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CalWORKs 2.0 | Next Generation

Implementing CalWORKs 2.0 in Group Settings
Webinar #11

September 12, 2018 @ 2:00–3:00 p.m.

Facilitated by:
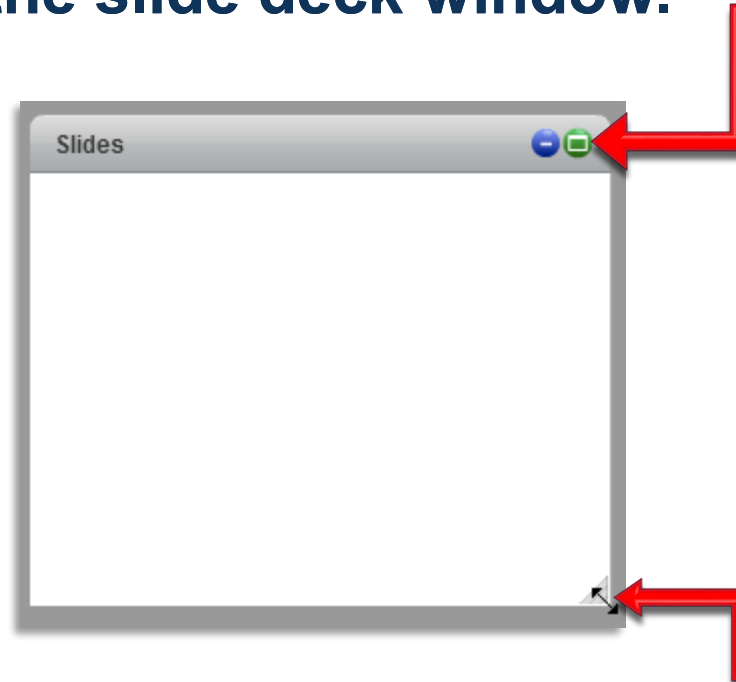
LaDonna Pavetti, Center on Budget and Policy Priorities

Rachel Nicolosi, Global Learning Partners

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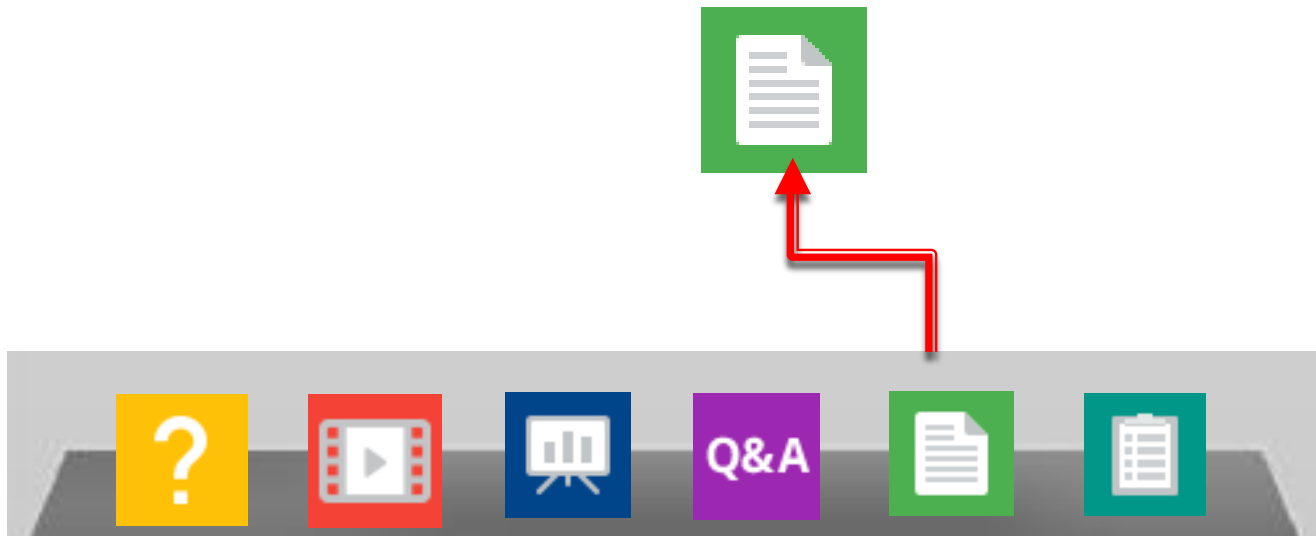
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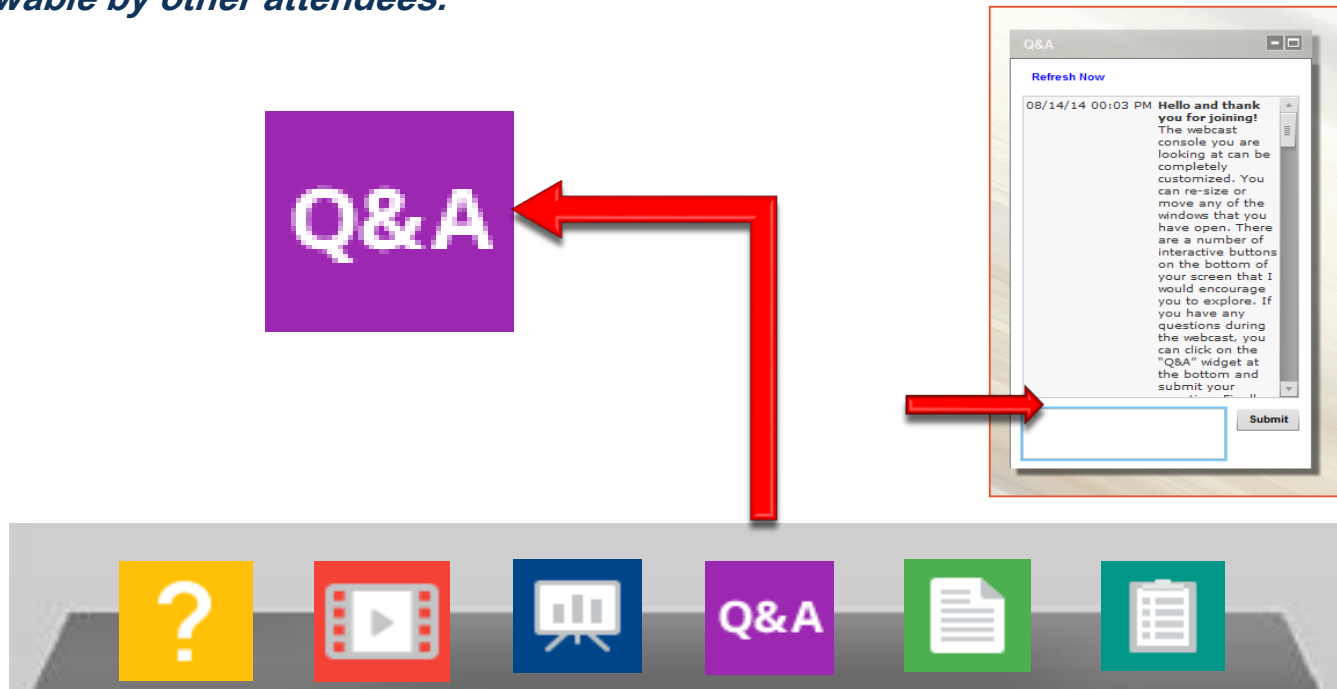
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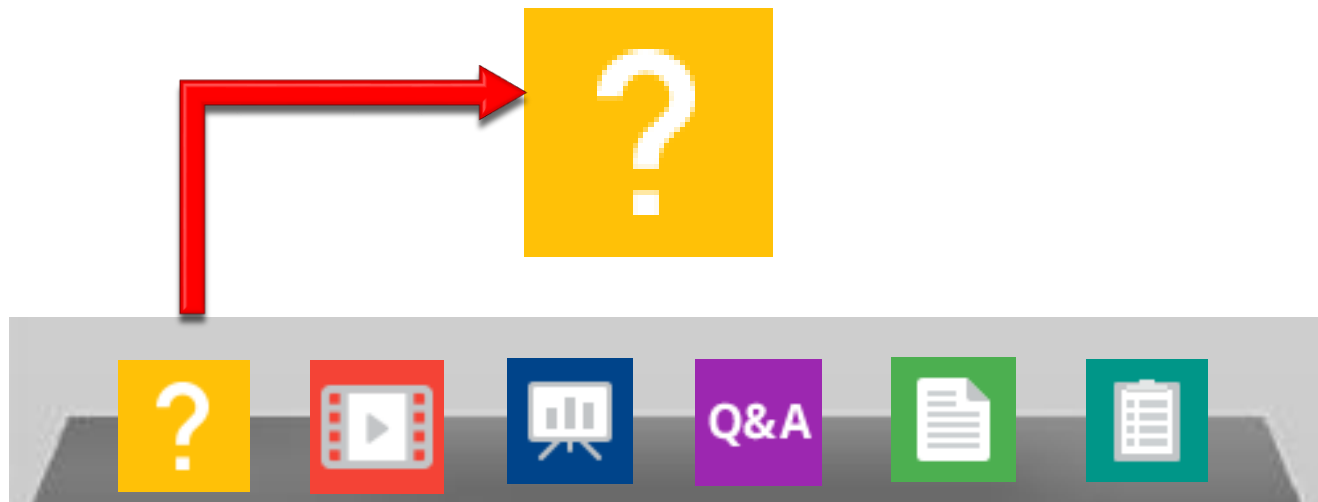
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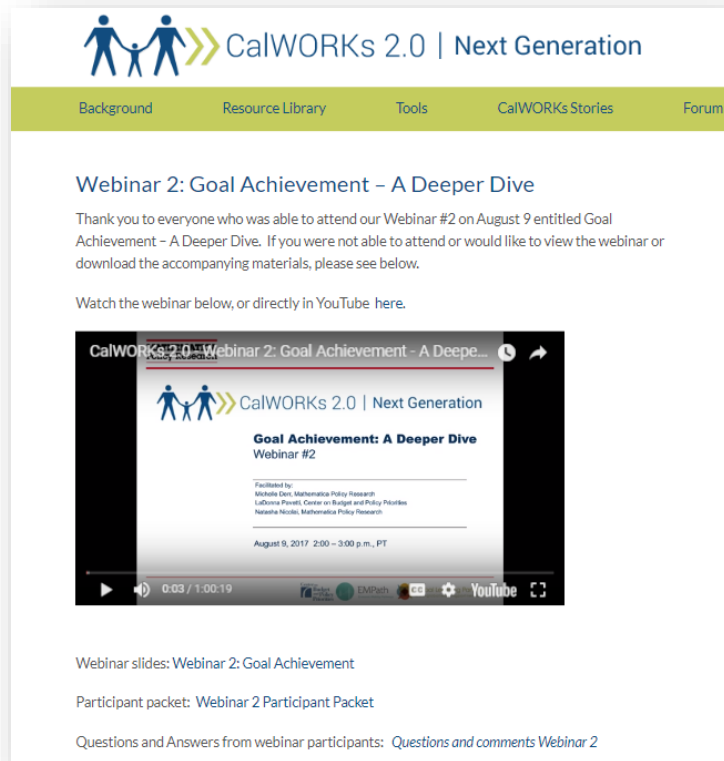Esther Herrera

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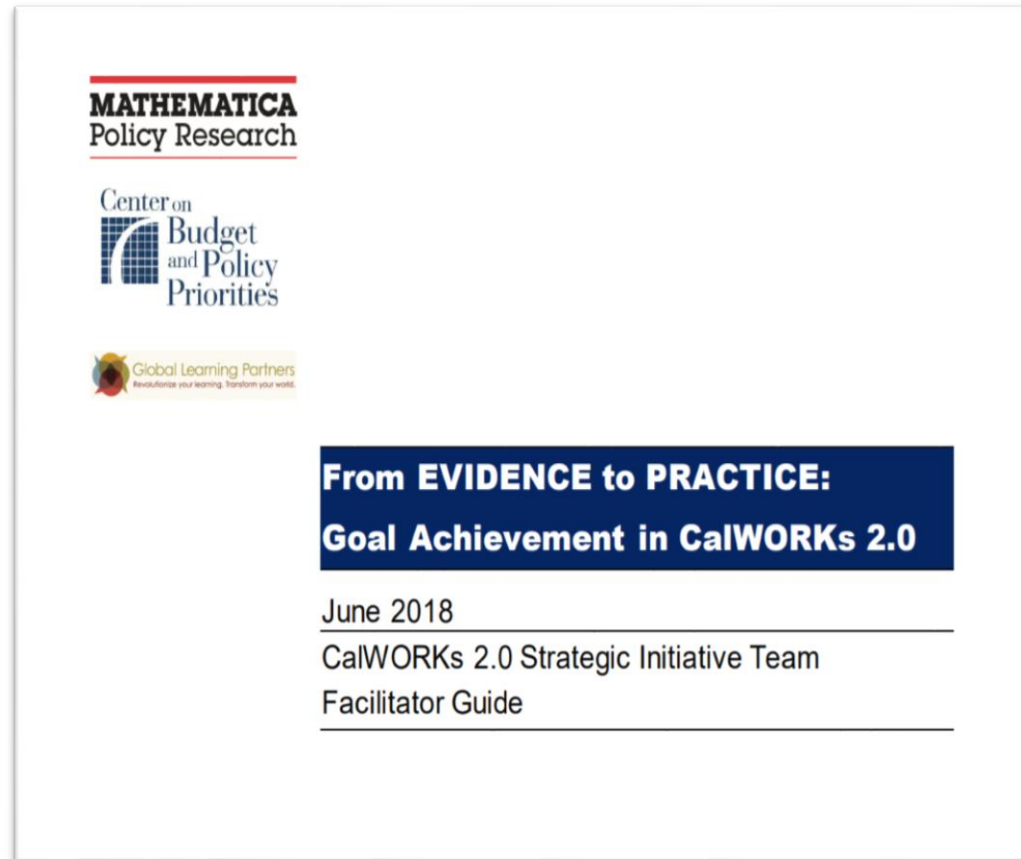
Denise Odom

Rob Vasquez

San Joaquin County

Goal Achievement at the Heart of CalWORKs 2.0

Webinar Objectives

In today's webinar, we will:

- Examine the rationale for using Goal, Plan, Do, Review/Revise in groups
- Discover new resources for you to implement GPDR/R in workshops or group job search programs
- Hear about the experiences of two counties using GPDR/R in groups
- Illustrate effective learning-centered approaches in workshops

Remember: you can ask a question or make a comment at any time using the Q&A button

Q&A

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GPDR/R Review

The Power of GPDR/R

What is one positive impact you've seen GPDR/R have on clients, staff, and/or your program?

Type your response into the Q&A box.

Your response may be shared to the group in the Q&A pop up box.

More than a Tool

GPDR/R is not just a tool

My Goal-Plan-Do-Review

Name: _____ Date: _____

GOAL
What do I want to achieve?

Why does this matter to me?

PLAN
What steps will I take?

How will I do it? When? Where?

What might get in my way? What could I do to overcome these challenges?

My Goal-Plan-Do-Review

Name: _____ Date: _____

DO
What small first step will I take?

How will I reward myself?

Who will I check in with?

What will help me stay encouraged and on track?

I will do it by: _____

REVIEW/ REVISE
What went well?

How did it go overall?

What got in my way and what strategies helped me?

What could I do differently next time?

GPDR/R Is a Process

GPDR/R is a way of thinking about and approaching our goals, whether we are a program, staff member, or client.

Reasons to Use GPDR/R in Groups

1. **Create and support responsive relationships**

2. **Strengthen core life skills**

3. **Reduce sources of stress**

Why Use GPDR/R in Groups?

1. **Create and support responsive relationships in multiple ways**

Connect with self

Connect with others

Connect with content
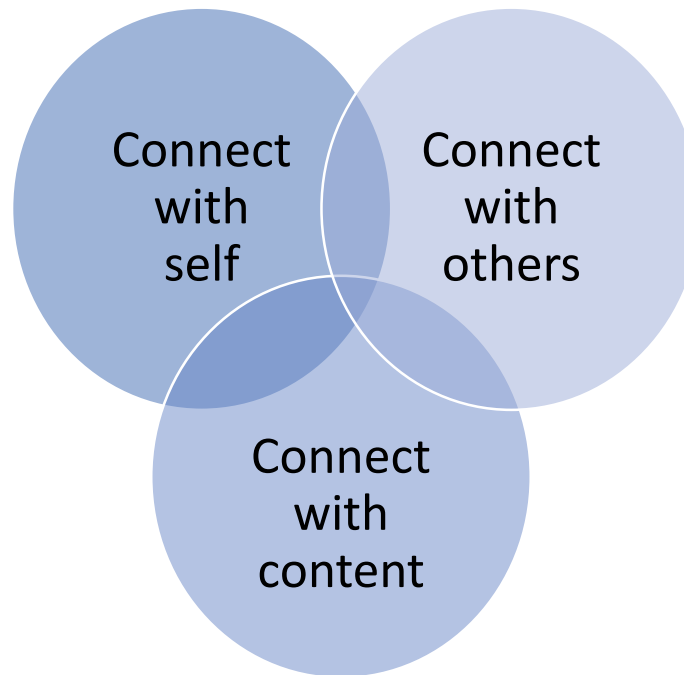
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Why Use GPDR/R in Groups?

2. Strengthen core life skills with opportunities to practice

– **Model skills by using GPDR/R process and language in all workshops**

– **Practice by providing regular opportunities for using GPDR/R**

– **Build skills through creating and offering workshops that explicitly introduce program participants to GPDR/R**
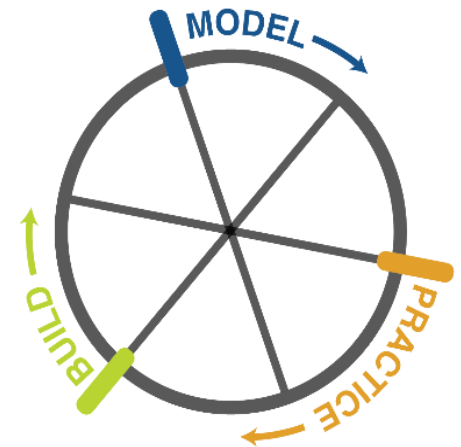
Why Use GPDR/R in Groups?

3. Reduce sources of stress

– Maximize opportunities for peer learning and peer support

– Regular contact makes it easier to break big goals into small, manageable steps

– Repeated opportunities to review and revise

Using GPDR/R in Groups: Your Experience

If you've been using GPDR/R in groups, please briefly name or describe that experience in the Q&A box.

Your response may be shared with the group in the Q&A pop up box.

New Resources

New Resource – GPDR/R Guide

New Resource: GPDR/R Guide

TABLE: GPDR/R GUIDE OVERVIEW	
The GPDR/R Foundation	
Chapter 1:	Provides an introduction, an overview of GPDR/R and what makes this framework different from current practice
Chapter 2:	Introduction to executive function skills and why they matter for goal achievement
Implementing GPDR/R	
Chapter 3:	Guidance for implementing each component of the GPDR/R framework
Chapter 4:	Tools for staff to build their knowledge and expertise in implementing GPDR/R
Chapter 5:	Tools to use with participants to execute each step of the GPDR/R process
Chapter 6:	Activities to use in groups that strengthen skills leading to goal achievement
Appendix	
	Administering the Executive Skills Profile

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Materials Most Relevant for Groups

- **Staff Tools – Chapter 4**
  - **Principles of and tips for facilitating adult learning**
  - **Troubleshooting tips – participant goals**

- **Participant Tools – Chapter 5**
  - **Backward mapping**
  - **Goal storming**
  - **Life areas**

- **Workshops and Group Activities – Chapter 6**
  - **Goal Achievement Introduction**
  - **Action Planning**
  - **Making GPDR/R a Habit**
  - **Resume**

Example: GPDR/R Introductory Workshop

- **Purpose and people**
  - **Walks participants through entire goal achievement sequence: Goal, Plan Do, Review/Revise**
  - **Designed for 3 to 15 participants in any phase of job search or other group work activities**

- **Structure**
  - **Two-part workshop**
  - **Each part lasts about two hours**
  - **First and second parts separated by as few as two days or as much as one week**

- **Same tools as in one-on-one interactions**

- **Detailed instructions for facilitating the workshop**

Example: GPDR/R Introductory Workshop

DAY 1	DAY 2
Objectives	
On Day 1, you will: • Explore a path for achieving your next goals • Set one heartfelt and achievable goal • Develop a plan for achieving your goal and map out specific action steps to "do" the plan	On Day 2 (at least one day later after you have been able to "do" your plan), you will: • Review your experience • Revise your goal and/or plan • Reflect on this goal-achievement process and make it your own
Agenda	
30 min. | Achieving Life's Goals 15 min. | Goal Storming 15 min. | One Personal Goal 30 min. | A Plan for Getting There 15 min. | Getting Ready to "Do" the Plan 15 min. | Closing	30 min. | Celebrate 20 min. | Review 20 min. | Revise 30 min. | Take it Away 20 min. | Closing and Ongoing Support

County Staff

Esther Herrera

Mark Laurel

Santa Barbara County

Denise Odom

Rob Vasquez

San Joaquin County

Using a Learning-Centered Approach in Group Settings

Learning-Centered Approach

- **Shifts the focus from teaching to learning**

- **We think less about what we want to teach or tell**

- **We think more about how we can support participants in learning what they want/need to learn**

- **Five core principles at the heart**
  - **As you listen, think about what you see as your greatest strengths as a facilitator**
  - **What is one thing you appreciate about your own facilitation approach that is not mentioned here?**

Five Adult Learning Principles

REACH™

Relevant – what matters most right now

Engaging – not just listening, sharing insights

Actionable – doing something with the content

Clear – using plain language and visuals

Holistic – addressing head, heart, and hands

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Effective Workshops

Ways to make sure you are using the principles

- Design
- Facilitation

Design by inviting connections
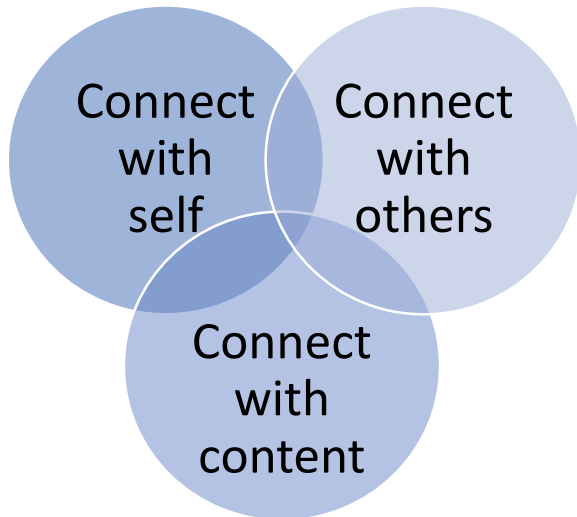
Your role as facilitator
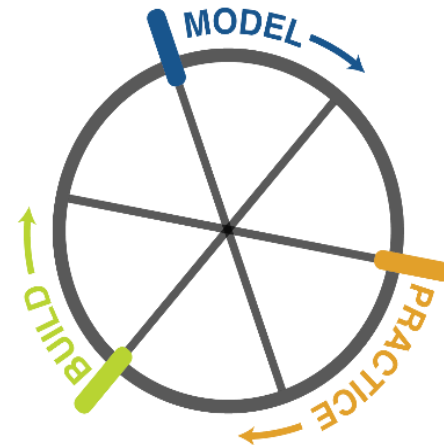
REACH Principles in Workshop Example

DAY 1	DAY 2
Objectives	
On Day 1, you will: • Explore a path for achieving your next goals • Set one heartfelt and achievable goal • Develop a plan for achieving your goal and map out specific action steps to "do" the plan	On Day 2 (at least one day later after you have been able to "do" your plan), you will: • Review your experience • Revise your goal and/or plan • Reflect on this goal-achievement process and make it your own
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Relevant – what matters most right now

REACH™

Design

Learning centered: GPDR/R introductory workshop objective: "you will explore a path for achieving your next goals"

Typical: Clear teaching objective—customers will learn about goal setting

Facilitation

Refer to the participant's previous comments and stories whenever the opportunity presents itself

Engaging – not just listening, sharing insights

REACH™

Design

Learning centered: Workshop includes opportunities to reflect and share after every activity

Typical: Even with a dynamic speaker, most people don't remember much content

Facilitation

– **Listening**

– **Waiting**

– **Affirmation**

After 10 min. ask them to stop. Review the experience with the following open questions:

How did you feel about this **goal** when you began?
What strengths and support did each team member bring?
What did you like about this experience? What might you do differently next time?

Actionable – doing something with the content

REACH™

Design

Learning centered: In workshop activity on "Do," participants write down mindset and supports needed for next steps

Typical: Teacher hopes the content is relevant and useful, but is usually unsure how it will be used

15 min. | Getting Ready to "Do" the Plan

Mindset:
Explain that plans exist on paper – and rarely are implemented exactly as written! So, in order to be successful, we first want to get the right mindset.
- Invite people to call out words that describe the mindset they want to have going into this plan. Share examples of the mindset you want to have to do your plan successfully such as: *flexible, confident, realistic, gentle with myself...*

Supports and Encouragement:
- In order to successfully implement a plan, we want to rely on some support. There are many different kinds of support we may draw on. For example:
  1. Routine support (such as setting reminders on your phone or using a calendar to track appointments)
  2. "Just in time" support (such as calling your sister the moment you feel

Facilitation

Invite customers to write down and share aloud plans and next steps

Clear – using plain language and visuals

REACH™

Design

Learning centered: Workshop curates resources and tools that best suit the customer

Typical: Offering everything you have and know about the topic so the learner has access

MY GOAL SUCCESS PLAN

We recommend this tool in any of the following situations:

- Teach the **whole process** of goal achievement
- Map out a **clear, short term** goal
- Support a client in **crisis**
- Set **daily goals**

Facilitation

Use "you" and conversational active voice

Holistic – addressing head, heart, and hands

REACH™

Design

Learning centered: Workshop opening activity is a shared active experience.

Typical: Passive listening, some visual with slide presentations

As a team, you're going to pursue a goal together and achieve it in 10 min. Here's the task: Imagine that your cousin is going through a rough time and decided to move to your city. She asked you to create a "map" of the city for her, showing the places she should know. Work as a team to create that picture (a simple map using images and/or words)….

Facilitation

- Talk less, listen more
- The more learners can discuss, debate, and assess new content, the more they learn
- This means: less of you, more of them

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Tips in the Guide

Chapter 4

Facilitation Tips (1)

In this guide, we introduce you to three core facilitation skills -- followed by a series of practical suggestions for facilitators. GPDR/R will be most impactful in the hands of thoughtful facilitation. How you lead the learning in the moment—brings GPDR/R to life. We hope that the core facilitation skills mentioned here resonate with you -- and that the suggestions serve as a reminder of all the effective ways you facilitate learning. As you read this section, reflect:

- *What do you see as your greatest strengths as a facilitator?*
- *What is one thing you really appreciate about your own facilitation approach that is not mentioned here?*

Three Core Facilitation Skills

Listening | It sounds obvious, but listening is one of the most difficult facilitation skills. Authentic listening requires an open heart and focused attention, and that is hard when we are thinking about the clock or the next thing we want to say! Listening involves hearing each person's unique contribution, rather than assuming you know what people will say. *Does your body communicate that you are listening? Do your questions communicate genuine interest and curiosity in what a learner has just said? Do your words demonstrate that they were heard?*

Waiting | All facilitators ask questions. But, many also answer their own questions! Typically, when there is silence in a room, facilitators say something to fill the space. But, waiting is important. As a facilitator, give people time to THINK before they talk. Waiting creates safety—learners come to know that you will wait for them and it is okay!

Affirming | Participants can feel uncomfortable and unimportant when their comments or questions are met with silence. Affirmation let's people know that their input is truly valued. Affirmation can come in many forms -- do it in a way that feels natural for you. Voices are like oxygen to a dialogue approach to learning. They are required for survival! Be especially attentive to affirmation early on in the conversation; learners will be keenly aware of how you receive their first comments.

Practical Suggestions

- ✓ Assume a **listening posture**. Sometimes our posture, including having a computer screen or even a desk between you and the participant, creates a distance between you and the participant that is often unnecessary. Think about what position you would most want someone to be in if you were going to have a heartfelt conversation with someone.
- ✓ Make it a **conversation** between equals. For example, if you share a story about your own hopes and dreams, tell a true story and keep it short. Modeling what you hope the participant will do will ease their comfort of sharing things that are important to them with you.

Chapter 6

Note: Text in *italics* offer suggested language that you can adapt throughout the workshop; text in regular type provides any necessary explanations.

30 min. | Achieving Life's Goals

Introduction:

- **Open with a powerful affirmation that EVERYONE in this room has been setting and achieving goals their whole life.** In fact, chances are that the individuals here today have faced and overcome many challenges, while creatively and effectively pursuing what they want for themselves and their families. In this two-part workshop we'll explore a process for goal achievement that may enhance what you've been doing your whole life. To anchor us, we'll work together toward a shared goal and see what happens!

A Shared Experience:

- Divide the group into teams of 3-4. If you have a small group, they can work together – but otherwise create teams (a mini competition makes it fun!).

- *As a team, you're going to pursue a goal together and achieve it in 10 min. Here's the task: Imagine that your cousin is going through a rough time and decided to move here to your home*

> **Facilitator Tip**
>
> This opening activity is a very important **"anchor."** The intent is for participants to have a shared experience of the whole goal achievement process: clarify a goal, make a plan, get support to put the plan in action, and then review how they did. It gives participants the big picture before getting into any details. You will refer back to this experience throughout the rest of the workshop. You will also get good insights into what to emphasize and how to support individual participants through the remainder of the workshop.

city/town. She is raising two kids alone and will be looking for work (living with you until she has a place of her own). She asked you to create a "map" of the city/ town for her, showing the places she should know to get her oriented when she first arrives. Work as a team to create that picture (a simple map using images and/or words). Your goal is to have something ready to photograph and send to her in 10 min. You can use each other and anything else you have here in the room as a resource while you pursue the goal. What are your questions?

- Give each team paper and markers (different colors if possible). Once they begin, be careful not to interfere or guide, except to answer questions to clarify the goal or to confirm the resources they might use. For example, if they ask to use a cell phone to look up some information, that's fine! If they reach out to a friend who has some useful

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Our Closing

1. Given your role, what is one thing you'd like to do as follow-up to this webinar about using GPDR/R in groups? Write in the Q&A box.

2. Use your webinar participant packet to reflect further:

– **Reflect on an insight you've had about using GPDR/R**

– **How do you see yourself being more learning-centered from now on?**

Contact Us with Any Questions

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- **Rachel Nicolosi, Global Learning Partners**
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- **Valerie Uccellani, Global Learning Partners**
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- For more resources about a learning-centered approach, check out:
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