Who We Serve

674 adults
481 children
467 families

1,162 Total number of participants

78% Single parent households

75% Female
25% Male
Mobility Mentoring®
Background and Theoretical Basis
Concept: Mobility Mentoring® & Theory of Change

Pilot: Mobility Mentoring® in CFO

Implementation: Integration & Evolution
“Being able to focus, hold, and work with information in mind, filter distractions, and switch gears is like having an air traffic control system at a busy airport to manage the arrivals and departures of dozens of planes on multiple runways.”

Statement on executive functioning, Center on the Developing Child at Harvard University
Key Executive Functioning Skills

- Working memory
- Mental flexibility
- Impulse control
Brain Structure Overview

Brain Stem
Limbic System
Cortex
Pre-Frontal Cortex

Hand Model of the Brain: Daniel Siegel, PhD from UCLA Department of Psychiatry
Stress Response

Fight
Flight
Freeze
Significant Life Stressors

- Living in poverty
- Major mental health diagnosis
- Physical, cognitive, and/or mental health disability that serves as a barrier to work/school
- One rent check away from homelessness
- History of abuse, violence, and/or trauma
- At least one child with diagnosed special needs
Complexity of Poverty

To get ahead, people need to:

• Care for their family
• Manage money and stay out of debt
• Go to school
• Work full time
Mobility Mentoring®: Four Essential Elements
What is Mobility Mentoring®?

Mobility Mentoring® is the professional practice of partnering with clients so that over time they may acquire the resources, skills, and sustained behavior changes necessary to attain and preserve their economic independence.

@DisruptPoverty
#MobilityMentoring
Mobility Mentoring®: Essential Elements

- Goal Setting and Outcomes Measurement
- Incentives
- Bridge to Self-Sufficiency®
- Coaching

Mobility Mentoring®
### BRIDGE TO SELF-SUFFICIENCY

**Mobility Mentoring®**

<table>
<thead>
<tr>
<th>FAMILY STABILITY</th>
<th>HEALTH &amp; WELL-BEING</th>
<th>FINANCIAL MANAGEMENT</th>
<th>EDUCATION &amp; TRAINING</th>
<th>EMPLOYMENT &amp; CAREER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Housing</strong></td>
<td><strong>Physical and Mental Health</strong></td>
<td><strong>Networks</strong></td>
<td><strong>Debts</strong></td>
<td><strong>Savings</strong></td>
</tr>
<tr>
<td>No subsidy, housing costs 1/3 or less of household gross pay</td>
<td>Fully able to engage in work, school, family life; children or family needs don’t get in way (OR) No child or dependent family members</td>
<td>Fully able to engage in work, school, family life; health &amp; mental health needs don’t get in the way</td>
<td>Can always rely on networks to provide useful advice, guidance, and support; advocates for others</td>
<td>No debt other than mortgage, education, and/or car loans, and current in all debts</td>
</tr>
<tr>
<td>No subsidy, housing costs exceed 1/3 household gross pay</td>
<td>Mostly able to engage in work, school, family life; children or family needs rarely get in way</td>
<td>Mostly able to engage in work, school, family life; health &amp; mental health needs rarely get in the way</td>
<td>Can often rely on networks to provide useful advice, guidance, and support</td>
<td>Current in all debts and making more than the minimum payment on 1 or more debts</td>
</tr>
<tr>
<td>Subsidized housing - Pays $300+ toward rent</td>
<td>Somewhat able to engage in work, school, family life because of children or family needs</td>
<td>Somewhat able to engage in work, school, family life because of health &amp; mental health needs</td>
<td>Can sometimes rely on networks to provide useful advice, guidance, and support</td>
<td>Making minimum payments on all debts</td>
</tr>
<tr>
<td>Subsidized housing - Pays $0 - $299 towards rent</td>
<td>Barely able to engage in work, school, family life because of children or family needs</td>
<td>Barely able to engage in work, school, family life because of health &amp; mental health needs</td>
<td>Can rarely rely on networks to provide useful advice, guidance, and support</td>
<td>Behind in payments of 1 or more debts and making payments on at least 1 debt</td>
</tr>
<tr>
<td>Not permanently housed</td>
<td>Not able to engage in work, school, family life because of children or family needs</td>
<td>Not able to engage in work, school, family life because of health &amp; mental health needs</td>
<td>Can never rely on networks to provide useful advice, guidance, and support</td>
<td>Has debts; currently not making any payments</td>
</tr>
</tbody>
</table>

*Income ranges are for Suffolk County, MA. Data from HUD’s 5/14/17 AMI tables*
Roadmap to Coaching

- Building Trusting Relationships
- Accountability & Follow Up
- Goals Orientation
- Problem Solving
- Self-Assessment & Goal Setting
Science tells us that we are much more influenced by environmental cues than was previously thought.

Three important examples of this include:

- **Priming** - human responses influenced by related external cues;

- **Stereotype Priming** - human responses to societal cues about groups of people with shared characteristics such as race, gender, or social status;

- **Primed Mentor Expectations** - mentors can be “primed” to have differing expectations for participants based on environmental cues and stereotypes.
Mentor expectations are really important—they are the Coaching Superpower

When Mentors believe their participants can achieve high outcomes, it changes how they interact with their participants in critical ways:

1. Mentors’ behavior is warmer and more encouraging, and they provide more frequent feedback;

2. They convey a growth mindset message (“skills and accomplishments can be achieved by anyone with hard work”);

3. They encourage participants to set more challenging goals.
The Green Edge of the Wedge

% of client time spent on:

Crisis Management (Externally generated priorities)

Goals Attainment (Internally set priorities)

Crisis Management

Goals Attainment

% 100%
80%
60%
40%
20%
0%

"Out of Control"  "Gaining Control"  "In Control"

Yr. 1
Beginning of Mobility Mentoring Program

Program Completion

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**Bridge to Self-Sufficiency**

**Family Stability**
- **Housing**: Spending less than 30% of gross pay on housing. No subsidy.
- **Family**: Children and family needs are being met and do not prevent participant from engaging in schooling or work.

**Health & Well-Being**
- **Physical & Mental Health**: Fully engaged in work and family, and no physical or mental health issues prevent participant from pursuing schooling or employment.
- **Networks**: Part of a strong social network, serving as an advocate, organizer, and support to others.

**Financial Management**
- **Debt**: Has good credit and is managing debts in balance with income.
- **Savings**: Has savings equal to three months' worth of living expenses.

**Education & Training**
- **Has achieved a level of post-secondary education and/or training that has prepared participant for a job paying enough to support their family.**

**Employment & Career**
- **Earnings from job are greater than the real costs of basic living expenses for their family.**

**Making Decisions in Context**

For more information, please visit: [www.empathway.org](http://www.empathway.org)
### Hourly Wages

<table>
<thead>
<tr>
<th></th>
<th>1 Adult, 2 Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living Wage</td>
<td>$34.51</td>
</tr>
<tr>
<td>Poverty Wage</td>
<td>$9.00</td>
</tr>
<tr>
<td>Minimum Wage</td>
<td>$11.00</td>
</tr>
</tbody>
</table>

### Annual Expenses

<table>
<thead>
<tr>
<th></th>
<th>1 Adult, 2 Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>$7,893</td>
</tr>
<tr>
<td>Child Care</td>
<td>$19,562</td>
</tr>
<tr>
<td>Medical</td>
<td>$6,604</td>
</tr>
<tr>
<td>Housing</td>
<td>$18,540</td>
</tr>
<tr>
<td>Transportation</td>
<td>$8,373</td>
</tr>
<tr>
<td>Other</td>
<td>$6,395</td>
</tr>
<tr>
<td>Required annual income after taxes</td>
<td>$60,263</td>
</tr>
<tr>
<td>Annual taxes</td>
<td>$11,520</td>
</tr>
<tr>
<td><strong>Required annual income before taxes</strong></td>
<td><strong>$71,783</strong></td>
</tr>
</tbody>
</table>
GOAL SETTING

S  - SPECIFIC
M  - MEASURABLE
A  - ATTAINABLE
R  - RELEVANT
T  - TIME-BOUND
## Mobility Mentoring Multi-Year Plan

**Participant Name:** JL  
**Date:** 7.15.2017

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Month 1–2</th>
<th>Month 3–4</th>
<th>Month 5–6</th>
<th>Month 7–8</th>
<th>Month 9–10</th>
<th>Month 11–12</th>
</tr>
</thead>
</table>
| **Family Stability** | Research affordable childcare  
Visit childcare centers  
Enroll child into center | Communicate with childcare providers to learn how child is adapting to the new center |  | Participate in childcare activities at center |  |  |
| **Education** | Research available HiSet programs in the area  
Attend HiSet orientation and take test | Enroll in HiSet program | Attend HiSet classes on time  
Study and practice taking the online test | Complete HiSet program and take the tests. |  |  |
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Goal ($)</th>
<th>Set long term housing goal of getting larger apartment</th>
<th>Attend doctor/therapist appointment</th>
<th>Open bank account at $$$ Bank; save 10% of income</th>
<th>Enroll in a program at LA Community College</th>
<th>Update resume and cover letter At XXX agency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Enroll child in program at local YMCA</td>
<td>Join support/social group at xxx</td>
<td>Meet with finance specialist at XXX. Contact all creditors</td>
<td></td>
<td>Attend job fair at XXX.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Goal ($$)</td>
<td>Apply for transfer of unit. Explore other housing options at XXX</td>
<td>Develop plan with provider at XXX to manage condition</td>
<td>Save at least 5% of income for 3-6 months at XXX</td>
<td>Maintain at least 80% attendance in a program</td>
<td>Apply to at least X jobs per week for 1 – 3 months</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Child’s attendance 80% + for 3-6 mo</td>
<td>Attend support group for 3-6 m.</td>
<td>Make payments on debts for 3-6 months</td>
<td>Explore internships at XXX</td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td>Goal ($$$)</td>
<td>Complete first time homebuyer’s course at XXX</td>
<td>Follow plan and successfully manage health/mental health condition</td>
<td>Save 10% of income for 3-6 months; other major savings target</td>
<td>Complete semester or program with minimum average of C+</td>
<td>Obtain employment and maintain for 3 months</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Child obtains good grades or report for</td>
<td></td>
<td>Pay off a debt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What Makes an Incentive an Incentive?

- Tied to goal setting process
- Communicated early on in goal setting process
- Encourage engagement and enhance motivation
Why Incentives?

- Give a clear sense of achievement
- Build a sense of self-efficacy
- Highlight a positive identity
- Develop a sense of momentum: “I can keep going and do even more”
- Provide a “down payment” on longer-term goals
- Provide an emotional connection to the accomplishment
Subsidized Housing Communities

Advantages
Provides stability and manageable rent
Safety net
Supportive environment and management

Challenges
Rent structure discourages economic gain
Dependency often follows children
Discourages movement
Resident Services often serve problems, not staffed to focus on economic mobility
Lack of supply
Challenges in Running a Mobility Mentoring Program

Everyone here is already doing this!

“My people can’t do this”

Boundaries

Learning how to be honest and supportive

“Green Edge of the Wedge”

Hiring
EMPath Program Outcomes from FY14-FY17

48% enrolled in school
602 participants were not enrolled in school when they started at EMPATH. 290 became enrolled during their time in the program.

55% started working
469 participants were not working when they started at EMPATH. 259 started working during their time in the program.

67% opened a bank account
310 participants did not have a bank account at program start. 207 opened a bank account before exiting the program.

65% started saving
509 participants did not have savings at program start. 329 started saving before exiting the program.

62% developed a budget
570 participants did not have a budget at program start. 355 developed a budget before exiting the program.
... a membership-based community of organizations that want to learn about Mobility Mentoring®, improve their own practices, and exchange ideas about ways to help individuals and families reach self-sufficiency.
IDEAS WITH IMPACT

DISRUPTING THE POVERTY CYCLE
Conference 2018
NOVEMBER 1 & 2, 2018
UNIVERSITY OF MASSACHUSETTS – BOSTON

Paul Francisco
Chief Diversity Officer & Head of Workforce Development Program, State Street Corporation

Dr. Michelle Derr
Senior Researcher, Mathematica Policy Research

Claude Steel, PhD
Social Psychologist, Professor of Psychology at Stanford University

Chuck Collins
Director, Program on Inequality Institute for Policy Studies
Thank You!