

# Behavioral Health is Essential To Health



Prevention Works



Treatment is Effective



People Recover



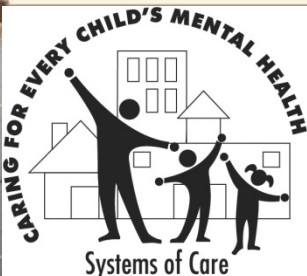
# Continuing the Dialogue: Engaging Youth Voice in Evaluation

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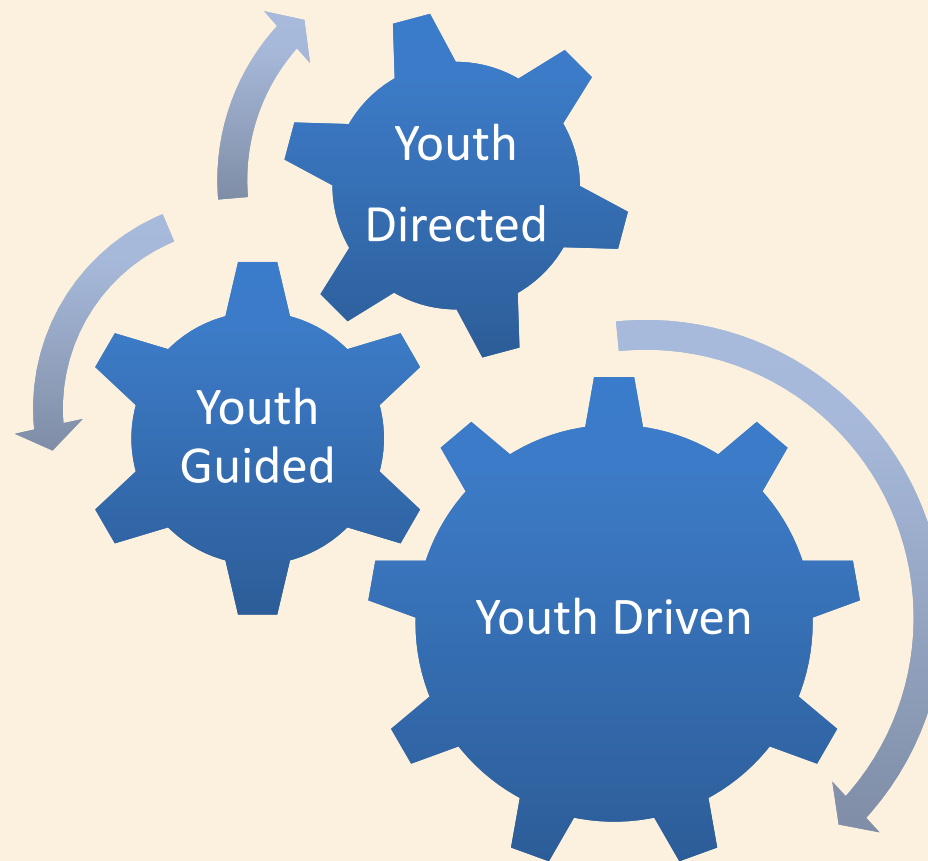
# Welcome Back

- Provide a reflective, safe space for peer-to-peer learning among grantees
- Engage participants in a rich interactive discussion focused on “how to”
- Discuss challenges and seek strategies to support meaningful youth engagement in all phases of evaluation from design to implementation to the interpretation of results

# Discussion

- How are youth and young adults engaged in your current evaluation efforts?
- What areas do you want to continue to explore to build and sustain youth and young adult voice?

# Youth Engagement





# Youth Involvement in Evaluation

## 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.<br>Youth indirectly benefit from the findings. | Youth receive limited benefit from involvement in the process.<br>Youth indirectly benefit from the findings.        | Youth receive moderate benefit from involvement in the process.<br>Youth directly benefit from the findings. | Youth receive significant benefit from involvement in the process.<br>Youth directly benefit from the findings. |

(Innovation Center, 2005)

# Continuum of Youth Involvement

## 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.

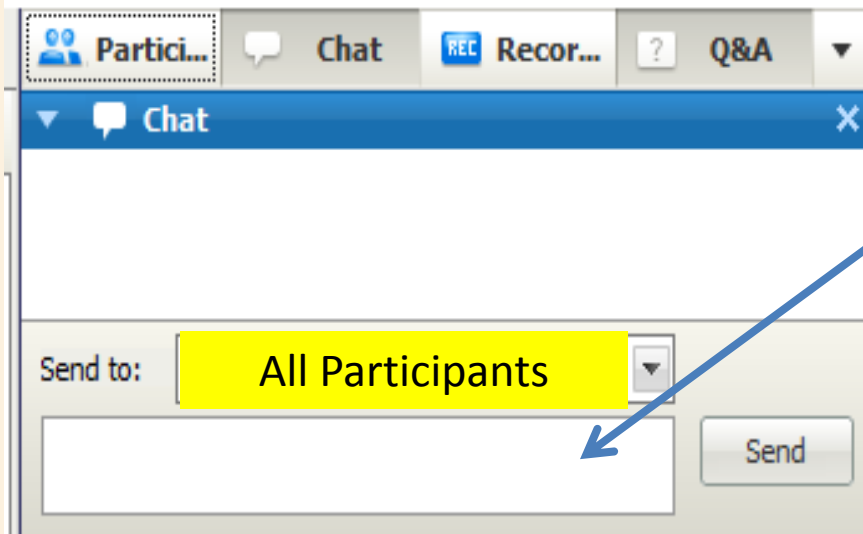
**Youth–Adult Partnerships:** Youth and adults share decision-making power equally. Programs and activities are WITH youth.

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

# DISCUSSION



# Participate in the Dialogue



**Submit your comments  
through OPEN CHAT**

**Submit your questions later**

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# Resources

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# Join Us!

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

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

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

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

### **An Introduction to Institutional Review Boards**

Tuesday, January 17, 2017/2-3:30 pm ET

Registration information to come