

East Side Housing Opportunity Program evaluation report

Results for the 2008 calendar year

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Executive summary

The East Side Housing Opportunity Program (EHOP) partners with school staff, neighbors, landlords, and community agencies to increase housing stability for families with children attending John A. Johnson Achievement Plus Elementary School in Saint Paul. The program is a venture of the East Side Neighborhood Development Company and has served neighborhood residents since 2002.

Program staff help families find and maintain decent, safe, and affordable housing. The program also administers a Housing Trust Fund program providing rental subsidies. In addition to housing services, case management staff provide resources and referrals for a variety of issues that pose challenges to clients' self-reliance, including employment, income, mental health, transportation, child care, education, and other concerns. The program's Life Skills and homeownership education programs also provide training aimed at strengthening families and providing tools for stabilizing their housing situation.

Research methods

EHOP participates in an independent evaluation conducted by Wilder Research. The evaluation assesses program implementation, participant satisfaction, and program and participant outcomes. Information used in the evaluation comes from program records, client telephone interviews conducted by Wilder Research, client self-reliance assessments completed by the case manager, and Saint Paul Public Schools' student stability data.

Key findings in 2008

EHOP exceeded all service volume goals in 2008, including annual goals and four-year goals established for 2005-08. Additionally, Housing Trust Fund participants indicated they were very satisfied with EHOP services,

and case management clients experienced a number of improvements in self-reliance. Following are key findings from 2008.

Program implementation

- 36 new Johnson families developed housing plans for 36 new Johnson families, and an additional 92 actively worked on accomplishing their housing plans.
- Staff helped to place or stabilize 18 Johnson families in their housing.
- Case management services were provided to 52 Johnson families, and an additional 60 received moderate assistance or information and referral services.
- The housing specialist maintained active working relationships with 73 area landlords.
- Life Skills and homeowner education was provided to 41 Johnson and 40 other neighborhood families. Overall, participants indicated they were very satisfied with the programs.
- The Family Navigator contacted more than 200 families and provided referrals to families in a number of areas, including school support and daily living support.

Client satisfaction

These results reflect Housing Trust Fund recipients who participated in telephone interviews conducted by Wilder Research.

- Almost all respondents rated their overall satisfaction with the services provided as "good" or "outstanding."
- All reported that their housing situation had improved since they first sought help from the program, and most felt that services or referrals from EHOP helped them improve their situation.

- Almost all indicated they were better prepared to solve a housing problem in the future because of the services or referrals they received from EHOP.
- Almost all also indicated things had improved for them or their families in other ways besides housing because of the help they received from EHOP.

Client self-reliance

These results reflect data from client self-reliance assessments completed by case management staff. Results are presented for clients with more than one assessment, and compare changes from the initial to the most recent assessment.

- At the time of their initial assessment, 5 clients (18%) were homeless. At the most recent assessment, one family remained homeless, and another was living in an emergency shelter or doubled up situation.
- The percentage of clients able to work who were employed increased.
- The percentage of clients meeting both food and housing expenses more than doubled.
- The percentage of clients having some earned income rather than relying solely on public cash benefits increased.
- The percentage of clients in the process of restoring or beginning to establish credit increased.

Issues for consideration

Results also provide insights that staff can use to inform future services. Following are issues staff may want to consider.

- After decreasing during the 2006-07 school year, the student stability rate increased in 2007-08, nearly reaching the previous highest level. Staff should continue to monitor the stability rate in future years to determine if this trend continues.
- Although satisfaction interview ratings were high overall, staff can consider whether there are ways to strengthen service-delivery areas where a couple of participants provided lower ratings.
- Despite a number of improvements, case management clients continued to face barriers to self-reliance. Most were still in the program and can continue to benefit from EHOP's supportive services, resources, and referrals.
- For example, many clients continued to face challenges with job stability. About a quarter were able to meet only food or housing expenses.
- A larger percentage of clients had tenant/landlord problems at the most recent assessment, indicating staff may want to consider additional ways to provide support in this area.
- Staff may also want to discuss whether additional services could be provided that would reduce barriers to school-age children's regular attendance. The percentage of clients with all their school-age children attending on a regular basis declined from the initial to most recent assessment.

Introduction

Program information

The East Side Housing Opportunity Program (EHOP) takes a community-wide approach to increasing housing stability. A venture of the East Side Neighborhood Development Company (ESNDC), the program works to demonstrate that neighborhoods, foundations, landlords, schools, businesses, government, private investors, and non-profit developers and service organizations can work together to create family and neighborhood stability and vitality (ESNDC website). The program is part of the East Side Family Center (ESFC), which is operated by the ESNDC. It is housed at John A. Johnson Achievement Plus Elementary School with the primary goal of increasing the number of students who stay at Johnson throughout the school year and from year to year.

Program services include case management and housing placement for families with children at Johnson Elementary School. Program staff help families find and maintain decent, safe, and affordable rental and owner-occupied housing. Staff also provide supportive services, resources, and referrals for a variety of issues that may pose challenges to self-reliance, addressing employment, mental health, transportation, child care, school attendance, and other concerns faced by clients. The program's Life Skills Education Program provides Johnson and other neighborhood families with training aimed at strengthening families and providing them with tools for stabilizing their housing situation. In working toward its goals, the program partners with school staff, neighbors, landlords, and community agencies.

Service goals

This report focuses on EHOP services during the 2008 calendar year, and explores progress toward goals established for 2008 and for the four-year period from 2005 to 2008. The program chose to extend goals originally established for 2005-07 to 2008. Figures in the section on "Service volume" summarize annual progress toward these goals. It should be noted that the program originally established goals for the five-year period of 2002 to 2006, and later revised several goals to reflect local and state economic issues and policy changes. For example, because homeownership was found not to be a viable option for most families served, the revised goals focus on attendance at homeownership and Life Skills training classes rather than on the number of families owning homes. Goals are presented below.

Goals for 2005-08

Specific goals set for EHOP over the 2005 to 2008 time period include the following:

- Develop housing plans for 75 new families and have an additional 90 families actively working on accomplishing their housing plan goals.
- Stabilize housing for 51 Johnson families over three years.
- Conduct intensive case management with 30 Johnson families.
- Provide moderate assistance or information and referral services to 45 Johnson families.
- Maintain working relationships with 35 landlords in the Johnson area.
- Build or rehab 35 units of affordable housing (32 rental units and 3 owner-occupied units) for families with children at Johnson elementary.¹
- Motivate 90 Johnson and other neighborhood families to participate in homeownership training and/or Life Skills Education Programs.
- Increase the student stability index at Johnson to 91 percent by 2008.

Goals for 2008

Specific goals established for the 2008 calendar year include the following:

- Place or stabilize housing for 10 Johnson families.
- Conduct intensive case management with 15 Johnson families.
- Provide moderate assistance or information and referral services to 10 Johnson families.
- Motivate 30 Johnson and other neighborhood families to participate in Life Skills and homeowner education programs.

¹ This goal was dropped in 2006 due to changes in the housing environment which made achievement of the goal unrealistic in the near future.

Research methods

The ESNDC contracted with Wilder Research to conduct an independent evaluation of EHOP. Wilder Research assesses program implementation, including progress toward service volume goals established by program staff; clients' satisfaction with program services; and program and participant outcomes, including changes in clients' self-reliance and student stability at Johnson elementary. Program records provide information on program implementation and progress toward service volume goals. Client satisfaction is measured using a telephone interview conducted by Wilder Research. Changes in participants' self-reliance are tracked through a self-reliance assessment that program staff complete for clients receiving case management services. Data on student stability at Johnson is provided by Saint Paul Public Schools.

Contents of the report

This report summarizes program results for the 2008 calendar year, including the program's progress toward annual goals and four-year goals established for the period from 2005 to 2008. The report begins with a description of EHOP services. Results are then presented in four sections: 1) a section on "Service volume" describing program implementation and progress toward the service volume goals; 2) a "Client satisfaction" section presenting results from the telephone interviews; 3) a "Client self-reliance" section assessing results from case manager assessments; and 4) a "Student stability" section providing data on student stability at Johnson and other elementary schools. Most sections open with a summary of key findings, and conclude with a description of issues staff can consider as they plan future program services.

Program overview

Following are descriptions of EHOP's major program areas. The program's case management and housing placement services include developing Family Housing Plans, helping families who rent to stabilize their housing, working with landlords, and providing rental subsidies through the Housing Trust Fund. The Life Skills Education Program provides homeownership education as well as a variety of classes supporting family and housing stability.

Family Housing Plans

EHOP staff request that each client who wants to improve their housing situation complete a Family Housing Plan. The housing plan form includes questions regarding family financial information and current housing concerns. Families with children attending Johnson complete this form as the first step toward receiving services from the program.

Services to families who rent

EHOP works to reduce mobility of families who rent. Program staff address issues of rental housing quality, affordability, availability, and landlord and tenant issues. After receiving a Family Housing Plan, the case manager completes an intake and the client receives information and referral or case management assistance. Program staff then work with families to improve the quality and affordability of their rental situations and provide training to help tenants understand their rights and responsibilities.

Working with landlords

Program staff also work directly with landlords in the area. Landlords who are supportive of the program are asked to help place program clients in stable and positive housing situations. In situations where tenants are having difficulties with their landlords, program staff work to resolve the issue through direct communication with the landlords, code enforcement, legal remedies, and also through encouraging other, more supportive landlords to purchase the properties in question.

Life Skills and homeowner education

EHOP staff encourage families to attend homeownership training and other Life Skills education classes that provide tools for strengthening families and to help families stabilize their housing situations. Program staff have found that very few participating families are in a position to explore homeownership. Therefore, program goals in this area focus on educating participants and stabilizing their housing situations rather than on attaining homeownership while working with EHOP.

Service volume

This section reports on EHOP's annual and four-year progress toward service volume goals. These goals address program implementation efforts. The program's progress toward the outcome goal pertaining to student stability at Johnson is reported in the final section of the report.

Key findings

EHOP exceeded all service volume goals, including annual goals established for 2008 and four-year goals established for the period from 2005 to 2008. Program accomplishments include the following:

- Thirty-six new Johnson families developed housing plans in 2008, and an additional 92 actively worked on accomplishing their housing plans. Between 2005 and 2008, 227 new Johnson families developed housing plans.
- Program staff helped to place or stabilize housing for 18 Johnson families in 2008, and a total of 80 Johnson families from 2005 to 2008.
- Fifty-two Johnson families received case management services, and an additional 60 received moderate assistance or information and referral services in 2008.
- The housing specialist maintained active working relationships with 73 landlords in the Johnson area in 2008.
- Life Skills and homeowner education programs were provided to 41 Johnson and 40 other neighborhood families in 2008. Overall, participants indicated they were very satisfied with the program.

Family Housing Plans

Families in the Johnson neighborhood have the opportunity to complete a Family Housing Plan form as the first step toward receiving services from EHOP. The number of Johnson families that developed housing plans exceeded the four-year goal of 75 by the end of the first year; 90 new Johnson families developed housing plans in 2005, 51 new Johnson families developed housing plans in 2006, 50 new Johnson families developed housing plans in 2007, and 36 families developed housing plans in 2008 (Figure 1). In addition, 92 Johnson families actively worked on accomplishing their housing plans in 2008, again exceeding the four-year goal of 90 Johnson families. Four-year goals also aimed for all

families developing housing plans to have students attending Johnson. This goal was attained in each of the four years, reflecting a change in program policy requiring that all families served have at least one student attending Johnson. Only a small number of participants in the past few years owned their own homes, and all families developing housing plans in 2008 rented.

1. Goal accomplishment for Family Housing Plans

Four-year goals (2005-08)	2008 results
75 new Johnson families developed housing plans	36 new Johnson families developed housing plans
90 active Johnson families	92 active Johnson families
All families will have students attending Johnson	100% have students attending Johnson
No projected rates of rent vs. homeownership	All families who developed housing plans rent

Source: Program records.

Services to families who rent

Since mobility is common among low-income renters, program staff work with families who rent to help stabilize their living situations. Program staff provided assistance to 69 Johnson families in 2005, 175 Johnson families in 2006, 214 Johnson families in 2007, and 85 families in 2008, exceeding the four-year goal of 165 Johnson families (Figure 2). Results for the past couple of years continue to indicate that more families are in need of services than had been originally projected.

In 2008, 60 Johnson families received less-intensive resource and referral services, exceeding the 2008 goal of 10 and the four-year goal of 45 families. In addition, 52 Johnson families received case management in 2008, which exceeds goals set for 2008 and 2005-2008. During the past four years, a total of 80 Johnson families were assisted with stabilizing existing housing or securing new housing, exceeding the four-year goal of 51 Johnson families. The program also exceeded its 2008 goal of 10 families in this area by placing or stabilizing housing for 18 Johnson families in that year alone.

2. Goal accomplishment for services to tenants

Four-year goals (2005-08)	2008 results
Provide assistance ^a to 165 Johnson families	85 Johnson families assisted
Provide moderate assistance or information and referral to 45 Johnson families (10 in 2008)	60 Johnson families received resources and referrals
Provide case management to 30 Johnson families (15 in 2008)	52 Johnson families received case management
Place or stabilize housing for 51 Johnson families (10 in 2008)	18 Johnson families placed or stabilized

^a The number of families assisted equals the number of new and active housing plans combined.

Source: Program records.

Working with landlords

Program staff worked with landlords to help them identify resources to improve the quality of their housing and make more housing available to families with students who attend Johnson. The housing specialist maintained active working relationships with 47 area landlords in 2005, 70 area landlords in 2006, and 92 area landlords in 2007, and 73 landlords in 2008, exceeding the four-year goal of 35 in each year (Figure 3).

3. Goal accomplishment for work with landlords

Four-year goals (2005-08)	2008 results
Maintain a working relationship with 35 landlords	Maintained working relationships with 73 landlords

Source: Program records.

Housing rehab and development

Through the Opportunity Housing Investment Fund (OHIF), the ESNDP has worked to increase the availability of rental housing in the Johnson neighborhood. Reflecting this work, program goals originally addressed housing rehab and development (Figure 4). This goal was dropped in 2006, however, due to the OHIF suspending work in this area and changes in the housing environment which made achievement of the goal unrealistic in the near future. One of the major obstacles was that neighborhood residents were firmly against building any new low-income housing in the area. A second major

obstacle was falling real estate values, which made it infeasible to buy, rehab, and sell existing housing without taking a big loss financially.

4. Goal accomplishment for housing rehab and development

Four-year goal (2005-08)	2008 results
Build or rehab 35 units of affordable housing (32 rental/3 owner-occupied)	Goal dropped

Source: Program records.

Life Skills and homeowner education

In addition to working with families who rent, program staff also worked to help families own and maintain their homes. As previously described, current goals focus on attendance at Life Skills and homeowner education programs rather than on the number of families who go on to purchase homes, which staff have found is not a viable option for most families while they are receiving services. Whereas EHOP services in other areas target families with children attending Johnson, Life Skills classes are open to all families in the community. In 2008, 81 Johnson and other neighborhood families attended a homeownership or Life Skills Education Program, far exceeding the 2008 goal of 30 families (Figure 5). With 87 families participating in 2006 alone, the program easily exceeded its four-year goal of 90 families.

5. Goal accomplishment for Life Skills and homeowner education

Four-year goals (2005-08)	2008 results
90 families will be referred to homeownership training and/or Life Skills Education Programs (30 in 2008)	41 JAJ families attended a homeownership or Life Skills Education Program, 40 non-JAJ families served

Source: Program records.

The Life Skills Education Program partners with the case manager and the housing specialist to present educational trainings that promote healthy families and provide clients with tools to stabilize their housing. Topics offered in 2008 included an employment workshop, domestic abuse group, parenting class, RentWise, self defense, spring cleaning, simply good eating, weatherize your home, and Budgeting 101 (Figure 6). In addition, the program offered a roller-skating party in December attended by 196 people.

6. Life Skills Education Program attendance, 2008

Workshops offered	Date	Number of sessions	Attendance ^a
Employment Workshop	January 2008	4 sessions	15 families
Domestic Abuse Group	February – May 2008	14 sessions	5 adults 9 children
Parenting	March – April 2008	4 sessions	6 families
RentWise	March 2008	4 sessions	11 adults 16 children
Self Defense	April 2008	1 session	8 adults 12 children
Spring Cleaning	May 2008	1 session	8 adults 2 children
Simply Good Eating	September 2008	1 session	9 adults 7 children
Weatherize your home	October 2008	1 session	20 adults 23 children
Budgeting 101	November 2008	3 sessions	9 adults 11 children

^a Life Skills Education Programs are attended by families who have children at Johnson Elementary as well as by other neighborhood families.

Source: Program records.

At the end of each workshop, participants were asked to complete a short questionnaire. The questionnaire asked participants to indicate how they found out about the workshop. The most commonly reported sources of recruitment included the ESFC and EHOP staff members and their child's school. Other sources of recruitment also included flyers, pamphlets, and newsletters.

Participants were also asked how useful they found the workshop. Nearly all participants rated the workshops as "somewhat" or "very" useful, with most providing ratings of "very useful."

Asked whether anything could have been improved, the most frequent suggestions offered included having more information and more time for the topic. A few participants also noted that interpretation services would have been helpful. Suggestions for future workshop topics included health-related topics, budgeting, conflict management, yard care, transportation, chemical dependency, self defense for children, and parenting topics such as programs and activities for kids, communication with children, and general parenting skills.

Job-readiness workshop

As part of the evaluation of EHOP, Wilder Research conducts a more thorough evaluation of a selection of Life Skills classes each year. The following describes the evaluation of the Job Readiness workshop in January 2008.

The goal of the workshop was to prepare participants to job search independently by giving them the necessary tools and building their confidence and knowledge. The ESFC contracted with the Wilder Foundation to provide the workshop, which included weekly sessions offered over four weeks. Wilder Research developed a pre- and post-test that participants completed at the first (pre-test) and last (post-test) workshop sessions. This section provides the results of these surveys.

Survey completion

A total of 17 adults (15 families) attended the workshop. Sixteen participants completed the pre-test, 14 completed the post-test, and 13 completed both the pre- and post-test. Surveys were available in both English and Spanish, with four participants completing the pre-test in Spanish, and four completing the post-test in Spanish.

Several questions were asked at both pre- and post-test to allow for an analysis of change experienced by participants over the course of the workshop. Results for these questions are presented for only those 13 respondents completing both the pre- and post-test. Two of those 13 respondents indicated they attended three of the four sessions, and the remaining 11 attended all four workshop sessions. Results for other questions that were asked only at pre-test or only at post-test are presented for all respondents to the questions.

Workshop attendance

At pre-test participants were asked how they found out about the workshop. Most respondents (75%) reported they found out about it from the ESFC or ESFC staff. Other sources of information about the workshop included John A. Johnson Elementary School, pamphlets and flyers, family and friends, and previous Life Skills workshops (Figure 7).

7. Source of information about job readiness workshop (N=16)

How did you find out about this workshop?	% of participants
East Side Family Center (ESFC) or ESFC staff	75%
John A. Johnson Elementary School	38%
Previous Life Skills workshop	6%
Flyers/pamphlets	31%
Family/friends	19%
Other ^a	13%

^a One respondent indicated they found out about the workshop from Early Childhood Family Education (ECFE), and one respondent indicated the Wilder Foundation's Community Assistance Program (CAP), which is now called Violence Prevention and Intervention (VPI) Services.

Note: Percentages do not total 100% because respondents were asked to indicate all that apply.

Source: Life Skills Employment Job Readiness Workshop initial evaluation, January 10, 2008.

The pre-test also asked participants whether they had attended other Life Skills workshops in the past. Half of the respondents indicated they had (Figure 8).

8. Attendance at other Life Skills workshops (N=16)

Have you attended other Life Skills workshops?	% of participants
Yes	50%
No	50%

Source: Life Skills Employment Job Readiness Workshop initial evaluation, January 10, 2008.

The job readiness workshop included four weekly sessions. At post-test, participants were asked how many of those sessions they had attended. Most of the respondents (79%) had attended all four sessions, and the remaining had attended three (Figure 9).

9. Workshop attendance (N=14)

Including today, how many workshop sessions did you attend?	% of participants
All 4 sessions	79%
3 sessions, including today	21%
2 sessions, including today	0%
This is my first session	0%

Source: Life Skills Employment Job Readiness Workshop follow-up evaluation, January 31, 2008.

Employment status

Participants were asked about their employment status at both pre- and post-test, although securing employment over the course of the workshop was not a workshop goal. Three respondents were employed at both pre- and post-test, and an additional one who was unemployed at pre-test was employed by the time of the post-test (Figure 10).

10. Employment status, pre - post (N=13)

Are you currently employed?	% of participants	
	Pre-test	Post-test
Yes	23%	31%
No	77%	69%

Note: Results were not significant. Three participants were employed at pre-test. Those three were also employed at post-test, as was an additional participant who was not employed at pre-test. Results reflect responses from 13 participants completing the question at both pre- and post-test.

Sources: Life Skills Employment Job Readiness Workshop initial evaluation, January 10, 2008; Life Skills Employment Job Readiness Workshop follow-up evaluation, January 31, 2008.

Perceptions of job readiness

To assess the program's impact, participants were asked to indicate their perceptions of their job readiness at both pre- and post-test. Participants were presented with a series of four statements, and were asked to indicate whether they "strongly agree" (scored as 5), "agree" (4), "neither agree nor disagree" (3), "disagree" (2), or "strongly disagree" (1) with each statement. These statements addressed respondents' perceptions of whether they have strengths and skills that are desirable to employers, have a resume they feel confident in, have the knowledge and tools necessary to job search on their own, and feel confident in their ability to find employment in the next couple of months.

On average, improvement was seen from pre- to post-test for each of the four statements (Figure 11). Results were significant for three of the four areas. Pre- to post-test changes were not significant for the statement addressing respondents' perceptions of whether they have a resume they feel confident in, although positive change was seen on average in this area as well. It is important to note that the instructor did not prepare resumes for participants, but rather participants prepared their own resumes as part of the class.

11. Perceptions of job readiness, mean scores pre - post

Please indicate your level of agreement with the following statements:	Mean score at pre-test	Mean score at post-test	Significance test ^b
I have strengths and skills that are desirable to employers. (N=11)	4.09	4.73	*
I have a resume that I feel confident in. ^a (N=10)	3.40	4.10	ns
I have the knowledge and tools necessary to job search on my own. (N=11)	3.64	4.73	*
I feel confident in my ability to find employment in the next couple of months. (N=12)	3.75	4.67	*

^a Participants prepared their own resumes as part of the class (i.e., resumes were not prepared by the instructor).

^b Not significant (ns), significant (* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$).

Notes: Mean scores reflect only those who answered the question at both pre- and post-test. Responses were scored as follows: "strongly agree" (5), "agree" (4), "neither agree nor disagree" (3), "disagree" (2), and "strongly disagree" (1).

Sources: Life Skills Employment Job Readiness Workshop initial evaluation, January 10, 2008; Life Skills Employment Job Readiness Workshop follow-up evaluation, January 31, 2008.

For those who completed both the pre- and post-test, Figure 12 presents results at post-test for the same four statements. Figure 13 indicates the percentages of these respondents who improved, stayed the same, or declined from pre- to post-test. At post-test, all respondents agreed or strongly agreed that they have strengths and skills that are desirable to employers. A majority of respondents (55%) showed improvement in this area, 36 percent stayed the same from pre- to post-test, and 9 percent declined. Similarly, at post-test all respondents indicated they have the knowledge and tools necessary to job search on their own. A majority (64%) showed improvement in this area, and the remaining 36 percent provided the same rating at pre- and post-test. Almost all respondents indicated at post-test that they feel confident in their ability to find employment in the next couple of months, and the remaining 8 percent indicated they neither agreed nor disagreed with the statement. A majority (67%) showed improvement from pre-test, 25 percent stayed the same, and 8 percent declined.

As indicated earlier, significant changes were not seen in the area addressing respondents' resumes, although there was still improvement in that area as well. Most respondents (80%) agreed or strongly agreed at post-test that they have a resume they feel confident in, 10 percent neither agreed nor disagreed, and 10 percent strongly disagreed. Forty percent showed improvement in this area, half stayed the same, and 10 percent provided lower ratings at post-test.

12. Perceptions of job readiness at post-test

Please indicate your level of agreement with the following statements:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
I have strengths and skills that are desirable to employers. (N=11)	73%	27%	0%	0%	0%	0%
I have a resume that I feel confident in. (N=10)	50%	30%	10%	0%	10%	0%
I have the knowledge and tools necessary to job search on my own. (N=11)	73%	27%	0%	0%	0%	0%
I feel confident in my ability to find employment in the next couple of months. (N=12)	75%	17%	8%	0%	0%	0%

Note: Results for each question reflect responses for only those participants completing the question at both pre- and post-test.

Source: Life Skills Employment Job Readiness Workshop follow-up evaluation, January 31, 2008.

13. Perceptions of job readiness, changes pre - post

Please indicate your level of agreement with the following statements:	Improved	Maintained	Declined
I have strengths and skills that are desirable to employers. (N=11)	55%	36%	9%
I have a resume that I feel confident in. (N=10)	40%	50%	10%
I have the knowledge and tools necessary to job search on my own. (N=11)	64%	36%	0%
I feel confident in my ability to find employment in the next couple of months. (N=12)	67%	25%	8%

Note: Results for each question reflect responses for only those participants completing the question at both pre- and post-test.

Sources: Life Skills Employment Job Readiness Workshop initial evaluation, January 10, 2008; Life Skills Employment Job Readiness Workshop follow-up evaluation, January 31, 2008.

Participant satisfaction

Respondents were also asked at post-test to indicate their satisfaction with the workshop overall, the presenter, and different topics covered in the workshop. Satisfaction results are reported for all respondents completing the question at post-test.

Respondents provided favorable ratings for all of the workshop topics. All respondents indicated that topics on time management, personal skills and strengths, where the jobs are, networking, keeping track of your job search, interviewing, and employer expectations and how to get promoted were “very helpful.” The remaining topics on

completing job applications, resumes, and cover letters and thank you letters were rated “very helpful” by most and “somewhat helpful” by the remaining respondents. No topics received any ratings of “not helpful” (Figure 14).

14. Helpfulness of workshop topics (N=14)

Please rate the helpfulness of the following topics covered in this workshop:	Very helpful	Somewhat helpful	Not helpful	Was not present for topic
Time management (Week 1)	100%	0%	0%	0%
Personal skills/strengths (Week 1)	100%	0%	0%	0%
Completing job applications (Week 1)	93%	7%	0%	0%
Resumes (Week 1)	93%	7%	0%	0%
Cover letters/thank you letters (Week 2)	86%	14%	0%	0%
Where the jobs are (Week 2)	100%	0%	0%	0%
Networking (Week 2)	100%	0%	0%	0%
Keeping track of your job search (Week 2)	100%	0%	0%	0%
Interviewing (Week 3)	100%	0%	0%	0%
Employer expectations/how to get promoted (Week 4)	100%	0%	0%	0%

Source: *Life Skills Employment Job Readiness Workshop follow-up evaluation, January 31, 2008.*

Respondents also provided high satisfaction ratings when asked about the workshop presenter. All respondents indicated they agreed or strongly agreed that the workshop presenter was knowledgeable and skilled, with most (86%) indicating they strongly agreed. All respondents also indicated agreement with a statement that the workshop presenter understood their employment problems and concerns, again with most (71%) indicating they strongly agreed. Almost all respondents (93%) agreed that the workshop presenter provided them with resources that helped or will help them locate jobs in the community, and the remaining 7 percent indicated they neither agreed nor disagreed (Figure 15).

15. Satisfaction with workshop presenter (N=14)

Please indicate your level of agreement with the following statements:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not applicable
The workshop presenter was knowledgeable and skilled.	86%	14%	0%	0%	0%	0%
The workshop presenter understood my employment problems and concerns.	71%	29%	0%	0%	0%	0%
The workshop presenter provided me with resources that helped or will help me locate jobs in the community.	71%	21%	7%	0%	0%	0%

Source: Life Skills Employment Job Readiness Workshop follow-up evaluation, January 31, 2008.

Asked how useful they found the workshop overall, most respondents (85%) indicated “very useful,” and the remaining 15 percent indicated “somewhat useful” (Figure 16).

16. Overall usefulness of workshop (N=13)

Overall, how useful did you find this workshop?	% of participants
Very useful	85%
Somewhat useful	15%
Not at all useful	0%

Source: Life Skills Employment Job Readiness Workshop follow-up evaluation, January 31, 2008.

In open-ended questions, the post-test also asked respondents to describe what they found most helpful about the workshop, anything that could have been improved, and their suggestions for future workshop topics. Figure A1 presents respondents’ answers to the question asking what they found most helpful about the workshop. Four respondents indicated “everything” or that the workshop was helpful overall. Other responses indicated that working on a resume, receiving information on job searching or filling out applications, and receiving information on interviewing was most helpful.

Respondents were also asked an open-ended question about whether there was anything about the workshop that could have been improved. Figure A2 provides their written comments. Five respondents indicated that nothing could be improved, and six provided other comments although there was no general theme to their suggestions. It may be noteworthy, however, that one respondent indicated they would have liked an interpreter in the last session, and it was not the same respondent who mentioned an interpreter in response to the previous open-ended question.

The post-test also asked participants what topics they would suggest for future Life Skills workshops. Figure A3 provides their suggestions. Only one respondent suggested a specific topic (housing), and the others offered general workshop suggestions or indicated they did not have a topic to suggest. It may be noteworthy that one person suggested there always be a Spanish interpreter, and that person was not one of the two respondents addressing interpreters in response to other open-ended questions.

Family Navigator

The Eastside Family Center supports the Family Navigator position at Johnson Elementary. The Navigator works with families of children attending Johnson to connect them to school and community resources. Referrals are provided to a variety of resources, depending on individual families' needs. The Navigator works with Hmong and Spanish-speaking interpreters to provide services to Hmong-speaking families. Referrals are made to culturally specific services as needed. In 2008, the Navigator initiated contact with 200 Johnson families, informing them of the services available through the program. The Navigator also works with families on a walk-in basis. Information about Navigator services is distributed during school conferences. The Navigator meets with families at the location most convenient to them, which may be at their home, the school, the YMCA, or a nearby park, for example.

In 2008, the Navigator provided a number of referrals to families, primarily for issues related to child and school issues and daily living support. The Navigator also provided referrals for health and dental care and transportation services (Figure 17).

17. Referrals provided by Family Navigator

Referral	N
Information on child and school issues	12
Clothing	9
Food shelf	8
Eastside Family Center	5
Transportation	5
Health and Dental services	4
Housing	3
EHOP	2
Employment	3
Counseling/Mental health	2
Child care	2
Volunteering	2
FCP Ramsey County	2
Parent-child issues/parenting	1
Nutrition services	1
English language learner services	1
Center for Working Families	1

Issues for consideration

Program staff were successful in meeting all service volume goals established for 2008 and for the four-year period from 2005 to 2008. The program's staff and advisory board can use the results provided in this report to develop goals that can guide work in 2009 and beyond. Staff can also use feedback provided on the Life Skills Education Program survey to inform future programming efforts.

Client satisfaction

This section presents satisfaction results for clients participating in the Housing Trust Fund program. In fall 2008, current Housing Trust Fund recipients were asked to complete a telephone interview regarding their experiences with EHOP. Interviewers from Wilder Research conducted the phone interviews, asking clients several questions about their program participation, their satisfaction with services, and the impact of the services. There were 13 recipients eligible to participate, although contact information was unavailable for three clients. Therefore, interviews were completed with 10 recipients in October and November 2008.

Key findings

Telephone interview results indicated Housing Trust Fund participants were generally very satisfied with the services they received from EHOP, and that they perceived those services as positively impacting their situation. Result highlights include the following:

- Eight of ten participants rated their overall satisfaction with the services provided as “good” or “outstanding.”
- Asked how well their housing needs are getting met now and how quickly they were able to get help most provided ratings of “good” or “outstanding” for each item. Slightly fewer participants reported that program staff was easy to work with or highly rated the knowledge and skills of staff.
- All participants reported that their housing situation had improved since they first sought help from the program, and most felt that the services or referrals they received from EHOP helped them to improve their housing situation.
- Almost all participants indicated they would be better prepared to solve a housing problem in the future because of the services or referrals they received from EHOP.
- Almost all participants also indicated things had improved for them or their families in other ways besides housing because of the help or referrals they received from EHOP. Participants described greater family involvement and stability, greater parent support, and better conditions for their children and their families.

Respondent demographics

Respondents' self-reported demographics are presented in Figure 8. Seven respondents identified themselves as female, three as male. Six identified themselves as Hispanic, Latino, or Chicano; three as Black, African-American, or African; and one as White or Caucasian. Three couples were included in the evaluation, and half identified as never married. Two respondents identified as married, two as living with someone in a marriage like relationship, and one as separated. The average age of the respondents was 30 years old.

Four of the respondents were high school graduates or had a GED, and two had attended some college. Four were not high school graduates. Most of the respondents reported an annual household income of between \$10,000 and \$20,000, and the remaining two reported an annual household income of less than \$10,000. On average, the number of people in the household supported by the income reported was four. Four respondents reported that they were unemployed and looking for work. Two respondents reported that they were working part-time, two that they were at home full time, three that they were disabled, and one reported attending school. Respondents were able to indicate more than one employment situation (Figure 18).

18. Respondent demographics (N=10)

Characteristics		Number
Age	20-24	1
	25-29	4
	30-34	3
	35-39	2
	Average	30
Gender	Female	7
	Male	3
Race/ethnicity	Hispanic, Latino, or Chicano	6
	Black, African-American, or African	3
	White or Caucasian	1
	American Indian or Native American	0
	Asian or Pacific Islander	0
Education	Less than high school graduate	4
	High school graduate or GED	4
	Some college	2

18. Respondent demographics (N=10) (continued)

Characteristics		Number
Marital status	Never been married	5
	Married	2
	Living with someone (marriage-like)	2
	Separated	1
	Divorced	0
	Widowed	0
Employment status ^a	Unemployed and looking for work	4
	Disabled	3
	At home full-time	2
	Working part-time	2
	Going to school	1
	Working full-time	0
	On layoff from a job	0
Total household income ^b	Less than \$10,000	2
	\$10,000 to \$20,000	8

^a Participants could respond "yes" to more than one category.

^b The number of people supported by the household income ranged from 2-6 with a mean of 3.80.

Source: EHOP Participant Survey, 2008.

Household situation

All 10 respondents reported living in a rental situation. Respondents paid an average of \$219 of their total monthly rent. Only one indicated that energy costs were included in their rent payment. The remaining nine reported that they paid all or a portion of the bill for energy costs, paying an average of \$109 a month for energy costs (Figure 19).

19. Household costs and members (N=9-10)

	Range	Mean
Amount of rent respondent pays	\$0 - \$700	\$219
Monthly energy costs (if not included in rent payment) ^a	\$45 - \$350	\$109

^a One respondent indicated his or her rent payment includes energy costs. Three respondents indicated they pay the entire bill for energy costs, six indicated they pay a portion of the bill for energy costs, and one did not know.

Source: EHOP Participant Survey, 2008.

Five respondents reported that they were the only adult in the home, and five reported that there were two adults in the home. The average number of children per household was three. All but one respondent reported that they had children age 17 or younger in the household, and all those with children reported they had children attending Johnson Elementary. When asked about how many times they had moved in the past three years, responses ranged from two to eight times, with an average of about four times.

Four respondents reported having moved since they sought help from the program. Their reasons for moving included insufficient space, property being sold, high rent, and dissatisfaction with the program (Figure 20).

20. Mobility

	Yes	No
Have you moved into different housing since you sought help from the program? (N=10)	4	6
Why did you move? (N=4)		
Because the program was not good. They were getting away with too many issues. The program left us homeless.		
The old place was too small, the occupancy level too high.		
One of the places was sold. And for another one the landlord also sold the house, so I had to move out.		
Too expensive. The program (EHOP) thought it was too expensive.		

Source: EHOP Participant Survey, 2008.

Program participation

Respondents were asked about the initial concerns or issues that brought them to EHOP, and were allowed to indicate more than one reason for seeking help from the program (Figure 21). The most common responses were rent that was too high, homelessness, credit issues, poor quality housing, landlord-tenant problems, and housing violations. Between one and three respondents also indicated eviction, home improvement loan, and domestic conflict as reasons for seeking help from the program.

21. Clients' reasons for seeking help from EHOP (N=10)

Reason for seeking help	N^a
Rent that was too high	10
Homelessness	7
Credit issues	5
Poor quality housing	5
Landlord-tenant problems	4
Housing code violations	4
Eviction	3
Domestic conflict	2
Home improvement loan	1
Housing foreclosure	0
Other ^b	3

^a Respondents were allowed to indicate more than one reason.

^b Other reasons for seeking help from EHOP included receiving help because a partner was receiving help, as a result of lack of family support in the state, and because they wanted a better living arrangement for their children.

Source: EHOP Participant Survey, 2008.

Respondents were also asked what housing-related services they received from the program, and were allowed to indicate all that applied. They most commonly reported that they received help with locating different housing, landlord-tenant mediation, paying rent application fees, paying for the first month's rent or security deposit, and help with utilities. Other services indicated by respondents included help with paying home-buyer workshop fees and moving possessions to a different location (Figure 22).

22. Housing-related services provided to clients (N=10)

Did you get help with:	N
Locating different housing	9
Landlord-tenant mediation	9
Paying rent application fees	9
Paying for first month's rent or security deposit	8
Paying utilities (telephone, heat, or electric bills)	8
Paying homebuyer workshop fees	2
Moving possessions to a different location	1

Source: EHOP Participant Survey, 2008.

Respondents were also asked about non-housing related services they received from the program, and again were allowed to indicate all that applied. Their responses indicated they received a variety of other services from EHOP. Six reported receiving help with clothing, employment, and education for themselves. Five reported help with education or schooling for their children and help with parenting issues. Other program services they received included help with food, transportation, medical care and with school attendance for children (Figure 23).

23. Other program services (non-housing related) (N=10)

Did you get help with:	N
Clothing	6
Employment	6
Education or schooling for yourself	6
Education or schooling for your children	5
Parenting issues	5
Food	4
Transportation	3
Medical care	3
School attendance for children	3
Legal assistance	2
Child care	1
Domestic abuse problems	1

Source: *EHOP Participant Survey, 2008.*

Through its Life Skills Education Program, EHOP offered clients a variety of classes aimed at promoting healthy families and providing tools for stabilizing housing. All 10 respondents took one or more of the classes offered by the program. Figure 24 provides a list of the classes offered during 2008 and the number of respondents attending each one.

24. Attendance at Life Skills Education Programs (N=10)

Did you attend any of the following classes:	N
RentWise	10
Weatherize your home	9
Financial planning	9
Take charge of your money	9
Spring cleaning	8
Simply good eating	6
Holiday budgeting	6
Employment	6
Self defense	4
Other classes ^a	4

^a Other classes included classes on saving energy and parenting classes.

Source: EHOP Participant Survey, 2008.

Client satisfaction

Respondents were asked several questions about their satisfaction with EHOP services. Most respondents (8) rated their overall satisfaction with the services provided as “good” or “outstanding.” Asked how well their housing needs are getting met now, about the knowledge and skills of program staff, how quickly they were able to get help, and the ease of working with program staff, most (7-8) provided ratings of “good” or “outstanding” for each item. Between two and three respondents provided ratings of “fair” or “poor” when asked about these specific services (Figure 25).

25. Client ratings of services (N=10)

How would you rate:	Poor	Fair	Good	Outstanding
How quickly you were able to get help?	2	0	2	6
The ease of working with program staff?	1	2	2	5
The knowledge and skills of program staff?	1	2	2	5
How well your housing needs are getting met now?	2	0	2	6
Your overall satisfaction with the services provided?	2	0	0	8

Source: EHOP Participant Survey, 2008.

When asked to describe which services were of most help, the most frequent responses were assistance with housing-related finances, housing in general, and meeting other needs (Figure 26).

26. Open-ended question: Clients' perceptions of what has been of most help

Of the services or assistance you have received from the program, what has been of most help to you? (N=10)

Housing-related finances

Helping with rent and landlord issues.

Subsidy.

The help we get each month to pay the rent.

The monthly rent (of a two bedroom). They assisted us with that.

The payment of rent each month.

Housing

Being able to finally get a place to live. This is because of my past, like credit history, homelessness, etc.

Getting into a new and affordable place.

Housing. I was homeless and now I have a stable place to live.

They helped my [friend] get into a house with a good location.

Meeting other needs

The winterize your home class. I learned a lot about living in this state/country.

Help with mental health needs.

Knowing that this program was behind us and we were not alone.

Helping with parenting issues.

Source: *EHOP Participant Survey, 2008.*

Respondents were also asked to describe how the program could improve its services. Four respondents had no suggestions for improvement. Some of the suggestions for improvement related to communication and interpretation issues, and program requirements (Figure 27).

27. Open-ended question: Clients' suggestions for improvement

In what ways could EHOP have improved its services to you? (N=10)

Suggestions

Help out more with the entire moving process.

More attention to the living conditions that they place participants in. Inquire about neighbors, a lot of them use drugs and that's bad for our children to look at.

The communication preparation of the leases. And the staff professionalism could have been much better. They took advantage of the landlord.

The goal program. Once you achieve your goals it's hard to think of new ones after being in the program a whole year.

With an interpreter or a better one. For the interpreter to return our phone calls or pass the messages along.

Side with the participant more than siding with the landlords.

Other

I really can't think of anything. They did a very excellent job and saved me from many problems.

Nothing. Their assistance is very great, very good.

Nothing. I can't think of anything.

No suggestions.

Source: *EHOP Participant Survey, 2008.*

Program impact

Respondents were asked if their housing situation is better now, compared to when they first sought help from the program. All ten respondents indicated that their housing had improved. Eight of ten respondents indicated that the services or referrals they received from EHOP helped them to improve their housing situation. Interpreted together, these results indicate that 8 of the 10 respondents reported improvements in their housing situation due in part to the services they received from EHOP.

Asked how their housing situation had improved, respondents most frequently indicated their current home is more secure, is in better condition, and is more convenient to public transportation (Figure 28).

28. Ways in which the client’s housing situation was improved (N=10)

	Yes	No
Is your current home more secure?	10	0
Is it in better condition or were some repairs made?	9	1
Is your housing more convenient to public transportation?	9	1
Do you have a better landlord?	8	2
Are there other ways your housing situation is better? ^a	8	2
Is it more affordable?	8	2
Do you have more bedrooms?	5	5

^a Respondents’ descriptions of other improvements included the following: more space and privacy (3), better location (3), stable housing (2), and more amenities (1).

Source: EHOP Participant Survey, 2008.

Asked if they would be better prepared to solve a housing problem in the future because of the services or referrals they received from EHOP, 8 of the 10 respondents answered “yes.” When asked in an open-ended question to describe how they were better prepared, responses addressed having the skills and knowledge to resolve landlord/tenant problems, improved money management skills, and what considerations to make when looking at housing (Figure A4).

Asked if things had improved for them or their families in other ways besides housing because of the help or referrals they received from EHOP, 8 of 10 respondents answered “yes.” When asked in what ways things had improved, respondents indicated greater family involvement and stability, support for themselves, and improvements in conditions for their children (Figure A5).

Issues for consideration

Overall, Housing Trust Fund participants rated their satisfaction with EHOP services highly. Asked how well their housing needs are getting met now, about the knowledge and skills of program staff, how quickly they were able to get help, and the ease of working with program staff, most respondents provided ratings of “good” or “outstanding,” although between two and three also provided ratings of “fair” or “poor” for each item. Staff can consider whether there are ways to further strengthen these service-delivery areas. Staff can also consider the suggestions individual respondents offered when asked to describe how the program could improve its services.

Client self-reliance

This section presents findings from a self-reliance assessment that program staff complete with case management clients. The scale was created by Wilder Research and helps to assess several key components of clients' self-reliance, including housing, employment, income, education, child care, physical and mental health needs, and other areas. The assessment was designed to be completed at program entry, with follow-up assessments every six months. A copy of the self-reliance assessment form is provided in the Appendix.

The case manager completed assessments with 47 clients over the past four years. A majority of clients (28 clients, or 60%) have been assessed more than one time, ranging from two to seven times.

This section describes the demographics and community credentials of all 47 clients, followed by an analysis of change in self-reliance experienced by the 28 clients with more than one assessment. For these 28 clients, results are reported for their first and last assessment. On average, the first assessment took place three months after intake (ranging from 0-48 months), and the last assessment took place 21 months after intake (ranging from 2-82 months). On average, 18 months passed between the first and last assessments, with a range of 2 to 43 months. In interpreting results, it is important to recognize that in some cases the initial assessment was completed after the client had been receiving services from EHOP for some time, and that the length of time between the initial and last assessment varied. Also, it is important to note that "last assessment" is used here to refer to a client's most recent assessment, which in most cases will not be their final assessment with the program.

Key findings

Results from self-reliance assessments completed by the case manager indicate clients experienced a number of improvements between their initial and most recent assessment. Clients also continued to face challenges to their self-reliance, and those are summarized under "Issues for consideration" at the end of the section. Overall improvements between the initial and most recent assessment include the following:

- At the time of their initial assessment, five clients (18%) were homeless. At the most recent assessment, only one family remained homeless, and another was living in an emergency shelter or doubled up situation.

- A higher percentage of clients able to work were employed. Of those who were employed, more than half had worked at their current job for more than three months.
- The percentage of clients who were able to meet both food and housing expenses more than doubled.
- The percentage of clients who were spending less than 30 percent of their income on housing doubled.
- Clients were more likely to have some earned income rather than rely solely on public cash benefits.
- A larger percentage of clients were in the process of restoring or beginning to establish credit.
- Overall improvements were seen in the adequacy of clients' education to meet their employment needs.
- Some important improvements were also seen in conditions for children living in clients' households, including the percentages of clients enrolling eligible children in preschool, having all children up-to-date on immunizations, and having a regular pediatrician or clinic for all children.

Demographics

Of the 47 clients who were assessed, most were identified as female (79%). About half (47%) were Black or African American, 21 percent were Hispanic, and 17 percent were White. The remaining clients identified as American Indian (4%), Asian (4%), and multi-racial (6%). About half of the households had one adult (45%), and half had two adults (51%). Two households reported that there were three adults in their household at intake. The number of children in the household ranged from one to six, with an average of three children per household at the time of their most recent assessment.

Community credentials

Program staff asked participants about a variety of community credentials, such as identification cards, phone access, and voter registration. At first assessment, most clients had a social security card (79%), and about half had a Minnesota identification card (49%). Most clients had telephone or voice mail access (83%). Only a small percentage of the clients assessed had an open bank account (21%) or library card (19%). Complete findings can be found in Figure 29.

29. Community credentials at first assessment (N=47)

At first assessment does participant have:	Yes	No	Don't know	Credential not needed or obtainable
Social Security Card	79%	15%	2%	4%
Minnesota driver's license	28%	70%	0%	2%
Minnesota identification card	49%	47%	0%	4%
Voter registration	34%	36%	25%	4%
Birth certificate	65%	15%	20%	0%
Medical ID card	72%	21%	4%	2%
Telephone or voice mail access	83%	15%	2%	0%
Library card	19%	47%	34%	0%
Bank account	21%	77%	0%	2%
Alien registration card (green card)	6%	28%	0%	66%

Source: Self-Reliance Progress Form.

Employment, education, and financial issues

The following analyses assess change from first to last assessment experienced by the 28 clients with more than one assessment. Improvement was seen in the number of clients able to work who were employed. When the clients were first assessed, a majority were unemployed (61%), and 32 percent were employed full- or part-time. The percentage employed increased to 50 percent at the last assessment. During the same time, the percentage unemployed decreased to 32 percent and the percentage who were unable to work or retired also increased slightly from 5 to 18 percent (Figure 30).

30. Employment status (N=28)

Employment status	First assessment		Last assessment	
	N	%	N	%
Unemployed	17	61%	9	32%
Employed part-time (less than 35 hrs/wk)	6	21%	11	39%
Employed full-time (35+ hrs/wk)	3	11%	2	7%
Unable to work/retired	2	7%	5	18%

Source: Self-Reliance Progress Form.

More than 60 percent of clients were unemployed at their initial assessment. As of their most recent assessment, eight of those had either gained employment or were determined to be unable to work or retired. Of those who gained employment between the initial assessment and follow-up, five had worked at their current job for one month but less than three months, and one had worked between three and six months. Of those who had been employed at their current job for more than six months at the time of the initial assessment, seven maintained their current employment, and one did not. Figure 31 shows that at the time of their final assessment, 7 of the 14 clients employed had worked at their current job for six months or longer.

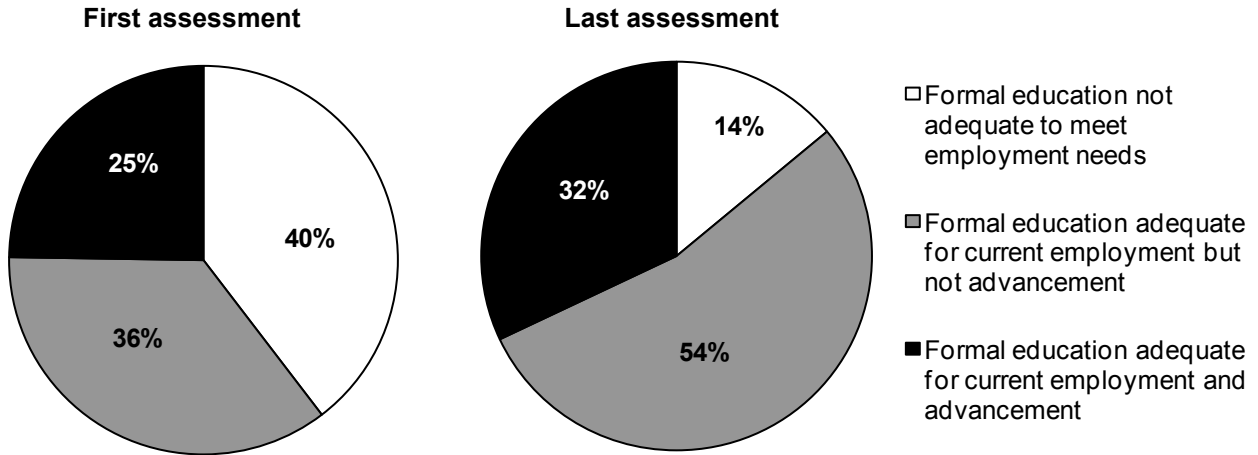
31. Job retention and stability (N=28)

	First assessment		Last assessment	
	N	%	N	%
Unemployed	17	61%	9	32%
Worked less than one month at current job	0	0%	0	0%
Worked one month but less than three months at current job	0	0%	5	18%
Worked three months but less than six months at current job	1	4%	2	7%
Worked six months or longer at current job	8	29%	7	25%
Unable to work or retired	2	7%	5	18%

Source: *Self-Reliance Progress Form.*

Overall, clients showed improvement in the adequacy of their education during the time they received case management services. At the time of the first assessment, 40 percent of clients assessed did not have enough formal education to meet their employment needs, whereas at the most recent assessment, only 14 percent did not have enough education. Moreover, more clients had received formal education which was both adequate for their current employment and for future advancement increased from 25 percent at the initial assessment to 32 percent at the most recent (Figure 32).

32. Education (N=28)



Source: Self-Reliance Progress Form.

Self-reliance assessments also ask the case manager to indicate clients' sources of income, including whether they receive no income, only public cash benefits, a combination of public cash benefits and earned income, or only earned income. More clients showed improvements than showed declines in this area. At intake, half of clients were receiving public cash benefits with no income. This dropped to 25 percent of clients at the most recent assessment. Additionally, 43 percent of clients at the most recent assessment were not receiving any public cash benefits, where only 29 percent of clients were not at the initial assessment (Figure 33).

33. Income source (N=28)

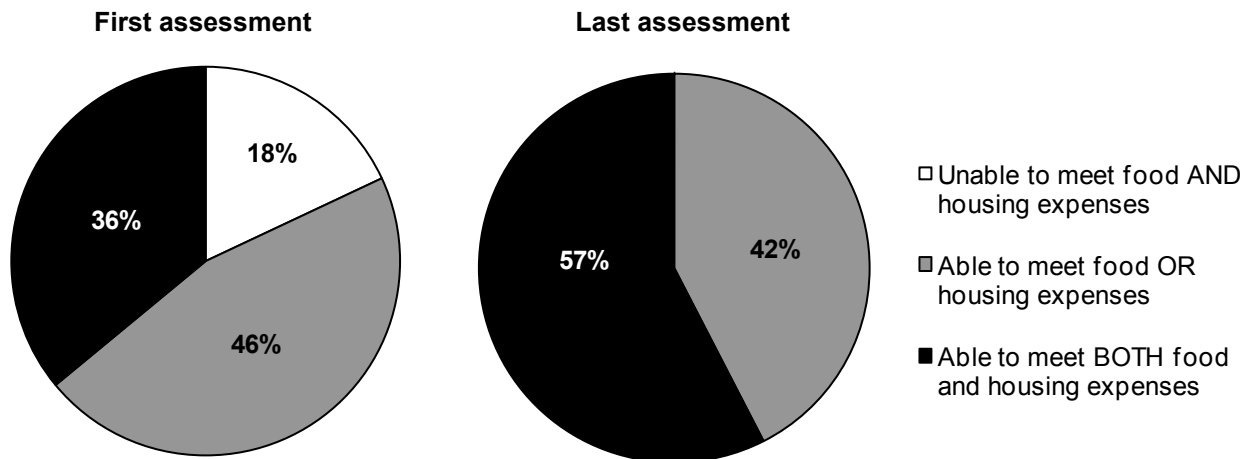
	First assessment		Last assessment	
	N	%	N	%
No income	2	7%	1	4%
Public cash benefits/no earned income	14	50%	7	25%
More than 50% public cash benefits/some earned income	3	11%	4	14%
More than 50% earned income/some public cash benefits	1	4%	4	14%
Earned income/no public cash benefits	8	29%	12	43%

Note: Public cash benefits include benefits from the Minnesota Family Investment Program (MFIP), General Assistance (GA), and Supplemental Security Income (SSI). Earned income includes employment income, Social Security, Social Security Disability Insurance (SSDI), veterans benefits, and retirement benefits.

Source: Self-Reliance Progress Form.

Financial concerns were a serious issue for many clients. Overall, clients showed improvement in the adequacy of their income for food and shelter while receiving services from EHOP. At the time of the first assessment, only 36 percent of the clients were able to meet both their food and housing expenses. By the last assessment, this percentage had increased to 57 percent, and the other 42 percent were able to meet one of the two expenses, food or housing (Figure 34).

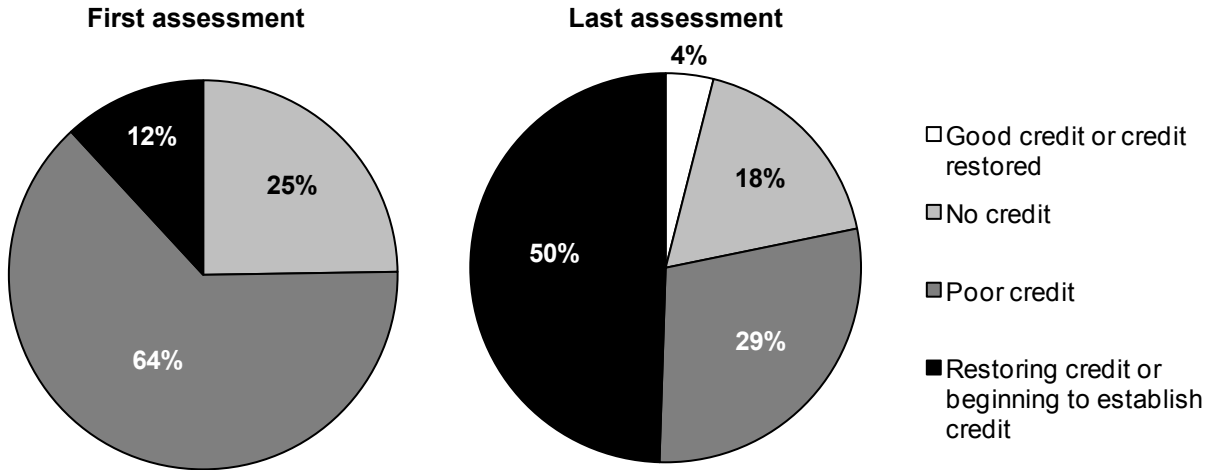
34. Adequacy of income for food and shelter (N=23)



Source: Self-Reliance Progress Form.

Improvements were also seen in the quality of clients' credit in general. The percentage of clients with poor credit decreased from 64 percent at first assessment to 18 percent at last assessment (Figure 35). At initial assessment, only 12 percent of clients were in the process of restoring credit or beginning to establish credit, while at the most recent assessment half of all clients were in this process. Additionally, one client had restored credit at the most recent assessment (Figure 35).

35. Quality of credit (N=28)



Source: Self-Reliance Progress Form.

Housing issues

Most of the clients (82%) lived in rental housing when they first came to EHOP, and the remaining 18 percent were homeless. By the time of their last assessment, most clients had found housing. One client remained homeless, and another was living in either an emergency shelter or was doubled up. Of those living in rental housing at last assessment, just over 61 percent were in subsidized housing and 22 percent were in market-rate housing (Figure 36). A higher percentage were in subsidized housing at the time of their last assessment than at the time of their initial assessment.

36. Housing stability (N=28)

	First assessment		Last assessment	
	N	%	N	%
Homeless	5	18%	1	4%
Emergency shelter, doubled up, or notice of eviction	0	0%	1	4%
Subsidized rental housing	11	39%	17	61%
Market-rate rental housing	12	43%	9	32%

Source: Self-Reliance Progress Form.

Only a small percentage of clients had a Section 8 voucher at either their initial or subsequent assessment. At the last assessment, one client had a Section 8 voucher but needed to move due to inappropriate housing (Figure 37).

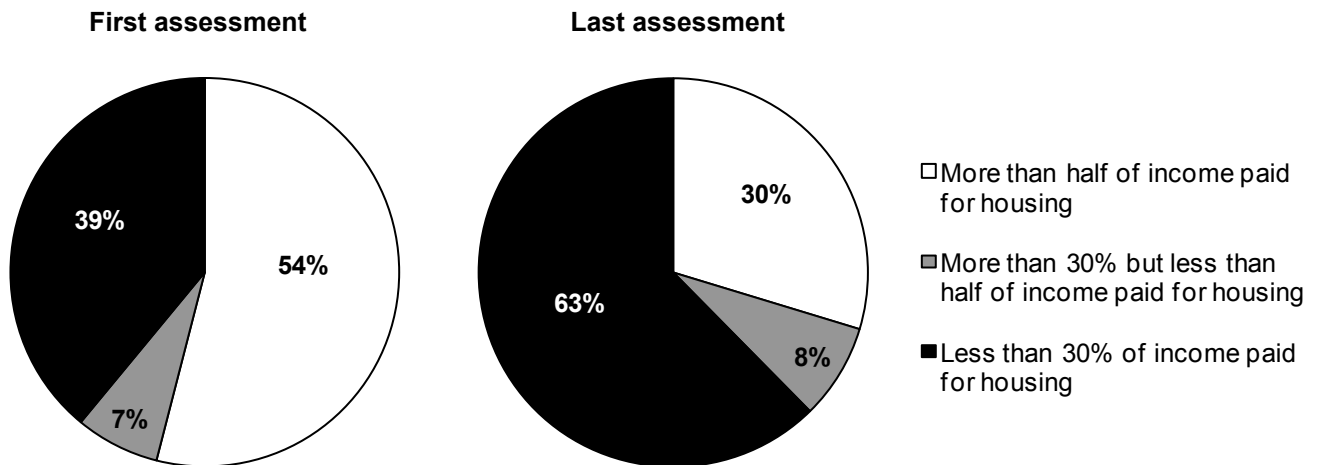
37. Section 8 status (N=28)

	First assessment		Last assessment	
	N	%	N	%
Has Section 8 Voucher but needs to move because of inappropriate housing	0	0%	1	4%
Has Section 8 Voucher and no need to move from the housing	2	7%	0	0%
Does not have a Section 8 Voucher	26	93%	27	96%

Source: Self-Reliance Progress Form.

Between first and last assessment, the percentage of clients spending more than half of their income on housing decreased from 54 percent to 30 percent, and the percentage meeting the guideline of less than 30 percent of income spent on housing increased from 39 percent to 63 percent (Figure 38).

38. Housing affordability (N=44)



Source: Self-Reliance Progress Form.

More clients had tenant/landlord problems at last assessment than at first assessment. In some cases, this could reflect greater advocacy for their family on the part of tenants who have participated in education programs, according to program staff. The percentage of clients whose most recent tenant/landlord relationship failed increased from 32 percent at first assessment to 50 percent at last assessment (Figure 39). Additionally, at the most

recent assessment more clients (21%) were in situations where the program needed to prevent or resolve a tenant/landlord dispute on more than one occasion within a single quarter. The number of clients who did not need the program to prevent or resolve tenant/landlord issues decreased from 36 percent at initial assessment to 29 percent at the most recent assessment (Figure 39).

39. Tenant/landlord relationship (N=28)

	First assessment		Last assessment	
	N	%	N	%
Most recent tenant/landlord relationship failed – tenant evicted or lease not renewed	9	32%	14	50%
Program needed to prevent or resolve tenant/landlord dispute more than once in current quarter	4	14%	6	21%
Program needed to prevent or resolve tenant/landlord dispute only once in current quarter	5	18%	0	0%
Program not needed to prevent or resolve tenant/landlord dispute in current quarter	10	36%	8	29%

Source: *Self-Reliance Progress Form.*

Tenant training was recommended for all but one client at first assessment (Figure 40). More than half of those clients (57%) had begun attending or completed the training classes by the time of their most recent assessment.

40. Tenant training (N=28)

	First assessment		Last assessment	
	N	%	N	%
Tenant training class recommended	27	96%	11	39%
Participant not attending recommended tenant training class	1	4%	1	4%
Participant attended 1-4 tenant training classes to date	0	0%	7	25%
Participant completed tenant training class	0	0%	9	32%

Source: *Self-Reliance Progress Form.*

Physical and mental health issues

Most case management clients had public health insurance at both their first and most recent assessments. At the most recent assessment, all clients had health insurance for some members of their household, but not all had coverage for all members (Figure 41). Additionally, five clients had a mix of public and private insurance for all members of their household. One challenge that clients can face is that they may not make enough money to be able to afford health insurance, but their income may be deemed too high to receive state-funded insurance.

41. Household health care coverage (N=28)

	First assessment		Last assessment	
	N	%	N	%
No insurance for any household members	2	7%	0	0%
Public health insurance benefits for some household members	5	18%	4	14%
Public health insurance benefits for all household members	20	71%	19	68%
Mix of public and private insurance for some household members	0	0%	0	0%
Mix of public and private insurance for all household members	0	0%	5	18%
Private insurance benefits for some household members	1	4%	0	0%
Private insurance for all household members	0	0%	0	0%

Note: Public insurance includes Medicaid (MA), Minnesota Care, Medicare, etc.

Source: Self-Reliance Progress Form.

At the time of their initial self-reliance assessment, half of the clients (50%) were identified by the case manager as either needing a mental health assessment or currently receiving mental health services (Figure 42). At the most recent assessment, nearly two-thirds of clients (63%) needed or were receiving mental health services. An additional two clients were receiving mental health services at the most recent assessment, and a mental health assessment was recommended for an additional client. Results suggest these clients' mental health issues may be difficult or take time to fully resolve even when clients are receiving services.

42. Mental health (N=27-28)

	First assessment		Last assessment	
	N	%	N	%
Mental health assessment recommended	5	18%	6	22%
Mental health assessment completed and appropriate referrals made	4	14%	4	15%
Mental health services being provided	5	18%	7	26%
No mental health services needed	14	50%	10	37%

Source: *Self-Reliance Progress Form.*

At the initial assessment, two clients were receiving services for chemical dependency issues. At the most recent assessment, three clients were recommended for a chemical dependency assessment, and two had completed the assessment. At the most recent assessment, one client was currently receiving chemical dependency support services (Figure 43).

43. Chemical dependency (N=27-28)

	First assessment		Last assessment	
	N	%	N	%
Chemical dependency assessment recommended	0	0%	3	11%
Chemical dependency assessment completed and appropriate referral made	0	0%	2	7%
Chemical dependency support services being provided	2	7%	1	4%
No chemical dependency support services needed	26	93%	21	78%

Source: *Self-Reliance Progress Form.*

Three clients (11%) were identified at their initial assessment as having domestic abuse issues which were not currently being addressed. At the time of their most recent assessment, two clients were still dealing with domestic abuse issues that were not being addressed. Five clients had received referrals for supportive services and one client was receiving domestic abuse services. As it can take time for the case manager to get to know clients well enough to detect these issues or for clients to feel comfortable disclosing abuse, three clients who were identified as not needing domestic abuse services initially had received a referral or were receiving services as of their most recent assessment (Figure 44).

44. Domestic abuse (N=28)

	First assessment		Last assessment	
	N	%	N	%
Domestic abuse issues present in family – not currently addressed	3	11%	2	7%
Referral made for supportive services	1	4%	5	18%
Domestic abuse services being provided	1	4%	1	4%
No domestic abuse services are needed	23	82%	20	71%

Source: Self-Reliance Progress Form.

Child well-being

The case manager assessed several aspects of child well-being. The percentage of families with a child protection case (open or closed) increased from 25 percent at first assessment to 46 percent at last assessment (Figure 45). According to program staff, this increase could in part reflect clients sharing information over time that they were not comfortable sharing initially and families having a child protection case opened based on the amount of time a child is missing school.

45. Child protection (N=28)

	First assessment		Last assessment	
	N	%	N	%
Child protection case open – child(ren) not with parent	0	0%	2	7%
Child protection case open – child(ren) with parent	0	0%	0	0%
Child protection case closed	7	25%	11	39%
Family does not have a child protection case (open or closed)	21	75%	15	54%

Source: Self-Reliance Progress Form.

At first assessment, only 1 out of 15 clients (7%) with eligible children had all eligible children enrolled in preschool, and another had some but not all eligible children enrolled. Overall improvement was seen by the time of the most recent assessment, with 7 of the 15 clients (47%) with eligible children enrolling all eligible children in preschool, and another client (7%) enrolling some of their eligible children in preschool. More than half of the clients with eligible children (53%) did not have any enrolled in preschool as of their most recent assessment (Figure 46).

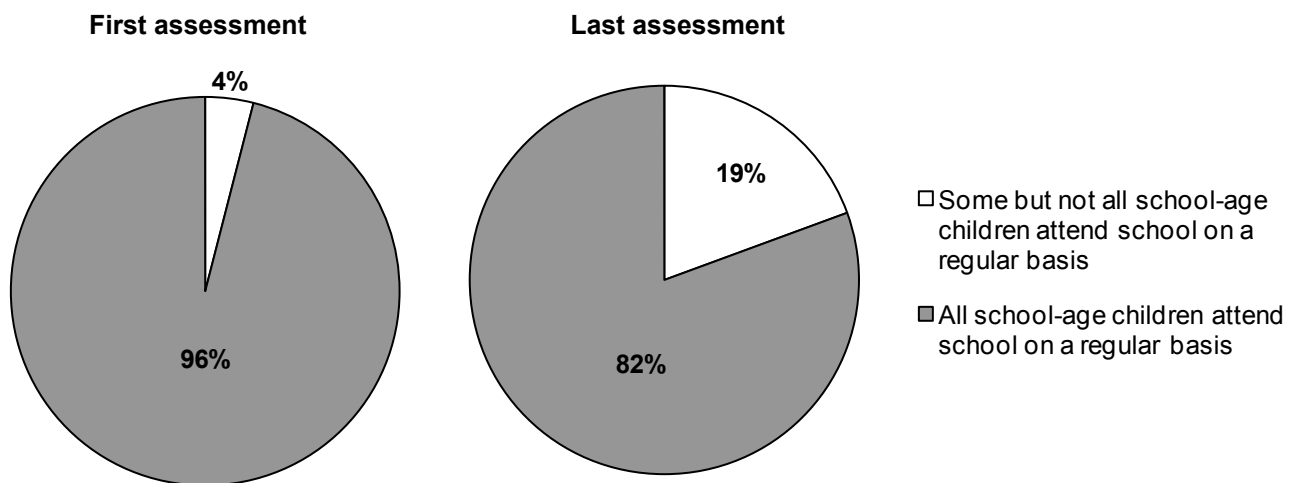
46. Enrollment in preschool programs (N=27)

	First assessment		Last assessment	
	N	%	N	%
None of the eligible children are enrolled in preschool services	13	46%	8	30%
Some but not all of the eligible children are enrolled in preschool services	1	4%	1	4%
All eligible children are enrolled in preschool services	1	4%	7	26%
No children in need of preschool services	13	46%	11	41%

Source: Self-Reliance Progress Form.

Nearly all the families assessed (96%) had all school-age children attending school on a regular basis at first assessment. This percentage declined to 79 percent at last assessment, as the percentage of families with only some children attending regularly increased (Figure 47).

47. School attendance (N=28)



Source: Self-Reliance Progress Form.

Of the clients identified as eligible for child support, only about one-third were receiving even their partial benefit at the time of their first assessment (35%). At the most recent assessment, still only 35 percent of eligible clients were receiving any benefit. One client increased from partial to full benefit and another decreased from partial to no income benefit (Figure 48).

48. Child support income (N=28)

	First assessment		Last assessment	
	N	%	N	%
Eligible for child support, no income benefit	11	39%	12	43%
Eligible for child support, partial benefit	3	11%	1	4%
Eligible for child support, full benefit	3	11%	4	14%
Not applicable	11	39%	11	39%

Source: *Self-Reliance Progress Form.*

The percentage of clients needing child care increased slightly from 57 percent at first assessment to 61 percent at last assessment (Figure 49). It should be noted that in some cases, needing child care could reflect improving self-reliance. For example, clients who were not employed and did not need child care at their initial assessment may have been employed and needed it at their most recent assessment. Of the clients who needed child care, the percentage receiving adequate care increased from 50 percent at first assessment (8 of 16 clients) to 65 percent at last assessment (11 of 17 clients).

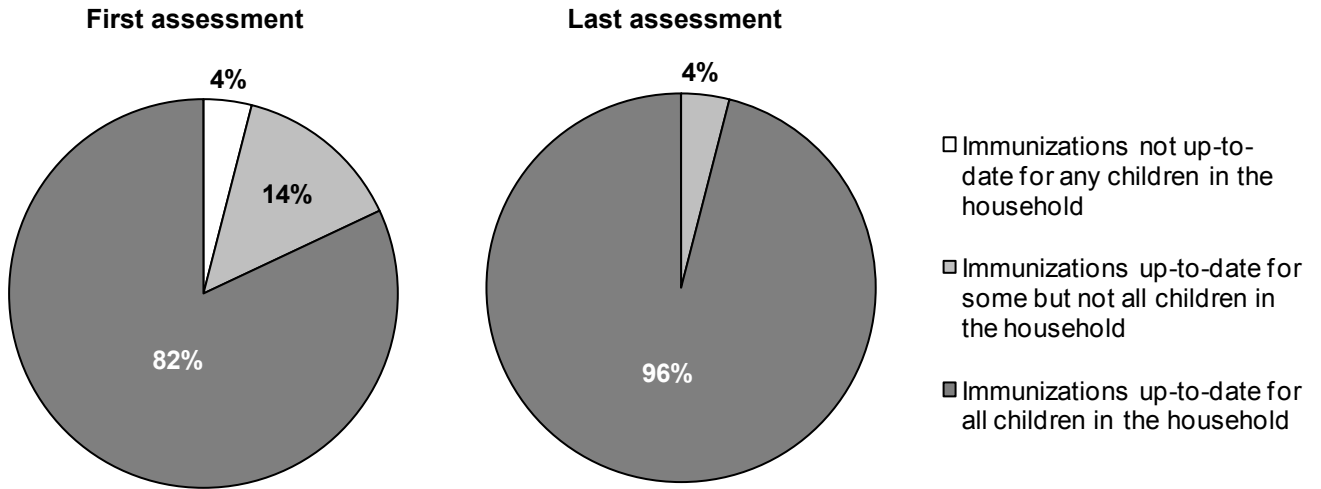
49. Child care (N=28)

	First assessment		Last assessment	
	N	%	N	%
No child care available	6	21%	3	11%
Child care available but inadequate to meet need	2	7%	3	11%
Child care available and adequate with subsidy	6	21%	6	21%
Child care available and adequate without subsidy	2	7%	5	18%
No child care needed	12	43%	11	39%

Source: *Self-Reliance Progress Form.*

The percentage of households in which all children are up-to-date on immunizations increased from 82 percent at first assessment to 96 percent at last assessment (Figure 50).

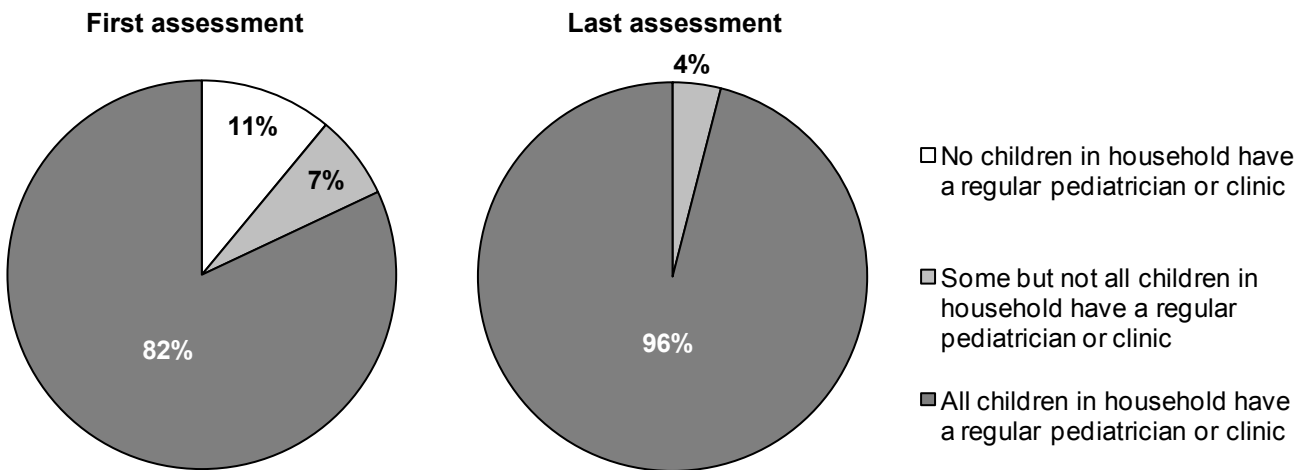
50. Child's immunization (N=28)



Source: Self-Reliance Progress Form.

The percentage of households in which all children have a regular pediatrician or clinic increased from 82 percent at first assessment to 96 percent at last assessment (Figure 51).

51. Child's medical needs (N=28)



Source: Self-Reliance Progress Form.

Other issues

In addition to the other issues they faced, many case management clients also had limited access to both transportation and social support. At the last assessment, more clients had adequate transportation to meet daily needs (46%) (Figure 52).

52. Transportation (N=28)

	First assessment		Last assessment	
	N	%	N	%
Transportation not adequate to meet daily needs	6	21%	6	21%
Transportation adequate to meet some needs but not all daily needs	12	43%	9	32%
Transportation adequate to meet daily needs	10	36%	13	46%

Source: *Self-Reliance Progress Form.*

Nearly one-third (29%) of the clients were identified as having adequate social support at their initial assessment, and nearly half (46%) at their most recent assessment (Figure 53).

53. Social support (N=28)

	First assessment		Last assessment	
	N	%	N	%
Little or no support from family, friends, or community support groups	7	25%	5	18%
Some social support, not usually adequate	13	46%	10	36%
Adequate social support	8	29%	13	46%

Source: *Self-Reliance Progress Form.*

Status at program exit

Upon a client's exit from the program, the self-reliance assessment asks the case manager to complete two additional sections: 1) a community credentials section, and 2) a supportive services section. The community credentials section is completed by the case manager at both first assessment and exit, and the supportive services section is completed at exit only. As of the end of 2008, exit questions had been completed for 11 clients. For nine of those clients, the community credentials section was completed at both first assessment and exit, allowing for an analysis of change. This section provides a brief description of exit results for those nine clients. Between 6 and 37 months had passed between first assessment and exit for those nine clients, with an average of 20 months.

Whereas other portions of the form are completed by the case manager and clients together, in almost all cases these two exit sections were completed by the case manager without the client present. Some clients stop coming to the program before their case has been closed and are no longer reachable to staff. Additionally, clients may indicate responses for the exit sections that do not correspond with the case manager's knowledge of their situation.

For these reasons, the case manager is completing exit sections without the client present. It is important to note that because earlier portions of the form are completed in conjunction with clients, there may be some discrepancies between documentation of clients' needs and progress between earlier and exit portions of the form.

Community credentials

Case manager assessments indicated some improvement in clients' community credentials between first assessment and exit. Between intake and exit, three clients had obtained a Minnesota's drivers license, and two were in the process of obtaining one. Two clients obtained a medical ID card, and one had obtained an alien registration card. Several clients who, at intake, did not have either a library card or bank account obtained these services during the time they were enrolled in the program (Figure 54).

54. Community credentials scale (N=9)

At intake does participant have:	Status at first assessment				Status at exit				
	Yes	No	Don't know	Not needed or obtainable	Yes	No	In process	Don't know	Not needed or obtainable
Social Security Card	8	1	-	-	8	-	-	-	-
Minnesota driver's license	2	7	-	-	5	2	2	-	-
Minnesota identification card	4	5	-	-	2	1	2	-	4
Voter registration	5	5	-	-	4	5	-	-	-
Birth certificate	7	3	-	-	8	-	-	1	-
Medical ID card	6	3	-	-	8	-	1	-	-
Telephone or voicemail access	8	1	-	-	8	-	-	1	-
Library card	3	6	-	-	6	2	-	1	-
Bank account	1	8	-	-	5	1	1	2	-
Alien registration card (green card)	-	2	-	7	1	-	-	-	8

Notes: Results reflect four clients who exited the program in 200, and five clients who exited in 2008. For an additional two clients who exited the program, one in 2006 and one in 2007, the community credentials scale was not completed at exit.

Supportive services

Case manager assessments indicate that clients were in need of a number of services while enrolled in the program. All clients were in need of case management, Life Skills, and housing services, and of those, all received these services through EHOP. Seven clients were also in need of employment assistance, legal assistance, and health care services, many of whom were served by EHOP as well. Most clients were in need of mental health services, and while four of those clients received services through EHOP, each was also referred to other agencies for services. Six of those eight clients went on to receive mental health services from another agency. Fewer clients had needs around domestic abuse services, education, child care, or child protection issues during their time in EHOP. Clients were most likely to receive services through EHOP for issues related to case management, Life Skills, health care services, housing placement, employment services, and transportation, although EHOP also provided referrals to clients for these and other service needs (Figure 55).

55. Supportive services scale (N=9)

Did the participant receive or get a referral to support services for:	Participant needed this service ^a			Participant received EHOP program services			Participant was referred to other agency for services ^b			Participant received services from other agency		
	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know
Case management	9	-	-	9	-	-	5	2	-	1	-	4
Life Skills (not case management)	9	-	-	9	-	-	4	1	-	2	-	2
Alcohol or drug services	3	3	3	1	2	-	2	1	-	-	1	1
Mental health services	8	-	1	4	4	-	8	-	-	6	1	1
Health care services	7	2	-	5	2	-	5	2	-	4	1	-
Domestic abuse services	1	3	5	-	1	1	2	-	-	-	1	1
Education	2	7	-	2	3	-	2	3	-	1	1	-
Housing placement	9	-	-	9	-	-	3	2	-	1	1	1
Employment assistance	7	2	-	7	-	-	6	-	-	5	1	-
Child care ^c	2	7	-	1	1	-	1	-	-	-	-	1
Transportation	6	3	-	6	-	-	2	1	-	-	-	2
Legal	7	2	-	3	4	-	6	-	1	6	-	-
Child protection	2	7	-	1	1	-	2	-	-	2	-	-

^a If “yes,” the case manager was asked to continue to column 2.

^b In some cases where “yes” was marked in column 1, column 3 was not completed or the case manager noted the service was not available to the client; therefore, N does not always total the number “yes” in column 1. If column 3 was marked “yes,” the case manager was asked to continue to column 4.

^c The case manager indicated that child care services were needed by one client, but that other agency services were not available to that client.

Notes: Results reflect four clients who exited the program in 200, and five clients who exited in 2008. For an additional two clients who exited the program, one in 2006 and one in 2007, the older version of the supportive services scale was completed at exit.

Issues for consideration

Most clients included in the analysis of changes from first to last assessment were continuing to receive services from EHOP at the time of this report. Despite overall improvements in a number of areas, clients continued to face challenges to their self-reliance. Results from the self-reliance assessments provide insights into the types of issues clients continued to face and the types of services that may be most beneficial to them. As they plan future program services, staff can take into consideration the following barriers to self-reliance that clients continued to face:

- *Employment.* Although there were overall improvements in clients' employment status, 32 percent remained unemployed at the last assessment. Program staff can continue to explore ways to help clients obtain employment, and sustain employment once they have found a job.
- *Income.* Financial concerns were a serious issue for many clients. While overall improvements were seen in the adequacy of clients' incomes for food and shelter, approximately a quarter were able to meet only one of the two expenses, food or housing, at the last assessment.
- *Landlord/tenant problems.* A larger percentage of clients had tenant/landlord problems at last assessment than at first assessment. At the most recent assessment, the most recent tenant/landlord relationship had failed for half of the clients. While in some cases increasing problems could reflect tenants advocating more for their families after attending education programs, staff may also want to consider additional ways to provide support in this area, and whether there are issues with attendance at or the adequacy of programs clients are referred to for these issues.
- *Social support.* Although there were improvements, more than half of the clients still did not have adequate social support. The ESFC offers a variety of activities aimed at connecting neighborhood families with each other, and these results suggest this is an important service. Staff can continue encouraging EHOP clients to attend these activities and supporting other ways of improving clients' informal support systems.
- *Mental health concerns.* At their most recent assessment, nearly two-thirds of clients were in need of mental health services. This increased from the initial assessments. This suggests these clients' mental health issues may be difficult or take time to fully resolve even when clients are receiving services, and indicate the importance of matching clients with appropriate services and supporting their ability to receive services.

- *School attendance.* Staff may also want to discuss whether additional services could be provided that would reduce barriers to school-age children's regular attendance at school. The percentage of clients with all their school-age children attending on a regular basis declined from the initial to most recent assessment.

Student stability

The primary goal of EHOP is to increase the number of students who stay at Johnson throughout the school year (and year to year). The program is using the stability index used by the Saint Paul Public Schools as the broadest measure of its impact. The stability index is defined as the number of students enrolled at the school 160 days or more during the school year divided by the official enrollment count at the school on October 1. This is essentially a measure of the proportion of students who stay at the school the whole school year. Higher percentages indicate greater stability. The original goal set for Johnson was to increase the stability index score to 88 percent by the 2005-06 school year. At the end of 2004, a new goal was set to increase the student stability index at Johnson to 91 percent by the end of 2008.

Results

Figure 56 shows that the Johnson stability index has fluctuated in individual years, the index has increased compared to 2003-04. While the index fell during the 2006-07 school year, the index for 2007-08 has increased to levels close to those of 2005-06, the highest stability index for the past five years. This percentage, however, remains below the goal of attaining a student stability index of 91 percent by the end of 2008.

56. Johnson Elementary School stability index

Indicator	2003-04	2004-05	2005-06	2006-07	2007-08
Enrollment (October 1 official count)	322	265	299	314	299
Students enrolled 160 days or more	253	221	259	259	256
Stability index ^a	78.6%	83.4%	86.6%	82.5%	85.6%

^a Stability index: Students enrolled 160 or more days divided by enrollment on October 1.

Source: Data provided by Saint Paul Public Schools.

For comparison purposes, Figure 57 shows the stability rates over the past five years for selected Saint Paul elementary schools, as well as the average for all elementary schools district-wide. Selected elementary schools displayed here include other Achievement Plus schools, other East Side neighborhood schools, some other neighborhood schools, and some magnet schools. On average, the stability rate for all elementary schools rose slightly from 90 percent for school years 2003-04 through 2005-06 to 91 percent in 2006-07 and 2007-08. Among the selected schools presented here, most either stayed the same

or improved from 2006-07 to 2007-08, although Dayton's Bluff, Ames, and Propensity Heights elementary schools experienced declines.

57. Student stability during the school year: Saint Paul Public Schools

	School	Stability Index ^a				
		2003-04	2004-05	2005-06	2006-07	2007-08
Achievement Plus	John A. Johnson	79%	83%	87%	82%	86%
	Dayton's Bluff	75%	80%	78%	81%	78%
East Side neighborhood schools	Bruce Vento	79%	78%	80%	83%	81%
	Phalen Lake	88%	85%	85%	85%	88%
	Ames	79%	82%	82%	86%	82%
	Parkway	86%	83%	86%	-	-
	Sheridan	89%	89%	84%	87%	88%
	Hayden Heights	88%	90%	88%	89%	88%
	Eastern Heights	89%	83%	92%	84%	87%
	Prosperity Heights	84%	91%	88%	90%	87%
Some other neighborhood schools	North End	82%	76%	76%	81%	79%
	Como Park	80%	80%	78%	82%	85%
	Chelsea Heights	94%	92%	91%	91%	93%
	Groveland Park	93%	91%	90%	92%	91%
	Mann	98%	96%	97%	97%	96%
	Hancock-Hamline	93%	93%	93%	95%	94%
Some magnet schools	Battle Creek Elementary	94%	94%	92%	94%	94%
	Farnsworth	94%	93%	95%	95%	97%
	Jackson	94%	89%	90%	89%	92%
	Nokomis	93%	94%	97%	97%	96%
	Capitol Hill	97%	97%	97%	97%	98%
All elementary schools		90%	90%	90%	91%	91%

^a Stability index: Students enrolled 160 or more days divided by enrollment on October 1.

Source: Data provided by Saint Paul Public Schools.

Issues for consideration

After decreasing during the 2006-07 school year, the student stability rate increased in 2007-08, nearly reaching the highest level seen in the 2005-06 school year. While it is difficult to establish whether the stability rate for 2007-08 represents an improving trend for John A. Johnson, it is encouraging to see that the rate is increasing. Other schools in the East Side neighborhood experienced both declines and increased stability rates. Information from future school years is needed to determine whether stability rates seen for 2007-08 represent a trend toward improved student stability.

Appendix

Open-ended comments

Self-reliance instrument

A1. Open-ended question: Participants' perceptions of what they found most helpful

What did you find most helpful about the workshop? (N=12)

Helpful overall

All that was presented.

Everything.^a

Everything was very good, informative, worthwhile.^a

I learned about a lot of new things that I had no idea about.

Working on a resume

How to write a resume.

Doing and updating my resume so employer will hire me.

The resumes and how to fill [application] out right.

Information on job searching/filling out applications

How to fill out [an] application. Where to look for a job.

How to look for work, how to fill out a job application, and job search.^a

Information on interviewing

Help me with my interviewing questions.

What to say in interviews

Other comments

Very interesting – with an interpreter better understanding what [instructor] was saying [and] make it easy to feel comfortable.

^a Response was translated from Spanish.

Source: Life Skills Employment Job Readiness Workshop follow-up evaluation, January 31, 2008.

A2. Open-ended question: Participants' perceptions of what could have been improved

Is there anything about the workshop that could have been improved? (N=11)

Nothing

Nothing.

Everything is good.^a

Information appropriate as is.

None.

None.

Other comments

More time.

Me being here for the class about resumes.

Yes.^a

Maybe do in 3 weeks. There was stuff repeated.

Keep it going and help a lot and better understanding around different people.

Everything is good, but we would have liked [an] interpreter in the last session.^a

^a Response was translated from Spanish.

Source: Life Skills Employment Job Readiness Workshop follow-up evaluation, January 31, 2008.

A3. Open-ended question: Participants' suggestions for future workshop topics

What topic suggestions do you have for future Life Skills workshops? (N=7)

No suggestions

Leave everything same.

None.

None.

Suggestions

Housing.

To keep providing this class/session. For there to always be a Spanish interpreter.^a

Try to do more.

Have meetings/groups more often.^a

^a Response was translated from Spanish.

Source: Life Skills Employment Job Readiness Workshop follow-up evaluation, January 31, 2008.

A4. Preparation for future problems

	Yes	No
If you had a housing problem again, would you be better prepared to solve it because of the services or referrals you received from the program? (N=10)	8	2

In what ways would you say you are better prepared to solve your housing problems? (N=10)^a

Landlord/tenant resolution and communication

Better communication with landlord. No longer trying to avoid him.

How to communicate with the landlord.

To have clear and good communication with my landlord. I now know how to 'attack' the problem before it gets too far out of hand.

Able to ask for help from other resources, ok to have landlord fix things.

Helped to talk to landlord, not to be penalized if I brought up issues or requested things.

Money management

I now know how to budget money better.

We know how to save energy in our house.

We now take control of our finances.

How to budget my money/finances

Other

How to educate our children and raise them better.

How to protect our living arrangement so we can avoid problems.

I know what to look for when viewing an apartment, like cleanliness, space, lighting.

Think and plan about location, schools, parks, etc.

^a Some respondents' answers appear in more than one category here.

Source: EHOP Participant Survey, 2008.

A5. Improvements in other areas

	Yes	No
Have things improved for you or your family in other ways, besides housing, because of the help or referrals you received from the program? (N=10)	8	2
In what other ways have things improved? (N=9)^a		
Family involvement and stability		
How to talk to our children more.		
Not moving every 6 months, staying in the same school, same job, consistent schedule.		
We are way more stabilized and organized. The kids and I can schedule to do homework much easier.		
We have more family time together.		
More communication.		
My teenagers learned how to respect and live more comfortably.		
We have less stress now, so we can enjoy life. Our character is much healthier.		
Parent support		
The parenting and nutrition classes have improved our eating habits and helps my son who is overweight watch his weight.		
I was unemployed, depressed. The program helped with that- helped with depression. I feel much better now.		
ELL classes for the adults.		
Keep housing stable, do what I was supposed to do.		
Better conditions for children and family		
My children are free to make noise, fun around without angry adults.		
We are in a much healthier, cleaner environment.		
My kids have more space of their own.		

^a Some respondents' answers appear in more than one category here.

Source: EHOP Participant Survey, 2008.

Self-reliance instrument

Self-Reliance Progress Form

Program Name			
Participant Information			
Last name, First Name, MI		Participant ID#	Intake Date ____/____/____
Racial/Ethnic Background: <input type="checkbox"/> 1. White or Caucasian <input type="checkbox"/> 2. Black or African American <input type="checkbox"/> 3. Asian <input type="checkbox"/> 4. American Indian <input type="checkbox"/> 5. Multi-racial			
Hispanic origin? <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	Gender <input type="checkbox"/> 1. Male <input type="checkbox"/> 2. Female	Number of adults in household (18 +)	Number of children in household (17 or younger)
<p>INSTRUCTIONS: The self-reliance progress form is designed to record a participant's progress up to six times while receiving program services. The time period between ratings should be a minimum of 30 days. The last entry should be at program exit (regardless of the length of time from previous entry). Read each item in the scale to determine the level that best describes this participant's situation. Enter the corresponding number in the box on the right, (in the column marked "score"). Enter the date of the rating in order to provide an accurate measure of the time interval between ratings.</p>			
Employment Status			
1	Employment Status Scale	Score	Date
	1 = Unemployed	1	____/____/____
	2 = Working < 15 hours per week	2	____/____/____
	3 = Working 15 – 19 hours per week	3	____/____/____
	4 = Working 20 – 24 hours a week	4	____/____/____
	5 = Working 25 – 29 hours per week	5	____/____/____
	6 = Working 30 – 34 hours per week	6	____/____/____
	7 = Working 35 – 40 hour per week		
	8 = Working > 40 hours per week		
	9 = Unable to work/retired		
Job Retention and Stability			
2	Job Retention and Stability Scale	Score	Date
	1 = Unemployed	1	____/____/____
	2 = Worked less than one month at current job	2	____/____/____
	3 = Worked one month but less than three months at current job	3	____/____/____
	4 = Worked three months but less than six months at current job	4	____/____/____
	5 = Worked six months or longer at current job	5	____/____/____
	9 = Unable to work or retired	6	____/____/____

Income Source		
3	Income Sources Scale	Score Date
	1 = No income	1 _____ / ____ / ____
	2 = Public cash benefits/no earned income	2 _____ / ____ / ____
	3 = More than 50% public cash benefits/some earned income	3 _____ / ____ / ____
	4 = More than 50% earned income/some public cash benefits	4 _____ / ____ / ____
	5 = Earned income/no public cash benefits	5 _____ / ____ / ____
		6 _____ / ____ / ____
<p>NOTE: Public cash benefits include MFIP, GA & SSI. Earned income includes employment income, SSDI, Veterans benefits, Retirement benefits, Social Security.</p>		
Child Support Income		
4	Child Support Income Scale	Score Date
	1 = Eligible for child support, no income benefit	1 _____ / ____ / ____
	2 = Eligible for child support, partial benefit	2 _____ / ____ / ____
	3 = Eligible for child support, full benefit	3 _____ / ____ / ____
	9 = Not applicable	4 _____ / ____ / ____
		5 _____ / ____ / ____
		6 _____ / ____ / ____
Adequacy of Income for Food and Shelter		
5	Adequacy of Income for Food and Shelter Scale	Score Date
	1 = Unable to meet food AND housing expenses during the last month	1 _____ / ____ / ____
	2 = Able to meet food OR housing expenses during last month	2 _____ / ____ / ____
	3 = Able to meet BOTH food and housing expenses during the last month	3 _____ / ____ / ____
		4 _____ / ____ / ____
		5 _____ / ____ / ____
		6 _____ / ____ / ____
Quality of Credit		
6	Quality of Credit Scale	Score Date
	1 = No credit	1 _____ / ____ / ____
	2 = Poor credit	2 _____ / ____ / ____
	3 = Restoring credit or beginning to establish credit	3 _____ / ____ / ____
	4 = Good credit or credit restored	4 _____ / ____ / ____
		5 _____ / ____ / ____
		6 _____ / ____ / ____

Housing Stability		
7	Housing Stability Scale	Score Date
	1 = Homeless	1 ___ / ___ / ___
	2 = Emergency shelter, doubled up, or notice of eviction or foreclosure	2 ___ / ___ / ___
	3 = Transitional housing (time limited)	3 ___ / ___ / ___
	4 = Subsidized rental housing	4 ___ / ___ / ___
	5 = Market rate rental housing	5 ___ / ___ / ___
	6 = Home ownership	6 ___ / ___ / ___
Section 8 Status		
8	Section 8 Status Scale	Score Date
	1 = Has Section 8 Voucher but can't find housing	1 ___ / ___ / ___
	2 = Has Section 8 Voucher but needs to move because of inappropriate housing for example substandard conditions, not large enough, safety concerns, etc.	2 ___ / ___ / ___
	3 = Has Section 8 Voucher but needs to move because tenant/landlord issues	3 ___ / ___ / ___
	4 = Has Section 8 Voucher and no need to move from the housing	4 ___ / ___ / ___
	9 = Does not have a Section 8 Voucher	5 ___ / ___ / ___
		6 ___ / ___ / ___
Housing Affordability		
9	Housing Affordability Scale	Score Date
	1 = Pays more than 50% of income for housing	1 ___ / ___ / ___
	2 = Pays less than 50% but > 30% of income for housing	2 ___ / ___ / ___
	3 = Pays ≤ 30% of income for housing	3 ___ / ___ / ___
		4 ___ / ___ / ___
		5 ___ / ___ / ___
		6 ___ / ___ / ___
Household Health Care Coverage		
10	Household Health Care Coverage Scale	Score Date
	1 = No insurance for any household members	1 ___ / ___ / ___
	2 = Public health insurance benefits for some household members	2 ___ / ___ / ___
	3 = Public health insurance benefits for all household members	3 ___ / ___ / ___
	4 = Mix of public and private insurance for some household members	4 ___ / ___ / ___
	5 = Mix of public and private insurance all household members	5 ___ / ___ / ___
	6 = Private insurance benefits for some household members	
	7 = Private insurance for all household members	6 ___ / ___ / ___
NOTE: Public insurance includes Medicaid (MA), Minnesota Care, Medicare, etc		

Child Care		
11	Child Care Scale	Score Date
	1 = No child care available	1 ___ / ___ / ___
	2 = Child care available but inadequate to meet need	2 ___ / ___ / ___
	3 = Child care is available & adequate with subsidy	3 ___ / ___ / ___
	4 = Child care is available & adequate without subsidy	4 ___ / ___ / ___
	9 = No child care needed	5 ___ / ___ / ___
		6 ___ / ___ / ___
Education		
12	Education Scale	Score Date
	1 = Formal education not adequate to meet employment needs	1 ___ / ___ / ___
	2 = Formal education adequate for current employment but not for work advancement	2 ___ / ___ / ___
	3 = Formal education adequate for current employment and advancement	3 ___ / ___ / ___
		4 ___ / ___ / ___
		5 ___ / ___ / ___
		6 ___ / ___ / ___
Transportation		
13	Transportation Scale	Score Date
	1 = Transportation not adequate to meet daily needs	1 ___ / ___ / ___
	2 = Transportation adequate to meet some but not all daily needs	2 ___ / ___ / ___
	3 = Transportation adequate to meet daily needs	3 ___ / ___ / ___
		4 ___ / ___ / ___
		5 ___ / ___ / ___
		6 ___ / ___ / ___
Social Support		
14	Social Support Scale	Score Date
	1 = Little or no support from family, friends, or community support groups	1 ___ / ___ / ___
	2 = Some social support, not usually adequate	2 ___ / ___ / ___
	3 = Adequate social support	3 ___ / ___ / ___
		4 ___ / ___ / ___
		5 ___ / ___ / ___
		6 ___ / ___ / ___

Tenant/Landlord Relationship		
15	Tenant/Landlord Relationship Scale	Score Date
	1 = Most recent tenant/landlord relationship failed – tenant evicted or lease not renewed	1 _____ / ____ / ____
	2 = Program needed to prevent or resolve tenant/landlord dispute more than once in current quarter	2 _____ / ____ / ____
	3 = Program needed to prevent or resolve tenant/landlord dispute only once in current quarter	3 _____ / ____ / ____
	4 = Program not needed to prevent or resolve tenant/landlord dispute in current quarter	4 _____ / ____ / ____
		5 _____ / ____ / ____
		6 _____ / ____ / ____
Child Protection Case		
16	Child Protection Scale	Score Date
	1 = Child protection case open-child/children not with parent	1 _____ / ____ / ____
	2 = Child protection case open-child/children with parent	2 _____ / ____ / ____
	3 = Child protection case closed	3 _____ / ____ / ____
	4 = Family does not have a child protection case (open or closed)	4 _____ / ____ / ____
		5 _____ / ____ / ____
		6 _____ / ____ / ____
Child's Immunization Scale		
17	Child's Immunization Scale	Score Date
	1 = Immunizations (age appropriate) are not up-to-date for any of the children in the household	1 _____ / ____ / ____
	2 = Immunizations (age appropriate) are up-to-date for some but not all of the children in the household	2 _____ / ____ / ____
	3 = Immunizations (age appropriate) are up-to-date for all of the children in the household	3 _____ / ____ / ____
		4 _____ / ____ / ____
		5 _____ / ____ / ____
		6 _____ / ____ / ____
Child's Medical Needs		
18	Child's Medical Needs Scale	Score Date
	1 = None of the children in the household have a regular pediatrician or clinic	1 _____ / ____ / ____
	2 = Some but not all of the children in the household have a regular pediatrician or clinic	2 _____ / ____ / ____
	3 = All of the children in the household have a regular pediatrician or clinic	3 _____ / ____ / ____
		4 _____ / ____ / ____
		5 _____ / ____ / ____
		6 _____ / ____ / ____

Enrollment in Pre-school programs		
19	Enrollment in Pre-school Programs Scale	Score Date
	1 = None of the eligible children are enrolled in pre-school services	1 _____ / ____ / ____
	2 = Some but not all of the eligible children are enrolled in pre-school services	2 _____ / ____ / ____
	3 = All eligible children are enrolled in pre-school services	3 _____ / ____ / ____
	9 = No children in need of pre-school services	4 _____ / ____ / ____
		5 _____ / ____ / ____
		6 _____ / ____ / ____
School attendance		
20	School Attendance Scale	Score Date
	1 = None of the school-age children attending school on a regular basis *	1 _____ / ____ / ____
	2 = Some but not all of the school-age children attending school on a regular basis *	2 _____ / ____ / ____
	3 = All of the school age children attending school on a regular basis *	3 _____ / ____ / ____
	9 = No school-aged children	4 _____ / ____ / ____
	<i>“Regular basis” is defined as school attendance on at least 85% of the eligible school days</i>	5 _____ / ____ / ____
		6 _____ / ____ / ____

ASSESSMENT SECTION

Mental Health Assessment		
21	Mental Health Scale	Score Date
	1 = Mental health assessment recommended	1 _____ / ____ / ____
	2 = Mental health assessment completed and appropriate referral made	2 _____ / ____ / ____
	3 = Mental health services being provided	3 _____ / ____ / ____
	9 = No mental health services needed	4 _____ / ____ / ____
		5 _____ / ____ / ____
		6 _____ / ____ / ____
Chemical Dependency Assessment		
22	Chemical Dependency Scale	Score Date
	1 = Chemical dependency assessment recommended	1 _____ / ____ / ____
	2 = Chemical dependency assessment completed and appropriate referral made	2 _____ / ____ / ____
	3 = Chemical dependency support services being provided	3 _____ / ____ / ____
	9 = No chemical dependency support services needed	4 _____ / ____ / ____
		5 _____ / ____ / ____
		6 _____ / ____ / ____

Domestic Abuse		
23	Domestic Abuse Scale	Score Date
	1 = Domestic abuse issues present in family – not currently addressed	1 _____ / ____ / ____
	2 = Referral made for supportive services	2 _____ / ____ / ____
	3 = Domestic abuse services being provided	3 _____ / ____ / ____
	9 = No domestic abuse services are needed	4 _____ / ____ / ____
		5 _____ / ____ / ____
		6 _____ / ____ / ____
Tenant Training		
24	Tenant Training Scale	Score Date
	1 = Tenant training class recommended	1 _____ / ____ / ____
	2 = Participant not attending recommended tenant training class	2 _____ / ____ / ____
	3 = Participant attended 1 – 4 tenant training classes to date	3 _____ / ____ / ____
	4 = Participant completed tenant training class	4 _____ / ____ / ____
		5 _____ / ____ / ____
		6 _____ / ____ / ____

This page is to be completed at program INTAKE and program EXIT ONLY

Community Credentials				
25	Community Credentials Scale			
Does participant have:	Status at intake		Status at exit	
Social Security Card	<input type="checkbox"/> Yes ₁	<input type="checkbox"/> No ₂	<input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> In process ₃ <input type="checkbox"/> Don't know ₈ <input type="checkbox"/> Credential not needed or obtainable ₉
Minnesota driver's license	<input type="checkbox"/> Yes ₁	<input type="checkbox"/> No ₂	<input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> In process ₃ <input type="checkbox"/> Don't know ₈ <input type="checkbox"/> Credential not needed or obtainable ₉
Minnesota identification card	<input type="checkbox"/> Yes ₁	<input type="checkbox"/> No ₂	<input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> In process ₃ <input type="checkbox"/> Don't know ₈ <input type="checkbox"/> Credential not needed or obtainable ₉
Voter registration	<input type="checkbox"/> Yes ₁	<input type="checkbox"/> No ₂	<input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> In process ₃ <input type="checkbox"/> Don't know ₈ <input type="checkbox"/> Credential not needed or obtainable ₉
Birth certificate	<input type="checkbox"/> Yes ₁	<input type="checkbox"/> No ₂	<input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> In process ₃ <input type="checkbox"/> Don't know ₈ <input type="checkbox"/> Credential not needed or obtainable ₉
Medical ID card	<input type="checkbox"/> Yes ₁	<input type="checkbox"/> No ₂	<input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> In process ₃ <input type="checkbox"/> Don't know ₈ <input type="checkbox"/> Credential not needed or obtainable ₉
Telephone or voice mail access	<input type="checkbox"/> Yes ₁	<input type="checkbox"/> No ₂	<input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> In process ₃ <input type="checkbox"/> Don't know ₈ <input type="checkbox"/> Credential not needed or obtainable ₉
Library card	<input type="checkbox"/> Yes ₁	<input type="checkbox"/> No ₂	<input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> In process ₃ <input type="checkbox"/> Don't know ₈ <input type="checkbox"/> Credential not needed or obtainable ₉
Bank account	<input type="checkbox"/> Yes ₁	<input type="checkbox"/> No ₂	<input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> In process ₃ <input type="checkbox"/> Don't know ₈ <input type="checkbox"/> Credential not needed or obtainable ₉
Alien registration card (green card)	<input type="checkbox"/> Yes ₁	<input type="checkbox"/> No ₂	<input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> In process ₃ <input type="checkbox"/> Don't know ₈ <input type="checkbox"/> Credential not needed or obtainable ₉

This page is to be completed ONLY at program exit.

Supportive Services				
26	Supportive Services Scale			
Did the participant receive or get a referral to support services for:	RATING SCALE			
	1 = Participant needed this service (if yes, continue to column 2)	2 = Participant received EHOP program services (continue to column 3)	3 = Participant was referred to other agency for services (if yes, continue to column 4)	4 = Participant received services from other agency
Case management	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈
Life skills (not case management)	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈
Alcohol or drug services	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈
Mental health services	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈
Health care services	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈
Domestic abuse services	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈
Education	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈
Housing placement	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈
Employment assistance	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈
Child care	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈
Transportation	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈
Legal	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈
Child protection	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈
Other (specify)	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈	<input type="checkbox"/> Yes ₁ <input type="checkbox"/> No ₂ <input type="checkbox"/> Don't know ₈