



RAMSEY COUNTY

Working with you to enhance our quality of life



Coaching and Executive Skills/Lifelong Learning Initiative

From theory to practice

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, colleges and in the offices

Have 2-4 major evidence based or evidence informed interventions that work for multiple families

Have special triage assessment that helps families select appropriate intervention

Invest funds based on a need of families and level of intervention

Change across the system, both front line and leadership trained and supported during change

- My Bridge of Strength (MBS) and Goal Action Plan (GAP) tools:
 - NO research demonstrated that the 12 MFIP work activities correlated with strong employment outcomes
 - Education, credential building, career coaching, employment and retention services are evidence based practices and foundation of revised services
 - Pairing the 12 activities more closely with career coaching, education (emphasis on completing GED or high school diploma), certificate and credential building, mentoring, and retention services would increase the effectiveness of Employment Services and move more people from welfare to work.
 - Use term **“engaged”** to designate the Participant actively determining his/her own goals and their future.
 - Education, work, and health engagement into community activities can get people out of poverty and help stabilize families. Continue focus on family stability and children’s success.

Feed back from counselors and families focus groups :

Strengths focus of MBS

“At first it felt like a lot, but the encouragement from the job counselor really helped make it easier”

Easy for some, but more difficult depending on complexity of goals and approach taken by ES

The interaction between participant and counselor felt more conversational than directional

Benefits of GAP

Simple to follow

Options for the type of goal is different

Motivation was a key indicator

Name: _____ Ramsey County Workforce Solution's My Bridge of Strength

Date: _____

Case #: _____



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 work 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.

My Bridges is adapted from the Crittenton Women's Union Bridge To Self-Sufficiency and the Minnesota DHS Employability Measures.

Purpose of MBS is explained to participant.

Purpose of MBS is to help participants identify areas of strength and possibly areas to focus on or reinforce.

MBS is completed during initial meeting(s) with any participant that is new to a counselor (regardless if they have completed MBS in the past)

Participant and counselor have a conversation, and go through each pillar together. Participant chooses the statement that they feel is most representative of their situation.

Strengths that participant have within themselves are discussed and listed on MBS form.

It is the counselor's role to assist with identifying strengths as needed

Participant identifies and choose their own goal to focus on leading to increased engagement and overall success.

Setting goals and following through with them increases our EF (essential skills) and self-regulation:

Working memory

Mental flexibility

Self-control

Specific-What will the goal accomplish? How and why will it be accomplished?

Measurable-How will you measure whether or not the goal has been reached?

Attainable-Do you have the necessary skills, knowledge and resources to accomplish this goal without it defeating you?

Relevant-What is the purpose of accomplishing this goal in your life?

Time-Limited-In order for an applied sense of urgency, what completion date has been established?

RAMSEY COUNTY/WORKFORCE SOLUTIONS
GOAL ACTION PLAN

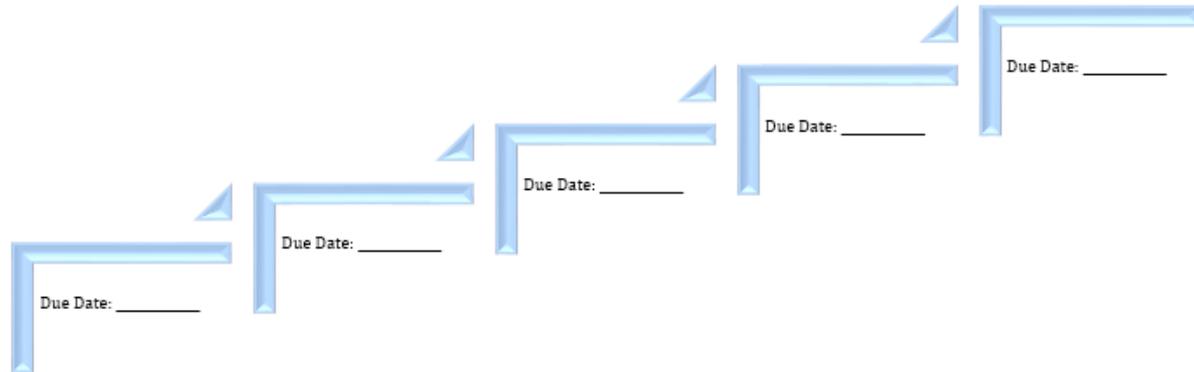
Participant's Name: _____ Case Number: _____ Date: _____

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.



<p>Date of next appointment: _____ Was this goal obtained or discontinued?: <input type="checkbox"/>YES <input type="checkbox"/>NO If yes, date: _____</p> <p>If no, what stopped you? _____</p>
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RAMSEY COUNTY/WORKFORCE SOLUTIONS
GOAL ACTION PLAN

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

My Goal is: _____ **Due Date:** _____

Check the goal and action steps against SMART criteria (all must be checked):
 Specific Measureable Attainable Relevant Time-Limited

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.

STRENGTH ASSOCIATED	ACTION STEPS TO ACHIEVE YOUR GOAL	TARGET DATE	DATE COMPLETED	SMART CRITERIA
	1.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	2.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	3.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	4.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T
	5.			<input type="checkbox"/> S <input type="checkbox"/> M <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/> T

<p>Date of next appointment: _____ Was this goal obtained or discontinued? <input type="checkbox"/> YES <input type="checkbox"/> NO If yes, date: _____</p> <p>If no, what stopped you? _____</p>
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Participant identifies a “pillar” of their life to focus on

Participant and counselor determine a goal

Participant and counselor create SMART steps together

If used, identify incentives

Set next appointment

Frequency of meetings

GAP referenced in employment plan

Participant brings GAP back with them to next appointment (copy also kept in file)

All counselors remain trained in MI

All counselor will be trained in
coaching

MI/Coaching are communication tools

MI/Coaching combined practice
circles

Public Consulting Group (PCG) has been working with governments on improving program outcomes since 1986. Composed of a network of over 1,400 professionals throughout the US, Canada, UK and Poland

National TANF policy experts

Integrate best practices and research designs into comprehensive, innovative programs to benefit families

Experts on current research focused on the impacts of executive function on behaviors, abilities and cognitive skills

The PCG Coaching Framework has three components while supporting the improvement of essential skills:

- Person-Centered
- Relationship-Based
- Goal-Driven

Measure:

Pre and Post coaching mind set survey

Currently coaching mind set for all trainees
(160 system wide) 78%

Leadership 82 %

Goal is to improve the percent , follow up will
be done before and after intermediate
training

Research firm located in Washington DC, who has long-term experience in redesigning TANF programs

Will provide consultation around the analysis, development, and implementation of an infrastructure that supports the continuum of Coaching and Executive Skills/Lifelong Learning Development .

Area employers as well as proponents of the National Career Pathways Model, have long requested workforce programs to develop job seekers' essential skills such as time management, prioritization, response inhibition, stress management, etc. along with the technical demands of the job.

Executive skill development through the act of “Coaching” is a tool, or ES intervention, that strengthens essential skill development and self-awareness, leading to greater success with long-term education and employment goal achievement, thus breaking the cycle of poverty and creating greater economic prosperity for

individuals, families, and communities.

Executive (essential) skills are the mental process needed to focus attention, control impulses, multi-task, prioritize and filter tasks, and plan for the future. (including both short and long term goals).

This encompasses listening, speaking, problem solving and critical thinking skills.

We are not born with executive (essential) skills, but born with the ability to develop it.

Examples: completing paperwork, addressing problems, participating in group collaborative efforts and team meetings, accurately computing numerical data, communicating effectively as a group.

Turning *barriers to employment into challenges.*

Participants are able to increase their internal resources and independently:

Problem solve unexpected issues

Self-regulate their own behaviors

Set both short and long-term goals

Use their skills to be a leader in their community

“See one, Do one, Teach one.”

Staff will be able to increase their skills in providing services

Staff will be able to coach participants using specific tools/guides and interventions to improve on behavior and achieve success

- Use of unified (marketing LLI) concise, positive, goal-first messaging to redesign the invite letter, engagement reminder letters, marketing materials
- Redesign overview services, reduce paper work , marketing message, start of goal setting framework
- GAP and Bridge
- Per and Post Executive Skills questioner- tool designed to assist employment counselors and families with the identification of each individual unique executive functions
- Per and Post stress reduction questioner
- Lengthen assessment time to include more face to face meetings, skill development practice, stress reduction practices
- Delivery of tools and services from coaching mindset
- Counselor have trouble shooting guide that helps them coach families for the behavior change that is needed
- Specific incentives list and incentive use policy
- Guidance on helping families to achieve independency and have long term vision for themselves
- Peer support groups
- Space redesign to support all of the activities

Currently Mathematica and WFS are in process of developing actual tools including

Executive Skills questioners, new orientation curriculum, marketing tools, LLI roadmap visual, guiding principles of EF-informed program, fidelity measures

Assessment tools, checklists for potential goals that map to MBS, SMART goals worksheet, peer support/stress reduction groups curriculums and trainings, worksheet where family might list the factors that could help or hinder achieving the goals, GAP-planning sheet for what the family will do if an obstacle gets in the way, check list that break up common tasks into small progressive steps, assessment for readiness to change/ motivation, rewards/incentives for achieve goals, behaviors-based trouble shooting guide, celebrating success worksheet, family worksheet reflecting on what went wrong, what they learned, and what can we do differently.

Goal is to evaluate each tool on a short term basis and get feed back

Goal is to evaluate full intervention on the Randomized/Control Study method if possible

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

Test group: WFS team and Goodwill/Easter Seals team

Control group: other two providers HIRED and Employment Action Center

Test group counselors have been working together to have a clear understanding of goals and activities of the specific intervention

Scaling up/adjustment based on learning

Major goal is to see impact on outcomes:

Employment

Engagement

Education

Employment Retention

Thank you

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