This summer, I had the opportunity to work with students from a range of socioeconomic and cultural backgrounds who were exploring their college options after high school. Most of these students had a general sense of what direction they’d like to take after graduation. Or, at least they had a clear idea about where they did NOT want to end up. The most common predicament among those planning for college? What major to pick. And while not all students will take the college path, helping those considering college find resources to inform their decisions was a major focus of my attention.

A recent paper published by the Georgetown University Center on Education and the Workforce (CEW) shows that half a million high school students every year who graduate in the upper half of their high school class do not graduate from college (“The Concept of “Mismatch” at Play in the Supreme Court Fisher Decision is Empirically Unsound,” 2016). Nearly 250,000 of these college students who do not graduate are minority students who would have been successful at selective institutions. As a counselor, I work with students who are often the first in their family to go to college, and are sometimes immigrants themselves. Among the daily challenges of adolescence

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NAWDP Member Profile

Theresa Mudgett, CWDP
CWDP since 1997

Career Pathways Manager
Eastern Maine Development Corporation
Bangor, Maine

How did you get started in workforce development?
My first position in what we now describe as workforce development was as a Learning Center Instructor. At the time, I was employed by Training and Development Corporation in Bangor, ME, who operated Career Advancement Centers. Although I enjoyed my work helping to increase the academic skills of program participants, I found myself drawn to guiding customers in developing career goals and finding employment. In the beginning, I specialized in working with Dislocated Workers. Due to my experience, I was often called to coordinate large Dislocated Worker Projects. In my area of Maine, we worked with many closures of small, medium, and large manufacturing companies. I have held many positions over the years including Senior Career Advisor, Project Manager, and Rapid Response Coordinator and currently I am a Career Pathways Manager.

If you could give one piece of advice to a new workforce professional, what would it be?
I quickly realized and understood the importance of learning everything I could about workforce development. I have always tried to take advantage of training opportunities whenever they become available. I have supplemented training

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A-TO-Z STRATEGIES FOR BUILDING COLLABORATION

By Carol Gorman

Most leaders today agree that effective collaboration is more important than ever. In a “do-more-with-less” reality, it takes ongoing teamwork to produce innovative, cost effective and targeted products and services. In fact, a company’s very survival may depend on how well it can combine the potential of its people and the quality of the information they possess with their ability (and willingness) to share that knowledge throughout the organization.

But here’s the problem...

The collaboration that is so critical to organizations is being blocked by knowledge-hoarding silo structures and the accompanying “silo mentality” that has become synonymous with power struggles, lack of cooperation, and loss of productivity.

So, what’s to be done? Here, from A to Z, are my most successful strategies, based on 30 years of helping clients around the world tear down silos, reduce conflicts, and increase collaboration.

**A.** Find ways to ACKNOWLEDGE collaborative contributors. Recognize and promote people who learn, teach and share. And penalize those who do not. In all best-practices companies, those hoarding knowledge and failing to build on ideas of others face visible and serious career consequences. In those top companies, employees who share knowledge, teach, mentor, and work across departmental boundaries are recognized and rewarded.

**B.** Watch your BODY LANGUAGE. All leaders express enthusiasm, warmth, and confidence – as well as arrogance, indifference, and displeasure through their facial expressions, gestures, touch, and use of space. If leaders want to be perceived as credible and collaborative, they need to make sure that their verbal messages are supported (not sabotaged) by their nonverbal signals.

**C.** Focus on the CUSTOMER. Nothing is more important in an organization – whether it’s a for-profit company or a non-profit group – than staying close to the end user of the service or product you offer. When you build collaborative relationships with your customers, you give them power and co-ownership of your organization’s success.

**D.** DIVERSITY is crucial to harnessing the full power of collaboration. Experiments have found that, when challenged with a difficult problem, groups composed of highly adept members performed worse than groups whose members had varying levels of skill and knowledge. The reason for this seemingly odd outcome has to do with the power of diverse thinking. Group members who think alike or are trained in similar disciplines with similar knowledge bases run the risk of becoming insular in their ideas. Instead of exploring alternatives, a confirmation bias takes over and members tend to reinforce one another’s predisposition. Diversity causes people to consider perspectives and possibilities that would otherwise be ignored.

**E.** ELIMINATE the barriers to a free flow of ideas. Everyone has knowledge that is important to someone else, and you never know whose input is going to become an essential part of the solution. When insights and opinions are ridiculed, criticized or ignored, people feel threatened and “punished” for contributing. They typically react by withdrawing from the conversation. Conversely, when people are free to ask “dumb” questions, challenge the status quo, and offer novel – even bizarre – suggestions, then sharing knowledge becomes a collaborative process of blending diverse opinion, expertise and perspectives.

**F.** To enhance collaboration, analyze and learn from FAILURE. The goal is not to eliminate all errors, but to analyze mistakes in order to create systems that more quickly detect and correct mistakes before they become fatal.

**G.** Collaboration takes GUIDANCE by managers who know how to harness the energies and talents of others while keeping their own egos in check. Successful organizations require leaders at all levels who manage by influence and inclusion rather than by position.

**H.** Eliminate HOARDING by challenging the “knowledge is power” attitude. Knowledge is no longer a commodity like gold, which holds (or increases) its worth over time. It’s more like milk – fluid, evolving, and stamped with an expiration date. And, by the way, there is nothing less powerful than hanging on to knowledge whose time has expired.

**I.** Focus on INNOVATION. Creativity is triggered by a cross-pollination of ideas. It is in the combination and collision of ideas that creative breakthroughs most often occur. When an organization focuses on innovation, it does so by bringing together people with different backgrounds, perspectives, and expertise breaking down barriers and silos in the process.

**J.** JOIN the social media revolution and utilize the latest technologies – tools and processes that allow people to share opinions, insights, experiences, and perspectives in order to collaborate and to self-organize.

**K.** Realize that there are two kinds of KNOWLEDGE in your organization: Explicit knowledge can be transferred in a document or entered in a database. Tacit knowledge needs a conversation, a story, a relationship. Make sure you are developing strategies to capture both.

**L.** LEADERS at all levels of an organization can nurture collaboration within their own work group or staff. And the most successful of these leaders do so by taking the time and effort necessary to make people feel safe and valued. They emphasize people’s strengths while encouraging the sharing of mistakes and lessons learned. They set clear expectations for outcomes and clarify individual roles. They help all members recognize what each of them brings to the team. They model openness, vulnerability and honesty. They tell stories of group successes and personal challenges. And most of all, they encourage and respect everyone’s contribution.

**M.** MIX it up by rotating personnel in various jobs and departments around the organization, by creating cross-functional teams, and by inviting managers from other areas of the organization to attend (or lead) your team meetings.

**N.** Employees with multiple NETWORKS throughout the organization facilitate collaboration. You can accelerate the flow of knowledge and information across boundaries by encouraging workplace relationships and communities. Use a tool like Social Network Analysis (SNA) to create a visual model of current networks so you can reinforce the connections and help fill the gaps.

**O.** Insist on OPEN and transparent communication. In an organization, the way information is handled determines whether it becomes an obstacle to or an enabler of collaboration. Employees today need access to information at any time. From any place.

**P.** Collaboration is a PARTNERSHIP. As one savvy leader put it, “To make collaboration work, you’ve got to treat people the way you want to be treated. It’s pretty simple, really. Treat all employees as your partners. Because they are.”
NAWDP MEMBER PROFILE
Continued from front page 1

with reading online publications as well as reviewing webinars. Even though I have been involved with workforce development for over 28 years, I strive to keep up with what other organizations are doing across the country and incorporate those ideas into the work that I do today. Most important is to develop professional relationships with workforce partners and understanding how to collaborate with them.

What do you value most about your NAWDP membership?
I find the information learned from the NAWDP newsletter and webinars to be the most pertinent for anyone involved in workforce development. The NAWDP email updates concerning WIA Program funding and the passing of WIOA were very beneficial. Generally, I learn this type of news from NAWDP quicker than other informational resources. I enjoy the webinar offerings which I have incorporated into my organization’s staff development training.

What is the most exciting thing about being a workforce development professional?
I most enjoy the greater emphasis on increased service to employers; which helps us to better understand their expectation of employees. It has allowed my organization to create customized training so that our jobseeker customers are better prepared for the workforce. I am excited that WIOA is pushing us toward even greater collaboration and increased participation with partners, which will increase our customers’ opportunities for success.

Why did you apply for your CWDP?
The human resources director of my company had learned of the NAWDP Annual Conference which was scheduled to be held in Philadelphia that year. US DOL had just produced the O*NET which was created to take the place of the Dictionary of Occupational Titles. She thought it would be a good idea to send staff from my company to do presentations at the conference. I was assigned to develop a session on how to use the O*NET as a Workforce Development Tool for Counselor and she was going to explain as how to utilize it as an HR Professional. An important first step was for us to join NAWDP and obtain our CWDP certification.

Plotting Your Future....
and the transition to adulthood, they are navigating their bilingual and bicultural world, and managing their family’s expectations.

Many studies have shown that students need a Bachelor’s degree to keep pace with the education requirements of jobs in today’s competitive workforce. CEW’s Divided Recovery report finds that over 95 percent of jobs created during the recovery have gone to workers with education beyond high school. Our interactive webtool (cew.georgetown.edu/earnings) can help students further explore the college option by comparing college majors and earnings – for both Bachelor’s and graduate degrees – at the national and state level. While we recognize that four year and higher degrees are not the only way for students to secure their economic futures, this tool provides much needed information for individuals considering these options.

Along with schools and local advocacy nonprofits, CEW aims to shine the light on the path to college and career. Equipping students with information on the relationship between majors and earnings can help them avoid unnecessary educational debt and future underemployment. This is an important focus of CEW’s work. In addition to the earnings-by-major webtool, CEW launched its Diversity Initiative to provide students, counselors, and parents with information they can use to make decisions on college and career pathways.

The Diversity Initiative webpage (cew.georgetown.edu/diversity) offers resources for practitioners who work with minorities and underserved students, providing information on job skills in demand, infographics on alternate pathways and employment trends, and data on college majors and earnings in English and Spanish. This is particularly important for individuals with fewer economic resources and marginalized communities who are more vulnerable to the ebbs and flows of the economic zeitgeist. The important thing is for students to explore the different fields of study and know that informed decisions will open up doors to a number of rewarding possibilities.

Jennifer Landis-Santos is the Equity, Diversity and Inclusion Fellow at the Georgetown University Center on Education and the Workforce. She is a counselor and career development facilitator with professional experience working with multicultural students and their families in the nonprofit and public sectors. Landis-Santos is responsible for developing, implementing and coordinating the Diversity Initiative to connect with minority populations, particularly Hispanics. Visit https://cew.georgetown.edu to learn more about the Georgetown University Center on Education and the Workforce.

A-to-Z Strategies...

Q. Ask the right QUESTIONS. At the beginning of a project, ask: What information/knowledge do we need? Who are the experts? Who in the organization has done this before – do we have this on a database? Who else will need to know what we learn? How do we plan to share/hand off what we learn?

R. The success of any organization or team – its creativity, productivity, and effectiveness – hinges on the strength of the RELATIONSHIPS of its members. Collaboration is enhanced when employ

V. The incentive to collaborate is the VALUE of the exchange to both the organization and the individual. When the assets and benefits of productive collaboration are made visible, silos melt away.

W. Your WORKPLACE layout encourages or impedes the way the organization communicates. To facilitate knowledge sharing, you need to create environments that stimulate both arranged and chance encounters. Attractive break-out areas, coffee bars, comfortable cafeteria chairs, even wide landings on staircases – all of these increase the likelihood that employees will meet and linger to talk.

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X. Take a tip from XEROX. It discovered that real learning doesn’t take place in the classroom – or in any formal setting. In fact, people were found to learn more from comparing experiences in the hallways than from reading the company’s official manuals, going online to a knowledge repository, or attending training sessions.

Y. Collaboration is crucial for YOUR success. We’ve witnessing the death of The Lone Ranger leadership model, where one person comes in with all the answers to save the day. We now know that no leader, regardless of how brilliant and talented, is smarter than the collective genius of the workforce.

Z. Forget about reaching the ZENITH. Collaborative cultures are learning cultures – and knowledge sharing is an ongoing process, not an end point.

of adolescence and the transition to

Troy Media columnist Carol Kinsey Goman, Ph.D. is an executive coach, consultant, and international keynote speaker at corporate, government, and association events
Congratulations, New CWDPs!

NAWDP is pleased to announce the latest outstanding professionals who have successfully applied for their Certified Workforce Development Professional (CWDP) credential! As the job market gets tighter for workforce development professionals, it is good to know that the CWDP tops the list of credentials that managers value when making hiring, promotion, salary, or bonus decisions for workforce development professionals.

NAWDP is proud to announce the following individuals were recently awarded the Certified Workforce Development Professionals credential:

Alexander, John
Apolinar, Amber
Bagwell, Jane
Berg, Joely
Bink-McGrath, Jean
Brunson, Larry
Bush, Wanda
Cohen, Shirley
Columna, Vincent
Conley, Elizabeth
Counts, Melissa
Covington, Sheila
de’Arrillaga, Tamara
Dillard, Andrea
Hernandez, Diane
Hidalgo-Daniels, Nina
Johnson, Beverly
Jones, Jerry
Jones, William
Koon, Charlie
Lafitte, Glen
Littlegeorge, Monica
Lowe, Michelle
Lunday, Allen
Malone, Teresa
Mancuso, Helene
Matthews, Debra
May, Mark
McCaleb, Michelle
McDonald, Melissa
McLimore, Natalie
McQuaid, Janice
Moyer, Susan
Payne, Matt
Peters, William
Porterfield, Joanna
Proctor, Kelly
Reed, Robert
Rodriguez-Baylis, Lisa
Rosson, Monica
Rye, Kamela
Rye, Marla
Sawa, Eugene
Schulte, Barbara
Scott, Jacquelyn
Seaborn, Davina
Slaughter, Brandy
Stewart, Cassandra
Walker, Gail
Warren, Rosemary
Watz, John
Young, Mary

The CWDP is a nationally recognized credential for individuals who have demonstrated they have what it takes to provide the highest quality services to our nation’s job seekers and businesses. Reviews are conducted on a quarterly basis and individuals who have achieved this recognition are listed online in the CWDP registry.

Congratulations to all of these outstanding professionals! Take the next step in your career and apply for your credential today! More information may be found at www.nawdp.org.
Implementation of the Workforce Investment and Opportunity Act (WIOA) is well underway. This process creates unprecedented opportunity to adopt policies and practices that boost job quality. Connecting workers with the best quality job possible serves job seekers better. More stable work means higher income, longer job tenure, and better predictability for managing the tensions between work and life. But beyond that, WIOA policies for job quality help protect public investments in training by ensuring that those investments are not simply lost in a revolving door of turnover. Policies that focus on better quality jobs help make WIOA resources a reward for employers who are already treating their workers with greater care, rather than subsidizing low-road competitors who may waste the investment.

A new report produced by COWS, a “think-and-do-tank” in Wisconsin, the Keystone Research Center in Pennsylvania, and Policy Matters Ohio, identifies three WIOA quality standards that can target public training investment where it will have stronger returns.

**Quality Standard 1: Do not provide training for institutions operating “revolving doors,” starting with nursing homes:** Providing training for employers with extremely high turnover is not a smart investment. For example, nursing assistants in long-term nursing care facilities are often targeted by the workforce system because the work offers steady hours, employers are consistently hiring, and the training window is relatively short. But some in the industry also operate with very high turnover. When workers leave the jobs, training doesn’t pay off for the worker or for the workforce system – the investment is lost to the revolving door. Worse, high turnover is associated with lower-quality jobs (poorer pay and benefits, less training, less respect for frontline caregivers) and lower-quality care, with public subsidies making low-quality models more financially viable.

Local boards working directly with employers can target training investments to nursing homes with lower turnover. Job developers should review turnover rates at area facilities, seeking to develop relationships for placement and referral with the lower turnover nursing homes while avoiding work with the highest turnover homes.

Based on Wisconsin data, annual turnover among full-time nursing assistants of 50 percent or less and turnover for part-timers of less than 110 percent are possible cut-offs. Applying this rule provides some insight into its potential impact. Of 384 Wisconsin nursing homes, 231 or 60 percent would qualify for investments from the workforce system under this rule. Starting July 2016, all states will have access to similar turnover data available through the Centers for Medicare & Medicaid Services, a federal agency, as part of Affordable Care Act Compliance. This will facilitate targeting of training funds based on turnover.

**Quality Standard 2: Adopt a wage theft disqualifier:** Wage theft occurs when employers do not pay workers their full due under the law. It includes misclassification (where an employee is wrongly classified as an independent contractor), failure to pay the minimum wage or the prevailing wage, and non-compliance with overtime laws. Wage theft is prevalent in low-wage occupations, but it isn’t isolated in retail and food service. Millions of dollars in wages have been recovered from employers in health care, childcare, construction, and manufacturing.

Workforce boards should not take for granted that every employer willing to engage with the state workforce development system has a strong commitment to worker development and training and plays by the rules when it comes to wage and hour laws. Rather boards should implement policies that require disclosure of wage and hour violations. Boards should also consider policies that prevent employers with ongoing, recent, or repetitive violations from program participation, along with procedures that enable boards to recover their investments if wage and hour laws are violated.

Many workers are unaware of wage and hour protections. Low-wage workers and those with employment barriers are also under considerable pressure not to report possible violations. As WIOA increases the workforce development system’s focus on more vulnerable populations with barriers to employment there is an opportunity to educate, encourage, and support workers in enforcing their rights under the law. Prioritizing training that includes basic education about wage and hour laws would help workers enforce their rights.

**Quality Standard 3: Target resources to employers with good scheduling and sick time practices:** “Just-in-time scheduling” is a pervasive practice under which workers are called into the job or have their hours cut with little notice. Unanticipated cuts in work time can lead to missed bills, last minute childcare, or lost childcare due to chronic cancellations. Scheduling can thus be as important as wages in determining job quality and living standards for some workers. Paid (or “earned”) sick leave is another important work time policy that can make a big positive difference. Unfortunately, low-wage workers are the least likely to have access to paid sick leave and more likely to suffer just-in-time scheduling. But even in low-wage sectors, there are many employers that provide paid sick time and schedule in advance. Those are the employers that workforce systems should engage.

Too many workers toil in jobs with high levels of staff turnover, volatile and unpredictable hours, and, at the extreme, “wage theft” that illegally reduces their pay. Yet in every single sector – even long-term care and retail – some employers have low turnover, abide by the law, and have common-sense, family-friendly work time standards. Training and connections provided by the workforce development system should help workers move towards these better and more stable jobs. In the past, local systems have sometimes indiscriminately treasured any employer connection without paying sufficient attention to the quality of jobs offered. The workforce system needs to serve both employers and job seekers. With limited resources, investments should be carefully focused to create opportunity for workers and supply skills to employer partners with good jobs.

Laura Dresser is Associate Director at COWS (www.cows.org), Hannah Halbert is Policy Liaison at Policy Matters Ohio (www.policymatters.ohio.org), and Stephen Herzenberg is Executive Director at Keystone Research Center (keystoneresearch.org). You can access the full report this article is based on, “High Road WIOA: Building Higher Job Quality into Workforce Development,” at http://keystoneresearch.org/highroadWIOA. The report was produced as part of a multi-state workforce project undertaken by the Economic Analysis Research Network (EARN), which includes more than 60 state and local think tanks, with insights and support from the Working Poor Families Project.
Most of us associate the onboarding of a new job with filling out the paperwork for direct deposit. Of course that’s how we plan to receive our salary, and of course that’s where we want to put our money for our ongoing bill payment and savings needs. However, for the nearly 17 million adults in the United States who don’t have a bank account – and the additional 50 million adults who may have an account but don’t reliably use it – so many of whom are our workforce development population, direct deposit into an appropriate bank or credit union product is difficult or impossible. Our work with eight cities across the country suggests we can do something about that.

Employees who don’t have a bank or credit union account to easily and safely deposit their paycheck generally find themselves in precarious financial circumstances, often contributing to instability at the workplace. In addition, printing, reprinting and distributing paper checks can be costly for employers. But paydays represent almost-unique opportunities to assist employees with stable banking opportunities and practices, setting everyone up for longer-term success. We have found this to be the case even in short-term, transitional employment.

The Cities for Financial Empowerment Fund (CFE Fund) and the Citi Foundation, along with our eight city government partners, have been working to demonstrate the importance of the paycheck moment through Summer Jobs Connect, which provides jobs, targeted financial education and access to safe bank accounts through Summer Youth Employment Programs (SYEPs). In these large-scale, short-term summer jobs, our city partners have found a number of touchpoint moments to introduce employees to concepts about managing money, using bank and credit union accounts wisely, and saving for the future, often with just a few tweaks to programmatic infrastructure. Some examples of these moments include:

- **On-boarding/Enrollment**: Employers can add positive language encouraging new employees to sign up for direct deposit, highlighting benefits such as receiving pay faster and more safely. Employers may also include direct deposit forms in on-boarding packages, perhaps encouraging splitting the deposit into two different accounts, thus encouraging regular savings.

- **Orientation**: Employers can facilitate direct deposit enrollment by including behavioral messaging about the importance and ease of direct deposit, and work with employees to address any barriers to ensure that the first paycheck can be easily deposited. For employees with barriers like account history problems, employers can highlight the availability of accounts with flexible screening criteria, such as “second chance accounts” which can often be found at credit unions. In the Summer Jobs Connect program, bank and credit union representatives often worked with employers to offer account enrollment onsite during orientation or support remote account opening.

- **Payroll**: Direct deposit, including into multiple accounts for automated savings, at pay periods is a primary banking access goal. Payroll, especially the employee’s first paycheck, can be a critical point to re-emphasize the direct deposit message. Employers can also provide basic education on smart banking and financial management strategies, perhaps by leveraging their local Bank On Coalition or financial education or counseling organization. Summer Jobs Connect cities also experimented with using incentives to encourage direct deposit enrollment and positive savings and banking behaviors; in the adult employment context, incentives might be as simple as the ability to receive paycheck funds through direct deposit earlier in the week, or even earlier in the day relative to pay by paper check, or through monetary incentives that reward the reduced employer costs of direct deposit.

- **Ongoing Training and Professional Development**: Continuing to underscore the importance of bank account access and direct deposit, along with financial education, can be woven into ongoing professional development. Summer Jobs Connect employers and program staff were able to connect information about how to use a payroll card without incurring fees, debit card spending, or solving problems with financial institutions to the real-world experience of holding a job and managing a paycheck.

The Summer Jobs Connect experience shows that even short-term transitional jobs can serve as an important first step to longer-term financial stability for employees. Through leveraging moments throughout the employment process, employers can help their employees turn their paychecks into so much more. To learn more about how to implement a direct deposit initiative within your program, please go to [http://cfefund.org/info/our-projects#summer-jobs-connect](http://cfefund.org/info/our-projects#summer-jobs-connect)
Despite recent U.S. Census Bureau data showing reductions in the poverty rate and increases in household median income, millions of Americans still face double jeopardy in today’s economy. They live below the poverty line, and they face high costs in areas such as rent, food, child care and predatory lending.

That’s the finding of a The High Cost of Being Poor in the U.S., a new report released by the Coalition on Human Needs. Among the report’s highlights:

- 59 percent of U.S. households with annual incomes below $20,000 spend more than half of their income on rent alone – and child care accounts for another exorbitant expense.
- Anti-poverty programs help many. Programs such as low-income refundable tax credits, SNAP, free or reduced-price school lunch and child care subsidies have helped lift tens of millions of Americans out of poverty.
- But many anti-poverty programs don’t reach many who are eligible and other programs would do more good if their benefits were higher or if more people were eligible.

“It is good news that the poverty rate is down, median household income is up, and more Americans are finally benefitting from an improved economy, coupled with federal programs that increase income or reduce expenses,” said Deborah Weinstein, Executive Director of the Coalition on Human Needs. “But the more troubling news is that the poor and near-poor live in a precarious situation. The simple fact is, it is expensive to be poor in the U.S.”

The High Cost of Being Poor in the U.S. found many ways in which it is expensive to be poor: Rents consuming huge proportions of income, higher food prices because of lack of access to markets, late fees for unpaid rent and evictions, poor housing conditions leading to health issues, which in turn lead to missed days of school or work; lack of paid sick days, paid leave, and unpredictable work schedules; and predatory lending practices such as pay day lending.

And yet: for every expense the poor encounter, policy solutions could exist to alleviate the plight of struggling Americans. “Low-income refundable tax credits in 2015 lifted more than nine million people out of poverty and another 2.5 million fewer people were poor because of housing subsidies,” Weinstein said. “Another 6.2 million people avoided poverty because of programs such as SNAP, school lunch and WIC.”

The report includes recommendations for reducing poverty even further for the 43.1 million adults and children who live at or below the poverty line. These recommendations include increasing federal funding for housing and child care subsidies; expanding the Earned Income Tax Credit and Child Tax Credit; increasing SNAP benefits and improving Child Nutrition programs while reauthorizing them; expanding health care coverage to low-income Americans by drawing down federal Medicaid dollars in the 19 states that have not done so; a strong rule finalized from the Consumer Financial Protection Bureau to stop predatory lending; and raising the minimum wage and helping workers get more paid hours through paid sick leave and more predictable hours.

The High Cost of Being Poor in the U.S. is available at http://bit.ly/2d8zox4

www.facebook.com/NAWDP.org/  @NAWDP
NAWDP is pleased to work with Dynamic Works Institute to offer you an opportunity to strengthen your skills and improve your effectiveness through this five-part webinar series. This series covers the basic fundamentals of quality case note management, as well as tested systems for oversight and management. Each webinar will delve into various aspects of case management and the strategies necessary to maintain and optimize these systems.

**Fees: Members: $300 | Non-members: $375**

**NAWDP Webinar Master Class Case Note Management for Workforce Professionals**

**Dates and Times**
- November 30, 2016 at 2:00pm ET
- December 7, 2016 at 2:00pm ET
- December 14, 2016 at 2:00pm ET
- December 21, 2016 at 2:00pm ET
- January 4, 2017 at 2:00pm ET

**Topics Covered:**
- Key Performance Indicators
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- Strategic Organization
- Developing, Measuring, and Maintaining Effective Case Notes
- Timemanagement
- Elements of Effective Case Notes
- Creating and Maintaining Effective Case Notes
- Capitalizing Intake Processes
- Problem Solving
- Superior Customer Service
- Developing, Measuring, and Maintaining Effective Case Notes

**Space is limited – Register at www.nawdp.org today!**