

## Checking the Pulse: Using Focus Groups and Community Coalitions to Identify Consumer Needs and Plan for System Change

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## Vision

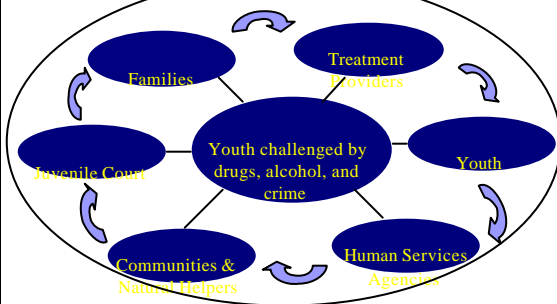
Develop and nurture communities  
that reclaim youth involved  
in the juvenile justice system.

## Mission

Provide national leadership that engages  
justice systems, families, young people,  
service providers and the  
community-at-large in the development  
of integrated care approaches  
to substance abuse treatment for youth.

## Reclaiming Futures

“Network of Community Care” Approach



## Values


- Solutions based on strengths of youth, families, and communities.
- Shared leadership and collaborative problem solving.
- Culturally competent and coordinated systems of care.
- Judicial stewardship and innovative, evidence-based treatment approaches.

## Project Goals



- Reduce substance abuse and increase availability and use of treatment services to youth and their families in the juvenile justice system.
- Improve public safety, reduce corrections costs and increase youth accountability.
- Engage communities and inform the public dialogue.

## Reclaiming Futures – Montgomery County, OH (RF-MCO)



## RF-MCO



Create an innovative system of care that is based on:

- Identifying the strengths and abilities of youth
- Pairing youth with natural helpers

## RF-MCO



Develop a comprehensive, strengths based system of care

- Assess youth strengths as thoroughly as problems & risks.
- Use strengths as basis for:
  - Treatment & services planning
  - Match with natural helping

## RF-MCO



Develop a comprehensive, strengths based system of care

- Focus on past instances of success rather than failure.
- Identify talents and skills that can be used to overcome current problems.
- Increase responsibility on youth to change.

## RF-MCO



Integrate natural helpers into the system of care

- Caring individuals who provide support and encouragement to youth and their families, and who may connect them with opportunities and services designed to bring about a positive life change.

*- Definition as developed by RF-MCO Natural Helpers Subcommittee*

## RF-MCO Circle of Support



## The Coalition

## Community Coalitions

Group of professionals and grassroots individuals within a community who agree to work together to achieve common goals.

## Importance of Coalitions

- Bring together a diverse variety of organizations and perspectives.
- Develop widespread support for issues.
- Expand range of available services.
- Reduce barriers and create improved access to services.
- Minimize duplication of effort and services.
- Maximize the power of organizations and groups.
- Improve communication and overall relationships between agencies (trust, respect, and cooperation).
- Reframing service delivery through systems of care.

## Stages of Coalition Development

- Formation
- Implementation
- Maintenance
- Accomplishment of goals/outcomes

## Formation

- |   |  |
|---|--|
| ✓ Explore interests and context                                 | ✓ Institute conflict resolution process          |
| ✓ Identify and mobilize stakeholders                            | ✓ Make intentional inter-organizational links    |
| ✓ Build capacity for collaboration                              | ✓ Create shared vision                           |
| ✓ Develop relationships and understanding                       | ✓ Identify community assets and needs            |
| ✓ Create initial collaborative structure and clarify leadership | ✓ Develop goals and expected outcomes            |
|   | ✓ Specify indicators to measure desired outcomes |

## Implementation & Maintenance



Contributing factors:

- Degree of formality
- Characteristics of leadership & membership
- Organizational climate
- Relationships with external supports

## Accomplishment of Goals/Outcomes



- Importance of “quick wins”
- Long-term effects – whole can be greater than the sum of its parts

## Barriers



### ■ Individual

- American ethos of competition
- Promotes turfism
- Leads to fear of losing power
- Loss of identity
- Differing expectations
- Differing norms and values
- Decreased autonomy as professionals

## Barriers (cont.)



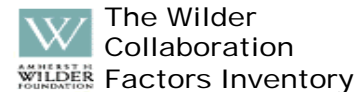
### ■ Systemic

- Limited resources (time, staff, funding, etc.)
- Coordination of complex joint projects
- Required staff time that takes away from their normal duties
- Bureaucratic constraints
- Agency cultures
- Staff role definitions
- Lack of consensus, communication
- Confidentiality

## The Inevitability of Conflict



- Conflict is inherent; lack of conflict may indicate that parties are not communicating openly.
- Participants will have differences to work through; it is realistic to anticipate.
- Avoiding conflict can undermine trust and may reduce the amount of valid information the group considers in making decisions.



The Wilder  
Collaboration  
Factors Inventory

## Purpose

- *The Wilder Collaboration Factors Inventory* is based on research conducted by Wilder Research Center to determine what ingredients make for a successful collaboration.
- The Inventory's purpose is to assess a collaboration's strengths and weaknesses.

## Twenty Success Factors

The Inventory identifies twenty factors that influence the success of collaborations formed by nonprofit organizations, government agencies, and other organizations. The factors are grouped into six categories.

## Environment

- History of collaboration or cooperation in the community
- Collaborative group seen as a legitimate leader in the community
- Favorable political and social climate

## Membership Characteristics

- Mutual respect, understanding, and trust
- Appropriate cross-section of members
- Members see collaboration as in their self-interest
- Ability to compromise

## Process and Structure

- Members share a stake in both process and outcome
- Multiple layers of participation
- Flexibility
- Development of clear roles and policy guidelines
- Adaptability
- Appropriate pace of development

## Communication

- Open and frequent communication
- Established informal relationships and communication links

## Purpose

- Concrete, attainable goals and objectives
- Shared vision
- Unique purpose

## Resources

- Sufficient funds, staff, materials, and time
- Skilled leadership

## Scoring & Interpretation

- Scores of *4.0 or higher* show a strength and probably don't need special attention.
- Scores from *3.0 to 3.9* are borderline and should be discussed by the group to see if they deserve attention.
- Scores of *2.9 or lower* reveal a concern and should be addressed.

## Wilder Findings

Factor	Wilder Inventory Factor	Time	Ave Score
1	History of collaboration or cooperation in the community (Q1 and Q2)	1	3.46
		2	3.65
2	Collaborative group seen as a legitimate leader in community (Q3 and Q4)	1	3.00
		2	3.57
3	Favorable political and social climate (Q5 and Q6)	1	4.18
		2	4.23
4	Mutual respect understanding and trust (Q7 and Q8)	1	3.11
		2	3.42
5	Appropriate cross section of members (Q9 and Q10)	1	3.04
		2	3.35
6	Members see collaboration as in their self-interest (Q11)	1	3.93
		2	4.00
7	Ability to compromise (Q12)	1	3.43
		2	3.77
8	Members share a stake in both process and outcome (Q13, Q14, and Q15)	1	3.83
		2	3.95
9	Multiple layers of participation (Q16 and Q17)	1	3.25
		2	3.81
10	Flexibility (Q18 and Q19)	1	3.39
		2	3.58

Factor	Wilder Inventory Factor	Time	Ave Score
11	Development of clear roles and policy guidelines (Q20 and Q21)	1	2.80
		2	3.31
12	Adaptability (Q22 and Q23)	1	3.61
		2	3.54
13	Appropriate pace of development (Q24 and Q25)	1	3.34
		2	3.85
14	Open and frequent communication (Q26, Q27, and Q28)	1	3.50
		2	4.03
15	Established informal relationships and communication links (Q29 and Q30)	1	3.96
		2	4.00
16	Concrete attainable goals and objectives (Q31, Q32, and Q33)	1	3.43
		2	3.87
17	Shared vision (Q34 and Q35)	1	3.86
		2	4.08
18	Unique purpose (Q36 and Q37)	1	4.36
		2	4.77
19	Sufficient funds, staff, materials and time (Q38 and Q39)	1	3.43
		2	3.58
20	Skilled leadership (Q40)	1	3.79
		2	4.00

## Summary Findings

- Sixteen of 40 (40%) questions scored at 4.0 or above at Time 2, suggesting that most members believed these areas were strong and did not need special attention.
- Seven of the 20 factors (35%) scored at 4.0 and above. This similarly indicated that coalition members were judging the coalition's health in increasingly positive ways.
- These questions indicate that most members were satisfied with the coalition's leadership, communication, goal setting, shared vision, and unique purpose.

## Summary Findings

- Twenty-three of the 40 (58%) questions fell between 3.0 and 3.9, suggesting the coalition and/or executive committee should review the questions to determine if they deserved more attention.
- Based on Inventory responses, it appeared that the coalition needed to spend a bit more time improving trust levels between members, broadening member representation, and clarifying member roles and responsibilities.

## Summary Findings

- There was only one question – *“All the organizations that need to be members are represented”* (Q10) – that fell below 2.9. This suggested that members believed there should be other individuals or groups participating in the coalition's activities who were not currently members of the coalition.

## Time 1 vs. Time 2 Findings

- On the whole, comparisons of individual questions between Time 1 and Time 2 showed that coalition members believed the group was moving in the right direction. Specifically, questions with a score of 4.0 and above increased by nine items (a 22% increase) from Time 1 – a very positive sign of coalition growth and progress.

## Time 1 vs. Time 2 Findings

- Scores on 34 of the 40 questions (85%) showed increases between Time 1 and Time 2. This indicated that coalition members were becoming more satisfied with the coalition across almost every category.

## Time 1 vs. Time 2 Findings

- Five individual questions showed statistically significant higher scores, indicating that coalition members believed the group made substantial progress in the following areas:
  - “Others in community agree upon collaboration”;
  - “Enough time to make decisions”;
  - “Right amount of work at right pace”;
  - “Leaders communicate well with members”;
  - “No other organizations are doing what this collaboration is doing”

## Time 1 vs. Time 2 Findings

- Only three questions showed a slight decrease, none of which were statistically significant; the score of one question remained the same. This seemed to indicate that coalition members who completed the survey felt there was no decline in the coalition's functioning in these areas.

## Using Findings to Promote Change & Encourage Members

- Data allows leadership to “check the pulse” of the collaborative at various points in time
  - Can be used as an early warning system without fixing blame on individual members
    - Importance of anonymity
    - Importance of timely and regular feedback
  - Can be used to affirm progress and give praise to the group

## Using Findings to Promote Change & Encourage Members

- Feedback from entire collaborative membership
- Role of executive committee in using data to make improvements

## RF-MCO Focus Groups

## What is a focus group?

A focus group is a way of gathering information from a group of people on a specific topic.

## Focus Groups As An Information-Gathering Tool

Structured Surveys    Focus Groups    Informal Conversations





## Focus Groups are a good way to collect information when...

- You want to develop programs.
- You want to evaluate programs.
- You want to examine a single subject area in depth.
- You want participants to be able to build off of each other's responses.
- You want to gather information from a large number of people in a short amount of time.



## Why conduct focus groups?

- Community participation in program development
  - Relevant programs
  - Sustainable programs



## Focus Group Steps

- Creating the questions
- Training coalition partners
- Recruiting participants
- Conducting groups
- Focus group analysis



## Creating the Questions

- Worked with a subcommittee of the coalition to develop focus group topics & questions
  - Perceptions of/experiences with juvenile justice
  - Perceptions of/experiences with treatment
  - Social support & natural helping
- Pilot tested the questions with a group of youth



## Training Coalition Partners

- Conducted a training with coalition members interested in conducting the focus groups
  - Five members helped conduct focus groups



## Recruiting Participants

Worked with coalition partners to recruit youth and parents from...

1. Juvenile drug court & probation services
2. Local prevention program
3. Local church
4. Substance abuse treatment program for women with children

## Focus Group Participants

### 102 participants

- 51 youth between 12-18
  - 65% female, 35% male
  - 56% African American, 39% Caucasian, 5% race unknown
- 51 parents/guardians
  - 82% female, 12% male
  - 59% African American, 39% Caucasian, 2% race unknown

## Conducting the Groups

- Conducted 13 focus groups
  - 3 groups on social support & natural helping
    - 1 youth group & 2 parent groups
  - 6 groups on court experiences & social support/natural helping
    - 3 youth groups, 3 parent groups
  - 4 groups on treatment experiences & social support/natural helping
    - 2 youth groups, 2 parent groups

## Conducting the Groups

- Facilitator & note taker for each focus group
  - Note takers were coalition partners
- Each group was tape-recorded & transcribed

## Focus Group Analysis

- Codebook development
  - Reviewed each transcript & developed a list of themes & sub-themes.
  - Themes & sub-themes evolved from focus group questions & from the conversations of youth and parents.
  - Sample of transcripts was reviewed by an outside party to help ensure the codebook captured the important themes.

## Focus Group Analysis

- Each transcript was coded using the codebook.
- Sample of transcripts was coded by an outside party to make sure the coding was consistent across coders.

## Focus Group Findings

- The Voices of Youth
- The Voices of Parents
- Social Support
- Natural Helpers

## The Voices of Youth



- Negative Perceptions
- Expressions of Care
- Pro-social Opportunities
- Similar Experiences

## The Voices of Youth Negative Perceptions



*"I think just because you got a file on you don't mean that's really you. I think they need to have more people talking to you. Some people, when they get it and they read your file, they kind of have this big picture about you and it's not really you."*

- Female Participant

## The Voices of Youth Negative Perceptions



*"They need to watch the way they talk to people cause they be just talkin' to you like you just, you a piece of trash, like they just started talking about you or somethin', tellin' you ain't gonna be nothin' in your life... What they think that's gonna do for you? Like they think it's just gonna magically make you a better person. Maybe you think you're gonna do better, but then once they tell you ain't gonna be nothin', maybe you think, 'Yeah, they right'."*

- Female Participant

## The Voices of Youth Negative Perceptions



*"Stop telling us we're bad people and we gonna stop being bad people. 'Oh, those are the bad kids. They're on probation.' Sometimes we don't be on probation for that stuff. We just be on probation for simple stuff. They just trying to give us extra help and stuff like that."*

- Female Participant

## The Voices of Youth Expressions of Care



*"...my probation officer never calls my house, never calls my school. And he says I'm gettin' good grades when I'm not. I'm failin' all my classes... And I'm still actin' the same way I do at home and he's sayin' I'm bein' good. And it's like you never called or nothin'. You don't know how I'm doin' and I'm actually doin' a lot worse."*

- Female Participant

## The Voices of Youth Expressions of Care



*"You know, it's all about the probation officer, all about they care. Cause most people like, with me, my probation officer if I go in and talk to him, he's just doin' his job. It ain't like he's there, really actually caring what I do. So it's like well, if you don't care then why should I even put anything, any effort into this if you don't care?"*

- Female Participant

## The Voices of Youth Pro-Social Opportunities



*"Like they can school you on some real stuff. Life stuff that is going to touch you...But when they send people in to talk to us, they be talking about some real stuff, but it be mostly, 'When I was this and when I was your age.' And they always tell us if we don't get off probation we going to die early and stuff. We don't want to hear that every time a speaker come in and talk to us and stuff."*

- Female Participant

## The Voices of Youth Pro-Social Opportunities



*"Like stuff that go on in our life for real. Not stuff that they think goes on...we're back a hundred years when they was teenagers...stuff that's going on in the community...get everybody's ideas on certain stuff that done happen, that ain't happening, that you know going to happen."*

- Female Participant

## The Voices of Youth Pro-Social Opportunities



*"...the classes, they ain't helpin' me...talk about how we can go out here and better ourselves, like get a job, stay in school, you know what I'm sayin?"*

- Male Participant

## The Voices of Youth Similar Experiences



*"I mean you just need to listen to people that's already been through it and maybe it will change your ways."*

- Male Participant

## The Voices of Youth Similar Experiences



*"Like some kids that was on probation and they got off and made it better for themselves. Some people like that coming in and talking to us. Some people our age, in our age group coming to talk to us and telling us what they been through. We might feel, like, that person, she saying the right stuff. Older people, they get to us, but I don't think they get to us like a younger person would."*

- Female Participant

## The Voices of Parents



- Desire for youth to have pro-social opportunities
- Desire for youth to have opportunities to talk to others who've had similar experiences
- Parent support needs

## The Voices of Parents Pro-Social Opportunities



*"When you see these kids that are not participating and repeat offenders in the juvenile system, teach them a trade...Rein them into a trade. Rein them into a workshop. Rein them into a character building that's mandatory."*

- Female Participant

## The Voices of Parents Pro-Social Opportunities



*"While these kids are downtown and everything, why don't you guys give everyone a survey and find out what they are interested in. You would be surprised at how honest they will be. And you guys set up some type of facility like in JVS just for these type of children that will let them out and give them a trade and a chance to earn a little money. I don't care if it is \$10 a week. Just something that they can focus on besides the streets. You will be surprised like a lot of these guys are talented, mechanics, they like to draw. Just give them something while you have them in there."*

- Female Participant

## The Voices of Parents Similar Experiences



*"How 'bout a program that has somebody who has experienced it, telling their life story of what has happened to them and what they overcome and how, you know, what they did to become straight. And it's somebody that's gone through, that has hit rock bottom and then come back up. They need to experience and hear stories."*

- Female Participant

## The Voices of Parents Similar Experiences



*"I think RISE gives the kids an opportunity to hear about other kids problem and not focus so much on their own all the time. It gives them people that have been there and done that. They know what to expect from the kids and can give them positive input without being a parent."*

- Female Participant

## The Voices of Parents Support Needs



*"But if they did have an open discussion so that what we're doing here tonight, sharing your daily problems with other people who are going through the same thing, and it's just like you said, just to relieve yourself, just to share it."*

- Female Participant

## The Voices of Parents Support Needs



*"To be able to go down and say, 'Hey, I've got this problem. I'm about to blow up, you know. I need to talk to talk to somebody, you know. My child is drivin' me crazy. I'm drivin' her crazy. Cause it's not always the child. Cause it's stress-related things, you know. And so sometimes we overreact to what they're doin'. Maybe it's doin' a minor thing, but since she's doin' such a big thing before, that minor thing just blows us up. We have no place to get it out."*

- Male Participant

## The Voices of Parents Support Needs

*"But it does feel good to talk to other people and vent. Cause you know, especially after bein' told that by the kids that you're terrible, that we hate you."*

- Female Participant

## Youth & Parent Voices Things to consider...

- Problem focus within juvenile justice system impacts staff perceptions of, and interactions with youth & families.
- Problem focus impacts youth perceptions of themselves.
- System shift to focus on the strengths, assets, and abilities of youth.

## Youth & Parent Voices Things to consider...

- Give youth opportunities to think, talk about ideas and opinions, and use their unique abilities.
- Give youth opportunities to talk to people who've faced similar challenges.
- Create support resources for parents.

## Social Support

- Sources of Support
- Types of Support
- Lack of Support

## Social Support Sources of Support

- Youth sources of support
  - Immediate & extended family (parents, siblings, grandparents, cousins)
  - Friends
  - Probation officers
  - Themselves

## Social Support Sources of Support

- Parental sources of support
  - Family
  - Friends & co-workers
  - Church & God
  - Probation officers, case managers
  - School staff

## Social Support Types of Support

- Types of support
  - Appraisal support – Youth & parents receiving encouragement and constructive feedback

*"Like when I want to get high or want to smoke they're [FRIENDS] like, 'No, it's not worth it. You don't need to go to jail. Just wait. You can do it when you get off if you want to. It's not worth goin' to jail over. You ain't never been, why go now?"*

- Youth Participant

## Social Support Types of Support

- Types of support – Appraisal

*"PO helps support me in making her do what she needs to do. Help her be, take responsibility for her actions, that's the kind of support we get from him."*

- Parent Participant

## Social Support Types of Support

- Types of support
  - Emotional support – People showing youth & parents empathy, care, love, and trust

*"...when my dad got shot and I had like just found out about it and I was at school crying, my best friend she was there helping me to get through that rough time...it was like a group of kids at school picking on me because I was crying and stuff and she like told them to stop picking on me and she like got the teachers and told them what was wrong with me and stuff."*

- Youth Participant

## Social Support Types of Support

- Types of support – Emotional

*"Mostly family and a couple of friends...they're honest. You know when we're talking about it, they're just honest because, you know, they're on the outside looking in. They're not involved in the whole situation, so they have a different perspective. And I think it helps me to see more clearly."*

- Parent Participant

## Social Support Types of Support

- Types of support
  - Instrumental support – Youth & parents receiving aid or assistance that meets a need in their lives

*"She [PROBATION OFFICER] will call a lot and make sure, like, 'Are you okay?' If you need a ride here or there she try to help me find a job and stuff. She told me if I could find a job she would help me get back and forth to work. All I gotta do is find me a job and if I need her help then she could look into it."*

- Youth Participant

## Social Support Types of Support

- Types of support – Instrumental

*"I have a few people that I can honestly say are true friends that in a time of need I can call them and they will help, whatever the situation is be it a ride or if one of the kids need something and I don't have the money to get it I just tell them and they will go get it. Just whatever it is I need."*

- Parent Participant

## Social Support Lack of Support



*"Sometimes I think my mama don't care, but then sometimes, like when she come around, it only be like for a couple of months. And I don't think she even come around for us. I think she just come around for my daddy, but I don't know. Cause sometimes she'll be like, sometimes she'll help us with stuff and then other times she like cuss us out and be like 'get out of my face' and all."*

- Youth Participant

## Social Support Lack of Support



*"In the beginning my mama helped me, but then now she just gave up on me, so now it's my auntie...She don't help me with my school. She ain't gonna help me with this baby. She ain't even acceptin' this baby, and so I'm as far as dead. She, I wouldn't even consider her my mama no more."*

- Youth Participant

## Social Support Lack of Support



Question – What kinds of support do you get from people in your lives?

P1 – A lot of 'em you don't because a lot of 'em got their own problems. Lot of 'em in the same boat that we is.

P2 – Right. And then a lot of 'em don't understand.

P1 – ...Yeah, you right. A lot of 'em don't understand. And a lot of 'em got their own problems...how you gonna get support from somebody else that you gotta give the support back to them because they got their own problems with their child.

- Parent Participants

## Social Support Lack of Support



*"There's nothin' out there really. There really ain't. There's nothin' out for the children. There's nothin' out for the parents either. Cause the parents is goin' through things just like the children are and there's nothin' out there."*

- Parent Participant

## Social Support Things to consider...



- Support and help varies across youth and parents.
- Strengths-based assessment that includes questions about support resources can help:
  - Identify gaps in the support systems of youth/families
  - Identify youth who may be appropriate for natural helping

## Natural Helpers



- Who they are
- Who should get them
- What they should do
- Why they're important



## Natural Helpers Who they are...



"They can look up to a 30-year-old, it don't matter. It's just as long as you hook 'em up with someone who is not doin' alcohol, drugs, stayin' good then it will do a positive outcome."

- Youth Participant

"...I need someone I can really rely on. Like if I'm hurt I can come to you and cry to you without you tellin' the whole city of Dayton about my business."

- Youth Participant

"People that care about 'em and shows feelings towards them. Shows 'em that they do care about 'em."

- Youth Participant

## Natural Helpers Who they are...



"I think it should be someone who shares the same interests."

- Parent Participant

"...something else that might help is to have someone close to the age that has been down that same path and came out on the other side, that has made some achievements over that bad road they were on. So that they have somebody to look up to, somebody that has experience in what they are going through now. I think that would be very helpful."

- Parent Participant

## Natural Helpers Who they are...



"Finding and getting a group of dedicated people who is willing to stay in this for the long run and willing to support and help this person all the way through. Not just start and stop, but all the way through."

- Parent Participant

"...some of these doctors and some of these counselors they have been to college true enough, but you've got to be able to talk to these kids kind of on their level."

- Parent Participant

## Natural Helpers Who should get them...



"If they didn't have no good friend or family, I mean if they were people in a children's home or if their parents abuse 'em or whatever, yeah, that would be a good thing [NATURAL HELPER PROGRAM]. But people that have a good life, good family, good friends, I'd say that they shouldn't be set-up with people, but I think that people don't have a good life should."

- Youth Participant

## Natural Helpers Who should get them...



"...we can speak on how we are, but like she might be the type of person that would be willing like, 'Yeah, I want it' and I could be the type of person like, 'With you, uh-uh, naw. It all depends in that teenager.'"

- Youth Participant

## Natural Helpers What they should do...



"I probably need somebody to be like there to guide me through the way and put me on the right path."

- Youth Participant

"Support of someone tellin' you like, 'Go on girl, you can make it. Look you already doin' good. I mean you gonna graduate from high school. Do what you gotta do. Keep on doin' whatever takes you to the higher level to where you supposed to be goin'.'"

- Youth Participant

## Natural Helpers

### What they should do...



*"They can remind you when your court dates are and remind you of what you need to do, whatever the court makes you do. If you go to jail they can come visit you and let you know things will be OK and you need to get on the right track."*

- Youth Participant

*"Keep you away from the stuff you used to do. Keep your mind focused on other things. Don't worry about what everybody else is doing."*

- Youth Participant

## Natural Helpers

### Why they're important...



*"I think that program would be good because it's giving kids the opportunity to really have positive things they're doin' instead of seein' all the negativity and stuff goin' on. And bein' around it, just bein' around a positive person who don't put the self out there like that."*

- Youth Participant

*"Like sometimes you have positive role models. Sometimes you just have people you looked up to. If they do positive things then you do positive things. It's like birds of a feather flock together."*

- Youth Participant

## Natural Helpers

### Why they're important...



*"...a lot of times she gets more negative than she needs. When she really needs that boost sometimes I'm not able to give her all that she needs. I'm always there and I always give her that boost, but sometimes she needs it from other people as well."*

- Parent Participant

*"For someone to take an interest in your child and they don't even know you...that makes a difference."*

- Parent Participant

## Natural Helpers

### Why they're important...



*"I feel sometimes kids need more guidance and stuff. Sometimes they parents not as involved as they should be and stuff and it make them do stuff they don't want to do or they not supposed to do...like people at the court they can be mentors to people cause some people need more guidance."*

- Parent Participant

## Natural Helpers

### Things to consider...



- Recruitment & screening strategies
- Natural helper assessment
- Natural helping opportunities that match youth wants & needs

## Resources



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