

<b>PURPOSE</b>			
<b>MBS:</b>	To help participants identify areas of strength and possible areas of focus on or reinforce		
<b>GAP:</b>	Break down participant identified goal into smaller, tangible steps		
<b>REQUIREMENTS</b>			
<b>How Often:</b> <ul style="list-style-type: none"> <li><b>MBS</b> – Ongoing- at least 1x annually or more often as needed. To be completed during the first 90 days for participants who are new to a counselor, regardless if they completed MBS in the past</li> <li><b>GAP</b>- to be completed for all participants who have identified goals through the use of the MBS</li> </ul> <p>*Rule of thumb: if an MBS is completed, a goal setting process is to be initiated then or shortly thereafter; the GAP captures the action</p>			
<b>With Who:</b> <ul style="list-style-type: none"> <li><b>MBS</b> – every participant should have a MBS completed, unless the participant declines or there is other special circumstances</li> <li><b>GAP</b> – used with participants once participant has a clear identified goal</li> </ul> <p><b>Examples of when to use the GAP</b></p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>Initial steps need to obtain childcare</li> <li>Participants who feel “stuck” or have not made progress</li> <li>Participants at risk of sanction or working on getting out of sanction</li> <li>Motivated to make a change but don’t know where to start</li> </ul> </td><td> <ul style="list-style-type: none"> <li>New Job Seekers</li> <li>Participants who express either verbally or through actions that they require additional supports to complete goals,</li> <li>Participants who may working on a new goal and not sure of the steps to obtain it,</li> </ul> </td></tr> </table> <p>*Try the GAP with all different participants, even those you normally would not identify as those whom maybe benefit from such a tool</p>		<ul style="list-style-type: none"> <li>Initial steps need to obtain childcare</li> <li>Participants who feel “stuck” or have not made progress</li> <li>Participants at risk of sanction or working on getting out of sanction</li> <li>Motivated to make a change but don’t know where to start</li> </ul>	<ul style="list-style-type: none"> <li>New Job Seekers</li> <li>Participants who express either verbally or through actions that they require additional supports to complete goals,</li> <li>Participants who may working on a new goal and not sure of the steps to obtain it,</li> </ul>
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<b>DOCUMENTATION EXPECTATIONS</b>			
<b>Employment Plan:</b> <ul style="list-style-type: none"> <li><b>MBS</b>- No reference of MBS needed in EP, however strengths identified should be written under strengths section of EP.</li> <li><b>GAP</b>-Comment Section of EP: Follow through with goal action plan</li> </ul>			
<b>Case Note:</b> <ul style="list-style-type: none"> <li><b>Category type:</b> Counseling and Guidance</li> <li><b>Subject line:</b> Enter acronyms <b><u>MBS, GAP, or MBS/GAP</u></b> based on whichever section is being followed up upon</li> <li>Case note follow-up progress. Enter acronyms in the subject line based whichever section is being followed up on.</li> </ul> <p>*Subject line should not include anything else except for the acronyms</p>			

## My Bridge of Strength Counselor Desk Reference

Accepting	Curious	Helpful	Poised	Understanding
Accessible	Daring	Heroic	Polished	Unique
Accomplishes	Decisive	Honest	Powerful	Useful
Accurate	Delightful	Hopeful	Practical	Warm
Achieves	Dependable	Humorous	Pragmatic	Watchful
Active	Determined	Imaginative	Precise	Willing to learn
Adaptable	Devoted	Impartial	Prepared	Wise
Aggressive	Dignified	Independent	Private	Witty
Assertive	Diligent	Industrious	Proactive	Tactful
Agile	Direct	Inquisitive	Prudent	Sociable
Alert	Discreet	Insightful	Punctual	Tolerant
Ambitious	Dutiful	Inspired/Inspiring	Realistic	Tough
Appreciative	Dynamic	Intelligent	Reasonable	Outgoing
Approachable	Eager	Intense	Relaxed	Inventive
Articulate	Effective	Introverted	Reliable	Quick learner
Assured	Efficient	Intuitive	Resilient	Quick thinking
Attentive	Elegant	Inventive	Resolved	Patient
Aware	Empathic	Joyful	Resourceful	Diplomatic
Best	Encouraging	Keen	Respectful	Detail oriented
Belonging	Energetic	Kind	Restrained	Responsible
Bold	Enthusiastic	Knowledgeable	Reverent	Competitive
Brave	Excited	Leader	Satisfied	Calculating
Brilliant	Experienced	Lively	Secure	Problem fixing
Calm	Expert	Logical	Self-controlled	Bright
Capable	Expressive	Loving	Selfless	Critical
Caring	Extrovert	Loyal	Self-motivated	Idealistic
Careful	Exuberant	Mature	Self-reliant	Innovative
Certain	Fair	Meek	Sensitive	Protective
Charming	Faithful	Meticulous	Serene	Proud
Cheerful	Family focused	Mindful	Shrewd	Reassuring
Clear thinking	Fearless	Modest	Simple	Responsive
Clear-speaking	Fierce	Motivated	Sincere	Comforting
Clever	Firm	Neat	Skillful	Listening
Comfortable	Fit	Nervy	Spirited	Negotiating
Committed	Flexible	Obedient	Spontaneous	
Compassionate	Focus	Open-minded	Stable	
Composed	Frank	Open	Strong	
Concentrates	Friendly	Optimistic	Supportive	
Confident	Frugal	Organized	Surprised	
Conscientious	Fun	Outlandish	Sympathetic	
Consistent	Gallant	Outrageous	Team member	
Content	Generous	Peaceful	Thankful	
Contributes	Grateful	Perceptive	Thorough	
Coolheaded	Gregarious	Perky	Thoughtful	
Cooperative	Guiding	Persistent	Tidy	
Cordial	Happy	Persuasive	Timely	
Correct	Harmonious	Playful	Trustworthy	
Courageous	Healthy	Pleasant	Truthful	

## MFIP Employment Plan

Name **SUZY** MAXIS Case **555555**  
EP Effective Date Review Date 06/10/2016  
Goal 1. Obtain stable and affordable child care by June 17th, 2015.  
2. Obtain full-time employment

\*Continue to follow through with ongoing Goal Action Plans and action steps to achieve larger goals.

**Strengths** Strong- resilient, able to overcome several barriers and provide for children  
Good communication skills- respectful, responsible, great written skills and ability to relay information  
Reliable- attend ongoing appointments on time, follows through with goals made for self  
People Person- non-judgmental, caring, enjoy speaking with others and friendly  
Good mom- always place children first and ensure children are doing well in school

### ACTIVITY Child Care

Hours/Week 10-20

Start By 06/12/2015

Expected Completion By 06/17/2015

#### Kathleen Conwell's Action Steps

- Goal: Submit completed Child Care Application (including Child Care Provider choice) along with corresponding documents into Child Care Intake no later than June 17th, 2015.  
Fax number: 651-266-3931
- Suzy will document the time she spends researching, calling, applying, touring, etc. child care providers on weekly activity log. Suzy is planning on touring at least 2-3 provider options after researching.
- Important factors Suzy identified when picking an appropriate child care provider: current openings, distance from home, bus route (document details on activity log).
- Additional documentation to attach to completed Child Care Application:
  - Joshua's birth certificate
  - Residential Verification Form or copy of lease
  - Brianna and Brandon's birth certificate for future child care needs
  - Immunization records for all children to bring when applying at child care provider's office

**Comments** Resources discussed at appointment:  
Thinksmall Referral Department: 1-888-291-9811  
[www.parentaware.org](http://www.parentaware.org)

Documents specific to child care goals provided at appointment:  
Child Care Application  
Residential Verification Form

### ACTIVITY Job Search

Hours/Week 0-35

Start By Child Care Approval Date

#### Kathleen Conwell's Action Steps

- Maintain regular contact with my job counselor/case manager.
- If I don't find a job I may be required to participate in subsidized employment or uncompensated work experience.

Name: **SUZY**  
MAXIS Case: **555555**

## MFIP Employment Plan

- Accept any offer of suitable employment.
- Tell my job counselor/case manager within 10 days and meet to write a new employment plan, if I get a job.
- Upon successfully obtaining child care, Suzy will begin completing 35 hours per week of job search related activities beginning the date of child care approval. Suzy will document the time spent completing these activities on weekly activity log, which is due to Employment Guidance Counselor every Monday at 2:00PM.
- Job search related activities include, but are not limited to the following: searching/applying for employment opportunities, preparing for interviews, attending interviews, speaking with employers over the telephone, working on resume/cover letter, exploring career fields/interests, attending job fairs and workshops.
- Please include one form of verification per activity log. Verification includes one of the following: copy of completed application, copy of an online application receipt, copy of a business card or an e-mail correspondence.

ACTIVITY	Transportation
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Start By 06/11/2015

### Kathleen Conwell's Action Steps

- Transportation assistance may be provided for activities outlined in Suzy's Employment Plan every Monday for during weekly check-in in exchange for weekly activity log and as long as Suzy remains engaged with Employment Services.

### Comments

Attend follow-up appointment with Employment Guidance Counselor on June 17th, 2015 at 2:00PM.

Summary of Suzy's Employment Plan:

- Document time spent (10-20 hours per week) completing Child Care related activities on weekly activity log and submit to Employment Guidance Counselor every Monday at 2:00PM.
- Submit Child Care Application (Including corresponding documents and provider choice) by fax (651-266-3931) into Child Care Intake no later than June 17th, 2015.
- Once child care start date has been established, begin documenting 35 hours per week in job search related activities on weekly activity log and submit to Employment Guidance Counselor every Monday at 2:00PM.

Transportation assistance will be provided on a weekly basis as long as funds allow and in exchange for verification of activities.

Suzy will continue to follow all on-going Goal Action Plans in file.

### I understand:

- I must participate in the activities in my plan for total hours of 10-35 per week.
- Turn in completed activity log on a Weekly basis.
- Rights & Responsibilities Form has NOT been signed.
- I will maintain regular contact with my job counselor/case manager.
- If I do not follow my employment plan or I quit suitable employment, my grant may be reduced or in some cases may be closed.
- My employment plan must be revised when my job counselor/case manager and I agree to the change.

Name:

SUZY

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Run Time: 6/11/2015 10:09:56 AM

MAXIS Case:

555555

Job Counselor/  
Case Manager

ECC's Name  
Phone number  
Email address

Service Location

Ramsey Cty WF Solutions  
Kellogg 6th Floor  
160 E. Kellogg Blvd. - rm  
6700  
St. Paul, Minnesota 55101

Participant Signature: \_\_\_\_\_

Date \_\_\_\_\_

Job Counselor/Case Manager  
Signature: \_\_\_\_\_

Date \_\_\_\_\_

Others Involved in Plan  
Development Signature: \_\_\_\_\_

Date \_\_\_\_\_

# My Bridge of Strength

Name: Suzy

Case Number: 555555

Date: 6/1/15

Family Stability		Well-Being		Education		Financial and Legal		Employment	
Housing	Dependent Care	Transportation	Health	Children's Behavior	Social Support	School	Financial	Legal	Workplace Skills*
I have stable and safe housing, unsubsidized housing.	I have reliable child care and backup.	I have reliable transportation and backup.	No health concerns affect my employment.	Behavior does not limit my employment.	I have consistent and effective social support and/or a leadership role in the community.	I have at least an AA degree or higher.	My income is stable, I am current on my bills, I have money for saving or spending.	I have no legal issues.	My strong workplace skills enhance my employability and support career advancement.
I have stable and safe housing that is subsidized.	I have reliable child care but no backup.	I have reliable transportation but no backup.	Health concerns sometimes affect my employment.	Behavior sometimes affects my employment.	I have generally reliable social support that is growing.	I have a high school diploma, GED, or entry-level certificate for a post-secondary certificate.	My income is stable, I am current on my bills, but I don't have money for saving or spending.	My legal issues are not work related and do not take work time.	My workplace skills support my employability.
I am living in temporary housing, unsafe housing, or am at risk of losing housing.	I have child care but it is not reliable.	I have transportation options but they are not reliable.	Health concerns often affect my employment.	Behavior often affects my employment.	I have a limited social support network with few positive influences.	I am attending high school, GED, entry-level certificate classes, or other training.	My income is sometimes enough to cover my basic living expenses.	My legal issues take my away from work sometimes.	My workplace skills often interfere with my employability.
My family has no housing.	I have no child care.		Health concerns prevent my employment.	Behavior prevents my employment.	I have no social support; my network is draining or destructive.	I have no high school diploma, GED, or entry-level certificate.	My income is not enough to cover my basic living expenses.	I work certain jobs, or I have lost jobs because of my legal issues.	I need to work on my workplace skills in order to obtain employment.

## Strengths:

reliable, strong, loyal, resilient, good mom, communication skills, people person

\*Workplace Skills examples: decision making, communication, conflict resolution, problem solving, anger management, time management, crisis management, planning, relationship skills, prioritizing, grooming, and other capabilities that facilitate job performance.

Participant's Name: Suzzy

Case Number: 555555

Date: 6/11/15

My Goal is: Select daycare center for my children and submit necessary application/documentation. Due Date: 6/17/15  
What strengths will I use to accomplish my goal: strong, good communication skills

Check the goal and action steps against SMART criteria: ☒ Specific ☒ Measurable ☒ Attainable ☒ Relevant ☒ Time-based

Instructions: Once you develop your goal, identify the action steps that you will need to achieve along the way. Your action steps should also meet the SMART criteria.

- Research cc places and make a list about:
  - openings
  - distance from home
  - bus route for older children
 Due Date: 6/14
- Set up appts and tour top 2-3 cc options
  - decide on cc facility
 Due Date: 6/12
- Complete CCP's application, inc:
  - communication records
  - submit to center
 Due Date: 6/15
- Complete RLCC App and fax to:
  - 651 266 3977
 Due Date: 6/17

Date of next appointment: 6/17 at 2pm Was this goal obtained or discontinued?: ☐ YES ☐ NO If yes, date: \_\_\_\_\_

If no, what stopped you? \_\_\_\_\_

**Case Note View**

SUZY

Record ID 0000000000  
MAXIS Case 500555

**Event Date** 06/11/2015  
**Note Viewable By** All Staff in Servicing Agency  
**Program** MFIP  
**Agency** Ramsey County Workforce Solutions  
**Staff Assigned** EGC's Name  
**Category** Counseling and Guidance  
**Contact Method** In Person  
**Status** Open  
**Mass Case Note** No  
**Subject** Initial Meeting- MBS & GAP Completed

**Note**

Suzy arrived 15 minutes early for her initial appointment with Employment Guidance Counselor (EGC). At appointment, EGC introduced My Bridge of Strength (MBS) tool, utilizing MBS to assist Suzy in identifying one SMART goal and action steps associated with reaching this goal by utilizing Goal Action Plan (GAP) worksheet and developed an Employment Plan to properly reflect the goal(s) Suzy identified as her focus.

EGC discussed with Suzy the complexity of obtaining, and maintaining, long-term self-sufficiency by introducing MBS. EGC explained to Suzy the different pillars outlined on MBS and how the tool can be utilized to identify strengths and establish areas to focus on maintaining and/or improving that Suzy feels would be most appropriate for her at this time. Suzy appeared to understand the direction of the conversation and presented openly to the discussion (example: ongoing eye contact, smiled and appeared cooperative). Please see discussion held outlined below.

**HOUSING**

Suzy is currently residing at her parent's home, where she has lived for the 8 months. Suzy identified her rent as being informally subsidized, as she is responsible for \$200.00 per month in rent. Suzy reports parents to be flexible with rent amount and when rent is paid. Although Suzy states it's not ideal to live at her parent's home, she feels it is safe, stable and affordable at this time. Suzy identified previously being evicted from a townhome with her children, which has created a challenge when seeking her own, affordable, housing.

**DEPENDENT CARE**

Suzy's 8 year old daughter, Brianna, and 6 year old son, Brandon, are both school aged and attending Saint Paul Public Schools (SPPS). Suzy reports that for the most part Brianna and Brandon do well at school but more recently she's been receiving phone calls from school in regards to Brandon's behavior. Suzy explained that there have been instances where she's had to leave work to pick-up Brandon from school due to his behavior and that she does not have any back-up child care options during the day.

Suzy's 2 year old son, Joshua, is currently not in childcare. Suzy explained to EGC that typically she will stay home during the day to watch Joshua and pick-up inconsistent evening hours at temporary job to



accommodate limited child care options. In the evening, Suzy's parents are able to watch all children after 4:00PM. However, this has also impacted limited work availability for shifts starting at 2:00PM, therefore decreasing opportunities for earned income.

Suzy is currently not utilizing Ramsey County Child Care Subsidy but expressed interest in doing so. EGC provided Suzy with a Child Care Application (CCA) and had a conversation around steps in obtaining a child care provider (CCP) that she feels confident in sending Joshua to. In addition, Suzy would like after school options, if possible, for Brianna and Brandon to reduce limited work hour availability and for holiday/summer breaks.

#### TRANSPORTATION

Suzy reports that her main source of transportation is her car, which is reliable for the most part. Suzy acknowledges that she has a valid driver's license but does not always have valid car insurance due to inconsistent income from temporary employment. Suzy states previously convicted on minor traffic violations (speeding) but reports all fines have been paid off. If needed, Suzy is willing to use public transportation for daily needs but reports that she would need to learn the bus route and the process in using public transportation.

#### HEALTH

Suzy reports that there are not any physical, emotional nor chemical health concerns with her and children. Suzy reports that Brianna, Brandon and Joshua attend preventive health appointments and Suzy sees doctor on occasional basis when illness arises. Suzy does not believe that health related concerns impact employment at this time.

It is important to note that even though Suzy does not identify health concerns for family members, given behavioral concerns recently exhibited by Brandon, have impacted employment due to phone calls being received from school. Suzy reports that Brandon spoke with the school Social Worker once but has not received any other services at this time and is uncertain if follow-up care would be appropriate at this time.

#### CHILDREN'S BEHAVIOR

Suzy reports no major behavioral concerns with Brianna and Joshua. Suzy informed EGC that Brandon's behavior became a concern more recently (about the last 3 months) and this has impacted employment in the past month. Suzy reports that Brandon has had a difficult time paying attention to his teacher during instruction and while completing assignments, interacting positively with peers and unpredictable 'fits.' Suzy states that Brandon has met with the school Social Worker one time, most recently 2 weeks ago, and since then Suzy hasn't received a phone call. Suzy is uncertain if Brandon's recent behavioral concerns will continue or were simply situational.

#### SOCIAL SUPPORT

Suzy identified a limited social support network in her life. Suzy states that her parents assist her financially (allowing reduced rent, flexibility with payments, child care in the evening and on weekends) but sometimes "feels guilty" for having to be at her parent's home. Suzy reports that she also has one childhood friend whom she speaks with occasionally (children play together as well) but reports no major emotional support

at this time. Suzy denied being involved in any community organizations/activities.

#### EDUCATION

Suzy successfully obtained her High School Diploma and completed a Personal Care Assistant (PCA) certification through the Department of Human Services (DHS) online. Suzy has not completed additional education at this time, although she does identify that this is a goal of hers at some point. Suzy reports high school went well for her, as she did not experience significant behavior or developmental concerns and typically excelled in courses.

#### FINANCIAL

Suzy's main source of income at this time is MFIP, which she receives approximately \$350 per month in cash and \$480 per month in food assistance. Suzy reports she's currently employed through a temporary employment agency (Staff up America) and income, pay, positions, etc. all vary depending upon need. Suzy calls in every morning to agency to speak with whether or not they have current placements needing to be filled for the evening and typically averages about 10 hours per week, making anywhere from \$11.00/hour to \$13.00/hour depending upon placement. Suzy reports that given her current situation (subsidized housing, some child care help from her parent's, etc. that income typically meets basic needs, but not always, but "impossible" to save).

Suzy did not identify any significant financial debt other than current fees and payments owed due to previous Unlawful Detainer, which she believes to be about \$1400.00. Suzy reports that she's uncertain what her credit is and identified that she has not ever received a credit report nor would know where to begin to seek assistance with exploring this further.

#### LEGAL

Suzy denied previous/current criminal background other than 2 previous speeding tickets, which have been paid off and are no longer of any concern. Suzy reports that she does not anticipate any court/legal concerns needing to be addressed in the near future (ex: court) other than paying off her fines for Unlawful Detainer.

#### WORKPLACE SKILLS

Suzy reports that she previously worked at Wendy's for about 3 years as a Crew Member making \$9.00/hour. Suzy reports working at Target for 4 months in their warehouse but reports she had to leave position due to overnight shifts not working well with child care options and overall health. Most recently, Suzy reports she's employed through a temporary staffing agency, Staff up America, but income and work hours are inconsistent depending upon employer's needs. Suzy has been calling in nearly daily for the past month and a half to inquire about whether or not she's needed in the evening for work.

Suzy identified obtaining employment to be a priority for her at this time.

#### REVIEW OF MBS

After completing MBS pillar's with Suzy, EGC identified several areas of her life that are currently going quite well for her. Specifically, EGC noted that although not ideal, Suzy has safe, stable and affordable housing with her parents, has a valid driver's license and car, limited health concerns and an excellent work

history. EGC assisted Suzy in identifying strengths associated with these positive areas of her life, at which time Suzy identified the following: reliable, punctual, honest, loyal, strong, resilient, good mom, communication skills and a people person.

EGC asked Suzy to identify which area of her completed MBS she'd like to focus on at this time. Suzy stated employment and child care. EGC guided P in identifying which area she feels is most appropriate to address first, which Suzy identified to be child care needs. Therefore, a GAP worksheet was then developed and completed with Suzy to address her current goal in securing child care.

#### GOAL ACTION PLAN

EGC guided, coached and encouraged P throughout completing GAP. EGC explained to P what SMART goals are and how to identify appropriate goals now, and in future, to ensure Suzy is acknowledging all of the work she's putting towards her goals she has set for herself. Suzy was able to develop her current SMART goal on her GAP to be "Select daycare center for my children and submit necessary application and documentation by June 17th, 2015. Please see GAP in file for details outlining SMART goal and action steps to achieve her current goal. Suzy and EGC will be reviewing GAP at next appointment, which has been scheduled on June 17th, 2015 at 2:00PM to discuss progress.

#### EMPLOYMENT PLAN

EGC and Suzy developed an Employment Plan at appointment (please see copy in file).

- Suzy is responsible for 10-35 hours per week in activities.
- Suzy is responsible for documenting time spent completing child care related activities on weekly activity log & goal is set for child care application, provider choice and corresponding documents to be submitted to Child Care Intake (CCI) by: 06/17/15
- Once Child Care has been established, Suzy will begin job searching 35 hours per week and documenting activities on weekly activity log
- Activity logs are due to EGC every Monday at 2:00PM in exchange for transportation assistance

**The case note results are currently sorted by "Event Date" descending.  
The previous and next buttons go through the list based on these selections.**

Entry Date 06/11/2015 10:23 AM

By

EGC's Name

Last Updated Date

By