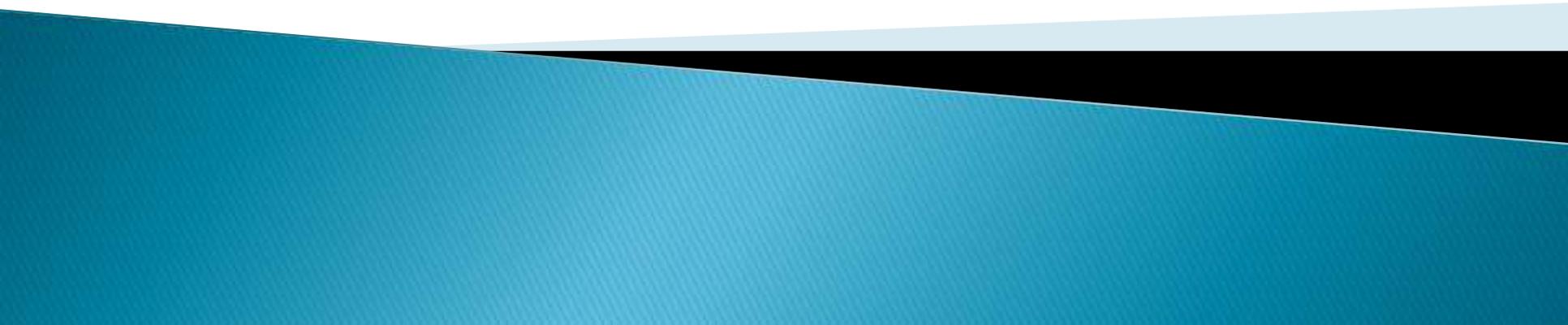


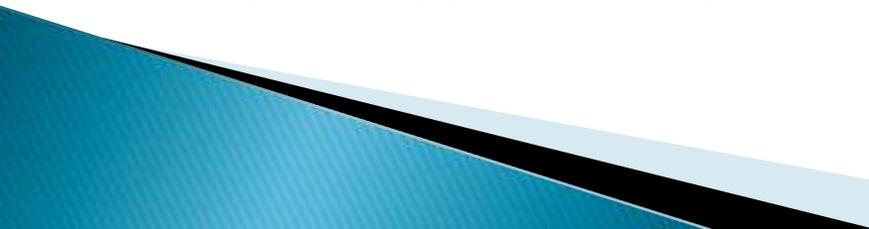
Part 3: Executive Function



Why EF important

- ▶ Modest success, even in the most effective Employment programs
 - ▶ Declining employment among single mothers with high school diploma
 - ▶ We can do better in teaching life skills
 - ▶ Fewer families getting cash assistance
- 

Fundamental concepts

- ▶ Strength based approach to program design and mentoring
 - ▶ Encourage participant voice and engagement
 - ▶ Motivate participant and work with motivated participant
 - ▶ Support each step family takes, reward effort
 - ▶ Respect the rights and dignity of the family, appreciate diversity and views, opinions and experiences
 - ▶ Grow social capital through peer networks, coaches and community
- 

Case Management vs Coaching

Category of Difference	Case Management	Coaching
Focus of role	<p>Focuses on attainment of program specific goals and elimination of obstacles to program completion</p> <p>Expert in program and tells participant what might be the best</p>	<p>Assists the individual in establishing and attaining own personal, long term multi-faceted goals for life improvement.</p> <p>Acts as a front lobe of the participant, not an expert in participant life</p>
Timeline of engagement	<p>Interaction usually fast and depend on program length</p>	<p>Interactions are based on relationships and trust</p>
Caseloads	<p>Large and service similar</p>	<p>Services individualized based on pattern of the caseload and need of families</p>

Case Management vs. Coaching

Nature of work	Requires monitoring of program compliance and outcomes, short term crisis intervention and referrals	Coaching and mentoring for life change and complex individual goals' attainment, including referrals and development of networks
Training required	On a job training, degrees	Degrees, BA or MA or higher, specialized investment in staff development and special training , additional on a job training

Case Management vs. Coaching

Supervision	Program related	Performance Based coaching, weekly, case conferencing, discussions, advice, support
Outcomes and Goals	Tools are usually tracking participant compliance and program outcomes	Tracking individual progress towards long term goal, individual outcomes that lead towards program outcomes
Goals	The goal is successful completion of the program	Goal includes personal growth and sustained change in behavior that leads towards economic independence

Case Management vs. Coaching

Approaches to
establishing goal

Approaches are set by
the program with less
variation according to
the program
requirements

Approaches are set by
the Participant and are
highly individualized



Case Management vs. Coaching

- ▶ EF coaching is a shift on how we do business, shift in how we work with families. Outcomes remain the same
 - ▶ EF is an intervention that may work for some families
- 

Outcomes

- ▶ Important for program and individual
 - ▶ Once individual outcome is set , it must be followed and measured
 - ▶ Have impact on live of the families
 - ▶ Tracked for progress
 - ▶ Everything is tracked and measured
- 

Incentives

- ▶ Reward effort
 - ▶ Make it important
 - ▶ Ask family what they want for incentives
 - ▶ Offer a menu of incentives, have family choose and agree on incentives
 - ▶ Reward success as success is achieved, don't make too many steps, reward every step
 - ▶ Reinforce movement forward
 - ▶ Be generous
 - ▶ Be consistent
 - ▶ Link incentives and positive behavior
- 

Additional information

- ▶ Importance of financial coaching
 - ▶ Career coaching
 - ▶ Education coaching
 - ▶ Well being coaching
- 

An EF Exercise

- ▶ Identify skill weakness
 - ▶ Identify intervention to strengthen the skill
- 

Practice What We Teach



- ▶ We have learned about the many ways in which EF Skills can be developed, we have also learned about many different techniques and tools to be used to help develop EF/ Lifelong Learning.

- ▶ Long-term success with participant's goals and dreams will go A LOT further if we ourselves practice what we teach and practice.

Ask yourself:

- Flexible Learning– are you willing to learn from the participant and admit when you are at fault?
- Response Inhibition– do you make less assumptions and take time to learn more before judging others?
- Working Memory– do you find it more difficult to remember details and appointments when you are under a lot of stress?

- Emotional Control– When are you less in control of your emotions– when you are stressed, tired, grieving, feeling less confident, worried about money, etc.?
 - Planning and Prioritization– Which tools help you with this? Is this more difficult when you have less money?
- 

- Time Management– Have you considered time management from the perspective of someone using public transportation and with multiple children? Which tools and tips can you share?
-
- Metacognition– Do you have ability to see the larger picture? How do we help participants who often live in the reactive state of “now” to take a bird’s eye view of their situation? Does prayer, exercise, meditation, journaling, “talking it out”, etc. help you?

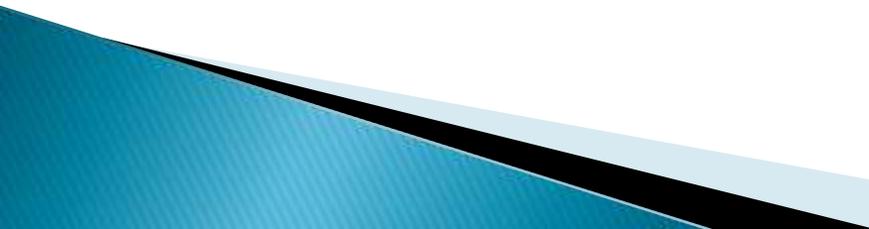
Conclusion (from Launch 1)

- ▶ Living in poverty during childhood impacts brain development: the impacts from childhood do not suddenly disappear in adulthood– *employment and education matter*
 - ▶ Not having enough income to make ends meet imposes a “tax” on the brain that leaves fewer cognitive resources to succeed at parenting, education or work– *employment and education matter*
 - ▶ Poverty impacts health and self worth– *employment and education matter*
 - ▶ Poverty impacts communities economic development and prosperity– *employment and education matter*
- 

Conclusion (from Launch 1)

- ▶ Use individual and collective influences to:
 - Educate that low income families are part of current workforce system
 - Educate that employment and education matters for everyone and everyone
 - Build Partnerships with employers and among each other
 - Communicate within the workforce development system about needs of employers, for technical and essential (soft skills), so successful job matches can be made
 - Employers need to tell us what resources, skills, and assets your successful employees have so we can help our program participants develop their skills and assets
 - Educate and support to break “typical welfare participant” stigma that is rooted in a societal, systematic, stereotypical view that welfare participants are unable to do things, have different issues that needs to be fixed, are unable to learn, etc.
 - Continue education **in** racial disparity reduction work
 - Do the work, lead by example
 - Embrace MFIP/DWP employment services as a part of workforce development and help participants to see themselves as a part of the workforce development system

Next Steps

- ▶ Pilot of bridge and goal plan with WFS AS teams – now to October 2014
 - ▶ Presentation to the system– October 2014
 - ▶ Coaching – training to the system and developing of resources within system– first part of 2015
 - ▶ Identifying champions –first part of 2015
 - ▶ System simplifications – first part of 2015
 - ▶ Developing of EF interventions, combining with assessments and bridge, more in depth coaching– pilot phase full of 2015 with WFS AS and with one of the community partners with specialized and general MFIP caseload, evaluation
 - ▶ Staged implementation, expansion into young adult and teen families– late 2015–2016
 - ▶ System implementation of the intervention, tools and practices – 2016–2017
 - ▶ Practice and evaluation
- 

Ultimate goal

2015–2018

- ▶ Create family centered system that helps families to get education , find and sustain employment, reduce isolation and create prosperous communities
 - ▶ Service delivery at home, community sites and in the offices
 - ▶ Have 2–4 major evidence based interventions that work for multiple families
 - ▶ Invest funds based on a need of families and level of intervention
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Thank you

- ▶ Questions

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