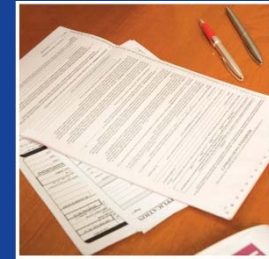




# Webinar: Program Flexibility, Career Pathways, and Improving Employment Outcomes



## Agenda:

### Welcome:

-Lisa Washington-Thomas, Office of Family Assistance (OFA)

### Presentations:

- Liz Schott – Center on Budget and Policy Priorities (CBPP)
- Vickie Choitz – Center for Law and Social Policy (CLASP)
- Lou Ann Hargrave – Oklahoma Department of Career & Technology Education

### Q & A:

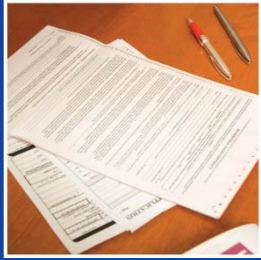
- James Butler, Office of Family Assistance

### Closing:

- Lisa Washington-Thomas, Office of Family Assistance

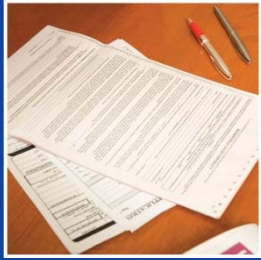
***Tuesday, June 24, 2014***

***1:00 pm EST/12:00 pm CST/11:00 am MST/10:00 am PST***



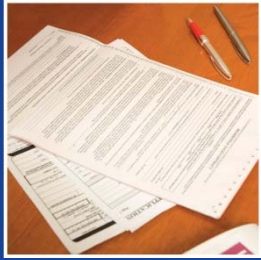
# Webinar Instructions

- The audio for this Webinar will be broadcast through your computer speakers. Remember to make sure that your computer speakers are on and the volume is turned up so that you can hear the presentation.



**Program Flexibility, Career Pathways, and  
Improving Employment Outcomes for TANF  
Participants**

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



# OFA Career Pathways Catalog of Toolkits

<https://cptoolkitcatalog.peerta.acf.hhs.gov/>


The screenshot shows a web browser window displaying the Career Pathways Catalog of Toolkits website. The browser's address bar shows the URL <https://cptoolkitcatalog.peerta.acf.hhs.gov/>. The website has a dark blue header with the logo and navigation links: "About Catalog", "Contact Us", and "Download Catalog". The main content area features a description of the catalog as an online directory of free resources for planning a Career Pathways initiative. It mentions that toolkits were selected for their clear action steps and help for various sectors. Below this, there is a section for filtering toolkits by criteria like Publisher, Target Population, and Intended Audience. A specific toolkit is highlighted in a white box: "ABE Career Connections: A Manual for Integrating Adult Basic Education Into Career Pathways" by MPR Associates, Inc. The browser's status bar at the bottom indicates "Internet | Protected Mode: On" and a zoom level of 100%.

Career Pathways: Catalog of Toolkits - Microsoft Internet Explorer provided by ICF International  
https://cptoolkitcatalog.peerta.acf.hhs.gov/

File Edit View Favorites Tools Help

Google Search Share More >> Sign In Convert Select

Favorites Web Slice Gallery KDE 7- Saving Lives. Protectin...  
FSS Documents Career Pathways: Catal...

 CAREER PATHWAYS  
Catalog of Toolkits

About Catalog Contact Us Download Catalog

Career Pathways: Catalog of Toolkits is an online directory of free resources available for planning a Career Pathways initiative.

Toolkits were selected for this Catalog because they provide clear action steps for starting a Career Pathways initiative and help different sectors – education, workforce, human services, industry, and policy – learn to communicate with each other about their resources and priorities.

The toolkits can be filtered by Publisher, Target Population, Intended Audience, Primary Career Pathway Element Addressed, and Industry – so you can quickly find the right set of tools for your initiative!

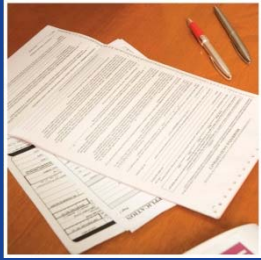
Displaying 1 - 10 of 35

Filter By:

+ Publisher

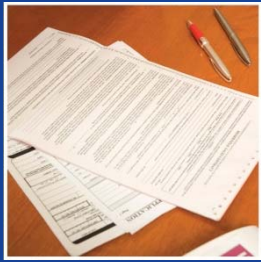
**ABE Career Connections: A Manual for Integrating Adult Basic Education Into Career Pathways**  
MPR Associates, Inc. under contract to U.S. Department of Education, 2010

Internet | Protected Mode: On 100%



# Any Questions?

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# Any Questions?

Program Flexibility/Career Pathways (Lobby) - Adobe Connect

Meeting   Layouts   Pods   Audio

Program Flex-Career Pathways\_Final\_6-24-14.pptx

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Links

- Career Pathways Catalog of Toolkits
- Alliance for Quality Career Pathways
- Funding Career Pathways and Career Pathwa

Browse To <https://cptoolkitcatalog.peerta.acf.hh>

Q & A

Assign To

**Browse to presentation materials and resources.**

**Enter your questions or comments here.**

**1:00 pm EST/12:00 pm CST/11:00 am MST/10:00 am PST**

Sync

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

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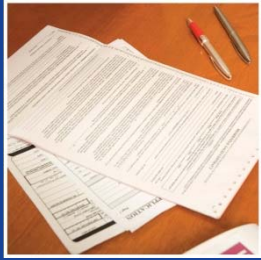
Education

Q & A:

- James Butler, Office

Closing:

- Lisa Washington-Tho



**Program Flexibility, Career Pathways, and  
Improving Employment Outcomes for TANF  
Participants**

**Liz Schott,  
Senior Fellow,  
Center on Budget and Policy  
Priorities**

***Program Flexibility, Career Pathways, and  
Improving Employment Outcomes for TANF***

***Participants***

Liz Schott

[schott@cbpp.org](mailto:schott@cbpp.org)

HHS Office of Family Assistance Webinar

June 24, 2014



## TANF recipients need access to education and skills training

### **Time to get past old debates and face new realities**

- Education matters in employment and earnings
  - Demand is for workers with more skills and education
  - Increasingly hard for those with limited education & skills
- Education and training programs reforms have adapted program design to changes in the economy
- TANF recipients often left out of these changes
  - TANF law limits when participation vocational education, basic ed, job skills training *can count* as meeting WPR
  - While states can allow whatever activities they choose, pressure from out-of-date WPR leads states to limit access

## **States often have more flexibility to allow access to training than their own TANF policies reflect**

- Many states are meeting their target work rate
  - There may be space to allow access to training even if it does not count toward the WPR
- Participation in education and training programs can count toward work rate in many instances
  - State policies may be more restrictive than federal ones
- One option: design education and training participation to count toward meeting the work rate

## States may have more space than their policies reflect

### **Many states are meeting their target work rate**

- For 2011, three-fourths of states met WPR by more than 10 points
  - Remainder: half failed, half passed by at least 5 points
- 2012 and after may be tighter for some states
  - ARRA caseload reduction credit provisions expired, caseloads remain increased in some states
- Note: Even when there is plenty of space, some states may need to change state law

## State policies may be more restrictive than federal law

### **States may not be taking advantage of participation in education and training that can count toward WPR**

- Stand-alone vocational education can count for 12 months
  - Time beyond that can count as (non-core) job skills training
- Basic education or directly related for employment can be stand-alone activity for younger individuals
- 30% cap on training participation often not reached
  - Less than 20% nationally, less than 15% in 10 states
  - Cap does not apply to non-core training

### **Stacking core and non-core activities together**

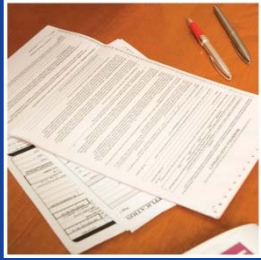
- After 12 months of stand-alone vocational education, create stacking activities that can count toward work rate
  - Use good match like work study or internships in field
  - Ex: Kentucky Ready-to-Work use of work study
- Drawback – additional work activities can impede completion and success in school
  - Research indicating that working 15 hours or more can interfere with school
  - Another study, more than 20 hours work delays school completion

### **Taking or avoiding the WPR hit to allow participation**

- Allow participation even if will not count toward WPR
  - Ex: Nebraska expanded access to basic education as stand-alone activity, different state core and non-core rules
- Letting go of core requirement for some families
  - Ex: California Family Stabilization Services
  - Ex: Certain activities in DC tiered approach
- Serving students in solely state-funded (SSF)
  - Ex: West Virginia and Nebraska post-secondary, other states have done this as well

### **States can use other strategies to meet work rate**

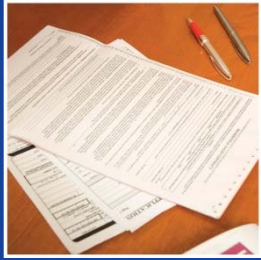
- Serve other groups of families in solely state-funded programs, e.g. parent with disability preventing work
- Boost work rate achieved through unsubsidized employment (or other countable activities)
  - Expand earnings disregard, post-TANF or worker supp
  - This also increases the number of education/training slots that fall within the 30% cap
- Lower target rate with excess MOE (CRC)
- Penalty relief including corrective compliance options down the road



# Poll Question

Please take a moment to answer the poll question when it appears on your screen.





**Program Flexibility, Career Pathways, and  
Improving Employment Outcomes for TANF  
Participants**

**Vickie Choitz,  
Project Director,  
Center for Law and Social Policy  
(CLASP)**

CENTER *for* POSTSECONDARY *and*  
ECONOMIC SUCCESS



# TANF Partners in Career Pathway Systems

Vickie Choitz, CLASP



Alliance for Quality  
Career Pathways

a project of CLASP

# CLASP: Policy Solutions that Work for Low-Income People

- CLASP develops and advocates for policies that improve the lives of low-income people.
- Our Center for Postsecondary and Economic Success, launched in 2010, advocates for policies, investments, and political will that help increase the number of low-income adults and out-of-school youth who earn postsecondary credentials.
- CLASP managed the Shifting Gears initiative and provided technical assistance to the six partner states. Shifting Gears supported state-level inter-agency teams to build pathways to postsecondary credentials for low-skilled adults in the Midwest.
- CLASP leads the 10-state Alliance for Quality Career Pathways initiative

# Presentation Outline

- Define terms
- Examples of TANF partners in career pathway systems
- Making the case for your place at the table

# Career Pathways Approach

Alliance for Quality Career Pathways, 2014

- The **career pathway approach** connects progressive levels of education, training, support services, and credentials for specific occupations in a way that optimizes the progress and success of individuals with varying levels of abilities and needs.
- Helps individuals earn marketable credentials and engage in further education and employment, and achieve economic success.
- Deeply engages employers and helps meet their workforce needs; helps states and communities strengthen their workforces and economies.
- Not simply a new model; it is a systems transformation strategy.

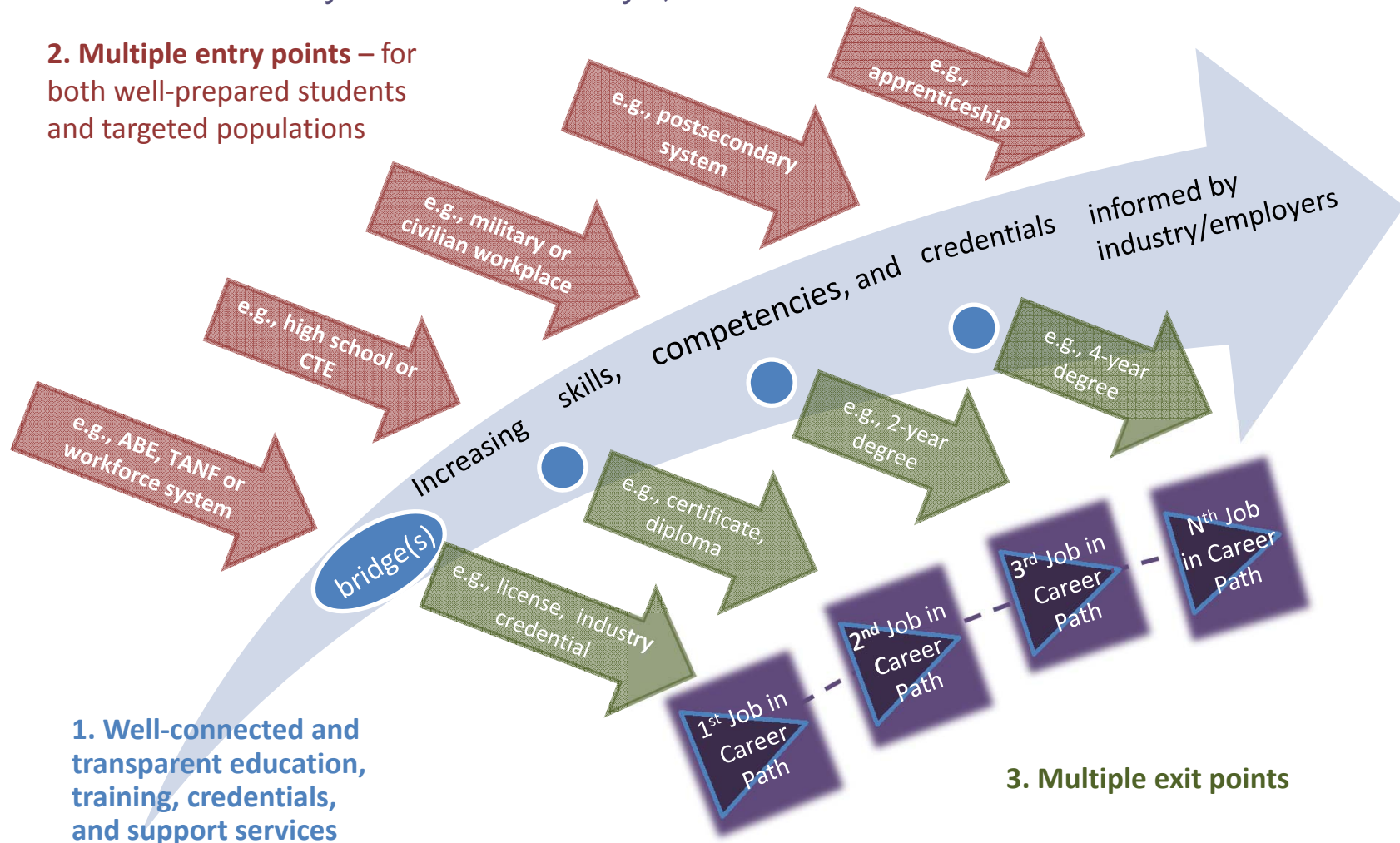
# Career Pathways

- Operationalize the career pathway approach
- Include three essential features and four essential functions
- Career pathway programs may be linked and aligned along the career pathway to deliver services

# Three Essential Features of Career Pathways

Alliance for Quality Career Pathways, 2014

**2. Multiple entry points** – for both well-prepared students and targeted populations



# Four Essential Functions of Career Pathways and Programs

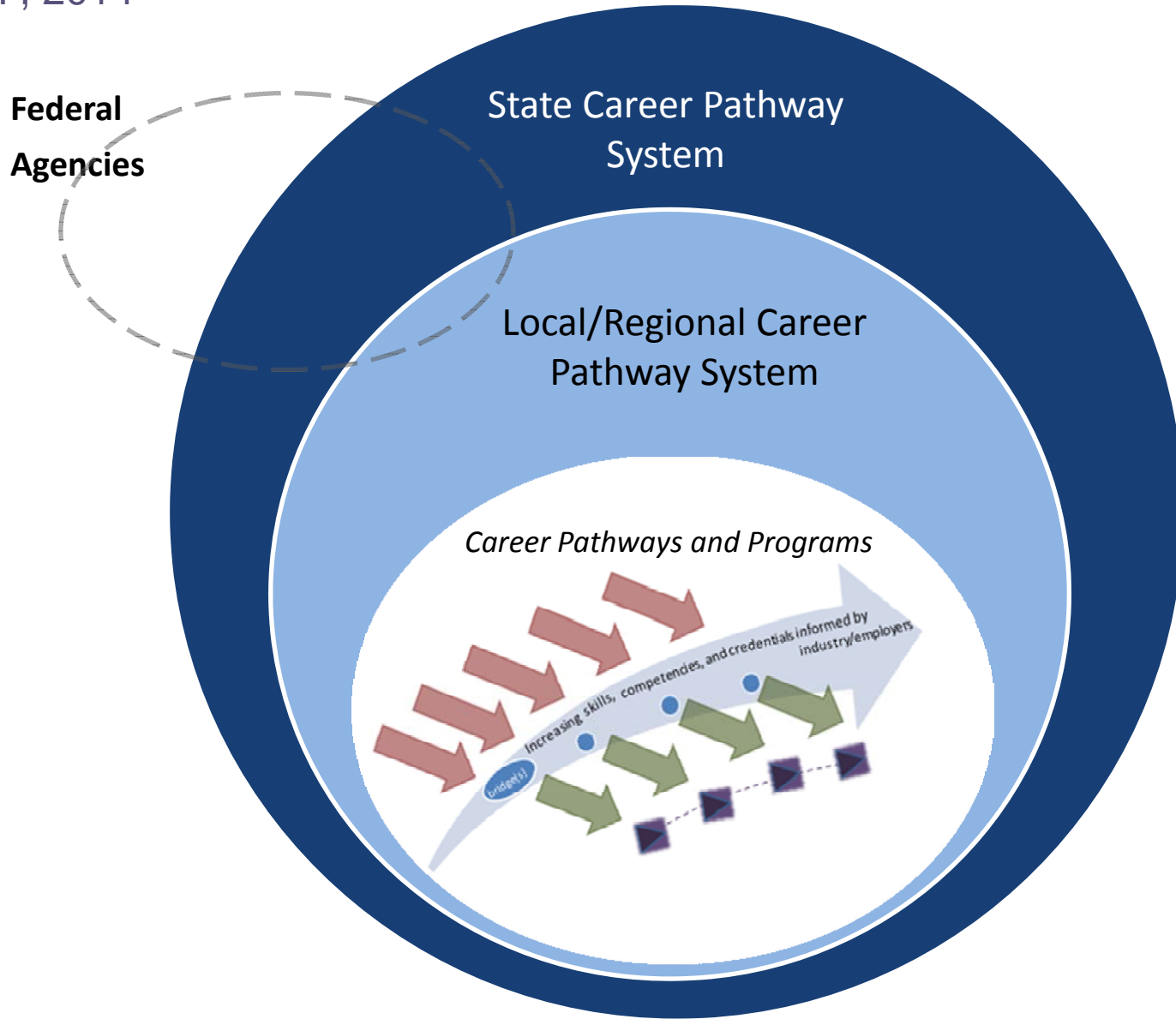
Alliance for Quality Career Pathways, 2014





# Career Pathway Systems

AQCP, 2014



# Minnesota TANF Partners in CP Systems

- Minnesota FastTRAC
  - CP “bridges” for lower-skilled individuals
    - Integrated basic skills education and career-focused training
    - Focus on credentials in high-demand occupations
    - Meet students “where they are” and provide support services
  - In the past four years, MN FastTRAC programs have served over 3,000 individuals, with an 88% completion rate of college credit and/or credential and a 69% achievement of continued career pathway education and/or employment.
  - State TANF agency:
    - Partner on State-level FastTRAC team
    - Contributes TANF Innovation Funds to support FastTRAC grants
  - Local TANF providers involved in several local/regional partnerships

**Bridge Prep**  
 Intentional focus on work skills into beginning basic adult education



*ABE instruction*

**Bridge I**  
 Low intermediate reading, writing, speaking, and math skills taught in the context of a variety of occupational sectors



BRIDGE II

**Bridge II**  
 High intermediate basic skills and focused preparation for targeted postsecondary occupational courses in the context of a specific occupational sector

**Integrated Instruction**  
 Adult Basic Education skill building within a Career & Technical Education course



*ABE/MnSCU instruction*

**Industry recognized credential in regional high demand field**



INTEGRATED SUPPORT SYSTEMS

Support services for success including barrier mitigation, career advising, system navigation provided by workforce development, community based organizations, and human services



# Arkansas TANF Partners in CP Systems

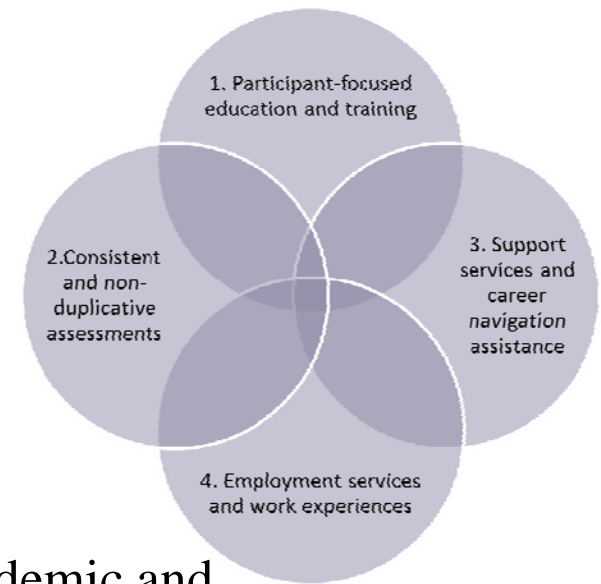
- Arkansas Career Pathways Initiative
  - Available to adult caretakers, parents or relatives of a child under the age of 21 who are current or former public assistance recipients or who have incomes below 250 percent of the federal poverty line
  - Academic and support services through two-year colleges and technical centers associated with four-year universities
  - Each student receives:
    - ✓ Up to \$1,500 for tuition and support services
    - ✓ An assigned counselor or tutor
    - ✓ Access to reliable transportation and childcare through private vendors
    - ✓ Links to Dept. of Workforce Services to ensure delivery of other support services.
  - Funded by TANF and administered by the Arkansas Department of Higher Education
  - TANF and many other partners involved at local/regional level

# Making the Case for Your Place at the Table

- High demand for postsecondary credentials; credential attainment is good for workers/job seekers and their families, employers, communities
- Most state and local/regional economies cannot afford to leave **any** worker/job seeker behind
- Participation in a career pathway can count as “vocational educational training” or “job skills training directly related to employment”
- TANF providers have experience in assessing for barriers to participation and providing supportive services
- TANF is a flexible source of funding to support career pathways functions

# TANF Funds Can Support:

- Curriculum redesign and incremental costs
- Support services
  - Academic supports: tutoring, study groups, academic and career advising
  - Personal supports: counseling, referral services
  - Materials and \$: emergency funds, child care
- Student financial aid: when not otherwise available
- Work-study jobs, i.e., Kentucky Ready to Work
- Incentive grants (to students, or institutions)



# CLASP Resources

- Alliance for Quality Career Pathways – a framework of criteria and indicators for what constitutes quality systems and a set of participant metrics for measuring and managing success
- Funding Career Pathways and Career Pathway Bridges: A Federal Funding Toolkit for States
- Navigating Federal Programs to Build Sustainable Career Pathways in the Health Professions: A Guide for HPOG Programs
- Ensuring Full Credit Under TANF's Work Participation Rate

# THANK YOU!

**Vickie Choitz, Director**  
**Alliance for Quality Career Pathways**  
**CLASP**  
**[vchoitz@clasp.org](mailto:vchoitz@clasp.org)**  
**202-906-8048**

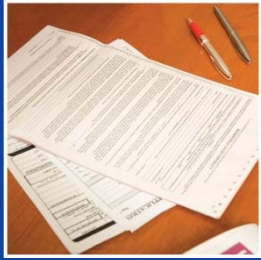


# State and Foundation Support for Career Pathways

- ~ a dozen states have explored or adopted **career pathways** for educationally underprepared adults and youth
  - AR, CA, KY, IL, MA, ME, OH, OR, PA, VA, WA and WI
- ~13 have explored or adopted **career pathway bridges**
  - IL, IN, KY, KS, LA, MD, MN, NC, OH, OR, VA, WA, and WI
- Several states have explored or adopted career pathways for high school-to-college
- Major national initiatives including:
  - Ford Bridges to Opportunity
  - NGA Pathways to Advancement
  - Breaking Through
  - Shifting Gears
  - Accelerating Opportunity

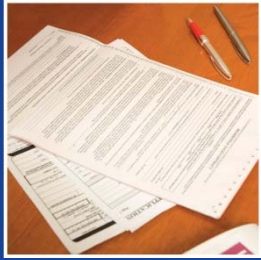
# Recent Federal Support for Career Pathways

- **Grants**
  - Health Profession Opportunity Grants (HHS, 2010)
  - Workforce Innovation Fund grants (DOL, 2012-2014)
  - TAACCCT grants (rounds I - IV) (DOL, 2012-2014)
- **Guidance, TA, etc.**
  - Federal Career Pathways Institute (DOL and ED, 2010-2011)
  - Joint letter of commitment to promote use of career pathways (DOL, ED, and HHS, April 2012)
  - Advancing Career and Technical Education in State and Local Career Pathway Systems (OCTAE, 2012)
  - Moving Pathways Forward technical assistance to build State career pathway systems (OCTAE, 2013)
  - Federal Request for Information on Career Pathways (2014) – will inform federal CP efforts
- **Evaluation and Experimentation**
  - ISIS evaluation of career pathway programs (HHS, launched in late 2007; 10 year initiative)
  - HPOG evaluations (HHS)
  - Dept. of Education Experimental Sites Initiative – Pell for shorter-term training
- **Looking forward**
  - DOL “rejuvenating” their sector strategy and career pathways strategies and materials
  - WIOA (pending) supports alignment and career pathways
  - **All indications are that the federal government will continue to support and promote career pathways**



# Poll Question

Please take a moment to answer the poll question when it appears on your screen.



**Program Flexibility, Career Pathways, and  
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Participants**

**Lou Ann Hargrave,  
TANF Coordinator,  
Oklahoma Department of  
Career and Technology  
Education**



# Multiple Barriers to Employment and Training

## “Unlocked”

June 2014

Lou Ann Hargrave, Ed.D.

TANF Coordinator

Oklahoma Department of Career  
and

Technology Education

# OKDHS and ODCTE Partnership



- ◆ In a unique and cooperative effort, Oklahoma Department of Human Services (OKDHS) and the Oklahoma Department of Career and Technology Education (ODCTE) have agreed to fund 18 TANF programs at more than 28 technology center campuses across the state.



# Carl Albert Assessments

All TANF Recipients are assessed with the following:

- ◆ CAPS, COPS, COPEs
- ◆ TABE
- ◆ KeyTrain
- ◆ WorkKeys



# Joint Staffing

- ◆ OKDHS Caseworker and
- ◆ TANF Participant
- ◆ Applicable Community Partners
- ◆ For example:
  - Technology centers
  - Two-year colleges
  - Workforce center representatives
  - Community-based organizations





# Participant Centered Plan

- ◆ **Career Pathway**
- ◆ Education Plans of Study (from the education institution(s) necessary for the student to reach his or her employment goal)
- ◆ **Supportive Service Plan**



# Vocational Education

Not to Exceed 12 Months

(Minimum 20 Hours/Week or Combination)

- ◆ Organized educational programs (i.e., short-term, full-time, niche) that are directly related to the preparation of individuals for an occupation requiring training **other than a baccalaureate or advanced degree**. Vocational educational training must be supervised on an ongoing basis. Emphasis on the attainment of a recognized credential.



# Job Search and Job Readiness

Not to Exceed 6 Weeks/Year (needy state) and no more than 4 Weeks Consecutively  
(Minimum 20 Hours/Week or Combination)

- ◆ TANF students learn how to create a resume, complete an application, search for job openings, and interview for positions. In addition, they learn other workplace and technical skills necessary to find and retain employment related to their training.
- ◆ While they are actively seek employment they continue to come to school and have access to all equipment (i.e., telephones, computers, faxes)



# Work-site Learning (Private and Public Sectors)

(Minimum 20 Hours/Week or Combination)

- ◆ Work-site learning is planned learning experiences for students under the guidance of a workplace mentor, to develop specific technical competencies and general workplace competencies.
- ◆ The employer provides the learning environment and worksite mentor, and TANF staff member(s), collaborating with the employer and/or worksite mentor, design and implement the instruction.



# Community Service

(Minimum 20 Hours/Week or Combination)

- ◆ Structured programs in which TANF recipients perform work for the direct benefit of the community under auspices of public or nonprofit organizations.
- ◆ Community service programs must be limited to projects that serve a useful community purpose in fields such as health, social service, environmental protection, education, urban and rural redevelopment, welfare, recreation, public facilities, public safety, and child care.
- ◆ Community service programs are designed to improve the employability of recipients not otherwise able to obtain employment and must be supervised on a less frequently than daily.



# Adult Basic Education

(non-core activity—cannot count without 20 hours per week of core activities)

- ◆ Education:
  - Must be supervised on an ongoing basis no less frequently than daily
  - KeyTrain that leads to a Career Readiness Credential
  - Adult Basic Education
  - General Educational Development (GED) or High School Equivalency Diploma



# Special Services Provided

- ◆ Dental
- ◆ Transportation (auto repair, gas vouchers, school and work transportation via school vehicles)
- ◆ Clothes for education, training, and employment
- ◆ Tools
- ◆ Books
- ◆ Credentialing Fees
- ◆ Student Organizational Dues
- ◆ Required drug tests
- ◆ Unique expenditures approved by ODCTE and OKDHS (i.e., Unique expenditures approved by ODCTE and OKDHS (i.e., reinstatement of driver license)



# Financial Information

- ◆ ODCTE and OKDHS invest approximately \$3.6 million annually.

Grants and local funds provide a budget, based on the numbers served for each TANF program in the ODCTE system.

Approximately 1,300 TANF clients are served annually were being served until 2012, when a state TANF Substance Abuse law was implemented. As a result numbers have dropped to 900 TANF clients served annually.





# Performance Measures

- Completion target for clients served is 80%
- Wages equal to or greater than \$8.00 per hour
- Training related placement target is 75%



# Work Prep Web Information

- ◆ Okcareertech.org
- ◆ Design

<http://www.okcareertech.org/about/state-agency/divisions/federal-legislation-assistance/work-prep-tanf/documents/16423WorkPrepChart.pdf>

- ◆ Location:

[http://www.okcareertech.org/about/state-agency/divisions/federal-legislation-assistance/work-prep-tanf/documents/WorkPrepMap12\\_13.pdf](http://www.okcareertech.org/about/state-agency/divisions/federal-legislation-assistance/work-prep-tanf/documents/WorkPrepMap12_13.pdf)

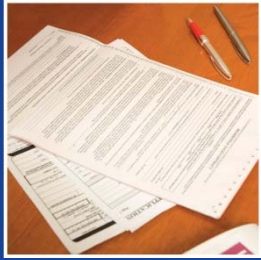
- ◆ Guidebook:

<http://www.okcareertech.org/about/state-agency/divisions/federal-legislation-assistance/work-prep-tanf/documents/fy2014-guidebook>



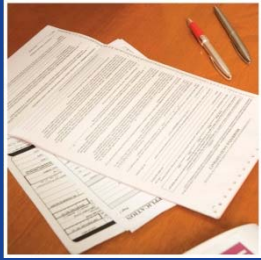
# Contact Information

- ◆ Work Prep Web Information  
405/743-5128 Telephone
- ◆ [lou.hargrave@careertech.ok.gov](mailto:lou.hargrave@careertech.ok.gov)
- ◆ Lou Ann Hargrave, Ed.D.  
Oklahoma Department of Career and  
Technology Education  
1500 West 7<sup>th</sup> Avenue  
Stillwater, OK 74074-4364



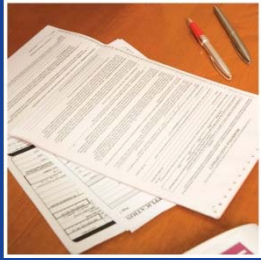
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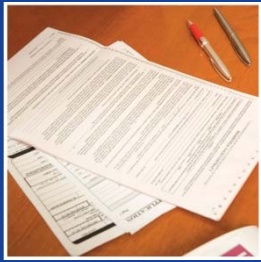
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**James Butler,  
Family Assistance Program  
Specialist,  
Office of Family Assistance**



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

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Q & A:

- James Butler, Office of Family Assistance (OFA)

Closing:

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**1:00 pm EST/12:00 pm CST/11:00 am MST/10:00 am PST**

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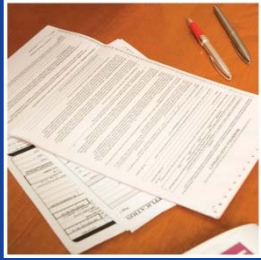
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Q & A

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# Thank You!

- Thank you for joining today's Webinar.
- Please take the time to fill out the **Webinar evaluation** that will pop-up on your screen as the Webinar concludes.