

SELF-SUFFICIENCY MATRIX

An Assessment and Measurement Tool Created
Through a Collaborative Partnership of the
Human Services Community in Snohomish County

Created by The Snohomish County Self-Sufficiency Taskforce
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- Housing Authority of Snohomish County
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Background

“For practically every family, then, the ingredients of poverty are part financial and part psychological, part personal and part societal, part past and part present... There is no single variable that can be altered to help working people move away from the edge of poverty.”

~David Shipler, Author of *The Working Poor: Invisible in America*

In the mid 1980s, “self-sufficiency” became the goal and objective of many programs and funding sources. Although the term was used with increasing regularity, self-sufficiency remained a broad and complicated concept that was not used consistently throughout Snohomish County.

In the 1990s, Dr. Diana Pearce, a researcher and professor at the University of Washington, developed a Self-Sufficiency Standard for use as a counseling tool and a benchmark for helping families move out of poverty. The Standard is calculated based on the basic expenses a *working* family must have in order to meet their basic needs without public assistance based on geographic location and household composition. As a result, it is more comprehensive and realistic than traditional poverty measures (namely, the Federal Poverty Level) and allows for a common understanding about economic self-sufficiency. For more information about the Self-Sufficiency Standard, please see the subsequent section on “Additional Resources.”

In response to the growing national recognition and local applicability of this Standard, the Snohomish County Community Action Division of the Human Services Department, United Way of Snohomish County, and other community partners interested in a common local understanding of self-sufficiency convened a taskforce to further explore the issue as it pertains to the provision of services in the local community. The group agreed on two key issues:

- 1) the definition of self-sufficiency should include more than an economic assessment of a family’s situation and must attempt to incorporate less quantifiable aspects of a person’s life, including education, housing stability, life skills, mental health, etc;
- 2) it is in the best interest of agencies and funders to create a common understanding of what self-sufficiency means in Snohomish County and, in so doing, incorporate the less quantifiable aspects of what it means to be self-sufficient.

To compliment the work of Dr. Pearce’s Self-Sufficiency Standard and to address the key issues outlined above, the Self-Sufficiency Taskforce adopted a federal standard for outcomes measurement, ROMA (Results Oriented Management and Accountability). ROMA is a tool designed to encourage an outcomes-based approach to the service delivery, management and administration of human services. It consists of a series of outcome scales documenting an individual or family’s condition. More detail about the structure of the outcome scales is included in the “Instructions” section.

Dr. Pearce's Standard offers an elaborate economic analysis of what it means to be self-sufficient and the matrix builds on this work by defining self-sufficiency in 25 key areas (outcome scales). The Matrix is designed to be flexible: any combination of scales can be used, based on the goals and strategies of individual programs. In addition, each scale was developed independently on a continuum from "in-crisis" to "thriving." The outcome scales are client-oriented and include: Access to Services, Career Resiliency/Training, Childcare, Clothing, Education, Employment, English Language Skills, Food, Functional Ability, Housing, Income (Self-Sufficiency Standard), Income (Area Median Income), Income (Federal Poverty Level), Legal, Life Skills (Household Management), Life Skills (Human Resources), Life Skills (Financial Matters), Life Skills (Setting Goals & Resourcefulness), Mental Health, Parenting, Physical Health, Safety, Substance Use, Support Systems and Transportation. The Self-Sufficiency Matrix has many applications:

- 1) as a **CASE MANAGEMENT TOOL** for case workers as they work with individual clients and document progress towards self-sufficiency over time at specific intervention points or, when appropriate, to document a client's ability to maintain a certain level of functioning. The Matrix is an effective and efficient tool for documenting the progress or maintenance of client skills and abilities by providing a clear illustration of where a client has strengths, as well as where to focus additional energy to generate improvement.
- 2) as a **SELF-ASSESSMENT TOOL** for individuals who wish to determine their own strengths and areas for improvement as they work towards self-sufficiency. This application of the tool is similar to its use as a case management tool.
- 3) as a **MANAGEMENT TOOL** for programs and agencies to determine what is and isn't working in terms of the type of services offered to clients and the way those services are delivered. The Matrix allows program staff to identify where additional resources are needed and how to deploy those resources most effectively.
- 4) as a **MEASUREMENT TOOL**, both for funders and organizations that receive grant funding. The Matrix provides funders a way to clearly articulate their funding priorities to interested applicants and to the community at-large by using specific scales on the matrix to articulate funding priorities or primary interests. For programs that are widely using this tool, the Self-Sufficiency Matrix can serve as a way to consolidate outcomes for multiple clients and report results to funders.
- 5) as a **COMMUNICATION TOOL** for demonstrating the success of local programs, as well as sharing information about community conditions with both the general public and policymakers. As use of the Matrix continues to grow, it promises to be an effective communication tool for illustrating the strengths, as well as weaknesses, of our community to help families work towards self-sufficient living. In addition, a collective analysis of the results generated by programs using the Self-Sufficiency Matrix will aid the community and policy makers in their understanding of what self-sufficiency looks like in Snohomish County, what barriers exist for families working towards self-sufficiency, and where system-level efforts are required to improve opportunities for low-income working families.

The "Instructions" section provides additional information about how to use the Self-Sufficiency Matrix

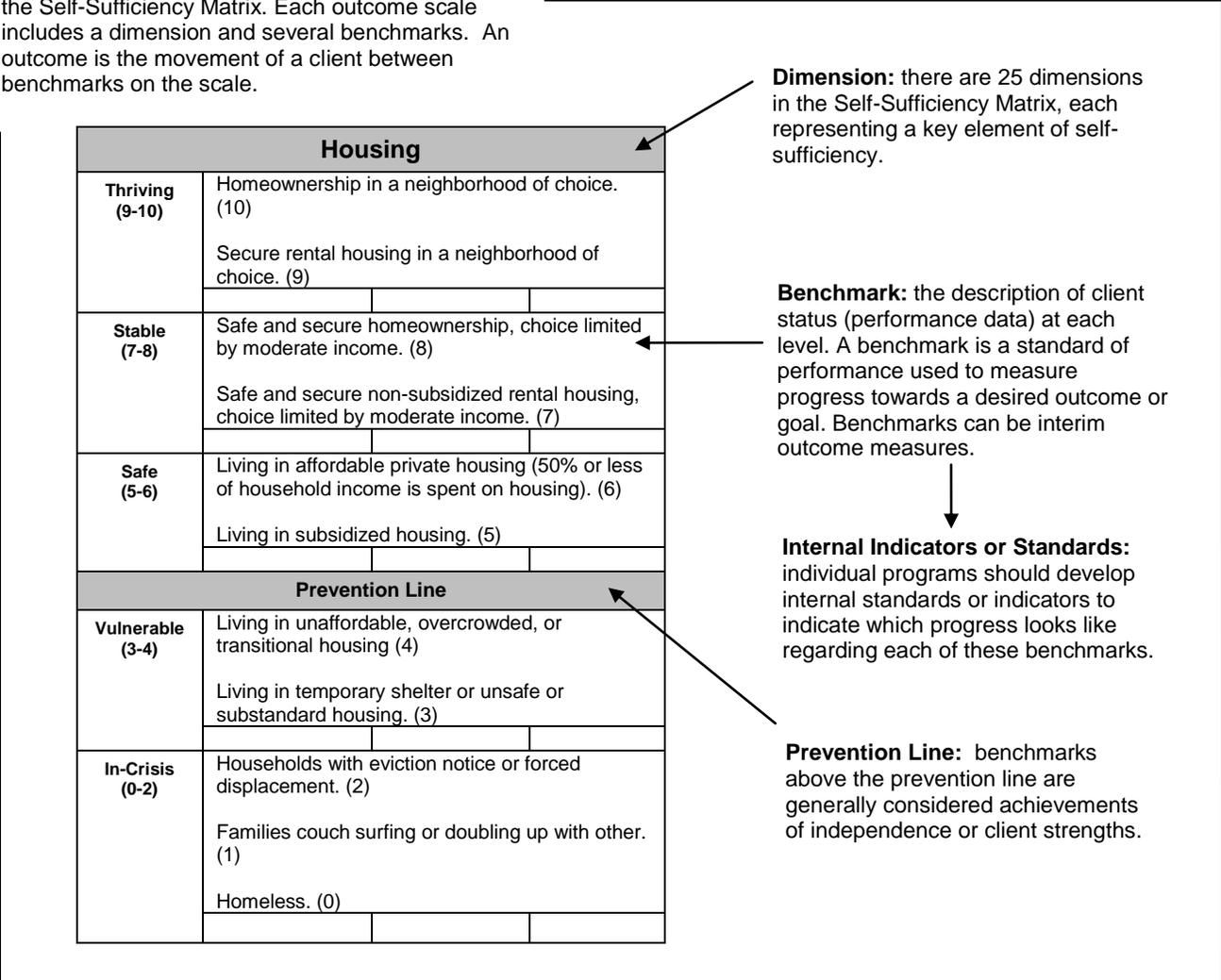
Instructions

As noted in the previous section, there are five main uses for the Self-Sufficiency Matrix: 1) case management tool, 2) self-assessment tool, 3) management tool, 4) measurement tool, and 5) communication tool. This section provides general information about how the matrix and scales are structured, and then gives more specific information about how the Matrix can be applied for each of these main uses.

Structure of the Self-Sufficiency Matrix

There are 25 key outcome scales within the Self-Sufficiency Matrix (the outcome scales are listed and described below). Each outcome scale was based on ROMA and follows a consistent pattern or structure. The diagram below defines the major components of the outcome scales. It is important to become familiar with the definitions of these components prior to reviewing the rest of this document *and* prior to implementing the scales within your own organization.

Outcome Scales: there are 25 outcome scales in the Self-Sufficiency Matrix. Each outcome scale includes a dimension and several benchmarks. An outcome is the movement of a client between benchmarks on the scale.



Adapting the Self-Sufficiency Matrix for Individual Programs

The Self-Sufficiency Matrix is flexible and should be adapted to meet the needs and core purpose of individual programs. It is recommended that each program identify three to five scales to use as a foundation for measuring client progress towards specific outcomes. When determining which outcome scales best fit your program, think about your program's core purpose, philosophy and strategies.

Please see the next section for specific examples.

Selecting Outcome Scales

There are 25 key benchmarks defined by outcome scales on the Self-Sufficiency Matrix. The Self-Sufficiency Taskforce of Snohomish County determined that each of the 25 areas represented by outcome scales are critical components of self-sufficiency. Here is a brief description of each scale to assist in the selection of outcome scales for individual programs:

- **Access to Services:** assesses the client's knowledge and ability to get the type of services they need to meet their individual or family needs.
- **Career Resiliency/Training:** assesses the skills and abilities a client has for achieving and sustaining a career given the changing dynamics of the workforce.
- **Childcare:** assesses the client's ability to obtain appropriate child care, both in terms of access to the child care and financial resources to purchase the child care.
- **Clothing:** assesses the client's ability to obtain appropriate clothing, both in terms of knowledge about how to access clothing and financial resources to purchase the clothing if necessary.
- **Education:** primarily assesses academic, institution-based achievements. The Career Resiliency/Training Scale reflects some of the less structured skills that are important to career development.
- **Employment Stability:** assesses the nature of the job or career in which the client is employed and considers the permanency and stability of the employment, as well as the benefits that accompany the employment.
- **English Language Skills:** assesses the English speaking ability of client's for whom English is a second language.
- **Food:** assesses the client's ability to obtain appropriate food, both in terms of knowledge about how to access food and financial resources to purchase the food if necessary.
- **Functional Ability:** assesses whether or not the client is able to perform Activities of Daily Living (ADLs). There is a complete glossary in this packet which lists several ADLs and describes them in more detail.
- **Housing:** assesses the ability of the client to obtain appropriate housing of choice based on their circumstances.

- **Income (Self-Sufficiency Standard):** assesses the income adequacy of the client. This is the first of three income scales. All income scales include the same general benchmarks, but each refers to a different income standard (the Self-Sufficiency Standard in this case) to further define income adequacy for an individual client or family. For more information about the three income standards, please refer to the “Additional Resources/Information” section.
- **Income (Area Median Income):** assesses the income adequacy of the client. This is the second of three income scales and refers to Area Median Income. See above for more information.
- **Income (Federal Poverty Level):** assesses the income adequacy of the client. This is the third of three income scales and refers to Federal Poverty Level. See above for more information.
- **Legal:** assesses whether or not the client has any pressing legal issues and, if so, whether or not they have the knowledge, skills and resources to work towards getting the legal issues resolved.
- **Life Skills (Household Management):** assesses ability to handle the day-to-day tasks and stresses associated with running a household.
- **Life Skills (Human Relations):** assesses ability to manage relationships with family, friends, and colleagues.
- **Life Skills (Financial Matters):** assesses ability to pay bills in a timely fashion, develop and maintain a budget, and understand other important financial issues.
- **Life Skills (Setting Goals & Resourcefulness):** assesses ability to plan for the future and utilize resources efficiently.
- **Mental Health:** assesses the emotional well-being of the client.
- **Parenting:** assesses the individual’s skills and approach to child-rearing and is focused on the parent’s abilities rather than the child’s.
- **Physical Health:** assesses the general physical well-being of the client. Insurance and the availability of other medical benefits are assessed in the Employment Stability scale.
- **Safety:** assesses two separate elements of safety. The first is denoted by the letter “a” and assesses the nature of the individual’s personal relationships with regard to overall safety and well-being. The second is denoted by the letter “b” and assesses the safety of one’s immediate living environment and neighborhood or community. If you elect to use this scale, you will only measure one of the two elements.
- **Substance Abuse:** assesses whether or not the individual is using alcohol and/or prescription drugs in an appropriate manner. Any use of illicit drugs are considered in-crisis and unsafe.

- **Support System:** assesses the nature of the individual's immediate interpersonal relationships, especially the extent to which they form a foundation for the individual in times of crisis.
- **Transportation:** assesses whether or not the individual has appropriate, safe, and reliable access to transportation (whether by car, bus or reliance on friends and family).

Using the Outcome Scales to Measure Client Progress (Case Management Tool)

Consistent with ROMA, each outcome scale was developed on a continuum from “in-crisis” to “thriving.” This format allows for client *progress or maintenance* to be measured *over time* on the selected scales. It is important to recognize that a score of “10” or “Thriving” should not be the goal for every client or every scale. There are three small boxes within each level of each scale. These three boxes represent points in time. At initial intake, the client should be assessed on each scale individually. Once that is complete, place the date in the first of the three boxes for the level that most closely represents a description of the client. The second time a client is assessed; place the date in the middle box for the level that most closely represents a description of the client. Repeat this activity a third time to complete the final box. Monitoring client progress in this way will allow for a visual representation of each client's success in maintaining or improving in specific areas.

Using the Outcome Scales to Define Funding Priorities (Measurement Tool)

Using the Outcome Scales to Manage Resources (Program Management Tool)

Using the Outcome Scales to Community Self-Sufficiency (Communication Tool)

Using the Outcome Scales to Measure Own Progress (Self-Assessment Tool)

Examples

The Self-Sufficiency Matrix is designed to be adaptable to individual programs. As noted in the Instructions section, it is recommended that each program select 3 to 5 scales based on the program's core purpose, philosophy and strategies.

Here are some examples:

Example 1: Job Training Program

Possible Scales:

- Career Resiliency/Training
- Employment Stability
- Income (Self-Sufficiency Standard)
- Life Skills

Example 2: Housing for Victims of Domestic Violence

Possible Scales:

- Safety
- Support System
- Housing
- Access to Services

| Dimensions | Access to Services |
|-------------------------|---|
| Benchmarks | |
| Thriving (9-10) | <p>No longer in crisis, no longer needs services or is receiving a full range of services to meet needs. (10)</p> <p>Receiving a full range of services that s/he wants and needs. (9a)</p> <p>No significant barriers limit access to needed services. (9b)</p> |
| Stable (7-8) | <p>Receiving needed services but access barriers may limit choice of providers, geography, times of service or other quality related aspects. (8)</p> <p>Knows what s/he needs; knows how to learn about the services available to meet his/her need; but, choices are limited. (7)</p> |
| Safe (5-6) | <p>Knows what s/he needs; knows how to learn about the services available to meet his/her need; but, has only one option for service provision. (6)</p> <p>Knows what s/he needs, knows how to learn about the services available to meet his/her need; but, has a limited number of barriers that discourage access to services or service alternatives. (5)</p> |
| Prevention Line | |
| Vulnerable (3-4) | <p>Knows his/her needs and where to get services but significant barriers inhibit him/her from accessing services on his/her own. Assistance required. (4)</p> <p>Knows some of his/her needs and where to get services to meet some needs but barriers inhibit him/her from accessing services on his/her own. Assistance required. (3)</p> |
| In-Crisis (0-2) | <p>Service doesn't exist in a location the person can access or barriers prevent access (e.g. cost of service, transportation, geography, physical or mental disabilities, language, religion, culture, etc.) (2)</p> <p>Is unaware of resources or services that he/she may need or needs help to identify his/her needs. (1)</p> <p>Is unaware of resources or services that he/she may need or needs help to identify his/her needs. (0a)</p> <p>Is unable to articulate needs. (0b)</p> |

| Dimensions Benchmarks | Career Resiliency/Training |
|--------------------------|--|
| Thriving (9-10) | <p>Individual has established work history of five or more years at a single place of employment or in a single occupation or career ladder and skills that offer great potential for obtaining a better or comparable position including literacy/numerical and occupational skills in occupation with career ladder/lattice in a growing industry. (10)</p> <p>Individual has established work history of two to five years and skills that offer good potential for obtaining a comparable position including literacy/numerical and occupational skills in occupation with career ladder/lattice in a stable industry. (9)</p> |
| Stable (7-8) | <p>Individual has established work history of two to five years and skills that offer potential for obtaining a comparable position including literacy/numerical and occupation skills in occupation with some opportunity for advancement in a stable industry. (8)</p> <p>Individual has established work history of one to two years and skills that offer potential for obtaining a comparable position including literacy/numerical and occupation skills in occupation with some opportunity for advancement in a stable industry cluster. (7)</p> |
| Safe (5-6) | <p>Individual has established work history of one to two years and some skills that offer potential for obtaining a comparable position but lacks skills in one of the following areas: work readiness, literacy/numerical, or occupational skills in occupation in a stable industry. (6)</p> <p>Individual has established work history of one to two years and some skills that offer potential for obtaining a comparable position but lacks skills in two of the following areas: work readiness, literacy/numerical, or occupational skills in occupation in a stable industry. (5)</p> |
| Prevention Line | |
| Vulnerable (3-4) | <p>Individual has limited or inconsistent work history of less than one year and lacks skills in two of the following areas: work readiness, literacy/numerical, or occupational skills in industry anticipated to decline. (4)</p> <p>Individual has limited or inconsistent work history of less than one year and lacks skills in all of the following areas: work readiness, literacy/numerical, or occupational skills in industry anticipated to decline. (3)</p> |
| In-Crisis (0-2) | <p>Individual has negative work history and lacks skills in all of the following areas: work readiness, literacy/numerical, or occupational skills in industry anticipated to decline. (2)</p> <p>Individual has negative work history and lacks skills in all of the following areas: work readiness, literacy/numerical, or occupational skills in industry anticipated to be phased out.(1)</p> <p>Individual has negative or no work history, lacks skills, and is unable to</p> |

| | |
|--|---|
| | obtain and retain any employment in any industry. (0) |
|--|---|

| Dimensions | Childcare |
|-------------------------|---|
| Benchmarks | |
| Thriving (9-10) | Ample resources to support choice of licensed or dependable friends and family childcare options that provide safe settings with adequate supervision. (10) |
| Stable (7-8) | Sufficient resources to support limited choice of licensed or dependable friends and family childcare options that provide safe settings with adequate supervision. (8) |
| Safe (5-6) | Limited resources to support narrow choice of licensed or dependable friends and family childcare options that provide safe settings with adequate supervision. (6) |
| | Prevention Line |
| Vulnerable (3-4) | <p>Insufficient resources. Qualifies for subsidized childcare that provides safe setting with adequate supervision. (4)</p> <p>Insufficient resources, barriers exist (i.e. eligibility, transportation, immunizations, paperwork, location, etc) that prohibit access to needed childcare. (3)</p> |
| In-Crisis (0-2) | <p>No access to childcare. Child has minimal supervision. (2)</p> <p>Child is unsupervised and unsafe. (0)</p> |

| Dimensions | Clothing |
|-------------------------|---|
| Benchmarks | |
| Thriving (9-10) | <p>Always has financial resources to purchase appropriate clothing of choice. Aware of what is appropriate for work environment. (10)</p> <p>Usually has financial resources to purchase appropriate clothing of choice. Aware of what is appropriate for work environment. (9)</p> |
| Stable (7-8) | <p>Always has financial resources to purchase appropriate clothing. Aware of what is appropriate for work environment. (8)</p> <p>Usually has financial resources to purchase appropriate clothing. Aware of what is appropriate for work environment. (7)</p> |
| Safe (5-6) | <p>Has sufficient knowledge about community resources and/or financial resources to obtain clothing. (6)</p> <p>Has limited knowledge about community resources and/or financial resources to obtain clothing. Occasionally relied on thrift stores or community clothing banks. (5)</p> |
| Prevention Line | |
| Vulnerable (3-4) | <p>Has little knowledge about clothing resources, and unable to buy some types of appropriate clothing; relies on charity (free) clothes closets or low-cost resources. (4)</p> <p>Very limited knowledge of resources for low-cost or free options to obtain clothing. (3)</p> |
| In-Crisis (0-2) | <p>No clothing or seriously inadequate clothing; for example, no coat for winter months, shoes with holes in them or soles lacking, not sufficient clothes to assure clean clothes on a daily basis. (2)</p> <p>Insufficient clothing and is unaware of where to access assistance. (0)</p> |

| Dimensions | Education |
|-------------------------|--|
| Benchmarks | |
| Thriving (9-10) | Post-secondary education or specialized training (certificate program, associates, bachelors, masters, doctorate). (10) |
| Stable (7-8) | Actively pursuing post-secondary education or specialized training (certificate program, associates, bachelors). (8) |
| Safe (5-6) | High school diploma or GED and functional reading, writing, and/or math skills. (6) High school diploma or GED, but needs improved reading, writing and/or math skills. (5) |
| | Prevention Line |
| Vulnerable (3-4) | Does not have a high school diploma or GED, but has basic reading, writing and/or math skills and is working towards a GED or high school diploma. (4) Does not have a high school diploma or GED, but has basic reading, writing, and/or math skills. (3a) Working towards completion of GED or high school diploma to improve basic reading, writing, and/or math skills. (3b) |
| In-Crisis (0-2) | No GED or high school diploma. (1) Has not learned to read or write. (0) |

| Dimensions | Employment Stability |
|-------------------------|---|
| Benchmarks | |
| Thriving (9-10) | <p>Individual employed in permanent, stable employment for as many hours per week as desired with full benefits including health, vision, and dental benefits, as well as retirement and supplemental benefits including, but not limited to, optional short and long term disability, supplemental life insurance, supplemental health insurance, etc. (10)</p> <p>Individual employed in permanent, stable employment for as many hours per week as desired with employer offering benefits including health, vision, and dental benefits and retirement. (9)</p> |
| Stable (7-8) | <p>Individual employed in permanent, stable employment for as many hours per week as desired, with benefits including health, vision, and dental benefits (8)</p> <p>Individual employed in permanent, stable employment with employer offering benefits including health benefits. (7)</p> |
| Safe (5-6) | <p>Individual employed in permanent, stable employment for as many hours per week as desired with no benefits. (5)</p> |
| Prevention Line | |
| Vulnerable (3-4) | <p>Individual employed in temporary, seasonal, or part-time employment for 75-99% of the desired number of hours with no benefits. (4)</p> <p>Individual employed in temporary, seasonal, or part-time employment for 50-74% of the desired number of hours with no benefits. (3)</p> |
| In-Crisis (0-2) | <p>Individual employed in temporary, seasonal, or part-time employment for less than 50% of the desired number of hours with no benefits. (2)</p> <p>Individual desiring employment but unemployed and receiving unemployment compensation or extension. (1)</p> <p>Individual desiring employment but unemployed with all forms of unemployment compensation exhausted. (0)</p> |

| Dimensions | English Language Skills |
|-------------------------|---|
| Benchmarks | |
| Thriving (9-10) | Advanced reading, writing, and speaking English proficiency. (10) |
| Stable (7-8) | Has reading, writing, and speaking English proficiency. (8) |
| Safe (5-6) | Has reading, writing, and conversational English skills (6a) Access to interpreters as needed for services. (6b) |
| | Prevention Line |
| Vulnerable (3-4) | Speaks “survival” English. (3a) Limited access to family or friend interpreters. (3b) |
| In-Crisis (0-2) | Has not learned English. (0a) No access to family or friend interpreters. (0b) |

| Dimensions | Food |
|-------------------------|--|
| Benchmarks | |
| Thriving (9-10) | <p>Always has resources and knowledge to purchase and prepare nutritious food of choice. (10)</p> <p>Usually has resources and knowledge to purchase and prepare nutritious food of choice. (9)</p> |
| Stable (7-8) | <p>Always has resources and knowledge to purchase and prepare nutritious food. (8)</p> <p>Usually has resources and knowledge to purchase and prepare nutritious food. (7)</p> |
| Safe (5-6) | <p>Has sufficient knowledge and personal/community resources to purchase and prepare food. (6)</p> <p>Has some knowledge and able to buy and prepare some types of food. Occasionally relies on food stamps and food banks. (5)</p> |
| | Prevention Line |
| Vulnerable (3-4) | <p>Has little knowledge of and unable to buy and/or prepare some types of food; relies on food stamps and food banks. (4)</p> <p>Extremely limited knowledge of, and unable to buy and/or prepare food; inadequate resources to obtain food. (3)</p> |
| In-Crisis (0-2) | <p>Lacks knowledge and/or resources to purchase and/or prepare food. (2)</p> <p>No food and is not aware of food resources. (0)</p> |

| Dimensions | Functional Ability |
|-------------------------|--|
| Benchmarks | |
| Thriving (9-10) | Fully able to perform all activities of daily living (ADLs) without assistance or support. (10) |
| Stable (7-8) | Fully able to perform most ADLs at an age appropriate level. (8a) Fully able to perform ADLs with assistance or support. (8b) |
| Safe (5-6) | Not able to perform ADL at an age appropriate level but in a safe supportive environment. (6a) Requires extensive or total assistance and assistance is available with back up support. (6b) Requires limited assistance or supervision or cueing and assistance is available. (5) |
| | Prevention Line |
| Vulnerable (3-4) | Requires limited or total assistance and assistance is available but inconsistent. (4) Requires limited or total assistance or supervision or cueing but assistance is not available. (3) |
| In-Crisis (0-2) | Requires extensive or total assistance but assistance is not available or is limited. (2) Because of functional disabilities, current living situation is unsafe and individual is unable to live alone without assistance. (0) |

| Dimensions | Housing |
|-------------------------|---|
| Benchmarks | |
| Thriving (9-10) | Homeownership in a neighborhood of choice. (10) Secure rental housing in a neighborhood of choice. (9) |
| Stable (7-8) | Safe and secure homeownership, choice limited by moderate income. (8) Safe and secure non-subsidized rental housing, choice limited by moderate income. (7) |
| Safe (5-6) | Living in affordable private housing (50% or less of household income is spent on housing). (6) Living in subsidized housing.(5) |
| | Prevention Line |
| Vulnerable (3-4) | Living in unaffordable, overcrowded, or transitional housing. (4) Living in temporary shelter or unsafe or substandard housing. (3) |
| In-Crisis (0-2) | Households with eviction notice or forced displacement (i.e. nursing home discharge without housing, fire, natural disaster). (2) Couch surfing or doubling up with others. (1) Homeless. (0) |

| Dimensions | Income |
|-------------------------|---|
| Benchmarks | (Self-Sufficiency Standard) |
| Thriving (9-10) | Income is sufficient and stable, adequate for paying monthly bills, and provides for regular savings and some non-essential purchases (income is at least 105% of Standard, adjusted for family size, with at least 5% of income reserved for savings, retirement, and discretionary spending). (10) |
| Stable (7-8) | Income is sufficient and stable, adequate for paying monthly bills, but provides for little savings or non-essential purchases (i.e. income is between 100-104% of Standard, adjusted for family size, with at least 1-4% of income reserved for savings, retirement and discretionary spending). (8) |
| Safe (5-6) | Income is adequate for meeting basic needs (income meets Standard, adjusted for family size). (6) |
| | Prevention Line |
| Vulnerable (3-4) | Income is inadequate for meeting basic needs (income is between 75-99% of Standard, adjusted for family size). (4) Income is inadequate for meeting basic needs (income is between 50-74% of Standard, adjusted for family size). (3) |
| In-Crisis (0-2) | Income is inadequate for meeting basic needs (income is between 25-49% of Standard, adjusted for family size). (2) No income. Basic needs are not met (income is between 0-24% of Standard, adjusted for family size). (10) |

| Dimensions Benchmarks | Income (Area Median Income) |
|--------------------------|--|
| Thriving (9-10) | Income is sufficient and stable, adequate for paying monthly bills, and provides for regular savings and some non-essential purchases (income is 101% or more above AMI). (10) |
| Stable (7-8) | Income is sufficient and stable, adequate for paying monthly bills, but provides for little savings or non-essential purchases (income is between 75-100% of AMI). (8) |
| Safe (5-6) | Income is adequate for meeting basic needs (income is between 60-75% of AMI) (6) |
| Prevention Line | |
| Vulnerable (3-4) | Income is inadequate for meeting basic needs (income is between 31-60% of AMI). (3) |
| In-Crisis (0-2) | No income. Basic needs are not met (income is between 0-30% of AMI). (0) |

| Dimensions | Income |
|-------------------------|--|
| Benchmarks | (Federal Poverty Level) |
| Thriving (9-10) | Income is sufficient and stable, adequate for paying monthly bills, and provides for regular savings and some non-essential purchases (income is 276% or more above FPL, adjusted for family size). (10) |
| Stable (7-8) | Income is sufficient and stable, adequate for paying monthly bills, but provides for little savings or non-essential purchases (i.e. income is between 251-275% of FPL, adjusted for family size). (8) |
| Safe (5-6) | Income is adequate for meeting basic needs (i.e. income is between 201-250% of FPL, adjusted for family size). (6) |
| Prevention Line | |
| Vulnerable (3-4) | Income is inadequate for meeting basic needs (income is between 150-200% of FPL, adjusted for family size). (4) Income is inadequate for meeting basic needs (income is between 100-149% of FPL, adjusted for family size). (3) |
| In-Crisis (0-2) | Income is inadequate for meeting basic needs (i.e. income is between 50-100% of FPL, adjusted for family size). (2) No income. Basic needs are not met (i.e. income is between 0-49% of FPL, adjusted for family size). (0) |

| Dimensions | Legal |
|-------------------------|---|
| Benchmarks | |
| Thriving (9-10) | No legal issues or legal issues fully resolved through litigation, negotiations, dismissal or other legal means. (10) |
| Stable (7-8) | Has legal representation and issues are moving towards resolution. (8) |
| Safe (5-6) | With legal assistance, has initiated or responded to legal actions, is in court system. (6) Has obtained pro se assistance (assistance to individuals representing themselves) or representation sufficient to initiate legal action or respond to actions initiated by others. (5) |
| | Prevention Line |
| Vulnerable (3-4) | Has legal information/advice; correctly identifies the problem as legal problem; knows what to do but lacks ability to proceed without legal assistance. (4) Has received legal information/advice and correctly identifies the problem as a legal problem, may not know what to do. (3) |
| In-Crisis (0-2) | Has significant legal problem, recognizes the legal issues but does not know what do to. (2) Has significant legal problem (defined as legal problem affecting basic needs of living but does not understand that the problem involves legal issues and does not know what to do. (1) |

| Dimensions | Life Skills (Household Management) |
|-------------------------|--|
| Benchmarks | |
| Thriving (9-10) | Always has skills and ability to manage household. (10) |
| Stable (7-8) | Frequently has skills and ability to manage household. (8) |
| Safe (5-6) | Usually able to manage household. (6) |
| | Prevention Line |
| Vulnerable (3-4) | Has some basic skills or ability to manage household. (3) |
| In-Crisis (0-2) | Has not learned the skills to manage household. (0) |

| Dimensions | Life Skills (Human Relations) |
|-------------------------|---|
| Benchmarks | |
| Thriving (9-10) | Understands and practices good, positive human relations knowledge and skills. (10) |
| Stable (7-8) | Understands good, positive human relations knowledge and skills. (8) |
| Safe (5-6) | Understands some human relations knowledge and skills (6) |
| | Prevention Line |
| Vulnerable (3-4) | Poor understanding of good, positive human relations. (3) |
| In-Crisis (0-2) | Has not learned good, positive human relations knowledge and skills. (0) |

| Dimensions | Life Skills (Financial Matters) |
|-------------------------|--|
| Benchmarks | |
| Thriving (9-10) | Always understands and is able to manage basic and complex financial matters. (10) |
| Stable (7-8) | Frequently understands and is able to manage basic financial matters. (8) |
| Safe (5-6) | Usually understands basic financial matters. (6) |
| | Prevention Line |
| Vulnerable (3-4) | Knows it is important to understand basic financial matters but can't apply the knowledge or skills. (3) |
| In-Crisis (0-2) | Has not learned basic financial matters. (3) |

| Dimensions | Life Skills |
|-------------------------|---|
| Benchmarks | (Setting Goals & Resourcefulness) |
| Thriving (9-10) | Always able to set goals and be resourceful. (10) |
| Stable (7-8) | Frequently able to set goals and be resourceful. (8) |
| Safe (5-6) | Usually able to set goals and be resourceful. (6) |
| | Prevention Line |
| Vulnerable (3-4) | Understands how to but seldom sets goals or is resourceful. (3) |
| In-Crisis (0-2) | Has not learned how to set goals and be resourceful. (0) |

| Dimensions | Mental Health |
|-------------------------|---|
| Benchmarks | |
| Thriving (9-10) | No problems in work, school, social life; superior functioning in activities that are meaningful. (10) |
| Stable (7-8) | No or minimal problems in all areas of life; some involvement in activities that are meaningful. (8) |
| Safe (5-6) | Mild to occasional problems with work, social, or school settings; usually makes good choices. (6) |
| Prevention Line | |
| Vulnerable (3-4) | Has great difficulty caring for self or others; significant problems with social, work, or school settings. (3) |
| In-Crisis (0-2) | Cannot care for self or family. (1) At clear risk of harm to self or others. (0) |

| Dimensions | Parenting |
|-------------------------|---|
| Benchmarks | |
| Thriving (9-10) | Reports and/or is observed to possess positive approach to parenting and to keeping child/ren safe, managing their behavior and providing many enrichment opportunities. (10) |
| Stable (7-8) | Reports and/or is observed to possess adequate skills to keep child/ren safe, manage their behavior and provide some enrichment opportunities. (8) |
| Safe (5-6) | Reports and/or is observed to possess adequate skills to keep child/ren safe and manage their behavior some of the time. (6) |
| | Prevention Line |
| Vulnerable (3-4) | Reports or is observed to need additional skills and information to keep child/ren safe and/or manage their behavior. (3) |
| In-Crisis (0-2) | Reports or is observed to exhibit behaviors that put child/ren at risk of mental or physical harm. (0) |

| Dimensions Benchmarks | Physical Health |
|--------------------------|---|
| Thriving (9-10) | No chronic illness and maintaining pro-active preventative medical and dental care practices. (10a) Good health insurance with low co-pays. (10b) Enrolled in Medicare with Supplemental Insurance. (10c) |
| Stable (7-8) | No chronic illness or stable chronic illness and maintaining good preventative medical and dental health care practices. (8a) Has some form of private health insurance. (8b) Has health insurance through Medicare. (8c) |
| Safe (5-6) | Chronic illness generally well managed and attempting to make and keep routine medical and dental appointments. (6a) Has subsidized medical coupons or health insurance. (6b) Has subsidized Medicare and/or Medicaid. (6c) |
| Prevention Line | |
| Vulnerable (3-4) | Chronic medical conditions, potentially life threatening, with inconsistent follow up with care. (3) |
| In-Crisis (0-2) | Inconsistent use and/or limited access to health care. (2) No health insurance or access to care. (1) Untreated chronic medical, life threatening conditions with inconsistent to minimal follow up with care. (0) |

| Dimensions | Safety |
|-------------------------|---|
| Benchmarks | |
| Thriving (9-10) | Involved in intimate or personal relationships that are emotionally supportive/nurturing and free of violence. (10a) Feels safe in community all the time and able to use emergency services if ever needed. (10b) |
| Stable (7-8) | Lives in a safe relationship or lives alone and has people to call on if (s)he needs help or is afraid. (8a) Feels unsafe in community occasionally, but uses emergency services whenever needed. (8b) |
| Safe (5-6) | Does not live with a violent person or is not in a relationship with a violent/abusive person. (6a) Feels unsafe in community at various times (at night, etc) but knows how to and is choosing to access emergency services. (6b) |
| | Prevention Line |
| Vulnerable (3-4) | In an emotionally/mentally abusive relationship that has not yet become physically violent. (3a) Feels unsafe in community most of the time and has access to emergency services but is unlikely, or choosing not, to use them. (3b) |
| In-Crisis (0-2) | In a relationship that is physically and/or emotionally abusive. (0a) Feels unsafe in community at all times and has no access to or has not learned how to access emergency services (911,etc). (0b) |

| Dimensions | Substance Use |
|-------------------------|--|
| Benchmarks | |
| Thriving (9-10) | Uses alcohol and prescription drugs in an appropriate manner (minimal to no usage). (10) |
| Stable (7-8) | Occasional misuse of alcohol and/or prescription drugs, generally uses in an appropriate manner. (8) |
| Safe (5-6) | Occasional abuse of substances. Usage of chemicals has a tendency to lead to an abuse pattern, resulting in negative consequences. (6) |
| Prevention Line | |
| Vulnerable (3-4) | Significant abuse of substances, resulting in chronic family/work difficulties. (3) |
| In-Crisis (0-2) | Toxicity due to chemical dependency or alcoholism. Detoxification may be required. (0) |

| Dimensions | Support System |
|-------------------------|--|
| Benchmarks | |
| Thriving (9-10) | Is able to give support as well as receive support. (10) Always has support. (9) |
| Stable (7-8) | Has a healthy support system most of the time. (8) |
| Safe (5-6) | Has a healthy support system only in times of crisis. (6) |
| | Prevention Line |
| Vulnerable (3-4) | Has a healthy support system but is unreliable. (4) Has a support system but it is unhealthy and limited. (3) |
| In-Crisis (0-2) | Does not have a support system. (0) |

| Dimensions | Transportation |
|-------------------------|---|
| Benchmarks | |
| Thriving (9-10) | Always has transportation needs met through public transportation, a car, or a regular ride. (10) |
| Stable (7-8) | Has most transportation needs met through public transportation, a car, or a regular ride. (8) |
| Safe (5-6) | Has some transportation needs met through public transportation, a car, or a regular ride. (6) |
| | Prevention Line |
| Vulnerable (3-4) | Rarely has transportation needs met through public transportation, a car, or a regular ride. (3) |
| In-Crisis (0-2) | Does not have transportation needs met and has no available public transportation, a car or a regular ride. (0) |