My Bridge Of Strength Pilot Project and Phase 2
October 30, 2014
Today’s Session: Four Main Parts:
1. Weaving the Thread of Previous Presentations and Vision
2. Describe the My Bridge of Strength Pilot Project and Results
3. Practice with My Bridge of Strength components
4. Next Step
Objectives

- To learn and describe the tools
- To understand and describe when to use the tools
- To learn or practice SMART goal writing
- To learn to help participants identify their strengths without doing that for them
- To learn about use of incentives for this project
- To learn and describe what is a next step.
Howegothere
2012–2013

- No research demonstrated that the 12 MFIP work activities correlated with strong employment outcomes.
- Education, credential building, career coaching, and retention services are evidence-based practices – the foundation of revised employment services.
- Pairing these 12 activities more closely with career coaching, education (especially GED or high school diploma), certificate and credential building, mentoring, and retention services, would increase the effectiveness of employment services and move more people from welfare to work.
- Emphasize on services and the demonstration of outcomes.
- Alternate ways of demonstrating service delivery effectiveness.
- Used the term “engaged” to designate the participant actively self-determining goals and their future.
- Education, work, and healthy engagement into community activities can get people out of poverty and help stabilize families. Focus on family stability and children’s success will remain.
2014

- New Vision Outlined – adjustments of MFIP/DWP services in line with DHS initiatives – focus on long term outcomes
- Coaching and counseling (shifting role coach and counselor)
- Introduced language of executive function and executive skills into framework – lifelong learning
- Participant choices – self-determination, personal agency, dream
- Participants in activities that matter (not just ones that count).
- Maintained MI as crucial skill/tool
- Self-support Index and WPR
- Employment retention and job retention
- Recognizing and incorporating cultural attributes and strengths
- Participant strengths
- Sanction as a tool in the mix with other tools
- 2014 Employment Services Philosophy Ops Definition
- An Evolving Employment Services Philosophy 2014–2018
Six Executive Function Informed Strategies

- Program Access
- Agency, Engagement, Follow Through
- Rules and Tools
- Promote Goal Attainment
- Coaching
- Health–related Approaches
Pilot Overview

- Small committee to design My Bridge of Strength
- MBOS is family-centered and strength based
- Discussed with participant
- In addition to the Bridge we created a separate Goal Action Plan (GAP)
- 9 Counselors and asked them to have all participants complete a Bridge
- Asked each Counselor to shoot for 5–15 GAPS
What Did We Want to Learn?

- Can we complete an EM?
- Common characteristics of participants?
- Are all the columns necessary?
- Engagement?
- Improved partnership between participant and staff? Receptive?
- How do we introduce the tool?
- Role of incentives?
### Ramsey County Workforce Solution’s My Bridge of Strength

<table>
<thead>
<tr>
<th>Family Stability</th>
<th>Well-Being</th>
<th>Education</th>
<th>Financial and Legal</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>Health</td>
<td>Social Support</td>
<td>Education</td>
<td>Financial</td>
</tr>
<tr>
<td>I have stable and safe unsubsidized housing</td>
<td>No health concerns affect my employment</td>
<td>I have consistent and effective social support and/or a leadership role in the community</td>
<td>I have at least an AA degree or higher</td>
<td>My income is stable, I am current on my bills, I have money for saving or spending</td>
</tr>
<tr>
<td>I have stable and safe housing that is subsidized</td>
<td>Health concerns sometimes affect my employment</td>
<td>Behavior sometimes affects my support that is growing</td>
<td>I have a high school diploma, GED, or entry-level certificate or a post secondary certificate</td>
<td>My income is stable, I am current on my bills but I don’t have money for saving or spending</td>
</tr>
<tr>
<td>I am living in temporary housing, unsafe housing, or in at risk of losing housing</td>
<td>Health concerns often affect my employment</td>
<td>I have a social support network with few positive influences</td>
<td>I am attending high school, GED, entry-level certificate, or other training</td>
<td>My income is sometimes enough to cover my basic living expenses</td>
</tr>
<tr>
<td>My family has no housing</td>
<td>Behavior prevents my employment</td>
<td>I have no social support; my network is draining or destructive</td>
<td>I have no high school diploma, GED, or entry-level certificate</td>
<td>My income is not enough to cover my basic living expenses</td>
</tr>
</tbody>
</table>

**Strengths:**

*Workplace skills include, but are not limited to, decision making, communication, conflict resolution, problem solving, anger management, time management, crisis management, planfulness, relationship skills, prioritizing, grooming, and other capabilities that facilitate job performance.*

---

*My Bridges is adapted from the Crittenton Women’s Union Bridge To Self-Sufficiency and the Minnesota DHS Employability Measures.*
Goal Action Plan

RAMSEY COUNTY/WORKFORCE SOLUTIONS

GOAL ACTION PLAN

Participant’s Name: __________________________ Case Number: ________________ Date: ____________

My Goal is: ____________________________________________________________ Due Date: ____________

What strengths will I use to accomplish my goal: ________________________________

Check the goal and action steps against SMART criteria: □ Specific □ Measureable □ 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.

Date of next appointment: ____________ Was this goal obtained or discontinued?: □ YES □ NO If yes, date: ________________

If no, what stopped you? ____________________________________________________________________________
Procedures (main points)

- Every participant completes a Bridge and identifies strengths
- Bridge discussed with participant
- Participant chooses to work on GAP
- Participant and Counselor create SMART steps
- If used, identify incentives
- Next appointment is set
- GAP referenced in employment plan
Bridge of Strength Pilot Evaluation

- Staff Focus Group
- Participant Focus Groups (2)
- Staff Evaluations (7)
- Participant Evaluations (7)
- Review of Bridge Goals
Staff Focus Group Responses

- Since you started using the Bridge, what has been your most positive experience?
  1. Goals: Participants that previously didn’t come in, now show up for appointments because they have goals and they are meeting them.
  2. Attitude changes: Noticeable improvement and it show in results.
  3. Home visits: “What is best able to do with Bridge is going and doing home visits, getting to know their situations and their families.”
  4. Additional Quotes:
     A. “Since implementing the Bridge…very positive…is the collaboration between staff and myself. We work as a team because the best way to success is through team work.”
     B. “Using Motivational Interviewing to go through the Bridge completion work.”
     C. “I just developed three action plans with a client who has usually been hard to work with...she is really taking advantage of the opportunities coming to her.”
     D. “I use the Bridge with housing clients and with housing advocate present so we can blend the dual expectations into one plan...all tied together.”
Since beginning the Bridge, what has been your most negative experience?

1. Time (All)
2. Exmplaining: Not everyone is familiar with SMART goals and planning.
3. Quotes:
   A. “(The challenge) of confronting the discrepancy between the goals and the reality of where the client is at currently.”
   B. “I hold participants to a high standard...some participants try to skate by with the minimum...(for some) the counselor had to change the goals and add tasks (because they were too basic)...this seems to be counter-productive. I really think some people slide by and some are comfortable staying where they are...we have to hold them to a higher standard and be honest with them but hold them to that standard.”
   C. “I have clients also in that group...being blunt about the end of MFIP and (consequence) of continuing on the route they are on...reality check...setting expectations...at some point the participant needs to hear it.”
   D. “…the form is daunting with participants with low skills, hard for some.”, “…for some it is too simple.”
From your perspective, how have participants received the Bridge concept?

1. **Doorway** – “They are receiving it...they have a lot of barriers...Bridge is a doorway to address them...”
2. **Choices** – “Happy getting to make more and broader choices.” “...people see how all difficult aspects of life are tied together...leads the client to identify and make choices.”
3. **Empowering** – “When we tell them it is empowering them, they open their eyes.”
4. **Barriers to Potential** – “Be sure to explain to not only see barriers but through explanation they can see how it can open...”
5. **Counselor skills** – “Is also a learning process for counselors...”
6. **2-way learning** – “Helpful for clients to do the Bridge with the counselor...gets more information and interaction.”
7. A discussion about when to discuss the Bridge with participants is incorporated into today’s training.
Participant Focus Groups (4)

- Why did you decide to come this afternoon?
  1. Appreciated opportunity to share their opinions and experiences (4)
  2. Gift Card (3)
  3. Invited and wanted to support program (3)

- How would you say your experience is so far with employment services in general?
  1. Best experience to date with MFIP (4) For some, best experience with county.
     A. Previously couldn’t get childcare and lost or turned down jobs
     B. Overall, not as good as the experience with current counselor and Bridge of Strength

- Could you tell me how you completed the Bridge of Strength?
  A. With counselor, team approach (4)
  B. Took about 20–30 minutes the first time and less to revise

- Was the Bridge of Strength your first attempt to set goals with your employment guidance counselor?
  1. Yes (4) Previous counselor told them what to do, but weren’t very interested in their personal goals.
  2. Didn’t feel all benefits of the program were available to them, but 2 mentioned changing lives as being very helpful once they found out about it.
  3. All completed goals and one already received a job offer, another expects an offer, and the other two have enrolled in education.
  4. Deadlines are very helpful, they already know they need to get a job, but the goals along the way are necessary and they appreciated being pushed to achieve the goals they set for themselves. They felt involved in the process for the first time.
How easy or difficult was it to focus on your strengths as you completed the Bridge of Strength?
1. A lot at first, but encouragement of ES counselor really helped
2. Motivation was noted by many, needed to feel motivated and focusing on their own goals made that easier than focusing on someone else’s goals.
3. Another participant thought the process was easy and one even thought it was too easy, until it came to achieving the goals, but the pressure was a good thing.

What did you like the most about the Bridge of Strength?
1. Deadlines and variation in short, medium, and long-term goals (not just “get a job”)

What did you like the least about the Bridge of Strength?
1. It didn’t come soon enough (4)

Who do you think the Bridge of Strength could help?
1. The Bridge motivates, everyone could benefit.

Suppose you were in charge and could make one change that would make the program better. What would you do?
1. Give a prize for each goal achieved.
2. Make proper interview attire available for everyone.
3. Focus on getting people driver’s license (Difficult to get to jobs and childcare on bus).
4. Keep workers from calling participants lazy when they don’t understand what is going on with them.
5. Fix childcare.
6. Check ins weekly are a bit much, reduce them if possible.
7. Workers repeat same questions throughout the system. Why so many workers and why don’t they communicate?
8. No more lost paperwork.
DRAFT  My Bridge of Strength Counselor Evaluation

Participant Name: _______________________________  Case # ____________________  Date: ____________

We want to provide you with resources that are helpful to you. Your opinions are valuable and can help us make future tools even better.

PLEASE READ EACH QUESTION AND ANSWER ACCORDINGLY:

1. Was the meeting where you completed the MBS and GAP your first (intake) meeting?  [ ] Yes  [ ] No

2. Were all of the ten columns needed on the form?  
   [ ] Yes  [ ] No  If no, which ones would you eliminate?:

3. Circle the columns that you found the most useful for this participant:
   
<table>
<thead>
<tr>
<th>Housing</th>
<th>Dependent Care</th>
<th>Transportation</th>
<th>Health</th>
<th>Children’s Behavior</th>
<th>Social Support</th>
<th>Education</th>
<th>Financial</th>
<th>Legal</th>
<th>Workplace Skills</th>
</tr>
</thead>
</table>

4. Circle the columns that you found the least useful for this participant:
   
<table>
<thead>
<tr>
<th>Housing</th>
<th>Dependent Care</th>
<th>Transportation</th>
<th>Health</th>
<th>Children’s Behavior</th>
<th>Social Support</th>
<th>Education</th>
<th>Financial</th>
<th>Legal</th>
<th>Workplace Skills</th>
</tr>
</thead>
</table>

5. What characteristics did this participant/family have that you decided to use the MBS and GAP with them?

   ____________________________________________

6. What were your observations in the way this client used/identified their strengths in setting and achieving goals?

   ____________________________________________

7. How did you feel this tool helped clients achieve their goals?

   ____________________________________________

TURN PAGE ➔
8. What, if any, incentives did you use while working with this participant?

9. Complete the table below regarding the meetings that you had with this participant while working towards their goals:

<table>
<thead>
<tr>
<th>Date</th>
<th>Length of appointment</th>
<th>Goal on GAP</th>
<th>Strength(s) Associated with Goal</th>
<th>Column from Bridge associated with Goal</th>
<th>Was the goal achieved? Y or N</th>
<th>If goal was not achieved, what got in the way?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary: Counselor Evaluations

- Was the MBS and GAP your first intake meeting?
  - Yes, 60%
  - No, 40%

- Were the ten columns needed on the form?
  - Yes, 100%
## Summary: Staff Evaluations, Cont.

<table>
<thead>
<tr>
<th>Bridge Columns</th>
<th>Most useful for Participant</th>
<th>Least useful for Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Dependent Care</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Transportation</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Health</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Children’s Behavior</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Social Support</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Financial Legal</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Workplace Skills</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
## Summary: Participant Evaluations

<table>
<thead>
<tr>
<th>Participant Bridge Evaluation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were all ten areas needed in the form?</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Was using SMART goals useful?</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Did using the process increase your awareness of your strengths and use of them in setting and achieving your goals?</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Did you feel that the counselor was supportive of your goals?</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Did you have as much role in determining of your goals as you wanted or expected?</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Did you feel that you had as much of a role in determining your goals and activities than you had in the past?</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>
SMART Goals

- Specific
- Measurable
- Attainable
- Relevant
- Time-limited
Specific

- What will the goal accomplish? How and why will it be accomplished?
Measurable

- How will you measure whether or not the goal has been reached.
- List at least 2 indicators.
Attainable

- Is it possible? Have others done it successfully?
- Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal?
- Will meeting the goal challenge you without defeating you?
What is the reason, purpose, or benefit of accomplishing the goal?
What is the result of the goal?
Make the goal relevant to your life's reality.
Time-Limited

- What is the established completion date and does that completion date create a practical sense of urgency?
Choose a personal goal and complete the SMART Goal Exercise handout of this goal.

- Start with a general goal (ex. “I want to get in shape”)
- Use the handout to help you revise your goal so that it is a SMART goal. (ex. “I will start today, and I will spend at least 60 minutes working at the gym, two times per week, for the next six weeks”)

Discuss in your groups:

- Which parts (SMART) of rewriting your goal came easily to you?
- Which parts (SMART) were more difficult for you?
# Ramsey County Workforce Solution’s My Bridge of Strength

<table>
<thead>
<tr>
<th></th>
<th>Family Stability</th>
<th>Well-Being</th>
<th>Education</th>
<th>Financial and Legal</th>
<th>Employment</th>
<th>Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Housing</strong></td>
<td>I have stable and safe subsidized housing</td>
<td>I have reliable child care and backup</td>
<td>I have reliable transportation and backup</td>
<td>No health concerns affect my employment</td>
<td>I have consistent and effective social support and/or a leadership role in the community</td>
<td>I have at least an AA degree or higher</td>
</tr>
<tr>
<td></td>
<td>I have stable and safe housing that is subsidized</td>
<td>I have reliable child care but no backup</td>
<td>I have reliable transportation but no backup</td>
<td>Health concerns sometimes affect my employment</td>
<td>Behavior sometimes affects my employment</td>
<td>I have generally reliable social support that is growing</td>
</tr>
<tr>
<td></td>
<td>I am living in temporary housing, unsafe housing, or am at risk of losing housing</td>
<td>I have child care but it is not reliable</td>
<td>I have transportation options but they are not reliable</td>
<td>Health concerns often affect my employment</td>
<td>Behavior often affects my employment</td>
<td>I have a limited social support network with few positive influences</td>
</tr>
<tr>
<td></td>
<td>My family has no housing</td>
<td>I have no child care</td>
<td>Health concerns prevent my employment</td>
<td>Behavior prevents my employment</td>
<td>I have no social support; my network is draining or destructive</td>
<td>I have no high school diploma, GED, or entry-level certificate</td>
</tr>
</tbody>
</table>

**Strengths:**

*Workplace skills include, but are not limited to, decision making, communication, conflict resolution, problem solving, anger management, time management, crisis management, planfulness, relationship skills, prioritizing, grooming, and other capabilities that facilitate job performance.*

My Bridges is adapted from the Crittenton Women’s Union Bridge To Self-Sufficiency and the Minnesota DHS Employability Measures.
Strengths

- Desk Reference, not to be handed to participant!
- There is a lot of resiliency and strength within the families we serve
- Very important for us to listen and help draw out those strengths rather than pick from a list
Goal Action Plan

Participant's Name: ______________________ Case Number: ______________ Date: __________

My Goal is: __________________________________________ Due Date: __________

What strengths will I use to accomplish my goal: __________________________________________

Check the goal and action steps against SMART criteria: □ Specific □ Measureable □ 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.

Date of next appointment: ____________ Was this goal obtained or discontinued?: □ YES □ NO If yes, date: ____________

If no, what stopped you? __________________________________________
Video Take 1
Video Take 1 Debrief

- What did you notice?
- What went well, what didn’t?
- How could it be improved?
- Was this a SMART goal or not, and why?
Video Take 2
Video Take 2 Debrief

- What did you notice?
- What went well, what didn’t?
- How could it be improved?
- Was this a SMART goal or not, and why?
## Ramsey County Workforce Solutioner’s My Bridge of Strength

### Amy S

**Date:** 10/28

**Case #:** 124567

<table>
<thead>
<tr>
<th>Family Stability</th>
<th>Well-Being</th>
<th>Education</th>
<th>Financial and Legal</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>Health</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have stable and safe housing that is subsidized</td>
<td>I have reliable child care and backup</td>
<td>I have consistent and effective social support and for a leadership role in my field Currently</td>
<td>My income is stable, I am current on my bills, have money for saving or spending</td>
<td>My strong workplace skills enhance my employability and support career advancement</td>
</tr>
<tr>
<td>I have reliable transportation and backup</td>
<td>No health concerns affect my employment</td>
<td>I have at least an AA degree or higher</td>
<td>My legal issues are not work related and do not take work time</td>
<td>My workplace skills support my employability</td>
</tr>
<tr>
<td>I have accessible healthcare</td>
<td>Behavior does not limit my employment</td>
<td>My income is sometimes enough to cover my basic living expenses</td>
<td>My legal issues take me away from work sometimes</td>
<td>My workplace skills often interfere with my employability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family Stability</th>
<th>Well-Being</th>
<th>Education</th>
<th>Financial and Legal</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am living in temporary housing, unsafe, unsanitary housing, or am at risk of losing housing</td>
<td>I have reliable transportation but no backup</td>
<td>I have a high-school diploma, GED, or entry-level certification or a post secondary certificate</td>
<td>My income is stable, I am current on my bills but I don’t have money for saving or spending</td>
<td>My workplace skills support my employability</td>
</tr>
<tr>
<td>I have reliable child care but no backup</td>
<td>Health concerns affect my employment</td>
<td>I am attending high school, GED, entry-level certificate classes, or other training</td>
<td>My income is not enough to cover my basic living expenses</td>
<td>My workplace skills in order to obtain employment</td>
</tr>
<tr>
<td>I have child care but it is not reliable</td>
<td>Behavior affects my employment</td>
<td>I have no social support, my network is draining or destructive</td>
<td>I work certain jobs, or I have lost jobs because of my legal issues</td>
<td></td>
</tr>
<tr>
<td>My family has no housing</td>
<td>Health concerns prevent my employment</td>
<td>I have no high school diploma, GED, or entry-level certificate</td>
<td>I need to work on my workplace skills in order to obtain employment</td>
<td></td>
</tr>
</tbody>
</table>

### Strengths:

- Parent
- Hard worker
- Leader
Video Take 1 GAP Example

Ramsey County/Workforce Solutions

Goal Action Plan

Participant’s Name: Amy S. Case Number: 124567 Date: 10/28

My Goal is: Get a job

What strengths will I use to accomplish my goal: Parent, Hard worker, leader

Check the goal and action steps against SMART criteria: □ Specific □ Measureable □ 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.

Get a job!

Phlebotomy

Due Date: ______

First Aid/ CPR

Due Date: ______

CNA

Due Date: ______

Child care

X

Due Date: ______

Date of next appointment: Periodically

Was this goal obtained or discontinued? □ YES □ NO If yes, date: __________

If no, what stopped you? __________
**Video Take 2 Bridge Example**

**Name:** Nicki  
**Date:** October 20, 2014

<table>
<thead>
<tr>
<th>Housing</th>
<th>Dependable Care</th>
<th>Transportation</th>
<th>Infant Care</th>
<th>Disability</th>
<th>Health</th>
<th>Children’s Education</th>
<th>Family</th>
<th>Relationship</th>
<th>Personal</th>
<th>Community</th>
<th>Experience</th>
<th>Interpersonal Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have stable and safe, unsubsidized housing</td>
<td>Have reliable transportation and backups</td>
<td>Have reliable transportation and backups</td>
<td>Have reliable transportation and backups</td>
<td>Have reliable transportation and backups</td>
<td>I have consistent and effective social support</td>
<td>I have consistent and effective social support</td>
<td>I have consistent and effective social support</td>
<td>I have consistent and effective social support</td>
<td>I have consistent and effective social support</td>
<td>I have consistent and effective social support</td>
<td>I have consistent and effective social support</td>
<td></td>
</tr>
<tr>
<td>My family has no access to healthy food</td>
<td>I have reasonably reliable child care</td>
<td>I have reasonably reliable child care</td>
<td>I have reasonably reliable child care</td>
<td>I have reasonably reliable child care</td>
<td>I have consistently positive influences</td>
<td>I have consistently positive influences</td>
<td>I have consistently positive influences</td>
<td>I have consistently positive influences</td>
<td>I have consistently positive influences</td>
<td>I have consistently positive influences</td>
<td>I have consistently positive influences</td>
<td></td>
</tr>
<tr>
<td>I have limited or no medical insurance</td>
<td>I have limited or no medical insurance</td>
<td>I have limited or no medical insurance</td>
<td>I have limited or no medical insurance</td>
<td>I have limited or no medical insurance</td>
<td>I have consistent and effective social support</td>
<td>I have consistent and effective social support</td>
<td>I have consistent and effective social support</td>
<td>I have consistent and effective social support</td>
<td>I have consistent and effective social support</td>
<td>I have consistent and effective social support</td>
<td>I have consistent and effective social support</td>
<td></td>
</tr>
</tbody>
</table>

**Strengths:**  
Goal driven, motivated - want to provide for my family  
Caring, non-judgmental, care about helping others  
Communicate well, written, punctual on time  

*Workplace skills include, but are not limited to, decision making, communication, conflict resolution, problem solving, anger management, time management.*
Video Take 2 GAP Example

RAMSEY COUNTY/WORKFORCE SOLUTIONS
GOAL ACTION PLAN

Participant’s Name: Nicki  Case Number: 00000000  Date: 10/21/14
My Goal is: Register for CNA classes by Dec. 1st 2014  Due Date: Dec. 1, 2014

What strengths will I use to accomplish my goal: Motivated, Goal-driven, Problem solving,
Communication, Punctual, Smart-working

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.

- Take TABE Test
- Register for CNA Classes
- Submit application to chosen school/program
- Review research and make decision w/ Amy (EO)
- Research schools offering CNA program
  1. Century
  2. St. Paul College
  3. MBC

Date of next appointment: Tues. Nov. 4

Was this goal obtained or discontinued?: □ Yes □ No  If yes, date: 
If no, what stopped you?
### MFIP Employment Plan

**Name**

**EP Effective Date**

**MAXIS Case**

**Review Date** 10/24/2013

**Goal**
- Pursue post-secondary education - register for CNA by 12/31/14.
- Following successful completion of CNA, obtain full-time employment in health care setting
- Obtain stable and affordable housing that is market-rate

**Strengths**
- Goal-driven/meet deadlines - priority to care for my family and move forward
- Communication skills - Able to communicate effectively with others (verbally and written)
- Adaptable - Able to adjust to various environments/situations effectively

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours/Week</td>
<td>2</td>
</tr>
<tr>
<td>Start By</td>
<td>10/26/2014</td>
</tr>
</tbody>
</table>

**Tamara Scott’s Action Steps**

- Attend all scheduled classes.
- Obtain a signature from an authorized representative from the school (instructor, advisor, attendance office, etc.) to verify attendance.
- Turn in fully completed activity/attendance logs.
- Call my job counselor/case manager within 30 days and meet to write a new employment plan if my education ends and my hours go down.
- Talk to my job counselor/case manager before making changes in my education.
- Provide a copy of certificate/diploma/degree at completion.
- Job search for a full-time job at the end of my training.
- Upon registering for a CNA program, submit a copy of the following into your Employment Guidance Counselor:
  - Copy of post-secondary school schedule
  - Copy of financial aid information (if applicable)
- Complete MFIP Education and Training Guide Into Employment Guidance Counselor by 12/31/14 to continue to support education goals/research.

<table>
<thead>
<tr>
<th>Institution</th>
<th>To be determined 11/04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Education</td>
<td>Training/Ed up to 12 months</td>
</tr>
<tr>
<td>Start By</td>
<td>01/2015</td>
</tr>
<tr>
<td>Course of Study</td>
<td>CNA</td>
</tr>
</tbody>
</table>

### ACTIVITY | Housing

| Hours/Week | 3 |
| Start By | 10/26/2014 |

**Tamara Scott’s Action Steps**

- Document time spent meeting with housing case manager and completing housing requirements on my activity log.
### MFIP Employment Plan

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Job Search</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hours/Week</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>Start By</strong></td>
<td>1/28/2014</td>
</tr>
</tbody>
</table>

#### Tamara Scott'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.
- Accept any offer of suitable employment.
- Tell my job counselor/case manager within 30 days and meet to write a new employment plan, if I get a job.
- Research 3 post-secondary education programs that offer CNA programs on my activity log—program start and end dates, course/structure of program, tuition/cost of program and placement rates. This information will be submitted when I meet with my Employment Guidance Counselor, Amy, on 3/13/2014 at 10:00 AM.
- Actively research and gather information about current job postings related to health care sector—gather at least one posting and attach to my activity log. The goal is to learn about health care employment opportunities, preferred qualifications, wages, and shift availability/requirements.
- Complete at least 2 informational interviews with a current healthcare professional by December 31st, 2014. Document the times spent completing informational interviews on activity log and provide a copy of my questions/answers into my Employment Guidance Counselor.
- Research additional healthcare trainings to pursue in future (stackable credentials) to improve employability in healthcare field (i.e. Trained Medication Aide) and document on my activity log. Additional training will be pursued upon successful completion of CNA and obtaining full-time employment—long term goal is to become a nurse in a hospital.

#### Comments
Continue to follow through with Goal Action Plan developed at appointments with Employment Guidance Counselor, and document time spent working on the steps in your Goal Action Plan on activity log. Submit activity logs to Employment Guidance Counselor weekly.

I am responsible for 30 hours per week of activities including: job search, housing and education. Activity logs are due weekly. Attach one job search verification per job log weekly.

#### I understand:
- I must participate in the activities in my plan for total hours of 30 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 changes.
Bridge and GAP Exercise

- Pair up into groups of three (Counselor, Participant, Observer)
- Participant: read the scenario and Bridge
- Counselor: practice introducing My Bridge of Strength to the Participant
- Counselor coaches Participant to revise goal as SMART
- Counselor coaches Participant to complete GAP with action steps
- Observer: Offer guidance and feedback as needed
**Scenario GAP # 1:**

**RAMSEY COUNTY/WORKFORCE SOLUTIONS**

**GOAL ACTION PLAN**

Participant's Name: [redacted]  
Case Number: [redacted]  
Date: 7/31/14

**My Goal:** Increase resources by contacting on average one new source per week.  
Due Date: 10/1/14

Check the goal and action steps against SMART criteria (all must be checked):
- Specific ✓
- Measureable ✓
- Attainable ✓
- Relevant ✓
- Time-Limited ✓

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.

<table>
<thead>
<tr>
<th>STRENGTH ASSOCIATED</th>
<th>ACTION STEPS TO ACHIEVE YOUR GOAL</th>
<th>TARGET DATE</th>
<th>DATE COMPLETED</th>
<th>SMART CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Meet with Joelyn once a week</td>
<td>Ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Attend job workshops (income, life-changing opportunities)</td>
<td>8/1/14</td>
<td>8/31/14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Finish resume and have approved by Joelyn</td>
<td>8/1/14</td>
<td>8/1/14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Send more interviews to Joelyn</td>
<td>Ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Submit some job apps, search for opportunities</td>
<td>Ongoing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date of next appointment: 8/14/14 at 10:30

Was this goal obtained or discontinued?: [ ] YES  [ ] NO  If yes, date: __________

If no, what stopped you? __________
Scenario GAP # 2:

**Participant's Name:** [Redacted]  
**Case Number:** [Redacted]  
**Date:** 7/15/14  
**Due Date:** Aug. 30th, 2014

**My Goal is:** to get into a training that's not longer than 6-9 months and will satisfy an in-demand career path. It will allow me to make more income than I am now.

**Check the goal and action steps against SMART criteria (all must be checked):**

- [ ] Specific
- [ ] Measureable
- [ ] Attainable
- [ ] Relevant
- [ ] Time-Limited

**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.

<table>
<thead>
<tr>
<th>STRENGTH ASSOCIATED</th>
<th>ACTION STEPS TO ACHIEVE YOUR GOAL</th>
<th>TARGET DATE</th>
<th>DATE COMPLETED</th>
<th>SMART CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resourceful</td>
<td>1. Search for different opportunities by going online, calling around</td>
<td>7/31</td>
<td>7/30</td>
<td>[ ] S [ ] M [ ] A [ ] R [ ] T</td>
</tr>
<tr>
<td>Responsible, willing</td>
<td>2. Setting up orientation/Info session</td>
<td>7/31</td>
<td>7/30</td>
<td>[ ] S [ ] M [ ] A [ ] R [ ] T</td>
</tr>
<tr>
<td>Responsible</td>
<td>3. Attend orientation</td>
<td>7/31</td>
<td>7/30</td>
<td>[ ] S [ ] M [ ] A [ ] R [ ] T</td>
</tr>
<tr>
<td>Willing to learn</td>
<td>5. Enroll (waiting list 8/7) Start in November 13 months</td>
<td>8/30</td>
<td>8/1</td>
<td>[ ] S [ ] M [ ] A [ ] R [ ] T</td>
</tr>
</tbody>
</table>

**Date of next appointment:** 9/7  
**Was this goal obtained or discontinued?:** YES [ ] NO [ ] If yes, date: [ ]

If no, what stopped you?
Scenario GAP #3:

RAMSEY COUNTY/WORKFORCE SOLUTIONS
GOAL ACTION PLAN

Participant's Name: [redacted]  Case Number: [redacted]
My Goal is: Create a school schedule to do

Check the goal and action steps against SMART criteria (all must be checked):
- Specific
- Measurable
- Attainable
- Relevant
- Time-Limited

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.

<table>
<thead>
<tr>
<th>STRENGTH ASSOCIATED</th>
<th>ACTION STEPS TO ACHIEVE YOUR GOAL</th>
<th>TARGET DATE</th>
<th>DATE COMPLETED</th>
<th>SMART CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliability</td>
<td>Attend Changing Lives Orientation</td>
<td>8/19</td>
<td>8/19</td>
<td></td>
</tr>
<tr>
<td>Determined</td>
<td>Call counselor to set up appointment following orientation</td>
<td>8/20</td>
<td>8/19</td>
<td></td>
</tr>
<tr>
<td>Reliability</td>
<td>Prioritize class schedule and set up appointment</td>
<td>8/25</td>
<td>8/20</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>Do new plan and set up schedule</td>
<td>8/25</td>
<td>8/20</td>
<td></td>
</tr>
<tr>
<td>Reasonable</td>
<td>Determine possible week days</td>
<td>8/25</td>
<td>8/20</td>
<td></td>
</tr>
</tbody>
</table>

Also secured a tutor on weekends

Date of next appointment: [redacted]
Was this goal obtained or discontinued? [redacted] If yes, date: [redacted]
If no, what stopped you? [redacted]
Scenario GAP # 4:

RAMSEY COUNTY/WORKFORCE SOLUTIONS

GOAL ACTION PLAN

Participant’s Name: ___________________________ Case Number: ___________________________ Date: 6/09/14

My Goal is: To apply for a housing subsidy program. I can not afford my rent.

Check the goal and action steps against SMART criteria (all must be checked):
☐ Specific  ☐ Measureable  ☐ Attainable  ☐ Relevant  ☐ Time-Limited

Due Date: ___________________________

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.

<table>
<thead>
<tr>
<th>STRENGTH ASSOCIATED</th>
<th>ACTION STEPS TO ACHIEVE YOUR GOAL</th>
<th>TARGET DATE</th>
<th>DATE COMPLETED</th>
<th>SMART CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Contact Public Housing Authority and other resources</td>
<td>8/29/14</td>
<td>8/25/14 Ongoing</td>
<td>☐ ☐ ☐ ☐ ☀ ☀</td>
</tr>
<tr>
<td></td>
<td>2. Apply for Section 8</td>
<td>8/29/14</td>
<td></td>
<td>☐ ☐ ☐ ☐ ☀ ☀</td>
</tr>
<tr>
<td></td>
<td>3. Speak with current landlord about a payment plan</td>
<td>8/03/14</td>
<td>8/22/14</td>
<td>☐ ☐ ☐ ☐ ☀ ☀</td>
</tr>
<tr>
<td></td>
<td>4. Talk with the Financial Worker about Emergency Assistance Guidelines</td>
<td>8/02/14</td>
<td></td>
<td>☐ ☐ ☐ ☐ ☀ ☀</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td></td>
<td></td>
<td>☐ ☐ ☐ ☐ ☀ ☀</td>
</tr>
</tbody>
</table>

Date of next appointment: ___________________________

Was this goal obtained or discontinued?: ☐ YES  ☐ NO  If yes, date: ___________________________

If no, what stopped you? ___________________________

Weekly Check In
Bridge and GAP Exercise Debrief
In Summary...
Howegothere
Procedures

1. All WFS counselors (optional for FAST 2) will participate in Phase 2.
2. All agencies participate (optional for FAST 1) but not all counselors have to participate. A counselor can volunteer; all can volunteer.
3. Each participating counselor will use the MBS Form with each Participant. It is understood that a small numbers of participants may not want to complete this task. If the participant chooses to not do so, that is okay.
Procedures

4. Narrow cohort to 5 to 15 clients – a coaching approach will be/is being used.
5. Counselors explains GAP and its use with MBS Form.
6. Client agrees or not to use this approach.
7. From information on the participant’s MBS, selects goal, action steps and strengths to use.
8. Regular, frequent contact around achievement and steps.
Questions