FSC Leadership Series

Skill Building
Continuous Improvement

Participant Guide

New Jersey Family Success Centers
&
Office of Training and Professional Development

Skill Building &
Continuous Improvement
Session 5 for Leaders
New Jersey Family Success Centers

Project Timeline

March 2019	June 2019	September 2019	December 2019	March 2020
Coaching as a Leader	Engagement and Active Listening	Leadership and Advocacy	Coordination and Connecting	Skill-Building and Continuous Improvement

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Session Objectives

Skill Building and Continuous Improvement

- Refine skills for further understanding, key information about Engagement, Active Listening, Leadership, Advocacy, Coordination, and Connecting and their link to Family Success Center Culture and Practice Profile
- Understand the essential functions Skill Building and Continuous Improvement for Family Success Centers
- Directors/Leaders will have an opportunity to learn and apply the fundamental aspects of Skill Building and Continuous Improvement as defined by the Practice Profile
- Connect coaching skills to Skill Building and Continuous Improvement by applying the Coaching Compass to
  - ❑ Seek the Issue
  - ❑ Clarify Thinking
  - ❑ Contribute
  - ❑ Push for Action
- Make a plan for application: Use skills/self-directed learning to teach FSC Staff about Skill Building and Continuous Improvement

Agenda

Day 1

10:00	Welcoming – Introduction to Session 5, Attendance
11:00	Recap –Prior Essential Functions
12:00	Lunch
1:00	Exploring Skill Building & Continuous Improvement
2:00	Essential Function Activity
3:00	Adjourn

Day 2

10:00	Welcome, Attendance, Recap of Day 1
10:30	Essential Function Activity
12:00	Lunch
1:00	Coaching Activity
2:00	Application/Self- Directed Work
2:30	Sustainability
2:40	Recap/Assessment
3:00	Adjourn

Online Training

Information, Navigation, and Working Agreement

- Our Agreement from last session
- Changes since last session
- Our commitments to each other to have a successful two days
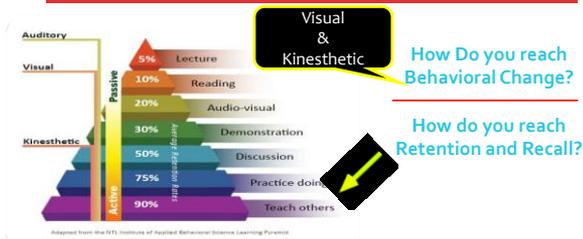- Anything additional to make this a great environment

Zoom
- Camera
- Audio and Mute
- Chat
- Connectivity
- Attendance
- Document Sharing
- Raising Hand/Questions
- Breakout Groups
- Screen Sharing

Satisfaction Survey

Session 4- December 2020 – Coordination and Connecting

- Learning from last session's feedback
  - Retained what worked well
  - Removed redundant
- Shared Gallery Walk images
- Sustainability
- Self-Directed Work

Slide 7

Increase Retention, Recall, and Application

Visual & Kinesthetic

How Do you reach Behavioral Change?

How do you reach Retention and Recall?

Auditory	5%	Lecture
Visual	10%	Reading
	20%	Audio-visual
Kinesthetic	30%	Demonstration
	50%	Discussion
	75%	Practice doing
	90%	Teach others

Passive / Active — Average Retention Rates

Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid

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Slide 8

Recap

Desired outcomes of previous Learning Experiences

- What changes were introduced?
- How will the changes be sustained in practice going forward?
- What questions continue to linger?

Engagement
Connecting
Active Listening
?
Coordination
Leadership
Advocacy

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Slide 9

Skill Building & Continuous Improvement

Essential Function Definition

Skill Building

FSCs organize and oversee programs, services, activities, and resources within the Center that focus on strengthening child, family and individual family, families and individual family members' skills and protective factors.

Family-centered programs that focus on positive parenting and family interactions, child cognitive development, and reducing family level and community level poverty showed the most benefits for children and families (Ruffolo, Evans & Lukens, 2003; Yoshikawa, 1995).

Additionally, strategies to improve economic wellbeing of families and individual family members within a community can improve community health and wellness (Pinderhughes, Davis, & Williams, 2016).

Continuous Improvement

FSCs use data to guide decision-making, refine practice and improve services.

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What can be expected at any FSC?

1. **Practice Profile Definition**

2. **Expected**

SUCCESS

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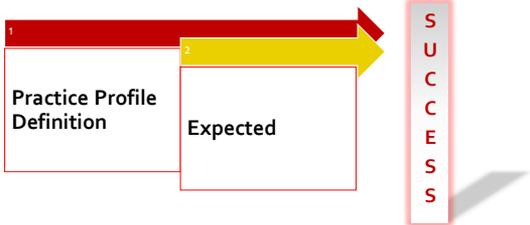
Skill Building

Expected Activities

Identifies programs, services, and activities that promote skill and protective factor development based on community's needs and interests.

Helps families and individual family members identify and build on their strengths.

Coordinates and delivers programming to the community that is based on their needs and interests.

Develops internal resources based on the community's needs and interests.

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Continuous Improvement

Expected Activities

Identifies relevant data and information that will help the FSC understand the needs of their community and develop relevant skill building programming, engagement activities and community connections.

Gathers data and information from families and individual family members on a regular basis (at least monthly) to assess key aspects of program functioning (such as skill-building programming, outreach, or engagement efforts).

Examines data as a team in order to identify opportunities and create a plan to improve practice and programming.

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What are the Indicators?

Practice Profile Definition → Expected → Behavioral Indicators → **SUCCESS**

Skill Building

1. Employs structured processes and empirical methods to gather needs that inform program planning and development. Outlines specific skills that require development.

2. Demonstrates understanding of which protective factors may be most relevant to skills that need development.

3. Demonstrates outreach by networking with a variety of sectors that will aid in the development of an identified program, and/or present it.

4. Assesses program effectiveness by applying empirical methods.

5. Analyzes program effectiveness data to improve future planning.

6. Aware of member's interests and needs.

Contd...

Skill Building

...contd...

7. Involves members with unique strengths in supporting or leading center's activities.

8. Empowers members by building their strengths so that they can support center strengths independently.

9. Recognizes community needs and strengths using empirical data.

10. Identifies programming topics to match community needs.

11. Establishes clear program outcomes and deliverables

12. Coordinates scheduling, marketing, and participation for the programming.

13. Coordinates program effectiveness data collection.

Continuous Improvement

1. Demonstrates knowledge of data variables needed to inform FSC priorities and activities.

2. Identifies data sources that provide the input to inform FSC priorities and activities.

3. Creates instruments and methods to collect data.

4. Collects data by participating in forums, collecting partner input, or through additional sources.

5. Prepares analysis of collected data.

6. Interprets data accurately.

7. Documents findings from data interpretation.

Contd...

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Continuous Improvement

...contd...

8. Communicates trust in FSC practices to families. So that they are encouraged and feel empowered to provide feedback.

9. Uses empirical data to inform assessment and planning.

10. Assesses data to determine alignment to the goals of embedding protective factors and risk mitigation.

11. Uses data interpretation to inform subsequent decision making on FSC activities.

12. Prepares an action plan based on data findings.

13. Conducts programming and practice improvement team discussions.

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Skill Building & Continuous Improvement

Consider...

- Current and future FSC programs
- The factors that helped determine the list of programs
- Specific sources of data to inform the programming
- Sources of data
- Method and frequency of data collection
- Methods of analysis

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Group Activity

Design and Market a Skill Building Program for an FSC

- Each group will represent a hypothetical FSC and be provided a fictitious demographic study. Using the information such culture, community, resources, context etc., the group will design a program that will support **Skill Building**. Each group will market the program to the audience. The sales pitch must explain:
  - **Clear and specific information** about why that program was chosen and factors that qualify it to be the best suited programming choice
  - how will it be established that a program was successful post its completion
- The marketing will be reviewed using a checklist of factors that includes how the choice of program was informed **using data informed methods**

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Agenda
Day 2

10:00	Welcome, Attendance, Recap of Day 1
10:30	Essential Function Activity
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Skill Building &
Continuous Improvement
Session 5 for Leaders - Day 2

New Jersey Family Success Centers

**Agenda
Day 2**

10:00	Welcome, Attendance, Recap of Day 1
10:30	Essential Function Activity
12:00	Lunch
1:00	Coaching Activity
2:00	Application/ Self- Directed Work
2:30	Sustainability
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Skill Building & Continuous Improvement

Essential Functions- Day 1 Recap

Skill Building

FSCs organize and oversee programs, services, activities, and resources within the Center that focus on strengthening child, family and individual family, families and individual family members' skills and protective factors.

Family-centered programs that focus on positive parenting and family interactions, child cognitive development, and reducing family level and community level poverty showed the most benefits for children and families (Ruffolo, Evans & Lukens, 2003; Yoshikawa, 1995).

Additionally, strategies to improve economic wellbeing of families and individual family members within a community can improve community health and wellness (Pinderhughes, Davis, & Williams, 2016).

Continuous Improvement

FSCs use data to guide decision-making, refine practice and improve services.

Group Activity

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Program Presentations

- Refer to the demographic study being presented
- Individual groups market their respective programs
- Each group presents for about 5-7 mins followed by a quick round of Q and A
- At the end of group presentations the reviewers share their observations

Coaching Compass

Recap

The Compass for Mentoring and Coaching

Guidepost

- Help the person identify the real issue or problem.
- Help the person define how he or she is contributing to the problem.
- Probe for information and listen with empathy.
- Use discovery and empowering questions.
- Challenge the person to think in new ways.
- Don't "take over".
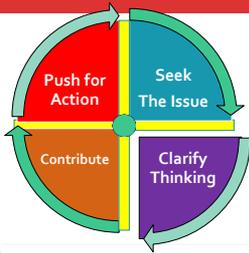- Push for action.

Coaching Compass 1

Seek the Issue

Push for Action

Seek The Issue

Contribute

Clarify Thinking

Refrain from concluding without data

Ask Investigative Questions

Listen with Empathy

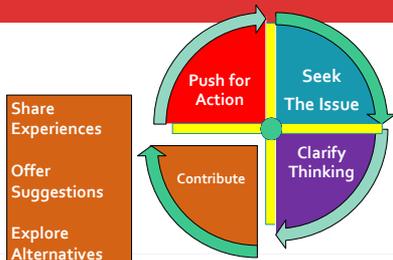Paraphrase Content and Emotion

Coaching Compass 2

Clarifying Thinking

- Push for Action
- Seek The Issue
- Contribute
- Clarify Thinking

Focus on the Person as well as the Issue

Ask Discovery Questions

Provide Feedback

Probe & Summarize

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Coaching Compass 3

Contribute

- Push for Action
- Seek The Issue
- Contribute
- Clarify Thinking

Share Experiences

Offer Suggestions

Explore Alternatives

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Coaching Compass 4

Push for Action

Ask Empowering Questions

Refrain from Taking Over

Ensure Ownership

- Push for Action
- Seek The Issue
- Contribute
- Clarify Thinking

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Coaching Activity

- Coach – Coachee – Observer in a breakout room
- All 4 skills will be demonstrated together while practicing 6 scenarios
- 8 minutes per scenario then wind up the conversation and switch to the next scenario.
- The breakout room will end at a pre-informed time
- Feedback and report out

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Skill Building

Essential Function Definition

1. You are training a new volunteer coordinator, when a community member comes in the center. You introduce the community member to your volunteer coordinator and ask him to assist and take the community member on a tour of the center. During the tour you overhear the VC pointing out that since the community member works in a grocery store, means they would be good at presenting a workshop on cooking and preparing healthy meals. How do you coach the VCPC to ensure they are helping families to identify and build on their own strengths?

2. When the FSC opened their doors, the center created internal resources based on the community needs and interests. However, since that initial gauge of the community the center and not reevaluated the needs of the community. How do you ensure that your staff is developing internal resources based on the community needs and interests?

3. You are reviewing the center's proposed calendar for the upcoming month. You notice that the calendar activities do not promote skill and protective factor development. How do you ensure that center staff are creating activities that promote skill and protective factor development based on the community needs and interests?

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Continuous Improvement

Essential Function Definition

1. In discussing programming ideas with your team, you ask the team how they ensure that they are taking into consideration the needs of the community when creating programming. The team members tell you that they rely on the community advisory boards to give them recommendations on the needs of the community. How do you ensure that the center team is using relevant data including a resource analysis to get an understanding of the needs in their community?

2. You realize from the last conversation that the family partners rely heavily on the advisory board to give them recommendations on programming but does not have any organized way to get the feedback of other families participating in the center. How do you ensure that the team gathers data and information from families on a regular basis?

3. You meet with your team to review the newly released census data. That census identifies many Hattians in your community, which is different from the last census. How do you use that data to ensure that the center is identifying opportunities and creating a plan to address the emerging needs from the community?

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Self Directed and Work Assignment

- Previous submissions
- Insights from previous applications
- Current packet contents
- Next steps with the material

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Sustainability and Next Steps

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Session Recap

Skill Building and Continuous Improvement

- Refine skills for further understanding, key information about Engagement, Active Listening, Leadership, Advocacy, Coordination, and Connecting and their link to Family Success Center Culture and Practice Profile
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Assessment
(Link in the chat)

THANK YOU!!

Essential Functions Recap

Directions: Consider how the application of engagement, active listening, leadership, advocacy, coordination and connecting, behaviors have advanced those essential functions at your FSC since our sessions. Share progress and listen to colleagues for ideas and inspiration to develop a plan for continued success.

	What has been done since our sessions?	What do you hope to improve/change in a month from now?	What do you hope to improve/change in 6 months from now?	What do you hope to improve/change in a year from now?
Engagement				
Active Listening				

Essential Functions Recap Continued

	What has been done since our sessions?	What do you hope to improve/change in a month from now?	What do you hope to improve/change in 6 months from now?	What do you hope to improve/change in a year from now?
Leadership				
Advocacy				

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DEPARTMENT OF CHILDREN AND FAMILIES

NJ FAMILY SUCCESS CENTERS

	What has been done since our sessions?	What do you hope to improve/change in a month from now?	What do you hope to improve/change in 6 months from now?	What do you hope to improve/change in a year from now?
Coordination				
Connecting				

NOTES

NOTES

Skill Building

FSCs organize and oversee programs, services, activities, and resources within the Center that focus on strengthening child, family and individual family families and individual family members' skills and protective factors.

Family-centered programs that focus on positive parenting and family interactions, child cognitive development, and reducing family level and community level poverty showed the most benefits for children and families (Ruffolo, Evans & Lukens, 2003; Yoshikawa, 1995).

Additionally, strategies to improve economic wellbeing of families and individual family members within a community can improve community health and wellness (Pinderhughes, Davis, & Williams, 2016).

Continuous Improvement

FSCs use data to guide decision-making, refine practice and improve services. There is increased evidence that adequate social and material supports are necessary for children's safety (Pelton, 2015; Thompson, 2015).

Skill Building

Essential Function	Expected Outcomes	Prioritized Behavioral Indicators
Skill Building - FSCs organize and oversee programs, services, activities, and resources within the Center that focus on strengthening child, family and individual family families and individual family members' skills and protective factors.	• Identifies programs, services, and activities that promote skill and protective factor development based on community's needs and interests. • Helps families and individual family members identify and build on their strengths. • Coordinates and delivers programming to the community that is based on their needs and interests. • Develops internal resources based on the community's needs and interests.	1. Employs structured processes and empirical methods to gather needs that inform program planning and development. Outlines specific skills that require development. 2. Demonstrates understanding of which protective factors may be most relevant to skills that need development. 3. Demonstrates outreach by networking with a variety of sectors that will aid in the development of an identified program, and/or present it. 4. Assesses program effectiveness by applying empirical methods. 5. Analyzes program effectiveness data to improve future planning. 6. Aware of member's interests and needs. 7. Involves members with unique strengths in supporting or leading center's activities. 8. Empowers members by building their strengths so that they can support center strengths independently. 9. Recognizes community needs and strengths using empirical data. 10. Identifies programming topics to match community needs.

Essential Function	Expected Outcomes	Prioritized Behavioral Indicators
		11. Establishes clear program outcomes and deliverables
		12. Coordinates scheduling, marketing, and participation for the programming.
		13. Coordinates program effectiveness data collection.

Continuous Improvement

Essential Function	Expected Outcomes	Prioritized Behavioral Indicators
Continuous Improvement - FSCs use data to guide decision-making, refine practice and improve services.	• Identifies relevant data and information that will help the FSC understand the needs of their community and develop relevant skill building programming, engagement activities and community connections. • Gathers data and information from families and individual family members on a regular basis (at least monthly) to assess key aspects of program functioning (such as skill-building programming, outreach, or engagement efforts). • Examines data as a team in order to identify opportunities and create a plan to improve practice and programming.	1. Demonstrates knowledge of data variables needed to inform FSC priorities and activities. 2. Identifies data sources that provide the input to inform FSC priorities and activities. 3. Creates instruments and methods to collect data. 4. Collects data by participating in forums, collecting partner input, or through additional sources. 5. Prepares analysis of collected data. 6. Interprets data accurately. 7. Documents findings from data interpretation. 8. Communicates trust in FSC practices to families. So that they are encouraged and feel empowered to provide feedback. 9. Uses empirical data to inform assessment and planning. 10. Assesses data to determine alignment to the goals of embedding protective factors and risk mitigation. 11. Uses data interpretation to inform subsequent decision making on FSC activities. 12. Prepares an action plan based on data findings. 13. Conducts programming and practice improvement team discussions.

NOTES

DEMOGRAPHIC STUDIES

Town 1

Town 1 has a racial makeup of 17.31% White, 72.74% Black or African American, 0.37% Native American, 2.01% Asian, 0.03% Pacific Islander, 3.12% from other races, and 4.42% from two or more races. Hispanic or Latino of any race was 8.65% of the population.
Out of the 10,884 households, 27.3% had children under the age of 18; 49.3% were married couples living together. The average household size is 2.90, and the average family size was 3.32. The median age is 41.0 years. For every 100 females, the population had 85.5 males. For every 100 females ages 18 and older there were 81.2 males. 14.6% of people under the age of 65 are disabled. The population is 4,292.7 people per square mile (1,657.3/km²). There were 11,124 housing units at an average density of 1,446.7 per square mile (558.5/km²).
The median income for a household in the township was $60,869, and the median income for a family was $64,338. Males had a median income of $39,963 versus $31,554 for females. The median household income experienced a 7.65% growth. 28% of the population is below the poverty line.
Gang-related crime has increased by 11% over the last year. Currently, there are two prevention programs to help deter children/teens from being lured into joining gangs, but the programs are underutilized.

Town 2

In Town 2, the median income for a household in the city is $43,115, and the median income for a family was $47,969. The per capita income for the city is $20,208. About 5.4% of families and 8.0% of the population were below the poverty line, including 11.2% of those under age 18 and 7.0% of that age 65 or over. The unemployment rate is at 5.6%. Over the last year, many small retail shops and local restaurants have closed, as superstores opened, and inexpensive fast-food restaurant chains expanded across the area. The racial makeup is 58.92% White, 32.98% Black or African American, 0.18% Native American, 2.03% Asian, 0.04% Pacific Islander, 2.29% from other races, and 3.56% from two or more races. Hispanic or Latino of any race was 6.50% of the population. Of the 3,858 households, 30.8% were made up of individuals and 13.9% had someone living alone who was 65 years of age or older. The average household size was 2.53 and the average family size was 3.1. 20.1% of the population under the age of 65 are without health insurance, and diabetes and hypertension are common health issues among citizens.

Town 3

In Town 3, tourism is a major source of employment and tax revenue per household. The average household size was 2.57, and the average family size was 2.98. The median income for a household in the township is $94,580, and the median income for a family is $123,098. Males had a median income of $77,845 versus $41,563 for females. The per capita income for the township is $56,360. The racial makeup is 75.52% White, 4.98% Black or African American, 0.14% Native American, 14.17% Asian, 0.02% Pacific Islander, 2.26% from other races, and 2.91% from two or more races. Hispanic or Latino of any race were 91% of the population. Out of the 6,360 households, 31.4% had children under the age of 18; 59.1% were married couples living together; 7.0% had a female householder with no husband present, and 32.0% were non-families. Over 5% of the population are military veterans. The median age is 42.6 years. The population density was 978.2 people per square mile. There is a high incidence of male children with Autism in this town. NJ has the highest rate of autism in the nation. As of 2016, 3.1 % of 8-year-old children in NJ have Autism.

Town 4

The racial makeup of Town 4 is 63.20% White, 12.42% Black or African American, 0.97% Native American, 1.85% Asian, 0.11% Pacific Islander, 18.56% from other races, and 2.90% from two or more races. Hispanic or Latino of any race is 34.39% of the population. 46.7% of the population spoke another language other than English at home. Services are offered to help improve the English language skills of adults, but many do not take advantage of these services. Some people struggle in assisting their children with their homework assignments/educational activities and applying for jobs. Of the 4,929 households, 23.1% had children under the age of 18; 32.8% were married couples living together. The average household size is 2.43, and the average family size was 3.29 and 12.7% were 65 years of age or older. The median age is 35.2 years. In the township, the population was spread out, with 17.5% under the age of 18, 8.7% from 18 to 24, 35.2% from 25 to 44, 20.3% from 45 to 64. 18.3% were 65 years of age or older. The median age is 38 years. For every 100 females, there were 91.8 males. For every 100 females age 18 and over, there were 88.9 males. The median income for a household in this Town is $47,282, and the median income for a family was $63,333. Males had a median income of $45,922 versus $34,231 for females. The per capita income is $26,265. About 6.3% of families and 12.0% of the population were below the poverty line, including 16.5% of those under age 18 and 10.6% of those ages 65 or over. 1% of the population has an opioid addiction. That is a 0.5% increase from the previous year.

Town 5

The racial makeup of the borough was 78.16% White, 3.55% African American, 0.17% Native American, 8.86% Asian, 0.03% Pacific Islander, 6.25% from other races, and 2.97% from two or more races. Hispanic or Latino of any race was 17.98% of the population.[38][39] The population density was 10,590.6 people. The average household size was 2.50, and the average family size was 3.16. The median age was 36 years.

The median income for a household in the borough was $43,421, and the median income for a family was $51,959. Males had a median income of $38,781 versus $31,253 for females. The per capita income for the borough was $21,667. About 5.3% of families and 8.0% of the population were below the poverty line, including 9.9% of those under age 18 and 9.8% of those ages 65 or over.

The town is going through a tough period as several small businesses are now shuttered. The opening of a Walmart Superstore a few miles away has led to the closing of Mom and Pop businesses, including local food growers. There is a steady increase in alcoholism, and it has the highest teen suicide attempts in the county at 3.5% per 1000.

Town 6

The median income in this town is $50,883. The population is 49,368, and the unemployment rate is 5.7% as of December 2019 and has gone up from 5.3% of December 2018. The town is a mix of urban and suburban. Many residents rent their homes.
As of the 2010 United States Census, the city's population was 50,814 and according to the same 2010 census, persons of "Hispanic, Latino or Spanish origin" made up 78.1% of the population, the second-highest in the state, behind Union City at 84.7% . Spanish is the primary language spoken in the town along with English.
Approximately 7,000 undocumented residents live in this town. There is a chicken factory where most of the undocumented residents work.
Almost 55% of residents do not have healthcare. There are community centers where residents can take English classes, but most do not utilize it because of long work hours, and little support from friends and family. Childcare services are not adequate for working parents. The city has NJ Transit train service and provides service on the North Jersey Coast Line to Newark Penn Station, Hoboken Terminal, Secaucus Junction, New York Penn Station and the Jersey Shore. NJ Transit buses serve the Port Authority Bus Terminal on the 116 route, Elizabeth on the 48 line, with local service available.

Town 7

35,885 people live in this town. It has 12,633 households, and 8,994.696 families in the township. The population density was 3,438.9 per square mile (1,327.8/km2). There were 13,275 housing units at an average density of 1,272.2 per square mile (491.2/km2). Of the 12,633 households, 30.7% had children under the age of 18; 46.9% were married couples living together; 18.4% had a female householder with no husband present and 28.8% were non-families. Of all households, 23.8% were made up of individuals and 10.1% had someone living alone who was 65 years of age or older. The average household size was 2.83 and the average family size was 3.36.

The racial makeup was 47.60% (17,081) White, 26.87% (9,644) Black or African American, 0.59% (210) Native American, 7.72% (2,770) Asian, 0.04% (15) Pacific Islander, 13.59% (4,877) from other races, and 3.59% (1,288) from two or more races. Hispanic or Latino of any race were 26.91% (9,657) of the population.

The Census Bureau's 2006–2010 American Community Survey showed that median household income was $65,910 (+/- $3,272). Males had a median income of $47,651 (+/- $3,101) versus $39,229 (+/- $2,035) for females. The per capita income for the borough was $26,048 (+/- $1,438). About 6.4% of families and 8.9% of the population were below the poverty line, including 12.4% of those under age 18 and 6.7% of those age 65 or over.

The township hosts three NJ Transit rail stops. The Piken-Route 72 and 36th Street stations on the River Line offer service between Trenton and the City. The Transit Center on River Road features a transfer between the River Line and the Atlantic City Line, which provides rail service between Atlantic City and Philadelphia.

Daily NJ Transit bus service between the township and Philadelphia is available on routes 317, 404, 406, and 409. Additional service to Philadelphia is available through routes 414 and 417, which run on weekdays during morning and evening rush hours. The township is also serviced by intrastate or local routes 405, 407, 413, and 419, as well as express route 418.

The town has a thriving downtown, with many shops and restaurants opening in the last year. The rate of mental illness has been on the rise in the last few years. 45% of residents commute to Philadelphia and Atlantic City for work.
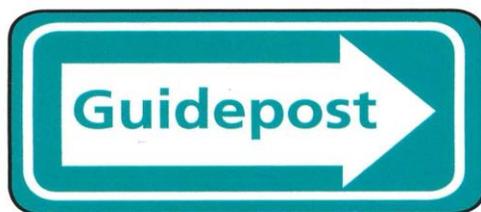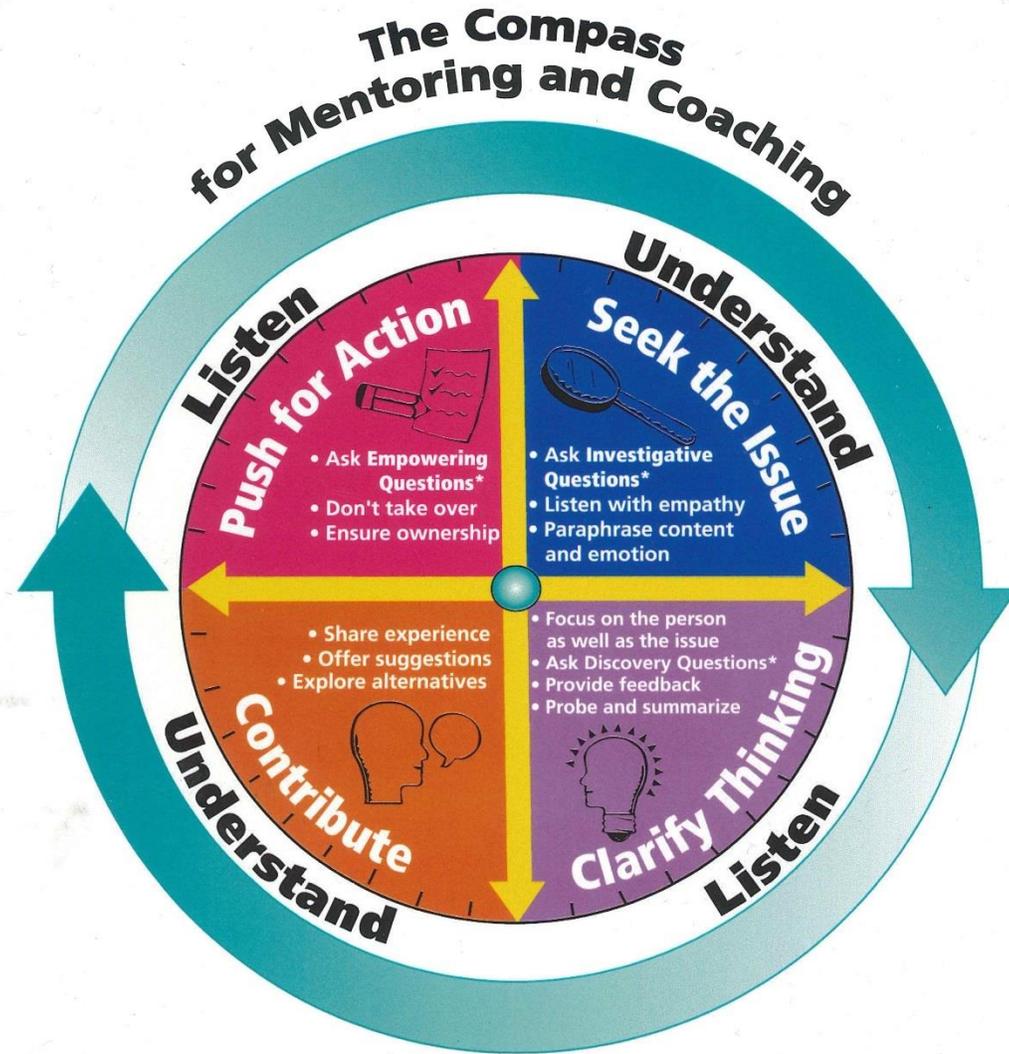
Town 8

This town has a population is 5,146, reflecting a decrease of 711 (–12.1%) from the 5,857 counted in the 2000 Census, which had in turn declined by 1,026 (–14.9%) from the 6,883 counted in the 1990 Census, an overall drop of more than 25% over the two decades. It is the state's most rural city. As of the 2000 United States Census there were 5,857 people, 2,383 households, and 1,463 families residing in the city. The population density was 2,244.3 people per square mile. There were 2,863 housing units at an average density of 1,097.0 per square mile. The racial makeup of the city was 37.46% White, 56.77% African American, 0.60% Native American, 0.24% Asian, 1.38% from other races, and 3.55% from two or more races. Hispanic or Latino of any race were 4.88% of the population.

There were 2,383 households, out of which 32.9% had children under the age of 18 living with them, 27.7% were married couples living together, 29.0% had a male householder with no wife present, and 38.6% were non-families. 34.1% of all households were made up of individuals, and 14.2% had someone living alone who was 65 years of age or older. The average household size was 2.43 and the average family size was 3.10.

The median income for a household in the city was $25,846, and the median income for a family was $29,699. Males had a median income of $35,389 versus $24,354 for females. The per capita income for the city was $13,559. About 24.7% of families and 26.6% of the population were below the poverty line, including 35.3% of those under age 18 and 12.1% of those age 65 or over.

NJ Transit offers bus service between the city and Philadelphia on the 401 route and local service on the 468 route. The Delaware City–Salem Ferry was a seasonal service operating between Barber's Basin and Delaware City, Delaware,[108] until it was rerouted to Fort Mott in 2015 and became the Forts Ferry Crossing. This lack of transportation has made it hard for folks without cars to seek employment outside the area. Although there's a farmer's market in the summertime, well stocked grocery stores are in the next town over. There has been an average yearly 3% decrease in population as residents move out to other areas in search of better opportunities.

The Compass
for Mentoring and Coaching

Listen

Understand

Push for Action
- Ask **Empowering Questions***
- Don't take over
- Ensure ownership

Seek the Issue
- Ask **Investigative Questions***
- Listen with empathy
- Paraphrase content and emotion

Contribute
- Share experience
- Offer suggestions
- Explore alternatives

Clarify Thinking
- Focus on the person as well as the issue
- Ask Discovery Questions*
- Provide feedback
- Probe and summarize

Understand

Listen

Guidepost

- ► Help the person identify the real issue or problem.
- ► Help the person define how he or she is contributing to the problem.
- ► Probe for information and listen with empathy.
- ► Use discovery and empowering questions.
- ► Challenge the person to think in new ways.
- ► Don't "take over".
- ► Push for action.

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Recap: Coaching Compass Quadrants
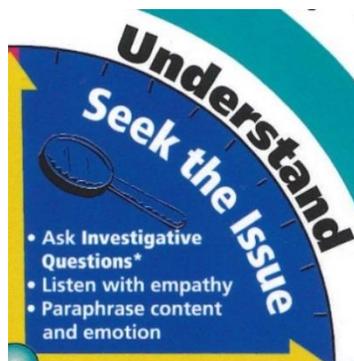
Quadrant summary- Seek the Issue

Key points:

- ✓ Refrain from jumping to conclusions without data
- ✓ Ask Investigative Questions
- ✓ Listen with Empathy
- ✓ Paraphrase Content and Emotion

Concept:

- ❑ To comprehend what is truly going on in a situation: Formulate inquiry questions that will assist with seeking and understanding what the real situation is.
- ❑ Understand the importance of not jumping to conclusions, instead, going through each phase with due diligence ahead.
- ❑ Allow the inquiry questions to lead the coach <u>and</u> the coachee toward identifying the real situation and not only ask the questions that will lead the coach to the hypothesis they may have originally thought of.
- ❑ Along with asking the inquiry questions that will identify the situation, consider the importance of empathy statements, as well as using them along the way, while utilizing formal Active Listening (paraphrasing details as well as emotions).
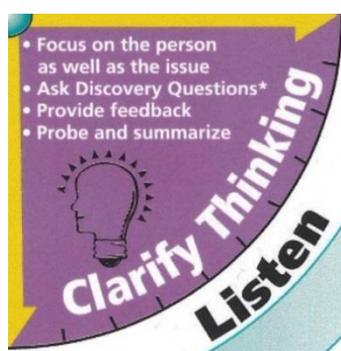
Quadrant summary- Clarify Thinking

Key points:

- ✓ Focus on the person as well as the issue
- ✓ Ask Discovery Questions
- ✓ Provide Feedback
- ✓ Probe & Summarize

Concept:

- ❑ Assist the coachee to think clearly about the situation: Helps understand ways to ask inquiry questions that will help the coach and the coachee to uncover new information.
- ❑ The focus is on the situation and the coachee. These questions help the coachee understand what role the s/he plays in the situations.

❑ Also helps the coachee to think about ways s/he can approach the situation with interventions or an appreciative approach.

❑ The question in this phase should be probing to get the coachee to think deeply about positive and empowering approaches he takes.

Quadrant summary- Contribute

Key points:

✓ Exercise regulation as a coach to prevent from getting into giving advice and telling the coachee what they should do.
✓ Share Experiences
✓ Offer Suggestions only after gaining permission
✓ Explore alternatives by asking the coachee any questions

Concept:

❑ Disclose with purpose: During this phase, the coach learns when to provide suggestions and disclose their own experiences in ways that will offer support, but not provide direct interventions for the coachee.

❑ The sharing of experiences and suggestions offered by the coach come directly from their perspective, lens or point of view. Feedback should be from what the coach has experienced (example: *"what came up for me when you talked about that interventions was…"*)

❑ Offer a story and allow the coachees to make of it what they will. Coach refrains from sharing that the coachee's outcome will mirror that of the coach's. (What the coach did may not be the best fit for the coachee.)

Quadrant summary- Push for Action

Key points:

✓ Ask empowering questions
✓ Self-regulation by coach to not take over or instruct the coachee what they should be doing.
✓ Ensure coachee assumes ownership
✓ Resolve differences in agreement through probing and discussion
✓ Supportive approach that acknowledges coachee's efforts toward action

Concept:

❑ Coachee starts to formulate an action plan that s/he feels comfortable about putting in place and wants to move forward with: It is important that the coach not take over and tell them what to do but instead to empower the person they are coaching.

❑ The most important aspect is that coach needs to understand that the person they are coaching must own the interventions and the approach they are taking in the situation.

❑ If the coach does not agree with the action plan questions are asked around the plan that help the coachee dig deeper. If they continue to go with a plan of action that the coach does not agree with, and if it is something that the coachee can try, then the coach can check back with them later to allowing them to experience their decision, and subsequently, discuss the outcome.

❑ The coach must always be supportive of the fact that the coachee took a risk and allowed themselves to be vulnerable.

Questions With Strategy

During the mentoring and coaching process, you often begin with Investigative Questions - to understand the issue at hand. And when basic understanding has been accomplished, you can move to Discovery and Empowering Questions - to push the person to learn and to make a decision or a commitment to a course of action.

Investigative Questions solicit facts, objective data.
- Tell me what you have accomplished so far.
- How long has this been going on?
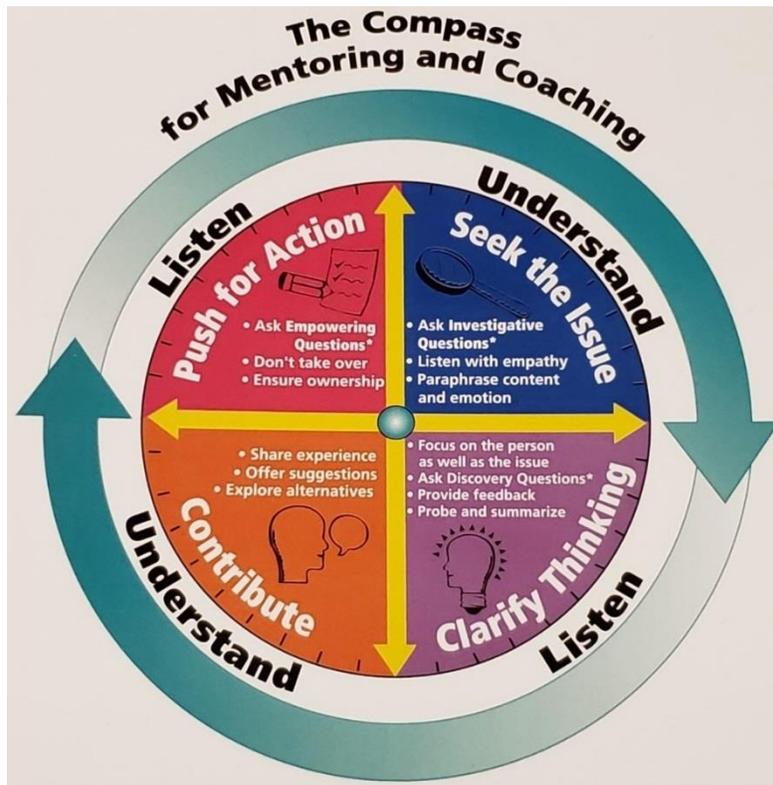- What's Happened?

Discovery Questions push the person to draw conclusions, learn from experience and discover new knowledge or insights.
- What have you learned from this?
- If you had it to do all over again, what would you do?
- What worked best?
- What advice would you give someone just starting out on a project like this?
- What concerns you?
- What are your ideas on this?
- What would happen if you did?
- What scares you most about taking this on?
- Tell me three things that you would consider in making a decision on that.
- What are you most comfortable with?
- What conclusions do you draw from this experience?
- What caused you to say that?
- What makes it necessary to do it that way?
- What is your reasoning?
- What did he/she do that helped most?
- Give me two alternative ways of thinking about this.
- What could you have done?
- If Charlie says this, what could you say back?
- What else could you have done?
- What is most important to you?

Empowering Questions inquire into what the person being mentored or coached is feeling, planning, wanting, and is ready to commit to.
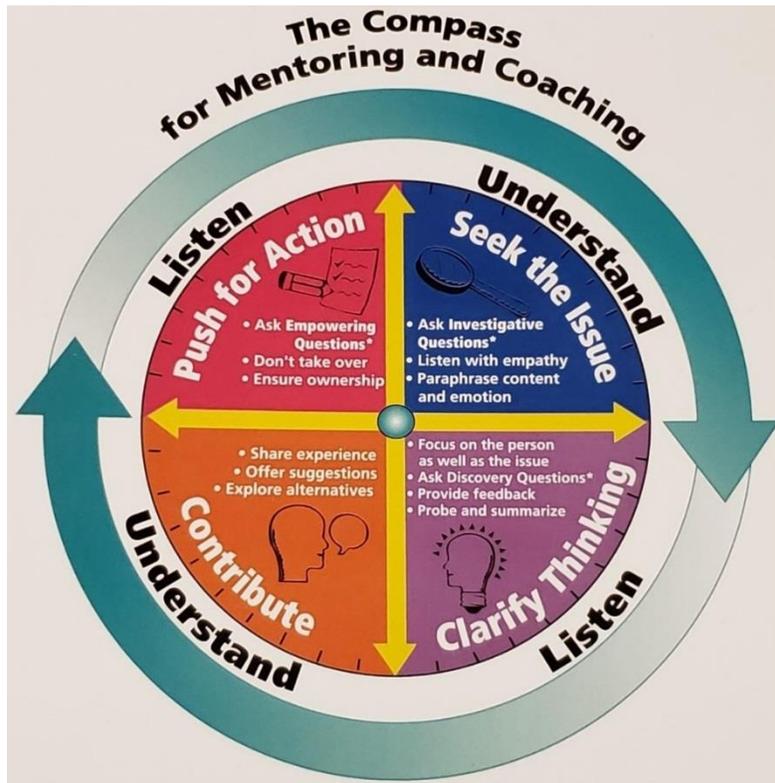- What outcome are you looking for?
- What will you do first?
- What must you do to make it happen?
- How will you begin?
- How will you know when you have it?
- Who else needs to know this?
- What resources do you have/need?
- What is the risk of doing this? Not doing this?
- How might you get in your own way?

OBSERVATION SHEET 1

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OBSERVATION SHEET 2

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