INTAKE TOOLKIT

DEVELOPED FOR: **REDF**
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PURPOSE

The purpose of this toolkit is to guide employment social enterprises (ESEs) as they develop an intake process for new participant workers. This toolkit provides an overview of the purpose of the intake process, best practices for implementation, and a sample intake form that the ESE can customize to best fit its focus population.

GLOSSARY

Intake: The initial process of gathering information from a new ESE participant worker.

Focus Population: The group of people for whom your employee success program is best suited.

Baseline data: The initial measurements or assessments that practitioners use to determine a starting point for participants. Can be used to create a service plan for the participant and show impact over time.

Outcome goals: The measurable milestones toward your impact statement. Outcomes measure the quality of those activities. The way people's lives were changed.

INTRODUCTION

As you consider your intake process, think of it like the front door to your new participant's experience. At Homeboy Industries, the greeter at the front door makes an impression. A Homeboy participant once said, "They welcomed me like they had been waiting for me." Consider how to blend the business of completing intake paperwork with an introduction to the unique culture of your organization.

Intake refers to the initial process of gathering information from a new ESE program participant. These meetings often involve asking a series of questions and collecting documentation and serve as the foundation for creating an individualized service plan. Through the intake process, ESEs typically aim to:

- **Gather personal and demographic information** relevant to the program
- **Understand the participant's current situation**, such as their employment status, skills, and barriers to work.
- **Identify specific needs**, such as housing, transportation, language skills, or mental health support.
- **Collect baseline data** related to program outcomes for the ESE.
- **Assess goals and readiness** for employment or training programs.
- **Create an individualized service plan** tailored to the participant's unique challenges and aspirations.

The first step to creating a plan for participant intake is to consider what you actually need to know about the individuals you are serving. Clarifying the information you need to gather from participants will help you to strengthen your intake process by making it effective and efficient while also remaining thoughtful about factors like confidentiality and retraumatization. Below are questions to help you and your team identify the most important information to include in your intake process:

- What is our primary goal for the intake process? (Is it collecting information, identifying barriers, connecting to resources, assigning to a job placement, or something else?)
- What information will directly influence the way we serve this participant?
- Is there something we need to know about the participant to confirm eligibility for the program?
- How can we ensure the intake process promotes dignity and respect?
- Am I focusing on the individual's strengths and opportunities, rather than solely barriers?

INTAKE PROCESS

In this section, we will walk you through the intake process–highlighting best practices that support your staff in collecting needed information while also prioritizing trauma-informed care.

Step 1: Initial Contact

The first step of the intake process is to make initial contact with the participant. How this happens depends on the ESE's unique protocol and program structure, but common formats include a walk-in, a group interest meeting, warm handoff between service providers, or a referral form. Regardless of the format you choose, we recommend using this as a first touchpoint rather than the intake meeting itself. Use this conversation to: introduce yourself and your organization, build rapport, describe the program, confirm interest, collect contact information, and make a plan for when and where to meet for the intake. Here are a few best practices to honor and respect participants:

- **Be prepared:** Ask participants to bring relevant identification, professional, or educational documents to the intake meeting. This allows the ESE employee to review paperwork and copy answers into the intake form, simplifying the workload for the participant.
- **Share decision making:** Help participants feel more comfortable by making decisions together. Let them choose between a list of places and times to meet, and when the meeting time comes, allow them to choose where to sit.
- **Check for understanding:** Before you part ways, give the participant an opportunity to ask questions and review next steps like meeting time, location, and any action points. As your next appointment time approaches, consider sending a reminder message.

STEP 2: INTAKE MEETING

Staff from workforce development organizations commonly meet one-on-one early on with job seekers. During these sessions, important information is gathered to inform goal setting and service planning. The sessions are also an opportunity to introduce the organization's services and set expectations. Effective design and execution of these initial meetings set a positive tone for future engagement and success.

The following suggestions describe the format for a meaningful intake meeting. aim to foster dialogue with job seekers that facilitates the collection of required information and improves your ability to match them with services and support their workforce success. Sample intake documents and questions are provided at the end of this section.

Preparing for the Meeting
- **Facilitate Decision-making:** Clearly communicate eligibility criteria and programmatic requirements upfront, enabling job seekers to decide if your organization is a good fit for them.
- **Honor Job Seekers' Time:** Screen for eligibility in advance of the initial meeting to respect the jobseeker's time.
- **Choose Your Language Wisely:** Avoid describing the meeting with terms like "assessment" to reduce anxiety and prevent feelings of judgment.
- **Set Expectations:** Inform job seekers of the meeting's duration and reassure them that the conversation is your priority, and a second meeting can be scheduled if needed. Build a buffer into your own schedule to avoid rushing.
- **Normalize the Conversation:** Share planned topics ahead of time, assuring job seekers that no advance preparation is necessary. Consider using language like the following:
  "By the end of our time together, I hope to know more about your journey, your goals, and the obstacles you're overcoming. Many job seekers choose to share their aspirations, strengths such as skills or prior work experience, and challenges, such as [mention one or two barriers common among your organization's clients that the jobseeker may share]."
- **Book a Suitable Space:** Ensure the meeting space will be private and conducive to conversation.
- **Confirm the Appointment:** Follow up the day before the meeting and again on the morning of it to demonstrate your enthusiasm and interest.

Setting the Stage for a Positive Meeting
- **Warm Welcome:** Greet job seekers warmly. Instead of starting with paperwork, give a brief tour and introduce fellow team members to help them feel comfortable and visualize themselves accessing services.
- **Create a Comfortable Setting:** Meet in a private, comfortable space, arranging it so there are no barriers (e.g., a computer screen or desk) between you and the jobseeker. Before beginning the discussion, offer refreshments and a restroom break.

- **Be Transparent:** If filling out paperwork or entering responses on the computer, let the jobseeker see the questions you're responding to and, later, the opportunity to review what you have written. Explain that the information captured will inform the service plan you are creating together. Clarify who will have access to the information and assure the jobseeker that there will be future opportunities to discuss topics in further detail. Refer to our [Confidentiality toolkit](#) for support in clarifying information sharing.
- **Empower the jobseeker:** Powerlessness is at the heart of trauma, and a perceived lack of power can be very stressful. Give power to the jobseeker by letting them set the pace and tone of your discussion. Reassure the jobseeker that their experiences and challenges are common and that the goal is to provide support. Acknowledge that discussing personal issues can be difficult and offer to pause or revisit questions as needed. Examples of upfront questions that empower the jobseeker in the moment include:
    - What questions do you have about the conversation we're going to have today?
    - What is one hope you have for our conversation?
    - What would you like me to know about you and your journey?
    - What do I need to know to help and support you?
    - Are we good to get started?

Building Connections and Trust

While funder requirements and organizational processes make completed forms and documentation essential outputs of an initial meeting with a jobseeker, these bureaucratic necessities should not take center stage.
- **Prioritize the Relationship:** While paperwork is necessary, the primary goal is to understand how to support the job seeker in achieving their goals.
- **Encourage a Natural Conversation:** Instead of rigidly following a script or asking each question on a form, let the dialogue flow naturally. This creates a more relaxed atmosphere and encourages open communication.
- **Integrate Information Flexibly:** Gather required information through open-ended questions that give the jobseeker space to share what they consider most important. Ask follow-up questions if they do not mention specific topics or clarification is needed. If it is not feasible to capture all the information in the moment, use notes to do so immediately after the meeting concludes.

Ensuring a Constructive Conversation
- **Start with strengths:** Begin by asking about strengths and sources of pride. You can reference this information as touchpoints throughout the rest of your discussion and relationship with the jobseeker. Examples of questions to elicit this information include:
    - What are you proud of?
    - What can you do better than most people?
    - What tasks come most easily to you?
    - What do you get asked to help with? (by friends, family members, colleagues)
    - How would your friends describe you?
    - When do you feel most engaged? What energizes you?
    - Whose opinion and respect are important to you?
- **Lay the groundwork for goal setting:** Although your conversation will inevitably touch upon challenges in the past and present, keep the focus on the future. Example questions include:
    - What is an area of your life where you would like to see some change?
    - Where would you like to see yourself one year from now? How would you like to have grown professionally? Personally?

- What is a goal you have for yourself, something that is a stretch for you, but still within your reach?
- Thinking about the work you would most like to do, how would you describe your ideal workday? What would you spend your time doing?

When asking these or similar questions, consider building in time for the jobseeker to close their eyes and visualize the future they want or jot down some notes prior to answering aloud.

- **Invite reflection:** Ask open-ended questions to invite a fuller response and tee up potential solutions to challenges experienced. A tip for reframing questions to be open-ended is to start them with "Why," "How," "What," "Tell me about," or "Describe." Sample questions include:
  - Tell me about any challenges you have faced in _____? [e.g., returning to work? holding onto a job?]
  - What about that goal feels out of reach or unrealistic to you?
  - What would make you feel more confident about your ability to succeed?
  - How would you approach [challenge previously mentioned] if you had more time?
- **Create a safe space for disclosure:** Use an empathetic tone and non-judgmental language to make job seekers feel comfortable disclosing sensitive information. For example, instead of asking "Have you ever been incarcerated?" you can ask, "What experiences in your background might impact your ability to find work?" Acknowledge that discussing personal issues can be difficult and offer to pause or revisit questions as needed.
- **Normalize Job seekers' Experience:** Reassure job seekers that their experiences and challenges are common among your organization's clients and that you can help. Consider sharing success stories about job seekers you've previously helped. Spark a conversation by asking "What about their experience feels familiar or is relevant to your situation?"

Gathering Information to Support Resilience

Job search can be time-intensive and discouraging. Education and training can be hard work. Overcoming personal challenges can be frustrating and involve navigating difficult bureaucracies. Help job seekers identify practices that support their resilience and which you can remind them of when times get tough. Potential questions to ask include:

- What helps you cool your jets when you get angry or upset?
- What helps you when you're feeling discouraged?
- Who and what are the people, places, or activities that improve your mood?

Concluding the Meeting

As the meeting draws to a close you want to:

- Create a Sense of Partnership: Let the jobseeker know they are not alone and that your organization will assist and encourage them moving forward.
- Establish Support: Gather information about how you can work together effectively. Possible questions include:
  - What do you need to feel safe and productive in our work together?
  - What forms of communication do you prefer?
  - How do you learn best?
  - What else do I need to know to support you?
- Communicate Next Steps: Share with the jobseeker what will happen next, the anticipated timeline, and anything required of them.

A thoughtful, respectful approach in your early interactions will build trust and enhance your ability to support the jobseeker effectively over time.

Below is a sample intake form that can be used to collect demographic information, employment and education history, goals, and availability. Because different focus populations have unique needs, we've also included an appendix with questions tailored to a variety of populations. Use the template below as a starting point and customize it according to the needs of your workforce and the workflow of your team.

Note: ESEs that do not have a program component or whose flow of activities does not include a one-on-one or small group meeting prior to beginning work can include the intake document as part of the job application process or new hire orientation paperwork.

SAMPLE INTAKE DOCUMENT

Participant name _____ **Date:** _____

Demographic Information (select all that apply)

1. Race & Ethnicity
   - ☐ Native American or Alaska Native
   - ☐ Asian
   - ☐ Black
   - ☐ Latinx
   - ☐ Native Hawaiian or Other Pacific Islander
   - ☐ White
   - ☐ Two or more races (please specify) _____
   - ☐ Self Identify _____

2. Gender
   - ☐ Female
   - ☐ Male
   - ☐ Non-binary
   - ☐ Self Identify _____

3. Birth Date _____

4. Do you speak another language? If so, which one(s)? _____

5. At any time during the past year (even for one month) did you or anyone in your household receive any financial assistance from the following sources? Check all that apply.
   - ☐ Unemployment and Workers Compensation
   - ☐ WIC
   - ☐ TANF (General Assistance/Diversion payments
   - ☐ Food stamps (SNAP)
   - ☐ Social Security Income
   - ☐ Housing assistance
   - ☐ Social Security Survivors Benefits
   - ☐ Child Care Assistance
   - ☐ Social Security Disability Benefits
   - ☐ Veteran's Benefits
   - ☐ Energy assistance

Employment History

1. How many jobs have you had in your life? _____

2. Has anyone helped you find a job in the past?
   - ☐ Yes
   - ☐ No

3. Who has helped you? (List person or people's name, role, school and/or organization, where did you meet them) _____

Education History

What level of education have you completed?

- ☐ High School
- ☐ GED
- ☐ Associate's Degree
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Career/Technical School
- ☐ Other (please specify)

Name of school: _____

Area of study (if applicable): _____

Work History
Current or Most Recent Job

Company or Organization Name: _____

Location: _____

Job Title: _____

Brief Job Description:

_____

_____

Hourly Wage: _____

Average hours worked per week: _____

How long did you work there (approximately): _____

Start Date (provide your best guess): _____

End Date (provide your best guess): _____

Do/did your employer offer any of the following benefits (even if you did not use it)?

- ☐ Paid sick leave
- ☐ Paid vacation/personal leave
- ☐ Paid family and medical leave (maternity leave or leave to care for a sick family member)
- ☐ Health insurance, health savings account or stipend
- ☐ High-quality industry training
- ☐ Retirement
- ☐ Other: _____

Which of the following best describes your work schedule at this job?

- ☐ Regular daytime schedule
- ☐ Rotating shift (changes regularly from days to nights)
- ☐ Regular evening shift
- ☐ Split shift (two distinct periods each day)
- ☐ Regular night shift
- ☐ Irregular schedule (one that changes from day to day)
- ☐ Other (specify)

Do/did you work for pay for as many hours as you would like?

- ☐ Yes, I work for pay for as many hours as I would like
- ☐ No, I would prefer to work more hours
- ☐ No, I would prefer to work fewer hours

Reason for Leaving:
- ☐ Quit
- ☐ Fired
- ☐ Laid Off
- ☐ Unknown/Other

Tell us about the experience:
- ☐ Loved it
- ☐ Liked it
- ☐ Hated it
- ☐ Other (tell us more)

Previous Job 1
Company or Organization Name: _____
Location: _____
Job Title: _____
Brief Job Description:

_____

_____

Hourly Wage: _____
Average hours worked per week: _____
How long did you work there (approximately): _____
Start Date (provide your best guess): _____
End Date (provide your best guess): _____

Do/did your employer offer any of the following benefits (even if you did not use it)?
- ☐ Paid sick leave
- ☐ Paid vacation/personal leave
- ☐ Paid family and medical leave (maternity leave or leave to care for a sick family member)
- ☐ Health insurance, health savings account or stipend
- ☐ High-quality industry training
- ☐ Retirement
- ☐ Other: _____

Which of the following best describes your work schedule at this job?
- ☐ Regular daytime schedule
- ☐ Rotating shift (changes regularly from days to nights)
- ☐ Regular evening shift
- ☐ Split shift (two distinct periods each day)
- ☐ Regular night shift
- ☐ Irregular schedule (one that changes from day to day)
- ☐ Other (specify):

Do/did you work for pay for as many hours as you would like?
- ☐ Yes, I work for pay for as many hours as I would like
- ☐ No, I would prefer to work more hours

☐ No, I would prefer to work fewer hours

Reason for Leaving:
☐ Quit
☐ Fired
☐ Laid Off
☐ Unknown/Other

Tell us about the experience:
☐ Loved it
☐ Liked it
☐ Hated it
☐ Other (tell us more)

Previous Job 2
Company or Organization Name: _____
Location: _____
Job Title: _____
Brief Job Description:
_____
_____
Hourly Wage: _____
Average hours worked per week: _____
How long did you work there (approximately): _____
Start Date (provide your best guess): _____
End Date (provide your best guess): _____
Do/did your employer offer any of the following benefits (even if you did not use it)?
☐ Paid sick leave
☐ Paid vacation/personal leave
☐ Paid family and medical leave (maternity leave or leave to care for a sick family member)
☐ Health insurance, health savings account or stipend
☐ High-quality industry training
☐ Retirement
☐ Other: _____

Which of the following best describes your work schedule at this job?

☐ Regular daytime schedule
☐ Rotating shift (changes regularly from days to nights)
☐ Regular evening shift
☐ Split shift (two distinct periods each day)

☐ Regular night shift
☐ Irregular schedule (one that changes from day to day)
☐ Other (specify): _____

Do/did you work for pay for as many hours as you would like?
☐ Yes, I work for pay for as many hours as I would like

☐ No, I would prefer to work more hours

☐ No, I would prefer to work fewer hours

Reason for Leaving:

☐ Quit

☐ Fired

☐ Laid Off

☐ Unknown/Other

Tell us about the experience:

☐ Loved it

☐ Liked it

☐ Hated it

☐ Other (tell us more): _____

Strengths & Opportunities

1. What are your three greatest strengths, and how would they be an asset to [ESE]?
   a. [Strength]
   b. [Strength]
   c. [Strength]

1. What is the biggest area where you need to grow?

2. Participants at this ESE often [earn their GEDs/join a technical school/examples of educational goals]. Is there an educational goal you are interested in achieving or something you would like to learn?

3. Do you have a long-term goal for employment? (For example, working in a particular field, having consistent hours, becoming a supervisor)

Other Considerations

The following questions are sensitive in nature but are very important to ensure we are providing employment opportunities to people from diverse experiences and backgrounds. We will ensure the highest confidentiality of your responses and your responses WILL NOT affect your employment eligibility.

1. How do you get to work? (Personal vehicle, family member or friend, bus, walking, bike, I don't have a way to get to work) _____
2. How often do you experience transportation problems?
   a. Never
   b. Sometimes (1-2 days per week)
   c. Often (3-4 times per week)
   d. Every day
3. Do you have any dependent children under age 5 (before Kindergarten)?
   a. Yes
   b. No
4. How often do you access childcare?
   a. Never
   b. Sometimes (1-2 days per week)

     c.   Often (3-4 times per week)

     d.   Every day

5. I have had stable housing for:
    a. 3 months
    b. 6 months
    c. 12 months
    d. more than 18 months
    e. not in stable housing

6. My mental health affects my personal life.
    a. Never
    b. Rarely
    c. Sometimes
    d. Often
    e. Always

7. My mental health affects my ability to work.
    a. Never
    b. Rarely
    c. Sometimes
    d. Often
    e. Always

8. The following best describes my relationship to substances (drugs and/or alcohol).
    a. Currently struggle with substance use
    b. Have completed treatment to abstain or reduce my use
    c. Never had a difficulty with substance use
    d. Decline to Answer

9. Substance use (drugs and/or alcohol) affect my ability to work.
    a. Never
    b. Rarely
    c. Sometimes
    d. Often
    e. Always

10. I have experienced the following legal issues:
    a. One or more arrests
    b. Charged with a misdemeanor or felony
    c. Pending charges
    d. None of the above

My availability to work in [MONTH] is:
- ☐ Morning shift
- ☐ Afternoon shift
- ☐ Any

Participant signature _____

ESE staff signature _____

Interpreter signature (if applicable) _____

INTAKE DOCUMENT APPENDIX: Focus Populations

The questions below are for ESEs serving certain focus populations. These questions are designed to provide these ESEs with additional context they need to serve these specific populations. ESEs should include these questions to their intake process, in addition to the questions above.

Refugees and Asylum Seekers

1. What is your country of origin?
2. What is your immigration status?:
    - ☐ Refugee
    - ☐ Asylee
    - ☐ Special Immigrant Visa Holder
    - ☐ Cuban/Haitian Entrant
    - ☐ Afghan Parolee
    - ☐ Ukrainian Parolee
    - ☐ Amerasian
    - ☐ Other (feel free to specify): _____
3. What is your level of English language proficiency (speaking)?
    - ☐ Fluent
    - ☐ Conversational
    - ☐ Beginner
4. What is your level of English language proficiency (written/reading)?
    - ☐ Advanced
    - ☐ Intermediate
    - ☐ Beginner

5. What jobs have you done in your country of origin (if not already listed above)?
   _____
6. If you've worked in the U.S., are there any cultural differences in the workplace that have been challenging to navigate?
   _____

Neurodiverse Individuals

1. How do you like to receive direction (verbal, written, pictures)? _____
2. When you need a break, what do you like to do? _____
3. What helps you focus?
    - ☐ Music
    - ☐ Quiet
    - ☐ Noise-canceling headphones
    - ☐ Having a comfort item or fidget nearby
    - ☐ Other (please specify): _____
4. Do you have sensory aversions or needs?
    - ☐ Yes: Feel free to list. _____
    - ☐ No
5. Are there any support systems or individuals who help you manage your work or personal life that you would like included in this process?

☐ Yes: Feel free to list. _____

☐ No

6. What makes you happy? _____
7. What are your special interests? _____
8. Do you want extra processing time? _____

Individuals Experiencing Homelessness

1. What is your current living situation?
   - ☐ Unsheltered (street, parks, bench, car)
   - ☐ Emergency sheltered (overnight shelter, domestic violence shelter, disaster shelter)
   - ☐ Doubled up
   - ☐ Imminent risk of homelessness (sudden eviction notice, unemployment, domestic violence)
2. Do you have access to basic necessities such as food, hygiene facilities, and transportation to work?
   - ☐ Yes
   - ☐ No
3. Are there any immediate challenges, such as lack of ID or legal issues preventing you from securing employment?
   - ☐ Yes
   - ☐ No
4. Do you have any physical or mental health concerns that may impact your work?
   - ☐ Yes
   - ☐ No
5. Are you currently connected with any social services, housing programs, or shelters that provide support? If not, are you interested in this kind of referral (if not provided at the ESE itself)?
   - ☐ Yes
   - ☐ No

Individuals Impacted by the Justice System

1. Are you currently on probation or parole? If so, what are the conditions and requirements?
   _____
2. Do you have any upcoming court dates or legal obligations that may impact your ability to work?
   _____
3. Are you interested in trauma-informed counseling or support?
   - ☐ Yes
   - ☐ No
4. Do you have any legal restrictions (e.g., restrictions on certain industries, locations) that we should be aware of when considering a work assignment for you?
   _____
5. Do you have family, friends, or community organizations that support you in your reentry journey?
   _____

Opportunity youth

1. What is your current living situation? Circle One
   - ☐ Live with Family in a Stable Living Situation
   - ☐ Live with Foster Family

- ☐ Live in Subsidized or Section 8 Housing
- ☐ Live Independently in Stable Living Situation
- ☐ Live Independently in Unstable Living Situation
- ☐ Live in Group Home
- ☐ Couch Surfing, Stay with Different Friends/Family--Unstable Living Situation
- ☐ Homeless--Unstable Living Situation
- ☐ Other: _____

2. What best describes your living situation growing up? Circle One
   - ☐ Live with Family in a Stable Living Situation
   - ☐ Live with Foster Family
   - ☐ Live in Subsidized or Section 8 Housing
   - ☐ Live Independently in Stable Living Situation
   - ☐ Live Independently in Unstable Living Situation
   - ☐ Live in Group Home
   - ☐ Couch Surfing, Stay with Different Friends/Family--Unstable Living Situation
   - ☐ Homeless--Unstable Living Situation
   - ☐ Other: _____
3. How do you feel about school?
   - ☐ I love school and enjoy learning new things.
   - ☐ I'm neutral about school—it's okay, but I don't feel strongly about it.
   - ☐ I don't like school; I find it difficult or not enjoyable.
   - ☐ I don't go to school, but I'm interested in learning outside of school.
   - ☐ I don't go to school and learning isn't a priority for me right now.
   - ☐ Other (please describe) _____

4. How do you feel about learning?
   - ☐ I find learning enjoyable and valuable
   - ☐ Learning is often difficult or frustrating for me
   - ☐ School experiences made me hate learning
   - ☐ Other (please describe) _____

Survivor of domestic violence and/or trafficking

1. I have survived a human trafficking experience:
   a. Yes
   b. No
   c. Decline to respond
2. Do you have any current safety concerns or needs that we should be aware of?
   a. Yes
   b. No
   c. Explain:
3. Do you have a safety plan in place?
   a. Yes
   b. No
   c. Explain:

4. Are you interested in trauma-informed counseling or support?
    a. Yes
    b. No
    c. Explain:
5. Are there specific confidentiality requirements we should follow to protect your safety and privacy?
    a. Yes
    b. No
    c. Explain:
6. Are you connected to any support services or legal resources that assist with your recovery or legal status?
    a. Yes
    b. No
    c. Explain:
7. Are you dealing with any legal issues related to your situation (e.g., restraining orders, custody issues)? Do you need financial assistance (if available through ESE or a referral partner)?
    a. Yes
    b. No
    c. Explain:

Individuals with mental health challenges and/or substance use issues
1. Are you currently receiving treatment or support for mental health or substance use? If so, are there certain days/times you are not available to work? _____
2. What types of work environments or tasks trigger stress or anxiety for you? How can we help create a supportive environment? _____
3. Are there any accommodations or support services that would help you succeed (e.g., flexible hours, coping strategies, mental health support)? _____
4. How can we align your employment goals with your recovery process? _____

STEP 3: COLLECT BASELINE DATA

A second purpose for the intake process is to gather data that shows where your participants are starting in regard to the ESE's chosen outcomes. Baseline information is helpful not only for creating a service plan with the individual and understanding their strengths, opportunities, and needs but also to show the impact the ESE is achieving through its program. By measuring where participants are at intake we can show how they change over time through program involvement.

In order to determine the baseline data you need, refer to the Logic Model Toolkit or the Alternative Metrics Toolkit.

Included below is a sample process for collecting baseline data. The survey instruments below were fashioned using the Measuring Mobility Toolkit. This toolkit was created by Stanford University in partnership with the Urban Institute and the US Partnership on Mobility from Poverty. ESEs should adjust each survey tool according to their outcomes. Whichever outcomes you choose and tools you use to measure, the key is to survey participants at the start of the program (baseline) and at minimum, at the time of program completion.

Sample Outcome Goals:
- **Power and autonomy:** 70% of our employees will report an increased sense of power and autonomy.
- **Social capital:** 85% of our employees will increase social capital.
- **Earning power:** 85% of our employees will increase earning power.

The baseline routines would include:
- **Power and autonomy:** Complete the [shift and persist survey](#) and record data in the participant's file or program database with date of intake.
- **Social capital:** Complete the [social capital survey](#) and mark data in the participant's file or database with date of intake.
- **Earning power:** Complete [earning power baseline checklist](#) and record results in the participant's file or program database with date of intake.

REFLECT
Below are a list of questions that can be used to reflect as a team when designing or making changes to your enterprise's intake process.
- How can we ensure that the intake experience is welcoming and sensitive to the unique needs of those we serve?
- What steps can we take to make the intake process feel less bureaucratic and more empowering for participants?
- Are we collecting only the necessary data during intake? How are we ensuring participants feel comfortable sharing personal information?
- Does our organization have a clear process for [confidentiality and information sharing](#)?
- How do we evaluate whether our intake questions and methods are effective?
- What processes are in place to continuously improve the intake process based on participant outcomes and changing needs?

SUMMARY
Intake is a vital component of service delivery that allows practitioners to get key information about a participant's background, strengths, challenges, and goals, as well as baseline data. By planning their process for onboarding participants ahead of time, ESEs can implement an intake process that is effective while also upholding principles of trauma-informed care.

RESOURCES
Intake questions informed by the 2023 survey tool created by AlliedUp, REDF, S P A C E, and Polaris META Partners.