

SKILL LINK LIFE DOMAIN MATRIX



Introduction

The Life Domain Matrix is a tool to help case managers, navigators, and other program staff identify student barriers to program persistence. The results of this assessment help guide student referrals to community and school based resources. Pre/post assessments of these tools provide insight into how students are progressing on different life domains that potentially influence their ability to persist in training and thrive when they exit the program.

Sites are encouraged to select the life domains they plan to track, and should plan to conduct all pre/post assessments on a regular and consistent schedule. If there is an interest in selecting a life domain that is not included in the attached examples, please contact SkillUp Washington, as there may be examples of other life domains.

Eleven life domains are outlined in the following document, including childcare, educational resources, financial management status, health care access, housing, life skills (budgeting), life skills (setting goals and resourcefulness), mental health, support systems, transportation, work history and marketable skills.

Why use the Life Domain Matrix?

The Life Domain Matrix:

- Tracks the needs and over time status of students on multiple life domains and/or work;
- Allows students and case managers to set goals to promote student progress on selected life domains;
- Informs referrals to services in different domains;
- Serves as a communication tool for case managers to use with referral partners;
- Informs strategies to address student barriers;
- Offers students an opportunity to celebrate their progress and see how their work in one domain influences their progress in others; and
- Provides “need” data that can be used for case making for flex/support funds and/or developing new strategies and partnerships.

How do you use the matrix?

At intake, during the program on a quarterly basis, and before a student exits the Life Domain matrix should be administered to reflect the overtime status of students in different domains. When using the matrix, staff may want to consider three questions:

1. If a student measures below the “prevention line,” what available interventions do we have to provide the student?
2. Do we have gaps in our partnership’s ability to promote student progress in different domains?
If yes, how do we plan to address these gaps?
3. Do the life domain barriers make sense? What, if anything, would we recommend changing in the future?

Examples of the Life Domains follow. When a student receives a 1 or 2 rating they are considered in crisis or vulnerable, signaling that they are in immediate need of help. Students who receive higher ratings are identified as safe, stable or thriving.

CHILDCARE



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Ample resources to support choice of licensed / dependable friends and family options that provide safe settings with adequate supervision for all children
Stable (4)	Sufficient resources to support limited choice of licensed or dependable friends and family options that provide safe settings with adequate supervision for all children
Safe (3)	Limited resources to support narrow choice of licensed or dependable friends and family options that provide safe settings with adequate supervision for all children
PREVENTION LINE	
Vulnerable (2)	Does not know how to access childcare, and/or needs help accessing specialized child care for one or more children
In-Crisis (1)	No access to childcare. At least one child has minimal supervision, is unsupervised or unsafe

EDUCATIONAL RESOURCES



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Always able to independently pursue tuition assistance or other college resource options
Stable (4)	Usually pursues tuition assistance or other college resource options
Safe (3)	Knows where to turn for tuition assistance or other college resources; needs help to pursue resources
PREVENTION LINE	
Vulnerable (2)	Has very limited knowledge of tuition assistance or other college resources; can identify areas of assistance but needs help to follow through
In-Crisis (1)	Has no knowledge of tuition assistance or other college resources

FINANCIAL MANAGEMENT SKILLS



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Has access to and regularly uses checking and savings accounts
Stable (4)	Has access to and sometimes uses checking and/or savings accounts
Safe (3)	Has access to checking account but no savings, or vice versa
PREVENTION LINE	
Vulnerable (2)	Reliant on predatory banking institutions
In-Crisis (1)	No access to banking institutions

HEALTH CARE ACCESS



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	All family members have access to medical/ dental services and/or insurance provides sufficient coverage; all family members have choice of providers for both medical and dental services
Stable (4)	All family members have adequate access to medical/ dental services and/or sufficient insurance; some family members have choice of providers for both medical and dental services
Safe (3)	All family members have partial/limited access to medical/dental services; current insurance provides full coverage for required treatment; adequate coverage but restricted in choice of provider
PREVENTION LINE	
Vulnerable (2)	Medical benefits available but coverage insufficient; relies on urgent care for primary care; subsidized health insurance inadequate to meet needs
In-Crisis (1)	Requires immediate medical/dental treatment with no means to pay; relies on urgent care; not able to pay for medical/dental treatment and not eligible for benefits

NOTES:



HOUSING



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Living in unsubsidized housing
Stable (4)	Living in subsidized housing for longer than the next twelve months
Safe (3)	Living in subsidized housing sustainable for at least the next twelve months
PREVENTION LINE	
Vulnerable (2)	Living in substandard housing; transitional/time limited housing; subsidized housing at risk of losing due to noncompliance with program rules
In-Crisis (1)	Living in emergency shelter, the street, or other place not meant for human habitation; served with eviction notice; at risk of losing housing within two weeks and have no other place to go

LIFE SKILLS (BUDGETING)



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Always uses budgeting skills and sticks to a budget
Stable (4)	Frequently uses budgeting skills and sticks to a budget
Safe (3)	Knowledge of budgeting skills and occasionally sticks to a budget
PREVENTION LINE	
Vulnerable (2)	No or limited budgeting skills, does not stick to a budget
In-Crisis (1)	No budgeting skills or knowledge

LIFE SKILLS (SETTING GOALS AND RESOURCEFULNESS)



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Always able to set goals and be resourceful
Stable (4)	Frequently able to set goals and be resourceful
Safe (3)	Usually able to set goals and be resourceful
PREVENTION LINE	
Vulnerable (2)	Understands how to but seldom sets goals or is resourceful
In-Crisis (1)	Has not learned how to set goals and be resourceful

MENTAL HEALTH



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	No problems in school, work, social settings
Stable (4)	Mild problems in school, work, or social settings
Safe (3)	Occasional problems with school, work, or social settings
PREVENTION LINE	
Vulnerable (2)	Has great difficulty caring for self or others; significant problems with school, work, or social settings
In-Crisis (1)	Cannot care for self or family; at clear risk of harm to self or others

SUPPORT SYSTEM



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Is able to give support as well as receive support; always has support
Stable (4)	Has a healthy support system most of the time
Safe (3)	Sporadic support system only in times of crisis
PREVENTION LINE	
Vulnerable (2)	Very limited support system that is unreliable and/or unhealthy
In-Crisis (1)	Does not have a support system

TRANSPORTATION



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Always has transportation needs met through public transportation, a car, or a regular ride
Stable (4)	Has most transportation needs met through public transportation, a car, or a regular ride
Safe (3)	Has some transportation needs met through public transportation, a car, or a regular ride
PREVENTION LINE	
Vulnerable (2)	Rarely has transportation needs met through public transportation, a car, or a regular ride
In-Crisis (1)	Does not have transportation needs met and has no available public transportation, a car or a regular ride

WORK HISTORY AND MARKETABLE SKILLS



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Work history of a year or longer; demonstrated significant marketable skills
Stable (4)	Work history of six months to a year; demonstrated some marketable skills
Safe (3)	Limited but consistent work history; possesses some marketable skills
PREVENTION LINE	
Vulnerable (2)	Limited and/or inconsistent work history; limited marketable skills
In-Crisis (1)	No work history and/or negative work history; no marketable job skills

NOTES:

The Life Domain Tool is part of a comprehensive Navigator Guide developed by SkillUp Washington. The Guide and Tools for Navigators can be found at: <http://skillupwa.org>.

