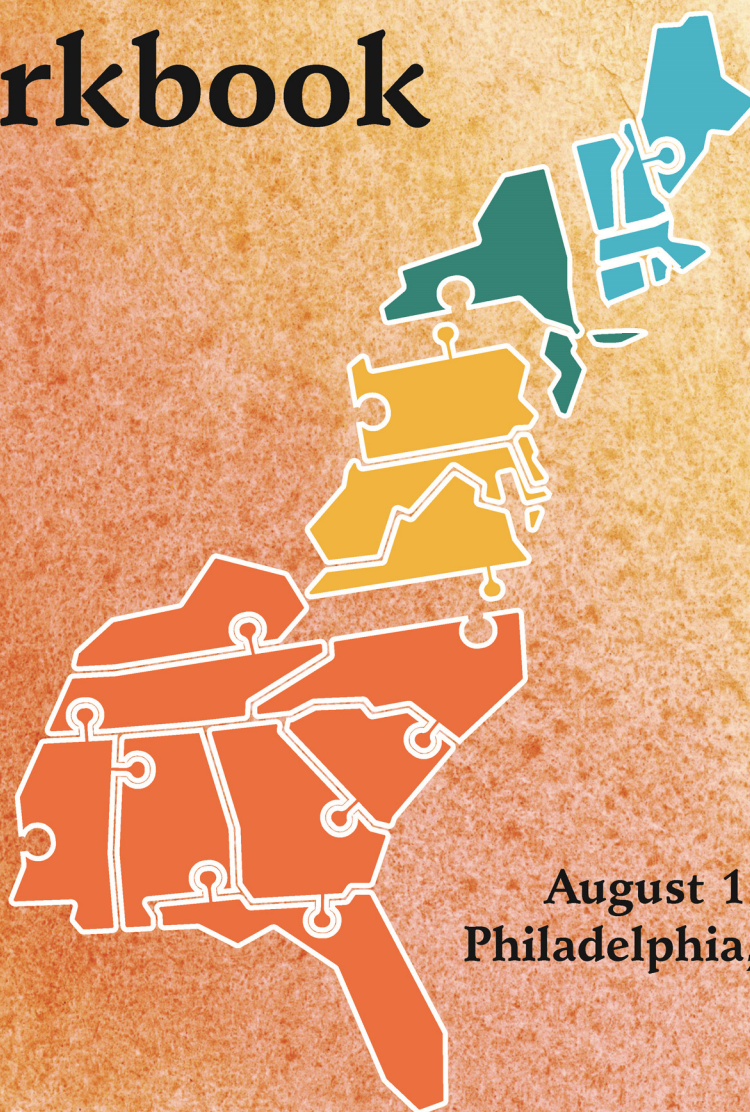**U.S. Department of Health and Human Services**
ADMINISTRATION FOR
CHILDREN & FAMILIES
Office of Family Assistance

OFA Regions I, II, III, & IV
TANF Directors East Coast Meeting:

Building Linkages Within and Across States to Achieve Family Independence

Workbook

August 12-14, 2014
Philadelphia, Pennsylvania

Workbook

OFA Regions I, II, III, & IV TANF Directors East Coast Meeting:
Building Linkages Within and Across States
to Achieve Family Independence

Welcome to Philadelphia!

The 2014 TANF Directors East Coast Meeting is focused on connecting States/Territories with their peers across Regions I, II, III, and IV to build linkages that facilitate the development of new strategies, ideas, and creative thinking about ways to enhance TANF structure and programming, whether it is at the individual, organizational, and/or institutional level.

Meeting participants will be provided with opportunities to engage with ACF and OFA leadership, with their peers, and with experts in the field to discuss some of the pressing challenges facing low-income, vulnerable families today, and how TANF programs can be enhanced to serve as a comprehensive support system for these families, including changes to policies and practices and the engagement of new stakeholders to accomplish this. All of this is presented within the context of using data to measure program effectiveness and drive decision-making.

This workbook has been specially designed to help States/Territories capture key takeaways from each session and think critically about applying new strategies and tools to States'/Territories' particular programs and populations. The workbook follows along with the order of the sessions.

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OFA Regions I, II, III, & IV TANF Directors East Coast Meeting:
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Day One:
Tuesday, August 12, 2014

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OFA Regions I, II, III, & IV TANF Directors East Coast Meeting:
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Tuesday, 1:15 pm to 2:00 pm
Meeting Overview: Discussion with ACF and OFA Leadership

Learning Objectives:
    (1) To increase understanding of current ACF and OFA priorities and dialogue about how the priority areas are impacting regional, State, and local TANF programs.
    (2) To share key challenges with ACF and OFA and collaboratively identify ways to remediate common TANF program challenges.

Speakers:
- *Mark Greenberg, Acting Assistant Secretary, Administration for Children and Families*
- *Susan Golonka, Acting Director, Office of Family Assistance, Administration for Children and Families*

Activity: As you listen to the discussion, use the space below to jot down questions you have for ACF and/or OFA leadership, noting common challenges and current ACF and OFA priorities. Be prepared to share at least one question or comment with the group.

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Tools & Resources:
- ❖ **What Works In Job Training: A Synthesis of the Evidence:** http://www.dol.gov/asp/evaluation/jdt/jdt.pdf
- ❖ **The Workforce Innovation and Opportunity Act Fact Sheet:** http://www.doleta.gov/wioa/pdf/WIOA-Factsheet.pdf
- ❖ **TANF-ACF-PI-2014-02 (OMB approved Form ACF-196R State TANF Financial Report Form):** http://www.acf.hhs.gov/programs/ofa/resource/tanf-acf-pi-2014-02
- ❖ **For access to additional materials related to self-sufficiency programs, practice, and research, see the Office of Planning, Research, and Evaluation, Self-Sufficiency Research Clearinghouse (SSRC) Library:** https://www.opressrc.org/content/publications

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Tuesday, 2:00 pm to 3:15 pm
State Dialogue and Peer-to-Peer Discussion

Learning Objective: **To increase knowledge of selected questions, challenges, and/or innovative solutions, with a focus on how they are relevant to, or different from, your State/Territory's TANF program.**

Activity: **During this interactive session, States/Territories will be given an opportunity to write down particular questions, challenges, or innovative solutions on index cards that they would like to discuss in more depth with their peers. Index cards will be collected and then randomly selected for discussion among the group. As the discussion progresses, in the boxes below, record the main questions, challenges, and solutions you hear that are relevant to your State/Territory's TANF program. Use the additional notes section for other interesting information or ideas you hear. Be prepared to share with the larger group.**

Questions/Challenges/Solutions

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Questions that are not addressed during this session will be posted to the OFA Peer TA Network Question and Answer Forum at https://peerta.acf.hhs.gov/**.**

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Tuesday, 3:30 pm to 5:00 pm
Redesigning Your TANF Program to Strengthen Services and Improve Employment Outcomes

Learning Objective: *To consider how States/Territories have recently restructured their TANF programs and reflect on how components could apply to the structure of your own State/Territory's TANF program.*
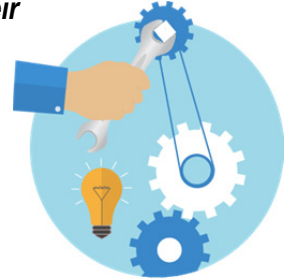
Speakers:

- *Peter Palermino, Program Manager, Connecticut Department of Social Services*
- *Deborah Carroll, Interim Director, District of Columbia Department of Human Services*
- *Katie Griego, Acting Division Director, Employment & Benefits Division, Colorado Department of Human Services*

Activity: *As you listen to and participate in the facilitated discussion on Connecticut's, the District of Columbia's, and Colorado's TANF programs, consider the following questions:*

Questions	Connecticut	District of Columbia	Colorado
Why did the redesign or restructure become a priority?			
Who led or "championed" the effort?			

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Questions	Connecticut	District of Columbia	Colorado
Did it require change(s) in legislation?			
Were external partners involved (who? how?)?			
Who has benefitted from the change and how (e.g., TANF supervisors? TANF-eligible families? A sub-population of TANF participants? Local businesses?)?			

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Question	Connecticut	District of Columbia	Colorado
How long did it take to fully implement the redesign or restructure?			
What is its applicability to your State/Territory's TANF program? Are there components you would like to implement?			

Tools & Resources:

❖ **Integration of Human Services among Counties in Southwestern Pennsylvania: Five Case Studies:** http://www.iop.pitt.edu/documents/casestudies/Integration%20of%20Human%20Services%20among%20Counties%20in%20Pennsylvania.pdf

❖ **APHSA Business Model for Horizontal Integration of Health and Human Services:** http://www.aphsa.org/content/dam/aphsa/pdfs/NWI/2013-09-Business-Model-Guidance-for-21st-Century-HHS-Organizations.pdf

❖ **New Perspectives on Transforming States' Health and Human Services: Practical Commentaries on the First Year of the Work Support Strategies Initiative:** http://www.urban.org/UploadedPDF/412833-New-Perspectives-on-Transforming-States-Health-and-Human-Services.pdf

❖ **Presentation: Meeting the Needs of Children and Families in the 21st Century:** http://www.aphsa.org/content/dam/NAPCWA/PDF%20DOC/Conferences/DCarroll.pdf

❖ **DRAFT Peer TA Connecticut TA Request No. 230: Summary of Structured Conversation Calls on TANF Service Delivery Restructuring:** USB Drive

❖ **Presenter Presentation Materials:** USB Drive

❖ **For access to additional materials related to self-sufficiency programs, practice, and research, see the Office of Planning, Research, and Evaluation, Self-Sufficiency Research Clearinghouse (SSRC) Library:** https://www.opressrc.org/content/publications

Day Two:
Wednesday, August 13, 2014

Workbook

**OFA Regions I, II, III, & IV TANF Directors East Coast Meeting:
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Wednesday, 8:30 am to 10:15 am
Improving Employment Outcomes: Subsidized Employment, Job Sector Training, Workforce Planning, and Career Pathways Strategies

Learning Objective: **To identify and consider application of new and different strategies for improving TANF participants' employment outcomes.**

Speakers:

- *Stan Koutstaal, Program Manager, Health Profession Opportunity Grants, Office of Family Assistance, Administration for Children and Families*
- *Kathleen Cloutier, Executive Director, Dorcas International Institute*
- *Shauna King-Simms, Director, Transitions Programs, Kentucky Community and Technical Colleges*
- *Elisabeth Babcock, MCRP, Ph.D., President and CEO, Crittenton Women's Union*

Activity: **As you hear each speaker present, reflect on the below questions to help you think through the strategies that most resonate with your State/Territory.**

Make sure to take a look at the Job-Driven Training Checklist provided on the subsequent pages.

Questions	Reflections
What are you already doing well to connect low-income families to employment pathways?	
Of the growing job sectors, which have a strong or notably growing presence in your State/Territory?	

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Questions	Reflections
If you were to focus on improving your participants' employment outcomes over the next 3 years, what strategy would you select and why?	
Who would need to have a "seat at the table" with you?	

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Checklist for Job-Driven Training[1]

☑ *Work up-front with employers to determine local or regional hiring needs and design training programs that are responsive to those needs*

Engaging employers, employer associations, and labor organizations in the design and delivery of education and training can help ensure that such programs meet current and future hiring needs and will likely result in employment for participating job seekers.

Concrete examples include:
- Providing industry with a leadership role, for example through an employer-led workforce investment board or other coordinating board, such as an industry association, to set strategic direction and to help coordinate and connect programs and program activities.
- Engaging business and industry to identify skills, define skills and competencies, design programs, and develop curriculum.
    o May take the form of consulting directly with businesses or with associations or other intermediaries (possibly organized by sector) that have the active involvement of businesses and expertise in training.
- Securing employer commitments that will add value to the program, such as:
    o Providing work-based learning opportunities—for example, through on-the-job training or Registered Apprenticeships.
    o Providing up-to-date, accessible equipment and technology as well as the instructors to help participants with various learning styles master the required new skills.
    o Making commitments to hire graduates from training programs.
- Collaborating with employers and credentialing agencies in developing industry-recognized credentials and validating their labor market value.

☑ *Offer work-based learning opportunities with employers—including on-the-job training, internships, and pre-apprenticeships and Registered Apprenticeship as training paths to employment*

Work-based learning enables participants to gain or enhance their skills while employed or while engaged in an experience that is similar to employment. Work-based learning can result in workers getting hired and earning a salary more quickly while receiving support for ongoing educational and career advancement.

Concrete examples include:
- Internships (paid) or other summer or year-round employment opportunities, and paid work experience.
- On-the-job training, which is training conducted by an employer and occurs while an individual is engaged in productive work.
- Registered Apprenticeships (possibly combined with pre-apprenticeships), which are "earn while you learn" training models that combine job-related technical instruction with structured on-the-job learning experiences.
- Job shadowing experiences, which may occur even prior to training to ensure that the nature of the work and the work environment are a good fit for the prospective trainee.

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[1] Governors Letter Job Driven-Training Checklist sent by: Thomas E. Perez, Secretary of Labor, Penny Pritzker, Secretary of Commerce, Sylvia M. Burwell, Secretary of Health and Human Services, and Arne Duncan, Secretary of Education, on July 24, 2014.

- Incumbent worker programs, particularly those that provide training for current low-skilled or low-wage employees that give them access to more advanced positions.
- Transitional jobs, which provide short-term work experience along with appropriate supportive services for hard-to-employ individuals.
- Career academies, a school-within-a-high school model with strong employer partnerships that integrate academics with an occupational curriculum.

☑ *Make better use of data to drive accountability, inform what programs are offered and what is taught, and offer user-friendly information for job seekers to choose what programs and pathways work for them and are likely to result in a job*

Timely, reliable, and readily accessible labor market information, in conjunction with program outcomes, should be used to inform the focus of programs and to guide jobseekers in choosing the types of employment or fields of study, training, and credentials to pursue. Labor market information includes current and projected local, regional, State, and national labor markets, such as the number and types of available jobs, future demand, job characteristics, and training and skills requirements, and the composition, characteristics, and skills of the labor supply.

Concrete examples include:
- Using job openings and employment projections data to strategically identify employer partners.
- Using job openings, projections, and wage data to tailor job training offerings.
- Using labor market projections and characteristics of regional labor market or program participant to conduct skill gap analyses.
- Providing information about current and projected job openings and wages to participants to inform their decisions about which programs to enter.
- Informing small or medium-sized businesses about industry and occupational trends and wages.

☑ *Measure and evaluate employment and earnings outcomes*

Programs should measure employment and earnings outcomes and make sure they are easily understood by prospective participants, employers, and other current or potential stakeholders.

Concrete examples include:
- Providing outcome data for Federal programs to the public. For example, Department of Labor programs use a set of common employment-related measures, which include employment rates, earnings, and retention, and make the aggregate results available on the Department's website.
- Making Federal performance data on education and training programs by provider publicly available to individuals and employers.
- Presenting data on outcomes by training provider to individuals as they review training options with career counselors.
- Using real-time data to continuously improve program outcomes.
- Evaluating a program to determine whether it is effective.

☑ *Promote a seamless progression from one educational stepping stone to another, and across work-based training and education, so individuals' efforts result in progress*

Training programs should be part of a continuum of education and training leading to credential attainment, good jobs, increased earnings, and career advancement.

Concrete examples include:
- Implementing programs that fit on "career pathways" with a clear sequence of education and training that result in skills and credentials aligned with the needs of the industry sector, with multiple entry and exit points leading to good jobs and meaningful careers.
- Aligning the program with and leveraging other public (Federal, State, or local) or private education and training program resources.
- Integrating foundational skills education and training with occupational skills training, with an emphasis on contextualized learning.
- Creating articulation agreements among high schools, community and technical colleges, and four year colleges, so that students can continue a program of study seamlessly.
- Providing sector-specific training to high school students, either on-site or through an employer, coupled where possible with college credits from the local community college.
- Enabling Registered Apprenticeship graduates to receive college credit for prior learning during the apprenticeship program.

☑ *Break down barriers to accessing job-driven training and hiring for any American who is willing to work, including access to supportive services and relevant guidance*

Programs should include career assistance and supportive services, consistent with the program's governing statute and appropriations authority, as needed to enable an individual to participate in and complete education and training activities and secure employment.

Concrete examples include:
- Career counseling and job coaching.
- Transportation to/from training or work-based learning.
- Assistance with finding and affording quality child care or family care.
- Housing assistance.
- Providing people with disabilities with information on assistance services that are available to help them contribute in the workplace (e.g., readers for individuals who have low vision or are blind; interpreters for individuals who are deaf or hard of hearing; note-takers for individuals with mobility disabilities, etc.).
- Workplace flexibility strategies (time, place, tasks) for individuals with multiple barriers to employment, including individuals with disabilities.
- Supported employment programs for individuals with significant disabilities.
- Other supportive services, including food assistance, services that help participants have criminal records expunged, and substance abuse and mental health treatment.

☑ *Create regional collaborations among American Job Centers, education institutions, labor, and nonprofits*

Effective programs often leverage a variety of resources, both financial and in-kind, from other partners to deliver the best services possible and to expand the reach of those services to address needs of both individuals and employers. This can be particularly valuable for programs that serve individuals with multiple barriers to employment. To avoid duplication of effort and identify potential sources of such leverage, training programs should consider

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partnerships with or within the public workforce system (including the American Job Centers—formerly known as One-Stop Career Centers—and State and local Workforce Investment Boards), vocational rehabilitation agencies, human services agencies, higher education institutions, veterans service organizations, labor organizations, philanthropic organizations, business-related and other non-profit organizations, and community- and faith-based organizations. Any partnership and leveraging of funds must be consistent with the program's governing statute and appropriations authority.

Concrete examples include:
- Seeking input from an advisory or governing board made up of representatives from these entities that informs and makes decisions about training and training-related programs.
- Identifying public and private funds or resources that can, where permissible, support the delivery of the program, including staff to coordinate with partnership organizations.
- Coordinating wrap-around and supportive services for participants with other resources from public and privately-funded training, training-related, or social and community services programs.
- Aligning the program with other public and private education and training program resources.

Tools & Resources:

- ❖ **Providing Earnings Supplements to Encourage and Sustain Employment:**
  http://www.acf.hhs.gov/sites/default/files/opre/provide_earnings.pdf
- ❖ **Increasing Employment Stability and Earnings for Low-Wage Workers: Lessons from the Employment Retention and Advancement (ERA) Project:**
  http://www.acf.hhs.gov/sites/default/files/opre/increasing_employment.pdf
- ❖ **Health Profession Opportunity Grants: Year Three Annual Report 2012-2013:**
  http://www.acf.hhs.gov/sites/default/files/opre/year_three_annual_report_final_7114.pdf
- ❖ **Literature Review: Career Pathways Programs:**
  http://www.acf.hhs.gov/sites/default/files/opre/cp_lit_review_final_62613_edits.pdf
- ❖ **Facilitating Postsecondary Education and Training for TANF Recipients:**
  http://www.acf.hhs.gov/sites/default/files/opre/postsecondary_1.pdf
- ❖ **Crittenton Women's Union: Hot Jobs 2013: Promoting Economic Independence through Informed Career Decisions:** http://www.liveworkthrive.org/site/assets/docs/HOT_JOBS_13_FINALWEB.pdf
- ❖ **Crittenton Women's Union: Methods, Rationale, and Data for Hot Jobs 2013:**
  http://www.liveworkthrive.org/site/assets/docs/HOT%20JOBS%202013%20Methodology_FINAL.pdf
- ❖ **Crittenton Women's Union: Bridge to Self-Sufficiency:**
  http://www.liveworkthrive.org/research_and_tools/bridge_to_self_sufficiency
- ❖ **Ready to Work: Job-Driven Training and American Opportunity:**
  http://www.whitehouse.gov/sites/default/files/docs/skills_report.pdf
- ❖ **Presenter PowerPoints/Presentation Materials:** USB Drive
- ❖ **For access to additional materials related to self-sufficiency programs, practice, and research, see the Office of Planning, Research, and Evaluation, Self-Sufficiency Research Clearinghouse (SSRC) Library:**
  https://www.opressrc.org/content/publications

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Wednesday, 10:30 am to 12:00 pm
Managing through Performance Data: Using Program Data to Improve Program Performance

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Learning Objective: **To strengthen the completeness and accuracy of States'/Territories' data submissions to ACF and to provide programmatic examples of TANF performance data measurement, including how the data measured demonstrates family self-sufficiency benchmarks and outcomes, what effective systems are being used to collect, record, store, and report data, and how data captured is being utilized to make programmatic decisions at the administrative and implementation levels.**

Speakers:

- *Christina Tsichlis, Program Specialist, Office of Family Assistance, Administration for Children and Families, Region III*
- *Curt Pesicka, Manager of Operations, City and County of Denver, Office of Economic Development, Workforce Development*
- *Rodney Wright, Family Support Program Manager, West Virginia Department of Health and Human Resources*
- *Keith Zalaznik, Senior Manager, West Virginia Department of Health and Human Resources (Deloitte Consulting)*

Activity: **Consider and respond to the questions below to help you think about how your TANF program is using data to manage program performance.**

(1) **What other performance data does your State/Territory capture as measures of self-sufficiency that you do not report to ACF?**

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(2) Given what you are hearing throughout the presentations, how could you use data more effectively to improve your program performance?

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(3) What additional measures of success are important in establishing family self-sufficiency in your State/Territory? What else have you thought about capturing (using your existing data system or with minimal change to your system)?

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Tools & Resources:

❖ **Improving State TANF Performance Measures:** http://www.urban.org/UploadedPDF/412447-Improving-State-TANF-Performance-Measure.pdf

❖ **The Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program: Summary of Benchmark Measures Selected by Grantees:**
http://www.acf.hhs.gov/sites/default/files/opre/home_visiting_benchmark_performance_measures_summary_july_2014.pdf

❖ **National Performance Indicators Instruction Manual: For State and local CSBG Eligible Entity Use in Completing the CSBG Information System Survey:**
http://www.ncdhhs.gov/oeo/csbg/2013/csbg2013_NPI_Instruction_Manual.pdf

❖ **Presenter PowerPoints/Presentation Materials:** USB Drive

❖ **For access to additional materials related to self-sufficiency programs, practice, and research, see the Office of Planning, Research, and Evaluation, Self-Sufficiency Research Clearinghouse (SSRC) Library:**
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Wednesday, 1:45 pm to 3:30 pm
Creating an Employment-Focused TANF Program: State Discussions and Work Groups

Learning Objectives:
(1) *To provide TANF agencies with an opportunity to learn about the Employment and Training Administration (ETA)'s implementation plans for the new Workforce Innovation and Opportunity Act (WIOA).*
(2) *To self-assess your TANF program's strengths and areas for improvement as they relate to employment outcomes.*
(3) *To synthesize the central components of promising and evidence-based, employment-focused programs and assess how they could be integrated into your State/Territory TANF program, while still staying family-centered, within the context of implementation science and evidence-based practices.*

Speakers:
- *Leo Miller, Acting Regional Administrator, Philadelphia Office, Employment and Training Administration, U.S. Department of Labor*
- *Michelle Derr, Ph.D., Senior Researcher, Mathematica Policy Research*

Activity: *A separate tool will be provided during this session to assist States/Territories in strategic planning and developing steps to measure success.*

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Tools & Resources:

- ❖ **The Workforce Innovation and Opportunity Act Overview:** http://www.doleta.gov/wioa/pdf/WIOA-Overview.pdf
- ❖ **The Workforce Innovation and Opportunity Act Fact Sheet:** http://www.doleta.gov/wioa/pdf/WIOA-Factsheet.pdf
- ❖ **The Workforce Innovation and Opportunity Act FAQs:** http://www.doleta.gov/wioa/pdf/WIOA_FAQs_Acc.pdf
- ❖ **What Works In Job Training: A Synthesis of the Evidence:** http://www.dol.gov/asp/evaluation/jdt/jdt.pdf

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The Workforce Innovation and Opportunity Act – July 22, 2014

The Workforce Innovation and Opportunity Act (WIOA) will help job seekers and workers access employment, education, training, and support services to succeed in the labor market and match employers with skilled workers they need to compete in the global economy. Congress passed WIOA, the first legislative reform of the public workforce system in more than 15 years, by a wide bipartisan majority. In doing so, Congress reaffirmed the role of the American Job Center (AJC) system, a cornerstone of the public workforce investment system, and brought together and enhanced several key employment, education, and training programs. In recent years over 20 million people annually turn to these programs to obtain good jobs and a pathway to the middle class. WIOA continues to advance services to these job seekers and employers.

HIGHLIGHTS OF WIOA REFORMS TO THE PUBLIC WORKFORCE SYSTEM

Aligns Federal Investments to Support Job Seekers and Employers: At the State level, WIOA establishes unified strategic planning across "core" programs, which include Title I Adult, Dislocated Worker and Youth programs; Adult Education and Literacy programs; the Wagner-Peyser Employment Service; and Title I of the Rehabilitation Act programs.

Strengthens the Governing Bodies that Establish State, Regional and Local Workforce Investment Priorities: WIOA streamlines membership of business-led, state and local workforce development boards. The Act emphasizes the role of boards in coordinating and aligning workforce programs and adds functions to develop strategies to meet worker and employer needs.

Helps Employers Find Workers with the Necessary Skills: WIOA emphasizes engaging employers across the workforce system to align training with needed skills and match employers with qualified workers. The Act adds flexibility at the local level to provide incumbent worker training and transitional jobs as allowable activities and promotes work-based training, for example by increasing on-the-job training reimbursement rates to 75 percent. The law also emphasizes training that leads to industry-recognized post-secondary credentials

Aligns Goals and Increases Accountability and Information for Job Seekers and the Public: WIOA aligns the performance indicators for core programs, and adds new ones related to services to employers and postsecondary credential attainment. Performance goals must reflect economic conditions and participant characteristics. It makes available data on training providers' performance outcomes and requires third party evaluations of programs.

Fosters Regional Collaboration to Meet the Needs of Regional Economies: WIOA requires states to identify economic regions within their state, and local areas are to coordinate planning and service delivery on a regional basis.

Targets Workforce Services to Better Serve Job Seekers: WIOA promotes the use of career pathways and sector partnerships to increase employment in in-demand industries and occupations. To help local economies target the needs of job seekers, WIOA allows 100 percent funds transfer between the Adult and Dislocated Worker programs. WIOA adds basic skills deficient as a priority category for Adult services. WIOA also focuses Youth program services to out-of-school youth. The Act strengthens services for unemployment insurance claimants. It also merges WIA core and intensive services into a new category of career services, clarifying there is no required sequence of services. The Act allows Governors to reserve up to 15 percent of formula funds for activities such as innovative programs.

Improves Services to Individuals with Disabilities: WIOA increases individuals with disabilities' access to high-quality workforce services to prepare them for competitive integrated employment. It requires better employer engagement and promotes physical and programmatic accessibility to employment and training services for individuals with disabilities. Youth with disabilities receive extensive pre-employment transition services to obtain and retain competitive integrated employment. It creates an Advisory Committee on strategies to increase competitive integrated employment for individuals with disabilities.

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The Workforce Innovation and Opportunity Act

HIGHLIGHTS CONTINUED

Supports Access to Services: To make services easier to access, the WIOA requires co-location of the Wagner-Peyser Employment Service in AJCs and adds the Temporary Assistance for Needy Families program as a mandatory partner. WIOA establishes dedicated funding from AJC partner programs to support the costs of infrastructure and other shared costs that support access to services. It asks the Secretary of Labor to establish a common identifier for the workforce system to help workers and employers find available services. In addition, WIOA allows local areas to award pay for performance contracts so providers of services get paid for results. It also allows direct contracts to higher education institutions to provide training.

STAKEHOLDER ENGAGEMENT AND TECHNICAL ASSISTANCE

DOL, in coordination with the U.S. Departments of Education (ED) and Health and Human Services (HHS), is working diligently to ensure that states and local areas, other grantees, and stakeholders are prepared for implementation of WIOA. DOL will provide technical assistance, tools, and resources to States and local areas through the WIOA Resource Page (www.doleta.gov/WIOA), Webinars, and virtual and in-person discussions.

DOL will actively engage stakeholders in the implementation of WIOA. Opportunities to provide input will be communicated through the WIOA Resource Page.

WIOA PROGRAMS

WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973.

WIOA authorizes the Job Corps, YouthBuild, Indian and Native Americans, and Migrant and Seasonal Farmworker programs, in addition to the core programs.

EFFECTIVE DATES FOR IMPLEMENTATION

President Barack Obama signed WIOA into law on July 22, 2014.

In general, the Act takes effect on July 1, 2015, the first full program year after enactment, unless otherwise noted. The State Unified Plans and Common Performance Accountability provisions take effect July 1, 2016. The U.S. Department of Labor (DOL) will issue further guidance on the timeframes for implementation of these changes.

DOL will issue proposed regulations reflecting the changes in WIOA soon after enactment.

WIOA RESOURCE PAGE

Visit www.doleta.gov/WIOA to learn more about WIOA and access relevant guidance and technical assistance tools and resources developed by the U.S. Department of Labor's Employment and Training Administration (ETA). All relevant guidance will also be posted on the ETA Advisory Website (http://wdr.doleta.gov/directives/) Please email your questions to DOL.WIOA@dol.gov or contact your ETA regional Office.

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Wednesday, 3:45 pm to 4:45 pm
The Evolution of Your TANF Program

*Activity: **Storyboarding Exercise***

- **What is Storyboarding?** Storyboarding is a technique used to communicate ideas by using a series of drawings, sketches, pictures, and/or words.
- **Storyboarding basics:** A strong storyboard conveys ideas by allowing people to see users' experiences. Storyboards typically use the minimum amount of text required to get across the "big picture."

Using a Storyboarding method, participants will:

(1) Illustrate innovative strategies for TANF program improvement, highlighting needed collaborations and partnerships, and key components that help TANF participants receive needed services and comprehensive support.
(2) Share thinking behind the outcomes of these strategies, and how these outcomes improve self-sufficiency pathways for families.

Activity Set-Up:

    (1) Participants will be pre-assigned into 6 groups.
    (2) Groups will be given a scenario, storyboard, storyboarding panels, and markers.
    (3) Each group will have 60 minutes to develop their storyboard.
    (4) Define roles in group:
        a. Storyboarder(s): Illustrate on storyboard panels.
        b. Reporter(s): Report out to the group.

Activity Instructions:

A. Material set up and distribution of scenarios. (5 Minutes)
B. Outside facilitator sets the activity context. (5 Minutes)
C. Overall discussion and planning of your team's storyboard, and actual illustrating/storyboarding. (40 Minutes). You will read the scenarios and consider the stated questions.
D. Gathering thoughts for your report out. (10 Minutes). You may want to consider the following:
        a. Why did you choose the strategy you did?
        b. What one major component is critical to its success?
        c. How will you know that you made a difference to TANF families?

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Tools & Resources:

- ❖ **Two-Generation Programs: Design, Cost, and Short-Term Effectiveness**:
  http://futureofchildren.org/futureofchildren/publications/docs/05_03_03.pdf
- ❖ **APHSA Business Model for Horizontal Integration of Health and Human Services**:
  http://www.aphsa.org/content/dam/aphsa/pdfs/NWI/2013-09-Business-Model-Guidance-for-21st-Century-HHS-Organizations.pdf
- ❖ **Gamestorming: A Playbook for Innovators, Rulebreakers, and Changemakers:**
  http://www.amazon.com/Gamestorming-Playbook-Innovators-Rulebreakers-Changemakers/dp/0596804172
- ❖ **For access to additional materials related to self-sufficiency programs, practice, and research, see the Office of Planning, Research, and Evaluation, Self-Sufficiency Research Clearinghouse (SSRC) Library:**
  https://www.opressrc.org/content/publications

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Wednesday, 4:45 pm to 5:30 pm
State Report Outs

Learning Objective: **To identify common themes across TANF programs based on report outs:**
  (1) **What are the key components of the new strategy?**
  (2) **What are the barriers to actually implementing the ideas discussed?**
  (3) **Do you see any changes or strategies from this activity that you would consider taking back to your State/Territory?**

Activity: **In the boxes below, capture common themes of program innovation and potential barriers to program change. Use the third box to reflect on and write down solutions you or others identify that you would consider taking back to your State/Territory's TANF program.**

Common Themes of Program Innovation	What Are the Potential Barriers to Program Change?

What Strategies and Solutions Would You Consider Taking Back to Your State/Territory's TANF Program?

Day Three:
Thursday, August 14, 2014

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Thursday, 8:30 am to 10:00 am
Toxic Stress and Homelessness

Learning Objective: **To increase awareness of a) the impacts of toxic stress and homelessness on vulnerable families; and b) provide effective tools, resources, frameworks/models, and partnerships available to help TANF programs better serve affected families.**

Speakers:
- *Amy Sawyer, Regional Coordinator, National Initiative Teams, United States Interagency Council on Homelessness*
- *Mariana Chilton, MPH, Ph.D., Associate Professor and Director, Center for Hunger-Free Communities, Drexel University*
- *Elisabeth Babcock, MCRP, Ph.D., President and CEO, Crittenton Women's Union*

Activity: **Based on the information heard throughout the presentations, respond to the questions below in the boxes provided.**

What new strategy would strengthen your TANF program's ability to connect families-in-need to permanent housing and housing support services?

What organization(s) could your TANF agency partner with to strengthen the safety-net for families at risk of or experiencing homelessness?

What are some ways your agency can help mitigate the adverse impacts of toxic stress on TANF participants (adults and youth)?

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Use the charts below to outline current and potential partners and what resources they currently provide or could provide as it relates to combating homelessness and/or toxic stress:

Current Partners	What they CURRENTLY provide to support homelessness and/or toxic stress

Current Partners	What they COULD provide to support homelessness and/or toxic stress

Potential Partners	What they COULD provide to support homelessness and/or toxic stress

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Tools & Resources:

❖ **Basic Principles of Care for Families and Children Experiencing Homelessness by the National Center on Family Homelessness:** http://www.familyhomelessness.org/media/218.pdf

❖ **The Characteristics and Needs of Families Experiencing Homelessness:** http://www.familyhomelessness.org/media/306.pdf

❖ **Tools for Local Action - United States Interagency Council on Homelessness:** http://usich.gov/usich_resources/toolkits_for_local_action/

❖ **Letter: 2013 ACF Letter on Increasing ECE Services for Homeless Children: Early Childhood and Family Homelessness Resource List:** https://www.acf.hhs.gov/sites/default/files/ecd/acf_homeless_resource_list.pdf

❖ **Harvard University's Center on the Developing Child, Toxic Stress (web page & resource links):** http://developingchild.harvard.edu/key_concepts/toxic_stress_response/

❖ **Crittenton Women's Union: Using Brain Science to Design New Pathways out of Poverty**: http://www.liveworkthrive.org/research_and_tools/reports_and_publications/EF_Report

❖ **Crittenton Women's Union Mobility Mentoring Brief:** http://www.liveworkthrive.org/site/assets/docs/Mobility-Mentoring-Brief-EBabcock-0509121.pdf

❖ **Webinar: Office of Family Assistance, Healthy Marriage and Responsible Fatherhood, Toxic Stress in Low-Income Families: Understanding Long-Term Effects:** https://hmrf.acf.hhs.gov/articles/toxic-stress-in-low-income-families/

❖ **Presenter PowerPoints/Presentation Materials:** USB Drive

❖ **For access to additional materials related to self-sufficiency programs, practice, and research, see the Office of Planning, Research, and Evaluation, Self-Sufficiency Research Clearinghouse (SSRC) Library:** https://www.opressrc.org/content/publications

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Thursday, 10:30 am to 11:45 am
Taking Action – Implementing Change and Measuring Success: What Do You Have to Do to Get Where You Want to Go?

Learning Objectives:

(1) Reflect on the sessions and content covered at this Meeting and determine any new ways you would like to strengthen your State/Territory's TANF program/services/partners.
(2) Begin to develop a specific, measurable, attainable, relevant, and time-bound (SMART) goal/objective for pursuing this.
(3) Think about next steps, persons responsible, and timelines to achieve the SMART goal.

Speakers:

- *Michelle Derr, Ph.D., Senior Researcher, Mathematica Policy Research*
- *Louisa Jones, Manager, Welfare Peer TA Network*

Activity:

As a State team, use your workbook notes, lessons learned over the course of the meeting, your knowledge of your State/Territory's TANF program, and your creative thinking skills, begin to reflect on new areas to explore or ways you would like to strengthen your State or Territory's TANF program/ services/ partners.

DRAFT GOAL/OBJECTIVE:

Specific	Measurable	Attainable	Relevant	Time-bound
Thinking about the many ideas you have heard throughout the past two days, what could be accomplished within your agency?	How will you know that you are making progress or that your goal/objective has been reached?	Is the goal/objective realistic within the context of your agency's TANF program?	Are you comfortable advocating to leadership and staff the relevance of this goal/objective as it relates to your TANF program's overall mission?	What timeframe is needed to accomplish the goal/objective allowing appropriate time for each step?

Write a draft goal/objective:

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Action Steps and Planning

Action Steps *What Needs to Happen ("small steps")?*	Responsibilities *Who Will Do It?*	Timeline *By When?* *(Day/Month/Year)*	A. Resources Available B. Resources Needed *(Funding, Staff, Key Partners, Materials & Other)*
1.			A. B.
2.			A. B.

Measurable (Success Indicators)

A. *How will you measure your progress?*

B. *How will you know your goal/objective has been reached?*

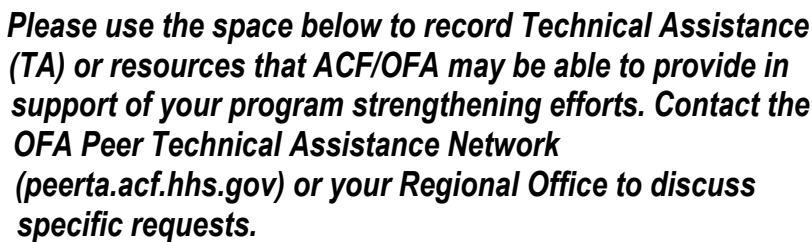**Attainable**

A. *Who needs to be in agreement for this to move forward?*

B. *Who might resist and why?*

C. *What are possible solutions to overcome resistance?*

D. *How will key stakeholders be involved in or informed of the effort?*

Relevant

A. *What pressing need will this help ameliorate?*

B. *What data or research supports the need?*

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Technical Assistance Opportunities and Needs

Please use the space below to record Technical Assistance (TA) or resources that ACF/OFA may be able to provide in support of your program strengthening efforts. Contact the OFA Peer Technical Assistance Network (peerta.acf.hhs.gov) or your Regional Office to discuss specific requests.

Technical Assistance Needs

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