

Self-Sufficiency & Well-Being Matrix (DRAFT)

Unique ID #: _____ Participant Name: _____ DOB: ____/____/____ Assessment Date: ____/____/____ New Client

Mandatory Categories for 2020-22 Process

Category	Crisis (1)	Vulnerable (2)	Stable (3)	Self-Sufficient (4)	Thriving (5)	Score	Goal <input checked="" type="checkbox"/>
Food	I/We have no food in the home and no way of getting food; no or limited means of preparing meals	I have regular challenges getting food; I rely on food pantries and EBT benefits	I am able to get food almost all of the time; occasional use of food pantries/benefits	I am able to purchase sufficient nutritious food for my household	Always able to purchase and prepare healthy, fresh food of choice		
Housing	I/We have an eviction or foreclosure notice; involuntarily homeless	I am at risk of losing housing; living in a shelter/motel; has difficulty qualifying for housing; doubled up with others; rent 41% or more of income	I have stable housing for the next six months (subsidized or unsubsidized); in transitional housing; rent is between 35-40% of income	I have secure unsubsidized housing for at least one year; rent/mortgage is 31-35% of income	Homeownership OR renting in neighborhood of choice; rent/mortgage payment is 30% or less of monthly net income		
Income	I/We have no income source and cannot meet basic needs for household	I have some income but it is not consistent to meet all basic needs for household	I currently have enough income to meet basic needs; unable to save	I have enough income to meet basic needs and have money leftover (saves 1-4% monthly)	Income is sufficient and stable (saves 5% or more monthly)		
Transportation	I/We have no access to transportation, even in an emergency	I have no access to transportation to satisfy basic needs	I have limited access to public or private, when needed	I have consistent, dependable transportation, public or private	Transportation is readily available and affordable; car is adequately insured		
Behavioral Health	Experiencing severe difficulty in day-to-day life due to mental health, emotional wellness and substance use disorder needs not being met; doesn't know where to go to get help; in crisis – danger to self or others	Feels that mental health, emotional wellness and/or substance abuse symptoms may get in the way of daily living; not sure what to do or where to go for help; could benefit from behavioral health services	Identified mental health, emotional wellness and/or substance use disorder needs and working towards having need met; is accessing appropriate services	Mental health, emotional wellness and/or substance use disorder needs are being managed; only minimal symptoms in response to life stressors	Feels good about overall behavioral health – does not need assistance in this area; knows where to go for help if needed		

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Employment/ Training	I am unemployed and have difficulty finding/maintaining employment	I experience difficulty keeping a job once hired; employed but wage/hours are not adequate to meet basic needs	I am employed full time but pay is inadequate ; few or no benefits; limited opportunity for advancement	I am employed full time with potential for advancement	Maintains permanent employment with adequate income and benefits		
	Negative or no work history; unable to obtain and retain employment in any industry	Limited or inconsistent work history of less than one year	Established work history of 1 - 2 years and has some skills that offer potential for obtaining a comparable position	Established work history of 2 - 5 years and skills that offer potential for obtaining a comparable position with opportunity for advancement in stable industry	Established work history of 5+ years at a single place of employment or in a single occupation; skills that offer great potential for obtaining better or comparable position in growing industry		

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Clothing	I/We do not have adequate and/or appropriate clothing for school or work; no resources for laundry	I/We have some clothing that is adequate and/or appropriate for school or work; relies on clothing banks or thrift stores; may lack laundry resources	My/Our clothing is mostly adequate and/or appropriate for school or work; occasionally relies on thrift stores or clothing banks; has access to laundry resources	I/We have clothing adequate for the season, correct sizes and appropriate for school or work	I/We are able to purchase clothing that is adequate and appropriate for school or work		
Physical/Dental Health	I/We have no health coverage; I have a medical/dental condition and do not seek medical care	I have no health coverage; I often do not seek medical/dental care when needed	Some family members (i.e., children) have medical/dental coverage but adults lack coverage	All family members have medical/dental coverage and can access care when needed, but costs may strain budget	All members are covered by affordable, adequate medical, vision and dental health care coverage and can access care when needed		
English Language Skills/Immigration	Does not speak English; no access to family or friends as interpreters	Speaks "survival" English; limited access to family or friends as interpreters	Has conversational English skills; access to interpreters as needed	Able to read and write in basic English; speaks English proficiently	Advanced English reading and writing skills; speaks English proficiently		
Functional Ability	Afraid to access services and to engage in other activities due to immigration status	Accessing some services and/or participating in limited activities, but nervous about immigration status	Accessing services as needed; participating in normal activities; taking steps to formalize legal status (taking citizenship classes, seeking legal advice, etc.)	Has legal status to work; feels confident participating in normal activities; working towards citizenship, if desired	Has permanent citizenship status, if desired		
Functional Ability	Someone in household unable to meet ADLs; unable to stay alone without assistance; assistance is not available or accessible	Because of functional disabilities in household, someone is at risk if left alone; requires limited assistance or supervision; assistance is not available or accessible	Household member not able to perform ADLs is in a safe and supportive environment OR requires extensive or total assistance and assistance is available	Household member is fully able to perform most ADLs, or with limited assistance/support; support and assistance is available	All household members are fully able to perform all ADLs without assistance or support		
Relationship Safety	My household is unsafe; someone in household feels unsafe in home at all times	Household safety is in jeopardy; someone in household feels unsafe in home most of the time	Feels safe in household some of the time	Feels safe in household most of the time	Involved in intimate or personal relationships that are emotionally nurturing/supportive; household always feels safe		

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Category	Crisis (1)	Vulnerable (2)	Stable (3)	Self-Sufficient (4)	Thriving (5)	Score	Goal <input checked="" type="checkbox"/>
Legal – Civil	Has significant legal problems and is not addressing them or does not understand that the problem involves legal issues	Has identified legal problems but is unable to proceed without legal assistance	Has responded to legal issues with appropriate legal assistance	Legal issues are moving towards resolution	No legal issues or legal issues have been fully resolved		
Technology	No access to technology or the internet	Has no technology; has limited access to the internet via another location (library, school, etc.)	Has access to technology but does not have reliable access to internet (wifi)	Has at least one web-enabled device (smartphone, tablet, etc.) and some access to the internet at home (i.e., when data is available on wireless plan)	Has reliable access to web-enabled devices and internet at home		
High School Graduation & Post-Secondary Planning	Not on track for high school graduation; struggling in key subject areas; not interested in post-secondary planning	Struggling in one or more key subject areas which could impact on-time graduation; not focused on post-secondary planning	Proficient in key subject areas; high likelihood of on time graduation; open to post-secondary as a possibility	Not on track for high school graduation; struggling in key subject areas; not interested in post-secondary planning	Struggling in one or more key subject areas which could impact on-time graduation; not focused on post-secondary planning		
Adult Education	No GED or high school diploma; does not have reading, writing, math skills	Enrolled in literacy and/or GED program	Has HS diploma or GED	Actively pursuing post-secondary education or specialized training (certificate program, associates, bachelors)	Post-secondary education or specialized training (certificate program, associates, bachelors, masters, doctorate)		
Workplace Skills	Negative or no work history; unable to obtain and retain employment in any industry	Limited or inconsistent work history of less than one year	Established work history of 1 - 2 years and has some skills that offer potential for obtaining a comparable position	Established work history of 2 - 5 years and skills that offer potential for obtaining a comparable position with opportunity for advancement in stable industry	Established work history of 5+ years in a single occupation; skills that offer great potential for obtaining better or comparable position in growing industry		
Money Management	No knowledge or implementation of money management skills; not aware of resources or supports	Has limited knowledge of budgeting and money management; aware of resources to help; unprepared for any financial emergency	Understands importance of budgeting and money management; uses monthly budget; unprepared for most financial emergencies	Able to save sporadically; makes and lives within monthly budget; unprepared for large financial emergencies	Able to save consistently; comprehensive knowledge and full implementation of money management skills		

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Category	Crisis (1)	Vulnerable (2)	Stable (3)	Self-Sufficient (4)	Thriving (5)	Score	Goal <input checked="" type="checkbox"/>
Parent Engagement: Pre-K	I have no knowledge of school readiness as it pertains to my child age 0-5; unaware of resources or supports	I am somewhat aware of the ways to prepare my child for school readiness; aware of resources or supports	I know and understand the importance of my child being ready for school; actively seeks out resources and supports	I sometimes work with my child on school readiness skills; may participate in supplemental learning activities	I am taking all age-appropriate steps toward ensuring my child is ready for school		
Parent Engagement: School-age	My family is unable to access educational resources; I do not talk with my child about school and/or help with homework	My family has difficulty accessing or using educational resources; I rarely talk with my child about school and/or help with homework	My family has the ability to access educational resources; sometimes I talk with my child about school and/or help with homework	My family sometimes uses resources and supports; I often talk with my child about school and/or help with homework	My family does not need - or uses as needed - resources and supports; I always talk with my child about school and help with homework		
Childcare	I have no knowledge of or access to quality childcare or after school programs for my child(ren)	I have inconsistent or low-quality childcare or after school programs for my child(ren)	I have mostly dependable childcare and/or after school programs for my child(ren); signed up for subsidized care (if qualified)	I have reliable, affordable childcare; no need for subsidies	I am able to select quality childcare and/or after school programs of choice for my child(ren)		
School Attendance & Behavior	One or more school-aged children not enrolled in school	Children enrolled in school but often truant or there are behavioral issues; not meeting academic expectations	Enrolled in school but attendance may impact academic achievement; occasional behavioral issues	Enrolled in school and attending classes regularly; minimal behavior issues; meeting academic expectations	All school-aged children enrolled and attending school on a regular basis; no behavior issues; excelling academically (proficient or better)		

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Self-Sufficiency & Well-Being Matrix (DRAFT)

Individual/Family Well Being

Category	Crisis (1)	Vulnerable (2)	Stable (3)	Self-Sufficient (4)	Thriving (5)	Score	Goal <input checked="" type="checkbox"/>
Life Skills (Household Management)	Unable to perform basic tasks (hygiene, meals, cleaning, etc.); home is unsafe/unsanitary	Unable to perform some basic household tasks; home has areas that are unsafe/unsanitary	Able to perform most basic tasks; home is moderately safe and maintained	Can perform all basic household tasks; home is safe and maintained	Can perform all basic tasks; home is safe, health and well-maintained		
Support System (Social Capital)	I cannot ask for and/or do not receive support from family, friends; unaware of community resources/supports	I cannot ask for and/or do not receive personal support, but I know where to go in the community for help	Sometimes I can ask for and receive some support from family and/or friends and may use community resources	I can ask for and receive support from family and friends; I have at least one community support network (i.e., nonprofit, church, support group, etc.)	I have an extensive support system of family, friends and community resources/supports		
Hope	I feel so hopeless about life that it negatively affects my family	I often feel unhappy about life which negatively affects my family	Although I may have some unhappiness or disappointments, it does not negatively impact my family	I am usually happy with my life situation; able to bounce back from disappointments	I am generally a happy person and resilient to life's challenges		
Resilience & Coping	I am unable to do basic tasks when I feel stressed or overwhelmed	When I feel stressed or overwhelmed, I have difficulty doing anything beyond basic tasks	When I feel overwhelmed or stressed, I am able to identify my strengths and/or utilize resources that help me cope	Most of the time I feel like I have things under control and use my strengths to stay focused	I always feel like I have things under control and use my strengths to navigate challenges		
Communication	Communication among members of my household is abusive or cut off	Communication among members of my household is strained, negative and disrespectful	I/We sometimes communicate respectfully with each other	I/We usually communicate respectfully with each other	I/We always communicate openly, positively and respectfully		
Goal Setting	I am focused on basic survival; I cannot think about or plan for the future right now	I am focused on meeting my families basic needs and reaching stability	I would like to focus on the future but do not have specific idea of goals or a plan	I have some goals and am making progress	I am clear about my goals and am able to make adjustments as needed to achieve success		
Safety	Rarely feels safe in school and/or neighborhood	Often feels unsafe in school and/or neighborhood	Occasionally feels unsafe in school and/or neighborhood	Rarely feels unsafe in school and/or neighborhood	Always feels safe in school and in neighborhood		

Self-Sufficiency & Well-Being Matrix (DRAFT)

Parent/Child Well Being

Category	Crisis (1)	Vulnerable (2)	Stable (3)	Self-Sufficient (4)	Thriving (5)	Score	Goal <input checked="" type="checkbox"/>
Parenting Skills	I am not confident to parent children; I do not have the information I need to support my child's growth and development; there are safety concerns regarding parenting skills	I am inconsistent in parenting behavior; still developing parenting skills; could benefit from parenting classes or resources	I feel somewhat confident about my parenting skills and knowledge of child development; taking parenting classes or accessing resources as needed	I am often confident in parenting; I know how/where to access resources when I have questions about parenting or child development	I am very confident in my parenting skills; I seek and apply new information on parenting and child development as needed		
Child Emotional Well Being	My child is negative and unhappy; is emotionally out of control; does not communicate emotions	My child's mood fluctuates but is often negative/unhappy; has difficulty recovering from emotional upset and communicating emotions	My child's mood fluctuates but is often positive/happy; can calm him/herself when upset; can name and communicate emotions when asked	My child is generally happy and positive; remains calm when faced with conflict or challenges; talks regularly about how he/she feels	My child is able to express and manage feelings effectively whether positive or negative		
Nurturing	I am unable to support my child emotionally and/or physically	At times I have difficulty supporting my child emotionally and/or physically	I am learning to empathize with my child's emotional and physical needs	I sometimes respond to my child's emotional and physical needs with caring, love and concern	I always respond to my child's emotional and physical needs with caring, love and concern		
Family Time	I am unable to spend time sharing fun, positive activities with my child(ren)	I have difficulty finding sufficient time to share fun, positive activities with my child(ren)	When I can, I try to spend some time sharing activities with my child(ren)	I sometimes spend time sharing fun, positive activities with my child(ren)	I intentionally plan time to share fun, positive activities with my child(ren) often		
Discipline	I am angry and frustrated because my child does not respond positively to my attempts to discipline	I am often frustrated because my child does not respond positively to my efforts to discipline	My child sometimes positively responds to my efforts to discipline	My child often responds positively to my efforts to discipline	I have effective strategies for discipline that my child responds to in a positive way		

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Other Categories

Category	Crisis (1)	Vulnerable (2)	Stable (3)	Self-Sufficient (4)	Thriving (5)	Score	Goal <input checked="" type="checkbox"/>
Other:	In crisis	Vulnerable	Safe	Building Capacity	Empowered		

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