SYSTEMS TO FAMILY STABILITY NATIONAL POLICY ACADEMY

Systems to Family Stability National Policy Academy Meeting July 26-28, 2016

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OVERVIEW

This report summarizes the lessons learned and future plans discussed at the Administration for Children and Families (ACF) Office of Family Assistance (OFA) Systems to Family Stability National Policy Academy (Academy) Meeting held in Annapolis, Maryland from July 26-28, 2016. Meeting attendees included teams from the eight Academy sites (Colorado; Connecticut; Maryland; North Carolina; Ramsey County, Minnesota; Utah; Washington; and West Virginia), subject matter experts in fields of interest to the sites, coaches who have been working with the sites, federal partners, and contract staff.

Over two and a half days, attendees participated in a variety of sessions: plenaries, i3 (Implementing Innovation and Ideas) Labs, a P3 (Peer Partner Period) session, a Peer Feedback session, and Team Time sessions. The objectives of the Academy Meeting were to:

- Reflect on and celebrate the Academy team achievements to date.
- Build upon strategic action plans developed during the previous year's Academy meeting by revisiting the plans and extending them to teams' next steps in implementation and sustainability planning.
- Foster peer-to-peer networking and exchange of feedback, as well as provide expert consultations, to improve Academy team plans moving forward.
- Lay the foundation for teamwork beyond the Academy through expert consultation, coaching, and support.

DAY ONE

WELCOME FROM OFA LEADERSHIP

Susan Golonka, Acting Director of OFA, ACF, opened the meeting with remarks on the journey that the Academy sites have taken. Ms. Golonka led the discussion on the 20-year anniversary of the passage of the Personal Responsibility and Work Opportunity Act (PRWORA) that launched the Temporary Assistance for Needy Families (TANF) program, which was celebrated in 2016.

She outlined many challenges still facing children and families. For instance, today, only 23 out of 100 families living in poverty receive cash assistance. The average monthly cash assistance benefit ($410 a month for a family of three) has not increased substantially in the last 20 years, despite the increasing cost of living. Common public opinion, however, of families receiving cash assistance suggests a gap between the reality and the perception of how much assistance families receive.

Through the Academy efforts, Ms. Golonka explained, sites have demonstrated a different TANF narrative—one that speaks to a commitment to helping poor families, to innovation, and to doing what you can with the program and funding that you have. This dedication and ingenuity inspired OFA to hold an Academy, and ideally these sites will be seen as representative of the TANF program. Academy participants have learned a considerable amount already: that two-generation approaches work; that WIOA implementation provides new opportunities for linking TANF participants to career pathways; and that trauma-informed programming, coaching, and executive functioning training can be used to help agencies better serve families.

Reflecting on the Academy, Ms. Golonka recognized that change is difficult and that there are challenges with getting necessary resources, including buy-in from leadership and staff members, but noted that the sites have shown impressive leadership. OFA's wish in the year following the Academy's end is to keep in touch with site teams and provide consultation as possible. The Academy, hopefully, kicked off an effort that will last for years as teams continue to implement interventions and measure the results. OFA encouraged the site teams to remain committed to their projects and raise the visibility of the great things that are happening in their states and sites.

OPENING PLENARY: FROM INSPIRATION TO IMPLEMENTATION

Leah Bartley, a doctoral student and Investigator with the National Implementation Research Network (NIRN) at the Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill, provided a high-level overview of implementation science, which is the study of translating evidence-informed interventions into practice. Ms. Bartley discussed four key "ingredients to implementation" tailored to a TANF/human services audience. She sought to give attendees a common language and shared understanding of implementation science, as well as ideas they could apply as they continued work on their Academy projects.

Too often there exists a "science to service" (or research to practice) gap, where evidence-based practices that are adopted in the field are not used consistently or with fidelity, and those that are used with fidelity are not sustained over time or at scale. Implementation science tries to fill the gap and ensure that program staff can implement evidence-based practices with fidelity in a sustainable manner.

Figure 1. Active Implementation

Implementation science tells us that some practices, when used alone, do not result in consistent implementation. Training, for example, may result in only five percent of workers implementing the new practice consistently. Passing laws, mandates, and regulations are important pieces, but they alone do not result in practice change. Active implementation is needed to fundamentally change on-the-ground behavior in a way that will produce improved outcomes, and it takes a combination of three things: effective practices, effective implementation, and enabling contexts (i.e. a hospitable environment for workers to implement practices). See Figure 1 for a graphic representation of active implementation.

In terms of the first component of active implementation, effective practices, each Academy site has articulated a goal for their project, which now needs to be translated into an operational program model or approach. In terms of scaling this model, sites should think about fit and feasibility:

- Need—does it meet the need of the target population?
- Fit—does it fit in the community context (e.g. linguistically or culturally)?
- Resources for implementation—are there sufficient resources available?
- Evidence—is there evidence of the model's effectiveness?
- Readiness of replication—is the model ready for replication?
- Capacity—do the sites have capacity to adopt the new model?

Question (to the teams): What tools/strategies do your agencies use to make sure families receive the supports they need?

Answers from the teams:

- Partner referrals—you have to have partners because not every service is in your wheelhouse.
- Engagement—how the case manager makes a connection with the client. This has encouraged investment in motivational interviewing training.
- Assessment—identifying the unique aspects of each family's current situation.
- Ownership—asking the family what is important to them and what their priorities are; if the family takes ownership of their plan they are more likely to follow through.

The next component of active implementation is effective implementation. To achieve effective implementation, change needs to happen at every level of the system: families participating in TANF, case workers on the front line, and managers and administrators. Still, **implementation takes time**. NIRN's implementation framework has four stages:

- Exploration (assessing needs, examining fit and feasibility, forming a team to work on the effort, etc.)
- Installation (obtaining resources, assessing gaps, and developing infrastructure to support practice and organizational change)
- Initial implementation (initiating new practices [where many efforts falter], using data for continuous improvement, thinking about how supports are functioning or not functioning, considering what organizational supports may be hindrances and fixing those)
- Full implementation (maintaining skillful practice, using improvement cycles, assessing fidelity and outcomes, producing more efficient and effective infrastructure. Ideally, it takes two to four years to reach this stage.)

Implementation is a messy process; it is not linear and projects can be in two stages at once. Different individuals within the project team might even be at different levels of readiness. To support buy-in and combat resistance within teams, leaders can facilitate communication and invite frontline staff to participate in planning. Most of the Academy sites are in the initial implementation stage. This stage involves learning from mistakes, celebrating success, continuing buy-in efforts, and frequent problem solving.

Question (to the teams): What are the barriers to change and factors facilitating change at your site?

Answers from the teams:

- Need a formalized, consistent method for communicating feedback. *(Ms. Bartley explained that this is a common characteristic of initial implementation because that infrastructure is not in place yet.)*
- Need to make it acceptable to fail and be very open at the leadership level about what is not working so you can refine it.

Implementation takes a village. Change can happen when management "lets it happen" or "helps it happen," but the best chance of success comes when leadership plans to "make it happen" through active strategies such as implementation teams. An implementation team is 3-12 individuals with a variety of perspectives/titles who can provide an accountable and sustainable structure to move a practice through the stages of implementation. Their tasks include ensuring support (thinking about how implementation/practice is going, what other supports practitioners may need, and whether supervisors have the resources and information they need to give meaningful feedback to practitioners), engaging the community (thinking about factors external to the agency like with whom to communicate), and creating an enabling context (operationalizing support, assigning roles and responsibilities, providing feedback, and nurturing relationships).

Question (to the teams): How are you using or supporting the use of teams? What is working well in these teams? What resources do the teams need? What are three things you will do to strengthen these teams?

Answers from the teams:

- **Maryland's** TANF/WIOA partnership is figuring out how to communicate and message from the state to the local level. There are both state and local cross-sector implementation teams.
- **Colorado's** implementation team has been working very well but now needs to change as they transition from implementing trainings for TANF case workers to trainings for WIOA staff. They plan to strengthen the implementation team by adding community partners or representatives from other divisions in the Colorado Department of Human Services.

Implementation takes support. There are three implementation drivers needed to support consistent use of effective practices: competency drivers, organization drivers, and leadership drivers. Competency supports are focused on the individual and include the selection process (who is chosen to fill what role in the agency and why), the training process, the coaching process, and fidelity assessment. Organizational support includes using data to support staff competency and developing internal and external support for programs and agencies. For example, organizations should consider the programmatic data they are required to capture and report, and other data that they may need to inform continuous improvement, even if it is not required (e.g. referral data). Finally, **implementation takes communication.**

Discussion: Not everything is in one agency's wheelhouse and organizations have to be very good at referrals. Do you have any thoughts on implementation of a plan that asks people to work across systems and do referrals in a different way?

- Ms. Bartley explained that implementation teams can facilitate that change in business process. It is important to gauge if the needs of families match the referrals they are being given—and if there is no data on this, what data or information can be gathered (in a systematic way) to find out?
- **Colorado** has undertaken extensive conversations with mandated partners (some are co-located) and provided trainings for each other's staff. They also have a tool where customers can rate the services of the referral location.
- Implementing WIOA in **Maryland** has shown that with system partners, communication and training (specifically cross-training) are important.
- Putting partnerships in writing is crucial (for example, memorandums of understanding [MOUs] with partners to whom customers are referred). Identifying a point of contact by name at the organization being referred to helps make more personalized referrals.

P3: PEER PARTNER PERIOD

Academy teams were partnered with fellow teams to discuss implementation challenges and gather information from each other on strategies to navigate local program needs, political and policy barriers, infrastructure and funding needs, and other areas related to successful implementation.

MARYLAND, NORTH CAROLINA, WEST VIRGINIA

The Maryland, North Carolina, and West Virginia teams took turns asking each other about aspects of their work that others might like to replicate, or how they have addressed shared challenges.

Partnerships in WIOA Implementation. Maryland held a Workforce State Convening in July 2016, which unveiled new WIOA tools and priorities. The local workforce areas were charged with bringing together multidisciplinary teams—including TANF, a mandatory partner—to talk through WIOA implementation at the local level and set goals/benchmarks.

The state encouraged local workforce areas to create interventions that will work in their community context, based on available data. The state also announced it would start to use a communication platform, called "Gov Delivery," as a way to reach out to the entire WIOA community and make sure everyone receives consistent messages. The TANF program is creating profiles of the typical TANF participant in each workforce area, so the workforce system can plan how they will provide services to these individuals.

Two-Generation Programming. West Virginia is adopting whole family case management and two-generation programming as the next phase of strengthening its case management model. Since the first Academy meeting in 2015 they have used a bridge model approach to case management. Their bridge model uses a four step process: 1) remove barriers, 2) address job readiness, 3) obtain employment, and 4) achieve self-sufficiency. Along with the new model, West Virginia implemented a self-sufficiency survey, which can be used to guide case management and to evaluate staff. They trained case workers statewide on the new model and on how to work with community agencies to access services available to address barriers to employment. Staff have responded favorably to the bridge model, and West Virginia is now adding on the whole family/two-generation components. Staff are encouraged to talk with clients about the clients' children so the employment plan developed accounts for the children's needs as well as the needs of their parents. The West Virginia Department of Health and Human Resources would also like to create a staff training on motivational interviewing and trauma-informed care. They are still struggling to find their role in WIOA implementation.

Training. North Carolina has invested in improving its staff training. Staff were unhappy with the pre-recorded webinars they had been using previously, so they have switched to offering live, simulcast training sessions, and have received good feedback. West Virginia has found that face-to-face regional trainings delivered by a training unit are more effective than webinar and Blackboard-based trainings. The personal interaction improves buy-in, and it saves money by reducing the need for staff travel. They cap training sessions at 40 participants, and ideally want 30 participants per training. It was noted that Colorado may also have a good model, since they are offering a refocused case management training for their entire staff. Maryland has been experimenting with cross-training staff who have similar jobs at different agencies. This is an initial effort and is especially important because of WIOA. Maryland has engaged a third-party expert to evaluate their trainings.

Drug Testing. West Virginia wanted to know how North Carolina has implemented its drug testing mandate (mandatory drug testing under certain circumstances as a condition of TANF receipt). North Carolina said they were concerned that it would reduce TANF caseloads, but so far only 187 people have been referred for testing (done through an outside lab). While the positive test results have been less than 1% of cases, it is difficult to find treatment options for those who test positive since the state's previous mental health model, which offered a substance abuse counselor at every Work First center, was dismantled a few years ago. West Virginia cited a similar challenge with lack of treatment options. Maryland explained that Baltimore has been working on the issue of access to treatment by referring people to an in-house service provider. Now that people know about the drug testing requirement, they are either falling off the rolls or coming forward about their substance abuse issues.

Online Case Management System. Maryland is implementing a new online case management system that collects data like training attendance. They are still exploring the most effective way to use the data it provides.

COLORADO, CONNECTICUT, UTAH

The Colorado, Connecticut, and Utah teams each offered updates on their on their work to-date and then switched to peer-to-peer discussion.

Connecticut. The Connecticut Academy team has focused on a two-gen initiative that targets non-custodial parents. They have learned a lot from the other two peer sites: from Colorado's work with non-custodial parents and Utah's work defining child outcomes. In terms of the implementation science model, Connecticut is still in exploration stage, but they are close to implementation. The two-gen legislation passed by the Connecticut legislature last year brought an infusion of resources to this work. The Academy team has aligned the initiative with the state's fatherhood initiative and local fatherhood programs, as well as a housing initiative. They will begin an evaluation of the initiative in October. They feel successful for getting all the government branches talking and coordinating better.

Utah. The Utah Academy team has focused on statewide case management training. They are halfway through the training, and have taken a break in response to staff who have said they need time to practice what they have learned. They will start up again in August 2016, and in October will roll out the Motivational Interviewing III training module. The Utah Department of Workforce Services has also implemented a number of system changes and policy changes to help staff focus on motivational interviewing and coaching. They are also testing executive functioning assessments.

Utah has a two-generation demonstration project, which now includes three sites. Adapting the two-gen model to each new site involves learning how that community works, which is a lesson learned for planning statewide implementation of two-gen programming. The Utah team would like to adopt a model similar to that used by the program CLIMB Wyoming for the third site, in which a cohort of mothers experiencing intergenerational poverty move through an industry-led training together. Utah had selected aerospace manufacturing as an industry of interest, but have shifted to medical innovations/life systems manufacturing. They are still in the research phase, but would like to launch the cohort by late fall. The two-gen sites can be places to test strategies for replication. For example, the coaching and motivational interviewing components of the two-gen sites worked so well that they have adopted them for the statewide case management model.

Colorado. The Colorado team's Academy application stated that they want to shift the focus from process-based measurement of the work participation rate to a family-centered, outcome-focused employment model. They realize now that they did not understand what that meant at the beginning of the process, but have had a lot of "ah-ha" moments along the way. Colorado has experienced its first increase in cash assistance recipients since 2008. They are currently focusing on how to stabilize families, starting with eligibility. They are also helping the state's 64 counties play an active role in the change the state envisions by setting up ways to facilitate peer-to-peer exchange and by creating conditions for success at the local level. They recognize that county partners have innovative ideas, and the state needs a way to learn from them and test their ideas: "nail it, then scale it." Colorado has also adopted a bridge model of case management, and they realize they have not invested enough in training small/medium counties around employment services —how to develop relationships, connect individuals to certificates, etc. Two-gen approaches are a priority for the Colorado Department of Human Services director and infused throughout the bridge model. They have also launched a Coaching for Success program to make sure workers have the tools they need to implement the new model, but they recognize that their office culture and structure (e.g. caseload size) needs to evolve to accommodate a coaching model.

Discussion: Employment Services. Utah has started using workforce development specialists that actively match participants to jobs by connecting to employers. In Colorado, the strength of employment services is uneven across the state; it is especially challenging in small, rural counties. County and state partners came together as part of WIOA implementation and made a process map of what it looks like to enter the system as a client. With the realization that it was overwhelming, they stepped back and figured out how to bridge gaps and assist the client through the process.

Discussion: Rural and Under-Resourced Offices. Utah offers a lot of services online, and is also using TANF dollars for rural planning and resource mapping. Some community partners are not aware of what the system has to offer because it is so integrated, so information dissemination needs to be a priority. Utah Department of Workforce Services (DWS) sat down formally with nine counties and discovered they were not aware of existing resources and lack leadership to drive cohesive change. So DWS is working with them to do resource mapping and training administrators to lead county-level reform. In Connecticut, the TANF program has finally been "invited to the WIOA table," which potentially has major implications for under-resourced counties. At the same time, the TANF program has to advocate for TANF participants to make sure they have access to all the WIOA services for which they are eligible. The Connecticut team also expressed a need to advocate for the TANF program itself and the work it accomplishes. Picking up on the theme of cross-agency collaboration, Utah described how its Work Success program was designed for TANF individuals originally, but now allows all job seekers to join regardless of what funding source supports them, and this has been a success. Colorado pointed to its cross-agency training of line workers—the pre- and post-assessments revealed that this has facilitated substantial knowledge gain about the variety of different programs that exist.

RAMSEY COUNTY, WASHINGTON

The Ramsey County and Washington teams used their P3 session to identify information needs and discuss each other's progress.

Washington. The Washington team, using the Academy model, invited local TANF programs to nominate themselves to participate in a state-level Academy that would offer technical assistance (TA) and coaching to pilot sites to test enhanced case management, whole family approaches, and TANF-WIOA alignment strategies with opportunity youth (i.e. youth between ages 16-24 who are not in school or the workforce) and TANF cycler populations (leaving then coming back on the rolls). Fifteen pilots began in February 2016 and each has been assigned a state-level coach to facilitate the provision of TA, which has included virtual peer meetings, training on rapid cycle learning and state leadership visits.

Discussion: the Washington model. The Ramsey County team expressed an interest in hearing about Washington's efforts in integrating TANF and SNAP, their competitive self-nomination piloting process, and how Washington is designing and implementing whole family case management approaches. The Ramsey County team was specifically interested in how the pilot programs would be evaluated and brought to scale in Washington. They were also interested in learning more about the specific job description for the Intergenerational Poverty Liaison position in Washington. Lastly, they wanted to hear from Washington about the advancement of a two-generation model, which is the next area of development for the County (following their success with the career pathways/Lifelong Learning Initiative).

The Washington team shared that the pilot process has gone well and the pilot sites have received rapid cycle learning training, so the Washington team will be reviewing data from the sites. They are aware that resource constraints will limit which programs can be scaled (e.g. a program that has had success but requires each caseworker to handle a limited number of cases is not scalable) and will consider this reality when they choose which projects to replicate. Discussion included such topics as managing the expectations of the pilot sites, engaging sites with programs that are not ultimately selected for replication, the difference between programming for rural versus urban communities, and the concept of developing a "supermodel" from components of several successful programs. In discussing the co-location of services and the idea of a continuum that services exist on, the Washington team indicated that they see SNAP as a TANF exit strategy for participants. They provided the Ramsey County team with the contact information for their Intergenerational Poverty Liaison.

Ramsey County. The Ramsey County team discussed their multi-faceted program approach, including the career pathways/Lifelong Learning Initiative, and their overarching mission for the Academy. They highlighted the integrated service structure that exists at the county level in Minnesota, including collaboration between TANF, WIOA, and SNAP, and how this affects their ability to serve their clients.

Discussion: the Ramsey County model. The Washington team asked to learn more about Ramsey's efforts in scaling promising practices, their training of staff on enhanced coaching and executive skills, and their triaging of clients for executive skills or enhanced coaching supports. Specifically, the Washington team is interested in equipping new case managers with a comprehensive curriculum over the course of their first 12 months of employment and sought thoughts from Ramsey County about this and their coaching model. With respect to the outcomes from their pilot sites, the

Washington team sought information and suggestions regarding triaging interventions, figuring out the most important service(s) to be provided, and how to embed their core philosophies in all services. Establishing appropriate goals and supporting program fidelity across sites were also cited as areas of need.

The Ramsey County team complimented Washington's understanding of the nuances of scalability and reviewed their own success with the coaching and executive skills framework. In Ramsey County, the concepts of self-direction and personal agency underpin the entire career pathways approach. All program offerings are, at their core, based on respect for clients. Ramsey County has worked extensively to provide targeted training support to case managers across the county as well as to engage partners and employers. As far as program fidelity, the Ramsey County team shared their commitment to "measure what matters, not just what counts," which means they balance appropriate program benchmarks with outcomes that matter to clients.

I3 LABS: IMPLEMENTING INNOVATION AND IDEAS

The i3 Lab sessions discussed successful implementation of enhanced case management strategies such as trauma-informed approaches, motivational interviewing, and coaching.

Topic 1: Understanding and Building Customer Executive Skills

TANF and other human service programs are increasingly considering how emerging brain science can be used to understand individual capacity to successfully engage in and complete services. This session included highlights from two Academy sites, which spoke to what it takes to design and implement programmatic approaches that build participants' executive skills.

RAMSEY COUNTY WORKFORCE SOLUTIONS, KATE PROBERT, MANAGER, EMPLOYMENT SERVICES DIVISION

The Ramsey County Workforce Solutions' vision is to improve employment and family stability while supporting the dreams of participants. They spent a year brainstorming how to re-design TANF so that they could help customers enhance their executive functioning skills to improve employment retention and family stability. Their program uses *Four E Strategies* as a guide: engagement, education, employment, and employment retention.

Figure 2. Ramsey County Pyramid Approach

The program has a pyramid approach to working with customers, which begins with motivational interviewing that aims to develop a collaborative relationship with the customer and identify their goals. The next level is coaching, which focuses on partnership with the customer, fostering customer ownership over their plan, and supporting the customer's choices. The top level is enhanced coaching that continues to hone in on the customer's dreams, translating them into S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, and Time-bound) goals, and encouraging persistence. Ramsey County integrates life-long learning principles into program design and delivery. To encourage life-long learning in practice, customers are given homework and both customers and counselors are held mutually accountable to the same standards.

Ramsey County Workforce Solutions is working to evaluate outcomes from use of the *Four E Strategies*. There are two sites implementing the four strategies, and all customers at the sites will receive the interventions. Lessons learned thus far include that despite more frequent interactions with customers, there could still be more staff-customer interaction. Also, employment outcomes are higher than usual, while education is suffering. They are using the lessons learned to inform programmatic changes.

Ramsey County is also implementing enhanced coaching, which focuses on goal setting and goal achievement. Goal setting and achievement can be derailed by diminished executive functioning skills, so Ramsey County redesigned their orientation to begin an executive functioning intervention on day one of customer interaction. Their program utilizes a variety of tools to support enhanced executive functioning, which include *Getting to Know You, Executive Skills Questionnaire, My Bridge of Strength, Career Pathways Action Plan, Pocket Guides,* and others.

LARIMER COUNTY WORKFORCE CENTER, ELLA GIFFORD-HAWKINS, WORKS CENTER MANAGER

Recently, Larimer County (Colorado) suffered significant budget cuts that resulted in staff layoffs, yet caseloads almost doubled, creating stress among staff. Staff are no longer able to have detailed conversations with customers and the quality of interactions has decreased. Due to staff turnover, some customers had to re-tell their story to a different staff member, which caused frustration and distrust. Customers were only showing up to appointments about half of the time and were not confident that the program would make a positive difference in their lives.

The Workforce Center has since shifted their program from a case management approach to coaching, because they wanted to give staff more time to coach and work more closely with customers. They developed coaching processes and tools to ensure consistency in staff delivery and customer experience. Customer plans are developed and monitored in partnership with coaches using a variety of tools such as an online, user-friendly *Your Path to Success* tool (from TuaPath, it gives participants autonomy to log the completion of their action items on their own time, electronically complete timesheets, and upload resumes. This is a service they can still access when no longer receiving TANF). They also use Colorado's *My Roadmap to Success* to document the customer plan, which focuses on what the customer and their family need as opposed to the work participation rate.

The Workforce Center has learned that staff and participants need to be included in creating, revising, and maintaining the coaching process. As a result staff have learned to think differently, be more systematic, and maintain fidelity to the process. There is a lot of fear around participants not getting their money if they do not meet the work participation rate, staff getting in trouble for not meeting requirements, and management concern over budget reductions. Generally, everyone—county, staff, and customers—are being asked to do more with less.

Question (from Maryland to speakers): Any takeaways about engaging with customers?

- Ramsey County Workforce Solutions has learned that participants are more comfortable with anonymous feedback and they need to have incentives to participate. They send mailings with candy, offer gift cards for time, and other activities like these.
- Larimer County Workforce Center is intentional about inviting participants to the table, asking questions, being sincere about where they can have input, and being strategic about where participants can impact the system. They have engaged customers in a variety of ways such as inviting customers as important guests, treating them to lunch, and conducting focus groups.

Question (from Connecticut to speakers): Do you do any training that talks about executive functioning or stress?

- Larimer County is not satisfied with the level of training available on these topics. Currently, staff are researching such training, as well as ways to integrate it. There is a *Coaching for Success* training available to Colorado workers.

- Ramsey County has coaching trainings, tools, and tips on their website and also offer monthly coaching circles, all of which acknowledge executive functioning skill strengths and limitations. They are exploring how to use the information to inform service delivery in order to help customers set and achieve goals.

Question (from a team coach to attendees): What feedback have you received from participants and how have you incorporated that?

- Responses included: simplified and redesigned customer correspondence and marketing materials, sent positive encouraging reminders, shortened meetings and worked in smaller groups, texted customers, created a more welcoming and friendlier physical environment, strengthened collaborations, and enhanced customer service.

Question (from Colorado to Ramsey County): People have a difficult time getting into our program and getting engaged fast enough, so we have tried to speed up our approval process, but how do you get to the point of engagement?

- Ramsey County is very strict about having the customer work plan developed within 10 days, despite a state rule allowing 30 days. They explain the importance of the paperwork to customers, as well as make every interaction customer-centered. Workers meet customers where they are at, listen to them, and respond to their needs. Customers are responsible for typing their own plan in their own words and tailoring the plan so that it is relevant to them and their families.

Topic 2: Implementing Two-Generation Approaches in TANF

Two-generation approaches offer comprehensive, career-focused employment and training opportunities for parents and educational and enrichment opportunities for their children. In this session, speakers offered tools and resources on implementing and sustaining two-generation approaches within a TANF program.

The session began with attendees sharing where they currently stand with program two-gen approaches:

- **Washington** is integrating two-gen into evidence-based home visiting programs. Their Department of Early Learning partners with TANF to focus on stable and high quality environments for kids and they are working to braid funding for adult education. They also work with non-custodial parents through a two-gen lens.
- **Ramsey County** has a few programs that pair services for children with training and adult education for parents. They have implemented two-gen well at the local level and are looking into how to do that across systems to bring it to scale.
- **Maryland** is pursuing the National Governors Association grant for two-gen and is currently in the exploratory phases of two-gen policy. Anne Arundel County uses WIOA funds to serve youth and parents through TANF.
- **Connecticut** has a Fatherhood Initiative working with TANF to include the whole family in services in order to provide the same services to fathers that are typically focused on mothers. They have also been moving forward on two-gen from a legislative perspective.
- **Colorado** has integrated two-gen into the majority of program and policy decisions. Their child care work also speaks to good outcomes for both the parent and the child. Colorado feels they have a good mix of ideas/principles and project outcomes.
- **North Carolina** has historically had two-gen integrated into some of their localities, and with the support of the Academy want to be more intentional about two-gen integration. They also want to incorporate the third generation to fully break the cycle.

ADMINISTRATION FOR CHILDREN AND FAMILIES (ACF), DR. MONICA BARCZAK, SENIOR ADVISOR

Dr. Barczak acknowledged that two-gen work is hard to do well and occurs best with intentional aligning of high quality services. ACF is committed to the integration of two-gen approaches into programming and has communicated this through an OFA two-gen information memorandum and direct communication between state human services departments and the Acting Assistant Secretary. Stakeholders can expect at least one upcoming webinar on the topic as well.

The critical components of a two-gen approach include:

- Early Childhood Education: While the typical two-gen focus has been on early childhood, it is also important to ensure educational activities and programs for all school-aged children.
- Postsecondary & Employment Pathways: For parents, attaining higher levels of education helps them get better paying jobs and can lead to higher levels of educational attainment for their children. Degrees pursued typically include high school equivalency, occupational certifications and degrees, and postsecondary education.

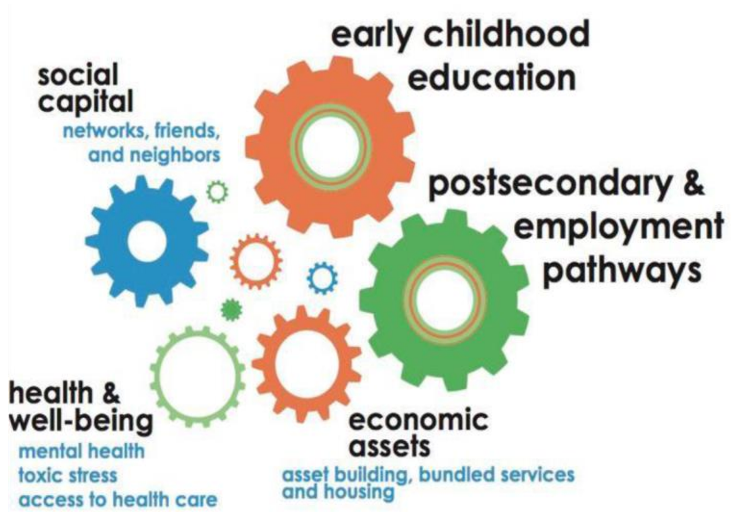

Figure 3. Two-Gen Components (from Ascend at the Aspen Institute)

- Economic Assets: Parents need to build and maintain the financial resources to take care of their families.
- Health and Well-being: Health issues can negatively affect educational and professional success. This includes mental health, as it is linked to performance in the workplace.
- Social Capital: Families can build connections with each other to identify and leverage resources. This can include carpooling, child care, etc.

Dr. Barczak also described program elements required for successful implementation of a two-gen approach. For instance, leadership is essential for driving the effort and building team capacity. Partnership is also vital, and entails working across systems to identify shared goals, leverage resources, share data, and embed the two-gen philosophy into existing programs. Two-gen approaches are not about creating a new program so much as training staff to understand how to interact with families and how to coach a family as a whole. It is important for staff to remember that families may initially face more challenges before their self-sufficiency improves. For example, a family's income may decrease as educational activities temporarily prevent parents from working full-time.

In order to determine how to integrate a two-gen approach into programming and assess whether it is serving the intended outcomes, it is important to keep customers engaged and obtain detailed feedback from families. For more information on measuring outcomes and continuous quality improvement, Dr. Barczak recommended Ascend at the Aspen Institute's *Making Tomorrow Better Together: Report of the Two-Generation Outcomes Working Group*. There has yet to be an evaluation of two-gen integration into programming, but ultimately there will be. For the past five years, the CAP Tulsa program has been conducting a quasi-experimental study looking at both parent and child outcomes which may provide baseline data.

UTAH DEPARTMENT OF WORKFORCE SERVICES, DOROTHY HALL, PROGRAM MANAGER

Like many other states, Utah historically has looked at parent outcomes only, with children factoring in primarily in relation to childcare employment barriers. In 2012, the Utah Department of Workforce Services gathered data on intergenerational poverty and noticed a pattern of TANF parents with sufficient education who were still unemployed and living in poverty. The Department broadened their perspective to family outcomes and in 2014 they began developing the Next Generation Kids program.

Next Generation Kids is two-gen program housed in an elementary school in Ogden, Utah. They offer programming on nutrition and financial literacy. Many of the moms in the program struggle with anxiety and depression, so the program provides them with appropriate services or referrals. Families were skeptical and mistrustful about participating in the program at first, but staff focus on coaching, relationship building, and connections to services to encourage participation. The University of Utah conducts interviews with the families after they leave the program.

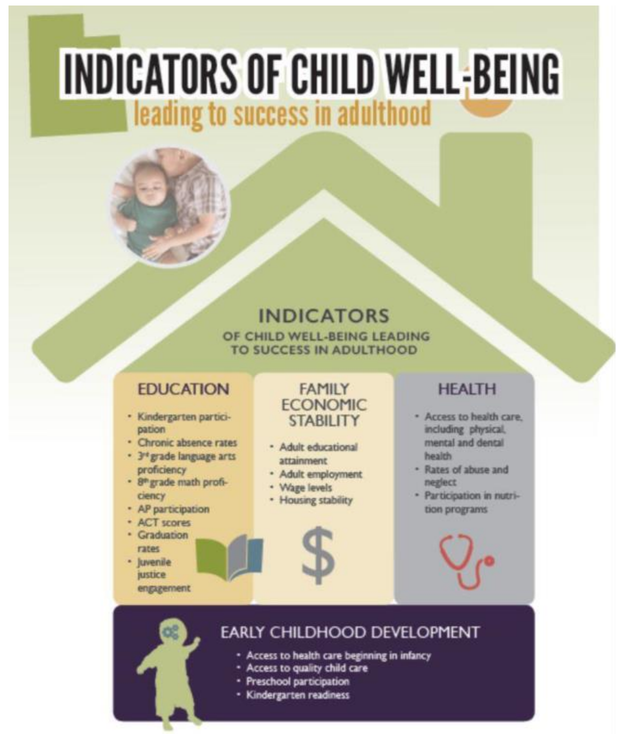

Figure 4. Utah Indicators of Child Well-Being

The Utah Department of Workforce Services created two additional programs in the Salt Lake area—one is very similar to the original Next Generation Kids project in its individualization to the family, and the other is on a Head Start campus. At the Head Start campus Utah is considering using a cohort model. They are also hoping the connection with Head Start will allow for outcome data on children.

Question (for Utah): Is scaling up the Utah program tied to any system/policy change?

- Utah is very compliance-focused, so they have simplified their policy for staff to avoid over-documentation. They are also trying to get employment counselors to incorporate a more comprehensive conversation with families up front that includes a discussion of education, childhood development, and related topics. Supervisors and managers have adopted a coaching model and all staff have been trained in motivational interviewing. The University of Utah has data going back 17 years that shows the majority of families served have a higher level of ACEs (Adverse Childhood Experiences) than the national population, which helps to inform programming.

Question (for Dr. Barczak): Is there a two-gen model that helps with the concept of career pathways?

- People might call a two-generation program that integrates career pathways a "higher quality program" than one that does not. Hopefully, WIOA will help increase emphasis on implementing these programs.

Question (for both speakers): What is going on in the arena of older kids? Any efforts to develop career pathways for them when they are in their early teenage years?

- Dr. Barczak responded that this could be an interesting design question for someone to tackle. It is important to remember that although two-gen initially focused on early childhood, the programs serve a lot of young parents who may be 19 or 20, and more emphasis is being placed on supporting youth early on in their education and career development.
- Ms. Hall added that it might be a topic that WIOA engages in.

Question (for Utah): As you move from site to site, what are some challenges that you faced? What are other barriers to success as you keep piloting programs?

- There have been challenges with adequately training staff and building community partnerships (such as with United Way).

Question (for both speakers): From a messaging perspective, do people respond more to "two-gen" or "intergenerational poverty?"

- Ms. Hall believes the legislature thinks more about intergenerational poverty, but their program messages the two-generational approach.
- Dr. Barczak added that the notion of working with parents and children together gets considerable support, so it is more helpful to lead with the context, not the policy.

Question (for Utah): For your program, are you using existing funding or demonstration funding?

- Utah had an excess of TANF funds that needed to be spent, so they used some of the funds to create the Next Generation Kids program with existing staff.
- Dr. Barczak added that the Community Services Block Grant is a good place to start, because it may have money to support programs like these.

Topic 3: Implementation Science Q&A

Leah Bartley, Investigator with the National Implementation Research Network (NIRN), Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill, expanded upon her morning presentation on the components of the NIRN implementation model. She led the session as a facilitated discussion about implementation science and how it can be applied to the work teams have done throughout the course of the Academy.

IT TAKES TIME: IMPLEMENTATION STAGES

Question (from Ms. Bartley to teams): Where are you in your project/program in relation to the implementation stages?

- **North Carolina** explained that some of their players have changed and TANF is not a primary partner in the state WIOA plan, which needs to be revisited. TANF is county-administered in North Carolina. The career center relationships at the county level are strong; most activity occurs at this level. Ms. Bartley added that sometimes going through the communication protocol process can clarify the relationships of everyone involved and identify shared values and formalize decision-making processes.
- **Maryland** stated that working on a MOU for WIOA has been a contentious, yet inclusive, process. They are in the "Exploration and Installation" phase due to team member turnover and political forces.
- **Washington** is currently operating 16 pilots in 25 offices. Although the sites are in implementation, they will need to return to the beginning to figure out what to do with all of the pilots. Ms. Bartley added that it is better to return to "Exploration" now or the project might suffer later. She suggested looking across sites and practitioners for themes that help identify key implementation supports and barriers.
- **Ramsey County** stated that they do not have a program or team charter and it is not always clear to everybody where they stand. They would like to see a data plan before assessment. Ramsey County uses logic models and theories of change, which could be included within the team charter.

Question (from a team coach to teams): How can we keep the "why" present and active? How do we use data and feedback? What kind of data do you use?

- Ms. Bartley stated that in the "Exploration" phase, programs need to look at program and client needs, program fit, resource availability, and quality of evidence. It is important to first define the "what," which entails understanding evidence of a solution before implementing the solution. If the data does not fit the community you

are serving, then you need to identify what adaptations need to be made to the solution. The implementation team should be regularly reviewing data—programmatic data, fidelity data, outcome data, and qualitative data.
- **Ramsey County** gathers information from counselors and participants and does focus groups. If staff is not performing as expected, they determine what needs to be done to succeed.
- **Washington** did a whole family case management pilot, but found program engagement was lacking. The program they chose to implement was not what parents needed, so they found another program, which was more successful.
- Ms. Bartley added that when getting and using feedback, it is important to share what changes were made as a result of the feedback obtained. Be specific in what you ask, develop an information gathering process, decide how to interpret the data, and communicate decisions based on your findings.

IT TAKES A VILLAGE: IMPLEMENTATION TEAMS

Question (to group): Any suggestions for helping local implementation teams with members who are participating unequally, or people who are not at the table who should be? How can you nudge them along from a state level?

- Ms. Bartley reminded the group that implementation is about building and sustaining capacity, so it is important to have a team with diverse perspectives. Teams have to be willing to have tough conversations in a transparent manner, including about any concerns regarding team members.
- **Colorado** uses "Five Pillars" to support the bridge model they have adopted and they assigned a task lead and team members to each pillar. They are a county-administered system and had counties at the table, however, they keep getting feedback from the same counties. One of the lessons learned is that deliverables could have been better broken down into manageable tasks.

Question (to Ms. Bartley): When do we start implementation teams?

- Ideally you would use them through the whole process, but they can be introduced at the implementation stage as well.

Question (to Ms. Bartley): Is there a definition of implementation teams and what they do?

- There is more information, including learning modules, on the NIRN website.

Question (to Ms. Bartley): How have you worked with bringing a family or community voice into implementation discussions?

- Be clear about the value added, give them specific tasks, and limit ongoing involvement if it will not be a good use of their time.

Question (to Ms. Bartley): Why are there only 3-12 individuals on the implementation team?

- A larger team is harder to manage. This is not a stakeholder group, it is a day-to-day group, so it is better to keep it nimble.

IT TAKES SUPPORT: IMPLEMENTATION DRIVERS

The drivers are interrelated and compensate for each other. Fidelity is at the top of the triangle, because good practice is important and occurs when practitioners are supported in their work.

Question (to Ms. Bartley): How can you test fidelity without doing a full evaluation?

- Fidelity assessments can be complex, so think instead of a feasible way to determine if the practice is happening as intended. There are different ways to obtain that information (e.g. self-report, client survey, supervisor reports).

Question (to Ms. Bartley): If there are fidelity issues identified, is there a way to identify where the problem is stemming from?

- The implementation team has to lead this work and determine if there are barriers to success, whether staff are inadequately trained, or if another issue is present.

TEAM TIME

Teams worked independently with their coaches and content faculty on team implementation plan development.

DAY TWO

REFLECTIONS ON DAY ONE

Susan Golonka, Acting Director of OFA, ACF, opened Day Two with a summary of key takeaways from Day One, which included a discussion on the importance of client voice. Providing participants with the opportunity to share their thoughts and take part in the process, throughout different phases of their interaction, is an important element of program success. Opportunities for collecting participant feedback can take place through activities such as focus groups, or by involving client representatives on work committees. The most fundamental change evident in discussions from Day One is that clients should be in the driver's seat. Program staff coach them, guide them, and support them as they take charge of their lives. While it has taken some time for the field to come to this realization, Ms. Golonka said she is glad the field is now at that point.

Ms. Golonka also praised sites for having done so much deliberate, early thinking about assessing and evaluating efforts in real-time to receive quick feedback. This is being achieved in both formal and informal ways, as full-blown implementation is not always the optimal approach. Conducting pilot tests, learning from them over time, and making adjustments along the way can be an improved way to approach implementation.

To conclude, Ms. Golonka noted the importance and value that the team coaches have on the Systems to Family Stability National Policy Academy experience for the sites. The coaches have been involved with their teams since the beginning of the initiative and throughout the experience. They represent the coaching model, and OFA appreciates all they have done and are continuing to do in partnership with the sites.

I3 LABS: IMPLEMENTING INNOVATION AND IDEAS

The i3 Lab sessions highlighted what it takes to successfully implement these enhanced case management strategies such as trauma-informed approaches, motivational interviewing, and coaching.

Topic 1: Supporting Enhanced Coaching and Case Management Strategies

TANF and other human service programs are exploring and implementing a variety of strategies to motivate and engage participants. This session explored case management approaches such as trauma-informed strategies, motivational interviewing, and coaching. Presenters highlighted what it takes to successfully implement these enhanced case management strategies.

WASHINGTON STATE DEPARTMENT OF SOCIAL AND HEALTH SERVICES, BABS ROBERTS, DIRECTOR, COMMUNITY SERVICES DIVISION

What is often referred to as a "pathway to self-sufficiency" is more like a super highway, with many on-ramps, off-ramps, twists, and turns. Moving towards self-sufficiency requires navigating a very complex system, and oftentimes participants are run over by the super highway that is trying to help them. The Washington Department of Social Services (DSS) refers to this system as a Family Self-Sufficiency Super Highway, and aims to help people navigate more seamlessly between programs that could help them reach economic stability. It also helps participants develop skills, attach to the workforce, acquire and complete training and education, and develop social capital.

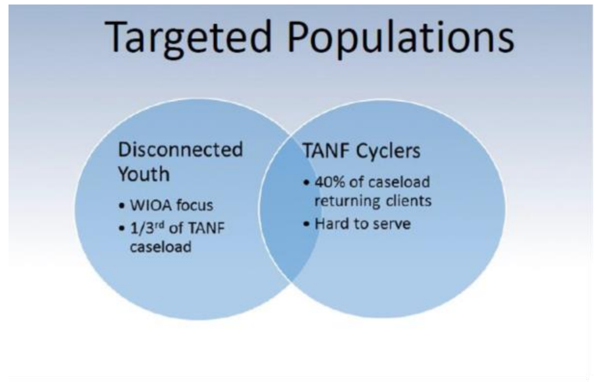

Figure 5. Washington WorkFirst Target Populations

In the Washington WorkFirst (TANF) program, 30 to 40 percent of participants are enrolled for a brief period; they use the safety-net as it was intended and do not return. Roughly five percent of the caseload never leave the program. The remaining 55 to 65 percent is made up of two specific populations – disconnected youth and TANF cyclers. These populations could benefit most from enhanced coaching and case management as they navigate the super highway. Because many TANF cyclers are also considered youth, these populations overlap, as shown in Figure 5 above.

Service enhancement for targeted populations includes trauma-informed interventions and coaching-style case management. In this area, Washington leadership focuses on training staff in trauma-informed coaching models, including motivational interviewing. The first step to good case management is developing trust with the participant. Ms. Roberts pointed out that the clients who have historically been most difficult to engage report that motivational interviewing has made them feel engaged for the first time. In addition to improved case management, Washington also enhances services by taking a multigenerational approach, acknowledging that full engagement cannot take place unless the whole family is engaged. The model also includes improved linkages to WIOA systems and services. In order for these interventions to be successful, Ms. Roberts explained, staff engagement and buy-in throughout the process is critical.

Under the Systems to Family Stability Academy, Washington DSS developed a pilot program to encourage local field offices to implement innovative approaches that benefit WorkFirst participants. Offices were asked to submit proposals for the program that demonstrated work with the target populations (disconnected youth and TANF cyclers) and utilize one of the service enhancement areas (trauma-informed interventions/coaching case management, multigenerational approach, or linkages to WIOA systems and services). In total, 16 pilots were selected across 25 offices. Each pilot was assigned a "coach" from the state to provide technical assistance and serve as a resource. The majority of pilots focused on coaching and case management.

The roll out of the pilot program began in January 2016 and included the development of implementation roadmaps and consideration of assessment and evaluation needs. Since then, the pilot sites have come together regularly to discuss what is working, what types of challenges they are experiencing, and to share resources. The roll out has also included training around topics such as neuroscience, epigenetics[1], and Adverse Childhood Experiences and resilience. Pilot sites have also received ongoing support from coaches and help with outreach to partner agencies and stakeholders.

Ms. Roberts provided examples of several pilot programs that are implementing innovative case management strategies. The Columbia River Community Services Office (CSO) is implementing a whole family case management model by providing participants with enhanced case management, goal setting techniques, and self-sufficiency plans. Targeting both disconnected youth and TANF cyclers, its focus areas include family support, progress in school, non-custodial parent involvement, and wraparound case staffing. The pilot brings together partners including social workers, case managers, employer partners, and staff from child welfare, child support, and the state college system.

Another pilot example is the Wenatchee CSO, which targets TANF cyclers by providing intensive wraparound services such as weekly meetings, case staffings, whole family coaching, and life skills programs. Leveraging the fact that the WorkFirst program is co-located with the local Division of Child Support, the pilot coordinates services for non-custodial parents by directly connecting them to child support staff. Working alongside WorkFirst staff, the child support staff educates non-custodial parents on the benefits of cooperation and provides connections to services aimed at enhancing their earning capacity.

The final example – referred to as Career and Life Coaching – is made up of six CSOs working together to pilot a [Career and Life Coaching] model developed by the Prosperity Agenda and funded by the Kellogg Foundation. The program does not include case management; instead, this coaching is designed to help families who have returned to TANF take measurable steps toward long-term financial stability. While coaching is voluntary for the parents, Washington has found that participants who have participated have developed tight bonds with coaches and have been able to overcome barriers.

Question: How are you including the non-custodial parent in these pilot programs?

- Offices that are working with non-custodial parents are not necessarily piloting new case management approaches. Co-location with child support allows pilot programs such as Wenatchee to engage both the TANF families and the non-custodial parents to show them what opportunities are available. Non-custodial parents can come to the program orientation to see that other populations are dealing with similar issues, and learn about opportunities to increase their occupational or life skills.

CYGNET ASSOCIATES, JODIE SUE KELLY, PRESIDENT AND CO-FOUNDER

Ms. Kelly shared a Motivation and Engagement Checklist that provided participants with a list of ways to engage and motivate participants. She highlighted two specific bullet points: 1) Assessing in a way that does not feel like a paperwork exercise, and 2) Using motivational assessment and follow along questions. When working in the self-sufficiency field, the initial and on-going relationship between case managers and participants is crucial to success. According to Ms. Kelly, most practitioners across the country are missing the opportunity to build that relationship.

There are four different methods for assessing participants: self-assessment, observation, structured interview, and formal assessments. Ms. Kelly provided Academy participants with an Initial Assessment form and asked them to discuss in groups what they liked about it and what improvements were needed. Upon reviewing the form, participants shared information about what they would change:

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[1] See: https://www.theguardian.com/science/occams-corner/2014/apr/25/epigenetics-beginners-guide-to-everything

- Sequence is very important. In this form, it needs a lot of work.
- All of the strengths-based questions are weak and towards the end. There should be more, and they should be listed earlier on the form.
- There are too many open-ended questions.
- There seems to be a lot of value judgment in the assessment form. The use of the word "barriers" can make people lose confidence about themselves. The language we use instead is that "everybody has challenges." A participant reading this would assume program staff are making assumptions about who they are. That happens many times to people who receive government benefits; they feel judged and it creates resistance.
- The form lacks framing or explanation.
- There is no information about goals included on the form.

Ms. Kelly provided attendees with a five-step process for successful assessment.

Step 1: Identify. She asked attendees what needs to be assessed in order to make a participant job-ready. Participants provided the following responses:

- The majority of employers will look at social media; this needs to be addressed.
- Participants must have and know how to develop a competitive resume.
- Certificates/licenses earned are important.

In identifying what needs to be assessed, hearing from staff is important. Staff see that many participants do not know what job-ready is, and they understand where there are gaps. To tackle Step 1, programs should seek staff input.

Step 2: Categorize and Sequence. There are four categories that define what we need to know in assessing participants:

1) What job search tools do they need?
2) What job retention skills do they need?
3) What education and certificates do they possess or need?
4) What life challenges do they face that need solutions or intervention?

Step 3: Create Self-Assessment or Interview Questions. In designing self-assessments, programs should consider what can be answered by the participant without the need for a professional. This could include simple questions related to demographics, or others such as "Do you have a driver's license?" and "Have you worked before?" Allowing participants to answer some questions through self-assessment

STEP FOUR: Write Self Assessment

SELF ASSESSMENT

Job Search Tools			
Yes No	Do you have a resume that you can use to apply for a jobs?	Yes No	Do you know how to answer difficult questions at a job interview?
Yes No	Do you know how to submit an online application?	Yes No	Do you have three professional references for a job?
Yes No	Do you have a cover letter that goes with your resume to submit for jobs?	Yes No	Do you know how to answer the "personality questions" asked on an online application?
Yes No	Do you have an email address for employers to use to contact you? If yes, what is it? ________	Yes No	Do you know what type of job you want to apply for?
Yes No	Do you have clothing that is appropriate to wear to a job interview?	Yes No	Employers will ask "why did you leave the job" on a job application? Are your answers positive?
Yes No	If an employer looked at your Facebook or other social media page, is there anything on it that you wouldn't want a potential employer to see?	Yes No	Can you list 10 marketable skills to an employer during an interview?
Yes No	Do you know how to use the one stop job listing site, Indeed.com and SimplyHired.com?		

Figure 6. Cygnet Associates' Sample Self-Assessment

encourages efficiency and saves time for case managers and coaches. Other questions – those that dig deeper into why a participant is not working – will require a longer answer and a trained professional to ask and listen.

Step 4: Develop Self-Assessments. Self-assessment questions should be close-ended (Yes/No) and focus on general information such as job search and retention, vocational skills, academic skills, and training.

Step 5: Draft Structured Interview Questions. The key to motivation is interviewing style. Structured interviews should include open-ended questions to actively involve the participant in the process. In drafting structured interview questions, programs should use open question starters, such as "what," "why," "how," and "tell me about…" Structured interview questions should be developed to gather information across the domains of self-sufficiency, including legal issues, health, family support, education, attitude, and more.

Topic 2: Building Lasting Partnerships between TANF and Workforce Systems

With the passage of WIOA, building sustained partnerships between workforce and TANF programs is a priority across state, local, and Federal systems. In this presentation, speakers discussed how they are creating these lasting collaborations across systems–from data sharing to performance measurement and service alignment.

ARKANSAS DEPARTMENT OF WORKFORCE SERVICES, PHIL HARRIS, ASSISTANT DIRECTOR

Mr. Harris shared that in 2004, prior to WIOA, Governor Huckabee had a vision to see TANF transition from the Department of Human Services (DHS) to the Department of Workforce Services (DWS), because it had struggled with employment outcomes. The Governor spoke with legislators and was able to move most of TANF to DWS. Intake, eligibility, and benefits issuance remain at DHS.

Program Overview

DWS operates 33 fully-staffed offices in the state which provide multiple programs and services:

- Arkansas's core TANF program is Transitional Employment Assistance (TEA) with a 24-month time limit aimed to accelerate single and two-parent families off of public assistance and into a job.
- Work Pays is a job retention program unique to Arkansas where job seekers transitioning off TEA due to employment receive one-on-one career coaching to secure their existing jobs or work toward promotion into a higher wage job. This support lasts an additional 24 months.
- Career Pathways Initiative is a short-term technical education and training program to help job seekers gain skills necessary to pursue careers in high-demand occupations. It includes a postsecondary component.
- Individual Development Account is a financial literacy and savings program that enables low income families to save and build assets.
- Fatherhood, Healthy Marriage, and Youth programming is available. In the past, TEA received a supplemental grant which was eliminated, so community investment in this programming is less robust than in the past. Legislators remain interested in the fatherhood and marriage programming, in particular.
- Career Readiness Certification (CRC) is a portable credential which has gold, silver, and bronze levels and can be taken anywhere in the U.S. This certification is becoming widely accepted.
- IT Academy includes free skills-based training at varying levels of difficulty.

Partner Roles

- DWS has an MOU with DHS, which performs intake, enrollment, and benefits issuance. DHS has a large geographical footprint and offers services such as SNAP and Medicaid.
- The Department of Adult Education, Department of Higher Education, Department of Career Education, and University of Arkansas Cooperative Extension Service are also close partners with MOUs. These partners offer short and medium-term education and training courses leading to careers in high-demand occupation lists. They also offer wrap-around services for TANF participants to help meet work activity requirements.
- Goodwill helps with employment experiences (On-the-Job Training [OJT] and other) through custom employment pathway programs.
- Nonprofit Lewis-Burnett Employment Finders focuses exclusively on ex-offenders and supports valuable work experience, OJT, and unsubsidized employment opportunities.
- Department of Veteran Affairs is a very successful collaborative relationship. They approached DWS for help with staffing a new home they are opening in Arkansas's largest county. The facility will need 156 new workers, 96 of whom will be Certified Nursing Assistants, and they want TANF participants in these positions which include salary, benefits, retirement, etc.

TANF & Workforce Services

DWS has struggled with the employment element of TANF. Establishing the system was not easy or well-received. The benefits of DWS working closely with TANF is that it brings over $56 million a year in the block grant, reduces social program dependency, promotes independence, and expands the DWS customer base.

DWS represents its evolving service demands in a pyramid. WIOA is at the top, followed by Arkansas Works, then SNAP E&T, and finally the Arkansas TANF Transition and Optimization Project. For the WIOA-combined state plan, there is an implementation team which includes a policy team, performance team, strategic planning team, and a training team. For TANF-WIOA Alignment, their TANF program is well-positioned to be proactive and take a leadership role in getting low-income and needy families off public assistance. They have a very strong assessment component and barrier reduction plans. Because TANF participants are typically the most hard-to-serve due to multiple barriers to employment, TEA now integrates Labor Market Information (LMI) into work readiness assessments and employment planning. The Arkansas Workforce Integrated Network System (ARWINS) is an IT system to enhance sharing of information and reporting across the various partners. The system manages benefits and incorporates OFA's Online Work Readiness Assessment (OWRA) into the system to foster a robust work readiness assessment.

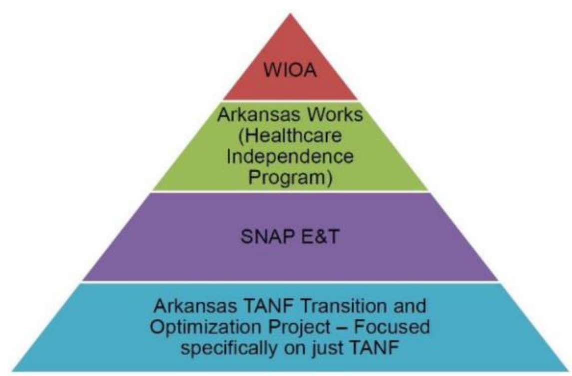

Figure 7: Arkansas Department of Workforce Services Evolving Service Demands

Question: Compared to WIA, will more WIOA funds be used to support services to TANF participants?

- The structure has changed a lot and evolved. Arkansas has a newly formed Workforce Development Board that reports to the Governor. TANF is a required partner in WIOA, so there are now discussions about serving TANF participants whereas before, WIA was not interested in serving the TANF population. They hope for better integration moving forward.

Question: How does the flow of services work?

- Participants apply for services at DHS and through a systems exchange, DHS sends a task to DWS. There, managers take the task and assign the individual/family to a case manager who reaches out to begin the assessment process and bring the individual/family in for case management services, planning, referrals, barrier reduction, etc.

Question: *Does DHS also administer SNAP E&T?*

- DHS is the largest intake channel for low-income populations and the governor does not want any more waivers issued for SNAP E&T. They want able-bodied adults moving into work and accessing workforce services, therefore SNAP E&T is partnering with DWS to provide those benefits.

Question: Is the common intake assessment available?

- Mr. Harris will send to those who provided their contact information.

Question: To what extent does your system focus on soft skills to help people keep jobs and move forward?

- Participants receive child care, supportive services, and transportation for 24 months after they leave the program. They offer a three month bonus, six month bonus, and one year bonus. Due to limited TANF budgets, colleges sometimes utilize Pell grants to support eligible participants pursuing education.

ARAPAHOE/DOUGLAS WORKFORCE CENTER, JOE BARELA, DIRECTOR

TANF in Colorado is state supervised and county administered across 64 counties. There can be one or more workforce centers in each county, and local Workforce Development Boards (WDBs) have flexibility and autonomy. Before WIOA, there were discussions on how rapid attachment to work was not working because wages were not high enough. There was some tension between the desire to serve job seekers universally and figuring out what was best for individual participants. In the Denver area, there are seven workforce centers, and each will serve anyone who wants to work.

Workforce centers share both vision and mission with the local Department of Human Services (DHS). To establish quality partnerships, bring stakeholders to the table, keep the participant in focus, meet the customers where they are, and find out what each partner needs to serve the participant, it is critical to include the DHS Director on the WIOA board and remember that WIOA allows for larger taskforces that are bigger than the WDB. Given that benefits and eligibility determination are not usually in the purview of workforce development, Mr. Barela recommended determining who should be doing that piece and who is good at it. He advised not being afraid to ask for what you want and starting negotiations there. He also suggested ways to honor both employer and participant relationships, including only referring qualified candidates to employers and not disclosing to employers if a participant is receiving cash assistance.

Arapahoe/Douglas Targeted Industries

Aerospace	Finance & Insurance
Aviation	Healthcare & Wellness
Bioscience	Hospitality
Broadband	Information Technology
Construction	Manufacturing
Engineering	

Figure 8: Arapahoe/Douglas Targeted Industries

Customer-centered services are key in WIOA. Workforce development programs should be designed with customers in mind. Maximizing customer benefit can be achieved by considering customer time limits, assessing available funds, and examining all potential allowable activities. He emphasized focusing on the value of work in the self-sufficiency equation, honing in on steps to income improvement, and remembering to recruit the working poor who are ineligible for cash assistance, but who can still access other services.

Cross-training staff is critical. Leveraging resources and braided/blending funding in order to enhance partnerships and available services for participants is also critical. Given new mandates without funding, DHS and the workforce system have worked together to determine where services are duplicated, decide who is best at providing services, identify what services should be cut, and consider other measures to reduce spending and resource usage.

Question: To what extent does your system focus on soft skills to help people keep jobs and move forward?

- Every referral goes through a 30-day boot camp that emphasizes soft skills and LMI. That provides staff the chance to determine who is motivated to participate and advance while teaching participants soft skills and exposing them to careers in growing industries in the area.

Question: Are they in the boot camp training every day?

- Boot camp is Monday through Thursday. The Arapahoe/Douglas Workforce Center annual report includes detailed information about the entry and retention rates. About 80 percent of referrals show up for the first day with approximately 65 percent completing the 30-day period. Afterwards, an estimated 30 percent advance to work in OJT or a training track and about 75 percent of those who go to work after these programs retain their jobs. They have academies in career tracks that lead to placement in the industry after they complete the 30-day training. They also offer retention bonuses at 30-60-90 days.

Topic 3: Training Staff for Systems Change

Training and change management support is critical as TANF agencies redesign and enhance aspects of their programs. This session discussed how to assess agency training systems and then offered best practices in curriculum development, training design, training delivery, transfer of learning, training evaluation, and other important lessons from the field.

BUTLER INSTITUTE FOR FAMILIES AT THE UNIVERSITY OF DENVER, DR. CHARMAINE BRITTAIN, DIRECTOR, ORGANIZATIONAL DEVELOPMENT

When things go wrong in an organization, leadership often determines that the solution is "more training." But we know from experience that training does not fix all of the issues with programs. Successful training must be a planned, multipronged effort. To facilitate system change, training must be integrated into your model.

The first step is assessing your current training system. Dr. Brittain distributed an instrument designed to assess training against best practices and gave the room time to complete the self-assessment. Attendees found many areas where their training systems fell short of the ideal.

Dr. Brittain then explained the characteristics of effective training systems:

- *Mission-driven:* Align the training's purpose with the organization's mission;
- *Planful*: Choose topics not driven by personalities or the topic du jour;
- *Comprehensive*: Offer training for staff at all levels (frontline workers, supervisors, managers, clerical staff) and include initial as well as ongoing training;
- *Data-driven:* Collect and analyze data to monitor progress and see if training needs are changing;
- *Engaging*: Involve learners and avoid 'talking heads;' engage participants emotionally as well as logically;
- *Accessible*: Offer accessible training (location, online, ADA compliant); and
- *Adaptive:* Strive for continuous quality improvement and adapt content to address timely topics (e.g., evaluation results or legislation).

Question (for Dr. Brittain): How do you measure fidelity? It is talked about but not really understood in a training environment.

- Measuring fidelity starts with identifying competencies (skills and knowledge that employees need to have) you want to teach and then developing a curriculum. A curriculum is more than PowerPoints, handouts, and the agenda, it is a facilitator's guide that contains the content you want to convey and instructions for facilitators – so the content and overall training experience will be uniform across training sites. Experienced trainers know how to follow the curriculum as a framework and add their own stories and personal touch.

From there, you can evaluate if the training was effective, meaning did people obtain knowledge and skills. However, you also want to assess whether or not participants transferred that knowledge and those skillsets to the job. To achieve this you will need to reinforce with other methods (e.g., coaching) and use reinforcement from colleagues (e.g., supervisors, peers/coworkers, trainers). According to Dr. Brittain, three time periods are important to establishing transfer of knowledge and skills: before the training (establish why it is important and benefits), during the training (teach the content), and after the training (30/90 days out) (reinforce the content, practice behaviors).

Methods for evaluating whether or not transferring is occurring can include surveys, embedded evaluation, or providing trainees the opportunity to create a presentation incorporating what they have learned. Methods to reinforce content include email reminders, booster sessions, and supervisors' rating trainings. A comprehensive but expensive approach to evaluation is case review (looking at each trainee's case notes to see how they changed after the training). Peer to peer learning is a great approach supported by adult learning theory. Colleagues meet weekly to discuss how their transfer into practice is progressing, and management participates to help identify roadblocks.

One participant shared an acronym that reflects the cyclical nature of training: **APPLE**

(**A**ssessment, **P**lanning, **P**urpose, **L**earning, **E**valuate)

Figure 9: APPLE Process

Question (for the group): Does your agency have a training plan that addresses training needs for all levels of staff, methods, and proposed outcomes?

- **Washington** has a computerized curriculum for the division. It outlines the training plan at a high level and includes a user's guide with required trainings by job classification. They have established outcomes for frontline staff, and supervisors check in for 30 days. Washington has a large training capacity; trainers go out to the field before updating curriculum to get a sense of needs and context.

Question (for the group): Does your agency conduct a periodic needs assessment of the competencies needed by staff?

- **Washington** periodically updates its trainings to stay in line with policy and legislation. They have dedicated curriculum developers and trainers who perform task analyses of jobs to create desk guides and develop training.
- Dr. Brittain added that another approach to assessments is creating a list of competencies and having staff rate how they relate to their jobs.

Question (for Washington): How is training on technology and referrals done?

- In **Washington**, training on the technology platforms is integrated into the general training (e.g., this is the rule, this is the procedure, and this is how you put it in the database). Referrals training is done 'on the job' because there are some very rural areas with one referral option and urban ones with lots of options. Most referrals are done online, but some are done outside the database.

Question (for Dr. Brittain): Our state has a new case management system and a separate user's guide. We are training through webinars, but they are not well-received by staff because they are not interactive. What can we do?

- Dr. Brittain advised avoiding dull presentations by thinking about training principles of engaging people and being flexible and adaptive. Know the audience when developing a training. Training must accommodate different learning styles and levels of expertise/experience. Training should be engaging, fun, and multi-dimensional. It is challenging to do this virtually, so consider bringing people together as well.
- **Washington** echoed this concern and noted that sometimes you get two different messages that do not jive with training on new technologies, one from the tech people and another from the state policy people.

Question (for Dr. Brittain): When we get to curriculum development, sometimes no one has talked to the case managers to see how the new process needs to be designed to work for frontline staff. How can we do better?

- One opportunity is to incorporate into the RFP a task for third party contractors to conduct focus groups to assess competencies and then develop customized training.
- Having trainers use the appropriate language helps the case managers recognize that the trainer 'gets it.'
- Including someone with authority to answer policy questions can be a valuable asset to technology training.

Question (for Dr. Brittain): When is a good time to evaluate the effectiveness of training?

- A 'happiness survey' (i.e., was the room too hot/cold, did the trainer seem knowledgeable) can be conducted at the conclusion of training, however those do not provide a lot of information. Right after the training itself and from short-to-long term you can measure knowledge acquisition, skill acquisition, transfer, and change in agency outcomes.
- ICF trainers have had success preparing trainees beforehand to expect follow-up assessments.

Question (for Dr. Brittain): When and how should we include stakeholders in training?

- Including various stakeholders from the beginning increases buy-in later.

Question (for the group): How can my agency effectively market trainings to potential participants?

- Periodic e-blasts to market new trainings is one approach.
- As **Washington** announces new policies, they include available corresponding trainings in the same email.
- Marketing is not a dirty word! It is about getting the right information to the right people, creating value and a desire to participate.

Question (for the group): What polices do other sites have about staff development activities, for example, completion of courses and attendance and behavior at training sessions?

- **Washington** has policies limiting cell phone use.

Question (for the group): How often do sites update their training?

- **Utah** updates training each time new staff training is delivered.

Question (for the group): What modes of teaching do sites use?

- **Washington** uses blended learning methods, including on-the-job follow-up, pre-work, job coaches, follow-up webinars, and "one cup" booster modules (should be finished in the time it takes to drink one cup of coffee).
- **Maryland** has started to offer phone/webinar trainings after rolling out a new policy.
- **Colorado** offers "Thursday Think Tank" sessions (time for line staff to call in and ask questions of the state staff).
- In **Utah**, management staff are available to line staff via Jabber (an instant messaging software).

Question: Which of these ideas are sites going to take home and implement?

- Marketing (**Utah** team offered to share a short video it created with the DWS Executive Director explaining their Academy initiative).
- Offer more training opportunities for staff.
- Relevant conference: National Staff Development and Training Association (NSDTA) Conference – October 2016 in New Brunswick, New Jersey.

PEER FEEDBACK

The Peer Feedback session began with reflections from ACF leadership on state innovation and TANF reauthorization, and then teams shared their progress to date under the Academy and their priorities for the next five months, as they had begun to map them out in their *Implementation Roadmaps.* Feedback on elements of the plan fell into three categories:

- **Seaworthy**: share what you understand to be a strength of the plan and why;
- **Underway**: discuss what may be missing from the plan and why; and
- **Waterlogged**: share feedback on potential implementation gaps (resources, training, and innovation).

ACF REFLECTIONS

Mark Greenberg, Acting Assistant Secretary of ACF, encouraged states to be innovative and resourceful in how they tackle new problems while awaiting Congressional reauthorization of the TANF program. He encouraged them to use external drivers to support system change, such as new funding or legislation at the state level, and explore new partnerships, including opportunities for shared ownership and goals across systems. Even in the face of budget constraints, states should try to use block grant funds for work-related activities and supports and at least track where diverted funds go.

WIOA implementation is an opportunity to strengthen collaboration with the workforce system and build two-generation strategies. He reminded everyone that much of the research on workforce strategies is 20 years old. Engagement in WIOA, along with ACF's research agenda on sectoral employment, career pathways, and behavioral economics, will offer new opportunities in learning and active discussions across workforce and TANF systems. He reflected that unless the composition of Congress changes, Congressional interest will continue to focus on collaboration between TANF and the workforce system, performance management and measurement, and capturing employment outcomes in addition to work activity participation (perhaps influencing the metrics in TANF reauthorization).

ACF continues to be a strong supporter of two-generation strategies and believes this strategy offers new ways to connect with partners, to understand the brain science, and to help programs focus on the whole family. ACF understands that the field is exploring what two-generation strategies are, as well as assessing challenges around creating whole-family approaches within a TANF context.

Question (for ACF): How can we change the conversation about WPR?

- Mr. Greenberg and Ms. Golonka reflected on the growing grassroots movements across states interested in reforming TANF performance measures. States are using a mix of data to share barriers and challenges with current Federal measures. Congress recognizes the shortfalls of the measures, but needs information about alternative outcome measures that are currently working across states. Adopting WIOA outcome measures into the TANF program is not an option because the programs are fundamentally different.

Question (for ACF): Was ACF asked to review state WIOA plans and provide feedback?

- Yes, ACF reviewed state WIOA plans and offered feedback, noting limited TANF-specific comments.

Question (for ACF): In terms of flexibility around work participation rates, can we (states) try something different?

- Consider the opportunity to extend TANF-funded work study, as done in Kentucky and California, especially when linking programs of study to participants' anticipated careers.

Question (for sites): What are your priorities for research to inform your programs?

- **Washington**: The impact of two-generation strategies. What does family stability/well-being really mean? What are some concrete indicators we can capture in this arena?
- **Colorado**: Creating data systems that capture case management, work activities, referrals, etc. – so we have data on what works to help families.

Question (for sites): What other questions do you have about policy variation across states?

- **Maryland**: Information about sanctions policies/rates across states.
- How assessment is performed and used.
- What new approaches to meeting WPR actually seem to work?
- How other states are measuring outcomes.
- Helping states become better consumers of high quality research.

TEAM PRESENTATIONS AND FEEDBACK

COLORADO

Colorado DHS continues to transform its processes and culture into a family-centered and employment-focused model, while defining what each means. Colorado is using a bridge model to create a framework for counties to offer consistent services. Program management and design are key pillars, reflecting state-level work that is not the responsibility of the counties. The team is working on transforming the bridge principles into a playbook for counties that can be used as an implementation tool. Colorado is also using the playbook to define state messaging to counties regarding family-centered services, coaching and case management, and employment services. They are finding pockets of excellence across local programs and assessing opportunities to bring those to scale. They are planning to evaluate and track progress along the way.

Reflections on Colorado's *Implementation Roadmap*:

Seaworthy **(strengths)**	Underway **(things to consider)**	Waterlogged **(implementation needs)**
• changes approach quickly and in flexible manner • works to be clear and concise in sharing information with all 64 counties via the playbook • listens to counties and their needs • identifies pockets of excellence and assesses opportunities to scale • keeps coaching front and center with positive messaging to staff	• create additional goals in family-centered strategies • solicit county involvement in identifying goals • consider ways to obtain county buy-in and incentives or supports they may need • determine delivery mechanism for sharing playbook • decide when and how to update playbook • set clear roles and expectations for counties through the playbook • identify target audiences (TANF adults or whole family) in playbook	• identify partners at the state and county level to help effect desired changes • determine performance measures in allocation of funds • ensure flexible playbook that matches variable county needs • develop central message regarding WPR measurement or employment to prompt innovation • consider messaging about the state's work that is supporting counties' change processes • create definition for family-centered

CONNECTICUT

Connecticut DSS is implementing and testing a two-generation approach that involves noncustodial parents (NCPs) and aligns government branches. Connecticut is leveraging state funds and philanthropy to support the effort. They are also looking for more information about assessment and evaluation, as well as gathering feedback and support from customers. Connecticut is including NCPs within the definition of family and drawing from ongoing fatherhood initiative work. The local pilot is in Waterbury, Connecticut, which is poised to implement a two-generation model.

Reflections on Connecticut's *Implementation Roadmap*:

Seaworthy **(strengths)**	Underway **(things to consider)**	Waterlogged **(implementation needs)**
• focuses on whole families moving toward self-sufficiency and messaging NCPs as an asset and a part of the TANF family • leverages legislative support to align mission across pilots • broadens the definition of family to include NCPs • recruits many partners early, including staff and judicial branch • tries to bring in evaluation early • works to pilot locally and small first to learn about design and implementation of a new approach	• share vision and goals for Waterbury pilot • define services for NCPs and custodial parent • expand community partners to include courts and child welfare • tweak the vision to articulate what the project will be • develop clear rollout plan for the pilot • design program to include defining target population to recruit • leverage research on NCPs or promising approaches to inform the design	• incorporate evaluation early before program design is solidified • identify measurable research question/hypothesis to align with vision and goals • develop clear communication plan for staff, community partners, and potential recipients • collaborate with child support to look into child support pass-through and disregard • provide incentives to engage potential NCPs • deliver staff training to ensure buy-in and understanding around the new approach

MARYLAND

Maryland's WIOA plan includes TANF as a required partner and is leveraging the Academy to implement a readiness survey of local DSS offices to assess local concerns, facilitators, and barriers. They are phasing in efforts over three years to align TANF and workforce systems across local DSS offices. Implementation teams will include vocational rehabilitation (VR), adult basic education, workforce, and others. Maryland's overall vision is to increase wages for the unemployed and under-employed. Their goals include: (1) increasing systems coordination and breaking down unintentional silos, and (2) increasing employment outcomes by using human-centered design and being job-driven. They are identifying several benchmarks around goals and obtaining buy-in across system stakeholders. Maryland is using University of Maryland researchers to help assess whether and how they will meet identified benchmarks.

Reflections on Maryland's *Implementation Roadmap*:

Seaworthy **(strengths)**	Underway **(things to consider)**	Waterlogged **(implementation needs)**
• explores what they will do and surveys partners • measures a baseline and knows where they are starting • uses an electronic survey to analyze county-level responses and results • starts broad to identify many potential benchmarks and sets them early, along with evaluation supports • collaborates across human services and workforce • clarifies message that resonates across system partners	• obtain customer input • focus on whole family and ensuring a livable wage • integrate across data systems and varying points of view across partners • focus on what the end game is and what the long-term outcome should be • use lessons learned from TANF-WIA to inform TANF-WIOA partnerships • clarify goal to increase wages to mirror self-sufficiency or livable wage • identify achievable and measurable benchmarks • articulate outcomes for both TANF and WIOA systems	• be intentional in paring down the benchmarks • secure buy-in from local partners and DSS early, during the planning process and tailor messages to audiences • be wary about overwhelming local stakeholders with too many benchmarks • be mindful of change fatigue with a long role out process • communicate clearly the human-centered design and career-focus implementation • know what the labor market allows for in local areas • ensure the disabled population is represented through VR

NORTH CAROLINA

North Carolina Department of Health and Human Services is rolling out North Carolina Families Accessing Services through Technology (NC FAST), a program designed to improve the way the state and county departments of social services do business. North Carolina's vision from the Academy is to improve the TANF service delivery system, becoming more family-centric and assessing child and whole family outcomes. They are seeking to enhance partnerships and leverage WIOA to meet the desired vision. The Academy team is slowing down, looking to identify best areas of focus, and providing training to help staff understand emerging concepts (e.g., toxic stress, two-generation approaches), which began with the recently completed all-county Work First Summit. Their next steps include looking across assessment tools and using comprehensive assessments, not just for TANF, but also at career centers and Vocational Rehabilitation. They are facing challenges with fidelity across the state's 100 counties and carefully assessing how and whether standard procedures across counties should be implemented. North Carolina is considering piloting an RFP process similar to one the Washington Academy site has implemented to test innovation.

Reflections on North Carolina's *Implementation Roadmap*:

Seaworthy **(strengths)**	Underway **(things to consider)**	Waterlogged **(implementation needs)**
• moves slowly and listens across counties for what is needed • uses 100 counties as an opportunity to test new ideas • focuses on partner building and types of services they bring to customers • obtains consumer feedback and participation in design of forthcoming efforts • uses Academy resources and peer networking to help refine and narrow foci, as well as trains staff across counties in emerging areas of interest • promotes shared learning and collaboration to ensure strong partnerships between TANF and other local providers and ensures quality referrals	• consider the end results/outcomes, for example, to implement a two-generation program and then discuss methods, steps • consider the location of pilots, geographically and demographically and do not implement too many pilots • review conditions within the local pilot sites in terms of leadership and staff-buy-in • communicate successes from the strategies discussed • identify desired outcomes for each strategy undertaken • determine mechanisms to collect feedback, as well as disseminate information • utilize the careful exploration process to include stakeholders in the early stages	• determine which partners to include in implementing next steps • reflect on takeaways from the Work First Summit, training impacts, and translate into county practice • develop action plan to help articulate next steps and narrow foci and key partnerships • consider how to transfer knowledge and skills gained from training to all staff and partners • assess how and whether data systems connect when pursuing shared assessment tools and identify specific data points that are relevant for programs to share (or not)

RAMSEY COUNTY

The Ramsey County team has created strong partnerships with state leadership and is creating a large partnership between TANF-WIOA, infusing executive and life-long learning concepts in the TANF culture. Their vision focuses not just on what counts, but also what matters. Ramsey County is implementing coaching training across their system and expanding it to workforce teams. They are honing executive skills interventions and moving to study the impacts of the intervention, as well as which tools must be in place. Ramsey County is getting ready for full September roll-out interventions following rapid cycle learning efforts. They are bringing culturally specific providers to support the effort and seeking information about elements of successful whole-family approaches and key child-related outcomes. Ramsey County is moving toward employer engagement to create career pathways. They are continually measuring outcomes, aligning WIOA-SNAP-TANF measures, and striving toward continuous improvement.

Reflections on Ramsey County's *Implementation Roadmap*:

Seaworthy **(strengths)**	Underway **(things to consider)**	Waterlogged **(implementation needs)**
• implements strong and inclusive strategies with a focus on a continuous quality improvement process • focuses on career pathways, combined with employer engagement • pays attention to evaluation across each effort, both in rapid cycle learning, as well as experimental designs, such as RCT • executes a strong, targeted, prioritized rollout with two different types of sites	• stay aware of change fatigue with the range of efforts being undertaken • consider how to connect back with the state and how it may affect opportunities to scale across the state • watch how the county messages the innovative efforts and ensure clear documentation of work • ensure frameworks are measurable around family stabilization • be cautious about over cycling through the continuous quality improvement process	• consider capacities to capture the process for wide-range of efforts being undertaken • reflect on lessons learned to help continuous improvement efforts • contemplate heavy reliance on career pathways and whether it will be used in tandem with other strategies • ensure adequate and thorough documentation of efforts • adapt vision statement to stand as an elevator speech for the project's approach • create an intentional communication strategy to the state, staff and other partners • share how SNAP and WIOA are driving the process/projects forward

UTAH

Utah DWS has relied on implementation science principles to build their family-focused case management approach. They borrowed from the Academy model to structure training for staff and hold Command Center trainings, including those on coaching, human development, and motivational interviewing. Utah has focused on interagency collaborations, including partnering with the Department of Mental Health, among others. They are using baseline data from internal reports to identify outcomes that help tell the story of change (increased wages, higher positive closures, etc.), and administering staff and family surveys. Their lessons learned include: (1) working to stay true to the implementation science frameworks; (2) being prepared to disseminate information to staff and partners; (3) increasing transparency in the process flow for staff; and (4) understanding the differences between the academic and policy research components.

Reflections on Utah's *Implementation Roadmap*:

Seaworthy **(strengths)**	Underway **(things to consider)**	Waterlogged **(implementation needs)**
• implements extensive, multi-level staff training across key focus areas • collaborates with University of Utah as a research partner and strong use of evaluation and outcome measures • leverages implementation science principles • utilizes legislative supports • engages supervisors as coaches, and gives supervisors the tools, training, and opportunity to practice being coaches	• consider how the evaluations are aligned to each other and program vision • review language around family stabilization and discern whether it is measuring more than employment • share what is being done to address family well-being • align and target communication efforts to each target audience to ensure best delivery method of messages and content is on-point • consider non-custodial parent engagement • articulate the evidence being used to make program enhancements • contemplate feedback mechanisms that could be used with other stakeholders	• rely on lessons learned to inform potential improvements to the initiative • communicate clearly the key components of the two-generation program • capture the on-the-ground experiences of the pilot to communicate those lessons learned to key stakeholders • consider soft relaunch instead of waiting for a full launch • build internal training capacity so that it can be ongoing as staff turnover

WASHINGTON

The focus of the Washington team has been supporting TANF participants on a pathway to self-sufficiency and targeting disconnected youth and those who are cycling on and off of TANF. They are seeking to influence WIOA opportunities through foci on disconnected youth. Washington is implementing service enhancements around trauma-informed approaches, coaching and case management, multi-generational approaches, and TANF-WIOA alignment. They implemented an RFP process, allowing local communities to propose approach designs focusing on the key enhancement areas and the target population. Washington has 16 pilot sites that have identified their own benchmarks and indicators of success. Their next steps will be to compile lessons learned across pilot sites and assess scalability to help transform their case management structure.

Reflections on Washington's *Implementation Roadmap*:

Seaworthy **(strengths)**	Underway **(things to consider)**	Waterlogged **(implementation needs)**
• articulates images and information, shares the vision and the path forward • focuses on being proactive and inclusive of local sites • utilizes rapid cycle learning and ongoing evaluation opportunities • embraces innovation, experimental and testing new things, including allowing them to fail	• consider how to evaluate success across 16 pilots • contemplate whether successful interventions can be combined without unintended consequences • develop communication plan for how results will be shared • consider collecting preliminary data to assess short-term results • map resources with pilots to ensure they have what they need • offer peer learning opportunities • contemplate equity related measurements and how to replicate in diverse parts of the state • continue engagement with local sites not chosen for pilot initiative • research how geographical, political factors may affect rolling out/scaling efforts	• consider how to extract lessons learned from the pilots to assess scalability. • determine if evaluation design is comparing dissimilar measures across sites • decide the amount of information necessary to decide if the program is ready for next phase • ensure families are a part of the feedback loop • think about what the core pieces will be in scalability and how to measure • refine vision to reflect how participants will transform their own lives • consider whether time frames are realistic given the number of pilots going on. • watch messaging around scaling, avoid inferring 'winners' and 'losers'

WEST VIRGINIA

The West Virginia team seeks to deepen their department's case management approach, moving away from focusing only on parents and work participation rates. They want to reach out to community partners more and focus on job retention efforts. West Virginia held a state-wide conference to help re-focus case management efforts, which led to standardized messages to customers across all counties about the TANF program. They revised their self-assessment tool into a living document that will be used with customers at each meeting. West Virginia is creating and using a bridge model through the Academy, with foci on family stability/well-being, job development/job readiness, employment, and stronger families.

Reflections on West Virginia's *Implementation Roadmap*:

Seaworthy **(strengths)**	Underway **(things to consider)**	Waterlogged **(implementation needs)**
• uses impressive, easily digestible, accessible bridge model and pays special attention to what is in each pillar • focuses on important self-sufficiency issues relating to job retention in organized pillars model • articulates clearly the goals across each pillar • emphasizes coaching and case management as primary goals	• collect feedback from key staff • support change management that makes sure training/coaching is embedded in practice • avoid duplication of efforts by reviewing what workforce partners are doing across the pillars • consider two-generation approaches that start before the employment stage • be careful with the bridge metaphor, if there is only one way on or off • contemplate feedback loop(s) for enhancing the approach	• identify trainers for motivational interviewing and trauma-focused trainings • maintain momentum with the project by sharing short-term outcomes and successes • consider the sequence of the pillars, whether stronger families should come first • consider tracking and measuring when and why participants leave • determine measurements across the pillars and share what research or practices are informing the model • contemplate evaluating the process and outcomes • incorporate child well-being measures within any two-generation approach

TEAM TIME

Teams worked independently with coaches, TA team members, and content faculty on specific items related to team implementation plan development.

DAY THREE

TEAM TIME

Teams worked independently with coaches, TA team members, and content faculty on specific items related to team implementation plan development.

CELEBRATION AND NEXT STEPS

Lisa Washington-Thomas, Chief of the OFA Self-Sufficiency Branch, asked each team to share some thoughts about where they are heading, any big takeaways from the Academy meeting, course corrections, and aha moments:

The **Colorado** team shared an aha moment and pivot that had happened the previous day during their Team Time: they switched from a bridge model to a "playbook." Their county partners shared insights about on-the-ground needs that precipitated the switch. The **Connecticut** team acknowledged that there is a lot to do and accomplish but that they feel empowered to move forward. The **Maryland** team thanked the other sites for the valuable peer feedback. They have started discussing a solid vision and goals and are working on benchmarks. Their lesson learned is that strong, consistent, and intentional messaging to partners is critical. The **North Carolina** team's aha realization was that narrowing their focus is important. They have come up with a unique new model: they want to identify TANF and non-TANF populations eligible for WIOA who are extended on time clocks, child-only cases, youth aging out foster care, or owing child support. They will formalize MOUs with WIOA partners and explore leveraging the Community Services Block Grant. They would also like to pilot an RFP approach as the Washington team has done. For the **Ramsey County** team, the Academy was about bringing many visions together and deciding how to move forward. They want to crystallize their vision for a two-generation approach and incorporate it into their program, as well as expand career pathways through more employer engagement. They will seek more Academy TA on LMI and child-specific outcomes that measure program quality. As a whole, they want to focus on families in Ramsey County, not program participants. The **Utah** team said they have learned a lot and appreciate the feedback from peers, and moving forward into the Fall they are looking forward to receiving intensive TA from the Academy. Their aha realization was that it does not matter if there are strong personalities, being in a room where people are passionate about families is important. The **Washington** team believes that receiving feedback from other sites about their plan has had an impact on their approach and will be helpful for transforming case management in Washington. **West Virginia** said they were impacted by the i3 lab on enhanced case management— when they go home they plan to reexamine their assessment processes and incorporate more open ended questions.

CLOSING PLENARY: PLANNING FOR SUSTAINABILITY

"Sustainability" refers to the continuation of a project's goals, principles, and efforts to achieve desired outcomes. It is more than finding resources to continue an effort 'as is,' it means focusing on meeting program goals in the face of changing economic, family, and policy landscapes. During this closing plenary, Susan Dreyfus, President and CEO of the Alliance for Strong Families and Communities, a national leader in human service programming and sustainability planning, as well as a former human services leader in Washington state, discussed key factors to sustain innovation across human services programs.

Alliance for Strong Families and Communities

To move from implementation to sustainability, Ms. Dreyfus shared that one must have good leadership that helps pave the path. The theory of Adaptive Leadership by Dr. Ronald Heifetz of the Kennedy School of Government at Harvard University states that most challenges we face are technical challenges —we can sit in a room and talk about them and they are fixable by technical solutions. Adaptive challenges are different: examples include reducing the number of people in poverty, increasing the number of people leading safe and healthy lives, and steering people on the path to employment success. These challenges can be addressed by listening to a diverse group of opinions and requires creativity across disciplines, teams, and partnering organizations. Adaptive challenges can be overcome by creating a sense that we do not know the answer. Unfortunately, when we often feel a sense of ambiguity with these challenges and our first inclination is to find a technical fix and end the discussion. Human services leaders, she said, must assess when to continue that discussion, even if uncomfortable for staff and partners.

There are four levers of systems change: practice, policy, regulatory, and fiscal. For practice, this may include, for example, building executive functioning by introducing motivational interviewing into the practice. People have to experience success to believe there is a future one can influence. Both big and little policy changes are important. Little "p" is done at an administrative level, whereas big "P" is done by legislative bodies—Congress or state legislatures. The last two levers, regulatory and fiscal, are considered the Holy Grail of systems change and address hardwire-type changes to systems that are beyond the engagement of leaders.

Ms. Dreyfus then went on to describe five keys to system sustainment, which include:

1. **Win over hearts and minds**: This is important both internally and externally. People have to be owners, not renters, of your vision. It is important to see the humanity of the people we hope to guide to self-sufficiency and one way to do this is to get legislative, gubernatorial, budget, and chamber of commerce staff into the field to see programs' work and be aware of implicit bias.
2. **Create and invest in champions**: To help other organizations believe in the efforts of TANF, you can create and embed champions in state budget offices, local legislatures, and within executive branch agencies.
3. **Hardwire data driven, science informed CQI:** It is imperative to continuously measure change and be transparent with data. Figure out how to engage diverse voices and perspectives that can demonstrate impact and answer the 'why' question. Ensure family and participant voices are hardwired into performance management systems and CQI processes for both qualitative and quantitative data.
4. **Be mission critical to other systems:** By connecting with fellow systems, each can see how the other is mission critical to its success. For example, early learning departments see how they affect TANF systems and child welfare departments see how the stresses of poverty affect child neglect and maltreatment.
5. **Be engaged in a learning community of national peers:** A key element of sustainability is to listen and think critically to stay connected and continue to learn from each other, both within one's program, but also across states and communities.

Ms. Dreyfus then shared information about the [Human Services Value Curve] which was precipitated by the Great Recession and calls upon four cumulative tiers to effect population-level change: regulative, collaborative, integrative (wraparound orientation), and generative (population level-change). Some examples driving the above related tiers include:

- Changing practice at a state or local level.
- Setting organizational policies at a state or local level that codify what we want to achieve in promising practices.
- Pulling regulatory levers that hardwire change into state and federal laws.
- Facilitating fiscal/budgetary changes that focus dollars on system, hard-wired changes.

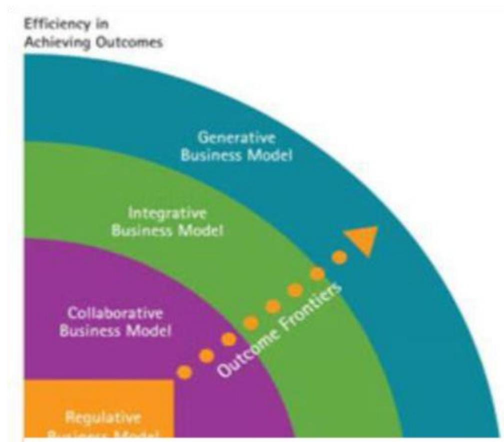

Figure 10. Human Services Value Curve

Question (for sites): Where they have succeeded with the five keys to system sustainment and where they would like to focus?

- **Utah** wants to learn how to use data more effectively—to explore what the data implies and how it can be used for continual improvement.
- **Maryland** has been identifying internal champions, but needs more external champions and needs to be clear on what success looks like.
- **Connecticut** needs to invest in champions and wants to bring more partners together.

- **Ramsey County** feels it has been an uphill battle to push systems change, but they do have champions and hope to seek out more at high levels of state government.
- **Washington** shared that internal hearts and minds are won over and they are now working on external partners. They want to be mission critical to other systems like WIOA.
- **West Virginia** talked about winning over hearts and minds in-house, but needing more external champions. They believe they could engage in-house partners better.
- **North Carolina** shared that the hearts and minds aspect resonated and that they could be more mission critical to partners like public construction and the general public.
- **Colorado** shared that their counties have program execution responsibility and are given the time and space to experiment. Larimer County is developing a two-way customer-coach system, but each county does things differently.

Finally, Ms. Dreyfus suggested that a meaningful way to engage external champions may be to invite them to spend a day in the life of a person on TANF, and have multiple stakeholders do it on the same day. This would allow these potential champions to experience first-hand, the program's vision and have a deeper connection to the work in the long-term.

CLOSING REMARKS

Ms. Golonka concluded the meeting by reminding everyone that TANF is more than just a program to administer. It is the hope of OFA that there will be continued partnership with state programs, similar to the Policy Academy, to provide opportunities to collaborate and create innovative solutions. OFA is committed to supporting the Policy Academy sites, she said, through the OFA PeerTA network or other technical assistance. Attendees were urged to partner with the organizations that receive block grant funds to align mission and goals.