

# **East Side Housing Opportunity Program evaluation report**

*Results for the 2006 calendar year*

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# Summary

## *Key findings*

The East Side Housing Opportunity Program (EHOP) has been serving residents from the Johnson Achievement Plus Elementary School neighborhood since January 2002. Program staff were successful in meeting all of the projected outcomes (i.e., service volume goals) for the 2006 calendar year. Key findings for 2006 include the following:

### **Service volume**

- A total of 51 new Johnson families developed housing plans.
- Program staff helped to place or stabilize housing for 28 Johnson families.
- 40 Johnson families received case management services, and an additional 54 Johnson families received moderate assistance or information and referral services, for a total of 94 Johnson families served.
- The housing specialist maintained working relationships with 70 landlords in the Johnson area.

### **Student stability**

- The student stability index at Johnson increased from 83 percent in 2004-05 to 87 percent in 2005-06.

### **Client satisfaction survey results**

Results from a telephone survey completed with 14 case management clients indicated the following:

- Clients reported satisfaction with the program overall and the services provided by the staff. The highest rated areas included ease of working with program staff and getting housing needs met. Areas for improvement included staff knowledge and speed of services. Overall client satisfaction decreased somewhat from the previous year.
- 64 percent of the respondents reported improvements in their housing situation due in part to the services they received from EHOP.
- 75 percent of the respondents reported that they were better prepared to solve future housing problems because of their involvement in EHOP.

## **Client self-reliance**

Program staff completed self-reliance assessments with 32 case management clients over the past two years. At the time of the first assessment, most of the clients (84%) were in rental housing, four (13%) were homeless, and one (3%) was a homeowner. Most of the clients (69%) were paying more than half their income for housing. This percentage might have been even higher, but some of the clients were receiving rental subsidies.

Data for 16 clients who had more than one assessment were analyzed to report changes in self-reliance over time. On average, 13 months passed between the first and last assessments. The results indicated notable improvements (i.e., 19-38 percentage point improvement) in the following areas:

- Clients with formal education adequate for current employment or advancement
- Clients restoring their credit or beginning to establish credit
- Clients able to meet both their food and housing expenses
- Clients meeting the guideline of 30 percent or less of income spent on housing
- Households in which all school-age children were attending school on a regular basis
- Households in which all children have a regular pediatrician or clinic
- Clients attending tenant training classes

Results indicated little change (0-16 percentage point improvement or decline) in the following areas: employment, job retention and stability; income source; household health care coverage; clients needing and receiving mental health services; clients needing and receiving chemical dependency support services; families receiving child support; adequacy of social support; homeownership; children with up-to-date immunizations; preschool enrollment of eligible children; clients with domestic abuse issues; adequacy of child care; and adequacy of transportation. Program staff indicated that it was difficult to make changes in some of these areas due to federal laws that make it difficult to increase income (e.g., SSI, SSDI, MFIP, child support laws). In addition, they noted that many families may not be ready to address issues such as mental health, chemical dependency, and social support.

Results also indicated some areas in which problems had increased. It may have taken time for program staff to get to know their clients in order to detect some of these issues. In some cases, increased problems may reflect increased progress. Increased problems included the following:



- Clients having tenant/landlord relationship problems
- Families with a child protection case (open or closed)

### ***Implications for future programming***

The following comments may help to inform and improve future programming efforts:

- Far more Johnson families are being served by EHOP than was projected during the 2005-2007 period. Program staff may want to consider the reasons for this and what implications it has for program planning.
- In light of the finding that 69 percent of case management clients spent more than half their income on housing at first assessment, the program should continue its efforts to increase the number of affordable housing units available in the Johnson neighborhood through all possible means.
- Student stability increased from 83 percent in 2004-05 to 87 percent in 2005-06, yet student stability at Johnson Elementary is still lower than at many elementary schools in the district. It would be useful to gain greater understanding of why children stay and leave Johnson. Such understanding could help target services to families in ways that will make the most difference for mobility/stability.
- Results from the client satisfaction survey were generally positive. However, program staff may want to consider whether improvements could be made in areas where satisfaction was lower, including staff knowledge and speed of services.
- Results from the self-reliance assessments indicate that several issues had improved for case management clients after they had participated in EHOP for an average of 13 months, including housing affordability. On the other hand, results also indicate that several issues remained problematic for clients. At the time of the last assessment, large percentages of clients were not receiving child support, not attending tenant training classes, and/or not enrolling eligible children in preschool. Large percentages of clients had inadequate child care, transportation, and/or social support. Half of the clients were unemployed at last assessment. None of the clients had become a homeowner between first and last assessment, although homeownership was not a program goal in 2006. In addition, the percentages of clients with tenant/landlord problems and child protection cases increased between first and last assessment. In some cases, it may have taken time for problems to become apparent to program staff. In addition, program staff expressed that there are limits to how much EHOP can help clients overcome barriers and that some clients may not have been ready to address some of their issues. Nevertheless, program staff may want to consider if more could be done to assist clients in these areas.

# Introduction

## *Program information*

The East Side Housing Opportunity Program (EHOP) is a joint venture between the Amherst H. Wilder Foundation and East Side Neighborhood Development Company (ESNDC) 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. The program is based upon the theory that family and neighborhood stability would be improved by addressing the quality and affordability of neighborhood housing and strengthening family functioning (ESNDC website).

The primary goal of the program is to increase the number of students that stay at John A. Johnson Achievement Plus Elementary School (Johnson) throughout the school year (and year to year) by providing assistance to families in finding, keeping, and maintaining decent, safe, and affordable rental and owner-occupied housing. Program staff work to accomplish the following:

- Accelerate and support neighborhood revitalization efforts.
- Improve the housing conditions in the neighborhood and create quality, affordable rental and owner-occupied housing.
- Reduce family and student mobility for families in the Johnson attendance area.
- Support Johnson in promoting academic achievement by reducing student mobility and family instability.

## *Service goals*

### **Initial 2002 – 2006 goals**

In order to determine the progress of the program, service goals were initially set over a five-year period (from 2002 through 2006), including:

- Develop family housing plans for 260 families.
- Provide assistance to 170 families who live in rental housing.
- Contact landlords of families with family housing plans and work with them to resolve rental issues.
- Develop or rehab 75 housing units in the Johnson area.
- Of the families that live in rental units, 50 percent will attend home ownership seminars and counseling. Of those, 12 percent will purchase their own homes.
- Of the families who own their homes, 60 percent will participate in Home Rehab loan programs and make improvements to their homes.
- Over the five years, at least 15 families participating in the program or Johnson staff members will purchase a new or rehabbed vacant home in the neighborhood.

### **Revised goals for 2005-2007**

Several of the goals were revised to incorporate the impact of local and statewide economic issues and policy changes. Specific goals set for EHOP over the 2005-2007 time period include the following:

- Increase the student stability index at Johnson to 91 percent by 2007.
- Stabilize housing for 51 Johnson families over three years (2005-2007).
- Build or rehab 35 units of affordable housing (32 rental units and 3 owner-occupied units) for families with children at Johnson elementary.
- Develop housing plans for 75 new families and have an additional 90 families actively working on accomplishing their housing plan goals.
- Motivate 90 families to participate in Home Ownership Training and/or Life Skills Training programs.
- Maintain working relationships with 35 landlords in the Johnson area.

## **Goals for 2006**

Specific goals set for the 2006 calendar year include the following:

- Place or stabilize housing for 12 Johnson families.
- Conduct intensive case management with 10 Johnson families.
- Provide moderate assistance and information and referral services to 15 Johnson families.
- Develop housing plans for 25 new Johnson families. In addition, have 30 Johnson families actively working on accomplishing their housing plan goals.
- Motivate 30 families to participate in Home Ownership Training and/or Life Skills Training programs.
- Maintain working relationships with 35 landlords in the Johnson area.

## ***Research methods***

ESNDC contracted with Wilder Research to evaluate the impact and effectiveness of the East Side Housing Opportunity Program. The evaluation assessed the achievement of key service goals by program staff. The stability of students enrolled at Johnson was also documented. Client satisfaction and the impact of the program on families were measured through telephone interviews with participating families. During the past three years, program staff completed self-reliance assessments for clients who were receiving case management services. Changes in self-reliance over time were measured for clients with assessment data at more than one time point.

# Activities

## *Development of 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 in the Johnson neighborhood complete this form as the first step towards receiving services from the program.

## *Assistance with rental housing*

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 a formal intake and designates the client for either moderate or case management assistance, depending on the client's needs. 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.

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. Finally, with the Opportunity Housing Investment Fund (OHIF), program staff work with developers and landlords to create new rental housing units and rehab older units in need of repair.

## *Assistance with home ownership*

EHOP staff originally planned to provide clients with referrals to home ownership classes, either in-house or outside classes. However, program staff found that almost none of the participating families were in a position to explore home ownership, and this goal was changed at the end of 2004, stipulating that clients should attend home ownership and/or other Life Skills Training programs.

## ***Opportunity Housing Investment Fund***

ESNDC, The Saint Paul Foundation, and the Wilder Foundation have worked in partnership to create a revolving investment fund. A total of \$720,000 has been donated or pledged through December 31, 2006. The Board of OHIF has temporarily suspended its fundraising plans as it considers a number of different options for how to meet its original goals. When it determines the best way to engage its funds to assist the children to be successful at John A. Johnson, it will look at the possibility of raising more money.

Through 2006, the fund was used to enable program staff to act more quickly and cost-effectively to accomplish the objective of developing stable housing options for the Johnson neighborhood. The fund manager coordinated the purchasing and rehabilitation of existing properties and worked with contractors to create new housing units in the Johnson neighborhood. The fund manager also worked with landlords in the area and offered the incentive of a low-interest loan for property improvements in exchange for placing program clients with problem rental histories.

## ***Housing Trust Fund***

EHOP was awarded a \$157,757 grant from the Minnesota Housing Finance Agency to provide rental subsidies for up to seven families in the Johnson area. This Housing Trust Fund functions similarly to the Section 8 program, ensuring that participating families will not have to pay more than 30 percent of their income on housing expenses. Families are eligible for this subsidy if they have at least one child attending Johnson, have been homeless four or more times in the past three years, and have an income of less than 60 percent of the Area Median Income (AMI). All seven of the subsidies were in place at the time of the report.

# Results

## *Service goal accomplishment*

Five-year goals were initially set in 2001 for the 2002-06 time period. They included goals for family housing plans, service to families who rent, work with landlords, and owner-occupied housing. Several of the goals were revised to incorporate the impact of local and statewide economic issues and policy changes. At the end of 2004, a new set of goals were set for the 2005-07 time period and are included in the tables below.

### **Family Housing Plans**

Families in the Johnson neighborhood have the opportunity to complete a Family Housing Plan form as the first step towards receiving services from EHOP. The number of Johnson families that developed housing plans exceeded the three-year goal of 75 by the end of the first year; 90 Johnson families developed housing plans in 2005, and 51 Johnson families developed housing plans in 2006. In addition, 124 Johnson families actively worked on accomplishing their housing plans in 2006, exceeding the three-year goal of 90 Johnson families. The percentage of families who developed housing plans who had students attending Johnson was 100 percent in 2005 and 2006, due to a change in program policy requiring that all families served have at least one student attending Johnson. There have been fewer homeowners participating in the program than was originally projected. None of the families who developed Family Housing Plans in 2005 owned their own homes, and only 14 percent of the case management clients served in 2006 (5 of 35) were homeowners.

#### **1. Goal accomplishment for Family Housing Plans**

<b>Three-year goals (2005-07)</b>	<b>2005 results</b>	<b>2006 results</b>
75 new Johnson families developed housing plans (25 in 2006)	90 new Johnson families developed housing plans	51 new Johnson families developed housing plans
90 active Johnson families (30 in 2006)	Data not available	124 active Johnson families
All families will have students attending Johnson	100% have students attending Johnson	100% have students attending Johnson
No projected rates of rent vs. home-ownership	No families own their own homes. All families rent or are homeless.	Of 35 case management families, <sup>a</sup> 5 owned their own homes and 30 rented

<sup>a</sup> A total of 40 families received case management services in 2006, and 35 of the 40 families answered the question about homeownership.

## 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 and 175 Johnson families in 2006, exceeding the three-year goal of 165 Johnson families. In addition, staff provided assistance to 646 neighborhood families in 2006, exceeding the three-year goal of 345. Results for 2006 indicate that more families were in need of services than was originally projected. In 2006, 54 Johnson families received moderate assistance or information and referral services, exceeding the three-year goals of 45 families. In addition, 40 Johnson families received case management in 2006, exceeding the three-year goal of 30 families. The most common service activities in 2006 were housing, employment, tenant rights, transportation, child and school issues, and parenting. A total of 46 Johnson families were assisted with stabilizing existing housing or securing new housing in 2005 and 2006, indicating that the program is on track for meeting the three-year goal of 51 Johnson families.

### 2. Goal accomplishment for services to tenants

Three-year goals (2005-07)	2005 results	2006 results
Provide assistance <sup>a</sup> to 165 Johnson families (55 in 2006)	69 Johnson families assisted	175 Johnson families assisted
Provide moderate assistance or information and referral to 45 Johnson families (15 in 2006)	33 Johnson families received brief assistance <sup>b</sup>	54 Johnson families received moderate assistance or information and referral
Provide case management to 30 Johnson families (10 in 2006)	36 Johnson families received case management	40 Johnson families received case management
Place or stabilize housing for 51 Johnson families (12 in 2006)	18 Johnson families placed or stabilized	28 Johnson families placed or stabilized

<sup>a</sup> The number of families assisted equals the number of new and active housing plans combined.

<sup>b</sup> Service categorization has changed from year to year. In 2005, the category "brief assistance" was used, referring to clients who received only brief assistance and/or worked only with the housing specialist.



## 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. As noted below, the number of staff contacts and direct connections with landlords already exceeds the three-year projected outcomes. The housing specialist maintained active working relationships with 47 area landlords in 2005 and 70 area landlords in 2006.

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### 3. Goal accomplishment for work with landlords

Three-year goals (2005-07)	2005 results	2006 results
Maintain a working relationship with 35 landlords	Maintained active relationships with 47 landlords	Maintained active relationships with 70 landlords

## Housing rehab and development

Through the Opportunity Housing Investment Fund, ESNDC works to increase the availability of rental housing in the Johnson neighborhood. The OHIF program manager works to develop positive relationships with landlords and assists them with securing loans to improve their properties. The manager also works with local contractors to develop new properties and increase the number of housing units available in the Johnson neighborhood.

The revised program goal beginning in 2005 was to develop or rehab a total of 35 more units over three years (through 2007). These units, once completed, would be available at a rate that is affordable to program participants. It was expected that 32 of the units would be available for rent and three would be owner-occupied. However, this goal was dropped in 2006 due to 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.

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### 4. Goal accomplishment for housing rehab or development

Three-year goals (2005-07)	2005 results	2006 results
Build or rehab 35 units of affordable housing (32 rental/ 3 owner-occupied)	Predevelopment work in progress	Goal dropped

## ***Life skills and home owner education program***

In addition to working with families who rent, program staff also worked to help families to own and maintain their homes. The original five-year outcomes projected that 85 families who participate in the program and live in rental housing will attend home ownership seminars and 10 families will go on to purchase their own home. However, home ownership has not been a viable option for most of the families served due to financial limitations, and the proportion of families served that own homes has been much lower than was originally predicted. New goals for the 2005-07 time period focus on encouraging families to attend home ownership Training or other Life Skill Training programs. No goal was set for home ownership for the three-year time period. In 2006, 87 families attended a homeownership or life skills training program.

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### **5. Goal accomplishment for owner-occupied housing**

<b>Three-year goals (2005-07)</b>	<b>2005 results</b>	<b>2006 results</b>
90 families will be referred to home ownership training and/or Life Skill Training programs (30 in 2006)	Data not available	87 families attended a homeownership or life skills training program

The Life Skills Education Program partners with the case manager and the housing specialist present educational trainings that provide clients with tools to stabilize their housing. Topics offered in 2006 included Stress Management, Money Strategy, Spring Cleaning, Nutrition, Home Maintenance/Improvement, RentWise Tenant Training, Credit Repair, Homebuyer Education, Weatherize Your Home, and Holiday Budgeting (Figure 6).

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**6. Life Skills Education Program attendance**

<b>Workshops offered</b>	<b>Date</b>	<b>Number registered</b>	<b>Attendance</b>
Stress Management	Jan 4, 2006	15	7 families
Money Strategy (2 sessions)	Feb 1-2, 2006	20	Average of 9 per session
Spring Cleaning	Mar 2, 2006	19	12 families
Nutrition (3 sessions)	Apr 13-27, 2006	18	Average of 8 per session
Home Maintenance/Improvement	Apr 24, 2006	14	8 families
RentWise Tenant Training (3 sessions)	May 8-10, 2006	13	Average of 5 per session
Credit Repair	May 25, 2006	16	11 families
Homebuyer Education (2 sessions)	Jun 6-8, 2006	19	Average of 7 per session
Weatherize Your Home	Oct 26, 2006	-	17 families
Holiday Budgeting	Nov 15, 2006	-	17 families

At the end of each workshop, participants were asked to complete a short questionnaire. The participants were asked to indicate how they found out about the workshop. The most commonly reported sources of recruitment included the Eastside Family Center, EHOP staff members, John A. Johnson Elementary School, the previous workshop, and flyers/pamphlets.

The participants were also asked to report on their satisfaction with each workshop. Overall, the participants were very satisfied with the workshops. Only a few respondents identified areas for improvement. The most frequent suggestion was “more time,” including “starting earlier,” “more days,” and “longer time to answer questions.” Suggestions for future workshops included parenting, time management, clutter controls, transportation, home safety, credit repair, budgeting/managing bills, house cleaning, yard work, relationships, home repair, and home buying.

## ***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 project 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 over 160 days 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 2007.

Figure 7 indicates that the stability index dropped from 82.4 percent in 2002-03 to 78.6 percent in 2003-04, improved to 83.4 percent in 2004-05, and improved again to 86.6 percent in 2005-06, the highest rate during the four years. For comparison purposes, Figure 8 shows the stability rates over the past five years for selected Saint Paul elementary schools. These include other Achievement Plus schools, other East Side neighborhood schools, some other neighborhood schools, and some magnet schools. Changes in stability rates vary across the schools during the five-year period. On the average for all elementary schools, the stability rate rose from 88 to 90 percent from 2001-02 to 2002-03 and has remained at 90 percent during the past three school years (see the bottom row of Figure 8).

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### **7. Johnson Elementary School stability index**

<b>Indicator</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>
Enrollment (October 1 official count)	319	322	265	299
Students enrolled over 160 days	263	253	221	259
Stability index <sup>a</sup>	82.4%	78.6%	83.4%	86.6%

<sup>a</sup> *Stability index: Students enrolled over 160 days divided by enrollment on October 1.*

**Source:** *Saint Paul Public Schools.*

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

		Stability Index*				
	School	2001-02	2002-03	2003-04	2004-05	2005-06
<b>Achievement Plus</b>	John A. Johnson	81%	82%	79%	83%	87%
	Dayton's Bluff	81%	82%	75%	80%	78%
	Monroe	86%	89%	86%	85%	88%
<b>East Side neighborhood schools</b>	Bruce Vento	72%	83%	79%	78%	80%
	Phalen Lake	85%	88%	88%	85%	85%
	Farnsworth	96%	95%	94%	93%	95%
	Ames	83%	81%	79%	82%	82%
	Parkway	79%	86%	86%	83%	86%
	Sheridan	87%	88%	89%	89%	84%
	Hayden Heights	89%	93%	88%	90%	88%
	Eastern Heights	84%	88%	89%	83%	92%
	Prosperity Heights	85%	85%	84%	91%	88%
<b>Some other neighborhood schools</b>	North End	81%	82%	82%	76%	76%
	Como Park	84%	80%	80%	80%	78%
	Chelsea Heights	92%	90%	94%	92%	91%
	Groveland Park	90%	91%	93%	91%	90%
	Mann	89%	94%	98%	96%	97%
	Hancock-Hamline	87%	92%	93%	93%	93%
<b>Some Magnet Schools</b>	Battle Creek Elementary	87%	93%	94%	94%	92%
	Jackson	94%	90%	94%	89%	90%
	Nokomis	92%	96%	93%	94%	97%
	Capitol Hill	97%	95%	97%	97%	97%
<b>All elementary schools</b>		88%	90%	90%	90%	90%

**Source:** Saint Paul Public School records.

**Note:** \* Stability index: students enrolled at the school over 160 days during the school year divided by the official enrollment count at the school on October 1.

## *Client satisfaction and program impact*

Families receiving case management services from EHOP were asked to complete a telephone interview regarding their experiences with the program. All those included received program services between August 15, 2005, and August 15, 2006, although some also received services before or after this period. Respondents were asked several questions about their program participation, their satisfaction with services, and the impact of the services. Of the 20 families who were eligible, a total of 14 completed the interview, for a response rate of 70 percent.

Survey results suggest that program participants were satisfied with the services they received and they indicated a variety of ways the program helped them with their housing concerns. The majority of participants reported their housing situation had improved due to their involvement with the program. In addition, the results suggest that the program helped prepare participants to better deal with future housing concerns.

### **Respondent demographics**

Respondent demographics are presented in Figure 9. Of the 14 respondents, all identified themselves as female. In regard to racial/ethnic background, six respondents (43%) reported being Black or African American, followed by four respondents (29%) who identified as white, three respondents (21%) who identified as Latino, and one respondent (7%) who identified as American Indian. The majority identified as never married (6 respondents or 43%), followed by separated (4 respondents or 29%), married (2 respondents or 14%), living with someone (1 respondent or 7%), and widowed (1 respondent or 7%). The average age of the respondents was 37 years old.

Respondents reported an education level of some college (7 respondents or 50%), less than high school graduate (5 respondents or 36%), or high school graduate or GED (2 respondents or 14%). All the respondents reported an annual household income of less than \$20,000, and the majority (9 respondents or 64%) reported an income of less than \$10,000. Sources of income included public assistance (e.g., SSI, MFIP, SSDI) and child support, as well as employment. Respondents reported an average of four people being supported by that income. When asked about their current employment status, responses included currently working (5 respondents or 36%), unemployed and looking for work (5 respondents or 36%), at home full-time (5 respondents or 36%), going to school (2 respondents or 14%), and disabled (2 respondents or 14%).<sup>1</sup>

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<sup>1</sup> Percentages do not total 100 percent due to the fact that respondents were asked about each issue separately and could choose more than one.

## 9. Respondent demographics (N=14)

Characteristics		Number	Percent
<b>Age</b>	25-29	1	7%
	30-34	3	21%
	35-39	5	36%
	40-44	4	29%
	45 and above	1	7%
	Average		37
<b>Gender</b>	Female	14	100%
	Male	0	0%
<b>Race/ethnicity</b>	American Indian or Native American	1	7%
	Asian or Pacific Islander	0	0%
	Black, African American, or African	6	43%
	Hispanic, Latino, or Chicano	3	21%
	White or Caucasian	4	29%
<b>Education</b>	Less than high school graduate	5	36%
	High school graduate or GED	2	14%
	Some college	7	50%
<b>Marital status</b>	Never been married	6	43%
	Living with someone (marriage-like)	1	7%
	Married	2	14%
	Separated	4	29%
	Divorced	0	0%
	Widowed	1	7%
<b>Employment status<sup>a</sup></b>	Working	5	36%
	Unemployed and looking for work	5	36%
	At home full-time	5	36%
	Going to school	2	14%
	Disabled	2	14%
	Something else <sup>b</sup>	1	7%
	On layoff from a job	0	0%
	Retired	0	0%
<b>Total household income<sup>c</sup></b>	Less than \$10,000	9	64%
	\$10,000 to \$20,000	5	36%
<b>Homeowner status</b>	Rent home	14	100%
	Own home	0	0%

<sup>a</sup> Participants could respond yes to more than one category.

<sup>b</sup> One participant indicated having a learning disability.

<sup>c</sup> The number of people supported by the household income ranged from 2-8 with a mean of 4.29.

## Household situation

Information on household costs and members is presented in Figure 10. All of the respondents reported living in a rental situation, and they reported paying an average rent of \$527 per month (\$710 median). This average is low because some families were receiving rental subsidies. Most of the respondents indicated that heat was not included in their rental costs. The average monthly heating cost was \$173 (\$150 median).

Most of the respondents reported only one adult in the home (79%), and the average number of children per household was three. At the time of the survey, 71 percent of the respondents reported having at least one child who attends Johnson Elementary. When asked about how many times they had moved in the past two years, responses ranged from one to nine times, with an average of about three times.

---

### 10. Household costs and members (N=7-14)

	Range	Mean	Median
Monthly rent	\$22 - \$1100	\$527	\$710
Monthly heat	\$50 - \$300	\$173	\$150
Number of adults living in the household <sup>a</sup>	1 - 2	1.21	1
Number of children living in the household	1 - 7	3.07	3
Number of children attending John A. Johnson Elementary	0 - 4	1.29	1
Number of times moved into different housing in past 2 years	1 - 9	2.79	2

**Source:** EHOP Participant Survey, Dec 2006.

<sup>a</sup> 11 out of 14 (or 79%) were the only adult living in their household.

Over half (57%) of the respondents reported having moved since they sought help from the program. Reasons for moving included poor housing quality, needing more room, eviction, landlord/tenant problems, and complaints from other tenants (Figure 11).



---

## 11. Mobility

	Yes	No
<b>Have you moved into different housing since you sought help from the program? (N=14)</b>	57%	43%
<b>Why did you move? (N=8)</b>		
<b>Quality of housing</b>		
Because the building was getting condemned.		
The housing was terrible.		
I need a better place for my children.		
<b>Needed more room</b>		
I need a bigger place.		
The owner sold the building and the new owner didn't think the place was big enough for me and my seven kids.		
<b>Other problems</b>		
I got evicted.		
Landlord issues.		
We have a lot of complaints from other tenants.		

### Program participation

Respondents were asked about the initial concerns or issues that brought them to the housing program (Figure 12). The most common responses were rent that was too high (79%), credit issues (79%), homelessness (71%), landlord-tenant problems (64%), eviction (64%), and poor quality housing (57%).<sup>2</sup>

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<sup>2</sup> Percentages do not total 100 percent due to the fact that respondents were asked about each issue separately and could choose more than one.

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## 12. Clients' reasons for seeking help from EHOP (N=14)

<b>Reason for seeking help</b>	<b>N</b>	<b>%</b>
Rent that was too high	11	79%
Credit issues	11	79%
Homelessness	10	71%
Landlord-tenant problems	9	64%
Eviction	9	64%
Poor quality housing	8	57%
Housing code violations	4	29%
Home improvement loan	3	21%
Housing foreclosure	2	14%
Domestic conflict	1	7%
Other <sup>a</sup>	1	7%

**Source:** EHOP Participant Survey, Dec 2006.

<sup>a</sup> One participant indicated receiving help with application fees.

Respondents were also asked about the types of housing-related services they received (Figure 13). The most common responses were help with locating different housing (86%), paying rent application fees (64%), landlord-tenant mediation (50%), and paying for the first month's rent or security deposit (50%).<sup>3</sup>

---

## 13. Housing-related services provided to clients (N=14)

<b>Did you get help with:</b>	<b>N</b>	<b>%</b>
Locating different housing	12	86%
Paying rent application fees	9	64%
Landlord-tenant mediation	7	50%
Paying for first month's rent or security deposit	7	50%
Moving possessions to a different location	2	14%
Paying utilities (telephone, heat, or electric bills)	1	7%
Paying home-buyer workshop fees	1	7%

**Source:** EHOP Participant Survey, Dec 2006.

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<sup>3</sup> Percentages do not total 100 percent due to the fact that respondents were asked about each issue separately and could choose more than one.

Respondents were also asked about other services they received from the program (Figure 14). The most common responses were help with food (57%), transportation (57%), and clothing (50%). Respondents were asked about each service separately and the majority indicated receiving more than one additional service from the program.

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**14. Other program services (non-housing related) (N=14)**

<b>Did you get help with:</b>	<b>N</b>	<b>%</b>
Food	8	57%
Transportation	8	57%
Clothing	7	50%
Education or schooling	6	43%
Employment	5	36%
Child care	4	29%
Legal assistance	3	21%
Domestic abuse problems	2	14%
Medical care	1	7%
Other <sup>a</sup>	1	7%

**Source:** *EHOP Participant Survey, Dec 2006.*

<sup>a</sup> *One participant indicated receiving parenting advice.*

The housing program provided clients with a variety of classes including topics such as tenant training, financial management, and healthy eating. When survey respondents were asked about classes offered by the program, some reported attendance at them. Of the 14 respondents, 11 reported taking one or more of the classes. A complete list of classes offered and the percentage that attended each one are listed in Figure 15.

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**15. Attendance at EHOP classes (N=14)**

<b>Did you attend any of the following classes:</b>	<b>N</b>	<b>%</b>
Rentwise tenant training	7	50%
Weatherize your home class	8	57%
First time homebuyer class	0	0%
Credit repair class	3	21%
Holiday budgeting class	5	36%
Budgeting class	6	43%
Employment class	3	21%
Stress reduction class	3	21%
Eating nutritiously class	2	14%
Other class	2	14%

**Source:** EHOP Participant Survey, Dec 2006.

**Client satisfaction**

Respondents were asked several questions about their satisfaction with the housing program (Figure 16). The majority of respondents rated each area highly, giving ratings of "good" or "outstanding." However, the percentage giving ratings of "fair" or "poor" was also notable, ranging from 21 to 43 percent. Although the majority (58%) responded with "good" or "outstanding" to a question about staff knowledge, it was the lowest rated of the five questions, with 43 percent rating it as "fair." The second lowest rated area was speed of services, with 36 percent rating it as "fair" or "poor." Most of the participants responded favorably to questions regarding how well their needs were currently being met (77% favorable) and their overall satisfaction with the services they received (71% favorable). Yet attention is warranted to the 23 and 28 percent, respectively, who rated these areas as "poor" or "fair." In fact, overall satisfaction in 2005-06 (71% favorable) was notably lower than in the previous year (92% favorable).

---

**16. Client ratings of services (N=13-14)**

<b>How would you rate:</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Outstanding</b>
How quickly you were able to get help?	7%	29%	50%	14%
The ease of working with program staff?	0%	21%	57%	21%
The knowledge and skills of program staff?	0%	43%	29%	29%
How well your housing needs are getting met now?	15%	8%	31%	46%
Your overall satisfaction with the services provided?	7%	21%	21%	50%

**Source:** EHOP Participant Survey, Dec 2006.

When asked which services were of most help, the most frequent responses were resolving landlord problems, assistance with housing-related finances, housing in general, and meeting other needs (Figure 17).

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**17. 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?**

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**Resolving landlord problems**

---

The helping/mediation with the landlord.

---

They helped me get out from my previous landlord.

---

Solve the eviction problem I had with my landlord.

---

**Housing-related finances**

---

Application fee.

---

Affordable rent.

---

Rent help.

---

**Housing**

---

Housing program – HIS.

---

I live at a better place.

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Housing. We've been unstable for so long and now we've been in one place for a whole year. Now it's great.

---

**Meeting other needs**

---

Gave a lot of clothes to my children.

---

Food.

---

Transportation.

---

**Other comments**

---

They are taking their time to help when they don't really have to.

---

Can't answer.

---

Respondents were also asked how the program could improve its services. Six of the 14 respondents provided suggestions for improvement. Some of the suggestions included faster delivery of services, spending more time on larger families, providing financial assistance, and assisting with transportation issues (Figure 18).

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## 18. Open-ended question: Clients' suggestions for improvement

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### In what ways could EHOP have improved its services to you?

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#### Suggestions

---

More their speed of helping us faster.

---

They told me I was eligible for a program and then I wasn't. I sat there for an interview.

---

Don't know. Spend more time on the big families than on the little families.

---

By giving me some assistance and helping with rent so me and my daughter wouldn't be out in the street.

---

If they would have helped with my deposit for my current housing.

---

More transportation help for me.

---

#### Other

---

I don't know.

---

Nothing. (n=3)

---

None. They did a great job. Can't think of anything off hand.

---

Their services are just fine.

---

They already did a good job so far.

---

They have been very, very helpful, so nothing needs improving.

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## Program impact

Respondents were asked if their housing situation is better now, compared to when they first sought help from the program. Of the 14 respondents, 12 (or 86%) indicated their housing situation had improved. Of those 12, nine (or 82%) indicated that the services or referrals they received from EHOP helped them to improve their housing situation. Interpreted together, these results indicate that 64 percent of the respondents reported improvements in their housing situation due in part to the services they received from EHOP. According to program staff, not all clients needed housing improvements.

When asked about the specific improvements to their current housing, all respondents reported their current home was more secure. Nearly all respondents reported their current housing was in better condition (92%) and was more convenient to public transportation (92%). Most also reported having a better landlord (73%) and that their housing was more affordable (75%). Sixty-seven percent reported having more bedrooms (Figure 19).

## 19. Ways in which the client's housing situation was improved (N=11-12)

	Yes	No
Is your current home more secure?	100%	0%
Is it in better condition or were some repairs made?	92%	8%
Do you have more bedrooms?	67%	33%
Do you have a better landlord?	73%	27%
Is your housing more convenient to public transportation?	92%	8%
Is it more affordable?	75%	25%
Are there other ways your housing situation is better?	75% <sup>a</sup>	25%

**Source:** EHOP Participant Survey, Dec 2006.

<sup>a</sup> There are washers and dryers (2); great location, better area, convenient to the store (3); apartment is bigger and more decent and I have locks on my doors (1); house right now is very clean and nice (1); no complaint (1).

Most of the respondents reported that, because of their involvement in the program, they were better prepared to solve future housing problems. When asked in an open-ended question to describe how they were better prepared, responses included having the skills and knowledge to resolve landlord/tenant problems, knowing how to manage time and money, and having more knowledge and control in general (Figure 20).

## 20. 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=12)	75%	25%
<b>In what ways would you say you are better prepared to solve your housing problems? (N=9)</b>		
<b>Landlord/tenant resolution</b>		
Knowledge. If it's landlord issues, I know what steps to take. I know to put things in writing and go to legal aid.		
Started to talk to the landlord when there is a problem.		
The training we did such as laws for tenant and renter.		
<b>Time and money management</b>		
I know when I get behind and keep things more up-to-date.		
I know how to manage my money better.		
<b>General</b>		
I know a few more referrals and gain some more knowledge.		
I have better control on everything than what I had before because of their services.		
I would be better because now I am more comfortable and have more knowledge how to deal with it.		
<b>Other</b>		
Don't know.		

When asked an open-ended question about other ways (besides housing) that their situation has improved, 86 percent indicated there was an improvement because of the help or referrals they received from the program. The most common responses included proximity to their child’s school, increased involvement and improved relationships with their children, skills learned, and improved living conditions (Figure 21).

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**21. 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=14)	86%	14%
<b>In what other ways have things improved? (N=12)</b>		
<b>Proximity to school</b>		
It’s convenient, closer to the school.		
Easier for kids to get to school.		
My kids are closer to the school so I have more involvement with their work.		
<b>Involvement and relationship with kids</b>		
I feel with the classes that it has brought me and my kids together. I feel more responsible.		
I am more involved in school and daily activities.		
<b>Skills learned</b>		
How to use public transportation.		
Taught me how to handle things in different ways.		
<b>Better conditions</b>		
Stability.		
The environment in the building is better.		
I found a better house.		
<b>Other</b>		
Don’t know. (n=2)		



## ***Client self-reliance***

Program staff were asked to complete a self-reliance assessment for their current case management clients. This scale was created by staff at Wilder Research and helps to assess several key components of self-reliance in clients.<sup>4</sup> The assessment was designed to be completed at program entry, with follow-up assessments every six months.

Over the past two years program staff have completed assessments with 32 case management clients. Of the clients assessed, half have only one completed assessment. Some of these clients were no longer being served by EHOP. The other half have been assessed two to four times. Assessments were not completed at consistent intervals of six months, as had been planned. The first assessment was completed at intake for only 19 percent of the clients. This is partly due to all current clients being assessed, regardless of length of service, when the self-reliance assessment was initiated. Another reason why some clients were not assessed at intake is that the assessment is completed with clients who end up needing longer term assistance, and this is not always known at the time of the referral. For the 81 percent of clients who were not assessed at intake, the first assessment took place anywhere from 1-49 months after intake. On average, the number of months that passed between assessments was seven. However, this was also inconsistent, ranging from 3-15 months.

Data for the 16 clients with more than one assessment were analyzed to report changes in client self-reliance over time. Results are reported for the clients' first assessment and last assessment. On average, the first assessment took place seven months after intake (range 0-49 months), and the last assessment took place 18 months after intake (range 3-55 months). On average, 13 months passed between the first and last assessments (range 3-25).

### **Demographics**

Of the 32 clients who were assessed, most were identified as female (88%). In regard to racial/ethnic background, half (50%) were Black or African American, 22 percent were White, and 16 percent were Hispanic. The remaining 12 percent were of other races, including two clients who were American Indian, one client who was Asian, and one client who was multi-racial. Half (50%) of the households had just one adult, 44 percent had two adults, and 6 percent had three adults. The number of children ranged from one to

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<sup>4</sup> Program staff indicated that some parts of the assessment may not apply to all of their clients. For example, while their most intensive clients met the low income requirements to receive state funded health care and a child care subsidy, many other clients did not. Those other clients face a difficult predicament of not making enough money to be able to afford health care or child care, but yet their income is deemed too high to receive state-funded services.

six, with an average of three children per household. Of the 32 clients, most (84%) were in rental housing, four (13%) were homeless, and one (3%) was a homeowner at the time of the first assessment. Most of the clients (69%) were paying more than half of their income for housing. This percentage might have been even higher, but some of the clients were receiving rental subsidies.

### **Community credentials**

Program staff asked participants about a variety of community credentials including ID cards, phone access, voter registration, etc. Most clients had a social security card (88%), but less than a quarter had a Minnesota Driver's License (22%). Most clients had telephone or voice mail access (84%). Only a small percentage of the clients assessed had an open bank account (16%) or library card (6%). Complete findings can be found in Figure 22.

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#### **22. Community credentials at intake (N=32)**

<b>At intake does participant have:</b>	<b>Yes</b>	<b>No</b>	<b>Don't know</b>	<b>Credential not needed or obtainable</b>
Social Security Card	88%	6%	3%	3%
Minnesota driver's license	22%	75%	0%	3%
Minnesota identification card	63%	34%	0%	3%
Voter registration	28%	31%	38%	3%
Birth certificate	69%	16%	16%	0%
Medical ID card	75%	22%	0%	3%
Telephone or voice mail access	84%	16%	0%	0%
Library card	6%	44%	50%	0%
Bank account	16%	84%	0%	0%
Alien registration card (green card)	3%	6%	0%	91%

### **Employment, education, and financial issues**

When the clients were first assessed, half were working, while the other half were unemployed, unable to work, or retired. This distribution was similar at the time of the last assessment (Figure 23). Of the eight clients who were not working at first assessment, three had found jobs and were working at last assessment. On the other hand, three of the eight clients who were initially employed had lost their jobs and were unemployed at last assessment.

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**23. Employment status (N=16)**

<b>Employment status</b>	<b>First assessment</b>		<b>Last assessment</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Unemployed	7	44%	8	50%
Employed part-time (less than 35 hrs/wk)	5	31%	6	38%
Employed full-time (35+ hrs/wk)	3	19%	2	13%
Unable to work/retired	1	6%	0	0%

The percentage of clients who had worked for six months or longer at their current job decreased from 44 percent at first assessment to 31 percent at last assessment. This decrease reflects the three clients who lost their jobs and one client who stayed at the same job from first to last assessment. The percentage of clients who had worked for less than three months increased from 0 to 19 percent, reflecting the three clients who began working between first and last assessment (Figure 24).

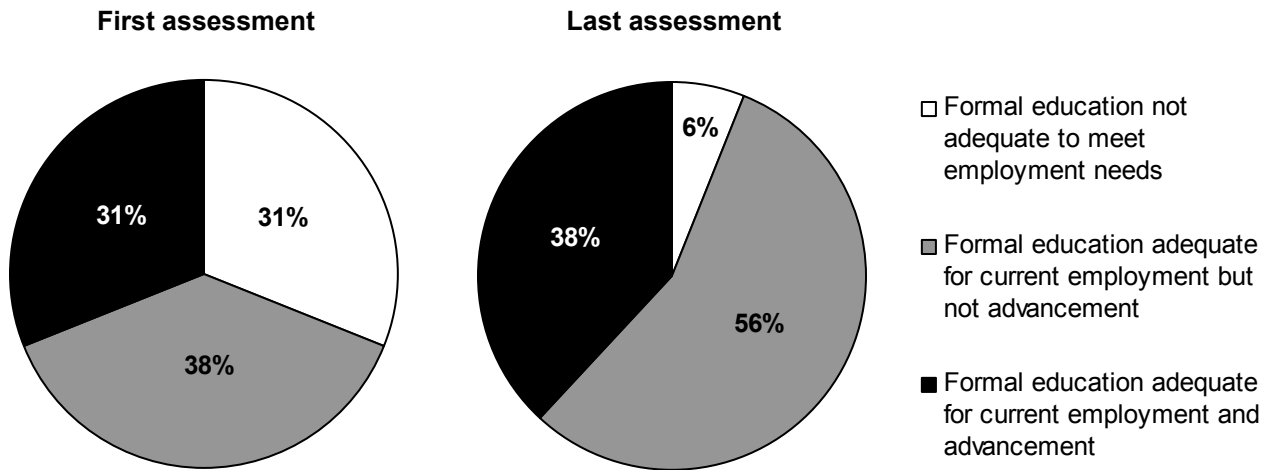
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**24. Job retention and stability (N=16)**

	<b>First assessment</b>		<b>Last assessment</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Unemployed	7	44%	8	50%
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%	3	19%
Worked three months but less than six months at current job	1	6%	0	0%
Worked six months or longer at current job	7	44%	5	31%
Unable to work or retired	1	6%	0	0%

At the time of the first assessment, nearly one-third of the clients assessed did not have enough formal education to meet their employment needs (31%). By the time of the last assessment, this percentage had decreased to just 6 percent (Figure 25). Between first and last assessment, the adequacy of education improved for six clients (38%), stayed the same for eight clients (50%), and diminished for two clients (13%).

**25. Education (N=16)**



According to program staff, over half of the clients assessed received all or part of their income from public cash benefits (56%), 38 percent earned all their income without public cash benefits, and 6 percent had no income. Although some clients' income sources changed from first to last assessment, the overall distribution was the same at both assessments (Figure 26).

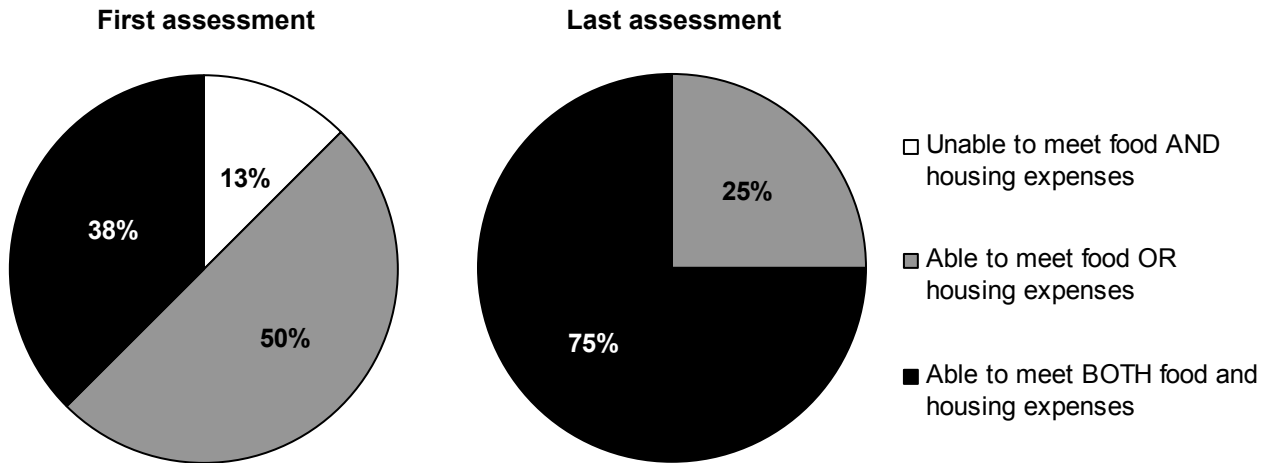
**26. Income source (N=16)**

	First assessment		Last assessment	
	N	%	N	%
No income	1	6%	1	6%
Public cash benefits/no earned income	6	38%	6	38%
More than 50% public cash benefits/some earned income	2	13%	2	13%
More than 50% earned income/some public cash benefits	1	6%	1	6%
Earned income/no public cash benefits	6	38%	6	38%

**Note:** Public cash benefits include MFIP, GA, and SSI. Earned income includes employment income, SSDI, veterans benefits, retirement benefits, and Social Security.

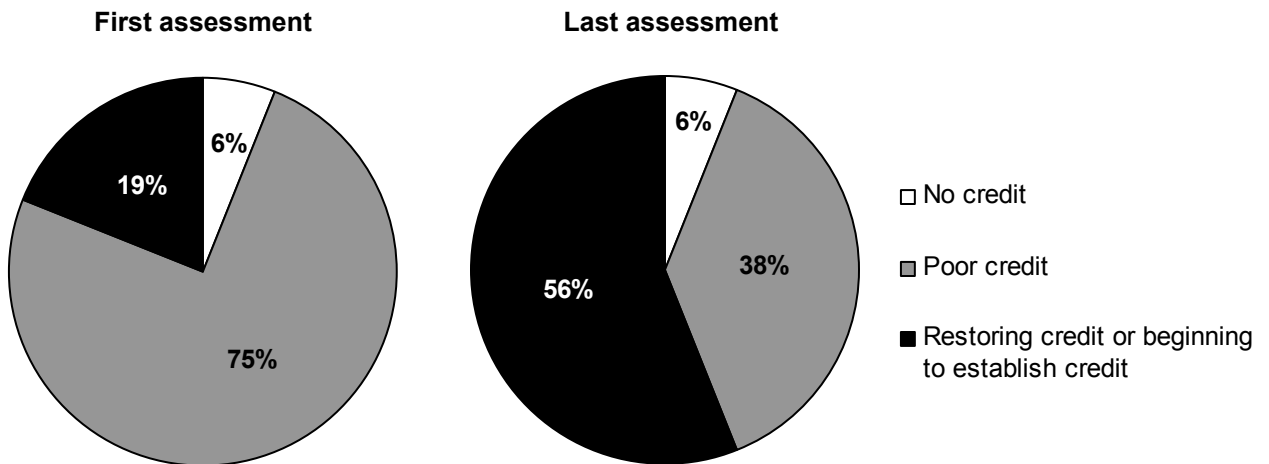
Financial concerns were a serious issue for many clients. At the time of the first assessment, only 38 percent of the clients were able to meet both their food and housing expenses. By the last assessment, this percentage increased to 75 percent, and the other 25 percent were able to meet one of the two expenses, food or housing (Figure 27). Between first and last assessment, the ability to meet expenses improved for nine clients (56%), stayed the same for six clients (38%), and diminished for one client (6%).

**27. Adequacy of income for food and shelter (N=16)**



The percentage of clients with poor credit decreased from 75 percent at first assessment to 38 percent at last assessment (Figure 28). Between first and last assessment, the quality of credit improved for seven clients (44%), stayed the same for eight clients (50%), and diminished for one client (6%).

**28. Quality of credit (N=16)**



## Housing issues

At first assessment, nearly all of the clients lived in rental housing (88%), and the remaining two families were homeless. By the time of the last assessment, the two families who were initially homeless had found housing. All clients were living in rental housing at last assessment, with 69 percent in subsidized housing and 31 percent in market rate housing (Figure 29).

---

### 29. Housing stability (N=16)

	First assessment		Last assessment	
	N	%	N	%
Homeless	2	13%	0	0%
Subsidized rental housing	6	38%	11	69%
Market rate rental housing	8	50%	5	31%

Only a small percentage of clients had a Section 8 voucher at both first assessment (13%) and last assessment (6%) (Figure 30).

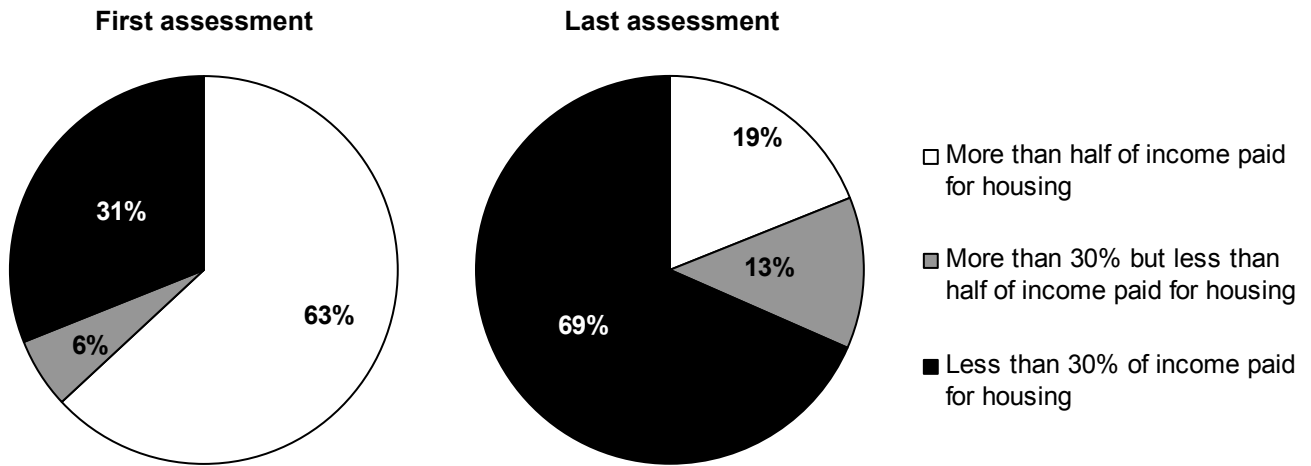
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### 30. Section 8 status (N=16)

	First assessment		Last assessment	
	N	%	N	%
Has Section 8 Voucher but needs to move because of inappropriate housing	0	0%	1	6%
Has Section 8 Voucher and no need to move from the housing	2	13%	0	0%
Does not have a Section 8 Voucher	14	88%	15	94%

Between first assessment and last assessment, the percentage of clients spending more than half of their income on housing decreased from 63 percent to 19 percent, and the percentage meeting the guideline of 30 percent or less of income spent on housing increased from 31 percent to 69 percent (Figure 31).

### 31. Housing affordability (N=16)



A larger percentage of clients had tenant/landlord problems at last assessment than at first assessment (Figure 32). The percentage of clients whose most recent tenant/landlord relationship failed increased from 19 percent at first assessment to 50 percent at last assessment. Two of the three clients who had their most recent tenant/landlord relationship fail at first assessment continued to have failed relationships at last assessment, while the other client repeatedly needed program services to resolve disputes with their landlord. Three of the seven clients who needed program services to resolve tenant/landlord disputes at first assessment ended up having their most recent relationship fail at last assessment. Of the six clients who did not need program services for tenant/landlord resolution at first assessment, three clients continued to not need services, while the other three ended up having their most recent relationship fail at last assessment.

### 32. Tenant/landlord relationship (N=16)

	First assessment		Last assessment	
	N	%	N	%
Most recent tenant/landlord relationship failed – tenant evicted or lease not renewed	3	19%	8	50%
Program needed to prevent or resolve tenant/landlord dispute more than once in current quarter	4	25%	5	31%
Program needed to prevent or resolve tenant/landlord dispute only once in current quarter	3	19%	0	0%
Program not needed to prevent or resolve tenant/landlord dispute in current quarter	6	38%	3	19%

Tenant training was recommended for all of the clients at first assessment. By last assessment, two clients (13%) had completed tenant training classes, and three clients (19%) had attended 1-4 classes. On the other hand, 11 clients (69%) had not yet begun attending the training classes by last assessment (Figure 33).

### 33. Tenant training (N=16)

	First assessment		Last assessment	
	N	%	N	%
Tenant training class recommended	15	94%	10	63%
Participant not attending recommended tenant training class	1	6%	1	6%
Participant attended 1-4 tenant training classes to date	0	0%	3	19%
Participant completed tenant training class	0	0%	2	13%

### Physical and mental health issues

Most of the case management clients were receiving public health care at both first assessment and last assessment (Figure 34).

### 34. Household health care coverage (N=16)

	First assessment		Last assessment	
	N	%	N	%
No insurance for any household members	1	6%	0	0%
Public health insurance benefits for some household members	1	6%	2	13%
Public health insurance benefits for all household members	13	81%	12	75%
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%	2	13%
Private insurance benefits for some household members	1	6%	0	0%
Private insurance for all household members	0	0%	0	0%

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



Forty-four percent of the clients assessed were identified by program staff as needing mental health services at first assessment. This percentage increased slightly to 50 percent at last assessment. Although some clients' mental health status changed from first to last assessment, the overall distribution was similar at both assessments (Figure 35).

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**35. Mental health (N=16)**

	First assessment		Last assessment	
	N	%	N	%
Mental health assessment recommended	2	13%	2	13%
Mental health assessment completed and appropriate referrals made	1	6%	1	6%
Mental health services being provided	4	25%	5	31%
No mental health services needed	9	56%	8	50%

Two clients were receiving chemical dependency support services at first assessment, and they continued to receive the services at last assessment (Figure 36).

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**36. Chemical dependency (N=16)**

	First assessment		Last assessment	
	N	%	N	%
Chemical dependency assessment recommended	0	0%	0	0%
Chemical dependency assessment completed and appropriate referral made	0	0%	0	0%
Chemical dependency support services being provided	2	13%	2	13%
No chemical dependency support services needed	14	88%	14	88%

More clients were identified by program staff as needing domestic abuse services at last assessment than at first assessment. It may have taken time for program staff to get to know their clients better in order to detect these issues. At first assessment, only one client was identified as having domestic abuse issues present. By last assessment, this client was identified as no longer needing services. On the other hand, three clients who initially did not need services were identified as needing services at last assessment. Two of these clients received referrals for supportive services, and the other client was currently receiving services at last assessment (Figure 37).

---

**37. Domestic abuse (N=16)**

	First assessment		Last assessment	
	N	%	N	%
Domestic abuse issues present in family – not currently addressed	1	6%	0	0%
Referral made for supportive services	0	0%	2	13%
Domestic abuse services being provided	0	0%	1	6%
No domestic abuse services are needed	15	94%	13	81%

**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 56 percent at last assessment (Figure 38).

---

**38. Child protection (N=16)**

	First assessment		Last assessment	
	N	%	N	%
Child protection case open – child(ren) not with parent	0	0%	0	0%
Child protection case open – child(ren) with parent	0	0%	1	6%
Child protection case closed	4	25%	8	50%
Family does not have a child protection case (open or closed)	12	75%	7	44%

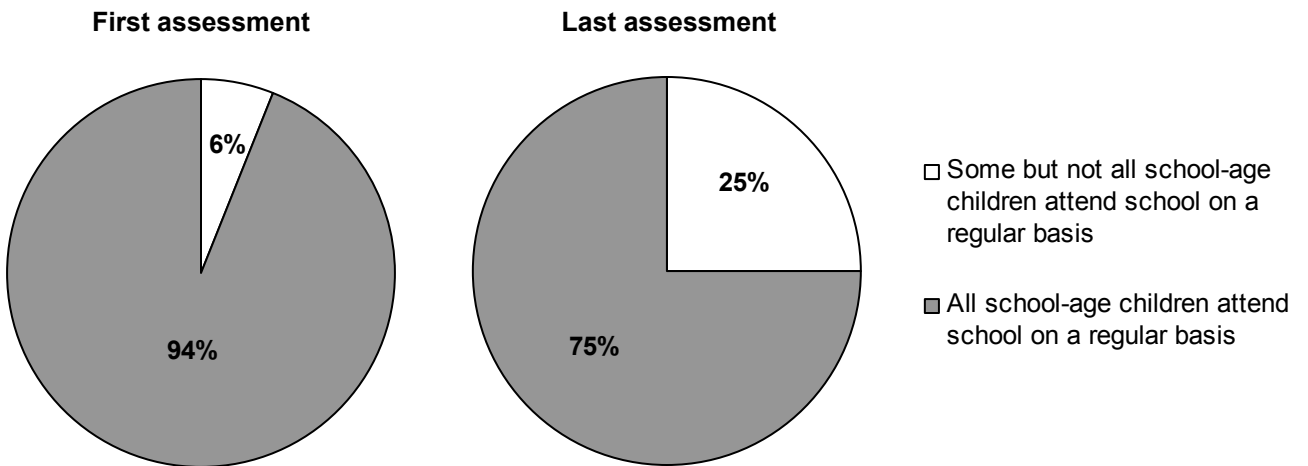
At first assessment, only one out of six (17%) clients with eligible children had their children enrolled in pre-school. More parents were enrolling their children in pre-school at last assessment (3 of 9, or 33%). However, the majority (6 of 9, or 67%) still had none of their eligible children enrolled (Figure 39).

**39. Enrollment in pre-school programs (N=16)**

	First assessment		Last assessment	
	N	%	N	%
None of the eligible children are enrolled in pre-school services	5	31%	6	38%
Some but not all of the eligible children are enrolled in pre-school services	0	0%	1	6%
All eligible children are enrolled in pre-school services	1	6%	2	13%
No children in need of pre-school services	10	63%	7	44%

Nearly all the families assessed (94%) had all school-age children attending school on a regular basis at first assessment. This percentage declined to 75 percent at last assessment, as the percentage of families with only some children attending regularly increased (Figure 40).

**40. School attendance (N=16)**



Of the clients identified as eligible for child support, only a small percentage were receiving it both at first assessment (22%) and last assessment (20%) (Figure 41).

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**41. Child support income (N=16)**

	First assessment		Last assessment	
	N	%	N	%
Eligible for child support, no income benefit	7	44%	8	50%
Eligible for child support, partial benefit	1	6%	1	6%
Eligible for child support, full benefit	1	6%	1	6%
Not applicable	7	44%	6	38%

The percentage of clients needing child care increased from 50 percent at first assessment to 69 percent at last assessment. Of the clients who needed child care, the percentage receiving adequate care decreased from 88 percent at first assessment (7 of 8 clients) to 73 percent at last assessment (8 of 11 clients) (Figure 42).

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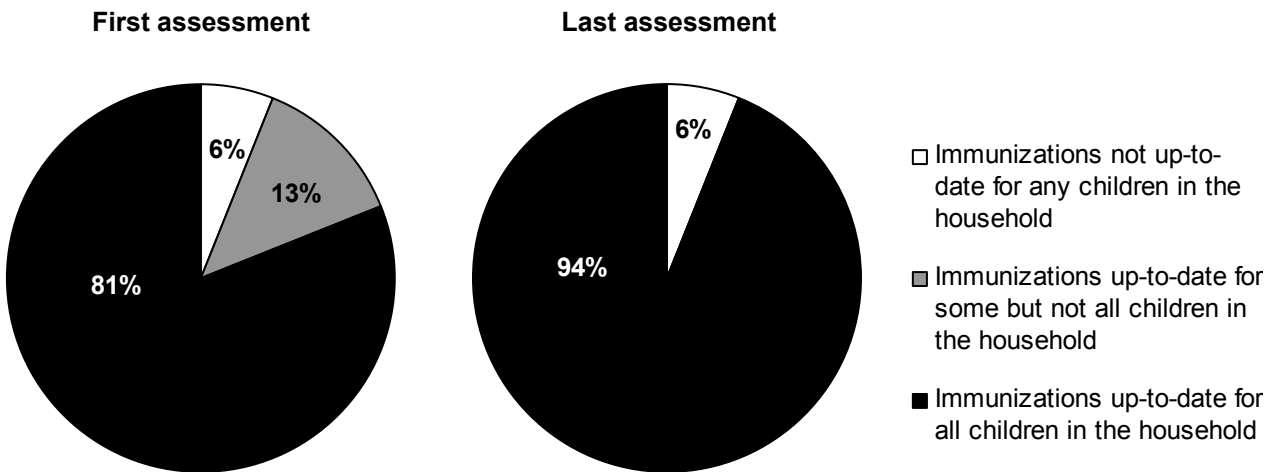
**42. Child care (N=16)**

	First assessment		Last assessment	
	N	%	N	%
No child care available	0	0%	1	6%
Child care available but inadequate to meet need	1	6%	2	13%
Child care available and adequate with subsidy	6	38%	4	25%
Child care available and adequate without subsidy	1	6%	4	25%
No child care needed	8	50%	5	31%

The percentage of households in which all children are up-to-date on immunizations increased from 81 percent at first assessment to 94 percent at last assessment (Figure 43).

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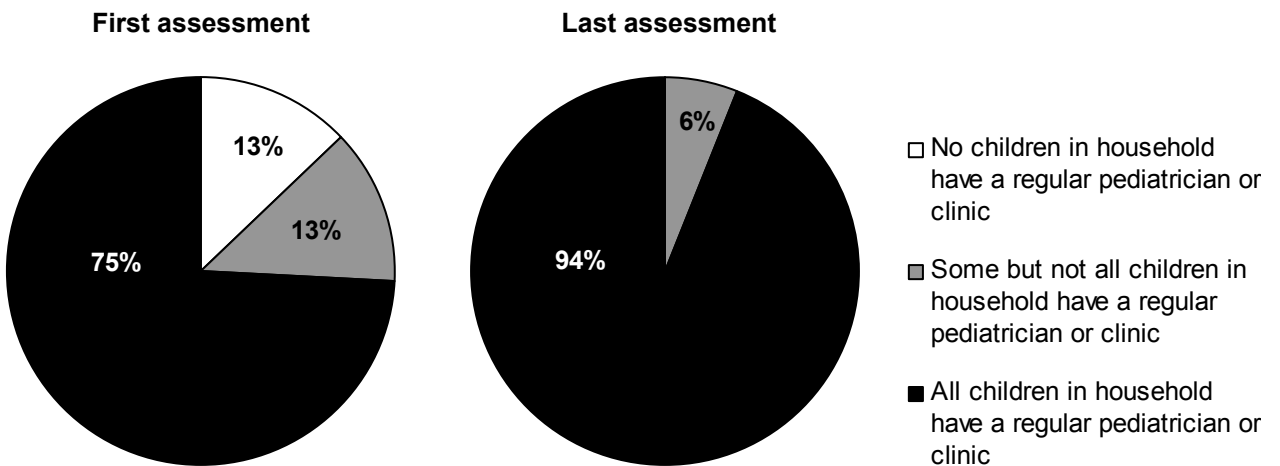
**43. Child's immunization (N=16)**



The percentage of households in which all children have a regular pediatrician or clinic increased from 75 percent at first assessment to 94 percent at last assessment (Figure 44).

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**44. Child's medical needs (N=16)**



## Other issues

In addition to financial and housing issues, most case management clients had limited access to both transportation and social support. The percentage of clients identified as having adequate transportation to meet their daily needs declined from 44 percent at first assessment to 31 percent at last assessment (Figure 45). Between the first and last assessments, the adequacy of transportation improved for two clients, stayed the same for 10 clients, and diminished for four clients.

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### 45. Transportation (N=16)

	First assessment		Last assessment	
	N	%	N	%
Transportation not adequate to meet daily needs	5	31%	6	38%
Transportation adequate to meet some needs but not all daily needs	4	25%	5	31%
Transportation adequate to meet daily needs	7	44%	5	31%

According to program staff, only 25 percent of the clients assessed had adequate social support at first assessment. This percentage increased only slightly to 31 percent at last assessment (Figure 46). Between the first and last assessments, the adequacy of social support improved for five clients, stayed the same for nine clients, and diminished for two clients.

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### 46. Social support (N=16)

	First assessment		Last assessment	
	N	%	N	%
Little or no support from family, friends, or community support groups	6	38%	5	31%
Some social support, not usually adequate	6	38%	6	38%
Adequate social support	4	25%	5	31%

# References

East Side Neighborhood Development Corporation, Inc. (2004). Eastside Housing Opportunity Program: Outcome Work Plan.

East Side Neighborhood Development Corporation, Inc. (2005). East Side Housing Opportunity Program Advisory Committee Meeting Minutes, December 16, 2005.

East Side Neighborhood Development Corporation, Inc. (2005). Program Description. Retrieved from the Internet December 2005, <http://www.esndc.org/community.htm>

Johnson Achievement Plus Housing Opportunity Program evaluation report: Results through December 2005. (2006). Wilder Research.





# Appendix

## *Self-Reliance instrument*



## Self-Reliance instrument

### Self-Reliance Progress Form

<b>Program Name</b>			
<b>Participant Information</b>			
<b>Last name, First Name, MI</b>		<b>Participant ID#</b>	<b>Intake Date</b> ____/____/____
<b>Racial/Ethnic Background:</b> <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			
<b>Hispanic origin?</b> <input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No	<b>Gender</b> <input type="checkbox"/> 1. Male <input type="checkbox"/> 2. Female	<b>Number of adults in household (18 +)</b>	<b>Number of children in household (17 or younger)</b>
<p><b>INSTRUCTIONS:</b> 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).</p> <p><b>Read</b> each item in the scale to determine the level that best describes this participant's situation. <b>Enter</b> the corresponding <b>number</b> in the box on the right, (in the column marked "<b>score</b>"). <b>Enter</b> the <b>date</b> of the rating in order to provide an accurate measure of the time interval between ratings.</p>			
<b>Employment Status</b>			
1	<b>Employment Status Scale</b>		<b>Score      Date</b>
	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		
<b>Job Retention and Stability</b>			
2	<b>Job Retention and Stability Scale</b>		<b>Score      Date</b>
	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	<b>Income Sources Scale</b>	<b>Score      Date</b>
	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><b>NOTE: Public cash benefits include MFIP, GA &amp; SSI.</b>  <b>Earned income includes employment income, SSDI, Veterans benefits, Retirement benefits, Social Security.</b></p>		
Child Support Income		
4	<b>Child Support Income Scale</b>	<b>Score      Date</b>
	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	<b>Adequacy of Income for Food and Shelter Scale</b>	<b>Score      Date</b>
	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	<b>Quality of Credit Scale</b>	<b>Score      Date</b>
	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 _____ / ____ / ____

<b>Housing Stability</b>			
<b>7</b>	<b>Housing Stability Scale</b>	<b>Score</b>	<b>Date</b>
	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	___/___/___
<b>Section 8 Status</b>			
<b>8</b>	<b>Section 8 Status Scale</b>	<b>Score</b>	<b>Date</b>
	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	___/___/___
<b>Housing Affordability</b>			
<b>9</b>	<b>Housing Affordability Scale</b>	<b>Score</b>	<b>Date</b>
	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	___/___/___
<b>Household Health Care Coverage</b>			
<b>10</b>	<b>Household Health Care Coverage Scale</b>	<b>Score</b>	<b>Date</b>
	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	6	___/___/___
	7 = Private insurance for all household members	6	___/___/___
<b>NOTE: Public insurance includes Medicaid (MA), Minnesota Care, Medicare, etc</b>			

<b>Child Care</b>		
11	<b>Child Care Scale</b>	<b>Score      Date</b>
	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 _____ / ____ / ____
<b>Education</b>		
12	<b>Education Scale</b>	<b>Score      Date</b>
	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 _____ / ____ / ____
<b>Transportation</b>		
13	<b>Transportation Scale</b>	<b>Score      Date</b>
	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 _____ / ____ / ____
<b>Social Support</b>		
14	<b>Social Support Scale</b>	<b>Score      Date</b>
	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 _____ / ____ / ____

<b>Tenant/Landlord Relationship</b>			
15	<b>Tenant/Landlord Relationship Scale</b>	<b>Score</b>	<b>Date</b>
	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	___/___/___
<b>Child Protection Case</b>			
16	<b>Child Protection Scale</b>	<b>Score</b>	<b>Date</b>
	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	___/___/___
<b>Child's Immunization Scale</b>			
17	<b>Child's Immunization Scale</b>	<b>Score</b>	<b>Date</b>
	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	___/___/___
<b>Child's Medical Needs</b>			
18	<b>Child's Medical Needs Scale</b>	<b>Score</b>	<b>Date</b>
	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	___/___/___

<b>Enrollment in Pre-school programs</b>		
19	<b>Enrollment in Pre-school Programs Scale</b>	<b>Score      Date</b>
	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 _____ / ____ / ____
<b>School attendance</b>		
20	<b>School Attendance Scale</b>	<b>Score      Date</b>
	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 _____ / ____ / ____
	<b><i>“Regular basis” is defined as school attendance on at least 85% of the eligible school days</i></b>	5 _____ / ____ / ____
		6 _____ / ____ / ____

## **ASSESSMENT SECTION**

<b>Mental Health Assessment</b>		
21	<b>Mental Health Scale</b>	<b>Score      Date</b>
	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 _____ / ____ / ____
<b>Chemical Dependency Assessment</b>		
22	<b>Chemical Dependency Scale</b>	<b>Score      Date</b>
	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 _____ / ____ / ____



<b>Domestic Abuse</b>		
23	<b>Domestic Abuse Scale</b>	<b>Score      Date</b>
	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 _____ / ____ / ____
<b>Tenant Training</b>		
24	<b>Tenant Training Scale</b>	<b>Score      Date</b>
	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**

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

**This page is to be completed ONLY at program exit.**

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