



# Behavioral Health is Essential To Health

Prevention Works

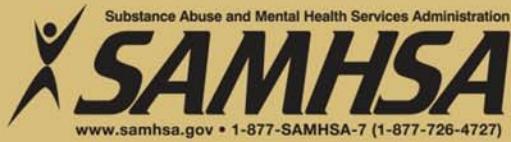


Treatment is Effective



People Recover





# The Importance and Practical Strategies for Involving Youth in Evaluation

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# Goals and Objectives

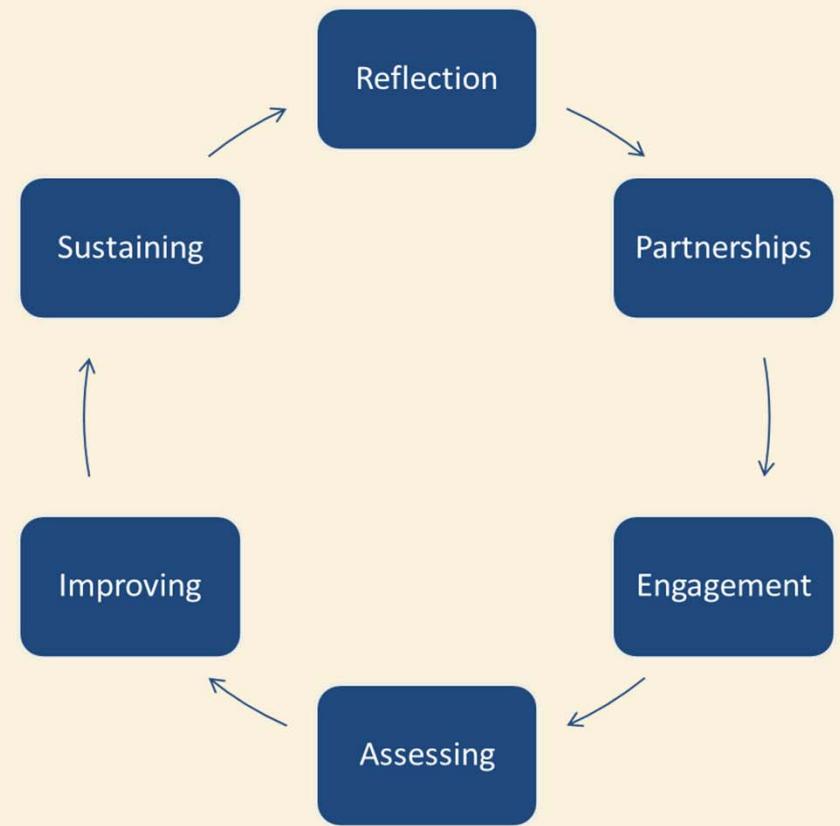
- Understanding youth guided as a System of Care value
- Provide rationale for including youth voice in evaluation
- Present a framework for a continuum of youth involvement in evaluation
- Identify barriers for effective youth-adult partnerships
- Review strategies for incorporating youth voice in evaluation
- Review roles youth can play throughout the evaluation process

# Youth MOVE National's (YMN) Role

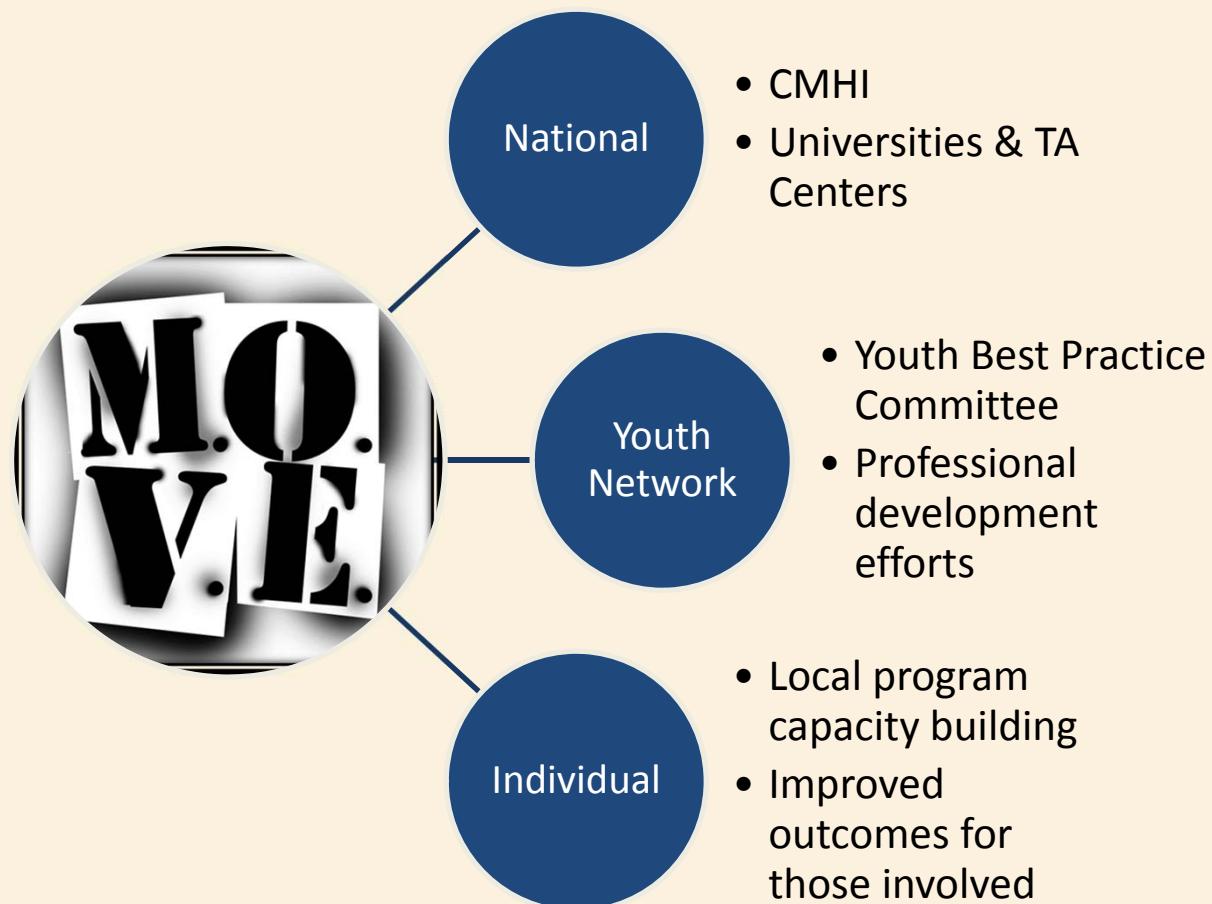
- YMN understands the importance of youth voice in developing responsive systems and supports for young adults who struggle with behavioral health challenges
- YMN provides strategic leadership surrounding youth involvement on the national level, connecting partners across systems and breaking barriers

# YMN Data Driven Approach

- Establishing a foundation for quality, expansion and sustainability through data collection efforts and quality improvement
- Developing, piloting and validating measures specific to youth guided and driven work
- Providing frameworks and evaluation support to local communities and chapters to assist in measuring successful youth efforts



# Current Strategy



# Youth Guided: A System of Care Value



*Young people have the right to be empowered, educated, and given a decision making role in the care of their own lives as well as the policies and procedures for all youth in the community, state, and nation*

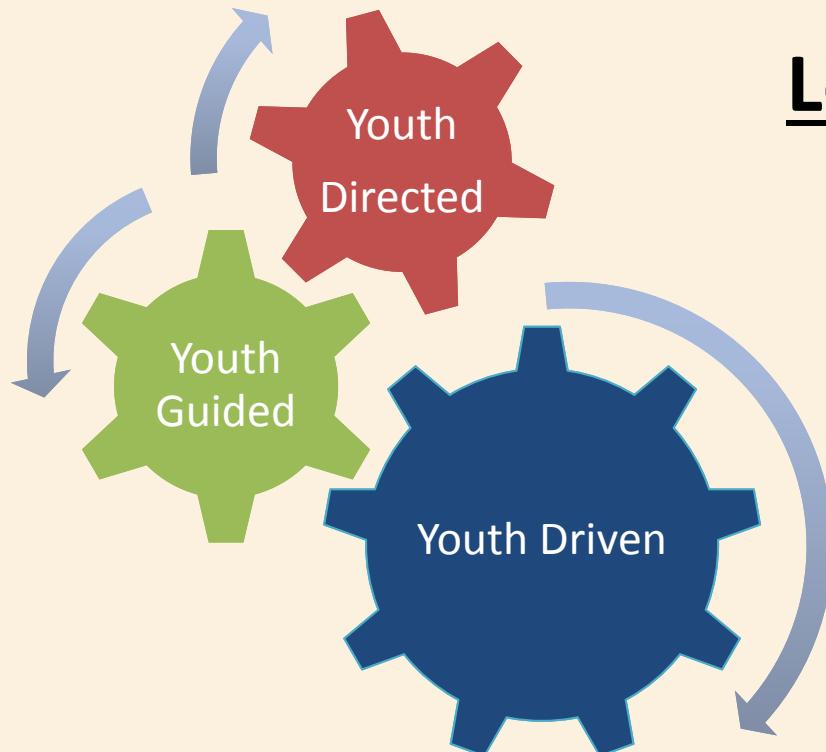
# Youth Guided: A System of Care Value (cont.)

- Youth are empowered in their treatment planning process from the beginning and have a voice in decision-making
- Youth are engaged as equal partners in creating systems change at the individual, community, state, and national levels
- Youth receive training
- Equal partnership is valued

# What is Youth Involvement?

- Youth Involvement falls along a spectrum
  - Youth guided
  - Youth directed
  - Youth driven
- Process is not linear
  - You can have all levels of youth involvement simultaneously

# Youth Engagement



## Levels of Engagement

- Individual level
- Organizational level
- System level

# “Nothing about us, without us”



Just like programs and policies are often made without input from the people they affect, program evaluation rarely includes the people who are utilizing services and are impacted by the programs

# What is Participatory Evaluation



*“Participatory evaluation is a partnership approach to evaluation in which stakeholders actively engage in developing the evaluation and all phases of its implementation”*

[\\*Community Based Public Health, 2002](#)



# Why Include Youth Voice in Evaluation?

- Respond to needs of youth stakeholders
- Development and empowerment of youth
- Improve quality of evaluation design
  - Youth bring fresh approaches and insight
- Promote youth involvement in community change
- Equalize power between youth and adults
  - Deepen youth-adult partnerships

[\\*Innovation Center, 2005](#)



# Polling Question

Currently as a System of Care, how are you engaging youth in evaluation efforts?

## A CONTINUUM OF YOUTH INVOLVEMENT IN EVALUATION

	YOUTH AS OBJECTS	YOUTH AS RECIPIENTS	YOUTH AS RESOURCES	YOUTH AS PARTNERS
<b>RELATIONSHIP</b>	Youth are evaluation objects.	Adults allow youth to participate in selected evaluation activities.	Adults view contributions of youth as beneficial, but they retain control.	Youth and adults share responsibility for the evaluation.
<b>EVALUATION QUESTIONS</b>	Evaluation questions are based on adult needs for information.	Evaluation questions are based on what adults believe they need to know to help youth.	Evaluation questions are developed with input from youth.	Evaluation questions are jointly developed by adults and youth.
<b>METHODOLOGIES</b>	Evaluation methods are determined by adults. Activities are performed by adults.	Adults determine evaluation methods, and they create situations in which young people learn from involvement.	Youth help adults decide on evaluation methods and help with evaluation activities.	Youth and adults jointly decide on evaluation activities. Activities are performed by youth and adults.
<b>ANALYSIS OF DATA</b>	Adults analyze data in ways that make sense to them.	Adults determine how data will be analyzed, and they create situations in which young people learn from involvement.	Youth help adults decide how data will be analyzed and help with analysis.	Youth and adults jointly analyze data.
<b>EVALUATION USE</b>	Adults use findings for their benefit.	Adults use findings in a manner they believe is in the best interest of young people.	Young people provide input regarding use of the findings.	Youth and adults use findings for their mutual benefit.
<b>BENEFITS</b>	Youth receive no benefit from involvement in the process.  Youth indirectly benefit from the findings.	Youth receive limited benefit from involvement in the process.  Youth indirectly benefit from the findings.	Youth receive moderate benefit from involvement in the process.  Youth directly benefit from the findings.	Youth receive significant benefit from involvement in the process.  Youth directly benefit from the findings.

\*Innovation Center, 2005

# Youth as Objects

	YOUTH AS OBJECTS
RELATIONSHIP	Youth are evaluation objects
EVALUATION QUESTIONS	Evaluation questions are based on adult needs for information
ANALYSIS OF DATA	Adults analyze data in ways that make sense to them
EVALUATION USE	Adults use finding for their benefit
BENEFITS	Youth receive no benefit from involvement in the process Youth indirectly benefit from the findings

- Youth are seen as participants or respondents of evaluation
- Questions have not been designed with the needs of youth in mind and are not crafted in youth friendly language
- Youth do not understand the purpose for participating or how data will be used

# Youth as Recipients

	YOUTH AS RECIPIENTS
RELATIONSHIP	Adults allow youth to participate in selected evaluation activities
EVALUATION QUESTIONS	Evaluation questions are based on what adults believe they need to know to help youth
ANALYSIS OF DATA	Adults determine how data will be analyzed, and they create situations in which young people learn from involvement
EVALUATION USE	Adults use findings in a manner they believe is in the best interest of young people
BENEFITS	Youth receive limited benefit from involvement in the process  Youth indirectly benefit from the findings

- Adults allow youth to participate in selected evaluation activities
- For example, youth might participate in focus groups
- Youth may sit on a committee or workgroup focusing on evaluation
- Youth are told what data means

# Youth as Resources

	YOUTH AS RESOURCES
RELATIONSHIP	Adults view contributions of youth as beneficial, but they retain control
EVALUATION QUESTIONS	Evaluation questions are developed with input from youth
ANALYSIS OF DATA	Youth help adults decide on what data will be analyzed and help with analysis
EVALUATION USE	Young people provide input regarding use of the findings
BENEFITS	Youth receive moderate benefit from involvement in the process Youth directly benefit from the findings

- Adults view youth contributions as beneficial, but retain control of all activities
- Youth are valued and contribute to decisions about the process
- Youth contribute to the methodology and crafting of questions
- Youth are asked to provide input about the findings

# Youth as Partners

YOUTH AS PARTNERS	
RELATIONSHIP	Youth and adults share responsibility for the evaluation
EVALUATION QUESTIONS	Evaluation questions are jointly developed by adults and youth
ANALYSIS OF DATA	Youth and adults jointly analyze data
EVALUATION USE	Youth and adults use findings for their mutual benefit
BENEFITS	Youth receive significant benefit from involvement in the process Youth directly benefit from the findings

- Youth and adults share responsibility for the evaluation
- Youth play an integral role in developing evaluation design and data analysis
- Youth are able to use data to their benefit; for example, to sustain youth programming

## HANDOUT: SPECTRUM OF ATTITUDES

It is helpful to look at attitudes underlying youth-adult relationships along a spectrum.



**Youth as Objects:** Adults exercise arbitrary and near total control over youth. Programs and activities are TO youth.

**Youth as Recipients:** Based on what they think is in the youth's best interest, adults determine needs, prescribe remedies, implement solutions, and evaluate outcomes with little youth input. Programs and activities are FOR youth.

**Youth as Resources:** Youth help adults in planning, implementing, and evaluating work. Programs and activities are FOR and WITH youth.

**Youth-Adult Partnerships:** Youth and adults share decision-making power equally. Programs and activities are WITH youth.

Adapted from Lofquist, W. (1989). *The Technology of Prevention*. Tucson, AZ: Associates for Youth Development.

# Polling Question

What ways could you engage youth more in  
your evaluation efforts?

# Barriers to Successful Youth Engagement



- Confidentiality concerns
- Time constraints
  - Time to train, mentor, and supervise youth
- Youth may lack knowledge
  - Certain evaluation methods require expertise
- Lack of direct access to youth
  - Hinders recruitment efforts

# Barriers to Successful Youth Engagement

- Scheduling challenges: Work, school
- Mistrust
- Desire to participate in other activities
- Family responsibilities
- Transportation issues
- Boredom or disinterest
  - Meetings are not youth friendly or accessible
  - Youth do not understand purpose/value

# Strategies for Youth Engagement

- Provide incentives, when possible
  - Stipends
  - School credit
  - Food
  - Work-study positions – Maine, Texas
- Provide education, training, and ongoing support
- Adjust meeting schedules and/or location

# Example from the Field

- Community partnerships with local colleges
  - Texas SOC – hired 2 work study students hired to support the expansion of youth voice staffing via the ACEPPT program which is now a Youth MOVE Chapter
  - Maine 2005, SOC worked with community college to have young adults who were already part of the youth group activities come on board as paid work study students

# Strategies for Youth Engagement (cont.)

- Provide logistical support
- Offer meaningful leadership opportunities
- Decision making power

# Considerations

- Provide training and support for staff
  - Combat “adultism”
- Youth roles must match youth skills
- Be mindful of diversity
  - Race, gender, socioeconomic status, lived experience
- Use research for change
  - Concrete and tangible results
  - Maine Trauma Informed Agency Assessment

# Example from the Field: Maine's 2005 SOC

Maine's 2005 Trauma Informed System of Care focused on the development of a state-wide organizational assessment tool to measure where agencies were with implementing trauma informed care and SOC principles

- Youth wanted a secret shopper model
- Youth participated in the implementation of the tool
- Also organized a state quality group to look at scores

# Roles for Youth in Evaluation

- Support data collection efforts
  - Paid staff
- Advise on evaluation design and implementation
- Support development of evaluation protocols and tools
  - Recommend user friendly language

# Example from the Field: Vermont's SOC

- Local evaluation partnered with the state; built relationships with community members and providers, including youth and family
- Provided ongoing training, support, and education
- Evaluation team partnered with youth and families for advocacy; 120 youth and family presented data and testified to state legislature
- Partnership seen as a strategy for sustainability; appropriation of 75% of original budget written into state budget

# Roles for Youth in Evaluation (cont.)

## Support data analysis

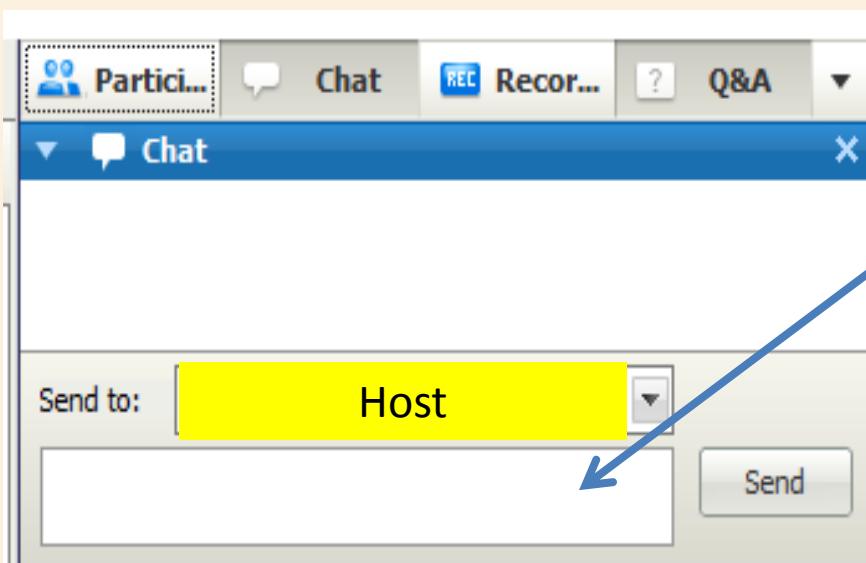
- Help interpret findings
- Translate findings into youth friendly language
- Disseminate findings
- Influence policymakers and funders - Vermont

# Resources

- Allaman, Erin & Powers, Cara Berg. (2012). How Participatory Action Research Can Promote Social Change and Help Youth Development. Retrieved from:  
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[http://www.planaheadnewyork.com/community/youth/development/docs/jphmp\\_s079-s087.pdf](http://www.planaheadnewyork.com/community/youth/development/docs/jphmp_s079-s087.pdf)

# Q & A

**Submit your questions now**



**Submit your questions later**

[CMHHeval@westat.com](mailto:CMHHeval@westat.com)

# Join Us!



## ***CMHI National Evaluation Web Event Training Series***

### **Continuing the Dialogue: Engaging Youth in Evaluation**

Thursday, December 8, 2016/1 - 2:00 pm ET

Register Now <http://goo.gl/RRWOQx>

### **Practical Strategies for Involving Families in Evaluation**

Wednesday, January 25, 2017/1-2:30 pm ET

Register Now <http://Goo.gl/YB4Df3>

# Ongoing Support from YMN

Able to join evaluation TA calls by requesting from your CMHI Evaluation Site Liaison or via the TA Network

Or reach out directly:

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