Putting the pieces together to support youth voice

Step by step worksheets to assist you in the process to define youth voice in your system of care community.

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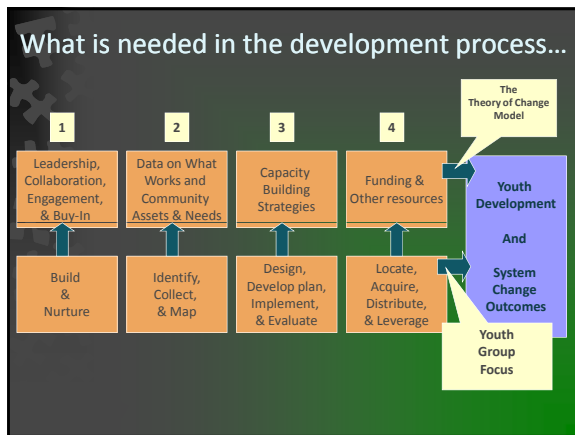Youth MOVE Maine, THRIVE Initiative
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Workshop Goal

- This workshop will show you how evaluators can be key in working with youth to identify youth challenges, create goals, develop strategies and find ways to track progress for sustainability and success.

- Our example utilizes a theory of change logic model as a tool to map out what youth voice could look like in their community along with a mapping activity.

What is needed in the development process…

The Theory of Change Model

1	2	3	4
Leadership, Collaboration, Engagement, & Buy-In	Data on What Works and Community Assets & Needs	Capacity Building Strategies	Funding & Other resources
Build & Nurture	Identify, Collect, & Map	Design, Develop plan, Implement, & Evaluate	Locate, Acquire, Distribute, & Leverage

Youth Development

And

System Change Outcomes

Youth Group Focus

Workshop Agenda

- Theory of Change & Logic Models
- System of Care & Youth Involvement
- Evaluators & Youth *Fit* Together
- Connecting Evaluation & Youth Terminology
- System & Youth Alignment
- Phases of Theory of Change for System of Care
- Putting the Pieces Together
- Continuous Quality Improvement & Evaluation
- Reflection & Flexibility

Theory of Change & Logic Models

Theory of Change

The underlying assumptions that guide a service delivery strategy and are believed to be critical to producing change and improvement in children, youth, and families.

Links outcomes & activities
(HOW & WHY)

Logic Model

A theory based framework displaying program components in a logical flow. They do not necessarily explain how inputs contribute to outputs.

Identifies outcomes, inputs & activities

Theory of Change & Logic Models

A Theory of Change helps youth & youth coordinators…

- Understand how their system and group is organized
- Improve communication
- Support the larger system's goal(s)
- Plan strategically
- Clearly express what they want and agree on activities
- Articulate where they are going and how they are going to get there
- Understand and use evaluation for quality improvement
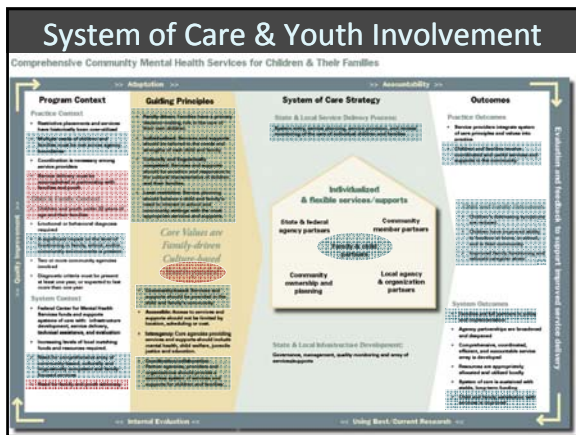
Theory of Change & Logic Models

A Logic Model helps youth groups...

- Identify whom they are serving, their intended strategies, and their desired outcomes
- Improve communication with their peers, providers, community partners, and policy makers
- Organize their work as a group
- Track the progress of their desired outcomes
- Plan strategically
- Implement internal evaluation
- Identify technical assistance needs

Theory of Change & Logic Models

Limitations of Logic Modeling

Cannot change organizational structure	→ Can show where organizational change may be needed
Cannot shift power relationships	→ Can give youth access to information that facilitates participation in system change
Cannot substitute for youth program delivery	→ Can keep activities targeted on identified needs
Cannot guarantee that program delivery accomplishes the goals	→ Can provide a frame of reference to know what has been accomplished

System of Care & Youth Involvement

Comprehensive Community Mental Health Services for Children & Their Families

System of Care & Youth Involvement

- Building a youth movement, is complex and challenging; even when stakeholders share a deep commitment to developing one.
- The youth movement needs clear and specific guidelines for what they hope to accomplish.
- Developing a youth movement using a theory based approach makes expectations for system(s) change clear.
- Youth movement can help stakeholders anchor their ideas.

System of Care & Youth Involvement

Activity 1

Turning ideas in to actions needs a tangible approach to system development at multiple levels:

- Administrative level
- Policy level
- Practice level
- Community
- Individual

See Worksheet 1

System of Care & Youth Involvement

Activity 1: Youth Guided, Driven, & Directed

In what ways can youth fit with your community at different levels? Provide your examples on Worksheet 1.

Individual	• Equal partnership is valued • Youth are mentors and peer advocates for other youth • The young person is telling his or her story
Community	• Community partners and stakeholders are open and willing to partner with youth and have created safe spaces for young people. • Youth form and facilitate youth groups in communities. • More youth are involved and are recruiting other youth
Policy	• Adults value what youth have to say in an advisory capacity. • Youth lead research to drive policy change • Youth understand policy issues and speak their opinions

Evaluators & Youth *Fit* Together

- Many times, involving evaluators is an afterthought just as involving youth can be.
- By working together, youth programs can be more successful making it important to involve evaluators from the beginning when working with youth.
- It is important that everyone is clear and understands each other.

Evaluators & Youth *Fit* Together

What Marketing Suggested

Graphics provided by www.businessballs.com

Evaluators & Youth *Fit* Together

What Management Approved

Graphics provided by www.businessballs.com

Evaluators & Youth *Fit* Together

As Designed by Engineering

Graphics provided by www.businessballs.com

Evaluators & Youth *Fit* Together

What Was Manufactured

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Evaluators & Youth *Fit* Together

As Maintenance Installed It

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Evaluators & Youth *Fit* Together

What the
Customer
Wanted

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Evaluators & Youth *Fit* Together

Things Evaluators & Youth Coordinators should consider:

- Their is currently minimal data to show the impact of youth voice in mental health.
- Data can help in developing a clear understanding of the movement and its activities.
- Evaluators and youth can corroborate to identify ways that program outcomes can be measured.
- Developing partnership with youth and evaluators is important for sustainability and long term success.

Connecting Evaluation & Youth Terminology

It is important to translate the languages of youth and evaluators to each other.

THRIVE

We will review an example from the goals identified in the THRIVE youth logic model to demonstrate a way to do so.

Each goal utilized the same process:
- ➤ develop strategies
- ➤ identify needs
- ➤ connecting the work to community data and national evaluation data sources.

Connecting Evaluation & Youth Terminology

This is what THRIVE did:

- Partnered with evaluators to better understand importance of evaluation and what was being measured in the system.
- Asked: Are evaluators asking the right question(s)?
  - ➤Asked 3 youth friendly questions about what success looked like for them on the individual, community and practice levels.
- Evaluators mapped out responses to correlate them to what National Evaluation tools were asking.
- Evaluators reviewed the responses with youth and showed them how the questions may be asked differently but still measure youth concerns.
- THRIVE was then able to take outcome data from tools to track specific progress in the program.

Connecting Evaluation & Youth Terminology

Activity 2: Translating Evaluator & Youth Language

THRIVE developed questions to ask youth about personal outcomes that could be linked to national evaluation data.

1. How do you know you are being more successful?

Evaluators	Youth

Connecting Evaluation & Youth Terminology

THRIVE developed questions to ask youth about personal outcomes that could be linked to national evaluation data.

1. How do you know you are being more successful?

Examples of youth outcomes were:
- ➤ I feel healthier
- ➤ Doesn't take me a long time to fall a sleep
- ➤ "know I have a place to go"
- ➤ Got everything done on my "to-do" list
- ➤ Medication is working
- ➤ Boss/ teacher is not mad at you, you can still go back the next day

Connecting Evaluation & Youth Terminology

THRIVE connected the youth identified outcomes with national evaluation measures.

Youth response was:
- I feel better/safe in my skin
- I feel Comfortable with who I am
- I can open up to others
- I can speak up for myself

Measure:
- reduce worrying over others
- increased perceptions of being liked over time

National Evaluation tools and questions:
RCMAS 11. I worry about what other people think about me
RCMAS 14. I feel alone even when there are people with me
RCMAS 25. I feel that others do not like the way I do things
RCMAS 27. I often worry someone will tell me I do things the wrong way
RCMAS 37. I often worry something bad will happen to me
BERS 21. I am like by others my age
BERS 27. I know what I do well
BERS 32. I ask friends for help
BERS 10. I can express my anger in the right way
BERS 17. I think about what could happen before I decide to do something
BERS 23. When I have a problem, I talk with others
RADS 4. I like everyone I know

System & Youth Alignment

Two Case Examples:

System & Youth Alignment

Community Goals
- Improve the mental health and wellbeing of children and youth
- Achieve trauma informed provider network
- Establish trauma informed as the fourth guiding principle for SOC through modeling and training
- Assist communities to be strong, healthy and safe environments for all

Youth Goals
- System understands and supports youth guided/ child centered philosophy
- Systems are trauma informed
- Youth are viewed as partners in systems change
- Outreach and social marketing campaign
- Statewide opportunities for peer to peer
- Youth have active role in care planning
- Youth are able to self advocate

System & Youth Alignment

How will the work be done?
- Social marketing & community education
- Trauma infused wrap services
- Peer to peer support
- Develop integrated treatment planning & service provisions

Youth Strategies
- Train on implementing best practices for increasing meaningful youth participation
- Provide technical assistance and tool kits to providers on developing youth-adult partnerships
- Support with trauma informed agency assessments
- Develop comprehensive training plans to assist youth with skills to self advocate, navigate systems and successfully transition to adulthood

System & Youth Alignment

Framing a theory of change using a logic model:
- Uses the mission statement, context, strategies, and outcomes to visually express the underlying theory of change
- Uses graphics and pictures to represent ideas in a more simple and clear format
- Helps youth to document their ideas and actions/activities
- Helps youth understand and connect critical links across different aspects of their plan
- Helps youth see their role in the overall system or larger plan

System & Youth Alignment

Advantages of showing youth the relationships between context, strategies, and outcomes:
- Shows how these relationships will make a difference
- Shows what their activities would look like
- Shows what changes need to be made to their plans to make change possible and support the larger system
- Indicates whether youth share a vision of how to accomplish change with the larger system
- Shows what steps youth should take to build stronger youth-adult relationships, further engage them in the planning process, and develop youth voice

System & Youth Alignment

Mission: What is the stated mission?

Population/Context	Strategies	Outcomes
Who: What population of youth are we intending to serve?

What is the nature/history of that need?

What are the road blocks to youth voice for this population?

What strengths can be identified?

What resources are available? | **What are the specific program components** we believe are important to achieve youth voice?

Who are our intended partners in the effort?

How will we involve these partners?

What actions are we going to take now/later to progress toward our goals? | **Short-Term/Long-Term** Practice What do we want to accomplish at the level of individual youth?

Program What do we want to accomplish at the program level?

System/Community What do we want to accomplish at the system/community level? |

Monitoring and assessment of progress: How will you know you have been successful?

Theory of change: What are the assumed relationships between population/context, strategies, and outcomes?

Crafting logic models for Systems of Care: Ideas Into Action Mario Hernandez, Ph. D & Sharon Hodges, Ph. D

Phases of Theory of Change for Systems of Care

Phase 1 → Pre- planning

Phase 2 → Theory of Change Development
- Population of context
- Map resources & assets
- Asses the system flow
- Identify outcomes and measurements
- Define strategies
- Fine tune your frame work

Phase 3 → Implementation

Crafting logic models for Systems of Care: Ideas Into Action Mario Hernandez, Ph. D & Sharon Hodges, Ph. D

Phases of Theory of Change for Systems of Care

Two Case Examples:

Phases of Theory of Change for Systems of Care

Pre Planning
Forming your workgroup
- Consider the full scope of work and how multiple voices can support a more cohesive plan

Planning Group
- Director
- Youth Coordinators
- Executive Director of a youth organization
- A local chapter of YM
- Family members
- Evaluation support from USF
- Clinical staff
- Young adults and supporters
- Youth

Phases of Theory of Change for Systems of Care

Articulating the Mission

We members of Youth MOVE National will work as a diverse collective to unite the voices and causes of youth while raising awareness around youth issues. We will advocate for youth rights and voice in mental health systems that serve them , for the purpose of empowering to be equal partners in the process of change

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Phases of Theory of Change for Systems of Care

Population of Context
Youth MOVE National is a youth led organization that supports youth voice on many levels
- Works directly with youth 13-25
- Families
- Multiple systems youth are a part of

Support youth voice by providing technical assistance, membership opportunities and policy advocacy
- What issues/ needs do we seek address for this population?
- What is the nature and history of the issues and needs nationally
- What strengths are identified

Phases of Theory of Change for Systems of Care

Identified Challenges for youth

National youth

- Lack of unified voice
- Lack of research based / evidence based for youth programs
- Lack of appropriate evaluation of peer to peer support for youth

Community/ Practice level

- Limited understanding of Youth Guided
- Do not view youth as participants
- Limited resources and clear guidance to address youth issues

Youth

- Misunderstood
- Stigma
- Not heard by adults
- Not familiar with systems
- Need support to understand their MH challenges

Phases of Theory of Change for Systems of Care

National United Voice

Collectively Youth M.O.V.E National, their chapters and members across the country have been committed to offering support to youth, systems that serve youth and reducing stigma nationally.

National Goals

National

- Youth Voice is involved in children's health reform
- National standards are developed for youth guided care
- National unification of youth serving organization

Community/ practice level

- Stronger relationships with youth
- View youth as assets
- Increase in youth engagement

Youth

- Gain opportunities for positive self recognition
- Gain skills in leadership and advocacy
- Gain support from peers

Phases of Theory of Change for Systems of Care

Youth M.O.V.E Strategies

- Consultation on authentic youth involvement
- Develop training tools, guides and curriculums
- Network of Youth MOVE chapters and members
- Support youth with developing leadership skills and self advocacy skills
- Be involved in legislation of policies that impact mental health and youth
- Develop anti stigma campaign to address mental health
- Provide opportunities for youth to participate in national leadership opportunities

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Phases of Theory of Change for Systems of Care

Outcomes

National

- Causes will be untied
- Best practice for youth development identified
- National leadership and representation of youth voice in systems transformation

Communities / practice level

- Communities have clear guidelines for youth voice
- Facilitate and cultivate meaningful opportunities for youth to participate
- Value and sustain youth voice activities

Youth

- Empowered and contribute to their care
- True partners in the systems
- Youth connect to other youth with shared experiences
- Youth voice is heard nationally

Phases of Theory of Change for Systems of Care

Putting the pieces together

- Having a logic model at the national level represents a collective voice practice levels of what youth voice means and can look like on the community and practice level
- It allows communities interested in developing youth voice to have a reason to align with a greater movement
- It allows communities and Youth MOVE to share information, collect data and spread what is working across other communities.
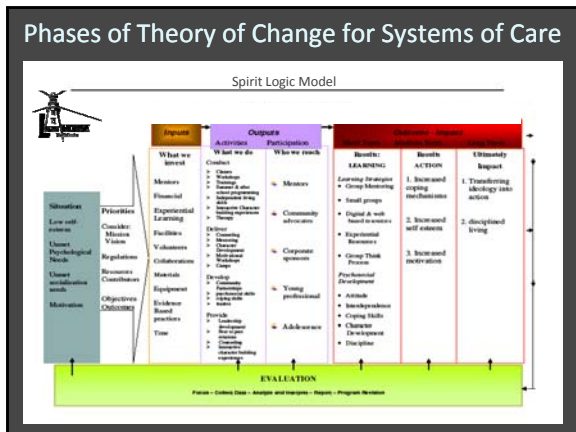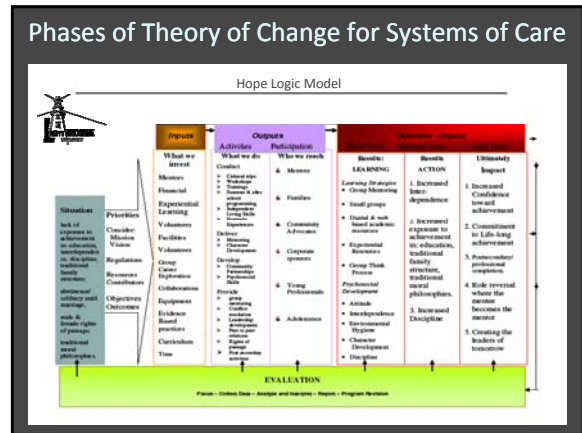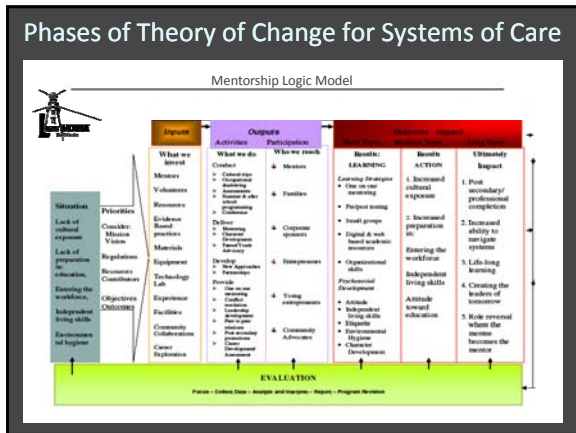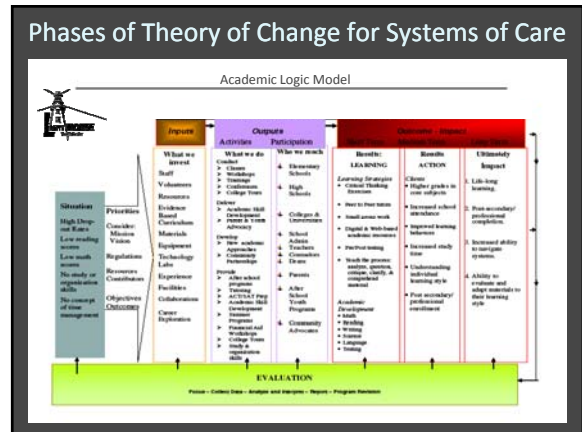- Power by numbers allows youth to be a collective voice and be heard

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Phases of Theory of Change for Systems of Care

Phases of Theory of Change for Systems of Care

Academic Logic Model

Phases of Theory of Change for Systems of Care

Mentorship Logic Model

Phases of Theory of Change for Systems of Care

Hope Logic Model

Phases of Theory of Change for Systems of Care

Spirit Logic Model

System & Youth Alignment

Activity 3:
Getting Youth To Actively Participate

Worksheets 3 & 4

Slide 1 — Step 1

Step 1
Define your youth group:
Building and nurturing youth voice community wide.

Youth groups come in many forms and serve many different purposes with in a system of care. Youth involved in these groups are not always fully clear on their role or purpose in the group or even within the larger system of care. This is your chance to help nurture and develop these youth and young adults into community change agents.

Getting started :
1. Identify who can participate in your youth group.
2. What is the purpose of your group in the here and now?
3. Where do youth want to see the group go long term?

Many youth are a part of your system of care but not all may want to be a part or are ready to be a part of your youth movement.
As a group, define who should or can participate in youth activities .

Youth need to know that their voice wants to be heard and they are assets in developing what change can look like.
How can the group contribute to the intended purpose of the grant in their own way?

Getting youth involved in a group is great but only when you have a long term plan for the group.
If everything works out where can your group go?

Primary Audience

Mission Statement

Vision Statement

Slide 2 — Step 2

Step 2
Identify, Collect & Map:
What does the system looks like now and what in the system may need to be changed?

Youth are not often asked to contribute their feedback in the development of services and community programs even if they are the ones utilizing the service. Adults often think they know what is best for youth and how youth should participate or fit into the system.

This is the chance for youth to express what the current system looks like form their first hand experience and point of view.

Getting Started:
1. Have a brainstorming session with youth to identify what strengths they see in the community.
2. Identify the challenges youth face in the system or community.
3. Beak your community down into categories such as : services available, support youth have and the community as a whole.

Think of all the resources your community has.
List where youth turn to for help, both formal and informal resources.

What are some of the challenges youth are facing? What resources are lacking to help youth with their needs and to stay healthy?

What is not working for youth with the current services ?

What is individually working for them in their treatment?

Do youth have formal OR informal supports in place that help them when needed?

How are youth treated in the community?

Do youth have opportunities to participate in shaping their community?

Slide 3 — Title

System & Youth Alignment

Activity 4:
Aligning Youth Voice with System Goals

Worksheets 5 & 6

Slide 4 — Step 3

Step 3
Capacity building:
Designing and developing a plan to implement what is needed.

Benefits for having youth as a part of system change is that they bring fresh ideas to the system and a whole lot of creative energy . Youth can self organize with minimal help from adults and achieve greatness when they are in the driver's seat designing and developing a plan of action.

Getting started:
1. In your last worksheet, youth identified what is great about the community and what is not. What do they want to improve in the community? What are their goals?
2. How might you need to partner with adults and other adult led organizations to achieve their outlined goals?
3. Always ask yourself- do you have the right people at the table?!!

What goals have been identified to meet the previous categories youth selected? ex: Services, informal supports and community level

What strategies or actions are needed to achieve the identified goals?

What resources might be needed to implement the strategies ?

Who might be needed as a partner to achieve the goals? Who is responsible?

Slide 5 — Step 4

Step 4
Funding & other resources:
How to locate, acquire, distribute and leverage.

In order to achieve what has been describe by the youth, the youth need supports. Many funders or supervisors are more likely to support a well thought out plan that is consistent with the over arching system of care plan. Now it's time to connect how the actions youth identified will support the bigger picture, the overarching plan.

Getting started :
1. Identify how your youth group activities can support change in the system, improve services and develop stronger communities.
2. Develop a continuous quality improvement plan to measure how youth are doing and know are things getting better.
3. People will continue to fund something that is working. If it is working in your system, try to seek support outside of your system as well. This allows for sustainability of youth voice community wide.

Community Goals

Youth Group Goals

How do you know what you are doing is working?
Look at partnering with evaluators in the community to assist short and long term impact of youth voice in your community.

Use data to inform changes that may need to happen in the structure or your process so that youth have better outcomes.

Use your plan to show that youth voice improves outcomes, reduces stigma and builds strong communities.
Share your plan with other key stakeholders , funders and community members.
Celebrate the success your youth have achieved!!!!

Slide 6

Mission

Vision

Who can be a part of your youth group?

What are some of the needs of the community?

What did youth Identify as challenged?

What are the goals youth identified to work on?

What will the work look like? What strategies will you use?

Continuous quality improvement plan
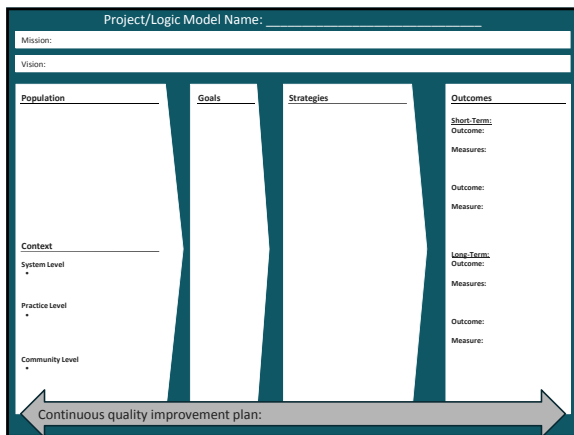
System & Youth Alignment

The road *does not* ends here:

- It is important to modify and make adjustments to ensure the youth goals and strategies have aligned with and have connections to the overall system goals and strategies.

- With this in place, the youth strategic plan can be developed outlining who does work and how to measure success.

Putting the Pieces Together

Activity 5:
Design your Theory of Change Logic Model

Worksheets 7

Project/Logic Model Name: _____

Mission:

Vision:

Population	Goals	Strategies	Outcomes
			Short-Term: Outcome: Measures:
			Outcome: Measure:
Context			**Long-Term:** Outcome: Measures:
System Level •			Outcome: Measure:
Practice Level •			
Community Level •			

Continuous quality improvement plan:

CQI & Evaluation

It is important to translate the language of evaluators for youth when developing CQI.

We will review an example from the goals identified in the THRIVE youth logic model to demonstrate how to do so.

Each goal utilized the same process:
- ➢ develop strategies
- ➢ identify needs
- ➢ connect the work to community data and national evaluation data sources

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THRIVE

Mission: To provide youth a chance to have meaningful participation with a system of care that empowers youth and families through leadership and advocacy.

Vision: To develop a statewide youth advocacy organization.

Child-Centered, Youth-Guided, Youth-Initiated, Youth-Driven, Culturally and Linguistically Competent and Trauma-Informed

Primary Audience	Youth Challenges	Goals	Strategies
Children/Young Adults ages 0-21 who currently have an emotional or behavioral challenge that impairs function at home, in school, at work or in the community and has been involved with two or more systems: • Mental Health • Child Welfare • Juvenile Justice • Education • Early Childhood Underserved youth: •GLBTQ2S •Refugee/immigrant •Uninsured/underinsured youth •Homeless youth •Youth in Transition •Early Childhood/ School Age •Rural Youth •Other	**Services:** • Lack of understanding of youth guided approach • Limited understanding of systems that serve them •Youth are not viewed as partners in service planning **Supports:** •Limited peer to peer support for youth with behavioral and emotional needs •Limited healthy peer relationships •Limited Healthy family connections **Civic Engagement:** •Lack of youth/ adult partnerships •Lack in community awareness: Not viewing youth as change agents •Lack of youth-guided service projects	•Systems understand and support the youth Guided/Child Centered philosophy •Systems are Trauma Informed •Youth viewed as partners in systems change •Outreach and social marketing •Statewide opportunities for youth peer to peer •Youth have active role in care planning •Youth able to self advocate	• Train on implementing best practices for increasing meaningful youth participation in collaborative team planning • Provide technical assistance and tool kits to providers to assist in developing youth/ adult partnerships • Support with implementation of trauma informed agency assessments • Develop comprehensive training plan to assist youth with: ➢ Self advocacy skills, Navigating Systems, Transition to adulthood ➢ Partner with Family organizations to offer peer to peer support for youth as well supporting healthy family relationships ➢ Development of an anti-stigma campaign

Continuous quality improvement and evaluation

Challenge:	**Goals:**
Limited peer to peer, Limited healthy peer relationships, limited healthy family relationships	• Provide statewide opportunities for youth peer to peer • Youth are able to self advocate

Strategies:
- Opportunities for statewide youth connections
- Work with statewide family organizations to offer more youth focused activities
- Develop a training program for youth to become peer workers and enhance self advocacy skills

Needs:
- Connect with other youth serving organizations that are out of the SOC catchment area
- Offer Support and technical assistance to family organization to enhance programs in order to meet the needs of both families and youth
- Collaborate with Adult Mental Health Services to modify current peer curriculum certification to meet the needs of transition age youth

How do we measure our success and progress over time?

CQI & Evaluation

Community data

- Number of partnered engagement activities with organizations outside of our SOC
- Number of peer groups/ youth educational trainings developed in conjunction with family organizations
- Number of youth who participate in the Peer Certification training offered by Adult Mental Health
- Evaluation (pre and post tests from youth training opportunities)
- Number of youth trainings offered, number of youth who participated
- Connection to national evaluation data

CQI & Evaluation

THRIVE connected youth outcomes and matched them to a national evaluation measures.

Reviewed national evaluation tools

- Youth Information Questionnaire (YIQ)
- Behavioral and Emotional Rating Scale (BERS-2Y)
- Reynolds Adolescent Depression Scale (RADS-2)
- Revised Children's Manifest Anxiety Scale (RCMAS)
- Delinquency Survey- Revised (DS-R)
- Education Questionnaire- Revised (EQ-R)
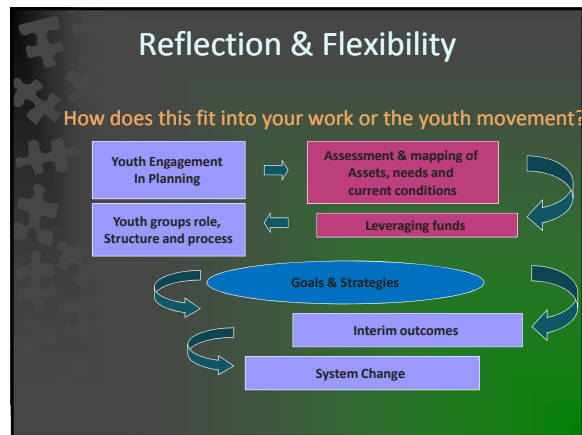- Living Situation Questionnaire (LSQ)

Example of measuring progress...

Question asked to youth:

How do you know you are being more successful?

Youth response was:
- I feel better/safe in my skin, I feel Comfortable with who I am, I can open up to others, I can speak up for myself

Measure:
- *reduce worrying over others, increased perceptions of being liked over time*

National Evaluation tools and questions:
RCMAS 11. I worry about what other people think about me
RCMAS 14. I feel alone even when there are people with me
RCMAS 25. I feel that others do not like the way I do things
RCMAS 27. I often worry someone will tell me I do things the wrong way
RCMAS 37. I often worry something bad will happen to me
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BERS 17. I think about what could happen before I decide to do something
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RADS 4. I like everyone I know

Reflection & Flexibility

How does this fit into your work or the youth movement?

Reflection & Flexibility

- Fill in gaps, clarify, and focus
- Think about linkages across components and the theory of change- Are these compatible?
- Compare with monitoring, CQI, evaluation
- Get feedback from others that are a part of the larger system and other youth
- Revise where needed
- Decide what information will be needed to determine if the theory of change is being implemented as planned
- Decide what information will be needed to assess results
- Point out regular and timely need for information
- Gauge success of youth development / youth impact
- Revisit as the youth develop and become more empowered

Resources

- Hernandez, M., Hodges, S. & Worthington, J. (2003). *Crafting Logic Models for Systems of Care: Ideas Into Action.* [Making Children's Mental Health Services Successful Series, Volume 1]. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, Department of Child and Family Studies. Available on line: http://cfs.fmhi.usf.edu/TREAD/CMHseries/IdeasIntoAction.html
- Matarese, M., McGinnis, L., & Mora, M. (2005) *Youth Involvement in Systems of Care: A Guide to Empowerment.* Washington, DC: TA Partnership.
- www.tapartnership.org
- http://logicmodel.fmhi.usf.edu/
- http://www.youthmove.us/
- http://www.lighthouseyouthcenter.org/

Contact Information & ?'s

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