

MFIP Employability Measure

Date Reviewed:

Client Name:

Maxis #:

Level

Transportation – Area #1

Getting to work and child care

5 Participant's transportation is dependable with multiple back-up options available.

- Participant can get to work everyday **AND**
- There are multiple sources of reliable alternative transportation (such as convenient public transit, a second family vehicle, bike, resources to purchase another car, long-term carpooling available)

4 Participant's transportation is dependable with a back-up option available.

- Participant can get to work everyday **AND**
- There is usually reliable alternative transportation

3 Participant's transportation arrangements minimally affect employment.

For example,

- Participant has valid driver's license, up-to-date insurance and tabs, and vehicle is generally reliable, but there are no reliable alternatives for transportation
- Public transportation meets most daily work needs but has limitations (route, hours, convenience, etc.)

2 Participant's transportation issues often interfere with employment.

For example,

- Participant has access to a vehicle that is not reliable
- Vehicle fuel, maintenance and repairs are unaffordable
- Time spent commuting is excessive (child care drop-offs, bus or carpool schedule, etc.)
- Private transportation for hire, like taxis, is available but too expensive
- Public transportation exists but is not always available when needed

1 Participant's transportation issues prevent employment.

- Car transportation is not adequate: driving illegally (no license or no insurance) or no access to vehicle **AND**
- Public transportation is not adequate: unavailable or unaffordable or participant refuses to use **AND**
- Other transportation arrangements are not adequate: getting rides, walking, etc. are unavailable, impractical, or inconsistently available

Reason for level chosen:

Level**Dependent Care – Area #2**

Effect of care arrangements for children under age 13, teens with special needs, or vulnerable adults on participant's employment

5 Dependent care arrangements are good, not subsidized, and support participant's employment.

- Dependent care is not needed because the participant is not responsible for any children under 13, teens with special needs, or vulnerable adults **OR**
- Both of the following are true:
 - Good quality provider cares for dependents at a safe center or home **AND**
 - Back-up care arrangements are available, such as employer-provided sick leave or sick child/vulnerable adult care or a relative who is available when a dependent gets sick

4 Dependent care arrangements are good, subsidized, and do not limit participant's employment.

- Participant receives assistance with dependent care expenses **AND**
- Good quality provider cares for dependents at a safe center or home **AND**
- Back-up care arrangements are available, such as employer-provided sick leave or sick child/vulnerable adult care or a relative who is available when a dependent gets sick

3 Dependent care arrangements are generally reliable and minimally affect participant's employment.

- Care provider is stable and safe **AND**
- Participant does not have sick leave available **AND**
- Back-up child care arrangement is usually available, although the participant occasionally misses work due to child care problems, for example when a child is sick

2 Dependent care arrangements are unreliable or often interfere with participant's employment.

For example,

- Only available care is unreliable, unsafe, or provided by unwilling family member or friend
- No back-up care arrangement is available for days when a child is sick
- Lack of weekend or evening child care limits participant's work hours
- Participant is so dissatisfied with the child care (for cultural, language, educational, or other reasons) that it affects her/his work
- Participant has temporary child care and child care application is pending

1 Absent or unacceptable dependent care options prevent participant's employment.

For example,

- Suitable providers do not have openings, or are too far away, or do not offer before/after school, weekend, or evening hours as needed
- Child or vulnerable adult has special needs not accepted by providers
- Care is unaffordable (participant may not be eligible for child care assistance, may be on a waiting list, or application pending)
- No culturally or linguistically appropriate child care is available
- Participant refuses to leave child in child care center or someone else's care
- Child is home alone during work hours and is legally too young to care for self

Reason for level chosen:

Level**Education – Area #3***Participant's education and training***5 Participant has college degree or beyond.**

For example,

- Four-year college degree
- Advanced degree
- Immigrant with degree or advanced degree that does **NOT** require certification
- Professionals with state certification in their field

4 Participant has substantial education beyond high school.

For example,

- Completed associate degree, technical college, or apprenticeship
- Working toward 4-year degree, with at least 2 years completed
- Professional with foreign credentials requiring U.S. certification who is working toward certification

3 Participant has high school diploma, GED, or entry-level certificate.

For example,

- Certificate such as CNA, welding, or office skills
- Some college credits (less than 2 years)
- Professional with foreign credentials requiring certification in field but **NOT** working toward certification

2 Participant is attending high school, GED, entry-level certificate classes, or other training.

For example,

- Getting training, like General Educational Development (GED), Adult Basic Education (ABE), English as a Second Language (ESL), skills training, Functional Work Literacy (FWL), Certified Nursing Assistant (CNA), computer skills, or other entry level certificate course
- In supported employment
- Working on diagnosed learning disability

1 Participant has no high school diploma, GED, or entry-level certificate and is not in school or training.

For example,

- Lacked opportunity to learn
- Little or no education available in country of origin
- Illiterate or very poor reader
- Factors such as low IQ or a severe mental or physical condition interfere with learning
- Unwilling to go to school

Reason for level chosen:

Level**Housing – Area #4***Stability of family's living situation and physical condition of their housing***5 Family has stable and safe unsubsidized housing without government assistance.**

- All housing expenses paid with own money **AND**
- No public assistance (cash, food, disability) **AND**
- No fuel, energy, or emergency assistance

4 Family has stable and safe unsubsidized housing with some government assistance.

- Unsubsidized housing **AND**
- Cash, food, disability, fuel, energy, or emergency assistance

3 Family has stable and safe housing that is subsidized formally or informally.

For example,

- Subsidized rental housing (for example, Section 8) or public housing
- Supportive housing (housing with services provided to help with daily living)
- Stable living situation in home of family or friends
- Shared housing
- Stable, ongoing support from family and/or friends to help with housing costs

2 Family lives in temporary housing, unsafe housing, or is at risk of losing housing.

For example,

- Unlawful Detainer that is limiting their ability to get housing
- Temporary or unstable housing including shelters or with family or friends
- In danger of being evicted for reasons like late rent, complaints about bad behavior, foreclosure, or overcrowding
- Frequent moves (three or more times in last year)
- Participant perceives housing as substandard or structurally unsafe

1 Family has no housing.

For example,

- Eviction notice in hand and no alternative housing
- Living on the street or living in a car

Reason for level chosen:

Level**Social Support – Area #5**

Effect of personal influences of family, friends, and community on the participant's employment

Community organizations may include religious, spiritual or cultural institutions, civic or educational organizations, community support groups, clubs, and so on. For the purposes of the EM, social support does **NOT** refer to paid professional helpers such as therapists, social workers, job counselors, or financial workers.

5 Participant has leadership role in the community.

- Participant is a community leader, mentor, sponsor, or role model who gives as well as receives social support

4 Participant has consistent and effective social support.

- Participant has a network of friends, family, or fellow members of one or more community organizations (like the groups listed above) **AND**
- Some are role models or mentors **AND**
- They help participant overcome barriers

3 Participant has generally reliable social support.

- The participant has some generally reliable supportive adults among family, friends, or fellow members of community organizations (like the groups listed above) **AND**
- Support is received sometimes, but may not always be there **AND**
- Destructive behaviors of others have little effect on the participant, direct or indirect

2 Participant has limited social support.

For example,

- Few stable mature adults are involved in the participant's life other than paid professional helpers
- Participant has very limited connection to community organizations
- Destructive behavior of others negatively influences the participant

1 Participant has no social support.

For example,

- Participant is socially isolated
 - No connection to any community organization
 - Other people sabotage the participant's efforts to work
 - Destructive behaviors of others greatly affect or harm the participant
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Reason for level chosen:

Level**Child Behavior – Area #6***Effect of actions of children in the family on participant's employment***5 Child(ren)'s behavior supports participant's employment.**

- All children have strong attendance and are getting good marks at school, child care, preschool, or Head Start **AND**
- All children exhibit positive behaviors (for example, helping at home and doing homework) and support parent's ability to work **AND**
- All children engage in healthy activities outside of school (for example playing with friends, youth groups, or hobbies)

4 Child(ren)'s behavior problems do not limit participant's employment.

- All children attend school regularly **AND**
- All children get school work done and are making progress **AND**
- Parent has no serious concerns about children's behavior

3 Family is working on child(ren)'s behavior problems and they minimally affect participant's employment.

For example,

- Child with behavior problems is working with professionals to stabilize behavior
- Occasional problems at school or child care are managed, with parent seldom required to be present during work hours

2 Time necessary to deal with child(ren)'s behavior problems often interferes with participant's employment.

For example,

- School misbehavior or truancy frequently requires parent to visit school
- Child does not cooperate with morning routines
- Frequent misbehavior, like biting or hitting other children, requires parent to visit child care provider
- Other risk behavior by child (for example, anger, impulsiveness, destructive behavior, involvement with a gang, addiction, or problematic social relationships) interferes with participant's employment
- While individual children in the family are reasonably well-behaved, when they are together, they cause a great deal of trouble

1 Time necessary to deal with child(ren)'s behavior problems prevents participant's employment.

For example,

- Parent has lost job because of tardiness, absenteeism, or poor performance due to child's behavior problems
- Parent is unable to obtain child care due to child's behavior problems

Reason for level chosen:

Level**Financial – Area #7***Family income in relation to expenses*

Basic living expenses include food, shelter, and other necessary expenses particular to this family, like medical care and child care

5 Family has income well above basic living expenses.

- Stable income/employment **AND**
- Current on basic bills **AND**
- Savings for emergencies and discretionary spending **AND**
- Income at least equal to the state median income

4 Family income is stable and pays for more than basic living expenses.

- Stable income/employment **AND**
- Current on basic bills **AND**
- Extra for discretionary spending or savings for emergencies

3 Family income is stable, but pays only for basic living expenses.

- Dependable income sources **AND**
- Current on basic bills **AND**
- No extra for discretionary spending or savings for emergencies

2 Family income is sometimes adequate to meet basic living expenses.

For example,

- One or more major sources of income erratic, like earnings or child support
- New job but poor employment history
- Not paying basic bills even though income appears sufficient

1 Family income is inadequate to meet basic living expenses.

For example,

- Rent exceeds income
- Misses meals even with food support and regular visits to food shelves

Reason for level chosen:

Level**Legal – Area #8***Effect of any family member's criminal or civil legal issues on participant's employment***5 Family has no current legal issues.**

- There may have been legal issues in the past, but they have been settled

4 Family members' legal issues do not affect participant's employment.

For example,

- Pending civil court case does not affect employment
- Legal issues are not work related and do not take work time

3 Family members' legal issues minimally affect participant's employment.

For example, time is needed for things like:

- Probation requirements
- Issues requiring occasional court appearances during work hours, such as an open child protection case, divorce case, child custody case, or bankruptcy

2 Family members' legal issues often interfere with participant's employment.

For example,

- Felony conviction limits type or hours of work, including preferred or previous work
- Professional license or driver's license required for doing a particular job has been revoked due to child support nonpayment, conviction for driving under the influence, or professional misconduct
- Recent job has been lost due to a legal issue
- Issues requiring frequent court appearances during work hours, such as an open child protection case, divorce case, child custody case, or bankruptcy

1 Participant's legal issues prohibit employment.

For example,

- Non-citizen has no work permit
- Participant is under threat of deportation
- Participant is incarcerated or scheduled to be incarcerated

Reason for level chosen:

Level**Safe Living Environment – Area #9***Effect of participant's perception of household and neighborhood safety on employment***5 Participant feels safe at home and in the neighborhood.**

- Family interactions are nonviolent **AND**
- Participant considers the neighborhood very safe **AND**
- Crime is rare

4 Participant feels safe from violence most of the time at home and in the neighborhood.

- All household members avoid or leave unsafe situations **AND**
- Participant considers the neighborhood safe most of the time

3 Participant feels some threat of violence at home or in the neighborhood, but it minimally affects employment.

For example,

Home

- Participant feels safe enough to go out to work, leaving other family members at home
- Abuser is currently incarcerated or a safe distance away
- Abuser is developing skills to interact nonviolently

Neighborhood

- Participant feels safe enough to go out to work, traveling through neighborhood
- Neighborhood is a relatively safe place to live

2 Participant feels home or neighborhood is dangerous, but either is working or has initiated interventions.

For example,

Home

- A safety plan is being followed or the participant is working with an advocate
- Frequent battered women's shelter visits
- Children or vulnerable adults are placed in a stable situation outside the home
- Participant has begun to engage with helping agencies like a domestic violence advocate or battered women's shelter
- An Order for Protection is in place

Neighborhood

- Shootings, break-ins, or drug dealing occur in the neighborhood
- Police are called to respond to violence in the neighborhood
- Neighborhood watch or block club

1 Participant feels home or neighborhood is dangerous and is not working, and no interventions have begun.

For example,

Home

- A violent abuser threatens the safety of household members
- Police are frequently called to respond to violence in the home
- There is no safety plan or Order for Protection

Neighborhood

- Police are called to respond to violence in the neighborhood
- Participant or family members are victims or impacted by frequent shootings, break-ins, or drug dealing in the neighborhood

Reason for level chosen:

Level**Health – Area #10***Effect of physical, mental, and chemical health of family members on participant's employment***5 Family is healthy and participates in preventive health measures.**

- Generally good health for all family members **AND**
- Preventive measures include eating healthy, exercising, getting regular check-ups, not smoking, and using alcohol in moderation (for adults) or not all **AND**
- If participant is working, employer offers time off for medical reasons, either sick, personal, or unpaid leave

4 Family has no physical, mental, or chemical health concerns that affect participant's employment.

- Generally good health for all family members **AND**
- If participant is working, employer offers time off for medical reasons, either sick, personal or unpaid leave **AND**
- If participant is working, no risk of losing employment due to health concerns that occasionally interfere with work attendance or performance

3 Family has physical, mental, or chemical health concerns that minimally affect participant's employment.

- Following any treatment plans, including taking medication **OR**
- Any chronic conditions of family members are managed **OR**
- If participant is working, slight risk of losing employment due to health concerns that occasionally interfere with work attendance or performance **OR**
- On leave from employment due to medical condition **OR**
- If participant is not employed, health concerns do not prevent job search

2 Family has physical, mental, or chemical health concerns that often interfere with participant's employment.

For example,

- Work absences due to health concerns or treatment place client at risk of losing job
- Access to health care provider limited by appointment times or clinic locations
- Lack of access to culturally appropriate and acceptable care
- Poor work history because of health issues

1 Family has physical, mental, or chemical health concerns that prevent participant's employment.

For example,

- Incapacitated or ill family member needing care
- Cannot care for self and personal care is not available
- Medication or treatment does not control condition
- Not compliant with treatment plan, leading to negative health consequences

Reason for level chosen:

Level**Workplace Skills – Area #11**

Effect of self-management and job-seeking skills on participant's getting and keeping employment

Workplace skills include decision making, communication, conflict resolution, problem solving, anger management, time management, crisis management, planfulness, relationship skills, prioritizing, grooming, and other capabilities that facilitate job performance.

Recommendation: Complete this area last, using information obtained from participant's responses to all other areas. Ask additional questions as needed.

5 Participant's workplace skills enhance current employment.

- Currently employed **AND**
- Has proven ability to get, hold, and manage jobs **AND**
- No employment gaps for at least a year **AND**
- Any job changes are to jobs with better pay, better benefits, or a better match to abilities or interests **AND**
- Effectively manages routine and crisis situations

4 Participant's workplace skills support employment.

- May or may not be currently employed

For example,

- Anticipates problems, has back-up plans, and can problem solve in unpredictable circumstances
- Makes good decisions about employment changes by securing another job before quitting previous job, getting a better paying job or job with better benefits, or finding a job that is a better match

3 Participant's workplace skills are adequate for employment.

- May or may not be currently employed

For example,

- Adequate or improving job seeking skills
- Learning workplace skills so can now handle minor conflicts, time management issues, or problems at work with support
- Workplace skills may be adequate for entry level employment, but may limit career advancement

2 Participant's lack of workplace skills often interferes with employment.

- May or may not be currently employed

For example,

- Frequently loses jobs because of absenteeism or not calling in when sick or tardy
- Frequently cannot problem solve, resolve conflicts, or manage anger at work which causes job losses or disciplinary measures
- Quits jobs impulsively

1 Participant's lack of workplace skills prevents employment.

For example,

- Fails to manage time or anger so misses job interviews or is hostile at interview
- Lacks budgeting and planning skills necessary to secure transportation to work or clothing for work
- Lacks skills to effectively manage work activities such as returning phone calls or keeping a daily schedule

Reason for level chosen: