**The Maternal and Child Health Bureau (MCHB)
Family and Youth Engagement Performance Measure:
A Compilation of Responses from Partnering Organizations in the
National Initiative to Improve Adolescent Health (NIIAH)**

Prepared by the NIIAH Youth Engagement Work Group
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*The purpose of this resource document is to provide concrete examples of what
NIIAH member organizations are currently doing that meet aspects of the MCHB
Family and Youth Engagement Performance Measure as it relates to youth
engagement. This document is intended as a starting point for organizations looking
to implement or improve the level of youth engagement occurring within their
organization. It is based on responses to a survey and follow-up interviews with
individual NIIAH partners related to their youth engagement experience and
activities.*

Performance Measure
The Youth/Family/Consumer Participation Performance Measure is a newly required reporting mechanism which applies to all MCHB funded grantees beginning with the 2010-2011 grant year. The Performance Measure assesses eight elements of family/youth participation on a 4 point scale (from "0 = not met" to "3 = completely met"). The Performance Measure provides descriptions for each of the elements but does *not* define what merits each ranking on the 4-point scale – each grantee will need to assess that individually. The performance measure is a self-assessment and there are not definitions or additional guidance for the 4-point rating scale. Without formal definitions and clear anchors for the scale, there may be validity issue as grantees complete the measure using different definitions and perspectives. The initial reporting year for the Performance Measure will be helpful in determining a baseline. It is not known how this information will be formally used for future program assessments or for funding decisions. A copy of the Performance Measure can be found on the following pages,

Assessing Family and Youth Engagement
As part of the initial NIIAH organizational assessment completed in October, 2009, 21 NIIAH partner organizations provided information on their youth engagement practices. Of these, 17 provided information on previous or current youth engagement activities and were invited to complete in depth follow-up interviews. The survey results related to the organizations' youth engagement practices are provided at the end of this document. The NIIAH Youth Engagement Workgroup wanted to learn from those who already involved youth in their organizations. For those organizations that had already involved youth in some aspect of their work, a set of questions was developed to collect more information about their youth engagement activities and lessons learned so as to be able to inform and assist others. Nine organizations completed interviews and further described their specific experiences with and approaches to youth engagement, need for assistance with youth engagement, and identified practical next steps.

The Youth Engagement Workgroup reviewed the data collected through these interviews in the context of the Performance Measure. Here we have compiled salient examples of youth engagement which could fits with each of the eight elements of the Performance Measure.

Suggestions for Use
The NIIAH Youth Engagement Workgroup suggests using the Performance Measure and this document to:
- Assess your current Youth Engagement activities;
- Track Youth Engagement over time;
- Identify areas to increase Youth Engagement; and
- Generate ideas for how to involve youth in your own organization.

07 PERFORMANCE MEASURE **Goal 1: Provide National Leadership for MCHB (Promote family participation in care)** **Level: Grantee** **Category: Family/Youth/Consumer Participation**	The degree to which MCHB-funded programs ensure family, youth, and consumer participation in program and policy activities.
GOAL	To increase family/youth/consumer participation in MCHB programs.
MEASURE	The degree to which MCHB-funded programs ensure family/youth/consumer participation in program and policy activities.
DEFINITION	Attached is a checklist of eight elements that demonstrate family participation, including an emphasis on family-professional partnerships and building leadership opportunities for families and consumers in MCHB programs. Please check the degree to which the elements have been implemented.
HEALTHY PEOPLE 2010 OBJECTIVE	Related to Objective 16.23. Increase the proportion of Territories and States that have service systems for Children with Special Health Care Needs to 100 percent.
DATA SOURCE(S) AND ISSUES	Attached data collection form is to be completed by grantees.
SIGNIFICANCE	Over the last decade, policy makers and program administrators have emphasized the central role of families and other consumers as advisors and participants in policy-making activities. In accordance with this philosophy, MCHB is facilitating such partnerships at the local, State and national levels. Family/professional partnerships have been: incorporated into the MCHB Block Grant Application, the MCHB strategic plan. Family/professional partnerships are a requirement in the Omnibus Budget Reconciliation Act of 1989 (OBRA '89) and part of the legislative mandate that health programs supported by Maternal and Child Health Bureau (MCHB) Children with Special Health Care Needs (CSHCN) provide and promote family centered, community-based, coordinated care.

DATA COLLECTION FORM FOR DETAIL SHEET #07

Using a scale of 0-3, please rate the degree to which the grant program has included families, youth, and consumers into their program and planning activities. Please use the space provided for notes to describe activities related to each element and clarify reasons for score.

0	1	2	3	Element
				1. Family members/youth/consumers participate in the planning, implementation and evaluation of the program's activities at all levels, including strategic planning, program planning, materials development, program activities, and performance measure reporting.
				2. Culturally diverse family members/youth/consumers facilitate the program's ability to meet the needs of the populations served.
				3. Family members/youth/consumers are offered training, mentoring, and opportunities to lead advisory committees or task forces.
				4. Family members/youth/consumers who participate in the program are compensated for their time and expenses.
				5. Family members/youth/consumers participate on advisory committees or task forces to guide program activities.
				6. Feedback on policies and programs is obtained from families/youth/consumers through focus groups, feedback surveys, and other mechanisms as part of the project's continuous quality improvement efforts.
				7. Family members/youth/consumers work with their professional partners to provide training (pre-service, in-service and professional development) to MCH/CSHCN staff and providers.
				8. Family /youth/consumers provide their perspective to the program as paid staff or consultants.

0=Not Met
1=Partially Met
2=Mostly Met
3=Completely Met

Total the numbers in the boxes (possible 0-24 score) _____

NOTES/COMMENTS:

Element One
Family members/youth/consumers participate in the planning, implementation and evaluation of the program's activities at all levels, including strategic planning, program planning, materials development, program activities, and performance measure reporting.

- The youth participate at all levels. Our student workers are engaged in projects at the local community, for Arizona, and at the national level. ***BPY***
- Youth serve in the following roles: a) volunteers, b) paid staff members and c) board members. ***BPY***
- We talk with our state teams about how they can schedule meetings to be responsive to youth's schedules and opportunities to involve youth in non-traditional ways. ***BPY***
- For student workers projects are identified by staff in consultation with the youth regarding the youth's strengths and interests. For the state teams projects are identified as a group including the youth. ***BPY***
- The youth deliver trainings, organize events, and help with policy development. ***BPY***
- About 20-25 youth are active, having worked within this past year. **NASBHC**
- Youth's primary activities are participatory research and engaging with staff to have their opinion and voice heard. **NASBHC**
- The youth consultant designed the project, and the information that is collected and will come out of that will be decided by the youth. **NASBHC**
- Our organization benefits from its affiliation with our clinical programs in schools. Our front line experience and day to day interactions with students (grades P-12) informs all the work that we do. We also have high school, college, and graduate students engaged in externship and internship opportunities, providing the youth perspective to our work and resources. We have a website on school mental health that has a youth section informed by and designed to be used by youth. The CSMH also has youth on its Advisory Board, including members from Active Minds (focused on mental health awareness and college students) and benefits from youth involvement in Community Building Forum meetings and other activities from state teams and from our youth practice group on Youth Engagement and Leadership within the National Community of Practice on Collaborative School Behavioral Health. **CSMH**
- Our ten principles of best school mental health practice include the importance of youth involvement. The most relevant of these principles is Principle 4: Students, families, teachers and other important groups are actively involved in the program's development, oversight, evaluation, and continuous improvement. We use guiding principles for youth involvement from Systems of Care to inform our work. **CSMH**
- We have worked with youth from the inception of our organization. Our management and staff are very open to working with youth and are involved in teaching at graduate levels for social work, psychology, counseling, and medical school students. **CSMH**
- There are 20-30 youth are at conferences, 25-35 student trainees/year at CSMH and our clinical programs, and thousands of youth connected to CSMH served through our clinical programs. **CSMH**
- We tend to focus on the local community where our conference will be held to recruit youth to participate in our conference youth day and then have our youth practice group and our National Community of Practice leadership work with these youth to build a longer lasting

>
> network to advance the youth voice related to mental health in their community and state. **CSMH**

- Youth at the center have helped to develop resources and have provided youth perspectives. **CSMH**
- We always ask youth about their own particular interests and try to incorporate this into our goals and products. Recently students have helped to develop an issue brief, Powerpoint Presentations, and a video related to bullying in schools. **CSMH**
- Input from youth has always played a key role in our work and the input related to our Youth Subculture series provides another example of how this pays off. They provided expertise and direction that was invaluable. **CMHS**
- Young Adult Advisory Group. The group is composed of 18 to 24 year olds who have worked with our Center (students taking courses, work-study students) as well as young adults who have expressed interested in joining the group. We have posed a series of questions which we asked the young adult advisors to respond to. **CMHS**
- Our direct contact for input this year has been as follows:
  There are currently 10 people as our Young Adult Advisors
  In addition we have 18-24 year old university students as members of our Center staff and have had for the past 15+ years (10 per year)
  Our Center Co-Director also teaches a number of undergraduate and graduate courses which provide youth input into our work (300 per year). **CMHS**
- The youth in the particular center does office work, inputs evaluation results, organizes training material. As the trainings and publications are developed, she is a consultant as to what is applicable to youth. **SAHRC**

Element Two
Culturally diverse family members/youth/consumers facilitate the program's ability to meet the needs of the populations served.

- State-level teams: ***BPY***
  85% in 19-22 yrs
  15% in 14-18 yr
  50/50 split in male and female
  Predominately Caucasian and African American
- In the office: ***BPY***
  100% are 19-24 years
  Caucasian, Hawaiian, Native American
  Gender is a 50/50 split
- The state teams do not intentionally facilitate diversity. Team members think of youth they know and are comfortable with them being involved. If there is a reflection of the population being served than it is an extra. ***BPY***
- This group is composed of youth from all over the country. There was attention paid to representing a diversity of youth from different races and cultures. **NASBHC**

- In planning events and speaking with adults who assist with recruitment, we encourage racial/cultural diversity in youth. **CSMH**
- Composition reflects the diversity of the university: about 10% African-American, about 10% Hispanic, about 30% Asian, about 50% Caucasian. **CMHS**
- They have a very diverse population of youth in the larger organization, including: Somalian, Hispanic, African American, etc. The distribution was planned to ensure diversity within the youth. There is no need to address the racial/cultural diversity of these youth. The youth are dealing with diversity on many different levels, but more in the aspect of helping adults figure out diversity. Within the direct center, there are many conversations with the youth involved. **SAHRC**

Element Three
Family members/youth/consumers are offered training, mentoring, and opportunities to lead advisory committees or task forces.

- For staff training in the office, there is education on the importance of their work and how their work is valuable. We actively solicit input on what would be helpful. The project members see it as an opportunity to help build the skills for young people on the staff. The state teams are provided with a leadership training conference. *BPY*
- Student workers receive approximately an hour of a one-on-one orientation to the organization when they start, along with attending regular meetings for current information. Students are given one-on-one education on projects with the amount of time being determined by the needs of the project. As for the youth state team members – they attended a 3 day in-person kick-off event consisting of interactive group trainings and facilitated discussions. *BPY*
- An estimated total of 2-3 days will be spent with the youth on orientation/education. The youth were provided with the project background and information on the organization. **NASBHC**
- There will be a 2 hour virtual training, and between the training and the wrap up will be on-going communication. **NASBHC**
- We are very supportive about including youth and have been flexible with our planning and programming based on youth feedback. We have ceded control as needed at meetings to make sure youth feel empowered. **CSMH**
- The youth have also participated in our youth day and have learned advocacy skills and basic school mental health facts and have brainstormed how to best move this work forward in their own schools and communities. **CSMH**
- We try to help youth plan and have youth participate in leading meetings so that it is youth talking to youth. We ask them what they want and try to keep meetings very interactive with clear action plans. **CSMH**
- Youth provide information to the staff. The Center Coordinator acts as a supervisor/coach to the youth involved. **CMHS**

Element Four
Family members/youth/consumers who participate in the program are compensated for their time and expenses.

- For the kick off (training) the youth are paid for (travel costs) but youth participating in state teams are not paid (during the balance of their involvement). *BPY*
- Youth serve in the following roles: a) volunteers, b) paid staff members and c) board members. *BPY*
- Youth payment varies by the project. There is support financially as much as possible. One group receives a stipend and materials. **NASBHC**
- The youth serve in various roles: volunteers, staff members, Advisory Group, Interns, students. Those on staff received work-study money. **CMHS**
- The young people are paid as staff members. **SAHRC**

Element Five
Family members/youth/consumers participate on advisory committees or task forces to guide program activities.

- The youth are involved in active participation throughout the application process for the state teams. *BPY*
- Youth are involved as Advisory Group/Board members. **NASBHC**
- Youth have also participated on teams to provide youth voice at the local, state, and national level. **CSMH**
- Some "program activities" are identified by the Center Staff; others proposed by youth. **CMHS**
- The Advisory Board elicits youth as active participants. **SAHRC**

Element Six

Feedback on policies and programs is obtained from families/youth/consumers through focus groups, feedback surveys, and other mechanisms as part of the project's continuous quality improvement efforts.

- Our feedback mechanisms come in a couple of different ways. There is a survey for learning about any change in knowledge with the youth involved in that process. The written survey is provided just after the training conference and then 2 times during the project. The process includes interviews with the youth. This provides very robust information. *BPY*
- An evaluation of the project will be held at the end to obtain feedback for continuous growth. **NASBHC**
- There will be an opportunity at the national convention to have a discussion of youth for feedback. **NASBHC**
- Youth participants in youth days at our annual conference complete satisfaction surveys related to their experiences at the conference. **CSMH**
- Those students involved in the Center's work do a great variety of activities that increases their knowledge of the field and provides us with continuous input. The Young Adult Advisors provide written and verbal feedback on topical questions posed to them. **CMHS**

Element Seven

Family members/youth/consumers work with their professional partners to provide training (pre-service, in-service and professional development) to MCH/CSHCN staff and providers.

- The youth are active participants in delivering trainings, organizing events, and helping with policy development. *BPY*
- An orientation to the Center is provided when youth begin to participate as staff members or take a university course (10 week course provides in-depth orientation). **CMHS**

Element Eight

Family /youth/consumers provide their perspective to the program as paid staff or consultants.

- We have collaborated with our partners at the IDEA Partnership to help to sponsor youth activities at the conference (registration, food, space costs). Community service hours have been provided if youth have this as a requirement in their community. **CSMH**

- Those students involved in the Center's work do a great variety of activities that increases their knowledge of the field and provides us with continuous input. The Young Adult Advisors provide written and verbal feedback on topical questions posed to them. Staff members receive work-study money. **CMHS**
- The youth engaged are part of the paid staff of the organization. **SAHRC**

Abbreviations

BPY: Building Partnerships for Youth (University of Arizona and National 4-H Council)
NASBHC: National Association of School Based Health Centers
CSMH: Center for School Mental Health – University of Maryland-Baltimore
CMHS: Center for Mental Health in Schools – UCLA
SAHRC: State Adolescent Health Resource Center

Contact Information

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NIIAH Assessment Summary (November 2009)

Engaging Young People in NIIAH -- Key Findings (Section excerpt from full survey results report)

1. About half of the Partners indicated that they are currently engaging young people in NIIAH. Within this group, there is a wide variety of youth engagement--ranging from medical trainees, as well as having youth leaders and Youth Advisory Boards, and training youth advocates for health care. *The breadth of responses points to the importance of tapping into internal Partner expertise that might be useful to philosophically common programs, both experienced and not experienced.*

2. Three-fourths of the Partners indicated that they already had a major role and commitment to youth. Their major challenge was having sufficient resources (funding, incentives, and adults to provide training and mentoring) to devote to this issue. A large number of Partners had developed ways to reach youth, including sections on their web site and specific materials for youth serving organizations on engaging young people. Again, *building an opportunity for programs to learn how Peer Partners were able to identify funding opportunities and support their efforts might be a worthwhile activity.* While a variety of youth are involved, many of the groups mentioned they are engaging "older" youth. A number of Partners would like to see more young adolescents actively engaged in the NIIAH initiative.

3. A large majority, almost two thirds of respondents, are interested in being part of a joint NIIAH effort to engage young people. Partners included a range of potential ways this could occur, including having a national advisory board of adolescents, as well as working with an organization that has such a structure in place that could also provide input into NIIAH. Other respondents felt that the clarity of this part of NIIAH needed better articulation. Reviewing to what degree it is feasible to expand this focus within NIIAH, as compared to local and national Partners' activities, warrants additional discussion. This may also represent an area where sub-sets of Partners pursue joint efforts in expanding opportunities for youth.

Engaging Young People in NIIAH

19. What types of activities does your organization have that specifically involve or include young people (defined as adolescents and/or young adults)?

We have no relevant activities, & we have no plans to involve young people (please skip to Question 21)	3	12%
We involved young people in the past, but not now	4	17%
We currently involve young people	13	54%
We plan to involve young people in the foreseeable future	6	25%

20. Please briefly share how your organization has involved, currently involves, or plans to involve young people:

21 Responses

Respondents indicated a broad range of involvement of young people in their organizations, including interns; planning conferences as well as presenting and delivering keynotes; consultants reviewing youth programs and materials; writing publications; serving on youth Advisory Boards; serving as youth leaders who train residents and fellows; advocates for youth health care; and youth action-based research. In addition, one respondent indicated that their local health department demonstration sites were required to involve youth in all aspects of activities to get youth input on adolescent health priorities.

21. Does your organization have access to young people, either as individuals or as a group?

Yes	16	73%
No	6	27%
Total	22	100%

Depending on the organization, access to youth was through their own programming (via clinic or school-based work) or Youth Advisor's Group, or through their members. In addition to interns, most youth members were college age or graduate students, although one organization cited specific access to organizations who serve current and former youth in foster care.

22. If you answered "yes" to Question 21, what would it take to engage these young people?

16 Responses

Many respondents indicated that youth were already appropriately engaged in projects. However several indicated that funding, incentives, and sufficient resources were also necessary (i.e., to provide continued nurturing and mentoring, etc.). In addition, it was important to listen to young people's perspectives, follow through on outcomes, and provide young people with project opportunities that resonate with their lives.

23. Has your organization incorporated any information about engaging young people in messages to your constituency or in your products or activities? (please check all that apply)

No, this is not a direct priority for our organization	0	0%
No, but we would be interested in learning how to engage young people in our work	4	17%
We have developed at least one specific document, resource or activity that focuses on engaging young people	13	57%
Our materials consistently include a section on engaging young people	5	22%

Our Web site includes a page or section on engaging young people	8	35%
Each of our affiliates is encouraged to engage young people in its work	9	39%
Other (please describe):	4	17%

Teens are part of websites; expansion of website information; technical assistance on engaging youth in public health; commitment to youth investment by national COP.

> **You might remember that the Maternal and Child Health Bureau has included a draft performance measure for grantee organizations on involvement of young people in its package of revised performance measures, which is currently in the clearance process. At this time, it is not known whether such a performance would be required for grantees whose funded efforts address adolescent health.**

24. What is your organization's level of interest in being part of a joint NIIAH effort for engaging young people?

No interest	1	4%
Possible interest	8	33%
Probable interest	8	33%
Definite interest	7	29%

25. What are your practical ideas for how NIIAH overall can best involve young people? (please check all that you think are potentially good ideas)

Identify NIIAH organizations that currently have access to young people for assistance	15	62%
Identify an organization external to NIIAH that actively engages young people and would be willing to work with NIIAH	18	75%
Convene periodic focus groups of young people	12	50%
Develop a virtual advisory committee of young people who could be called upon to perform a variety of functions, such as reviewing materials, helping to identify emerging needs, providing advice about distributing new information, etc.	15	62%
Include young people in NIIAH meetings	8	33%
Include young people on NIIAH workgroups	8	33%
Other ideas or comments (please describe):	3	12%

Other comments included "clearly articulate the goal of engaging young people" and "NIIAH needs focus before involving young people." One respondent also indicated that they had addressed this in a recent newsletter article.

BPY: Building Partnerships for Youth (University of Arizona and National 4-H Council)
Amanda Abens, Project Director

Section 1: Details of Your Organizations' Youth Engagement Activities

1. Briefly described your organization's youth engagement activities

--"We are a project in partnership with a national organization and our answers are unique as they are in terms of our project not our organization.

2. Why does your organization involve youth?

--If wanting communities to really appreciate youth development and their assets, then the youth should be involved in the planning/seen as valuable. The research bears it out that this is an important strategy. Youth should be critical thinkers and actively engaged. These concepts are integral to purpose of the project.

3. Does your organization have any guiding principles for involving youth? If so, are they written or unwritten (formal or somewhat informal)? If written, would you be willing to share it with the NIIAH Youth Engagement Workgroup? Can you briefly describe what some of the guiding principles are?

--On a day-to-day basis, we are not operating with written policy, but we share written information on youth-adult partnership on our Web site. There are some great materials developed by researchers that we reference and share with our state teams. We talk with our state teams about how they can schedule meetings to be responsive to youth's schedules and opportunities to involve youth in non-traditional ways. They are happy to forward along these references.

4. Organizational approach to youth involvement:

   a) How does the youth involvement complement your organization's identity?

   --Addressed in Question 2

   b) Now that you have worked with youth, has the organization (management and staff) changed in relation to its openness to organizational and personal change?

   -- This project was founded on this principle of youth engagement. It is integral from the beginning.

   c) Do you have a set of written values around youth and youth-adult engagement?

   --The values are similar to the things [documents] we share.

d) Do you have a written vision for youth-adult engagement?

   --No. In our application process for the state teams there is active participation of youth.

e) How supportive is the head of your organization about include youth? Is there support for flexibility in roles and ceding some control to youth as needed?

   --Again, the concept of support and flexibility are integral to project. There are two answers for flexibility in roles, but state teams vary in success for how they can keep young people well engaged. Some teams have done quite well; some have struggled and lost participation but we are not sure where this comes from because we are not involved on a daily basis it is hard to diagnosis.

f) Is there a method for collecting feedback from youth for CQI purposes?

   --Our feedback mechanisms come in a couple of different ways. There is a survey for learning about any change in knowledge with the youth involved in that process. The written survey is provided at just after a training conference and then 2 times during the project process there are interviews that do include/involve youth. This provides very robust information. We can share those tools.

5. How does your approach to youth engagement fit into your organization's mission, goals, and objectives?

--Addressed in Question 2.

6. How long has your organization been working with youth?

--The project has been in existence for 8 years.

7. How many youth are involved? How many youth have they worked with in the past year? Approximately how many total youth has your organization worked with over time?

-- This is an interesting question on the number of youth…. There are youth at multiple levels … in the office and within the state teams (12 young people) but they engage up to 1,000 of young people to operate their action plans.

8. Of the youth involved, can you estimate the proportion/percentage that are:

   a) under 13 years of age (or from elementary/middle school)_____
   b) 14-18 years of age (or from high school) _____
   c) 19-24 years of age (or are from college/post high school)_____

Can you describe the racial/ethnic composition of the involved youth? Was this distribution planned or random? Can you explain how you address the racial/cultural diversity of these youth?

-- State-level teams:
85% in 19-22 yrs
15% in 14-18 yr
50/50 split in male and female
Predominately Caucasian and
African American

In the office:
100% are 19-24 years
Caucasian, Hawaiian, Native
American
Gender is a 50/50 split

9. What places have you used as sources to identify or recruit the youth involved? (check all that apply)

    a. ☐ middle school
    b. ☐ high school
    c. ☐ college
    d. ☐ community programs (e.g., Boys and Girls Club, YMCA, recreation program)
    e. ☐ detention center
    f. ☐ medical center/health center
    g. ☐ event [community- or organization-sponsored] (provide an example)
    h. ☐ Internet/Social Media [e.g. Facebook, Twitter, org. website, Craigslist]
    i. ☐ youth already engaged at the national level through another organization/entity
    j. ☐ Other (please describe)

10. How did the organization initially contact/seek out youth to engage?

-- I don't think our state teams intentionally do this… folks become interested in being involved in the team and think of youth they know and are comfortable with them being involved. If there is a reflection of the population being served than it is an extra.

11. For your organization, are the youth participating at the local, state, or national level?

--The youth participate at all levels. Our student workers are engaged in projects at the local community, for Arizona and at the national level.

12. Are the activities engaged in by the youth typically a one-time or an ongoing activity?

--The activities are ongoing activities. The state teams work 1-1/2 years and then we try to keep them engaged as long as we can. We maintain contact with them.

13. In what capacity are youth involved in your organization (check all that apply)?

    a) *Volunteers*
    b) *Paid Staff Members*
    c) *Advisory Group/Board Members*

14. Are the youth paid, reimbursed for travel, or provided some monetary incentive (gift) or non monetary incentive (e.g., community service hours) for their involvement/activity? (probe for specifics)

--For the kick off (training) the youth are paid for (travel costs) but youth participating in state teams are not paid (during the balance of their involvement).

15. What are the youths' primary activities? (Probe to determine if any activities include providing trainings or giving presentations)

--The youth deliver training, organize events, and help with policy development.

16. Can you describe a typical project? Who determined what the project was? (Probe to find out if it was determined by adults, adult/youth collaboration, or youth initiated.)

17. Based on your organization's experience, what types of youth engagement activities have been the most beneficial?

-- Youth led training, working one on one with youth

18. We would like to learn more about how your organization's members/staff and the youth interact. For each of the following questions tell me if this type of activity/relationship is in place.

    a) How are projects identified? (Wait for answer. If needed probe by asking: Are youth assigned, consulted, jointly determine, or undertake the design of their own projects?)

        -- For student workers: projects are identified by staff in consultation with the youth regarding the youth's strengths and interests.

        -- For the state teams – projects are identified as a group including the youth.

    b) How do youth interact with the adults on project? How would you categorize the type of relationship between the adult and the youth? (i.e. mentor, supervisor, coach, etc.)

        --For student workers: the relationship the adult has is both supervisor and mentor

        --For the state teams the adult role is mentor and colleague

    c) In general approximately how much staff time is spent with providing youth with orientation/education about the organization and/or project? Can you very briefly describe what type of orientation/education is provided?

        -- Student workers receive approximately an hour one on one orientation to the organization when they start; they also attend regular meetings for current information. Students are given one – on one education on projects with the amount of time being determined by the needs of the project.

        -- For the youth state team members – they attended a 3 day in person kick-off event consisting of interactive group trainings and facilitated discussions.

19. How does your organization keep the youth engaged?

--By soliciting and taking into account their feedback and their needs, working around their schedules, celebrating successes, showing appreciation and communicating they value that the youth provide

20. Is there a youth involved in your organization that you think might be willing to talk with us about his or her experience?

--yes

Section 2: Accomplishments/Barriers

21. What do you hope the youth will gain from this experience?

-- New skills, confidence, sense of community

22. What has the organization gained from having youth involved?

-- Ability to effectively accomplish tasks, youth often have needed skills that we adults lack, offer a new perspective, bring energy to the group

23. What are the significant accomplishments – strategic goals, work products – end results from the youth engagement? What has been the most significant organizational accomplishment? What has been the most significant youth accomplishment?

-- It's hard to pinpoint a specific youth accomplishment since most tasks are worked on in partnership with adults.

24. What stumbling blocks has your organization encountered related to youth engagement? How have you overcome these barriers?

-- When working with reluctant youth – how to determine if it's just not the right fit between agency and youth and what to do about it

25. When it comes to youth engagement, do you feel that your organization is doing things as well as you would like to? Do you have an evaluation process for measuring youth engagement activities? If yes – can you describe?

-- There is definitely room for improvement. We do not have a process for evaluation of youth engagement activities.

Section 3: Role of NIIAH in Youth Engagement

Now we would like to get more information about what you feel are good opportunities and activities to be undertaken by the NIIAH Youth Engagement Work group on behalf of the NIIAH members.

26. Are you interested in participating in a Webinar to share your expertise and your program's successful youth engagement strategies?

--YES

27. What things related to working with youth would you want to learn about via a Webinar?

-- *Ways to engage, techniques to make the most of the engagement*

28. What is your organization's technical assistance needs surrounding youth engagement?

-- *Not Stated*

29. What are up to three practical ideas of how NIIAH can involve young people?

--Councils and boards

--Seek youth input and review of policies and procedures

CMHS: Center for Mental health in Schools – Los Angeles, CA
Linda Taylor, PHD and Howard Adelman, PhD, Co-Directors

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Section 1: Details of Your Organizations' Youth Engagement Activities
1. In the NIIAH assessment you completed last year, you briefly described your organization's youth engagement activities. I am going to read you what you said and ask if you want to add, clarify or provide additional details. [Use "NIIAH Assessment Results_YEmergedresults.doc" for initial response to Q20].

-- *Our responses to the NIIAH assessment described our Young Adult Advisory Group. The group is composed of 18 to 24 year olds who have worked with our Center (students taking courses, work-study students) as well as young adults who have expressed interested in joining the group. We have posed a series of questions which we asked the young adult advisors to respond to (e.g., related to our series on youth subcultures; related to transitions from elementary to middle to high school to college; with regard to college or career pathways; with regard to what causes students to drop out of school)*

2. Why does your organization involve youth?

-- *Our Center disseminates a wide range of information on youth (e.g., we highlight in our Center communications (e.g., monthly ENEWS) a wide range of resources related to youth surveys, opinion polls, and statistics). In doing so, we want to encourage understanding and appreciation of youth perspective.*

3. Does your organization have any guiding principles for involving youth? If so, are they written or unwritten (formal or somewhat informal)? If written, would you be willing to share it with the NIIAH Youth Engagement Workgroup? Can you briefly describe what some of the guiding principles are?

-- *"Concern for youth participation encompasses a focus on civic engagement, youth rights, and*

6

intergenerational equity (Checkoway & Gutierrez, 2006). As defined in a sociological and psychological lcon text, intergenerational equity embodies fairness or justice in relationships between children, youth, adults and seniors, particularly in terms of treatment and interactions.

Youth participation in planning and policy may take the form of (1) bringing youth to the table of an established "adult" organization (e.g., providing input as consumers and clients, representing the voice of youth as a group participant, assuming a leadership role at the table), (2) youth establishing and operating their own organization, or (3) creating a new organization where youth and adults collaborate as equals....

Given the growing amount of data on and from youth, the problem confronting policy makers is not really that of hearing from a few more young people or arranging to have a youth representative or two at the table. Addressing the matter in that way risks continuing the type of tokenism and use of youth as decoration that has been commonplace and also risks short-circuiting analyses of the larger body of available data. Meaningful youth participation always should be promoted. But promoting participation must not be confused with the parallel need for a comprehensive body of data on and from youth....

4. I am now going to ask a few questions related to your organization's approach to youth involvement.
   a. How does the youth involvement complement your organization's identity?

      --We focus on promoting positive mental health as well as addressing problems. We view youth and families as key resources. Eliciting information from and on youth complements what we receive from the Center Advisory Group (professional colleagues) and provides a more complete basis for shaping our work.

   b. Now that you have worked with youth, has the organization (management and staff) changed in relation to its openness to organizational and personal change?

      --Input from youth has always played a key role in our work and the input related to our Youth Subculture series provides another example of how this pays off. They provided expertise and direction that was invaluable.

   c. Do you have a set of written values around youth and youth-adult engagement?

      --"Promoting youth participation and hearing directly from youth are critical in efforts to counteract the tendency to view young people mainly as problems to be dealt with rather than as resources to be mobilized. Just like their parents, youth represent an amazing range of diversity and a source of human and social capital that every community and school needs to build upon."

   d. Do you have a written vision for youth-adult engagement?

      -- 1. Provide and expand youth opportunities to become long-term contributors to school and community development
      2. Be inclusive – reach out to all youth.
      3. Develop the capacity of youth to participate and lead effectively and the capacity of adults to work with them in supportive ways.

4. Engage youth actively in providing new ideas that stimulate enthusiasm and investment in strengthening communities, families, schools, and young people
5. Design the working environment to ensure equity and safety for young participants; pay special attention to the distribution of power between young people and adults.
6. Through collaborative mechanisms integrate and weave together the resources of schools, homes, and communities to support meaningful youth participation and a wide-range of networking for accomplishing the group's mission.
7. Link youth to comprehensive planning and policy efforts.
8. Self-reflect, evaluate, and celebrate the group's accomplishments in ways that recognize differences in perspective and contribution.

e.   How supportive is the head of your organization about including youth? Is there support for flexibility in roles and ceding some control to youth as needed?

-- As co-directors of the organization we are committed to involving youth; we also provide a wide range of experiences for the youth working in our Center. They learn skills and gain knowledge that advances their education and career goals. We continue to look for opportunities for them to inform the Center's work.

f.   Is there a method for collecting feedback from youth for CQI purposes?

-- Our Center Coordinator works with the youth in our Center on a daily basis to provide support and elicit any questions or concerns.

5. How does your approach to youth engagement fit into your organization's mission, goals, and objectives?

-- The guiding principles and frameworks for the work of the Center emphasize ensuring (1) mental health is understood in terms of psychosocial problems as well as disorders and in terms of strengths as well as deficits, (2) the roles of schools, communities, and homes are enhanced and pursued jointly, (3) equity considerations are confronted, (4) the marginalization and fragmentation of policy, organizations, and daily practice are countered, and (5) the challenges of evidence-based strategies and achieving results are addressed. From this perspective and through collaboration, the Center strives not only to improve practitioners' competence, but to foster changes in the systems with which they work. Such activity also addresses the varying needs of locales and the problems of accommodating diversity among interveners and among populations served.

6. How long has your organization been working with youth?

-- Since our focus in on children and youth, we have emphasized the perspective of youth long before and throughout the Center's existence. The Young Adult Advisors was added as another form of input in June 2009

7. How many youth are involved? How many youth have they worked with in the past year? Approximately how many total youth has your organization worked with over time?

-- There are currently 10 on our Young Adult Advisors
In addition we have 18-24 year old university students as members of our Center staff and have

had for the past 15+ years (10 per year)
Our Center Co-Director also teaches a number of undergraduate and graduate courses which provide youth input into our work (300 per year)

8. Of the youth involved, can you estimate the proportion/percentage who are:
a) under 13 years of age (or from elementary/middle school)_____
b) 14-18 years of age (or from high school) _____
c) 19-24 years of age (or are from college/post high school)

 -- all involved this year are post high school/college

Can you describe the racial/ethnic composition of the involved youth? Was this distribution planned or random? Can you explain how you address the racial/cultural diversity of these youth?

--Composition reflects the diversity of the university: about 10% African-American, about 10% Hispanic, about 30% Asian, about 50% Caucasian

9. What places have you used as sources to identify or recruit the youth involved?

-- college

10. How did the organization initially contact/seek out youth to engage?

--For the Young Adult group, a flyer given to all the students working in our Center, shared with university classes

11. For your organization, are the youth participating at the local, state, or national level?

--Since our Center is a national center and the responses of the youth are shared in summary form on our website, their participation is national

12. Are the activities engaged in by the youth typically a one-time or an ongoing activity?

-- Ongoing

13. In what capacity are youth involved in your organization?

-- Volunteers
-- Advisory Group/Board Members
-- Interns/trainee (high school, college and graduate school levels)

14. Are the youth paid, reimbursed for travel, or provided some monetary incentive (gift) or non-monetary incentive (e.g., community service hours) for their involvement/activity? (probe for specifics)

-- Those on staff received work-study money

15. What are the youths' primary activities? (Probe to determine if any activities include providing trainings or giving presentations)

-- Those students involved in the Center's work do a great variety of activity that increases their knowledge of the field and provides us with continuous input. The Young Adult Advisors provide written and verbal feedback on topical questions posed to them

16. Can you describe a typical project? Who determined what the project was? (Probe to find out if it was determined by adults, adult/youth collaboration, or youth initiated.)

--We all know that what is referred to as "youth culture" is multifaceted and complex. The many subcultures often have differing values, beliefs, attitudes, and interests with respect to education, health, risky behaviors, and so forth. For examples, think about gangs, skateboarders, Social-networkers, college prep, Stoners, Goths, hip hoppers, surfers, etc. We know there are a lot of stereotypes and often more of a focus on problems than discussion of what young people gain from their subgroup associations. Each group may provide some unique supports; each may have an impact on behaviors (healthy? unhealthy?). As always, the more we know about all this should help improve efforts for the promotion of healthy development, prevention of problems, early intervention when problems arise, and correction of problems that are rather intractable.
As you can tell, we are just beginning to puzzle through all this to better understand the implications for public health and public education.
Our first focus is on finding any general classification schema that may have been developed. (We are looking at the social psychology, sociology, and anthropology literature.) So far we have found nothing very comprehensive -- a lot on specific groups such as youth gangs. Once we get a big picture, we are planning to initiate a series of brief Information Resources that focus on specific youth culture subgroups, but doing so in ways that contextualize them with respect to other subgroups. From there, we will do a policy and practice analysis.
As we get started on this, if you have time, we would value your input on any or all of the following four questions:

1. Remembering back to middle school, there was a tendency to refer to some students as members of specific subgroups. As best you recall, what were the names given to such subgroups?

2. In high school, were there additional subgroups?

3. What are some post high school subgroupings of youth who did not attend college?

4. Subgroups at college?

17. Based on your organization's experience, what types of youth engagement activities have been the most beneficial?

-- Opportunities for us to hear the experiences and perspectives of youth

18. We would like to learn more about how your organization's members/staff and the youth interact. For each of the following questions tell me if this type of activity/relationship is in place.

a)   How are projects identified? (Wait for answer. If needed probe by asking: Are youth assigned, consulted, jointly determine, or undertake the design of their own projects?)

-- *Some identified by the Center Staff; others proposed by youth.*

b)   How do youth interact with the adults on project? How would you categorize the type of relationship between the adult and the youth? (i.e. mentor, supervisor, coach, etc.)

--*Youth provide information to the Staff Center coordinator acts as a supervisor/coach*

c)   In general approximately how much staff time is spent with providing youth with orientation/education about the organization and/or project? Can you very briefly describe what type of orientation/education is provided?

--*An orientation to the Center is provided when youth begin to participate as staff members or when they take a university course (10 week course provides in-depth orientation)*

19. How does your organization keep the youth engaged?

-- *Most of our student staff is involved with the center for multiple years. Others stay involved because of their interest in mental health and schools*

20. Is there a youth involved in your organization that you think might be willing to talk with us about his or her experience?

-- *We will ask and have them contact you*

Section 2: Accomplishments/Barriers

21. What do you hope the youth will gain from this experience?

-- *Validation of the importance of their experiences and perspective in informing our work*

22. What has the organization gained from having youth involved?

-- *Awareness of the broad range of experiences and perspective youth can share*

23. What are the significant accomplishments – strategic goals, work products – end results from the youth engagement? What has been the most significant organizational accomplishment? What has been the most significant youth accomplishment?

-- *Summaries of youth responses on our website (on the Youth Advisory page and on the Hot Topic "Should everyone go to college") Also the important information related to youth culture subgroups*

24. What stumbling blocks has your organization encountered related to youth engagement? How have you overcome these barriers?

-- *The young adults are busy people and we try to keep our requests to a minimum*

25. When it comes to youth engagement, do you feel that your organization is doing things as well as you would like to? Do you have an evaluation process for measuring youth engagement activities? If yes – can you describe?

-- Getting regular feedback from a group in transition has been reassuring. We hope to expand our efforts

Section 3: Role of NIIAH in Youth Engagement
Now we would like to get more information about what you feel are good opportunities and activities to be undertaken by the NIIAH Youth Engagement Work group on behalf of the NIIAH members.

26. Are you interested in participating in a Webinar to share your expertise and your program's successful youth engagement strategies?

-- Yes

27. What things related to working with youth would you want to learn about via a Webinar?

-- What others have found works most effectively

28. What is your organization's technical assistance needs surrounding youth engagement?

-- None at this time

29. What are up to three practical ideas of how NIIAH can involve young people?

-- How each organization that involves youth is doing it
-- Ask each organization to share what they have learned
-- Ask each organization to share the way they address barriers to youth engagement

CSMH: Center for School Mental Health – University of Maryland-Baltimore
Nancy Lever, PhD and Sharon Stephan, PhD, Co-Directors

Section 1: Details of Your Organizations' Youth Engagement Activities

1. In the NIIAH assessment you completed last year, you briefly described your organization's youth engagement activities. I am going to read you what you said and ask if you want to add, clarify or provide additional details. [Use "NIIAH Assessment Results_YEmergedresults.doc" for initial response to Q20].

2. Why does your organization involve youth?

-- If we want to be able to provide high quality mental health services and programming for youth we want to make sure that we understand what the youth needs are and need their perspectives on how we can best help them best be successful. We believe that the youth voice is essential if we want to be relevant and effective. Our organization benefits from its affiliation with our clinical program at schools. Our front line experience and day to day interactions with a full age range of students (grades preschool to12) informs all the work that we do. We also have high school, college, and graduate students engaged in externship and internship opportunities, providing the youth perspective to our work and resources. We have a website on school mental health that has a youth section informed by and designed to be used by youth. The CSMH also has youth on its Advisory Board, including members from Active Minds (focused on mental health awareness and college students) and benefits from youth involvement in Community Building Forum meetings and other activities from state teams and from our youth practice group on Youth Engagement and Leadership within the National Community of Practice on Collaborative School Behavioral Health.

3. Does your organization have any guiding principles for involving youth? If so, are they written or unwritten (formal or somewhat informal)? If written, would you be willing to share it with the NIIAH Youth Engagement Workgroup? Can you briefly describe what some of the guiding principles are?

-- Our ten principles of best school mental health practices include the importance of you involvement. The most relevant of these principles is: Principle 4: Students, families, teachers and other important groups are actively involved in the program's development, oversight, evaluation, and continuous improvement. We used guiding principles for youth involvement from Systems of Care to inform our work.

4. I am now going to ask a few questions related to your organization's approach to youth involvement.

   a) How does the youth involvement complement your organization's identity?

   --As a national school mental health resource and policy analysis center, having opportunities for you voice and perspective is essential for keeping our work in research, training, policy, and practice relevant.

   b) Now that you have worked with youth, has the organization (management and staff) changed in relation to its openness to organizational and personal change?

   --We have worked with youth from the inception of our organization. Our management and staff are very open to working with youth and are involved in teaching at graduate levels for social work, psychology, counseling, and medical students. There really is no change in openness.

   c) Do you have a set of written values around youth and youth-adult engagement?

   --We do not formally have this written

   d) Do you have a written vision for youth-adult engagement?

-- *We do not have this formally written other than incorporating youth voice and perspective into our principles of best practice*

e) How supportive is the head of your organization about include youth? Is there support for flexibility in roles and ceding some control to youth as needed?

-- *We are very supportive about including youth and have been flexible with our planning and programming based on youth feedback. We have ceded control as needed at meetings to make sure youth feel empowered.*

f) Is there a method for collecting feedback from youth for CQI purposes?

--*We always seek feedback about our center through surveys, but have not done a specific outreach to youth for feedback. Youth participants in youth days at our annual conference complete satisfaction surveys related to their experience at the conference.*

5. How does your approach to youth engagement fit into your organization's mission, goals, and objectives?

-- *Youth engagement and voice is essential to making sure we are relevant and effective in our work.*

6. How long has your organization been working with youth?

-- *15 years*

7. How many youth are involved? How many youth have they worked with in the past year? Approximately how many total youth has your organization worked with over time?

-- *20-30 at conferences, 25-35 student trainees/year at CSMH and our clinical programs, and thousands of youth connected to CSMH served through our clinical programs. How many youth have they worked with in the past year? Approximately how many total youth has your organization worked with over time? Not sure - thousands*

8. Of the youth involved, can you estimate the proportion/percentage who are:

-- *Responses based on conferences and not clinical work:*

a) under 13 years of age (or from elementary/middle school) –*10%*
b) 14-18 years of age (or from high school) – *85%*
c) 19-24 years of age (or are from college/post high school) –*5%*

Can you describe the racial/ethnic composition of the involved youth?

--*Varies by location of our conference. Our clinical programs predominately serves low income, minority youth.*

Was this distribution planned or random? Can you explain how you address the racial/cultural diversity of these youth?

--In planning events and speaking with adults who assist with recruitment, we encourage racial/cultural diversity in youth

9. What places have you used as sources to identify or recruit the youth involved?

> *-- middle school*
> *-- high school*
> *-- college*
> *-- community programs (e.g., Boys and Girls Club, YMCA, recreation program)*
> *-- medical center/health center*
> *-- youth already engaged at the national level through another organization/entity*

10. How did the organization initially contact/seek out youth to engage?

-- We have partnered with local and national organizations and agencies who are affiliated with our Community of Practice on Collaborative School Behavioral Health to help recruit youth and have also reached out to students served in our school mental health programs as well as focus groups at community colleges. We tend to focus on the local community where our conference will be held to recruit youth to participate in our conference youth day and then have our youth practice group and our National Community of Practice leadership work with these youth to build a longer lasting network to advance the youth voice related to mental health in their community and state.

11. For your organization, are the youth participating at the local, state, or national level?

-- Local, State, and National

12. Are the activities engaged in by the youth typically a one-time or an ongoing activity?

--We host one-time activities with the intention of using this one time activity to create a network to encourage ongoing activity. We typically have multiple planning meetings prior to the one time activity to ensure relevance and effective event

13. In what capacity are youth involved in your organization?

> *-- Volunteers*
> *-- Interns/trainee (high school, college and graduate school levels)*
> *-- Other (please identify)*
>
> > *--Participate on state teams, attend youth day, and lead activities at local and state level.*

14. Are the youth paid, reimbursed for travel, or provided some monetary incentive (gift) or non monetary incentive (e.g., community service hours) for their involvement/activity? (Probe for specifics)

-- We have collaborated with our partners at the IDEA Partnership to help to sponsor youth activities at the conference (registration, food, space costs). Community service hours have been provided if youth have this as a requirement in their community.

15. What are the youths' primary activities? (Probe to determine if any activities include providing trainings or giving presentations)

-- *Youth at the center have helped to develop resources and have provided youth perspectives. Youth have also participated on teams to provide youth voice at the local, state, and national level. They have also participated in our youth day and have learned advocacy skills and basic school mental health facts and have brainstormed how to best move this work forward in their own schools and communities.*

16. Can you describe a typical project? Who determined what the project was? (Probe to find out if it was determined by adults, adult/youth collaboration, or youth initiated.)

-- *We always ask youth about their own particular interests and try to incorporate this into our goals and products. Recently students helped to develop an issue brief, PowerPoint, and video related to bullying in schools.*

17. Based on your organization's experience, what types of youth engagement activities have been the most beneficial?

-- *Focus groups have helped to inform projects. Youth days at our conferences with national support and guidance with a goal of ongoing activity have been successful.*

18. We would like to learn more about how your organization's members/staff and the youth interact. For each of the following questions tell me if this type of activity/relationship is in place.

   a) How are projects identified? (Wait for answer. If needed probe by asking: Are youth assigned, consulted, jointly determine, or undertake the design of their own projects?)

      --*Jointly Determined*

   b) How do youth interact with the adults on project? How would you categorize the type of relationship between the adult and the youth? (i.e. mentor, supervisor, coach, etc.)

      --*supervisors, mentor, colleague*

   c) In general approximately how much staff time is spent with providing youth with orientation/education about the organization and/or project? Can you very briefly describe what type of orientation/education is provided?

      --*Varies by student and project. We spend at least a few hours providing background about our center and the work we do at the start of a internship, but provide education in an ongoing manner during the course of the work.*

19. How does your organization keep the youth engaged?

--*We try to help youth plan and have youth participate in leading meetings so that it is youth talking to youth. We ask them what they want and try to keep meetings very interactive with clear action plans.*

20. Is there a youth involved in your organization that you think might be willing to talk with us about his or her experience?

--We may be able to identify someone after our conference in October

Section 2: Accomplishments/Barriers

21. What do you hope the youth will gain from this experience?

-- Understanding of mental health issues, stigma reduction, and the importance of seeking help when needed.

22. What has the organization gained from having youth involved?

--Understanding of youth needs and perspectives

23. What are the significant accomplishments – strategic goals, work products – end results from the youth engagement? What has been the most significant organizational accomplishment? What has been the most significant youth accomplishment?

-- Success in running youth days and having some ongoing work at the regional level. A successful practice group on youth involvement at the national level.

24. What stumbling blocks has your organization encountered related to youth engagement? How have you overcome these barriers?

--Funding has always been a challenge which is why we have focused on connecting to local youth at our conferences and to youth connected with our clinical programs. We have committed as an organization to use some funds to support youth involvement.

25. When it comes to youth engagement, do you feel that your organization is doing things as well as you would like to? Do you have an evaluation process for measuring youth engagement activities? If yes – can you describe?

--We could always do better. We do not have a formal evaluation process that is targeted specifically to youth other than the satisfaction surveys for the larger center and the youth day.

Section 3: Role of NIIAH in Youth Engagement

Now we would like to get more information about what you feel are good opportunities and activities to be undertaken by the NIIAH Youth Engagement Work group on behalf of the NIIAH members.

26. Are you interested in participating in a Webinar to share your expertise and your program's successful youth engagement strategies?

--Yes

27. What things related to working with youth would you want to learn about via a Webinar?

-- I would like to hear about actual programs that have effectively engaged youth

28. What is your organization's technical assistance needs surrounding youth engagement?

-- N/A

29. What are up to three practical ideas of how NIIAH can involve young people?

-- Invite youth to attend NIIAH meetings

-- Have a focus group with key questions for them

-- Have a meeting at a school and invite key stakeholders to participate

NASBHC: National Association of School Based Health Centers
Jan Strozer, Program Manger

Thank you for taking time to participate in this interview. The purpose of the discussion today is to collect further information about your organization's youth engagement activities and to learn more about your thoughts on potential NIIAH activities regarding youth engagement.

Section 1: Details of Your Organizations' Youth Engagement Activities

1. In the NIIAH assessment you completed last year, you briefly described your organization's youth engagement activities. I am going to read you what you said and ask if you want to add, clarify or provide additional details. [Use "NIIAH Assessment Results_YEmergedresults.doc" for initial response to Q20].

2. Why does your organization involve youth?

-- Youth are the primary consumers, so it makes sense to include them in the organizational activities and have them help guide what is appropriate health care for them.

3. Does your organization have any guiding principles for involving youth? If so, are they written or unwritten (formal or somewhat informal)? If written, would you be willing to share it with the NIIAH Youth Engagement Workgroup? Can you briefly describe what some of the guiding principles are?

-- There are no guiding principles, but will be one of the things in which the youth will be involved.

4. I am now going to ask a few questions related to your organization's approach to youth involvement.

      a) How does the youth involvement complement your organization's identity?

-- The mission is to advocate for the health of adolescents, so that cannot be done without involving and engaging the help of youth and adolescents.

b) Now that you have worked with youth, has the organization (management and staff) changed in relation to its openness to organizational and personal change?

--This is the first related hands on project engaging youth, so not enough information to answer this totally.

c) Do you have a set of written values around youth and youth-adult engagement?

-- Nothing is written out, but should be developed with youth.

d) Do you have a written vision for youth-adult engagement?

--Same as above

e) How supportive is the head of your organization about include youth? Is there support for flexibility in roles and ceding some control to youth as needed?

--Much support from the head of the organization. There would be support to cede control to youth as needed on a project or in the organization.

f) Is there a method for collecting feedback from youth for CQI purposes?

--At the end, there will be an evaluation of the project. There will be an opportunity at the national convention to have a discussion of youth for feedback.

5. How does your approach to youth engagement fit into your organization's mission, goals, and objectives?

--There is a natural fit to the mission. School bases health centers are about keeping adolescents healthy and in the classroom. The best people to help design what that means are the youth. It's a nice parallel

6. How long has your organization been working with youth?

--A youth consultant came in to do an organization assessment, and that began the work with youth engagement. This happened a couple years ago. (fuzzy on the time).

--Hands on projects with youth started November of 2009.

7. How many youth are involved? How many youth have they worked with in the past year? Approximately how many total youth has your organization worked with over time?

--About 20-25 youth are active being worked with within this past year. This is the total

8. Of the youth involved, can you estimate the proportion/percentage who are:

    a) under 13 years of age (or from elementary/middle school)_____
    b) 14-18 years of age (or from high school*) --90%*
    c) 19-24 years of age (or are from college/post high school) *–10%*

Can you describe the racial/ethnic composition of the involved youth? Was this distribution planned or random? Can you explain how you address the racial/cultural diversity of these youth?

--This is a very diverse group of youth from all over the country. There was attention paid to representing a diversity of youth from different races and cultures.

9. What places have you used as sources to identify or recruit the youth involved?

    -- youth already engaged at the national level through another organization/entity
    -- Other (please describe)

      --Using a communication to entire field, and word of mouth to grow the group.

10. How did the organization initially contact/seek out youth to engage?

-- By the two above methods

11. For your organization, are the youth participating at the local, state, or national level?

-- The youth are at engaged at the national level

12. Are the activities engaged in by the youth typically a one-time or an ongoing activity?

-- The events that the youth are engaged are one –time activities. Due to the fact that they are pilot tests with a hope of ongoing events.

13. In what capacity are youth involved in your organization?

    -- Staff members (paid)
    -- Advisory Group/Board Members

14. Are the youth paid, reimbursed for travel, or provided some monetary incentive (gift) or non monetary incentive (e.g., community service hours) for their involvement/activity? (probe for specifics)

-- It varies by the project. There is support financially as much as possible. One group receives a stipend and materials.

15. What are the youths' primary activities? (Probe to determine if any activities include providing trainings or giving presentations)

-- Participatory research, and engaging with staff to have their opinion and voice heard.

16. Can you describe a typical project? Who determined what the project was? (Probe to find out if it was determined by adults, adult/youth collaboration, or youth initiated.)

-- The research project is a typical project. The topic was determined by the adults and the design by the youth consultant, and the outcome will be designed by the youth involved.

17. Based on your organization's experience, what types of youth engagement activities have been the most beneficial?

-- Since this is the first youth engagement activity, that cannot be answered adequately

18. We would like to learn more about how your organization's members/staff and the youth interact. For each of the following questions tell me if this type of activity/relationship is in place.

    a) How are projects identified? (Wait for answer. If needed probe by asking: Are youth assigned, consulted, jointly determine, or undertake the design of their own projects?)

        --The organizational level decides that they will be doing a project, the youth consultant designed the project, and the information that is collected and will come out of that will be up to the youth.

    b) How do youth interact with the adults on project? How would you categorize the type of relationship between the adult and the youth? (i.e. mentor, supervisor, coach, etc.)

        --The youth will have regularly scheduled check in with the adults on the project, and there will also be an in-person meeting at the end of the project.
        The hope is that it will be a partnership between the two.

    c) In general approximately how much staff time is spent with providing youth with orientation/education about the organization and/or project? Can you very briefly describe what type of orientation/education is provided?

        -- Estimated a total of 2-3 days will be spent with the youth.
        The youth were provided with the project background and information on the organization. There will be a 2 hour virtual training, and between the training and the wrap up will be on going communication.

19. How does your organization keep the youth engaged?

-- The commitment to the continuing of this youth and the approach from the youth's prospective. Not only do they want to address the topics that they have chosen, but also have the youth help them learn about the process.

20. Is there a youth involved in your organization that you think might be willing to talk with us about his or her experience?

-- Look into this.

Section 2: Accomplishments/Barriers

21. What do you hope the youth will gain from this experience?

--The youth will gain a role and a voice in a national movement, the stipends, and also gain some skills on research and synthesize information and present, and provide great content and process information.

22. What has the organization gained from having youth involved?

--They have gained an energy and different perspective. The more that they work with youth, the more they will learn the youths capacities as well as their own...including their strengths and weaknesses.

23. What are the significant accomplishments – strategic goals, work products – end results from the youth engagement? What has been the most significant organizational accomplishment? What has been the most significant youth accomplishment?

--There were a lot of interests and excitement from youth. There are no results as of yet.

24. What stumbling blocks has your organization encountered related to youth engagement? How have you overcome these barriers?

--They are using their field, which is mainly adults, as a proxy to youth, therefore there is a huge possibility that they are missing some interested youth. Funding is always a barriers.

--Still working on these barriers.

25. When it comes to youth engagement, do you feel that your organization is doing things as well as you would like to? Do you have an evaluation process for measuring youth engagement activities? If yes – can you describe?

--Yes. They have taken their time and perspective of not only doing it right, but making sure it works and what can be done better next time.

--There will be an evaluation at the end of the first project to look at the processes and outcome.

Section 3: Role of NIIAH in Youth Engagement

Now we would like to get more information about what you feel are good opportunities and activities to be undertaken by the NIIAH Youth Engagement Work group on behalf of the NIIAH members.

26. Are you interested in participating in a Webinar to share your expertise and your program's successful youth engagement strategies?

-- Once the project is finished

27. What things related to working with youth would you want to learn about via a Webinar?

-- Getting different ideas of what other organizations are doing at a national level.

-- Learning more about engaging younger kids at a national level

28. What is your organization's technical assistance needs surrounding youth engagement?

-- How to reach youth, some marketing techniques

29. What are up to three practical ideas of how NIIAH can involve young people?

-- Get input from young people when dealing with adolescent health

-- If the organization wants to engage youth, talking to youth about how to communicate information to them, what engagement means to adolescents, etc.

SAHRC: State Adolescent Health Resource Center
Kristin Teipel, Director

Thank you for taking time to participate in this interview. The purpose of the discussion today is to collect further information about your organization's youth engagement activities and to learn more about your thoughts on potential NIIAH activities regarding youth engagement.

Section 1: Details of Your Organizations' Youth Engagement Activities

1. In the NIIAH assessment you completed last year, you briefly described your organization's youth engagement activities. I am going to read you what you said and ask if you want to add, clarify or provide additional details. [Use "NIIAH Assessment Results_YEmergedresults.doc" for initial response to Q20].

2. Why does your organization involve youth?

-- Since the organization is about helping youth, they feel they must walk the walk and talk the talk.

-- It keeps the organization connected with who youth really are in this day and age.

3. Does your organization have any guiding principles for involving youth? If so, are they written or unwritten (formal or somewhat informal)? If written, would you be willing to share it with the NIIAH Youth Engagement Workgroup? Can you briefly describe what some of the guiding principles are?

-- No, it is more of a personal opinion and since it was something that the organization could do, they did.

4. I am now going to ask a few questions related to your organization's approach to youth involvement.

a) How does the youth involvement complement your organization's identity?
   --*If we are going to be seen as a youth advocacy organization involving youth compliments that identity as being connected with adolescents.*

b) Now that you have worked with youth, has the organization (management and staff) changed in relation to its openness to organizational and personal change?
   --*They were open in the first place, so there was no impact.*

c) Do you have a set of written values around youth and youth-adult engagement?
   --*The founder of the program set forth principles of engaging youth with centered on helping them gain leadership skills and abilities. Indirectly.*

d) Do you have a written vision for youth-adult engagement?
   -- *No written vision*

e) How supportive is the head of your organization about include youth? Is there support for flexibility in roles and ceding some control to youth as needed?
   -- *The heads of the organization have their own youth that they work with, so there is an openness to include youth in the organization. There is flexibility in the roles given to the youth. The roles are those of learning leadership skills and taking them to use in a project.*

f) Is there a method for collecting feedback from youth for CQI purposes?
   -- *Direct one on one conversation*

5. How does your approach to youth engagement fit into your organization's mission, goals, and objectives?

--*Again, with being a youth serving organization, involving youth in the organization helps strengthen the mission, goals, and objectives of serving and helping youth and adolescents*.

6. How long has your organization been working with youth?

-- *For about 3 years*

7. How many youth are involved? How many youth have they worked with in the past year? Approximately how many total youth has your organization worked with over time?

--*Within this particular center, 1 student. In the overall organization 9 students. Over time, approximately 25 youth.*

8. Of the youth involved, can you estimate the proportion/percentage who are:

   a) under 13 years of age (or from elementary/middle school)_____
   b) 14-18 years of age (or from high school) – *20%*
   c) 19-24 years of age (or are from college/post high school) – *80%*

Can you describe the racial/ethnic composition of the involved youth? Was this distribution planned or random? Can you explain how you address the racial/cultural diversity of these youth?

-- They have a very diverse population of youth in the larger organization. Including Somalian, Hispanic, African American, ect. The distribution was planned to ensure diversity within the youth. There is no need to address the racial/cultural diversity of these youth. The youth are dealing with diversity on many different levels, but more in the aspect of helping adults figure out diversity. Within the direct center, there is many conversations with the youth involved.

9. What places have you used as sources to identify or recruit the youth involved? (check all that apply)

> *-- high school*
> *-- college*

10. How did the organization initially contact/seek out youth to engage?

-- For the particular center, the youth was recommended by another school based health center.

11. For your organization, are the youth participating at the local, state, or national level?

-- Youth participate on the local level

12. Are the activities engaged in by the youth typically a one-time or an ongoing activity?

--The activities are ongoing activities that span over several years.

13. In what capacity are youth involved in your organization (check all that apply)?

> *-- Staff members (paid)*
> *-- Advisory Group/Board Members*

14. Are the youth paid, reimbursed for travel, or provided some monetary incentive (gift) or non monetary incentive (e.g., community service hours) for their involvement/activity? (probe for specifics)

-- The youth are paid for the work that they do.

15. What are the youths' primary activities? (Probe to determine if any activities include providing trainings or giving presentations)

-- The youth in the particular center does office work, input evaluation results, organizing training material. As the training and publication are developed, she is a consultant as to what is applicable to youth.

16. Can you describe a typical project? Who determined what the project was? (Probe to find out if it was determined by adults, adult/youth collaboration, or youth initiated.)

-- Input data, created a collection of images that reflect young people and their perspectives, searched for sources on stated health web sites relating to adolescent health. Most of the projects are determined by the staff with which she works.

17. Based on your organization's experience, what types of youth engagement activities have been the most beneficial?

-- The projects taken on by youth that will benefit the organization that there is a lack of time to complete. Such as compiling resources, images, ect. Keeping the organization better connected to the world of youth. The youth actors get concrete feedback to enhance the organization in the work of adolescent. It helps the division to think more holistically.

18. We would like to learn more about how your organization's members/staff and the youth interact. For each of the following questions tell me if this type of activity/relationship is in place.

   a) How are projects identified? (Wait for answer. If needed probe by asking: Are youth assigned, consulted, jointly determine, or undertake the design of their own projects?)
      -- The projects are mainly designed by the adults and then becomes a collaboration between the youth and the adult. Shaped and led by the young people.

   b) How do youth interact with the adults on project? How would you categorize the type of relationship between the adult and the youth? (i.e. mentor, supervisor, coach, etc.)
      -- It is supervisory in the fact that these are positions that have expectation and feedback, but it is mentoring because the division sees themselves learning from the youth as well as teaching the youth invaluable skills.

   c) In general approximately how much staff time is spent with providing youth with orientation/education about the organization and/or project? Can you very briefly describe what type of orientation/education is provided?
      -- About 2 or 3 of the staff time in taken in an official capacity to orientate and educate in the direct center. Informally, there is constant communication and interaction to continue teaching and advising. Unknown for the adolescent actors.

19. How does your organization keep the youth engaged?

-- Their youth are engaged by the above. Constant communication, involvement, and education. Along with the compensation.

20. Is there a youth involved in your organization that you think might be willing to talk with us about his or her experience?

--Yes

Section 2: Accomplishments/Barriers

21. What do you hope the youth will gain from this experience?

-- The traditional skills. Leadership, planning projects, communication, working with other, applying what they are learning. Also the intangible aspects such as connecting with other people and peers.

22. What has the organization gained from having youth involved?

-- A grounding and connection back to who young people are and what their world is about. Creativity perspective that adults don't always think about.

23. What are the significant accomplishments – strategic goals, work products – end results from the youth engagement? What has been the most significant organizational accomplishment? What has been the most significant youth accomplishment?

-- There is no significant concrete accomplishment

24. What stumbling blocks has your organization encountered related to youth engagement? How have you overcome these barriers?

-- Time is the biggest barrier, finding the time to increase the actions is hard since that is not what they are funded to do.

25. When it comes to youth engagement, do you feel that your organization is doing things as well as you would like to? Do you have an evaluation process for measuring youth engagement activities? If yes – can you describe?

-- The way that it is done is good, but they would like to have access and connection with a larger group of young people. For the youth working in the center there is no formal evaluation. For the youth actors, there is a process (part of a different division and unknown).

Section 3: Role of NIIAH in Youth Engagement

Now we would like to get more information about what you feel are good opportunities and activities to be undertaken by the NIIAH Youth Engagement Work group on behalf of the NIIAH members.

26. Are you interested in participating in a Webinar to share your expertise and your program's successful youth engagement strategies?

-- The center would not do a whole lot for the audience, but the manger of the other youth group would most likely be interested.

27. What things related to working with youth would you want to learn about via a Webinar?

--No. Fairly knowledgeable and skilled with working with youth.

28. What is your organization's technical assistance needs surrounding youth engagement?

-- No needs. They help others with these needs.

29. What are up to three practical ideas of how NIIAH can involve young people?

--Depending on the openness of NIIAH organizations, helping the organizations figure out how to engage youth in their work and their organizations.

--NIIAH advocating at a national level for youth evolvement and bringing the youth voice in to NIIAH.

--Building partnerships with people who have young people at the national level and build from that.