

ELEVATING YOUTH ENGAGEMENT FACILITATOR GUIDE



TRACK 1, MODULE 1.2: COACHING AS A YOUTH ENGAGEMENT PRACTICE

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 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 a “Raise Hand” feature, chat, and mute and unmute themselves. Instruct participants to use a “Raise Hand” feature to ask questions or share out 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 Coaching as a Youth Engagement Practice


















- ☒ 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 notepads (recommended: several per participant table)
- ☒ Flipchart 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
 - ☒ Authentic Youth Engagement and Coaching Crosswalk

COACHING AS A YOUTH ENGAGEMENT PRACTICE

PRESENTATION SUMMARY

The sample agenda below is designed for a training that is divided into two parts. It is recommended to deliver both parts of the training in one day with a lunch break between. 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 two to ensure participant retention.

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
PART ONE		
Presentation	Overview of Coaching	 5 minutes
Presentation	Defining Characteristics of Coaching	 5 minutes
Presentation	Defining Characteristics of Evidence-Based Coaching	 3 minutes
Presentation	Coaching vs. Other Helping Approaches	 7 minutes
Presentation	Defining Humanistic Coaching	 3 minutes
Presentation and Discussion	Guiding Principle 1	 5 minutes
Presentation and Discussion	Guiding Principle 2	 5 minutes
Presentation and Discussion	Guiding Principle 3	 5 minutes
Presentation and Discussion	Guiding Principle 4	 5 minutes
Presentation	Two Key Components of Coaching and Authentic Youth Engagement	 3 minutes
Presentation	Benefits of Using a Coaching Approach	 2 minutes
CONTINUED ➔		

Activity	Topic	Time Estimate
Discussion	Opportunities and Challenges	 15 minutes
Presentation	Authentic Youth Engagement and Coaching Crosswalk	 2 minutes
Break Time	Break	
TOTAL TIME ESTIMATE		PART ONE: APPROX. 1 HOUR 30 MINUTES
PART TWO		
Presentation	Introduction to the 3A Coaching Process	 2 minutes
Presentation	The 3A Coaching Process	 1 minute
Presentation	The Coaching Agreement	 5 minutes
Presentation	Powerful Questions for Information Gathering	 2 minutes
Presentation	Powerful Questions for Reflection	 2 minutes
Presentation	Tips for Powerful Questions	 4 minutes
Presentation and Exercise	Practice Asking Powerful Questions	 12 minutes
Presentation	3A Coaching Process	 1 minute
Presentation	Designing Actions	 5 minutes
Presentation	Sharing Information and Giving Advice	 3 minutes
Presentation	Example of Sharing Information	 3 minutes
Presentation	Example of Giving Advice	 3 minutes
Presentation	Designing Actions Using SMART Goals	 3 minutes
Presentation	3A Coaching Process	 1 minute
Presentation	Accountability	 3 minutes
Presentation	Accountability Requires	 2 minutes
Presentation and Exercise	Beliefs and Accountability	 10 minutes
Presentation and Discussion	Maximizing Teachable Moments	 6 minutes
Presentation	Review the 3A Coaching Process	 2 minutes
Presentation and Exercise	Coaching Demo and Practice	 20 minutes
Discussion	Check Out	 5 minutes
TOTAL TIME ESTIMATE		PART TWO: APPROX. 1 HOUR 30 MINUTES

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 Points:

- *Hello everyone! My name is _____, and I have the pleasure of introducing you all to the concept of coaching as an authentic youth engagement practice. Today, we'll go over foundational information of coaching and practical tips for using coaching skills in your role.*



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 some context setting. We're then going to review how we define authentic youth engagement.*
- *The content of this session will be covered in two parts.*
 - *In part one, we will go over coaching definitions and guiding principles related to authentic youth engagement.*
 - *In part two, we will introduce the 3A Coaching Process and you will have an opportunity to practice coaching skills.*

Agenda

PART ONE:

- Definitions and guiding principles
- Coaching and authentic youth engagement

PART TWO:

- 3A Coaching Process
- Practice opportunities

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 approach of coaching and how it applies to authentic youth engagement practices.*
 - *Participants will gain skills to incorporate coaching into their work with young people.*

Module Results

Participants will:

- understand the approach of coaching and how it applies to authentic youth engagement practices; and
- gain skills to incorporate coaching into their work with young people.





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: Reflecting on a person in your life who has helped you grow, what was the most important quality of that relationship?*

Check In

- Name
- Location, organization and role
- Reflect on a person in your life who helped you grow.
 - What was the most important quality of that relationship?



4



PRESENTATION: MODULE CONTEXT

2 minutes

Do: Read the module context.

Talking Points:

- *This module focuses on:*
 - *How coaching relates to being able to meaningfully engage young people; and why a coaching approach is suitable for youth who have experienced foster care.*
- *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:

- Coaching relates to being able to meaningfully engage young people.
- A coaching approach is suitable for youth who have experienced foster care.

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**.



PART ONE

PRESENTATION: OVERVIEW OF COACHING

5 minutes

Do: Provide an overview of coaching as a practice approach.

Talking Points:

- *Coaching is a practice approach that supports goal attainment in an authentic helping relationship. Youth engagement and coaching require creating a genuine, authentic relationship. Both approaches to supporting young people include growth to help youth achieve their long-term goals.*
- *Supporting young people should be person-centered: a philosophy of helping that holds the belief that the person being helped (in our case, young people) has the inner resources and expertise to know what is best for them. In a person-centered helping relationship, the helping person doesn't assume they know what is best for the person they are helping.*
- *Adult supporters should leverage knowledge and insights to motivate growth. Both authentic youth engagement and a coaching approach seek to motivate people by increasing their insights and information related to their goals.*

Authentic Youth Engagement and Coaching

Coaching:

- is a practice approach that helps adults form authentic relationships with young people to help them achieve their goals;
- is person-centered; and
- leverages knowledge and insights to motivate growth.





PRESENTATION: DEFINING CHARACTERISTICS OF COACHING

5 minutes

Do: Provide the defining characteristics of coaching.

Talking Points:

- Coaching usually involves these four elements.
 - Goal and outcome driven:** Coaching helps young people keep themselves centered while working toward their aspirations.
 - Present and future oriented:** Do not seek to process past events to make present changes. Instead, process present-day thoughts and actions to support future actions.
 - Relational and focused on a balance of power:** Relationships are not transactional in nature. A person who is coaching seeks to delegate power to the young person to create change.
 - Follows a predictable process of practice:** This practice process, while predictable, is also designed to be flexible, allowing you to adapt and meet the unique needs of each situation.



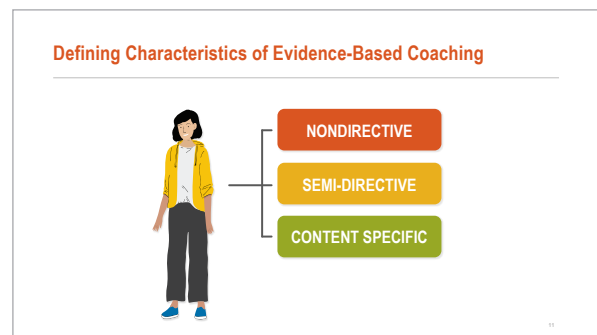
PRESENTATION: DEFINING CHARACTERISTICS OF EVIDENCE-BASED COACHING

3 minutes

Do: Review the variations of evidence-based coaching.

Talking Points:

- One way coaching can look is nondirective. In this approach, the coach does not offer suggestions or possible paths forward. The person being coached generates all ideas for actions moving forward.
- A second way coaching may look is semi-directive. The coach and the person being coached partner to design actions and avenues for the next steps. This is the most common variation of coaching. Young people might be doing something for the first time, so we support their need for information.
- Content-specific coaching offers a tailored approach. This approach focuses on specific areas to provide targeted guidance and support, such as the Jim Casey Initiative's Opportunity Passport® program that offers a financial coach to participants.



PRESENTATION: COACHING VS. OTHER HELPING APPROACHES

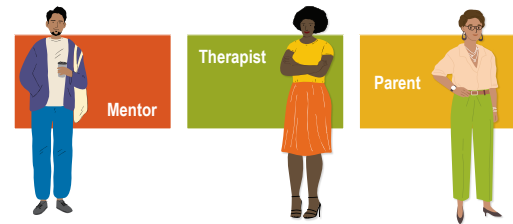
7 minutes

Do: Provide comparisons of coaching with other helping approaches.

Talking Points:

- People who aren't coaches by title or role can use a coach-like approach in their work.
- In general, someone who offers a coach-like approach is present and future oriented, is relationship and outcome driven, and holds the young person as the expert on their needs, wants and goals.
 - A mentor usually has the experiences that the mentee can learn from and, therefore, has expertise of their own to offer. Mentoring is usually task oriented (e.g., a career mentor helps a young person prepare for and enter a career) and includes the development of a relationship.
 - A therapist is also expertise oriented and will use the past, present and future to spur change and support. They often focus on mental health and functioning.
 - A parent has more fluid boundaries as it is a personal relationship. Parents have authority over their children for safety, especially during their younger years.

Coaching vs. Other Helping Approaches



PRESENTATION: DEFINING HUMANISTIC COACHING

3 minutes

Do: Review the definition of humanistic coaching. Say the definition out loud.

Talking Points:

- Humanistic coaching is a human-centered approach to enhancing growth. It is most closely aligned with the work of authentic youth engagement.
- It's important that the approach includes the young person identifying the final outcomes and honors the resources that the young person brings to the relationship.

Defining Humanistic Coaching

Humanistic Coaching:

- A **human-centered** approach to enhancing **growth**.
- Coaches support young people in exploring their **inner resources and strengths**.
- Coaches support young people in increasing motivation and growth to achieve **self-identified** outcomes.

SOURCE: Stober, D. R. (2006). Coaching from the humanistic perspective. In D. R. Stober & A. M. Grant (Eds.), Evidence based coaching handbook (pp. 17-50). Wiley.



PRESENTATION AND DISCUSSION: GUIDING PRINCIPLE 1

5 minutes

Do: Review the first guiding principle of humanistic coaching. Ask the group to share any examples that are relevant to their work and community.

Talking Points:

- *Today, we're going to refer to four guiding principles of humanistic coaching.*
- *The first guiding principle is that building strong, trust-based relationships with youth is essential.*
- *Adult supporters should:*
 - *Listen to and empathize with the experiences and perspectives of the young people they work with.*
 - *Meet young people with acceptance and nonjudgment.*
 - *Provide feedback in a way that is honest, genuine and caring and builds a supportive and positive environment.*
 - *Engage in activities "with" them rather than doing things "to" or "for" them.*

Ask: How does this principle show up in your youth engagement work? Does anyone want to share an example from your work or community?

Guiding Principle 1: Relationship Is Essential

- Listen for understanding of experiences and use empathy.
- Connect with acceptance and without judgment.
- Communicate feedback in an honest, genuine and caring manner.
- Establish partnered relationships.
 - Do "with" not "to" or "for" them.



PRESENTATION AND DISCUSSION: GUIDING PRINCIPLE 2

5 minutes

Do: Review the second guiding principle of humanistic coaching. Ask the group to share any examples that are relevant to their work and community.

Talking Points:

- *The second guiding principle is that the young person is the source and driver of change.*
- *Adult supporters should:*
 - *Empower young people to lead and set their own agendas and goals, recognizing them as agents of change.*
 - *Acknowledge that young people have the best understanding of what is needed to improve outcomes and the best understanding of their own goals and the paths to achieve them.*
 - *Collaborate with young people to provide information and codesign next steps, without telling young people what they should do.*

Ask: How does this principle show up in your youth engagement work? Does anyone want to share an example from your work or community?

Guiding Principle 2: Young People Source and Drive Change

- Facilitate youth-led agendas and goals.
- Recognize that expertise in goals and avenues for success lies with young people.
- Provide information and seek to design next steps together.
- Avoid telling youth what they should do.



PRESENTATION AND DISCUSSION: GUIDING PRINCIPLE 3

5 minutes

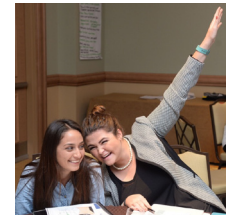
Do: Review the third guiding principle of humanistic coaching. Ask the group to share any examples that are relevant to their work and community.

Talking Points:

- *The third guiding principle is that the young person is whole and unique.*
- *Adult supporters should:*
 - *Get to know the background and experiences of the young people they work with.*
 - *Recognize and consider how those experiences have shaped their perspectives.*
 - *Support young people in aligning their goals across varied areas of life.*

Guiding Principle 3: The Young Person Is Whole and Unique

- Get to know the background of the young people as individuals.
- Be aware of how those varied experiences have shaped their perspectives.
- Support alignment of goals across varied areas of life.



Ask: How does this principle show up in your youth engagement work? Does anyone want to share an example from your work or community?

PRESENTATION AND DISCUSSION: GUIDING PRINCIPLE 4

5 minutes

Do: Review the fourth guiding principle of humanistic coaching. Ask the group to share any examples that are relevant to their work and community.

Talking Points:

- *The fourth guiding principle is that adult supporters should facilitate growth and change for a young person.*
- *Adult supporters should:*
 - *Support growth at both behavioral and emotional levels.*
 - *Stay curious and do not jump to solutions or attempt to fix work.*
 - *Encourage young people to reflect on their strengths, resources and challenges to build self-awareness.*
 - *Support decision making by brainstorming and evaluating together.*
 - *Help young people set achievable goals and build accountability to promote consistent progress and development.*

Guiding Principle 4: Adult Supporters Should Facilitate Growth

- Support growth at both behavioral and emotional levels.
- Stay open and curious. Do not jump to solutions or attempt to fix them.
- Prompt reflection to expand the young person's awareness of strengths, resources and challenges.
- Support decision making through brainstorming and processing options.
- Facilitate goal setting and accountability.



Ask: How does this principle show up in your youth engagement work? Does anyone want to share an example from your work or community?

PRESENTATION: TWO KEY COMPONENTS OF COACHING AND AUTHENTIC YOUTH ENGAGEMENT



3 minutes

Do: Review the two required parts that result in coaching.

Talking Points:

- *To be considered coaching, support for young people requires both building an authentic relationship and designing actions and plans for goal attainment.*
- *Often, a relationship without attention to goals, growth and accountability is the type of relationship we have with peers, family or partners. A relationship that is not authentic but includes growth and goal attainment is more likely a role such as a professor or supervisor. None of these relationships are inherently bad. They are just not coaching.*

Coaching and Authentic Youth Engagement



PRESENTATION: BENEFITS OF USING A COACHING APPROACH



2 minutes

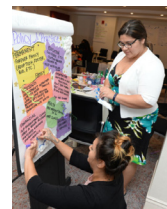
Do: Review why a coaching approach is suitable for youth who have experienced foster care.

Talking Points:

- *Using a coaching approach:*
 - *Provides a relationship that is supportive and intentional about authority and autonomy.*
 - *Feels more normative than other roles youth have relied on (e.g., therapist or case manager).*
 - *Provides a space for planning and reflecting on actions that support healthy development.*
- *The intentional balance of power in the relationship helps reduce authority of the supportive adult and increases autonomy of the young person. Increasing a young person's autonomy is crucial, especially as young people who have experienced foster care often express having little to no say in the decisions that affect their lives.*
- *Creating an environment where adults include young people in how they will move forward to achieve goals supports adolescent brain development.*

Benefits of Using a Coaching Approach

- Provides a relationship that is supportive and intentional about authority and autonomy.
- Feels more normative than other roles youth have relied on (e.g., therapist or case manager).
- Provides a space for planning and reflecting on actions that support healthy development.



DISCUSSION: OPPORTUNITIES AND CHALLENGES

15 minutes

Do: Invite the participants to discuss the prompts in small groups of three to four people and then share highlights in a large group discussion.

Talking Points:

- *Now that we have a fundamental understanding of what a coaching approach can look like, let's apply this to opportunities and challenges within your work.*
- *First, we'll break into small groups, and you'll have 10 minutes to discuss these questions:*
 - *What are the opportunities for you to engage youth with a coaching approach?*
 - *What are the challenges you must overcome to engage youth with a coaching approach?*
- *Then, we'll come back together and take five minutes to hear from each group. During your discussion, please select the person who will share highlights of the discussion for the group.*
- **After participants have reported out:** *Great discussion! You all had some excellent ideas, and I hope this training prepares you for tackling these opportunities and challenges.*

Discussion

- What are the opportunities for you to engage youth with a coaching approach?
- What are the challenges you must overcome to engage youth with a coaching approach?



Note (if presenting virtually): Use breakout rooms for small group discussion.

Virtual Talking Points:

- *Next, we are going to answer the discussion questions in small groups of three to four people in breakout rooms. We will bring you back from your breakout rooms in 10 minutes. When we return, we'll ask you to share highlights from your discussions.*

PRESENTATION: AUTHENTIC YOUTH ENGAGEMENT AND COACHING CROSSWALK

2 minutes

Handout: Participants should have a copy of the Authentic Youth Engagement and Coaching Crosswalk. *SOURCE: JLB Training & Consulting. Used with permission.*

Do: Share the *Authentic Youth Engagement and Coaching Crosswalk* as a resource. Then, review how humanistic coaching and authentic youth engagement overlap.

Talking Points:

- *The Authentic Youth Engagement and Coaching Crosswalk can be used to build a connection between a humanistic coaching approach and authentic youth engagement.*
- *Youth-adult partnerships are present in both humanistic coaching and authentic youth engagement.*
- *Adults can use humanistic coaching strategies to prepare and support young leaders as they engage in advocacy or pursue personal goals related to school, work and relationships.*

Authentic Youth Engagement and Coaching Crosswalk





BREAK TIME

Up to the discretion of facilitator

Do: Announce break time. A break may be extended for lunch or if facilitators feel like participants need more time.

Talking Points:

- *Let's break! Please be back by [provide time].*
- *When we get back, we're going to do a recap of part one and dive into part two.*
- *If you have questions over the break, be sure to write them on the parking lot board.*
- *Happy breaking!*



PART TWO

PRESENTATION: INTRODUCTION TO THE 3A COACHING PROCESS



2 minutes

Do: Introduce the 3A Coaching Process, providing a brief overview of each step of the process.

Talking Points:

- *In part two of this session, we will learn about a specific practice for using a coach-like approach within youth engagement!*
- *The 3A Coaching Process follows a predictable path of setting an agreement with the young person about the work ahead, developing planning actions that will support their goals and building accountability to monitor progress.*

3A Coaching Process



PRESENTATION: 3A COACHING PROCESS



1 minute

Do: Introduce the first step of the 3A Coaching Process: agreement.

Talking Points:

- *Let's talk about what agreement means related to the 3A Coaching Process!*

3A Coaching Process





PRESENTATION: THE COACHING AGREEMENT

5 minutes

Do: Review the what, why and how of setting coaching agreements.

Talking Points:

- *This initial stage of the coaching process is when adults and young people work together to identify and create the work that will happen ahead. Think of this as setting the meeting agenda or topic together.*
- *When we guide young people to give input on areas of focus that are important to them, it establishes a space where the young person feels involved as an equal partner. It also supports preparation and accountability for meetings and other engagements.*
- *Here are some questions you can ask as the adult supporter to help set an agreement with a young person:*
 - *How should we spend our time today?*
 - *What is the most important thing to focus on?*
 - *Do we have permission to add our agenda items?*

The Coaching Agreement

- **What:** Codesigning the coaching agenda or topic.
- **Why:** Supports preparation and accountability for meetings and other engagements.
- **How:** Guides young people to give input on areas of focus that are important to them.

Ask

- How should we spend our time today?
- What is the most important thing to focus on?
- Do we have permission to add our agenda items?

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PRESENTATION: POWERFUL QUESTIONS FOR INFORMATION GATHERING



2 minutes

Do: Review powerful questions for information gathering. If you can, provide additional examples of questions to ask.

Talking Points:

- *Powerful questions are used to explore what's important to youth as you set the agreement at the beginning of a session.*
- *Information gathering questions are likely to be used during the first part of the conversation. These questions are:*
 - *open-ended or closed;*
 - *specific and intentional; and*
 - *used to identify the current status of a young person's work, needs, goals and wants.*
- *Here's an example of a powerful question for information gathering: In what ways have you planned for your youth board meeting so far?*

Powerful Questions for Information Gathering

Information Gathering Questions

- Open-ended or closed
- Specific and intentional
- Used to identify the current status of a young person's work, needs, goals and wants

Ask

- In what ways have you planned for your youth board meeting so far?

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PRESENTATION: POWERFUL QUESTIONS FOR REFLECTION

2 minutes

Do: Review powerful questions for reflection. If you can, provide additional examples of questions to ask.

Talking Points:

- *Reflective questions are more likely to be used during the designing actions portion of the coaching session. This is when we really encourage youth to dig deep and use self-awareness. These questions are:*
 - open-ended;
 - built to prompt reflection and curiosity;
 - opinion-based, meaning there are no right or wrong answers; and
 - used to help the young person identify intrinsic motivation.
- *Here's an example of a powerful question for reflection: How has planning for your youth board meeting helped with your goal to be a lawyer?*

Powerful Questions for Reflection

Reflective Questions

- Open-ended
- Prompt reflection and curiosity
- No right or wrong answers
- A way to identify intrinsic motivation

Ask

- How has planning for your youth board meeting helped with your goal to be a lawyer?

25



PRESENTATION: TIPS FOR POWERFUL QUESTIONS

4 minutes

Do: Review what to avoid when asking questions to set an agreement or design actions.

Talking Points:

- *Here are some examples of what to avoid when phrasing questions that will help you and a young person set an agreement or design actions.*
 - *Have you...? This question can suggest that there is only one right way to do something and that the supportive adult is here to fix it.*
 - *You did this, right? This is a leading, closed question that implies the answer. It shuts down dialogue and may lead to getting an answer that is not accurate.*
 - *You should/need to... This usually leads to advice giving. Instead, the supportive adult can ask permission to add an idea or suggestion and always leave the final decision about how to move forward with the young person.*
- *Here are some questions you can ask that hold space for young people to join the work:*
 - *What do you think is a good place to start?*
 - *What have you tried already to work on this?*

Tips for Powerful Questions

Avoid leading or fixing questions

- Have you...?
- You did this, right?
- You should/need to...

Hold space for young people to join the work

- What do you think is a good place to start?
- What have you tried already to work on this?

26

PRESENTATION AND EXERCISE: PRACTICE ASKING POWERFUL QUESTIONS

12 minutes

Do: Invite the participants to practice asking powerful questions in small groups of three people and then share highlights in a large group discussion.

Talking Points:

- *Now that we have an idea of powerful questions to ask, let's practice.*
- *First, we'll break into small groups of three, and you'll have five minutes to ask your partners about a goal they have recently been working toward. Each person in your group should get a chance to be the questioner. Remember to avoid leading or fixing questions, listen for phrasing and practice holding space.*
- *Then, we'll come back together and take five minutes to hear highlights from your discussions, including what you noticed during the practice.*
- *After participants have reported out: Great discussion! You all had some excellent reflections, and I hope you'll continue to apply this approach. Practice, practice, practice is key.*

Note (if presenting virtually): Use breakout rooms for small group discussion.

Virtual Talking Points:

- *Next, we are going to answer the discussion questions in breakout rooms. We will bring you back from your breakout rooms in five minutes. When we return, we'll ask you to share highlights from your practice.*

Practice Is Key

You will ask your partner about a goal they have recently been working toward.

- Each person gets one or two minutes to ask questions.
- Focus on asking powerful questions and listening.



30

PRESENTATION: 3A COACHING PROCESS

1 minute

Do: Introduce the second step of the 3A Coaching Process: actions.

Talking Points:

- *Let's talk about what actions mean related to the 3A Coaching Process!*

3A Coaching Process



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PRESENTATION: DESIGNING ACTIONS

5 minutes

Do: Review the what, why and how of designing actions.

Talking Points:

- *This stage of the coaching process is when we are creating action steps toward the young person's goals.*
- *Action planning can include brainstorming ideas for moving forward, practicing new skills that support those goals and identifying strengths.*
- *When you guide a young person to name action steps, your role as a partner is to provide feedback and ideas while supporting self-determination.*
- *Here are some questions you can ask as the adult supporter to help a young person name action steps:*
 - *What do you think is a good first step toward this goal?*
 - *What are some things that could get in the way of your plans?*
 - *Can I share an idea that might be useful?*

Designing Actions

- **What:** Creating action steps toward the young person's goals.
- **Why:** Supports the development of skills, such as planning and reflection.
- **How:** Guides the young person to name action steps, your role as partner is to provide feedback and ideas while supporting self-determination.

Ask

- What do you think is a good first step toward this goal?
- What are some things that could get in the way of your plans?
- Can I share an idea that might be useful?

22

PRESENTATION: SHARING INFORMATION AND GIVING ADVICE



3 minutes

Do: Review the difference between sharing information and giving advice.

Talking Points:

- *In coaching practice, we seek to provide information that allows young people to make informed decisions about the next steps and actions.*
- *Our approach avoids giving advice, which often relies on our personal experience. We are person-centered, valuing the belief that the young person possesses inner resources. With sufficient information and support, they can make the best decision for themselves.*
- *Brainstorming ideas can count toward sharing information. Telling youth what they should or shouldn't do is giving advice.*

Sharing Information and Giving Advice

SHARING INFORMATION IS:

- Providing facts, knowledge or insights about a situation.
- Neutral and nondirective and should be paired with powerful questions to prompt next steps.

GIVING ADVICE IS:

- Telling what you think should happen or be done.
- Directive, biased and typically related to our own views and needs.

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PRESENTATION: EXAMPLE OF SHARING INFORMATION

3 minutes

Do: Review the example of sharing information. Open the space for questions and clarifications.

Talking Points:

- Here's an example of sharing information that ends with a powerful question to prompt next steps: *The stipend you get for your youth board conference is intended to cover food while you travel, including on the way home after the event. That means some budgeting will be needed to make sure you have enough to eat during your 10-hour trip back home. In the past, how have you budgeted money to last a certain period of time?*

Ask: Are there any questions about what is considered sharing information?

Example of Sharing Information

Sharing information

"The stipend you get for your youth board conference is intended to cover food while you travel, including on the way home after the event. That means you will need to budget to make sure you have enough to eat during your 10-hour trip back home. In the past, how have you budgeted money to last a certain period of time?"



PRESENTATION: EXAMPLE OF GIVING ADVICE

3 minutes

Do: Review the example of giving advice. Open the space for questions and clarifications.

Talking Points:

- Here's an example of giving advice: *You will get \$300 for the duration of the conference, which is also intended to cover food while you travel, including on the way home after the event ends. You should plan to take the \$300 amount, divide it by five days and save the fifth day amount for your travel. When I travel, I usually need at least \$30 for food, so you should save that.*
- Notice that it doesn't end with a powerful question to prompt the next steps; instead, it could imply that saving exactly \$30 is the only next step and the right way to do it.

Ask: Are there any questions about what is considered giving advice? Are we feeling clear about the difference between sharing information and giving advice, and why one is often more leading than the other?

Example of Giving Advice

Giving advice

"You will get \$300 for the duration of the conference, which is also intended to cover food while you travel, including on the way home after the event ends. You should plan to take the \$300 amount, and divide it by five days, and save the fifth day amount for your travel. When I travel, I usually need at least \$30 for food, so you should save that."



PRESENTATION: DESIGNING ACTIONS USING SMART GOALS

3 minutes

Do: Review SMART goals, providing a brief overview of what makes a goal SMART.

Talking Points:

- SMART goals are a way that we help young people create actions.
- They are specific, measurable, attainable, realistic and time-oriented.

Designing Actions Using SMART Goals

Always use SMART goals: **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**ime-oriented

- Link the goals to intrinsic motivation and brain development.
 - Why is the goal important to the young person?
 - How does it contribute to their long- and short-term goals?
 - How does working toward this goal build skills?



- When we ask youth to think about why their goals are important to them, how actions contribute to their long- and short-term goals and how working toward their goals builds skills, we are helping them identify what will be personally rewarding and build motivation for sticking to the action plan.

PRESENTATION: 3A COACHING PROCESS

1 minute

Do: Introduce the third and final step of the 3A Coaching Process: Accountability.

Talking Points:

- Let's talk about what accountability means related to the 3A Coaching Process!

3A Coaching Process



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PRESENTATION: ACCOUNTABILITY

3 minutes

Do: Review the what, why and how of building accountability.

Talking Points:

- This stage of the coaching process is when we are building accountability skills that young people can practice with you in preparation for all areas of their lives.
- This creates opportunities for teachable moments in a safe environment and for both the adult supporter and the youth to create next steps for mutual accountability.
- As we set goals and design actions with young people, we can help young people develop accountability while holding ourselves accountable for how we support their growth as leaders.

Accountability

- **What:** Building accountability skills that young people can practice with you in preparation for all areas of their lives.
- **Why:** Creates opportunities for teachable moments in a safe environment and for both the adult supporter and the youth to create next steps for mutual accountability.
- **How:** Invites the young person to develop a mutual accountability plan that is focused on skills and action.



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PRESENTATION: ACCOUNTABILITY REQUIRES

2 minutes

Do: Provide a few examples of building accountability and questions to ask.

Talking Points:

- Accountability is a skill that needs support and opportunities for development. It is reasonable to have failures when learning accountability.
- For both adult supporters and young people, accountability requires:
 - following through and checking in;

Accountability Requires

- Following through and checking in
- Planning
- Tracking progress
- What else?

Ask

- How will you remember your action steps?
- When will you get started?
- How are we relying on each other for this goal?
- When and how will you provide an update on progress?

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- *planning ahead; and*
- *tracking progress.*
- *Here are some questions you can ask as the adult supporter to help a young person build accountability:*
 - *How will you remember your action steps?*
 - *When will you get started? Here are my next steps...*
 - *How are we relying on each other for this goal?*
 - *When and how will you provide an update on progress?*



Ask: *What else does building accountability look like?*

PRESENTATION AND EXERCISE: BELIEFS AND ACCOUNTABILITY

10 minutes

Do: Invite the group to reflect on their beliefs and how those beliefs drive their responses. Ask a few participants to share their reflections.

Talking Points:

- *When young people are not accountable for their work, it's important to hold the belief that young people are capable and that your response is best framed as a teaching moment.*
- *Here are two examples of how beliefs about young people can drive responses:*
 - *"I didn't do my job well enough, so the young person didn't know what they should've done." With this belief, the supportive adult may take on more of the work next time, not providing an opportunity for the young person to practice the skill of accountability.*
 - *"The young person doesn't care enough about this project." With this belief, the supportive adult may respond to the youth with authority or tell the youth what to do rather than use the moment as a teaching opportunity.*

Ask: *What beliefs about young people drive our responses when they are not practicing accountability?*

Beliefs and Accountability

What beliefs about young people drive our responses when they are not practicing accountability?



PRESENTATION AND DISCUSSION: MAXIMIZING TEACHABLE MOMENTS

6 minutes

Do: Review how to build accountability through teachable moments.

Talking Points:

- *Making the most out of a teachable moment when a young person is not accountable requires that we check our authority and recognize our own emotions.*

Accountability: Maximizing Teachable Moments

- Checking authority and recognizing our own emotions requires:
 - seeking to understand rather than enforcing a rule or policy; and
 - holding oneself accountable for commitments.
- Balance your response with strengths and praise to motivate and encourage the young person.

Ask

- *What got in the way of you completing this action step?*
- *What do you think can help you move forward today?*

Adult supporters should seek to understand rather than enforce a rule or policy and always hold themselves accountable for commitments they have made.

- While you have likely learned, and are still learning, ways to remain accountable, young people might be new to being accountable to deadlines or projects.
- Accountability failures can be steppingstones to growth. Think about the times you failed to be accountable and how you hopefully learned from those experiences. By approaching accountability failures with curiosity, not judging and remaining in a space of support, we create opportunities for learning and improvement in the future.
- Here are some questions you can ask to maximize a teachable moment for accountability:
 - What got in the way of you completing this action step?
 - What do you think can help you move forward today?

Ask: Are there other life skills that you feel are required for accountability?

PRESENTATION: REVIEW THE 3A COACHING PROCESS

2 minutes

Do: Restate the three steps of the 3A Coaching Process.

Talking Points:

- The 3A Coaching Process can help you bring a coach-like structure to support young people's leadership and advocacy work.
- By using a coach-like approach, we uphold authentic youth engagement while using an evidence-based structure to build skills, recognize strengths and support goal attainment.

3A Coaching Process



PRESENTATION AND EXERCISE: COACHING DEMO AND PRACTICE

20 minutes

Do: Facilitators should complete a demonstration of applying the steps of the 3A Coaching Process. After the demonstration, invite the participants to practice the steps of the 3A Coaching Process in pairs. Then, ask participants to share highlights in a large group discussion.

Facilitators can use the following scenario to demonstrate applying the steps of the 3A Coaching Process:

Talking Points:

- Let's quickly go through the steps of the 3A Coaching Process together again. Then, you can practice applying the steps in your own way.
- Here's the opportunity: A young person is preparing to give a presentation during a breakout session for a youth advocacy conference.

Coaching Demo and Practice

Listen for:

- Partnering
- Using the 3A Coaching Process: agreement, actions, accountability
- Sharing power and checking authority
- Asking powerful questions
- Linking to the whole person



- *Here's an example of setting an agreement: By the end of the coaching session, the young person and the adult supporter will have an outline agenda for the breakout session.*
- *Here's an example of designing an action: The young person will complete the outline with suggestions from the coach.*
- *Here's an example of building accountability: The young person and adult supporter will check in for a final presentation practice the day before the breakout session.*
- *Now, it's your turn to practice! Let's break into pairs.*
 - *You'll have 10 minutes to practice applying the steps with your partner.*
 - *Each partner should take a few minutes to practice.*
 - *You are welcome to use real-life situations or the same scenario as the demonstration: A young person is preparing to give a presentation during a breakout session for a youth advocacy conference.*
- *Then, we'll come back together and take five minutes to hear highlights from your discussions, including what you noticed during the practice.*



Note (if presenting virtually): Use breakout rooms for small group discussion.



Virtual Talking Points:

- *Next, we are going to partner up and use real-life situations or use the same scenario to practice applying the 3A Coaching Process. We will send you to breakout rooms and you will have 10 minutes, in which each partner should take a few minutes to practice. When we return, we'll ask you to share highlights from your practice.*

CHECK OUT

5 minutes

Do: Invite participants to answer the checkout question. Choose whether you will call on participants or ask participants to speak and then call on another person.

Ask: *What is one way you will align your practice with a coaching approach?*

Check Out

What is one way you will align your practice with a coaching approach?



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