



VI-SPDAT Transition Aged Youth Facilitation Guide

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Homebase

ADVANCING SOLUTIONS TO HOMELESSNESS

Prepared by Homebase

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Overview

Understanding the Housing Placement Process

The Coordinated Entry System (CES), or Coordinated Entry (CE) for short, is used to prioritize and match households experiencing homelessness to available housing and services for which they are eligible. While Coordinated Entry does not always guarantee housing, nor does it contain all a community's housing opportunities, it is generally the best starting place for a household experiencing homelessness to get connected to help. The Vulnerability Index-Service Prioritization Decision Assistance Tool, or VI-SPDAT, is used as a tool during the initial triage and assessment phase of Coordinated Entry.

The CE Process

I. ACCESS



- Households will meet with an Access Point, or first point of contact for the homelessness response system to receive an assessment (VI-SPDAT).
- Napa has specific and separate Access Points for single adults, families, and transition aged youth (TAY).
- Not every place offering homelessness services is an Access Point.

II. ASSESSMENT



- The VI-SPDAT is conducted as an initial triage for housing.
- While some service providers may have other assessments, the VI-SPDAT is required to be prioritized for housing and service opportunities found through CE.

III. MATCHING AND REFERRAL



- Once a household gets an assessment, they will be placed on the community queue and referred if an opportunity becomes available that they are eligible for.
- In Napa, this referral process happens through a group case conferencing meeting with Napa service providers.

[The City and County of Napa Coordinated Entry System Map](#) is a useful tool to help explain the CE process.

What is the VI-SPDAT?

The VI-SPDAT is used as the initial assessment for Napa's Coordinated Entry. The tool is designed to be used by all providers within a community to create consistency for households experiencing homelessness.

The VI-SPDAT asks a series of questions about a household's circumstances and experiences, then assigns a score corresponding to an estimated level of vulnerability. This helps communities prioritize households based on their unique needs.



The VI-SPDAT for Transition Aged Youth (TAY) is used for **youth and young adults that are 18 to 24-years-old with no minor children in the household.**

For individuals over 25-years-old with no minor children, use the VI-SPDAT for Single Adults. For households with minor children, or transition aged youth who are heads of households with minor children, use the VI-SPDAT for Families.

What is the VI-SPDAT Facilitation Guide?

This VI-SPDAT Facilitation Guide is designed to be used with the VI-SPDAT for Transition Aged Youth (TAY). It is meant to provide guidance explaining and conducting the VI-SPDAT and help ensure both consistent and accurate results utilizing a trauma informed perspective.

This guide includes recommendations for building rapport, creating a safe and welcoming environment, and best practices on specific questions. Questions and information in this guide may include suggested or template language that assessors can use, but it is not required to be read word for word. Assessors are encouraged to adjust the language or provide alternate explanations as they see fit, considering cultural humility or needs of the populations they are serving.



Administering the VI-SPDAT

BEFORE THE ASSESSMENT

1 |

CENTER YOURSELF AND REDUCE ENVIRONMENTAL DISTRACTIONS

- Before you start the assessment, **take some time to calm and center yourself.**
- **Participants will be able to feel** if you are anxious, stressed, or in a rush.
- Centering yourself could mean **taking some time to set up the location for the assessment** if you just had a stressful experience or taking a short break before you invite someone into the space to do an assessment.
- **Reduce environmental distractions** that could interrupt the assessment. For example, putting away your phone, silencing notifications, and putting a “Do Not Disturb” sign on the door.

2 |

FIND A SAFE AND CONFIDENTIAL SPACE

- Try to conduct the assessment in a private, **confidential, and comfortable space.**
- In an outreach situation, this could mean **going around the corner or down the street.**
- In facilities, this could mean going into a **private room like an office.**
- If there are multiple options available, **conduct the assessment in the space that is most comfortable for the youth or young adult.** For example, a private room might be available, but they may feel more at ease in a quiet outdoor setting. Giving the youth or young adult the choice helps them to feel safe in the assessment and respects their agency.

BEFORE THE ASSESSMENT

3 | INVITE PARTICIPANTS TO TAKE THE ASSESSMENT

- **Ask for permission to conduct the assessment** before starting the process. This gives a sense of agency to the youth or young adult.
- **Consider asking participants who they might be more comfortable taking the assessment with.** Participants can sometimes **feel more comfortable talking with someone from a particular background.** For example, a man who feels like he can be more vulnerable talking with a woman, or a person of color who feels more comfortable talking to another person of color. Note that this won't always mean matching up people to how they identify, it will be dependent on the youth or young adult's preference.

4 | IF THE YOUTH OR YOUNG ADULT HAS SOMEONE WITH THEM, ASK THE YOUTH OR YOUNG ADULT PRIVATELY IF THEY WANT TO TAKE THE ASSESSMENT ALONE OR WITH THE OTHER PERSON.

- Having a support person during the assessment **can make someone feel safe and answer questions more honestly**, especially when that person is knowledgeable about the youth or young adult's situation and experiences
- You should always **ask the participant privately if they want the support person to be present.** Asking with the support person around might make the youth or young adult feel pressured to allow them to stay, even if it is not what they want.
- **Be sure to watch the participant's behavior around the other person.** If they appear anxious, fearful, or behave in a way that makes you suspect that the person with them could be a danger to them (for example, a domestic violence or other controlling situation), then asking them how they want to take the assessment allows you to get them into a safe, private space where you can conduct the assessment and provide other assistance.

BEFORE THE ASSESSMENT

5 | BUILD INITIAL RAPPORT

- For some youth and young adults, this may be their first time engaging with your agency or with the homelessness response system. **This is an opportunity for them to build trust and rapport with you as an individual**, but also with the wider system.
- Spend some time **before the assessment just checking in and making small talk**. Try to find common ground or topics.
- If possible, **provide them with anything that they might need to be comfortable** before the assessment, like water, snacks, or hygiene products.
- Showing an effort **to get to know someone can help build trust and rapport** which could help youth and young adults to be more forthcoming in their answers.

6 | BE UPFRONT AND TRANSPARENT ABOUT WHAT YOU CAN DO AND WHAT YOU CANNOT

- **Be transparent** about what a VI-SPDAT for TAY assessment can and cannot do.
- Don't make promises that you may not be able to keep. You may be eager to help someone or have a strong desire to help, but **a broken promise could undermine their trust in the assessor**, the agency or the broader homeless response system.

BEFORE THE ASSESSMENT

7 | BE UPFRONT AND TRANSPARENT ABOUT HOW THEIR INFORMATION WILL BE STORED, SHARED, AND PROTECTED.

- Tell the youth or young adult **what types of questions are included** and why these questions are being asked.
- Let youth and young adults know that the questions may seem private or personal, but **they are only being used to help better inform the support** they need.
- Be transparent about **who will have access to their information and where their data will be stored**. For example, a youth or young adult may be afraid that law enforcement will have access to their information. It is important to carefully review the Release of Information with the youth or young adult so they can understand how their information is stored in HMIS and who has access to HMIS data.
 - [The Release of Information](#) is available at the Napa County Continuum of Care HMIS' website.
 - [The HMIS Privacy Notice](#) is available Napa County Continuum of Care HMIS Private Policy' website.
 - If you have additional questions about data privacy, you may access the [Using Data Responsibly to Strengthen Services and Protect Communities](#) training slides at the Homebase's file cloud platform.

8 | PROVIDE PERSON-CENTERED SERVICE

- **Approach participants with empathy.**
- **Give your undivided attention during the assessment process** and don't rush the youth or young adult.
- **Practice active listening by repeating back key information** you're hearing and mirror the language the participant is using.
- **Give the youth or young adult time and offer breaks when necessary.**

BEFORE THE ASSESSMENT

9 |

PROVIDE THE YOUTH OR YOUNG ADULT WITH A WAY TO TAKE NOTES OR KEEP TRACK OF RESOURCES THROUGHOUT THE ASSESSMENT

- During that assessment, **you may identify opportunities for referrals or services** that could meet the youth or young adult's needs.
- Provide a way for the youth or young adult **to keep track of those resources throughout the assessment** in a way that works for them. This could be providing them a notebook and a pen, taking a picture on their phone, or others.
- Ask the youth or young adult **what would be most helpful for them to keep track of** resources.

THROUGHOUT THE ASSESSMENT

1 | KEEP THE FOCUS ON THE ULTIMATE GOAL OF HELPING THE YOUTH OR YOUNG ADULT ACCESS HOUSING

- The VI-SPDAT for TAY assessment can be a time-consuming and frustrating process. It is helpful to continue to tie the questions and answers throughout the assessment back to the **ultimate goal: helping the youth or young adult to access housing and other services to meet their needs.**

2 | ADJUST THE QUESTIONS AS NECESSARY

- The language in the VI-SPDAT does not have to be read word for word. **You can adjust the language to be more understandable and accessible** to youth and young adults.
- Assessors are **encouraged to explain or provide examples for specific questions** as much as necessary. Examples are included in this Facilitation Guide.
- If you're not sure that they understand, you can check in with youth and young adults to make sure **they understand the question or if they need more clarification.**
- When adjusting language, avoid reframing questions in a way that are leading or suggest to the youth or young adult what a “correct” answer would be. The purpose of reframing questions is to **help the youth or young adult understand what is being asked so they can provide an accurate answer**, not change what answer they give.

3 | SKIP OR REVISIT QUESTIONS AS APPROPRIATE

- **Remind participants that they do not have to answer a question** or that you can revisit it if they seem uncomfortable or triggered.
- You should acknowledge with youth and young adults that the **questions are difficult.**
- A good practice can be to **offer to revisit a question if someone initially seems uncomfortable and checking in again at the end** after you have built rapport with the participant.

THROUGHOUT THE ASSESSMENT

4 | DON'T TAKE THINGS PERSONALLY

- Some participants **may have traumatic experiences associated with the questions** on the VI-SPDAT or when tried to seek help in the past.
- If a participant gets angry or upset, **the response may not be about you** but, rather, a past traumatic experience that has been triggered by the assessment.

5 | SUPPORT THE YOUTH OR YOUNG ADULT'S EMOTIONAL SAFETY DURING THE ASSESSMENT IF THEY BECOME RE-TRAUMATIZED OR TRIGGERED

- If the youth or young adult appears to re-traumatized or triggered, you should **pause the assessment and check-in with them** (e.g. fidgeting, shaking, rapid breathing).
- **Offer the youth or young adult choices about how they want to proceed**, which can help them to regain their sense of agency and control. For example, ask them if they want to continue, take a short break, or move to a different space if the current space is making them feel unsafe. Be mindful of who is around you and how what they represent might trigger someone you're working with. For example, the presence of law enforcement might be triggering to someone.
- If the youth or young adult is experiencing a crisis or emergency, **follow your agency's safety protocols** to get them immediate assistance.

6 | MAKE SPACE FOR CULTURAL DIFFERENCES

- Do your best to be aware of **how different cultures may engage with the assessment**. For example, someone not making eye contact may seem like they're anxious or afraid but in other cultures prolonged eye contact can be seen as a sign of disrespect or confrontation.

AFTER THE ASSESSMENT

1 | EXPLAIN THE PROCESS

- Let youth and young adults know **what will happen next and that there isn't a guarantee of housing or services** through coordinated entry, but that they will be matched if something becomes available. Provide them with contact information for where they can follow-up on the status of their case.

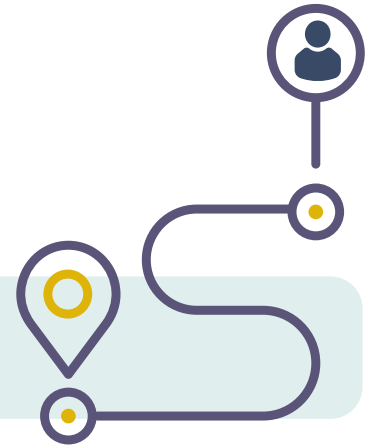
2 | UPDATE OVER TIME

- Ask youth and young adults to let you know **if something happens that might change their eligibility**, if their contact info changes, or if there are updates that you're able to share. Make sure you have their contact information and that they have yours. As much as possible, provide them with information about how and when they should expect to receive updates.

3 | GIVE SPACE FOR QUESTIONS AND OFFER INFORMATION

- Ask youth and young adults if they have **any questions or want to learn anything else about the CE process**. Offering information about specific resources they may be eligible for can also be a way of showing value to a participant that will make them want to engage with you again. Make sure that they can take their notes about resources and services that were identified during the assessment with them.

Key Points to Share with Clients



1 **Assessment is the start of the journey.**

2 **Being assessed does not guarantee placement into housing, but it is one of the best ways to get connected to housing and services for youth and young adults experiencing homelessness.**

3 **The amount of time someone remains on the community queue will vary depending on how many housing or supportive services opportunities are available at a given time and the youth or young adult's eligibility.**

4 **Some programs have specific eligibility requirements or are designed to serve specific populations. For example, some programs may require a documented disability, and others are meant for veterans or those with experiences of domestic violence.**

5 **Youth and young adults can help speed up the housing placement process by helping gather all required documents.**

Accuracy Considerations

I. YOU ARE ALLOWED TO REMIND YOUTH AND YOUNG ADULTS OF PAST INFORMATION



- A youth or young adult may provide information that you know to be inaccurate. For example, a participant may say they have not been hospitalized, but you know they recently have been.
- You are allowed to remind youth and young adults of past information and incorporate known information from case notes, observations, documentation, and whatever else has been communicated with consent by professionals into the assessment process. Here is an example:
 - The youth or young adult mentioned they are facing challenges due to multiple sclerosis (MS) during intake.
 - When administering the VI-SPDAT you might say, “In your intake for the shelter, you mentioned dealing with MS. The next question asks if you have any physical health conditions that you would require assistance with, to access or keep housing. How would you like to answer this question?”
- It is very important that you approach the questions in a sensitive, human-centered way while remaining non-confrontational. This is not a “gotcha” moment and treating it that way could damage the rapport that is being built with the youth or young adult.

II. BE TRANSPARENT



- If you are trying to incorporate external information, be transparent and inform the youth or young adult of the information you are planning to include.
- You must give the participant a chance to correct this information as necessary.

III. THE YOUTH OR YOUNG ADULT HAS THE FINAL SAY



- If there is a discrepancy between the answer provided by the youth or young adult and other information that you have received, you must go with the answer the participant provided during the assessment.

IV. SCORE REVISION IS AVAILABLE IF NECESSARY



- If you later learn information provided is inaccurate, a person may be eligible for a score revision if there was evidence of a vulnerability that would impact their VI-SPDAT score.
- For more information, consult the Score Revision Policy later in this Facilitation Guide.

You must give the participant a ***chance to correct information*** as necessary.



Facilitation Guide

Sample Introduction Script

I'll be asking you a series of questions to better understand your housing situation, needs, and challenges. **Participating in this assessment is completely voluntary. You are not required to participate, but an assessment is necessary to be connected to services through Napa's Coordinated Entry System.** (If the youth or young adult has questions about the Coordinated Entry System, [the City and County of Napa Coordinated Entry System Map](#) is a useful tool to help explain it.)

Each question is designed to help us provide the best support for you. Most questions can be answered with a simple yes, no, or one-word response. **Please know that the information you disclose during the assessment will not be used to discriminate against you.** You have the right to skip any questions, but the more you can answer, the better I'll be able to assist you. I recognize that some questions may be personal and could bring up strong feelings. If at any point you would like to pause, skip a question, or take a break, you are welcome to do so.

Please do your best to answer all questions as honestly and accurately as possible so that we can connect you to the right resources. If we refer you to any services based on the information you provide, program eligibility will still need to be verified.

The information that I collect will be stored in the Homeless Management Information System (HMIS). *Have you heard of HMIS before?* If you haven't, HMIS is a secure computer database used by local service providers to track housing help and record who needs support. (Note: Assessors should review the [Release of Information](#) and [Privacy Policy](#) with all youth and young adults either before or after the assessment.)

If we can identify services that would be a good match for you based on the information you provide, we will try to contact you. *Can you share a safe way for us to contact you?* This could be a phone number, email address, a location you frequent, case managers, or organizations that you work with, or any other information that might help us get in contact with you. **Are there any precautions you want us to take when contacting you to protect your safety?** For example, if you're worried of a parent or partner reading text messages, *would you prefer we send you an email?*

Administration Questions

1 | FIRST NAME AND LAST NAME

WHY WE ASK THIS QUESTION



- A person's name allows service providers to follow up beyond the initial assessment.
- Asking about names can also help identify if someone had a VI-SPDAT for TAY assessment conducted prior, or conducted under a different name.

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TIPS AND STRATEGIES



Asking someone their preferred name and how to correctly pronounce their name shows respect and creates a safe, inclusive environment to conduct the assessment.

2 | DATE, START TIME, AND END TIME

WHY WE ASK THIS QUESTION



- The date is necessary to know when the VI-SPDAT is completed, and when a new assessment should be conducted a year later. Start time and end Time are necessary for tracking how long it takes to complete the survey.

Administration Questions

3 | RACE/ETHNICITY, GENDER IDENTITY, LGBTQ2+ IDENTITY

WHY WE ASK THIS QUESTION



- Collecting race and ethnicity information helps communities assess which groups seek and receive services. Asking about Gender Identity allows for households to self-identify gender identity.
 - Asking about LGBTQ2+ Identity also allows households to self-identify as Lesbian, Gay, Bisexual, Transgender, Queer, Two Spirited, or in another way. Understanding Gender and LGBTQ2+ Identity can also assist with triage, referrals, and safety planning.

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TIPS AND STRATEGIES



Asking about Race/Ethnicity, Gender Identity, or LGBTQ2+ Identity can feel invasive. If it is helpful with the youth or young adult, you might reframe these questions by asking if they have a preference or how they identify.

When asking for this information, be aware that not all cultures may understand the United States notions of race, ethnicity, or gender.

When asking about Gender Identity and LGBTQ2+ Identity, it is important to remember that Sexual Orientation, Gender Identity and Gender Expression are all unique parts of everyone's identity and a person with a perceived or actual LGBTQ+ identity will have unique life experiences. One person's experience may not be the same as another's.

Additional Resources

- For LGBTQ2+ youth and young adults, [LGBTQ Connection](#) can provide additional resources.
 - To request services, youth and young adults can complete this [form](#) on the LGBTQ Connection website or submit the information through this [Google form](#).
 - You can also support the youth or young adult with contacting the LGBTQ Connection by calling 707-251-9432.

Administration Questions

4 | SURVEY LOCATION

WHY WE ASK THIS QUESTION



- This information is necessary to know which Access Point conducted the assessment.

5 | PREVIOUS VI-SPDAT COMPLETED

WHY WE ASK THIS QUESTION



- This question prompts an assessor to check if a previous VI-SPDAT for TAY has been completed. If it has, a new VI-SPDAT should not be completed unless major changes have occurred in the youth or young adult's life or the previous VI-SPDAT is over a year old.

6 | MILITARY SERVICE

WHY WE ASK THIS QUESTION



- Asking about military service can help identify if a youth or young adult is eligible for specific services, benefits, or other homelessness interventions based on their service.

7 | PET(S)

WHY WE ASK THIS QUESTION



- Many youth and young adults experiencing homelessness own pets or companion animals, and these animals often provide crucial emotional support and companionship. This question will identify if the youth or young adult needs pet-inclusive housing.
- This question also helps to identify if a household has a service or emotional support animal that is eligible for accommodation under the Americans with Disabilities Act (ADA), Fair Housing Act (FHA), or the California Fair Employment and Housing Act (FEHA).

Section One: Presenting Needs

1. Most days can you:

- a. Find a safe place to sleep;
- b. Access a bathroom when you need it;
- c. Access a shower when you need it;
- d. Get food;
- e. Get water or other non-alcoholic beverages to stay hydrated;
- f. Get clothing or access laundry when you need it;
- g. Safely store your stuff.

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WHY WE ARE ASKING THIS QUESTION



- Provides information on common needs and can inform the type of referrals the assessor could provide immediately.

TIPS AND STRATEGIES



When asking this question, it is important to be aware that people may have different understandings of “access” and “safety”.

It can be helpful to emphasize that this question asks if the youth or young adult has access “when they need it.” A youth or young adult experiencing homelessness may have access to a bathroom, shower, or laundry through services but only when those services are available or open, which is not whenever they need it.

If it sounds like the youth or young adult doesn’t understand the question, ask follow-up questions to help them answer honestly and accurately. For example, if a person may have somewhere to store their personal belongings but it may not be safe, such as a car that does not lock.

Section Two: Housing History and Chronic Homelessness Determination

2. How long has it been since you lived in stable, permanent housing?
3. In the last 3 years, how many times have you been homeless?
4. Thinking about the last 3 years, if you add up all the months you were homeless, what is the total length of time you have experienced homelessness?

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WHY WE ARE ASKING THIS QUESTION



- These questions provide information on how long a person has been experiencing homelessness, which can help an assessor determine whether the person is experiencing “[chronic homelessness](#)” as defined by HUD.

- A person is chronically homeless if they:
 - o Have a disability, and
 - o Live in a place not meant for human habitation or in an emergency shelter, and
 - o Have been homeless for at least 12 months, or on at least 4 separate occasions in the last 3

years, as long as the combined occasions equal at least 12 months of homelessness and the breaks in homelessness and each break in homelessness was at least 7 consecutive nights.

A person may also be chronically homeless if they have been residing in an institutional care facility (e.g. jail, treatment center, hospital) for less than 90 days and met all the above criteria before entering that facility. A person may qualify for different services if they are experiencing “chronic homelessness” as defined by HUD.

TIPS AND STRATEGIES



Youth and young adults may struggle to understand what constitutes “stable, permanent housing.” *For example, they may think of couch surfing as permanent housing when it is not.*

Youth and young adults may have also experienced homelessness as children, which would have normalized housing instability and frequent moves. It can be helpful to talk with the youth or young adult about what permanent housing is, as opposed to temporary or transitional housing.

Youth and young adults may have trouble thinking about the past 3 years – time can be difficult to conceptualize for someone who has been experiencing instability and homelessness.

You can help by working backwards, for example, “*How many times have you been homeless in the last 6 months? How many times before that?*”

You can also help by asking about certain points in time. There are several ways to approach this:

- a. Using major life events: “*When was your last birthday? Where were you staying then?*”; b. Using holidays: “*Where did you stay last Christmas?*” and c. Using seasons: “*Do you remember where you stayed during the summer?*” or “*Where were you staying when school started this year?*”

Building a timeline can be time-consuming! It may be helpful to use a pen and paper to visually draft a timeline with the youth or young adult.

Section Two: Housing History and Chronic Homelessness Determination

5. Do you have any diagnosed, documented, disabling conditions?

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WHY WE ARE ASKING THIS QUESTION



This information is necessary to determine where a person meets HUD's definition of **chronic homelessness**, as detailed above. This also helps inform eligibility for more comprehensive wraparound services and can help ensure people receive the appropriate level of care. According to the **CoC Interim Rule**, a person has a disabling condition if they have:

- Physical, mental, or emotional impairment, or
- Developmental disability, or
- HIV/AIDS.

A physical, mental, or emotional impairment includes conditions caused by alcohol or drug abuse, post-traumatic stress disorder or brain injury that:

- Is expected to be long-continuing or of indefinite duration; and
- Substantially impedes the individual's ability to live independently; and

- Could be improved by the provision of more suitable housing conditions.

A developmental disability is a severe, chronic disability that is:

- Attributable to a mental or physical impairment that manifested before age 22; and
- Is likely to continue indefinitely; and
- Results in substantial functional limitations in three or more areas of functioning (e.g. self-care, self-sufficiency); and
- Reflects the individual's need for services, individualized supports, or other forms of assistance that are of individually planned, coordinated, and continue for life or an extended duration.

More information on the definition of disability is available through the **HUD Exchange website**.



TIPS AND STRATEGIES

If the youth or young adult has a disability, documentation is not needed upfront, but it may be required at the point of referral to housing. If they are assigned a case manager or housing navigator after the assessment, the youth or young adult should work with them to obtain any disability documentation that they need.

When asking this question, *you may identify a need for medical services to document a disabling condition.*

A youth or young adult experiencing homelessness may know they have a disabling condition but not have

received medical services to diagnose and document it.

A youth or young adult may also be unsure of their diagnosis but have received some kind of treatment. To help them identify their medical conditions, *you can ask about the treatment they've received or medications that they take.*

Some youth or young adults may readily identify their physically disabling conditions but struggle to identify their mental or emotional conditions. *It can be helpful to list off commonly*

seen conditions, such as depression or anxiety, to help people who may be struggling to provide a complete answer to the question.

Ultimately, the youth or young adult decides the answer to this question. *If there is a discrepancy between the answer provided by the youth or young adult and other information that you have received, you must go with the answer that they provided during the assessment.* If necessary, the Score Revision Policy is available later in this document.

Additional Information

The [2025 City and County of Napa Homeless Services Resource Guide](#) includes information about services and resources that can help youth and young adults with disabling conditions.

Section Two: Housing History and Chronic Homelessness Determination

6. Have you ever owned a home or had an apartment lease in your name?
7. Have you and/or your family spent a lot of time without stable housing? Did you all move around a lot?
8. Were you in an out-of-home placement (foster care, group home, etc.) as a minor?

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WHY WE ARE ASKING THIS QUESTION



- These questions provide important insight into the youth or young adult's experiences with housing instability and homelessness as a child. Homelessness and other adverse experiences have a significant impact on a child's development and can continue to impact people into adulthood. This information can help an assessor to understand how to frame questions to the youth or young adult and identify resources or services that they are eligible for.

TIPS AND STRATEGIES



If a youth or young adult has owned a home or had an apartment lease in their name, it would be beneficial to ask about that home or apartment lease when you are asking about debts. If they have any debts related to that housing situation, such as unpaid rent that led to an eviction, that can be a barrier to accessing future housing.

The youth or young adults may have experienced frequent moves, housing instability, or homelessness as a child and normalized those experiences. When asking about stable housing or frequent moves, it can be helpful to talk about what those terms mean. For example, understanding that doubling up or couch-surfing is not stable housing.

When asking about out-of-home placements, some examples you can use include: a. Juvenile detention; b. Residential treatment center, c. Foster home, or d. Group home.

Section Three: Vulnerabilities and Housing Support Needs

TIPS AND STRATEGIES



Section Three includes very sensitive questions about vulnerabilities that the youth or young adult has and traumas they may have experienced. Before beginning this section, it can be helpful to let the youth or young adult know that you are transitioning to more personal questions so that they don't feel off guard.

This can include:

- Checking in with how the youth or young adult is feeling during the assessment so far and whether they need anything to feel comfortable, such as water.
- Reminding them that the questions are not about judging them, they are about helping the youth or young adult to access housing and other services to meet their needs.
- Reminding them that they can ask you for more information about a question if they don't understand or skip answering a question if they do not want to answer.

For more guidance, revisit the section on Administering the VI-SPDAT.

Section Three: Vulnerabilities and Housing Support Needs

9. In the last 6 months, how many times have you:

- a. Gone to the emergency room/department;
- b. Taken an ambulance;
- c. Been hospitalized as an inpatient;
- d. Used a crisis service or hotline like suicide prevention or domestic violence;
- e. Talked to police because you witnessed a crime, were the victim of a crime, were the alleged perpetrator of a crime, or because they asked you to move along because of loitering, sleeping in a public place or anything like that; and
- f. Stayed one or more night in jail, a holding cell or prison?

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WHY WE ARE ASKING THIS QUESTION



- This information helps communities understand how people use services and identify frequent users of emergency services, identify potential undiagnosed conditions and needs, and make referrals for mental health assessments to have needs diagnosed and on record.

TIPS AND STRATEGIES



As discussed above, providing specific dates or timeframes can help participants conceptualize a period of time. *For example, “Six months ago it was February” or “Six months ago it was around Valentine’s Day.”*

If you wrote down a timeline with the youth or young adult during previous questions, *you can pull the timeline out and add these events to the timeline if they occurred.* Using other events that were occurring at the same time may help them to remember.

The youth or young adult may feel *these questions come across as judgmental or concerned that they may be penalized based on their response.* It is important to ensure that you are maintaining good rapport with them, letting them know they aren’t obligated to share, and that the purpose of the questions is to help them get the most suitable resources possible – not to judge or penalize them. The answers they provide will be kept confidential to assessing their needs for services and will not be shared with authorities.

Section Three: Vulnerabilities and Housing Support Needs

10. Since you have been homeless:

- a. Have you been beaten up or assaulted
- b. Have you threatened to harm yourself or harmed yourself
- c. Have you threatened to beat up or assault someone else
- d. Has anyone threatened you with violence and/or made you feel unsafe
- e. Has anyone tried to control you through violence or threats of violence whether that be a stranger, friend, partner, relative or parent

.....

WHY WE ARE ASKING THIS QUESTION



- This information helps the assessor understand if the participant is at risk of harming themselves or others, as well as if there are threats to the participant.
- This information can help assessors identify safety precautions that should be taken to help the person become and remain stably housed. For example, identifying additional needs due to trauma or identifying unsafe areas of the community where the person should not be housed due to past or current threats of violence.

TIPS AND STRATEGIES



When asking about assault, a person experiencing homelessness may not be clear on what constitutes an “assault”.

For the purposes of this question, being assaulted refers to a physical attack. If a person has experienced verbal assault, that would be scored as a threat of violence or making them feel unsafe.

Section Three: Vulnerabilities and Housing Support Needs

11. Do you have any legal stuff going on right now that may result in any of the following:

- | | |
|---|---|
| a. Being locked up; | c. Impact your ability to get housing; |
| b. Having to pay fines or feeds that you cannot afford; | d. Impact where you could live in your housing, |

12. Have you ever been convicted of a crime that makes it difficult to access or maintain housing?

13. Did you spend time in Juvenile Corrections & Detention prior to age 18?

.....

WHY WE ARE ASKING THIS QUESTION



- This information can identify housing barriers and housing support needs.
- A youth or young adult's criminal legal history may be a barrier to accessing housing if local housing providers conduct background checks when reviewing housing applications.
- A criminal legal history may also make them ineligible for certain programs. For example, PHAs must prohibit housing admission for a person subject to a lifetime registration requirement under a state's sex offender registration program. It is also an opportunity to identify a person's housing needs, such as record expungement.



TIPS AND STRATEGIES

It can be helpful to ask the youth or young adult if they are on probation, parole, or community supervision.

The youth or young adult may be afraid to disclose active legal matters because they believe that they will get in trouble or be reported to law enforcement, such as probation. This is a good opportunity to remind them how the information they shared will be used and how their privacy will be protected, as discussed in the [Release of Information](#) and the [Privacy Policy](#).

You should review the [Release of Information](#) and the [Privacy Policy](#) with the youth or young adult either before or after the assessment.

The youth or young adult may also be triggered or retraumatized when asked about legal related matters. Support the youth or young adult's emotional safety throughout the assessment, for example, offering to take a short break. Continue to focus on the end goal of the assessment, which is helping them to access the resources and services that they need to be

stably housed, not to judge or penalize them.

When asking about legal issues, the youth or young adult may not think of all the legal matters that could potentially affect their housing options. If they are unsure, you can offer examples like unpaid child support, traffic tickets, infractions, or citations. While these may seem like small legal matters, they can have big consequences that can prevent someone from becoming or remaining stably housed.

Specific criminal convictions can also bar a person from HUD housing: manufacturing methamphetamine on federally assisted property and lifetime sex offender registration.

For legal matters that could impact their ability to get housing, *it is also helpful to ask the youth or young adult about civil legal issues that could be a barrier to housing access, such as an eviction history, pending eviction, or being sued over an unpaid debt.*

IMMIGRATION STATUS CONSIDERATIONS



- ***People are not required to share their immigration status to receive services.*** The household should take the lead on what experiences they want to discuss, how they want to discuss them, and when they want to discuss them.
- If the youth or young adult voluntarily shares information about their immigration status, keep in mind: Sensitive information recorded in case files, HMIS, and email can be vulnerable to subpoena or warrant. To protect vulnerable people, it is considered a best practice not to ask about or record immigration status.
 - Any discussion about immigration status should be voluntary. There are no specific questions regarding immigration status in this assessment, but information about immigration status may come out while answering other questions. Learning information about someone's immigration status has potential risks and benefits for a person. For example, there is a benefit of more tailored support but a risk that this information could be used to target them.
 - The risk of immigration-related consequences in our current context is high, as immigration enforcement is collaborating more with law enforcement and other government entities.
 - When recording information, focus on housing impact rather than immigration status. For example, note that a person is ineligible for Section 8 or has barriers outside of their control to securing sustainable income.
- For more information, you may access the [Using Data Responsibly to Strengthen Services and Protect Communities](#) training slides at the Homebase's file cloud platform.

Section Three: Vulnerabilities and Housing Support Needs

14. Does anyone trick, manipulate, exploit, or force you to do things you do not want to do?

.....

WHY WE ARE ASKING THIS QUESTION



- This information can help the assessor to understand if the youth or young adult is at risk of exploitation and the impacts of their ability to access and maintain housing.
- As a triage, this can assist with offering supports, safety planning, and referral. For example, it can prompt the youth or young adult to share experiences of financial exploitation, which would indicate that they may need a referral for credit repair services.

TIPS AND STRATEGIES



Words like “trick” or “manipulate” can be triggering for youth and young adults and put them on the defense. Their first answer to this question may be “no”, even if they have been experiencing manipulation and exploitation.

It can be helpful to provide examples, such as:

- o *Does anyone try to persuade you to do things you don’t want to do?*
- o *Does anyone try to guilt you into giving them things that you need, like money or personal possessions?*
- o *Does anyone coerce you into using drugs or alcohol?*
- o *Has anyone forced you to give up a safe place to sleep to stay with them in an unsafe situation?*

Section Three: Vulnerabilities and Housing Support Needs

15. Where do you sleep most frequently?

.....

WHY WE ARE ASKING THIS QUESTION



- This information helps the assessor to understand the youth or young adult's experience of homelessness and to better address immediate needs, particularly related to safety and risk.

16. Do you ever do things that may be considered risky or harmful like run drugs, share a needle, do sex work, or anything like that?

.....

WHY WE ARE ASKING THIS QUESTION



- This information helps the assessor to understand the youth or young adult's vulnerabilities.
- It also helps the assessor to identify opportunities for referrals for specialized harm reduction services and initiate harm reduction discussions.

TIPS AND STRATEGIES



Words like “risky” can be subjective. Each youth or young adult may have a different understanding of what “risky” behavior is.

Some of the examples in the question may not be relevant to the youth or young adult's experiences, like running drugs or sharing needles. It can be helpful to reframe the examples that are more relevant to the youth or young adult based on information that they have been providing during the assessment.

It can be helpful to provide examples that focus on actions the youth or young adult may have had to do to survive experiencing homelessness. For example, selling drugs in exchange for a place to sleep at night.

The youth or young adult may be afraid to disclose any criminal activities because they do not want to get in trouble or be reported to law enforcement. The assessor should disclose if they are a mandatory reporter and explain what they would be obligated to report. The assessor can also review with the youth or young adult how their information and privacy are protected, as outlined in the [Release of Information](#) and the [Privacy Policy](#). You should review the [Release of Information](#) and the [Privacy Policy](#) with the youth and young adult either before or after the assessment.

Section Three: Vulnerabilities and Housing Support Needs

17. Is there anybody that thinks you owe them money like a family member, friend, past landlord, business, bookie, dealer, bank, credit card company, utility company, or anyone like that?
18. Do you get any money from the government, a job, working under the table, day labor, an inheritance or a pension, or anything like that?
19. Do you ever gamble with money you cannot afford to lose or have debts associated with gambling?

.....



WHY WE ARE ASKING THIS QUESTION

- These questions help us understand money management issues and can also be helpful for service planning related to financial security and their financial future.
- Information about money owed can help identify financial counseling or credit repair services that a youth or young adult might need.
- This information can also identify potential barriers to housing if a youth or young adult owes money to a past landlord or a utility provider.

TIPS AND STRATEGIES



It can be helpful to give examples of who might be asking the youth or young adult for money, as suggested in the question, especially family members or a past landlord.

When asking about debt, it can be helpful to focus on how debt might be a barrier to housing. For example, if a person owes money to PG&E, they might not be able to get utilities set up at new housing.

If a youth or young adult isn't sure about money they owe, it can be helpful to provide examples of debts or consider requesting a free credit report through annualcreditreport.com. A free credit report can also catch if the youth or young adult has been the victim of financial exploitation, for example

if someone has taken out credit cards in their name without their knowledge.

When asking the youth or young adult about how they get money, it can be helpful to ask whether they receive cash payments for anything, like selling items. A youth or young adult may be engaged in hustles or gigs to support themselves without recognizing them as a source of income.

When asking about gambling, youth and young adults may be engaged in gambling activities that they don't recognize as such. Consider asking about: Scratchers and lottery tickets, or Apps, phone games, or social media sites where they can bet money, such as betting money on the outcomes of real-world events.

Section Three: Vulnerabilities and Housing Support Needs

- 20. Do you have planned activities, other than activities for survival, at least four days per week that make you feel happy and fulfilled?**

.....

WHY WE ARE ASKING THIS QUESTION



- This question informs strengths-based case management and reveals whether there are meaningful daily activities, aside from activities related to homelessness management or survival, which has a direct relationship with wellness for most people and can directly impact housing stability.
- This also indicates a potential support network and locations where the youth or young adult could be stably housed.

TIPS AND STRATEGIES



It can be helpful to provide examples, such as:

- *Do you play any sports? Enjoy art? Any other hobbies?*
- *Do you have places where you hang out with friends, like the skate park?*
- *Do you have any plans to visit family or friends?*

- 21. Do you have a collection of belongings that get in the way of your ability to access services or housing?**

.....

WHY WE ARE ASKING THIS QUESTION



- Though this is not frequently an issue for youth and young adults, collecting and/or hoarding behavior can have a direct impact on service access and planning housing supports.
- Lack of available storage in a community for belongings, even when there is not collecting or hoarding behavior can also impact service access.



TIPS AND STRATEGIES

If this is an issue for the youth or young adult, they may not be able to go to appointments because they're afraid to leave their belongings behind. Or they may not be able to move into housing because there isn't space to take their belongings with them.

Section Three: Vulnerabilities and Housing Support Needs

22. Would you say that your current homelessness was caused by any of the following:

- | | |
|---|---|
| a. You went on the run from a family home, group home, or foster home | c. There were differences in religious beliefs between your parents/guardian/caregivers |
| b. There was violence at the home between family members | d. There were conflicts about gender identity or sexual orientation |

.....

WHY WE ARE ASKING THIS QUESTION



- This question helps the assessor to understand social relationships and networks that may have contributed to homelessness.
- This question also helps screen for domestic and intimate partner violence.



TIPS AND STRATEGIES

Youth and young adults may struggle to admit that they are experiencing violence in the home, especially if violence in the home was normalized during their childhood.

When asking about violence towards the youth or young adult, you may consider other ways of framing the question such as:

- o “Has someone put their hands on you in a way that you weren’t okay with?”
- o “Has someone been physical with you in a way that you felt crossed the line?”

This question also asks about violence between family members, not just towards the youth or young adult. Based on what you know about their household composition, you may ask about their family members.

Additional Information

For youth and young adults where homelessness was caused by domestic or intimate partner violence:

Napa’s Domestic Violence and Sexual Abuse Services ([NEWS](#)) can provide additional resources and assistance with safety planning. They can contact the NEWS 24-hour support line by calling 707-255-6397.

You can also help the youth or young adult complete this [form](#) on the NEWS website. For youth and young

adults whose homelessness was caused by conflicts about gender identity or sexual orientation, [LGBTQ Connection](#) can provide additional resources.

To request services, youth and young adults can complete this [form](#) on the LGBTQ Connection website or submit the information through this [Google form](#). You can also support the youth or young adult contact the LGBTQ Connection directly by calling 707-251-9432.

Section Three: Vulnerabilities and Housing Support Needs

23. Do most of your family and friends have stable housing?

.....

WHY WE ARE ASKING THIS QUESTION



- Youth or young adults with stably housed friends and family may have accommodation options outside the homelessness service delivery system.
- This question also gives insight into the youth or young adults' personal relationships and networks that may contribute to community integration and housing stability once housed.

TIPS AND STRATEGIES



A youth or young adult may have family and friends with stable housing, but they may not have a good relationship with them.

It can be helpful to make clear that a youth or young adult will not be forced into an unsafe situation with a family member or friend just because they have stable housing.

24. Are you 17 years of age or younger?

.....

WHY WE ARE ASKING THIS QUESTION



- This question identifies whether the youth is a minor. If the youth is a minor, you should follow your organization's guidelines for mandatory reporting.

Section Three: Vulnerabilities and Housing Support Needs

25. Do you have any physical or mental health issues or other disabilities such that you would require assistance to access or keep housing?

.....

WHY WE ARE ASKING THIS QUESTION



- The Fair Housing Act protects people with disabilities from discrimination when seeking housing-related services. It is not prohibited to ask about a youth or young adult's disabilities, but it is illegal to discriminate against them. For example, it is a discrimination for a landlord to refuse to rent to someone because they have a service animal.
- Asking about a youth or young adult's disabilities will help identify if they need a reasonable accommodation or reasonable accommodation to access or keep housing. For example, if a youth or young adult would need a landlord to waive a no pet policy for their service animal as a reasonable accommodation.

TIPS AND STRATEGIES



Asking about disabilities can make a youth or young adult uncomfortable. They can always choose to skip this question! It can be helpful to remind the youth or young adult how this information will be used to help them obtain the housing, services, and accommodations that they need. As well as reassuring them that the information will not be used to discriminate against them.

If the youth or young adult has a disability, documentation is not needed upfront but it may be required at the point of referral to housing. If they are assigned a case manager or housing navigator after the assessment, the youth or young adult should work with them to obtain any disability documentation that they need.

The youth or young adult may be unsure about their medical history. It can be helpful to ask about things like whether they had an Individualized Education Plan (IEP) or a 504 Plan in school, which would indicate a disability even if they are unsure of the diagnosis.

Section Three: Vulnerabilities and Housing Support Needs

26. Are you currently pregnant?

.....

WHY WE ARE ASKING THIS QUESTION



- Pregnancy increases medical vulnerability and knowing this information can help inform service planning and referrals.

27. Were you pregnant or did you get someone else pregnant as a minor?

.....

WHY WE ARE ASKING THIS QUESTION



- This information lets the assessor know whether the youth or young adult has a child they may be responsible for, whether physically or financially, that would impact the housing and resources that they need to become and remain stably housed.
- A pregnancy as a minor may also be related to an adverse childhood experience, such as abuse, and indicate a need for supportive services, such as a referral to a domestic violence service provider like [NEWS](#).

28. Do you use alcohol or drugs in a way that:

- a. Impacts your life in a negative way most days
- b. Makes it hard to access housing
- c. Might require assistance to maintain housing

Section Three: Vulnerabilities and Housing Support Needs

29. Did you try marijuana at or under the age of 12-years-old?

.....



WHY WE ARE ASKING THIS QUESTION

- The information helps the assessor to understand the impacts substance use may have on the youth or young adult and supports that may be needed for harm reduction and housing stability.
- You may be wondering why there is a question that specifically asks about marijuana use at the age of 12-years-old or young. The [VI-SPDAT for TAY developers](#) said that as they were designing the questions, they focused on variables that were likely to precede long-term homelessness in order to avoid complex issues of causality. The developers chose this specific variable because high levels of alcohol and drug use could lead to long-term homelessness, but long-term homelessness could just as easily lead to high levels of alcohol and drug use, whereas using alcohol and drug before the age of 12-years-old is unlikely to be a result of long-term homelessness among youth. Which is why the question specifically asks about marijuana use before the age of 12-years-old.

TIPS AND STRATEGIES



This question may make the youth or young adult uncomfortable or feel judged.

It is important to remind them that drug or alcohol use doesn't disqualify someone from receiving services.

This information is also not going to be used against them – it is important information to help find the most appropriate services for the youth or young adult's specific needs. The youth or young adult may be afraid that their alcohol or drug use will be reported to law enforcement. It can be helpful to remind them of how their information and privacy will be protected, as outlined in the [Release of Information](#) and the [Privacy Policy](#).

You may ask how often the youth or young adult uses alcohol or drugs.

It can be helpful to provide examples of how alcohol or drug use may be impacting their life in a negative way, such as:

- o *Does using alcohol or drugs make it difficult for you to get out of bed in the morning?*
- o *Have you ever neglected your personal hygiene due to alcohol or drug use, like skipping showers or not brushing your teeth?*
- o *Are you ever late to school or work because of drug or alcohol use?*

Additional Resources

- If the youth or young adult is struggling with alcohol or drug use and needs detox or rehabilitation services:
 - You can contact Napa County Substance Use and Recovery Services for assistance with withdrawal management, residential treatment and outpatient treatment questions and other substance use related services by:
 - Visiting the [Napa County Substance Use and Recovery Services website](#), or
 - Calling the 24-hour withdrawal management and residential treatment helpline at 707-253-4063.
 - For youth between the ages of 12 and 21, the Aldea Substance Use Disorder Services (SUDS) program offers youth substance use treatment services.
 - Visiting the [Aldea SUDS program website](#), or
 - Calling 707-224-8266, or
 - Emailing info@aldeainc.org.

Section Three: Vulnerabilities and Housing Support Needs

30. Are there any medications that for whatever reason:

- a. You sell instead of taking
- b. You use in a way other than how it is prescribed
- c. You can't get to because you don't feel safe
- d. You find impossible to take, forget to take or choose not to take

.....



WHY WE ARE ASKING THIS QUESTION

- Medication management can be helpful for improving housing stability and can be indicative of specific vulnerabilities related to health and wellness.

Section Three: Vulnerabilities and Housing Support Needs

31. Has your homelessness been caused by any recent or past trauma or abuse?

.....

WHY WE ARE ASKING THIS QUESTION



- Abuse and trauma frequently impact a youth or young adult's experience of homelessness.
- This information helps identify a youth or young adult's needs for trauma-specific supports and services.

TIPS AND STRATEGIES



The youth or young adult may have already provided some of this information in response to question 22. Where possible, avoid forcing the youth or young adult to repeat or relive the same traumatic experiences throughout the assessment. You may ask them if you can use their previous responses here, instead of making them retell their story.

If they have not already provided this information, it can be helpful to have a conversation about what circumstances lead the youth or young adult to experience homelessness, then follow up with the question.

A strategy is to provide an opportunity for the youth or young adult to share their story about why they are currently unhoused and then follow up with this question or asking whether they consider the experience they described to be traumatic.

Score Revision Policy and Tool

Eligibility for Score Revision

While self-report by the client remains the primary way information is captured on the VI-SPDAT, providers can now include known information about the client from case notes, observations, documentation, and what has been communicated with consent by professionals to complete the VI-SPDAT. Therefore, clients will only be eligible for score revision in extremely narrow circumstances.

Score revision should only be used when:

- A provider discovers evidence of a client vulnerability related to a scored VI-SPDAT factor that was not accessible or able to be incorporated into the VI-SPDAT questionnaire at the time of the original assessment; and
- Incorporating this evidence of vulnerability into the VI-SPDAT questionnaire would significantly impact the client's VI-SPDAT score and therefore prioritization for housing through coordinated entry.

If a provider has documentation or information that conflicts with a client's self-report while the provider is completing the VI-SPDAT, then the provider can change the score in real time if the client does not object.

Providers must carefully consider whether the score revision process would result in an impactful prioritization change for their client. For example, changing 1 point on the VI-SPDAT so a client's score goes from 3 to 4 will not have a significant impact on their chances of getting housing through coordinated entry. A score change from a 7 to a 13 may have a significant impact on their chances of getting referred for housing and the type of housing intervention they are eligible for. Providers should use the following chart, summarizing Napa's standards for referral through coordinated entry, to help guide their decision-making.

Housing Intervention Referred To	VI-SPDAT Score
Diversion	0-4
Rapid Re-housing (RRH)	5-9 & 10-13 (as bridge housing to PSH if appropriate)
Permanent Supportive Housing (PSH)	10 +

Score Revision Policy and Tool *continued*

Process for Score Revision

If a client is eligible, as described above, the score revision tool can be completed. The score revision tool must include an attachment containing third-party documentation. Staff must comply with all applicable privacy regulations in obtaining third-party documentation¹.

Providers must email the tool plus supporting documentation HomelessServices@countyofnapa.org to in an encrypted (password protected) file. Napa County staff will then call for a meeting of the Score Revision Committee. Committee meetings will be open to providers to present the score revision information.

At the Score Revision Committee meeting, the staff member or supervisor requesting the score revision will present relevant information and documentation. Score Revision Committee members will then review this information and decide whether a score change is appropriate by majority vote of those present.

Criteria for VI-SPDAT Re-assessment

Providers shall reassess clients using the community-approved assessment tool when the client's prior assessment is:

- Out of date (older than one year)
- When the client provides new previously undocumented information that impacts their level of vulnerability; or
- Whenever participants experience major changes in health or life circumstances.

Examples of major life changes include:

- Change in family composition
- Significant change in income
- New or newly disclosed disability
- Incarceration or hospitalization
- Incident or experience of trauma
- Increased risk of harm
- Participation in treatment or community programs

¹ Examples of third-party documentation:

- HMIS record
- Letter from another outreach or case worker, other than the staff member requesting the score change:
 - Should include statement that verifies that based on their direct work with client, staff has information, observations, and/or facts that indicate acuity is not accurately depicted on the first assessment and that the current VI-SPDAT score is:
 - ☐ Drastically different than what documented history reflects and
 - ☐ Self-report appears to be seriously impacting appropriate housing intervention level
- Documentation from an institution (ex. rehab, hospital) .

Score Revision Policy and Tool *continued*

TAY-VI-SPDAT Version 2 Score Revision Worksheet

Directions: For each category where the score is not reflective of the client's vulnerability, indicate the original score as self-reported and the revised score. Provide clear, specific rationale for the adjustment. Tally the total at the bottom of each column. Attach third party documentation (described below) to the form and sign. Once form is signed, please email to Brandee.Freitas@countyofnapa.org.

	Categories	Original Score	Revised Score	Rationale
Administration				
Section 1: Presenting Needs	Question 1: Most days can you do the following...			
Section 2: Housing History	Questions 2-5: Chronic homelessness			
	Questions 6-8: Housing History			
Section 3: Vulnerabilities and Housing Support Needs	Question 9: In the last 6 months, how many times have you...			
	Question 10: Since you have been homeless...			
	Question 11: Do you have any legal stuff going on right now that may result in any of the following...			
	Question 12: Have you ever been convicted of a crime that makes it difficult to access or maintain housing?			
	Question 13: Did you spend time in Juvenile Corrections & Detention prior to age 18?			
	Question 14: Does anyone trick, manipulate, exploit or force you to do things you do not want to do? Question 15: Where do you sleep most frequently?			
	Question 16: Do you ever do things that may be considered to be risky or harmful like run drugs, share a needle, do sex work, or anything like that?			
	Question 17: Is there anybody that thinks you owe them money like a family member, friend, past landlord, business, bookie, dealer, bank, credit card company, utility company or anyone like that?			
	Question 18: Do you get any money from the government, a job, working under the table, day labor, an inheritance or a pension, or anything like that?			
	Question 19: Do you ever gamble with money you cannot afford to lose or have debts associated with gambling?			

Updated 9/1/22

Score Revision Policy and Tool *continued*

	Question 20: Do you have planned activities, other than activities for survival, at least four days per week that make you feel happy and fulfilled?			
	Question 21: Do you have a collection of belongings that gets in the way with your ability to access services or housing?			
	Question 22: Would you say that your current homelessness was caused by any of the following...			
	Question 23: Do most of your family and friends have stable housing?			
	Question 24: Are you 17 years of age or younger?			
	Question 25: Do you have any physical or mental health issues or cognitive issues including a brain injury, that you would require assistance to access or keep housing?			
	Question 26: Are you currently pregnant? (If applicable)			
	Question 27: Were you pregnant or did you get someone else pregnant as a minor?			
	Question 28: Do you use alcohol or drugs in a way that it...			
	Question 29: Did you try marijuana at or under the age of 12 years old?			
	Question 30: Are there any medications that, for whatever reason...			
	Question 31: Has your homelessness been caused by any recent or past trauma or abuse?			
	Question 32: High risk of long-term homelessness			

Note: The score revision tool must include an attachment containing third-party documentation to support the revision. Staff must comply with all applicable privacy regulations in obtaining third-party documentation. Examples of third-party documentation include: HMIS record, letter from another outreach or case worker, other than the staff member requesting the score change, documentation from an institution (ex. rehab, hospital).

Staff Signature

Date

Updated 9/1/22