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
Wednesday, February 4, 2015
Kate Probert and Boyd Brown
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

<table>
<thead>
<tr>
<th>Family Stability</th>
<th>Well-Being</th>
<th>Social Support</th>
<th>Education</th>
<th>Financial and Legal</th>
<th>Employment</th>
<th>Workplace Skills</th>
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</thead>
<tbody>
<tr>
<td><strong>Housing</strong></td>
<td><strong>Health</strong></td>
<td><strong>Behavior</strong></td>
<td><strong>Education</strong></td>
<td><strong>Financial</strong></td>
<td><strong>Legal</strong></td>
<td><strong>Skills</strong></td>
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<tr>
<td>I have stable and safe housing</td>
<td>No health concerns affect my employment</td>
<td>I have consistent and effective social support and/or a leadership role in the community</td>
<td>I have at least an AA degree or higher</td>
<td>I have no current legal issues</td>
<td>My strong workplace skills enhance my employability and support career advancement</td>
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<tr>
<td>I have reliable transportation but no backup</td>
<td>Behavior sometimes affects my employment</td>
<td>I have generally reliable social support that is growing</td>
<td>I have a high school diploma, GED, or entry-level certificate or a post secondary certificate</td>
<td>I don't have money for saving or spending</td>
<td>My workplace skills support my employability</td>
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<tr>
<td>I have child care but it is not reliable</td>
<td>Health concerns often affect my employment</td>
<td>I have a limited social support network with few positive influences</td>
<td>I am attending high school, GED, entry-level certificate, or other training</td>
<td>My legal issues affect me due to work some times</td>
<td>My workplace skills often interfere with my employability</td>
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<tr>
<td><strong>Strengths:</strong></td>
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*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  □ Measurable  □ 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.

- Set up childcare and transportation  Due Date: ___________
- Attend ES and MN Ready  Due Date: ___________
- Attend MJSP Orientation  Due Date: ___________
- Complete two-week CNA Course  Due Date: ___________
- Take CNA oral and written exams  Due Date: ___________

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