

# Raising the Roof: The Upstream Project Evaluation Report

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## Table of Contents

Background and Introduction .....	1
History of The Upstream Project .....	1
The Upstream Project: Pilot Description .....	2
Evaluation Process and Methodology .....	4
Evaluation Goals and Questions .....	4
Evaluation Components and Methods .....	5
CIAD Survey .....	6
Online survey for CIAD Administration .....	6
Outcomes Star™ .....	7
Online Youth Survey .....	8
Interviews with 360° kids and School Staff .....	8
Interviews with Raising the Roof Staff .....	9
Participation Rates .....	9
CIAD Screening and Accessing Services .....	10
Online Survey about CIAD Administration .....	11
Evaluation Results: What Was Learned .....	11
Context .....	11
Process Results .....	12
Building Relationships .....	12
CIAD Survey Implementation & Screening .....	15
Supporting Youth Identified .....	19
Satisfaction with Services .....	21
Outcome Results .....	21
Survey Effectiveness in Identifying Youth at Risk .....	21
Youth Outcomes .....	25
Community Level Impacts and Other Benefits .....	27
Conclusions and Discussion .....	28
General Impressions and Strengths of the Program Model .....	29
Building on Learnings and Moving Forward .....	29
Building a Community-Based Team .....	29

Communication and Transparency .....	30
Changes to the CIAD .....	31
Sufficient Resources .....	31
Process and Flow.....	31
General Conclusions.....	31
Appendix 1: Program Logic Model.....	33
Appendix 2: Interview Guides.....	35
Appendix 3: Outcome Results for the Individual Youth.....	52

## Background and Introduction

### History of The Upstream Project

With a vision for all Canadians to “have access to a safe, stable home and the supports they need to achieve their potential”, Raising the Roof’s mission is to provide “national leadership on long-term solutions to homelessness through partnership and collaboration with diverse stakeholders, investment in local communities, and public education.” In an effort to prevent homelessness, Raising the Roof focuses much of their attention on youth. The Upstream Project focuses efforts on preventing youth homelessness, by partnering with schools to identify youth who may be at risk of homelessness, psychological distress, and/or school disengagement.

The Upstream Project is adapted from The Geelong Project, a youth homelessness initiative based in Australia. Two of Raising the Roof’s partners, the Canadian Observatory on Homelessness (COH) and A Way Home Canada (AWHC), have investigated evidence-based homelessness programs around the world and brought The Geelong Project forward as a promising program. This initiative involves surveying high school students to identify those who may be at risk of homelessness and then providing wraparound services to those youth and their families. The Geelong Project is based on the Community of Schools and Services (COSS) model and has had demonstrated success. For example, the number of youth entering into the “Specialist Homelessness Service” system in Geelong (a city southwest of Melbourne) declined by 40% from 2013 to 2016.

Raising the Roof, COH, and AWHC each played a role in bringing this program to Canada. Raising the Roof took on the leadership in implementing the program. COH provided thought-leadership and was instrumental in the toolkit development. AWHC was in charge of the selection of the communities to participate in the project and in community engagement.

With the pilot of The Upstream Project in the Canadian context, these partners sought to determine if this program model can help connect at-risk youth to the resources they require. The project hopes to prevent school disengagement and possible future homelessness by working with schools and communities partners in the implementation of effective school-based strategies. Engaging with the school system is key *“because virtually every young person who becomes homeless was in school at one point, and very likely was in contact with an adult (teacher, guidance counselor, coach, etc.) who knew something was wrong but didn’t know what to do.”*<sup>1</sup>

To pilot test the model, Raising the Roof selected two communities in southern Ontario to partner with: Niagara Region and York Region. They engaged with the school boards in those two regions to implement the Canadian Index of Adolescent Development (CIAD) survey. In partnership with one youth serving organization in each community (The Raft in Niagara Region and 360° kids in York Region), services were delivered to youth identified as at-risk by the CIAD.

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<sup>1</sup> The Upstream Project: Preventing Youth Homelessness by Working in Schools. Report for the Catherine Donnelly Foundation, January 2016.

Pilot projects are designed to test new ideas, assess feasibility, and learn more about what needs to be done to make a project successful. The evaluation for The Upstream Project focused on those learnings. This report describes the evaluation of the pilot of The Upstream Project: our methods and process, findings, learnings, and conclusions.

## The Upstream Project: Pilot Description

The Niagara and York region communities were selected because there were youth-serving organizations in each community (The Raft in Niagara Region and 360° kids in York Region) that had strong leadership, pre-existing programming with respect to youth homelessness, and strong working relationships with their school boards. From the time that The Geelong Project was identified as a promising program by COH and AWHC to when The Upstream Project was implemented in these two regions, took approximately four years.

Representatives from the school boards, The Raft, and 360° Kids were invited to a presentation about The Geelong Project in Toronto in 2016. The Geelong Project representatives also met with York Region School Board representatives in person, and conducted another presentation in Niagara for both the public and Catholic school boards. Raising the Roof staff were also available to answer any questions the Boards in both communities may have had and to provide further information about program content and implementation. Throughout this early phase, Raising the Roof, The Raft and 360° kids continued to have discussions about the project and addressed challenges and issues as they arose. Relationships developed during this consultation phase with the District School Board of Niagara, and later with the York Region District School Board agreeing to participate.

The process for receiving school board support, and ultimately moving ahead with The Upstream Project, happened more smoothly and quickly in Niagara region – the first of the two communities to implement the CIAD. The District School Board of Niagara agreed to implement the CIAD at one high school (School A) in April 2017. A total of 313 students were surveyed.<sup>2</sup> The survey was repeated at this first high school in February 2018; a total of 371 students were surveyed. A second high school (School B) was surveyed late in the 2017-2018 school year of the pilot project (April 24, 2018). A total of 669 youth were surveyed<sup>3</sup>; however, given the late date of the screening, no information on those students (i.e., Outcomes Star, Youth Survey, 2<sup>nd</sup> screening of the CIAD) was received for analysis for this evaluation.

The pilot unfolded more slowly in York Region as it was a challenging time for the school board, which also contributed to the delay in the program evaluation funded by the Local Poverty Reduction Fund. The Upstream Project did have a champion, a Superintendent, who was excited about the project and wished to move it forward. Unfortunately, the project ended up with a different team at about the same time that the Board itself was experiencing challenges, which delayed progress. Ultimately, the Board had a change a leadership near the end of the 2016-2017 school year and The Upstream Project ended up back in the hands of their original champion. After that occurred, the project planning moved much more swiftly.

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<sup>2</sup> The current enrolment of School A (first high school) is approximately 584.

<sup>3</sup> The current enrolment of School B (second high school) is approximately 1000.

The CIAD was implemented in a total of three schools in the York District School Board in the 2017-2018 school year:

- School C (elementary school) – grades 7 and 8 only: 51 students were surveyed in November 2017
- School D (high school): 727 students were surveyed in November 2017
- School E (high school): 1191 students were surveyed in February 2018<sup>4</sup>

**Over 3000 students, therefore, completed the CIAD at the 5 schools.**

On the screening day, Raising the Roof staff reviewed the surveys looking for those students who had indicated that they felt unsafe at home. That is, if they responded that they were either “sometimes not safe” or “often not safe” at home (Question 7d). Youth organization staff (The Raft and 360° kids) met with those students on the day of the survey, to find out more information about how the student was feeling and if there was any immediate risk.

After the surveys were completed, they were sent off for scanning and analysis. When the results were returned, Raising the Roof staff then categorized, or triaged, those results into three Tiers:

**Tier 1:** risk of psychological distress (Mental Health scale) OR school disengagement (School Disengagement scale)

**Tier 2:** risk of psychological distress AND school disengagement

**Tier 3:** risk of homelessness (Risk of Homelessness scale)

The tiers were then further categorized into low, medium and high risk. In addition to results on the scales listed above in the three tiers, additional alerts included any of the following:

- Moved out in last 3 months/12 months/ever
- Doesn't live with either parent
- Used substances
- Been stopped by the police
- Been charged/convicted
- Seen a psychologist about a psychiatric struggle/experience
- Feels unsafe at home

Once the results were reviewed and categorized, Raising the Roof staff sent the triage list to the school where the survey was implemented. This provided the school with time to review and cross-reference the list with students already accessing school services, or students identified by the school as potentially being at-risk. A meeting was then scheduled with school representatives, Raising the Roof staff, and the youth organization staff. The school representatives at those meetings became more inclusive as those involved learned who should be included in those meetings – for example, the social worker, Student Success Team leads from the school, mental health leads, etc. At the meeting, those

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<sup>4</sup> Enrolment for grades 7 and 8 at School C was 55. The approximate enrolment for Schools D and E was 1,248 and 1,405, respectively.

involved went through the list, grade by grade. As was the case for The Geelong Project, The Upstream Project originally intended to connect with students identified in Tiers 2 and 3. That is what occurred in Niagara Region. However, in York Region, 360° kids also connected one-on-one with students identified as High Risk for Tier 1. Therefore, in York Region, 360° kids connected with students identified as Tier 3, Tier 2, and Tier 1-High Risk. In some cases, the school already had a link to students identified as at risk. However, that did not eliminate them from receiving services from the youth organization; instead, it helped with respect to not duplicating services. For those in Tier 1 at lower risk, the discussion focused on how to support those students. Extra support was provided to School D by providing two Youth Outreach Workers (YOW) one half-day each a week; one of these two YOWs already had a presence in the school and provided alternative preventive presentations. At School E, from meeting and talking with students it became apparent that employment services was needed in that area; therefore, the 360° kids Employment Team did speak to students, at the Administration Staff's request. This involved advocating for the Youth Job Connection Summer program.

The youth organization team made plans with each school to meet one-on-one with the at-risk students. These one-on-one conversations helped the youth organization staff gauge how the students were doing. Counselling and other supports/resources were offered to those students. Contact information was provided in case the student wished to follow-up with the worker. Subsequent meetings between the YOW and youth took place wherever they felt most comfortable. Results regarding the numbers of students identified in the tiers, and what occurred with those students, are discussed in later sections.

## Evaluation Process and Methodology

### Evaluation Goals and Questions

The goal of The Upstream Project is to prevent youth homelessness, positively impact graduation rates and ultimately, improve the well-being of at-risk youth. The Program Logic Model for The Upstream Project is included in Appendix 1 and describes the project's activities, outputs, and outcomes in more detail. As shown in the Program Logic Model (PLM), the program included three main components:

1. Identifying youth at risk of homelessness
2. Case management
3. Service coordination

As this was a pilot project, and the timeframe was quite limited, only short-term outcomes as outlined in the PLM could be expected. These included:

1. Identifying youth at risk of homelessness:
  - More youth at risk of homelessness are identified by survey and school staff
  - More youth at risk connected to services
2. Case management:
  - Improved school attendance rates
  - Improved coping with family conflicts
  - Improved sense of wellbeing

## 3. Service coordination:

- Improved service coordination and collaboration among partners
- Youth experience with services is improved

## Evaluation Components and Methods

The methods used to collect data for assessing each of the short-term outcomes are shown in the table below. More information on the measures used are discussed below. Interview guides are included in Appendix 2.

**Table 1: Desired Short-term Outcomes, Measurement Tools and Timeframe**

Desired Short-term Outcome	Measurement Tools	Timeframe
More youth at risk of homelessness are identified by survey and school staff	<ul style="list-style-type: none"> <li>• CIAD Survey</li> <li>• Online survey completed by stakeholders involved in the administration of CIAD</li> </ul>	<ul style="list-style-type: none"> <li>• School A: Apr 2017 (Time 1) and Feb 2018 (Time 2)</li> <li>• School D: Nov 2017 (Time 1) and Mar 2018 (Time 2)</li> <li>• Online screening survey was launched in January 2018 and was sent to the three York Region schools and 360° kids staff after the CIAD surveys had been administered</li> </ul>
More youth at risk are connected to services	<ul style="list-style-type: none"> <li>• Number of youth connected to services</li> </ul>	Collected throughout the pilot
Improved school attendance rates	<ul style="list-style-type: none"> <li>• Attendance data collected at the schools</li> </ul>	<b>Not collected</b>
Improved coping with family conflicts	<ul style="list-style-type: none"> <li>• Scales on the Outcomes Star™</li> <li>• CIAD Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Outcomes Star™ was administered at the beginning of service and a second time near the end of service</li> </ul>
Improved sense of wellbeing	<ul style="list-style-type: none"> <li>• Qualitative data collected through several questions on the youth online survey</li> <li>• Qualitative data collected through youth face-to-face interviews</li> </ul>	<ul style="list-style-type: none"> <li>• CIAD survey was administered a second time in each school – time frames varied school to school</li> <li>• Online youth survey was administered in April/May 2018</li> <li>• <b>Face-to-face interviews were not conducted due to lack of interest from the youth involved</b></li> </ul>
Improved service coordination and collaboration among partners	<ul style="list-style-type: none"> <li>• Interviews with workers and staff from 360° kids</li> <li>• Interviews with school and school board representatives from York Region<sup>5</sup></li> <li>• Interviews with Raising the Roof staff</li> </ul>	<ul style="list-style-type: none"> <li>• May and June 2018</li> </ul>
Youth experience with services is improved	<ul style="list-style-type: none"> <li>• Online survey with youth</li> </ul>	<ul style="list-style-type: none"> <li>• Online youth survey was administered in April/May 2018</li> </ul>

<sup>5</sup> Attempts were made to interview representatives in Niagara region, but could not be arranged.



## CIAD Survey

The CIAD survey is based upon the tool used in The Geelong Project, the Australian Index of Adolescent Development (AIAD). Scales and items in the CIAD included:

- **Questions 1-4 - Demographic/background information:** Age, cultural background, living arrangements, family make-up
- **Question 5 (8 items) - Risk indicators:** Smoking, drinking, marijuana usage, usage of other substances, involvement with justice system (several items), seen doctor or psychologist about psychological issues/struggles
- **Question 6 (14 items) - Wagnild Resilience Scale:** Originally developed and tested in the late 1980s and early 1990s. Although initially developed for adults, it was later tested with adolescents and subsequently shortened to a 14-item scale. The shortened scale was developed to measure resilience or how well young people are likely to deal with adversity and stressful situations.
- **Question 7 (5 items) – At Risk of Homelessness Scale:** First developed and applied in 1996 with 42,000 students in 64 schools in five states across Australia. Has been used to identify young people who are at risk of becoming homeless. The construct of “at risk of homelessness” refers to a range of issues taking place in families making it more likely that a young person in the family might end up leaving home early.
- **Question 8 (5 items) – School Disengagement Scale:** Used in same study in 1996 as the risk of homeless scales (42,000 students, 64 schools, 5 states in Australia). Scale was designed for adolescents aged 12-18 who are currently attending school. It was designed to identify young people who are at risk of leaving school early (before grade 12).
- **Question 9 (10 items) - Rosenberg Self-esteem Scale:** Widely-used self-esteem measure originally developed in the 1960s. Questions address personal worth, self-confidence, self-satisfaction, self-respect and self-deprecation. Has been used with adolescents.
- **Question 10 (10 items) - Kessler Psychological Distress Scale:** Developed in 1992 as part of a U.S. National Health Interview Survey and has been widely used in population health studies with adults and adolescents in several countries. The scale asks questions about the level of anxiety and depression a person is experiencing to measure non-specific psychological distress.
- **Question 11 (24 items) – Hemingway Measure of Adolescent Connectedness:** Developed, tested and refined during the 1990s and early 2000s. Consists of 15 subscales designed to estimate the effects of interventions, specifically those designed to promote social development and reduce problem behaviours. Has been widely used among adolescents 12-19 years of age. For the CIAD, four sub-scales were used (6 items each): connectedness with friends, family, school and teachers.

## Online survey for CIAD Administration

This survey was developed to assess the administration of the CIAD from the perspective of the staff involved: from youth organizations and from the schools. Questions included:

- Training offered by Raising the Roof:
  - Several items about the amount of training received, the quality, and whether or not they felt prepared
  - Overall satisfaction with the training received
  - Recommendations
- For youth organizations:
  - Administration at schools: Preparedness of school staff to administer the survey, willingness and helpfulness of school staff to help in the administration
  - Overall rating for administration of survey at the school
  - Recommendations for how survey administration at the schools could be improved
- For school staff:
  - Preparedness and helpfulness of youth organization: organizational skills, preparedness to deliver the survey, familiarity with survey items, willingness to help
  - Amount of time it took to administer
  - Ease of administration
  - Overall rating of the administration of the survey at the school
  - Recommendations for how the survey administration at the school could be improved
- Identification of youth at risk – rating questions:
  - Effectiveness of the survey to identify youth at risk
  - Effectiveness of the triage process at the schools
  - Effectiveness of the process to connect at risk youth with services (youth organization staff only)
- Open-ended question about the effectiveness of the survey to identify at risk youth
- Open-ended questions about the successes and challenges of connecting youth to services (youth organization staff only)
- Final comments

### Outcomes Star™

The Outcomes Star™ was developed in the United Kingdom by Triangle Consulting Social Enterprise. The Outcomes Star™ is a collection of tools for measuring and supporting change when working with people. Triangle Consulting Social Enterprise has developed over 25 versions of the Outcomes Star™, which are widely used in the UK and is now becoming more popular internationally. Each version of the Star consists of a set of scales (rated either 1-5 or 1-10) that records a service user's Journey of Change. Workers use the Star at assessment and review check-ins to determine where a client is on their journey, and then to appropriately plan action steps to move along in their journey. In the adolescent version used by The Upstream Project, eight domain areas were assessed on a 5-point scale. As 360° kids already assessed similar domains in their own work, the Star was revised to allow staff to use language that they were accustomed to. The eight domain areas assessed for The Upstream Project included:

- Living arrangements (Accommodation in the Outcomes Star™)
- Peer relationships (People & Support in the Outcomes Star™)
- Health

- Identity (How You Feel in the Outcomes Star™)
- Safety level (Choices & Behaviour in the Outcomes Star™)
- Income & finances (Money & Rent in the Outcomes Star™)
- Personal skills (Practical Life Skills in the Outcomes Star™)

### **Online Youth Survey**

Questions for the online youth survey focused on:

- Services received from 360° kids
- Helpfulness of the different services received
- If they felt they received the right kind of services
- How they felt about the support they received
- Overall rating of their experience with 360° kids
- If there was anything they would change about the relationship with their worker or the support received
- Any other recommendations for improvement
- Outcomes and benefits of services received
- Final comments

### **Interviews with 360° kids and School Staff**

Interview guides were developed in collaboration with Raising the Roof staff. For stakeholders from the school board, questions about the following areas were asked:

- How they first heard about The Upstream Project, what they thought about it, and how they came to be involved
- What planning was involved in getting the schools on board with the project
- Training for the CIAD and the administration of the survey at the schools
- The triage process
- The steps and process that occurred after triage
- CIAD and its effectiveness in identifying youth at risk
- Learnings and challenges from the pilot project
- Learnings, challenges, and outcomes with respect to the collaboration that occurred

For staff from 360° kids, all of the above questions were asked. They were also asked about the youth they met with. They were asked about how that process unfolded, what challenges and learnings were experienced, and what, if any, were the outcome or impacts for the youth.

## Interviews with Raising the Roof Staff

Raising the Roof staff were asked many of the questions that stakeholders from the schools and 360° kids were asked. They were also asked more detailed questions about the planning and development stages in working with the partners.

## Participation Rates

The table below presents a brief summary of the participation rates for this evaluation. More detailed information about the numbers involved from the CIAD screening and the online survey on the CIAD administration follows in the subsequent sections.

**Table 2: Evaluation Participation Rates**

Evaluation component	Participation
CIAD survey participation	<ul style="list-style-type: none"> <li>• 3230 students were involved in survey administration; 94 of those students (at School A) completed the survey twice (for a total of 3324 surveys completed)<sup>6</sup></li> <li>• 206 youth identified as “unsafe at home” (6% of all surveys)</li> <li>• 103 youth identified as Tier 3 (risk of homelessness) (3% of all surveys)</li> <li>• 92 youth identified as Tier 2 (risk of psychological distress AND school disengagement) (3% of all surveys)</li> <li>• 496 youth identified as Tier 1 (risk of psychological distress OR school disengagement) – high risk (in the high risk category of either of the two scales) (15% of all surveys)</li> </ul>
Number of youth who received services	<ul style="list-style-type: none"> <li>• 499 youth (430 from York Region and 69 from Niagara Region) received 1:1 follow-up from a Youth Outreach Worker<sup>7</sup></li> <li>• 1 student from Niagara Region received services</li> <li>• 128 students from York Region received services <ul style="list-style-type: none"> <li>○ 38 youth received various levels of case management support from a Youth Outreach Worker, Counselor, or The Upstream Project Coordinator</li> <li>○ 90 youth were provided with support, referral to another program, or stated that they would reach out to a Youth Outreach Worker in the future as needed, but did not receive formal case management</li> </ul> </li> </ul>
Online survey about CIAD administration	<ul style="list-style-type: none"> <li>• Only in York Region</li> <li>• 14 responses – 9 from 360° kids (5 staff) and 5 from schools (5 staff)</li> </ul>
Online youth survey	<ul style="list-style-type: none"> <li>• 5 youth</li> </ul>
Outcomes Star™	<ul style="list-style-type: none"> <li>• Completed 2 readings on 6 youth</li> <li>• First readings of Outcomes Star™ were completed on additional 7 youth</li> </ul>
Interviews with 360°kids and school staff	<ul style="list-style-type: none"> <li>• 5 staff from 360°kids (Executive Director, Coordinator, Youth Outreach Workers)</li> <li>• 3 staff from York Region District School Board: 2 Community Resource Facilitators and 1 principal</li> </ul>
Interviews with Raising the Roof staff	<ul style="list-style-type: none"> <li>• 3 staff (CEO, Director of Community Initiatives, Project Manager of Community Initiatives)</li> </ul>

<sup>6</sup> Included in this total are the 669 students School B who completed a survey in April 2018. **However**, no subsequent information on these students was received to be included in the evaluation, because of the late date.

<sup>7</sup> This total does not include the students from School B as no data was received for those students.

## CIAD Screening and Accessing Services

The table below outlines the total number of students surveyed at each of the five schools, the number of youth who self-identified as not feeling safe at home, and then the number that were categorized into the three Tiers. Approximately 6% of the youth self-identified as not feeling safe at home on the day of the survey. A further 6% were categorized into Tiers 2 and 3 (1% in Tier 2 and 5% in Tier 3).

All of the students identified as Tier 2 and Tier 3 met with a worker from the youth organization at some point; as well, in York Region, 360° kids staff met with the high-risk Tier 1 students. All students who answered that they did not feel safe at home (206 youth) were met on the day of the survey by a staff member from the youth organization. **According to 360° kids, 430 youth received one-to-one follow-up with a Youth Outreach Worker. Of those 430 youth, 128 received some type of service:** 38 youth received various levels of case management support (from a YOW, Counsellor, or The Upstream Project Coordinator) and 90 youth were referred to another program or they indicated they would reach out to a YOW in the future if needed.

Of the 39 youth who received services (1 from The Raft and 38 from 360° kids), data in the form of the CIAD results (Time 1 and Time 2), Outcomes Star™ (Time 1 and Time 2 readings), or the Youth Survey was received on 8 students (approximately 20%).

**Table 3: CIAD Tier Rankings**

School	Date of Survey	Number of Students Surveyed	At risk at home (Q7d)	Tier 1 (high risk)	Tier 2	Tier 3
<b>Niagara Region</b>						
School A <sup>8</sup>	Apr-17	315	29	NA	67	2
School A	Feb-18	371	25	68	6	18
School B	Apr-18	669	32	70	5	19
<b>York Region</b>						
School C (Gr 7 & 8)	Nov-17	51	9	10	2	0
School D	Nov-17	727	41	164	4	25
School E	Feb-18	1,191	70	184	8	39
<b>Totals</b>		<b>3,324</b>	<b>206</b>	<b>496</b>	<b>92</b>	<b>103</b>
			<b>6%</b>	<b>15%</b>	<b>3%</b>	<b>3%</b>

<sup>8</sup> At the time that the survey was completed at School A in April 2017, analysis for the different Tier levels was different. The Geelong Project subsequently refined their analysis procedures. If the new procedures were currently applied to the April 2017 surveys completed by students in School A, the breakdowns by Tier level would be: Tier 3=16, Tier 2=11, Tier 1 (high risk)=65. The “unsafe at home” remained the same.

### Online Survey about CIAD Administration

The online survey was used only in the York Region site and was sent to school staff and 360° kids staff who participated in the CIAD administration at the three schools. A total of 14 surveys were completed, 9 of which were from 360°kids staff. Those 9 surveys were completed by 5 staff members (4 frontline and 1 supervisory/management); that is, if staff were involved in the administration of the survey at more than one school, then they were asked to complete the survey again.<sup>9</sup> There were three surveys completed about each of the three schools involved.

The additional five surveys were completed by staff from two high schools that participated in the pilot. No one from the participating elementary school completed a survey. Respondents from the schools included a Principal, a Vice-Principal, two Guidance Counsellors and a member of the Student Success Team.

## Evaluation Results: What Was Learned

### Context

As with the implementation of most pilot projects, The Upstream Project dealt with numerous challenges and issues. Those challenges and issues, as well as a shorter timeframe to actually do the work with youth in York Region, resulted in some limitations with the outcome data collected. For example, the outcome evaluation was originally to include a comparison group in each of the two communities – that is, students at different schools were to be surveyed, but not connected with services outside of the school (i.e., from The Raft or from 360° kids). Unfortunately, Raising the Roof was unable to secure that agreement with the school boards involved. Further, the amount of data collected on the youth involved was not as extensive as originally hoped. That is, permission was not granted to Raising the Roof to collect attendance data, many of the Outcomes Stars™ were not completed or did not include two readings given the short timeframe in York Region, only five youth completed an online survey, and no youth interviews were conducted because too few expressed interest in participating. The collection of outcome data, realistically, came too early in this pilot project. Given the limitations with the outcome data collected, the results reported in this section will focus more on the process component: what was learned about the implementation of the CIAD, the collaboration with the community organizations and the schools, and identifying youth potentially at risk of becoming homeless in the future.

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<sup>9</sup> When completing for the second time, however, respondents were not required to answer the questions about training again. They were directed only to the questions about the administration of the survey at that particular school.

## Process Results

### Building Relationships

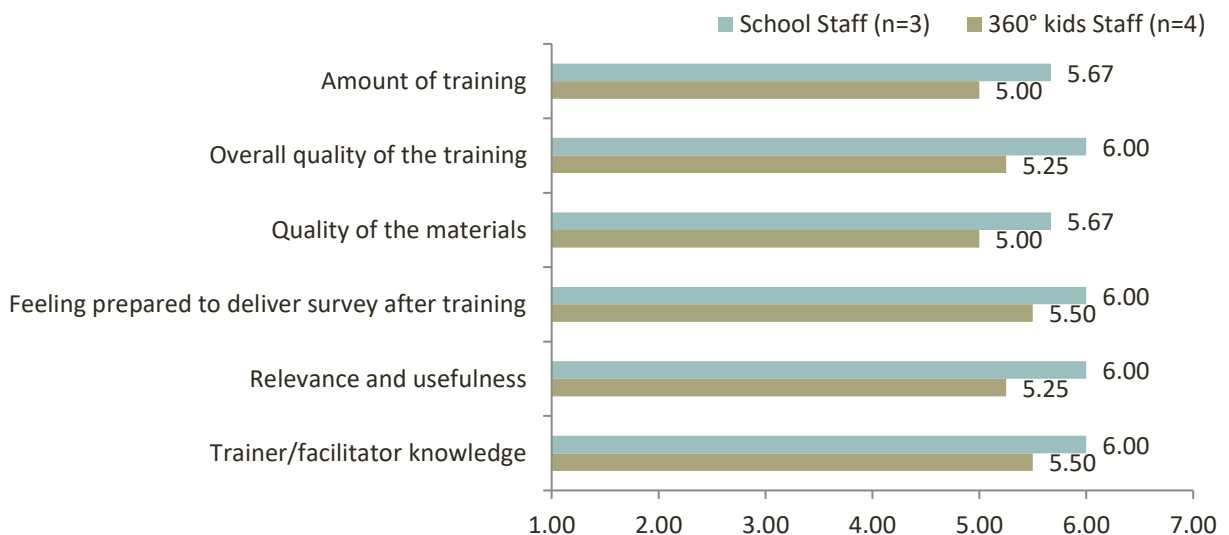
The staff survey and interviews explored the process of collaboration among the project partners - the school board staff, the agency staff (specifically 360° kids) and Raising the Roof. Questions on the survey and the interviews explored the process of bringing partners on board and building those relationships, communication among partners, and the training process.

### Training

The relevance, quality, and usefulness of the training provided by Raising the Roof for both the school and 360° kids staff was explored in the staff survey and interviews. Survey respondents were asked to provide a general rating of the training overall on a scale from 1 (poor) to 10 (excellent). **The average rating was 7.75 for 360° kids staff and 8.7 for school staff.** Respondents were also asked to rate the training on different domains using a scale from 1 (poor) to 7 (excellent). The results outlined in the figure below indicate that **staff from both 360° kids and the schools seemed to be satisfied with the training that took place before the implementation of the survey.** Average ratings were at least a 5 (good) on the 7-point scale for all domains. Again, the school staff rated the training on the different domains a little more positively than the 360° kids staff.<sup>10</sup>

**Figure 1: Results from Staff Survey - Ratings of Training**

*Agency staff rated the training along numerous domains quite positively – at least 5 on a 7-point scale. School staff tended to rate the training more positively than staff from 360° kids, with all domains receiving a rating of 5.7 or 6 on the 7-point scale.*



<sup>10</sup> While there were 5 school staff respondents, only 3 were sure that they had received training. The other 2 reported that they were not sure if they had received any training and therefore did not respond to these questions.

In the interviews, staff participants from schools and 360° kids were also asked about the training they had received to support them in implementing The Upstream Project. The feedback on the training was mixed and included the following observations:

- Could have been improved by seeing it as a collective between schools and 360° kids.
- Outcome Star™ training was valuable.
- There was some disconnect between what 360° kids could do in the project and what Raising the Roof thought they could do.
- Raising the Roof staff was not able to answer all of agency staff's questions because the project was in its early stages.
- Training was sufficient but because it is a pilot they got thrown off when implementing the survey with things they could not have anticipated.
- The training model for schools was adapted to each school, depending on size, preference and what the school feels will work at the schools.
- There was no training on how to interview youth who had reported feeling unsafe at home.
- There was not a lot of training provided for school staff.
- School staff was not very comfortable delivering the presentation since students asked questions they could not answer.

*"It's a pilot. You are working through it in the first year and figuring it all out. We were prepared as much as we could be for something that is brand new."* (School staff interview participant)

*"When a youth answers yes to that question, then need further inquiry about because that kid could be a reportable scenario to the CAS. We did not run into any of that. We ran into kids being sort of uncomfortable. When interviewed there were no reportable incidents, but potentially could be in that position. There could be more adequate training for the program and organizations putting out the survey and supporting the process."* (360° kids staff interview participant)

*"We have definitely achieved deeper and more strategic relationships between the service providers and the schools, the actual school boards. That has been strengthened over time. And Raising the Roof's relationships with the school boards have been strengthened over time."* (Raising the Roof interview participant)

### ***Partnering and Collaboration***

Raising the Roof staff and most of the pilot phase stakeholders from York Region who were interviewed described one of the project's strengths to be the relationships that had developed between the school board, individual schools, 360° kids and Raising the Roof. One of the school stakeholders, for example, talked about how one of the main project's strengths was that it relied on a partnership model which is often talked about in the schools. While



creating those community hubs is complicated, The Upstream Project was opening up those conversations for schools to move into that model. Others expressed how it was a positive thing to bring everybody together to work on better supporting youth. Raising the Roof staff reported that relationships had been strengthened throughout the pilot phase; all three Raising the Roof staff saw the collaboration that occurred as a positive outcome of the pilot project.

Staff from 360° kids and the schools outlined many strengths related to how the project partnerships developed throughout the pilot phase. Staff from the schools and 360° kids reported that Raising the Roof had been very accommodating and supportive throughout the process. All stakeholders interviewed hoped that the collaboration would continue; school and agency staff interviewed hoped they would implement the process in new schools and repeat it in the pilot schools. Stakeholders discussed that the most challenging time was getting the buy-in from the school boards, but once that happened things moved quickly and they were able to work with the individual schools.

Stakeholders also discussed challenges encountered in having a community agency and the schools work together. Some challenges were reported by most stakeholders interviewed. Some of the interviewees from 360° kids reported that there was resistance from teachers in some of the schools. They talked about resistance during the triage meeting, as well as some of the teachers not really knowing what was happening during the CIAD screening day. Raising the Roof staff reported that they continually learned about what worked best at the schools, as the process unfolded school-to-school. Getting everybody on board can be difficult; staff from 360° kids suggested that having more resources available at the schools during the CIAD screening day and triage meeting would help ensure the school staff feel that it is easier to manage. Further, improved communication with school teachers would increase receptiveness of the survey implementation. At one of the high schools, Raising the Roof staff were housed in a Board room equipped with a phone during the survey implementation. Teachers were able to call if they had any questions about the survey; one Raising the Roof staff interviewed reported that this process worked very well in putting teachers at ease and increasing communication.

Staff from 360° kids and Raising the Roof talked about the challenges experienced in getting the school boards to buy in. Since the project was a pilot, the main challenge was in building an understanding of the project and gaining trust that the survey was intended to support youth and prevent school dropout and homelessness, rather than another research project.

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*“Part of it was the initial mistrust of what the survey was all about, having to work out difference between survey verses research. When they (school board) found out it was a survey to identify needs and provide services and that we would be able to provide service to those identified as in need, that opened the door. It was a commitment to not open up can of worms and not coming into support it.” (360° kids staff interview participant)*

*“It was funny just around language [used]. If you say ‘survey’, everyone is like ‘no, we already do that.’... A superintendent [at the school board]...[called it] a needs assessment. [He helped] us with the language around it.... He was right. It is really about ‘what are your needs and how do we help to fill those needs?’ It was a good learning.”*  
(Raising the Roof interview participant)

*“I felt like sometimes it was like we were doing something good, but it was an added hassle for them. I understand because of limitations of resources. If we had a full team dedicated to Upstream to go into schools - a team of 3 outreach workers solely there for Upstream and building those community relationships without having caseload on back of mind, making them feel like it’s too much to handle. When things are too much, the effort that’s being put in isn’t the best. It was too much for what we had. But both teams worked very well together.”* (360° kids staff interview participant)

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School staff also reported on challenges they experienced in working with an outside community agency. Since the project is a pilot, there were numerous details that needed to be worked out and agreements put in place to ensure the project aligned with how schools can work with community organizations:

- Professionals such as social workers and counsellors are unionized - when partnering with other organizations they needed to ensure that the supports provided do not conflict with collective agreements for their support staff at schools.
- The York District School Board is trying to streamline all resources that come into schools so that all schools have access to supports equitably and it is not just based on relationships.
- When identifying youth in need of service in a school setting, legally it is the school board’s responsibility, not the community agency’s responsibility.
- Needed to ensure a solid understanding of the protocol around how the project was a program and not research.

There were challenges faced, as discussed above, but those interviewed recognized that this was a pilot project and that those challenges were to be expected. All staff interviewed felt that the collaboration was a success; and although issues still need to be addressed and worked on, all hoped that the collaboration would continue.

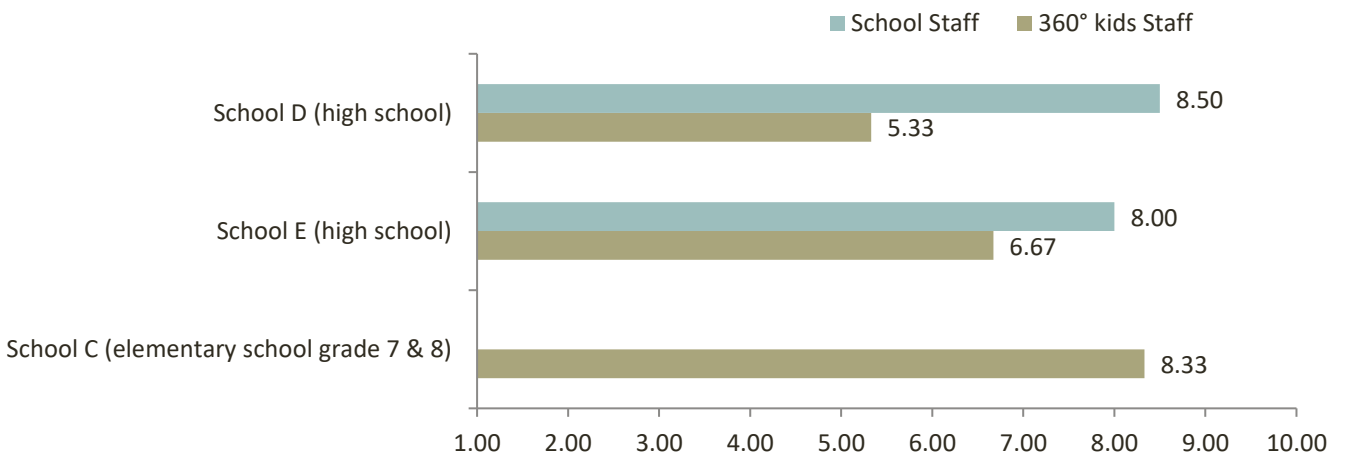
### **CIAD Survey Implementation & Screening**

The process of the CIAD survey implementation was explored in the staff survey and staff interviews. Respondents from 360° kids and the schools provided a general rating of the implementation in each of the schools on a scale from 1 (poor) to 10 (excellent). The average ratings for the schools and 360° kids

staff are outlined in the figure below.<sup>11</sup> School staff ratings of the implementations at both high schools were much higher than those provided by staff at 360° kids. Staff at 360° kids did provide very positive ratings for the implementation at the elementary school (School C).

### Figure 2: Results from Staff Survey – General Ratings of CIAD Survey Implementation

*Staff from 360° kids rated the survey implementation process at School C (the elementary school) quite highly, while the implementation in the high schools was rated lower - a little above the middle of the scale. School staff rated the implementation of the survey in the high schools quite positively.*

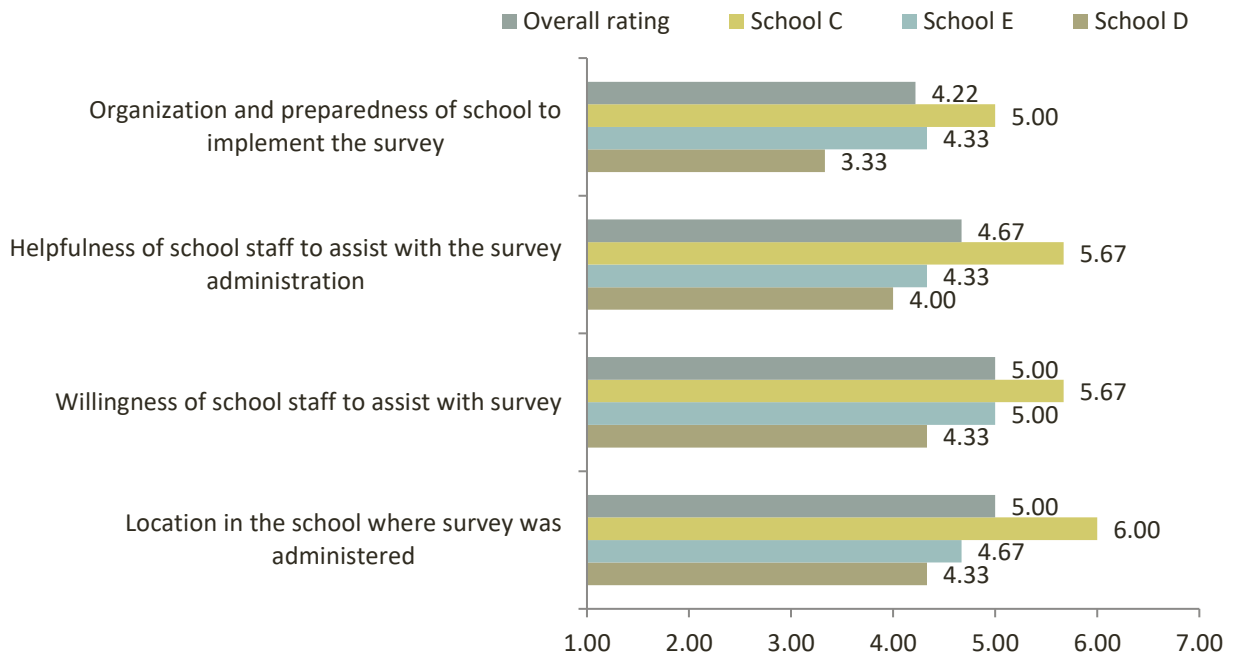


In the survey, staff were also asked to rate the implementation of the survey (using a scale of 1=very poor to 7=excellent) along different domains, including the location in the school, the willingness of school staff to assist with the survey, the helpfulness of the school staff, and the organization and preparedness of the school to implement the survey. There were nine responses provided; three for each of the schools. The average ratings for each school are outlined in the figure below. As can be seen, results varied by school, with School C (elementary school) rated the highest and School D the lowest. The screening at the elementary school was on a much smaller scale, and only involved two classrooms (51 students). School D was the first of the high schools to be surveyed in York Region. Raising the Roof and 360° kids staff learned a lot about the process from that school and they subsequently applied those learnings to their experience with School E.

<sup>11</sup> There were no school staff respondents from School C.

### Figure 3: Results from Staff Survey – 360° kids Staff Ratings of CIAD Survey Implementation

*Overall, staff from 360° kids rated various components of the survey implementation process moderately with average ratings across components from 4.22 to 5.00 on the 7-point scale. The ratings for School C (the elementary school) were very positive (at least 5 out of 7). Ratings for School D were the lowest.*



Staff from 360° kids made several recommendations on how to improve the implementation of the CIAD survey in the schools:

- Presentations by Raising the Roof and 360° kids’ staff should be a mandatory part of the roll out process.
- Increase communication between the school and frontline staff (e.g. a presentation day so youth and all staff know what to expect).
- Improve organization and preparation so that staff fully understand what is happening and take it seriously.
- Rooms need to be allotted in advance and kept consistent throughout the roll out in order to maintain flow and privacy.

The school staff rated the implementation of the survey on various domains much more positively than the 360° kids’ staff. School staff appeared to be very satisfied with 360° kids and Raising the Roof staff’s support and leadership in the implementation of the survey (their willingness to help school staff, their helpfulness, their familiarity with the survey, their preparedness, and their organizational skills, as well

as the amount of time it took to implement the survey and the ease with which the survey was administered). **The average ratings were all very high, from 5.80 to 6.80 on a 7- point scale** and for most items 100% of respondents rated either a 6 (very good) or 7 (excellent). When asked for recommendations on improving the process, only one person suggested that the follow-up process with students on the day of the survey was a bit awkward but 360° kids had already indicated that they had improved that process.

During the interviews, staff from the schools, 360° kids and Raising the Roof provided feedback on the implementation of the program in the schools. Staff from 360° kids and Raising the Roof reported that the learnings from one school were taken into the next school. However, each school was different and therefore what was possible in one school was not always possible in others. Staff had to be respectful of what the school administration thought would work and adapt their process at each school. Most staff from 360° kids did comment that the most effective roll out was at the elementary school because they were able to do a general presentation to the Grade 7 and 8 students and teachers. Raising the Roof staff reported that in Niagara Region, at School A, two assemblies were held (one with Grades 9 and 10 and one with Grades 11 and 12), to explain the process. Staff reported that this process also went well. As mentioned previously, at School E, one Raising the Roof staff reported that they were provided with a Board room, and a telephone, and this worked well because teachers could call them, during survey administration, if they had any questions. When talking about their learnings from the roll out, most acknowledged that this was a pilot and that challenges are encountered with all pilot projects. There are many issues that cannot be fully anticipated until a project is implemented.

*“It worked differently in each school. The kick off coordination, cooperation was all different... Best model was with the smaller school, the elementary school. What we did there was go in a week before the survey and did an assembly, which was 90 kids and those teachers. Explained in detail the survey, the process, and what support would be in place. In the high schools there were more students and it was more difficult to do that. If we could have had a mass assembly with the 1200-1300 students in the high schools the process would have been tighter.” (360° kids staff interview participant)*

Another challenge reported by stakeholders was that the communication with the schools and with the youth was not as good as it could be. Communication on the purpose and importance of the survey is critical for staff buy-in and to make the screening days more effective and efficient. Staff from 360° kids also talked about the importance of communication with the students, ensuring that they all know the importance of the survey and that they are familiar with 360° kids staff so that when they are called down they are not scared with staff or worried that they are in trouble.

Some stakeholders also reported that one of the challenges that the pilot project faced was a lack of time and staff resources on the part of both the schools and 360° kids. For example, 360° kids and Raising the Roof staff talked about how it was a very resource-intensive process because on the day of the survey implementation, they had to meet with many youth who had responded that they felt unsafe at home. More staff involved in this process would have been helpful. In addition, because of the size of the two high schools and the student absences on the date of the screening, the team had to return to

the schools at various times in order to complete the survey implementation. School staff was also put in a position where there was not enough lead time spent to cultivate a real robust understanding of The Upstream Project, and the survey, among all the people involved. This again was because of the pilot nature of this phase and the need to move forward as quickly as possible.

### **Supporting Youth Identified**

In the interviews, school staff talked favourably about The Upstream Project because they worked with the community to bring in more support for youth in their schools. They liked that the CIAD was linked to outcomes and that something would be done to support the youth who were identified as at-risk. One staff interviewee suggested that it was a project strength that youth could connect to external services and do not need consent after age 12, whereas through the schools they require parental consent if they see the school social worker. One staff interviewee also commented that 360° kids has good staff and it is a safe place for youth to open up.

Staff at 360° kids also liked the supportive nature of the project and thought that connecting with the schools would help them reach some youth they might otherwise not reach. One staff interviewee also commented that over a long period of time, the Outcomes Star™ that they were introduced to through the project, is a good tool to track youth's progress. Staff also reported that they met with many students and offered them support services. The youth outreach workers who connected with youth were not able to do much case management, but the students who did accept supports were referred to other services, some external, but mostly to 360° kids for counselling and employment support.

Raising the Roof staff reported that connecting with the youth the day of the survey (for those who indicated they felt unsafe at home) and during the weeks following triage, was a real strength of the project. Those students had the opportunity to meet with a Youth Outreach Worker. They became more aware of resources and supports in the community. Although many did not pursue these supports, Raising the Roof staff believe there is now greater awareness of those resources, should they need that support in the future.

In the pilot phase there were several challenges encountered and lessons learned in providing initial support to the youth after they had been screened. One of the challenges identified by stakeholders was the amount of time it took to be able to provide services to the youth. This was the case, in particular, in York Region where they screened many more students. In Niagara Region, the school was smaller and The Raft only planned on doing follow-up with those students identified in Tiers 2 and 3. The number of students to be seen was more manageable with the resources they had.

In York Region, 360° kids and Raising the Roof staff reported that lack of staffing resources was an issue in responding to youth in a timely fashion. The large number of students falling into the "high risk" category for Tier 1 – mainly on the mental health scale – was not anticipated. In addition to their regular caseloads, Youth Outreach Workers also had to make the time to meet with the hundreds of youth identified through the screening. Another issue encountered was the amount of time it took to

receive the results back from Scantron<sup>12</sup>. In addition, there was a delay between the time of the CIAD administration and triage meeting due to the passing of a school staff at School D; school staff asked for The Upstream Project team not to come in for several weeks. Interviewed stakeholders believed that these delays resulted in a fewer number of youth accepting support; that is, they may have had issues that had calmed down in the weeks since the survey was administered.

Staff also discussed how the initial numbers were overwhelming and the triage had to be done with all of those youth, but close to 30% of the youth ended up receiving some supports from 360° kids. Stakeholders offered a number of suggestions for trying to ensure that students who identify as at risk on the survey, do end up accessing services. Suggestions from school staff, 360° kids' staff and Raising the Roof's staff included:

- Presentations in the schools, involving the youth-serving organizations, so that a presence is built in the schools. Ensure schools, including teachers, are aware and buy-in to the process.
- Relationship building with the students is necessary. Develop relationships with students both on an individual level and at the student-body level. Engage with student councils and different community groups to ask them how staff can more meaningfully communicate on this project and engage student support of the project.
- From the outset, ensure that those school staff who provide supports to students (mental health, social workers) are at the table so that more collaborative work can be done to tap into school services.
- Bring in other community leaders and services, and ensure Memorandum of Understanding documents are in place to share information, so that youth can be connected more easily with other supports in the community.
- Have sufficient resources available to follow-up with youth quickly, one-on-one, who are identified by the survey as being at-risk and in possible need of support.

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*"I was thrown off with the limitation of resources. I felt like we opened up this can of worms and then weren't able to tackle the whole can." (360° kids staff interview participant)*

*"My concern was about the amount of time from time survey went out to the times when the students were reached. We were the promising students services, and it took a long time to meet with them. There were a lot of kids identifying they needed support services and we didn't have supports in place to meet those needs. And that is the worry - that we can't be telling kids, 'pour your heart out' and then you're waiting months before you sit down with someone; and someone you don't know and don't have a relationship with. You're not going to say you want services with someone you don't have a relationship with." (School staff interview participant)*

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<sup>12</sup> Scantron is a survey assessment organization that is responsible for processing and analyzing The Upstream Project survey results.

## Satisfaction with Services

In the online survey conducted with youth (n=5), youth reported on their satisfaction with the services provided by 360° kids. The youth were involved with a Youth Outreach Worker, Counselling, or Employment programs. The youth rated each of the services they received on a 5-point scale from 1=not at all helpful to 5=very helpful. Only four of the youth provided ratings:

- Youth Outreach Worker: 1 rated this service as a “3-somewhat” and the other 2 rated this as “5=very helpful”
- Counselling: only 1 youth reported on this -- 4 out of 5
- Employment program: only 1 youth reported on this – 5 out of 5 (“very helpful”)

When youth were asked if they felt they were connected to the right services, **no one answered “no”**. Two youth answered “somewhat” and three answered “yes”.

Youth were also asked to rate the support provided by their worker from “1=very poor” to “5=excellent”. Four of the youth answered the question; no one answered at the lower end of the scale:

- 2 youth answered “good”
- 1 youth answered “excellent”
- 1 youth answered “okay/fair”

When asked to describe the support received, three respondents provided an answer:

*“My [worker] helped me with employment and getting the support that I needed.”*

*“Good listener.”*

*“I feel listened to and I have received enough support.”*

None of the youth had any recommendations about changes to the support received from their worker, nor about the services received in general. When asked to rate their overall experience, on a scale from 1 to 10, responses ranged from 5 to 9, with two respondents answering “7”.

## Outcome Results

### Survey Effectiveness in Identifying Youth at Risk

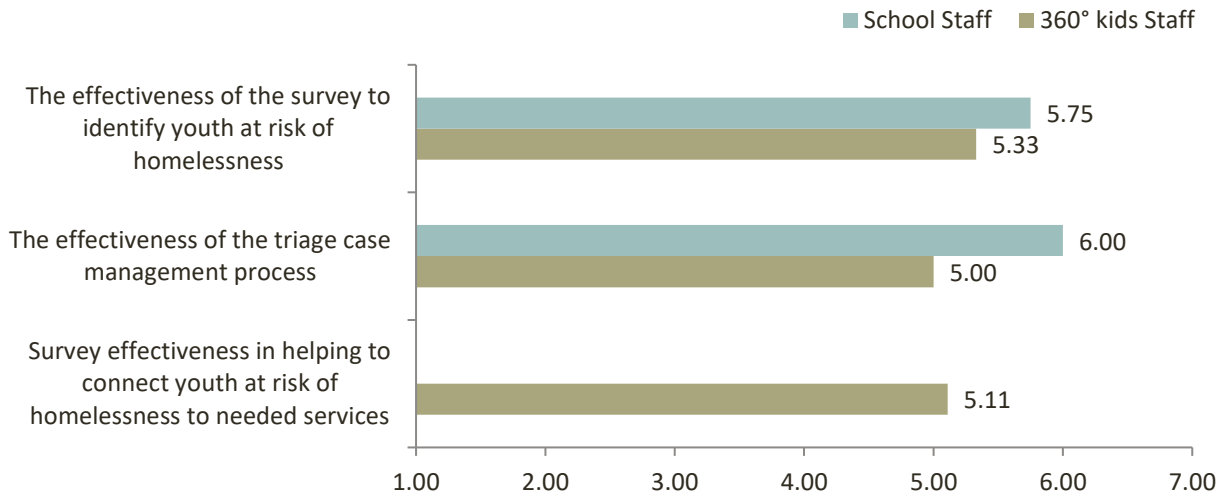
Measuring the effectiveness of the CIAD survey in identifying youth at risk of homelessness is beyond the scope of this evaluation since it would involve a longer-term community-wide assessment. However, the evaluation did ask stakeholders involved about their perceptions of the effectiveness of the survey. In the online survey, 360° kids and school staff were asked to rate their satisfaction (on a 7-point scale from 1=not at all to 7=extremely) with the effectiveness of the survey in identifying youth at risk of homelessness, the effectiveness of the triage case management review, and the effectiveness of both processes in connecting youth at risk of homelessness to needed services (360° kids staff only). There were 13 responses to this question (9 from 360° kids’ staff and 4 from school staff). The average ratings for each item are outlined below. The results showed that both the school and 360° kids staff were



satisfied with the survey screening and triage processes (rated at least 5 on the 7-point scale). Staff from 360° kids were also satisfied with these processes in connecting youth to services (rated as 5.1 on the 7-point scale).

#### Figure 4: Results from Staff Survey – Satisfaction with CIAD Ratings

*Staff from 360° kids and the schools rated their satisfaction with the effectiveness of the CIAD survey in identifying youth at risk of homelessness and the triage case management process as at least 5 on the 7-point scale. Staff from 360° kids were also satisfied with the process in connecting youth to needed services (5 on the 7-point scale).*



Staff was also asked to explain if they thought the survey was successful in identifying youth who might be at risk of homelessness. Several respondents commented on how the question on whether or not youth feel safe at home was not very clear and that youth interpreted it in different ways. Some youth answered the question based on not feeling safe in the community and not necessarily at home. Therefore, while the survey might be identifying those at risk of homelessness, it was also identifying youth who were not at risk at home because of some misinterpretation. Other comments included the following:

- The survey should be translated to avoid misunderstandings.
- Many individuals who need supports are already disengaged, so the numbers are not reflective of actual level of needs.
- The screening missed those not at school or who did not consent to complete the survey.
- The survey is better at indicating youth in need of other resources and not necessarily risk of homelessness.

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*“I think it would be difficult for youth to admit fully to what is or was happening at home due to our duty to report. Some youth may not want to share what is really going on or they could not be taking the survey seriously.” (360° kids staff survey respondent)*

*“There are a lot of students that are identified as having a higher level of risk than I would expect. I am not sure if that was due to the nature of the questions but there are some kids on the medium to high risk that shouldn't be there. At the same time, the survey certainly identified some students we didn't know about so that is good. Unfortunately, many of our high flyers didn't do the survey but I suppose they are on the radar anyway.” (School staff survey respondent)*

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The survey also asked respondents from 360° kids to comment on the challenges they experienced in trying to engage youth in services. Their responses included the following:

- There are not enough housing supports provided for youth.
- The program is voluntary so many youth refused to engage for various reasons, causing staff to follow up with school guidance counsellor to ensure they are receiving supports.
- Most of the youth spoken to did not want to engage in services despite the need to.
- It is challenging for some youth to follow-up with the worker.
- Some youth experience language barriers.

The stakeholders interviewed reported that they believed the CIAD was an effective screening tool in identifying youth who may be at risk of homelessness or early school drop-out. Stakeholders reported that the survey was effective and beneficial in helping youth at risk in the following ways:

- It allows students who do not feel safe an opportunity to talk about it.
- It captures information on large number of students at once.
- Using the survey “opens up a different way to address the situation.”
- In each school, some youth who were not on the school’s radar were identified through the survey.

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*“It is an outlet for youth if they are uncomfortable verbalizing. It allows them to write it out...and they do not have to make the first move.” (360° kids staff interview participant)*

*“The main learning was that the survey does work for what it was intended to do. In each school they already have their lists of high-risk kids. But the survey identified a number of kids that were not on the school list and only came to light as a result of the survey. Some of the issues kids struggling with when they did the survey were also news to the school system.” (360° kids staff interview participant)*

*“I think the concept is amazing. Those kids on the fringe often get missed and those are the kids we really need to be supporting.” (School staff interview participant)*

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There were several interview participants who did express concerns or issues with the survey; for example:

- A school board interviewee expressed some concerns about questions in the survey itself, that they were “worrisome”, but did not elaborate. She hoped that as the project moves forward the board’s mental health and social work leads will have input on modifying some items.
- One Raising the Roof staff wondered if perhaps the mental health scale use was perhaps “too sensitive” in that there were youth identified as “high risk” who did not present as such when they met one-on-one with the Youth Outreach Worker.
- One Raising the Roof staff commented that although the survey serves the purpose of screening the population, it does not provide enough information on whether a youth is actually at risk. To assess for that, the one-on-one connection with a youth worker is necessary.

Staff also discussed the challenges the survey faced in screening youth; areas that will need to be assessed and improved in order to make it more effective. Numerous staff who were interviewed reported that the wording around the safety question was challenging and many youth did not appear to understand what was meant by “feeling safe at home”; thus, this was interpreted in different ways. For many, it did not mean that they were experiencing any abuse or neglect at home; **but that going home was unsafe (unsafe neighbourhood) or that they live in an unsafe environment.**

In one school, it came to light that some of the students who identified as unsafe at home were international students in homestays in York Region. Some were unfamiliar with what a homestay would be like (and presumably felt unsafe), while others may have experienced sub-par homestay conditions with their host families. Although these students were not actually at risk, it did highlight for the school the need to further educate students about homestays. They also were made aware of supports if they needed them (e.g., a food bank if they felt they were not getting enough to eat).

A few people also commented on how the language of the survey in general was a little complex for some students. **One staff participant also wondered about the language of the survey for ESL students. They questioned if the survey captured the right elements, knowing that there are nuances to some of the questions that might be interpreted differently, especially the questions on feeling safe at home**

A few interview participants questioned how honest students would be in completing the survey, both because they might not take it seriously and because they might not want to be completely open about abuse or unsafe home environments for fear of Children's Aid Services being notified.

Staff from the schools and 360° kids also discussed how some youth who might be high risk were either absent on the day of the survey or did not consent to participate, and thus questioned if the survey was able to identify all those at risk of school dropout or homelessness.

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*“If youth is experiencing abuse at home they do not want to get their family in trouble or they might not know how to start the conversation.” (360° kids staff interview participant)*

*“When we went back and talked to the kids, they were pretty much verbatim and they came back very clearly and articulated in terms of what they had to work on. It honed in on specifics of the need and what needed to be followed up on. In the long -run the desired outcomes would be that the initial desire of survey itself which is to combat homelessness and early school leaving and in the long run I have faith that would pan out.” (360° kids staff interview participant)*

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## Youth Outcomes

As reported in the “Context” section earlier, the outcome data for the youth involved in the project is limited. Nonetheless, there is some data to report on from the CIAD, the online youth survey, Outcomes Star™, and from the qualitative data collected in the interviews conducted.

The sample of youth who completed the CIAD initially (Time 1 - the longer form), and then completed it later in time<sup>13</sup> (Time 2 – the shorter form) was very small (N=7). **Although the sample size was extremely small, there are two statistically significant improvements found at Time 2:**

- **There was a significant decrease in mental health risk:** from 34.4 (considered “high risk”) to 24.9 (considered “medium risk”).<sup>14</sup>
- **There was a significant increase in self-esteem:** from 23.7 (considered “low”) to 29.4 (considered “normal”).<sup>15</sup>

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<sup>13</sup> The Time 2 dates ranged from 3-4 months to 5-6 months after Time 1.

<sup>14</sup>  $F(1,12)=7.14, p=.02$ . Therefore, the probability that this finding resulted by chance alone was 2%.

<sup>15</sup>  $F(1,12)=7.25, p=.02$ . As above, the probability that this finding resulted by chance alone was 2%.

Without a comparison group, it is difficult to know if these improvements were the result of whatever supports or resources the youth may have received or if they may have simply been due to the passage of time. That is, the youth may have been experiencing significant stress and anxiety that resolved over time. Key informants reported that for youth, things can change very quickly.

Given the very small sample size for which we have data that can be compared – that is, Time 1 and Time 2 data – results for the individual youth were reviewed and some of the themes are discussed below. For more detail on the individual youth's results, please see Appendix 3.

As reported on the CIAD:

- The biggest risk factor for these students appears to be mental health concerns. All of the youth showed high levels of risk at Time 1. **All but 1 of the 7 youth, however, showed improvement at Time 2. By Time 2, 5 of the 7 youth were no longer in the high risk category.**
- A little more than one-half of the youth (4 of 7 youth) showed a low level of risk for homelessness at both Time 1 and Time 2. Three youth showed a moderate level of risk of homelessness at Time 1. At time 2, 5 of the 7 youth were in the low risk category; however, 1 youth was in the high risk category.
- All of the youth showed a low level of risk for school disengagement at both Time 1 and Time 2, **although 5 of 7 youth did show a slight improvement at Time 2.**
- Most of the youth showed low or moderate levels of self-esteem at Time 1; **6 of 7 youth showed an improvement at Time 2, with all but one youth reporting either “normal” or high self-esteem.**
- Most of the youth showed good connectedness to friends and teachers (Time 1).
- Connectedness to parents and to school remained either unchanged (4 of 7 youth) or decreased slightly at Time 2 (3 of 7 youth).
- Most youth reported either low resilience (3 youth) or a moderate level of resilience (3 youth); 1 youth reported high resilience.

There were six youth who had two readings on the Outcomes Star™, which allowed comparisons to be made.

- Most of the youth showed no change in most areas; however, the timeframe between readings was quite short (15 days) for several of the youth.
- One youth showed decreases in a few areas.
- Three youth showed increases in several areas – peer relationships (2), personal skills (1), school/ environment (1).

For the youth survey, only two of the youth answered the outcome questions. Both youth reported moderate to large improvements in coping skills in general, connectedness to support and services, and more engagement in school.

With so few youth having data collected across measures, it was not possible to determine if there was consistency across measures in terms of outcomes.

Youth outcomes were also explored in the interviews conducted. Some felt that it was too early to see impacts for the youth. Nonetheless, several key informants reported that the project has raised awareness among the youth about supports and resources in the community. One school principal also reported that the project had a positive impact for several of the students:

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*“... a lot of [the] youth didn’t even know that they had these options available.... I think awareness of what supports are in their community is a big start, to know it’s not just them on their own.”* (Raising the Roof staff interview participant)

*“My impression would be that it really helped a couple of our kids significantly.... I would say that yes, it has supported school engagement. I think that our students see that they, as a person, are important to us, and going through that process helped them to understand we’re not just here to see academic achievement. Certainly that is the outcome for schools, but we want them to feel comfortable, safe, welcome, and worthy at the school. And this process helped them to see that that the school cares about them.”* (School staff interview participant)

*“A major outcome was being able to educate the students on the kinds of resources and services that exist within their community.”* (Raising the Roof staff interview participant)

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### Community Level Impacts and Other Benefits

In addition to identifying youth at risk through the CIAD and preventing school dropout and homelessness, the stakeholders who were interviewed identified numerous other benefits and outcomes from The Upstream Project, including the following:

- The project educates and brings more awareness to homelessness in general, youth homelessness in particular, and to work toward the prevention of homelessness.
- The project model enhanced relationships between community organizations and the schools, and works towards a more comprehensive wraparound model to support at-risk youth. More work still needs to be done with respect to what the program model should look like and everyone’s respective roles, but staff from Raising the Roof, the schools and 360° kids expressed commitment to continuing to work together and enhance the project.

- Youth's increased awareness about the services offered by a community agency they might not have heard of or known about that they could access.
- The CIAD reinforced the understanding of the school community's needs.
- Collected some data that was useful for the school administration in both educating the school staff as well as external partners.
- Youth who are not accepting supports will still gain from the project being based in their schools since workshops are being planned in some of the schools in order to reach larger number of youth who are experiencing some level of risk.

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*"The data was a great learning. Sharing that data with staff – I've seen a change in staff's position in terms of need to support students. And great staff here at the school – they'll do whatever they can, they just needed the data and concrete information to understand that piece."* (School staff interview participant)

*"And 360° kids we consider them to be one of our community partners now. While they were always a partner, we consider them to be part of our family."* (School staff interview participant)

*"Just getting information out there is one of the biggest impacts that we get."* (360° kids Staff interview participant)

*"Some of the data that was presented which I don't have on hand at the moment, was eye opening and very useful for me to use to share with the community. It seems that Newmarket is an area where folks had a hard time believing that there was poverty and students living in challenging circumstances."* (School staff interview participant)

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## Conclusions and Discussion

In this pilot study, **Raising the Roof was striving to be proactive and not reactive – working *Upstream* to prevent homelessness from happening in the first place.** This is a pilot study; an opportunity to test this project and see if there is potential for this program to work in Canada. The basis for the program model, The Geelong Project from Australia, has shown real promise in reducing school drop-out and declining the use of youth homelessness services.

This evaluation sought to answer some questions about that promise. Although the evaluation was to address both outcomes and process, it is premature to draw any conclusions about outcomes and impacts for the youth involved in The Upstream Project. It is simply too early on; new projects take time to develop. Although some positive early outcomes were reported, the data was limited. This evaluation focused more on the learnings to date.

## General Impressions and Strengths of the Program Model

This pilot was not without its challenges; but that is what pilot projects are good at – testing the waters and figuring things out. The stakeholders interviewed for this evaluation all saw value in the program model. The school board representatives interviewed, albeit a small number (3), as well as 360° kids staff, were very positive about the potential of the CIAD to be preventative and identify students at risk and to support them. Raising the Roof staff and the other stakeholders believe it is a good way to ensure that some students do not fall through the cracks. In many cases, the students identified through the survey are known to the schools and they may already be receiving supports. Nonetheless, there were some surprises of students that the schools had not identified previously. Further, having that data was very helpful for the schools involved. It makes sense, intuitively, to try to address issues or problems that youth may be experiencing, that could potentially lead to homelessness:

*“Great concept when you look at issue of youth homelessness. You do not want young people to get entrenched... [and] prognosis is worse the longer they are homeless. So when I hear about [Upstream] I thought this is the work that needs to be done ... If more people get services before they become homeless.” (360° kids staff interview participant)*

It made sense to stakeholders to screen students – that is, within schools where you are able to reach most of the younger youth population. The survey also gave youth a voice; youth who may not necessarily step forward and request assistance. It also made sense to have the schools and the youth-serving organizations work together. Stakeholders talked very positively about the collaboration that had occurred.

## Building on Learnings and Moving Forward

The pilot project has accomplished what it intended: to provide learnings that will help the project move forward. In this section we discuss some of the themes that emerged with respect to areas that require more work as The Upstream Project moves forward.

### Building a Community-Based Team

Stakeholders reported that a strength of the program model was the collaboration that occurred; yet, they also identified that more work was needed. Each community needs to build a team and that team needs to be a true collaborative. That level of collaboration requires a certain level of groundwork as the parties involved need to work out Memorandums of Understanding and the sharing of information. This requires significant buy-in from administrative levels. The team needs to involve the school/school board, the main youth-serving organization, other community service providers who may play a role in providing services and supports, and the youth’s parents. The team is essential in ensuring provision of the wraparound support, which is the cornerstone of The Geelong Project and upon which The Upstream Project is modeled. And, as The Geelong Project has taught us, as well as other community-



based initiatives: these collaborative ventures take time. Time to build trust and time to develop relationships and true partnerships; in fact, several years are required to build a true community-based collaborative team. All the players should be involved in the planning so that no one is excluded, the collective is strengthened, and there is a reduced chance that anyone can hinder the process further down the line.

***“To have everyone on board. Absolutely everyone in a community. It just doesn’t go three ways – the supporting organization, the lead agency, and the schools. It comes down to absolutely everyone being on board – parents, schools, communities. Communities to bring out the resources. Schools to fully support agencies coming into their schools. Otherwise this ... falls apart.... With everyone there and understanding what they’re doing, we’re not missing out on things we that shouldn’t be.” (360° kids staff participant interview)***

Building a presence in the schools, among the students, should also be part of the process. Students need to understand the survey and its purpose. Relationships need to be built with students to build trust and a feeling of safety with the youth organization staff.

### **Communication and Transparency**

For a collaborative approach to be effective, effective, open and timely communication is required, and there needs to be transparency among project partners. As is already in development, The Upstream Project requires some easy-to-follow communication tools: for example, a video to show communities about what the project is about and a ‘what-to-expect’ toolkit on how the process will roll out. There needs to be time built in, with the schools, to prepare them for the CIAD administration. Assemblies and/or class presentations about the project, the survey, and what will occur after the survey has been administered need to be incorporated. All school staff need to be aware of the survey and when it will occur, and what will happen on the day of the administration. School staff also needs to know what to do, on the day of administration, if they have any questions or concerns: to whom should they address these questions and in what format?

Once the results for the administration are made available, those results should be communicated with the school and the team. Schools and team members should have time to review the lists and determine if any of the students are already receiving services. The triage meeting should be planned with everyone who may play a role in providing resources and supports: youth organization staff, school staff (e.g., guidance counsellors, School Success Team, etc.), and community organization staff included in the team.

Once plans for moving forward have been developed by the team, then everyone who needs to be informed of a student’s progress should be kept informed. The team needs to develop communication tools and methods that make sense for their team. What that process looks like may differ from community to community.

## Changes to the CIAD

Raising the Roof may wish to discuss the CIAD in more detail with project partners and determine if the tool needs be revised. Some expressed concerns about the language level and about the interpretation of some items. The language level may be of particular concern for grades 7 and 8, and those for whom English is a second language.

## Sufficient Resources

As several of the key informants reported, it is essential that if you are asking students to divulge personal information and to be vulnerable, you need to have the resources available to be able to respond quickly if they are in need of support.

On the day of screening, it is essential that enough personnel are available to answer any questions students or teachers may have, and to meet with students who have indicated they feel unsafe at home. There needs to be enough resources at the school-level to ensure those students are seen in a private, safe space. That requires physical space in the schools, as well as school staff availability to call or bring students to that safe space.

There also needs to be enough resources available from the team (schools, youth-serving organization, other community service providers) to be able to address student needs who identify as at risk.

## Process and Flow

There were a number of recommendations that emerged from the pilot study with respect to improving project process and flow. These included:

- Initiate the screening earlier in the year so that students can receive support earlier in the school year.
- Determine how best to work with students who required assisted technology equipment or who are ESL learners.
- Ensure the messaging around confidentiality, to the students, is clear.
- Figure out how best to meet with students who identified feeling unsafe at home (on the day of survey administration), without making their departure from class conspicuous.
- Reduce the amount of time involved in processing and analyzing survey data.

## General Conclusions

The results of this evaluation show that the project has great potential and will work in a Canadian context. Key informants saw the need for the service. They also saw the value in using a screening tool to access a large population of youth (i.e., through the schools), to provide them with an opportunity to indicate if they are struggling and in need of support, and in working together to try to provide that support. And the project demonstrated some positive findings: relationships were built and there were some encouraging outcomes.

There is promise here but more work is needed. As discussed above, more work is required to build a true community-based collaborative team and to provide the wraparound supports that are foundational to the program model. It often helps to have champions (usually in decision-making roles) who can move things forward and make progress; identify who those individuals (or individual) are and work closely with them. It may make the most sense to focus initially on the younger grades (grades 7 and 8) or to work with a smaller geographic area. It is important to start small and grow from there. The Geelong Project also recommends starting slowly, stressing that working through practice change takes time. Time is required to build a shared vision and partnership. The larger the project, the more unwieldy the process. As the project moves forward, we encourage stakeholders to reflect on the outcomes and learnings to date; we hope this report serves that purpose.

## **Appendix 1: Program Logic Model**

Please see the Program Logic Model on the following page.

**POVERTY REDUCTION INDICATOR(S) TO BE ADDRESSED:** SCHOOL DROPOUT AND HOMELESSNESS

**TARGET GROUP(S) SERVED:** YOUTH AT RISK OF HOMELESSNESS IN GRADES 7-12

**PROGRAM GOAL(S):** 1) TO SHIFT THE FOCUS FROM RESPONDING TO YOUTH HOMELESSNESS TO PREVENTION 2) TO REDUCE SCHOOL-DROPOUT RATES, FAMILY BREAKDOWN & INVOLVEMENT IN CRIME FOR PROGRAM PARTICIPANTS 3) TO REDUCE THE NUMBER OF YOUNG PEOPLE WHO BECOME HOMELESS 4) TO INCREASE SCHOOL ENGAGEMENT, GRADUATION RATES AND ACCESS TO SAFE, STABLE HOUSING FOR PROGRAM PARTICIPANTS

**IMPLEMENTATION OBJECTIVES:** 1) TO IMPLEMENT THE GEELONG MODEL IN TWO COMMUNITIES

<b>PROGRAM COMPONENTS</b>	Identify youth at risk of homelessness	Case management	Service coordination (collective impact)
<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Implement training with schools that will participate in administering the survey</li> <li>Administer the Geelong survey with youth in 2 schools in 2 Ontario communities (grades 7-12)</li> </ul>	<ul style="list-style-type: none"> <li>Interview youth identified as at risk (low, moderate, high)</li> <li>Youth at risk provided with counselling, referred to services as needed and provided with family mediation as needed</li> </ul>	<ul style="list-style-type: none"> <li>Establish coordinating committees in each community</li> <li>Agencies and school boards establish MOUs and collaborative agreements</li> <li>Implement local governance structures for the project</li> </ul>
<b>OUTPUTS</b>	<ul style="list-style-type: none"> <li>Training implemented</li> <li>Survey administered to all youth in school and youth identified by teachers</li> <li>Comprehensive register of at risk youth</li> <li>Schools provided with summary of survey results</li> </ul>	<ul style="list-style-type: none"> <li>Tool kit developed</li> <li>Outcome stars completed for each participant</li> <li>Referrals to community agencies</li> <li>Case notes</li> </ul>	<ul style="list-style-type: none"> <li>Monthly meetings</li> <li>MOU</li> <li>3-5 agencies per community and 2 schools are engaged</li> </ul>
<b>SHORT-TERM OUTCOMES &amp; INDICATORS</b>	<ul style="list-style-type: none"> <li>More youth at risk of homelessness are identified by survey and school staff</li> <li>More youth at risk connected to services</li> </ul>	<ul style="list-style-type: none"> <li>Improved school attendance rates</li> <li>Improved coping with family conflicts</li> <li>Improved sense of wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Improved service coordination and collaboration among partners</li> <li>Youth experience with services is improved</li> </ul>
<b>MEDIUM-TERM OUTCOMES &amp; INDICATORS</b>	<ul style="list-style-type: none"> <li>Improved family relations, reduced family breakdowns, decreased involvement in crime, increased access to safe and stable housing, increased engagement in school, increased connectedness to community supports</li> </ul>		
<b>LONG-TERM OUTCOMES &amp; INDICATORS</b>	<ul style="list-style-type: none"> <li>Reduced homelessness, Increased graduation rates</li> <li>Coordinated youth services in local communities</li> </ul>		

**ASSUMPTIONS:** IF YOUTH WHO ARE AT RISK FOR HIGH SCHOOL DROPOUT AND HOMELESSNESS ARE IDENTIFIED EARLIER, AND PROVIDED WITH COORDINATED WRAP AROUND SERVICES, WE CAN PREVENT HOMELESSNESS AND SCHOOL DROPOUT AND CONTRIBUTE TOWARDS REDUCED POVERTY

## **Appendix 2: Interview Guides**

Interview guides for school staff, stakeholders, and Raising the Roof staff are included in the following pages.

## The Upstream Project: Stakeholder Interview Guide (used with School Board)

### *Preamble:*

Thank you for agreeing to be interviewed today. As you know, The Upstream Project is a school-based program focused on youth homelessness prevention. Working with schools and local community agencies, The Upstream Project identifies students who are at-risk and connects them with the wraparound supports they need. By supporting youth while they are still in-school, the project aims to reduce school drop-out rates, family breakdown and involvement in crime, and increase school engagement, graduation rates and access to safe, stable housing.

The purpose of today's interview is to collect information about your experiences with the project: the screening process, the triage meeting, and any information you have about how the youth who did receive services are doing.

I will be taking notes during the interview, but would like to have a backup recording in case I miss anything. Once we have completed the evaluation, all recordings will be deleted.

*Do I have your permission to record the interview? Do you have any questions before we get started?*

1. Perhaps we can start, by telling me about your role or position (at the school or at the organization) and how you came to be involved in the project?
  - How was the project explained to you?
  - What were your impressions of the project?
  - Did you feel there was a need for the project? Why or why not?
2. Please tell me about the process that occurred after you were first approached about the project, or heard about it.
  - What meetings or process took place for your (school or organization) to become involved?
  - How long did that take – that is, before the project was up and running?
  - What challenges or barriers were faced during this time? How were these overcome?
  - What were the successes and learnings during that time?
3. Now I'd like to ask about the training that was received for administering the student survey.
  - Please tell me about the training that was received by staff.
  - How did the training prepare staff? Were they well prepared?
  - What improvements, if any, would you recommend to the training?
4. Please tell me about the day of the screening/administration of the survey (for youth organizations – we will need to ask about each school).
  - How did the process unfold?
  - Were there any challenges or barriers that day? How were these overcome?
  - What worked well?
  - What changes would you recommend to make the screening/administration more efficient and effective?

5. What happened after the screening process occurred?
  - Was there anything that happened after the screening but before the triage meeting?
6. Next I'd like to ask about the triage meeting – can you tell me about that meeting?
  - Who was involved?
  - What was discussed?
  - What steps were planned during this meeting?
7. Do you think that the survey does a good job of screening for students who may be at risk of homelessness?
  - Why or why not?
  - Were these students who were already known to the school?
  - Were they already receiving supports or services?
8. For the students that were identified – do you know if they are receiving services now?
  - How are they doing? What changes or impacts, if any, have occurred because they have been involved in The Upstream Project?
  - For school staff: do you see any changes with respect to school engagement (attitude, attendance, grades)?
9. Please tell me about the collaboration or coordination that has occurred between Raising the Roof, 360° kids, and the school (or schools, when interviewing 360° kids)?
  - What impacts, if any, have resulted from this collaboration?
  - What worked well? What have been the successes and learnings?
  - Were there any challenges? How were these overcome?
  - Will this collaboration continue? If yes, in what way?
10. What do you think are the strengths of overall program model for The Upstream Project?
  - What is working well?
11. What are the weaknesses or challenges of the project that you believe should be addressed?
  - What improvements that you have not already mentioned, if any, would you recommend?
12. If The Upstream Project is replicated in other communities what advice would you give to others?
13. Those were all the questions I had, do you have any other comments about The Upstream Project?



## The Upstream Project: Interview Guide – Project Coordinator 360° kids

### *Preamble:*

Thank you for agreeing to be interviewed today. As you know, The Upstream Project is a school-based program focused on youth homelessness prevention. Working with schools and local community agencies, The Upstream Project identifies students who are at-risk and connects them with the wraparound supports they need. By supporting youth while they are still in-school, the project aims to reduce school drop-out rates, family breakdown and involvement in crime, and increase school engagement, graduation rates and access to safe, stable housing.

The purpose of today's interview is to collect information about your experiences with the project: the development of the relationship with Raising the Roof and the Upstream Project, the work that was done with the schools to get them on board, the screening process/implementation of the student survey, the triage meeting, and any information you have about how the youth who did receive services are doing.

I will be taking notes during the interview, but would like to have a backup recording in case I miss anything. Once we have completed the evaluation, all recordings will be deleted.

*Do I have your permission to record the interview? Do you have any questions before we get started?*

### **Program Start-Up and Planning**

1. Perhaps we can start, by telling me about your role or position at 360° kids and how you came to be involved in the project?
  - Were you involved from the beginning when Raising the Roof first contacted 360° kids?
  - What were your impressions of the project?
  - Did you feel there was a need for the project? Why or why not?
  
2. Please tell me about the process that occurred after you were first approached about the project, or heard about it.
  - What meetings or process took place for 360° kids to become involved?
  - What challenges or barriers were faced during this time? How were these overcome?
  - What were the successes and learnings during that time?
  
3. Please tell me about the process that occurred after the project was given the go-ahead.
  - Were you involved in meetings where the schools were selected? If so, what happened in those meetings?
  - What challenges or barriers were faced during this time? How were these overcome?
  - What were the successes and learnings during that time?

### Implementation of the Student Survey at the Schools:

4. Now I'd like to ask about the training that was received for administering the student survey.
  - Please tell me about the training that was received by you and other staff.
  - How did the training prepare staff? Were they well prepared?
  - What improvements, if any, would you recommend to the training?
  
5. Please tell me about the day of the screening/administration of the survey at each of the three schools.
  - How did the process unfold?
  - Were there any challenges or barriers that day? How were these overcome?
  - What worked well?
  - What changes would you recommend to make the screening/administration more efficient and effective?
  
6. What happened after the screening process occurred?
  - Was there anything that happened after the screening but before the triage meeting?

### Services for Youth:

7. It is our understanding that there were some students who were identified as "at-risk" the day of the screening, based upon their response to one of the questions.
  - Do you think that question did capture students whose safety was at risk?
  - Can you tell me anything about those youth in terms of the issues they were facing or their demographics?
  - Were they known to the schools? Were they already connected with services?
  - Have any of them connected and received services from 360° kids? How many? If no, why not?
  - Can you tell me anything about those youth in terms of their demographics or the issues they were facing?
  
8. After the youth were identified through the CIAD process, can you walk me through what happened in connecting with these youth?
  - How did the triage case management meeting go with RTR staff and school staff? Was it effective or not? Why/why not?
  - Can you tell me a bit about the youth that were identified in terms of their demographics or the issues they were facing?
  - How many youth were identified and how many did you end up connecting with through 360° kids?
  - What happened with the youth you didn't connect with? What barriers or challenges did you face in trying to connect with these youth?

9. Did the youth come onboard right away? Or did you have to do some convincing? What did you say that got them interested?
  - What about their families – how did that connection get established?
  - When and where did you first meet with the youth? And their families?
  - What happened, initially, with the youth and their families?
  - What types of challenges did you experience with these youth and their families at this time?
  
10. Since that initial meeting, what types of services have the youth been connected with beyond what you provide at 360° kids?
  - Are they connected or on wait lists? If on wait lists – how long, approximately, before they will access services?
  
11. How often do you meet with the youth? With their families?
  - What do you do for the youth and their families?
  - How much time do you spend on each case, approximately? Is most of that time “behind the scenes”/connecting them with services or is it hands-on/direct intervention?
  
12. Do you think that the youth are being connected with, or provided with, the right type of services that will address the issues that are putting them at risk?
  - If “yes”, explain why you feel that way?
  - If “no”, what is missing? What services should the youth be receiving?
  
13. We are aware that it is still early in the process – but what benefits, outcomes, or impacts are you beginning to see for the youth, and their families, involved in the program?
  - Greater connectedness to community supports?
  - Improved coping skills?
  - Improved family relationships?
  - Improved school engagement?
  - Reduction in risky behaviours?
  - Safe and stable housing?
  - Improved distress tolerance?
  
14. Do you think that the survey does a good job of screening for students who may be at risk of homelessness?
  - Why or why not?
  - Were the students that were identified already known to the school?
  - Were they already receiving supports or services?

**Coordination between Raising the Roof, 360° kids and York Region School Board:**

15. Please tell me about the collaboration or coordination that has occurred between Raising the Roof, 360° kids, and the schools?
  - What impacts, if any, have resulted from this collaboration?
  - What worked well? What have been the successes and learnings?
  - Were there any challenges? How were these overcome?
  - Will this collaboration continue? If yes, in what way?
  
16. What do you think are the strengths of overall program model for The Upstream Project?
  - What is working well?
  
17. What are the weaknesses or challenges of the project that you believe should be addressed?
  - What improvements that you have not already mentioned, if any, would you recommend?
  
18. If The Upstream Project is replicated in other communities what advice would you give to others?
  
19. Those were all the questions I had, do you have any other comments about The Upstream Project?

## The Upstream Project: Interview Guide – Youth Outreach Worker

### *Preamble:*

*Thank you for agreeing to be interviewed today. As you know, The Upstream Project is a school-based program focused on youth homelessness prevention. Working with schools and local community agencies, The Upstream Project identifies students who are at-risk and connects them with the wraparound supports they need. By supporting youth while they are still in-school, the project aims to reduce school drop-out rates, family breakdown and involvement in crime, and increase school engagement, graduation rates and access to safe, stable housing.*

*The purpose of today's interview is to collect information about your experiences with the project: involvement in the screening, in working with the youth who were identified and any information you have about how the youth who did receive services are doing.*

*I will be taking notes during the interview, but would like to have a backup recording in case I miss anything. Once we have completed the evaluation, all recordings will be deleted.*

**Do I have your permission to record the interview? Do you have any questions before we get started?**

1. Perhaps we can start, by telling me about your role or position at 360° kids and how you came to be involved in the project?
  - Were you involved from the beginning when Raising the Roof first contacted 360° kids?
  - How was the project explained to you?
  - What were your impressions of the project?
  - Did you feel there was a need for the project? Why or why not?

### *Ask questions 2 to 4 if involved in screening days*

2. Now I'd like to ask about the training that was received for administering the student survey.
  - Please tell me about the training that was received by you and your staff.
  - How did the training prepare staff? Were they well prepared?
  - What improvements, if any, would you recommend to the training?
3. Please tell me about the day of the screening/administration of the survey at each of the three schools.
  - How did the process unfold?
  - Were there any challenges or barriers that day? How were these overcome?
  - What worked well?
  - What changes would you recommend to make the screening/administration more efficient and effective?
4. What happened after the screening process occurred?
  - Was there anything that happened after the screening but before the triage meeting?

5. Do you think that the survey does a good job of screening for students who may be at risk of homelessness?
  - Why or why not?
  - Were the students that were identified already known to the school?
  - Were they already receiving supports or services?
6. How many youth are you managing for the Upstream Project?
  - Can you tell me a bit about the youth you are managing? (e.g., age, gender, the types of issues they're facing)
  - Do you think that the CIAD did identify youth at risk of homelessness? [Probe for why or why not.]
7. After the youth were identified through the CIAD process, can you walk me through what happened in connecting with these youth?
  - How did the triage case management meeting go with RTR staff? Was it effective?
  - Did they come onboard right away? Or did you have to do some convincing? What did you say that got them interested?
  - What about their families – how did that connection get established?
  - When and where did you first meet with the youth? And their families?
  - What happened, initially, with the youth and their families?
8. Since that initial meeting, what types of services have the youth been connected with?
  - Are they connected or on wait lists? If on wait lists – how long, approximately, before they will access services?
9. How often do you meet with the youth? With their families?
  - What do you do for the youth and their families?
  - How much time do you spend on each case, approximately? Is most of that time, “behind the scenes”/connecting them with services or is it hands-on/direct intervention?
10. Do you think that the youth are being connected with, or provided with, the right type of services that will address the issues that are putting them at risk?
  - If “yes”, explain why you feel that way?
  - If “no”, what is missing? What services should the youth be receiving?
11. What benefits, outcomes, or impacts have you seen for the youth, and their families, involved in the program?
  - Greater connectedness to community supports?
  - Improved coping skills?
  - Improved family relationships?
  - Improved school engagement?
  - Reduction in risky behaviours?
  - Safe and stable housing?

12. What do you think are the strengths of overall program model for The Upstream Project?

- What is working well?

13. What are the weaknesses or challenges of the project that you believe should be addressed?

- What improvements that you have not already mentioned, if any, would you recommend?

14. Those were all the questions I had, do you have any other comments about The Upstream Project?!

## The Upstream Project: Interview Guide - interview with CEO, Raising the Roof

### Preamble:

*The purpose of today's interview is to collect information about your experiences with the Upstream project: your experiences with the project both working for Raising the Roof and 360° kids. I will be taking notes during the interview, but would like to have a backup recording in case I miss anything. Once we have completed the evaluation, all recordings will be deleted.*

*Do I have your permission to record the interview? Do you have any questions before we get started?*

1. Please tell me about the process that occurred after you were first approached about the project, or heard about it while you were CEO of 360° kids.
  - How was the project explained to you?
  - What were your impressions of the project?
  - Did you feel there was a need for the project? Why or why not?
  - What meetings or process took place for 360° kids to become involved?
  - How long did that take – that is, before the project was up and running?
  - What challenges or barriers were faced during this time? How were these overcome?
  - What were the successes and learnings during that time?
2. Please tell me about the collaboration or coordination that has occurred between Raising the Roof, 360° kids, and the school (or schools, when interviewing 360° kids)?
  - What impacts, if any, have resulted from this collaboration?
  - What worked well? What have been the successes and learnings?
  - Were there any challenges? How were these overcome?
  - Will this collaboration continue? If yes, in what way?
3. What do you think are the strengths of overall program model for The Upstream Project?
  - What is working well?
4. What are the weaknesses or challenges of the project that you believe should be addressed?
  - What improvements that you have not already mentioned, if any, would you recommend?
  - What will be changed as the project moves forward?
5. How do you think the project has the potential to contribute to poverty reduction? How long do you think it would take to see any impacts that would impact homelessness or poverty?
6. If The Upstream Project is replicated in other communities what advice would you give to others?
7. For the evaluation (that is part of the commitment to LPRF) we were contracted to do a summative evaluation focused on outcomes. But it is becoming clear to us that it is too soon for outcomes, and not many youth actually got direct services. Any thoughts on what we should focus on or how to frame the project and the results to date.
8. Those were all the questions I had, do you have any other comments about The Upstream Project?



## The Upstream Project: Interview Guide – Director of Community Initiatives, Raising the Roof

### Preamble:

*The purpose of today's interview is to collect information about your experiences with the Upstream project: experiences with the project both working for Raising the Roof, The Raft and 360° kids. I will be taking notes during the interview, but would like to have a backup recording in case I miss anything. Once we have completed the evaluation, all recordings will be deleted.*

*Do I have your permission to record the interview? Do you have any questions before we get started?*

1. Perhaps we can start, by telling me about your role or position within Raising the Roof and how you came to be involved in the project?
  - How was the project explained to you?
  - What were your impressions of the project?
  - Did you feel there was a need for the project? Why or why not?
  - What is your specific role within the upstream project and what have you been involved in.
  
2. Please tell me about the process that occurred to bring in the school boards and the RAFT or 360° kids in each of the two communities.
  - What meetings or process took place?
  - How long did that take – that is, before the project was up and running?
  - What challenges or barriers were faced during this time? How were these overcome?
  - What were the successes and learnings during that time?
  
3. Now I'd like to ask about the training that was provided for those who were involved in the administering of the student survey.
  - Please tell me about the training that was provided for staff at the Raft, 360° kids and schools in both Niagara and York region where the survey was administered.
  - How did the training prepare staff? Were they well prepared?
  - What improvements, if any, would you recommend to the training?
  
4. Please tell me about the day of the screening/administration of the survey?
  - How did the process unfold generally?
  - Were there changes made at different schools? If yes, why?
  - Were there any challenges or barriers faced? How were these overcome?
  - What worked well?
  - What changes would you recommend to make the screening/administration more efficient and effective?
  - Any other learnings from the screening process?
  
5. What happened after the screening process occurred?
  - Was there anything that happened after the screening but before the triage meetings?

6. Next I'd like to ask about the triage meetings – can you tell me about those meetings at the schools that were involved?
  - Who was involved?
  - What was discussed?
  - What steps were planned during this meeting?
  
7. Do you think that the survey does a good job of screening for students who may be at risk of homelessness?
  - Why or why not?
  - Were these students who were already known to the schools?
  - Were they already receiving supports or services?
  
8. Please tell me about the collaboration or coordination that has occurred between Raising the Roof and the organizations and schools involved in the two communities? That is between your organization, The Raft, and the school in Niagara, and between your organization, 360° kids and the schools involved in York Region.
  - What impacts, if any, have resulted from this collaboration?
  - What worked well? What have been the successes and learnings?
  - Were there any challenges? How were these overcome?
  - Will this collaboration continue? If yes, in what way?
  
9. With respect to collaboration with the schools, we have heard from our stakeholder interviews that this was a challenging process at the start, but once the program was approved things were much easier. Based on your learnings from this process:
  - Who should be the players, at the table, from the start? That is, who do you think needs to be at the table to ensure that the process unfolds well in the schools involved? What have you learned about this process?
  - How do you deal with the whole issue of consent from the school's perspective – that is, how to deal with the sharing of information between the schools and the community organizations? What was learned around that process?
  - Any other learnings from this process?
  
10. Through our evaluation process, we have learned that most of the students that were identified as high risk did not actually follow-up on service. Can you tell me about what you think happened?
  - What does this mean for the project model?
  - Is this a weakness in the model? What can be done to increase the number of youth who access services and supports?
  - What is happening with all those youth who were identified as high risk but did not pursue services and supports?
  - How do we interpret this in the outcome results while trying to document the successes of the project?

11. What do you believe have been the major outcomes of the project to date? Were any of these unanticipated?
12. What do you think are the strengths of overall program model for The Upstream Project?
  - What is working well?
13. What are the weaknesses or challenges of the project? (in coordinating and overall)
  - What happened in Niagara compared to York Region that made the project more successful in York Region?
  - What improvements that you have not already mentioned, if any, would you recommend?
14. If The Upstream Project is replicated in other communities what advice would you give to others? That is, what are the main learnings from the project that can be helpful moving forward or for others who would like to implement the project?
15. How do you think the project has the potential to contribute to poverty reduction? How long do you think it will take to see any impacts that would impact homelessness or poverty?
16. For the evaluation (that is part of the commitment to LPRF) we were contracted to do a summative evaluation focused on outcomes. But it is becoming clear to us that it is too soon for outcomes, and not many youth actually received direct services. Any thoughts on what we should focus on or how to frame the project and the results to date?
17. Those are all the questions I had, do you have any other comments about The Upstream Project?

## The Upstream Project: Interview Guide – Project Manager of Community Initiatives

### Preamble:

*The purpose of today's interview is to collect information about your experiences with the Upstream project: experiences with the project both working for Raising the Roof, The Raft and 360° kids. I will be taking notes during the interview, but would like to have a backup recording in case I miss anything. Once we have completed the evaluation, all recordings will be deleted.*

*Do I have your permission to record the interview? Do you have any questions before we get started?*

1. Perhaps we can start, by telling me about your role or position within Raising the Roof and how you came to be involved in the project?
  - How was the project explained to you?
  - What were your impressions of the project?
  - Did you feel there was a need for the project? Why or why not?
  - What is your specific role within the upstream project and what have you been involved in.
2. Please tell me about the process that occurred to bring in the school boards and the RAFT or 360° kids in each of the two communities.
  - How long did that take – that is, before the project was up and running?
  - What challenges or barriers were faced during this time? How were these overcome?
  - What were the successes and learnings during that time?
3. Now I'd like to ask about the training that was provided for those who were involved in the administering of the student survey.
  - Please tell me about the training that was provided for staff at the Raft, 360° kids and schools in both Niagara and York region where the survey was administered.
  - How did the training prepare staff? Were they well prepared?
  - What improvements, if any, would you recommend to the training?
4. Please tell me about the day of the screening/administration of the survey?
  - How did the process unfold generally?
  - Were there changes made at different schools? If yes, why?
  - Were there any challenges or barriers faced? How were these overcome?
  - What worked well?
  - What changes would you recommend to make the screening/administration more efficient and effective?
  - Any other learnings from the screening process?
5. What happened after the screening process occurred?
  - Who was involved?
  - What was discussed?
  - What steps were planned during this meeting?

6. Do you think that the survey does a good job of screening for students who may be at risk of homelessness?
  - Why or why not?
  - Were these students who were already known to the schools?
  - Were they already receiving supports or services?
  
7. Please tell me about the collaboration or coordination that has occurred between Raising the Roof and the organizations and schools involved in the two communities? That is between your organization, The Raft, and the school in Niagara, and between your organization, 360° kids and the schools involved in York Region.
  - What impacts, if any, have resulted from this collaboration?
  - What worked well? What have been the successes and learnings?
  - Were there any challenges? How were these overcome?
  - Will this collaboration continue? If yes, in what way?
  
8. With respect to collaboration with the schools, we have heard from our stakeholder interviews that this was a challenging process at the start, but once the program was approved things were much easier. Based on your learnings from this process:
  - Who should be the players, at the table, from the start? That is, who do you think needs to be at the table to ensure that the process unfolds well in the schools involved? What have you learned about this process?
  - How do you deal with the whole issue of consent from the school's perspective – that is, how to deal with the sharing of information between the schools and the community organizations? What was learned around that process?
  - Any other learnings from this process?
  
9. Through our evaluation process, we have learned that most of the students that were identified as high risk did not actually follow-up on service. Can you tell me about what you think happened?
  - What does this mean for the project model?
  - Is this a weakness in the model? What can be done to increase the number of youth who access services and supports?
  - What is happening with all those youth who were identified as high risk but did not pursue services and supports?
  - How do we interpret this in the outcome results while trying to document the successes of the project?
  
10. What do you believe have been the major outcomes of the project to date? Were any of these unanticipated?
  
11. What do you think are the strengths of overall program model for The Upstream Project?
  - What is working well?
  
12. What are the weaknesses or challenges of the project? (in coordinating and overall)

- What happened in Niagara compared to York Region that made the project more successful in York Region?
  - What improvements that you have not already mentioned, if any, would you recommend?
13. If The Upstream Project is replicated in other communities what advice would you give to others? That is, what are the main learnings from the project that can be helpful moving forward or for others who would like to implement the project?
14. How do you think the project has the potential to contribute to poverty reduction? How long do you think it will take to see any impacts that would impact homelessness or poverty?
15. For the evaluation (that is part of the commitment to LPRF) we were contracted to do a summative evaluation focused on outcomes. But it is becoming clear to us that it is too soon for outcomes, and not many youth actually received direct services. Any thoughts on what we should focus on or how to frame the project and the results to date?
16. Those are all the questions I had, do you have any other comments about The Upstream Project?

### Appendix 3: Outcome Results for the Individual Youth

ID#	Descriptive Information	CIAD Results – Long Form (Time 1) and Short Form (Time 2)	Outcome Star Results	Youth Survey Results
1	<ul style="list-style-type: none"> <li>• High school (School E); age 17</li> <li>• Lives in family owned house/condo/apartment</li> <li>• Lives with both parents</li> </ul>	<ul style="list-style-type: none"> <li>• Low resilience score at Time 1</li> <li>• Low risk for homelessness at Time 1 and Time 2, with very slight increase at Time 2</li> <li>• Low risk of school disengagement at Time 1 and Time 2</li> <li>• Low self-esteem at both Time 1 and Time 2 with no change</li> <li>• High risk of mental health issues at Time 1 which was reduced to medium risk at Time 2</li> <li>• Connectedness to friends was in low range at Time 1</li> <li>• Connectedness to parents and to school were each in mid-range and showed slight increase from Time 1 to Time 2</li> <li>• Connectedness to teachers was in mid-range at Time 1</li> </ul>	<ul style="list-style-type: none"> <li>• First and second readings were only 15 days apart</li> <li>• No change in any of the 8 outcome areas</li> <li>• Living arrangements and Health were assessed as “5-independent” (at both time periods)</li> <li>• Peer relationships and Identity were assessed as “4-getting there with support” at both time periods</li> <li>• School/environment, Safety level, Income &amp; finances” and Personal Skills were assessed as “3-trying to sort things out” at both time periods</li> </ul>	<p>Not completed</p>
2	<ul style="list-style-type: none"> <li>• High school (School E); age 16; female</li> <li>• Lives in family owned house/condo/apartment</li> <li>• Lives with both parents</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate resilience score at Time 1</li> <li>• No risk for homelessness at Time 1 and Time 2</li> <li>• Low risk of school disengagement at Time 1 and Time 2, with very slight decrease at Time 2</li> <li>• Normal self-esteem at both Time 1 and Time 2 with a slight increase at Time 2</li> <li>• High risk of mental health issues at Time 1 which was reduced to medium risk at Time 2</li> </ul>	<ul style="list-style-type: none"> <li>• First and second readings were only 15 days apart</li> <li>• No change in any of the 8 outcome areas</li> <li>• Living arrangements, Peer relationships, and Health were assessed as “4-getting there with support” at both time periods</li> <li>• School/environment, Identity, Safety level, Income &amp; finances, and Personal skills were assessed</li> </ul>	<ul style="list-style-type: none"> <li>• Services used: Employment program - did not provide rating</li> <li>• Connected to right service(s)?: “Somewhat”</li> <li>• Support received from the worker: “Excellent” and said she was a “good listener”</li> <li>• Overall experience with 360° kids: 7/10</li> <li>• Top outcomes:</li> </ul>

ID#	Descriptive Information	CIAD Results – Long Form (Time 1) and Short Form (Time 2)	Outcome Star Results	Youth Survey Results
		<ul style="list-style-type: none"> <li>2 Connectedness to friends was in high range at Time 1</li> <li>• Connectedness to parents was in mid-to-high range at Time 1 and showed a modest increase at Time 2 (to high range)</li> <li>• Connectedness to school was in mid-to-low range at Time 1 and decreased slightly at Time 2</li> <li>• Connectedness to teachers was in high-range at Time 1</li> </ul>	<p>as “3- trying to sort things out” at both time periods</p>	<ul style="list-style-type: none"> <li>• Coping skills in general: 6/7</li> <li>• Connected to supports/ services: 6/7</li> <li>• Family relationships: 6/7</li> <li>• Coping skills with family: 6/7</li> <li>• More engaged at school: 5/7</li> <li>• Other outcomes were given a 2 (out of 7) (reduction in risky behaviours, stable housing)</li> <li>• Skipped several of the open-ended questions about services provided</li> </ul>
3	<ul style="list-style-type: none"> <li>• High school (School E); age 16; female</li> <li>• Lives in family owned house/condo/ apartment</li> <li>• Lives with both parents</li> <li>• Was stopped by police</li> </ul>	<ul style="list-style-type: none"> <li>• Moderate resilience score at Time 1</li> <li>• At moderate risk of homelessness at Time 1 and Time 2 with a very slight increase at Time 2</li> <li>• Low risk of school disengagement at Time 1 and Time 2 with a very slight decrease at Time 2</li> <li>• Normal self-esteem at both Time 1 and Time 2 with a slight increase at Time 2</li> <li>• High risk of mental health issues at Time 1 which was reduced to medium risk at Time 2</li> <li>• Connectedness to friends was in high range at Time 1</li> <li>• Connectedness to parents was in low range at Time 1 and at Time 2, with very slight decrease at Time 2</li> </ul>	<ul style="list-style-type: none"> <li>• There were 2 readings; but no date provided on the 2<sup>nd</sup> reading</li> <li>• Decreases in 3 areas; improvement in 1 area</li> <li>• Living arrangements decreased from “5-independent” to “3-trying to sort things out”</li> <li>• Peer relationships and Identity decreased from “3-trying to sort things out” to “2-accepting help”</li> <li>• Safety level increased from “3-trying to sort things out” to “5-independent”</li> <li>• There were no second reading ratings provided for Income &amp; finances and Personal skills – both were rated as “4-getting</li> </ul>	<ul style="list-style-type: none"> <li>• Services used: Employment program – rated as “5/5-very helpful” and Youth Outreach Worker rated as 3/5</li> <li>• Connected to the right service(s)?: “Yes” – she was grateful for the employment program and having someone to talk to</li> <li>• Support received from worker: “good”</li> <li>• Rated overall experience with 360° kids as 9/10</li> <li>• Reported good relationship with worker</li> <li>• Top outcomes: <ul style="list-style-type: none"> <li>• Coping skills in general: 7/7</li> </ul> </li> </ul>



ID#	Descriptive Information	CIAD Results – Long Form (Time 1) and Short Form (Time 2)	Outcome Star Results	Youth Survey Results
		<ul style="list-style-type: none"> <li>• Connectedness to school was in mid-to-low range at Time 1 and at Time 2 with very slight increase at Time 2</li> <li>• Connectedness to teachers was in mid-range at Time 1</li> </ul>	<p>there with support” at the first reading</p>	<ul style="list-style-type: none"> <li>• Connected to supports/ services: 6/7</li> <li>• More engaged at school: 5/7</li> <li>• Reduction in risky behaviours: 5/7</li> <li>• Other outcomes were given a 4/7 (coping skills with family, housing situation) or 3/7 (family relationships)</li> </ul>
4	<ul style="list-style-type: none"> <li>• Elementary school (School C); age 12; male</li> <li>• Lives in family owned house/condo/apartment</li> <li>• Shared or joint custody</li> </ul>	<ul style="list-style-type: none"> <li>• Very low resilience score at Time 1</li> <li>• Low risk of homelessness at Time 1 and Time 2, but there was a large decrease in homelessness at Time 2</li> <li>• Low risk of school disengagement at Time 1 and Time 2, with slight decrease at Time 2</li> <li>• Normal self-esteem at Time 1 increased to high self-esteem at Time 2</li> <li>• High risk of mental health issues at Time 1 which was reduced to low risk at Time 2</li> <li>• Connectedness to friends was in low range at Time 1</li> <li>• Connectedness to parents showed a moderate increase from Time 1 to Time 2 (from mid-range to higher range)</li> <li>• Connectedness to school showed a moderate increase from Time 1 to Time 2 (from mid-range to higher range)</li> <li>• Connectedness to teachers at Time 1 was in low range</li> </ul>	<ul style="list-style-type: none"> <li>• The 2 readings were approximately 10 weeks apart</li> <li>• No change in 7 of the 8 outcome areas; increase in Peer relationships</li> <li>• Safety level was rated as “5-independent” at both time periods</li> <li>• School/environment, Health, Identity and Personal skills were rated as “4-getting there with support” at both time periods</li> <li>• Peer relationships increased from “4-getting there with support” to “5-independent” at second reading</li> <li>• Income &amp; finances was rated as “3-figuring things out” at both time periods</li> </ul>	<ul style="list-style-type: none"> <li>• Services received: counselling approx. once a month – rated as 4/5 on helpfulness, and the Youth Outreach Worker – rated as “5/5-very helpful”</li> <li>• Connected to right service(s)? “Yes”</li> <li>• Support received from worker: “Good” and reported the worker was “great” and he felt listed to</li> <li>• Rated overall experience with 360° kids as 5/10</li> <li>• He did not answer the outcome questions</li> <li>• No other comments (skipped several open-ended questions)</li> </ul>

ID#	Descriptive Information	CIAD Results – Long Form (Time 1) and Short Form (Time 2)	Outcome Star Results	Youth Survey Results
5	<ul style="list-style-type: none"> <li>• High school (School D); age 15; female</li> <li>• Lives in family owned house/condo/apartment</li> <li>• Lives with both parents</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience at Time 1 was high</li> <li>• Low risk of homelessness at Time 1 and Time 2, but did increase at Time 2</li> <li>• Low risk of school disengagement at Time 1 and Time 2, but did decrease slightly at Time 2</li> <li>• Self-esteem increased from Time 1 (low) to Time 2 (normal)</li> <li>• Mental health risk increased slightly from Time 1 to Time 2 – both scores were “high risk”</li> <li>• Connectedness to friends and teachers was very high at Time 1</li> <li>• Slight decrease in connectedness to parents from Time 1 to Time 2 (from high to mid-range)</li> <li>• Slight decrease in connectedness to school from Time 1 to Time 2 (both still in high range)</li> </ul>	<ul style="list-style-type: none"> <li>• The 2 readings were only 15 days apart</li> <li>• No change in 5 of the 8 outcome areas; increases in 3 areas</li> <li>• Identity and Personal skills increased from “4-getting there with support” to “5-independent”</li> <li>• Safety level was rated as “5-independent” at both time periods</li> <li>• School/environment increased from “3-figuring things out” to “4-getting there with support”</li> <li>• Living arrangements was rated as “4-getting there with support” for both time periods</li> <li>• Health and Income &amp; Finances were rated as “3-figuring things out” at both time periods</li> </ul>	<ul style="list-style-type: none"> <li>• Services used: employment program but did not provide a rating</li> <li>• Connected to the right service(s)? “Somewhat”</li> <li>• No other information provided; respondent skipped most of the questions</li> </ul>
6	<ul style="list-style-type: none"> <li>• High school (School D); age 16; female</li> <li>• Lives in family owned house/condo/apartment</li> <li>• Lives with both parents</li> <li>• Smokes</li> <li>• Was stopped by police</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience at Time 1 was moderate</li> <li>• Medium risk of homelessness at Time 1 increased to high risk at Time 2</li> <li>• Low risk of school disengagement at Time 1 and Time 2, but did decrease slightly at Time 2</li> <li>• Self-esteem increased from Time 1 (low) to Time 2 (normal)</li> <li>• Mental health risk decreased from Time 1 to Time 2, but both scores were still “high risk”</li> </ul>	<p>Not completed</p>	<ul style="list-style-type: none"> <li>• Services used: counselling about once per week rated as “5/5-very helpful”</li> <li>• Connected to the right service(s)? Yes</li> <li>• Support received from worker: “okay/fair”</li> <li>• Rated her overall experience with 360° kids as 7/10</li> </ul>

ID#	Descriptive Information	CIAD Results – Long Form (Time 1) and Short Form (Time 2)	Outcome Star Results	Youth Survey Results
		<ul style="list-style-type: none"> <li>• Connectedness to friends and teachers was high at Time 1</li> <li>• Slight decrease in connectedness to parents from Time 1 to Time 2 (from mid-range to lower mid-range)</li> <li>• Slight increase in connectedness to school from Time 1 to Time 2 (both lower mid-range to mid-range)</li> </ul>		<ul style="list-style-type: none"> <li>• No other questions answered; no information on outcomes</li> </ul>
7	<ul style="list-style-type: none"> <li>• High school (School D); female; age unknown</li> <li>• No other demographic info available because CIAD results were not provided</li> </ul>	Not provided	<ul style="list-style-type: none"> <li>• The 2 readings were approximately 8 weeks apart</li> <li>• No change in 6 of the 8 outcome areas; did not complete “ Income &amp; Finances</li> <li>• Increase in peer relationships from “3-figuring things out” to “4-getting there with support”</li> <li>• Five domains received a rating of “4-getting there with support” at both Time 1 and Time 2 readings: School/environment, Health, Identity, Safety level, and Personal skills</li> <li>• “Living arrangements” was rated as a “3-figuring things out” at both Time 1 and Time 2 readings</li> </ul>	Not completed
8	<ul style="list-style-type: none"> <li>• High school (School A); age 16</li> <li>• Short-term stay with friends/relatives - really didn't want</li> </ul>	<ul style="list-style-type: none"> <li>• Resilience at Time 1 was very low</li> <li>• Medium risk of homelessness at Time 1 decreased to low risk at Time 2</li> <li>• Low risk of school disengagement at Time 1 and Time 2, but did decrease slightly at Time 2</li> </ul>	Not completed	Not completed

ID#	Descriptive Information	CIAD Results – Long Form (Time 1) and Short Form (Time 2)	Outcome Star Results	Youth Survey Results
	<p>to be home with parents/guardians</p> <ul style="list-style-type: none"> <li>• One parent and a step-parent/live-in partner</li> <li>• Regularly drinks alcohol</li> </ul>	<ul style="list-style-type: none"> <li>• Self-esteem increased from Time 1 (low) to Time 2 (normal)</li> <li>• Mental health risk decreased from high risk at Time 1 to medium risk at Time 2, but both scores were still “high risk”</li> <li>• Connectedness to friends was high at Time 1</li> <li>• Modest increase in connectedness to parents from Time 1 to Time 2 (but both in lower range)</li> <li>• Modest decrease in connectedness to school from Time 1 to Time 2 (from mid-range to lower mid-range)</li> <li>• Connectedness to teachers at Time 1 was mid-range</li> </ul>		