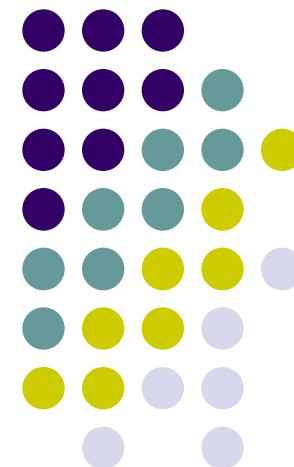# DC's TANF Redesign:

Implementing a tiered service delivery model

Presented by:

Deborah Carroll, Administrator, DHS/ESA

Brian Campbell, Special Assistant to the Administrator, DHS/ESA

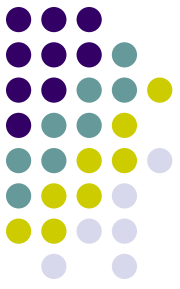Sooraj Balgobin, Consultant to DHS/ESA

April 30, 2013

THE REDESIGN IMPERATIVES AND KEY ELEMENTS

# Imperatives to redesign DC's TANF program

- A growing TANF caseload

- Low participation rate (5-10%)

- "One-size fits all" TANF employment program

- Little attention to barriers to employment

- Introduction of a 60-month time limit

3

Key elements of the redesign

- A tiered service delivery model supported by
  - An upfront assessment/screening with individualized referrals
  - Performance based service provider compensation and flexible contract vehicle
  - Employment and barrier remediation service providers working together to provide coordinated and integrated services
  - Cross-agency collaboration to leverage expertise and resources
  - Requisite tools and technology to enable needed capabilities
  - Data-driven decision making and policy formulation
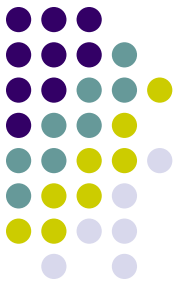
TIERS, ASSESSMENT & SERVICE REFERRALS

# 3-tiered segmentation incorporates work readiness and barriers
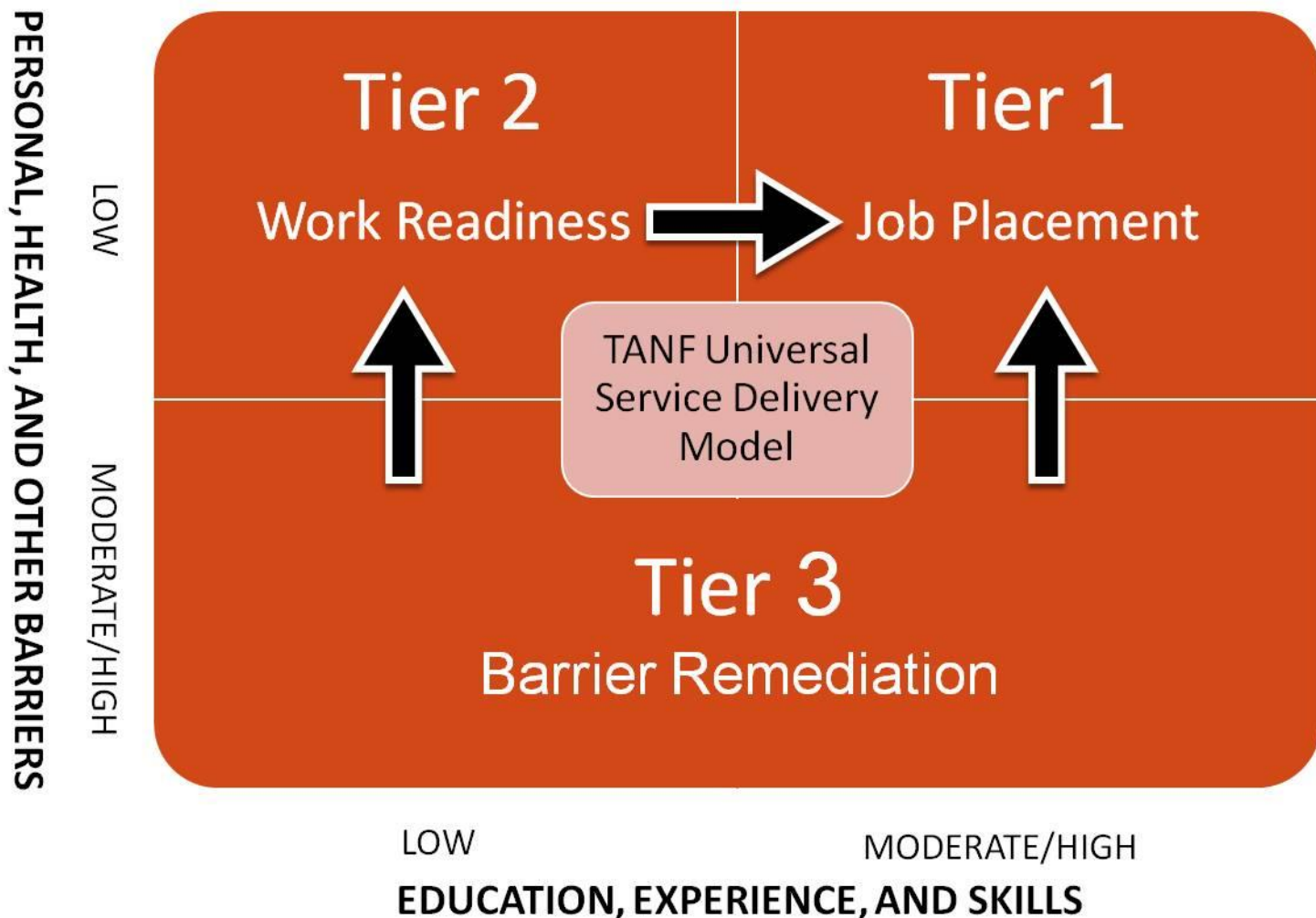
Participation requirements and services differ by tier

	Education and Skills Enhancement	**Employment readiness and placement**	**Employment retention**
	↑ Education/training completion milestone	↑ Placement in unsubsidized employment	
Tier 2: Work Readiness	Yes	Yes	Yes
Tier 1: Job Placement	No	Yes	Yes
Work participation requirement	*Hours requirement only*	*Hours AND core/non-core requirements*	*Hours AND core/non-core requirements*

Tier 3: Barrier Remediation	• **No federal hours requirement** • **Customer must comply with activities included in the Individual Responsibility Plan** • **Created a non-federal "core" work activity: barrier remediation**

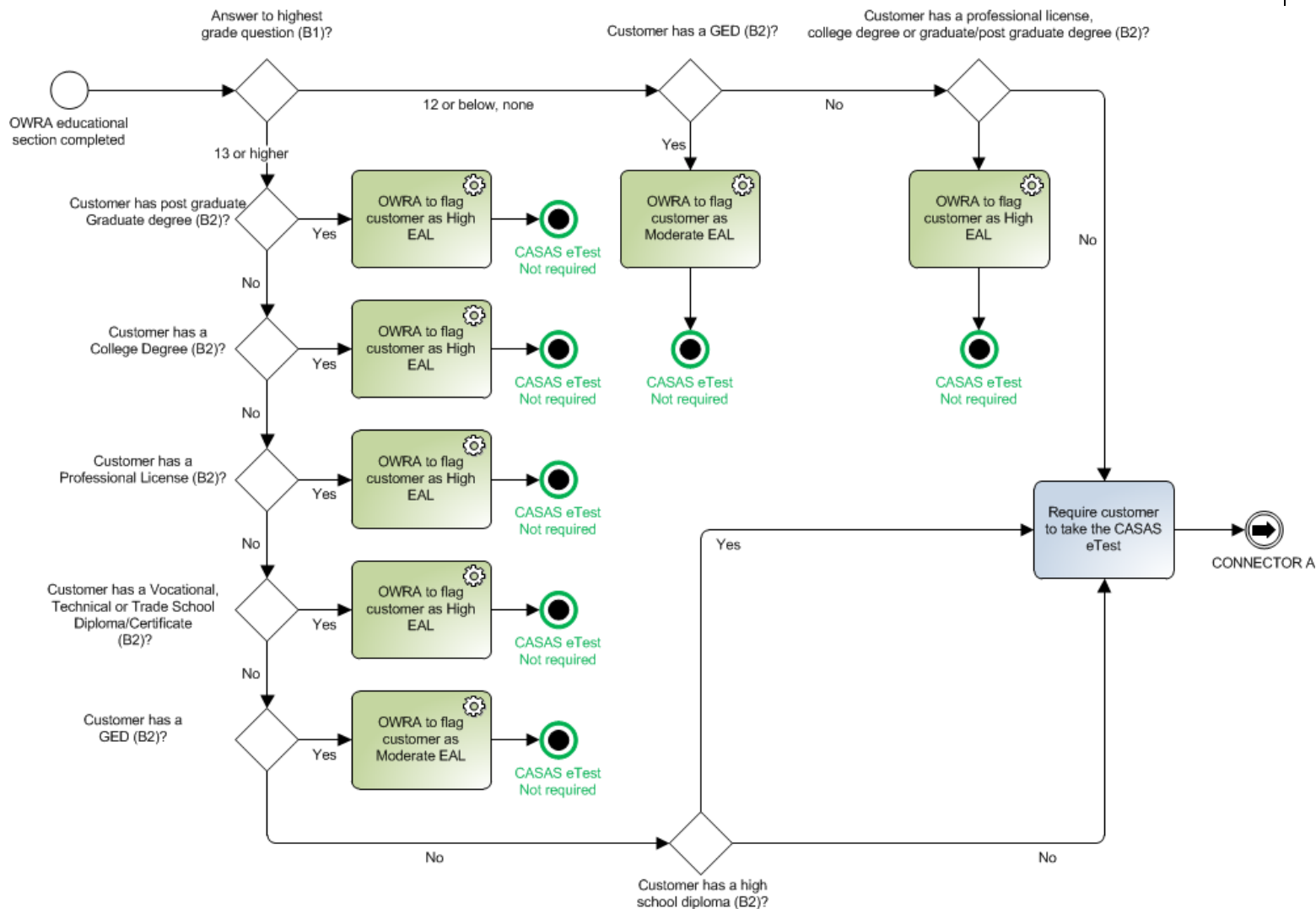# Education, skills, and work history determine work readiness
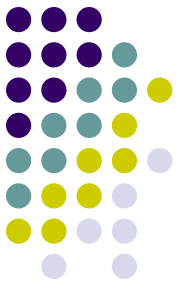
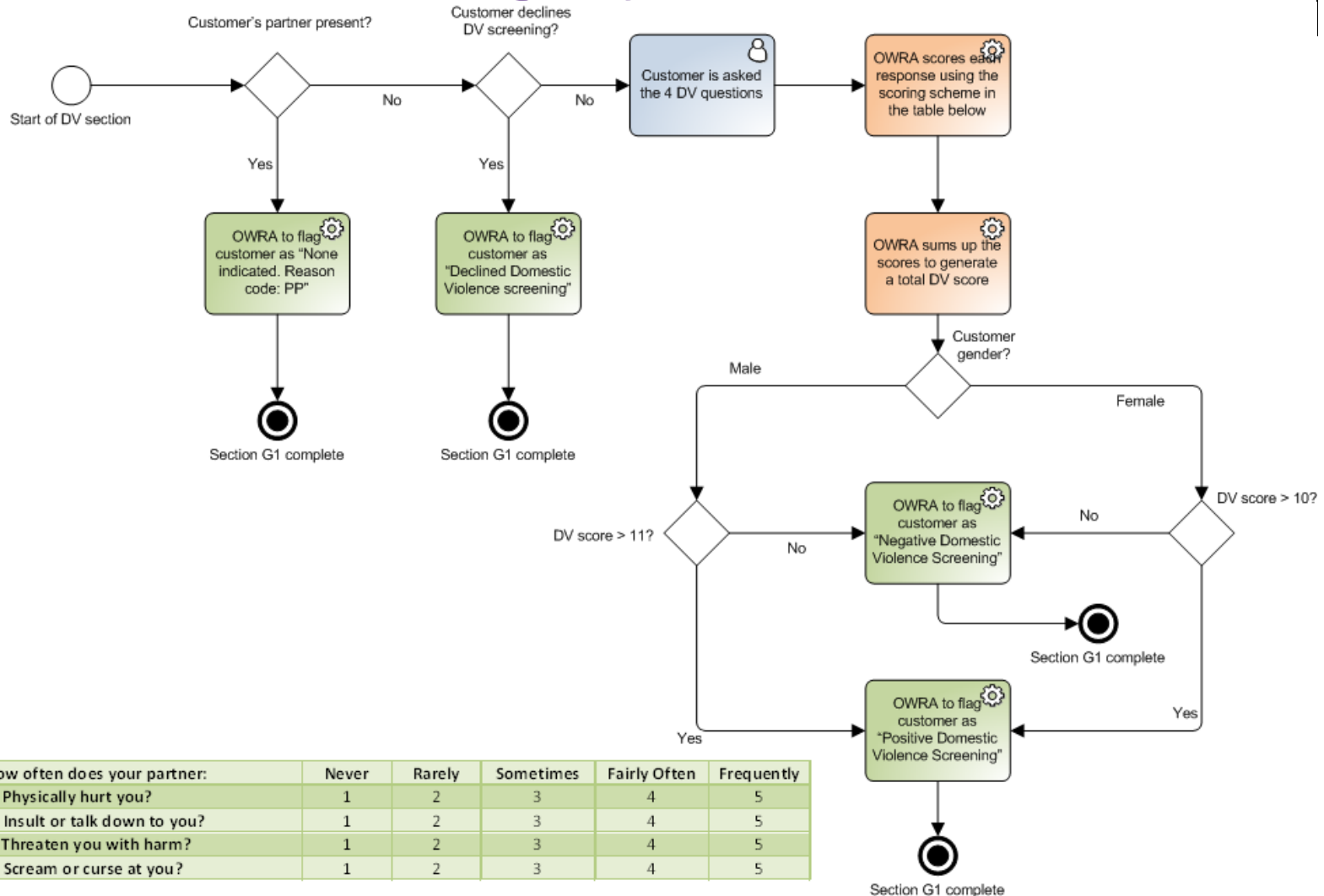# Work Experience Level (WEL) is based on work history

Cumulative length of customer's work experience	End date of most recent work experience	Average length of customer's work experiences	Points assigned
> 60 months	Currently employed	> 12 months	4
24 months < x < = 60 months	Ended in the last 6 months	6 < x <= 12 months	3
12 months < x < = 24 months	Ended in previous 7-24 months	3 < x < = 6 months	2
0 < x < = 12 months	Ended in previous 25-60 months	0 < x < = 3 months	1
Never held a paying job	Ended over 60 months ago or never held a paying job	Never held a paying job	0
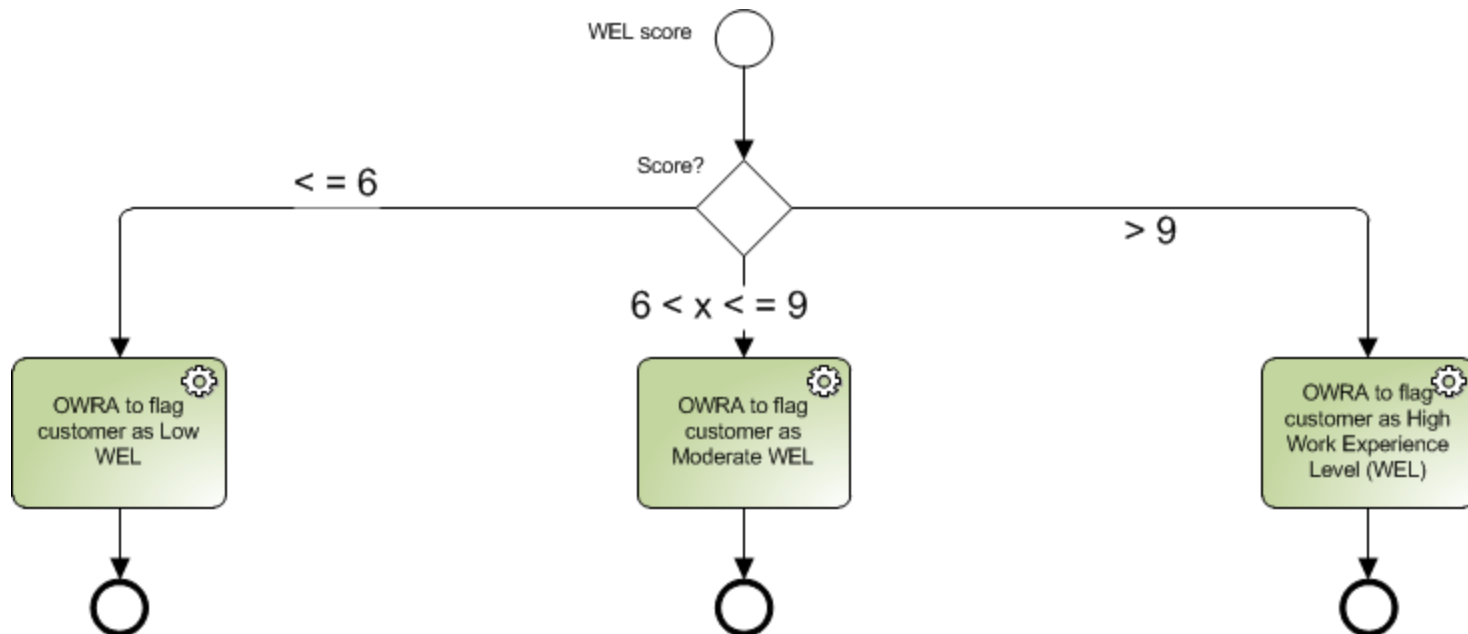
Educational Attainment Level (EAL) is fine-tuned using CASAS

Screening for other barriers using well-tested, highly predictive tools

How often does your partner:	Never	Rarely	Sometimes	Fairly Often	Frequently
a. Physically hurt you?	1	2	3	4	5
b. Insult or talk down to you?	1	2	3	4	5
c. Threaten you with harm?	1	2	3	4	5
d. Scream or curse at you?	1	2	3	4	5

Identification of personal barriers trigger in-depth assessment

#	SECTION	INDICATOR	RECOMMENDED ACTION
1	Demographics	Customer is a teen parent	Refer customer to TPAP
2	Demographics	Customer is 60 and over	Offer to process exemption. Explain customer can voluntarily participate while exempt
3	Demographics	Customer is a single custodial parent with a child under 12 months	Offer to process exemption. Explain customer can voluntarily participate while exempt
13	Employment/Education	Customer is deemed work ready	Refer customer to a Job Placement Service Provider
14	Employment/Education	Customer is deemed potentially work ready	Refer customer to a Job Placement Service Provider OR Work Readiness and Placement Service Provider
15	Employment/Education	Customer is deemed not work ready	Refer customer to a Work Readiness and Placement Service Provider
16	Education	Customer may have learning disabilities	Employment service provider to complete learning disability inventory and make educational accommodations
17	Education	Customer may have learning disabilities and has an educational functioning level equal or less than grade 7	Refer customer to APRA for pshychological evaluation
26	General Health	Customer may be in her 2nd or 3rd trimester of pregnancy	Offer to process exemption. Explain customer can voluntarily participate while exempt
27	General Health	Customer may have a health challenge to working	Offer to process exemption/POWER enrolment. Explain customer can voluntarily participate while exempt
28	Mental Health	Customer is likely to be well	Informational purposes only
29	Mental Health	Customer is likely to have a mild disorder	Informational purposes only
30	Mental Health	Customer is likely to have a moderate mental disorder	Refer customer to DMH for in-depth mental health assessment
31	Mental Health	Customer is likely to have a severe mental disorder	Refer customer to DMH for in-depth mental health assessment
32	Substance Abuse	Customer declined alcohol and substance abuse screening	Informational purposes only
33	Substance Abuse	High Substance Disorder Score	Refer customer to APRA for in-depth substance abuse assessment
34	Substance Abuse	Moderate Substance Disorder Score	Refer customer to APRA for in-depth substance abuse assessment
35	Substance Abuse	Low Substance Disorder Score	Informational purposes only

Custom PDF reports summarize assessment results and outcomes

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF HUMAN SERVICES
ECONOMIC SECURITY ADMINISTRATION
TANF COMPREHENSIVE ASSESSMENT

Assessment Overview - continued

For ▮▮▮▮▮▮▮▮▮

INDICATORS AND RECOMMENDED ACTIONS

Assessment Section	Indicators	Recommended Action
Demographics	Customer is a single custodial parent with a child under 12 months	Offer to process exemption. Explain customer can voluntarily participate while exempt
Substance Abuse	High Substance Disorder Score	Refer customer to APRA for in-depth substance abuse assessment
Education	Customer's Educational Attainment Level is High	Informational purposes only
Mental Health	Customer is likely to be well	Informational purposes only

Reports and assessments tracked in a case management system

In-depth assessments or service referrals after upfront screening
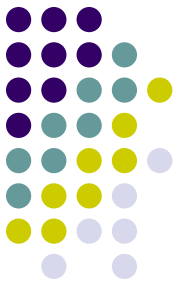
LESSONS LEARNED

Continuous improvement and tuning is critical to ensure results
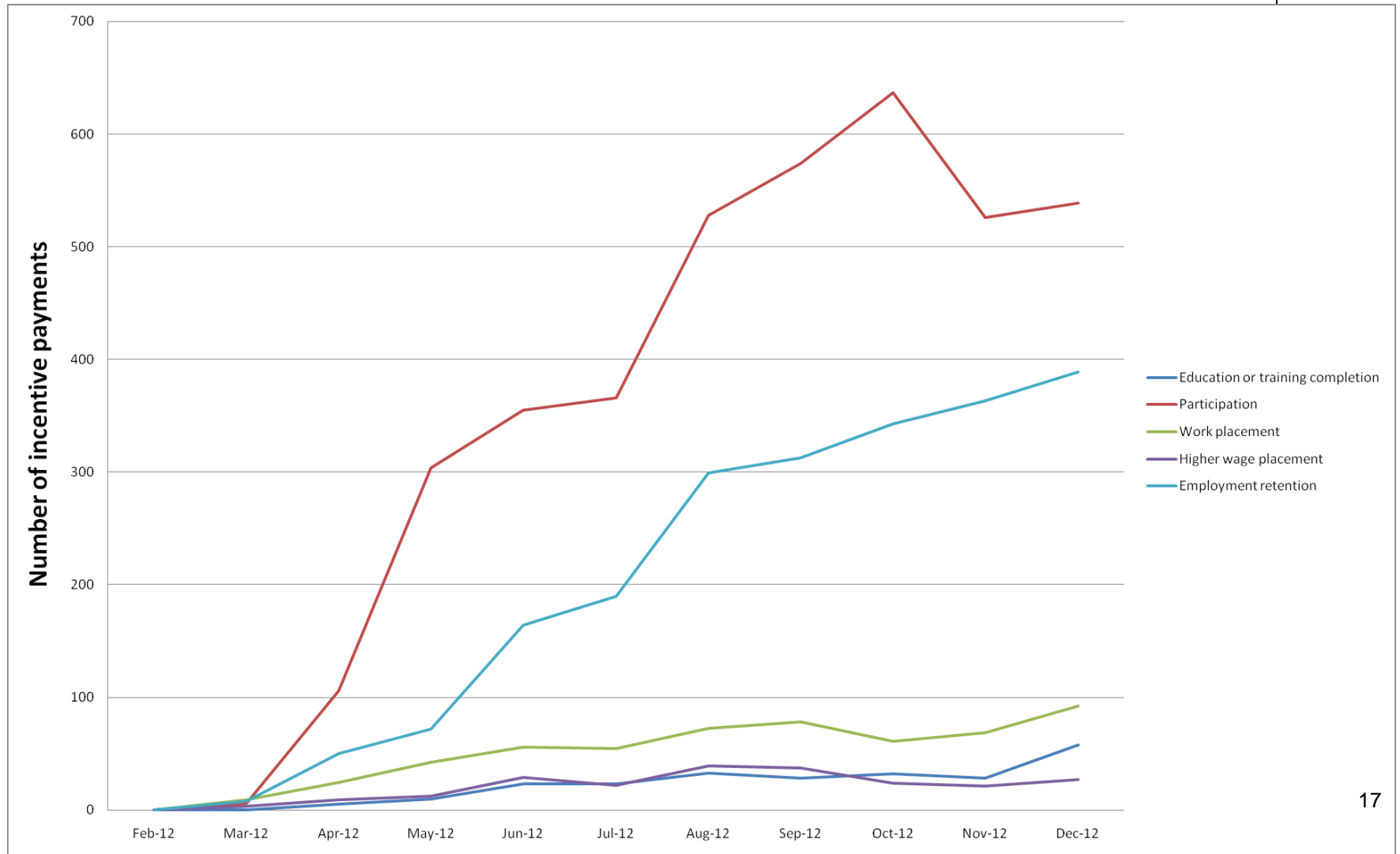
Lessons learned

- Take time to critically think through your goals, circumstances and limitations

- Based on goals, identify quantifiable measures of success. Let those measures drive both your messaging as well as guide your critical decision points – tell a story

- Calibrate expectations

- Recognize internal and external capacity

Lessons learned – cont.

- Must have staff, assets and infrastructure in place

- Ability to scale

- Ability to capture data

- Everything cannot be done at once – there must be deliberate urgency

- Develop a model that is internally consistent and keep the business process simple