

## Attachment T – Barriers to Employment

### Questionnaire for Students

Many agencies recommend asking the student a few general questions before addressing any of the specific barriers to employment. This helps the interviewer get a clearer picture of the student's situation, and adjust the questions as much as possible to the student's basic literacy level. It can also "break the ice" with the student and enable the student to share personal information more freely.

Question	May Inform the following Barriers:
1. Tell me about your education. <i>Dígame sobre la educación que a recibido.</i>	Low levels of literacy, English literacy
2. Tell me about your employment. <i>Dígame sobre su empleo.</i>	Displaced Homemaker, Migrant or Seasonal Worker, Long Term Unemployed,
3. Tell me about any financial assistance you receive? <i>Dígame sobre cualquier asistencia financiera que recibe.</i>	CalWORKS (TANF), Distinguish which government assistance they are receiving: MediCal, Medicare, WIC, Social Security, Food Stamps. Are they exhausting TANF within the next 2 years?
4. Tell me about your past and current living situation. <i>¿Ha sido criado por alguien mas que su mama o papa?</i> <i>¿Ahora con quien vive?</i>	Homeless, Foster Care, Single Parent
5. Tell me about any difficulties you face? <i>Dígame sobre cualquieras dificultades que tiene.</i>	Identify disabilities and distinguish which ones apply (visual, audio, orthopedic, or learning)
6. Have you ever served in the U.S. Military? <i>¿Es veterano de los Estados Unidos?</i>	Informs "Veteran" in Personal Status field

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<p><i>Below are questions related to each specific Barrier. This helps inform the interviewer whether the barrier applies to the student. The questions in this document are provided “as is” – but as much as possible, the interviewer should adapt the questions to the student’s basic literacy level, and may need to clarify some specific terms and acronyms.</i></p>		
<b>English Language Learner</b>	Do you have limited ability to read, write, and speak English?	<ul style="list-style-type: none"> <li>• All students in ESL are included in the item count for this barrier for federal reporting.</li> <li>• Mark in TE to track this item in data management reports.</li> <li>• Using local agency placement and CASAS appraisals for ESL are good tools to identify this barrier.</li> </ul>
	Do you speak a native language other than English?	
	Do you live in a family or community where English is not the first language?	
<b>Low Level Literacy</b>	Can you read or write?	<ul style="list-style-type: none"> <li>• All students in ABE/ASE are considered to have this barrier for federal reporting.</li> <li>• Mark in TE to track this item accurately in data management reports.</li> <li>• Using CASAS appraisals and local agency placement tools for ABE/ASE are good ways to identify this barrier.</li> </ul>
	Can you solve problems at work without help from a co-worker?	
	Can you solve problems at home without any help from a family member?	
<b>Cultural Barriers</b>	Do you have attitudes, beliefs, customs or practices – <ul style="list-style-type: none"> <li>• That keep you from participating in activities with others?</li> </ul>	<ul style="list-style-type: none"> <li>• This barrier is difficult to “measure.”</li> <li>• Relying on student self-report for this item is necessary.</li> </ul>

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	<ul style="list-style-type: none"><li>• That prevent you from getting a job or applying for specific jobs?</li><li>• That prevent you from receiving specific services or applying for them?</li><li>• That keep you from participating in specific activities in class?</li></ul>	<ul style="list-style-type: none"><li>• “Attitudes, customs, and beliefs” is a difficult concept for many of us to understand.</li></ul>
Displaced Homemaker	<p>Are you dependent on a family member financially?</p> <p>Do you provide unpaid services to this family member or any other family member you rely upon?</p> <p>Is your spouse a member of the Armed Forces and your family income is significantly reduced because of military service – by issues such as deployment, permanent change of station, or the service-connected death or disability of the service member?</p> <p>Are you employed or underemployed and experiencing difficulty in obtaining or upgrading employment?</p> <p>Are you experiencing difficulty because you have spent a lot of time at home as a homemaker instead of a formal job?</p> <p>Do you wish to work for income outside the home?</p>	

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<b>Low Income</b>	<p>In the last 6 months, have you or any member of your family received assistance through:</p> <ul style="list-style-type: none"> <li>• Supplemental Nutrition Assistance Program (SNAP) under the Food and Nutrition Act?</li> <li>• Temporary Assistance for Needy Families (TANF) under Part A of Title IV of the Social Security Act?</li> <li>• Supplemental Security Income (SSI) program under title XVI of the Social Security Act or state or local income-based public assistance?</li> </ul> <p>Is anyone in your household:</p> <ul style="list-style-type: none"> <li>• Receiving free or reduced lunch?</li> <li>• A foster child?</li> <li>• Receiving disability assistance?</li> <li>• Homeless?</li> <li>• Living in a high poverty area?</li> <li>• In the process of trying to receive public assistance?</li> </ul>	<ul style="list-style-type: none"> <li>• Some agencies use resources such as this one to determine whether or not the student is above or below poverty level: <a href="#"><u>Click here to access poverty level chart</u></a></li> <li>• Some agencies recommend asking the student general questions about their salary and income rather than asking for “low income.”</li> </ul>

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<b>Individual with Disability</b>	Do you receive services from your local Regional Center, or through the Department of Rehabilitation?	<ul style="list-style-type: none"> <li>• Many K-12 and college districts have established procedures and support services for identifying students with disabilities.</li> </ul>
	Do you require any additional accommodations to effectively learn and participate in class?	
<b>Ex-Offender</b>	Do you have a record of arrest or conviction for committing crimes against persons, property, status offenses, or other crimes?	
	Do you require extra assistance finding a job, or when applying for a loan or financial assistance, because of previous legal issues?	
<b>Homeless Individual-Homeless Children, Youth and Runaway Youth</b>	Do you have a permanent home? If not ---	<ul style="list-style-type: none"> <li>• This item can be very “subjective.” Agencies may need to rely on student self-report.</li> <li>• If student is under 22 years – refer them to Title I Out of School Youth Program</li> </ul>
	<ul style="list-style-type: none"> <li>• Are you sharing housing with due to loss of housing, economic hardship, or a similar reason?</li> </ul>	
	<ul style="list-style-type: none"> <li>• Are you temporarily living in a hotel, trailer park, or campground?</li> </ul>	
	<ul style="list-style-type: none"> <li>• Do you live in a permanent or transitional shelter?</li> </ul>	
	<ul style="list-style-type: none"> <li>• Are you in a hospital, or awaiting foster care placement?</li> </ul>	
<b>Foster Care Youth</b>	Are you or have you ever been in foster care?	

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<b>Long Term Unemployed</b>	<p>Do you have a job?</p> <p>If not –</p> <ul style="list-style-type: none"> <li>• How long have you been without a job?</li> <li>• Have you been unemployed for 27 or more consecutive weeks (that is, for half a year)?</li> <li>• (If person is still unsure) Have you ever had a job? If so, what was your last job?</li> </ul>	<ul style="list-style-type: none"> <li>• The recommendation for this barrier is to focus on the amount of time the student has been unemployed rather than trying to determine whether or not “the student is looking for a job.”</li> </ul>
<b>Migrant/ Seasonal Farmworker</b>	<p>Have you been:</p> <ul style="list-style-type: none"> <li>• Employed at a farm/worked as a farm laborer?</li> <li>• Worked in other areas of farming or agriculture?</li> <li>• Employed in fishing?</li> </ul> <p>(If yes) Was this Sometime recently? (Over the last two years?)</p> <ul style="list-style-type: none"> <li>• If so, are you a <b>Seasonal Farmworker</b>? That is, does this work allow you to work <i>sometimes</i> during the year, but not all 12 months of the year?</li> <li>• Are you a <b>Migrant Farmworker</b>? That is, does this work require you to travel so far that you are unable to return home within the same day?</li> </ul>	<ul style="list-style-type: none"> <li>• If student is under 22 years – refer to Title I Out of School Youth Program</li> <li>• Work can be in different areas of agriculture – doesn’t have to be work on a “farm”</li> <li>• The specific indicators for this barrier are especially likely to vary from region to region.</li> <li>• “<b>Seasonal</b>” = only certain times a year</li> <li>• “<b>Migrant</b>” = need to travel a distance from home to farm work</li> </ul>

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	<ul style="list-style-type: none"> <li>• Is your spouse or family member working as described above?</li> </ul>	
<b>Single Parent</b>	<p>Are you single, separated, divorced, or widowed? --- and --- Either pregnant, or a parent, or have responsibility for a child below 18 years of age?</p>	<ul style="list-style-type: none"> <li>• This item can be very “subjective.” Agencies may need to rely on student self-report.</li> </ul>
<b>No TANF Within 2 yrs</b>	<p>Are you presently receiving public assistance, through government programs such as TANF -- referenced in the questions related to <i>Low Income</i> above? If so – are you two years or less away from receiving or exhausting TANF (Temporary Assistance for Needy Families)?</p>	<ul style="list-style-type: none"> <li>• Recommendation is to use the same description and acronyms described in the question above that informs <i>Low Income</i>.</li> </ul>