



“Roadmap” to Youth Housing  
The Daybreak Evaluation Project and  
Findings from the Year One Process Evaluation

Friday, April 6, 2012

1:00 –2:00 PM



# Webinar Format

- Webinar will last 60 minutes
- Slides will be posted on [www.ohiohome.org](http://www.ohiohome.org)
- Audience members are muted during the presentation

# Questions

- Question period at the end of webinar
- Questions after the webinar
  - Submit to [hholtzen@ohiohome.org](mailto:hholtzen@ohiohome.org)

# Introductions

- Moderator
  - Holly Holtzen, Strategic Research Coordinator, Ohio Housing Finance Agency
- Presenters:
  - Linda Kramer, CEO Daybreak
  - Kerry Beckwith, Senior Research Associate, Community Research Partners
  - Shon Bunkley, Associate Director of Research Services, Community Research Partners

# Agenda

- Participants will learn
  - About the Daybreak model of housing and services for transitional youth
  - Purpose and process evaluation of the Daybreak model
  - Lessons learned
  - Next steps

# Acknowledgments

- The Ohio Housing Finance Agency
- The Iddings Family Foundation
- The George Gund Foundation

# Daybreak Mission

To eliminate youth homelessness in the Miami Valley through comprehensive and results-oriented programs that provide safety and stability for runaway, troubled, and homeless youth ages 10 to 21.

# Daybreak Overview

## 1975

Daybreak opened its doors as an emergency shelter for runaway and homeless youth. At the time, the Daybreak shelter contained 10 beds for minor girls and boys.

## Today:

63 full- and part-time staff

10 to 15 university interns and more than 30 direct service volunteers.



## Programs:

1. Street Outreach and Prevention Services
2. 24-7 Emergency Shelter for youth ages 10-18
3. Transitional Housing
  - 24 facility-based apartments with 24-hour supervision and intensive support services
  - 30 scattered site community apartments with moderate supervision and support services
4. Licensed 10-Bed Group Home for Boys



# CRP Overview

- Unique nonprofit research center located in Columbus, OH
- Aim is to strengthen communities through data, information, and knowledge
- Applied and policy research, community data, and program evaluation projects, within and outside Central Ohio
- Wide range of fields including human services, education, health, housing, homelessness, employment, poverty, community development, and race and diversity
- Partnership of the City of Columbus, United Way of Central Ohio, The Ohio State University, and the Franklin County Board of Commissioners

# Daybreak Evaluation

- The “Roadmap” project—a 27-month evaluation project that will analyze Daybreak processes and client outcomes to identify emerging best practices for developing and implementing a comprehensive housing program for homeless and transitioning youth ages 18 through 21.

# Evaluation Overview

## Evaluation parameters

PARAMETER	DEFINITION
<b>Evaluation timeframe</b>	Phase 1: Startup Activities, Jan. 1, 2011 – Jul. 31, 2011 Phase 2: Process Evaluation, Aug. 1, 2011 – Dec. 31, 2011 Phase 3: Impact Evaluation, Aug. 1, 2011 – Dec. 31, 2012 Phase 4: Final Evaluation Report and “Roadmap,” Jan. 1, 2012 – Mar. 31, 2013
<b>Population</b>	Daybreak clients, ages 18-21, served in Daybreak’s emergency shelter (who are on on-track for housing) and in transitional housing programs from Aug. 1, 2011 to Dec. 31, 2012)
<b>Client-level data collection timeframe</b>	Aug. 1, 2011 – Dec. 31, 2012 (17 months)
<b>Deliverables</b>	Daybreak Evaluation Plan: August 2011 Year One Process Evaluation Report: December 2011 Final Evaluation Report and “Roadmap”: March 2013

# Evaluation Overview

All evaluation activities, data collection, analysis, and reporting are guided by six primary evaluation questions:

1. What is the current status of youth in the Dayton area? And what is the profile of youth that Daybreak serves, including their risk factors for being homeless?
2. How is the Daybreak youth shelter and transitional housing program implemented?
3. What lessons have Daybreak staff learned about providing emergency shelter, transitional housing, and other support services to runaway, troubled, and homeless youth?
4. What is the impact of the Daybreak program on providing safety and stability for runaway, troubled, and homeless youth ages 18 to 21?
5. What are best practices in providing emergency shelter and transitional housing to runaway, troubled, and homeless youth ages 18 to 21?
6. What are local, state, and national policy recommendations for providing safety and stability for runaway, troubled, and homeless youth ages 18 to 21?

# Daybreak Logic Model

## ASSUMPTIONS

### Assumptions Pertaining to Common Client Characteristics and Background:

- Lack decision-making skills
- Lack internal motivation (many have an “entitlement” mentality)
- Fall low on Maslow’s Hierarchy of Needs
- Lack positive role models
- Parents/caregivers are typically absent (incarcerated, deceased) or nonsupportive, destructive,
- Come from diverse backgrounds
- Many have untreated health issues (physical, mental, dental, vision)
- Many come from or are still a part of an abusive interpersonal relationship
- Normal, healthy developmental functioning may have been affected
- Many are victims of complex trauma

### Assumptions Pertaining to Programming and Service Delivery:

- The more barriers clients face when they enter Daybreak, the more intensive and structured their program needs to be and the longer it will take to serve them
- The needs of youth are different than the needs of adults
- Developmentally, they continue to change; their brains are still growing (normal, healthy developmental functioning has been arrested)
- Traditional “talk” therapies are not the most effective. Youth need more engaging types of counseling and therapy
- Clients do not want to be “assessed” or “evaluated”
- Clients are not likely to follow up on referrals on their own; they need constant encouragement and reminders
- There’s a difference between youth coming out of the “system” (such as foster care) and youth who were never part of the “system”



# Daybreak Logic Model



## RESOURCES / INPUTS

*Daybreak Staff* (clinical, trained specialists, residential specialists, administrative, other)

*Volunteers*

*Professional Development, Continuing Education for Daybreak staff*

*Community Resources*

- Goodwill (employment)
- Samaritan Health Clinic (physical health)
- Crisis Care (mental health)
- South Community (staff training)
- Wright State University (HIV/AIDS education and testing)
- Local universities (student interns gaining clinical experience toward Associates, Bachelor, and Master degrees)
- Volunteer psychiatrist on staff

*24-hour Building Security* (resources spent on securing a safe environment for clients)

*Shelter and Housing*

- 16-18 bed capacity in shelter
- 24 efficiency apartments
- 30 community apartments

*Daybreak Facility*

- Counseling rooms & classrooms
- Recreation & leisure amenities
- "Home" amenities (laundry, bathing, kitchen, kids playroom)
- "Coffee House" space
- Transportation

*Board of Directors*

*Funding* (\$3.7 million in FY 2012)

*Agency philosophy of positive youth development*



## ACTIVITIES / INTERVENTIONS

*Street outreach*

*Safe shelter*

*Housing*

*Mental Health Assessment*

*AOD Screening*

*Health screening and referral*

*Creation of Individual goal plan*

*Case management*

- Information referral/Linked to resources
- Transportation tokens
- School enrollment
- Accompany to appointments
- Secure identification
- Access to benefit programs
- Weekly home visits to off-site apartments

*CPST (Clinical Psychiatric Support and Treatment)*

- Group and individual

*BHCT (Behavioral Health Counseling Therapy)*

- Group and individual
- Family (when requested)

*Positive youth development activities, such as:*

- Life skills building
- Coffee House
- Supper Club
- Parenting

*Educational support activities, such as:*

- Mandatory school attendance
- Tutoring
- GED/OGT preparation

*Contingency Management programming (Daybreak Dollars)*

*Crisis intervention*

*24-hour on call staff support*

*Mandatory school attendance (where applicable)*

*Work attendance (where applicable)*

*Assistance with job searching, job readiness preparation*

*Material Aid (clothing, toiletries, babycare needs)*

*Safety (24-hour building security)*

*Meals*

*Routines (structure)*

*Leisure activities*

*Youth volunteer opportunities*

*Babysitting (done by volunteers)*

*Transition planning (from Daybreak to permanent housing)*

*Policy advocacy*

*Living/service environment and staff/client interactions designed to foster 40 developmental assets*



# Daybreak Logic Model



## OUTPUTS / MEASUREMENTS

HOUSING	PHYSICAL & MENTAL HEALTH	LIFE SKILLS	INCOME & EMPLOYMENT	EDUCATION
<p><b><u>OUTPUTS</u></b></p> <p>Nights in shelter</p> <p>Nights in transitional housing</p> <p>Nights in community housing</p> <p><b><u>MEASUREMENTS/TRACKING</u></b></p> <p>Every 6 months and at program transfer:</p> <p>Daybreak Dollars earned</p> <p>Daybreak \$ fined</p> <p>Rent payments made</p> <p>Transition plan created (for move from Daybreak to permanent housing)</p> <p>Clients terminated from program for noncompliance</p>	<p><b><u>OUTPUTS</u></b></p> <p>Hrs of individual therapy/counseling</p> <p>Hrs of group therapy/counseling</p> <p>Hrs of accessing health care services (self-reports)</p> <p><b><u>MEASUREMENTS/TRACKING</u></b></p> <p>Every 6 months and at program transfer:</p> <p>MH diagnosis</p> <p>Global Assessment of Functioning (GAF) score</p> <p>Depression Anxiety score</p> <p>ATOD use (self-report)</p> <p>Health status assessment (self-report)</p> <p>Health insurance status</p> <p>Risk behaviors extracted from Ansell Casey 'Self-Care' questions</p> <p>Daybreak \$ earned for participation in MH-related activities</p>	<p><b><u>OUTPUTS</u></b></p> <p>Hrs of individual CPST/Life Skills counseling</p> <p>Hrs of group CPST/Life Skills counseling</p> <p><b><u>MEASUREMENTS/TRACKING</u></b></p> <p>Every 6 months and at program transfer:</p> <p>Ansell Casey Life Skills Assessment</p> <p>SI 40 Developmental Assets</p> <p>Daybreak \$ earned for life skills-related activities</p> <p>Criminal involvement/interaction with the adult criminal justice system (public records search)</p>	<p><b><u>OUTPUTS</u></b></p> <p>Hrs in work readiness and/or search activities</p> <p>Hrs in actual employment</p> <p>Hrs spent accessing mainstream benefits (self-reports)</p> <p><b><u>MEASUREMENTS/TRACKING</u></b></p> <p>Every 6 months and at program transfer:</p> <p>Employment status</p> <p>Annual income from all sources</p> <p>Daybreak \$ earned for employment-related activities</p> <p>Daybreak \$ cashed out at program exit</p>	<p><b><u>OUTPUTS</u></b></p> <p>Hrs of actual class attendance/participation</p> <p>Hrs spent on education activities (orientations, completing forms, tutoring, homework, etc)</p> <p><b><u>MEASUREMENTS/TRACKING</u></b></p> <p>Every 6 months and at program transfer:</p> <p>Last grade achieved</p> <p>Presence of an Individualized Education Program (IEP)</p> <p>Daybreak \$ earned for education-related activities</p>



# Daybreak Logic Model

OUTCOMES				
HOUSING	PHYSICAL & MENTAL HEALTH	LIFE SKILLS	INCOME & EMPLOYMENT	EDUCATION
<p><u>SHORT-TERM (at exit)</u></p> <p>Successful move from transitional to community housing (where applicable; will require additional data collection for all short-term outcome measures)</p> <p>Successful move from transitional to permanent housing</p> <p>Successful move from community to permanent housing</p> <p>Transition plan in place</p> <p><u>LONG-TERM</u></p> <p>7 months post-exit:</p> <p>Client has maintained permanent housing</p> <p>Client has not re-entered HMIS system</p> <p>Goals within transition plan have been met or progress toward goals has been made</p>	<p><u>SHORT-TERM (at exit)</u></p> <p>Improvement on:</p> <ol style="list-style-type: none"> <li>1. GAF score</li> <li>2. Depression Anxiety score</li> </ol> <p>Controlled/responsible ATOD use</p> <p>Maintenance of physical health</p> <p>Has health insurance</p> <p>Decreased incidence of risk behaviors (Ansell Casey)</p> <p><u>LONG-TERM</u></p> <p>7 months post-exit:</p> <p>Continued maintenance of or improvement on:</p> <ol style="list-style-type: none"> <li>1. GAF score</li> <li>2. Depression Anxiety score</li> </ol> <p>Continued controlled/responsible ATOD use</p> <p>Continued maintenance of physical health</p> <p>Has health insurance</p> <p>Maintenance of or further reduction in risk behaviors</p>	<p><u>SHORT-TERM (at exit)</u></p> <p>Improvement on:</p> <ol style="list-style-type: none"> <li>1. Ansell Casey Life Skills Assessment</li> <li>2. SI 40 Developmental Assets</li> </ol> <p>No criminal involvement during enrollment or at exit</p> <p><u>LONG-TERM</u></p> <p>7 months post-exit:</p> <p>No subsequent criminal involvement</p> <p>Continued maintenance of or improvement on:</p> <ol style="list-style-type: none"> <li>1. Ansell Casey Life Skills Assessment</li> <li>2. SI 40 Developmental Assets</li> </ol>	<p><u>SHORT-TERM (at exit)</u></p> <p>Client has income from employment</p> <p>and/or</p> <p>Client has income from other sources</p> <p>Client's income is sufficient to meet living expenses</p> <p><u>LONG-TERM</u></p> <p>7 months post exit:</p> <p>Client has maintained or increased income from employment</p> <p>and/or</p> <p>Client has maintained or increased income from other sources</p> <p>Client's income is sufficient to meet living expenses</p> <p><sup>4</sup> Outcome data for employment/income may include comparisons between clients who were/were not part of Daybreak's Employment Program, to be launched in 2012.</p>	<p><u>SHORT-TERM (at exit)</u></p> <p>Clients without a HS diploma are in school or in a GED/OGT class</p> <p>Clients with goals of pursuing higher education are enrolled in appropriate program</p> <p><u>LONG-TERM</u></p> <p>7 months post-exit:</p> <p>Client has maintained enrollment in school or GED/OGT class</p> <p>or</p> <p>Client has obtained diploma, GED, or certification</p> <p>or</p> <p>Client has enrolled in post-secondary education classes</p>



# Evaluation Question 1

*What is the current status of youth in the Dayton area?*

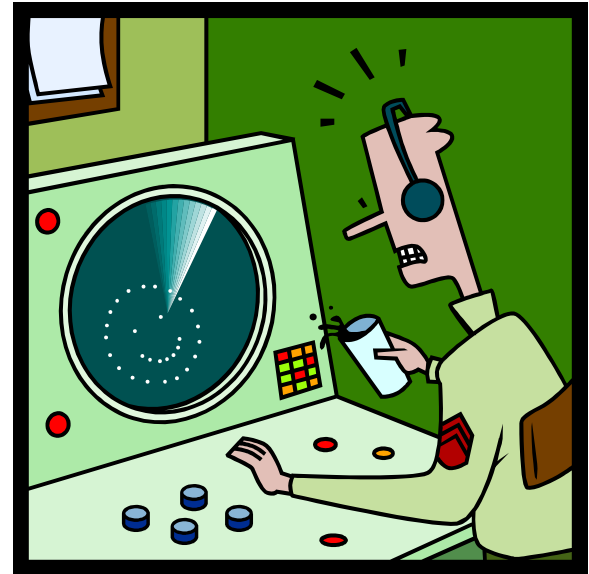
*And what is the profile of youth that Daybreak serves, including their risk factors for being homeless?*

# Counting Homeless Youth

Runaway and Homeless Youth Act:

Emergency Shelter: Under age 18

Transitional Living: Under age 22



McKinney Vento New Definitions as Amended by the Hearth Act

Youth: Under age 25

Homelessness Expanded definition to match other federal definitions

# Homeless Youth in Montgomery County: Demographics

**Total Youth Ages 18-24 in HMIS (Jan. 1-Nov. 30 2011): 1,153 Youth**

Gender	
Male	546
Female	598

Race	
Black or African American	699
White	356
Multiracial	66
Other	18

Education level	
Post-secondary	6
High school Diploma/GED	319
12 <sup>th</sup> grade, no degree	52
Some high school	253
7 <sup>th</sup> -8 <sup>th</sup> grade	11

Currently in school	
No	333
Yes	148

Youth With Children	
Female single parent	422
Male single parent	18
Two-parent family	52
Other	63

Extent of homelessness	
1-2 times in the past	198
2 years or more	14
4 times in past 3 years	24
First time homeless	237

Employed	
No	798
Yes	157

Criminal history	
Yes	109

# Profile & Risk Factors of Daybreak Clients

Characteristic	% of Daybreak Youth*
Foster care history	32
More than three foster care placements	8
Physically abused (not injured)	52
Physically abused (injured)	40
Sexually abused	32
Domestic violence in the home	36
Physically neglected	32
Emotionally neglected	58
Parent or friend killed	16
Witness to community violence	51
Parental addiction/alcoholism (one parent)	38
Parental addiction/alcoholism (both parents)	22
Prior mental health hospitalization	26
Multiple mental health hospitalizations	12
Substance abuse issues	21
GLBTQ	10
Pregnant or parenting	8
History of legal charges	66
Felony conviction, juvenile or adult	7
Misdemeanor conviction, juvenile or adult	60
Had IEP in school	40

\* Data apply to Daybreak clients who entered shelter and housing between June 1, 2011 and November 28, 2011

# Evaluation Question 2

***How is the Daybreak youth shelter and transitional housing program implemented?***

# Daybreak Programs

24-Hour Emergency Shelter Through age 18

Transitional Housing Through age 21

- 24 apartments with 24-hour supervision with intensive services
- 30 scattered site, “transition in place” community apartments with moderate services

Street Outreach Through age 21

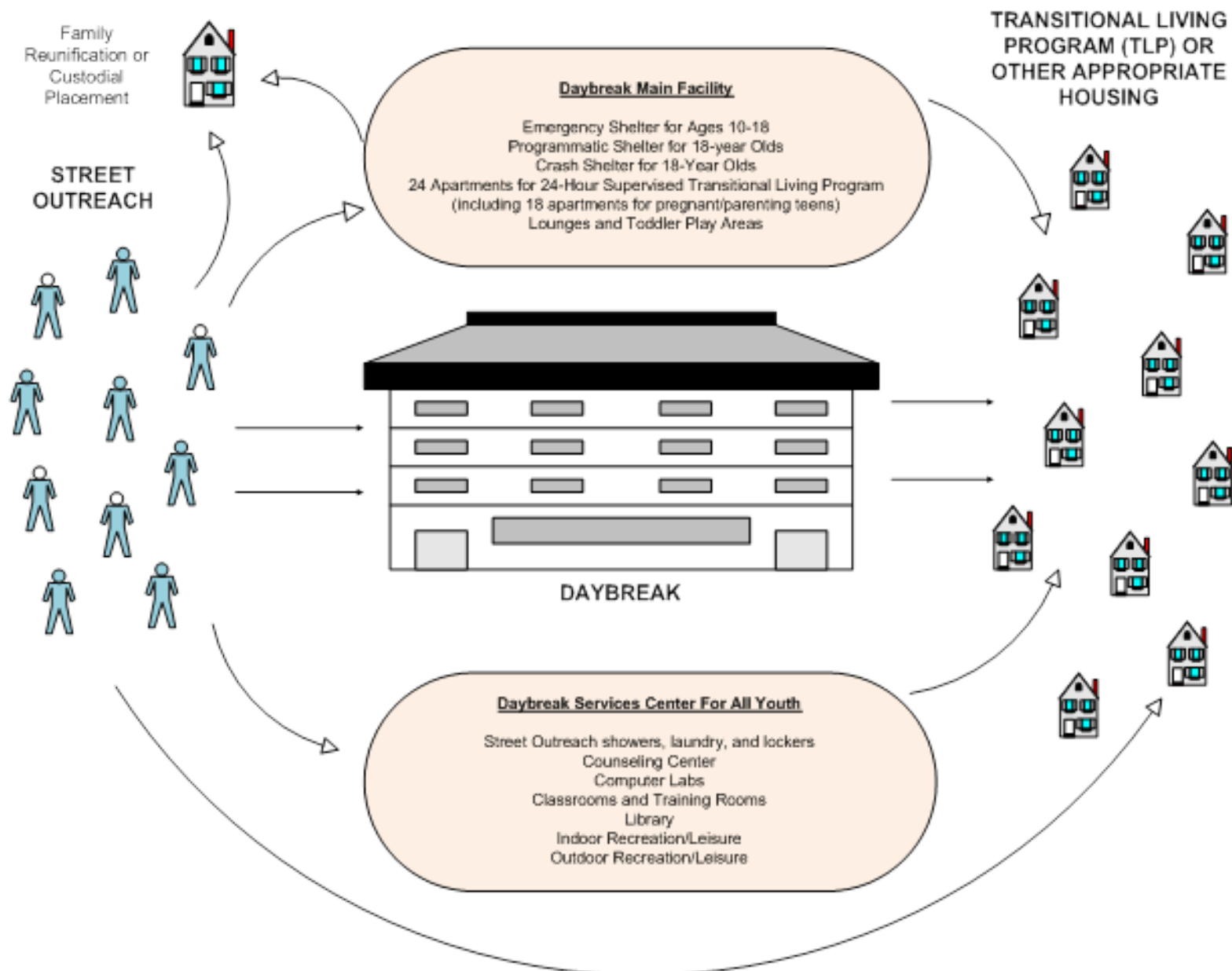
Alma’s Place (group home) Through age 19

# Daybreak Main Facility

- Centrally located
- Highly visible
- On a major bus route
- Close Proximity To:
  - Numerous high schools
  - Community college
  - 4-year universities
  - County Job Center
  - Medical facilities
  - Library
  - Governmental offices
  - Grocery and retail



## DAYBREAK FLOW CHART





# Street Outreach

Provides survival aid and case management services designed to move street youth and couch hoppers to safe living environments

Provides “inreach” to young adults residing in the community’s adult shelters.



# Emergency Shelter

- Youth ages 10 to 18
- Open 24 hours a day, seven days a week
- Maximum occupancy of 16 plus 2 overflow
- Levels of shelter service
  - “crash”
  - “programmatic”
- Shelter rules



# Emergency Shelter

**Shelter Main Supervision Area**



**Single Shelter Bedroom**



**Shelter Rec Room**



**Shelter Lounge 1**



# Housing

- Two components
  - Beachler Apartments: Facility-based transitional housing
  - Scattered site “transition in place” community apartments

Both components of the housing program are designed to provide housing residents with the opportunity to develop life skills, increase their education, find employment, and achieve financial security.





# Beachler Apartments

24 apartments are efficiency units for males and females, including pregnant females and single individuals living with one child up to three years old leased on a monthly basis.



# Daybreak Dollars

A contingency management system—or token economy system—that governs the rental subsidy component of Daybreak's LIHTC Beachler Apartments.



# Daybreak Dollars Activity Menu

ACTIVITY	\$DD EARNED PER HOUR	POTENTIAL \$DD EARNED DAILY
Weekly schedule included with verifications submitted by Sunday at midnight (\$5)		
Employment	\$5	\$40
School attendance and homework	\$5	\$20
Verified documentation of a job interview		\$40
In not employed, 3 online job applications per day		\$5
In not employed, 1 job application completed and submitted at job site		\$5
If not employed , employment assistance with an intern	\$10	-
Case manager weekly meeting (required)	\$10	-
Individual therapy (4 initial sessions required)	\$10	-
Groups (Housing, Feelings, Parenting, Power Club, Community)	\$10	-
Clean apartment (required)	-	-
Showing clean apartment for visitors	-	-
9 a.m. group (Monday-Friday; required if not in school or employed full-time)	-	\$10
Completed homework assignments authorized by case manager	\$5	-
“Relationship” with intervention specialist (required if Individual)	\$10	-
“Anger management” with intervention specialist (required if Individual)	\$10	-
Supper Club	\$10	-
Coffee House	\$10	-
6 p.m. group (Monday—Thursday)	\$10	\$10
Medical appointment for you or your baby	-	\$5
Caring for your child during first 6 weeks/8 weeks for C-section	-	\$5
Physician mandated bed rest	-	\$25
Documented participation in other agency community programs	\$5	-
Volunteer hours in the community	\$5	-
“Outstanding Achievement Client” receives \$100 Daybreak Dollars		

# Scattered Site Transition In Place Apartments

- 30 scattered-site community apartments
- Owned and operated by private landlords
- Daybreak signs lease for youth (with landlord permission)
- Rental assistance with moderate supports
- Gradual decrease in support over time
- Youth assume lease





# Alma's Place (group home)

- In 2011, Daybreak opened Alma's Place in its former shelter facility on Wayne Avenue.
- The shelter has been converted into a 10-bedroom group home for boys ages 14 to 19 who are in the custodial care the child welfare or juvenile court systems.



# Support Services

## Mental Health Services

- Mental Health Assessments
- Individual, Family, and Group Counseling
- Individual and Group Community Psychiatric Supportive Treatment (CPST – previously referred to as case management)



# Other Support Services

- Educational support
- Employment readiness training and support
- Financial and Budget management
- Housekeeping and other skills necessary to maintain housing
- Access to mainstream community services
- Sustaining positive, healthy, relationships
- Drug, alcohol, and tobacco prevention
- Anger management and violence prevention
- Positive social activities
- Transportation assistance
- And More



# Daybreak's Evidence-Based Practices

- ✓ A Housing Continuum
- ✓ SAMHSA Model Programs and Evidence-Based Interventions
  - Cognitive Behavioral Therapies
    - Trauma-focused CBT
    - Contingency management intervention
  - Positive Youth Development
    - Search Institute's 40 Developmental Assets
  - Trauma Informed Care
  - Strengths-based Skill Development
    - Ansell-Casey Life Skills Assessment
    - The Council for Boys and Young Men
  - Nurturing Parenting Programs
    - EBP: Nurturing Parent Curriculum



# Daybreak Partnerships



Housing:	Adult shelters and housing programs
Employment:	Goodwill-Easter Seals
Education:	High schools, charter schools, colleges, vocational schools
Physical Health:	Local hospital, homeless health center, public health
Mental Health:	Community mental health centers
Abuse/Neglect:	County Child Welfare
Criminal Justice:	County Juvenile Court
Staff Support:	Partnerships with universities and colleges for undergraduate and graduate level internships volunteer program

# How Stakeholders View Daybreak



## Challenges and Barriers

1. Inadequate funding and/or restrictive funding
2. Couch hopping not considered homeless
3. No housing for youth who refuse rules, etc.
4. Lack of employment opportunities
5. Youth don't fit "eligibility" of adult programs
6. "Gapper" youth – low functioning, cognitively impaired, but not considered "mentally ill"

## Strengths

1. Knows its kids
2. Dedicated, high quality staff
3. Core competencies: shelter and housing
4. Use of evidence based practices
5. Strong advocates for youth
6. Strong fundraising and community support

## Opportunities for Improvement

1. Shorten time for youth to access housing
2. Strengthen collaborations with mental health centers and adult systems
3. Add housing for transitioning youth with severe mental health barriers
4. Add low barrier, low demand housing for youth who don't want rules or programming

## How Daybreak Has Changed Over Time

1. Evolved from a "youth shelter" in 1975 to offer a fuller continuum of programs and services for youth and young adults
2. Significant shift from serving minor youth to serving more transitioning youth/young adults
3. Changed services and programming to address "tougher" youth
4. Increased focus on housing, education, and employment

# Evaluation Question 3

*What lessons have Daybreak staff learned about providing emergency shelter, transitional housing, and other support services to runaway, troubled, and homeless youth?*

# Lessons Learned: Direct Service Staff

## 1. Challenges to serving youth

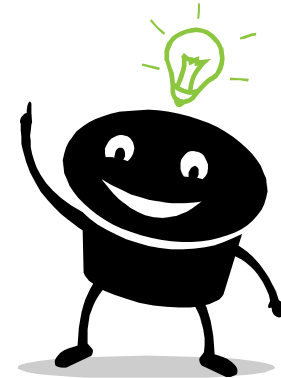
- Parent/guardian participation, buy-in
- “Gapper” youth
- Histories of trauma and mental health challenges
- Resistance to “rules”

## 2. Barriers to achieving desired outcomes

- Lack of basic employment skills and experience
- Lack of education
- Criminal backgrounds

## 3. Critical rules, expectations, and services

- Structure, timelines
- Emphasis on (and assistance with) attending school
- Emphasis on (and assistance with ) finding and maintaining employment
- “No-hands” policy
- Active participation in the Program (no free rides)
- Continual and consistent use of positive youth development strategies
- Daybreak Dollars (use of Token Economy system)





# Lessons Learned: Management

- Constant need to re-evaluate and adapt to reach youth where they are and meet the needs of the community
- Opportunity House = staff, resources, services, and youth under one roof = Client-driven model
- Be data driven
- Bring as many services on-site as possible
- Be realistic

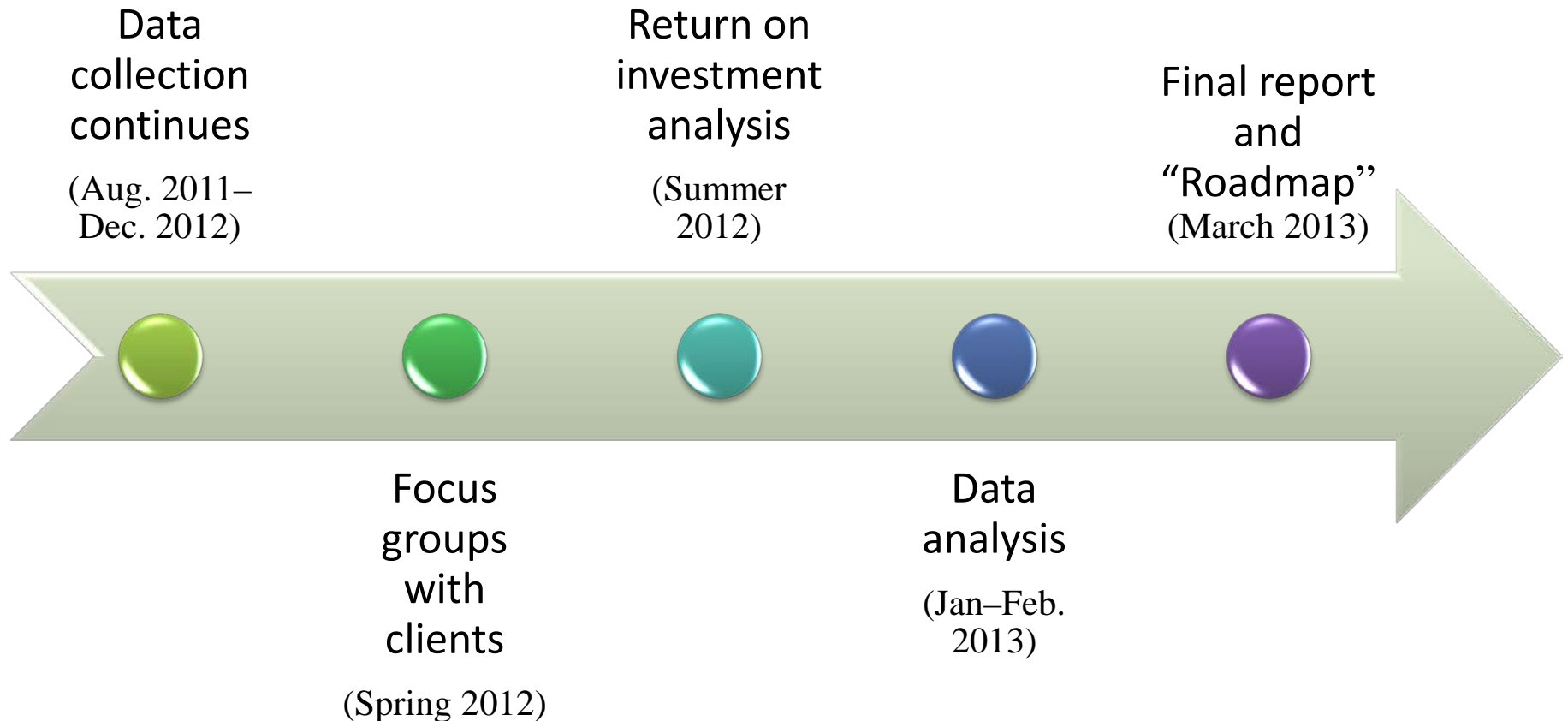


# Lessons Learned: Data Team

- Take advantage of opportunities to streamline data collection
- Bring on evaluation staff as early as possible
- Clearly define the roles of senior staff and evaluation staff
- Clearly articulate the goals of the evaluation to direct service staff and try to get buy-in from staff early in the process



# Next Steps: 2012-2013





*Questions*

# Contact information

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