



ADMINISTRATION FOR
CHILDREN & FAMILIES
Office of Family Assistance



Re-Engaging Parents in the Workforce: A Tribal TANF Perspective

October 27, 2021



ADMINISTRATION FOR
CHILDREN & FAMILIES
Office of Family Assistance



Welcome

- James Butler, Family Assistance Program Specialist, Office of Family Assistance (OFA), Administration for Children and Families (ACF) (Moderator)



Using Zoom Webinar

Participation

Please submit your questions and comments using the Q&A option on the panel on the bottom of your screen. You will then see a popup of the Question and Answer box.



Chat



Raise Hand



Q&A

Question and Answer

Welcome to Q&A

Questions you ask will show up here. Only host and panelists will be able to see all questions.

Type your question here...

Who can see your questions?



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OFA PeerTA
Strengthening Self-sufficiency Pathways

Facilitator

**Louisa Jones, Senior
Director of Federal
Workforce
Innovations and
Social Policy, ICF**





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Webinar Overview

Today's webinar will include three elements:

- Individual presentations from our speakers.
- Polling questions with the audience.
- Audience Q&A.



Presenters

Today's webinar features four speakers:

- Matthew Gregg, Senior Economist, Center for Indian Country Development, Federal Reserve Bank of Minneapolis
- Zenia Haynes, Program Specialist, Office of Child Care Region V, ACF
- Lisa Blackmon, Program Specialist, Office of Child Care Region VI, ACF
- Deborah Northburg, Senior Director of Child & Family Services, Cook Inlet Tribal Council (CITC)



Polling Question #1

Poll # 1: Which of the following best describes your organization?

- ☐ A. Tribal TANF program
- ☐ B. State TANF program
- ☐ C. National Family/Social Services program
- ☐ D. Child Welfare organization
- ☐ E. Workforce Development organization

UNDERSTANDING HOW THE PANDEMIC RECESSION HAS AFFECTED WORKING MOTHERS

October 27, 2021

Matt Gregg

Sr. Economist, Center for Indian Country Development



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DISCLAIMER

The views expressed here are the presenter's and not necessarily those of the Federal Reserve Bank of Minneapolis or the Federal Reserve System.



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DISTINCTIVE FEATURES OF THE PANDEMIC RECESSION

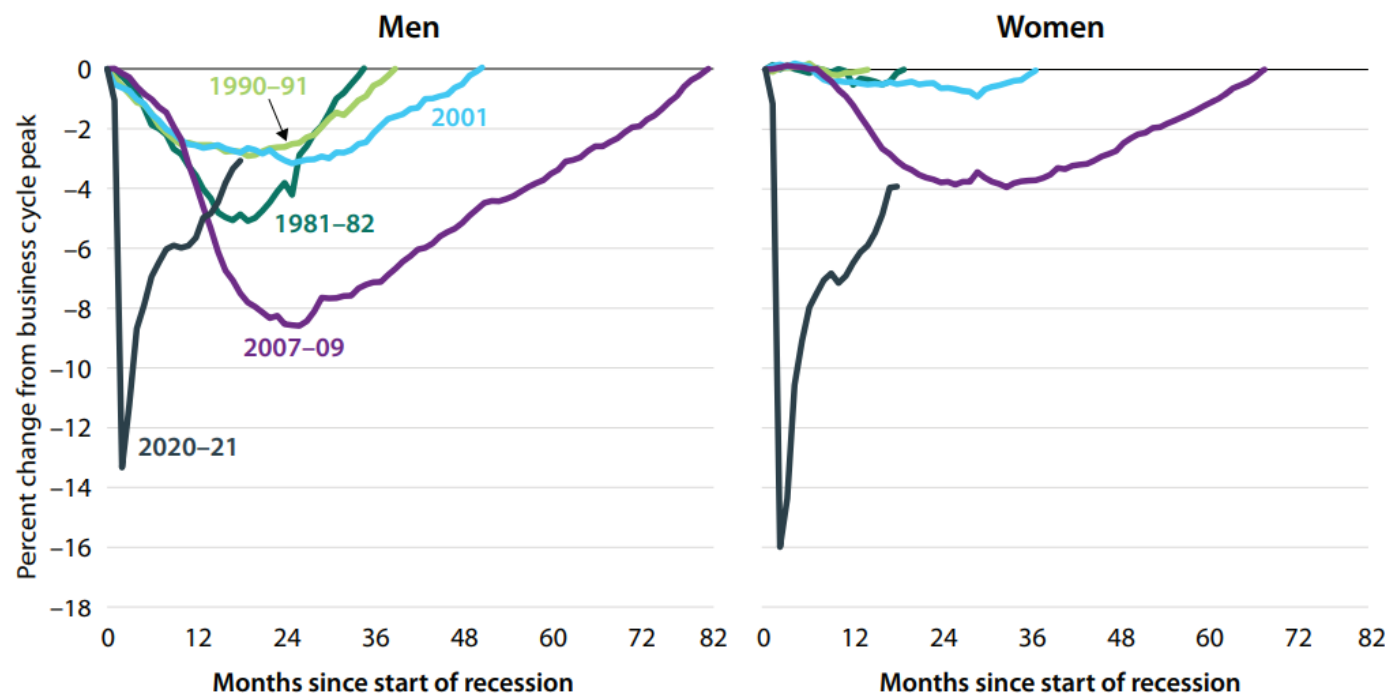
- Pandemic Recession (“she-cession”): recession/recovery is unlike recent recessions
- Service sector jobs hit worst where women are disproportionately employed
 - AI/AN employment is highlight concentrated in the hospitality and leisure industry.
- Child-care employment fell dramatically
- Younger women have returned to the labor market at a slower rate (compared to males)



FEMALE JOB LOSS AND RECOVERY UNLIKE PAST RECESSIONS

FIGURE 1.

Percent Change in Employment Relative to Business Cycle Peak, by Gender



Source: U.S. Bureau of Labor Statistics (BLS) 1981 to 2021; National Bureau of Economic Research n.d.; author's calculations.

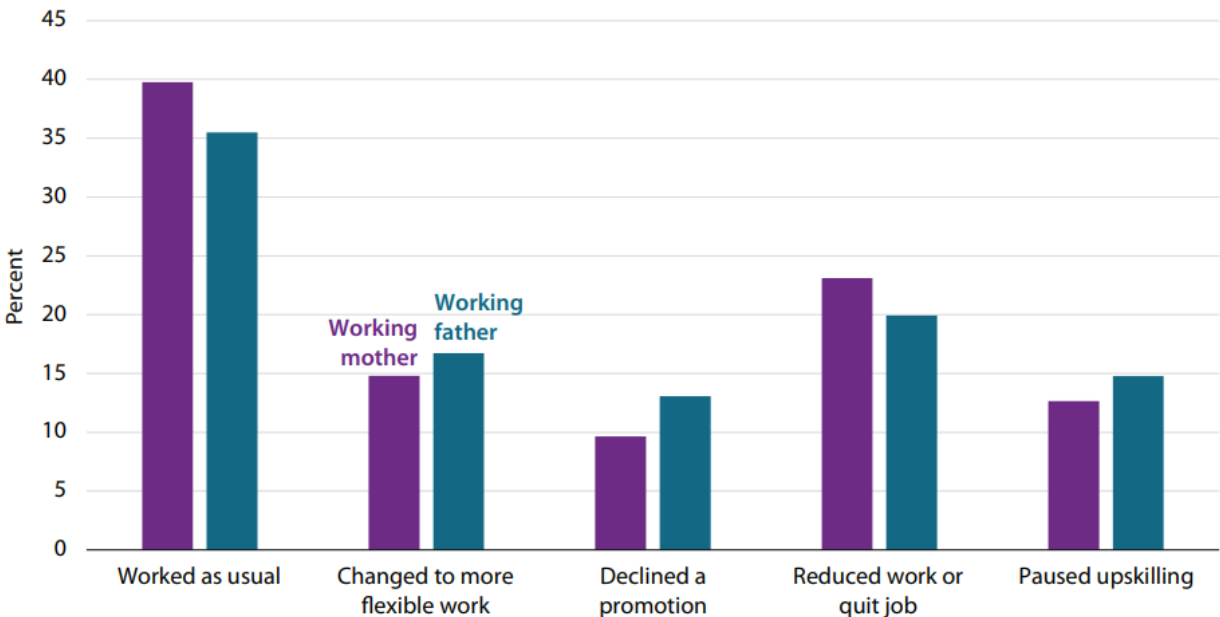
Note: Figure shows the percent change in total nonfarm employment from the peak of a business cycle until employment returns to the level of the previous business cycle peak.

THE
HAMILTON
PROJECT
BROOKINGS



WORKING MOTHERS MORE LIKELY TO REDUCE WORK

FIGURE 3.
Working Parents' Experiences During the Pandemic



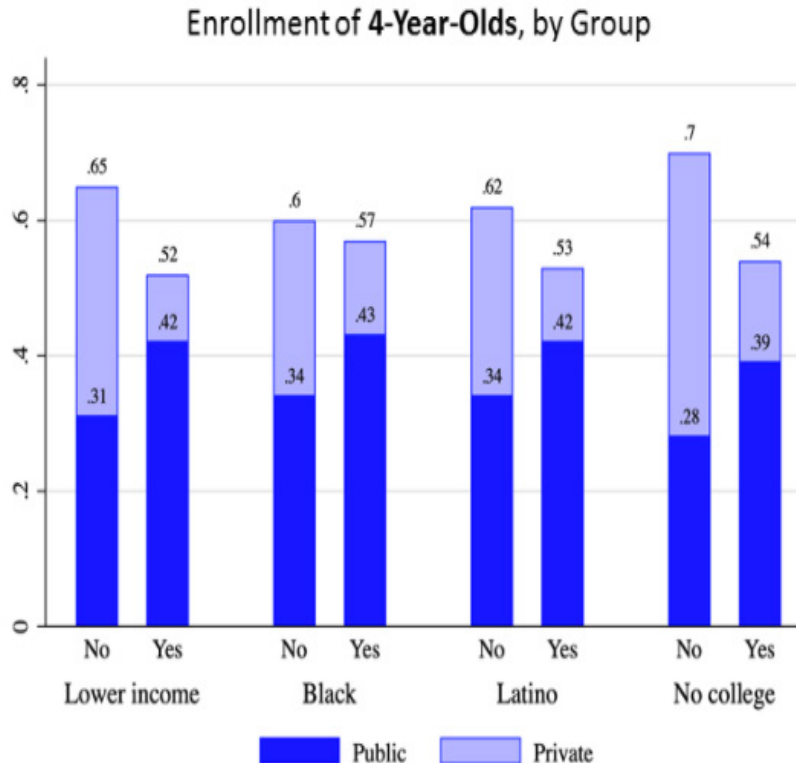
Source: Survey conducted between May 27 and July 7, 2021 using RIWI's Random Domain Intercept Technology, a patented, machine-learning technology that delivers anonymous opt-in surveys to Web users who are surfing online.

Note: 2,550 working parents completed the survey, out of a random sample of 14,410 adults who were initially surveyed. When users stumble upon one of the hundreds of thousands of domains that RIWI owns or controls, these random, non-incited users are filtered through a series of proprietary algorithms to ensure there are no non-human respondents, and invited to participate in a survey. RIWI geo-targets respondents automatically by county, region, state, and city. Survey participants are accessed on all Web-enabled devices, and the technology cannot be blocked by state surveillance or Internet control, nor is it susceptible to ad-block technologies. Although RIWI collects and reports the age, gender and geo-location of all respondents, no personally identifiable information is ever collected or reported. No enticements are used, and participants can easily exit the survey at any time. Weights are applied to age and gender as per the most recent national census data available, drawn from the U.S. Census Bureau. Respondent weight values are generated post-stratification using a raking algorithm. Weighted data estimates what the nationally-representative population perceives.



BEFORE THE PANDEMIC, GAPS IN EARLY CARE/EDUCATION EXIST

Before Pandemic: Gaps in U.S. ECE Enrollment



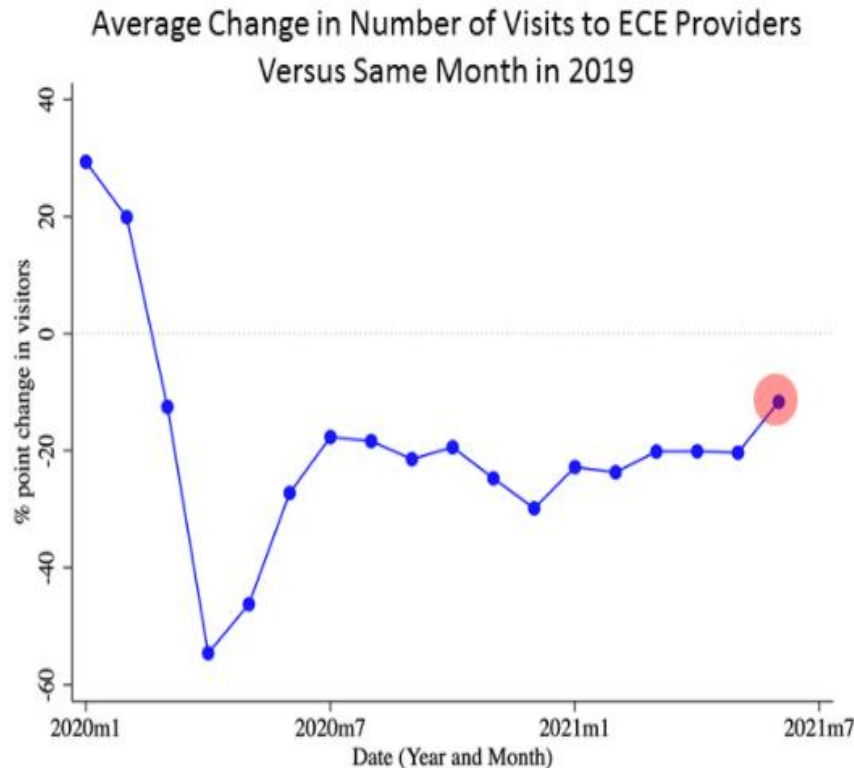
- Limited subsidies
- High prices
- Long distances to providers

From Cascio (2021): "COVID-19, Early Care and Education, and Child Development"
Source: October Current Population Survey, 2015-19



PANDEMIC LOWERED ECE PARTICIPATION, REMAINS LOW

The Pandemic: ECE Participation Down & Not Recovered



- **↓ Supply**
 - Costs of safety
 - Difficulty finding ECE staff
- **↓ Demand**
 - ↓ income
 - Safety concerns
 - ↓ in-person K enrollment

From Cascio (2021): "COVID-19, Early Care and Education, and Child Development"
Source: U.S. Database of Child Care Closures During COVID-19 (Lee and Parolin, 2021)



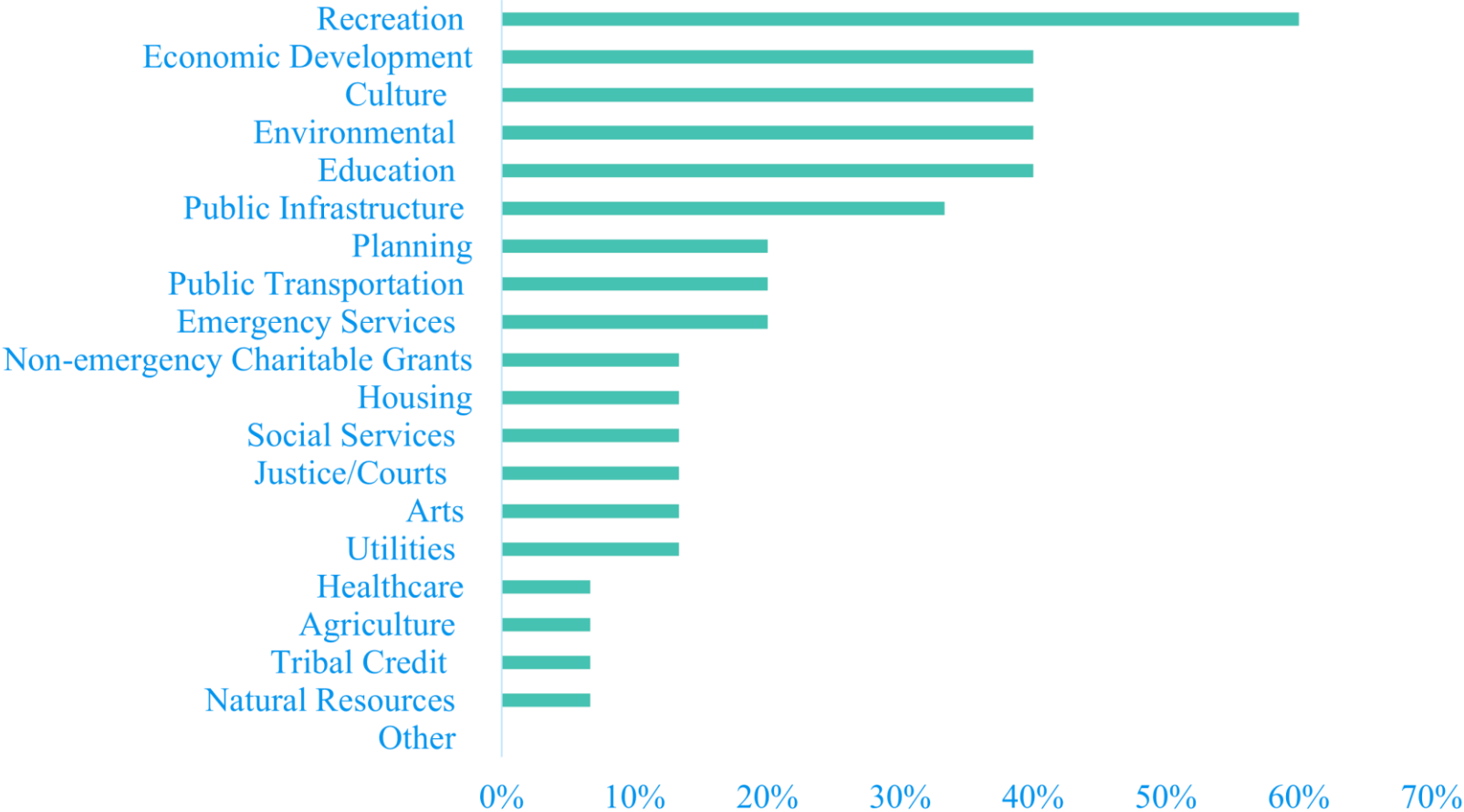
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WHAT DO WE KNOW ABOUT HOW PANDEMIC AFFECTED AI/AN COMMUNITIES

- Age-adjusted COVID-19 deaths highest for AI/AN population (Akee 2021)
- Revenue losses from casino closures estimated at 40% (CICD Surveys 2021)
- AI/AN unemployment in rural areas peaked in Spring 2020 at 18.9% (CICD Dashboard), fallen to 8.7% from last reports in Sept 2021
- Samples in CPS are too small to break up AI/AN population by mothers (and by age); aggregated statistics mask heterogeneity



TRIBAL GOVERNMENTS FORCED TO PRIORITIZE SERVICES



Source: CICD Surveys, 2021

THANK YOU



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Polling Question #2

In your area, what is the greatest challenge to engaging parents in the workforce?

- ☐ A. Childcare
- ☐ B. Limited skills/education
- ☐ C. Transportation
- ☐ D. Behavioral health challenges
- ☐ E. Other



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Re-Engaging Parents in the Workforce: A Tribal Perspective



Collaboration to Meet the Needs of Working Families

The goals of interagency collaboration include:

- Improving the economic well-being of low-income families
- Providing access to childcare so that parents can work and/or attend school or other training
- Improving the quality of childcare
- Helping families achieve long-term financial independence

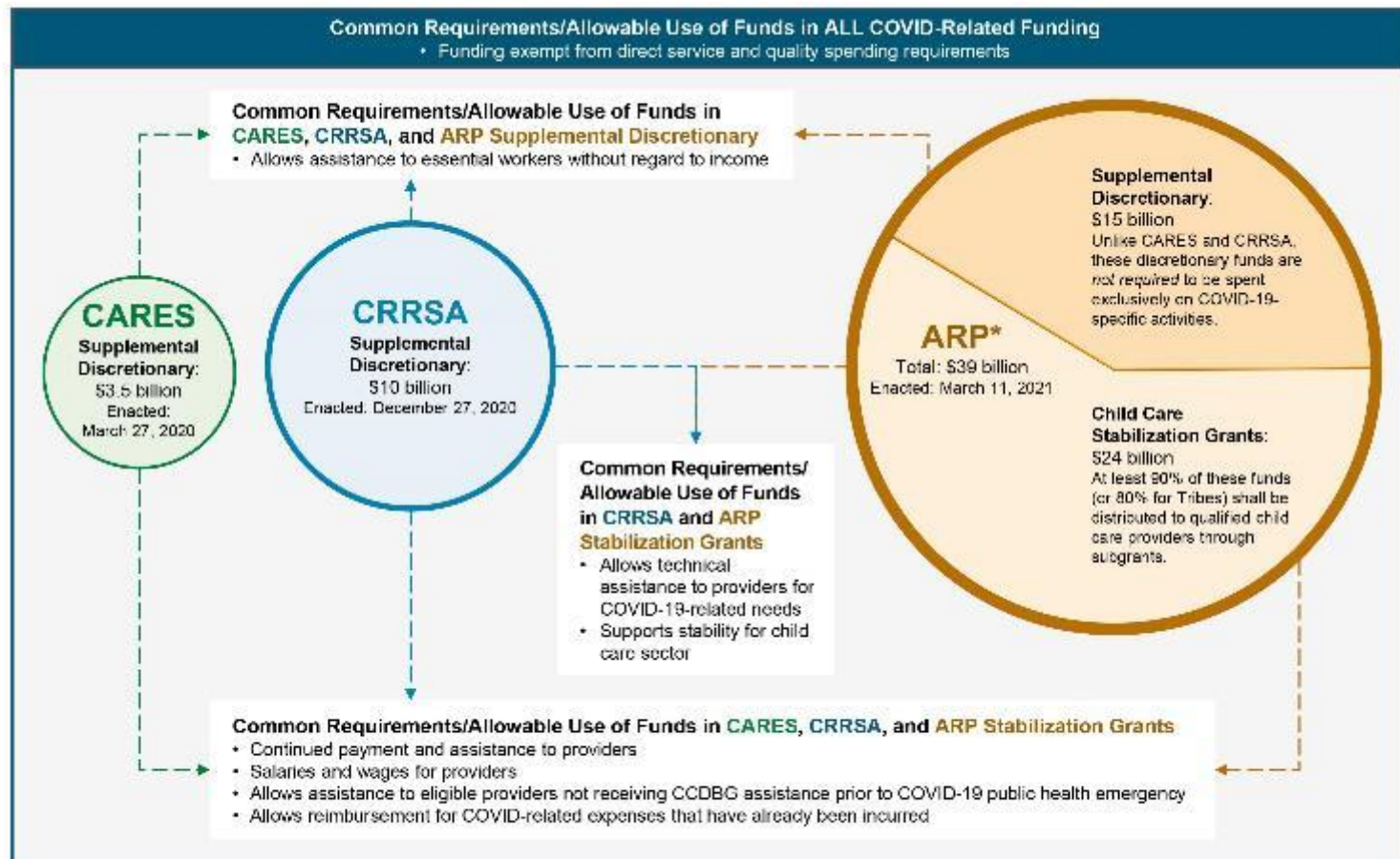


Improved Collaboration Between CCDF and TANF

Some States and Tribes have implemented streamlined eligibility processes. This includes:

- cross-training caseworkers
- allowing TANF activities to qualify families as eligible for CCDF-subsidized care
- using TANF funds for early care and education programs

Understanding Multiple COVID-19 Funding Requirements



*The American Rescue Plan Act also included \$3.55 billion in mandatory and matching CCDBG funds, an increase of \$633 million over FY 2020 appropriations. This is a permanent increase to an existing funding stream and did not include new program requirements.

Expanding Access to Child Care Assistance

Families Struggling to Afford Child Care or Facing Job Interruptions of Income Loss:

- Waive or reduce parent copayments.
- Broaden the definition of qualifying activities.
- Increase the income eligibility threshold.
- Update policies to reflect modern labor force conditions.

Child Care Assistance for Essential Workers:

- Provide childcare assistance to workers deemed essential during the public health emergency regardless of income.
- Not limited to during the public health emergency but Lead Agencies should prioritize essential workers with incomes below 85% SMI.
- Does not waive the 12-month minimum eligibility limit or family asset limit for essential workers.

Data Systems to Support Equitable Access

- Modernizing and maintaining data systems allowable use of funds and does not count against administrative cap.
- Consider upgrades and improvements to provide more transparent and updated information to parents.
- Data upgrades and analysis to inform policies and determine if resources are being distributed equitably for families and providers.
- Strongly encouraged to upgrade with the objective of engaging providers and families in real-time.

Expanding Access to High-Quality Child Care

Provider Payment Rates:

- Significantly increase payment rates based on market rate survey (or alternative methodology) and informed by operating costs.
- Conduct cost of quality studies and use cost information as part of strategy for setting payment rates at a level that covers the cost of providing care.

Subsidy Payment Policies:

- Expand use of grants and contracts for direct childcare services.
- Pay providers based on enrollment not attendance.
- Delink provider subsidy payments from child's absence or provider's closure due to COVID-19.

Expanding Access to High-Quality Child Care

Wages for Child Care Workers:

- Develop a wage ladder that sets a floor at a living wage of \$15/hour.
- Improve access to benefits such as health insurance.
- Use grant or contract terms and conditions to require providers to pay higher wages for staff.
- Allocate funds for scholarships or direct provision of additional training or credentials.

Supply of Child Care for Underserved Populations:

- Build supply of childcare for infants and toddlers, families with non-traditional work hours, rural communities, dual language learners, and children with disabilities.
- Rebuild supply lost during COVID-19, with a focus on low-income communities with an undersupply of childcare.

Construction or Major Renovation



Construction or Major Renovation

- Tribes may use funds for construction or major renovation after receiving ACF approval.
- For more information on using CCDF funds for construction or major renovation projects, please refer to the OCC Program Instruction (CCDF-ACF-PI-2020-02) at: <https://www.acf.hhs.gov/occ/policy-guidance/tribal-construction-or-major-renovation>



Questions



Resources

- ARP Act CCDF Discretionary Supplemental funds (CCDF-ACF-IM-2021-03): <https://www.acf.hhs.gov/occ/policy-guidance/ccdf-acf-im-2021-03>
- ARP Act Child Care Stabilization Grants (CCDF-ACF-IM-2021-02): <https://www.acf.hhs.gov/occ/policy-guidance/ccdf-acf-im-2021-02>
- Child Care Stabilization Grants Webpage: <https://childcareta.acf.hhs.gov/child-care-stabilization-grants>
- Stabilization Grants Resources for Lead Agencies: <https://childcareta.acf.hhs.gov/stabilization-grants-resources-lead-agencies>
- Sample applications are available through the [OCC Regional Offices](#).

Resources

- American Rescue Plan Act Stabilization Subgrants for Child Care Providers: Application Tips, Considerations, and Sample Forms: <https://childcareta.acf.hhs.gov/resource/american-rescue-plan-act-stabilization-subgrants-child-care-providers-application-tips>
- Checklist: Requirements for Posting American Rescue Plan Act Child Care Stabilization Subgrant Applications: <https://childcareta.acf.hhs.gov/resource/checklist-requirements-posting-american-rescue-plan-act-child-care-stabilization-subgrant>

Resources

- Provider Eligibility for American Rescue Plan Act of 2021 Child Care Stabilization Subgrants (Overview): <https://childcareta.acf.hhs.gov/resource/provider-eligibility-american-rescue-plan-act-2021-child-care-stabilization-subgrants>
- Provider Eligibility for American Rescue Plan (ARP) Act Child Care Stabilization Subgrants (Infographic): <https://childcareta.acf.hhs.gov/resource/provider-eligibility-american-rescue-plan-arp-act-child-care-stabilization-subgrants>
- COVID-19 Funding Overview for States, Territories, and Tribes: <https://childcareta.acf.hhs.gov/resource/covid-19-funding-overview-states-territories-and-tribes>

Resources

- Navigating Child Care Relief Funding Processes: <https://childcareta.acf.hhs.gov/resource/navigating-child-care-relief-funding-processes>
- Strengthening Stabilization Grant Integrity with Internal Controls: <https://childcareta.acf.hhs.gov/resource/strengthening-stabilization-grant-integrity-internal-controls>
- Family Child Care Expense Tracking Tool: <https://childcareta.acf.hhs.gov/resource/family-child-care-expense-tracking-tool>
- Child Care Stabilization Grant Communication Toolkits: <https://childcareta.acf.hhs.gov/child-care-stabilization-grant-communication-toolkits>

Additional Resources

- GY 2021 CCDF Final Tribal Allocations Table: <https://www.acf.hhs.gov/occ/data/gy-2021-ccdf-final-tribal-allocations>
- Coronavirus Aid, Relief, and Economic Security (CARES) Act (CCDF-ACF-IM-2020-01) Guidance: <https://www.acf.hhs.gov/occ/policy-guidance/ccdf-discretionary-funds-appropriated-cares-act-public-law-116-136-passed-law>
- Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act (CCDF-ACF-IM-2021-01) Guidance: <https://www.acf.hhs.gov/occ/policy-guidance/ccdf-discretionary-funds-appropriated-crrsa-act-public-law-116-260-signed-law>

Additional Resources



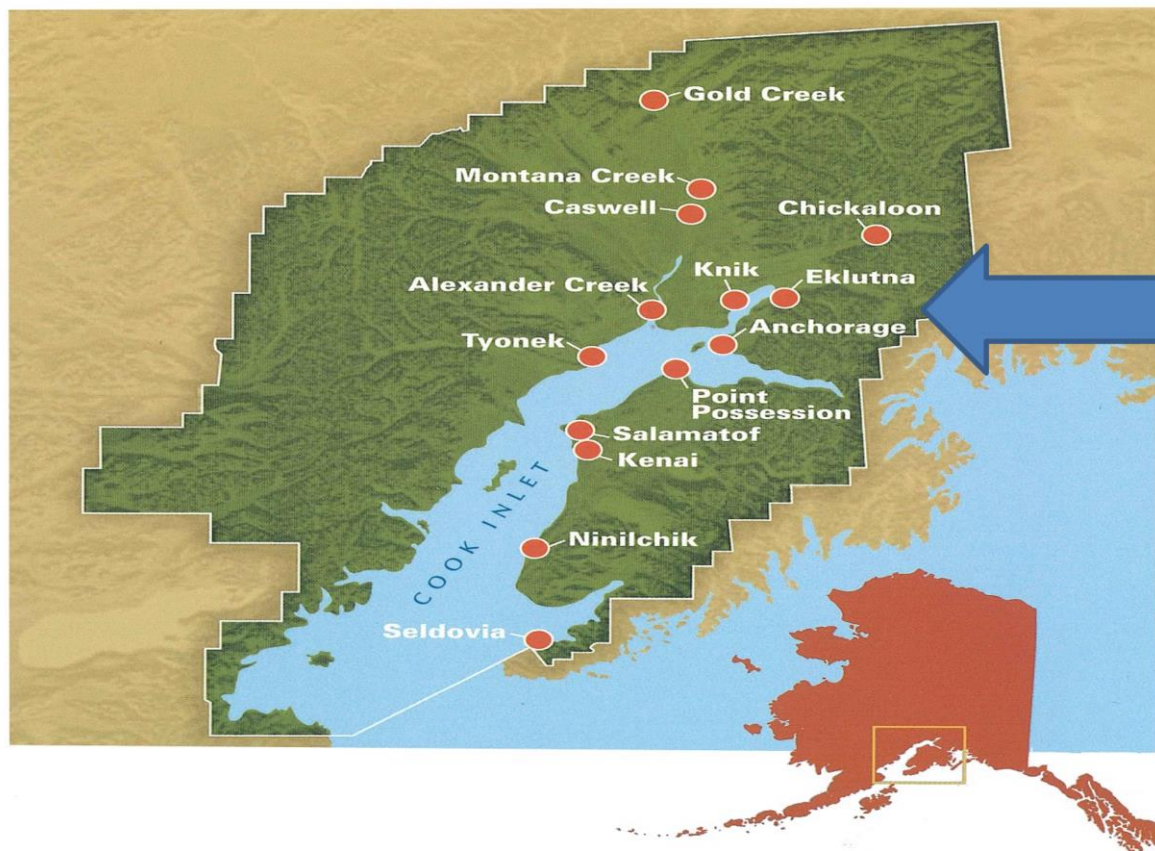
- Office of Child Care COVID-19 Resources
Webpage: <https://www.acf.hhs.gov/occ/training-technical-assistance/office-child-care-covid-19-resources>
- TA Resources for Implementing Stabilization Grants:
<https://childcareta.acf.hhs.gov/stabilization>
- Centers for Disease Control and Prevention
“Guidance for Operating Child Care Programs”:
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>



Tribal Social Service Organization in Alaska's Largest Urban Hub



CITC's Service Area



CITC Services



Supporting Self-Sufficiency

CITC's Employment & Training Services provides strengths-based, holistic services to reduce barriers to work force entry through skills training and experience building:

- *Employment Supportive Services*
 - Subsidized Work Experience
 - Volunteer Work Experience
 - On-the Job Training
- *Vocational Training Programs (4 weeks – 60 weeks)*
 - Short Term Programs (e.g., Welder, Truck Driver, Service Oiler, Administrative Assistant)
 - Longer Term Programs (e.g., Business Administration in Accounting, HR, Technology; Health Care)



Supporting Self-Sufficiency

Expanding professional development through a whole person, whole family approach cultivates employment preparedness, work/life balance and community through:

- *Soft Skills Development*
 - Communication Techniques
 - Transferrable Skills
 - Transitioning from Rural to Urban Communities
 - Budgeting
 - Workplace Expectations
 - Setting SMART Goals
 - Healthy Relationships
 - Parenting
 - Cultural Exploration
 - Art of Resilience



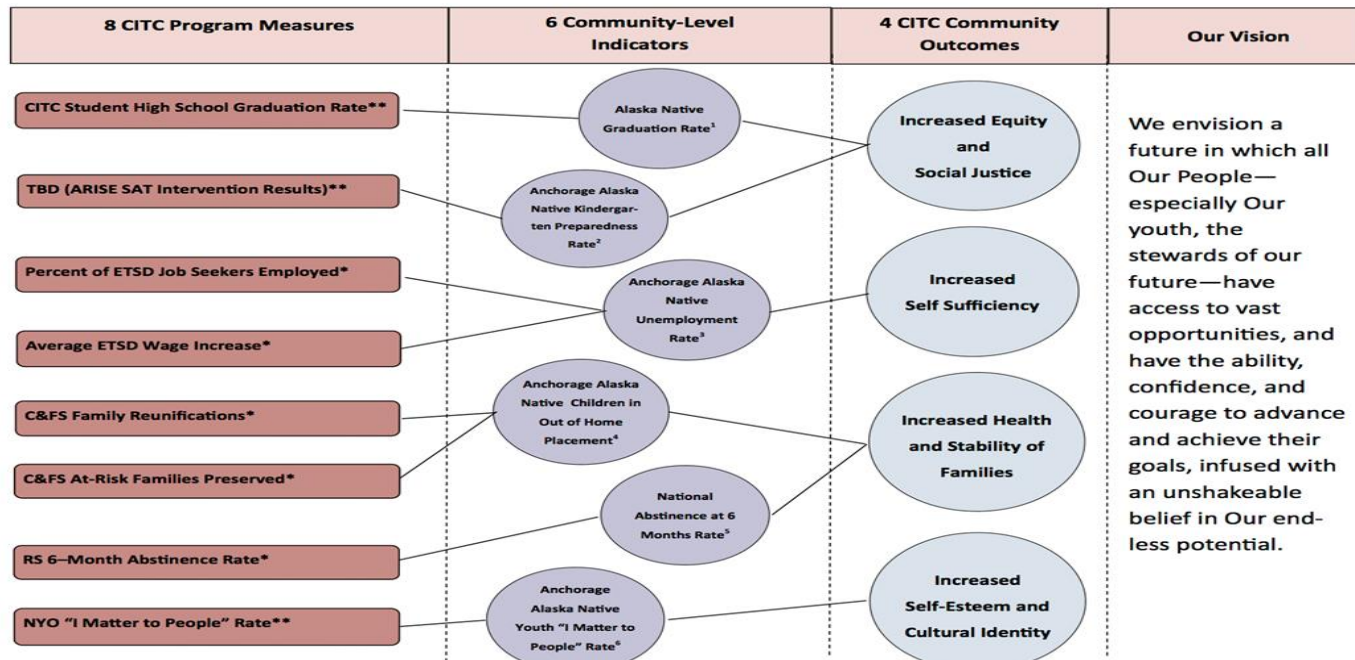
****WORKFORCE READINESS CERTIFICATION****

FY20 Self-Sufficiency Impact

- ✓ **3,983** individuals served through training and supportive work services
- ✓ **217** individuals started training for new health careers
- ✓ **547** individuals started new jobs, including 201 participants from TTANF to employment



Linking Program Measures to Community Outcomes



¹ ARISE Indicator, based on Anchorage School District data. ² ARISE Indicator, based on Alaska Developmental Profile used by Anchorage School District. ³ American Community Survey, U.S. Census Bureau. ⁴ Office of Children’s Services program data. ⁵ Substance Abuse and Mental Health Services reported rate. ⁶ Youth Risk Behavior Survey.

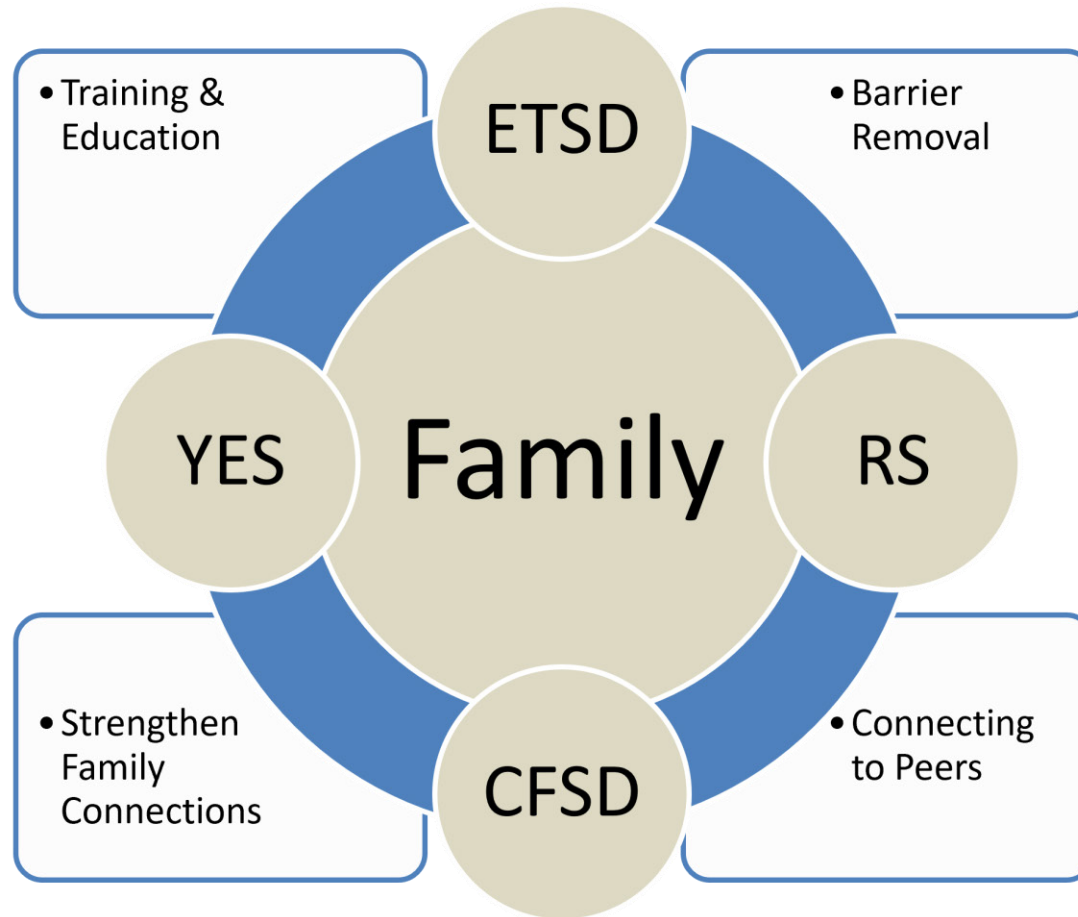
* Collected quarterly from program Dashboards.

** Collected annually.



Measuring Multigenerational Success

Moving from Management Information System to Family Information System



Whole Person, Whole Family Organizational Approach

“What moves a family forward?”

- How do we insulate children and families from consequences of adverse events or conditions and increase protective factors like resilience?
- How do we understand protective factors through an indigenous lens?
- How do we use shared, common tools to better understand individual/family needs and priorities to integrate services across all of CITC’s array to provide the right support at the right time?
- How do we understand the impact of our approach and improve over time to be flexible and responsive to changing needs and community context?



Development of Whole Person, Whole Family Strategies & Tools

- 2017 **Identify five factors that move a family forward**, according to participants and other data sources, and test these factors in order to launch a pilot program that promotes self-sufficiency
- 2018 **Operationalize the Five Factors identified to measure needs and strengths** (Fiscal Stability, Education & Training, Healthy Lifestyles, Healthy Relationships, Cultural & Spiritual Wellness)
- 2019 **Collect participant and staff feedback** on the “five factors” tool’s utility and implementation
- 2020 **Revise the Five Factors Assessment tool and implementation strategy** according to FY19 participant/staff focus group results. **Broaden implementation** in selected departments or sub-units.
- 2021 **Collect Five Factors assessment data for new participants** in all CITC and affiliates’ direct service programs and **develop a model of integrated case management services**



Integrating Services to Support Self-Sufficiency

- ✓ Anchor services, material supports and resources in a 'protective factor' framework that is multi-generational (*What moves a family forward?*)
- ✓ Understand an individual's priorities, needs and strengths from a whole family context (Five Factors Assessment)
- ✓ Integrate service delivery across programs to mobilize timely access to opportunities (Integrated Case Management Model)
- ✓ Monitor and track mutual data about services delivered and outcomes to respond to changing needs over time and ensure fidelity to collaborative processes (Family Information System)



Thank You!

CITC receives various sources of funding from the U.S. Department of Health and Human Services, Administration for Children and Families. Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the U.S. Department of Health and Human Services, Administration for Children and Families.





Polling Question #3

Poll #3: What resources does your organization actively use to support parents' workforce engagement?

- ☐ A. Federal funding
- ☐ B. Partner referrals
- ☐ C. Childcare subsidies
- ☐ D. Other

Questions and Answers



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Additional Information

- OFA PeerTA website (<http://peerta.acf.hhs.gov>).
- A transcript and audio recording of this webinar will be available shortly on the PeerTA Network website at: <https://peerta.acf.hhs.gov/>. We would also like to hear from you about future webinar topics. Please send us your ideas by e-mail to peerta@blhtech.com.



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Webinar Feedback

- Send us your feedback via the survey that will launch when the webinar ends.

Thank you!