Southeast (HHS Region 4)

PTTC Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Assessing Organizational Capacity & Readiness to Successfully Engage with Youth In Your Substance Use Prevention Work

May 8, 2024

Presented by

Dr. Parissa Ballard, Dr. Heather Kennedy,
and Allyson Howe

Southeast (HHS Region 4)

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Disclaimer

- This training is 100% supported SAMHSA of the U.S. Department of Health and Human Services (HHS).

- The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by SAMHSA/HHS, or the U.S. Government.

The use of affirming language inspires hope.

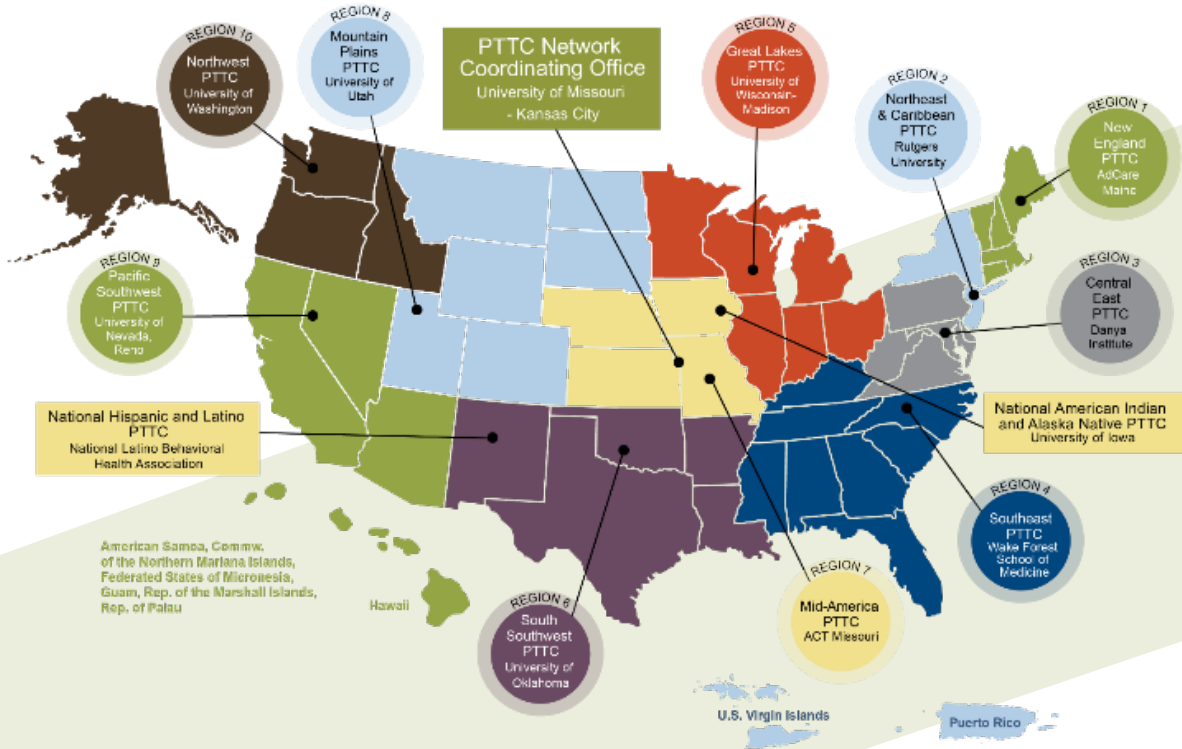# LANGUAGE MATTERS.

Words have power.

PEOPLE FIRST.

The PTTC Network uses affirming language to promote the application of evidence-based and culturally informed practices.

Co-Directors
Kimberly Wagoner, DrPH, MPH
and Mark Wolfson, PhD

Housekeeping

Webinar Recording available in 2-3 days on our **YouTube**

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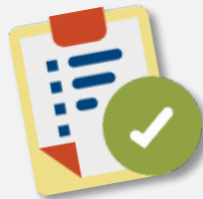
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Certificate of Attendance

Southeast PTTC Awards

YOUR NAME HERE

Introduction to SAMHSA 4E's Modern and Comprehensive Prevention System

2 Contact Hours · March 3, 2023

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TONS of great trainings to share/watch with your coalition members

Upcoming Events:

#1: Planning for Successful Grant Writing

May 20th

#3: Analyzing & Learning From Real-World Examples

June 10th

June 3rd

#2: Writing a Winning Proposal Narrative

Today's Presenters

PTTC Webinar Series

Workshop 1: Assessing Organizational Capacity and Readiness to Successfully Engage with Youth in Your Substance Use Prevention Work

Welcome!

Agenda

- Learning objectives
- Introductions
- Brief intro to adolescent development
- Whole group reflection (in chat)
- Assessing for organizational readiness
- Small group activity & debrief: Worksheet
- Brief intro to youth development theories
- Closing

Learning Objectives

- Describe organizational characteristics needed to support youth engagement

- Examine aspects of your own organizational capacity and readiness for youth engagement

- Identify one step your organization can take to increase organizational capacity and readiness for youth engagement
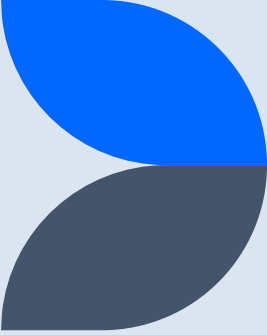
Introductions

Facilitators:
- Parissa Ballard
- Heather Kennedy
- Allyson Howe

We invite you to introduce yourself in the chat with the following:
- Your name and pronouns
- Where you are from
- Something you loved doing when you were an early adolescent

Defining terms

- Youth = young people = people between ages 11-25 = adolescents and young adults

- Youth Engagement (YE) – an *approach* to prevention research and practice

- Prevention researchers and members of the workforce effectively *engage youth as leaders or partners* in a *sustained* manner in planning, tailoring, implementing, and/or evaluating prevention programming
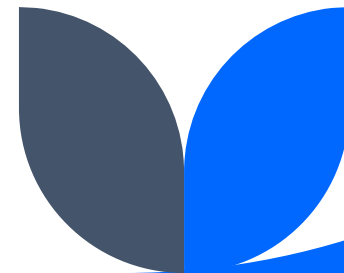
Adolescent Development

Old view: adolescence framed as a time of storm and stress

Arnett, 1999; Hall, 1904

Adolescent Development Reframed

Adolescence as a window of opportunity

Blakemore & Mills, 2014; Dahl, 2004

"A natural tinderbox for igniting passions"

–Ron Dahl, 2003

Damon, 2004; Lerner, 2004; Malin, Ballard & Damon, 2015

KEY DEVELOPMENTAL NEEDS OF ADOLESCENCE

UCLA Center for the Developing Adolescent

Safe and satisfying ways to explore the world and take healthy risks to test out new ideas and experiences

Real-world scenarios in which to build decision-making and emotional regulation skills

Avenues to develop a sense of meaning and purpose by contributing to peers, families, and communities

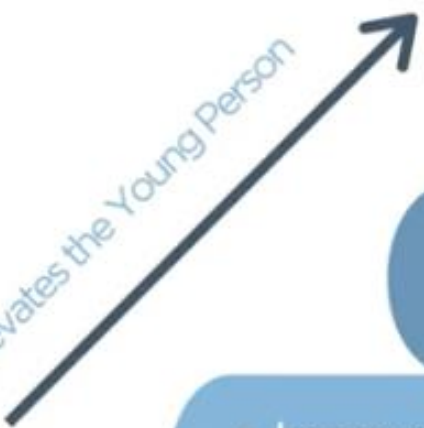Positive ways to earn respect and social status among peers and adults

Experiences that help define personal values, goals, and a positive sense of identity

Warmth and support from parents and other caring adults

https://developingadolescent.semel.ucla.edu/

Elevates the Young Person

- Higher commitment to schooling
- Increased academic achievement

- Problem solving skills improve
- Increased self efficacy

- Improved quality of peer and adult relationships
- Increased self control

Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2002; Ciocanel, Power, Eriksen, & Gillings, 2017; Durlak, Weissberg, & Pachan, 2010.

Elevates the Organization

- Improves school climate
- Improves classroom psychosocial environment

- Increased value of youth voice
- Increased Funding

- Wider reach of advocacy campaigns
- Increased visibility of organizations within the community

Elevates the Community

- Improves community infrastructure
- Youth become advocates and pass policies
- Outlets for youth voices and inter-generational dialogue
- Youth involved in community awareness

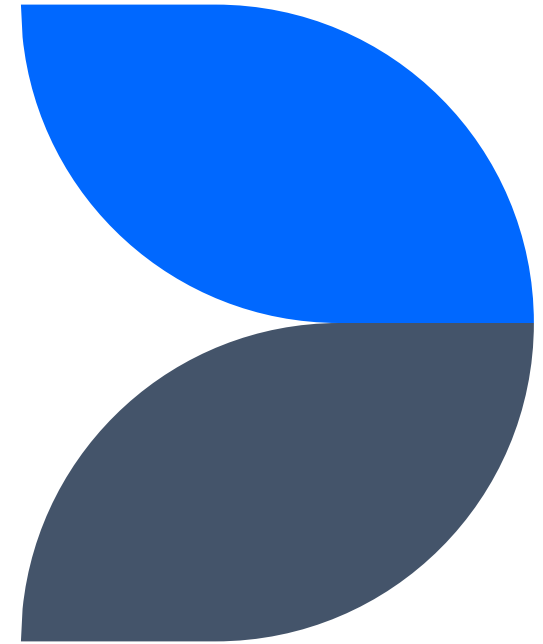Shamrova & Cummings, 2018; Kennedy, DeChants, Bender, Anyon, 2019.

So, where do we start?

In the chat:

What do you think is one important aspect of organizational readiness for youth engagement?

Readiness

- R=MC^2 (Scaccia et al., 2015)
- Extent to which a setting is willing and able to implement an innovation

- <u>General Capacity</u> - attributes of a functioning org; connections to orgs & community
  - resources, culture, effective leadership

- <u>Motivation</u> - Perceived incentives and disincentives that contribute to the desirability to use an innovation (youth engagement)
  - Program complexity, compatibility

- <u>Innovation Specific Capacity</u> – human, technical, & fiscal conditions important for implementing a particular innovation (youth engagement) with quality
  - Program champion, innovation (youth engagement) specific training
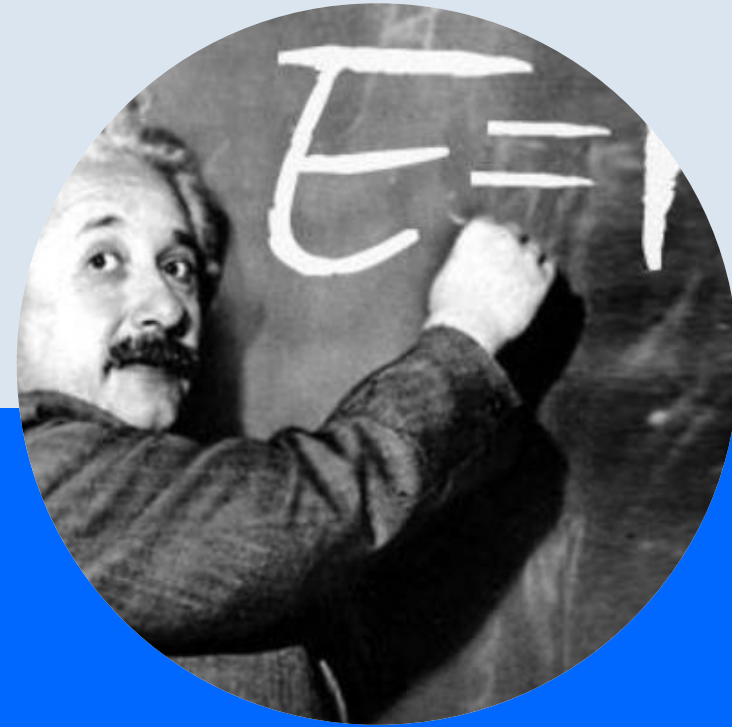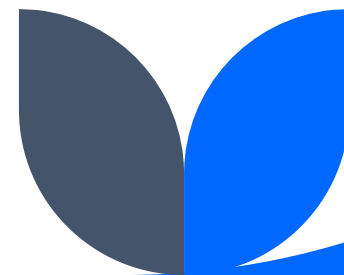
General Capacity

Resources

- Generally, staff are retained year over year
- Budget feels stable

Culture

- Respect
- Commitment to learning and growing
- Existing relationships with community orgs/members

Effective leadership

- Leaders are open to feedback
- Members of the organization have clear roles and feel valued

Motivation

1. Program complexity
2. Policies supportive of general community engagement
3. Compatibility
   - Does community/youth engagement align with mission or organizational goals
   - Are people interested and excited about the additional work/time/investment?
   - What is spurring this youth engagement process?
     1) Be aware of transactional, one off, or limited scope
   - What are the organization's beliefs about the innovation?

Youth Engagement (Innovation) Specific Capacity
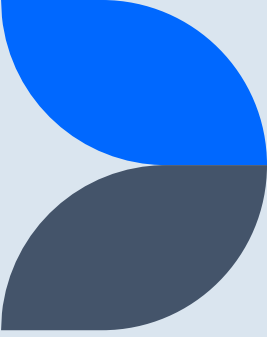
Code	Definition
Resources	Funding for youth/adult or travel, time/duration/dose/length of partnership, space, transportation, communication tools, technology, data
Training & preparation	Training for youth, training for adults, using a curriculum or existing tool, receiving support/coaching
Student characteristics	Connection between youth, shared identities, prior relationships with adults, interests, students have time to participate, dev. stage
Adult characteristics	Commitment, # of years of experience, academic degree, arts/photography/other relevant background, facilitators from community, racial concordance with participants
Facilitator skills	Relationship building, flexibility, power-sharing

Resources

- Staffing
- Time
  - How often (e.g., 1x weekly, 2x monthly)
  - Total hours of meetings
  - Duration of time (Months)
- Space
  - Physical location

- Funding
  - Youth incentives
  - Meeting expenses
- Technology
  - Access to internet
- Transportation
- Ability/Inclusion resources

Training and Preparation

- Initial training of adults
  - Facilitators
  - Other staff/leadership
- Initial/ongoing training of youth
  - Leadership, Y-AP, content specific e.g. prevention science and substance use
- Curriculum/guide/toolkit
- Ongoing support/coaching/problem-solving

Student Characteristics

- Interest
- Time
- Transportation
- Tech
- Connections with other participants
- Shared identities/experiences
- Developmental stage

Adult Characteristics

- Multiple facilitators
- Attitudes/beliefs about:
  - Young people
  - Substance use/misuse
- Identities
- Experience related to:
  - Youth voice/leadership
  - Power-sharing
  - Group Facilitation
  - Organizing
- Education
- Length of time at org/setting

Facilitator Skills

- Power-sharing
- Relationship-building
- Group processes
- Organizing
- Conflict management
- Crisis management
- Inclusive/identity/ability specific practices
- Fading facilitation

Relationships within and across systems

- Connections with other organizations
- Connections to mental health or other supports for adults/youth
- Connections to ensure youth's interest/project is seen/heard

Small Group Activity

Debrief

- General Reactions
- Please share out <u>one</u> promising next step you identified

Advice: Actions to support a thoughtful approach to youth engagement

1. Articulate alignment between involving young people and your organizational mission and vision

2. Gain clarity and consensus on the purpose of youth engagement within your agency

3. Know your organizational/bureaucratic landmines

4. Define what success looks like

5. Identify additional training needs and support/coaching desired
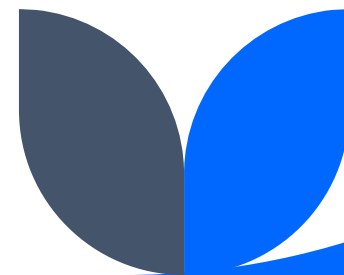
Introduction to Youth Development Models

Positive Youth Development

CONNECTION
A feeling of safety, structure, and belonging; positive bonds with people and social institutions

CONFIDENCE
A sense of self-worth and mastery; having a belief in one's capacity to succeed

COMPETENCE
The ability to act effectively in school, in social situations, and at work

CHARACTER
Taking responsibility; a sense of independence and individuality; connection to principles and values

CONTRIBUTION
Active participation and leadership in a variety of settings; making a difference

CARING*
Sympathy and empathy for others; commitment to social justice

Effective youth engagement is not just about "fixing" behavior problems. It's about building and nurturing "all the beliefs, behaviors, knowledge, attributes and skills that result in a healthy and productive adolescence and adulthood.¹" This approach from Karen Pittman is supported by resiliency research as well as the emergence of 40 Developmental Assets identified by the Search Institute. The 5 C's is a framework for understanding positive youth development outcomes².

* In his 2007 book "The Good Teen," Richard M. Lerner included this additional outcome

Brief introduction:
Social Justice Youth Development

- Attends to how social problems are perpetuated by inequities.
- Centers identity
- Encourages youth to engage in collective social action to contest unjust practices or policies
- Is healing-centered

Youth "contest, challenge, respond to, and negotiate the use and misuse of power in their lives" (Ginwright & James, 2002, p. 35).

Embrace Youth Culture

- Celebrate youth culture in organizational culture
- Language
- Personnel
- Recruitment Strategies

Analyze Power in Social Relationships

- Political Education
- Political Strategizing
- Identifying Power Holders
- Reflecting on power in one's own life

Encourage Collective Action

- Involve oneself in collective action and strategies that challenge local and national systems and institutions
- Community Organizing
- Rallies and Marches
- Walkouts
- Boycotts and Hunger Strikes
- Electoral Strategies

5
Core Principles
S J Y D

Make Identity Central

- Join support groups and organizations that support identity
- Read material where one's identity is central and celebrated
- Critique stereotypes regarding one's identities

Promote Systemic Social Change

- Work to end social inequality
- Refrain from activities and behaviors that are oppressive to others

Ginwright and James, 2002

Resources

Engaging Youth to Improve Substance Misuse Prevention:
Information Guide Series

Wake Forest University
School of Medicine

Leveraging Best Practices to Design Your Youth Participatory Action Research (YPAR) Project

Insights from a review of the YPAR & developmental science literature

Scan the QR code to access the guide, or visit:
https://yparhub.berkeley.edu/sites/default/files/final_ypar_design_n_guide_2024.pdf

Developmental Science Perspective on Youth Engagement and Prevention
https://www.youtube.com/watch?v=_JqyZpqnfb0
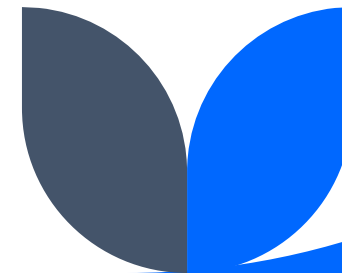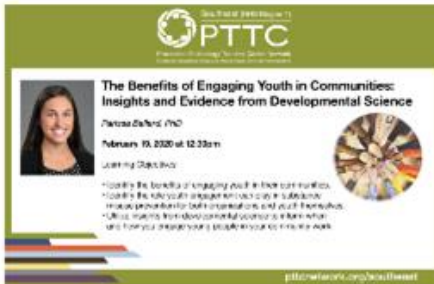
Questions?

Thank you!

Webinar Workshop 2:
May 15th – "A Social Justice Approach to Working With and For Young People In Substance Use Prevention"

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Q&A

https://ttc-gpra.org/P?s=387625

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