

TANF
Systems to Family Stability National Policy Academy Group Webinar
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TANF 614 Task 2.3

Ms. Washington-Thomas: Hello everyone. This is... Thank you for joining our bimonthly call of the Systems to Family Stability Academy Group. My name is Lisa Washington-Thomas. I'm the Chief of the Self-Sufficiency Branch at the Office of Family Assistance. We want to do a roll call and we're going to try to do something a little different at this time. We're going to start with the sites in reverse order. Your lines are muted to divert any interference, so before you speak, would you please hit star six, and you'll have to do that two more times during this call because we... This is supposed to be interactive, but, you know, life gets in the way, so we're trying to make sure that everyone can hear as much as possible. So I'm going to start with West Virginia. Is anyone on the line from West Virginia? Would you introduce yourself and then would your coaches introduce themselves after the team? (*Silence.*) Please remember to hit star six. Anyone here from West Virginia? (*Silence.*) Okay, Mary, would you...the coaches introduce themselves?

Ms. Roberto: Sure. This is Mary Roberto with ICF International. We coach the folks for West Virginia.

Ms. Carrier: Hi, this is Lynn Carrier with ICF International.

Ms. Washington-Thomas: Great. Is anyone here from Washington State?

Ms. Graham: Hi, good morning. This is Jenny Graham. I'm in Washington State in the Project Manager for our Assistance to Family Stability Policy Academy. And I am also here on behalf of Babs Roberts who can't be on the call today, but sends her hellos to the group.

Ms. Washington Thomas: Thanks, Jenny. Are you the only one in your office that is calling in with you?

Ms. Graham: I am today. Yes.

Ms. Washington Thomas: Okay. Thanks and are your coaches on the line? Are the coaches on the line?

Female: Hi Lisa, this is Jessie *** (*unclear - 2:02*) from ICF.

Ms. Washington Thomas: Great, thank you, Jessie. Um, Utah.

Ms. Taatiti: Hi, this is Sisifo Taatiti from Utah. I'm sitting in for Dorothy Hall who is our Core Team Leader, and I work closely with Dorothy. And I'm also a member of the core team.

Ms. Washington-Thomas: Great, thanks Sisifo. And Louisa, are you on? Or Lauren?

(*Silence.*) Okay, Ramsey County? Anybody from Ramsey County?

Mr. Templeton: Well, I am. Bruce Templeton is here. Hi. I think that LeeAnn will be joining us shortly.

Ms. Washington-Thomas: Okay. Thank you. And is Courtney on or Rebecca? (*Silence.*)

Thank you. Anyone from North Carolina on the line?

Mr. Rogers: Hi, this is Jack Rogers from North Carolina, and with me I have Sharon Moore who is our policy consultant for our TANF program. And I also believe that some of our staff members are out in Utah today. Our DHHS Assistant Secretary Bratcher, and Matt Matilla from the governor's office, is visiting Utah.

Ms. Washington-Thomas: Oh, great. So they're at the MVA 2-Gen meeting?

Mr. Rogers: I believe so.

Ms. Washington-Thomas: Oh, okay. That's where... Nisha is there, too. So maybe they're developing a new action plan for us to implement.

Mr. Rogers: Always.

Ms. Washington-Thomas: Great.

Mr. Trumbull: And this is Ed Trumbull, the coach with ICF.

Ms. Washington-Thomas: Okay, great Ed. Maryland?

Ms. Mumford: Yes, hi. This is Sarah Mumford. I'm the Director of Workforce Development in Maryland's Department of Human Resources, and I'm joined by...

Ms. Atwell: And I'm here, Lauren Atwell, on policy research and training.

Ms. Washington-Thomas: Wonderful. Thank you, Sarah and your coach is here.

Mr. Waters: Hi everybody. This is Daniel Waters from the Office of Family Assistance. Hi Sarah and team, from coach for Maryland.

Female: And then...

Ms. Washington-Thomas: Wonderful. Colorado? I'm sorry, was somebody about to say something? (*Silence.*) Okay, Colorado. Is anyone here from Colorado? (*Silence.*) Okay, is Nicole or... What about your coaches? Nicole and Lynn?

Ms. Carrier: Hi Lisa, I'm still here. It looks like Katie is on the line, as well, from Colorado. So, just a reminder to everyone, you have to press star six to un-mute your phone.

Female: Hi Lisa, and this ***. (*Unclear - 5:12.*) I'm one of the...

Ms. Carrier: Nicole is on the line—the coach for Colorado, as well.

Ms. Washington-Thomas: Okay, great Nicole. And last, but not least, is our host for today and facilitator, Pete from Connecticut. (*Silence.*) Peter, you have to hit star six.

Mr. Palomino: Okay. Hello, everybody. This is Pete Palomino from Connecticut, the project *** (*unclear - 5:48*) for the TANF Academy program, and I am solo today, but I want to welcome everybody for joining us in this fast and quick paced, one-hour update, an overview. So, I'm going to turn it back, I believe, to our colleague Damon Roburro (*Spelled phonetically*). Is that correct?

Ms. Washington-Thomas: No, it's going to be me for just a little while longer.

Mr. Palomino: Okay, Lisa.

Ms. Washington-Thomas: Okay and then, um... Our Central Office is... I'm here—Lisa.

Mr. Butler: James Butler.

Ms. Washington-Thomas: We've heard from Damon. Anyone else hear from the Central Office?

Female: This is Galaka.

Ms. Washington-Thomas: Thanks, and Caitlin and Carol. Okay, thanks Carol. And our regional office representative.

Mr. O'Danna: Hi this is Sanjay O'Danna (*Spelled phonetically*) from Region III.

Ms. Washington-Thomas: Hi Sanjay.

Ms. Shelton: Hi, this is LaMonica, Shelton Region IV.

(High-pitched sound.)

Ms. Shelton: Were you able to hear me?

Ms. Washington-Thomas: Yes, we did. Thank you, LaMonica. I know I spoke to you earlier today, but I should say...acknowledge you today, too. Sorry.

Ms. Shelton: No problem.

Ms. Washington-Thomas: Okay, we're going to get...so we can stay on schedule. Thanks everyone for joining and participating. We have a packed-full agenda that we want to talk about today. I want to also introduce two new staff people. We have Carol Mizoguchi, who will be the federal lead for Utah and Connecticut. Carol, can you say a couple of words?

Ms. Mizoguchi: Hi, um, a couple words. I guess I just want to say that I'm excited to be here. I'm excited working with the team; basically, and I know some of you have probably already

heard this, but I have 20 years or so in government. I've worked at the local and state level, and now I'm here at the federal level. My background includes work in domestic violence, sexual assault. I directed a public assistance office in Washington state and then I took a little six-year hiatus off and worked in philanthropy at Casey Family Programs where I worked in the field ***
(unclear - 8:21.) I worked on a number of special initiatives. I managed all of our faith-based work and also our fatherhood work and just, kind of, whatever the CEO and the board decided they wanted to explore. And then just prior to joining OFA, I was in Atlanta with the Center for Working Families where I was the coordinator for their 2-Gen work. And that's about it. I'm excited. It's been... This is a year in my fourth week and, again, I'm looking forward to working with all of you.

Ms. Washington-Thomas: Thanks, Carol. And is Caitlin Lowe on the line? Caitlin is a new fellow in the office, focusing on coordinate... Oh, Caitlin?

Ms. Lowe: Hi, yes. So, I'm excited to be here. I'm a new fellow, yeah, in the Office of Family Assistance, and I'm working on a project over the next five months about coordination between TANF ENT and SNAP ENT. So, excited to be on the phone and, hopefully, we'll be connecting with more of you later throughout the next few months.

Ms. Washington-Thomas: Great, thank you. Thank you, so much. I'm going to move this right along and turn it over to Mary Roberto.

Ms. Lamb: Lisa, this is Yvette. Before you turn it over to Mary Roberto, I just wanted to say Yvette Lamb from ICF is on the phone, and I coach... I'm one of the coaches for Connecticut.

Ms. Washington-Thomas: Hi, Yvette. Thank you.

Ms. Lamb: Okay.

Ms. Washington-Thomas: Thank you. So, now we're going to turn it over to Mary Roberto. We promised a few months back that we would have a *** (*unclear - 10:11*) on the Peer TA website, so that you can look at...as a hub for you to place documents or find documents that your other teams...other teams were using, where we put latest research and other documents that we think are important and...as well as you can upload documents that you think you would like to share with the other team members and the public. So, it is a public site; so everyone can look at it, but the focus is the work that you're doing. We just think that you're doing such great... (*Interruption.*)

Ms. Washington-Thomas: Can everyone hear me? So, I'm going to turn this over to Mary.

Ms. Roberto: Hello, everybody. This is Mary Roberto with ICF International, and I'm with my colleague Lynn Carrier. We are going to unveil the Systems to Family Stability Resource *** (*unclear - 11:12*). We're also going to throw you over to the TANF *** (*unclear - 11:15*) reviewing at the same time today. In fact, *** (*unclear - 11:19*) this afternoon, but we want you to know that that resource is there for you, as well. And like Lisa said, Hub was developed carefully with some thought around what your need is for, in sense of information in field and information that you can request and have uploaded from your sites to share with others. So, it should be a very good resource for you as you move on with your Academy efforts, and we're happy to assist you where we can, too, share with others. So, without further ado, I think Lynn is going to pull... Yeah, there it is. It's on the OFA's Peer TA website, and she'll lead us through some of the navigation of it.

Ms. Carrier: Great, thanks Mary. We're very excited to launch the Systems to Family Stability Resource Hub today and, at any point today, feel free to go to Peer TA on your own and check it out. So, the way to get to the Hub from the main Peer TA page is to scroll all the way to the

bottom, and there are these OFA Initiatives spaces. And you'll want to click on the "Systems to Family Stability National Policy Academy" link, which will bring you to our main page. Here, there's a quick overview of what the Academy is, as well as the six topical areas on the left-hand side. If you want to find some resources on Executive Functioning, you just click on the plus sign over here and the newest resources that we've added to the Hub will show up first. If you want to see everything we have related to Executive Functioning, you'll click "See All." Um, and you'll come into the library where there will be a variety of resources on the topics. I want to point out that we will be updating this Hub on an ongoing basis, adding new resources each week. So you shouldn't expect to see the same things every time you come here. We'll continue to add and the library will continue to grow. So, if you come here and you see that we're missing a resource that you've used and you think it's really great, feel free to share it with your coach. Or I'll show you another way that you could share a resource with us. So, in addition to resources by topic area, we also have resources related to the eight sites in the library. So, for example, if I click on Connecticut, I will see some resources related to their Academy work and their 2-Gen legislation. Again, we've added a few based on things that you've shared with us over the last eight, 10 months. But, feel free if there's something that you really think would be of benefit to both your Academy peers and the field in general, uh, share those with your coaches, or, again, I'll show you another way that you can share them to really get the work that you're doing out there, and helping your colleagues who want to do some more work. So, in addition to those two features, the page also highlights Peer TA questions that are related to Academy-focused areas. So, Utah recently submitted a question, and this is a great way to engage your peers and do quick information gathering around areas of interest. So, you can ask questions either by submitting them through the Peer TA website or submitting them to your

coaches, and they can help walk you through that process. Let's see, the other way to add a resource beyond just reaching out to your coach is through this "Share a Resource" button, and it is pretty simple. You need to tell us the name of the resource, give a quick description, and either you can provide a hyperlink in this URL area or upload a file. In addition to that, we need you to identify where the record comes from and provide us with your contact information if you want to share it through the website. The final thing I want to share with you is this TANF and WIOA Coordination page, because OFA is sponsoring this TANF and WIOA collaboration *** (*unclear - 16:40*) Hub, all of the resources related to TANF and WIOA Coordination exist on that Hub, but you can easily get there by clicking on this link on the Systems to Family Stability page and navigating over there. There are a lot of great resources on a variety of TANF and WIOA Collaboration topics, and I encourage you to visit this page. It's structured in exactly the same way as our Systems of Family Stability page is. So, feel free to go over there and explore. I think that's what I have for now. If you have any questions, please feel free to press star six now and ask them or save them for later in our conversation.

Ms. Washington-Thomas: Thank you so much, Lynn. As Lynn said, please feel free to ask any questions and give us any comments. We appreciate it. Now I'm going to turn this over to Peter so that you can hear what your colleagues are doing.

Mr. Palomino: Thank you, Lisa. And thanks, Mary and staff, for putting together this wonderful resource website. I'm sure it's going to be a challenge for us to get into it and use it, but if there's going to be some great stuff that all will benefit from, and maybe we could revisit that when we get to the July forum that we will talk about later in the meeting. Okay, I guess our goal today is to work through our headlines and try to do a real quick summary of where we are with our current program. I know that many of us are engaged in many different things beyond

just the program that we took on for the Academy. And particularly the WIOA TANF Coordination is hitting us pretty quickly here, too. So, if there's a chance to get any insight from you on that today within our timeframe, that would be helpful. So, we're going to go in reverse order. I'll start with West Virginia.

(Side discussion going on - 18:56.)

Mr. Palomino: Is there anybody from West Virginia called in this morning?

Ms. Carrier: I don't think we have anyone on...

Mr. Palomino: Nobody from West Virginia?

Ms. Carrier: ...the line from West Virginia.

Mr. Palomino: Yeah, I don't remember from the intro, the introduction; so, let's go to Washington.

Ms. Carrier: And remember you're going to have press star six to un-mute yourself.

Mr. Palomino: I have to, right? I have to un-mute myself?

Ms. Carrier: No, our friends from Washington.

Ms. Washington-Thomas: Hi Jenny. If you're still on, we can't hear you.

Ms. Graham: Hi, this is Jenny. Can you hear me?

Mr. Palomino: We can hear you now, Jenny. I can.

Ms. Graham: You can hear me? Okay.

Mr. Palomino: We can hear you. This is Peter. Go right ahead.

Ms. Graham: Hi Peter. Thank you. I'm sorry. I feel like one of those cell phone commercials. Well, we'll start. You'll see our headline on the screen, "Inspiring and Supporting Innovation," and I think that's where we are right now. And I'm going to also ask Jessie to jump in at any time and join me with updates that you would like to share, but we are very excited to be part of

the Policy Academy. In Washington State, we reached out earlier this fall to our local community services offices. Those are the offices here that are doing eligibility for public assistance, and we also reached out to our Division of Child Support Field Offices, and we invited them to develop pilot proposals focusing on helping families achieve and sustain self-sufficiency. So, we spent the fall encouraging and working with local offices to be creative and come up with proposals. A number of them submitted proposals and they went through a selection team and a selection process and then, right at the end of 2015, we selected our pilot sites. And then, the last two months, January and February, we were working with those pilots that were chosen, helping them develop their roadmap logic models, moving them towards implementation and starting to also look at how would we evaluate, focus on a rapid cycle learning, and so forth. So, we in Washington have 16 pilots at 25 different offices all focused on, kind of, different aspects in different systems in parts of our TANF program, but our populations that we're focusing specifically on are families who cycle on and off of TANF or disconnected youth—so, the 16- to 24-year-olds who are not in school or employed. So, I won't go into a lot of detail, but we're really excited. We're trying to mirror a little bit what we're doing at the national level and so we've assigned each of our pilot sites a coach from our headquarters. So either a program manager or project manager is helping each of the pilot sites come up with their logic models, help them as a resource, get them the tools that they need to implement it. And, I would say within the next couple months, we'll be continuing to implement and then, hopefully this summer, start looking at early evaluations and seeing where we need to make tweaks and changes as we move forward.

Mr. Palomino: Thank you, Jenny. I think we're going to just keep moving and then probably hold questions until the end.

Ms. Graham: Okay.

Mr. Palomino: So, let's move to Utah.

Ms. Taatiti: Hi, good morning. This is Sisifo from Utah. Our headline states, "DWS launches *** (*unclear* - 23:00) focus Academy investing in helping families." Um, so FEP is our local TANF program, our cash assistance program, and we launched our...what we call Academy Training based off of... We stole the "academy" word from what we're involved with, with the Systems of Family Stability, and we used it to put together an academy-like structure for our staff and training. And so, we launched our training this year. Starting last month, our staff... Or actually it started last year; late last year, we took all of our supervisors in our TANF program and we provided training around coaching. And we thought this would be a first important step as we look to implement some significant changes in terms of doing some things around Two-Generation work and really trying to implement some of those Two-Generation strategies into our case management model, and so we trained all of our supervisors on how to be a coach through the process. We wanted to make sure that they understood their role as a supervisor once their staff receives the training. And so, late last year, we conducted those trainings and then we set up the Academy for our staff training to train all of our supervisors first on the content, and then have them go through the training again with their team in a cohort structure. So, for example, we... Our first two training modules were around Community Development and Intro to Case Management. That was one training, and then the second one was on Intro to Motivational Interviewing, and we've had some professionals out of the University of Utah come out and they've been traveling the state with us and training our cohorts, and so far so good. February and March have been an intensive two months of training so far, but our staff are really enjoying it. We... Since the Academy, we put together work groups that involve all levels of

staff involvement from ground-level staff all the way up to director levels. We wanted to make sure that we were listening to the concerns. We were really drawing from the perspectives of all of the...of the multi-levels that we have within our department, and it's been an exciting process to see a lot of those suggestions and ideas come to fruition. And we're starting to implement a lot of those changes into our training. So, starting in April, we'll be rolling out our Case Management Training. So, we're bumping up our Case Management and Oral (*unclear* - 25:59) Training into three sections. And we purposely want to do the Motivational Interview and Human Development Training before Case Management so that we could take those principles and leading them into our case management training and those Two-Generation approach or strategies for the training. So, this whole year, 2016, will be a lot of training for staff and we strongly believe that if we get...that the implementation of this is key. If we can be successful in the implementation of the changes, the implementation of the Two-Generation strategies through our staff—they are the face of our department; they're the ones that interface with our customers and our families—that we'll be successful in this endeavor. And so far, it's been great. We have a workgroup that puts together an evaluation, and so we evaluate every training module to gauge the...how successful or how beneficial the trainings... How beneficial the staff think the trainings are for them and if they're... You know, just, kind of, get their perspectives on that, and it's been great so far. We've been getting a lot of good feedback from staff and from supervisors and managers and directors from all levels. So, really exciting. We only have two months for break this year. In July and December, we won't have any trainings in those months, but every other month, every Thursday, there's a training for staff across the state. And so, yeah. I mean that's kind of where we are right now. We're just moving right along.

Mr. Palomino: Okay. Thank you very much for that update. And let's go, Ramsey County.

Female: Hi there. Sorry about that. Can you hear me? Hello.

Ms. Carrier: Yes, I can hear you.

Female: Hi. This is LeeAnn from Ramsey County, and I am representing Kate. She's not able to be here today. For our headlines, we listed "Workforce Development and Colleges Partner: Local colleges relaxes and trends requirements for PCA certification in order to serve more low-income students who are also parents." So, it's a big headline, but it's an actual, tangible result that we recently achieved, as part of our partnership, for the ACF Academy. And we had invited in some community partners, as well as representatives, from a local community college and the relationship with the local community college is going very well. The Workforce Solutions of Ramsey County had applied for and was granted a grant to provide credentials and certifications for our TANF recipients, and so we worked with the local college on identifying what were some of the careers, um, what are the career Pathways, and how do we help people to build on their credentials to move up in the Pathways? And one of our Pathways is health care and one of the area colleges... I'm sorry; most of them in the suburbs do have their Personal Care Attendants, their PCA, training in their non-credit community education side, meaning you don't have to enroll in a college to get started. And for many people, this is a lucrative option to quickly get trained and get into the field of health care. And then, when they want to build on, then we support them by helping them to gain entrance into the college, but because we know that there's such a barrier for many of our people in actually gaining entrance into the college—because they're having poor test scores, they're having to go through maybe many years of developmental education before we can actually get them to the credit side of the Pathways, um—you know, that poses a challenge. So, we're trying to figure out creative ways to come together to better serve those families and help them through the Pathways. And so, with St.

Paul College being an urban community college in the place that most of our participants want to access, they weren't able to get onto the health care track because St. Paul College had their PCA program on the credit side, meaning you had to enroll in the college. And we said, "Why... What's the difference? Why are other colleges having it on the non-credit side?" And so, you know, they didn't think they would be able to move many bricks, but they were. And so, the conversation moved rather quickly because it's in alignment with St. Paul's College's goals, as well as ours, which is to better serve low-income families who want to move up Pathways. And so, with very...seemingly very little effort, they were able to relax their standards and move the PCA, the entry-level health care class outside into their non-credit side. And so, that was really hopeful. And then they also worked with us to co-create an introductory class, and this class is one that is customized to our participants. It gives them an introductory to all the Pathways that we've listed in that grant. So, we just feel like it's a huge victory in a very short amount of time. Moving forward with the two institutions, our coming together workforce, and the local colleges to help people move along and *** (*unclear due to someone else speaking in background - 31:45*) credentials in Career Pathways Development.

Mr. Palomino: Okay. Thank you. There's... Someone may not have muted their phone. I'm hearing some conversations going on. So, let's just correct that and let's move forward to North Carolina.

Ms. Carrier: Jack, are you still on? If so, star six.

Mr. Rogers: Okay, hi this is Jack from North Carolina. Um, I'm assuming you can hear me. I was saying that North Carolina is actually mirroring what a lot of the other states have been doing with regard to putting an emphasis on the staff training. I was very interested in hearing what the state of Utah is doing. And what our headlines is of course we're planning a Sanitka

Work First Staff Summit for the spring 2016. Actually, leading up to the summit, we are partnering with the North Carolina Employment and Training Association, which is a very broad-based association of job coaches throughout the state, regardless of the program area that they're involved in. So, it could be staff from WIOA programs, from career centers, from community colleges, and we will be doing a specific workshop on Work First at that particular conference. But the nature conference or summit that we're looking at is to... We're working with our North Carolina Association of County DSS directors, um, specifically the economic coaches of the committee, some of the directors that were involved or are involved in the TANF Academy who came up to Washington with us. We're involving our operation support team and our policy staff with our Work First program here in North Carolina as part of the planning group. We hope to mirror a lot of what we've learned through the Academy, specifically related to the...what we consider some of the core child development principles, related to the brain architecture and toxic stress response. We hope to also use this as an opportunity to partner with our WIOA partners and to really dig into the service quality target populations of out-of-school young adults and adults, which definitely ties into our TANF program. Like Utah, we're very interested in training our vocational case managers on motivational interviewing and how we can standardize our referral and disposition processes related to referrals to WIOA, the career centers, and our community college systems, which are handling the Career Pathways in our state. We also hope to have, in this format that we're looking at, is a half-day, full-day, half-day type training, which allows staff to travel throughout...across our state to this event. It will be, hopefully, hosted in the city of Greensboro, which is fairly central to North Carolina. We plan to feature some of our own North Carolina best practices in Work First from a couple of our counties and also are very interested in getting some representatives to cover national evidenced-

based practices, as well. Obviously, this is going to be a fairly large summit. We have over... We have 100 counties. We're thinking that we'll have two representatives from each county—one being a supervisor level, the other being a direct line or vocational case manager through the Work First program—attend. We are also going to try something new with this is, while we're doing the summit workshops and meetings, we hope to actually do a webinar simultaneously to our DSS county directors, as well. So, this will be something new for us—to try this. The summit is definitely going to be geared more towards supervisors and direct service staff, but we do want to keep our directors of the various counties up-to-date on this and we think that this is going to be a unique opportunity to try this, as well. The only other thing that I would mention that we're also very excited about is that we... North Carolina has also been selected for the USDA SNAP to Skills project. They call that the S2S. It's very similar to the TANF Academy, except that we're focusing on our FNS Employment and Training. We certainly see a lot of alignment with this particular effort, along with the TANF Academy. We have one county specific—Orange County DSS, has actually piloted some resource sharing where they have Work First staff—and also providing services to FNS Employment and Training. So, we're looking at some integrative attempts at the various counties that we can pilot. So, we're going to have that as a presentation, as well. So, with the Food Nutritional Services Project, we also are working with the Seattle Jobs Initiative, and we're very interested in learning more about Washington state's approach and how we can integrate that into North Carolina, as well. So that's pretty much an overview of what we're up to.

Mr. Palomino: All right. Thank you very much, Jack. Let's go to Maryland, and we'll try to roll through those last three states before we move forward to our last discussion. Maryland.

Ms. Mumford: Yes, so our headline is “Maryland, WIOA Plan: focus on people before performance.” This has become a real mantra here in Maryland as we have moved forward with our WIOA state combined plan. And TANF is a mandated partner in our combined plan, and as we put the finishing touches on our plan, the TANF section really put forth those generic guidelines for TANF partnerships as a general template. And what we’ve also put forth in our plan is a phase-in approach. Here in Maryland, we have 24 local Departments of Social Services, and we felt like we wanted to take the four years of the life of the plan to phase-in our local jurisdictions with 12 workforce development areas. So, we can phase-in in those workforce development areas over that four-year period. Um, our intention is... And then, having the TANF Policy Academy as a resource is really going to come in handy with this. So they’re going to help us put together a high-level assessment with both. Our local Department of Social Services will complete, as well as our workforce development partners, about where they are...where they are with their current partnerships; where they would like to go; and, really, assess who’s poised to hop in, so to speak, first, and map that out over the four-year period. We also are working on putting together guidelines to the local work development plans, and we have a very, very active voice on what’s...you know, those guidelines. So, we’ll collaborate with the TANF Policy Academy resources to provide, you know, the technical assistance with those local teams, those local workforce areas will need, which includes the DSS partner—our partner is in multi-areas—to figure out what that partnership looks like. And we have access, as you all know, to so many different types of resources. There is something, you know, key and centered design, the bridge assessment tool, motivational interview—all these different tools of how local areas can really dig into their partnerships and take what we put forth for them in our state plan and bring it to life and operationalize it on the local level. We will have a WIOA state convening

here in Maryland where we will have the opportunity to pull in all of our partners, uh, WIOA state partners and begin to come together more and more. We're also talking with our labor partner about their MIS system, and potentially hopping on board with their systems and collect our outcomes in the future. As you know, with WIOA, data sharing and sharing of systems is a huge issue. So, we have access plans, and it's outlined in our WIOA combined plan, about how we'd like to do that over time. I think that's everything. But, I think, the "People before Performance"—I should explain that—had become a real mantra here in Maryland, and for the inclusion of folks and the focus on people who have barriers to employment, we want to be not necessarily... You know, we're not thinking performance, so to speak, but really focusing on people and getting them to progress through what makes sense for them. If it's adult basic education or short-term training, apprenticeship, whatever that is, it might take a little more time, perhaps, with the TANF population. It may or may not, but we want to put that forth to our federal partners that we are a people-before-performance state. Thank you.

Mr. Palomino: Wow that was very good; very comprehensive. Okay, let's move forward to Connecticut. I'm going to jump in here and first thank everybody for the comprehensive work they're doing. It's quite impressive when you hear it. My title is "2-Gen to the Rescue: A new challenge." And I think, if you remember looking at the resource site, you'll see that there are some documents available now on the Connecticut 3-Gen Legislation and how it's moving forward with some general guidance to pilots that will be created relatively soon. That's hard to get, but that information is coming into our Commission on Children who will begin to execute some contracts, we hope, sometime in April. So, while that's moving forward, it is a challenge because the challenge of what 2-Gen is or is not, how it's different from other programs and services, is still a mystery out there to many programs, legislative, even though the legislation

was passed, and that's what the challenge is. And the challenge also is to get it up and running in light of the fact that we have some huge deficits in front of us for the current year and for the next few years, based on projected revenue being so reduced. The challenge also, for me here in Connecticut, in terms of linking it with the Connecticut TANF projects, is that I don't expect that any of those pilots through the 2-Gen are going to reach it—the target population we have—which were not the *** (*unclear* - 44:00) parents, in connecting them in the 2-Gen context with their children. So, we have launched forward a new port to develop a separate pilot, which will become a separate pilot of the connected 2-Gen legislation, focused on non-custodial parents. And we're learning a lot from Colorado and others, and we expect to kick that off next July. So that's, kind of, where our focus is right now and we're excited about it, but at the same time challenged, because of the budget deficit hitting for us, but also the confusion around what 2-Gen really means and what it has done in the past in terms of evidenced-based information. I am excited to hear and also interested to hear down the road what's happening with the WIOA, because Connecticut is involved in a unified plan. And there's a major monitoring visit by our Boston, Massachusetts, US DOL feds on Monday. So, they're moving forward and marching forward, despite a lot of information not being fully documented. And that will be a challenge for us, too. So, that's it for Connecticut. I'm going to move to Colorado to finish off the presentations.

Female: Good morning. It's Katie. Can you hear me?

Ms. Carrier: I can hear you.

Female: Good. So, I just wanted to make sure, when I introduced myself earlier, I didn't unmute myself. So you know, I was talking to you all and saying good morning, but you didn't hear me. Our headline in Colorado is, "The office of economic security continues a 64-strong

campaign for Colorado families with its new County Bridge.” To, kind of, describe what this means is, in partnership with our county representatives and other community partners, we’ve developed a new bridge approach to support and guide counties in developing county TANF plans. So, as you may recall, a couple phone calls ago, I described to you that the biggest win for our team was to realize and recognize how we can better support our counties in Colorado, and that’s really for us to create conditions to ensure that our counties provide consistent levels of emphasis across our 64 counties, certainly with the ultimate goal that customers will receive the same level of service regardless of which county they reside in and that federal order to ensure that they’re gaining meaningful employment and family-centered outcomes, and we are still working on the planning—what that might look like in terms of well-being. The Colorado Works Bridge graphically lays out a new set of guidelines to provide services and supports that will promote parental employment and family well-being. The Bridge consists of five pillar program design elements and management that are five pillars—sorry—program supplied and management family-centered services, coaching and case management, employment, and supports and services, and transitional supports. And it puts a minimum standard for all of our county TANF plans to have examples of innovative elements, as well as, basically, baseline information. So, it creates a minimum standard of performance with examples of what we’re calling Pockets of Excellence, and really helping us facilitate peer-to-peer conversations in order to make sure that other counties are learning about the great work that’s happening throughout the state. And it, hopefully, will ensure that counties have all the information and resources needed to provide first-class service to all of our customers in Colorado. And certainly, it’s been a really fun road for us and we keep working forward to best develop the tools that are necessary for counties to be successful within each one of those pillars. And there’s a wide variety of work

that's happening, including small things, such as form changes or templates, all the way through robust training very similar to what you've heard happening in the Utah, as far as how to best work with our customers. We believe this matters to our stakeholders, again, because we've heard often that there's 64 different ways of doing business and the new bridge definitely represents a significant step forward for us in our attempts to ensure counties have the right supports at the right time, and that they really have some greater guidance in how to design their TANF programs to meet the local-level needs that they have. And our future headline is "64 strong Colorado and the Office of Economic Security seeing families with paying (? unclear - 49:05) and advance and jobs that keep them off public assistance two years after case closure." That's all.

Mr. Palomino: Okay. Thank you. Just a quick summary before we turn it over to Mary to talk a little bit more about our transition to the next call or to the July follow-up Academy Conference: first of all, a lot of comprehensive work going on in all of our states. It probably will require more than just the short time we have today, which is not surprising. And this all comes from the motivation and the catalysts of us being part of this Connecticut, as far as the National TANF Academy. So, a lot of kudos to ACF for launching this initiative and, again, a lot of thanks for our coaches that keep on us to, kind of, make sure we're moving forward and give us access to the national consultants. I'm making a general assumption that all of us continue to use those resources and take full advantage of them the best we can. So, let's... For me, that's my transition to Mary to talk a little bit about the upcoming July session and/or any other follow-up questions that you may have about today's discussions. Mary.

Ms. Roberto: Thank you, Peter. That was a really great discussion. It's nice to hear what's going on out there at the sites. Um, what...the facilitated discussion obviously is going to be

pretty quick because then we have a few minutes left on the call, but we, OFA, you know... Lisa and everyone want to know how...you know. In order to fully realize the headlines that you have, in terms of your focus and your efforts, what type of technical assistance specifically and practical do you need at the Academy? And I guess I can just open it up and, Lisa, you can, you know, let me know what you want to do there. But is there anything specific and practical that you can think of that will help us all develop an agenda that meets your needs and really helps you along?

Ms. Washington-Thomas: So, I'll start. Mary, what we were planning is to give you...and talk about different aspects of implementation. We know that each of you are in different phases, so the plan and agenda that talks about the different phases of implementation and, I guess, in seeing where Utah and Washington is maybe, also needs to increase about the beginnings of an evaluation. And we spend a lot more team time working on different aspects of your action plan, regrouping or... Maybe not action plan, but implementation plan of how you're moving forward and what are your next steps, because the Academy will go on a few more months after this particular event. We were also thinking about not...any particular subject matter expert, expertise that you wanted outside of implementation—maybe not doing that at the Academy—but having any follow-up webinars or...so that you can spend most of your time interacting within your teams and across teams. So, we just want to get some feedback on what you think about that—developing helpful... Or we've totally...we totally would like to go in a different direction. We have the Academy at the end of July. I think it's the 24th through 26th with ample room for...so that each *** (*unclear* - 53:03) team will be sharing team time, but I think we want to... One of the... It's at the Historic Inn of Annapolis. It's a very quaint place. It's a very historic site, but one of the team time rooms will have stairs that you will have to access.

So, we also need to know if there's anybody on your team that cannot access stairs so that we will assign the teams appropriately. So, we just want your feedback on those things.

Ms. Taatiti: Hi, this is Sisifo from Utah. I like the suggestions that you made, Lisa. In terms of technical assistance or maybe some of the presentations, some of the content for presentations, I don't know if this is too specific, but one thing that we are working on is how to—and I know you mentioned implementation—but, I guess, how to administer 2-Gen...Two-Generation assessments in an effective way. I mean, I know we have an assessment right now that we're using, and we're looking at ways to, kind of, sweep that assessment so that we're asking appropriate questions about the family and not so much just the parents. And so it would be interesting to see if there's, you know, what other states are doing or if you have resources that can speak to that and then, also, the evaluation piece. I know we have our University of Utah independently evaluating our whole process, our whole family, or yeah. That's where we focus case management training project and that's the project that we're doing with the Academy. We have them evaluating it, but we're also doing some internal evaluation. So, it would be nice to hear what other people are doing as well, and, kind of, glean from the types of outcomes and indicators that they're tracking, because I know we're still, kind of, developing that right now. So, anyway.

Ms. Washington-Thomas: Thanks, Sisifo. Anyone else?

Female: This is Katie from Colorado. I would just add, I agree that the...hearing from the other states and counties—what their projects are, what they're working on—is extremely helpful. Maybe one thing that, in particular, that would be helpful to us is, within each one of our pillars, we're looking at, “how do we measure success?” So, if there's anything related to how to work

through that—different evaluation tools, data gathering, information—I guess that would be an area that Colorado would be interested in, as well.

Ms. Washington-Thomas: Thanks, Katie. Jack or Sarah, do you have anything that might be helpful to you for your team during the Academy?

Mr. Rogers: Right, this is Jack. I hope you can hear me. But what we're thinking is...

Ms. Washington-Thomas: Yes, I can.

Mr. Rogers: One, we're very excited about the peer review page. We're going to look at that and, sort of, glean some information that would help us. We're specifically interested in the motivational interviewing aspect and the, I guess, looking at how case management is delivered in our state, as well. So, one of the first things we're going to do is look to see on the page, the Peer page, about what others are doing. The coming together is a meeting... I think... Did you say that would be in July?

Ms. Washington-Thomas: Yes, July 24th through the 26th, I believe.

Mr. Rodgers: Okay and again, we would be very supportive of that, as well.

Ms. Washington-Thomas: I'm sorry. Okay, I think it's the 26th through the 28th. Is that correct?

Female: Yes. The 26th is Thursday; 26th through the 28th.

Mr. Rogers: Okay. Thank you.

Ms. Washington-Thomas: Uh huh. Thanks, Jack. Sarah or LeeAnn, anything? (*Silence.*) But one of the things is you have all of our contact information. If all of a sudden, at 3 o'clock tomorrow morning, you get an idea, you can send us an email with whatever at your leisure. You definitely don't have to send it at 3 a.m. But that's when I tend to get my ideas and not when we are on the call. Pete, how about you?

Mr. Palomino: I'm comfortable with where you're going, I think. I don't see the need for another conversation between now and when we reconvene in July. I think that July forum, we can probably... Is that... Is suggest an idea... Is... I think, if you have a tentative outline or if you want to work with a few of us toward developing the agenda, I think you've got it ***
(unclear - 58:38). Is it two days?

Ms. Washington-Thomas: Yes, two and a half days.

Mr. Palomino: Right. So, I think we can contribute. Maybe a small group of us could...you know, we would want volunteers to help work with you, whomever else, or one of the coaches to, kind of, pull together the agenda.

Ms. Washington-Thomas: Okay. I think that's a great idea. We'll reach out and see who's interested. But we are planning to have another bimonthly call that Dorothy Hall will lead in a few months.

Mr. Palomino: All right.

Ms. Washington-Thomas: That will be in May. And, maybe, we won't do, necessarily, a headline, but if there's any particular topics that anybody wants covered before we get to the Academy. So, we'll talk about that. Okay, we're right at 1:01. So, we'll have a few people past their time. Do we have any...Does anybody have any burning questions for us before we sign off? (*Silence.*) Well, I want to thank Pete. I want to thank Mary and Lynn for people facilitating the conversation, and Mary and Lynn for organizing it, and everyone at ICF who helped develop the resource app. I think it definitely meets my expectation. I hope it is useful to you. So, if you have any more topics that you want to talk about...and we'll also send an email that *** (unclear - 1:00:08) will like to be on a separate...to help plan the agenda, um. That email will be coming out shortly. And if you have any other questions, you can send it to your

coach and you can send it to me or anyone on my staff. So, thank you very much. Enjoy the rest of your day.

(End of webinar - 1:00:29.)