TANF Technical Assistance Virtual Meetings
NAVIGATING NEW PATHWAYS TOWARDS BUILDING THRIVING COMMUNITIES

Adapting Client-Centered Approaches to a Virtual Environment

Summary Report

February 22, 2021 • March 8, 2021 • March 22, 2021

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In February and March of 2021, the U.S. Department of Health and Human Services (HHS), Administration for Children and Families (ACF), Office of Family Assistance (OFA), held a series of three virtual meetings with state Temporary Assistance for Needy Families (TANF) agencies and stakeholders. The series, *Navigating New Pathways towards Building Thriving Communities*, invited state TANF administrators and other staff to participate in cohorts by ACF Region (Regions I-IV, V-VIII, and IX-X). Each session focused on a specific topic related to supporting families through COVID-19 and beyond, and each took place three times (once for each cohort).

During the COVID-19 pandemic, many TANF programs rapidly adapted their program delivery to ensure the continuity of client supportive services. In many instances, the necessity to pivot from "normal" day-to-day operations led to programmatic changes with great potential for improving client outcomes. These changes have touched on a broad range of topics, including creating a safe environment for coaching customers, rolling out new technical systems and platforms, addressing the need for broadband access, and using trauma-informed scripts with customers in the midst of the pandemic. Drawing on expertise from both within and outside the TANF field, the Adapting Client-Centered Approaches to a Virtual Environment meetings explored these and other topics, while emphasizing how programs managed, executed, and intend to sustain these changes after the pandemic's end.

Central Office Welcoming Remarks
Susan Golonka, Acting Director, Office of Family Assistance (February 22, 2021)

Susan Golonka opened the series during the February 22, 2021 session by honoring and acknowledging the hard work and efforts of TANF programs during the pandemic. While the pandemic has impacted everyone, individuals with disabilities, people of color, and people in rural communities have been hit particularly hard. TANF programs continue to be creative and search for ways to effectively administer services and use the flexibility in TANF to serve families better. To help address the difficulties families are facing during this unprecedented time and to better serve TANF families, the House Budget Committee reported an omnibus budget reconciliation bill that would, among other provisions, create a temporary $1 billion TANF Pandemic Emergency Assistance Fund.[1]

Session Opening Remarks
Patrick Heiman, Region X TANF Program Specialist, OFA (February 22, 2021)
Kisha Russell, Regions VI and VIII TANF Program Manager, OFA (March 8, 2021)
LaMonica Shelton, Region IV TANF Program Manager, OFA (March 22, 2021)

Regional Program Managers and staff provided opening remarks at each of the cohort sessions. Each speaker emphasized their gratitude for the hard work and efforts that TANF leaders and staff have contributed during the COVID-19 pandemic. The pandemic has highlighted the importance of technology and the need for access and literacy as more programs shift trainings and services to virtual models. In their remarks, the Regional leaders shared that the session intends to cover the changes programs have made during the pandemic and how programs are utilizing these changes to look towards the future.

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[1] To learn more about the TANF Pandemic Emergency Assistance Fund, visit: https://www.acf.hhs.gov/ofa/policy-guidance/tanf-acf-pi-2021-02

Responding to Trauma in a Virtual Setting

Laurel Kiser, Ph.D., M.B.A., Principal Investigator and Strengthening Families Coping Resource Team Leader, The Family-Informed Trauma Treatment Center
Diana Cockrell, Section Manager, Prenatal to 25 Lifespan Mental Health and Substance Use Services, Washington State Health Care Authority
Melissa Bocash, Benefit Program Administrator, Vermont Economic Services Division, Vermont Agency of Human Services
Jackie Rhodes, Senior Manager, Workforce Innovations and Poverty Solutions, ICF (moderator)

As TANF programs continue to serve their customers virtually, many have considered strategies and practices to support deploying trauma-informed practice in a virtual environment. This session featured a brief context-setting discussion about the importance of participant lived experience and the role of human services programs in responding to customer needs, followed by a series of state spotlights that described specific techniques and strategies for adopting, deploying, and assessing trauma-informed practice in a virtual setting.

Dr. Laurel Kiser of the Family-Informed Trauma Treatment Center opened the session with a discussion about the intersectionality between trauma, poverty, and COVID-19. She also shared tips on how to support clients through virtual platforms. When discussing trauma, context is critical and it is important to start with a definition to ensure common understanding. **A trauma event is a scary, dangerous, or violent event, and its impact can affect an individual's mood, emotions, and interactions in daily life.** Living in poverty can be traumatic, result in access to fewer resources, and can increase one's risk of continued stressors. Living in poverty means balancing living in a state of crisis while focusing on basic survival.

Complex trauma changes not only how one copes with stress, but also in how one experiences attachment and safety. The Physiology of Coping includes all three systems (Attachment, Safety, and Stress) to accommodate contexts that are loaded with threats, dangers, and high stress (See **Figure 1**).

Figure 1: The Physiology of Coping
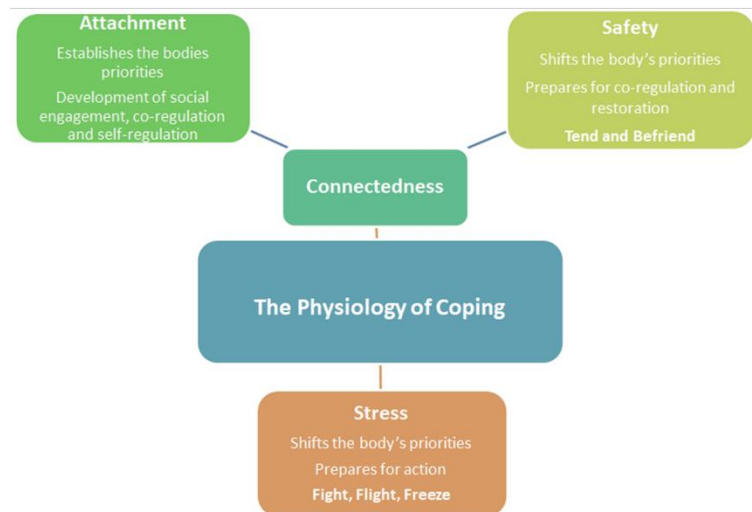
Living in traumatic environments long enough means that people rely on tools (see **Exhibit 1**) to survive and deal with everyday stressors. However, when put in the context of working towards financial stability, many of the tools used to survive trauma can get in the way of success.

Even when meeting with customers virtually, TANF staff must consider the need for creating a safe environment. Virtual encounters are new experiences for customers, and case managers must take the same level of care as is taken for in-person meetings. This should extend to resources provided to customers and the

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Exhibit 1
Common Trauma Survival Tools

- Remain on "high alert."
- Become invisible/shut down to avoid provoking a threat.
- Live in the moment.
- Stop planning and problem-solving.
- Do not share personal information.
- Blame other people when bad things happen.
- Shrug shoulders.

mechanisms for sharing those resources and supports. Clear communication and the use of multiple platforms, depending on customer needs, is key.

When providing virtual support, it is also important to take steps to ensure predictability and attempt to build a routine with customers, like beginning each session with a grounding technique. Creating and sharing an agenda for meetings can also help customers understand session goals in advance. Technology may feel new or uncomfortable for customers. When meeting virtually, it is possible that customers may also be in unsafe or public places to comfortably discuss topics with their case managers. Case managers can create plans and even practice strategies with customers for dealing with any danger or privacy concerns during sessions.

Diana Cockrell of the Washington State Health Care Authority discussed the difference between trauma treatment and trauma informed approaches:

- **Trauma Treatment:** Evidence based clinical approaches used by trained therapists to treat a trauma.
- **Trauma-Informed Approach:** "The way we do what we do;" an approach based on the understanding and recognition that each individual comes with their own unique reaction and experiences to any situation or scenario.

The primal brain that keeps us alive uses the flight, fight, or fawn response. Executive function helps us make decisions about how to survive while also seeing beyond immediate threats. Stressors cause shifts between primal brain and executive functioning in individuals. Understanding when and why someone might be using primal brain or executive function is important to understanding how to best provide support and resources to clients. Recognizing Adverse Childhood Experiences (ACES) and Adverse Community Environments can also shed light on the different types of impacts the pandemic and poverty might have on customers.

A trauma-informed approach is centered around six core and four key assumptions as identified by the Substance Abuse and Mental Health Services Administration's (SAMHSA's) National Center for Trauma-Informed Care (see **Exhibit 2**). [2]

Exhibit 2: Guidance for a Trauma Informed Approach

SAMHSA's Six Core Principles of a Trauma Informed Approach	SAMHSA's Four Key Assumptions in a Trauma Informed Approach
•Safety •Trustworthiness and Transparency •Peer Support •Collaboration and Mutuality •Empowerment and Choice •Cultural, Historical, amd Gender Issues	•Realization •Recognize •Respond •Resist Re-traumatization

Ms. Cockrell concluded by discussing the value of creating a safe, trauma-informed environment for TANF customers. Without such an environment, the expert case manager must recognize this gap and make great strides to equalize the environment's impact to get even close to the impact that might have resulted within a trauma-informed space.

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[2] To learn more about SAMHSA's trauma-informed approach, visit:
https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf and
https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm

Melissa Bocash of the Vermont Department of Human Services discussed the Reach Up (TANF) program's experience shifting to a virtual, trauma-informed program. She shared the OFA Peer TA Evaluative Toolkit, *Building a Trauma-Informed Temporary Assistance for Needy Families Program*, which was developed to provide technical assistance requested by the Vermont Reach Up program to support ongoing efforts seeking to better serve families through a trauma-informed lens. As a result of this work, the program shifted to a goal achievement model for families, focused on empowering customers to choose their own path. This has allowed families to make decisions on their program experience; it is especially helpful in the COVID-19 era as every family is dealing with unique situations.

Vermont Reach Up has been completely virtual since March 2020. Staff created virtual forms and online resources for families to access and conduct meetings by phone and video conference. In moving to virtual, Reach Up has seen a slight increase in engagement among families. While technology can be challenging, overall it has allowed for more consistent, meaningful, and positive interactions between case managers and families.

Flexibility has been key to Vermont's success. When it comes to working with families, it is essential to work with and adapt to the specific technology preferences that a family can access and is comfortable using. The program uses support services to provide technology for families and to provide access to virtual trainings and other online resources that are not free.

Many positive outcomes have come out of Vermont's switch to virtual programming. For example:

- In Vermont, public transportation is poor. Virtual meetings have allowed for greater family engagement and have decreased some stress about getting to and attending meetings.
- Many children have been and continue to be home and engaging in virtual learning. Virtual meetings mean families do not have to find childcare to attend meetings and case managers can have more flexible schedules to accommodate their own family needs.
- Flexibility for both families and staff has increased. Many case managers and customers have come to agreements that fit everyone's schedules and may not have been options when the program was in person.

The goal achievement model has also allowed for greater building of relationships and more meaningful conversations with customers. When looking to the future, Reach Up is considering what strategies and flexibilities will stay in place post-pandemic and where the program wants to change long term. Technology has been extremely helpful and is a strong backup opportunity for when in-person meetings are not possible.

Overcoming Barriers to Technology and Supporting Clients in a Virtual Environment

Anna Read, Officer, Broadband Research Initiative, Pew Charitable Trusts
Charles Thompson, Associate Dean for Workforce Funding Programs, Edmonds College
DaiJuan TR Wade-Jones, Supervisor of Special Projects, Operations and Training, Division of Customer Workforce Employment and Training, Washington DC Department of Human Services
Michael Yoder, Workforce Development Manager, Division of Welfare and Supportive Services, Nevada Department of Health and Human Services
Bryana Carroll, Manager, Workforce Innovations and Poverty Solutions, ICF (moderator)

In the past year, TANF programs have witnessed more than ever the importance of accessibility to virtual technology for the success of their programs and clients. This session discussed how TANF programs can use different strategies to help clients access technology and how to build partnerships to bridge the technology/broadband equity issue.

Anna Read of Pew Charitable Trusts began by introducing the Broadband Research Initiative and discussed how millions of Americans lack access to broadband. Lacking broadband access means that there is insufficient

infrastructure to subscribe to internet access. Many demographic factors have contributed to the division of broadband accessibility, including a significant rural-urban divide (see **Exhibit 3**).[3]

Research goes beyond just broadband accessibility; studies have shown that 75 percent of adults have a home broadband subscription, but not all those individuals utilize the service. Pew's research team is also analyzing why some adults are not online even if they have access to broadband and get a better picture of access and need. **Figures 2 and 3** show some demographics of those who have broadband access but are not online. Demographics play a significant role in who is more likely to be online and include age, race, and income. Individuals who are under the age of 65, identify as racially white, and have a higher income are more likely to have an in-home subscription.[4]

Exhibit 3
The Rural-Urban Divide in Broadband Access

5.2 percent of Americans do not have access to internet at broadband speeds:

- 1.5 percent of Americans in urban areas do not have broadband access.
- 20.7 percent of rural Americans do not have broadband access.

Figure 2: U.S. Adult Home Internet Usage by Race
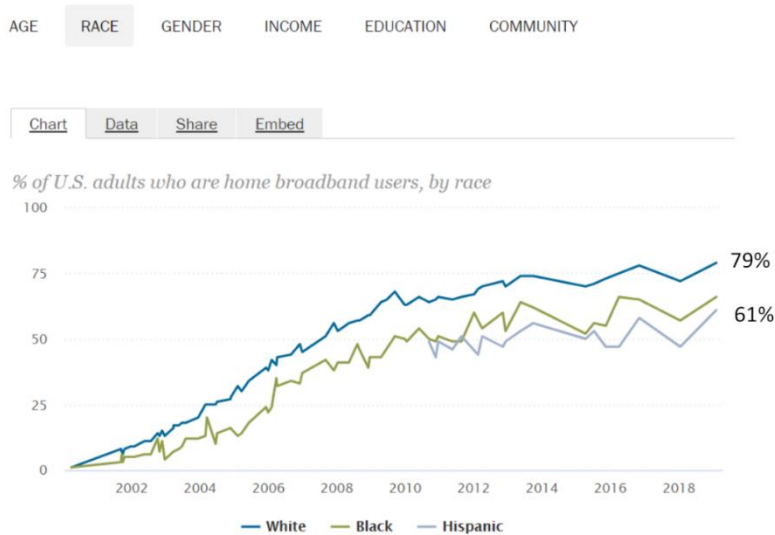
[3] Federal Communications Commission (2019). *Compare Broadband Availability in Different Areas.* https://broadbandmap.fcc.gov/#/area-comparison?version=jun2019&tech=acfow&speed=25_3&searchtype=county
[4] Pew Research Center. (2021). Internet/Broadband Fact Sheet. https://www.pewresearch.org/internet/fact-sheet/internet-broadband/

Figure 3: U.S. Adult Home Internet Usage by Income
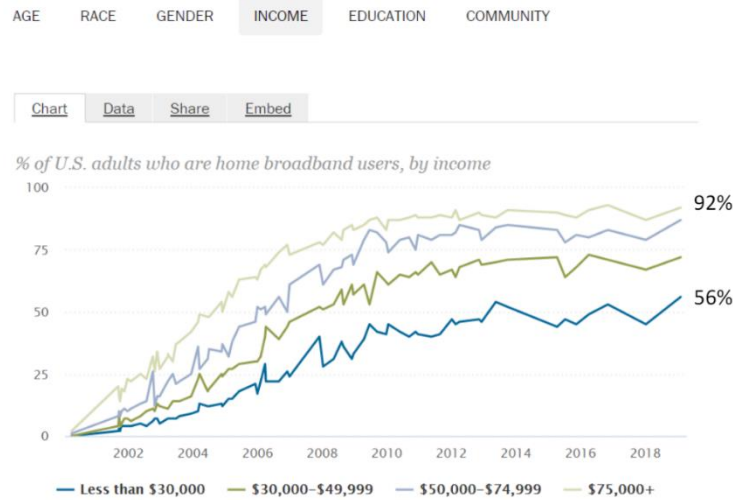
The Broadband Research Initiative found that smartphones play a key role in broadband access; many non-white and low-income Americans are more likely to depend on smartphones as primary internet access resources. This dependability raises concerns surrounding equity, as a smartphone does not have the equivalent functionality to a computer or tablet.

The lack of access to broadband has greatly impacted many populations during the pandemic, including students and teachers. School closures have highlighted the digital divide showing that 15-16 million students lack access to either an internet connection, a broadband enabled device, or both. Many teachers lack access to internet connections needed to teach from home as well. State broadband programs have resources to help provide broadband access where there is none. They can assist in creating access points and hot spots for individuals that lack broadband or internet access.[5]

> **There is so much more to digital literacy and digital access than simply providing a laptop. There needs to be a well-rounded strategy.**
>
> – Charles Thompson, Edmonds College

Charles Thompson of Edmonds College discussed the importance of in-home internet access and how it should be viewed as an essential modern utility. Education has historically been considered the most important factor in lifting people out of poverty; digital literacy and digital access are key elements of education. At Edmonds College, Mr. Thompson manages an OFA Health Profession Opportunity Grant (HPOG).[6] Through the HPOG grant, his team developed an education strategy focused on both digital access and digital literacy (see **Figure 4**).

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[5] To find more state specific information on programs and policies surrounding broadband access, visit: https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2019/state-broadband-policy-explorer.
[6] HPOG, administered by ACF, awards grants to organizations to provide education and training to TANF recipients and other low-income individuals for occupations in the health care field that pay well and are expected to either experience labor shortages or be in high demand. To learn more, visit: https://www.acf.hhs.gov/ofa/programs/hpog.

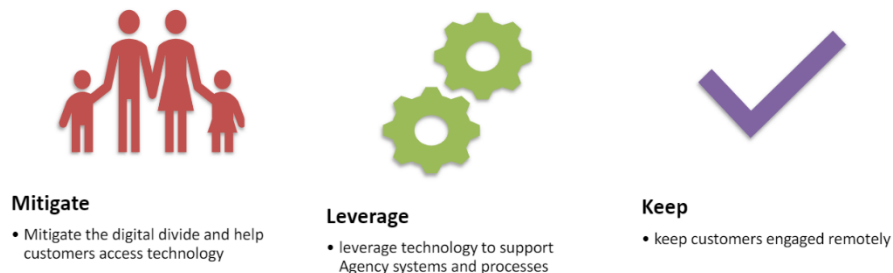**Figure 4: Edmonds College HPOG Education Strategy**
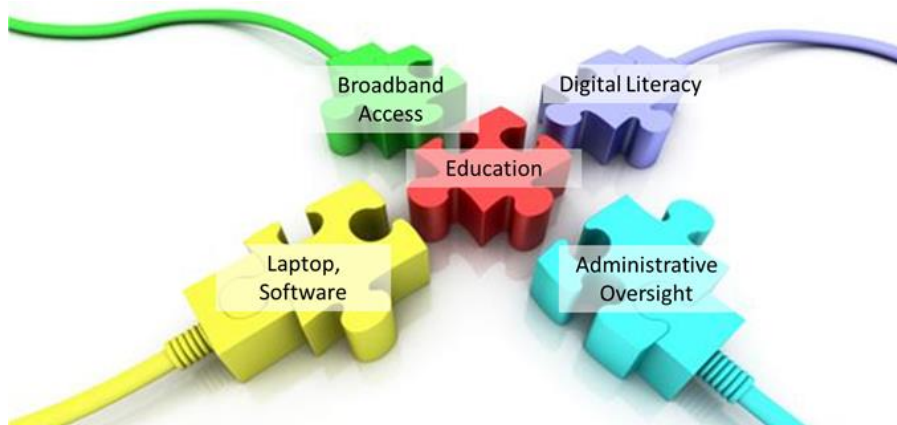
Elements of the strategy are:

- **Laptops and software** ensure that students have the access to the tools they need to complete their coursework.
- **Broadband access** is the foundation for success. The program gave mobile Verizon Hotspots to students to provide consistent access to internet and maximize the laptops given to them.
- **Digital literacy** is key to ensuring students feel empowered to utilize their laptops on their own. Students took technology courses to learn about laptop functions and use, and had ongoing access to a designated tutor to provide one-on-one support as needed.
- **Administrative oversight** allows for building a community. Program staff had high expectations for technology use and held students accountable for using laptops in completing their coursework.

Overall, students are more likely to succeed when they not only have access to a laptop and the internet, but are also taught how to best use these tools for their own academic success.

DaiJuan TR Wade-Jones of the Washington DC Department of Human Services (DC DHS) spoke about bridging the digital divide and the city's Push Initiative, which focuses on helping families access technology, leveraging technology, and keeping customers engaged remotely (see **Figure 5**).

Figure 5: The Push Initiative's Approach to Solving the Digital Divide

Mitigate
- Mitigate the digital divide and help customers access technology

Leverage
- leverage technology to support Agency systems and processes

Keep
- keep customers engaged remotely

A key aspect of DC's Push Initiative is using a two-generation (Two-Gen) approach which allows for opportunities to identify and address technological gaps across all levels of a family. Through the approach, DC DHS moved from a work-based model to a more family-centered model. The Two-Gen approach has led to:

- Modifying the incentive structure to encourage continuous education and credentialing;
- Incentivizing getting and keeping a job, receiving a promotion, and exiting TANF; and
- Developing and using case plans that focus on the needs of the whole family.

The Push Initiative is targeted to DC TANF employment and education program customers. The program serves both TANF and SNAP Employment and Training (E&T) participants, and provides social and economic opportunities with free loaner computers, free internet services, and a digital skills training period.

The Push Initiative has teamed up with [Byte Back](#) to create the laptop loaner program (through SNAP E&T) which provides customers with loaner laptops so they can participate in programming. It is available to customers engaged in at least 40 hours of program activities per month and supported by one-time funding from the U.S. Department of Agriculture. Byte Back handles all loaner laptop logistics and provides technical support to customers.

Since connectivity needs of each family differ, the program offers a flexible services menu, which allows families to choose specifically what they need: laptops only, internet only, or a bundle.

Although the program has seen a lot of success, it has not come without challenges. **Figure 6** highlights the questions that the DC DHS team continues to explore as they look to the future of the Push Initiative.

Figure 6: Push Initiative Challenges
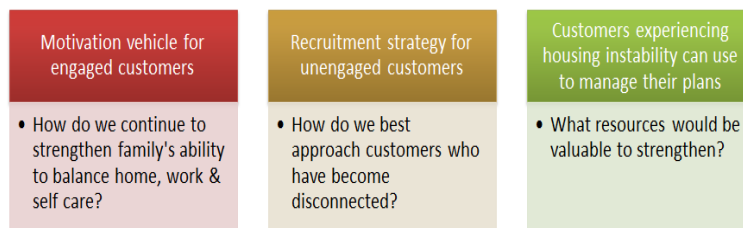
Michael Yoder of the Nevada Division of Welfare and Supportive Services (Nevada DWSS) discussed the state's approach to supporting customers virtually through the Virtual Learning Path program, which helps TANF customers access education and employment services. Nevada DWSS partners with local schools and employers to identify occupational requirements as well as virtual learning programs that align with in-demand occupations. Once those occupational pathways are determined, the program matches customers to employment pathways.

For the program to be successful, customers need a working computer to complete the distance learning courses. Nevada DWSS negotiated with a vendor to provide $450 refurbished laptops and provide some reimbursement for internet service for customers completing the program.

Partnerships have been essential to the program's success. Nevada DWSS partners with the College of Southern Nevada (CSN) for virtual training, which offers several healthcare training programs, as well as virtual HVAC, Web Developer, and IT programs. In addition to the virtual offerings, DWSS partnered with CSN's Adult Career and Education Services to assist with job preparation (resumé writing, interview skills, soft skill development), aptitude assessment, job placement, and job retention.

Technology has been pivotal to the program's success in the COVID-19 era. In addition to virtual training, Nevada DWSS uses technology to handle logistical matters, such as phone picture verification, electronic signatures, and virtual documentation and records keeping. These tools allow for more flexibility and greater levels of communication.

Looking Forward: 2021 Visions

Gerrie Cotter, Program Manager, Comprehensive Case Management and Employment Program (CCMEP), Ohio Department of Job and Family Services (DJFS)
Anna Tekippe, Clinician, Center for Work Education and Employment
Joe Raymond, Director, Social Policy and Human Service Programs, ICF (moderator)

The final session of the workshop allowed for an open conversation with speakers about challenges and hardships that TANF organizations are facing and strategies to overcome them. Drawing from their own experiences and the questions posed by participants, speakers participated in a Sunday news show-style session, offering strategies for how to reframe 2020 as a springboard for innovation into 2021, while recognizing the challenges and hardships of the year. In addition to Anna Tekippe of the Center for Work Education and Employment and Gerrie Cotter of the Ohio Department of Job and Family Services (Ohio DJFS), speakers from the two previous sessions were invited to join to allow for deeper discussion on topics covered earlier in the workshop. Those individuals were Melissa Bocash, Charles Thompson, and DaiJuan TR Wade-Jones. Discussion points are divided into themes below to help capture summaries and main takeaways.

Theme 1: Overcoming Challenges in a Virtual Environment

> *We want to be impactful in our work.*
> *We are also a part of that work and we ourselves will be impacted as well.*
>
> **- Anna Tekippe, Center for Work Education and Employment**

Panelists discussed strategies for overcoming the barriers that come along with working in a virtual environment. They included:

- **Flexibility.** Flexibility is key in the success of both staff and customers. Examples include extending eligibility and ensuring staff and customers have the necessary equipment and technology to engage in virtual case management, and offering flexible scheduling to accommodate work-life balance issues that have been exacerbated by the pandemic.
- **Connection.** With TANF staff working virtually, leaders should make connections early and often to build rapport and avoid isolation. Tone plays a role in how we connect and communicate with customers without the body language and additional benefits sitting with someone in person.
- **Teamwork.** Panelists discussed the value of teamwork and collaboration, especially in a virtual environment. Mr. Thompson shared that his large department balances multiple grant-funded programs. They brought together students and staff to discuss strategies for shifting in-person instruction to virtual. Having a variety of voices at the table was critical.

> **On Teamwork**
>
> *Having a representative from each level of the initiative was really beneficial to making sure everyone got to where they needed to go.*
>
> - Charlie Thompson, Edmonds College

- **Trust.** Building trust with customers is especially difficult in a virtual setting. Panelists suggested scheduling meetings around customers' busy times to ensure the maximum amount of attention and privacy is provided.
- **Resilience.** Panelists emphasized that they have tried to remain hopeful and resilient as TANF agencies navigate the unknown. Teams should regularly step back to evaluate how things are going and create a strategy of longevity focused on maintaining positive adaptations.
- **Partnerships.** Programs in communities across the country have been forced to adapt to a virtual environment, solving challenges and developing strategies along the way. TANF agencies should take advantage of this time to identify new partners and revisit current ones to explore more effective ways of working together moving forward.

Theme 2: Positive Outcomes from the Virtual Shift

While the COVID-19 pandemic's forced shift to virtual has been challenging, it also opened opportunities for innovation and positive programmatic changes. For example, customers have gained digital skills at a rapid pace, and signs are showing that these skills are helping customers move forward with securing new careers. There has also been a reduction in transportation challenges since customers can meet and attend trainings virtually, which has allowed for a higher participation rate. Some states, including Vermont, are considering keeping many aspects of their programming virtual beyond the pandemic, such as initial application and intake. Staff have reported stronger relationship building with customers, especially in the youth population who often feel more comfortable communicating through technology.

Theme 3: Virtual Case Management and Training

This pandemic is going to have years long impact and we need to have a trauma-informed model that has long-term solutions now. We cannot just have short-term emergency solutions.

- Gerrie Cotter, Ohio DJFS

In moving to a virtual environment, case management delivery had to shift, leading to more staff training and development needs. Ohio moved to a coaching case management model based on feedback and support from staff. The goal has been to not just focus on immediate need but long-term goals and success.

DC is also rolling out a Two-Gen approach to help manage and incentivize clients and promote success for the whole family. These changes will require virtual training for staff to promote long-term success. DC DHS involved staff at all levels of assessment and planning. As a result, they are now looking to develop long-term training for staff with an emphasis on emotional intelligence.

Panelists discussed the need for being intentional in how case management changes affect families and their futures. Participants are looking for careers; TANF agencies must ensure the materials they provide reflect those goals. This includes revisiting current resources to confirm they are updated and relevant, for example, in including recent industry trends.

> **On Staff Development**
>
> *At a high level, we looked at our strengths, weaknesses, threats, and opportunities. This process allowed us to consider things from a different perspective and see staff step up in ways outside of their roles. Then we looked at how we could build up training and development for staff as we transitioned to this new reality.*
>
> - DaiJuan TR Wade-Jones, DC DHS

Technology access and literacy is a luxury that is not afforded to everyone. It is essential for virtual case managers to confirm that participants have the tools they need to succeed in the changing environment.

Theme 4: Trauma-Informed Practice

A trauma-informed approach needs to exist at every level of the organization. It is not just the responsibility of frontline staff.

- Anna Tekippe, Center for Work Education and Employment

One of the biggest challenges that TANF staff face is how to provide trauma-informed care while engaging with customers virtually. Building trust is essential to creating a comfortable environment that allows for more

conversation, especially around topics surrounding trauma. Some ways to help build trust are to talk to clients in a private setting, use non-judgmental language, and be in tune to one's own tone of voice.

Panelists emphasized that a trauma-informed approach needs to happen at every level of the organization, not just from caseworker to customer. In DC, this was a "learn as you go" process that required vulnerability and openness in staff discussions and planning.

Research shows that agencies can address mistrust among customers by building accountability and relationships. In this process, case managers can empower customers to make decisions such as meeting times or discussion topics based on their own schedules, comfort levels, and privacy needs.

> **On Trauma**
>
> *Staff and participants are experiencing increased stressors that the pandemic has exacerbated, like changing schedules, family dynamics, and more family members at home. Everyone is feeling a lack of control. Giving participants choices on things allows them to feel empowered.*
>
> - Gerrie Cotter, Ohio DJFS

Theme 5: Leadership and Culture

> **It is about sharing a platform with our customers. We consider our customers to be stakeholders and they should be a part of conversations on changes that will impact, help, and change them and their experiences.**
>
> **- DaiJuan TR Wade-Jones, DC DHS**

Leadership buy-in is essential for making changes to systems that no longer function as intended. Staff at all levels must be transparent about needs, capabilities, and resources. Leadership should set an example of flexibility as well as clear expectations to establish confidence, reassurance, and a sense of stability among stakeholders.

Decisions should not be made from the top-down, but with the input of stakeholders at every level, including customers and their families. DC DHS created a customer advisory panel to weigh in on program changes; it meets at least once a month. Sessions include literacy classes, cooking classes, and discussions with customers on what they want to see or learn more about. These opportunities allow participants to give feedback which empowers them to return while also receiving four hours towards their work participation requirements each month.

Intentional use of positive, affirming, and trauma-informed language can also help promote a healthy culture. Sometimes even the smallest change in language can make a dramatic difference in how staff and customers interpret an initiative. For example, when participants hear the word "job," they often associate it with terms like short-term, temporary, and dead-end. When they hear "career" instead, they might think more about long-term goals and financial planning.

Closing Remarks

Julie Fong, Regional Program Manager, Region IX, Office of Family Assistance (February 18, 2021)
Karen Beckerman, Regional Program Manager, Regions V (Acting) and VII, Office of Family Assistance (March 8, 2021)
Carol Monteiro, Regional Program Manager, Region I, Office of Family Assistance (March 22, 2021)

Regional Program Managers provided closing remarks at each of the cohort sessions. They thanked the presenters for the information shared and thanked participants for attending. They noted the impact that the COVID-19 pandemic experience has had, and observed that it has allowed programs the opportunity to change the way we work in new and unexpected ways. The lessons shared during the workshop can contribute to the ways programs continue to adapt moving forward.