RAMSEY COUNTY
Workforce Solutions

Q & A
MFIP Employment Services (April 17, 2014)

1. **Q:** If a participant is employed full-time and the counselor cannot arrange a meeting within 90 or 120 days, should we still expect an Employment Plan ("EP") to be started by then?

   A: Yes! All participants receiving employment services ("ES") and on the MFIP grant should have an active plan and the plan should be generated as soon as possible/ convenient for the working participant (do not make the participant miss work due to EP plan development, though!) Some options are to extend work hours to meet with a participant before or after work, or call or meet the participant in the community to create a paper plan. All paper EPs must be entered into WF1 and the date of EP entry will be counted positively in the report card measure. The same procedure should be applied to those participants who are injured or disabled and struggling to enter the office.

   Q: Are "Pending" employment plans considered valid for the 80% in plans within 90 days? Or are we just looking at "Active" plans?

   A: Pending Employment plans are not valid. The employment plan must be active. Counselors should accommodate participant's hours to engage them to complete and sign the employment plan. Some options include: Arrange for a meeting before or after work hours, meet the participant in the community, conduct a home visit, etc. All paper EPs must be entered into WF1 and the date of EP entry will be counted positively in the report card measure.

2. **Q:** Is a training certificate higher than a HS diploma, and how that should be entered in the "Basic" page for the participant's education level.

   A: No, Do not view the WF1 "Education Level" as a ladder of achievement, but find the corresponding level that matches the participant's actual level at that present time.
   Do not use the last two values shown on the WF1 table:
   - *Attained Certificate of Attendance/Completion*
   - *Attained Associates Diploma or Degree*

   Certificates are to be tracked in "Activity Screen" and not in the "Education Level" on the "General" page, because receiving a certificate on its own does not suggest a change in education level.
   See link for instructions: http://www.co.ramsey.mn.us/NR/rdonlyres/D8E0B5D0-46CD-4185-87D7-4083943C41EB/37126/MFIPESPolicyProceduresMeasure12and13v6.pdf

   Q: If someone has less than a HS diploma, would getting a certificate count as having a diploma?

   A: No, a certificate does not count as having a HS diploma, only a HS diploma counts as a diploma.

   Q: We are finding some of our immigrant/refugee population, albeit small, come to us with very little education completed, attempts were made at ABE/GED but were unsuccessful however, they were successful in completing a certification program. Can staff select the "Attained other Post-secondary Degree or Certification" in these circumstances?

   A: No. The certificate, unless it is an Associate's or Bachelor's degree (post-secondary), should be coded in the "Activity Screen," and not in the "Education Level." Post Secondary degrees attained could both be reflected in the "Activity Screen," and the "Education Level." Remember-- receiving a certificate on its own does not suggest a change in education level

Also from Alan's March 11, 2014 e-mail: "For MFIP all certificates received will be tracked in the activity screen as shown below."

Certificate Type Attained:		
	☐ AA or AS Diploma/Degree	☐ BA or BS Diploma/Degree
	☐ GED	☐ High School Diploma
	☐ Occupational skills certificate or credential	☐ Technical or Occupational Skills License
	☐ Other Recognized Credential	☐ Masters Degree
	☐ Doctorate Degree	

3. **Q:** In regards to new measurements. What documentation needs to be in the file versus the use of case noting? Example if a client does a career assessment and loses paperwork, how is this counted? Can case notes suffice for the hour tracking time entered into WF1?

   A: Case notes for career assessment, coaching and assessment are sufficient documentation. MFIP continues to require documentations such as school verification form and monthly school attendance logs for all education levels. Copies of credentials and certificates should be in file and case noted. See: **APPENDIX E on MFIP Manual for detailed documentations on education activity**

4. **Q:** The State has (or does it) a 24 month lifetime limit on education i.e. ESL. Can we still enter clients into this as a credential measurement if it is past the 24 month limit?

   A: Language from the MFIP Manual:

   - No more than 24 months of participation in ESL may be approved while a person is on MFIP.
   - Up to 2 years of a 4 year program may be approved if client meets eligibility criteria.
   - Participants may take longer than 24 months to complete a 24 months program, if necessary, with approval from the job counselor. Although extending completion beyond 24 months should not be routine, it may be necessary, for example, when a participant needs to interrupt their education program due to physical illness.

5. **Q:** Can a participant achieve 10ACC, 10 BSI, or 10CLM multiple times/months counted, or are they only counted positively one time?

   A: Yes, a participant who counts positively for 10ACC or 10BSI or 10CLM during the April-June quarter (meaning they have a minimum of three hours in the sub type), could also count positively in the July-September quarter. End dates are not needed for the use of 10ACC, 10BSI, or 10CLM subtype hours.

   For 11 A, B however, end dates are needed for measurements to count positive. The measure will be counted in the quarter in which the activity end date occurs.

   Q: What activity should subtype 11A and 11B be coded under?

   A: For 11A, it does not matter what activity the client is in as long as subtype 11ACR is correctly entered in WF1. Once the program has been selected and the education plan approved, the employment counselor will use WF1 subtype "11ACR" to open the Credentials and Certificates Measure 11A as part of the appropriate activity (i.e. Vocational Training/ Education-12 months or less, Adult

   For 11 B, the "Job Search" activity should be opened.

Q: How are 11 A and B measured?

A: The keys to achieving satisfactory outcomes Performance Measures 11A and 11B are the end dates– specifically on having the end dates recorded. Success will be measured if the end date, not the start date, occurs during the quarter.

Q: Can certificates and diplomas for measurement 11 A and B be back dated to January 2014?

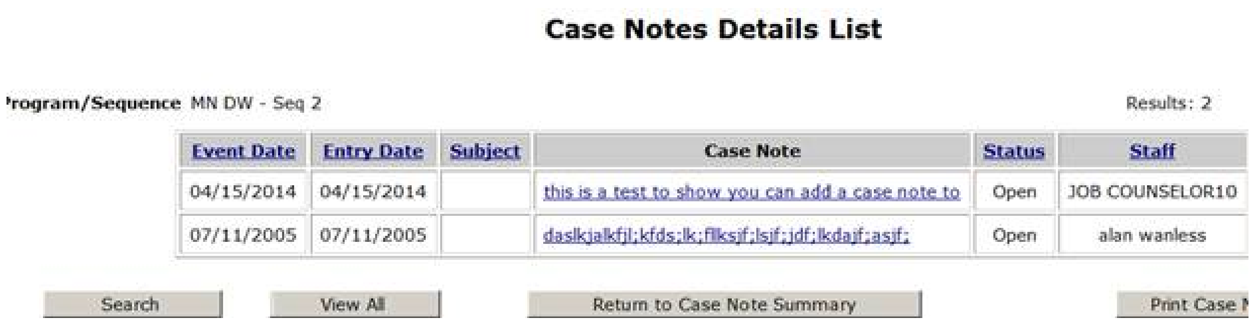
A: Yes, you can enter the activity on WF1 and be count if the participant has achieved a credential. Case notes and supporting documents should be in the case file. Please keep in mind to enter measurements in a timely manner.

6. **Q: What outcomes are expected of Public Health?**

   A: All outcomes are counted for 2014; however, special attention should be paid to HS school completion.

7. **Q:** When working with Measure 2A (Retention/Follow up), and a case is closed, can you case note on a closed case?

   A: Yes, for retention purposes, it is now appropriate to add a case note after a case is closed. See example below:



Q: When ECs are entering the updated job retention information they've received from the participants they have been able to contact, should they also capture updated education information? The "Follow Up" screen does have a significant amount of more options than required in the "2A Measure" task. Would it be best practice to gather as much information once they have contacted the client, or is it unnecessary?

A: It is good practice, though not required, for ECs to get as much information as possible in order to help the participant with whatever they might need to be successful in employment retention.