

Activity: a-COUT-ability

- You are a contract manager for Statelandia's Department on the Environment (DOE). DOE is charged with protecting and enhancing Statelandia's natural resources so that the state continues as a wonderful and safe place to live, visit, and raise a family.
- You have been asked to review a copy of a study commissioned from an outside vendor. Among other things, it's your job to make sure the Department doesn't overpay for the study.
- The provider is paid \$10 per word.
- You will have 1 minute to count the number of words in the second bullet point on the next slide (there are 3 bullet points in the report).
- At the end of the 1 minute, record your count and calculate the appropriate payment amount for the reviewed section.

1 Minute On The Clock!

Executive Summary

The Department on the Environment (DOE) is charged with protecting and enhancing Statelandia's natural resources so that the state continues as a wonderful and safe place to live, visit, and raise a family. A recent study commissioned by the department investigated changes in local vegetation and animal life over the past 10 years. The study's findings are largely in keeping with recent newspaper accounts and anecdotal evidence shared by residents during DOE's listening tour this summer. Findings included:

- A survey of 1,012 local beekeepers found that the number of bees has remained steady over the last decade with hives in south-east Statelandia proving most productive with an average output of 13.6kg of honey per hive.
- Plant disease has killed off eighty percent of vegetation in fields immediately surrounding the city, in turn disrupting the food sources for many native animals. As a result, the likelihood of an elephant stampede in the city has increased significantly in the past three months as these animals search for alternative means of sustenance. Early notification systems and other precautions should be implemented immediately to safeguard city residents.
- Certain species of grass in western Statelandia have been found to be better equipped to handle drought because of their improved cultivars.

KCO

Today's Topic: Training Resources and Employment

A 2013 study* found that adults who participated in **at least 8 or more interactive workshops** on a variety of work preparation topics (e.g., resume building, digital literacy, interview preparation) within their first year of unemployment **were more likely to gain employment**, compared to adults who participated in 3 or fewer workshops.

Our Goal:

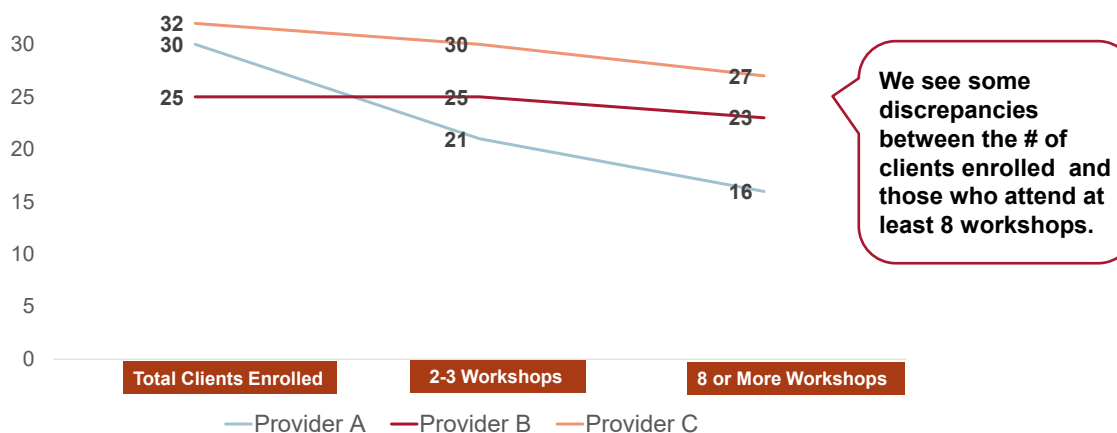
1. See how many of our current clients participated in at least 8 workshops within the first year of their unemployment.
2. Identify changes to help more clients get the financial and professional support they need during their unemployment.

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Number of Clients and Workshops Attended by Provider

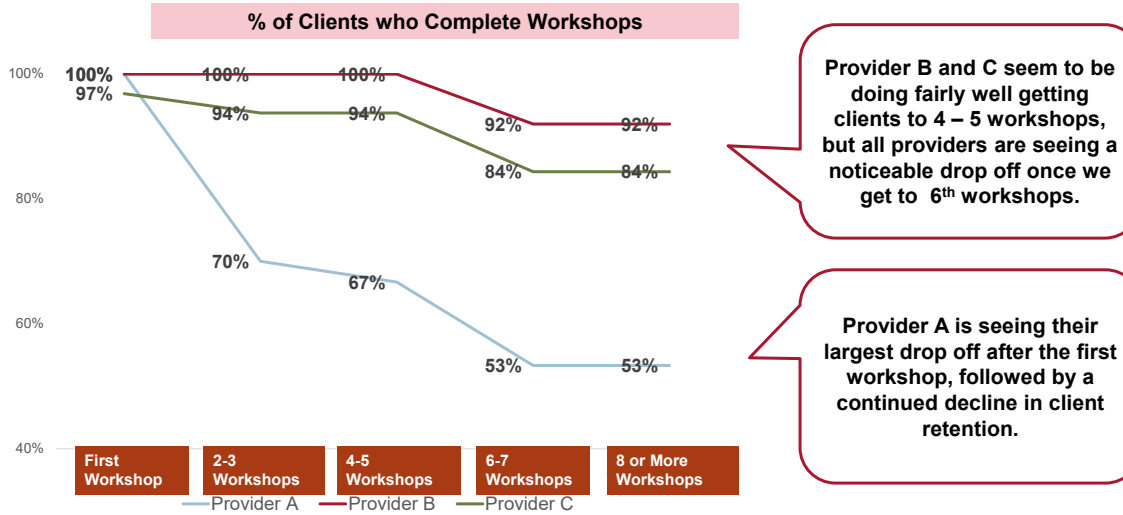


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Let's take a closer look and see if there are any patterns we notice about when the drop off is happening.



Source:

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As the program manager, what questions would you want to ask after you saw these data? Where do you want to dig deeper?

Talk with people at your table for 5 minutes about what topics, data points, or questions you would like to investigate further. Then we'll debrief as a full group.

Source:

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As the program manager, which question would you want to ask after you saw these data?

- A. What might be preventing the **clients served by Provider A** from completing more workshops?
- B. What do providers think about **the drop-off after the fourth/fifth workshop?**
- C. Do we have data on **who is exiting before their 8th workshop** and why?

Source:

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Choice A: What might be preventing the clients served by Provider A from completing more workshops?



Provider A

Honestly, it's disheartening to see how low our participant numbers are. I know our program staff are working really hard to keep clients involved. I didn't realize we were losing so many clients so early on.

I understand. I know it can feel discouraging and that the program staff you are working with are doing their very best. Let's try to see this as a learning moment instead.

Each client is different, and there could be different things going with the clients you're working with. You mentioned that you're working with a lot of young clients. Why don't we try cutting the data by age of participant.



Program Manager

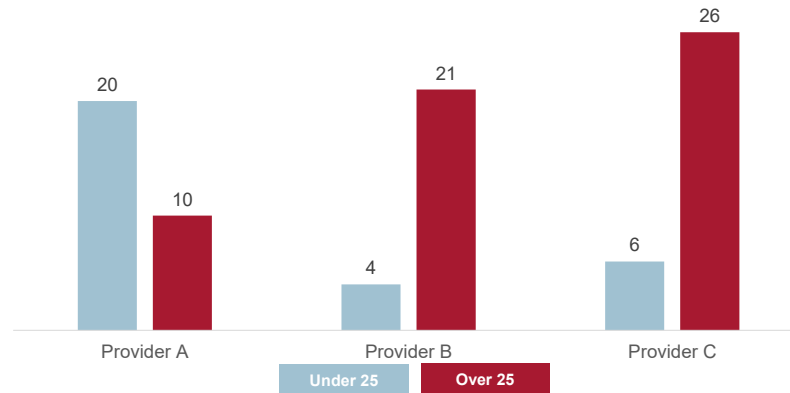
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Choice A: What might be preventing the clients served by Provider A from completing more workshops?

Age of Clients by Provider

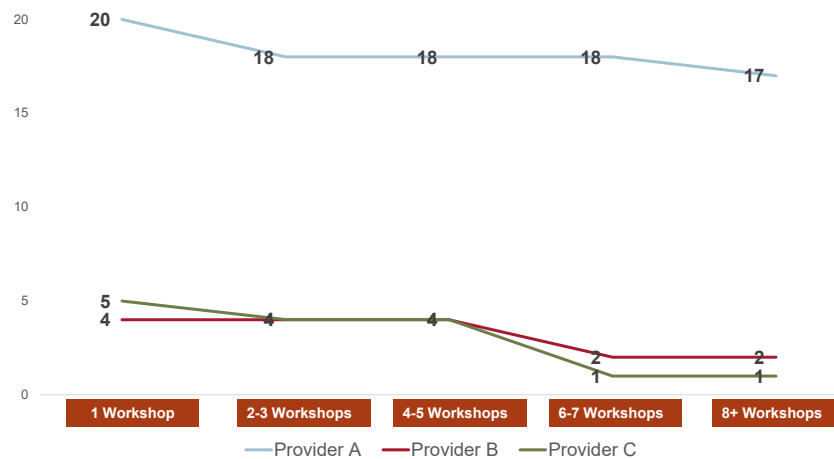


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Choice A: Number of Workshops Attended, Clients Under 25 Years Old Only



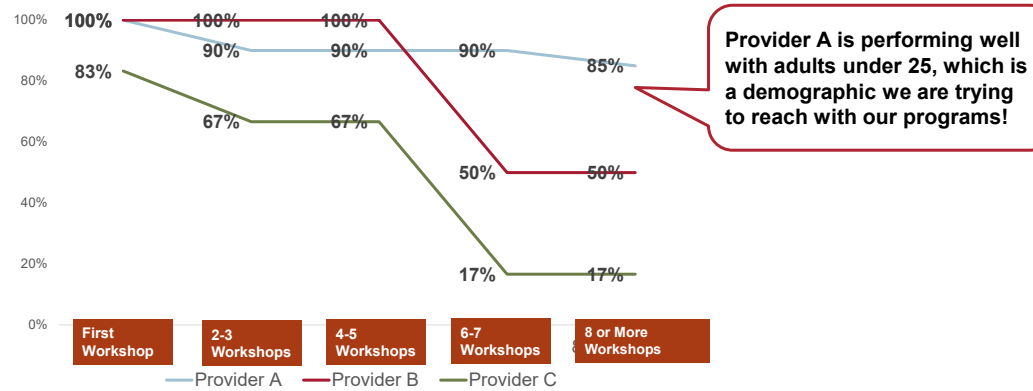
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Choice A: Workshop Completion by %, Clients Under 25 Years Only

Since each provider had a different starting point, let's look at data by percentages.



Source:

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Choice A: Discussion



Provider B

Provider A, your retention with clients under 25 is impressive! Can you share your approach?

Oh wow, I'm happy to see this data! Though I want to be sure we're keeping our clients over 25 engaged too. Would love to hear from providers B and C about your general retention practices.

With younger clients, we try to hold workshops in locations that they might already frequent (community centers, libraries, local community colleges, etc.). I think this helps our clients feel more comfortable starting something new in an already familiar location.



Provider A



Provider C

Wow, I think I'm going to take this back to my staff and see if it makes sense for us to move in this direction with our younger clients. I will report back!

Source:

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Choice B: What does the group think about the drop-off after the fourth/fifth workshops?



Provider C

At the fourth or fifth workshop, we're about 1 – 2 months into the program. Maybe clients feel like they've gotten everything they need at that point and don't see a need to continue.

That's certainly a possibility. The question then becomes: How do we ensure that we continue to demonstrate the value of our workshops to clients? Can you share more about the different topics you discuss during workshops?



Program Manager



Provider A

From our model curriculum, there are four main content areas we talk about: resumes, digital literacy, networking and interview prep.



Provider B

Yes, it's the same for us. We aren't too prescriptive about when to have what conversations with clients, but we have a ton of supporting material that we can reference depending on each client's needs.



Provider C

I've just had a thought...I don't know about the rest of you, but we're spending most of our workshops talking about interview prep. Maybe this is something that we should address later. Perhaps we should spend more time on resume development early on.

Source:

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Choice B: What does the group think about the drop-off after the fourth/fifth visits?



Provider A

That makes sense! To focus more on resumes early on. Especially if you aren't getting any responses from jobs at this point, interview prep might seem abstract.



Provider B

Yeah, I can see how talking about how to answer interview questions, share about one's professional background, and ask intentional questions can be challenging to think about if employers are not responding back to you. In fact, that could mean that a client needs to improve their resume.



Provider C

Yeah! I'd love to hear what Provider A and B learn as well!

This is really interesting; I wonder if you could use some CQI causal analysis tools to further explore this. And then see if adjusting the order of content makes a difference in retaining clients!



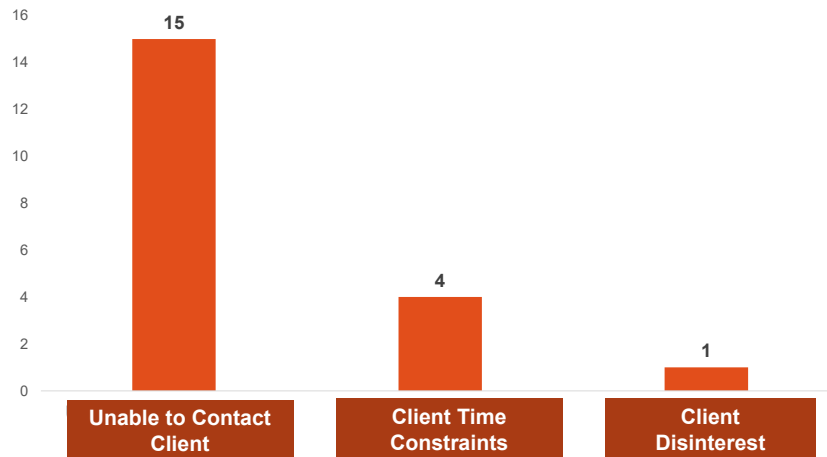
Program Manager

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Choice C: Reasons for exit before 8th Workshop



Source:

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Choice C: Reasons for exit before 8th Workshop

It looks like being unable to locate the client is by far the biggest reason for not making it to the 8th workshop. I recognize there's only so much that we can do if the communication line goes silent, but I wonder if there's anything we can do to revive or prevent the communication from going silent? What're your outreach protocols?



Program Manager



Provider B

Our standard practice is to call, text, and mail the client a letter weekly for four weeks after the last contact.



Provider C

Yes, same for us.



Provider A

I don't know if this is asking too much, but last year, we had a program staff person who was 4 weeks out from the last contact with a client she really bonded with. It was around winter, so she decided to send a hand-written card to the client. About a week later, she got a call from the client, and they've been doing at workshops ever since. Maybe there's something about the old, school human touch of a hand-written card?



Provider C

The time and cost of a hand-written card is pretty low. I think we can try this instead of our template letters.

Source:

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Activity Conclusion

You've now seen how digging deeper into data alongside our peers in a candid conversation can help us generate ideas and practices to support clients!

Although these were fictionalized, simplified examples, we hope this is the attitude you'll bring to organizing and integrating AGM performance management into provider meetings!

What were your “aha” moments from this activity? Any ideas you'd like to try in your jurisdiction? What metrics do you think you will use for ACM?

Source:

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