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.

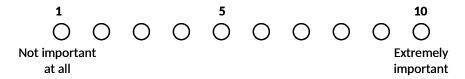
The design of Transitional Living Programs (TLP) varies considerably from program to program, particularly with regard to specific program priorities and the degree of emphasis that is placed upon them. The purpose of this survey is to understand your program's priorities for developing youth and how 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?



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 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									
<i>Definition</i> : 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	oing Youth	Have a	ı Sense	of Sel	f-Dete	minati	ion				
Definition: Self ability. Strateg features of you themselves an	gies that he ur program,	p crea or the	te a se specif	nse of ic servi	self-de ices yo	termin u provi	ation c	an incl	ude pr	ogram rul	es, other
Q 1: On a scale program and t			-		_		e of se	lf-deter	rminati	on in the	design of your
	1 O Not importa at all	O	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 t			-		-	•	ical thir	nking si	kills in	the desigr	n of your
	1 O Not import at all	O ant	0	0	5	0	0	0		10 Oxtremely mportant	
Q 2: [If Q1 = 5 the program u			-		_		g progi	ram de	sign fe	atures or	services, does
Priority 6: Hel	ping Youth	Develo	p a Cle	ear and	l Positi	ve Idei	ntity				
Definition: The acknowledge has groups of peopour run your paroups or other	his own per ple. Strateg program or	rsonal a gies to l specific	nttributo help cre servic	es, skil eate a es you	ls, and clear a provid	abilitie nd posi le that	es, and itive ide help yo	his rela entity o outh to	ationsh can inc identii	ips to inst lude featu fy with the	itutions and res of the wa eir racial/ethr
Q 1: On a scale program and t			•		•		r and po	ositive	identit	y in the de	esign of your
	1 O Not import: at all		0	0	5	0	0	0	E	10 Cxtremely mportant	
Q 2: [If Q1 = 5 the program u			-		_			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 succe	ed in socie	ety (e.g.	, a stro	ng wor	k ethic	and r	espect for	others).	
Q 1: On a scale of 1 to 1 of your program and the						oositive	e socia	al behavio	rs in the c	design
	0 (0		10 Catremely Extremely		
Q 2: [If Q1 = 5 or greate the program use to help						am des	sign fe	eatures or	services,	does
Priority 8: Helping Yout	l Davidson I	1 lub F		l cl:ll-						
Definition: Emotional sk reactions in him/herself program rules, other fea skills for identifying and impulses, and tolerating	ills refer to and others atures of you managing o	a youth's a . Strategie ur progran one's own	ability to es to hel n, or spe	o identi p yout ecific se	h deve ervices	lop hea	alth er ovide	notional s that build	kills can i	nclude force
Q 1: On a scale of 1 to 1 program and the types of				_	thy em	otiona	l skills	in the des	ign of yo	ur
1 O Not impor at all	O (0	5	0	0	0	E	10 Extremely mportant		
Q 2: [If Q1 = 5 or greate the program use to help	_		_		-	am des	sign fe	eatures or	services,	does
										5

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

	o youth (develop	social	skills?						
Priority 11: Providing C	pportur	ities fo	r Youtl	h to Ha	ave Pos	sitive S	ocial In	volve	ment	
Definition: Positive soci different social settings opportunities for positi you provide that provid peers, in neighborhood Q 1: On a scale of 1 to 1 in the design of your pr	in which we social le youth or comr	they call involve with op nunity g	an partement opportur	icipate can inc nities tl , or wit	e in pos lude fe hat allo th famil	itive watures we then	ays. St of you n to pa unities	rategi r prog rticipa for po	es for providing ram or specific ate actively at s	g services chool, with
1	rtant			5				O	10 C Extremely mportant	
	_	-	strate	_				_	eatures or servi	ces, 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 O Not import at all	O ant	0	0	5	0	0	0		10 Extremely mportant		
_	= 5 or greater ogram use to	_	-		_			ram de	sign fe	atures an	d/or ser	vices,
Priority 13:	Helping Yout	h Deve	lop a S	ense o	f Spirit	uality						
Strategies tl services you	A sense of spiinat help creat I provide that Internal reflec	e a you suppo	ith's se rt yout	nse of h in ex	spiritu ploring	ality ca a spirit	n inclu tual be	de feat lief sys	ures o tem or	f your pro	gram or	specific
	ale of 1 to 10 es of services		-		reating	a sens	e of spi	iritualit	y in th	e design (of your p	rogram
	1 O Not import at all		0	0	5	0	0	0		10 Extremely mportant		
_	• 5 or greater n use to creat		-		_		g prog	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.	
Q 1: On a scale of 1 to 10, how important is recogni and the types of services it chooses to offer?	zing positive behavior in the design of your program
1 5 Not important at all	O O O Extremely important
Q 2: [If Q1 = 5 or greater] What specific strategies, the program use to recognize positive behavior?	including program design features or services, does
Priority 15: Helping Youth Develop Moral Skills Definition: Moral skills refer to a youth's ability to a justice issues. Strategies to help develop moral skil program that help youth develop a sense of right ar rules and standards, and a sense of social justice.	ls can include program rules or other features of your
Q 1: On a scale of 1 to 10, how important is developed the types of services it chooses to offer?	ping moral skills in the design of your program and
1 5 Not important at all	O O O Extremely important
Q 2: [If Q1 = 5 or greater] What specific strategies, the program use to help youth develop moral skills	including program design features or services, 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.