Tool: System Usage for TANF Participation			
TANF Activities	**Current Client Status**	**Ways to Increase Participation with In-Home System**	**Where Activity Occurs**
Employment: unsubsidized	meeting core	System not needed	
	participating but need more hours	Vocational education (core)	online community
		Job skills directly related to employment (non-core)	online community
		Education directly related to employment (non-core)	online community
		GED preparation (non-core)	online community
		Work hours reporting (core)	online community
	zero participation	Use system as incentive: establish selection criteria that requires: locating a job; reporting work hours for 30 or 60 days; require additional work hours reporting through in-home system to earn ownership of the computer, track and report participation in other categories while working to balance days off, reduced work schedules, etc.	one stop
Employment: subsidized	meeting core	System not needed	
	participating but need more hours	Vocational education (core)	online community
		Job skills directly related to employment (non-core)	online community
		Education directly related to employment (non-core)	online community
		GED preparation (non-core)	online
		Work hours reporting (core)	online community
	zero participation	Use system as incentive: establish selection criteria that requires: locating a job; reporting work hours for 30 or 60 days; require additional work hours reporting through in-home system to earn ownership of the computer, track and report participation in other categories while working to balance days off, reduced work schedules, etc.	one stop
On-the-job	meeting core	System not needed	

training			
	participating but need more hours	Have employer select courses to create a customized curriculum that enhances the training being done by employer. Vocational training (core)	employer services
		Vocational education (core)	online community
		Job skills directly related to employment (non-core)	online community
		Education directly related to employment (non-core)	online community
		GED preparation (non-core)	online community
		Work hours reporting (core)	online community
	zero participation	Use system as incentive: establish selection criteria that requires: locating a job; reporting work hours for 30 or 60 days; require additional work hours reporting through in-home system to earn ownership of the computer, track and report participation in other categories while working to balance days off, reduced work schedules, etc.	one stop
Job Search and Job Readiness	meeting core	System not needed	
	participating but need more hours	System only recommended when participant can not utilize one stop center	
		Job search (core)	online community
		Job readiness activities (core)	online community
	zero participation	System not recommended	
Work Experience/ Community Service	meeting core	System not needed	
	participating but need more hours	Have employer/service organization select courses to create a customized curriculum that enhances the training being done by employer/service organization. Vocational education (core)	employer services
		Vocational education (core)	online community
		Job skills directly related to employment (non-core)	online community
		Education directly related to employment (non-core)	online community
		GED preparation (non-core)	online community
		Work/community service hours reporting (core)	online community

	zero participation	Use system as incentive: establish selection criteria that requires: locating a job or community service; reporting work hours for 30 or 60 days; require additional work/community service hours reporting through in-home system to earn ownership of the computer, track and report participation in other categories while working to balance days off, reduced work schedules, etc.	one stop
Vocational Education	meeting core	System not needed	
	participating but need more hours	***Model One:*** *Blend (stack) with Classroom-based vocational training*	
		Have training organizations select courses to create a customized curriculum that enhances the training being done. Vocational education and/or supervised study (core)	training vendors
	Participating but need more hours	Or select a curriculum that can be used with local training without being specifically matched to training (such as computer literacy)	online community
		Vocational education (core)	online community
		Supervised Study (vocational education) (core)	online community
		Job skills directly related to employment (non-core)	online community
		Education directly related to employment (non-core)	online community
		GED preparation (non-core)	online community
	zero participation	***Model Two:*** *Stand alone vocational training (recommended for rural, people with disabilities, or others that can not attend traditional vocational education.)*	
		Select training curriculums eligible for categorization as vocational education (core)	online community
		Vocational education (core)	online community
		Job skills directly related to employment (non-core)	online community
		Education directly related to employment (non-core)	online community
		GED preparation (non-core)	online community
Child Care for Participants in Community Service	meeting core	System not needed	

	participating but need more hours	System could be used to report hours through automated work hours system. These would be core hours but would require an additional method of verification (question as to whether self-attestation would meet reporting requirements)	online community
		Vocational training (core)	online community
		Job skills directly related to employment (non-core)	online community
		Education directly related to employment (non-core)	online community
		GED preparation (non-core)	online community
	zero participation	system not recommended	

3. TANF participation:

TANF and previously exempt TANF participants can utilize the In-Home Learning System to accumulate core and non-core participation time. Activities in the online community can include:

- Vocational Education (core)
- Job Search (core)
- Jobs Skills (non-core)
- Education Directly Related to Employment (non-core)
- GED preparation (non-core)

Additionally, participants can report work hours/community service hours to case managers through the system utilizing an automated function that prompts the participant weekly and sends the information to the case manager via email.

The chart on Page 5 explains how the system can be utilized to enhance TANF participation in more detail.

4. Strategies for increasing TANF participation:

The following descriptions outline the options, the selection criteria and the expected outcomes of the three main ways to use the system:

A. Incentive for Work, Community Service or On-the-Job Training

Selection Criteria:

- Establish a threshold of desired participation in the core activity (30 days or 60 days).
- Offer the In-Home Learning System as a reward to those that meet that criteria by reporting hours weekly to their case manager.

Online Program Goals:

- Allow participants to select their own training curriculum through the use of a career aptitude test or take a curriculum that matches their on-the-job training, work or community service.
- Require participants to continue to report work, OJT, or community service hours through the system by filling out a form online that is automatically sent to their case manager.
- Set ownership of the computer to be based on when participant completes their training or reports work, community service or on-the-job training for a certain amount of time.

Expected outcomes:

- Increase in work hours reported to case manager during initial threshold (30 or 60 days) because of interest in getting computer and Internet in home
- Increase in work hours reported after initial threshold (30 or 60 days) because of convenience of online reporting
- Decrease in weeks with less than 30 hours of participation because of available core and non-core online activities to fill in gaps
- Increase in number of weeks reporting because of convenience and available core and non-core online activities
- Average of 160 additional hours, averaging 10 hours per week for 16 weeks
- Increased job retention (TWC study shows 3 times more likely to be employed after 12 months than other TANF)
- Increased wages (TWC study shows an average of $1,118 more per quarter in the first quarter after exit)

Tips:

- Establishing training completion as criteria for earning ownership of the computer will result in more core activities online

- The increase in the work hours reported during the initial threshold is directly proportional to the number of clients that know it is available. If you are going to use the system as an incentive, make sure your case managers tell potential participants about it. Business Access can also provide templates for brochures and posters to place in the one stop centers as well as more in-depth assistance with recruiting if needed.

B. Expansion of hours in a core activity (work, community service, on-the-job training, vocational education)

Selection Criteria:

- Identify clients that are participating, but not meeting weekly hour requirements
- Offer the In-Home Learning System as a way to increase core and non-core hours

Online Program Goals:

- Allow participants to select their own training curriculum through the use of a career aptitude test or take a curriculum that matches their training, work or community service.
- Require participants to continue to report work, OJT or community service hours through the system by filling out a form online that is automatically sent to their case manager.
- Set ownership of the computer to be based on when participant completes their online training or offline training (in OJT, Work Experience or Vocational Education)

Expected outcomes:

- Decrease in weeks with less than 30 hours of participation because of available core and non-core online activities to fill in gaps
- Increase in number of weeks reporting because of convenience of online reporting
- Increase in number of weeks reporting because of automated tracking of online activities
- 10 – 15 hours per week in additional activities depending upon amount of hours spend in offline core activity (for example, if a participant has a week that they work 40+ hours, their online time would be expected to decrease)

Tips:

- Engage the employer if at all possible. Employers appreciate being able to select courses to have a curriculum tailored to their needs. In work experience, OJT, subsidized employment, and community service programs the additional training through the in-home system can address remedial issues that are hard to work through on the job.

- Employers in unsubsidized employment also appreciate the training support – HOWEVER – it must be clear that the completion of the training is a requirement of the workforce board (in order to earn the computer) not the employer. If the employer requires that the participant complete the training, they must pay the person for the hours they take training.

C. Stand alone vocational education or online work/community service

Selection Criteria:

- Identify clients that can not readily participate in "out of the home" activities
- Offer the In-Home Learning System as a way to meet core and non-core participation requirements

Online Program Goals:

- Allow participants to select their own training curriculum through the use of a career aptitude test or take a curriculum as assigned by their case manager
- Assign multiple and/or in-depth curriculums
- Set ownership of the computer to be based on when participant completes their online training or a certain amount of hours participating in the program

Expected outcomes:

- Decrease in weeks with less than 30 hours of participation because of available core and non-core online activities to fill in gaps
- Increase in number of weeks with hours reported because of automated tracking of online activities
- Potential for 30 hours of participation highest in the initial stages of the program (4 – 8 weeks)

Tips:

- Clients that are closest to being sanctioned or denied TANF benefits will be the most motivated to participate (for example, mother of a young child that is nearing age to go into daycare or school)

- Taking training online for thirty hours a week will take a serious dedication from the participant. The system as a stand alone should only be offered to those who express a real interest in completing the training. If a participant does not expect to use the training (for example, if they'll need to get a job soon) it will be very difficult for them to stay committed to spending that many hours online.

- Consider offering the program as an incentive to get non-participating clients into another core activity (such as a part time job or community service) before offering it as a completely stand alone program.