

# CalWORKs 2.0 Evidence to Practice: Goal Achievement in CalWORKs 2.0

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**CWDA**

Advancing Human Services  
for the Welfare of All Californians



# Welcome and Introductions

- 1. Your name**
- 2. Your role**
- 3. What object best describes you at work?**
- 4. One hope and one fear about CalWORKs 2.0 and broader change**

# What does success look like??





# CaIWORKs 2.0 Overview

# CalWORKs 2.0 Origins

**CW 1.0 = compliance oriented program that emphasized work first**

**Starting in 2012, numerous policy and programmatic changes**

**CWDA and its Board of Directors wanted to articulate a clear vision for the next iteration of CalWORKs**

**CalWORKs 2.0 is that vision!**

# Prior to launch of materials

## Needs assessment:

Surveys completed by 45 counties

Telephone interviews with program administrators and specialists in 20 counties

Visits to 6 counties

Focus group discussions with 33 customers from 3 counties

## Multiple internal drafts of materials

## Road testing:

Partnered with several counties test out and refine the tools

# Vision and Hallmarks of CalWORKs 2.0

## CalWORKs 2.0

**Goal -achievement oriented  
and driven by tools to  
support unique family needs**

### **Strategic Initiative Resources:**

- Systematic approach to organizational and client goal setting
- Intentional Service Selection guides cases
- Service mapping and month counting to streamline delivery
- County driven CQI – Road tests
- Learning – County Peer Sharing/Support

**Goal achievement:** Explicitly frame service delivery around setting and achieving meaningful, realistic goals

**Intentional service selection:** Focus service delivery and goals around family strengths and needs; use common program activities with much greater intentionality



# How is this different?

## CalWORKs 1.0:

Compliance-oriented  
Work-first model

## CalWORKs 2.0:

Driven by customers' goals  
Support unique family needs

# Where are we now?

**State-wide roll out of principles and tools starting in late 2017/early 2018**

**Each county is unique**

**Each county is implementing at their own pace**

**Some staff have been trained; some are seeing this material for the first time**

# Training and technical support

## Trainings and gatherings:

This is the final 2.0 training

Materials available on the website

## Webinars and newsletters:

Complementary topics and information to this training

Everything is available on: [calworksnextgen.org](https://calworksnextgen.org)

# Purpose of this training

**Explore the evidence base that underlies CalWORKs 2.0 and see how it applies to everyday work**

**Opportunity for deep discussion about how to best integrate this new approach**

**Introduce to some of the CalWORKs 2.0 tools**

**Use effective adult learning principles and practices**

# Objectives

***Described*** ways that the evidence underlying CalWORKs 2.0 affirms and validates what you've discovered through practice

***Identified*** ways in which the evidence underlying CalWORKs 2.0 expands your understanding of the strengths and the constraints participants face

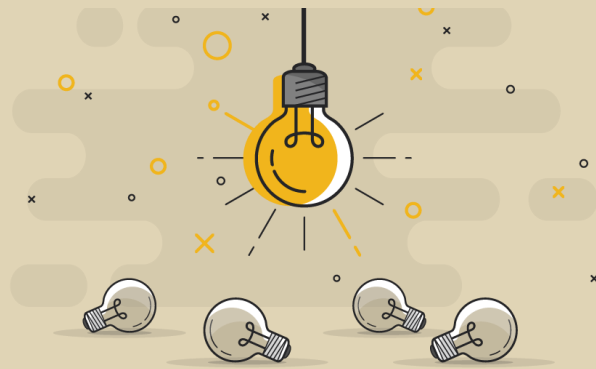
***Reflected*** on the intent of selected CalWORKs 2.0 (county and frontline) tools

***Named*** concrete ways in which this evidence base might be useful to you in your role currently

# Schedule

<b>10:30 – 11:00</b>	<b>Welcome</b>
<b>11:00– 11:30</b>	<b>Science-informed programming—Opportunities for transformation</b>
<b>11:30 – 12:15</b>	<b>Necessary skills to improve work and life outcomes (Adult capabilities)</b>
<b>12:15 – 1:15</b>	<b>Lunch (on your own)</b>
<b>1:15 – 2:00</b>	<b>How “Scarcity” influences core skills and behaviors (Scarcity)</b>
<b>2:00 – 2:15</b>	<b>Break</b>
<b>2:15 – 4:00</b>	<b>Building the core skills necessary for successful goal pursuit (Goal achievement)</b>
<b>4:00 – 4:30</b>	<b>Wrap-up Day 1</b>

# Science-informed programming- opportunities for transformation



# A revolution (est. 2014)

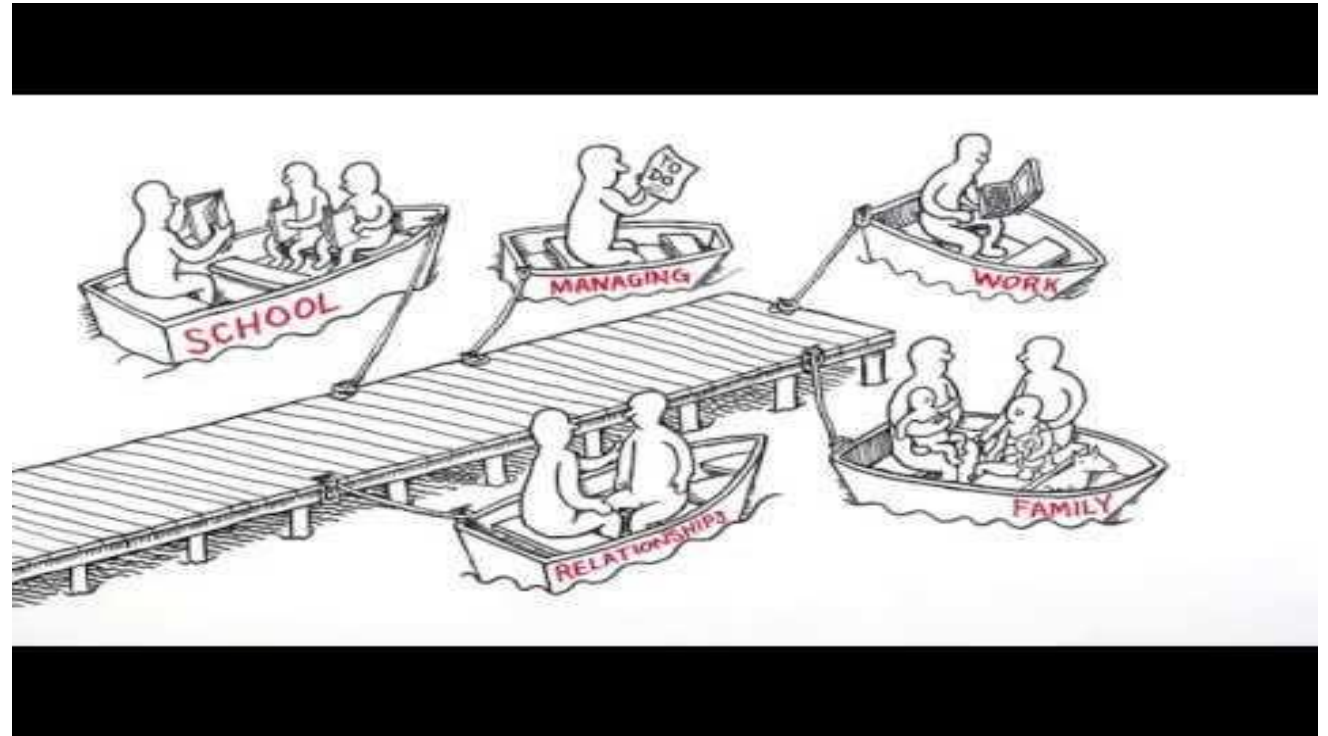
## **We started experimenting in partnership with people at the front lines**

Drew on behavioral science, neuropsychology, social science research to rethink existing approaches  
Used an analytic change process to generate new ideas and try them out

## **Key partners—Experts, research communities, practitioners, advocates**



How might we...  
improve child  
and family  
outcomes?



# Discussion questions:

**What concepts or ideas jumped out at you during the video?**

**What questions do you have?**

# Science-informed strategies

## Goal

To activate clients' motivation and commitment to change

### How?



**Support responsive relationships**

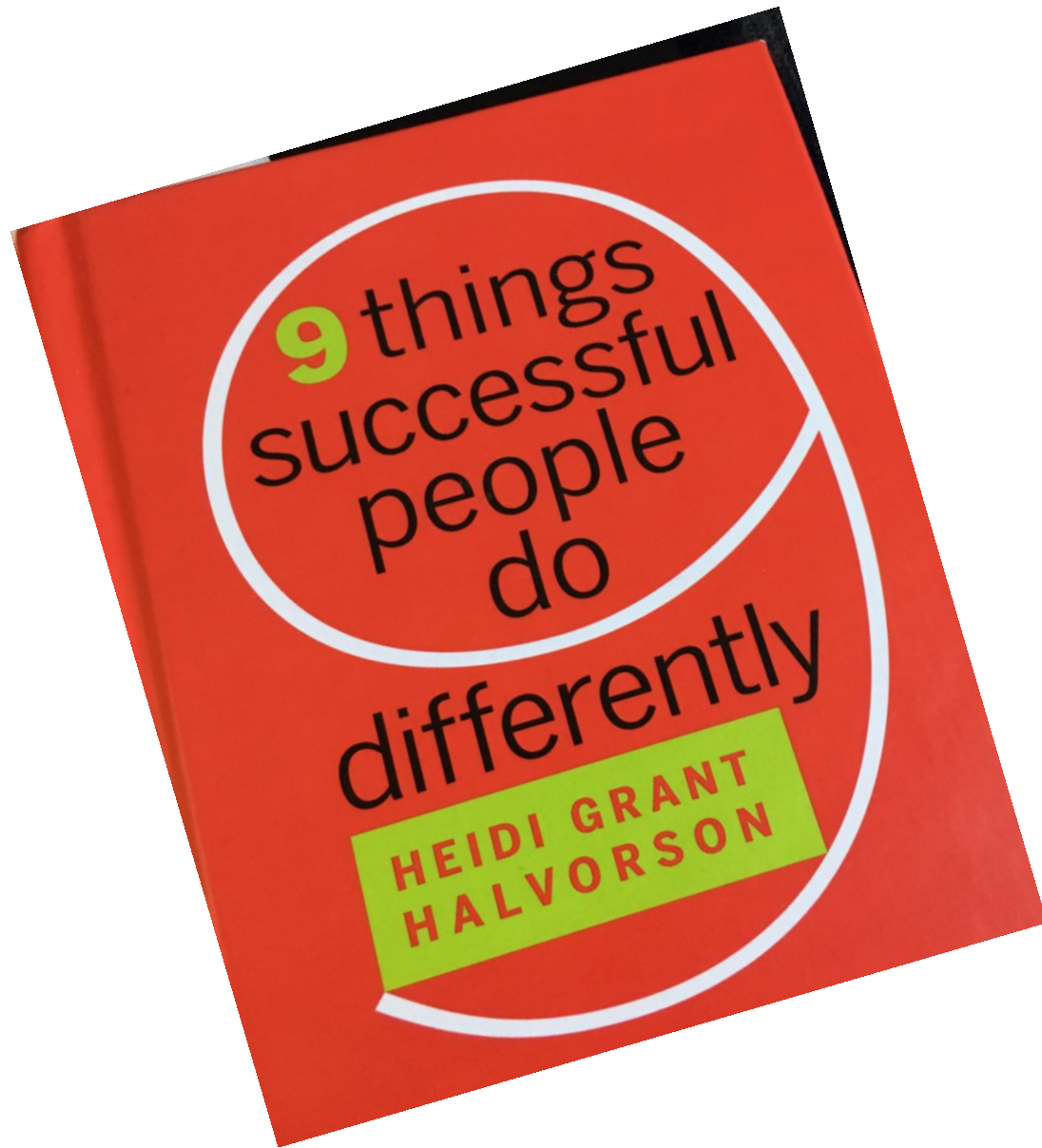


**Reduce sources of stress**



**Strengthen core skills**

# Harvard Business Review



# What successful people do differently (Halvorson)

**Get specific**

**Seize the moment to act on your goals**

**Know exactly how far you have left to go**

**Be a realistic optimist**

**Focus on getting better, rather than being good**

**Have grit**

**Build your willpower muscle**

**Don't tempt fate**

**Focus on what you will do, not what you won't**

# Necessary skills to improve work and life outcomes (Adult capabilities)

# Science-informed strategies

## Goal

To activate clients' motivation and commitment to change

### How?



**Support responsive relationships**



**Reduce sources of stress**



**Strengthen core skills**

# Strengthen core skills

## Self-regulation – what is it?

A set of skills that allows us to intentionally control thoughts, emotions, and behavior

*(Blair and Raver 2012; Murray et al 2015)*

Framework developed under the GOALS Project that Mathematica conducted on behalf of ACF/OPRE

### cognitive skills

executive function  
selective attention  
metacognition

### emotional skills

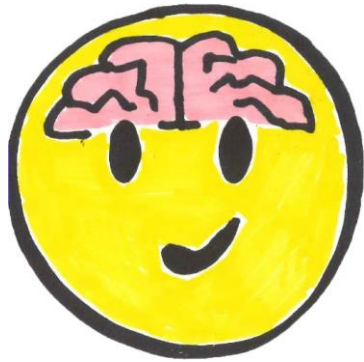
emotional regulation  
emotional understanding

### personality factors

motivation  
grit  
self-efficacy

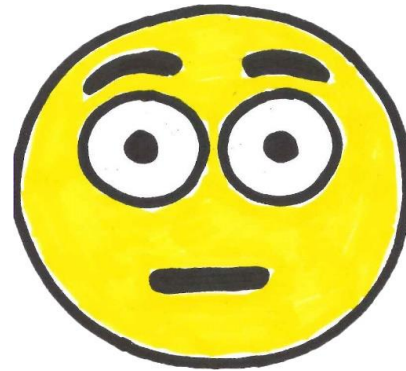


# Cognitive skills



## Executive function

the air-traffic-control center of the brain; helps regulate actions, process information, and multitask



## Selective attention

filtering out distractions to focus on one task



## Metacognition

reflecting about one's own thinking and actions

# Emotional skills



## Emotional regulation

making emotions useful or manageable



## Emotional understanding

recognizing and labeling emotions

# Personality factors



## Motivation

the reasons for, or desire to, pursue, persevere, and accomplish tasks



## Grit

passion and perseverance for long-term goals (motivation + action)



## Self-efficacy

belief in one's own ability to perform at a high level

# Why does self-regulation matter?

**Necessary for goal setting and pursuit, which lead to a variety of positive outcomes** *(Deci and Ryan 2000)*

**Conditions associated with chronic stress, including poverty, can hinder the development and use of self-regulation skills** *(Mullainathan and Shafir 2013)*

**Self-regulation skills continue to develop and improve in adulthood** *(Blair and Raver 2015)*

**Critical to success in school, work, and life more broadly**

Poor executive functioning can lead to poor productivity

# 12 Adult capabilities

**Review the 12 adult capabilities on pages 5 and 6 in your participant packet**

**Identify your top three executive skill strengths and top three weaknesses**

**Discuss how these skills play out in work and life**

# Soft skills that employers value

## Time management

## Problem solving

## Interpersonal skills

Friendly, personable, sociable, empathetic, nurturing, patient, has self-control

## Flexibility

## Work ethic

Hard working, willing to work, loyal, initiative, self-motivated, on time, good attendance

## Organizational skills

## Composure

## Confidence

## Emotional intelligence

Ability to relate to others (which drives communication, teamwork, conflict resolution, and ability to give/receive feedback)

# Link between soft skills and self-regulation skills

Soft skills	Self-regulation skills
Time management	Time management
Problem-solving	Problem-solving
Interpersonal Skills	Emotional understanding; emotion regulation; executive function (inhibitory control); metacognition
Flexibility	Executive function (cognitive flexibility)
Work ethic	Motivation; grit; task initiation; time management; prioritization; persistence

# Link between soft skills and self-regulation skills (cont.)

<b>Soft skills</b>	<b>Self-regulation skills</b>
Organizational skills	Organization
Composure	Executive function (inhibitory control); metacognition; emotion regulation
Confidence	Self-efficacy
Emotional intelligence	Emotional understanding; emotion regulation





# Lunch

# How “Scarcity” influences core skills and behaviors (Scarcity)

# Executive functioning & chronic (toxic) stress

**Factors that place high demands on executive functioning, and can impair it, include:**

- Stress
- Lack of sleep
- Lack of exercise
- Sadness
- Loneliness

**When sustained overtime, these factors can:**

- Reduce our capacity to think logically, analyze and solve problems, and process information
- Diminish our ability to make good decisions
- Undermine self-control, leading to impulsivity

# Hidden Brain Podcast: Scarcity

**Read the scarcity quotes on page 13 in your participant packet**

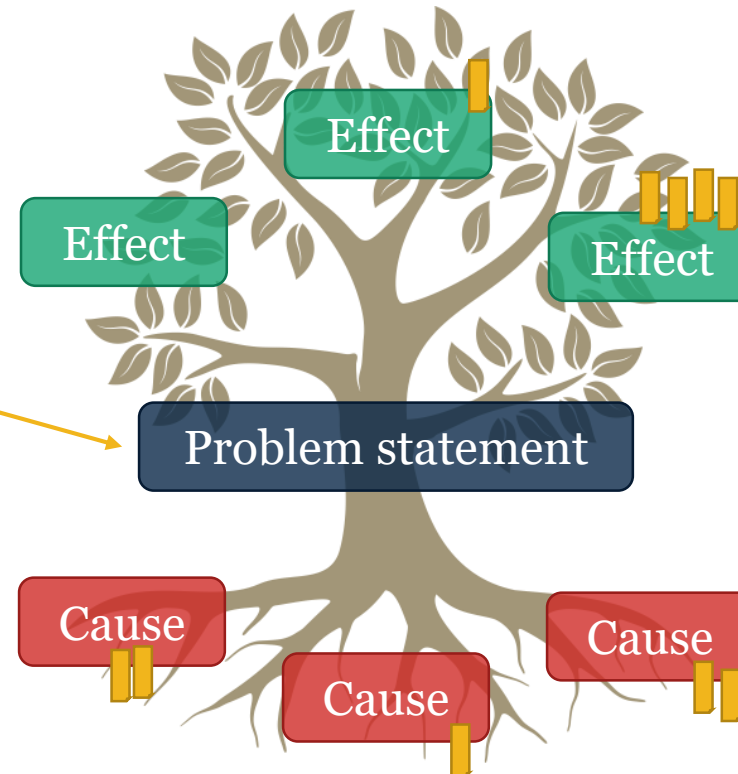
**Let's talk about the scarcity stories from the podcast**

- Brandy – scarcity of money
- Minnesota Hunger Study
- Sugarcane farmers
- Katy

# Problem tree analysis: Unpacking scarcity

An exercise to help teams clarify and more deeply understand the factors that contribute to scarcity

Start by defining the problem, as you see it, in a simple phrase or sentence



Finally, each person “votes” for an effect and a cause

Then, brainstorm potential **effects** of the problem

Next, brainstorm potential **causes** of the problem

# Reduce sources of stress



**Address any unmet basic needs**

**Connect customers with other supportive services**

**Streamline business processes and forms to reduce hurdles *within* the program**

**Set and refine realistic expectations for staff and customers**

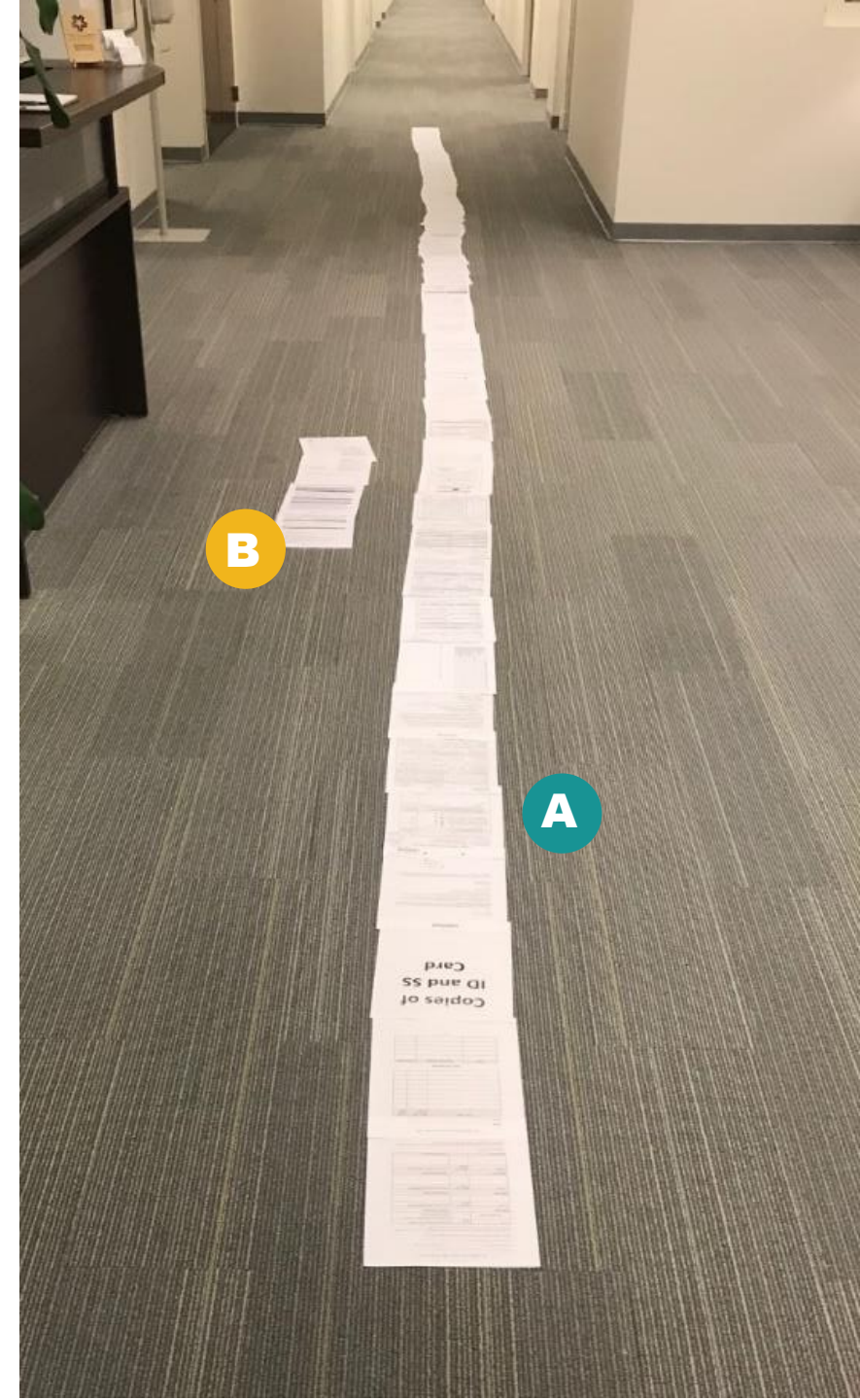
**Supporting an organizational culture that values goals and smooths the path to success whenever possible**

# Reduce sources of stress

**A** Paperwork before LI<sup>2</sup> (right)

**B** Paperwork after LI<sup>2</sup> (left)

Approximately 20,000 hours per year of  
client and staff time saved





Design challenge—How might we reduce the amount of scarcity within our program environment?



# Affinity clustering: Participatory idea generation

**A visual technique for sorting ideas by their similarity**

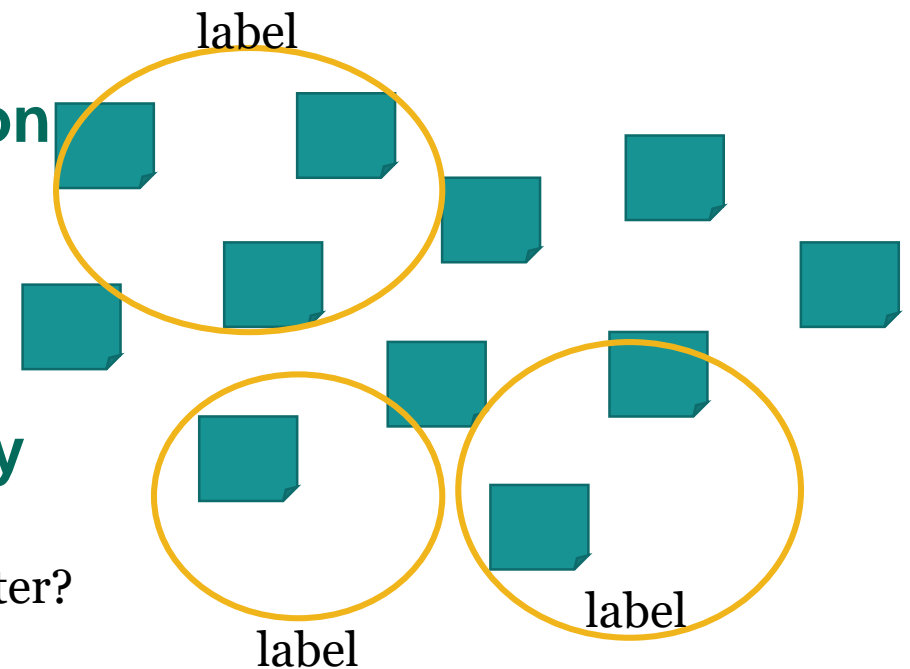
Analyze research data that's already been collected or organize emerging ideas

**Start by laying out the data or brainstorming new ideas about supervision**

**Next, review and cluster the data based on similarities**

**Finally, label the clusters by answering the question:**

So, what? Why does this cluster matter?





Break

Building the core skills necessary for  
successful goal pursuit (Goal  
achievement)

# Support responsive relationships



**Staff facilitate, teach, and model the goal achievement process**

**Focus on what matters most to customers within context**

Resolve individual barriers and challenges in the context of goal pursuit

**Start with the future, not the past**

Draw on principles of a trauma-informed approach:

- Safety
- Trustworthiness and transparency
- Peer support
- Collaboration and mutuality
- Empowerment, voice, and choice
- Cultural, historical, and identity issues

# Participant packet resources

**Coaching methods – page 20**

**Focusing on a participant's strengths – pages 21-22**

**Creating a safe environment/trauma-informed – pages 23-24**

**Motivational interviewing – page 25**

# Think about the roses, thorns, and buds (RTB) for creating responsive relationships



*Something positive or that works really well about your program*



*Something negative or that doesn't work so well about your program*



*One opportunity you see for your program*



- Jot down at least one rose, thorn, and bud in your program

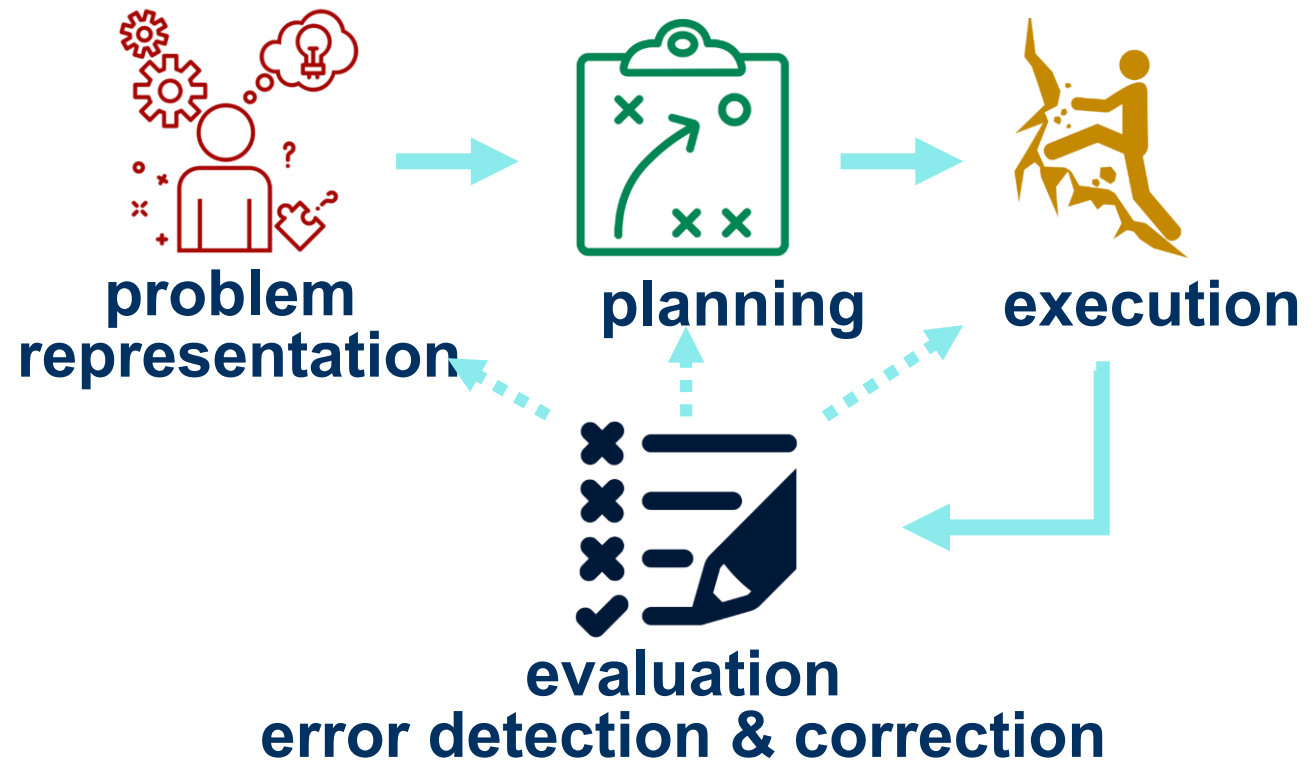


- In your team, share and discuss
- Cluster stickies on your blank poster paper







- Full group discussion and debrief
- How might you use RTB in your program?

# Executive functioning as a problem-solving process



# Self-regulation in goal pursuit

Zelazo et al.	GPDRR	self-regulation skills
 problem representation	<b>GOAL</b>	Metacognition, prioritization, working memory
 planning	<b>PLAN</b>	planning, prioritization, time management, working memory
 execution	<b>DO</b>	task initiation, response inhibition, time management, flexibility, sustained attention, working memory, organization, persistence, stress tolerance, emotional control
 evaluation error detection & correction	<b>REVIEW &amp; REVISE</b>	metacognition, working memory, flexibility



# Activating motivation & commitment to change

## Goal pursuit involves:

Replacing existing habits and behaviors with new ones

Focusing on the future, not the past

Emphasizing intrinsic motivation and autonomy

Prioritizes opportunities for growth and learning

## CalWORKs 2.0 applies a science-based process to maximize positive habit-formation and the chances of goal achievement

Within the context and parameters of program regulations

# Steps in science-informed goal pursuit

# Something you want to accomplish

## GOAL



### A goal should be:

Something you truly care about  
Challenging, but within your reach  
Specific

### To tap into your motivation:

Imagine what it would feel like if you  
accomplished your goal

### Relevant skills

metacognition  
prioritization  
working memory

# How to get from here to there

## PLAN



### A plan should be:

Realistic

Detailed

Made up of specific, small steps  
each with a short time horizon

Supported by “if, then” scenarios

Identifies a pothole  
(challenge/obstacle)

Pairs it with a detour (solution)

Increases the likelihood of goal  
achievement by 2-3 times

Creates an automatic cognitive  
response when the situation arises

### Relevant skills

planning

Prioritization

time management

working memory

# Put the plan into action

DO



**Goal achievement will require the use of several self-regulation skills**

- Getting started
- Managing your time
- Staying organized
- Sticking with it
- Controlling your emotions and responses

**There are lots of ways you can increase your chances of success**

- Reminders
- Support from family or a friend

## Relevant skills

task initiation  
response inhibition  
time management  
persistence  
Flexibility  
sustained attention  
working memory  
Organization  
emotional control  
stress tolerance

# Accountability and learning

## REVIEW & REVISE



**Set a time for reviewing progress and revising based on what you've learned**

- What worked well?
- Where are you stuck?
- What got in your way?
- What can you do differently?

**Accountability motivates action**

**Approach the process as an opportunity for learning and growth**

### Relevant skills

metacognition  
working memory  
flexibility

Your turn...



# Wrap-up Day 1



# For more information

## Lindsay Cattell

- [LCattell@mathematica-mpr.com](mailto:LCattell@mathematica-mpr.com)

## Michelle Derr

- [MDerr@mathematica-mpr.com](mailto:MDerr@mathematica-mpr.com)



# Day 2

# Schedule

<b>9:00 – 9:45</b>	<b>Reflections and review of the Day 1 goal</b>
<b>9:45 – 10:30</b>	<b>Practice session—Goal, Plan, Do, Review/Revise (Coaching skills)</b>
<b>10:30 – 10:45</b>	<b>15 minute break</b>
<b>10:45 – 12:00</b>	<b>Implementation of the CalWORKs 2.0 tools in programs (CalWORKs 2.0 tools)</b>
<b>12:00 – 12:45</b>	<b>Potential “Potholes” and “Detours” to successful implementation</b>
<b>12:45 – 1:00</b>	<b>Wrap-up</b>

# Reflections and review of Day 1 goal

# Review and Revise

**Using the GPDRR tool, write down what happened with your overnight goal**

**In pairs, share the information you feel comfortable sharing about your goal**

**What did you learn?**

**If you didn't accomplish your goal:**

- Was this a change or task you were motivated to complete?
- Did you map out the steps?
- Did you identify potential a potential pothole and detour?

**What might you do differently moving forward?**

# Victor's garage before goal pursuit



# Victor's goal success!



Practice session- Goal, Plan, Do,  
Review/Revise (coaching skills)



Jon facilitating the process...



Break

# Implementation of the CalWORKs 2.0 tools in programs (CalWORKs 2.0 tools)

Your turn... set a goal for the upcoming week!

# The tools to support CalWORKs 2.0

**CalMAP** – Identify a goal and track progress (pages 40 – 41)

**My Road Map** – Map out a longer-term or more detailed goal (could replace and employment plan) – (page 38)

**GPDRR** – Meaningful goal pursuit (page 30 – 31)

**Potholes and Detours** – Can be used with My Road Map or as a stand alone tool during the Review and Revise stage (page 39)

# The implementation

**Leadership**

**Program structure and culture**

**Supervision and staff development**

**Staff and participant interactions and service delivery**

# Potential “Potholes” and “Detours” to successful implementation

# What we hear from programs

**This won't work for a family in crisis**

**Clients aren't able to come up with a goal or plan; I need to tell them what to do**

**How do I tell them about the resources available in our program without being directive?**

**The process takes too long**

**What if they want to do "Zumba"? What if they want to do Zumba for three months?**

**What about the WPR (work participation rate)?**





# During observations, we see staff

Allow the conversation to wander

Manage the client's life

Skip or briefly focus on review/revise

Move too fast through the GPDRR process; skipping critical opportunities to map out detail steps during GoalPlan

Toss the CalWORKs tools aside or turn them into "paperwork" instead of a meaningful exchange

Get frustrated and agitated

Fail to hold clients accountable for making progress toward their long-term goals

Disengage once a client is employed



# Proactive accountability

**Hold regular and frequent appointments with participants (and staff)**

**Set clear expectations for staff and participants about the importance of forward movement**

**Create routines in using the four step process**

**Stay true to the science**

**Believe in a person's ability to succeed—have hope!**

# Responsive accountability

## Complete a diagnostic process

- Did they identify a goal that is meaningful to them? Are they truly motivated to accomplish it? Is it something that is realistic for them at this time?
- Can they see the benefits of the goal and how it might improve their life?
- Is the plan specific? Is it broken down into small steps?
- Have they identified the pothole and detour?

## Use “Potholes” and “Detours” to map out what is getting in the way

## Be direct with a person about the need for forward movement

## Carry out the natural consequences



# Tips for success



# Tips for success

**Build the goal pursuit process into leadership and supervision practices**

**Create an internal support system**

**Follow the process; keep clients on track**

**Create a consistent routine during each session**

Begin with review/revise

Revisit the CalMAP and/or My Road Map

Set a more specific goal with GPDRR

**Remember your role...facilitator, coach, teacher**

**Jump in! With practice, your skills will improve over time**

Questions?

# For more information

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## Michelle Derr

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