



ADMINISTRATION FOR
CHILDREN & FAMILIES



Assessing Family History, Needs, and Well-Being to Improve TANF Services to Families

May 18, 2016 -- 1:00 to 2:00 p.m. EST

Moderator:

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



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Strengthening Self-sufficiency Pathways

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Introductions, Logistics, Agenda Overview

Lisa Washington-Thomas, OFA



Understanding Family Assessment Tools and Frameworks: Lessons from Child Welfare and Other Human Service Systems: Jill Tichenor, Illinois Department of Child and Family Services

Assessing Family History, Needs and Well-Being: Lessons Learned from a TANF Program: Debbie Davis, Washington State Department of Social and Health Services

Assessing Family History, Needs and Well-Being: Lessons Learned from a TANF Program Implementing a Two-Generation Approach: Karla Aguirre and Marion Eckersley, Utah Department of Workforce Services

Facilitated Q&A: Damon Waters, Family Assistance Program Specialist, OFA



Understanding Family Assessment Tools and Frameworks: Lessons from Child Welfare

Jill Tichenor, Illinois Department of Child and Family Services

The Illinois Integrated Assessment Program: A Collaborative Model for Improving Clinical Assessment

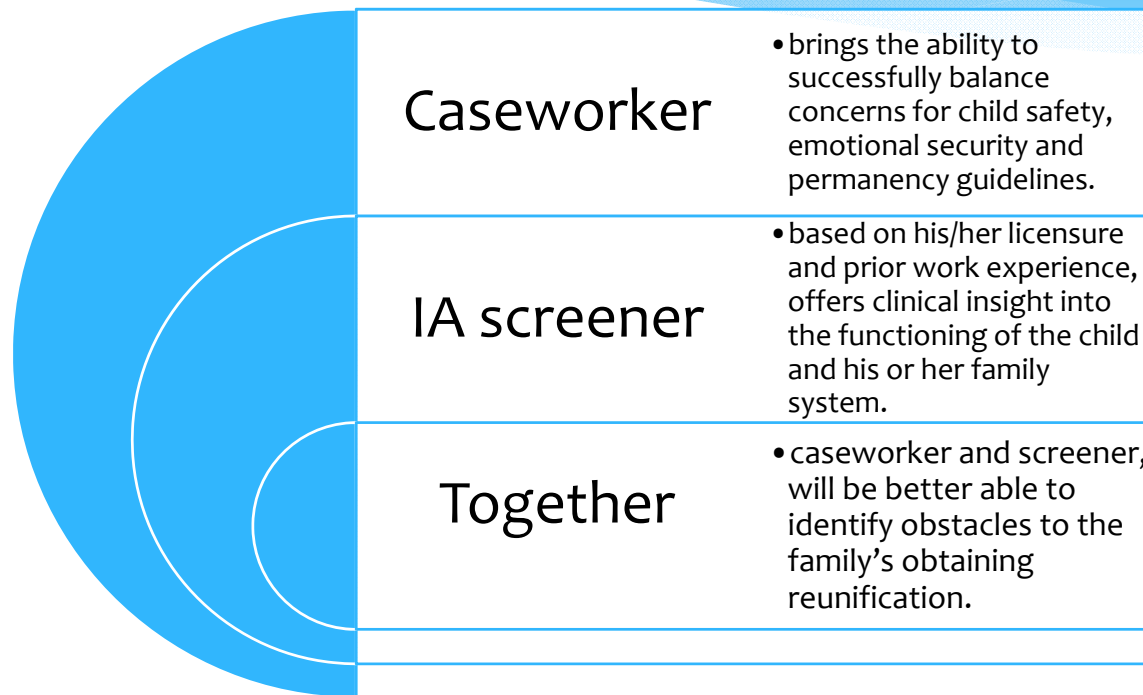
Jill Tichenor, IDCFS



Illinois Program Context

- * The Illinois DCFS Integrated Assessment (IA) program was launched in 2005 with “standard” foster care placement cases with expansion to sibling add-on cases in 2007.
- * Additionally, through a HHS/Children’s Bureau Grant we were able to serve intact families from 2007-2012.
- * Response to need to move assessment practice to a more strength based, trauma-informed and family- centered model
- * B.H. Consent Decree required Comprehensive Screenings and Assessments
- * Accreditation standards by Council on Accreditation

Dual Professional Assessment Process





Worker

- Maintains case responsibility
- Writes Service Plan using IA report
- Represents case in court

IA Screener

- Leads clinical interviews
- Drafts the report in State Automated Child Welfare System
- Conducts developmental screening and scores CANS

Both

- Finalize the report
- Participate in interview of children/parents/significant adults
- Reviews report and recommendations with family

Assessment information gathered for parents and children using trauma informed, family -focused, strength based model of assessment

- * **Educational and employment history**
- * **Current and historical health, to include pregnancy**
- * **Adverse childhood and adult experiences**
- * **Mental health and social functioning**
- * **Substance abuse, domestic violence, residential stability, legal involvement, significant adult relationships**
- * **Six protective factors** (parental resilience, knowledge of parenting and child development, concrete supports, social and emotional competence of children, parent-child relationship)
- * **Strengths and needs (Utilize CANS)**
- * **Developmental status of children (Utilize ESI-R, ASQ, ITSC, Devereux, Denver)**

Use of the Integrated Assessment in practice

- Provides assessment of all life domains that impact educational, vocational, social and mental health functioning of all children and significant adults in family.
- Provides recommendations to address safety, permanency and well-being which are basis for the Family Service Plan.
- Provides integration of all assessment information into one report for use by casework staff, courts, service providers and other stakeholders
- Provides prognosis for successful achievement of established permanency goal and strategies to achieve successful outcomes for recommended services.

Where to find more information on the Illinois Model of Integrated Assessment

- * http://www.chapinhall.org/sites/default/files/Family%20Assessment%20Report_11_17_09.pdf
- * <http://www.chapinhall.org/research/report/family-assessment-child-welfare-illinois-dcfs-integrated-assessment-program-policy-a>
- * <http://www.chapinhall.org/research/ongoing/illinois-department-children-and-family-services-integrated-assessment-program-iap->
- * <http://www.chapinhall.org/research/report/identifying-interviewing-and-intervening-fathers-and-illinois-child-welfare-system>



Assessing Family History, Needs and Well-Being: Lessons Learned from a TANF Program

Debbie Davis, Washington State Department of Social and Health Services

Washington State Redesign of the Comprehensive Evaluation



Debbie Davis, TANF/WorkFirst Policy Administrator
Community Services Division
Economic Services Administration

Washington State Comprehensive Evaluation



In 2010, Washington State undertook a redesign of its TANF program, under the initiative of Governor Gregoire.



The principles guiding the redesign were:

- ✓ *Renewed emphasis on employment as the best route out of poverty*
- ✓ *Family-centered assessment and case management*
- ✓ *Parental responsibility and engagement to promote healthy child development*
- ✓ *Promote TANF as a transition to self-sufficiency by addressing barriers to employment*
- ✓ *Leverage non-TANF resources in the community and with state partners*

Designing the New Comprehensive Evaluation

- ✓ *The design committee*
- ✓ *Experts in subject areas*
- ✓ *Pilot offices*
- ✓ *Automation changes*



Structure of the new Comprehensive Evaluation

The new CE is divided into three main stand-alone parts:

- ✓ basic questions to elicit emergent needs
- ✓ detailed questions on family functioning and well-being
- ✓ education and employment history and experience



Part One of the Comprehensive Evaluation

Basic questions to elicit emergent needs:

- ✓ homelessness
- ✓ domestic violence
- ✓ a serious medical condition
- ✓ pregnancy with medical complications
- ✓ a mental health or substance abuse issue requiring immediate attention



Part Two of the Comprehensive Evaluation

Detailed questions on family functioning and well-being:

- ✓ strengths, social supports, and goals
- ✓ how children are doing in school
- ✓ mental health and substance abuse
- ✓ child and elder care responsibilities and arrangements
- ✓ medical and dental care for the whole family, including prescription medications
- ✓ housing stability
- ✓ financial literacy
- ✓ child welfare involvement
- ✓ domestic violence



Part Three of the Comprehensive Evaluation

Education, employment history, and experience:

- ✓ education and employment goals
- ✓ potential barriers to employment such as disability or a criminal record
- ✓ transportation issues
- ✓ learning strengths and challenges



Why we did it this way

Comprehensive Evaluation

Save/Pend

Evaluation Type:

- Applicant
- Recipient (Current TANF Recipient)

Last Updated:

Start Date:

Finish Date:

Evaluation Status: Active

Follow-Up Type:

- Returner 0-6 Months
- Returner 7-12 Months
- Annual CE Update

Follow-up History

Disclosure Statement: "I am going to be asking you several questions to help us identify areas in which you may need support, accommodations, or services that will help you be successful in WorkFirst."

You do not have to answer any question that makes you feel uncomfortable. Your eligibility will not be affected by your refusal to answer any question. The information you share will help us make the best plan for you and your family."

[CE Part One](#)

[CE Part Two](#)

[CE Part Three](#)

[Sanction Re-Engagement](#)

[LEP Updates](#)

[ESD Updates](#)

[Commerce Updates](#)

[SBCTC Updates](#)

[Social Worker Referral](#)

[Print Consent Form](#)

[Client Registry](#)

Save/Pend

Thank you for your time.



Assessing Family History, Needs and Well-Being: Lessons Learned from a TANF Program Implementing a Two-Generation Approach

Karla Aguirre and Marion Eckersley, Utah Department of Workforce Services

Assessing Intergenerational TANF Families



<http://jobs.utah.gov/edo/intergenerational/index.html>

Department of Workforce Services (DWS)





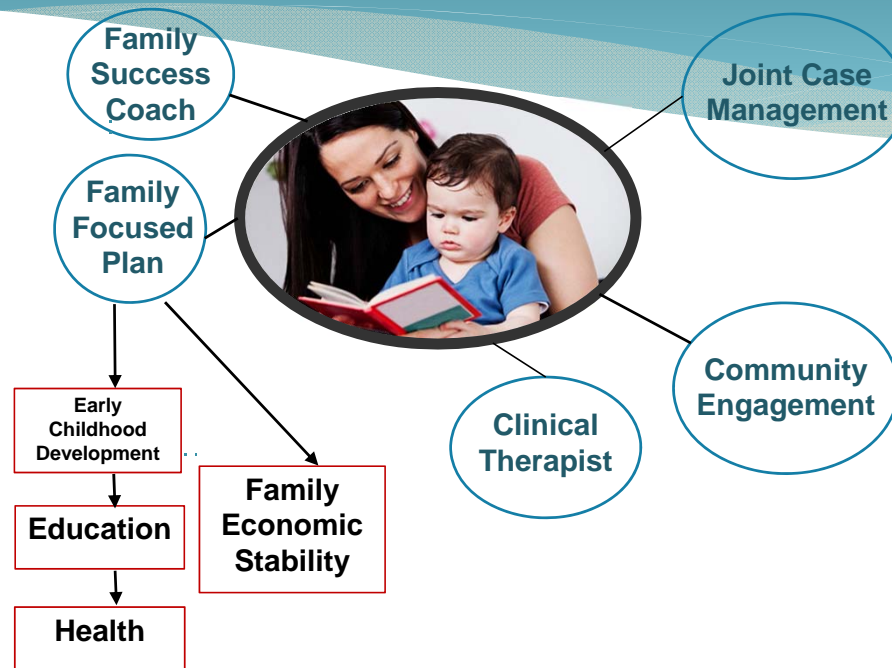
Families who have received TANF cash assistance (FEP) anytime in the last twelve months and were on cash assistance as children

Volunteer and agree to engage and participate in the project

Three locations within the community identified with high rates of Intergenerational Poverty



Next Generation Kids



Goals

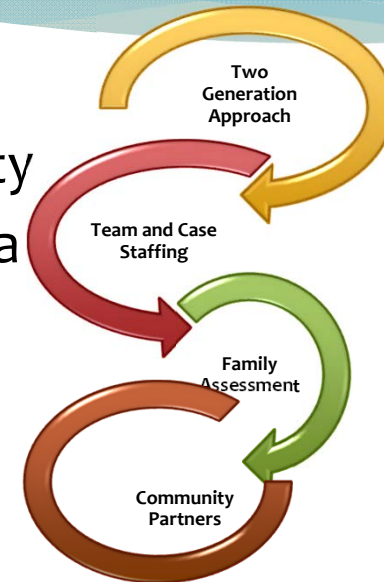
- ➔ Reduce the risk for children, raised in household's receiving public assistance, from being dependent on assistance as adults.
- ➔ Learn which polices, strategies and intervention best help these families break out of poverty.



Strategies

Two –Generation Lens:

- Common impacts of childhood poverty
- Common impacts of childhood trauma
- Working with both the parents and children simultaneously



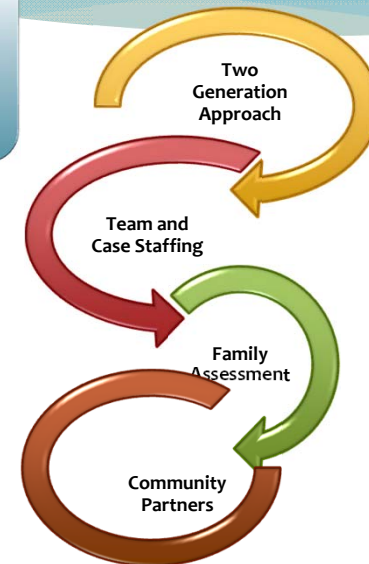
Strategies

Intensive Team Approach

- Family Success Coaches (Specific Training)
- Licensed Clinical Therapist
- Case Staffing with community partners and schools

Comprehensive Family Assessment

Community Partners



Objectives & Outcomes

Basic needs of children are being met

Children are supported by adults influencing their lives

Parents are on a path to employment in occupations paying a wage sufficient to meet the basic needs of the children

Families are building assets for their children's future

Children are on a path toward academic success





INDICATORS OF CHILD WELL-BEING LEADING TO SUCCESS IN ADULTHOOD

EDUCATION

- Kindergarten participation
- Chronic absence rates
- 3rd grade language arts proficiency
- 8th grade math proficiency
- AP participation
- ACT scores
- Graduation rates
- Juvenile justice engagement



FAMILY ECONOMIC STABILITY

- Adult educational attainment
- Adult employment
- Wage levels
- Housing stability



HEALTH

- Access to health care, including physical, mental and dental health
- Rates of abuse and neglect
- Participation in nutrition programs



EARLY CHILDHOOD DEVELOPMENT

- Access to health care beginning in infancy
- Access to quality child care
- Preschool participation
- Kindergarten readiness

FOUNDATIONS TO SUCCESS



Developing the Family Assessment

Research and Planning

Community Partner Collaboration

Motivational Interviewing

What is working now?



Assessing the Family

- * Customer is many times the family support
- * Includes more than just two generations
 - * Grandparents, parents, siblings, nieces, nephews, etc.
- * How does the extended family impact the customer?



Motivational Interviewing



Conversational Assessment

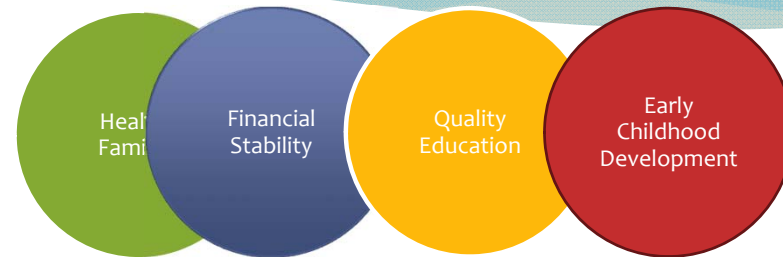
- * Face to Face
- * Push the computer aside
- * Relationship
 - * Deliver Affirmations
 - * Gain Trust

“I want to be able to see my employment counselor listen and their emotional responses to what I am talking about to feel validated.”



Assessment Resources

- * Assessment Guide
 - * Four Domains



- * Let the customer guide the conversation
- * Assessment Checklist
- * Not a one and done



Assessment

- * What, Why and How
- * Explore:
 - * Motivators
 - * Challenges
 - * Resources and Supports
 - * Goals along the way
- * Explore and support their motivation, confidence and knowledge about each goal



Assessment Guide

Quality Education

Quality Education

- Tell me about your **children's** schooling.
 - Attendance/truancy issues?
 - Behavioral problems?
 - Grades?
 - Parental involvement in school activities/homework help?
 - After school programs?
 - Tutoring?
 - Commitment to school?
 - Opportunities for pro-social (i.e. band, school-related social activities, cheerleading, etc.) involvement?
 - Community/after-school activities?
 - Language and literacy issues?
 - Adequate access to technology?
 - Kids educational strengths?

- Tell me about your **own** schooling.
 - Highest level of education?
 - Educational goals/what is being pursued?
 - Any barriers to education or difficulties with school?
 - Language and literacy issues?
 - Adequate access to technology?



Assessment Checklist

Healthcare Providers	
Primary Care Physician-Parent	
Primary Care Physician-Child	
Dentist-Parent	
Dentist-Child	

Early Childhood Development	
Current program involvement	
Pressing concerns	
Learning disabilities	
Developmental issues	
Childcare	
Preschool	
ECD Goal Assessed	

Children's Education	
Attendance in school	
Behavioral issues	
Grades	

Healthy Families	
Physical health	
Regular check-ups	
Pediatrician	
Family Practitioner	
Immunizations	
Healthy nutrition-kids eat breakfast	
Current concerns-Parent	
Current concerns-Child/ren	
Treatment-Parent	
Treatment-Child/ren	
Mental health	
Substance abuse/addiction	
Current concerns-Parent	
Current concerns-Child/ren	
Treatment-Parent	
Treatment-Child/ren	
Safety	
Family Conflict	
Court involvement	

What's Next...



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Facilitated Q&A

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