

**LINC COMMISSION MEETING
JULY 30, 1993**

AGENDA

8:30 INTRODUCTION/WELCOME BERT BERKLEY

8:45 EXECUTIVE DIRECTOR REPORT GAYLE HOBBS

9:00 COMMUNITY SAFETY ALVIN BROOKS

9:45 COMMITTEE REPORTS/REQUESTS

School-Linked Services	Tim Decker
Welfare Reform	Patty Miller
Children & Families	Mary Kay McPhee
Health Care	Oscar Pinsker

10:30 BREAK

10:45 21ST CENTURY COMMUNITIES REPORT BART HAKAN

11:00 DSS BUDGET PROCESS BRIAN KINKADE

11:45 CLOSING/ADJOURN BERT BERKLEY

VISION/MISSION/GUIDING PRINCIPLES

1

PRELIMINARY PLAN

2

COMMITTEE UPDATES

3

21ST CENTURY COMMUNITIES REPORT

4

COMMITTEE ROSTERS

5

COMMITTEE MEETING DATES

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Divider Title: _____

LOCAL INVESTMENT COMMISSION (LINC)
KANSAS CITY, MISSOURI

Our Shared Vision

A caring community that builds on its strengths to provide meaningful opportunities for children, families and individuals to achieve self-sufficiency, attain their highest potential, and contribute to the public good.

Our Mission

To provide leadership and influence to engage the Kansas City Community in creating the best system to support and strengthen children, families and individuals, holding that system accountable, and changing public attitudes towards the system.

OUR GUIDING PRINCIPLES

1. **COMPREHENSIVENESS:** Provide ready access to a full array of effective services.
2. **PREVENTION:** Emphasize "front-end" services that enhance development and prevent problems, rather than "back-end" crisis intervention.
3. **OUTCOMES:** Measure system performance by improved outcomes for children and families, not simply by the number and kind of services delivered.
4. **INTENSITY:** Offering services to the needed degree and in the appropriate time.
5. **PARTICIPANT INVOLVEMENT:** Use the needs, concerns, and opinions of individuals who use the service delivery system to drive improvements in the operation of the system.
6. **NEIGHBORHOODS:** Decentralize services to the places where people live, wherever appropriate, and utilize services to strengthen neighborhood capacity.
7. **FLEXIBILITY AND RESPONSIVENESS:** Create a delivery system, including programs and reimbursement mechanisms, that are sufficiently flexible and adaptable to respond to the full spectrum of child, family and individual needs.

8. **COLLABORATION:** Connect public, private and community resources to create an integrated service delivery system.
9. **STRONG FAMILIES:** Work to strengthen families, especially the capacity of parents to support and nurture the development of their children.
10. **RESPECT AND DIGNITY:** Treat families, and the staff who work with them, in a respectful and dignified manner.
11. **INTERDEPENDENCE/MUTUAL RESPONSIBILITY:** Balance the need for individuals to be accountable and responsible with the obligation of community to enhance the welfare of all citizens.
12. **CULTURAL COMPETENCY:** Demonstrate the belief that diversity in the historical, cultural, religious and spiritual values of different groups is a source of great strength.
13. **CREATIVITY:** Encourage and allow participants and staff to think and act innovatively, to take risks, and to learn from their experiences and mistakes.
14. **COMPASSION:** Display an unconditional regard and a caring, non-judgmental attitude toward, participants that recognizes their strengths and empowers them to meet their own needs.
15. **HONESTY:** Encourage and allow honesty among all people in the system.



MEL CARNAHAN
GOVERNOR

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GARY J. STANGLER
DIRECTOR

LOCAL INVESTMENT COMMISSION (LINC)
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THIS LETTER WAS SENT TO VARIOUS NOT-FOR-PROFIT ORGANIZATIONS IN THE KANSAS CITY AREA.

July 26, 1993

Dear

The Local Investment Commission is a collaborative group of business and civic leaders, social service professionals, service participants, and private citizens who have been charged by the Missouri Department of Social Services to oversee the reform of the social service delivery system in the Kansas City area. Beyond that charge, the Commission will be the planning and governing mechanism for the implementation of 21st Century Communities as well as an overall coordinating entity for human service reform in Kansas City.

Enclosed is the shared vision, mission, and guiding principles which have been recently developed by the Commission. In an effort to ensure that the LINC vision is reflective of the Kansas City community, we are soliciting your input and that of your organization. I would very much appreciate any thoughts and ideas that you might have.

We would also appreciate you sharing this information with your key contacts in the community. For LINC to be successful, the ongoing input and ownership of all facets of the Kansas City community will be essential.

Thank you very much for your interest and for your continued hard work for the benefit of Kansas City.

Sincerely,

Gayle A. Hobbs
Executive Director

GAH:mw



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Divider Title: _____

Local Investment Commission

Preliminary Plan

Context

The Local Investment Commission is a collaborative group of business and civic leaders, social service professionals, service participants, and private citizens who have been charged by the Missouri Department of Social Services to oversee the reform of the social service delivery system in Kansas City. The Commission, which is composed of a diverse and inclusive group of 23 lay persons, was appointed in November 1992. The Commission is supported by a 15 member professional cabinet, which provides technical expertise in all aspects of the service delivery system. The Commission has developed a shared vision, mission, and 15 guiding principles to serve as a foundation for the design and reform of the social service delivery system. The Commission has established 7 working committees to develop recommendations for system reform in the areas of Children and Families, Aging, Health Care, Housing and Safety, Business and Economic Development, School-Linked Social Services, and Welfare Reform.

LINC Goal

LINC intends to create an integrated social service delivery system that is locally governed. The system LINC envisions will contain the following:

- * A wide array of accessible prevention, treatment, and support services which are delivered under a decentralized administrative structure, with a common case management and eligibility system,
- * Methods to ensure that appropriate services are received and adjusted to meet the changing needs of children and families,
- * A focus on the whole family as participants, resources, and allies of the system,
- * Efforts to empower families within an atmosphere of mutual respect,
- * An emphasis on needs of the participants, community values, and achieving measurable improvements in outcomes for children and families, and
- * Flexible funding mechanisms that enable resources to be applied to meet the needs of participants.

LINC Method

LINC is fundamentally changing the way services are designed and delivered through the utilization of a collaborative strategy in which partners establish common goals in order to address problems which lie beyond any single agency's purview, but which concern them all. As part of this process, partners have agreed to jointly plan, implement, and evaluate new services and procedures; to pool resources to support innovation and address joint problems; and to delegate individual responsibility for the outcomes of their joint efforts.

Commission Role: The Commission has the responsibility of establishing broad parameters to guide the efforts of categorical committees which are charged with developing specific recommendations for service delivery reform in their given area. The Commission is responsible for pulling together the pieces of the delivery system, which are developed in the committees, into an integrated system which is consistent with the vision, mission, and guiding principles of LINC. The Commission members have a key role in the work of the committees through acting as a liaison to a specific committee in order to present a "whole system" perspective, maintain ongoing communication, and support the efforts of the committees.

The Commission also acts to influence, empower, and advocate for system reform which enables fundamental changes in the social service delivery system to occur. The Commission extends its influence primarily through: changing how the system is viewed and advocating for a service delivery system which is reflective of LINC's vision; developing flexible funding/financing mechanisms to support delivery system reform; and ensuring system changes through the establishment and monitoring of outcomes.

Scope of Existing Committee's Efforts

All of the committees, with the exception of Aging, have been appointed and are in the process of addressing specific target areas of the service delivery system as follows:

- 1) Children and Families - developing a professional, integrated, and effectively delivered child welfare system through effective local leadership, addressing resource issues, and establishing an effective structure for the delivery system.
- 2) Health Care - completing an assessment of the current health care delivery system in order to identify unserved populations, barriers to service delivery, and to design a effective system of delivery of needed health care services and preventive interventions with the poor and near poor populations.
- 3) Welfare Reform - developing a model for self-sufficiency which can be expanded in the system, working to take the proven successes of FUTURES and FUTURES CONNECTION "to scale", and maximizing opportunities presented by the 21st Century Communities initiative.
- 4) School-Linked - completing a needs assessment to form as a basis for the design of an array of social and medical services which can be delivered to children and families in an efficient and accessible manner through the existing school system.
- 5) Housing and Safety - developing strategies for increasing the supply of livable, affordable, and safe housing; improving the safety and security of neighborhoods; and supporting the development of the housing component of the 21st Century Communities initiative.
- 6) Business and Economic Development - identifying businesses willing to create jobs and develop career opportunities within 21st Century Neighborhoods.
- 7) Aging - will focus on developing a system to support quality care in nursing homes; maintain families independently in their home and avoid the high cost and institutional lifestyle of nursing facilities; and strengthen families and neighborhoods to support a safe and productive environment for the elderly.

21st Century Communities: representatives of the Welfare Reform, Housing and Safety, and Business and Economic Development Committees have formed a joint planning group to develop the program design and governance mechanism for the 21st Century Communities initiative.

Cross-Cutting Issues

There are a number of issues that cut across all committees and will need to be undertaken by the Commission in order provide a system which is supportive of an integrated and locally controlled service delivery system. The areas which need to be addressed in the system include:

- * Eligibility/Intake System - development of a uniform intake and eligibility system,
- * Case Management System - review the feasibility and possible design of a single case management which could cut across all agencies in order to provide the needed services to participants,
- * Constituency Building/Marketing - developing a system for ensuring ongoing communication and constituency building to maintain openness and interaction, and ensure that the system is driven by the needs of the participants, staff, and the community,
- * Outcomes - expected outcomes and benchmarks will need to be established to measure the development and improvement of the service delivery system,
- * Inter-professional Training - development of an ongoing training plan and activities to improve the the quality of service delivery, and
- * Flexible Funding/Financing - the funding of services will need to be reviewed to determine what changes will need to be made to improve the service delivery system, what additional resources are needed, and ways in which creative financing can occur.

Strategies

Recommended strategies to be planned and implemented by the Commission would include the following:

- 1) Commissioners to become involved with a specific committee and begin the process of bringing information back to the Commission.
- 2) Further information to be presented to the Commission regarding budget and financing strategies.
- 3) Development of operational work plans for the Commission and Committees.
- 4) Development of a marketing/communication strategy.
- 5) Development of outcome measures.

State and Local Partnership

State and local systems are interdependent, interconnected, and mutually accountable. In order for full system change, integration, and development to occur, a partnership and synergy must develop between state and local leaders and initiatives. It is crucial to all system reform efforts that the differences between state and local political processes be taken into consideration. In building a social service delivery system, all players will learn new ways of relating.

The state has created a broad framework for system change which now requires action and support on the part of the community to design a social service delivery system which meets the unique needs of the service participants and community of Kansas City.

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School-Linked Committee

**Update
July 30, 1993**

Since the last Commission Meeting, the School-Linked Committee has been involved in a number of activities which have achieved the following results:

- o Final committee selections have been made and nominees have been contacted and asked to serve.
- o Fifteen (15) committee members and Ten (10) professional cabinet members have committed to serving.
- o The first committee meeting was held July 19, 1993 to establish the initial structure for the committee, plan further steps, and receive committee feedback on the process.
- o The committee co-chairs have drafted a "program summary" which will be the initial planning document guiding the committee's efforts. This document has been distributed to committee members for their input. (See attached)
- o The committee co-chairs have developed a proposed plan for a Community Needs Assessment which will be submitted to the committee during the next committee meeting, which is scheduled for August 18, 1993. (See attached)

School-Based Clinic Report

A report on the status of funding for existing school-based clinics at Northeast and Southeast High Schools is included in the packet and will be addressed during the Commission Meeting.

Local Investment Commission
School-Linked Services Committee
Program Summary

Purpose

The "Partnership for Children, Report Card '92" reports the following concerning the status of youth in Kansas City:

- * The graduation rate in Jackson County is 68%, compared to the national average of 75%.
- * One of every eight babies is born to a teenager (17% higher than the national average).
- * Two out of three of our high school seniors uses alcohol.
- * One out of every seven homicide victims is a teenager.
- * Teen homicide rates have increased 33% in the last five years.
- * 56% of 16 to 19 year olds who are not enrolled in school, or a graduate, are unemployed or not in the labor force.

These figures reflect the growing problems effecting youth and families of our community and the ever-changing needs and challenges which must be addressed by the Social Service Delivery system.

The current Social Service Delivery system is unable to address the real needs of families because:

- * Most services are crisis-oriented, rather than preventive in nature.
- * The system is fragmented and; therefore, divides children and families into distinct and rigid categories that fail to recognize interrelated causes and solutions.
- * There is a lack of functional communication and collaboration between agencies and; therefore, programs operate in isolation, fail to share resources, and frequently duplicate efforts.
- * Services are difficult and confusing to access, demeaning to participants, and often foster dependence.
- * A centralized bureaucracy is unable to craft innovative and comprehensive solutions to complex local problems.

Gary Stangler, Director of the Missouri Department of Social Services has openly recognized that the "system is broken." The need for system reform is evident. Gary Stangler has delegated the responsibility and full authority for the reform of the Social Service Delivery system in Kansas City to the Local Investment Commission.

Solution

The Local Investment Commission (LINC) is a collaborative group of business and civic leaders, social services professionals, service participants, and private citizens. Bert Berkley, Tension Envelope, is the chairperson of the 23 member commission which now oversees the delivery of social services in Kansas City.

LINC intends to create a system which is comprehensive, integrated, family centered, preventive, flexible, outcomes oriented, culturally competent, and driven by community values. The LINC concept emphasizes local decision-making, service flexibility, inclusiveness, participant empowerment, and citizen participation in government.

School-Linked Committee
Program Summary
Page 2

The LINC commission has established 7 working committees to concentrate on programs for Health Care, Housing and Safety, Business and Economic Development, Children and Families, Aging, School-Linked Services, and Welfare Reform.

Each committee represents a balanced group of business and civic leaders, service participants, neighborhood leaders, and private citizens. Each committee is supported by a Professional Cabinet, providing technical expertise in each area.

School-Linked Committee

The move toward the establishment of School-Linked services is a central theme in the overall movement to integrate educational, social, and health services for children and families. Our schools are one of the most enduring institutions in our society and at one point or another, effect the lives of all children.

Schools provide access to children and an opportunity to integrate services, yet they are overwhelmed by the complex and ever-changing needs of our children.

Schools provide an opportunity to implement preventive programs for children, without a stigma being attached to at-risk students.

Schools and other social service agencies are at a point where they must collaborate in order to be successful.

Scope of Committee

The School-Linked Services Committee will provide for the establishment of a collaborative group of school officials, health and social service professionals, business and civic leaders, neighborhood leaders, parents, and concerned citizens.

This group will work to:

- * assess the health and social service needs of school age children and families in the Greater Kansas City, Missouri area through structured input from affected children, families, professionals, and the community,
- * conduct an inventory and assessment of the effectiveness of existing programs and services directed at meeting these needs,
- * design an appropriate, effective, comprehensive, and integrated system of delivery of the needed school-linked services and programs , with heavy emphasis on programs which are family-centered, accessible, preventive and outcomes oriented,
- * support and expand programs that are proven successful,
- * strengthen, redirect, or modify those programs that are not effectively meeting identified needs,

**School-Linked Committee
Program Summary
Page 3**

- * design, develop, and pursue necessary resources that allow for the implementation of programs and services that effectively address needs not being met by existing or modified efforts,

As an integral part of accomplishing the above, the group will:

- * advocate for the needs of children and families,
- * develop appropriate linkages between the schools, neighborhoods, and business community,
- * break down barriers and reduce fragmentation and duplication among services and programs,
- * develop a system for ongoing assessment, communication, and collaboration within the community,
- * provide an ongoing opportunity for citizen participation in the design and delivery of the needed social and health care services,

The committee is not interested in becoming another layer in the bureaucracy. The committee will serve as a forum for local decision-making, a catalyst for system reform, and provide an opportunity for citizen involvement in linking social and health related services in a logical and productive manner with the school system.

School-Linked Committee **Community Needs Assessment**

Process Outline

The School-linked Services committee intends to complete a comprehensive Community Needs Assessment, which will form the basis for further efforts to design a comprehensive and integrated system for delivering school-based and/or school-linked services. This needs assessment will seek to identify how families fare under the existing system, what needs are unmet, and what opportunities exist for improvements in the delivery system. This assessment will seek to answer the following questions:

- 1) What are the needs of children and families, and how well are local agencies meeting those needs?
- 2) How well are children and families doing in our community?
- 3) How do consumers and providers view the system?
- 4) What services exist, and what gaps and overlaps make it difficult for children and families to get needed help?
- 5) Are other reform initiatives that focus on child and family issues underway, and how can their efforts be linked?

In order to complete a comprehensive community needs assessment, the School-Linked Services committee will be sub-divided into 4 assessment work groups as follows:

Consumer Panel - will conduct interviews, surveys, and focus groups for participants (children, parents, etc.), and neighborhood groups.

Provider Panel - will hold meetings, panel discussions, interviews with representatives of service providers including school officials, alternative schools, Parents As Teachers, daycare providers, state & local education administrators, and all levels of service delivery staff.

Interface/Data Match/Research - collect and organize mass of data concerning child and family well-being which has already been collected by other LINC committees and groups such as Kansas City Consensus, FOCUS, Partnership for Children, School Records, etc..

Exemplary Initiatives - will research and review existing collaborative/reform initiatives which connect social and/or health services with the school system.

At specified intervals throughout the Community Needs Assessment, the entire committee will convene in order to share information, report findings, and coordinate efforts.

Shared Vision

The Community Needs Assessment will form the basis for the committee's development of a shared vision in which partners in this process come to a working agreement on the deficiencies of the current system and what an improved system would look like.

Local Investment Commission

School-Based Clinics Briefing

History & Purpose

A school-based clinic is a clinic for students which is located within the physical facilities of their school. School-based clinics emphasize health education, primary care, and prevention and were organized to address the serious problem of poor health among our adolescent population. School clinics offer services through a methodology which addresses the specific needs of adolescents and overcomes many of the barriers that ordinarily block access to health care.

Kansas City currently has two school-based clinics, one at Northeast High School and one at Southeast High School. These have three primary goals: 1) To supply preventive, diagnostic, and primary care; 2) To motivate teens to adopt health-promoting habits and discard risk-taking behaviors; and 3) To instruct in appropriate and effective use of health care resources.

Funding Crisis

The two existing school-based clinics face a serious funding crisis. The Adolescent Resources Corporation (ARC) originated the clinic program in 1982 under funding from the Robert Wood Johnson Foundation, with matching funds through a consortium of seven local foundations. This funding has been virtually exhausted and efforts to develop a plan for integration of these clinics into long-term funding streams and make them sustainable have been unsuccessful. The existing clinics now face the prospect of not being able to reopen for this coming school year and/or drastically compromising their program in order to survive.

The most likely solution to making these clinics sustainable long-term is to connect them to existing public funding streams such as Medicaid reimbursement, E.P.S.D.T., fees for services provided, Medicaid Administrative Case Management funds captured by the K.C. School District, and linking the clinics to the public health centers as satellite programs. This has been complicated by the Managed Care system (capitation), time involved in the school district actually becoming a Medicaid provider, and state and federal regulations which have restricted funding streams.

The recent passage of House Bill 564 (Griffin's Bill) has validated the role of the school in providing health services and will significantly expand the population of Medicaid eligibles. This should be a significant advantage, given that the other system issues can be worked out. Also, the ARC had convened a task force in December 1992 in an effort to develop a partnership agreement with public health providers and the school district. Although a framework was developed for a partnership, specific funding issues remain unresolved.

Issues/Barriers

Making the clinics sustainable in the long-term will require that collaborative partnerships be developed to pool resources, share responsibilities, and design an agreeable and effective framework for delivering school-based services. This will require that the following be accomplished:

- o A written agreement will need to be formalized with the K.C. School District in which they agree to reinvest a portion of their Administrative Case Management funds in the school-based clinics.

School-Based Clinics Briefing

Page 2

- o A partnership arrangement will need to be arrived at between the school-based clinics and the Medicaid Managed Care providers in which written protocols are established for what services can be provided in the clinic and what portion of their managed care funds will be shared with the clinic in exchange for these services.
- o A billing system will need to be developed by the school-based clinics in order that they can bill commercial insurance, medicaid, and resources for the uninsured populations.
- o A decision will need to be made concerning what community funds can be pooled to offset costs for services which cannot be billed.
- o The clinic structure will need to be reviewed to determine what services need to be provided and who should provide them.
- o A decision will need to be made on a short-term and long-term governance mechanism which will be agreeable to all principal partners in this collaborative effort.
- o Resources may need to be allocated to assist the K.C. School District in becoming an Administrative Case Management provider.

Proposal

The sustaining of the existing clinics and possible expansion of clinic sites falls under the responsibility of both the School-Linked and Health Care Committees. Since both of these committees are in the early stages of their work and appropriately focused on initial assessment activities, it is necessary to convene an adhoc group to address this issue. It is suggested that this group be composed of representatives of both committees, interested Commission members, and principal stakeholders.

Welfare Reform Committee
Update
July 30, 1993

The Welfare Reform Committee's July 29th meeting agenda:

PROGRAM:

- Year II Report
- Mini Futures Program
- Futures Connection
- AFDC-UP Planning
- Status of Evaluation

BUDGET ADVOCACY AND RESPONSE

STATEWIDE UPDATE

LINC AND 21ST CENTURY COMMUNITIES

- Activity Update
- Welfare Reform Committee Goals

ADVISORY ITEMS

- Nominations Recommendation
- Assignments
- Next Meeting/Calendar

An oral update will be given at the July 30th LINC meeting.

Children & Families Committee
Update
July 30, 1993

Since the last Commission meeting the Children & Families Committee has been involved in the following activities:

- o The Children & Families Committee roster has been finalized.
- o The first Children & Families Committee meeting will be held August 4th, 1993 at the Holiday Inn Crowne Plaza from 8:00 a.m. - 11:00 a.m.
- o The committee continues to meet, review and giving feedback on the ongoing assessments and preliminary recommendations from the National Foster Care Panel in regards to improving services and outcomes for children and families under DFS care and custody. Phyllis Becker, Committee Executive for Children & Families continues to be a member of the panel.
- o On July 28th, at the Kauffman Foundation, the Children and Families Committee sponsored a Community Forum with the National Foster Care Panel for community members to share their thoughts and concerns about the Division of Family Services. Over 60 people attended, representing various community organizations, neighborhood groups, volunteers, DFS service providers, foster care parents, and public/private child serving agencies. A spirited and substantive dialogue took place in regard to the community's perspective of the strengths and needs of DFS, as well as, recommendations for change. Follow-up meetings were recommended by the group.

Health Care Committee
Update
July 30, 1993

Since the last Commission meeting the Health Care Committee has been involved in a variety of activities which have achieved the following results:

- o The committee has been expanded to twenty-five (25) members, which includes fourteen (14) committee members and eleven (11) professional cabinet members.
- o The committee held it's third meeting on July 1, 1993.
- o The committee continued in an information gathering phase by hearing presentations concerning the health care system from representatives of various public provider groups including: Samuel Roger's Health Center, Swope Parkway Health Center, Planned Parenthood, Truman Medical Center, and Children's Mercy Hospital.
- o The committee has planned presentations on school-based health services from Adolescent Resources Corporation and the Independence School District, and presentations from representatives of dental provider groups for it's next meeting on Aug. 5, 1993.
- o Oscar Pinsker, Health Committee Co-Chair, will present some initial findings of the committee during the July 30 Commission meeting.

Aging Committee
Update

Since the last Commission meeting the Aging Committee has been involved in initial committee formation activities which include the following:

- o The committee nomination list has been expanded to twenty-eight (28), including fourteen (14) committee members and fourteen (14) professional cabinet members.
- o Plans are underway for a first committee meeting to be held in September.

BUSINESS/ECONOMIC DEVELOPMENT COMMITTEE
UPDATE
JULY 30, 1993

The Committee held it's first full meeting on July 16, 1993. It will be an action-oriented, outcome-based Committee. The Committee went through an information/education process. They heard presentations on the Department of Social Services, LINC, 21st Century, FUTURES, and Economic Development Corporation. (on what already exists in Kansas City)

Then the group all agreed that if there were no disincentives to hiring welfare participants, businesses would already be doing it. They then considered "Given the limited knowledge you have received today, what are the issues and areas of focus for the Committee?" The Committee identified areas where more information is required. The structure of the Committee's effort will tailored to priorities identified at their upcoming meeting.

The next meeting is scheduled for August 20th, 11:00a.m to 2:00p.m., at the LINC office.

HOUSING & SAFETY COMMITTEE
UPDATE
JULY 30, 1993

The Co-Chairs of the Housing & Safety Committee have sent invitations to prospective members with a response date of August 9, 1993. The first meeting is tentatively scheduled for August 26, 1993. The Committee will start with an education/information session and then begin developing their operational plan.

The Co-Chairs have been participating in the 21st Century Steering Group.

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21ST CENTURY STEERING GROUP UPDATE

The first meeting of the 21st Century Steering Group was a planning session held on July 13, 1993 at the Kauffman Foundation. Members of this group include: Co-Chairs of the Business/Economic Development, Housing and Safety, and Welfare Reform committees along with Bert Berkley, Robin Gierer, Chris Rackers, Cathy Heimovics, Diane Patrick and associated LINC staff. The group was facilitated through the Affinity Process by Gary Baker, Manager for Planning and Support Services at the Kauffman Foundation. From the first meeting, 106 ideas emerged which were developed into 13 objectives:

OBJECTIVES

- o PARTICIPANT SUPPORT SERVICES
- o FUNDING ISSUES
- o P.R. & MARKETING
- o BUSINESS DEVELOPMENT, RECRUITMENT & SATISFACTION
- o PROGRAM INCENTIVES/DISINCENTIVES
- o PARTICIPANT CAREER PLANS AND TRAINING
- o PARTICIPANT/NEIGHBORHOOD INVOLVEMENT
- o GOVERNANCE/MANAGEMENT ISSUES
- o MONITORING AND EVALUATION
- o GOVERNMENT RELATIONS
- o SAFETY ISSUES
- o FORM BANK RELATIONSHIPS
- o PROGRAM DESIGN ISSUES

The second session held on July 28, 1993 focused on defining the cause and effect relationships of the objectives to determine priorities. This prioritization process revealed the top 5 goals for the planning group to utilize in developing the operational plan for 21st Century.

TOP GOALS

- 1) PARTICIPANT/NEIGHBORHOOD INVOLVEMENT
- 2a) BUSINESS DEVELOPMENT, RECRUITMENT & SATISFACTION
- 2b) SAFETY ISSUES
- 3) PARTICIPANTS CAREER PLANNING AND TRAINING
- 4) PROGRAM INCENTIVES/DISINCENTIVES
- 5) GOVERNANCE/MANAGEMENT ISSUES

The next session is scheduled for August 11, 1993. The Group will begin to develop an operational plan to implement the 21st Century initiative.

**LINC/21CC PLANNING SESSION
JULY 13, 1993
KAUFFMAN FOUNDATION-GARY BAKER**

What are the ISSUES that need to be addressed and the WORK that must be done FOR THE SUCCESSFUL IMPLEMENTATION of the 21st Century Community Initiative?

PARTICIPANTS CAREER PLANS AND TRAINING

- o Types of training needed to move participants from wage supplementation to self sufficiency.
- o Ties to job training - JTPA/ABE/Community Colleges.
- o Implement SCANS report in program development (DOL reports what businesses needs of education)
- o Available "workers"
- o Define wage progression, job progression policies, monitoring etc.
- o Personal growth for employees.
- o Job progression plan.
- o Job progression.
- o Job progression goals.
- o Development of career plans with participants (additional education etc.)
- o Businesses with advancement opportunities.
- o Identification - motivation of workers (short-term/long-term).
- o Reward vs. punitive incentives for participation.
- o Use FUTURES and FUTURES Connections' people, who are trained to be employees of 21stCC companies.
- o Coordinating training with business needs.
- o Train for employment.
- o The employee pool must be trained or trainable.
- o Training issues - who trains, who defines needs, how to be done.
- o Arrange for 21st area workers to be trained and available.

- o The employee pool must be sufficient in number.
- o Agreement on what training employer provides.
- o Address the educational systems role in providing education for jobs. Work directly with KCSD.
- o Job/wage progression should be left to the employer to design within an entrepreneurial framework.
- o Help business implement long-term employment.
- o Outreach to inform participants of the available jobs.
- o Referral and screening procedures for job candidates.

PARTICIPANT/NEIGHBORHOOD INVOLVEMENT

- o How to we directly involve those we seek to provide answers for?
- o Who is the "customer" (21st Century Citizen) to be served?
- o Identify who will benefit from 21st Century program and how will this be implemented to reach audience?
- o Understanding and linkage with community being served.
- o How can neighborhood input be obtained?
- o Determine population best served - FUTURES, which??
- o Participant involvement in design.
- o Community support of businesses.
- o Community feedback.
- o Ties to neighborhood development.
- o Get direct community input - and broaden input through Delphi method.
- o Define and plan how to announce to "community".
- o How to insure ongoing neighborhood input into 21CC - when to bring them into planning process.
- o How will community institutions (churches, schools, government) be integrated with businesses?
- o Prepare neighborhoods for the initiative.

- o Issue of real input from participants via a community board.
- o Who are all of the stakeholders? Are they appropriately involved in process (neighborhoods, schools, police, etc).
- o Planning, development process that respects clients and decision-makers.
- o Who else (other "players")besides business and AFDC families make up 21st Century Community.
- o Support of not-for-profit agencies.

GOVERNANCE/MANAGEMENT ISSUES

- o Identify the governing body to whom the responsible person reports.(21st Century).
- o Relationship to LINC.
- o Continuity of leadership for 21st Century Community.
- o Organizational requirements and responsibilities.
- o Vision of 21st Century need to be re-visited occasionally.
- o Insure that committees are coordinated.
- o Committees must understand roles and develop objectives.
- o The coordinating committee needs a way to make decisions and resolve conflicting interests/views.
- o Bureaucracy reduction.
- o Avoid over-bureaucracy.
- o The 21CC initiative needs built-in succession planning for committee chairs/volunteers.
- o Who will be doing what? (Committees)
- o Who is responsible for 21stCC implementation?
- o Determine operational group.
- o How does the mission fit the pieces together.
- o Identify and prioritize the building blocks of the 21st CC(i.e. what is strategic, what isn't)
- o Involving all the right "players".

- o Clarify program goals.
- o Willingness of all involved - coordination.
- o LINC process must be effective.
- o Work to be done: Develop specifics of model.
- o What are the roles of each component?
- o Education: understanding 21st Century.
- o Reconcile individual empowerment with economic development goals.
- o Who or how will 21stCC be managed.
- o Decide if 21CC is an identifiable entity or an idea.(community)
- o Clearest possible explanation(without jargon) of what 21st Century is.
- o Coordination between and among ideas and action.
- o Should steering committee be formed?
- o Identify the person(s) responsible and their authority.
- o Decision-making process and education.
- o Timing of implementation of plan(s).
- o Integrating of plan(s) with existing structures.
- o How does the housing function of LINC fit the 21stCC concept.

PROGRAM DESIGN ISSUES

- o Ways of using expertise that allows freshness of view - while not losing information and experience.
- o Integrate FUTURES philosophy.
- o Long-term viability/flexibility.
- o Continuum of welfare initiatives.
- o Reserved slots -- who keeps track?
- o How many to serve?

- o Hiring quotas?
- o Decisions on number of persons to be placed with a time table.
- o Only part of city? Geographic targeting.
- o Bruce Watkins Drive (impacts?)
- o Definition of and parameters of "neighborhoods".
- o FUTURES role -- how to expand to meet the need.
- o Develop contract to meet both business and government expectations/needs.
- o Economic development - who wins/who loses! (relocation of businesses) who determines?
- o Develop payment process - who, how, etc.

FUNDING ISSUES

- o Flexible dollars?
- o Flexibility in state budget.
- o Use 21stCC to leverage resources for target communities.
- o Know resources and availability.
- o Pulling resources together.
- o Adequate money for implementation of 21st Century Program.
- o Meaningful state, federal and local funds coordination.
- o Adequate compensation for program staff(i.e. FUTURES Advocates etc.)
- o Costs of implementation.
- o Obtain complete HHS and DOA waivers soon.
- o Obtain waivers.
- o Obtain necessary staffing for case management.
- o Resource needs/issues - projections made to plan for staffing needs - other resource needs.

PARTICIPANT SUPPORT SERVICES

- o How will "wrap around social services" be defined and put in place.
- o Need for access to Head Start and School Readiness in these communities.
- o Access to Day Care.
- o Day Care services in area (Head Start).
- o Supportive services for participants.
- o Transitional services for participants.
- o The issue of providing social supports for the newly employed AFDC recipients needs to be addressed. Development of community support centers.
- o Access to Health Care.
- o The issue of day care within the specified community needs to be addressed.
- o Transportation access.
- o Transportation to job sites.
- o Bus line or mass transportation to businesses.
- o How will the issue of transportation be addressed.
- o Additional help for children in community to be provided.
- o Wrap around services - what is needed - plan for coordination, location, etc.
- o Importance of area (other services available).
- o Affordable, acceptable housing opportunities.

PROGRAM INCENTIVES/DISINCENTIVES

- o Existing disincentives.
- o Identification of incentives other than wage supplementation that can be offered to employers.
- o Identify incentives for employers.
- o Work to be done: Understand disincentives to locating jobs in 21stCC.
- o Meaningful wage for incentive.
- o Tax consequences, if any for businesses.

- o What involvement and responsibilities will businesses have, beyond the interest of locating in Central City.
- o Coordination of the timing of needs vs. expected results.
- o Ties to local economic development organizations.
- o Existing incentives.
- o The incentive must be real and user friendly.
- o Identify incentives for employees.
- o Eliminate disincentives.
- o Ties to enterprise zones.
- o Employers must have incentives to adjust to lack of wage supplementation without harm to the employee or business.

BUSINESS DEVELOPMENT, RECRUITMENT AND SATISFACTION

- o A marketing plan for businesses.
- o Effective public relations to encourage more companies to come into 21st areas.
- o 21stCC initiative needs a paid salesperson to recruit business participants.
- o Economic development - who are the interested businesses?
- o Marketing: how is the program marketed to business.
- o Hire/recruit/find a person who can be seen as the "mayor" or spokesperson or symbol of the 21stCC.
- o Business recruitment (getting businesses interested in locating in area and employing participants).
- o Money from private and public sources to allow 21st companies to have sufficient funds.
- o Contracts with businesses.
- o Monitoring of the compliance with the contracts with the businesses.
- o Develop method by which a company applies to be part of 21stCC - approval process and criteria.
- o Create a simple procedure(s) for companies to get started in 21st area.

- o Guidelines and oversight for companies.
- o Target business audiences(and size).
- o Work to be done: Target businesses and understand their needs.
- o How many businesses?
- o Target industries?
- o Develop marketing plan to attract business.
- o Find business to consider starting or growing in area.
- o The program must be effectively and efficiently marketed/sold to business.
- o Minimum paperwork for businesses.
- o Corrective(or bail-out) plan(s) in case of failure for business.
- o Work: Get information from prospective business.
- o Ensure probability for profitable business in area.
- o Consultants for companies in 21st areas so each one can grow.
- o Community support from businesses.
- o Consultants available to companies going into 21st area.
- o The criteria used for businesses (recruiting & compliance).
- o The issues surrounding entrepreneurial development within the HUD units. Work with residential organizations.

MONITORING & EVALUATION

- o What extra monitoring? Others' goals?
- o Participant monitoring.
- o Evaluation - how to measure effectiveness of 21CC in areas of both self-sufficiency and economic development.
- o Criteria for measuring success/failure.
- o How and when to determine complete implementation.
- o Evaluating the success and failures of the initiative.

- o Benchmark measurements to determine success.
- o Identify desired outcomes.
- o Monitoring the businesses involved.
- o Double counting? Who cares?

GOVERNMENT RELATIONS

- o Coordinate with other state departments.
- o Identify needs. Public/private partners.
- o Government cooperation.
- o Ties to local government, city, county.
- o Support of elected and appointed government officials and agencies.
- o Roles of elected officials - Are they helpful or hindering process?
- o Governmental resource availability.

SAFETY ISSUES

- o Assure safe workplace.
- o Safety for employees of 21st companies.
- o Safe housing for employees of 21st Century.
- o Issue of safety needs to be addressed by engaging community members.
- o Businesses need to feel safe - for their employees and plant.

P.R. & MARKETING

- o Public relations.
- o A marketing plan for the public.

FORM BANK RELATIONSHIPS

- o Banking relationships?
- o Set up financial organizations.
- o Look to banking community for development of a partnership with a community bank.

LINC/21STCC PLANNING SESSION
JULY 28, 1993
KAUFFMAN FOUNDATION - GARY BAKER

Compare each objective to all other objectives and determine the cause and effect (or driver) relationship.

Participant Support Services drive:

- Funding Issues
- P.R./Marketing
- Governance/Management Issues
- Monitoring & Evaluation
- Government Relations
- Program Design Issues

Funding Issues drive:

- Form Bank Relationships

P.R. & Marketing drive:

- Funding Issues
- Form Bank Relationships

Business Development, Recruitment and Satisfaction drive:

- Program Incentives/Disincentives
- Participant Career Plans and Training
- Governance/Management Issues
- Monitoring & Evaluation
- Government Relations
- Form Bank Relationships
- Program Design Issues
- Participant Support Services
- Funding Issues
- P.R. & Marketing

Program Incentives/Disincentives drives:

- Governance/Management Issues
- Government Relations
- Form Bank Relationships
- Program Design Issues
- Participant Support Services
- Funding Issues
- P.R. & Marketing

Participant Career Plans and Training drive:

- Governance/Management Issues
- Monitoring & Evaluation
- Government Relations
- Program Design Issues
- Participant Support Services
- Funding Issues
- P.R. & Marketing
- Program Incentives/Disincentives

Participant/Neighborhood Involvement drives:

- Governance/Management Issues
- Monitoring & Evaluation
- Government Relations
- Form Bank Relationships
- Program Design Issues
- Participant Support Services
- Funding Issues
- P.R. & Marketing
- Business Development, Recruitment and Satisfaction
- Program Incentives/Disincentives
- Participant Career Plans

Governance/Management Issues drive:

- Monitoring & Evaluation
- Government Relations
- Safety Issues
- Form Bank Relationships
- Funding Issues
- P.R. & Marketing

Monitoring & Evaluation drives:

- Government Relations
- Safety
- Funding Issues
- P.R. & Marketing
- Program Incentives/Disincentives

Government Relations drive:

- Funding Issues
- P.R. & Marketing

Safety Issues drive:

- Form Bank Relationships
- Program Design Issues
- Participant Support Services
- Funding Issues
- P.R. & Marketing
- Business Development, Recruitment and Satisfaction
- Program Incentives/Disincentives
- Participant Career Plans and Training
- Participant Neighborhood Involvement
- Government Relations

Form Bank Relationships

Program Design Issues drive:

- Funding Issues
- P.R. & Marketing
- Governance/ Management Issues
- Monitoring & Evaluation
- Form Bank Relationships

Priorities in developing the operational plan:

- 1) Participant/Neighborhood Involvement
- 2a) Business Development, Recruitment and Satisfaction
- 2b) Safety Issues
- 3) Participants Career Planning and Training
- 4) Program Incentives/Disincentives
- 5) Governance/Management Issues
- 6) Participant Support Services
- 7a) Program Design Issues
- 7b) Monitoring & Evaluation
- 8) Government Relations
- 9) P.R. & Marketing
- 10) Funding Issues
- 11) Form Bank Relationships

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School-Linked Services

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COMMITTEE MEETINGS SCHEDULED FOR AUGUST, 1993

August 4, 1993	Children and Families Committee 8:00 a.m. to 11:00 a.m. Holiday Inn Crowne Plaza 4445 Main Kansas City, MO
August 5, 1993	Health Care Committee 8:30 a.m. to 11:30 a.m. LINC Office (Penntower) 3100 Broadway, Suite 226 Kansas City, MO
August 11, 1993	21st Century Planning Group 3:00 pm. to 5:00 p.m. Kauffman Foundation 4900 Oak, Forum 1 Kansas City, MO
August 18, 1993	School-Linked Services Committee 8:00 a.m. to 9:30 a.m. Penntower Conference Room 3100 Broadway, Suite 102 Kansas City, MO
August 20, 1993	Business/Economic Development Committee 11:00 a.m. to 2:00 p.m. LINC Office (Penntower) 3100 Broadway, Suite 226 Kansas City, MO
August 26, 1993 (Tentative)	Housing & Safety Committee 4:00 p.m. to 5:30 pm LINC Office (Penntower) 3100 Broadway, Suite 226 Kansas City, MO

To confirm attendance at committee meetings contact MARY WISE at 889-3160

- I. Draft Recommendations of 21st Century Work Group of Welfare Reform Committee**
- II. Orientation to 21st Communities and Wage Supplemented Employment**
- III. The Strengths Model of Case Management**
- IV. Flow of Regular FUTURES Program**
- V. Flow of FUTURES Unemployed Parent Program**

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I
Divider Title: _____

**DRAFT RECOMMENDATIONS OF 21ST CENTURY WORK GROUP
OF WELFARE REFORM COMMITTEE**

PROPOSED FLOW FOR 21ST CENTURY WAGE SUPPLEMENT

WAGE SUPPLEMENT EMPLOYEE POOL

The following figures are approximate. They were gathered in March, 1994 and are based on participation for both Regular and Unemployed Parent programs and cover some zip codes not in 21st Century project.

The development of a local data base that will be able to produce timely exact information on numbers of persons in components, expected completion dates, types of training, etc. is nearing completion.

Assessment	113
Adult Basic Education	232
Skills Training	166
Post Secondary	238
Community Work Experience	82

Persons currently in Skills Training or Post Secondary Components: At present, finding jobs for persons who complete Skills Training or Post Secondary is not a problem. The following problems do exist:

Unresolved barriers to employment arise that prevent persons from taking jobs that are available.

The initial job placement is not always successful.

The extent of these problems will be pinpointed when we complete our local data base and this information along with the FUTURES Process Evaluation will be addressed by the FUTURES Advisory and they will develop plans for alleviating these problems.

Placement in wage supplemented jobs for these persons will be driven by the Wage Supplement Job Orders. If there is a good match and the wage supplemented job has the opportunity for reasonably quick progression to a non supplemented job, a wage supplemented job with the support of the 21st Century Advocate could make the transition to the work world smoother and more lasting.

Persons in the Post Secondary Component (4 year programs) who are not making their grades, or for other reasons are unable to complete their programs may be excellent prospects for Wage Supplemented Jobs.

Persons Currently in Adult Basic Education Component (ABE): These persons will probably be the primary employee pool for Wage Supplemented Jobs. This Component has the highest drop out rate. While there are a variety of reasons for this, the following two stand out:

Persons whose long term goal is "to get any job" frequently are discouraged by the time it takes to raise their educational level to the 12th grade functioning required to go on to Skills Training or Post Secondary.

While great effort is being exerted to make ABE a viable alternative to formal education, all the reasons that prevented persons from completing

formal education make it extremely difficult to complete ABE.

Wage Supplemented Jobs present an alternative for these persons that has not been present in FUTURES previously. The chance to go into a Wage Supplemented Job, rather than become a "FUTURES drop out" can build self esteem rather than be another defeat and decrease it. Our biggest concern is for these persons to have opportunities to continue to increase their educational functioning so their chances for long term self sufficiency will be better.

Persons Currently in Community Work Experience Component: These are mostly persons in the Unemployed Parent Program. They would seem to be excellent candidates for Wage Supplemented Jobs.

PARTICIPANT FLOW

Two plans for participant flow into Wage Supplemented Jobs need to be in place:

One is for persons who are currently in FUTURES who will be matched to job orders and interviewed for positions with businesses who begin participation in July, August and September.

The other is a basic flow for persons who enter the FUTURES Program and for whom Wage Supplementation is found to be a viable route toward self sufficiency.

Current FUTURES Participants: Current caseloads will be screened to identify those persons for whom wage supplementation is an alternative. Criteria will be:

- Completion of Life Skills; and
- Completion of Vocational Assessment; and
- In Community Work Experience Component; or
- In Education Component without clearly developed goals for Skills Training/Post Secondary or indications of inability to successfully meet established goals; or
- In Skills Training or Post Secondary experiencing difficulty completing components on schedule; or
- In Job Search with a good match to a Wage Supplemented Job.

Attend Orientation to Wage Supplementation and sign Part I of Participant agreement.

Continue with FUTURES activities until hired, or until meet requirements for a wage supplemented job.

Attend one week Job Success Program conducted by 21st Century Advocate and Employment Security Representative who works with FUTURES.

Scheduled for interviews with employers.

If selected, meet with Employer and 21st Century Administrator to complete Part II of Participant Agreement, and be assigned 21st Century Advocate who will work with participant on support services, job retention and progression to non supplemented work.

Begin work.

AFDC Recipients Not Currently in FUTURES: The number of persons who have volunteered for FUTURES dispel the myth that AFDC recipients do not want to work. However, there is a misconception about the number of these persons who have recently lost employment and are immediately ready and able to achieve success at work.

Entry into the FUTURES program and the completion of the Strengths Assessment, which must be completed in 30 days, will identify those persons who are "job ready" or nearly so, and will be the kind of employees businesses are looking for. Entry into the FUTURES program has always been on the basis of calling persons into Recruitment sessions from the waiting list based on a first come, first serve basis.

Since allocations are being increased for FUTURES in order to move from a 15% to a 20% participation level, new staff will be hired and will begin building caseloads which will significantly decrease the time volunteers must spend on the waiting list.

*Decisions will need to be made on whether AFDC recipients referred for wage supplemented jobs by other agencies who provide job readiness and training should be given priority on the waiting list for entry into FUTURES.

All participants **must** attend a Recruitment Meeting and complete the Strengths Assessment. At that point, the Advocate and Participant will decide if a Wage Supplement track or the Skills Training/Post Secondary track is what the participant wants. If the participant decides on the Wage Supplement Track he or she will attend the Orientation to Wage Supplementation.

These activities will enable the Advocate to determine if the participant will need to start in the Education Component, and complete Life Skills, the Vocational Assessment and the Job Success Program. Our experience has shown that a very small percentage of persons will be able to successful if they do not. We anticipate that these activities will take approximately four months to complete.

*This does not preclude persons who have received services from other agencies, or are truly "job ready", being exempted from some of the activities mention above.

The Advocate will monitor the progress of those persons who are not interested in the Wage Supplementation track, and make the opportunity available to them based on the criteria described under "Current FUTURES Participants".

FUTURE CONSIDERATIONS (These items and others indicitated by *'s will need further study by the 21st Century Work Group and the FUTURES Advisory before recommendations are submitted to 21st Century Council.)

Whether or not and how to accommodate step parents;
Missouri Welfare Reform legislation;
National welfare reform legislation; and
The possibility that the basic flow will not meet the demands of businesses that enter 21st Century.
The possibility that the availability of wage supplemented jobs will not meet the demands of FUTURES participants.

ORIENTATION TO 21ST COMMUNITIES AND
WAGE SUPPLEMENTED EMPLOYMENT

Explanation of 21st Century Communities Project

Explanation of Wage Supplemented Employment

Description of what it could mean in terms of increased income to family.

Description of what it could mean in terms of gaining marketable skills.

Discussion of moving from Wage Supplemented Employment to unsubsidized self sufficiency.

Process for obtaining Wage Supplemented Employment.

Detailed review and explanation of Wage Supplement Agreement.

JOB SUCCESS PROGRAM

Motivation for choosing work over welfare.
Realities of what it means.

Getting a job.

Resume
Application form
Appearance
Interviewing

Preparing to go to work.

Psychological
Planning
Clothing, transportation and child care
Back up transportation and child care
Anticipating problems and finding help to solve them.

Keeping a job.

Employer expectations
Communication
Understanding what is expected
Communicating problems in the work place
Outside supports for job related problems.

Keys to advancing on the job--getting better jobs.

OTHER 21ST CENTURY ISSUES

BUSINESS INTERVIEW

Interview with business will enable business to list those items specified in Part II of the Participant Agreement, i.e. skills to be achieved and time table for achieving them; hours, wages, etc.; and employee policies.

Interview with business will enable FUTURES Advocate and Participant to evaluate the opportunities business provides participant to achieve long term self sufficiency in a job that is not supplemented, including opportunities for pursuing educational goals.

BUSINESS ORIENTATION

Orientation to Business and ongoing support will include material that will give them realistic expectations of wage supplemented employees, procedures for involving Advocates when problems arise, etc.

RESPONSIBILITY FOR COMPLETING BUSINESS AGREEMENT, ORIENTATION FOR BUSINESS, ORIENTATION TO WAGE SUPPLEMENTATION, PARTICIPANT AGREEMENT PART I, JOB SUCCESS PROGRAM, SCHEDULING INTERVIEWS, PARTICIPANT AGREEMENT PART II, TRANSFER OF AFDC, ETC.

The 21st Century Administrator will complete the Business Agreement with the Business, and conduct the Orientation for Business.

The 21ST Century Advocate will conduct the Orientation to Wage Supplementation and will sign Part I of the Participant Agreement.

The FUTURES Employment Security Representative and 21st Century Advocate will conduct the Job Success Program.

The 21st Century Administrator will screen qualifications of potential employees and work with regular FUTURES Advocate and Participants to schedule employment interviews.

The 21st Century Administrator will be informed of business selection, prepare individualized portions of Part II of Participant Agreement, inform FUTURES program, work with 21st Century Advocate to obtain Participant signature and sign it for the state.

The 21st Century Administrator will arrange for communication between business and 21st Century Advocate.

The 21st Century Administrator will work with 21st Century Advocate to monitor participant progress.

The 21st Century Administrator will monitor business's compliance with agreements and mediate disagreements on same between 21st Century Advocate and Business.

The Income Maintenance Worker will review AFDC and Food Stamp Eligibility and continuing eligibility for Work Supplementation under 21st Century.

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ORIENTATION TO 21ST COMMUNITIES AND
WAGE SUPPLEMENTED EMPLOYMENT

Overview of 21st Century Communities Project

The 21st Century Communities Project is a ten year program that involves bringing business and new jobs into the central city, and making these neighborhoods a better place to live and work. The following are elements of the ten year plan:

A Wage Supplementation Program that will help persons who receive AFDC achieve self sufficiency and also provide an incentive to businesses.

Better housing and more one-family dwellings occupied by the owner.

Banks that will provide credit for business development and housing purchase.

Neighborhood based social and community services.

Reduction of crime and improvement of neighborhood safety.

The map on the following page shows the two areas that are in the 21st Century Communities Project. The Zip codes for these two areas are.

AREA I

64120
64123
64125
64126
64124
64127
64128
64101
64102
64106
64108
64109
64111

AREA II

64110
64112
64113
64114
64130
64131
64132

NORTH
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CITY

JACKSON COUNTY

MISSOURI RIVER

64120

Area 1

ST JOHN
CLADSTONE
ANDERSON 64123

ST JOHN
64125
9TH ST

64124
9TH ST

64106

TRUMAN RD

64108
23RD ST

64127

64126

23RD ST

27TH ST

31ST ST

64109

64128

64129

64111

64112

64110

Area 2
64130

65TH ST

64113

WOODLAND
1800 E

63RD ST

GREGORY

64114

OAK

64131

64132

86TH ST

76TH ST

64138

64133

RAYTOWN

8800 E
BLUE RIDGE
CUTOFF

US HWY 40

MC COY

13200 E

HOLAND RD.

64136

64139

UNITY
VILLAGE

BANNISTER RD.

64137

64134

HARRISON

MARTHA TRUMAN RD

119TH ST

64145

64146

GRANDVIEW, MO
64030

64147

64149

139TH ST

JACKSON COUNTY
CLAS COUNTY

125TH ST

13700 E

6800 E

BEAVER RD

STATE LINE RD

Overview of Wage Supplemented Employment

The first part of this plan to be put in place will be the Wage Supplementation Program.

AFDC recipients who participate in FUTURES and live in these Zip Codes who obtain a 21st Century job will receive wages instead of AFDC and Food Stamp Benefits, but continue to be eligible for Medicaid and child care benefits. They will also continue to be in the FUTURES program and receive the other benefits of the FUTURES program and have an Advocate who will work with them.

The 21st Century Business will receive an amount based on the average AFDC and Food Stamp benefit to help pay the wages for the 21st Century Job. The 21st Century Job must be a new job. One created when an existing business in the 21st Century expands and creates new jobs or when a new business is started in a 21st Century Area.

Process for getting a 21st Century Job.

Live in a 21st Century Area Zip Code.

Be a FUTURES Participant

Complete Survival Skills or Life Skills

Complete Vocational Assessment and Career Exploration at Career Evaluation and Assessment Center (CEAC) at the Pioneer Campus of Penn Valley Community College.

Identify goal of a 21st Century Job on Individual Employment Plan

Attend Orientation

Sign Part I of Wage Supplementation Agreement

Attend Job Success Program

Attend Job Interview for 21st Century Job, that will be arranged by 21st Century staff.

If hired, complete Part II of Wage Supplementation Agreement

Detailed Explanation of Wage Supplemented Employment and the Wage Supplementation Participation Agreement

WAGE SUPPLEMENTATION PARTICIPATION AGREEMENT

PART I

Agreement to Volunteer for Wage Supplemented Employment

1. I, _____ have attended an orientation to the 21st Century Communities Wage Supplementation program, and want to be employed in a wage supplemented job. This decision is completely voluntary on my part.

This means that before signing the agreement, you have attended this orientation, and that you have made the decision to seek wage supplemented employment without pressure from anyone.

2. I understand that when I take a wage supplemented job, my AFDC and Food Stamp benefits will not come directly to me and my household, but will be sent to my employer to be part of the wages I earn. My last AFDC and Food Stamp benefits will be received the month I start employment, unless I start employment after the 20th of the month, then my last AFDC and Food Stamp benefits will be received the month after I start employment.

When you actually start working on a wage supplemented job, you will begin earning wages and will be paid according to your hourly rate and your employer's pay roll schedule, and you will no longer receive an AFDC check and Food Stamps.

Example: If you start working in September, you will receive your normal AFDC check and Food Stamps the early part of September. If you start working between September 1 and September 20, you will be paid the wages you earn in September. This will be extra income for you for September, but you will not receive AFDC or Food Stamps for October. You will have to plan for this change in the way you receive your income.

If you start working between September 21 and September 30, you will receive your October AFDC check and Food Stamps in addition to wages you earn for September and October.

3. The wages I receive on a wage supplemented job will never be less than my AFDC and Food Stamp benefits are when I start a wage supplemented job, except for the following changes that could affect my Food Stamp benefits: Decreases in the amount of Food Stamps I would be eligible for due to changes in income of other persons in my Food Stamp household; change in number of persons in my Food Stamp Household; or changes in my shelter expense.

My employer will pay me on the basis of my hourly wage and the number of hours I work. However, I am guaranteed that I will not receive less than my AFDC benefits are when I start the job.

If I receive Food Stamps the amount of my Food Stamps will be added to this guarantee. The AFDC guarantee amount will not change, but the Food Stamp portion could change based on the following:

Changes in income not related to my wages on the wage supplement job or the amount of child support I receive.

Changes in the number of persons in my Food Stamp Household.

Changes in allowed shelter expenses.

If you receive AFDC in the amount of \$292 and Food Stamps of \$295 when you start wage supplemented employment, your guarantee will be \$606.17. This is your AFDC check amount added to your Food Stamp benefits plus sales tax on the amount of your Food Stamps. This amount will remain the same while you are on your wage supplemented job, except it could decrease if your food Stamp benefits go down for the reasons listed.

Even if you do not work enough hours to earn your guarantee, your employer will pay you this amount.

If the reason you do not earn more than your guarantee is because your employer is not giving you enough hours you were hired to work, you will still receive your guarantee, and the administration of the 21st Century Project will work with your employer to be sure you have the opportunity to work the full number of hours.

If the reason you do not earn more than your guarantee is because you do not report to work as scheduled, you will still receive the guarantee, but your employer has no obligation to retain you on the job if you have repeated absences. If you lose your 21st Century job your AFDC will be redetermined using regular guidelines.

4. The wages I can earn on a wage supplemented job will enable me to have more income than my current AFDC and Food Stamps benefits.

Most 21st Century jobs will start at \$6.00 per hour, or more, and if they do not will have raises that get to \$6.00 per hour within six months. Income comparison for a family of three.

\$6.00 x 40 hours =	\$240 per week
\$240 x 4 & 1/3 =	\$1,040 per month
Deduction for taxes	90 per month
Net Income	950
Earned Income Tax Credit	108
Total Income	\$1,058

AFDC and Food Stamps	\$ 587
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5. While I remain in Wage Supplemented Employment, the following benefits will continue:

Medicaid coverage for family members who remain eligible.

If Child Support payments are made, I will continue to get the \$50 pass through, or an amount less than \$50 if the support payment is less than \$50.

FUTURES transportation payments for the first 60 to 90 days of employment;

Child care expense in full for the first 60 to 90 days of employment; and help with child care based on my income after that time.

Other FUTURES support services if needed.

6. While I remain in Wage Supplemented Employment, the following AFDC rules will be different:

Child Support payments up to the amount of my AFDC grant when I start employment will continue to be kept by the State, but if child support payments are made that are greater than this amount, instead of losing eligibility for AFDC, the difference will be sent to me.

The limit for available resources will be changed from \$1,000 to \$10,000 so I will have an opportunity to save money and build equity in a reliable automobile while I am on my wage supplemented job.

7. Other AFDC rules will remain the same and my case will be reviewed six months. I am still required to report changes that might affect my eligibility for AFDC or Food Stamps. If I lose eligibility for AFDC or Food Stamps, I will continue to have the right to a hearing before my case is closed.

Review of reporting obligations for AFDC (IM-3)

Review of reporting obligations for Food Stamps (IM-3)

8. I must continue to live in the 21st Century area to be eligible for a wage supplemented job. If I move from the 21st Century Area, or lose my 21st Century job for other reasons, my eligibility must be determined using the regular AFDC and Food Stamp rules.

9. I understand that before I can interview for a wage supplemented job, I must attend and successfully complete a Life Skills program, a Vocational Assessment Program and a week Job Success Program, or the equivalent.

Survival Skills for Women and the Life Skills program for men must be completed with satisfactory attendance. Persons who have started these programs and not completed them must work with their Advocate to be rescheduled and complete them with satisfactory attendance.

Vocational Assessment consists of the Evaluation given at CEAC and the Career Exploration classes. Again, if this was started and not completed, satisfactory completion must be achieved before signing up for consideration for a Wage Supplemented Job.

If you sign Part I of the Wage Supplement Agreement, your Advocate will immediately schedule you for this program. You must attend all classes to be called in for an interview. If you miss classes, your Advocate will work with you to reschedule. However, employers are looking for persons who will be reliable in their attendance, so this is an important way of demonstrating that ability.

10. I understand that the maximum length of time I can be on a wage supplemented job is 48 months.

You should be able to move on to a job that does not involve wage supplementation in a much shorter time, but there is the 48 month limit.

11. I have participated in the assessment process that was developed jointly by me and my FUTURES Advocate. I understand that the assessment process is intended to help me set goals for obtaining employment that is not supplemented and achieving self sufficiency from public assistance. I also

understand that a wage supplemented job is a step toward achieving self sufficiency. I will use the skills and experience I gain on a wage supplemented job to obtain a job that is not supplemented and achieve my goals for complete self sufficiency.

This is your agreement to use your wage supplemented job as a means to gain skills, move on to a job that is not supplemented, be able to move off of AFDC and achieve full self sufficiency. Your Advocate will work with you in this process, and some employers may have opportunities for advancement into jobs that are not supplemented.

12. The Division of Family Services FUTURES staff has my authorization to release information to other agencies who are providing services related to the 21st Century Communities Program. This authorization will remain in effect as long as I remain active in the FUTURES program.

This is the standard authorization that allows your Advocate to work on your behalf with other agencies.

PARTICIPANT'S SIGNATURE

DATE

FUTURES ADVOCATE'S SIGNATURE

DATE

If you want a 21st Century Wage Supplemented job, you will sign Part I of the Agreement today and your Advocate will also sign it.

PLEASE READ CAREFULLY

YOU ARE RESPONSIBLE TO REPORT:

• FOR AFDC, GR, MA, SNC, SAB, BP, AND QMB, AND CHILD CARE, YOU MUST REPORT THE FOLLOWING CHANGES WITHIN TEN DAYS:

1. Any time there is a change in the members of your household.
2. Any time there is a change in school Attendance/Job Training Attendance.
3. Employment Status - someone in the home starting to work or stopping work or changing employment.
4. Income - any increase or decrease in wages or earnings or other change in employment.
5. Any increase or decrease in the amount of cash, bank accounts, bonds, vehicles or other kinds of property or resources.
6. Obtaining additional resources or property you did not own when you last talked with your caseworker.
7. Any increase or decrease in other kinds of income, such as Social Security, unemployment compensation, veteran's benefits, Supplemental Security Income, etc.
8. Any lump sum payment, e.g., life insurance, Social Security or unemployment compensation.
9. Moving to another house or other town. When you move, report your new address. Failure to do so may delay your check or Food Stamps.
10. Any increase or decrease in amount of rent or mortgage payment or cost of dependent care or other expenses.
11. Any increase or decrease in financial contributions from other persons such as relatives, the stepparent of the eligible children, or a parent who is out of the home.
12. Buying, selling, or giving away property or other resources.
13. Incapacitation - when a person has been unable to work, recovers and is able to return to work.
14. When you marry, become separated, divorced, or widowed.
15. For QMB, any changes in Medicare Hospital Insurance eligibility.
16. For child care, any changes in child care provider or hours of care.

• FOR FOOD STAMPS: You must report any changes in the following items within ten days of the change.

1. All changes in gross monthly income of more than \$25 per month, except changes in the IM grant, and all changes in sources of income.
2. All changes in household composition, such as the addition or loss of a household member.
3. Changes in residence and the resulting change in shelter costs.
4. The acquisition of a licensed vehicle.
5. When cash on hand, stocks, bonds and money in a bank account or savings institution reach or exceed \$2000.
6. Changes in total medical expenses when these go up or down by more than \$25 a month. (Report only for a household member who is age 60 or over or who receives Supplemental Security Income (SSI) benefits or Social Security Disability payments.)

If you have questions about your Food Stamp case, you may call your worker collect at the number shown on this form.

YOUR FAILURE TO REPORT ANY OF THE ABOVE CHANGES TO YOUR CASEWORKER OR A SUPERVISOR COULD RESULT IN CRIMINAL CHARGES BEING BROUGHT AGAINST YOU. YOU MAY ALSO HAVE TO PAY BACK MONEY OR REPAY THE VALUE OF YOUR FOOD STAMPS THAT YOU RECEIVED ILLEGALLY BECAUSE YOU DID NOT REPORT THE CHANGE IMMEDIATELY.

CATEGORICAL ELIGIBILITY

Households in which all persons are approved for AFDC, SSI, SAB, SP and/or GR do not have to meet the normal Food Stamp income and resource maximums

Please notify us if all persons in your household are approved for AFDC, SSI, SAB, SP and/or GR so that we may determine your Food Stamp eligibility and issuance.

Your Advocate will schedule you into the JOB Success Program. When it is completed, we will begin to schedule you for interviews with business who have jobs that are consistent with your career goals and abilities. After the interview if you are selected, you will meet with either your new employer or the 21st Century Project Administrator and sign Part II of the Participant agreement. Your Employer will also sign it

WAGE SUPPLEMENTATION PARTICIPATION AGREEMENT
PART II
Individual Wage Supplemented Employment Agreement

EMPLOYER SECTION:

1. _____ will begin employment at my place of business on _____ (date) according to the terms of the Wage Supplement Agreement I signed with the Missouri Department of Social Services on _____ (date). This employee will be paid at the rate of \$ _____ per hour and will work _____ hours per day, _____ days per week as a _____ (job title). I agree to include the Advance Earned Income Tax Credit in this employee's pay check. The wage supplemented employment begins on the first day of _____ (month), 199____, and I will receive a supplement in the amount of \$533.

This is the information on when your employment will start, the wages, hours and job title. The employer agrees to include the Advance Earned Income Tax Credit in you pay check. It also contains information about the amount of the Wage Supplement the business will be paid and when the business will receive it. It is up to the employer to pay you your full wages from the date you are hired to the date the wage supplement takes effect.

2. The Department of Social Services will inform me of the amount of this employee's monthly income guarantee level. This amount is how much the state must guarantee the participant receives in adjusted gross wages. In any month that the employee does not earn adjusted gross wages sufficient to reach their individual guarantee, I agree to pay the difference directly to the participant. Such payment will not be taxable as wages or any other form of compensation.

I understand that the Department of Social Services will reimburse me directly for any additional payment I make to an individual above their adjusted gross earnings to reach the guarantee. This individual's initial guaranteed amount is \$ _____. I understand that this guarantee amount could change in the future and that, the Department of Social Services will notify me in writing if it does.

This section tells of the employer's obligation to be sure you are paid your guaranteed amount based on your AFDC and Food Stamp benefits when you begin employment. It tells him that it could change if your Foods Stamp benefit changes. It also tells him that if you do not earn the guaranteed amount that he must pay you and the state will reimburse him the difference.

3. In this employment the employee should attain the following skills in the indicated length of time.

Skill	Months to Attain
_____	_____
_____	_____

In this section, the employer will outline the skills you will attain on this job, and the length of time you are expected to attain them. This is important to you for gaining skills and experience that will help you move to full self sufficiency and also in knowing what your employer's expectations in this area are.

The next section contains the points you agree to when you sign Part II of the Wage Supplement Agreement.

EMPLOYEE SECTION

1. I have reviewed PART I of my Wage Supplementation Participation Agreement, a copy of which is attached, and affirm that I understand it and continue to agree to it.

This requires you to review Part I of the Participant Agreement before signing Part II.

2. I understand I begin employment on _____, and that my first paycheck will be received on _____.

3. The AFDC and Food Stamp benefits I would normally receive on approximately _____ will be sent to my employer.

This ensures that you know when you will start employment and receive wages and when you will no longer receive AFDC and Food Stamps. You will need to think through your budgeting and money management as you make this change in when and how you receive income.

4. I agree to abide by my Employer's policies as stated below

_____.

This will be a statement of your new employer's rules for hours, attendance, benefits, and other items. It is very important for you to know and be willing to abide by these rules.

5. I also agree to apply myself to learning the skills my wage supplemented job will teach me in the length of time scheduled.

This is your agreement to applying yourself to learning the skills required to be successful on this job.

_____ EMPLOYER SIGNATURE	_____ TITLE	_____ DATE
_____ EMPLOYEE SIGNATURE		_____ DATE
_____ 21ST CENTURY ADMINISTRATOR SIGNATURE		_____ DATE

These are the signatures required when you are selected for a 21st Century Wage Supplemented Job and agree to take it. At that time you will be assigned to a new Advocate who will work with you on any problems you have on the job or that interfere with your keeping your job and will also work with you on your progression to a job that is not under wage supplementation.

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III

Divider Title: _____

THE STRENGTHS MODEL OF CASE MANAGEMENT

The Strengths Model of case management was developed, researched, and disseminated at the University of Kansas School of Social Welfare. The model has been implemented with a number of under-served populations, including adults with persistent mental illness, people with dual diagnoses, corrections, the homeless, and most recently, with the Missouri DFS FUTURES program. Training and technical assistance in this approach have been provided throughout Kansas, Missouri, and in forty other states around the country as well as five cities in Great Britain.

The approach rests solidly on four foundation elements. First, a clearly articulated purpose. Second, six principles or beliefs about helping. Third, seven helping functions; and fourth, the application of group supervision. A detailed description of the two-day basic training as well as focused follow up training is available on request.

The outcomes experienced by consumers of this approach have been encouraging. In Kansas data suggests that adults with persistent mental illness are better able to remain for longer periods in community versus in the state hospital. In Kansas City Missouri, data suggests that the homeless who receive this approach are helped to secure stable housing in 70% of the cases. In project FUTURES, initial anecdotal evidence suggests remarkable achievements on the part of AFDC participants. Moreover, ethnographic studies have suggested a high degree of satisfaction and personal empowerment experienced consumers who have received the approach. The following four pages describe the purpose, principles, and functions. Please feel free to call Wally Kisthardt of Charlie Rapp at the KU School of Social Welfare (913-864-4720) for further information or written materials.

THE PURPOSE OF CASE MANAGEMENT IN THE STRENGTHS MODEL

The purpose of case management is to assist consumers in identifying, securing, and sustaining the range of resources, both external and internal, needed to live in a normally interdependent way in the community.

Key contrasts inherent in this stated purpose:

1. ASSISTING A HUMAN BEING VS. TREATING A PATIENT
2. VALUED CONSUMER VS. COMPLIANT CLIENT
3. COLLABORATION IN COMMUNITY VS. OFFICE-BASED BROKERING
4. SUSTAINING ACTIVITIES VS. PALLIATIVE CARE
5. FOCUS ON DAILY LIVING CIRCUMSTANCES VS. FOCUS ON INTRAPSYCHIC FACTORS
6. CONCRETE GOALS VS. ABSTRACT GOALS
7. INTERDEPENDENCE OF PEOPLE VS. INDEPENDENCE OF PEOPLE
8. COMMUNITY OPTIONS AND VS. STATE HOSPITAL AS SOCIAL
ALTERNATIVES WELFARE RESPONSE

SIX PRINCIPLES OF THE STRENGTHS MODEL OF CASE MANAGEMENT

1. THE FOCUS OF THE HELPING PROCESS IS UPON THE CONSUMERS' STRENGTHS INTERESTS, ABILITIES, COMPETENCIES; NOT UPON THEIR DEFICITS, WEAKNESSES, OR PROBLEMS.
2. HUMAN BEINGS HAVE THE CAPACITY TO LEARN, GROW, AND CHANGE.
3. THE CONSUMER IS VIEWED AS THE DIRECTOR OF THE CASE MANAGEMENT HELPING PROCESS.
4. THE CONSUMER/CASE MANAGER RELATIONSHIP BECOMES ONE OF COLLABORATION, MUTUALITY, AND PARTNERSHIP.
5. THE CASE MANAGEMENT HELPING PROCESS TAKES PLACE IN THE COMMUNITY, NOT AT THE MENTAL HEALTH CENTER OR OTHER SPECIALIZED BUILDING OR PROGRAM.
6. THE ENTIRE COMMUNITY IS VIEWED AS AN OASIS OF POTENTIAL RESOURCES FOR CONSUMERS RATHER THAN AS AN OBSTACLE. NATURALLY OCCURRING RESOURCES ARE CONSIDERED AS A POSSIBILITY BEFORE INSTITUTIONALIZED OR SEGREGATED MENTAL HEALTH SERVICES.

THE SEVEN PRIMARY FUNCTIONS OF CASE MANAGEMENT IN THE STRENGTHS MODEL

1. ENGAGEMENT:

The initial or meetings with a potential consumer, where the goal is to begin the development of a collaborative helping partnership.

2. STRENGTHS ASSESSMENT:

The process of gathering information regarding six "life domains" which appear to be directly related to successful community tenure. Information focuses on current situation, what the consumer wants (may indicate a change or desire to sustain), and finally information regarding resources and activities exploited to cope in the past. The discussion of what consumer needs to consider in terms of behavior change or resource connection relates to the planning function of case management. Case management planning and implementation activities should be clearly related to data recorded on the strengths assessment.

3. PLANNING:

The process in which case manager and consumer (as well as other support people designated by consumers) discuss and document specific actions which need to be taken by consumers in order to realize particular aspirations noted on the strengths assessment. These actions may be taken by consumers alone, in concert with resource people in the community, with peers, family, or with case manager. The Personal Planning Tool becomes the chronological record of the case management process.

4. IMPLEMENTATION:

The process of engaging in specific behaviors (short-term goals) designed to contribute to achievement of the longer term goal. This longer term goal may reflect a desire to change or modify circumstances. It may also reflect a desire to sustain specific circumstances. ADVOCACY and LINKAGE are subsumed under the implementation function. Every case management activity should be geared toward helping people to use community resources. In the beginning of the case management process activities often relate to promoting a connection to the case manager as a resource.

5. COLLECTIVE, CONTINUOUS, COLLABORATION:

Typically though of as "monitoring", this concept addresses the multidimensional nature of on-going modification and adaptation that takes place during the helping process; determining the extent to which consumers are able to engage in activities noted on the personal plan. The underlying helping goal in this function is empowerment. Helping consumers to, in effect, monitor themselves, or to use others in their own social network for desired feedback is the ultimate aim. In the strengths model case managers are less concerned with assuring "patient compliance" with a treatment plan, and more concerned with a person's ability to creatively utilize their own strengths and community resources to cope from day to day in ways that promote self-efficacy and community integration.

6. COUNSELING:

Communication between case manager and consumer for the purpose of promoting goal attainment and resource acquisition. Counseling in case management incorporates skills in empathic communication, active listening, giving advice, self-disclosure, sharing of information and personal experience with other consumers. The focus is here-now and near term (next month or so). Counseling in case management is a discussion of potentials and possibilities. In circumstances where problems have been identified that relate to traumatic past events, or current difficulties in thinking, feeling, or behaving, the effort is made to counsel consumers to become involved in a focused therapy process designed to specifically address these areas.

7. GRADUATED DISENGAGEMENT:

The helping behavior that is consciously designed to replace case manager or program staff in something they are doing with or for a consumer. This function also differs from termination, in that the idea is to retain connection with the consumer if the relationship with case manager or others in CSS has been integrated into their overall community coping strategy.

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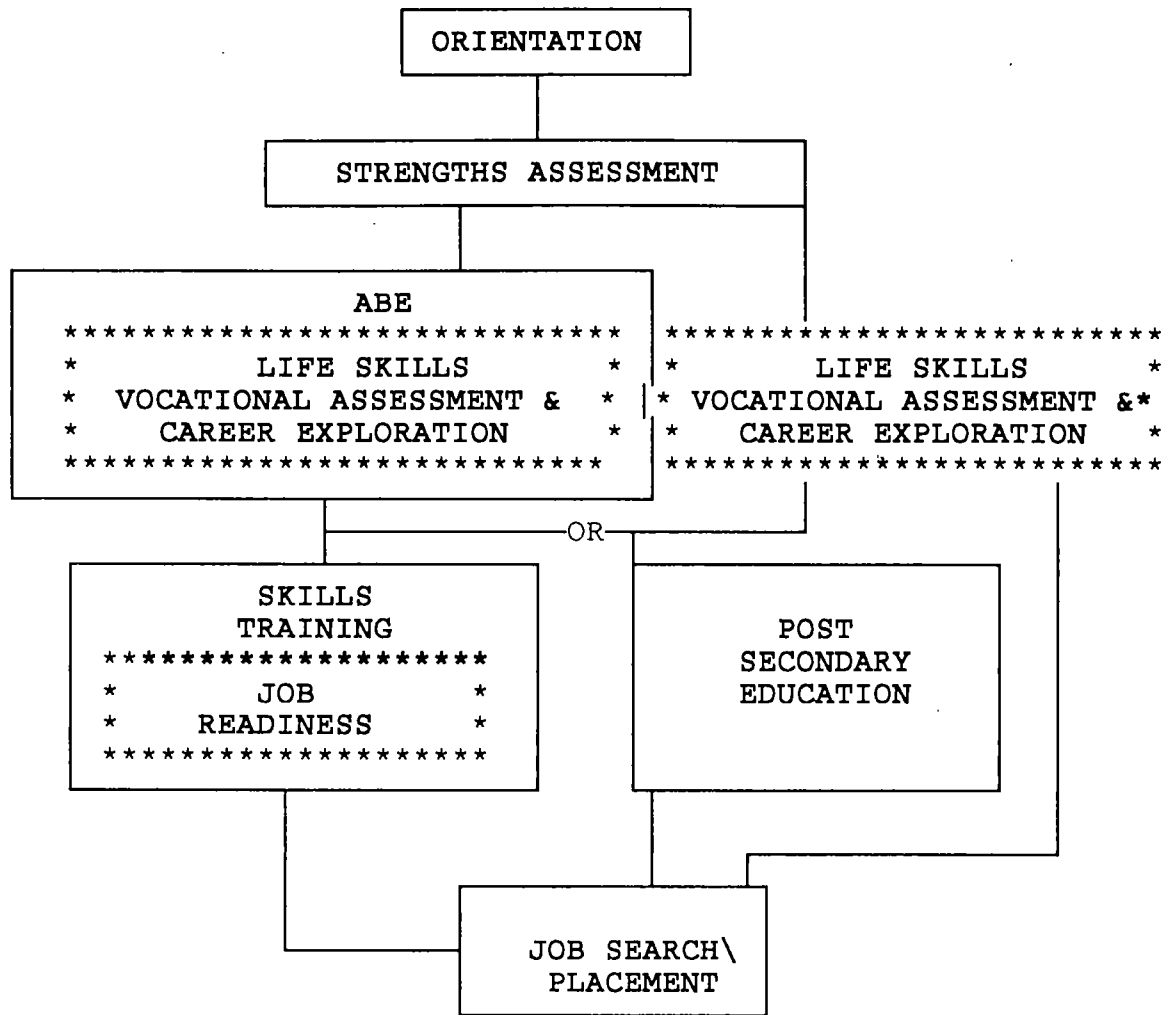
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FLOW OF REGULAR FUTURES PROGRAM



SELECTION OF POTENTIAL FUTURES PARTICIPANTS

Persons who receive AFDC cash benefits are eligible for FUTURES. When their Income Maintenance worker, a community agency or a friend tells them about the program, they call the FUTURES office and are put on the waiting list, which forms the pool of voluntary participants. Those persons who do not meet exemption requirements are considered mandatory participants. In addition, regulations require that approximately 55% of persons in the program fall into target groups. At this point, we have no problem meeting target group requirements with the persons who volunteer for the program.

Persons from the volunteer pool on the waiting list are called in by Zip Code. This enables Futures Advocates to have groups of persons starting component activities at the same time in their caseloads. The rationale for this is to give the participant a peer group who may be a source of support as they go through the program.

RECRUITMENT MEETINGS

Recruitment Meetings are held at community sites.

Persons who attend are to be given a \$10 reimbursement for their transportation and child care expense.

Futures Advocates conduct the Recruitment Meetings. A structured presentation has been developed to ensure that all participants hear the same information as they make the decision to participate. This information includes:

- How the program will operate and its potential benefit to the participant;

- The participant's rights and responsibilities under the program;

- Explanation of the various components by representatives of partner agencies such as ABE, WEN and FEC; and

- How to select good child care by a child care professional.

Those persons expressing an interest in entering the program are given a twenty minute educational assessment by an educator.

Participants then meet with their Futures Advocate in small groups. The Futures Advocate makes appointments with them to continue the assessment process in their homes or community sites that are convenient to the participant.

The results of the educational assessment will be given to the Futures Advocate.

SUPPORT ACTIVITIES BY THE FUTURES ADVOCATE

The Futures Advocate will assess the support needs of the participant. Criteria will be established to determine if the needs of the participant are so great that they would seriously interfere with successful participation. Referrals will be made to overcome barriers to participation. When barriers are overcome, the person will be given opportunity to participate on a priority basis.

Child Care/Child Development

The Advocate and participant work together to develop a child care/child development plan.

. Resource and Referral agency is available to locate child care.

Participants are encouraged to use licensed child care, or child care providers who are willing to register and receive payments by vouchers.

Transportation

The Advocate and participant identify transportation needs set goals for meeting them.

For those persons who live on or near bus lines, and find that public transportation will meet their needs, the Futures Advocate provides bus tokens for transportation required for assessment activity. When the participant enters a component, a bus pass will be provided.

For persons who do not have access to, or want to use, public transportation, Futures can pay up to \$5.00 per day for other transportation the participant is able to arrange.

If the participant has a car the \$5.00 per day is available for its use. Emergency Intervention funds are available for minor car repairs.

Health Needs

The Advocate and participant work together to identify the health care needs of the participant and his or her family and develop plans to meet these needs. Goals are set to develop a strong health management plan that will include health promotion and prevention.

Clothing Needs

The Advocate and participant work together to identify clothing needs for the family. Particular emphasis is place on clothing that is suitable for employment.

A Voucher system with the Junior League Thrift Shop is in place.

Emergency Intervention funds can be used for clothing needs.

Other Service Needs

The Advocate and participant work together to identify needs in other life domains and develop plans for meeting them.

ASSESSMENT ACTIVITIES BY THE FUTURES ADVOCATE

If the person who has volunteered for Futures participation is one whom the program is mandated to serve, an in depth discussion of rights and responsibilities under the program will take place. This will ensure that the person will understand the possible consequences for failure to participate.

In talking with the participant, the Futures Advocate will attempt to determine his or her aspirations for self sufficiency, and help the participant formulate beginning short and long term goals. These and other goals that result from the Strengths Assessment, will be recorded on the Individual Employment Plan, and when signed by the participant will constitute formal entry into the Futures program.

INITIAL FUTURES ACTIVITIES

The Futures Advocate and the participant make a joint decision on which component will be the appropriate entry point for participation.

Persons without a high school diploma or equivalent begin participation in the Education Component.

Persons with a high school diploma or equivalent who do not function at a level of 8.9 or better also begin participation in the Education Component. Persons who have developed a plan that requires Post Secondary Education usually begin participation in the Education Component in order to brush up on their skills while waiting for a semester to begin. The goal is for functioning at a 12th grade level.

Persons who meet the following criteria can begin participation immediately in the Job Search Component:

- Recent work history, previous skill training or post secondary education;
- Ability to form goals;
- Expression of a strong desire to go to work; and
- Stable living situation and basic needs met.

Persons who do not enter Education, Post Secondary Education or Job Search ordinarily are referred to the Full Employment Council to begin participation in the Job Training Component, or the On-the-Job-Training Component. These persons are given a Vocational Assessment and develop an Individual Employment Plan with FEC. The FUTURES Advocate and the FEC Counselor work together with the participant in order to ensure that the plan is consistent with the goals set by the participant in the Strengths Assessment.

Some persons enter FUTURES already participating in Skills Training or Post Secondary Education they have arranged themselves. The Advocate and participant complete the Strengths Assessment, support services are arranged, and the "self-initiated" participant is encouraged to participate in Life Skills and Vocational Assessment in order to explore the validity of the training plan they have embarked on.

LIFE SKILLS TRAINING

Providing education, job training and referrals for employment are not enough to move most AFDC participants from dependence on the welfare system to self sufficiency. The support services provided by the Futures Advocate will prove helpful, but may not empower the participant to achieve independence. Working with peers to learn the skills needed to cope with life's everyday problems has been successful in JOBS programs in Texas, Tennessee and Kansas, and has been effective in the Women's Employment Network program.

When the participants enter the Education Component they are scheduled for

"Life Skills Training".

Female participants are scheduled into twice a week "Survival Skills for Women" classes. This is a ten session course taught by ABE instructors covering such topics as:

Assertiveness; Personal Health; Nutrition; Money Management; Child Management; Self Advocacy; Legal Rights; Coping with Crisis; Community Resources; and Reentry/Employment.

Persons who are assigned to specialized ABE providers, such as Genesis and DeLaSalle, will not be given this training in conjunction with the ABE classes. It is assumed that the work done with participants in these situations is equivalent to "Survival Skills for Women". The Futures Advocate will monitor these activities as well as ABE participation.

Males who enter the Education Component are scheduled into the life skills classes developed for the Unemployed Parent program.

Those persons who begin participation with a referral to FEC may be sent by them to WEN for their Life Skills and Job Readiness program. An assessment by FEC, agreed to by the Futures Advocate, may indicate that the participant does not need, or will not benefit, from this experience.

VOCATIONAL ASSESSMENT

After Survival Skills or Life Skills are completed, the participant is scheduled for seven sessions with the Career Evaluation and Assessment Center (CEAC) that includes a complete vocational assessment that identifies skills, interests and aptitudes and work with participants to interpret the results and make use of them in setting career goals. Education on kinds of jobs that require certain skills, job market information is given. Some participants who have done well in these sessions are given the opportunity to engage in job shadowing.

EDUCATION COMPONENT ACTIVITIES (ABE)

Futures Participants will start ABE activities in groups in sites that are as close as possible to their homes.

During the early weeks of participation, two days per week are spent in Survival Skills (or Life Skills for men). The ABE Instructor facilitates Survival Skills and Unemployed Parent Advocate facilitate Life Skills, but the participant's Advocate does attend some of the sessions. After the course is completed, the Futures Advocate continues to spend time as needed at the ABE site.

Other small group activities, such as Parents as Teachers will be arranged for participants when needed and possible.

The goal for ABE participation is obtaining a GED. If a participant has a high school diploma or equivalent and has been assigned to ABE for remedial work, the goal is to raise their language and math skills to as high a level as possible, but to at least 8.9.

Persons who are referred to ABE who have special needs may be referred to the program at Genesis or DeLaSalle. The activities offered in these programs can take the place of the Life Skills Training.

Persons whose educational level is extremely low will be given the benefit of individual tutoring if normal ABE activities do not enable them to progress at a satisfactory rate.

Most persons who achieve ABE goals will be referred to the Job Training component.

JOB TRAINING COMPONENT ACTIVITIES

The goal for participation in this component is training for and placement in a quality job with, or that will lead to, a career path and benefits. The job placement must last a minimum of three months. In addition, it is expected that longevity in the placement or continuous similar employment will last long enough for the participant to achieve self sufficiency.

Some providers of skills training are quite successful in placing participants on jobs. If this is not the case, FEC works with the participant for 90 days to achieve a job placement. When FEC starts working with the participant on placement, an assessment of job readiness is made and some participants are placed in FEC's Job Readiness and Job Search training program. Others work individually with FEC counselors on Job Search. If placement does not occur, other providers of Job Placement, such as Employment Security and WEN have 30 more days to achieve job placement.

Support services are coordinated with FEC case managers in order to augment FEC activities and avoid duplication of services.

JOB SEARCH COMPONENT ACTIVITIES

Those persons who participate in this activity after FEC has not placed them, or who come to the component without being involved with FEC are referred to jobs developed by Employment Security and counselled on job interview techniques, resume development, etc.

FOLLOW UP WITH INDIVIDUAL PARTICIPANTS AFTER JOB PLACEMENT

Federal and state policy provides for the services of Futures Advocates to continue for ninety days after job placement. Locally, this follow up time has been expanded to include the following:

- Availability for crisis intervention and help with problem solving for the first year of job placement;

- Contact with participant six months after job placement to check progress, give support and obtain information that will be useful for evaluation purposes; and

- Contact with participant one year after job placement to check progress, give support and obtain information that will be useful for evaluation purposes.

Clinton Presidential Records

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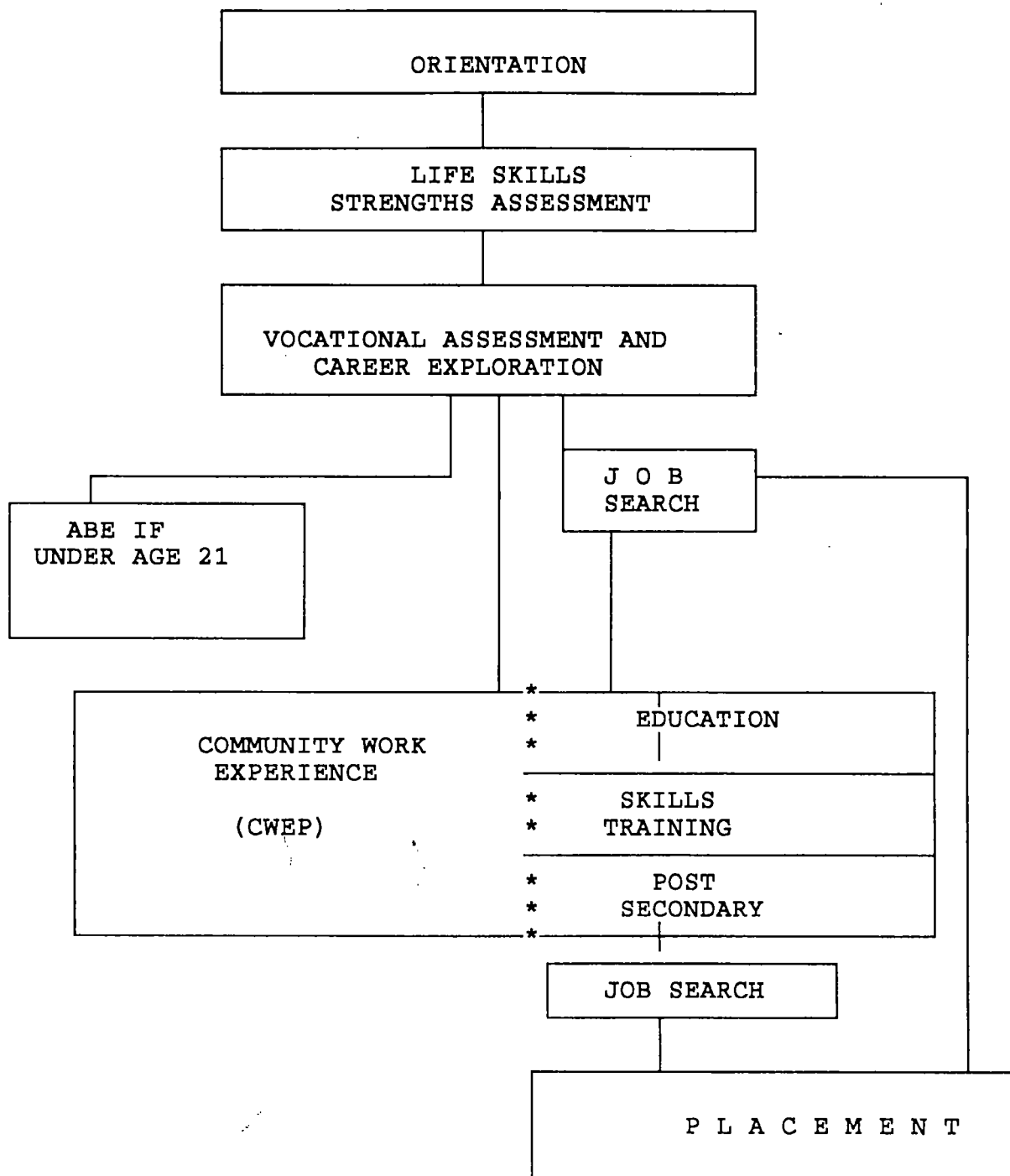
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FLOW OF FUTURES UNEMPLOYED PARENT PROGRAM



DIFFERENCES IN PROGRAM

The Regular FUTURES Program is essentially a voluntary program designed to enable participants to achieve long term self sufficiency. The Unemployed Parent Program is a mandatory program designed to ensure that recipients either go to work or work off their welfare.

The initial choices are limited to ABE for participants under 21, Job Search or unpaid Community Work Experience Programs (CWEP). Our local design has added a Life Skills Component and encourages participants to participate in Education and Skills Training in addition to CWEP.

The accelerated schedule of Orientation meetings necessary to reach Federal Requirement of 40% participation rate for Unemployed Parents, plus the tracking required to give persons an opportunity to participate, or apply sanctions when they do not at present requires a greater proportion of Advocates assigned to the program than would be indicated by the number of persons actively participating in the program.

CALL IN PROCESS

All Primary Wage Earners receiving AFDC cash benefits under the Unemployed Parent Program are called in to participate in FUTURES. The Second Parent in the case is invited to the Orientation Meeting so they will be informed about the program.

ORIENTATION MEETINGS

Orientation Meetings are held at community sites.

Persons who attend are be given a \$10 reimbursement for their transportation and child care expense.

Futures Advocates conduct the Orientation Meetings. A structured presentation has been developed to ensure that all participants hear the same information as they make the decision to participate. This information includes:

- How the program will operate and its potential benefit to the participant;

- The participant's rights and responsibilities under the program;

- Explanation of the Community Work Experience requirement;

- The sanctions for failure to participate;

- Education, Skills Training and other Components available while participating in Community Work Experience.

Presentations by representatives of partner agencies such as ABE and FEC.

Those persons expressing an interest in entering the program are given a twenty minute educational assessment by an educator.

Participants are then scheduled into Life Skills classes.

The results of the educational assessment will be given to the Futures

Advocate.

INITIAL ASSESSMENT

Advocate works individually with participant to complete Strengths Assessment, remove barriers and arrange CWEP. Transportation, child care and emergency intervention funds are available to Unemployed Parent participants.

LIFE SKILLS

During the course of the Life Skills, work is begun in a group on the Strengths Assessment.

VOCATIONAL ASSESSMENT

At the completion of Life Skills, participants are scheduled into Vocational Assessment sessions. Three sessions rather than the seven sessions for the Regular FUTURES Program are presented.

COMMUNITY WORK EXPERIENCE

Participants must spend 20 hours per week in CWEP activities. Advocates work with the participant to develop CWEPs that will provide experience in areas that will assist participants in achieving their long term self sufficiency goals, or at least providing exposure to those fields.

SANCTIONS

Those persons who do not respond to the call in and participate in the program are sent a series of notices. If satisfactory response is not made, the IM worker is informed and sanction procedures are initiated.

Sanction procedures sometimes result in establishing a temporary exclusion from participation, or establishing eligibility based on a disability rather than unemployment. In some instances, the Primary Wage Earner leaves the home or the entire case is closed.

If the Sanction is applied, Primary Wage Earner is removed from the grant, loses Medicaid benefits, and the Second Parent must participate in Unemployed Parent program. (This means that the Second Parent in these cases is not free to volunteer for Regular FUTURES, and even when actively participating in Regular FUTURES, must meet the CWEP requirement.)