

ELEVATING YOUTH ENGAGEMENT FACILITATOR GUIDE



TRACK 1, MODULE 1.1: FOUNDATIONS OF AUTHENTIC YOUTH ENGAGEMENT

ABOUT THE ANNIE E. CASEY FOUNDATION

The Annie E. Casey Foundation is a private philanthropy that creates a brighter future for the nation's children and youth by developing solutions to strengthen families, build paths to economic opportunity and transform struggling communities into safer and healthier places to live, work and grow. For more information, visit the Foundation's website at www.aecf.org.

ABOUT THE CURRICULUM

This curriculum was developed by the Annie E. Casey Foundation, a private, nonpartisan philanthropic organization. It is intended as an educational resource for young people with foster care experience and the adult supporters who work with them to improve services, systems and opportunities. In accordance with federal law and the Foundation's policy, this curriculum does not support or endorse specific legislation, political candidates or partisan viewpoints or encourage any lobbying activity.

Handouts, case scenarios and examples included in the Elevating Youth Engagement curriculum are provided as educational resources only and do not represent the views of the Foundation or its Jim Casey Youth Opportunities Initiative® and its network site partners.

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ELEVATING YOUTH ENGAGEMENT FACILITATOR GUIDE

Elevating Youth Engagement is a training series for young adults and their adult partners to prepare for collaboration. **The trainings teach the philosophy and practice of authentically engaging young adults in partnerships that promote codesign and leadership development.** The approaches and best practices discussed can be applied to systems-change work, policy and practice advocacy, and other opportunities for young people with foster care experience to use their expertise to inspire change. It contains lessons developed by the Annie E. Casey Foundation's Jim Casey Youth Opportunities Initiative® and Cetera Inc.

The training is divided into three tracks. Each track contains a set of modules, and each module includes a slide deck, facilitator guide and handouts.

The *Elevating Youth Engagement* training series helps organizations adopt a tested approach for meaningful youth involvement, whether new to youth engagement work or looking to improve existing efforts. The training series also helps young leaders advance their advocacy skills and grow professionally.

Many adult-led organizations involve young people as advocates or partners. These trainings will provide fundamentals of codesign and help adult supporters engage and encourage young leaders as partners while acknowledging and addressing their professional aspirations and developmental needs.

Elevating Youth Engagement begins with the assumption that including young people who have experienced foster care in advocacy and systems-change efforts is necessary. Their ideas and perspectives lead to policy and practice improvements that ensure a better future for young people in foster care and transitioning from foster care into adulthood.


This guide is intended to help prepare facilitators to deliver the *Elevating Youth Engagement* training. The three tracks can be delivered as a comprehensive series or divided into smaller presentations by topic or audience. Facilitators are encouraged to use the materials in the way that best suits their needs and community.

TO LEARN MORE

For more information about the *Elevating Youth Engagement* training series, please contact: webmail@aecf.org.

OVERVIEW OF ELEVATING YOUTH ENGAGEMENT TRAINING MODULES

Track 1: Youth Engagement for Adult Supporters

 Module 1.1	Foundations of Authentic Youth Engagement	This module focuses on the benefits of engaging young people and committing to actions that will increase authentic youth engagement.
Module 1.2	Coaching as a Youth Engagement Practice	This module focuses on a coaching approach to advance the professional and personal development of young people who have experienced foster care.

Track 2: Youth Engagement for Young Leaders

Module 2.1	Youth Advocacy 101	This module focuses on building skills to advocate for oneself and others, understanding how child welfare policy and practices are developed and the types of advocacy, and using personal storytelling to influence and educate decision makers.
Module 2.2	Wellness and Advocacy for Young Leaders	This module focuses on the connection between self-awareness, personal wellness and advocacy, and offers tools for young leaders to manage their well-being to minimize harm when advocating.

Track 3: Youth Engagement for Adult Supporters and Young Leaders

Module 3.1	Values and Authentic Youth Engagement	This module focuses on how individual values contribute to self-identity, decision making, relating to others and determining team values.
Module 3.2	Youth-Adult Partnerships and Adolescent Brain Development	This module focuses on how the experience of foster care affects the adolescent brain and how to incorporate insights about adolescent brain development in youth engagement work.
Module 3.3	Authentic Youth Engagement: Partnership to Action	This module focuses on the elements of authentic youth engagement, practices that increase authentic youth engagement and tools to support young people's leadership development and advocacy skills.
Module 3.4	Action Planning for Authentic Youth Engagement	This module focuses on the Emergent Learning process, and how to inform a youth engagement strategy and develop an action plan.

AUDIENCES FOR THE ELEVATING YOUTH ENGAGEMENT TRAINING SERIES

The Casey Foundation developed the *Elevating Youth Engagement* training series for the following audiences:

- Jim Casey Initiative sites and Jim Casey Initiative network partners;
- youth and young adults with experience in foster care;
- child welfare leaders and staff; and
- professionals, community leaders, mentors and advocates within organizations and other groups that influence or affect outcomes for youth who have experienced foster care, especially those who currently partner with young people in program, practice and policy-level systems-change efforts — or aspire to.

OUTCOMES FOR THE ELEVATING YOUTH ENGAGEMENT TRAINING SERIES

This training series is intended to strengthen participants' technical knowledge and skills as well as increase their understanding of the importance of shared decision making.

TECHNICAL LEARNING RESULTS

Participants will gain knowledge of:

- authentic youth engagement and its purpose, guiding values, principles and priorities;
- science related to adolescent brain development;
- the definition and characteristics of authentic youth engagement; and
- practices that increase authentic youth engagement in their work.

ADAPTIVE LEARNING RESULTS

Participants will better understand:

- reasons to practice authentic youth engagement in all areas of their work;
- the ways that experiencing foster care can affect adolescent brain development;
- how authentic youth engagement provides opportunities for leadership development and policy advocacy;
- why it's important to manage well-being as an advocate; and
- how authentic youth-adult partnerships can advance goals to best serve young people with the greatest need within systems-change efforts.

PREPARING FOR THE ELEVATING YOUTH ENGAGEMENT TRAININGS

WHO SHOULD FACILITATE?

Facilitators should be comfortable and experienced speaking in front of groups and be willing and able to:

- describe and promote youth-adult partnerships as a critical strategy to improve older youth outcomes;
- use disaggregated data and provide local examples of youth-adult partnerships; and
- speak to all learning results of this training.

Recommendations:

- Young adults and adult system partners should co-facilitate. Co-facilitation is an opportunity to model the philosophies and practices taught during the training in real time. Co-facilitation is also an excellent opportunity for young people to develop leadership skills and, if comfortable, give real-life examples to participants throughout the training.
- Read the brief *Authentic Youth Engagement: Youth-Adult Partnerships* in preparation for this training for background and literature on engaging youth in authentic, meaningful ways.
- Prepare anecdotal examples related to local demographics, policies and the state of child welfare, for relevance.

TIME CONSIDERATIONS

Each *Elevating Youth Engagement* training module can take up to two hours to deliver. To maximize knowledge retention, facilitators are encouraged to offer one or two modules at a time in a session with a break in between. Some modules contain two parts and will need 60 to 90 minutes per part. If it's not feasible to deliver both parts of the training on the same day, it is recommended to deliver part two no more than a week after delivering part one to ensure participant retention.

Plan to take one to two breaks during each module to keep people engaged in the material. Facilitators are encouraged to use their best judgment in deciding break times.

Note: Sample discussion questions are provided in several modules to encourage audience engagement. Facilitators are welcome to include additional discussion questions relevant to the material throughout the training as deemed necessary. Adding discussion questions may increase the length of the training.

Below are additional resources that can provide facilitators and participants with deeper context related to:

CASEY'S APPROACH TO YOUTH-ADULT PARTNERSHIP

- *A Framework for Effectively Partnering With Young People*
- *In-Depth Case Studies of Authentic Youth Engagement in Jim Casey Youth Opportunities Initiative Sites*

ADOLESCENT BRAIN DEVELOPMENT

- *The Road to Adulthood: Aligning Child Welfare Practice With Adolescent Brain Development*
- *Brain Frames: Short Tools for Positive Interactions With Youth in Foster Care*
- Video: *Why the Teenage Brain Has an Evolutionary Advantage*
- Video: *Promoting Brain Gains for Youth Emerging From Foster Care*
- Video: *The Stages of Adolescent Brain Development*

CONSIDERATIONS FOR DELIVERING THE TRAINING IN PERSON

Before the training: Set the room to allow small and large group discussions. Avoid a setup with rows where all participants face the front and away from one another. A U-shape, square or several round tables can accomplish this.

During the training: Provide small fidget toys or snacks.

CONSIDERATIONS FOR DELIVERING THE TRAINING VIRTUALLY

Before the training: Provide participants with links or access to a folder that contains the handouts for the module.

During the training: Welcoming participants to the training should include providing training and tech logistics for Zoom or other virtual platforms, such as how to use “Raise Hand,” chat and mute and unmute features. Instruct participants to use a “Raise Hand” feature to ask questions or share during an activity. Participants may be instructed to drop their answers in the chat at the discretion of the facilitator.

During the discussions: Remember to present in gallery mode so that participation is more interactive.


Facilitator Checklist of Materials for Foundations of Authentic Youth Engagement

- ☒ Notebook (recommended: for facilitator notes)
- ☒ Journals (recommended: one per participant to complete reflections and take notes)
- ☒ Pens and pencils (recommended: several per participant table)
- ☒ Markers (recommended: several per participant table)
- ☒ Highlighters (recommended: several per participant table)
- ☒ Fidget toys
- ☒ Snacks
- ☒ Sticky note pads (recommended: several per participant table)
- ☒ Flip chart and tape (recommended: several around the room for participant exercises)
- ☒ Chart paper for related questions and ideas to be captured.
Often referred to as “Parking Lot” or a “Garden” board.
- ☒ Computer/projector (for presentation)
- ☒ Handouts to print in advance or email
 - ☒ Spectrum of Youth Participation
 - ☒ Designing Your Partnership
 - ☒ Effective Preparation and Support in Practice

FOUNDATIONS OF AUTHENTIC YOUTH ENGAGEMENT

PRESENTATION SUMMARY

The sample agenda below is designed for a two-hour training, but facilitators should feel free to adjust time allotted based on their style, the group and breaks needed.

Activity	Topic	Time Estimate
Presentation	Welcome	 4 minutes
Presentation	Agenda	 2 minutes
Presentation	Module Results	 2 minutes
Discussion	Check In	 10 minutes
Presentation	Module Context	 2 minutes
Presentation	Defining Authentic Youth Engagement	 3 minutes
Presentation	The Characteristics of Authentic Youth Engagement	 3 minutes
Presentation	Spectrum of Youth Participation	 8 minutes
Presentation and Exercise	Applying Spectrum of Youth Participation	 15 minutes
Presentation	The Four Components of Authentic Youth Engagement	 1 minute
Presentation	Youth-Adult Partnership	 3 minutes
Presentation	Opportunity	 3 minutes
Presentation	Preparation	 3 minutes
Presentation	Support	 3 minutes
Presentation	Benefits of Authentic Youth Engagement for Youth	 3 minutes
Presentation	Benefits for Organizations and Communities	 4 minutes
Discussion	Looking Back and Moving Forward	 10 minutes
Discussion	Check Out	 10 minutes
TOTAL TIME ESTIMATE		ABOUT 2 HOURS

PRESENTATION: WELCOME

4 minutes

Do: Introduce yourself briefly — just your name and title or role — and provide any necessary, brief background about the training. Provide basic information necessary to ensure participants' comfort (food, parking, location of restrooms, breaks).

The sample talking points below are provided as a guide, but facilitators should feel free to add examples relevant to their work and express points in their own words.



Talking Point:

- *Hello everyone! My name is _____, and I have the pleasure of introducing you all to the foundational elements of authentic youth engagement and helping you envision what it looks like to engage youth who have experienced foster care in your communities.*

PRESENTATION: AGENDA

2 minutes

Do: Provide a high-level overview of the agenda and briefly describe the flow of the day.

Talking Points:

- *For today's module, we are going to start with a review of results, check in and set some context. We're then going to review how we define authentic youth engagement.*
- *We will go over the Annie E. Casey Foundation's Jim Casey Youth Opportunities Initiative® approach to authentic youth engagement, which is a field-tested approach.*
- *We are going to wrap our day up by reviewing the benefits of authentic youth engagement, then we will discuss our learnings and check out for the day.*

Agenda

- Review module results
- Check in
- Review of authentic youth engagement
- Four components of the authentic youth engagement approach
- Benefits of authentic youth engagement
- Discussion
- Check out

PRESENTATION: MODULE RESULTS

2 minutes

Do: Read results and hold space for any questions or clarity needed.

Talking Points:

- *The results for this session are as follows:*
 - *Participants will understand the philosophies and approaches that support authentic youth engagement.*
 - *Participants will understand the benefits of engaging young people in their community.*
 - *Participants will commit to an action that will increase authentic youth engagement in their community.*

Module Results

Participants will:

- understand the philosophies and approaches that support authentic youth engagement;
- understand the benefits of engaging young people in their community; and
- commit to an action that will increase authentic youth engagement in their community.





DISCUSSION: CHECK IN

10 minutes

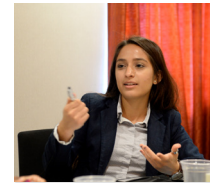
Do: Invite participants to introduce themselves and answer the check-in question. Choose whether you will call on participants or ask participants to speak and then call on another person.

Talking Points:

- *We want to invite you to check in so we can all get to know one another a little better.*
- *When you introduce yourself, please say your name, where you're from (could be the state, city or community you live in), your organization and your role. Please also answer our check-in question: From your perspective, what is a characteristic of authentic youth engagement?*

Check In

- Name
- Location, organization and role
- From your perspective, what is a characteristic of authentic youth engagement?



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PRESENTATION: MODULE CONTEXT

2 minutes

Do: Read the module context.

Talking Points:

- *This module focuses on:*
 - *qualities of youth-adult partnerships; and*
 - *authentic youth engagement being mutually beneficial.*
- *For this training, we are working from the assumption that all participants here today have a shared value that including young people who have experienced foster care is necessary to improve system policy and practice.*

Module Context

FOCUS:

- Qualities of youth-adult partnerships
- Authentic youth engagement being mutually beneficial

ASSUMPTION:

- Participants agree that including young people who have experienced foster care is necessary to improve system policy and practice.

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PRESENTATION: DEFINING AUTHENTIC YOUTH ENGAGEMENT

3 minutes

Do: Read the definition of authentic youth engagement. This definition comes from the Annie E. Casey Foundation.

Talking Points:

- *Authentic youth engagement is an approach that values the wisdom and expertise of young people. It brings to life a philosophical and strategic approach built on the belief that policies and practices will be fundamentally better if we partner with young people who have experienced the foster care system.*

Definition of Authentic Youth Engagement

- It is a philosophical and strategic approach to working with young people.
- Through this signature practice, young people use their individual and collective power and expertise in helping to shape a better future for those in and transitioning from foster care into adulthood.



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PRESENTATION: THE CHARACTERISTICS OF AUTHENTIC YOUTH ENGAGEMENT

3 minutes

Do: Emphasize the impact of authentic youth engagement and review the characteristics.

Talking Points:

- Authentic youth engagement values young people's meaningful contribution and recognizes opportunities for professional development.
- In other words, authentic youth engagement means providing opportunities for meaningful contributions by young people and intentionally building their professional skills through their leadership and advocacy experiences.
- System reform efforts benefit from the ideas of young people, and the work benefits the personal and professional development of the youth.
- The characteristics of this type of work include:
 - As equal partners, young people build self-esteem and practice problem-solving and leadership skills they will need in adulthood.
 - Young people gain access to information, develop new skills and contribute to strategy development. Adults gain insights from the experience and expertise of those most affected and can make better decisions.
 - Young people and adults lead together.

Characteristics of Authentic Youth Engagement

This approach prioritizes young people's expertise and ability to help shape solutions. It also provides **meaningful opportunities** for professional development.



PRESENTATION: SPECTRUM OF YOUTH PARTICIPATION

8 minutes

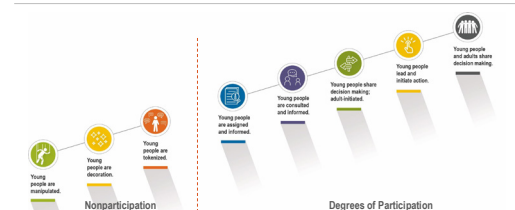
Handout: Participants should receive the Spectrum of Youth Participation handout. *SOURCE: Cetera Inc., adapted from Hart, R. A. (1992). Children's participation: From tokenism to citizenship. UNICEF International Child Development Centre, Innocenti Essays, 4. Used with permission.*

Do: Review the Spectrum of Youth Participation, sharing the various levels of youth engagement.

Talking Points:

- The Spectrum of Youth Participation is one tool that helps organizations and their staff members identify how they may already be engaging young people in community change efforts. It also helps identify what level is best for your work, so that you can begin action to get to the highest level possible as it makes sense for your organization.
- Examples of nonparticipation include:
 - Manipulation:** Young people give feedback on a new youth center design. Adults use that feedback to create a new idea and design, never consulting the young people again. The adults call this a youth-driven design.

Spectrum of Youth Participation



- **Decoration:** Adults promise young people a free dinner in exchange for handing out programs at a benefit dinner. They don't provide any information to the young people about the dinner or its causes.
- **Tokenism:** Telling young people what they should believe about a new policy without teaching about the policy or its implications. The adults then place young people on a panel to share that viewpoint.
- Now, let's discuss ways that we CAN engage young people. Young people are more meaningfully engaged as partners as we move up the levels of participation.
 - Young people are **assigned and informed**, which is the absolute least you can do to engage youth meaningfully. It can look something like this: Youth are assigned as peer leaders to younger youth at a conference. They are given instructions and prepared with specific questions to ask their young peers. They understand their role but do not have a role in creating the specifics.
 - Young people are **consulted and informed**, which can look like this: Young people provide feedback on a proposed life skills class. The adults take that feedback, make changes and bring the new life skills class proposal back to the same young people for more feedback.
 - **Young people sharing decision making initiated by adults** can look like this: A work group is created to explore the safety of children in group placements. After the group has been formed, young people who have experienced group care are invited to join. After joining, they have the same authority as the rest of the group members related to the recommendations the group creates.
 - **Young people leading and initiating action** can look like this: A group of young people create a private group chat to organize a march in a local community. Adults in the community are not included because the young people do not trust adults to take them seriously.
 - Today, we want to highlight the most meaningful way to engage young people: when **young people and adults share decision making**. Shared decision making may look like this: A group of young people begin planning a demonstration on Capitol Hill to protest limits to transitional living programming. They ask the local child welfare agency directors to join them in planning the protest to support a unified message to legislators.

PRESENTATION AND EXERCISE: APPLYING THE SPECTRUM OF YOUTH PARTICIPATION



15 minutes



Do: Ask participants to apply the levels of the Spectrum of Youth Participation to their own work.



Talking Points:

- Now that we have a fundamental understanding of what nonparticipation looks like and the degrees of participation, let's apply this to a recent project or initiative that you were involved with. We're going to break this activity into three parts.
 - For part one, we are going to have three to four minutes to reflect on these questions regarding the project or initiative you've selected:
 - At what level of participation did you involve young people?
 - What would it take to move youth engagement efforts within this project to a higher level?
 - For part two, you'll break into small groups and discuss your reflections on each question with your group members. We'll have five to seven minutes for small group discussion.
 - For the final part of this activity, we'll take five minutes to hear from each group. During your discussion, please select the person who will report out for the group.

Activity

Think about a recent project or initiative you were involved with that included young people.

1. Identify the level of participation at which you involved young people.
2. Ask yourself: What would it take to move youth engagement efforts within this project to a higher level on the spectrum.



- After participants have reported out: Great discussion! You all had some excellent insight.
- It is also important to note that not every project or opportunity to work in partnership with young people will be categorized at the top of this spectrum. What is most important is that we are transparent about where on the spectrum we are and why.
- Now, let's look at the four components of authentic youth engagement.



Note (if presenting virtually): Drop the discussion questions in the chat. Then, use breakout rooms for small group discussion.



Virtual Talking Points:

- For the next three to four minutes, we are going to quietly reflect on the questions in the chat.
- We will break into groups of three or four. We will bring you back from your breakout rooms in five to seven minutes.

PRESENTATION: THE FOUR COMPONENTS OF AUTHENTIC YOUTH ENGAGEMENT



1 minute



Do: Introduce the four components of authentic youth engagement.



Talking Points:

- Now, we will go over the approach to youth engagement developed and used within the Annie E. Casey Foundation's Jim Casey Youth Opportunities Initiative, which works nationally and through partnerships in states to focus on the well-being of young people as they transition from foster care into adulthood.
- The four components of this field-tested approach are as follows:
 - youth-adult partnership;
 - opportunity;
 - preparation; and
 - support.

Authentic Youth Engagement Approach

- Youth-adult partnership
- Opportunity
- Preparation
- Support



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PRESENTATION: YOUTH-ADULT PARTNERSHIP



3 minutes



Handout: Participants should receive the Designing Your Partnership handout. *SOURCE: Cetera Inc., adapted from methods and teachings of the CO-ACTIVE® Coaching Institute. Used with permission.*



Do: Review the component: youth-adult partnership related to authentic youth engagement. If you can, provide examples that are relevant to your work and community.

Authentic Youth Engagement: Youth-Adult Partnership

Quality and characteristics of the relationship

- Clear expectations about decision making authority
- Clear boundaries about roles
- Trust and honest conversations
- Respect for varied experiences and opinions
- Both parties valued as equal partners



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Talking Points:

- Youth-adult partnerships often share these characteristics:
 - Young people are valued as equal partners.
 - There are clear expectations about decision-making authority.
 - There are clear boundaries about roles.
 - Conversations are honest and involve transparency.
 - Partners aim for mutual trust.
 - Adults respect young people's varied experiences and opinions.
- Here's an example of partnership in action:
 - A young leader partnered with a senior staff member at the Annie E. Casey Foundation on a workshop with young parents, which was presented during a youth engagement summit.
 - Through this partnership, the young person helped create the entire workshop from start to finish with the same responsibilities and expectations as every other team member.
 - The staff member always integrated the young person's thoughts and ideas with their expertise on the topic but kept it youth centered and never veered away from the original words, thoughts or ideas in any way — just heightened them with hard facts and data.
 - Through this partnership, the young person also had the opportunity to present their own topic at the summit for the first time. The workshop was presented to large groups of adults and young people multiple times throughout the day.



Ask: What are some ways that you already are, or could envision, building trust and setting clear boundaries and expectations when working in a new partnership with a young person?

There are many ways to approach establishing trust, expectations and boundaries. The *Designing Your Partnership* handout is one tool to help design your partnership together with young people.

PRESENTATION: OPPORTUNITY

3 minutes

Do: Review the component: opportunity related to authentic youth engagement. If you can, provide examples that are relevant to your work and community.

Talking Points:

- Thinking back to the *Spectrum of Youth Participation*, opportunities to partner with young people should be in the top half of the spectrum.
- Within any opportunity to partner with young people, there can and should be avenues for young people to strengthen and learn new skills.
 - These opportunities for skill development are identified and created within the youth-adult partnership.
 - The opportunities are linked to the young person's personal and professional goals.
- Here are examples of avenues for young people to develop and exercise skills:
 - Speak with legislators on Capitol Hill to educate them about a foster care issue.
 - Serve on a community youth advocacy board.
 - Join a workgroup to develop a new product or initiative.
 - Observe or participate in new programming or pilots to share feedback.

Authentic Youth Engagement: Opportunity

Providing avenues for exercising skills

- Identified and created within the youth-adult partnership
- Linked to personal and professional goals identified by the young person



- *It's important that opportunities are linked to personal and professional goals identified by the young person. Interdependence should be tended to, no matter what the opportunity. This ensures that engagement focuses not only on what the young person can provide but also on what it will provide the young person.*

PRESENTATION: PREPARATION

3 minutes

Handout: Participants should have a copy of the Effective Preparation and Support in Practice checklist.

Do: Share the Preparation and Support in Practice checklist as a resource. Then, review the component: preparation related to authentic youth engagement. If you can, provide examples that are relevant to your work and community.

Talking Points:

- *We've discussed the different types of opportunities that are associated with meaningfully engaging young people.*
- *This checklist can be used to plan how to support a young person before, during and after an opportunity.*
- *When you're preparing young people for an opportunity or experience to make sure they benefit from their involvement, consider:*
 - *the young person's awareness of their individual needs (e.g., developmental, social, cognitive);*
 - *whether the experience will require or allow them to practice new skills;*
 - *their flexibility;*
 - *their attitudes toward the opportunity as well as their level of interest in the topic; and*
 - *whether the opportunity plays to their strengths.*
- *Here are examples of how you can help a young person prepare:*
 - *Set up a meeting with them to review material, clarify and answer questions; review the setting and audience of the opportunity; and discuss the skills that will be needed to participate in the opportunity or that can be gained from it.*
 - *Ask the young person what they need, what they know about how they learn best and how they would like to prepare. Then, design or suggest a customized preparation plan together.*
 - *Set up and clearly communicate details about logistics such as compensation, travel and food.*

Authentic Youth Engagement: Preparation

Guiding youth to benefit from an opportunity or experience

- Building awareness of individual needs (e.g., developmental, social, cognitive)
- Practicing new skills
- Being flexible
- Exploring attitudes and beliefs toward the opportunity
- Identifying strengths



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PRESENTATION: SUPPORT

3 minutes

Do: Review the component: support related to authentic youth engagement. If you can, provide examples that are relevant to your work and community.

Talking Points:

- *The fourth and last component to authentic youth engagement is support. Helping and encouraging young people to maximize learning and skill development:*

Authentic Youth Engagement: Support

Providing help and encouragement to maximize learning and skill development

- Happens in the context of the youth-adult partnership
- Includes addressing physical, emotional and financial needs
- Is tailored to the needs of each young person



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- happens in the context of the youth-adult partnership;
- includes addressing physical, emotional and financial needs; and
- is tailored to the needs of each young person.
- Support is provided before, during and after any opportunity to partner.
- Here's an example given by a Jim Casey Fellow — young leaders and advocates who have experienced foster care who participate with the Casey Foundation's Jim Casey Initiative:
 - For every opportunity presented, there is always a detailed email, video or voice call to help me fully understand what is being asked of me, which allows me to make an informed decision. No matter how big or small the opportunity is, I know I will be compensated for my time, including prep work, any meetings and individual work.
- Let's look at some benefits of successfully embedding this approach to authentic youth engagement work!

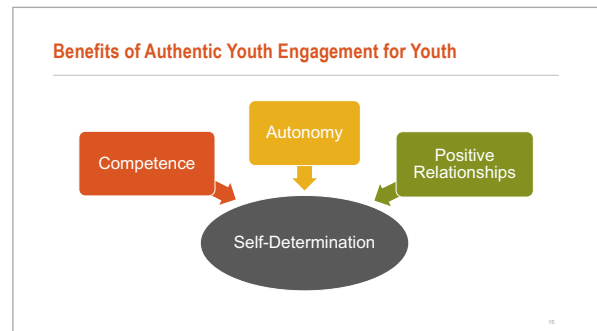
PRESENTATION: BENEFITS OF AUTHENTIC YOUTH ENGAGEMENT FOR YOUTH

3 minutes

Do: Review the benefits of authentic youth engagement for the young person.

Talking Points:

- When done meaningfully, youth engagement and youth-adult partnership mutually benefit young people as individuals and adults.
- When young people feel connected to positive relationships, have the autonomy to make decisions that impact their lives, and possess the competency to create positive impacts on their lives, they experience a sense of self-determination. Self-determination is linked to resilience and overall well-being.
- When we authentically engage young people in our community work, we support the creation of supportive relationships and opportunities for youth to be agents of change.



PRESENTATION: BENEFITS FOR ORGANIZATIONS AND COMMUNITIES

4 minutes

Do: Review the benefits of authentic youth engagement for organizations and communities.

Talking Points:

- Authentic youth engagement and youth-adult partnership benefit organizations and communities in many ways:
 - Leaders become better informed about issues facing the young people they serve.
 - Interventions are more likely to meet the needs of all youth, especially those with the greatest need.

Benefits for Organizations and Communities

- Organizational leaders better understand the value of engaging young people.
- Policies and practices more accurately reflect the needs of those they intend to support.
- Diversity in perspectives contributes to developing and implementing services that aim to improve outcomes for everyone, especially those with the greatest need.

A photograph of a young woman and a young man standing together and smiling. The woman is wearing a green top and the man is wearing a white t-shirt with a red logo.



DISCUSSION: LOOKING BACK AND MOVING FORWARD

10 minutes

Do: Invite the participants to reflect and share in a large group discussion.

Part 1: Individual Reflection

Let the participants know they have two to three minutes for individual reflection and that they will be invited to share after.

Ask each participant to answer these questions on their own:

What is one way that authentic youth engagement is showing up in your work? What is one new way you can incorporate authentic youth engagement in your work?

Note: Encourage participants to either write down their individual reflections or think about them on their own before moving into a large group discussion.

Part 2: Large Group Discussion

Ask if anyone would like to share their answers to the questions: *We would like to hear your reflections. Please feel free to share with the group any way that authentic youth engagement is already present in your work or a new way you can make sure that it is moving forward.*

Large Group Discussion

- What is one way that authentic youth engagement is showing up in your work?
- What is one new way you can incorporate authentic youth engagement in your work?



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CHECK OUT

10 minutes

Do: Invite participants to create and share an action commitment. Choose whether you will call on participants or ask participants to speak and then call on another person.

Ask: What is one action commitment related to authentic youth engagement that you are leaving with today?

Check Out

What is one action commitment related to authentic youth engagement that you are leaving with today?



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