



Webinar Transcription
OFA Region X Webinar:
State TANF Redesign/ Human Services Modernization Efforts
Thursday, November 21, 2013

Speakers: Frank Shields, Administration for Children and Families Region X; Babette Roberts, Washington State Department of Social and Health Services; Lorie Young and Catherine Scardino, State of Hawaii Department of Human Services; Deborah Carroll and Brian Campbell, District of Columbia Department of Human Services; and Lesley Smith, ICF International.

Content: This moderated webinar provided an overview of State TANF redesign/ human services modernization efforts, including the process, lessons learned, and progress made thus far.

WELCOME

[Operator] Please stand by. We're about to begin. Good day and welcome to the TANF Redesign/Human Services Modernization Webinar. Today's conference is being recorded. At this time, I would like to turn the conference over to Frank Shields. Please go ahead.

WELCOME AND INTRODUCTIONS/ HOW TO ASK A QUESTION

[Frank Shields] Good morning. Welcome to the State TANF Redesign Human Services Modernization Effort Webinar. This Webinar is brought to you by the Administration for Children & Families, Region X office located in Seattle, Washington. I have a short prepared statement I'd like to read just to provide some background and explain the purpose of the call. For nearly 20 years, Federal and State governments have been working together to simplify, streamline, and enhance publicly financed human services programs. Their work has been driven by dynamic caseloads, a desire to maximize public resources available to serve at-risk individuals and families, and the need to create more effective and efficient government services. In many ways, these efforts have been successful. Most States have embraced increasing access and simplifying policies, particularly in federally funded programs like Supplemental Nutrition Assistance Program, or SNAP. States have streamlined processes, made procedures more client-friendly, reduced paperwork, and sought to increase outreach to potentially eligible individuals. As a result, millions of at-risk individuals who might not have obtained vital human services support now do. This morning you'll hear from staff from Washington State, Hawaii, and the District of Columbia who will discuss their State TANF redesign efforts including the process, lessons learned, and progress made thus far. At the end of the presentations, you'll have an opportunity to ask questions through the Adobe platform. You can also submit questions throughout the Webinar using the Q&A pod on the right side of your computer screen. If your question is for a specific speaker or program, please specify this in your question. Following the presentations we will ask you to respond to a brief evaluation poll. Your feedback is important and helps shape our delivery of technical assistance. Also, all materials from today's Webinar will be posted on the Welfare Peer TA Network website and will be sent directly to those who have registered for the Webinar within a few weeks.

MODERATOR/ BABETTE 'BABS' ROBERTS

[Frank Shields] Our Moderator today is Lesley Smith, the Project Manager with ICF International and our first speaker today is Babette Roberts, Director of Community Services Division of the Washington State Department of Social and Health Services. Babette, the floor is yours.

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WORKFIRST REDESIGN WASHINGTON'S TEMPORARY ASSISTANCE FOR NEEDY FAMILIES (TANF) PROGRAM

[Babette Roberts] Thank you Frank, I really appreciate that -- I don't see my presentation up there, so -- anyway, so I'll just go ahead and start while you guys are-- good morning. And I'm going to say good morning even though for most of you it's late in the afternoon, it's still morning here in Washington. I'm going to be brief today about the basics of Washington's WorkFirst Redesign efforts and WorkFirst in Washington as the Welfare-to-Work portion of the TANF program. Then I'll talk a little bit about what we've done to implement the recommendations that came out of that, the design phase, and talk more in-depth about the next steps of our improvement journey. And then I'm just going to embed the lessons learned along the way because there have been many lessons learned. Could you go to the next slide, please?

2010 WORKFIRST REDESIGN

[Babette Roberts] So by way of background, redesign efforts began in Washington State in 2010 as a result primarily of the recession, and we were facing, as many States -- all States were facing, shrinking State revenues, no increases in the Federal TANF funding program since its authorization in '96, and rising caseloads.

[Babette Roberts] The redesign efforts that we pulled together were a broad-based, roundtable effort that included legislators, stakeholders, staff, the clients, partner agencies, and partners in delivery of services to this population. So Governor -- then-Governor Gregoire directed our WorkFirst Subcabinet in Washington. We have a subcabinet level partnership that -- and she asked us to provide a plan that would implement evidence-based practices that would be sustainable, would help us to reboot the program moving into the 21st century and set the stage for us to really bounce out of the recession and help the population. But that redesign has five primary core assumptions that we were guided by during the redesign phase of that process and those were, first and foremost, the -- that this is all about the WorkFirst program and still all about achieving stable and successful employment for clients. And it remains the primary objective of our program.

[Babette Roberts] We want to move WorkFirst clients, those clients that are subject to Federal work participation requirements, to stable employment and then on to employment that leads that client along a pathway designed to move them off of all public assistance and into a life of self-sufficiency. That's still our primary goal with this program. That will always be our primary goal with this program. But further, we wanted to ensure that as we do all of that work, we wanted to do that in a family-centered engagement approach, because we believe it's really necessary to understand the entire dynamic of that family, to assist that family in removing barriers that prevent the adults in that family from moving on to that stable employment and that self-sufficiency track, and then ultimately if we can do that we can potentially break the cycle of poverty for that family. We wanted to also know that we have policies that recognize the critical -- both the critical role and the critical responsibility that parents have in that child's life. So, again, focusing on breaking that cycle and not just on focusing moving that parent to a job.

[Babette Roberts] We also felt that one of the guiding core functions needed to be -- to ourselves as well as to our clients, that TANF is transitional. This is not a long-term program and we must be diligent ourselves as case managers and programs, as well as diligent in holding our clients accountable to moving along that pathway. And that it's important, finally, to realize that TANF is not the sole resource that we can use to achieve those goals, and that it's important for us to leverage every option and opportunity that's available to us and to our clients. Next slide.

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WORKFIRST POLICY CHANGES – 2010 TO PRESENT

[Babette Roberts] I always like to throw this particular slide in any presentation I'm doing around WorkFirst because it shows just the sheer volume of work that has been done around policy changes and process changes in our WorkFirst program in the last three years. It's a huge amount of work that has been done and all of our redesign efforts were done within existing resources, no additional resources were provided to the State to move this program along and to implement this redesign. It's been an incredible list so -- I'm not going to go into a lot of detail, that could take me all day. Next slide.

WORKFIRST REDESIGN—RECOMMENDATIONS

[Babette Roberts] There were eight broad recommendations that came out of the 2010 redesign report that went to our Governor, was approved by our Governor, and work began to implement those changes within -- as I said, within available resources. We also worked to implement other legislative changes and budgetary changes that came to the program that were not part of the Redesign. Hence, the slide before. And today we've made progress on many of those areas. The largest items we have undertaken -- the slide that you're looking at, the bolded areas show items where there has been work done and/or completed. The largest item that we've undertaken is the performance measure and assessment work that we've done and we'll talk more -- I'll talk more in detail on further slides about those two areas just a bit later. But to highlight some of those other areas where there is no bold, where it's not bolded, we haven't forgotten those areas but other things have had to happen first before we could move into them.

[Babette Roberts] So, a brief description of those things that are underway and/or complete. So, the first one, the implementing additional reasonable requirements and supports for child-only families. This is predominantly focused at our kinship care, our relative caregiver child-only families. And what we've done here is starting in 2011 we've held meetings around the State with local kinship navigators, area agencies on aging, because predominantly we're talking about grandparents raising kids, raising grandchildren, and representatives from our offices as well as our Child Welfare offices, to work with them around how do we provide additional supports for those kinship families at the same time that we implemented a means-testing around that population as well. So not just means-testing the child, but the family that the child is living with. The second one involving the participants and local partners, this is something that we'll have further conversation about later, but it has not been able to get at this point yet. The strengthening our assessment process is a big issue and I'm going to discuss that in the next slide, so I'm going to skip that one as well and talk about implementing new requirements for WorkFirst families with young children. This is one that was fairly easy for us and we completed that in March of 2011. Essentially, aligning our State policy with the Federal policy. In Washington, we've had a policy that was somewhat more restrictive than the Federal policy in that we required all parents to participate at full-time level whereas the Federal rule is parents could choose to participate at only 20 hours a week in a core countable activity. So we have relaxed that -- that rule at this point. Our community jobs program is going on to improving employment pathways. We have a very robust nationally- recognized community jobs program, which is our subsidized jobs program, and in partnership with our Department of Commerce, who implements that program. While that is an excellent, excellent program we see wonderful outcomes for families in that program, we, and they, did not want to stop there and so we've implemented two additional supportive work programs. One is Job Connection and the other is the Career Development and Employment program. The two programs are designed to meet different types of employment needs for what is met in a community job setting. So a community job continues to provide a service to help TANF families manage barrier issues while they're in a support employment program and build some skills. The Job Connection program is designed to help those participants who need to focus on skill development

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while they get a job-ready mission coaching skills so it kind of combines those areas. It's a little bit more in-depth for them.

[Babette Roberts] The Career Development program, one we're very, very excited about, actually provides TANF recipients who are enrolled in a school program or vocational education program with an employment experience that supports the education pathway that they're on, so it provides them -- it connects with their vocational education and says, "let's get you a community job or subsidized job that is in that field of work." So, they graduate from their voc. program with some actual work experience in that field. And then, these programs are designed to meet individual needs of a wider TANF population. We also work with our employment security department in employment programs in moving people down the pathway. And after a long period of piloting, they have launched a new employment service model called "Career Scope" and that is built on an engaging and motivating customers method which focuses on more fully engaging the job seeker in their work readiness process and ultimate employment success, and it shifts away from that one-size-fits-all transactional type of model for -- more towards an individualized, even a transformational type of approach that focuses on meeting that particular person or that particular job seeker, where they are in their readiness cycle and designs their job search around that. In moving on number six, implementing individual case management, this is something we're also very excited about and our case managers in the Department of Social and Health Services are all going through a very robust training program in motivational interviewing. So not just the basics of motivational interviewing, but actually getting to that kind of expertise level. So, going through the initial phases -- what is it, how do you do it -- and then moving through the process to get to full fidelity in this kind of a motivational interviewing and engagement strategy. The training provides staff with tools to build a better rapport, to more effectively engage those families, and hopefully be able to really get to the heart of what's going on and how that trust build into better engagement and then getting to those barriers that are preventing that self-sufficiency quicker. As part of implementing this particular State-wide strategy, we've had to put some dollars into this so we've shifted some things around and put some dollars into doing this training, but we're building a train-the-trainer type of module so we'll have some expertise to continue to train for this so we won't continually have to purchase it. We'll be able to more fully develop this as part of our initial training process for our case managers and really embed this as a bedrock of how we do case management.

[Babette Roberts] In terms of reintroducing post-TANF services -- and I think that everyone in Washington agrees that as people move off of TANF, they're not yet in a self-sufficiency mode and one of the key factors in preventing them from coming back on is being able to give them some post-TANF support and some way of connecting with someone who can help them. And this is something we're in the process of trying to implement, but have some IT constraints. I don't want to mention the Affordable Care Act here -- we'll just go on. And we have some IT constraints around how to get that done and we're looking at about 18 months from implementation. And then finally, nothing around a WorkFirst redesign process would be useful if we weren't evaluating what we were doing and how it was working and so we have revised our -- what we call our "chart book" which has -- I don't know, 50 or 60 pages of data, into something a little bit more robust that will help us to really understand where we're going and what those are, and I'm going to talk about that just a little bit further. We're also preparing to just launch in a couple of weeks six lean process improvement projects around the WorkFirst program. Again, I'm going to talk about those in a few minutes. Next slide.

WORKFIRST REDESIGN – EVALUATION & ASSESSMENT NEW FLOW FOR CLIENTS

[Babette Roberts] So, let's talk about the comprehensive evaluation, the assessment tool, because this is something I'm really excited about in Washington. One of the key improvements that we have is this

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process, and what we're doing is revising our comprehensive evaluation and the goal is to produce a single WorkFirst assessment tool or process that has characteristics like producing a comprehensive, a cumulative plan, that tracks progress and outcomes. So, not just for three months or six months, but where is it we're trying to go? How far, where is the end goal? And we can talk about that with families. That has initial on-line self-screening by the applicant, something they can do on their own, a Turbo Tax-like model that allows them to go in as they're applying and tell us a little bit about what's going on with them, and self-assess themselves. It expands from this more basic kind of thing to a more targeted question and it aligns with profiles from our Research and Data Analysis Unit that was a basis of some of our recommendations about what we know about our client population now. And it lets us -- will let us eventually begin to build those engagement tracks that we would like to build, that more individualize how we deal with families. And certainly, we'll incorporate a whole-family and a strength-based approach to how we work with these families. The new evaluation will be organized into three sections so a case manager and a client can complete all three at one sitting or may stop after any one section depending on what they find and what they think the family needs to focus on.

[Babette Roberts] So this first section of the comprehensive evaluation would be intended to identify that emergent or urgent need that exists with the family. What brought them to us? What requires immediate stabilization before we can move them on to anything else? And this is designed to get to things like housing and housing stability, homelessness, domestic violence, mental health, or substance abuse issues. Are they pregnant? Do they have a physical disability? What's going on that's the most immediate and urgent issue that's the barrier to moving them to a job? The second section is where we intend to begin addressing the more general information and family structure considerations. The non-emergent questions kind of related to that first topic, but gets to the strengths and support systems that might be available to that family. What are their child care needs? What's going on with their children's education? Do they have a child involved in the juvenile justice system? What's going on around the child's welfare? The family's welfare and their whole family health needs to make sure that we're not trying to push a family that's also involved in a juvenile justice issue or child welfare issue in a direction that's going to be detrimental to dealing with that issue. And then, finally, getting to the section that's intended to delve into that employability and education, including things like what's their vocational history? What's their work history? Do they have any current work? What are their reasons for not working? Is there some learning disabilities or some other challenges? Do they have educational goals? What transportation or legal issues do they have? This is that portion that's going to try and help us figure out where they go next. So that's the initial kind of self-assessment. As you can see from this slide, though, towards the green boxes, we're also looking at developing sort of a follow-up evaluation. Or an evaluation that we can use with the family prior to and after entry for sanction should that actually -- the family actually go in that direction. That will help us to get in-depth to what's going on with that sanction. We've completed user testing for this prototype in September and information is being analyzed about that, the proposed tool, work and real practice. A series of client and staff surveys and focus groups were completed in those user testing sites. The initial feedback indicated a real concern about the length of the process and so we're looking at that and that the order and context of some of the questions need to be kind of ironed out and we're working on those as well. We're making final changes to the tool and we'll be rolling that out by July of next year. So, next slide.

MEASUREMENT DIMENSIONS FOR PREDICTING "EMPLOYABILITY"

[Babette Roberts] The second part of our assessment improvement involves the construction and implementation of what we're calling "TANF Prism." This is a predictive modeling tool that will leverage data from multiple sources that we have in our client database for the Department and help us to identify an employability score for our client, but also help us to flag barriers that maybe the family hasn't given to

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us yet. So this tool will give the case manager some valuable supplemental information that, paired with the new comprehensive evaluation, allows them to better tailor both their questions and their case management engagement activities with that client. And it will allow us to identify barriers that maybe the family isn't quite ready to address and hasn't really seen. So, for instance, being able to see whether they've had a history with Department of Corrections or local jail, may be something they haven't told us, but that we would need to know in determining what pathway we might want to set them on, or help them get toward. Those kinds of things. So, next slide.

WORKFIRST PERFORMANCE MEASUREMENT

[Babette Roberts] So, the next thing, a large undertaking that we've been building upon and this has taken quite a number of resources across many of the departments that were working with us, is to really look at what is the existing performance data, the evaluation type of data, that we have around this program and we were asked to look at measurements in three kinds of groupings: TANF children and youth are doing well; TANF adults and families are doing well; and TANF parents are doing well economically. So, those kinds of three broad areas, and so, we convened another group. We gathered some baseline data around each of these measures. We collaborated with our own internal resource and data analysis folks, our own management accountability folks, as well as the Office of Financial Management and Forecasting Data to really get a baseline on what's going on across systems and then begin to talk about that. Can you go to the next slide?

WORKFIRST PERFORMANCE METRICS

[Babette Roberts] This slide really kind of gets down to how are we doing? In order to have measurements of program progress we developed -- I'm sorry -- can you go to the next slide? We are developing a new system of measurement that are intended to provide indicators of the health of the program. So, there are three types of measurements we're now capturing to get to those three questions we talked about. We have some targeted outcomes, and these are measurements that have specific target expectations. So like the work participation rate, exits for increased income, exits to employment. Those kinds of things have targeted, specific outcomes that tell us how is the program working specifically getting to those outcomes we know we need to have. And then we have drivers. And these are measurements of activities or actions that need to be taken in order to ensure we reach those outcomes and that clients are successful. So, for instance, if we identify a mental health need, but it never gets addressed in that individual responsibility plan, we're not likely to have a successful outcome with that family. And so we need to know, are we hitting those drivers? So, we have matrix that they identified a drug and alcohol need and it was addressed in the plan. Those kinds of driver measurements are very important for us to look at as well. And then we have what we're calling barometers. These are measurements that point out what is happening in a variety of areas and each is given, really, a range of acceptable or expected performance outcomes. And when that measurement moves out of that range, either negatively or positively, it'll trigger us to look at -- to do a further analysis and identify what's the root cause of that and should changes be made. Or if it's a good thing, if it's going out of range in a good way, are there things that we can learn and apply those best practices across the program. And those are things like, have we identified the homelessness/at risk? The stability of childcare is an interesting one: are we looking at our children moving around to different providers and what can that tell us about what's going on with those families? Dependency, mental health treatment, and whether they -- the client moves towards that, actually engages in that? Those are things that are barometers for us. But we're also looking at TANF youth enrolled in school and are they progressing in school according to their grade level? How many are actually graduating is an interesting one that we want. And are we seeing increases or decreases in

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financial literacy, high school education, GED, those kinds of things. I think I'm going to be running out of time soon, so I've got to go quickly. The -- given the reality -- I'm going to move on to the next slide.

WHAT'S ON TAP—WORKFIRST IMPROVEMENT PLAN

[Babette Roberts] This is moving on to what our WorkFirst Improvement Plan is now. The reality we face today is that we have rising Federal participation targets. There have been some clarifications in the calculations that we need to get to, and we get some rising participation targets that we're going to struggle to meet. And we are trying very hard to, in Washington, to strike that balance between maintaining our commitment to engagement that matters -- this is a catch-phrase we're using in Washington, "engagement that matters" -- but still meeting that participation so it's that balance between engagement that matters and participation that counts. So, it -- it's an interesting balance we're trying to strike. Our WorkFirst improvement plan has 13 elements that you can see and those that are in orange on the slide are related to elements that we've talked about in the WorkFirst redesign process and things like working family supports: this is a post-TANF program that we're looking to implement and given our IT system, may take us a couple of months to, or a year, to implement. We're also, though, proposing to look at a 15 percent incentive for meeting the WorkFirst participation rate. So giving an additional caseload, or grant amount, to clients who are actually meeting the rates. We're looking at increasing access to life skills training and those kinds of targeted and modular trainings geared to meet people dealing with conflicts or overcoming their criminal history, etc. We're increasing the use of unpaid work experience programs and we'll be expanding how we use those and really talking about using these, not so much as just an activity that counts, but as a filler between activities and as a ramp to appropriate transitional steps that will help families who need -- aren't quite ready for a subsidized employment, but really could use this as experience to get to ready for subsidized employment. We're looking at implementing a new WorkFirst orientation and beginning to look at design around that. We are looking at increasing the participation requirements for a two-parent household. We have done this in the past, required both parents to participate and we may look at going back to that. One of the things that we're looking at, too, is focusing our case management. And I think a lot of States will be -- understand this. In our program, we also provide eligibility determinations for other services. It's not just TANF that we do. We do SNAP and Medicaid and child care subsidies as well. And during the recession as Washington implemented a hiring freeze across the State -- a 3-year-long hiring freeze -- it was necessary for us to use some of our case managers in that front line eligibility determination and we shuffled our focus away from case management in a lot of places. Post-recession, as the revenues are coming up and we've been able to hire, we're re-focusing our case managers, re-training, and getting that motivational interviewing and really starting to put some emphasis back on that and the ability to do that. So that's been very helpful in moving in this direction.

[Babette Roberts] We are also going to be doing some practice assistance visits, what we're calling technical assistance visits, to -- starting with our -- our 15 largest offices which serve more than 60 percent of our participants and going out and seeing what they're doing well for those places where they're actually exceeding the participation targets and engaging clients, moving them off of TANF and into employment, and see what practices we can develop and take to those other offices that may not be doing as well. These two other items that I'm going to talk about really quickly are recommendations the department has made and are not yet authorized, and we're not at a point where I can even say we're going to do them, but Washington is looking at reducing the sanction period and reducing the infant exemption period. So, currently we have a four-month sanction. We're looking at bringing that down to a one-month sanction. So, essentially, it's -- you've identified a sanction and the next month you have -- you have one month to cure. We're also looking at bringing our reduced -- reducing our infant exemption period from our -- currently we have a 12-month exemption to a three-month exemption.

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CONTINUOUS PROGRAM IMPROVEMENT—LEAN

[Babette Roberts] Those are the kind of programs that we're doing and I think -- next slide -- is the other WorkFirst improvement plan we have is the LEAN Project that I wanted to just quickly touch on. This is actually out of our redesign efforts in the original Redesign plan but also in our Improvement Plan is really looking at six areas where we think we can focus and say "What's going on? Is there a way that we can streamline this process and really bring line staff in from not only our department, but in our partner agencies, our local planning agencies and some of our provider communities to come in and look at what can we do to streamline some efforts?" And these are the areas that we're looking at potentially doing that.

[Babette Roberts] One place we see a lot of churn, where the client kind of gets referred and then referred back and then referred back, is in that job search area so we want to look at that and that's going to be our first one. We're going to look at how we prepare the Federal report, make sure that there's -- we're getting all the right data. Our -- have we given all the right instructions to our staff on how to report and what counts and what doesn't. So, we're going to look at that process as well. We're going to look at the verification and documentation, once we know about the Federal report. And then we're going to work with our partners at the State board for community and technical colleges about how to increase the successful outcomes for educational activities. One of the things that we've seen in this program is that there are a large number, or large percentage, of our clients do not complete these educational programs and we want to look at what's going there and what we can do to improve that. And then also look at reducing the gap in transitioning from one component to another -- kind of minimize the loss of countable activity in that transition gap. And then finally, improving engagement and moving past barrier removal to an actual work activity. I would say in terms of lessons learned, it's just very quickly, across this whole spectrum, we've had to do this with very few resources and that's created some slowdowns with this. If there's an ability to bring additional resources in, I would say that that's great. The other lesson learned, I would say, things that we did well around this project, is getting project management around it. We did assign -- in this whole redesign effort a project manager and somebody who is responsible for making sure we're hitting deadlines and moving things forward. And that was really important to just getting as much done as we did. So, next slide would be -- Thanks! That's kind of what I have to say. I assume as we're in the question and answer session, we'll have questions. I hope I didn't go over my time.

CATHERINE SCARDINO & LORIE YOUNG

[Lesley Smith] Thank you, Babette. This is Lesley Smith, Moderator for today's Webinar. Thank you much for your presentation. Next I'd like to welcome Lorie Young and Catherine Scardino of the Hawaii Department of Human Resources. Lorie?

ASSET REFORM

[Lorie Young] Hi. Aloha, everyone. Can I just remind everyone that we are not on-line so we are not standing by, we're just on the telephone. So, if you can just help us along regarding -- I'll try to remember to tell you to move the slides, but I'm not watching the slides on-line. Anyway, to begin, you know, we're going to talk about asset reform and it's probably the perfect topic because Frank mentioned in his introduction that ACF wants us to streamline and simplify our programs and that's really the byproduct of this asset reform.

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[Lorie Young] But if you look at the first slide, we actually did this legislation in 2013 and got it passed this year, but we have to really backtrack, or go back to 2008 when the legislature asked us to convene a task force, and it was a resolution and they wanted us to look at financial education and asset building and the idea was for our TANF families -- the idea was to promote self-sufficiency you really need to have ability to build assets. And with our current policy in Hawaii, we had an asset limit of \$5,000 and it was felt that that was not sufficient to have -- to be self-sufficient to have the basic -- they basically needed more assets to become self-sufficient. So, the task force was convened in 2008 and it was a mixture of community organizations, poverty groups, even financial institutions.

TASK FORCE LONG TERM RECOMMENDATION

[Lorie Young] And they met for roughly about a year and half and the result of it -- next slide -- is their long-term -- they had a number of recommendations, but their long-term recommendation was that eventually it was the hope that all of our financial programs, there would be no asset limit. Actually, we ended up modifying that a bit, but that was their long-term recommendation that none of our financial programs would need to deal with an asset limit. And that was the long-term recommendation of the task force and we submitted that report to the 2010 legislature and at that time, it wasn't quite the right time to try to go ahead and submit a bill to actually suggest that we wanted to eliminate that asset limit. We were still in the midst of the recession, so it wasn't a good time. And then in 2011, we had a new Governor and it was still probably not quite the right time to submit a bill.

HOUSE RESOLUTION 124: 2012 HAWAII STATE LEGISLATURE

[Lorie Young] And then meanwhile, in 2012, next slide -- we had -- we should be looking at the slide that says "House Resolution 124," by the way -- "2012 Hawaii State Legislature" -- by that time another resolution by the legislature to again do another -- this time it wasn't a task force, but it was a study. So, through the years, the legislature, just about every single year, would bring up some kind of bill regarding looking at the TANF asset limit because bills that they say increase it to \$10,000, increased it to \$15,000. Every year there was something. So, in 2012, another resolution, and this time it wasn't necessarily -- in fact, I think, if I recall correctly -- I think it did have several bills trying to increase the asset limit from the \$5,000 to \$10,000 or \$15,000. But the resolution at that time set to convene or to do a study to -- I guess to look at the feasibility of it. So, that's what we did.

DHS STUDY FINDINGS

[Lorie Young] So, in 2012 we did a study -- next slide -- and the study actually began in -- at the end of 2012 and took about a year for the study. We looked at the States that did have -- or did eliminate the asset limit and there were just six States and now we're the seventh State, as far as I know -- and Ohio, Virginia, Louisiana, Alabama, and Maryland. At the time we began the study, Colorado had an asset limit of \$15,000 and then in 2011, they just eliminated it entirely and I spoke to someone in Colorado at the time and they basically said they decided to do this sort of incremental type of legislation. They felt that when they increased it to \$15,000 they didn't think the community or legislators were going to, I guess, -- they would have opposed trying to eliminate it -- they suggested the elimination, that is, so they, I guess, were afraid that just going forward and if they eliminate the asset limit it wasn't going to be well-received. So they decided to go with the \$15,000 and eventually, in 2011, they just completely eliminated it, but they did it in sort of like two phases. We, Hawaii, decided perhaps we shouldn't -- that we didn't want to just do that. We just said "just go ahead" and propose just eliminating that. That's what we decided to do. And by the way, the six States, we did talk to all of them and they said basically since the time they eliminated asset limits there was no really no impact in their caseload. That was what the fear was, that

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the caseload would rise because we wouldn't consider assets in determining eligibility.

WHY ELIMINATE?

[Lorie Young] So, next slide -- where it says, "Why Eliminate?" Of course, Virginia said -- well, they said that the time limits made them obsolete because after all, we have five years. Louisiana said conflicting programs goals, promoting and encouraging the goals of self-sufficiency, yet the application of the TANF asset tests penalized them for owning assets and that was where Hawaii was coming from. Alabama, of course, and from -- like everyone else that had eliminated the asset limits test, they showed very few -- the impact on caseloads. And also that their existing caseloads had very few assets in the first place. Next slide.

DHS STUDY FINDINGS

[Lorie Young] So, what happened with our further findings, we concluded that effective at the end of this year or beginning in January 2014, Medicaid was going to eliminate the asset limit for non-disabled individuals so we're trying to streamline and simplify and make it consistent with other programs and of course, many SNAP households are categorically eligible under Broad Based Categorical Eligibility, so they've eliminated the asset limit as well. And then we concluded that income eligibility of course is going to be still an eligibility factor and people with low income generally have few assets. So, we still have the income eligibility limit, and so if you have low income you probably have very little assets. And then, in terms of simplifying the program, next slide, under the "DHS Study Findings," the asset test, we discovered, really imposes a burden on both the staff as well as, of course, the family because they are required to provide verification of the value and it delays processing of the eligibility and even denies benefits to families who fail to provide the proof of whatever the value of the asset is, even though the asset may be well below our \$5,000 standard. Just the fact that they fail to provide a bank statement could cause them to be ineligible when they had \$10 in their bank statement or in their account. So, it just eliminates that burden for both the family and, of course, administratively. And finally, we recognize that financial savings and asset accumulation are essential for families to work towards self-sufficiency. Next slide.

DHS STUDY FINDINGS

[Lorie Young] So, our study -- we decided, of course, to actually look at our numbers and we looked back three years and on average, if there was somebody that was denied due to assets in Hawaii, it was not many people.

HAWAII NUMBERS DENIED DUE TO ASSETS – MONTHLY AVERAGE

[Lorie Young] If you look at the slide that -- the average, by the time we came to 2012, the average number of families denied were four a month. When we actually looked at the numbers, a lot of them were due to property, the value of property that they probably inherited or something like that, so it even shrank the numbers even further. We really saw that these families had very few assets.

DHS RECOMMENDATIONS

[Lorie Young] So finally, next slide, our recommendation was, in all the six States it was always an elimination of the asset limit even with Medicare come 2014 and even with the broad based categorical eligibility, it always eliminates the asset limit. But we decided to modify that and just completely disregard

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the assets under the TANF program. We ended up not going for expanding this legislation to all the programs so it's just strictly TANF. We have a GA program here, and of course, an Aged, Blind, and Disabled program here, and we decided to leave the asset limits alone under those programs. But under the TANF program, we have -- the legislation is to disregard assets entirely rather than eliminate the asset limit. As you can see from the explanation on the slide, it didn't -- we simply eliminated the asset limit, it did not relieve or eliminate the administrative burden of still calculating the value of assets, that still was required as the rule suggests. So, we decided to just go ahead and eliminate the burden entirely and disregard TANF.

HOUSE BILL 868

[Lorie Young] The bill was passed -- next slide -- there was a House bill introduced in the 2013 legislative session and that is the statute we see there on the slide and the governor signed that into law on April 18, 2013, with no opposition, actually, so we were very surprised there was no opposition.

PASSAGE WITH NO OPPOSITION!

[Lorie Young] It was a very successful legislative session for us. That's about it on our asset reform. I'm going to pass this on to Catherine and she'll be discussing the C32 -- C3T Program.

INTEGRATING THE COMMUNITY COLLEGE CAREER TRAINING (C3T) PROGRAM

[Catherine Scardino] Hi, Lesley. Maybe we could set-up with slide one. Good afternoon, everyone. My name is Catherine Scardino, I'm the Employment and Training Program Administrator for the Hawaii Department of Human Services, Benefit, Employment and Support Services Division. I will be doing the presentation on the C3T Program and also the See Hawaii Work Program.

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES (UHCC)

[Catherine Scardino] Slide two, please. The University of Hawaii Community Colleges, or UHCC, received a 24.6 million dollar grant from the U.S. Department of Labor and developed a State-wide post-secondary education and vocational training program called "Community College Career and Training Program," or for short, C3T. The C3T program currently offers employer-driven courses that lead to career pathways in three industries, to start: agriculture, energy, and health. The courses incorporate basic skills in contextualized methods and are developed like building blocks to ensure students are successful and are able to obtain jobs after completion.

COMMUNITY COLLEGE CAREER TRAINING (C3T) PROGRAM

[Catherine Scardino] Slide three, please. The C3T program targets working-age individuals who are unemployed, under-employed, dislocated workers, and disadvantaged individuals, such as our TANF recipients. Slide four, please.

7 COMMUNITY COLLEGES STATEWIDE

[Catherine Scardino] These are the seven University of Hawaii Community College campuses State-wide that offer C3T courses. Slide five, please.

AGRICULTURE

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[Catherine Scardino] And just a brief information on the three focus industries of the C3T program. Our State currently imports between 80 to 90 percent of our food supplies, so the agriculture courses are developed to help increase our State's food production and here are a few of the C3T agriculture courses: aquaponics, sustainable agriculture, food Safety, plant bioscience, and agriculture and natural resources. Slide six, please.

ENERGY

[Catherine Scardino] In addition to importing food, Hawaii also imports a great amount of oil for fuel and energy sources, so the energy courses will support small businesses and the growth of local green jobs. Here are a few of the energy courses being offered through the C3T program, such as automotive technology for hybrid and electric vehicles, photovoltaic systems, sustainable construction technology, and home energy survey profession.

HEALTHCARE

[Catherine Scardino] Slide seven, please. Lastly, healthcare. Hawaii has a shortage of specialty healthcare professionals, which is more prominent on the neighbor islands. And here is a short list of healthcare courses being offered: surgical technology, pharmacy technician, medical laboratory technician, occupational and physical therapy assistant, and adult residential care operator. Slide eight, please.

HAWAI`I SELF-SUFFICIENCY STANDARD: DEPARTMENT OF BUSINESS ECONOMIC DEVELOPMENT AND TOURISM (DBEDT)

[Catherine Scardino] According to our State Department of Business Economic Development and Tourism, these are the estimated wages that families need to earn in order to be self-sufficient in Hawaii. The standard includes housing, food, transportation, childcare, healthcare, taxes, and miscellaneous expenses such as telephone, internet, clothing, personal care expenses, and household supplies. So, as you can see here, the average employment income, which is \$8.50, is far less than earning levels needed for families to independently meet their basic needs. Slide nine, please.

HAWAI`I'S GOALS WITH C3T PROGRAM

[Catherine Scardino] So we need to lessen the disparity between earnings of TANF families and the self-sufficiency standards and to do so, we are incorporating the C3T program as another major component to our TANF work program. We see the C3T program as a viable option for TANF recipients to pursue education so they may obtain employment that offer earnings above the minimum wage, and can develop into career opportunities with wage progression. We plan to integrate the C3T program with our TANF work program subsidized employment in order to develop career pathways for TANF recipients. Our subsidized employment program is called "See Hawaii Work," which I will presenting shortly. If after a reasonable amount of job search activities do not result in unsubsidized employment, then participants would be referred to the "See Hawaii Work" program for assistance with employment placement in their specialized field. We hope to see positive results for our TANF families by integrating both the education and subsidized employment programs. Slide ten.

HAWAI`I CONTACT INFORMATION

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[Catherine Scardino] There is our contact information. This concludes my presentation on integration of C3T program into our State TANF work program and I'll transition to our next presentation on the See Hawaii Work program. If we can bring the PowerPoint up for that? Okay, can someone let me -- know if it's already up?

SEE HAWAI`I WORK PROGRAM: SUPPORTING EMPLOYMENT EMPOWERMENT

[Lesley Smith] Yes, we're good to go.

[Catherine Scardino] Okay, thank you. So, See Hawaii Work is a subsidized employment component under Hawaii's TANF work program.

CHALLENGES OF HELPING TANF FAMILIES

[Catherine Scardino] TANF families may have the barriers that impact their ability to obtain or retain employment. For example, some may lack education, skills, work history, or other evidence of their employability. Hawaii's TANF population is very diverse, there are TANF recipients that have limited English proficiency. About 28 percent of our State's population speaks a language other than English. Also, with a very diverse population we do encounter conflicts between cultures and values. Other factors such as negative work history, criminal background, substance abuse, and lack of personal self-esteem and motivation are also potential barriers for individuals' ability to obtain or retain employment. Slide three, please.

SEE HAWAI`I WORK PROGRAM

[Catherine Scardino] So in 2005, Hawaii developed the See Hawaii Work Program, often referred to as the See Program. It was developed using a training-for-hire and apprenticeship model to provide on-the-job training and additional work opportunities for TANF recipients. The See Program is structured to also help businesses meet their labor demands, thereby making a positive impact to our State's economy.

SEE HAWAI`I WORK PROGRAM

[Catherine Scardino] Slide four. So, currently the subsidies that we provide include wage reimbursement at Hawaii's minimum wage level, which is \$7.25 an hour. We add another 50 cents for each dollar per hour that employers pay in excess of the minimum wage, up to \$12.00 an hour. We also add 14 percent of the total subsidized wage to assist employers with administrative costs such as training, unemployment insurance, worker's compensation, and FICA. Lastly, we also pay up to \$200 per month to employers that assist participants with transportation. When the participant is hired, the employers agree to provide a minimum of 24 hours per week for a period of up to three months. Employment may be extended for up to three months, or a total of six months. Previously, our See Agreements were set for a 12-month period, or two six-month periods. But employers felt that a six-month period was sufficient to assess and train our participants. Slide five, please.

SEE HAWAI`I WORK PROGRAM

[Catherine Scardino] Employers benefitted financially when they hired employees through the See Program because it increased their ability to hire additional staff. They also found the recruitment process to be easy because participants were already pre-screened and came prepared with resumes and interviewing skills. Lastly, many of our participating SEE employers are small, local businesses so they felt

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it was a contribution to their community to assist needy families. And for participants employed through the SEE Program, receive on-the-job training, guidance and mentoring from employers, and individualized job coaching. Slide six, please.

SEE PROGRAM ACHIEVEMENTS

[Catherine Scardino] So during the State fiscal year ending June 30, 2013, there were a total of 378 employers participating in the SEE Program. Of these employers, 165 hired participants. A total of 425 participants obtained employment through the SEE Program. And of those participants, 200 transitioned to unsubsidized employment. SEE participants worked an average of 30 hours per week, which is well above the SEE Program's requirement of 24 hours per week. And participant's wages ranged between the minimum wage at \$7.25 per hour and as high as \$15.38 per hour. Slide seven, please.

SEE HAWAI'I WORK PROGRAM PROGRESS

[Catherine Scardino] Since 2005, a little over 1,300 employers placed job orders with the SEE Program. See Hawaii Work also participated as a case study with the Promising Pathways Initiative, sponsored by HHS, ACF, OFA. The SEE Program has become a significant component of Hawaii's TANF work program and most recently, we've made modifications to our case management system to allow case managers to submit electronic referrals to SEE, capture data in-house, and issue direct deposit payments into employers' bank accounts, eliminating the need for a third-party vendor to issue employer payment. As I mentioned in my C3T presentation, we will be integrating the program for participants that successfully complete their courses or are able to find unsubsidized employment. The goal will be for the SEE Program to assist participants with employment placement in their specialized field. Before I conclude this presentation, I wanted to share a couple of lessons learned when we implemented the SEE Program, and which we anticipate will be the same for the integration of the C3T Program. It took about two to three years for the SEE Program to pick up steam for employers to participate and also case managers to utilize the SEE Program as an additional resource or support for unemployed and under-employed TANF recipients. So like the SEE Program, we are now encountering the same issues with C3T. We're working to connect the community colleges to the work program units directly to educate their staff on the C3T program and the courses offered and other support services that the C3T program may provide, such as student coaching -- student and academic coaching. We will also utilize our work group sessions with case managers as a platform to discuss the needs of our TANF recipients and encourage them to also utilize C3T programs as another resource.

SEE HAWAI'I WORK PROGRAM

[Catherine Scardino] So, this concludes our presentation on See Hawaii Work Program.

DEBORAH CARROLL

[Lesley Smith] Thank you, Lorie and Catherine. Next, I'd like to welcome Deborah Carroll and Brian Campbell with the District of Columbia Department of Human Services. Deborah?

[Brian Campbell] She's probably talking on mute.

[Lesley Smith] Brian, are you there? Could you begin?

[Brian Campbell] I am. Hopefully, it's going to hop back on. Flip to the next slide.

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[Lesley Smith] Thank you.

DC'S TANF REDESIGN: IMPLEMENTING A TIERED SERVICE DELIVERY MODEL/ THE REDESIGN IMPERATIVES AND KEY ELEMENTS

[Brian Campbell] You can go to the next slide.

THE INTEGRATED SERVICES MODEL – OVERVIEW

[Brian Campbell] So, actually, I'm going to -- because she's gone through this whole thing and I -- haven't so I'm just more supporting the questions, but I think she said -- what she wants to talk about is what we've done since we've implemented a tiered model of delivery systems for our TANF customers. Historically, the District of Columbia had essentially a one-size-fits-all model. When our customers came in to receive services, we'd essentially send them out to one set of service providers and that service provider would essentially be in charge of everything in terms of from folks who needed significant, significant substance abuse services to those were ready for essentially jobs right out of the gate. So what we found that did, it certainly didn't work because those who had the higher needs didn't have their needs met, as well as those who had the lower needs didn't have their needs met. So what we did, we decided we're going to have a tiered delivery model, essentially breaking down to what we call "suites of services," based upon what specific needs of the individual is. And go ahead and go to the next slide, please.

IMPERATIVES TO REDESIGN DC'S TANF PROGRAM

[Brian Campbell] Going back to much of what actually Washington had looked at in terms of why we decided we needed to do this --

[Deborah Carroll] Hi, Frank. I'm back.

[Brian Campbell] Okay, Deborah. Hop on, Deborah.

[Deborah Carroll] All right, sorry about that. So, we started around the same time as Washington State, somewhere around 2010 with our redesign efforts. We had a growing caseload. Our caseload during recession increased by over 3,000 families. Our effective rate -- we have funding -- we fund our TANF program through three funding streams: the TANF, the MOE, and then we have a local fund that we also use. The effective rate across all three funding streams was extremely low, anywhere between five and ten percent. And so, we wanted to see some improvement in that. At any given time, we were only able to serve about 3,900 families, and we had this one-size-fits-all approach towards serving those customers and very little attention paid to the barriers to employment. We also had some pressure because during that time the Council also put some limits on the 60-month requirement and began a gradual reduction of their cash assistance over a five-year period. So, these were all of the changing needs sometime around 2008 -- between 2008 that caused us then to begin the reformatting and redesign of our programs. Next slide?

KEY ELEMENTS OF THE REDESIGN

[Deborah Carroll] So, some of the key elements -- we decided that we would have a tiered service delivery model rather than the one-size-fits-all. We began using the Online Work Readiness Assessment that was developed by ICF International with the support of Maryland and many other States. So, we did an up-

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front assessment and then used the results of those assessments to develop an individual responsibility plan. We restructured our performance-based contracts to make them more flexible and allow us to build to scale. We also targeted some employment and barrier remediation service providers in order to ensure that we had good continuity of services and when we made a referral, it was an intelligent referral. And then we really put some structure behind some cross-agency collaboration to leverage their expertise, particularly in the area of mental health, substance abuse, and child welfare. And then we also developed a very robust, data-driven model that helped us to make some decisions around not only referrals for customers but also our progress in the program.

AGENCY PARTNERSHIPS/ TIERS, ASSESSMENT & SERVICE REFERRALS

[Deborah Carroll] Next slide. You can skip that slide. This is just to go in briefly about the different tiers that we have in our program model. Next slide.

4-TIERED SEGMENTATION INCORPORATES WORK READINESS AND BARRIERS

[Deborah Carroll] What we found is that customers often fall into four primary areas. There are some that have good work histories and but for the economy they would be working right now and based on their assessments, they generally fall within a job placement category. There are others that need barrier remediation, but also need some additional education or job training in order to make them ready and to compete in the work environment and they generally fit within a work readiness program model. Others, however, have higher barriers to employment and also need some additional work supports. They may need more intensive services and as a result, we have that category. And then finally, those that really meet barriers to employment and more financial -- more long-term, permanent financial support such as SSI. While people do straddle those different quadrants within the model, my thought is that as we begin to remediate barriers to employment, they would move from that quadrant into the work readiness and job placement model. Next slide.

PARTICIPATION REQUIREMENTS AND SERVICES DIFFER BY TIER

[Deborah Carroll] So, one of the key things that we did was we modified our policies to be more flexible. We focused with the customer. We focused less on the Federal hours of participation, and focused more on what the customer needed and desired to develop their plan. If they were placed in a job placement service, then the expectation is that they would meet the core and non-core requirements under the Federal TANF rules. However, if they were placed in a work readiness model, we just wanted them to meet their hours of participation and they had -- there was less emphasis on the core and non-core. The plan was developed based on the client's needs and ensuring that those barriers that need to be remediated were addressed while they're engaged in a work and education or training activity. And then finally, those that were in the barrier remediation model, we did not focus on the hours requirement. Rather, we focused on those activities that needed to be addressed to remediate the barriers. And then when they were ready, then they would migrate into the other facets of the program model to meet either the core or non-core, depending on how they were functioning, or to meet just the hours requirement under the model. What we found is that with that flexibility, customers actually were able to rise to the challenge and we still saw an increase in our work participation rates because of it. Next slide.

EDUCATION, SKILLS, AND WORK HISTORY DETERMINE WORK READINESS

[Deborah Carroll] This is just an example of the program's logic, depending on times where a person scored in the assessment. Next slide.

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WORK EXPERIENCE LEVEL (WEL) IS BASED ON WORK HISTORY

[Deborah Carroll] We also developed some scoring methodology based on their work history and this is just an example of how we would calculate based on the person's work history, what score we would provide. Next slide.

EDUCATIONAL ATTAINMENT LEVEL (EAL) IS FINE-TUNED USING CASAS

[Deborah Carroll] Similarly, we had -- within the logic model we have some scoring and this would help -- this was created with the assistance of our State Superintendent for Education using the E-CASAS assessment, and this is just an example of the scoring logic relating to the education attainment level. Next slide.

SCREENING FOR OTHER BARRIERS USING WELL-TESTED, HIGHLY PREDICTIVE TOOLS

[Deborah Carroll] And then similarly, we used some predictive analytical tools in order to help us to identify the barriers to employment and also the severity of those barriers and what the recommended referral would be, and this is just an example of this scoring related to that. Next slide.

IDENTIFICATION OF PERSONAL BARRIERS TRIGGER IN-DEPTH ASSESSMENT

[Deborah Carroll] Similarly, as the client is going through the assessment to identify specific barriers, there's a program logic that provides the recommended action based on the section of the assessment tool and the outcome of the indicators. And this is just an example of how we utilize that information. Next slide.

CUSTOM PDF REPORTS SUMMARIZE ASSESSMENT RESULTS AND OUTCOMES

[Deborah Carroll] In our system that we developed, we created some PDF reports that summarize the results. Customers get a copy of this that allows -- it's almost like a roadmap for them, that they can use towards developing a more detailed plan, and this is just an example of that type of report. We felt that those things were critical for customers as well as for the agency in order to understand the data and also predict what our needs were in the future. Next slide.

REPORTS AND ASSESSMENTS TRACKED IN A CASE MANAGEMENT SYSTEM

[Deborah Carroll] You can skip that slide.

IN-DEPTH ASSESSMENTS OR SERVICE REFERRALS AFTER UPFRONT SCREENING

[Deborah Carroll] One of the big changes that we put in place is, we do the up-front assessment and initially we assessed all of our existing customers, which were somewhere around -- a little over 17,600 at the time. And then beginning in June of -- excuse me, April -- of 2013, we shifted to all new customers coming through the door that were applying for benefits and now, the assessment and orientation is a condition of their eligibility. We then use that information to help to develop and customize referrals and an individual responsibility plan for the customers. Next slide.

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HIGHLY SKILLED AND WELL TRAINED PROVIDERS

[Deborah Carroll] We can't do this without having well-trained staff and well-trained providers. Next slide.

VENDORS' COMPENSATION IS HEAVILY TIED TO ACHIEVEMENT OF OUTCOMES

[Deborah Carroll] We changed our program model to tie the vendors' compensation to particular outcomes, and those outcomes relate to completing education and training goals, meeting the participation requirements, obtaining an unsubsidized work placement, getting a higher-paid wage, and retaining a job more than -- or within six months. Both the customer as well as the provider get different benchmark payments. Customers can get as much as -- I think it was somewhere around \$1,400 on an annual basis for completing different objectives. Next slide.

MAXIMIZING SUCCESS OF FAMILIES IN CRISIS

[Deborah Carroll] The other thing is, while we spent a lot of time building relationships with other agencies and ensuring that there was continuity in the services, and some of that was breaking down silos that were in place within our respective agencies, as well as changing a culture of not sharing information and not sharing data to a culture of understanding that we have shared customers and clients that we serve on a regular basis and with that "cooperation" we all achieve the results that we're all trying to achieve -- everybody's interests are being met with that shared cooperation. And that's been -- but not only the biggest challenge but the most rewarding, because we're starting to see some of the results of that now. Next slide.

LESSONS LEARNED

[Deborah Carroll] Lessons learned. Next slide.

CONTINUOUS IMPROVEMENT AND TUNING IS CRITICAL TO ENSURE RESULTS

[Deborah Carroll] So, just within a few short months we've seen a tremendous spike, not only in the number of incentive payments. The incentive payments are tied to achieving particular outcomes and also tied to participation and we're seeing some very promising results from that. Next slide.

LESSONS LEARNED

[Deborah Carroll] I think that any State that decides to undertake any redesign effort, I really -- you need to know what the problems are before you begin to tackle and begin the system reforms. It is a lot of work. You've heard from Washington and from Hawaii about the length of time and the amount of resources that it takes to put something into place. We literally started from the ground up. When we started, we had 10 staff that worked only with customers that were waiting for their eligibility decision to be made and then the rest were done by contracts. Now, we have almost 90 staff and we have much more infrastructure in place in order to support this effort moving forward. We are finally in a position where we honestly believe that we can serve everyone that receives a TANF benefit right now. The other thing is that what's very difficult is to manage expectations and to make sure that you set clear benchmarks that your funders and your legislature and your executive management understands so that you can ensure that not only you're keeping the fire on yourself in terms of making progress, but also so that everyone understands that this transformation doesn't happen overnight. And then lastly, make sure you understand what your capacity is. We have been very challenged with being able to move forward

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not only because of our staffing resources, but that we've been able to achieve over the last year, but also with health reform and building a new eligibility system. Many of our staff resources, particularly in the area of policy and program development have been extremely strapped. Next slide.

LESSONS LEARNED – CONT.

[Deborah Carroll] And then just be aware that you need to make sure that you have the ability to scale and develop a model that's internally consistent with your agency and your State policies. Next slide. I'm done. Thank you.

QUESTIONS?

[Lesley Smith] Thank you, Deborah. At this time we'd like to begin our question and answer session.

HOW TO ASK A QUESTION

[Lesley Smith] On the screen, you'll see an example of how to submit a question through the on-line platform. We do have several questions already in the queue so I'm going to go ahead and get started on those while others are being submitted. The first question is for Washington State; Babette. "In regards to your assessment tool, is the tool appropriate for both two-parent families as well as single- parent families, and are you finding success with both?"

[Babette Roberts] It is for all families, so yes, both single-parent and two-parent families but the assessment tool is for the entire caseload. We haven't rolled out State-wide, so it's hard for me to say we're finding success with both. But in the user testing, I don't believe that we saw any difference in the comments around one-parent families versus two-parent families.

[Lesley Smith] Thank you. For Hawaii, specifically Catherine, "Does the employer or your State staff provide the mentoring and job coaching for your participants of the SEE Hawaii Program?"

[Catherine Scardino] We have a private contractor that administers the SEE Hawaii Work Program, and they actually provide three aspects. One is the employer relation specialist: they actually go out and market and recruit employers. And second is the job retention coaches: they do the mentoring, they do the follow-up in terms of once a participant is referred, they do the intake, the assessments, and the referral to employers, and follow-up in terms of interviews and coaches them through the placement process. And lastly, our contractor also provides or issues the payment. So, yes, we do -- the contractor provides those services.

[Lesley Smith] Thank you. For Washington, D.C. "What process do you take in D.C. for follow-up for mental health referrals?"

[Deborah Carroll] We have a partnership with our Department of Behavioral Health that will do a more in-depth assessment for any customer that screens for mental health or substance abuse. We are literally about to award a contract to one or more providers to provide trauma-informed care to them so that any customer that doesn't necessarily have a diagnosis but has experienced trauma, will be able to receive services through that network as well. What this will allow is that they will not have to go through the typical screening process. That provider -- excuse me, that person will be able to get a direct referral to the service provider.

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[Lesley Smith] Great, thank you. Back to Washington State. "Do you suggest contracting with your vendors to increase employment levels with your customers which could also help in the on-the-job training?" Babette? I'm not sure if you're on mute.

[Babette Roberts] I'm on mute. Sorry. [laughter] I'm talking to myself. It's -- I think I would. We contract with our providers and in our contract we do have performance expectations, and around those performance expectations some of them are percentages that move to employment, and then retain employment. I do suggest that there are metrics around those when you're working with contractors, either at a State level or a local level. I'm hoping that answers the question.

[Lesley Smith] Thank you. For Hawaii. "Why did you decide to leave the asset limits in place for the Aged, Blind, and Disabled programs?"

[Lorie Young] It's because our statute directly States that we are to apply the Federal limits to our General Assistance and Aged, Blind, and Disabled population, so of course, that's \$2,000 for a single and \$3,000 for a couple. Those two programs are actually a safety-net program here in Hawaii for the people that do not qualify for Federal assistance, so basically, many of our GA's and our ABD population -- it's an interim assistance and the idea is they will move on to Federal benefits, especially our ABD population. Our General Assistance population, many of them obviously have temporary disabilities but some of them do - - we have them apply for Federal benefits and actually quite a few of them do qualify. So we decided not to mess with the Federal asset limits requirement because many of the RGE's and ABD's do move on to that, those programs, so we left it alone.

[Lesley Smith] Thank you. For Washington, D.C. "Could you describe your staff training?"

[Deborah Carroll] Sure. Brian, you want to take that one?

[Brian Campbell] We've been rolling people on, as Deborah said, we've started with 10, now we're up to pushing 70. The first trainings we did focused on essentially, the assessment part of it because that's what we were focusing on, was assessments. So we did -- we focused on strength-based interviewing and actually we're looking to get more outside help on that as we start pivoting to our workers having case corners and having more of a case -- carrying a caseload. We also have monthly meetings with all of our respective vendors, to essentially keep them abreast of what -- going over the policy changes and things of that nature.

[Lesley Smith] Great, thank you. For Washington State, "What is the specific motivational interviewing program that you're using?"

[Babette Roberts] Oh, that's a great question. We are contracting with Washington State University specifically with Casey -- I believe his last name is Jackson -- Casey Jackson and the motivational interviewing that he -- curriculum that he's developed.

[Lesley Smith] Thank you. For Washington, D.C. "You mentioned a trauma-specific training. Could you identify that a little bit more specifically?"

[Deborah Carroll] Yes. The trauma-informed care is a method of assisting customers that experience -- whether it be sexual abuse or domestic violence -- or witness a crime, it is based on a program that I believe comes out of the Midwest somewhere and I'll have to get the specific information. Not only does our Department of Behavioral Health but our Child and Family Services agency, trained all of their social



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workers in utilizing the method of assisting families and individuals that have experienced trauma. So the goal is to bring that to the TANF population, particularly those that have been on TANF for long periods, that may have experienced trauma and have not had those issues addressed over the last several years that they've been receiving the benefits. That's typically our approach. Hopefully, we'll have someone in place within the next month or so, so we can see how it's going to be implemented. This particular program is going to be coupled with AIDS and HIV testing and assistance for individuals or families that are also at risk of obtaining that disease as well as substance abuse. And that's oftentimes because these families self-medicate and might need some added assistance in those areas. We'll hopefully be able to report on the outcome of that in the next few months.

[Lesley Smith] Thanks so much. For the questions that have been submitted that have not yet been addressed, we will review those with the presenters, identify the appropriate answers, and provide those answers back to all of the attendees on today's Webinar. It is the end of our time together and I would like to say on behalf of the Administration for Children and Families, Region X office, we would like to thank everyone for attending this Webinar and for your thoughtful discussion. Thank you to our presenters for sharing their experience and knowledge of implementing their TANF redesign efforts.

SAVE THE DATE

[Lesley Smith] A transcript and audio recording will be made available for everyone in the coming weeks and we're also excited to announce a "Save the Date." The Region X office is planning a second Webinar for Thursday, December 12, on 2 p.m. Eastern time on "Strengthening TANF and Low-Income Families through Strategic Non-Custodial Supports." Details regarding registration will be available soon.

SURVEY REMINDER

[Lesley Smith] We welcome your feedback. A survey will pop up on your computer screen in a separate window momentarily. Please be sure to provide your feedback on this survey so we can continue to improve our Webinars.

THANK YOU

[Lesley Smith] Once again, we'd like to thank all of you for participating in today's Webinar. Have a great afternoon.

[End.]