

How to Plan and Implement a Road Test

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Mathematica Policy Research

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INTRODUCTION

What is a road test?

A road test is a structured process that helps strengthen the design and implementation of a new program strategy before scaling. It begins by implementing the new approach on a small scale, in a contained practice setting. Often, small numbers of staff and clients participate over a short period and provide structured feedback about their experience. This feedback is then used to refine the strategy itself, improve its implementation, and examine the contextual factors that might influence outcomes.

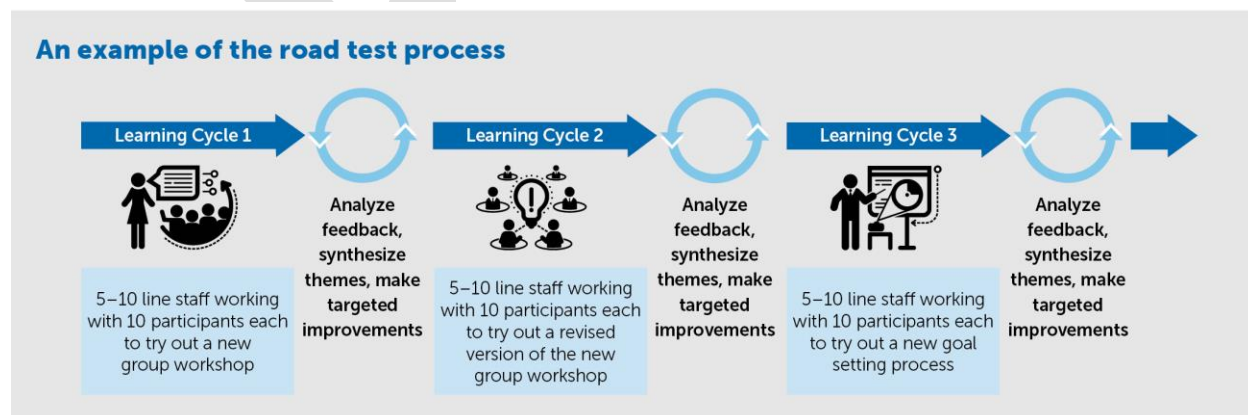
Why conduct a road test?

A road test enables programs to try out and refine a new idea or strategy on a small scale before committing to a particular approach or scaling up. It identifies weaknesses in design or implementation that can be corrected and tested again, before expending resources to implement the program change more widely. Without using this intentional and incremental process, the change might ultimately be abandoned due to complications related to implementation or perceived ineffectiveness, resulting in wasted energy and resources. Even evidence-based approaches are at risk of failure if their piloting does not account for local context and incorporate time and space for adjustments to the approach or to the environment.

How does a road test work?

A road test often includes two or more feedback periods, known as learning cycles, in which a carefully selected strategy is used for about four to six weeks and then refined based on feedback from staff and program participants. Feedback can be collected through surveys, interviews, or focus groups and then analyzed to understand implementation strengths and challenges. This approach is designed to be accessible to programs without dedicated research staff, though outside researchers can be a resource for conducting road tests. In the figure below, staff first test out a new group workshop and then try out a revised group workshop in the second learning cycle. Each learning cycle is four to six weeks with time to reflect on the feedback between cycles.

Figure 1. The Road Test Process



When should we do a road test? How do we know if we are ready for a road test?

You will be ready for a road test when you can clearly articulate the strategies and tools you want to try out and *why* you think these strategies and tools will help. Be clear about what specifically you think the strategies and tools will change in the short term in terms of attitudes and behaviors of staff and customers. For example, perhaps you think a goal-setting tool will improve customers' engagement with staff.

To get ready, you will need to carefully and critically consider which elements of CalWORKs 2.0 will help your county bolster its CalWORKs program and/or address specific challenges related to participant engagement or outcomes. The Learn, Innovate, Improve (LI²) process, described in Section A below, can help you do this.

Who should be involved in the road test?

Planning team. Typically, a small group of key staff facilitates and coordinates road test planning. This group can usually benefit from obtaining the input of select program leadership, supervisors, and staff.

Implementation team. During the road test, we recommend only 5 to 10 staff members actually test out the new strategies or tools.

Data collection and analysis team. This could take a variety of forms, but often county research staff, data teams, and/or administrative staff help with data collection and analysis. This is usually not a highly labor-intensive process and can often be done by one person if needed.

Review team. At the conclusion of the road test, a team of staff should review the data collected and plan for the future. The review team often includes all of the members of the planning team. We also suggest that the implementation team (that is, all staff that tested out the tools during the road test) participate in reviewing the data and planning future work.

Sections of this guide

- Section A briefly describes LI².
- Section B describes the steps of planning and implementing a road test.
- Section C summarizes the resources available to help counties plan and implement road tests.
- Section D includes some tips for success.
- The appendix includes resources, including templates and tools, for you to use as you plan and implement the road test.

A. LEARN, INNOVATE, IMPROVE (LI²)

A road test implies you are at the point where you want to test something new. Prior to testing something new you should thoughtfully consider your county's motivation for change and how the CalWORKs 2.0 culture change and related tools and resources can facilitate that. Learn, Innovate, Improve (LI²) is one diagnosis and design process you could use (see figure 2).

Figure 2. Learn, Innovate, Improve (LI²)



The basics of each stage in the LI² process are described very briefly below. For much more information about LI², check out the [“Learn, Innovate, Improve \(LI²\): Enhancing Programs and Improving Lives”](#) brief, published by U.S. Department of Health and Human Services, Office of Planning, Research, and Evaluation.

- **LEARN:** The first phase focuses on clarifying your county's motivation for shifting to CalWORKs 2.0, identifying any specific issues or problems you think doing so will address, and understanding contextual factors that may support or inhibit implementation of CalWORKs 2.0. During this phase, you will want to:
 - Complete [the CalWORKs 2.0 county self-assessment](#), by carefully and objectively evaluating your county on the key elements of CalWORKs 2.0
 - Map out how customers move through your program currently (this will help determine when and how to use some of the customer-facing tools supporting CalWORKs 2.0)
- **INNOVATE:** The second phase focuses on prioritizing implementation of CalWORKs 2.0 strategies and tools, as part of a broader culture shift. The CalWORKs 2.0 conceptual model and the tools developed to support it draws upon and is informed by research evidence, behavioral and social science, and practice wisdom. That said, not all the tools are relevant

or fit well with the existing service delivery process in all counties. During this stage, counties should:

- Carefully consider which strategies or tools to implement. You could focus on tools that you think will be most helpful to clients or staff, those that are the most similar to something you already do (making incremental change), or those that represent the largest shift. It all depends on your preference for how you advance toward full implementation of CalWORKs 2.0.
- Create a road map for change to guide the road test. The road map for change specifies:
 - **Strategies:** Which new strategies and tools you will use and with whom (e.g., clients, staff).
 - **Targets:** Which cognitive or behavioral changes among program staff or clients the new strategies and tools will target.
 - **Outcomes:** What you hope would change as a result of adopting the new strategies and tools.
 - **Contextual factors:** Other things going on in the program environment that might be expected to shape the strategies, targets, and/or outcomes.

An example road map for change and template are available in the appendix.

- **IMPROVE:** The third phase (Improve) encompasses the road test process —described in the remainder of this brief. This phase can also involve increasingly more rigorous research methods to strengthen the design or implementation of new strategies or tools and determine their impact on key outcomes of interest.
 - Use this manual to help you plan and implement a road test.

B. ROAD TEST STEPS

Road tests generally follow six steps, each of which is described below. The appendix of this guide contains resources such as templates, tools, and examples from other counties that might be useful as you embark on road testing strategies and tools. Table 1 summarizes the road test steps and the resources available in this guide.

Table 1. Overview of road test steps and corresponding resources in this guide

Road test steps	Templates and examples
1. Plan for a road test	Webinar Work plan (includes detailed description of tools/strategies, learning questions, and schedule)
2. Plan for data collection	Work plan (includes data collection plan) Staff survey Customer survey Interview questions for staff
3. Train and prepare staff	
4. Conduct road test	
5. Analyze data	Example presentation
6. Review data, revise strategies, and plan for the next learning cycle	Example presentation

1. Plan for a road test

Ensure participating staff understand basic information about road tests

It's important for all staff involved with the road test planning, implementation, and analysis to understand the basics of a road test. Start the process by ensuring everyone understands what a road test is and isn't, and the purpose of a road test. Ask staff to [watch this webinar](#) that covers basic information about road tests (staff will need to register to view it).

Create a work plan

The work plan, created by the planning team, can be a guiding document throughout the road test process. Road tests may involve coordinating the efforts of several different staff members, who might not normally interact with one another. Communicating information about the road test and ensuring everyone is on the same page is important to success. A work plan can help ensure all the key information is summarized in a single document.

Create the work plan as you continue with the steps listed below. Once complete, the work plan will contain:

- Detailed description of how you will implement the strategies and tools for the road test
- Learning questions
- Schedule
- Data collection plans

Appendix resource: [Work plan template](#)

Clearly describe the details of how your county will implement the strategies and tools during the road test

Decide and describe in detail who, how and when you will use the strategies and tools. The planning team will need to make these decisions based on what makes sense for your county, drawing heavily on your work before the road test, including county self-assessments, a map of your case flow, and insights from staff at all levels.

For conducting the road test, the planning team will need to be very specific about the details and share this information with the entire road test team. A table can help summarize this information in the work plan so that everyone knows the detailed plan. Table 2 shows an example of detailed plans for testing out three tools and one strategy. The table appears as a template in the work plan in the appendix.

Table 2: Example detailed description of how to implement strategies and tools

	Goal-Plan-Do – Review (tool)	CalMAP (tool)	Triage Tool (tool)	In-person meetings (strategy)
What	Short-term goal-setting tool for use with customers	Tool for quickly assessing a customer’s current situation	Tool for gathering high-level information about a customer	Meeting monthly with customers in-person
When	During every interaction with customer during road test	During OCAT assessment	Before OCAT assessment	Monthly
Who – Staff and clients	5 staff members in each office Each staff member works with 3 to 5 customers of their choice	2 staff members Use with 10 different customers during the road test	4 eligibility workers Use with 10 different customers during the road test	5 staff members in each office Each staff member works with 3 to 5 customers of their choice
How	Staff member will approach customer with tool; customer	Introduce and give CalMAP to customer before OCAT, conduct OCAT, then ask the	Ask customer to fill out the tool; customer can refuse to participate	Ask customer to attend meetings in person; call customer before

	Goal-Plan-Do – Review (tool)	CalMAP (tool)	Triage Tool (tool)	In-person meetings (strategy)
	can refuse to participate	customer to fill in the CalMAP and have a conversation with the customer about his or her current circumstances		meeting as a reminder
Next steps	Identify the staff to participate Develop training for staff	Ask Megan and Kesha to participate	Ask for volunteers from staff to participate Train staff	Identify staff to participate

Appendix resource: [Table template](#) (in the work plan template)

Create learning questions to focus each cycle of a road test

Learning questions guide and shape the collection and analysis of formative feedback during a road test. The planning team should draft the learning questions. Simply put, a learning question specifies what you hope to learn from a road test cycle. In considering a learning question, it is important to remember that a road test is *not* designed to reliably answer questions of effectiveness or impact (that is, does this strategy cause that outcome or change?). Rather, a road test focuses on the quality of the implementation of a strategy and seeks to understand its feasibility and usability, as well as contextual factors that might positively or negatively affect implementation. A road test offers a preliminary look at the links between a specific strategy and the targeted changes. In other words, it examines whether the expected changes are showing up among staff or clients, even if it cannot definitively determine the cause.

Example learning questions:

- How do customers respond to the CalMAP?
- How much time does using the Goal-Plan-Do-Review add to meetings?
- Do staff think the tools help them build stronger relationships with customers?
- What do staff need to do to fully integrate the tools into their work?
- How can staff/customers effectively and efficiently use the tools?

Appendix resource: [Learning questions table template](#) (in the work plan template)

Develop a schedule

Creating and sharing a schedule can help the planning team with coordinating the road test and road test team members. To create the timeline and schedule, consider your answers to these questions:

- How much time will we need to plan and prepare for the road test?

- How much time do we need to train staff?
- How much time do we need to test our strategies or tools?
- When do we want to start the road test?
- How much time do we want to have between learning cycles? How much time do we need to analyze the data?

Table 3 shows some example road test steps and a timeline. Use the table template in the work plan template in the appendix to create a similar table with the specific plans for your county.

Table 3. Example road test timeline and schedule

Road test schedule	Month 1	Month 2	Month 3	Month 4	Month 5
Staff training	Training 1		Training 2		
Road tests (6 weeks each)		Ongoing		Ongoing	
Data collection		Ongoing		Ongoing	
Weekly check-ins with staff	Planning	Implementation	Planning	Implementation	
Analyze data; revise tools/implementation			Review		Review

Appendix resource: [Schedule template](#) (in the work plan template)

2. Plan for data collection

Determine what kind of data you need to answer your learning questions

There are two main types of data: quantitative and qualitative data (see Table 4). Quantitative data are numbers, counts, and percentages and are good for summarizing countable or categorical information like how many minutes it took to use a tool. Qualitative data are personal quotes or comments and are good for explaining why or how something is happening. The planning team will need to determine which type of data will help answer your learning questions. You may be interested in both kinds of data.

Table 4. Two types of data

	Quantitative data	Qualitative data
What is it?	Numbers, counts, percentages, scales	Quotes, comments, stories
Why use it?	Better for countable or categorical information	Better for exploratory purposes; “why” and “how” questions
Advantage	Easy to analyze	In-depth information
Disadvantage	Difficult to know the “why” behind the numbers	More staff time to collect Can be difficult to analyze

Determine who can answer your learning questions

Next, the planning team should think about who can answer your learning questions and who can give you the data you want. These are the people from whom you will need to collect data. You might consider collecting data from customers, frontline staff, and/or supervisors, depending on your implementation plan.

Determine the best way to collect the data

A variety of methods are available to gather feedback to answer the learning questions, and some are better for collecting certain types of data. Table 5 summarizes various methods and their advantages and disadvantages. With the learning questions and the type of data you need in mind, the planning team consider which approach will work best for what you hope to learn.

Table 5. Methods for collecting data

Method	Type of data collected	How to collect	Resources needed to prepare (level of effort)	Resources needed to collect (level of effort)	Resources needed to analyze data (level of effort)
Surveys	Quantitative (best) or qualitative (okay)	Electronic or paper form completed by staff and/or clients	Moderate	Electronic: low Paper: high	Quantitative: low Qualitative: high

Method	Type of data collected	How to collect	Resources needed to prepare (level of effort)	Resources needed to collect (level of effort)	Resources needed to analyze data (level of effort)
Observation	Quantitative or qualitative	Electronic or paper form completed by staff about a co-worker	Moderate	Moderate	Quantitative: low Qualitative: high
Administrative data		Little additional effort	Low to moderate	Low to moderate	Quantitative
Interview	Qualitative	Staff interview each other	Low	High	High
Focus group	Qualitative	Staff meet with other staff	Low	High	High

Create a data collection plan

After you decide the methods you want to use for collecting data, you'll want to create some specific plans for when and how to collect data. Table 6 shows an example data collection plan. The work plan includes a template for the planning team to create a data collection plan. It may be useful to involve the data collection and analysis team in the planning as well.

Table 6. Example data collection plan

Data collection method	When will it be collected?	How will the data be collected?	Who will collect the data from the respondent?	Who will store the data/how will it be stored?	Who will do the data entry?
Staff survey	After each interaction with customer	Electronic/online	Staff complete form themselves	Stored online	N/A
Customer survey	After each interaction with tools	Paper	Staff hand form to customer; customer returns form to front office	Administrative team	Administrative team

Data collection method	When will it be collected?	How will the data be collected?	Who will collect the data from the respondent?	Who will store the data/how will it be stored?	Who will do the data entry?
Interviews with staff	Twice; once in the middle of the road test and once at the end	Electronic notes	Supervisors	Supervisors	Supervisors will take notes during the interview
Focus group with customers	Once at the end of the road test	Electronic notes	Supervisors	Supervisors	Supervisors will take notes during the focus group

When filling in the data collection table, remember:

- **Timing is everything.** As you plan the timing of a survey or an interview, consider a frequency (biweekly, after each staff–client meeting, or maybe just once during the learning cycle) that aligns with the use of the new strategy. For example, if you are road testing a new client assessment process, it might make sense to ask for staff feedback after each use; on the other hand, if you are road testing a weekly client support group, a midpoint and a final feedback questionnaire completed by clients might be more appropriate.
- **Collecting feedback should be as minimally burdensome as possible.** Staff and customers already have a lot going on at work and in their lives. Using freely available online survey tools will enable you to customize and deploy web-based questionnaires to staff and clients; many of these tools also automatically organize the data graphically or in a spreadsheet, which may help you analyze the information more quickly.

Appendix resources: [Data collection plan template](#) (in the work plan template)

Determine the types of feedback questions you need to ask and create data collection instruments

The data collection and analysis team should determine the types of questions and then create the data collection instruments (surveys, interviews, etc.). Every question asked—whether on a form, in an interview, or posed to a group—should answer one or more of the learning questions for the road test. Gathering helpful feedback to answer your learning questions relies on asking the right questions. Meaningful feedback questions are marked by a few key characteristics, including the following:

- They are short and specific.
- They account for a range of relevant perspectives (for example, frontline staff, supervisory staff, clients, external vendors).

- They address implementation considerations related to *time* (how long did this take?), *process* (how did you use this tool?), and *response* (how did the client react to this process?).

There are two main types of questions: closed questions and open-ended questions. Closed questions include multiple-choice questions, yes/no questions, scale questions, and some fill-in-the-blank questions. Open-ended questions do not have pre-identified responses; instead, respondents provide a short answer. Closed questions are more common in surveys, while interviews and focus groups tend to use open-ended questions. For each learning question, consider whether closed or open-ended questions will answer your learning question and draft feedback questions accordingly.

Be careful if you plan to collect sensitive data about customers. Sensitive data can include personally identifiable information, including names, addresses, and birth dates. These types of data should be collected and stored securely. Be especially careful about collecting or storing these data online.

Appendix resources: Example surveys for [staff](#) and for [customers](#); example [interview questions for staff](#) (these are real-life examples that other counties have used)

3. Train and prepare the implementation team

Train the implementation team on the strategies or tools you will road test

Train the staff who will be implementing the new strategies and tools. Effective training is key to ensuring the road test will generate useful information about the implementation of your strategies and tools. Trainings will vary widely based on the strategies and tools. This guide is focused on the general road test process, and so this document will not go into more detail about training.

Inform implementation staff of data collection process and procedures

Use the training time to inform the implementation team about your learning questions and data collection plans. The learning questions will help the implementation team see why you are collecting certain data. Describe the data collection plans and be sure staff understand their role in data collection. For example, the implementation team might need to give surveys to customers to fill out and fill out an online survey themselves. Be sure to show staff the data collection instruments (for example, surveys, interviews) so that they know what kinds of questions are included.

4. Conduct road test

Now you're ready to conduct your road test. Begin using the strategies or tools and begin collecting data. Throughout the road test, and especially in the beginning, it might be useful for the planning team to:

- **Offer supports to the implementation staff.** Staff might have questions as they begin implementing a new tool or strategy. Create a space for staff to ask questions and brainstorm

possible solutions. Consider holding a weekly meeting with staff participating in the road test to have these conversations.

- **Check that the data are being collecting properly.** As needed, remind staff to fill out surveys or ask customers to fill out surveys. The data collection and analysis team may want to check to see whether you are collecting the number of surveys you expect. Check that key information (such as case numbers or other tracking information) is being properly documented.

5. Analyze data

Once you have collected feedback from relevant stakeholders such as supervisors, staff, and clients for the designated learning cycle period, it is time to analyze and interpret the information. Recall that the road test is not meant to answer questions related to causal impact or effectiveness, nor is it capable of doing so; therefore, the analysis step should not focus on interpreting data in this way. Rather, analysis should seek to identify *strengths* and *challenges* with respect to the implementation process as well as *opportunities* and *concrete suggestions* for improvement.

Quantitative and qualitative data will need to be analyzed and summarized differently. The appendix includes a presentation with some examples of how to analyze the data and summarize it in tables and reports.

Quantitative data are often summarized in two ways:

- **Frequencies** are used for multiple choice questions, yes/no question and scale questions. They can be presented as percentages (50 percent of staff) or counts (5 staff). For example, 73% of staff agreed that using the tool make it easier for them to communicate with the customer.
- **Averages** are used to summarize numerical data. For example, the average age of customers was 24. It may also be used to include a range alongside an average. For example, customer ages ranged from 19 to 32.

The goal of qualitative data analysis is to pull out the common ideas across the responses. To do this, put all the responses in one place. For each question, read all the responses and notice any ideas repeated in multiple responses. If possible, organize the responses into these repeated ideas. For example, perhaps one set of responses suggest that using the tools helped staff learn more about the client's needs, while another set of responses suggest using the tools streamlined the process of learning about the client's needs. As needed, identify additional common ideas and categorize the responses. Repeat this process for each qualitative question, then consider common ideas across questions. Write down these high-level common ideas.

The data collection and analysis team may include county research staff, data teams, and/or administrative staff. The data analysis is usually not a highly labor-intensive process and can often be done by one person if needed.

Appendix resource: [Example presentation](#)

6. Review data, revise strategies, and plan for the next learning cycle

Review and reflect on the data

Once the data collection and analysis team has identified the themes, trends, and key takeaways from the road test feedback, the summary information (graphically, written, and/or orally) should be shared with the review team.

Consider these thought questions in examining the feedback:

- What seems to have worked *consistently* well and not so well? What was *inconsistent*?
- What, if anything, was surprising, given expectations about how the new strategy would work?
- Does the feedback suggest that staff or client attitudes, behaviors, or skills are changing?
- How might we build on and use our strengths (aspects that have worked well)?
- How might we address or resolve the challenges that arose (aspects that have not worked well)?

Appendix resource: [Example presentation](#)

Revise implementation of strategies and tools as needed

Use this discussion as an opportunity to engage staff in brainstorming concrete, practical solutions to the challenges and issues identified. Based on the suggestions offered, determine what changes to the strategies and tools are reasonable. Consider how and why these revisions will help your county move toward your goals. As you revise the strategy, be sure to document the changes by updating any materials (e.g. the road map for change).

Newly introduced or revised strategies or tools, based on the decisions made following an initial learning cycle, might warrant additional road testing. In some cases, you might decide to abandon a particular strategy altogether.

Plan for next learning cycle

The final stage might be to plan for another learning cycle or road test. To do so, revisit the specific strategies or tools you will try out during the road test. Like before, you should set new or revised learning questions, make a schedule and make plans for data collection.

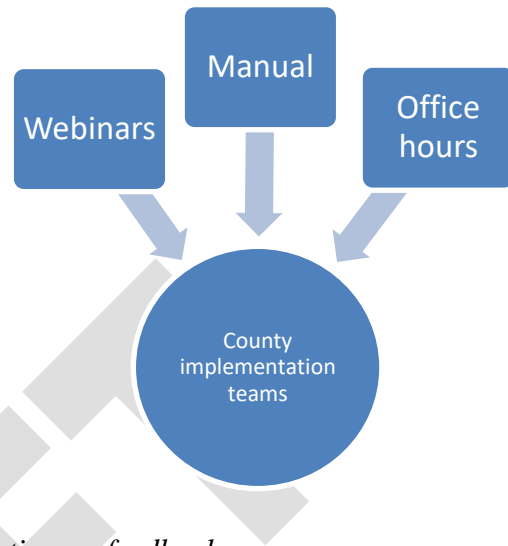
Appendix resource: [Example presentation](#)

C. ROAD TEST ASSISTANCE AVAILABLE TO COUNTIES

Besides this manual, other supports are available to counties that want to conduct road tests.

Road test webinars

- *Using a Road Test to Improve Human Services Programs*
 - Overall summary of road tests
 - [Click here](#) to view the webinar on-demand at any time (you will need to register)
- *Planning and Implementing a Road Test*
 - Planning for a road test, data collection, and staff training (first four steps of the road test process)
 - [Click here](#) to view the webinar on-demand at any time (you will need to register)
- *Completing a Road Test: Data analysis and reflecting on feedback*
 - Analyze and review data, revise strategies, and plan for next learning cycle (last two steps of the road test process)
 - [Click here](#) to register for this April 25th webinar or use this same link to view the webinar on-demand at any time after April 25th (you will need to register)



Road test office hours

- Starting March 1, 2018 and ending August 30th, 2018, Lindsay Cattell will be available by phone every Thursday from 1 to 2 p.m. PT to answer your questions about road tests.
- Call (609) 945-6996, and then enter the access code (996 064 951)

Additional help

- Email Lindsay Cattell (lcattell@mathematica-mpr.com), your cluster facilitator, or calworks2.0@gmail.com with any questions.

D. TIPS FOR SUCCESS

1. Commit to active leadership and efficient coordination

Active leadership and efficient coordination from the planning team are two critical ingredients for a successful road test. The planning team may include a few different staff members in different roles. First, a designated point person—ideally with some managerial responsibilities—needs to oversee the process at a high level, ensure staff meet timelines, and engage proactively with staff to communicate clear expectations about their participation. Secondly, a coordinator must manage the day-to-day details of a road test: ensuring that staff have access to surveys, maintaining a schedule, and addressing questions in a timely fashion. This role is appropriate for a member of the program staff team with strong organizational skills, or a member of an external research team. Leading and coordinating a road test requires dedicated attention, organization, and time management.

2. Articulate a timeline, including opportunities for discussion, to foster staff buy-in and ensure everyone is on the same page

Given the fast-paced nature of a road test, clear and consistent communication is the key to a smooth process. Consider creating a calendar to organize the schedule for each learning cycle, specifying dates and the steps for providing feedback. Considering engaging staff at multiple levels early in the road test process to gather their feedback and generate their support for the changes. Be clear about who is providing feedback and how and when to do so. Ensure that clear processes are in place for quickly responding to staff questions about implementing the new strategy or providing feedback.

3. Keep in mind what a road test is and is not

Road testing is an iterative process toward program improvement. However, the road test is not meant to be an in-depth research study; collecting and analyzing formative feedback should not be a cumbersome or lengthy process. Nevertheless, programs should consider partnering with external researchers if they do not have internal capacity.

APPENDIX: RESOURCES

Work plan template

Detailed description of strategies or tools

This table describes which strategies or tools we will integrate into our program during the road test, how and when the integration will happen, and who will be involved. It also lists next steps.

	Tool #1	Tool #2	Tool #3	Strategy #1	Strategy #2	Strategy #3
What						
When						
Who – Staff and clients						
How						
Next steps						

Learning questions (what we want to learn from the road test)

Our learning questions

#1:

#2:

#3:

#4:

#5:

Schedule

The responses to these questions, will help us create a schedule:

- How much time will we need to plan and prepare for the road test?
- How much time do we need to train staff?
- How much time do we need to test our strategies or tools?
- When do we want to start the road test?
- How much time do we want to have between learning cycles? How much time do we need to analyze the data?

Road test schedule	Month 1	Month 2	Month 3	Month 4	Month 5
Example task 1	Meeting 1		Meeting 2		
Example task 1		Task – ongoing		Task – once a week	

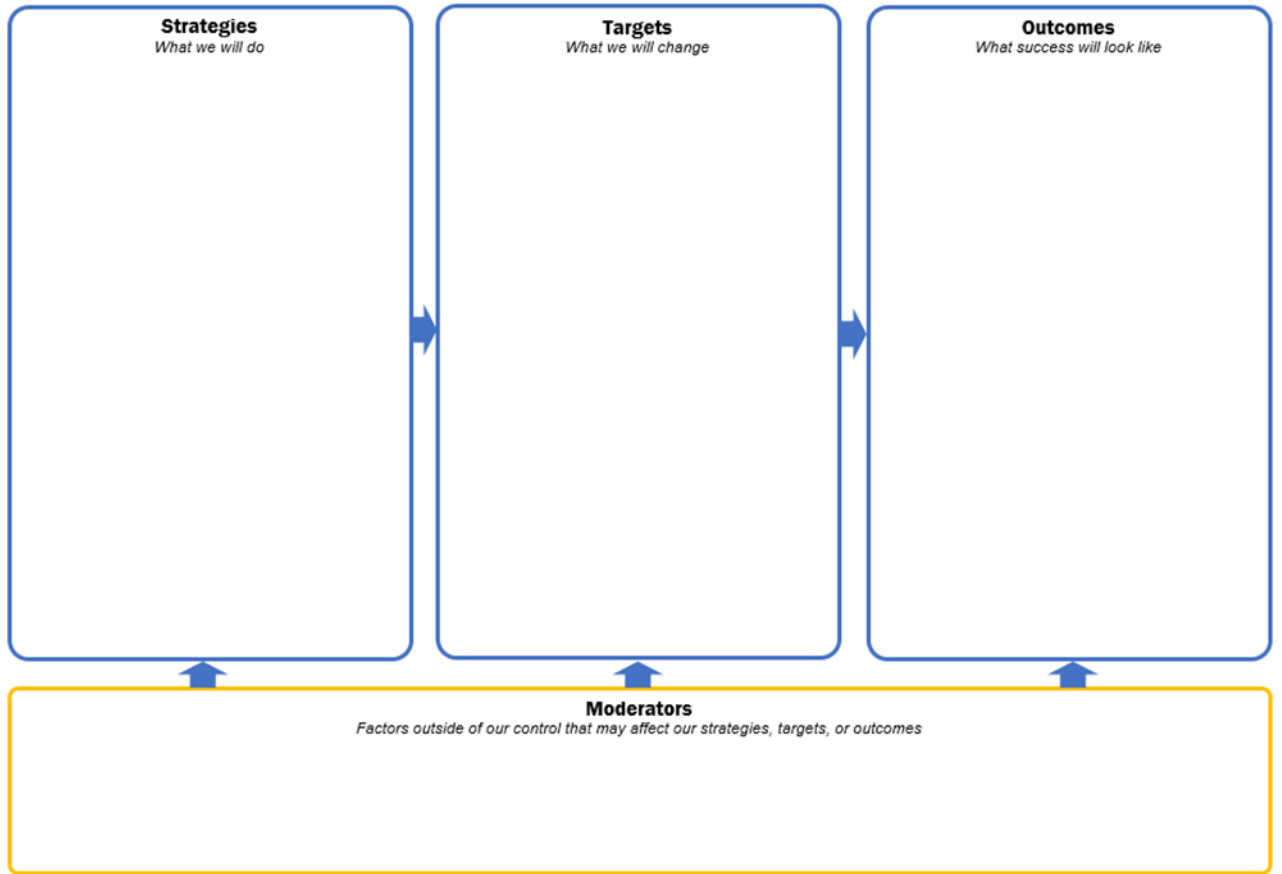
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Data collection plan

Data collection method	When will it be collected?	How will the data be collected?	Who will collect the data from the respondent?	Who will store the data/how will it be stored?	Who will do the data entry?

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Road map for change template



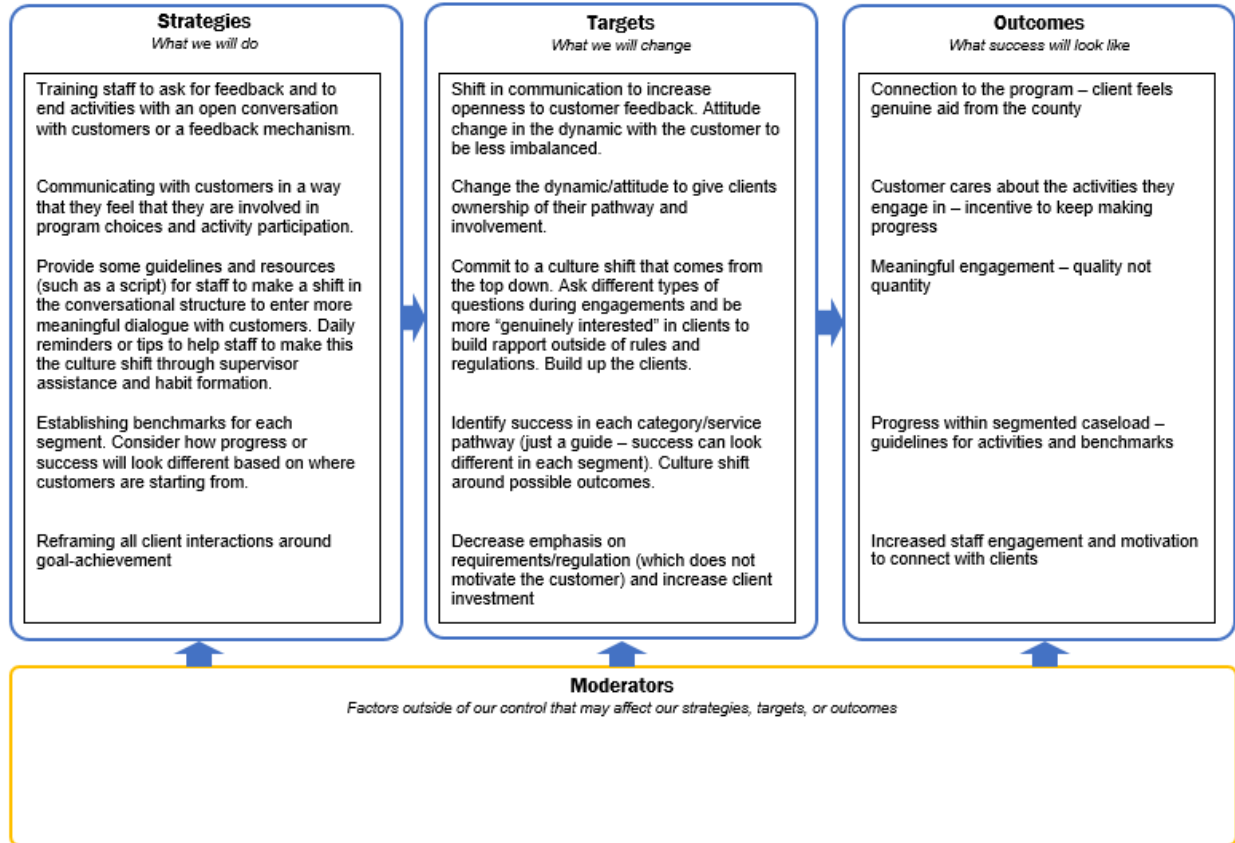
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Examples from other counties

Road map for change

ROADMAP FOR CHANGE

Site: _____



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Staff survey

PART A - Basic information about the meeting		Complete this section for <u>each</u> meeting
1	Staff member's first name	
2	Date of meeting	MM / DD / Year
3	How long did the meeting last?	# minutes
4	Meeting type	Initial assessment Orientation Regular check-in Workshop Training/class Other _____
5	What tools did you use during this meeting?	CalMAP GPDR My Road Map/Potholes and Detours QOL Index Didn't use any of these tools
6	Was this the first time you met with this customer during the road test period?	Yes No [Skip to Part C]
PART B – Background information about the customer		Complete this section for the <u>first</u> meeting only Make correct skip patterns
7	How long have you worked with the client?	# months
8	How long has the customer received TANF cash assistance?	# months
9	How would you describe the customer's current engagement with your program?	<input type="checkbox"/> Fully engaged <input type="checkbox"/> Partially engaged <input type="checkbox"/> Not engaged <input type="checkbox"/> Currently in sanction status <input type="checkbox"/> New customer
10	What best describes the customer's current status or situation?	<input type="checkbox"/> Sanctioned <input type="checkbox"/> Work ready <input type="checkbox"/> In crisis <input type="checkbox"/> Stable, but not work ready <input type="checkbox"/> New customer <input type="checkbox"/> Other _____

PART B – Background information about the customer <i>(continued)</i>		<i>Complete this section for the <u>first</u> meeting only</i> Make correct skip patterns
11	How would you describe the customer’s race/ ethnicity?	<input type="checkbox"/> American Indian / Alaska Native <input type="checkbox"/> Hispanic / Latino <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian / Other Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Black / African American <input type="checkbox"/> Other / Unknown
12	What best describes the customer’s gender?	<input type="checkbox"/> Female <input type="checkbox"/> Male
13	What is the customer’s age?	# years
14	How many children live with the customer?	# children
15	Is the customer part of a two-parent household TANF case?	<input type="checkbox"/> Yes <input type="checkbox"/> No
PART C - Feedback about the use of the tool during the meeting		<i>Complete this section for <u>each</u> meeting</i>
16	Did the customer seem to understand the purpose of the tool and how it use it?	<input type="checkbox"/> Yes <input type="checkbox"/> No
17	How did the customer interact with the tool?	<input type="checkbox"/> Wrote on it <input type="checkbox"/> Read it <input type="checkbox"/> Held it <input type="checkbox"/> Did not engage with it
20	How long did the interaction with the tool last?	# minutes
21	Did using the tool add time to your meeting with the customer?	<input type="checkbox"/> Yes <input type="checkbox"/> No
22	Did using the tool change the services you will offer this particular customer or the activities you will refer them to?	<input type="checkbox"/> Yes <input type="checkbox"/> No

PART C - Feedback about the use of the tool during the meeting (continued)		<i>Complete this section for <u>each</u> meeting</i>
For the following statements, please indicate the extent to which you agree or disagree with each.		
23	The customer seemed excited about and motivated by the tools.	<input type="checkbox"/> Agree <input type="checkbox"/> Neutral or unsure <input type="checkbox"/> Disagree <input type="checkbox"/> Did not use this tool
24	The tools made it easier for me to communicate with the customer.	<input type="checkbox"/> Agree <input type="checkbox"/> Neutral or unsure <input type="checkbox"/> Disagree <input type="checkbox"/> Did not use this tool
25	Using the goal-setting tools seemed to increase the customer's willingness to engage with me.	<input type="checkbox"/> Agree <input type="checkbox"/> Neutral or unsure <input type="checkbox"/> Disagree <input checked="" type="checkbox"/> Did not use this tool
26	I liked the script for using the tool.	<input checked="" type="checkbox"/> Agree <input checked="" type="checkbox"/> Neutral or unsure <input checked="" type="checkbox"/> Disagree <input type="checkbox"/> Did not use this tool
27	The tools made it easier for me to communicate with the customer.	<input type="checkbox"/> Agree <input type="checkbox"/> Neutral or unsure <input checked="" type="checkbox"/> Disagree <input type="checkbox"/> Did not use this tool
28	The tools were helpful in today's meeting.	<input type="checkbox"/> Agree <input checked="" type="checkbox"/> Neutral or unsure <input type="checkbox"/> Disagree <input type="checkbox"/> Did not use this tool
25	Is there anything unclear or confusing to you about using this tool?	
26	What change, if any, to the tool would have made your meeting today better?	
27	Feel free to provide any additional comments or reflections about your experience using the tool with this customer.	
PART D – Did not use a tool		<i>Complete this section for each meeting when no tool was used</i>
28	Why did you choose not to use the tool with the customer(s)?	

Customer survey

Survey questions		Response options
1	What tools did you use in your meeting today? (Circle all that apply)	Picture of CalMAP Picture of My Road Map Picture of Potholes and Detours
For the following statements, please indicate the extent to which you agree or disagree with each.		
2	It was easy to use the tools.	<input type="checkbox"/> Agree <input type="checkbox"/> Neutral or unsure <input type="checkbox"/> Disagree
3	I liked using the tools.	<input type="checkbox"/> Agree <input type="checkbox"/> Neutral or unsure <input type="checkbox"/> Disagree
4	The tools helped me.	<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Neutral or unsure <input type="checkbox"/> Disagree
5	I liked the script for using the tool.	<input checked="" type="checkbox"/> Agree <input type="checkbox"/> Neutral or unsure <input type="checkbox"/> Disagree
6	Breaking my goals into smaller steps motivates me.	<input type="checkbox"/> Agree <input checked="" type="checkbox"/> Neutral or unsure <input type="checkbox"/> Disagree
7	The tools made it easier for me to communicate with the case manager.	<input type="checkbox"/> Agree <input checked="" type="checkbox"/> Neutral or unsure <input type="checkbox"/> Disagree
8	I don't want to use the tools.	<input type="checkbox"/> Agree <input type="checkbox"/> Neutral or unsure <input type="checkbox"/> Disagree
9	I'm excited to work with the case manager.	<input type="checkbox"/> Agree <input type="checkbox"/> Neutral or unsure <input type="checkbox"/> Disagree
10	I trust the case manager and feel like I could be honest with him/her.	<input type="checkbox"/> Agree <input type="checkbox"/> Neutral or unsure <input type="checkbox"/> Disagree
11	How long have you received TANF cash assistance?	# of months
12	What did you like about the tools?	
13	How could the tools be improved?	

Staff interview questions

Respondent	
1	Respondent, role
2	Date (road test cycle)
General	
3	What do you think about the tools overall?
Process	
4	How are you using the tool during in-person meetings with customers? How do you introduce the tool? How do work with customers to use the tool?
5	How, if at all, do the tools help streamline the work with customers?
6	Do you use the tools with customers at every meeting or only some meetings? Which meetings and why? How much time passes between customer appointments when tools were used?
7	Does the tool add time to the interaction with customers? If so, was the extra time worth it?
8	To what extent have the tools changed your day-to-day work? How are you tracking the tools in client files?
Customer Experience	
9	To what extent have the tools changed the customers' experiences working with you?
10	To what extent has the tool changed what services are provided? To what extent has the tool changed what activities you refer customers to?
11	Thinking about the customers' experience of using the tools with you, is this is a positive experience for them?
12	What type of short-term goals have you seen customers set? What type of long-term goals have you seen customer set? Please share any examples that you can think of!
Training and Support	
13	What challenges have you faced using the tools?
14	What additional supports or staff training would be useful to improve use of the tools?
15	What steps or part of the script worked particularly well in using the tool? What was particularly challenging?
Changes Moving Forward	
16	What changes would you like to see made to the tools?
17	What would you like to see changed about how the tools are being used with customers?

Example presentation summarizing road test results

MATHEMATICA
Policy Research

XXXXX COUNTY: Insights from our first road test

Discussion with the XXXXX County staff

October 17, 2017

Staff member 1 • Staff member 2

The Road Test

- Gathered feedback from staff and clients about experiences using CalWORKs 2.0 tools
- Analyzed the feedback to understand what is working well and what is not
- Share with you to decide whether any improvements or course corrections are needed for the second road test

Cycle 1 **Cycle 2**

MATHEMATICA
Policy Research

2

General Takeaways

Staff felt positively about the tools

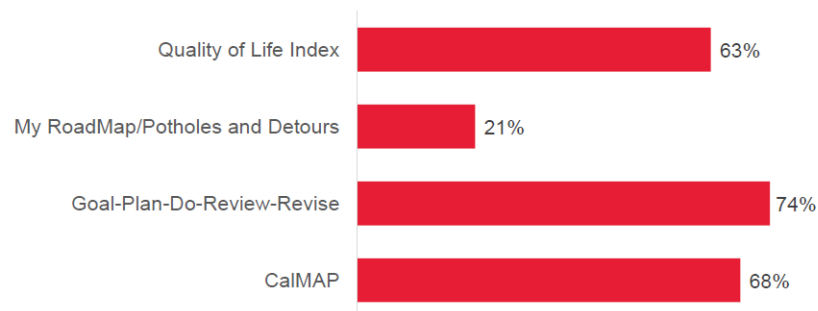
- Improved communication and rapport between workers and customers
- Tools made it easier to engage customers, discuss their goals, and have meaningful yet structured conversations
- Staff appreciated the flexibility to use the tools as they saw fit
- Tools generally did not change the services or support provided but helped staff identify services and resources for customers

There were some challenges

- Time was the largest barrier to using the tools
- Difficult to generate a conversation about goals with some customers
- Staff suggested improvements and supports for future use

Users engaged

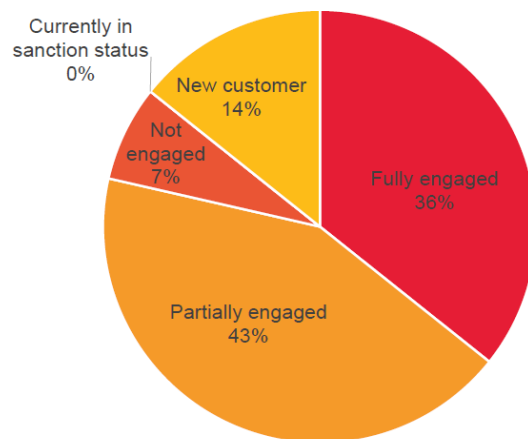
- 5 staff
- 19 interactions with 14 participants
- Tools used

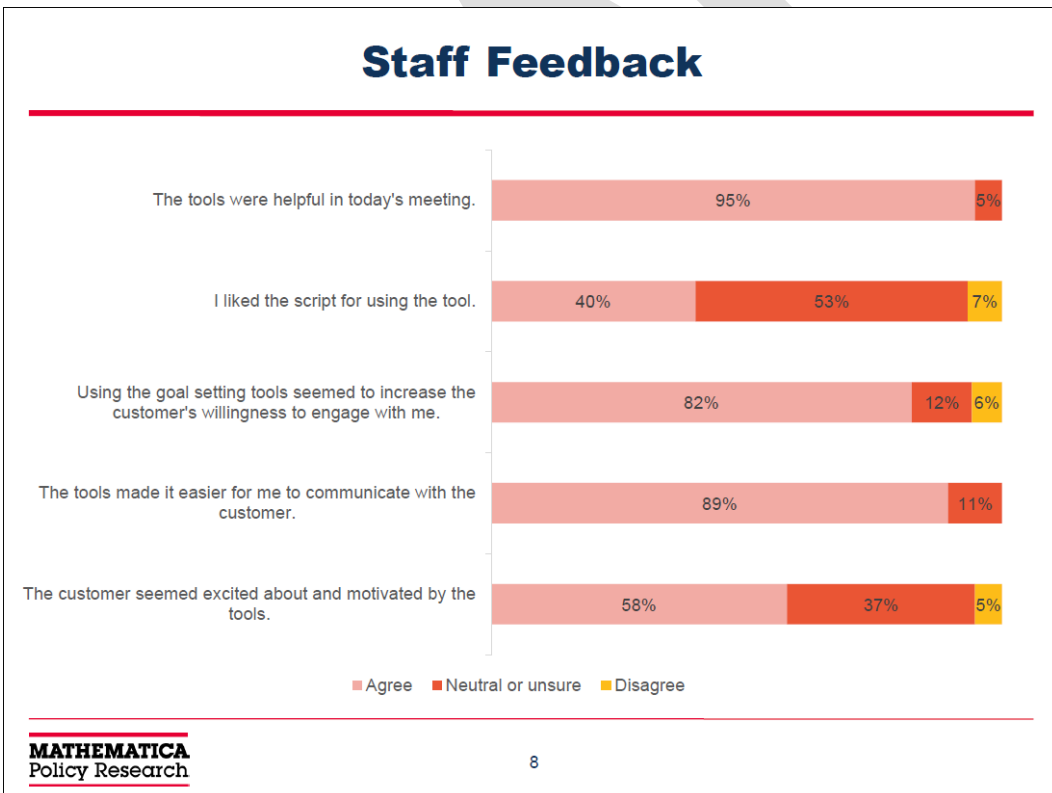
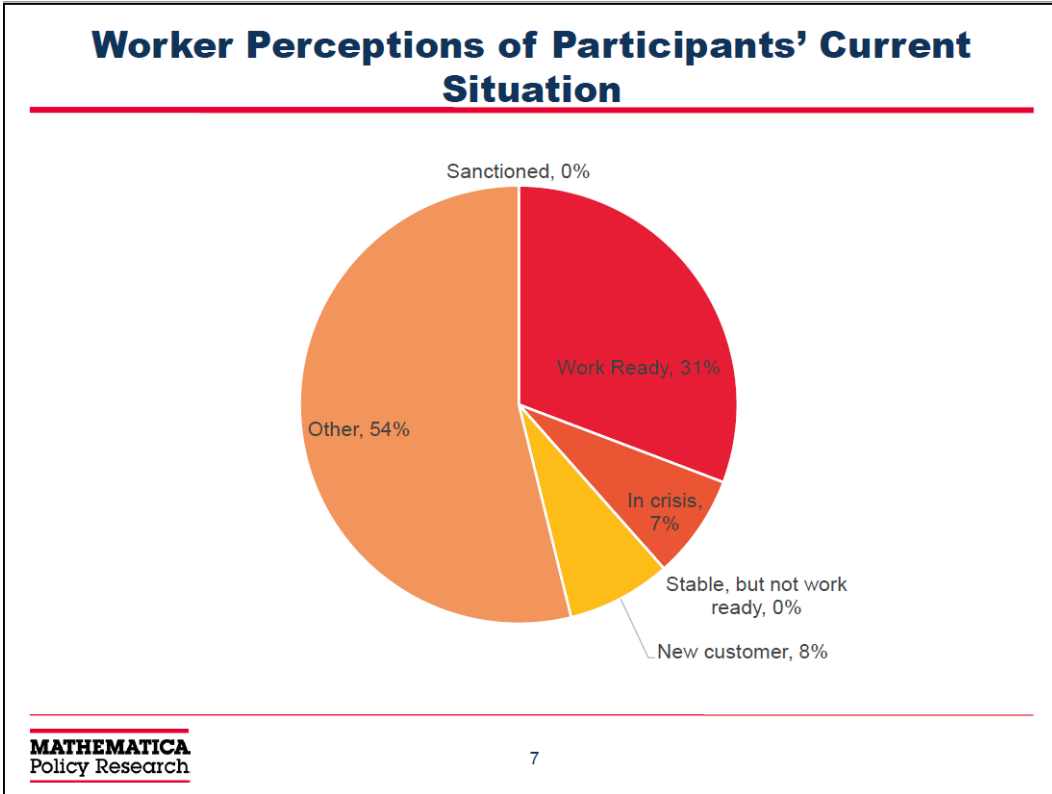


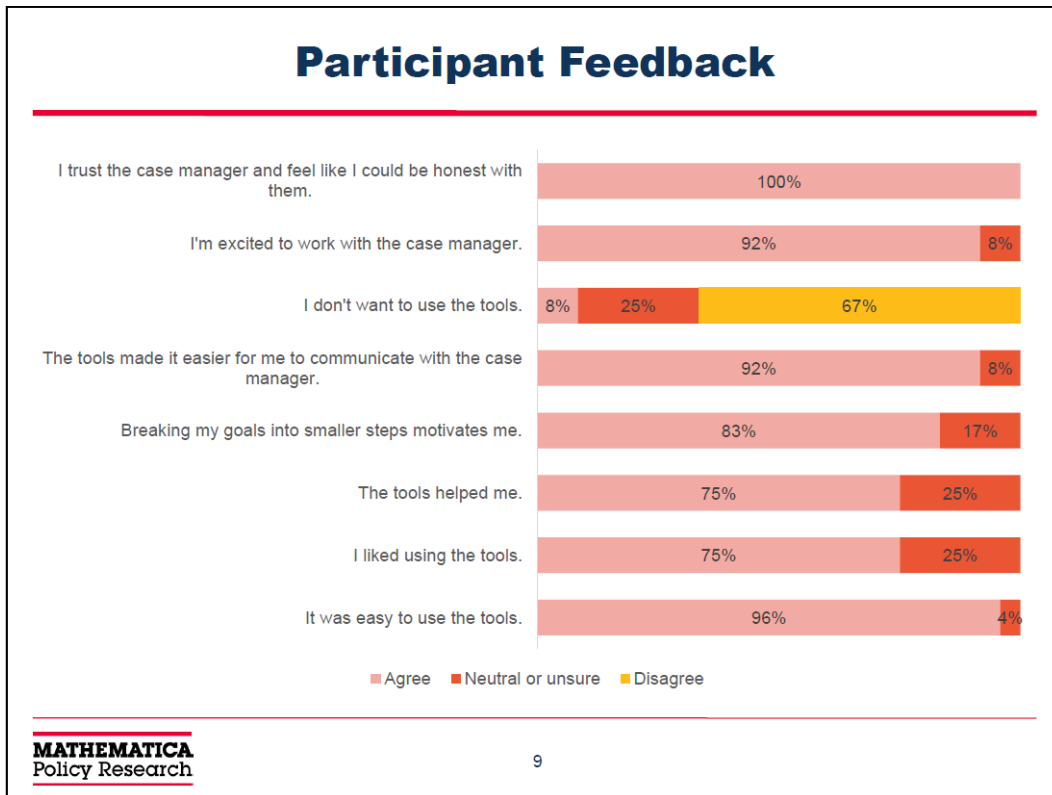
Participant Characteristics

Participant Characteristics (n=17)	
Characteristic	Average or Percentage
Age	29
# of Children	1.6
Female	93%
Male	7%
American Indian/Alaska Native	0%
Hispanic/Latino	14%
Asian	0%
Native Hawaiian/Other Pacific Islander	0%
White	79%
Black/African American	0%
Other/Unknown	7%
Length of time with staff	3.1 months
Length of time on TANF	26 months

Participants' Level of Engagement







Experience using tools

Interactions with Tools (n=12)	Average or Percent
Customer understood the purpose of the tool and how to use it	100%
Average length of interaction with the tool	26 minutes (ranged from 10 to 60 minutes)
The tool added time to the meeting with the customer	41%
The tool changed the services offered to the customer or the activities the customer was referred to	21%
How the customer used the tool	
Wrote on it	100%
Read it	63%
Held it	58%
Did not engage with it	0%
Meeting type	
Initial assessment/meeting	26%
Regular check-in/one-on-one meeting	53%
Workshop	0%
Training/class	0%
Other	21%

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10

What worked

- **Overall, staff felt positive about the new tools**
 - Tools improved worker-customer relationship by improving communication.
 - Using the tools helped to focus and structure meetings with customers.
 - There was less focus on compliance and more focus on customers, which led to more customer buy-in and customers feeling in control.
 - Workers felt that the tools enhance accountability among customers.
- **Clients and staff found the tools relatively easy to use**
 - Workers like the flexibility to decide when, how, and how often to use tools.
 - Workers introduced tools when they organically made sense.
 - Workers liked the CalMAP as a replacement for the ASR in OCAT.
 - VCs found receiving tools from the ETW to be very helpful.

Areas for improvement

- **Goal setting can be particularly challenging for some clients.**
 - Some workers found it was difficult to generate a conversation about goals with some customers.
 - Workers would like more information on how best to help clients identify goals when they are struggling to do so on their own.
 - One worker noted how training in motivational interviewing might be helpful to move clients from indecision to goal setting.
- **Staff felt that time was the largest barrier to using the tools.**
 - Tools typically added significant time to meetings (15 minutes to an hour and a half).
 - VCs struggled to meet with many road test clients by the time customers go through intake and meet with the ETWs. Tools may work best with customers already in a work placement.

Moving Forward

- **Workers suggested some changes to the tools:**
 - The colored Roadmap is hard to write on (change the yellow font on the QOL index to a darker color to show up in scanned images as the background colors are too dark).
 - Combine the Roadmap and Potholes and Detours onto one sheet if possible.
 - Add a question about what worked to the Review-Revise section of the GPDR.
 - QOL average is confusing and not very helpful.
- **Workers would like more guidance on how to update tools as challenges and solutions are identified.**

Reflecting on First Cycle

- **Based on the data:**
 - What turned out the way you expected?
 - What surprised you?

Revisiting the Learning Objectives

Strategies: What we will do	Targets: What we will change (attitudes, behaviors, skills)	What success will look like
1. Infuse and reiterate goal setting regularly as part of one-on-one and group check-ins; emails with GPDR templates	1. See concrete steps to obtain goals. Understand an explicit pathway to break goals into small steps as a way to make and demonstrate progress. Celebrate goal achievement.	1. Less noncompliance, more engagement, convey that workers are really here to help and are motivated by client success. Create buy-in.
2. Provide some guidelines and resources (such as a script) for staff to make a shift in the conversational structure to enter more meaningful dialogue with customers	2. Ask different types of questions during engagements and be more "genuinely interested" in clients to build rapport outside of rules and regulations. Build up the clients.	2. Meaningful engagement – quality not quantity.
3. Takes the broad goal of self-sufficiency and makes it more meaningful for each customer	3. Pinpoint the range of possible successes – have staff see this range and have more flexibility/ideas about where they should direct clients. Culture shift around possible outcomes.	3. Progress within unique caseloads.

Revisiting the Learning Objectives Cont'd

Strategies: What we will do	Targets: What we will change (attitudes, behaviors, skills)	What success will look like
4. Integrate CalMAP into assessment and re-appraisal process, and make client directed process	4. Build understanding of resources and teach about options that are available. Look more holistically at situation. Build the conversation about programs that help with areas of needs – increase communication and openness about the areas of need. Build on areas of strengths or thriving – encouragement.	4. Less people requesting exemptions because they are more engaged. Visualize progress – for clients, workers and management. Provide quantification of progress/success.
5. Reframing all client interactions around goal-achievement	5. Decrease emphasis on requirements/regulation (which does not motivate the customer) and increase client investment.	5. Increased staff engagement and motivation to connect with clients.

Planning for the Cycle 2

- What do you want to keep testing?

- Anything you want to test differently?

- What new things do you want to test or change about implementation?

Planning for the Next Road Test

What	When	Who	How
QOL-Index One page quality of life measure	<ul style="list-style-type: none"> • At appraisal • Coming off exemption; Sanction; good cause • Signing cure plan • Transitions • Early stage job placement 	ETW's and VC's Clients staff encounter at the intervals described in "when" (noted above)	<ul style="list-style-type: none"> • ICW selects 10 new applicants. • ETW's choose clients at the designated intervals and respond to Mathematica. Clarification will be requested to determine if contact with Mathematica is required after each time a tool is used or only after the tool is introduced for the first time with each client. • VCs will receive communication from ETW's regarding clients referred who have been administered the new tool. The Road Testers should assess half way through the six weeks to determine if any VCs have received a referral for a Road Test client. Consider opening use of tools to WtW clients referred for job search with no previous exposure to the new tools, though, there may be no follow up when returning to WtW. Humboldt may decide to continue use of tools with clients in round 2 of the road test, and also add new participants. This decision can be made at the close of road test 1.
CalMAP Client- Empty Worker- With words	<ul style="list-style-type: none"> • Introduction – intake (not filled out) • After completion of goal to demonstrate success • Periodically with offer to update goals • Beginning of appraisal • Substitute for OCAT action plan 	ICW's / ETW's / VC's All customers may be eligible, consider road test and "when" status (noted above)	
Goal-Setting Tools Goal/Plan/Do/Review-Revise (GPDR)	<ul style="list-style-type: none"> • At intake • All follow-up opportunities Future considerations: <ul style="list-style-type: none"> • Goal-setting workshop • Include EW's in use of tool • Adapt to phone check-ins 	ICW's / ETW's / VC's All road test customers	
My Roadmap and Potholes and Detours	<ul style="list-style-type: none"> • Long term goal identified • Goal with multiple steps identified • During assessment interpretation (if warranted) 	ETW's / VC's All road test customers (see notes in "when")	
County level tools County self-assessment tool Resource Map	During 6 week road test first cycle	Key management staff with input from workers Marti, Connie, Kelly H	