B. **Client Assessment**

### INTENT

Assessment is an ongoing process that occurs in all client contacts to gain and maintain an understanding of strengths and needs of the client and the whole family. We use assessment information to match clients with the most suitable self-sufficiency-enhancing services.

### 1. Screening and assessment requirements

SNAP, REF and TANF applicants and recipients must cooperate in determining employment status.

<table>
<thead>
<tr>
<th>Employment Program Rule</th>
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<tr>
<td>461-130-0305  — Employment Program</td>
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The *Employability Screening* (DHS 415A) form is the designated initial screening tool required to be completed by TANF applicants authorized to work in the United States prior to eligibility determination. The *Employability Screening* (DHS 415A) form assists family coaches in determining employment status of participants. The Department of Human Services (DHS) is responsible for assisting the participant if they need help completing the form.

Work-authorized TANF and REF applicants must receive an overview of the JOBS program and be provided with information about services and supports through other DHS programs such as FS&C, Post-TANF, SFPSS and TA-DVS.

<table>
<thead>
<tr>
<th>Employability Screening Rule</th>
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<tr>
<td>461-135-0485  — Employability Screening</td>
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</table>

All eligible JOBS participants must be offered screenings for:

- Domestic violence;
- Learning needs (DHS 421);
- Alcohol and drug and mental health (GAIN-SS);
- Physical health.

Participants have the right to decline screenings and sign a *Client Rights – Screening and Evaluations* (DHS 7826).
In the TA-DVS program, safety concerns must be assessed within eight working hours.

<table>
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<tr>
<th>JOBS Screening Rule</th>
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<td>461-190-0231 — JOBS Screening</td>
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Referral for psychological evaluation with learning disability must be offered to JOBS participants that score a 12 or higher on the “Learning Needs” Screening (DHS 421). Participants may choose to decline an evaluation and sign the Client Rights – Screening and Evaluations (DHS 7826). Information gained from the evaluation including diagnosis, accommodations and recommendations will be reviewed with participant and case plan adjusted accordingly. Accommodations must be offered and documented in TRACS.

Referral for mental health or substance use disorder evaluation must be offered when:

- Participants score high on the GAIN-SS;
- A barrier was identified and recommendation for mental health or substance use disorder treatment came from a psychological evaluation;
- Or participants self-disclose untreated mental health or substance use disorder barriers.

Participants identified by a qualified medical professional as needing mental health or substance use disorder treatment must cooperate and follow through with the referral and the treatment program requirements.

<table>
<thead>
<tr>
<th>Requirements to Attend an Assessment or Evaluation, or Seek Medically Appropriate Treatment for Substance Abuse and Mental Health; Disqualification and Penalties; Pre-TANF, REF, TANF Rule</th>
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The Employability Screening (DHS 415A) includes a screening of the participant for possible disabilities that would affect engagement and the choice of activities. The Americans with Disabilities Act of 1990 (ADA) and section 504 of the Rehabilitation Act of 1973 (section 504) protects individuals from discrimination based on physical, mental, cognitive or learning disabilities. Access to employment and self-sufficiency services and supports must exist for all participants regardless of disability status, and activities should be reasonably modified, if necessary, to allow participants with disabilities to engage. Participants are also provided reasonable accommodations in order to engage in JOBS services and activities.

✔ SEE SECTION M.2 (TF-M.2) IN THE TANF CHAPTER FOR MORE INFORMATION ON HOW ADA AFFECTS JOBS PARTICIPATION REQUIREMENT.
2. **Family assessment expectations**

The *Family Assessment* (DHS 7823C) form is the designated assessment tool to be completed by work authorized caretaker relatives in the need group alongside their family coach prior to development of a case plan. Family coaches are required to offer all domains of the *Family Assessment* within 90 days of TANF approval at both initial certification and recertification. The *Family Assessment* may be conducted over a series of appointments or in one sitting, whichever the participant chooses.

If participants decline to complete all or part of the *Family Assessment*, the family coach must narrate that the offer was made and participant chose to decline. The *Family Assessment* may be offered again in the future if circumstances change or if the participant feels more comfortable completing at a later date once rapport and trust has been built.

If all domains of the *Family Assessment* are not offered and there are reasons that make it difficult to complete the assessment within 90 days, family coaches may allow more time to complete. The family coach must narrate the efforts and why all domains have not been offered or completed within 90 days.

If all domains of the *Family Assessment* are not offered within 90 days because the participant has not attended scheduled appointments, and good cause has not been granted, than the family coach may refer for re-engagement. The family coach must narrate the active efforts taken to engage the participant. Referral for re-engagement would be due to the participant not attending appointments and not engaging in the program, not because the *Family Assessment* has not been completed.

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<th>NOTE</th>
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<tr>
<td>Visit the SSTU Family Assessment Home Page for additional training, tips and best practices:</td>
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</table>

Areas to cover during the *Family Assessment* include but are not limited to:

- Level of safety and affordability in current living situation for adults and children;
- Immediate service needs such as food or ability to maintain food security;
- Ability to meet basic needs with current income;
- Safety and reliability of transportation options;
- Stability and appropriateness of child care arrangements;
- Availability and access to clothing for adults and children;
- Immediate service needs such as medical access or ability to obtain and maintain affordable medical access;
- Physical health barriers that limit employment or school attendance;
- Emotional health barriers that limit employment or school attendance;
- Substance use barriers that limit employment or school attendance;
- Children’s behaviors that limit employment and school attendance;
- Developmental needs and school engagement of children;
- Social support from family, friends, and community;
- Immediate safety need or ability to maintain safety;
- Participant’s training and education needs;
- Participant’s ideal learning environment;
- Communication barriers that limit training or employment;
- Current workplace skills including decision making, communication, people skills, time management, problem solving, and prioritizing;
- Previous work experience;
- Legal issues that prevent employment or housing.

Family coaches are required to use the Family Assessment data tracking spreadsheet for all families that complete the Family Assessment. This data allows the department to measure the progress of the participant services being utilized and the resources that are needed in the communities the families are in. This data will also help Central Office produce statewide data that will document the information for the legislature to consider when making decisions about funding allocations.

3. **Screening and assessment expectations**

- Explain the intent of screenings and assessments to the participant before offering;
• Identify strengths and barriers. Staff utilize such tools as the Application for Services (DHS 415F), Employability Screening (415A), and Family Assessment (DHS 7823C) forms;

• Listen to the participant and ask them to offer their best thinking on strengths, barriers and services;

• Allow the participant an opportunity to self-identify a possible disability or other barrier to employment, and how that impacts their ability to obtain or maintain employment;

• Use open-ended questions and vary from the sequence of questions as needed for the natural flow of each assessment;

• Look for indicators of barriers such as domestic violence, disability or substance use disorder that could affect employment;

• Have available a knowledge of local labor market, referral process and resources so barriers that arise during screening and assessment can be addressed;

• Identify potential retention barriers and discuss how the participant dealt with job issues in the past;

• To complete the assessment, you may need to involve partners for further participant evaluation.

Screening and assessment information includes participant strengths, interests, disability concerns, family circumstances, JOBS eligibility and vocational aptitudes and preferences. This information is then used to mutually determine participant’s goal, level of JOBS engagement and necessary support services.

Screening and assessment continues after the initial plan is developed and is a part of all ongoing participant contacts. The purpose of ongoing assessment is to evaluate the effectiveness of the plan based on an expanding knowledge of participant capabilities.
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