



Administration for Children and Families  
Office of Family Assistance  
Region IV TANF Administrators 2011 Priority Update Workshop

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Summary Report



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Region IV TANF Administrators 2011 Priority Update Workshop*  
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## Acknowledgements

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## Background

In 1996, the Temporary Assistance for Needy Families (TANF) Program was created through the Personal Responsibility and Work Opportunities Reconciliation Act (PRWORA), dramatically changing the social welfare system in the United States. The implementation of the TANF program at the State and local levels brought about significant decreases in the number of low-income families receiving public welfare from approximately 4,543,397 cases in 1996 to 1,880,696 families in 2011.<sup>1</sup> Since the onset of the Great Recession in 2007, the United States has struggled with national unemployment rates that have stagnated at 9.1 percent.<sup>2</sup> Given this difficult economic climate, TANF remains an important part of the safety net for low-income women and children, yet TANF agencies are being charged to do more with less. The *Region IV TANF Administrators 2011 Priority Update Workshop* provided State TANF directors with the opportunity to engage in strategic dialogue in order to identify innovative practices and partnerships to better support America's children and families during this period of increased unemployment and shrinking program budgets.

## Overview of Meeting

In response to the technical assistance and program needs of States throughout the Southeast, the United States Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance, Region IV hosted a technical assistance meeting from August 17-19, 2011 in Atlanta, Georgia. This meeting allowed member States to work alongside their peers to outline specific challenges faced by TANF agencies and the families they serve and posit plausible peer-based solutions for moving low-income and working families toward economic self-sufficiency. State TANF directors and program staff also provided important input on the development of new TANF legislation. Topics included improving services for refugees and immigrants, TANF data and reporting, asset building strategies for domestic violence survivors, cross-agency collaboration, integration of education and training into TANF programs, and characteristics of child-only TANF cases.

Designed particularly to encourage State sharing and peer-to-peer dialogue, the format of the meeting was a combination of information sharing sessions and conversations, and panel presentations. The design supported the exchange of information between State TANF Administrators, Federal policy representatives, and other key stakeholders. State representatives were asked to focus their information sharing on challenges they have encountered and the strategies and solutions they have used to mitigate the impact of the recession on the families they serve and on their ability to achieve the purposes of the TANF program.

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<sup>1</sup> United States Department of Health and Human Services, Administration for Children and Families. (2011, August 10). *Data and Reports*. Retrieved September 9, 2011 from Office of Family Assistance: <http://www.acf.hhs.gov/programs/ofa/data-reports/index.htm>

<sup>2</sup> United States Department of Labor, Bureau of Labor Statistics. (2011, September 2). Economic News Release. Retrieved September 9, 2011 from Bureau of Labor Statistics: <http://www.bls.gov/news.release/empisit.nr0.htm>

## Day One

Day One of the *2011 TANF Priority Update* began with welcoming remarks from Carlis V. Williams, Regional Administrator, Administration for Children and Families-Region IV. Region IV contains six of the 10 poorest States in the nation.<sup>3</sup> In order to improve efficiency, Ms. Williams suggested that TANF agencies engage in interoperability initiatives with other agencies. She also emphasized asset-building initiatives, such as the Earned Income Tax Credit and Individual Development Accounts, as possible strategies for eradicating poverty in the Region. Ms. Williams stressed the importance of increasing communication between State, Regional, and Federal offices so that the legislation and administration of TANF programs to meet the real-time needs of Region IV communities.

Ms. Williams then introduced the *Current TANF Issues* panel, which she moderated.

### *Current TANF Issues*

**Mark Greenberg, Deputy Assistant Secretary for Policy, Administration for Children and Families**

**Earl S. Johnson, Ph.D., Director, Office of Family Assistance, Administration for Children and Families**

During this session, meeting attendees had the opportunity to interact with Deputy Assistant Secretary for Policy, Mark Greenberg, and the Director of the Office of Family Assistance, Earl S. Johnson. Mr. Greenberg and Dr. Johnson answered questions posed by the States and elicited feedback on the current climate of State TANF programs.

### *Small Group Discussion and Reflections*

Following the *Current TANF Issues* question and answer session, the meeting attendees had the opportunity to reflect on their discussions with Administration for Children and Families (ACF) and Office of Family Assistance (OFA) leadership within small groups. Setting the framework of the meeting, the meeting attendees reviewed and discussed the meeting's topical areas with other attendees and began to think about their States' own promising strategies and innovative solutions for addressing the needs of low-income individuals. Attendees were also asked to think about their technical assistance needs and how ACF could provide them with more flexibility.

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<sup>3</sup> America's Poorest States. (2011, September 14). Retrieved September 26, 2011, from 24/7 Wall St: Insightful Analysis and Commentary for U.S. & Global Equity Investors: <http://247wallst.com/2011/09/14/americas-poorest-states/>

Meeting attendees submitted their requests for research, technical assistance, and administrative flexibility in writing and held topical discussions within their small groups. Attendees' comments included:

*Research and Technical Assistance Needs:*

- Additional research regarding capturing homework hours and online courses (re: TANF work verification activities).
- Revised citizenship documentation—possibly allowing the TANF program to accept Social Security Administration (SSA) information for citizenship like the Medicaid program does.
- Additional fiscal and physical resources to manage TANF program activities, including data reporting activities.
- Strategies for aligning program components and activities with perceivably conflicting State and Federal laws and regulations.
- Techniques for creating and funding career ladders for entry-level customer service jobs.

*Administrative Flexibility:*

- Increased flexibility in counting vocational education.
- Consideration of either a temporary exemption for qualified non-citizens (Cubans/Haitians) without work authorization until documents are received or alternative activities such as English as a Second Language (ESL) classes to meet core work requirements.
- Reduction of work rate requirements for two-parent families to 50 percent.
- Altering work requirements for individuals who are excluded from the family unit, such as disqualified felons and removing those individuals from the work participation rate (WPR) denominator.
- Determining ways to exclude TANF Funded education income (work study) from SNAP eligibility calculation.
- Streamlining verification for school attendance the current [work verification] process is cumbersome for the [TANF] agency and the school.
- Expand medical exemptions [from the WPR] to include individuals in need of care because exemptions are given for caregivers, but not disabled individuals.
- More flexibility in documenting and verifying education time in general.
- Simplified ways to determine, count, and verify online classes and study time because States are spending more and more time on the processes rather than outcomes.

## *Region IV State Updates*

The *Current TANF Issues Small Group Discussion and Reflection* session was followed by the *Region IV State Updates* session. During this facilitated, solution-focused round-robin, attendees were asked to provide programmatic and policy updates as they relate to their TANF programs, their participants, and the families they serve. With an emphasis on innovative responses to the economy and strategies that can be replicated in sister States, attendees were encouraged to interact with their peers and Federal representatives in an effort to encourage cross-collaborative learning. Ms. Louisa Jones, a Senior Project Manager at ICF International, facilitated the session. The conversation was organized around the topical areas of challenges, State highlights and strengths, policy and program innovations, and successful partnerships.

## *Challenges*

- Effectively reaching and serving their respective TANF populations.
- Restructuring of TANF agencies to operate more efficiently with limited resources.
- Fostering innovation as it relates to service coordination.
- Measuring individual staff performance and providing cost-effective online training for staff.
- Harnessing the power of automation and modern technology to improve program activities and outcomes.
- Providing services to subpopulations such as immigrants and refugees, low-English speakers, non-custodial parents and hard to employ populations.
- Assigning individuals to appropriate work activities and/or placing individuals in longer-term unsubsidized employment opportunities because many TANF participants are low-skilled and face multiple barriers to employment.
- Achieving Work Participation Rates because meeting the Federal Work Participation Rate calculations is challenging based on economic, individual, and social issues that vary by State.
- Strategically utilizing sanctioning activities and maximizing caseload reduction credits and Maintenance of Effort (MOE) to improve WPR.
- Responding to changing State and local policy decisions notably newly implemented drug screening requirements for TANF participants that pose a significant challenge to State TANF agencies as State TANF agencies will need to allocate resources to develop policies and procedures that support these new requirements.

## *State Highlights and Strengths*

Next, the State TANF agency representatives highlighted the strengths of their programs. The attendees discussed some of the key highlights from their local programs and some key strengths that have improved service coordination and/or program outcomes. Whether it has been the use of new training methodologies for staff, including online training or diversifying program literature to represent the various languages and cultures of clients, successful strategies have been implemented to achieve greater program and client outcomes. Among the most widely agreed upon strengths are the creation and maintenance of strong collaborations between TANF and community partner groups such as fatherhood initiatives, employment commissions, Boys and Girls Clubs, the Department of Corrections, the Department of Education, Medicaid, and the Children's Trust Fund. These collaborations have been essential to the success of TANF programs during challenging economic times.

State TANF programs are making continuous efforts to modernize and increase their use of technology to improve program performance and outcomes. To that end, technological innovations and data reporting techniques have been noticeable improvements among many TANF programs in Region IV, and in some instances technology has been used to equalize caseloads among caseworkers and to monitor client and staff performance. For example, Florida's TANF agency is able to move work, rather than workers, throughout the State to different customer service centers and to caseworkers who work remotely. In addition to strategies for equalizing workloads, the meeting attendees discussed strategies for streamlining policy, mentioning successes in aligning TANF and SNAP eligibility to create coordination between the programs. Alabama, for instance, has instituted the use of "Express Lane" eligibility which allows Medicaid to access information from the TANF and SNAP data systems to determine Medicaid eligibility. Since 2009 this has resulted in 109,000 previously uncovered children receiving Medicaid benefits.

Providing targeted client services is an important component of successful programming in the TANF program. The attendees discussed the role of case management and targeted assessment as keys to client performance and as a means of identifying and focusing services on specific barriers such as domestic violence, mental health, or substance abuse. Additionally, early engagement strategies have been seen as useful activities for TANF programs, and several States have documented increased successes with early engagement and early employment programming that encourage participants to engage in job activities immediately upon entering the TANF program.

### ***Policy and Program Innovations***

Since the passage of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA), States have used the flexibility inherent in the legislation to develop programs that are more aligned with the needs of the client base that is being served in the local community. For instance, several meeting attendees remarked on the movement away from an individual caseload approach toward a cohesively managed "universal caseload." This change marks a significant cultural shift due to the personal ownership caseworkers previously felt of their own caseloads. However, a policy change toward a "universal" caseload has potential to significantly streamline the case management process.

In discussing innovations in technology and the streamlining of program operations, many State TANF agencies noted the trend of "going paperless". In Georgia, scanners and computers are now available at Wal-Marts and community-based organizations, allowing clients to access and submit required forms online. Some programs have even eliminated face-to-face interviews for recertification.

### ***Partners***

During this part of the session States listed organizations with which they currently or could partner in the future. The list included:

- Domestic violence initiatives and advocacy organizations.
- Community Action Organizations.
- Community colleges.
- Department of Labor Office of Economic Development .
- Vocational rehabilitation programs.
- After-school programs.
- Poverty institutes.
- Child Protective Services.
- Consumer credit counseling.
- Corporate partners.
- Fraternities and sororities.
- Homeless agencies.
- Housing agencies.
- English as a Second Language (ESL) class providers.
- Workforce Investment Act (WIA)/One Stop Centers.
- Community development organizations.
- Department of Aging.
- Fatherhood initiatives.
- Civil rights organizations.
- Centers for Medicare and Medicaid Services (CCMS).
- Office of Refugee Resettlement (ORR).
- Other supportive service programs.



## *Improving Services for Refugees and Immigrants in TANF Programs*

Following the *Region IV State Updates* session, Ms. Caterina Bummara, Senior Associate at ICF International, moderated a discussion in which meeting attendees heard about promising strategies for engaging refugee populations on a variety of topics relating to TANF and refugees.

### **Carlis V. Williams, Regional Administrator, Administration for Children and Families – Region IV**

To open the session, Ms. Williams, Regional Administrator for the Administration for Children and Families Region IV, addressed the state of refugees in the United States and the role of the Office of Refugee Resettlement (ORR) in assisting them. The reception and placement of refugees in the United States is handled by the State Department and the majority of refugee resettlement services are carried out by a group of 10 Voluntary Agencies (VOLAGs).

In fiscal year 2011 the United States is projected to accept 80,000 refugees and 24,000 asylees to be resettled all over the country. After a certain period of time in the United States, these refugees become eligible for services including TANF, Medicaid, Supplemental Security Income (SSI), and Supplemental Nutrition Assistance Program (SNAP). Historically, approximately 50 to 60 percent of incoming refugees are referred to TANF agencies based on their eligibility. The TANF program provides States with significant flexibility to assist refugee families in achieving greater levels of economic self-sufficiency. States have identified innovative strategies for providing enhanced TANF-funded programs to refugees, immigrants, and/or non-English speaking participants.

The Office of Refugee Resettlement (ORR) also provides services for refugees who do not meet TANF eligibility requirements, including cash assistance and medical assistance for up to eight months after arrival in the United States. Approximately 40 percent of incoming refugees receive assistance through one of the ORR's alternative programs, which are administered through State Refugee offices. Refugees are also eligible for ORR social services and targeted assistance after arrival in the United States, which include employment services; English as a Second Language (ESL) classes; cultural orientation; transportation; interpretation and translation services; skills and vocational training; health-related services; and recertification for professionals.

According to ORR State performance data, the national average for employment among refugees at 180 days is 42 percent, with 61 percent of those who are employed having health benefits, and an average wage of \$9.02 per hour. Refugees find employment in a variety of fields including in meat, fish, and poultry factories.

One barrier to administering social services to the refugee population is the trend of secondary migration; many refugees decide to move away from the State in which they are initially placed for employment or because of family connections. This presents a challenge because services may not be established in the new destination, and it is difficult to track these refugees to ensure that they are receiving the services to which they are entitled. Other challenges in serving refugee populations include:

- Higher percentages of refugees with severe and long-term medical needs as compared to U.S. citizens.
- Unique mental health needs of refugees who have experienced trauma or torture.
- High expectations of highly-skilled refugees who cannot be placed into high-skill jobs.
- Refugees with extremely low skill levels due to years spent in refugee camp settings.
- Refugees with limited English and limited native language skills.

- Growing rates of female refugees who are heads of their household.

Ms. Williams closed by encouraging further cooperation between the Office of Refugee Resettlement and the Office of Family Assistance in seeking technical assistance, sharing data, and mapping and coordinating resources.

### **Michael Singleton, State Refugee Coordinator, Georgia Division of Family and Children Services**

Mr. Singleton discussed how refugee services are carried out at the State level, drawing on his experience as the State Refugee Coordinator for Georgia. Georgia is among the top 10 States to receive refugees, resettling approximately 4,000 refugees each year. Funding for State-administered services for refugees is allocated based on the number of refugees resettled to each State; therefore, the States that receive more refugees also receive more funding for their State-administered refugee programs. A similar allocation formula is used to distribute funds to the regions within the State with the highest concentrations of refugees.

In addition to Federal funds, Georgia utilizes private and indirect State dollars to fund services for refugees. To administer services, Georgia has formed a multi-disciplinary Family Independence Team. This unit, based in Fulton County, provides services for all of Georgia's counties. The goal of this team is to ensure that refugees receive the benefits for which they are eligible under ORR, as well as to ensure that they are receiving all other benefits for which they may qualify under normal criteria.

When families qualify for and receive TANF, the Family Independence Team often works in partnership with VOLAGs to address language and mental-health barriers. A major challenge in connecting refugees to TANF services is the Work Participation Rate requirements that States face. Refugees can be especially disadvantaged when it comes to work placement, making it more difficult to involve them in eligible work activities.

Georgia has developed a system for dealing with these barriers to TANF and employment. In the first 30 days that a refugee is in Georgia the refugee must participate in a job search aided by volunteers who help refugees in filing appropriate paperwork and putting in applications. If after the 30 days, refugees are unable to find employment, they then become eligible for TANF. Once in the TANF caseload, Georgia has designed a program that helps refugees meet the Work Participation Rates. This program consists of:

- ten hours per week of pre-literature English Language Learning classes;
- eight hours per week of specialized workforce language classes;
- computer instruction;
- four hours per week of Job Readiness Skills instruction;
- four hours of per week of Mock Worksite Training;
- assistance with job placement and interviews; and
- visits to the Department of Family and Child Services.

Of the 81 refugees who have been enrolled in this program, only 12 cases have been closed due to non-participation. In most cases, the clients were able to find employment in five to seven months. Mr. Singleton noted that this program serves as a good model for serving refugees who qualify for TANF and may also be a good model for serving the mainstream TANF population.

### **William Brumfield, Expert Consultant, ICF International**

Mr. William Brumfield, Expert Consultant at ICF International and former Human Services and Public Health Department Area Director in Hennepin County, Minnesota, shared his experiences and successes working with refugee populations. Minnesota has a long history of refugee resettlement, beginning in the 1970s with large numbers of Southeast Asian refugees and continuing through today with the resettlement of large numbers of Somali and African refugees. Minnesota receives many secondary-migrants as a result of the poultry industry which provides low-skill jobs. Additionally, Lutheran Social Services, Catholic Charities and other faith-based and community organizations provide an abundance of resources to refugees in Minnesota.

Currently, in the Minneapolis-Saint Paul metropolitan area there are 50,000 Somali refugees. There is also a large population of Russian Jews receiving resettlement assistance from Jewish Services. As both Ms. Williams and Mr. Singleton mentioned, connecting these populations to TANF benefits and cash assistance can be challenging, however, mutual assistance agencies, created by refugees who have successfully resettled in Minnesota, have been particularly helpful in connecting new refugees to eligible services.

Collaboration has also been an important aspect of Minnesota's approach to serving refugees. The State has worked to implement English as a Second Language (ESL) programs in local school districts. The State has also collaborated with faith-based and community-based organizations to provide housing, social, and support services. Additional partnerships with other State and local government offices have addressed the employment, childcare, transportation, cash assistance, and medical service needs of the refugee population.

These collaborations have resulted in a number of successful programs and initiatives. In collaboration with a community-based partner, Hennepin County developed a program to teach refugees how to use the public transportation system, a valuable service that enabled participants to find jobs and access services. Another program, Destination Jobs, filled empty buses returning to the suburbs with refugees who were able to find employment in the suburbs. Without these transportation options, jobs would have been inaccessible to many refugees.

Hennepin County also focused on supporting childcare options through collaboration. Culturally-appropriate childcare programs that address the different food needs of refugee and immigrant children are an important resource. By providing childcare training to refugees, Hennepin County was able to provide culturally-appropriate, licensed childcare to the refugee population while simultaneously placing refugees in employment.

Hennepin County has partnered with many organizations to develop programs to address language barriers. One example is the Summit Academy OIC School Success program which bought sewing machines for Somali women to use if they attended English Language Learning classes. On a broader level, many agencies have hired multi-lingual staff to provide refugees with access to important documents and client services. In addition to addressing language barriers, there are also programs in place to address work participation for refugees such as employer sponsored job fairs, which introduce the refugee population to employers in the area.

#### ***Question and Answer Session:***

Following the *Improving Services for Refugees and Immigrants in TANF Programs* session, meeting attendees had an opportunity to share comments and ask questions. Comments, questions, and answers are listed below.

**Question:** How did you deal with limited language barriers in the refugee's own language as well as language barriers in English?

**Response:** Native language barriers were particularly relevant with the Hmong in Minnesota. We tried to address this problem by forming work crews with multi-lingual personnel.

**Question:** Do you have numbers on sustainability for those families that have gotten jobs in Georgia?

**Response:** No, we do not have numbers on sustainability. We do have data looking at refugees who have been in the State for one to four years.

**Question:** In looking at the Presidential Determination of Refugees by region, how are the numbers determined?

**Response:** There are refugee camps throughout the world. The number determination is made by the State Department and is a homeland security issue. There are many people in the United States who are trying to bring their relatives into the country. Additional data on Georgia Refugees can be found at [www.GArefugees.wordpress.com](http://www.GArefugees.wordpress.com).

**Question:** Why is there such a large refugee population in Clarkston, Georgia?

**Response:** Resettlement agencies must meet refugees at the airport, have a place for them to stay, and be able to provide them with transportation. Clarkston is a community with public transportation and the resettlement agencies have developed relationships with the landlords in the community. Clarkston also offers food options for refugees.

**Question:** How long can a refugee receive Refugee Cash Assistance?

**Response:** Refugees can receive cash assistance for eight months. The State Department provides each family with a stipend when they enter the United States.

**Question:** How do you deal with refugees that arrive in America with multiple spouses?

**Response:** The refugee must declare one wife, but it is important for programs to be culturally sensitive.

The panelists concluded by noting the difficulty of transitions on refugees, especially for youth. Children often become the spokesperson for the family due to their increased proficiency in learning English and American customs as compared to adults. Speakers also suggested paying particular attention to female refugees as they are often transitioning from a male-dominated culture to the culture of equality in the United States. Finally, while cultural sensitivity is important, it is also important to remember that some practices, such as female circumcision, are against the law.

## Day Two

Day Two of the 2011 TANF Priority Update started off with *Day Two Reflections* moderated by Ms. Jacqueline Jackson, TANF Program Specialist & Lead Data Specialist, Office of Family Assistance, Administration for Children and Families, Region IV. This session highlighted feedback from Day One and laid the foundation for increased sharing throughout the meeting.

### *TANF Data and Reporting*

During this session, moderated by Ms. Jackson, the meeting attendees engaged peers and ACF representatives in discussions about data instructions for the TANF Data Report, fiscal management, revised data reporting requirements, and the SSP-MOE Data Report.

*Dennis S. Poe, Director, Division of Data Collection and Analysis, TANF Bureau, Office of Family Assistance, Administration for Children and Families*

*Rhonda Hill, Financial Operations Specialist, Office of Grants and Management, Administration for Children and Families, Region IV*

During this session, data experts from the Administration for Children and Family (ACF), Office of Family Assistance (OFA) addressed the questions the State TANF directors had with regard to data reporting. Many questions arose about coding benefits and distinguishing between Work Participation Rate status cuts. ACF staff engaged the attendees in discussions on topics relating to the 812 data reporting, engagement data reporting requirements going forward and properly coding types of work activities. The speakers encouraged States to contact them with specific questions, copying their Regional offices on correspondence. The States requested that the data experts answer the questions posed during this teleconference in writing.

### *Asset Building Strategies for Domestic Violence Survivors*

During this session, the meeting attendees learned about asset-building strategies for assisting survivors of domestic violence on their pathways to greater economic self-sufficiency and economic independence.

*Amy Shir, Region IV Regional Representative, ASSET Initiative*

There has been increased interest in asset-building as a means to economic stability for marginalized populations, such as domestic violence survivors. Ms. Amy Shir opened the session by discussing how an asset-building approach to serving domestic violence survivors can improve long-term outcomes for domestic violence survivors. The State TANF plans, due in December 2011 for many States, provide State TANF agencies with an opportunity to address how to incorporate more asset-building strategies into their TANF programs.

An important and useful tool for low-income women impacted by domestic violence is the ACF-funded ASSET Initiative which is a collaboration effort across ACF programs to bring asset building tools and practices to ACF programs, grantees, and the families they serve. It incorporates lessons learned from the Assets for Independence (AFI) Demonstration Program and related research to help ACF programs move families toward long-term financial stability. The initiative focuses on building assets and increasing financial stability for:

- Fathers and families.
- Families with young children.
- Native Americans.
- Refugee communities.
- People with disabilities.
- Victims of domestic violence.

Survivors of domestic violence often suffer multiple forms of economic abuse, including lack of access to financial resources and employment, damage to their credit, debt accumulation, and even identity theft and fraud. Economic dependency is one of the strongest predictors of the decision to remain, leave, or return to an abusive relationship. Leaving an abusive relationship is a process, not an event, which requires the victim to have the resources and tools to create a stable environment for themselves outside of the relationship. Safety planning is also an important aspect of the leaving process since survivors are often at great risk when they are trying to leave an abusive relationship and the process of gaining economic independence can often cause more violence.

Ms. Shir related the story of Ms. Bailey, a domestic violence survivor, to illustrate the role that asset building may have in helping survivors leave an abusive relationship. Five years ago, Ms. Bailey was a methamphetamine addict, married to an abusive husband, homeless, and without custody of her three children. Ms. Bailey was able to regain control of her life by building up her economic assets through an Individual Development Account (IDA). Ms. Bailey now has a job and is the owner of a home where she lives with her four-year-old daughter.

IDAs are powerful tools for creating opportunities for survivors of domestic violence. Many programs focus specifically on helping survivors of domestic violence build assets, such as ROW's Economic Action Program (REAP) in St. Louis. This program focuses on making the process of opening an IDA safe for survivors of intimate partner violence by only considering the survivor's income for eligibility, conducting safety planning in every session as necessary, and meeting for follow-up sessions in the community. The intensive one-on-one attention offered by this program gives participants the safety and support they need to succeed. So far, REAP has helped 28 survivors increase their credit scores by 50 points or more and has had four survivors increase their scores by more than 100 points.

***Rosa Ramos Morgan, Director of Economic Justice and Special Initiatives, Florida Coalition Against Domestic Violence***

Ms. Ramos continued the discussion on serving domestic violence survivors by addressing what economic stability means for domestic violence survivors. Domestic violence survivors may believe that their only way out of poverty is through the support of someone else. It is important that services for survivors emphasize ideals of economic justice, which include

- fairness;
- equality;
- adequate access to money for women and girls;
- adequate access to housing, childcare, education, and training; and
- the ability to make decisions without fear of negative financial impact.

Ms. Ramos discussed the barriers that survivors face in leaving an abusive relationship and emphasized the importance of advocacy in serving this population. The Florida Coalition Against Domestic Violence (FCADV) serves each of the 67 counties in Florida and served 32,000 individuals in 2010. As an organization it provides funding, technical assistance, and training to domestic violence programs.

FCADV provides a training curriculum that teaches domestic violence organizations how to utilize existing tools and create new tools to assist survivors in building financial stability; how to advocate for change; and how to build a State-wide network of support for domestic violence survivors. Ms. Ramos also addressed the importance of financial safety planning when dealing with domestic violence survivors, as seemingly simple acts can often put survivors at risk for economic or physical abuse.

Addressing issues of economic abuse and creating opportunities for economic justice for domestic violence survivors involve building a comprehensive toolkit of services and strategies. This toolkit should include

- financial literacy programs;
- financial safety plans;
- matched savings programs;
- microenterprise and business development;
- affordable housing;
- on-site and regional trainings; and
- other specialized economic justice training.

Ms. Ramos discussed the importance of each of these tools in achieving outcomes for domestic violence survivors. In particular, she focused on the potential of IDAs and matched savings programs as tools for helping survivors achieve self-sufficiency. Unlike some IDAs that limit savings purchases to postsecondary education, first home purchase, or small business startup, FCADV's IDA program allows participants to save for other assets essential for financial freedom. These assets include: first and last month's rent; car purchase or repair; and retirement accounts. Thus far, Florida's IDA program has graduated 24 survivors. Graduates of the program left feeling empowered for having completed financial literacy courses and for having accumulated savings.

#### ***Question and Answer Session:***

Following the *Asset Building Strategies for Domestic Violence Survivors* session, meeting attendees had an opportunity to share comments and ask questions. Comments, questions, and answers are listed below.

**Comment:** One meeting attendee commented that while the Governor's Office in Kentucky supports EITC awareness, the TANF agency has had difficulty promoting awareness as the benefit application process has been moved online, and now must rely on its partners to spread the message. To aid in this effort, the Governor's Office has created one flyer that is used by all partners thereby providing instant recognition. Additionally, the IRS has specialists who are delegated to work with States to assist them in promoting EITC. Another meeting attendee added that advertisements in community newspapers can be useful and cost-effective methods for spreading information about EITC programs.

**Question:** How do you get information out about volunteering at a Volunteer Income Tax Assistance (VITA) site?



**Response:** Online or in-person tax preparation training is provided by the IRS free to volunteers. The Food Bank recently formed a State coalition in Georgia to help get the word out and address the misconception that it is difficult to operate a VITA site. Some States have had staff work at VITA sites, allowing them to screen individuals for SNAP and TANF while they assist them with tax preparation.

**Comment:** One meeting attendee shared that his TANF agency gave computers they were no longer using to VITA sites.

**Question:** What are your next steps?

**Response:** One meeting attendee remarked that she would like to locate VITA sites at local Department of Social Services Offices and in community libraries.

**Response:** A meeting attendee from Tennessee commented that he has supported VITA sites and State-wide coalitions in the past but had to eliminate this support when supplemental grants were eliminated.

**Response:** A meeting attendee observed that President Obama is backing the "Bank On" Initiatives to help the unbanked and underbanked gain access to bank accounts. Research shows that a child who has a savings account opened in his or her name is nine times more likely to go on to postsecondary education.

**Question:** Is the financial literacy curriculum available in other languages?

**Response:** The Moving Ahead Through Financial Management Curriculum is available in English and Spanish. The Money Smart curriculum comes in CD-Rom and MP3 versions that are available in eight languages. This is the most basic curriculum for those who are not used to the American banking system. There are additional financial literacy related resources at [www.nefe.org](http://www.nefe.org).

### ***Small Group Discussion around Topical Areas***

Designed to facilitate peer-to-peer-knowledge sharing, this session provided the meeting attendees with the opportunity to network with each other, presenters, and moderators and discuss TANF-related issues around defined topical areas. Meeting attendees gained a further understanding of how other States are providing innovative programming under TANF guidelines.

### ***Expanding Our Repertoire, Expanding Our Partnerships***

During *Expanding Our Repertoire, Expanding Our Partnerships*, Federal agencies and programs presented and discussed ways in which they have been collaborating with TANF agencies. Meeting attendees learned ways of enhancing cross-agency collaboration at the Federal, State, and local levels to serve shared clients in a more holistic manner. Attendees were able to engage the speakers and their peers about the importance of expanding partnerships with other agencies.



***Toni W. Buxton, Federal Project Officer, Employment and Training Administration, U.S. Department of Labor***

Prior to PWORA and the Workforce Investment Act of 1998 (WIA), most programs operated in silos and collaboration between programs in different departments and agencies was not encouraged. PRWORA and WIA changed this because they required programs to work together and created avenues for collaboration. Ms. Toni Buxton spoke about her experience working with the Department of Labor (DOL) and the opportunities for collaboration between TANF programs and different agencies within DOL. Specifically, Ms. Buxton addressed opportunities for collaboration between TANF programs and the Employment and Training Administration (ETA) that oversees unemployment programs and helps create employment opportunities.

Under WIA ETA provides grants and opportunities for collaboration to other programs, including TANF, in an effort to bring agencies together under one roof for the delivery of services.

The first time Ms. Buxton had an opportunity to interact with TANF participants in her role at DOL was through a Welfare-to-Work Grant in Burma, Alabama. Under this program Ms. Buxton had the opportunity to work with HHS to bring these participants back into the workforce.

In Mississippi, DOL provides TANF participants opportunities to work in DOL offices to gain work experience. In South Carolina, a partnership with WIA has been very advantageous at the State level, but has proven to be weak at the local level due to challenges in contracting with OneStop centers, as well as challenges related to collecting data to meet WIA's high standards for performance measures. Ms. Buxton is currently working on massively reorganizing this collaboration in South Carolina to remove implementation barriers.

***Stephanie Williams, Housing Program Specialist, Atlanta Homeownership Center, Program Support Division, U.S. Department of Housing and Urban Development***

Ms. Stephanie Williams discussed relevant opportunities for partnerships between TANF agencies and the Department of Housing and Urban Development (HUD). Like Ms. Buxton, Ms. Williams spoke on the tendency of programs to work in silos and reiterated the need to break down these barriers between programs both internally and externally.

Ms. Williams explained how local and non-profit organizations are essential to HUD's mission. HUD facilitates partnerships with these organizations using grant money and depends on local and non-profit organizations to meet the need for quality rental housing and to help HUD in its mission to use housing as a platform for creating healthy communities and improving the quality of life.

Ms. Williams provided an overview on current and potential partnerships between agencies. One example of this type of collaboration is the Housing Choice Voucher Self-Sufficiency Program. This five year program supports TANF participants on their journey to economic independence. Participating families receive many types of services, including

- child care;
- transportation;
- education;
- job training and employment counseling;
- substance and alcohol abuse treatment or counseling; and
- household skill training.

- Homeownership counseling.

Thus far, one-third of the program participants have gone on to own their own homes.

The Homeless Prevention and Rapid Rehousing Program, a collaboration between HHS and HUD, provides joint guidance on assisting families with young children who are facing economic challenges. Funded by the American Recovery and Reinvestment Act of 2009, this program provided cities, counties, and States with funds to prevent homelessness. As of June 2011, the program has prevented 935,000 individuals from becoming homeless.

Two other programs working towards housing stability are the Federal Housing Administration (FHA) and the Housing Council Agency Program (HCAP). FHA provides mortgage insurance on loans made by approved lenders in the United States. HCAP is a system of partnerships that provides non-profit organizations with Federal funds to provide pre-purchase counseling, foreclosure counseling, rental assistance, homelessness prevention, and other services for homeowners and families.

***Robert Caskey, SNAP Policy Expert, Food and Nutrition Service, U.S. Department of Agriculture***

During the Great Recession, the Supplemental Nutrition Assistance Program (SNAP) has been a key part of the safety net as a stimulus program that is able to impact individuals and families more quickly than other programs. Mr. Robert Caskey discussed the potential for collaboration and shared other programs available through the Food and Nutrition Service (FNS). Today, SNAP serves one in every seven Americans and the average SNAP benefit received is \$133 per month, amounting to a \$68 billion per year program. FNS spends an additional \$27 billion per year on other programs, which include:

- The National School Lunch Program.
- The School Breakfast Program.
- The Child and Adult Care Food Program.
- The Summer Food Service Program.
- The Women, Infants, and Children (WIC) Program.
- The Food Distribution Programs.

The SNAP program and TANF intersect at various points and there are many factors, such as similar service populations and programmatic goals, which can create the foundations for successful partnerships. SNAP, unlike many other programs, does not have a resource limit and this provides SNAP with the flexibility to respond to the needs of people who may have other resources. This difference has been particularly useful during the recession because other programs have not been as responsive as the SNAP program to the needs of low-income and working families. In order to adapt to changing economic and social challenges, the SNAP program has had to adapt to meet the needs of an ever-expanding caseload. The modernization of the SNAP program has allowed it to better serve more families and opened up opportunities for the program to fill in gaps left by other programs. To improve the responsiveness of the SNAP program has instituted several key administrative and programmatic changes. Policies, such as the direct certification of SNAP-eligible students for the School Lunch Program, the extension of the certification period to one year for most SNAP participants and to two years for the elderly has helped to ensure that those in need remain enrolled in the program during periods of high unemployment. Although some changes are temporary and passed as part of the American Recovery and Reinvestment Act, there are additional changes that

have been made permanent and will greatly improve the ability of SNAP to integrate with other programs through direct certification and to expand access to benefits from families.

Mr. Caskey closed by asking meeting attendees to research SNAP and engage in discussions with their staff around how this partnership could aid TANF agencies in meeting their programmatic goals.

### ***Promoting Improved Career Pathways through Greater Education***

Although there are limited options for integrating education and training into TANF programs, there are strategic activities that TANF programs can utilize to promote improved career pathways by infusing education and training, skill building, and stackable credentialing into a client's continuum of services. During this session, meeting attendees engaged peers and presenters on innovative State strategies for increasing education and training options for TANF participants, within program requirements.

#### ***Shauna King-Simms, Director, Transitions Program, Kentucky Community and Technical College System***

Ms. Simms discussed her experience serving TANF participants in Kentucky through a collaborative effort between the Kentucky Community and Technical College System (KCTCS) and the Kentucky Transitional Assistance Program (K-TAP). In 2009, nearly 100 percent of the K-TAP population had no college education, with 37 percent of not having a high school diploma. Additionally, Kentucky ranked lower on educational attainment than the national average; only 57 percent of first time full-time college freshmen met the college readiness requirement, regardless of having a high school diploma or GED. In terms of the State's TANF population, only seven percent met the college readiness requirement, meaning that 93 percent of the TANF population needed one or more classes to be considered college-ready. After examining the State's TANF population and educational attainment trends, Kentucky's government began to embrace the idea of education as an economic development activity.

Kentucky provides a number of supports for K-TAP participants. For the average family of three, the State provides cash assistance along with other supports such as food stamps, transportation subsidies, childcare subsidies, emergency funds, and other supportive services. These supportive services were enabled by legislation passed in 1998 meant to encourage the TANF agency to find ways to open doors for K-TAP participants, including through education.

In 2000, Kentucky was identified and applauded for spending three percent of its TANF budget on education and training. In 2009, Kentucky exceeded the 30 percent cap on vocational education. The KCTCS was initially awarded a two million dollar TANF contract, which has grown to \$10.7 million, to recruit, retain, and support K-TAP participants enrolled in postsecondary education.

The grant enables the community college system to provide students with work-study opportunities to meet the work participation requirement. The grant is supported by 38 education-focused case managers and a network of 16 colleges with 68 campuses across the State.

Outreach and recruitment of participants, coupled with support services, have been crucial to the success of KCTCS. KCTCS collaborates with the State TANF agency and TANF case managers; off-campus partners; and with on-campus offices such as financial aid and admissions. Intensive case management services are critical aspects of the program with participants receiving employment-focused counseling, advocacy, and academic support throughout the process.

The program serves between 1,600 and 2,500 students annually and has had significant outcomes. In the spring semester of 2010:

- Seventy-three percent of students participated in TANF-funded work study.
- Eleven percent participated in Federal work study.
- Forty-four percent of Ready-to-Work student exceeded the mean grade point average (GPA) of the college.
- Ready-to-Work students had a retention rate of 53 percent, nine percentage points higher than the retention rate for other students within the system.
- The college participation of the K-TAP population was 8.7 percent, higher than the overall college participation rate of 3.6 percent for all Kentucky adults.

Additionally, an evaluation of the KCTCS program found that participants who engaged in vocational training and job skills education worked more and earned more than the other TANF clients in the State. Research shows that there are large returns to college attendance. One study conducted at Columbia University found that each credit of college course work equated to six dollars increase in earnings, while each quarter of coursework equated to \$170 increase in quarterly earnings for each year of full-time attendance.<sup>4</sup> Ms. King-Simms closed by citing further statistics from this study around the correlation between education and work, suggesting that education and training are promising tools for improving outcomes for TANF participants.

***Diane McCants, Senior Director, Income, United Way of Metropolitan Atlanta***

Ms. Diane McCants discussed her work with the Metro Atlanta Workforce Funders Collaborative (MAWFC) to help move individuals through career pathways. The vision of the MAWFC is to work with community-based organizations and educational institutions to develop an area of economic vitality and opportunity that supports individuals seeking family-supporting careers and for growth enterprises that need a reliable supply of well-trained, highly-productive workers. This vision is supported through the following broad goals:

- Prove and institutionalize a collaborative methodology for improving the competitiveness of the Metro Atlanta workforce, aligning and leveraging funders, employers, agencies and other organizations that have a stake in effective workforce development.
- Increase living-wage and high-wage job pathways, especially for segments of the population that traditionally have less access, through opportunities for high-quality post-secondary education and skill training.
- Support the aspirations of working adults to move up the skills ladder.

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<sup>4</sup> King-Simms, Shauna (2011, August). *Promoting career pathways through greater education and training*. [PowerPoint Slides] Presented at the Region IV TANF Priorities Technical Assistance Workshop, Atlanta, GA. Retrieved from [http://peerta.acf.hhs.gov/uploadedFiles/Shauga\\_King-Simms.pdf](http://peerta.acf.hhs.gov/uploadedFiles/Shauga_King-Simms.pdf)

- Assure that high-growth sectors have an adequate pipeline of skilled, qualified workers for roles that are mission-critical within the sector.
- Integrate and synchronize efforts to achieve the most efficient use of all resources devoted to workforce development – money, time, energy, expertise, intellectual capital.
- Support regional economic development strategies.

The MAWFC targets hard to serve populations with significant barriers to employment in an effort to make employment opportunities available to individuals who are typically left behind. These populations include immigrants, individuals with low-literacy or low-education levels, women, and older workers. MAWFC engages these populations through a combination of skills training, career coaching, and education referrals. MAWFC also focuses on employers and identifying gaps between the jobs that need to be filled and the skills and knowledge of the population of available workers. This has led the MAWFC to focus on high growth sectors such as health and allied health, logistics, and bio-technology.

One program, Rockdale PREP, focuses on preparing entry-level hospital staff to move up career ladders within the hospital. On-site career coaches assist individuals in developing plans to meet the requirements necessary for their advancement. While advancing the careers of these individuals, the program also helps hospitals decrease turnover and vacancy and increase patient satisfaction.

MAWFC also supports the use of the Georgia WorkReady WorkKeys Assessment. Employers have assessed their jobs using the WorkKeys system, to help individuals find positions that align with their skill levels. This free, online-accessible assessment provides individuals with a portable certificate that reflects their current qualifications. While individuals may need additional, position-specific education and training when entering new jobs, this certificate provides a basic understanding of an individual's capabilities.

MAWFC leverages the model of the National Fund for Workforce Solutions, a national network interested in creating public and private partnerships to create career pathways and meet the economic development needs regions throughout the United States. Ms. McCants encouraged the meeting attendees to reach out to these organizations in their communities, as they have funds and are actively seeking partners.

## Day Three

Day Three of the *2011 TANF Priority Update* started off with *Day Two Reflections* moderated by Ms. Veronica Young, TANF Program Specialist, Office of Family Assistance, Administration for Children and Families – Region IV. This session highlighted feedback from Days One and Two and laid the foundation for increased sharing and topical targeting throughout the remainder of the meeting. State representatives took this time to share what they had learned over the course of the first two days of the meeting.

- Representatives from Alabama gained valuable information about incorporating ESL courses into work activities.
- Representatives from Mississippi noted that they appreciated the information they learned about drug testing programs in several States, as well as the TANF work-study program employed by Kentucky's TANF agency.
- Meeting attendees from North Carolina reflected on their next steps, including plans to learn more about IDAs and the Summer Food Program.

- South Carolina's representatives were thankful for the opportunities to learn from one another, including the information they learned about Alabama's and Mississippi's sanctioning policies.
- Meeting attendees from Kentucky appreciated the small-group networking and the opportunity to strategize around how to respond to similar challenges that many of the States in attendance are facing. In particular, they noted the usefulness of discussing how Georgia is implementing its paperless system as Kentucky is also going through this process.
- Representatives from Tennessee will be returning to their commissioner with new ideas about how they use work activities, including the Kentucky Community College model.
- Meeting attendees from Florida gained knowledge through discussions around drug testing policies and providing services to refugees, specifically, Georgia's model of countable work activities for refugees.
- The Georgia State TANF director appreciated the meeting facilitation and the opportunity to connect Diane McCants of the Metropolitan Atlanta Workforce Funders Collaborative with Atlanta-area TANF offices.

Ms. Young then introduced the first panel, "Child-Only TANF: A Call for Collaboration" moderated by Ms. Bummara.

### *Child-Only TANF: A Call for Collaboration*

During this session, participants learned about the three major groups of child-only cases; discussed the role of adult and children's services in meeting families' needs; and heard about specific lessons learned from programs such as CalWORKs, California's TANF program, and its coordination with Child Welfare.

#### *Richard Speiglmán, Senior Research Analyst, Child and Family Policy Institute of California*

Programmatically and practically there are many intersections between TANF and Child Welfare as well as – more generally – many concerns about the well-being of children in TANF families. Effectively linking economic self-sufficiency planning and improving the safety, permanence, and well-being of children requires on-going consideration of family members' personal resources as well as limitations and needs and, then, cross-system collaboration and coordination. One constraint on such coordination is the fact that little is known about TANF child-only cases, now close to half of TANF cases nationwide.

Dr. Speiglmán addressed these issues in his study of TANF child-only cases in California, Illinois, Florida, and New York. Child-only cases are those that lack an adult recipient either because the child lives with someone other than a parent or because the parent is ineligible. The study looks at data on the county and State level in the four States and includes interviews with supervisors, advocates, and other involved parties.

In 2009 child-only cases made up 45 percent of the TANF caseload in the United States and that number continues to grow.<sup>5</sup> Dr. Speiglmán and his colleagues chose to look specifically at California, Florida, Illinois, and New York in their study because those States make up approximately 40 percent of child-only cases nationwide. The study considers several questions including:

- What is the composition of cases by case type?

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<sup>5</sup> Speiglmán, Richard (2011, August). *Child-only TANF: A call for collaboration*. [PowerPoint Slides] Presented at the Region IV TANF Priorities Technical Assistance Workshop, Atlanta, GA. Retrieved from [http://peerta.acf.hhs.gov/uploadedFiles/Child%20Only%20TANF\\_508.pdf](http://peerta.acf.hhs.gov/uploadedFiles/Child%20Only%20TANF_508.pdf)

- What happens to the cases over time?
- Beyond income, what are service needs?
- What services are available?
- What coordination with Child Welfare or other agencies is needed?

Dr. Speiglmán discussed lessons learned from the California Linkages Program, which established mutual goals between Child Welfare and TANF to achieve better results in both programs. The study found that this program illustrates the benefits of purposeful partnerships, in that:

- TANF/Welfare to Work functioned as a child abuse prevention program.
- Child Welfare functioned as a support for self-sufficiency.
- Dual-service families increased work participation and decreased re-entry to foster care and recurrence of abuse and neglect.
- Families benefitted from streamlined services.

Dr. Speiglmán explained sources of Child Welfare funding. Title IV-E provides \$6.75 billion for foster care or imminent risk. Federal participation for funding under Title IV-E relies on eligibility for Aid to Families with Dependent Children per 1997 rules and experiments with Federal waivers to allow funding for preventative family support services that demonstrate effectiveness of working with families who otherwise would fall through the cracks. Title IV-B provides \$712 million in the form of a Federal block grant for supportive services to children and families in the Child Welfare System.



In terms of TANF cases, there are several different types of child-only cases. These are defined in the following Chart.

TANF Child-Only Case Types <sup>6</sup>	
Case Type	Definition
<b>Children in care of a non-parental caregiver</b>	Non-parental caregivers have the option of applying for a TANF grant for the children in their care, without applying for themselves. In these instances, the caregiver's income is excluded from eligibility and benefit calculations.
<b>Children whose parents receive Supplemental Security Income</b>	Parents who receive SSI are ineligible for a TANF grant for themselves, but they may apply for their children. The parent's SSI income is excluded from eligibility and benefit calculations.
<b>Children of ineligible immigrant parents</b>	Parents who are income-eligible for TANF, but are ineligible based on their immigration status, may apply for a TANF grant on behalf of their eligible children.
<b>Felon</b>	An adult in the case is ineligible to receive aid due to a prior drug-related felony conviction.
<b>Timed-out aid</b>	An aided adult reaches the Federal maximum of 60 months of aid (or State maximum of fewer months), but aid continues for children in the case
<b>Sanctioned</b>	The TANF grant is converted from an adult-aided to a child-only grant because the adult fails to meet program requirements

Child-only cases are complicated by multiple concerns about the well-being of the children involved. These concerns include exposure to trauma prior to placement, unmet physical and emotional health and developmental needs, lack of permanence, anxiety attacks, depression, promiscuity, aggressive behavior, poor relationship with parents, learning difficulties, issues with academic performance, low self-esteem, poor health, and behavioral problems.<sup>7</sup> Children facing these challenges often require additional supportive services.

While the number of adult-aided TANF cases has decreased nationwide over the past decade, the number of child-only cases has remained relatively stable. In terms of the number of children receiving TANF compared to the child population in a given State, the percent of children receiving TANF benefits varies greatly. In 2009 Florida and Illinois one percent of all children were child-only TANF cases and two percent received TANF benefits, while in California six percent of children were child-only TANF cases and 11 percent were receiving TANF benefits. The rate variation across States is due to differences in child poverty rates, as well as differences in cash assistance programs and access to the programs in each State.

Child welfare cases are often connected to TANF. In California in 2010 there were 479,470 allegations of neglect or caretaker incapacity and 57,737 children in foster care.<sup>8</sup> Dr. Speigman stated that approximately 40 percent of child

<sup>6</sup> Spiegelman, Richard (2011, August). *Child-only TANF: A call for collaboration*. [PowerPoint Slides] Presented at the Region IV TANF Priorities Technical Assistance Workshop, Atlanta, GA. Retrieved from [http://peerta.acf.hhs.gov/uploadedFiles/Child%20Only%20TANF\\_508.pdf](http://peerta.acf.hhs.gov/uploadedFiles/Child%20Only%20TANF_508.pdf)

<sup>7</sup> Bavier 2011, Billings et al. 2002, Edelhoch 2002, Farrell et al. 2000, Gibbs et al. 2004, Kortenkamp and Ehrle 2002, Sun 2003, Wood and Strong 2002.

<sup>8</sup> Needell, B., et al. (2011). *Child Welfare Services Reports for California*. Retrieved 8/6/2011, from University of California at Berkeley Center for Social Services Research website. URL: [http://cssr.berkeley.edu/ucb\\_childwelfare](http://cssr.berkeley.edu/ucb_childwelfare)



welfare cases are connected to TANF, but numbers vary significantly by county depending on poverty levels. The poorest counties tend to have fewer services related to child welfare.

Dr. Speigman then shared findings from the study sites. An analysis of TANF case types showed wide variation over time across the four study sites. Illinois has the greatest percentage of Supplemental Security Income child-only cases relative to their overall TANF caseload, but had very few people on aid overall. The findings also show that the race and ethnicity of children on child-only cases vary widely by State with California's child-only caseload is 74 percent Hispanic, compared to Illinois' child-only caseload which is 67 percent Black. Florida and New York both have a wider distribution amongst Black, Hispanic and white children; though in New York City the majority of the child-only caseload is Hispanic. The findings also show wide variation across the States in terms of the average monthly TANF child-only grant amount with Illinois having the lowest average at \$187 per month, and New York City having the highest average at \$639 per month.

There are multiple obstacles to receiving child-only benefits. Dr. Speigman discussed some of these obstacles that are present in most cases nationwide, including:

- The stigma associated with welfare receipt.
- Language challenges when applying and a lack of information about interpreter availability.
- Challenging application forms.
- Fingerprinting (not all States require this, but many do).
- Transportation problems.
- Families believe work requirement applies to them.
- Lack of outreach or availability of information about grant availability.
- Lack of access to difficult to navigate welfare agencies.

Dr. Speigman then summarized lessons learned about child-only TANF cases. Child-only TANF cases are widely distributed amongst several different types of child-only case types, with each type presenting unique challenges. There are several key differences between TANF aided adults and child-only TANF cases with regards to time limits, work participation requirements. They also vary in their focus, with adult-aided TANF programs aiming for self-sufficiency of its participants while child-only TANF benefits provide necessary services. Adults supporting child-only TANF participants are responsible for caring for these children and protecting their well-being.

There are both benefits and limitations to linking the child-only TANF and Child Welfare caseloads. The Linkages allows for service alignment, early intervention, and expansion of services. The linkages approach also allows TANF programs to utilize the expertise and resources of the Child Welfare system without burdening the system with an embedded caseload. The Linkages program illustrates a possible model that employs social workers, as well as TANF staff, to work with families in need of non-financial assistance.

Dr. Speigman encouraged the meeting attendees to engage in small group discussions around several questions related to Child-Only TANF cases. The questions and responses are listed below.

**Question:** Should family support services be provided; if so, by which organizations?

**Response:** Some meeting attendees suggested that if the family requests services, they should be provided, particularly if the child was placed in a home by a Child Welfare agency. In general, they felt that supportive services should be available for all TANF eligible placements. Other meeting attendees remarked

that Child-only cases often limited the involvement of the TANF agency, a fact that many State TANF agencies appreciated when they were struggling to meet the needs of the rest of their caseloads. They identified a need to look at programs within their States that could utilize technology to provide an integrated approach to providing children and families with the supportive services that they need.

**Question:** Can this be accomplished without TANF and Child Welfare collaboration?

**Response:** The meeting attendees noted that when exploring this type of collaboration, it is important to be sensitive to the needs and requests of the caretaker in a child-only TANF case. They hope to look to other models of collaborative relationships between TANF programs and Child Welfare agencies to provide guidance as they consider forming this partnership.

**Question:** When should TANF participation trigger a comprehensive family assessment?

**Response:** While some meeting attendees believed that there is a broad need for comprehensive family assessment, others asked what the effect of this type of assessment would have on TANF agencies and participants. Beyond increasing the workload for TANF agencies, meeting attendees pondered whether this type of assessment would deter individuals from applying for services.

Mr. Bill Brumfield remarked on the importance of community resources, such as the United Way. Grandparent caregivers tend to go to access these resources, rather than enrolling in the TANF system. There are also cases of public health nurses engaging in home visits in an effort to get families to engage in healthful practices.

Dr. Speiglmán charged the State TANF directors to think big about these issues as TANF reauthorization moves forward. He advocated early intervention to prevent child abuse and neglect and to promote individual family well-being. He suggested that TANF goals might be established outside work participation requirement goals, where self-sufficiency both reflects and reinforces family stability as demonstrated in models of family support in the United Kingdom, Australia, New Zealand, and Canada. Dr. Speiglmán also suggested that TANF participation should trigger a comprehensive family assessment in all child-only cases to assess the parent or caregivers needs as well as the child's needs.

### *Challenging Times, Innovative Solutions*

During this session, participants engaged peers on innovative solutions for increasing the responsiveness of TANF to the employment and economic needs of low-income individuals. Participants heard about promising strategies for improving short-term recovery and long-term economic security and gained an understanding of how to integrate strategies into TANF programs. This session was moderated by Ms. Louisa Jones.

During this informal discussion, the State TANF directors shared success stories of TANF participants who were placed on paths to self-sufficiency through the assistance of the TANF program. Shifting the focus of the discussion from TANF programs to TANF participants provided meeting attendees with an opportunity to consider the effect program innovations will have on the ultimate goal of improving the lives of children and families.

### *Closing Remarks*

Following the *Challenging Times, Innovative Solutions* session, Mr. Eric Blanchette, Acting TANF Program Manager, Region IV wrapped up Day Three of the conference. He emphasized that this meeting was constructed to meet the

needs identified by the State TANF directors in Region IV. Mr. Blanchette requested their continued input as they continue to develop high-quality technical assistance aimed at helping the State TANF agencies improve their programs. He extended his thanks to the speakers and the ICF staff for facilitating a productive discussion around current TANF issues and promising solutions.

## Summary

State TANF agencies continue to grapple with the effects of the economic downturn, while simultaneously facing legislative changes on the State level that require the implementation of new policies. As they search for ways to cut costs while maintaining services, State TANF agencies must also find resources to support new policies, such as the drug testing programs that are being implemented in many States in Regions IV. The *Region IV TANF Administrators 2011 Priority Update Workshop* hosted by the U.S Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance-Regions IV, provided TANF stakeholders with the opportunity to share visions and strategies to assist in these efforts. The conversations initiated at this meeting will shape the dialogue and on-going technical assistance aimed at enhancing services, increasing opportunities, and improving lives.

## Appendices



Administration for Children and Families  
Office of Family Assistance  
Region IV

## Agenda

# 2011 TANF Priority Update Workshop



## Wednesday, August 17, 2011

- 7:30 a.m. – 8:45 a.m.      **Registration and Networking**
- 8:45 a.m. – 9:00 a.m.      **Welcoming Remarks**  
Carlis V. Williams  
Regional Administrator  
Administration for Children and Families- Region IV
- 9:00 a.m. – 10:00 a.m.      **Current TANF Issues**  
During this session, participants will discuss with ACF/OFA leadership current TANF issues, including administrative flexibility, technical assistance activities, and relevant research efforts. ACF/OFA leadership encourages input from States on program priorities and challenges as well as any questions related to the TANF program and its implementation.
- Presenters:      Mark Greenberg  
Deputy Assistant Secretary for Policy  
Administration for Children and Families
- Earl S. Johnson, Ph.D.  
Director  
Office of Family Assistance  
Administration for Children and Families
- Moderator:      Carlis V. Williams  
Regional Administrator  
Administration for Children and Families- Region IV
- 10:00 a.m. – 10:30 a.m.      **Small Group Discussion and Reflections**  
During this session, participants will have the opportunity to reflect on their discussions with ACF/OFA leadership within small groups. Setting the framework of the meeting, participants will have the opportunity to review and discuss the meeting's topical areas with other participants and will begin to think about their States' own promising strategies and innovative solutions for addressing the needs of low-income individuals.
- Moderator:      Caterina Bummara  
Senior Associate  
ICF International
- 10:30 a.m. – 10:45 a.m.      **Break**



# 2011 TANF Priority Update Workshop



Administration for Children and Families  
Office of Family Assistance  
Region IV

## Agenda

10:45 a.m. – 12:30 p.m.

### Region IV State Updates- Session I

During this moderated, solutions-focused discussion and dialogue session, each State will have the opportunity to provide updates on legislative and programmatic changes and the resulting challenges. States will highlight key updates and engage peers in strategic dialogue meant to increase programmatic innovation and improve implementation. Participants will have the opportunity to updates on ARRA-funded initiatives and state policy changes that impact TANF programs.

Presenters: State Representatives, Region IV

Moderator: Louisa Jones  
Senior Project Manager  
ICF International

12:30 p.m. – 2:00 p.m.

### Lunch on your own

2:00 p.m. – 3:00 p.m.

### Region IV State Updates- Session II

Presenters: State Representatives, Region IV

Moderator: Louisa Jones  
Senior Project Manager  
ICF International

3:00 p.m. – 3:15 p.m.

### Break

3:15 p.m. – 5:00 p.m.

### Improving Services for Refugees and Immigrants in TANF Programs

The TANF program provides States with significant flexibility to assist refugee families in achieving greater levels of economic self-sufficiency. States have identified innovative strategies for providing enhanced TANF-funded programs to refugees, immigrants, and/or non-English speaking participants. During this moderated discussion, participants will hear from peers and from Office of Refugee Resettlement (ORR) State Coordinators about promising strategies for engaging refugee populations on a variety of topics relating to TANF and refugees.

Presenters: William Brumfield  
Expert Consultant  
ICF International

Michael Singleton  
State Refugee Coordinator  
Georgia Division of Family and Children Services

Carlis V. Williams  
Regional Administrator  
Administration for Children and Families- Region IV

Moderator: Caterina Bumbara  
Senior Associate  
ICF International

5:00 p.m. – 5:15 p.m.

### Day One Close Out and Evaluation



# 2011 TANF Priority Update Workshop

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5:30 p.m. – 6:30 p.m.

### Networking and Information Sharing

Networking will take place in The Cellar room.



Administration for Children and Families  
Office of Family Assistance  
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**Agenda**

## 2011 TANF Priority Update Workshop



### Thursday, August 18, 2011

8:00 a.m. – 9:00 a.m.

**Day Two Check-In and Informal Networking**

9:00 a.m. – 9:15 a.m.

**Day One Reflections**

During this session, participants will discuss key items from day one and outline specific topics on which they intend to follow-up. Moderated by OFA, this session will highlight day one feedback and lay the foundation for increased sharing and topical targeting.

Jacqueline Jackson  
TANF Program Specialist & Lead Data Specialist  
Office of Family Assistance  
Administration for Children and Families- Region IV

9:15 a.m. – 10:45 a.m.

**TANF Data and Reporting**

DRA reauthorized and the Claims Resolution Act of 2010 extended TANF and required specific TANF data reporting requirements for states. During this session, participants will engage peers and ACF representatives in discussions about data instructions for the TANF Data Report, fiscal management, revised data reporting requirements, and the SSP-MOE Data Report.

Presenters: Dennis S. Poe  
Director  
Division of Data Collection and Analysis  
TANF Bureau  
Office of Family Assistance  
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Rhonda Hill  
Financial Operations Specialist  
Office of Grants Management  
Administration for Children and Families-Region IV

Moderator: Jacqueline Jackson  
TANF Program Specialist & Lead Data Specialist  
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10:45 a.m. – 11:00 a.m.

**Break**





Administration for Children and Families  
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# 2011 TANF Priority Update Workshop



11:00 a.m. – 12:30 p.m.

### **Asset Building Strategies for Domestic Violence Survivors**

TANF remains a viable option for survivors of domestic violence and allows for options for improving greater personal and economic security. During this session, participants will learn about strategies for assisting survivors of domestic violence on their pathways to greater economic self-sufficiency by improving economic independence using asset building strategies.

Presenters: Rosa Ramos Morgan  
Director of Economic Justice and Special Initiatives  
Florida Coalition Against Domestic Violence

Amy Shir  
Region IV Regional Representative  
ASSET Initiative

Moderator: Caterina Bummara  
Senior Associate  
ICF International

12:30 p.m. – 1:30 p.m.

### **Working Lunch – Small Group Discussion around Topical Areas**

Designed to facilitate peer-to-peer-knowledge sharing, this working lunch will provide participants with the opportunity to network with each other, presenters, and moderators and discuss TANF-related issues around defined topical areas. Participants will have a further understanding of how other States are providing innovative programming under TANF guidelines.



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## Agenda

# 2011 TANF Priority Update Workshop



1:30 p.m. – 3:00 p.m.

### **Expanding Our Repertoire, Expanding Our Partnerships**

This session will bring together other agencies and programs to discuss ways in which they have been collaborating with TANF agencies. Participants will also discuss ways to enhance cross-agency collaboration at the Federal, State and local levels for the purpose of serving shared clients in a more holistic manner to improve their success. Attendees will be able to engage the speakers and their peers about the importance of expanding partnerships with other human service agencies.

Presenters:

- Toni W. Buxton  
Federal Project Officer  
Employment and Training Administration  
U.S. Department of Labor
- Robert Caskey  
SNAP Policy Expert  
Food and Nutrition Service  
U.S. Department of Agriculture
- Stephanie Williams  
Housing Program Specialist  
Atlanta Homeownership Center, Program Support Division  
U.S. Department of Housing and Urban Development

Moderator:

- Louisa Jones  
Senior Project Manager  
ICF International

3:00 p.m. – 3:15 p.m.

### **Break**

3:15 p.m. – 4:30 p.m.

### **Promoting Improved Career Pathways through Greater Education and Training Options**

Although there are limited options for integrating education and training into TANF programs, there are strategic activities that TANF programs can utilize to promote improved career pathways by infusing education and training, skill building, and stackable credentialing into a client's continuum of services. During this session, participants will engage peers and presenters on innovative state strategies for increasing education and training options for TANF participants, while meeting TANF program requirements.

Presenters:

- Shauna King-Simms  
Director, Transitions Programs  
Kentucky Community and Technical College System
- Diane McCants  
Senior Director, Income  
United Way of Metropolitan Atlanta

Moderator:

- Louisa Jones  
Senior Project Manager  
ICF International

4:30 p.m. – 4:45 p.m.

### **Day Two Close Out and Evaluation**



Administration for Children and Families  
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## Agenda

# 2011 TANF Priority Update Workshop



## Friday, August 19, 2011

8:00 a.m. – 8:45 a.m.

**Day Three Check-In and Informal Networking**

8:45 a.m. – 9:00 a.m.

### **Day Two Reflections**

During this session, participants will discuss key items from the previous two days and outline specific topics on which they intend to follow-up. Moderated by OFA, this session will highlight feedback from days one and two and lay the foundation for increased sharing and topical targeting

Veronica Young  
TANF Program Specialist  
Office of Family Assistance  
Administration for Children and Families- Region IV

9:00 a.m. – 10:15 a.m.

### **Child-Only TANF: A Call for Collaboration**

Programmatically and practically there are many intersections between TANF and Child Welfare as well as – more generally – many concerns about the well-being of children in TANF families. Effectively linking economic self-sufficiency planning and improving the safety, permanence, and well-being of children requires on-going consideration of family members' personal resources as well as limitations and needs and, then, cross-system collaboration and coordination. One constraint on such coordination is the fact that little is known about TANF child-only cases, now close to half of TANF cases nationwide. During this session, participants will learn about the three major groups of child-only cases; discuss the role of adult and children's services in meeting families' needs; and hear about specific lessons learned from programs such as CalWORKs, California's TANF program, and its coordination with Child Welfare.

Presenter: Richard Speigman  
Senior Research Analyst  
Child and Family Policy Institute of California

Moderator: Caterina Bumbara  
Senior Associate  
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10:15 a.m. – 10:30 a.m.

**Break**



# 2011 TANF Priority Update Workshop

Administration for Children and Families  
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10:30 a.m. – 12:00 p.m.

### **Challenging Times, Innovative Solutions**

Despite the current recession, decreasing Federal and state budgets, and high unemployment, the TANF program offers a significant source of assistance to a large portion of citizens. During this session, participants will engage peers on innovative solutions for increasing the responsiveness of TANF to the employment and economic needs of low-income individuals. Participants will hear about promising strategies for improving short-term recovery and long-term economic security and understand how to integrate strategies into TANF programs.

Moderator:        Louisa Jones  
                          Senior Project Manager  
                          ICF International

12:00 p.m. – 12:15 p.m.

### **Workshop Close Out and Day Three Evaluation**

Eric Blanchette  
Acting TANF Program Manager  
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## 2011 TANF Priority Update Workshop



Administration for Children and Families  
Office of Family Assistance  
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## 2011 TANF Priority Update Workshop



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## 2011 TANF Priority Update Workshop



Administration for Children and Families  
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## 2011 TANF Priority Update Workshop



Administration for Children and Families  
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## 2011 TANF Priority Update Workshop



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## 2011 TANF Priority Update Workshop



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## 2011 TANF Priority Update Workshop



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# 2011 TANF Priority Update Workshop



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Administration for Children and Families  
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Region IV

# Evaluation Analysis





## 2011 TANF Priority Update Workshop

Administration for Children and Families  
Office of Family Assistance  
Region IV

### Evaluation Analysis

The Administration for Children and Families, Office of Family Assistance, Region IV *2011 TANF Priority Update Workshop* was held August 17-19, 2011 in Atlanta, Georgia at the TWELVE Hotel Atlantic Station. This year's meeting provided State TANF directors from Region IV with the opportunity to engage with Federal and State partners through interactive sessions and discussions around promising program models, opportunities for collaboration, and strategies for service delivery to families during the recent economic recession.

Over the workshop's three days, attendees were exposed to a variety of sessions by 19 distinguished experts and peers. Specific topical areas discussed during the conference included:

- Current TANF issues;
- State TANF program successes, challenges, and opportunities for innovations and partnerships;
- Improving services for refugees and immigrants in TANF programs;
- TANF data and reporting;
- Asset-building strategies for domestic violence survivors;
- Expanding partnerships with other government agencies;
- Promoting improved career pathways through greater education and training opportunities; and
- Opportunities to collaborate to improve services for Child-only TANF cases.





Administration for Children and Families  
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Region IV



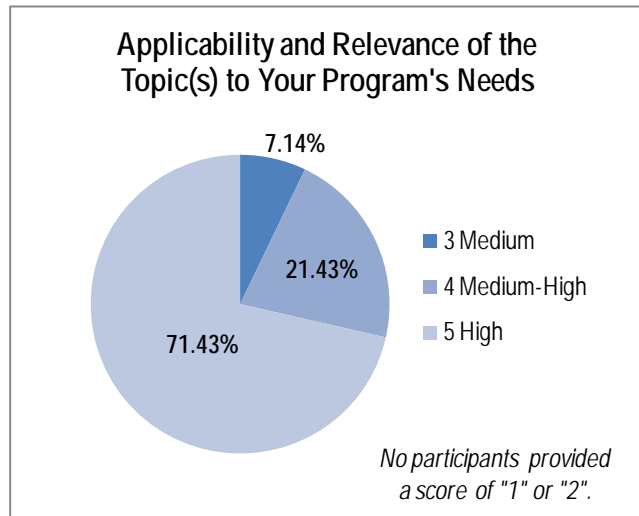
## Evaluation Analysis

### Overall Evaluation Analysis

Of the 14 total State attendees, 14 overall evaluation forms were completed, equaling a 100 percent response rate. Overall, the conference was well received. Highlights of the evaluation results reveal that:

- All respondents indicated that the presenters were skilled in the topical areas with 100 percent of respondents rating the presenters' expertise as "medium-high" or "high."
- All respondents thought that the information provided at the conference was clear.

- All respondents thought that the topics were applicable and relevant to their programs' needs. Ninety-three percent of respondents rated the applicability of the topics as "medium-high" or "high."
- All participants positively viewed the technical assistance strategy as responsive to their program's needs, with 100 percent of the respondents providing a score of either "medium-high" or "high."



- Participants viewed the meeting materials as relevant and usable.
- All of the participants viewed the meeting itself as an appropriate vehicle for achieving their programs' technical assistance needs, with 100 percent of respondents providing a score of either "medium-high" or "high."
- Overall, the respondents' comments about the meeting and the sessions were positive and complementary, citing useful information, resources, and networking opportunities.



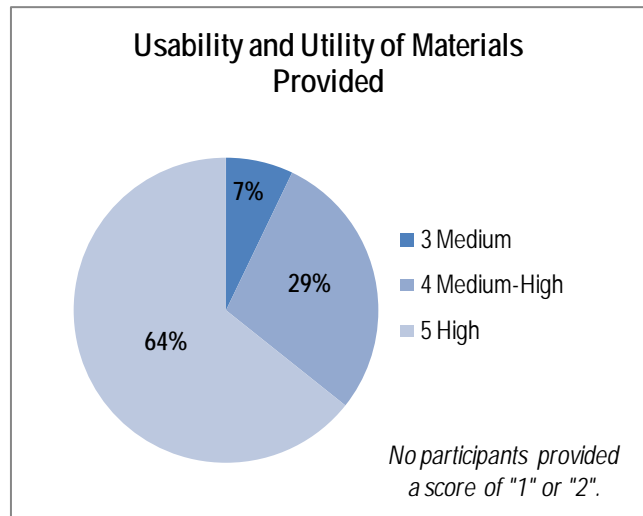
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Region IV



## Evaluation Analysis

- The highlights of the conference, as indicated by participants, included the knowledge gained through networking opportunities with their peers in Region IV.

Attendees were asked to provide responses indicating what new knowledge and/or skill they learned; how they plan to apply the new knowledge and/or skills; whether they anticipate any barriers to implementing the new knowledge and/or skills; and what additional technical assistance they need to implement the knowledge and/or skills. Many individuals took the time to write responses to these questions, and these responses are provided on the subsequent pages of this Evaluation Summary.



In conclusion, the Administration for Children and Families, Office of Family Assistance, Region IV 2011 TANF Priority Update Workshop was a success in the eyes of the attendees. Attendees appreciated the networking opportunities and knowledge gained about innovations in other States, available services, TANF flexibility, and opportunities for collaboration. Participants also referenced the dedication of the conference facilitators and appreciated the meeting content as well as the breadth of material covered. Many attendees cited intended application of the subject matter when they return to their programs, and many had already initiated new partnerships to continue to learn more about enhancing their programs.





Administration for Children and Families  
Office of Family Assistance  
Region IV



## Evaluation Analysis

### Overall Evaluation Analysis Assessment

#### 1. Overall Meeting Assessment

Rating Scale:      1= Low      3= Medium      5= High

N=14\*

	1	2	3	4	5	N
Presenters' expertise	0	0	0	4 (28.57%)	10 (71.43%)	14
Clarity of information shared	0	0	2 (14.29%)	3 (21.43%)	9 (64.29%)	14
Applicability and relevance of the topic(s) to your program's need	0	0	1 (7.14%)	3 (21.43%)	10 (71.43%)	14
Responsiveness of technical assistance strategy to your program's needs	0	0	0	4 (28.57%)	10 (71.43%)	14
Relevance of materials provided	0	0	1 (7.69%)	4 (28.57%)	9 (64.29%)	14
Usability and utility of materials provided	0	0	1 (7.69%)	4 (28.57%)	9 (64.29%)	14
Appropriateness of TA method, i.e., workshop, webinar, strategy forum, roundtable for achieving my program's technical assistance needs	0	0	0	3 (23.08%)	10 (76.92%)	13

\*Some areas of the forms were left blank by respondents.



Administration for Children and Families  
Office of Family Assistance  
Region IV

### Evaluation Analysis



#### Additional Feedback<sup>1</sup>

**2. Describe at least one NEW KNOWLEDGE and/or SKILL you have acquired as a result of this technical assistance activity.**

- As a relatively new director, learning names and interacting with other States is great. I will look at Supplemental Security Income (SSI) eligibility issues we may be missing now.
- Collaboration: There is never enough!
- Online staff training, drug testing, collaboration techniques.
- Drug testing, automatic application process, collaboration.
- It is a great asset to have met and heard from the State representatives. I will be a lot more likely to collaborate with other States now that I know them and about them.
- Possibility of using English as a Second Language (ESL) and job development in job readiness.
- I gained new best practices from other States.
- Got excellent info on drug testing and technical school programs.
- Learned how drug testing is being implemented in Georgia and Florida. Anxious to get more information.
- More collaboration and community partnerships.

**3. Describe how you plan to APPLY the new knowledge and/or skills in your program.**

- Work with State Disability Determination office on Supplemental Security Income (SSI) issues.
- I will encourage others to do more.
- Research.
- I will work with partners to build stronger relationships. I will contact Georgia and Florida about their new policies.
- I will discuss with JOBS manager.
- Collaborate and share ideas.
- Will use other States experiences with drug testing to inform how to implement if it becomes necessary.
- Statewide meeting to present information.

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<sup>1</sup> Comments are transcribed directly from participant feedback and when possible, exactly as appeared on participant evaluation forms.



Administration for Children and Families  
Office of Family Assistance  
Region IV

### Evaluation Analysis



#### ***4. Do you anticipate any BARRIERS (logistical, budgetary, political, staffing issues, other) to your implementing the new knowledge and/or skill in your programs?***

- Three respondents indicated that budgetary concerns would be challenges to implementation.
- Two respondents indicated that staffing concerns may be possible barriers.
- Barriers on all fronts related to change.

#### ***5. What additional technical assistance is needed to implement the new knowledge and/or skill?***

- Funds are always needed to improve services.
- Staff online training.
- Case management training.

#### ***Please share any additional comments:***

- The workshops were very informative. Presenters, networking, and facilities were outstanding. Work on audio conference sound quality for future events.
- Fantastic, friendly, knowledgeable facilitation!
- Best conference ever!
- Very good, interactive, working sessions.
- I now know how valuable the TANF Peer TA group is and how to access that information.
- I plan to use the Peer TA program for ideas on developing a document imaging system in Alabama. Barrier—funding!
- This was my first regional conference. It was very informative. Thanks!
- The networking provided invaluable information and resources. I enjoyed the opportunity to have smaller roundtable discussions with other States. Fantastic conference, great location, and facility. If possible, please provide States with the topics earlier so data from other areas can be gathered for the meeting if necessary.
- Do not have staff from DC call in. If they cannot come to the meeting, there is no value in discussing over the phone.
- Best format. Enjoyed and gained knowledge. Thanks!
- Great workshop! Looking forward to next year.



Administration for Children and Families  
Office of Family Assistance  
Region IV

### Evaluation Analysis



### Session Analyses

#### Session: *Current TANF Issues*

During this session, participants had the opportunity to discuss current TANF issues, including administrative flexibility, technical assistance activities, and relevant research efforts with Dr. Earl S. Johnson, Director of the Office of Family Assistance and Mr. Mark Greenberg, Assistant Deputy Secretary for Policy for the Administration for Children and Families. They encouraged input from the States on program priorities and challenges as well as any questions related to the TANF program and its implementation. This session occurred via conference call.

Ten evaluation forms were completed providing feedback for this session. Highlights of the evaluation results reveal that:

- The large majority of respondents indicated that the presenters were skilled in the topic area, with 90 percent of respondents providing a score of "medium-high" or "high."
- The majority of participants thought that the information provided throughout session was clear, with 80 percent of respondents providing a score of "medium-high" or "high."
- Most respondents thought that the topic was applicable and relevant to their programs' needs, with 70 percent of respondents providing a score of "medium-high" or "high."
- The majority of participants viewed the technical assistance strategy as responsive to meeting their programs' needs.
- The majority of respondents viewed the presenters' technical assistance method appropriate to achieving their programs' technical assistance needs, with 80 percent of respondents providing a score of "medium-high" or "high."

Attendees were asked to provide responses indicating what new knowledge and/or skill they learned; how they plan to apply the new knowledge and/or skills; whether they anticipate any barriers to implementing the new knowledge and/or skills; and, what additional technical assistance they need to implement the knowledge and/or skills. Many individuals took the time to write responses to these questions, and these responses are provided on the subsequent pages of this Evaluation Summary.



# 2011 TANF Priority Update Workshop



Administration for Children and Families  
Office of Family Assistance  
Region IV

## Evaluation Analysis

### 1. Overall Session Rating

Rating Scale:      1= Low      3= Medium      5= High  
N=10\*

	1	2	3	4	5	N
Presenters' expertise	0	0	1 (10%)	3 (30%)	6 (60%)	10
Clarity of information shared	0	1 (10%)	1 (10%)	3 (30%)	5 (50%)	10
Applicability and relevance of the topic(s) to your program's need	0	1 (10%)	2 (20%)	2 (20%)	5 (50%)	10
Responsiveness of technical assistance strategy to your program's needs	0	1 (14.29%)	2 (28.57%)	1 (14.29%)	3 (42.86%)	7
Relevance of materials provided	0	1 (14.29%)	2 (28.57%)	1 (14.29%)	3 (42.86%)	7
Usability and utility of materials provided	0	1 (14.29%)	3 (42.86%)	0	3 (42.86%)	7
Appropriateness of TA method, i.e., workshop, webinar, strategy forum, roundtable for achieving my program's technical assistance needs	0	1 (10%)	1 (10%)	3 (30%)	5 (50%)	10

\*Some areas of the forms were left blank by respondents.



Administration for Children and Families  
Office of Family Assistance  
Region IV

### Evaluation Analysis



#### Additional Feedback<sup>2</sup>

**2. Describe at least one NEW KNOWLEDGE and/or SKILL you have acquired as a result of this technical assistance activity.**

- Obtaining contacts in other States and the different things that are working in other States.
- Good to hear an update on Reauthorization.
- Anticipation of further clarification on existing statutes for the common issues raised by multiple States.
- The opportunity to receive technical assistance.
- English language classes counting as a work activity under preparing to go to work.
- Thinking about what the barriers are in lining up treatment of income in the TANF programs with treatment of income for Medicaid/Health Care eligibility.

**3. Describe how you plan to APPLY the new knowledge and/or skills in your program.**

- Topics will help with preparation as we learn more.
- We will compare current policies against new clarifications provided.
- I will share information with JOBS staff.

**4. Do you anticipate any BARRIERS (logistical, budgetary, political, staffing issues, other) to your implementing the new knowledge and/or skill in your programs?**

- Some participants indicated that they did anticipate barriers in implementation, but they did not identify what types of barriers they anticipate.

**5. What additional technical assistance is needed to implement the new knowledge and/or skill?**

- Funding.
- More information.

**Please share any additional comments:**

- No Responses.

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<sup>2</sup> Comments are transcribed directly from participant feedback and when possible, exactly as appeared on participant evaluation forms.





Administration for Children and Families  
Office of Family Assistance  
Region IV

### Evaluation Analysis



#### **Session: *Region IV State Updates***

During this moderated, solutions-focused discussion, and dialogue session, each State had the opportunity to provide updates on legislative and programmatic changes and the resulting challenges. States highlighted key updates and engaged peers in strategic dialogue meant to increase programmatic innovation and improve implementation. The discussion centered on programmatic and administrative successes; challenges; promising partnerships designed to improve program effectiveness; and opportunities for innovation.

Ten evaluation forms were completed providing feedback for this session. Overall, the session received positive ratings and comments. Highlights of the evaluation results reveal that:

- The large majority of respondents indicated that the presenter was skilled in the topic area, with 90 percent of respondents providing a score of “medium-high” or “high.”
- The majority of participants thought that the information provided throughout session was clear, with 80 percent of respondents providing a score of “medium-high” or “high.”
- Most respondents thought that the topic was applicable and relevant to their programs’ needs, with 80 percent of respondents providing a score of “medium-high” or “high.”
- The majority of participants viewed the technical assistance strategy as responsive to meeting their programs’ needs.
- The majority of respondents viewed the presenters’ technical assistance method appropriate to achieving their programs’ technical assistance needs, with 80 percent of respondents providing a score of “medium-high” or “high.”

Attendees were asked to provide responses indicating what new knowledge and/or skill they learned; how they plan to apply the new knowledge and/or skills; whether they anticipate any barriers to implementing the new knowledge and/or skills; and, what additional technical assistance they need to implement the knowledge and/or skills. Many individuals took the time to write responses to these questions, and these responses are provided on the subsequent pages of this Evaluation Summary.



# 2011 TANF Priority Update Workshop

Administration for Children and Families  
Office of Family Assistance  
Region IV



## Evaluation Analysis

### 1. Overall Session Rating

Rating Scale:      1= Low      3= Medium      5= High

N=10\*

	1	2	3	4	5	N
Presenters' expertise	0	1 (10%)	0	3 (30%)	6 (60%)	10
Clarity of information shared	0	1 (10%)	1 (10%)	3 (30%)	5 (50%)	10
Applicability and relevance of the topic(s) to your program's need	0	1 (10%)	1 (10%)	3 (30%)	5 (50%)	10
Responsiveness of technical assistance strategy to your program's needs	0	1 (10%)	1 (10%)	4 (40%)	4 (40%)	10
Relevance of materials provided	0	1 (11.11%)	1 (11.11%)	3 (33.33%)	4 (44.44%)	9
Usability and utility of materials provided	0	1 (11.11%)	1 (11.11%)	3 (33.33%)	4 (44.44%)	9
Appropriateness of TA method, i.e., workshop, webinar, strategy forum, roundtable for achieving my program's technical assistance needs	0	1 (10%)	1 (10%)	3 (30%)	5 (50%)	10

\*Some areas of the forms were left blank by respondents





Administration for Children and Families  
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### Evaluation Analysis



#### Additional Feedback<sup>3</sup>

**2. Describe at least one NEW KNOWLEDGE and/or SKILL you have acquired as a result of this technical assistance activity.**

- Interesting information on how States are moving to “universal caseloads.” After hearing States experiences, I am more open to the possibility of this working in our State.
- Two parent families—offer parenting classes, healthy nutrition classes, etc. so that we can have something to count as a work activity.
- The online system Alabama is using for staff training.
- Online employee training due to budget constraints.
- Learned more about other States’ activities.
- Mississippi’s sanction policies.
- Early engagement of TANF participants.

**3. Describe how you plan to APPLY the new knowledge and/or skills in your program.**

- Would like to present the possibility of moving to document imaging to my management.
- Will contact Alabama about their system.
- Share with leadership and management.
- Will examine new potential partners.
- Plan to change our policy to mirror policies in Mississippi.
- Discuss policy change with State office staff concerning increased initial job search requirements.

**4. Do you anticipate any BARRIERS (logistical, budgetary, political, staffing issues, other) to your implementing the new knowledge and/or skill in your programs?**

- Four respondents identified financial and budgetary restrictions as potential barriers.
- System support and software will have to be addressed.
- Logistical concerns

**5. What additional technical assistance is needed to implement the new knowledge and/or skill?**

- Development of Staff Training.
- I will talk with Georgia staff to find out challenges to implementation.

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<sup>3</sup> Comments are transcribed directly from participant feedback and when possible, exactly as appeared on participant evaluation forms.



Administration for Children and Families  
Office of Family Assistance  
Region IV

### Evaluation Analysis

#### ***Session: Improving Services for Refugees and Immigrants in TANF Programs***

The TANF program provides States with significant flexibility to assist refugee families in achieving greater levels of economic self-sufficiency. States have identified innovative strategies for providing enhanced TANF-funded programs to refugees, immigrants, and/or non-English speaking participants. During this moderated discussion, participants heard from Ms. Carlis Williams, Administrator for the Administration for Children and Families-Region IV, Mr. Michael Singleton, Office of Refugee Resettlement (ORR) State Coordinator for Georgia, and Expert Consultant, Mr. William Brumfield about promising strategies for engaging refugee populations on a variety of topics relating to TANF and refugees.

Nine evaluation forms were completed providing feedback for this session. Overall, the session received positive ratings and comments. Highlights of the evaluation results reveal that:

- All respondents indicated that the presenter was skilled in the topic area, with 100 percent of respondents providing a score of “medium-high” or “high.”
- Participants thought that the information provided throughout session was clear with 100 percent of respondents providing a score of “medium-high” or “high.”
- The majority of participants thought that the topic was applicable and relevant to their programs’ needs, with 75 percent of respondents providing a score of “medium-high” or “high.”
- Most respondents thought that the materials they received were relevant and usable resources for their programs.
- The majority of respondents viewed the presenters’ technical assistance method appropriate to achieving their programs’ technical assistance needs.

Attendees were asked to provide responses indicating what new knowledge and/or skill they learned; how they plan to apply the new knowledge and/or skills; whether they anticipate any barriers to implementing the new knowledge and/or skills; and, what additional technical assistance they need to implement the knowledge and/or skills. Many individuals took the time to write responses to these questions, and these responses are provided on the subsequent pages of this Evaluation Summary.



# 2011 TANF Priority Update Workshop

Administration for Children and Families  
Office of Family Assistance  
Region IV



## Evaluation Analysis

### 1. Overall Session Rating

Rating Scale:      1= Low                      3= Medium                      5= High

N=9\*

	1	2	3	4	5	N
Presenters' expertise	0	0	0	3 (33.33%)	6 (66.67%)	9
Clarity of information shared	0	0	0	3 (33.33%)	6 (66.67%)	9
Applicability and relevance of the topic(s) to your program's need	1 (11.11%)	1 (11.11%)	1 (11.11%)	2 (22.22%)	4 (44.44%)	9
Responsiveness of technical assistance strategy to your program's needs	1 (11.11%)	1 (11.11%)	1 (11.11%)	2 (22.22%)	4 (44.44%)	9
Relevance of materials provided	0	1 (11.11%)	1 (11.11%)	4 (44.44%)	3 (33.33%)	9
Usability and utility of materials provided	0	1 (11.11%)	1 (11.11%)	4 (44.44%)	3 (33.33%)	9
Appropriateness of TA method, i.e., workshop, webinar, strategy forum, roundtable for achieving my program's technical assistance needs	0	1 (11.11%)	1 (11.11%)	3 (33.33%)	3 (33.33%)	8

\*Some areas of the forms were left blank by respondents.



Administration for Children and Families  
Office of Family Assistance  
Region IV

### Evaluation Analysis



#### Additional Feedback<sup>4</sup>

**2. Describe at least one NEW KNOWLEDGE and/or SKILL you have acquired as a result of this technical assistance activity.**

- Session was informative, especially the overview of the FY 2011 Presidential Determination for Refugees by region, as our TANF agency does not work with the Refugee program.
- Six respondents indicated that the session was very informative and provided useful information from ORR.

**3. Describe how you plan to APPLY the new knowledge and/or skills in your program.**

- Four participants indicated that they will learn what their States are currently doing to better coordinate TANF services to refugees and to make sure that TANRF workers know who the Refugee Coordinators in their States are.

**4. Do you anticipate any BARRIERS (logistical, budgetary, political, staffing issues, other) to your implementing the new knowledge and/or skill in your programs?**

- No Responses.

**5. What additional technical assistance is needed to implement the new knowledge and/or skill?**

- No Responses.

**Please share any additional comments:**

- Interesting presentation and good to know, but not done by TANF in our State.
- Great panel discussion. Will share the information with our State Refugee Coordinator.
- Great Presentation!

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<sup>4</sup> Comments are transcribed directly from participant feedback and when possible, exactly as appeared on participant evaluation forms.



Administration for Children and Families  
Office of Family Assistance  
Region IV

### Evaluation Analysis

#### **Session: *TANF Data and Reporting***

DRA reauthorized TANF and the Claims Resolution Act of 2010 extended TANF and required specific TANF data reporting requirements for states. During this session, participants engaged peers and ACF representatives in discussions about data instructions for the TANF Data Report, fiscal management, revised data reporting requirements, and the SSP-MOE Data Report.

Sixteen evaluation forms were completed providing feedback for this session. Highlights of the evaluation results reveal that:

- The majority of respondents indicated that the presenters were skilled in their topic areas, with 92 percent of the respondents giving the presenters a ranking of “medium,” “medium-high” or “high.”
- The majority of participants thought that the information was clearly presented.
- Respondents thought that the information presented was applicable and relevant to their programs’ needs, with 86 percent giving a ranking of “medium,” “medium-high” or “high.”
- Overall, respondents viewed the session as useful and relevant. The comments indicate that the session would have been more useful if held in person rather than by teleconference. Respondents also indicated that they would have liked to receive potential questions prior to the conference call.

Attendees were asked to provide responses indicating what new knowledge and/or skill they learned; how they plan to apply the new knowledge and/or skills; whether they anticipate any barriers to implementing the new knowledge and/or skills; and, what additional technical assistance they need to implement the knowledge and/or skills. Many individuals took the time to write responses to these questions, and these responses are provided on the subsequent pages of this Evaluation Summary.



# 2011 TANF Priority Update Workshop

Administration for Children and Families  
Office of Family Assistance  
Region IV



## Evaluation Analysis

### 1. Overall Session Rating

Rating Scale:      1= Low      3= Medium      5= High

N=16\*

	1	2	3	4	5	N
Presenters' expertise	0	1 (7.69%)	5 (38.46%)	5 (38.46%)	2 (15.38%)	13
Clarity of information shared	4 (25%)	3 (18.75%)	5 (31.25%)	3 (18.75%)	1 (6.25%)	16
Applicability and relevance of the topic(s) to your program's need	0	2 (13.33%)	6 (40%)	5 (33.33%)	2 (13.33%)	15
Responsiveness of technical assistance strategy to your program's needs	2 (13.33%)	2 (13.33%)	6 (40%)	4 (26.67%)	1 (6.67%)	15
Relevance of materials provided	3 (20%)	0	6 (40%)	3 (20%)	3 (20%)	15
Usability and utility of materials provided	6 (40%)	1 (6.67%)	2 (13.33%)	6 (40%)	0	15
Appropriateness of TA method, i.e., workshop, webinar, strategy forum, roundtable for achieving my program's technical assistance needs	3 (20%)	1 (6.67%)	4 (26.67%)	7 (46.67%)	0	15

\*Some areas of the forms were left blank by respondents.



Administration for Children and Families  
Office of Family Assistance  
Region IV

### Evaluation Analysis



#### Additional Feedback<sup>5</sup>

**2. Describe at least one NEW KNOWLEDGE and/or SKILL you have acquired as a result of this technical assistance activity.**

- I already had knowledge of the area, but the discussion provided clarity.

**3. Describe how you plan to APPLY the new knowledge and/or skills in your program.**

- Debrief my child support colleague on the type of reporting required by IV-A.

**4. Do you anticipate any BARRIERS (logistical, budgetary, political, staffing issues, other) to your implementing the new knowledge and/or skill in your programs?**

- No responses.

**5. What additional technical assistance is needed to implement the new knowledge and/or skill?**

- Funding and training.

**Please share any additional comments:**

- No responses.

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<sup>5</sup> Comments are transcribed directly from participant feedback and when possible, exactly as appeared on participant evaluation forms.





Administration for Children and Families  
Office of Family Assistance  
Region IV

### Evaluation Analysis

#### ***Session: Asset Building Strategies for Domestic Violence Survivors***

TANF remains a viable option for survivors of domestic violence and allows for options for improving greater personal and economic security. During this session, participants learned about strategies for assisting survivors of domestic violence on their pathways to greater economic self-sufficiency by improving economic independence using asset building strategies. Meeting attendees heard from asset-building experts Ms. Amy Shir, a Regional Representative for the Administration for Children and Families' ASSET Initiative and Ms. Rosa Ramos-Morgan, Director of Economic Justice and Special Initiatives for the Florida Coalition Against Domestic Violence.

Sixteen evaluation forms were completed providing feedback for this session. Overall, the session received overwhelmingly positive ratings and comments. Highlights of the evaluation results reveal that:

- The majority of respondents indicated that the presenter was skilled in the topic area, with 92 percent of respondents providing a score of "medium-high" or "high."
- The large majority of participants thought that the information provided throughout session was clear with 31 percent of respondents providing a score of "medium-high" and 63 percent of respondents providing a score of "high."
- Most respondents thought that the topic was applicable and relevant to their programs' needs, with 80 percent of respondents providing a score of "medium-high" or "high."
- The majority of participants viewed the technical assistance strategy as responsive to meeting their program's needs.
- Respondents believed the materials they received were both relevant and usable.
- The majority of respondents viewed the presenters' technical assistance method appropriate to achieving their programs' technical assistance needs with 40 percent of respondents providing a score of "medium-high" and 47 percent of respondents providing a score of "high."

Attendees were asked to provide responses indicating what new knowledge and/or skill they learned; how they plan to apply the new knowledge and/or skills; whether they anticipate any barriers to implementing the new knowledge and/or skills; and, what additional technical assistance they need to implement the knowledge and/or skills. Many individuals took the time to write responses to these questions, and these responses are provided on the subsequent pages of this Evaluation Summary.





# 2011 TANF Priority Update Workshop

Administration for Children and Families  
Office of Family Assistance  
Region IV



## Evaluation Analysis

### 1. Overall Session Rating

Rating Scale:      1= Low      3= Medium      5= High

N=16\*

	1	2	3	4	5	N
Presenters' expertise	0	0	1 (7.14%)	3 (21.43%)	10 (71.43%)	14
Clarity of information shared	0	0	1 (6.25%)	5 (31.25%)	10 (62.5%)	16
Applicability and relevance of the topic(s) to your program's need	0	0	3 (20%)	4 (26.67%)	8 (53.33%)	15
Responsiveness of technical assistance strategy to your program's needs	0	0	3 (20%)	5 (33.33%)	7 (46.67%)	15
Relevance of materials provided	0	0	1 (6.67%)	6 (40%)	8 (53.33%)	15
Usability and utility of materials provided	0	0	4 (26.67%)	5 (33.33%)	6 (40%)	15
Appropriateness of TA method, i.e., workshop, webinar, strategy forum, roundtable for achieving my program's technical assistance needs	0	0	2 (13.33%)	6 (40%)	7 (46.67%)	15

\*Some areas of the forms were left blank by respondents.



Administration for Children and Families  
Office of Family Assistance  
Region IV

### Evaluation Analysis



#### Additional Feedback<sup>6</sup>

**2. Describe at least one NEW KNOWLEDGE and/or SKILL you have acquired as a result of this technical assistance activity.**

- Integrating new best practice efforts from other States.
- How to incorporate financial economic literacy into job readiness.
- Was not aware that Individual Development Accounts (IDAs) could be privately matched thereby removing the usage restrictions.
- Partnership information.

**3. Describe how you plan to APPLY the new knowledge and/or skills in your program.**

- Two participants indicated that they would share the information they learned with their colleagues and explore organizations offering IDAs.
- Look into the curriculum.

**4. Do you anticipate any BARRIERS (logistical, budgetary, political, staffing issues, other) to your implementing the new knowledge and/or skill in your programs?**

- Three participants indicated funding and budget restrictions in implementing IDA projects.

**5. What additional technical assistance is needed to implement the new knowledge and/or skill?**

- We may need additional guidance through our Region.

**Please share any additional comments:**

- Excellent, interesting presentation.
- Two participants indicated that they had heard the presentation on Assets for Independence IDAs prior to the meeting.

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<sup>6</sup> Comments are transcribed directly from participant feedback and when possible, exactly as appeared on participant evaluation forms.



Administration for Children and Families  
Office of Family Assistance  
Region IV

### Evaluation Analysis

#### ***Session: Expanding Our Repertoire, Expanding Our Partnerships***

This session brought together representatives from the U.S. Department of Agriculture (USDA), the U.S. Department of Labor (DOL), and the U.S. Department of Housing and Urban Development (HUD) to discuss ways in which they have been collaborating with TANF agencies. Participants were able to discuss ways to enhance cross-agency collaboration at the Federal, State and local levels for the purpose of serving shared clients in a more holistic manner to improve their success. Panelists included Mr. Robert Caskey, Program Specialist with Food and Nutrition Service at the USDA; Ms. Toni W. Buxton, a Federal Project Officer with the DOL's Employment and Training Administration; and Ms. Stephanie Williams, Housing Program Specialist with HUD.

Fifteen evaluation forms were completed providing feedback for this session. Overall, the session received overwhelmingly positive ratings and comments. Highlights of the evaluation results reveal that:

- The majority of respondents indicated that the presenter was skilled in the topic area, with 92 percent of respondents providing a score of "medium-high" or "high."
- The large majority of participants thought that the information provided throughout session was clear with 53 percent of respondents providing a score of medium-high and 40 percent of respondents providing a score of "high."
- Most respondents thought that the topic was applicable and relevant to their programs' needs, with 87 percent of respondents providing a score of "medium-high" or "high."
- The majority of participants viewed the technical assistance strategy as responsive to meeting their programs' needs.
- Respondents believed the meeting materials were relevant and usable. A large majority ranked both the relevance and the usability of the materials as "medium-high" or "high."
- The majority of respondents viewed the presenters' technical assistance method appropriate to achieving their programs' technical assistance needs.

Attendees were asked to provide responses indicating what new knowledge and/or skill they learned; how they plan to apply the new knowledge and/or skills; whether they anticipate any barriers to implementing the new knowledge and/or skills; and, what additional technical assistance they need to implement the knowledge and/or skills. Many individuals took the time to write responses to these questions, and these responses are provided on the subsequent pages of this Evaluation Summary.



# 2011 TANF Priority Update Workshop

Administration for Children and Families  
Office of Family Assistance  
Region IV



## Evaluation Analysis

### 1. Overall Session Rating

Rating Scale: 1= Low 3= Medium 5= High

N=15\*

	1	2	3	4	5	N
Presenters' expertise	0	0	1 (7.14%)	7 (50%)	6 (42.86%)	14
Clarity of information shared	0	0	1 (6.67%)	8 (53.33%)	6 (40%)	15
Applicability and relevance of the topic(s) to your program's need	0	0	2 (13.33%)	6 (40%)	7 (46.67%)	15
Responsiveness of technical assistance strategy to your program's needs	0	0	2 (13.33%)	5 (33.33%)	8 (53.33%)	15
Relevance of materials provided	0	0	2 (14.29%)	6 (42.86%)	6 (42.86%)	14
Usability and utility of materials provided	0	0	3 (21.43%)	5 (35.71%)	6 (42.86%)	14
Appropriateness of TA method, i.e., workshop, webinar, strategy forum, roundtable for achieving my program's technical assistance needs	0	0	2 (14.29%)	6 (42.86%)	6 (42.86%)	14

\*Some areas of the forms were left blank by respondents.



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### Evaluation Analysis



#### Additional Feedback<sup>7</sup>

**2. Describe at least one NEW KNOWLEDGE and/or SKILL you have acquired as a result of this technical assistance activity.**

- Learned more about housing programs.
- Partnership possibilities.
- Was not aware of grants available through HUD. Liked the concept of including financial education and job development in job readiness.
- I learned of HUD's process with foreclosure, relative to lenders through the Fair Housing Act.
- Housing counseling program.
- Additional information we learned from EBT usage.

**3. Describe how you plan to APPLY the new knowledge and/or skills in your program.**

- Four participants indicated that they will share the information they learned with colleagues in their States.

**4. Do you anticipate any BARRIERS (logistical, budgetary, political, staffing issues, other) to your implementing the new knowledge and/or skill in your programs?**

- Yes, barriers from budgetary restrictions.

**5. What additional technical assistance is needed to implement the new knowledge and/or skill?**

- No Responses.

**Please share any additional comments:**

- Good Session—Informative.

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<sup>7</sup> Comments are transcribed directly from participant feedback and when possible, exactly as appeared on participant evaluation forms.



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#### ***Session: Promoting Improved Career Pathways through Greater Education and Training Options***

Although there are limited options for integrating education and training into TANF programs, there are strategic activities that TANF programs can utilize to promote improved career pathways by infusing education and training, skill building, and stackable credentialing into a client's continuum of services. During this session, Ms. Shauna King-Simms Director of the Transitions program for the Kentucky Community and Technical College System and Ms. Diane McCants, Senior Director of Income for the United Way of Metropolitan Atlanta shared promising programs that accomplish the goals of increasing education and training options for TANF participants, while meeting TANF program requirements.

Sixteen evaluation forms were completed providing feedback for this session. Overall, the session received overwhelmingly positive ratings and comments. Highlights of the evaluation results reveal that:

- All respondents indicated that the presenter was skilled in the topic area, by providing a score of "medium-high" or "high."
- The large majority of participants thought that the information provided throughout session was clear with 83 percent of respondents providing a score of "medium-high" or "high."
- Most respondents thought that the topic was applicable and relevant to their programs' needs, with 93 percent of respondents providing a score of "medium-high" or "high."
- The majority of participants viewed the technical assistance strategy as responsive to meeting their programs' needs.
- Respondents believed the materials provided were both relevant and usable.
- The majority of respondents viewed the presenters' technical assistance method appropriate to achieving their programs' technical assistance needs.

Attendees were asked to provide responses indicating what new knowledge and/or skill they learned; how they plan to apply the new knowledge and/or skills; whether they anticipate any barriers to implementing the new knowledge and/or skills; and, what additional technical assistance they need to implement the knowledge and/or skills. Many individuals took the time to write responses to these questions, and these responses are provided on the subsequent pages of this Evaluation Summary.



# 2011 TANF Priority Update Workshop

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## Evaluation Analysis

### 1. Overall Session Rating

Rating Scale: 1= Low 3= Medium 5= High

N=16\*

	1	2	3	4	5	N
Presenters' expertise	0	0	0	7 (50%)	7 (50%)	14
Clarity of information shared	0	0	1 (6.67%)	6 (40%)	8 (53.33%)	15
Applicability and relevance of the topic(s) to your program's need	0	0	1 (6.67%)	7 (46.67%)	7 (46.67%)	15
Responsiveness of technical assistance strategy to your program's needs	0	1 (6.25%)	0	7 (43.75%)	8 (50%)	16
Relevance of materials provided	0	0	1 (6.67%)	6 (40%)	8 (53.33%)	15
Usability and utility of materials provided	0	1 (6.67%)	0	7 (46.67%)	7 (46.67%)	15
Appropriateness of TA method, i.e., workshop, webinar, strategy forum, roundtable for achieving my program's technical assistance needs	0	0	1 (6.67%)	6 (40%)	8 (53.33%)	15

\*Some areas of the forms were left blank by respondents.





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## Evaluation Analysis



### Additional Feedback<sup>8</sup>

**2. Describe at least one NEW KNOWLEDGE and/or SKILL you have acquired as a result of this technical assistance activity.**

- TANF funded work study.
- That certificates are not necessarily income generated as what I would have assumed.
- Sector based workforce development.
- Employment Function of United Way—Did not know that the United Way was involved in education and employment.
- Two participants indicated they were previously unaware of the potential opportunities for partnership with community colleges and United Ways.

**3. Describe how you plan to APPLY the new knowledge and/or skills in your program.**

- Check with Louisville Workforce Collaborative.
- Three participants indicated that they would share information with their management and explore possibilities for implementation.
- Create talking points for upper level management

**4. Do you anticipate any BARRIERS (logistical, budgetary, political, staffing issues, other) to your implementing the new knowledge and/or skill in your programs?**

- Four participants indicated that lack of funding and budgetary concerns is a potential barrier.

**5. What additional technical assistance is needed to implement the new knowledge and/or skill?**

- No Responses.

**Please share any additional comments:**

- No Responses.

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<sup>8</sup> Comments are transcribed directly from participant feedback and when possible, exactly as appeared on participant evaluation forms.



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### Evaluation Analysis



#### **Session: *Child Only TANF: A Call for Collaboration***

Programmatically and practically there are many intersections between TANF and Child Welfare as well as – more generally – many concerns about the well-being of children in TANF families. Effectively linking economic self-sufficiency planning and improving the safety, permanence, and well-being of children requires on-going consideration of family members' personal resources as well as limitations and needs and, then, cross-system collaboration and coordination. One constraint on such coordination is the fact that little is known about TANF child-only cases, now close to half of TANF cases nationwide. During this session, Dr. Richard Speiglman, Senior Research Analyst Child and Family Policy Institute of California, discussed three major groups of child-only cases; the role of adult and children's services in meeting families' needs; and specific lessons learned from programs such as CalWORKs, California's TANF program, and its coordination with Child Welfare.

Thirteen evaluation forms were completed providing feedback for this session. Overall, the session received overwhelmingly positive ratings and comments. Highlights of the evaluation results reveal that:

- One hundred percent of respondents indicated that the presenter was skilled in the topic area, by providing a score of "medium-high" or "high."
- The large majority of participants thought that the information provided throughout session was clear with 15 percent providing a score of "medium-high," and 76 percent providing a score of "high."
- Most respondents thought that the topic was applicable and relevant to their programs' needs, with 92 percent of respondents providing a score of "medium-high" or "high."
- The majority of respondents viewed the technical assistance strategy as responsive to meeting their program's needs, with 92 percent providing a score of "medium-high" to "high."
- Participants believed the session materials were relevant and usable. Ninety-two percent of respondents rated the relevance of materials "medium-high" or "high," and 92 percent rated the materials' usability and utility as "medium-high" or "high."
- The majority of respondents viewed the presenters' technical assistance method appropriate to achieving their programs' technical assistance needs.

Attendees were asked to provide responses indicating what new knowledge and/or skill they learned; how they plan to apply the new knowledge and/or skills; whether they anticipate any barriers to implementing the new knowledge and/or skills; and, what additional technical assistance they need to implement the knowledge and/or skills. Many individuals took the time to write responses to these questions, and these responses are provided on the subsequent pages of this Evaluation Summary.



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## Evaluation Analysis

### 1. Overall Session Rating:

Rating Scale:      1= Low                      3= Medium                      5= High

N=13

	1	2	3	4	5	N
Presenter's expertise	0	0	0	2 (15.38%)	11 (84.62%)	13
Clarity of information shared	0	0	1 (7.69%)	2 (15.38%)	10 (76.92%)	13
Applicability and relevance of the topic(s) to your program's need	0	0	1 (7.69%)	2 (15.38%)	10 (76.92%)	13
Responsiveness of technical assistance strategy to your program's needs	0	0	1 (7.69%)	3 (23.08%)	9 (69.23%)	13
Relevance of materials provided	0	0	1 (7.69%)	3 (23.08%)	9 (69.23%)	13
Usability and utility of materials provided	0	0	1 (7.69%)	2 (15.38%)	10 (76.92%)	13
Appropriateness of TA method, i.e., workshop, webinar, strategy forum, roundtable for achieving my program's technical assistance needs	0	0	1 (7.69%)	2 (15.38%)	10 (76.92%)	13



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#### Additional Feedback<sup>9</sup>

**2. Describe at least one NEW KNOWLEDGE and/or SKILL you have acquired as a result of this technical assistance activity.**

- Learn other States' programs, such as Florida.
- Networking to increase collaboration.
- Early interventions in providing family support services to child-only cases.
- I learned that the number of child-only cases is high, not just in our State.
- Two participants indicated that they need to improve collaboration and communication with Child Welfare.

**3. Describe how you plan to APPLY the new knowledge and/or skills in your program.**

- Share information.
- Will meet with Midtown and use the goal setting form in the program book to plan strategies and set deadlines.
- Discuss possibility with TANF and Child Protective Services (CPS) administration. Look at other models.
- Will meet with Child Welfare to begin dialogue on how best to collaborate.

**4. Do you anticipate any BARRIERS (logistical, budgetary, political, staffing issues, other) to your implementing the new knowledge and/or skill in your programs?**

- Four participants indicated that funding and budget concerns will be future barriers.
- Our agency is siloed and we do not traditionally work with Child Welfare. There may be a resistance from child welfare staff.

**5. What additional technical assistance is needed to implement the new knowledge and/or skill?**

- Facing budgetary limits, must limit caregiver program.
- Funds.
- Better collaboration.
- Would like TA on models that are working.

**Please share any additional comments:**

- No Responses.

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<sup>9</sup> Comments are transcribed directly from participant feedback and when possible, exactly as appeared on participant evaluation forms.



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### Evaluation Analysis

#### **Session: *Challenging Times, Innovative Solutions***

Despite the current recession, decreasing Federal and state budgets, and high unemployment, the TANF program offers a significant source of assistance to a large portion of citizens. During this session, participants engaged with peers on innovative solutions for increasing the responsiveness of TANF to the employment and economic needs of low-income individuals. Participants will hear about promising strategies for improving short-term recovery and long-term economic security and understand how to integrate strategies into TANF programs.

10 evaluation forms were completed providing feedback for this session. Overall, the session received overwhelmingly positive ratings and comments. Highlights of the evaluation results reveal that:

- The majority of respondents indicated that the presenter was skilled in the topic area, with 89 percent of respondents providing a score of “medium-high” or “high.”
- The large majority of participants thought that the information provided throughout session was clear with 90 percent providing a score of “medium-high” or “high.”
- Eighty percent of respondents found the topic applicable, relevant, and found that the technical assistance strategy was responsive to their program’s needs.
- Participants believed the materials provided were relevant and usable. Seventy-five percent of respondents rated the relevance of materials “medium-high” or “high,” and 75 percent rated the materials’ usability and utility as “medium-high” or “high.”
- The majority of respondents viewed the presenters’ technical assistance method appropriate to achieving their programs’ technical assistance needs.

Attendees were asked to provide responses indicating what new knowledge and/or skill they learned; how they plan to apply the new knowledge and/or skills; whether they anticipate any barriers to implementing the new knowledge and/or skills; and, what additional technical assistance they need to implement the knowledge and/or skills. Many individuals took the time to write responses to these questions, and these responses are provided on the subsequent pages of this Evaluation Summary.



# 2011 TANF Priority Update Workshop

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## Evaluation Analysis

### 1. Overall Session Rating

Rating Scale: 1= Low 3= Medium 5= High

N=10\*

	1	2	3	4	5	N
Presenters' Expertise	0	0	1 (11.11%)	3 (33.33%)	5 (55.56%)	9
Clarity of information shared	0	0	1 (10%)	2 (20%)	7 (70%)	10
Applicability and relevance of the topic(s) to your program's need	0	0	2 (20%)	1 (10%)	7 (70%)	10
Responsiveness of technical assistance strategy to your program's needs	0	0	2 (20%)	1 (10%)	7 (70%)	10
Relevance of materials provided	0	0	2 (25%)	1 (12.5%)	5 (62.5%)	8
Usability and utility of materials provided	0	0	2 (25%)	1 (12.5%)	5 (62.5%)	8
Appropriateness of TA method, i.e., workshop, webinar, strategy forum, roundtable for achieving my program's technical assistance needs	0	0	2 (20%)	1 (10%)	7 (70%)	10

\*Some areas of the forms were left blank by respondents.





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### Evaluation Analysis



#### Additional Feedback<sup>10</sup>

**2. Describe at least one NEW KNOWLEDGE and/or SKILL you have acquired as a result of this technical assistance activity.**

- Ideas gained from sharing info with other States is invaluable.
- Learned more about States and Challenges.
- Be creative in looking at potential partners.
- Use Welfare Peer TA for research.
- Already knew the information.
- Drug testing.
- Small meetings are more productive.

**3. Describe how you plan to APPLY the new knowledge and/or skills in your program.**

- Will try to incorporate several practices and models into our TANF program.
- Collaboration.
- Share information.

**4. Do you anticipate any BARRIERS (logistical, budgetary, political, staffing issues, other) to your implementing the new knowledge and/or skill in your programs?**

- Resistance to change within the organization.

**5. What additional technical assistance is needed to implement the new knowledge and/or skill?**

- Technical assistance on drug testing.
- Technical assistance and training on case management.

**Please share any additional comments:**

- No Responses.

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<sup>10</sup> Comments are transcribed directly from participant feedback and when possible, exactly as appeared on participant evaluation forms.