or more questions must automatically receive a referral for adult basic education services. Any WIOA Adult participant should receive priority of service as having a basic skills deficiency.

I. ASSESSMENTS OCCUPATIONAL SKILLS TRAINING:

The one of the following assessments can be used to document ninth grade in reading and math for occupational skills training.

1. American College Testing (ACT). Reading, 14 or above; Mathematics (Pre-Algebra), 15 or
2. HiSet/GED results with passing scores or
3. TABE Survey test Reading and Mathematics if the test was administered in the last 6 months. Those scoring as basic skills deficient shall be referred to remediation. Remediation will be available and ongoing as necessary.
4. WorkKeys level (above a bronze level indicates proficiency).
5. Copies of college transcripts that demonstrate skills proficiency by reflecting passing or failing grades in College Mathematics and College English. If students were required to take remedial courses and passed, this demonstrates proficiency.
6. HESI (Health Education Systems, Inc.),
7. Wonderlic
8. TEAS (Test of Essential Academic Skills),
9. CASAS (Comprehensive Adult Student Assessment System),
10. Accuplacer

II. ACCOMMODATIONS FOR PERSONS WITH BASIC SKILL DEFICIENCIES.

The Full Employment Council (FEC) complies with the Americans with Disabilities Act (ADA) and is committed to the fair and equal services of people with disabilities. The nondiscrimination and equal opportunity (EO) provisions of WIOA prohibit discrimination against applicants, beneficiaries, and employees because of race, color, religion, sex, national origin, age, disability, and political affiliation or belief, and, for beneficiaries only, citizenship or participation in a WIOA Title I financially assisted program or activity. The regulations that implement these provisions are published at 29 CFR Part 38, and further prohibit intimidation of, or retaliation against, complainants. Additionally, the rules mandate reasonable accommodations and reasonable modifications for individuals with disabilities.

All participants with disabilities shall be provided reasonable employment-related accommodations, when necessary, unless the accommodation would impose an undue hardship. This section provides guidelines for participants who wish to apply for reasonable

accommodations with FEC and prescribes the steps the participant should take if he or she is the victim of discrimination or retaliation in his or her request for an accommodation.

Resources

- U. S. Equal Employment Opportunity Commission, Chapter XIV – Part 1630 – Regulations to Implement the Equal Employment Provisions of the Americans with Disabilities Act: <http://www.eeoc.gov>
- Job Accommodation Network (JAN): Website available for questions related to workplace accommodations or the Americans with Disabilities Act (ADA) - www.askjan.org
- FEC Harassment and Discrimination Policy

III. DEFINITIONS RELATED TO ACCOMMODATIONS

Disability: An individual with a disability has a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or is regarded as having such an impairment.

Reasonable accommodation: Modifications or adjustments to a participant’s process that enable them, with a disability to be assisted; or Modifications or adjustments to the learning environment, or to the manner or circumstances under which the participants would require assistance.

Undue hardship: An undue hardship exists if an accommodation would cause the job center to incur significant difficulty or expense, in comparison to the financial resources available. Is overly extensive, substantial, or disruptive or would alter the nature or operation of the business. A job center is not obligated to make an accommodation that would cause an “undue hardship.”

IV. ACCOMMODATION REQUEST PROCEDURE

1. Participants may request an accommodation by completing FEC Accommodation Request Form and submitting it, along with supporting medical documentation, if applicable, to Equal Opportunity Office. Participants may request accommodations verbally or in writing.

Please allow 24 to 48 hours, after the request, for the accommodation to be available, unless there are assistive technologies on site that may assist the participants on the day of the request.

¹ Department of Labor Employment and Training Administration, Strategies and Considerations: A Brief on Youth Assessments, Youth Connections.
[ITA Strategies and Considerations Youth Assess 20210205 \(1\).pdf](#)

Basic Skills Screening Tool

Name: _____

Date of Birth: _____

- 1) Do you have a high school diploma, General Education Development (GED) certificate or High School Equivalency Diploma (HSED)? Yes No Currently in high school (does not include GED or HSED programs)
- 2) Can you follow basic written instructions and diagrams with no help or just a little help? Yes No
- 3) Can you fill out basic medical forms and job applications? Yes No
- 4) Without the aid of a calculator, can you add, subtract, multiply and divide with whole numbers up to 3 digits? Yes No
- 5) Can you do basic tasks on a computer? Yes No
- 6) Do you speak and read English well enough to get and keep a job? Yes No

Signature: _____ Date Signed: _____

Was the individual able to complete the screening tool without <input type="checkbox"/> Yes <input type="checkbox"/> N	
<p>For the Adult program only:</p> <p>If any question is answered "no" or the form could not be completed independently, the individual should receive priority.</p> <p>Does the individual receive priority?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>For the Youth Program Only:</p> <p>If any question is answered, "No" or the form could not be completed independently, the individual may have a BSD eligibility barrier.</p> <p>Does the individual have a BSD eligibility barrier? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Name of Career Planner: _____	
Career Planner Signature: _____	Date Signed: _____