

Integrating Executive Functioning Principles, and Soft Skills Activities, and Case Management Coaching into TANF Work Programs in order to Improve Economic Success for TANF Recipients

Ramsey County Workforce Solutions & Goodwill-
Easter Seals

HHS ACF OFA Webinar

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Covered Today

- Historical Perspective – Families Achieving Success Today (FAST)
- Minnesota Family Investment Program (MFIP)/Diversionary Work Program (DWP) System Change
- Enhanced Coaching Pilot – Integrating Executive Skills Programming

Families Achieving Success Today

- Motivation – How did we start?
- A Collaboration
- Individual Placement & Support (IPS)
- IPS Core Principles
- Lessons and Policy Implications

Motivation-MFIP/DWP System Assessment

- No real change in Employment and Engagement outcomes
- Focus on process and not outcomes
- Focus on case management vs. coaching
- Focus on being an expert as staff vs believing that participant is an expert
- System that supported disabilities vs seeing abilities

Immediate system objectives 2015 - 2018

- Create family centered system that helps families engage and stay engaged to obtain education , find and sustain employment, reduce isolation and create prosperous communities
- Shift power from the system to the family, participant has power to create own plans and goals, system providers supports and incents to do so. Family and Counselor become partners and share accountability
- Service delivery at home, community sites and in the offices
- Have 2-4 major evidence based or evidence informed interventions that work for multiple families
- Invest funds based on a need of families and level of intervention

Tools Piloted

- Blend a strength-based approach with an assessment to clarify participant's goals and construct participant plans
- Participant-centered, strength-based, coaching tool that supports participant's life long learning
- Help participant and counselor to learn ways in which the participant increased their role in choosing one's goal while working within MFIP requirements
- Use of Motivational Interview and Coaching to elicit information

Ramsey County Workforce Solution's My Bridge of Strength

Name:

Date:



Family Stability			Well-Being			Education	Financial and Legal		Employment
Housing	Dependent Care	Transportation	Health	Children's Behavior	Social Support	Education	Financial	Legal	Workplace Skills
I have stable and safe unsubsidized housing	I have reliable child care and back-up	I have reliable transportation and backup	No health concerns affect my employment	Behavior does not limit my employment	I have consistent and effective social support and/or a leadership role in the community	I have at least an AA degree or higher	My income is stable, I am current on my bills, I have money for saving or spending	I have no current legal issues	My strong workplace skills enhance my employability and support career advancement
I have stable and safe housing that is subsidized	I have reliable child care but no backup	I have reliable transportation but no backup	Health concerns sometimes affect my employment	Behavior sometimes affects my employment	I have generally reliable social support that is growing	I have a high school diploma, GED, or entry-level certificate or a post secondary certificate	My income is stable, I am current on my bills but I don't have money for saving or spending	My legal issues are not work related and do not take work time	My workplace skills support my employability
I am living in temporary housing, unsafe housing, or am at risk of losing housing	I have child care but it is not reliable	I have transportation options but they are not reliable	Health concerns often affect my employment	Behavior often affects my employment	I have a limited social support network with few positive influences	I am attending high school, GED, entry-level certificate classes, or other training	My income is sometimes enough to cover my basic living expenses	My legal issues take me away from work some times	My workplace skills often interfere with my employability
My family has no housing	I have no child care		Health concerns prevent my employment	Behavior prevents my employment	I have no social support; my network is draining or destructive	I have no high school diploma, GED, or entry-level certificate	My income is not enough to cover my basic living expenses	I lack certain jobs, or I have lost jobs because of my legal issues.	I need to work on my workplace skills in order to obtain employment
Strengths:									

*Workplace skills include, but are not limited to, decision making, communication, conflict resolution, problem solving, anger management, time management, crisis management, ~~planfulness~~, relationship skills, prioritizing, grooming, and other capabilities that facilitate job performance.

GOAL ACTION PLAN

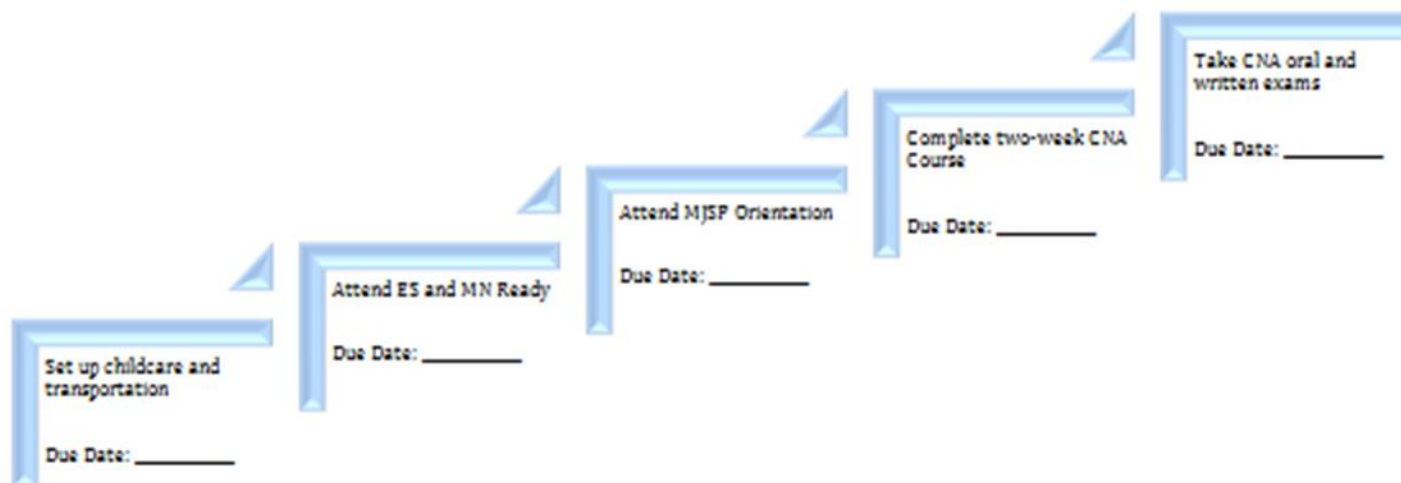
Participant's Name: _____ Case Number: _____ Date: _____

My Goal is: _____ Due Date: _____

What strengths will I use to accomplish my goal: _____

Check the goal and action steps against SMART criteria: ☐ Specific ☒ Measureable ☐ Attainable ☐ Relevant ☐ Time-based

Instructions: Once you develop your goal, identify the action steps that you will need to achieve along the way. Your action steps should also meet the **SMART** criteria.



Date of next appointment: _____ Was this goal obtained or discontinued? ☒ YES ☐ NO If yes, date: _____

If no, what stopped you? _____

Next Steps

- Bridge and Goal Action Plan (GAP) Pilot – Ended October 2014
- GAP and Bridge System-Wide Implementation- April 2015
- Coaching Training System Wide Implementation - 2015
- Enhanced Coaching Pilot – September 2015
- Young Adult and Teen Families Expansion - late 2016
- System-Wide Implementation -2017

Enhanced Coaching Pilot

GOALS

- Test comprehensive model that incorporates coaching with executive skills informed interventions, strategies & tools
- Closely examine what interventions, strategies & tools work and what doesn't work
- Measure engagement, employment, retention and educational outcomes to determine effectiveness

Enhanced Coaching Pilot Features

- Culture and Systems Change
 - ES Informed Practice Principles
 - Executive Skills Sustainability Model
 - Job Roles and Expectations, Hiring Practices
- ES Methodology Created
 - 11 Key Executive Skills: Behaviors and Interventions
 - Enhanced Coaching: Goal Focused, Short time horizon, small steps, intervention-based
 - Goal-directed behavior incentives
 - Groups Redesigned: organize, streamline information delivered and customize learning
 - Environmental and Paperwork modifications: minimize distractions, streamline information
 - Stress Reduction
 - Peer Support
- Concrete Tools and Strategies
 - Goal Action Plan
 - Bridge of Strength
 - ES Questionnaire
 - Self accountability check lists for staff and participants

Executive Skills Informed Practice Principles

All people have strengths and weaknesses with executive functioning skills.

Building executive functioning skills starts with the reduction or elimination of immediate stressors.

“Goodness of fit” between a person’s goals and her/his current (EFS) skill level is important for success.

Goal-setting is a critically important, active and client-owned process.

Small action steps over a short amount of time are critical for goal attainment.

Goal development and progress must be a concrete and an explicit process.

Teaching skills, modifying the environment and changing incentives are primary interventions for addressing executive functioning deficits.

Success is determined by the degree to which individuals confidently make their own decisions and are self-regulating and self-determining.

Executive Skills Informed Services Sustainability Model

Leadership

- Knowledgeable about EFS and programming benefits
- Believes EFS-informed services are beneficial to staff and participants
- Promotes that belief with managers and staff
- Provides necessary resources to implement EFS-informed services
- Implements performance metrics to assess, evaluate and improve EFS-informed services
- Hiring practices are aligned with EFS-informed services
- Minimizes system barriers to implement EFS-informed services
- Provides on-going support for implementation and continuous improvement

Management

- Knowledgeable about EFS and programming benefits
- Believes EFS-informed services are beneficial to staff and participants
- Fosters and champions that belief with staff
- Embeds EFS into pre-hire, hire and on-boarding process
- Ensures staff are fully trained on EFS
- Incorporates training reinforcements to support and advance application of EFS into daily practice (e.g., 1:1, team meetings, coaching, observations, case consultations)
- Builds in accountability mechanisms for effective EFS implementation
- Evaluates the use and effectiveness of EFS practices and participant outcomes

Direct Service

- Knowledgeable about EFS and programming benefits
- Understands and values the benefits of enhancing EFS with participants
- Actively engages in EFS training
- Implements EFS skills into direct service work with participants
- Becomes proficient in EFS-based practices
- Collaborates with colleagues to continually learn and improve practices