

Tier I

Eligibility determination,
temporary housing,
and thorough needs assessment

50%
of families

Emergency Shelter
(<30 days)

Tier II

Temporary housing and
services with a return
to employment and
permanent housing

35%
of families

Transitional Shelter
(2 – 12 months)

Tier III

Comprehensive
services
for positive
long-term
outcomes

15%
of families

**Community Residential
Resource Centers**
(12 – 18 months)

Figure 1

A MULTI-TIER APPROACH TO SERVICE PROVISION FOR FAMILIES

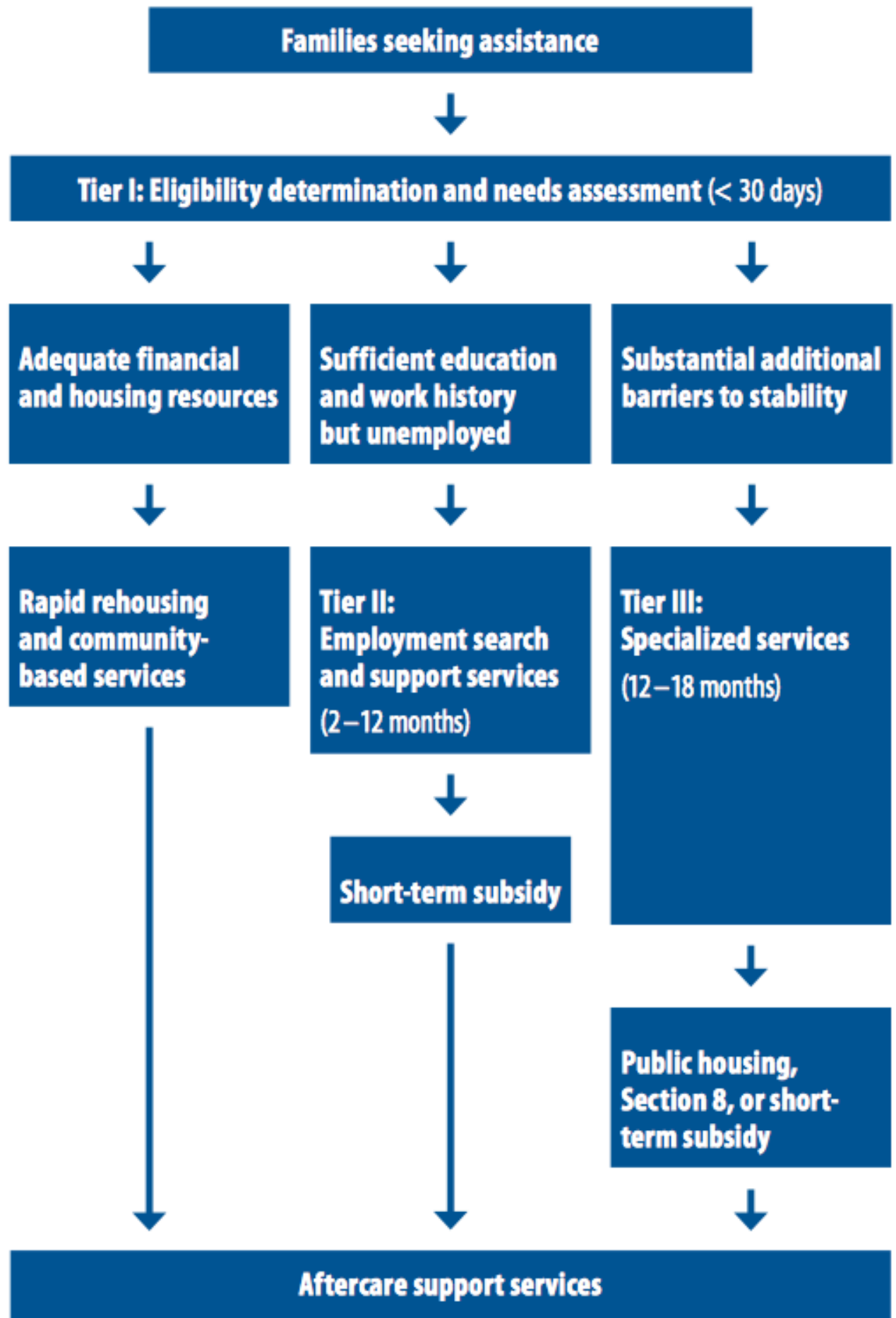
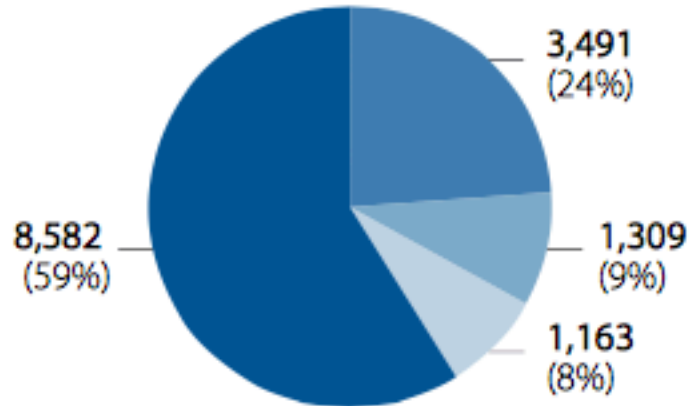


Figure 2

DUPLICATE APPLICATIONS SUBMITTED BY FAMILIES FOUND ELIGIBLE (FY10)

- One application
- Two applications
- Three applications
- Four or more applications

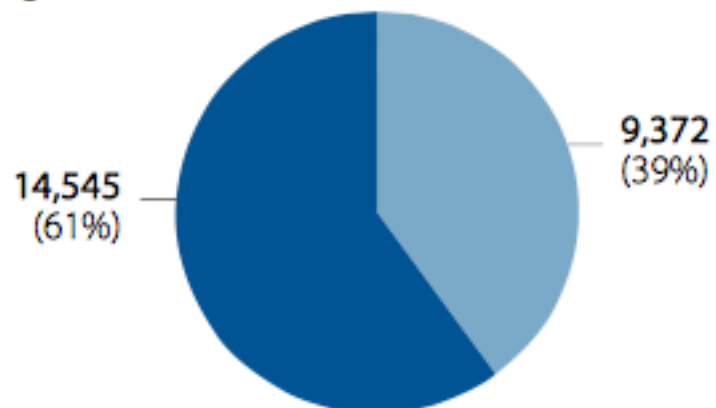


Source: New York City Department of Homeless Services, *Critical Activities Report, FY10*.

Figure 3

ELIGIBILITY STATUS OF FAMILIES APPLYING FOR EMERGENCY HOUSING (FY10)

- Families found eligible
- Families never found eligible



Source: New York City Department of Homeless Services, *Critical Activities Report, FY10*.

Phase 1 (Apprenticeship) Months 1–3

3 months

Apprenticeship with stipend



6 months

Paid practicum



3 months

Subsidized employment at higher wage

Table 1

Phase 1 (Apprenticeship) Months 1–3			
Program component	Activity	Intermediate outcome	Final outcome
Work experience	An introductory period of paid apprenticeship under the direction of a mentor is completed.	Through the apprenticeship, the participant is introduced to the practice of probationary training for new hires.	The required skills of the position are learned on the job, with successful completion of the apprenticeship matched by a slight pay increase and advancement to the practicum phase.
Job skills	Skills are developed on the job through an apprenticeship period directed by a mentor.	The participant learns the importance of early workplace learning.	The participant learns basic job skills for satisfactory work completion.
Workplace skills	A non-threatening mentor-trainee relationship provides a platform for ongoing constructive criticism concerning practical issues related to workplace expectations. Lessons learned are reinforced through weekly group discussions with cohort.	The participant develops an understanding of on-the-job behavior, communication, appearance, and attendance as central to job retention, particularly during initial probationary periods.	The participant learns general rules of thumb concerning appropriate on-the-job behavior and communication.
Job search tactics	Daily small group sessions with the job coach introduce the participant to productivity and online software, knowledge of which is essential for a successful job search.	The participant is encouraged to expand existing parameters when considering available means of searching for and applying for employment.	The participant develops the necessary skills to navigate productivity software and common formats for online searches and applications.

Phase 2 (Paid practicum) Months 4–9

3 months

Apprenticeship with stipend



6 months

Paid practicum



3 months

Subsidized employment at higher wage

Table 2

Phase 2 (Paid practicum) Months 4–9			
Program component	Activity	Intermediate outcome	Final outcome
Work experience	The practicum phase of employment is completed, with a focus on performance improvement facilitated by comprehensive employee evaluations conducted each month.	The participant applies apprenticeship learning to real work situations and becomes familiar with the process of performance review.	The participant becomes more valuable as an employee as more skills are effectively put into practice.
Job skills	Ongoing supervision and monthly performance evaluations help participant to hone skills.	The participant learns to appreciate and seek out effective supervision.	Skills developed during apprenticeship are built upon and strengthened through repeated use in a real work context.
Workplace skills	Individual interactions with mentor and ongoing group discussions with cohort emphasize the strengthening of workplace skills as central to career advancement.	The participant develops skills for constructively communicating with new co-workers to assess particular expectations of unfamiliar workplaces.	The participant further refines workplace skills to match the unique circumstances of given employment.
Job search tactics	Daily small group sessions with the job coach serve to improve the participant's writing skills, with a particular focus on cover letter and resume construction.	The participant develops greater appreciation for writing skills as a means of securing employment, even if such skills are not of paramount importance in the obtained position.	Common formats for cover letters and resumes are learned and practiced.

Phase 3 (Subsidized employment) Months 10–12

3 months

Apprenticeship with stipend



6 months

Paid practicum



3 months

Subsidized employment at higher wage

Table 3

Phase 3 (Subsidized employment) Months 10–12			
Program component	Activity	Intermediate outcome	Final outcome
Work experience	The second phase of regular employment is completed, with a focus on leveraging the work experience of the program into new opportunities in the marketplace.	The participant learns to balance ongoing work responsibilities with job search activities.	Established work experience leads to outside employment.
Job skills	As basic skills are perfected, the mentor explores further skill development with the participant to expand current job responsibilities and future capacity.	The participant realizes that there is always room for further improvement in the work setting.	Additional skills are added to the participant's knowledge base, furthering future employment potential.
Workplace skills	Interactions with mentor and peers focus on how workplace skills developed in one environment become transferable skills applicable to future employment.	The participant develops an appreciation for the marketability of developed workplace skills.	The participant learns to translate workplace skills into personal attributes that can help secure a wide range of available employment opportunities.
Job search tactics	Individual sessions with the job coach twice a week, coupled with daily personal time dedicated to the search and application process, helps the participant tailor the employment search, applications, cover letters, and resumes to the particular skill set developed during the program.	The participant learns the value of focusing the employment search process and aligning the developed skill set with the needs of potential employers.	In consultation with the job coach, the participant conducts a targeted employment search centering on established skills and abilities and utilizes computer and writing skills to tailor application materials.

Figure 4

FURTHERING EDUCATION PROGRAM

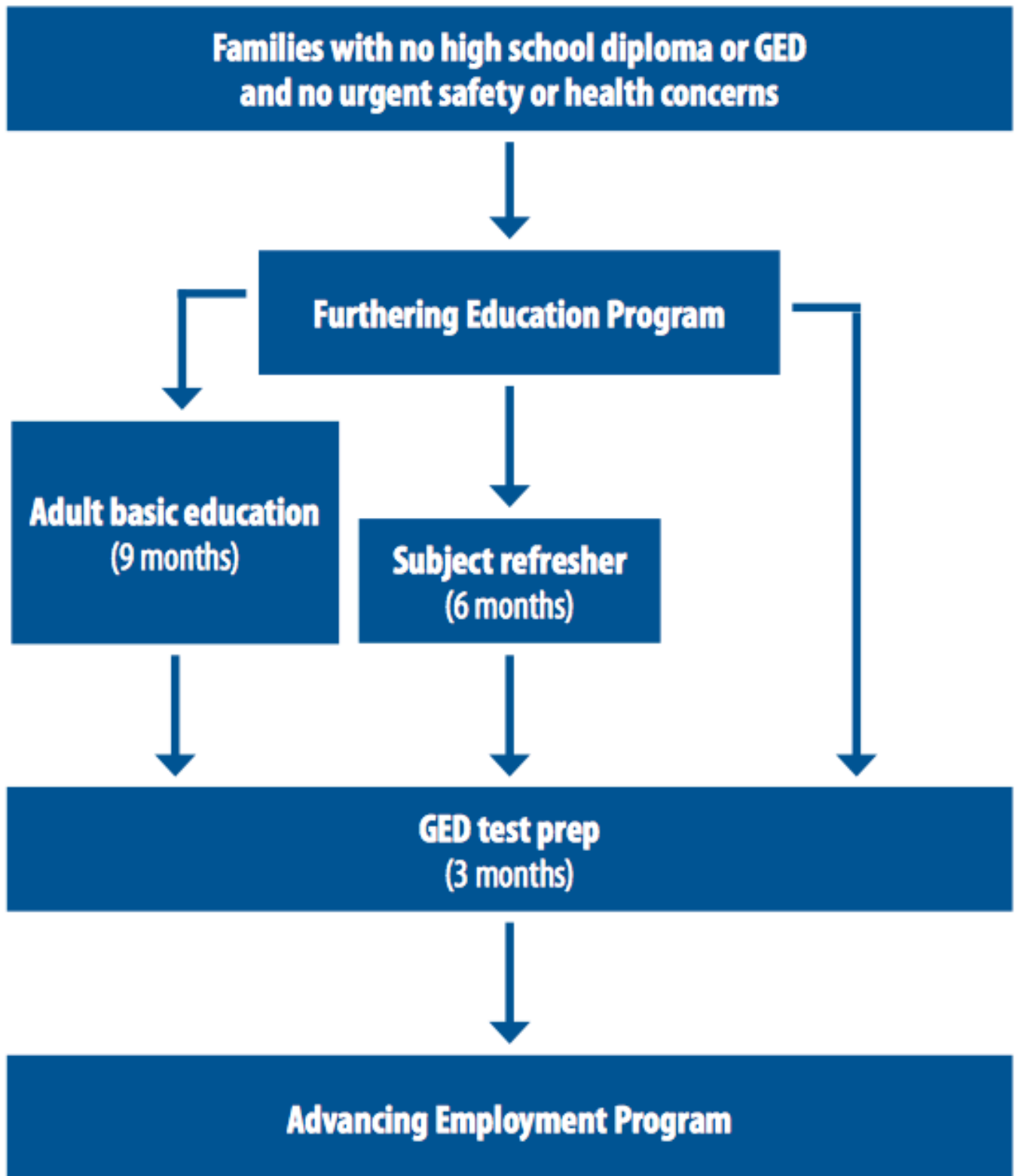


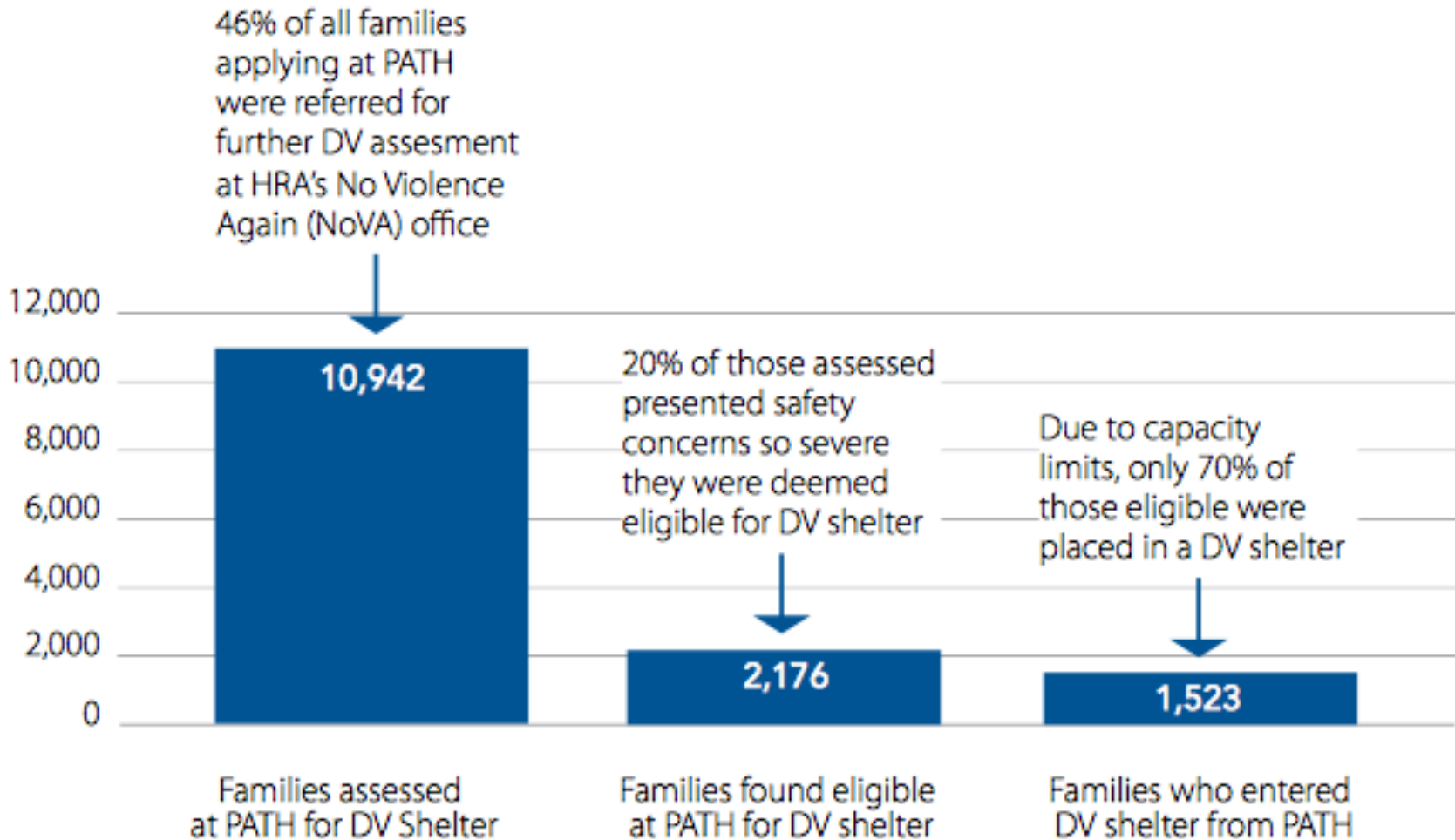
Table 4

Domestic Violence Shelter Assessment and Eligibility, FY10		
Assessed at PATH for DV shelter	10,942 families	46% of all families who applied at PATH
Found eligible at PATH for DV shelter	2,176 families	20% of all families assessed for DV shelter
Entered DV shelter from PATH	1,523 families	70% of all families eligible for DV shelter
Insufficient bed space in DV shelter	653 families	30% of all families eligible for DV shelter

Source: New York City Human Resources Administration, unpublished data released to ICPH, October 2010; City of New York, *Preliminary Mayor's Management Report*, February 2011; New York City Department of Homeless Services, *Critical Activities Report, FY10*; New York City Human Resources Administration, *HRA Facts*, 2010.

Figure 5

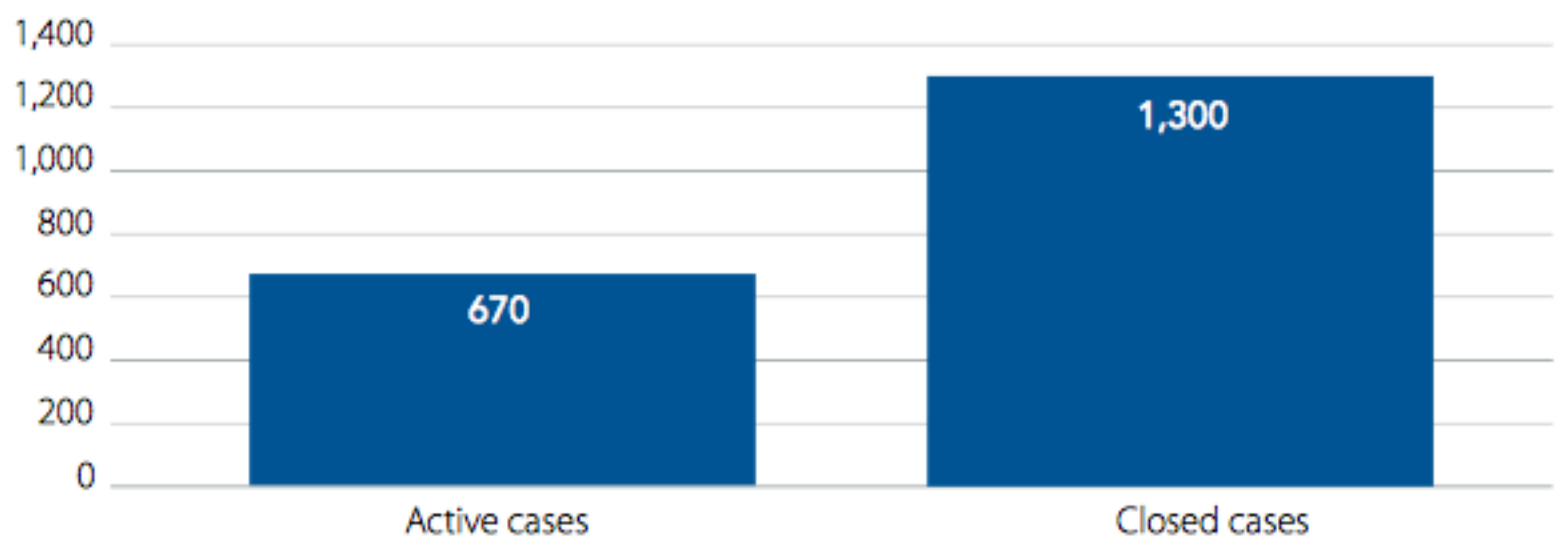
DOMESTIC VIOLENCE SHELTER ASSESSMENT AND ELIGIBILITY, FY10



Source: New York City Human Resources Administration, unpublished data released to ICPH, October 2010; City of New York, Preliminary Mayor's Management Report, February 2011; New York City Department of Homeless Services, Critical Activities Report, FY10; New York City Human Resources Administration, HRA Facts, 2010.

Figure 6

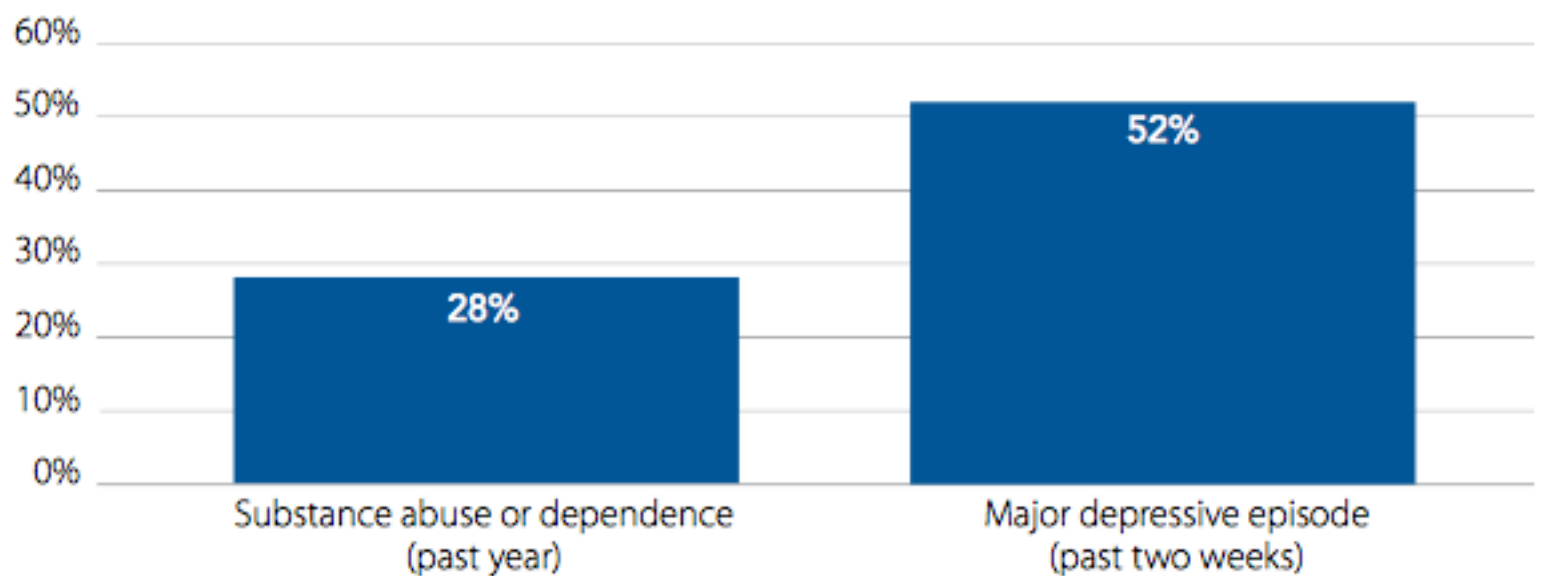
CHILD WELFARE CASES AMONG APPLICANT HOMELESS FAMILIES (FY10 monthly average)



Source: New York City Administration for Children's Services, unpublished data released to ICPH, November 2010.

Figure 7

SUBSTANCE ABUSE AND DEPRESSION AMONG HOMELESS MOTHERS



Source: Linda Weinreb, et al., "A Comparison of the Health and Mental Health Status of Homeless Mothers in Worcester, Mass: 1993 and 2003," *American Journal of Public Health* 96, no. 8 (2006): 1,444 – 8.