



Implementing Executive Skills and Other Coaching Models to Improve Outcomes for Individuals with Low Incomes, Including SNAP E&T Participants

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Session objectives

- **Introduce employment coaching in SNAP E&T programs**
- **Share a case study of employment coaching: New Moms**
- **Discuss common implementation challenges and how to address them**



Overview of employment coaching

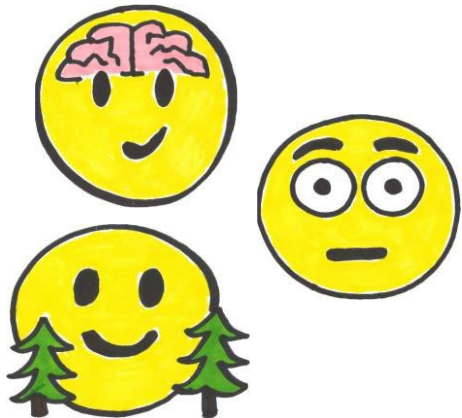
What children and families need to improve outcomes

- **Supportive, responsive relationships**
- **Core (self-regulation) skills for planning, adapting, and achieving goals**
- **Reduce external sources of stress**

What is self-regulation?

Self-regulation

a set of skills that allows us to intentionally control thoughts, emotions, and behaviors

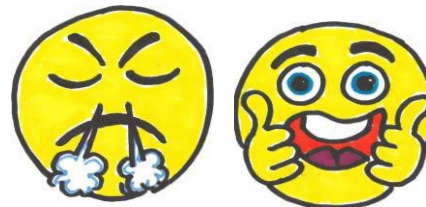


cognitive skills

executive function
selective attention
metacognition

emotional skills

emotional regulation
emotional understanding

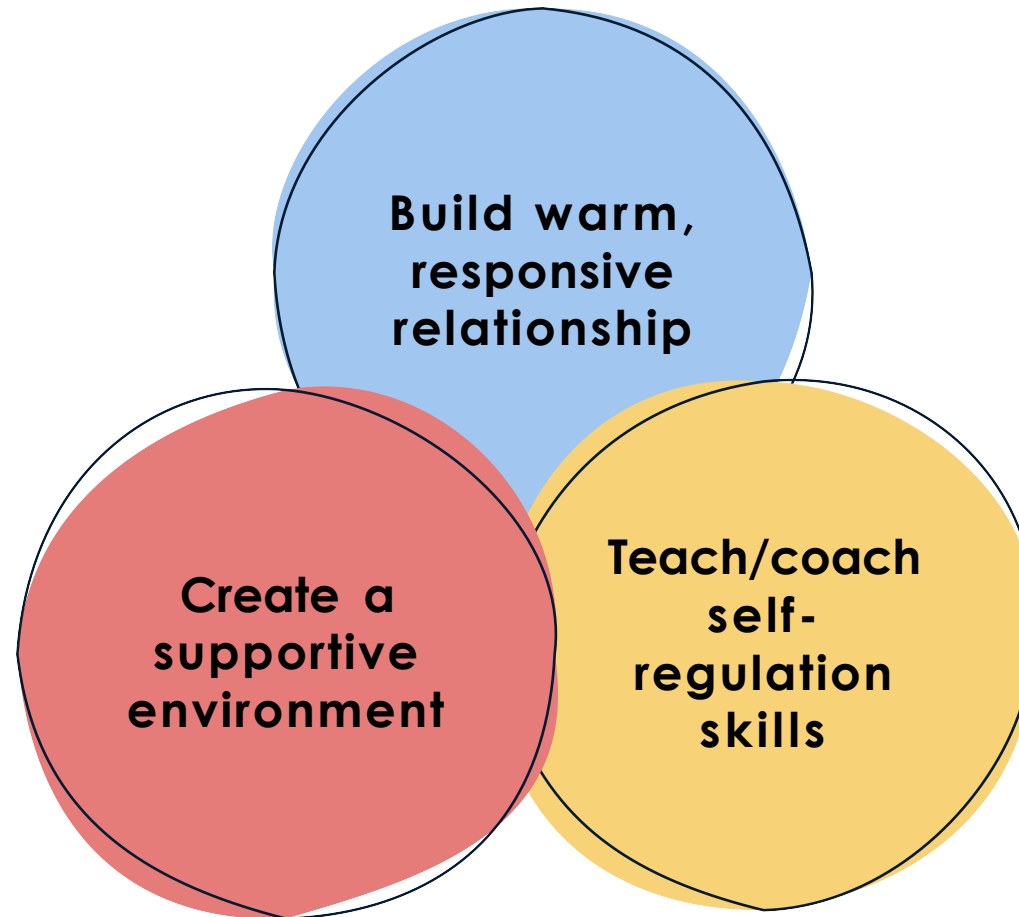


personality factors

motivation
grit
self-efficacy



Coaching is the application of self-regulation



What is coaching?



Six elements of coaching

- **Structured process for goal pursuit**
- **Not directive**
- **Supportive, trusting relationships**
- **Builds self-regulation and other skills**
- **Activates motivation**
- **Accountability focuses on growth and learning**

Coaching is about...

- ~~Power over~~
- Power with
- Power to
- Power within



Coaching and SNAP E&T

- **Coaching shows promise in helping people with low incomes improve their economic mobility and well-being**
- **Coaching should be connected to opportunities for career pathways and supports (e.g., cash, transportation, child care, etc.)**
- **Coaching is possible with no new money and no policy change**
- **Requires a change in culture (mindset) and practice**



Case study: New Moms Executive Skills Coaching

NEW MOMS

STRONG FAMILIES. BRIGHT FUTURES.

We believe in **the strength, skills, and potential** of young families.

Their goals are at the center of our work together.



HOUSING



WORKFORCE DEVELOPMENT

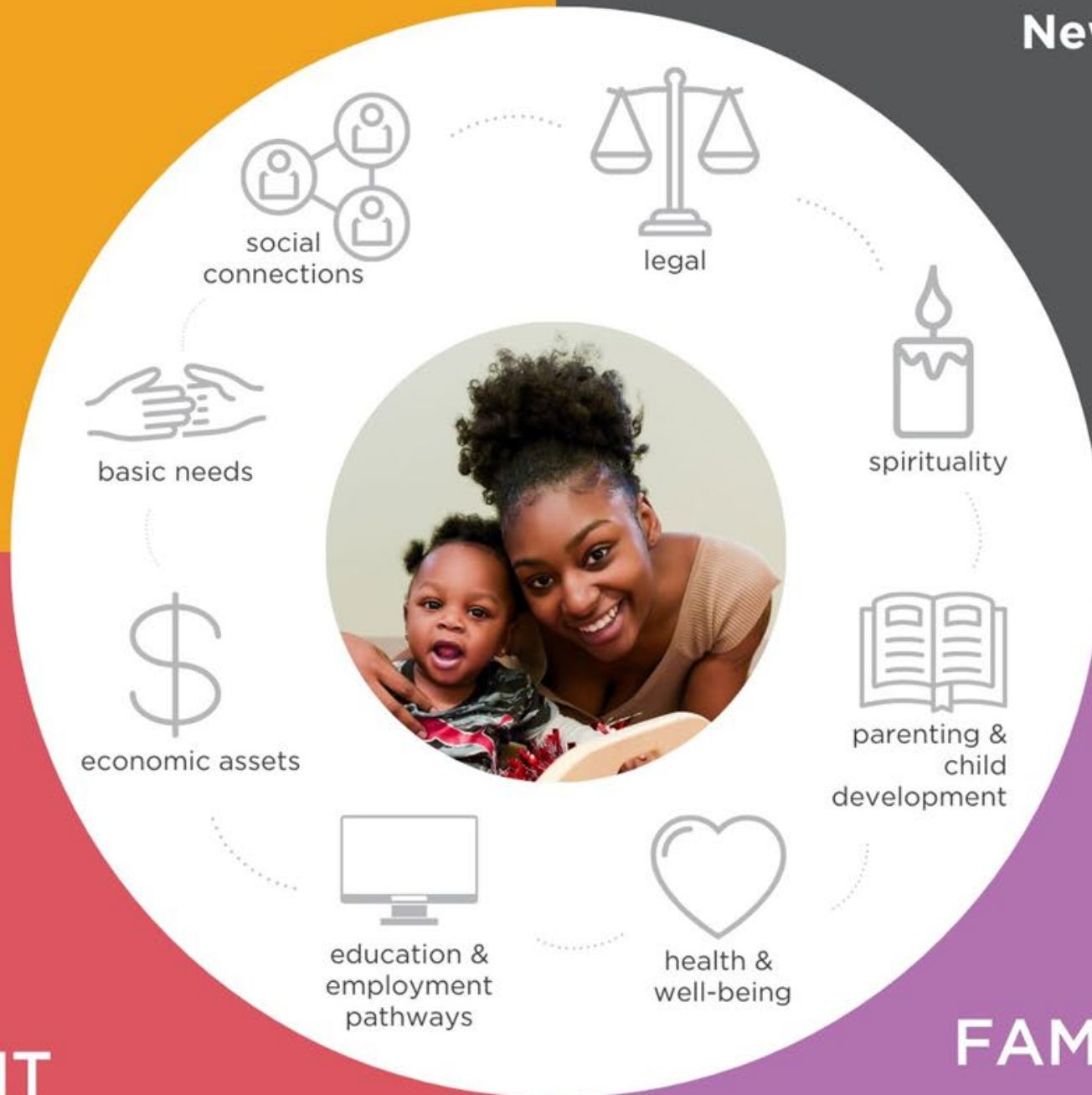


FAMILY SUPPORT

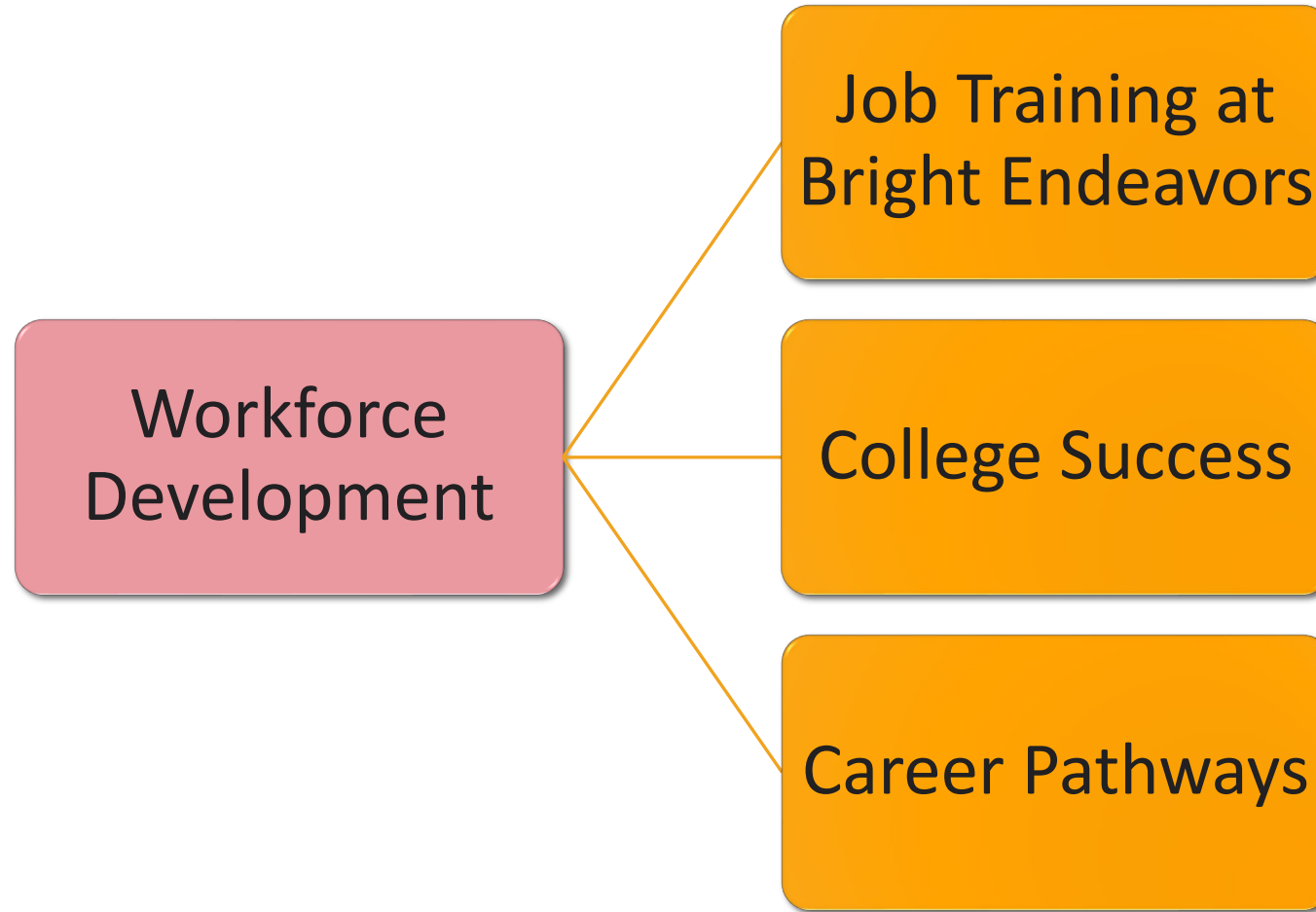


New Moms' Executive Skills Coaching Approach

bolsters the strengths, skills, goals, and potential of young moms and their children. Our model places young moms at the center as they take powerful first steps for family well-being.



Workforce Development Program Tracks



NEW MOMS

16-week Workforce Development Program Pathway

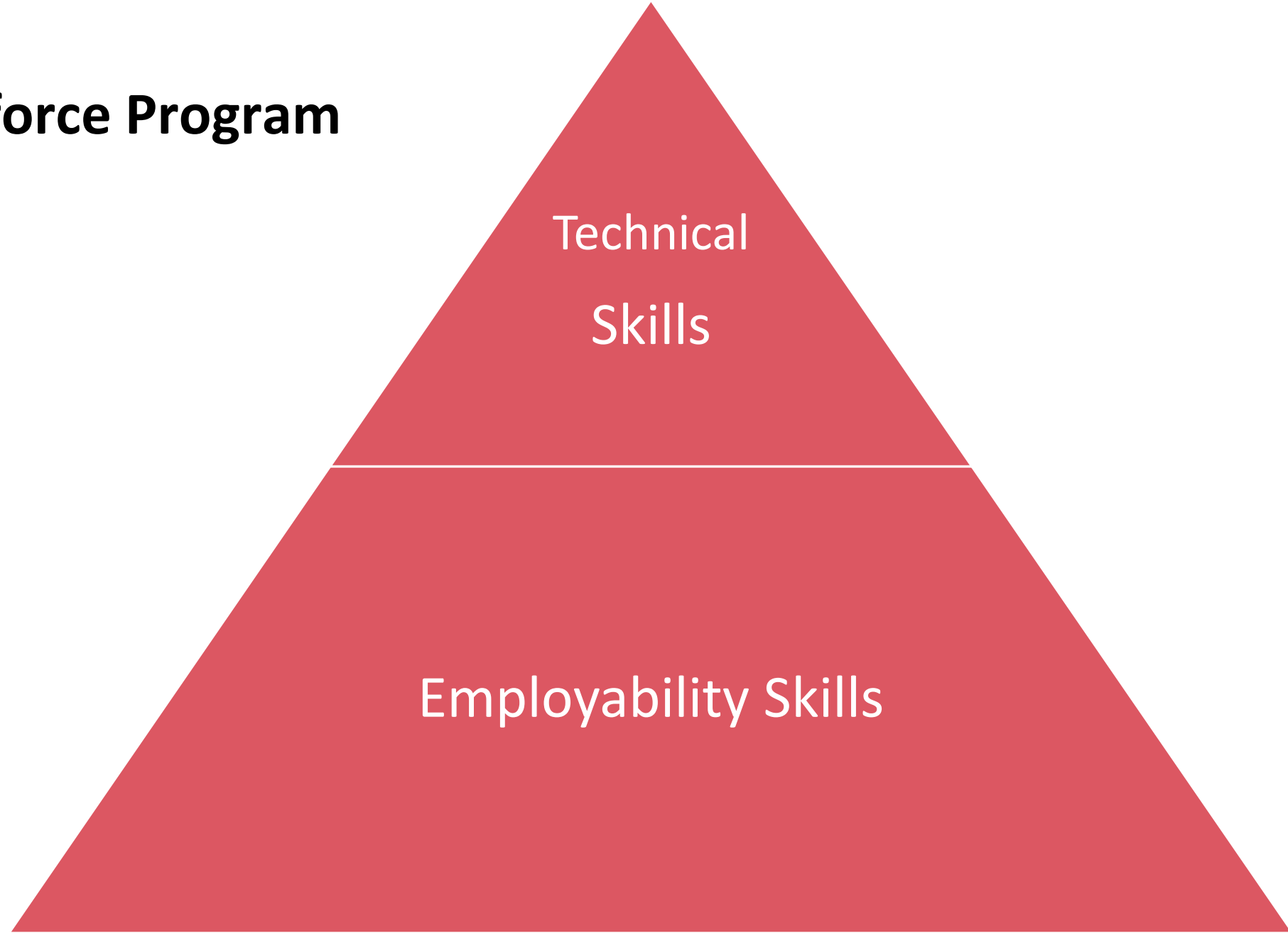


SNAP to Success (SNAP E&T)

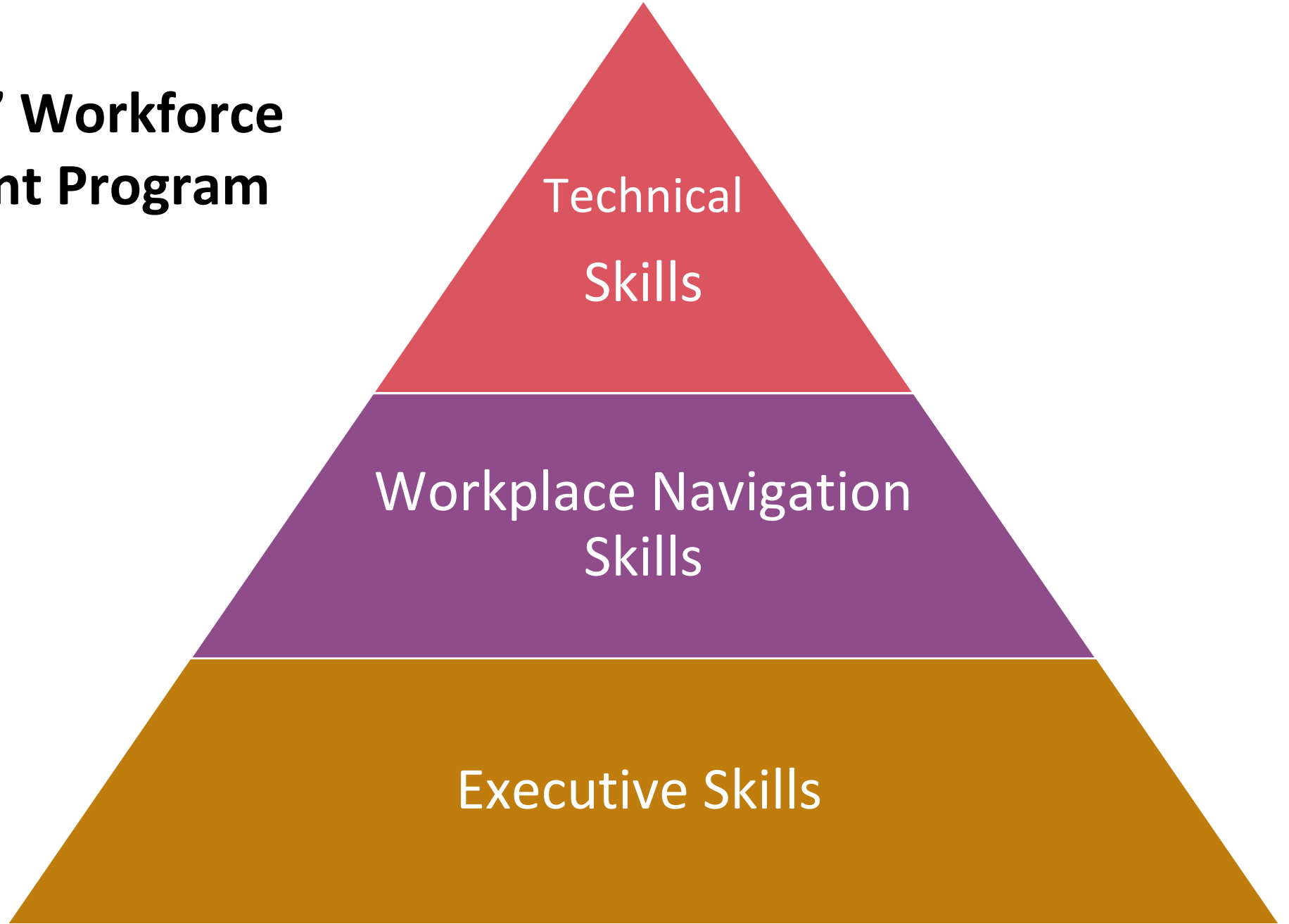
- 16 flagged for 2024: can co-flag with non-federal funding sources
- Participant expenses eligible for reimbursement after 60 hours of programming (week 3)
- Emphasis on/reimbursement for SNAP E&T components:
 - Basic education
 - Vocational training
 - Work experience
 - Supervised job search
 - Job readiness

+ Job retention & ~~case management~~ Coaching provided in conjunction with all above

Common Workforce Program Structures



New Moms' Workforce Development Program Structure



Scaling Executive Skills at New Moms



The Goal is Goal Achievement



How We Organize

- Organization
- Time Management
- Planning/Prioritization

How We React

- Response Inhibition
- Flexibility
- Emotional Control
- Stress Tolerance
- Metacognition

How We Get Things Done

- Task Initiation
- Sustained Attention
- Goal-directed Persistence
- Working Memory

Executive Skills result in Behaviors



Our behaviors are **normal** in the context of our life experiences, institutional barriers we might face, and resources we have.



Strengthening skills and mitigating unhelpful behaviors at any age means we can tackle more complex tasks & goals.

Executive Skills Reflection



- What are your top 3 strengths/bottom 3 struggles.
- How do your ES strengths & struggles result in behaviors at work?
- How do your ES help or hinder your progression to your goals?

Environmental Modifications

Reduce stress and friction points by modifying:

- Policies and procedures
- Written materials/documents
- Physical environment
- Technology
- Tasks themselves

...to decrease barriers to goal progression!

Examples of Executive Skills-based Environmental Modifications

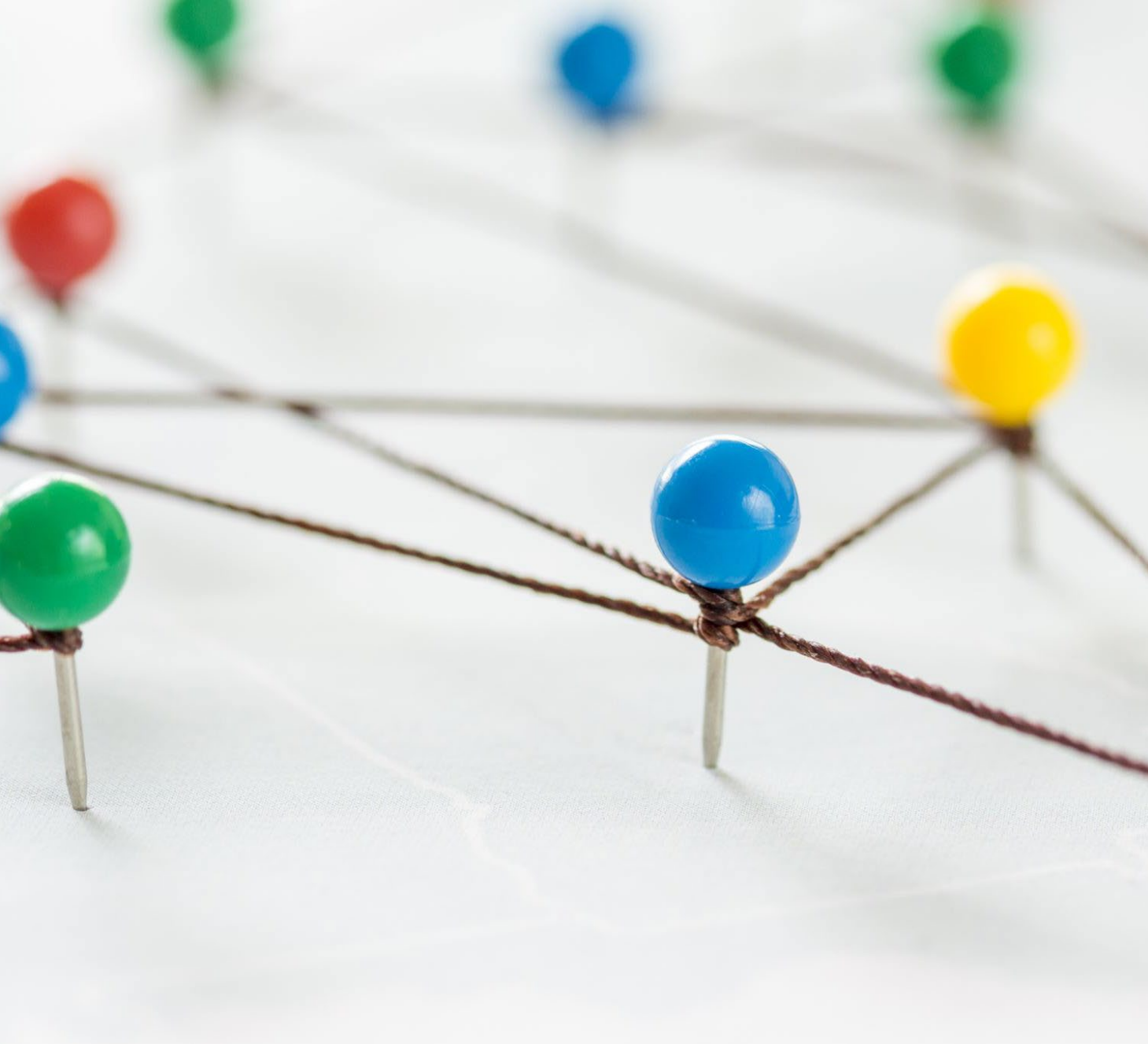
How We Organize

Organization	Establish & label a set place for an item
Time Management	Ask a coworker to help you estimate a reasonable amount of time for the task
Planning/Prioritization	Use a backwards-mapping template

“If [obstacle], then I will [modification]”

Example: If I struggle to get started with the task, then I will put on my favorite song and begin the task as the song plays.

Example: If I feel myself getting upset, then I will go into the hallway and take 3 deep breaths before responding.



Executive Skills Team Profiles



Create visual reminders

Reframe Narratives using Executive Skills Coaching Lens

She's so dramatic!

She struggles with Response Inhibition. How might this hinder her goal progression?

He's so difficult and stubborn.

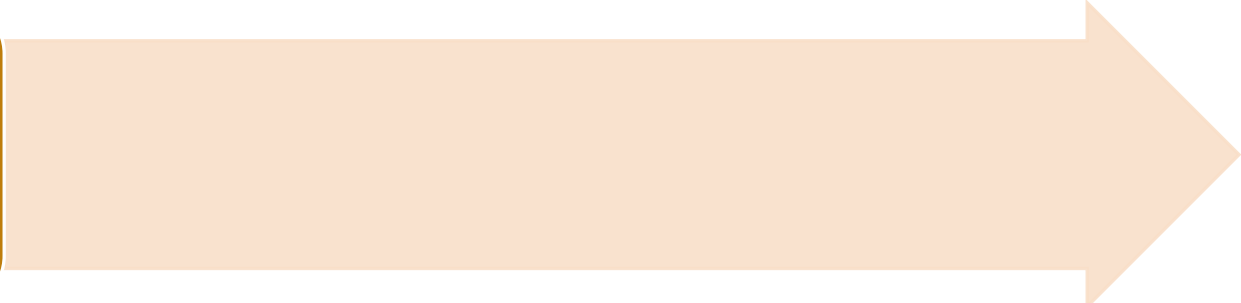
He's tunneling on his basic needs and his Goal-Directed Persistence is taxed.

She's unmotivated.

She has trouble with Task Initiation when experiencing so many stressors.

Reframe with an Executive Skills Coaching Lens

Participant misses an interview appointment.



Participant is impatient on the phone with you.



Participant brings all documentation to a meeting in a folder.





Celebrate goal
progression & goal
achievement



It's a "Parallel
Process":

All leaders, staff,
AND participants

Participant Outcomes



- Record enrollment & attendance
- Increased goal setting muscle & goal achievement
- Increased self-awareness and confidence
- Improved numeracy & literacy
- Increased job retention rates
- Increased program satisfaction

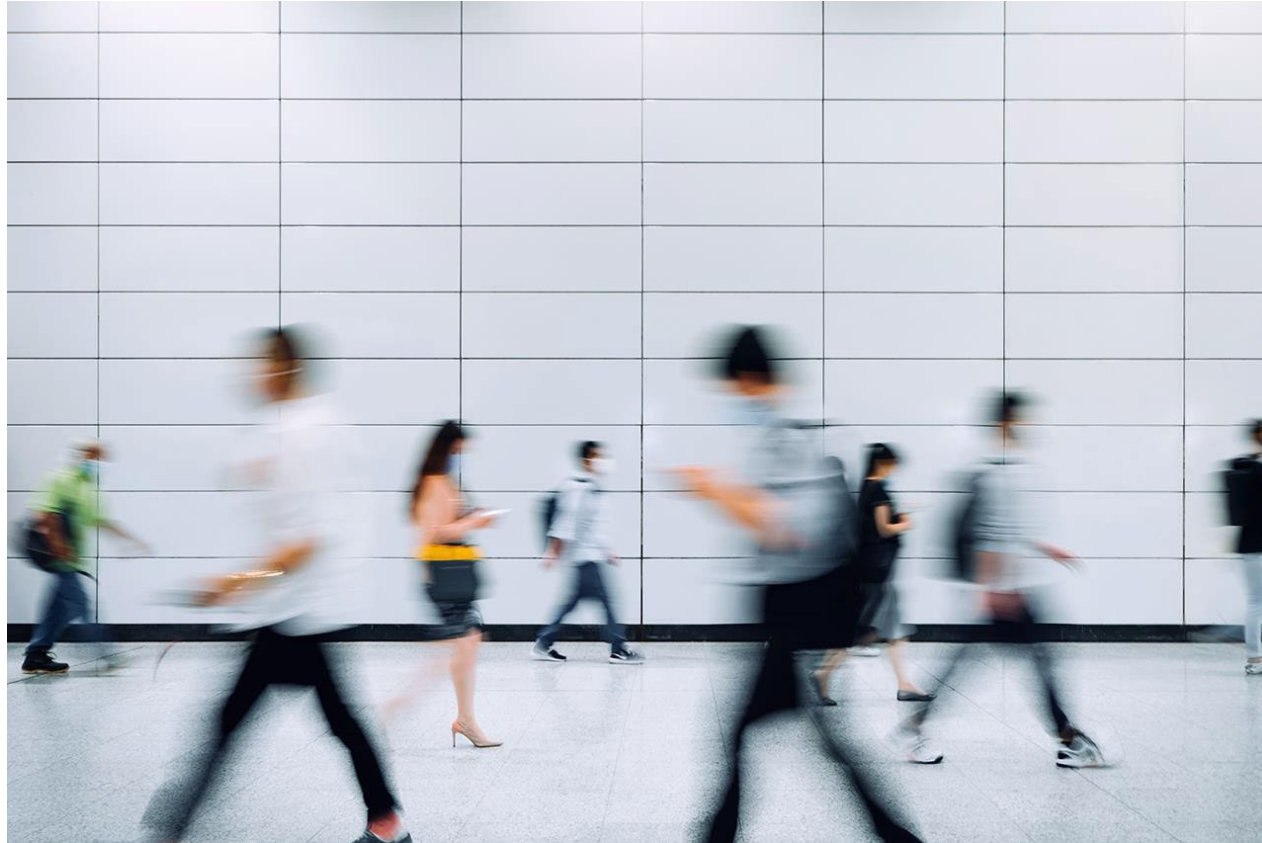
Bibliography/Additional Resources

- Ascend at Aspen Institute:
<https://ascend.aspeninstitute.org/>
- EmPath: <https://empathways.org/research-policy>
- Harvard Center on the Developing Child:
<https://developingchild.harvard.edu/>
- UCLA Center on Adolescent Development:
<https://developingadolescent.semel.ucla.edu/>



Common implementation challenges and how to address them

Challenge: Leaders are not focused or invested



Solution: Find your champions



Solution: Communicate the “why” or purpose clearly and often



Challenge: Competing priorities



Solution: Build capacity of organizations and people to do without you



Program environment or context

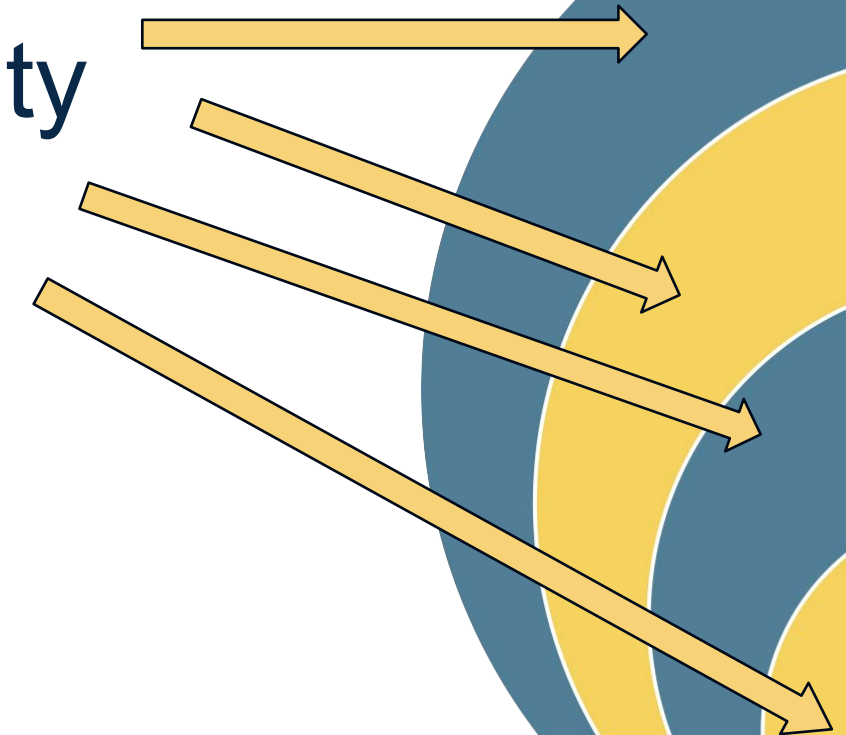
Leadership

Program structure/
culture

Staffing/staff
development

Direct
practice

Build capacity
holistically



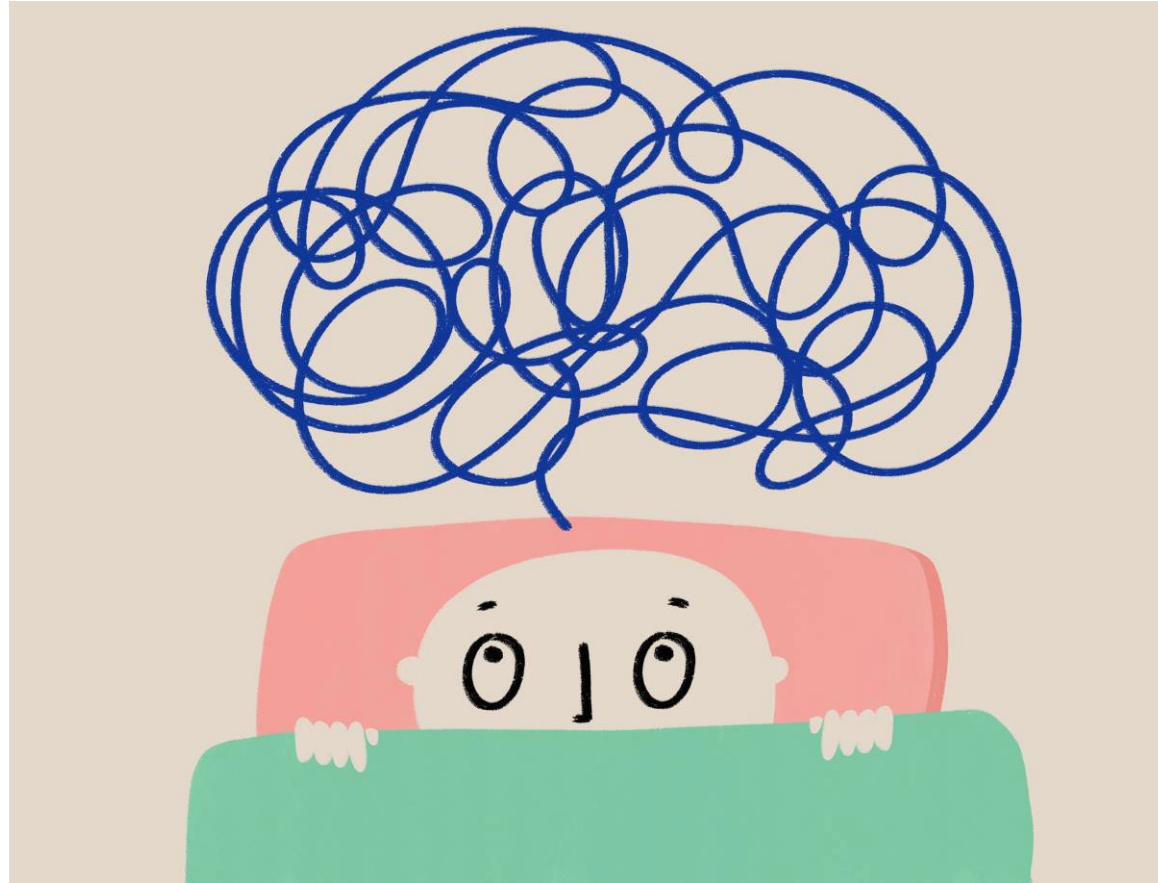
Challenge: Pressure to meet SNAP E&T requirements



Solution: Lead with motivation, make meaning of the requirements



Challenge: Staff don't know what to do



Solution: Define and regularly communicate what you want people to do differently in their context



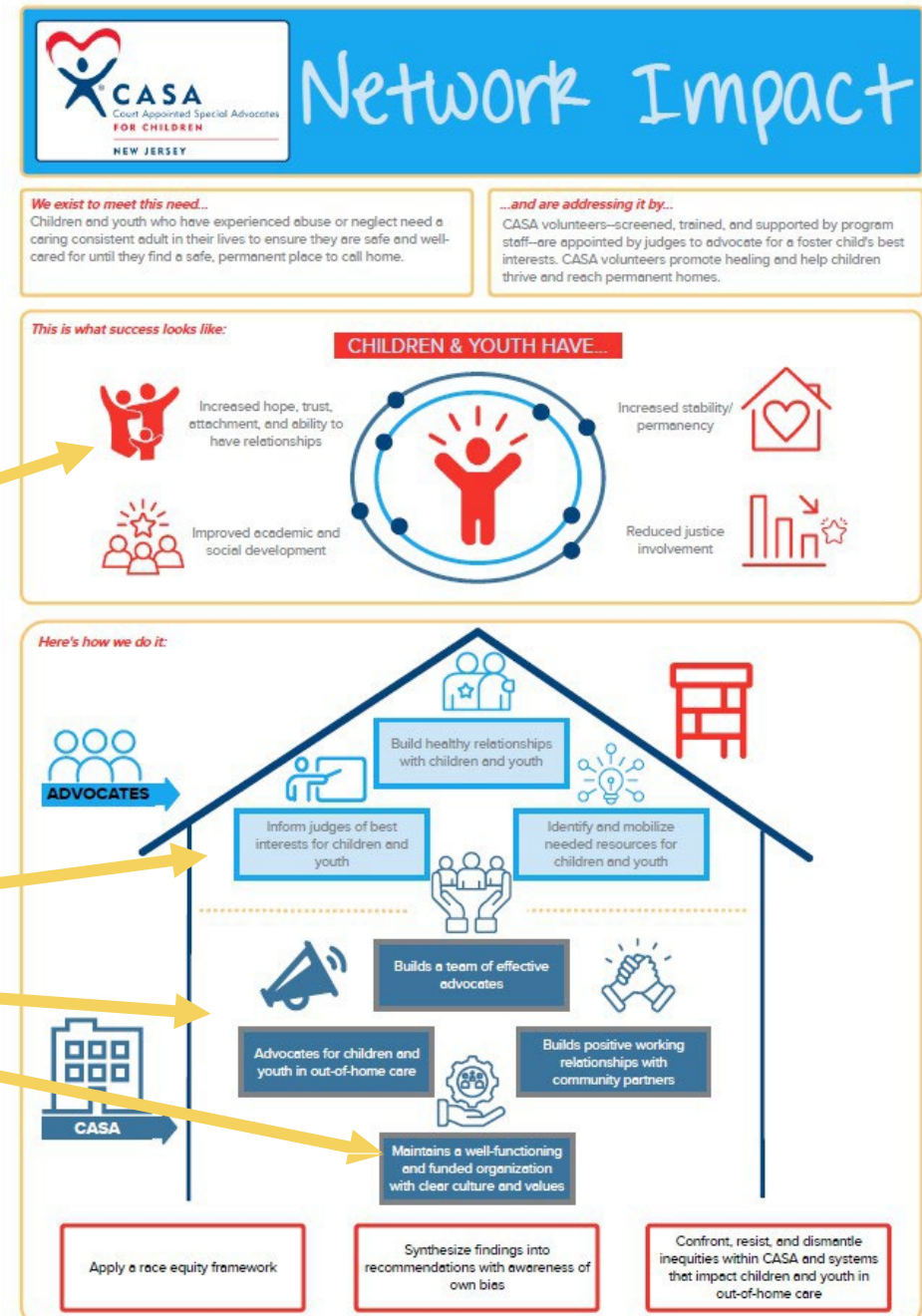
Example: CASA Network Impact

Needs

Outcomes

Core components
of advocates, staff, and leaders

Foundation of race
equity



What program leaders need to do well

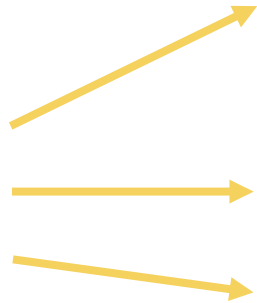
Core competencies and best practices

CASA of New Jersey: Leadership Impact Framework

Core practice	Competency	Best practice	Rating			
			Consistently true	Somewhat true	Not at all true	N/A
Articulates the vision and strategies						
Defines and communicates the vision and strategy	Envisions and defines possibilities	Articulates a vision that motivates and directs the services and the people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mobilizes teams	Unifies the individual strengths of people in working toward a common goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lives the vision	Mission and vision-driven	Promotes staff mindsets and behaviors that further the mission and vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Authenticity	Embraces the totality of who we are rather than who we think we should be	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Transparency	Keeps teams and people informed and aware of information that is relevant to them; does not operate with a hidden agenda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages diverse people, positions, and perspectives	Confront and dismantle racism	Understand and confront race equity and intersectionality; articulate, dismantle and identify inequities within and outside of the organization; willing to power share and shift power and invest resources to support impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Active listening	Gives others undivided attention; defers judgment; asks questions rather than jumping to conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Psychological safety	Creates an environment where people feel safe to share ideas, ask questions, and admit mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Self-reflective decision-making	Reflective about one's strengths and limitations; seeks input from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Self-awareness	Aware of stereotypes and cultural biases in interactions with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leads brave and ready to do the hard things	Courage	Takes risks and is vulnerable even when the outcome is uncertain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Vulnerability	Leads from a place of strength and authenticity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Trustworthiness	Acts in a way that people believe the reliability and truth of their words and actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Empathetic	Works to understand the thoughts, feelings, and viewpoint of another person and acts on that understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Energizes our people, partners, and champions	Motivation	Evokes motivation among others to propel quality services for children and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What program staff need to do well

Core Components



CASA of New Jersey: Stepping Stones to Impact (Staff)

	Rating			
	Consistently true	Somewhat true	Not at all true	N/A
To improve the well-being of children and youth in out-of-home care, staff must strive to:				
1. Build a reliable team of skilled advocates				
a. Coaches and supports advocates, listening empathically, being nondirective, motivating, and supporting while being responsive to their questions and concerns (see Train, coach, and support advocates)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Adheres to CASA recruitment plan (see CASA recruitment plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works with advocates to develop creative solutions for child/youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provides honest feedback to advocates and take corrective action when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Build positive working relationships with key partners				
a. Develops authentic and respectful relationships with other partners in service of child/youth (see Key partners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Advocate for children/youth in out-of-home care				
a. Advocates to confront, resist, and dismantle inequities within systems that impact children/youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Shares knowledge of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To effectively meet these goals, staff must:				
4. Grow and use their knowledge and skills				
a. Understands and acts according to CASA's mission, vision, values, and Core Elements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Understands and acts according to CASA standards, best practices, policies, and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Understands racism and its historical and contemporary impact on child welfare (see Areas to develop knowledge and skills) (See Race Equity and Intersectionality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Apply race equity and intersectionality as it relates to the work (See Race Equity and Intersectionality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Strives continually to increase and apply knowledge relevant to child/youth (see Areas to develop knowledge and skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Seeks and participates in professional development activities, including staff trainings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Manage the job well				
a. Works independently but reaches out for support and guidance as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Manages time well so can complete all required tasks on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Maintains accurate, real-time data (e.g., youth/child, families, advocates) (see Maintain data)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Practices a sustainable work/life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Develops authentic and respectful relationships with other CASA staff and leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Works effectively as part of CASA team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Maintains clear boundaries when working with children, families, and advocates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What the organization needs to do well (organizational assessment)

Organizational Assessment Tool

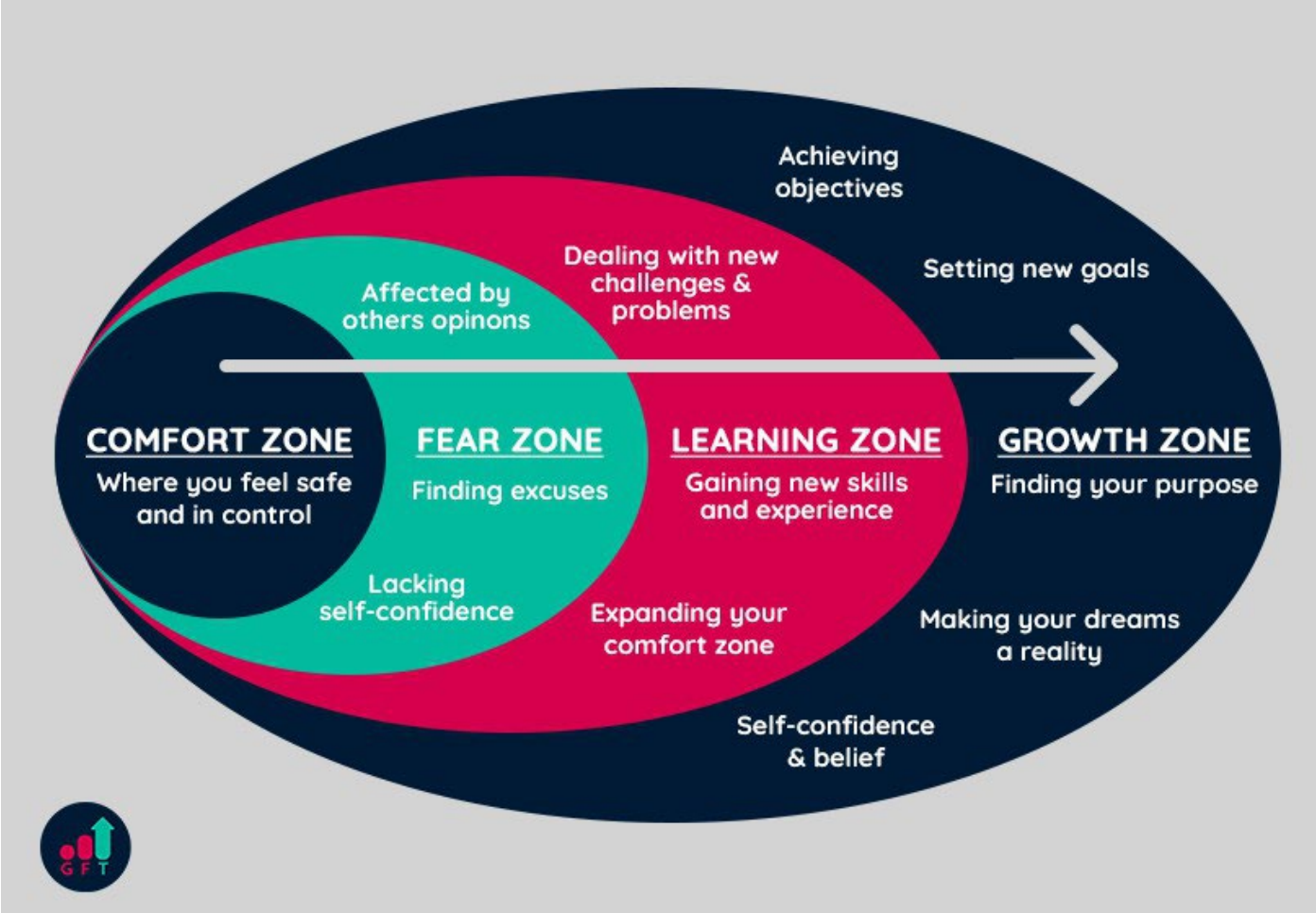
In Place – Components are part of the system and “evidence” of it is observable and/or measurable.
Partially in Place – Part of the component has been established, the component has been conceptualized but not fully used, or the component exists, but is not being utilized on a regular basis.
Not in Place – The component does not exist or has not yet been initiated.
Priority – If the component’s status is partially in place or not in place, then indicate the level of priority the group places on addressing it.

	Implementation status			Priority (if partially or not in place)		
	In place	Partially in place	Not in place	High	Moderate	Low
1. Develop Healthy Culture and Climate (leadership)						
a. Leaders co-created the mission and values statements with staff and Board and reviews annually	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Leaders clearly and frequently communicate the mission, vision, values and CASA Core Elements to staff and advocates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Leaders create a shared sense of purpose and direction that can inspire and that others can rally around	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Leaders align decisions and actions with the defined vision and mission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Leaders are transparent with staff and advocates in making organizational decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Leaders include staff in strategic planning (e.g., co-create goals, objectives, and plans; developing a plan for monitoring; developing a budget)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Leaders create a safe and inclusive environment. Includes: trust, vulnerability, respect, transparency, appreciation, celebration, authenticity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Leaders welcome and act on feedback from staff and advocates and admit when they have made a mistake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Leaders practice self-reflection, awareness, and life-long learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Challenge: Staff resistance to change



Solution: Use coaching to support behavioral change and growth



Challenge: Program makes limited to no progress with implementation



Solution: Structure the environment to support desired behaviors

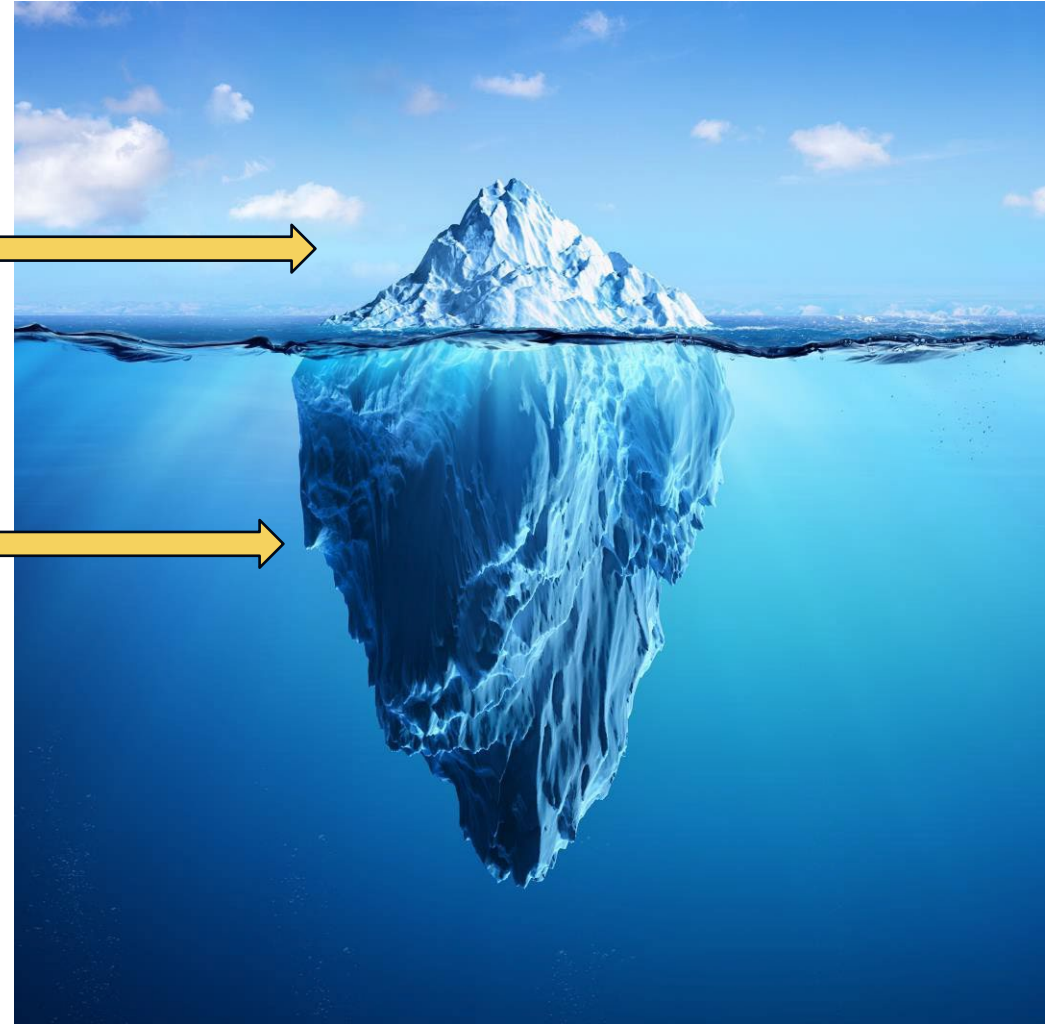
- **Make it easy for people to do the right things and hard for them to do the wrong things**
- **Make behavior automatic (e.g., habits and routines)**
 - Design the environment for the people and the system (organization)
 - Change requires reengineering a series of connected behaviors
- **Design and implement change at multiple levels in your organization (systems change)**

Systems support desired behaviors

Behaviors



Systems



Finally, learn and innovate to continuously improve

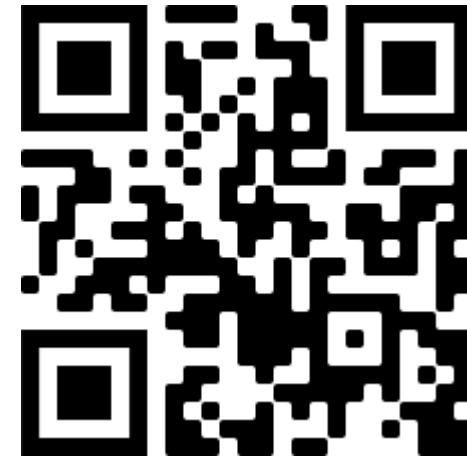
- **Gather data early and often about implementation progress**
 - Road tests (formative evaluation) can be used to refine the practice, improve implementation, or both
- **Regularly assess implementation quality**
- **Set outcome benchmarks and track progress**
- **Revise when and where needed**



For more information...

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QR: <https://adjacentpossible.co/>



Thank you!

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