

# REDF

## Employee Supports Part 3

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## There are two common staffing structures within SEs

Generally, employee support programs have at least two ES staff roles: one for job development function and one for employee development

### Employee Development

- Primarily internal-facing
- Focus: supporting employees' professional development in one or more of the following ways:
  - While at the SE (job coaching)
  - Identifying and developing plans for addressing professional goals and barriers (vocational case management)
  - Addressing work or personal issues that may inhibit ability to sustain employment

### Job Development

- Primarily external-facing
- Focus: building employer relationships to secure employment opportunities for transitional

**Important  
not to forget  
the key role  
of the SE  
supervisors**

- The employee development function is typically staffed by 1-3 roles
  - Organizations that split the employee development function into multiple staff roles might have a Job Coach, Vocational Case Manager and Retention specialist
  - Within the REDF portfolio, the job coaching and vocational case management pieces are often combined into an Employee Supports Specialist role
  - Number of employee development staff roles depends on organizational attributes such as target population, financial resources available, ES focus/orientation, etc.

## Program structure: staffing functions (continued)

It is not uncommon for employment development responsibilities to be combined into fewer staff roles. In these cases, however, it is important to take into consideration differences in required skills, experience, and other job requirements.

| Key function         | Staff title/role | Responsibilities  | Typical requirements   |
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| Employee development | Job coach        | <ul style="list-style-type: none"><li>• Typically an internal facing role</li><li>• Supports employee's professional development while at SE</li><li>• Assists employees in constructively responding to performance feedback provided by supervisors</li><li>• May assist transitional employees with job search strategies, developing application materials and interview preparation</li></ul>              | <ul style="list-style-type: none"><li>• Prior work ideally includes some industry knowledge</li></ul>                                      |

## Program structure: staffing functions (continued)

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|                      | Retention Specialist                            | <ul style="list-style-type: none"> <li>• Requires work with transitioning employees; may also require interfacing directly with employers</li> <li>• Follows up with employees and supports them in addressing work or personal issues that may inhibit their ability to sustain employment</li> <li>• May work with employees one-on-one or in group settings</li> <li>• May follow up with employers to inquire about, and troubleshoot, issues arising in the workplace</li> </ul>                     | <ul style="list-style-type: none"> <li>• Prior work ideally includes combination of social service provision and private sector experience</li> <li>• Often requires working non-traditional hours and/or traveling to work sites</li> </ul> |

Note: These functions can also be staffed externally through contractors or partners, in which case responsibilities and expectations should be detailed in a contract or MOU. The SE should also dedicate staff to contract management.

# Program structure: staffing structures

There are three types of structures typically used to staff employee support functions

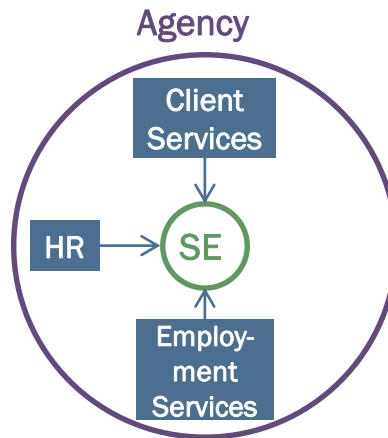
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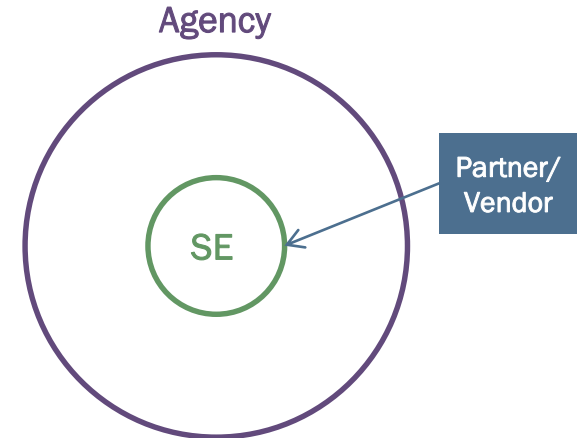
## 2 Agency-Based

*Staff from other programs/ divisions within the agency are leveraged to provide ES services to SE employees\**



## 3 Partners/Vendors

*An external entity provides some or all of ES services for SE employees*



*Regardless of staffing structure, expectations regarding employee supports utilization should be communicated to SE employees in writing*

\*Employment services may already have job developers, vocational case managers and retention specialists on staff; Client services may have case managers on staff; Human resources may provide job coaching

# Roadmap: Bringing it all together



- When will you monitor progress towards your goals?
- What is the course for corrective action?

## Monitoring

- Reminder – In all decisions ask yourself, what is your vision and what are you doing differently (better) that help support your transitional employees success in the long term?

## Value Proposition

# Here's an example: Denver Social Enterprise

Denver social enterprise employs **women who have experienced homelessness, domestic violence, incarceration, substance abuse, and mental health issues**. The social enterprise produces packaged food products such as bean soup mix, popcorn, and coffee. For the women who graduate from their programs, they've historically had high 1-year retention rates.

## Program Model

- Delivery: Hybrid – Employees have one-on-one time with case managers and mentors. They **meet with mentors weekly**. However, they also participate in group sessions such as training classes and production meetings
- Participation: Hybrid – Trainings and meetings are considered part of the employee's work day and are **compensated**, including weekly mentor meeting. There are additional trainings that are voluntary. They use incentives for attendance.

## Program Elements: Three Stages

- Basic Needs: Orientation, Goal Setting, Production Training, Community Partner Presentations, Basic Computer Skills, Financial Literacy. Meetings with case managers and mentors to stabilize housing, transportation, child care, and health (~2 months)
- Life Skills and Job Readiness: Team Building, Work Place Communication, GED/Adult Literacy, Dress for Success, Planning & Organization, Nutrition, Interview Skills. Meetings with mentor to discuss career interests, certifications, resume & cover letter (~4 months)
- Job Search: Dress for Successful Interviewing, Successful Networking, Employer Presentations, Job Search Training

## Staffing & Structure

- Structure: Stand alone social enterprise leveraging primarily volunteers to provide employee supports
- Staffing: Program director and one employment specialist for managing programmatic support and volunteers

# Poll: Where is your organization's employee supports program?

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1. How robust do you feel your employee supports program is?
  1. Very robust – we have a documented design with a staffing plan
  2. Medium – we feel pretty good about our services but some things aren't formalized and/or we don't have dedicated staff
  3. Nascent – we have some basic partnerships and supports we provide but are pretty new to this
  
2. Do you have employee support staff?
  1. Yes – dedicated staff
  2. Yes – part time staff
  3. Not yet
  
3. What are some key questions/concerns about employee supports and program design that you have?



## Reflect: Organizational goals and activities

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1. List the activities related to employee supports your organization does.

PLEASE HAVE INFORMATION HANDY FOR LIVE SESSION

# SUBMITTED ASSIGNMENT / PREP WORK

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*This content is meant to be assigned in an assignment format to be completed before the session the material is meant to be completed prior to the session as the material is meant to enhance the comprehension of the material covered in the full group sessions (or) have the fellows come to the group session having filled out materials to check their work.*

- CONTENT BREAKDOWN:

- **Slide 4:** Poll of how their current employee supports program - unless there is a way to poll during the meeting through zoom, collecting this in advance may be helpful to jump straight into the conversation. And people can speak out if anything has changed assuming things have changed b/c of COVID. I imagine there will be a lot of questions and comments around how to support since many of the SEs are at different places of what they can offer in their WA services.
- **Slide 8-9:** They can come to session having identified their staffing structure, unless it has been of value in the past to do this portion together.

Original Slide Order: [I:\\\_Programs\\\_Accelerator\Sessions 2019-2020\Session 3 - Nashville\Session Materials\Employee Supports Final\\_VIRTUAL REFERENCE.pptx](I:\_Programs\_Accelerator\Sessions 2019-2020\Session 3 - Nashville\Session Materials\Employee Supports Final_VIRTUAL REFERENCE.pptx)

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# REDF

## Employee Supports Part 3

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## What we heard: Questions & Concerns

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- What types of training are available to employee support staff?
- We don't have sufficient services to meet the needs of our employees, how should I partner with an external agency?
- How do we build on what we're good at and not focus on the fact we have limited capacity?
- How might we share employee support staff between different departments?

# Today's Session

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What the session will cover:

- Employee support program plan and resource planning
- Examples of staffing structure
- Adjusting an employee supports program
- In light of COVID/Re-opening/Shifting Employee Needs - break-out to develop, refine, and adapt your organization's current efforts

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Intended takeaways:

- Framework for aligning resources for an effective employee supports and retention program design
- An understanding that employee supports is an iterative process that should be expected to change and adapt over time

# REDF Accelerator Employee Supports Sessions

## Employee supports program design

## Program implementation

Define goals & strategies

Configure supports offering

Design structure & policies

*Employee Supports Program Plan*

Assess resources needed

Roll out in stages

Define and prioritize employee support goals and strategies

Determine the most promising and relevant supports to offer to achieve key goals

Design the program so that its structure and policies align with and support key goals and strategies

*Vision and roadmap for providing the supports and services that will help workers secure, succeed and advance in employment*

Understand the gap between existing capabilities/resources and what is needed

Develop a plan for rolling out the new program and increasing resources over time

Monitor, evaluate and respond

## QUICK REVIEW - Program structure: staffing functions

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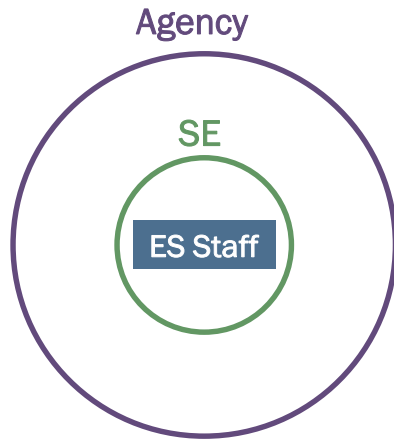
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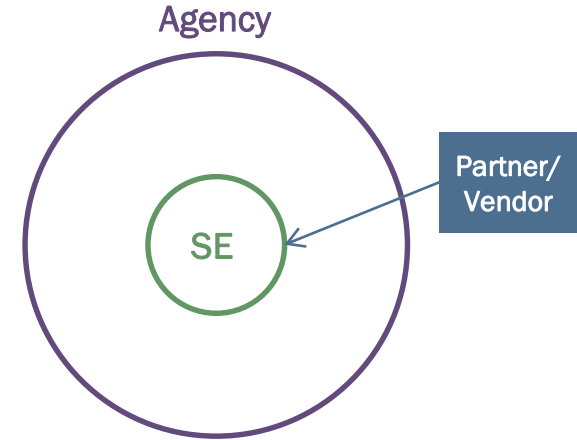
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## Exercise

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Please type on the white board, what type of **staffing functions** do you have at your social enterprise? What type of **staffing structure** do you operate under?

Has any of this changed in light of  
COVID-19?

# Logic model: Important to map your goals and activities to assess resources

| Existing Resource  | Activity   | Output   | Intermediate Outcome   | Long term Outcome  |
|--|--|--|--|--|
| 2 crew supervisors<br>3 employment support / retention specialists<br>\$\$ | 1. Motivational interviewing for all participants<br>2. Case management<br>3. IEPs<br>4. Resume & interviewing skills<br>5. Job readiness assessment<br>6. Daily feedback on the job<br><br>(~100 individuals) | Individuals job ready: completed individual employment plan, 5 employment specialists appointments, superior marks for 2 weeks on job<br><br>(~70 individuals) | 80% exited employees positive (leave for job or school)<br><br>(~80 individuals) | 60% exited employees retain job > 12 months<br><br>(~48 individuals) |
| Nutritional class rotating volunteer<br>Farmers market supplies<br>\$\$    | 1. Weekly nutritional classes for all ages<br>2. Farmers market stands selling fresh produce<br>3. Motivational interviewing   | ~100 unique individuals complete 1 class   | 100% workshop attendees say they're eating better                                | Healthy eating habits for 100% program graduates                     |
| Rotating schedule of 20 volunteers<br><br>1 FTE to organize volunteers     | 1. Weekly graphic art classes run by volunteers  | 20 youth attend per month  |  |  |



# Self Reflection

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## Activity

1. Take a few minutes to list out your long term goals for your social enterprise
2. Select two goals (if you have more than two), you believe are your highest priority. If you believe all goals are of equal importance, select two goals to reflect on.
3. Now list the activities you do at your social enterprise that support you in achieving both of your long term goals.

## Questions

- Are the long term outcomes you selected, meaningful and measurable? Are they still relevant given COVID-19 or do they need to be revised to reflect new reality?
- Are the activities aligned with your long term goals? Are there any activities done at your social enterprise where its challenging to assess how they impact your long term goals?
- Is your staffing structure set-up in such a way that maximizes the resources towards your prioritized goals?
  - How has the staffing structure changed since COVID-19 (if at all)?
- How are your staffing functions supporting (or hindering) achieving your long term goals?

## Breakout – Groups of 3 people

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- Share what your staffing structure and functions at your social enterprise. Share how/if you've adapted staffing and structure due to COVID-19.
- Share a long term goal that you're doing well in achieving, the activities you're doing that impact this goal, and the resources supporting these activities
- Share ONE challenge around your current staffing structure or resources?
  - Are the long term outcomes you selected, meaningful and measurable?
  - Are there any activities done at your social enterprise where its challenging to assess how they impact your long term goals?
  - Is your staffing structure set-up in such a way that maximizes the resources towards your prioritized goals?
  - Do staff have the roles, skills, and resources needed to help achieve your long term goals given the impact COVID has made?

**10 MINUTES TO SHARE OUT, 2 MINUTES FOR GROUP TO OFFER IDEAS**

**40 MINUTES TOTAL**

## Self Reflect

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Based on the discussions, what is one change you will make to prepare for your future?

Anyone interested in sharing with the group?

# Takeaways

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- Long term outcomes have direct implications on how you allocate resources – make sure outcomes are meaningful and measurable. Similarly, vague goals can cause organizations to add activities that don't necessarily align with your enterprise.
- With limited capacity, it's a good idea to routinely revisit your logic model and see whether your resources reflect the prioritization of your goals. Conduct logic model “audits” on your program(s)– dig deep to understand whether you're achieving your goals and whether activities align to your goals. It's an iterative process.
- A logic model is a helpful tool to not only develop your organization goals and activities but to develop a plan for resourcing.
- Its likely that some activities will not align, and that is fine. Just make sure this is intentional.
- Not all services and supports need to be provided in house.
- Remember to leverage existing staff – especially on the business side. Front line supervisors can be especially helpful in providing coaching.
- Important to understand that few social enterprises are able to have a fully developed & staffed employee supports program from the get go. Think about your program as “stackable”.



# Additional Thoughts

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# REDF has attempted to better understand which employee supports are effective, but concrete answers are rare

- **Employee supports have been proven to increase employment and earnings for almost all target populations REDF focuses on**
- **There is no obvious one-size-fits all approach**
  - Target population matters
  - Inconsistent results of programs that employed similar ESE employee supports tactics
- **More is probably better**
- **Employment support strategies alone do not guarantee a program's success.**
  - Organizational “intangibles” such as effective leadership and management
  - Implementation
- **Specifically on retention services, specialized job coaching, wage supplements, and rapid reemployment services have demonstrated to be effective**
  - **Job coaching** sessions should be specific, concrete, positive, and proactive. Focus on specific help relevant to the individual's background, experience and goals. Avoid coaching generalizations. Focus on opportunities rather than barriers, especially in the long term.
  - **Wage supplements:** In communication with participants, frame the wage supplement as a bonus or stipend rather than an incentive. The amount of wage supplement should be worthwhile. Focus on outcomes not indicators (participation in workshops versus employment). Well targeted.
  - **Rapid Reemployment:** Drop off of employment usually happens early on in the job placement. Work on rapid reemployment to avoid a large employment gap. First job is often not a good fit (one estimate: 11%). Thus, its important to build strong employer relationships in order to troubleshoot issues, mitigate conflict, and prevent job loss

## Key Takeaways

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- This session hopefully gave you insight into:
  - What employee supports staffing and structures typically looks like
  - The elements that go into creating an aligned and effective employee supports program design
  - How you might incorporate new or tweak existing practices to better support your employees on their most challenging issues
- Parting thoughts from REDF:
  - Program design is a delicate and complex process – be intentional with each decision you make
  - Benefits and supports can be phased in over time; not necessary to make full overhaul in one go
  - Consider all the external and idiosyncratic factors affecting your organization (gov't policies, industry, target population, internal capacity, legal, etc.)
    - Not wise to blindly replicate another SE's program design!

# Questions?

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# EXPLAINED IN NOTES

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*This is identified content that could be explained in note format which provides supporting documentation or accompanying context to the material that is being presented in either of the previously mentioned formats: Done Together, Record in Advance, or Submitted Assignment/Prep Work*

- CONTENT BREAKDOWN:

- **Slide 8 - 10:** So the information is provided separately for them to reference. It is a lot of information across 3 slides, but definitely digestible if given time to look at the contents. Unsure of how much time there will be during session to jump into discussion/questions on it.

- PLANNING MTG NOTES:

- It could be valuable to have a refresher page/summary for each slide/session day - *BB*

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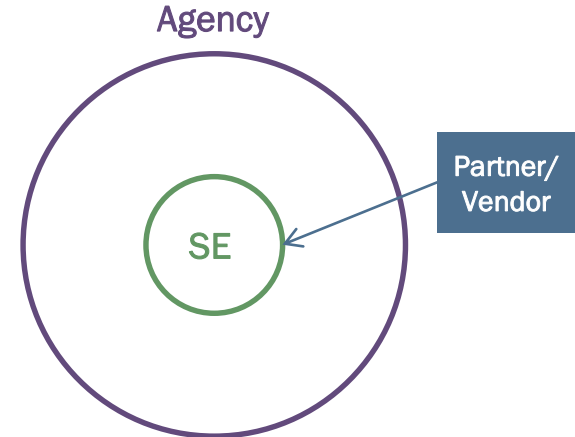
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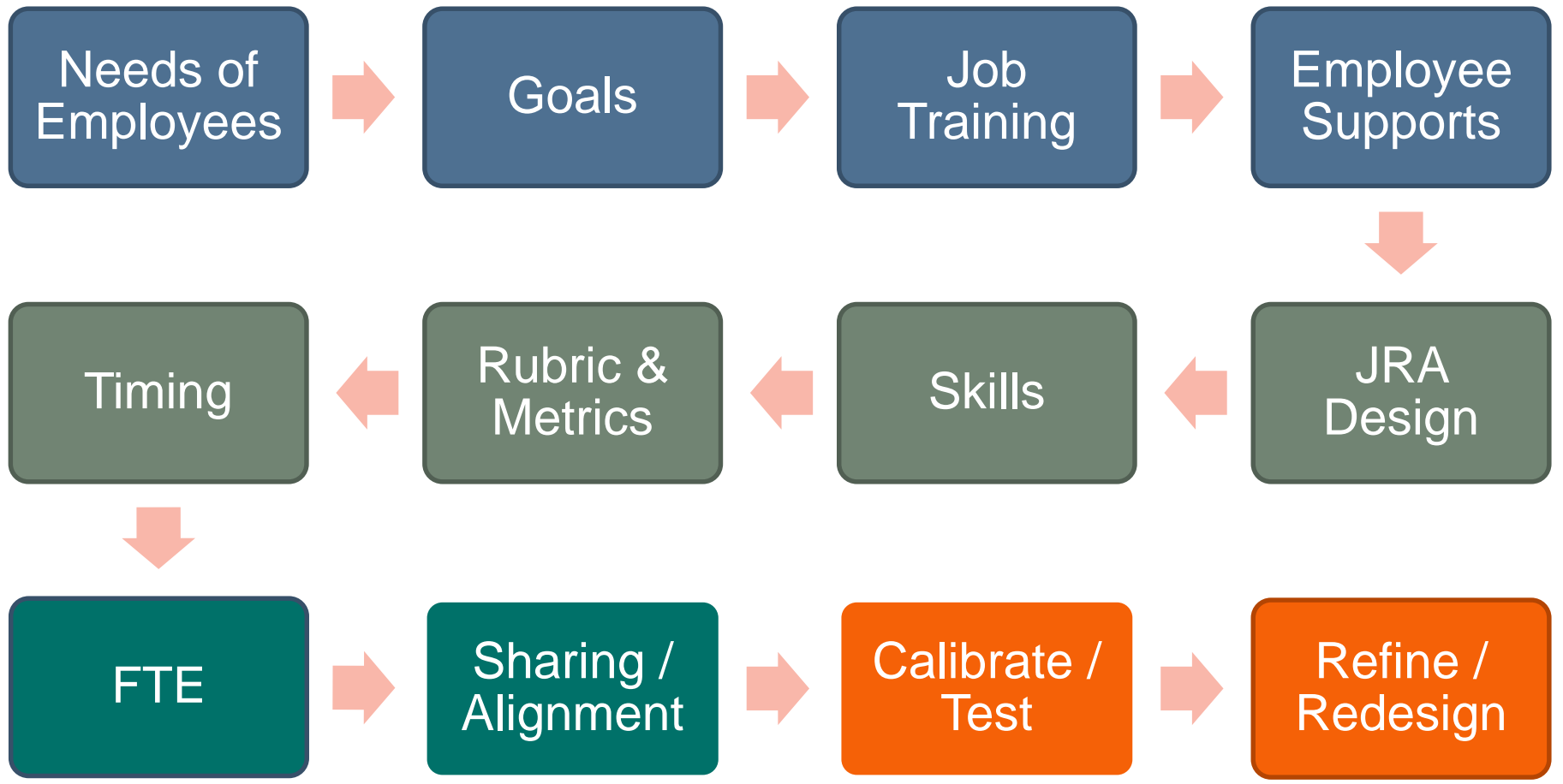
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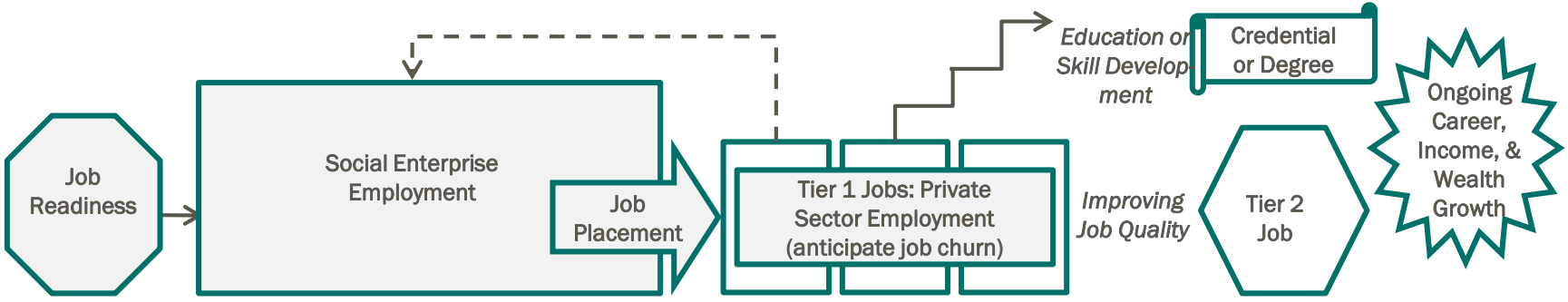
### Metrics Tracked

- Participants hired, attrition during probationary period, employment pre-graduation, graduated, gained employment/enrolled in school, program retention, working jobs in targeted field, average hourly wage at hire, average hourly wage at last follow-up, 6 month and 1 year graduate follow-up





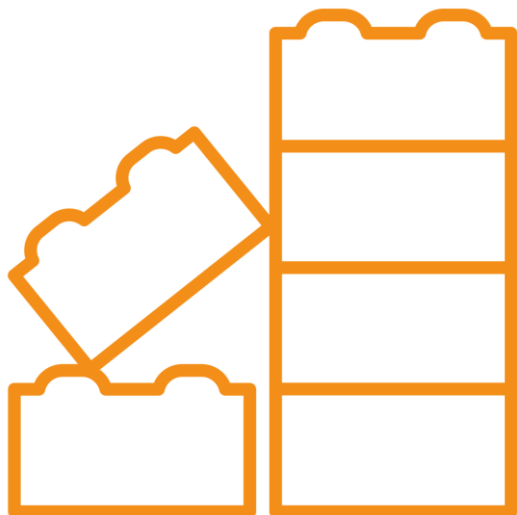
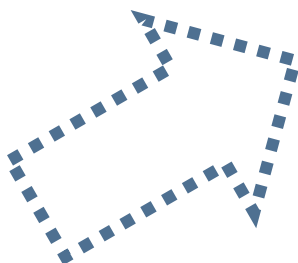
# Some tips



| Resourcing | Activities  | Outputs  | Short Term Goals   | Long Term Goals   |
|------------|---|--|--|---|
|            | 50 individuals will be employed via SE and enroll in Career Development Program, which includes <ul style="list-style-type: none"> <li>○ SNAP enrollment</li> <li>○ Paid, mandated weekly 1:1 coaching with career coach for 3 months</li> <li>○ Workshops</li> </ul> | 100% of individuals will complete our "Career Development Program" | 90% of employees placed in external employment obtain a job that pays above minimum wage | 75% of individuals (out of total reached) will increase their wage a year after they leave the SE |
|            |   |  |  |   |
|            |   |  |  |   |

# Important to understand, that few social enterprises are able to have a fully developed & staffed employee supports program from the get go

What are your current resources that can support you to get to the future



Develop a “stackable” program

# Questions to think through as you develop and refine your program

## What?

- What does service look like/entail (e.g., eight 2 hour workshops on X topics; weekly 30 min 1:1s)
- Is delivery happening one on one or in group setting?

## For Who?

- Universal or targeted?
- If targeted, what % typically receive service?
- Any specific eligibility?

## By Who?

- Offered internally or through partners?
- Title of lead and whether staff or volunteer? # of FTEs involved?
- If through partner, whether referral or contracted? Strength of relationship?

## When?

- During what programming stage(s)?
- Frequency?
- Duration (how many weeks or months)?

## Where?

- Program office
- Partner location
- Work site

## Key Performance Indicators?

- How is the SE tracking it or its partners performance relative to this function?

Imagine you are writing a grant application for \$100,000 to a workforce development funder. Share what you plan to achieve with this funding.

**My employee supports program vision:**

*Employees feel \_\_\_\_\_ when working at \_\_\_\_\_ (your SE) and achieve \_\_\_\_\_ outcomes because of the tailored supports provided by my SE such as:*

## Takeaways from Transitional Jobs Studies: Staffing

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- Almost all programs had at least weekly formal, programmatic interactions with workers throughout TJ
  - Most programs aimed for at least monthly one on ones; many aimed for bi-monthly one on ones
- Smaller caseloads facilitate more frequent touchpoints
  - Demands on case managers are typically greatest at front end of clients time at TJ program
- Staff specialization ensures time is dedicated to each of the multiple program components
- Turnover is common and creates challenges to maintaining fidelity to model and relationships
- Partnerships and subcontracts support provision of comprehensive services needed by participants
  - Work best when tightly managed relationship and very discrete expectations (e.g., running a subset of workshops; onsite provision of legal assistance)
  - Managing or sustaining partnerships is time consuming and needs to be anticipated; relationships should be institutionalized in case of turnover