Performance Matters: Improving Intake and Partner Collaboration

ADULT EDUCATION STATE DIRECTORS NATIONAL MEETING

May 9, 2018

NATIONAL REPORTING SYSTEM for Adult Education

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Introductions

AIR Staff

OCTAE Staff

Participants
Session Objectives

• Review the requirements for data collection on barriers to employment.

• Identify state challenges and explore strategies for effectively and accurately collecting these data.

• Explore effective communication practices with WIOA partners to support improved data sharing and coordinated service delivery.
Agenda

• Overview of Barriers to Employment

• Participant Activity: Collection Challenges for Barrier to Employment Data

• Break

• Communicating with Partners Around Data

• Participant Activity: Communicating and Partnering Around Data

• Wrap up
Ice Breaker

*Individuals will either count off (if <20 participants) or receive a # on table (> 20 participants)*

Find at least 2 other people with the same number and who are not from your state.

Share to following information:

- One state or program adult education *accomplishment*
- One professional or personal collaboration you’ve been a part of and are proud of
Barriers to Employment
Participants with Barriers to Employment Under WIOA

<table>
<thead>
<tr>
<th>Barriers to Employment</th>
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<tbody>
<tr>
<td>Displaced homemakers</td>
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<tr>
<td>English language learners, low literacy levels, cultural barriers</td>
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<tr>
<td>Exhausting TANF within two years</td>
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<tr>
<td>Ex-offenders</td>
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<td>Homeless/runaway youth</td>
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<td>Long-term unemployed</td>
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<tr>
<td>Low income</td>
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<tr>
<td>Migrants and seasonal farmworkers</td>
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<td>Individuals with disabilities</td>
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<tr>
<td>Single parents</td>
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<tr>
<td>Youth in foster care/aged out of system</td>
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Purpose of Identifying Barriers to Employment

• Required by WIOA

• Participants with barriers may have difficulty obtaining employment and achieving other outcomes

• May have slower progress in WIOA-funded programs

• May adversely affect performance indicators
Use of Barriers to Employment Measures

• State performance targets will be adjusted to account for participant and labor market characteristics

• Adjustment made through a WIOA-required statistical adjustment model that will include participant characteristics

• State target adjusted to help ensure participants with barriers to employment are served with minimal adverse affect to state performance outcomes
## Adjusted Performance Indicators—An Example

<table>
<thead>
<tr>
<th>State A primarily serves unemployed adults with low literacy skills residing in rural areas.</th>
<th>State B primarily serves employed adults with high literacy skills residing in urban areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In PY 2016, 20% achieved a measurable skill gain (MSG) and 10% of participants were employed in the first post-exit quarter.</td>
<td>In PY 2016, 50% achieved an MSG and 80% of participants were employed in the first post-exit quarter.</td>
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</table>

**Does State B perform better than State A?**
Model will provide an answer.

Adjusted performance levels take into account participant and labor market factors and make cross-state comparisons more reasonable.
Definitions
Displaced Homemaker

Participant provides unpaid services to family members in the home and:

(a) has been dependent on the income of another family member but is no longer supported by that income;

(b) is the dependent spouse of a member of the armed forces on active duty whose family income is significantly reduced because of
   (i) a deployment or a call or order to active duty pursuant to a provision of law,
   (ii) a permanent change of station, or (iii) the service-connected death or disability of the member; and

(c) unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
English language learners, low literacy levels, cultural barriers

Applies to all Title II participants.

Definition:

The participant has:

(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 in the participant’s family or in society; or

(c) a perception of 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.
Exhausting TANF Within Two Years and Ex-Offender

Exhausting TANF

- Participant is within 2 years of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act, regardless of whether he or she is receiving these benefits at program entry.

Ex-Offender

- Participant has either (a) been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.
Homeless or Runaway Youth

Homeless

• The participant lacks a fixed, regular, and adequate nighttime residence; has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Runaway Youth

• Participant is a migratory child required to move school districts due to changes in the parent’s or parent’s spouse’s seasonal employment within last 36 months; or

• Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family.

Excludes participants sleeping in a temporary accommodation while away from home.
Low Income

Participant:

(a) receives, or is in a family that receives currently or in the past 6 months, assistance through SNAP, TANF, SSI or State or local income-based public assistance;

(b) is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level;

(c) is a youth who receives, or is eligible to receive, a free or reduced-price lunch;

(d) is a foster child on behalf of whom State or local government payments are made;

(e) is a participant with a disability whose own income is the poverty line;

(f) is a homeless participant or homeless child or youth or runaway youth; or

(g) is a youth living in a high-poverty area.
Other Barriers

**Long-term unemployed**—The participant has been unemployed for 27 or more consecutive weeks.

**Migrant and seasonal farmworker**—The participant is a low-income individual who for 12 consecutive months out of the 24 months prior to application for the program involved has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment, and faces multiple barriers to economic self-sufficiency.

**Individual with disabilities**—The participant indicates that he or she has any disability, defined as a physical or mental impairment that substantially limits one or more of the person's major life activities, as defined under the Americans with Disabilities Act of 1990.

**Single parent**—The participant is a single, separated, divorced, or widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women).

**Youth in foster care or who has aged out of system**—The participant is a person who is currently in foster care or has aged out of the foster care system.
Issues Collecting Barriers to Employment

• Definitions
  • Not easily understood by participant and/or program staff
  • Rely on participant self-report or observation

• New to adult education
  • First collected in Program Year 2016
  • Development or revision of collection procedures, forms, and data systems
Participant Activity: Collection and Challenges

Part I:
Identify 3 barriers that you do not have difficulty collecting data on:

• How do you currently collect this data? What is your system or approach?
• What contributes to your success in collecting this data?

Part II:
• Identify 3 barriers that you do have difficulty collecting data on:
• How do you currently collect this data? What is your system or approach?
• What are the challenges in collecting this data?
Participant Activity: Collection and Challenges, cont.

Part III:

- Team up with another state and share your responses to Part I and II.

After both teams have shared out, using the flipchart, discuss and identify:

- Potential strategies to address the data collection challenges mentioned
- Supports that may be needed to implement these strategies
- What next steps would be needed to secure these supports?
- Assign a reporter to share out with the larger group.
Collecting Barriers to Employment Data

Data Collection Essentials

Clear, well-understood definitions

Well designed forms, coding categories

Establish data collection procedures
  • Pilot test form and procedures

Staff Training
  • Data System and Data Entry

Quality control system—error checks in data system and visual checks
Effective Strategies for Collection of Barriers to Employment

• **Improve staff training**—on definitions, importance of the data
  • Identify methods for explaining and discussing them with participants
  • Practice/role play asking participants

• **Simplify definitions** for understanding—work with staff to explain definitions

• **Hold orientation**—where staff discusses barriers with participants
  • Build in opportunity to engage with students about their needs
  • Explain barriers to participants and why they are important.

• **Design more effective intake forms**
  • Avoid simply checklists, require yes/no responses
Break
Communicating with Partners Around Data
Group Discussion: Successes and Challenges Around Partner Communication

• Have any of your programs meet or attempted to meet with partners around data?

• Yes?
  What was the topic?
  Was the outcome successful or unsuccessful?

• No?
  What has been the primary challenge or barrier?
Partner Communication in WIOA

Partnering: A cornerstone of WIOA

Communication needed on:

- Joint planning and service delivery
- Participant co-enrollment
- Common indicators, data elements and reporting

State Performance Report

- Performance indicators
- Breakdowns by participant demographics and barriers to employment
Value in Partner Communication

Compare performance

• Review participant difference and performance differences by barriers to employment

• Identify differences and commonalities in participant needs.

• Review implications for adult education and employment services.

Discuss data needs and data sharing:

• Reporting timeline, data matching needs
Participant Activity: Communicating and Partnering Around Data

Brainstorm the following in your state team:

• Identify 2-3 partners you’d like to coordinate with around data.

• What adult education data would be of value to the partner? Why?

• What are some similarities and differences between your adult education data and the partner’s data?

• Identify barriers to communicating around data?

• What are 1-3 potential strategies to address these barriers?
Wrap up

Final discussion and questions

Thank you for participating

• Larry Condelli
• GeMar Neloms
• Alan Tucker

Safe travels home!
THANK YOU