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 Directed

Youth Guided

Youth Driven
# Youth Involvement in Evaluation

![A Continuum of Youth Involvement in Evaluation](image)

## A Continuum of Youth Involvement in Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Youth as Objects</th>
<th>Youth as Recipients</th>
<th>Youth as Resources</th>
<th>Youth as Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationship</strong></td>
<td>Youth are evaluation objects.</td>
<td>Adults allow youth to participate in selected evaluation activities.</td>
<td>Adults view contributions of youth as beneficial, but they retain control.</td>
<td>Youth and adults share responsibility for the evaluation.</td>
</tr>
<tr>
<td><strong>Evaluation Questions</strong></td>
<td>Evaluation questions are based on adult needs for information.</td>
<td>Evaluation questions are based on what adults believe they need to know to help youth.</td>
<td>Evaluation questions are developed with input from youth.</td>
<td>Evaluation questions are jointly developed by adults and youth.</td>
</tr>
<tr>
<td><strong>Methodologies</strong></td>
<td>Evaluation methods are determined by adults. Activities are performed by adults.</td>
<td>Adults determine evaluation methods, and they create situations in which young people learn from involvement.</td>
<td>Youth help adults decide on evaluation methods and help with evaluation activities.</td>
<td>Youth and adults jointly decide on evaluation activities. Activities are performed by youth and adults.</td>
</tr>
<tr>
<td><strong>Analysis of Data</strong></td>
<td>Adults analyze data in ways that make sense to them.</td>
<td>Adults determine how data will be analyzed, and they create situations in which young people learn from involvement.</td>
<td>Youth help adults decide how data will be analyzed and help with analysis.</td>
<td>Youth and adults jointly analyze data.</td>
</tr>
<tr>
<td><strong>Evaluation Use</strong></td>
<td>Adults use findings for their benefit.</td>
<td>Adults use findings in a manner they believe is in the best interest of young people.</td>
<td>Young people provide input regarding use of the findings.</td>
<td>Youth and adults use findings for their mutual benefit.</td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>Youth receive no benefit from involvement in the process.</td>
<td>Youth receive limited benefit from involvement in the process.</td>
<td>Youth receive moderate benefit from involvement in the process.</td>
<td>Youth receive significant benefit from involvement in the process.</td>
</tr>
<tr>
<td></td>
<td>Youth indirectly benefit from the findings.</td>
<td>Youth indirectly benefit from the findings.</td>
<td>Youth directly benefit from the findings.</td>
<td>Youth directly benefit from the findings.</td>
</tr>
</tbody>
</table>

*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.

**Attitude Type**

- **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.

Participate in the Dialogue

Submit your comments through OPEN CHAT

Submit your questions later

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Resources

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