THE FOUNDATIONS OF
YOUTH ENGAGEMENT AND PARENT CENTERS

An in-depth look at how to successfully engage youth in your programming

Welcome to RAISE's Youth Engagement Toolkit for Parent Centers. Created in 2020 by RAISE and Youth MOVE National, this toolkit is a resource for Parent Center professionals, who may be new to working with youth. There are so many opportunities to implement youth engagement activities and incorporate youth voice into every facet of an organization, it can be hard to know where to start. This toolkit will help you find a starting place, identify next steps and activities, and give you an idea of what youth engagement can look like in Parent Centers.

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Youth Engagement Toolkit for Parent Centers

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RAISE offers Technical Assistance (TA) to seven PTIs across the country, including: REACH, New York Parent Partnership, Open Doors for Multicultural Families, STELLAR, The LINK Center, Project LAUNCH, and Shift. In addition to formal TA, RAISE supports youth and young adults with disabilities and their families through the transition from secondary school and into competitive employment and independent living.

YOUTH MOVE NATIONAL.

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Youth Motivating Others through Voices of Experience (MOVE) National is a youth-driven, chapter-based organization dedicated to uniting the voices of youth nationwide. With more than 60 chapters all around the country, Youth MOVE National offers TA on a variety of youth topics, including youth peer support and youth engagement. Youth MOVE National also coordinates leadership development and advocacy opportunities for our Chapter Members across the country.

INTRODUCTION

In recent years, youth engagement has become an essential strategy of supporting young adults with disabilities, behavioral health needs, and/or lived experience within child serving systems. This means that in recent years, professionals who support families have had to quickly adapt and learn to work *with* youth and young adults, and not *for* them. This shift is nuanced, difficult to make, and deeply important.
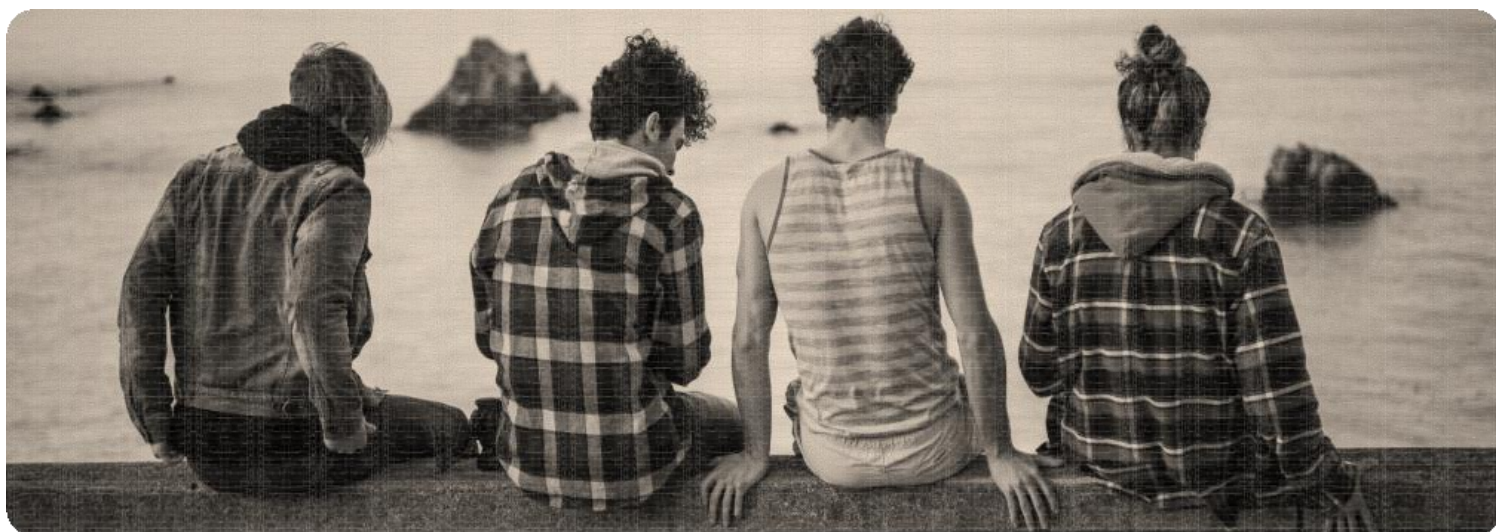
In this tool, you will find frameworks, strategies, and tools that can help guide your work towards more authentic and meaningful youth engagement. We encourage you to reflect after each section, either independently or with colleagues.

The information in this material is to help guide you towards implementing a successful youth engagement strategy in your own work. No matter your experience level with youth engagement, we hope this tool will offer something new and will challenge you to consider how to better incorporate youth voice and young adults into your work. Data shows that youth engagement and incorporation of youth voice improves agency outcomes[1], helps develop self efficacy in young people[2], and builds community[3].

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[1] "Youth Engagement: Benefits for Agencies," Walking the talk (Ontario Centre of Excellence for Child and Youth Mental Health), accessed November 1, 2019, yetoolkit.ca/content/benefits-agencies

[2] "Youth Engagement: Benefits for Youth," Walking the talk (Ontario Centre of Excellence for Child and Youth Mental Health), accessed November 1, 2019, yetoolkit.ca/content/benefits-youth.

[3] "Youth Engagement: Benefits for Communities," Walking the talk (Ontario Centre of Excellence for Child and Youth Mental Health), accessed November 1, 2019, yetoolkit.ca/content/benefits-communities.

YOUTH ENGAGEMENT

Youth engagement is a means by which an organization achieves a goal, such as improving young adults' outcomes, or increasing the rate at which young adults utilize the organization's services.

Youth engagement is not a one time event; it is an ongoing process and may be at different stages in different parts of programming or services. For example, for an organization that offers a drop-in youth group every week, the youth group itself may be far along in terms of youth engagement. Young adults may plan their meeting agendas, facilitate conversations, keep records such as attendance and notes, and generate ways to improve or change their program. This is a high level of youth engagement. However, by contrast, a program's budgeting process or board of directors may have lower levels of youth engagement. This might be because of the level of training or support young people may need to understand finances, which requires intentional ongoing coaching. Perhaps there are policies which exclude young people under a certain age from serving on the board of directors, and it takes time to adjust policies that would encourage further youth engagement. It is not uncommon to see this in organizations and agencies.

Youth engagement is often successful when implemented within **Positive Youth Development** and **Developmental Relationships** frameworks. Authentic youth engagement is present when young adults are provided opportunities to consistently participate in decision making, take ownership of work, initiate conversations and plans, and able to give feedback that impacts programs, services, and/or systems that serve them. This requires adult support and appropriate developmental relationships that create trust, collaboration, and partnership.

YOUTH ENGAGEMENT IS A *STRATEGY* in which youth are given a meaningful voice and role and are authentically involved in working towards changing the programs, services, and/or systems that directly affect their lives.

YOUTH DEVELOPMENT IS A *PROCESS* that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences that help them to become socially, morally, emotionally, physically, and cognitively competent[4].

YOUTH LEADERSHIP IS *PART* OF THE YOUTH DEVELOPMENT PROCESS and supports the young person in developing the ability to understand their own strengths and weaknesses, set goals, and have the self-esteem, confidence, motivation and skills to carry them out. Youth leadership also involves a young person's ability to guide or direct others on a course of action, as well as serve as a role model[5].

"Youth" and "young adult" are often defined by an organization or agency in terms of age. While this is not a requirement, it should be noted that Rehabilitation Services Administration defines youth as ages 14-24, while the Office of Disability Employment policy generally considers youth and young adults ages up until 21. It may be important to note other organizations' age restrictions on 'youth" and "young adult" for funding purposes and/and partnership.

See Appendix 1 for more on Youth Engagement.

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[4] "Youth Development and Leadership: Opportunities to Develop Connecting Competencies," National Collaborative on Workforce and Disability (National Collaborative on Workforce and Disability for Youth, September 2013), http://www.ncwd-youth.info/wp-content/uploads/2016/12/Innovative-Strategies-Practice-Brief-5-Connecting-Activities.pdf

[5] Wehmeyer, M. L., Agran, M., & Hughes, C. (1998). Teaching self-determination to students with disabilities: Basic skills for successful transition. Baltimore: Paul H. Brookes.

POSITIVE YOUTH DEVELOPMENT

POSITIVE YOUTH DEVELOPMENT is an intentional, approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.

A positive youth development (PYD) framework asks us to consider:

- Are we doing TO youth?
- Are we doing FOR youth?
- Are we doing WITH youth?

Doing WITH youth is where authentic youth engagement often happens.

| Object "To"	Recipient "For"	Resource "With"
The adult is in control with no intention of youth involvement.	The adult is in control and allows youth involvement.	There is a Youth/Adult Partnership (Shared Control)
The Objective Personal growth of young people	**The Objective** Personal growth of young people	**The Objective** Increased organizational effectiveness
The Byproduct Conformity of young people and acceptance of the program as it is	**The Byproduct** Increased organizational effectiveness	**The Byproduct** Personal growth of young people and adults

Conceptual rendering of content from: Ted Wachtel, "Defining Restorative," International Institute for Restorative Practices (IIRP, November 2016), https://www.iirp.edu/images/pdf/Defining-Restorative_Nov-2016.pdf

See Appendix 2 for more on Positive Youth Development.

DEVELOPMENTAL RELATIONSHIPS FRAMEWORK

Research has found that young people who experience strong developmental relationships across different parts of their lives are more likely to show signs of positive development in many areas, including:

- Increased academic motivation;
- Increased social-emotional growth and learning;
- Increased sense of personal responsibility; and
- Reduced engagement in a variety of high-risk behaviors[6].
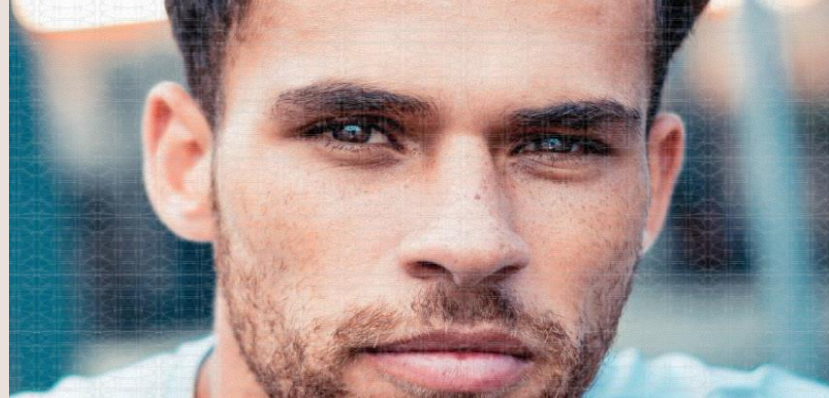
Young people succeed when they have strong, positive relationships in their lives. Many times, supportive adults and professionals are unsure of what actions or activities help create those relationships. The **Developmental Relationships Framework** not only names the feelings and intangible parts of a strong and positive relationship, it offers actions to take with young people to build stronger relationships with them. This can be a very useful tool for an individual. You might select one area to practice, such as expressing care, or maybe one specific skill, being warm and approachable. Colleagues might offer each other tips or feedback on how they've used this framework and honed these skills, too.

> ### The five elements of the Developmental Relationships Framework are:
>
> - Express care
> - Challenge growth
> - Provide Support
> - Share power
> - Expand possibilities[7]

See Appendix 3 for more on the Developmental Relationships Framework and the 40 Developmental Assets.

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[6] "Developmental Relationships Framework," Developmental Relationships Framework (Search Institute), accessed November 1, 2019, https://www.search-institute.org/dev-relationships-framework.

[7] "Developmental Relationships Framework," Developmental Relationships Framework (Search Institute), accessed November 1, 2019, https://www.search-institute.org/developmental-relationships/developmental-relationships-framework.

HART'S LADDER OF YOUTH ENGAGEMENT

8 **SHARED DECISION MAKING** | Young people come up with an idea, invite adults to participate, make decisions together, and make a plan and execute it together.

7 **YOUNG PEOPLE LEAD & INITIATE** | Young people come up with an idea and plan an activity, and it is executed by young people and adults, such as a youth group.

6 **ADULT INITIATED ACTION** | Adults come up with an idea, invite young people to participate, and share decision-making, planning, and execution.

5 **CONSULTED & INFORMED** | Youth are invited to participate in focus groups, surveys, or interviews and they are fully informed on why they're being invited

4 **ASSIGNED & INFORMED** | Adults decide on an idea and young people give feedback when asked about items such as brochures, websites, or fact sheets.

3 **TOKENISM** | Adults decide on an idea and ask young people to represent other young people but do not consult them or provide the young people much choice

2 **DECORATION** | Young people are invited to participate, but are required to "stick to a script" and have limited roles and no power to make decisions

1 **MANIPULATION** | Adults have all the authority and decision-making power. They take young people's ideas and voices and use them in their own work.

* These first 3 rungs embody adultism.

Adapted from: Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF Innocenti Research Centre.

See sbh4all.org/training/youth-development/youth-engagement-toolkit/youth-participation-models for more explanation and examples of the ladder rungs.

HART'S LADDER EXPLAINED

ADULTISM

Behaviors and attitudes based on the assumption that adults are better than young people, and entitled to act upon young people without their permission. This treatment is reinforced by social institutions, laws, customs and attitudes.

From The National Conference for Community and Justice

The bottom rungs of the ladder represent youth that are not engaged in a meaningful way with adult collaborators.

Examples of this type of non-involvement include:

1. Using quotes only from youth and young adults with or without attribution

2. Having only one youth on any given panel with or without giving them the ability to make decisions

3. Not including youth in evaluation, hiring, or committee participation.

See Appendix 4 for more on how to create and sustain a youth advisory board and on other ways to increase youth involvement and sustainability.

OVERVIEW OF YOUTH VOICE AT THE AGENCY LEVEL

Youth MOVE National, in partnership with Pathways RTC, has developed the Youth Voice at the Agency Level (YVAL) assessment tool. The YVAL explores eight critical themes, or domains, where youth voice and youth engagement can take place in an agency. This next section briefly reviews the eight domains and their purpose, as well as the criteria for each theme.

The YVAL asks agency staff—from reception at the front door to clinicians, evaluators, and supportive staff, such as maintenance staff or IT staff—as well as young adults participating in the agency's activities to complete the assessment. It is then scored in a way that helps agencies and young adults assess where their strengths are, and identify opportunities for growth and improvement. Even if you do not elect to use this tool as an assessment, the themes and items within each theme may be helpful points of reflection or ideas for you in your day-to-day work.

YVAL: 8 CRITICAL THEMES

1 — **OVERALL VISION AND COMMITMENT** | Are overall policies and procedures in place to support meaningful youth engagement?

2 — **COLLABORATIVE APPROACH** | Are young people treated as valued partners in the decision making process?

3 — **EMPOWERED REPRESENTATIVES** | Are young people supported in a way that will maximize their potential?

4 — **COMMITMENT TO FACILITATION & SUPPORT OF YOUTH PARTICIPATION** | Is the organization investing resources to support youth voice?

5 — **WORKFORCE DEVELOPMENT & READINESS TO ENSURE MEANINGFUL PARTICIPATION** | Are staff trained to work collaboratively with young people?

6 — **PARTICIPATION IN DEVELOPING PROGRAMMING & POLICIES** | Is there evidence young people are having an impact on how programs & services work?

7 — **PARTICIPATION IN EVALUATION & ENSURING PROGRAM QUALITY** | Are young people engaged in how well the agency is doing its work?

8 — **LEADING INITIATIVES & PROJECTS** | Does the agency support youth and young adults to take the lead on projects they design?

To learn more about the YVAL, get a free copy, or request a TA package, visit: youthmovenational.org/yval

See Appendix 5 for more about the YVAL and youth involvement in evaluation.

BRINGING IT ALL TOGETHER

Roger Hart's Ladder and the YVAL Themes help agencies and professionals begin to think about solutions to challenging parts of youth engagement, such as recruitment, scheduling, communication, and logistics.

Each community has its own barriers and challenges to youth engagement—no one solution fits all. One agency's answer to "supporting young people in a way that maximizes their potential" may be different from the next—and that is normal and expected. The young adults you work with are unique to your community. Use the prior frameworks and tools, and the YVAL—to offer support as you decide with colleagues, parents, caregivers, community partners, youth, and young adults on which activities and efforts will be a part of your youth engagement strategy.

ASK YOURSELF:

WHY?

The purpose for youth engagement needs to be clear prior to bringing youth to the table in order to set young people up for success and eliminate tokenism. This must be planned for financially and to provide appropriate support to youth to participate.

WHEN?

Clarify timelines and expectations whenever possible, especially when planning for the future.

Consider these questions:
- When will the project begin and be complete?
- For how long are youth involved? Is their involvement for a limited time, or ongoing?
- Will this project end and, if so, when? If not, when do you begin planning for sustainability?

HOW?

Young adults need to understand how their engagement and involvement will affect the work.
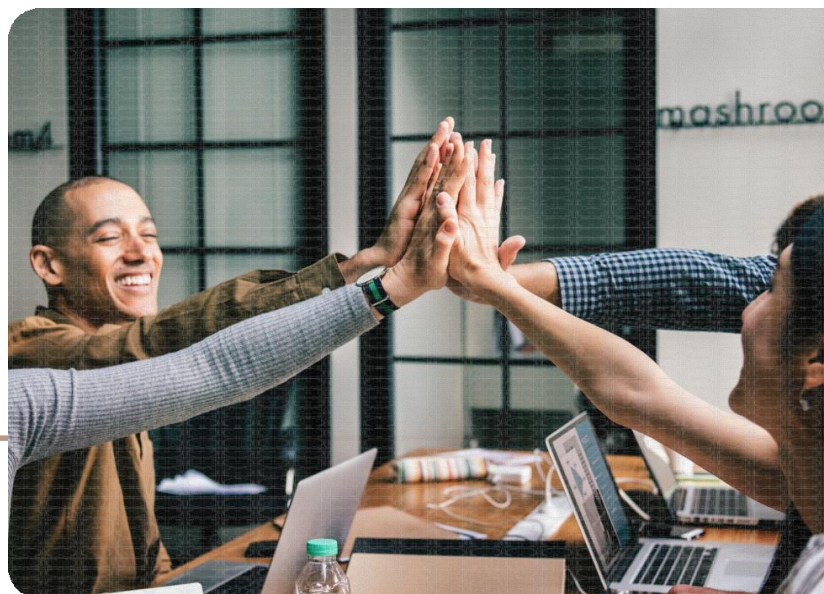
Consider these questions:
- How will young people's input or feedback be used?
- How will the results get back to the group?
- How will the youth's input affect the work?

RECRUITMENT

Discuss what current or potential youth members get out of coming to your group. When you've brainstormed a list of benefits that young adults might get from attending your group's programming, it is also important to ask yourself and your group: Would you continue attending programming to receive the benefits that you've listed? Are these benefits clearly marketed in your outreach to current and potential members as well as referral partners? Are potential members likely to express interest in joining the group because they understand and identify with the benefits of becoming members, or are the benefits not clearly stated?

From Youth MOVE National. "A Guide to Youth Recruitment"

| Message | Applications | Review | Interviews | Convene |

PROCESS

SCHEDULING

- Have meetings outside of school hours.
- Provide a webinar or call-in option with an adequate sound system.
- Send meeting reminders in a preferred, accessible form of communication.
- Have meetings in an accessible location: ADA compliant, with parking or near public transport.

MAKING IT WORK FOR YOUR CENTER

Prior to determining what youth engagement will look like within your parent center, it is important to consider the goals and outcomes of their involvement. Consider the following question: are you hoping to provide the youth training and opportunity to support the youth in their development and transition or are you hoping to further engage them In the work of your center? If you are planning on engaging the youth in the work of your center, then you need to decide in what capacity the youth will serve. Will you create an advisory board, hire youth as staff, create a youth board, or consult with youth on an as needed basis? To help you better understand what you want to develop, consider what your needs are as a center and what youth outcomes you'd like to accomplish.

Examples of Youth Outcomes

PROVIDE YOUTH PERSPECTIVE AND ADVISE ON PARENT CENTER CONTENT
- Propose new ideas
- Evaluate programs
- Evaluate Content
- Provide feedback on materials
- Consult on meeting space layout

TEACH OTHERS
- Plan workshops or youth summits detailing your organization of group's objectives
- Host trainings on topics important to the group

PERSONAL DEVELOPMENT SKILLS (REFER TO APPENDIX FOR DETAILED EXPLANATION OF EACH)[1]
- Learning
- Connecting
- Thriving
- Working
- Leading

ADVOCATE AND RAISE AWARENESS
- Identify youth in your community that are currently involved and engage them to make a change
- Write to an elected official
- Create awareness on social media
- Conduct a community project
- Host or participate in a health fair
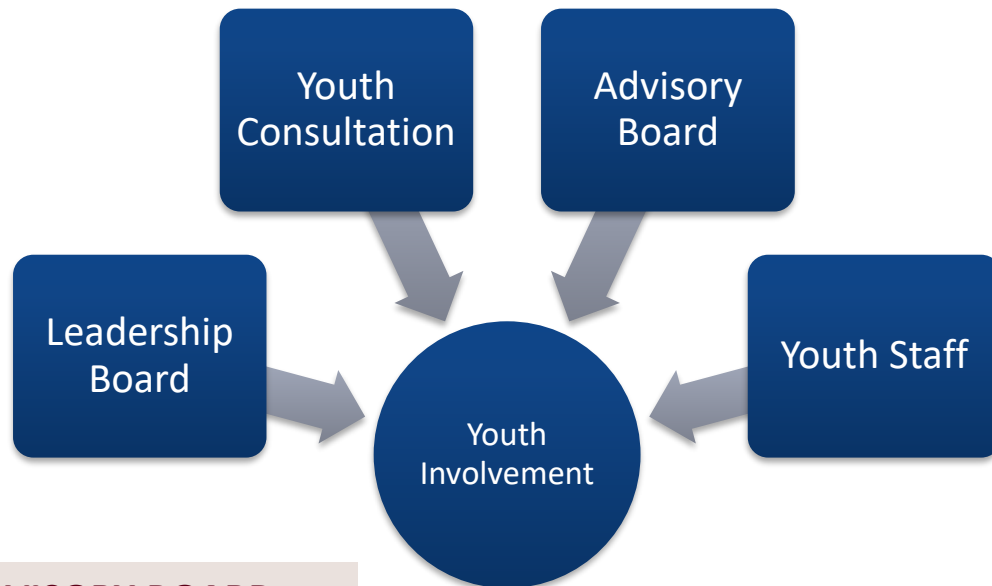- Plan and host a table in school cafeterias

GAIN LEADERSHIP SKILLS
- Be an ambassador for your program
- Recruit other youth
- Act as a peer mentor
- Attend professional development opportunities
- Participate in and present at trainings, conferences, and youth events
- Lead own sessions at trainings for other youth or adults
- Lead youth engagement program

1 *Youth Development and Youth Leadership in Programs*. NATIONAL COLLABORATIVE ON WORKFORCE AND DISABILITY, 2005, *Youth Development and Youth Leadership in Programs*, www.ncwd-youth.info/wp-content/uploads/2016/11/infobrief_issue11.pdf.

Framing Youth Involvement

Now that you've identified the outcomes that you would like your center's youth to obtain, you can begin to develop how you want to go about achieving those outcomes. This section will detail the pros and cons of different youth involvement and will help your center frame a youth involvement program.

```
        Youth              Advisory
     Consultation           Board

  Leadership                          Youth Staff
    Board              Youth
                     Involvement
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YOUTH ADVISORY BOARD

Youth Advisory Boards (YABS) are a group of youth who support and consult directly with the parent center. They conduct activities and projects to benefit the parent center, its capacity, and their consumers. YABS work much like any other board, but can be structured differently. Youth can be integrated directly into the current board of your center, or your center can develop an independently operated board.

HIRING YOUTH AS STAFF

If your center has the capacity to do so, it can be beneficial to hire youth with disabilities as staff. This fully integrates the youth into your center and allows the youth to work directly on specific projects where their voice should be heard. The position would depend mostly on your centers projected outcomes and should be developed accordingly to support those outcomes.

YOUTH LEADERSHIP BOARD

Developing a youth board allows the youth to direct their path. The youth board will serve in the capacity of developing training, materials, and events to support center outcomes. They will also work with the center to help develop future outcomes for the center.

YOUTH CONSULTANTS

If your center does not have the capacity to hire youth as staff, it can be beneficial to consult youth with disabilities. This allows the youth voice to be heard and applied to your center's outcomes.

GROUP DEMOGRAPHICS

Once you've decided how your center wants to involve youth, you need to look at who will make up the group. Establishing group demographics will ensure that once the initiative begins it will function properly. You need to consider group; size, age range, and diverse populations which includes cross disability, race, gender, religion, and whether there will be inclusion of non-disabled youth. There are aspects of each of these demographics that will work better with certain types of groups as opposed to others. Age range, for example, can be a beneficial demographic to diversify to get a better perspective from both younger and older youth but can make finding appropriate topics or activities more difficult.

PHASES OF YOUTH ENGAGEMENT

As the group takes form, the dynamics of the group should shift from a youth supported to a youth lead, youth run group. In the beginning phase it may be best for the group to be led by an adult ally who could be a parent, staff, or other professional. This allows the group to take form and keeps the group focused in its development stage. In this phase it is important for the youth to support the adult, staff, and professional leaders of the group in developing the group with the ultimate goal of handing over the reigns to the youth in the future. This can be looked at as the growth stage.

This will begin the next phase of the group which is youth led, youth run with support from adult peers, parent center staff, and professionals. In this format, the support role switches from the youth to the adult, staff, and professional. In this phase of the group, the youth should be responsible for running the group with the support of the adults. Adults should only engage when asked for assistance, or if they see that the group is getting off track.

FUNDING CONSIDERATIONS

It is important to consider how funding (or lack thereof) may affect the development and sustainability of youth engagement. The amount, duration, source, and requirements of the funding can shape the structure and membership of the program.

As you are developing the structure of the youth engagement plan, consider the following:

- What current funding will be used to support the youth engagement?
- Does the funding influence the age of the youth involved? Types of disability included? Involvement of nondisabled youth? Topics to be addressed?
- Is there a budget line item for disability accommodations?
- Is the funding flexible enough to pay for travel, meeting space, and food?
- Is there enough funding to cover staff time?
- Could youth be stipend for their work?
- Is there funding to support the events or projects that the youth develop?
- Are there additional funding sources that can be pursued for current work or future sustainability?

Answering "no" to any of the above questions does not infer that a youth engagement program is impossible. It does, however, indicate the importance of thinking through the program, outcomes, and potential opportunities. It may be important to seek additional funding or find partners that can provide in-kind support.

Potential funding sources to support youth engagement:
- Parent Center Budget Allocations: Can the center allocate a certain amount of money, staff time, space, or resources to support the youth engagement?
- Grants: Would any current grants or those being applied for be able to support youth engagement?
- Other Funding: Are there other state or local monies that could help with this work? These may include mini grants from the state Department of Health, community development, or the state Developmental Disability Council.
- Partnering with Other Organizations: Are there others state or local organizations working with similar populations? Some of these groups (like Centers for Independent Living and Vocational Rehabilitation programs) may be providing financial support or are interested in partnering with other organizations to do youth engagement work.
- Private Fundraising: Could the members of the youth council conduct fundraising events to fund their projects.

LEGAL CONSIDERATIONS

Parents/legal guardians of youth with and without disabilities maintain the right to make decisions regarding their youth until their youth turns 18 years of age or undergoes legal emancipation. Once a young person becomes 18 years old, they are able to make all their own decisions unless their parent(s) secure legal guardianship. What does this mean for Parent Centers seeking to engage youth and young adults with disabilities in advisory and/or decision-making roles in their organization and their work?

Youth Up to Age 18

Engaging youth up to age 18 in your Parent Center work generally requires the permission of their parent(s) or legal guardian(s). While it is not necessary to have signed consent/permission from a parent/guardian, it is good practice to secure signed consent/permission for youth to serve on an advisory committee, participate in surveys, interviews, or focus groups, or be involved with your Parent Center in any other way (this is also generally true if a youth contacts your Parent Center for individual assistance without their parent or guardian). This will help avoid any problems that may arise because a parent/guardian changes their mind about their youth's involvement, or if anything happens to their youth when engaged in activities related to your Parent Center. You can find some sample forms including a sample parent waiver in Game Changers: Establishing a Youth Advisory Council by Generation On at https://static.globalinnovationexchange.org/s3fs-public/asset/document/game_changers_yac_toolkit.pdf?QHrlUeKPp_vpvSObQ8NKwhcg0_t_huJm.

If you are interested in having a youth as a member of your Board of Directors, you should check your state law to see whether there is a legal requirement that non-profit Board members have reached the age of majority (18). Each state has its own rules regarding this issue. Some states do not allow young people to serve on Boards, and many states have laws prohibiting minors to sign binding contracts. If your state law allows minors to serve on Boards, make sure you provide adequate orientation and/or provide a mentor; avoid electing a minor to be in charge of financial matters including signing legal contracts for the organization; and provide Directors and Officers' insurance for the Board, keeping in mind that some policies may exclude minors.

Even if your state law prohibits minors from serving as full members of your Board, with parental permission, they can participate as nonvoting members of the Board, serve on a Board committee that includes non-Board members, join an advisory committee, or volunteer for events or other activities.

Young Adults Age 18 and Older

A young adult, age 18 and older, unless they have a legal guardian, can make their own decisions regarding participating in leadership activities with your Parent Center, whether it involves being on an Advisory Council, your Board of Directors, or volunteering in other ways with your organization.

GLOSSARY

ADULT ALLY

A trusted adult that supports, advocates for, and works collaboratively with youth[8]

DROP-IN CENTER

A low-barrier place people can visit with no appointment to obtain services or goods during regular, set hours. Many youth drop-in centers are comfortable places that offer recreation and socializing opportunities and services such as: benefits counseling, clinical or medical services, peer support, or a food pantry, and more.

LIVED EXPERIENCE

Having received services as a child, youth, or young adult (including but not limited to mental health, disability, child welfare, juvenile justice, and/or special education services), or currently or previously living with a mental health need, substance use challenge, or disability

ORGANIZATION

A social unit of people that is structured to lead and/or manage a particular need in order to pursue an identified goal. Organizations are open systems that are interdependent on the relationships between those who are employed within the organization and those with whom the organization interacts.

POSITIVE YOUTH DEVELOPMENT

An intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a productive and constructive manner; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths (from youth.gov.)

TOKENISM

The apparent involvement of a group that hides a lack of real change or real impact on the work in which they are involved[9]

YOUNG ADULT

An individual who is receiving youth services and/or supports or participates in youth programming

YOUTH ADVISORY BOARD

A body of young people convened by a program or organization to advise on issues the program or organization recognizes affect young people directly

YOUTH DEVELOPMENT

A process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences that help them to become socially, morally, emotionally, physically, and cognitively competent[10]

YOUTH ENGAGEMENT

A strategy by which youth are given a meaningful voice and role and are authentically involved in working toward changing the systems that directly affect their lives

YOUTH LEADERSHIP

Part of the youth development process, helps young people develop: (a) the ability to analyze their own strengths/weaknesses; set personal and vocational goals; and have the self-esteem, confidence, motivation, and abilities to carry them out (including the ability to establish support networks to fully participate in community life and effect positive social change); and (b) the ability to guide/direct others on a course of action, influence others' opinions and behaviors, and serve as a role model.[11]

YOUTH VOICE

The engagement, representation, and application of lived experience of young people in program and systems development and implementation

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[8] *"Youth Engagement: Glossary," Walking the talk (Ontario Centre of Excellence for Child and Youth Mental Health), accessed November 1, 2019, http://www.yetoolkit.ca/glossary-glossaire*

[9] *"What Is Tokenism and How to Avoid It," Youth Friendly (Apathy is Boring), accessed November 1, 2019, http://www.youthfriendly.com/uploads/3/1/3/9/31399973/what_is_tokenism_and_how_to_avoid_it.pdf.*

[10] *"Youth Development and Leadership: Opportunities to Develop Connecting Competencies," National Collaborative on Workforce and Disability (National Collaborative on Workforce and Disability for Youth, September 2013), http://www.ncwd-youth.info/wp-content/uploads/2016/12/Innovative-Strategies-Practice-Brief-5-Connecting-Activities.pdf.*

[11] *Michael L Wehmeyer, Martin Agran, and Carolyn Hughes, "Teaching Self-Determination to Students with Disabilities: Basic Skills for Successful Transition," 1998, https://eric.ed.gov/?id=ED419361*

APPENDICES 1 & 2

APPENDIX 1

Youth Engagement & Positive Youth Development

 A. A Curriculum for Youth Work Professionals: Youth Positive Development 101:
http://www.actforyouth.net/resources/pyd/pyd_pyd101curriculum.pdf

 B. Youth.gov Youth Leadership Toolkit within a Positive Youth Development Framework:
https://youth.gov/federal-links/youth-leadership-toolkit-youth-engagement

APPENDIX 2

Positive Youth Development & The Social Discipline Window

 A. Health and Human Services Administration: https://www.hhs.gov/ash/oah/adolescent-development/positive-youth- development/index.html

 B. For information on key principles, integrating, and evaluating a PYD approach, visit Youth.gov at https://youth.gov/youth-topics/positive-youth-development

 C. The social discipline window (Figure 1) is a concept with broad application in many settings. It describes four basic approaches to maintaining social norms and behavioral boundaries. The four are represented as different combinations of high or low control and high or low support. The restorative domain combines both high control and high support and is characterized by doing things with people, rather than to them or for them[12].

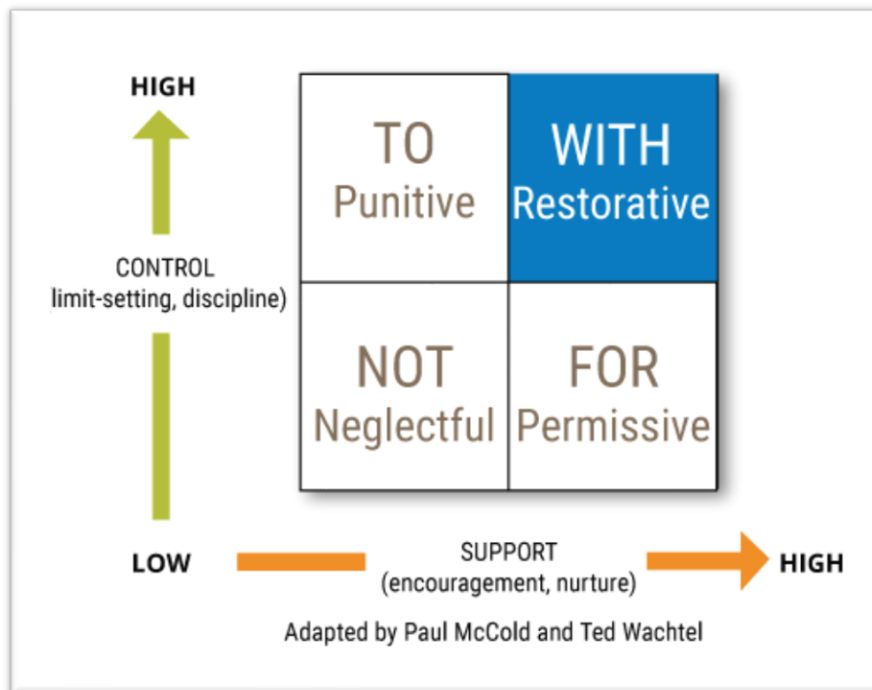 D. Learn more about the Social Discipline Window and Restorative Practices at https://www.iirp.edu/defining-restorative/social-discipline-window

Figure 1

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[12] *"Social Discipline Window," Defining Restorative (International Institute for Restorative Practices), accessed November 1, 2019, https://www.iirp.edu/defining-restorative/social-discipline-window*

APPENDICES 3

APPENDIX 3

Youth Engagement & Positive Youth Development

A. A Curriculum for Youth Work Professionals: Youth Positive Development 101: http://www.actforyouth.net/resources/pyd/pyd_pyd101curriculum.pdf

B. Youth.gov Youth Leadership Toolkit within a Positive Youth Development Framework: https://youth.gov/federal-links/youth-leadership-toolkit-youth-engagement

C. Webinar: Youth Don't Need to Be Fixed: Strategic Framing for Messaging on PYD: https://youth.gov/feature-article/archived-webinar-youth-don%E2%80%99t-needbe-fixed-strategic-framing-messaging-pyd

D. Office of Adolescent Health, Department of Health and Human Services. "A Checklist for Putting Positive Youth Development Characteristics into Action in Teen Pregnancy Prevention Programs.": https://www.hhs.gov/ash/oah/sites/default/files/pyd-tpp-checklist.pdf (shown below)

A Checklist for Putting Positive Youth Development Characteristics into Action in Teen Pregnancy Prevention Programs

OFFICE OF ADOLESCENT HEALTH

What is positive youth development?

Positive youth development (PYD) is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths (Interagency Working Group on Youth Programs).

Positive youth development can be divided into eight key practices, including:

1. Physical and psychological safety;
2. Appropriate structure;
3. Supportive relationships;
4. Opportunities to belong;
5. Positive social norms;
6. Support for efficacy and mattering;
7. Opportunities for skill-building; and
8. Integration of family, school, and community efforts.

To learn more about positive youth development and the eight key PYD practices, please visit: http://www.findyouthinfo.gov/youth-topics/positive-youth-development. For resources on incorporating PYD practices into your program, please visit: http://www.hhs.gov/ash/oah/resources-and-publications/publications/positive_youth_development.html.

APPENDICES 3 CONT.

APPENDIX 3, *continued*

Developmental Relationships Framework

A. https://www.search-institute.org/wp-content/uploads/2018/05/Developmental-Relationships-Framework_English.pdf

B. From the Search Institute: Five Things to Know about Developmental Relationships: https://www.search-institute.org/developmental-relationships/developmental-relationships-framework

C. From the Search Institute's website: The summary of the elements and actions in the Developmental Relationships Framework skims the surface of how relationships work in young people's lives. Keep the following ideas in mind as you begin to internalize the framework:

Relationships are two-way experiences and commitments. Because each person contributes to and receives from relationships, these actions can be both experienced and initiated by each person. (For the purpose of clarity, the framework is expressed from the perspective of a young person.) Of course, the two-way relationship is not always balanced or equal. Adults have particular responsibilities for cultivating relationships with young people. At the same time, it is powerful for young people to recognize that they have opportunities and responsibilities for developing strong relationships with trustworthy peers and adults.

Each element and action may be expressed and experienced in different ways. The framework seeks to articulate broad areas of relationships and relational practices that may be expressed in many different ways based on individual, community, cultural, and other differences. For example, we know that one might "express care" or "share power" differently in relationships with young people, depending on the culture, type of relationship (e.g., parent vs. friend vs. teacher), age and personality of the young person, community context and circumstances, and many other factors.
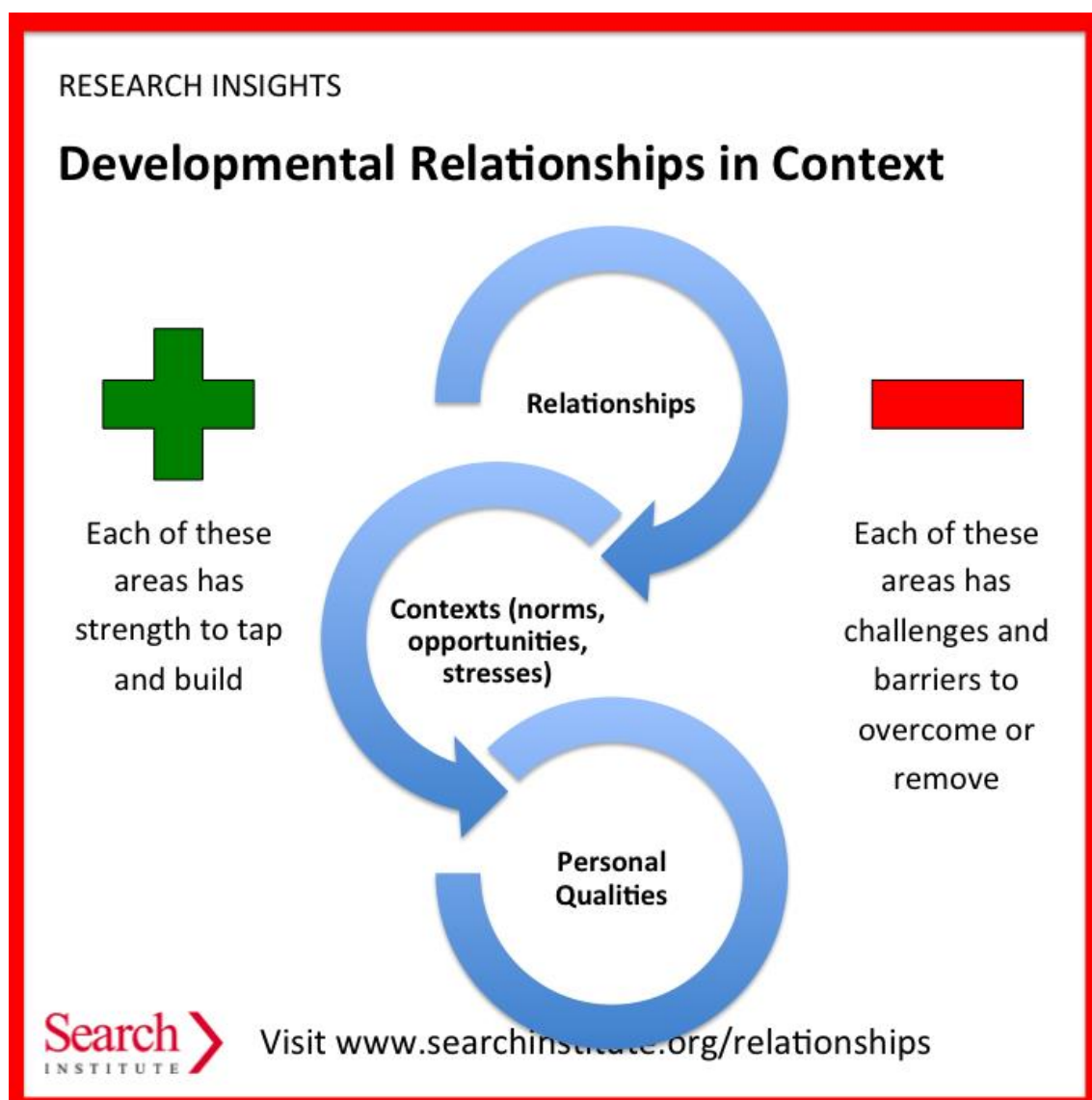
Relationships are not all that matters. We believe that relationships are vital resources in young people's development. But we know they are part of a larger system or ecology of development. At a minimum, we can think of the relationships in young people's lives as part of a three-part "system" for development (diagram), knowing that real life is more complex. Each system includes both strengths and challenges.

APPENDICES 3 CONT.

APPENDIX 3, *continued*

In a system, each part influences the other. So, for example, strong relationships and building individual self-management skills can help to mitigate (not eliminate) the challenge of bias or discrimination a young person may experience. On the other hand, reducing institutional racism, bias, or toxic stress in a community, school, or other setting can make it easier to form strong relationships and for young people to focus on developing the skills, attitudes, and other strengths they need to thrive

The framework will continue to improve. The five elements and 20 actions we have identified in the Developmental Relationships Framework do not capture everything that's important in relationships. Nor do they fully reflect the rich diversity of practical wisdom and scientific findings available regarding relationships in young people's lives.

RESEARCH INSIGHTS

Developmental Relationships in Context

Relationships

Contexts (norms, opportunities, stresses)

Personal Qualities

Each of these areas has strength to tap and build

Each of these areas has challenges and barriers to overcome or remove

Search INSTITUTE

Visit www.searchinstitute.org/relationships

APPENDICES 3 CONT.

APPENDIX 3, *continued*

Developmental Assets from Search Institute

The *40 Developmental Assets* are sorted into two groups: **Internal Assets** and **External Assets.** Internal Assets include: commitment to learning; positive values; social competencies; and positive identity. External Assets include: support; empowerment; boundaries and expectations; and constructive use of time.

See the following page for a list of the 40 Developmental Assets for ages 12–18: https://v.fastcdn.co/u/73824624/35782691-0-12-18-English2557998.pdf.

To learn about the 40 Developmental Assets for other age groups, visit http://page.search-institute.org/40-developmental-assets to retrieve PDFs.
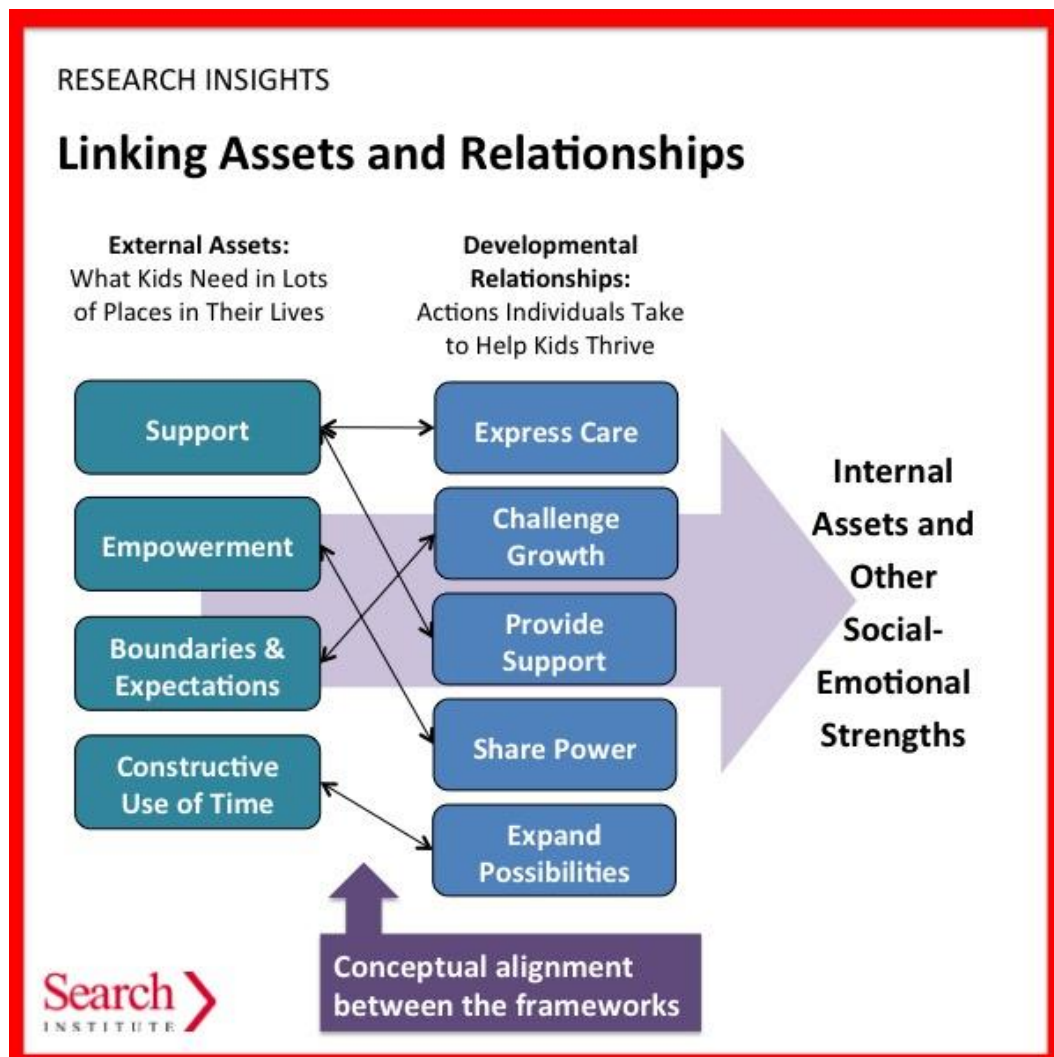
APPENDICES 4 & 5

APPENDIX 4

Youth Involvement and Youth Advisory Board or Group Development

- **Youth Advisory Boards:** https://youthmovenational.org/wp-content/uploads/2019/05/T2C_3-Final_Youth_Advisory_Boards.pdf
- **Youth MOVE National's Guide to Youth Recruitment:** https://youthmovenational.org/wp-content/uploads/2019/05/A_Guide_To_Youth_Recruitment_Final.pdf
- **PACER Toolkit:** https://www.pacer.org/parent/php/php-c245.pdf
- **The Ford Family Foundation Youth Adult Partnership Resource Kit:** https://www.tfff.org/sites/default/files/Youth%20Adult%20Partnership%20Resource%20Kit.pdf
- **GameChangers: Establishing a Youth Advisory Council:** https://static.globalinnovationexchange.org/s3fs-public/asset/document/game_changers_yac_toolkit.pdf?QHrlUeKPp_vpvSObQ8NKw_hcg0_t_huJm
- **Starting and Sustaining a Youth Advisory Board Webinar Series** by Kids As Self Advocates (2019): http://familyvoices.org/resource/starting-and-sustaining-a-youth-advisory-board-webinar-series/
- **Leadership is a Journey: A Series for Youth Self-Advocates Webinar Series** by Youth MOVE (2018): http://familyvoices.org/resource/leadership-is-a-journey-a-series-for-youth-self-advocates/
- **Participating in Advisory Groups Webinar** by Autistic Self Advocacy Network (2017): http://familyvoices.org/resource/sharing-your-story-for-a-public-policy-purpose/
- **Sharing Your Story for a Public Policy Purpose Webinar** by Autistic Self Advocacy Network (2017): http://familyvoices.org/resource/sharing-your-story-for-a-public-policy-purpose/
- **Working with Adult Allies Webinar** by Autistic Self Advocacy Network (2017): http://familyvoices.org/resource/working-with-adult-allies/

APPENDIX 5

Youth Voice at the Agency Level (YVAL) Assessment Tool and Youth Engagement in Evaluation

- **YVAL Themes:** https://youthmovenational.org/wp-content/uploads/2019/05/YVAL- Themes-2019.pdf
- **Webinar on the YVAL and Eight Critical Themes:** https://www.youtube.com/watch?v=G40fiN1llKM
  - **PDF of webinar slides:** https://www.pathwaysrtc.pdx.edu/pdf/Webinar_43_YVAL-Assessment-10-24-17.pdf
- **#Things2Consider PDF:** https://youthmovenational.org/wp-content/uploads/2019/05/T2C_2-Reach_And_Impact.pdf
- **Improvement tools, instructions, and how to implement them:** https://learn.nes.nhs.scot/1262/quality-improvement-zone/qi-tools

APPENDICES 6

APPENDIX 6

Youth Development and Youth Leadership

- **Strategic Sharing:** https://youthmovenational.org/wp-content/uploads/2019/05/T2C_4-Strategic_Sharing.pdf
- **Youth Advocate to Advocate for Youth: The NEXT Transition:** https://youthmovenational.org/wp-content/uploads/2019/06/Youth-Advocate-to-Advocate-for-Youth.pdf
- **Youth Development and Youth Leadership: Opportunities to Develop Connecting:** Competencies, NCWD http://www.ncwd-youth.info/wp- content/uploads/2016/12/Innovative-Strategies-Practice-Brief-5-Connecting-Activities.pdf
- **Youth Development and Youth Leadership in Programs, NWCD:** http://www.ncwd-youth.info/wp-content/uploads/2016/11/infobrief_issue11.pdf
- **STAR Center's Youth Leadership Toolbox:** http://www.peerstar.org/youth-leadership-toolbox

SOURCES

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"Youth Development and Leadership: Opportunities to Develop Connecting Competencies." National Collaborative on Workforce and Disability. National Collaborative on Workforce and Disability for Youth, September 2013. http://www.ncwd-youth.info/wp-content/uploads/2016/12/Innovative-Strategies-Practice-Brief-5-Connecting-Activities.pdf.