

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

*Results for the 2007 calendar year*

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*Results for the 2007 calendar year*

**March 2008**

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# Executive summary

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

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

## Research methods

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

## Key findings in 2007

EHOP exceeded all service volume goals in 2007, including annual goals and three-year goals established for 2005-07. Additionally, Housing Trust Fund participants indicated

they were very satisfied with EHOP services, and case management clients experienced a number of improvements in self-reliance. Following are key findings from 2007.

### *Program implementation*

- Program staff developed housing plans for 50 new Johnson families, and an additional 164 actively worked on accomplishing their housing plans.
- Staff helped to place or stabilize 16 Johnson families in their housing.
- Case management services were provided to 45 Johnson families, and an additional 76 received moderate assistance or information and referral services.
- The housing specialist maintained active working relationships with 92 area landlords.
- Life Skills and homeowner education was provided to 44 neighborhood families. Overall, participants indicated they were very satisfied with the programs.

### *Client satisfaction*

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

- Almost all respondents rated their overall satisfaction with the services provided as "good" or "outstanding."
- Almost all reported that their housing situation had improved since they first sought help from the program, and that services or referrals from EHOP helped them improve their situation.
- Almost all indicated they were better prepared to solve a housing problem in the future because of the services or referrals they received from EHOP.



- Almost all also indicated things had improved for them or their families in other ways besides housing because of the help they received from EHOP.

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

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

- All clients initially without housing had found housing by the time of their most recent assessment.
- A higher percentage of clients able to work were employed.
- Overall, clients showed improvement in the adequacy of their income for food and shelter, and a higher percentage met the guideline of spending less than 30 percent of their income on housing.
- Although the percentage of clients receiving all or part of their income from public cash benefits stayed the same, clients were more likely to also have some earned income.
- A smaller percentage of clients were identified as having poor credit.
- Overall improvements were seen in the adequacy of clients' education to meet their employment needs.
- Improvements were seen in the percentages of clients enrolling eligible children in preschool, having all children up-to-date on immunizations, and having a regular pediatrician or clinic for all children.

### **Issues for consideration**

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

- After increasing in the previous two years, Johnson's student stability index declined in 2006-07 and fell below the program's goal. Staff can explore the reasons for the recent decline and how best to address this area.
- Although phone interview ratings were high overall, staff can consider whether there are ways to strengthen service-delivery areas where a couple of participants provided lower ratings.
- Despite a number of improvements, case management clients continued to face barriers to self-reliance. Most were still in the program and can continue to benefit from EHOP's supportive services, resources, and referrals.
- For example, more than 40 percent remained unemployed, and others continued to face challenges with job stability. About a quarter were able to meet only food or housing expenses.
- A larger percentage of clients had tenant/landlord problems at the most recent assessment, indicating staff may want to consider additional ways to provide support in this area.
- Although overall improvements were seen, almost half of the clients with eligible children still did not have any in preschool. Staff can continue to provide information on the importance of early education, and help with the supports needed for children to attend.

### **Looking ahead**

As program staff plan services and goals for 2008 and beyond, results from the 2007 evaluation provide positive feedback about the services they have provided and changes experienced by clients. Results also provide valuable insights that can contribute to ongoing efforts to inform their services.

# Introduction

*“[The East Side Housing Opportunity Program] aims to increase housing stability by partnering with school staff, neighbors, landlords, and community agencies.”*

—(ESNDC website)

## ***Program information***

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

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

## ***Service goals***

This report focuses on EHOP services during the 2007 calendar year, and explores progress toward goals established for 2007 and for the three-year period from 2005 to 2007. Figures in the section on “Service volume” summarize annual progress toward these goals. It should be noted that the program originally established goals for the five-year period of 2002 to 2006, and later revised several goals to reflect local and state economic issues and policy changes. For example, because homeownership was found

not to be a viable option for most families served, the revised goals focus on attendance at homeownership and Life Skills training classes rather than on the number of families owning homes. Goals are presented below.

### **Goals for 2005-07**

Specific goals set for EHOP over the 2005 to 2007 time period include the following:

- Develop housing plans for 75 new families and have an additional 90 families actively working on accomplishing their housing plan goals.
- Stabilize housing for 51 Johnson families over three years.
- Conduct intensive case management with 30 Johnson families.
- Provide moderate assistance or information and referral services to 45 Johnson families.
- Maintain working relationships with 35 landlords in the Johnson area.
- Build or rehab 35 units of affordable housing (32 rental units and 3 owner-occupied units) for families with children at Johnson elementary.<sup>1</sup>
- Motivate 90 Johnson and other neighborhood families to participate in homeownership training and/or Life Skills Education Programs.
- Increase the student stability index at Johnson to 91 percent by 2007.

### **Goals for 2007**

Specific goals established for the 2007 calendar year include the following:

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

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

## ***Research methods***

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

## ***Contents of the report***

This report summarizes program results for the 2007 calendar year, including the program's progress toward annual goals and three-year goals established for the period from 2005 to 2007. The report begins with a description of EHOP services. Results are then presented in four sections: 1) a section on "Service volume" describing program implementation and progress toward the service volume goals; 2) a "Client satisfaction" section presenting results from the telephone interviews; 3) a "Client self-reliance" section assessing results from case manager assessments; and 4) a "Student stability" section providing data on student stability at Johnson and other elementary schools. The implementation and results sections open with a summary of key findings, and conclude with a description of issues staff can consider as they plan future program services.

# Program overview

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

## ***Family Housing Plans***

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

## ***Services to families who rent***

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

## ***Working with landlords***

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

## ***Housing Trust Fund***

In 2005 EHOP began offering the Housing Trust Fund program after receiving a \$156,000 grant from the Minnesota Housing Finance Agency. The grant enabled EHOP to provide rental subsidies for up to seven families in the Johnson area. The Housing Trust Fund program 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). In 2007, EHOP received a renewal of \$163,000 to continue the program. As of the end of 2007, there were 12 families participating in the program and two on a waiting list.

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

The ESNDNC, The Saint Paul Foundation, and the Wilder Foundation worked in partnership to create a revolving investment fund, the Opportunity Housing Investment Fund (OHIF), for housing development and rehabilitation for families with children attending an Achievement Plus school. Through 2006, the fund was used to enable EHOP 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. This work and OHIF's fundraising were temporarily suspended to allow the board of OHIF to consider different options for how best engage funds. During the summer of 2007, OHIF gave \$250,000 to community services at Johnson.

## ***Life Skills and homeowner education***

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

# Service volume

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

## *Key findings*

EHOP exceeded all service volume goals, including annual goals established for 2007 and three-year goals established for the period from 2005 to 2007. Program accomplishments include the following:

- Fifty new Johnson families developed housing plans in 2007, and an additional 164 actively worked on accomplishing their housing plans that year. In the three years between 2005 and 2007, 191 new Johnson families developed housing plans.
- Program staff helped to place or stabilize housing for 16 Johnson families in 2007, and a total of 62 Johnson families from 2005 to 2007.
- Forty-five Johnson families received case management services, and an additional 76 received moderate assistance or information and referral services in 2007.
- The housing specialist maintained active working relationships with 92 landlords in the Johnson area in 2007.
- Life Skills and homeowner education programs were provided to 44 Johnson and other neighborhood families in 2007. Overall, participants indicated they were very satisfied with the program.

## *Family Housing Plans*

Families in the Johnson neighborhood have the opportunity to complete a Family Housing Plan form as the first step toward receiving services from EHOP. The number of Johnson families that developed housing plans exceeded the three-year goal of 75 by the end of the first year; 90 new Johnson families developed housing plans in 2005, 51 new Johnson families developed housing plans in 2006, and 50 new Johnson families developed housing plans in 2007 (Figure 1). In addition, 164 Johnson families actively worked on accomplishing their housing plans in 2007, again exceeding the three-year goal of 90 Johnson families. Three-year goals also aimed for all families developing housing plans

to have students attending Johnson. This goal was attained in each of the three years, reflecting a change in program policy requiring that all families served have at least one student attending Johnson. Only a small number of participants in the past few years owned their own homes, and all families developing housing plans in 2007 rented.

## 1. Goal accomplishment for Family Housing Plans

Three-year goals (2005-07)	2005 results	2006 results	2007 results
75 new Johnson families developed housing plans 90 active Johnson families	90 new Johnson families developed housing plans Data not available	51 new Johnson families developed housing plans 124 active Johnson families	50 new Johnson families developed housing plans 164 active Johnson families
All families will have students attending Johnson	100% have students attending Johnson	100% have students attending Johnson	100% have students attending Johnson
No projected rates of rent vs. homeownership	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	All families who developed housing plans rent

<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.

**Source:** Program records.

## *Services to families who rent*

Since mobility is common among low-income renters, program staff work with families who rent to help stabilize their living situations. Program staff provided assistance to 69 Johnson families in 2005, 175 Johnson families in 2006, and 214 Johnson families in 2007, exceeding the three-year goal of 165 Johnson families (Figure 2). Staff also provided assistance to more than 1,000 neighborhood families who did not have children attending Johnson in 2007. Results for the past couple of years indicate that more families were in need of services than was originally projected.

In 2007, 76 Johnson families received less-intensive resource and referral services, exceeding the 2007 goal of 10 and the three-year goal of 45 families. In addition, 45 Johnson families received case management in 2007, exceeding the 2007 goal of 15 and the three-year goal of 30 families. According to program staff, the most common service areas in 2007 were housing, employment, tenant rights, transportation, child and school issues, parenting, and mental health. Across the three years, a total of 62 Johnson families were assisted with stabilizing existing housing or securing new housing, exceeding the three-year goal of 51 Johnson families. The program also exceeded its 2007 goal of 10 families in this area by placing or stabilizing housing for 16 Johnson families in that year alone.



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## 2. Goal accomplishment for services to tenants

Three-year goals (2005-07)	2005 results	2006 results	2007 results
Provide assistance <sup>a</sup> to 165 Johnson families	69 Johnson families assisted	175 Johnson families assisted	214 Johnson families assisted
Provide moderate assistance or information and referral <sup>b</sup> to 45 Johnson families (10 in 2007)	33 Johnson families received brief assistance	54 Johnson families received moderate assistance or information and referral	76 Johnson families received resources and referrals
Provide case management to 30 Johnson families (15 in 2007)	36 Johnson families received case management	40 Johnson families received case management	45 Johnson families received case management
Place or stabilize housing for 51 Johnson families (10 in 2007)	18 Johnson families placed or stabilized	28 Johnson families placed or stabilized	16 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> This category reflects clients receiving less intensive services, although service categorization has changed from year to year. The 2007 number reflects those who received resources and referrals but who did not receive case management services and were not placed by the housing specialist. In 2005, the category "brief assistance" was used, referring to clients who received only brief assistance and/or worked only with the housing specialist.

**Source:** Program records.

## *Working with landlords*

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

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## 3. Goal accomplishment for work with landlords

Three-year goals (2005-07)	2005 results	2006 results	2007 results
Maintain a working relationship with 35 landlords	Maintained active relationships with 47 landlords	Maintained active relationships with 70 landlords	Maintained working relationships with 92 landlords

**Source:** Program records.

## ***Housing rehab and development***

Through the Opportunity Housing Investment Fund, the ESNDC has worked to increase the availability of rental housing in the Johnson neighborhood. Reflecting this work, program goals originally addressed housing rehab and development (Figure 4). This goal was dropped in 2006, however, due to the OHIF suspending work in this area and changes in the housing environment which made achievement of the goal unrealistic in the near future. One of the major obstacles was that neighborhood residents were firmly against building any new low-income housing in the area. A second major obstacle was falling real estate values, which made it infeasible to buy, rehab, and sell existing housing without taking a big loss financially.

### **4. Goal accomplishment for housing rehab and development**

<b>Three-year goals (2005-07)</b>	<b>2005 results</b>	<b>2006 results</b>	<b>2007 results</b>
Build or rehab 35 units of affordable housing (32 rental/3 owner-occupied)	Predevelopment work in progress	Goal dropped	Goal dropped

**Source:** Program records.

## ***Life Skills and homeowner education***

In addition to working with families who rent, program staff also worked to help families own and maintain their homes. As previously described, current goals focus on attendance at Life Skills and homeowner education programs rather than on the number of families who go on to purchase homes, which staff have found is not a viable option for most families while they are receiving services. Whereas EHOP services in other areas target families with children attending Johnson, Life Skills classes are open to all families in the community. In 2007, 44 Johnson and other neighborhood families attended a homeownership or Life Skills Education Program, exceeding the 2007 goal of 30 families (Figure 5). With 87 families participating in 2006 alone, the program easily exceeded its three-year goal of 90 families.

### **5. Goal accomplishment for Life Skills and homeowner education**

<b>Three-year goals (2005-07)</b>	<b>2005 results</b>	<b>2006 results</b>	<b>2007 results</b>
90 families will be referred to homeownership training and/or Life Skills Education Programs (30 in 2007)	Data not available	87 families attended a homeownership or Life Skills Education Program	44 families attended a homeownership or Life Skills Education Program

**Source:** Program records.

The Life Skills Education Program partners with the case manager and the housing specialist to present educational trainings that promote healthy families and provide clients with tools to stabilize their housing. Topics offered in 2007 included navigating the school system, safety and self-defense, anger management, home fix-up, foreclosure prevention, summer activities for kids, simply good eating, weatherizing your home, and holiday budgeting (Figure 6). In addition, the program offered a roller-skating party in December attended by 211 people.

## 6. Life Skills Education Program attendance, 2007

Workshops offered	Date	Attendance <sup>a</sup>
How to Navigate the School System	Jan. 18, 2007	13 families
Community and Personal Safety and Self-Defense	Feb. 8, 2007	25 families
Anger Management	March 22, 2007	13 families
Home Fix-Up	April 12, 2007	13 families
Foreclosure Prevention	April 19, 2007	11 families
Summer Activities for Kids	May 10, 2007	12 families
Simply Good Eating	Sept. 27, 2007	12 families
Weatherize Your Home	Oct. 11, 2007	17 families
Holiday Budgeting	Nov. 8, 2007	13 families

<sup>a</sup> Life Skills Education Programs are attended by families who have children at Johnson Elementary as well as by other neighborhood families. The number of families reported here reflects the number of adults in attendance.

**Source:** Program records.

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

Participants were also asked how useful they found the workshop. Overall, participants indicated they were very satisfied with the workshops. Nearly all participants rated the workshops as "somewhat" or "very" useful, with most providing ratings of "very useful." Only the workshop on navigating the school system did not have most respondents rating it as "very useful," and most still rated that workshop as at least somewhat useful.

Asked whether anything could have been improved, the most frequent suggestions offered included having more information, more time, and more visual aids. A few participants in the workshop on navigating the school system offered suggestions related to the instruction itself, and a couple of participants in the holiday budgeting workshop suggested translating papers or having an interpreter the entire time. A participant at the simply good eating workshop and a participant at the weatherizing your home workshop also requested an interpreter at future workshops, although in response to a different question. Suggestions for future workshop topics included home buying; do-it-yourself home improvements; controlling clutter; nutrition and health; budgeting; employment; anger management; and parenting topics such as programs and activities for kids, communication with children, discipline, and establishing routines for children.

### ***Issues for consideration***

Program staff were successful in meeting all service volume goals established for 2007 and for the three-year period from 2005 to 2007. The program's staff and advisory board can use the implementation and results data provided in this report to develop goals that can guide work in 2008 and beyond. Staff can also use feedback provided on the Life Skills Education Program survey to inform future programming efforts.

# Client satisfaction

This section presents satisfaction results for clients participating in the Housing Trust Fund program. In winter 2007, current Housing Trust Fund recipients were asked to complete a telephone interview regarding their experiences with EHOP. Interviewers from Wilder Research conducted the phone interviews, asking clients several questions about their program participation, their satisfaction with services, and the impact of the services. Interviews were completed with 10 recipients in November and December 2007. Interviewers originally planned to contact an additional two recipients, but those recipients were terminated from the program and updated contact information was not available. Due to the small number of respondents, results are presented in terms of the number of respondents rather than in percentages.

## *Key findings*

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

- Almost all respondents rated their overall satisfaction with the services provided as “good” or “outstanding.”
- Asked how well their housing needs are getting met now, about the knowledge and skills of program staff, how quickly they were able to get help, and the ease of working with program staff, most provided ratings of “good” or “outstanding” for each item.
- Almost all respondents reported that their housing situation had improved since they first sought help from the program, and that the services or referrals they received from EHOP helped them to improve their housing situation.
- Almost all respondents indicated they would be better prepared to solve a housing problem in the future because of the services or referrals they received from EHOP.
- Almost all respondents also indicated things had improved for them or their families in other ways besides housing because of the help or referrals they received from EHOP. Respondents described greater involvement and improved relationships with their children, lower stress, and improvements in conditions or services for their children as examples.

## ***Respondent demographics***

Respondents' self-reported demographics are presented in Figure 7. All 10 respondents identified themselves as female. Four identified themselves as Black, African-American, or African; three as White or Caucasian; two as Hispanic, Latino, or Chicano; and one as biracial or mixed race. A majority identified as never married, two as separated, one as living with someone, and one as divorced. The average age of the respondents was 32 years old.

Half of the respondents were not high school graduates, two were high school graduates or had a GED, and three had attended some college. Most of the respondents reported an annual household income of less than \$10,000, and the remaining two reported an annual household income of between \$10,000 and \$20,000. On average, four people were supported by that income. Respondents were also asked about their employment status, and were allowed to characterize their status in more than one way. A majority reported that they were at home full-time. Other responses included that they worked part-time, were unemployed and looking for work, were going to school, were disabled, and worked full-time (Figure 7).

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### **7. Respondent demographics (N=10)**

<b>Characteristics</b>		<b>Number</b>
Age	20-24	1
	25-29	3
	30-34	3
	35-39	2
	40-44	1
	Average	32
Gender	Female	10
	Male	0
Race/ethnicity	Black, African-American, or African	4
	White or Caucasian	3
	Hispanic, Latino, or Chicano	2
	Biracial or mixed race <sup>a</sup>	1
	American Indian or Native American	0
	Asian or Pacific Islander	0
Education	Less than high school graduate	5
	High school graduate or GED	2
	Some college	3

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**7. Respondent demographics (N=10) (continued)**

Characteristics		Number
Marital status	Never been married	6
	Separated	2
	Living with someone (marriage-like)	1
	Divorced	1
	Married	0
	Widowed	0
Employment status <sup>b</sup>	At home full-time	6
	Working part-time	4
	Unemployed and looking for work	3
	Going to school	2
	Disabled	2
	Working full-time	1
	On layoff from a job	0
	Something else <sup>c</sup>	1
Total household income <sup>d</sup>	Less than \$10,000	8
	\$10,000 to \$20,000	2
Homeowner status	Rent home	10
	Own home	0

<sup>a</sup> One participant indicated they are African-American and White/Caucasian.

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

<sup>c</sup> One participant reported receiving Supplemental Security Income (SSI).

<sup>d</sup> The number of people supported by the household income ranged from 2-5 with a mean of 3.90.

**Source:** EHOP Participant Survey, 2007.

## ***Household situation***

All 10 respondents reported living in a rental situation. Their average monthly rent was \$998, with a median of \$986. Respondents paid an average of \$323 of that rent, with a median of \$274. All but one indicated that energy costs were not included in their rent payment. The remaining nine reported that they paid all or a portion of the bill for energy costs, paying an average of \$139 and a median of \$112 a month for energy costs (Figure 8).

Most of the respondents reported that they were the only adult in the home, and the average number of children per household was three. Almost all respondents reported that they had children age 17 or younger in the household, and all those with children reported they had children attending Johnson Elementary. When asked about how many times they had moved in the past three years, responses ranged from 1 to 10 times, with an average of about five times.

---

### **8. Household costs and members (N=9-10)**

	<b>Range</b>	<b>Mean</b>	<b>Median</b>
Monthly rent	\$700 - \$1300	\$998	\$986
Amount of rent respondent pays	\$12 - \$950	\$323	\$274
Monthly energy costs (if not included in rent payment) <sup>a</sup>	\$50 - \$250	\$139	\$112
Number of adults living in the household <sup>b</sup>	1 - 2	1.20	1
Number of children living in the household	0 - 4	2.60	3
Number of children attending John A. Johnson Elementary	0 - 4	1.50	1
Number of times moved into different housing in past 3 years	1 - 10	4.80	4

<sup>a</sup> One respondent indicated his or her rent payment includes energy costs. Seven respondents indicated they pay the entire bill for energy costs, and two indicated they pay a portion of the bill for energy costs.

<sup>b</sup> Eight out of 10 were the only adult living in their household.

**Source:** EHOP Participant Survey, 2007.

Half of the respondents reported having moved since they sought help from the program. Their reasons for moving included insufficient space, the building being condemned, safety concerns from other residents, prohibitively high rent, and the property being sold (Figure 9).



---

## 9. Mobility

	Yes	No
Have you moved into different housing since you sought help from the program? (N=10)	5	5
Why did you move? (N=5)		
Because it was condemned. The building was not up to city codes; a fire hazard. It was not for my family size.		
Because the fire marshal said the dwelling space was too small for me and my family size.		
The place was too small, and there was drug dealing and most residents were using drugs. There was drinking, stabbings, too much crime.		
The rent is too much.		
The property was for sale. Someone else bought it, so I had to move someplace else.		

**Source:** EHOP Participant Survey, 2007.

### *Program participation*

Respondents were asked about the initial concerns or issues that brought them to EHOP, and were allowed to indicate more than one reason for seeking help from the program (Figure 10). The most common responses were rent that was too high, homelessness, credit issues, poor quality housing, landlord-tenant problems, and eviction. Between one and two respondents also indicated housing code violations, housing foreclosure, and domestic conflict as reasons for seeking help from the program.

---

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

<b>Reason for seeking help</b>	<b>N<sup>a</sup></b>
Rent that was too high	9
Homelessness	9
Credit issues	7
Poor quality housing	7
Landlord-tenant problems	6
Eviction	6
Housing code violations	2
Housing foreclosure	1
Domestic conflict	1
Home improvement loan	0
Other <sup>b</sup>	1

<sup>a</sup> Respondents were allowed to indicate more than one reason.

<sup>b</sup> One participant indicated receiving help "for the support."

**Source:** EHOP Participant Survey, 2007.

Respondents were also asked what housing-related services they received from the program, and were allowed to indicate all that applied. They most commonly reported that they received help with locating different housing, landlord-tenant mediation, paying for the first month's rent or security deposit, and paying rent application fees. Other services indicated by respondents included help with paying utilities, paying home-buyer workshop fees, and moving possessions to a different location (Figure 11).

---

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

<b>Did you get help with:</b>	<b>N</b>
Locating different housing	9
Landlord-tenant mediation	9
Paying for first month's rent or security deposit	9
Paying rent application fees	7
Paying utilities (telephone, heat, or electric bills)	3
Paying homebuyer workshop fees	2
Moving possessions to a different location	1

**Source:** EHOP Participant Survey, 2007.

Respondents were also asked about non-housing related services they received from the program, and again were allowed to indicate all that applied. Their responses indicated they also received a variety of other services from EHOP. A majority reported receiving help with food, clothing, employment, transportation, and education or schooling for their children. Other program services they received included help with legal assistance, their children's school attendance, education or schooling for themselves, child care, domestic abuse problems, medical care, and other issues (Figure 12).

---

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

Did you get help with:	N
Food	7
Clothing	7
Employment	7
Transportation	6
Education or schooling for your children	6
Legal assistance	5
School attendance for children	4
Education or schooling for yourself	2
Child care	2
Domestic abuse problems	2
Medical care	1
Other <sup>a</sup>	3

<sup>a</sup> One participant indicated receiving help with school supplies, one with furniture, and one with fees that helped their child go camping during the summer.

**Source:** EHOP Participant Survey, 2007.

Through its Life Skills Education Program, EHOP offered clients a variety of classes aimed at promoting healthy families and providing tools for stabilizing housing. All 10 respondents took one or more of the classes offered by the program. Figure 13 provides a list of the classes offered during 2007 and the number of interview respondents attending each one.

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

<b>Did you attend any of the following classes:</b>	<b>N</b>
Weatherize your home	8
Home fix-up	7
Community and personal safety and self-defense	6
Holiday budgeting	6
Summer activities for kids	5
Simply good eating	5
Anger management	1
How to navigate the school system	0
Foreclosure prevention	0
Other classes	4

**Source:** EHOP Participant Survey, 2007.

### *Client satisfaction*

Respondents were asked several questions about their satisfaction with EHOP services. Almost all respondents (9) rated their overall satisfaction with the services provided as “good” or “outstanding.” Asked how well their housing needs are getting met now, about the knowledge and skills of program staff, how quickly they were able to get help, and the ease of working with program staff, most (7-8) provided ratings of “good” or “outstanding” for each item. Between two and three respondents provided ratings of “fair” or “poor” when asked about these specific services (Figure 14).

---

### 14. Client ratings of services (N=10)

<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?	1	1	2	6
The ease of working with program staff?	1	2	2	5
The knowledge and skills of program staff?	0	2	4	4
How well your housing needs are getting met now?	1	1	3	5
Your overall satisfaction with the services provided?	0	1	2	7

**Source:** EHOP Participant Survey, 2007.

When asked to describe which services were of most help, the most frequent responses were assistance with housing-related finances, housing in general, and meeting other needs (Figure 15).

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

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

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**Housing-related finances**

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The rent – being that I did not have a job, they helped me financially.

---

The subsidy part of it.

---

The rent subsidy grants to pay my monthly rent.

---

My rent getting paid. I did not know where I was going to live with my kids.

---

The reasonable rent that I pay now. The rent voucher.

---

**Housing**

---

Getting me out of the hotel I was staying at and moving me to a renting house very quick, within one week.

---

Coming out of being homeless after an eviction. They helped me get a fresh start at housing again.

---

**Meeting other needs**

---

All the support from all the staff with my personal life and issues to get back on my feet/the right track.

---

They were very, very supportive in all areas of my life – the use of [a] computer, bus passes, research[ing] jobs, work[ing] on my resume. They took time to help me with everything.

---

They helped me get a job, resume building, the job counselor, education, etc.

---

**Source:** EHOP Participant Survey, 2007.

Respondents were also asked to describe how the program could improve its services. Of the nine respondents answering the question, four indicated they had nothing to suggest, and five offered suggestions for improvement. Some of the suggestions related to service requirements, scheduling appointments, staff availability, and transportation assistance (Figure 16).

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

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### In what ways could EHOP have improved its services to you? (N=9)

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#### Suggestions

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The staff. They should have substitutes to get a hold of when the other staff is not available.

---

Communication with scheduling appointments with the EHOP staff.

---

Change the staff. They thought they were the authority cops for everything.

---

More transportation services to help get a job, get started with basics of life.

---

Just if they (counselors) could slow down a little bit with the three goals per month requirement.

---

#### Other

---

Nothing at all. They are very good.

---

Nothing at all. They helped me pretty quick. Everything was right on target.

---

Nothing. They're great the way they are now.

---

Nothing. I really benefited very much from all they had to offer.

---

## *Program impact*

Respondents were asked if their housing situation is better now, compared to when they first sought help from the program. Of the 10 respondents, 9 indicated their housing situation had improved. All nine of those indicating their housing situation had improved also indicated that the services or referrals they received from EHOP helped them to improve their housing situation. Interpreted together, these results indicate that 9 of the 10 respondents reported improvements in their housing situation due in part to the services they received from EHOP.

Asked how their housing situation had improved, respondents most frequently indicated their current home is more secure, their housing is more convenient to public transportation, their housing is in better condition or some repairs were made, they have a better landlord, and their housing is more affordable (Figure 17).

---

**17. Ways in which the client's housing situation was improved (N=9)**

	Yes	No
Is your current home more secure?	9	0
Is it in better condition or were some repairs made?	8	1
Do you have more bedrooms?	5	4
Do you have a better landlord?	8	1
Is your housing more convenient to public transportation?	9	0
Is it more affordable?	8	1
Are there other ways your housing situation is better? <sup>a</sup>	7	2

**Source:** EHOP Participant Survey, 2007.

<sup>a</sup> Respondents' descriptions of other improvements included the following: more convenient location (3); improved safety and more space (1); not living in an apartment or duplex (1); having learned that they have the potential to keep a home (1); and improved credit (1).

Asked if they would be better prepared to solve a housing problem in the future because of the services or referrals they received from EHOP, 9 of the 10 respondents answered "yes." When asked in an open-ended question to describe how they were better prepared, responses addressed having the skills and knowledge to resolve landlord/tenant problems, understanding how to manage time and money, stabilizing their employment situation, and knowing how to access community resources (Figure 18).

---

**18. Preparation for future problems**

	Yes	No
<b>If you had a housing problem again, would you be better prepared to solve it because of the services or referrals you received from the program? (N=10)</b>	9	1
<b>In what ways would you say you are better prepared to solve your housing problems? (N=9)<sup>a</sup></b>		
<b>Landlord/tenant resolution</b>		
I would make sure “everything” is in writing before signing. I know how many days it takes for the landlord to respond to my request.		
I now know about tenants’ rights, winterizing my home, [the] landlord/tenant relationship [and] dealing with issues before they get out of hand.		
I learned how to communicate more and talk to landlords to express my needs and concerns.		
To talk to my landlord and have a good communication about problems or issues with where I live.		
I’m more aware of how to talk to landlords, and I know what my rights as a renter are.		
<b>Time and money management</b>		
The budgeting is key – how to save and use my money wisely; how to buy the necessities.		
I have more of an idea of managing a budget.		
To get my bills in on time and/or my priorities straight.		
<b>Employment</b>		
By looking for a full-time job and maintaining it in order to pay my rent and bills. Getting my GED.		
Stabilize my employment situation.		
<b>Accessing resources</b>		
I know how and where to contact agencies. I am better educated in this area now.		
Get help from community organizations before the problem gets too bad.		

<sup>a</sup> Some respondents’ answers appear in more than one category here.

**Source:** EHOP Participant Survey, 2007.

Asked if things had improved for them or their families in other ways besides housing because of the help or referrals they received from EHOP, 9 of 10 respondents answered “yes.” A follow-up question asked respondents to describe other ways things had improved. Respondents indicated greater involvement and improved relationships with their children, lower stress, and improvements in conditions or services for their children (Figure 19).



---

## 19. Improvements in other areas

	Yes	No
<b>Have things improved for you or your family in other ways, besides housing, because of the help or referrals you received from the program? (N=10)</b>	9	1
<b>In what other ways have things improved? (N=9)<sup>a</sup></b>		
<b>Involvement and relationship with kids</b>		
A better relationship with my son.		
We're more stable. We do or enjoy more things as a family—going to the zoo, library, museums.		
Yes, we have become closer to each other because of what we've been through (being homeless).		
We set goals as a family with mental issues.		
<b>Lower stress</b>		
I have a stable job to support my family as a single mom. Less stress.		
[Things] are less stressful. They are safer in this new area.		
Less worries – make time for other things in life instead of worrying all the time about housing.		
I am more comfortable dealing and talking with creditors, the public, and have less anxiety now.		
<b>Services/conditions for kids</b>		
My kids can go outside freely, be active, instead of keeping them indoors for long periods of time. We have good, trusting neighbors.		
I got some mental help from social services for my daughter. Attendance [at] my daughter's school.		
I got referred and assistance to get my children in school-readiness programs.		
School for my kids is much better and healthier.		

<sup>a</sup> Some respondents' answers appear in more than one category here.

**Source:** EHOP Participant Survey, 2007.

## *Issues for consideration*

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

# Client self-reliance

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

The case manager completed assessments with 42 clients over the past three years. The first assessment was completed at intake for 36 percent of the clients. This is partly due to all current clients being assessed when the self-reliance assessment was initiated, regardless of their length of service. For the 64 percent of clients who were not assessed at intake, the first assessment took place anywhere from 1 to 49 months after intake. A majority of clients (23 clients, or 55%) have been assessed more than one time, ranging from two to six times. On average, the number of months that passed between individual assessments was seven, although this ranged from 3 to 16 months.

This section describes the demographics and community credentials of all 42 clients, followed by an analysis of change in self-reliance experienced by the 23 clients with more than one assessment. For these 23 clients, results are reported for their first and last assessment. On average, the first assessment took place four months after intake (ranging from 0-49 months), and the last assessment took place 20 months after intake (ranging from 3-76 months). On average, 16 months passed between the first and last assessments, with a range of 3 to 37 months. In interpreting results, it is important to recognize that in some cases the initial assessment was completed after the client had been receiving services from EHOP for some time, and that the length of time between the initial and last assessment varied. Also, it is important to note that "last assessment" is used here to refer to a client's most recent assessment, which in most cases will not be their final assessment with the program.

## ***Key findings***

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

- Approximately one in five clients were homeless at the time of their initial assessment, and all had found housing by the time of their last assessment.
- A higher percentage of clients able to work were employed.
- Overall, clients showed improvement in the adequacy of their income for food and shelter.
- A higher percentage met the guideline of spending less than 30 percent of their income on housing.
- Although the percentage of clients receiving all or part of their income from public cash benefits stayed the same, clients were more likely to have some earned income rather than rely solely on public cash benefits.
- A smaller percentage of clients were identified as having poor credit.
- Overall improvements were seen in the adequacy of clients' education to meet their employment needs.
- Some important improvements were also seen in conditions for children living in clients' households, including the percentages of clients enrolling eligible children in preschool, having all children up-to-date on immunizations, and having a regular pediatrician or clinic for all children.

## ***Demographics***

Of the 42 clients who were assessed, most were identified as female (81%). About half (48%) were Black or African American, 21 percent were Hispanic, and 19 percent were White. The remaining 12 percent were of other races, including two clients who were American Indian, one client who was Asian, and two clients who were multi-racial. Forty-eight percent of the households had just one adult, another 48 percent had two adults, and 5 percent had three adults at the time of their most recent assessment. The number of children in the household ranged from one to six, with an average of three children per household at the time of their most recent assessment.

## ***Community credentials***

Program staff asked participants about a variety of community credentials, such as identification cards, phone access, and voter registration. At first assessment, most clients had a social security card (81%), but only about a quarter had a Minnesota driver's license (26%). Most clients had telephone or voice mail access (81%). Only a small percentage of the clients assessed had an open bank account (17%) or library card (17%). Complete findings can be found in Figure 20.

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### **20. Community credentials at first assessment (N=42)**

<b>At first assessment 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	81%	12%	2%	5%
Minnesota driver's license	26%	71%	0%	2%
Minnesota identification card	55%	40%	0%	5%
Voter registration	31%	36%	29%	5%
Birth certificate	67%	14%	19%	0%
Medical ID card	71%	21%	5%	2%
Telephone or voice mail access	81%	17%	2%	0%
Library card	17%	45%	38%	0%
Bank account	17%	81%	0%	2%
Alien registration card (green card)	2%	29%	0%	69%

**Source:** Self-Reliance Progress Form.

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

The following analyses assess change from first to last assessment experienced by the 23 clients with more than one assessment. Some improvement was seen in the number of clients able to work who were employed. When the clients were first assessed, a majority were unemployed (61%), and 35 percent were employed full- or part-time. The percentage employed increased to 43 percent at the last assessment. During the same time, the percentage unemployed decreased to 43 percent and the percentage who were unable to work or retired also increased slightly from 4 to 13 percent (Figure 21). Of the 14 clients who were unemployed at first assessment, 4 had found jobs and were working at last assessment. On the other hand, two of the eight clients who were initially employed had lost their jobs and were unemployed at last assessment.

---

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

<b>Employment status</b>	<b>First assessment</b>		<b>Last assessment</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Unemployed	14	61%	10	43%
Employed part-time (less than 35 hrs/wk)	5	22%	7	30%
Employed full-time (35+ hrs/wk)	3	13%	3	13%
Unable to work/retired	1	4%	3	13%

**Source:** Self-Reliance Progress Form.

Results indicate that clients faced challenges with job retention and stability. Among the eight who were working at the time of their first assessment, only one moved into a higher category for how long they had been at their current job and two stayed in the same (highest) category. The remaining five were either at their current job for a shorter period of time or became unemployed, unable to work, or retired. Figure 22 shows that at the time of their first assessment, seven of the eight clients employed had worked at their current job for six months or longer. At the time of the final assessment, 5 of the 10 clients employed at that time had worked at their current job for six months or longer, although it is important to recognize that an additional three showed improvement by moving to employment status after having been classified as unemployed or unable to work or retired.

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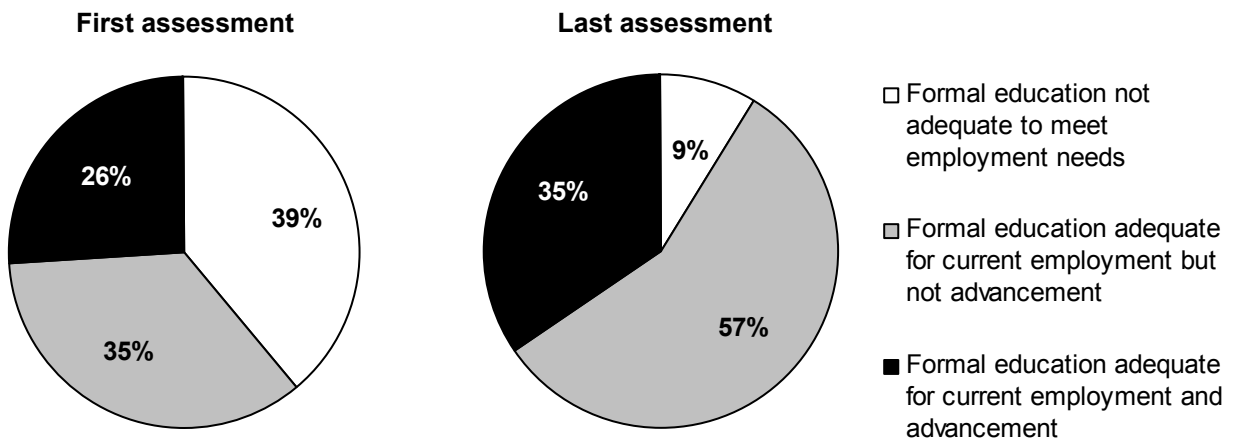
**22. Job retention and stability (N=23)**

	<b>First assessment</b>		<b>Last assessment</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Unemployed	14	61%	10	43%
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%	4	17%
Worked three months but less than six months at current job	1	4%	1	4%
Worked six months or longer at current job	7	30%	5	22%
Unable to work or retired	1	4%	3	13%

**Source:** Self-Reliance Progress Form.

Overall, clients showed improvement in the adequacy of their education during the time they received case management services. At the time of the first assessment, more than a third of the clients assessed did not have enough formal education to meet their employment needs (39%). By the time of the last assessment, this percentage had decreased to just 9 percent (Figure 23). Between first and last assessment, the adequacy of education improved for 9 clients (39%), stayed the same for 12 clients (52%), and diminished for 2 clients (9%).

### 23. Education (N=23)



**Source:** Self-Reliance Progress Form.

Self-reliance assessments also ask the case manager to indicate clients' sources of income, including whether they receive no income, only public cash benefits, a combination of public cash benefits and earned income, or only earned income. More clients showed improvements than showed declines in this area. Between their first and last assessments, 8 clients (35%) improved their category, 4 (17%) declined, and 11 (48%) stayed the same. As shown in Figure 24, while the percentage of clients receiving all or part of their income from public cash benefits (61%) stayed the same between initial and final assessments, clients were more likely to have some earned income rather than rely solely on public cash benefits at the most recent assessment.

---

**24. Income source (N=23)**

	First assessment		Last assessment	
	N	%	N	%
No income	2	9%	1	4%
Public cash benefits/no earned income	11	48%	7	30%
More than 50% public cash benefits/some earned income	2	9%	3	13%
More than 50% earned income/some public cash benefits	1	4%	4	17%
Earned income/no public cash benefits	7	30%	8	35%

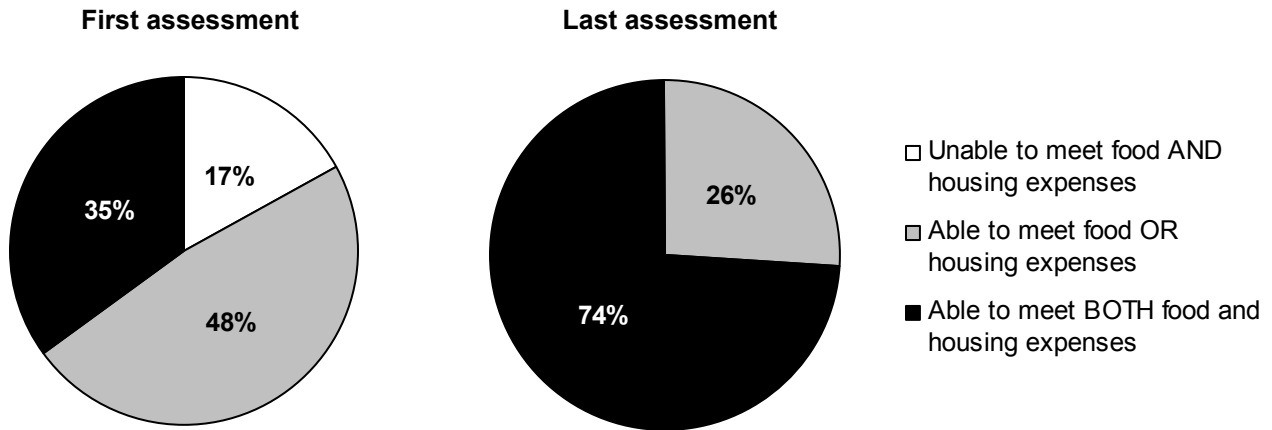
**Note:** Public cash benefits include benefits from the Minnesota Family Investment Program (MFIP), General Assistance (GA), and Supplemental Security Income (SSI). Earned income includes employment income, Social Security, Social Security Disability Insurance (SSDI), veterans benefits, and retirement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

**Source:** Self-Reliance Progress Form.

Financial concerns were a serious issue for many clients. Overall, clients showed improvement in the adequacy of their income for food and shelter while receiving services from EHOP. At the time of the first assessment, only 35 percent of the clients were able to meet both their food and housing expenses. By the last assessment, this percentage had increased to 74 percent, and the other 26 percent were able to meet one of the two expenses, food or housing (Figure 25). Between first and last assessment, the ability to meet expenses improved for 13 clients (57%), stayed the same for 8 clients (35%), and diminished for 2 clients (9%).

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

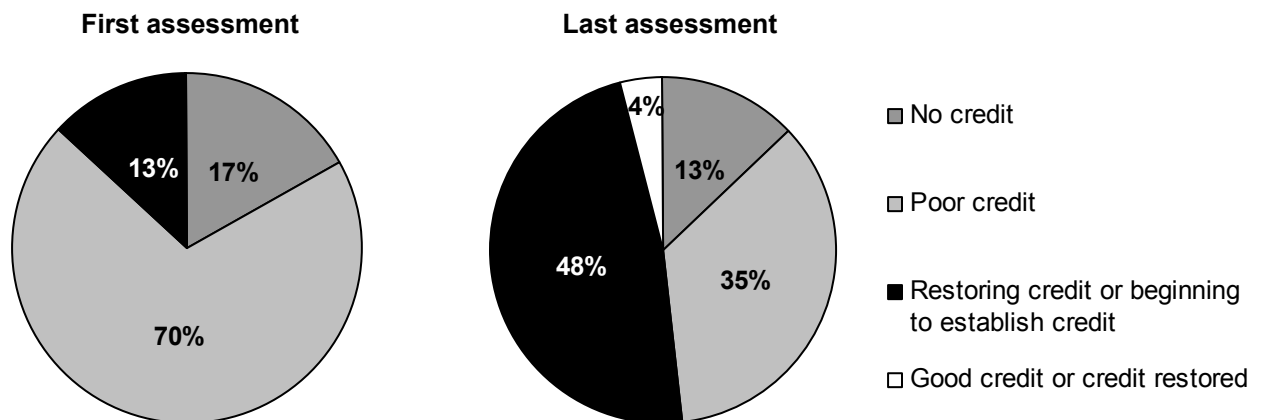


Source: Self-Reliance Progress Form.

Improvements were also seen in the quality of clients' credit in general. The percentage of clients with poor credit decreased from 70 percent at first assessment to 35 percent at last assessment (Figure 26). Between first and last assessment, the quality of credit improved for 10 clients (43%), stayed the same for 12 clients (52%), and diminished for 1 client (4%).

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## 26. Quality of credit (N=23)



Source: Self-Reliance Progress Form.



## ***Housing issues***

Most of the clients (78%) lived in rental housing when they first came to EHOP, and the remaining 22 percent were homeless. By the time of their last assessment, all clients had found housing. All clients were living in rental housing at last assessment, with just over 78 percent in subsidized housing and 22 percent in market-rate housing (Figure 27). A higher percentage of those in housing were in subsidized housing at the time of their last assessment than at the time of their initial assessment.

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### **27. Housing stability (N=23)**

	First assessment		Last assessment	
	N	%	N	%
Homeless	5	22%	0	0%
Subsidized rental housing	8	35%	18	78%
Market-rate rental housing	10	43%	5	22%

**Source:** Self-Reliance Progress Form.

Only a small percentage of clients had a Section 8 voucher. Nine percent had a Section 8 voucher at their initial assessment, and 4 percent at final assessment (Figure 28).

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### **28. Section 8 status (N=23)**

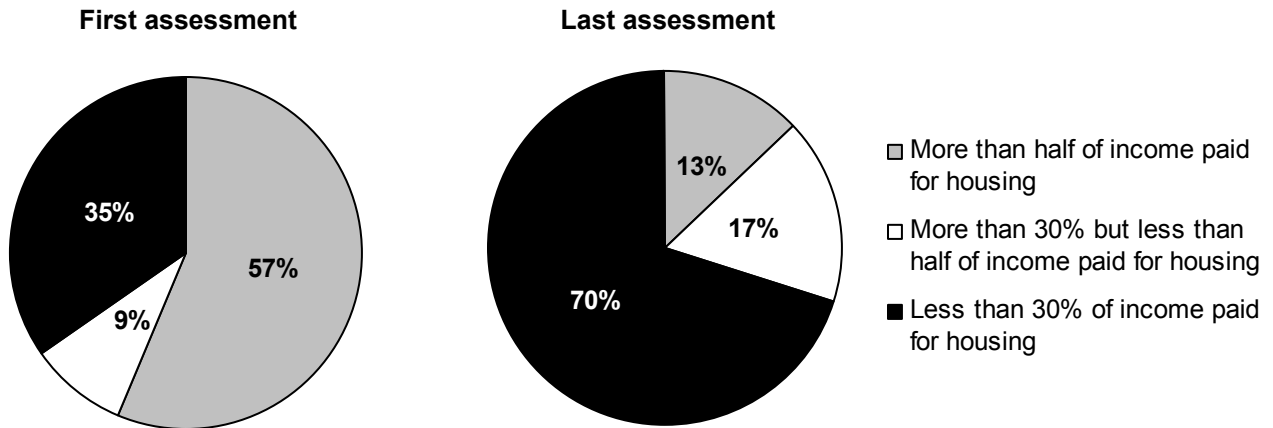
	First assessment		Last assessment	
	N	%	N	%
Has Section 8 Voucher but needs to move because of inappropriate housing	0	0%	1	4%
Has Section 8 Voucher and no need to move from the housing	2	9%	0	0%
Does not have a Section 8 Voucher	21	91%	22	96%

**Source:** Self-Reliance Progress Form.

Between first and last assessment, the percentage of clients spending more than half of their income on housing decreased from 57 percent to 13 percent, and the percentage meeting the guideline of less than 30 percent of income spent on housing increased from 35 percent to 70 percent (Figure 29). Only one client showed declines in this area, and the remaining 22 were split evenly between those who improved and those who stayed the same.

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## 29. Housing affordability (N=23)



**Source:** Self-Reliance Progress Form.

A larger percentage of clients had tenant/landlord problems at last assessment than at first assessment. In some cases, this could reflect greater advocacy for their family on the part of tenants who have participated in education programs, according to program staff. The percentage of clients whose most recent tenant/landlord relationship failed increased from 30 percent at first assessment to 43 percent at last assessment (Figure 30). Four of the seven clients who had their most recent tenant/landlord relationship fail at first assessment continued to have failed relationships at last assessment, two needed program services to resolve disputes with their landlord in the current quarter, and one did not need program services for tenant/landlord resolution. Three of the eight 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 eight clients who did not need program services for tenant/landlord resolution at first assessment, four clients continued to not need services, one needed services, and the other three ended up having their most recent relationship fail at last assessment.

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**30. Tenant/landlord relationship (N=23)**

	First assessment		Last assessment	
	N	%	N	%
Most recent tenant/landlord relationship failed – tenant evicted or lease not renewed	7	30%	10	43%
Program needed to prevent or resolve tenant/landlord dispute more than once in current quarter	4	17%	6	26%
Program needed to prevent or resolve tenant/landlord dispute only once in current quarter	4	17%	0	0%
Program not needed to prevent or resolve tenant/landlord dispute in current quarter	8	35%	7	30%

**Source:** *Self-Reliance Progress Form.*

Tenant training was recommended for all but one client at first assessment (Figure 31). Half of those clients (11 of 22) had begun attending or completed the training classes by the time of their most recent assessment.

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**31. Tenant training (N=23)**

	First assessment		Last assessment	
	N	%	N	%
Tenant training class recommended	22	96%	11	48%
Participant not attending recommended tenant training class	1	4%	0	0%
Participant attended 1-4 tenant training classes to date	0	0%	10	43%
Participant completed tenant training class	0	0%	2	9%

**Source:** *Self-Reliance Progress Form.*

## ***Physical and mental health issues***

Most case management clients were receiving public health care at both their first and most recent assessments. At the most recent assessment, all clients had health insurance for some members of their household, but not all had coverage for all members (Figure 32). One challenge that clients can face is that they may not make enough money to be able to afford health care, but their income may be deemed too high to receive state-funded services.

### **32. Household health care coverage (N=23)**

	First assessment		Last assessment	
	N	%	N	%
No insurance for any household members	2	9%	0	0%
Public health insurance benefits for some household members	3	13%	4	17%
Public health insurance benefits for all household members	17	74%	17	74%
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	9%
Private insurance benefits for some household members	1	4%	0	0%
Private insurance for all household members	0	0%	0	0%

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

**Source:** Self-Reliance Progress Form.

At the time of their initial self-reliance assessment, approximately half of the clients (48%) were identified by the case manager as either needing a mental health assessment or currently receiving mental health services (Figure 33). Results suggest these clients' mental health issues may be difficult or take time to fully resolve even when clients are receiving services. None of the 11 clients who initially needed mental health services or a mental health assessment were categorized as not needing mental health services by the time of their most recent self-reliance assessment. These 11 clients had been with EHOP an average of 20 months, and all but one for 8 or more months.

More specifically, three of the four clients with a mental health assessment recommended were receiving mental health services by the time of their most recent self-reliance

assessment, and the other still needed an assessment. Of the seven who had received a referral or were receiving services, four were receiving services at their most recent self-reliance assessment, one had not begun receiving services based on their referral, and two went back to being given a recommendation for a mental health assessment. Ten of the 12 clients classified as not needing mental health services at their initial assessment remained in the same category, while the other two were receiving mental health services as of their most recent assessment.

### 33. Mental health (N=23)

	First assessment		Last assessment	
	N	%	N	%
Mental health assessment recommended	4	17%	3	13%
Mental health assessment completed and appropriate referrals made	3	13%	1	4%
Mental health services being provided	4	17%	9	39%
No mental health services needed	12	52%	10	43%

**Source:** Self-Reliance Progress Form.

A few clients needed services for chemical dependency problems, according to their self-reliance assessments. Two clients (9%) were receiving chemical dependency support services at their first self-reliance assessment, and they continued to receive the services as of their most recent assessment. One additional person who was initially identified as not needing chemical dependency support services was recommended for a chemical dependency assessment at their most recent self-reliance assessment (Figure 34).

### 34. Chemical dependency (N=23)

	First assessment		Last assessment	
	N	%	N	%
Chemical dependency assessment recommended	0	0%	1	4%
Chemical dependency assessment completed and appropriate referral made	0	0%	0	0%
Chemical dependency support services being provided	2	9%	2	9%
No chemical dependency support services needed	21	91%	20	87%

**Source:** Self-Reliance Progress Form.

Two clients (9%) were identified at their initial assessment as having domestic abuse issues which were not currently being addressed. At the time of their most recent assessment, one of those clients no longer needed domestic abuse services and the other's remained unaddressed. It can take time for the case manager to get to know clients well enough to detect these issues, and an additional three clients who were identified as not needing domestic abuse services initially had received a referral or were receiving services as of their most recent assessment (Figure 35).

### 35. Domestic abuse (N=23)

	First assessment		Last assessment	
	N	%	N	%
Domestic abuse issues present in family – not currently addressed	2	9%	1	4%
Referral made for supportive services	0	0%	2	9%
Domestic abuse services being provided	0	0%	1	4%
No domestic abuse services are needed	21	91%	19	83%

**Source:** Self-Reliance Progress Form.

## *Child well-being*

The case manager assessed several aspects of child well-being. The percentage of families with a child protection case (open or closed) increased from 22 percent at first assessment to 43 percent at last assessment (Figure 36). According to program staff, this increase could in part reflect clients sharing information over time that they were not comfortable sharing initially and families having a child protection case opened based on the amount of time a child is missing school.

### 36. Child protection (N=23)

	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	4%
Child protection case closed	5	22%	9	39%
Family does not have a child protection case (open or closed)	18	78%	13	57%

**Source:** Self-Reliance Progress Form.

At first assessment, only 1 out of 12 clients (8%) with eligible children had all eligible children enrolled in preschool, and another had some but not all eligible children enrolled. Overall improvement was seen by the time of the most recent assessment, with 5 of the 13 clients (38%) with eligible children enrolling all eligible children in preschool, and another 2 (15%) enrolling some of their eligible children in preschool. Still, almost half of the clients with eligible children (6 of 13, or 46%) did not have any enrolled in preschool as of their most recent assessment (Figure 37).

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**37. Enrollment in preschool programs (N=23)**

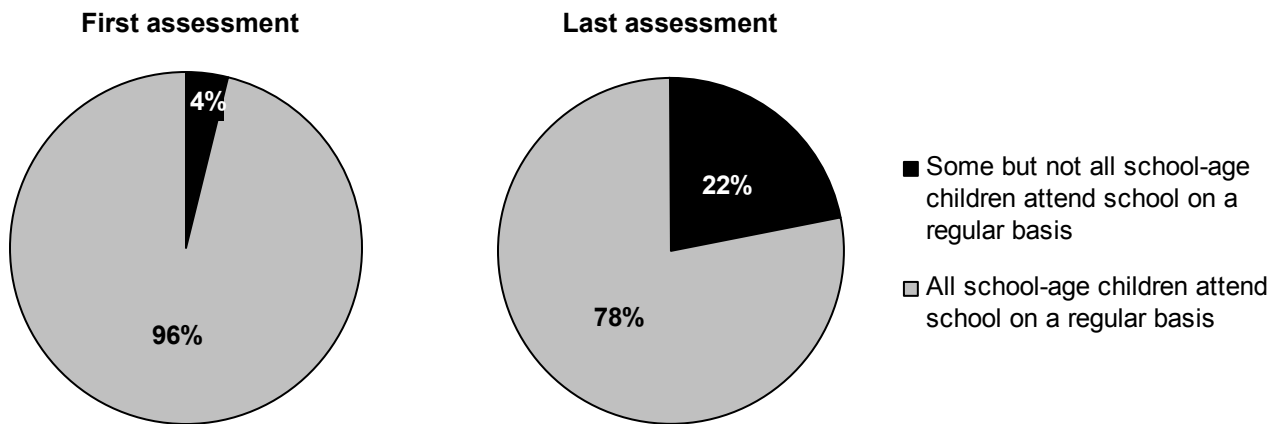
	First assessment		Last assessment	
	N	%	N	%
None of the eligible children are enrolled in preschool services	10	43%	6	26%
Some but not all of the eligible children are enrolled in preschool services	1	4%	2	9%
All eligible children are enrolled in preschool services	1	4%	5	22%
No children in need of preschool services	11	48%	10	43%

**Source:** Self-Reliance Progress Form.

Nearly all the families assessed (96%) had all school-age children attending school on a regular basis at first assessment. This percentage declined to 78 percent at last assessment, as the percentage of families with only some children attending regularly increased (Figure 38).

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### 38. School attendance (N=23)



**Source:** Self-Reliance Progress Form.

Of the clients identified as eligible for child support, only a small percentage were receiving it at the time of their first assessment (29%). A higher percentage, but still less than half, were receiving it as of their most recent assessment (38%) (Figure 39).

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### 39. Child support income (N=23)

	First assessment		Last assessment	
	N	%	N	%
Eligible for child support, no income benefit	10	43%	8	35%
Eligible for child support, partial benefit	2	9%	1	4%
Eligible for child support, full benefit	2	9%	4	17%
Not applicable	9	39%	10	43%

**Source:** Self-Reliance Progress Form.

The percentage of clients needing child care increased from 52 percent at first assessment to 65 percent at last assessment (Figure 40). It should be noted that in some cases, needing child care could reflect improving self-reliance. For example, two clients who were not employed and did not need child care at their initial assessment were employed and needed it at their most recent assessment. Of the clients who needed child care, the percentage receiving adequate care decreased slightly from 67 percent at first assessment (8 of 12 clients) to 60 percent at last assessment (9 of 15 clients). It may also be worth noting that a



challenge clients can face is that they may not make enough money to be able to afford child care, but their income may be deemed too high to receive a child care subsidy.

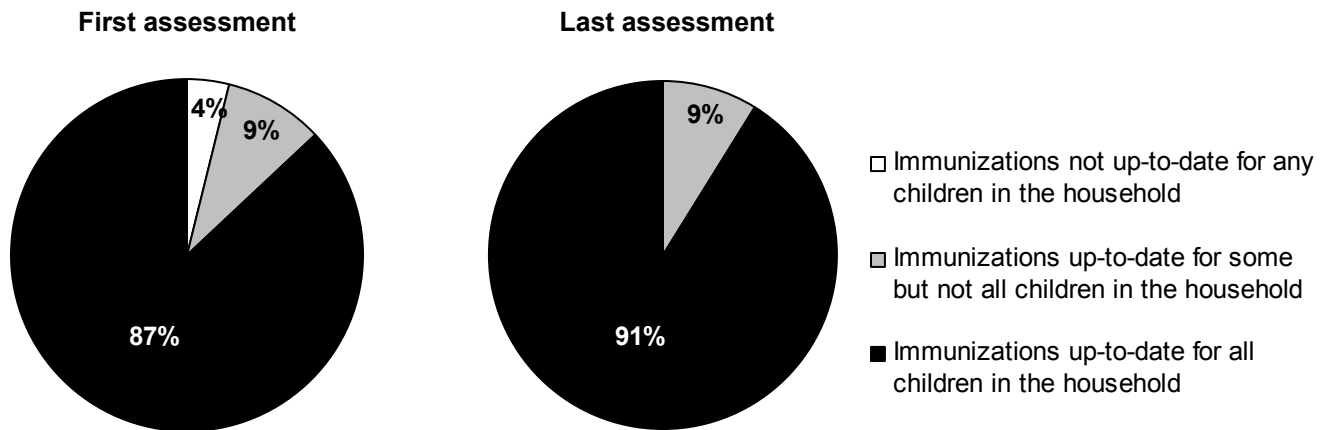
#### 40. Child care (N=23)

	First assessment		Last assessment	
	N	%	N	%
No child care available	3	13%	3	13%
Child care available but inadequate to meet need	1	4%	3	13%
Child care available and adequate with subsidy	6	26%	5	22%
Child care available and adequate without subsidy	2	9%	4	17%
No child care needed	11	48%	8	35%

**Source:** Self-Reliance Progress Form.

The percentage of households in which all children are up-to-date on immunizations increased slightly from 87 percent at first assessment to 91 percent at last assessment (Figure 41).

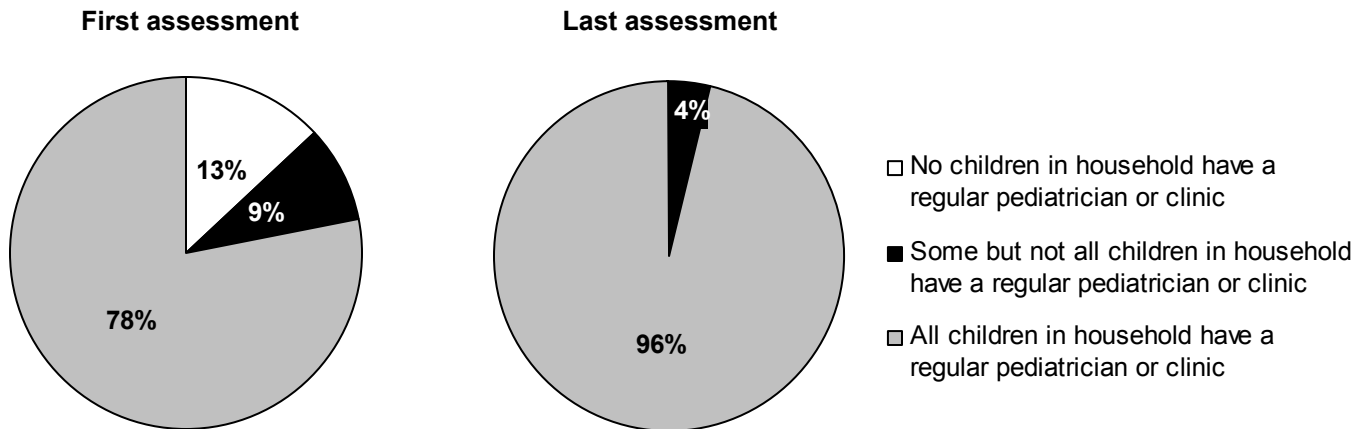
#### 41. Child's immunization (N=23)



**Source:** Self-Reliance Progress Form.

The percentage of households in which all children have a regular pediatrician or clinic increased from 78 percent at first assessment to 96 percent at last assessment (Figure 42).

#### 42. Child's medical needs (N=23)



Source: Self-Reliance Progress Form.

### Other issues

In addition to the other issues they faced, most case management clients also had limited access to both transportation and social support. Moreover, transportation needs seemed to increase for clients over time, with the percentage of clients identified as having adequate transportation to meet their daily needs declining slightly from 39 percent at first assessment to 35 percent at last assessment (Figure 43). Between the first and last assessments, the adequacy of transportation improved for 4 clients, stayed the same for 13 clients, and diminished for 6 clients.

#### 43. Transportation (N=23)

	First assessment		Last assessment	
	N	%	N	%
Transportation not adequate to meet daily needs	6	26%	7	30%
Transportation adequate to meet some needs but not all daily needs	8	35%	8	35%
Transportation adequate to meet daily needs	9	39%	8	35%

Source: Self-Reliance Progress Form.

Only 26 percent of the clients were identified as having adequate social support at their initial assessment, and 35 percent at their most recent assessment (Figure 44). Between the first and last assessments, the adequacy of social support improved for 6 clients, stayed the same for 14 clients, and diminished for 3 clients.

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**44. Social support (N=23)**

	First assessment		Last assessment	
	N	%	N	%
Little or no support from family, friends, or community support groups	6	26%	5	22%
Some social support, not usually adequate	11	48%	10	43%
Adequate social support	6	26%	8	35%

**Source:** Self-Reliance Progress Form.

### ***Status at program exit***

Upon a client's exit from the program, the self-reliance assessment asks the case manager to complete two additional sections: 1) a community credentials section, and 2) a supportive services section. The community credentials section is completed by the case manager at both first assessment and exit, and the supportive services section is completed at exit only. As of the end of 2007, exit questions had been completed for six clients. For four of those clients, the community credentials section was completed at both first assessment and exit, allowing for an analysis of change. A new version of the supportive services section was implemented in 2007, and those same four clients had the newer version completed for them. The remaining two clients did not have the community credentials section completed at exit and were assessed using the older version of the supportive services section. This section provides a brief description of exit results for those four clients. Between 5 and 30 months had passed between first assessment and exit for those four clients, with an average of 15 months. Due to the small number of clients, specific results are presented only in the Appendix (Figures A1 and A2).

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

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

### **Community credentials**

Case manager assessments indicated some improvement in clients' community credentials between first assessment and exit. For example, whereas only one had a Minnesota driver's license at first assessment, an additional two were in the process of obtaining one at exit. As another example, only two had a medical identification card at first assessment, and at exit three had one and the fourth was in the process of obtaining one. None of the four had a bank account at first assessment, compared to one who had one and another who was in the process of obtaining one at exit (Figure A1).

### **Supportive services**

Case manager assessments indicate that in all cases where a client needed a supportive service, that client either received the service from EHOP directly or received a referral to another agency for that service, and in some cases clients received both. Not all referrals to other agencies resulted in the client receiving service, however. At exit, case manager assessments indicated that all four clients had needed and received services – either from EHOP or another agency – for case management, Life Skills, housing placement, employment assistance, transportation, and legal issues. All four also needed and received referrals to another agency for mental health services, and three of the four received those services from the other agency. Two needed and received referrals for health care services, with one of those two receiving those services from the other agency. Education services and child protection services were each needed and received by one. Domestic abuse services and alcohol or drug services were each needed by one client, and in both cases the client received a referral but did not receive services from the other agency (Figure A2).

### ***Issues for consideration***

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

- *Employment.* Although there were overall improvements in clients' employment status, 43 percent remained unemployed at the last assessment. Results also indicate that clients continued to face challenges with job retention and stability. Program staff can continue to explore ways to help clients obtain employment, and sustain employment once they have found a job.
- *Income.* Financial concerns were a serious issue for many clients. While overall improvements were seen in the adequacy of clients' incomes for food and shelter, approximately a quarter were able to meet only one of the two expenses, food or housing, at the last assessment.
- *Landlord/tenant problems.* A larger percentage of clients had tenant/landlord problems at last assessment than at first assessment. Additionally, only half of those that the case manager recommended attend tenant training had begun attending or completed the training classes. While in some cases increasing problems could reflect tenants advocating more for their families after attending education programs, staff may also want to consider additional ways to provide support in this area, and whether there are issues with attendance at or the adequacy of programs clients are referred to for these issues.
- *Social support.* Although there were improvements, most clients still did not have adequate social support. The ESFC offers a variety of activities aimed at connecting neighborhood families with each other, and these results suggest this is an important service. Staff can continue encouraging EHOP clients to attend these activities and supporting other ways of improving clients' informal support systems.
- *Mental health concerns.* About half of the case management clients needed mental health services or a mental health assessment, and none of those clients were classified as no longer needing mental health services by the time of their most recent assessment despite an average of 20 months having passed. This suggests these clients' mental health issues may be difficult or take time to fully resolve even when clients are receiving services, and indicate the importance of matching clients with appropriate services and supporting their ability to receive services.
- *Preschool enrollment.* Although overall improvements were seen in clients enrolling their eligible children in preschool, almost half of those with eligible children still did not have any of those children enrolled in preschool. Staff can continue to provide clients with information on the importance of early childhood education, and to work with clients to secure the supports needed for their children to attend those programs.

- *School attendance.* Staff may also want to discuss whether additional services could be provided that would reduce barriers to school-age children's regular attendance at school. The percentage of clients with all their school-age children attending on a regular basis declined from the initial to most recent assessment.
- *Child care.* Based on the percentages of clients needing and struggling to find adequate child care, staff may want to continue exploring additional child care resources in the community.

# Student stability

The primary goal of EHOP is to increase the number of students who stay at Johnson throughout the school year (and year to year). The program is using the stability index used by the Saint Paul Public Schools as the broadest measure of its impact. The stability index is defined as the number of students enrolled at the school 160 days or more during the school year divided by the official enrollment count at the school on October 1. This is essentially a measure of the proportion of students who stay at the school the whole school year. Higher percentages indicate greater stability. The original goal set for Johnson was to increase the stability index score to 88 percent by the 2005-06 school year. At the end of 2004, a new goal was set to increase the student stability index at Johnson to 91 percent by the end of 2007.

## Results

Figure 45 shows that although the Johnson stability index has fluctuated in individual years, the index was very similar at the beginning and end of the most recent five-year period. After increasing to 83.4 percent in 2005-06 and 86.6 percent 2006-07, the stability index declined to 82.5 percent in 2006-07. This percentage falls below the goal of attaining a student stability index of 91 percent by the end of 2007.

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### 45. Johnson Elementary School stability index

Indicator	2002-03	2003-04	2004-05	2005-06	2006-07
Enrollment (October 1 official count)	319	322	265	299	314
Students enrolled 160 days or more	263	253	221	259	259
Stability index <sup>a</sup>	82.4%	78.6%	83.4%	86.6%	82.5%

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

**Source:** Data provided by Saint Paul Public Schools.

For comparison purposes, Figure 46 shows the stability rates over the past five years for selected Saint Paul elementary schools, as well as the average for all elementary schools district-wide. Selected elementary schools displayed here include other Achievement Plus schools, other East Side neighborhood schools, some other neighborhood schools, and some magnet schools. On average, the stability rate for all elementary schools stayed at 90 percent from 2002-03 to 2005-06 and then increased slightly to 91 percent in 2006-07. Among the selected schools presented here, most either stayed the same or improved

from 2005-06 to 2006-07, although Eastern Heights and Jackson elementary schools also experienced declines.

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

		Stability Index <sup>a</sup>				
	School	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Achievement Plus</b>	John A. Johnson	82%	79%	83%	87%	82%
	Dayton's Bluff	82%	75%	80%	78%	81%
<b>East Side neighborhood schools</b>	Bruce Vento	83%	79%	78%	80%	83%
	Phalen Lake	88%	88%	85%	85%	85%
	Ames	81%	79%	82%	82%	86%
	Parkway	86%	86%	83%	86%	-
	Sheridan	88%	89%	89%	84%	87%
	Hayden Heights	93%	88%	90%	88%	89%
	Eastern Heights	88%	89%	83%	92%	84%
	Prosperity Heights	85%	84%	91%	88%	90%
<b>Some other neighborhood schools</b>	North End	82%	82%	76%	76%	81%
	Como Park	80%	80%	80%	78%	82%
	Chelsea Heights	90%	94%	92%	91%	91%
	Groveland Park	91%	93%	91%	90%	92%
	Mann	94%	98%	96%	97%	97%
	Hancock-Hamline	92%	93%	93%	93%	95%
<b>Some magnet schools</b>	Battle Creek Elementary	93%	94%	94%	92%	94%
	Farnsworth	95%	94%	93%	95%	95%
	Jackson	90%	94%	89%	90%	89%
	Nokomis	96%	93%	94%	97%	97%
	Capitol Hill	95%	97%	97%	97%	97%
<b>All elementary schools</b>		90%	90%	90%	90%	91%

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

**Source:** Data provided by Saint Paul Public Schools.



## ***Issues for consideration***

After increasing in the previous two years, Johnson's stability index declined in 2006-07 and fell below the goal established for the program. Because a similar pattern was not seen across other East Side neighborhood elementary schools, with the exception of Eastern Heights, it may be useful to explore to the extent possible the reasons for the recent decline at Johnson and what program services may be most helpful in addressing this area. As seen in the previous section, there was also a decline in the percentage of case management clients with all their school-age children attending school on a regular basis. It is also important to recognize that fluctuations in this area could reflect factors that are difficult to impact with program services, such as employment and housing market conditions. According to program staff, as a result of the housing market a number of neighborhood families have moved out of the city or state to be closer to and receive support from their families.

# References

East Side Neighborhood Development Corporation, Inc. (ESNDC) website. East Side Housing Opportunity Program (EHOP) description. Retrieved from the Internet February 24, 2008, from <http://www.esndc.org/EHOP.html>



# Appendix

*Additional figures*

*Self-reliance instrument*



## Additional figures

### A1. Community credentials scale (N=4)

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

**Notes:** Results reflect four clients who exited the program in 2007. Between 5 and 30 months had passed between their first and final assessment, with an average of 15 months. For an additional two clients who exited the program, one in 2006 and one in 2007, the community credentials scale was not completed at exit.

## A2. Supportive services scale (N=4)

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

<sup>a</sup> If "yes," the case manager was asked to continue to column 2.

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

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

**Notes:** Results reflect four clients who exited the program in 2007. Between 5 and 30 months had passed between their first and final assessment, with an average of 15 months. For an additional two clients who exited the program, one in 2006 and one in 2007, the older version of the supportive services scale was completed at exit.

## 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>
<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). <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.			
<b>Employment Status</b>			
<b>1</b>	<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>			
<b>2</b>	<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 _____ / ____ / ____
<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>		
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>			

Child Care		
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 _____ / ____ / ____
Education		
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 _____ / ____ / ____
Transportation		
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 _____ / ____ / ____
Social Support		
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 _____ / ____ / ____

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

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

## ASSESSMENT SECTION

Mental Health Assessment		
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 _____ / ____ / ____
Chemical Dependency Assessment		
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 _____ / ____ / ____

Domestic Abuse		
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 _____ / _____ / _____
Tenant Training		
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

Community Credentials			
25	Community Credentials Scale		
Does participant have:	Status at intake	Status at exit	
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.**

Supportive Services				
26	Supportive Services Scale			
Did the participant receive or get a referral to support services for:	RATING SCALE			
	1 = Participant needed this service (if yes, continue to column 2)	2 = Participant received EHOP program services (continue to column 3)	3 = Participant was referred to other agency for services (if yes, continue to column 4)	4 = Participant received services from other agency
Case management	<input type="checkbox"/> Yes <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>