# Barriers to Employment

## STRATEGIES FOR SUCCESS

April 2020

NATIONAL
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for Adult Education

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# Participating in Today's Webinar

- Mute yourself upon entry
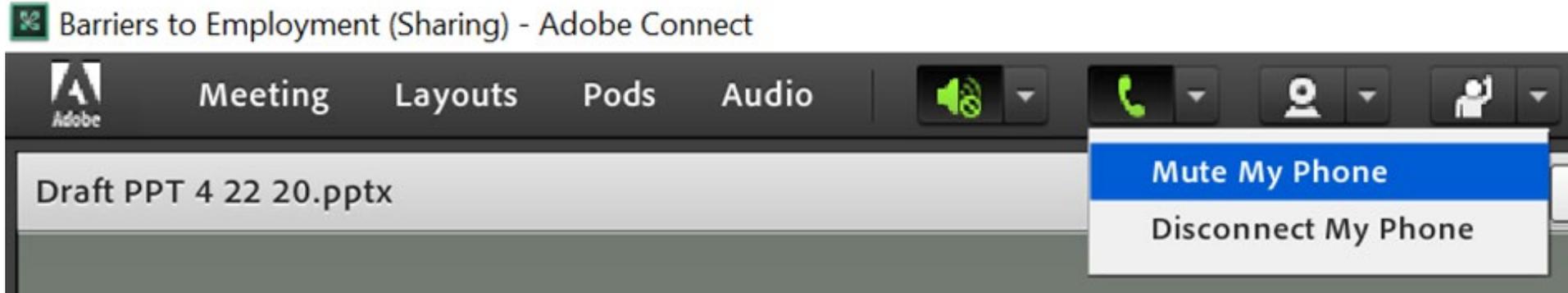
# Participating in Today's Webinar

- Chat Pod
  - Submit questions at any time during the webinar
  - Use for both content questions and to request technical assistance
- Q&A session at end of presentation
- Will follow up with any unanswered questions
- Please follow the link to and complete a brief evaluation at the end of the webinar.

# Agenda

- Overview

- Why You Should Collect Data on Barriers to Employment

- Common Challenges to Collecting Data on Barriers to Employment

- Strategies for Successfully Collecting Data on Barriers to Employment

- Q&A

# Overview of Barriers to Employment

- Identified in WIOA, required for reporting and adjustment for indicators of performance

  - Characteristics of participants that may affect their participation, progress and entry into the workforce

- Participant with barriers may require more services and maybe more challenging to serve

  - Identified at intake to inform program of possible additional services

- Will be used for state performance indicator adjustment

  - Percentages of students by barrier will be used to adjust performance targets through a statistical adjustment model

# What Are the Barriers to Employment?

- Displaced homemaker

- English language learner, low literacy level, cultural barriers

- Exhausting Temporary Assistance for Needy Families (TANF) within 2 Years

- Ex-offender

- Homeless or runaway youth

- Long-term unemployed

- Low-income

- Migrant and seasonal farmworker

- Individual with disabilities

- Single parent

- Youth in foster care or who has aged out of system

# State Reporting of Barriers to Employment, 2017-2018

- States appear to be underreporting barriers to employment--we need to improve!

| Barriers to Employment | PY 2017 Participants Reported | PY 2018 Participants Reported | Change |
|---|---|---|---|
| Displaced Homemakers | 21,781 | 21,405 | **-376** |
| English Language Learners, Low Literacy, Cultural Barriers | 943,061 | 1,074,173 | **131,112** |
| Exhausting TANF within 2 years | 6,098 | 4,630 | **-1,468** |
| Ex-offenders | 92,877 | 74,251 | **-18,626** |
| Homeless Individuals / Runaway Youth | 18,189 | 16,848 | **-1,341** |
| Long-term Unemployed | 65,117 | 66,844 | **1,727** |
| Low-income Individuals | 321,426 | 304,687 | **-16,739** |
| Migrant and Seasonal Farmworkers | 10,742 | 10,134 | **-608** |
| Individuals with Disabilities (Incl. youth) | 63,845 | 77,629 | **13,784** |

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# Our Panelists

**Bobby Creech**

*Director, Instructional Services*

*Georgia*

**Kim Bryant**

*Instructional Services Technical Coordinator*

*Georgia*
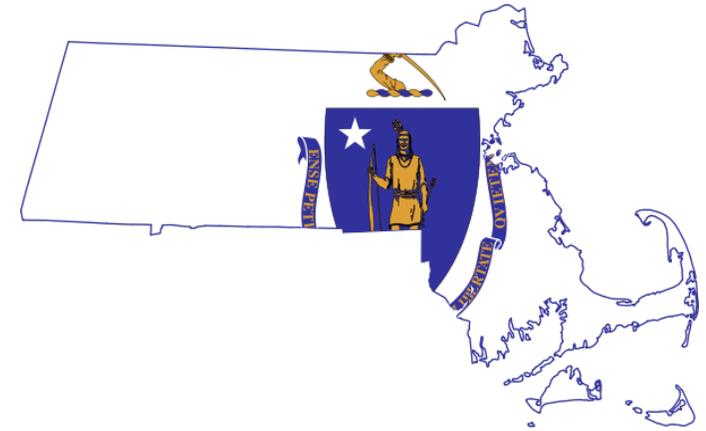
**Toby Maguire**

*Assistant Director, Adult and Community Learning Services*

*Massachusetts*

# Why You Should Collect Data on Barriers to Employment

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# Why Collect Data on the Barriers to Employment?

- Uncover obstacles that can impede students' full participation or eligibility

- Gain an increased understanding of the needs of student subgroups through analyses

- Demonstrate that your programs are serving students with multiple challenges

# Why We Collect Data – A State Perspective

- How are you using the data?

- What benefits have you seen?

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# Now It's Your Turn….

## Why do you collect this data?

Please type your answer into the chat pod.

# Common Challenges to Collecting Data on Barriers to Employment

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# Common Challenges to Collecting the Necessary Data

- Lack of awareness about the requirement to collect the data.

- Lack of familiarity with the category definitions.

- Ineffective questioning to solicit information from students.

- Outdated or incomplete intake forms and paperwork.

- Incompatible data systems.

# Our Challenges – A State Perspective

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# FY19 Barriers to Employment (Georgia)

| | | |
|---|---|---|
| ☐ Yes ☐ No | Low Income | Do you receive SNAP, TANF, SSI, or local public assistance? Are you a foster child or homeless? |
| ☐ Yes ☐ No | Displaced Homemaker | Did you provide unpaid services in the home and were dependent on the income of another, but you are no longer supported by that income, and are you experiencing difficulty in obtaining or upgrading employment? |
| ☐ Yes ☐ No | Single Parent (or single pregnant woman) | Are you a single, separated, divorced or a widowed individual who has primary responsibility for one or more dependent children under the age of 18? Are you a single, pregnant woman? |
| ☐ Yes ☐ No | Dislocated Worker | Have you been terminated or laid off, or received a notice of termination or layoff, or been notified of a permanent closure of a plant, facility or enterprise where you are employed? |
| ☐ Yes ☐ No | Homeless or Runaway Youth | Do you lack a fixed, regular, and adequate nighttime residence? Have you moved in the last 36 months due to a parent's employment in seasonal farm work? Are you under 18 and leave home without parent permission? |
| ☐ Yes ☐ No | Ex-Offender | Have you been subject to any stage of the criminal justice process for committing an offense or delinquent act? Do you require assistance in overcoming barriers to employment resulting from an arrest or conviction? *(Do not select this category if you are currently incarcerated.)* |
| ☐ Yes ☐ No | Foster Care | Are you currently in the foster care system or have you aged out of the foster care system? |
| ☐ Yes ☐ No | Farmworker (If yes, select a subcategory) | ☐ Seasonal Farmworker (Were you employed for the last 12 months in agricultural or fish farming labor?) <br> ☐ Migrant and Seasonal Farmworker (Are you a seasonal farmworker without a permanent residence?) <br> ☐ Dependent (Are you a dependent of a seasonal or migrant/seasonal farmworker?) |

# FY20 Barriers to Employment (Georgia)

| | |
|---|---|
| ☐ Yes ☐ No | I have a low income. |
| ☐ Yes ☐ No | I am a former homemaker who is having trouble finding a job or a better job. |
| ☐ Yes ☐ No | I am a single parent. I am unmarried or separated from my spouse and have primary responsibility for one or more dependent children under the age of 18 <u>or</u> I am a single, pregnant woman. |
| ☐ Yes ☐ No | I am homeless. I live in a motel, hotel, campground, transitional housing, or with another person because I lost my house or apartment. |
| ☐ Yes ☐ No | I have a criminal record that makes it hard to find a job. *(Do not select if you are currently incarcerated.)* |
| ☐ Yes ☐ No | I am in the foster care system (or I used to be) and I am less than 24 years old. |
| ☐ Yes ☐ No | I am a farmworker. (If yes, select a subcategory) <br> ☐ I am a seasonal farmworker who has worked the last 12 months in agricultural or fish farming labor. <br> ☐ I am a seasonal farmworker with no permanent residence (migrant). <br> ☐ I am a dependent of a farmworker. |

# Now It's Your Turn....

# Which challenges have you faced in collecting these data?

Take the poll. If you select other, please explain in the chat.

# Strategies for Successfully Collecting Data on Barriers to Employment

# Strategies for Successfully Collecting the Data

## Start by focusing on intake and orientation: Students

- **Help students understand** the purpose of the intake and registration forms and why data are being collected.

- **Reassure students** that their information is confidential and is used to better serve them.

- **Assess student needs** through the interview process.

- **Identify** short- and long-term **goals**.

- **Identify barriers** to participation in education and employment.

- **Identify support systems** students have in place to help them persist in the program.

# Strategies for Successfully Collecting the Data

## Start by focusing on intake and orientation: Staff

- **Provide the definitions as stated in the law and provide further explanations to staff** to ensure they understand the meaning of the terms.

- **Establish data collection procedures and pilot test them** to make sure they are easy for staff and students to understand and easy for staff to implement.

- **Develop a questioning protocol** that will elicit comprehensive answers from students.

- **Develop observation skills** within the staff so that they can identify issues that students may not think to raise.

# Start by focusing on intake and orientation: Infrastructure

- **Design data collection forms or companion resources** that include definitions, examples, and questions to assist staff in collecting complete information.

- **Train staff** who conduct intake and those who do data entry.

- **Develop and implement a quality control system** for both hard copy and electronic data.

# Our Strategies – A State Perspective (Massachusetts)

| |
|---|
| **\* Barriers to Employment** (Check <u>all</u> that apply. Must select at least either "English Language Learner" or "Low Literacy Levels") |
| ☐ **Low Literacy Levels** |
| ☐ **English Language Learner** – a person who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language. |
| ☐ **Cultural Barriers** – a person who perceives him/herself as possessing attitudes, beliefs, customs or practices that influence a way of thinking, acting or working that may serve as a hindrance to employment. |
| ☐ **Low-income Individual** – a person who meets either of the following:<br>1. Who within six months has received income-based assistance, such as housing supplement or food stamps (Persons receiving public assistance or a housing supplement within last six months meet this criteria.)<br>2. Whose total family income is below 70 percent of the lower living standard income level. |
| ☐ **Disabled Individual** – a person with a physical or mental impairment that substantially limits one or more of the person's major life activities. |

# Our Strategies – A State Perspective (Massachusetts)

| By Employment Barrier | PY17 (FY18) | PY18 (FY19) | PY19 (FY20) | Change |
|---|---|---|---|---|
| Total Statewide Participants | 18457 | 18212 | 19287 | 830 |
| Displaced Homemakers | 137 | 128 | 118 | -19 |
| English Language Learners, Low Levels of Literacy, Cultural | 7577 | 18212 | 19287 | 11710 |
|     English Language Learner | 6336 | 13029 | 14155 | 7819 |
|     Low Levels of Literacy | 3219 | 7234 | 6690 | 3471 |
|     Cultural Barriers | 704 | 1204 | 1730 | 1026 |
| Exhausting TANF within 2 years (Part A Title IV of the Social | 12 | 10 | 18 | 6 |
| Ex-offenders | 534 | 292 | 442 | -92 |
| Homeless Individuals / runaway youth | 280 | 123 | 93 | -187 |
| Long-term Unemployed (27 or more consecutive weeks) | 291 | 258 | 187 | -104 |
| Low-Income Individuals | 1473 | 5112 | 6346 | 4873 |
| Migrant and Seasonal Farmworkers | 17 | 7 | 13 | -4 |
| Individuals with Disabilities (incl. youth) | 319 | 314 | 316 | -3 |
| Single Parents (Incl. single pregnant women) | 3045 | 1570 | 1120 | -1925 |
| Youth in foster care or aged out of system | 25 | 14 | 20 | -5 |

# Our Strategies – A State Perspective (Massachusetts)

| Selections beyond English Language Learner or Low Levels of Literacy | PY17 (FY18) | PY18 (FY19) | PY19 (FY20) | Change |
|---|---|---|---|---|
| 1 Additional Selections | 4,362 | 5,657 | 6,424 | 2,062 |
| 2 Additional Selections | 813 | 1,293 | 1,582 | 769 |
| 3 Additional Selections | 191 | 191 | 219 | 28 |
| 4 Additional Selections | 55 | 45 | 32 | -23 |
| 5 Additional Selections | 10 | 6 | 4 | -6 |
| 6 Additional Selections | 1 | 1 | 0 | -1 |
| Number of students with more than one B2E | 5,432 | 7,193 | 8,261 | 2,829 |
| % of students with more than one B2E | 29% | 39% | 43% | 13% |

# Our Strategies – A State Perspective (Georgia)



**Adult Education Pre-Registration Received - Message (HTML)**

File   Message   💡 Tell me what you want to do…

GalisNoReply@tcsg.edu

**Adult Education Pre-Registration Received**

Dear Pam Brown,
Thank you for completing an Adult Education pre-registration form. The provider you selected will contact you very soon.

Phone Number: 404-402-5408

Date and Time: 3/11/2020 5:56:20 AM

Registration Number: 47
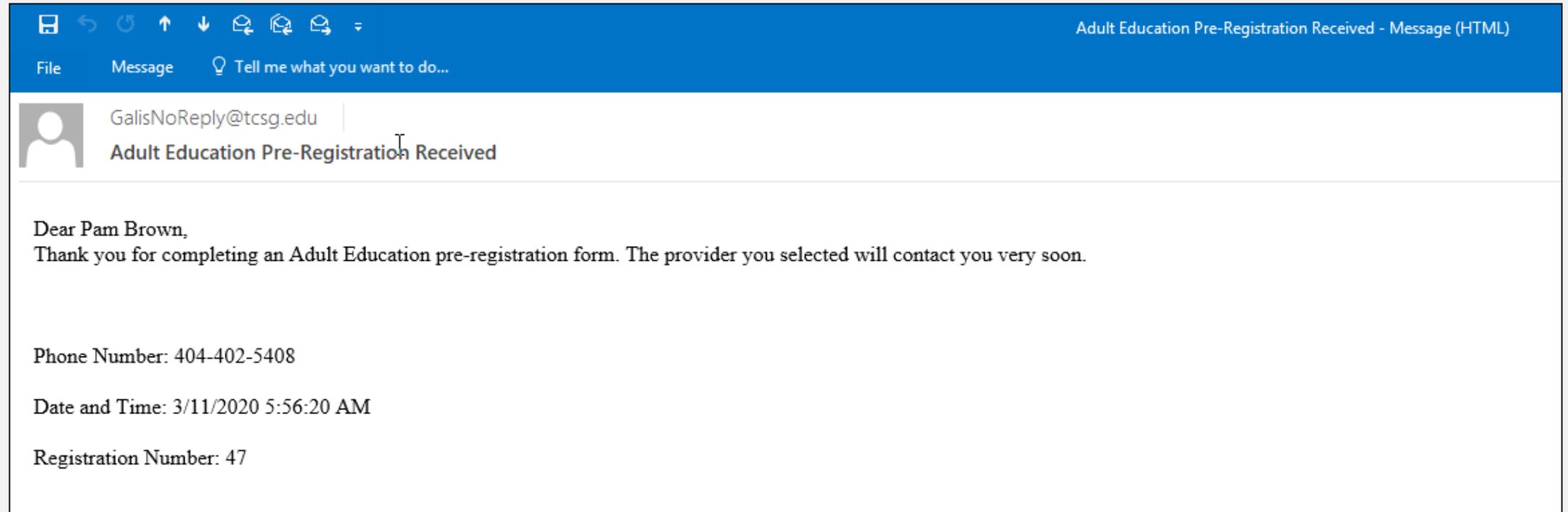
# Our Strategies – A State Perspective (Georgia)
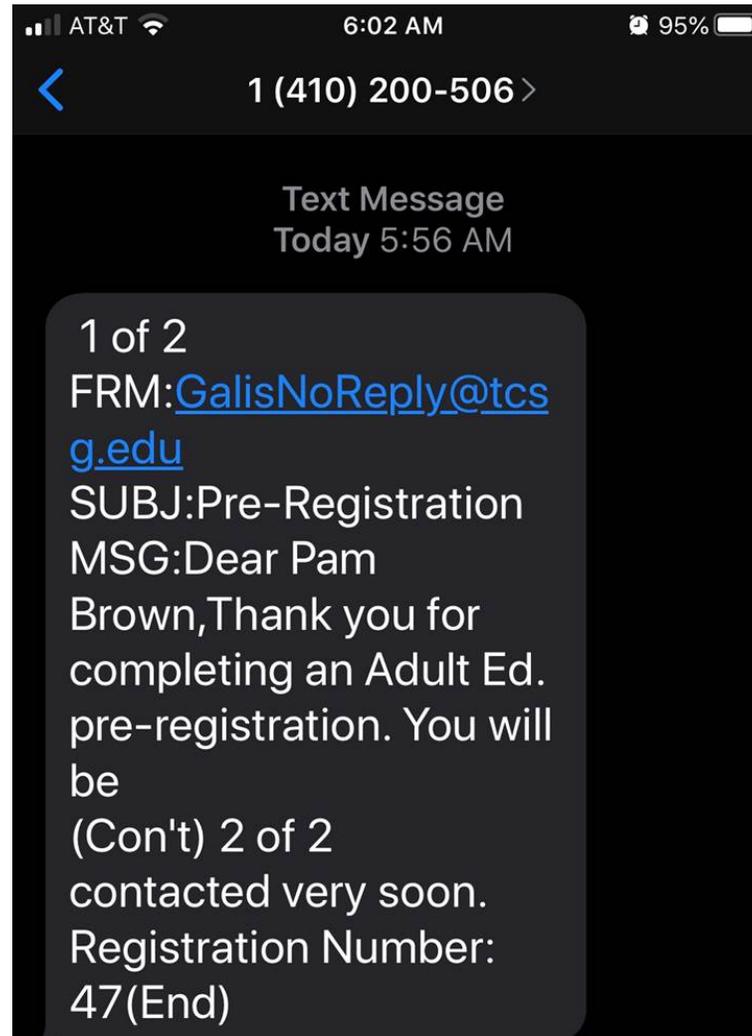
# Now It's Your Turn....

# Which of the strategies have you used?

Take the polls (students, staff, infrastructure).

# Now It's Your Turn....

# What other strategies have you used?

Please type your answer into the chat pod.

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# Q&A

# Resources

- **NRS Technical Assistance Guide**
  - Guide to all NRS accountability requirements
    - » https://nrsweb.org/policy-data/nrs-ta-guide

- **NRS Tools and Tips**
  - **Enhancing Intake to Improve Services: Collecting Data on Barriers to Employment**
    - » https://nrsweb.org/training-ta/ta-tools/data-collection-and-quality

THANK YOU

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