

Rapid-Cycle Learning

NAWRS Research Academy, August 1, 2017

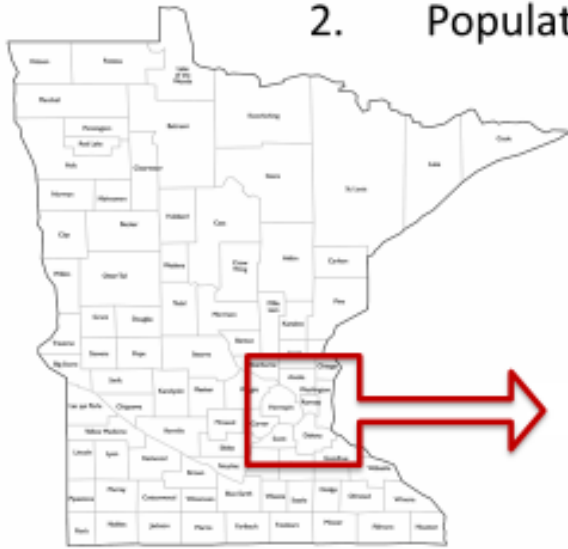
Ramsey County WFS/G-ES

Three Cohorts to Develop the Lifelong
Learning Initiative (LLI)

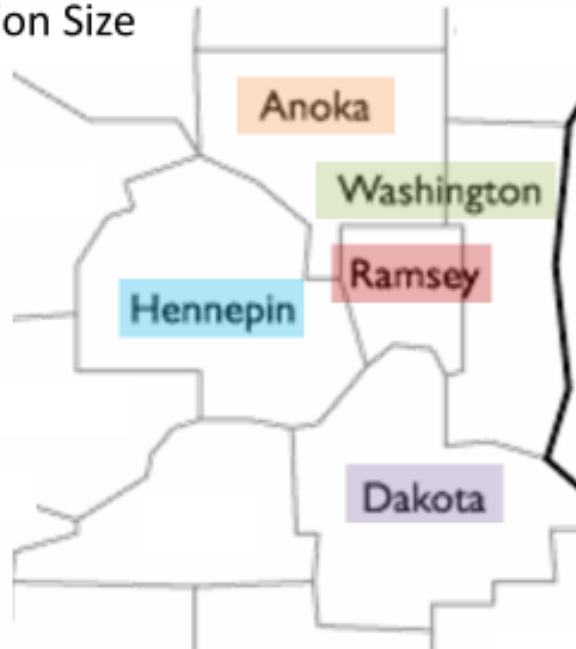
February through July 2016

Minnesota County Total Populations:

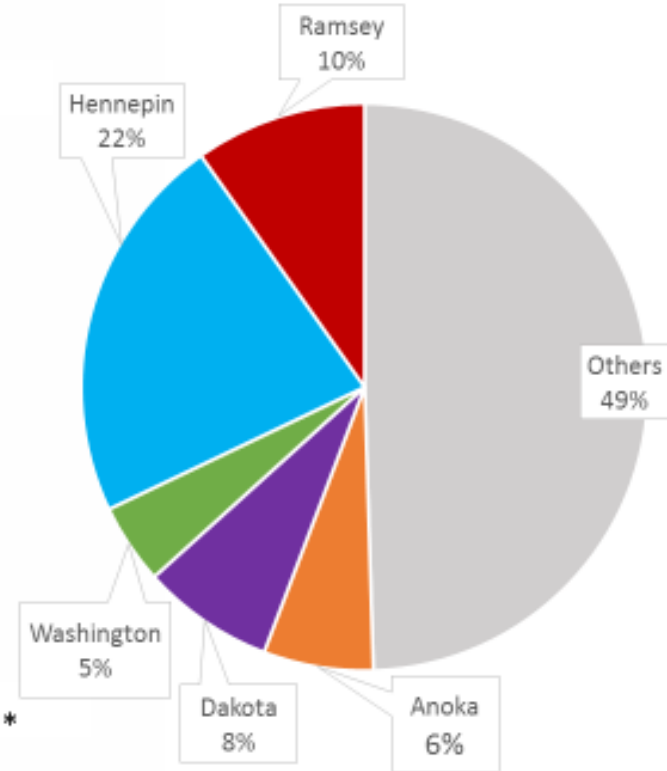
1. Proximity to Ramsey County
2. Population Size



Minnesota Population = 5,489,594 *



Selected Counties Population = 2,771,716 *



* United States Census Bureau: Quick Facts – Population estimates, July 1, 2015 (V2015)

Ramsey County Workforce Solutions Strategic Priorities

1. Reduction of racial employment disparities
2. Strategic, Purposeful partnerships
3. Program integration of 4Es – engagement, education, employment, and employment retention
4. Full-family approach and family well-being measurement
5. Career pathways
6. Integrating executive skills development for residents and staff (Lifelong Learning)
7. Increase WIOA and TANF program collaborations
8. Investment in staff development
9. Strive for continuous improvement/evaluation

Maximize Economic Self-Sufficiency and Family Stabilization

1. The Four E's
 2. Focus on Good Service
 3. Understand a family's path to self-sufficiency and stabilization is not linear.
 4. Guided Self-Determination
 5. Learn from each other (Continuous Process Improvement)
 6. Learn from others (Collaboration and Sharing)
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Ramsey County Lifelong Learning Initiative

Executive Skills-Informed Coaching Process



Why did we choose Rapid Cycle Learning?

- To collect feedback from staff, participants, and colleagues about using executive skills-based coaching
- To understand how we can improve the resources and tools available in order to be more effective at executive skills-based coaching
- To learn!

The Lifelong Learning Initiative (LLI) seeks to promote sustainable change and help MFIP participants to effectively set and achieve self-sufficiency goals by:

- Placing participants at the center of a process designed to enhance their ability to make informed decisions, set priorities, and manage daily life;
- Modeling goal achievement behaviors and practices (counselors);
- Unleashing participants' power through guided self-determination;
- Recognizing executive skills strengths and weaknesses in order to coach participants toward small, achievable steps on their way to achieving employment and educational goals;
- Sharing accountability between participants and counselors;
- Providing resources and supports to increase the participant's likelihood of success; and
- Inspiring and celebrating progress.

*WFS mission statement for the Lifelong Learning Initiative, December 2015.

Cohort One Schedule

Duplicated for Cohorts Two & Three

1. Feb 22-26

- a. Record participant meetings
- b. 1 observation by Program Planner
- c. Teleconference with Dr. Guare

2. Feb 29-Mar 4

- a. Record participant meetings
- b. 1 observation by supervisors
- c. 1 interview with Program Planner

3. Mar 7-11

- a. Record your participant meetings
- b. 1 observation by Program Planner
- c. Teleconference with Dr. Guare

4. Mar 14-18

- a. Record your participant meetings
 - b. 1 observation by supervisors
 - c. 1 interview with Program Planner
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Instructions for Choosing & Tracking Participants

- **Up to 5 participants for each Employment Counselor**
—no less than 3
 - 3 out of 5 who have been MFIP participants for **MORE** than 6 months
 - 2 out of 5 who have been MFIP participants for **LESS** than 6 months
 - Participants currently involved in job search or job experience activities, to ensure weekly or biweekly interactions
 - **For each participant, assign her/him a number (1 to 5) and use this number each time you complete a record of your interaction with that participant**
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Using the data collection forms

- **Ideally, type directly into the form in Microsoft Word and submit it to Program Planner via email**
 - If you prefer writing on a hard copy, you may scan the completed form and submit it via email
 - **For interviews, record the counselor's words**
 - “I think...”
 - “I feel...”
 - “I did...”
 - **For observations, use the scale to assess the level of completeness for each activity or step**
 - 3 = Fully....2 = Partially...1 = Not at all
 - 0 = Not Applicable (in cases where the activity or step was not appropriate, needed, or otherwise was irrelevant)
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Expected changes in skills and behaviors among counselors, participants, and the interactions between as a result of LLI and Rapid Cycle Learning

Counselor

- Believes in the inherent ability of participants to change
- Effectively and efficiently assesses participant skills, motivation, capacity, and service needs
- Asks empowering questions and actively listens
- Guides participants through a process of identifying their goals and the small steps to achieve them

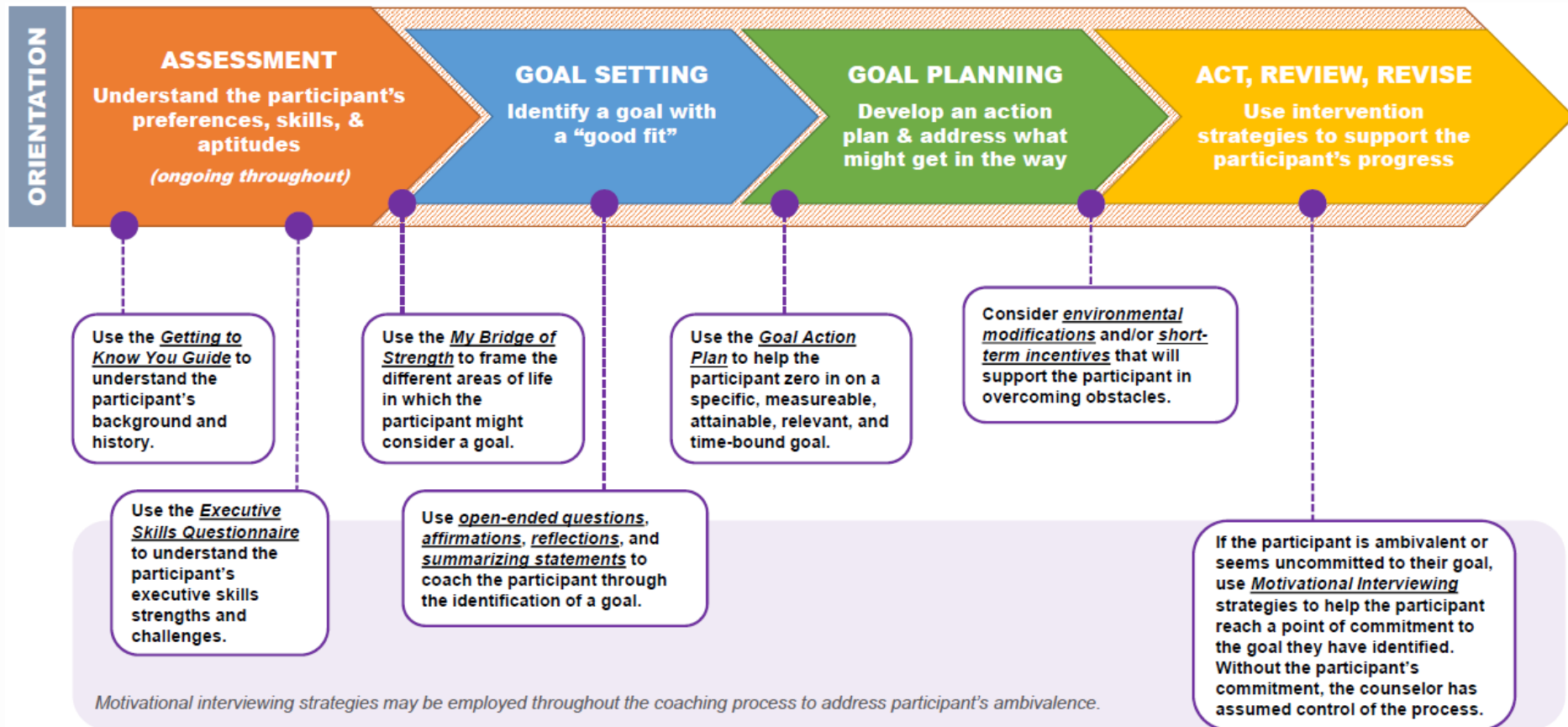
Participant

- Increase in self-awareness of: (1) executive skill strengths and limitations, (2) short- and long-term goals, and (3) potential roadblocks.
- Implements workarounds and/or environmental changes to compensate for executive skill weaknesses
- Successfully implements the goal achievement process (e.g., set, plan, act, revise)

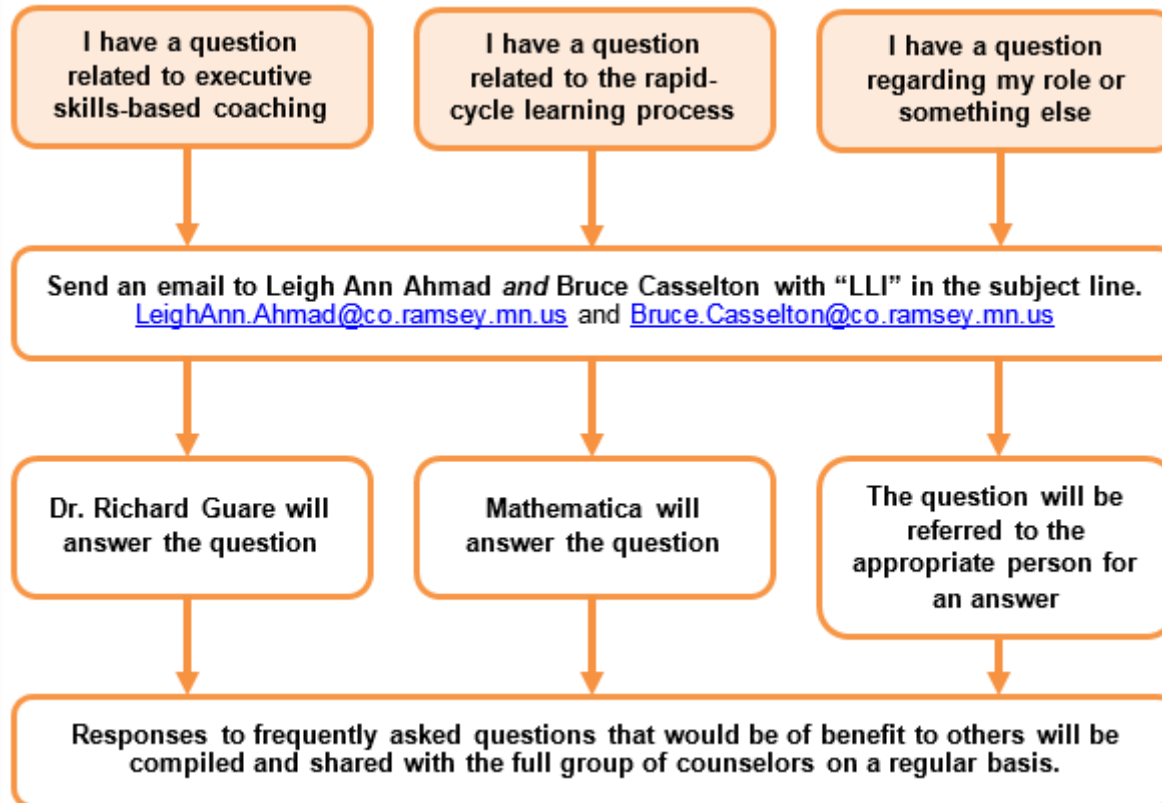
Interaction

- Participant drives goal setting and achievement
- Participant owns responsibility for growth and progress
- Relationship redefined away from case management toward advocating and coaching
- Defines clear boundaries with clients
- Corrects and modifies goals (and tasks) based on the "goodness of fit" between the goal/task and the participant's skills/abilities

Using the tools and resources



Process for addressing questions



Why this way? To coordinate responses and ensure that all questions are answered by the right person as quickly as possible.

Ramsey County Lifelong Learning Initiative

Executive Skills-Informed Coaching Process

Stage	Aims	Resources and Tools
LEARN	<ul style="list-style-type: none"> • Counselors learn about the participant • Participants learn about themselves 	<ul style="list-style-type: none"> • Getting to Know You Questionnaire • Executive Skills Questionnaire • My Bridge of Strength
GOAL	<ul style="list-style-type: none"> • Identify a goal with a good fit 	<ul style="list-style-type: none"> • My Bridge of Strength • My Task-Plan-Do-Review
PLAN	<ul style="list-style-type: none"> • Develop an action plan 	<ul style="list-style-type: none"> • My Task-Plan-Do-Review • Strategies for Success Guide
DO	<ul style="list-style-type: none"> • Take action and address what might get in the way 	<ul style="list-style-type: none"> • My Task-Plan-Do-Review • Strategies for Success Guide
REVIEW	<ul style="list-style-type: none"> • Reflect on progress toward goal 	<ul style="list-style-type: none"> • My Task-Plan-Do-Review • Strategies for Success Guide

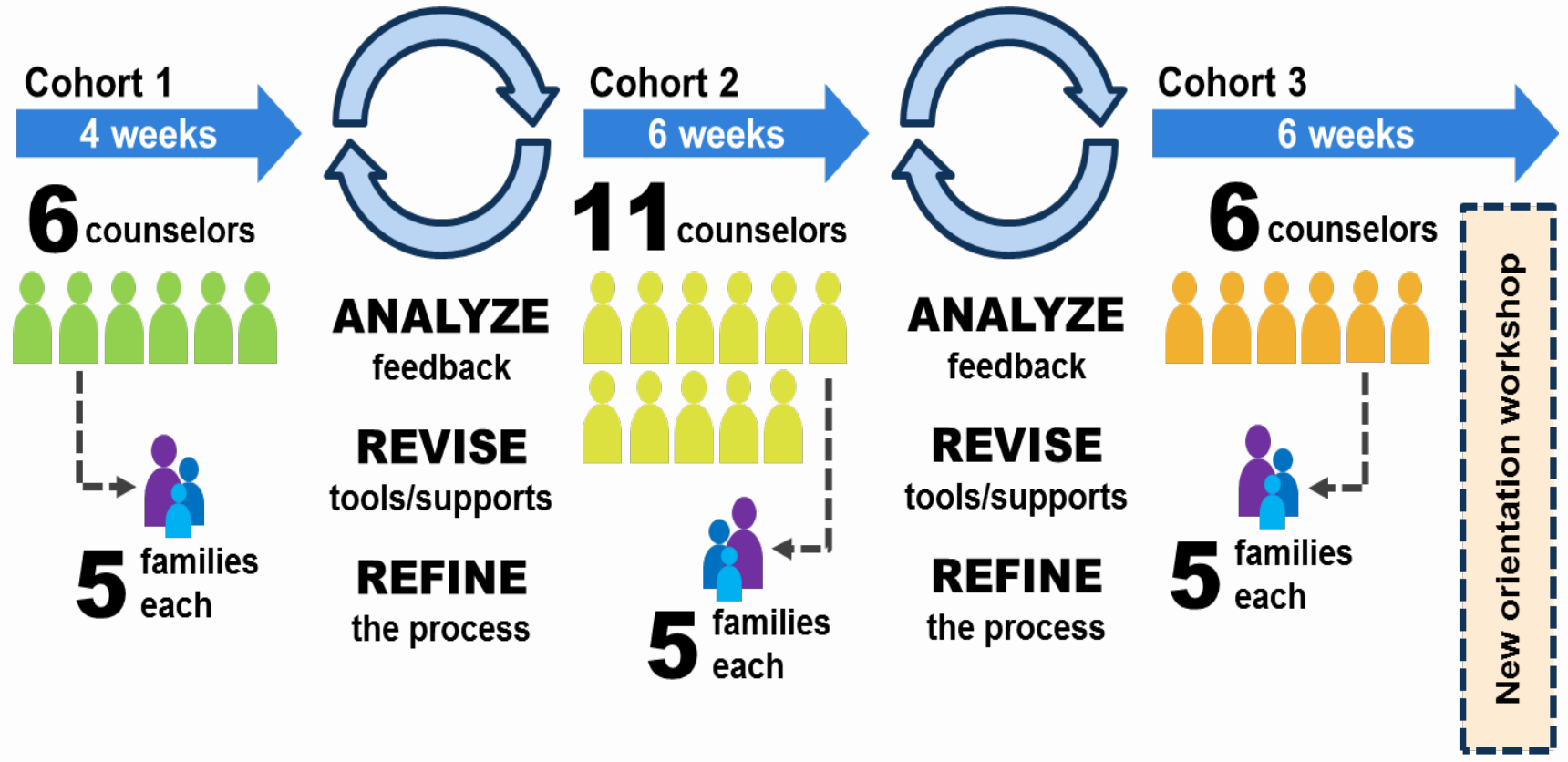
Characteristics of rapid-cycle learning MFIP participants

Characteristic	Cohort 1 (n=16)	Cohort 2 (n=16)	Cohort 3 (n=15)
Gender (majority)	75% female	94% female	100% female
Ethnicity/race (plurality)	63% African American	50% Caucasian/non-Hispanic white	73% African American
Age (average)	32	29	30
Number of months on MFIP (average)	30	35	27
Number of MFIP applications in the last 3 years (average)	2.1	1.4	1.9

Time-use data on counselor-participant meetings

Activity	Cohort 1 (n=16)	Cohort 2 (n=16)	Cohort 3 (n=16) ^a
Meeting time (average)	62 min	52 min	78 min
Time spent administering the executive skills questionnaire (average)	21 min	17 min	20 min
Proportion of counselors who worked with the participant to identify and set a goal	75% ^b	69% ^b	81% ^b
Time spent identifying the participant's goal (average)	11 min	16 min	15 min
Proportion of counselors who referenced or used My Bridge of Strength	13%	13%	44%
Proportion of counselors who used the Goal Action Plan and/or the My Task Plan during the meeting	Not applicable	Not applicable	12% GAP
			38% My Task Plan
			25% Both
			25% Neither
Proportion of counselors who used the Strategies for Success tools during the meeting	Not applicable	Not applicable	38% Personal Profile
			6% Pocket Guide
			56% Neither

Rapid-cycle learning process Overview



LLI Lessons Learned

- Shifting from case management to coaching is challenging (WPR more concrete)
- Skilled staff feel more confident and supported
- Community-based networks/resources/partnerships
- Job skills become life skills and vice versa
- Involvement in program design opens professional development opportunities
- Staff become a resource to the organization, community and family

LLI Next Steps

- Strengthen LLI by streamlining counselor workloads
 - Pilot a stress management coaching approach for participants
 - Develop further guidance for staff through counselor handbooks and fidelity guides
 - Take additional steps to prioritize the coaching tools
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Thank you

Please let me know if you have any questions

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