



















LEAF: People

FOCUS AREA	ONE LEAF	TWO LEAVES	THREE LEAVES
YOUTH WORKERS			
<p>Q1. How do youth workers work with and engage young people and their family/caregiver?</p>	<p><i>Help young people by:</i></p> <ul style="list-style-type: none"> • Actively and regularly asking about what they need, are interested in, their goals and aspirations. • Listening and responding when they voice their needs. • Giving them the power to develop their own case plan and partner with them to co-identify and achieve their goals. • Introducing the protective and promotive factors and how they support young people thriving. • Problem solving issues that are important to them (e.g., maintaining family and peer connections to family and peers, education, finding a job, stable housing, basic needs). • Exploring the intersectionality of their identities (e.g., race, ethnicity, sexual orientation, gender identity, and disability; refer to the Equity section) • Connecting to ETV and post-high school opportunities and career pathways. 	<p><i>Help young people by:</i></p> <ul style="list-style-type: none"> • Actively and regularly seeking out and accessing opportunities that align with their goals and aspirations. • Providing guidance on how to seek help, connecting with resources, and advocating for themselves. • Aligning with members of the young person’s team to reduce barriers to resources and respond to the needs voiced by the young person. • Acting on the commitment to well-being (e.g., showing love and empathy, value family preservation, priority with kin, and first placement as last placement). • Supporting them to embrace their whole self, including the intersectionality of identities (e.g., race, ethnicity, sexual orientation and gender identity, and disability). • Using the Youth Thrive Survey to help identify the protective and promotive factors that are strong and those that needs to be strengthened through focused services and support. 	<p><i>Help young people by:</i></p> <ul style="list-style-type: none"> • Giving them the space and support to build and strengthen their decision making and problem-solving skills by practicing independence and bonding with and seeking help from non-agency/organization supports (e.g., peers, family, and community networks). • Making time for healing, this includes exploring what healing means to them, supporting identity restoration, connecting them to different and culturally—centered healing approaches (e.g., drumming and healing circles), and shifting beyond trauma-informed to a focus on “what’s right” with the young person. • Use the protective and promotive factors to help them identify opportunities to build, strengthen, and maintain whatever it is they need to thrive.

FOCUS AREA	ONE LEAF	TWO LEAVES	THREE LEAVES
<p>YOUTH WORKERS</p> <p>Q1. CONT'D How do youth workers work with and engage young people and their family/ caregiver?</p>	 <p><i>Help the young person's family/caregiver by:</i></p> <ul style="list-style-type: none"> • Connecting them to critical services that will support their relationship with the young person. • Collaborating with them to support the young person's interests and desires. • Seeking out, listening to, and incorporating their input into planning and decision making • Listening when they voice their needs and partnering with them to address any challenges. • Familiarize them with the Protective and Promotive Factors and why they are important for young people. 	 <p><i>Help the young person's family/ caregiver by:</i></p> <ul style="list-style-type: none"> • Sharing information about community resources and how to access various services and supports that will strengthen their family. • Giving guidance and sharing resources that further help them to support the young person's interests and goals. • Assisting them to advocate for themselves and the young person. • With permission from the young person: <ul style="list-style-type: none"> • Sharing and utilizing the Youth Thrive Survey results to build the young person's Protective and Promotive Factors. • Inviting family to join all transition meetings and discussions about accessing resources and important life meetings/ events. 	 <p><i>Help the young person's family/ caregiver by:</i></p> <ul style="list-style-type: none"> • Understanding the impact of systemic oppression on young people, their family and community, and connecting the whole family to healing-centered practices and approaches that focus on family well-being. • Giving them the power to co-develop the case plan with the young person, and to identify and attain their respective goals. • Discussing the intersectionality of identities, the importance of identity exploration, and the support they need to guide young people in making decisions about their life and future. • Modeling ways to give young people space to develop their problem-solving skills in order to address their needs and challenges.
<p>SUPERVISORS</p> <p>Q1. How do supervisors work with their team to support young people and encourage youth voice?</p>	 <ul style="list-style-type: none"> • Create and maintain a shared learning space that highlights and encourages the inclusion of young people's feedback in daily interactions. • Proactively and consistently talk about the positive value of young people and not promoting damage imagery during all interactions with the team (e.g., 1:1 Supervision, team meetings, informal water cooler conversations) • Provide up-to-date information for supporting young people, such as new resources, community programs, and extracurricular activities. 	 <ul style="list-style-type: none"> • Engage team in activities and learning opportunities that build their knowledge of the adolescent brain, positive youth development, and the impact of trauma and toxic stress on development, healing-centered engagement, and how to use these learnings in daily interactions with young people and their family/ caregivers. • Create and maintain a shared learning, coaching, and brave space that supports team members, near peer mentors, credible messengers, and young people as partners to have crucial conversations that strengthen young people's Protective and Promotive Factors. 	 <ul style="list-style-type: none"> • Work with team to explore and reflect on what they bring to their work—experiences, culture, beliefs, and identities—and opportunities for healing so that they can better help young people to thrive. • Serve as coaches and modeling the values and guiding premises of Youth Thrive, including understanding the ways in which race, class, ethnicity, privilege, and power shape a young person's life. • Actively share power and collaborate with young people during team trainings, policy and procedure development, event planning, and other opportunities in which young people's ideas and feedback is sought out and included.

FOCUS AREA	ONE LEAF	TWO LEAVES	THREE LEAVES
SUPERVISORS			
<p>Q1. CONT'D How do supervisors work with their team to support young people and encourage youth voice?</p>	<ul style="list-style-type: none"> Ensure team has an understanding of the adolescent brain development, positive youth development, the importance of positive adult-youth relationships, the impact of trauma and toxic stress on development, healing centered engagement, and the Protective and Promotive Factors. Encourage the use of the Youth Thrive Survey to identify opportunities for supporting young people. 	<ul style="list-style-type: none"> Provide regular opportunities for team members to come together to discuss issues arising in their practice (e.g., daily stand ups, lunch and learns, team meetings, virtual meetings). Provide a forum for workers to come together for case consultation and strategize on what could be done to more actively build the young person's protective factors (e.g., monthly case review that includes the young person's service/multidisciplinary team). Use the program-level results from the Youth Thrive Survey to strategize with team members on how to improve the help they provide to young people. Clearly share expectations and hold team members and themselves accountable to the Youth Thrive values in a non-punitive manner. 	<ul style="list-style-type: none"> Seek innovation and empowering staff to try different types of support based on the young person's identified needs and wants (e.g., drumming circles, healing circles, art therapy). Providing opportunities for staff to partner with and strengthen ties with the community so that all can come together to help young people (e.g., participate in community block parties and other events, visit local nonprofits to learn more about the services they provide, meet with local community boards to share information and identify opportunities for collaboration). Build staff's own social and emotional competencies so that they can encourage that with young people.

FOCUS AREA	ONE LEAF	TWO LEAVES	THREE LEAVES
LEADERSHIP			
<p>Q1. How does leadership demonstrate their agency/ organization supports, values, and applies youth voice, choice, participation, and engagement?</p>	<ul style="list-style-type: none"> Actively and regularly seek out feedback from young people and including their thoughts and ideas in decision making, this includes hiring youth consultants, surveying young people, and regularly speaking with youth boards. Invite different levels of staff to share feedback on the strengths, challenges, and ideas for supporting young people to thrive and providing multiple approaches for this information to be shared (e.g., town hall, staff survey, comment box) 	<ul style="list-style-type: none"> Advocate for and secure sufficient resources that align with and support the needs identified by young people. Invite and encourage young people to join leadership advisory teams/ committees/boards. Create staff positions for young people with lived expertise. Hire professionals and youth leaders with different racial and cultural backgrounds, sexual identities, gender expressions, and disability in their leadership team. 	<ul style="list-style-type: none"> Share power with young people by advancing youth-led processes to implement strategies and programs that strengthen youth-centered practices. Commit to providing the Youth Thrive for Youth (YT4Y) training to young people. Build relationships with and connecting young people to community-based supports focused on youth-advocacy.

FOCUS AREA	ONE LEAF	TWO LEAVES	THREE LEAVES
LEADERSHIP			
<p>Q1. CONT'D How does leadership demonstrate their agency/ organization supports, values, and applies youth voice, choice, participation, and engagement?</p>	<ul style="list-style-type: none"> Communicate and model the Youth Thrive values and guiding premises. 	<ul style="list-style-type: none"> Require all workers and supervisors are trained in the Youth Thrive Protective and Promotive Factors Use CQI to review disaggregated outcomes for youth by race, ethnicity, sexual orientation and gender identity and expression (SOGIE), and ability to pinpoint where additional efforts are needed. Use key indicators associated with thriving (e.g., number and percent of young people exiting to permanency, number and percent of young people accessing ETV resources, reduction in number and percent of young people in congregate care) to co-develop with young people an action plan for addressing results that do not align with the agency's/organization's goals and values for young people. 	<ul style="list-style-type: none"> Communicate to multiple stakeholders—including legislators, policymakers, the public, agency, funders, and constituents—the interconnection between the multiple areas that influence and impact youth-centered practice (e.g., agency values, policies, training, funding, and staff).

FOCUS AREA	ONE LEAF	TWO LEAVES	THREE LEAVES
ADMINISTRATIVE SUPPORT AND OTHER STAFF			
<p>Q1. How does your agency/ organization support administrative staff and other staff to promote young people thriving?</p> <p><i>Examples of other staff: data analyst, policy makers, transportation, child care, security, cafeteria, grounds keepers and maintenance</i></p>	<ul style="list-style-type: none"> Provide orientation and trainings related to adolescent brain development, positive youth development, the importance of positive adult-youth relationships, the impact of trauma and toxic stress on development, healing centered engagement, and the protective and promotive factors. Share information about the important role they have in supporting and valuing young people. 	<ul style="list-style-type: none"> Provide opportunities to practice and apply the information attained at trainings during youth-centered activities. Encourage participation in agency/ organization activities that include young people. 	<ul style="list-style-type: none"> Invite and support role as formal and informal mentors to young people. Encourage idea sharing and obtaining feedback on opportunities to help young people to thrive.



Resources to Strengthen Practice: PEOPLE

Youth Workers

Youth Thrive Protective and Promotive Factors One Pagers:

- [Youth Resilience](#)
- [Social Connections](#)
- [Knowledge of Adolescent Development](#)
- [Concrete Support in Times of Need](#)
- [Cognitive and Social-Emotional Competence](#)

Youth Thrive Guiding Premises One Pager

- [Youth Thrive in Practice: Social Connections with Family and Caregivers](#)
- [Youth Thrive in Practice: Social Connections with Peers](#)
- [Youth Thrive in Practice: Social Connections with Peer Mentors](#)

- [Using the Protective and Promotive Factors to Support Youth Well-Being: An Interactive Guide](#)
- [Youth Thrive Survey](#)
- [Youth Thrive Survey Tip Sheet for Professionals](#)
- [Youth Thrive Curriculum & Training](#)
- [Youth Thrive Promoting Youth Resilience Module](#)
- [Building Cognitive and Social-Emotional \(CSE\) Competencies](#)
- [Strategies for Authentic Integration of Family and Youth Voice in Child Welfare](#) (Capacity Building Center for States)

Supervisors

Youth Thrive Protective and Promotive Factors One Pagers:

- [Youth Resilience](#)
- [Social Connections](#)
- [Knowledge of Adolescent Development](#)
- [Concrete Support in Times of Need](#)
- [Cognitive and Social-Emotional Competence](#)

- [Youth Thrive Supervisory Coaching Tool](#)
- [Youth Thrive Survey](#)
- [Youth Thrive Survey Tip Sheet for Professionals](#)
- [Youth Thrive Curriculum & Training](#)
- [Youth Thrive Promoting Youth Resilience Module](#)
- [Building Cognitive and Social-Emotional \(CSE\) Competencies](#)
- [Transformational Relationships for Youth Success](#)
- [Strategies for Authentic Integration of Family and Youth Voice in Child Welfare](#) (Capacity Building Center for States)

Leadership

Youth Thrive Protective and Promotive Factors One Pagers:

- [Youth Resilience](#)
- [Social Connections](#)
- [Knowledge of Adolescent Development](#)
- [Concrete Support in Times of Need](#)
- [Cognitive and Social-Emotional Competence](#)

Youth Thrive Guiding Premises One Pager

- [Youth Thrive in Practice: Social Connections with Family and Caregivers](#)
- [Youth Thrive in Practice: Social Connections with Peers](#)
- [Youth Thrive in Practice: Social Connections with Peer Mentors](#)

- [Youth Thrive Curriculum & Training](#)
- [Youth Thrive Promoting Youth Resilience Module](#)
- [Building Cognitive and Social-Emotional \(CSE\) Competencies](#)
- [Strategies for Authentic Integration of Family and Youth Voice in Child Welfare](#) (Capacity Building Center for States)
- [Transformational Relationships for Youth Success](#)
- [Building the Youth Thrive Framework in Jurisdictions](#)

ADMINISTRATIVE SUPPORT & OTHER STAFF

- [Youth Thrive Curriculum & Training](#)
- [Youth Thrive Promoting Youth Resilience Module](#)
- [Building Cognitive and Social-Emotional \(CSE\) Competencies](#)

Youth Thrive Protective and Promotive Factors One Pagers:

- [Youth Resilience](#)
- [Social Connections](#)
- [Knowledge of Adolescent Development](#)
- [Concrete Support in Times of Need](#)
- [Cognitive and Social-Emotional Competence](#)

Youth Thrive Guiding Premises One Pager

- [Youth Thrive in Practice: Social Connections with Family and Caregivers](#)
- [Youth Thrive in Practice: Social Connections with Peers](#)
- [Youth Thrive in Practice: Social Connections with Peer Mentors](#)