Envisioning the Future
The CalWORKs Strategic Initiative

2016 CWDA Annual Conference
Anaheim, CA

October 5, 2016

Michelle Derr, Mathematica
Donna Pavetti, CBPP
Erin Horgan, CWDA

Natasha Nicolai, Mathematica
Ruthie Liberman, EMPath
Noelle Simmons, SF County
The Strategic Initiative
Agenda

• The Strategic Initiative - An overview
• Needs Assessment - Findings
• Project direction - Where to next
  – CalWORKs 2.0 the vision
  – Policy framing, family prototypes, pathways to serve clients
    • Small group discussion and written feedback
    • Group discussion
  – NextGen website
    • Small group discussion and written feedback
    • Group discussion
Learn, Innovate, Improve (LI²)

• Learn
  – Identify opportunities for improvement
  – Assess readiness for change

• Innovate
  – Explore possibilities
  – Define the “Roadmap for Change”

• Improve
  – Road test and refine the intervention
  – Ensure a solid, integrated implementation
Design and Implementation Process

- **Steering Committee**: Provide direction and guidance for the vision and general oversight of the Strategic Initiative process and products.

- **Direct Service Staff Workgroup**: Provide guidance on how things work in practice; provide feedback on draft tools and resources; provide ideas for new tools; road test tools and resources with a small number of participants.

- **Innovation Clusters**: Counties that will co-create and/or road test interventions (often involving multiple tools and resources) before they become available statewide.
Needs Assessment Findings
How we obtained our information

• Surveys completed by 45 of the 58 counties
• Telephone interviews with program administrators and specialists in 20 purposefully selected counties
• Visits to 6 purposefully selected counties that were not part of the telephone interviewing
• Focus group discussions with 33 CalWORKs clients in 3 different counties
Five core areas of need

• Policies and procedures
• Staffing and staff development
• Client engagement
• Partnerships
• Data and performance metrics
Key Findings

• Complex policy environment leads to confusion
  – Confusion about federal and state policy
  – Lack of clarity about performance measures

• Lack of a framework for moving families with diverse needs and circumstances towards self-sufficiency

• Highly variable use of special state-funded initiatives

• Interest in full-family focus, limited capacity to execute

• Interest in developing core performance metrics and benchmarks that capture client’s progress and outcomes
Where to next?
CalWORKs 2.0 – A vision


Get everyone on the same page about priorities to help CalWORKs families
# Policy map

<table>
<thead>
<tr>
<th>In crisis - w/ i 6 months</th>
<th>Family Stabilization</th>
<th>Mental and Behavioral Health (Included under barrier removal activities)</th>
<th>Education and Training</th>
<th>Employment</th>
<th>Child Care</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Needs</strong></td>
<td><strong>Services/Activities</strong></td>
<td><strong>Needs</strong></td>
<td><strong>Services/Activities</strong></td>
<td><strong>Needs</strong></td>
<td><strong>Services/Activities</strong></td>
</tr>
<tr>
<td>Secured housing, but needs assistance to maintain housing; Utility Payment/Rental Assistance/Security deposit</td>
<td>Managing with some continued services</td>
<td>Behavioral and Mental Health/Substance abuse*</td>
<td>Vocational education (12-month lifetime limit)</td>
<td>Ready for Unsubsidized work</td>
<td>Unsubsidized Employment</td>
</tr>
<tr>
<td>Rapid Re-Housing</td>
<td>In treatment/intervention</td>
<td>Needs Post Secondary Schooling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Temporary/Transitional Housing</td>
<td>Needs Mental Health, domestic violence, substance abuse services</td>
<td>Needs Job Training</td>
<td>Job skills training</td>
<td></td>
<td>Subsidized Employment</td>
</tr>
<tr>
<td>Homeless</td>
<td>Needs high school diploma/GED</td>
<td>Needs Work Experience</td>
<td>Work Experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Color coding Key For Services and Activities**

- Green: Can participate without needing to engage in other activities
- Yellow: Can participate in these activities on a time-limited basis w/o needing to engage in other activities
- Red: Can participate in these activities on time-limited basis & if can't meet hr req alone must be engaged in other activities
- Gray: Can only participate if engaged in other activities

---

**Service mapping 2**

**Month Counter 2**
<table>
<thead>
<tr>
<th>Housing</th>
<th>Mental and Behavioral Health (Included under barrier removal activities)</th>
<th>Education and Training</th>
<th>Employment</th>
<th>Child Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs</td>
<td>Services/Activities</td>
<td>Needs</td>
<td>Services/Activities</td>
<td>Needs</td>
</tr>
<tr>
<td>Secured housing, but needs assistance to maintain housing: Utility Payment/Rental Assistance/Security deposit</td>
<td>Housing Support Program^</td>
<td>Needs Post Secondary Schooling</td>
<td>Vocational education (12-month lifetime limit)</td>
<td>Ready for Unsubsidized work</td>
</tr>
<tr>
<td>Rapid Re-Housing</td>
<td>Needs Mental Health, domestic violence, substance abuse services</td>
<td>Needs Job Training</td>
<td>Job skills training</td>
<td>Work ready, but unable to find unsubsidized job</td>
</tr>
<tr>
<td>Temporary/Transitional Housing</td>
<td>Housing Support Program^</td>
<td>Needs high school diploma/GED</td>
<td>Adult basic education</td>
<td>Needs Work Experience</td>
</tr>
<tr>
<td>Homeless</td>
<td>Needs Mental Health, domestic violence, substance abuse services</td>
<td>Needs Job Training</td>
<td>Job skills training</td>
<td>Needs Work Experience</td>
</tr>
</tbody>
</table>

---

*The table represents a policy map showing the progression and services required for individuals in different stages of need and recovery.*

---

**Mathematica Policy Research**

---

**Global Learning Partners**

---

**Center on Budget and Policy Priorities**

---

**EMPath**
# Time clock calculator

<table>
<thead>
<tr>
<th>24-Month Time Clock Stoppages</th>
<th>Also stops 48-Month Time Clock?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor-Parent</td>
<td></td>
</tr>
<tr>
<td>Under 16 Years of Age</td>
<td>N/A</td>
</tr>
<tr>
<td>Is a Child Attending School</td>
<td>N/A</td>
</tr>
<tr>
<td>Cal-Learn Non-Head of Household</td>
<td>Yes</td>
</tr>
<tr>
<td>Cal-Learn Head of Household</td>
<td>Yes</td>
</tr>
<tr>
<td>Preparing to engage or engaging fully</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>No</td>
</tr>
<tr>
<td>In Appraisal</td>
<td>No</td>
</tr>
<tr>
<td>Development of a new plan</td>
<td>No</td>
</tr>
<tr>
<td>Job Search</td>
<td>No</td>
</tr>
<tr>
<td>Meeting federal required number of participation hours</td>
<td>No</td>
</tr>
<tr>
<td>VISTA Volunteer</td>
<td>No</td>
</tr>
<tr>
<td>Pregnant and Cannot Work or Participate in WTW Activities</td>
<td>Yes</td>
</tr>
<tr>
<td>Child Six Months of Age or Younger</td>
<td>No</td>
</tr>
<tr>
<td>Subsequent Exemption for Child 12 Weeks of Age or Younger</td>
<td>No</td>
</tr>
<tr>
<td>Child 0-23 Months of Age</td>
<td>Some overlap w/ 48-month exemption</td>
</tr>
<tr>
<td>Specific caregiver exemption</td>
<td></td>
</tr>
<tr>
<td>Excused 2nd parent</td>
<td>No</td>
</tr>
<tr>
<td>60 Years of Age or Older</td>
<td>Yes</td>
</tr>
<tr>
<td>Needy Non-Parent Caretaker Relative</td>
<td>Yes</td>
</tr>
<tr>
<td>Barrier to Engagement</td>
<td></td>
</tr>
<tr>
<td>Caring for Ill or Incapacitated Member of Household</td>
<td>Yes</td>
</tr>
<tr>
<td>Client Disability</td>
<td>Yes</td>
</tr>
<tr>
<td>Domestic Abuse</td>
<td>Yes</td>
</tr>
<tr>
<td>Not Engaged</td>
<td></td>
</tr>
<tr>
<td>Good Cause</td>
<td>No</td>
</tr>
<tr>
<td>Sanctioned</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Putting families at the center of CalWORKs 2.0

<table>
<thead>
<tr>
<th>Current Approach</th>
<th>Proposed Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Compliance-oriented</td>
<td>• Goal-oriented</td>
</tr>
<tr>
<td>• Driven by state and federal policies and the work rates</td>
<td>• Driven by family needs, circumstances and aspirations</td>
</tr>
<tr>
<td>• Influenced by Work First</td>
<td>• Influenced by evidence-based practices, behavioral insights, self-regulation and executive functioning, trauma-informed care</td>
</tr>
</tbody>
</table>
What does it mean to be compliance-oriented?

• Rules driven decision-making and most day-to-day actions
• Success is defined by how well rules are followed
• System outcomes and goals may not be aligned with the reality of family’s lives and may not be achievable
• Goals defined by the system, not by the individual
• Goals often focus on process rather than outcomes
What does it mean to be goal-oriented?

• Focus on what goals CalWORKs can realistically achieve within a larger vision of what is best for families

• System design and actions are aligned and framed around realistic and achievable goals
  – What are the program goals?
  – What are the goals for staff?
  – What are the goals for clients?

• Focus on setting benchmarks in multiple domains and for different family types that can be monitored, measured and refined

• Focus on segmenting the caseload based on characteristics, needs and aspirations to create common pathways – what are the paths to achieve the established goals?
Potential Family/Service Prototypes

- Families in crisis
- Families with significant barriers
- Families with parent desiring education and training
- Families with parent seeking job and are job ready
- Families with a parent who is unengaged
Examples of Program Goals (from EMPath)

Goals for a Supportive Housing Initiative

• 90% of families will pay rent on time

• 90% of participants without a high school diploma will pass at least one test by the end of year 1 and at least three by the end of year 2

• 75% of participants with a GED or high school diploma will successfully complete at least one semester of a post-secondary degree or a training program within 2 years
Example of Personal Goals (from EMPATH)

• Apply for WIC for my daughter before March 1
• Develop dental treatment plan for my teeth at Perfect Dental by Aug 1
• Pay rent on time by 5th of month for 6 months July-Sept
• Complete Pharm Tech program through CVS by June 18
• Obtain childcare for my son at Learning Center by Nov 2
• No pest control notifications Nov-Jan
Example of Goal Action Plan (from EMPath)

**Mobility Mentoring® Goal Action Plan**

**Goal:** To save $200 over the next 6 months.

|---------------|---------------------------|-------------------------------|----------------------------------------|----------------------------|-------------------------|-----------------------------|---------------------------|-----------------------------------|

**Is this a dependent-related goal?**
- Yes
- No

**New or Revised Goal?**
- New
- Revised

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Target Completion Date</th>
<th>Incentive/Reward (if none, enter N/A)</th>
<th>Verification Needed</th>
<th>Date Action Step Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research savings account options offered at local banks and decide which is the best option for me.</td>
<td>1 week from today</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Open a bank account with $25 from my next paycheck.</td>
<td>2 weeks from today</td>
<td>n/a</td>
<td>New bank account information/statement</td>
<td></td>
</tr>
<tr>
<td>3. Schedule direct deposit with my employer to deposit $15 from my weekly paycheck into my new savings account. (After 10 weeks of direct deposit, $310 will be saved into account.)</td>
<td>3 weeks from today</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal Completion:**
- 6 months from today
- $25
- Bank statement indicating $500 saved

**Participant Signature:** ____________________________  **Date:** ______________

**Mentor/Staff Signature:** ____________________________  **Date:** ______________

Copyright ©2016 Economic Mobility Pathways. All rights reserved.
An OCAT Profile

• Mother of four children, ages 1-10
• Speaks little to no English
• Has never had a paying job
• Does not have a GED, and is uninterested in getting one
• Is a possible victim of human trafficking
• History of domestic violence
• In mental health counseling currently (wants to continue)
• Receiving housing assistance
• Wants to attend financial literacy workshop
• Wants to get cosmetology license
<table>
<thead>
<tr>
<th>OCAT PROFILE #1</th>
<th>IN CRISIS - NEEDS IMMEDIATE ATTENTION</th>
<th>VULNERABLE - NEEDS TO BE ADDRESSED SOON OR WILL TURN INTO CRISIS</th>
<th>STABLE - DOING WELL, COULD USE IMPROVEMENT BUT NOT AN IMMEDIATE NEED</th>
<th>THRIVING - AREA OF STRENGTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>Unemployed with no work history or applicable skills.</td>
<td>Unemployed, but with recent work history, or in temporary work situation that is ending in next 60 days.</td>
<td>Currently employed at least part-time at a sustainable wage.</td>
<td>Has strong work history and current permanent employment.</td>
</tr>
<tr>
<td>Housing*</td>
<td>Currently homeless or has eviction notice.</td>
<td>Living in temporary housing/shelter or owes back rent (may be evicted).</td>
<td>Has housing subsidy or is in low-income housing, but situation is not temporary.</td>
<td>Rents or owns in a safe area of choice.</td>
</tr>
<tr>
<td>Transportation</td>
<td>No transportation or access to public transportation options.</td>
<td>Rarely is able to meet transportation needs, relies on friends/family.</td>
<td>Has access to public or private transportation, but has some trouble utilizing on a regular basis.</td>
<td>Always meets transportation needs through car, bus, or regular ride.</td>
</tr>
<tr>
<td>Childcare</td>
<td>No access to childcare, or young children are unsupervised.</td>
<td>Barriers exist (transportation, location, eligibility) that prohibit access to childcare.</td>
<td>Is able to access but has limited choices for childcare options.</td>
<td>Has safe, affordable childcare with adequate supervision.</td>
</tr>
<tr>
<td>Education/Skills Training</td>
<td>Did not graduate high school or get GED and has had no work training/experience, or cannot read/write.</td>
<td>Has no diploma or GED, but has work experience or training and can read/write</td>
<td>High school diploma or GED, but needs to improve in at least one area (math, reading, writing)</td>
<td>Has some form of post-secondary education or specialized training.</td>
</tr>
<tr>
<td>Health (Mental and Physical)*</td>
<td>Has untreated chronic health issues and no insurance or access to care.</td>
<td>Has ongoing medical conditions and inconsistent care/treatment.</td>
<td>Has ongoing health issues but has insurance and keeps most appointment/takes meds</td>
<td>No ongoing conditions or is proactively seeking regular treatment, gets preventative care.</td>
</tr>
<tr>
<td>Substance Use*</td>
<td>Currently using substances, not in treatment or planning to engage in treatment.</td>
<td>Current or recent (past 30 days) substance use but has entered treatment in the past 180 days.</td>
<td>Substance use in past 180 days (6 months), but actively engaging in treatment and no use in past 30 days.</td>
<td>No substance use in past 180 days (6 months)</td>
</tr>
<tr>
<td>Legal Issues*</td>
<td>Current legal issues affect basic needs of living (such as housing/shelter, accessing benefits), has no plan for addressing issues.</td>
<td>Has and understands current legal charges but has no assistance in addressing these.</td>
<td>Has some current legal issues but has adequate representation/legal assistance.</td>
<td>No history of legal issues, or past issues are fully resolved</td>
</tr>
<tr>
<td>Safety*</td>
<td>In abusive or dangerous relationship. Feels unsafe and has no support system.</td>
<td>Feels unsafe sometimes, but has family/community supports and &quot;safe spaces&quot; to go to.</td>
<td>Engages in some unhealthy relationships, but is safe at home and has access to emergency services.</td>
<td>Involved in healthy, stable relationships and feels safe in the community with no threat of violence/trauma.</td>
</tr>
</tbody>
</table>
Feedback and discussion
Discussion questions

• What would it take to implement a family-focused, goal-achievement approach?

• What will get in your way?
Website
CalWORKs 2.0 Next Generation
The Website

• Key promise to users
  – This website will give staff at the county level an easy way to hear from other counties
  – Users will feel they are part of a “virtual working group” and are brainstorming with peers in other counties
  – The website will be a useful complement to other in-person and virtual events at which staff exchange insights and questions about CalWORKs 2.0
The Website

- Anticipated obstacles
  - Staff are hard at work on their day-to-day tasks, and will find it difficult to divert time to engage on the website
  - Staff might not even think to look to the site
  - Staff may be reluctant to openly share challenges or to flag innovations
The Website

• Tone/look/feel

  – It will feel up-to-date and pertinent

  – The site will feel intimate (“just us”) and practical—quick access to handy resources

  – The site will be inviting and relaxed. Staff should not feel judged about posting challenges, asking questions, or engaging with other counties using quick comments or forum posts
New Item

**Rice Bean Summer Spinach Turnips**

Ricebean pea catsear courgette summer purslane. Water spinach arugula pea tatsol aubergine spring onion bush tomato kale radicchio turnip chicory salsify pea sprouts fava bean. Dandelion zucchini burdock yarrow chickpea dandelion.
How we hope to engage you

1. Get your feedback today about how to best design a website for you

2. Offer quarterly interactive webinars in which users get on the site and work with CalWORKs SI team and other counties

3. Send monthly communications with high-interest content to encourage accessing and engaging with the site

4. Use push notifications to inform site participants of new forum topics or posts to solicit responses and engagement
Feedback and discussion
Discussion questions

• Thinking about ways in which you’ve used technology to share or gather information from colleagues, what would be the most useful format for us to integrate to NextGen to facilitate collaborative learning community?

• What content would make you excited about using the new NextGen website?
For More Information

• Michelle Derr, Mathematica
  – MDerr@Mathematica-Mpr.com

• Donna Pavetti, CBPP
  – Pavetti@cbpp.org

• Ruthie Liberman, EMPath
  – Rliberman@empathways.org

• Natasha Nicolai, Mathematica
  – Nnicolai@mathematica-mpr.com

• Erin Horgan, CWDA
  – EHorgan@cwda.org

• Noelle Simmons, SF County
  – Noelle.simmons@sfgov.org