WIOA Populations with Barriers and Proposed Solutions

	POTENTIAL BARRIERS TO ACCESS What is the nature of the barriers themselves?	IMPLICATIONS OF BARRIER How do these barriers inhibit success?	BARRIER SOLUTIONS What can our system do to address the barrier?
(A) Displaced Homemakers	• No recent work experience. • May have recently divorced so may have unreliable housing, transportation. • Limited recent/relevant work experience.	• Not considered "job ready" (no recent work experience or work skills not current to labor market) so may require longer training/education time. • Less likely to secure living-wage jobs due to lack of experience and recent work experience.	• Access to education and/or work-based education, On the Job training
(B) Low Income Individuals	• Cost post secondary training • Lack of appropriate clothing • Transportation • No recent work experience • Poor soft skills • Housing • Childcare (including children w/ special needs) • Lack of high school diploma or equivalency • Poor personal hygiene and grooming • Literacy issues • Social services involvement (potentially multiple systems with multiple requirements). • Difficulties in obtaining the support they need to address disabilities	• Full-time attendance is difficult to manage with other commitments • Lack of wardrobe leaves low-income candidates unable to make a good impression in interview. • Unable to participate either consistently or full-time due to lack of reliable transportation, childcare, housing, other issues, such as domestic violence • Inability to travel to AJC hiring events, job search, interviews. • Difficulty successfully navigating the system, meeting participation requirements (executive functions), and/or skills gains • Not considered "job ready" (no recent work experience, work skills not current to labor market, no high school diploma or equivalency) so may require longer training/education time • Difficulty w/ social interactions (soft skills) so may not actively engage or be engaged in training • Less likely to compete for livable wage jobs; lack of trust in and difficulty navigating complex system requirements and or understanding of available resources. • Any costs can add a tremendous barrier. • Sometimes an increase of income means losing crucial subsidies (childcare, housing, food benefits, medical insurance, and utility assistance) that help people survive in poverty.	• Costs associated with post secondary training solutions • Partner with AJC partner support services, community organizations and businesses to provide a stock business-appropriate wardrobe in various sizes for low-income job seekers • Flexible training participation requirements; part-time, extended hours, independent modules, online courses. • Strong collaboration with state and community support service resources to stabilize housing, childcare, domestic violence, transportation. Referring, leveraging resources. • AJC co-location for referrals and support services. • Reach out to local public transportation or CBOs to coordinate transportation. • Soft skill classes. • Provide tools such as calendars. • Pair participants with staff trained and barrier specific experience • Have mentors or navigators who have successfully completed the programming while living with some of these barriers • Access to personal hygiene and grooming resources. Staff able to address this sensitive issue with folks. • Workshops to address typical intergenerational behaviors; financial assistance with daycare and transportation; assistance with creating a reliable support network; access to practicing new positive behaviors on the job, e.g. internships; access to medical assistance for health issues, e.g. chronic as well as for glasses; encouragement; access to positive role models.

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(C) Indians, Alaska Natives, and Native Hawaiians	• Available employment opportunities and job market are saturated. • Limited resources for providing education and training are not tied to prospective employment opportunities or markets. • Seasonal work with periods of unavailability of employment • Lack of comprehensive employment planning which takes the totality of an individual's barriers to employment into account. • Individuals without local family support who live in or move to urban centers may not have necessary life skills or resources to maintain a search for employment or develop marketable job skills.	• Lacking entry into the job market to begin with, many unemployed do not have the resources to initiate and sustain their job search activities • Individuals unemployed or under-employed are faced with addressing personal and/or family distress, behavioral health needs, basic subsistence and/or household needs and possible legal obligations in addition to developing employment search and retention skills. • Individuals who relocate to more populous areas in search of employment without adequate family or social services support may fail to improve their condition.	• Partnerships between employers in need of trained personnel • Development of employment opportunities connected with a resource for purposes of stability • Seasonal unemployment replaced by consistent, stable employment • Partnership with local employers with sufficient work opportunities to justify limited investment in point-to-point transportation or special community partnerships to provide transportation.
(D) Individuals with disabilities, including youth who are individuals with disabilities			
Physical Disabilities	• Transportation can be difficult and services may be located too far away. • (*Chair-Users*): Moving around a cluttered or disorganized environment is difficult, even if technically ADA compliant. • On-going treatment or need to address disability related unscheduled events (e.g. flare-ups). • Need assistance w/ Activities of Daily Living (ADLs). • Lack of staff awareness and training on best practices of engaging with individuals with disabilities.	• Services are too far away for a person with physical disabilities to practically access; public transportation is insufficient/ unavailable. • (*Chair-Users*): Physical access to the building is difficult or onerous for chair-users if the environment doesn't facilitate access. • Unable to participate either consistently or full-time. • Difficulty w/ ADLs such as using the bathroom, grooming, etc.	• Virtual delivery of online services could eliminate the need for individuals with physical disabilities to travel. • (*Chair-Users*): Ensure ADA compliance, but also be mindful of footprint and room layout to facilitate access. • Flexible participation requirements; part-time, extended, hours, able to easily reschedule, Internet access. • Staff trained on strategies to resolve an issue as it occurs; quick onsite fix of equipment, adjust table, adjust volume. • Staff trained on available state and community resources, colocation. • Partner with social service agencies

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Sensory Disabilities (blind/low-vision, deaf and hard of hearing	• (*Blind/Low-Vision*): Computer equipment is often inaccessible. • Limited staff training and education on the ADA and best practices with assisting individuals with disabilities. • (non-ASL speakers) Deaf or hard of hearing individuals do not all "speak" ASL (American Sign Language).	• (*Blind/Low-Vision*): Lack of accessible computer equipment makes it difficult to develop resumes and undertake training. • (Non-ASL speakers) Non-ASL person cannot use ASL to communicate with job counselors and employers.	• *(Blind/Low-Vision)*: AJC environment that facilitates access on personal devices. • Partner with social service agencies • (non-ASL speakers) Establish process to help non-ASL speakers access services at the office and create or develop a group of service providers who can provide language support to non-ASL speakers. Maybe use video conferencing (SKYPE, FaceTime or similar) to make that resource available on-demand.
Behavioral or Mental Health Disabilities	• (*Individuals with ADHD*): Too much noise and stimuli at the AJC • (*Individuals with Non-Apparent Disability*): Lack of understanding/knowledge of their own disability can interfere with appropriate accommodations or services. • (*Refugees and immigrants*): Cultural stereotypes and attitudes prevent many from seeking services to address mental health issues.	• (*Individuals with ADHD*): Accessing public spaces such as computer labs can be counter-productive. • (*Individuals with Non-Apparent Disability*): Computer-based assessment tests may not be effective. • (*Refugees and immigrants*): A person may appear to be difficult to work with, anxious, unreliable, but refuses to seek services or gets angry when staff brings up counseling or treatment options.	• *(Individuals with ADHD)*: Train staff to recognize need for quiet environment for some job seekers. • (*Individuals with Non-Apparent Disability*): Train staff to recognize signs of different types of behavioral or mental health disabilities and how to connect job seekers with the appropriate supports. • (*Refugees and immigrants*): Provide training to staff to understand cultural sensitivity behavioral and mental health issues.
Cognitive Disabilities?	• Poor executive functions. • Diagnosed or undiagnosed learning disabilities.	• Difficulty successfully navigating the system, meeting participation requirements (executive functions), and/or skills gains. • Difficulty with social interactions (soft skills) so may not actively engage or be engaged in training. • Cannot learn in classroom setting or the "usual" (whatever that may be) way or setting.	• Curricula/staff able to adjust training to meet the learning style/needs of the participant. • Soft skill classes. • Use of executive function strategies by staff and taught to participants. Provide tools such as calendars. • Allowable adaptation of assessments in accordance with the person's learning disability and assessment accommodation standards

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Others? Please specify:	• (*Individuals using a Service Animal*): Lack of policy or understanding of service animal's purpose; obstacles to physical access that inhibit people from using a service animal.	• (*Individuals using a Service Animal*): The service animal may be asked to wait "outside," even though the individual relies on it for equal accessibility.	• *Individuals using a Service Animal*): Design policy that is inclusive of service animals, train staff on purpose of service animal.
(E) Older Individuals	• Uncomfortable with technology. • May have physical disabilities. • Need assistance w/ Activities of Daily Living (ADLs). • Real or perceived decline in workplace skills and ability/ interest in learning new skills. • Transportation. • Focus on Youth in Transition and adults younger than 40 years of age. • Stigma of failure to being employed. • Challenges of technology expectations. • The onset of hearing loss; physical issues.	• Unable to use computers, Internet, printers, faxes so unable to benefit from in-place programming. • See physical disabilities. • Difficulty w/ ADLs such as using the bathroom, grooming, etc. • Less able to compete for living-wage job. • Feeling lost in the AJC system with the focus on younger adults. • Manifestations of the changes in hearing and physical abilities.	• Have mentors or navigators who have successfully completed the programming. • Partner with another older person. • Curricula/staff able to adjust training to meet the learning style/needs of the participant. • Staff sensitive and able to address any ADL related issues. • Access to work-based learning, such as on-the-job training and paid work experience, to demonstrate their skills to a potential employer. • SCSEP program more engaged with the overall one stop system. • Training and education to staff focused on working with the aging workforce. • Emotional support/managing stress groups. • Partnerships with social services agencies

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(F) Ex-Offenders	• Reduces employability through limiting available labor market. • Unaware of bonding. • Don't know how to market themselves. • Pre-incarceration skills out of date. • May not report entire conviction history. • No recent work experience. • Poor soft skills (perhaps institutionalized behavior). • Low-income, cognitive, mental health and behavior (in previous section of this chart). • Depending on the conviction, limited access to jobs in specific fields, such as health care. • Depending on the conviction, limited access to financial assistance for education.	• Limited number of employers able or willing to hire. • May require more staff assistance. • Just not able to get a job due to limited labor market, staff not being aware of conviction history. • Not considered "job ready" (no recent work experience, work skills not current to labor market, no GED/HiSET) so may require longer training/education time • Difficulty with social interactions (soft skills) so may not actively engage or be engaged in training. • Limited access to education and employment. Risk to reoffending if continued limited access to earn a living, which leads to an increased risk of being incarcerated again.	• Staff specially trained on local employer requirement for hire, bonding, how to address conviction history in interview. • Use any jobs held while incarcerated (kitchen, correctional industries, landscaping) on resumes. Capture these transferrable skills. • Get references from supervisors and vocational information from the institution. • Work with pro bono attorneys or others to get records sealed or expunged. • Develop pool of employers willing to give a second chance • Strong assessment tool to identify non-apparent or unknown barriers. • Specialized career guidance, an opportunity to regain confidence and identify a skill set that can be used in a field the individual is likely to have both immediate and longer term success, and financial assistance with education as necessary.
(G) Homeless Individuals	• Transportation. • No recent work experience. • Poor soft skills. • Poor executive functions. • Housing. • Domestic Violence (DV). • Childcare (including children w/ special needs). • Lack of GED/HiSET • Poor personal hygiene and grooming. • No physical or mailing address. • Unaddressed physical or mental health needs.	• Unable to participate either consistently or full-time due to lack of reliable transportation, childcare, housing, driver's license or necessary personal identification documentation needed for employment. • Difficulty successfully navigating the system, meeting participation requirements (executive functions), and/or skills gains. • Not considered "job ready" (no recent work experience, work skills not current to labor market, no GED/HiSET) so may require longer training/education time. • Difficulty w/ social interactions (soft skills) so may not actively engage or be engaged in training. • No mailing address or voice mail – also no access to phone or stamps. • Strong assessment tool to identify non-apparent or unknown barriers. • Stress and trauma-induced behaviors, lack of access to present as professional as necessary for interviews; lack of childcare if/when finds a job; lack of medical assistance for chronic or other needs; extreme fear and distrust.	• Flexible training participation requirements; part-time and/or online courses that can be accessed at locations such as public library • Strong collaboration with state and community support service resources to stabilize housing, childcare, DV, transportation. Referring, leveraging resources. • Service co-location in AJC for referrals and support services; strong referral system • Reach out to local public transportation or Community Based Organizations to coordinate transportation. • Flexible onsite AE classes with open enrollment and smaller classes sized. • Soft skill classes. • Use of executive function strategies by staff and taught to participants. Provide tools such as calendars. • Pair participants with staff trained and barrier specific experience.

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• Potential lack of a variety of necessities when seeking employment, such as address, phone number, reliable food source; potentially extreme trauma-based reactions; potentially living in constant state of fight or flight; potentially limited to no child care; potentially limited to no transportation; potentially limited to no hope for the future; lack of medical assistance; lack of work clothes; lack of sense of security and self-confidence; potential domestic situations they were fleeing; and the need for money is so immediate there may be limited time/access/ability for necessary education/certifications. • Lack of documentation required for eligibility.	• Cannot prove age, selective service, eligibility to work in the U.S., home address.	• Have mentors or navigators who have successfully completed the programming *while* being homeless. • Access to personal hygiene and grooming resources. Staff able to address this sensitive issue with folks. • Specialized career guidance, including opportunities to immediately earn money/access to work-based learning, required close working partnerships with homeless programs, financial access for medical, food, shelter, transportation, trauma-sensitive workshops and staff. • Acceptance of self-attestation, navigation, or referral to appropriate agencies to secure documentation.
(H) Youth who are in or have aged out of foster care • Lack of proper/appropriate interview clothing. • Lack of positive role models who work. • Homelessness. • Hygiene issues. • Lack of experience of having to follow a regular schedule. • Transportation. • Lack of cell phone or a consistent contact number. • Lack of "soft skills" or knowledge of professionalism. • Criminal history. • Location. • Low education level or mental disability. • Vital documents. • Low self-esteem/confidence. • Verbal skills/appropriate language and vocabulary. • Living in a foster home that is too restrictive. • No career training before entering college. • Biological parents are not supportive to young person's plan. • Not graduating from high school. • The number of regular meetings that youth need to attend to maintain resources. • Difficulty with people in authority position. • Parenting. • Low level of life skills.	• Without proper work attire the employer may think that the individual is not invested in a job. • Don't feel the need to work as it has been role modeled to live off government funding. • Difficult to search and maintain jobs while couch surfing. • Hard to maintain hygiene when not accessible to products or showers. • Do not have experience developing or following their own schedules. This makes it hard to follow through/commit to being somewhere at a specific time. • No means of a way to get to a job. • Difficult to hold a job if you cannot be reached or contact an employer if needed. The person is seen as unreliable. • Without knowledge or ability to communicate or be social in the appropriate settings can limit opportunities. • Criminal history can cause a barrier in the application process. • Employment is limited in rural areas. • May lack the intellectual knowledge and/or ability needed to hold down a job and could lose the job for not understanding. • Without proper documents young people will not be able to gain employment. • Do not feel good about themselves or feel good enough to apply for work	• 1) Provide job shadowing 2) Provide job mentors 3) Develop realistic job fairs that target young people's job interests and have younger professionals manning the booths. • Develop rental program that will assist with first month and security deposit for newly hired employees. • 1) Provide a variety of free hygiene products 2) Provide locations that will allow free and daily showering and laundering (include faith based facilities/churches in this search). • Create a trial work program that can ease individuals into the work force. • 1) Have funding available to reimburse foster parents or other caregivers 2) Offer incentives-taxi rides, gas vouchers or fuel cards so they can provide to those who can provide a ride to work 3) Free bus passes for working individuals. • Assistance in securing a government provided free cell phone for those that qualify • Education classes related to the importance of these soft skills or one-on-one support. • 1) Clarification of what needs to be addressed on an application and in an interview for a criminal offense, both juvenile and adult 2) Record sealing made readily available 3) transportation

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| Difficulty with time management. No personal references. Employer biases. Lack of advocacy skills. Not aware of resources or understanding that the message is target for them. | May not be allowed to access work due to rules of the foster home. Difficulty obtaining employment even after graduation from college due to not having skills to be employed. Are not able to plan for work if their support systems are discouraging their plans to succeed. Cannot access jobs without high school completion. Requirements to meet with providers to maintain active status to receive benefits and supports. Various meetings require less availability to work. Difficult to parent and hold a job. May have to call in more often to meet the child's needs. Not being prepared for work can cause not arriving on time or be ready to work once they are at work. Being late for work is viewed as unreliable and may be dismissed if it occurs too often. Without references the job application is incomplete and may not be hired. Foster care is seen by society as a negative and an employer may discriminate. Cannot articulate and respond in an inappropriate way and may lose jobs. Do not know what is available and will not seek the support that is needed to obtain a job. | 1) Increase case management and/or provide intensive training for a particular skill or job 2) Provide "crisis support" when mental health interferes with ability to do the job. Obtain documents prior to exiting foster care. Create a process and provide funding for replacing lost vital documents after exiting foster care. Create confidence workshops and provide empowerment opportunities. Provide more exposure to young professional environments. 1) Training for caregivers to teach ways to be supportive towards work ready 2) Provide job readiness skills in high schools. Provide job training during high school and again in college. Develop mentoring programs for job readiness. Offer a variety of support programs that will assist with completing schooling requirements. 1) More flexibility meeting program requirements 2) Create flexible work exceptions when the individual is required for other day time obligations. 1) Trainings on how to work with authority figures 2) Provide engagement trainings to employers. Affordable childcare that is accessible and open for extended hours. On-the-job life skills training. On-the-job trainings on time management. Ensuring youth have connections to significant people. Employer trainings on the culture of foster care. 1) Provide leadership skill building at college settings and work settings 2) provide work mentors. 1) Marketing campaign that reaches out to young people 2) Systems collaboration-end silos (education, child welfare, mental health, employment). |

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(I) English Language Learners, individuals with low levels of literacy, individuals facing substantial cultural barriers	• Getting assistance in their primary language is difficult or impossible in a given location. • Illiteracy in both English and their native language. • Cannot communicate in English (Oral, written or both). • Lack of English-language computer knowledge. • AJC is set-up to utilize computer-based job search techniques and teach clients job search skills. • Cultural understanding (both on behalf of the client and the AJC staff). • LEP clients require very individualized, labor intensive services. • ELL populations avoid AJC office in general due to lack of services and communication barriers.	• The language barrier can be impossible to overcome and drive the participant away. • LEP clients need one-on-one individualized assistance to apply for jobs. • Without a full cultural understanding of all the immigrant cultures (i.e., opposite gender interaction, religious customs, means of communication, time management), assistance can be unproductive or occasionally offensive. • Lack of English understanding makes it very difficult to provide assistance by someone who does not speak the same language. • Most LEP clients cannot use computers nor computerized systems to apply for jobs in English. • LEP clients need translation assistance at the job interviews and to understand the job requirements.	• Ensure front-line/intake staff are trained in cultural sensitivity, can use translator services • Provide cultural competency training for all AJC employees. • Allocate staff time based upon needs of clients, and LEP clients will need greater staff time per client. • Offer greater hands-on assistance with applications and basic computer skills training. • Bring more employers into AJC system who will hire LEP clients. • Translation is just a starting point to effective service to ELL jobseekers. Staff also requires cultural knowledge and sensitivity to address all jobseekers, ELL or not, that the customer is important and will be treated equitably.

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(J) Eligible migrant and seasonal farmworkers	• Low literacy levels in both Spanish and English. • Limited English Proficient. • Limited Spanish Proficient. • Low level of technological skills and knowledge. • Mobility (migrant farmworkers). • Not aware of services available to them.	• Limited ability to read in native language, and possibly not at all in either Spanish or English. • Unable to communicate with monolingual WIOA providers, which limits access. • Many MSFWs are indigenous from very remote areas of their native country and speak only in their own dialect. • Limits their access to online options, resume writing, other technological options that are accessible by more tech savvy customers. • Migrant farmworkers travel from city to city, and, usually, from state to state. They are not in an area long enough to enroll and benefit from training programs, and don't build relationships with labor exchange providers as easily as farmworkers who live in one area. • Can't access WIOA services if they are not aware of what's available either because they don't come into the office, or staff are not making the proper referrals or informing them of their options.	• Seek out interpreters or staff that speak dialects in areas of high concentration of indigenous MSFWs. • Create a network so that WIOA program staff can coordinate with providers in different areas and states. Help the MSFWs make connections with staff in other offices and states. • Train WorkSource center staff to provide information to MSFWs about the full array of services available to them. • Ensure that staff can access and use the language interpretation system
(K) Individuals within 2 years of exhausting lifetime eligibility under TANF	• Lack of resources and supports to engage in an active job-search. • Could be barriers similar to low-income, single participants – please see above.	• Lack of childcare, transportation, work-hour options makes the necessary training and education for employment a daunting task.	• Strong partnership with TANF • Co-location

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(L) Single parents (including single pregnant women)	• Transportation. • No recent work experience. • Housing. • Childcare (including children w/ special needs). • Lack of GED/HiSET. • Time and resource need to participate in job search and training.	• Unable to participate either consistently or full-time due to lack of reliable transportation, childcare, housing. • Not considered "job ready" (no recent work experience, work skills not current to labor market, no GED/HiSET) so may require longer training/education time. • Single parents specific issues.	• Flexible training participation requirements; including online courses • Strong collaboration with state and community support service resources to stabilize housing, childcare, DV, transportation. Referring, leveraging resources. • Co-location for referrals and support services. • Reach out to local public transportation or CBOs to coordinate transportation. • Flexible onsite AE classes • Have mentors or navigators who have successfully completed the programming *while* living w/ some of these barriers. • Customize job search support to help single parents so they can meet needs for their family and themselves.
(M) Long-term unemployed individuals	• Could be barriers similar to low-income, single participants – please see above. • Lack of up to date credentials and skills.	• Cannot navigate current job search/ application environment, cannot successfully compete for an appropriate job.	• Provide access to industry recognized short term training, population specific workshops offered at AJC locations, one-on-one counseling to improve motivation and esteem and assistance with job search

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Universal Barriers to Access **What barriers to access effect all populations?**	• Lack of co-location of services in any one location. • Appropriate physical accommodations and technology. • "Inside jargon" that confuses the public. • Inability to navigate the complex web of employment, training, and support services available. • Distrust of sharing personal/private information in unfamiliar environment. • Lack of support systems. • Inexperienced staff, high rate of staff turnover, staff pressure to meet goals resulting in "cherry picking" of customers and/or lack of attention/service.	• Lack of co-location can be particularly burdensome in rural areas, where AJCs may be geographically distant from each other; populations with barriers may be discouraged from accessing geographically disparate services (or unable to access). • Motivation, lack of skill gain/progress. Unable to participate either consistently or full-time, poor. • Lack of co-location even in non-rural areas is burdensome as AJC staff can serve hundreds of individually annually, and they cannot be expected to be experts in serving all populations. Co-location would mean population-specific experts would be located within the same building, at least occasionally, and in addition to providing direct client services, he/she could offer suggestions for improved access, provide staff training, and hopefully have access to resources to provide specialized equipment/resources/tools/software. • Poor outcomes, bad public relations/poor reputation of AJC, wasted resources, continued unemployment/under employment.	• Virtual service delivery can help address the co-location of services issue; we need to also improve the way we communicate the concept of a "comprehensive one-stop" and not give false expectations that every service may be available at every service location (satellites and affiliates). • Strong collaboration and with state and community support service resources- perhaps there's a faith-based organization or support group that can provide support and encouragement. • Facilitate events where participants get to know each other and develop supportive relationships. • Use of mentors.