



**EMPath**  
Economic Mobility Pathways

# USING BRAIN SCIENCE TO DEVELOP NEW PATHWAYS OUT OF POVERTY

**NAWRS**  
**July 2019**



[www.EMPathways.org](http://www.EMPathways.org)

  @disruptpoverty

# Why Mobility Mentoring®?

- Based on groundbreaking **brain science**
- Provides **holistic** mentoring on **one page**
- Helps **transform** people's lives and
- Provides institutions with the tools to **systematically** do the same

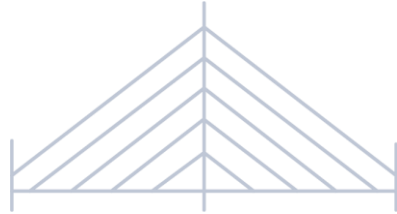


1



COACHING

2



THE BRIDGE

3



GOAL SETTING

4



RECOGNITION

**MOBILITY  
MENTORING<sup>®</sup>  
ESSENTIAL  
ELEMENTS**

1

# COACHING FOR ECONOMIC MOBILITY

2



Growth mindset



High expectations

3



Executive Function-  
Informed



Belief and investment  
in the participant

4

1

2

3

4



**EMPath**  
Economic Mobility Pathways

# BRIDGE TO SELF-SUFFICIENCY®

	FAMILY STABILITY		WELL-BEING		FINANCIAL MANAGEMENT		EDUCATION & TRAINING	EMPLOYMENT & CAREER
	Housing	Family	Physical & Mental Health	Networks	Debts	Savings	Educational Attainment	Earnings Levels*
↑	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: \$62,550+ 3: \$70,350+ 4: \$78,150+
↑	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: \$41,400 - \$62,549 3: \$46,550 - \$70,349 4: \$51,700 - \$78,149
↑	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's and up to 2 months' expenses	Job training or certificate complete (beyond high school)	Earnings = 30% - 49% AMI  Household Size of: 2: \$24,800 - \$41,399 3: \$27,900 - \$46,549 4: \$31,000 - \$51,699
↑	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 1 or more debts and making payments on at least 1 debt	Savings of less than one month's expenses	High School Diploma or GED/HISET complete	Earnings = < 30% AMI  Household Size of: 2: <\$24,800 3: <\$27,900 4: <\$31,000
↑	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  <small>*Income ranges are for Suffolk County, MA. Data from HUD's 5/14/17 AMI tables</small>

↑ THINKING ABOUT THE FUTURE

← For more information, please visit [www.empathways.org](http://www.empathways.org)

MAKING DECISIONS IN CONTEXT

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# GOAL SETTING

Name: \_\_\_\_\_



## Mobility Mentoring® Goal Action Plan

SMART Criteria:  Specific  Measurable  Attainable  Relevant  Time-Bound



What goal do I want to achieve? \_\_\_\_\_

Target Date: \_\_\_\_\_

Bridge Sub-Pillar:  Housing  Family |  Physical/Mental Health  Networks |  Debts  Savings |  Education |  Employment

Why is this goal important to me? \_\_\_\_\_

Action Steps	Target Date	Recognition	How will we know it's done?	Done?
1.				<input type="checkbox"/>
2.				<input type="checkbox"/>
3.				<input type="checkbox"/>
4.				<input type="checkbox"/>

How will we know the goal is done? \_\_\_\_\_

Recognition and/or Earned Incentive: \_\_\_\_\_

What is your main potential challenge to achieving this goal? What's one thing you can do to overcome this challenge?

\_\_\_\_\_

Participant Signature: \_\_\_\_\_ Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



1

# RECOGNITION

2



3

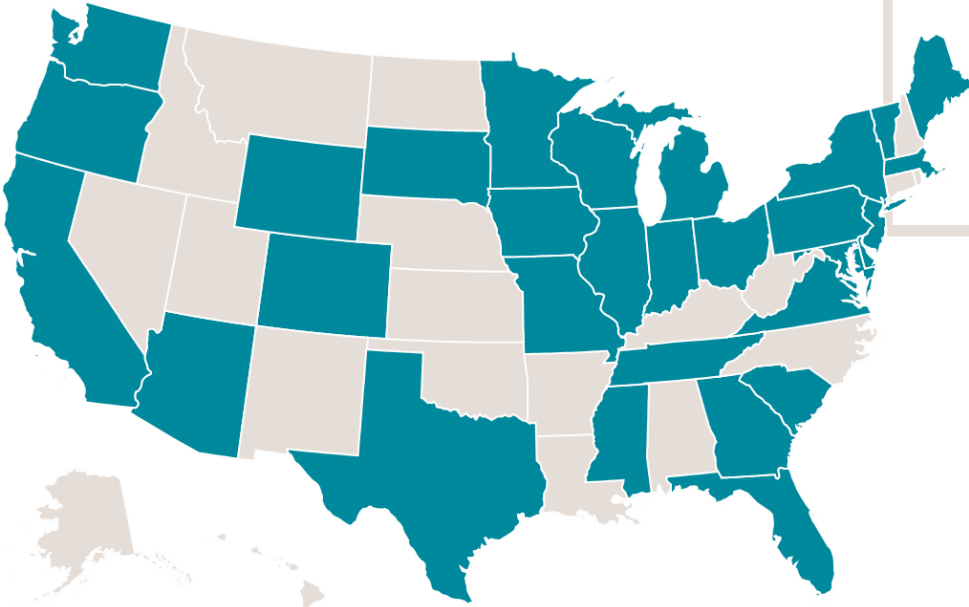
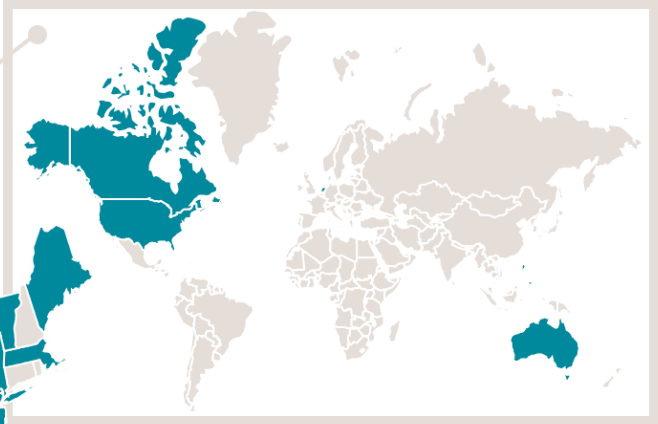


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# ECONOMIC MOBILITY EXCHANGE™

The Exchange serves member organizations in five countries including the United States, Canada, the Netherlands, the Philippines, and Australia.



100

Member Organizations

28 / 5

States / Countries

8

State-Wide Agencies

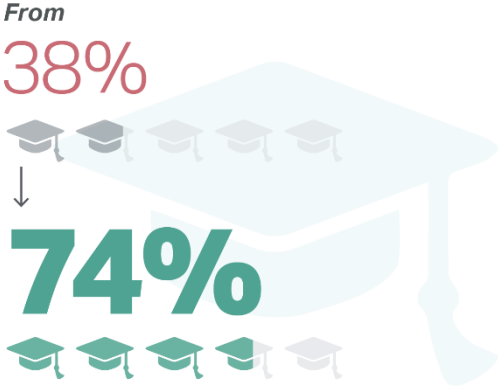


# MOBILITY MENTORING® TRAINING & SUPPORT

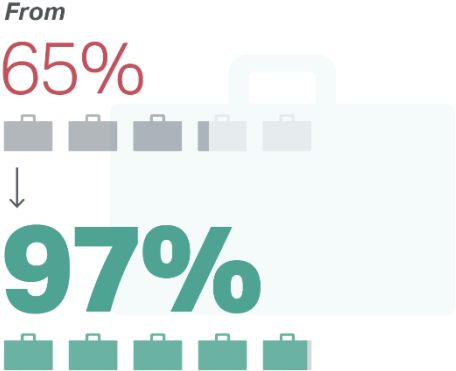
- Monthly webinars
- Two-day *Mobility Mentoring® Essentials* training
- Customized technical support and training
- Learning Management System coming in 2020



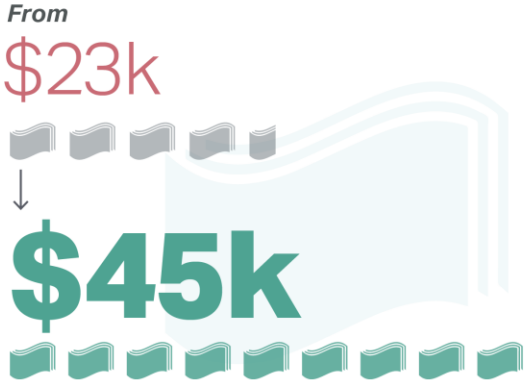
# MOBILITY MENTORING® IMPACT



Increase in college degrees



Increase in employment rate



Increase in annual income

Gains by flagship program graduates

# EXPERIENCES WITH A MOBILITY MENTORING INFORMED MODEL IN HUMAN SERVICE AGENCIES



Tacoma Housing Authority





DC Department of Human Services

## **Office of Work Opportunity (Targeted Mobility Coaching)**

**Agnes Venson, Program Manager Office of Work  
Opportunity/Economic Security Administration**

# Key Policy Changes

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

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

# TARGETED MOBILITY COACHING THEORY

- Coaching model provides barrier remediation services to customers who are not ready to pursue education and employment goals.
- Empowers customers by building skills and behaviors through peer mentorship and modeling
- Family centered, with customers self-identifying their needs and developing a plan

# Staff Buy-In

- Staff part of the planning process
- Identified specialized staff skills and engaged them as “ e.g., children with special needs, home school customers, domestic violence”
- Exhibited ways coaching could make their jobs easier, e.g., motivated customers, sense of accomplishment, resume builder





# Key Principle 1 - Individualization

Model Key Principles	Coaches	Supervisors
<p>Every person brings individual strengths and needs to the journey</p>	<p><b>Detailed Individual Responsibility Plan</b> – Coaches respect customer’s autonomy and motivate them to set goals</p> <p><b>TANF Comprehensive Assessment</b> – Barriers are identified and influence plan</p> <p><b>Career Assessment</b></p> <p><b>Financial Assessment</b></p> <p><b>MOVE Bridge Scoring</b></p>	<p>Pit review with a focus on coaching next steps to ensure customers’ individualized goals are met through coaching</p> <p>Case Reviews are held biweekly to solicit other professional view points</p> <p>Monthly Staff Shadowing</p>

# Key Principle 2 - Horizontality

Model Key Principles	Coaches	Supervisors
Effective service delivery must “bridge” the silos	ECO Mapping Teaming (DC Cross Connect)	Coaches take the lead on meeting with the customers’ other providers  Goals developed with other providers are incorporated in the DIRP

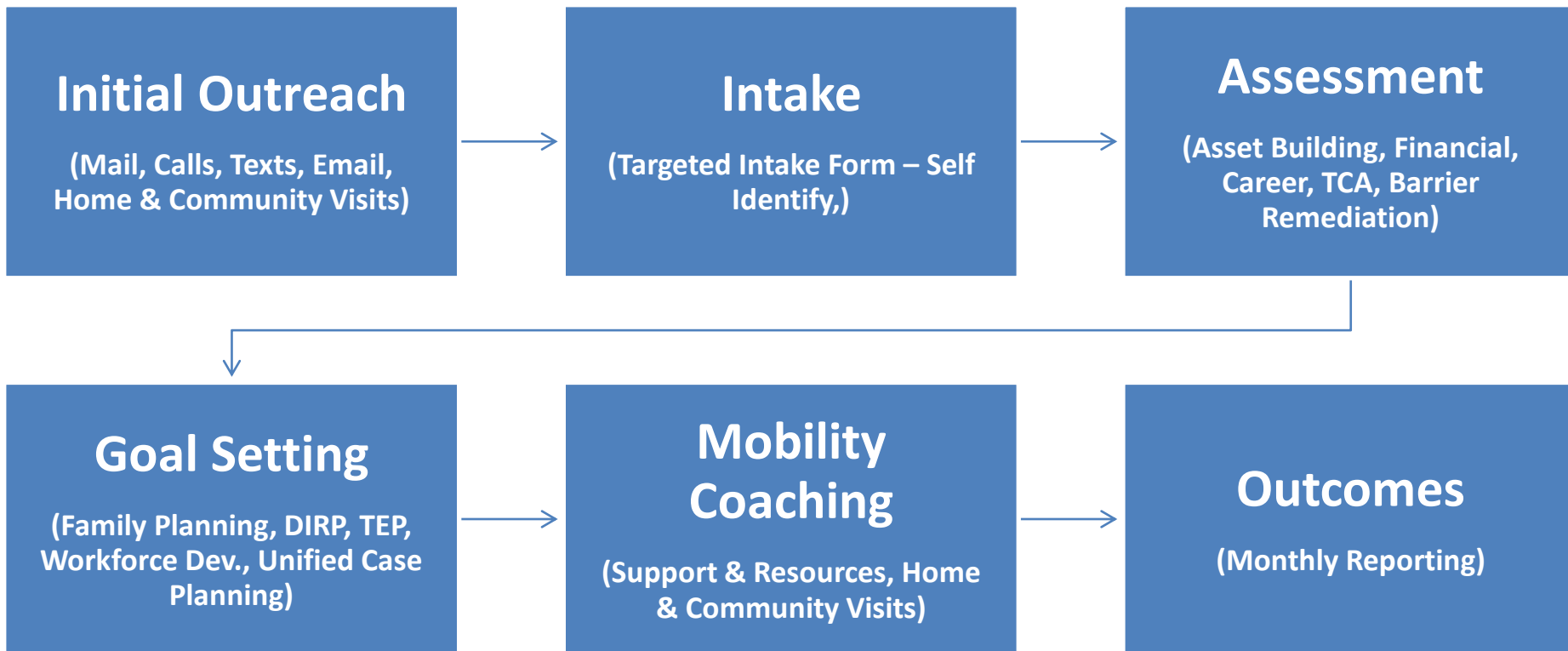
# Key Principle 3 - Time

Model Key Principles	Coaches	Supervisors
<p>Effective interventions must provide for continuity of support over time</p> <p>Sustained success requires a consistent, long-term approach</p>	<p>TMC customers stay with the coaches until the end of their TANF life</p>	<p>Consistent, thorough supervision</p>

# Key Principle 4 - Networking

Model Key Principles	Coaches	Supervisors
No one becomes economic secure alone	ECO Map to establish current and future healthy support systems and assist customer's family members if needed.	Consistent, thorough supervision

# IMPLEMENTATION MODEL



# BUILDING RELATIONSHIPS

What does it take to engage customers?

- Meet the customer where they are
- Strengths and solutions-based approach
- Next step is up to the customer
- Conceptualize resistance in a manner that empowers
- Recognize customer's readiness to change (i.e. Readiness Ruler)
- Use validation techniques to express your understanding and build meaningful rapport (i.e. Motivational Interviewing)
- Use methods for dealing with common difficulties such as "Yes, but..." and "I don't know" responses (i.e. Readiness Ruler, Decisional Balance)

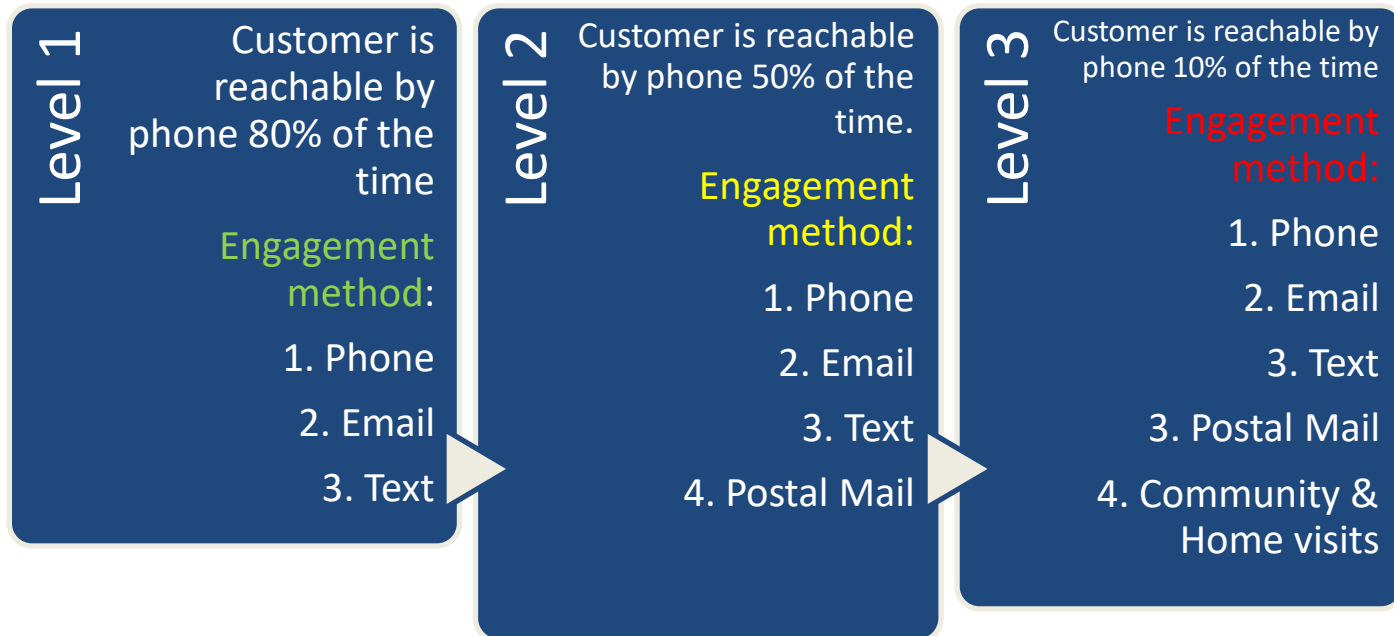
# BUILDING RELATIONSHIPS

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



# Guidance for Initial Outreach with the Customer





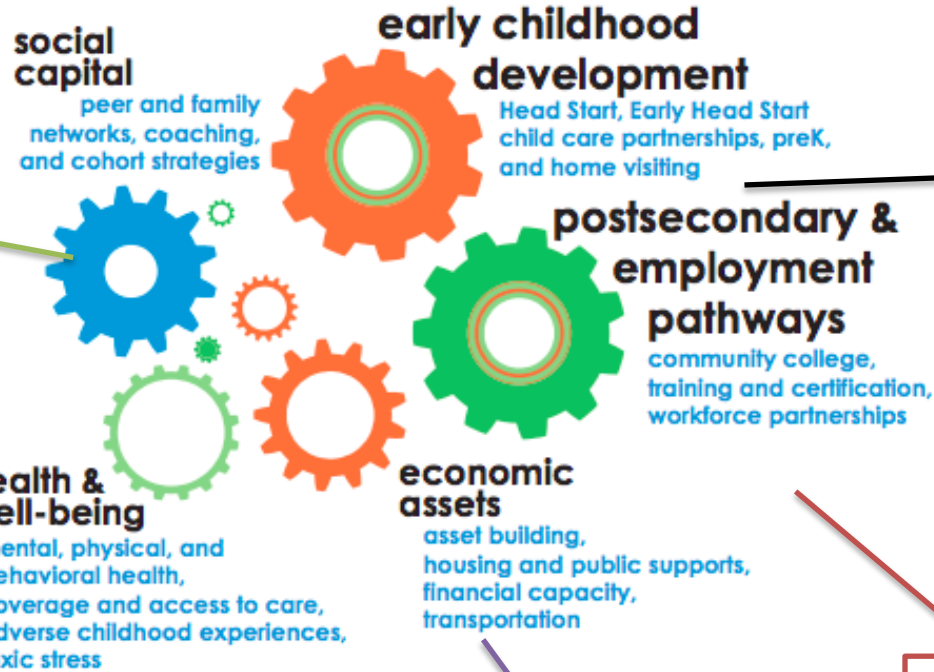
# EMPATH informs our Assessments

	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.]
↑ THINKING ABOUT THE FUTURE	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 →

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

## CORE COMPONENTS OF A TWO-GENERATION APPROACH



### Social Capital

The coaches in TMC conduct assessments to learn more about the customer's family dynamics and better understand the personal supports that are available to them, including:

- TCA
- ECO Map

### Early Childhood Development

TMC connects customers to a variety of support services that both the parent and child thrive, including:

- Child care
- Early Stages (OSSE)
- Home Visits

### postsecondary & employment pathways

community college, training and certification, workforce partnerships

### Employment

TMC assists customers with achieving their identified education and employment goals. The following assessments guide the work:

- Career Assessment (My Next Move Online Assessment)
- TARGET Intake Form

TMC works in partnership with DHS/OWO Workforce Development Team to assist with developing a career pathway. As well as linkages to DOES, UDC, & CBOs.

### health & well-being

mental, physical, and behavioral health, coverage and access to care, adverse childhood experiences, toxic stress

### Health & Well-being

Customers are supported in achieving the highest level of health and well being in TMC through linkages to sister agencies and CBO such as DBH, DC Safe, & OSSE.

### economic assets

asset building, housing and public supports, financial capacity, transportation

### Economic Assets

TMC helps customers plan out their financial future through a financial assessment such as "Your Money Your Goals Booklet." TMC works in partnership with DHS/OWO Rapid Rehousing Team to assist customers with increasing education and training and pursuing employment.

# 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

# Case Review Example

## Case Summary:

- **Single mother** with two daughters, ages 7 and 9, and 5 months pregnant.
- Has experienced **housing stability for 10 years**; currently in the Rapid Rehousing Program
- Long-term career goal is to **become a social worker**; in the interim, plans to obtain SPO and GED.
- **Highly motivated** to work, but has a pattern of losing jobs due to temper and confrontations in the workplace
- History of **domestic violence** and sexual abuse.

# Case Review Cont'd.

During case reviews, coaches:

- 1. Identify challenges and/or barriers:** pregnancy; no GED or high school diploma; behavioral health (anxiety/anger/depression) needs and previous traumas; precariously housed; few soft skills (e.g. communication barriers).
- 2. Discuss useful coaching techniques:** education session; motivational interviewing; decisional; OARS; coping questions.
- 3. Develop a plan of action:** address behavioral health barriers first- bring in BH Specialist to do an assessment; ensure prenatal care and offer TANF exemption; connect customer to employment training program when stable.

# Incentivize Small Steps



# OUTCOME MEASURES

- # of customers engaged (training & employment)
- # of customers meeting TANF required hours
- # of customer self-assessment goals completed (MOVES)
- # of customers pending sanction
- # of customers sanctioned

# Success Story

## Case Summary:

- Customer entered foster care at age 13 and joined the army later in life.
- History of past traumatic experiences.
- Resides in emergency shelter at DC General.
- Long-term career goal is to be a teacher's assistant or instructional aid.

## Coaching Techniques:

- Motivational interviewing; positive affirmations, enrollment in TANF Work Experience Program and UDC.

## Outcome:

- Hired as an Instructional Aid; exited shelter and TANF one month after employment.



# Success Story

## Customer Quote

“As it turns out, for me, being able to work with an active and supportive case manager made all the difference. Because of my case manager’s support and my own determination to find an apartment, I was able to move out of D.C. General only one month after moving in.”

# Thank You!

Additional Questions?

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