

Austin/Travis County, TX: Youth Homelessness Demonstration Program

Operationalizing the Effort to End Youth Homelessness: Proposed Outcomes and Data Elements



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Disclaimers

1. The views expressed in this report do not imply endorsement by the U.S. Department of Housing & Urban Development, the U.S. Interagency Council on Homelessness, or the U.S. Government, nor do they reflect the official views or policies of these entities.
2. **All YHDP projects must foremost adhere to the most recent version of the HUD HMIS Data Standards, meeting the data collection requirements for HUD CoC projects.** The data elements within this document are not inclusive of all required elements for collection by YHDP-funded projects. This document serves to outline and describe the YHDP-specific data elements required for collection by YHDP-funded projects in Continuum of Care TX-503 Austin / Travis County.

Background

The proposed outcome measures included in this document were developed by members of the Youth Homelessness Demonstration Program's Data & Evaluation subcommittee in Austin/Travis County. These metrics were designed to assess Austin/Travis County's progress toward three of the four core outcomes for youth experiencing homelessness, outlined by the U.S. Interagency Council on Homelessness: permanent connections, education/employment, and socio-emotional well-being. The remaining core outcome—stable housing—is assessed through the required performance measures for YHDP communities.

The operationalization of the data elements pertaining to permanent connections, education/employment, and socio-emotional well-being was intended to highlight the theoretical linkage between these constructs and youth's housing stability. A member of the Austin Youth Collective to End Youth Homelessness actively participated in this process to promote the understandability and ecological validity of the data elements.

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Austin/Travis County YDHP Outcome Measures

The seven outcome measures described below include a description of the numerator and denominator. For more information regarding the proposed calculation method, please reach out to Liz Schoenfeld (liz.schoenfeld@lifeworksausitn.org). The variable names and values referenced in the calculations are described more fully in the data standards contained further in this document.

Outcome 1: Meaningful Relationships	
Proposed Outcome	% of youth report that they have a meaningful relationship with at least one caring adult at program exit.
Numerator	Number of youth who report having a meaningful relationship with at least one caring adult (at exit).
Denominator	Number of youth who exit a YHDP-funded service

Outcome 2: Educational Attainment	
Proposed Outcome	% of youth who report increased educational attainment by program exit.
Numerator	Number of youth eligible for inclusion in the denominator who report increased educational attainment.
Denominator	Number of youth who exit a YHDP-funded service.
Note	<p>Programs may choose to have separate goals for youth under the age of 18 and over the age of 18.</p> <p>To center youth choice, the denominator could also be limited to those who identified an education-related goal. In this case: Proposed Outcome: % of youth who are interested in pursuing education goals have demonstrated progress toward meeting their educational goals by program exit. Numerator = Number of youth eligible for inclusion in the denominator who report increased educational attainment. Denominator = Number of youth who exit a YHDP-funded service who identified an education goal and either successfully completed it or are still pursuing it at exit.</p>

Outcome 3: Increase in Income (youth age 18 or older)	
Proposed Outcome	% of youth over age 18 who report an increase in income by program exit.
Numerator	Number of youth eligible for inclusion in the denominator who increase their income from program entry to program exit.
Denominator	Number of youth over age 18 who exit a YHDP-funded service.
Note	<p>To center youth choice, the denominator could also be limited to those who identified an employment- or income-related goal. In this case: Proposed Outcome: % of youth over age 18 who are interested in pursuing employment/income goals show an increase in income by program exit. Numerator = Number of youth eligible for inclusion in the denominator who increase their income from program entry to program exit. Denominator = Number of youth over age 18 who exit a YHDP-funded service who identified an employment/income goal and either successfully completed it or are still pursuing it at exit.</p>

Outcome 4: Safety	
Proposed Outcome	% of youth will improve their sense of safety by program exit (or maintain the highest possible score from entry to exit).
Numerator	Number of youth eligible for inclusion in the denominator who improve their sense of safety by program exit (or maintain the highest possible score from entry to exit).
Denominator	Number of youth who exit a YHDP-funded service.

Outcome 5: Substance Use	
Proposed Outcome	% of youth reporting improvement in their behavioral health by program exit.
Numerator	Number of youth eligible for inclusion in the denominator who report improvement in their behavioral health.
Denominator	Number of youth who exit a YHDP-funded service.
Note	<p>Relevant “Substance Use” items include:</p> <ul style="list-style-type: none"> • Money Spent on Substance Use (see YHDP5.3), or • Substance Use Interference (see YHDP5.4) <p>Increased scores across either or both of these fields would be considered improvement. “Maintaining the highest possible score” would require the highest possible score to be maintained across both of these fields from program entry to program exit.</p> <p>To center youth choice, the denominator could also be limited to those who identified a goal pertaining to substance use. In this case: Proposed Outcome: % of youth with behavioral health goals will show improvement in their behavioral health by program exit. Numerator = Number of youth eligible for inclusion in the denominator who improve their behavioral health. Denominator = Number of youth who exit a YHDP-funded service who identified a behavioral health goal and either successfully completed it or are still pursuing it at exit.</p>

Outcome 6: Mental Health	
Proposed Outcome	% of youth who report improvement in their mental health by program exit.
Numerator	Number of youth eligible for inclusion in the denominator who improve their mental health.
Denominator	Number of youth who exit a YHDP-funded service.
Note	<p>Relevant “Mental Health” items include:</p> <ul style="list-style-type: none"> • Coping Skills (see YHDP5.7), or • Mental Health Interference (see YHDP5.8) <p>Increased scores across either or both of these fields would be considered improvement. “Maintaining the highest possible score” would require the highest possible score to be maintained across both of these fields from program entry to program exit.</p> <p>To center youth choice, the denominator could also be limited to those who identified a goal pertaining to mental health. In this case: Proposed Outcome: % of youth with mental health goals will show improvement in their mental health by program exit. Numerator = Number of youth eligible for inclusion in the denominator who improve their mental health. Denominator = Number of youth who exit a YHDP-funded service who identified a mental health goal and either successfully completed it or are still pursuing it at exit.</p>

Data Elements

This section contains a detailed description of each data element used in the calculation of the outcomes described in the prior section. For each data element, the following information is provided: (a) the rationale for its inclusion, (b) instructions for its collection, (c) definitions and recommendations offered by youth with lived experience, (d) the source of the data element, and (e) the data element fields and response options.

YHDP 1.1 Meaningful Relationships

Rationale. To determine whether youth have meaningful connections with adults at the time of project start and to allow for analyzing changes in the number of meaningful relationships youth report having with adults between project start and exit. Increase in permanent connections is a core outcome measure specified by USICH. Collecting information pertaining to youth's meaningful relationships throughout a project stay supports plans to bolster youth's natural supports and helps CoCs improve system design/partnerships by analyzing opportunities to support youth's community involvement and integration.

Data Collection Instructions. Indicate the number of meaningful relationships reported by the youth. If the youth is unsure about the number of meaningful relationships that they have, an estimation may be recorded. The number of meaningful relationships collected at each collection stage should reflect the information as of the date of collection (e.g., date of project start, date of project exit). This information should be collected as part of an annual assessment and closing assessment, even if there is no change in the number of youth's meaningful relationships. Providers should also complete an 'Update' assessment if the youth reports any changes with respect to this data element between standard collection periods.

Definitions and Youth Recommendations. As outlined by Jones & LaLiberte (2013)¹, meaningful relationships are defined and self-identified by the youth. However, the youth should have some regular contact with the identified adults, and the youth should be able to turn to these individuals for support (either emotional, financial, or material). Relationships may include youth's biological parents, adult siblings, other adult relatives, current/former foster parents, current/former social workers, current/former teachers, current/former social service providers (e.g., counselors), spiritual leaders, adult friends/mentors/sponsors, or other adults.

Source. This item was drawn from the Youth Connections Scale (Jones & LaLiberte, 2013) and streamlined for youth to report on their overall number of meaningful relationships with adults.

Data Element Fields and Responses (cont'd. on next page)

Header	Instruction
Element Name	Meaningful Relationships
Field 1 & Response	How many meaningful relationships with adults do you have at this time? These can include relationships with family members, foster parents, teachers, social workers, counselors, spiritual leaders, friends, or mentors.
0	No meaningful relationships
1	1 meaningful relationship
2	2 meaningful relationships
3	3 meaningful relationships
4	4 meaningful relationships
5	5 meaningful relationships
6	6 meaningful relationships

¹ Jones, A. S., & LaLiberte, T. (2013). Measuring youth connections: A component of relational permanence for foster youth. *Children and Youth Services Review*, 35, 509–517.

7	7 meaningful relationships
10	8 meaningful relationships
11	9 meaningful relationships
12	10+ meaningful relationships
8	Client does not know
9	Client declined to answer
99	Data not collected
Dependent A – dependent to Field 1 & Response 12	If “10+ meaningful relationships” for “How meaningful relationships with adults do you have at this time?” Specify number [text box]
Data Collected About	Head of Household
Collection Point	Project Start, Update, Annual Assessment, & Project Exit

YHDP 2.1 Educational Goals

Rationale. As outlined by USICH,² the provision of support services should be determined by youth choice, and youth have the right to refuse services. In order to honor youth choice, this item allows providers to indicate whether the youth served in YHDP projects have a self-defined educational goal. Such information can be used to inform service planning efforts over the course of service delivery. Improvements in youth’s education is a core outcome measure specified by USICH, and this item can be used to limit the data to youth who have a self-defined educational goal (and exclude youth for whom education is not a priority).

Data Collection Instructions. In separate fields, indicate whether the youth self-identifies as having an education-related goal and, if so, a brief description of the youth’s educational goal. Data entered at each collection stage is to reflect whether or not the youth has educational goals as of the date of collection (e.g., date of project start, date of annual assessment). This information should be collected as part of an annual assessment and closing assessment, even if there is no change in youth’s goals. Providers should also complete an ‘Update’ assessment if the youth reports any changes with respect to this data element between standard collection periods.

Definitions and Youth Recommendations. Youth have educational goals if they report they are either actively pursuing or are interested in pursuing a personal goal pertaining to education. The goal must be identified by the youth and should not reflect the expectations of the provider, agency, or funder.

Source. This item was developed by the Austin/Travis County YHDP Data & Evaluation Subcommittee.

Data Element Fields and Responses

Header	Instruction
Element Name	Educational Goals
Field 1 & Response	Is the youth interested in working on an education-related goal?
0	No
1	Yes
8	Client doesn’t know
9	Client refused
99	Data not collected
Dependent A – dependent to Field 1 & Response 1	If “Yes” for “Is the youth interested in working on an education-related goal?” Describe education goal [text box]
Data Collected About	Head of Household
Collection Point	Project Start, Update, Annual Assessment, & Project Exit

² United States Interagency Council on Homelessness. (2018). Criteria and benchmarks for achieving the goal of ending youth homelessness (Version 2). Retrieved from https://www.usich.gov/resources/uploads/asset_library/Youth-Criteria-and-Benchmarks-revised-Feb-2018.pdf

YHDP 2.2 Status of Educational Goal

Rationale. Identifying whether the youth served in YHDP projects who reported having an education-related goal (a) are actively pursuing their goal, (b) successfully completed their goal, or (c) chose to no longer pursue a previously-identified educational goal. Such information can be used to inform service planning efforts over the course of service delivery. Improvements in youth's education is a core outcome measure specified by USICH, and this item can be used to limit the data to youth who successfully completed or are actively pursuing an educational goal (and exclude youth who chose to abandon their educational goals prior to its completion).

Data Collection Instructions. As part of an annual update and at project exit, provide the status of the youth's educational goal. Data entered at each collection stage is to reflect the status of the youth's educational goals as of the date of collection (e.g., date of annual assessment, date of project exit). This information should be collected as part of an annual assessment and closing assessment, even if there is no change in youth's goals. Providers should also complete an 'Update' assessment if the youth reports any changes with respect to this data element between standard collection periods.

Definitions and Youth Recommendations. The response options are defined as follows:

- "Stopped working toward goal prior to completion" means that (a) the youth indicated at a prior collection stage that they had an educational goal, and (b) the youth chose to stop pursuing their educational goal prior to its completion.
- "Currently working toward goal" means that the youth has an identified educational goal, regardless of whether the youth has made meaningful progress toward the completion of this goal. In other words, a youth is considered to be "currently working toward" their goal whenever they identify a concrete educational goal that they would like to work toward.
- "Successfully completed goal" should be selected if the youth accomplished the educational goal that they identified at a prior collection stage. Note it is still appropriate to select this response option if the youth revised their goal between collection stages and *successfully achieved their revised educational goal* (e.g., at project entry, a youth who has not yet graduated from high school expresses a goal of attending college and, over the course of service delivery, graduates from high school but, as they are working toward their high school degree, realizes that they no longer want to attend college).

Source. This item was developed by the Austin/Travis County YHDP Data & Evaluation Subcommittee.

Data Element Fields and Responses

Header	Instruction
<i>Element Name</i>	Status of Educational Goal
<i>Field 1 & Response</i>	Information date (date information was collected) [date field]
<i>Field 2 & Response</i>	Status of educational goal
0	Stopped working toward goal prior to completion
1	Currently working toward goal
2	Successfully completed goal
8	Client doesn't know
9	Client refused
99	Data not collected
<i>Data Collected About</i>	Head of Household
<i>Collection Point</i>	Update, Annual Assessment & Project Exit

YHDP 2.3 Educational Milestones

Rationale. The purpose is to measure change in youth’s educational attainment over the course of service delivery for those served in YHDP projects. This item specifies concrete indicators of educational progress that can translate into increased employment opportunities and income gains, ultimately promoting youth’s housing stability. Improvements in youth’s education is a core outcome measure specified by USICH.

Data Collection Instructions. Indicate the educational milestones the youth achieved over the course of service delivery. The provider should monitor the youth’s educational progress through standard service planning activities. If the provider (or youth) are unsure about the number of courses or credit hours completed over the course of service delivery, an estimation may be recorded. The educational milestones recorded at each collection stage are to reflect the information as of the date of collection (e.g., date of annual assessment, date of project exit). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in the educational milestones achieved by the youth. Providers should also complete an ‘Update’ assessment if the youth reports any changes with respect to this data element between standard collection periods.

Definitions and Youth Recommendations. The response options are defined as follows:

- “No educational milestones achieved” means that the youth did not enroll in any school or vocational program, earn any course credits, or earn any degrees or vocational certificates over the course of service delivery.
- “Enrolled in elementary school, middle school, high school, a GED program, or an alternative educational (non-vocational) program” means the youth enrolled in an elementary school, middle school, high school, charter school, GED program, high school equivalency program, or alternative basic/secondary education program (non-vocational) at some point over the course of service delivery. The youth may not have started attending classes or earned credit for any coursework.
- “Earned credit for at least one single-semester course” means the youth successfully completed and earned credit for at least one single-semester course at a public or private elementary school, middle school, high school, charter school, home school, or other basic/secondary school.
- “Earned credit for at least one full-year course” means the youth has successfully completed and earned credit for at least one full-year course at a public or private elementary school, middle school, high school, charter school, home school, or other basic/secondary school.
- “Earned credit for at least one course through a credit recovery program” means the youth successfully earned credit for a single-semester or full-year course through any type of credit recovery program for basic/secondary education.
- “Earned credit for at least one GED test” means the youth took and passed the test for at least one subject area on the GED (or other high school equivalency exam). The youth does not have to pass every subject test of the GED/high school equivalency exam in order to select this option.
- “Earned a high school diploma, GED, or other high school equivalency degree” means the youth successfully completed and earned their high school diploma, GED, or other high school equivalency degree (e.g., HiSET, TASC).
- “Enrolled in a vocational training program” means the youth enrolled in a vocational training program (e.g., a trade school, culinary school, technical school, administrative school) to receive occupationally specific training or general labor market preparation. The youth may not have started attending the vocational training program or received credit for any coursework completed.
- “Completed a vocational training program or earned a vocational certificate” means the youth successfully completed a vocational training program (e.g., a trade school, culinary school, technical school, administrative school) or earned a vocational certificate.
- “Enrolled in college or a university” means the youth enrolled in an undergraduate program at a college or university at some point over the course of service delivery. The youth may not have started attending classes or earned credit for any undergraduate coursework.

- “Earned credit for at least one college course” means the youth successfully completed and earned credit for at least one post-secondary course at a college or university, regardless of the number of associated credit hours. Credit for college/university courses includes credit received by testing out of courses and credit received through joint-credit programs.
- “Earned an associate’s degree” means the youth earned an associate’s degree from an accredited college or university (including a community or junior college).
- “Earned a bachelor’s degree” means the youth earned a bachelor’s or undergraduate degree from an accredited college or university.
- “Enrolled in graduate school” means the youth enrolled in a graduate program at some point over the course of service delivery. The youth may not have started attending classes or earned credit for any graduate coursework.
- “Earned credit for at least one graduate course” means the youth successfully completed and earned credit for at least one graduate course, regardless of the number of associated credit hours. Credit for graduate courses includes credit received through joint-credit programs.
- “Earned any type of graduate degree (e.g., MA, MBA, JD, MD, PhD)” means the youth earned a graduate degree of any kind.

Source. This item was developed by the Austin/Travis County YHDP Data & Evaluation Subcommittee.

Data Element Fields and Responses

Header	Instruction
Element Name	Educational Milestones
Field 1 & Response	Has the youth achieved any of the following educational milestones during their time in the program?
0	No educational milestones achieved
1	Enrolled in elementary school, middle school, high school, a GED program, or an alternative educational (non-vocational) program
2	Earned credit for at least one single-semester course
3	Earned credit for at least one full-year course
4	Earned credit for at least one course through a credit recovery program
5	Earned credit for at least one GED test
6	Earned a high school diploma, GED, or other high school equivalency degree
7	Enrolled in a vocational training program
10	Completed a vocational training program or earned a vocational certificate
11	Enrolled in college or a university
12	Earned credit for at least one college course
13	Earned an associate’s degree
14	Earned a bachelor’s degree
15	Enrolled in graduate school
16	Earned credit for at least one graduate course
17	Earned any type of graduate degree (e.g., MA, MBA, JD, MD, PhD)
99	Data not collected
Data Collected About	Head of Household
Collection Point	Update, Annual Assessment & Project Exit

YHDP 2.4 Last Grade Completed (RHY Data Element R4)

The information provided for this data element should be drawn from the most up-to-date version of the HMIS Data Dictionary.

Rationale. This item allows for the measurement of the educational attainment of youth served in YHDP projects as well as, when appropriate, changes in education from project start to project exit.

Data Collection Instructions. Choose one response category describing the last grade level completed by the youth at the time of project start and project exit. Collecting this information as part of an annual assessment is optional.

Definitions and Youth Recommendations. N/A

Source. HMIS Data Dictionary – HHS-RHY Only Required Elements – RHY Data Element R4 Last Grade Completed

Data Element Fields and Responses. Please refer to the HMIS Data Dictionary – HHS-RHY Only Required Elements – RHY Data Element R4 Last Grade Completed.

YHDP 3.1 Employment Goals

Rationale. As outlined by USICH,³ the provision of support services should be determined by youth choice, and youth have the right to refuse services. In order to honor youth choice, this item allows providers to indicate whether the youth served in YHDP projects have a self-defined employment goal. Such information can be used to inform service planning efforts over the course of service delivery. Improvements in youth's employment is a core outcome measure specified by USICH, and this item can be used to limit the data to youth who have a self-defined vocational goal (and exclude youth for whom employment is not a priority).

Data Collection Instructions. In separate fields, indicate whether the youth self-identifies as having an employment-related goal, and, if so, a brief description of the youth's vocational goal. Data entered at each collection stage is to reflect whether or not the youth has employment-related goals as of the date of collection (e.g., date of project start, date of annual assessment). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in youth's goals. Providers should also complete an 'Update' assessment if the youth reports any changes with respect to this data element between standard collection periods.

Definitions and Youth Recommendations. Youth have employment goals if they report they are either actively pursuing or are interested in pursuing a personal goal pertaining to employment. The goal must be identified by the youth and should not reflect the expectations of the provider, agency, or funder.

Source. This item was developed by the Austin/Travis County YHDP Data & Evaluation Subcommittee.

Data Element Fields and Responses (cont'd. on next page)

Header	Instruction
Element Name	Employment Goals
Field 1 & Response	Is the youth interested in working on an employment-related goal?
0	No
1	Yes
8	Client doesn't know
9	Client refused
99	Data not collected

³ United States Interagency Council on Homelessness. (2018). Criteria and benchmarks for achieving the goal of ending youth homelessness (Version 2). Retrieved from https://www.usich.gov/resources/uploads/asset_library/Youth-Criteria-and-Benchmarks-revised-Feb-2018.pdf

Dependent A – dependent to Field 1 & Response 1	If “Yes” for “Is the youth interested in working on an employment-related goal?” Describe employment goal [text box]
Data Collected About	Head of Household
Collection Point	Project Start, Update, Annual Assessment, & Project Exit

YHDP 3.2 Status of Employment Goal

Rationale. Identifying whether the youth served in YHDP projects who reported having an employment-related goal (a) are actively pursuing their goal, (b) successfully completed their goal, or (c) chose to no longer pursue a previously-identified vocational goal. Such information can be used to inform service planning efforts over the course of service delivery. Improvements in youth’s employment is a core outcome measure specified by USICH, and this item can be used to limit the data to youth who successfully completed or are actively pursuing an employment goal (and exclude youth who chose to abandon their vocational goals prior to its completion).

Data Collection Instructions. As part of an annual update and at project exit, provide the status of the youth’s employment goal. Data entered at each collection stage is to reflect the status of the youth’s vocational goals as of the date of collection (e.g., date of annual assessment, date of project exit). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in the status of youth’s goals. Providers should also complete an ‘Update’ assessment if the youth reports any changes with respect to this data element between standard collection periods.

Definitions and Youth Recommendations. The response options are defined as follows:

- “Stopped working toward goal prior to completion” means that (a) the youth indicated at a prior collection stage that they had an employment goal, and (b) chose to stop pursuing this goal prior to its completion.
- “Currently working toward goal” means that the youth has an identified employment goal, regardless of whether the youth has made meaningful progress toward the completion of this goal. In other words, a youth is considered to be “currently working toward” their goal whenever they identify a concrete vocational goal that they would like to work toward.
- “Successfully completed goal” should be selected if the youth accomplished the employment goal that they identified at a prior collection stage. Please note that it is still appropriate to select this response option if the youth revised their goal between collection stages and *successfully achieved their revised vocational goal* (e.g., a youth secured a part-time position while searching for a full-time position, only to realize that they would prefer a part-time position over a full-time position and deciding to keep their current job).

Source. This item was developed by the Austin/Travis County YHDP Data & Evaluation Subcommittee.

Data Element Fields and Responses

Header	Instruction
Element Name	Status of Employment Goal
Field 1 & Response	Information date (date information was collected) [date field]
Field 2 & Response	Status of employment goal
0	Stopped working toward goal prior to completion
1	Currently working toward goal
2	Successfully completed goal
8	Client doesn’t know
9	Client refused
99	Data not collected
Data Collected About	Head of Household
Collection Point	Update, Annual Assessment & Project Exit

YHDP 3.3 Income and Sources (Program Specific Data Elements – Common Data Elements 4.02)

The information provided for this data element should be drawn from the most up-to-date version of the HMIS Data Dictionary.

Rationale. To analyze changes in the composition of income between project start and exit. Increase in income is a key performance measure of most federal partner programs. Collecting income information throughout a project stay supports plans to link youth with all income sources and benefits for which they are eligible, and helps CoCs improve system design and partnerships by analyzing cross-systems connections to ensure access to additional income sources.

Data Collection Instructions. Indicate whether the youth has income and the sources of that income.

In the absence of income calculation guidelines provided by a funder, as a general rule, any income associated with a minor used for household expenses and support should be included when calculating youth's income. Where the income is not relevant for household expenses, it could reasonably be excluded from entry. Projects may choose to collect income information for all household members including minor children within households, as long as this does not interfere with accurate reporting per funder requirements.

These data should reflect the youth's information as of the date of the data were collected. This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in either the income or sources.

Income data should be recorded only for sources of income that youth are receiving on the date of data collection (i.e. have not been terminated). Youth may identify multiple sources of income.

- Example: a youth's employment has been terminated and the youth has not yet secured additional employment. Record the response for Earned income as 'No.'
- Example: a youth's most recent paycheck was 2 weeks ago from a job in which the youth was working full time for \$15.00/hour, but the youth is currently working 20 hours per week for \$12.00 an hour. Record the income from the job the youth has at the time data are collected (i.e. 20 hours at \$12.00 an hour).

When a youth has income, but does not know the exact amount, a 'Yes' response should be recorded for both the overall income question and the specific source, and the income amount should be estimated.

To collect income information, projects are expected to ask youth whether they receive income from each of the sources listed rather than asking them to state the sources of income they receive. Unless the project funder requires documentation for recordkeeping purposes, youth are not required to provide documentation of income or benefits.

Definitions and Youth Recommendations. Income and Sources is intended to identify regular, recurrent earned income and cash benefits. Services and/or gifts such as phone cards and vouchers that are provided by a project to youth during enrollment are fundamentally different and are not considered income.

Student financial aid is not to be considered income unless the financial aid includes a cash stipend. The source for such income would be considered 'Other,' and the source can be described in a text field. Be sure to check your funder's requirements, however. For example, SSVF does not allow grantees to include any student financial aid, including GI Bill Student Financial Aid.

Lump sum amounts received by a family, such as inheritances, insurance settlements, or proceeds from sale of property, or back pay from Social Security are considered assets, not income, and should not be recorded.

Source. HMIS Data Dictionary – Program Specific Data Elements – Common Data Elements 4.02 Income and Sources

Data Element Fields and Responses. Please refer to the HMIS Data Dictionary – Program Specific Data Elements – Common Data Elements 4.02 Income and Sources.

YHDP 3.4 Employment Status (RHY Data Element R6)

The information provided for this data element should be drawn from the most up-to-date version of the HMIS Data Dictionary.

Rationale. The purpose is to assess a youth’s employment status and need for employment services as well as measure a change in employment from project start to project exit.

Data Collection Instructions. Select the response category that most accurately reflects the youth’s employment status at the time of project start and project exit. Collecting this information as part of an annual assessment is optional, as is recording any changes or ‘updates’ between standard collection periods.

Definitions and Youth Recommendations. N/A

Source. HMIS Data Dictionary – HHS-RHY Only Required Elements – RHY Data Element R6 Employment Status

Data Element Fields and Responses. Please refer to the HMIS Data Dictionary – HHS-RHY Only Required Elements – RHY Data Element R6 Employment Status.

YHDP 4.1 Safety

Rationale. To determine youth’s feelings of safety at project start and to allow for analyzing changes in youth’s feelings of safety from project start to project exit.

Data Collection Instructions. Youth’s safety is assessed on a scale ranging from 1 to 5, where higher scores represent an increased sense of safety. Ask the youth to select the response that best describes how safe they felt when they went to sleep last night: not safe at all, a little safe, somewhat safe, very safe, or completely safe.

Youth’s feelings of safety collected at each collection stage are to reflect the information as of the date of collection (e.g., date of project start, date of project exit). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in youth’s self-reported sense of safety.

Definitions and Youth Recommendations. As outlined by USICH⁴, “safety” should be defined by each youth.

Source. This item was developed by the Austin/Travis County YHDP Data & Evaluation Subcommittee.

Data Element Fields and Responses (cont’d. on next page)

Header	Instruction
Element Name	Safety
Field 1 & Response	How safe did you feel when you went to sleep last night?
1	Not safe at all
2	A little safe
3	Somewhat safe
4	Very safe
5	Completely safe
8	Client doesn’t know
9	Client refused

⁴ United States Interagency Council on Homelessness. (2018). Criteria and benchmarks for achieving the goal of ending youth homelessness (Version 2). Retrieved from https://www.usich.gov/resources/uploads/asset_library/Youth-Criteria-and-Benchmarks-revised-Feb-2018.pdf

	99	Data not collected
Data Collected About		Head of Household
Collection Point		Project Start, Annual Assessment, & Project Exit

YHDP 5.1 Substance Use Goals

Rationale. As outlined by USICH,⁵ the provision of support services should be determined by youth choice, and youth have the right to refuse services. To honor youth choice, this item allows providers to indicate whether the youth served in YHDP projects are interested in changing their patterns of substance use. Such information can be used to inform service planning efforts over the course of service delivery. Improvements in youth's well-being is a core outcome measure specified by USICH, and reductions in substance use (or increased harm reduction) is one manner of assessing improvements in youth's well-being. This item can be used to limit the data to youth who have a self-defined substance use/harm reduction goal (and exclude those for whom changing their patterns of substance use is not a priority or who do not misuse substances).

Data Collection Instructions. In separate fields, indicate whether the youth self-identifies as wanting to change their substance use behaviors, and, if so, provide a brief description of the youth's substance use/harm reduction goals. Data entered at each collection stage should reflect whether or not the youth has a substance use/harm reduction goal as of the date of collection (e.g., date of project start, date of annual assessment). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in youth's goals. Providers should also complete an 'Update' assessment if the youth reports any changes with respect to this data element between standard collection periods.

Definitions and Youth Recommendations. The response options are defined as follows:

- Youth do not have a substance use/harm reduction goal if the youth indicates that they are uninterested in changing their substance use behaviors. In this case, "No" should be selected.
- Youth have substance use/harm reduction goals if they report they are actively pursuing a substance use/harm reduction goal or are interested in changing their substance use behaviors. The goal must be identified by the youth and should not reflect the expectations of the provider, agency, or funder. If these conditions are met, "Yes" should be selected.
- The response option "N/A" should be selected if the youth does not misuse alcohol or prescription medications and does not use other recreational substances.

Source. This item was developed by the Austin/Travis County YHDP Data & Evaluation Subcommittee.

Data Element Fields and Responses (cont'd. on next page)

Header	Instruction
Element Name	Substance Use Goals
Field 1 & Response	Is the youth interested in changing their substance use behaviors?
0	No
1	Yes
2	N/A
8	Client doesn't know
9	Client refused
99	Data not collected
Dependent A – dependent to Field 1 & Response 1	If "Yes" for "Is the youth interested changing their substance use behaviors?" Describe substance use/harm reduction goal [text box]

⁵ United States Interagency Council on Homelessness. (2018). Criteria and benchmarks for achieving the goal of ending youth homelessness (Version 2). Retrieved from https://www.usich.gov/resources/uploads/asset_library/Youth-Criteria-and-Benchmarks-revised-Feb-2018.pdf

Data Collected About	Head of Household
Collection Point	Project Start, Update, Annual Assessment, & Project Exit

YHDP 5.2 Status of Substance Use Goal

Rationale. Identifying whether the youth served in YHDP projects who reported having a goal pertaining to substance use or harm reduction (a) are actively pursuing their goal, (b) successfully completed their goal, or (c) chose to no longer pursue a previously-identified goal. Such information can be used to inform service planning efforts over the course of service delivery. Improvements in youth’s well-being is a core outcome measure specified by USICH, and reductions in substance use (or increased harm reduction) is one manner of assessing improvements in youth’s well-being. This item can be used to limit the data to youth who successfully completed or are actively pursuing a goal pertaining to substance use or harm reduction (and exclude youth who are no longer interested in changing their substance use behaviors).

Data Collection Instructions. In the relevant field, enter the status of the youth’s substance use/harm reduction goal. Data entered at each collection stage is to reflect the current status of the youth’s substance use/harm reduction goals as of the date of collection (e.g., date of annual assessment, date of project exit). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in the status of youth’s goals. Providers should also complete an ‘Update’ assessment if the youth reports any changes with respect to this data element between standard collection periods.

Definitions and Youth Recommendations. The response options are defined as follows:

- “Stopped working toward goal prior to completion” means that (a) the youth indicated at a prior collection stage that they would like to change their substance use behaviors, and (b) the youth chose to stop pursuing their substance use/harm reduction goal prior to its completion.
- “Currently working toward goal” means that the youth has an identified substance use/harm reduction goal, regardless of whether they have made meaningful progress toward the completion of this goal. In other words, a youth is considered to be “currently working toward” their goal whenever they would like to change their substance use behaviors or are actively working toward changing their substance use behaviors.
- “Successfully completed goal” should be selected if the youth successfully changed their substance use behaviors as described at a prior collection stage. Please note that it is still appropriate to select this response option if the youth revised their goal between collection stages and *successfully achieved their revised substance use/harm reduction goal* (e.g., a youth expressed a goal of quitting drinking but then decided to reduce their consumption and successfully brought their drinking to their desired level).

Source. This item was developed by the Austin/Travis County YHDP Data & Evaluation Subcommittee.

Data Element Fields and Responses

Header	Instruction
Element Name	Status of Substance Use Goal
Field 1 & Response	Status of substance use goal
0	Stopped working toward their substance use/harm reduction goal
1	Currently working toward their substance use/harm reduction goal
2	Successfully achieved their substance use/harm reduction goal
8	Client doesn’t know
9	Client refused
99	Data not collected
Data Collected About	Head of Household
Collection Point	Update, Annual Assessment & Project Exit

YHDP 5.3 Percent of Income Spent on Recreational Substances

Rationale. To determine the proportion of youth’s income spent on recreational substance and to allow for analyzing changes in the proportion of income spent on recreational substances between project start and exit. Improvements in youth’s well-being is a core outcome measure specified by USICH, and reductions in the proportion of income spent on recreational substances is a way to meaningfully link youth’s well-being to their housing stability. Additionally, this information can be used to inform service planning efforts over the course of service delivery.

Data Collection Instructions. In separate fields, indicate the proportion of income youth report spending on recreational substances as both a range and an exact percentage. If the youth is unsure about the proportion of their income that they spend on recreational substances, an estimation may be recorded.

The proportions collected at each collection stage are to reflect the information as of the date of collection (e.g., date of project start, date of project exit). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in the proportion reported by the youth. Providers should also complete a ‘Project Update’ assessment if the proportion of income youth spend on recreational substances changes over the course of service delivery.

Definitions and Youth Recommendations. Recreational substances include cigarettes, alcohol, prescription medications not prescribed to the youth, and recreational drugs.

Source. This item was developed by the Austin/Travis County YHDP Data & Evaluation Subcommittee.

Data Element Fields and Responses

Header	Instruction
Element Name	Percent of Income Spent on Recreational Substances
Field 1 & Response	What percent of the money that you earn or receive do you spend on cigarettes, alcohol, or other substances used for recreational purposes?
0	0%
1	1–10%
2	11–20%
3	21–30%
4	31–40%
5	41–50%
6	51–60%
7	61–70%
10	71–80%
11	81–90%
12	91–100%
8	Client doesn’t know
9	Client refused
99	Data not collected
Dependent A – dependent to Field 1 & Response 1–7, 10–12	If “1–100%” for “What percent of the money that you earn or receive do you spend on cigarettes, alcohol, or other substances used for recreational purposes?” Specify percentage [text box]
Data Collected About	Head of Household
Collection Point	Project Start, Update, Annual Assessment, & Project Exit

YHDP 5.4 Substance Use Interference

Rationale. To determine the frequency with which youth perceive their substance use interferes with their housing stability and to allow for analyzing changes such perceptions from project start to project exit.

Data Collection Instructions. In the relevant field, indicate the frequency with which youth perceive their substance use as interfering with their housing stability. This item is assessed on a scale ranging from 1 to 5, where higher scores represent increased interference. Ask the youth to select the response that best describes the frequency with which their substance use interferes with their housing stability: never, rarely, sometimes, often, or almost always.

The score collected at each collection stage are to reflect the information as of the date of collection (e.g., date of project start, date of project exit). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in youth's perceptions of the frequency with which their substance use interferes with their housing stability. Providers should also complete an 'Update' assessment if the youth reports any changes with respect to this data element between standard collection periods.

Definitions and Youth Recommendations. Substance use may interfere with youth's ability to pay rent, uphold their lease agreements, or maintain positive relationships with others in the household, among other things.

Source. This item was developed by the Austin/Travis County YHDP Data & Evaluation Subcommittee.

Data Element Fields and Responses

Header	Instruction
<i>Element Name</i>	Substance Use Interference
<i>Field 1 & Response</i>	How often would you say your substance use interferes with your housing stability, such as your ability to pay rent or your ability to uphold your lease commitments?
1	Never
2	Rarely
3	Sometimes
4	Often
5	Almost always
8	Client doesn't know
9	Client refused
99	Data not collected
<i>Data Collected About</i>	Head of Household
<i>Collection Point</i>	Project Start, Update, Annual Assessment, & Project Exit

YHDP 5.5 Mental Health Goals

Rationale. As outlined by USICH,⁶ the provision of support services should be determined by youth choice, and youth have the right to refuse services. To honor youth choice, this item allows providers to indicate whether the youth served in YHDP projects are interested in working on a goal intended to improve their mental health. Such information can be used to inform service planning efforts over the course of service delivery. Improvements in youth's well-being is a core outcome measure specified by USICH, and youth's progress toward their mental health goals is one manner of assessing improvements in youth's well-being. This item can be used to limit the data to youth who have a self-defined mental health goal (and exclude youth for whom mental health is not a priority).

⁶ United States Interagency Council on Homelessness. (2018). Criteria and benchmarks for achieving the goal of ending youth homelessness (Version 2). Retrieved from https://www.usich.gov/resources/uploads/asset_library/Youth-Criteria-and-Benchmarks-revised-Feb-2018.pdf

Data Collection Instructions. In separate fields, indicate whether the youth self-identifies as wanting to work toward a mental health goal, and, if so, a brief description of the youth’s mental health goals. Data entered at each collection stage is to reflect whether or not the youth has a mental health goal as of the date of collection (e.g., date of project start, date of annual assessment). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in youth’s goals. Providers should also complete an ‘Update’ assessment if the youth reports any changes with respect to this data element between standard collection periods.

Definitions and Youth Recommendations. Youth have mental health goals if they report they are either actively pursuing or are interested in pursuing a personal goal pertaining to mental health (e.g., enrolling in counseling, consistently taking psychiatric medications, learning to meditate). The goal must be identified by the youth and should not reflect the expectations of the provider, agency, or funder.

Source. This item was developed by the Austin/Travis County YHDP Data & Evaluation Subcommittee.

Data Element Fields and Responses

Header	Instruction
Element Name	Mental Health Goals
Field 1 & Response	Is the youth interested in working on a mental health goal?
0	No
1	Yes
2	N/A
8	Client doesn’t know
9	Client refused
99	Data not collected
Dependent A – dependent to Field 1 & Response 1	If “Yes” for “Is the youth interested in working on a mental health goal?” Describe mental health goal [text box]
Data Collected About	Head of Household
Collection Point	Project Start, Update, Annual Assessment, & Project Exit

YHDP 5.6 Status of Mental Health Goal

Rationale. The purpose of this item is to identify whether the youth served in YHDP projects who reported having a mental health goal (a) are actively pursuing their goal, (b) successfully completed their goal, or (c) chose to no longer pursue a previously-identified goal. Such information can be used to inform service planning efforts over the course of service delivery. Improvements in youth’s well-being is a core outcome measure specified by USICH, and youth’s progress toward their mental health goals is one manner of assessing improvements in youth’s well-being. This item can be used to limit the data to youth who successfully completed or are actively pursuing a mental health goal (and exclude those who are no longer interested in working toward improving their mental health).

Data Collection Instructions. In the appropriate field, indicate the status of the youth’s mental health goal. Data entered at each collection stage is to reflect the status of the youth’s mental health goals as of the date of collection (e.g., date of annual assessment, date of project exit). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in the status of youth’s goals. Providers should also complete an ‘Update’ assessment if the youth reports any changes with respect to this data element between standard collection periods.

Definitions and Youth Recommendations. The response options are defined as follows:

- “Stopped working toward goal prior to completion” means that (a) the youth indicated at a prior collection stage that they would like to work toward improving their mental health, and (b) the youth chose to stop pursuing their mental health goal prior to its completion.
- “Currently working toward goal” means that the youth has an identified mental health goal, regardless of whether the youth has made meaningful progress toward the completion of this goal. In other words, a youth is considered to be “currently working toward” their goal whenever they would like to work toward improving their mental health or are actively working toward improving their mental health.
- “Successfully completed goal” should be selected if the youth successfully achieved their mental health goal described at a prior collection stage. Please note that it is still appropriate to select this response option if the youth revised their goal between collection stages and *successfully achieved their revised mental health goal* (e.g., a youth expressed a goal of enrolling in counseling services but then decided to meditate each day and achieved their desired mental health outcomes).

Source. This item was developed by the Austin/Travis County YHDP Data & Evaluation Subcommittee.

Data Element Fields and Responses

Header	Instruction
<i>Element Name</i>	Status of Mental Health Goal
<i>Field 1 & Response</i>	Status of mental health goal
0	Stopped working toward goal prior to completion
1	Currently working toward goal
2	Successfully completed goal
8	Client doesn’t know
9	Client refused
99	Data not collected
<i>Data Collected About</i>	Head of Household
<i>Collection Point</i>	Update, Annual Assessment & Project Exit

YHDP 5.7 Mental Health Interference

Rationale. To determine the frequency with which youth perceive their mental health issues interfere with their housing stability and to allow for analyzing changes such perceptions from project start to project exit.

Data Collection Instructions. In the relevant field, indicate the frequency with which youth perceive their mental health issues as interfering with their housing stability. This item is assessed on a scale ranging from 1 to 5, where higher scores represent increased interference. Ask the youth to select the response that best describes the frequency with which their mental health issues interfere with their housing stability: never, rarely, sometimes, often, or almost always. Data entered at each collection stage is to reflect the youth’s perceptions as of the date of collection (e.g., date of annual assessment, date of project exit). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in youth’s perceptions of the frequency with which their mental health issues interfere with their housing stability. Providers should also complete an ‘Update’ assessment if the youth reports any changes with respect to this data element between standard collection periods.

Definitions and Youth Recommendations. Youth’s mental health issues may interfere with their ability to pay rent, uphold their lease agreements, or maintain positive relationships with others in the household, among other things.

Source. This item was developed by the Austin/Travis County YHDP Data & Evaluation Subcommittee.

Data Element Fields and Responses

Header	Instruction
Element Name	Mental Health Interference
Field 1 & Response	How often would you say your mental health interferes with your housing stability, such as your ability to pay rent or your ability to uphold your lease commitments?
1	Never
2	Rarely
3	Sometimes
4	Often
5	Almost always
8	Client doesn't know
9	Client refused
99	Data not collected
Data Collected About	Head of Household
Collection Point	Project Start, Update, Annual Assessment, & Project Exit

YHDP 5.8 Coping

Rationale. To determine youth's self-reported ability to cope and to allow for analyzing changes in youth's coping skills from project start to project exit.

Data Collection Instructions. In the relevant field, record youth's self-reported ability to cope. This item is assessed on a scale ranging from 1 to 5, where higher scores represent an improved ability to cope. Ask the youth to select the response that best describes their ability to handle the stressful circumstances in their life, given the circumstances: not well at all, a little well, somewhat well, very well, or extremely well. This item should reflect youth's perceived coping skills as of the date of collection (e.g., date of project start, date of project exit). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in youth's perceived ability to cope. Providers should also complete a 'Project Update' assessment if the youth's perceived ability to cope changes over the course of service delivery.

Definitions and Youth Recommendations. N/A

Source. This item is Aldwin and Revenson's (1987) single-item measure of perceived coping efficacy.⁷

Data Element Fields and Responses

Header	Instruction
Element Name	Coping
Field 1 & Response	How well are you handling the stressful circumstances in your life, given the circumstances?
1	Not well at all
2	A little well
3	Somewhat well
4	Very well
5	Extremely well
8	Client doesn't know
9	Client refused
99	Data not collected
Data Collected About	Head of Household
Collection Point	Project Start, Annual Assessment, & Project Exit

⁷ Aldwin, C. M., & Revenson, T. A. (1987). Does coping help? A reexamination of the relation between coping and mental health. *Journal of Personality and Social Psychology*, 53, 337–348.

YHDP 5.9 Locus of Control

Rationale. To determine the extent to which youth feel they have control over their lives and to allow for analyzing changes in youth's locus of control from project start to project exit.

Data Collection Instructions. In the appropriate field, record youth's self-reported feelings of personal control. This item is assessed on a scale ranging from 1 to 5, where higher scores represent a greater internalized locus of control and lower scores represent a greater externalized locus of control. Ask the youth to select the response that best describes how much control they feel they have over their life: no control, a little control, some control, a lot of control, or complete control. This item should reflect youth's sense of personal control as of the date of collection (e.g., date of project start, date of project exit). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in youth's feelings of personal control.

Definitions and Youth Recommendations. N/A

Source. This item is Bugaighis and Schumm's (1983) single-item measure assessing locus of control.⁸

Data Element Fields and Responses

Header	Instruction
Element Name	Locus of Control
Field 1 & Response	How much control do you feel you have over your life?
1	No control
2	A little control
3	Some control
4	A lot of control
5	Complete control
8	Client doesn't know
9	Client refused
99	Data not collected
Data Collected About	Head of Household
Collection Point	Project Start, Annual Assessment, & Project Exit

YHDP 5.10 Resiliency

Rationale. To analyze changes in youth's resiliency from project start to project exit.

Data Collection Instructions. In the relevant field, record youth's self-reported resiliency. This item is assessed on a scale ranging from 1 to 5, where higher scores represent greater resiliency. Ask the youth to indicate the degree to which they agree with the statement, "I tend to bounce back after hard times": strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, strongly agree. This item should reflect youth's self-reported resiliency as of the date of collection (e.g., date of project start, date of project exit). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in their reported resiliency.

Definitions and Youth Recommendations. N/A

Source. This item was drawn from Smith and colleagues' (2008) Brief Resiliency Scale.⁹

⁸ Bugaighis, M. A., & Schumm, W. R. (1983). Alternative measures of perceived locus of control. *Psychological Reports*, 52, 819–823.

⁹ Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The Brief Resilience Scale: Assessing the ability to bounce back. *International Journal of Behavioral Medicine*, 15, 194–200.

Data Element Fields and Responses

Header	Instruction
Element Name	Resiliency
Field 1 & Response	To what extent do you agree or disagree with the following statement: I tend to bounce back after hard times.
1	Strongly disagree
2	Somewhat disagree
3	Neither agree nor disagree
4	Somewhat agree
5	Strongly agree
8	Client doesn't know
9	Client refused
99	Data not collected
Data Collected About	Head of Household
Collection Point	Project Start, Annual Assessment, & Project Exit

YHDP 5.11 Hope

Rationale. To analyze changes in youth's feelings of hope from project start to project exit.

Data Collection Instructions. In the relevant field, record youth's self-reported sense of hope. This item is assessed on a scale ranging from 1 to 5, where higher scores represent greater feelings of hope. Ask the youth to indicate the degree to which they agree with the statement, "I believe that each day has potential": strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, strongly agree. This item should reflect youth's feelings of hope as of the date of collection (e.g., date of project start, date of project exit). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in youth's reported sense of hope.

Definitions and Youth Recommendations. N/A

Source. This item was drawn from the Hearth Hope Index (Herth, 1992).¹⁰

Data Element Fields and Responses

Header	Instruction
Element Name	Hope
Field 1 & Response	To what extent do you agree or disagree with the following statement: I believe that each day has potential.
1	Strongly disagree
2	Somewhat disagree
3	Neither agree nor disagree
4	Somewhat agree
5	Strongly agree
8	Client doesn't know
9	Client refused
99	Data not collected
Data Collected About	Head of Household
Collection Point	Project Start, Annual Assessment, & Project Exit

¹⁰ Herth, K. (1992). Abbreviated instrument to measure hope: Development and psychometric evaluation. *Journal of Advanced Nursing*, 17, 1251–1259.

YHDP 5.12 Self-Esteem

Rationale. To analyze changes in youth’s sense of self-esteem from project start to project exit.

Data Collection Instructions. In the relevant field, record youth’s reported self-esteem. This item is assessed on a scale ranging from 1 to 5, where higher scores represent greater self-esteem. Ask the youth to indicate the degree to which they agree with the statement, “I feel my life has value and worth”: strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, strongly agree. This item should reflect youth’s sense of self-esteem as of the date of collection (e.g., date of project start, date of project exit). This information should be collected as part of an annual assessment for youth participating in a project one year or more, even if there is no change in youth’s reported self-esteem.

Definitions and Youth Recommendations. N/A

Source. This item was drawn from the Hearth Hope Index (Herth, 1992).¹¹

Data Element Fields and Responses

Header	Instruction
<i>Element Name</i>	Self-Esteem
<i>Field 1 & Response</i>	To what extent do you agree or disagree with the following statement: I feel my life has value and worth.
1	Strongly disagree
2	Somewhat disagree
3	Neither agree nor disagree
4	Somewhat agree
5	Strongly agree
8	Client doesn’t know
9	Client refused
99	Data not collected
<i>Data Collected About</i>	Head of Household
<i>Collection Point</i>	Project Start, Annual Assessment, & Project Exit

¹¹ Herth, K. (1992). Abbreviated instrument to measure hope: Development and psychometric evaluation. *Journal of Advanced Nursing*, 17, 1251–1259.