

Q 2: [If Q1 = 5 or greater] What specific strategies, including program design features or services, does the program use to develop coping skills?

Priority 4: Helping Youth Have a Sense of Self-Determination

Definition: Self-determination is the ability of a youth to think for himself or herself and to act on that ability. Strategies that help create a sense of self-determination can include program rules, other features of your program, or the specific services you provide that might help youth to think and act for themselves and to believe that they can chart their own course.

Q 1: On a scale of 1 to 10, how important is *creating a sense of self-determination* in the design of your program and the types of services it chooses to offer?

1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not important at all										Extremely important

Q 2: [If Q1 = 5 or greater] What specific strategies, including program design features or services, does the program use to help youth develop a sense of self-determination?

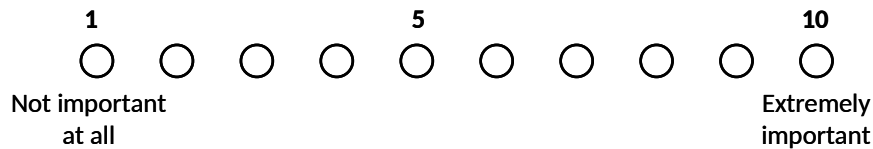
Priority 5: Helping Youth Develop Critical Thinking Skills

Definition: Critical thinking skills refer to a youth’s ability to use logic, analytic thinking, and reasoning to solve problems, make decisions, and attain achievements, including academic achievements. Strategies that help develop critical thinking skills can include program rules, other features of your program, or the specific services the program provides to help youth develop skills they need to be academically successful, or to help them to think logically, to problem-solve, and plan and set goals.

Priority 7: Helping Youth Develop Positive Social Behaviors

Definition: Positive social behaviors refer to the adoption of healthy beliefs and clear standards for behavior. Strategies that help create positive social behaviors can include program rules, other features of your program, or specific services you provide that help youth to develop clear standards for their behavior that reduce health risks (e.g., substance use and unprotected sexual activity) and encourage behaviors that will help them succeed in society (e.g., a strong work ethic and respect for others).

Q 1: On a scale of 1 to 10, how important is helping youth choose positive social behaviors in the design of your program and the types of services it chooses to offer?

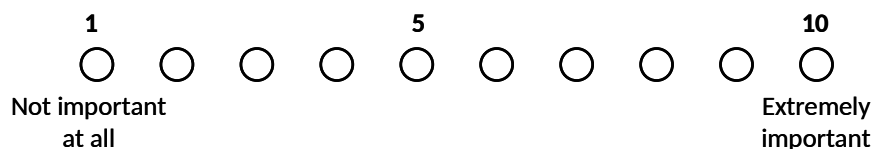


Q 2: [If Q1 = 5 or greater] What specific strategies, including program design features or services, does the program use to help youth develop positive social behaviors?

Priority 8: Helping Youth Develop Healthy Emotional Skills

Definition: Emotional skills refer to a youth’s ability to identify and respond to feelings and emotional reactions in him/herself and others. Strategies to help youth develop health emotional skills can include program rules, other features of your program, or specific services you provide that build and reinforce skills for identifying and managing one’s own feelings, understanding the feelings of others, controlling impulses, and tolerating frustration.

Q 1: On a scale of 1 to 10, how important is *developing healthy emotional skills* in the design of your program and the types of services it chooses to offer?



Q 2: [If Q1 = 5 or greater] What specific strategies, including program design features or services, does the program use to help youth develop healthy emotional skills?

Priority 9: Helping Youth Believe in the Future

Definition: Believing in the future refers to the ability of a young person to recognize his future potential, goals, options, choices, and long-range hopes. Strategies to help create a belief in the future can include features of the way you run your program or specific services you provide that help youth to develop a sense of hope and optimism regarding their future, a sense that they have options in life, and that, if they persevere, they can be successful.

Q 1: On a scale of 1 to 10, how important is *creating a belief in the future* in the design of your program and the types of services it chooses to offer?

1
5
10

 Not important at all Extremely important

Q 2: [If Q1 = 5 or greater] What specific strategies, including program design features or services, does the program use to encourage youth to believe in the future?

Priority 10: Helping Youth Develop Social Skills

Definition: Social skills refer to the ability of a young person to interact and communicate well with others. Strategies to help develop social skills can include program rules, other features of your program, or specific services you provide that help youth to develop communication and other interpersonal skills such as how to be confident, how to resist pressure, and how to resolve conflicts.

Q 1: On a scale of 1 to 10, how important is *developing social skills* in the design of your program and the types of services it chooses to offer?

1
5
10

 Not important at all Extremely important

Q 2: [If Q1 = 5 or greater] What specific strategies, including program design features or services, does the program use to help youth develop social skills?

Priority 11: Providing Opportunities for Youth to Have Positive Social Involvement

Definition: Positive social involvement means that youth have access to events and activities across different social settings in which they can participate in positive ways. Strategies for providing opportunities for positive social involvement can include features of your program or specific services you provide that provide youth with opportunities that allow them to participate actively at school, with peers, in neighborhood or community groups, or with family.

Q 1: On a scale of 1 to 10, how important is offering youth *opportunities for positive social involvement* in the design of your program and the types of services it chooses to offer?

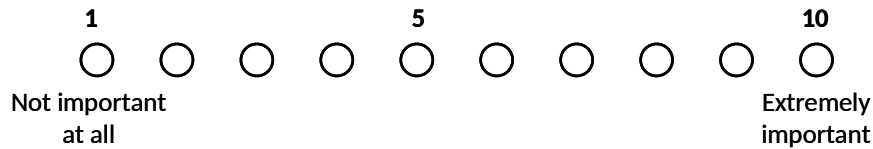
1				5					10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not important at all									Extremely important

Q 2: [If Q1 = 5 or greater] What specific strategies, including program design features or services, does the program use to provide youth with opportunities for positive social involvement?

Priority 12: Helping Youth Develop Behavioral Skills

Definition: Behavioral skills refer to a youth’s ability to effectively act through nonverbal (e.g., facial expressions, style of dress, and gestures), as well as verbal methods. Strategies to help develop a young person’s behavioral skills can include features of your program or specific services you provide that build and reinforce behavioral skills.

Q 1: On a scale of 1 to 10, how important is *developing behavioral skills* in the design of your program and the types of services it chooses to offer?

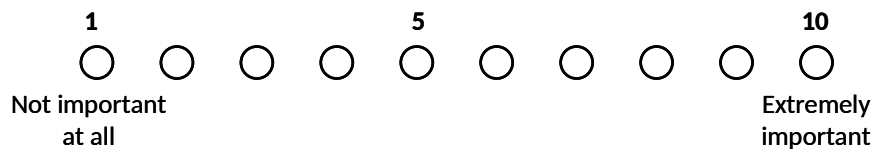


Q 2: **[If Q1 = 5 or greater]** What specific strategies, including program design features and/or services, does the program use to help youth develop behavioral skills?

Priority 13: Helping Youth Develop a Sense of Spirituality

Definition: A sense of spirituality can refer to both religious and non-religious forms of spiritual practice. Strategies that help create a youth’s sense of spirituality can include features of your program or specific services you provide that support youth in exploring a spiritual belief system or their spiritual identity, or encourage internal reflection or meditation, or a belief in a higher power.

Q 1: On a scale of 1 to 10, how important is *creating a sense of spirituality* in the design of your program and the types of services it chooses to offer?



Q 2: **[If Q1 = 5 or greater]** What specific strategies, including program design features or services, does the program use to create a sense of spirituality in youth?

Attachment J2 – Survey of Youth Development Priorities

Q31: Looking across all 15 priorities (see list below), please rank your program's top 3 priorities.

Objective #1:

Objective #2:

Objective #3:

Priority 1: Helping Youth Bond with Others

Priority 2: Helping Youth Develop a Sense of Empowerment

Priority 3: Helping Youth Develop Coping Skills

Priority 4: Helping Youth Have a Sense of Self-Determination

Priority 5: Helping Youth Develop Critical Thinking Skills

Priority 6: Helping Youth Develop a Clear and Positive Identity

Priority 7: Helping Youth Develop Positive Social Behaviors

Priority 8: Helping Youth Develop Healthy Emotional Skills

Priority 9: Helping Youth Believe in the Future

Priority 10: Helping Youth Develop Social Skills

Priority 11: Providing Opportunities for Youth to Have Positive Social Involvement

Priority 12: Helping Youth Develop Behavioral Skills

Priority 13: Helping Youth Develop a Sense of Spirituality

Priority 14: Recognizing the Positive Behavior of Youth

Priority 15: Helping Youth Develop Moral Skills

Thank you for taking the time to complete this survey.