Dreamkit: An Innovative Mobile Health Intervention For Addressing Youth Homelessness

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DreamKit: An Innovative Mobile Intervention for Addressing Youth Homelessness
by Eva Graf

A Thesis
Submitted to the Department of Social and Behavioral Sciences
Yale School of Public Health
In partial fulfillment of the requirements
For the degree of Master of Public Health
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Primary Adviser: Yusuf Ransome, DrPH, Yale School of Public Health
Secondary Reader: Michael Wininger, PhD, Yale School of Public Health
Abstract

Background: Homeless youth experience a variety of barriers to becoming employed and ending their episode of homelessness. DreamKit is a mobile intervention designed to help youth exit their episode of homelessness by paying them to upskill themselves and become more qualified for employment. This thesis explores the feasibility and usability of a mobile application intervention among homeless and housing insecure youth in the greater New Haven area.

Methods: We used a multiple-methods study design that included a formative research phase where we explored whether or not an app would be used by housing-insecure youth; a second pilot phase was included where we tested the application among 42 homeless youth in the greater New Haven area.

Results: Phase 1 results showed that youth were open to using a mobile application to help connect them to employment resources in their area. Youth highly requested that activities were fun and had a youthful feel. Phase 2 results showed that DreamKit users enjoyed using the application and found the activities appealing and useful.

Conclusions: Homeless youth in the greater New Haven area are willing to use a mobile application to connect to employment resources and build their skills. An initial version of the DreamKit application has been developed that is user-friendly and acceptable for use. Users gave insightful feedback in which DreamKit can incorporate in future iterations of the application.
Acknowledgements

First and foremost, I would like to acknowledge that this thesis was completed on land stolen from the Paugussett, Quinnipiac, and Wappinger Peoples. It is with immense gratitude I honor the land itself and the people who have and will continue to steward it for generations past, present, and future.

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**Introduction**

DreamKit is an intervention that was borne of a desire to address the youth homelessness crisis in a new and innovative way. New Haven is a highly diverse city with the highest levels of homelessness in the state of Connecticut and could strongly benefit from DreamKit’s model. DreamKit is a mobile application that incentivizes youth to engage in positive behaviors that will increase their employability, which we theorize will help them out of homelessness. The goals of our intervention are twofold: firstly, to keep youth engaged; secondly, to teach skills like critical thinking, problem solving, and communication—all skills that are theoretically relevant to increase the likelihood of being offered employment. To reach these goals, DreamKit developed an e-curriculum to teach youth these skills in fun and engaging ways. Most importantly, youth are compensated for activity completion, which gives them access to money and thus resources like basic necessities.

This thesis will explore the feasibility and usability of a mobile application intervention among homeless and housing insecure youth. I will provide a brief overview on the state of youth homelessness today, what gaps and barriers homeless youth face and how DreamKit addresses each, as well as give an explanation of how each component was developed. I will explore the theoretical underpinnings and development of the DreamKit intervention, from exploratory research to a pilot study. I describe how we used social and behavioral science theories and methods to guide development and to then conduct formative research, results of which will be presented in this thesis.
Youth homelessness is a critical issue. For the purposes of this study, youth include individuals between ages 18-24. The US Department of Housing and Urban Development (HUD) defines homelessness to include unsheltered individuals—those who are living in places not meant for human habitation (e.g., outside, in a car, etc.), individuals living in shelters, and people who are losing their primary residence (including hotels or motels) within 14 days. Connecticut, in particular, is experiencing a youth homelessness crisis. In 2020 alone, nearly 1800 youth were counted as homeless in the 2020 Youth Count. Fifty percent of those youth were considered to be unsheltered—the most severe type of homelessness. Further adding to the crisis is that these numbers are almost certainly an undercount.

Housing insecurity among young people has myriad causes, chief among them being economic insecurity. Furthermore, certain subpopulations of young people are at a higher risk for experiencing homelessness of housing insecurity: youth of color, LGBTQ+ youth, pregnant or parenting youth, and youth with special needs or disabilities. While prior experiences of trauma can lead to being homeless, homelessness itself is deeply traumatic. Homelessness is linked to a variety of negative outcomes, including mental distress, substance use, and interpersonal violence. Ending youth homelessness will take a systemic effort to address the causes of homelessness among young people. It will require that young adults have access to employment and stable housing, as well as a supportive community.

Homeless youth face many barriers to exiting homelessness (Black et al., 2018). A significant barrier youth face when trying to escape homelessness is there is the
opportunity cost of engaging with social services that sometimes appears larger when weighted against trying to acquire basic necessities like food, water, and shelter. Youth cannot afford to take the time to acquire skills that will lead to employment and instead are stuck in a vicious cycle. Because homeless youth are often in survival mode, they are focused on where they will be spending the night and what their next meal will be. As a result, the majority of their time is spent in the pursuit of basic necessities. Traditional interventions for homeless youth are oftentimes inaccessible because youth must expend resources to access them. For example, most often: interventions targeted towards homeless youth occur at a physical location that is sometimes not easily accessible by public or affordable transportation. This means youth need to take time and energy to travel to services. This lost time represents an opportunity cost that youth cannot afford. Because traditional services oftentimes do not incentivize participation, youth may not see an immediate benefit to engaging.

Another barrier that homeless youth face is there is no way to track their progress in a positive way, which can lead to self-stigmatization and a sense of hopelessness. Most data collected on homeless youth is negative: incarceration rates, levels of substance use, etc. Compounding this issue is that homeless and housing insecure youth are difficult to track due to the transience that is inherent to being homeless (Toro et al., 2007). This leads to further stigmatization of youth (Kidd, 2007), which hinders their ability to get hired, and there is no way for homeless youth to show employers that they are gaining skills that make them valuable employees.
DreamKit’s core components address each of these barriers. One of the most innovative parts of DreamKit is that we have incorporated cash-transfers into our model. Cash transfers to youth aim to provide income support which subsequently helps youth develop their human, as well as financial, capital. Cash transfers have been shown to be particularly effective at raising levels of employment among recipients (Kugler & Rojas, 2018). No other intervention for homeless youth is doing anything similar. Our cash transfer model thus incentivizes youth to complete activities that build their skills in a way that mitigates the opportunity cost of engaging with other traditional services. Furthermore, we continue to pay youth for completing activities throughout their time using DreamKit.

Additionally, the intervention itself is delivered in ways that are not addressed by other technology-based solutions to end homelessness. DreamKit is unique in that it has the potential to be used in complement with other interventions; it can easily be added to an already existing organization’s toolbox for the youth they serve. For example, youth-facing organizations in New Haven like Youth Continuum and JobCorps could partner with DreamKit to serve a broader range of youth in the area. DreamKit additionally has the capacity to scale nationally and be used at a variety of youth-facing organizations.

One study showed that over 60% of homeless youth (Rice et al., 2011) have access to a cellphone and Wi-Fi, so DreamKit developed as a mobile platform youth can access from anywhere, provided they have access to Wi-Fi and/or mobile data. Another study looked at internet usage among homeless youth and found that 87% of homeless youth in the sample had access to internet at least once per week, and 56% had access every single day.
DreamKit takes advantage of the fact that homeless youth are very present in online spaces in a way that other interventions do not and can provide cell phones with data plans to those who do not have access. It is a very low barrier intervention that prioritizes accessibility via digital technology.

DreamKit is further distinguished by how we build a positive archive of data on youth that tracks their progress, which can then be shown to employers and landlords. It also shows the state the value of DreamKit and how it combats barriers to employment faced by homeless young people.

**Materials and Methods**

**Study Design**

We used a multiple-methods study design, incorporating qualitative approaches such as focus groups and interviews, and descriptive quantitative analyses to guide the development of the intervention. The goal of formative research is to understand the personal, cognitive, economic, and sociocultural factors that influence health behavior as it relates to housing insecurity. Our formative research happened in two phases: Phase 1 included going into brick-and-mortar spaces (e.g., the New Haven Library) and speaking to youth about whether or not they would use a mobile intervention, and what features they would want a potential intervention to have; Phase 2 was a mixed methods pilot study wherein participants used the application, completed activities, and filled out feedback forms after each completed activity. After completing each activity, youth received a $5 Wal-Mart e-gift card delivered to their email. Participants could earn up to $50/week, equating to ten activities. Feedback from completion was mandatory in order
for participants to get paid; if feedback form was left incomplete, they were put “on hold” until completion. User feedback was incorporated in an iterative cycle to continually improve activities and overall user experience. Additionally, as a part of the onboarding process, youth completed a survey instrument aimed at gathering key psychometric information.

Theory

DreamKit’s conceptual model (Figure 1) has theoretical underpinnings rooted in several well-established theories, primarily Empowerment Theory (Zimmerman, 2000) and Capabilities Theory (Sen and Nussbaum, 1999). Empowerment theory is “a theoretical model for understanding the process and consequences of efforts to exert control and influence over decisions that affect one’s life, organizational functioning, and the quality of community life.” Housing insecure youth are often at the mercy of their situations, and can feel like their lives are “out of control” (Davies & Allen, 2017). DreamKit incorporates empowerment theory by giving youth the tools to learn skills that they can implement to escalate out of homelessness. Empowerment theory informed how DreamKit builds profiles for youth that lets them track progress and build self-efficacy and confidence which then leads to increasing levels of employment.

Capabilities Theory, originally developed by Sen and Nussbaum (1999), posits that what matters is a person feels they are freely able to function, and to be or do what they have reason to value. Capabilities Theory posits that, if inequities and inequalities are addressed, every person has the capability to succeed (Cornelius & Skinner, 2008). Nussbaum has proposed a variety of crucial capabilities (Nussbaum, 2011):
1. **Life**—being able to live through to the end of an average lifespan, and to live a life worth living.

2. **Bodily health**—being able to have good health, including reproductive health; to have adequate nourishment; to have adequate shelter.

3. **Bodily integrity**—being able to move freely from place to place; to be safe from physical and sexual assault; to have control over one’s body, including reproductive autonomy.

4. **Senses, imagination, and thought**—the ability to think, create, and reason; to have access to, at a minimum, basic education.

5. **Control over one’s environment**—being able to have shelter and hold property; to have access to resources to seek employment.

Of these capabilities, DreamKit addresses bodily health and integrity, and control over one’s environment. Our model seeks to equip youth with skills and resources that will increase their ability to succeed escalate out of homelessness. This theory informed DreamKit’s incorporation of cash transfers, which allow youth to meet their basic needs. This subsequently gives youth more time for high executive function thinking, like searching for and applying to jobs.

Both of these theories map well onto established behavioral theories of change, particularly Bandura’s Social Cognitive Theory (SCT). A key component of SCT is Behavioral Capability, a person’s actual ability to perform a behavior or task through essential knowledge and skills (CITE). Our model uses principles of SCT to equip youth with the skills and resources to escalate out of homelessness, and also focuses on a
maintenance of positive behavior change, rather than just initiation. This intervention also relies on Contingency Management Theory, a method that uses tangible rewards as a way to reinforce desirable behaviors (Reiger and Redish, 2015). DreamKit reinforces positive behaviors (completing activities) with tangible rewards in the form of gift cards. We draw on these theories and incorporate them into a novel intervention that takes advantage of the fact that youth are increasingly spending their time online.

![Figure 1: DreamKit Conceptual Model](image)

**Theory of Change**

DreamKit’s two primary intervention features that we believe will help youth exit homelessness are the cash transfers (path a) and the skills profiles that we create (path b). Both paths are implemented in parallel, which generates an additive effect. Path A
gives youth money via cash transfers which then allows them to meet basic needs and achieve bodily health and control over their environment. This then allows them more time for high executive functioning like applying for jobs, housing, or other benefits. Path B has youth gaining skills which are demonstrated on their DreamKit profile. This builds a positive narrative around youth homelessness and reduces stigma around those affected, leading increased social cohesion and pro-social interactions. Youth are also able to track their progress, which increases self-efficacy and self-confidence. Tracking youth skills also provides an objective measure of progress for each DreamKit member that can be shared with employers and landlords.

Both paths lead to increased levels of trust between the young person and systems of power in the community (e.g., housing authorities, employers), which leads to an increased level of employability, as well as a heightened ability to find housing, both of which contribute to an increase of employment among homeless youth.

Phase 1

Participants

In order to be eligible to participate in the first-round of focus groups, individuals had to be between 18 and 25 years of age and from the greater New Haven area. Lived experience with homelessness was preferred, but not required, in an effort to gain a variety of perspectives. Given this was an exploratory stage, the key focus was to generate information and determine if such an intervention would be used by youth in the new
Haven area. Participants were recruited by flyers posted around the New Haven Free Library, as well as through word-of-mouth. No formal demographics were collected.

**Focus Groups**

Focus groups were conducted between August 2019 and October 2019. All focus groups took place in the evening and were conducted at the New Haven Free Library. All participants gave verbal consent before each focus group. Each group comprised of local New Haven youth, many of whom had experienced housing instability at some point in their life. Lived experience was prioritized, whether that be current or former, to ensure the application would center youth priorities. Each group lasted approximately 30 minutes. The focus groups were designed to gather information that would inform the development of a mobile application intervention rather than identify themes from across groups.

The first focus group was designed to determine the feasibility of implementing a mobile application for housing insecure youth and what features would be necessary to include. Youth were guided in discussing questions that related to the following topics: what skill sets youth want to learn, how youth currently seek employment, how youth currently find housing, and how the DreamKit platform can assist them.
A second round of focus groups were done and designed to evaluate proposed app features, provide input on app design, content, and overall engagement. Mock ups of the application made in Figma—a software platform that specializes in vector design, were shown to participants (Figure 2). The photos included images of proposed features and content including. Focus groups were led by MM. The group included youth from the greater New Haven area. Information gathered during the focus groups allowed the
investigators to make decisions regarding essential features to include and exclude. A functional prototype was created following the focus groups.

Data Collection

Data from the focus group were collected on whiteboards at the New Haven Free Library as participants generated ideas. Participants were also encouraged to write ideas on sticky-notes to then put on the whiteboard. Photos were taken of each whiteboard which were then transcribed into Google Documents. Data were reviewed by investigators and analyzed using rapid qualitative analysis. Traditional thematic coding can take months to return results, while rapid qualitative analysis relies on using untranscribed audio recordings, notes, summaries, and mind maps to reduce the amount of time spent analyzing data (Taylor et al., 2018). It reduces the time between observation and implementation of findings, thus allowing for rapid iteration.

Prototype

The app prototype consisted of a web-based splash page that directed participants to a Google Form where they could enter their name, email, and key demographic information. It was developed to be low-fidelity and easy to maintain. On the front-end was a React web application, an open-source, front end, JavaScript library for building user interfaces or UI components. On the back-end was Firebase, an app development platform that provides hosted backend services such as a real-time database, cloud storage, authentication, crash reporting, machine learning, remote configuration, and hosting for static files. The home screen displayed the DreamKit logo, a link to activities,
and a link to the feedback form. The activity section allowed users to choose from a list of activities that they could complete on their own.

**Phase 2**

*Participants*

To participate in the pilot study, youth had to self-report as housing insecure or homeless based on the Department of Housing and Urban Development’s definition and be between the ages of 18 and 25. In order to keep the pilot study as low-barrier as possible, DreamKit staff did not verify housing status. Users were recruited by leveraging existing partnerships with local organizations (e.g., Youth Continuum, Downtown Evening Soup Kitchen), as well as by word of mouth. DreamKit also hired 6 Youth Specialists, youth with lived experience, to do street-based recruitment as they are well-trusted in the local community. Forty-two participants were enrolled, 67% female-identifying, 31% male-identifying, and 2% identified as gender nonconforming. Forty percent of youth reported having an iPhone, and 34% reported having an Android phone. Twenty-six reported having no access to a phone. See Table 1 for full demographic characteristics.

<table>
<thead>
<tr>
<th>Table 1: Demographics of Pilot Sample</th>
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<tr>
<td><strong>Characteristic</strong></td>
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<td><strong>Gender</strong></td>
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<td>Female</td>
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<td>Transgender (FTM)</td>
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<tr>
<td><strong>Phone Type</strong></td>
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<tr>
<td>iPhone</td>
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Content Development

Content was created exclusively for DreamKit use. Activities were created from a combination of youth input on what skills they wanted to learn, as well as research into what skills employers are looking for in potential hires. Subjects included resume building, cooking activities, and financial literacy topics, among many others. Activities were designed to teach both hard and soft skills. Hard skills include things like how to write a resume, or how to open a bank account. Soft skills include things like how to successfully navigate conflict, how to develop your creativity, etc. Each activity was assigned up to three skills by a program team member (e.g., professional development, mindfulness, adaptability, etc. For full list, see Appendix A) to track skills progression. Activities were created in a variety of formats (e.g., video, short article, blog post) in order to account for learning differences between users and to promote accessibility.

Usability Testing

Usability testing was conducted iteratively over the course of the pilot study. Feedback was sought from participants after every activity completed and consisted of allowing participants to freely share thoughts on their experience, and structured questions about particular features of the application. Feedback was also gathered on activity content to ensure that the application had content that DreamKit users believed was useful and applicable to their own lives. Youth were also asked to self-report what skills they learned from each activity they completed to ensure activity fidelity.
Measures

The preliminary pilot of DreamKit was designed to test the program features among a small sample of youth in New Haven, while also examining correlates of key health, socioeconomic, and sociocultural variables that are associated with homelessness in the literature. DreamKit users were given a demographic survey upon enrollment in the intervention. The survey asked for basic demographic information (e.g., name, age, neighborhood, etc., see Appendix C for full questionnaire), and asked questions about what types of activities users wanted to see incorporated as they used DreamKit. Furthermore, for each correlate identified in the literature, we adapted measures from Chapin Hall’s Measuring Up Youth Outcomes Project (Morton et al., 2018) and incorporated them into our demographic survey.

Recent Housing Instability

This measure captures young people’s experiences of housing instability during a one-month period. It is a one item instrument that asks youth to consider their recent sleeping situations with eight response options (e.g., sleeping outside, sleeping in a hotel/motel/hostel, etc.) and was developed by the Youth Outcomes Project team. There have been no studies on validity or reliability for this measure.

Income

This measure captures monthly income a youth receives from two general sources: earned income (from formal or informal employment) or any other source. The instrument is five items long (e.g., Do you currently receive income from any source?) with yes/no or
numeric response options. This instrument was taken from the 2017 Homelessness Management Information System and further adapted by the Youth Outcomes Project team. There has been no psychometric analysis of this measure.

**Employment status**
This instrument captures information on an individual’s current employment status, and assesses whether or not a youth is employed (full-time or part-time), unemployed, or not actively participating in the labor force (not working and not seeking work). It is a seven-item measure (e.g., LAST WEEK, did you work for pay at a job (or business), even for as little as one hour?) with yes/no and multiple-choice options. This measure was taken from the U.S. Census Bureau’s American Community Survey (ACS 2020). The instrument underwent more than two years of content testing using a wide range of indicators, but there has been no formal documentation of validity or reliability studies for this measure (Morton et al., 2019).

**Educational Attainment**
This instrument captures the highest level of education completed by an individual and can be used to track progress in educational attainment. It is a 1-item measure asking what the highest level of school a person has completed with eighteen response options (e.g., under 8th grade, GED or alternative credential, some college credit, vocational training, etc.). This measure was taken from the U.S. Census Bureau’s American Community Survey. Before a question is added to the ACS, it is reviewed by more than 30 Federal agencies through an interagency committee review process, and it is then subject to over two years of content testing. Content testing involves the collection and analysis
of data on the quality of the responses to the question, looking at a range of indicators. At the same time, we are unaware of documented validity or reliability studies for this measure. Formal and published psychometric testing of educational attainment measures is generally rare (Morton et al., 2019).

**Educational Enrollment and Attendance**

This measure assesses whether someone is enrolled in school or an education course and attending regularly. It is 1-item (Which of the following BEST describes your education status right now?) with three response options (e.g., NOT currently enrolled in any school or educational course). The measure was developed by the Chapin Hall team (Morton et al., 2019) and there have been no studies to date on its validity and reliability.

**Social Connections**

A measure to assess how connected youth feel to people and society. The measure includes questions about different types and sources of support and connection. It is a 17-item instrument measured on a 5-point Likert scale (e.g., “There are people in my life who encourage me to do my best,” with responses of 1=not at all like me and 5=very much like me). Developed as a part of the Youth Thrive Survey at the Center for the Study of Social Policy, the scale was extensively validated through intensive, multi-stage development and validation process that included focus groups, cognitive interviews, and national field tests with a diverse set of young people (Morton et al., 2019).
Mental Health
This measure assesses emotional, psychological, and social aspects of well-being in order to classify respondents’ mental health (e.g., “In the past month how often did you feel...interested in life” with 1=never and 5=every day). It is 14 items with 3 subscales (emotional well-being, psychological well-being, and social well-being). This instrument was adapted from Keys et al. (2002). This measure has been subject to formal validity (discriminant validity) and reliability (internal consistency and test-re-test) testing and shown satisfactory results. Psychometrics have held up across a range of cultural contexts and with adolescents—although we are unaware of specific psychometric testing of the instrument for vulnerable or minority youth in the U.S. (Keyes et al., 2002).

Youth Resilience
Adapted from the Youth Thrive Survey, this measure assesses a youth’s ability to bounce back when faced with adversity or trauma. The instrument is 10 items (e.g., I learn from my mistakes) and measured on a 5-point Likert scale (e.g., 1=not at all like me and 5=very much like me). The scale was extensively validated through intensive, multi-stage development and validation process that included focus groups, cognitive interviews, and national field tests with a diverse set of young people (Morton et al., 2019).

Data Collection
Qualitative data from the pilot study was collected via Google Forms survey, while quantitative data was collected using an embedded Qualtrics survey. Qualitative pilot data was analyzed using a combination of thematic coding and rapid qualitative analysis.
Quantitative data was extracted using SAS software and Microsoft Excel. Due to sample size restrictions, robust statistical measures could not be conducted.

**Results**

**Phase 1: Exploratory**

*Focus Groups*

The youth in the first focus group indicated that they use smartphone apps and that they would be willing to use a mobile application that would connect them with community resources. Youth were particularly interested in participating if they received compensation for doing so. It was important that a mobile application was easy to use, and included features that felt young and fun. Youth explicitly requested that all features were made expressly for housing insecure or homeless young people (e.g., activities are targeted towards the youth). The participants also noted that they wanted some way to track their progress and have something to show employers or landlords. Additionally, youth wanted a way to connect with other housing insecure or homeless youth in the New Haven area. It was noted that the intervention should also be available on a web-based application in case youth did not have access to a smartphone. Several more focus groups were conducted that focused on refining app features. No new information was generated in subsequent focus groups.
**DreamKit web-based application**

While having a functional mobile application to use during the pilot was the original goal, our timeline did not allow for full mobile app development. Instead, based on youth feedback, a web-based application was created. The DreamKit application opens up to a dashboard that welcomes users (Figure 3). They are then directed to fill out a demographic survey before starting. Once the survey is completed, users are then advised to read the DreamKit privacy policy. Users can then see the list of activities available for completion. They can choose to see “All Events,” “Professional,” “Educational,” or “Personal” activities. Depending on which the user clicks, events are filtered into a list. Clicking on an activity will take users to a page that contains a “Proceed to Activity” button, the activity description, timeframe during which the activity can be accessed (only applicable to activities that occur in-person), skills associated with the activity, and a link to the feedback form that reminds users they must fill it out to receive payment. There is also a reminder to fill out the demographic survey if users have not already done so.
Phase 2: Pilot

Over the course of the pilot study, over 1200 activities were completed by 42 participants, and over $6000 worth of gift cards were distributed among users.

Feedback Form

Of all available activities, the most popular and well-received were Depression 101, How to Cook White Rice, Surviving Sudden Income Loss, Understanding Your Mental Health, and How to Say No. Throughout the 8 months, feedback was collected and DreamKit staff updated activities. Youth reported learning a variety of skills; among the top five were critical thinking, problem solving, emotional intelligence, task planning, and financial literacy (for a full list of self-reported learning skills, see Appendix B). The feedback form also suggested high fidelity of activities. DreamKit users self-reported learning skills that were similar to the assigned skills for each activity.

Youth had overwhelmingly positive things to say when asked what they thought of DreamKit activities. One youth reported,

“I honestly learned a lot from this article. It was an eye opener to think about why people act the way they do. Very interesting how there are so many different names for feelings that people are having in the way they live life. It makes me want to keep hearing about it because [it] can be your friend or someone you know feeling this way” ~ Aiida (Activity: The Gender Spectrum).

Usability Testing

As participants were using DreamKit and submitting feedback, users noted that DreamKit features were intuitive and easy to use, but also expressed a desire for more personalized dashboards where they could easily track their progress by looking at a single page that
would auto-populate as they completed activities. Users also gave feedback on what activities they wanted to see moving forward. The most highly requested activity topics were managing finance and employment (which included finding housing), hobbies (e.g., art and sports), understanding mental health and emotions, the environment (e.g., nature, animals, things to do outdoors), and cooking. Users also expressed excitement for the forthcoming DreamKit mobile phone application.

**Health measures and behavior**

Health measures were collected upon enrollment in DreamKit to give a snapshot of what our users were experiencing and inform DreamKit programming moving forward. Upon enrollment, the most commonly reported housing situation was “unsheltered.” Twenty-eight youth had experienced sleeping outside, in a vehicle, or somewhere not meant for sleeping over the past 30 days. Twenty-six youth had couch-surfed in the same time frame, and sixteen had slept at a shelter. Youth could report multiple sleeping situations and many had experienced three or more different sleeping situations. Youth also reported the reason for their episode of homelessness. The two most prominent causes were recent job loss or inability to find a job (25 users) and inability to pay rent (21 users). Again, users could select multiple reasons for their experience of homelessness. All users reported an interest in DreamKit activities targeted towards ending their period of housing instability.

In terms of income, about half of youth reported that they currently did not receive any income from any source. Ten users reported income from employment (part-time or full-time) and the rest reported getting money from sources that were not employment
(including stipends, disability, panhandling, friends, etc.). Users reported a high interest in activities related to financial health—how to apply for benefits, how to manage money, etc.

When it comes to whether or not youth have jobs, the answer is largely no. While desire for employment is high (34 users reported wanting a job, or wanting a new job), DreamKit users have low levels of employment. Twenty-five users do not have employment and are actively seeking it, and ten do not have employment and are not actively seeking it but still express a desire to be working. For those who were employed, the most commonly reported workplaces were McDonald’s and Amazon.

Educational attainment data showed that all participants had at least some high school, with the majority having at least a high school diploma. Three participants reported attaining at least some college. However, when it came to actually going to school, no participant was currently attending. Two people were enrolled in college, but not going to classes. All but one individual was interested in seeing more activities related to education.

DreamKit also collected data on mental health. Users reported generally good mental health as measured by the instrument used. A majority of users reported feeling happy and interested in life most days. A similar number of users also reported that they felt as if they belonged to a community, whether that be a social group, their school, or their neighborhood. All but one user expressed interest in DreamKit activities covering topics related to mental health. Data on youth resilience, linked to mental health, was also
collected. DreamKit users reported high levels of resilience, expressing beliefs that things would turn out okay no matter what, that they learn from their mistakes, and they do a good job of handling problems in their lives. About half of users reported wanting more activities targeted at developing their resilience.

**Discussion**

DreamKit is one of the first apps to document that housing-insecure youth are willing to use an app that provides financial incentives to engage with activities that teach skills to help youth escalate out of homelessness. In this paper we document the iterative process used to develop an app for housing-insecure youth, as well as describe the initial pilot study to test feasibility of the application. This pilot study showed that the application is not only feasible, but also indicated areas of improvement in order to develop an ideal app for this population.

**Principal Findings**

Chief among our findings is that youth are excited about the idea of a mobile intervention to help them escalate out of their episode of homelessness. Youth enjoy participating in activities and want to continue engaging with the intervention. This was demonstrated by consistent use among users and positive feedback received through the feedback forms. Informal chats with youth further confirmed that youth are excited by DreamKit.

Our findings also demonstrate that our users are acquiring skills that employers want to see. According to Curtin (2020), employers want to see youth to show adept skills in
problem solving, critical thinking, creativity, coordinating with others and emotional intelligence. Results from the feedback form show that the top skills youth are learning are critical thinking, and problem solving. Communication and emotional intelligence are the third and fourth most common. We can confidently say that DreamKit users are learning skills that will equip them to gain employment. This shows promise for DreamKit’s future; as we scale and grow, we can foster partnerships with local employers and show that we are equipping our youth with the skills they want, which will hopefully lead to more DreamKit users gaining employment.

The data we collected on the varying health measures also shows promise for the continuing positive impact that DreamKit is having on our users. Our data shows that DreamKit users in New Haven are unsheltered and jobless. This indicates that DreamKit has the potential to fill a very real gap in services. If DreamKit users are jobless and without income, we are well placed to provide them with income and help them upskill into employment.

Our data also demonstrates that our users either do not have jobs or are actively seeking new employment. Youth express a high interest in activities related to job-seeking, which indicates that youth really do want to be working, despite the stigmatizing social story that has been constructed about homeless populations. DreamKit has the opportunity to connect youth with local businesses, thereby building a streamlined connection between local businesses and homeless youth which could lower the level of stigma youth face when seeking employment.
Furthermore, no participants were enrolled in any type of educational program, despite the majority of them only having achieved some high school at a minimum or a GED at maximum. This supports the thought that youth are too busy pursuing basic needs—food and shelter—and do not have the time to engage in behaviors that will make seeking employment easier (e.g., education). Interest in activities that help youth get back into education again indicates that youth want to continue learning and improving.

For other measures we collected data on, youth overall reported having generally good mental health, social connections, and resilience. While DreamKit does not seek to improve these measures directly, good mental health and hygiene both have the potential to improve job prospects among unstably housed youth.

Limitations

Of course, there are several limitations to this work. One is surrounding questions of generalizability; this study was done in the greater New Haven area and preliminary results may not generalize to youth across the country. Another is we did not independently verify that youth were homeless (per HUD’s definition) before enrolling them in our program. In an effort to be as low-barrier as possible, we relied exclusively on self-reported housing status. Additionally, minimal checks were in place to ensure that youth were faithfully completing activities. The feedback from was designed to make it difficult to fill out without having done the activity, but it was not perfect. Additionally, our analyses did not include any investigation of dose effect, and did not have the power to complete robust statistical analyses. Further work should be done to explore causal relationships between DreamKit use and improvement across selected domains.
Recommendations for Future Work

Based on these findings, I recommend several ways in which DreamKit can improve in future work. Youth largely enjoy using DreamKit on the front-end. To give a more seamless experience, DreamKit should focus on streamlining data collection methods. This will allow for assessment of causality and provide a more solid foundation for claiming the DreamKit is directly affecting employment levels among its users. Future work could also explore a dose effect among high and low utilizing members. Users also requested a dashboard where they could view their progress; incorporation of such a dashboard will aid DreamKit in proving its value to people and systems like landlords and employers.
References


Appendix A: List of Skills Assigned to DreamKit Activities

1. Financial literacy
2. Task planning
3. Problem solving
4. Responsibility
5. Self-motivation
6. Stress management
7. Leadership
8. Emotional intelligence
9. Self-help
10. Self-regulation
11. Health
12. Cooking
13. Decision making
14. Critical thinking
15. Creativity
16. Communication
17. Professional development
18. Leadership
19. Community awareness
20. Grit
21. Proactivity
22. Self-control
23. Adaptability
24. Zoom
25. Mindfulness
26. Honesty
Appendix B: Self-Reported Learned Skills

1. Adaptability
2. Communication
3. Community building
4. Coping skills
5. Creativity
6. Critical thinking
7. Cultural competency
8. Curiosity
9. Emotional intelligence
10. Empathy
11. Financial literacy
12. Goal Setting
13. Independent living skills
14. Interpersonal skills
15. Mental hygiene
16. Mindfulness
17. Motivation
18. Nutritional literacy
19. Openness
20. Parenting Skills
21. Perseverance
22. Personal Development
23. Physical health
24. Problem solving
25. Professional development
26. Resilience
27. Resource navigation
28. Resourcefulness
29. Responsibility
30. Self-awareness
31. Self-care
32. Self-control
33. Self-efficacy
34. Social skills
35. Task planning
Appendix C: DreamKit Enrollment Survey

Q1 By completing this survey, you agree that you are under 25 and either currently experiencing or at risk of unstable housing.

- Yes (1)

Q3 Name or nickname

Q4 Birthday

Q5 What's your zipcode?

Q6 What neighborhood are you from?

Q7 What type of phone do you have?

- iPhone (1)
- Android (2)
- Other (3)
- I don't have a phone (4)

Q8 Phone number

Q9 Email (this is the email we will use to send you an e-gift card for completing DreamKit activities)

Q82 In general, would you say that your health is excellent, very good, good, fair, or poor?

- Excellent (1)
- Very Good (2)
- Good (3)
- Fair (4)
- Poor (5)
Q11 Thinking about the last 30 days, have you experienced any of the following sleeping situations because you didn’t have a safe or permanent place to stay? (Select ALL that apply)

☐ Sleeping outside, in a vehicle, or somewhere not meant for sleeping (for example: park, abandoned building, 24-hour restaurant, retail space, etc.)

☐ Sleeping in a hotel, motel, or hostel

☐ Sleeping in an emergency or homelessness shelter

☐ Couch surfing or staying at someone else’s place temporarily

☐ Sleeping anywhere BECAUSE you didn’t have a safe or permanent place to stay (for example: an emergency room, jail, or detention center)

☒ None of the above; I have not experienced any housing instability in the past 30 days.

☒ Don’t know

☒ Refuse to answer

**Skip To: Q12 If Thinking about the last 30 days, have you experienced any of the following sleeping situations be... != Sleeping outside, in a vehicle, or somewhere not meant for sleeping (for example: park, abandoned building, 24-hour restaurant, retail space, etc.)**

---

Q13 When you were in an unsheltered location (for example: outside, in a vehicle, somewhere not meant for sleeping), did you try to receive assistance through 2-1-1?

☐ Yes (1)

☐ No (2)

**Skip To: Q15 If When you were in an unsheltered location (for example: outside, in a vehicle, somewhere not meant... = No**
Q14 Why were you not admitted to the shelter?

- Shelter was full/I was wait listed
- I was ineligible
- I don’t know
- Other (please specify)

Skip To: Q16 If Why were you not admitted to the shelter? = Shelter was full/I was wait listed
Skip To: Q16 If Why were you not admitted to the shelter? = I was ineligible
Skip To: Q16 If Why were you not admitted to the shelter? = I don’t know
Skip To: Q16 If Condition: Other (please specify) Is Not Empty. Skip To: What do you feel led to you being uns....
Q15 When you were in an unsheltered location, why didn't you seek assistance at a shelter?

- [ ] Shelter was full
- [ ] Did not want others to know I was homeless
- [ ] Did not know shelters were available to me
- [ ] Was told I did not need shelter
- [ ] Did not feel safe
- [ ] Felt as if I could make it on my own
- [ ] Did not have a local shelter for my age
- [ ] Shelter doesn't allow pets
- [ ] Would have to split from my partner
- [ ] Prior bad experience
- [ ] Afraid of DCF involvement
- [ ] Had no transportation to shelter
- [ ] Other (Please specify)

- [ ] ☒ Refuse to answer
Q12 Were you staying in any of those locations with a parent or guardian?

- [ ] Yes
- [ ] No
- [ ] Don't know
- [ ] Refuse to answer
Q16 What do you feel led to you being unstably housed?

- Couldn't find/lost job
- Conflict or problem with family/people you live with
- Being physically abused or beaten
- Couldn't pay rent
- Sex work, human trafficking or something similar
- Aged out of Foster Care/DCF
- Loss or reduction of benefits (food stamps, welfare, etc.)
- Eviction or at risk of eviction
- Family violence
- Violence from a boyfriend, girlfriend, significant other, or friend
- Someone I live with asked me to leave
- Because I'm pregnant or had a child
- Had to leave because of my gender identity or sexual identity
- Released from prison/jail
- Released from hospital
- Household breakup/death in household
☐ Injury/illness
☐ Release from mental health treatment facility
☐ Foreclosure of rented or owned property
☐ Drug/alcohol use
☐ Other (Please specify)
________________________________________________
☐ Refuse to answer

Q17 How many times have you not had a place to stay in the last 3 years and you needed to stay at a shelter, in your car, at a bus station, in an alleyway or anything like that?

☐ Three or fewer times (1)
☐ Four or more times (2)
☐ Don’t know (3)
☐ Refuse to answer (4)

Q18 How many total months were you in that situation?

☐ 12 or fewer months (Specify # of months) (1)

☐ More than 12 months (2)
☐ Don’t know (3)
☐ Refuse to answer (4)
Q80 I am interested in DreamKit activities related to housing

☐ Yes (1)

☐ No (2)

Q31 Do you have a job?

☐ Yes (1)

☐ No (2)

☐ I don’t know (3)

☐ Refuse to answer (4)

Skip To: Q24 If Do you have a job? != Yes

Q32 Where do you work?

___________________________________

Q24 LAST WEEK, did you work for pay at a job, even if it was for only one hour?

☐ Yes (1)

☐ No (2)

☐ Don’t know (3)

☐ Refuse to answer (4)

Skip To: Q28 If LAST WEEK, did you work for pay at a job, even if it was for only one hour? = Yes
Q25 LAST WEEK, were you temporarily absent from a job?

- Yes, on vacation, temporary illness, parental leave, other family/personal reasons, bad weather, etc. (1)
- No (2)
- Don't know (3)
- Refuse to answer (4)

Skip To: Q28 If LAST WEEK, were you temporarily absent from a job? = Yes, on vacation, temporary illness, parental leave, other family/personal reasons, bad weather, etc.

Q26 During the LAST 4 WEEKS, have you been actively looking for work? (For example, applying or searching for jobs)

- Yes (1)
- No (2)
- Don't know (3)
- Refuse to answer (4)

Q27 LAST WEEK, could you have started a job if offered one?

- Yes, could have gone to work (1)
- No, because of temporary illness (2)
- No, for any other reason (3)

Skip To: Q29 If LAST WEEK, could you have started a job if offered one? = Yes, could have gone to work
Skip To: Q29 If LAST WEEK, could you have started a job if offered one? = No, because of temporary illness
Skip To: Q29 If LAST WEEK, could you have started a job if offered one? = No, for any other reason
Q28 How many hours do you USUALLY work each week? (A rough estimate is fine)

- 30 hours per week or more (1)
- 15-29 hours per week (2)
- 5-14 hours per week (3)
- Less than 5 hours per week (4)
- Seasonal (5)
- Don’t know (6)
- Refuse to answer (7)

Skip To: Q30 If How many hours do you USUALLY work each week? (A rough estimate is fine) = 30 hours per week or more

Q29 Do you want a full-time job right now? (Full-time means working at least 30 hours per week)

- Yes (1)
- No (2)
- Don’t know (3)
- Refuse to answer (4)
Q30 Please think about your current or most recent job activity. Describe your main job last week. If you had more than one job, describe the one at which you worked the most hours. If you didn't have a job last week, describe your LAST job.

- For-profit organization (For example, food service or retail) (1)
- Non-profit organization (For example, DreamKit) (2)
- Local government (for example, city or county school district) (3)
- State government (4)
- Active duty U.S. Armed Forces or Commissioned Corps (5)
- Federal government civilian employee (6)
- Worked without pay in a for-profit family business (for example, a family restaurant) (7)
- Never had a job (8)
- Don’t know (9)
- Refuse to answer (10)

Q33 My biggest barrier to employment is...

Q34 I feel prepared to do a job well

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)
Q35 I trust the people I work with

○ Strongly agree (1)
○ Somewhat agree (2)
○ Neither agree nor disagree (3)
○ Somewhat disagree (4)
○ Strongly disagree (5)
○ I don’t have a job (6)

Q39 I am interested in DreamKit activities related to employment

○ Yes (1)
○ No (2)

Q19 Do you currently receive income from any source?

○ No (1)
○ Yes (2)
○ Don’t know (3)
○ Refuse to answer (4)

*Skip To: End of Block If Do you currently receive income from any source? = No*
Q20 Do you currently receive earned income from a job or business? (In other words, income from employment, such as wages or salary)

- No  (1)
- Yes  (2)
- Don't know  (3)
- Refuse to answer  (4)

Skip To: Q22 If Do you currently receive earned income from a job or business? (In other words, income from employment, such as wages or salary) = No

Q21 What is the current amount of money you receive monthly from earned income? (If too difficult to answer, you can give the amount of money received LAST month, as well as you can remember)

Q22 Do you currently receive income from any other source? (For example: from public assistance, stipends, disability, panhandling, friends or family, etc.)

- No  (1)
- Yes  (2)
- Don't know  (3)
- Refuse to answer  (4)

Skip To: End of Block If Do you currently receive income from any other source? (For example: from public assistance, stipends, disability, panhandling, friends or family, etc.) = No

Q23 What is the current amount of money you receive monthly from other sources?

Q79 I am interested in DreamKit activities related to financial health

- Yes  (1)
- No  (2)
Q36 What is your highest level of education?

- Less than high school (1)
- Some high school (2)
- High school diploma (3)
- Some college (4)
- Graduated college (5)
- Some graduate school (6)
- Graduated masters or doctoral program (7)
- Don't know (8)
- Refuse to answer (9)

Q37 Which of the following BEST describes your education status right now?

- Not currently enrolled in any school or educational course (1)
- Currently enrolled but NOT attending regularly (when the school or course is in session) (2)
- Currently enrolled and attending regularly (when school or course is in session) (3)

Skip To: Q76 If Which of the following BEST describes your education status right now? = Not currently enrolled in any school or educational course

Q42 What school do you go to?

________________________________________________________________

Q43 What program/grade are you in?

________________________________________________________________
Q44 I trust my friends at school

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)
- I don’t go to school (6)

Q76 I am confident academically

- Strongly agree (11)
- Somewhat agree (12)
- Neither agree nor disagree (13)
- Somewhat disagree (14)
- Strongly disagree (15)

Q45 I am interested in DreamKit activities related to education

- Yes (1)
- No (2)
Q46 My main form of transportation is

- Walking (1)
- Bus (2)
- Car (3)
- Other (please specify) (4) ________________________________________________

Q47 I always have enough money for transportation

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q48 Lack of transportation has been the reason I've missed meetings before (job interviews, doctor's appointments, etc.)

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q83 Please read the following several statements that people have made about their food situation. For these statements, please tell mark whether the statement was often true, sometimes true, or never true for you or your household in the last 12 months.
Q51 In the last 12 months, the food I bought just didn't last, and I didn’t have money to buy more

- Often true (1)
- Sometimes true (2)
- Never true (3)
- Don’t know (4)

Q49 In the last 12 months, I couldn't afford to eat balanced meals

- Often true (1)
- Sometimes true (2)
- Never true (3)
- Don’t know (4)

Q52 In the last 12 months, did you or anyone in your household ever cut the size of your meals or skip meals because there wasn’t enough money for food?

- Yes (1)
- No (2)
- Don’t know (4)

Skip To: Q85 If In the last 12 months, did you or anyone in your household ever cut the size of your meals or ski... != Yes
Q84 How often did this happen—almost every month, some months but not every month, or in only 1 or 2 months?

- Every month (1)
- Some months but not every month (2)
- Only 1 or 2 months (3)
- Don’t know (4)

Q85 In the last 12 months, did you ever eat less than you felt you should because there wasn’t enough money for food?

- Yes (1)
- No (2)
- Don’t know (3)

Q86 In the last 12 months, were you every hungry but didn’t eat because there wasn’t enough money for food?

- Yes (1)
- No (2)
- Don’t know (3)

Q53 I have used the emergency room as a source of food or shelter in the last 12 months

- Yes (1)
- No (2)
- Don’t know (3)
- Refuse to answer (4)
Q54 The last time I went to the doctor was because...

Q55 I feel in control of my physical health

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q56 I feel capable of controlling my emotions

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q57 I feel comfortable in new environments

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)
Q58 I trust the people I know

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)
Q59 Right now, what do you need to improve your well-being? (check all that apply)

- Birth certificate (1)
- Birth control/condoms (2)
- Counseling/Mental health services (3)
- Drug/alcohol treatment (4)
- Education/help with school (5)
- Employment/career help (6)
- Financial assistance (7)
- Food (8)
- Help with being able to go back home (9)
- Help with name change documents (10)
- Help with a physical or learning disability (11)
- Hygiene products (12)
- I.D. card (13)
- Immigration assistance for myself (14)
- Immigration assistance for a parent (15)
- Language classes (16)
☐ Legal help (17)
☐ Medical services (18)
☐ Place to live short-term (19)
☐ Place to shower (20)
☐ Place to do laundry (21)
☐ Place to live long-term (22)
☐ Transportation (23)
☐ Other (please specify) (24)

Q61 I am interested in DreamKit activities related to female hygiene
   ○ Yes (1)
   ○ No (2)

Q78 I am interested in DreamKit activities related to food and healthy eating
   ○ Yes (1)
   ○ No (2)

Q62 I have a form of identification (State ID, passport)
   ○ Yes (1)
   ○ No (2)
   ○ I don't know (3)
Q63 I have a social security card
   ○ Yes (1)
   ○ No (2)
   ○ I don’t know (3)

Q64 I am eligible for food stamps
   ○ Yes (1)
   ○ No (2)
   ○ I don’t know (3)

Q65 I am enrolled in food stamps
   ○ Yes (1)
   ○ No (2)
   ○ I don’t know (3)

Q66 I am eligible for Husky Health
   ○ Yes (1)
   ○ No (2)
   ○ I don’t know (3)
Q67 I am enrolled in Husky Health
   - Yes (1)
   - No (2)
   - I don’t know (3)

Q68 I know how to budget my money
   - Strongly agree (1)
   - Somewhat agree (2)
   - Neither agree nor disagree (3)
   - Somewhat disagree (4)
   - Strongly disagree (5)

Q77 I am interested in DreamKit activities related to getting basic necessities
   - Yes (1)
   - No (2)
Q70 We are interested in how you feel about the following statements. Please answer as honestly as you can. Q69 Please read each statement carefully. Using the options provided, indicate how much or how little each statement feels like you.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all like me (1)</th>
<th>A little like me (2)</th>
<th>Sort of like me (3)</th>
<th>A lot like me (4)</th>
<th>Very much like me (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are people in my life who encourage me to do my best (1)</td>
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<td>I have someone who I can share my feelings and ideas with (2)</td>
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<td>I have someone in my life who I look up to (3)</td>
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<td>I have someone in my life who doesn't judge me (4)</td>
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<td>I feel lonely (5)</td>
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<td>I have someone I can count on for help when I need it (6)</td>
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<td>I have someone who supports me in developing my interests and strengths (7)</td>
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<td>I have a friend or family member to spend time with on holidays and special occasions (8)</td>
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<tr>
<td>I know for sure that someone really cares about me (9)</td>
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<tr>
<td>Statement</td>
<td>10</td>
<td>11</td>
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<tr>
<td>I have someone in my life who is proud of me</td>
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<td>There is an adult family member who is there for me when I need them</td>
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<td>for example, my birth or adoptive parent, spouse, adult sibling,</td>
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<td>extended family member, legal guardian, non-biological chosen family)</td>
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<td>There is an adult, other than a family member, who is there for me</td>
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<tr>
<td>when I need them (12)</td>
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<td>I have friends who stand by me during hard times</td>
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<td>I feel that no one loves me</td>
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<td>My spiritual or religious beliefs give me hope when bad things happen</td>
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<tr>
<td>I try to help other people when I can</td>
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</tbody>
</table>
I do things to make the world a better place, like volunteering, recycling, or community service (17)

Q73 I am interested in DreamKit activities related to social connections

☐ Yes (1)

☐ No (2)
Q71 Please read each statement carefully. During the past month, please indicate how often you felt this way. Give the best answer you can for each.
<table>
<thead>
<tr>
<th></th>
<th>Never (1)</th>
<th>Once or twice (2)</th>
<th>About once a week (3)</th>
<th>2 or 3 times per week (4)</th>
<th>Almost every day (5)</th>
<th>Every day (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy (1)</td>
<td></td>
<td></td>
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<tr>
<td>Interested in life (2)</td>
<td></td>
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<tr>
<td>Satisfied with life (3)</td>
<td></td>
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<tr>
<td>That you had something important to contribute to society (4)</td>
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<tr>
<td>That you belonged to a community (like a social group, your school, or your neighborhood) (5)</td>
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<tr>
<td>That our society is becoming a better place for people like you (6)</td>
<td></td>
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<tr>
<td>That people are basically good (7)</td>
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<tr>
<td>That the way our society works makes sense to you (8)</td>
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<tr>
<td>That you liked most parts of your personality (9)</td>
<td></td>
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<tr>
<td>Good at managing responsibilities of your daily life (10)</td>
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<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td></td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>That you had warm and trusting relationships with others</td>
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<tr>
<td>That you had experiences that challenged you to grow and become a better person</td>
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<tr>
<td>Confident to think or express your own ideas and opinions</td>
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<tr>
<td>That your life has a sense of direction or meaning to it</td>
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<td></td>
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</tbody>
</table>

Q74 I am interested in DreamKit activities related to mental health

- ○ Yes (1)
- ○ No (2)
Q72 Read each statement carefully. Using the options provided, indicate how much or how little each statement feels to you.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not at all like me (1)</th>
<th>A little like me (2)</th>
<th>Sort of like me (3)</th>
<th>A lot like me (4)</th>
<th>Very much like me (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learn from my mistakes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(1)</td>
<td></td>
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<tr>
<td>I believe I will be okay even when bad things happen</td>
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<tr>
<td>(2)</td>
<td></td>
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<tr>
<td>I do a good job of handling problems in my life</td>
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<tr>
<td>(3)</td>
<td></td>
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<tr>
<td>I try new things even if they are hard</td>
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<tr>
<td>(4)</td>
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<tr>
<td>When I have a problem, I come up with ways to solve it</td>
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<td>(5)</td>
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<tr>
<td>I give up when things get hard</td>
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<tr>
<td>(6)</td>
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<tr>
<td>I deal with my problems in a positive way (like asking for help)</td>
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<tr>
<td>(7)</td>
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<tr>
<td>I keep trying to solve problems even when things don't go my way</td>
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<tr>
<td>(8)</td>
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<tr>
<td>Failure just makes me try harder</td>
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<tr>
<td>(9)</td>
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<tr>
<td>No matter how bad things get, I know the future will be better</td>
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<tr>
<td>(10)</td>
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</tbody>
</table>
Q75 I am interested in DreamKit activities related to resiliency

- Yes (1)
- No (2)

Q81 What other kinds of activities would you like to see on DreamKit?