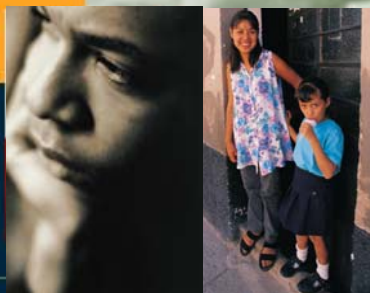




# The National HMIS Data Standards and the Arizona Self-Sufficiency Matrix: Collecting Uniform Information on Homeless Persons

*September 21, 2005*



**Solving problems, guiding decisions – worldwide**

# Agenda

1. Introductions
2. Overview of the Arizona Evaluation Project
3. Universal Data Elements
4. Program-Level Data Elements
5. Arizona Self-Sufficiency Matrix
6. Entering the Self-Sufficiency Matrix in the Rural AZ HMIS
7. Data Quality
8. Next Steps

# Goals of Today's Meeting

1. Overview of the Arizona Evaluation Project
2. Review the Universal and Program-Specific data elements in HUD's National Data and Technical Standards Notice.
3. Provide guidance on how to collect and enter information for Arizona's Self-Sufficiency Matrix.
4. Highlight the importance of collecting good quality data to promote progress toward your program's goals.

# What is the Arizona Homeless Evaluation Project?

## Tools and methodology for...

- Evaluating the effectiveness of homeless programs
- Improving outcomes in order to make a real difference in the lives of homeless persons
- Making informed decisions regarding investments

## Why Is It Important?

Conscious shift from *focus on outputs* to *investing in outcomes*

- HUD McKinney-Vento
- GPRA
- State requirements
- Private funders

# Partners

- Three Continua of Care (Maricopa, Pima, Rural)
- Arizona Department of Economic Security
- Arizona Department of Housing
- Virginia G. Piper Charitable Trust
- HUD/ABT Associates

# Developing the System

- Statewide Steering Committee
- Provider Meetings
- Surveys of Providers
- Testing of Pilot
- Outcomes Training

# Project Components

- Self-Sufficiency Matrix
- Annual Progress Report data
- Housing placement success
- Provider-developed outcomes
- Feedback to providers



# Self-Sufficiency Matrix

Domain	Score	1	2	3	4	5
Income		no income	Inadequate income and/or spontaneous or inappropriate spending	Can meet basic needs with subsidy; appropriate spending	Can meet basic needs and manage debt without assistance	Income is sufficient, well managed; has discretionary income and benefits
Employment		No job	Temporary, part-time or seasonal; inadequate pay, no benefits.	Employed full time; inadequate pay; few or not benefits	Employee full time with adequate subsidized housing.	Maintains permanent employment with adequate income and benefits.
Housing		Homeless or threatened with eviction	In transitional, temporary or substandard housing; and/or current rent/mortgage payment is unaffordable (over 30%of income)	In stable housing that is safe but only marginally adequate.	Household is in safe, adequate, subsidized housing.	Household is safe, adequate, unsubsidized housing.
Food		No food or means to prepare it. Relies to a significant degree on other sources of free or low-cost food.	Household is on food stamps	Can meet basic food needs, but requires occasional assistance.	Can meet basic food needs without assistance.	Can choose to purchase any food household desires.
Childcare		Needs childcare, but none is available/accessible and/or child is not eligible.	Child care is unreliable or unaffordable, inadequate supervision is a problem for child care that is available	Affordable subsidized childcare is available, but limited.	Reliable, affordable childcare is available, no need for subsidies	Able to select quality childcare of choice
Safety		Home or residence is not safe; immediate level of lethality is extremely high; possible CPS involvement	Safety is threatened/temporary protection is available; level of lethality is high	Safety is threatened/temporary protection is available; level of lethality is high	Safety is threatened/temporary protection is available; level of lethality is high	Safety is threatened/temporary protection is available; level of lethality is high
Parenting Skills		There are safety concerns regarding parenting skills	There are safety concerns regarding parenting skills	There are safety concerns regarding parenting skills	There are safety concerns regarding parenting skills	There are safety concerns regarding parenting skills

# Self-Sufficiency Matrix, cont.

Children's Education		One or more eligible children not enrolled in school.	One or more eligible children enrolled in school, but not attending classes.	Enrolled in school, but one or more children only occasionally attending classes.	Enrolled in school and attending classes most of the time.	All eligible children enrolled and attending on a regular basis
Adult Education		Literacy problems and/or no high school diploma/GED are serious barriers to employment.	Enrolled in literacy and/or GED program and/or has sufficient command of English to where language is not a barrier to employment.	Has high school diploma/GED	Needs additional education/training to improve employment situation and/or resolve literacy problems to where they are able to function effectively in society.	Has completed educational/training needed to become employable. No literacy problems
Legal		Current outstanding tickets or warrants.	Current charges/trial pending, noncompliance with probation/parole.	Fully compliant with probation/parole terms.	Has successfully completed probation/parole within past 12 months, no new charges filed.	No active criminal justice involvement in more than 12 months and/or no felony criminal history
Health Care		No medical coverage with immediate need.	No medical coverage and great difficulty accessing medical care when needed. Some household members may be in poor health.	Some members (eg Children on AHCCCS	All members can get medical care when needed, but may strain budget.	All members are covered by affordable, adequate health insurance.
Life Skills		Unable to meet basic needs such as hygiene, food, activities of daily living.	Can meet a few but not all needs of daily living without assistance.	Can meet most but not all daily living needs without assistance.	Able to meet all basic needs of daily living without assistance	Able to provide beyond basic needs of daily living for self and family.
Mental Health		Danger to self or others; recurring suicidal ideation; experiencing severe difficulty in day-to-day life due to psychological problems.	Recurrent mental health symptoms that may affect behavior, but not a danger to self/others; persistent problems with functioning due to mental health symptoms.	Mild symptoms may be present but are transient; only moderate difficulty in functioning due to mental health problems.	Minimal symptoms that are expectable response to life stressors; only slight impairment in functioning	Symptoms are absent or rare; good or superior functioning in wide range of activities; no more than every day problems or concerns.

# Scoring Systems

- System #1
  - ✓ Independence
  - ✓ Dysfunction
  - ✓ Child Functioning
- System #2
  - ✓ Self-Sufficiency
  - ✓ Community Connectedness

# Implementation

- Outcomes training – March 2005
- Integrate matrix with HMIS
- Provider Training on Matrix
- Statewide rollout October 2005
  - DES Projects
  - HUD Project Sponsors
  - Others

# Questions

# National Data and Technical Standards Notice

# National Data Standards

## Universal Data Elements

- All providers, all clients
- Understand extent, characteristics, and patterns of service use

## Program-Specific Data Elements

- Mandated for McKinney-Vento programs
- Record needs assessments and report outcomes

# Key Reporting Requirements

1. When Data Are Collected
2. Subjects
3. Definition and Instructions
4. Response Categories



# Universal Data Elements

1. Name
2. Social Security Number
3. Date of Birth
4. Ethnicity and Race
5. Gender
6. Veterans Status
7. Disabling Condition
8. Residence Prior to Program Entry
9. Zip Code of Last Permanent Address
10. Program Entry Date
11. Program Exit Date
12. *Person ID Number*
13. *Program ID Number*
14. *Household ID Number*

# Universal Data Elements

*Goal:* To produce an accurate count of homeless persons and to increase the use of mainstream programs by homeless persons. Date of birth can also be used to calculate a person's age.

1. **Name**
2. **Social Security Number**
3. **Date of Birth**

# Universal Data Element: Name

## Name

- *When Data Are Collected:* Upon initial program entry.
- *Subjects:* All clients served.
- *Definition and Instructions:* In four separate fields record:
  - The legal full, middle, last names and any suffixes (avoid aliases or nicknames)
  - Any other name used to receive services previously
- *Response Category:* e.g., John David Doe Jr.

# Universal Data Element: SSN

## Social Security Number

- *When Data Are Collected:* Upon initial program entry.
- *Subjects:* All clients served.
- *Definition and Instructions:* In two separate fields record:
  - Nine-digit Social Security Number
  - Quality of the data (Full SSN, Partial SSN, Don't Know or Don't Have, Refused)
- *Response Category:* e.g., 123456789

# Universal Data Elements: Date of Birth

## Date of Birth

- *When Data Are Collected:* Upon initial program entry.
- *Subjects:* All clients served.
- *Definition and Instructions:* Collect the month, day and year of birth for every person served.
  - If a client cannot remember the year of birth, ask their age and calculate the approximate year of birth.
- *Response Category:* e.g., 08/31/1965

# Universal Data Elements

*Goal:* To understand who is homeless and to identify persons who may qualify for other types of programs.

4. **Ethnicity and Race**
5. **Gender**
6. **Veterans Status**
7. **Disabling Condition**

# Universal Data Elements: Ethnicity and Race

## Ethnicity and Race

- *When Data Are Collected:* Upon initial program entry.
- *Subjects:* All clients served.
- *Definition and Instructions:* In two separate fields record both the self-identified Hispanic or Latino ethnicity and the self-identified race of each client served.
  - Allow clients to identify multiple racial categories.
  - Staff observation should *NOT* be used to collect information.

# Universal Data Elements: Ethnicity and Race (con't)

## Ethnicity and Race

- *Response Category:*

Ethnicity
Non-Hispanic/Latino
Hispanic/Latino
Race
American Indian or Alaskan Native
Asian
Black or African-American
Native Hawaiian or Other Pacific Islander
White



# Universal Data Elements: Gender

## Gender

- *When Data Are Collected:* Upon initial program entry.
- *Subjects:* All clients served.
- *Definition and Instructions:* Record the gender of each client served.
  - Programs may add “*transgender male to female*” and “*transgender female to male*” categories.
- *Response Category:* Female, Male

# Universal Data Elements: Veterans Status

## Veterans Status

- *When Data Are Collected:* Upon each program entry.
- *Subjects:* All adults served.
- *Definition and Instructions:* A veteran is someone who has served on active duty in the Armed Forces of the United States.
  - This does not include inactive military reserves or the National Guard unless the person was called up to active duty.
- *Response Category:* No, Yes

# Universal Data Elements: Disabling Condition

## Disabling Condition

- *When Data Are Collected:* Anytime after the client has been admitted into the program.
- *Subjects:* All adults served.
- *Definition and Instructions:* A disabling condition means:
  1. A disability as defined in Section 223 of the Social Security Act.
  2. A physical, mental or emotional impairment which is of long-continued and indefinite duration, substantially impedes ones ability to function independently, and of such a nature that such ability could be improved by more suitable housing conditions.

# Universal Data Elements: Disabling Condition (con't)

- *Definition and Instructions (con't):*
  3. A developmental disability as defined in Section 102 of the Developmental Disabilities Assistance and Bill of Rights Act.
  4. The disease of AIDS or any conditions arising from the etiological agency of AIDS.
  5. A diagnosable substance abuse disorder.
- *Response Category:* No, Yes, Don't Know, Refused

# Universal Data Elements

*Goal:* To understand the mobility of homeless persons and service use patterns.

- 8. Residence Prior to Program Entry**
- 9. Zip Code of Last Permanent Address**
- 10. Program Entry Date**
- 11. Program Exit Date**

# Universal Data Element: Residence Prior to Program Entry

## Residence Prior to Program Entry

- *When Data Are Collected:* Anytime after the client has been admitted into the program.
- *Subjects:* All adults and unaccompanied youth served.
- *Definition and Instructions:* In two separate fields record the type of living arrangement the night before entry into the program and the length of time the client spent in that living arrangement.

# Universal Data Element: Residence Prior to Program Entry (con't)

Type of Residence
Emergency Shelter (including a youth shelter, or hotel, motel, or campground paid for with emergency shelter voucher)
Transitional Housing for Homeless persons (including homeless youth)
Permanent housing for formerly homeless persons (such as SHP, S+C, or SRO Mod Rehab)
Psychiatric hospital or other psychiatric facility
Substance abuse treatment facility or detox center
Hospital (non-psychiatric)
Jail, prison or juvenile detention facility
Room, apartment, or house that you rent
Apartment or house that you own
Staying or living in a family member's room, apartment, or house
Staying or living in a friend's room, apartment, or house
Hotel or motel paid for without emergency shelter voucher
Foster care home or foster care group home
Place not meant for habitation (e.g., a vehicle, an abandoned building, bus/train/subway station/airport or anywhere outside)
Other
Don't know
Refused

# Universal Data Element: Residence Prior to Program Entry (con't)

## Length of Stay in Previous Place

One week or less

More than one week, but less than one month

One to three months

More than three months, but less than one year

One year or longer



# Universal Data Element: Zip Code of Last Permanent Address

## Zip Code of Last Permanent Address

- *When Data Are Collected:* Upon each program entry.
- *Subjects:* All adults and unaccompanied youth served.
- *Definition and Instructions:* In two separate fields record the five-digit zip code of the apartment, room, or house where the client last lived for 90 days or more, and the zip data quality code.

# Universal Data Element: Zip Code of Last Permanent Address (con't)

- *Response Category:*

Zip Code
____ (example: 12345)
Zip Data Quality Code
Full Zip recorded
Don't know
Refused

# Universal Data Element: Program Entry Date

## Program Entry Date

- *When Data Are Collected:* Upon each program entry.
- *Subjects:* All clients served.
- *Definition and Instructions:* Record the month, day, and year of first day of service of program entry.
  - For a shelter visit, this date would represent the first day of residence in a shelter program following residence outside of the shelter or in another program.
  - For services, this date may represent the day of program enrollment, the day a service was provided, or the first date of a period of continuous participation in a service (e.g., daily, weekly or monthly).
- *Response Category:* e.g., 01/30/2004

# Universal Data Element: Program Exit Date

## Program Exit Date

- *When Data Are Collected:* Upon each program entry.
- *Subjects:* All clients served.
- *Definition and Instructions:* Record the month, day, and year of last day of service.
  - For a program providing housing or shelter, this date would represent the last day of residence in the program's housing before the client transfers to another residential program or leaves the shelter.
  - For services, the exit date may represent the last day a service was provided or the last date of a period of continuous service.
- *Response Category:* e.g., 01/30/2004

# Universal Data Element: Program Exit Date (con't)

## Missing Exit Dates!

- Documented as the most missing variable across the nation—especially for overnight shelters.
- Be creative—program your system to automatically exit a client from a bed for short term shelters or use a nightly bed register.
- Heighten staff awareness to missing exit dates—training, training, and more training.

# Program-Specific Data Elements

## APR-Required:

1. Income and Sources
2. Non-Cash Benefits
3. Physical Disability
4. Developmental Disability
5. HIV/AIDS
6. Mental Health
7. Substance Abuse
8. Domestic Violence
9. Services Received
10. Destination
11. Reasons for Leaving

# Program-Specific Data Elements

*Goal:* To understand a client's level of self-sufficiency and use of mainstream resources.

- 1. Income and Sources**
- 2. Non-Cash Benefits**

# Program-Specific Data Element: Income and Sources

## Income and Sources

- *When Data Are Collected:* In the course of client assessment and at exit.
- *Subjects:* All clients served.
- *Definition and Instructions:* In three separate fields, record:
  - (1) whether the client received income from each source listed on the next slide in the past 30 days;
  - (2) the amount of income received from each source identified by the client; and
  - (3) the client's total monthly income (rounded to the nearest U.S. dollar).

Allow clients to identify multiple sources of income.



# Program-Specific Data Element: Income and Sources (con't)

Sources of Income	
Earned Income	\$ _____.00
Unemployment Insurance	\$ _____.00
Supplemental Security Income or SSI	\$ _____.00
Social Security Disability Income or SSDI	\$ _____.00
A veteran's disability payment	\$ _____.00
Private disability insurance	\$ _____.00
Worker's compensation	\$ _____.00
Temporary Assistance for Needy Families (TANF)	\$ _____.00
General Assistance	\$ _____.00
Retirement Income from Social Security	\$ _____.00
Veteran's pension	\$ _____.00
Pension from a former job	\$ _____.00
Child support	\$ _____.00
Alimony or other spousal support	\$ _____.00
Other source	\$ _____.00
No financial resources	\$ _____.00
Total Monthly Income	
\$ _____.00	

# Program-Specific Data Element: Non-Cash Benefits

## Non-Cash Benefits

- *When Data Are Collected:* In the course of client assessment and at exit.
- *Subjects:* All adults and unaccompanied youth served.
- *Definition and Instructions:* For each source, determine if the client received any of the non-cash benefits in the past month (30 days).

Allow clients to identify multiple sources of income.

# Program-Specific Data Element: Non-Cash Benefits (con't)

Sources of Non-Cash Benefit
Food stamps or money for food on a benefits card
MEDICAID health insurance program
MEDICARE health insurance program
State Children's Health Insurance Program
Special Supplemental Nutrition Program for Women, Infants, and Children
Veteran's Administration (VA) Medical Services
TANF Child Care services
TANF transportation services
Other TANF-funded services
Section 8, public housing, or other rental assistance
Other source

# Program-Specific Data Elements

*Goal:* To understand who is homeless, determine eligibility for certain types of benefits, and assess the need for services.

- 3. Physical Disability**
- 4. Developmental Disability**
- 5. HIV/AIDS**
- 6. Mental Health**
- 7. Substance Abuse**
- 8. Domestic Violence**
- 9. Services Received**

# Program-Specific Data Element: Physical Disability

## Physical Disability

- *When Data Are Collected:* In the course of client assessment once the client is admitted, unless this information is needed prior to admission to determine program eligibility.
- *Subjects:* All clients served.
- *Definition and Instructions:* A physical disability includes an impairment which is:
  1. Expected to be of long-continued and indefinite duration;
  2. Substantially impedes an individual's ability to live independently; and
  3. Of such a nature that such ability could be improved by more suitable housing conditions.
- *Response Category:* No, Yes

# Program-Specific Data Element: Developmental Disability

## Developmental Disability

- *When Data Are Collected:* In the course of client assessment once the client is admitted, unless this information is needed prior to admission to determine program eligibility.
- *Subjects:* All clients served.
- *Definition and Instructions:* A developmental disability includes a:
  1. Severe, chronic disability that is attributed to a mental and/or physical impairment;
  2. Occurs before 22 years of age; and
  3. Limits the capacity for independent living & economic self-sufficiency.
- *Response Category:* No, Yes

# Program-Specific Data Element: HIV/AIDS

## HIV/AIDS

- *When Data Are Collected:* In the course of client assessment once the client is admitted, unless this information is needed prior to admission to determine program eligibility.
- *Subjects:* All adults and unaccompanied youth served.
- *Definition and Instructions:* Determine if the client has been diagnosed with AIDS or has tested positive for HIV.

If the client does not provide the information and it is not in case manager records, leave the response field blank.

- *Response Category:* No, Yes

# Program-Specific Data Element: Mental Health

## Mental Health

- *When Data Are Collected:* In the course of client assessment once the client is admitted, unless this information is needed prior to admission to determine program eligibility.
- *Subjects:* All adults and unaccompanied youth served.
- *Definition and Instructions:* In separate fields, record:
  1. If the client has a mental health problem;
  2. Whether the problem is expected to be of long-continued and indefinite duration, and substantially impedes a client's ability to live independently.

A mental health problem may include serious depression, serious anxiety, hallucinations, violent behavior, or thoughts of suicide.



# Program-Specific Data Element: Mental Health (con't)

- *Response Category:*

<b>Mental Health Problem</b>
No
Yes
<b>Expected to be Indefinite and Impairs ability to Live Independently</b>
No
Yes

# Program-Specific Data Element: Substance Abuse

## Substance Abuse

- *When Data Are Collected:* In the course of client assessment once the client is admitted, unless this information is needed prior to admission to determine program eligibility.
- *Subjects:* All adults and unaccompanied youth served.
- *Definition and Instructions:* In separate fields, record:
  1. If the client has an alcohol or drug abuse problem, or both;
  2. Whether the problem is expected to be of long-continued and indefinite duration, and substantially impedes a client's ability to live independently.

# Program-Specific Data Element: Substance Abuse (con't)

- *Response Category:*

<b>Substance Abuse Problem</b>
Alcohol Abuse
Drug Abuse
Dually Diagnosed (both alcohol and drug abuse)
<b>Expected to be Indefinite and Impairs ability to Live Independently</b>
No
Yes

# Program-Specific Data Element: Domestic Violence

## Domestic Violence

- *When Data Are Collected:* In the course of client assessment.
- *Subjects:* All adults and unaccompanied youth served.
- *Definition and Instructions:* In separate fields, record:
  1. If the client has ever been a victim of domestic violence, and if so,
  2. How long ago did the client have the most recent experience.

# Program-Specific Data Element: Domestic Violence (con't)

- *Response Category:*

<b>Domestic Violence Experience</b>
No
Yes
<b>(If yes) When Experience Occurred</b>
Within the past three months
Three to six months ago
From six to twelve months ago
More than a year ago
Don't Know
Refused

# Program-Specific Data Element: Services Received

## Services Received

- *When Data Are Collected:* In the course of client assessment and at appropriate points during the program stay.
- *Subjects:* All clients served.
- *Definition and Instructions:* For each service encounter, two types of information must be recorded in two separate fields:
  1. The date of service as the two-digit month, two-digit day, and four-digit year, and
  2. The type of service (listed on next slide).

# Program-Specific Data Element: Services Received (con't)

Date of Service	
e.g., 08/31/1965	
Type of Service	Example
Food	Emergency food programs & pantries
Housing placement	Housing search
Material goods	Clothing and personal hygiene items
Temporary housing aid & other financial aid	Rent payment or deposit assistance
Transportation	Bus pass and mass transit tokens
Consumer assistance and protection	Money management counseling and ID help
Criminal justice/legal service	Legal counseling and immigration services
Education	GED instruction and bilingual education
Health care	Disability screening & health care referrals
HIV/AIDS-related services	HIV testing, AIDS treatment and counseling
Mental health care/counseling	Telephone hotlines and psychiatric care
Substance abuse services	Detoxification and alcohol/drug counseling
Employment	Job development and job search assistance
Case/care management	Develop plans for evaluating/serving clients
Day care	Child care centers and infant care centers
Personal enrichment	Life skills education & social skills training
Outreach	Street outreach
Other	

# Program-Specific Data Elements

*Goal:* To understand where homeless people go to following service and to identify the barriers and issues clients face in completing a program or staying in a residential facility.

**10. Destination**

**11. Reasons for Leaving**



# Program-Specific Data Element: Destination

## Destination

- *When Data Are Collected:* At program exit.
- *Subjects:* All clients served.
- *Definition and Instructions:* Record in three separate fields:
  1. Where the client will be staying after they leave the program;
  2. If this move is permanent or transitional (i.e., temporary); and
  3. Does the move involve a HUD subsidy or other subsidy.

# Program-Specific Data Element: Destination (con't)

Destination
Emergency Shelter (including a youth shelter, or hotel, motel, or campground paid for with emergency shelter voucher)
Transitional Housing for Homeless persons (including homeless youth)
Permanent housing for formerly homeless persons (such as SHP, S+C, or SRO Mod Rehab)
Psychiatric hospital or other psychiatric facility
Substance abuse treatment facility or detox center
Hospital (non-psychiatric)
Jail, prison or juvenile detention facility
Room, apartment, or house that you rent
Apartment or house that you own
Staying or living in a family member's room, apartment, or house
Staying or living in a friend's room, apartment, or house
Hotel or motel paid for without emergency shelter voucher
Foster care home or foster care group home
Place not meant for habitation (e.g., a vehicle, an abandoned building, bus/train/subway station/airport or anywhere outside)
Other
Don't know
Refused

# Program-Specific Data Element: Destination (con't)

<b>Tenure</b>
Permanent
Transitional (or temporary)
Don't Know
Refused
<b>Subsidy Type</b>
Public Housing
Section 8
S+C
HOME program
HOPWA program
Other housing subsidy
Don't Know
Refused

# Program-Specific Data Element: Reason for Leaving

## Reason for Leaving

- *When Data Are Collected:* At program exit.
- *Subjects:* All clients served.
- *Definition and Instructions:* Record the reason why the client left the program. If the client left for more than one reason, record only the primary reason.

# Program-Specific Data Element: Reason for Leaving (con't)

<b>Reason for Leaving</b>
<b>Left for a housing opportunity before completing program</b>
<b>Completed program</b>
<b>Non-payment of rent/occupancy charge</b>
<b>Non-compliance with project</b>
<b>Criminal activity/destruction of property/violence</b>
<b>Reached maximum time allowed by project</b>
<b>Needs could not be met by project</b>
<b>Disagreement with rules/persons</b>
<b>Death</b>
<b>Unknown/disappeared</b>

# Arizona Self-Sufficiency Matrix

# Key Features in Self-Sufficiency Matrix

Two Key Features:

1. 17 domains in the Self-Sufficiency Matrix
2. Client's status on each domain is measured by a 5-point scale

# Domains and Scale

Domain	Scale
Income	
Employment	
Shelter	1 = In Crisis
Food	
Childcare	2 = Vulnerable
Children's Education	
Adult Education	3 = Safe
Legal	
Health Care	4 = Building Capacity
Life Skills	
Mental Health	5 = Empowered
Substance Abuse	
Family Relations	
Mobility	
Community Involvement	
Safety	
Parenting Skills	



# Calculating the AZEP Performance Measures: Self-Determination and Skills

## 17 Domains of Participant Self-sufficiency

- *When Data Are Collected:* Upon any program entry and at program exit. Transitional housing programs must also collect the information every six months after entry. Permanent housing programs must collect the data set every 12 months after entry.
- *Subjects:* All adults and unaccompanied youth
- *Definition and Instructions:* Select one and only one status level in each of the 17 domains.

# Calculating the AZEP Performance Measures: Self-Determination and Skills

## How do I collect this information?

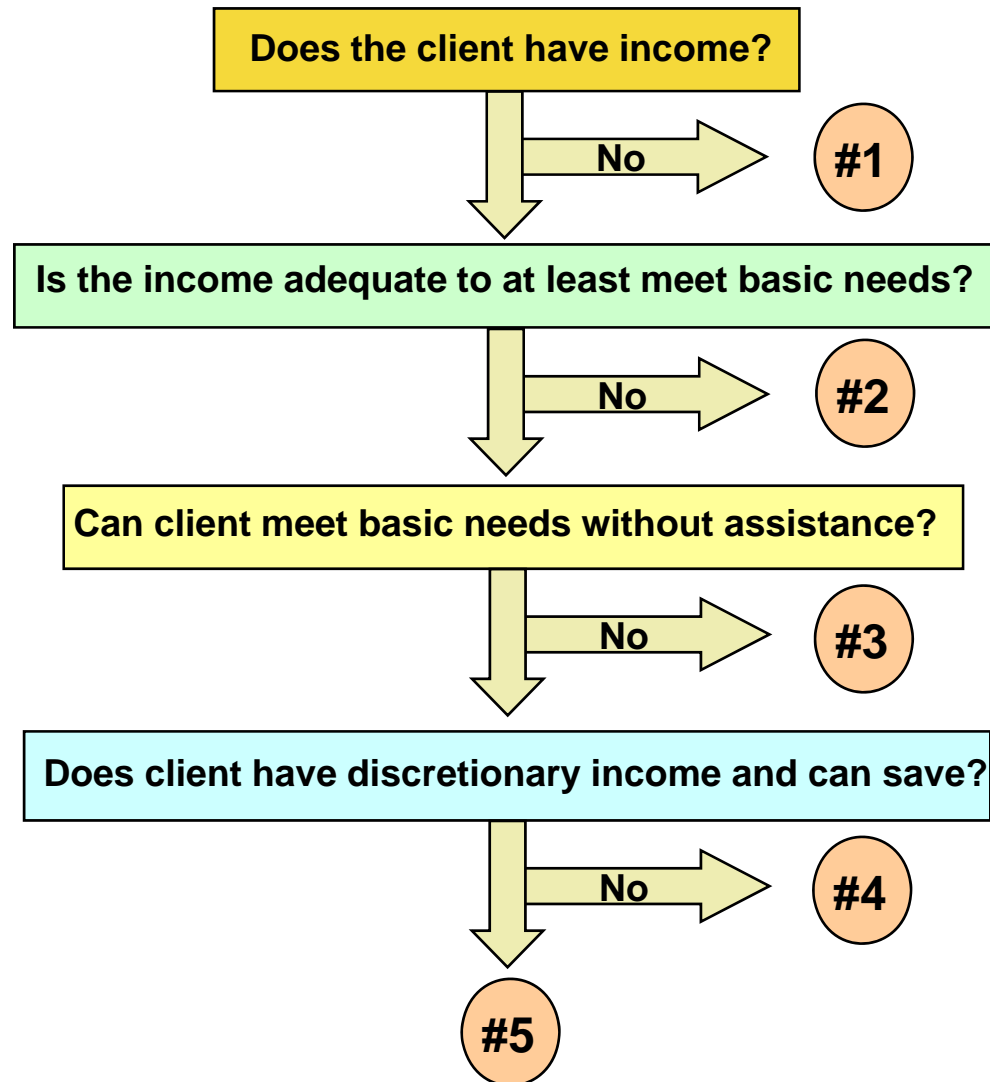
1. Data Collection Burden: balance the need to collect accurate information with the time needed to engage the participant.
  - Develop approaches that are appropriate given the time you have to interact with participants.
2. Type of Population being Served: assess the ability of your participants to answer questions about their level of self-sufficiency.
  - Develop approaches that are appropriate given the population you serve and simplify the questions as needed.
3. Consistency: Agree on a common data collection approach for your program.

# Self-Determination and Skills - Income

## 1. Income

- 1. No Income
- 2. Inadequate income and/or spontaneous or inappropriate spending
- 3. Can meet basic needs with subsidy; appropriate spending
- 4. Can meet basic needs and manage debt without assistance
- 5. Income is sufficient, well managed; has discretionary income and is able to save

# Self-Determination and Skills - Income

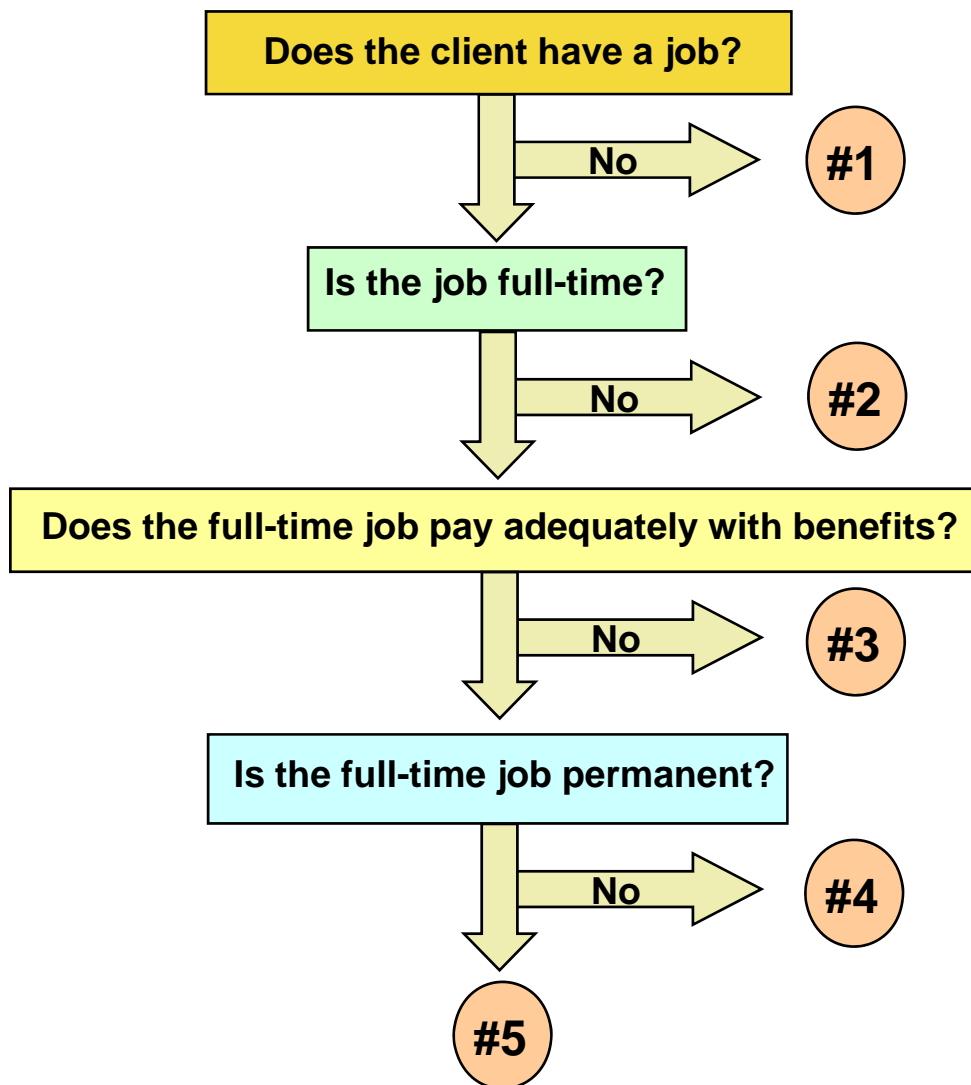


# Self-Determination and Skills - Employment

## 2. Employment

- 1. No Job
- 2. Temporary, part-time or seasonal; inadequate pay; no benefits
- 3. Employed full-time; inadequate pay; few or no benefits
- 4. Employed full-time with adequate pay and benefits
- 5. Maintains permanent employment with adequate income and benefits

# Self-Determination and Skills - Employment

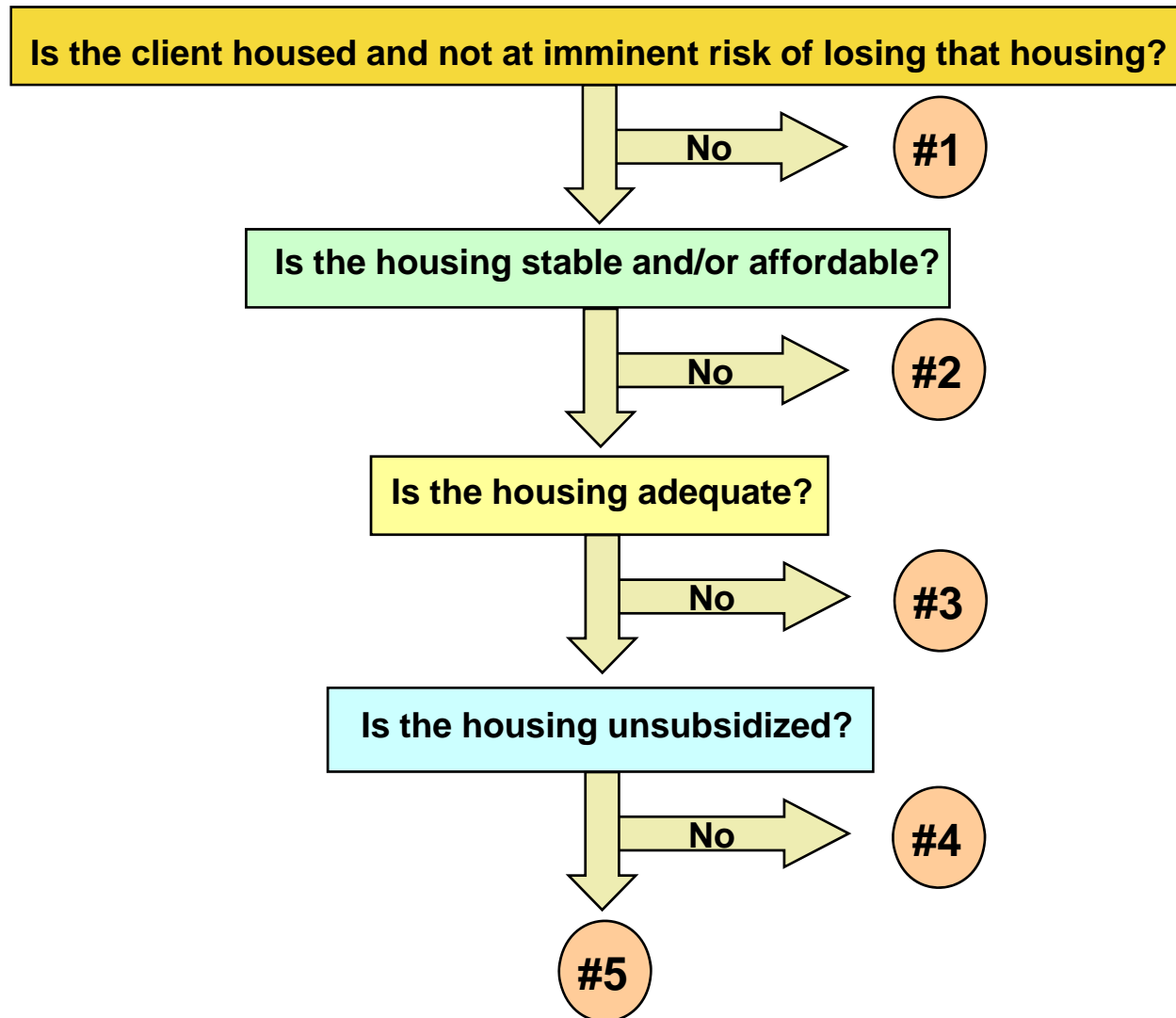


# Self-Determination and Skills - Shelter

## 3. Shelter

- 1. Homeless or threatened with eviction
- 2. In transitional, temporary or substandard housing; and/or current rent/mortgage payment is unaffordable
- 3. In stable housing that is safe but only marginally adequate
- 4. Household is safe, adequate, subsidized housing
- 5. Household is safe, adequate, unsubsidized housing

# Self-Determination and Skills - Shelter



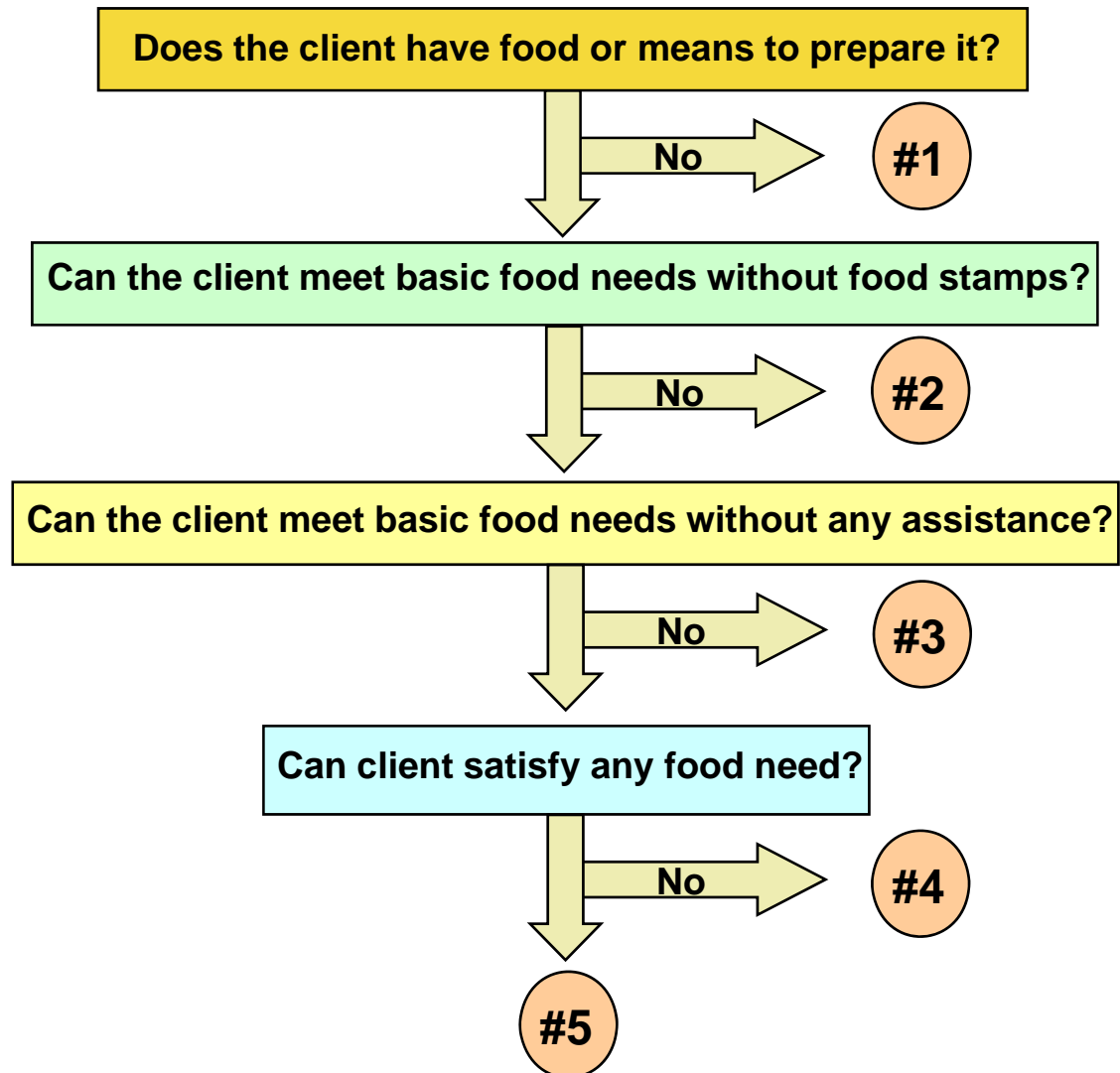


# Self-Determination and Skills - Food

## 4. Food

- 1. No food or means to prepare it. Relies to a significant degree on other sources of free or low-cost
- 2. Household is on food stamps
- 3. Can meet basic food needs but requires occasional assistance
- 4. Can meet basic food needs without assistance
- 5. Can choose to purchase any food household desires

# Self-Determination and Skills - Food



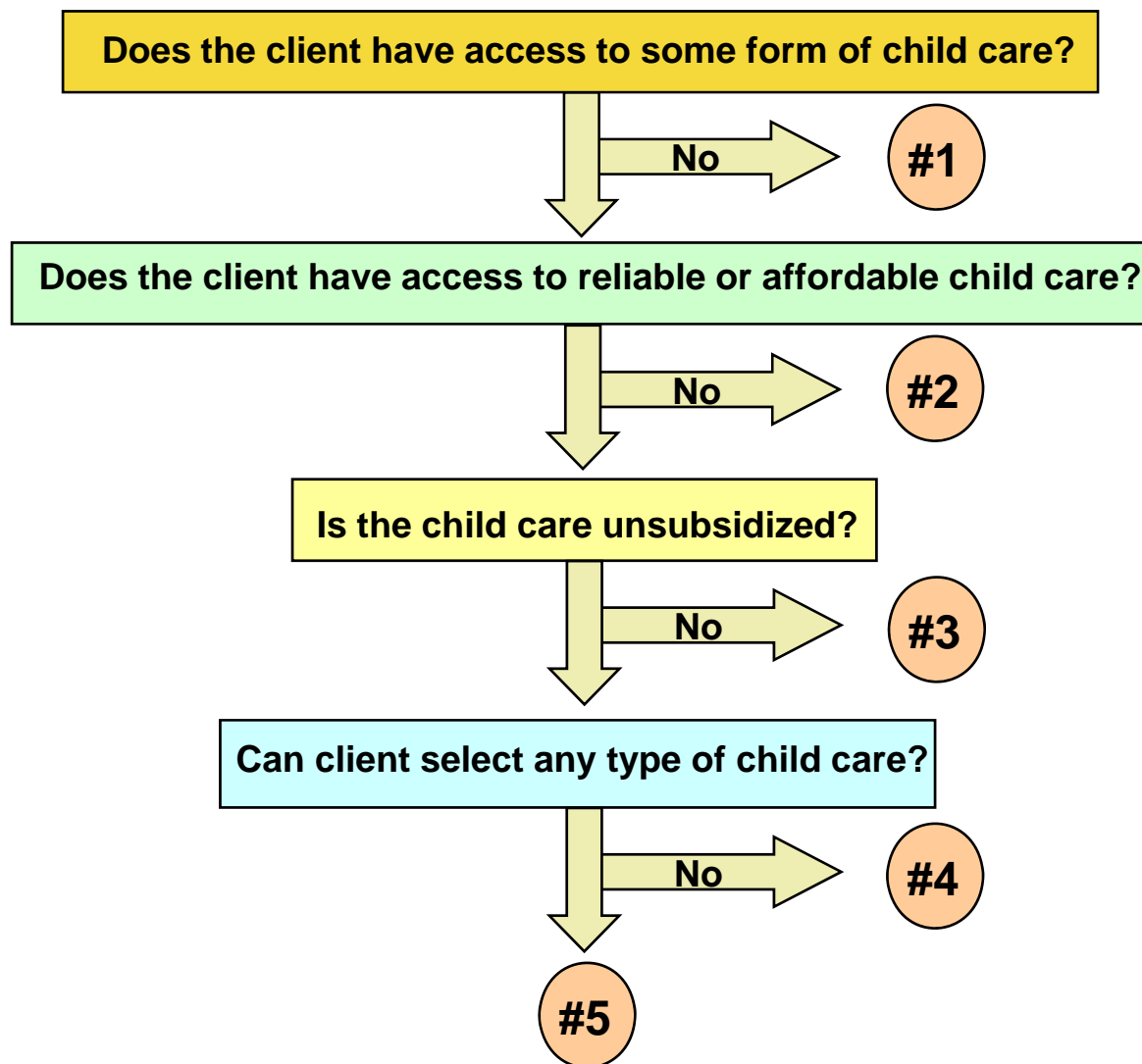
# Self-Determination and Skills - Childcare

## 5. Childcare

- 1. Needs childcare, but none is available/accessible and/or child is not eligible
- 2. Childcare is unreliable or unaffordable; inadequate supervision is a problem for childcare that is available
- 3. Affordable subsidized childcare is available but limited
- 4. Reliable, affordable childcare is available; no need for subsidies
- 5. Able to select quality childcare of choice

Also have a “N/A” category in the HMIS

# Self-Determination and Skills - Childcare

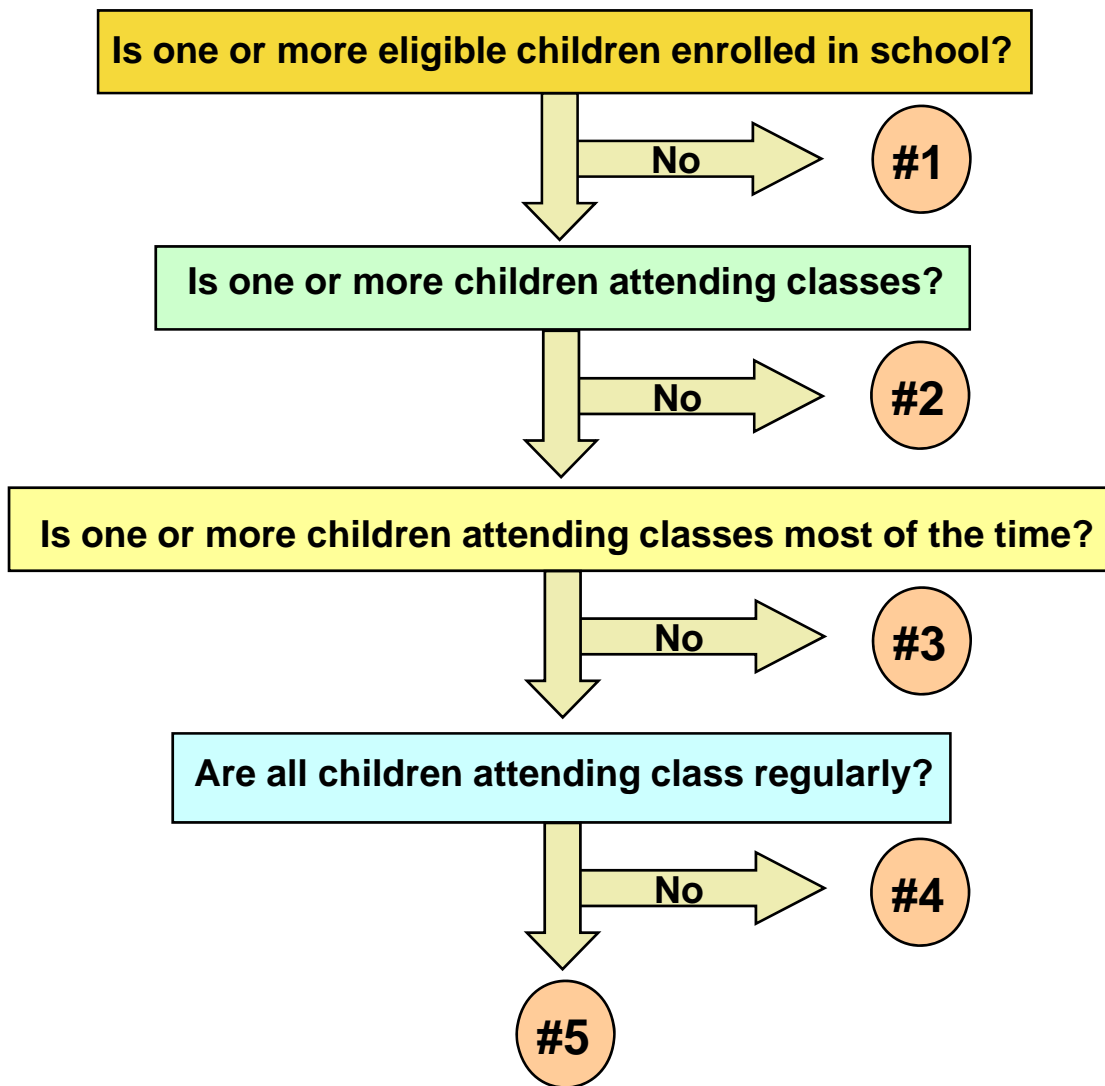


# Self-Determination and Skills – Children’s Education

## 6. Children’s Education

- 1. One or more school-aged children not enrolled in school
- 2. One or more school-aged children enrolled in school but not attending classes
- 3. Enrolled in school, but one or more children only occasionally attending classes
- 4. Enrolled in school and attending classes most of the time
- 5. All school-aged children enrolled and attending on a regular basis

# Self-Determination and Skills – Children’s Education

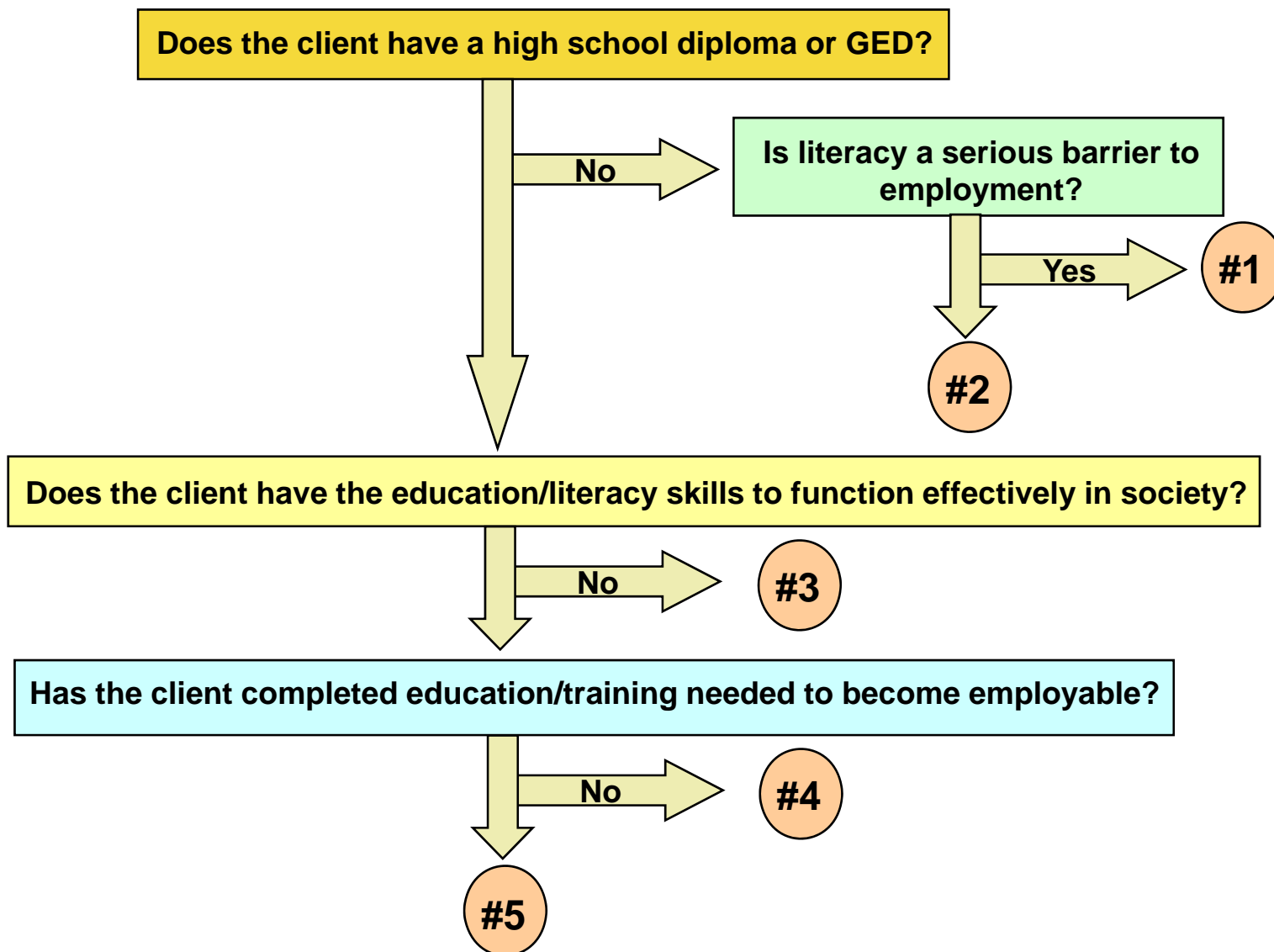


# Self-Determination and Skills – Adult Education

## 7. Adult Education

- 1. Literacy problems and/or no high school diploma/GED are serious barriers to employment
- 2. Enrolled in literacy and/or GED program and/or has sufficient command of English to where language is not a barrier to employment
- 3. Has high school diploma/GED
- 4. Needs additional education/training to improve employment situation and/or to resolve literacy problems to where they are able to function effectively in society
- 5. Has completed education/training needed to become employable. No literacy problems

# Self-Determination and Skills – Adult Education



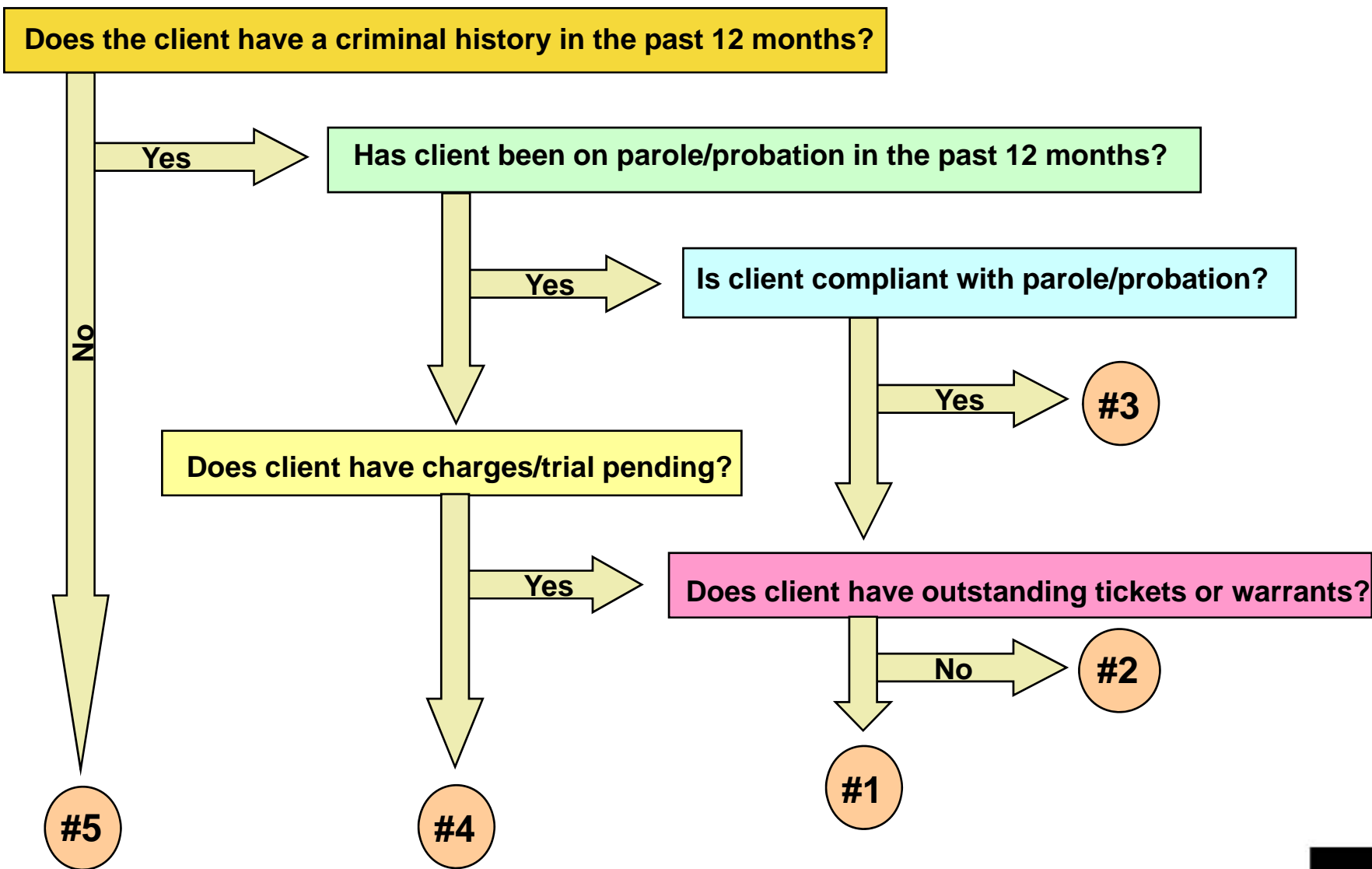


# Self-Determination and Skills – Legal

## 8. Legal

- 1. Current outstanding tickets or warrants
- 2. Current charges/trial pending; noncompliance with probation/parole
- 3. Fully compliant with probation/parole terms
- 4. Has successfully completed probation/parole within past 12 months; no new charges filed
- 5. No active criminal justice involvement in more than 12 months and/or no felony criminal history

# Self-Determination and Skills – Legal

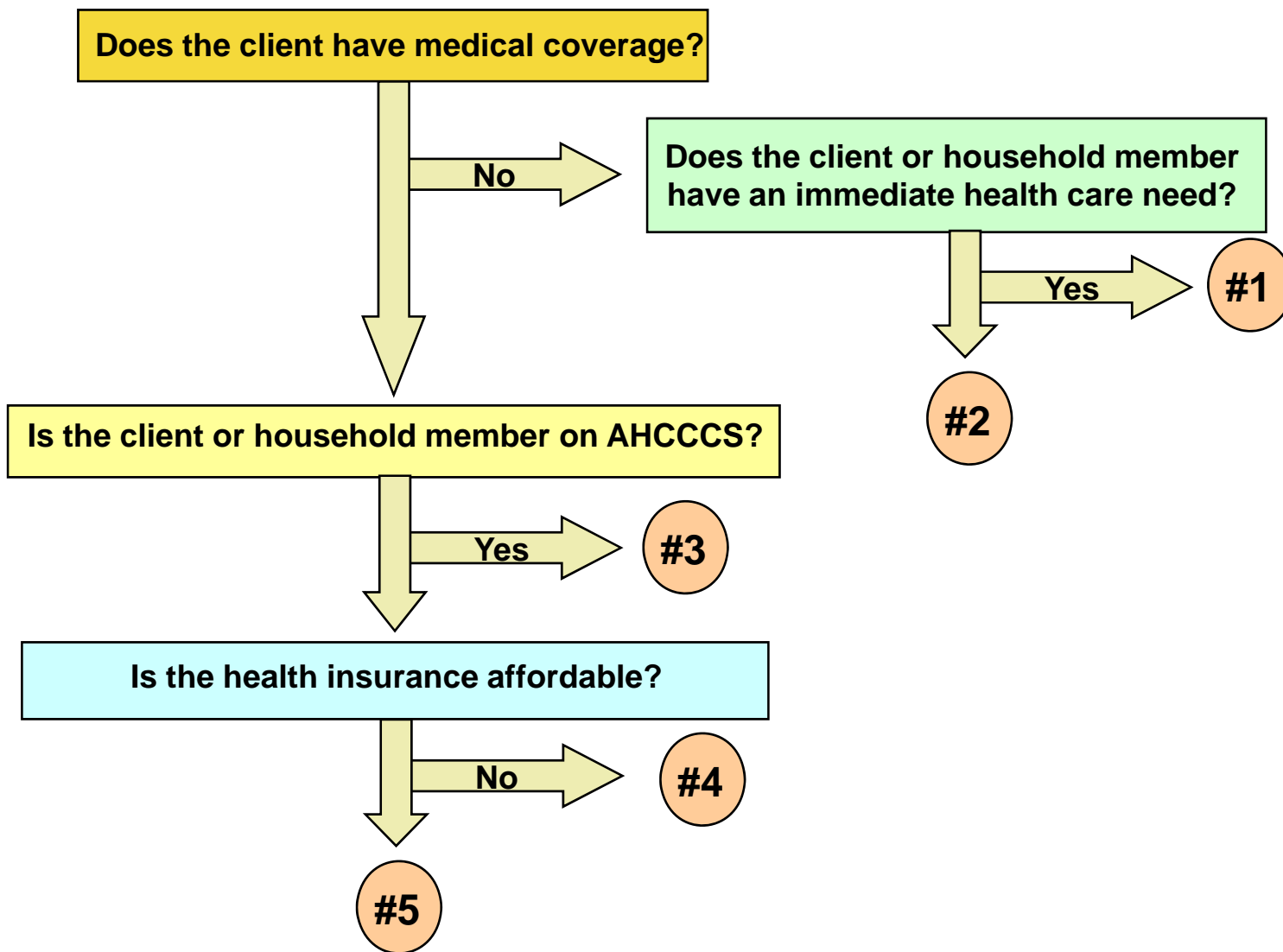


# Self-Determination and Skills – Health Care

## 9. Health Care

- 1. No medical coverage with immediate need
- 2. No medical coverage and great difficulty accessing medical care when needed. Some household members may be in poor health
- 3. Some members (e.g. children) on Arizona Health Care Cost Containment System (AHCCCS)
- 4. All members can get medical care when needed but may strain budget
- 5. All members are covered by affordable, adequate health insurance

# Self-Determination and Skills – Health Care

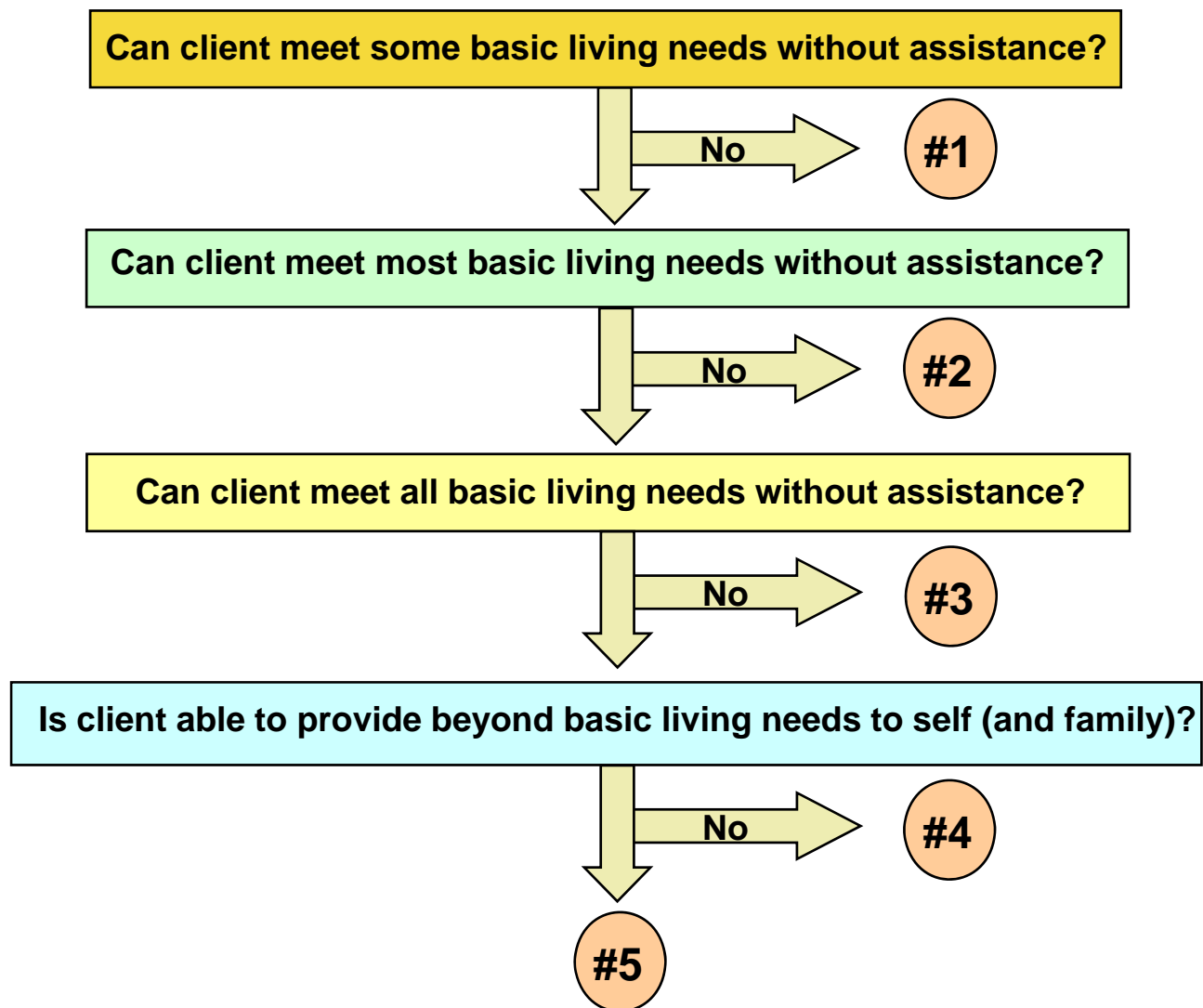


# Self-Determination and Skills – Life Skills

## 10. Life Skills

- 1. Unable to meet basic needs such as hygiene, food, activities of daily living
- 2. Can meet a few but not all needs of daily living without assistance
- 3. Can meet most but not all daily living needs without assistance
- 4. Able to meet all basic needs of daily living without assistance
- 5. Able to provide beyond basic needs of daily living for self and family

# Self-Determination and Skills – Life Skills

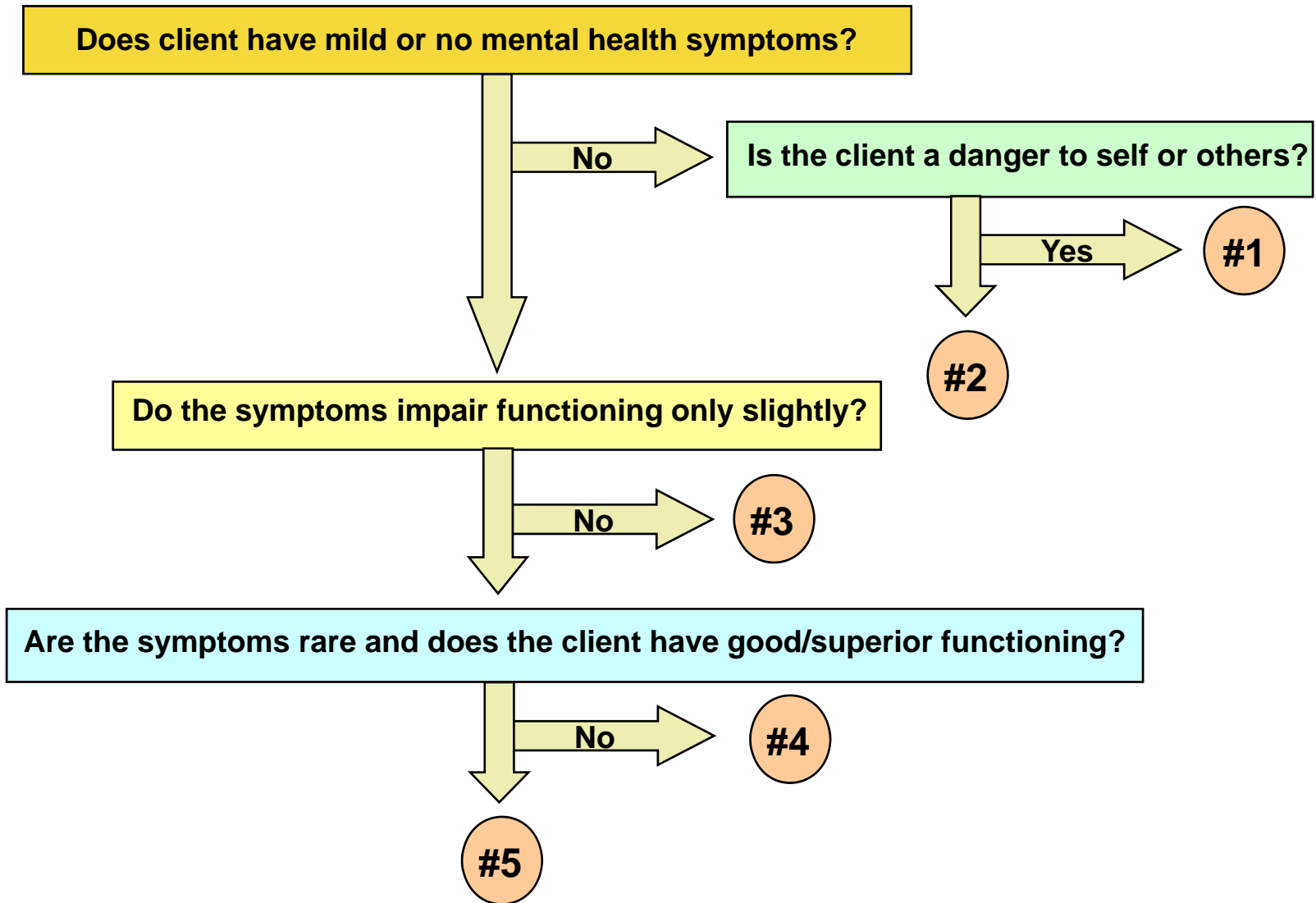


# Self-Determination and Skills – Mental Health

## 11. Mental Health

- 1. Danger to self or others; recurring suicidal ideation; experiencing severe difficulty in day-to-day life due to psychological problems
- 2. Recurrent mental health symptoms that may affect behavior but not a danger to self/others; persistent problems with functioning due to mental health symptoms
- 3. Mild symptoms may be present but are transient; only moderate difficulty in functioning due to mental health problems
- 4. Minimal symptoms that are expectable responses to life stressors; only slight impairment in functioning
- 5. Symptoms are absent or rare; good or superior functioning in wide range of activities; no more than every day problems or concerns

# Self-Determination and Skills – Mental Health



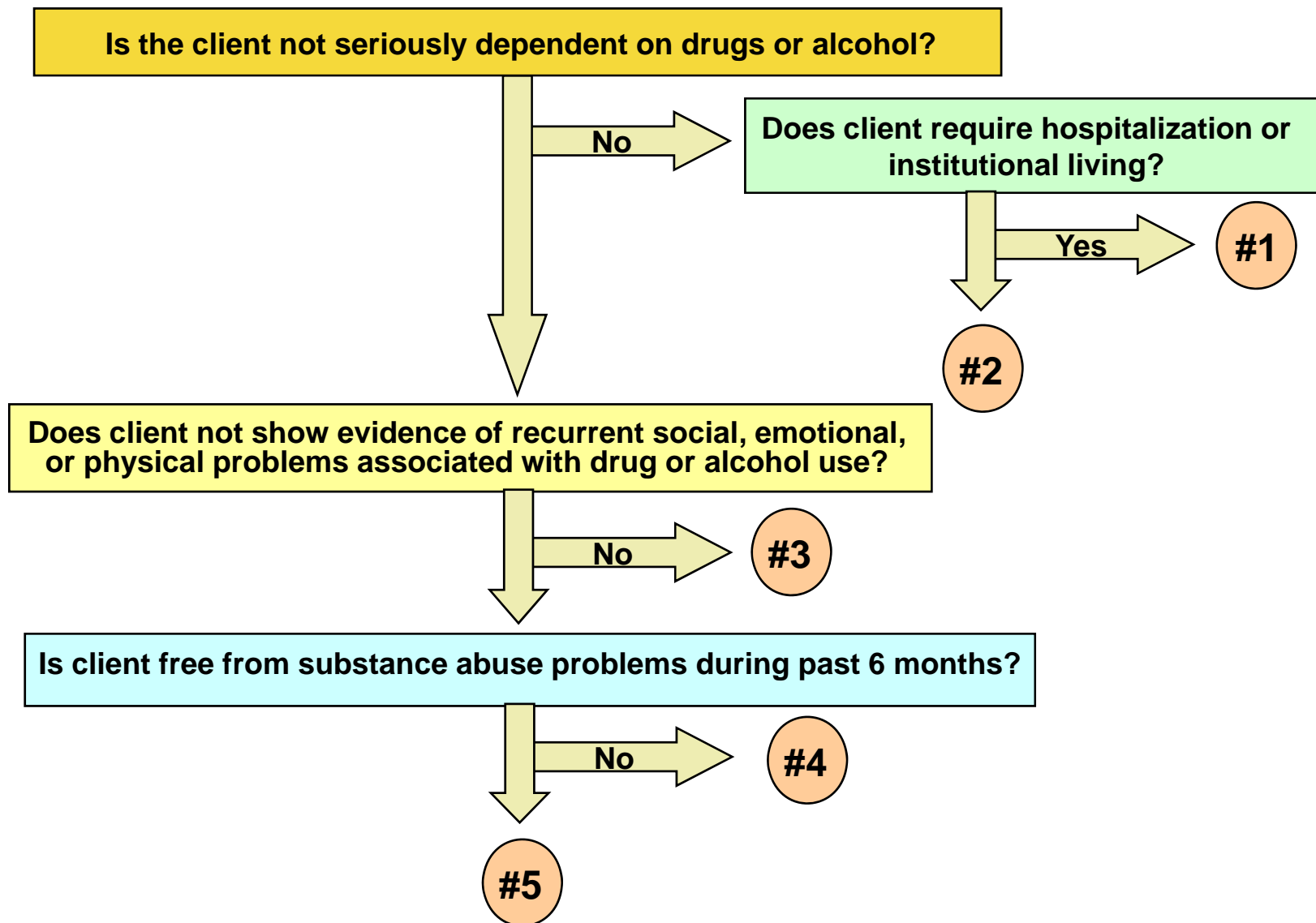


# Self-Determination and Skills – Substance Abuse

## 12. Substance Abuse

- 1. Meets criteria for severe abuse/dependence; resulting problems so severe that institutional living or hospitalization may be necessary
- 2. Meets criteria for dependence; preoccupation with use and/or obtaining drugs/alcohol; withdrawal or withdrawal avoidance behaviors evident; use results in avoidance or neglect of essential life activities
- 3. Use within last 6 months; evidence of persistent or recurrent social, occupational, emotional or physical problems related to use (such as disruptive behavior or housing problems); problems that have persisted for at least one month
- 4. Client has used during last 6 months but no evidence of persistent or recurrent social, occupational, emotional, or physical problems related to use; no evidence of recurrent dangerous use
- 5. No drug use/alcohol abuse in last 6 months

# Self-Determination and Skills – Substance Abuse



# Self-Determination and Skills – Family Relations

## 13. Family Relations

- 1. Lack of necessary support from family or friends; abuse (DV, child) is present or there is child neglect
- 2. Family/friends may be supportive but lack ability or resources to help; family members do not relate well with one another; potential for abuse or neglect
- 3. Some support from family/friends; family members acknowledge and seek to change negative behaviors; are learning to communicate and support
- 4. Strong support from family or friends; household members support each other's efforts
- 5. Has healthy/expanding support network; household is stable and communication is consistently open

# Self-Determination and Skills – Family Relations

Does client have support from family or friends?

No

#1

Do family/friends relate well and are active in changing negative behaviors?

No

#2

Does client have strong support from family/friends and do family/friends support one another?

No

#3

Is the support network expanding?

No

#4

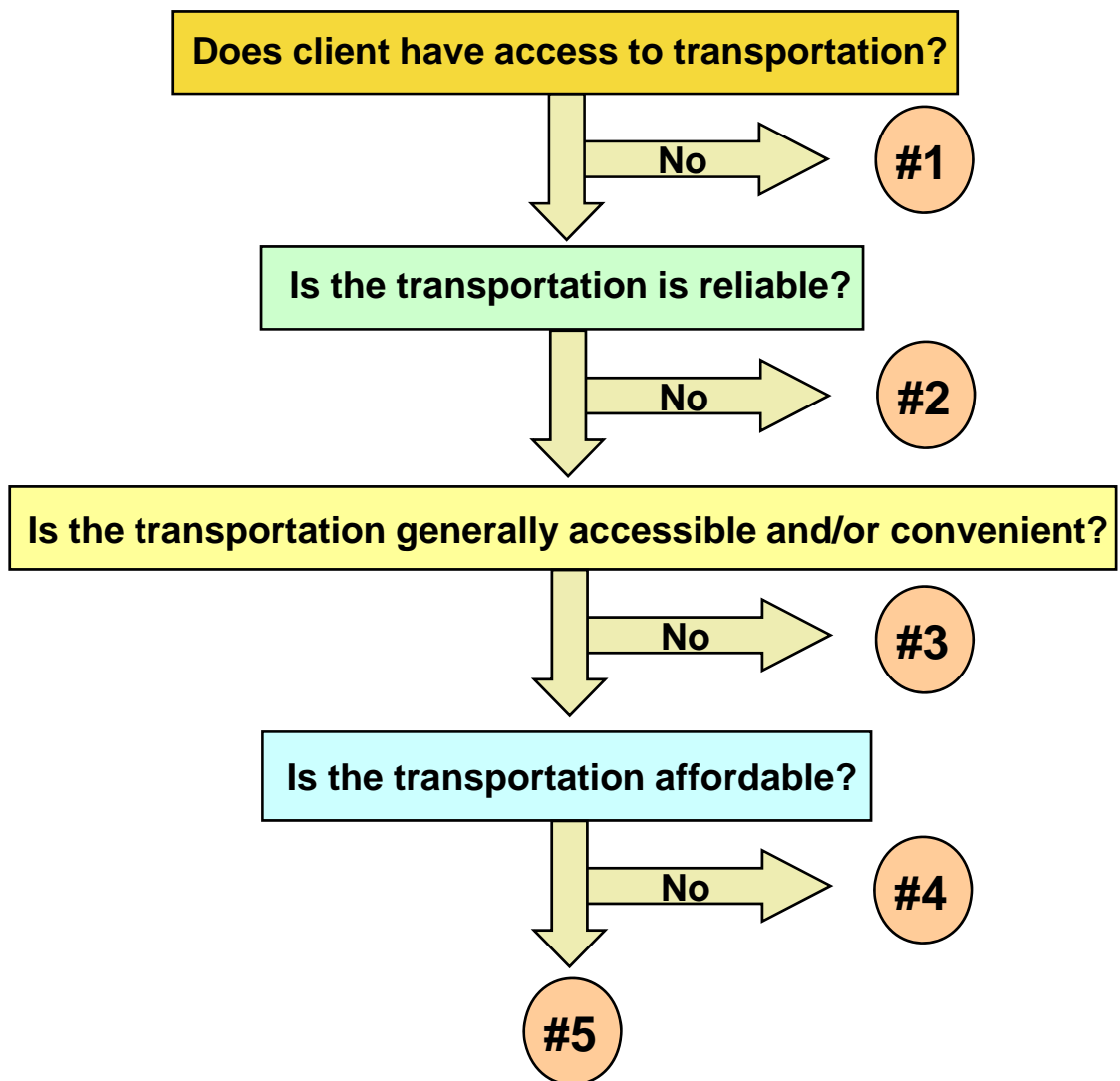
#5

# Self-Determination and Skills – Mobility

## 14. Mobility

- 1. No access to transportation, public or private; may have car that is inoperable
- 2. Transportation is available but unreliable, unpredictable, unaffordable; may have car but no insurance, license, etc
- 3. Transportation is available and reliable but limited and/or inconvenient; drivers are licensed and minimally insured
- 4. Transportation is generally accessible to meet basic travel needs
- 5. Transportation is readily available and affordable; car is adequately insured

# Self-Determination and Skills – Mobility

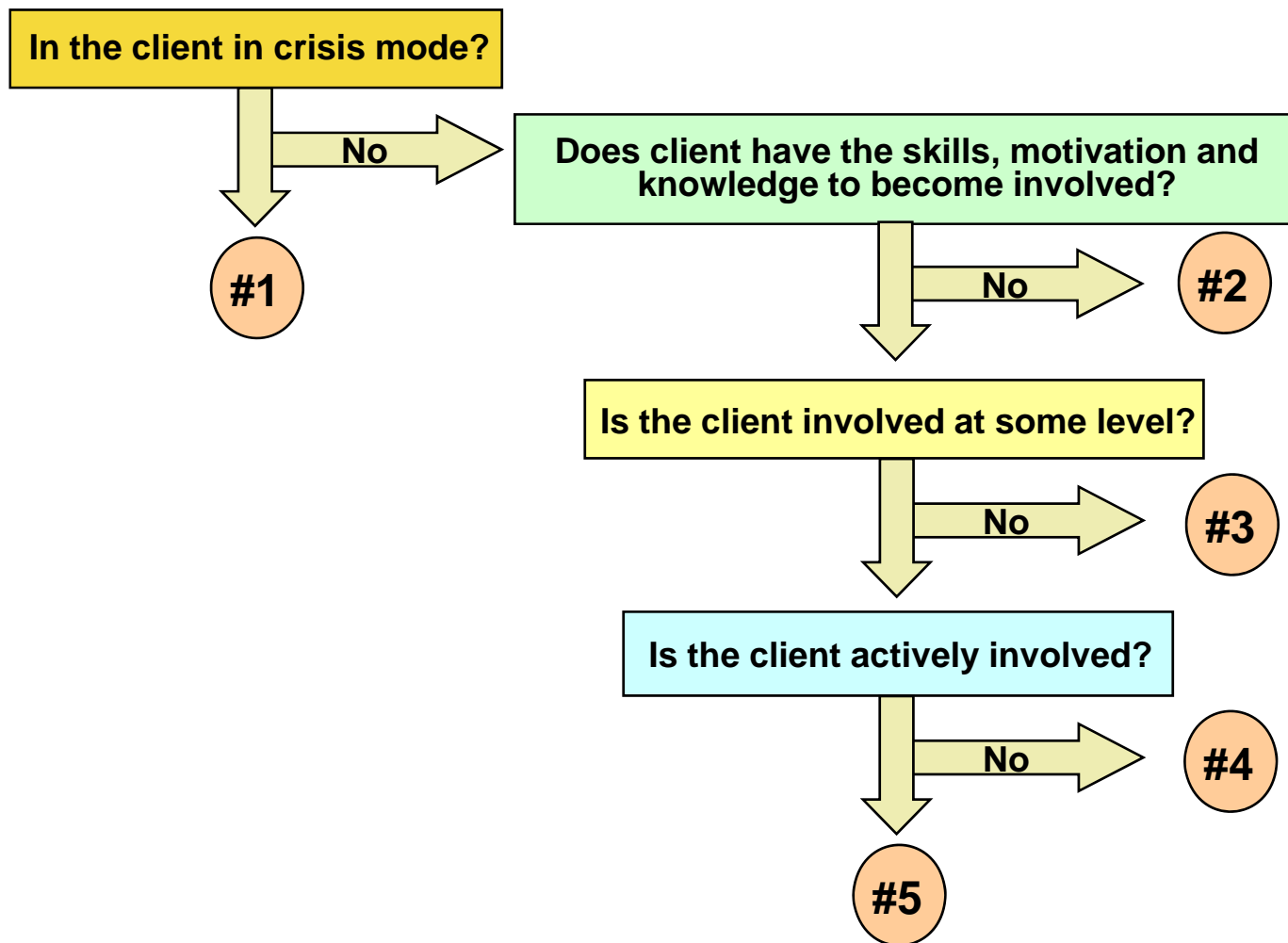


# Self-Determination and Skills – Community Involvement

## 15. Community Involvement

- 1. Not applicable due to crisis situation; in "survival" mode
- 2. Socially isolated and/or no social skills and/or lacks motivation to become involved
- 3. Lacks knowledge of ways to become involved
- 4. Some community involvement (advisory group, support group) but has barriers such as transportation, childcare issues
- 5. Actively involved in community

# Self-Determination and Skills – Community Involvement



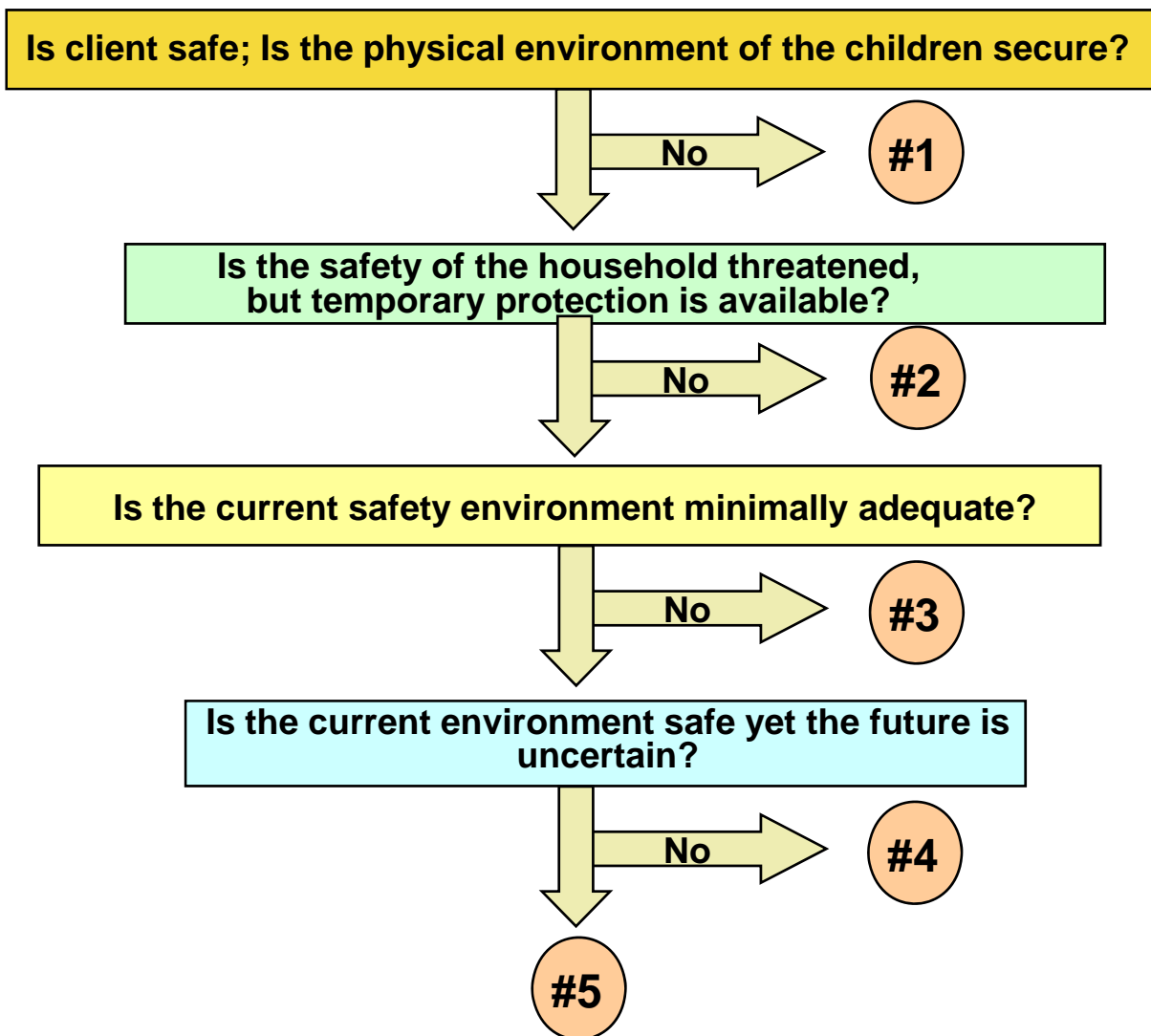


# Self-Determination and Skills – Safety

## 16. Safety

- 1. Home or residence is not safe; immediate level of lethality is extremely high; possible CPS involvement
- 2. Safety is threatened/temporary protection is available; level of lethality is high
- 3. Current level of safety is minimally adequate; ongoing safety planning is essential
- 4. Environment is safe, yet future of such is uncertain; safety planning is important
- 5. Environment is apparently safe and stable

# Self-Determination and Skills – Safety

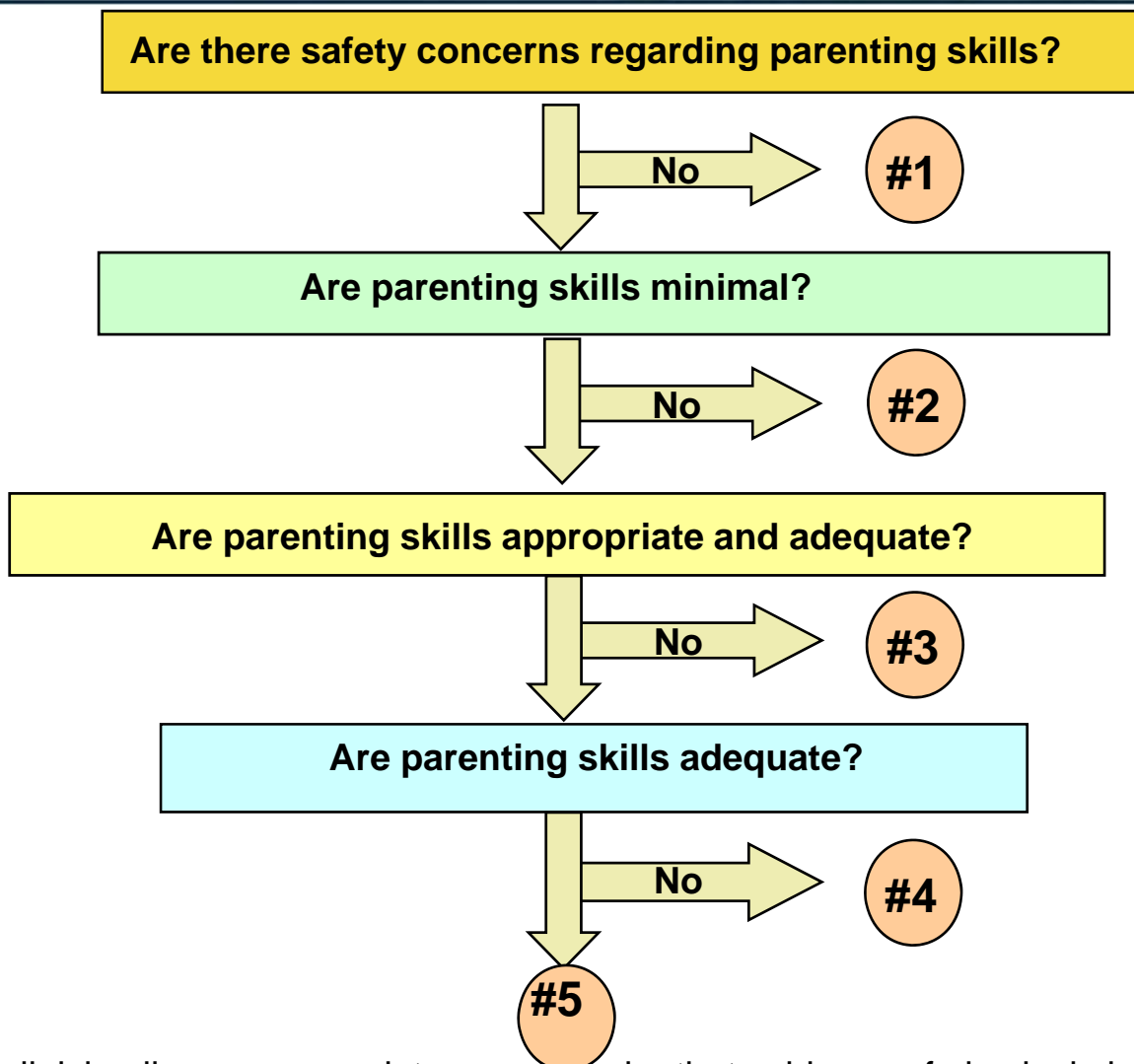


# Self-Determination and Skills – Parenting Skills

## 17. Parenting Skills

- 1. There are safety concerns regarding parenting skills
- 2. Parenting skills are minimal
- 3. Parenting skills are apparent but not adequate
- 4. Parenting skills are adequate
- 5. Parenting skills are well developed

# Self-Determination and Skills – Parenting Skills



\* See Note

\*Some clinician licensure mandates may require that evidence of physical abuse be reported to the proper authorities.

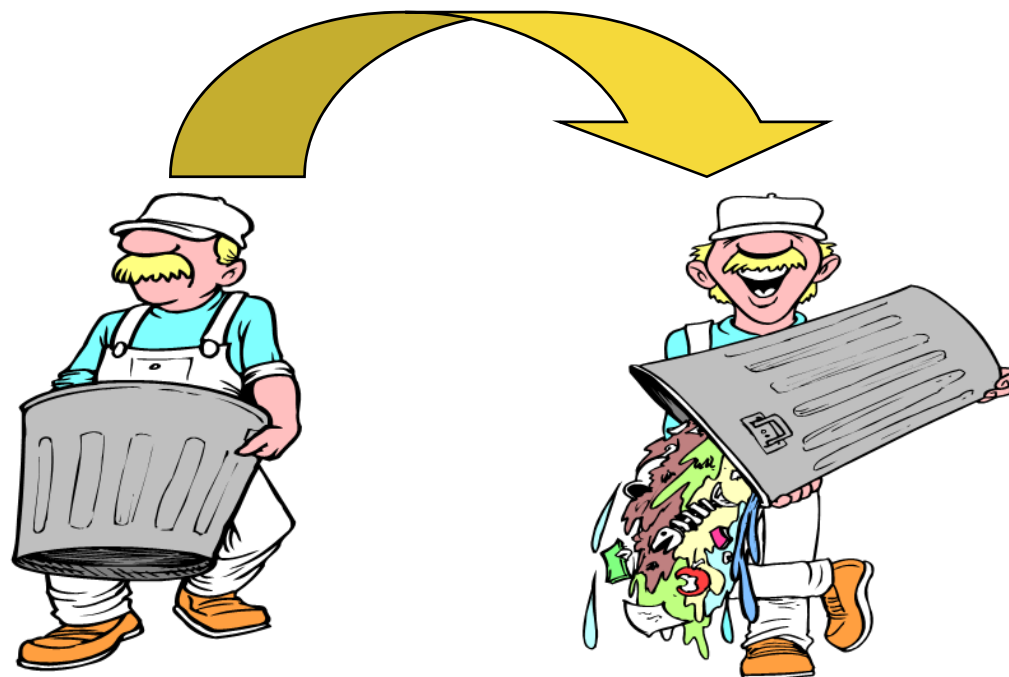
# **Entering the Self-Sufficiency Matrix in ServicePoint**

## **HMIS Training Video**

# Collecting Good Quality Data

# Effective Services and Data Quality

The ability of your program and CoC to address the needs of homeless persons depends largely on the quality of information collected at intake.



“Garbage in.....garbage out!”

# Effective Services and Data Quality

Is your program...

1. ...entering participant information as soon as possible?
  - Data quality can diminish the longer you wait to enter the data.
2. ...entering data on all participants served by your program?
  - Missing participants from your HMIS data will misrepresent service use patterns and need, and, in turn, misinform program approaches and CoC policy.
3. ...entering all the information for each participant?
  - Missing data can result in an inaccurate count of homeless persons, and provide a misleading picture of homelessness in your community.



# Summary

- All HUD Project Sponsors and programs under DES contract must:
  - Complete all Universal Data Elements for all clients
  - Complete all Program-Level Data Elements for all clients
  - Complete the Self-Sufficiency Matrix at Program Entry, at Interim Periods (every 6 mo for TH and every year for PSH), and at Program Exit for all adults and unaccompanied youth (emergency shelters may be exempted))
- All other agencies/programs:
  - Must complete all Universal Data Elements for all clients
  - Optional, but recommended, to complete all Program-Level Data Elements for all clients
  - Optional, but recommended, to complete Self-Sufficiency Matrix for adults and unaccompanied youth

# Questions or More Information

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# Handouts

- Copy of Presentation Slides
- HMIS Training Video CD
- Self-Sufficiency Matrix
- Manual Intake Form
- Manual Exit Form