

TANF Employment and Training Requirements/PATH

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School Truancy/Michigan Pathways to Potential Model

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FIP/TANF - Family Independence Program

- The main goal of FIP is to help families become self-supporting and independent.
- FIP is **temporary** cash assistance for low-income families with minor children and pregnant women.
- FIP helps pay for living expenses such as rent, heat, utilities, clothing, food and personal care items.
- FIP applicants and recipients may be assigned through the Michigan Works! Agencies (MWA) to Partnership. Accountability. Training. Hope. (PATH) for assistance in finding a job or to develop needed job skills.

Employment and Training Requirements

- Federal and state laws require each work eligible individual in the FIP group to participate in PATH and other employment related activities unless deferred or engaged in employment that meets participation requirements.
- Those individuals not referred to PATH due to temporary deferrals must participate in other activities to overcome barriers preventing participation in PATH or other employment activities.

Family Self Sufficiency Plan (FSSP)

- Federal and state laws require each family receiving FIP to develop a plan and participate in activities that will strengthen the family and/or help them reach self sufficiency.
- The Family Automated Screening Tool (FAST) is a 50-question, web-based survey that FIP applicants/recipients complete that is used in developing the goals and activities in the FSSP.

Partnership. Accountability. Training. Hope. (PATH)

- Effective Jan 1, 2013- DHS, WDA and the MWAs implemented an enhanced FIP employment and training program, developed to improve the work participation rate for Michigan.
- PATH was also developed to better meet the needs of the participant population.
- PATH has several new components developed to improve participation and client success.

21 Day Application Eligibility Period (AEP)

- As a criteria for FIP eligibility –all applicants referred to PATH must complete a 21 day AEP prior to case approval.
- A new component of the AEP is the ability for the applicant and the MWA to develop and allow barrier removal activities for identified barriers to employment.
- These may include, but are not limited to: childcare, transportation, housing/utility insecurity, legal matters, medical appointments, and mental health support.

Community Service and Work Experience

- In addition to the 21 day AEP, the MWAs have a renewed focus and commitment to engaging PATH participants in the activities of community services and unpaid work experience as a way to develop job skills and create potential employment opportunities in the community.

DHS/WDA/MWA Collaboration

- As a part of the PATH implementation, the three agencies have committed to intensive, on-going collaborative efforts aimed at maintaining consistency amongst the agencies and the implementation of PATH.

What will you learn today about school truancy?

- How Does Chronic Absenteeism affect families
- Resources in the schools
- Michigan's Pathways to Potential Model

What the Law Says about School Attendance?

- **Requires all children between the ages 6-16* to attend school.** (A child who was age 11 on or after Dec 1, 2009 or later shall attend school from age 6-18.)
- **Attendance means that the student is present every day the school is in session**
- **Parents are responsible to comply with the law**

The School's Responsibility

- Are they required to report truancy/educational neglect?
- Who is required to report?
- To whom do you report?
- How do you report?
 - [Verification of Student Information Form](#)
- When do you report?

How do you identify truancy

- What is the districts attendance policy?
- Does the student have a history of absenteeism?
- Does the student have a medical condition?

How does the Mandatory School Attendance Policy affect Families?

- Michigan's Policy is directing DHS to require regular school attendance as a condition of temporary cash assistance eligibility for all children ages 6-18 effective October 1, 2012.
- Past policy only required school attendance for 16 - 18 year olds, which misses our youngest and most vulnerable kids.

DHS School Requirement

- Michigan will now join the 29 other states that have a TANF policy requiring regular school attendance of children under the age of 16.
- AZ, AK, CA, CO, FL, GA, IA, IL, LA, MD, MA, MS, NE, NV, NM, NY, NC, ND, OK, SC, SD, TN, TX, UT, VA, WV, WI, WY

DHS Family Independence Policy

- Dependent children are expected to attend school full-time, and graduate from high school or a high school equivalency program, in order to enhance their potential to obtain future employment leading to self-sufficiency.
- Dependent children **ages 6 to 15** must attend school full-time. If a dependent child age 6 through 15 is not attending school full-time, **The entire FIP group is not eligible to receive FIP.**
- **A dependent child age 16 or 17 who is not attending high school fulltime is disqualified from the FIP group in Bridges.**
- **Note:** A dependent child age 16 or 17 who has graduated from high school is **not** required to participate in the work participation program; see BEM 230A.
- **Dependent children age 18 must attend high school full-time until either the dependent child graduates from high school or turns 19, whichever occurs first.**
- **Minor parents under age 18 must attend high school full-time; once the minor parent graduates the minor parent must be referred to the work participation program**

What Happens Next?

- The Family Independence Program (FIP) Closes
- How can the case be reopened?
- How long can a family receive assistance?

Wednesday, March 7, 2012

Governor Snyder's "Public Safety Message"

- **Governor says 'smart justice' is key to safe communities, economic growth**
- FBI data shows that Flint, Detroit, Saginaw and Pontiac rank among the nation's top 10 most violent cities.
- Violent crime in these cities affects local residents and citizens statewide.





Pathways to Potential

Vision:

Helping every person find a pathway
to their fullest potential.

Premise #1:
DHS will go where the
client is located.



Pathways to Potential Model

- The Pathways to Potential model is a department wide shift in the way we do business within DHS.
- We refer to the school based worker as a “Success Coach”
- Success Coach will serve as the connector, navigator and case manager while providing and advocating for families as they prepare for their pathway to potential.
- The programs include determining eligibility for ALL DHS programs for all families within the school.

Definition of a Pathways School

- An identified school with the Pathways business model in place that includes a Success Coach, that is onsite developing solutions with the client to better manage their lives.
- Flexible, accessible, creative
- Pathways can be anywhere where the clients access other services, not just schools

DHS Objectives:

1. Improve School Attendance

- Reduce chronic absenteeism
- Identify Barriers to attendance
- Decrease dropout rates

2. Safety

- Increase access to prevention
- Engage disconnected youth
- Connect vulnerable youth and adults to protective network

3. Education

- Remove barriers to active participation
- Enhance and support parental involvement
- Increase third grade reading proficiency
- Increase student academic growth in grades in 3-8

4. HEALTH

- Remove barriers that prevent access to health care
- Increase access to healthy foods
- Increase free/reduced lunch participation by eligible students
- Increase access to behavioral health care
- Support good hygiene
- Support physical fitness

5. SELF-SUFFICIENCY

- Increase access to employment opportunities
- Assist in accessing quality childcare
- Promote adult education
- Support access to transportation

Meeting Basic Needs – Role of Pathways to Potential Success Coaches

Success Coaches (FIS CM):

- Determine and authorize financial assistance, food assistance, medical benefits, emergency services and other support services for clients whose children attend a Pathways school
- Work with clients to assess skills and strengths
- With the clients - develop, implement and monitor services plan to promote their independence and self-sufficiency

Meeting Basic Needs – Role of Pathways to Potential Success Coaches

Success Coaches (FIS CM):

- Identify needs and make referrals to community services
- Identify barriers to employment and how to remove those barriers
- Refer clients to MWA!
- Provide follow-up monitoring of self-sufficiency activities

Expanded in March 2013

124 Schools

- 3 High Schools in Detroit:
- The remaining 100+ elementary schools in Flint, Saginaw, Pontiac and Detroit will be phased in over the next quarters.

Fall 2013 DHS partners in 152 schools

- 90 Detroit
- 9 + Flint
- 9 Pontiac
- 11+ Saginaw
- 5 Macomb/Warren –Van Dyke District
- 20 Muskegon (12 school districts)
- 13 Kalamazoo -
 - 6 schools in Comstock (
 - 1 in Kalamazoo Public schools - beginning late Nov/early December)
 - 6 in Parchment schools (4 to come on board late Nov/early Dec)

Attendance Focus & Definitions

- Beginning October 5, 2013, all Pathways to Potential school staff are required to submit attendance numbers once per month.
- Trends
- Proactive
- Look for solutions
- Suspensions

Community Schools

- A component of DHS Pathways to Potential Model
- Open 12 hours per day/7 days a week
- A Place with Partnerships by multiple agencies;
Faith based, Public and Private
- Has a Success Coach and a FT Community School Coordinator on site
- Services and Classes to assist whole family and community
- Integrated focus on academics, health, social services, community development, community engagement
- Creates strong families, students and communities

Community School Model Philosophy

Adopted from KSSN model

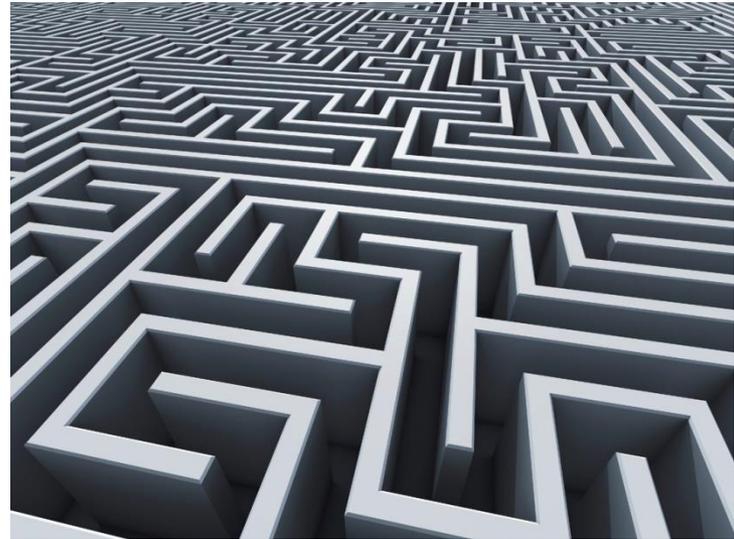
- Education First-
- Collaboration- “Yes in Your Heart”
- Partners- not tenants
- Long Term Commitments
- Integrated Services
- High Level of Parent/Community Involvement
- Before/After School Programs
- Fresh Start-

Examples of Services

- Medical, Dental, Mental Health
- Vision/Hearing
- Youth Development
- Adult Education
- Parent Workshops-literacy, resource room
- Early Childhood Development
- Housing- basic needs

Partnerships

DHS will work to transform the maze into a network that supports successful navigation.



Partner Agency -Community Ventures

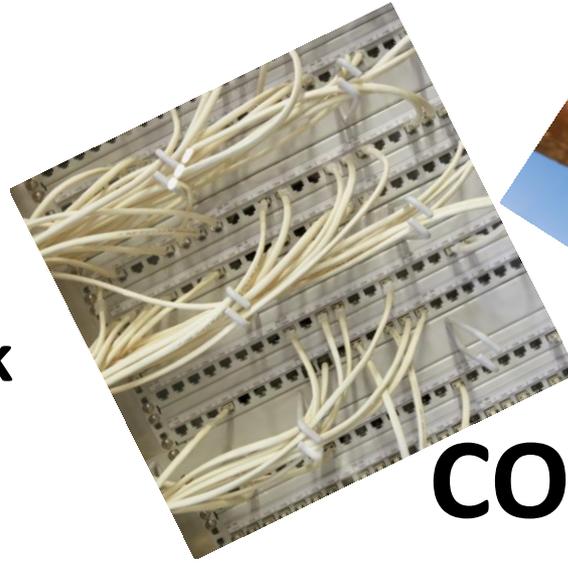
MEDC/Community Ventures (CV) connects directly with employers to provide long term employment for structurally unemployed people (including PATH participants).

CV is aligning with local partners to provide employment, career inspiration and training to the parents and students of local Pathway schools in our 4 core cities (Flint, Pontiac, Saginaw, Detroit)

Currently working with Great Lakes Bay Michigan Works to connect a cohort of 30 CV participants (all PATH participants) to long term employment with Nexteer.

Premise #2:

DHS will use a network approach to help our clients find solutions.



CONNECT



NAVIGATE



NETWORK

Common Barriers Identified

- Time Management
- Uniforms, underwear
- Health
- Financial
- Transportation

Common Resources Provided

- Parent Education
- Connection to Community Resources
- Transportation
- Medical Issues
- Employment Leads
- Basic Needs

Individual Stories, Impacts and Collaboration that made a difference

- Father with small child
- 14 year olds story

Governor's Vision 100 Awards

- 3 Awarded to individuals that overcame barriers to become self-sufficient



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Take a recipe for change in our schools. Add the ingredients of advocates for children, who are effective and flexible, add committed community partners, mentors. Mix them well with good communication skills and a positive attitude. The final product is a family on their Pathways to Potential

Questions

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