



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



Investing in Youth and the Community: Summer Youth Employment Programs and Partnerships

Wednesday, May 7, 2014; 2:00 – 3:30 p.m. Eastern Time

Welcome! The webinar will start momentarily.





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



Investing in Youth and the Community: Summer Youth Employment Programs and Partnerships

Wednesday, May 7, 2014; 2:00 – 3:30 p.m. Eastern Time

Presenters:

- Earl Johnson, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services
- Lisa Washington-Thomas, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services
- Maria-Lana Queen, Office of Public and Indian Housing, U.S. Department of Housing and Urban Development
- Jennifer Troke, Employment and Training Administration, U.S. Department of Labor
- Jennifer Kemp, Employment and Training Administration, U.S. Department of Labor
- Susan Curnan, Center for Youth and Communities, Brandeis University
- Amy Dworsky, Chapin Hall at the University of Chicago
- Amy Banker, Youth Employment Academy at the Denver Public Housing Authority



Strengthening Self-sufficiency Pathways



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



Opening Remarks

Earl Johnson

Director

Office of Family Assistance



Strengthening Self-sufficiency Pathways



Strengthening Self-sufficiency Pathways

Peer TA Network Webinar

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Jennifer Troke

*Employment and Training Administration,
Division of Youth Services, Division Chief*

Jennifer Kemp

*Employment and Training Administration,
Division of Youth Services, Unit Chief for Youth
Policy and Performance*



Strengthening Self-sufficiency Pathways



Peer TA Network Webinar

Susan Curnan

*Professor and Director,
Center for Youth and Communities,
The Heller School for Social Policy and
Management, Brandeis University*



SUMMER YOUTH EMPLOYMENT: SO MUCH MORE THAN A JOB

**Webinar Presentation and Conversation
for
The Office of Family Assistance's Peer TA Network**

Susan P. Curnan

May 7, 2014

<http://cyc.brandeis.edu>



PURPOSE OF THE 15-MINUTE PITCH

1. Provide a snapshot of the Walmart investment and Brandeis design for youth employability development through summer jobs
2. Highlight findings from the national initiative
3. Identify challenges to, and essentials for, starting and sustaining a community-wide youth employability system



SNAPSHOT

***To foster social change and help
people have a better life.***

-The Walmart Foundation 2011



SNAPSHOT

SUMMER YOUTH EMPLOYABILITY INITIATIVE EMPLOY • EDUCATE • SUPPORT

Employability –

Employability depends on the knowledge, skills and abilities [youth] possess, the way they present those assets to employers.

-Hillage and Pollard, 1998



SNAPSHOT

THE WALMART FOUNDATION INVESTMENT

- National leader in workforce development
- Funded jobs, training, and support for 8,500+ vulnerable young adults in ten communities with a \$13.5M investment (2011-2014)
- Funded knowledge development and dissemination of effective practice for program and system design



SNAPSHOT

SUMMER YOUTH EMPLOYABILITY INITIATIVE

EMPLOY • EDUCATE • SUPPORT

FOR WHOM

- Our nation's vulnerable youth at risk of long-term unemployment, including those aged 16-22 both in and out of school, in foster care, with disabilities, formerly incarcerated, and in violent, risky and high poverty environments
- AKA "Opportunity Youth"

IMPACT

- Enhanced employability of low-skill youth who document their skills and competencies and know how to communicate them to employers
- Working partnerships and systems approach for youth employability development engaging all sectors



SNAPSHOT

COMMUNITY	2011	2012	2013	ACADEMY/ ROUNDTABLES
Chicago	√	√	√	√
Detroit	√	√	√	√
Hartford		√	√	√
Houston			√	√
Los Angeles	√	√		
New York City	√	√		
Philadelphia		√	√	√
Phoenix/Maricopa Co.		√	√	√
San Diego			√	√
Washington, D.C.	√			



SNAPSHOT

WHY THE INVESTMENT?

... 2014 is shaping up to be the year the world takes action on the global youth unemployment crisis... With our collective energy and actions, 2014 can be the tipping point.

**-Judith Rodin, President, The Rockefeller Foundation
Davos, World Economic Forum
January 2014**

The statistics are both alarming and encouraging.



SNAPSHOT

... reducing the youth unemployment rate by 1% adds \$75B to the global economy...

**-Muhtar Kent, CEO
Coca Cola Company**

... The cost of doing nothing is immense....



FINDINGS

Youth development without real work experience is a recipe for failure.

And so is work experience isolated from education and youth development.

-Susan P. Curnan, Professor and Director, Center for Youth and Communities
The Heller School for Social Policy and Management, Brandeis University



FINDINGS

SUMMERS MATTER.

**YET, SUMMER WORK
EXPERIENCE ALONE IS NOT
ENOUGH.**



FINDINGS

THE WALMART INVESTMENT HAS SHOWN THAT SUMMER YOUTH EMPLOYABILITY PROGRAMS DO MAKE A DIFFERENCE—

- Gained maturity, job-related skills, more employable
- Many secured long-term unsubsidized employment upon completion of subsidized summer work experience
- For those not planning to finish school or go on for more training or education, a significant number changed their minds by the end of summer
- Researchers in 2 cities found summer jobs programs **alone** reduced violence and increased academic success



CHALLENGES

*For every complex problem, there is
a simple answer –
and it is usually wrong.*

-Anonymous



CHALLENGES

BUILDING A COMMUNITY-WIDE YOUTH EMPLOYABILITY SYSTEM REQUIRES

**Leadership teams that have technical,
political and visionary skills**



KEY QUESTION

How can business, government, nonprofits, and philanthropy work together to improve the broken pipeline of skilled workers at a time when technology and globalization have brought about many structural changes in the labor market?



CHALLENGES THREE LESSONS

DEVELOPING A COMMUNITY-WIDE SYSTEM FOR (YEAR-ROUND) YOUTH EMPLOYABILITY:

#1 – This is essentially a *political* task... the success or failure of which depends on the presence of strong local leaders and local capacity to define the problem (admit the workforce system is broken) and a common agenda, engage key stakeholders, define and negotiate common interests, and establish accountability across institutions.

Policy makers from all sectors need to recognize that the major challenges are the *political* tasks of building a shared vision, and the ownership and will to implement an outcome-oriented plan.



CHALLENGES THREE LESSONS

DEVELOPING A COMMUNITY-WIDE SYSTEM FOR (YEAR-ROUND) YOUTH EMPLOYABILITY:

#2 – Developing a community-wide system is hard. Most fail. It takes a long time.

#3 –There is no one “right way” – no one model. Each community needs to define “the problem” it wants to solve and the resulting strategies in a way that best reflects local priorities and best engages community interest and commitment. Developing a theory of action and a logic model are useful and necessary tools to facilitate this process.



CHALLENGES

SYSTEM-BUILDING: LEVERAGED ACTION FOR IMPACT

MOVING FROM:

THROUGH such things as:

TO:

Innovative programs/
interventions

Individual organizational and
human efforts, ideas and
frameworks

Working in isolation

Search for the most effective
program model or organization

Progress and success for
individual youth in specific
situations and circumstances
(isolated impact)

Resistance

Competition

Different values and
understandings of
youth

Community
tensions re: race,
power, decision-
making, resource
allocation

Lack of political will

Control of local
decision-making

Defining the problem and developing
a shared vision, common goals

Leveraged actions and collective
approach based on shared
understanding of problem, shared
vision and common goals

Leveraged and coordinated action
Broker or intermediary as facilitator

Bringing together the collective
strengths, skills, and capacities of all
key players

System-wide change

Community-level impact

Workforce Funding: Primary Federal Agencies and How Funds Flow¹

The flow of federal funding for workforce is complex and is distributed directly through competitive grants, through entitlements or grants to states and local jurisdictions, and from all levels to community organizations. Complicating this flow is the range of federal agencies with workforce development budgets. Shown below are some of the primary federal agencies and their main funding streams related to workforce.

SOURCE	U.S. Dept. of Labor	U.S. Dept. of Education	U.S. Dept. of Health and Human Services	U.S. Depts. of Energy, Agriculture, Housing and Urban Development, and Justice	U.S. Depts. of Interior and Agriculture, The Environmental Protection Agency and Council on Environmental Quality
Federal	<ul style="list-style-type: none"> Workforce Investment Act (WIA) Title I Wagner-Peyser Act Trade Adjustment Assistance Competitive Grants (Green industry, health care, etc.) 	<ul style="list-style-type: none"> Workforce Investment Act Title II (Adult Education) Perkins Loan Program Pell Grants 	<ul style="list-style-type: none"> Temporary Assistance for Needy Families (TANF) Community Services Block Grant (CSBG) Social Services Block Grant (SSBG) 	<ul style="list-style-type: none"> Energy: e.g., Weatherization Assistance Program Agriculture: e.g., Supplemental Nutrition Assistance Program Employment and Training Program HUD: e.g., Community Development Block Grant (CDBG) Justice: e.g., Second Chance Act 	<ul style="list-style-type: none"> New Initiative: 21st Century Strategy for America's Great Outdoors (The White House, April 2010) Youth in the Great Outdoors offers job and internship opportunities through Public Land and Youth Conservation Corps Acts and website: www.YouthGO.gov to increase employment and career opportunities locally and nationally. Also, provide educational resources. U.S. Department of Interior Purpose: Preparing the next generation of conservation leaders by connecting young people to their natural and cultural heritage.
State (Multiple Agencies)	<ul style="list-style-type: none"> WIA Title 1 (15%) Discretionary 	<ul style="list-style-type: none"> WIA Title II Perkins Loan Program 	<ul style="list-style-type: none"> TANF SSBG 	<ul style="list-style-type: none"> CDBG Small Cities 	<ul style="list-style-type: none"> Access through website and Julie Rodriguez, Director, Office of Youth at the U.S. Department of Interior.
Local	<ul style="list-style-type: none"> WIA Title I (85%) Wagner-Peyser Act Trade Adjustment Assistance 	<ul style="list-style-type: none"> No adult education funding at local level 	<ul style="list-style-type: none"> No funding at local level 	<ul style="list-style-type: none"> CDBG Entitlement Communities 	<ul style="list-style-type: none"> Access through website and Julie Rodriguez, Director, Office of Youth at the U.S. Department of Interior.
Community (Programs and Individuals)	<ul style="list-style-type: none"> Individual Training Accounts Vouchers from WIA Act Competitive Grants 	<ul style="list-style-type: none"> Pell Grants (Individual) WIA Title II Perkins Loan Program 	<ul style="list-style-type: none"> CSBG – Community Action Programs (CAPs) TANF – Competitive Grants 	<ul style="list-style-type: none"> Competitive Grants 	<ul style="list-style-type: none"> Competitive opportunities (in 2010, provided more than 21,000 jobs). Special emphasis on engaging youth from communities with historically lower participation rates, as well as young women and girls.

¹ Derived from: *Building on What Works: Workforce Development Practice and Policy*. Special Fund for Poverty Alleviation. Open Society Foundations: New York, NY. 2011.



...We can ill afford to allow two-thirds of our young people to reach adulthood without all of the resources they need to compete. We can afford even less to allow more than one-fifth of our children to enter adulthood with little or no hope of success.

- Tom Friedman, Author: *The World is Flat*, 2005



Peer TA Network Webinar

Audience Poll

Which topic would you like the presenter to discuss in more depth?

1. *What have you witnessed and learned about business-community partnerships for youth employment? What works? What does not work?*
2. *From the experiences of the seven grantees funded by the Walmart Foundation, what recommendations would you have for agencies looking to implement a new summer youth employment program?*
3. *What types of technical assistance have been most beneficial to the seven grantees funded by the Walmart Foundation?*



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



Strengthening Self-sufficiency Pathways



Peer TA Network Webinar

Amy Dworsky

*Senior Researcher, Chapin Hall
at the University of Chicago*

Workforce Development Needs of Youth in Foster Care

**Investing in Youth and the Community:
Summer Youth Employment Programs and Partnerships**

**Amy Dworsky, Ph.D.
May 7, 2014**

Why Youth in Foster Care?

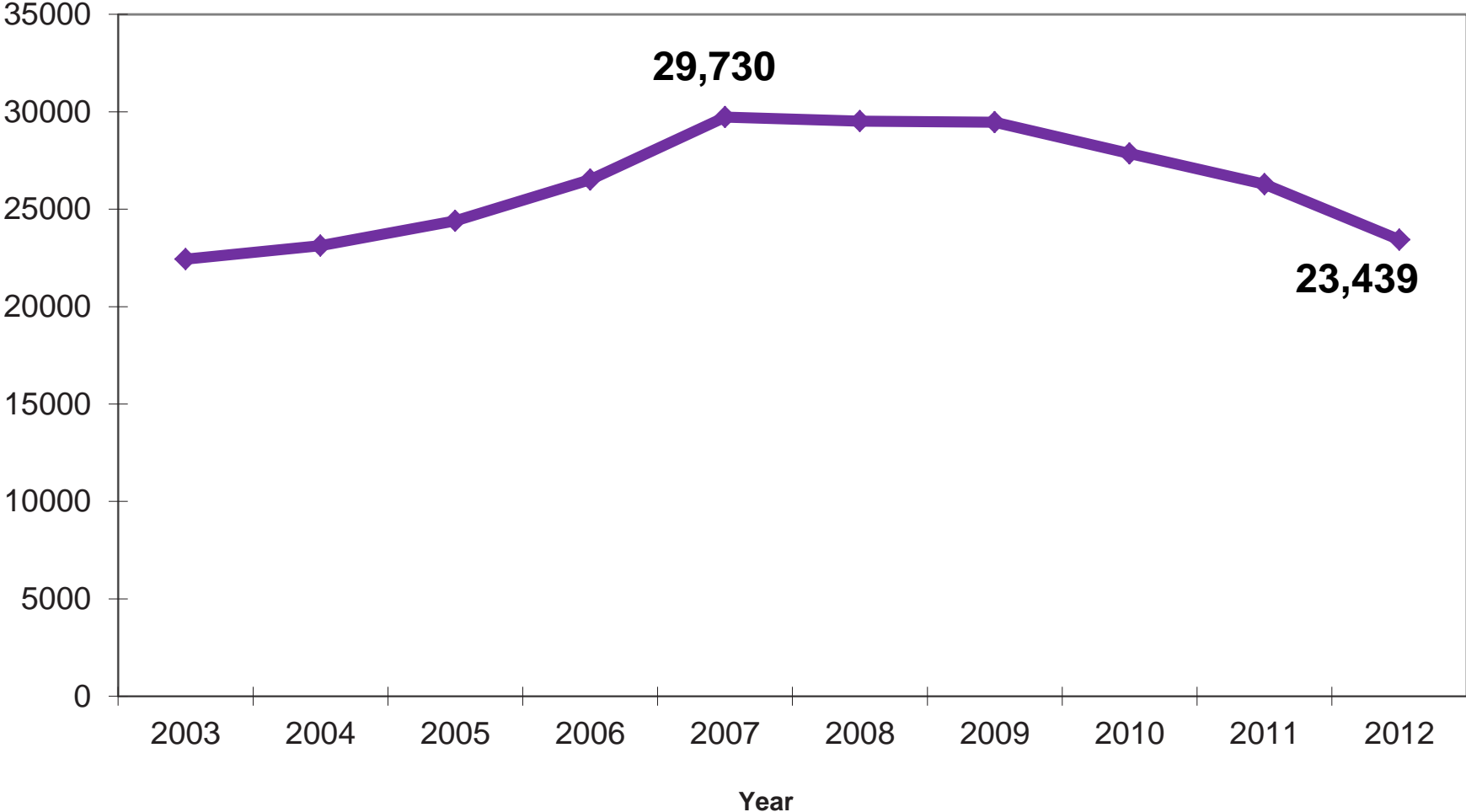
- Joint letter from HHS, DOL and HUD
- Encouraging partnerships between TANF agencies or WIA programs and state or local child welfare agencies
- Leveraging those partnerships to improve the employment outcomes of youth who are or were in foster care

Background

- Goal for all children who enter foster care is a permanent home through reunification, adoption or legal guardianship
- But some young people remain in foster care until they “age out” when they turn 18 or 21 years old
- More abrupt transition to adulthood than their peers
- Expected to “make it” on their own without financial or emotional support from parents or other family members

Number of Youth Aging Out of Care

Adoption and Foster Care Analysis and Reporting System (AFCARS) Data



Chafee Foster Care Independence Program

- Created by the Foster Care Independence Act of 1999
- Primary source of federal funding to prepare youth previously and presently in foster care for the transition to adulthood
- Target populations:
 - Youth who are likely to remain in foster care until age 18
 - Youth who exit foster care for kinship guardianship or adoption on or after their 16th birthday
 - 18-21 years olds who have "aged out" of foster care
- States receive a share of the annual \$140 million appropriation based on the size of their foster care population

Chafee Foster Care Independence Program

- Each state decides how its Chafee funds will be used within broad parameters
- Focus on self-sufficiency
- Funds can be used to provide a wide array of independent living services including “education, training, and services necessary to obtain employment”
- Some Chafee funds must be used to provide after-care services
- States can use up to 30% of their funds to pay for the “room and board” of former foster youth ages 18 to 20

Fostering Connections to Success and Increasing Adoptions Act

- Eligibility for federally funded foster care previously ended when youth turned 18 years old
- Law now allows states to extend eligibility for federally funded foster care to age 21
- ~ 20 states have taken advantage of this opportunity
- Youth must be enrolled in school, employed, engaged in activities designed to remove barriers to employment, or have a documented medical condition

Characteristics of Youth Aging Out of Care

- Disproportionately youth of color from low-income families who entered care because they were neglected or abused
- History of trauma
- Heterogeneous with distinct subpopulations
- Variation in age at entry, type of placement, placement stability and service receipt

Outcomes of Youth Aging Out of Care

- Some young people successfully transition out of foster care and into adulthood
- On average, they lag behind their peers in postsecondary educational attainment, employment, and earnings
- Far too many struggle to become self-sufficient, as measured by public assistance receipt, economic hardships, and housing instability
- Situation often exacerbated by early parenthood, criminal justice system involvement, and mental health problems

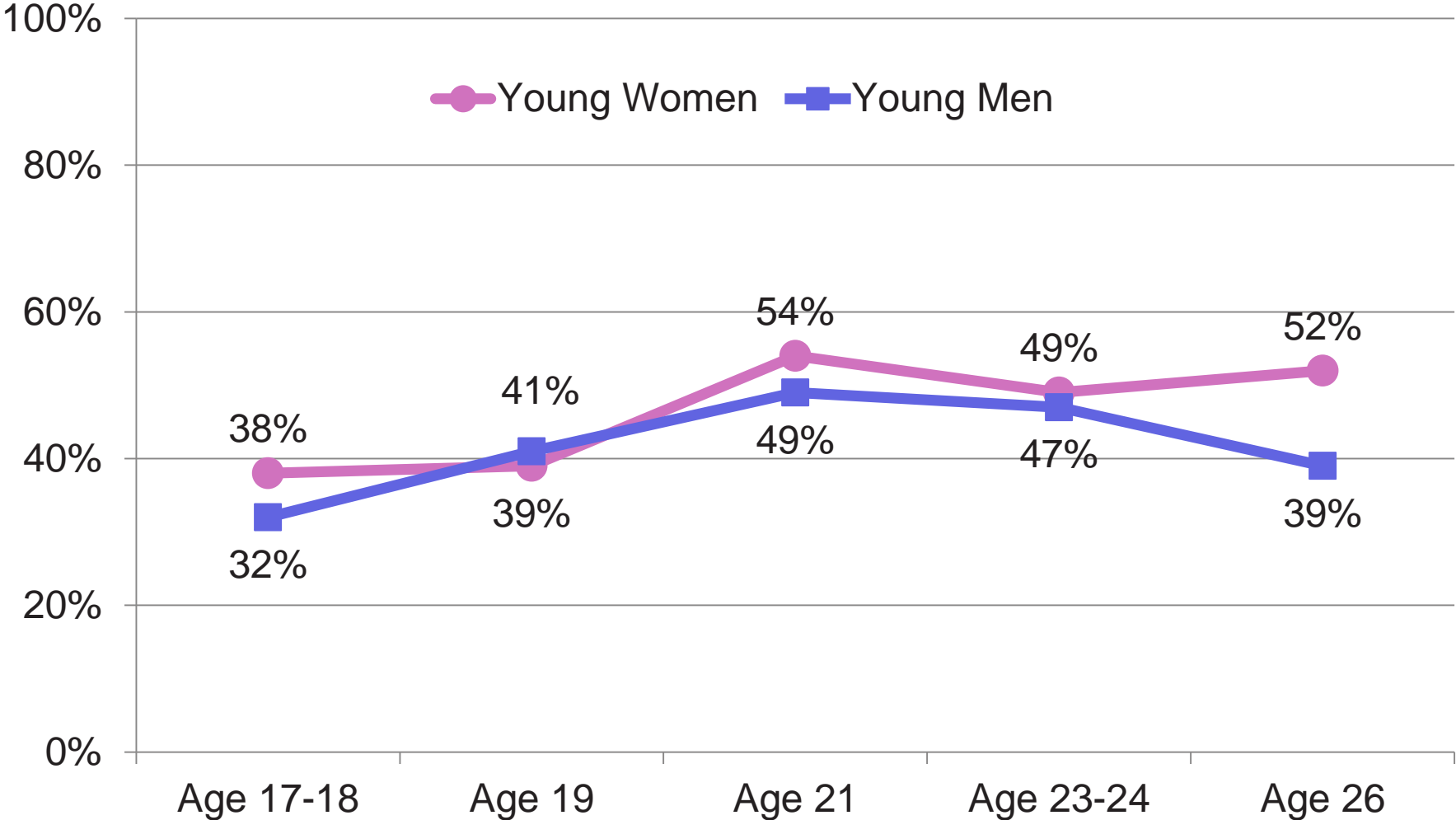
Midwest Study Evaluation of the Adult Functioning of Former Foster Youth

- Longitudinal study of young people transitioning out of foster care in Iowa, Wisconsin, and Illinois:
 - Entered care before 16th birthday
 - Still in care at age 17
 - Placed in care primarily due to abuse or neglect (not delinquency)
- Data collected at 5 points in time between 2002 and 2011
- Response rate > 80% at each follow-up wave of data collection

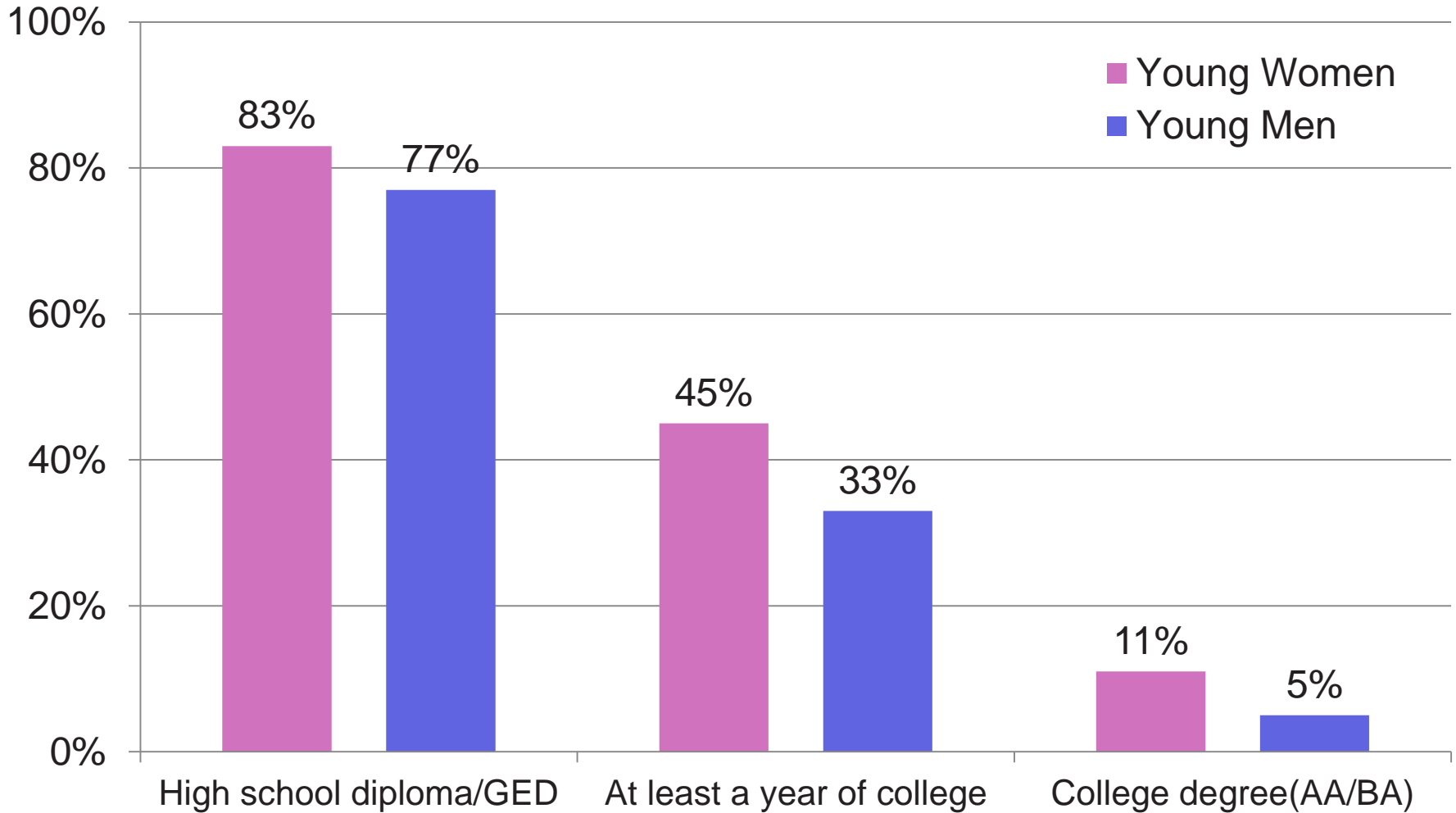
Midwest Study: Design and Sample

Wave	Year	N	Response Rate	Age
1	'02 – '03	732	96%	17 – 18
2	'04	603	82%	19
3	'06	591	81%	21
4	'08	602	83%	23 - 24
5	'10 – '11	596	83%	26

Current Employment by Age and Gender



Educational Attainment at Age 26 by Gender



Barriers to Employment

- No high school diploma or GED
- Low reading and math levels
- No transportation
- Criminal record
- Lack of child care
- Mental health and substance use problems



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Audience Poll

Which topic would you like the presenter to discuss in more depth?

1. *What has your field research revealed regarding homelessness among foster youth?*
2. *Does gender play a role in self-sufficiency outcomes for youth aging out of foster care? What does research indicate about the distinct challenges facing male and female youth aging out of foster care in finding and securing employment?*
3. *What are some important considerations for agencies such as HUD and/or TANF looking to partner with Child Welfare in offering at-risk foster youth employment and career training supports?*



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Maria-Lana Queen

*HUD Liaison, Federal Interagency Youth
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Services Grant Manager,
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Peer TA
Strengthening Self-sufficiency Pathways



Peer TA Network Webinar

Amy Banker

*Senior Lead Coordinator,
Youth Employment Academy at the
Denver Public Housing Authority*

Youth Employment Academy at Denver Housing Authority



Background



Through its Resident and Community Services, DHA has a strong history of serving resident youth with various programs and partnerships such as the University of Denver Bridge Project and the federal Youth Opportunity grant. Starting in 2007, DHA partnered with the City and County of Denver to develop the Youth Employment Academy (YEA), and in 2013, YEA officially became its own 501(c)(3).

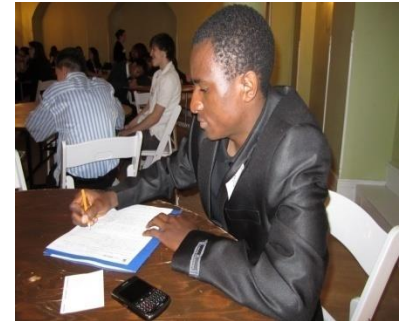
Since 2007, YEA has provided summer programming for youth ages 14-21, including work experiences and occupational skills academies. In summer 2009, DHA served 300 youth in partnership with the Denver Office of Economic Development and with ARRA funding.

YEA at DHA is committed to providing quality work experiences that will provide career exploration and/or an unsubsidized position upon completion in order for youth to reach their employment goals. Our academies provide in-depth career learning with career paths and basic skills in various industries. We provide these experiences throughout the year but provide a larger concentration of them in the summer months.

Vision



YEA's vision is that every youth shall have a stable environment in communities offering empowerment through educational and economic opportunities in order to grow and become positive members of a vibrant living community.



Mission



- ◎ YEA's mission is to serve young adults, ages 14-24, in breaking the cycle of generational poverty in Denver communities by gaining personal and economic stability through education and employment training.



Outcomes: Real Goals, Real Life, Real Success



- 26 youth graduated from high school or received their GED, with 75% going on to attend college or vocational training;
- out of 32 college students, 90% of youth that completed the 2012-2013 college year were retained for the fall 2013 semester; and
- over 100 youth completed occupational skills training with 86% earning a national certification in the field and 81% obtaining employment or continuing on to college.



Career Exploration Occupational Skills Academies

- ◎ YEA holds on average seven occupational academies per year, with a concentration in the summer.
- ◎ YEA academies have a 90% completion rate, and over 75% of youth earn a national occupational certification.
- ◎ Industries include customer service, healthcare, advanced manufacturing, and culinary.



Customer Service Academy

The Customer Service Academy is a vital training for youth eager to start in an entry-level job in retail and/or hospitality.



- During this academy, students learn entry-level sales and service associate skills as a tool to increase awareness of and improve skills related to frontline work in the retail environment.
- This academy is interactive with field trips and speakers from various areas of customer service.
- Upon successful completion, youth receive a certification from the National Retail Federation in Customer Service.

Pre-Professional Occupations (PPO) in Healthcare

- During this academy, students learn about the many jobs available in healthcare, and the education and training they will need to get those jobs.
- In addition, they learn about the skills needed to succeed and how hospitals operate, and hear from various professionals in the healthcare sector.
- Students complete a project on a specific career path and receive certifications in American Heart Association, CPR/AED/First Aid, and Universal Precautions, as well as the National Restaurant Association's ServSafe.



Advanced Manufacturing

The first purpose of the Advanced Manufacturing Academy is to expose youth to the world of industry in Denver and the potential for careers in advanced manufacturing.

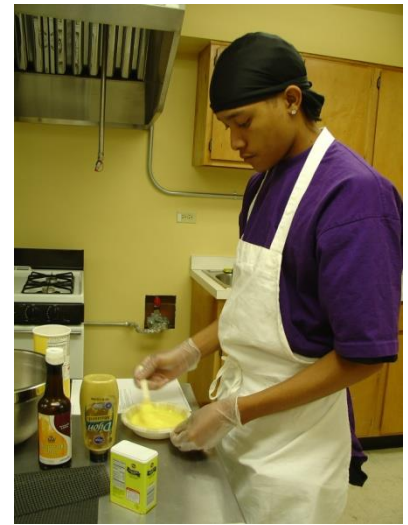


- Through field trips and professional speakers, this academy exposes youth to careers in advanced manufacturing and an overview of career pathways and educational levels needed to become employed.
- The academy also focuses on building some of the skills that the industry has expressed as the most needed, such as personal effectiveness, and workplace, technical, and academic competencies.
- Modules on teamwork, problem solving and applied math and measurement are included. Youth complete a final project for presentation, as well as a group service learning project.

Culinary Industry

The Culinary Academy is an intensive hands-on learning experience to ready youth for work in entry-level culinary employment.

- During the academy, youth learn knife skills, recipe reading, measuring techniques and food safety and sanitation.
- Training in a commercial kitchen, youth learn culinary techniques in preparing nutritious foods and receive hands-on experience in catering through YEA's catering company.
- Youth are certified in the National Restaurant Association's ServSafe Food Safety.
- Upon completion of the Culinary Academy, youth are eligible for a 160-hour paid work experience at YEA's own youth-operated Osage Café.
- During this work experience, youth learn the house operations of a restaurant from front to back, including serving, cashiering, prep cook, line cook, bussing and dishwashing.



Work Experience

- All participants in YEA are required to take job readiness training, career exploration and personal finance classes.
- Youth develop a resume, learn interview skills, learn how to budget, and discover new careers among other important job skills.
- Upon completion of all required classes and/or one of the occupational skills academies, participants are eligible for a 160-hour work experience.
- Youth are placed with employers by matching their skill level and career interests. For many youth, this is their first exposure to the workplace world.
- Youth are able to gain entry-level skills and potentially move into subsidized employment.



Osage Café

Opened in February 2013, Osage Café is a community-based culinary training center with a fully operational restaurant. An extension of YEA's Culinary Academy, Osage Café is a prominent storefront in Denver's La Alma neighborhood in one of DHA's newest public housing residential buildings.

- Osage Café provides professional training in the culinary arts, and youth emerge with marketable skills and experience preparing healthy fare with energy-efficient methods and equipment.
- Youth learn skills from the front to the back of the house including hosting, cashiering, serving, bussing, prep cook, line cook, dishwashing and catering.
- Osage Café offers a full breakfast and lunch menu Monday through Friday with fresh, healthy ingredients at affordable prices.



Partnerships/Cross Collaborations

- City and County of Denver
- Office of Economic Development
 - WIA
 - TANF
 - Summer Youth Employment Program--General Funds



Other Organizations

- Denver Public Schools (STAR/SWAP)
- Community College of Denver
- Math Literacy Project
- Arts Street
- University of Denver Bridge Project
- I Have a Dream Foundation
- A Promising Future
- Youth on Record

Private Partnerships



- ◉ JP Morgan Chase
- ◉ InkMonstr
- ◉ Davis Manufacturing
- ◉ Red Rocks Production 3-D Printing
- ◉ Steuben's Restaurant Group
- ◉ Service Systems Associates
- ◉ ARC
- ◉ KitchenCUE
- ◉ and more...

Learn More



- ◎ www.youthemploymentacademy.org
- ◎ www.osagecafe.org

- ◎ Amy Banker, Senior Lead Coordinator,
Youth Employment Academy
- ◎ 720.956.3833
- ◎ abanke@denverhousing.org
- ◎ 1401 Mariposa, Denver, CO 80204



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Audience Poll

Which topic would you like the presenter to discuss in more depth?

1. *What has been critical for your program in building sustainability?*
2. *Please describe one of the more challenging, but eventually fruitful, partnerships your program developed.*
3. *What type of support service do you believe would be incredibly useful for your youth participants but are not currently offering?*



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Question and Answer Session



Strengthening Self-sufficiency Pathways

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Use the “Chat Box” in the lower left corner of your screen to submit questions to the presenters.

To ask a question, simply type into the ‘text messaging box’ as seen below and then press send.



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Please remember to provide your feedback on this Webinar using the survey that will appear in a separate pop-up window when the Webinar ends.



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THANK YOU for attending the Webinar!

A transcript and audio recording will be available shortly on the Peer TA Network Web site at www.peerta.acf.hhs.gov.

We'd like to hear from you regarding future Webinar topics. Please submit your ideas by e-mail to peerta@icfi.com.

Please help us to expand our network and reach a greater number of people by directing interested colleagues from your local and State networks and agencies to <http://peerta.acf.hhs.gov>.

Please be sure to register for additional upcoming Webinars through the Peer TA Network Web site.



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