

Youth Thrive™

Survey User Manual

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Associates

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Section 1. Introduction to the Youth Thrive™ Survey

The Youth Thrive™ Survey is a youth self-report instrument developed by the [Center for the Study of Social Policy](#) (CSSP) with [Metis Associates](#) to measure the presence, strength, and growth of the [Youth Thrive™ protective and promotive factors \(PPFs\)](#) that have been identified in research literature to advance healthy development and well-being and mitigate the impacts of trauma and negative life experiences. These five factors are youth resilience, social connections, knowledge of adolescent development, concrete support in times of need, and cognitive and social-emotional competence. The Youth Thrive™ Survey assesses the presence of each factor by measuring a set of related characteristics and competencies that together form the factor (Table 1). It is important to note that these characteristics and competencies are interrelated and thus may relate to more than one protective and promotive factor.

Target Population of the Youth Thrive™ Survey

The Youth Thrive™ Survey is designed to be used by organizations and agencies serving youth and young adults ages 12 to 26. The survey is appropriate for use with all young people – those who have been involved with intervening public systems (e.g., child welfare, juvenile justice, behavioral health) as well as those who have no history of involvement with those systems.

The survey is currently available in English and Spanish. CSSP collaborated with the California Department of Social Services Refugee Programs Bureau, Children and Youth Unit to translate it into Spanish. CSSP acknowledges the need for the survey to be translated into other languages and will collect data on survey takers' primary languages as well as feedback from organizations to inform next steps for survey translation.

Appropriate Uses of the Youth Thrive™ Survey

The survey is appropriate for use as:

- an assessment **instrument** to identify strengths and areas that need strengthening in order to inform case planning with youth and young adults;
- an **evaluation instrument** to measure the effectiveness of interventions or other programs for youth and young adults; and
- a **continuous quality improvement instrument** to measure and monitor progress, inform policy and practice decisions, and measure well-being outcomes for youth and young adults.

NOTE: If the survey is to be used in a research project, an organization must request approval from an Institutional Review Board (IRB). For information on regulations, see <https://www.hhs.gov/ohrp/regulations-and-policy>

Table 1. Youth Thrive™ Protective and Promotive Factors

Factors and Definitions	Characteristics and Competencies
<p>Youth Resilience Positive adaptation and personal growth despite experiencing adversity or trauma</p>	<ul style="list-style-type: none"> • Positive coping skills and functioning well despite adversity or trauma • Sense of competence and inner strength/self-efficacy/personal agency regarding one’s ability to manage challenges and adversity • Sense of personal growth after positively/successfully facing challenges • Optimism, hope, faith • Persistence; seeing alternate solutions to problems
<p>Social Connections Healthy, sustained relationships with people, institutions, communities, and/or a higher power</p>	<ul style="list-style-type: none"> • Healthy relationships with significant adults and peers; having someone who will provide nonjudgmental feedback and advice • Constructive engagement in social institutions, organizations, or activities • Sense of spiritual connectedness • Contributing to a social good • Sense of belonging and mattering; feeling valued
<p>Knowledge of Adolescent Development Understanding the unique aspects of adolescent development; promoting healthy development and well-being</p>	<ul style="list-style-type: none"> • Self-awareness; conscientiously reflecting on one’s challenges and concerns and taking steps to address them • Healthy racial, ethnic, and gender identities • Accurate knowledge of the common/expected developmental changes of adolescence and young adulthood • Accurate knowledge of one’s own developmental changes
<p>Concrete Support in Times of Need Proactive help-seeking behavior and high-quality service delivery; knowledge of developmentally appropriate and quality resources, services, and supports</p>	<ul style="list-style-type: none"> • Engaging in proactive help-seeking • Self-advocacy, self-determination • Knowledge of and access to relevant resources, services, and supports • Being treated respectfully and fairly when seeking and receiving help
<p>Cognitive and Social-Emotional Competence Knowledge, attitudes, and skills that are essential for forming an independent identity and having a productive, responsible, and satisfying adulthood</p>	<ul style="list-style-type: none"> • Experiencing positive emotions; being aware of triggers that evoke negative emotions; proactively managing negative emotions • Exercising control over one’s thinking, behavior, and emotions • Abstract thinking; planning and thinking ahead • Character strengths (e.g., empathy, sense of right and wrong, conscientiously reflecting and acting on what one desires to become and not become)

Structure of the Youth Thrive™ Survey

The Youth Thrive™ Survey is composed of five sections (one section per PPF); each section is composed of 10 to 17 statements. Using a Likert-type scale (*not at all like me, a little like me, sort of like me, a lot like me, very much like me*), respondents indicate the extent to which each statement describes them. The survey also has an 11-question demographics section that enables organizations and workers to understand the background characteristics of their respondents and disaggregate the data by subgroup (see *Section 3. Viewing the Survey Results*). The estimated amount of time to complete the survey is less than 15 minutes. The English survey can be found as Attachment 1 and the Spanish survey can be found as Attachment 2 in this User Manual.

The Youth Thrive™ Survey was developed with great care to ensure its utility to the field. The survey underwent an intensive, multi-stage development and validation process that included focus groups, cognitive interviews, and national field tests with a diverse set of young people. For a complete description of the survey development and validation process, please refer to the Youth Thrive™ Survey Technical Report (Attachment 3).

Section 2. Accessing and Implementing the Survey

The Youth Thrive™ Survey is available online to be administered using CSSP’s survey platform. The survey may be completed using a computer, tablet, or other mobile device. The survey is available free of charge to organizations that serve young people.

Getting Started: Registration and User Management

This section describes the steps that organizations and individuals need to take to begin using the Youth Thrive™ Survey.

Administrators who need access to statewide data across multiple organizations should contact Lisa Mishraky at lisa.mishraky@cssp.org for access to the system. These users will receive an email with a username and password. Once an administrator for a particular state is added, this user will be able to add other state-level users who can also access data across organizations.

Step 1: Register


There are two ways to register to use the Youth Thrive™ Survey: as an organization or as an individual. There are a number of benefits to registering as an organization, as described in the box to the right. However, solo practitioners or caseworkers who are interested in using the Youth Thrive™ Survey, but whose organizations do not wish to register, may register as independent caseworkers.

Benefits of Registering as an Organization

- ✓ **Access to organization-wide data.** An organizational administrator can access survey data and reports for all young people served by their organization. A caseworker can only access data for the young people they serve.
- ✓ **Uninterrupted survey access for young people.** If a caseworker leaves an organization, the young people previously on their caseload will still be able to complete the survey, and their prior survey data will still be accessible to the organizational administrator.
- ✓ **Access to historical data for new caseworkers.** New caseworkers assigned to existing survey takers will be able to view historical mean scores, by section, for all surveys completed to date even if the young person to which they are assigned completed the surveys under other caseworkers (see the *Individual Scores Over Time* report on page 25).
- ✓ **Ability to view individual results by worker.** Organizational administrators can filter the *Individual Scores Over Time* report to view results for specific workers (see page 25).
- ✓ **Ability to disaggregate and visualize data by demographic variables of interest,** including race/ethnicity, gender, and age group (see the *Youth Thrive™ Protective and Promotive Factors*
 - *Summary and Demographic Breakdown* report on page 27).

To register as an organization:

Go to <https://cssp.org/our-work/project/youth-thrive> and click “Register as an organization.” Complete the registration page and click “Register Organization.” **The individual who registers the organization will automatically be designated as an organizational administrator** (see “Step 3: Add Users” for descriptions of the different user types). The username and password you create during registration are what you will use to log into the system to complete the remaining steps.

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Register Your Organization

* First Name

* Last Name

* Email

* State

* Are you an Youth Thrive Site? Yes No

* User Name

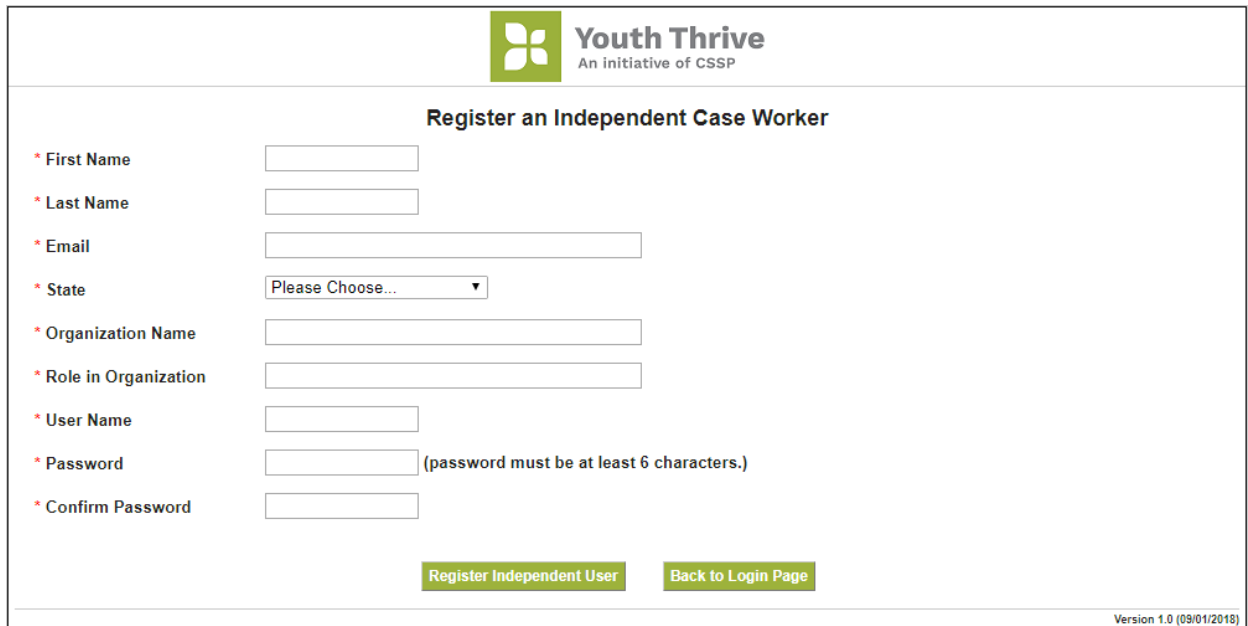
* Password (password must be at least 6 characters.)

* Confirm Password

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To register as an independent user:

If you are a solo practitioner or a caseworker whose organization does not want to use the Youth Thrive™ Survey, you may register as an independent caseworker. To do this, go to <https://cssp.org/our-work/project/youth-thrive> and click “Register as an independent user.”



The screenshot shows the 'Register an Independent Case Worker' form. At the top, there is the Youth Thrive logo (a green square with a white flower-like shape) and the text 'Youth Thrive An initiative of CSSP'. Below the logo, the title 'Register an Independent Case Worker' is centered. The form contains the following fields, each with an asterisk indicating it is required:

- * First Name:
- * Last Name:
- * Email:
- * State:
- * Organization Name:
- * Role in Organization:
- * User Name:
- * Password: (password must be at least 6 characters.)
- * Confirm Password:

At the bottom of the form, there are two buttons: 'Register Independent User' and 'Back to Login Page'. In the bottom right corner, there is a small version number: 'Version 1.0 (09/01/2018)'.

Complete the registration page and click “Register Independent User.” The username and password you create during registration are what you will use to log into the system to view completed surveys and run reports.

Once an independent user has registered, they may begin using the survey. Skip to “Administering the Survey to Young People” on page 10.

Still unsure about how you should register for the Youth Thrive™ Survey?

How you register will depend on your role in your organization and your organization’s intent to implement the survey. Appropriate processes for various scenarios are described in Table 2 below.


Table 2. Guidelines for Registering for the Youth Thrive™ Survey

Role	Scenario	Process
Organization leader or staff member (not a caseworker)	My organization wants to register to use the Youth Thrive™ Survey. No one from my organization is using it yet.	Your organization must designate an organizational administrator to register your organization and manage users who will administer the survey.
	My organization wants to register to use the Youth Thrive™ Survey. At least one caseworker from my organization has already started using it on their own.	Your organization must designate an organizational administrator to register your organization and manage users who will administer the survey. The organizational administrator must also contact CSSP to request that the existing caseworkers and completed surveys be moved to the organization’s database so that these data appear in the organization’s reports. If multiple caseworkers within the same organization are independently registered to use the Youth Thrive™ Survey, the data will not be combined for analysis across the organization until a request is made.
Caseworker	My organization is not yet registered, but it intends to register.	Your organization must first designate an organizational administrator to register your organization. The organizational administrator can then add you as a user.
	My organization is already registered.	Contact your organization’s survey administrator to request a log-in.
	My organization is not yet registered, and it does not intend to register. I plan to use the Youth Thrive™ Survey on my own.	Register as an independent caseworker.

*****Steps 2 to 4 are for organizations only*****

Step 2: Complete an Organizational Profile

After registering, you will be prompted to complete an Organizational Profile, which includes information such as the population with which you plan to use the survey, intended use of the survey, and intended frequency of survey administration.

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Organizational Profile

CSSP is able to underwrite the use of the Youth Thrive™ Survey by organizations during the first year. Depending on funding availability we may need to charge a small administrative fee for ongoing use of the survey after the first year. This fee would support data collection, storage and reporting. For questions about the survey, please contact Lisa Primus at lisa.primus@cssp.org.

*1) First Name * Last Name

*2) Email Address

*3) Title


*4) Are you an Youth Thrive Site? Yes No

*4a) Youth Thrive Jurisdiction

*4b) Connected Organization

*5) City *State

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Organizational Profile

*6) Which population do you plan on utilizing the survey with? (check all that apply)

- a) Youth ages 12-18
- b) Young adults ages 19-26
- c) Youth and young adults ages 12-26 **NOT** involved with any intervening public systems (child welfare, juvenile justice, behavioral health)
- d) All youth and young adults ages 12-26
- e) Youth and young adults ages 12-26 involved with the child welfare system
 - i) In home care
 - ii) Out of home - Family foster care
 - iii) Out of home - Residential facility (group home, treatment facility, etc.)
- f) Youth and young adults ages 12-26 involved with the juvenile justice system
- g) Youth and young adults ages 12-26 involved with the behavioral health system
- h) Other (please specify)

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Organizational Profile

***7) How will you be using the survey? (check all that apply)**


- a) Assessment purposes to inform case planning with youth and young adults
- b) Evaluation purposes to measure the effectiveness of interventions/programs for youth and young adults
- c) Continuous Quality Improvement purpose to inform policy and practice decisions and measure well-being outcomes for youth and young adults

***8) How often do you plan on administering the survey to each youth and young adult in a year?**

- Quarterly
- Every six months
- Annually
- Other

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Logout
Main Menu
Keep Going >>

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Organizational Profile

***9) Are you interested in joining our Youth Thrive Peer Learning Network and receiving our newsletters?**

- Yes
- No

***10) May we contact you to learn more about how you are using the survey?**

- Yes
- No

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Complete Profile

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This profile may be viewed or edited at any time by clicking “Organization Profile” on the Main Menu.


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Main Menu

Welcome: ctcsadmin (Org Admin)

Organization Profile

Survey Menu

Report Menu

Data Download


User Management

Log Out

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Step 3: Add Users

Log into the Youth Thrive™ Survey system with the username and password you created when you registered. From the Main Menu, select “User Management” to access the following screen:


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User Management


Please Choose...

 Children and Family Services

First Name	Last Name	User Name	User Role	Approved?	Locked Out?	User Email	Organization Name
Bing	Crosby	BCrosby	Org User	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Children and Family Services
Brad	Pitt	BPitt	Org Admin	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Children and Family Services
Erica	Bjerke	ctcfsadmin	Org Admin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ebjerke@metisassoc.com	Children and Family Services
Ernest	Hemingway	EHemingway	Org Admin	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Children and Family Services
James	Bond	JBond	Org User	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Children and Family Services
Test1	Test2	Test123	Org User	<input type="checkbox"/>	<input type="checkbox"/>	me@me.com	Children and Family Services

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Click the “Add New User” button to add a new user.


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Add New User

* First Name
 * Last Name
 * User Name
 * Password (password must be at least 6 characters.)
 * Confirm Password
 Email
 * Organization Name
 * User Role
 Approved

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Enter the user’s first and last name, create a username and password, enter an email address, verify the organization, and select the user role. There are four different user roles; see Table 3 for a description of what each user type can access. Organizational administrators may add other organizational administrators as well as caseworkers.

Table 3. Levels of Access to Youth Thrive™ Survey Data

User Level	Level of Access to Survey Data	Manage Users	Edit Organizational Profile	Add Survey Takers	View and Print Completed Surveys	Download Raw Unit Record Data	Run Reports*
CSSP	All survey data	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
State Administrator	All survey data for the user’s state	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Organizational Administrator	All survey data for the user’s organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caseworker	All survey data for the user’s caseload			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

*Access to different report types varies by user level. See Table 4 in *Section 3: Viewing the Survey Results* for a description of access.

Step 4: Manage Users

User access can be modified at any time by organizational administrators, state administrators, and CSSP users. Click “User Management” on the Main Menu to access the list of users in your organization or jurisdiction. Click the username, make any necessary edits to the user information, and click “Save.” Administrators are also responsible for:

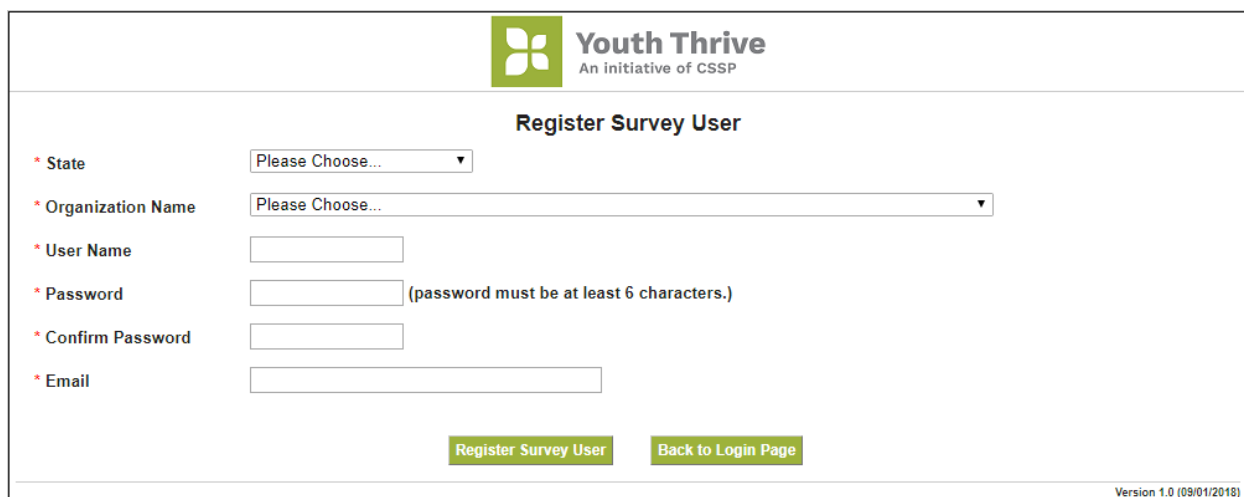
- **Deactivating and reactivating users.** If a user should no longer have access to the system (e.g., because they leave the organization or their role changes), uncheck the “Approved” box on the Edit User screen and click “Save.” All survey data associated with that user will remain in the system, but the user will no longer be able to access the system. To reactivate the user, check “Approved” and click “Save.”
- **Unlocking users.** The system allows for six failed password attempts before locking a user out of the system. To unlock a user, click “Unlock User” at the bottom of the Edit User screen.

Administering the Survey to Young People

Step 1: Register the Young Person (Survey Taker)

To register a young person to take a survey, go to <https://cssp.metishost.com> and click “Register a Survey User Here.” After entering the state and your organization, work with the young person to create a username and password and enter their email address. When registering a young person, be sure to:

- **Create a username that does not reveal the survey taker’s identity to ensure that their responses remain confidential.** For example, do not include the survey taker’s real name as their username. Organizational administrators, state administrators, and CSSP users have access to individual-level survey data that specify the survey respondent’s username, so it is important not to use any information in the username that could make them potentially identifiable to others.
- **Track usernames and email addresses locally**—for example, in an Excel or Word document or in another database. Young people should always use the same username and password when completing the survey so that all their data are compiled in the same place when running longitudinal reports. Therefore, a caseworker should keep a list of the names of young people registered to take the survey, their usernames, and their email addresses. See the box “Tracking Survey Takers” for additional information.
- **Provide information about the Youth Thrive™ protective and promotive factors and discuss the purpose of the survey with the young person.** For additional guidance, see *Section 4. Supporting Young People Who Take the Survey*. A one-page handout describing the survey for young people can be found in Attachment 3 and distributed to survey takers.



The screenshot shows a web form titled "Register Survey User" under the Youth Thrive logo (An initiative of CSSP). The form includes the following fields:

- * State: A dropdown menu with "Please Choose..." selected.
- * Organization Name: A dropdown menu with "Please Choose..." selected.
- * User Name: A text input field.
- * Password: A text input field with a note "(password must be at least 6 characters.)".
- * Confirm Password: A text input field.
- * Email: A text input field.

At the bottom of the form, there are two buttons: "Register Survey User" and "Back to Login Page". The footer of the page indicates "Version 1.0 (09/01/2018)".


Tracking Survey Takers

Because the survey does not capture personally identifying information, a worker or organization should maintain a separate list of registered young people and their usernames and email addresses. It is important to maintain this list because:

- Usernames and email addresses are required for password reminders in the event that a young person forgets his or her password.
- Reports and survey results only show usernames, so maintaining a list of young people and their usernames will enable workers to decipher which surveys were completed by which young people.
- Should organizations wish to match Youth Thrive™ Survey results to other administrative data for survey analysis purposes, it will be important to know which usernames belong to which young people so that data can be matched and analyzed.

Step 2: Have the Young Person Log In

Once a young person is registered, they can go to <https://cssp.metishost.com> and enter their username and password to take the survey. After logging in, they should read the electronic consent/assent form and indicate whether they agree or disagree to take the survey. If they agree to take the survey, they will be prompted to select their worker's name before proceeding to the survey questions. This information will ensure that workers can only view the survey results and run reports for the young people they serve.

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You are invited to take the **Youth Thrive™ Survey**. The survey was created by the Center for the Study of Social Policy (CSSP) and Metis Associates to **help professionals working with and on behalf of young people to understand how best to serve young people and help them to become healthy, thriving adults**. It asks questions about topics such as resilience, social connections, knowledge of adolescent development, supports, and cognitive and social-emotional competence. Your answers may be used to help your direct service worker serve you better. Your answers may also be used to help the organization understand how to better serve young people in general.

Taking this survey is voluntary, meaning that you do not have to take the survey if you do not want to. If you decide to take the survey, you will be asked to fill out some background information about yourself. After that, you can skip any question that you do not want to answer.

This is not a test. Please remember that there are **no right or wrong answers**. It is important that you answer each question **honestly**. This survey will probably take about 15 minutes to complete, but you may take as much time on it as you need.

Only your direct service worker and appropriate staff from the organization that serves you will be able to link your name to the survey and view your answers. This is to help them serve you better. Your answers will be confidential to any other users of the data, such as the Center for the Study of Social Policy. That means that even though they will be able to view your answers, they will not know who took the survey.

If you have any questions, please ask your direct service worker now. For more information about this survey, please contact Charlyn Harper Browne at charlyn_harperbrowne@cssp.org or Lisa Primus at lisa.primus@cssp.org.

By clicking "I agree" below, you are agreeing to take this survey.

I agree
 I do not agree

*Worker ID

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Step 3: Have the Young Person Complete the Survey

The survey begins with a series of required background information questions, followed by five sections of statements related to the protective and promotive factors (PPFs). All statements about PPFs are optional, but young people are encouraged to complete them to the best of their ability.

The survey can be completed in about 15 minutes or less, and it should be completed in one sitting. However, if the young person needs to take a break during the survey, the young person may do so for up to 90 minutes without logging out. After 90 minutes, the system will time out and any responses will not be saved. **At the end of the survey, the young person must click the button labeled “Click here to complete and submit the survey” in order for their responses to be saved.**

Frequency of Survey Administration

There is no prescribed schedule according to which an organization must administer the survey, as an organization should decide what schedule is most appropriate based on its intended purpose for using the survey. However, to assess change over time, it is recommended that young people complete the survey every 3 to 6 months. There are a variety of ways to do this, such as:

- Young people complete the survey on a rolling basis: when they first enter an organization, then every 3 to 6 months thereafter.
- Young people complete the survey on the same schedule (e.g., on a 4-month interval, such as every April, August, and December).
- Young people complete the survey upon entering an organization and then on a set schedule thereafter (e.g., a young person enters and completes the survey in June, then completes it on the same schedule as other youth on a 6-month interval every October and April thereafter).

Data Confidentiality and Security

All data collected through the Youth Thrive™ Survey platform are confidential. All personally identifiable information collected by the system, such as a young person’s name or email address, is stored separately from the survey results. The survey itself does not collect personal identification information.

Users have access to the data commensurate with their roles (see Table 3 above). All organizational profile data and de-identified survey data are owned by and accessible to CSSP. The survey data accessible to CSSP will only be associated with usernames; the data will not be associated with young people’s actual names or email addresses.

Personally identifiable information is the property of the organization and is not accessible to CSSP.

To ensure that confidentiality is maintained, it is important for users to work with each young person to create a username that does not reveal the survey taker's identity. For example, young people's usernames should not include their real names or social security numbers. This is because organizational administrators, state administrators, and CSSP users have access to individual-level survey data that specify the survey respondents' usernames.

Organizational administrators have primary responsibility for ensuring their organization does not allow unauthorized users to obtain login permissions of approved users.

Administering the Survey in Spanish

Youth Thrive survey is available in Spanish. To access the Spanish survey, go to the (English) log-in page <https://cssp.metishost.com> and click on the link "Click here to complete the survey in Spanish/Haz clic aquí para completar la encuesta en Español." This link will take you to the Spanish log-in screen, where survey taker can log in to take the Spanish survey.

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Entrar Información

Por favor introduzca su nombre de usuario y contraseña

* Nombre de usuario

* Contraseña

Iniciar sesión

[Click here to complete the survey in English](#)

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Survey takers may take the Spanish survey even if they have taken the English survey in the past, using the same user ID and password. The Spanish survey has exactly the same questions and format as the English survey.

You can use Spanish link to log in as any user. All menu options, and all screens will be in English. However, View Survey and Survey Result options accessible from the Survey Menu will show survey and results in Spanish.

Section 3. Viewing the Survey Results

The Youth Thrive™ Survey online platform provides access to reports and data visualization tools that enable you to review survey results in different ways. Your level of access determines which reports you have access to. *When viewing results, it is important to keep in mind that the Youth Thrive™ Survey is a self-report instrument. As such, a young person's responses and scores can fluctuate from day to day because they may be influenced by their current circumstances and how they are feeling on a particular day. Scores may also go up or down over time as young people become more self-aware.*

Viewing an Individual Survey Taker's Responses and Results

Workers and organization-level users can view individual results in real time and may access results at any time as per their designated level of access. To access a respondent's survey results:

- Click “Survey Menu” on the Main Menu to access a list of all completed surveys. The list is sortable by ID, organization name, worker ID, survey taker, and completed date.

ID	Organization Name	Worker ID	Survey Taker	Completed Date		
113	Children and Family Services	EHemingway	RWeasley	10/10/2018	View Survey	View Result
112	Children and Family Services	BPitt	NLongbottom	10/10/2018	View Survey	View Result
111	Children and Family Services	BPitt	HPotter	10/10/2018	View Survey	View Result
103	Children and Family Services	BPitt	DThomas	10/09/2018	View Survey	View Result
102	Children and Family Services	BPitt	NLongbottom	10/09/2018	View Survey	View Result
101	Children and Family Services	BPitt	HPotter	10/09/2018	View Survey	View Result
100	Children and Family Services	BPitt	HGranger	10/09/2018	View Survey	View Result
99	Children and Family Services	BPitt	rweasley	10/09/2018	View Survey	View Result

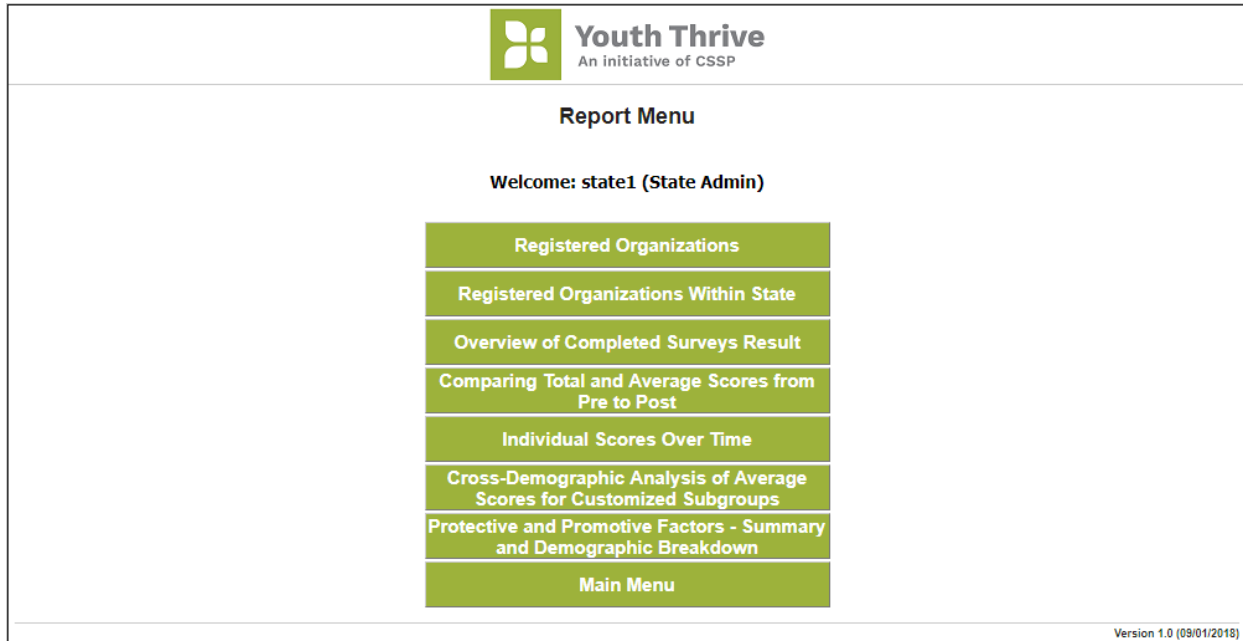
[Logout](#) [Main Menu](#)

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- Locate the survey of interest.
- Click “View Survey” next to the survey of interest to view the completed survey. To print it, click the “Print Survey” button at the top or bottom of the screen.
- Click “View Result” next to the survey of interest to view the numeric value of each selected response and the mean score for each section. To print, click the “Print Survey Result” button at the top or bottom of the screen.

Running Reports

The Youth Thrive™ Survey system offers a range of reports that allow users to view aggregate results for an organization, caseload, or other customized group; view an individual’s results over time; and view other organizations using the survey. To access these, click “Report Menu” on the Main Menu.



The set of reports to which a user has access varies by user type. Table 4 below describes the various reports and the user types to whom the reports are available (refer back to Table 3 for descriptions of the different user levels). Detailed instructions for running each report follow the table.

Table 4. Youth Thrive™ Survey Reports

New Title	CSSP	State Admin	Org Admin	Worker	Description
Registered Organizations	☑	☑	☑		This report lists organizations that have registered to use the Youth Thrive™ Survey. It also groups organizations according to state, the population that the organization is surveying, the purpose the survey serves for the organization, and the intended frequency of survey administration.
Registered Organizations Within State		☑	☑	☑	This report lists organizations within a state that have registered to use the Youth Thrive™ Survey. It also groups organizations according the population that the organization is surveying, the purpose the survey serves for the organization, and the intended frequency of survey administration.
Overview of Completed Surveys Results	☑	☑			This report shows, by section, the total number of surveys completed, the total score across all completed surveys, and the average score across all completed surveys within a specified date range. It can be viewed for a single organization or for multiple organizations. It can also be used to compare two organizations or groups of organizations.
Comparing Total and Average Scores from Pre to Post	☑	☑	☑	☑	This report allows you to assess how scores have changed for an organization or group of organizations over time. It shows, by section, the total and average scores on the first survey (pre) and the last survey (post) administered within the selected date range. It is restricted to youth who completed the survey at least twice within the date range: the first survey completed by a young person during that time frame is counted under “pre,” and the last survey completed by that young person is counted under “post.”
Individual Scores Over Time		☑	☑	☑	This report allows the user to see changes in the Youth Thrive™ protective and promotive factors over time, within a selected date range. It shows a young person’s average overall score and section sub-scores for each survey ever completed. The report is restricted to youth who completed a survey at least twice within the date range.

New Title	CSSP	State Admin	Org Admin	Worker	Description
Cross-Demographic Analysis of Average Scores for Customized Subgroups	☑	☑	☑	☑	This is a customizable report that allows you to view survey results for a specific demographic subgroup of interest (e.g., males currently in foster care) within a selected date range. It shows the total number of surveys completed by that group and their average scores for each section. Tables for up to two custom subgroups can be generated at the same time, allowing the user to cross-compare results across multiple demographic variables.
Youth Thrive™ Protective and Promotive Factors – Summary and Demographic Breakdown	☑	☑	☑	☑	This set of reports provides a summary of responses within each section of the Youth Thrive™ Survey and a breakdown of scores by various demographic characteristics. Page 1 shows, for each statement in the section, the total number of surveys completed and the number and percentage of youth who selected each answer choice. Page 2 provides a breakdown of the survey respondents and their average scores by their gender identity, age group, living arrangement, foster care involvement, juvenile justice involvement, and race or ethnicity, as well as data visualizations of these results. If a young person completes more than one survey within the selected date range, <i>each</i> survey is counted in the report.

General Guidelines

To run a report, click on the report title. The report will open up in a new window or tab, depending on your browser. At the top of the reporting window, there will be a panel with required fields where users can set the report parameters, such as this one:

The screenshot shows a light-colored panel with four input fields and a button. The first row contains 'Date From' and 'Date To', each with a text input field and a calendar icon. The second row contains 'Select State' and 'Select Organization(s)', each with a dropdown menu. A 'View Report' button is located on the right side of the panel.

The fields displayed vary by report. Table 5 describes some common fields and how to use them.

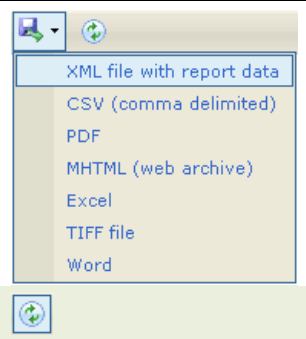
Table 5. Common Fields Used When Running the Youth Thrive™ Survey Reports

Field	Description
Date From/ Date To	Use these date fields to specify the date range for your report. Any survey completed within the selected date range that also meets your other specified criteria (e.g., worker, survey taker, organization) will be included in the report. To include all surveys completed to date, use a date prior to the survey launch at your site (e.g., 1/1/2018) as the Date From and the current date as Date To. To include all surveys completed during a particular month, use the first and last date of the month (e.g., Date From = 11/1/2018 and Date To = 11/30/2018). Dates may be typed in or selected from the calendar.
Select State	A dropdown field where users select the state(s) to include in the report. This field is only applicable to CSSP users.
Select Organization(s)	A dropdown menu where users select the organization(s) to include in the report. This field is only applicable to CSSP users, state administrators, and organizational administrators. For CSSP users, the menu is filtered according to the selected state.

Once a report is run, the report panel also includes a number of functionalities, described in Table 6.

Table 6. Descriptions of Report Functionalities

Functionality	Description
Multiple pages	Some reports will be displayed on multiple pages (i.e., state reports will display each site on a separate page). To navigate between screens, use the blue right and left arrows next to the page display, or enter the page number to jump to a specific page.
Search function	To search the report, enter text in the text box and click “Find.” Click “Next” to jump to the next occurrence of that text.
Report download	To download the report, click the export button and select the file type into which the report should be downloaded.
Refresh button	To refresh the report, click the refresh button.




Report Descriptions

Registered

Organizations

Available to all users except caseworkers

This report shows all organizations nationwide that have registered to use the survey. As shown in the screenshots of the report tables below, the report groups organizations by various characteristics based on the completed organizational profiles. For each characteristic, the report shows the number (count) and percent of registered organizations with that characteristic as well as the total number of registered organizations. The organizational profile allows multiple responses for a number of questions, so the percentages will often exceed 100% when totaled. Click the

 button to expand the table to see the organizations that fall into each category.

Here are examples of the tables found in the Registered Organizations report:

Organization by State

State	Organization	Count	Percent
AK		1	4.17%
CT		2	8.33%
FL		1	4.17%
GA		1	4.17%
NE		1	4.17%
NJ		5	20.83%
NY		10	41.67%
VT		2	8.33%
WA		1	4.17%
TOTAL		24	

Population Utilizing the Survey

Population Utilizing the Survey	State	Organization	Count	Percent
Youth ages 12-18			11	44%
Young adults ages 19-26			4	16%
Youth and young adults ages 12-26 NOT involved with any intervening public systems			6	24%
ALL youth and young adults ages 12 – 26			8	32%
Youth and young adults ages 12-26 involved with the child welfare system			5	20%
In home care			3	12%
Out of home - Family foster care			4	16%
Out of home - Residential facility			3	12%
Youth and young adults ages 12-26 involved with the juvenile justice system			4	16%
Youth and young adults ages 12-26 involved with the behavioral health system			2	8%
TOTAL			25	

Purpose of Using the Survey

Purpose of Using the Survey	State	Organization	Count	Percent
Assessment purposes to inform case planning with youth and young adults			13	54.17%
Evaluation purposes to measure the effectiveness of interventions/programs for youth and young adults			10	41.67%
Continuous Quality Improvement purpose to inform policy and practice decisions and measure well-being outcomes for youth and young adults			4	16.67%
TOTAL			24	

Frequency of Survey Administration

Frequency of Survey Administration	State	Organization	Count	Percent
Quarterly			10	41.67%
Every six months			11	45.83%
Annually			1	4.17%
Other			2	8.33%
TOTAL			24	

Registered Organizations Within State

Available to all users

This report shows all registered organizations that are *within the same state as the user*. This information can be useful if you want to know whether a young person is involved with another organization that is also using the Youth Thrive™ Survey.

As shown below, the report groups organizations by various characteristics based on the completed organizational profiles. For each characteristic, the report shows the number (count) and percent of registered organizations with that characteristic as well as the total number of registered organizations within the state. The organizational profile allows multiple responses for a number of questions, so the percentages will often exceed 100% when totaled.

Here are examples of the tables in the Registered Organizations Within State report:

Organizations in State

State	Organization	Count
NJ		5
	Anchor House	
	Anchor House - YARH	
	Catholic Charities of the Archdiocese of NJ	
	New Jersey Department of Children and Families (DCF)	
	Robin's Nest	

Population Utilizing the Survey	Organization	Count	Percent
Youth ages 12-18		3	60%
	Catholic Charities of the Archdiocese of NJ		
	New Jersey Department of Children and Families (DCF)		
	Robin's Nest		
Young adults ages 19-26		2	40%
	New Jersey Department of Children and Families (DCF)		
	Robin's Nest		
Youth and young adults ages 12-26 NOT involved with any intervening public systems		2	40%
	Anchor House		
	Anchor House - YARH		
ALL youth and young adults ages 12 – 26		1	20%
	New Jersey Department of Children and Families (DCF)		
Youth and young adults ages 12-26 involved with the child welfare system		1	20%
	New Jersey Department of Children and Families (DCF)		
In home care		1	20%
	New Jersey Department of Children and Families (DCF)		
Out of home - Family foster care		1	20%
	New Jersey Department of Children and Families (DCF)		
Out of home - Residential facility		1	20%
	New Jersey Department of Children and Families (DCF)		
Youth and young adults ages 12-26 involved with the juvenile justice system		1	20%
	New Jersey Department of Children and Families (DCF)		
Youth and young adults ages 12-26 involved with the behavioral health system		1	20%
	Anchor House		
TOTAL		5	

Purpose of Using the Survey	Organization	Count	Percent
Assessment purposes to inform case planning with youth and young adults		2	40%
	Catholic Charities of the Archdiocese of NJ		
	New Jersey Department of Children and Families (DCF)		
Evaluation purposes to measure the effectiveness of interventions/programs for youth and young adults		2	40%
	Anchor House		
	Robin's Nest		
Continuous Quality Improvement purpose to inform policy and practice decisions and measure well-being outcomes for youth and young adults		1	20%
	Anchor House - YARH		
TOTAL		5	

Frequency of Survey Administration	Organization	Count	Percent
Quarterly		2	40%
	Anchor House - YARH		
	Catholic Charities of the Archdiocese of NJ		
Every six months		2	40%
	Anchor House		
	Robin's Nest		
Annually		1	20%
	New Jersey Department of Children and Families (DCF)		
TOTAL		5	

Overview of Completed Survey Results

Available to CSSP users and state administrators

For each section in the Youth Thrive™ Survey, this report shows the number of surveys completed and the total and average scores across all surveys. The report can be run for a single organization or for multiple organizations. It can also be used to compare two organizations or groups of organizations. This could be useful if you're interested in comparing the results of organizations based on characteristics such as organization type or funding source. You can run the report for surveys completed within a very narrow or a very broad time period, such as on a particular day or since the beginning of survey implementation.

To run this report:

1. **Specify the date range for the surveys you want included in the report.** For example, to view all surveys completed during the month of September 2018, enter 9/1/2018 under "Date From" and 9/30/2018 under "Date To." To view all completed surveys as of the current date, enter the date that surveys began (or a prior date) under "Date From" and the current date under "Date To."
2. **Select the organization(s) whose results you want to view.** To select all the organizations in the dropdown menu, click "(Select All)" at the top of the list.
3. **Select the organization(s) whose results you want to compare to the organization(s) selected above.** If you do not need to make any comparisons, simply select all or use the same organization(s) you selected in the step above.
4. **Click "View Report."**

Here is an example of the Overview of Completed Survey Results report. In this example, the results of one organization are compared with the results of a second organization:

CT : Center for Youth and Young Adults

Section	Number Surveys	Total Score	Mean
Youth Resilience	8	329	4.11
Social Connections	8	494	3.63
Knowledge of Adolescent Development	8	378	3.64
Concrete Support in Times of Need	8	304	3.8
Cognitive and Social-Emotional Competence	8	469	3.66
Total	8	1974	3.77

CT : Children and Family Services

Section	Number Surveys	Total Score	Mean
Youth Resilience	8	367	4.59
Social Connections	8	662	4.87
Knowledge of Adolescent Development	8	477	4.59
Concrete Support in Times of Need	8	349	4.36
Cognitive and Social-Emotional Competence	8	584	4.56
Total	8	2439	4.59

Comparing Total and Average Scores from Pre to Post

Available to all users

For each section on the survey, this report shows the total and average scores on the first survey (pre) and the last survey (post) administered within a selected date range. It thus allows you to assess how aggregate scores have changed over time. The surveys reflected in this report are in accordance with a user’s permission level:

- CSSP users can view results for any organization(s) registered to use the Youth Thrive™ Survey
- State administrators can view results for any organization(s) in their state
- Organizational administrators can view results for their own organization
- Workers can view results for their own caseload

The report is restricted to youth who completed the survey *at least twice within the date range*. The first survey completed by a young person during that time frame is counted under “pre,” and the last survey completed by that young person is counted under “post.”

To run this report:

1. **Specify the date range for the surveys you want included in the report.** For example, to view the first and last surveys completed by young people in 2018, enter 1/1/2018 under “Date From” and 12/31/2018 under “Date To.”
2. **(CSSP users and state administrators only) Select the organization(s) whose results you want to view.** To select all the organizations in the dropdown menu, click “(Select All)” at the top of the list.
3. **Click “View Report.”**

Here is an example of the Comparing Total and Average Scores from Pre to Post. The first survey completed by each young person is reflected in the total and mean “Pre” scores, and the last survey completed by each young person is reflected in the total and mean “Post” scores. The number of survey takers included in the report is shown at the bottom of the table.

Protective and Promotive Factors	Total Score Pre	Mean Pre	Total Score Post	Mean Post
Youth Resilience	122	4.07	145	4.83
Social Connections	245	4.8	251	4.92
Knowledge of Adolescent Development	169	4.33	178	4.56
Concrete Support in Times of Need	117	3.9	132	4.4
Cognitive and Social-Emotional Competence	203	4.23	228	4.75
Total	856	4.27	934	4.69
Number of Survey-takers				3

Individual Scores Over Time

Available to all users except CSSP

This individual-level report shows a young person’s overall average and section sub-scores for each survey that they completed within a selected date range. The report is restricted to young people who completed the survey at least twice within the selected date range. It is useful in assessing individual changes in protective and promotive factors over time. Users can view young people’s results in accordance with their permission level:

- State administrators can view results for any young person in their state
- Organizational administrators can view results for any young person in their own organization
- Workers can view results for any young person on their own caseload

To run this report:

1. **Specify the date range for the surveys you want included in the report.** For example, to view all surveys ever completed, enter 1/1/2018 (or another date prior to the start of survey implementation) under “Date From” and the current date under “Date To.”
2. **(State administrators only) Select the organization(s) whose results you want to view.** To select all the organizations in the dropdown menu, click “(Select All)” at the top of the list.
3. **Select the worker(s) whose results you want to view.** If a caseworker is working with a young person who previously completed the survey with another caseworker, the new worker can view the historical results by selecting the previous caseworker’s name.

4. **Select the ID(s) of the survey taker(s) whose results you want to view.** For a caseworker, this list will be limited to the young people on their caseload.
5. **Click “View Report.”**

Here is an example of the Individual Scores Over Time report:

Survey Taker ID	Completed Date	Youth Resilience Mean	Social Connections Mean	Knowledge of Adolescent Development Mean	Concrete Support in Times of Need Mean	Cognitive and Social-Emotional Competence Mean	Overall Mean
HPotter							
	10/09/2018	4.8	4.88	4.23	4	4.31	4.44
	10/10/2018	4.6	5	4.15	3.3	4.25	4.26
NLongbottom							
	10/09/2018	3.8	4.53	4.77	4.4	4.56	4.41
	10/10/2018	4.9	4.76	4.54	4.9	5	4.82
rweasley							
	10/09/2018	3.6	5	4	3.3	3.81	3.94
	10/10/2018	5	5	5	5	5	5

Cross-Demographic Analysis of Average Scores for Customized Subgroups

Available to all users

This is a customizable, aggregate report that allows you to view survey results for a specific demographic subgroup of interest (for example, males currently in foster care). It shows the number of surveys completed by that group and their average scores for each section. Each survey completed within the selected date range is counted. Therefore, if a young person completed more than one survey within the selected date range, each survey is counted in the report.

Tables for up to two custom subgroups can be generated at the same time, allowing the user to cross- compare results across multiple demographic variables. The surveys reflected in this report are in accordance with a user’s permission level:

- CSSP users can view results for any organization(s) registered to use the Youth Thrive™ Survey
- State administrators can view results for any organization(s) in their state
- Organizational administrators can view results for their own organization
- Workers can view results for their own caseloads

To run this report:

1. **Specify the date range for the surveys you want included in the report.** For example, to view all surveys ever completed, enter 1/1/2018 (or another date prior to the start of survey implementation) under “Date From” and the current date under “Date To.”
2. **Define the two groups you want to compare.** Each group must have two characteristics.
 - a. Define Group 1. For example, to show results for males formerly in foster care:
 - i. Select the first category (Gender) and value (Male) of interest.

- ii. Select the second category (Foster Care) and value (Yes, I was in foster care before) of interest.
 - b. Define Group 2. For example, to show results for males with no history of foster care involvement:
 - i. Select the first category (Gender) and value (Male) of interest.
 - ii. Select the second category (Foster Care) and value (No, I have never been in foster care) of interest.
3. **(CSSP users and state administrators only) Select the organization(s) whose results you want to view.** To select all the organizations in the dropdown menu, click “(Select All)” at the top of the list.
4. **Click “View Report.”**

Here is an example of the Cross-Demographic Analysis of Average Scores for Customized Subgroups report:

Group 1 Demographics: Gender - Male; Foster Care - Yes, I was in foster care before

Survey Count	Youth Resilience Mean	Social Connections Mean	Knowledge of Adolescent Development Mean	Concrete Support in Times of Need Mean	Cognitive and Social-Emotional Competence Mean
2	4.7	4.94	4.19	3.65	4.28

Group 2 Demographics: Gender - Male; Foster Care - No, I have never been in foster care

Survey Count	Youth Resilience Mean	Social Connections Mean	Knowledge of Adolescent Development Mean	Concrete Support in Times of Need Mean	Cognitive and Social-Emotional Competence Mean
5	4.46	4.86	4.66	4.52	4.6

Youth Thrive™ Protective and Promotive Factors – Summary and Demographic Breakdown Available to all users

This set of reports provides a summary of responses within each section of the Youth Thrive™ Survey and a breakdown of scores by various demographic characteristics. Each survey completed within the selected date range is counted. Therefore, if a young person completed more than one survey within the selected date range, each survey is counted in the report.

The surveys reflected in this report are in accordance with a user’s permission level:

- CSSP users can view results for any organization(s) registered to use the Youth Thrive™ Survey
- State administrators can view results for any organization(s) in their state
- Organizational administrators can view results for their own organization

- Workers can view results for their own caseloads

To access these reports, click “Youth Thrive™ Protective and Promotive Factors – Summary and Demographic Breakdown” to access the following menu:



To run a report:

1. **Click on the PPF of interest.**
2. **Specify the date range for the surveys you want included in the report.** For example, to view all surveys ever completed, enter 1/1/2018 (or another date prior to the start of survey implementation) under “Date From” and the current date under “Date To.”
3. **(CSSP users and state administrators only) Select the organization(s) whose results you want to view.** To select all the organizations in the dropdown menu, click “(Select All)” at the top of the list.
4. **Click “View Report.”**

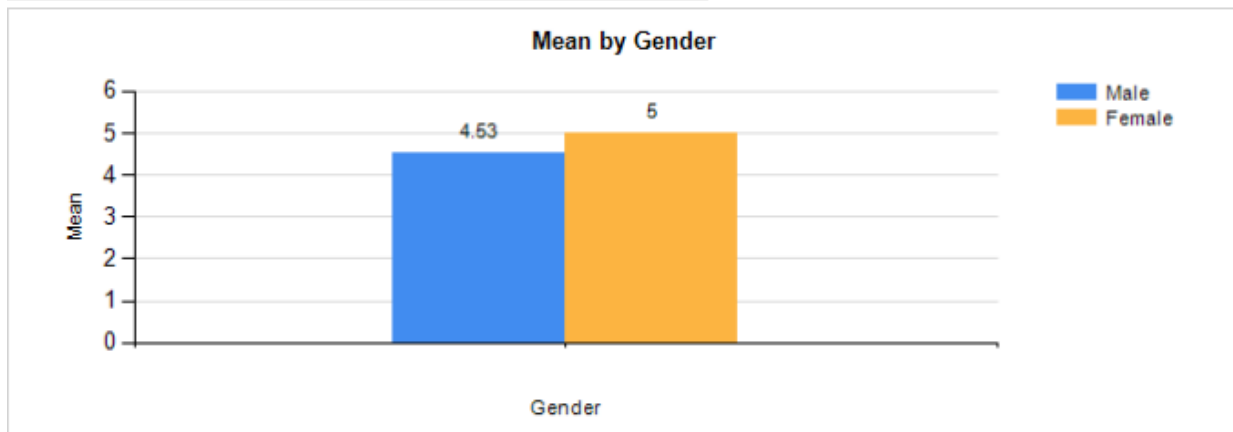
This is a two-page report. Here is an example of the first page of the Youth Resilience report, which shows, for each statement, the number and percentage of youth who selected each answer choice, the total number of surveys on which a young person responded to the statement, and the statement mean.

Youth Resilience	N Surveys	Not at all like me	A little like me	Sort of like me	A lot like me	Very much like me	Not Answered	Total	Question Mean
I learn from my mistakes	8	0-0%	1-12.5%	0-0%	2-25%	5-62.5%	0-0%	35	4.38
I believe I will be okay even when bad things happen	8	0-0%	0-0%	0-0%	0-0%	8-100%	0-0%	40	5
I do a good job of handling problems in my life	8	0-0%	0-0%	2-25%	2-25%	4-50%	0-0%	34	4.25
I try new things even if they are hard	8	0-0%	0-0%	2-25%	0-0%	6-75%	0-0%	36	4.5
When I have a problem, I come up with ways to solve it	8	1-12.5%	0-0%	1-12.5%	0-0%	6-75%	0-0%	34	4.25
I give up when things get hard	8	6-75%	1-12.5%	0-0%	0-0%	1-12.5%	0-0%	35	4.38
I deal with my problems in a positive way (like asking for help)	8	0-0%	0-0%	1-12.5%	1-12.5%	6-75%	0-0%	37	4.63
I keep trying to solve problems even when things don't go my way	8	0-0%	0-0%	0-0%	1-12.5%	7-87.5%	0-0%	39	4.88
Failure just makes me try harder	8	0-0%	0-0%	1-12.5%	1-12.5%	6-75%	0-0%	37	4.63
No matter how bad things get, I know the future will be better	8	0-0%	0-0%	0-0%	0-0%	8-100%	0-0%	40	5
TOTAL								367	4.59

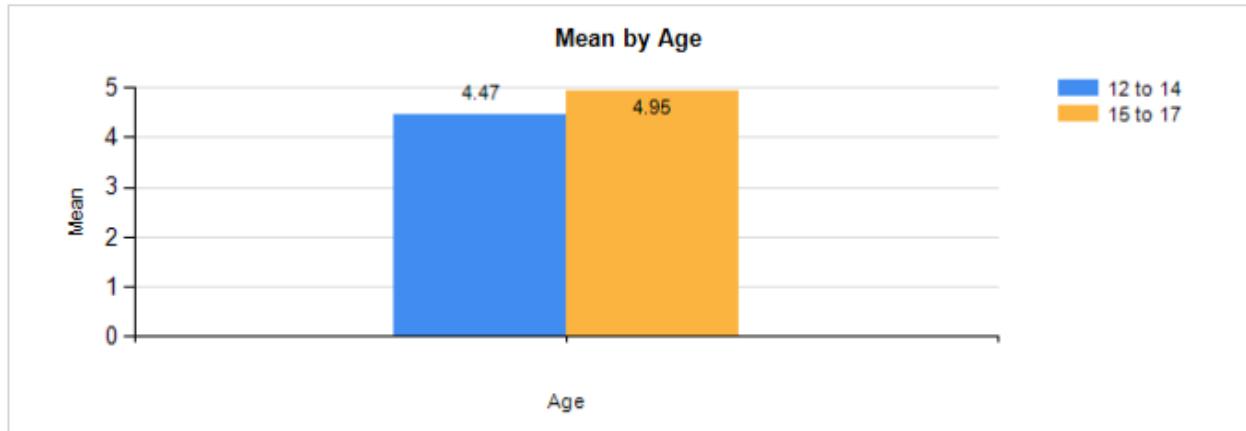
Here is an example of the second page of the Youth Resilience report, which provides a breakdown of the survey respondents and their average scores by their gender identity, age group, living arrangement, foster care involvement, juvenile justice involvement, and race or ethnicity, as well as data visualizations of these results:

Youth Resilience Demographic Breakdown

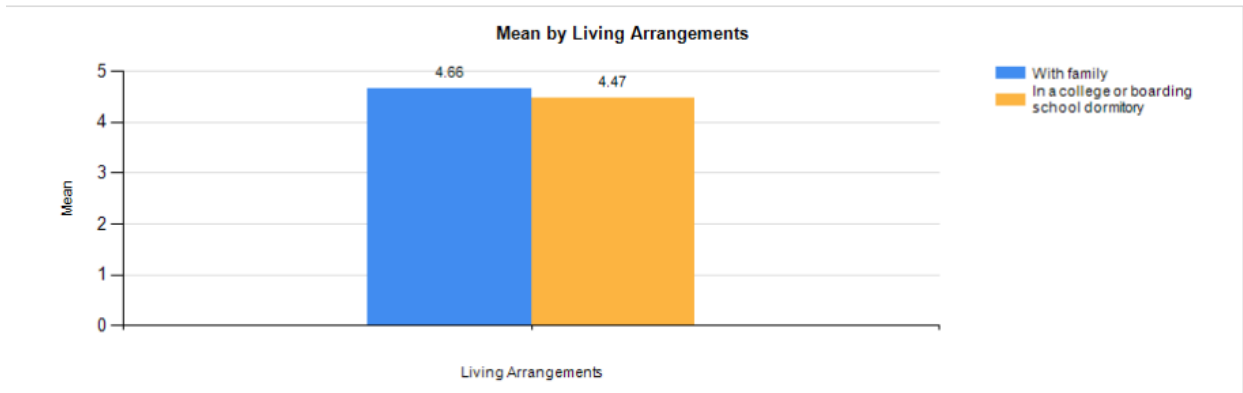
Gender	Count	%	Survey Mean
Male	7	87.5%	4.53
Female	1	12.5%	5
Total	8		4.59



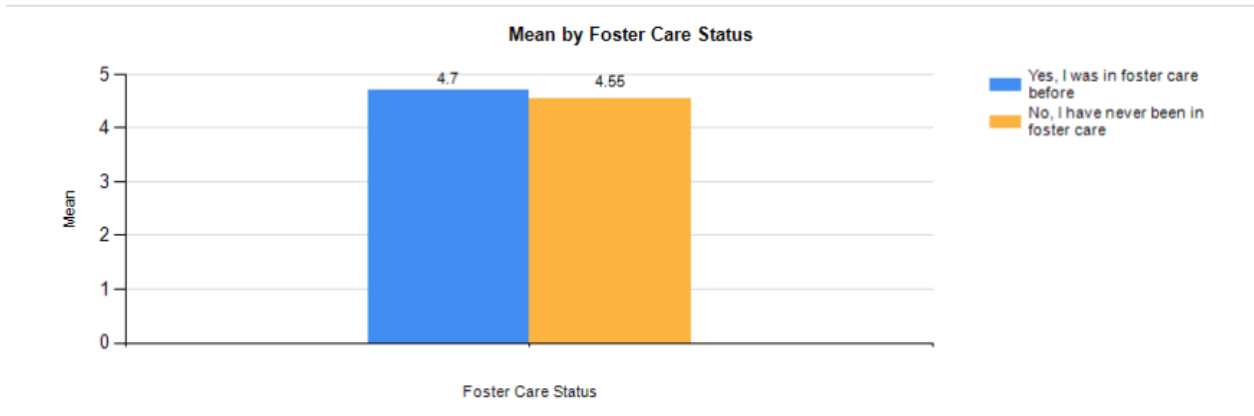
Age	Count	%	Survey Mean
12 to 14	6	75%	4.47
15 to 17	2	25%	4.95
Total	8		4.59



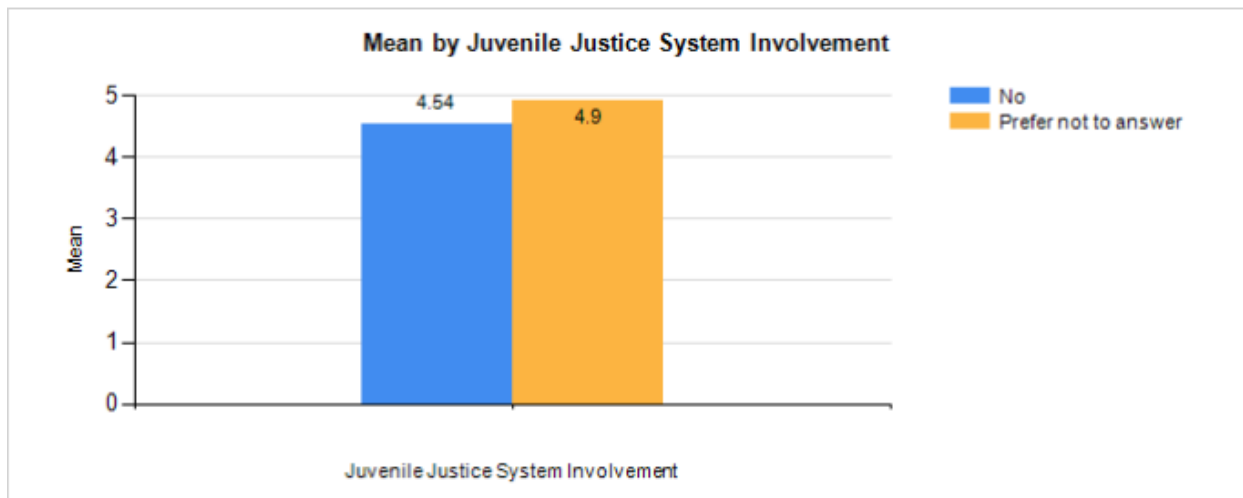
Living Arrangements	Count	%	Survey Mean
With family	5	62.5%	4.66
In a college or boarding school dormitory	3	37.5%	4.47
Total	8		4.59



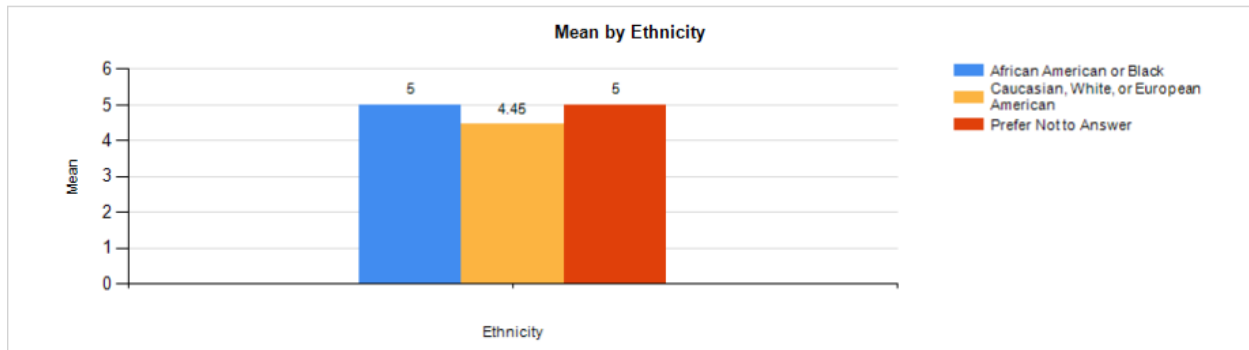
Foster Care Status	Count	%	Survey Mean
Yes, I was in foster care before	2	25%	4.7
No, I have never been in foster care	6	75%	4.55
Total	8		4.59



Juvenile Justice System Involvement	Count	%	Survey Mean
No	7	87.5%	4.54
Prefer not to answer	1	12.5%	4.9
Total	8		4.59



Ethnicity	Count	%	Survey Mean
African American or Black	1	12.5%	5
Caucasian, White, or European American	6	75%	4.45
Prefer Not to Answer	1	12.5%	5
Total	8		4.59



Getting a “Data Dump”

Organizational administrators, state administrators, and CSSP users may download a de-identified file of raw survey data for local storage and use. The completed surveys that are contained in the file are restricted according to user type (see Table 3, page 10). To get a data dump:

- Click “Data Download” in the Main Menu
- Enter the desired date range
- If you are a state administrator, select the organization whose data you want to view. (CSSP users must also select state)
- Click “Download” in the table to download the data in Excel

The screenshot shows the 'Data Download' interface for Youth Thrive. At the top, there is a logo for Youth Thrive, an initiative of CSSP. Below the logo, the title 'Data Download' is centered. The form includes fields for 'Date From', 'Date To', 'State' (set to Connecticut), and 'Organization Name' (set to Children and Family Services). Below the form is a table with three columns: 'Data Description', 'File Name', and 'Download Data'. The table contains one row: 'Youth Thrive Survey Data', 'survey_data', and 'Download'. At the bottom of the form, there are two buttons: 'Logout' and 'Main Menu'. The version number 'Version 1.0 (09/01/2018)' is visible in the bottom right corner.

Organizations may have the desire and capacity to conduct their own analyses of the data. For more information to support such work, see Attachment 4.

Guidelines for Communicating Survey Results

Agencies are encouraged to communicate the aggregate results of the Youth Thrive™ Survey with young people, staff at all levels, other stakeholders, and the broader community to inform them on how young people are doing and to inform strategies, policies, and practice decisions. The data visualization feature available in the Summary and Demographic Breakdown reports provides a way for agencies to quickly assess and share the growth of their young people in the protective and promotive factors. In addition, if reports are exported into Excel, additional graphs can be created using Excel's Charts feature.

However, **organizations must be sure to exercise caution to protect the privacy of the young people they serve.** Data must always be de-identified and presented in the aggregate only—that is, for the entire group or subgroup, not for an individual. Furthermore, the number of individuals in a group or subgroup must be large enough that one cannot discern an individual's responses based on the data provided. For example, if 20 young people complete the survey and two indicate that they are transgender, it is not appropriate to present the data on the transgender subgroup separately since individuals who know these youth and know that they completed the survey would be able to easily figure out their results.

When sharing and discussing results with a young person, be sure to do so in a strengths-based way, and remind them that their score is not indicative of their level of success. Refer to the next section for additional details and guidance for supporting young people who take the Youth Thrive™ Survey.

Section 4. Supporting Young People Who Take the Survey

Introducing the Survey

Encourage young people to look over the survey and the handout for young people (Attachment 3) prior to completing it, and allow time for them to ask questions. Ensure that young people know that the survey is not a test, but rather a tool for them to use to identify their strengths, goals, and needs.

Explain to young people that you will work with them to use the information from the survey to support them in developing a plan to promote and build on their strengths and to address their goals and needs. Provide a warm, welcoming and affirming space for youth and young adults to take the survey.

Here are some talking points to use when introducing the survey to a young person:

- Today you have the opportunity to complete a survey to tell us about your experiences as a young person. This survey is an online survey in which you will be asked to answer a number of questions about yourself.
- This is NOT a test. There are no wrong answers. It is important that you answer the questions honestly based on your current situation and your own experience.
- Your answers will be kept private. Only the professional whom you are working with and appropriate staff at the organization will see your responses and know that you were the one who gave those answers.
- You are encouraged to answer all the questions because the results of the survey will be more accurate that way. However, you don't have to participate in this survey if you don't want to. If any of the statements make you feel uncomfortable, you can skip that statement, stop to take a break, or stop altogether.
- The survey takes less than 15 minutes to complete. It has 6 parts:
 - A few questions about you, such as your gender identity and expression, grade in school, and race or ethnicity
 - A series of statements about each of the five protective and promotive factors.
- For the statements about the protective and promotive factors, choose one of the following options to describe how the statement relates to you: *not at all like me*, *a little like me*, *sort of like me*, *a lot like me*, or *very much like me*. Please check only one answer for each item. If you do not want to answer an item, leave it blank.
- Remember, there are no wrong answers. Each one of us will have our own unique way of responding to these different questions. Take your time answering each one.
- Let me know if you have questions.

Administering the Survey

Young people are encouraged to complete the survey in one sitting. However, if a young person becomes uncomfortable by any question or statement, stop the survey administration and support them. To give the young person a chance to return to the survey, do not log out. The survey may idle for up to 90 minutes without logging out (after 90 minutes, the system will time out and any responses will not be saved). If the young person logs out without clicking the “Submit” button at the end of the survey, their responses will not be saved.

Young people who have limited English proficiency, learning disabilities, low literacy skills, or other challenges may need additional support while completing the survey. Here are some guidelines for supporting these young people:

- A worker may read the survey out loud to the young person, and the young person can record their own responses online. Alternatively, answers may be recorded by a worker on a printed version of the survey (Attachment 1) and then entered into the online survey.
- Be sure to read the consent/assent page to the young person. It is important that the young person make an informed decision about whether or not to complete the survey.
- Read the questions exactly as they appear in the survey. If a young person says they do not understand a question, re-read it to them and encourage them to do their best to answer it. **Do not re-word or re-phrase any questions.** Any additional assistance may compromise the quality of the data.
- If a young person still does not understand after going through the above steps, let them leave it blank and move on.
- Survey is also available in Spanish. To access the Spanish survey, go to the (English) log-in page <https://cssp.metishost.com> and click on the link “Click here to complete the survey in Spanish/Haz clic aquí para completar la encuesta en Español.” This link will take you to the Spanish log-in screen, where survey taker can log in to take the Spanish survey.

Discussing the Results of the Survey

To use the Youth Thrive™ Survey effectively, it is important to discuss the results of the survey with the young person. Here are some guidelines for the discussion:

- Print the completed survey when the young person has finished so that both of you can easily see the questions and answers during the discussion.
- Review and discuss a young person's results with them by starting with strengths and asking open-ended questions.
- It is important to remember that the survey scores represent just one source of information on how the young person is doing at that point in time. No single source of information can tell the whole story about how a young person is doing. Therefore, it is important to review survey results in the context of other information on youth experiences.
- Let young people know that this is their survey and that they may request to review their responses at any point in time.
- Emphasize to them that the score is not indicative of their level of success.

Attachment 1: Youth Thrive™ Survey

You are invited to take the **Youth Thrive™ Survey**. The survey was created by the Center for the Study of Social Policy and Metis Associates **to help professionals working with and on behalf of young people understand how best to serve young people and help them to become healthy, thriving adults**. It includes statements about topics such as resilience, social connections, knowledge of adolescent development, supports, and cognitive and social-emotional competence. Your answers may be used to help your direct service worker serve you better. Your answers may also be used to help the organization understand how to better serve young people in general.

Taking this survey is voluntary, meaning that you do not have to take the survey if you do not want to. If you decide to take the survey, you will be asked to fill out some background information about yourself. After that, you can skip any question that you do not want to answer.

This is not a test. Please remember that there are **no right or wrong answers**. It is important that you answer each question **honestly**. This survey will probably take less than 15 minutes to complete, but you may take as much time on it as you need.

Only your direct service worker and appropriate staff from the organization that serves you will be able to link your name to the survey and view your answers. This is to help them serve you better. Your answers will be confidential to any other users of the data, such as the Center for the Study of Social Policy. That means that even though they will be able to view your answers, they will not know who took the survey.

If you have any questions, please ask your direct service worker now. For more information about this survey, please contact Charlyn Harper Browne at charlyn.harperbrowne@cssp.org or Lisa Mishraky at lisa.mishraky@cssp.org.

By clicking “I agree” below, you are agreeing to take this survey.

- I agree**
- I do not agree**

Background Information

1. How old are you? (check only one)

- 12 – 14
- 15 – 17
- 18 – 20
- 21 – 23
- 24 – 26

2. How do you describe your gender identity? (check only one)

- Male
- Female
- Transgender
- Gender fluid
- Prefer not to answer
- Other (please specify): _____

3. How do you describe your race/ethnicity? (check all that apply)

- African American or Black
- African National
- Caribbean Islander
- Asian or Asian American
- Caucasian, White, or European American
- Hispanic or Latino/Latina
- Middle Eastern
- Native American, American Indian, or Alaska Native
- Native Hawaiian or Other Pacific Islander
- Biracial or Multiracial
- Prefer Not to Answer
- Other (please specify): _____

4. In what state do you live?

- (Provide a drop down of all the states)

5. In what city do you live?

6. What is your ZIP code? (If you don't have a ZIP code, write NA. If you don't know your ZIP code, write DK.)

7. Have you ever been in foster care (under the legal responsibility of the child welfare agency, including foster homes and group care)?

- Yes, I am currently in foster care
- Yes, I was in foster care before
- No, I have never been in foster care
- Prefer not to answer

8. Have you ever been involved in the juvenile justice system?

- Yes
- No
- Prefer not to answer

9. Where are you currently living? (check only one)

- Independently (*by myself, with a friend, roommate, boyfriend, girlfriend, fiancé, husband, wife, etc.*)
- With family (*birth parents, other relative such as grandparents, aunt, brother or sister, adoptive parents, legal guardian*)
- In a foster home
- In a group setting (*group home, residential care, or residential treatment facility*)
- In a college or boarding school dormitory
- Independent Living Program, Supervised Independent Living Program, or Transitional Living Program
- Couch surfing or moving from house to house (*because I don't have a place to stay*)
- Homeless (*living in a shelter, motel, car, park, abandoned building, train or bus station, or other temporary place*)
- Prefer not to answer
- Other (please specify): _____

10. What is the highest grade you have **COMPLETED** at this time? (Do **NOT** include the year you are presently in)

- 6th grade or less
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade
- GED or High School Equivalency Diploma
- One or more years of college but no college degree
- Vocational or technical school certificate
- Associates or 2-year college degree
- Bachelors or 4-year college degree
- Some graduate school
- Graduate degree
- Prefer not to answer

11. Is English your primary language?

- Yes
- No

If no, what is your primary language? _____

Directions

This part of the survey is made up of five sections. Each section has a list of statements. Please use the answer choices to tell us how much each statement is—or is not—like you. The answer choices are *not at all like me*, *a little like me*, *sort of like me*, *a lot like me*, or *very much like me*.

Youth Resilience

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

Social Connections

	Not at all like me	A little like me	Sort of like me	A lot like me	Very much like me
1. There are people in my life who encourage me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have someone who I can share my feelings and ideas with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have someone in my life who I look up to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I have someone in my life who doesn't judge me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel lonely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have someone I can count on for help when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I have someone who supports me in developing my interests and strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have a friend or family member to spend time with on holidays and special occasions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I know for sure that someone really cares about me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have someone in my life who is proud of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. There is an adult family member who is there for me when I need them (for example, my birth or adoptive parent, spouse, adult sibling, extended family member, legal guardian, non-biological chosen family).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. There is an adult, other than a family member, who is there for me when I need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have friends who stand by me during hard times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I feel that no one loves me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My spiritual or religious beliefs give me hope when bad things happen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I try to help other people when I can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I do things to make the world a better place like volunteering, recycling, or community service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Knowledge of Adolescent Development

	Not at all like me	A little like me	Sort of like me	A lot like me	Very much like me
1. It's important for me to speak up for equality and justice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. It's important to learn about other people's cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Getting an education is important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. It's important for me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am proud of my race or ethnicity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I like to learn new things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. It's important for me to do the right thing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can admit when I've made a mistake or done something wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I like myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can explain my reasons for my opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I know what to do in case of an emergency at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can prepare a meal for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I know how to take care of my personal hygiene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Concrete Supports

	Not at all like me	A little like me	Sort of like me	A lot like me	Very much like me
1. I am able to go to a doctor when I need to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am able to go to a dentist when I need to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I usually go to the same doctor's office or clinic when I'm sick.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I know how to get help with school or work problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I know how to get help with family problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I know how to get help with problems I'm having with my peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I know how to get help with my personal problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can stand up for myself when I feel that I am treated unfairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can let people know what I need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have learned how to make good decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Cognitive and Social-Emotional Competence

	Not at all like me	A little like me	Sort of like me	A lot like me	Very much like me
1. I think about my choices before making a decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I ask for advice from someone I trust before making an important decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I make plans and work hard to reach my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I get along well with different types of people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I am easily distracted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I stand up for what I believe even if other people don't agree with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If I make a promise, I try to keep it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I care about other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am an honest person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have difficulty controlling my anger.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am a dependable person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I know how to act in different social situations (such as school, home, work and church/mosque/temple).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I try to imagine how someone might feel before criticizing them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I feel bad when people I know are upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I can express my positive feelings to other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am sad most of the time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for taking the survey!

Your answers will help the professionals and organizations that support you make decisions about creating opportunities for young people.

Attachment 2: Youth Thrive™ Survey - Spanish Version

Lo invitamos a participar en la **Encuesta de Youth Thrive™**. La encuesta fue creada por el Centro para el Estudio de la Política Social (Center for the Study of Social Policy) y los Asociados de Metis (Metis Associates) **para ayudar a los profesionales que trabajan con o a favor de los jóvenes a entender la mejor manera de servirles y ayudarlos a convertirse en adultos saludables y exitosos**. La encuesta incluye declaraciones sobre temas como la resiliencia, las conexiones sociales, el conocimiento del desarrollo de los adolescentes, los apoyos y la capacidad cognitiva y socioemocional. Tus respuestas pueden ayudar al trabajador de servicios sociales asignado a ti a servirte mejor. Tus respuestas también pueden ayudar a la organización a entender la mejor manera de servir a los jóvenes en general.

La participación en esta encuesta es voluntaria, queriendo decir que no tienes que completar la encuesta si no lo deseas. En caso que decidas completar la encuesta, te solicitaremos proporcionar algunos datos personales. Tienes la opción de no responder cualquiera de las preguntas si así lo deseas.

Esto no es un examen. Por favor, recuerda que **no hay respuestas correctas ni incorrectas**. Es importante que seas sincero al contestar cada pregunta. Esta encuesta probablemente tardará menos de 15 minutos en completar, pero puedes tomar el tiempo que sea necesario para completarla.

Solamente el trabajador de servicios sociales asignado a ti y el personal apropiado de la organización que te rinde servicios podrá asociar tu nombre con la encuesta y ver tus respuestas. Esto es para ayudarlos a servirte mejor. Tus respuestas serán confidenciales para cualquier otra persona que tenga acceso a estos datos, tal como el Centro para el Estudio de la Política Social. Eso quiere decir que, aunque puedan ver tus respuestas, no sabrán quien completó la encuesta.

Si tienes alguna pregunta, por favor pregúntale a tu trabajador de servicios sociales. Para más información acerca de esta encuesta, por favor comuníquese con Charlyn Harper Browne a charlyn.harperbrowne@cssp.org o Lisa Mishraky a lisa.mishraky@cssp.org

Al hacer clic en “Estoy de acuerdo” a continuación, estás aceptando participar en esta encuesta.

- Estoy de acuerdo**
- No estoy de acuerdo**

Información personal

1. ¿Cuántos años tienes? (Marque uno solamente)

- 12 - 14
- 15 - 17
- 18 - 20
- 21 - 23
- 24 - 26

2. ¿Cómo describes tu identidad de género? (Marca uno solamente)

- Hombre
- Mujer
- Transgénero
- Género fluido
- Prefiero no responder
- Otro (por favor, especifique): _____

3. ¿Cómo describes tu raza o etnia? (Marca todos los que apliquen)

- Afroamerican@ o negr@
- Nativ@ de África
- Nativ@ de una isla del Caribe
- Asiatic@ o asiático-estadounidense
- Caucásic@, blanca@, o europea-estadounidense
- Hispan@ o latin@
- Nativ@ del Medio Oriente
- Amerindi@ o nativ@ de Alaska
- Nativ@ de Hawái u otra isla del Pacífico
- Bi-racial o multirracial
- Prefiero no responder
- Otra (por favor, especifique): _____

4. ¿En qué estado vives?

- (Provide a drop down of all the states)

5. ¿En qué ciudad vives?

6. ¿Cuál es tu código postal? (Si no tiene un código postal, escriba “No aplica”. Si no sabes tu código postal, escribe “No sé”.)

7. ¿Alguna vez has estado en un programa de crianza temporal (bajo la responsabilidad legal de la oficina de bienestar infantil, esto incluye hogares de crianza temporal y hogares colectivos)?

- Sí, estoy actualmente en un programa de crianza temporal
- Sí, en el pasado estuve en un programa de crianza temporal
- No, nunca he estado en un programa de crianza temporal
- Prefiero no responder

8. ¿Alguna vez has estado involucrado con el sistema judicial juvenil?

- Sí
- No
- Prefiero no responder

9. ¿Dónde estás viviendo actualmente? (Marca solamente uno)

- Independientemente (solo, con un/a amig@, compañer@ de cuarto, novi@, prometid@, espos@, etc.)
- Con familia (*padres consanguíneos u otro pariente como abuelos, tía, herman@, padres adoptivos, tutor legal*)
- En un hogar de crianza temporal
- En un ambiente colectivo (*hogar colectivo, centro de atención especial o centro de tratamiento*)
- En un dormitorio universitario o internado
- En un programa de vida independiente, programa de colocación supervisada para una vida independiente o programa para la transición a una vida independiente
- Duermo en el sofá de otros o voy de casa en casa (*porque no tengo un lugar dónde vivir*)
- Estoy sin hogar (*viviendo en un albergue, motel, carro, parque, edificio abandonado, estación de tren o autobús u otro lugar provisional*)
- Prefiero no responder
- Otro (por favor, especifique): _____

10. ¿Cuál es el nivel más alto de educación que ha **COMPLETADO**? (NO incluya el grado en el que está actualmente)

- 6° grado o menos
- 7° grado
- 8° grado
- 9° grado
- 10° grado
- 11° grado
- 12° grado
- GED (Diploma de educación general) o diploma que equivale al de la preparatoria (high school)
- Un año o más de universidad, pero sin título universitario
- Certificado de un colegio vocacional o técnico
- Título de una universidad de dos años (universidad comunitaria)
- Una licenciatura (Bachelors) o un título de una universidad de cuatro años
- Un poco de escuela de postgrado
- Título de una escuela de postgrado
- Prefiero no responder

Instrucciones

Esta parte de la encuesta consiste de cinco secciones. Cada sección tiene una lista de declaraciones. Por favor, utiliza las opciones de respuestas para hacernos saber qué tan parecida (o poco parecida) es cada declaración a ti. Las opciones de respuestas son: Nada parecido a mí, un poco parecido a mí, casi parecido a mí, muy parecido a mí, se parece mucho a mí.

Resiliencia juvenil

	Nada parecido a mí	Un poco parecido a mí	Algo parecido a mí	Parecido a mí	Muy parecido a mí
1. Aprendo de mis errores.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Creo que estaré bien, aun cuando pasan cosas malas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Manejo bien los problemas que hay en mi vida.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Intento cosas nuevas, aunque sean difíciles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Cuando tengo un problema, se me ocurren maneras para resolverlo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Me doy por vencido cuando las cosas se ponen difíciles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Trato mis problemas de una manera positiva (como pidiendo ayuda).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Sigo tratando de resolver problemas aun cuando las cosas no salen a mi favor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. El fracaso solo hace que me esfuerce más.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Sin importar mal que se pongan las cosas, yo sé que el futuro será mejor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conexiones sociales

	Nada parecido a mí	Un poco parecido a mí	Algo parecido a mí	Parecido a mí	Muy parecido a mí
1. Hay personas en mi vida que me motivan a esforzarme más.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Tengo a alguien con quien puedo compartir mis sentimientos e ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Tengo a alguien en mi vida a quien admiro.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tengo a alguien en mi vida que no me juzga.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Me siento sol@.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Tengo a alguien con quien puedo contar cuando lo necesito.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Tengo a alguien que me apoya en el desarrollo de mis intereses y puntos fuertes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Tengo un amigo o pariente con quien pasar los días festivos y ocasiones especiales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Yo sé con certeza que alguien realmente se preocupa por mí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Tengo a alguien en mi vida que está orgulloso de mí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Tengo un pariente adulto que siempre está disponible cuando lo necesito (por ejemplo, mis padres consanguíneos o adoptivos, cónyuge, hermano adulto, miembro de la familia extendida, tutor legal o familia elegida no biológica).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Hay un adulto, aparte de los miembros de mi familia, que está disponible cuando lo necesito.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Tengo amigos quienes están a mi lado en los tiempos difíciles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Siento que nadie me quiere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Mis creencias espirituales o religiosas me dan esperanza cuando suceden cosas malas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Yo intento ayudar a los demás cada vez que puedo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Yo hago cosas, como servir de voluntario, reciclar o dar servicio comunitario, para hacer del mundo un lugar mejor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conocimiento del desarrollo de los adolescentes

	Nada parecido a mí	Un poco parecido a mí	Algo parecido a mí	Parecido a mí	Muy parecido a mí
1. Es importante para mí defender la igualdad y justicia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Es importante aprender acerca de las culturas de otras personas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Obtener una educación es importante para mí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Es importante para mí entregar lo mejor de mí.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Estoy orgulloso de mi raza o etnia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Me gusta aprender cosas nuevas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Es importante para mí hacer lo correcto.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Puedo admitir cuando he cometido un error o hecho algo mal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Me quiero a mí mismo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Puedo explicar mis razones por mis opiniones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Sé qué hacer en caso de una emergencia en mi hogar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Puedo preparar comida para mí mismo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Sé cómo atender de mi higiene personal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Apoyos concretos

	Nada parecido a mí	Un poco parecido a mí	Algo parecido a mí	Parecido a mí	Muy parecido a mí
1. Puedo ir al doctor cuando es necesario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Puedo ir al dentista cuando es necesario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Normalmente voy al mismo consultorio médico o clínica cuando estoy enfermo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sé cómo obtener ayuda con problemas de la escuela o del trabajo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Sé cómo obtener ayuda con problemas familiares.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Sé cómo obtener ayuda con problemas que estoy teniendo con mis colegas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Sé cómo obtener ayuda con mis problemas personales.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Puedo defenderme a mí mismo cuando creo que estoy siendo tratado de manera injusta.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Puedo hacerle saber a la gente qué es lo que necesito.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. He aprendido cómo tomar buenas decisiones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Capacidad cognitiva y socioemocional

	Nada parecido a mí	Un poco parecido a mí	Algo parecido a mí	Parecido a mí	Muy parecido a mí
1. Pienso en mis opciones antes de tomar una decisión.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Pido el consejo de alguien en quien confié antes de tomar una decisión importante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Hago planes y trabajo duro para alcanzar mis metas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Me llevo bien con diferentes tipos de personas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Me distraigo fácilmente.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Defiendo mis creencias, aunque otras personas no estén de acuerdo conmigo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Si hago una promesa, trato de guardarla.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Me importan los demás.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Soy una persona honesta.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Se me hace difícil controlar mi ira.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Soy una persona confiable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Sé cómo actuar en diferentes situaciones sociales (como la escuela, el hogar, el trabajo, la iglesia, la mezquita o el templo).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Antes de criticar a alguien trato de imaginarme cómo se ha de sentir esa persona.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Me siento mal cuando las personas que conozco están molestas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Puedo expresarles mis sentimientos positivos a otras personas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Estoy triste la mayor parte del tiempo.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¡Gracias por tomar la encuesta!

Tus respuestas ayudarán a los profesionales y las organizaciones que te apoyan a tomar decisiones sobre cómo crear oportunidades para los jóvenes.

Attachment 3: Youth Thrive™ Survey Technical Report and Appendices

Introduction

The Youth Thrive™ Survey is a youth self-report instrument developed by the [Center for the Study of Social Policy](#) (CSSP) and Metis [Associates](#) to measure the presence, strength, and growth of the Youth Thrive™ protective and promotive factors that have been shown by research to advance healthy development and well-being and mitigate the impacts of trauma and negative life experiences.¹ These five factors are:

- **Youth Resilience:** Managing stress and functioning well when faced with stressors, challenges, or adversity; building on individual characteristics, strengths, and interests.
- **Social Connections:** Having healthy, sustained relationships with people, institutions, the community, and a higher power that promote a sense of trust, belonging, and that one matters.
- **Knowledge of Adolescent Development:** Understanding the unique aspects of adolescent development including information on adolescent brain development and the impact of trauma; implementing developmentally and contextually appropriate best practices.
- **Concrete Support in Times of Need:** Understanding the importance of asking for help and advocating for oneself; receiving quality services (e.g., health care, housing, education) designed to preserve youths' dignity, provide opportunities for skill development, and promote healthy development.
- **Cognitive and Social-Emotional Competence:** Acquiring skills and attitudes (e.g., executive functioning, character strengths, future orientation, persistence, and positive emotions) that are essential for forming an independent identity and having a productive, responsible, and satisfying adulthood.²

The survey is designed to be used by organizations serving youth and young adults ages 12 to 26 for both assessment, evaluation and continuous quality improvement purposes. To help ensure that it yields reliable, valid, sensitive, and complete data with minimal bias, the instrument underwent a multi-stage validation process. This document summarizes the development and validation efforts and results.

Survey Development

As a first step in survey development, CSSP conducted a review of the literature and existing measures to inform the creation of a comprehensive item bank, which consisted of items that were newly created to address the Youth Thrive™ five protective and promotive factors, as well as items that were drawn or adapted from the following existing instruments:

- Adolescent Resilience Scale
- Baruth Protective Factors Inventory
- California Healthy Kids Survey
- Child & Youth Resilience Measure
- Children’s Hope Scale
- Communities that Care Survey
- Life Skills Evaluation Survey
- Parents’ Assessment of Protective Factors
- Psychological Hardiness Scale
- Resiliency Attitudes and Skills Profile
- Rosenberg’s Self Esteem Scale
- Social Competence Teen Survey
- Strengths Assessment Inventory – Youth Version

The item bank was organized into five sections (one for each factor). Input on the initial item bank and the self-rating Likert-type scale was solicited from three young people, as well as from the CSSP team. The item bank was then reduced to a 162-item initial instrument. This instrument and all testing protocols were submitted to Metis’s Institutional Review Board (IRB) to ensure compliance with ethical standards for research with human subjects. Each revision to the instrument was submitted as an addendum to the IRB for approval as well.

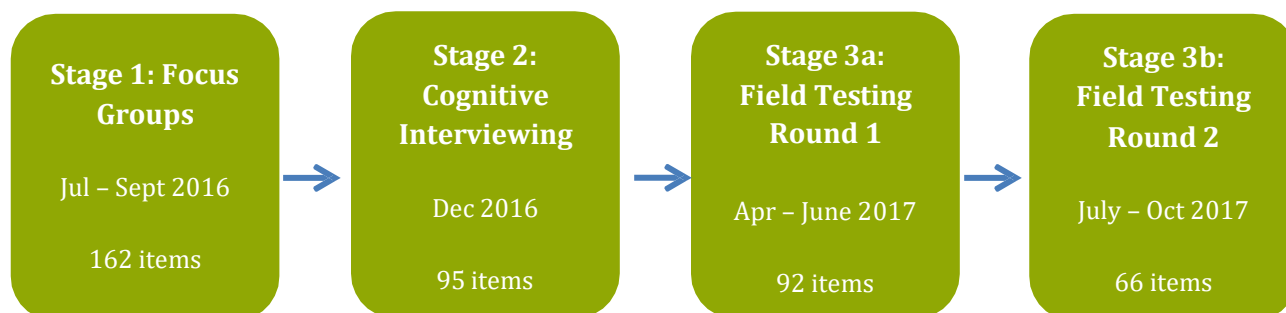
¹Harper Browne, C., Notkin, S., Schneider-Muñoz, A., & Zimmerman, F. (2015). Youth Thrive: A Framework to Help Adolescents Overcome Trauma and Thrive. *Journal of Child and Youth Care Work*, 25, 33-52. <https://www.cssp.org/reform/child-welfare/youththrive>

²Harper Browne, C. (2014). Youth Thrive: Advancing Healthy Adolescent Development and Well-Being. Retrieved from Center for the Study of Social Policy: http://www.cssp.org/reform/child-welfare/youth-thrive/2014/Youth-Thrive_Advancing-Healthy-Adolescent-Development-and-Well-Being.pdf

Validation Process

Following IRB approval of the protocols and the initial instrument, Metis and CSSP conducted a three- stage validation process. First, focus groups were conducted with youth and young adults to gather their feedback about the items. Second, cognitive interviews were conducted to understand how young people arrived at their answers to the items. Next, two rounds of field testing were conducted to assess the technical adequacy and usefulness of the survey. These testing procedures and results are summarized in Figure 1 and described below.

Figure 1. Three Stages of Instrument Validation



Stage 1: Focus groups

From July to September 2016, Metis and CSSP conducted four focus groups with a diverse set of young people from partnering organizations (Table 1) to gather their feedback on the instrument, uncover potential problems that may impact the inventory's validity, identify possible solutions, and revise the instrument accordingly for Stage 2 interviews. At the start of the focus groups, the survey consisted of a total of 162 items across the five sections in addition to demographic questions. Each group discussed one or two sections of the survey over the course of a one-hour focus group. For each item in the selected section(s), the discussions addressed whether it made sense, whether it would be easy to respond to using the given answer choices, whether it was biased in any way, and recommendations for changes to any identified items. Focus groups were recorded only when all participants in the group consented to the recording (all groups provided consent), and young people were provided with a \$50 gift card for their participation.

Table 1. Summary of Focus Groups Conducted

Organization type	Location	Date	Focus Group Population	Number of Participants	Section Discussed
LGBT center	New York, NY	July 2016	LGBT youth and young adults ages 18 to 22	8	Section 2, Social Connections
Church youth group	Atlanta, GA	July 2016	African American youth ages 11 to 18	11	Section 1, Youth Resilience; Section 4, Concrete Supports
Group home	Bronx, NY	August 2016	Systems-involved youth in group homes ages 16 to 22, including young mothers	13	Section 3, Knowledge of Adolescent Development
Community organization for youth and families	Atlanta, GA	September 2016	African American youth ages 11 to 17	14	Section 5, Cognitive and Social- Emotional Competence

A number of revisions, which included eliminating or re-wording some items to make them simpler, clearer, and/or less biased, were made based on the focus group results. To streamline the instrument further prior to cognitive interviewing, Metis conducted a text analysis of the items to identify overlap in content within and across sections. Overall, more than 60 items were eliminated as a result of the focus groups and text analysis; the next iteration of the instrument comprised 95 items and was programmed into Survey Monkey for subsequent stages in the validation process.

Stage 2: Cognitive interviews

Cognitive interviews were then conducted to understand young people’s cognitive processes (e.g., comprehension, recall) in answering the items—particularly those identified as problematic in Stage 1—to further refine items, improve inventory validity, and finalize a draft instrument for field testing. A total of 11 young people were interviewed in December 2016. They were affiliated with a community-based organization (4 participants), an LGBT Center (4 participants), and a for-profit organization (3 participants). Their ages ranged from 15 to 26. For each interview, the instrument was administered in its entirety as a web-based or paper survey, depending on the Wi-Fi capabilities of the location where the activity was conducted. After a participant completed the survey, the interviewer asked a series of general and specific questions about each section of the survey, such as whether any items in a section were unclear or difficult to answer, whether any items made the participant pause and think about their answer, what specific words or phrases meant to them, and why they responded to specific items the way they did. Interviews were audio recorded only when the participant consented to the recording (all of the participants consented), and interviewees received a \$50 gift card for their participation. Results were used to make further refinements to the survey (including re-wording or eliminating items), yielding a 92-item survey for field testing.

Stage 3: Field testing

A purposive sampling³ plan was developed prior to data collection activities to guide the field testing process. The plan employed for field testing targeted a diverse range of responses based on respondent characteristics of interest, such as race, ethnicity, gender identity, geography, and involvement in the juvenile justice or foster care systems. Target numbers were developed for each respondent subgroup based on an overall target N of 500 for each round (see Appendix A for more details). The plan was finalized in August 2016, providing ample time to complete cognitive interviews and to develop recruitment strategies for the following spring. Field testing was conducted in two rounds, with the goal of recruiting a sufficient number of young people to reflect the sampling plan. No incentives were offered to young people for their participation.

Round 1

The first round of field testing was conducted from April to June 2017, during which CSSP engaged approximately 125 organizations to invite their youth and young adults to take the survey online. The survey was completed in its entirety by 316 individuals. Demographic characteristics of the respondents are shown in Appendix B.⁴ The median time to complete the survey was 10 minutes, with 73% completing it in 15 minutes or less.

Chronbach's alpha, an established measure of internal consistency and estimate of reliability, was calculated for the full 92-item version of the instrument, as well as for each of the instrument's five sections. As seen in Table 2, all five sections, as well as the full instrument, achieved scores suggesting high internal consistency and reliability.

Table 2. Reliability - Chronbach's Alpha - 92-Item Instrument

	All items	Section 1	Section 2	Section 3	Section 4	Section 5
N	316	381	377	378	402	386
Items	92	15	23	23	11	20
Alpha	0.970	0.894	0.893	0.943	0.921	0.878

³ Purposive sampling is a technique that uses characteristics of the population and the objective of the study as the basis for sample selection.

⁴ Note that the number of individuals who responded to individual demographics questions (N=412 for Round 1) is greater than the number of respondents who completed the survey in its entirety.

To further understand the underlying structure of the instrument, the relationship between items, and the sections to which they might belong, a set of data reduction analyses were conducted. Specifically, Principal Component Analyses (PCAs) were used to distill the 92 items in the instrument into a smaller set of components that could accurately summarize the instrument. Initial models developed from the 92-item instrument were forced into five components (to match the structure of the instrument), revealing a number of items that did not “fit” well within the instrument structure. Items that were equally loaded across components or loaded weakly within components were removed, and new PCA models were developed. Through this iterative process, the instrument was thereby reduced to 66 items based on (1) the strength of the relationship of the item to the five components in the conducted PCAs; and (2) the practical importance of the item to the five constructs. Chronbach’s alpha was then calculated for this 66-item instrument, as well as for each of the instrument’s five sections. As seen in Table 3, all five sections as well as the full instrument achieved scores suggesting high internal consistency and reliability.

Table 3. Reliability - Chronbach's Alpha - 66-Item Instrument

	All items	Section 1	Section 2	Section 3	Section 4	Section 5
N	331	385	382	385	402	391
Items	66	10	17	13	10	16
Alpha	0.957	0.843	0.871	0.918	0.914	0.844

These analyses were conducted to ensure that the 92-item instrument achieved sufficient reliability to move forward with a second round of testing, as well as to streamline the instrument as much as possible. While the 92-item instrument demonstrated high internal consistency and reliability, the removal of 26 items produced a more focused instrument with reliability estimates similar in magnitude to the 92-item instrument. This instrument became the final version that underwent the validation study.

Round 2

The second round of field testing was conducted on the final 66-item version of the instrument from July to October 2017. CSSP reached out to the same organizations from the first round as well as to some new organizations to help recruit youth and young adults for the effort. Round 2 yielded a total of 204 completed surveys (see Appendix B for respondent demographic characteristics⁵). The median time to complete the survey was 7 minutes, with 83% completing it in 15 minutes or less.

⁵ Note that the number of individuals who responded to individual demographics questions (N=233 for Round 2) is greater than the number of respondents who completed the survey in its entirety.

Findings

Analyses of the 66-item instrument were conducted to determine its reliability and validity. As in round 1, Chronbach's alpha was calculated for the full instrument, as well as for each of the instrument's five sections. **Table 4 shows that the full instrument, as well as all five sections, achieved scores suggesting high internal consistency and reliability.** Test PCAs conducted on the data from the second round of field testing also showed an underlying structure similar to those found in round 1.

Table 4. Reliability - Chronbach's Alpha - 66-Item Instrument

	All items	Section 1	Section 2	Section 3	Section 4	Section 5
N	204	245	238	236	237	226
Items	66	10	17	13	10	16
Alpha	0.963	0.877	0.883	0.904	0.910	0.844

To test for discriminant validity, a Confirmatory Factor Analysis (CFA) was conducted on the data gathered in the second round of field testing. Unlike PCA, a CFA model is used to test whether the items intended to measure a construct are indeed measuring that construct. The objective of conducting a CFA was therefore to determine whether the data collected during round 2 showed that the items within each section of the instrument are actually measuring the underlying protective and promotive factor addressed in that section.

The CFA yielded a Root Mean Square Error of Approximation (RMSEA) of 0.088, indicating that the instrument achieved marginal discriminant validity. This suggests that **each section might be measuring a separate construct, but that there is also considerable overlap among the sections.** The result is not surprising and is consistent with the interrelated nature of the theoretical constructs defining the five protective and promotive factors and the items that were selected to measure them.

Discussion

The Youth Thrive™ Survey was developed with great care to ensure its utility to the field. A stepwise process was used for development, wherein draft instruments were developed for which feedback could be elicited and ultimately field-tested. Analyses conducted upon the final survey instrument show that it has high levels of internal consistency and reliability, both overall and within each of its five sub-sections. Further, as items were adapted from extant validated instruments and corroborative feedback was sought from focus groups and cognitive interview participants, the instrument also appears to have strong face validity. Finally, analyses also show that the instrument has marginal discriminant validity: while the five sections appear to measure separate constructs, there is considerable overlap in the measurements. As the protective and promotive factors measured by the instrument would not be considered orthogonal (or mutually exclusive), this result is not at all surprising. In conclusion, the instrument appears to function as intended and shows great promise as a diagnostic and evaluation tool for the field.

Appendix A: Final Field Test Sampling Plan for the Youth Thrive™ Survey

The following is a final purposive sampling plan for field testing of the Youth Thrive™ Survey. Purposive sampling is a technique that uses characteristics of the population and the objective of the study as the basis for sample selection. The type of purposive sample we will be employing for our field test is one in which we will represent a diverse range of responses based on respondent characteristics of interest. This is sometimes called a maximum variation or heterogeneous purposive sample. Based on an agreed-upon sample size of 500 cases, and the four (4) characteristics we agreed would be represented in our sample, the following targets have been established for each subgroup. Based on our assumption that the major category of interest is age range⁶, equal targets have been developed for all other categories within the defined age ranges. Ultimately, we would like the sample to have equal representation of all categories to maximize the voice of subgroups during the field tests, although some Ns have been reduced for subgroups that are small or hard to reach (e.g., other gender identity). Subgroups in the sampling plan reflect agreed upon collapsing of categories from the instrument⁷

Age Range	N	Race/Ethnicity	N	Gender Identity	N	System Involvement (Foster Care or Juvenile Justice) or Currently Homeless	N
12 to 14	125	Biracial or Multiracial	20	Male	55	Ever/Yes	63
		Black (African American or Black, Caribbean Islander, African National)	20	Female	55		
		Asian or Asian American	20	Transgender	10		
		Caucasian, White or European American	20	Gender Fluid and Other	5		
		Hispanic or Latino/a	20				
		American Indian/Native American/Alaskan Native	10				
		Middle Eastern, Native Hawaiian or Other Pacific Islander, and Other	15				
15 to 17	125	Biracial or Multiracial	20	Male	45	Ever/Yes	62
		Black (African American or Black, Caribbean Islander, African National)	20	Female	45		
		Asian or Asian American	20	Transgender	15		
		Caucasian, White or European American	20	Gender Fluid and Other	20		
		Hispanic or Latino/a	20				
		American Indian/Native American/Alaskan Native	10				
		Middle Eastern, Native Hawaiian or Other Pacific Islander, and Other	15				

18 to 20	125	Biracial or Multiracial	20	Male	45	Ever/Yes	63
		Black (African American or Black, Caribbean Islander, African National)	20	Female	45		
		Asian or Asian American	20	Transgender	20		
		Caucasian, White or European American	20	Gender Fluid and Other	15		
		Hispanic or Latino/a	20				
		American Indian/Native American/Alaskan Native	10				
		Middle Eastern, Native Hawaiian or Other Pacific Islander, and Other	15				
21 to 26	125	Biracial or Multiracial	20	Male	45	Ever/Yes	62
		Black (African American or Black, Caribbean Islander, African National)	20	Female	45		
		Asian or Asian American	20	Transgender	20		
		Caucasian, White or European American	20	Gender Fluid and Other	15		
		Hispanic or Latino/a	20				
		American Indian/Native American/Alaskan Native	10				
		Middle Eastern, Native Hawaiian or Other Pacific Islander, and Other	15				
Total	500		500			500	0

⁶ Note that initial estimates of group sizes based on the 2014 American Community Survey (ACS) population estimates for our target age group (12 to 26) were abandoned due to: (a) the relatively equal distributions of individuals within our selected age groups; (b) the lack of diversity in ethnic background (an estimated 63% of youth age 12 - 26 are white); and (c) a lack of census information on gender distributions (only sex is represented in the ACS).

⁷ Geography was originally included as a separate sample stratum, but was removed from the final sampling plan to reduce the overall number of strata.

Appendix B: Youth Thrive™ Survey Field Test Results: Respondent Demographics

Table 1. Age

	Round 1		Round 2	
	Count	Percent	Count	Percent
12 - 14 years	44	10.8%	13	5.6%
15 - 17 years	113	27.6%	22	9.4%
18 - 20 years	150	36.7%	69	29.6%
21 - 23 years	52	12.7%	88	37.8%
24 - 26 years	50	12.2%	41	17.6%
Total	409	100.0%	233	100.0%

Table 2. Gender Identity

	Round 1		Round 2	
	Count	Percent	Count	Percent
Male	142	34.5%	54	23.2%
Female	258	62.6%	172	73.8%
Transgender	4	1.0%	2	0.9%
Gender fluid	4	1.0%	2	0.9%
Prefer not to answer	2	0.5%	1	0.4%
Other (please specify)	2	0.5%	2	0.9%
Total	412	100.0%	233	100.0%

Table 3. Race and Ethnicity

	Round 1		Round 2	
	Count	Percent *	Count	Percent*
African American or Black	165	40.2%	59	25.3%
African National	13	3.2%	4	1.7%
Caribbean Islander	10	2.4%	3	1.3%
Asian or Asian American	41	10.0%	15	6.4%
Caucasian, White, or European American	119	29.0%	130	55.8%
Hispanic or Latino/Latina	74	18.0%	33	14.2%
Middle Eastern	2	0.5%	2	0.9%
Native American, American Indian, or Alaska Native	13	3.2%	8	3.4%
Native Hawaiian or Other Pacific Islander	2	0.5%	5	2.2%
Biracial or Multiracial	17	4.1%	8	3.4%
Prefer Not to Answer	6	1.5%	6	2.6%
Other (please specify)	8	2.0%	5	2.2%
Total	411	114.4%	233	119.3%

*The sum of percentages is greater than 100.0% because respondents could select more than one answer to this question.

Table 4. State

	Round 1		Round 2	
	Count	Percent	Count	Percent
Alabama	1	0.2%	0	0.0%
Alaska	1	0.2%	1	0.4%
California	54	13.1%	18	7.8%
Colorado	1	0.2%	11	4.7%
Connecticut	1	0.2%	0	0.0%
District of Columbia	16	3.9%	0	0.0%
Florida	1	0.2%	6	2.6%
Georgia	125	30.3%	2	0.9%
Hawaii	0	0.0%	7	3.0%
Idaho	14	3.4%	1	0.4%
Illinois	0	0.0%	1	0.4%
Iowa	0	0.0%	17	7.3%
Kansas	1	0.2%	0	0.0%
Louisiana	0	0.0%	3	1.3%
Maryland	3	0.7%	10	4.3%
Massachusetts	7	1.7%	5	2.2%
Michigan	7	1.7%	3	1.3%
Minnesota	2	0.5%	0	0.0%
Montana	0	0.0%	1	0.4%
Nevada	0	0.0%	3	1.3%
New Jersey	77	18.7%	49	21.1%
New York	61	14.8%	17	7.3%
North Carolina	7	1.7%	4	1.7%
North Dakota	2	0.5%	0	0.0%
Ohio	1	0.2%	3	1.3%
Oklahoma	0	0.0%	2	0.9%
Oregon	0	0.0%	2	0.9%
Pennsylvania	6	1.5%	2	0.9%
South Carolina	1	0.2%	3	1.3%
Tennessee	2	0.5%	0	0.0%
Texas	0	0.0%	10	4.3%
Utah	0	0.0%	1	0.4%
Vermont	10	2.4%	9	3.9%
Virginia	4	1.0%	34	14.7%
Washington	2	0.5%	7	3.0%
West Virginia	3	0.7%	0	0.0%
Wisconsin	2	0.5%	0	0.0%
Total	412	100.0%	232	100.0%

Table 5. Foster Care Involvement

	Round 1		Round 2	
	Count	Percent	Count	Percent
Currently in foster care	129	31.3%	30	12.9%
Previously in foster care	56	13.6%	67	28.8%
Never been in foster care	219	53.2%	133	57.1%
Prefer not to answer	8	1.9%	3	1.3%
Total	412	100.0%	233	100.0%

Table 6. Juvenile Justice System Involvement

	Round 1		Round 2	
	Count	Percent	Count	Percent
Yes	63	15.3%	38	16.4%
No	330	80.3%	185	79.7%
Prefer not to answer	18	4.4%	9	3.9%
Total	411	100.0%	232	100.0%

Table 7. Current Living Situation

	Round 1		Round 2	
	Count	Percent	Count	Percent
Independently (by myself, with a friend, roommate, boyfriend, girlfriend, fiancé, husband, wife, etc.)	73	17.8%	118	50.6%
With family (birth parents, other relative such as grandparents, aunt, brother or sister, adoptive parents, legal guardian)	163	39.8%	55	23.6%
In a foster home	39	9.5%	6	2.6%
In a group setting (group home, residential care, or residential treatment facility)	65	15.9%	10	4.3%
In a college or boarding school dormitory	18	4.4%	12	5.2%
Independent Living Program, Supervised Independent Living Program, or Transitional Living Program	32	7.8%	22	9.4%
Couch surfing or moving from house to house (because I don't have a place to stay)	3	0.7%	1	0.4%
Homeless (living in a shelter, motel, car, park, abandoned building, train or bus station, or other temporary place)	4	1.0%	3	1.3%
Prefer not to answer	8	2.0%	3	1.3%
Other (please specify)	5	1.2%	3	1.3%
Total	410	100.0%	233	100.0%

Table 8. Highest Grade Completed

	Round 1		Round 2	
	Count	Percent	Count	Percent
6th grade or less	22	5.3%	7	3.0%
7th grade	11	2.7%	4	1.7%
8th grade	32	7.8%	2	0.9%
9th grade	34	8.3%	5	2.2%
10th grade	36	8.7%	12	5.2%
11th grade	36	8.7%	17	7.4%
12th grade	49	11.9%	16	6.9%
GED or High School Equivalency Diploma	49	11.9%	17	7.4%
One or more years of college but no college degree	62	15.1%	75	32.5%
Vocational or technical school certificate	7	1.7%	7	3.0%
Associates or 2-year college degree	14	3.4%	19	8.2%
Bachelors or 4-year college degree	43	10.4%	32	13.9%
Some graduate school	7	1.7%	5	2.2%
Graduate degree	7	1.7%	10	4.3%
Prefer not to answer	3	0.7%	3	1.3%
Total	412	100.0%	231	100.0%

Table 9. Primary Language

	Round 1		Round 2	
	Count	Percent	Count	Percent
English	377	92.2%	224	97.0%
Other language	32	7.8%	7	3.0%
Total	409	100.0%	231	100.0%

Attachment 4: Youth Thrive™ Survey Handout for Young People

What is the Youth Thrive™ Survey?

The Youth Thrive™ Survey is an online survey developed by the [Center for the Study of Social Policy](#) and [Metis Associates](#), with important input from young people themselves. The survey is designed specifically for young people to help professionals working with and on behalf of young people continue to learn about the lives of young people and understand how best to serve and support them to become healthy, thriving adults. It addresses topics such as resilience, social connections, knowledge of adolescent development, supports and resources, and cognitive and social- emotional competence. It is not a test, and there are no right or wrong answers.

How will my answers to the Youth Thrive™ Survey be used?

By taking this survey, you are helping professionals working with and on behalf of young people to understand what life is like for young people. Your answers can be used to understand how you are doing and how to serve you better. The organization that serves you might also use your answers to understand how to better serve and create opportunities for young people in general. The professional that you are working with can tell you more about how he/she or the organization will use your answers.

How long is the survey?

The survey is made up of five sections plus some background questions. It takes less than 15 to complete.

Who can see my answers?

Only the professional that you are working with and appropriate staff from your organization will be able to see your answers and know that you were the one who took the survey. Professionals from other organizations will be able to see your answers, but they will **NOT KNOW** that you were the one who took the survey.

Am I required to take the survey?

No. Taking this survey is voluntary. That means that you do not have to take the survey if you do not want to. If you decide to take the survey, you will be asked to fill out some background information about yourself. After that, you can skip any question that you do not want to answer. You may be asked to take the survey multiple times. This helps professionals and organizations that support you in seeing how things are changing over time – if young people are doing better, worse, or the same as time goes on.

How do I take the survey?

You can take the survey online. The professional that you are working with will help you register to take the survey. You will need an email address to register. You will create your own username and password. Be sure to keep them in a safe place. You will need them each time you take the survey. If you forget your password it can be emailed to you.

Can I take the survey in Spanish?

Yes, you can take the survey in Spanish. The Spanish survey has exactly the same questions and format as the English survey. The professional that you are working with will help you register to take the Spanish version of the survey. You can use the same user ID and password for both the English and Spanish surveys.

I need help with the survey. Who do I ask?

The professional that you are working with is the first person you should ask for help with the survey. For general information about the survey, you can email Charlyn Harper Browne at charlyn.harperbrowne@cssp.org or Lisa Mishraky at lisa.mishraky@cssp.org.

How do I view my answers?

After you take the survey, the professional that you are working with will be able to print out your answers and discuss them with you. He or she can also access your old surveys if you want to see how you answered the questions in the past.

Attachment 5: Scoring, Analyzing, and Interpreting the Data

Types of Survey Data and Their Uses

The Youth Thrive™ Survey yields two basic types of data. First, it yields responses to individual survey items. These can be useful if an organization is interested in learning about a very specific characteristic, such as a positive indicator of success (e.g., “I have learned how to make good decisions”) or a “red flag” (e.g., “I am sad most of the time”). Second, it yields a composite score for each section of the survey, which can be useful if an organization is interested in learning about the presence of a Youth Thrive™ protective and promotive factor (PPF). Both types of data can be obtained for individuals for assessment purposes or for entire groups or subgroups for evaluation and continuous quality improvement purposes.

It can be useful to compare subgroup results or to track individual or group progress over time. For example, an organization may wish to compare the presence of PPFs in young people who have had involvement in congregate care with those who are in foster care. Or, an organization may wish to track growth in PPFs over time. As they continue to work with a young person, they may anticipate increases in their scores overall or in specific areas based on the nature of the services provided. Table 1 provides additional examples of ways single items and section scores can be useful in different scenarios.

Table1. Examples of Ways to Use Individual Items and Section Scores

	Individual (Diagnostic)	Group (Evaluation)
Single Item	<ul style="list-style-type: none"> • Understand individual strengths and needs • Track a specific indicator of success over time • Detect “red flags” that are important for informing services for an individual 	<ul style="list-style-type: none"> • Understand group strengths and needs • Track a specific indicator of success over time • Assess the presence of “red flags” in a group
Section Score	<ul style="list-style-type: none"> • Understand how an individual is doing in a particular PPF relative to other PPFs • Understand how an individual compares in the presence of a particular PPF relative to the whole caseload or organization • Track individual growth in the presence of a PPF over time 	<ul style="list-style-type: none"> • Understand how a group is doing in a particular PPF relative to other PPFs • Understand how subgroups (e.g., cohorts, demographic groups, participant vs. non-participant) compare to one another or to the whole group in the presence of a particular PPF • Track group growth in the presence of a PPF over time to assess whether the services provided make a difference for young people and to inform additions or modifications to an organization’s services

Scoring the Survey

Section scores are generated by assigning values of 1 to 5 to the rating scale (1 = not at all like me, 5 = very much like me) and calculating either the total or the average of the scored items within a section. Note that negative items (e.g., “I give up when things get hard”) require reverse scoring: the values of the rating scale choices must be reversed (1 = very much like me, 5 = not at all like me).

Using this method, an average score can be generated across all items within a section, yielding a score ranging from 1.00 to 5.00. Because the same range is used for all sections, the user can make comparisons between sections. For example, by comparing two sections the user can detect that an individual is stronger in one PPF than in another. Missing data will not impact the average score since the number of items is accounted for in calculations.

Interpreting the Data

It is important to note that the Youth Thrive™ Survey has not yet been normed—that is, there is no national average, and a particular score or range of scores does not mean that an individual or group is strong or weak in a PPF. However, section scores are useful for comparison purposes, for example, to track change over time or to compare subgroups. Table 1 provides these and other examples of potentially useful comparisons, but until the survey is normed, these examples must be viewed with caution.