**Employment Barriers Guidance Document**

***Purpose of Collecting Data***

The Employment Barriers are descriptive measures categorized as demographic information. These measures allow for a description and an understanding of the characteristics of those who attend adult education programs. The measures also allow for analyses of the performance of subgroups of students attending adult education programs. (NRS Technical Assistance Guide, p.7)

WIOA requires each core program to report the performance indicators disaggregated by the barriers to employment. These barriers are presumed to affect placement of the student in unsubsidized employment and are self-identified by the student at entry into each PoP. Programs should report all categories to which the student identifies. (NRS Technical Assistance Guide, p.42).

Collection of this data is also important because it allows for adjustments for performance with the recognition that serving students with these barriers may require additional time and resources. This data is used at the federal level to make adjustments to state performance through a statistical adjustment model. The percentage of students served with barriers is a factor in the model that is used to adjust performance.

***Employment Barriers***

English Language Learner, Low Levels of Literacy, and Cultural Barriers are important employment barriers.  **It is necessary to flag students in your program with this barrier by indicating it on each student’s LEIS form (#12 Student Data) and in Colleague (colleges) and AdvanSYS (CBOs)**.  This barrier indicates that the student has either (a) limited ability in speaking, reading, writing, or understanding the English language; (b) an inability to compute and solve problems, or read, write, or speak English at a level necessary to function on the job or in society; or (c) a perception of him- or herself as possessing attitudes, beliefs, customs that may serve as a hindrance to employment. (NRS Technical Assistance Guide) See below for more specific definitions from the LEIS data dictionary:

* **English Language Learner (ELL)**- at program entry, is 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.
* **Low Levels of Literacy**- at program entry: (a) a youth, who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or (b) a youth or adult, who is unable to compute and solve problems, or read, write, or speak English at a level necessary to function on the job, in the participant’s family, or in society.
* **Cultural Barriers**- at program entry, student perceives him or 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.

***Entering Employment Barrier Data***

**Colleague Instructions:**

The barriers are self-identified by the student entry into each POP. Colleges will use the XLEPI screen and click on the ELLCBNRS-LESA/LL/Cul Barrier selection under the Student Data/Other drop-down box within Colleague.

**AdvanSYS Instructions:**

AdvanSYS users will access Student Management section and go to Demographics. In the Student Data section of Demographics there is a Cultural Barrier field, in the drop-down box select yes or no.

In the Disabilities section of Demographics, there is the English Language Learner field, in the drop-down box select yes or no.

In the Disabilities section of Demographics, there is a Basic skills deficient/low levels of literacy field, in the drop-down box select yes or no.

Additional Resources

For additional information on Employment Barriers please consult the following resources:

NRS Training [“Employment Barriers”](https://nrsweb.org/training-ta/barriers-employment)

Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act (2021)

LEIS Form Data Dictionary (accessible via the NCCCS website, Program Quality & Accountability page)