

Session 6.06 – Engaging Youth and Young Adults in Effective Evaluation Planning, Implementation, and Dissemination of Findings

Panelists:

Karen Davis-Brown

Hillary Groves

Please note: The following is a direct transcription and has not been edited.

Karen Davis Brown: Let me just say this is Karen Davis-Brown from The Children's Mental Health Initiative National Evaluation Team. And the session is engaging youth and young adults in effective evaluation planning, implementation and findings dissemination. And right now we are introducing ourselves.

Amy: Okay, so my name is Amy and I am from California. I work for the Administrative Office of the Courts and I mentioned that I have two roles there right now. So I am a Supervisor on a Research Team and I am overseeing an evaluation of case management in the courts. It's modeled after dependency drug court and it's aimed at improving education outcomes for foster youth and especially a long-term foster youth or kids that are in long-term placement. And aside from that I am also working on a conference that we do it's called Beyond the Bench and it's in California. We've been on a small hideous and we're back and so it's our 21st conference and we are trying to get a lot of youth engagement. We're going to have a youth summit as well as youth tracks at the conference. And so and that's why I am interested in the youth participation aspects of today's session.

Shaundell Wills-Bryce: Okay so I am Shaundell Wills-Bryce. I work for the State of New Jersey in the Division of Prevention and Community Partnerships and what my particular office does or in our particular division there are four offices. There is the office of school-linked services which I am responsible for. There is early childhood, domestic violence as well as strengthening families. In the office of school-linked services we provide we contract with private providers who are based in schools to set up what we call school based youth services. And those services are geared toward prevention related things. So the mental health services are provided, pregnancy preventions services, substance, abuse prevention services, learning support. So we've primarily tried to focus on primary prevention clearly, there is also secondary prevention services where a youth might already become pregnant and so we do have some problems that gear towards teen parenting. So that they are able to continue their education with the ultimate goal for all of our students to make sure that they graduate. So the youth involvement is definitely something that's huge in our services we're primarily in high schools at this moment in 69 high schools in New Jersey in every county 18 middle schools and five elementary.

Betsey Long: I am Betsey Long. I am with The Arizona Department of Economic Security, Division of Children Youth and Families. We have just received one of the Permanency Innovations Initiative from the Children's Bureau. We are our project is called fostering readiness and permanency project. So part of our project is to reduce the

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length of time children stay in care. Systems of care is part of the implementation science, new language that we are learning about structuring our interventions around systems of change, systems of care. And we're going to have use advocate a care coordinator a care team and we really want to get our young adult population, our older youth center and part of this population really engaged with this project.

Erin Sullivan: I am Erin Sullivan-Sutton and I am with The Minnesota Department of Human Services and I am here to listen and learn.

Female Speaker 1: You missed the part about this is a round and we're all going to share. Okay.

Anne Marie McCarren: Hi, everybody I am Anne Marie McCarren and I work for JBS International. And my role is a Child Welfare Specialist in region one. So I work with all the New England States. All my role there is anything and anything that has to do with the program improvement plan of CFSR. People have told me that I am a crazy CFSR lady I, you know, mow CFSR in my lawn. There is a shrine in my house, you know, the safety permits you well-being which is not true, but, I do my focus really is on program improvement plans and how to really not just move practice forward in Child Welfare Systems, but, also to really sustain it and how do you do that and when you're coming to this I was very interested in one of the items that is in the CFSR it's called Item 10 or App 1 Other Plan Living Arrangement or OPLA states call it different things and it's interesting about how I wanted to see what the youths voice and that impact and in particular at how independent living skills really impact permanency and how really children are really are we really going to have the effect with children and they're really getting ready to be at young adults, you know. So that's really why I came to this to hear about that.

Jessica: Hi my name is Jessica. My background is an attorney. I've had the privilege and pleasure of representing young people in my entire career. And I strongly believe that young people and children frequently have the best solutions to the problems that we've really struggled with and I think as much as we're all engaged in the new trend of youth engagement and youth involvement. I like to think about creative ways to make it more than just trying out a dog and pony show, but, I think a lot of us do and really taking it seriously about how you actively inform and encourage and engage young people. So that their voices are truly heard and then not only do we hear them that we act on their often incredibly valuable suggestions. Things that are better than we would have ever to come up with.

Female Speaker 2: Thank you that's great. So there is some familiarity with the sense of care and you. I can tell that you're all not only really have a lot of experience with young people, but, are really passionate about this. So that's good because so am I. Right so let me just talk a little bit about CMHI or the Children's Mental Health Initiative. I mean it was essentially established actually through legislation in 1994 through I can't remember SAMHSA existed in '95. I think they did and the original legislation also required a National Evaluation. So we have actually almost 20 years of data now for CMHI and

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when SAMHSA and part of the program too was that sorry. What it is? It is a grant two communities that they would it would be a six year grant or it would be a year for planning and then an increasing level of sustainability would be expected from that community.

The system of care model was part of the expectation of those communities who have received that funding. And system of care is based on certain core values family-driven, youth guided, individualized services, service plans, culturally and linguistically competence services collaboration within a community that the services would be community based and they would be that a child be in a least restrictive setting, you know, these are young people children young people with serious emotional disturbance. So it's been interesting and what I have this is essentially a list of a two pages of URLs for service for resources rather than do an extensive lit review which is then be all I would and not a round table. I just thought I'll give you this there are samples of much of it back on the table that you can look at there I don't know so like I don't know if you've seen the CFSR toolkit.

Female Speaker 3: I haven't seen this particular one probably you're talking about.

Female Speaker 2: Okay yeah and I just there is a lot of really good Child Welfare Resources out there. This is also and again maybe you've seen this also if you heard working with it if not the URL is back there and I, is building systems of care in Child Welfare and it really talks quite a bit about the Child Welfare in particular. So I think what I'll do is I am just going to establish some common language and then we'll just have a discussion because I really want to hear the particular challenge and you talked a little bit about it. Some of the particular challenges that you're facing because every one of us is just like the young people are such a resource to us every one of us is a resource together. This is the definition in mental health systems of care that we use for youth guided and we're actually it's a pretty we're having quite a lively discussion right now about what exactly is the phrase what did you've guided mean and what did you've driven mean and again I'll talk about that a little bit when I talk about what we're doing in the CMHI, but, this is pulled from a man from Sheila Pierce the same person who put this together maybe we can pass that around to maybe.

In an earlier document which is just building the systems of basic systems of care. So this and this is a basic premise for then for all of CMHI. Young people have a right to be empowered, educated and given a decision making role in the care of their own lives as well as policies and procedures governing the care of all youth and the community stated nation. I mean I think that differentiation becomes really important as we really take that into the future. So there is kind of three the different levels of this and again I am just trying to establish maybe a common ground for a discussion is adult perception that adults of youth is important contributors. And I think it sounds like all of us understand what an important paradigm shift that is and can be and how much, how far we've come and how far we still need to go on that.

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Then the evaluation is structured and carried out based on that understanding that both young people and adults bring strengths abilities and expertise to the table. And again that's more. So what we're trying to do particularly with young people who are involved in the Child Welfare System and also young people are involved in the Juvenile Justice System in the Mental Health System is in our actual engagement of young people balancing their developmental needs and task that based on like a 14 where we've really learned is the level to which a 14 year old can be involved in evaluation is very different than the level that a 24 year old would be involved even though they're all still somewhat in the system. So develop balancing their developmental needs and task which with their clinical and social needs and challenges of the particular individuals and that really gets back. Then also goes back to how much is driven by the family how much that it is individualized and how much is there involving in the evaluation culture and linguistically competence. Are your structures or your evaluations teams or your surveys or your focus groups how accessible are they to the young people that you're working with, you know, it sounds like most of you work with transition ages. So 16, 17, 18, 20 not really not really young children so that shift in perceptions of the people who work with them the actual activities of the evaluation and the actual way that the evaluation is structured. Makes it possible to build the capacity and there is also some materials back there and I have some other materials if you like I am actually building a logic model for youth involvement where it addresses the actual needs and outcomes for the young people for the program for the system itself. And again it sounds like, you know, I don't have to tell you that when young people are involved in a substantive way that it's not just them who benefit that the programs and the systems benefit as well and it's more than just recruitment and it has how do we keep them around, you know, how do we get them interested. How do we not be in the position I have to say well those kids I just don't know what's wrong with them that they don't show up for a meeting in the middle of the day or that they come to a meeting in the middle of the day, but, they don't say anything. So those things become really important.

And again so the way that things are structures in this specific activities and this actually comes from what I do part of what I do is I staff YADA Youth Advisors Driving Action which is a group of Youth Advisor group that was pulled together by CMHI in 2008 and it's made up of teams of a young person and a youth engagement specialist from system of care communities all over the country. And we meet on a monthly phone call and then we have an annual in person kind of social planning meeting. And we'll talk a little bit about some of the things that YADA has done over time in a minute. So they need to be supported financial remuneration I heard people in their earlier session in here actually talking about families deserve to be reimburse for their time. One of the ways we show young people we value them is we provide them a stipend when they're involved if Hillary had been able to make it today she would have gotten a substantial stipend. And this presentation is actually basically put together by the young people that I work with even though I am standing I am the only one standing up here right now.

Simple things like scheduling meetings calls and other activities of times and places where they can get to. The YADA calls for those youth engagement specialists on these because those calls are at 5:30, 6'0 clock at night because they have to wait till the young

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people are out of school. It's really important that they be provided training and mentoring to beyond those calls. That's one of the reasons and the people on YADA are tend to be younger, but, I think there is a learning curve for the young people that we work with in terms of being again being able to be substantive fully involved in evaluation. So again just to kind of throw him in a meeting say and there are times in the National Evaluation that I've seen this happen though less and less. They're invited to a meeting full of professionals we have a young person here, but, that young person really doesn't know what's going on in that room because of the language that is used because there is no preparation there is no person there that they can even talk to about it there is just a lot of consciousness and a lot of assumptions that we've really need to be aware of.

And also using language that is understandable and relevant to the young people involved like we just developed again we'll talk about this we have a work group about evaluating youth at the local in the community levels with the CMHI right now. We had a great logic model put together we ran it by YADA and they said what are you saying about us they've a phrase not about us without us. So we went through and they went through and they walked us through the logic model and we rephrase the logic model and now we have two versions, but, one the youth really can be engaged where they can say okay. I get that this is really about my life and you're not just talking about me while I am in the room. And so it is, it's really a matter again keeping these things in mind like we do with all young people to what as much as possible that we'd be equal partners in decision making and initiating directing evaluation activities. So there is again there is the perception piece there is the actual operated rationalization piece there is a structure piece and then there is being consciously aware that balance of power. And really acknowledging that there is really always going to be an imbalance I mean I've also had young people say we don't want to drive the bus we want to navigate you're the grown up you're supposed to drive the bus, but, we want to be able to say this is where we want to go. And that's again part of that discussion of exactly what are the right words.

So how do we do that? How do we effectively engage young people in study design and the development of research questions? These are some of the things we do instances of care there every local community has an evaluation a local evaluation team and we expect those evaluation teams to have young people on them. And again playing the substantive role and we're also focus groups as you're developing the research question you don't developed the research questions and then go to them and say well and what do you think about this you have them sit with you at the table from the very beginning to develop those research questions like for in your situation if you have relationships with a group of young people or you have access to a group of young people to be able to prove a just maybe even a small representative group of young people together at the beginning to run everything by from the very beginning you can see how is they a basic to help them develop a basic understanding of evaluation and the programs and then be able to work with them to actually design the evaluation and put the research questions together. Are there other things that you've done or that you can think off?

So once you have those research you pull that group of young people together who can help you guide the actual development of the research design the evaluation plan. What

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are some of the things that they can do and actually implementing that structure and doing data collection. They can actually be the ones where I am actually working with a group of young adults right now. We're talking about training them there is a quite a lengthy survey of how we can train young people to work with their peers on completing this lengthy and pretty complex survey. Also being trying to do primary analysis of study day at YADA actually did this. They took some of the national evaluation data. So it wasn't data they actually collected themselves, but, we have an extensive dataset from the national CMHI National Evaluation. And they said we want to look at this we want to look at they wanted to compare care giver and youth perceptions of that data. So they again it was a really good educational opportunity for them we sat down with actual survey with the actual instruments. They said we want to look at care giver perception versus suicide ideation versus medic the effectiveness of medication and a couple of other things and they were and then they received that data and they interpreted that data and then they presented that data to a couple of conferences.

Female Speaker 4: Because you are using youth in this case for data analysis....

Female Speaker 2: That's going to be my memory.

Female Speaker 4: So again because you're using youth in this case to do conduct actual data analysis I don't know if they were involved in the data cleaning. Are you I mean what criteria are you using to select the youth it's not just any youth right are you. Is there a selection process or how does this work?

Female Speaker 2: Right yeah and they were not actually involved in the data cleaning and the actual like SPS running the data. So I mean in a smaller study that would definitely be possible. Yeah so in terms of the criteria we have an incredible variety of young people and I am sure that you would probably do too. We have a young man who has been involved with us for a couple of years who just started Graduate School of Baylor. I would and that's also where it gets where there individual capacities and as well as what are their individual challenges. So to be able to really look at your process in step by step say where could we pull someone in and what are we looking for? I think would be and would be something that you would need to do probably individually, but, again with a smaller study like what you're talking about and perhaps if again if you have more some qualitative data or some qualitative data analysis as well you might be able to do yeah.

Female Speaker 4: I think that's one of the biggest issues about youth involvement and you could kind of raised to your points is one is who are the young people that get involved. I frequently find that it's the young people that are easy to work with or the young people that have a reliable form of transportation. And so we missed that on huge segments of the young people that we work with. And then I think the other problem is that we assume that the young people that we have in the room somehow have this incredible global knowledge of all other young people. I mean I don't walk into a room and assume that I speak for all women in Florida or, you know, all women in America and they just and we assume that we got one random young person sitting in a room or

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like the youth voice says rather than saying this young person from this background with this experience is saying this.

And so validating his view point, but, not somehow attributing him, you know, to all the youth and I think that's a real struggle that I think a lot of us that work with young people figure out, you know, how do we avoid creaming and how do we make it practical for the folks that we're working with. So that there is not a lot of I mean this work can be really difficult and if it requires sending people out for eight hours to transport young people into the office the likelihood of really involving young people is really narrow because what's going to happen is we're going to call the kids that can drive themselves to the office or have a reliable ride. And I just I still don't think that we've got a good growth on how to resolve those issues. So that we do have true representation from the populations of young people that we serve or we work with.

Female Speaker 2: No, I think that's definitely true. One of the I think the most powerful things that you can have for young people is a group both because then it becomes a little bit more representative it's never going to be truly representative. So you just work your way closer, but, to me some of the most powerful things I've happen and seen happen or actually at the community level where they have a group of young people and they have the evaluator come in. And they may not crunch the numbers, but, they say okay let me tell you what this means and again it's like 10 or 15 young people. So that gives them power that gives them a safe place. So that's one thing I would say I was just remembering and I can give you the contact information for him. That there is a community in Tennessee where they have a data camp for the young people in their system of care every, they just started about every summer. So they had a week long training on evaluation and data and then they're having Saturday I mean the guy who does this and we're both in upward bound when we were kids. So it's like it's the upward bound model where you have this summer thing on a college campus. And this really intense thing with a group of young people and of course there is some fun involved too and then every Saturday morning throughout the school here this group gets together. Now those so there may be of course there is going to be a much larger group in that summer program the young people who are make that commitment and there is a stipend involved. Those that group of young people are going to show up every Saturday morning are going to somewhat self-select in the way that you're talking about, but, again I mean I was excited because it's one step closer because we are to me it's just important to build the capacity the young just start right from where they are and build the capacity of the young people as it is to kind of milk them and to make sure that we can keep them involved.

Female Speaker 4: I guess the example I would give is, you know, one of the requirements that we have at a state levels that youth are involved in the planning more to execution of school based services. So, you know, it may not be at a level where they're bringing them in and teaching them how to read data analyze data, but, they a school program a school based program might decide okay well we are aware that this is an issue in our area. So might be pregnancy is an issue in our area teen pregnancy. So they will present information to the group the youth that are involved in a program they may

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come up with an initiative to get the word out to the school. So another example is around driving while texting. So they presented them with the information the program is able to partner up with two organizations that were willing to sort of give them some software to create like Avatars and they created sort of like a commercial an Avatar around texting while driving, you know, there was a campaign where they, you know, they got some funds to put a little bands on their fingers, but, they all came up with what are the things we should do honk if you're against texting and driving then parents are dropping kids off. So I those are some of the more I guess simplistic ways that, you know, some of our programs may choose to engage you and keep them engaged because it seems like fun, but, they don't necessarily realize like okay well we're looking at a statistical analysis the impact of texting while driving, but, they also get that they use that data to be able to translate that into the language that their peers can just understand.

Female Speaker 3: And I think part of the developmental appropriateness of whatever we do is that it needs to be fun. I mean to me everything needs to be fun. It can't be that way, but, anyway it's a goal. There is a book on the back again a sample called Youth Participatory Evaluation. She is always, you know, this is play, play, play, play and perform her things. And again one of the things you can do is kind of take a step back and say okay we want to do a social marketing campaign. We need to know how effectively we just starting young people we can bring focus groups together, but, we can also have young people lead those focus groups. And we can have young people work with the evaluators to figure out how to develop the questions and again it could be again kind of a self-selection process who actually is willing to get up in front of a group of people and invest the time and energy who has that ability in their lives or as a person, but, it's still going to be one step better than me getting up and leading the focus group. I was just at a conference recently and this young women I worked with she went to they had this social marketing award ceremony and she said that is great social marketing presentation about all the wonderful things they've done, but, there were some old lady presenting it and she said where is the youth where is the young people who develop this thing in the first place and I am going thanks Beth I am glad you said that to me that you trusted me with that information. So to always think about what's the next step back that we can take at the same and it's not balancing act what's the next step Beth so we can take for their involve more and more at the beginning, but, also how can we be the most inclusive possible of all the young people that we're really trying to reach because everyone starts at a certain place and has strengths that we can develop and they can make a real contribution to the work that we're doing.

And yeah again it really is always I think kind of that balance, but, yeah and where the rubber really meets the road. I was also just recently I was talking to a young person who had never didn't remember a time when youth were not involved in their service planning and I thought the next generation. Okay again this is more about language the youth voice even if they're not, if they can't be involved in developing the initial instruments have them review the instruments and provide feedback. We're doing CMHS is doing a healthy transition initiative that has a cross side of a national cross side of evaluation and they actually came to YADA twice and asked YADA to review their instruments. One specifically for 16 to 18 year olds. So we had a group of 16 to 18 year old 16 year old is

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actually get together and review this 21 page instrument and say this doesn't make sense in our world and they were able to make changes based on that. Coauthoring reports and articles were just really we're currently writing an article where the young people from YADA have been there really authors there will be listener's authors. I am struggling with the journal who doesn't quite know how to deal with that, but, that those are the kind of things that we can support them and doing if we're willing to make that investment. So anything else you can think off?

This is that this is just something that we have been aware of just the whole issue because of when involving young people of parental consent, confidentiality. If we have young people under 18 who are involved in evaluation we do get parental consent and youth assent just like we do for the actual evaluation study. We're also when you're involved with peer training of an important part of peer training is about confidentiality and informed consent because there it's like if we're training peer mentors we're working on this now if we're going to be training people who are going to mentor their peers through complete in a survey. There going to be potentially learning information about their peers and they need to know how to handle that in the best possible way.

Female Speaker 2: So you guys are good because I am like so bad.

Female Speaker 3: So the consent is not so much about participation in terms of filling out of survey it's more about consent or assent in the participation of the evaluation process.

Female Speaker 2: Right.

Female Speaker 3: Okay.

Female Speaker 2: Right so when again when we have young people on YADA who are 18 or under then we have their parents just sign a piece of paper saying that we know our whoever is their caregiver we know our child is involved and that's okay with us. And I was then on the original decision making around that I don't know whether that was an IRB issue or not, but, it seems like a good idea.

Female Speaker 4: Have you ever had any parent chose not to consent for any specific reason?

Female Speaker 2: No.

Female Speaker 4: Okay.

Female Speaker 2: We work again with YADA, you know, I'll talk a little bit about healthy transitions it's a little bit different. The youth engagement specialists with YADA have been really key to supporting these younger people in their evaluation involvement in the National Evaluation. So there is that personal connection and then

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gateway there. So it's not right so it's me and the youth engagement specialists and the young person approaching the parent not just me, but, they don't know.

Female Speaker 3: And I think there is the when you mentioned the youth assent. I think it's also important that the youth actually are willing and want to participate rather than they're in a program and they've been told. Well here is the form that you're parents are going to sign and then you're going to participate in this that they have informed I guess assent, but, that they're explained that you have an option to opt out and if you opt out or you don't want to participate that there is not any negative consequences like there is not a youth director who is standing there saying well, you know, we rounded it up all you guys from the group home and you're going to the court like your evaluation you better. We've consented you better evaluate or and if you don't participate then you don't get ice cream or you don't get to see your family this weekend. I think we've got to be really careful about making sure that there is not someone else who is sort of enforcing the child's participation that the child is actually really given a meaningful opportunity to say. I don't want to be part of this I don't like you I don't like the court. I don't like child welfare I don't want to be any part of you and then for us to say well thank you very much. Thank you for coming, you know, and there is not ramifications. I think that's really, really important.

Female Speaker 2: Well and that could be a real a difference with Child Welfare. There is that level of complexity that isn't there for mental health systems of care. Right I am sorry I am just I am thinking and also because in the system of care particularly in the last couple of years it's been mandated in the system of care communities. We have youth engagement specialist. We have people whose job it is to engage youth and none of that, that is all I mean that is all voluntary and that's very clear and all the consent forms that have to do with the actual program itself. So by the time people get to the evaluation process and to been invited to be part of the National Evaluation Team all those suites have been jumped through and that is like a level of complexity. And also that there is relationship with the young person which can be really well I am thinking about the secondary analysis that YADA did with, you know, just because my caregiver things that this medicine is working for me, you know, national of the data shows that young people don't think it's working so well or young people would think that things are going better in the family then their caregiver does you have that third person who is an adult who is also an advocate for that child. Hey there is and how about Reyhan. So right so that is that's a really an additional level of complexity. What I was thinking was almost the opposite though is the assent from that we have young people sign this also kind of a job description. So these are we're very clear about what the expectations are. Right, right, but, there is that, but, there is the other side of the coin right. So once I mean so how you engage the young people then become very important becomes very important. And it will be different for each one if you have systems of care then I don't know part of your system that you will have that young that person who is tasked with the engagement or probably you have to build that into your system. So Reyhan well this is do you want to introduce yourself and maybe the two of you can introduce and someone will put you on the slide. I made everybody introduce themselves. So.

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Reyhan Reid: Hi everybody. Do I need this mic?

Female Speaker 2: Yeah you do because they are recording and I get in trouble if you don't use it.

Reyhan Reid: Okay great. My name is Reyhan Reid. And I work with a company called AIR and on two different initiatives that are related to involving young people and decision making through either federal programs or in a federal level, but, also helping communities. So if grantees of the federal government whether it's, you know, states, counties, non-profit organization etcetera all who work with young people to do a better job if involving young people and decision making and figuring out what that means and what that looks like. So the two projects one is the TA Partnership which is a project of the systems of care initiative. I don't know if you've heard of that funded through SAMHSA and so that's focused on Children's Mental Health, but, also really working closely with Child Welfare Juvenile Justice Education etcetera other system partners because we're all working with the same young people, but, we're not always talking to each other and working together and definitely the youth don't, don't think in silos and experienced large in silos.

And then the other project is FindYouthInfo.gov. So if you have a chance check out that website, but, it's a collaboration of 12 different federal agencies and putting the administration for children and families and these agencies are all figuring out how to collaborate more effectively themselves and promote collaboration and so we help to kind of push that website and develop content for it and my role is to engage young people and the development of the site, products figuring out what they need, you know, interviewing them all of that.

Female Speaker 2: Great thank you and also yes since you came in late if you can introduce yourself.

Margo Bryce: I am Margo Bryce and I am with The Vermont Department for Children and Families. Family services division.

Female Speaker 2: So you made it too.

Female Speaker 3: Well welcome. So what we were just talking about Reyhan when you walked in is the difference really between the mental health systems of care which has the structures in place to make sure the by the time the young person appears at the evaluation table that they are because they chose to be and in child welfare there are some additional levels of complexity and also that I'll just leave it there. In terms of how you engage young people in a way that feels that honors them and that isn't pejorative and, you know, either to me there is kind of three kind of two things either we needed to do this or if you don't do this or even just that imply thing if you don't do this we don't know what will happen. We can't promise that certain things will happen for you. So that's kind of that what we were talking about is as you walked in. Do any of you have ideas based on your particular experience and your particular states. I don't like I don't

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know in your working region one if there, is there some youth engagement going on at this point or you just kind of working on and thinking about it or.

Female Speaker 2: Well I think what we do as we look at the six states that are in New England and all of them have various levels of really engaging youth. One state is in development of a practice model and they have a youth consultant as well as a youth action pool. So they're trying to get not just that one voice of the voice of the youth it's just one person, but, she is an active participant on the team, but, they have a youth action pool and the youth action pool is also working in various parts of the state. So in other words you don't just have one state being represented one part of the state being represented you have, you know, the whole state live representation, but, I think you probably bring up a good point about, you know, getting youth involvement how do you get them to come to a meeting and not have it be like you better come or now that and when I in my previous life, but, I dint work in a state we would have youth come and give us feedback and there was always the ground rules are always set. Here it's the pizza deliver the pizza, but, you don't have to talk if you want to talk you can and all the adults here in the room that brought you here you'll have to leave. So and I think that's something that to really get them to feel like they have a ownership to it is an important piece so, but, I think that's pretty much I think Margo I don't know if you want to talk about some of the good work you guys have been doing at Vermont about youth.

Margo Bryce: I can feel you and I what I know.

Female Speaker 2: Hold up closer. There you go.

Margo Bryce: So we are we secured grant through the North Eastern and Caribbean Implementation Center to help us implement our practice model. So we we're in the process of engaging youth through some different committees and helping us in form the work that we're doing moving forward with the implementation. I think we were in hind side a little behind it because you've already developed the practice model. So it's not like they were at the table in the development of it, but, we're. So we're coming back around and we're looking at that we also have had off and on for a number of years a state wide youth advisory group and so it kind of has been going through different iterations over the years, but, now there are they seem to be really thriving again and doing a lot of good work on a state wide level and then we have some efforts going into getting a lot of we have 12 district offices and so we have a lot of work going into reviving some of the groups local youth advisory boards and so that's that work is happening. We also have a new to Vermont a foster club all star who is actually she just joined us within the past month and is has a office right within all of our office spaces and we did an orientation day with her and our central office staff to sort of orient who she is and what she hopes to focus on in her work with us and then, you know, an opportunity for us to sort of share each of what we do and what we hope. So it was, you know, it's a good work and we continue on with it, but, it is challenging to make sure I've there is a lot of things that you were talking about is how do you get good representation because what you typically get is who has transportation set up and, you

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know, and you want to hear everybody's voice and you want to make sure of that. So that I think that's a challenge that's a struggle. Yeah.

Female Speaker 2. How do you recruit for your youth advisory groups in the division in 12 offices or at the state level?

Margo Bryce: I think I am not intimately involved with that, but, I think there we have our youth development program is contracted out and so we have individuals and all of the district offices who work with youth and I think through their work directly with youth they're always pitching hey we have this work group we have this youth group, you know, how about you join I mean so they do some of that advertising for us and for them and try to get their involvement that way. Yeah.

Female Speaker 2: Okay. As I said one of the things that I think a former employee did was which I thought was really great is they reached out to the kids that were really having problems. So the young people that were running away or who weren't very successful we said why don't you come and tell us what we're doing wrong and tell us how to, you know, if you'd like to come we'll give you a ride we'll give you a stipend, you know, we'll help you get to the meeting and come and tell us we're doing wrong and sometimes that worked it wasn't very successful, but, it was definitely I think we were mindful that we were trying to if we were trying to make improvements the kids that are doing really, really well that we did a great job on aren't going to be the ones that are going to tell us where we're falling down.

Female Speaker 3: So again we get back to a confidentiality issue, but, what if you had engaged some of the young people who weren't struggling quite so much to talk to their peers who were struggling. And again maybe left the room and left the young people foster child the foster child the talk I mean because I worked in child welfare for years and a lot of what we're dealing with particularly with the age of young people that you're dealing with years and years and years of no adult who would never listen to them. So to be, you know, what Alice Walker calls that enlightened witness where you can take that role for yourself, but, to for that young person to understand that you're different might be more than they can manage.

Female Speaker 2: I guess I can stress that more in New Jersey also my office we oversee the New Jersey Youth Help Line and there is a ton of advertising that goes into it, but, one of the questions that they ask when it's an anonymous line and they do ask well how did you hear about the help line and 97% of the response is through a friend. Now this stuff goes out to the school administrator, superintendents, guidance counselors they're on little chopstick sticks holders everything. 97% of the calls and they just last year alone got in about 700,000 calls. So it's speaks for itself.

Female Speaker 3: Right and again I mean we know that that's both from our own personal experience when we were at that age and also, you know, in the years of working with young people that's the age where, you know, where people complain their peers matter more than I do well it's just it is. It's a developmental reality for their

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healthiest of those young people and certainly for young people who have learned that young that most adults in their lives have not were not trust worthy that to me I think it's one of the most successful ways to reach out. And really a form of social marketing really is what you're saying. So and then for that initial recruitment so this is again I talked to I told you a little bit about YADA Youth Advisors Driving Action was started in 2008. What they've done they've review the National Evaluation Instruments for young people and have given their feedback they've also I think I told you've been and asked to review the healthy transitions initiatives instruments and been asked to also support their process evaluation at the local level.

They're invited to National Evaluation Committee meetings that probably is the biggest challenge, but, they're also quite vocal about what didn't work for them and the National Evaluation Team has been willing and able to listen to that. They are pretty consistently offered workshops for both youth and adults on the importance of youth involvement and evaluation and training for youth and adults on youth involvement evaluation. And then as I shared they did the secondary analysis of the national some of the National Evaluation data what they really want to look at this point and what we're working on with the National Evaluation team is they want to and again this is kind of generated just like in a brainstorming of what you guys want to do this year the connection between the substance of used data the medication use really those kind of issues were issues that they were really interested. And I hope we'll be able to tackle that sometime this year.

This then some of the other work and this is the work that Reyhan and I have done together is with the evaluating youth work group. So you can correct anything I say Reyhan if I get it wrong. And this to me is the most exciting and fun thing that I am doing right now because it's a truly collaborative effort with the TA Partnership which provides the programmatic TA for systems of the care communities the National Evaluation Team. So me and also some of the young people been involved with YADA and the research and training centers that are involved with systems of care then we have evaluators and youth engagement specialist and this is again been a challenge for us, but, we're making progress on it is also having that at least that young adult boys at the table if not they've and also hopefully the very young people for 16 to 18 olds as well.

Female Speaker 4: As you're talking I was wondering although she couldn't be here because of the weather. Could you tell us a little bit about her group Hillary's group that she was in youth that youth move on or?

Female Speaker 3: Sure and again I mean this is a group that Reyhan knows pretty well too it's. Hillary was involved in the systems of care in Maine there is a the youth engagement specialist for the Maine system of care was Barry Maselle and she has been really proactive in terms of working with young people involvement in evaluation in fact there is one of the sample hand out is the presentation she did on developing a logic actually developing a logic model for a local youth advisory group or youth group. Hillary has been so she has been so through *[indiscernible]* *[00:55:45]* she came on to YADA. I would say when she was 16 or 17 she was involved in the secondary analysis and was a presenter at actually national conferences twice for that data. And now she is

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18, 19 she is and she is really and transition age and she is involved with all the transitions initiative and maintenance as well. Youth move is not specifically in a evaluation group, but, it is a group that really was formed and again I was around for the beginning of this. So you can let me know Reyhan and how I am doing on this. There is a group called the Federation of Families for Children's Mental Health and it was really thought I think a couple of years ago that there should be a parallel or a comparable organization to Federation of Families for young people.

Reyhan Reid: Let me help you out of that.

Female Speaker 3: Yeah thank you because I it was before my time.

Reyhan Reid: Yeah several of these things happened before you got here. So I can tell I can see why some pieces aren't clicking. So basically the youth move national organization is sort of the umbrella organization that's opened up chapters including the one that Hillary is a part of in Maine. However in all reality what really happened is that there have been all these different youth groups that are been part of the systems of care movement over the years. And when youth move got incorporated and became a national organization they start to band together. So that's really a more accurate description of how youth move Maine became a part of youth move national and youth move national is an organization that really sort of their whole purpose is really to advocate for the causes and voices of youth who are involved in system whether it's child welfare or juvenile justice or mental health or whatever just they want to make sure that they represent and include concerns that young people have about policy.

They want to make sure that youth have an equal voice at the table for these kinds of conversations and for high level decision making. He wanted to make sure youth know their rights and, you know, so they're very much an advocacy organization. They started in systems of care, but, they're branching beyond that and quite honestly because of the different communities that are focusing on different populations some are more closely linked with child welfare some are more closely linked with juvenile justice some aren't really linked with any of these, you know, so there is some really iterations some diversity in the iterations around the country. So I'd say that and they became a part of the national federation of families a couple of years back as a part of their own sustainability strategy, but, they had been around before becoming a part of the national federation of families.

Female Speaker 3: And actually they are you are out of time with the fourth one. So yeah I would really, to check him out. Okay what where we are with the evaluating youth group youth work group really came together again maybe a little over a year ago because there was an interest in at the local level for evaluating the effectiveness and some of these things have really come out of community, system of care community saying how do we, you know, we are, we have a grant for six years we want to be able to sustain our youth, the youth involvement piece of our work and how do we evaluate the effectiveness of what we're doing in the community of what we're doing in our community in terms of youth involvement. So a group of and that's why that

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collaborative group of people came together originally to the TA Partnership and then the person from the TA Partnership I was working with at the time came to the National Evaluation Team and we've had a series of meeting. So that group is really just really at the beginning of its work we've recently had a meeting in at the system of care conference in Chicago where we kind of presented a description what we thought the group was and where it was going and also a logic model for that group. And we currently have several groups that are reviewing instruments related to youth involvement the literature and also looking to see if there is any existing data looking what data is out there and we're moving forward. Hopefully we'll have calls for those groups to kind of check in with each other in the next couple of weeks.

And then the third piece is Children's Mental Health Services, but, not directly Children's Mental Health Initiative is a healthy transitions initiative. One of the interesting things been with that group because with the transition age group is we were trying to kind of transplant the YADA model of this monthly phone call and this yearly meeting. And we sat down with the communities and they said that's not working for our young people because if they're doing what they're supposed to be doing. They're going to be too busy to make monthly phone call. And they're not going to be around, you know, their movement through things and they're getting their lives together. So we're actually, you know, we kind of had to throw that model out with that this particular age group because it wasn't developmentally appropriate and trying to figure out how we can again work with the people in the communities to effectively engage the young people and reviewing the instruments working with their peers on their surveys leading the focus groups for the process evaluation so.

Female Speaker 4: How are we doing on time? Okay so we have about 20 minutes left. I was going to touch based a little bit or maybe talk the original I was originally invited to submit a proposal on this topic because the person who invited me thought well the national I can't even remember what it stands for now. The national youth and transition database might have there might be some people who would be interested and talking about keeping young people engaged in that in the data collection. I don't know whether that's an issue for you all I think her thought was that because it's comparable kind of to the CMHI National Evaluation it's that data it's that national, you know, that really high level data collection. You go back to young people 17, 19, 21 and how do you even get them to care. So it sounds like some of you are involved in that's a challenge for you or...

Reyhan Reid: Just curious how many people here were at the night at the meeting that occurred a couple of weeks back in D.C.? Anybody? Okay and I say do, you know, what I mean by NYTD. Okay, okay National Youth Transitions Database. So I had the opportunity to go to that meeting for the first day and it was really, really awesome because every state that was there had at least one young person and some had more than one, but, I believe every state had at least one young person there and they did some really impressive stuff with the data. These young people got a chance to look at the data youth and young adults got a chance to look at all the data before all the evaluators and everyone else was at this conference got a chance to look at the data. So they got to look

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at the data they got there was a good presentation given to them for about a hour and a half. They got to interrupt with all kinds of questions and they drilled this evaluator actually and they were asking good questions. They had lots of really solid questions that were engaged they were interested they wanted to know why did you start with this baseline and on that baseline. They want to know about disparities they wanted to know, you know, they were very engaged and I think there is definitely some good work that's been done already with the NYTD database and, you know, the administration for Children and Families and I know that National Resource Center for youth development plan that meeting and brought young people there and they did a great job and they've done a great job for a long time of doing this stuff. So if anybody is not plugged into that yet just maybe it might be a matter of talking to the folks in your states who've gone to that meeting. I don't know if that would be helpful, but, I mean I was impressed. Given all the work that we do Karen I was really impressive. I was like wow we haven't tried this, you know, we haven't done it this way before and it was really cool.

Karen Davis-Brown: So you'll be able to bring that into our work too.

Reyhan Reid: Oh yeah I mean it fits something that I had in mind for us to be doing for future conferences with youth, but, it was really awesome to see that they got to analyze a data they got a chance to come up with their own presentation and response to the data that they presented that same day. So, you know, they spoke right before the commissioner spoke, you know, and it was and the commissioner was in their meeting with them all morning and over lunch they looked at the data together and came up with their presentation together it was really cool the way they did it. And it was very respectful and they took the time to engage them and these young people hadn't looked at that data before. So they were able to do something very quickly, you know, and turn it around and now I've invited some of those young people to work with me on the FindYouthInfo.gov project, you know, so definitely some good stuff out there.

Karen Davis-Brown: Okay. So I would guess in terms of recruitment retention for the actual young people that they're trying to reach out to at those three points in time that it sounds like states probably have some good youth input in terms of how best to do that as well. And I would say right the National Resource Center and youth development that are also one of the many bullets on you. They've just done some they've just really done some awesome stuff really nice materials. So are there any other outstanding issues that you wanted to talk on questions maybe I could I'll just them maybe cut you lose to maybe look at some other resources in the back we can kind of move back to the resource table or again. Yeah thank you. Thank you all for coming this. I'll look forward to hearing all the great things you're doing.