

## **Evan McGlaughlin**

### **3.1. Discuss the philosophy or clinical/service approach that guides your work with participants (15 possible points)**

I believe that because of the complexities of human relations and the nuances surrounding successful interactions in general, it is difficult to come up with one approach a case manager can adapt as the perfect tool for producing change. However, when tools such as self-autonomy, the capacity to plan for one's future, and recognition of personal strengths are given to the client there is more potential for a positive outcome. I am client-centered. The approach that Primary Client Managers at my agency, Congreso, use across the board rests on the assumption that motivation and change, one leading to the other, must come from the client first to be lasting and long-term. It is completely possible that when we assert our own agendas and motivating factors on the client, we run the risk of missing the mark entirely and lose engagement with the client. Rather than instinctively directing a client in some action, it is first helpful to understand where the client's motivation towards change derives from and how it ties to their future. In client interactions, I focus on my client's strengths and reassure them of those strengths. It's in those personal positive attributes they will continue to find the capacity to exceed expectations.

### **3.2. List the outcomes that you are working to help your participants achieve (15 possible points)**

My clients (students in a job training program) and I work to achieve one overarching outcome, and that is steady employment in which there is room for personal and professional growth. With a job to go to everyday, a person is granted the opportunity to surpass dependency on public benefits, achieve a sense of value and ownership of their income, produce a sense of stability and augment a person's perspective of what is attainable professionally. It instills a sense of pride and also realism. That is not to say that placement into whatever low-wage job down at the factory is the cure-all to one's problems. However, it may be the most significant quantifiable step towards self-sufficiency.

Much of my focus as a case manager is dedicated to addressing issues that may impact the student's ability to maintain a job. Family stability is closely related to ongoing employment. It can be a prerequisite to and also in part a result of gainful employment and the financial stability that it provides. Additionally, in our Childcare Development Associate (CDA) and Renacer programs, we strongly support higher education in order to strengthen their skills in the field of early childhood education and increase opportunities to establish a career path in education. I recognize that the employment we connect our students to is best described as a solid first step towards a career of their choice.

### **3.3. List the activities you engage in with your participants to help them achieve those outcomes (15 possible points)**

Depending on the individual, preparing for employment can be a process. In order for job retention to be realizable, clients and I address personal and situational barriers that hinder success. Lack of standardized education is often a limiting factor, and working with the client to establish a learning plan, whether it's GED or college-related, is a great example of prioritizing a goal that is a significant landmark in achieving the overarching outcome of employment. The client may have experienced significant trauma, in which case I would assess the client's willingness to accept a referral to the appropriate external resources. Of course, every person encounters their own set of challenges, and engaging with the client to assess which of these is debilitating and which can be overcome is important.

Two pivotal points during a client's transition is beginning the job training course (6 weeks for my current program) and beginning employment. Within the first two weeks I build rapport with each client by meeting with them to complete an assessment which is designed to prompt referrals to services that address serious issues. During that time, I learn about a client's work and educational history, their health, and their goals. This gives me the opportunity to make an outline of how I can best support the client through the training process. Transitioning from training to employment is often the most difficult adjustment for the student. I remain in close contact to ensure the client is supported. We address issues of workplace conflict with the intent of learning how to think about situations rationally rather than respond emotionally. We practice scenarios such as interviews and employer-employee interactions to increase communication skills. I support them to build their career path and seek long-term advancement.

### **3.4. Describe what you track with each program participant to know you are doing high quality work - i.e. quality indicators, services data (15 possible points):**

It would be short-sighted to state that high-quality work performed on my part (or by any case manager) should absolutely result in that success metric: 6 months' retention of steady employment. As those in the workforce development field are already aware, many clients are cycled through the system multiple times before they reach that benchmark. Long-term success can also be measured in steps toward that goal. It is also possible that an individual may be chronically ill-equipped for the workplace, in which case my objective as a case manager is to support the client in achieving stability by connecting that person to a higher level of services and supporting the individual to adapt to difficult circumstances.

I case-note each "meaningful contact" with a client in our funder database. With a significant sized caseload, this allows me to review previous actions I have taken with the client or on the client's behalf and prepare an agenda for our next appointment. I document what happened as well as what the client and I both agree to do before our next interaction. Case consultations with outside providers are also documented to ensure the fluidity of services and recommendations offered to the participant. Because the agency I work for is composed of multiple divisions, many of my referrals are internal, in which case I use our ETO database UNIDAD to connect the client to a separate program

which allows us to easily follow-up on the results of that referral. In the dismissal process, the reason for dismissal is also documented in UNIDAD. Rather than simply stating successful or unsuccessful completion, we are able to track instances of good cause for dismissal, such as obtaining an approved exemption which grants time for the individual to meet their personal needs (ex. Medical). Circumstances such as lack of attendance and non-compliance to program guidelines are also documented as reasons for dismissal. Tracking successful completion, of course, is the more satisfying data entry task.

### **3.5. Describe what data you track with each program participant to know they are successful – i.e., being effective, outcomes data (20 possible points)**

Gaining employment and maintaining employment are two distinct achievements. The work I do with participants targets both of these along with milestones associated with the specific job training that may not be tied directly to employment. As a result, the data that we track for each job-training participant reflects these milestones as well. In our Childhood Development Associate training program, a standardized curriculum dictates successful completion of the training. Our data reflects this by documenting the date when a participant successfully completes the curriculum. Because the certification exam is proctored by a national CDA board, a former student may already be employed for months before they are offered the exam. Because we are interested in knowing who is taking and passing the exam, I recently began documenting when a client receives their certification. When a client completes training they are connected to employment services. An indicator is entered in UNIDAD at the time a client begins employment as well as 1, 3, and 6 months of retention. Loss of employment is also tracked

**FY11 Indicator - Job Retention (CDA: ARRA)**

Note success rate and work intensity for the past 5 months. The information below is regarding the Childhood

**ETO: Staff (Box Score)**  
 Period: From 7/1/2010 To 11/19/2010  
 Show: Staff | McGlaughlin, Evan | Period: Custom | From: 7/1/2010 | To: 11/19/2010 | Go

**Staff Information**

**Evan McGlaughlin**  
 Congreso

**Evan McGlaughlin vs. Staff Average**

Participant Gain/Loss Avg.	.278
Participant Efforts Gain Avg.	.216
Staff Average	.222

**Compare Staff > FY11 Indicator - Job Retention**

Staff	# of Participants	Gain	Loss	Average	Efforts Recorded	Efforts Gain	Average	Take Action
1. McGlaughlin, Evan	90	25	2	.278	116	▲ 25	.216	View Staff
2. [REDACTED]	1	1	0	1.000	1	▲ 1	1.000	View Staff
<b>Average</b>	45.50	13.00	1.00	.286	58.50	13.00	.222	

**ETO™ Summary**

**Program Work between 7/1/2010 and 11/19/2010**  
 Program Information: CDA: ARRA  
 Name: FY11 Indicator - Job Retention

Change within this period: **▲ 24** **▼ 2** | Historical Change: **▲ 70** **▼ 5**

**Total Impact of Efforts:**

Number of Participants Who Increased (From Initial Value):	<b>70</b>	<a href="#">Show Details</a>
Number of Participants Who Decreased (From Initial Value):	<b>5</b>	<a href="#">Show Details</a>
Number of Participants Who Increased (Within Time Period):	<b>24</b>	<a href="#">Show Details</a>
Number of Participants Who Decreased (Within Time Period):	<b>2</b>	<a href="#">Show Details</a>

**Outlook as of:** **7/1/2010** vs **11/19/2010**

	<b>Was</b>	<b>Now</b>	<b>% Change</b>
Lost employment:	2	2	0.00%
Completed training:	0	32	
Started employment:	1	3	200.00%
Completed at least 1 month of employment:	23	23	0.00%
Completed at least 3 months of employment:	14	27	92.86%
Completed at least 6 months of employment:	9	18	100.00%

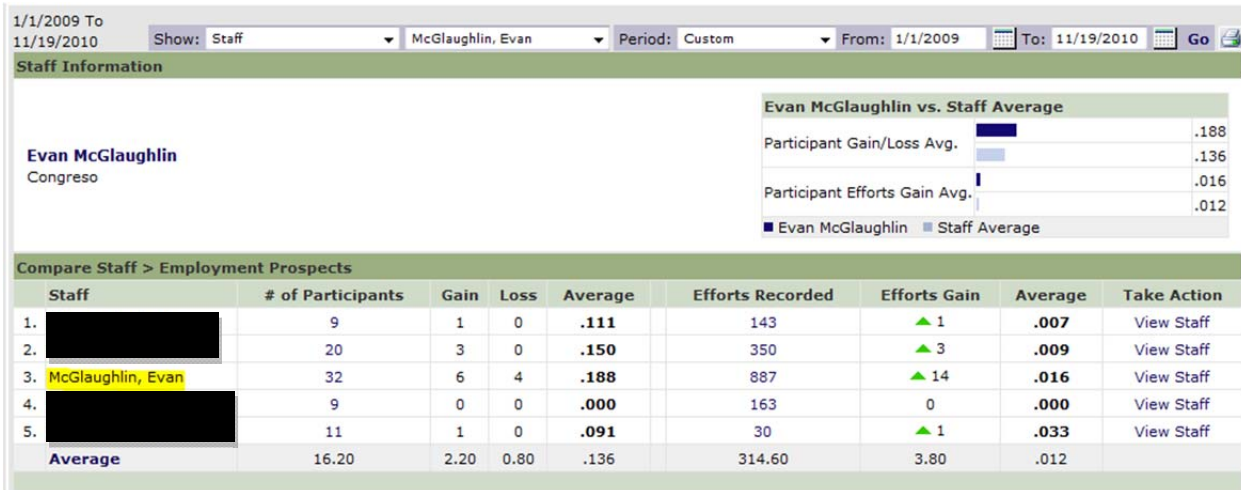
**Summary of Efforts:**

- Total Time Spent on by Staff: **0 minutes**
- Total Time Spent on : **0 minutes**
- Total Number of Entries: **117**
- Average Time Spent On : **0 minutes**
- Total Number of Entries: **117**
- Average Time Spent On : **0 minutes**
- Number Of Participants Receiving Efforts: **91**
- Total Number of Staff: **2**

## Employment Prospects

(Projecto Renacer)

Note significant effort (contacts) required to have an impact on client.



Attached in separate documents are graphs that depict the struggle that clients face to reenter the employment world and to remain employed. Staff and clients need to be persistent and work together over a long period of time to overcome significant barriers. The clients whose work the graphs represent were participants in Proyecto Renacer, a job-training program designed to help clients meet educational and employment goals as well as promote family stability. Both clients eventually met 6-months of job retention and were dismissed upon successful completion of the program.