Welcome to Providence!

Welcome to the 2016 Office of Family Assistance (OFA) Region I (Boston), Region II (New York), Region III (Philadelphia), and Region IV (Atlanta) East Coast TANF Directors Meeting on July 12-14, 2016, in Providence, Rhode Island. This year's theme, "Reflecting on the Past: Looking Forward to the Future," will be an opportunity for TANF program directors and other key stakeholders to engage with peers about innovative ideas, strategies, and collaborations that promote economic and social well-being for individuals, families, and communities.

Meeting participants will have opportunities to engage with OFA leadership, their peers, and experts in the field to discuss some of the pressing challenges facing TANF participants and low-income, vulnerable families today and ways that TANF programs can serve as a comprehensive support system for these families. Sessions will focus on two- generation approaches to breaking the cycle of poverty; TANF/WIOA coordination and implementation; career pathways and apprenticeships; targeting the hard-to-serve and executive functioning; and additional opportunities for TANF programs in 2016 and beyond. The context of these discussions will be grounded in using data to measure program effectiveness and drive decision-making.

This workbook has been specially designed to help Regions I, II, III, and IV states and territories capture key takeaways from each session and think critically about applying new strategies and tools to states' and territories' particular programs and populations. The workbook follows the order of the agenda sessions.

Tuesday, July 12, 2016 | 9:00 a.m. – 11:45 a.m.
Setting the Context: Human Centered Design

Session Description:

Human centered design (HCD) (also known as design thinking) has emerged as an approach to improving customer outcomes. Facilitators will provide an overview of human-centered design (HCD) as a practical, repeatable approach for putting TANF participants at the center of program design, policies, implementation and improvement or re-design, as well as engage meeting participants in an interactive activity to apply the principles of HCD to a practical challenge they may face in their work administering the TANF program. HCD strategies will be used throughout the meeting. [1]

Speakers:

- **Moderator:** Eileen Friedman, TANF Regional Program Manager, Office of Family Assistance, Administration for Children and Families, Region III (Philadelphia)
- Damon Waters, Family Assistance Program Specialist, Office of Family Assistance, Administration for Children and Families
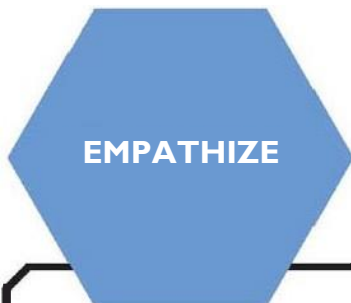
---

[1] Kumar, Vijay. "101 Design Methods." Hoboken: John Wiley & Sons, 2013. (pp. 42-43).

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

An Introduction to Design Thinking
PROCESS GUIDE

d.
HASSO PLATTNER
Institute of Design at Stanford

EMPATHIZE

"To create meaningful innovations, you need to know your users and care about their lives."

WHAT is the Empathize mode

Empathy is the centerpiece of a human-centered design process. The Empathize mode is the work you do to understand people, within the context of your design challenge. It is your effort to understand the way they do things and why, their physical and emotional needs, how they think about world, and what is meaningful to them.

WHY empathize

As a design thinker, the problems you are trying to solve are rarely your own-they are those of a particular group of people; in order to design for them, you must gain empathy for who they are and what is important to them.

Observing what people do and how they interact with their environment gives you clues about what they think and feel. It also helps you learn about what they need. By watching people, you can capture physical manifestations of their experiences- what they do and say. This will allow you to infer the intangible meaning of those experiences in order to uncover insights. These insights give you direction to create innovative solutions. The best solutions come out of the best insights into human behavior. But learning to recognize those insights is harder than you might think. Why? Because our minds automatically filter out a lot of information without our even realizing it. We need to learn to see things "with a fresh set of eyes," and empathizing is what gives us those new eyes.

Engaging with people directly reveals a tremendous amount about the way they think and the values they hold. Sometimes these thoughts and values are not obvious to the people who hold them, and a good conversation can surprise both the designer and the subject by the unanticipated insights that are revealed. The stories that people tell and the things that people say they do-even if they are different from what they actually do-are strong indicators of their deeply held beliefs about the way the world is. Good designs are built on a solid understanding of these beliefs and values.

In empathy work, connect with people and seek stories

HOW to empathize

To empathize, you:

-Observe. View users and their behavior in the context of their lives. As much as possible do observations in relevant contexts in addition to interviews. Some of the most powerful realizations come from noticing a disconnect between what someone says and what he does.
Others come from a work-around someone has created which may be very surprising to you as the designer, but she may not even think to mention in conversation.

-Engage. Sometimes we call this technique 'interviewing' but it should really feel more like a conversation. Prepare some questions you'd like to ask, but expect to let the conversation deviate from them. Keep the conversation only loosely bounded. Elicit stories from the people you talk to, and always ask "Why?" to uncover deeper meaning. Engagement can come through both short 'intercept' encounters and longer scheduled conversations.

-Watch and listen. Certainly you can, and should, combine observation and engagement. Ask someone to show you how they complete a task. Have them physically go through the steps, and talk you through why they are doing what they do. Ask them to vocalize what's going through their mind as they perform a task or interact with an object. Have a conversation in the context of someone's home or workplace- so many stories are embodied in artifacts. Use the environment to prompt deeper questions.
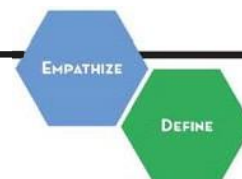
Transition: Empathize Define

Unpack: When you move from empathy work to drawing conclusions from that work, you need to process all the things you heard and saw in order to understand the big picture and grasp the takeaways of it all. Unpacking is a chance to start that process - sharing what you found with fellow designers and capturing the important parts in a visual form. Get all the information out of your head and onto a wall where you can start to make connections-post pictures of your user, post-its with quotes, maps of journeys or experiences-anything that captures impressions and information about your user. This is the beginning of the synthesis process, which leads into a 'Define' mode.
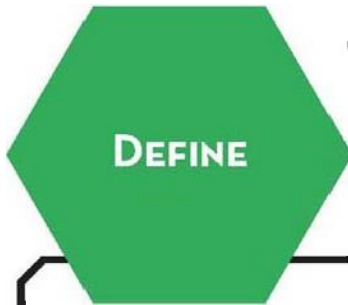
DEFINE

"Framing the right problem is the only way to create the right solution."

WHAT is the Define mode

The Define mode of the design process is all about bringing clarity and focus to the design space. It is your chance, and responsibility, as a design thinker to define the challenge you are taking on, based on what you have learned about your user and a bout the context. After becoming an instant-expert on the subject and gaining invaluable empathy for the person you are designing for, this stage is about making sense of the widespread information you have gathered.

The goal of the Define mode is to craft a meaningful and actionable problem statement- this is what we call a point-of-view. This should be a guiding statement that focuses on insights and needs of a particular user, or composite character. Insights don't often just jump in your lap; rather they emerge from a process of synthesizing information to discover connections and patterns. In a word, the Define mode is sensemaking.

WHY define

The Define mode is critical to the design process because it results in your point-of-view (POV): the explicit expression of the problem you are striving to address. More importantly, your POV defines the RIGHT challenge to address, based on your new understanding of people and the problem space. It may seem counterintuitive but crafting a more narrowly focused problem statement tends to yield both greater quantity and higher quality solutions when you are generating ideas.

The Define mode is also an endeavor to synthesize your scattered findings into powerful insights. It is this synthesis of your empathy work that gives you the advantage that no one else has: discoveries that you can leverage to tack le the design challenge; that is, INSIGHT.
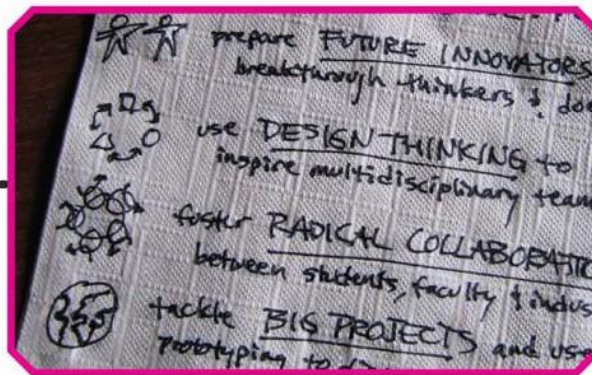
HOW to define

Articulate the meaningful challenge

Consider what stood out to you when talking and observing people. What patterns emerge when you look at the set? If you noticed something interesting, ask yourself (and your team) why that might be. In asking why someone had a certain behavior or feeling you are making connections from that person to the larger context. Develop an understanding of the type of person you are designing for- your USER. Synthesize and select a limited set of NEEDS that you think are important to fulfill; you may in fact express a just one single salient need to address. Work to express INSIGIHTS you developed through the synthesis of information you have gathered through empathy and research work. Then articulate a point-of-view by combining these three elements - user, need, and insight - as an actionable problem statement that will drive the rest of your design work.

A good point-of-view is one that:
- Provides focus and frames the problem
- Inspires your team
- Informs criteria for evaluating competing ideas
- Empowers your team to make decisions independently in parallel
- Captures the hearts and minds of people you meet
- Saves you from the impossible task of developing concepts that are all things to all people (i.e. your problem statement should be discrete, not broad.)

Transition: Define »Ideate
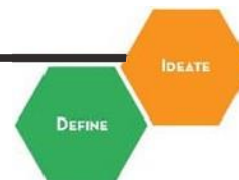
In the Define mode you determine the specific meaningful challenge to take on, and in the Ideate mode you focus on generating solutions to address that challenge. A well-scoped and -articulated point-of-view will lead you into ideation in a very natural way. In fact, it is a great litmus test of your point-of-view to see if brainstorming topics fall out your POV. A great transition step to take is to create a list of "How-Might-We ...?" brainstorming topics that flow from your problem statement. These brainstorming topics typically are subsets of the entire problem, focusing on different aspects of the challenge. Then when you move into ideation you can select different topics, and try out a few to find the sweet spot of where the group can really churn out a large quantity of compelling ideas.

IDEATE

"It's not about coming up with the 'right' idea, it's about generating the broadest range of possibilities."

WHAT is the Ideate mode

Ideate is the mode of the design process in which you concentrate on idea generation. Mentally it represents a process of "going wide" in terms of concepts and outcomes. Ideation provides both the fuel and also the source material for building prototypes and getting innovative solutions into the hands of your users.

WHY ideate

You ideate in order to transit ion from identifying problems to creating solutions for your users. Ideation is your chance to combine the understanding you have of the problem space and people you are designing for with your imagination to generate solution concepts. Particularly early in a design project, ideation is about pushing for a widest possible range of ideas from which you can select, not simply finding a single, best solution. The determination of the best solution will be discovered later, through user testing and feedback.

Various forms of ideation are leveraged to:
- Step beyond obvious solutions and thus increase the innovation potential of your solution set
- Harness the collective perspectives and strengths of your teams
- Uncover unexpected areas of exploration
- Create fluency (volume) and flexibility (variety) in your innovation options
- Get obvious solutions out of your heads, and drive your team beyond them
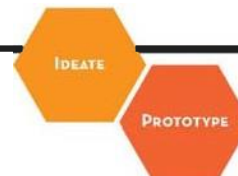
Maximize your innovation potential

HOW to ideate

You ideate by combining your conscious and unconscious mind, and rational thoughts with imagination. For example, in a brainstorm you leverage the synergy of the group to reach new ideas by building on others' ideas. Adding constraints, surrounding yourself with inspiring related materials, and embracing misunderstanding all allow you to reach further than you could by simply thinking about a problem.

Another ideation technique is building- that is, prototyping itself can be an ideation technique. In physically making something you come to points where decisions need to be made; this encourages new ideas to come forward.

There are other ideation techniques such as brainstorming, mindmapping, and sketching. But one theme throughout all of them is deferring judgment - that is, separating the generation of ideas from the evaluation of ideas. In doing so, you give your imagination and creativity a voice, while placating your rational side in knowing that your will get to the examination of merits later.

Transition: Ideate » Prototype

In order to avoid losing all of the innovation potential you have just generated through ideation, we recommend a process of considered selection, by which you bring multiple ideas forward into prototyping, thus maintaining your innovation potential. As a team, designate three voting criteria (we might suggest "the most likely to delight," "the rational choice," "the most unexpected" as potential criteria, but they're really 'UP to you) to use to vote on three different ideas that your team generated during brainstorming. Carry the two or three ideas that receive the most votes forward into prototyping. In this way, you preserve innovation potential by carrying multiple ideas forward-a radically different approach than settling on the single idea that at least the majority of the team can agree upon.
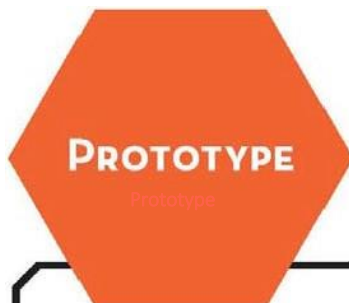
PROTOTYPE

"Build to think and test to learn."

WHAT is the Prototype mode

The Prototype mode is the iterative generation of artifacts intended Ito answer questions that get you closer to your final solution. In the early stages of a project that question may be broad- such as "do my users enjoy cooking in a competitive manner?" In these early stages, you should create low-resolution prototypes that are quick and cheap to make (think minutes and cents) but can elicit useful feedback from users and colleagues. In later stages both your prototype and question may get a little more refined. For example, you may create a later stage prototype for the cooking project that aims to find out: "do my users enjoy cooking with voice commands or visual commands".

A prototype can be anything that a user can interact with- be it a wall of post-it notes, a gadget you put together, a role-playing activity, or even a storyboard. Ideally you bias toward something a user can experience. Walking someone through a scenario with a storyboard is good, but having them role-play through a physical environment that you have created will likely bring out more emotions and responses from that person.

WHY prototype

To ideate and problem-solve. Build to think.

To communicate. If a picture is worth a thousand words, a prototype is worth a thousand pictures.

To start a conversation. Your interactions with users are often richer when centered around a conversation piece. A prototype is an opportunity to have another, directed conversation with a user.

To fail quickly and cheaply. Committing as few resources as possible to each idea means less time and money invested up front.

To test possibilities. Staying low-res allows you to pursue many different ideas without committing to a direction too early on.

To manage the solution-building process. Identifying a variable also encourages you to break a large problem down into smaller, testable chunks.

*You can learn a lot from a very simple prototype*

HOW to prototype

Start building. Even if you aren't sure what you're doing, the act of picking up some materials (post-its, tape, and found objects are a good way to start!) will be enough to get you going.

Don't spend too long on one prototype. Let go before you find yourself getting too emotionally attached to any one prototype.

ID a variable. Identify what's being tested with each prototype. A prototype should answer a particular question when tested. That said, don't be blind to the other tangential understanding you can gain as someone responds to a prototype.

Build with the user in mind. What do you hope to test with the user? What sorts of behavior do you expect? Answering these questions will help focus your prototyping and help you receive meaningful feedback in the testing phase.
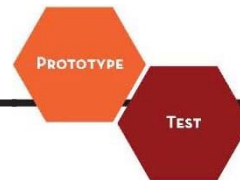
Transition: Prototype» Test

Prototype and Test are modes that you consider in tandem more than you transition between. What you are trying to test and how you are going to test that aspect are critically important to consider before you create a prototype.

Examining these two modes in conjunction brings up the layers of testing a prototype. Though prototyping and testing are sometimes entirely intertwined, it is often the case that planning and executing a successful testing scenario is a considerable additional step after creating a prototype. Don't assume you can simply put a prototype in front of a user to test it; often the most informative results will be a product of careful thinking about how to test in a way that will let users give you the most natural and honest feedback.
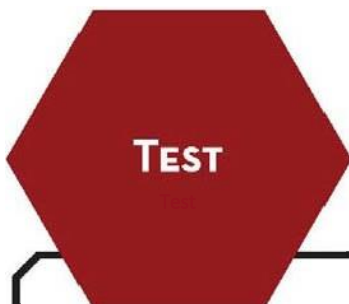
TEST

"Testing is an opportunity to learn about your solution and your user."

WHAT is the Test mode

The Test mode is when you solicit feedback, about the prototypes you have created, from your users and have another opportunity to gain empathy for the people you are designing for. Testing is another opportunity to understand your user, but unlike your initial empathy mode, you have now likely done more framing of the problem and created prototypes to test. Both these things tend to focus the interaction with users, but don't reduce your "testing" work to asking whether or not people like your solution. Instead, continue to ask "Why?", and focus on what you can learn about the person and the problem as well as your potential solutions.

Ideally you can test within a real context of the user's life. or a physical object, ask people to take it with them and use it within their normal routines. or an experience, try to create a scenario in a location that would capture the real situation. If testing a prototype in situ is not possible, frame a more realistic situation by having users take on a role or task when approaching your prototype. A rule of thumb: always prototype as if you know you're right, but test as if you know you're wrong-testing is the chance to refine your solutions and make them better.

WHY test

To refine prototypes and solutions. Testing informs the next iterations of prototypes. Sometimes this means going back to the drawing board.

To learn more about your user. Testing is another opportunity to build empathy through observation and engagement-it often yields unexpected insights.

To refine your POV. Sometimes testing reveals that not only did you not get the solution right, but also that you failed to frame the problem correctly.

The key to user testing is listening.

HOW to test

Show don't tell. Put your prototype in the user's hands- or your user within an experience. And don't explain everything {yet}. Let your tester interpret the prototype. Watch how they use (and misuse!) what you have given them, and how they handle and interact with it; then listen to what they say about it, and the questions they have.

Create Experiences. Create your prototypes and test them in a way that feels like an experience that your user is reading to, rather than an explanation that your user is evaluating.

Ask users to compare. Bringing multiple prototypes to the field to test gives users a basis for comparison, and comparisons often reveal latent needs.
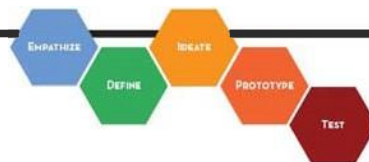
Iteration and making the process your own

Iteration is a fundamental of good design. Iterate both by cycling through the process multiple times, and also by iterating within a step-for example by creating multiple prototypes or trying variations of a brainstorming topics with multiple, groups. Generally, as you take multiple cycles through the design process your scope narrows and you move from working on the broad concept to the nuanced details, but the process still supports this development.

For simplicity, the process is articulated here as a linear progression, but design challenges can be taken on by using the design modes in various orders; furthermore, there are an unlimited number of design frameworks with which to work. The process presented here is one suggestion of a framework; ultimately you will make the process your own and adapt it to your style and your work. one your own process that works for you. Most importantly, as you continue to practice innovation you take on a designerly mindset that permeates the way you work, regardless of what process you use.

Tuesday, July 12, 2016 | 1:00 p.m. – 3:00 p.m.
Plenary: Learning from the Past and Creating Opportunities for the Future

Session Description:

This plenary dialogue will provide a reflection on the past 20 years of TANF, including a brief retrospective on the ideas and models that led to welfare reform in the 1990s, as well as an interactive discussion about the future of TANF and how states and federal partners can strengthen the TANF program.

Speakers:

- **Moderator:** Susan Golonka, Acting Director, Office of Family Assistance, Administration for Children and Families
- Ron Haskins, Senior Fellow, Brookings Institution
- Luke Shaefer, Associate Professor of Social Work and Public Policy, School of Social Work and Ford School of Public Policy, University of Michigan
- Mark Greenberg, Acting Assistant Secretary, Administration for Children and Families

As you listen to the dialogue, use the space below to jot down (1) reflections and comments you have on the past 20 years of TANF and ideas for strengthening TANF; and (2) questions you have for speakers. Be prepared to share at least one question or comment with the group.

Reflections/Comments	Questions

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

<div align="center">

Tuesday, July 12, 2016 | 3:15 p.m. – 5:00 p.m.
WIOA Implementation: Where does TANF "fit" moving forward?

</div>

Session Description:

The inclusion of TANF as a required partner in the Workforce Innovation and Opportunity Act (WIOA) One-Stops can provide TANF participants with improved access to comprehensive employment services and job-driven training. In this session, speakers at the federal, state, and local levels will:

- o *Provide an initial overview of the WIOA legislation;*
- o *Discuss strategies for serving youth;*
- o *Explore how TANF "fits" into the framework;*
- o *Explain the role of state and local workforce entities in providing meaningful services to TANF participants; and*
- o *Identify concrete opportunities to ensure alignment and coordination of services.*

Following this overview, participants will participate in a 45 minute interactive activity that focuses on sharing where they are with current WIOA implementation including successes, barriers, and strategies for ensuring that the American Job Centers (AJCs) are meeting the needs of the TANF population. At the end of this session, a Pennsylvania Department of Labor and Industry representative will provide an overview of three new work readiness apps developed by youth and released in October 2015: Get Prepared!, Get Dressed!, and Get Hired. The apps are user friendly and are designed to help youth practice realistic decision-making skills related to time management and preparation for interviews. Meeting participants will be able to access kiosks during the 2 ½ day meeting to further explore each of these apps.

Speakers:

- o **Moderator:** LaMonica Shelton**,** TANF Regional Program Manager, Office of Family Assistance, Administration for Children and Families, Region IV (Atlanta)
- o Tim Martin, Director, Employment and Training Administration, U.S. Department of Labor
- o Susan Golonka, Acting Director, Office of Family Assistance, Administration for Children and Families
- o Sara K. Muempfer, Director of Workforce Development, Family Investment Administration, Maryland Department of Human Resources
- o Vera Krekanova Krofcheck, Chief Strategy Officer, 3 Rivers Workforce Investment Board

Activity: *Below are 11 strategies for coordinating employment services between the TANF and WIOA programs.[2] Consider how your State has addressed each of the strategies.*

Administration and management	
1. Create common administrative and management structures with oversight for the TANF employment services and WIOA programs lodged in the same agency or with the same person.	
2. Align job classifications and pay scales across the TANF employment services and WIOA programs.	
Policies and procedures	
3. Use common procedures and tools to serve participants in the TANF employment services and WIOA programs.	
4. Develop shared data systems to support ease in tracking participants and service delivery across the TANF and WIOA programs.	
Program missions and knowledge	
5. Emphasize goal of employment in a common way across the TANF employment services and WIOA programs.	
6. Increase cross-program knowledge and understanding of the TANF employment services and WIOA programs among staff members.	
Services for participants	
7. Provide common job search and job readiness supports and services to TANF employment services and WIOA participants in the American Job Center.	
8. Deliver career counseling and training coordination services to TANF and WIOA participants through formalized referral processes.	
9. Refer TANF participants to WIOA to access education and training opportunities.	
10. Provide common job development and placement services to TANF employment services and WIOA participants.	
Accountability and performance measurement	
11. Use the same measures in the TANF employment services and WIOA programs to track progress toward participant and program goals.	

---

[2] Adapted from Kirby, G., Lyskawa, J., Derr, M., Brown, E. (2015). *Coordinating Employment Services Across the TANF and WIA Programs.* OPRE Report #2015-04. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.

Activity: Rose/Bud/Thorn

Purpose: A way for teams to reflect or provide constructive feedback on positives, opportunities, and problems.

Rose = **Positive**	**Bud =** **Opportunity**	**Thorn =** **Negative**

Use:
- o Convene a group.
- o Determine post-it note colors for positive, opportunity and negative/problem.
- o Use the post-it notes to reflect or provide feedback, asking each person to do this individually first.
- o Share as a group.
- o Group similar ideas or themes.

Activity: Affinity Cluster

Purpose: A way for teams to find patterns and identify similarities among different items or data points.

	Group Name	
Data point	Data point	Data point
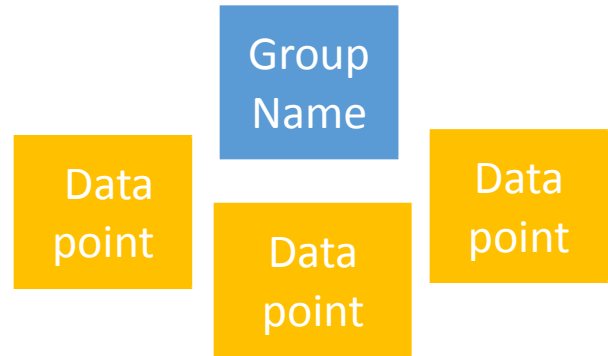
Use:
- Convene a group.
- Write one idea or thought per post-it note.
- Read each post-it note aloud.
- Stick each post-it note up on the wall. Discuss relationships.
- Group similar ideas or themes.
- Name the groups (using a different color post-it note helps!)

Activity: From..........To Exploration

Purpose: A way for teams to systematically consider innovation opportunities.

Aspects	Trends	From...	To
issue/item	trend	what is now...	what might be...

Use:
- o Convene a group.
- o List the key aspects of the issue (aspects).
- o Discuss current trends related to the issue (trends).
- o Describe the current status of the issue (from)
- o Design a new future for the issue based on the trends (to).

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

TRAINING AND EMPLOYMENT NOTICE	N_{O.}	42-15
	D_{ATE}	June 30, 2016

TRAINING AND EMPLOYMENT NOTICE

No. 42–15

Date June 30, 2016

TO: STATE WORKFORCE AGENCIES
STATE WORKFORCE LIAISONS
STATE AND LOCAL WORKFORCE BOARDS
AMERICAN JOB CENTERS
YOUTHBUILD GRANTEES
INDIAN AND NATIVE AMERICAN PROGRAM GRANTEES
NATIONAL FARMWORKER JOBS PROGRAM GRANTEES
ALL STATE APPRENTICESHIP AGENCIES
STATE MONITOR ADVOCATES
STATE LABOR MARKET INFORMATION DIRECTORS
ALL ETA GRANTEES

FROM: PORTIA WU /s/
Assistant Secretary

SUBJECT: Announcing the Release of the *Workforce Innovation and Opportunity Act (WIOA) Final Rules* and Information collections for WIOA and Additional DOL Administrated Programs

1. **Purpose.** The purpose of this Training and Employment Notice (TEN) is to announce the advance posting of the WIOA final regulations, specifically:

   • *Workforce Innovation and Opportunity Act; Joint Rule for Unified and Combines State Plans, Performance Accountability, and the One-Stop System Joint Provisions; Final Rule*

   • *Workforce Innovation and Opportunity Act; Department of Labor-Only; Final Rule*

   • *Programs and Activities Authorized by the Adult Education and Family Literacy Act (Title II of the Workforce Innovation and Opportunity Act); Final Rule*

   • *Workforce Innovations on Use of Subminimum Wage; Final Rule*

   • *Workforce Innovation and Opportunity Act, Miscellaneous Program Changes; Final Rule*

This TEN also announces the information collections to implement WIOA, and the align performance accountability and information reporting for WIOA and additional Department of Labor programs. Further, the DOL established Information Collections for all programs authorized by WIOA Title I and Additional DOL authorized by WIOA title and additional DOL administered programs.

EMPLOYMENT AND TRAINING ADMINISTRATION
U.S. DEPARTMENT OF LABOR
WASHINGTON, D.C. 20210

These information collections are as follows:
Workforce Innovation and Opportunity Act Common Performance Reporting; OMB Control No. 1205-0526

DOL-Only Performance Accountability, Information, and Reporting System; OMB Control No. 1205-0521

2. **References.**
   - Workforce Innovation and Opportunity Act (WIOA).

3. **Background.** President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) (Pub. L. 113-128) into law on July22,2014. WIOA is landmark legislation designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high quality jobs and careers and help employers hire and retain skilled workers. WIOA represents a fundamental transformation of the workforce system to deliver integrated, job-driven services to job seekers, workers, and employers. It supports the development of strong regional economies, and it improves performance accountability, so that consumers and investors can get information about programs and services that work.

   In response to the passage of WIOA, the U.S. Departments of Labor (DOL) and Education are making publicly available five rules implementing its provisions and established Workforce Innovation and Opportunity Act Common Performance Reporting, which aligns WIOA required data and reporting for WIOA core programs administered by DOL; Adults, Youth, Dislocated Worker programs under title of WIOA and the Wagner-Peyser Act of 1933, as amended by WIOA; as well as programs administered by the Department of Education, the Adult Education and Family Literacy Act and the Rehabilitation Act of 1973, as amended by WIOA. Further, the DOL established information Collections for all programs authorized by WIOA title and additional DOL administered programs.

4. **WlOA Final Regulations Publicly Available.**
   Joint Rule for Unified and Combined State Plans, Performance Accountability, and the·One-Stop System Joint Provisions; Final Rule: The Departments of Education and Labor make publicly available this Joint Final Rule to implement jointly-administered activities authorized by Title of WIOA. This final rule provides guidance for state and local workforce development systems on the development and submission of unified and combined state plans, performance accountability provisions, and the joint one-stop system provisions governing partner program responsibilities, programmatic and physical accessibility for all, Memoranda of Understanding, infrastructure funding, and one-stop certification, among others. this Joint Final Rule reflects changes made as a result of public documents received on the joint Notice of Proposed Rulemaking (NPRM) that was published on Aprill6, 2015, at 80 FR 20574.

   Department of Labor-Only Final Rule: The Department of Labor makes available this Final Rule to implement Titles I and III of WIOA, particularly those provisions of WIOA that affect the core programs under Title I; the Wagner-Peyser Act

Employment Service and Monitor Advocate system as amended by WIOA Title III; and the Job Corps and national programs authorized under Title I, which will be administered by the Department. This Final Rule reflects changes made as a result of public comments received on the NPRM that was published on April 16, 2015, at 80 FR 20690.

Programs and Activities Authorized by the Adult Education and Family Literacy Act (Title II of WIOA); Final Rule: Title Department of Education makes available this Final Rule to establish regulations to implement changes to the Adult Education and Family Literacy Act (AEFLA) resulting from the enactment of WIOA. This rule clarifies new provisions in the law and updates the regulations that establish procedures for determining the suitability of tests used for measuring state performance on accountability measures under AEFLA. Finally, the rule removes specific parts of title 34 of the Code of Federal Regulations that are no longer in effect. This Final Rule reflects changes made as a result of public comments received on the NPRM that was published on April 16, 2015, at 80 FR20968.

State Vocational Rehabilitation Services Program; State Supported Employment Services Program; Limitations on Use of Subminimum Wage; Final Rule: The Department of Education makes available this Final Rule to amend the regulations governing the State Vocational Rehabilitation Services program and the State Supported Employment Services program in order to implement changes to the Rehabilitation Act of 1973. This Final Rule updates, clarifies, and improves on the current regulations. The Department of Education also produced new regulations regarding limitations on the use of subminimum wages that are added by WIOA and under the purview of the Department of Education. This Final Rule reflects changes made as a result of public comments received on the NPRM that was published on April16, 2015, at 80 FR21059.

WJOA, Miscellaneous Program Changes, Final Rule: The Department of Education makes available this Final Rule to amend the regulations governing a number of programs administered by the Rehabilitation Services Administration to implement changes to the Rehabilitation Act of 1973 made by WlOA. This Rule also implements changes to the Act made by WTOA, enacted on August 7, 1998, that have not previously been implemented in regulations, and to otherwise update, clarify, and improve Rehabilitation Services Administration's current regulations. This Final Rule reflects changes made as a result of public comments received on the NPRM that was published on Aptil16, 2015, at 80 FR 20988.

These draft final regulations are currently available to the public at. the following website: **https://www.doleta.gov/wioa/.** These regulations may be reviewed for content and represent the final determinations of the Departments. We note that the Office of the Federal Register will review these regulations for formatting and technical editing prior to publishing them in the Federal Register and incorporating them into the Code of Federal Regulations.

These regulations will publish in the Federal Register in the coming weeks, at which time they will be available on the Federal Register Website at **https://www.federalregister.gov/.** These regulations will also be incorporated into the Code of Federal Regulations, which can be accessed through the Electronic Code of Federal Regulations at: **http://www.ecfr.gov/cgi-bin/ECFR?page=browse**.

5. **Information Collections for WIOA Common Reporting and DOL-Only Performance Accountability Information and Reporting Publicly Available**.
In addition to the five final rules, the Departments also have collaborated on the development of a joint information collection to implement the new aligned performance accountability provisions as required under WIOA, and both Departments issued further information collections for program specific provisions. These information collections outline how states and grantees collect and report performance-related information and data. While WIOA was the driver for these new reporting requirements, the DOL-only performance information collection also includes additional covered programs, in an effort to better align data collection and reporting for DOL-administered programs.

Information Collection for Workforce Innovation Opportunity Act Common Performance Reporting: The Departments of Labor and Education worked collaboratively to develop joint information collection requirements and requested authority under the Paperwork Reduction Act to collect information necessary for the WIOA core programs. This information collection includes the data elements to calculate the outcomes for the WIOA primary common indicators of performance and for data necessary to fulfill WIOA Section 116(d)(l) requirements for the development of report templates for the State Annual Performance Report for WIOA core programs, the Local Area. Performance Report for the WIOA Adult, Dislocated Worker and Youth programs, and the data collect on requirements for the Eligible Training Provider Report.

DOL-Only Performance Accountability, Information, and Reporting System:
The Department of Labor further worked to align additional DOL-administered programs with these provisions, and to further define and establish authority to collect data and information needed for the administration of thse programs through the Performance Accountability, Information, and Reporting system. The following programs will be required to report through this system: WIOA Adult, Dislocated Worker and Youth, Wagner-Peyser Employment Service, National Farmworker Jobs Program, Trade Adjustment Assistance, YouthBuild, Indian and Native American Program, Job Corps, Hl-B technical skills training grants, the Reentry Employment Opportunities programs, and Jobs for Veterans' State Grants (JVSG). While Trade Adjustment Assistance, JVSG, Hl-B grants, and the Reentry Employment Opportunities programs are not authorized under the WIOA, these programs will utilize the data element definitions and reporting layouts and templates in this information collection. This system includes several reporting instruments Program Performance Report, WIOA Pay-for-Performance Report, Participant Individual Record Layout (PIRL) (with the WIOA Data Element Specifications), and Job Openings Report.

These reporting requirements are available at
http://www.doleta.gov/performance/pro.cfm

6. **Guidance and Technical Assistance.** The Department of Labor and Education,
   working with our Federal Partners—the Department of Health and Human
   Services, Agriculture, and Housing and Urban Development—will continue to
   develop guidance and technical assistance to support the public workforce system,
   including our grantees, as they work to implement these regulations and
   performance accountability and reporting requirements. For more information and
   updates, please visit the Department of Labor's WIOA landing page at
   http://www.doleta.gov/WIOA, the Department of Education's website at
   http://www.ed.gov/AEFLA and http://www2.ed.gov/about/offices/list/osers/rsa/wioa-
   reauthorization.html.

   While these regulations and programs and reporting requirements support the
   implementation of WIOA, the full vision of WIOA also required strong
   leadership, partnership and strategies that work. The Innovation and Opportunity
   Network on WorkforceGPS (ION) features technical assistance on stratifies
   fundamental to WIOA implementation such as customer-centered design, strategic
   boards, career pathways, and sector strategies. It also will host technical assistance
   materials specific to the regulations as it is available. Use ION to find peer
   learning groups and calls, fact sheets, and details on training events; visit the ION
   Community of Practice at https://ion.workforcegps.org/.

7. **Action Requested.** Please share this information with interested stakeholders and
   review the regulations and information collections.

8. **Inquiries.** Please direct questions to the appropriate ETA Regional Offices.

Wednesday, June 29, 2016 | 8:45 a.m. - 10:15 a.m.
Using Two-Generation Approchaes to Break the Cycle of Poverty

Session Descriptions:

Two-generation approaches to serving low-income families combine comprehensive, career-focused employment and training opportunities for parents with educational, employment and/ or other enrichment opportunities for their children. This session will provide an overview of two state and local two-generation programs, including policy components, tools, lessons learned, implementation strategies, and specific resources that may be applicable to TANF programs.

Speakers:

- **Moderator:** LaMonica Shelton**,** TANF Regional Program Manager, Office of Family Assistance, Administration for Children and Families, Region IV
- Tracy L. Bell, Chief Officer of Workforce Development, Employment, and Transformation, Tennessee Department of Human Services
- Dr. Carolyn N. Graham, President/Founder, The Elizabeth Ministry

Activity:

Below are five broad categories for using a two-generation approach to improving family economic security and well-being.[3] Identify specific activities and policies your TANF program could implement within each category. Be prepared to share at least one activity or policy with the group.

Building awareness and engaging stakeholders (staff training on two-gen perspective, review assessments and procedures to examine child related language)	
Develop meaningful collaboration with local and State resources (health, mental health, family support programs)	
Identify high quality and flexible childcare to enable parents to participate fully in work activities (Head Start, school-based pre-k)	
Integrate parent and child activities into programming (stress reduction/mindfulness, shared reading, parenting tips)	
Support social networks/social capial (cohorts, leadership opportunities, family mentors)	

---

[3] Adapted from M. Barczak (2016). *HPOG Roundtable: Two-gen Approach to Improving Family Economic Security and Well-Being.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Temporary Assistance for Needy Families Informational Memorandum

U.S. Department of Health and Human Services
Administration for Children and Families
Office of Family Assistance
Washington, DC 20201

No. TANF-ACF_IM-2016-03   Date: April 12,2016

TO: State, Territory, and Tribal agencies administration the Temporary Assistance for Needy Families (TANF) Program

SUBJECT: Strengthening TANF Outcomes By Developing Two-Generation Approaches to Build Economic Security

REFERENCES: Title IV-A, sections 404(a)(1) of the Social Security Act

PURPOSE: This Information Memorandum discusses opportunities for TANF agencies to strengthen program outcomes by developing two-generation approaches, which meet the needs of children and parents together.

BACKGROUND:

In 2014, approximately seven million families with children under the age of 18 had incomes below the federal poverty level (FPL)[1] and an additional eight million had incomes between 100 and 200 percent of FPL.[2]

The lack of adequate income presents challenges for the child, the parent, and the child-parent interaction. Poverty can be a developmental risk for young children that affects their school readiness and development in multiple domains, including physical, emotional, mental, cognitive, and linguistic.[3] Poverty can also present challenges to a child development due to its potential negative effects on parental well-being.[4] As primary source of safety, security, and nurturance for young children, parents play a critical role in creating environments that promote healthy developmental outcomes and school readiness. However, poverty may be accompanied by limited education, unemployment, food and housing insecurity, poor health, mental health difficulties such as maternal depression, teen parenthood, and community violence. While many families provide strong and nurturing parenting to their children amidst these adversities, these stressors (especially when families are experiencing many at once) can compromise family well-being and affect parents' overall ability to provide the necessary supports that help children thrive.[5]

Low-income parents often have limited access to resources such as education and training opportunities linked to economic security; and reliable housing, transportation, and quality full-time child care that will allow parents to pursue job opportunities. Further, the stress of living in poverty without access to adequate mental and physical health services, and social and peer supports, and lessen parental sensitivity and emotional support for children.[6] And, in turn, when child development is not fully supported, children may be less prepared for school, more likely to drop out, and bound for their own adult life in poverty. [7]

These low-income parents and children are precisely the families that the TANF program was intended to serve. The core benefits and services of TANF -basic assistance, work-related activities, and child care are key services that support unemployed or underemployed parents within sufficient income and jobs skills and other barriers to employment. However, as a whole, states spent less than half of their TANF and Maintenance of Effort(MOE) funds on these activities in FY 2014, with less than seven percent going to work-related activities and just over 16 percent going to child care. [8] Additionally, less than one third of eligible families are currently receiving TANF cash assistance.[9] There is an opportunity for states to focus a larger proportion of TANF funding to promote the well-being of the whole family, specifically job preparation and skills training for parents and high quality early childhood services for children.

<u>Two-Generation Approaches and the Administration for Children and Families</u>

Two-generation, or whole family, approaches meet the needs of children and their parents together. Serving the whole family is important because the income, educational attainment, and well-being of parents play a crucial role in children's outcomes.[10] More over, services for children such as high-quality childcare also help parents balance the demands of work and parenting by lessening their stress and supporting child and family wellbeing.[11] Acknowledging the importance of the two-generation dynamic, the Administration for Children and Families (ACF) included in its strategic plan a goal to "promote collaboration on two-generation approaches among state and tribal human services agencies, workforce agencies, educational institutions, and local organizations that achieve positive outcomes for both parents and their children."[12] The Office of Family Assistance (OFA), which administers the TANF program within ACF, is strongly committed to this goal and believes that adoption of two-generation approaches within TANF programs could foster more strategic use of TANF funds and improve family economic security and well-being.

ACF brings a two-generation philosophy to its efforts, and works to support and advance two-generation approaches through its research, technical assistance, and program and policy guidance. ACF encourages grantees, including TANF agencies, to promote and support:

- linkages between high quality educational services for children and workforce development services for their parents;
- programmatic efforts to help parents gain the skills, knowledge, and resources to support their child's development;
- ensuring that families have access to the economic and social supports needed for stability and resilience and healthy child development; and,
- helping families build social capital that can support both resilience and upward mobility.

ACF is committed to:

- identifying ways in which the above principles can apply in programs it administers;
- identifying ways in which it can better support the adoption of these principles in state and local efforts; and,
- advancing are search agenda that will enhance its understanding of effective two-generation approaches and their impacts for children, parents, and families.

As a program intended to help low-income *families* achieve economic security, TANF is well positioned to support two-generation approaches. Its flexibility allows states, territories, and tribes the ability to develop whole family approaches that address the needs of parents and children simultaneously. The use of TANF dollars to support two-generation approaches does not need to be limited to serving families receiving cash assistance; a broader group of low-income families can be served by TANF-funded two generation approaches.

Research and Evaluation

The logic of two-generation approaches posits that linking and aligning services for children and parents will bring greater and more sustainable outcomes for children, parents, and families than either approach would on its own. There is growing interest among government entities, foundations, researchers, and service providers to develop, implement, fund, and evaluate these approaches.

There are several research and evaluation efforts within and beyond ACF that seek to build the evidence base, focusing on how these approaches achieve their goals and whether they can be implemented at scale. In 2011, the Office of Planning, Research and Evaluation (OPRE) within ACF created the Buffering Toxic Stress Consortium, a set of six grants evaluating promising parenting interventions in Early Head Start settings and focused on the question of whether parenting interventions can buffer children from toxic stress. In2013, OPRE awarded four grants to support projects that are rigorously testing two-generation approaches to promoting family well-being and children's school readiness within the context of Head Start. In 2014, OPRE launched the Goal-Oriented Adult Learning in Self-Sufficiency (GOALS) project, which is exploring how emerging insights from psychology can strengthen programs aimed at helping families build economic security and enhance family well-being. The Goals project is identifying promising strategies for strengthening skills and enhancing measurements of changes and developments in skill acquisition. n 2015 OPRE, through a contract to Mathematica Policy Research, launched the "Two-Generation Approaches lo Improving Family Self-Sufficiency" project The project is focused on examining evidence and providing options for how two-generation models might be evaluated. More information about each of these projects is available via the OPRE website.

POLICY:

The Office of Family Assistance recognizes the importance of working to achieve positive outcomes for whole families and encourages TANF agencies to consider the implementation of two-generation approaches that serve children and parents together.

Allowable Uses of TANF

As a general rule, federal TANF funds and MOE funds can be used to provide a range of benefits and services such as cash assistance, job training, job placement, education, subsidized employment, and supportive services including child care. Such expenditures must satisfy one or more of the four statutory purposes of the TANF program. A range of two-generation approaches focused on low-income families may be reasonably calculated to accomplish TANF Purposes 1 and 2:

- Provide assistance to needy families so that children can be cared for in their own homes; and,
- Reduce the dependency of needy parents by promoting job preparation, work, and marriage.

Coordination and Partnerships

A critical feature of two-generation approaches is the coordination that occurs across programs for parents and programs for children. TANF agencies can both coordinate and serve as active partners in statewide, tribal, regional, and local two-generation efforts. The expertise of TANF agency leaders can be helpful in ensuring that two-generation efforts are deploying the full array of available services to promote family economic security.

One way to coordinate services is through a co-design process, where the child-centered service provider and the parent-centered service provider work as a team to develop seamless services centered on the family. An example would be a TANF-funded occupational training at a community college and a Head Start program working together to create a Certified Nursing Assistant course schedule that coincides with the Head Start schedule. In this situation, parents could drop off their children, get to class, and be ready to pick up the child at the end of the day without missing class or having to pick up the child early. TANF could also support the co-location of parent and child services; for example, by providing a job skill is class in a child care center, making it easier for families to secure both services.

What is different about the two-generation approach is that coordination is more than are referral; it is not left to the parent to knit together the various services he or she needs. TANF agencies, or community based organizations they contract with, can play this coordinating role to offer comprehensive approaches that include multiple programs and supports.

High Quality Workforce Development

TANF can play a significant role in supporting employment. A two-generation employment program for TANF recipients and other low-income parents would be designed from the starting point of "how can we most successfully build the employment prospects of *parents*, who worry about the safety and development of their children?" Such a program might work around the child's school day, or include discussions on how to handle the stresses of being a working parent, or intentionally promote social connections among parent-participants so they find ways to support each other's success in the program. Effective employment strategies would focus on job-driven training, which entails:

- Working up-front with employers to determine local or regional hiring needs and designing training programs that are responsive to those needs;
- Offering work-based learning opportunities with employers—including on-the-job training, internships, and pre-apprenticeships and Registered Apprenticeship as training paths to employment;
- Making better use of data to drive accountability inform what programs are offered and what is taught, and offer user-friendly information for job seekers to choose what programs and pathways work for them and are likely to result in a job;
- Measuring and evaluating employment and earnings outcomes;
- Promoting a. seamless progression from one educational stepping stone to another, and across work-based training and education, so individuals' efforts result in progress;
- Breaking down barriers to accessing job-driven training, including access to supportive services and relevant guidance; and

- Creating regional collaborations among Workforce Innovate on and Opportunity Act (WIOA) one stop centers, education institutions, labor, and nonprofits.[13]

To support TANF agencies interested in designing high quality workforce development efforts, OPRE has released a series of publications:

- Promising Occupations Achievable Through Short-term Education or Training for Low-Income Families
- Resources for Connecting TANF Recipients and Other Low-Income Families to Good Jobs
- Using Data to Connect TANF Clients to Good Jobs: An Opportunity to Foster WIOA Partnerships.

An intentionally designed TANF two-generation effort would ensure that participants have access to child care and transportation, without which parents may struggle to find and keep a job. Effective strategies might also emphasize connecting parents to jobs with more regular schedules; or alternatively, helping to arrange for flexible childcare that can accommodate irregular or nontraditional work hours. All of the services described above can be supported with TANF funds, and through partnerships with programs funded under WIOA.

High Quality Early Childhood Development

Low-income parents need access to child care in order to work and to participate in job-driven training, both of which contribute to their economic stability. When low-income parents receive help paying for childcare, they are more likely to be employed, have more stable employment, and have higher earnings[14] -thereby, improving the well-being of parents and children. This child care support can assist TANF agencies in meeting required work participation rates and desired employment outcomes. However, the quality of children's child care arrangements is equally important. Affordable, high-quality childcare is an essential component to support families in their progress towards economic stability. High-quality child care helps children develop foundational skills that prepare them for success in school and improved adult outcomes. As noted previously, high quality child care also helps parents balance the demands of work and parenting by lessening their stress and supporting child and family well-being. TANF families with children in stable, high-quality child care can focus on their own goals for employment success and economic mobility, with less chance of loss in productivity due to worries about their children's well-being. TANF funds can be used to provide high quality child care, and the Child Care and Development Fund[15] and Head Start are also important partners and sources of support for high quality early childhood services.

Social Capital Development

Social capital is defined by the Organization for Economic Cooperation and Development (OECD) as "networks together with shared norms, values, and understandings that facilitate cooperation within or among groups."[16] Within the context of families served by TANF programs, social capital can be thought of as the network of people and institutions upon which a family can rely for support and assistance. Research shows that when mothers have emotional support, their children have been found to have better outcomes. [17] Social capital also appears to be a key success factor in producing positive outcomes for programs that serve low-income families, particularly with regard to mental health. [18]

Components of program design that can help families develop social capital include peer support and cohort models, career coaches, connections with potential employers and industry contacts, and networking with school and workplace contacts. TANF agencies can provide opportunities for families to build social capital by promoting the development of both bonding and bridging ties. [19]

Bonding ties are formed among like individuals. For example, a TANF employment and training program could utilize a cohort model, where participants share common characteristics such as being parents with young children, or parents of young children enrolled in Head Start. Sharing such a characteristic brings individuals together such that they begin to encourage each other and help each other out in times of need. More than just enrolling similar people in a particular program, a cohort model provides structure in which the participants engage with each other, sharing their successes and challenges, consistently and frequently. It can facilitate the development of long-lasting, supportive relationships.

Bridging ties connect individuals to others who have access to different resources. For example, a job search program may use TANF funds to hire job developers to build relationships with employers. The job developers would then help bridge connections between TANF recipients seeking employment and employers with available jobs for whom the recipients' skills are a match.

TANF AND TWO-GENERATION APPROACHES IN PRACTICE:

TANF agencies have in recent years begun exploring and testing two-generation approaches. The following examples illustrate a few of the ways in which TANF can play a role in supporting two generation approaches.

<u>Connecticut</u>

In 2015 Connecticut passed legislation and a provision in the state budget to establish a two-generation initiative using TANF and state funds. In April 2016, six pilot communities will begin to intentionally coordinate children's school readiness and school success services with parents' workforce readiness and support services. At the systems level, state and local governments along with community service provider agencies and parents will work to align funding, programming, and other systems so programs can more easily provide two-generation services. The overall purpose of the legislation is to "foster family economic self-sufficiency in low-income families."[20]

The six pilots will focus on families with household earnings at or below 75 percent of the state median income and at least one child from birth to age eight. Each community will be expected to include early learning, adult education, child care, housing, job training, transportation, financial literacy, and other related support services. Projects must engage parents in the design and development of the program.

Through its participation in the Office of Family Assistance's Systems to Family Stability National Policy Academy, Connecticut plans to add a seventh pilot site to focus on serving non-custodial fathers and their families.

To oversee the program, the legislation established an interagency workgroup that is co-chaired by two legislative leaders representing the appropriations and human services committees and is managed by the staff of the legislative Commission on Children office. The interagency workgroup is also comprised of

The Commissioners of Social Services, Early Childhood, Education, Housing, Transportation, Public Health, Labor, and Correction; Chief Court Administrator; two-generation experts from non-profit and philanthropic organizations; and, other business and academic professionals as needed for planning and evaluation.

Washington

The state of Washington has developed a private-public partnership called Thrive Washington to expand the capacity for home visiting programs to serve TANF families. Federal Maternal, infant, and Early Childhood Home Visiting (MIECHV), state TANF, and private funds are being used to provide slots in evidence-based home visiting programs to TANF families, focusing on pregnant moms and families with infants. The home visiting programs bring a whole-family lens to serving TANF clients, which encourages TANF staff to think about the parent-child relationship and the role of the parent as a caregiver. The intended outcomes include increased child and family well-being and improved parental employability.

Utah

Utah launched an innovative demonstration project called Next Generation Kids (NGK) to test family based strategies to improve child, parent, and family outcomes. NGK enrolls TANF families headed by parents who received cash assistance as a child and also receive it as an adult head of house hold. The program brings together education, employment training, and other supports for parents with services to support the child's educational and healthy development. "Work Success Coaches," who are TANF staff trained in motivational interviewing, trauma-informed care, and other coaching strategies, work closely with the participating families. On-staff clinicians provide additional support. The program embraces a sector-based strategy, offering training in occupations where there is employer demand for workers. Currently operating in three communities, the program has already transitioned a number of families from assistance.

TANF dollars support the NGK infrastructure and many of the services provided. The program also relies on partners; for example, in Ogden, the school district provides NGK with office space at a local elementary school. NGK staff can visit with families at this school or other schools where children are enrolled. Community partners such as the United Way, the Community Action Program, Weber State University, other community-based organizations, and the school district itself work together to promote the success of NGK families. The state shifted resources for its NGK effort but did not hire new staff. The leadership has promoted a change in thinking about how TANF does business, moving from a compliance-centric view to a family outcome-centric view while meeting TANF requirements. Thus far, focusing on the family has had the positive effect of enrolling and keeping participating families working.

In addition to NGK, as part of the state's Intergenerational Poverty Mitigation Act passed in 2012, Utah's TANF program launched an effort to bring "family-focused" training to all TANF staff working with cash assistance beneficiaries. With assistance from partners at the University of Utah and using TANF dollars, the agency is pursuing a gradual culture shift in which front-line staff come to see their clients as families rather than adults, and are able to tap the mutual motivation of parents and children improving together in a two-generation perspective.

<u>Tulsa, Oklahoma</u>

At the community level, CAP Tulsa, a community action agency, built a healthcare training program called Career*Advance*® for parents with children enrolled in its Head Start and early childhood education programs. CAP Tulsa uses Health Profession Opportunity Grants (HPOG, a competitive grant program administered by the Office of Family Assistance) funding to operate Career*Advance*®. HPOG provides TAIF rec pients and other low-income populations with job-driven career pathways training, and CAP Tulsa has worked with the county TANF office to recruit TANF parents with youngch ldren into the program. The parents receive education, training, career coach ng, and other supports, while the children begin their educational journey in Head Start. Because CAP Tulsa has HPOG funds, TANF dollars are not expended. However, a community without HPOG funds could build a similar program using TANF dollars to pay for education and training. Likewise, other HPOG grantees could focus efforts on ensuring the children of their TANF participants are enrolled in a high quality early childhood program such as Head Start.

<u>North Carolina</u>

In North Carolina, the state TANF Program (Work First), within the Division of Social Services, Economic and Family Services, partnered with the North Carolina Head Start State Collaboration Office to strengthen the coordination between Head Start/Early Head Start and TANF. Using Head Start State Collaboration funds, the two offices jointly administered a competitive grant process to stimulate partnerships between local Head Start/Early Head Start programs and county Departments of Social Services leading to: 1) significant increases in the number of cross-agency referrals; 2) the convening of cross-agency joint staff trainings for staff with similar job functions; and, 3) the development of an aligned family goal-setting plan for families being served by both programs. North Carolina's effort highlights that the state can promote and incentivize local organizations to engage in two-generation planning.

Two counties were awarded grants, and both used the opportunity to open or deepen conversations about plans for collaboration. In one of the counties, Head Start/Early Head Start adopted the Work First goal setting tool as its Family Partnership Agreement requirement. Staff from both programs met together with families, who led the development of their own goals and timeline. For example, it was common for families to prioritize "accessing viable employment" and "accessing high quality child care" (to support the parents' efforts to work) simultaneously for goals. Both programs were able to bring their resources to the family, making for a more focused effort. Work First staff became more attentive to children's needs and provided child-centered wrap-around services, while Head Start staff saw additional opportunities to support parents in becoming job-ready. As a result of the collaboration and streamlining efforts, more children of TANF participants accessed Head Start or Early Head Start slots through referrals from NC Work First. The programs were also able to expand services to children, as well as enhance and strengthen more family-centered services.

RESOURCES:

TANF agencies can refer to the following resources for more information about strengthening parental employment and child and family well-being outcomes through development of two-generation approaches.

CAP Family Life Study: Year 4 Report: January, 2014 -December 2014. by P. Lindsay Chase-Lansdale et al., April 2015, http://captulsa.org/innovation-lab/research-initiatives/family-Iife-study/

Creating Opportunity for Families: A Two-Generation Approach, The Annie E. Casey Foundation, November,2014. http://www.aecf.org/resources/creating-opportunity-for-families/

Making Tomorrow Better Together: Report of the Two-Generations Outcomes Working Group, Ascend at the Aspen Institute, March 2016. http://ascend.aspeninstitute.org/resources/making-tomorrow-better-together

Promoting Two-Generation Strategies: A Getting-Started Guide for State and Local Policy Makers, by Christopher T. King, Rheagan Coffey, and Tara C. Smith, Foundation for Child Development, November 20 13. http://fcd-us.org/sites/default/files/Dual-Gen Getting Started Guide.pdf

TANF and the First Year of Life: Making a Difference at a Pivotal Moment, by Elizabeth Lower-Basch and Stephanie Schmidt, CLASP, October 2015. http://www.clasp.org/resources-and-publications/tanf-and-the-first-year-of-life-making-a-difference-at-a-pivotal-moment

Thriving Children, Successful Parents: A Two-Generation Approach to Policy, by Stephanie Schmidt, Hannah Matthews, and Olivia Golden, CLASP, July 2014. http://www.clasp.org/resources-and-publications/thriving-children-successful-parents-a-two-generation-approach-to-policy

Top Ten for 2Gen: Policy Ideas & Principles to Advance Two-Generation Efforts, by Anne Mosle, Nisha Patel, and Jennifer Stedron, Ascend at the Aspen Institute, October,2014. http://ascend.aspeninstitute.org/pages/top10

For additional resources from the Office of Family Assistance Peer TA Resource Library, visit https://peerta.acf.hhs.gov/resource_library?search_api_views_fulltext=two+generation&=Search

INQUIRIES: Please direct inquiries to the OFA TANF Program Manager in your region.

/s/

Nisha Patel
Director
Office of Family Assistance

_____

[1] U.S. Census Bureau, POV04. Families by Age of Householder, Number of Children, and Family Structure. https://www.census.gov/hhes/www/cpstables/032015/pov/pov04_000.htm. The Federal Poverty Level for a family of 4 in 2014 was $24,230 (POV3-5: Poverty Thresholds by Size of Family and Number of Related Children Under 18 Years: 2014)
[2] U.S. Census Bureau, POV04, https://www.census.gov/hhes/www/cpstables/032015/pov/pov04_000.htm.
[3] McLoyd, V.C. (1998). Socioeconomic disadvantage and child development American Psychologist, 53, 185-204.
Raver, C.C. (2004). Placing emotional self-regulation in sociocultural and socioeconomic contexts. Child Development, 75, 346-353 .
[4] Yoshikawa, H., Aber, J.L., & Beardslee, W.R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention. *American Psychologist*, 67, 272-284.

[5] Vernon-Feagans, L., & Cox, M. (2012). I. Poverty, rurality, parenting, and risk: An introduction. *Monographs of the Society for Research in Child Development*, 78(5), 1-23; Brooks-Gunn, J., Duncan, G. J., & Maritato, N. (1999). Poor families, poor outcomes: The well-being of children and youth. In G. J. Duncan & J. Brooks-Gunn (Eds.), *Consequences of growing up poor* (pp. 1-17). New York: Russell Sage Foundation.

[6] Yoshikawa, Aber, & Beardslee (2012).

[7] Reardon, S.F. (20II). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. In R. Murnane & G. Duncan (Eds.), *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children*. New York: Russell Sage Foundation Press; Duncan, G.J., Brooks-Gunn, J., & Klebanov, P. (1994). Economic deprivation and early childhood development. *Child Development*, 65(2), 296-318.

[8] FederalTANF and State MOE Expenditures Summary by ACF-196 Spending Category, FY 2014
http://www.acf.hhs.gov/programs/ofa/resource/tanf-and-moe-spending-and-transfers-by-activity-fy-2014.

[9] U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance, TANF Eleventh Report to Congress (2016), p.20. Available at: http://www.acf.hhs.gov/programs/ofa/resource/eleventh-report-to-congress.

[10] Duncan, G.J. and Magnuson, K. (2011)."The Long Reach of Childhood Poverty," *Pathways*, Winter 2011, pp. 22-27; Magnuson, K. (2003). The Effect of Increases in Welfare Mothers' Education on their Young Children's Academic and Behavioral Outcomes. University of Wisconsin, Institute for Research on Poverty Discussion Paper, 1274-03; Mulligan, G.M., Hasted, S., and McCarroll, J.C. (2012). First-Time Kindergartners in 2010-11: First Findings from the Kindergarten Rounds of the Early Childhood Longitudinal Study, Kindergarten Class of 20I0-11 (ECLS-L:2011) (NCES 2012-049); U.S. Department of Education. (2013). Washington, DC: National Center for Education Statistics. Available at: http://nces.ed.gov/pubsearch; Child Trends, Parental Dep1·ession . Available at: http://www.childtrends.org/?indicator=parental-depression

[11] Council of Economic Advisors (2014), Executive Office of the President of the United States, *The Economics of Early Childhood Investments*.

[12] *2015-2016ACF Strategic Plan*. http://www.acf.hhs.gov/about/acf-strategic-plan-2015-2016

[13] The White House (July 2014), *Ready to Work: Job-Driven Training and American Opportunity*. Available at: https://www.whitehouse.gov/sites/default/files/docs/skills_report.pdf

[14] Acs, G., Loprest, P., and Ratcliffe, C. (2010). *Progress toward Self-Sufficiency for Low Wage Workers*, Urban Institute; Danziger, S., Oltmans Ananat, E., and Browning, K.G. (2004). "Child Care Subsidies and the Transition from Welfare to Work." *Family Relations*, 52(2), 219-228.

[15] For further information about coordinating TANF and Child Care and Development Fund resources, see TANF ACF-IM-2016-02 (2014 Child Care Reauthorization and Opportunities for TANF and CCDF):
http://www.acf.hhs.gov/ofa/resource/tanf-acf-im-2016-02-2014-child-care-reauthorization-and-opportunities-for-tanf-and-ccdf

[16] Organization for Economic Cooperation and Development, *What is Social Capital*? Available at: http://www.oecd.org/insights/37966934.pdf

[17] Bandy, T., Andrews, K.M., and Anderson Moore, K. (February 2012). *Disadvantaged Families and Child Outcomes: The Importance of Emotional Support for Mothers*, Child Trends.

[18] Rosenbeck, R., Morrissey J., Lam J., Calloway M., Stolar M., Johnsen M., Randolph F., Blasinsky M., Goldman H. (2001). "Service delivery and community: social capital, service systems integration, and outcomes among homeless persons with severe mental illness; "*Health Service Research*; Cutrona, C.E., Russell, D.W., Hessling, R.M., Brown, P.A., Murry, V. (2000)."Direct and moderating effects of community context on the psychological well-being of African American women, "*Journal of Personality and Social Psychology*, Dec;79(6): 088-110.1; Wells, K.B. (2013). "Community-Partnered Cluster-Randomized Comparative Effectiveness Trial of Community Engagement and Planning or Resources for Services to Address Depression Disparities," *Journal of General Intern Medicine*, Oct; 28(10): 1268-1278.

[19] Jordan, A. (2006). *Tapping the Power of Social Networks: Understanding the Role of Social Networks in Strengthening Families and Transforming Communities*, Annie E. Casey Foundation.

[20] Connecticut's Two-Generational Initiative Guidance Document (January 2016). Available at: https://www.cga.ct.gov/coc/PDFs/two-gen/2016-01-27_two-gen_guidance.pdf

ACF	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Administration for Children and Families	1. Log No: CCDF-ACF-JM-2016-02 TANF-ACF- M-2016-02 2. Issuance Date: February 19,2016
	3. Originating Office: Office of Child Care (OCC) and Office of Family Assistance (OFA)
	4. Key Words: Child Care and Development Fund (CCDF), Temporary Assistance for Needy Families (TANF)

INFORMATION MEMORANDUM

To: State and Territory Lead Agencies administering the Child Care and Development Fund (CCDF) program; State and Territory Lead Agencies administering the Temporary Assistance for Needy Families (TANF) program; and other interested parties.

Subject: 2014 Child Care Reauthorization and Opportunities for TANF and CCOF

References: The Child Care and Development Block Grant Act of 1990, as amended, 42 U.S.C. § 9858 et seq., as further amended by the Child Care and Development Block Grant Act of 2014, Pub. L. No. 113-186; the Personal Responsibility and Work Opportunity Act of 1996, Pub. L. No. 104-193.

Purpose: The purpose of this Information Memorandum is to provide key information on the recent reauthorization of CCOF and its implications and opportunities for TANF and CCDF. Lead Agencies from both programs can work together to implement the reauthorization and leverage this opportunity to support family economic security and well-being.

Background: CCDF provides funds to states, territories, and tribes to provide financial assistance to low-income parents to access child care so they can work or attend job training or educational programs and to improve the quality of child care for all families. TANF provides funds to states, territories, and tribes to design and operate programs that help needy families achieve economic security and child and family well-being, including through the provision of child care services.[1] In FY 2014, states spent approximately $2.6 billion of federal TANF funds on child care, either directly or through a transfer to the CCDF.

[1]This Information Memorandum applies to slates and territories as the 2014 CCDBG Act does not indicate the extent to which CCD provisions apply to tribes. The Office of Child Care will be issuing separate guidance for tribes related to the CCDF reauthorization.

CCDBG Reauthorization. The bipartisan CCDBG Act of 2014 (hereinafter referred to as the "Act"), signed into law on November 19, 2014, reauthorized CCDF for the first time in nearly 20 years. The Act made sweeping changes intended to improve the health, safety, and quality of child care, and provide more stable child care assistance to families. The law represents a historic shift in the program to better balance the dual goals of promoting economic stability for low income families and the healthy development and school readiness of children. This re-envisioning presents an important opportunity to support low-income children and parents, including those receiving TANF-funded services and cash assistance.

Meeting tire Needs of Children and Families Together. TANF and CCDF have the potential to develop two-generation approaches in serving low-income families with children. Both programs are well-positioned to design service delivery so that CCDF and TANF address the needs of children and their parents together with the goal of improving the entire family's overall economic security and well-being. Low-income parents need access to child care in order to work and to further their education, both of which contribute to their economic stability. When low-income parents receive help paying for child care, they are more likely to be employed, have more stable employment, and have higher earnings [2] thereby, improving the well-being of parents and children. This can assist state TANF agencies in meeting required work participation rates and desired employment outcomes.   However, the quality of children's child care arrangements is equally important. Affordable, high-quality child care is an essential component to support families in their progress towards economic stability. High-quality child care helps children develop foundational skills that prepare them for success in school and improved adult outcomes. It also helps parents balance the demands of work and parenting by lessening their stress and supporting child and family well-being.[3] TANF families with children instable, high-quality child care can focus on their own goals for employment success and economic mobility, with less chance of loss in productivity due to worries about the r children's well-being.

Legislative Background. CCDF and TANF are linked in federal legislative history and, depending on the state, through the daily operations of both programs. CCDF and TANF were created upon the enactment of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) in 1996 (Pub. L. No. 104-193), in which Congress replaced the former Aid to Families with Dependent Children with the framework of TANF block grants and established a new structure of consolidated funding for child care. This child care funding, provided undersection 418 of the Social Security Act (42 U.S.C. 618),

---

[2]Acs, G., Loprest,P., and Ratcliffe, C., *Progress toward Self-Sufficiency for Low Wage Workers*. Urban Institute, 2010; S. Danziger, E. Ananat, Elizabeth Oltmans; and Browning, Kimberly G. "Child Care Subsidies and the Transition from Welfare to Work." *Family Relations*, 52(2),219-228.
[3] Council of Economic Advisors, Executive Office of the President of the United States, *The Economics of Early Childhood Investments*, 2014.

combined with funding from the Child Care and Development Block Grant (CCDBG) Act of 1990 (42 U.S.C. 9858 et seq.), was designated by ACF as CCDF PRWORA established connections between CCDF and TANF, including the following provisions:

- TANF funds may be spent directly on child care and up to 30 percent of TANF block grant funds may be transferred to CCDF. Once funds are transferred, they must be spent consistent with CCDF regulations.
- No less than 70 percent of Mandatory and Matching CCDF funds must be used to provide child care assistance to families who are receiving, transitioning off of, or at risk of becoming dependent on TANF cash assistance.
- Parents who receive TANF must be informed that single custodial parents of children under 6 may not be sanctioned if the parent demonstrates an inability, as determined by the state, to obtain appropriate child care within a reasonable distance from home or work, suitable informal child care by a relative or other arrangement, or appropriate and affordable formal child care.

TANF and CCDF Connections. Changes to CCOF will impact TANF programs and the families served by them. In some cases, families receiving TANF also receive CCDF-funded child care services, which are subject to new requirements included in the Act. As of 2014, approximately 14 percent of families receiving CCDF-funded child care reported also receiving TANF assistance.[4] Many states and territories prioritize or guarantee child care for families receiving TANF. Therefore, families receiving TANF assistance will benefit from improvements in the Act. While TANF Lead Agencies have flexibility to determine rules governing child care programs funded directly by TANF, the CCDF reauthorization offers an opportunity to improve the quality of child care and stability of assistance accessed by families and to create greater alignment between CCDF and TANF-funded child care.

States vary in how they administer CCDF and TANF. Lead Agencies may operate the two programs jointly or may align particular policies and practices across programs. In some states, families interact with both programs as the operation of particular functions of child care assistance (e.g., eligibility determination, authorization, redetermination, etc.) may be distributed across programs. For example, a TANF agency may make an eligibility determination for child care but a CCDF agency may oversee the authorization of services and child care provider payments for the TANF client.[5] Or, TANF parents may initially interact with only the TANF agency and subsequently interact with the CCDF agency after transitioning from cash assistance to employment. Other

---

[4] Child Care and Development Fund Statistics, *FY 2014 CCDF Data Tables (Preliminary Estimates, May 2015).*
[5] Adams, G., Holcomb, P., Snyder, K., Koralek, R., Capizzano, J., *Child Care Subsidies for TANF Families: The Nexus of Systems and Policies,* Urban Institute, 2006.

partners, including child care resource and referral agencies, may also play a role in helping parents find available child care.

Effective coordination of TANF and CCDF is important to ensure parents get the child care they need to be able to focus on successful work or training/education participation, and that their children have positive child care and learning experiences. For example, effective coordination can involve:

- Prioritizing TANF clients for child care services;
- Waiving copayments for TANF families;
- Simplifying intake processes so parents get the information they need to
- make informed child care choices as they enter TANF;
- Implementing a shared case management approach to child and family
- needs; and
- Facilitating cross training of front line staff or both programs.

A Historic Opportunity to Increase the Health, Safety, and Quality of Child Care and Improve Family Economic Stability and Well-being. Implementation of the child care reauthorization provides an opportunity to redesign state child care assistance programs to support low-income parents' education, training, and employment needs while increasing access to affordable, high-quality care for their children. This IM provides an overview of the 2014 CCDBG reauthorization with a specific focus on how key provisions might affect TANF families, how TANF agencies can leverage improvements in CCOF to improve TANF, and how such changes in TANF-funded child care programs would simultaneously promote the goals of TANF and CCDF.

Guidance: Provisions in the CCDBG Act apply to CCDF-funded child care (including funds transferred from TANF) and do not apply to TANF-direct child care services. However, TANF and CCDF Lead Agencies can use the opportunity of reauthorization to consider how their child care programs support a two generation approach to improving family economic security and well-being. ACF encourages Lead Agencies to work together to implement the reauthorization. Specifically, ACF believes that all children deserve to be in child care that meets minimum standards of health and safety, the foundation of quality. We also believe that stable child care assistance can support parental success in school and in the workforce and children's access to high-quality child care. Lead Agencies may consider applying provisions of the Act to TANF-funded child care in order to improve access to high-quality child care and support for parents' educational and employment success for families receiving TANF. CCDF lead agencies can and should include child care provided to families receiving TANF-funded child care assistance in their implementation plans for meeting new federal standards. In some states, including these children may increase total costs, but leaving them out may leave their health and safety less protected than other children receiving ACF-funded child care.

<u>**Key Provisions of the CCDBG Act of 2014 for TANF:**</u>
Revised Purposes of CCDF: The provisions in the Act will better support success of children and parents by supporting parents' education, training, and employment needs; improving the quality of children's care; and helping parents support their children's development and learning. New purposes of CCDF added by Congress include: to assist states in delivering high-quality, coordinated early childhood care and education services to maximize parents' options and support parents trying to achieve independence from public assistance; to improve the overall quality of child care services and programs; to improve child care and development of participating children; and to increase the number and percentage of low-income children in high-quality child care settings.

Opportunities for TANF and CCDF:

- **Create a vision for child care**. CCDF and TANF Lead Agencies can work together to adopt a cohesive vision of child care that supports stable child care assistance for low-income families and increased access to higher quality care in light of CCDF's revised purposes.
- **Improve coordination**. We encourage CCDF and TANF Lead Agencies to jointly review policies, procedures, and practices in both child care programs, including transitions from TANF to CCDF child care, and to identify opportunities for improved services and service delivery. For example, better aligned policies and practices could result in:
  o Retention of subsidy during temporary changes in parental work/education/training status; and
  o Increased access to additional supports for families such as referrals to federal, state, and local food, medical, and education services.

CCDF Plan and Effective Dates: The CCDF Plan process is the primary mechanism by which ACF determines Lead Agency compliance with requirements in the law. The Act changed the CCDF Plan cycle from a biennial to a triennial Plan period. Lead Agencies are required to submit their FY 2016- 2018 CCDF Plans to ACF by March 1, 2016, and approved Plans will become effective June 1, 2016. Some provisions of the Act have statutorily defined effective dates. All other provisions were effective upon the date of enactment of the law, and Lead Agencies have until September 30, 2016, to implement them (see attached timeline of effective dates). If a state or territory cannot certify compliance with a specific requirement at the time of CCDF plan submission, the grantee must provide to ACF a state/territory-specific implementation plan for achieving compliance with such provision(s).

Opportunities for TANF and CCDF:

- **Plan for Implementation.** Lead Agencies should consult with one another during the preparation of the CCDF plan and share or jointly develop implementation plans.

- **Offer Joint Training:** Front line staff working in both programs will need to understand new CCDF requirements as they apply to TANF and the timeline for implementation. Lead Agencies can offer joint trainings for staff to increase coordination across programs and adherence to new policies. Lead Agencies should be mindful of the applicable cost allocation principles.

Minimum 12-Month Eligibility: The Act establishes a minimum 12-month eligibility period for all children. This includes children in families receiving TANF who receive CCOF-funded child care. Once determined eligible, children are to be considered eligible for a minimum 12-month period regardless of temporary changes in a parent's participation in work, training, or education, as long as their family income does not exceed 85 percent of state median income (SMI). Lead Agencies are permitted to allow children to retain their eligibility through non-temporary changes in work, training, or education as well. Longer, continuous eligibility periods give families increased stability through changes in education, training, or employment; provide children with more continuous care that fosters healthy development; and reduce administrative burden for administering agencies responding to frequent changes. This is particularly important given the often dynamic nature of work activity among low-income individuals.[6]

Opportunities for TANF and CCDF:

- **Provide More Stable Child Care Assistance**. Lead Agencies must implement 12-montheligibility for all children receiving CCDF funded child care, including children in families receiving TANF, regardless of *temporary* changes in a parent's TANF work activity.

Continued Assistance before Termination. The Act gives Lead Agencies the option to terminate CCDF child care ass stance prior to 12 months based on a parent's non-temporary loss of employment or cessation of participation in a job training or educational program. lf a Lead Agency chooses this opt on, they must allow for a. min mum 3-month period of continued CCDF child care assistance to allow for job search activities prior to termination. Families that are sanctioned, subject to penalties, or otherwise become ineligible for TANF benefits (e.g., by reaching a federal- or state-established time limit for cash assistance) must also receive a minimum of3 months of continued CCDF-funded child care assistance prior to termination.

---

[6] Susan Lambert, Peter Fujiel, and Julia R Henly, *Precarious Work Schedules Among Early Career Employees in the U.S.A National Snapshot*, University of Chicago, April 2014, https://ssascholars.uchicago.edu/sites/default/files/work-scheduling-study/files/lambert.fugiel.henly_.precarious_work_schedules.august2014.pdf

Opportunities for TANF and CCDF:

- **Provide Child Care During 3 Months Minimum Extension of Child Care Assistance.** If a CCDF Lead Agency opts to terminate child care assistance based on the cessation of a parent's TANF work activity, families receiving CCDF-funded child care must receive a minimum of 3 months of continued child care assistance prior to termination of services. This facilitates stability in child care arrangements during the period in which the parent is looking for and/or transitioning to a new job or work activity.

Consumer Education and Family Engagement. The Act includes provisions to promote involvement by parents and family members in the development of their children in child care settings. CCDF Lead Agencies are required to provide consumer education information to parents, providers, and the general public on the availability of child care assistance; the quality of child care providers (if available); other programs for which families may qualify; research and best practices in child development; and state/territory policies regarding social and emotional development.[7] CCDF Lead Agencies are also required to provide information on developmental screening, including how parents and providers can access resources and services to obtain developmental screenings for children who may be at risk for developmental delays. All families, including families receiving TANF assistance, need easy access to reliable information on quality child care, child development, and public benefits, services, and supports that can help their family succeed. Concerns about children's development, unmet health needs of family members, and other stresses can make it difficult for parents to succeed at. work.

Opportunities for TANF and CCDF:

- **Enhance consumer engagement:** Lead Agencies may consider creating a coordinated system of consumer education for TANF and CCDF families. Lead Agencies can work closely with social service agencies, workforce agencies, child care resource and referral agencies, and other relevant agencies to ensure that parents seeking child care are provided with the information and support necessary for them to make informed child care decisions and to access appropriate benefits and services.
- **Coordinate service delivery:** Lead Agencies may consider cross enrollment and other streamlining and alignment strategies for multiple benefit programs so that families can easily access all available benefits.

---

[7] The Act specifies that Lead Agencies must provide information on TANF, Head Start and Early Head Start, the Low-Income Home Energy Assistance Program (LIHEAP),the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC),Medicaid and the Children's Health Insurance Program (CHIP),the Child and Adult Care Food Program (CACFP),and Individuals with Disabilities Education Act (IDEA).

Health and Safety Requirements. The Act requires CCDF Lead Agencies to conduct comprehensive criminal background checks on all child care providers, including on those who are legally exempt from licensing and receive CCDF funds (unless they are related to all children in their care) and have monitoring and inspection requirements for all CCDF providers, including license-exempt providers receiving CCDF funds. It also requires pre-service and ongoing training for CCDF child care providers in 10 basic health and safety areas: prevention and control of infectious diseases; prevention of sudden infant death syndrome and safe sleeping practices; administration of medication; prevention of and response to emergencies due to food and allergic reactions; building and physical premises safety; prevention of shaken baby syndrome and abusive head trauma; emergency preparedness and response planning for emergencies; handling and storage of hazardous materials; safe transportation of children, if applicable; and first aid and CPR. States may opt to exempt relative providers from some or all of the health and safety requirements. ACF believes that all children in child care should be in settings that meet minimum health and safety standards, which is a prerequisite for high-quality child care.[8]

Opportunities for TANF and CCDF:

- **Establish minimum health and safety standards.** We urge Lead Agencies to ensure that children in TANF-funded child care are cared for in settings that meet CCDF health and safety standards. A common framework of health and safety standards for CCDF and TANF child care would provide a more consistent foundation for quality child care within states. This can be accomplished by referring families receiving TANF-funded child care to providers that meet CCDF requirements. We also encourage Lead Agencies to define "appropriate" child care as care that meets CCDF health and safety standards, for the purposes of the prohibition on sanctioning a parent for non-compliance in TANF when appropriate child care is not available.
- **Include providers that typically care for children receiving TANF funded child care in outreach, training, and technical assistance to comply with health and safety requirements.** Although licensed, regulated, and registered providers in a state may enroll both CCDF and TANF-funded children, some may take only TANF-funded children. License exempt providers, such as family, friends, and neighbors of TANF-receiving families who care for their children, may need additional outreach and support to complete required training and prepare for annual monitoring visits. States may exempt

---

[8] *Caring for our Children Basics*, http://www.acf.hhs.gov/programs/ecd/caring-for-our-children-basics.

relative providers from health and safety requirements. CCDF quality funds may be used to enhance the quality of all child care and isn't limited to those who care for children receiving CCOF.

Provider Payment Rates and Practices. The Act requires CCDF Lead Agencies to conduct a valid and reliable market rate survey, or use an alternative methodology, and describe how payment rates for CCDF providers will be established based on results of the survey or alternative methodology, taking in to account the cost of providing higher quality services.[9] The Act requires that CCDF Lead Agencies set provider payment rates sufficient to ensure equal access for eligible children to comparable child care services provided to children who are not eligible for CCDF.[10] Lead Agencies also must establish policies that reflect generally accepted payment practices for providers serving families that do not receive CCDF assistance, including (to the extent practicable) paying for absence days, and timely reimbursement for child care services. Adequate provider payment rates and generally accepted payment practices are critical to ensure that providers have the means to purchase appropriate materials and supplies, meet quality standards, and attract and retain highly qualified caregivers. Allocation of additional CCDF and TANF funds may need to be considered in order to raise payment rates and maintain the current caseload of children. Lead Agencies considering this will need to weigh the potential benefits of high-quality care for children such as better long-term outcomes for children and increased child care stability to support parent work activities against the reality of limited resources.

Opportunities for TANF and CCDF:

- **Improve child care provider payment rates and practices**. We encourage Lead Agencies to apply cons stent provider payment rates and practices across CCDF and TANF to ensure that all children receiving child care assistance have access to the full range of child care providers. Current CCDF regulations prohibit establishing payment rates based on a family's eligibility status or circumstances, which prohibits Lead Agencies from establishing different child care payments for families receiving TANF assistance.

Access for Underserved Populations. The Act requires CCDF Lead Agencies to establish procedures for the enrollment of children experiencing homelessness in CCDF pending completion of documentation. CCDF Lead Agencies are also required to develop strategies for increasing the supply and quality of child care

---

[9] The Act requires states to take "into consideration the cost of providing higher quality child care services than were provided under this subchapter before the date of enactment of the Child Care and Development Block Grant Act of 2014 "(Section 658E(c)(4)(B)(ii)(II).

[10] The preamble to the 1998 CCDF Final Rule indicated that payments established at least at the 75th percentile of the market would be regarded as providing equal access for eligible children to child care services that are comparable to child care services provided to children whose parents are not eligible to receive CCDF (63 FR39959).

for children in underserved areas, infants and toddlers, children with disabilities, and children in non-traditional hour care and to prioritize investments for high quality childcare services for children in areas that have significant concentrations of poverty and unemployment and that lack high-quality child care services. Expanding the supply of high-quality child care for vulnerable children can ensure that more parents have access to child care settings that can support their children and their own success in school and in work.

Opportunities for TANF and CCDF:

- **Coordinate Services for Vulnerable Populations.** CCDF and TANF Lead Agencies can work together to coordinate services for priority populations, including establishing common definitions of priority groups and aligning enrollment procedures. Lead Agencies can share information about unmet needs to inform approaches to increase access to high-quality child care for vulnerable and underserved populations.

/s/   /s/

Nisha Patel   Rachel Schumacher
Director   Director
Office of Family   Office of Child Care
Assistance

Attachments:

CCDF-ACF-Pl-2015-02: Timeline of Effective Dates for States and Territories: Child Care and Development Block Grant (CCDBG) Act of 2014,
http://www.acf.hhs.gov/sites/default/files/occ/timeline_of_effective_dates_for_states_and_territories.pdf.

Wednesday, June 29, 2016 | 10:30 a.m. – Noon Lab
Two: Career Pathways and Employment Outlook

Session Description:

A recent surge in career pathway and apprenticeship programs for TANF participants showcases an increase in TANF agencies' strategic partnerships with workforce development, employers, and postsecondary institutions. During this lab, speakers will discuss their programs and strategies, including developing strategic partnerships with workforce development and postsecondary institutions, aligning job training with labor market information, and identifying employer partners.

Speakers:

- o **Moderator:** Eileen Friedman, TANF Regional Program Manager, Office of Family Assistance, Administration for Children and Families, Region III (Philadelphia)
- o Tamila Lay, Director, Division of Employment & Training, Pennsylvania Department of Human Services
- o Elisabeth Sachs, Executive Director, Jobs Opportunity Task Force
- o Ana-Maria Garcia, Data Dissemination Specialist, Data Dissemination Branch, Customer Liaison & Marketing Services Office, U.S. Census Bureau

Activity:

As you hear each speaker present, reflect on the below questions to help you think through the strategies that most resonate with your State/Territory and the feasibility of their implementation.

Questions	Reflections
What new ideas can you take away to work with TANF participants for career pathway or apprenticeship programs?	
What labor market information should you keep in mind in your state/territory?	
If you were to focus on new workforce development, employer, or postsecondary institution partners- what would you prioritize for your state/territory?	

Note:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

April 28, 2016

Dear Colleagues:

We are pleased to let you know that the Federal partnership regarding career pathways has been expanded and strengthened. We hope that you will continue to build similar collaborations at State, local, and tribal levels.

In April 2012, the U.S. Departments of Labor, Education, and Health and Human Services formed a Federal partnership and issued a letter of joint commitment to promote the use of career pathways to assist youth and adults with acquiring marketable skills and industry-recognized credentials through better alignment of education, training and employment, and human and social services among public agencies and with employers. In 2013, the U.S. Department of Transportation joined the partnership to advance career pathways: in response to the anticipated hiring needs in the transportation sector.

Today, our Federal partnership has grown to include the agencies: that are part of the Administration's *Skills Working Group (Working Group)*. This group, launched in November 2014 by U.S. Secretary of Labor Tom Perez, maintains momentum for the Administration's Job Driven Training Initiative, which seeks to assure that youth and adults completing our education and training programs have the skills businesses need. The *Working Group* comprises the White House National Economic Council, the Office of Management and Budget, and thirteen Federal agencies, including: the U.S. Departments of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Housing and Urban Development, Interior, Justice, Labor, the Social Security Administration, Transportation, and Veterans Affairs (the Departments). The Working Group coordinates activities across these various agencies, including efforts to ensure that career pathways are available to all individuals, especially our nation's low-skilled youth and adults, many of whom are already in the workplace.

This letter, which demonstrates the continued commitment of the Administration to promote career pathways, provides updated information and resources from the expanded Federal partnership to help States, regions, local entities, and tribal communities integrate service delivery across Federal and State funding streams. This letter also ensures that interested partners and agencies whether focused on education, workforce development, or human and social services are aware of this joint commitment for improved collaboration and coordination across programs and funding sources.

As the demand for skilled workers increases, some skilled jobs remain unfilled. In an effort to meet the demand for a skilled workforce, the Departments of the expanded Federal partnership have consistently articulated the need for increasing the skills of American workers, including

adults and youth with disabilities, and invested in education and training as an economic and business imperative. Despite these efforts, and at the current rate of postsecondary graduation, this country will lack over three million postsecondary graduates to fill those jobs by 2018.

Too often, our systems for preparing low-skilled youth and adults with marketable and in demand skills can be complex and difficult to navigate for students, job seekers, and employers. Career pathways can offer an efficient and customer-centered approach to training and education by connecting the necessary adult basic education, occupational training, postsecondary education, career and academic advising, and supportive services for students to prepare for, obtain, and progress in a career.

The newly-enacted Workforce Innovation and Opportunity Act (WIOA) of 2014 includes an updated definition and overarching framework for the implementation of career pathways at Federal, State, local, and tribal levels. WIOA defines a career pathway as "a combination of rigorous and high-quality education, training, and other services that-

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
- (C) includes counseling to support an individual in achieving the individual's education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a. secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster." [Section 3(7) of WIOA]

With this updated definition, the six key elements for developing comprehensive career pathways systems that were included in the April 2012 letter still apply and provide a framework for building an integrated career pathways system.
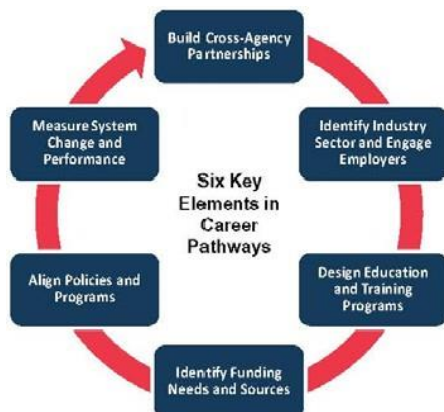
The Departments encourage State, local, and tribal policymakers to use these elements to promote alignment among their public workforce, education, and social and human services systems.

AL the same time, the Departments continue to Lake steps to incorporate career pathways approaches into a wide range of program investments, evaluation and research activities, and technical assistance efforts. A few examples include:

- The U.S. Department of Labor has released an updated *Career Pathways Toolkit: A Guide (or System Development* to provide the workforce system with a framework, resources, and tools for States and local partners to develop, implement, and sustain career pathways systems and programs.

- The U.S. Department of Education has released *The Evolution and Potential of (Career Pathways* that provides a framework for organizing and formally aligning the education, workforce, and supportive services needed by a wide range of individuals to attain the credentials required for family-supporting careers.

- The U.S. Department of Health and Human Services awarded *Health Profession Opportunity Grants (HPOG)* for five-year, sector-based, career pathways programs. HPOG provides education and training to Temporary Assistance for Needy Families (TANF) recipients and other low-income individuals for occupations in the health care field that pay well and are expected to either experience labor shortages or be in high demand. A rigorous evaluation is being conducted of the HPOG program to provide information about program implementation, systems change resulting from HPOG programs, and outcomes and impacts for participants.

- The U.S. Department of Transportation has developed *Strengthening Skills Training Across the Transportation Industry* that projects the employment and skill needs of the transportation industry over the next 10 years, and, in so doing, highlights the future growth areas and employment "hot spots" in transportation by industry subsectors, occupations, career areas, and geographic areas. It also emphasizes the need for skills training and career pathways across the transportation industry.

- The U.S. Departments of Education, Labor, and Energy have all partnered to support the *Career Pathways Exchange* which is a free information service that consolidates and distributes career pathways-related resources, events, and information from Federal and State agencies and partner organizations.

More thorough information on Federal career pathways initiatives is located on the following Websites: https://careetpathways.workforcegps.org/, https://peerta.acf.hhs.gov/ofa-initiative/103, and http://cte.ed.gov/, as well as the Websites of each Federal agency partner.

Thank you for your continued efforts to improve collaboration across partner agencies and systems and, in so doing, more fully implement career pathways that help Americans enter and advance in the labor market.

Sincerely,

Kevin Concannon
Under Secretary for Food, Nutrition, and Consumer Services
U.S. Department of Agriculture

Roy K.J. Williams
Assistant Secretary for Economic Development
U.S. Department of Commerce

Daniel P.C. Feehan
Principal Deputy Assistant Secretary of Defense (Readiness)
Performing the Duties of the Assistant Secretary of Defense (Readiness)
U.S. Department of Defense

Johan E. Uvin
Deputy Assistant Secretary
Delegated the Authority ofthe Assistant Secretary tor
Career, Technical, and! Adult Education
U.S. Department ofEducation

Michael K. Yudin
Assistant Secretary for Special Education and Rehabilitative Services
U.S. Department of Education

David Foster
Senior Advisor, Office of the
Secretary U.S. Department of Energy

Mark H. Greenberg
Acting Assistant Secretary for Children and Families
U.S. Department of Health and Human Services

Lourdes Castro Ramirez
Principal Deputy Assistant Secretary for Public and Indian Housing
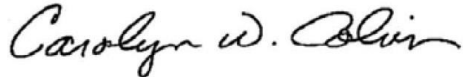U.S. Department of Housing and Urban Development

Stuart F. Delery
Acting Associate Attorney General
U.S. Department of Justice

Portia Wu
Assistant Secretary for Employment and Training
U.S. Department of Labor

Carolyn Colvin Acting Commissioner
U.S. Social Security Administration

Carlos Monje Jr.
Acting Under Secretary for Policy
U.S. Department of Transportation

United States Federal Agency Career Pathways Resources and Tools

<u>**Department of Agriculture**</u>
- The Department of Agriculture awarded $200 million to support the development and evaluation of 10 Supplemental Nutrition Assistance Program **(SNAP)** Employment and Training **(E&T) 2014 Farm Bill Pilot Projects** designed to test innovative strategies that help SNAP recipients gain skills and find work that leads to economic self-sufficiency. Projects in California (Fresno), Delaware, Georgia, Illinois, Kansas, Kentucky, Mississippi, Vermont, Virginia, and Washington state are testing a range of promising approaches, including career pathways, integrated education and training, subsidized employment, and intensive case management, to help SNAP work registrants gain the skills and education that can lead to good jobs and a reduced need for SNAP. The pilot projects will be rigorously evaluated by an independent evaluator and will operate for up to three years.

- The Department of Agriculture **established a SNAP Office of Employment and Training** to focus attention and resources on the priority of helping SNAP participants gain the skills and education they need to find and retain employment. This new office administers the SNAP E&T program and provides guidance and technical assistance on how to maximize the use of available federal E&T funding and how to leverage third party resources to build high-quality, job-driven E&T programs, and it will be releasing the first-ever employment-focused reporting requirements for SNAP E&T programs.

- The Department of Agriculture sent a letter from Under Secretary Kevin Concannon to the Commissioners of State SNAP agencies urging them to incorporate job-driven elements into their SNAP E&T programs. SNAP E&T programs are highly flexible and can be used to support career pathways programs for very low-skilled SNAP recipients who often have multiple barriers to success. The letter asked States to expand the reach of their SNAP E&T programs by forging partnerships with other State and local agencies, community-based organizations, and employers to fully use available funding from Food and Nutrition Service (FNS) that can provide a SO percent reimbursement for allowable training activities for SNAP recipients under the SNAP E&T program. The letter made clear that FNS is available to provide technical assistance and partner-focused coordination in support of State efforts.

- The Department of Agriculture developed a two-year project, *SNAP to Skills*, through which FNS will develop tools and resources to help all States expand and enhance the r SNAP E&T programs, with an emphasis on skills-based training programs, including career pathways and career pathway bridge programs. The project will also provide direct technical assistance to 10 selected States from leading subject-matter experts in SNAP E&T, workforce development, career pathways, and adult education. States selected to receive enhanced technical assistance will form an interagency team to develop an E&T plan, work with *SNAP to Skills* contractors on a monthly basis, and attend regular convening of all states.

Department of Defense

- The U.S. Department of Defense is promoting civilian job training for its transitioning Service members through its *DoD SkillBridge* initiative, which allows transitioning Service members to participate in job skills and employment training, including apprenticeships and internships, up to six months prior to their separation from the military. See http://www.dodskillbridge.com/.

Department of Education

- The U.S. Department of Education (ED) released *The Evolution and Potential of Career Pathways* that provides a framework for organizing and formally aligning the education, workforce, and supportive set-vices needed by a wide range of individuals to attain the credentials required for family-supporting careers. This paper looks back nearly 30 years to examine prior initiatives that overtime have contributed to the development of today's career pathways framework and initiatives. See: http://s3.amazonaws.com/PCRN/docs/Evolution_of_Career_Pathways_092315.pdf

- The U.S. Department of Education, Labor, and Energy have all partnered to support the Career Pathways Exchange, which is a free information service that consolidates and distributes career pathways-related resources, events, and information from Federal and State agencies and partner organizations. The Exchange streamlines information from multiple outlets to facilitate a deeper national dialogue on career pathways systems development and implementation.
  See: https://lincs.ed.gov/programs/movingpathways/career-pathways-exchange

- ED has developed a website that helps promote the integration of educational instruction and workforce development which benefits employers, today's workers, and workers of tomorrow. It does this by introducing employers and educators to the value of partnering by describing best practices and success stories. The website also showcases evidence based tools that contain academic and practical solutions for building partnerships, sustaining collaborations, and creating career pathways. See: http://lincs.ed.gov/employers

- ED created and manages a virtual professional learning space for adult educators and stakeholders called the Literacy Information and Communication System (LINCS) Community. Launched in September 2012, the LINCS Community has nearly 9,000 members from across the nation. Members create personal profiles and join groups of interest to engage in discussions focused on critical topics to the field of adult education. Moderators, who facilitate conversation, share relevant resources, and coordinate special episodic events such as guest discussions or expert-led webinars, support topical groups. See: https://community.lincs.ed.gov

- ED's five-year **Career Pathways for Individuals with Disabilities (CPID)** project initiated in FY 2016 in Georgia, Kentucky, Nebraska, and Virginia will develop and implement collaborative models demonstrating promising practices and postsecondary

strategies in the use of career pathways that assist individuals with disabilities to attain credentials that lead to competitive integrated employment in high-demand occupations. Vocational Rehabilitation (VR) agencies in these States will align project activities with labor market trends and establish partnerships with employers and organizations such as secondary and postsecondary educational institutions, American Job Centers, workforce training providers, social and human service organizations, and other Federal career pathways initiatives to implement strategies, accommodations, and comprehensive support systems enabling individuals with disabilities to gain access to new or existing career pathways,. The labor force participation gap between individuals with disabilities (31.1 percent) and individuals without disabilities (75.7 percent) was an important consideration in the development of the CPID project.

Department of Energy

- The first installment of the Quadrennial Energy Review (QER) examines the modernization of our Nation's energy infrastructure to promote economic competitiveness, energy security and environmental responsibility, and is focused on energy transmission, storage, and distribution (TS&D), the networks of pipelines, wires, storage, waterways, railroads, and other facilities that form the backbone of our energy system. The QER estimates 1.5 million new jobs to be created in the energy sector by 2030. In response, the QER recommends an interagency effort to focus on career pathways and workforce readiness in the energy sector to provide opportunities for disadvantaged communities to access energy careers.

- The Department of Energy's SunShot Initiative in the Office of Energy Efficiency and. Renewable Energy is supporting this growing solar workforce with training programs, professional development and career building. The online and interactive Solar Career Map can be used to explore 40 jobs across four industry sectors and identify more than 60 routes to advancement between them. Additional opportunities for progress and promotion can be found within any given occupation on the map, and multi-sector pathways reinforce the idea of lifelong teaming and the natural evolution of skills and interests. http://irecsolarcareermap.org/

- The Department of Energy Office of Energy Efficiency and Renewable Energy's SunShot Initiative has also created the Solar Instructor Training Network (SITN) in 2009 to address the critical need for high-quality, local, accessible training in solar energy system design, installation, sales, and inspection. The program has increased the number the number of qualified solar photovoltaic (PV) instructors at the community college level, developed solar training for building and electrical inspectors, and created a comprehensive system lining training and credentialing for the solar workforce across residential, commercial, and utility-scale PV installation activities. The courses train future solar workers for jobs as PV installers, PV technical sales, building inspectors of rooftop PV systems, and other solar-related career occupations. http://energy.gov/eere/sunshot/solar-instructor-training-network

- The Department of Energy Office of Energy Efficiency and Renewable Energy also manages the *Solar Ready Vets* program, an initiative that connects our nation's skilled veterans to the solar energy industry, preparing them for careers as solar photovoltaic (PV) system installers, sales representatives system inspectors, and other solar-related occupations. Solar Ready Vets is enabled by the U.S. Department of Defense's SkillBridge initiative, which allows exiting military personnel to pursue civilian job training, employment skills training, apprenticeships, and internships up to six months prior to their separation.

- In 2014, the U.S. Department of Energy, in conjunction with the National Renewable Energy Laboratory (NREL), created a Wind Career Map to connect employers with individuals interested in wind energy career opportunities. Based on data from the U.S. Bureau of Labor Statistic, the Wind Career Map is divided into categories of project development; component manufacturing; construction; operations; and education, training, and research. Information such as wages, experience expectations, and educational requirements is available for each mapped occupation. The Wind Career Map also provides a pathway that shows how an employee in one job can move to a different part of the wind industry and possible route to advancement for people at all stages of their careers. The Wind Career Map was developed by a working group of experts including industry representatives, educators, government agencies, and wind energy scientist, convened by NREL. http://energy.gov/eere/wind/wind-career-map.

- Science, Technology, Engineering, and Mathematics (STEM) skills are required to be competitive in the global race for energy development, to create and maintain a healthy economy, and foster innovation and excellence. The Department of Energy has many programs, internships, scholarships, and research opportunities focused on developing the next generation of STEM professionals. http://energy.gov/STEM

- The Department of Energy Office of Energy Efficiency and Renewable Energy (EERE) conducts a range of education and workforce development activities to support the market deployment of new technologies by focusing on identification and standardization
- Of critical workforce skills as well as engaging and inspiring the future clean energy workforce. At the Education and Workforce web portal, information is available about Clean Energy Jobs and Career Planning (http://energy.gov/eere/education/clean-energy-jobs-and-career-planning) as well as education and professional development content. http://www.energy.gov/education

- To encourage training and career planning in energy and manufacturing across the U.S. at various community colleges and universities, the Department of Energy maintains an online database and interactive map of Federal workforce investments in energy and advanced manufacturing. http://energy.gov/eere/education/federal-energy-and-manufacturing-workforce-training-programs

- The Department of Energy Office of Energy Efficiency and Renewable Energy operate the Explore Clean Energy Careers Portal which provides information on a variety of renewable energy, energy efficiency, advanced manufacturing and sustainable transportation careers including job creation drivers, class or training resources, industry workforce needs, and future career outlooks. http://energy.gov/eere/education/explore-clean-energy-careers

The Department of Energy also coordinates with the Department of Labor and Defense, the Veterans Administration, utility trade associations, and labor union on the Utility Industry Workforce Initiative whose mission is to facilitate the transit on of service members, veterans, and their spouses into careers in the utility industry.

U.S. Department of Health and Human Services

- The U.S. Department of Health and Human Services (HHS) released *Career Pathways: Catalog of Toolkits* (its, which is an online directory of free resources available for planning a career pathways initiative. Toolkits were selected for the catalog because they provide clear actions steps for developing career pathway systems across agencies and employers. See: https://cptoolkitcatalog.peerta.acf.hhs.gov/

- The Health Profession Opportunity Grants (HPOG) program administered by HHS makes resources available, including evaluation reports and technical assistance publications. The evaluation is examining program implementation, systems change resulting from HPOG programs, and outcomes and impacts for participants. Evaluation reports are shared as data becomes available and analyses are completed. To access the released evaluation reports, see: http://www.acf.hhs.gov/programs/opre/research/project/evaluation-portfolio-for-the-health-profession-opportunity-grants-hpog. Technical assistance publications address a wide range of issues including partnering with TANF agencies and developing Registered Apprenticeship programs. See: http://www.acf.hhs.gov/programs/ofa/programs/hpog.

- HHS' Pathways for Advancing Careers and Education (PACE) project seeks to refine, evaluate, and promote knowledge building about career pathway models and programs. PACE is a rigorous evaluation of nine innovative programs across the country aimed at helping adults obtain jobs providing good wages and benefits and ultimately move up the economic ladder. The PACE project released a report that provides an overview of career pathways, describes the basic model, and offers a framework for evaluating career pathways programs; see: http://www.acf.hhs.gov/opre/resource/career-pathways-as-a-framework-for-program-design-and-evaluation-a-working. To access other PACE evaluation reports and resources, see: http://www.acf.hhs.gov/programs/opre/research/project/pathways-for-advancing-careers-and-education, and http://www.career-pathways.org/

Department of Housing and Urban Development

- Department of Housing and Urban Development. has a Jobs Plus Pilot program in partnership with the Department of Labor (DOL). The purpose of the Jobs Plus Pilot

Program is to develop locally-based, job-driven approaches to increase earnings and advance employment outcomes through work readiness, employer linkages, job placement, educational advancement technology skills, and financial literacy for residents of public housing. Each of the Jobs Plus Public Housing Authority (PHA) grantees has entered into a Memorandum of Understanding with their local DOL-funded One-Stop Career Center. The place-based Jobs Plus Pilot program addresses poverty among public housing residents by incentivizing and enabling employment through income disregards for working families, and a set of services designed to support work including employer linkages, job placement and counseling, educational advancement and financial counseling. Ideally, these incentives will saturate the target developments, building a culture of work and making working families the norm. Awards were made to nine PHAs in both FY 2014 and FY 2015.

Department of Labor

- The **Career Pathways Community of Practice** helps workforce development leaders, practitioners, and policymakers expand state and local career pathways efforts currently underway or being planned. The CoP will enhance your knowledge, skills, and expertise in building effective career pathways systems. By participating in the CoP, you will be able to: Explore promising strategies that have been working for others and might be easily replicable in your area; Access training modules and toolkits designed to help support your efforts; Easily stay up-to-date with the latest information on live training, webinars, and events; and Learn from your state and local peers who are successfully implementing career pathways. To access the site, visit https://careerpathways.workforcegps.org/.

- The U.S. Department of Labor (DOL) released *Career Pathways Toolkit: A Guide for System Development* (2015) to provide the workforce system with a framework, resources, and tools for States and local partners to develop, implement, and sustain career pathways systems and programs. See https://wdr.doleta.gov/directives/attach/TEN/TEN_17-15_Attachment_Acc.pdf.

- The **Competency Model Clearinghouse** is designed to inform the workforce investment system about the value of competency models, their development, and use. ln response to changing workforce skill needs, the U.S. Department of Labor, Employment and Training Administration and industry partners have collaborated to develop and maintain dynamic models of the foundational and technical competencies that are necessary in economically vital industries and sectors of the American economy. The goal of the Industry Competency Model Initiative is to promote an understanding of the skill sets and competencies that are essential to educate and train a globally competitive workforce. It does this by providing competency models for key industry sectors. There are currently 26 models in industries as diverse as the economy itself, including transportation, hospitality, cyber security, and engineering, to name just a few.   See http://www.careeronestop.org/CompetencyModel/.

<u>**Department of Transportation**</u>

- The Department of Transportation released ***Strengthening Skills Training Across the Transportation Industry*** (2014) projects the employment and skill needs of the transportation industry over the next 10 years, and, in so doing, highlights the future growth areas and employment "hot spots" in transportation by industry subsectors, occupations, career areas, and geographic areas. It also emphasizes the need for skills training and career pathways across the transpot1ation industry. See:
https://s3.amazonaws.com/PCRN/docs/Strengthening_Skills_Training_and_Career_Pathways_Across_Transportation_Industry_Data_Report.pdf

<u>**Department of Social Security Administration**</u>

- The Department of Social Security Administration (SSA) s working to advance the ***Ticket To Work (TTW)*** program's impact to support disabled employees' re-entry into the workforce and to identify early its beneficiaries who will transition from benefits or transform to adult benefit status. SSA is actively compiling the data of its existing population of youth projected to emerge from benefits eligibility by age 18. Identifying those youth in transition will enable SSA to assist them with training, educational programs, and internship/apprenticeship opportunities at SSA and with our partner agencies. These are bridges for individuals who will no longer receive SSA benefits.

- SSA partners with the U.S Department of Veterans Affairs through its ***Vocational Rehabilitation Employment Program*** (VREP) to assist the service-disabled veterans to prepare for, obtain, and maintain suitable employment that supports veterans in their effort to live independently. See: http://www.benefits.va.gov/vocrehab/

- SSA's ***Volunteer Internship Program (VIP)*** is available nationwide and permits students enrolled in recognized educational institutions to gain meaningful work experience and academic course credits through unpaid internships. The work assignment may be in exchange for academic credit(s) based on the educational institution's requirements. The student receives on-the-job training in order to perform his/her work assignment. Many of the skills and techniques acquired through the VIP allow the student to be more competitive when seeking permanent employment.

- SSA's ***College Awareness through Career Exploration (CAGE)*** program is a partnership between University of Maryland at College Park and the Maryland institute for Minority Achievement and Urban Education in collaboration with Baltimore City Public Schools. CACE's central goals are the improvement of minority achievement, the elimination of the achievement gap, and the improvement and reform of urban education. SSA is a regular participant of the program and hosts students on an ongoing basis. See:
http://www.education.umd.edu/MIMAUE/features/projects/CACE

- ***The White House Generation Indigenous Youth Challenge Program*** coordinates with SSA to enable SSA to connect its beneficiaries in the Native American Community to existing programs assisting youth into work, training, and educational opportunities. This focused initiative assists youth ages 14 to 24 years old. Included in that population are those who receive SSA benefits who may also be eligible for programs to lead them to work experiences and careers in SSA.

<u>**U.S. Department of Veterans Affairs**</u>

- SSA partners with the U.S Department of Veterans Affairs through its Vocational Rehabilitation and Employment Program (VREP) to assist the service-disabled veterans to prepare for, obtain, and maintain suitable employment that supports veterans in their effort to live independently. See: http://www.benefits.va.gov/vocrehab/

Wednesday, June 29, 2016 | 1:30 p.m. – 2:45 p.m.
## Interactive HCD Activity

Session Description:

Following the morning sessions, meeting participants will engage in an interactive activity working with their peers and HCD facilitators to explore the employment outlooks in their own state and to identify strategic opportunities to partner or strengthen existing partnerships with workforce development, employers, and postsecondary institutions.

Session Description

- o Damon Waters, Family Assistance Program Specialist, Office of Family Assistance, Administration for Children and Families

Activity: Design Charette[4]

Purpose: A workshop environment where groups co-design by sharing ideas and building upon one another's' ideas.
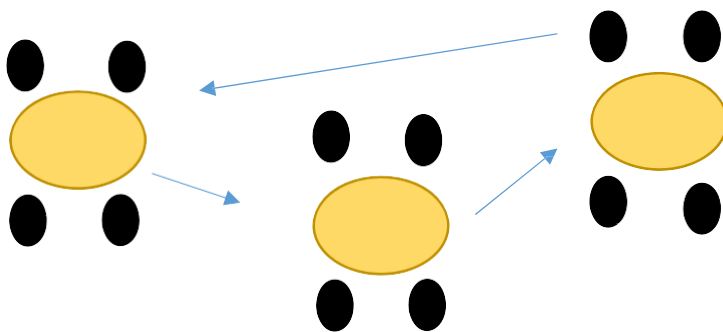

Use:
- o Divide group into a number of tables.
- o Have each table individually design solutions for the same challenge or prompt.
- o After a set period of time, have 1-2 members of each table rotate to another table.
- o New members will work with their new group to provide feedback and share ideas from previous table.
- o Repeat process multiple times.

---

[4] Design Charette - Martin, Bella and Bruce Hanington. "Universal Methods of Design." Beverly: Rockport Publishers, 2012. (pp.58-59).

Activity: ConceptPoster

Purpose: A visual representation of an idea or concept that can be shared with others.
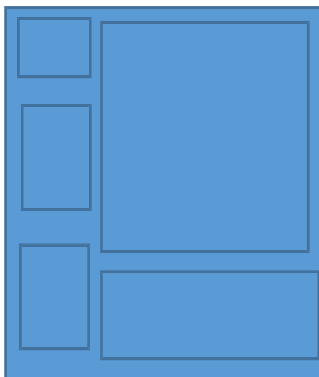
Use:
- Convene a group.
- Have them work together to develop a concept or idea.
- Have them share their developed concept or idea visually by creating a poster that includes the project name, stakeholders, benefits, different parts/elements of the concept, and action steps.

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Notes:

Wednesday, June 29, 2016 | 3:00 p.m. – 4:45 p.m.
Round Robin Tables

Session Description:

During this session, participants will have the opportunity to spend approximately 20 minutes at four different topic tables.

Speakers:

Moderator:
- Carol Monteiro, TANF Regional Program Manager, Office of Family Assistance, Administration for Children and Families, Region I

Round Robin One: WIOA/TANF Partnership and Implementation in Massachusetts
- John Stella, Director, TANF/Cash Department of Transitional Assistance, Massachusetts

Round Robin Two: Setting up Apprenticeship and Pre-Apprenticeship Programs For TANF Participants
- Elisabeth Sachs, Executive Director, Jobs Opportunity Task Force

Round Robin Three: 2-Gen and The Tennessee Experience
- Tracy L. Bell, Chief Officer of Workforce Development, Employment, and Transformation, Tennessee Department of Human Services

Round Robin Four: WIOA/TANF Partnership and Implementation in Maryland
- Sara K. Muempfer, Director of Workforce Development, Family Investment Administration, Maryland Department of Human Resources

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
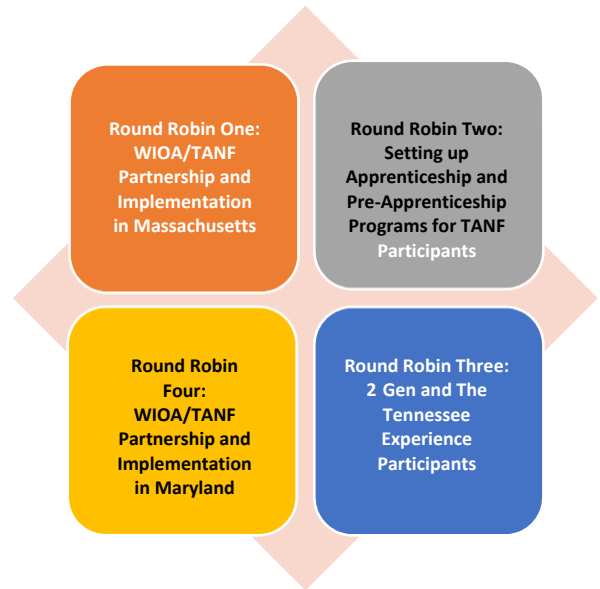
Thursday, June 30, 2016 | 9:00 a.m. – 10:30 a.m.
## Interactive Activity

Session Description:

Understanding the life circumstances and economic realities of participants is vital to designing responsive programs. Empathy provides program officials with needed information for developing program components and timelines that achieve the desired goal of improving the socioeconomic outcomes of families. Attendees will review personal stories and reflections from TANF participants and eligibles and gain a better understanding of the different circumstances that individuals are navigating. From program directors to frontline caseworkers, staff play an important role in developing human-centered programs. Policy decisions, staff decisions, and case worker decisions impact participant outcomes and attendees will reflect on the information gleaned from those stories and discuss how the information can inform program design activities.

Speaker:

o Damon Waters, Family Assistance Program Specialist, Office of Family Assistance, Administration for Children and Families

Activity: Empathy Map[5]

Purpose: Helps groups to synthesize and draw out insights during the empathy phase of design research.
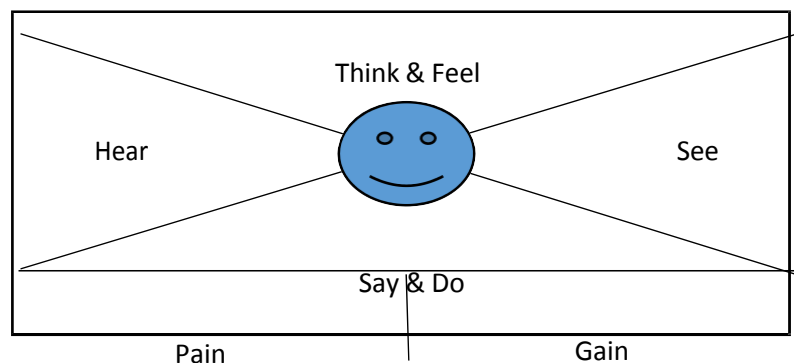
Use:
o Convene a group after conducting design research.
o Work together to build out the map, completing the different sections embodying the persona you are creating.
o Include quotes and comments on post-it notes for each category.
o Draw what the person looks like.

---

[5] Empathy Map - http://www.solutionsiq.com/what-is-an-empathy-map/

Activity: Elito Method[6]

Purpose: A way for groups to tie their design conclusions with their design research findings.

Observation "What did you see, read, or hear?"	Judgment "What is your opinion about that observation?"	Value "What values are ultimately at work?"	Concept of Sketch "What can the design team do to solve this problem?"	Key Metaphor "What is the hook for this story?"

Use:
- o Convene a group.
- o For each design observation, the group should come up with a judgement, value, concept sketch and metaphor that is grounded in their research.
- o Once completed, groups can use this table to validate the different design elements in their draft concept to stakeholders external to the group.

---

[6] Elito Method - Martin, Bella and Bruce Hanington. "Universal Methods of Design." Beverly: Rockport Publishers, 2012. (pp. 70-71).

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Notes:

Thursday, June 30, 2016 | 10:45 a.m. – Noon
Working with the Hard Serve-Developing Executive Skills with TANF Participants to Set and Achieve Goals

Session Description:

Who are the Hard to Serve? What is the definition of executive functioning in the context of TANF, and what separates poor executive skills from other barriers to employment and self-sufficiency? This session will explore approaches to addressing the complex needs of TANF participants that stem from toxic stress and generational poverty, including strategies such as motivational interviewing and coaching. Presenters will provide practical applications, lessons learned, and an overview of how they incorporated executive functioning skills into curriculum, case management, and service delivery.

- o **Moderator:** Frank Ceruto, TANF Regional Program Manager, Office of Family Assistance, Administration for Children and Families, Region II
- o Deborah Joffe, Senior Consultant and Project Manager- PCG CalWorks Welfare-to-Work Program, San Diego, Public Consulting Group
- o Kate Probert Fagundes, MFIP/DWP/SNAP Employment Services Division Manager, Ramsey County Workforce Solutions

In the box below, capture at least one strategy that is immediately applicable to hard-to-serve in your state or territory's TANF Program. How can your agency or agency staff strengthen their approach to better infuse executive functioning skills into curriculum, case management, and service delivery? What partners might you need to engage?

Opportunities to Better Understand the Hard Served

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Notes:

Resource List

- **Two-Generation Approaches**
- **TANF/WIOA Coordination**
- **Youth Employment Programming**

1) Two-Generation Interventions

Selected Resources:

A Two-Generation Approach to Ending Poverty in Utah
This report is the first in a series of Voices for Utah Children Issue Briefs focused on two-generation strategies to reduce poverty, supported by Ascend at the Aspen Institute. The June 2014 brief covers Utah initiatives to address poverty with a two-generation approach, including the Intergenerational Poverty Mitigation Act and the NEXT GENERATION KIDS pilot project.
https://peerta.acf.hhs.gov/content/two-generation-approach-ending-poverty-utah

Creating Opportunities for Families: A Two-Generation Approach
Authored by the Annie E. Casey Foundation, this report presents an innovative approach to reducing poverty. It describes methods to help low-income families connect with early childhood education and job training; achieve financial stability; and break the cycle of poverty. In addition, the report recommends new ways to better equip parents and children with what they need to thrive.
https://peerta.acf.hhs.gov/content/creating-opportunities-families-two-generation-approach

OFA Webinar: Integrating 2-Gen Strategies into TANF Programs
The Office of Family Assistance held a Webinar on Integrating Two-Generation Strategies into TANF Programs on Thursday, April 28, 2016. The two-generation approach to serving low-income or disadvantaged families has seen renewed interest in recent years, with models focused on combining comprehensive, career-focused employment and training opportunities for parents with educational and enrichment opportunities for their children. However, State, territory, and tribal TANF program leadership and staff have suggested a need for more targeted TA and information around two-generation approaches and TANF integration and implementation strategies. In this facilitated webinar, presenters provided an overview of the policy components of an intentional two-generation approach and offered tools and resources that may be applicable to the audience's TANF programs, wherever they lie on the two-generation continuum. Through a "Town Hall" format, presenters also provided planning, policy, and implementation strategies and lessons learned from their own experiences with two-generation integration. **https://peerta.acf.hhs.gov/content/ofa-webinar-integrating-2-gen-strategies-tanf-programs**

Promoting Two-Generation Strategies: A Getting-Started Guide for State and Local Policy Makers
In this guide about two-generation strategies, the authors from the Ray Marshall Center offer State and local policymakers ideas as they begin to develop and implement these new approaches in their areas. The guide provides an overview of the recent innovative two-generation programs and several examples of the model that illustrate different approaches with strong workforce and/or educational components. Additionally, the authors present five facilitating factors that may be linked to the success of two-generation strategies, including supportive policy frameworks, leadership, program administration, integrated and flexible funding streams, and evidence-oriented culture. Finally, the guide concludes with detailed steps used to establish these strategies, as well as recommendations for policymakers interested in implementing a two-generation approach. **https://peerta.acf.hhs.gov/content/promoting-two-generation-strategies-getting-started-guide-state-and-local-policy-makers**

Strengthening TANF Outcomes By Developing Two-Generation Approaches To Build Economic Security
The Office of Family Assistance (OFA) published an Information Memorandum (IM) on opportunities for TANF agencies to strengthen program outcomes by developing two-generation approaches, which meet the needs of children and parents together. The IM describes components of two-generation approaches that agencies can design and implement, including coordination and partnership, high quality workforce development, high quality early childhood development, and social capital development. In addition, the IM provides examples of two-generation approaches that are currently being implemented at the State and local levels. **https://peerta.acf.hhs.gov/content/strengthening-tanf-outcomes-developing-two-generation-approaches-build-economic-security**

Two Generations. One Future: An Anthology from the Ascend Fellowship
This resource from the Ascend Fellowship at the Aspen Institute offers insights into 2-Gen 2.0 approaches spearheaded by 20 leaders from across sectors, including the fields of human services, mental health, justice-involved families, and early childhood. It is divided into four sections: 1) Underpinnings of two-generation strategies, 2) Addressing and empowering families, 3) Innovative policies and programs, and 4) Evaluating and fostering two-generation strategies. Led by the inaugural class of Aspen Institute Ascend Fellows, the Anthology offers the latest and most comprehensive picture of the two-generation field and its challenges, successes, and lessons.
https://peerta.acf.hhs.gov/content/two-generations-one-future-anthology-ascend-fellowship

Two-Generation Strategies at the Administration for Children and Families
This speech from Mark Greenberg, Acting ACF Assistant Secretary, highlights the ways that ACF is adopting two-generation approaches into its programs. He explained that ACF seeks to promote: linkages between quality educational services for children and workforce development services for their parents; resources for families to foster healthy child development; and the building of social capital to support upward economic mobility. **http://www.acf.hhs.gov/2016/speeches/two-generation-strategies-at-acf**

2) TANF/WIOA Coordination

Selected Resources:

Aligned by Design: WIOA & TANF
In July 2015, the National Skills Coalition (NSC) hosted this webinar that focused on opportunities for integration between the TANF and WIOA systems. The webinar featured national and local experts to address key principles for aligning human capital investments to produce better outcomes for individuals and local economies.
https://peerta.acf.hhs.gov/content/aligned-design-wioa-tanf

Promising Occupations Achievable Through Short-term Education or Training for Low-Income Families
This collection of State-level analyses from the Office of Planning, Research and Evaluation (OPRE) provides information on occupations expected to experience growth through 2022 that require relatively short-term training for prospective employees. The resource includes tables with State-level findings for each of the ACF Regions. The tables include information for the U.S. as a whole, all 50 States, the District of Columbia, and Puerto Rico. https://peerta.acf.hhs.gov/content/promising-occupations-achievable-through-short-term-education-or-training-low-income

Resources for Connecting TANF Recipients and Other Low-Income Families to Good Jobs
Finding a job with a self-sufficient wage is essential for escaping poverty. However, many TANF participants lack the proper education and resources to fill in-demand jobs that require training, education, and credentials beyond the high school level. This guide from OPRE bridges the gap between TANF and the workforce system and features a collection of resources to help front-line TANF office staff help TANF participants find good, in-demand jobs and proper training in their geographic area.
http://www.acf.hhs.gov/programs/opre/resource/resources-for-connecting-tanf-recipients-and-other-low-income-families-to-good-jobs

Strengthening Collaboration between TANF and WIOA National Experts Roundtable
In June 2015, the Administration for Children and Families, Office of Family Assistance convened the Strengthening Collaboration between TANF and WIOA National Experts Roundtable in Washington, D.C. The roundtable brought together a select group of practice, policy, and research experts to discuss the opportunities and challenges that the new WIOA system offers to TANF participants, programs, and systems. https://peerta.acf.hhs.gov/content/strengthening-collaboration-between-tanf-and-wioa-national-experts-roundtable

Using Data to Connect TANF Clients to Good Jobs: An Opportunity to Foster WIOA Partnerships
This guide from OPRE provides an introduction to labor market information (LMI) for TANF administrators. It includes uses for LMI data, distinctions among types of data, and explains how TANF practitioners can work with staff in State departments of labor to help their clients find good jobs.
https://peerta.acf.hhs.gov/content/using-data-connect-tanf-clients-good-jobs-opportunity-foster-wioa-partnerships-0

3) Youth Employment Programming

Selected Resources:

Best Practices for Youth Employment Programs: A Synthesis of Current Research
Over a 15-year period, this study by the University of Wisconsin-Madison examined youth employment programs and their effectiveness, and highlights successful programs such as Jobs for America's Graduates, YouthBuild, and Job Corps. These programs can be used as models to create other effective youth programs. The study reminds us that there is no exact outline to create effective youth programs, and success is derived from properly understanding a program's target population and the program's goals, practices, and capabilities as examined by this research.
http://fyi.uwex.edu/whatworkswisconsin/files/2014/04/whatworks_09.pdf

Building Financial Capability in Youth Employment Programs
Youth employment programs can help disadvantaged youth acquire the financial knowledge, skills, and access to resources necessary to manage their finances through adulthood. This report from Consumer Financial Protection Bureau (CFPB) and the Administration for Children and Families provides an overview of important components and lessons drawn from the 2013 meeting between CFPB and the Financial Literacy and Education Commission. Topics examined cover financial capability and strategies offered through youth employment programs, and the importance of stakeholder partnerships in the federal, private, community, and philanthropic sectors. http://www.consumerfinance.gov/data-research/research-reports/building-financial-capability-in-youth-employment-programs/

Every Student Succeeds Act Primer: High School Dropout Prevention and Reengagement of Out-of-School Youth
Under the Every Student Succeeds Act (ESSA) of 2015, States must describe how they will combat less-than-desirable high school retention rates in conjunction with school districts. The ultimate goal of ESSA is to create stable bridges between middle, high school, and postsecondary education to decrease dropout rates. In this report, CLASP outlines how ESSA allows States to access to the new Student Support and Academic Enrichment Grants program in order to fund this endeavor. Special grants are available for school districts to provide additional assistance to disadvantaged youth, homeless youth, Native students, and students involved in the juvenile justice system.
http://www.clasp.org/issues/youth/in-focus/every-student-succeeds-act-primer-high-school-dropout-prevention-and-reengagement-of-out-of-school-youth

OFA "Dear Colleague" Letter on DOL WIOA Youth TEGL and Use of TANF Funds for Summer Youth Employment
The Administration for Children and Families' Office of Family Assistance issued a "Dear Colleague" letter to their TANF program stakeholders. The letter highlights a Training and Employment Guidance Letter (TEGL) issued on March 26, 2015 by the Employment and Training Administration at the Department of Labor (DOL). The TEGL explains the broad vision for the youth services included in the Workforce Innovation and Opportunity Act (WIOA). Additionally, it references another letter jointly issued by DOL, the Department of Housing and Urban Development (HUD), and the Department of Health and Human

Services (HHS) in April 2014 that encouraged youth providers and Public Housing Agencies to develop summer programs for at-risk and low-income youth. This "Dear Colleague" letter reinforces ACF's support for the use of TANF resources to strengthen summer youth employment programs. These programs provide employment, education, and skills like financial literacy and time management. https://peerta.acf.hhs.gov/content/ofa-has-issued-dear-colleague-letter-dol-wioa-youth-tegl-and-use-tanf-funds-summer-youth

Promoting Economic and Career Success for Low-Income Youth and Adults
Signed by President Obama in 2014, the Workforce Innovation and Opportunity Act (WIOA) represents a renewed commitment to workforce development with an eye to the future through innovation and support for individual and national economic growth. In this paper, CLASP summarizes key topics in the WIOA regulations and comments on how to best address and assist low-income youth and adults faced with barriers to employment. http://www.clasp.org/resources-and-publications/publication-1/2015.04.17-Promoting-Economic-and-Career-Success-Brief-FINAL.pdf

WIOA Youth Program Fact Sheet
This fact sheet from the Department of Labor summarizes the key Workforce Innovation and Opportunity Act (WIOA) youth provisions. These include eligibility changes, increased emphasis on work experience, and implementation dates. It also provides brief descriptions of WIOA's service delivery system and core programs.

https://peerta.acf.hhs.gov/content/wioa-youth-program-fact-sheet