

# Effectively Identifying & Documenting Barriers to Employment in WIOA Title II Programs

Jessica Rieger
Director of Federal Program Performance & Accountability

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# **Session Overview**



This session is designed for local WIOA Title II providers who support adult learners through CCR programs. The session will focus on how to accurately identify, document, and report student barriers to employment in alignment with federal WIOA requirements and state-level guidance.

Participants will gain a deeper understanding of the barriers to employment categories recognized under WIOA, including homelessness, low literacy levels, long-term unemployment, and more.



# **OCTAE Monitoring Recommendation**

COLLEGE & CAREER

**READINESS** 

PY2023-24 Data

	NC 2023		National 2023		
Total Participants	45,316		1,288,367		
Displaced Homemakers	795	1.75%	29,185	2.27%	-0.51%
Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)	173	0.38%	9,227	0.72%	-0.33%
Ex-offenders	1,133	2.50%	98,409	7.64%	-5.14%
Homeless Individuals / runaway youth	208	0.46%	28,481	2.21%	-1.75%
Long-term Unemployed (27 or more consecutive weeks)	3,245	726%	97,389	7.56%	-0.40%
Low-Income Individuals	11,487	25.35%	404,331	31.38%	-6.03%
Migrant and Seasonal Farmworkers	226	0.50%	29,457	2.29%	-1.79%
Individuals with Disabilities (incl. youth)	5,744	12.68%	53,184	4.13%	8.55%
Single Parents (Incl. single pregnant women)	2,754	6.08%	102,648	7.97%	-1.89%
Youth in foster care or aged out of system	234	0.52%	7,860	0.61%	-0.09%
Total Barrier %		57.37%		66.76%	-9.39%

# PY23-24 Statewide Data Inconsistencies



#### 23.35% reported low income

- 6.03% lower than national average
- 53% are unemployed or not in labor force

## Long-Term Unemployment (LTU)

- 7.56% reported LTU
- 53% are unemployed or not in labor force

#### **Ex-offenders**

- 5.14% below national average
- Only 2.5% of the NC population
- 36% of participants in corrections reported as ex-offender

PIRL definition of ex-offender, "the participant, at program entry, is a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act." This would include those currently incarcerated.

# Available on NC Title II Website, Performance Section





#### Barriers to Employment Assessment

Name:	Student ID:	Date:
Students: Read eac	h statement and check all boxes	s that apply to you.
(This helps us cor	nnect you with the right support	and resources.)
Special Programs  ☐ I'm currently housed in a jail, detent ☐ I'm currently residing in a sober livin participate in an Adult Recovery Court ☐ I'm currently staying in a long-term of	g facility, transitional living facil : Program (Community Correction	ity, rehabilitation facility, or I ons)
Student Data  I've been dependent on someone el I receive Social Security Insurance ( It's hard to make ends meet with my I or my children have Medicaid Insurance ( I currently receive or have received to I currently receive or have received to I live in public housing or receive rereight I currently receive or have received I currently receive or have received I don't feel part of American culture My beliefs, religion, or personal lifes I'm not fluent in English. (English Latin I need to improve my reading, writin I don't read very well. (Low Literacy)	SSI) benefits for myself or my charincome. (LI) rance. (LI, PA- Other) SNAP (food stamps) in the last 6 WIC benefits in the last 6 month rital assistance. (LI, PA- Other) TANF in the last 6 months. (LI, Exor society. (Cultural Barrier) style are keeping me from getting anguage Learner, Low Literacy) g, or math skills. (Low Literacy)	nildren. (LI) 6 months. (LI, PA- Other) ns. (LI, PA- WIC) xhausting TANF)

## **New Form – Continued**



Disabilities  ☐ I have a physical disability. (Other)  ☐ I have been diagnosed with or believe I have a learning disability. (Learning)  ☐ I have an emotional or mental health condition. (Intellectual)
☐ I have an emotional or mental health condition. (Intellectual)
Employment History & Background
☐ I've been unemployed for more than 6 months. ( <i>LI, LT Unemployment</i> )
□ I lost my last job due to lay-off, downsizing, lack of work, or business closure more than 1 year ago.
(Dislocated Worker)
☐ I have a felony on my record. (Ex-offender)
□ I'm on probation, parole, or currently incarcerated. (Ex-offender)
$\square$ I live with a family member or friend and/or do not have a permanent place to live.
□ I move often because I do not have a permanent address.
Family Responsibilities
□ I am a single, separated, divorced, or widowed parent with primary custody of children under 18. (Single Parent)

# **Barriers to Employment Form**



## LEIS forms completed

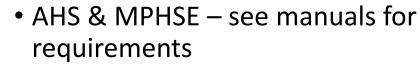
- upon intake or,
- returning for 2<sup>nd</sup> POP

# Barriers to Employment form completed

- upon intake,
- returning for 2<sup>nd</sup> POP,
- July beginning of program year (continuing students)

#### **CCR Individual Student Master Files**

- LEIS forms
- All NRS assessments
- Barriers to Employment forms



Keep documents in accordance with the NC Records Retention & Disposition Schedule

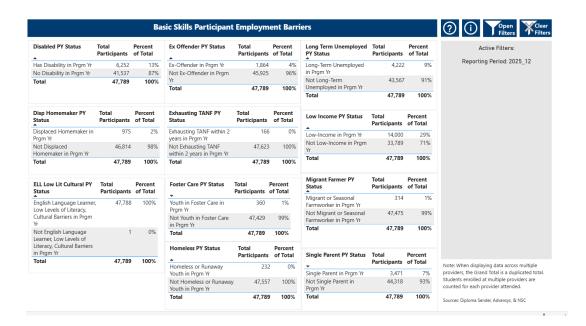
https://archives.ncdcr.gov/government/higher-education-institutions/colleges-north-carolina-community-college-system-retention-and-disposition-schedule

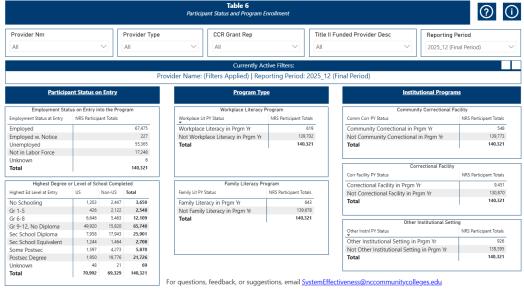


# Power BI – Provider's Monthly Data Check Reports Needed to Conduct Checks

## **Employment Barriers Tab**

## **NRS Table 6**





# **Monthly Data Checks**

ELL Low Lit Cultural PY Status	Total Participants	of Total
English Language Learner, Low Levels of Literacy, Cultural Barriers in Prgm Yr	759	100%
Not English Language Learner, Low Levels of Literacy, Cultural Barriers in Prgm Yr	0	0%
Total	759	100%

Students must have at least one barrier to show eligibility for CCR enrollment: English Language Learner, Low Literacy/Basic Skills Deficient, and/or Cultural Barrier.

#### **Institutional Programs**

Community Correctional Facility		
Comm Corr PY Status	NRS Participant Totals	
Community Correctional in Prgm Yr	548	
Not Community Correctional in Prgm Yr	139,773	
Total	140,321	

Correctional Facility	
Corr Facility PY Status	NRS Participant Totals
Correctional Facility in Prgm Yr	9,451
Not Correctional Facility in Prgm Yr	130,870
Total	140,321

Other Institutional Setting		
Other InstnI PY Status ▼	NRS Participant Totals	
Other Institutional Setting in Prgm Yr	926	
Not Other Institutional Setting in Prgm Yr	139,395	
Total	140,321	

Your ex-offender total should equal or exceed the total in corrections.

_	_		
Ex Offender PY Status	Total Partic	ipants	Percent of Total
Ex-Offender in Prgm Yr		18	2%
Not Ex-Offender in Prgm Yr		741	98%
Total		759	100%

COLLEGES

& CAREER READINESS



# **Monthly Data Checks**

COMMUNITY COLLEGES

**COLLEGE & CAREER**READINESS

PIC

#### Participant Status on Entry

Employment Status on Entry into the Program		
Employment Status at Entry	NRS Participant Totals	
Employed	67,475	
Employed w. Notice	227	
Unemployed	55,365	
Not in Labor Force	17,248	
Unknown	6	
Total	140,321	

Compare Total Unemployed & Not in Labor Force (Table 6) w/ Employment Barriers tab LTU & LI counts.

Long Term Unemployed PY Status	Total Participants	Percent of Total
Long-Term Unemployed in Prgm Yr	29	4%
Not Long-Term Unemployed in Prgm Yr	730	96%
Total	759	100%

Low Income PY Status	Total Participants	Percent of Total
Low-Income in Prgm Yr	322	42%
Not Low-Income in Prgm Yr	437	58%
Total	759	100%

## **Reminders!**



01

Run the NRS Separation report in ADVANSYS weekly. 02

Run Missing Entering EFL report in ADVANSYS weekly. 03

Make former employees inactive in ADVANSYS.



## 2025-26 Post-Exit Indicators



#### **State Performance Measures Report**

Post-Exit Measures for 2025-2026 Program Year

- North Carolina Employment (Second Quarter After Exit)
   41.5%
- North Carolina Employment (Fourth Quarter After Exit)
   41.5%
- North Carolina. Median Earnings (Second Quarter After Exit)
   \$5,100
- North Carolina Credential Attainment Rate 31.5%
- North Carolina Measurable Skill Gains 44.0%



# **Student Identifiers & Performance Outcomes**



#### Unique IDs

- ADVANSYS generates a unique ID if no SSN/ITIN is provided
- Providers must make every effort to collect SSNs

### 🚺 Why SSNs Matter

- Used to **data match** post-exit outcomes:
  - Employment → 2nd & 4th quarters after exit
  - Median earnings
- Without SSN → no outcome match possible

#### Impact on Performance & Funding

- Students without matches count against state performance
- Lower performance → reduced state & provider funding

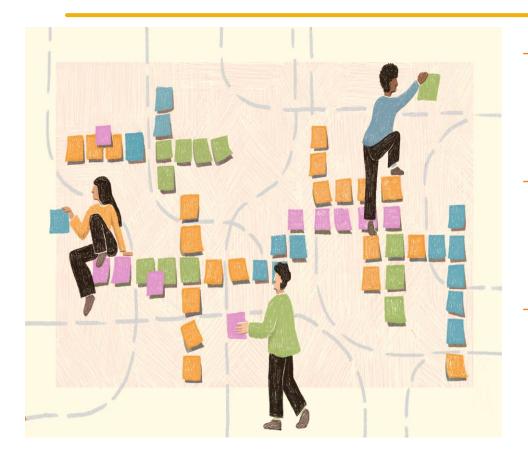
#### Bottom Line

- Accurate reporting helps the state:
  - Show success in student educational goals
  - Support workforce transitions
  - Will reduce number of follow-up surveys providers need to conduct semi-annually.



# Performance Outcomes – Surveys

Training sessions in January 2026.



Collecting data on Employment 2<sup>nd</sup> & 4<sup>th</sup> quarter after exit and median earnings.

Call lists and outcomes reported through ADVANSYS.

Applicable to students federally employed, military, self-employed & those missing SSN.

# Questions?





