

# Youth Services Advisory Council Meeting Minutes

**Date:** September 10, 2019

**Location:** Cherry C Conference Room (*upstairs, past the café and to the right*)

10:00-12:00

**Present:** Kreig Pinkham, Mitch Barron, Kathy Griffin, Meg Worthington, Tara Howe, Rich Tulikangas, Martha Frank, Matt Wolf, Sara Chesbrough, Ariel Carter, Tracy Harris, Kate Luscomb

**Guests:** Jennifer Peterson, Cheryl Huntley, Auburn Watersong

**Regrets:** Tom Delaney, Cheryle Wilcox, Holly Morehouse

Agenda Item	Discussion Notes	Next Steps
<ul style="list-style-type: none"> <li>★ Introductions</li> <li>★ Agenda Overview</li> <li>★ Welcome new participants</li> <li>★ Updates from members</li> </ul>	<ul style="list-style-type: none"> <li>• Tara: Core team event October 15<sup>th</sup>, 2019</li> <li>• Matt: Youth Voice Community of Practice- Focuses on what's going on in youth voice work.               <ul style="list-style-type: none"> <li>○ Common language and knowledge around youth work. – led by VT afterschool.</li> </ul> </li> <li>• Matt: Youth Thrive- 2 trainings coming up this fall – VT Network and statewide - Randolph area.               <ul style="list-style-type: none"> <li>○ Developing ongoing support as well</li> <li>○ Presenting Vermont's efforts so far in the national meeting in New Orleans</li> <li>○ Goal to have a full Youth Thrive training twice a year</li> </ul> </li> </ul>	
<p>Addison County Resiliency Project Presentation, "<a href="#">Ok. You've Got This.</a>" ~ Cheryl Huntley and Jennifer Peterson, Counseling Services of Addison County</p>	<ul style="list-style-type: none"> <li>• Funding came from IFS-choice for CSAC to invest. Community project.               <ul style="list-style-type: none"> <li>○ Received a grant from the Community Foundations</li> <li>○ Keeping eyes open for grants to sustain</li> <li>○ ~\$20,000 a year to maintain</li> </ul> </li> <li>• Resilience Project- Public Health Triangle</li> <li>• Building Resilience in Children and Teens- Seven Cs framework, Dr Kenneth Ginsburg: Competence, Confidence, Connection, Character, Contribution, Coping, Control.</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Doing a train the trainers- training was created based on the book</li> <li>● Spent more money on branding (but has been cost effective)- emotional and logical message <ul style="list-style-type: none"> <li>○ Becoming recognizable</li> <li>○ Branding has helped to ground project in values</li> </ul> </li> <li>● Most common thing that schools found were low resiliency, high anxiety, matching what CSAC has seen in clinical population.</li> <li>● Grassroots approach, population health intervention</li> <li>● Community Effort. Large community kick off with 60-70 people in the room.</li> <li>● Centering around Parent Workshops, Parent Nights. <ul style="list-style-type: none"> <li>○ Informal and conversational, no judgment. Support group model, building conversation.</li> </ul> </li> <li>● The Health Dept helped to pull out YRBS indicators related to resiliency.</li> <li>● Public Launch event with Sue Schmidt- 4 teenagers told their story</li> <li>● Library- tagged certain books as resiliency-oriented and if a kid read a certain amount, they would get a little prize.</li> <li>● Fall- working with Middlebury Rec Department to orient coaches</li> <li>● Coordinator at 5 hrs. a week</li> <li>● Other communities have shown interest.</li> <li>● Lowest resiliency factor - kids don't feel like they matter in their community.</li> <li>● How can we all develop a shared language, so that all youth feel like they matter?</li> <li>● CANS (Child and Adolescent Needs and Strengths) data- will soon have ability to break it down a bit – could begin to tell story about certain populations.</li> <li>● Build in some of the other IFS strategies.</li> </ul>	
--	---	--

	<ul style="list-style-type: none"> <li>• Discussion about how/who/where we are surveying youth. Sampling issues <ul style="list-style-type: none"> <li>○ Are the questions around community involvement asked in a sophisticated way?</li> <li>○ High percentage of youth saying that voice was heard, but a high percentage also saying that it didn't matter. – Helpful from an intervention shaping point of view.</li> </ul> </li> <li>• Storytelling as a powerful tool.</li> <li>• Listen up Project –story collecting phase done by the end of the summer- talked to 900 young people. Year one collection, year two production. Should be a connection to this project.</li> </ul>	
<p>A deep dive into outcomes:  <b>Outcome 2: Increased Positive Relationships</b> ~ Sara Chesbrough and Kreig Pinkham</p>	<ul style="list-style-type: none"> <li>• Reminder about using the Discussion Guide – we are hoping to make policy recommendations based on the measures that we are tracking.</li> <li>• So far we have looked at outcomes 5 and 6.</li> <li>• Outcome 2 <ul style="list-style-type: none"> <li>○ In the YRBS data, we see disparities for students of color, LGBTQ youth and girls.</li> <li>○ % of youth who feel they matter increases grade to grade in high school.</li> <li>○ Middle school percentages of youth who feel they matter are higher.</li> <li>○ Could Kristen come to one of these meetings to get YSAC feedback?</li> <li>○ % of students with a teacher in their school they can talk to was a new measure in 2017.</li> <li>○ Discussion about the measure around spending 10 or more hours in extracurricular activity – this is very subjective, dependent</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Talk to Kristen to have her come to a meeting.</li> <li>• What's happening with the School Climate Survey?</li> <li>• For the YDP measure - Is the definition of "adult contact" given to the survey taker or just to the care manager?</li> </ul>

	<p>on many variables per family, and it really matters how we ask/how students interpret this.</p> <ul style="list-style-type: none"> <li>○ Lower involvement for students of color and LGBTQ.</li> <li>○ 10 hours is a lot of time.</li> <li>○ Why isn't work experience included?</li> <li>○ YDP measure – % of youth aging out of foster care with one or more unpaid adults in their lives - Information asked of youth when they leave care, when they turn 17 and then when they turn 21.</li> <li>○ Declines (to 96.98%) in 17 year old and 21 year old cohort</li> <li>○ How do we explain that the YRBS says ____ but the YDP survey says ____?</li> <li>○ Measuring number of youths that have made touchpoints with care.</li> <li>○ People who are connected to a YDP care worker tend to be more responsive.</li> </ul>	
<p>Large group -using the Discussion and Policy Implications Guide discuss the following about Outcome</p> <ul style="list-style-type: none"> <li>★ How does this relate to what you measure, what crossover is there with other work happening?</li> <li>★ Areas of concern</li> <li>★ Noteworthy Information</li> <li>★ Policy Implications</li> <li>★ Recommendations</li> <li>★ Vision Statement for this outcome</li> </ul>	<ul style="list-style-type: none"> <li>● Where is the universal definition of community? Need to be using the same language and who gets to define that.</li> <li>● Do we have information on percentage of kids on medication- could come from a DVHA dataset?</li> <li>● How are you getting kids, especially those with chronic disease or MH issues back for yearly wellness check?</li> <li>● VT RAYS - Volunteer group of young people focused on helping pediatric services get better at meeting adolescent and young adult needs</li> <li>● Vermont has a SAMHSA grant that focuses on integrating health and mental health. Putting physical health providers in DAs and vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>● Sara to connect Meg with Nate Waite</li> <li>● Sara to reach out to Tara and Rich regarding Outcome 1.</li> <li>● Are these numbers/measures the most helpful?</li> </ul>
<p>Wrap Up and Next Steps</p>	<p>For next time – Outcome 1? Increased Job Opportunities and Levels of Employment</p>	<p>Next meeting: November 12</p>

	<ul style="list-style-type: none"><li>• Accessing Work-based learning, summer youth work opportunities</li><li>• Role of WIOA</li><li>• Youth with disabilities</li></ul>	
--	---	--