



17 January 2023

Tēnā koe

On 29 November 2022, you emailed the Ministry of Social Development (the Ministry) requesting, under the Official Information Act 1982 (the Act), the following information:

- 1. Any training documents or training materials for how staff conduct housing assessments for clients*
- 2. Any documents that provide guidance on how to allocate different "need scores" and priorities for clients on the social housing register*
- 3. How many people have moved up scores and priority each quarter over the last 6 years? How many down? How many not moved?*

For the sake of clarity, I will respond to your questions in turn.

- 1. Any training documents or training materials for how staff conduct housing assessments for clients*
- 2. Any documents that provide guidance on how to allocate different "need scores" and priorities for clients on the social housing register*

Training materials for staff on housing assessments were revised in 2021/2022 to replace facilitated learning with a blended programme suitable for delivery via digital means. The programme, *Assessing eligibility to Public Housing*, consists of online modules completed through MyLearning, the Ministry's Learning Management System, combined with facilitator-led webinars.

PDF versions of the online modules are provided to you, along with the accompanying Facilitator Guide and PowerPoint. Please note, the PDF versions lose the interactive abilities of the online modules. They are intended to provide you with an overview of the content covered.

The modules contain some hyperlinks to internal Ministry pages. Where possible I have added links to the corresponding public facing Work and Income Map webpages, however, some links will be unavailable.

3. How many people have moved up scores and priority each quarter over the last 6 years? How many down? How many not moved?

The Ministry records client priority ratings but does not centrally track movement of these over time. To provide you with this information, Ministry staff would have to manually review a substantial number of individual client files. As such, I am refusing this part of your request under section 18(f) of the Act. The greater public interest is in the effective and efficient administration of the public service.

I have considered whether the Ministry would be able to respond to your request given extra time, or the ability to charge for the information requested. I have concluded that, in either case, the Ministry's ability to undertake its work would still be prejudiced.

The Ministry regularly publishes Housing Register statistics on our website, including the number of applicants and their priority rating as at each quarter. The latest Housing Register data can be found here: www.msd.govt.nz/about-msd-and-our-work/publications-resources/statistics/housing/housing-register.html

The principles and purposes of the Official Information Act 1982 under which you made your request are:

- to create greater openness and transparency about the plans, work and activities of the Government,
- to increase the ability of the public to participate in the making and administration of our laws and policies and
- to lead to greater accountability in the conduct of public affairs.

This Ministry fully supports those principles and purposes. The Ministry therefore intends to make the information contained in this letter and any attached documents available to the wider public. The Ministry will do this by publishing this letter and attachments on the Ministry's website. Your personal details will be deleted, and the Ministry will not publish any information that would identify you as the person who requested the information.

If you wish to discuss this response with us, please feel free to contact OIA_Requests@msd.govt.nz.

If you are not satisfied with this response, you have the right to seek an investigation and review by the Ombudsman. Information about how to make a complaint is available at www.ombudsman.parliament.nz or 0800 802 602.

Ngā mihi nui



Karen Hocking
Group General Manager
Housing

Assessing eligibility to Public Housing Learning for case managers

Facilitator guide v2.0

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Contents

<i>Contents.....</i>	3
Using this guide	8
Learning design principles:	8
What is 'Assessing eligibility to public housing'	9
Learner requirements	9
'How to'	10
Guests and subject matter experts.....	10
<i>myLearning requirements.....</i>	11
Assignment profiles	11
Programme completion	12
Evaluation	12
Reporting	12
Modules one and two, online, 30 minutes each	13
<i>Module one.....</i>	14
<i>Module two.....</i>	15
Module three, blended, 90 minutes	17
<i>Delivery Options.....</i>	18
<i>Welcome, introductions and webinar outline</i>	20
Karakia.....	21
Today's session	21
Kaupapa	21
Introductions & technology tips	22
Learning reflection	22
<i>SAS criteria review</i>	24
<i>SAS Adequacy criteria</i>	25
SAS Adequacy criteria	25
<i>SAS Adequacy criteria learning review</i>	26
Question one: describe 'adequate' housing.....	27
Question two: condition of the facilities	27
Bedroom calculation scenario	28

Assessing an adequacy risk rating for Kara, and Lucia and Iosefa	30
<i>Session close</i>	32
Any final words	32
Next session	32
Karakia.....	32
Module four, blended, 90 minutes	34
<i>Tēnā koe anō – welcome back</i>	35
Karakia and welcome	35
Kaupapa	35
Today's session	35
<i>SAS Suitability criteria</i>	36
SAS Suitability criteria	36
<i>SAS Suitability criteria learning review</i>	37
Medical and disability needs.....	38
Question one: Personal needs.....	38
Family violence, tensions or other violence	39
Overall risk ratings for Kara, and Lucia and Iosefa.....	40
Changes in circumstance that makes current accommodation unsuitable.....	41
<i>Session close</i>	43
Any final words	43
Next session	43
Karakia.....	43
Module five, blended, 90 minutes	44
<i>Tēnā koe anō – welcome back</i>	45
Karakia and welcome	45
Kaupapa	45
Today's session	45
<i>SAS Affordability criteria</i>	46
SAS Affordability criteria	46
<i>SAS Affordability criteria learning review</i>	47
How is affordability calculated?.....	48
Assessing an Affordability risk rating for Lucia and Iosefa.....	50
Affordability Risk Ratings Summary	51

<i>Does the Risk Rating reflect the client's situation?</i>	52
<i>Session close</i>	53
Any final words	53
Next session	53
Karakia.....	53
Module six, blended, 90 minutes	54
<i>Tēnā koe anō – welcome back</i>	55
Karakia and welcome	55
Kaupapa	55
Today's session	55
<i>SAS Accessibility criteria</i>	56
Reasonable effort.....	57
<i>SAS Accessibility criteria learning review</i>	58
Discrimination	59
Lack of cash resources	59
Lack of availability.....	60
Overall risk ratings for Kara, and Lucia and Iosefa.....	61
<i>Session close</i>	63
Any final words	63
Next session	63
Karakia.....	63
Module seven, blended, 90 minutes	64
<i>Tēnā koe anō – welcome back</i>	65
Karakia and welcome	65
Kaupapa	65
Today's session	65
<i>SAS Sustainability criteria</i>	66
SAS Sustainability criteria.....	66
<i>SAS Sustainability criteria learning review</i>	67
Clients who have difficulty managing their finances	68
Difficulty in social functioning, lack of social skills or a history of transience	68
Overall risk ratings for Kara, and Lucia and Iosefa.....	70
<i>Session close</i>	71

Any final words	71
Next session	71
Karakia.....	71
Module eight, facilitated, 90 minutes	72
<i>Tēnā koe anō – welcome back.....</i>	<i>73</i>
Karakia and welcome	73
Kaupapa	73
Today's session	73
<i>Assessment walkthrough.....</i>	<i>74</i>
<i>Assessment practice</i>	<i>76</i>
<i>Session close</i>	<i>77</i>
Any final words	77
Next session	77
Karakia.....	77
Module nine, facilitated, 90 minutes	79
<i>Tēnā koe anō – welcome back.....</i>	<i>80</i>
Karakia and welcome	80
Kaupapa	80
Today's session	80
<i>Changing an initial priority rating</i>	<i>81</i>
Changing an initial priority rating	81
Guest speaker:	82
<i>Fast-tracking for households at risk of rheumatic fever.....</i>	<i>83</i>
What is rheumatic fever?.....	83
Fast-tracking households at risk of rheumatic fever	84
Guest speaker:	84
<i>Beyond the assessment</i>	<i>85</i>
Guest speakers:.....	85
<i>Local processes</i>	<i>86</i>
Guest speaker:	86
<i>Session close</i>	<i>87</i>
Final words.....	87
Next steps	87

Karakia.....	87
<i>Consolidating learning - Learning 'in the Mahi'</i>	89
70/20/10 – Making it happen	90
Recommendations	90
Appendices	91
<i>Appendix one - Ngā ture whanaungatanga – group guidelines</i>	92
<i>Appendix two – Consolidated Scenarios</i>	93
Kara – consolidated scenario	93
Lucia and Iosefa – consolidated scenario	94

Using this guide

The purpose of this document is to provide the information, content and resources needed to co-ordinate and facilitate 'Assessing eligibility to public housing' programme for MSD case managers.

Learning design principles:

- **Learner led and centred** – creating curiosity in the learner to learn through exploration of existing resources and peers to find the answers. Self-directed components encourage the learner to investigate the criteria and immediately apply to client scenarios then participating in facilitated discussions in virtual classrooms about the risk rating, and application to ensure consistency of decision making.
- **Focussed on the client** - building genuine capability to support a client rather than administering a product. Authentic and immersive scenarios based on real clients enable learners to build practical skills whilst avoiding a content dump via talking head videos or large amount of reading. Responding to the client, understanding their need (aligned to the client value steps) and the situation they present with, rather than capturing responses in the assessment tool as a technical process.
- **Given context in the mahi** – observation and supported interviewing/processing in the work supports the shift from learning to live.
- **Integrated** – participants access existing 'knowledge bases' (MAP/Doogle/Hiya) to source answers.
- **Flexible, modular delivery options** – independent sequential modules exclusively delivered online enabling consistent messaging, scalability to meet growing learning needs over time. This enables service delivery to collectivise resources, enabling Regions to balance operational needs and requirements while offering flexibility for learners, CDs and managers alike.
- **Collaborative learning model** – utilising sme's across housing, health and disability, family violence, service delivery operations to get the right information and practice to our people at the right time.
- **Capability building** - supporting case managers to build housing knowledge and capability, and capability developers to develop their own capability in delivering learning in an online environment.
- **Embedding adult learning principles** – expectations and outcomes up front, designed using range of instructional design techniques to engage learners. Scaffolded approach building discrete knowledge blocks, and then leveraging off the success of one into another.
- **Accessibility** - learning will meet MSD accessibility guidelines as far as possible (keyboard navigation, alt text, captioning, colour contrasts).

What is 'Assessing eligibility to public housing'?

'Assessing eligibility to public housing' is a programme appropriate for MSD case managers.

It uses a blended modular approach combining self-directed online learning and facilitator led webinars.

Its purpose is to support case managers to assess applicants accurately and consistently for public housing.

Participants will learn:

- the context and background of public housing in New Zealand
- the client's journey from screening through assessment, tenancy and exiting public housing
- how to assess eligibility using the Social Allocation System (SAS) and

how to record the assessment in CMS.



Learner requirements

Computer with network access to myLearning, Map and Doogle

Headset

Access to printer, or notebook

‘How to’

Best practice is to use multiple facilitators for this programme – one leading the content delivery and another driving the technology functionality.

We suggest a maximum of 10 – 12 participants per group – more than this can become unwieldy when managing breakout groups and group chats.

Create the zoom/teams/webinar sessions longer than the session – you may not need the extra time but it's good to have a little time up your sleeve.

We recommend that the five blended sessions be delivered over consecutive days to reduce the opportunity for learning fade.

Observation of live cases is a critical part of this learning, so we also suggest that the number of staff trained, and the frequency of training be considered alongside the number of opportunities for observation.

- If you have more trainees than skilled staff, consider reaching out to other sites/Regions where there is greater frequency of applications.
- Observations can be completed at a distance for phone-based client interactions.

Guests and subject matter experts

Robust understanding of public housing, and the policies and practices that underpin it are not widely known and understood across the Ministry.

Capability developers have an expertise in facilitating understanding of complex content, but many do not have the depth of expertise in specific areas of the Ministry's work.

To ensure the most current and accurate information, policy and process is shared with participants the support of guests and subject matter experts is crucial.

We encourage the involvement and support of specialists including:

Case manager housing

Health and disability team

Family violence response co-ordinator

Regional housing portfolio manager

Housing broker

Other regional staff who have the expertise and experience to contribute to the learning.

myLearning requirements

Webinar sessions require manual action (create class, result attendance), online content completion is automated.

CDs will need to complete the following actions.

Course component	Action	Completion setting	Responsibility of
	Assign programme to learner	All components completed.	Capability Developer
Mod three – webinar Link to item	Create 'class' Result attendance	Attendance at webinar	Capability Developer
Mod four – webinar Link to item	Create 'class' Result attendance	Attendance at webinar	Capability Developer
Mod five – webinar Link to item	Create 'class' Result attendance	Attendance at webinar	Capability Developer
Module six – webinar Link to item	Create 'class' Result attendance	Attendance at webinar	Capability Developer
Mod seven – webinar Link to item	Create 'class' Result attendance	Attendance at webinar	Capability Developer
Mod eight – webinar Link to item	Create 'class' Result attendance	Attendance at webinar	Capability Developer
Mod nine – webinar Link to item	Create 'class' Result attendance	Attendance at webinar	Capability Developer

Assignment profiles

Learners can self-assign

Can be assigned by CD and/or Manager

Programme completion

The programme will be complete when learners have 'complete' status against all of the components:

- 'launch' of modules 1 & 2 (the learner has opened the online module and navigated through 95% of the screens¹)
- Attendance and participation of webinars for modules 3 - 9

Evaluation

- The standardised Level 1 Kirkpatrick evaluation is sent to all participants once the ninth module of the programme is 'complete'.

Reporting

If you have [assigned yourself](#) as instructor you will have easier and quicker access to each of the classes and will be able to report at a site or regional level on completion.

¹ 95% captures learners who scroll to read the end of the page but may not physically scroll to the physical page as assessed by Rise)

Modules one and two, online, 30 minutes each

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Module one

Learning approach	Self-directed online
Learning objectives	<p>Become familiar with the purpose, objectives, and content of the programme.</p> <p>Describe the historic and current context of public housing in New Zealand.</p> <p>Identify each step in a client's public housing journey.</p> <p>Place assessment within the context of the client's housing journey</p> <p>Recognise an emergency housing need as described by a client.</p> <p>Identify emergency housing need to client scenarios.</p> <p>Respond appropriately to an emergency housing need using local resources.</p>
Resources	<p>Computer with network access to myLearning, Map and Google</p> <p>Headset</p> <p>Access to printer, or notebook</p>

Note to capability developers: we recommend that you assign this item to yourself in myLearning and complete them to be familiar with the content, and the scenario clients.

Module two

Learning approach	<ul style="list-style-type: none"> Self-directed online
Learning objectives	<ul style="list-style-type: none"> Describe factors that must be considered prior to initiating an assessment. Describe the beginning of the assessment process Describe household members including applicable person, additional occupant and dependent child/ren. Identify household members in client scenarios. Identify and describe the eligibility criteria for public housing. Apply criteria to client scenarios.
Resources	<ul style="list-style-type: none"> Computer with network access to myLearning, Map and Google Headset Access to printer, or notebook
Pre-requisites	<ul style="list-style-type: none"> Learners must have completed Module 1 online pre-work before attending/participating in this webinar.

Note to capability developers: we recommend that you assign this item to yourself in myLearning and complete them to be familiar with the content, and the scenario clients.

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Module three, blended, 90 minutes

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Delivery Options

This is the first of the blended delivery sessions, having both online and facilitated content. Below are two options for delivery of this module:

Option one

- Bring your group together in the webinar format (scheduled for 90 minutes).
- Share a karakia and kaupapa of the programme and review the Zoom navigation content.
- Invite participants to remain on the webinar (but muted, with camera either on or off) and complete the module three online component and then return after a set time to review their assessment of adequacy for Kara, Lucia and Iosefa.
- In this format the facilitator would remain on the call so that participants are able to ask questions during the allocated study time.
- An example agenda might look like:

9.00am	Open webinar, karakia, kaupapa and overview of Zoom functionality – direct learners back to independent learning with a time to come back into the group format.
9.20am	Participants move into independent learning – module three
10.00am	Group reconvenes to discuss their assessed risk rating of adequacy for Kara, Lucia and Iosefa
10.25am	Next steps (module four) and karakia to close.

Option two

- Participants are requested to complete the online component prior to the webinar session.
- The webinar begins with and is focussed on the facilitated content only.
- An example agenda might look like:

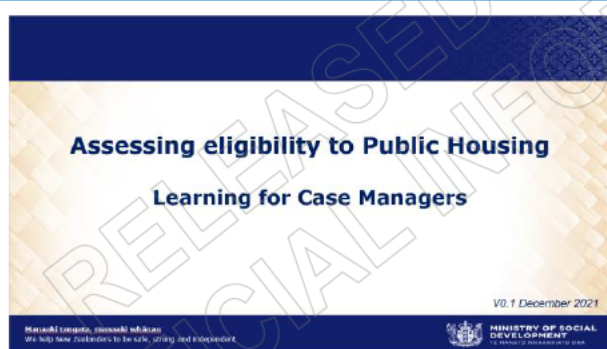
Pre-webinar	Participant completes independent learning
9.00am	Open webinar, karakia, kaupapa and overview of Zoom functionality
9.20am	Facilitated group discussion of the assessed risk rating of adequacy for Kara, Lucia and Iosefa

9.55am	Next steps (module four) and karakia to close
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Welcome, introductions and webinar outline

Learning objectives	<ul style="list-style-type: none"> Become familiar with the way webinars (a new learning method for many of our learners) will be delivered. Understand the kaupapa of the programme. Demonstrate competence with delivery technology, and webinar etiquette.
Resources required	<ul style="list-style-type: none"> Assessing Eligibility to Public housing ppt slide/s 1 - 4
Time allocation	<ul style="list-style-type: none"> Up to 20 minutes
Pre-requisites	<ul style="list-style-type: none"> Learners must have completed Modules one and two online pre-work before attending/participating in this webinar.



Assessing eligibility to Public Housing
Learning for Case Managers
V0.1 December 2021
Ministry of Social Development



Nau mai, haere mai and welcome

- Karakia
- Kaupapa
- Introductions
- SAS criteria learning review
- Discussion - assessing the Adequacy risk rating for Kara, Lucia and Iosefa
- Next steps
- Closing karakia

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Kaupapa

We're here to enable and empower you to confidently assess eligibility to public housing

Ngā ture whanaungatanga – group guidelines

Teams – same rules and norms as a face to face learning environment

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Learning reflection

Now that you've finished your first online modules, what are your first thoughts about them? Are they mostly positive or negative?

If positive, what comes to mind specifically? Negative?

What were some of my most challenging moments and what made them so?

What were some of my most powerful learning moments and what made them so?

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Karakia

- Karakia to open

Today's session

- In today's session we'll be ... [slide 2]

Kaupapa

- Share the kaupapa for the programme [slide 3]:
- Programme purpose is to enable and empower case managers to accurately and consistently assess applicants for public housing.
- During the programme participants will learn:
 - the context and background of public housing in New Zealand
 - the client's journey from screening through assessment, tenancy and exiting public housing
 - how to assess eligibility using the Social Allocation System (SAS) and
 - how to record the assessment in CMS.
- Refer to Nga ture whanaungatanga – group guidelines (Appendix one)
- Time is precious, and we appreciate you're busy but for our webinars please block your calendars, put your phone on silent, and perhaps even work in a different part of the office.
- Preparation – just a note that we will operate on the understanding that you have completed the activity that was set, such as the first and second online modules.

Introductions & technology tips

- Introduce host/SME/presenter/tech support
- Introduce SME for this session
- We'll start our day with introduction and by reflecting on your thoughts after completing the first two online modules.

Instruction	Teams feature
<ul style="list-style-type: none"> • Share basic screen navigation and ground rules for the use of technology 	<ul style="list-style-type: none"> • Core screen navigation: <ul style="list-style-type: none"> – Camera on/off – Mute on/off – Chat window/function – Reactions
<ul style="list-style-type: none"> • Group introductions • 'Let's see who's here with us ... share your name, role and location ...' 	<ul style="list-style-type: none"> • Use the 'chat everyone' function to share your role, name and location.

Learning reflection

Facilitator preparation

- Create breakout groups or pairs/groups of 3 with a countdown timer.
- Allocate participants to the breakout groups and share the questions in each group

Instruction	Teams feature
This is an opportunity to use and become familiar with breakout groups.	<ul style="list-style-type: none"> • Breakout groups • Countdown timer

Share



- Before we move into the housing specific content let's take a moment to reflect on your experience as a learner in the first two self-directed modules.
- We know that there have been changes to the way we deliver learning across MSD in recent times and it's important that we get feedback from you so that we can send that through to the team who design this learning.

- In a moment we will move into pairs or small groups.
- In your pair or small group reflect on your learning experience with the online learning modules you've completed.
- There are four questions to drive your discussion [slide 4].
- Make some notes – I'll be asking you to share your key findings with the wider group.

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SAS criteria review

Learning objectives	<ul style="list-style-type: none"> Identify SAS criteria Describe the purpose of risk ratings
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public housing ppt slide/s 5 - 6
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1, 2 and 3 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 10 minutes

Social Allocation System (SAS)	SAS Criteria								
<ul style="list-style-type: none"> a tool we use to assess public housing applications identifies who is eligible, who has the highest need and what kind of property a client needs used to assess new applications, and changes in circumstances for clients on the register or in a current tenancy eligible clients are given a priority rating that expresses their housing need 	<p>Two parts</p> <ol style="list-style-type: none"> What is the client's housing need – why do they need to move? What is the client's ability to access, afford and sustain a private tenancy <table> <tr> <th>Housing need</th><th>Ability to engage with private market</th></tr> <tr> <td>Adequacy</td><td>Affordability</td></tr> <tr> <td>Suitability</td><td>Accessibility</td></tr> <tr> <td></td><td>Sustainability</td></tr> </table> 	Housing need	Ability to engage with private market	Adequacy	Affordability	Suitability	Accessibility		Sustainability
Housing need	Ability to engage with private market								
Adequacy	Affordability								
Suitability	Accessibility								
	Sustainability								

Share

- In this first module you started out by learning about the Social Allocation System, or SAS

Pop quiz (optional)

Let's see who was paying attention in the pre-work ...

- What does the Acronym SAS stand for? (Social Allocation System)
- How many SAS criteria are there in the SAS assessment? (5)
- What are they? (adequacy, suitability, affordability, accessibility, sustainability)

- Let's review what we know about the system ... [slides 5 & 6]

SAS Adequacy criteria

Learning objectives	<ul style="list-style-type: none"> Describe SAS criteria - Adequacy
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public housing ppt slide/s 7
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1, 2 and 3 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 10 minutes
<div> <div>SAS Adequacy criteria</div> <div> <p>Does the client need to move because of factors relating to their current accommodation including:</p> <ul style="list-style-type: none"> Not having current accommodation, or living in emergency housing for the time-being the physical condition/structure or lack of basic facilities of the accommodation over-crowding or lack of security of tenure of their current accommodation </div> </div>	

SAS Adequacy criteria

Share

- Our first SAS criteria is Adequacy.
- Before I put a summary up – what do you remember about adequacy?
- Invite participants to share their thoughts on adequacy
- Let's look at an overview about what the adequacy criteria is all about [slide 7]

SAS Adequacy criteria learning review

Learning objectives	<ul style="list-style-type: none"> Identify SAS criteria Describe the purpose of risk ratings Describe and apply the SAS criteria Adequacy Discuss individually allocated risk ratings to client scenarios and develop a consensus rating across the group.
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public housing ppt slide/s 8 - 11
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1, 2 and 3 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 60 minutes

SAS Adequacy criteria learning review

Module three – Question one: Describe adequate housing

Take a moment to consider how you would describe adequate housing. What does adequate housing look like? Does adequate mean different things for different clients? Is what's adequate for a single person the same as what's adequate for a family?

Record your thoughts here... you'll be asked to share them at the first workshop

Type your text here

After finishing your text here, you'll be asked to share your thoughts with the group and you won't be able to go back. At the print button, a print page will be available to the workshop. Alternatively, you can print the assessment and/or design and print it yourself at home.

Print

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TE Kaitiaki Take Kōwhiri

SAS Adequacy criteria learning review

Module three – Question two: Conditions of the facilities

What would you consider to be the standard facilities that you would find in a house? Consider the whole house first, what facilities would you expect to find? Think about whether the facilities are safe to use?

For example, does the client currently have safe access to electricity, water, gas, light and heating, secure doors and windows?

Record your thoughts here... you'll be asked to share them at the first workshop

Type your text here

After finishing your text here, you'll be asked to share your thoughts with the group and you won't be able to go back. At the print button, a print page will be available to the workshop. Alternatively, you can print the assessment and/or design and print it yourself at home.

Print

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SAS Adequacy criteria learning review

Between a house and a home

Lucia and Iosefa

Lucia and her extended family currently reside in a three-bedroom house which has a multiple room and an unheated basement.

Lucia and Iosefa's household is made up of the following people:

- Lucia - Female (35)
- Tim - Male (35)
- Lucia - Female (25)
- Sofia - Female (15)
- Ben - Male (10)
- Grandpa Peter and Grandma Sarah

How many bedrooms did Lucia and Iosefa require to adequately house their family?

1 2 3 4 5

Submit

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TE Kaitiaki Take Kōwhiri

SAS Adequacy Risk Rating assessments

Assessing an adequacy risk rating for Kara

Risk rating for clients not living in any housing (including BE):

Risk rating for the structural integrity of the house:

Risk rating for the condition of facilities:

Risk rating for overcrowding:

Risk rating for security of tenancy:

Overall risk rating for Adequacy:

After: Print this and take it to your workshop

Print

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TE Kaitiaki Take Kōwhiri

Assessing an adequacy risk rating for Lucia and Iosefa

Risk rating for clients not living in any housing (including BE):

Risk rating for the structural integrity of the house:

Risk rating for the condition of facilities:

Risk rating for overcrowding:

Risk rating for security of tenancy:

Overall risk rating for Adequacy:

After: Print this and take it to your workshop

Print

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Question one: describe 'adequate' housing

Share

- MAP states that for accommodation to be considered adequate, it must be minimally adequate. But what does that really mean [slide 8].
- Invite the group to share their thoughts – this can be done a number of ways depending on the size of your group:
 - Via 'chat' in pairs, or small groups then feeding back to the wider group.
 - In breakout groups of 2 – 3, then feeding back to the wider group, or a
 - Whole of group discussion.

Debrief

- Look for the following answers: [sme's to add responses here please]
 - Safe (location, other occupants in the home)
 - Healthy (insulated, protected from the elements, not overcrowded)
 - Legal (not more occupants than the tenancy allows, not an illegal sub-let)

Bonus discussion topic

- Does adequate mean different things for different clients?
 - What would you think 'adequate' for a single person, does that change if they're a couple?
 - What about families with children? What is adequate for them – and is it different from adequate for a single person, or a family without children.
 - What about the ages of a child/children.
 - What does adequate look like for a person with a health condition or disability?

Question two: condition of the facilities

Share

- One of our adequacy risk factors is the conditions of the facilities of their existing accommodation [slide 9].
- Invite the group to share their thoughts in a method appropriate to the group size.

Debrief

- Look for the following answers: [sme's to add responses here please]
 - Is the home secure, lockable? Are windows and doors intact or broken and/or boarded over.
 - Are sanitation facilities working, flushable toilet, running water for washing and cleaning?
 - Do the facilities provided work at all in a safe way?
 - Electricity and electrical outlets – exposed wiring, lights work (not a bulb)
 - Is there insulation? Is it effective – is there mould?
- Basically – if there are facilities, are they working and safe to use?

Bedroom calculation scenario

- We use a tool to calculate how many rooms are required for a client and their family.
- We then look at the number of bedrooms that the client and their family needs, as opposed to the number that they have in their current accommodation.
- The greater the difference, the greater the need.
- Let's check out our assessment of Lucia and Iosefa's rating for overcrowding [slide 10].
- Using the 'chat everyone' invite participants to enter the number of bedrooms that Lucia and Iosefa require using the bedroom allocation guidelines.
- The correct answer is **6**
 - Bedroom 1 – Lucia and Iosefa
 - Bedroom 2 – Theresa (considered an adult at 18 years)
 - Bedroom 3 – Eli (no same sex sibling between 10 – 18 years)
 - Bedroom 4 – Leilana and Sefina (same sex siblings aged between 10 – 18 years)
 - Bedroom 5 – new baby
 - Bedroom 6 – Gran Penelope and Grandad Seth

The family has access to 3 bedrooms but require 6. There is a margin of 3 bedrooms meaning that the risk rating for the family is **At Risk (4)**.


Notes for the capability developer: there are some tricks in this assessment, notably the inclusion of the new baby and defining what spaces can be used and counted as a bedroom.

1. The sex of the baby is unknown at this point a bedroom would need to be allocated.
2. If the new baby is a boy, he could share a room with Eli and reduce the number of bedrooms required to 5 – the margin reduces to two and the risk rating to **Serious housing need (3)**.
3. And yes – there is capacity to over-ride this allocation for households where a child is gender diverse.
4. Also note that the rumpus room where Gran Penelope and Grandad Seth live is not considered a bedroom, nor is the sleepout that is unlined.
5. This is also a great place to introduce a conversation about multi-generational and multi-family households.

Assessing an adequacy risk rating for Kara, and Lucia and Iosefa

Kara

[slide 11]



Assessing an adequacy risk rating for Kara

Risk rating for clients not living in any housing (including EH):	type your answer here
Risk rating for the structural integrity of the house:	type your answer here
Risk rating for the condition of facilities:	type your answer here
Risk rating for overcrowding:	type your answer here
Risk rating for security of tenure:	type your answer here
Overall risk rating for Adequacy	type your answer here

Note: Print this and take it to your workshop

Print

Not living in any housing: 4

Structural integrity of the house: 4

Condition of facilities: 4

Overcrowding: 4

Security of tenure: 4

Overall risk rating for Adequacy: 4

- Discuss each risk rating individually
- Note – having a range of responses is not necessarily a bad thing. What's important is the discussion to gain a sense of consistent application of the criteria.
- Key points in Kara's assessment:
 - Kara is currently in Transitional Housing (a subset of Emergency Housing).
 - As a result her risk rating for 'client no living in any housing' is a 4, which gives her an overall risk rating for Adequacy of 4.

Lucia and Iosefa

Assessing an adequacy risk rating for Lucia and Iosefa	
Risk rating for clients not living in any housing (including EH):	type your answer here
Risk rating for the structural integrity of the house:	type your answer here
Risk rating for the condition of facilities:	type your answer here
Risk rating for overcrowding:	type your answer here
Risk rating for security of tenure:	type your answer here
Overall risk rating for Adequacy	type your answer here

Note: Print this and take it to your workshop

Print

Not living in any housing: 1
Structural integrity of the house: 1
Condition of facilities: 1
Overcrowding: 4
Security of tenure: 1

Overall risk rating for Adequacy: 4

- Discuss each risk rating individually
- Note – having a range of responses is not necessarily a bad thing. What's important is the discussion to gain a sense of consistent application of the criteria.
- Key points in Lucia and Iosefa's assessment:
 - They have existing ongoing accommodation
 - The property is structurally sound
 - Facilities are in good working condition and they have a responsible landlord
 - They are technically 'overcrowded' needing 6 bedrooms and having access to 3 in their current home
 - There is no immediate need for them to move – they are able to stay in the accommodation they are currently in.

Session close

Learning objectives	<ul style="list-style-type: none"> • Summarise key messages from session • Clarify respond to any outstanding questions • Set expectations for next learning module
Resources	<ul style="list-style-type: none"> • nil
Prerequisites	<ul style="list-style-type: none"> • not applicable
Time allocation	<ul style="list-style-type: none"> • 15 - 20 minutes

Any final words

- Invite the group to ask any further or outstanding questions from the group.
- Respond to what you are able, with the support of your attending SME .
- Record any questions that you are unable and direct them to someone who will be able to respond.
 - Commit to responding to those questions by email prior to the next session or make space in the next workshop at the beginning.

Next session

- Confirm the date/time of the next session.
- Advise of the format of the next session in terms of whether learners are expected to complete the online content prior to, or during the session.

Karakia


- Karakia to close

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Module four, blended, 90 minutes

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Tēnā koe anō – welcome back

Learning objectives	<ul style="list-style-type: none"> Refocus the group into housing assessment learning
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 12
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1- 3 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 10 minutes
<div> <div>Tēnā koe anō – welcome back</div> <ul style="list-style-type: none"> Karakia and welcome to our guests Kaupapa refresh SAS Suitability criteria learning review Discussion - assessing the Suitability risk rating for Kara, Lucia and Josefa Next steps Closing karakia  </div>	

Karakia and welcome

- Karakia to open
- Welcome to our SME/s
- Rapid-fire introduction round if your SMEs are different from the previous session.

Kaupapa

- Refresh the kaupapa for the programme:
 - Kia maumahara koe, he mana tō te tirohanga o ia tāngata - Respect the views of others

Today's session

- In today's session we'll be moving onto our next SAS criterion – Suitability ...

SAS Suitability criteria

Learning objectives	<ul style="list-style-type: none"> Describe the SAS criteria - Suitability
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 13
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1 to 3 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 10 minutes

<p>SAS Suitability criteria learning review</p> <p>Does the client need to move because of:</p> <ul style="list-style-type: none"> A medical, disability or personal need of their own, or a member of their household, or Any threat to the health or safety of the client, or a member of their household because of family violence, or other violence associated with the current living situation. <p><small>MINISTRY OF SOCIAL DEVELOPMENT NEW ZEALAND GOVERNMENT</small></p>	
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

SAS Suitability criteria

Share

- Our next SAS criteria is Suitability.
- What are the key things you remember about Suitability?
- Invite participants to share their recollections.
- Let's look at an overview about what the adequacy criteria is all about and see how many of your key words appear [slide 13].

SAS Suitability criteria learning review

Learning objectives	<ul style="list-style-type: none"> Can explain using plain English the meanings of: Medical and disability issues or personal issues that require a client to move Family violence and other tensions within the household or in the neighbourhood
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 14 - 18
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1 to 4 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 60 minutes

<p>SAS Suitability criteria learning review</p> <ul style="list-style-type: none"> Guest speaker/s from the Regional Health & Disability team Topic: Assessing the medical and disability needs of a client for housing Q & A 	<p>SAS Suitability criteria learning review</p> <p>Module four – Question one: Personal needs</p> <p>What kind of issues and events in a person's life could lead them to need to change their housing arrangements? For example, a new relationship could form, or an existing one break down. A new job means that they could need to move.</p> <p>Think of at least three different personal situations that would impact their housing needs. Record your thoughts here ... you'll be asked to share them at the workshop</p> <p>Give your text here</p> <p><small>Note: Anything you type here may disappear once you move on and you won't be able to get it back. Hit the print button to print your notes, or record them elsewhere to have available in the workshop. Alternatively, copy and paste the table into an e-mail and send it to yourself.</small></p> 												
<p>SAS Suitability criteria learning review</p> <ul style="list-style-type: none"> Guest speaker/s from the Family Violence Response team Topic: Assessing the needs of a client experiencing Family Violence. Q & A 	<p>SAS Suitability Risk Rating assessments</p> <div> <p>Assessing a Suitability risk rating for Kara</p> <table border="1"> <tr> <td>Risk rating for family violence, tension or other violence</td> <td>Rate your notes</td> </tr> <tr> <td>Risk rating for medical or disability needs, or personal needs</td> <td>Rate your notes</td> </tr> <tr> <td>Overall risk rating for suitability</td> <td>Rate your notes</td> </tr> </table> <p><small>Note: Print, or record this and have it available at your workshop. Alternatively, copy and paste the table into an e-mail and send it to yourself.</small></p>  </div> <div> <p>Assessing a Suitability risk rating for Lucia and Joseff</p> <table border="1"> <tr> <td>Risk rating for family violence, tension or other violence</td> <td>Rate your notes</td> </tr> <tr> <td>Risk rating for medical or disability needs, or personal needs</td> <td>Rate your notes</td> </tr> <tr> <td>Overall risk rating for suitability</td> <td>Rate your notes</td> </tr> </table> <p><small>Note: Print, or record this and have it available at your workshop. Alternatively, copy and paste the table into an e-mail and send it to yourself.</small></p>  </div>	Risk rating for family violence, tension or other violence	Rate your notes	Risk rating for medical or disability needs, or personal needs	Rate your notes	Overall risk rating for suitability	Rate your notes	Risk rating for family violence, tension or other violence	Rate your notes	Risk rating for medical or disability needs, or personal needs	Rate your notes	Overall risk rating for suitability	Rate your notes
Risk rating for family violence, tension or other violence	Rate your notes												
Risk rating for medical or disability needs, or personal needs	Rate your notes												
Overall risk rating for suitability	Rate your notes												
Risk rating for family violence, tension or other violence	Rate your notes												
Risk rating for medical or disability needs, or personal needs	Rate your notes												
Overall risk rating for suitability	Rate your notes												

<p>SAS Suitability criteria learning review</p> <p>Module four – Question two: Specific locations</p> <p>What might happen to a client, or a household that would make their existing housing no longer suitable because of its location? What could happen that would mean that a client or household would need to move to a specific location?</p> <p>Think of one reason why a client or household may need to move away from their current location, and another reason that would mean they needed to move to a specific location.</p> <p>Record your thoughts here ... you'll be asked to share them at the second workshop</p> <p>type your text here</p> <p><small>Note: Anything you've typed here may disappear once you move on and you won't be able to get it back. Hit the print button to print your notes, or record them elsewhere to have available in the workshop. Alternatively copy and paste the module and question reference into an email and send it to yourself.</small></p> <p>Print</p> <p><small>MINISTRY OF SOCIAL DEVELOPMENT</small></p>	
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Medical and disability needs

Guest/s: Health and disability team

- Invite the Regional Health or Regional Disability Advisor (or both) to join the group to discuss medical classifications and risk ratings for clients with health and/or disability needs [slide 14].
- Case managers need to be able to identify the impact of health and disability needs at initial assessment, and how changes in the health needs of members of the household can impact the ongoing suitability of a property.
- Key questions for these speakers to be prepared to address include:
 - the support available to staff in making decisions associated with a client's medical and disability needs
 - what is the impact of hospitalisation on a clients housing needs?
 - do we need verification of medical needs, or the changes to a person's medical needs?
 - can we help with property modification?

Question one: Personal needs

Share

- One of our suitability criteria is the personal needs of the client.
- In the online module you were asked to consider and identify some of the issues and events that could impact their housing [slide 15].
- Invite the group to share their answers

Assessing the risk factors of medical, disability or personal needs of our clients.

- Review the participants outcomes for Kara, Lucia and Iosefa as a group.
- You may wish to ask what the initial rating was and see if there was any change.
- Use Lucia's and Iosefa's situation as a starter for a conversation.

Family violence, tensions or other violence

Guest/s: Family Violence Response Co-ordinator

- Invite the FVRC to join the group to discuss the impact of family violence on assessment and reassessment outcomes [slide 16].
- Key questions for these speakers to be prepared to address include:
 - the support available to staff in making decisions associated with a client experiencing family violence
 - how/when do we engage with Women's refuge or other support organisation
 - what, if any, verification is required?
- Review the FV risk ratings for Jenny and Charli

Jenny is a new applicant. She is currently in Women's Refuge due to a recent family harm incident with her ex-partner. What would her risk rating be?

Jenny's current assessment would be **4** – At Risk.


Charli is applying for public housing. They have an ex-partner who is currently in prison serving a 5-year sentence as a result of a family harm incident. What would their risk rating be?

Charli's current assessment would be 1 – low or no risk. We would need to reconsider this when their ex is released from Prison.

Overall risk ratings for Kara, and Lucia and Iosefa


Kara

[slide 17]

 <p>Assessing a Suitability risk rating for Kara</p> <table border="1"> <tr> <td>Risk rating for family violence, tension or other violence</td> <td>type your answer</td> </tr> <tr> <td>Risk rating for medical or disability needs, or personal needs</td> <td>type your answer</td> </tr> <tr> <td>Overall risk rating for Suitability</td> <td>type your answer</td> </tr> </table> <p><small>Note: Print, or record this and have it available at your workshop</small></p> <p>Print</p>	Risk rating for family violence, tension or other violence	type your answer	Risk rating for medical or disability needs, or personal needs	type your answer	Overall risk rating for Suitability	type your answer	<p>Family violence, tension or other violence: 1</p> <p>Medical or disability needs, or personal needs: 1</p> <p>Overall risk rating for Suitability: 1</p>
Risk rating for family violence, tension or other violence	type your answer						
Risk rating for medical or disability needs, or personal needs	type your answer						
Overall risk rating for Suitability	type your answer						

- Discuss each risk rating individually
- Note – having a range of responses is not necessarily a bad thing. What's important is the discussion to gain a sense of consistent application of the criteria.
- Key points in Kara's assessment:
 - Kara is currently in Transitional Housing (a subset of Emergency Housing).
 - She advises no family violence, tensions or other violence, nor do either Kara or her children experience any medical, disability or personal needs

Lucia and Iosefa

 Assessing a Suitability risk rating for Lucia and Iosefa		<p>Family violence, tension or other violence 1</p> <p>Medical or disability needs, or personal needs: 2</p> <p>Overall risk rating for Suitability: 2</p>						
<table border="1"> <tr> <td>Risk rating for family violence, tension or other violence</td> <td>type your answer</td> </tr> <tr> <td>Risk rating for medical or disability needs, or personal needs</td> <td>type your answer</td> </tr> <tr> <td>Overall risk rating for Suitability</td> <td>type your answer</td> </tr> </table>	Risk rating for family violence, tension or other violence	type your answer	Risk rating for medical or disability needs, or personal needs	type your answer	Overall risk rating for Suitability	type your answer		
Risk rating for family violence, tension or other violence	type your answer							
Risk rating for medical or disability needs, or personal needs	type your answer							
Overall risk rating for Suitability	type your answer							
<p><small>Note: Print, or record this and have it available at your workshop</small></p> <p>Print</p>								

- Discuss each risk rating individually
- Note – having a range of responses is not necessarily a bad thing. What's important is the discussion to gain a sense of consistent application of the criteria.
- Key points in Lucia and Iosefa's assessment:
 - Lucia doesn't report any violence or tensions in the family or their local community.
 - Seth (Lucia's father) is a wheelchair user and moving around the house is difficult for him. He requires assistance to get to, and use the bathroom.

Changes in circumstance that makes current accommodation unsuitable

Share

- Changes in the household's circumstances and the makeup of the household can also affect the suitability of the client's current accommodation [slide 19].
- What were some of those things (discussion question)?
 - Change in relationship status that may increase or reduce household size
 - Reconciliation of a large family to one dwelling
 - Client can no longer manage/maintain features of the existing dwelling
 - Changes in health or disability needs
 - Reduced income, or increasing costs

Specific location requirements

- Sometimes the client may indicate that they need to be housing in a specific location [slide 18].
- In the module you were asked to consider one reason why a client or household may need to move away from their current location, and another that they would need to move to a specific location.
- Invite participants to share back to the group.
- Remember to talk to the client about the reasons they need that specific location – they may be limiting their opportunities for housing.

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Session close

Learning objectives	<ul style="list-style-type: none"> Summarise key messages from session Clarify respond to any outstanding questions Set expectations for next learning module
Resources	<ul style="list-style-type: none"> nil
Prerequisites	<ul style="list-style-type: none"> not applicable
Time allocation	<ul style="list-style-type: none"> 10 minutes

Any final words

- Invite the group to ask any further or outstanding questions from the group.
- Respond to what you are able, with the support of your attending SME .
- Record any questions that you are unable and direct them to someone who will be able to respond.
 - Commit to responding to those questions by email prior to the next session or make space in the next workshop at the beginning.

Next session

- Confirm the date/time of the next session.
- Advise of the format of the next session in terms of whether learners are expected to complete the online content prior to, or during the session.


Karakia

- Karakia to close

Module five, blended, 90 minutes

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Tēnā koe anō – welcome back

Learning objectives	<ul style="list-style-type: none"> Refocus the group into housing assessment learning
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 19
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1 – 4 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 10 minutes
<div> <div>Tēnā koe anō – welcome back</div> <ul style="list-style-type: none"> Karakia and welcome to our guests Kaupapa refresh SAS Affordability criteria learning review Calculation walk-through – Kara's scenario Assessing the Affordability risk rating for Lucia and Iosefa Next steps Closing karakia  </div>	

Karakia and welcome

- Karakia to open [slide 19]
- Welcome to our SME/s
- Rapid-fire introduction round if your SMEs are different from the previous session.


Kaupapa

- Refresh the kaupapa for the programme:
 - Whakarongo kia mārama ai koe. Kāua e whakarongo ki te whakahē noa - Listen to understand, not to contradict

Today's session

- In today's session we'll be moving onto our next SAS criterion – Affordability ...

SAS Affordability criteria

Learning objectives	<ul style="list-style-type: none"> Describe the SAS criteria Affordability
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 20
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1 to 6 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 10 minutes
<div> <div>SAS Affordability criteria</div> <ul style="list-style-type: none"> Can our client afford to participate in the 'private' housing market? Standardised calculation Single risk factor  </div>	

SAS Affordability criteria

Share

- Our next SAS criteria is Affordability.
- What do we know about Affordability? – invite group to share **before** displaying slide 20
- It's a standardised assessment using a number of key factors – no discretion involved initially in this one.

SAS Affordability criteria learning review

Learning objectives	<ul style="list-style-type: none"> Assess and allocated risk ratings to client scenarios Manually calculate the client's Affordability Risk Rating
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 21 - 26
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1 to 6 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 40 minutes

SAS Affordability criterion – calculation

- Property type required by the household
- Number of bedrooms that the household needs
- The lower quartile rent of the property type (with the appropriate number of bedrooms) in the area the client wants/needs to live.
- The accommodation supplement that a client would be eligible to receive based on these costs, and
- The main benefit rates for the client's household type.



SAS Affordability criterion – calculation walkthrough - Kara

Kara



Kara is a 28 year old single parent with three children: Matiu (12 - male), Tui (9 - female) and Eruera (6 - male) living in Hamilton. She currently receives an unabated rate of Sole Parent Support (SPS) and Family Tax Credit (FTC).

She is currently in Transitional Housing with a MSD contracted service provider (The Salvation Army) in Dinsdale.

She would ideally stay in the Dinsdale area as this was where her rental was, and where her Transitional Housing is.



SAS Affordability criterion – calculation walkthrough - Kara

1	Calculate net weekly income (including Family Tax Credit) Total A	
2	Calculate lower quartile rent in the area the client wants/needs to live minus the Accommodation Supplement that the client may be able to receive Total B	
3	Total A – Total B = Total C this is the household's residual income	
4	Total C divided by the main benefit rate for the household (including FTC) x 100	
5	Determine the risk rating	



SAS Affordability criterion – calculation walkthrough – Lucia and Iosefa

Lucia and Iosefa

Iosefa was recently made redundant so currently has no income, and Lucia works 15 hours per week at \$22.75 net per hour.

They receive Family Tax Credit for the 4 children: Theresa (18), Eli (16), Lelani (10), Seline (5). Theresa is still at school and dependent on them.

She had a phone appointment earlier in the week and was granted an Accommodation Supplement.

The family have savings of \$11,783.00 which they are dipping into to top up their income while Iosefa looks for work.

They live in a lovely 3 bedroom home in New Brighton (Christchurch) which they pay \$450.00 rent for each week. Ideally they would like to stay in the area as it's close to work and the kid's schools.



SAS Affordability criterion – calculation walkthrough – Lucia and Iosefa

1	Calculate net weekly income (including Family Tax Credit) Total A	
2	Calculate lower quartile rent in the area the client wants/needs to live minus the Accommodation Supplement that the client may be able to receive Total B	
3	Total A – Total B = Total C this is the household's residual income	
4	Total C divided by the main benefit rate for the household (including FTC) x 100	
5	Determine the risk rating	



Affordability Risk Ratings Summary

Kara

Determine risk rating

type your answer here

Lucia and Iosefa

Determine risk rating

type your answer here



How is affordability calculated?

- We use a standardised formula to work out how much money a client and their household have available to them after paying their housing costs?
- What did we need to calculate affordability [slide 21]?
 - Property type required by the household – we use household type to determine this.
 - Number of bedrooms that the household needs – we used another formula to assess that for Lucia and Iosefa earlier.
 - The lower quartile rent of the property type (with the appropriate number of bedrooms) in the area the client wants/needs to live.
 - The accommodation supplement that a client would be eligible to receive based on these costs, and
 - The main benefit rates for the client's household type.

Calculation walkthrough activity

- Let's work through Kara's assessment
- Her scenario gives us all the information we need – [read or ask a participant/s to read and share] Kara's scenario [slide 22].
- Allocate each factor to a participant to locate and share back with the group to provide, for example:
 - Participant 1: what property type required by the household – **house**
 - Participant 2: how many bedrooms does Kara's family need – **3**
 - Participant 3: What is the LQR for a 3 Bedroom house in Dinsdale, Hamilton.
Subject to change but a November 2021 \$490.00 per week
 - Participant 4: How much Accommodation Supplement would Kara receive based on these costs. **\$220.00**
 - Participant 5: What's the current main benefit rates for the client's household type. **Subject to change but a November 2021 \$406.78 SPS net + \$295.54 FTC**

- So let's plug those numbers into the assessment and see what happens [slide 23]

1	Calculate net weekly income (including Family Tax Credit) Total A	\$702.32
2	Calculate lower quartile rent in the area the client wants/needs to live minus the Accommodation Supplement that the client may be able to receive Total B	$\$490.00 - \$220.00 =$ \$270.00
3	Total A – Total B = Total C <i>this is the household's residual income</i>	$\$702.32 - \$270.00 =$ \$432.32
4	Total C divided by the main benefit rate for the household (including FTC) x 100	$\$432.32 / \$702.32 = .6155 \times$ 100 = 61.55%
5	Determine the risk rating	Moderate need (2)

Share

- Is this the answer you got? If not, that's okay but try and work out how you got your answer, and where your numbers went wrong.

Assessing an Affordability risk rating for Lucia and Iosefa

- Let's work through Lucia and Iosefa's assessment the same way [slide 24] – there are a few more bonus calculations needed here because they have income.
- Their scenario gives us all the information we need – [read or ask a participant/s to read and share] Lucia and Iosefa's scenario.
- Allocate each factor to a participant to locate and share back with the group to provide, for example:
 - Participant 1: what property type required by the household – **house**
 - Participant 2: how many bedrooms does Kata's family need – **6**
 - Participant 3: What is the LQR for a 6 Bedroom house in New Brighton, Christchurch . **Subject to change but a November 2021 \$tbc per week**
 - Participant 4: How much Accommodation Supplement would Kara receive based on these costs. **\$220.00**
 - Participant 5: What's the current main benefit rates for the client's household type. **Subject to change but a November 2021 \$406.78 SPS net + \$295.54 FTC**
- So let's plug those numbers into the assessment and see what happens [slide 25]

1	Calculate net weekly income (including Family Tax Credit) Total A	\$341.25 (wages) + \$387.00 (FTC) = \$728.25
2	Calculate lower quartile rent in the area the client wants/needs to live minus the Accommodation Supplement that the client may be able to receive Total B	\$465.00 - \$220.00 = \$245.00 LQR based on 4 bdr home – no 6 bdr listing available
3	Total A – Total B = Total C <i>this is the household's residual income</i>	\$728.25 - \$245.00 = \$483.25
4	Total C divided by the main benefit rate for the household (including FTC) x 100	\$483.25 / \$893.40 = .5409 x 100 = 54.09%
5	Determine the risk rating	Serious housing need (3)

Affordability Risk Ratings Summary

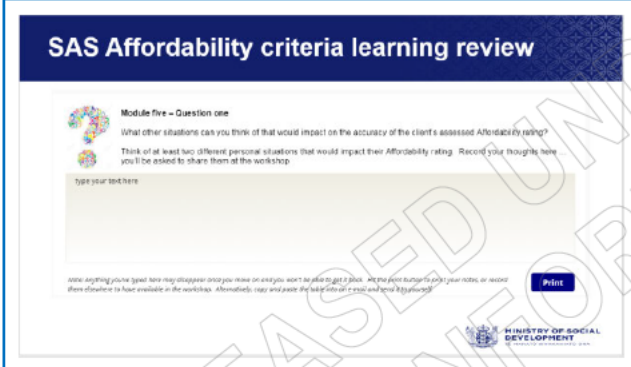
Share

- Just before we move on let's make sure we've got the right ratings for our clients [slide 26].
- We've assessed Kara as having a **Moderate need (2)**, and Lucia and Iosefa as having a **Serious housing need (3)**.

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Does the Risk Rating reflect the client's situation?

Learning objectives	<ul style="list-style-type: none"> Explain the function of discretion when assessing Affordability
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 27
Time allocation	<ul style="list-style-type: none"> 15 minutes

<p>SAS Affordability criteria learning review</p> 	
---	--

Share

- The way we calculate the client's affordability risk rating may not always really reflect or represent the client's situation.
- You were asked to identify at least two situations that would impact on the accuracy of the Affordability risk rating [slide 26].
- Invite group to share their finding using the [Factors to consider if affordability risk rating accurate](#) Google page as reference

Summary

- If you decide that the initial rating needs to be reviewed or changed we can do that – we'll talk about those in an upcoming session.

Session close

Learning objectives	<ul style="list-style-type: none"> Summarise key messages from session Clarify respond to any outstanding questions Set expectations for next learning module
Resources	<ul style="list-style-type: none"> nil
Prerequisites	<ul style="list-style-type: none"> not applicable
Time allocation	<ul style="list-style-type: none"> 15 minutes

Any final words

- Invite the group to ask any further or outstanding questions from the group.
- Respond to what you are able, with the support of your attending SME.
- Record any questions that you are unable and direct them to someone who will be able to respond.
 - Commit to responding to those questions by email prior to the next session or make space in the next workshop at the beginning.

Next session

- Confirm the date/time of the next session.
- Advise of the format of the next session in terms of whether learners are expected to complete the online content prior to, or during the session.


Karakia

- Karakia to close

Module six, blended, 90 minutes

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Tēnā koe anō – welcome back

Learning objectives	<ul style="list-style-type: none"> Refocus the group into housing assessment learning
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 28
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1 - 5 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 10 minutes
<div> <div>Tēnā koe anō – welcome back</div> <ul style="list-style-type: none"> Karakia and welcome to our guests Kaupapa refresh SAS Accessibility criteria learning review Assessing the Accessibility risk rating for Kara, Lucia and Josefa Next steps Closing karakia  </div>	

Karakia and welcome

- Karakia to open [slide 28]
- Welcome to our SME/s
- Rapid-fire introduction round if your SMEs are different from the previous session.

Kaupapa

- Refresh the kaupapa for the programme:
- Me tuku kōrero mō ōu ake whakaaro mo ōu ake whaeko - volunteer to share your views and experiences

Today's session

- In today's session we'll be moving onto our next SAS criterion – Accessibility ...

SAS Accessibility criteria

Learning objectives	<ul style="list-style-type: none"> Identify SAS criteria Describe the purpose of risk ratings
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 29 - 30
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1- 5 3 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 15 minutes

<p>SAS Accessibility criteria</p> <p>Accessibility measures the client's ability to access alternative housing taking into account:</p> <ul style="list-style-type: none"> discrimination, lack of cash resources for bond, rent and furniture, and the availability of suitable housing in the private market. <p><small>MINISTRY OF SOCIAL DEVELOPMENT PO BOX 10000, WELLINGTON 6142</small></p>	<p>SAS Accessibility criteria learning review</p> <p>Module six- Reasonable effort</p> <p>What steps would a client have taken to meet your expectations of making a reasonable effort to find their own alternative accommodation?</p> <p>Think of at least three steps that you would think are reasonable. Record your thoughts here ... you'll be asked to share them at the workshop</p> <p>Sign your text here</p> <p><small>Note: Anything you type here may disappear once you move on and you won't be able to get it back. Hit the print button to print your notes, or record them elsewhere to have available in the workshop. Alternatively, copy and paste the table into an email and send it to yourself.</small></p> <p>Print</p> <p><small>MINISTRY OF SOCIAL DEVELOPMENT PO BOX 10000, WELLINGTON 6142</small></p>
--	--

Share

- Often when we talk about accessibility, we're talking about physical access to something in a disability context.
- In the SAS criteria it means something quite different.
- In housing, when we use the work Accessibility, we're measuring whether the client is impacted by three specific barriers [slide 29].
- These are discrimination, lack of cash resources that could be used for bond, rent and furniture and the availability of suitable alternative housing in the private market.
- Accessibility also has another part 'reasonable effort' which is concerned what a client is doing to resolve their situation themselves.

Reasonable effort

Share

- In the module you were asked to consider and record what steps a client would have to take to meet your expectations of a 'reasonable effort' [slide 30].
- Invite the group to share one of the three steps that they recorded.

Instructions

- Divide the group into pairs or trios and assign a client cohort to each group. For example, a single client, a couple, a family with school aged children, a client with a health condition or disability?
- Give each group 5 minutes to brainstorm what they feel as a group is a reasonable effort by their client cohort.
- Bring the group back together to share and discuss their thoughts.
- **Facilitator note** – remember, this is not about a right or wrong answer, but the discussion of what each of us might consider reasonable.

SAS Accessibility criteria learning review

Learning objectives	<ul style="list-style-type: none"> Identify SAS criteria Describe the purpose of risk ratings
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 31 - 35
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1, 2 and 3 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 50 minutes

SAS Accessibility criteria learning review

Module six- Discrimination

We've identified some common grounds that our clients may experience. But there are more ...

Think of at least two more reasons that a client and their household could be discriminated against. Record your thoughts here ... you'll be asked to share them at the workshop.

type your text here

Note: Anything you've typed here may disappear once you move on and you won't be able to get it back. Hit the print button to print your notes, or record them elsewhere to have available in the workshop. Alternatively, copy and paste the table into an e-mail and send it to yourself.

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SAS Accessibility criteria learning review

Module six- Lack of resources – how can we help?

Do we have any products or services that could support our client who doesn't have the resources they need to take up a tenancy? What advice could we give, or resources we could share?

Record your thoughts here ... you'll be asked to share them at the workshop

type your text here

Note: Anything you've typed here may disappear once you move on and you won't be able to get it back. Hit the print button to print your notes, or record them elsewhere to have available in the workshop. Alternatively, copy and paste the table into an e-mail and send it to yourself.

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SAS Accessibility criteria learning review

Module six- Availability of suitable alternative housing – how can we help?

Do we have any products or services that could support our client who is struggling to find alternative housing that is suitable to their needs? What advice could we give, or resources we could share?

Record your thoughts here ... you'll be asked to share them at the workshop

type your text here

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SAS Accessibility Risk Rating assessment - Kara

Kara is a 28 year old single parent with three children Matu (12), Tui (9) and Eruea (6) living in Hamilton.

While Kara originally thought finding a new place would be easy, after applying for more than 50 properties she is beginning to wonder if landlords and rental agencies are viewing her as undesirable because she is a beneficiary and sole parent.

Kara has \$1350.00 savings, which is her bond refund from her previous property. This is earmarked for her next bond, but she may need assistance to meet the whole cost of a bond.

Assessing an Accessibility risk rating for Kara

Client experiencing discrimination in the housing market	yes/no/assess?
Client has no or limited cash resources for bond, rent and furniture	yes/no/assess?
Client is impacted by availability of suitable alternative housing.	yes/no/assess?
Overall risk rating for accessibility	yes/no/assess?

Note: Print this and take it to your workshop. Alternatively, copy and paste the table into an e-mail and send it to yourself.

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SAS Accessibility Risk Rating assessment – Lucia and Iosefa

Lucia and her husband share their home with their children Theresa (18), Eli (16), Lelani (10), Sofia (3) and Lucia's parents Seth (68) and Penelope (63) with another baby on the way.

They have faced a few issues when looking at housing options. The size of the family, and the size of available houses don't match. There are very few houses with more than four bedrooms - especially those with six bedrooms, which is what they need to accommodate everyone.

The new place also needs to be accessible by wheelchair, and single level so that Pop Seth can move around and maintain a level of personal independence.

They have access to their full RAP limit.

Assessing an Accessibility risk rating for Lucia and Iosefa

Client experiencing discrimination in the housing market	yes/no/assess?
Client has no or limited cash resources for bond, rent and furniture	yes/no/assess?
Client is impacted by availability of suitable alternative housing.	yes/no/assess?
Overall risk rating for accessibility	yes/no/assess?

Note: Print this and take it to your workshop. Alternatively, copy and paste the table into an e-mail and send it to yourself.

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Share

- Let's move into those three specific areas that impact a client's risk rating of accessibility.

Discrimination

- When you use the word discrimination – what do you mean? What's the first thing that comes to mind?
- Does all of that apply to the ways in which a client may experience discrimination in the private housing market?
- MAP identifies personal appearance, language, social behaviour and other factors but what did you think?
- You were asked to think of at least two reasons that a client may be discriminated against [slide 31]?
- Invite the group to share their ideas.
- A note about verification – there isn't a standard to verifying discrimination. It's a very sensitive discussion. Let the client share their experience.

Lack of cash resources

- Not many of our clients have money sitting in the bank, but even if they do, they might not be able to use it to put towards the costs associated with taking up a private tenancy.
- If the client does have any amount of money – there is an assessment to establish whether we can take those funds into account. To summarise – it depends on what they have in relation to three times the LQR.
- **Facilitator note:** you could bring the module up and review the assessment question for Lucia and Iosefa.

But having a lack of cash resources isn't just about money - what were some of the other things that were included?

- For example:
 - Appliances or furniture to furnish a home
 - A bad credit rating or history, or have high personal debt
 - Have needed to sell personal possessions to pay bills
 - Have limited or no access to Advance Payment of Benefit or Recoverable Assistance Payment.

How can we help?

- You were also asked to consider whether there are any products, services or advice that you could offer a client who has a lack of cash resources [slide 32].
- For example:
 - FACE assessment
 - Referral to local debt/budget management services
 - Testing eligibility to Advance/RAP

Lack of availability

- We hear about the lack of available housing every day in the news and from our clients.
- For some of our clients it's even harder to find a suitable home.
- What were some of the reasons that our clients may find it even more challenging?
 - Large family size
 - Accessibility needs etc

How can we help?

- You were also asked to consider whether there are any products, services or advice that you could offer a client and their household who are experiencing a lack of alternative housing options [slide 33].
- For example:
 - Expand the areas they're looking for a home

Overall risk ratings for Kara, and Lucia and Iosefa

- While there are three components of accessibility, we assess it overall taking all three into account.

Kara

[slide 34]

Assessing an Accessibility risk rating for Kara	
Client experiencing discrimination in the housing market	type your answer here
Client has no or limited cash resources for bond, rent and furniture	type your answer here
Client is impacted by availability of suitable alternative housing.	type your answer here
Overall risk rating for accessibility	type your answer here

Note: Print this and take it to your workshop. Alternatively, copy and paste the table into an e-mail and send it to yourself.

Print

Discrimination: 2

Limited cash resources: 1


Lack of availability

Overall risk rating for Accessibility: 2

- Discuss each risk rating individually
- Note – having a range of responses is not necessarily a bad thing. What's important is the discussion to gain a sense of consistent application of the criteria.
- Key points in Kara's assessment:
 - Kara feels that landlords may be discriminating against her as a beneficiary and sole parent.
 - She has \$1350.00 in savings for her bond.

Lucia and Iosefa

[slide 35]

 <p>Assessing an Accessibility risk rating for Lucia and Iosefa</p> <table border="1"> <tr> <td>Client experiencing discrimination in the housing market</td> <td>type your answer h</td> </tr> <tr> <td>Client has no or limited cash resources for bond, rent and furniture</td> <td>type your answer h</td> </tr> <tr> <td>Client is impacted by availability of suitable alternative housing.</td> <td>type your answer h</td> </tr> <tr> <td>Overall risk rating for accessibility</td> <td>type your answer h</td> </tr> </table> <p><small>Note: Print this and take it to your workshop. Alternatively, copy and paste the table into an e-mail and send it to yourself.</small></p> <p>Print</p>	Client experiencing discrimination in the housing market	type your answer h	Client has no or limited cash resources for bond, rent and furniture	type your answer h	Client is impacted by availability of suitable alternative housing.	type your answer h	Overall risk rating for accessibility	type your answer h	<p>Discrimination: 1</p> <p>Limited cash resources: 1</p> <p>Lack of availability: 4</p> <p>Overall risk rating for Accessibility: 4</p>
Client experiencing discrimination in the housing market	type your answer h								
Client has no or limited cash resources for bond, rent and furniture	type your answer h								
Client is impacted by availability of suitable alternative housing.	type your answer h								
Overall risk rating for accessibility	type your answer h								

- Discuss each risk rating individually
- Note – having a range of responses is not necessarily a bad thing. What's important is the discussion to gain a sense of consistent application of the criteria.
- Key points in Lucia and Iosefa's assessment:
 - There are no concerns of discrimination.
 - They have savings, and are confident that they will receive their bond back.
 - They are having significant issues finding a property to house the whole family.

Session close

Learning objectives	<ul style="list-style-type: none"> Summarise key messages from session Clarify respond to any outstanding questions Set expectations for next learning module
Resources	<ul style="list-style-type: none"> nil
Prerequisites	<ul style="list-style-type: none"> not applicable
Time allocation	<ul style="list-style-type: none"> 15 minutes

Any final words

- Invite the group to ask any further or outstanding questions from the group.
- Respond to what you are able, with the support of your attending SME.
- Record any questions that you are unable and direct them to someone who will be able to respond.
 - Commit to responding to those questions by email prior to the next session or make space in the next workshop at the beginning.

Next session

- Confirm the date/time of the next session.
- Advise of the format of the next session in terms of whether learners are expected to complete the online content prior to, or during the session.


Karakia

- Karakia to close

Module seven, blended, 90 minutes

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Tēnā koe anō – welcome back

Learning objectives	<ul style="list-style-type: none"> Refocus the group into housing assessment learning
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 36
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1 - 6 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 10 minutes
<div> <div>Tēnā koe anō – welcome back</div> <ul style="list-style-type: none"> Karakia and welcome to our guests Kaupapa refresh SAS Sustainability criteria learning review Discussion - assessing the Sustainability risk rating for Kara, Lucia and Iosefa Next steps Closing karakia  </div>	

Karakia and welcome

- Karakia to open [slide 36]
- Welcome to our SME/s
- Rapid-fire introduction round if your SMEs are different from the previous session.


Kaupapa

- Refresh the kaupapa for the programme:
- Kia maumahara koe, he mana tō te tirohanga o ia tāngata - Respect the views of others

Today's session

- In today's session we'll be moving onto our last SAS criterion – Sustainability ...

SAS Sustainability criteria

Learning objectives	<ul style="list-style-type: none"> Identify SAS criteria Describe the purpose of risk ratings
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 37
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1-6 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 10 minutes
<div> <div>SAS Sustainability criteria</div> <p>Sustainability considers a client's ability to access and sustain alternative housing – if they were to get a private tenancy, could they keep it up?</p> <p>When we assess Sustainability we consider two risk factors:</p> <ul style="list-style-type: none"> difficulties in financial management, and Difficulties in social function and a lack of social skills, or a history to transience.  </div>	

SAS Sustainability criteria

Share

- Our final SAS criteria is Sustainability.
- What do we know about Sustainability? – invite group to share **before** displaying slide 37
- When we assess Sustainability we consider two risk factors:
 - difficulties in financial management, and
 - difficulties in social function and a lack of social skills, **or** a history to transience.
- Could somebody share what we mean by transience?

SAS Sustainability criteria learning review

Learning objectives	<ul style="list-style-type: none"> Identify SAS criteria Describe the purpose of risk ratings
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 38 - 41
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1-6 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 55 minutes

SAS Sustainability criteria learning review

Module seven – Clients who have difficulties managing their finances – how can we help?

Do we have any products or services that could support our client who experiencing difficulties in managing their finances? What advice could we give, or resources we could share? Are there other services available in our community?

Record your thoughts here ... you'll be asked to share them at the workshop

Type your text here

Note: Anything you've typed here may disappear once you move on and you won't be able to get it back. Hit the print button to print your notes or record them elsewhere to have available in the workshop. Alternatively, copy and paste the table into a word doc and send it to yourself.

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TE Kaitiaki Take Kōwhiri

SAS Sustainability criteria learning review

Module seven – Lack of social skills or difficulty in social functioning – how could it impact?

What opportunities do we have to assess a client's social skills? What are some reasons that our clients may struggle with interactions with others?

Record your thoughts here ... you'll be asked to share them at the workshop

Type your text here

Note: Anything you've typed here may disappear once you move on and you won't be able to get it back. Hit the print button to print your notes or record them elsewhere to have available in the workshop. Alternatively, copy and paste the table into a word doc and send it to yourself.

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SAS Sustainability Risk Rating assessment – Kara

Kara is a 28-year-old single parent with three children: Mathi (12), Tui (9) and Erera (6) living in Hamilton.

She and the kids are currently in Emergency Housing.

Her previous rental was a fixed term and the owner, her landlord didn't want to extend her tenancy and she was unable to secure another property in time.

She had been in this property for 12 months and prior to that had been moving between her parents and her sister's places for about 6 months after her relationship ended.

Assessing a Sustainability risk rating for Kara

Risk rating for financial management	Low risk rating
Risk rating for social functioning and knowledge	Low risk rating
Overall risk rating for Sustainability	Low risk rating

Note: Print this and take it to your workshop. Alternatively, copy and paste the table into a word doc and send it to yourself.

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SAS Sustainability Risk Rating assessment – Lucia and Iosefa

Lucia and her husband share their home with their children: Theresa (18), Eli (14), Lelani (10), Selina (5) and Lucia's parents Seth (60) and Penelope (63) with another baby on the way.

They have faced a few issues when looking at housing options. The size of the family, and the size of available houses don't match. There are very few houses with more than four bedrooms - especially those with six bedrooms, which is what they need to accommodate everyone.

The new place also needs to be accessible by wheelchair, and single level so that Pop Seth can move around and maintain a level of personal independence.

They have access to their full RAP limit.

Assessing an Accessibility risk rating for Lucia and Iosefa

Client experiencing discrimination in the housing market	Low risk rating
Client has no or limited cash resources for bond, rent and furniture	Low risk rating
Client is impacted by availability of suitable alternative housing	Low risk rating
Overall risk rating for accessibility	Low risk rating

Note: Print this and take it to your workshop. Alternatively, copy and paste the table into a word doc and send it to yourself.

Print

MINISTRY OF SOCIAL DEVELOPMENT
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Share

- Let's move into those two specific areas that impact a client's risk rating of Sustainability.

Clients who have difficulty managing their finances

- Difficulties in managing their finances can impact on the client's ability to sustain alternative housing.
- This may in turn create an issue of transience for the client.
- There are many reasons why our clients may have difficulties in managing their own, and their household's finances – you looked at these in the online module'
- Can anyone remember some of those reasons?
- For example:
 - Community, cultural or church expectations of financial contributions
 - Debt from purchasing essential household items or a vehicle
 - Relationship breakdown, left with debt
 - May have been guarantor for someone who didn't pay
 - Substance abuse and addiction issues
 - Poor budgeting skills
 - Change of circumstances and reduction of income.

How can we help

- You were also asked to consider whether there are any products, services or advice that you could offer a client and their household who are experiencing difficulties in managing their finances [slide 38].
- For example:
 - Full and correct entitlement (FACE) check
 - Budget advice and debt support
 - Substance and/or addiction support
 - Can any previously purchased items be considered as essential and included in TAS?

Difficulty in social functioning, lack of social skills or a history of transience

- Difficulties in social functioning, and lack of social skills are becoming more difficult for us to assess as we reduce our physical face to face contact with our clients (for a multitude of reasons).


- You were also asked to consider how difficulties in social functioning, and lack of social skills would impact on a client's ability to access and sustain a private tenancy [slide 39].
- For example:
 - Confidence to apply for properties in person, or participate in viewing where social interaction with others is necessary.
 - Not knowing who, or how, to find a property or apply for a property.

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Overall risk ratings for Kara, and Lucia and Iosefa

[slide 40]


Kara

 <p>Assessing a Sustainability risk rating for Kara</p> <table border="1"> <tr> <td>Risk rating for financial management</td> <td>type your answer</td> </tr> <tr> <td>Risk rating for social functioning and transience</td> <td>type your answer</td> </tr> <tr> <td>Overall risk rating for Sustainability</td> <td>type your answer</td> </tr> </table> <p><small>Note: Print, or record this and have it available at your workshop. Alternatively, copy and paste the table into an e-mail and send it to yourself.</small></p> <p>Print</p>	Risk rating for financial management	type your answer	Risk rating for social functioning and transience	type your answer	Overall risk rating for Sustainability	type your answer	<p>Financial management: 1</p> <p>Social functioning and transience: 2</p> <p>Overall risk rating for Suitability: 2</p>
	Risk rating for financial management	type your answer					
	Risk rating for social functioning and transience	type your answer					
Overall risk rating for Sustainability	type your answer						

- Discuss each risk rating individually
- Note – having a range of responses is not necessarily a bad thing. What's important is the discussion to gain a sense of consistent application of the criteria.
- Key points in Kara's assessment:
 - Kara has no financial management issues.
 - Kara has had three 'required' moves in the last two years.

Lucia and Iosefa

[slide 41]

 <p>Assessing a Sustainability risk rating for Lucia and Iosefa</p> <table border="1"> <tr> <td>Risk rating for financial management</td> <td>type your answer</td> </tr> <tr> <td>Risk rating for social functioning and transience</td> <td>type your answer</td> </tr> <tr> <td>Overall risk rating for Sustainability</td> <td>type your answer</td> </tr> </table> <p><small>Note: Print, or record this and have it available at your workshop. Alternatively, copy and paste the table into an e-mail and send it to yourself.</small></p> <p>Print</p>	Risk rating for financial management	type your answer	Risk rating for social functioning and transience	type your answer	Overall risk rating for Sustainability	type your answer	<p>Financial management: 1</p> <p>Social functioning and transience: 1</p> <p>Overall risk rating for Suitability: 1</p>
	Risk rating for financial management	type your answer					
	Risk rating for social functioning and transience	type your answer					
Overall risk rating for Sustainability	type your answer						

- Discuss each risk rating individually
- Note – having a range of responses is not necessarily a bad thing. What's important is the discussion to gain a sense of consistent application of the criteria.
- Key points in Lucia and Iosefa's assessment:
 - Lucia says that they have enough money, and they are confident that Iosefa will find work soon.
 - They've been in the same property for 11 years.

Session close

Learning objectives	<ul style="list-style-type: none"> • Summarise key messages from session • Clarify respond to any outstanding questions • Set expectations for next learning module
Resources	<ul style="list-style-type: none"> • nil
Prerequisites	<ul style="list-style-type: none"> • not applicable
Time allocation	<ul style="list-style-type: none"> • 15 minutes

Any final words

- Invite the group to ask any further or outstanding questions from the group.
- Respond to what you are able, with the support of your attending SME.
- Record any questions that you are unable and direct them to someone who will be able to respond.
 - Commit to responding to those questions by email prior to the next session or make space in the next workshop at the beginning.

Next session

- Confirm the date/time of the next session.
- Advise of the format of the next session in terms of whether learners are expected to complete the online content prior to, or during the session.


Karakia

Karakia to close

Module eight, facilitated, 90 minutes

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Tēnā koe anō – welcome back

Learning objectives	<ul style="list-style-type: none"> Refocus the group into housing assessment learning
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 42
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1 - 7 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 5 minutes
<div> <div>Tēnā koe anō – welcome back</div> <ul style="list-style-type: none"> Karakia and welcome to our guests Kaupapa refresh Assessment – system walkthrough Assessment - system practice Closing karakia  </div>	

Karakia and welcome

- Karakia to open [slide 36]
- Welcome to our SME/s
- Rapid-fire introduction round if your SMEs are different from the previous session.

Kaupapa

- Refresh the kaupapa for the programme:
- Kia maumahara koe, he mana tō te tirohanga o ia tāngata - Respect the views of others

Today's session

- In today's session we'll be looking into our system actions and moving into capturing the assessments of our clients.

Assessment – System walkthrough

Learning approach	<ul style="list-style-type: none"> Facilitator led, SME supported
Learning objectives	<ul style="list-style-type: none"> View a system demonstration of the process of the assessment of eligibility for public housing. Access and navigate the CMS assessment of eligibility for public housing tool.
Resources	<ul style="list-style-type: none"> Guest CMH (optional) Kara's scenario information (Kara the client in CMS will need to be created so that you can demonstrate the assessment).
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1-7 online pre-work before attending/participating in this webinar.

Introduction

- The purpose of the walkthrough is to contextualise the information that we've gathered throughout the learning into the technical assessment of eligibility for housing.
- The learners will direct the answers to the questions as you (or a CMH) share your screen and drive the assessment.
- Use the details given in Kara's scenarios to demonstrate the assessment process.

Points to note:

- CMS records for all applicants
- Identification standards (existing documents held in CMS)
- Roles and household units
- What information is visible to providers
- Health and disability classification (reflect on conversations with RHA/RDAYesterday)
- Recording income
- Letting areas – clients must identify at least 3
- Lower quartile rent – what to do if there isn't one in the MBIE data/CMS
- Rent and bond arrangements, and exceptions
- Client event note (template in Doogle)
- Assessment outcome – where to see the eligibility, priority and indicative IRR
- The Assessment Summary

- Verification (check whether we hold it before asking the client to provide)
- Authorising the application
- Closing applications if the client doesn't provide required verification.

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Assessment – System practice

Learning objectives	<ul style="list-style-type: none"> Develop confidence in navigation of CMS assessment tool.
Key Messages	<ul style="list-style-type: none"> Practice makes perfect.
Resources	<ul style="list-style-type: none"> Access to CMS practice base and test clients Live assessment scenarios to complete in practice base.
Note for Capability Developers	<ul style="list-style-type: none"> You may wish to create the primary applicants for each of our families (Kara and Lucia) but allow the learners to create the additional household members. Learners may make up any details required for the assessment that aren't provided in the scenarios. Have additional scenarios available for confident system users. Ask existing CMH to provide you with SWNs of recently assessed clients (3 should be sufficient) – print their assessment details and rewrite it into scenario/paragraph form so that learners have to identify key information relevant to the assessment prior to entering it in CMS.

Session close

Learning objectives	<ul style="list-style-type: none"> • Summarise key messages from session • Clarify respond to any outstanding questions • Set expectations for next learning module
Resources	<ul style="list-style-type: none"> • nil
Prerequisites	<ul style="list-style-type: none"> • not applicable
Time allocation	<ul style="list-style-type: none"> • 15 minutes

Any final words

- Invite the group to ask any further or outstanding questions from the group.
- Respond to what you are able, with the support of your attending SME.
- Record any questions that you are unable and direct them to someone who will be able to respond.
 - Commit to responding to those questions by email prior to the next session or make space in the next workshop at the beginning.

Next session

- Confirm the date/time of the next session.
- Advise of the format of the next session in terms of whether learners are expected to complete the online content prior to, or during the session.

Karakia


- Karakia to close

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Module nine, facilitated, 90 minutes

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Tēnā koe anō – welcome back

Learning objectives	<ul style="list-style-type: none"> Learn 'the way we do it here'
Resources	<ul style="list-style-type: none"> Assessing Eligibility to Public Housing ppt slide/s 36
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1 - 7 online pre-work before attending/participating in this webinar.
Time allocation	<ul style="list-style-type: none"> 5 minutes
<div> <div>Tēnā koe anō – welcome back</div> <ul style="list-style-type: none"> Karakia and welcome to our guests Kaupapa refresh Finalising an application Changing an initial priority rating, fast-tracking a household Local processes Closing karakia  </div>	

Karakia and welcome

- Karakia to open [slide 43]
- Welcome to our SME/s
- Rapid-fire introduction round if your SMEs are different from the previous session.

Kaupapa

- Refresh the kaupapa for the programme:
- Kia maumahara koe, he mana tō te tirohanga o ia tāngata - Respect the views of others

Today's session

- In today's session we'll be looking into how we finalise the applications, and the processes and relationships that are unique to our work.

Changing an initial priority rating

Learning approach	<ul style="list-style-type: none"> Facilitator led, SME supported
Learning objectives	<ul style="list-style-type: none"> Identify situations in which it may be appropriate to change an initial priority rating.
Resources	<ul style="list-style-type: none"> Guest speaker: Regional housing manager
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1- 8 online pre-work before attending/participating in this webinar.

Changing an initial priority rating

- Sometimes you may complete an assessment and feel that it doesn't quite match the reality of the client's situation.
- There are exceptions that allow you to progress a client's application for public housing where:
 - The client's income or assets exceeds the limits **or**
 - Residency criteria is not met **and**
 - They have an urgent public housing need **and**
 - That housing need can be met by the provision of public housing.
- An override can be applied to the priority rating in exceptional circumstances within the above situations should you decide that, after taking a holistic view of the client's circumstances, it is appropriate.
- For example, a client may disclose that they are a victim of family violence and have severe safety issues. An override can be applied to reflect their high housing need.
- A priority rating may be overridden if the client's circumstances, or information that has been provided, suggests that their housing need is not as urgent as the priority rating that was automatically assigned as the outcome of their assessment.
- You will need to add the 'Housing Override' Evidence item so that it can be approved by your manager.
- There is a template email that you need to send to your approver/manager.
- You can find further information about the process here in [Doogle](#).
- The system will only allow a SCM or SM to approve this in the 'Housing Override' Evidence item.
- You will only be able to add or update existing Evidence and will not be able to delete any override or fast-track Evidence.

Guest speaker:

- Invite the Regional housing portfolio manager to join the group to share local practices relating to changing an initial priority rating.

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Fast-tracking for households at risk of rheumatic fever

Learning approach	<ul style="list-style-type: none"> Facilitator led, SME supported
Learning objectives	<ul style="list-style-type: none"> Describe the criteria and process for 'fast-tracking' an applicant due to a risk of rheumatic fever.
Resources	<ul style="list-style-type: none"> Guest speaker: Regional housing manager
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1- 8 online pre-work before attending/participating in this webinar.

Share

- Where a household is at risk of rheumatic fever and they meet the criteria they may be fast-tracked.
- This means they will get pushed to the top of the waitlist for the next available property, even if there are people with a higher priority rating than them.

What is rheumatic fever?

- Children and young people are most likely to be affected by rheumatic fever.
- It occurs after a 'strep throat'. Strep throat is a throat infection caused by a group A streptococcus (GAS) bacteria.
- In a small number of cases, an untreated strep throat develops into rheumatic fever where a person's heart, joints, brain and skin become inflamed and swollen.
- While the symptoms of rheumatic fever may disappear on their own, the inflammation can cause heart disease where there is scarring of the heart valves.

Fast-tracking households at risk of rheumatic fever

- In most cases referrals for the rheumatic fever fast-track will come from a Healthy Home Provider (HHP).
- A HHP is a DHB contracted service whose focus is to support families identified by the DHB as being at risk of rheumatic fever due to their current housing environment. A HHP may call on behalf of the client to arrange an appointment and may attend appointments with the family to provide support.
- You also may meet with a client who has a referral letter from a DHB, other medical practitioner or you may identify a family at risk during a client appointment.
- You can find further information about the process of fast-tracking [here](#) in Doogle.

Guest speaker:

- Invite the Regional housing portfolio manager to join the group to discuss local practices and processes relating to fast-tracking.

Beyond the assessment

Learning approach	Facilitator led, SME supported
Learning objectives	Explain to the client what will happen after the assessment is complete.
Resources	Guest speaker: Case Manager Housing or other local SMEs, potentially someone from the CUH.
Prerequisites	Learners must have completed Modules 1- 8 online pre-work before attending/participating in this webinar.

Share

- It's important that we are able to confidently explain the outcome of the assessment to our clients and what will happen next.
- While arrangements for clients in Priority A and B of the register vary between locations, and whether the client is receiving financial assistance there are some things we need to share.
- For example:
 - letting us know about any changes of circumstance that might affect their eligibility.
 - what you can expect from MSD in terms of frequency of contact and text message.
 - what happens when the client is offered a property, and the implications of declining a suitable property.
- You can find further information about sharing the outcome of the assessment with the client [here](#) in Doogee, and what to expect while being on the register [here](#).

Guest speakers:

- One of your local housing staff may be able to support staff by explaining what happens once a client is on the register, alternatively, you may consider reaching out to the Centralised Unit Housing who actively manage the register.

Local processes

Learning approach	<ul style="list-style-type: none"> Facilitator led, SME supported
Learning objectives	<ul style="list-style-type: none"> Explain and apply local process associated with assessment of eligibility.
Resources	<ul style="list-style-type: none"> Guest speaker/s: Regional Housing Manager, Regional Housing Advisor, Housing Broker, EH Specialist and/or other housing staff in the region.
Prerequisites	<ul style="list-style-type: none"> Learners must have completed Modules 1- 8 online pre-work before attending/participating in this webinar.

- This is an opportunity for any and all housing related staff to come together and support learners to know how assessment is managed.
- It may be useful to advice speakers of specifically what you're wanting them to speak to. For example – what is their role, what does it involve, how does their role interact with the assessment.

Guest speaker:

- Regional Housing Manager
- Regional Housing Advisor
- Case Manager Housing
- Housing Broker
- EH Specialist and/or other housing SMEs in the region.

Session close

Learning objectives	<ul style="list-style-type: none"> Summarise key messages from session and programme overall. Determine next steps in learning journey.
Resources	<ul style="list-style-type: none"> nil
Prerequisites	<ul style="list-style-type: none"> not applicable

Final words

- Congratulations on completing the learning.

Next steps

- You'll receive an evaluation about the programme – please take the time to complete it.
- Share what will happen in terms of moving their learning into application.

Karakia

- Karakia to close

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Consolidating learning - Learning 'in the Mahi'

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70/20/10 – Making it happen

- This programme supports the 70/20/10 model, meaning that the majority of learning in assessing eligibility to public housing is yet to take place once the formal learning has been completed.
- The 12 hours of formal learning within this programme represents only 10% of the overall learning that needs to take place.
- Using the model there is another 24 hours (20%) of learning that will come in the observation, shadowing and supported live actions. This may involve working with a buddy, or completing assessment appointments with CD support.
- The further and final 64 hours (70%) is where the learning will become practice through repetition of the tasks associated with the assessment of client eligibility in a live environment. In this stage you can expect the learner to largely be working independently but pulling for support when necessary.

Recommendations

Assessment 'buddies'

- In the first instance (and if you have adequate SME's in the site/region) allocate each learner to an experienced buddy. This is their first port of escalation if they are unsure of how to proceed, or if they want to talk a scenario through.

Best practice hui/meetings

- At the site or regional level depending on your numbers have regular meetings.
- The purpose of these meetings is to slowly add to the knowledge pool of the new learners, but also maintain consistency of assessment across the group.
- Individuals could reflect on a specific case, or a completed assessment could be shared for discussion.
- Invite either the learners only, or facilitate a wider group of housing experts including Housing Portfolio Manager, case managers housing, regional housing portfolio manager and Housing broker.
- You may wish to bring in additional guests to support if there have been any themes of concern. For example, the health and disability team and family violence response co-ordinator.

Appendices

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Appendix one - Ngā ture whanaungatanga – group guidelines

Me noho tapu ngā take kua kārerohia i waenganui i a tātou

Respect confidentiality

Whakarongo kia mārama ai koe. Kua e whakarongo ki te whakahē noa

Listen to understand, not to contradict

Āta whaarohia ngā kōrero i rongo ai koe

Reflect and think through what you hear

Me tuku pātai kia pai ai tō māramatanga

Check your understanding by asking questions

Werohia ngā whakaaro, kua ko ngā kaikōrero

Challenge the ideas, not the speakers

Me tuku kōrero mō ōu ake whakaaro mo ōu ake whaeko

Volunteer to share your views and experiences

Me tuku te rākau kōrero kia whaiwāhi ai ētahi atu tāngata ki te korero mō te kaupapa to te wā

Let others have a chance to speak on the same issue

Kia maumahara koe, he mana tō te tirohanga o ia tāngata

Respect the views of others

Me tae atu i te wa tika

Be on time for each session

Whakawetongia tō waea

Remember to turn off your cell phone

Appendix two – Consolidated Scenarios

Kara – consolidated scenario

Kara is a 28-year-old single parent with three children Matiu (12), Tui (9) and Eruera (6) living in South Auckland. She currently receives a Sole Parent Support payment of \$406.78, Family Tax Credit of \$295.54, – a total net income of \$702.32.

Her landlord gave her notice and she was unable to secure alternative accommodation before the notice expired. She is currently in Transitional Housing with a MSD contracted service provider.

She has been screened for family violence and has advised that she has no issues with violence or tensions and neither she, or her children experience any medical or disability needs or other personal needs that have an impact on their housing.

She currently receives an unabated rate of Sole Parent Support (SPS) and Family Tax Credit (FTC).

She is currently in Transitional Housing with a MSD contracted service provider (The Salvation Army) in Dinsdale.

She would ideally stay in the Dinsdale area as this was where her rental was, and where her Transitional Housing is.

Kara is a 28-year-old single parent with three children Matiu (12), Tui (9) and Eruera (6) living in Hamilton.

While Kara originally thought finding a new place would be easy, after applying for more than 50 properties she is beginning to wonder if landlords and rental agencies are viewing her as undesirable because she is a beneficiary and sole parent.

Her previous rental was a fixed term and the owner, her landlord didn't want to extend her tenancy and she was unable to secure another property in time.

She had been in that property for 12 months and prior to that had been moving between her parents and her sister's places for about 6 months after her relationship ended.

Lucia and Iosefa – consolidated scenario

Lucia and her husband share their home with their children Theresa (18), Eli (16), Leilani (10), Sefina (5) and Lucia's parents Seth (68) and Penelope (63) with another baby on the way.

Seth and Penelope moved into the rumpus room of the house recently as Penelope was struggling to take care of her husband by herself. He had a stroke last year which has left him wheelchair bound. He is still receiving rehab. Lucia is a NZ citizen, Iosefa was born in Samoa but has permanent residence in NZ. The children were all born in NZ.

Iosefa was recently made redundant so currently has no income, and Lucia works part time (15 hours) and earns **\$341.25** net per week. They receive Families Tax credit of **\$387.00 [confirm]**. And In-work tax credit of **\$88.00**.

When she was seen earlier in the week the case manager granted an Accommodation Supplement of **\$155.00 [confirm]** per week. Lucia's parents Penelope and Seth (both permanent residents) receive New Zealand Superannuation.

The family have savings of \$11,783.00 which they are dipping into to top up their income while Iosefa looks for work.

They live in a lovely 3 bedroom home in New Brighton (Christchurch) which they pay \$450.00 rent for each week. They have a great landlord, but even with a sleep-out and a rumpus room the house just isn't big enough for the family. The sleep out is attached to the garage and has been lined but has no facilities and is only separated by a room divider. They have been looking for another property but can't find one big enough for the whole family or that they can afford. Additional info: Theresa is still at school and Lucia's parents do not want to be signatories to the tenancy.

Lucia was screened for family violence when her Accommodation Supplement was granted and no issues or concerns were noted.

While Lucia, Iosefa and the children have no medical or disability needs but Lucia's father Set had a significant stroke last year. He uses a wheelchair and is still receiving active weekly rehabilitation and physiotherapy.

Iosefa was recently made redundant so currently has no income, and Lucia works 15 hours per week at \$22.75 per hour.

They receive Family Tax Credit for the 4 children (Theresa is still at school and dependent on them).

She had a phone appointment earlier in the week and was granted an Accommodation Supplement.

The family have savings of \$11,783.00 which they are dipping into to top up their income while Iosefa looks for work.

They live in a lovely 3 bedroom home in New Brighton (Christchurch) which they pay \$450.00 rent for each week. Ideally they would like to stay in the area as it's close to work and the kid's schools.

Lucia and Iosefa have a house full of furniture. They have savings of \$11,783.00 and expect to get their full bond of \$1350.00 back to be able to transfer to a new tenancy if they can find a house.

They live in New Brighton, Christchurch and would like to stay in the area.

Using the lower quartile rent for New Brighton, and taking into account their savings how would we assess their available funds for bond, rent and furniture.

They have faced a few issues when looking at housing options. The size of the family, and the size of available houses don't match. There are very few houses with more than four bedrooms - especially those with six bedrooms, which is what they need to accommodate everyone.

The new place also needs to be accessible by wheelchair, and single level so that Pop Seth can move around and maintain a level of personal independence.

Money's always tight but they manage week to week. They know things will get better when Iosefa gets another job.

They'll be sad to leave their house - they've lived there for eleven years but they are looking forward to having a home that comfortably accommodates the whole family.

Assessing Eligibility to Public Housing - Module One

Nau Mai, Haere Mai and Welcome

Welcome to this first online learning module for staff who administer the Public Housing Assessment.

Click on 'Start Course' (above) or 'Introduction' (below) to begin.

Version 1.0 - last updated January 2022

Introduction to the Programme

Public Housing in New Zealand - Context and Background

The Client Experience

Where Does Emergency Housing Fit?

Next steps

Introduction to the Programme

This modular programme will equip you with the knowledge of both the policy, and the process of assessing clients for eligibility to public housing.

You'll learn about the context and background of public housing in New Zealand and the client's journey from screening through assessment, tenancy and exiting social housing. You'll find out how to assess eligibility using the Social Allocation System (SAS) and how to record the assessment in CMS.

In this first module you'll learn about the history of public housing in New Zealand, the journey a client begins when they engage with us (MSD) about housing and how Emergency Housing fits into the assessment of public housing.



Programme Learning Objectives

Once completed you will be able to:

- determine household composition and type
- assess clients for eligibility using the Social Allocation System (SAS)
- become familiar with regionalised policies and practices
- complete an assessment of eligibility using CMS

Other Housing Learning

Other learning packages are available in myLearning to support your understanding of public housing - discuss your learning needs with your Capability Developer.

The [Housing](#) home page in Doogle is also home to operational and process guides to support you in your work.



Recommended Approach

There is a lot of information here for you to read and reflect on, but we don't recommend that you drive through it all in one go.

We recommend that you take a break between lessons to think and reflect on the information you've read. Jot down any questions you may have - we will review your reflections of this material, and any questions arising from it in your first workshop.

Alternatively, your capability developer will work with you to develop a schedule of learning that includes your self-directed online and group workshops.

***Note:** we will not be covering this material elsewhere in the course. We will assume that you have been able to complete it before the first workshop.*

Navigating the Learning

As you progress through the module you'll come across hyperlinks that will take you to source information in MAP and Doogle.

These links will open in a new tab. You will need to return to the tab that has the learning module in to continue.

You may wish to **bookmark these pages** as you go so you can easily return to them when you're interviewing.

Review your bookmarked pages frequently to make sure you've only got the ones you need.

Public Housing in New Zealand - Context and Background

State housing, social housing, public housing. Regardless of what we call it, it has been a feature of the New Zealand housing landscape since 1936 when the Government of the day made plans to build 5000 state rental houses across the country.



New Zealand's first state house in Mirimar, Wellington in 1936

The model of State-owned and managed rental properties stayed largely the same until 2010 when a Minister-appointed panel reviewed the sector and the Government began a programme of changes to transform it.

The Housing Assessment Transfer 2014

On 20 November 2013, legislation was passed by Parliament enabling the transfer of housing assessments and associated functions from Housing New Zealand (HNZ) to the Ministry of Social Development (MSD).

In April 2014 the following functions transferred to MSD:

- Assessing eligibility for public housing
- Screening for public housing eligibility
- Public housing assessments
- Public Housing register management
- Referring potential tenants to approved housing providers
- Calculation and annual reviews of income-related rents (IRR)
- Payment of IRR subsidies (IRRS) to housing providers
- Providing housing options and advice
- Managing IRR debt and undertaking fraud investigations

Current State

Case Managers - Housing (CMHs) are housing specialists located at many Work and Income offices.

We have a specialist Contact Centre and processing units located in Ellerslie (Auckland) and Lower Hutt (Wellington).

Frontline Case Managers in Work and Income sites support our housing work by:

- Completing initial screening to determine public housing eligibility
- Completing assessments, and re-assessments of clients needs
- Processing applications for Housing Support Products and other financial assistance that supports housing
- Emergency housing



Case Manager and client during an interview in a service centre.

The Client Experience



When a client presents with a housing need our role is to understand their circumstances and offer the appropriate support and advice.

We need to have a holistic understanding of our clients' needs – they may present with and identified housing need, but housing may be only one of a number of things happening for them.

We need to consider housing in a wider context of the client's and their household's circumstances.

We can consider that context by looking at Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs

Maslow's hierarchy of needs says that all humans share the same types of needs, and that these categories of needs have a hierarchy.

The hierarchy goes from the basic things we need for survival through to a sense of fulfilling our potential and finding our purpose in life. Housing is need related to both physiological and safety needs - the most fundamental of our needs.

Maslow believed that individuals must have fully met their needs at their current level within the pyramid, before they are motivated by achieving the needs of the next level up.

What that means for us is that a client who is struggling to put a roof over their head will focus on that before being able to engage with us about employment, training or any of the others services we can offer them.



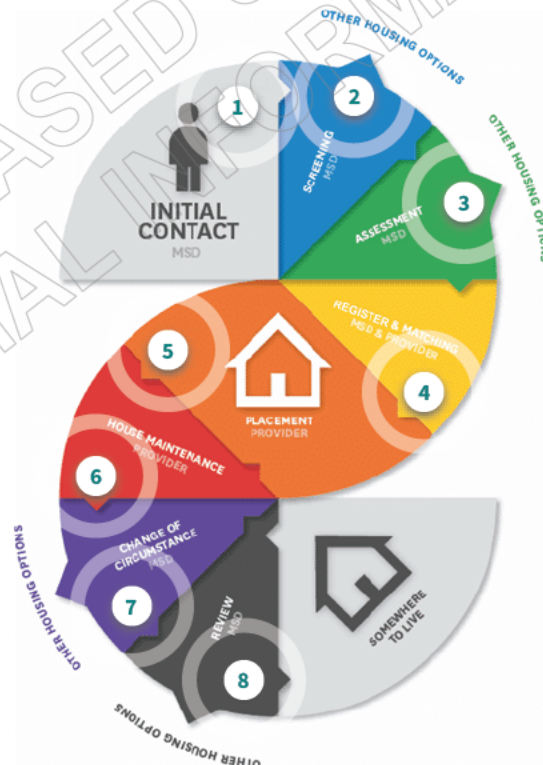
Source: [Maslow's Hierarchy of Needs: A Simple Summary](#).

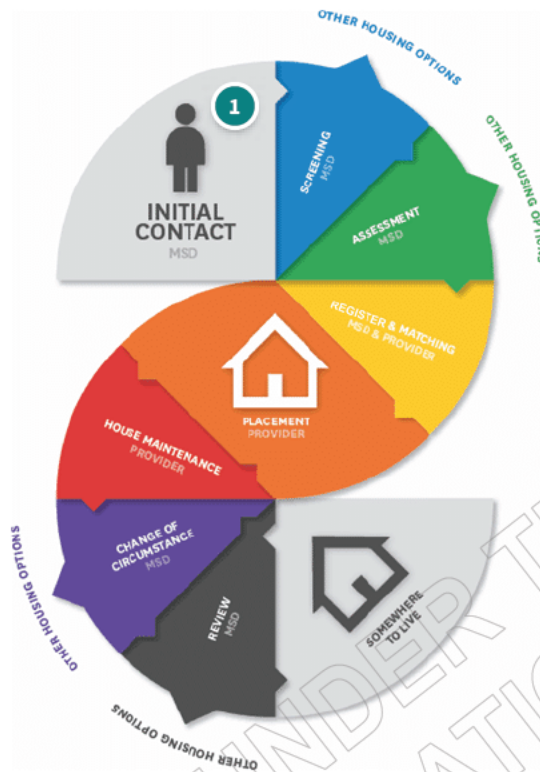
take a moment to **consider and reflect** on the **other issues** that could be **impacting our client**, and their household.

ask yourself **how focussed would you be** if there is so much uncertainty in your world?

A Client's Journey Through Social Housing

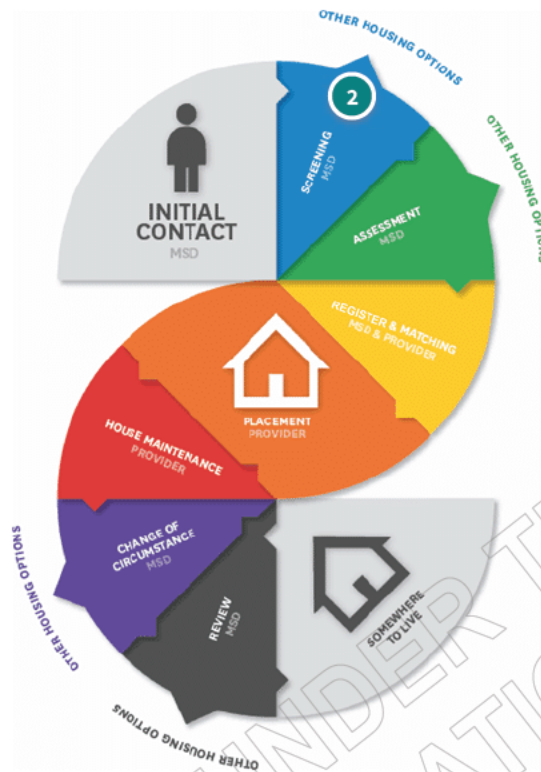
Click on the numbers on the client journey map for a description of each stage. Use the '<>' icons to move through the client's journey.





Initial contact

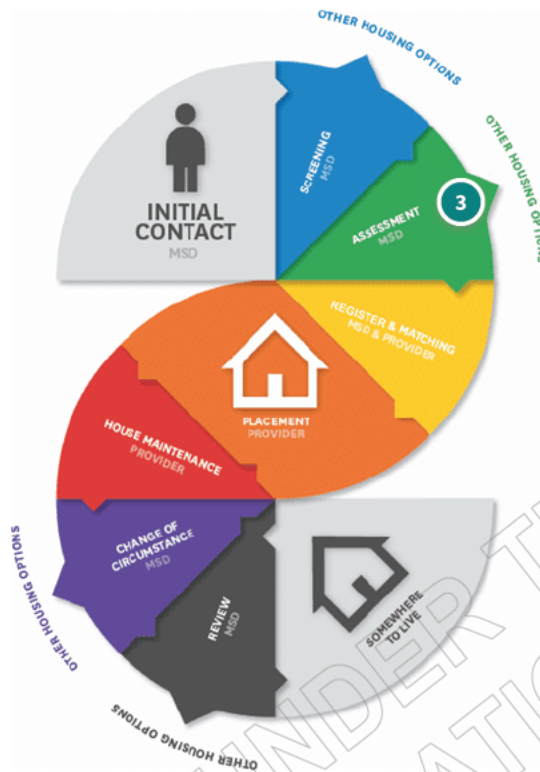
A client can make contact with MSD about their housing need online, face to face in a service centre, or by phone.



Screening

We screen clients who present to us with a housing need to provide them with options, support them and determine their potential eligibility for public housing.

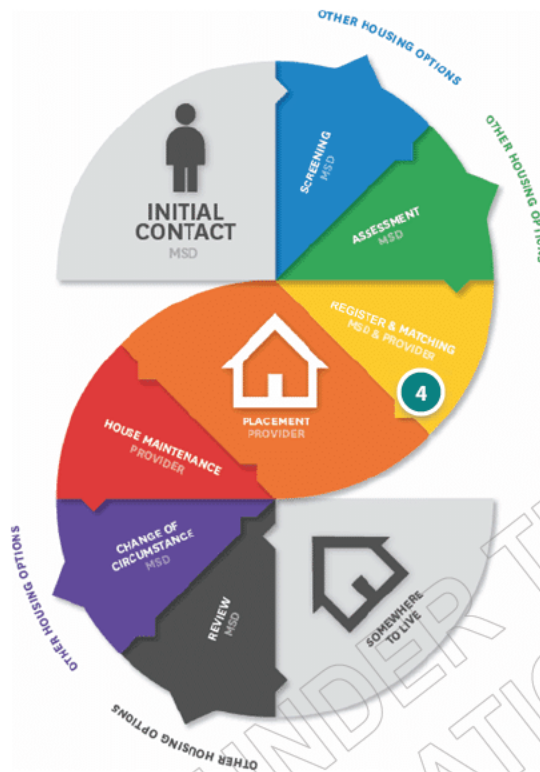
Clients who are potentially eligible for public housing can be referred for a housing assessment by a CMH.



Assessment

The assessment is completed by a CMH with the preference being over the phone, but a face-to-face assessment can be arranged if necessary.

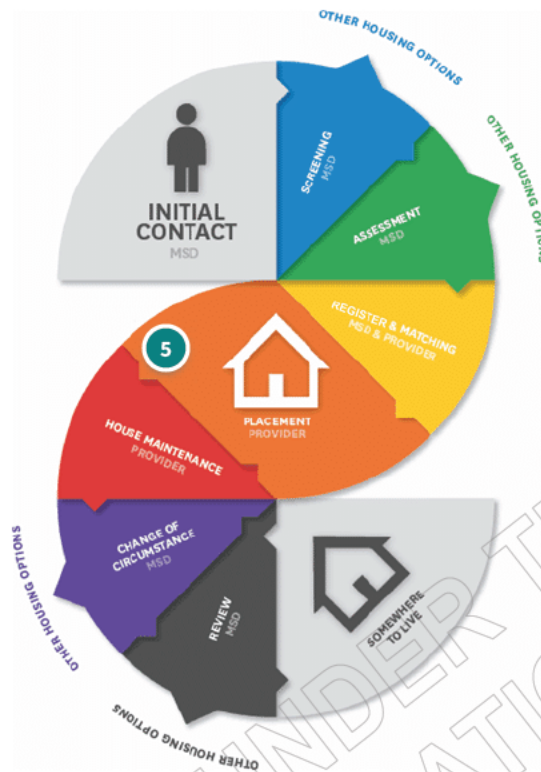
It is a detailed series of questions that tests a client's eligibility and assess their housing need (priority) based on the current Social Allocation System criteria (SAS).



Register and matching

Clients who are eligible for public housing are placed onto the public housing register when they have provided us with all the information required to support their application.

The register matches clients to potential vacancies held by our housing providers.

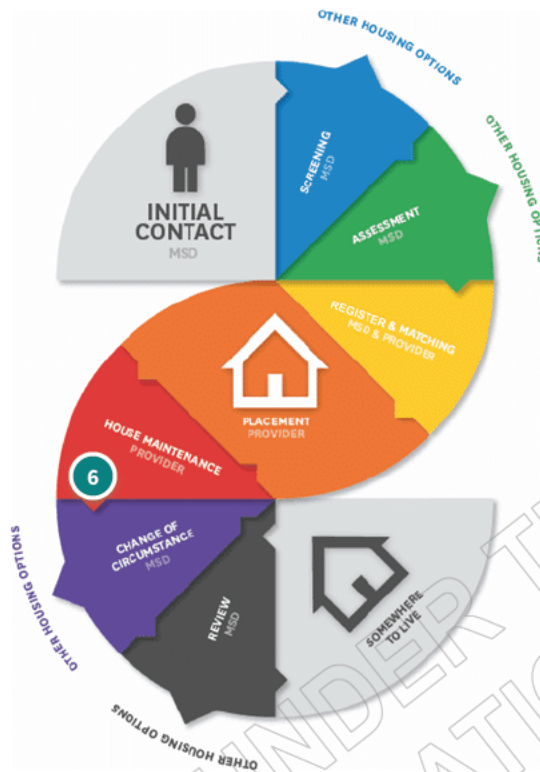


Placement

After a match is made between client and property the client/household may view and accept the offer of that property.

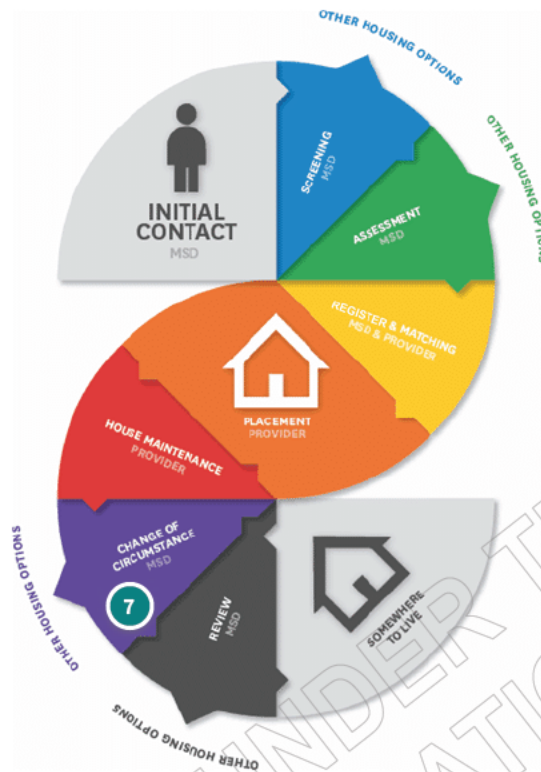
If a client accepts a property offered to them, they will sign a tenancy agreement when the property is ready to move into.

If they decline the offer MSD will assess whether the client's reason was 'good and sufficient' and take further action if found not to be.



House maintenance

The maintenance of the property is the responsibility of the housing provider.



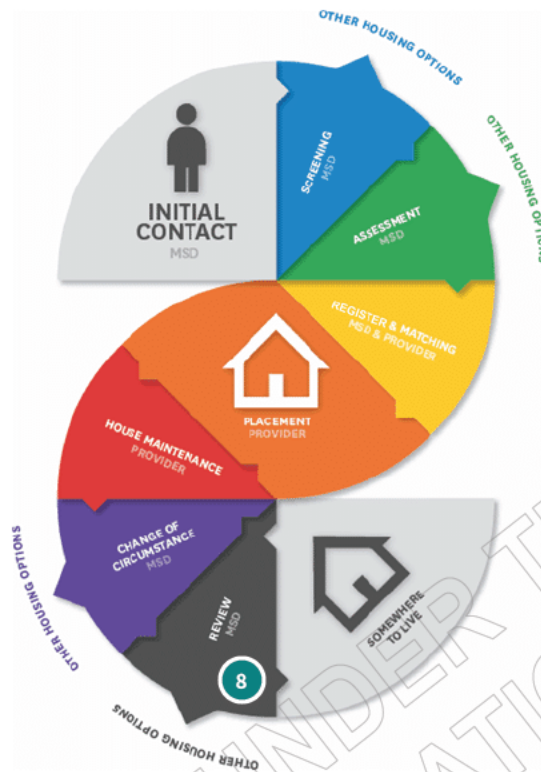
Changes in circumstances

Clients may have changes in their circumstances while they are on the register, or while they are in a public housing tenancy.

If a client is on the register and has a change in circumstances that could affect their eligibility, the Centralised Unit Housing would review their application and take the appropriate next steps.

If a client is already a tenant, changes in circumstances don't affect their eligibility but may affect their Income Related Rent.

A tenant may have a change that affects the type of house they need and they may request a transfer.



Tenancy review or exit from property

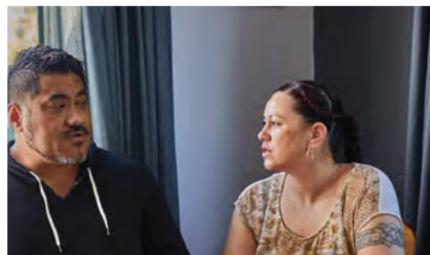
Tenancy reviews focus on continued eligibility for public housing.

Eligible clients are assessed to ensure their continued eligibility for public housing and that their housing requirements are met.

This process is currently suspended.

Introducing our Clients

Throughout this programme we're going to use some case study clients to test our understanding of eligibility criteria and its application.





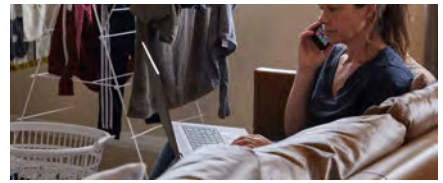
Leon

Leon is single, 32 years old, and lives at home with his mother.



Lucia and Iosefa

Lucia and her husband Iosefa share their home with their four children aged between 5 and 18 (with a baby on the way) and Lucia's parents Penelope and Seth.



Kara

Kara is a sole parent with three children under 12 years of age.

We'll learn more about each of these people as we move through the assessment process.

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Where Does Emergency Housing Fit?

If you identify that the client has an emergency housing need you should respond to that first.

A client with an [emergency housing need](#) is unable to remain in their usual place of residence, and have no access to other accommodation that is adequate for their needs tonight, or within the next seven days.

An assessment appointment may be appropriate when the immediate need has been met, but not right now.

The emergency housing response includes:

- [Transitional Housing](#),
- [the Emergency Housing SNG](#), and
- other SNG payments to support their need.


Emergency housing is a separate series of products and services which you will learn more about at another time..



Show You Know ...

Emergency Housing Need #1

Leon



Does Leon have an emergency housing need?

☐ Yes

☒ No

Leon is 32 years old and single. He has no dependents. He boards with his mother and pays \$200.00 per week. He has attended an appointment today as he has had a falling out with his mother and wants to move out as soon as possible.

Submit

Once you've completed the three scenarios click the 'Lesson 5 - Next Steps' below to move on.

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Next steps

Congratulations

You've completed the first module in the 'Assessing eligibility for public housing' programme.

Now you know a little about the history of public housing in New Zealand, and the roles and responsibilities that MSD has for housing. You can identify the steps in a client's journey through public housing - and the place of assessment within that journey.

You can identify an emergency housing need if presented with one, and respond appropriately to an emergency housing need using local resources.

The next module is just like this one - online and self directed.

In the next module you'll be preparing for the assessment by looking at the process that we (MSD) use, identifying the household composition and type and checking that your client's meet the core eligibility of age, income and assets, and residency.

You can close this window by closing the window or using the exit button.



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Assessing Eligibility to Public Housing - Module Two

Nau Mai, Haere Mai and Welcome

Welcome to this second online learning module for staff who administer the Public Housing Assessment.

Module Learning Objectives

Once completed you will be able to:

- describe household roles and type
- establish eligibility to public housing based on core criteria of age, residency, income and asset limits and serious housing need.

Click on 'Start Course' (above) or 'Introduction' (below) to begin.

***Note:** please make sure that you have completed Assessing eligibility to public housing module one before beginning this module.*

Version 1.0 - last updated January 2022

Introduction

Pre-assessment Considerations

Assessing Eligibility to Public Housing

Who's in the Household?

Assessing Eligibility for Multiple Households

Core Eligibility Introduction

Age and Residency Criteria

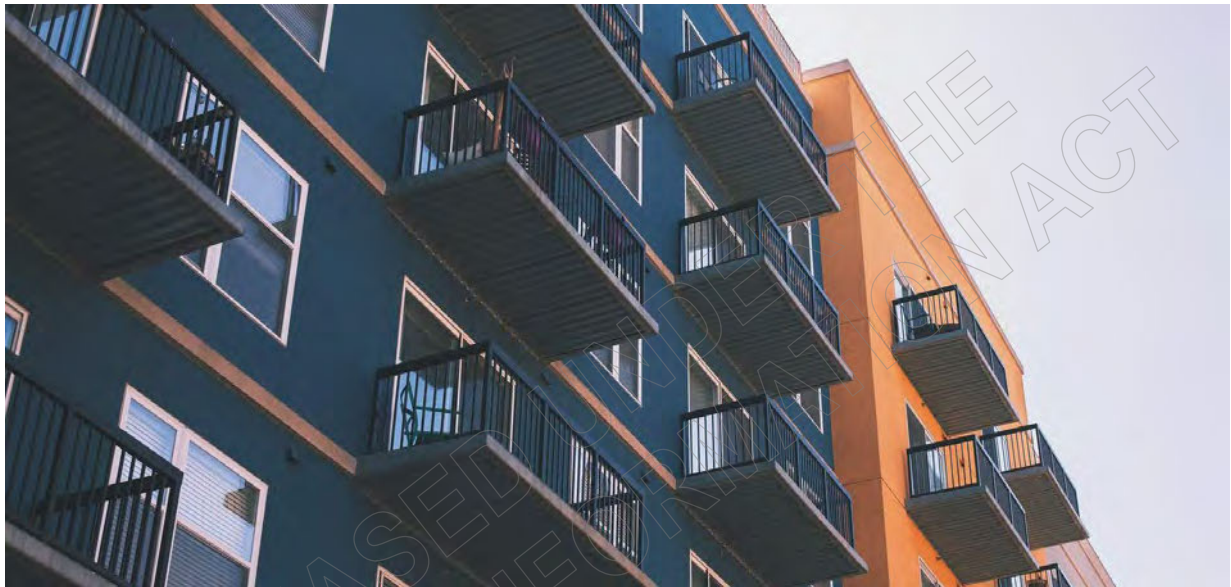
Income and Asset Criteria

Housing Need Criteria

Next Steps

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Introduction



In this second module you'll learn about the information we need to consider before we start an assessment of eligibility, and how that assessment is managed.

You'll learn who, and how the public housing assessment is completed. You'll also explore the different roles that people can have in a household, and how we establish household type.

Throughout the module you'll be reintroduced to our clients (Leon, Lucia and Iosefa, and Kara) and you'll be asked to determine their eligibility based on the core criteria provided in the course.

Navigating the Learning

As you progress through the module you'll come across hyperlinks that will take you to source information in MAP and Doogle.

These links will open in a new tab. You will need to return to the tab that has the learning module in to continue.

You may wish to **bookmark these pages** as you go so you can easily return to them when you're interviewing.

Review your bookmarked pages frequently to make sure you've only got the ones you need.



Pre-assessment Considerations

Some clients, in specific situations, have a need to be assessed a little bit differently.

We need to consider this before looking into a client's eligibility.



For example:

- clients who have been suspended by a public housing provider

- clients who are reapplying for public housing within 13 weeks of declining an offer of a public housing property
- clients who are existing tenants and want a transfer to a different property/provider
- a client who wishes to join an existing household/tenancy

Click on each of the cards below to learn more and find the link to the relevant MAP or Doogle page.

A client is suspended
by public housing
provider

A housing provider might suspend a tenant who has breached their tenancy agreement. Suspension means that the housing provider is not willing to accept the client as a tenant. Click [here](#) to learn more.

A client is reapplying
for public housing
within 13 weeks of
declining a property

When a client declines a suitable property a decision is made as to whether the reason for decline is good and sufficient. Click [here](#) to learn more.

An existing public housing tenant who wants to transfer to another property

A current public housing tenant may request to move (transfer) to another public housing property because they believe the property they are living in is unsuitable or unsafe. Click [here](#) to learn more.

A client who wishes to join-in an existing household/ tenancy

A 'join-in' is where a current tenant requests that another person or household be added to their tenancy agreement by becoming an additional signatory on the agreement. Click [here](#) to learn more.

Death of a tenant in a

The actions we take after the death of a tenant vary on whether the person who passed away was a sole tenant, a joint

Death of a tenant in a
current tenancy

tenant or another household member or

additional occupant. Click [here](#) to learn
more.

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Assessing Eligibility to Public Housing

If our client doesn't have an emergency housing need, but we think they are likely to be eligible for social housing we should make an appointment for a housing assessment.

The assessment is completed by Case Managers, either on the phone or face-to-face if necessary. To make things easier for our clients, we offer phone assessments in the first instance and face-to-face appointments can be arranged when needed.



The assessment can last for [up to an hour](#) and helps us to understand the clients/household situation and whether social housing is the best option for them.

In the assessment the Case Manager asks the client a series of questions to confirm their eligibility and determine a priority rating.

The assessment is 'dynamic' - the answer a client gives to one question will influence the next question they are asked. A client may not be asked all of the questions if they don't apply to them or their situation.

For example: The CMS asks the question 'How many people are in your household?'

- Where the client is single with no dependents the CMS will move to the next question.
- If the client advises they have dependent children they will then be asked follow up questions including how many children, what their ages are, their names and other relevant information.

The focus and purpose of the assessment is to gain comprehensive, detailed answers to each question so the correct Priority and Risk ratings are applied and the client's placing on the register is accurate.



Clients may be asked to provide verification of their current circumstances **where we don't already hold the information**, and are required to provide information to support their application.

Who's in the Household?

Before we move into the eligibility criteria we need to understand who we're assessing.

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Household Composition

Household composition describes the people who will be housed with the client. This could include extended family or boarders who are permanent members of the household.

The household could be made up of a number of people including:

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Step 1

Client/applicant



The client/applicant making the application. The applicant signs the tenancy agreement. The client's partner may also be an 'applicant' if they wish to sign the tenancy agreement also.

Step 2

Partner



The client/applicant's partner. If the partner wishes to be a signatory to the tenancy, they are noted in our system as an applicant. If they don't wish to sign the tenancy agreement their status remains as partner.

Step 3

Dependent child/ren



The client's dependent child/ren – these are children under the age of 18 who are the responsibility of the client, maintained as a member of the family, and are financially dependent on the client.

Step 4

Additional occupants



These are any other people who are permanent members of the household, have an established need to be a part of that household, and who are over 16 years of age, and are financially independent from the client.

Other additional occupants

Additional occupants may also have a partner and/or child/ren of their own that need to be included in the assessment.

Based on the members of the household, a household composition is allocated, for example:



Single client



Sole parent
with
dependent
child/ren



Married, de
facto or civil
union couple
with
dependent
child/ren



Married, de
facto or civil
union couple
without
dependent
child/ren

OR



One of the
four
household
types with
additional
occupants

Click to enlarge

We need to know if there will be multiple signatories to the tenancy agreement – people applying for social housing with the intention of signing the tenancy agreement are referred to as '[applicable persons](#)'.

An 'applicable person' could be the applicant's spouse or partner and is considered to be an applicable person whether or not they intend to sign the tenancy agreement – as are the spouse/partner of any additional occupants who are intending to be signatories.

We'll come back to 'applicable persons' a little later when we talk about income and assets.

Show You Know ...



Once you've completed the three scenarios click the 'Lesson 5 - Assessing Eligibility for Multiple Households' below to move on.

Assessing Eligibility for Multiple Households

Sometimes two or more families apply for social housing together.

They might do this if they are reuniting through refugee family reunification or one family might need extra support. In other situations it may simply be choice or convenience.

In order to have a family unit nominated as household number two, at least one adult member of the second household must agree to sign the tenancy agreement (that is, become a signatory to the tenancy agreement).



The housing needs of [multiple households](#) are assessed together.

Core Eligibility Introduction



To qualify for public housing a client must meet the following qualifying criteria:

- be aged 16 years or over
- meet the residency requirements
- meet an income and asset test, and
- be at risk or in serious housing need (as assessed through the Social Allocation System SAS).

We will explore each of these qualifying criteria in the following lessons.

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Age and Residency Criteria

Age

A client must be at least 16 years old to qualify for social housing, but generally a signatory to a tenancy must be at least 18 years old.

There are specific conditions that must be met if the client applying for public housing is aged 16 or 17.

Click [here](#) to learn more about the age criteria.

Residency

To qualify for social housing a client needs to be [ordinarily resident](#) and:



Be a New Zealand citizen, or



Hold a residence class visa,
and



Resided continuously in New Zealand for a period of at least 2 years since becoming a resident,
or



be recognised as a refugee or a



[protected person](#) in New Zealand under the Immigration Act 2009, or



Hold a [Christchurch Response Visa](#), qualify for, or are receiving the [Christchurch Mosque Attack Payment](#), or qualifies for and is receiving the [SNG Family Violence programme](#).



Qualify for, or are receiving a [main benefit](#).

Income and Asset Criteria

Income and Asset Limits

Generally to qualify for social housing a client must be earning under the [income limit](#) for their household type.

There are two household income limits depending on the client's household type:

1. Single client without a partner, and no dependent children
2. Sole parent with dependent child/ren and married or de facto or civil union couples with or without children.

The limit changes each year on April 1st.

What is Income?

The income that is used to determine eligibility, and calculate the rate of Income Related Rent is known as '[assessable income](#)'.

Assessable income is the weekly net income used to determine the client's eligibility for social housing and is an estimate of a client's net weekly income (ie after tax) from all sources, and after the deduction of any Accident Compensation Corporation (ACC) premiums or levies.

Assessable income includes not only the income of the applicant, but also the income of other [applicable persons](#).



Note: This is not an exhaustive list of income types included in the assessment of income.

Assets

There are two types of assets that are part of the assessment of eligibility to social housing.

Cash Assets	Assessable Assets
The current Cash Asset Limits is \$42,700 and represents 10% of the national median house sale price.	Assessable Assets are assets that the client and their partner (if they have one) could be easily converted to cash.
There are exceptions to the income and asset limits where a client's application can be progressed even if their income and/or cash assets exceed the thresholds, but these require Service Centre Manager approval.	Examples include money in bank accounts (including fixed and term deposits), money invested in a financial institution but exclude things like personal effects, a vehicle used for private use by the client, money locked in a Kiwisaver account amongst others.

Housing Need Criteria

To be considered for social housing a client must:

- have a serious housing need
- be able to demonstrate that they have taken steps to find a place to live themselves, and
- have not been able to find somewhere that will meet the needs of themselves and any dependent children or other household members.



We establish the steps the client has taken to resolve their situation through conversation with the client.

The client's level of housing need is assessed through the Social Allocation System (SAS).

The SAS is the assessment tool used to process applications. It ensures that social housing is available only to those in the highest need who have no other housing options.



The SAS assessment tool sits inside CMS and:

- confirms a client's eligibility for social housing (based on the above criteria)
- assesses their need for social housing and determines whether their need for social housing is at risk (priority A) or serious (priority B) and
- determines their housing needs (housing requirements).

The SAS assessment is quite complex so we'll explore it in more detail in the next module.

Show You Know

Core eligibility #1

Loop



LEON



Leon is a 32 year old, single New Zealand citizen. He is living with his mother paying \$200.00 each week in board. He is not currently working and receives a Jobseeker Support payment of \$215.34 plus \$49.00 Accommodation Supplement. He has had a falling out with his mother about the amount of his board payments and wants to move out. He has raised this at a maintenance appointment, where unfortunately rather than being screened he was booked into an assessment appointment. He has no savings, household items or furnishings other than his bed, dressing table, desk, computer and tv.

Does Leon meet the core criteria?

Select all that may apply.

- ☒ Age
- ☒ Residency
- ☒ Income beneath threshold
- ☒ Assets beneath threshold
- ☐ Serious housing need, having exhausted other options

Submit

Once you've completed the three scenarios click the 'Lesson 10 - Next Steps' below to move on.

Next Steps

Congratulations

You've completed the second module in the 'Assessing eligibility for public housing' programme.

You understand what we need to consider before we even begin an assessment of eligibility! You can identify a client's role in a household, and their household type.

You can describe the core criteria of age, residency, income and asset limits and know where to go in MAP and Doogle for more information.



You've applied this knowledge to check whether our clients Leon, Lucia and Iosefa, and Kara meet the core criteria for public housing.

Our next module is the first of our five blended workshops.

You'll do some pre-reading and activities about our first SAS criteria Adequacy in the online module, and then move into a facilitated online workshop where you'll reflect on your learning and discuss the assessments you've made in a group.

You can close this window by closing the window or using the exit button.

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Assessing Eligibility to Public Housing - Module Three

Nau Mai, Haere Mai and Welcome

Welcome to this third online learning module for staff who administer the Public Housing Assessment.

Module Learning Objectives

Once completed you will be able to:

- Identify SAS criteria.
- Describe the purpose of risk ratings.
- Describe and apply the SAS criteria Adequacy.

Click on 'Start Course' (above) or 'Introduction' (below) to begin.

***Note:** please make sure that you have completed Assessing eligibility to public housing modules one and two before beginning this one.*

Version 2.0 - last updated January 2022

Introduction

The Social Allocation System (SAS) criteria

SAS - Adequacy

Risk Factor - Clients 'Not Living In Any Accommodation'

Risk Factor - Structural Integrity of the House

Risk Factor - Condition of Facilities in the Current House

Risk factor - Overcrowding

Risk Factor - Lack of Security of Tenure

Assessing an Adequacy Risk Rating for Kara, Lucia and Iosefa

Next steps

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Introduction

In this third module you'll learn about the Social Allocation System (SAS) - the system we use to assess housing need, and explore how we assess the adequacy of a client's current accommodation.

You'll apply the SAS - Adequacy criteria to our clients Lucia and Iosefa, and Kara to determine their risk rating.

Navigating the Learning

As you progress through the module you'll come across hyperlinks that will take you to source information in MAP and Doogle.

These links will open in a new tab. You will need to return to the tab that has the learning module in to continue.

You may wish to **bookmark these pages** as you go so you can easily return to them when you're interviewing.

Review your bookmarked pages frequently to make sure you've only got the ones you need.



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The Social Allocation System (SAS) criteria

The Social Allocation System (SAS) is a tool we use to assess public housing applications.

It identifies who is eligible, who has the highest need and what kind of property a client needs.

It is used to assess new applications, and also when a client who is either on the register or in a current tenancy has a change of circumstances.

Eligible clients are given a priority rating that expresses their housing need.

We access the SAS assessment through CMS.



The SAS criteria are used to determine the housing need of a household and are based on the household composition, housing circumstances and housing history.

The SAS criteria are broken into two sections.

1

Section one is concerned with housing need (the need to move) which incorporates the Adequacy and Suitability criteria, and

2

Section two focuses on the client's ability to access, afford and sustain alternative housing (that is, the capacity to rent in the private market).

Risk Ratings

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Risk ratings are based on the responses that a client gives in each section. Each of these sections contribute to the generation of an overall [priority rating](#).

The assessed rating for each criteria represents the degree of risk the client's household is exposed to in their current accommodation along with their ability to access alternative housing.

The individual ratings for each of the criteria 'rolls up' to the overall Housing Priority rating for the client.

Priority Ratings

To qualify for social housing a client must be assessed as having a housing need priority rating of 'at risk' (priority A) or serious (priority B). We'll talk more about this later.


4 <i>At risk</i>	The well-being of the household is being severely affected (or is seriously at risk) and there is an immediate need for action due to the unsuitability and/or adequacy of their current housing. Further, the household is unable to access and/or sustain, adequate and affordable alternative housing.
3 <i>Serious housing need</i>	The well-being of the household has been affected in a significant and persistent way due to the unsuitability and/or inadequacy of their current housing. The household is highly unlikely to be able to access and/or sustain, adequate and affordable alternative housing.
2 <i>Moderate need</i>	The household is disadvantaged and this is likely to compound over time due to the unsuitability and/or inadequacy of their current housing. The household can access and sustain alternative housing with assistance.
1 <i>Low or no need</i>	Households experiencing low housing need for which there are other viable housing options. The household can access and sustain alternative housing without assistance.

SAS - Adequacy

What Does 'Adequate' Mean?

For accommodation to be adequate, it must be minimally adequate.

Minimal means the least possible, and adequate means sufficient for a specific need or requirement.



Module three – Question one: Describe 'adequate' housing

Take a moment to consider how you would describe adequate housing. What does adequate housing look like? Does adequate mean different things for different clients? Is what's adequate for a single person the same as what is adequate for a family?

Record your thoughts here ... you'll be asked to share them at the first workshop

type your text here

Note: Anything you've typed here may disappear once you move on and you won't be able to get it back. Hit the print button to print your notes to have available in the workshop. Alternatively, copy and paste the question reference and your answer and send it to yourself in an e-mail.

Print

When we're assessing that our client's current accommodation is minimally adequate we're assessing whether or not, or to what degree, the client's existing accommodation is meeting basic needs and standards.

Does the client need to move? If so, why, and when?

A client's accommodation may not be adequate if they need to move because:

- they don't currently have any accommodation, or are living in emergency housing for the time-being,
- the physical condition/structure or lack of basic facilities of the existing accommodation – it's not fit for habitation.
- over-crowding or, lack of security of tenure of their current accommodation.



Risk Factors for Adequacy

The overall risk-rating for adequacy is taken from the highest score across all of the criteria including the assessed risk ratings for:

1

clients not living in any accommodation (including living in emergency housing),

2

the structural integrity of the house,

3

the condition of the facilities in the current house,

4

overcrowding of current accommodation

5

lack of security of tenure - how long the client has before they have to move.

We'll work through each of these in the next few lessons.

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Risk Factor - Clients 'Not Living In Any Accommodation'



A client who does 'not live in any accommodation' does not have adequate housing.

This includes clients who are living in emergency or transitional housing which provides housing 'for the time being'.

Neither of these options provide a permanent or stable solution to the client's housing need.

Possible Assessment Outcomes

There are only two [risk rating](#) outcomes from the assessment of whether the client is 'not living in any accommodation' or is living in emergency housing for the time being. The client is either **at risk (4)** or has **low or no need (1)**.

When a client has a risk rating of at risk (4) for this criteria, this gives them an overall risk rating for adequacy of at risk (4).

A client is at risk (4) if they cannot access adequate housing and are

Select the examples that are included - select as many as apply

- ☒ living in a car
- ☒ staying at a Womens' Refuge or other refuge.
- ☐ due to leave prison and have no accommodation arranged.
- ☒ living in a tent at a equipped camp site/caravan park.
- ☐ staying with friends or family.
- ☒ in Ministry of Housing and Urban Development (MHUD) funded Transitional Housing.
- ☒ in MSD funded Emergency Housing.
- ☐ living in a cabin/garage with adequate basic facilities.

Submit

Risk Factor - Structural Integrity of the House



Structural integrity considers the physical condition of the client's current housing. Does the current housing represent any health and safety risks for the client and family.

In assessing the structural integrity, we're looking at the effects that current accommodation is having on the client's quality of life.

For example: the rental property that Aroha lives in with her partner had roofing tiles lifted in the last big storm. Parts of the lounge and bedroom are exposed to the elements. A tarpaulin has been hung over the hole but it may take some time to repair.

Possible Assessment Outcomes

There are only two [risk rating](#) outcomes from the assessment of the structural integrity of the client's current house. The client is either **at risk (4)** or has **low or no need (1)**.

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Risk Factor - Condition of Facilities in the Current House

Facilities are the things within the house that are there for a particular purpose and are a standard requirement.

When we consider the [condition of those facilities](#) we're looking to see that those facilities can be used safely, or in some situations whether those facilities are provided at all.

For example: Bernard's house has multiple broken windows that were broken by vandals. They have been broken for some time but have been boarded up.



Possible Assessment Outcomes

There are only two [risk rating](#) outcomes from the assessment of the structural integrity of the client's current house. The client is either **at risk (4)** or has **low or no need (1)**.



Module three – Question two: Conditions of the facilities

What would you consider to be the standard facilities that you would find in a house? Consider the whole house first, what facilities would you expect to find? Think about whether the facilities are safe to use?

For example, does the client currently have safe access to electricity, water, gas, light and heating, secure doors and windows.

Record your thoughts here ... you'll be asked to share them at the first workshop

type your text here

Note: Anything you've typed here may disappear once you move on and you won't be able to get it back. Hit the print button to print your notes to have available in the workshop. Alternatively, copy and paste the question reference and your answer and send it to yourself in an e-mail.

Print

Risk factor - Overcrowding

[Overcrowding](#) is measured by the number of bedrooms a client's household has compared to how many bedrooms the household needs.

We use the [bedroom allocation](#) guidelines to calculate how many bedrooms are needed by the household based on the number, age, gender and relationships of the household.

Possible Assessment Outcomes

Using the bedroom allocation guidelines, and the detailed description of the family and their current accommodation, we calculate the number of rooms they need. The difference between this number, and the number of bedrooms a family need determines the [risk rating](#) outcome of the assessment.

The four outcomes from the assessment of overcrowding are **at risk (4)**, **serious housing need (3)**, **moderate need (2)** or having **low or no need (1)**.

Show you know ...



Risk Factor - Lack of Security of Tenure

Lack of Security of tenure



Lack of security of tenure means the time the client can stay in their current accommodation.

Similar to the risk rating for overcrowding this is a calculation based on the actual number of days a client can remain in their current accommodation.

Possible assessment outcomes

There are four [risk rating](#) outcomes for the assessment of lack of security of tenure - these are **at risk (4)**, **serious housing need (3)**, **moderate need (2)** or **having low or no need (1)**.

Pop Quiz!

Cathrine and her family have been given notice by their landlord to vacate the property. They were given 90 days notice 6 weeks ago. What would Cathryn's risk rating for 'lack of security of tenure' be?

☐

At risk (4)

☐ Serious housing need (3)

☐ Moderate need (2)

☐ Low or no need (1)

SUBMIT

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Assessing an Adequacy Risk Rating for Kara, Lucia and Iosefa

Instructions

Now that you understand the criteria relating to Adequacy you're going to apply that understanding to assess a risk rating for our clients.

You'll be asked to do this at the end of each of our SAS criteria modules.

We're only looking at the specific criteria, in this case Adequacy, so don't worry about the others. Focus on the risk factors specific to Adequacy.

Print, or email your answers to yourself. We will discuss your assessments when we come together in our first webinar.

Kara

Kara is a 28 year old single parent with three children Matiu (12), Tui (9) and Eruera (6) living in Hamilton.

Her landlord gave her notice and she was unable to secure alternative accommodation before the notice expired. She is currently in Transitional Housing with a MSD contracted service provider.



Assessing an adequacy risk rating for Kara

Risk rating for clients not living in any housing (including EH):	type your answer here
Risk rating for the structural integrity of the house:	type your answer here
Risk rating for the condition of facilities:	type your answer here
Risk rating for overcrowding:	type your answer here
Risk rating for security of tenure:	type your answer here
Overall risk rating for Adequacy	type your answer here

Note: Print this and take it to your workshop. Alternatively, copy and paste the table into an e-mail and send it to yourself.

Print

Lucia and Iosefa



Lucia and her husband share their home with their children Theresa (18), Eli (16), Leilani (10), Sefina (5) and Lucia's parents Seth (68) and Penelope (63) with another baby on the way.


Seth and Penelope moved into the rumpus room of the house recently as Penelope was struggling to take care of her husband by herself. He had a stroke last year which has left him wheelchair bound. He is still receiving rehab. Lucia is a NZ citizen, Iosefa was born in Samoa but has permanent residence in NZ. The children were all born in NZ.

Iosefa was recently made redundant so currently has no income, and Lucia works part time (15 hours) and earns **\$18.46** net per hour. They also receive Working for Families Tax credits based on the number of children in their care.

When she was seen earlier in the week the case manager granted an Accommodation Supplement based on their rental costs of \$450.00 per week. Lucia's parents Penelope and Seth (both permanent residents) receive New Zealand Superannuation.

The family have savings of \$11,783.00 which they are dipping into to top up their income while Iosefa looks for work.

They live in a lovely 3 bedroom home in New Brighton (Christchurch) which they pay \$450.00 rent for each week. They have a great landlord, but even with a sleep-out and a rumpus room the house just isn't big enough for the family. The sleep out is attached to the garage and has been lined but has no facilities and is only separated by a room divider. They have been looking for another property but can't find one big enough for the whole family or that they can afford. Additional info: Theresa is still at school and Lucia's parents do not want to be signatories to the tenancy.



Assessing an adequacy risk rating for Lucia and Iosefa

Risk rating for clients not living in any housing (including EH):	type your answer here
Risk rating for the structural integrity of the house:	type your answer here
Risk rating for the condition of facilities:	type your answer here
Risk rating for overcrowding:	type your answer here
Risk rating for security of tenure:	type your answer here
Overall risk rating for Adequacy	type your answer here

Note: Print this and take it to your workshop. Alternatively, copy and paste the table into an e-mail and send it to yourself.

Print

Next steps

Congratulations



Well done. You've completed the third module in the 'Assessing eligibility for public housing' programme.

Now you can recite the five SAS criteria and describe the Adequacy criterion specifically.

You can describe the purpose of the risk ratings, and have applied that learning by assessing a rating for our clients Kara, and Lucia and Iosefa.

This is the first of our five blended modules. That means that now you've completed the pre-work about the SAS criterion Adequacy you'll meet with others who are also learning about housing

assessment to participate in an online facilitated session.

In that session we'll spend some time doing introductions and reviewing the use of the technology we're using for the virtual workshops. We'll start this, and every other blended module by reviewing and reflecting on your online learning.

In this module you have your first workshop questions. Make sure that you have these, and your answers available to you in the workshop. You've been asked to:

- Describe 'adequate' housing in your own words.
- Identify what you consider 'standard' or typical facilitates you would find in a house?
- Calculate how many bedrooms Lucia, Iosefa and their family need so as to not be 'overcrowded'.
- Assess an Risk Rating for Adequacy for Kara, and Lucia and Iosefa.

In the next module you'll continue to look at the specific Social Assessment System (SAS) criteria, this time focusing on Suitability.

You can close this window by closing the window or using the exit button.