



IIEESS Coaching for Success Quarterly Affinity Call

Insights from District of Columbia
DHS Targeted Mobility Coaching
(TMC) Program

July 12, 2018 12:00pm-1:30pm EST



Presenters

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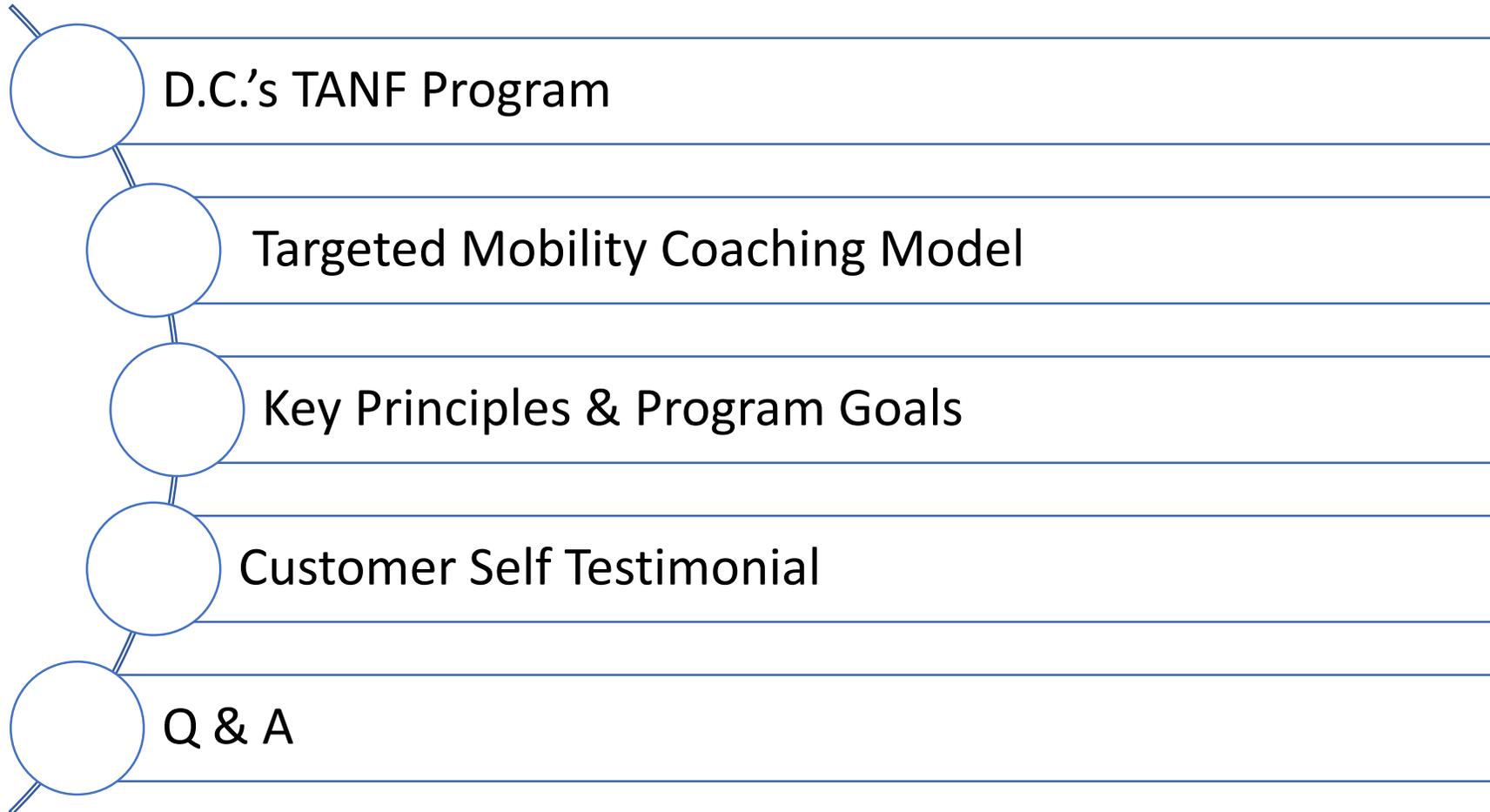
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Overview of Presentation



D.C.'s TANF Program

- D.C.'s Temporary Assistance for Needy Families (TANF) program uses the federal block grant and local dollars to provide individualized services to families.
 - **Goal:** Empower DHS customers to improve their economic stability and well-being.

Total Families and Children on TANF as of February 2018

Total Receiving TANF Cash Benefits	
Families	11,830
Children	20,000



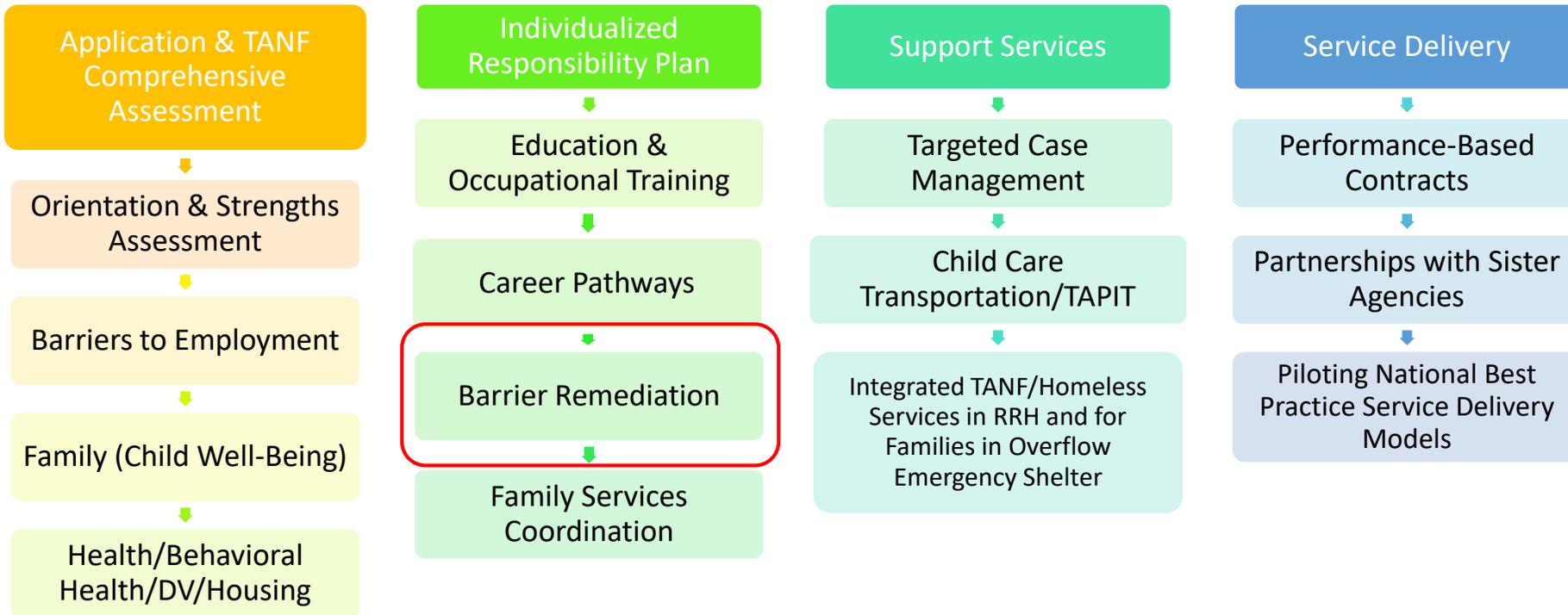
Key Policy Changes

Effective April 1, 2018, the TANF Program changed in three ways:

1. **No Time Limit:** Time limit for families who receive TANF was eliminated;
2. **Increased Benefits:** The benefit levels of families who have received TANF for longer than 60 months increased; and
3. **Reduced Sanction:** The maximum sanction level for non-participation in work activities is 6% of the total TANF grant.

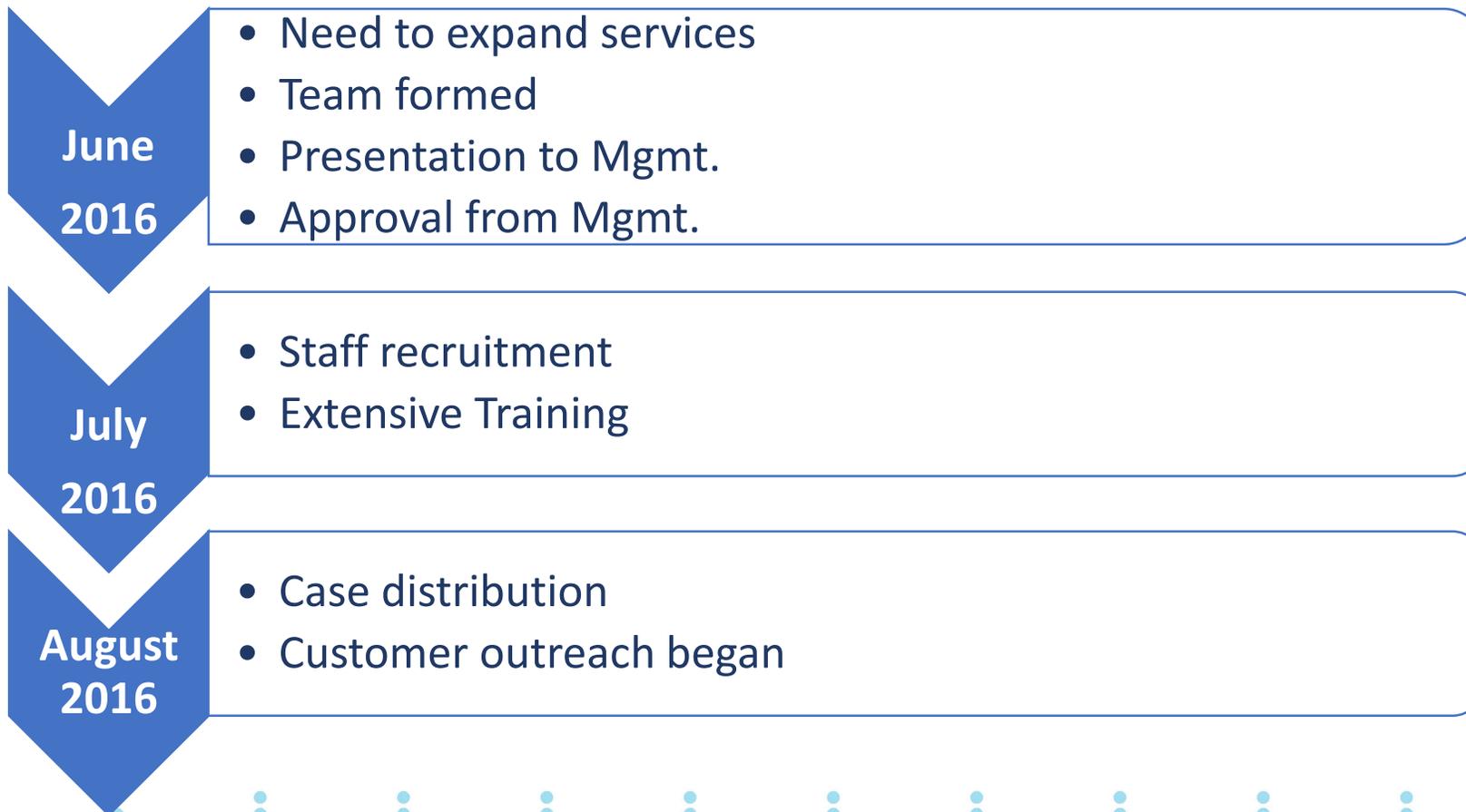


Person-Centered Service Delivery



D.C.'s TANF Program utilizes a coaching model to provide barrier remediation services to customers who are not immediately ready to pursue education and/or employment goals.

DHS' Coaching History Timeline





Results from Polling Question #1

Washington D.C. DHS's Journey of Working with EMPATH

2016/2017 Commitment to Refocus Services

Washington DC DHS seeks to expand person-centered services to include coaching.

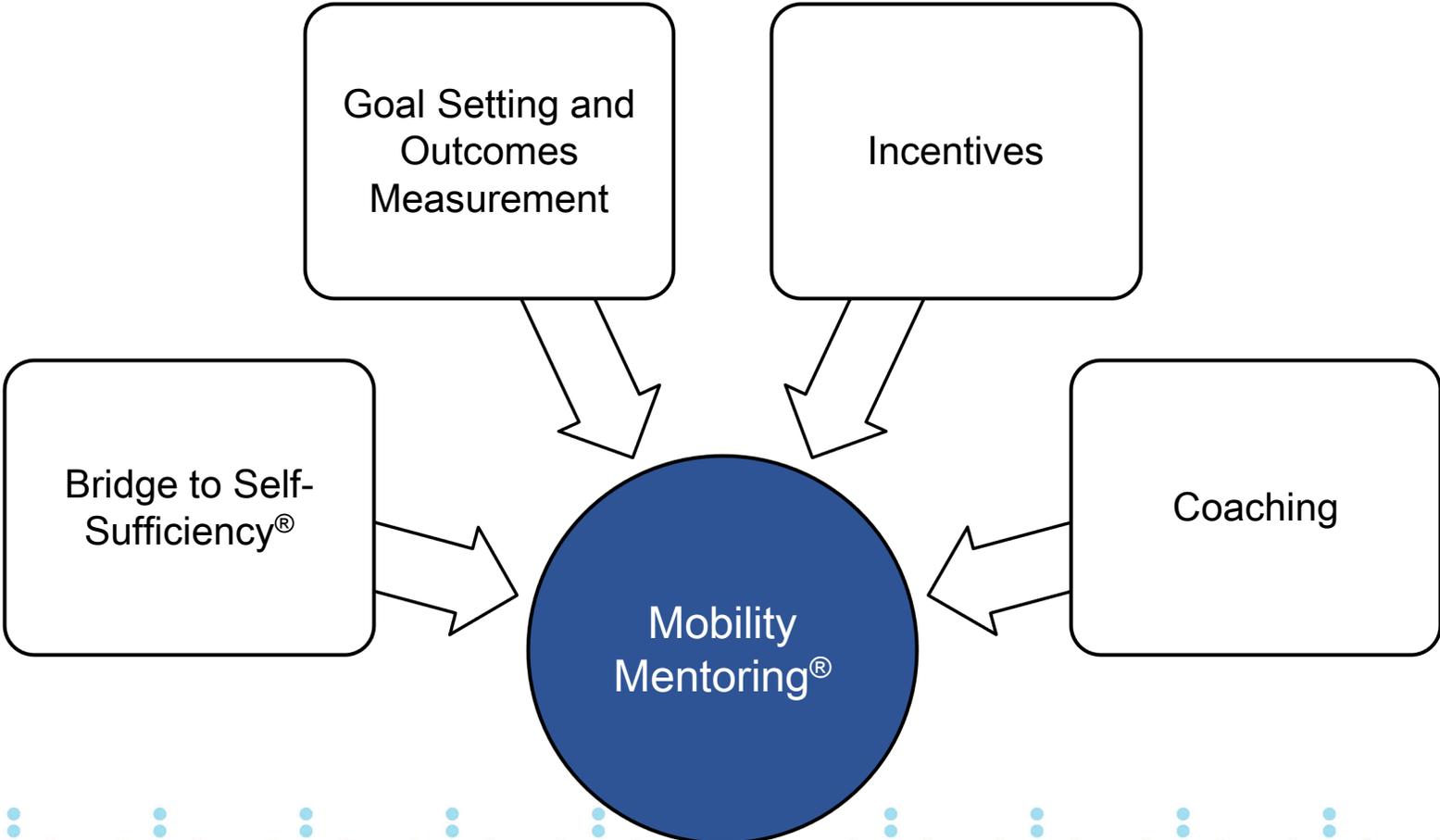
2017/2018 Training and TA

Mobility Mentoring[®]
Essentials training and
monthly consultations

2018 Ongoing:

IIESS Project - TA, *Advanced
Coaching* training and
Coaching in Supervision

Mobility Mentoring[®]: Essential Elements



IIESS

Kick-Off Meeting

February 21-22, 2018
Washington, D.C.

Priority Objective #1:
Incorporate a two generational
approach in the Targeted Mobility
Coaching (TMC) Program

Priority Objective #2:
To deepen coaching strategies and
techniques in the current Targeted Mobility
Coaching (TMC) and Bridges program
models and identify indicators of successful
coaching to assess impact



Targeted Mobility Coaching Theory

- Targeted Mobility Coaching empowers customers to change their situation by building skills and behaviors through peer mentorship and modeling
- Approach is family centered, with customers self-identifying their needs and developing a plan

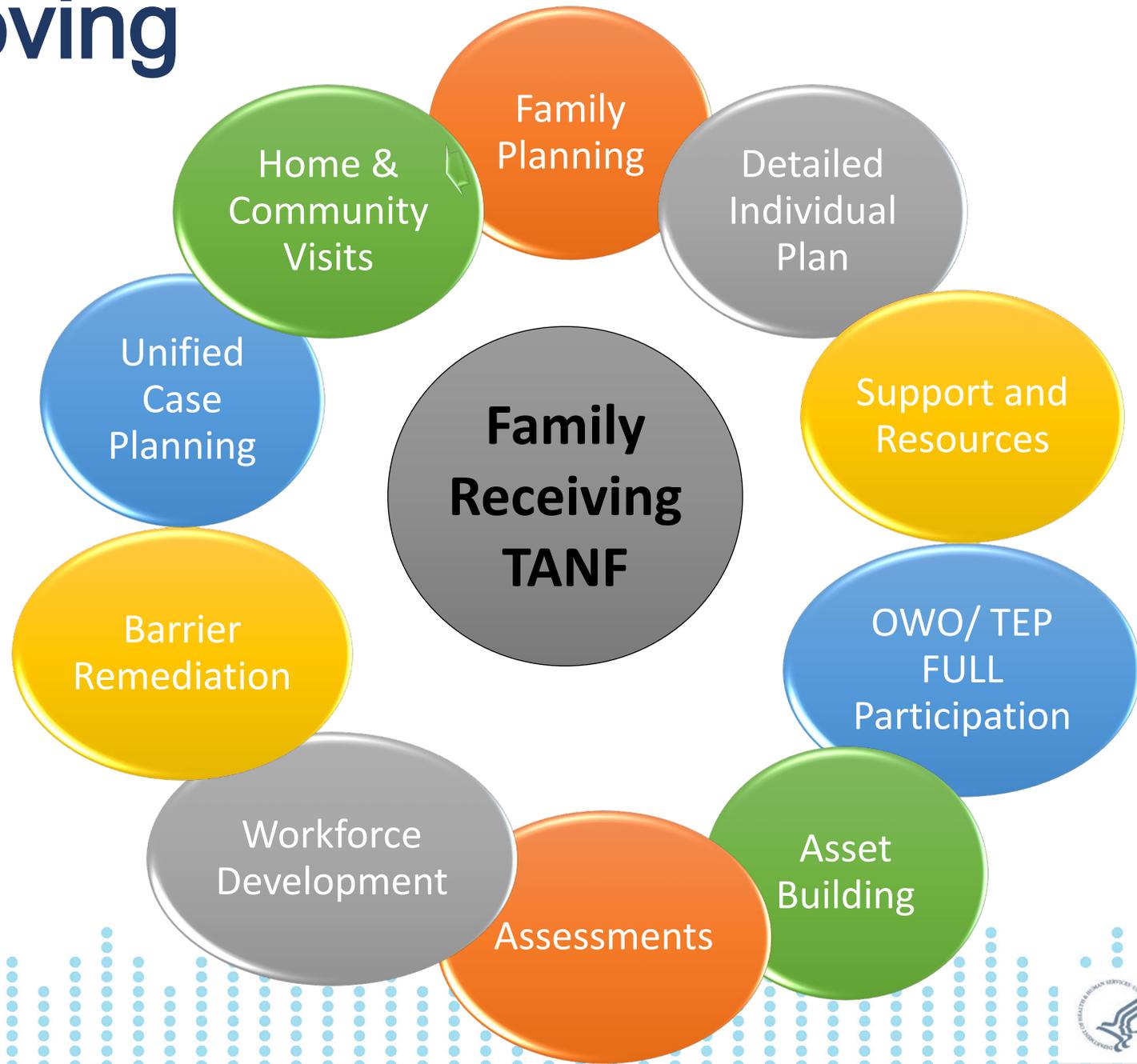


Staff Buy-In

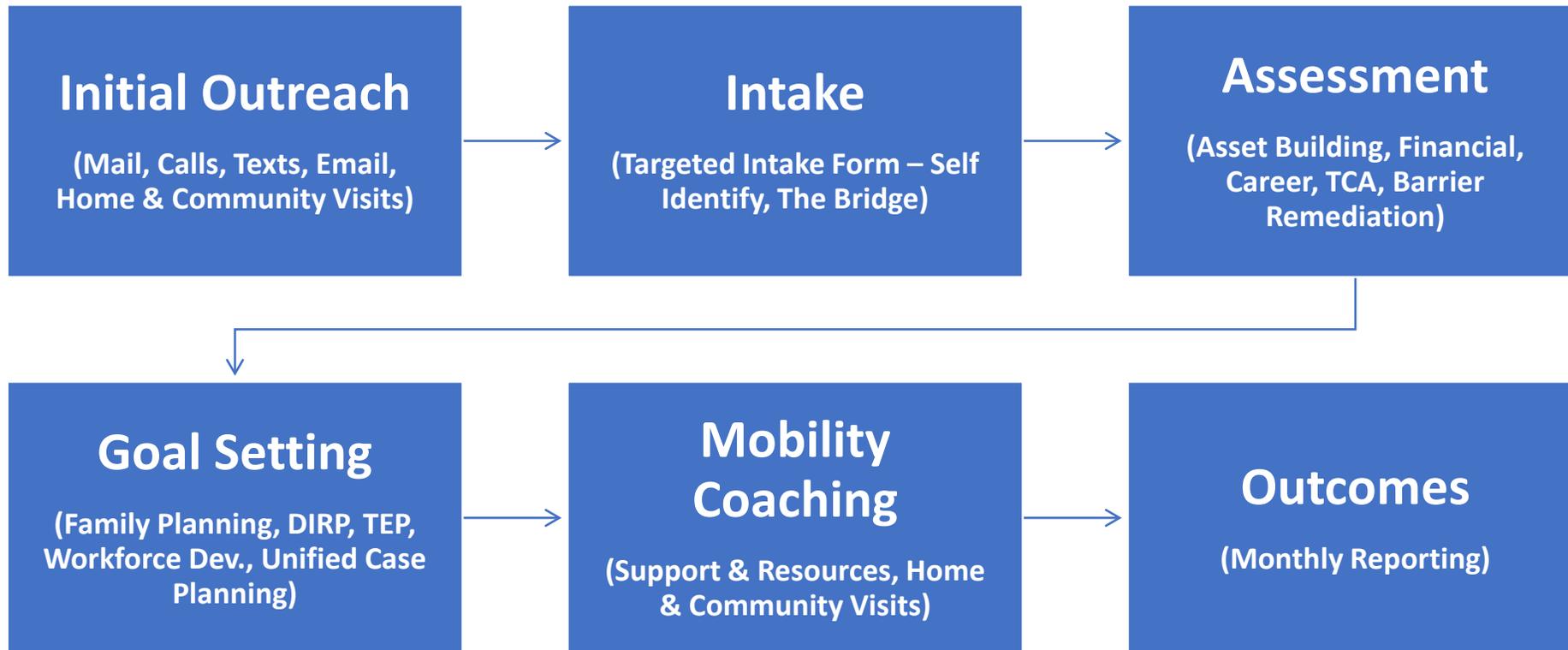


- Allowed staff to be a part of the planning process.
- Used their skill and expertise and identified that staff as the point person in that area, i.e., resource person, children with special needs, home school customers, domestic violence, etc.
- Exhibited ways coaching could make their jobs easier, i.e., motivated customers, sense of accomplishment, resume builder.

Targeted Moving Parts



Implementation Model



Targeted Coaching at a Glance: The First 30 Days

Once the customer has been assigned to a VDS/Coach, the customer is expected to engage with the OWO and their VDS/Coach. The VDS/coach is responsible for outreach and documentation of all efforts. The following phases should be followed during the first 30 days after the customer has been assigned to the VDS/Coach.

1. Customer Prescreening & Customer Initial Outreach
2. Customer Week 1: Intake
3. Customer Week 2: Assessment
4. Customer Week 3: Goal Setting
5. Customer Week 4: Mobility Coaching
6. Customer Outcomes



Building Relationships



What does it take to engage customers?

- Meet the customer where they are.
- Use a strengths-based and solutions-based approach.
- Allow the next steps to be the customer's.
- Conceptualize resistance in a manner that empowers customer.
- Recognize customer's readiness to change in order to create better client outcomes fast (i.e. Readiness Ruler).
- Use validation techniques in order to express your understanding of client's situation and build meaningful rapport (i.e. Motivational Interviewing).
- Understand methods for dealing with common difficulties such as "Yes, but..." and "I don't know" responses (i.e. Readiness Ruler, Decisional Balance).



Results from Polling Question #2

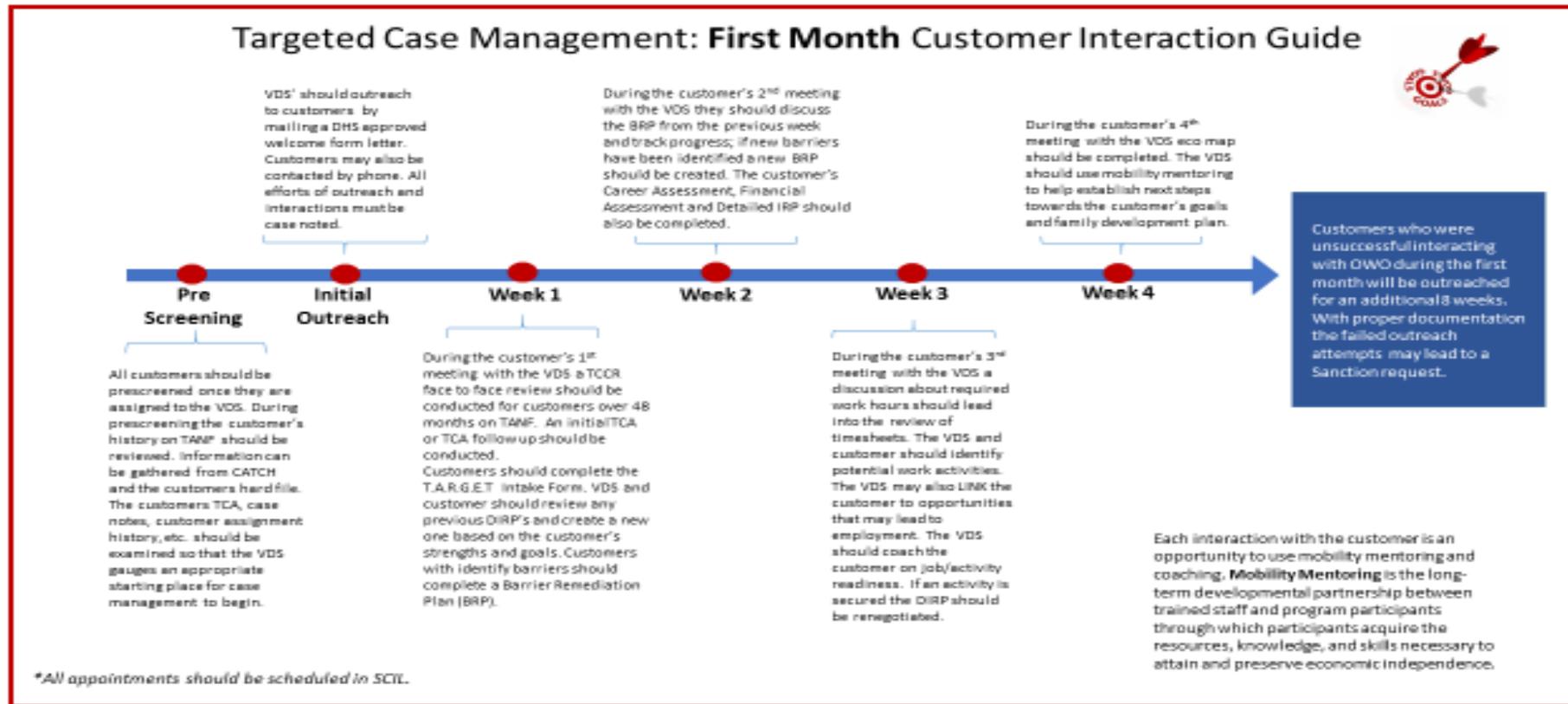
Building Relationships

What does it take to keep a customer engaged?

- **Attitude**
 - ▶ Authenticity, cheering client on
 - ▶ No judgment
- **Approach**
 - ▶ Show the customer their progress, MOVES
 - ▶ Go the extra mile
 - ▶ Include children as focal point
- **Transparency**
 - ▶ Don't make promises
 - ▶ Model the way for linking services

connect listen
mirror
identify respect
rapport relate
explain build

Targeted Case Management at a Glance: Customer Movement



Assessments

Assessments are administered to customers and their families at essential points during coaching. The assessment findings will help to make decisions for the customer and their families in terms of goals, family development and linking services.

Purpose of Assessments:

- Identify areas of need, leading to the development of a service plan or intervention plan.
- Identify family strengths and resources that can be mobilized to assist the family.
- Incorporate information obtained through other assessments (i.e.: safety assessment, risk assessment, drug/alcohol assessments, psychological assessment).
- Identify Strengths and Protective Factors.



Results from Polling Questions #3 and #4

Assessments

- TANF Comprehensive Assessment
- Career Assessment
- Financial Assessment
- ECASAS
- Bridge to Success Assessment
- MOVES Database



EMPath informs our Assessments

THINKING ABOUT THE FUTURE

Family Stability		Well-Being		Financial Management		Education & Training	Employment & Career Management
Housing	Family	Physical and Mental Health	Networks	Debts	Savings	Educational Attainment	Earnings Levels* [Washington, D.C.]
No subsidy, housing costs 1/3 or less of household gross pay	Fully able to engage in work, school, and family life; children or family needs don't get in the way (OR) No children or dependent family members	Fully able to engage in work, school, and family life; health and mental health needs don't get in the way	Can always rely on networks to provide useful advice, guidance, and support; advocates for others	No debt other than mortgage, education, and/or car loans, and current in all debts	Savings of 3 months' expenses or more	Bachelor's degree or higher complete	Earnings = 80%+ AMI (Family-sustaining wage) Household size of: 2: \$60,050 3: \$67,550 4: \$75,050
No subsidy, housing costs exceed 1/3 household gross pay	Mostly able to engage in work, school, and family life; children or family needs rarely get in the way	Mostly able to engage in work, school, and family life; health or mental health needs rarely get in the way	Can often rely on networks to provide useful advice, guidance, and support	Current in all debts and making more than minimum payments on one or more debts	Savings of more than 2 months' expenses but less than 3 months' expenses	Associate's degree or professional certification complete	Earnings = 50%–79% AMI Household size of: 2: \$44,150–60,049 3: \$49,650–67,549 4: \$55,150–75,049
Subsidized Housing – pays \$300+ towards rent	Somewhat able to engage in work, school, and family life because of children or family needs	Somewhat able to engage in work, school, and family life because of health or mental health needs	Can sometimes rely on networks to provide useful advice, guidance, and support	Making minimum payments on all debts	Savings of at least one month and up to 2 months' expenses	Job training or certificate complete (beyond high school)	Earnings = 30%–49% AMI Household size of: 2: \$26,500–44,149 3: \$29,800–49,649 4: \$33,100–55,149
Subsidized Housing – pays \$0 - \$299 towards rent	Barely able to engage in work, school, and family life because of children or family needs	Barely able to engage in work, school, and family life because of health or mental health needs	Can rarely rely on networks to provide useful advice, guidance, and support	Behind in payments of one or more debts and making payments on at least one	Savings of less than one month's expenses	High School Diploma or GED/HiSET complete	Earnings < 30% AMI Household size of: 2: < \$26,500 3: < \$29,800 4: < \$33,100
Not permanently housed	Not able to engage in work, school, and family life because of children or family needs	Not able to engage in work, school, and family life because of health or mental health needs	Can never rely on networks to provide useful advice, guidance, and support	Has debts; currently not making any payments	No savings	Less than High School Diploma or GED/HiSET	Not currently employed <i>*Income ranges are for Washington, DC. Data from HUD's 5/14/17 AMI tables</i>

← MAKING DECISIONS IN CONTEXT →



Scoring Matrix

100-Point Bridge Scoring



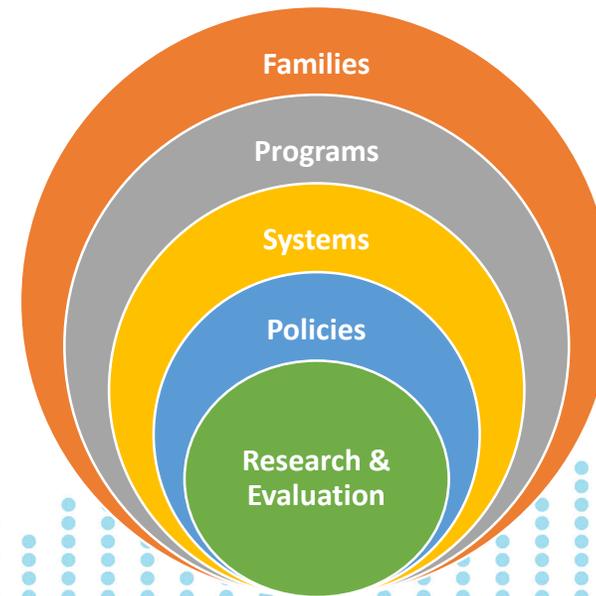
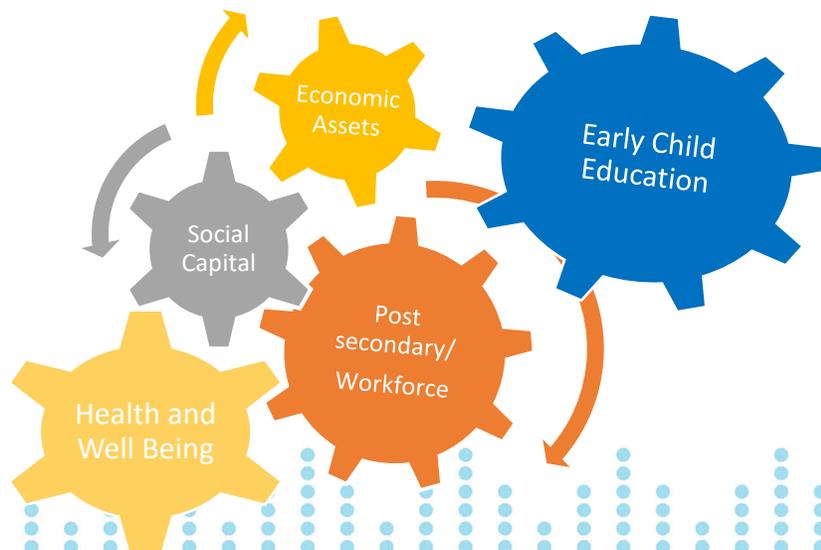
Family Stability		Well-Being		Financial Management		Education & Training	Employment & Career Management
Housing	Family	Physical & Mental Health	Networks	Debts	Savings	Educational Attainment	Earnings Levels [Suffolk County, MA]
10 No subsidy, housing costs 1/3 or less of household gross pay	10 Fully able to engage in work, school, and family life; children or family needs don't get in the way (OR) No children or dependent family members	10 Fully able to engage in work, school, and family life; health and mental health needs don't get in the way	10 Can always rely on networks to provide useful advice, guidance, and support; advocates for others	10 No debt other than mortgage, education, and/or car loans, and current in all debts	10 Savings of 3 months' expenses or more	20 Bachelor's degree or higher complete	20 Job with earnings equal to or greater than MIT's Living Wage* [income ≥ \$66,465]
8 No subsidy, housing costs exceed 1/3 household gross pay	8 Mostly able to engage in work, school, and family life; children or family needs rarely get in the way	8 Mostly able to engage in work, school, and family life; health or mental health needs rarely get in the way	8 Can often rely on networks to provide useful advice, guidance, and support	8 Current in all debts and making more than minimum payments on one or more debts	8 Savings of more than 2 months' expenses but less than three months' expenses	16 Associate's degree or professional certification complete	16 Job with earnings 66-99% of MIT's Living Wage* [income = \$43,867 - \$66,464]
6 Subsidized Housing - pays \$500+ towards rent	6 Somewhat able to engage in work, school, and family life because of children or family needs	6 Somewhat able to engage in work, school, and family life because of health or mental health needs	6 Can sometimes rely on networks to provide useful advice, guidance, and support	6 Making minimum payments on all debts	6 Savings of at least one month and up to 2 months' expenses	12 Job training or certificate complete (beyond high school)	12 Job with earnings 33-65% of MIT's Living Wage* [income = \$21,933 - \$43,866]
4 Subsidized Housing - pays \$299 towards rent	4 Barely able to engage in work, school, and family life because of children or family needs	4 Barely able to engage in work, school, and family life because of health or mental health needs	4 Can rarely rely on networks to provide useful advice, guidance, and support	4 Behind in payment of one or more debts and making payments on at least one	4 Savings of less than one month's expenses	8 High School Diploma or GED/HISET complete	8 Job with earnings less than 33% of MIT's Living Wage* [income < \$21,933]
2 Not permanently housed	2 Not able to engage in work, school, and family life because of children or family needs	2 Not able to engage in work, school, and family life because of health or mental health needs	2 Can never rely on networks to provide useful advice, guidance, and support	2 Has debt currently not making any payments	2 No savings	4 Less than High School Diploma or GED/HISET	4 Not currently employed <small>*Calculation based on 1 adult, 2 children in Suffolk County, MA. See MIT's Living Wage for further information: www.livingwage.mit.edu</small>

Two-Generation (2Gen) Approach

The 2Gen approach addresses the needs of two or more generations at the same time.

Addressing the needs of *parents and children together* harnesses the family's full potential creating meaningful opportunities for families to grow their economic security and thrive.

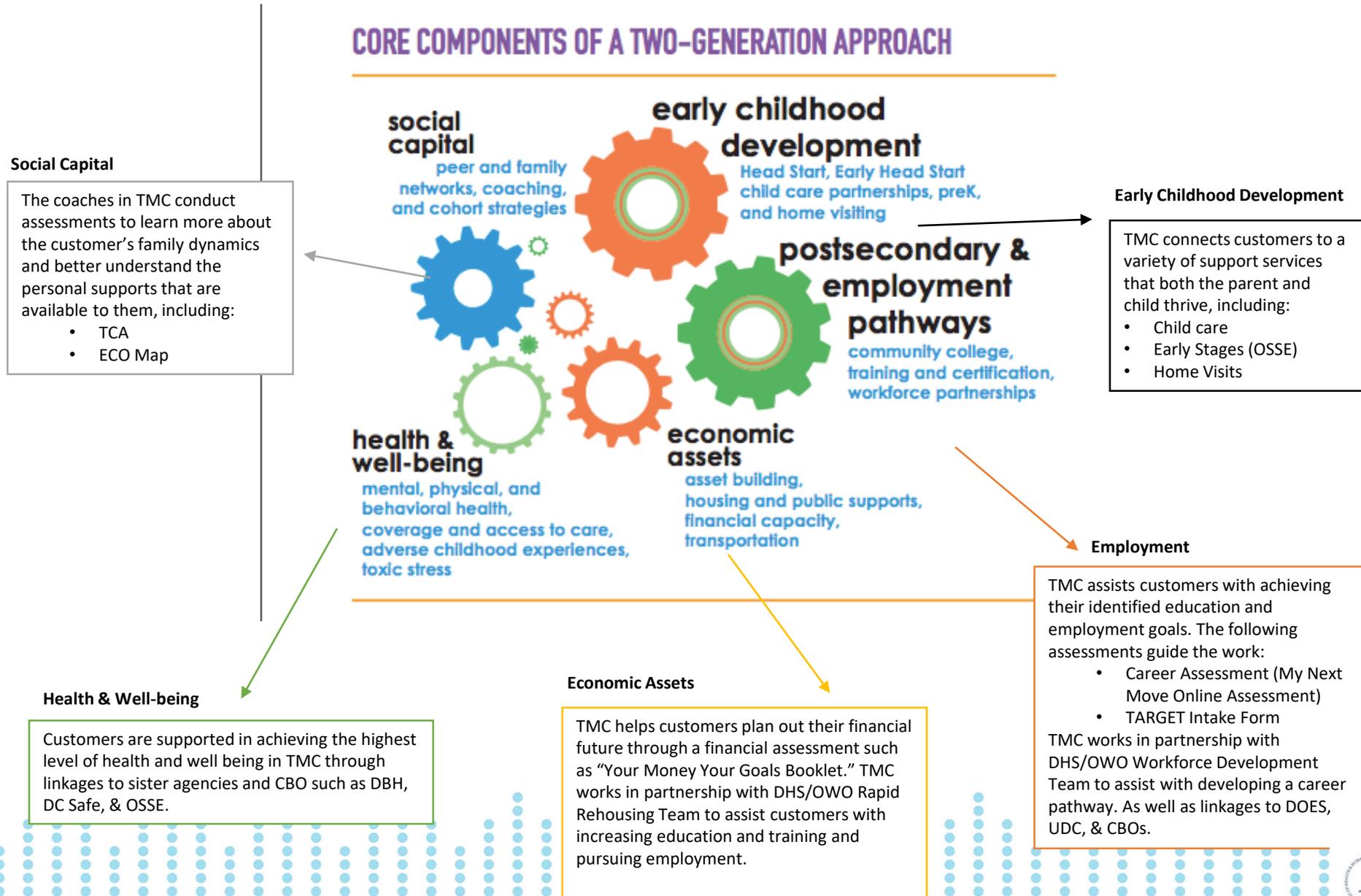
- Supportive services focus on the whole family – recognizing the interconnectedness of well-being and workforce outcomes
- The 2Gen approach can be applied to programs, policies, systems and research





Results from Polling Question #5

Diagram 1. Core Component of 2Gen Framework & TMC Activities



How Clinical Components are integrated into the Coaching Model



Training

- Empath TA Webinars: Executive Functioning
- DBH trainings: trauma informed
- In-house training: motivational interviewing



Supervision

- One on one meetings with coaches (in office and shadowing)
- Peer group meetings with coaches
- Case Reviews
- Questions are intentional and focus is on process not just steps

TMC Case Reviews

PURPOSE: To present a difficult or unique case amongst peers in an effort to problem solve, offer professional advice, and share best practices that will ultimately benefit the whole family.

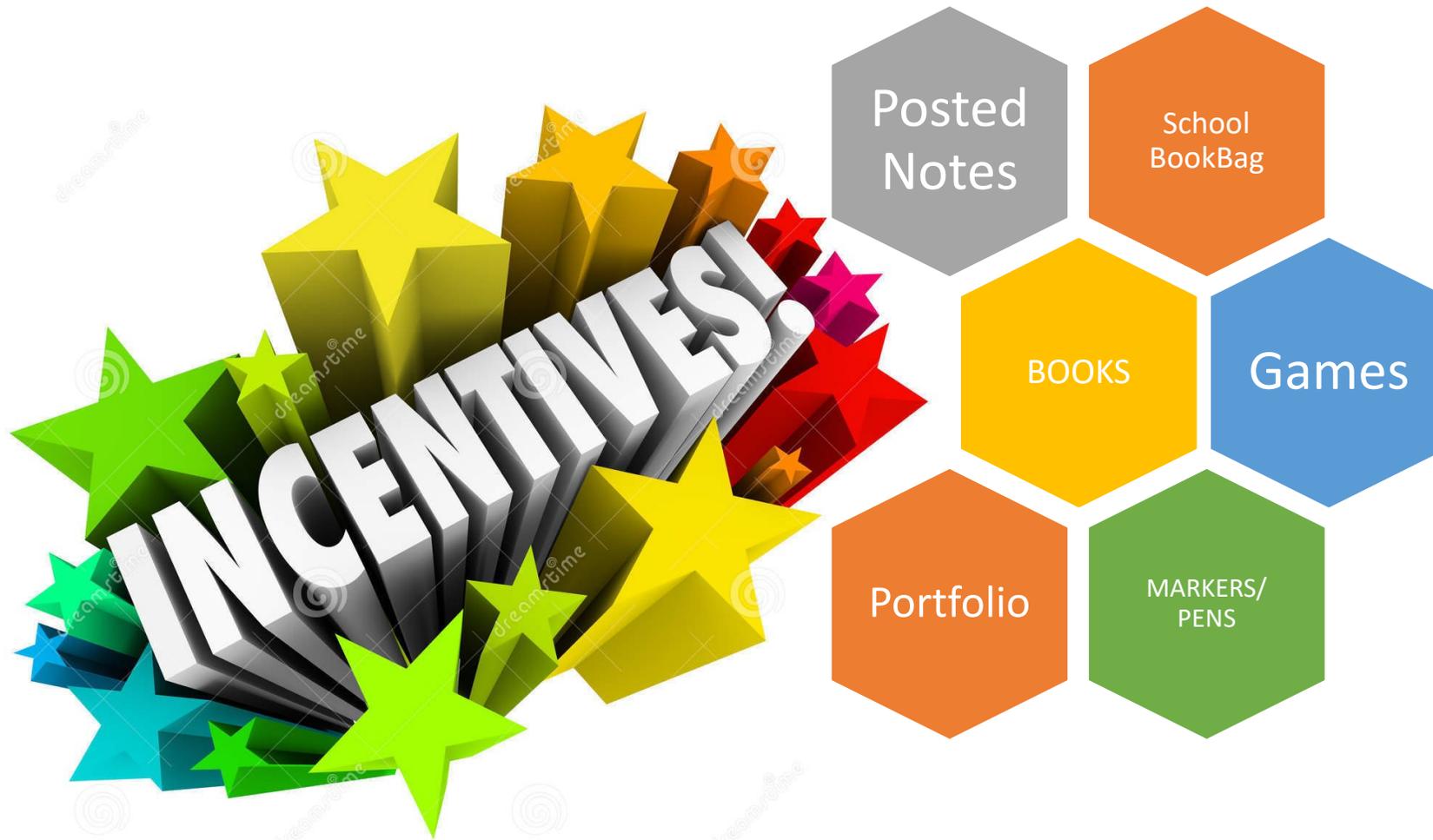
- The case review format also reinforces how staff learn the language of the model and describe specific techniques used.

FREQUENCY:

- Bi-weekly



Incentivize Small Steps



From Start to Finish

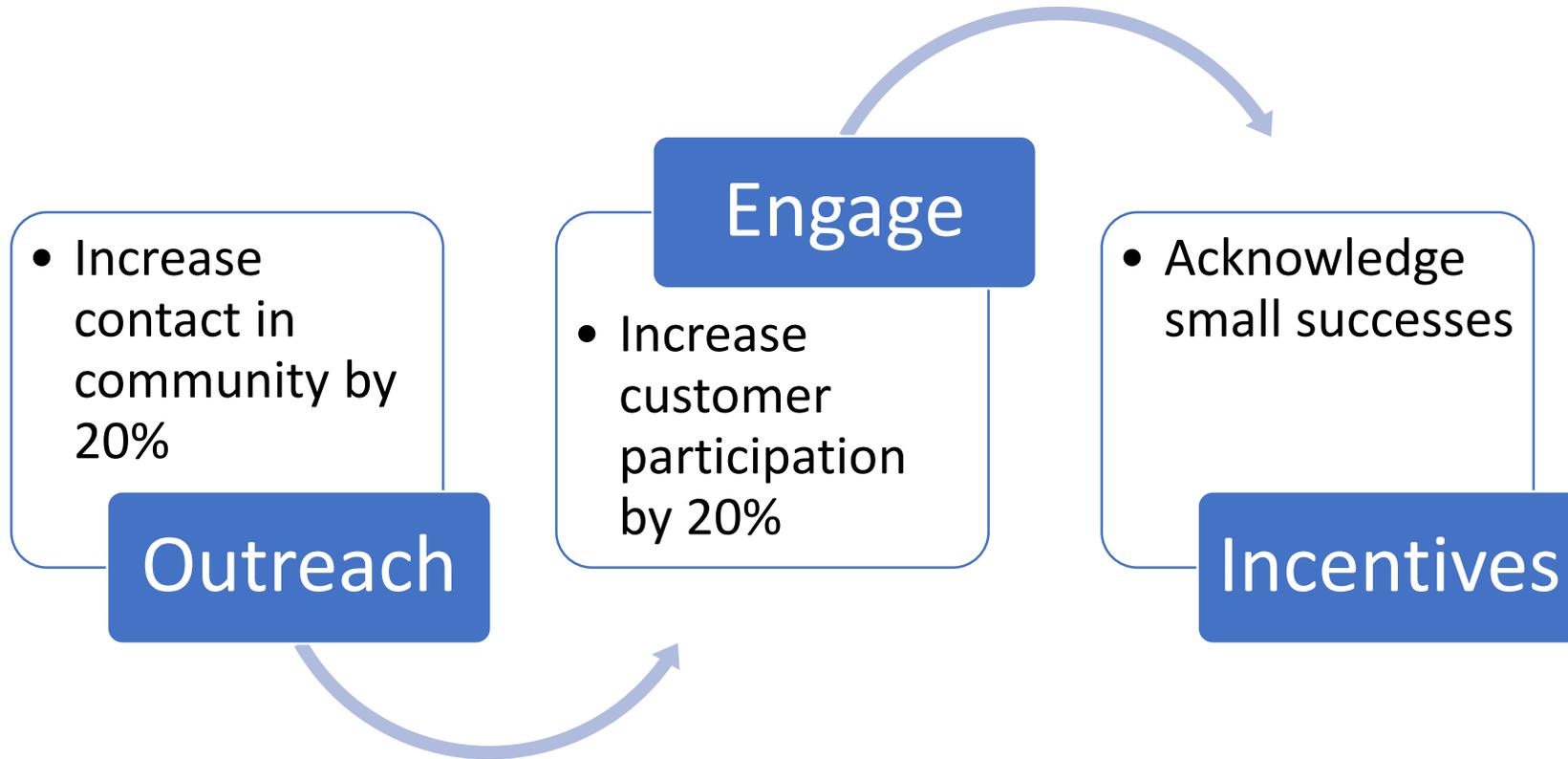


Outcome Measures

- Caseload size
- Number of Customers:
 - Pending sanction
 - Sanctioned
 - Engaged (training & employment)
 - Meeting TANF required hours
 - Self-assessment goals completed (MOVES)



FY18 Program Goals



Lessons Learned

- Leverage trainings from other District agencies and federal technical assistance opportunities;
- Support staff who are utilizing coaching because customers present with multiple barriers; and
- Be strategic about when to expand the program and to which target population.
- The coaching approach may take more time but often has stronger lasting outcomes.



TANF Customer Experience

1. How has the coaching process helped you engage with the TANF program?
2. Has this experience been different compared to your past TANF experiences? If so, how?
3. Do you find that working with your coach is worth your time? Why?
4. What goals have you accomplished throughout the coaching process?
5. What areas of improvement have you seen? What would you like to see?

Contact Information

For more information, please contact:

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Q & A

