

2Gen Transformation Project

2Gen Procedures

Integrating A Two-Generation Approach to Child Support Services
Colorado's Service Level Approach

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Introduction

In 2013, the Colorado Department of Human Services, Division of Child Support Services (CSS) underwent a name change from Child Support Enforcement to Child Support Services. Along with this shift in name, a shift in perspective and priorities took place. Child Support Services began a transformation in agency culture towards a family-centered approach. As part of the Governor's two-generation approach (2Gen approach) to combating multi-generational poverty, the child support program looked at how to provide child support services across multiple generations within a family.

This document offers guidance for establishing and implementing a 2Gen approach to service delivery at the local child support agency level. It is intended for use by child support agency managers, supervisors, and case workers. Child support agencies are not homogenous. They are based in settings that vary with respect to economic and geographic characteristics as well as availability of community resources. To accommodate these differences, this guide distinguishes between three distinct service levels that reflect degrees of coordination and multi-generational activity. It is divided in this manner so that agencies can easily identify applicable resources and information. The level to which an agency belongs is based on the degree to which the agency is ready to implement 2Gen approaches. The three levels are:

- Integrated 2Gen Services
- Coordinated 2Gen Services
- Emerging 2Gen Services

Additionally, at the Integrated Services level, an agency may demonstrate a higher degree of exceptionalism that encompasses broad support from community partners - this

"By revolutionizing our model to provide a comprehensive menu of services including education, employment, and parenting services, along with the core services of child support, Colorado believes it will not only collect more child support payments, but also create more resilient families."

level is called the **Mastery Level**. In each of the service categories detailed in this manual, a suggestion for how to elevate an agency may be suggested, however, it is not applicable to all sections.

At each service level, agencies must consider a variety of external and internal factors that will affect their ability to adopt and implement a 2Gen approach.

- Environmental Characteristics: The agency environment one would expect to be in place when providing services at the level defined. This includes agency leadership and level of commitment across agency partners, data system capability and funding.
- Program Characteristics: Specific programmatic requirements to successfully implement and provide child support services at that level. This includes staffing, referral partnerships, relationship with the court, and community resources.

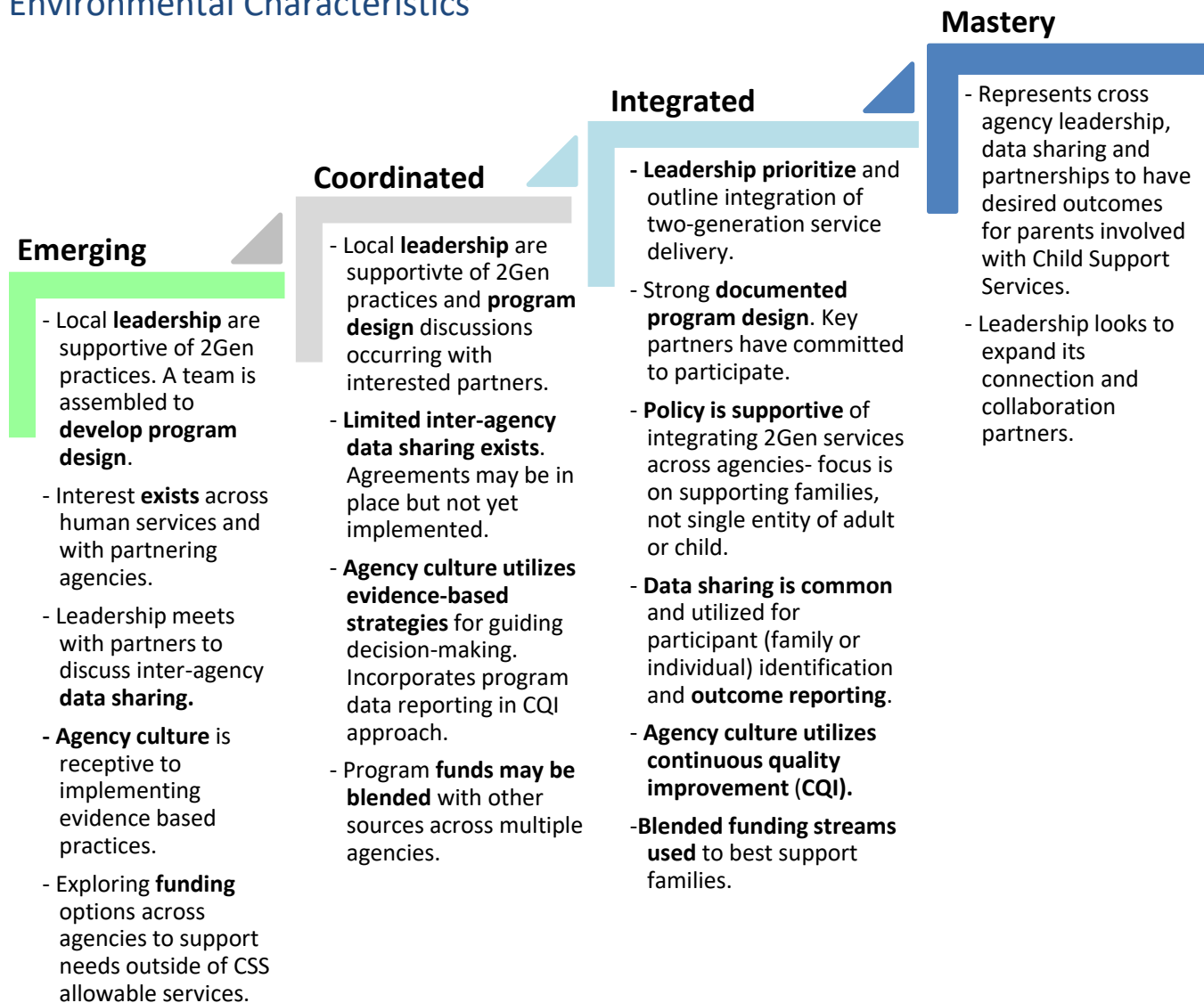
Fundamental to the delivery of child support services at every level is the ability to identify and address barriers to child support payment. To accomplish this, the Child Support Services 2Gen Project developed and piloted a Family Resource Assessment (FRA). The Family Resource Assessment was designed to identify parents with barriers to child support payment and provide a referral mechanism to 2Gen services in the child support agency. The Family Resource Assessment and administration guide are attached in Appendix A.

By laying out an approach to addressing barriers to economic security at both the environmental and program levels, 2Gen program architects expect that case workers will engage parents in the integrated child support services approach. The child support agency is one touch point within the broader human services system where families with barriers to economic stability can be identified. Once families are identified, barriers can be assessed and the 2Gen integrated child support services approach to service delivery across all human service agencies can begin. Appendix B contains a 2Gen Case Management Procedures checklist. This checklist can be utilized by child support workers to ensure a 2Gen approach is implemented with fidelity to this model.

Defining Two-Generation Service Levels Approach

The following charts detail the four levels of services that child support agencies may provide under a 2Gen approach. To be successful in implementing a fully integrated 2Gen service delivery model, both the environmental and program characteristics of an agency must be aligned with 2Gen philosophies and mobilized to support families.

Environmental Characteristics



Program Characteristics

Mastery

Emerging

- Typically only engages non-custodial parents
- Limited use of assessment tools to identify barriers to payment.
- May have specialized 2Gen staff or a trained staffer.
- Engages the courts via outreach and identifies ways to gain support.
- Informal referrals partnerships for ancillary services (mediation, workforce development) and supportive services.
- Developing relationships with agencies and service providers.
- Has brochures and handouts of local community resources.

Coordinated

- Serves both parents.
- Periodically uses assessment tools to auto-refer parents for child support intervention and to identify barriers to payment.
- Utilizes a 2Gen case management model and has specialized case loads.
- Supportive court relationship, but may not necessarily receive referrals from courts.
- Formalized and informal community partnerships to track outcomes, referrals, and services.
- May have MOUs and data sharing agreements with partner agencies.
- Refers out to or provides in-house services for legal, employment, co-parenting, child support, and other types of services.
- May have additional informational resources available for families.

Integrated

- Provides specialized services to both parents.
- Consistently uses assessment tools to auto-refer parents to child support services and identify barriers to payment.
- Specialized caseload staff trained on 2Gen approach and case management techniques.
- Has an established relationship with the courts to provide referrals and to work through enforcement methods.
- Established referral and service partners and MOU's to track referrals and services.
- Shares information readily between agencies to track parent engagement and services.
- Addresses legal, employment, co-parenting, child support, and other supportive services in-house and has referral information ready for parents.
- Informational resources, relevant to families, are available at on location and developmentally appropriate.

- Provides Integrated Services at all service levels. Providers who are at the Mastery Level have well-established relationships and community supports.
- Program design consistently looks to expand its service capabilities and to increase the capacity and quality of service provided by community partners.

Additional Considerations for Implementing a 2Gen model

Use a Continuous Quality Improvement Model

Using a CQI approach ensures program performance and fidelity to the model. CQI is defined by Casey Family Programs and the National Child Welfare Resource Center for Organizational Improvement as: “The complete process of identifying, describing, and analyzing strengths and problems and then testing, implementing, learning from, and revising solutions.” The 2Gen program should engage in continuous quality improvement (CQI) by collecting, analyzing, and reporting on program data to program stakeholders and staff on an ongoing basis. This will ensure the program is implemented and operating with fidelity. This also allows program stakeholders to make timely adjustments to the program if key outcomes do not trend in the anticipated direction.

When developing and implementing a CQI approach, county directors and supervisors may consider the following: What system is available to record and track key data points? How will the data be analyzed and reported? Who will be responsible for recording and reporting the data? Once an agency has decided to utilize a CQI process, 2Gen case managers should consider the key data points to track. They include:

- Referrals from all inside and outside agencies, including: child support workers, court, parole/probation, and community service providers.
- Services referred to and received, including: the type of service, date referred, date completed, and outcome of referral.
- Child support status, including: number of child support cases, number of children, monthly support obligations, arrears balance, and date of last payment.
- Workshop and class attendance and completion or outcome.
- Outcomes should be recorded regarding:

Education

- Level of education at enrollment (highest grade completed) for both parents
- School enrollment or attendance information during 2Gen services receipt
- Final educational attainment or program enrolled in once 2Gen services are complete

Employment

- Employment status at enrollment
- Wage at enrollment
- Employment services received through 2Gen program
- Employment status at program exit (or 12 months post-enrollment)
- Wage at program exit

Child-related outcomes

- Health insurance status of parents and child at enrollment
- Health insurance status of parents and child at program exit
- Parenting plan in place (developed, filed with order, no fee)
- Noncustodial parent report of the frequency of parent-child contact at intake and program exit
- If applicable, early childhood education access

Mastery Level: Outcomes should be recorded for both parents and children in education, employment and child-related outcomes.





Prioritize Domestic Violence Considerations

While most parents are not violent or abusive, safety is an important consideration in any program that involves the emotional issues of relationships, children, and money. Any time the health and safety of a parent or child is at risk, the top priority of the case manager should be on working with local agencies to provide resources and stabilize the family.

2Gen case managers, fatherhood specialists, and other program personnel should receive training on how to recognize and intervene in cases dealing with domestic violence. 2Gen case managers will routinely outreach to the custodial parent to tell them that NCPs are receiving 2Gen child support services and will assure them that the safety and well-being of families are prioritized.

2Gen case managers are trained on DV considerations and attempt to identify and address intimate partner violence (IPV). No single method works in every program situation, and no one method of identification is foolproof.

Take a case-specific approach to appropriately addressing any domestic violence issues or concerns.

-  The Domestic Violence Program (DVP) of the Colorado Department of Human Services has developed a protocol designed to enhance the safety of custodial parents and children.
-  Ensure information regarding DV from the FRA and other sources available to Child Support Services are taken into account and have appropriate resources and referrals for victims and offenders if information is disclosed.
-  The county should develop relationships with local domestic violence victim service programs and perpetrator treatment providers so that child support program partners are aware of these resources and the community partners understand the 2Gen child support program.
-  Make child support partners aware of a variety of safeguards that may be appropriate in cases with domestic violence, including heightened confidentiality, safe mediation, and supervised visitation.

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**2Gen Integrated Services and
Service Level Adaptations**

Case Management Procedures: 2Gen Integrated Services and Adaptations

Outlined below are the steps that case managers will take to provide Integrated 2Gen services. As noted above, agencies are only ready to provide Integrated services if they have: supportive leadership, a clear program design, strong community partnerships, stable and flexible funding, and data collection and reporting capabilities. Below the Integrated services descriptors are “service level adaptations”, suggestions for how a service provider with limited resources and capabilities may make adjustments while still holding to 2Gen principles. The hallmark of the 2Gen approach is the idea that the agency will address barriers to self-sufficiency experienced by each member of the family, both parents and child(ren), through an enhanced child support services approach.

The enhanced child support services approach to providing 2Gen services to a family is embedded in the broader culture of the human services agency, with child support as one touch point where a family may enter the system. By addressing the whole family, regardless of family structure (married, divorced, never married) and assisting with services directed toward both parents and child, the system and structures in place can better ensure that barriers to economic security are addressed for all family members.

1

IDENTIFY AND ENROLL PARENTS

While child support workers responsible for conducting establishment and modification work are key to identifying eligible parents, additional actions should be taken in order to integrate enhanced services. In the 2Gen model, child support staff are key to identifying and enrolling parents into additional supportive programs and services.

Recruit potentially eligible parents. The following are some examples of how to identify and recruit parents who might benefit from 2Gen services:

- Obtain referrals from fatherhood programs of parents who might have barriers to payment.
- Review the court's contempt docket and work with attorneys to determine whether any listed parents might be eligible to volunteer to receive services.
- Review caseload for parents exiting Department of Corrections (DOC) and outreach directly to provide services to these parents upon release. Coordinate outreach efforts with DOC to provide an overview and direct link to child support services at prison pre-release meetings (prior to parent release from DOC).
- Attend group orientations or any "mass" child support event (e.g. establishment day sessions) that are likely to attract parents with barriers.
- Use ACSES to identify intermittent and non-paying cases (category 2/3) with a special focus on regular payers who suddenly stop making payments. Consider making "cold calls" to noncustodial parents to explore whether they are unemployed or underemployed and explain the project.
- Introduce the project to custodial parents who visit the child support agency and encourage them to speak to the other parent about the program.

To enroll a parent, child support staff will administer the Family Resource Assessment (FRA) to all noncustodial parents at establishment, intake of an existing order, or anytime a modification is requested. This tool is designed to identify parents with child support cases who are at risk for non-payment or partial payment and are mostly likely to benefit from 2Gen services. Based upon a parent's responses and categorization on the Family Resource Assessment, the child support technician may provide a direct referral to the 2Gen case management worker (specialized worker) for services. See Appendix A: Family Resource Assessment administration guide for detailed instructions on completing the FRA.

To enroll a noncustodial parent in the 2Gen Transformation project:

- Complete FRA with parent.
- Score FRA to determine parent eligibility for 2Gen services. A case is deemed eligible for 2Gen services if they report working less than full time or having one or more barriers to getting or keeping employment.
- If parent is eligible for 2Gen services, refer to appropriate caseworker for services.

For sites who do not have the capacity to implement the Integrated approach, several service level adaptations can be made to achieve a Coordinated or Emerging level of service. Most commonly, sites may lack staffing to conduct outreach to recruit parents from agencies in the community. For a site that would be considered Emerging, it may make more sense to recruit parents directly from their existing child support caseload. Oftentimes, caseworkers and child support workers already have an intuitive sense of who may most benefit from additional resources or which clients seem motivated to put forth additional effort towards self-improvement. Caseworkers have the

benefit of understanding the history of a client's behaviors and knowing whether that parent is in the right stage of change to participate in 2Gen services. Additionally, it may be useful to create a section of the office's website, or a pamphlet with information about the goals and services of the 2Gen program, so that information can be easily shared with eligible clients.

In addition to employing the strategies and adaptations above, Coordinated-level services can be achieved by the agency making an effort towards active outreach with current agency partners. Agencies may be aware of local fatherhood programs, events, or trainings with parents and make attempts to enroll 2Gen participants there and at the courts. If attending and recruiting from events isn't feasible, it may be a better use of time to simply have program materials prepared that parents can pick up when accessing services at the partner agency and follow up on their own if interested. Caseworkers can focus on building stronger relationships with current agency partners in an effort to generate referrals to 2Gen services at the child support agency. Following are strategies that may help build referral-generating relationships:

- Contact a group that supports fatherhood programs and provide them with information about the 2Gen program or offer to host an informational session at their agency.
- Set up a meeting with court staff to educate them on the 2Gen program and how eligible parents may benefit from 2Gen services, and set up a concrete referral system between the court and child support.
- Incentive referrals for new enrollments generated from existing 2Gen parents.
- Distribute informational pamphlets and materials to be posted at parole/probation offices, public service buildings, and community partner agencies with instructions on program eligibility and entry.

When enrolling a parent, a 2Gen service-provider will use the FRA or other screening tool to assess need for 2Gen services. The Family Resource Assessment, developed as a universal screener to identify clients who are willing but unable to pay child support, can be very useful as 2Gen caseloads increase. However, no tool is perfect or fully accurate and many assessments are dependent on client self-report.

For Emerging and Coordinated-level service providers, administering a formal assessment tool to screen for eligibility may either save time (if the client is not known to the provider already) or create unnecessary paperwork. The goal is to target resources and services to NCPs who will most benefit. The use of a universal screener needs to be balanced with informed caseworker judgment about particular cases. Caseworkers possess historical data from conversations with clients and are also able to identify individuals who may benefit from 2Gen services.

Consider how the referral was generated and if the referral source would be a good judge of whether a prospective client would be willing to regularly engage with services. Caseworkers often have years of experience in working with clients who are willing but unable to pay child support and often feel confident in their ability to select clients who are motivated to engage in a program to support their ability to meet their child support obligation. A service-provider may also consider implementing a screening tool or interview process to determine eligibility and make a referral to the child support 2Gen program.

After the initial screening the next important step is the referral to a 2Gen worker. Ideally this worker is a specialized staff member with a separate caseload and who is trained in 2Gen case management techniques, however this is not feasible across all locations, given staffing and caseloads. Across service levels, there may be different adaptations of the 2Gen caseworker. While specialized caseworker staffing appears to make a significant difference in terms of reducing caseworkers' feelings of overwork and work stress, many providers will have caseworkers that manage to provide a level of 2Gen services to parents on their caseload.

SERVICE LEVEL ADAPTATIONS

Mastery

Coordinated

- ✓ Works with fatherhood programs to obtain referrals and may recruit from the court's contempt docket and DOC child support cases.
- ✓ Explores other avenues and partnerships for generating referrals, such as attending child support events, ACSES.
- ✓ Agencies have relationships with other departments and fatherhood programs and generates referrals from these relationships.
- ✓ May use the FRA or another assessment tool or rely on informal assessment to assess eligibility.
- ✓ When specialized 2Gen caseworkers are not available, parents will receive services from a caseworker who is trained in and familiar with the 2Gen approach.

Emerging

- ✓ Child support workers engage their regular parents (CPs who visit the child support agency; NCPs with issues of delayed or partial payment) and explain the aims and services of the program and assess which parents might be motivated to participate - rather than engaging in active outreach.
- ✓ Might not make cold calls to NCPs or formally review DOC caseloads but maintains contact with courts and DOC for referrals of eligible candidates.
- ✓ May use an assessment tool such as the FRA or rely on informal assessment to assess eligibility.
- ✓ Parents may not be assigned or referred to separate caseworker and may maintain current casework relationship while receiving 2Gen services.

Integrated above

No Mastery suggestion

2

USE MOTIVATIONAL INTERVIEWING TECHNIQUES FOR GOAL SETTING

Case managers trained in motivational interviewing principles will work with parents to address barriers to payment. To **apply the five principles of motivational interviewing to goal setting**:

1. Express empathy through reflective listening.
2. Develop awareness of discrepancy between parent's goals or values and his/her current behavior.
3. Avoid arguments and direct confrontation.
4. Adjust to client resistance rather than opposing it directly.
3. Support self-efficacy and optimism.

Additionally, caseworkers should document the parent's goals, provide ongoing communication, and conduct regular check-ins - which are critical to the success of the parent achieving his/her goals. An agency may have a formalized goal-setting plan to be signed by parent; if so, review this plan routinely with the parent to gauge progress toward goals. An example of a goal-setting plan can be found in Appendix E.

Motivational interviewing techniques are highly effective at building relationships and assessing client needs. Whenever possible, staff should be educated on these techniques and strive to apply them to parent interactions. This, with consistent communication, can go a long way towards developing and tracking progress on goals, however that may look different across service levels. At a very basic level, child support workers can be trained on the fundamentals of motivational interviewing. 2Gen workers should make use of exploratory questions and demonstrate genuine curiosity in client interactions. The idea is to understand the parent's desire to pay child support and to understand the barriers to payment.

Goal-setting doesn't have to be a formalized process or plan. Some sites may have a goal-setting that they complete with clients, but some caseworkers have noted significant benefits from building a relationship with the client and being open-ended in discussing goals. Whether or not the Goal Setting Plan form is complete, caseworkers appear skilled at helping clients to focus on small, achievable tasks that are aligned with the larger goal of making child support payments. At a Coordinated level, caseworkers might consider tracking goals so that they can measure progress and offer encouragement. Very often, the path towards self-sufficiency and well-being may look as though it is 'one step forward, two steps back', and tracking goals may provide a bigger picture on overall progress.

SERVICE LEVEL ADAPTATIONS

Coordinated

- ✓ Sites use motivational interviewing techniques to assess parent goals and identify barriers to payment.
- ✓ May have a formal or signed goal-setting session or a less structured conversation about goals.
- ✓ Caseworker keeps track of parent's goals to refer to when encouraging or providing accountability for parents.

Emerging

- ✓ Sites have been educated on motivational interviewing techniques and benefits and have discussed how to empathetically engage with parents.
- ✓ Goal-setting may be unstructured or conversational, but caseworkers are engaged in addressing barriers with the parent.

Mastery

Integrated above

No Mastery suggestion

3

PROVIDE 2GEN SERVICES TO PARENTS INVOLVED WITH CHILD SUPPORT SERVICES

Case managers should build relationships with parents to engage them, reduce attrition, promote higher levels of participation in job search and other employment-focused activities, and see improvements in key outcome areas – particularly those related to employment, the payment of child support, and achieving economic security for the whole family.

When working with parents, a 2Gen case manager must have specific skills, beyond traditional child support. Agency supervisors should look for specific traits and skills sets when hiring or assigning child support staff as a 2Gen case manager. A 2Gen case manager job description appears in Appendix D. When engaging parents in 2Gen services, case managers should work to:

Build a relationship with the noncustodial parent.

- Work to build a relationship with the parent by explaining the goals of the 2Gen approach to child support services and the positive outcomes that may be achieved by participating.
- Provide the parent with a phone number that their case manager regularly answers.
- Maintain frequent (e.g. weekly) telephone and in-person contact. It may be helpful to establish a fixed meeting time and place, however, consider meeting in a more informal and personal setting, if possible.
- Ask questions, listen to the parent, show interest in his/her circumstances, empathize and reassure him/her that you will help with specific resources and tools, where available.
- Try to establish yourself as a “coach” and adopt an attitude of willingness to help and avoid making judgments in order to generate from the parents a willingness/permission to be coached.
- Model behaviors for success, such as self-advocacy, navigating the application process, and pursuing opportunities.
- Follow through. If an appointment or contact is missed, apologize and reschedule.
- Congratulate the parent on achieving milestones and taking action.
- Complete a goal-setting plan with the NCP and have him/her sign the agreement. This helps the parent understand his/her responsibility and helps hold him/her accountable.

Ensure a variety of employment services are in place.

- Case managers should have a direct link to the in-house employment case manager providing workforce services to parents seen at the child support agency. Know the referral process and requirements of each program.
- Familiarize yourself with TANF-sponsored (CO Works) employment workshops and other career-building opportunities to refer parents for participation.
- Utilize all relevant resources and opportunities available to Workforce Innovation and Opportunity Act (WIOA) participants.
- Work closely with ReHire Colorado to identify and refer eligible parents to services.



- Consider using targeted hiring events for parents receiving child support services, or granting parents early access to public hiring events.
- Identify suitable employers, describe child support services 2Gen program, and try to secure job slots for parents.
- Maintain contact with employers of project participants and identify and address any problems with job attendance and performance and income withholding orders (IWO).
- Identify and cultivate relationships with “felon-friendly” employers.
- Explore short-term training opportunities suitable for project participants and cultivate relationships with them.
- Make Connecting Colorado job postings available on television screen at child support offices.

Create a plan that is tailored to the parent.

- Identify the parent’s strengths and interests and incorporate those into their employment plans.
- Discuss the parent’s barriers as identified on the Family Resource Assessment, and review options for addressing these barriers.
- Schedule parents to participate in relevant workforce activities immediately following the Family Resource Assessment, and after the initial meeting is complete.
- Provide customized treatments such as taking parent to the workforce agency, introducing him/her to workforce staff, and helping him/her with paperwork.
- Check on transportation arrangements and needs. Provide relevant gas cards and bus passes to facilitate attendance or help the parent brainstorm other transportation solutions (e.g. rides from reliable friends or neighbors).
- If parent needs mediation, refer directly to Family Court Facilitators.
- Refer parent to community-based organizations if parent has additional barriers such as housing, substance abuse, etc.

Keep the plan moving forward, but at a pace suited to the parent.

- Be willing to repeat your explanations of the project, the child support system, the workforce system, and other matters that seem confusing.
- Do not assume that the parent has computer skills or the ability to complete applications and forms on his/her own.
- Avoid overwhelming the parent with too much information or too many action items at one time.
- Consider placing reminder calls before scheduled meetings and appointments.

Monitor progress and step in when the plan is not moving forward.

- Regularly communicate with workforce staff about referred parents. Follow-up with both the workforce staff and parent about job search activities.
- Review and adjust action items listed in goal setting plan or case file every time you meet to reflect updates and any changes in the parent’s situation.
- Check on whether the parent has followed up with referrals you have provided for services at public and community-based organizations and address any barriers to following through.

Re-Entry Services

Parents exiting DOC or county jail require an additional level of intervention. Coordinate services closely with the parent’s parole or probation officer. Follow up with the parent and his/her parole or probation officer to ensure parent is participating in services and receiving the support he/she needs. Connect parent with re-entry program/resources in the community. Monitor participation and record service receipt in 2Gen system.

- Ask for feedback on the dignity, utility, and effectiveness of the service referrals you make and adjust your actions accordingly.
- Review parent activity or progress on a regular basis through staff meetings with partners in workforce or fatherhood (if possible) and determine whether parent is engaged or “lapsed.”
- Act quickly to re-engage parents who have lapsed in attendance or activity.
- Record parent contacts and other relevant activity (or attempts to contact) on ACSES or through CSE tools or county-specific 2Gen data system.
- Develop and engage in routine communication with key agency partners to discuss progress and setbacks on the parent’s case. Troubleshoot ways to help get and keep parent on track.

MASTERY LEVEL: EXPAND SERVICES TO BOTH PARENTS AND CHILDREN

At the Mastery Level, the 2Gen approach moves beyond serving parents who owe child support (noncustodial parents) to working with the family as a whole (custodial parent and child), using the enhanced child support services approach. Agencies who have fully integrated the 2Gen approach to child support service delivery should focus on delivering services to the whole family. In working with the family, the case manager will:

Assess the needs of both parents and children and extend services to custodial parent and child.

- Conduct a relationship-building outreach call to the custodial parent and describe the 2Gen approach to child support services and explain that both parents are eligible to receive services.
- Determine if the custodial parent, or the child, would benefit from (1) public benefits – TANF, CCAP, SNAP, LEAP; (2) parenting classes, ECE programming, or other educational services, or; (3) enrolling in plans to cover medical costs, including health coverage for children.
- Be prepared to offer employment assistance or referrals to educational opportunities.
- Arrange for and provide child care for parents who appear for in-person for services.
- Check on transportation arrangements and needs and provide relevant gas cards and bus passes.

Document both needs and actions taken.

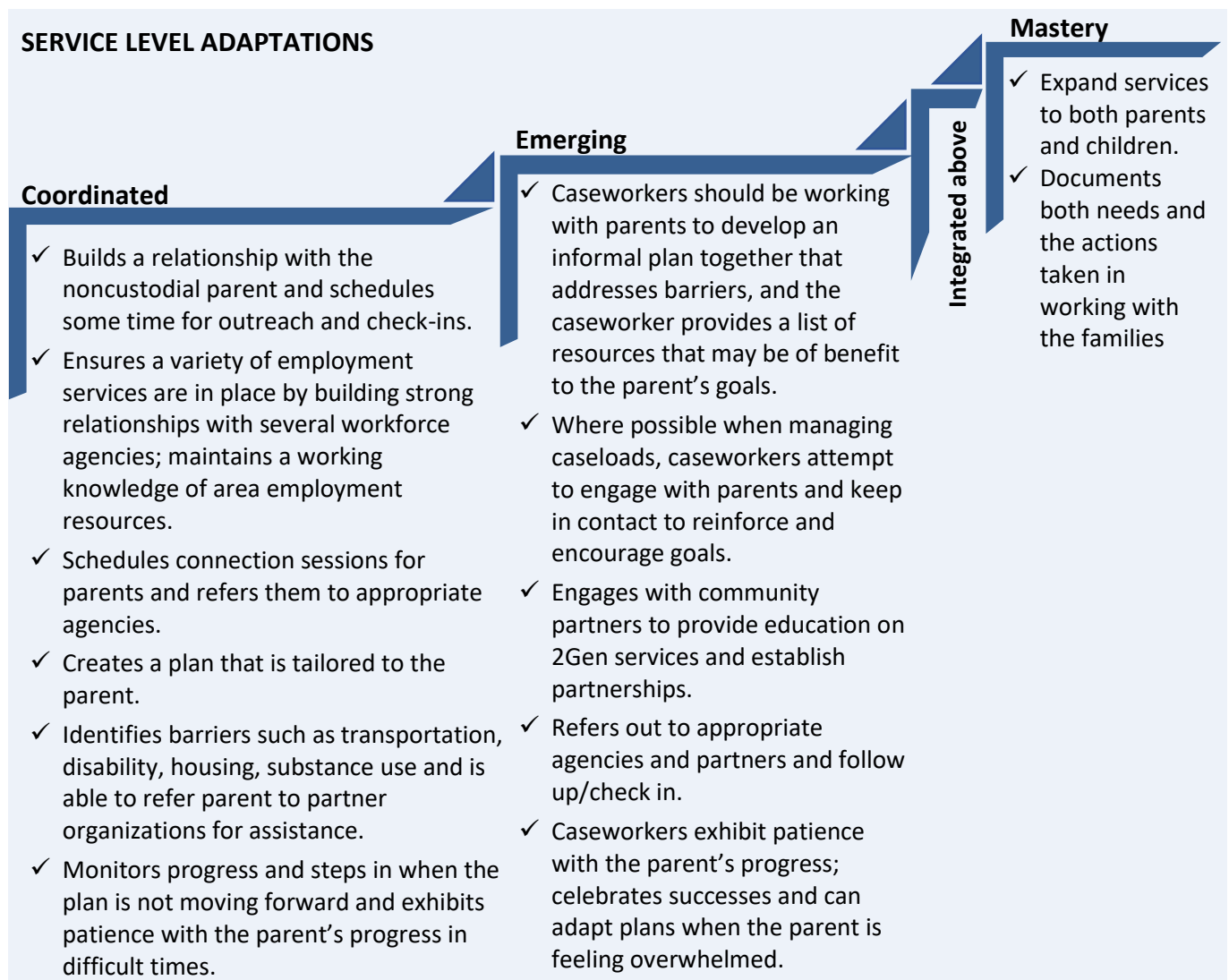
- The case manager should document the assistance referrals provided to the parent/child on the 2Gen system, record the services the parent/child applied to receive, and note the outcome of the application.

Building relationships with both parents is important for the 2Gen model, but it can be difficult. Custodial parents may be skeptical of caseworker help, particularly if they have had negative interactions with child support services in the past, or if the caseworker helped to get the amount of child support payments reduced. For this reason, communication to CPs about 2Gen services needs to be intentional, otherwise the services could be perceived as undermining the overarching goal of meeting the needs of children. Make regular attempts to engage with CPs and to provide referrals and services; oftentimes, simply having the time to check in on a parent is enough to considerably alter the impression of the child support system and what to expect from them as service providers.

For Emerging-level service providers with a small staff and heavy caseloads, providing services and following up on referrals can be extremely challenging. It may be difficult to have regular meetings or to meet outside the office or provide a number at which you are always available. Additionally, the community/county may have limited resources or supporting agencies to connect to.

As much as possible, 2Gen caseworkers should be aware of other community resources and agencies that may be of assistance to parents. Try searching for nonprofits within the county and reaching out via email to make an introduction. Most of all, be willing to be creative in pioneering solutions and provide parents with connections to address barriers as they arise. If a parent is struggling to secure transportation to a job and there are few public transit solutions available, investigate options such as securing flex funds for the purchase of a bicycle or scooter, or see if other organizations in the area provide funding, or if an employer might be willing to work out solutions such as carpooling or provide a bus pass.

A distinguishing feature of higher-level service providers is how they cultivate and maintain relationships both with the NCP and with other service and employment organizations. Regular contact with the NCP is important to ensure they are getting the support they need and are sticking to their goals. It can be easy for parents to get overwhelmed in the process of getting and staying on track but exhibiting patience and finding creative solutions is key to success.



4

PROVIDE CHILD SUPPORT SERVICES

In some counties, the 2Gen case manager will manage the child support case. In others, an enforcement or non-specialized child support technician will handle child support actions. Child support workers at all levels should understand the goals and policies of the 2Gen child support services program and ensure that child support services are delivered consistently and in a timely manner to both parents.

Explain to the parent (custodial or non-custodial) how the child support system works.

- The 2Gen case manager will need to explain the services the agency can provide to the parent as well as the services he/she can link the parent to for addressing barriers to payment, employment, access, and visitation/parenting time services.
- The agency should ensure all materials are behaviorally informed; make letters to parents, document cover sheets and mailings are clear, concise and easy to read and understand.
- The 2Gen case manager should answer all questions the parent may have and be aware that the system may seem complex.

Take all actions needed to maximize the non-custodial parent's potential to meet the child support obligation.

- Check child support order levels for parents to ensure that they are realistic and reflect an ability to pay.
- Ensure the order is "right-sized," or assist parent with modification.
- Be proactive about review and adjustment and initiate reviews 30 days after a parent becomes employed or changes employment.
- Consider actual wages in calculating new orders and in modification actions. This may result in the generation of minimum orders if the NCP is unemployed.
- File motions with the court before reviewing orders, attempt to use the negotiation process, and avoid court hearings to speed up the time frame for a review and adjustment.
- Explore whether parties will agree to deviate from guidelines and pursue a review and adjustment if an income change falls under the 10 percent threshold.
- Attempt to get parties to stipulate to \$50 minimum orders during unemployment or enrollment in an education or employment-training program.

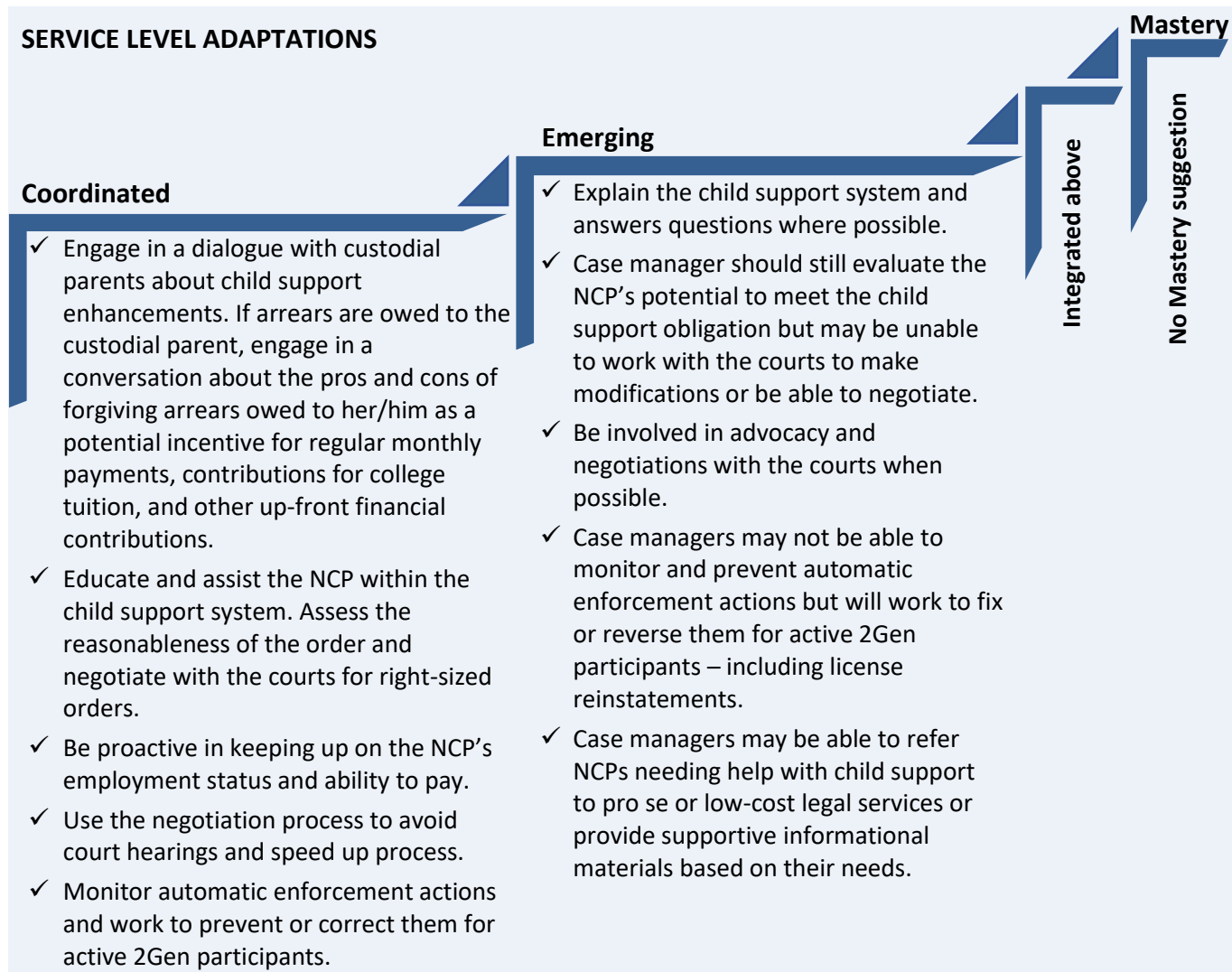
If the child support agency has special incentives in place for 2Gen parents, these should be explained.

- The 2Gen case manager should monitor the automated enforcement action and prevent automated enforcement actions from being taken for the NCP while the parent is actively engaged in 2Gen services. This includes driver's license suspension, professional license suspension, and financial institutional data matches (FIDM).
- The case manager should know the county's state-owed arrears forgiveness policy in order to use the incentive of arrears forgiveness. This can encourage participation in employment and parenting services and further establish a regular child support payment habit. Engage in a dialogue with custodial parent about child support enhancements.

Helping with child support services is a cornerstone of providing 2Gen services and one that many NCPs routinely state that they need help understanding or meeting. Work within the stated goals of parents to help them navigate child support and supply them with information and resources.

Emerging-level service providers might not yet have the clout with CSS or the courts to make substantive changes to child support orders, however they should be actively building those relationships. It may be more efficient to reach out to those parties and let them know about the 2Gen program and that you are working with the parent to help them address barriers to payment. You may be able to educate them about alternatives to enforcement actions or negotiate participation in the program in exchange for license reinstatement. Ask the parent early on if they feel they understand the child support system and if there are any questions. Explain that it is designed with the child in mind and is not supposed to be a way of punishing NCPs. It may also be useful to investigate if there are any free or online resources that you can refer parents to for further assistance— such as legal resources.

For sites with a bit more supportive services available, it may be possible to have a more active role in the child support system and the courts by advocating on behalf of the NCP in order to discuss alternatives to enforcement action and communicating any changes to employment. Child support orders may be difficult to modify depending on the willingness of the system and courts, so focus on building relationships between attorneys, child support, and the courts.



The 2Gen case manager should assess both parents' educational attainments, needs, and/or goals and have a plan in place to help parents with educational assistance.

Work with parents to develop education and career attainment goals.

- Partner with community providers or local workforce offices that offer GED preparation and test-taking classes and make referrals for parents without a high school diploma or GED.
- Refer to College in Colorado website (www.collegeincolorado.org)
 - Encourage parent to utilize the career planning page to identify careers that may be a good fit for them through the short self-assessments available.
 - Utilize the search tool for identifying postsecondary options and admission requirements.
- Partner with community colleges for enrollment options.
- Steer parents toward career-pathways training or other short-term educational training programs offered at your local community colleges.
- Record all educational participation and outcomes should in the county or state 2Gen system at enrollment and again once the parent reports that they no longer need 2Gen services.

MASTERY LEVEL: Once an agency masters the Integrated service approach, an additional step to consider would be to negotiate free or reduced testing fees or class pricing with local service providers and education centers.

Supporting education may look different across settings where such resources may not be as prevalent. Providers at every level should be sure to talk to parents about their educational goals and to hear opportunities for support and assistance. For Emerging-level service providers, it may only be feasible to provide parents with resources that can help them with the next step of their education, such as online or community prep courses or classes. If possible, sites can make it a point to encourage parents

SERVICE LEVEL ADAPTATIONS

Coordinated

- ✓ Inquire about educational goals. Encourage parents without high school degrees to take GED prep courses, which are often available for free.
- ✓ Encourage parents to complete a career-planning assessment for those who want to continue their education.
- ✓ Partner with organizations that assist with educational goals and services and make referrals where appropriate.

Emerging

- ✓ Encourage parents who do not have a high school degree or GED to take GED prep courses.
- ✓ Provide community referrals to both parents in need of GED or career-pathways training.
- ✓ Begin building partnerships with organizations that assist with educational goals and provide training.

Integrated above

Mastery

- ✓ Work with education centers for additional services such as free and reduced testing costs.
- ✓ Develop MOU's with local GED providers for free or reduced fees for testing.
- ✓ Partner with community colleges for enrollment options.

6

EDUCATE AND ENGAGE THE COURT

Utilizing the court is an important step in ensuring participation and compliance (through contempt) with the child support program. Securing court buy-in and providing ongoing briefings to the court are critical to ensuring participation and removing barriers to compliance and economic stability. Working with the court through the use of contempt action can serve as a means to ensure compliance with program requirements.

Establish procedures to ensure the court and 2Gen program are communicating effectively.

- Work directly with the State court liaison and set a plan for how 2Gen program staff will communicate with the court, especially if the court conducts review hearings and applies appropriate incentives and sanctions.

Work with the court to determine what actions the court is willing to take to encourage participation.

- Identify specific actions the court may take, such as mandating that unemployed noncustodial and/or custodial parents be referred to the 2Gen case manager for services.
- Assist CP and/or NCP parent with review and expedited adjustment or modification to child support order while enrolled in educational program, if appropriate.

Develop procedures that will help correct non-compliance among NCPs quickly and efficiently.

- The 2Gen case manager should attend review hearings to provide a report to the court on the parent's participation. This allows the court to take immediate action when the noncustodial parent is not participating in services.
- Develop a checklist with the court, if case manager is unable to attend. Clerk/magistrate/attorney will have actionable information about the case status if case manager is unable to attend hearing.

MASTERY LEVEL: Sites that are able to advance beyond the Integrated model should consider the working with courts to offer incentives for parents participating in 2Gen services:

- Courts may set minimum orders and/or defer interim sanctions related to contempt f
- or 2Gen program participation.
- Depending upon local rules and regulations, courts have a variety of incentives to use to encourage non-paying, unemployed obligors to participate in workforce programs. Some courts impose a minimum order such as \$50 for unemployed parents while they are looking for work and receiving services from the 2Gen case manager.
- Some courts defer judicial actions for non-paying parents while they are receiving services through the 2Gen case manager. For example, if a parent is participating in services with good faith, the court may delay contempt actions.
- The court may schedule review hearings every 30, 60, or 90 days while the parent is receiving services from the 2Gen case manager to ensure noncustodial parent is participating in job-seeking activities, fatherhood/motherhood/co-parenting classes, and is compliant with child support payment.

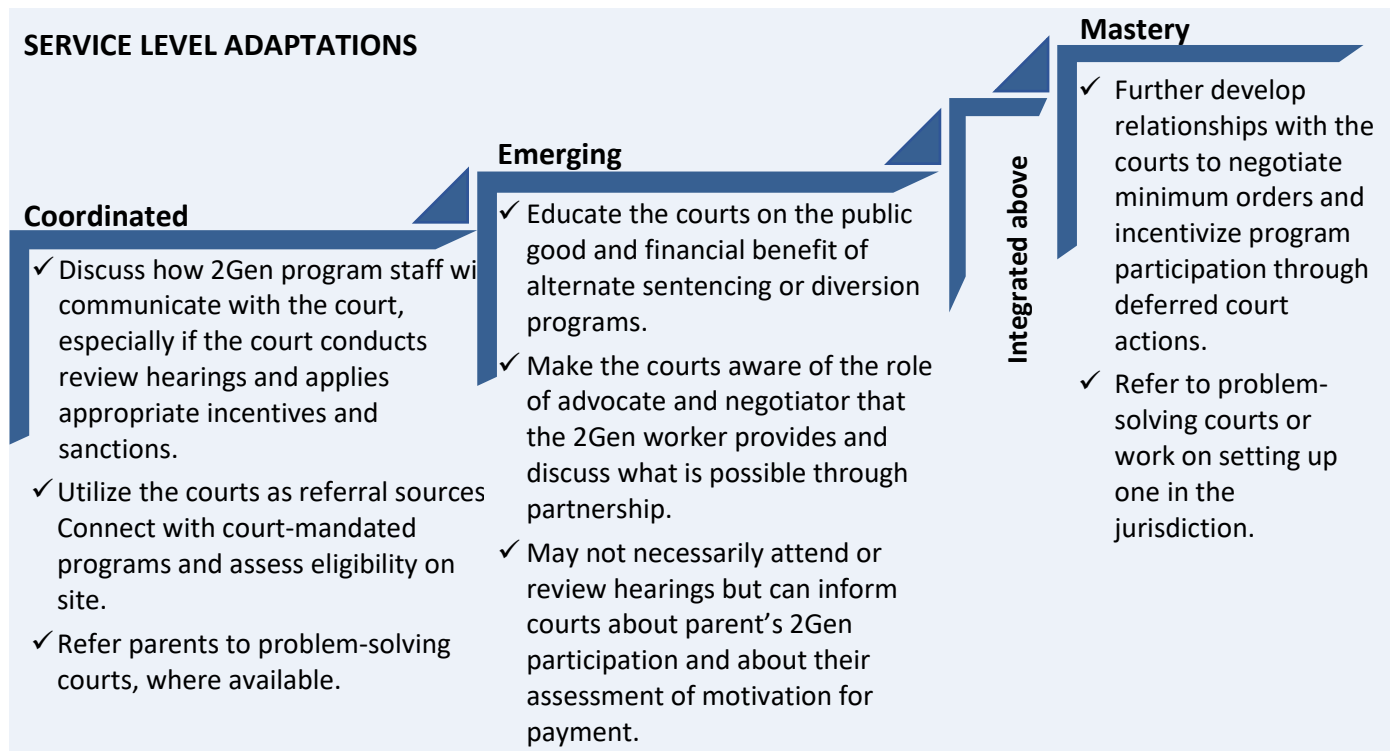
When available, refer 2Gen cases to problem-solving courts and/or fathering courts, if available, or set one up in the jurisdiction.

- Problem-solving courts are designed to engage parents who are not meeting their child support obligations and strengthen their ability to be a positive role model in their children's lives. The court can collaborate

with a wide array of community stakeholders to identify and address barriers to parenting, employment, and child support payment among its delinquent caseload. Problem-solving courts go beyond the imposition of enforcement remedies and try to resolve the underlying causes of nonpayment. These courts closely monitor the fathers' progress and communicate with fathers about their achievements and problems. They are most successful when they bring together a committed judge, prosecutor, and child support enforcement team.

For Emerging sites, relationships with the court may not have yet been established and solutions may depend on magistrates' willingness to consider alternative approaches to address non-payment of child support. Continue reaching out; introduce the goal of the 2Gen approach and what actions you will be taking to increase the likelihood of parents making payments. If you have printed informational materials about the program, consider leaving some at the courts for parents to read. It may not be possible to attend court hearings and advocate directly for the parent, but sometimes simply the knowledge that a caseworker is establishing a relationship with the parent to get them to compliance can considerably influence how courts view the parent and their non-payment behavior.

Coordinated-level service providers should strive to have additional supports in place that make engaging with the courts easier. Service providers might choose to have a court navigator on staff who serves as a connector between CSS and magistrates and assists with understanding the court system. Leadership could facilitate meetings with individuals working within the court system to identify issues and barriers. Working with the courts might reveal structures for alternatives to enforcement action.



2Gen programs benefit from maintaining a close relationship with community partners providing fatherhood classes, motherhood classes, and/or other parenting classes. 2Gen programs should refer to parenting program and classes early on when it's appropriate for the situation.

Work with programs that provide easy access and safety procedures.

- When appropriate, engage CP and/or NCP parents in fatherhood/motherhood classes within 30 days of identification to reinforce employment-seeking behaviors and connection with children on financial and emotional levels.
- Offer a formal graduation ceremony to recognize the completion of the curriculum and other accomplishments. Give each graduate an opportunity to speak about his/her growth within the program, and future parenting plans.

MASTERY LEVEL: Providers who have moved beyond the Integrated model should not only encourage participation in local programs, but should also work to improve those programs to ensure that curriculum is appropriate and regularly engages parents to complete programming.

Work with programs that utilize appropriate curricula.

- Ensure the provider is utilizing a curriculum that is evidence-based and designed to help participants achieve outcomes that are key to the 2Gen program.
- Ensure the curriculum incorporates the addition of a session on child support navigation and basic financial literacy. This should be modeled on the session developed for a CDHS grant on asset building.
- The curriculum should also **address** the topics of fatherhood origins, domestic violence (DV), discipline, nurturing relationships, child support and financial behavior, co-parenting skills, work and fathering, and positive parenting.
- Attempt to achieve the goal of exposing each parent to an evidence-based curriculum of fatherhood programming consisting of classes, peer support groups, and a graduation ceremony.
- Offer opportunities for peer support through at least three facilitated sessions to allow participants to network and discuss individual concerns and/or experience guest speakers and learn about community resources for parents and children.
- Ensure the fatherhood programming is offered in a convenient and familiar setting such as at the workforce center or the child support office.
- Encourage attendance at classes and peer support groups by providing food and consider offering small incentives for participation, such as tickets to area sporting and cultural events and/or restaurants.
- Consult with the State domestic violence program on an as-needed basis.

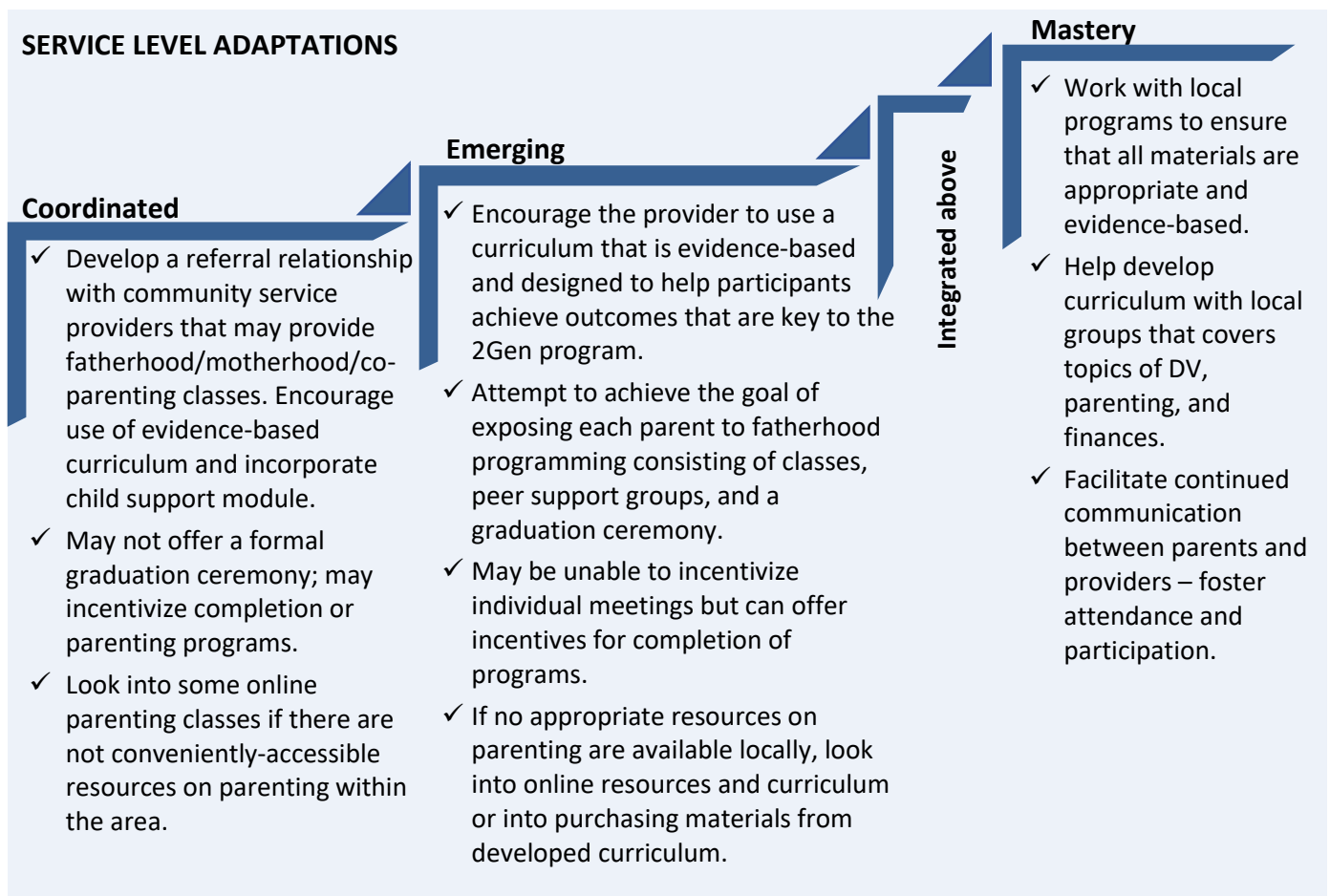
Ensure there is regular communication between the parenting program and the 2Gen case manager.

- Communicate with 2Gen case managers and workforce center staff and assist them in the common goal of addressing barriers to employment and effective parenting among parent program participants.
- Ensure ongoing training of facilitators, consistently record attendance and class evaluations in the 2Gen system, monitor fidelity to program model, and adjust as needed.

- Keep appropriate records of class attendance and ensure that they are recorded on simple excel spreadsheets and relayed to 2Gen case manager for input into the county or state 2Gen case management system.

Both CPs and NCPs might benefit from some basic classes on the subjects of parenting, financial literacy, co-parenting, and relationship skills, so it's important to encourage and support groups in the area that are providing these classes and services. If an area has few local choices, consider online resources, or providing an in-house curriculum pulled from existing programs and available on-line. If courses are not offered locally, a child support agency might consider reaching out to local organizations with a similar whole-family or co-parenting mission to see if they might be interested in collaborating or putting something together.

Coordinated-level providers might imagine a more active role in working with community partners to develop and provide curriculum and referrals. With regular communication, they can encourage the progress of parents through classes and incentivize regular attendance and program completion.



The 2Gen case manager should identify barriers to parent-child contact and determine if the parties have a parenting time order. Be mindful of child support's role in parenting plans and refer parties to appropriate resources available in the community.

The 2Gen case manager should determine what arrangements are in place to ensure children have access to both parents.

- The 2Gen case manager should ask the noncustodial parent about parent-child contact levels and/or barriers to contact. Problems may include the lack of a parenting time plan, non-compliance with the plan, restraining/non-contact order in place, distance, a need to revise the plan, or other issues.
- The case manager should review domestic violence screening information administered during the initial meeting with the parent and note whether there are safety considerations.

The 2Gen program should establish ties to service providers who can help with parenting time issues.

- The case manager should communicate with the mediation office to monitor the status of the referral and determine whether mediation occurred, reasons why it did not occur (if applicable), and the outcome of any mediation attempt.
- If parents reach an agreement on parenting time, the 2Gen case manager can help to ensure the parenting plan is filed with the court along with the child support order. Counties should advocate strongly with the court offices to waive filing fees when the parenting plan is filed with the child support order.
- Mediation is a voluntary process led by a trained, neutral third-party that helps parents solve problems with access and/or develop a plan that spells out when each parent will see the child(ren).
- In some settings, the 2Gen case manager may refer the parent directly to the in-house mediator affiliated with the Office of Dispute Resolution (ODR).
- The case manager should provide ODR with complete contact information for both parents to enable the mediator to contact each party and schedule a session, free of charge.

Refer CP and/or NCP parents to other innovative methods for addressing parenting time.

- Refer parent to online interactive parenting plan, where available, as well as the to virtual Access and Visitation, which provides mediation using online Zoom technology.
- Encourage parents to pursue court-approved parenting time schedules. Standard Parenting Time Schedules are established by state statute or court rule. They spell out how the child's time will be divided between each parent during regular, vacation, and holiday time periods. They are used automatically in the absence of an alternative plan developed by the parents or the court. They are filed free of charge with the child support order.
- Telephone hotlines offer callers with visitation problems information and guidance.
- Parent education programs attempt to prevent conflict by focusing on the destructive effects of conflict on children and addressing how parents can help their children transition to a post-separation or post-divorce environment.
- Neutral exchange services limit negative parental interaction. Parents usually pay a modest drop-off and pick-up fee. The supervisor ensures that the children are exchanged without parental conflict and that relevant clothes, supplies, and other needed equipment travel with the children. Visitation exchange services are usually court ordered or agreed to by the parents in a mediation agreement.

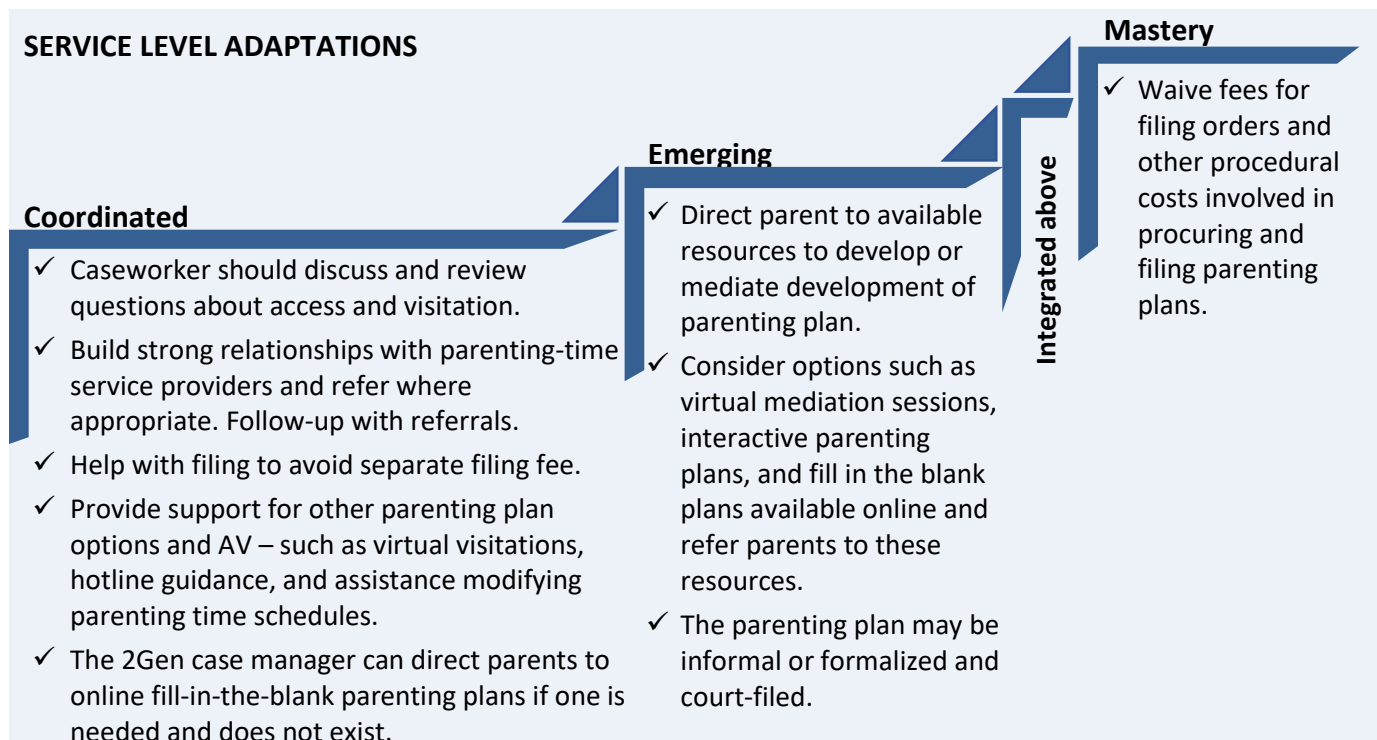
- Supervised visitation is ordered by the court when there are allegations of (or a history of) domestic violence or child abuse or neglect and/or a prolonged parental absence, and unsupervised visits might place the children at risk for harm. The process involves using trained personnel (usually based in a community-based organization) to monitor visits so that they occur in a safe, neutral environment.

MASTERY LEVEL: Once an agency masters the Integrated service approach, an additional step to consider would be to waive fees associated with filing orders and making it easier to establish parenting time agreements.

Access to both parents is of paramount importance in the development of a child's life. 2Gen caseworkers should make efforts to facilitate healthy relationships between parents and ensure parental rights and access for both parents where appropriate. While the above steps are an excellent roadmap to providing those supports, it may not be possible for all levels of service or all parents.

At the very least, sites should ascertain any DV concerns and have access to information about any significant safety issues. Following that, the caseworker should be having conversations with the parents about their desires and concerns around parenting time or mediation. Parents should have access to tools for parenting plans and mediation and should be provided with information on how to access services or where to refer parents for services.

At the Coordinated level, providers more regularly take actions listed under Integrated services; they might refer out for issues of mediation, parenting time, or visitation scheduling, but they make efforts to work with parents to solve parenting time issues. If a parent decides they want to create or modify a parenting plan, the 2Gen caseworker should be able to provide them with information and resources to help them file it with the courts. A Coordinated level of service might already have connections and be able to refer out for mediation services should both parents desire it, but the organization might not have a formal referral process or relationship in place. If the parents are working towards mediation and parenting time agreements, ask how to help and encourage them. The 2Gen worker should be aware of any safety concerns and able to work to address access and visitation safely with parents.



9

ENSURE SUPPORTIVE SERVICES ARE IN PLACE

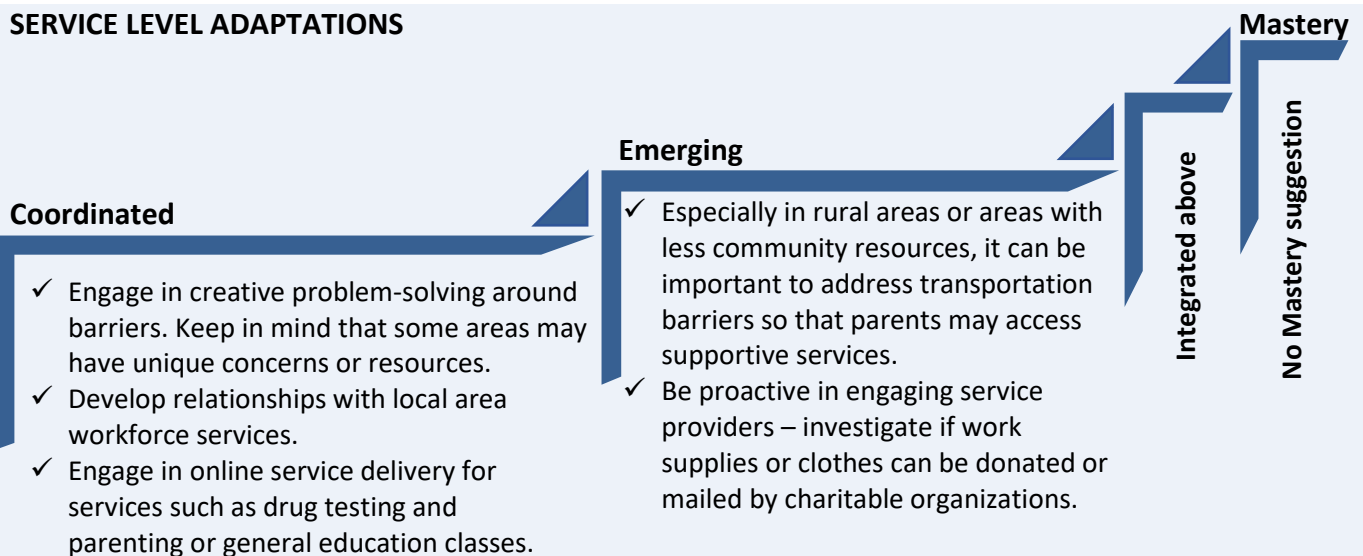
It is critical to provide supports to low-income parents while they are participating in 2Gen services. As noted above, transportation to and from meetings and appointments is a significant barrier for most low-income parents. Addressing this obstacle by providing transportation assistance in the form of bus passes, vouchers, or gas cards, will increase program participation and parent success.

In addition to providing transportation assistance, explore and offer other relevant supportive services.

- Criminal record expungement and rap sheet scrubbing: Some community agencies assist ex-offenders with criminal record expungement and correction of errors on criminal records.
- Drug testing: Some community agencies provide drug testing and connect project participants with relevant community services.
- Financial literacy classes: Assets for Independence (AFI) grantees are community-based organizations that provide financial education and savings services to low-income individuals and families. AFI grantees help to build financial capacity through financial education and the promotion of savings activity using matched savings accounts called Individual Development Accounts (IDAs).
See <http://www.acf.hhs.gov/programs/ocs/programs/afi>
- Work clothing: Local Goodwill agencies or other thrift stores often provide reduced or free work clothing for members of workforce programs.
- Other services: Check with your local TANF workforce services provider to determine what types of supportive services they provide to TANF recipients who participate in workforce programs. Try to obtain a parallel set of services and benefits for NCPs in workforce programs for child support populations. Other services may include VITA site referral and tattoo removal programs.

Agencies with fewer resources available or established community relationships, should continue to focus on fostering those connections. As much as possible, they should try to address the most common barriers, such as transportation and finding employment. Depending on the location of the NCP and the type of work, caseworkers can be instrumental in finding and purchasing alternative transportation solutions such as bus passes, gas cards, bikes, and scooters. Communicate regularly with other service organizations to see what donations, public assistance, or benefits may help struggling parents and make referrals when appropriate.

SERVICE LEVEL ADAPTATIONS



Appendix A:
Family Resource Assessment
Administration Guide

Family Resource Assessment (FRA)

The final item list consists of items that: (a) predicted payment behavior in this study; (b) intended to inform service delivery; or, (c) were deemed necessary for the evaluation of the 2Gen Transformation Pilot.

Instructions were modified so that they are appropriate for caseworker administration or NCP self-administration.

The Family Resource Assessment is used by Child Support Services to match clients to services.

The introductory information (Q1 through Q3) must be completed by the caseworker. The remainder of assessment can be completed as part of a conversation between caseworkers and clients or it can be completed independently by the client.

Q1 What is the IV-D Case Number (000000000000X) including the county number?

Q2 What is your Tech ID?

Q3 What best describes this case?

- ☐ Brand New Case
- ☐ Established APA
- ☐ Modification
- ☐ Cat 2/3 Case

Q4 Who is completing the remainder of this assessment?

- ☐ Caseworker facilitating a conversation with a client
- ☐ Client self-administration

Skip to Caseworker Directions: Our goal at Child Support Services is to help your family achieve economic security and stability, while also supporting the well-being of your child(ren). Our conversation today will be about your circumstances, as a parent, so we learn how to help you and your family.

- Rephrase option formatting will display only if a caseworker is completing the assessment

Question: Family means a lot of different things to different people. Tell me about your family? Who is part of your family? ***NOT SCORED, INFORMATIONAL ONLY***

Skip to Client Directions: Our goal at Child Support Services is to help your family achieve economic security and stability, while also supporting the well-being of your child(ren). This short survey will give your caseworker the information s/he needs to start helping you and your family.

- In client version the “parent chose not to respond” is rephrased to “I’d rather not say”

Q5 Do you have a relationship with the child(ren) named in the child support case? [Rephrase option: Do you know the child(ren) named in the child support case?]

- ☐ Yes [regardless of relationship quality]
- ☐ No [does not know the child or states no relationship]
- ☐ Parent chose not to respond

Q6 Are you satisfied with your relationship with your child(ren)?

- ☐ Yes
- ☐ Neutral / Sometimes
- ☐ No
- ☐ Parent chose not to respond

Q7 How often do you see the child(ren) named in this child support case?

- ☐ A least once most weeks
- ☐ At least once most months
- ☐ At least a few times a year
- ☐ Less than a few times a year
- ☐ Never
- ☐ Parent chose not to respond

Q8 Parents have lots of reasons why they do or do not make consistent child support payments. For some, the main reason is they do not have the financial ability to pay. For others, it is more about their willingness to pay. For some parents, it is a combination of both their ability and their willingness to pay.

Are you able to pay your child support? [**Rephrase option:** do you have the money to pay your child support?]

- ☐ Yes
- ☐ Sometimes
- ☐ No
- ☐ Parent chose not to respond

Q9 Are you willing to pay your child support? [**Rephrase option:** if you have the money, are you willing to pay the child support]

- ☐ Yes
- ☐ Sometimes
- ☐ No
- ☐ Parent chose not to respond

Q11 Next, I am going to ask you about circumstances that might affect your ability to meet your child support obligations. The questions are mostly “yes/no,” but we can talk more about any of them.

For some parents, getting or keeping a job affects their ability to pay child support. Have you experienced difficulty getting or keeping employment due to:

	Yes	No
Job Market / Employment Availability	<input type="radio"/>	<input type="radio"/>
Education or training	<input type="radio"/>	<input type="radio"/>
Transportation	<input type="radio"/>	<input type="radio"/>
Your physical health	<input type="radio"/>	<input type="radio"/>
Your mental health	<input type="radio"/>	<input type="radio"/>
Substance use	<input type="radio"/>	<input type="radio"/>
Family or parenting disagreements	<input type="radio"/>	<input type="radio"/>
Family violence	<input type="radio"/>	<input type="radio"/>
Felony or misdemeanor conviction	<input type="radio"/>	<input type="radio"/>
Department of Corrections involvement	<input type="radio"/>	<input type="radio"/>
Child Protective Services involvement	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>
Parent chose not to respond	<input type="radio"/>	<input type="radio"/>

Q12 Right now, are you employed?

- ☐ Yes
- ☐ No
- ☐ Parent chose not to respond

Q13 About how many hours a week do you work? [Enter the number of hours]

Q14 Do you think you will be in the same job three months from now?

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Parent chose not to respond

**Upon completion, the caseworker may indicate if case is eligible for
2Gen Child Support Services**

Appendix B:

2Gen Case Management Procedures Checklist

Two-Generation Case Management Procedures Check List

IDENTIFY	<ul style="list-style-type: none"> • Review ACSES for cat 2/3 cases (enforcement reports) • Review and use monthly zero to partial payer report • Review courts contempt docket for recruits, recruit parent after court • Review caseload for parents exiting DOC and outreach directly, outreach to probation and community re-entry resources for eligible parents • Attend group orientation at child support event (establishment days, etc) • Educate customer service staff to utilize as a referral source 		
ENROLL	<ul style="list-style-type: none"> • Administer FRA to NCP • Direct refer to 2Gen services based on FRA screening outcome • Random assignment to control or treatment group 		
MEET SET GOALS ADDRESS NEEDS	Meet in-person with NCP <ul style="list-style-type: none"> • Develop relationship, set goals • Provide resources • Complete and sign goal-setting plan 	Contact the CP, address	<ul style="list-style-type: none"> • child care • education • employment • public benefits • mental health • physical health • PEAK application, if needed
PROVIDE CHILD SUPPORT SERVICES	<ul style="list-style-type: none"> • Explain how child support system works • Take actions available to maximize parent's potential to meet child support obligation • Realistic order level or right sized order • Modification/review/adjustment • Utilize allowed incentives, eg. minimum order, suppress auto enforcement actions, issue compliance for driver's license, compromise state-owed arrears 		
ADDRESS EMPLOYMENT- EDUCATION	<ul style="list-style-type: none"> • Make direct referral to employment specialist • Determine eligibility for additional employment services (WIOA, COWorks) • Use up-to-date list of job fairs, employers, and Connecting Colorado job postings • Check with and document conversations with employment specialist and NCP on progress towards employment goals • Refer to College in Colorado website; partner with community college/technical center for referral, testing, training, degree completion 		
UTILIZE THE COURT	<ul style="list-style-type: none"> • Use court to recruit NCP • Use court as "carrot and stick" approach to participation in 2Gen services • Use court to address noncompliance quickly and efficiently • Connect with parole/probation officer, if applicable • Attend review/status hearings for contempt cases and inform court of NCP participation in 2Gen services 		
FATHERHOOD MOTHERHOOD PARENTING	<ul style="list-style-type: none"> • Directly enroll parent in fatherhood/motherhood and/or parenting classes • Provide class schedule • Track attendance • Place reminder and "we missed you calls" • Communicate closely with class providers on NCP/CP attendance and completion 		
ADDRESS ACCESS AND VISITATION	<ul style="list-style-type: none"> • Determine if parenting time is spelled out. • If, appropriate, complete DV screening with CP • Refer to mediation, virtual legal clinic, or online parenting plan • If parenting plan developed, file with the court, at reduced or no fee 		
MONITOR PROGRESS, REPORT	<ul style="list-style-type: none"> • Routinely check in with NCP, monitor progress towards goals established • Provide services and additional resources, as needed • Check in with CP to ensure supports are in place for CP and child • Record information in data system, review reports 		

Appendix C:

2Gen Gen Readiness Assessment Tool

2Gen Service Level Readiness Assessment

Using this assessment: Complete the table by marking the appropriate 2Gen service level for each of the statements. Once you have completed a category, place a mark on the radial diagram that best represents the overall assessment for that category. When all categories have been marked, work around the diagram connecting the dots. The radial diagram will provide a quick way to visualize the areas of strength and growth when considering your service approach.

	Emerging	Coordinated	Integrated
Identify Parents			
Engages in active outreach for referral, such as recruiting from court contempt dockets, child support events, DOC			
Has strong relationships with referral-generating programs and agencies			
Enroll Parents			
Caseworkers identify eligible parents and enroll them in services according to [office goal]			
Consistent use of assessment tool to identify and refer parents for intervention			
Motivational Interviewing & Goal Setting			
Caseworkers demonstrate the principles of motivational interviewing to get to know parents' goals			
Goals are documented and tracked within the 2Gen system			
Case Management for NCPs			
Caseworkers are focused on building relationships with the non-custodial parent and regularly make efforts to reach out and meet with them			
Connect NCPs with workforce services and employers, as well as job-training and classes as necessary/desired			
Follows up with referrals and acts to re-engage parents who have lapsed in attendance or activity			
Demonstrates flexibility and patience in working with parents to set up an individualized plan			
Case Management for CPs and Children			
Routinely reaches out to custodial parents to inform them about the program and to offer services			
Assesses the needs of the family and makes referrals for services and classes as necessary/desired			
Child Support Services			
Explains the child support system and obligations; helps parents understand and navigate the system			
Helps to adjust child support orders when applicable and advocates to the courts and child support office on behalf of the parents			
Works to fix or prevent automatic enforcement actions			

2Gen Service Level Readiness Assessment

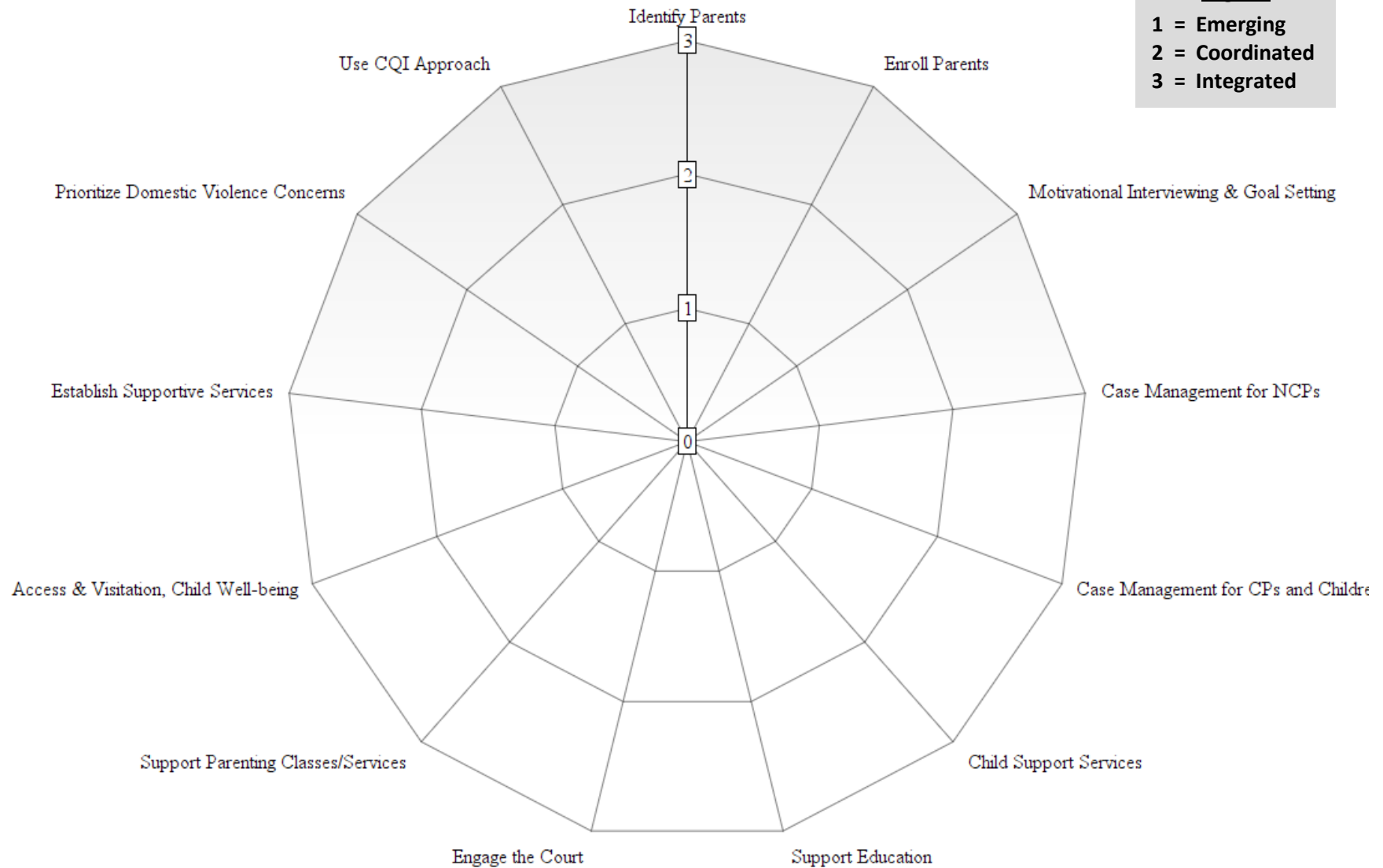
	Emerging	Coordinated	Integrated
Support Education			
Assesses educational goals with all parents and provide parents with resources and information about continuing education			
Refers parents to GED prep courses, career testing, and assists with looking at continuing education resources and colleges			
Engage the Court			
Caseworkers are familiar with the actions the courts might take and have relationships within the courts			
Caseworkers attend and review hearings for parents and can advocate for parents to expedite cases, defer judicial actions, and keep the courts briefed on the client's involvement with the program and attempts to make payments			
Refer parents to problem-solving courts when applicable			
Support Parenting Classes/Services			
Works with organizations that provide parenting curriculum, including financial literacy, domestic violence, communication, child support and encourages parents to utilize these resources			
Access & Visitation, Child Well-being			
Caseworkers discuss and review barriers to access and visitation for both parents			
2Gen workers work with parents to follow through on access and visitation concerns, including taking into account safety considerations and recommending parents to mediation and parenting plan resources			
Establish Supportive Services			
Caseworkers assist with supportive services such as criminal record expungement, drug testing, and connecting parents to relevant classes and social programs			
Caseworkers connect parents with transportation solutions and securing material needs such as clothes and tools for work.			
Prioritize Domestic Violence Concerns			
Caseworkers receive training on recognizing and intervening in intimate partner violence and administer the screening tool to invite disclosures			
Service provider has developed relationships with local DV supports, refers parents to these supports and follows through on referrals			
Use CQI Approach			
Sites collect, analyze, and report on program data and outcomes to stakeholders			
Sites receive and incorporate feedback to ensure fidelity to the model			

2Gen Service Level Readiness Assessment

Service Level Approach

Legend

- 1 = Emerging
- 2 = Coordinated
- 3 = Integrated



Directions: Using the readiness assessment table as a guide, fill out the radial diagram by marking the overall service level for each category. When all categories have been marked, connect each of the scores by drawing a line from each score to form a circle/web. Use this visual to discuss strengths and to assess areas that could be good targets for growth in developing a 2Gen service approach.

Appendix D:

Sample 2Gen Caseworker Job Description

2Gen Case Manager in Child Support Services

Description

The 2Gen Case Manager provides on-going case management services to families receiving services that have multiple barriers. This position performs a variety of complex human service professional duties requiring independent judgment and thorough knowledge of the program. The case manager monitors progress, makes regular assessments, and maintains case record documentation and complete designated program reports.

Examples of Duties

- Conducts intake interview and assess client needs
- Develops individualized plans with clients to resolve problems according to program guidelines
- Directs and administers specific projects and programs as specified by supervisor
- Develops and implements systems of program data collection and accountability
- Provides input and assists in the preparation and monitoring of budgets
- Works closely with other agencies in the service delivery and development of interagency operations
- Assists in the development of program policies and procedures
- Provides limited coaching assistance and monitoring
- Performs related duties as required

Minimum Qualifications

Education: Bachelor's degree from an accredited college or university in the field of Human Services, Social Work, or a related field is preferred

Experience: A minimum of two (2) years of professional experience in Child Support Services or another Human Services program

Education and Experience Equivalency: One (1) year of the appropriate type and level of experience may be substituted for each required year of post-high school education. Additional appropriate education may be substituted for the minimum experience requirements

Knowledge, Skills, and Abilities

- Knowledge of principles and techniques of case management, coaching, and interviewing
- Communicate effectively both verbally and in writing
- Ability to read, comprehend and apply laws, rules, regulations, policies, and standard operating procedures
- Work effectively with other employees, agencies, and the public
- Problem-solving skills to assess individual and family needs
- Ability to plan, organize, and prioritize workload activities
- Knowledge and skills to manage difficult or emotional customer situations

- Ability to effectively engage with customers to overcome barriers that are impacting economic stability for the customer
- High level of self-motivation and initiation
- Able to apply principles of logic and reasoning or scientific thinking to a wide range of intellectual and practical problems and work independently with minimal direction

Appendix D:

Example Goal Setting Worksheet



PARENT GOAL(S) / INDIVIDUALIZED PLAN

Primary Goal(s)

Pay \$XXX per month to Family Support Registry (FSR).

Continue to pay monthly child support obligations ongoing.

Longer-term Goals

First Steps

Who...	will do What...	By When?
	<p>Pay \$XXX to FSR each month,</p> <p><u>OR</u></p> <p>Apply for services to Center for Independence in Grand Junction:</p> <ul style="list-style-type: none">➤ Help with Application for Vocational Rehabilitation services<ul style="list-style-type: none">○ Help with assessment for job readiness➤ Help with Application for Social Security benefits➤ Help with Application for AND Program at Social Services office <p>Check in with Child Support office to provide progress update</p>	

I understand that this Plan does not overrule, reduce, or end my Child Support Order. The Goals and Activities described on this page are mine. It's my responsibility to complete these Goals and I intend to do that. I know that my Coach will listen, encourage, and support me. I know my Coach can't do it for me. If I have questions, or if my goals change, or my employment circumstances change, I will contact my Coach to discuss that.

Parent signature

Date

Print parent name

Coach signature

Date

Coach name