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.

Brianne Masselli, BS
University of South Florida, BCC/FMHN
Youth MOVE Fl, Thrive Initiative
Leslie-Ann Pagan, BS, BA
University of South Florida, BCC/FMHN
Raphaelle Richardson, BS
Lighthouse Youth Center
Youth MOVE National

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...

1. Leadership, Collaboration, Engagement, & Buy-in
2. Data on What Works and Community Assets & Needs
3. Capacity Building Strategies
4. Funding & Other resources

- Build & Nurture
- Identify, Collect, & Map
- Design, Develop-plan, Implement, & Evaluate
- Locate, Acquire, Distribute, & Leverage

The Theory of Change Model

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

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

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

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 into 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.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Equal partnership is valued</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Youth are mentors and peer advocates for other youth</td>
</tr>
<tr>
<td></td>
<td>The young person is telling his or her story</td>
</tr>
</tbody>
</table>

| Community | Community partners and stakeholders are open and willing to partner with youth and have created safe spaces for young people. |
| Community | Youth support and facilitate youth groups in communities. |
| Community | More youth are involved and are recruiting other youth |

| Policy | Adults value what youth have to say in an advisory capacity |
| Policy | Youth lead research to drive policy change |
| Policy | Youth understand policy issues and speak their opinions |
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 the Customer Wanted**

- **Evaluators**
- **Youth**

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**Connecting Evaluation & Youth Terminology**

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

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.

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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.

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**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 questions?
- 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.

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**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?**

<table>
<thead>
<tr>
<th>Evaluators</th>
<th>Youth</th>
</tr>
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</tbody>
</table>

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**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
- “I 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:**
- RCMA 11: I worry about what other people think about me
- RCMA 14: I feel alone when there are people with me
- RCMA 25: I feel that others do not like the way I do things
- RCMA 37: I often worry something bad will happen to me
- BERS 27: I know what I do well
- BERS 92: I feel friends or 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 29: When I have a problem, I talk with others
- RADS 6: I feel everyone I know

System & Youth Alignment

**Community Goals**
- Improve the mental health and well-being of children and youth
- Achieve trauma informed provider network
- Establish trauma informed as the fourth guiding principle for SDC 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/Target
- Strategies
- Outcomes

<table>
<thead>
<tr>
<th>Phases</th>
<th>Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>What is the specific program component we believe is important to achieve youth voice?</td>
</tr>
<tr>
<td>Forming</td>
<td>Who are our intended partners in the effort?</td>
</tr>
<tr>
<td>Supporting</td>
<td>What are the specific program components we believe are important to achieve youth voice?</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Who are our intended partners in the effort?</td>
</tr>
</tbody>
</table>

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

Phases of Theory of Change for Systems of Care

Two Case Examples:

Phases of Theory of Change for Systems of Care

Pre-planning
- Theory of Change Development
  - Population of context
  - Map resources & assets
  - Assess the system flow
  - Identify outcomes and measurements
  - Define strategies
  - Fine tune your framework

Implementation

Phases of Theory of Change for Systems of Care

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

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
- Lack of 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

Youth M.O.V.E Strategies

- Consultation on authentic youth involvement
- Develop training tools, guides and curriculums
- Network of Youth M.O.V.E 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

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 Goal 1: Youth Voice is involved in children’s health system
- National Goal 2: National standards are developed for youth guided care
- National Goal 3: National yOUTH UNI TED is youth driven organization

Community/practice level

- Strive | relationship with youth
- View youth as assets
- Increase youth engagement

Youth

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

Outcomes

National
- Causes will be united
- 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
- It aligns with the community and practice level
- It improves the community interested in developing youth voice to have a reason to align with a greater movement
- It improves 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

Phases of Theory of Change for Systems of Care

Another perspective of the logic model. This model will work to identify why we are doing what we are doing, what we are doing and how we will know what we are doing. This model will be the model of our daily work and the model we will work to identify how we are succeeding.
Phases of Theory of Change for Systems of Care

Academic Logic Model

Mentorship Logic Model

Hope Logic Model

Spirit Logic Model

System & Youth Alignment

Activity 3: Getting Youth To Actively Participate

Worksheets 3 & 4
System & Youth Alignment

Activity 4: Aligning Youth Voice with System Goals

Worksheets 5 & 6

Step 1: Define your youth group

- Youths 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.

Primary Audience

Mission Statement

Vision Statement

Step 2: Identify, Collect & Map

- What does the system look like now and what do you want it to be changed to?
- Youth are not often asked to contribute their feedback on the development of agencies and community programs even though if they are the ones utilizing the service. Adults often think that they know what is best for youth and how youth should participate or fit into the system.
- This is a chance for youth to express what the current system looks like and how it impacts the experience and point of view.

Getting Started:

1. Create a brainstorming session with youth to identify what strengths they have.
2. Identify the challenges youth face in this system.
3. Book your community into sessions where the information will be available, support youth have access to community as a whole.

Step 3: Connecting, Building

- Designing and developing a plan to implement what has been identified.

Benefits of having youths as part of system change so that they bring fresh ideas to the system and a wealth of creative energy. Youth can self organize with minimal help from adults and achieve outcomes when they are active doesn’t just design but developing a plan of action.

Getting Started:

1. In year 1 worksheet, youth identified what is great about the community and what is not. What do they want to change in the community?
2. What might you need to partner with adults and other adult led organizations to achieve these outlined goals?
3. Always ask yourself: do you have the right people at the table??

Step 4: Building other resources: works to house, crisis, different and ensure

- In order to achieve what has been described by the youth, the youth need support. Many families go through systems that they are not used to and do not have the knowledge about how to access the supports to meet them. Provide youth with the will support to a larger plan, the overarching plan.

Get started:

1. Identify what youth group identified as challenges in the system, organize systems and develop strong communication.
2. Develop continuous quality improvement plans and target goals to ensure that what is being achieved.
3. Engage community in youth identified working on the system and work. This allows for feedback from all youth groups on what community wide.

Community Goals

Youth Group Goals

Use this to focus on what youth group identified as barriers to the system. Continue to use the community tools to meet youth goals.

Move past the idea that youth have access to community support and utilize them.

Use the plan to change youth voice improves outcomes, reduces stigma and builds strong communities.

Share your plan with other key stakeholders, funders and community members.

Celebrate the success youth have achieved!!!
System & Youth Alignment

The road does not end 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.

Project/Logic Model Name:

<table>
<thead>
<tr>
<th>Mission:</th>
<th>Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>Strategy:</td>
</tr>
<tr>
<td>Community System</td>
<td>1. Long-term goals</td>
</tr>
<tr>
<td>Developmental level</td>
<td>3. Measure:</td>
</tr>
<tr>
<td>4. Worksheet:</td>
<td>Data:</td>
</tr>
<tr>
<td>Continuous quality improvement plan:</td>
<td></td>
</tr>
</tbody>
</table>

Putting the Pieces Together

Activity 5:
Design your Theory of Change Logic Model

Worksheets 7

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

Challenge: Limited peer to peer. Limiting healthy peer relationship.

Goals:
- 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 advocate 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/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

**Example of measuring progress...**

**Question asked to youth:**
How do you know you are being more successful?

**Youth response was:**
- I feel better/like my skin, I feel comfortable with who I am,
  can open up to others, I can speak up for myself

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

National Evaluation tools and questions:
- RCMAS 1: I worry about what other people think about me
- 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 other people do not like the way I do things
- RCMAS 27: I often worry someone will tell me I did things the wrong way
- RCMAS 37: I often worry something bad will happen to me
- BERS 21: I can’t be as close as others my age
- BERS 27: I know what I do well
- BERS 33: I ask friends for help
- BERS 10: I can express my anger in the right way
- BERS 22: I think about what could happen before I decide to do something
- BERS 23: When I have a problem, I talk with others
- RADS 1: I like everyone I know

**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

**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)

**Reflection & Flexibility**

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

**Resources**

- www нарупартнереш.org
- http://bepmodel.fhs.ufl.edu/
- http://www.youthmove.org/
- http://www.achievementpartnership.org/
Contact Information & ?’s

Brianne Masselli, BS
bmassell@tcnhs.org

Leslie-Ann Pagan, BS, BA
lpagan@fmhi.usf.edu

Raphaelle Richardson, BS
lighthouseYouthCenter@yahoo.com