

COORDINATED INTAKE ASSESSMENT TOOL

Presented by Shane Taylor of the Spokane Low Income Housing Consortium

Background Information



- Planning Committee commissioned by the City of Spokane in 2011 with the task of leading the region to a full coordinated entry program
- Full coordinated entry system discovered to be complex
- Pilot Project to evaluate assessment tool moved forward instead

Background Information



- Pilot Project Statistics:
 - ▣ 4 month project
 - ▣ 5 participating agencies
 - ▣ 236 Assessments completed
 - ▣ Mostly unfunded (SLIHC had a small Champion Grant to fund evaluation)

Motivation/Goals

Mission:

- Ensure that all clients are served
- Stop client “Run Around”
- Connect clients to appropriate services

Money:

- HUD & Department of Commerce Requirement
- Maximize existing funding
- Divert citizens out of shelter system

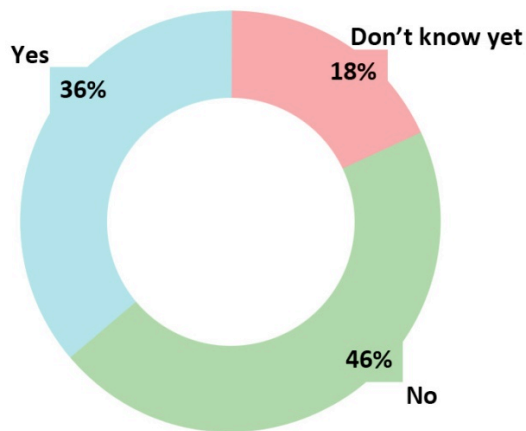
Community Partnerships



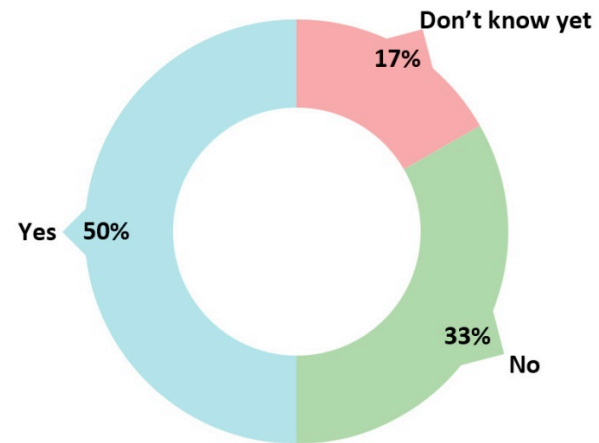
- Essential to a Coordinated Entry system
- Formed through:
 - ▣ open communication
 - ▣ strategic planning
 - ▣ honesty about challenges

Staff perception improves over time

“Does the tool ask the right questions?”



First Survey
1/20/2012



Pilot Project Totals
5/4/2012

Define Your Terms



Triage Tool?

Front Door Assessment?

Coordinated Intake? Centralized Entry?

Diversion?

City of Spokane has used the term “*Coordinated Assessment and Entry Initiative*” for their funding announcement

Common Assessment Tool = CAT

Selecting an Assessment Tool



- Think of it as a starting point. The tool will change.
- Best as a group decision.

- In Spokane Region:
 - ▣ Used HPRP Assessment Tool
 - Answers correspond with a score for each question
 - Total score used to determine level of service needs and housing barriers
 - ▣ Updates influenced by Arizona Self-Assessment Matrix and diversion best practices

Bring in Front-Line Staff



- Two types of feedback from front-line staff
 - Complicated cases
 - From current clients or memorable past clients
 - Local examples: Families involved in CPS system and young adult heads of household
 - Staff perception
 - Local examples: Poor readability, difficult to add up scores, and confusing structure

Changes from Complicated Cases

Initial Wording led to a score of “5” for young families

Domain	Score	1	2	3	4	5
Q13 Credit/Eviction History		Four or more evictions, including one or more recent (within last 12-24 months); considerable credit issues	Two to three evictions, including recently (within last 12-24 months); considerable credit issues	One to two evictions, perhaps recently (within the last 12-24 months); minor credit issues related to housing	Zero to one eviction, but not recent; limited credit issues but may not be related to housing	No evictions; limited credit issues (non-housing related)

Revisions to wording more accurately captured client barriers

Domain	Score	1	2	3	4	5
Q13 Credit/Eviction History		Four or more evictions, including one or more recent (within last 12-24 months); considerable credit issues	Two to three evictions, including recently (within last 12-24 months); considerable credit issues OR lacks rental/credit history	One to two evictions, perhaps recently (within the last 12-24 months); minor credit issues related to housing	Zero to one eviction, but not recent; limited credit issues but may not be related to housing	No evictions; limited credit issues (non-housing related)

Changes from Staff Perception

Initial Assessment

5. Children's Education: (Automatically select 5 for households without school-aged children)

- 1. One or more eligible children not enrolled in school.
- 2. One or more eligible 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 eligible children enrolled in and attending on a regular basis.

6. Adult Education & Barriers to Employment: (Automatically select 5 for households on a fixed income not planning on working; e.g. SSI recipients with HUD VASH vouchers using HRRP for move in funds)

- 1. Literacy problems, limited ability to speak English, and/or limited education (e.g. working-age adult(s) in household may lack high school diploma/GED) present major barriers to employment.
- 2. Literacy problems, limited ability to speak English, and/or limited education present moderate barriers to employment.
- 3. Literacy level, English language skills, and/or educational achievement of working-age adult(s) in household present minimal barriers to employment.
- 4. Language skills and education background of working-age adult(s) in household present no barriers to employment; however household's employment situation and/or income prospects could be improved through additional education or training.
- 5. Household has no educational or language barriers to employment, including improving their current employment situation or enhancing their earning potential/income prospects.

7. Health Care

- 1. No medical coverage and has immediate health care needs for one or more household members.
- 2. No medical coverage and great difficulty assessing medical care when needed. Some household members may be in poor health.
- 3. Some members (e.g. children) on CHP or state medical.
- 4. All members can get medical care when needed but may strain budget.
- 5. All members are covered by affordable, adequate health insurance.

8. Substance Abuse

- 1. Meets criteria for severe abuse/dependence; resulting problems so severe that institutional living or hospitalization may be necessary. **NOTE: Consult with supervisor regarding program eligibility.**
- 2. Meets criteria for dependence; preoccupation with use/or obtaining drugs/alcohol, withdrawal or withdrawal avoidance behaviors evident; use results in avoidance or neglect of essential life activities. **NOTE: Consult with supervisor regarding program eligibility.**
- 3. Use within last six months, and evidence of persistent or recurrent social, occupational, emotional or physical problem but no evidences related to use (such as disruptive behavior or housing problems); problems that have persisted for at least one month. **NOTE: Consult with supervisor regarding program eligibility.**
- 4. Client has used during last six 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/alcohol abuse in the last six months. Any use has been healthy and normal.

9. Life Skills (including money and household management)

- 1. Unable to handle basic life skills such as household management, financial budgeting, and other activities of daily living. Spontaneous or inappropriate spending.
- 2. Can handle a few but not all needs or skills of daily living without assistance. Some spontaneous or inappropriate spending.
- 3. Can handle a few but not all needs or skills of daily living without assistance. Almost all spending is appropriate.
- 4. Able to handle all basic needs and skills of daily living without assistance. Spending is appropriate but household struggles to save money.
- 5. Able to provide beyond basic needs and skills of daily living for self and family. Spending is appropriate, money is well managed, and household is able to save money.

Revised Assessment

Spokane Coordinated Intake Assessment Matrix

Domain	Score	1	2	3	4	5
Housing	Q1	Homeless in shelter/streets or other place not meant for human habitation for longer than 30 days.	Recently homeless and in shelter/streets or other place not meant for human habitation for less than 30 days.	Behind on rent or facing imminent formal or informal eviction OR doubled up.	In stable housing that is safe but only marginally adequate.	Housing is safe, adequate and affordable for individuals or family. (subsidize or non subsidized housing)
Food	Q2	No food or means to prepare it and relies to a significant degree on other sources of free or low cost food.	Household is on Food Stamps. (\$ _____ per month)	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	Q3	Needs childcare, but none is available/assessable and/or child is not eligible, will affect housing stability.	Childcare is unreliable or unaffordable; inadequate supervision is a problem for childcare that is available, will affect housing stability.	Affordable subsidized childcare is available but limited, may affect housing stability.	Reliable, affordable childcare is available; no need for subsidies, housing stability not affected.	Able to select quality childcare of choice, housing stability not affected.
Current Employment	Q4	No job, significant barriers (e.g., limited English proficiency, health issues, lack of reliable transportation and/or reliable, affordable childcare) to becoming employed; may not be able to find job for 3 to 6 months OR WorkSource Exempt	No job, moderate to minimal barriers to becoming employed; able to find work within 1 to 2 months.	Temporary, part-time or seasonal employment; inadequate pay; no benefits (e.g. TANF)	Employed full-time; inadequate pay; few or no benefits OR fixed income (e.g. SSI, SSDI, Social Security, Pension or Retirement)	Employed full-time with adequate pay and benefits.
Domestic Violence	Q5	Current or active domestic violence/abuse (i.e., within last 90 days); affects ability to obtain or maintain housing. NOTE: Consult with supervisor regarding program eligibility.	Recent domestic violence/abuse has resulted in housing loss/homelessness, and may currently affect housing stability.	Past domestic violence/abuse has resulted in housing loss and/or homelessness, and may currently affect housing stability.	Some history of domestic violence/abuse, but no impact on housing stability.	Not applicable or no history of domestic violence

Housing Barriers: _____

Service Needs: _____

Compare with HMIS Assessment



Where HMIS and the assessment tool overlap, consider dropping the question from the CAT.

Electronic Assessment Tool



- Start planning early for this to be a reality.
- Possible outcomes:
 - ▣ Integrate with HMIS
 - ▣ Spreadsheet Assessment
- Benefits from electronic assessment tool:
 - ▣ Increased data integrity
 - ▣ Increased completion speeds
 - ▣ Ease of data sharing

Connect with Local Resources



- During our pilot project we improved connections with:
 - ▣ McKinney-Vento HEART School Liaisons
 - ▣ Domestic Violence service providers
- Room for improvement:
 - ▣ DSHS/WashingtonConnection.org
 - ▣ WorkSource
 - ▣ Low Income Health Care

Embrace Creativity



- Look for unanticipated uses of the assessment tool
- Local Example:
 - ▣ SNAP use of Assessment Tool Scoring to inform families' Housing Stability Plans

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To download the powerpoint file, go to the link below:

www.onestophousing.org/WSHC2012.ppt