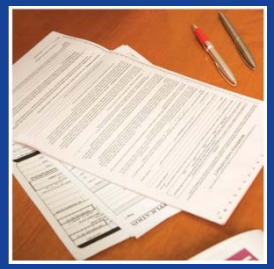
Webinar: Program Flexibility, Career Pathways, and Improving Employment Outcomes



Agenda:

Welcome:

-Lisa Washington-Thomas, Office of Family Assistance (OFA)

Presentations:

- Liz Schott – Center on Budget and Policy Priorities (CBPP)
- Vickie Choitz – Center for Law and Social Policy (CLASP)
- Lou Ann Hargrave – Oklahoma Department of Career & Technology Education

Q & A:

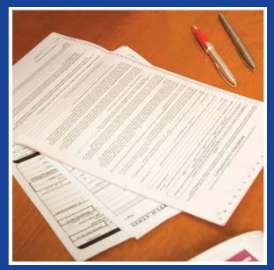
- James Butler, Office of Family Assistance

Closing:

- Lisa Washington-Thomas, Office of Family Assistance

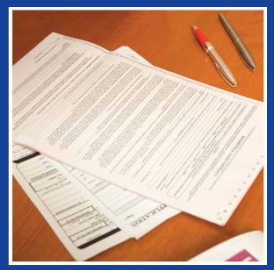
Tuesday, June 24, 2014

1:00 pm EST/12:00 pm CST/11:00 am MST/10:00 am PST



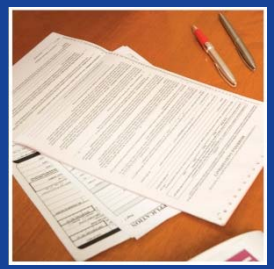
Webinar Instructions

- The audio for this Webinar will be broadcast through your computer speakers. Remember to make sure that your computer speakers are on and the volume is turned up so that you can hear the presentation.



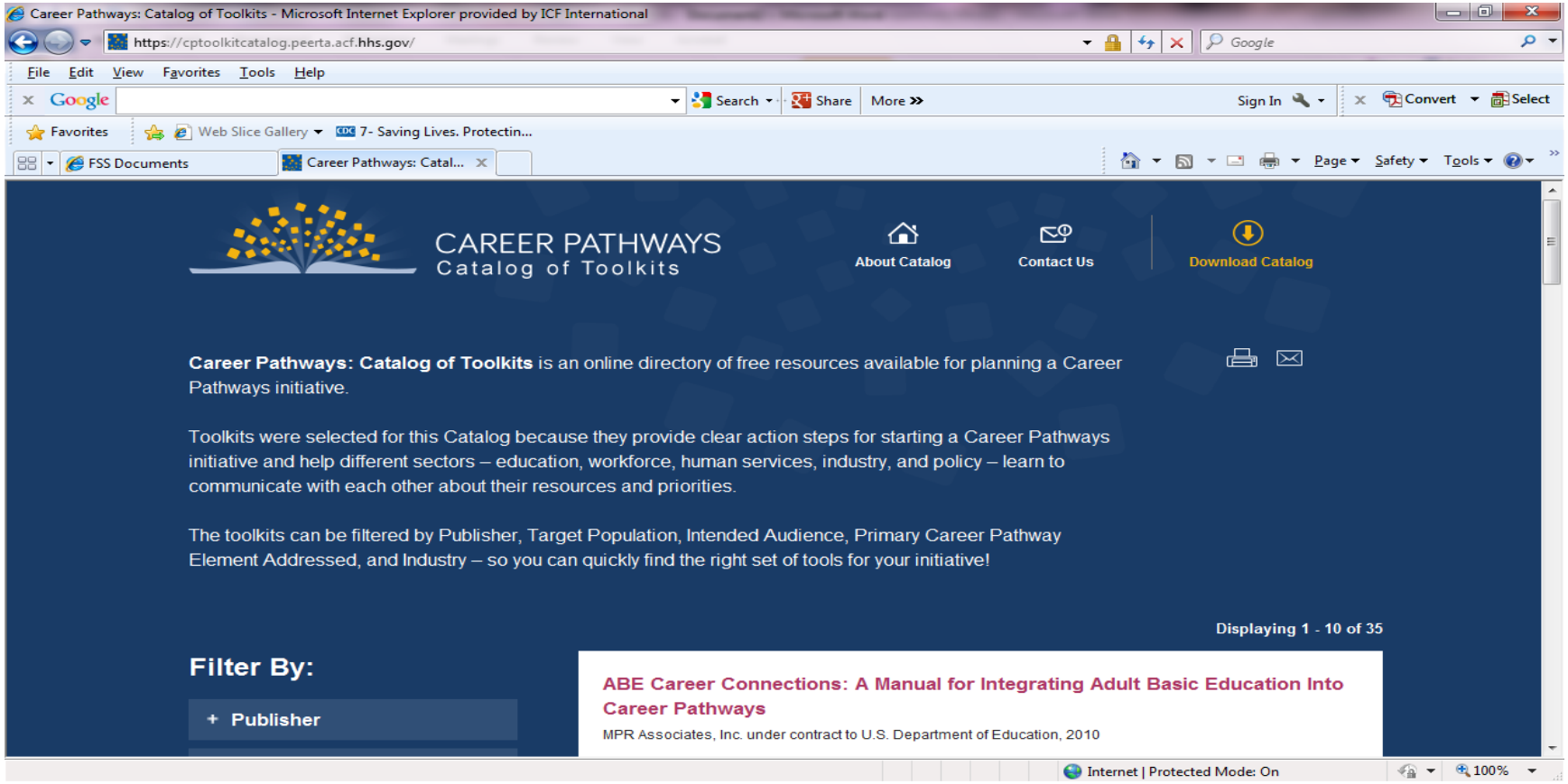
Program Flexibility, Career Pathways, and Improving Employment Outcomes for TANF Participants

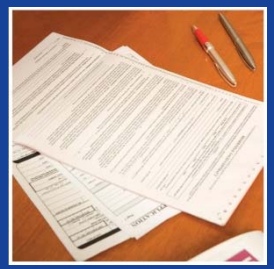
Lisa Washington Thomas, Chief, Self-Sufficiency Branch, Office of Family Assistance



OFA Career Pathways Catalog of Toolkits

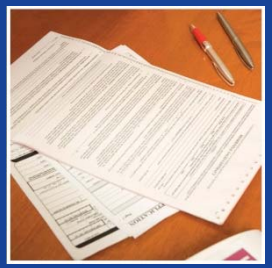
https://cptoolkitcatalog.peerta.acf.hhs.gov/





Any Questions?

- To ask an online question, use the Q&A pod, on the right portion of your screen. Type your question into the open field at the bottom and then click the “send question” button or press enter.



Any Questions?

Program Flexibility/Career Pathways (Lobby) - Adobe Connect

Meeting Layouts Pods Audio

Program Flex-Career Pathways_Final_6-24-14.pptx

Draw Stop Sharing

U.S. Department of Health and Human Services
CHILDREN & FAMILIES

Welcome:
-Lisa Washington-Thomas, Office of Family Assistance (OFA)
Presentations:
- Liz Schott – Center on Budget and Policy Priorities (CBPP)
- Vickie Choitz – Center for Law and Social Policy (CLASP)
- Lou Ann Hargrave – Oklahoma Department of Career & Technology Education
Q & A:
- James Butler, Office
Closing:
- Lisa Washington-Tho

1:00 pm EST/12:00 pm CST/11:00 am MST/10:00 am PST

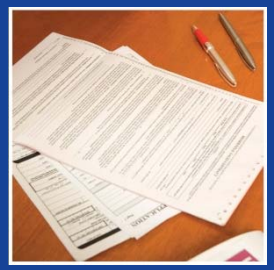
Sync

Links
Career Pathways Catalog of Toolkits
Alliance for Quality Career Pathways
Funding Career Pathways and Career Pathwa
Browse To https://cptoolkitcatalog.peerta.acf.hhs

Q & A
Assign To

Browse to presentation materials and resources.

Enter your questions or comments here.



Program Flexibility, Career Pathways, and Improving Employment Outcomes for TANF Participants

Liz Schott,

Senior Fellow,

Center on Budget and Policy Priorities

Center on Budget and Policy Priorities

Program Flexibility, Career Pathways, and Improving Employment Outcomes for TANF Participants

Liz Schott
schott@cbpp.org

HHS Office of Family Assistance Webinar
June 24, 2014

Center on Budget and Policy Priorities

TANF recipients need access to education and skills training

Time to get past old debates and face new realities

- Education matters in employment and earnings
  - Demand is for workers with more skills and education
  - Increasingly hard for those with limited education & skills
- Education and training programs reforms have adapted program design to changes in the economy
- TANF recipients often left out of these changes
  - TANF law limits when participation vocational education, basic ed, job skills training *can count* as meeting WPR
  - While states can allow whatever activities they choose, pressure from out-of-date WPR leads states to limit access

Center on Budget and Policy Priorities

Tension -- meeting WPR vs. helping families achieve economic self-sufficiency

States often have more flexibility to allow access to training than their own TANF policies reflect

- Many states are meeting their target work rate
  - There may be space to allow access to training even if it does not count toward the WPR
- Participation in education and training programs can count toward work rate in many instances
  - State policies may be more restrictive than federal ones
- One option: design education and training participation to count toward meeting the work rate

Center on Budget and Policy Priorities

States may have more space than their policies reflect

Many states are meeting their target work rate

- For 2011, three-fourths of states met WPR by more than 10 points
  - Remainder: half failed, half passed by at least 5 points
- 2012 and after may be tighter for some states
  - ARRA caseload reduction credit provisions expired, caseloads remain increased in some states
- Note: Even when there is plenty of space, some states may need to change state law

Center on Budget and Policy Priorities

State policies may be more restrictive than federal law

States may not be taking advantage of participation in education and training that can count toward WPR

- Stand-alone vocational education can count for 12 months
  - Time beyond that can count as (non-core) job skills training
- Basic education or directly related for employment can be stand-alone activity for younger individuals
- 30% cap on training participation often not reached
  - Less than 20% nationally, less than 15% in 10 states
  - Cap does not apply to non-core training

Center on Budget and Policy Priorities

Designing training activities that can count toward WPR

Stacking core and non-core activities together

- After 12 months of stand-alone voc ed, create stacking activities that can count toward work rate
  - Use good match like work study or internships in field
  - Ex: Kentucky Ready-to-Work use of work study
- Drawback – additional work activities can impede completion and success in school
  - Research indicating that working 15 hours or more can interfere with school
  - Another study, more than 20 hours work delays school completion

Center on Budget and Policy Priorities

Just allowing participation in education and training

Taking or avoiding the WPR hit to allow participation

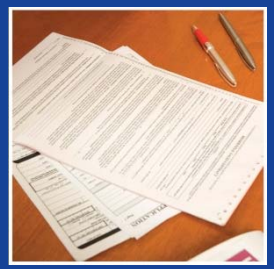
- Allow participation even if will not count toward WPR
  - Ex: Nebraska expanded access to basic education as stand-alone activity, different state core and non-core rules
- Letting go of core requirement for some families
  - Ex: California Family Stabilization Services
  - Ex: Certain activities in DC tiered approach
- Serving students in solely state-funded (SSF)
  - Ex: West Virginia and Nebraska post-secondary, other states have done this as well

Center on Budget and Policy Priorities

Creating space in WPR to allow education and training

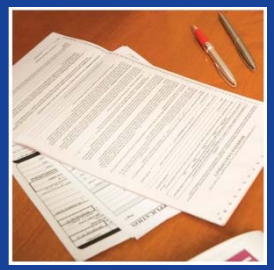
States can use other strategies to meet work rate

- Serve other groups of families in solely state-funded programs, e.g. parent with disability preventing work
- Boost work rate achieved through unsubsidized employment (or other countable activities)
  - Expand earnings disregard, post-TANF or worker supp
  - This also increases the number of education/training slots that fall within the 30% cap
- Lower target rate with excess MOE (CRC)
- Penalty relief including corrective compliance options down the road



Poll Question

Please take a moment to answer the poll question when it appears on your screen.



Program Flexibility, Career Pathways, and Improving Employment Outcomes for TANF Participants

Vickie Choitz,

Project Director,

Center for Law and Social Policy (CLASP)

CENTER for POSTSECONDARY and ECONOMIC SUCCESS at CLASP

TANF Partners in Career Pathway Systems

Vickie Choitz, CLASP

Alliance for Quality Career Pathways

a project of CLASP

CLASP: Policy Solutions that Work for Low-Income People

- CLASP develops and advocates for policies that improve the lives of low-income people.

- Our Center for Postsecondary and Economic Success, launched in 2010, advocates for policies, investments, and political will that help increase the number of low-income adults and out-of-school youth who earn postsecondary credentials.

- CLASP managed the Shifting Gears initiative and provided technical assistance to the six partner states. Shifting Gears supported state-level inter-agency teams to build pathways to postsecondary credentials for low-skilled adults in the Midwest.

- CLASP leads the 10-state Alliance for Quality Career Pathways initiative

Presentation Outline

- Define terms
- Examples of TANF partners in career pathway systems
- Making the case for your place at the table

Career Pathways Approach

Alliance for Quality Career Pathways, 2014

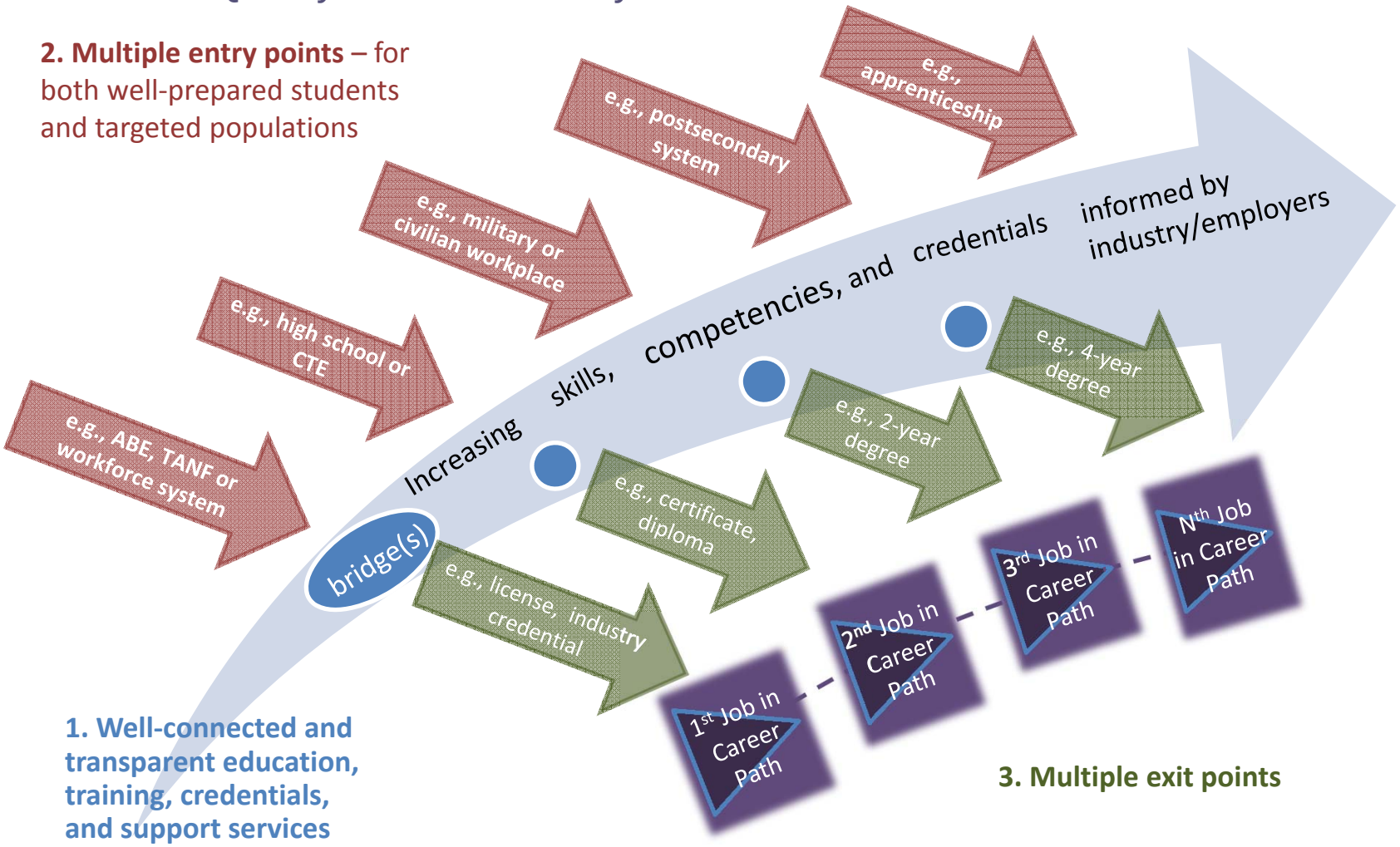
- The **career pathway approach** connects progressive levels of education, training, support services, and credentials for specific occupations in a way that optimizes the progress and success of individuals with varying levels of abilities and needs.
- Helps individuals earn marketable credentials and engage in further education and employment, and achieve economic success.
- Deeply engages employers and helps meet their workforce needs; helps states and communities strengthen their workforces and economies.
- Not simply a new model; it is a systems transformation strategy.

Career Pathways

- Operationalize the career pathway approach
- Include three essential features and four essential functions
- Career pathway programs may be linked and aligned along the career pathway to deliver services

Three Essential Features of Career Pathways

Alliance for Quality Career Pathways, 2014

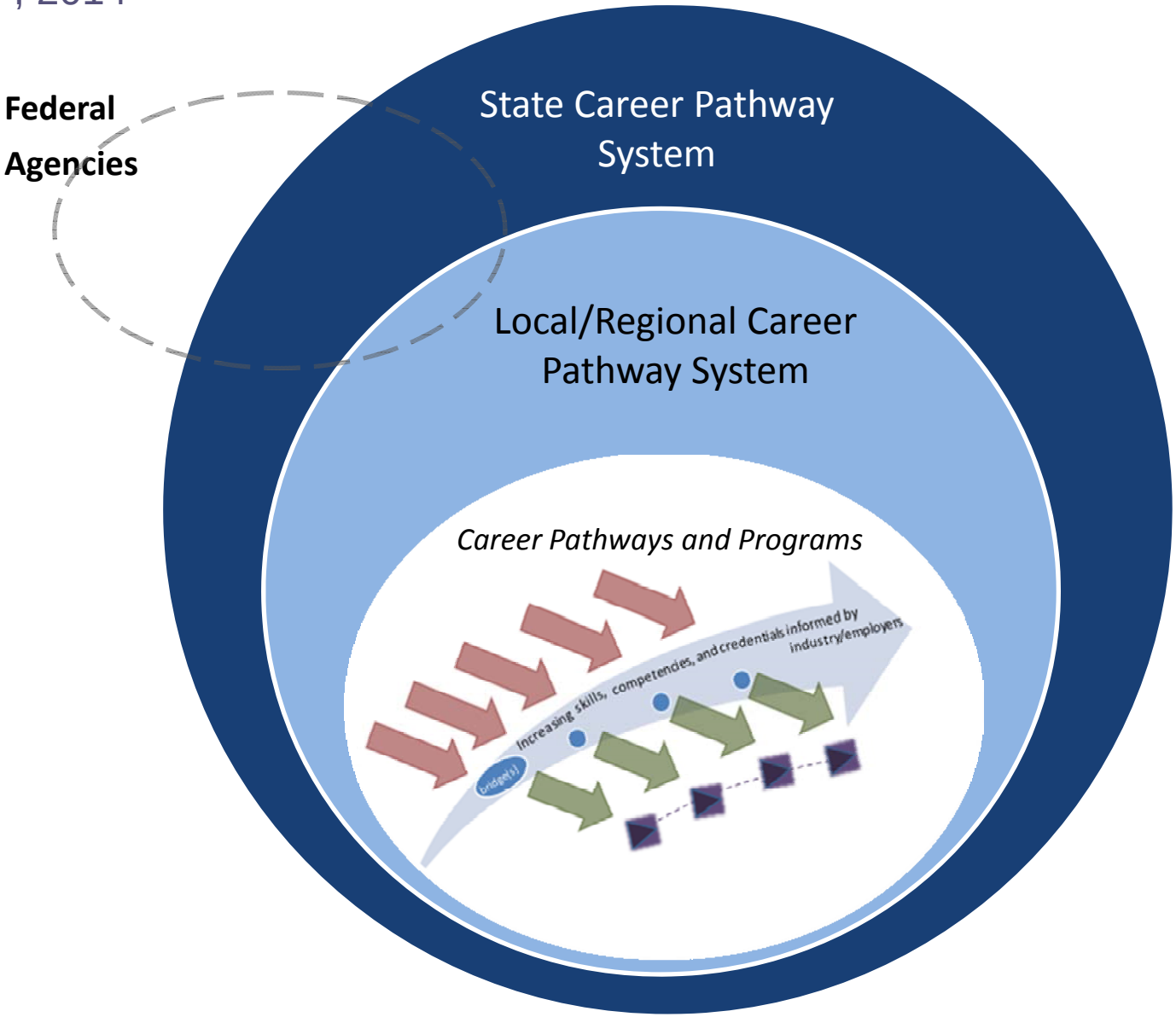


Four Essential Functions of Career Pathways and Programs

Alliance for Quality Career Pathways, 2014

Career Pathway Systems

AQCP, 2014



Minnesota TANF Partners in CP Systems

- Minnesota FastTRAC
  - CP "bridges" for lower-skilled individuals
    - Integrated basic skills education and career-focused training
    - Focus on credentials in high-demand occupations
    - Meet students "where they are" and provide support services
  - In the past four years, MN FastTRAC programs have served over 3,000 individuals, with an 88% completion rate of college credit and/or credential and a 69% achievement of continued career pathway education and/or employment.
  - State TANF agency:
    - Partner on State-level FastTRAC team
    - Contributes TANF Innovation Funds to support FastTRAC grants
  - Local TANF providers involved in several local/regional partnerships

MINNESOTA fastTRAC

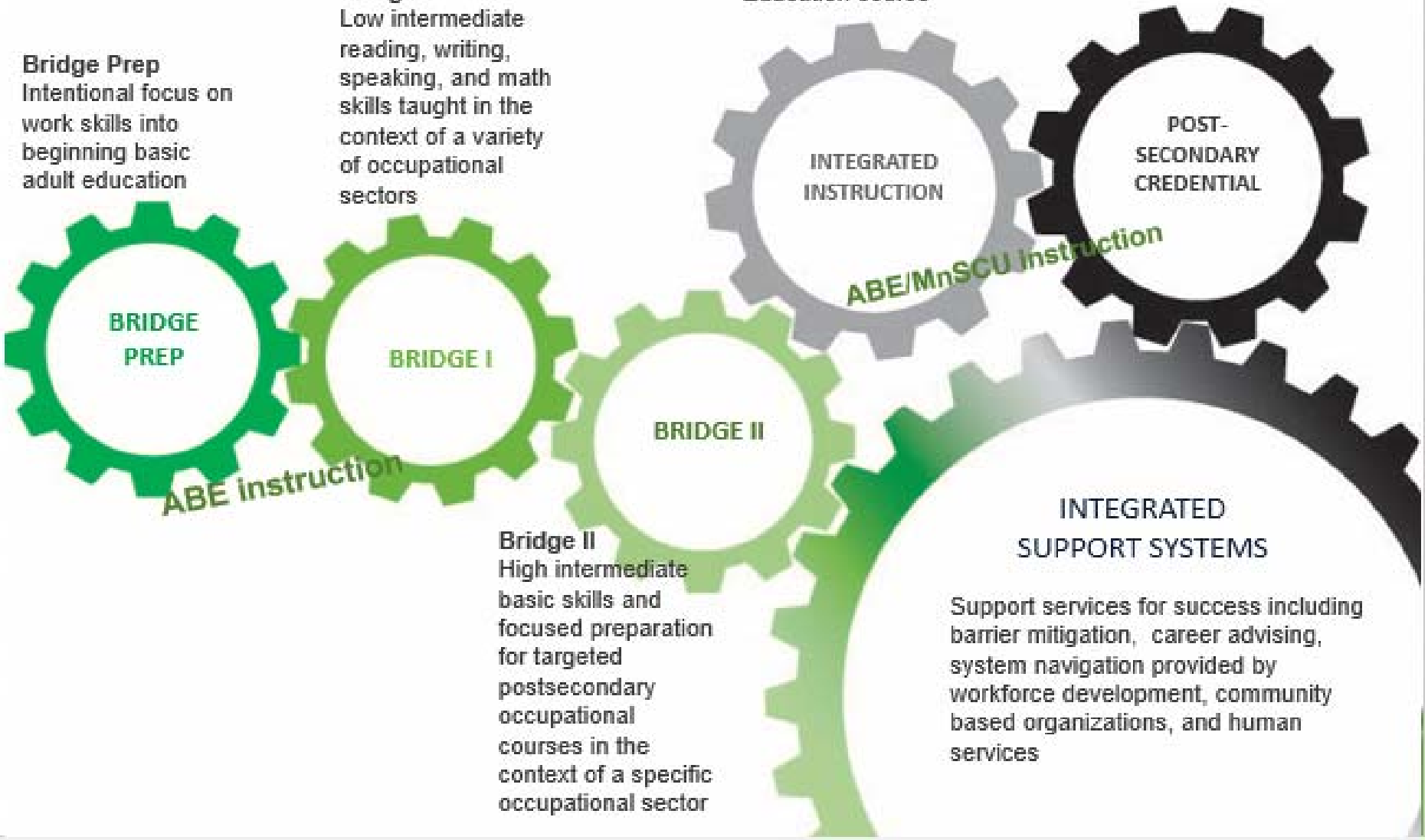
TRAINING, RESOURCES AND CREDENTIALING | ADULT CAREER PATHWAYS

Bridge Prep
Intentional focus on work skills into beginning basic adult education

Bridge I
Low intermediate reading, writing, speaking, and math skills taught in the context of a variety of occupational sectors

Integrated Instruction
Adult Basic Education skill building within a Career & Technical Education course

Industry recognized credential in regional high demand field



Bridge II
High intermediate basic skills and focused preparation for targeted postsecondary occupational courses in the context of a specific occupational sector

Support services for success including barrier mitigation, career advising, system navigation provided by workforce development, community based organizations, and human services

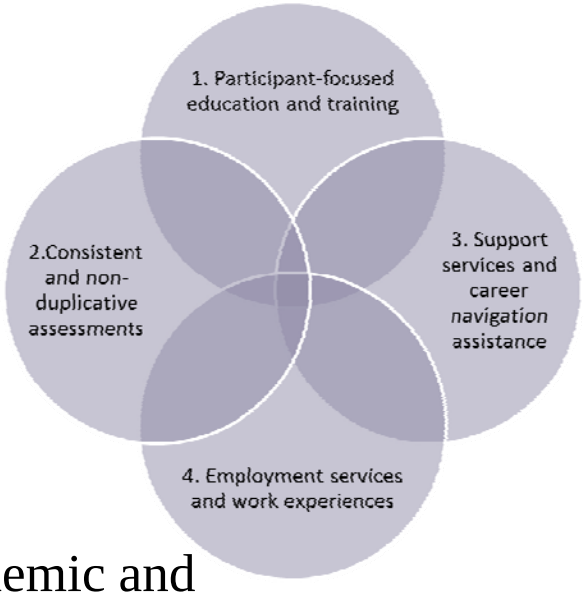
Arkansas TANF Partners in CP Systems

- Arkansas Career Pathways Initiative
  - Available to adult caretakers, parents or relatives of a child under the age of 21 who are current or former public assistance recipients or who have incomes below 250 percent of the federal poverty line
  - Academic and support services through two-year colleges and technical centers associated with four-year universities
  - Each student receives:
    - ✓ Up to $1,500 for tuition and support services
    - ✓ An assigned counselor or tutor
    - ✓ Access to reliable transportation and childcare through private vendors
    - ✓ Links to Dept. of Workforce Services to ensure delivery of other support services.
  - Funded by TANF and administered by the Arkansas Department of Higher Education
  - TANF and many other partners involved at local/regional level

Making the Case for Your Place at the Table

- High demand for postsecondary credentials; credential attainment is good for workers/job seekers and their families, employers, communities
- Most state and local/regional economies cannot afford to leave **any** worker/job seeker behind
- Participation in a career pathway can count as "vocational educational training" or "job skills training directly related to employment"
- TANF providers have experience in assessing for barriers to participation and providing supportive services
- TANF is a flexible source of funding to support career pathways functions

TANF Funds Can Support:



- Curriculum redesign and incremental costs
- Support services
  - Academic supports: tutoring, study groups, academic and career advising
  - Personal supports: counseling, referral services
  - Materials and $: emergency funds, child care
- Student financial aid: when not otherwise available
- Work-study jobs, i.e., Kentucky Ready to Work
- Incentive grants (to students, or institutions)

CLASP Resources

- Alliance for Quality Career Pathways – a framework of criteria and indicators for what constitutes quality systems and a set of participant metrics for measuring and managing success

- *Funding Career Pathways and Career Pathway Bridges: A Federal Funding Toolkit for States*

- *Navigating Federal Programs to Build Sustainable Career Pathways in the Health Professions: A Guide for HPOG Programs*

- *Ensuring Full Credit Under TANF's Work Participation Rate*

THANK YOU!

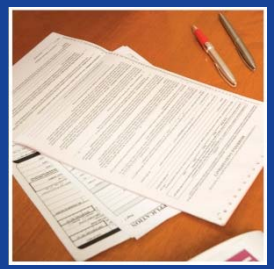
Vickie Choitz, Director
Alliance for Quality Career Pathways
CLASP
vchoitz@clasp.org
202-906-8048

State and Foundation Support for Career Pathways

- ~ a dozen states have explored or adopted **career pathways** for educationally underprepared adults and youth
  - AR, CA, KY, IL, MA, ME, OH, OR, PA, VA, WA and WI
- ~13 have explored or adopted **career pathway bridges**
  - IL, IN, KY, KS, LA, MD, MN, NC, OH, OR, VA, WA, and WI
- Several states have explored or adopted career pathways for high school-to-college
- Major national initiatives including:
  - Ford Bridges to Opportunity
  - NGA Pathways to Advancement
  - Breaking Through
  - Shifting Gears
  - Accelerating Opportunity

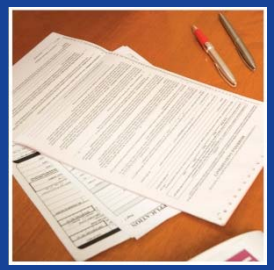
Recent Federal Support for Career Pathways

- **Grants**
  - Health Profession Opportunity Grants (HHS, 2010)
  - Workforce Innovation Fund grants (DOL, 2012-2014)
  - TAACCCT grants (rounds I - IV) (DOL, 2012-2014)
- **Guidance, TA, etc.**
  - Federal Career Pathways Institute (DOL and ED, 2010-2011)
  - Joint letter of commitment to promote use of career pathways (DOL, ED, and HHS, April 2012)
  - Advancing Career and Technical Education in State and Local Career Pathway Systems (OCTAE, 2012)
  - Moving Pathways Forward technical assistance to build State career pathway systems (OCTAE, 2013)
  - Federal Request for Information on Career Pathways (2014) – will inform federal CP efforts
- **Evaluation and Experimentation**
  - ISIS evaluation of career pathway programs (HHS, launched in late 2007; 10 year initiative)
  - HPOG evaluations (HHS)
  - Dept. of Education Experimental Sites Initiative – Pell for shorter-term training
- **Looking forward**
  - DOL "rejuvenating" their sector strategy and career pathways strategies and materials
  - WIOA (pending) supports alignment and career pathways
  - **All indications are that the federal government will continue to support and promote career pathways**



Poll Question

Please take a moment to answer the poll question when it appears on your screen.



Program Flexibility, Career Pathways, and Improving Employment Outcomes for TANF Participants

Lou Ann Hargrave,

TANF Coordinator,

Oklahoma Department of Career and Technology Education

Multiple Barriers to Employment and Training

“Unlocked”

June 2014

Lou Ann Hargrave, Ed.D.

TANF Coordinator

Oklahoma Department of Career and

Technology Education

OKDHS and ODCTE Partnership

- In a unique and cooperative effort, Oklahoma Department of Human Services (OKDHS) and the Oklahoma Department of Career and Technology Education (ODCTE) have agreed to fund 18 TANF programs at more than 28 technology center campuses across the state.

Carl Albert Assessments

All TANF Recipients are assessed with the following:

- CAPS, COPS, COPES
- TABE
- KeyTrain
- WorkKeys

Joint Staffing

- **OKDHS Caseworker and**
- **TANF Participant**
- **Applicable Community Partners**
- **For example:**
  - Technology centers
  - Two-year colleges
  - Workforce center representatives
  - Community-based organizations

Participant Centered Plan

- **Career Pathway**
- Education Plans of Study (from the education institution(s) necessary for the student to reach his or her employment goal)
- **Supportive Service Plan**

Vocational Education

Not to Exceed 12 Months
(Minimum 20 Hours/Week or Combination)

- Organized educational programs (i.e., short-term, full-time, niche) that are directly related to the preparation of individuals for an occupation requiring training **other than a baccalaureate or advanced degree**. Vocational educational training must be supervised on an ongoing basis. Emphasis on the attainment of a recognized credential.

Job Search and Job Readiness

Not to Exceed 6 Weeks/Year (needy state) and no more than 4 Weeks Consecutively
(Minimum 20 Hours/Week or Combination)

- TANF students learn how to create a resume, complete an application, search for job openings, and interview for positions. In addition, they learn other workplace and technical skills necessary to find and retain employment related to their training.
- While they are actively seek employment they continue to come to school and have access to all equipment (i.e., telephones, computers, faxes)

Work-site Learning (Private and Public Sectors)

(Minimum 20 Hours/Week or Combination)

- Work-site learning is planned learning experiences for students under the guidance of a workplace mentor, to develop specific technical competencies and general workplace competencies.
- The employer provides the learning environment and worksite mentor, and TANF staff member(s), collaborating with the employer and/or worksite mentor, design and implement the instruction.

Community Service

(Minimum 20 Hours/Week or Combination)

- Structured programs in which TANF recipients perform work for the direct benefit of the community under auspices of public or nonprofit organizations.
- Community service programs must be limited to projects that serve a useful community purpose in fields such as health, social service, environmental protection, education, urban and rural redevelopment, welfare, recreation, public facilities, public safety, and child care.
- Community service programs are designed to improve the employability of recipients not otherwise able to obtain employment and must be supervised on a less frequently than daily.

Adult Basic Education

(non-core activity—cannot count without 20 hours per week of core activities)

- Education:
  - Must be supervised on an ongoing basis no less frequently than daily
  - KeyTrain that leads to a Career Readiness Credential
  - Adult Basic Education
  - General Educational Development (GED) or High School Equivalency Diploma

Special Services Provided

- Dental
- Transportation (auto repair, gas vouchers, school and work transportation via school vehicles)
- Clothes for education, training, and employment
- Tools
- Books
- Credentialing Fees
- Student Organizational Dues
- Required drug tests
- Unique expenditures approved by ODCTE and OKDHS (i.e., Unique expenditures approved by ODCTE and OKDHS (i.e., reinstatement of driver license)

Financial Information

- ODCTE and OKDHS invest approximately $3.6 million annually.

  Grants and local funds provide a budget, based on the numbers served for each TANF program in the ODCTE system.

  Approximately 1,300 TANF clients are served annually were being served until 2012, when a state TANF Substance Abuse law was implemented. As a result numbers have dropped to 900 TANF clients served annually.

Performance Measures

- Completion target for clients served is 80%
- Wages equal to or greater than $8.00 per hour
- Training related placement target is 75%

Work Prep Web Information

- Okcareertech.org
- Design

http://www.okcareertech.org/about/state-agency/divisions/federal-legislation-assistance/work-prep-tanf/documents/16423WorkPrepChart.pdf

- Location:

http://www.okcareertech.org/about/state-agency/divisions/federal-legislation-assistance/work-prep-tanf/documents/WorkPrepMap12_13.pdf

- Guidebook:

http://www.okcareertech.org/about/state-agency/divisions/federal-legislation-assistance/work-prep-tanf/documents/fy2014-guidebook

Contact Information

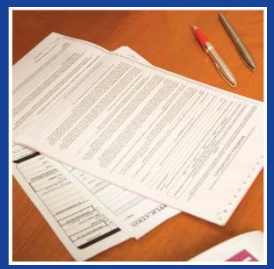
- Work Prep Web Information

  405/743-5128 Telephone
- lou.hargrave@careertech.ok.gov
- Lou Ann Hargrave, Ed.D.

  Oklahoma Department of Career and Technology Education

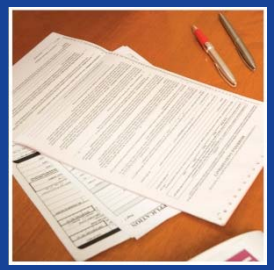
  1500 West 7th Avenue

  Stillwater, OK 74074-4364



Poll Question

Please take a moment to answer the poll question when it appears on your screen.

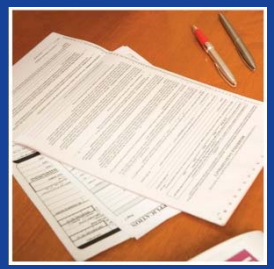


Program Flexibility, Career Pathways, and Improving Employment Outcomes for TANF Participants

James Butler,

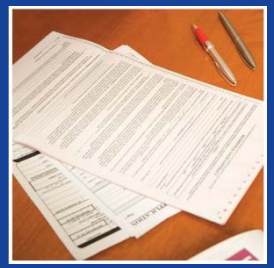
Family Assistance Program Specialist,

Office of Family Assistance



Any Questions?

- To ask an online question, use the Q&A pod, on the right portion of your screen. Type your question into the open field at the bottom and then click the “send question” button or press enter.



Any Questions?

Program Flexibility/Career Pathways (Lobby) - Adobe Connect

Meeting Layouts Pods Audio

Program Flex-Career Pathways_Final_6-24-14.pptx

Draw Stop Sharing

U.S. Department of Health and Human Services
CHILDREN & FAMILIES

Webinar: Program Flexibility, Career Pathways, and Improving Employment Outcomes

Agenda:

Welcome:
-Lisa Washington-Thomas, Office of Family Assistance (OFA)
Presentations:
- Liz Schott – Center on Budget and Policy Priorities (CBPP)
- Vickie Choitz – Center for Law and Social Policy (CLASP)
- Lou Ann Hargrave – Oklahoma Department of Career & Technology Education
Q & A:
- James Butler, Office
Closing:
- Lisa Washington-Tho

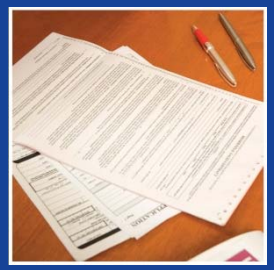
Enter your questions or comments here.

1:00 pm EST/12:00 pm CST/11:00 am MST/10:00 am PST

Sync

Links
Career Pathways Catalog of Toolkits
Alliance for Quality Career Pathways
Funding Career Pathways and Career Pathwa
Browse To https://cptoolkitcatalog.peerta.acf.hhs

Q & A
Assign To



Thank You!

- Thank you for joining today's Webinar.
- Please take the time to fill out the **Webinar evaluation** that will pop-up on your screen as the Webinar concludes.