It’s More Than Magic: How Theory Informs Youth-Led Programming

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Overarching goal of YLP in Ohio

Young people will engage in the SPF to create and implement a strategic plan that uses evidence-based strategies to create community-level change.
Youth Empowerment
Conceptual Framework

Conceptualizing youth-led: What does it look like?

Strategic Prevention Framework:

How we create change
“A goal without a plan is just a wish”
Let’s prepare for Youth Led Prevention! Using the Youth Empowerment Conceptual Framework to make it happen.

✓ It is a template to conceptualize youth led prevention.
✓ It is a planning tool for adults.
✓ It is a fluid and responsive illustration of your community’s YLP efforts.
Think of it as a recipe for YLP success...

☑️ A description of the product that you plan on creating.

☑️ Consider this your “elevator speech”.

☑️ A succinct overview of your YLP.
The Essential Ingredients...

✓ Who are the youth?
✓ Adult Involvement
✓ Group Structures
✓ Group Climate
What happens when you combine the ingredients?

Collective Participation

the essential work of the YLP
Figure 1. Youth empowerment conceptual framework.
Individual Change

- Emotional Empowerment
- Cognitive Empowerment
- Behavioral Empowerment

Ultimate Outcome
Youth are empowered to create change in their community.
Figure 1. Youth empowerment conceptual framework.
Community Change

✓ Youth collectively identify short-term outcomes through the use of the Strategic Prevention Framework

✓ Data driven process

Ultimate Outcome:
Youth collectively identify long-term community outcomes through the use of SPF.
Figure 1. Youth empowerment conceptual framework.
Group Change

An environment and structure is established to collectively create community change

- Group Cohesion
- Group Resiliency
- Collective Efficacy
- Outcome Efficacy

Ultimate Outcome:
Youth are equipped to work collectively to create community change.
## Ohio Strategic Prevention Framework (SPF): Strategic Plan Map

**YLP Name Here**

**Overall Theory of Change:**
Insert "If-Then Proposition(s)" here.

### Community Logic Model

<table>
<thead>
<tr>
<th>Problem Statement</th>
<th>Intervening Variables</th>
<th>Strategy</th>
<th>Demonstrating Capacity Inputs: Human / Material Resources</th>
<th>Theory of Action</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>We have selected the following CSAP strategies:</td>
<td>Budget: Total Budget: $\text{X} - \text{X} - \text{X} - \text{X}</td>
<td>What are the key things that have to happen to get the strategy complete? What is your timeline? Be sure to separate your activities by CSAP strategy (and potential sub-strategies).</td>
<td>Shorter-Term Outcomes (2 years)</td>
</tr>
<tr>
<td>The problem statement should be written in language that everyone in the community is able to understand.</td>
<td></td>
<td>Provide more detail on the strategy. Be sure to separate your activities by CSAP strategy (and potential sub-strategies).</td>
<td>Percentage of Total Budget Allocation: X%</td>
<td></td>
<td>Longer-Term Outcomes (5 years)</td>
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<td>In-Kind: S</td>
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<tr>
<td></td>
<td></td>
<td>Staffing (Paid or Volunteer): Number of staff members: XX</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Total FTE's: XX</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Vendor(s)/Sub-contractor(s): Name (Total Cost)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Services Provided: Materials: Brief Description (Total Cost)</td>
<td></td>
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<td></td>
<td></td>
<td>Travel: Brief Description (Total Cost)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Other: Brief Description (Total Cost)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Data to Support Problem Statement:**
Insert data from the needs assessment process here.

**Output Results of Activities**

**Shorter-Term Outcomes (2 years)**

**Longer-Term Outcomes (5 years)**

This column should have 1:1 correspondence with the Intervening variables column.

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https://www.ohio.edu/voinovichschool/services/ohio-adult-allies.cfm
Photography as a visual story-telling method.

Way to describe your reality, your perspective in a visual way.

Ultimately to raise awareness and generate discussions that will begin to create social change

https://photovoice.org/
“Everyday people are suffering on the inside and are left alone without friends and are excluded.”

“Exclusion happens in the locker room.”
“I see students picking up papers that other people have dropped.”

“It's so positive that people can come up with inspiring and encouraging words that describe people at Genoa and all their potential.”
Data Collection

• School survey
  • We discussed survey best practices, audience, etc.
  • Each student contributed questions (paper/pen, Google Docs)
  • Adult identified themes and put questions together, came back as a group to finalize & discuss.

• Existing community survey

• Other existing data sources
  (see handout)
Intervening Variables

Questions that get at intervening variable:
- What contributes to X?
- Why do you think X happens?
- What are some of the things that lead to X?
  - But Why?

Alcohol Use; BUT WHY?
• Stress
• Peer Pressure
• No consequences
• “The norm”

Anxiety/Stress; BUT WHY?
• Lack of sleep
• Disease/ Mental Illness
• Academic pressure
• Pressure to fit in

Violence; BUT WHY?
• Bullying
• Mental health
• Not knowing how to handle anger, stress
• Step 1: What does a healthy, happy teen look like, do, involved with, etc?
• Step 2: What barriers get in the way of that?

**During this step, adult ally is asking “But why” and adding those to list**
Step 3: Post on “Sticky Wall” and begin to group

Step 4: Adult lead group through identifying and naming “themes” or categories.
Group Brainstorming: Action Planning

Where we are now.

ACTION PLAN

Where we want to be

What can we do in order to get from where we are now to where we want to be?
Brainstorming Examples
Youth Survey

Harmful/Hurtful Behavior Survey
Made by: St. Gabriel's 5th/6th Peer Leadership Group

What is Your Favorite Food?
Your answer

What is Your Favorite Subject In School?
Your answer

Do You Feel Safe and Comfortable Here At School?
0 1 2 3 4 5
No, not at all ☐ ☐ ☐ ☐ ☐ Yes, very

What do you think harmful and hurtful behaviors are at school? *Do not include any names please!*
Your answer

Do You Think Students Follow the St. Gabriel Motto?
☐ Yes
☐ No

How Comfortable Do You Feel About Informing an Adult About Harmful and Hurtful Behavior?
0 1 2 3 4 5
No, not at all ☐ ☐ ☐ ☐ ☐ ☐ Yes, very

Have you ever experienced harmful or hurtful behavior done to you?
☐ Yes
☐ No

Have you ever been hurtful or harmful to another student? *Please be honest. This survey is done anonymously and no students will be identified*
☐ Yes
☐ No

How often do you feel on-line cruelty (i.e. cyber bullying) occurs?
1 2 3 4 5
Never ☐ ☐ ☐ ☐ ☐ Always

How often do you feel harmful or hurtful physical behavior occurs (i.e. pushing, tripping, punching, etc…)
1 2 3 4 5
Never ☐ ☐ ☐ ☐ ☐ Always
Ur not Alone
txt 4HOPE to 741-741

We're there anytime, day or night, to help with whatever is hurting you.

Crisis Help Line
330-452-6000
starternoh.org
The Truth About Marijuana

GET THE FACTS

Marijuana affects a part of your brain called the
nucleus accumbens, which is involved in reward and
pleasure pathways. When you use marijuana, your brain
produces endocannabinoids, which mimic the effects of
other substances like opioids and alcohol.

Marijuana affects other parts of your
body as well. It can affect your
memory, attention, and
coordinations. It can also
cause paranoia and
hallucinations.

Marijuana is not always what it seems.
It can be laced with other
substances or
contaminated without your knowledge.

Marijuana can be addictive. One in 10
individuals who use marijuana will become
addicted to it.

BEFORE YOU RISK IT

Know the facts. It is illegal to buy or sell
marijuana.

Put the facts. Smoking pot can cause
health problems (coughing, colds, lung
infections, nausea, vomiting, seizures)
and can affect your coordination and
reaction time, increasing your risk of injury or death.

Keep your head. Pot affects your
judgment, slows your reaction time, and can
make you feel anxious.

Look around you. Most teens aren't
using drugs. According to 2015 Stark
County student surveys, 80% of Stark
County teens do not use marijuana.

Find resources at StarkMHAR.org

10 TIPS TO BE SAFE, 2016 SUMMIT

1. Don't be afraid to say no and walk away.
2. Connect with your friends and avoid negative peer
   influence.
3. Learn from parents and adults. Ask them about drugs
   and alcohol.
4. Enjoy life and the people you love without adding
   drugs and alcohol.
5. Participate in community activities like music, sports and
   art.
6. Follow your family's rules about alcohol and drugs.
7. Having the trust and respect of your parents is vital.
8. Find an adult you trust to answer any
   misconceptions from the
   Internet. Get drug facts at
   http://teens.drugabuse.gov/
9. Be the teen with a plan.
   Make sure there is an adult
   you can call 24/7
10. If you or someone you
   know is in trouble with
   alcohol or drugs, don't wait
   Get help.

Summer's here! 🍦Stay safe and drug free!

Find resources at StarkMHAR.org

#FutureFocused funded
by Drug Free Action Alliance
with Support from the Ohio
Department of Mental Health
and Addiction Services.
For more information on Ohio Adult Allies...

Ohio Adult Allies
https://www.ohio.edu/voinovichschool/services/ohio-adult-allies.cfm
Twitter: @YL_AdultAllies
Instagram: YL_AdultAllies
YouTube: Ohio Adult Allies
Stephanie Christie
L.S.W., O.C.P.S. II

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INTERNATIONAL
A program of CompDrug
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