

## DWP/MFIP ES - Operational Definition

**Effective Date:** August 1, 2016

**Operational Definition** New MFIP Employment Services Mindset: From the Old to the New

**Contact Person:** Kate Probert, MFIP/DWP Employment Services Division Manager

Preface: The primary role for MFIP Employment Services is to support participants and their families in setting goals and establishing career pathways that lead to family and economic stability. In the old model, employment counselors spent time with participants, created employment plans, collected paperwork, and documented participation hours. In the new model, the employment counselor spends the same time with participants but some new tools are used. The practice has shifted to focusing on more frequent, mindful and participant-driven meetings. Participants and employment counselors are accountable to one another: employment counselors coach and support the participant, and remain responsible for documenting time spent in the agreed upon goals, activities, and actions; the participant is responsible to pursue the agreed upon goals and communicate with the employment counselor.

### From Overview to ES Orientation

| Case Management Model   | Coaching/ Participant Driven Model  |
|---|---|
| Conducting an ES Overview to describe policy/procedure, rules/regulations | Utilizing Overview (or in LLI, ES Orientation) to build relationship, understand the participant's past/present/future, and set the stage for a supportive and collaborative relationship |

### Goal Planning: From Prescribed Policy Driven to Participant Driven

| Case Management Model  | Coaching/ Participant Driven Model   |
|--|--|
| Developing Employment Plans based on a pre-selected menu of options and tools, driven by system outcomes (WPR), not participant outcomes | Developing SMART Goals based on helping the participant achieve their dreams through self-identified goals relevant to their current situation |

### Tools

| Case Management Model   | Coaching/ Participant Driven Model  |
|---|---|
| Utilizing a "one-size fits all" approach to a family's self-sufficiency | Identifying each individual's strengths and challenges by utilizing My Bridge of Strength, GAP, and other tools to encourage progress through "small steps" and consideration of a "full family" approach |

### Engagement

| Case Management Model  | Coaching/ Participant Driven Model  |
|--|---|
| Maintaining a minimum of monthly contact to collect required documentation | Increasing the counselor impact and relevancy by approaching participants and their families with meaningful, supportive appointments that encourage and foster partnership; mutual |

|  |  |
|--|--|
|  | accountability; valuing the relationship as much as the policies; counselor must understand where the participant has been, where they are, and where they want to go; the skills and approach of the counselor matter |
|--|--|

### Education

| Case Management Model   | Coaching/ Participant Driven Model  |
|---|---|
| Using education as an activity and not necessarily a pathway; education often not supported or encouraged. Limited to short-term credentialed or non-credentialed options | Focusing on a renewed emphasis on education as a career pathway; education goals are encouraged and supported in MFIP rules |

### Employment

| Case Management Model                       | Coaching/ Participant Driven Model   |
|---|--|
| Getting a job, any job, as soon as possible | Encouraging participants to recognize and embrace the short-term and long-term benefits of work and economic stability. Participant and counselor honor mutual accountability for activities and time-frame that can help transform the participant from unemployed to employed, or from employed to better-employed, from job to career |

### Employment Retention

| Case Management Model  | Coaching/ Participant Driven Model   |
|--|--|
| Defining retention as phone calls and bus cards was insufficient for actual job retention; many participants could get jobs but often were not able to hold them | Viewing the participant as someone who has skills and abilities to compete in today's market, who adds value to today's workforce, and who might determine which, if any, additional skills and education are needed. Recognizing retention begins day one with coaching. Keeping participants "employed" and increasing their skills along a career pathway is the goal, not just keeping that particular job |

### MFIP as an Opportunity

| Case Management Model   | Coaching/ Participant Driven Model   |
|---|--|
| Participant relinquishing options, choice, and autonomy in deference to counselor/system prescribed solutions | Encouraging and listening to the participant's dreams, hopes, and needs; helping a participant plan and achieve goals; providing opportunity for participants to determine their own solutions |