Survey of Youth Development Priorities

Thank you for taking the time to complete this survey. This survey is intended for research purposes **ONLY**. The information you share will help us to better understand how TLPs work with youth. The information reported is strictly confidential and will in no way affect HHS's view of your program's performance. The responses to the survey will be kept anonymous: neither the respondent nor the agency will be identified by name when we report findings from the study.

The design of Transitional Living Programs (TLP) varies considerably from program to program, particularly with regard to specific program priorities and the degree of emphasis that is placed upon them. The purpose of this survey is to understand your program's priorities for developing youth and how you work to achieve them. This survey focuses on 15 program priorities that may be more or less important to particular TLP programs. Not all programs pursue each priority, and programs vary significantly in the amount of emphasis they place on any given priority and the strategies used to pursue it. For example, programs may use specific program design features (such as program rules, youth development plans, and the provision of privileges) or they may provide particular types of services to promote the program's key priorities.

For each priority, the survey asks two questions: (1) how important is the priority to your program and (2) what strategies do you use to pursue it. Please be as specific as possible in describing the features of your TLP program or the specific services you provide that are designed to achieve the program priorities. There are no "right" or "wrong" answers to these questions. We simply want to understand your program's priorities and how you are pursuing them.

Priority 1: Helping Youth Bond with Others

Definition: Bonding is the emotional attachment and commitment a youth makes to relationships with other people. Strategies that encourage bonding can include program rules, other features of your program, or the specific services the program provides that might help youth build healthy relationships with staff, peers, family members, and other members of the community.

Q 1: On a scale of 1 to 10, how important is helping youth bond with others, in the design of your program and the types of services it chooses to offer?

1				5					10
0	0	0	0	0	0	0	0	0	0
Not importar	nt							E:	xtremely
at all								in	nportant

Q 2: [If Q1 = 5 or greater] What specific strategies, including program design features or services, does the program use to help youth build healthy relationships with other people?
Priority 2: Helping Youth Develop a Sense of Empowerment
Definition: Empowerment is the belief a youth has (whether or not accurate) that he or she can achieve desired goals through his or her own actions. Strategies that help create a sense of empowerment can include program rules, other features of your program, or the specific services the program provides that might help youth to feel that they are capable of achieving goals that they set for themselves.
Q 1: On a scale of 1 to 10, how important is <i>creating a sense of empowerment</i> 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 create a sense of empowerment?
Priority 3: Helping Youth Develop Coping Skills
Definition: Coping skills help youth adapt to stressful events and change. Strategies that encourage coping skills can include program rules, other features of your program, or the specific services the program provides that might help youth to develop successful coping strategies (for example, behaviors or ways of thinking about things) that help them to succeed when facing difficult situations.
Q 1: On a scale of 1 to 10, how important is <i>developing coping skills</i> in the design of your program and the types of services it chooses to offer?
1 5 10 Not important Extremely important

Q 2: [If Q1 = 5 the program u					egies, ir	ncludin	g prog	ram de	sign fe	atures or	services, does
Priority 4: Hel	ping Youth	Have a	Sense	of Sel	f-Dete	rminati	ion				
Definition: Selfability. Strate features of you themselves an	gies that he ur program,	p crea	te a se specif	nse of ic servi	self-de ices yo	termin u provi	ation c de that	an incl	ude pr	ogram rul	
Q 1: On a scale program and t			-		_		e of sel	f-deter	minati	on in the	design of your
	1 O Not importa at all	O nt	0	0	5	0	0	0	Е	10 Cxtremely mportant	
Q 2: [If Q1 = 5 the program u			-		_				sign fe	atures or	services, does

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 acheivements. 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.

Q 1: On a scale program and the			-		-	_	ical thir	nking s	kills in	the desigr	n of your
	1 O Not importa at all	Oant	0	0	5	0	0	0		10 Oxtremely mportant	
Q 2: [If Q1 = 5 of the program us			-		_		g progi	ram de	sign fe	atures or	services, does
Priority 6: Help	oing Youth	Develo	op a Cle	ear and	l Positi	ve Idei	ntity				
Definition: The acknowledge h groups of peopyou run your p groups or othe	nis own per ole. Strateg rogram or	rsonal a gies to l specific	nttribut help cro servic	es, skil eate a es you	ls, and clear a provid	abilitiend posi	es, and itive ide help yo	his rela entity o outh to	ationsh can inc identi	ips to inst lude featu fy with the	itutions and res of the way eir racial/ethn
Q 1: On a scale program and th			-		•		r and p	ositive	identit	y in the de	esign of your
	1 O Not importa at all		0	0	5	0	0	0	E	10 Cxtremely mportant	
Q 2: [If Q1 = 5 the program us			-		_			ram de	sign fe	atures or	services, does

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 behavior s 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).

behaviors that will help them succeed in society (e.g., a strong work ethic and respect for of	thers).
Q 1: On a scale of 1 to 10, how important is helping youth choose positive social behaviors i of your program and the types of services it chooses to offer?	n the design
1 5 10 Not important at all Extremely important	
Q 2: [If Q1 = 5 or greater] What specific strategies, including program design features or ser the program use to help youth develop positive social behaviors?	vices, does
Priority 8: Helping Youth Develop Healthy Emotional Skills	
Definition: Emotional skills refer to a youth's ability to identify and respond to feelings and e reactions in him/herself and others. Strategies to help youth develop health emotional skill program rules, other features of your program, or specific services you provide that build ar skills for identifying and managing one's own feelings, understanding the feelings of others, impulses, and tolerating frustration.	ls can include nd reinforce
Q 1: On a scale of 1 to 10, how important is developing healthy emotional skills in the design program and the types of services it chooses to offer?	າ of your
1 5 10 Not important at all Extremely important	
Q 2: [If Q1 = 5 or greater] What specific strategies, including program design features or ser the program use to help youth develop healthy emotional skills?	vices, does

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
0	0	0	0	0	0	0	0	0	0
Not importa	ant							E:	xtremely
at all								ir	nportant

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?

ı			
ı			
ı			
ı			
ı			
ı			
ı			
ı			
ı			
ı			
ı			
ı			
ı			
ı			

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
(\bigcirc	0	0	0	0	0	0	0	0	0
Not im	porta	ant							E	xtremely
at	all								ir	nportant

the program use to help	youth c	ieveiop	SOCIAI	SKIIIS?						
Priority 11: Providing Op	portun	ities fo	r Yout	h to Ha	ave Pos	sitive S	ocial In	ıvolver	ment	
Definition: Positive social different social settings is opportunities for positive you provide that provide peers, in neighborhood of 1: On a scale of 1 to 10 in the design of your pro	n which e social youth or comn	they c involve with op nunity :	an partement opportur	ticipate can inc nities th , or wit	e in pos lude fe nat allo th famil	eatures w ther ly.	ays. St of you n to pa unities	rategie r progr rticipa for pos	es for provic ram or speci te actively a	ling fic services t school, with
1	0			5				O	10 Cxtremely mportant	
Q 2: [If Q1 = 5 or greate the program use to prov	_	-		_				_		rvices, does

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?

1	1 O Not importa at all		0	0	5	0	0	0	E	10 Extremely inportant		
Q 2: [If Q1 = 5 o does the progra	-		-		_			ram de	sign fe	atures an	d/or ser	vices,
Priority 13: Hel Definition: A se Strategies that services you pro encourage inte	nse of spir help creat ovide that	rituality e a you suppoi	can re th's se t youth	fer to I nse of n in exp	both re spiritua ploring	eligious ality ca a spirit	n inclu tual be	de feat lief sys	ures o	f your pro	gram oi	r specific
Q 1: On a scale and the types o			-		reating	a sens	e of spi	iritualit	y in th	e design o	of your p	orogram
ļ	1 O Not importa at all		0	0	5	0	0	0		10 Extremely Extremely		
Q 2: [If Q1 = 5 c the program us								ram de	sign fe	atures or	services	, does

Priority 14: Recognizing the Positive Behavior of Youth

Definition: Recognizing positive behavior refers to the positive responses of those around the young person to his/her desirable behaviors. Strategies for recognizing positive behavior can include the approaches used by the program to acknowledge, reinforce, or reward positive behavior demonstrated by youth.

by youth.	, ,	J			,			·				
Q 1: On a scal					cogniz	ing pos	sitive b	ehavio	r in the	e design o	of your p	rogram
	1 O Not importa		0	0	5	0	0	0	E	10 Extremely mportant		
Q 2: [If Q1 = 5 the program ι						ncludin	g prog	ram de	sign fe	atures oi	services	s, does
Priority 15: He Definition: Mo justice issues. program that rules and stan	oral skills re Strategies help youth	fer to a to help develo _l	youth' develo p a sens	s abilit op mor se of ri	y to as al skills ght an	can in	clude p	orogran	n rules	or other	feature	s of your
Q 1: On a scal					evelopi	ng mo	ral skill	s in the	e desig	n of your	progran	n and
	1 O Not import at all		0	0	5	0	0	0		10 Catremely Extremely		
Q 2: [If Q1 = 5 the program ι	_		-		_	ncludin	g prog	ram de	sign fe	atures oi	services	s, does

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.