

# While you are waiting....

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Please share the following information in the chat:

- Your first name and the county you work in and
- A recent success with a CCMEP participant





Please mute your microphone when not speaking



Please be present and avoid multi-tasking



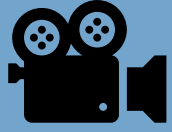
Please take stretch and bathroom breaks as needed



Please enter in the chat or raise your hand

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# Housekeeping



Each session will be recorded and accessible next week on the CCMEP Training page



PDF's will be shared in TEAMS and emailed



A feedback survey will be emailed at the end

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Housekeeping cont.

# Welcome

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## Today's Agenda:

- Engaging Youth Effectively
- CCMEP Services
- *Break (10:30 – 11:00 am)*
- Outreach Strategies
- “What Goal4 It!™ has taught me about TANF and workforce programs, people, and myself”
- Service/Program Integration

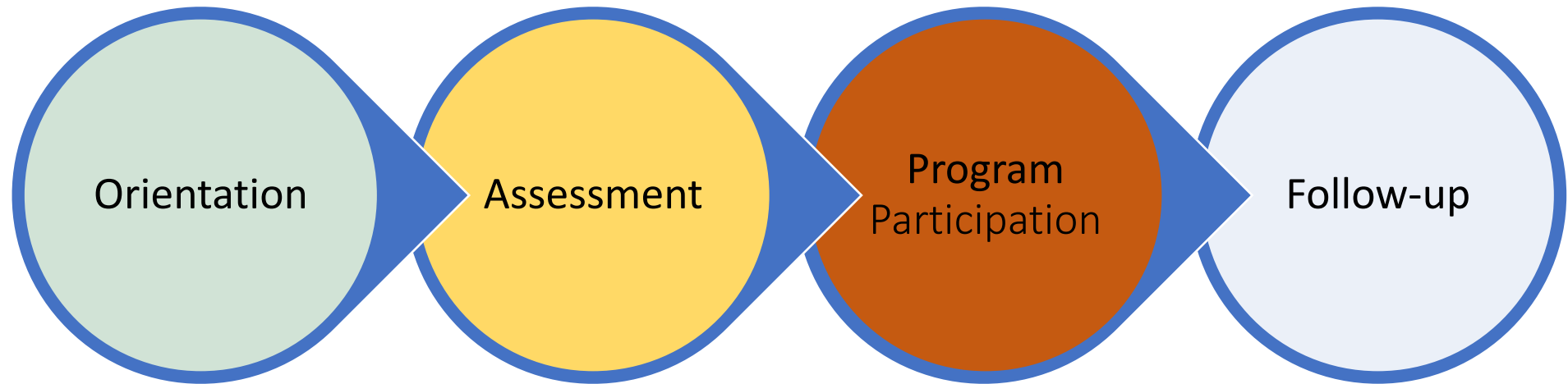




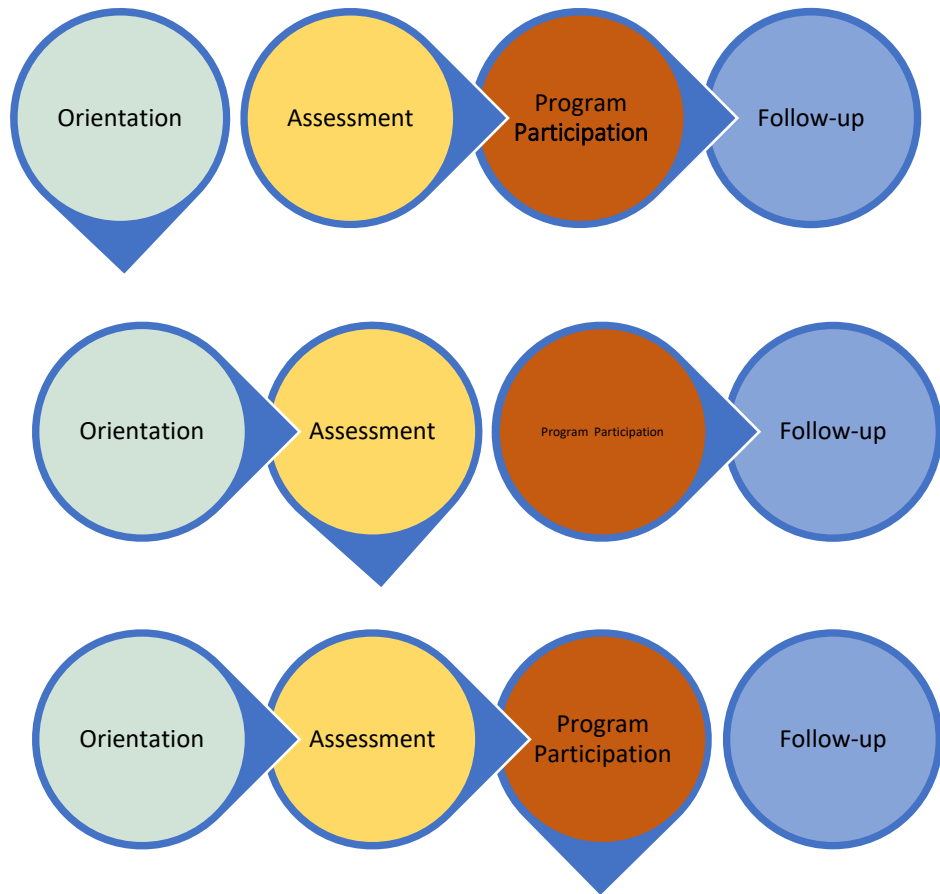


# Engaging Youth

# CCMEP Cycle



# Disconnects can happen at any point in the cycle



## Disconnect Indicator:

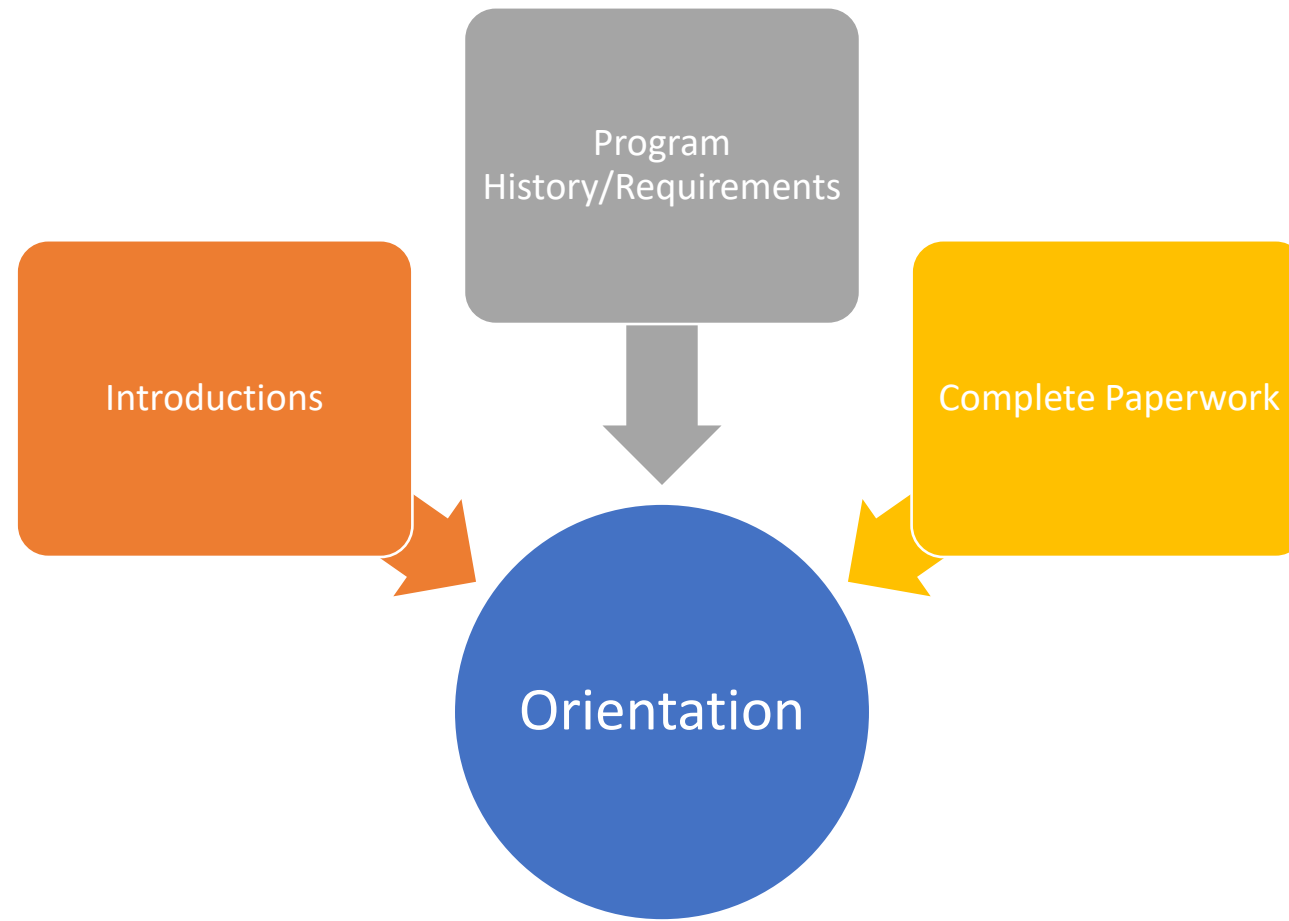
- Orientation
  - May not complete/return paperwork
  - Late or no show for appointment
- Assessment
  - Has difficulty Completing
  - Fails to complete
- Program Enrollment
  - Late or no show appointments.
  - May not complete assignments
  - Lack of interest in reaching goal
- Follow-up
  - Does not respond to calls or text
  - Does not provide employment information



# Orientation

- How can you keep them engaged?
    - Attitude: Why do I have to do this?
    - Attention span can start to wander after 15 minutes
-





How much time is spent on each?

# Don't Lecture

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- Make it conversational
  - Talk to, not at group
    - If virtual, camera on or picture
  - Be personable
  - Make it relatable
- Requirements and Program History should be kept to minimum
  - If it was covered during registration process do not repeat
  - Focus on why program was established



## DO FOCUS ON POSITIVES

- Guidance and Support
- Assistance achieving goals
- Training
- Incentives
- Supportive Services





DO :

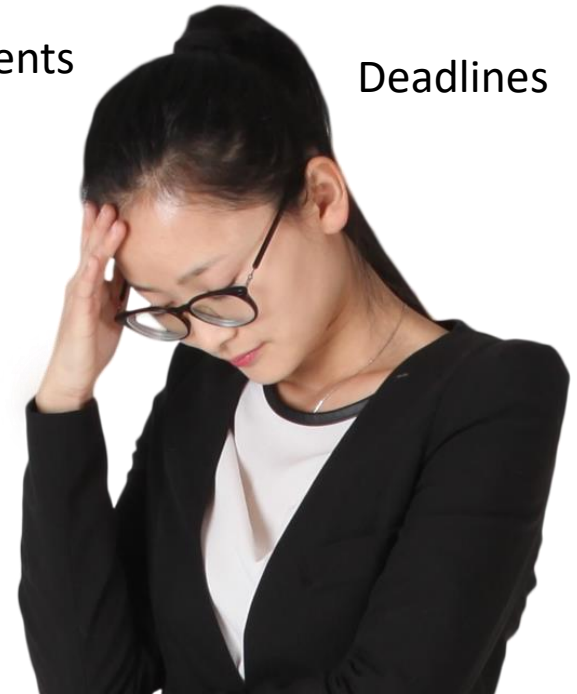
- Decrease Paperwork
- Provide Clear Instructions

# Keep in mind . . . .

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- Completing eligibility requirements
  - Can be overwhelming
  - Spread out as much as possible

Paperwork  
Assignments  
Appointments  
Assessments  
Deadlines





# Additional Tips



Make it  
interactive



Establish Goals



Use simple  
everyday language

# Interactive



---

Opening  
Icebreaker

Fun

---

Quick

---

Easily adaptable

---

---

During  
Orientation  
Responsive  
Questions

Verbal

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Non verbal (raising  
hand)

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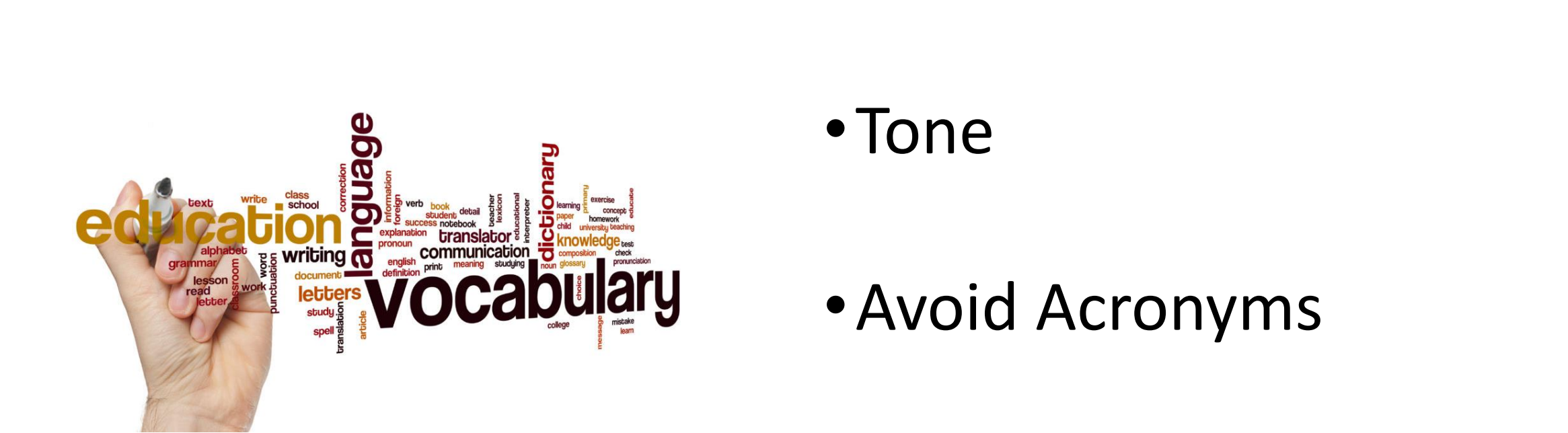
# ESTABLISH GOALS

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By the end of Orientation, you will know:

- What is CCMEP?
- How can it help you? (achieve *your* goals)
- What are your next steps?

USE SIMPLE EVERYDAY LANGUAGE



- Avoid Slang

# SUCCESS!!!

Did you . . . . .


- Accomplish the goals established at beginning of the Orientation?
- Address any questions?
- End on a positive note?





Please share  
your thoughts  
& experience...

Enter any recent  
successes with  
specific services  
in the chat along  
with why the  
service was  
helpful



**Share your  
thoughts  
with us....**

# CCMEP Services

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# CCMEP Services

Supportive Services	Comprehensive Guidance & Counseling	Labor Market and Employment Information & Career Counseling	Financial Literacy	
Tutoring, Study Skills, Drop-out prevention	Alternative Secondary School Offerings	Preparation activities for Post-secondary Education and Training	Education Concurrent With Workforce Preparation Activities	Occupational Skills Training
Adult Mentoring	Leadership Development	Work Experience	Entrepreneurial Skills Training	Follow-up

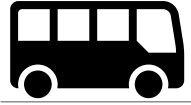
# Immediate Needs

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- Supportive Services
- Comprehensive Guidance and Counseling
- Career Counseling and Labor Market
- Financial Literacy



# Immediate Needs



## Supportive Services

To support participation in CCMEP services

- TANF purpose
- Local Policy may include spending limitations



## Comprehensive Guidance and Counseling

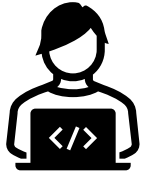
Referral for Counseling

- Substance abuse
- Mental health
- Domestic violence
- Behavioral health
- Partner programs

(**Not** Career Counseling)



# Immediate Needs



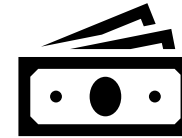
## Career Counseling / Labor Market Information

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Provide labor market information (top jobs) and support to help participant identify career goals

### Top Jobs Criteria:

- 80% of state median wage, \$14.10 per hour, or more;
- Annual growth in the number of jobs higher than the statewide average of 36; or
- Annual job openings greater than 584



## Financial Literacy

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- Budgeting
- Opening bank accounts
- Direct Deposit/Electronic banking
- Understanding Credit
- Business planning
- Investing Information

Some Useful Resources: [Financial Literacy Center](#) located on [Ohiomeansjobs.com](#) along with [Target Salary Calculators.](#)

# Supporting Education & Training

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Tutoring, Study  
Skills, Drop Out  
Prevention

Alternative  
Secondary School  
Offerings, Drop Out  
Recovery

Preparation  
activities for Post-  
secondary Education  
and Training

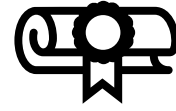
Education or  
Training related to  
Employment

Occupational Skills  
Training

# Supporting Education & Training



**Tutoring , Study Skills,  
Drop-out Prevention**



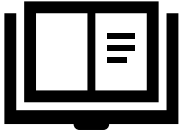
**Alternative Secondary /  
Drop-out Recovery**

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- Must be in-school or receiving a training service to receive this service (Alternative Secondary/Drop Out Recovery, Occupational Skills Training)
- Help to overcome learning obstacles
- Tools and resources to develop learning strategies

- Basic education skills training
- Individualized academic instruction
- English as a second language training
- Educational credit recovery

# Supporting Education & Training

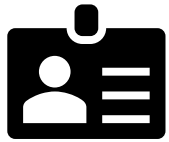


## Preparation Activities for Post-Secondary Education and Training

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- Exploring postsecondary options, including
  - registered apprenticeships (Earn while you learn)
  - eligible training providers (must be on WIET)
  - community colleges or universities
- Prep for SAT, ACT, placement tests
- Help with postsecondary admissions process
- Help with scholarships, grants and financial aid
- Help connecting youth with postsecondary programs and advice on why some choices might be more beneficial than others

# Supporting Education & Training



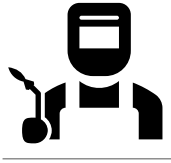
## Education or Training Related to Employment

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Integrated training model provided at the same time as:

- Alternative secondary School offerings/dropout recovery
- Paid/unpaid Work Experiences
- Occupational Skills Training

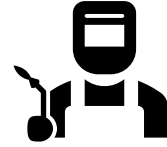
# Supporting Education & Training



## Occupational Skills Training (ITA)

Meets Competitive Procurement Requirement

- Vocational and Technical trainings that are designed to result in industry-recognized post-secondary credentials
- Must align with [Top Jobs](#) criteria
  - Must be [WIET](#) provider
  - ITAs allowed for in-school youth (DOL waiver)
  - [ONET](#) (Occupational Information Network)

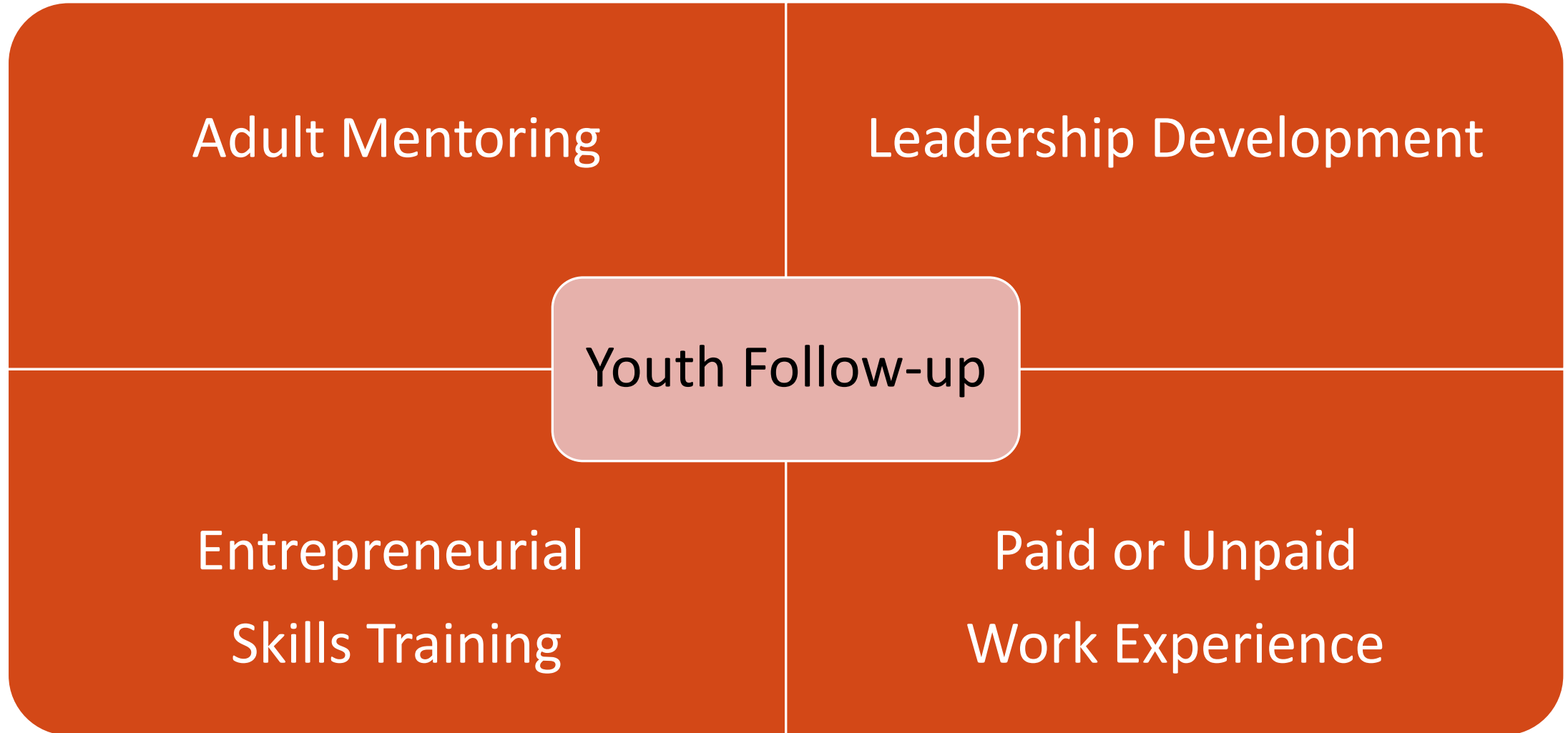


## Occupational Skills Training (Non-ITA)

- Already enrolled in a postsecondary program when enter CCMEP
- Training funded by Pell grants, scholarships (not CCMEP funds)



# Developing Employability



# Developing Employability

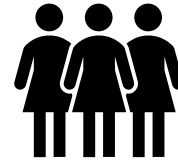


## Adult Mentoring

Structured activities where the mentor can offer guidance, support, and encouragement to develop participant's competence and character

Mentoring resources:

[National Mentoring Resource Center. Training and Assistance | Mentor](https://www.americaspromise.org/channels/mentoring#/)  
<https://www.americaspromise.org/channels/mentoring#/>



## Leadership Development

Opportunities to encourage:

- responsibility,
- confidence,
- employability,
- self-determination
- positive social behaviors

Learn more about [Leadership Development](#)

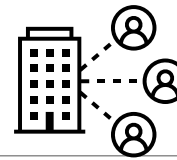
# Developing Employability



## Entrepreneurial Skills Training

Training on starting and operating a small business

- Entrepreneurship education
- Enterprise development
- Youth entrepreneurship programs
- Business development programs
- Postsecondary entrepreneurship education programs
- Experiential and social enterprise programs

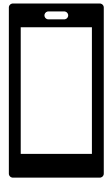


## Work Experience (Paid / Unpaid)

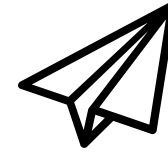
Work Experiences must include an academic and occupational component (paid or unpaid)

- Short term employment opportunities (summer or temporary placements);
- Internships and job shadowing;
- On-the-job training opportunities;
- Pre-apprenticeship & Apprenticeship programs

[Youth entrepreneurial resources](#)



# Follow-up Services



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## Allowable Services:

- Case Management
  - Career Advancement
  - Career Coaching
- Supportive Services
- Adult Mentoring
- Financial Literacy
- Career Counseling/LMI
- Preparation for Post-Secondary Training or Education

[5101:14-1-06 – Program Exit & Follow-up Services](#)

Questions?





2021 CCMEP  
Virtual Round Table  
Back at 11 a.m.!



# We'll start back at 11 a.m.

---

Until it's time share in chat:

- If your county/local area utilizes social media as an outreach method, and
- What do you think is the most successful social media platform (e.g., Facebook, YouTube, etc.)



# Making Outreach Work

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**Why Outreach is  
Important?**



**Expanding  
Outreach**



**It Takes A  
Community**



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# WHY OUTREACH IS IMPORTANT

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# USE CCMEP FUNDS

- ✓ Unused funds are reallocated to the State
- ✓ Use funds to benefit your community/economy
- ✓ Use funds to help local businesses

**"USE IT OR LOSE IT"**







# UNSPENT FUNDS

## Lead Agency Unspent TANF Funds

- ✓ **FFY 2021** \$56,983,189 - 63% (Ends 9/30/21)
- ✓ **FFY 2020** \$34,576,360 - 38%
- ✓ **FFY 2019** \$26,473,666 - 29%
- ✓ **FFY 2018** \$24,479,913 - 27%
- ✓ **FFY 2017** \$36,542,892 - 40%

# OUTREACH HELPS

- ❖ Stimulate the Local Economy
- ❖ Support Local Business
- ❖ Serve More Opportunity Youth
- ❖ Break Generational Poverty Cycle







# TARGET HIGH POVERTY AREAS

- ❖ Youth living in high-poverty areas (HPA) are considered low-income for WIOA Youth
- ❖ Businesses leave these areas
- ❖ Employment reduces crime
- ❖ The poverty rate in Ohio is 13.6%
- ❖ Target Search HPA

# CREATE AN OUTREACH STRATEGY

- 1) Define Goals And Objectives
- 2) Identify Target Population(s)
- 3) Create Messages by Population
- 4) Develop a schedule and plan
- 5) Distribute Messages
- 6) Evaluate Results
- 7) Revise Plan as Needed



A large, stylized tree silhouette is centered in the background. The tree's trunk and branches are dark brown. The foliage is composed of numerous handprints of various colors, including red, orange, yellow, green, blue, and purple, arranged to form the canopy of the tree. Two thin white horizontal lines are positioned above and below the main text.

# EXPANDING OUTREACH



# DEVELOPING AN OUTREACH STRATEGY

## POSSIBLE METHODS

- ❖ Events (Informational)
- ❖ Social Media
- ❖ Billboards
- ❖ Brochures

## LEVERAGE SOCIAL MEDIA

- ❖ Choosing A Platform
- ❖ Create A Social Media  
Plan/Schedule



# SOCIAL MEDIA

- ❖ Instagram
- ❖ Tik Tok
- ❖ Snapchat
- ❖ YouTube
- ❖ Twitter
- ❖ Facebook
- ❖ Linked In
- ❖ OhioMeansJobs  
Facebook Pages





# UTILIZING SOCIAL MEDIA

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- ❖ Reach a targeted local audience
- ❖ Cost Effective
- ❖ Creating a positive digital footprint
- ❖ Virtual communities



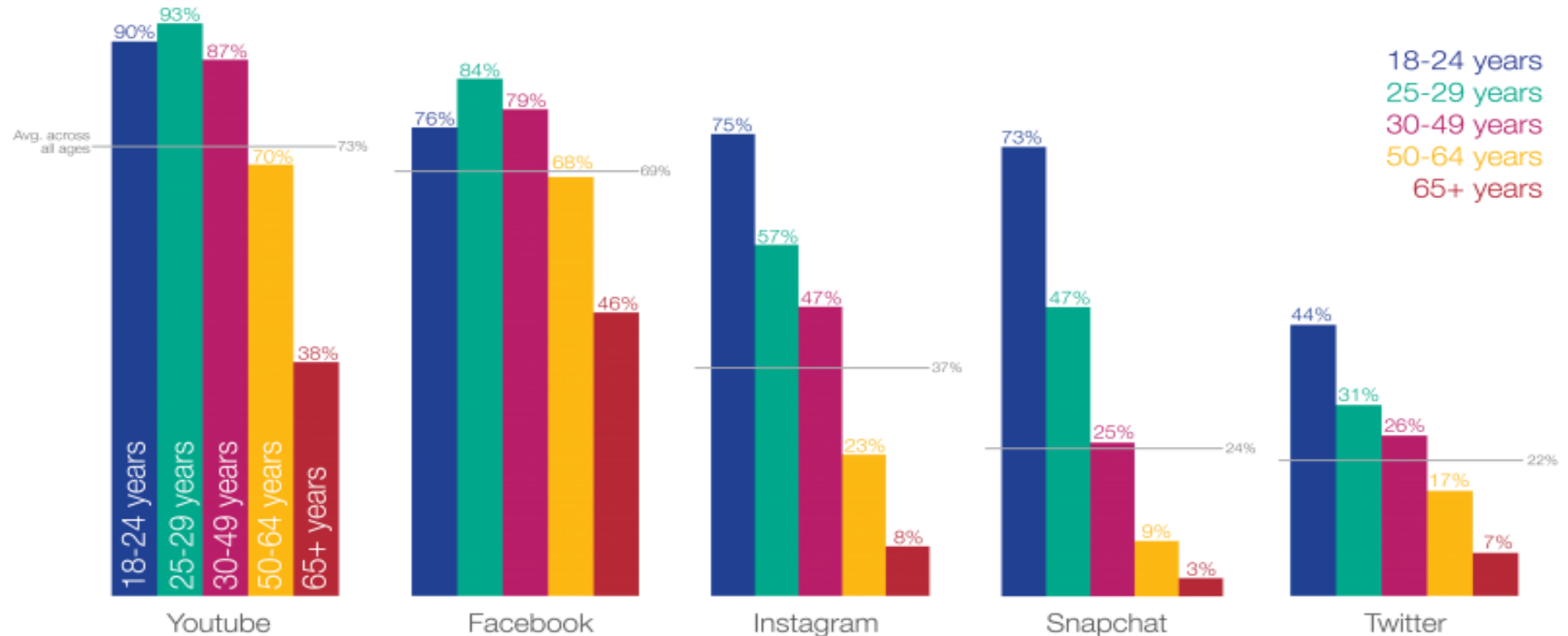
# CHOOSING A PLATFORM

41% of Tik Tok users are 16-24

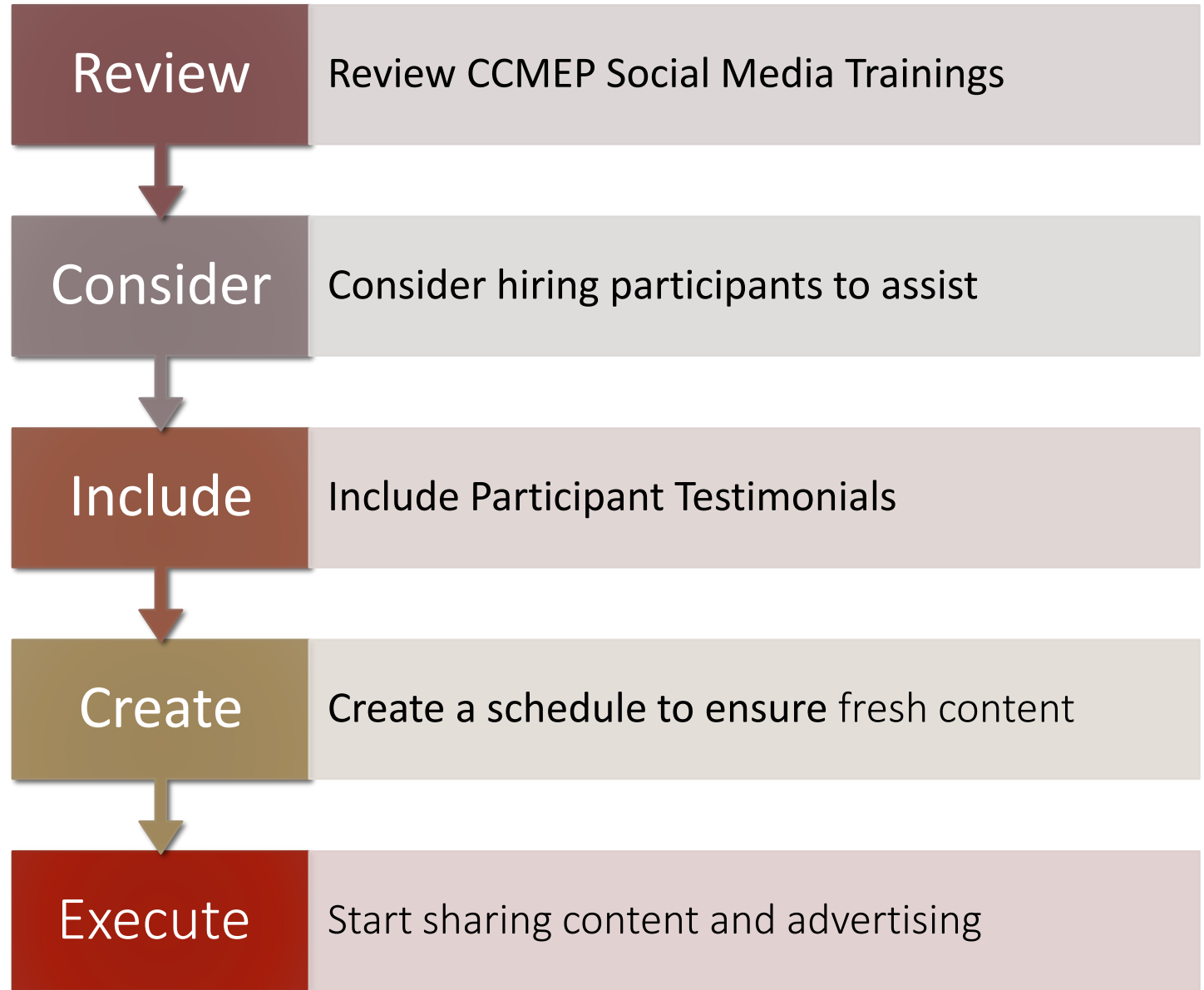
Our World  
in Data

## Use of social media platforms by age group in the US

The share of adults in the United States who say they ever use the following online platforms or social media apps in 2019. This is shown by age group.



# CREATING SOCIAL MEDIA PAGES



A large, diverse crowd of young people, likely at a conference or event, cheering and waving their hands. The image is overlaid with a semi-transparent dark blue filter. The text "IT TAKES A COMMUNITY" is centered in white, bold, sans-serif capital letters. Two thin white horizontal lines are positioned above and below the text.

# IT TAKES A COMMUNITY



# PARTNER WITH COMMUNITY STAKEHOLDERS

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- ❖ Children's Services
- ❖ School Districts
- ❖ Community Colleges
- ❖ Technical Schools
- ❖ Courts
- ❖ Probation/Parole
- ❖ Child Support
- ❖ Child Care
- ❖ SNAP
- ❖ Homeless Shelters
- ❖ Mental Health Providers
- ❖ Developmental Disabilities
- ❖ OOD
- ❖ Returning Citizens
- ❖ Churches
- ❖ Non-Profit Providers

# Recap

- ❖ Use CCMEP Funds to Help
  - Youth in local community
  - Local businesses
  - Local economy
- ❖ Develop Outreach Strategy
  - Customize messaging based on target audience
- ❖ Leverage Social Media
  - To target youth
  - Low cost
  - More effective
- ❖ Partner with Community Stakeholders
  - Referrals (possibly both ways)
  - Strategize messaging



Questions?



# CCMEP Presentation

**What Goal4 It!™ has taught me about TANF and workforce programs, people, and myself**

Michelle Derr and Ella Gifford-Hawkins

July 27, 2021





# Purpose

- / Reflect on the evolution of TANF programs since federal welfare reform**
- / Explore how motivation driven practice (Goal4 It!) might be used to improve outcomes for programs and families**
- / Name the resistance to change**
- / Reflect on the lessons**

# 25<sup>th</sup> Anniversary of federal welfare reform

- / **Personal Responsibility Work Opportunity and Reconciliation Act (PRWORA) passed August 11, 1996**
- / **Created the framework for services to youth and families with low-incomes**
- / **Block grant funding**
- / **TANF program and policy changes**
  - Work requirements, sanctions, time limits

# Deficit Reduction Act (DRA) of 2005

- / **Changed effective work participation rate**
- / **Programs became more compliance-oriented**
- / **Reduced the number of families with low incomes who qualify for assistance**
  - Made it harder to get assistance
  - More difficult to keep it

# Then (1996) and now (2021)

## / **Back in 1996**

- States flush with cash
- Very little to no attention to the work requirements
- Programs focus on identifying and resolving barriers
- Compliance-oriented, transactional approach to case management

## / **Current trends**

- Limited funding
- Heavy focus on work requirements
- TANF programs beginning to incorporate behavioral psychology and science, and trauma-informed services
- Focus on coaching and science-informed goal pursuit

4,894

Confirmed Cases by  
Country/Region/Sovereignty

31,102 China

35,713 Italy

17,361 Iran

13,910 Spain

12,327 Germany

7,052 France

8,413 Korea, South

7,769 US

3,028 Switzerland

2,642 United Kingdom

2,056 Netherlands

1,646 Austria

1,555 Norway



# THEN COMES THE GLOBAL PANDEMIC



Cumulative Confirmed Cases

Active Cases

Lancet Inf Dis Article: [Here](#) Mobile Version: [Here](#) Visualization: [IHU CSSE](#)

# The perfect storm...

**March 2020**



Lack of access to basic needs

Disrupted work, school, and personal routines

Social isolation

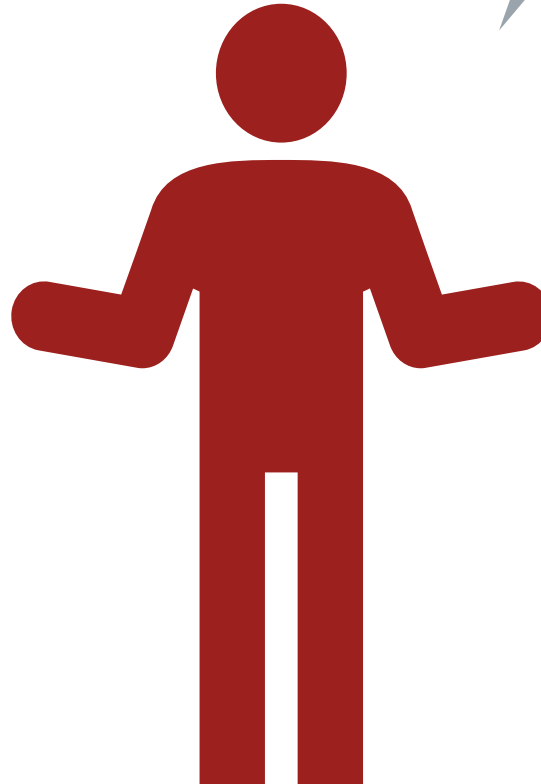
Balancing work and family with limited resources

Loss of income

Basic activities like grocery shopping take more energy

Limited physical activity

Fear of safety for yourself or loved ones



# And the storm continues...

Sept 2020

Continued lack of access to basic needs

I miss my friends and family...

Resources are really getting tight!

What do I do with this 10 pounds I've gained



How do we re-open the office in a safe, supportive way?

What are the schools going to do? How does that affect my kids and work?

How do I serve people who don't have access to technology?

How do I emotionally connect with and support people remotely?

I'm worn out, but still want to protect those I love.



**July 2021**

We are exhausted!

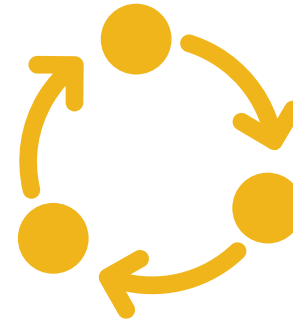


# Opportunities

- / Transition back to in-person services creates an opportunity to LEAN IN!**
- / Usher in a new, science-informed approach to improve program quality and lives!**
- / Create more culturally responsive, inclusive, and equitable organizations and programs**

# Reboot

Look for new beginnings



Cultivate new habits  
and routines

Find ways to  
advance equity  
in our work



Rethink  
accountability

**Thinking about what we shared, what  
resonates with you?**

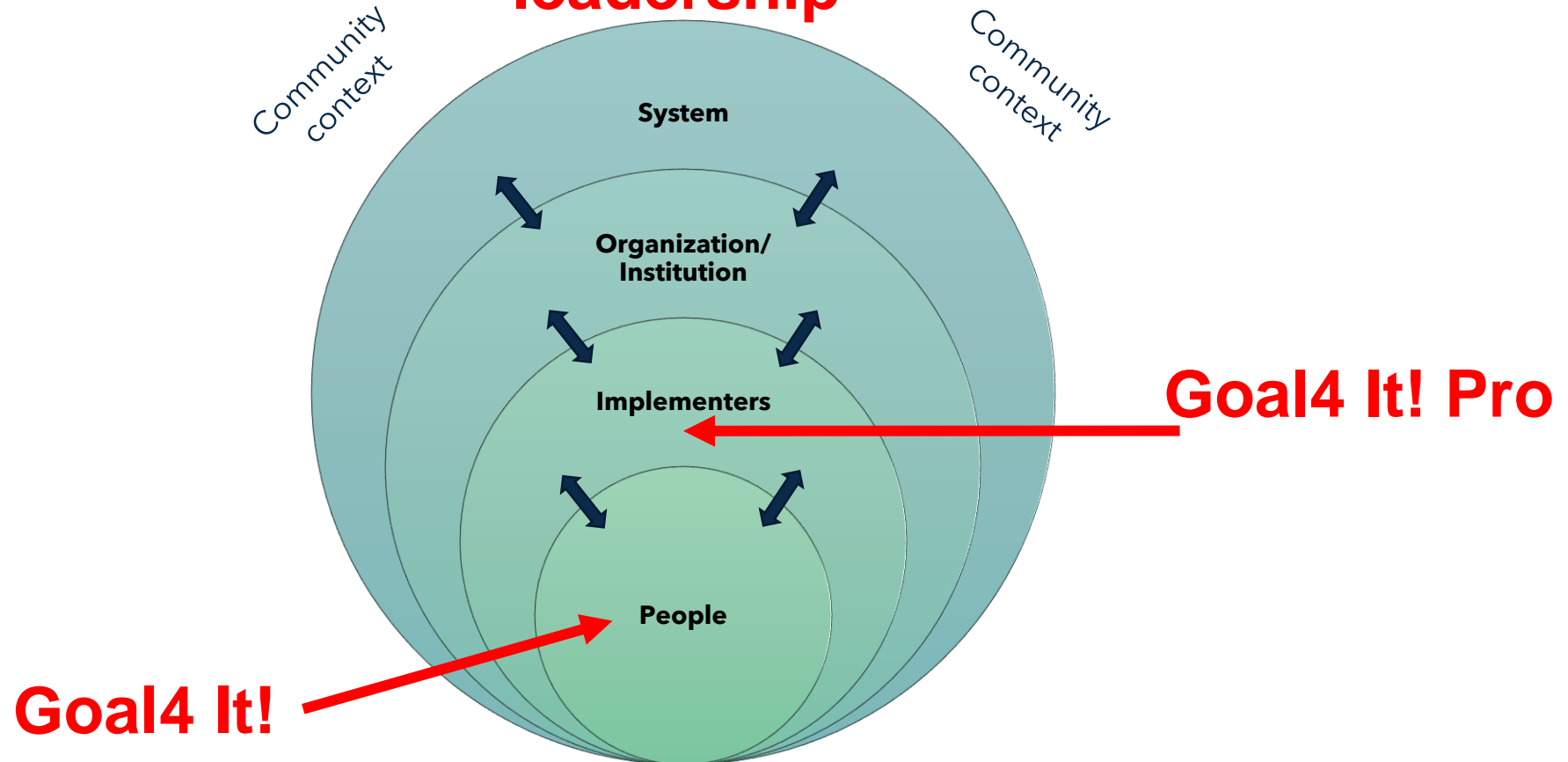


**Use the chat!**

# Motivation Driven Practice: Goal4 It!

# Not just a “shiny object,” is a cultural shift!

**Motivation driven  
leadership**





# Create the conditions for change...

## Motivation



## Capabilities

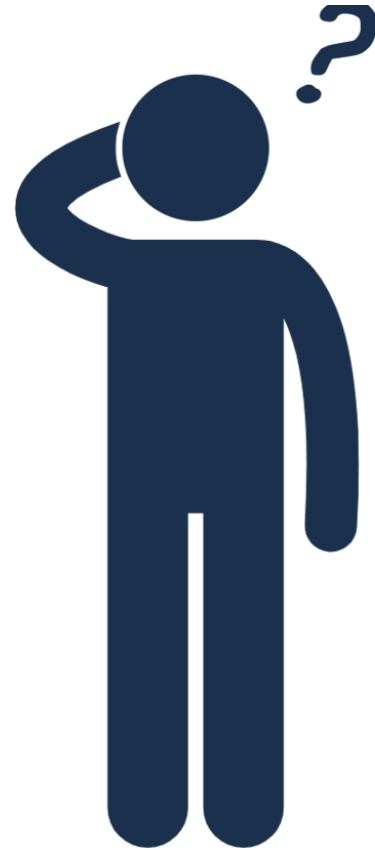


## Opportunities



# Opportunity for change

## But how?



## Change organizational culture

# Tap into motivation

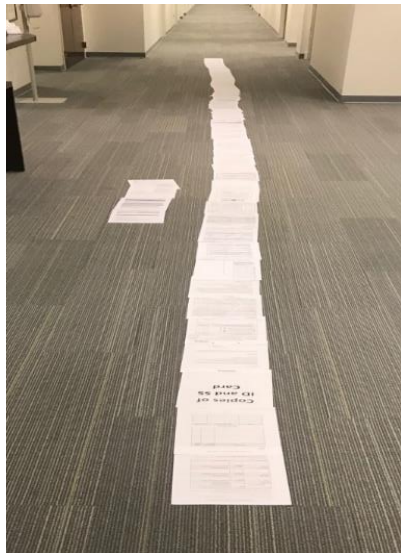
- / Believe and trust people
- / Start where the person is at
- / Help people understand their “why”



# Build capabilities

## / Friction creators

- Cumbersome program requirements
- Excessive paperwork
- Disconnected bureaucracies
- Stress

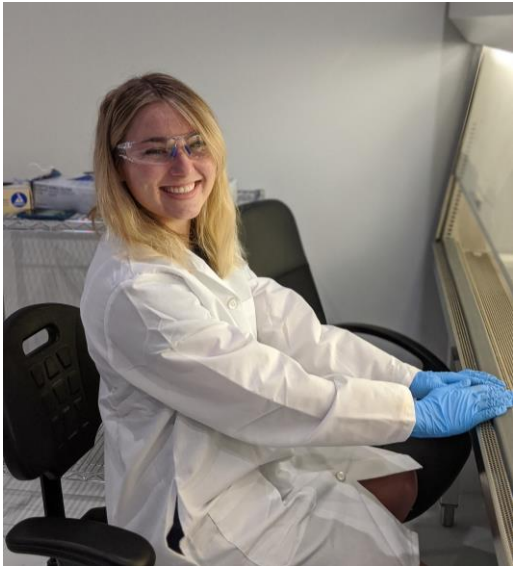


## / Friction reducers

- Providing basic supports
- Streamlining program requirements
- Building skills
- Increasing social supports



# Invest in opportunities



**Work and work-like activities**



**Education and training**



**Social capital and supports**

# Individual application of the science

**Find what motivates  
you**



**Develop a plan**





## Take action



## Reflect on your progress



# Sound familiar?

/ Find what motivates you

– **Goal**

/ Develop a plan

– **Plan**

/ Take action

– **Do**

/ Reflect on your progress

– **Review/Revise**

# It's Goal4 It!



**Thinking about what we shared, what  
resonates with you?**



**Use the chat!**

# What we hear from programs...why we can't make a change

# Regulatory environment

When client needs are the north star, everything's different. - *Mass DTA*

## / What we've heard

- State & feds require us to do X, Y, and Z!
- There's too much bureaucracy and red tape!
- Changing would be too hard and too time-consuming, this is the way it's always been done!

## / What we've learned

- It's possible to lead with people-centered values over compliance, but it doesn't happen over night
- Programs can reduce customer time spent on paperwork
- The environment doesn't have to be perfect before you begin

The policies, although we must follow them and figure out how to work within them, it's really about the individual that we're serving now. - *Clark CCMEP*



# Building skills



## / What we've heard

- Staff have been in their positions for a long time, and won't want to change
- Staff are too busy to learn this, in addition to everything else!
- There's not a lot of opportunity for staff development & growth
- Staff are already doing this

## / What we've learned

- Programs can focus on building coaching skills and competencies
- Staff performance should be based on that coaching skill and competency development
- Skill building with direct service staff requires a parallel process at the manager and leadership level
- You can create meaningful opportunities for growth beyond formal promotions



# Shifting mindsets and culture



## / What we've heard

- Moving toward a new future can be difficult; it feels like a loss
- We've done something similar, and it didn't pan out
- We are change fatigued!
- We want to change, but we're not sure where to start

## / What we've learned

- Evidence and practice models can help shift mindsets
- Strategic & visionary leadership can shape cultures of growth, learning & goal progress
- Value-driven programs lead with their people and their “why”



# What holds you back from creating a motivation driven practice?

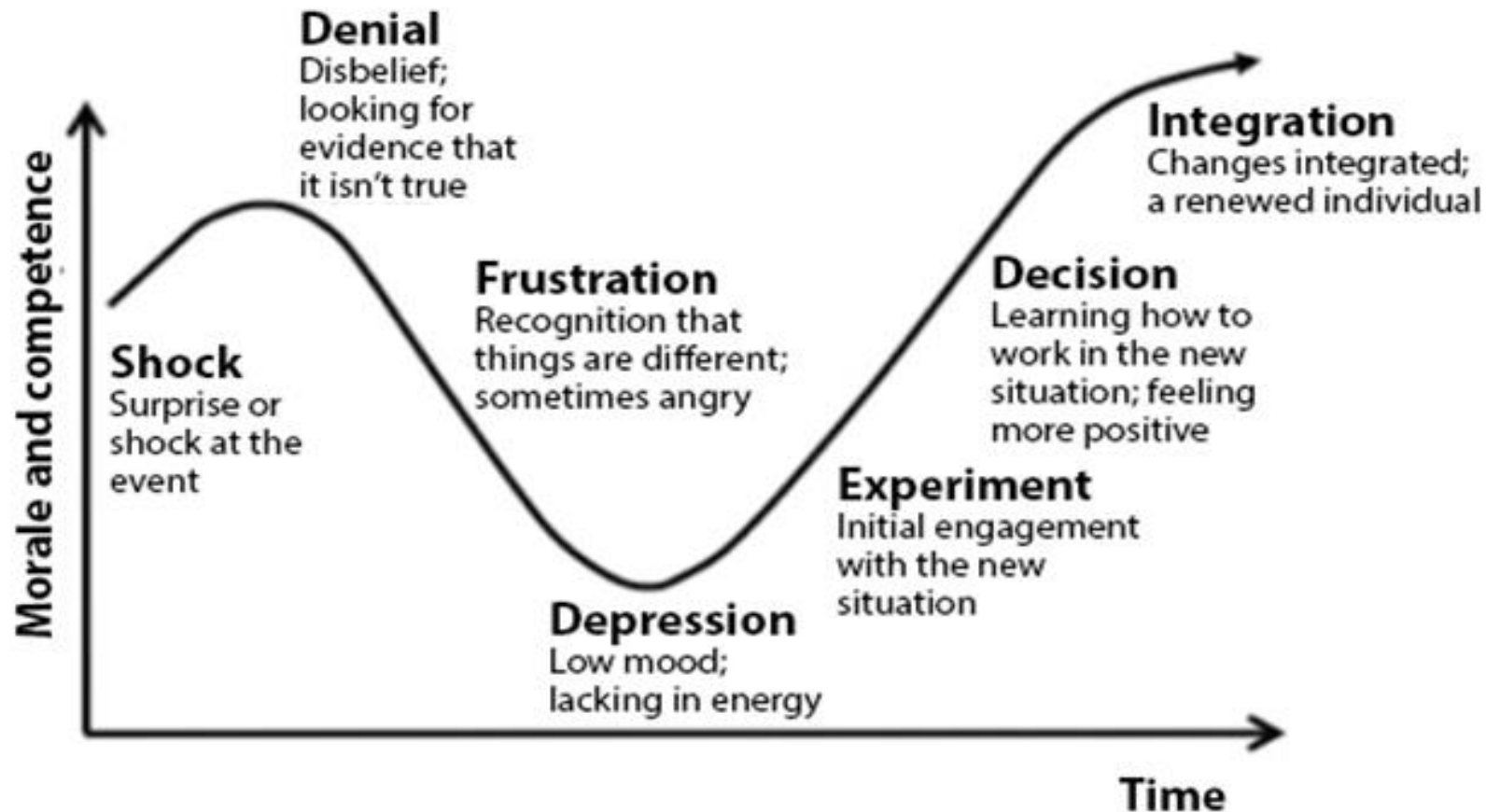


**Use the chat!**

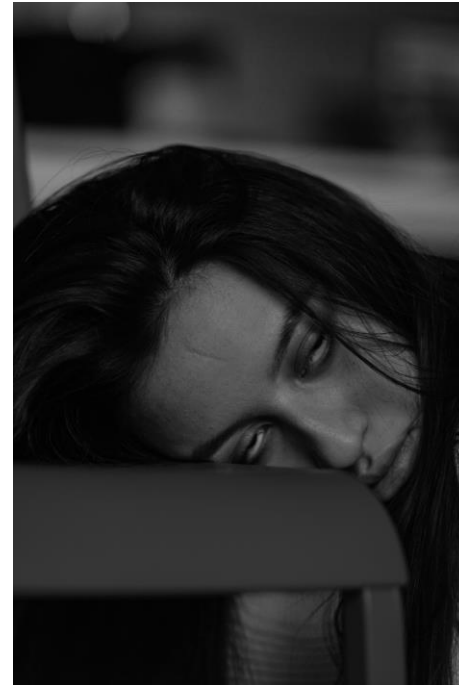
# Lessons about programs, people, and myself...

# Change is hard!

## The Kübler-Ross change curve™



# Everyone reacts differently to change





# It is necessary for growth and learning



**What do you want to do moving forward?  
What small step (or big one) do you want  
to take?**



**Use the chat!**



Let's Take a  
Quick Break!

# Super Team Approach to Case Management



## ► Laurie McKnight

- Director
- Area 14 Workforce Development Board
- [lmcknight@athensoh.org](mailto:lmcknight@athensoh.org)
- 740-566-4395



## **Meigs County**

A proud partner of the  
American Job Center network

# Meigs County Job and Family Service-Super Team Approach

In 2017, Meigs County Department of Job and Family Services formed a group of supervisors and direct staff to work with clients directly who face employment or re-employment barriers. This wraparound service team, “The Super Group” was mirrored after the success of the Meigs County Comprehensive Case Management Employment Program’s (CCMEP) intensive case management model.

This model is focused on helping clients bridge the gap in helping them obtain their employment and/educational goals and maintaining self-sufficiency through providing a wraparound approach in providing services and resources.



# Super Team Members

The Super Team is comprised of a core group of service providers who meet regularly to discuss each client, their needs and how to help them get to economic independence. Each team member serves a different purpose and is the expert in their field. The team will provide a holistic view of the client to help them bridge the gap between benefits and economic stability.

This approach provides an opportunity to assist individuals and families by identifying and understanding their strengths and needs and collectively addressing obstacles by designing and monitoring a strength-based Individuals Opportunity Plan focusing on positive goals and outcomes.

# Super Team Members

The super teams consists of:

- ▶ Director,
- ▶ Program Administrator,
- ▶ Business Administrator,
- ▶ Supervisors for Income Maintenance,
- ▶ Child Support,
- ▶ Children Services, as well as case managers from Child Support,
- ▶ Income Maintenance/Work Activities,
- ▶ Comprehensive Case Management Program (CCMEP), and
- ▶ The OhioMeansJobs Resource Room Specialist.
- ▶ Outside agencies deemed appropriate

# Super Team Members

- ▶ Team meets regularly to review each client's status in the program and evaluate and re-evaluate the strategies and services. During the team meetings, the team will identify the professionals, partners, and/or agencies to best work with the clients in providing an individualized wraparound service.

# Targeted Groups

There are three groups being targeted:

- ▶ The CCMEP population which are ages 14-24 years old.
- ▶ Those over 25 years of age that are OWF time limited.
- ▶ Those who are unemployed or under employed.

# CCMEP Case Managers

- ▶ Provides support, education, outreach, and engagement services
- ▶ With the leadership of the CCMEP Case Manager, the Super Team will collectively develop a plan to build participant's resilience and resourcefulness to support them in becoming independent and self-sufficient.
- ▶ Valuing the input of all members and commitment to working together are both key components in the process. No one member has all the skills, ideas, or vision that an individual/family might need. The CCMEP Case Manager understands the expertise of each member of the team and collaborate efforts toward the common goal.

**The sum of the whole is greater than the parts.**

# CCMEP Case Managers

- ▶ CCMEP Case Managers
  - ▶ Currently hold Mental Health/First Aid Certification
  - ▶ Attending Rio Grande Community College this Summer Semester, obtaining CDCA Certification (Chemical Dependency Counseling Assistant)

# Service Offered

Super-team has resulted in contracts to help with barriers related to Transportation and Job Development/Soft skills.

Beyond the regular supportive services offered at every OhioMeansJobs center, they have expanded to offer services where they saw a large need by using innovative thinking.

- ▶ Gallia-Meigs Community Action Agency
- ▶ Capabilities



# Benefit Bridge Pilot

- ▶ As a result of the Super Team Approach, Meigs County was asked to participate in a Benefit Bridge to empower and support clients and lessen the impact of public assistance
- ▶ We are using this same model for the Benefit Bridge to our
  - ▶ OWF population 25 and older
  - ▶ Child Support Obligor who are court ordered to pay child support and seek work.

The wraparound model will be lead by a Peer Mentor; helping them bridge the gap from public assistance to self-sufficiency by providing a support network/mentor by providing support, encouragement, and life skill guidance.

New!!!!!!

# Meigs County CCCMEP Branding Name and Logo GLOW for it!



Goals. Leadership. Opportunities. Workforce



Meigs County

A proud partner of the  
American Job Center network

Questions?

