

Preventing Youth Homelessness in 2020

9th March 2020, Cardiff City Hall

Contents Slide Pack 2

(click each title to jump to individual sections)

Housing First for Youth

An overview of the history of the Housing First for Youth model, developed by the Canadian Observatory on Homelessness, which offers a potentially hugely effective approach to housing stabilisation for homeless young people, plus progress on its development both internationally and in Wales.

Upstream in Canada and Wales

An overview of the Upstream approach is being trialled in Canada, the USA and Wales, and based on the hugely effective Geelong Project. This approach brings education and homelessness prevention services together, it provides an opportunity to identify and prevent risk of homelessness much earlier than other approaches.

YAP Tool

An overview of the Youth Assessment and Prioritization Tool (YAP), which is a Canadian tool that has been developed to screen for risk of homelessness amongst youth and is currently being tested as part of the Making the Shift project. This tool may hold promise for screening for risk within a range of sectors.

View our **Twitter Moment** from the day here: <https://twitter.com/i/events/1237304146056880128>

Read the WCPP report **Preventing Youth Homelessness** here: <https://www.wcpp.org.uk/publication/preventing-youth-homelessness/>



Stephen Gaetz

President, Canadian Observatory on Homelessness
Scientific Director, Making the Shift



**Wales Centre
for Public Policy**
**Canolfan Polisi
Cyhoeddus Cymru**

Part 1

Adapting
Housing First
for YOUTH



Pathways off the streets

and

Exits from Homelessness

“We suggest considering modifications of "Housing First" to maintain fidelity to core principles while better meeting the needs of youth”.

Kozloff et al., (2016) **At Home / Chez Soi**





**The importance of
developing a response
based on the needs of
developing adolescents
and young adults.**



Part 2

**What *is*
Housing First for
Youth?**



WHAT IS HOUSING FIRST FOR YOUTH?

Housing First for Youth (HF4Y) is a rights-based intervention for young people (aged 13-24) who experience homelessness, or who are at risk. It is designed to address the needs of developing adolescents and young adults by providing them with immediate access to housing that is safe, affordable and appropriate, and the necessary and age-appropriate supports that focus on health, well-being, life skills, engagement in education and employment, and social inclusion.



THE CORE PRINCIPLES OF HOUSING FIRST FOR YOUTH

Core principles are important because they provide a guide for planning and delivering a strategy, service or intervention. Core principles also help to measure fidelity to the HF4Y model, especially for scaling or adaptation.

The core principles of HF4Y include:

1. A right to housing with no preconditions
2. Youth choice, youth voice and self-determination
3. Positive youth development and wellness orientation
4. Individualized, client-driven supports with no time limits
5. Social inclusion and community integration

Figure 2: Models of accommodation within a HF4Y framework



Supports



1. HOUSING
SUPPORTS



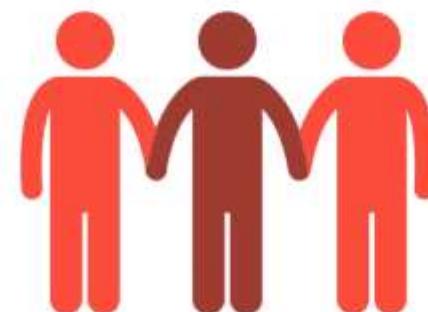
2. HEALTH & WELL-BEING



3. ACCESS TO INCOME
& EDUCATION



4. COMPLEMENTARY SUPPORTS



5. SOCIAL INCLUSION

1 Housing supports

- ***Help in obtaining housing***
- ***Housing retention***
- ***Rent supplements***
- ***Support when things go wrong***
- ***Aftercare***



2 Supports for health and well-being

- ***Trauma informed care***
- ***Mental Health***
- ***Substance use and addictions***
- ***Harm Reduction***
- ***Healthy Sexuality***
- ***Personal Safety***



3 Access to income and education

- *Income supports*
- *Training*
- *Employment*
- *Education*



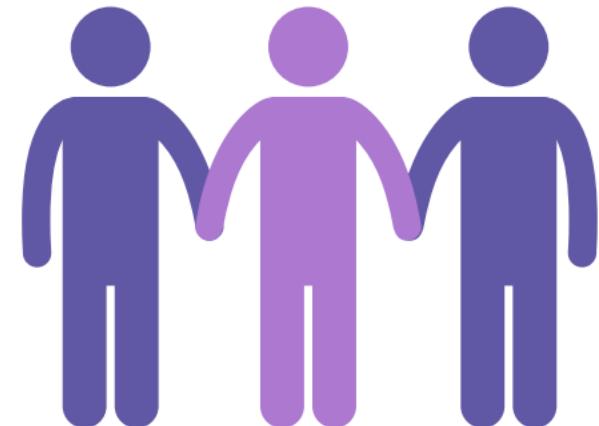
4 Complementary Supports

- *Life skills*
- *Adult support and mentoring*
- *Supporting young people with children*
- *System Navigation and Advocacy*
- *Peer support*
- *Legal supports*



5 Enhancing social inclusion

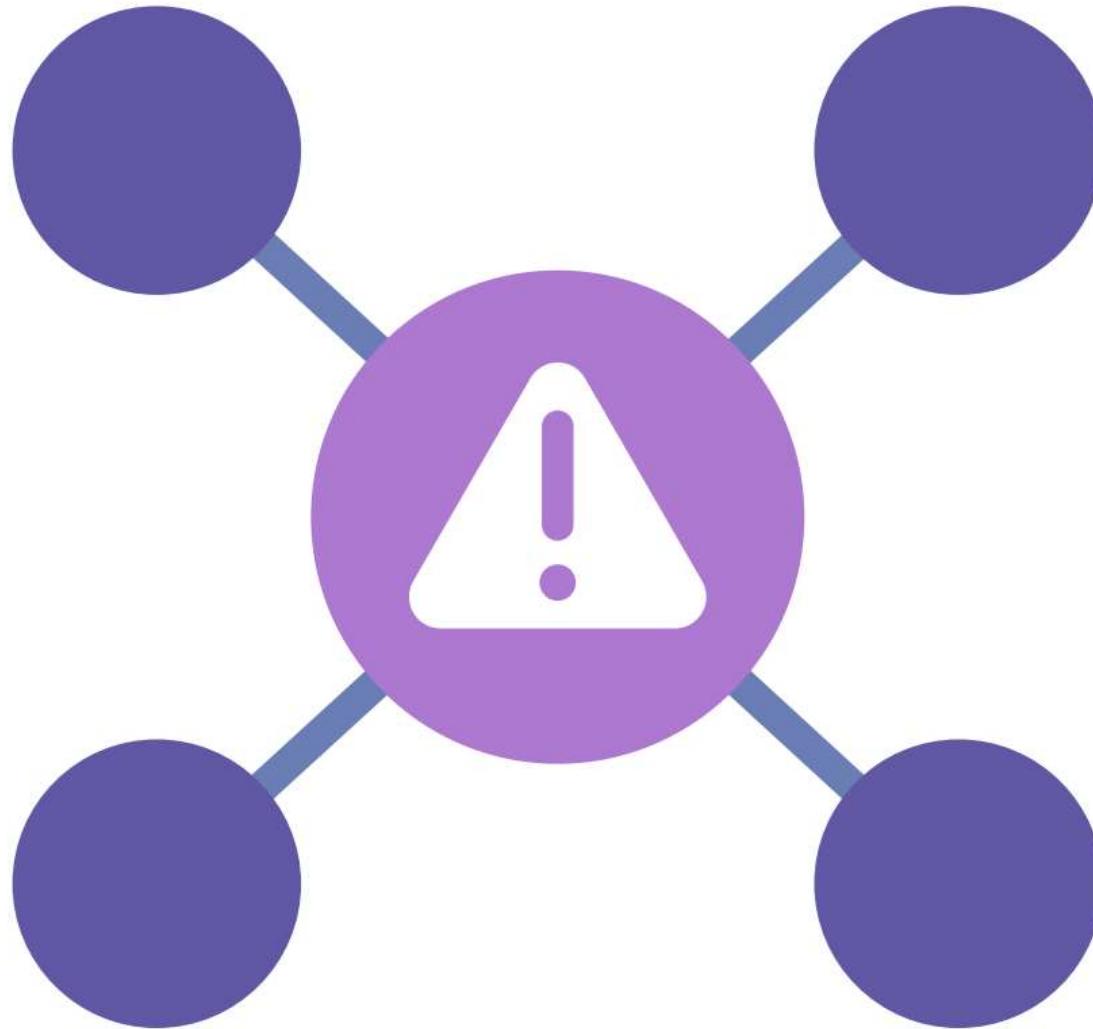
- *Developing social relations*
- *Enhancing Family Relations and Natural Supports*
- *Community engagement*
- *Cultural engagement*
- *Meaningful activities*



Part 3

Considerations for Service Delivery

Prioritization



Youth Assessment and Prioritization (YAP) tool

For Making the Shift, we are using the **Youth Assessment and Prioritization tool**, because:

- It is based on the needs of developing adolescents and young adults
- Is strengths-based and rooted in a Positive Youth Development orientation.
- It involves both client and staff knowledge
- It assists decision-making, and doesn't determine prioritization for you
- It can catch things that other vulnerability assessment tools cannot.



Program outcomes



1) Housing stability

- Obtaining housing
- Maintaining housing
- Enhancing knowledge and skills regarding housing and independent living
- Reducing stays in emergency shelters



2) Health and well-being

- Enhanced access to services and supports
- Improved health
- Food security
- Improved mental health
- Reduced harms related to substance use
- Enhanced personal safety
- Improved self-esteem
- Healthier sexual health practices
- Enhanced resilience



3) Education and employment

- Established goals for education and employment
- Enhanced participation in education
- Enhanced educational achievement
- Enhanced participation in training
- Enhanced labour force participation
- Improved financial security



4) Complementary supports

- Established personal goals
- Improved life skills
- Increase access to necessary non-medical services
- Addressing legal and justice issues



5) Social inclusion

- Building of natural supports
- Enhancing family connections
- Enhancing connections to communities of young person's choice
- Strengthening cultural engagement and participation
- Engagement in meaningful activities

Case work and case management

- Client driven
- Effective assessment
- Collaboration and Cooperation
- Support with goal setting
- Right matching of services
- Home visits
- Evaluation for Success



Caseloads

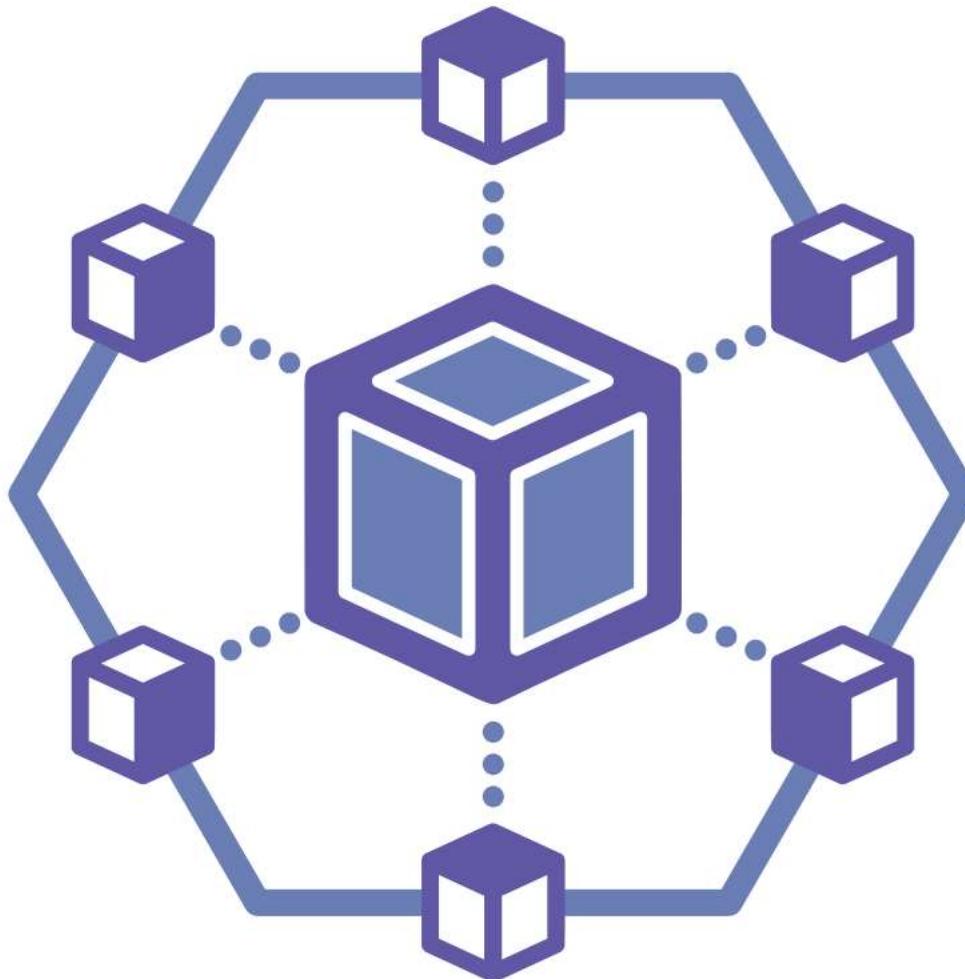
“Caseloads numbers should be carefully balanced. When considering the impacts of including family and natural supports, complexities of targeted groups (LGBTQ2S, Indigenous) and the potential of managing crisis, caseloads in excess of 7 should be avoided.”

Kim Kakakaway – Homefire Support Worker, Boys and Girls Club of Calgary

Consider the importance of Family and Natural Supports



Embedding HF4Y within an integrated systems response



Part 5

*Innovation &
Adaptation of HF4Y*



MAKING
THE SHIFT

Youth
Homelessness
Social Innovation Lab

Housing First for Youth Demonstration Projects

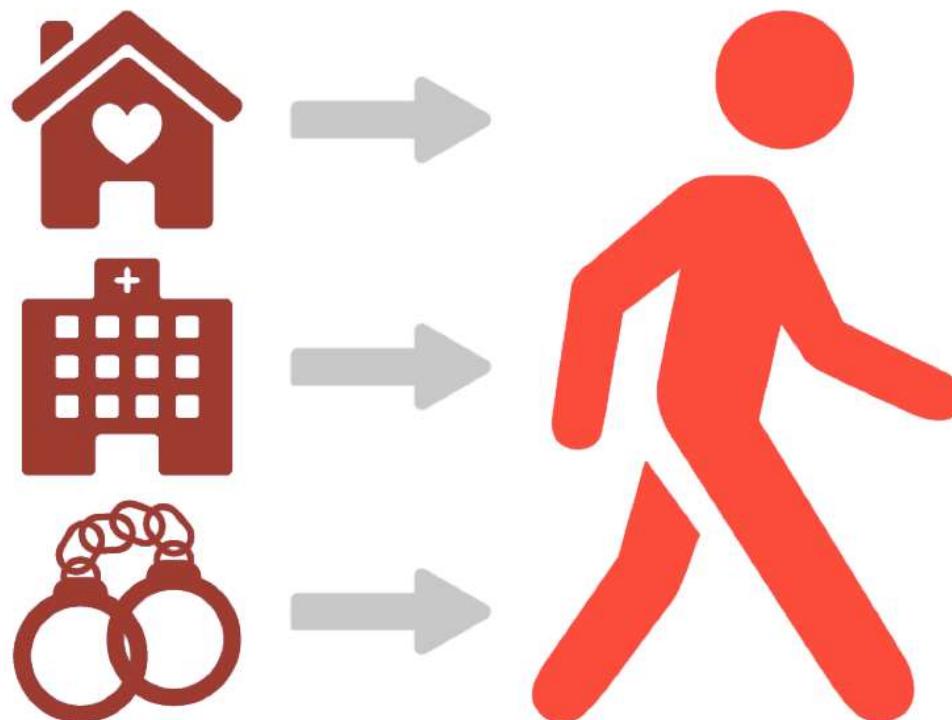


Ottawa - Housing First for Youth

Toronto - PREVENTION focus:
Housing First for Youth leaving care

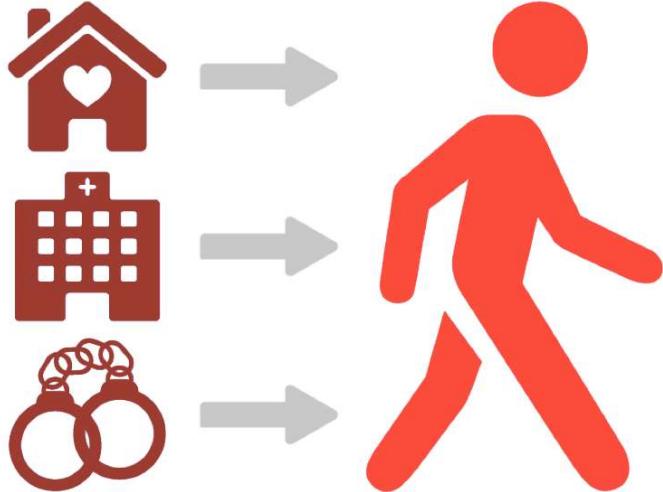
Hamilton - Housing First for Indigenous
Youth (An Indigenous led project)

Supporting young people exiting **PUBLIC SYSTEMS**



**FIRST PLACE
FOR YOUTH**
MORE IS POSSIBLE





Housing First 4 Youth Leaving Care

- Supports for youth up to 25
- Prioritization
- Transitional planning begins early
- Post-discharge systems navigation support
- Opt out, opt back in

**TYPE:**

Free 2 Be, Youth

DESCRIPTION:

WoodGreen Community Services addresses the needs for coordinated housing and community-based services for young people transitioning out of the child welfare system in Toronto.



Housing First for Youth Leaving Care

Adapting HF4Y for Indigenous Youth

Indigenous issues cross cut all themes and aspects of the project due to the **social context** homelessness; all MTS partnerships strive to build relationships with Indigenous communities at multiple levels.



The importance of cultural reconnection:

- Learning about culture including cultural practices - smudging, gift blanket
- Places to feel safe and practice culture
- Engagement with elders
- Indigenous ways of knowing – Medicine wheel, Circle of Courage, 7 Grandfather teachings
- Brought into ceremony
- Healing

“Endaayaang is infused with culture from day one. Making the Shift has been very supportive in the development from grounding the project in ceremony to how the research will be captured in order to reflect a true Indigenous view.”

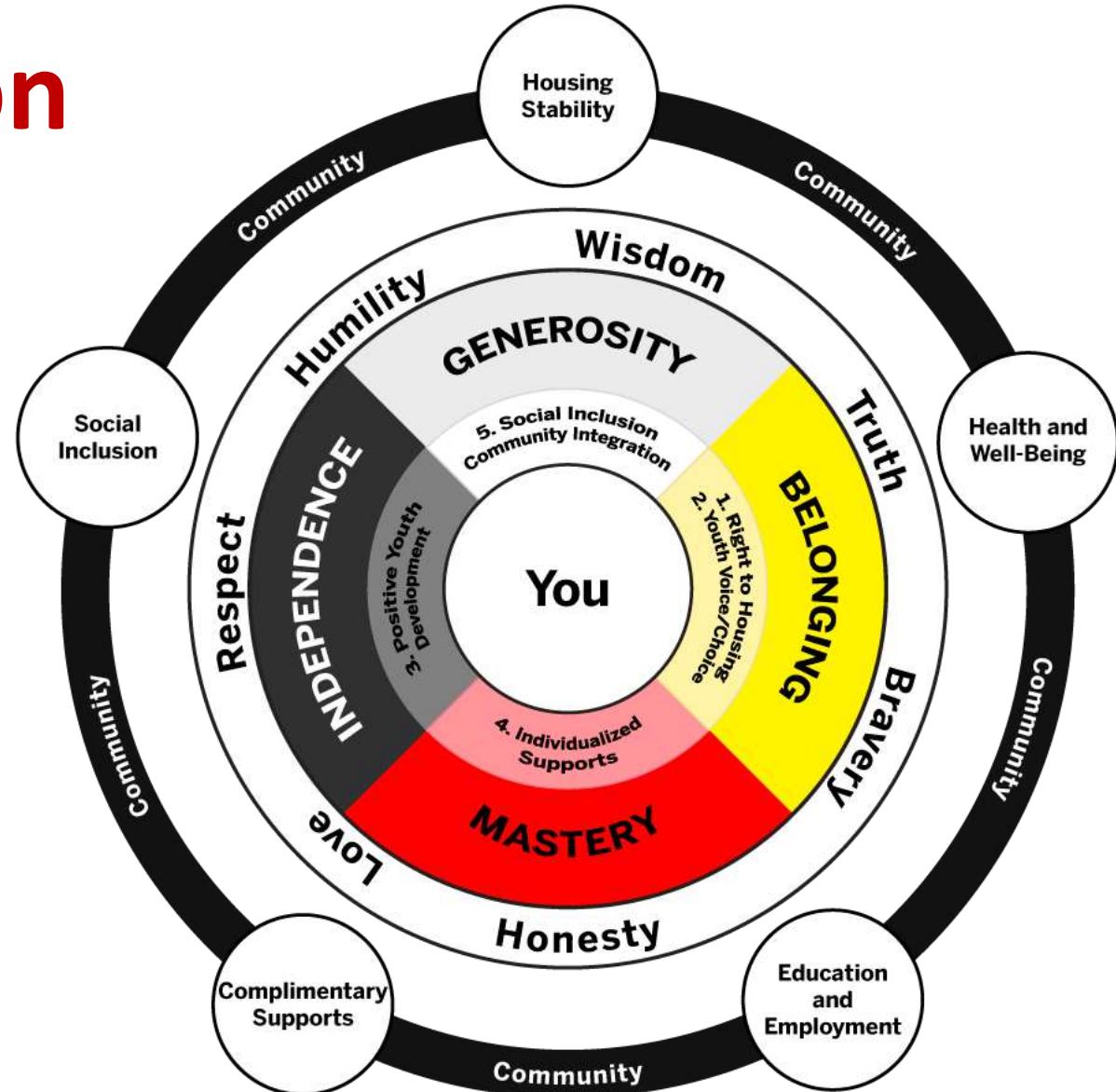


Sheryl Green, Indigenous Youth in Transition Worker,
Hamilton Indian Resource Centre

Indigenous Innovation

Combining:

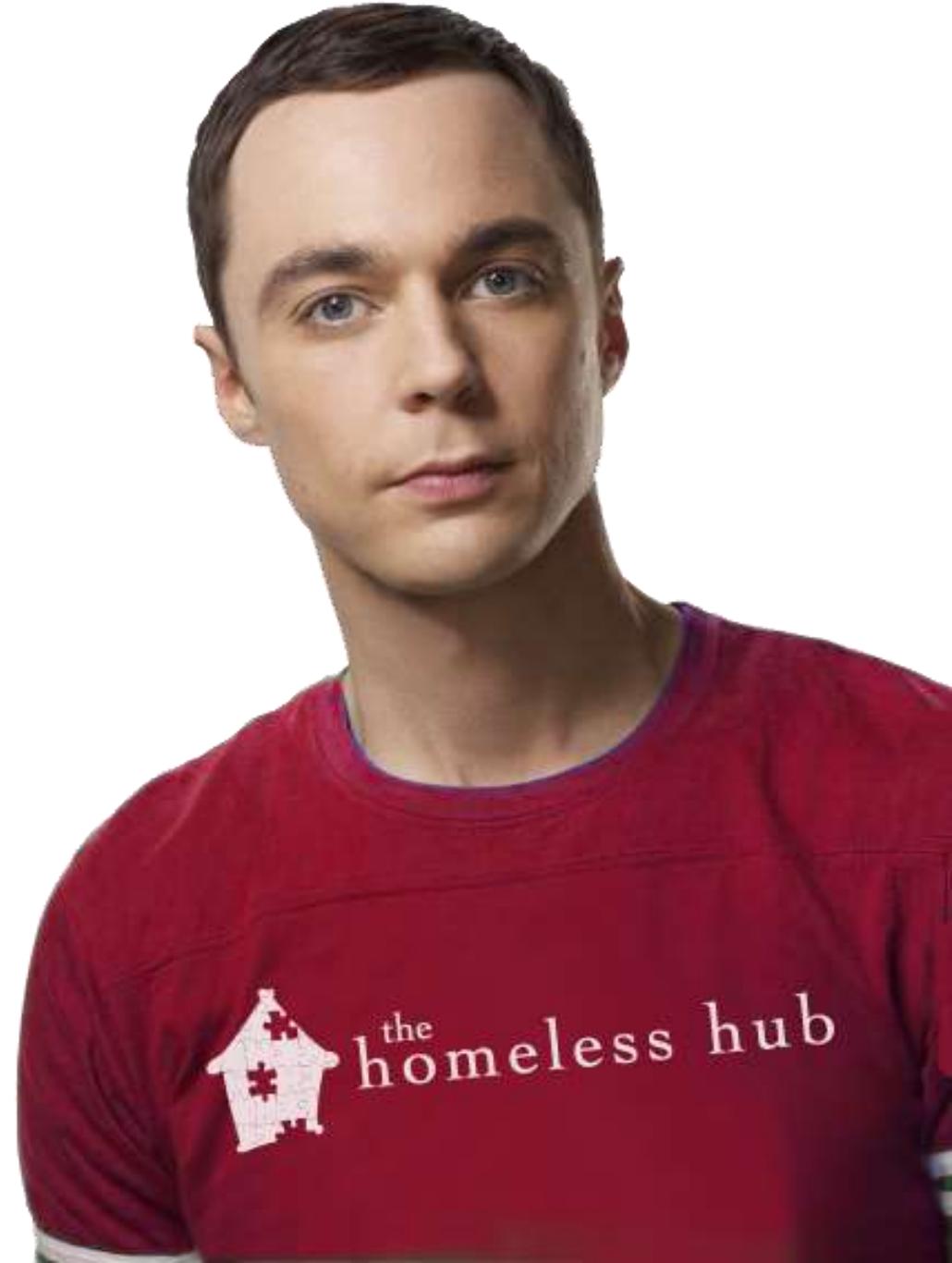
- Medicine Wheel
- Circle of Courage
- 7 Grandfather Teachings
 - with -
- 5 core principles of HF4Y



Questions or comments?

www.homelesshub.ca

www.AWayHome.ca



Housing First for Youth at Llamau

Sharing the learning so far

- Why we wanted to try HF4Y
- What our principles are
- What we are doing and where
- What we have learnt



Why HF4Y?

“A step on the journey to true homelessness prevention”

- The model is tested with “older” people across a range of countries, cities and circumstances
- It separates the tenancy from the support
 - Rights and responsibilities
 - Being able to “do what works” and be creative
- Excited by the results that other agencies are having



Principles

Based on the Canadian observatory model

- **A right to housing with no preconditions**
- **Youth choice, youth voice and self-determination**
- **Positive youth development and wellness orientation**
- **Individualized, client-driven supports with no time limits**
- **Social inclusion and community integration**



Our projects

- 3 projects across 3 local authority areas
- 2 projects with 10 dispersed units and 1 project with 8 rooms
- Different models of tenancy management
- Support remains flexible and psychologically/trauma informed
- All projects take a multi agency approach
- Opportunity to compare and contrast through a full evaluation process



Our learning so far.....

Success stories

- Multi agency working
- Membership of wider HF steering group in one area
- Landlords wanting to work to the fidelity of the model
 - Young person's aspirations truly taken into account when finding a home



Our learning so far.....

Challenges

- Being seen as the answer to statutory service's challenges
- Inappropriate referrals to HF4Y
- working in a multi landlord context
- working in an environment where the project relies heavily on one LA officer
- Ensuring that a young person has choice over their home, but that they are realistic



Next steps

- Regular Project Manager meetings within Llamau
- Regular sessions with local authorities and RSL partners, as well as agencies
- Full project evaluation and learning during year 1 and 2
- sharing what young people are telling us about HF4Y and what incarnation of the model works for them
- Staying true to the fidelity of the model regardless of the barriers and circumstances



Thank you

Any questions ?????

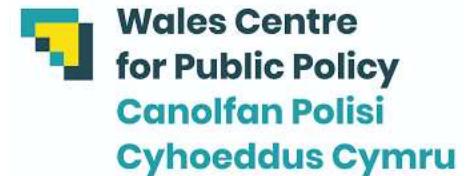


IMAGINE A WORLD
WITHOUT HOMELESSNESS

THE **UPSTREAM** PROJECT

Lessons Learned

Melanie Redman President, A Way Home Canada
Director of Implementation, Making the Shift



**THE
STORY**

Why do SCHOOLS matter?

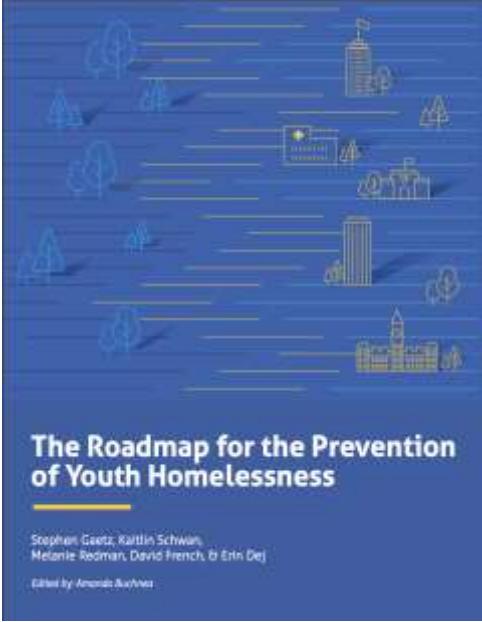
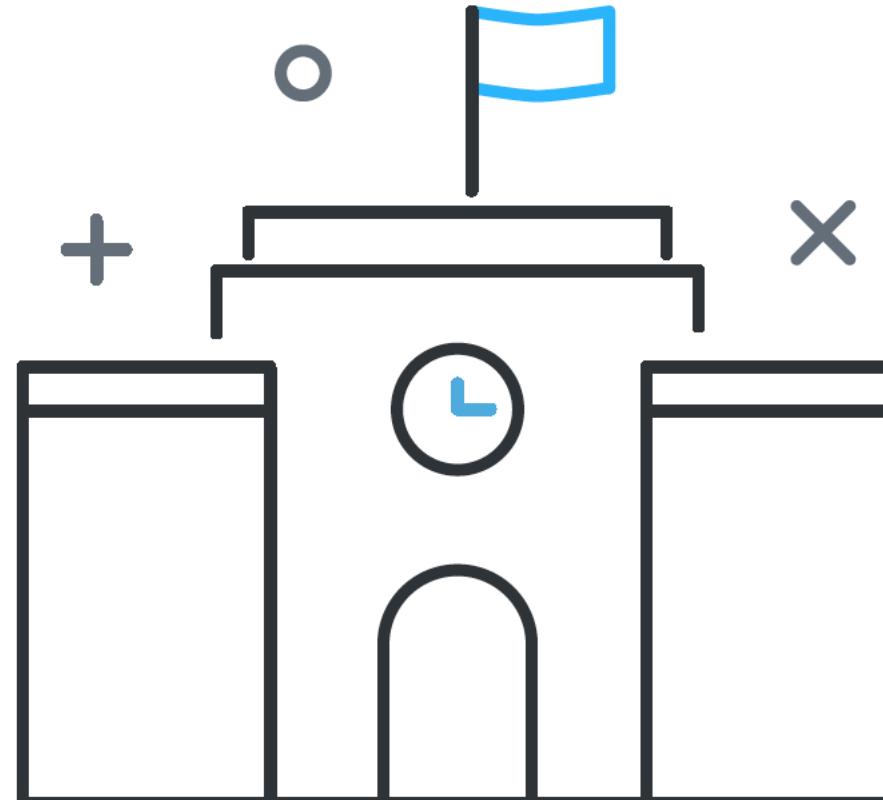


SCHOOL-BASED

Early Intervention

"Almost everyone has, like, the one teacher that they really trusted and liked, or the one school counsellor that was cool and not scary. So it would be nice if just they got this basic training and also like, signs to look out for. And like, how to approach a student and be like, "hey, you know, how's everything at home, everything going okay?"

Vancouver Youth



The Geelong Project

Service System Reform

for the prevention of youth
homelessness and disengagement
from education



Reforming the System

An integrated way of schools and services working together

- A systemic and proactive approach to identifying risk (population screening), using a sophisticated but practical Student Needs Survey.
- A flexible and responsive case practice framework for service delivery that is youth-focused and family-centred.
- A place-based, ‘community of schools and youth services’ approach linking schools and agencies.
- A website to support cross-sectoral collaboration and information sharing and an E-Wellbeing cross-sectoral database
- Integrated professional development for collaborative inter-disciplinary team work



David MacKenzie comes to town ...





Joe Roberts

Launch of three pilot projects

2015





LESSONS LEARNED

School Engagement is challenging



The importance of targeting



Adapting the Assessment Tool to the Canadian Context

AIAD AUSTRALIAN INDEX OF ADOLESCENT DEVELOPMENT
SWAN BURKE

COMPLETION INSTRUCTIONS

MARK LIKE THIS: NOT LIKE THIS:

- Completely fill in the oval of your choice
- Use a black or blue pen or pencil.
- Do not use a red pen
- Rub out any mistakes or stray marks.

Name: First Name: Surname:

Date of Birth: / / Year: Class:

Name of School:

Where there is a WRITE-IN box, please complete like this:
A B C D or 1 2 3 4

This survey asks some questions about you and your life and relationship at home, at school and outside of school, but please have the confidence to answer honestly.

1. Gender: Male Female

2. Age: 12 13 14 15 16 17 18 19 19+

3. Cultural Background:

(a) Were you born in a non-English speaking country?
 Yes No If YES, which country?
 / /

(b) Are one or both of your parents an Aboriginal or Torres Strait Islander?
 Yes No

(c) Are one of both your parents born overseas in an non-English speaking country?
 One Both Neither Parent

4. Youth Allowance
Are you in receipt of a Youth Allowance payment from Centrelink?
 No
 Yes, but I get Abstudy
 Yes, at a standard at home rate
 Yes, at the away from home rate
 Yes, at the independent rate
 Yes, at the "unreasonable to live at home" rate

5. Living situation: (Mark one only)

(a) Which residential setting best describes where you stayed last night?
 Family owned house/flat
 A privately rented house or flat
 A social/public housing house/flat
 In a caravan
 Supported Accommodation (e.g. a youth refuge etc)
 Stayed temporarily with friends or relatives:
 just visiting; everything is normal and OK;
 Really did not want to be at home with my parents and family
 Boarding with another family
 Some fixed address
 Some other setting

(b) Over the past 3 months, at any time, have you ever gone and stayed with friends or relatives because you did not want to be at home with your parent(s) and family?
 Yes No

6. Your Family (mark one only)
Which adults do you currently live with all or most of the time?
 Both parents together
 One parent
 One parent and a step-parent/de-facto partner

Neither parent but with:
 Foster parents or carer
 Relatives
 Non-related person(s)
 Live alone
 Siblings
 Friends(s)

7. Some issues:

(a) Do you regularly smoke cigarettes?
 Yes No

(b) Have you ever experimented with marijuana or other drugs?
 Yes No

(c) Have you ever been in trouble with the police (ranging from being stopped and questioned, or being arrested and appearing in court on some matter)?
 Yes No

(d) Have you ever been involved in a violent incident (i.e. a punch-up or assault) in a public space?
 Yes No

(e) Have you ever been to see a doctor or psychologist about a psychological or psychiatric problem (ranging from mild anxiety to depression and more serious issues)?
 Yes No

Funding and sustainability



The word "RESOURCES" is composed of large, bold, green letters. Numerous hands, belonging to people of various skin tones, are visible from below, each gripping one of the letters to hold them aloft against a plain white background.

RESOURCES

Collective *Impact*

involves a group of relevant actors from different sectors working together to address a major challenge by developing and working toward a common goal that fundamentally **changes outcomes for a population.**



Iterative Research to *PRACTICE* Cycle



THE



UPSTREAM

INTERNATIONAL

LIVING LAB

Launch of two DEMONSTRATION projects

2020



Upstream in Wales: Upstream Cymru

Sam Austin

AN INTRODUCTION

Early Intervention & Prevention

- How many people are engaging school age children?
- How are they being identified as at risk?

Geelong Project

Key Principles:

- Early Identification enables Upstream work
- Community of Schools and Services means nobody is identified then left unsupported
- Universal Screening means nobody is missed

The Australian Index of Adolescent Development (AIAD)

8. The following are some statements about your home life.

Indicate what you think is the best answer to describe your home life - from Strongly Agree-1, Agree-2, Unsure-3, Disagree-4 and Strongly Disagree-5.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
(a) I feel happy at home	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
(b) I would like to move out of home soon	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
(c) I get into lots of conflict with my parent(s) / guardian(s)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
(d) Do you feel safe at home?	<input type="checkbox"/> Yes, definitely	<input type="checkbox"/> Sometimes not safe	<input type="checkbox"/> Often not safe		
(e) Have you moved out of home for any period in the past 12 months?	<input type="checkbox"/> Yes	<input type="checkbox"/> No			

9. The following are statements about life at school.

Indicate what you think are the best answers to describe your school life on a scale from: - Strongly Agree-1, Agree-2, Unsure-3, Disagree-4 or Strongly Disagree-5.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
(a) I enjoy going to school everyday	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
(b) If I was able to get a job, I would leave school now	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
(c) I regularly 'wag' school (i.e. miss school without permission)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
(d) I get on well with most of my teachers	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
(e) I get into a lot of trouble at school	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Results in Geelong

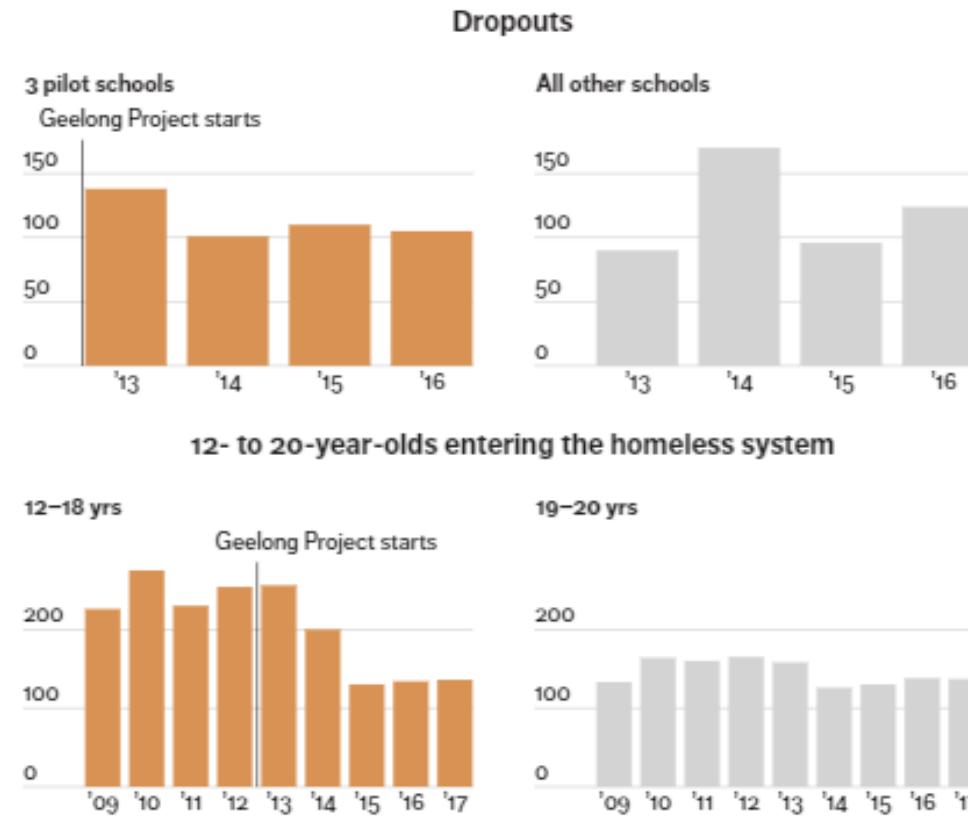
Llamau

The Geelong Project has shown a 40% reduction in youth homelessness and 20% reduction in the number of young people leaving school early.

Source: <http://www.thegeelongproject.com.au/project-achievements/>

Early outcomes of The Geelong Project

Since 2013, the number of dropouts — or early leavers, as they're known in Australia — has fallen at the three schools where The Geelong Project launched that year. The city saw a steeper decline in the number of young people in the target age range (12-18 years) entering Geelong's homeless system.



Source: David MacKenzie, University of South Australia

Hilary Fung and Neal Morton / The Seattle Times

Source: <https://www.documentcloud.org/documents/6767776-The-Geelong-Project-Student-Survey.html>

Results in Geelong

School disengagement by risk of homelessness, Geelong 2011

	Not at risk <i>(N = 2585)</i>	Risk Indicated <i>(N = 143)</i>	High-risk <i>(N = 47)</i>
School is OK	93	66	51
Medium level of disengagement from school	5	25	30
High level of disengagement from school	2	9	19
	100	100	100

Upstream Cymru:

The Welsh approach to Geelong

Upstream Cymru model

Pupil Survey

- Online self-completion survey hosted by DoitProfiler
- Run during the school day, annually for all consenting pupils
- Scoring on risk of:
 - Youth and family homelessness (Adapted AIAD and USA Final Survey)
 - Educational engagement (AIAD survey)
 - Resilience (Public Health Wales CYRM Youth version)
 - Mental wellbeing (WEMWBS)



Upstream Cymru Online Pupil Survey

1/12

In the past month, where did you usually sleep?

In parent's/guardian's home or in the home of friend of family member or other person.

In foster care or residential care

In a shelter or emergency housing

In a hotel or bed and breakfast

In a car, park, campground, or other public place

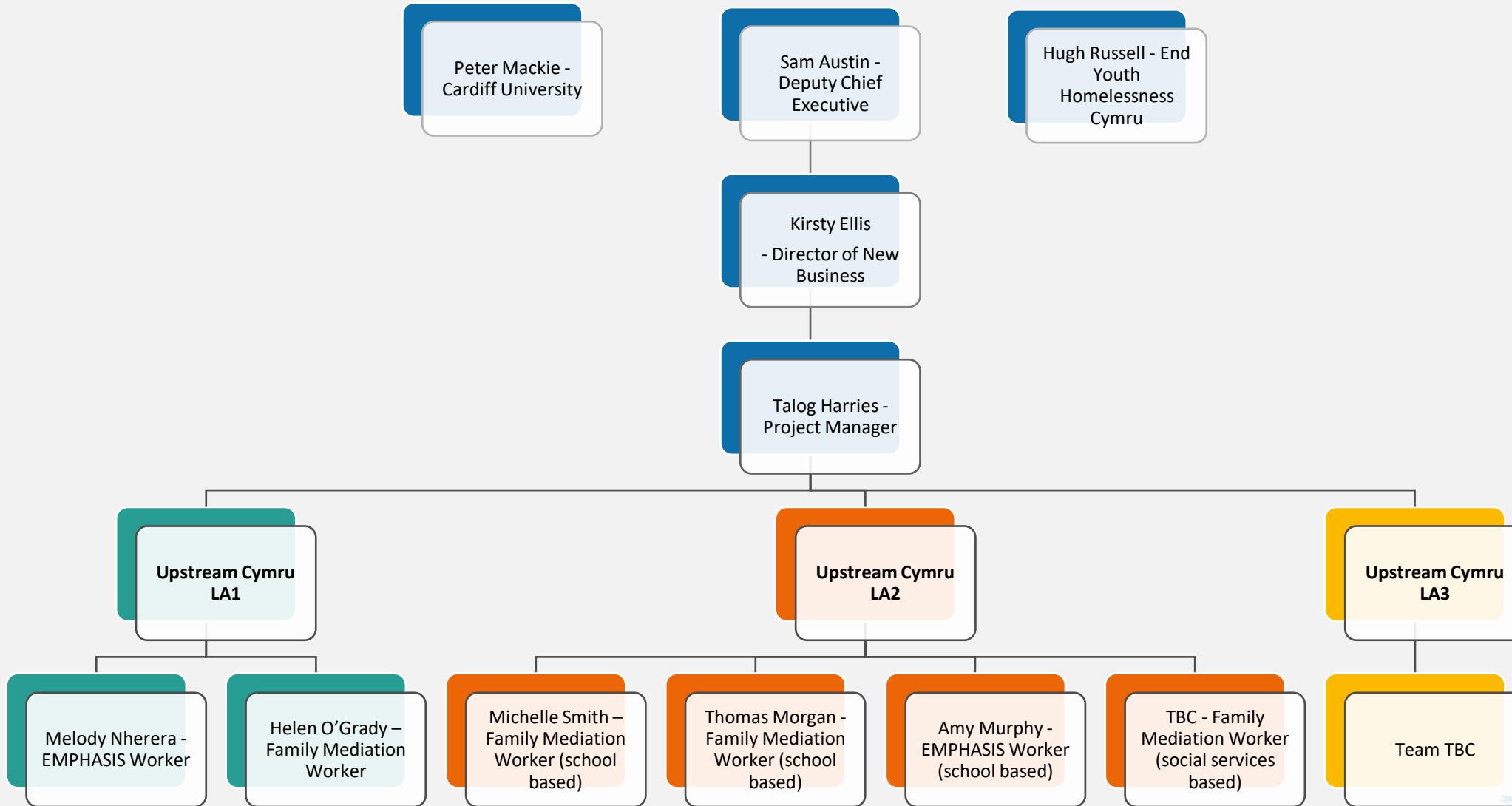
I did not have a usual place to sleep

Somewhere else, such as someone else's place temporarily

Don't know

Housing Situation

Upstream Cymru Team



Upstream Cymru Example Intervention

School runs intervention

Results discussed with school

Upstream worker meets pupil

Mediation or Emphasis intervention

Ongoing contact between school & Upstream



What Next?

- Run the survey!
- Expand the pilot
- Collect data for the next 2 years, comparing with other countries (International Living Lab) & other identification methods within Wales throughout that time

UNAFRAID TO THINK
DIFFERENTLY

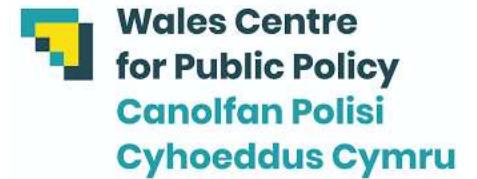


YAP

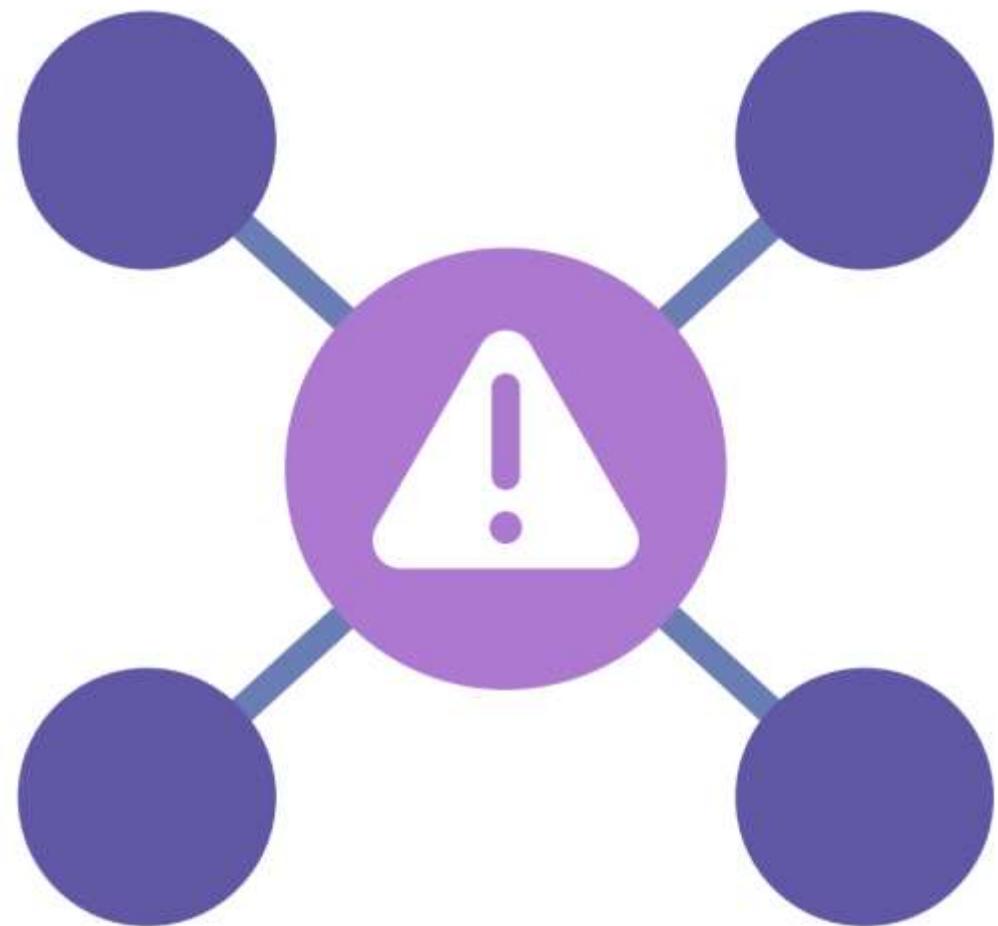
Youth Assessment and Prioritization Tool

Melanie Redman **President, A Way Home Canada**
Director of Implementation, Making the Shift

Stephen Gaetz **President, Canadian Observatory on Homelessness**
Scientific Director, Making the Shift



ASSESSMENT & PRIORITIZATION



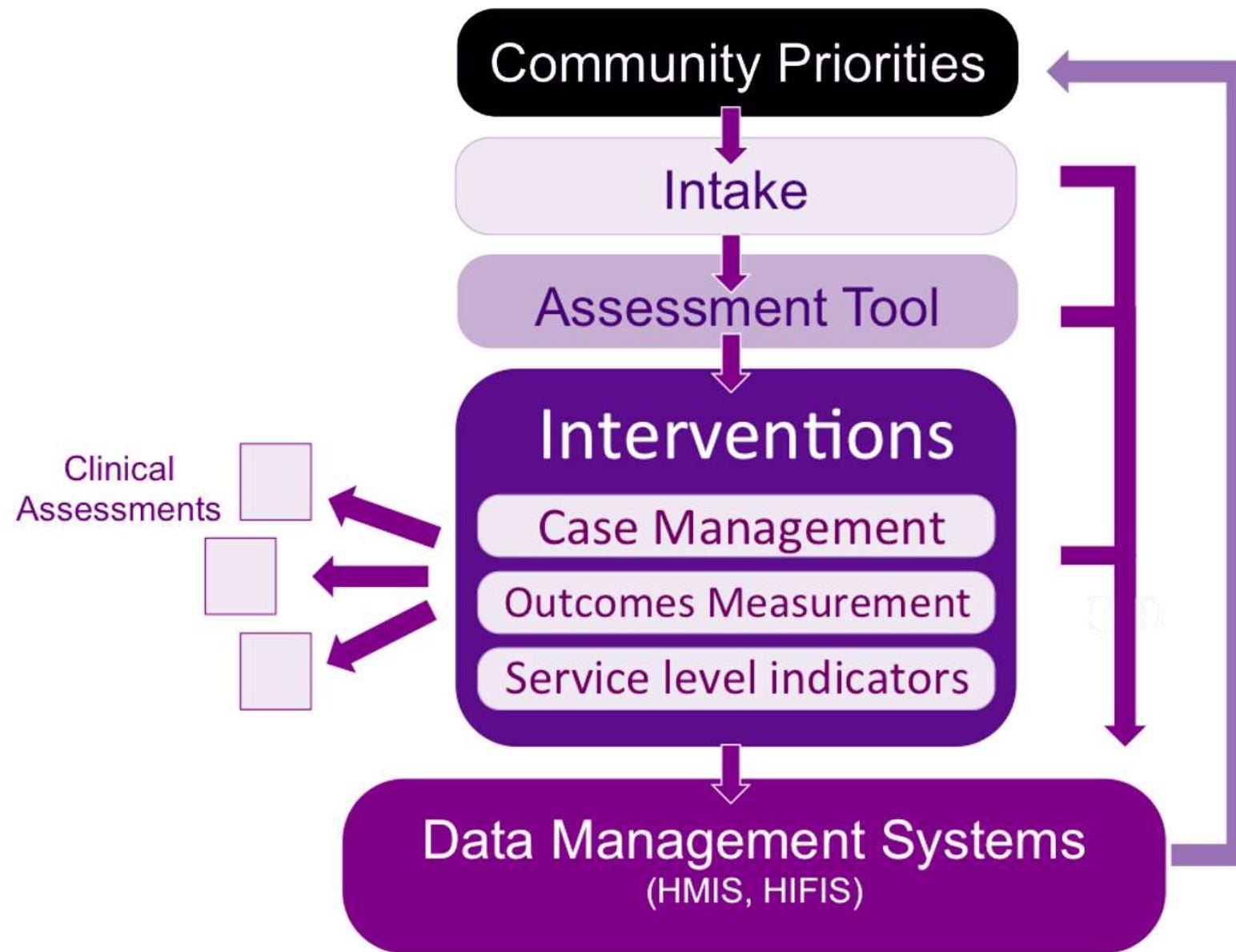
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- It is based on the needs of developing adolescents and young adults
- It is strengths-based and rooted in a Positive Youth Development orientation.
- It involves both client and staff knowledge
- It assists decision-making, and doesn't determine prioritization for you
- It can catch things that other vulnerability assessment tools cannot.



APPLICATION OF THE YAP TOOL



“...this requires a ‘made for youth’ strategy separate from the adults. Our systems and access points need to recognize that youth have different needs and more creative approaches to ending their homelessness.”

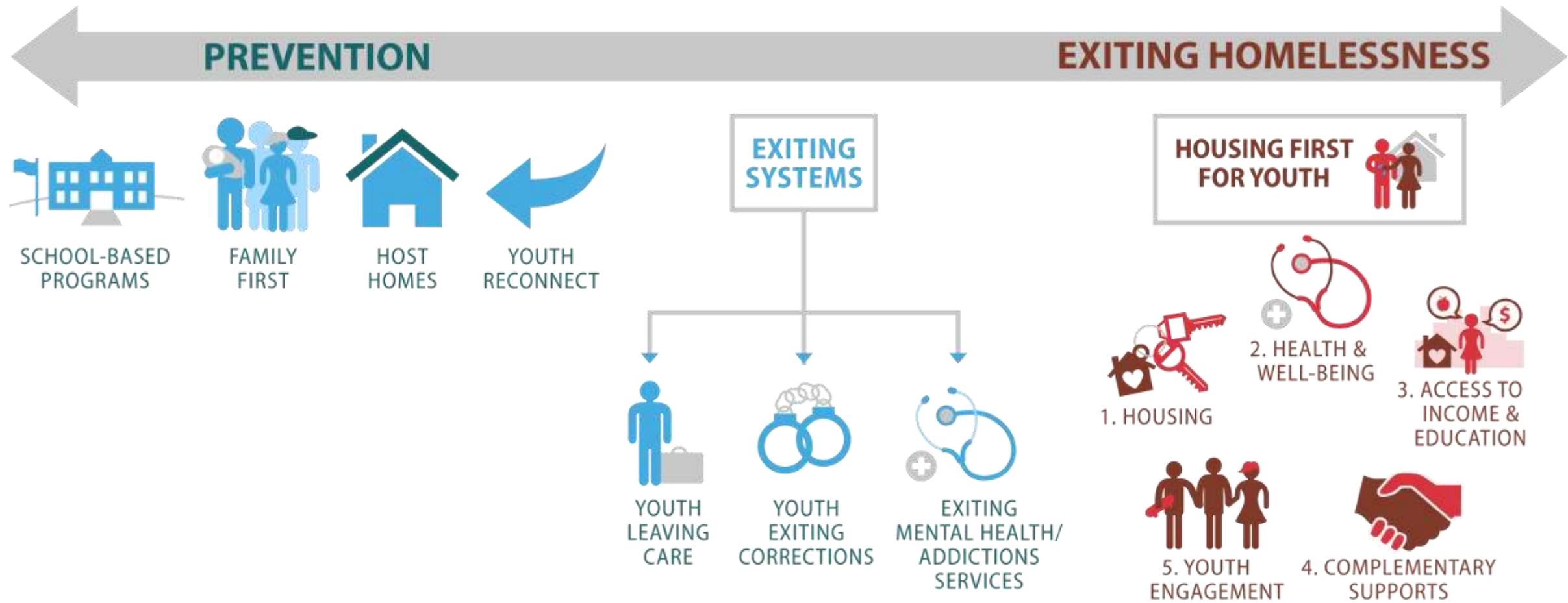


KNOWING THE POLICY IMPLICATIONS. WHY?

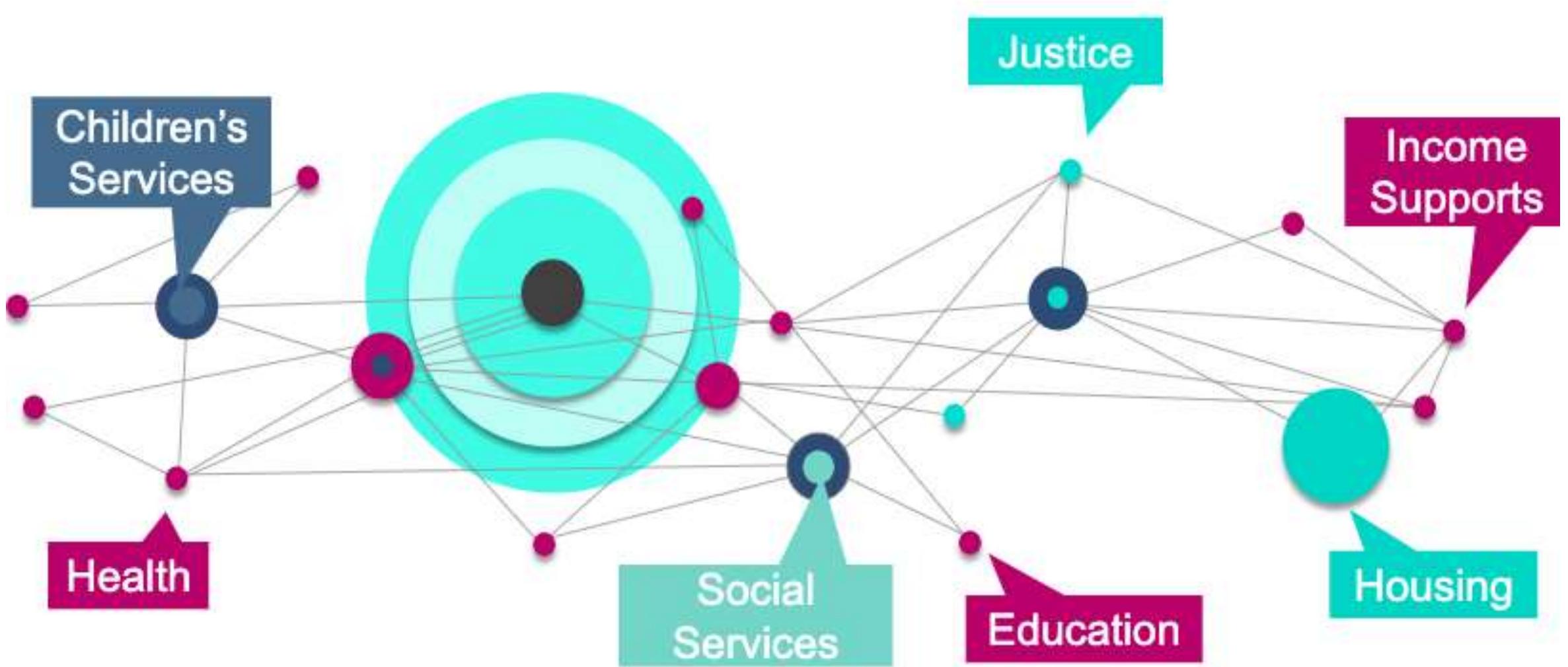
If higher levels of government provide a legislative and policy framework, as well as funding to support homelessness prevention, the homelessness sector and other community-based services will still have a key role in supporting marginalized and socially excluded populations.



KNOWING THE CONTINUUM. WHY?



KNOWING ALL OF THIS. WHY?



ORIGINS OF THE YAP TOOL

The intent was to create:

- A standardized process for intake, assessment, and referral.
- A common language in communities.
- A tool that reflected the strength-based ways in which youth serving organizations are operating on a day-to-day basis.

ORIGINS OF THE YAP TOOL

The hope was that:

- The tool would be a mechanism to facilitate integration so young people are able to connect with and access the support they need in a way that is timely, seamless and streamlined.
- By assessing different factors, we could eliminate concerns about youth having to wait to achieve a higher acuity score to access services.

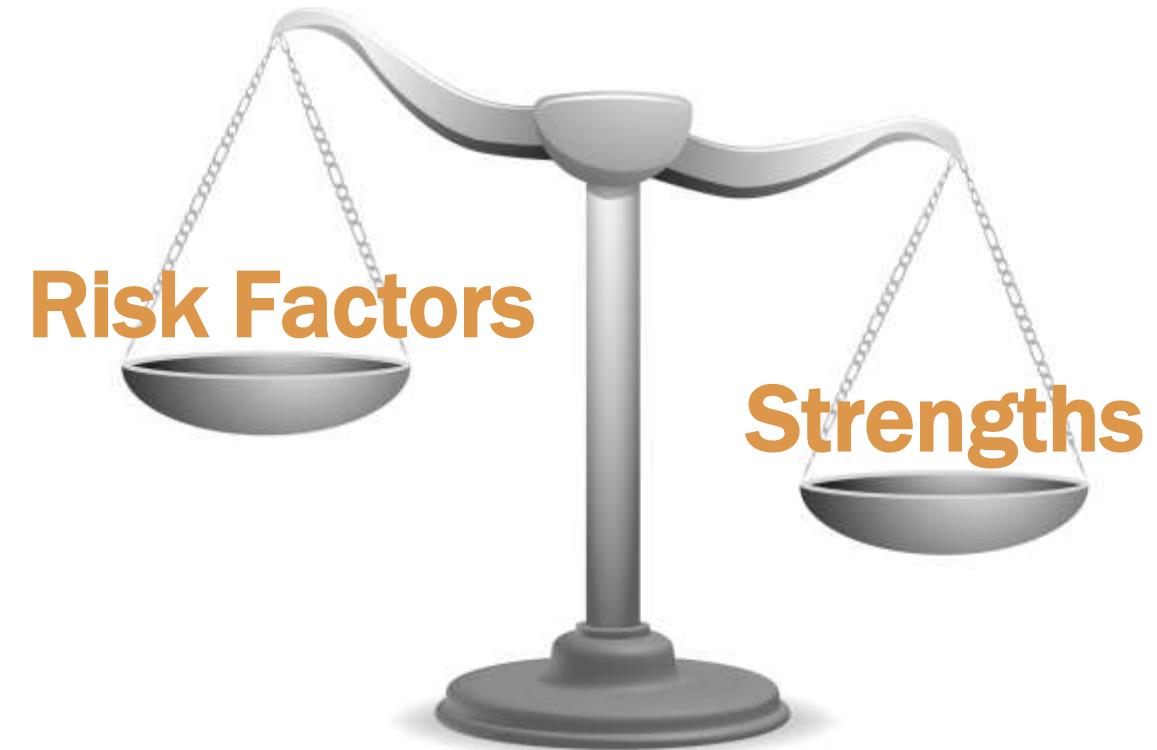
YAP TOOL DYNAMICS

Automatic Scoring

- Immediate Risk of Homelessness
- Risk of Long-Term Homelessness
- Prioritization, Mental Health, Trauma

5 Narrative Domains

1. Housing Needs
2. Social Networks/Connections
3. Health and Wellness
4. Daily Living
5. Attitudes and Behaviors



YAP TOOL VALIDATION

Parastoo Jamshidi, Ph.D., C.Psych.

Stephanie Manoni-Millar, B.A., Ph.D. Student

Marilyn Ashley, B.Sc., Ph.D. Student

Tim Aubry, Ph.D., C.Psych.

Results

Application

Inter-rater reliability: This suggests that even though rating some of the items involves subjectivity, raters can use the YAP's instructions to rate youth consistently.

Youth feedback

Youth felt that the YAP allowed for an opportunity to reflect on progress and what else they wanted to work on. Compared to other assessments, youth indicated that this one was a lot more positive, strength focused, and made them feel humanized.



YAP TRAINING

DAY 1

- Necessary skills, values, and attitudes to effectively utilize the tool
- YAP Pre-Screen
- Full YAP Assessment
- Understanding the Narrative Domains
- Assessment Summary
- Using scores and domains as rationale for triage, prioritization, and referral

DAY 2

- Observation of the implementation of the full assessment
 - Trainers provide role play
- Trainee Practice
 - Peer to peer role plays (observed by trainers)
 - Practice informing narrative domains
 - Feedback and discussion
- Delivery and documentation options



PARTNERSHIP DEVELOPMENT

VALUE ADD:

- Broad application of the tool in different contexts can only strengthen it;
- Contextual learnings across different program models will accelerate prevention policy efforts

CHALLENGES:

- Local lead that can coordinate training, troubleshoot and liaise with Canada
- Presence of existing tools and overcoming comfort levels with change

Twitter @AWayHomeCa

Facebook @awayhomecoalition



Questions?