

WORKFORCE SYSTEMATIC LITERATURE REVIEW



QUALITY IMPROVEMENT CENTER
ON ENGAGING YOUTH IN
FINDING PERMANENCY

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EXECUTIVE SUMMARY

The Quality Improvement Center on Engaging Youth in Finding Permanency (QIC-EY) is a cooperative agreement, funded by the Children's Bureau, which is charged with advancing child welfare programs and practice to ensure that youth in foster care throughout the United States are authentically engaged in finding permanence. The QIC-EY is expected to raise awareness and to change the mindsets of social work professionals, court personnel, and other critical entities in order for youth to be recognized as competent, knowledgeable parties who deserve to have input and decision-making power about their lives. This systematic literature review was conducted as a first step to addressing system and worker-level changes that are necessary to support this shift in philosophy and practice.

Specifically, this systematic literature review was conducted of peer-reviewed articles and gray literature that discussed how child welfare and/or court staff promote youth engagement. A total of 1,119 articles were reviewed. Of those, 981 were excluded because they didn't meet the inclusion criteria (did not relate to how staff can engage youth in service planning or related efforts) and 138 articles were fully reviewed and included in the analysis. The reviewed articles were written in English, published after 1980, and had the full text available. The researchers used the PRISMA method to conduct the literature review and a framework analysis for developing themes (codes) for analysis.

This report details the findings from the systematic literature review and describes and defines the identified themes. See Table 1 for a list of all themes identified in the literature review. Researchers investigated three main categories during the review: competencies and characteristics of workers, court, and workforce support.

The results revealed nine competencies for child welfare workers (partnering with youth; communication and listening skills; building trusting relationships; strength-based approach; prepare and inform; advocate for youth; knowledge of adolescent development; trauma-informed care; and cultural humility) and three characteristics (committed; flexibility; and self-awareness) of staff that support successful youth engagement. The QIC-EY Workforce Council also identified two essential characteristics not included in the literature review: demonstration of empathy and authenticity.

In addition, researchers identified six primary themes in the court category. These six primary themes of youth engagement in court include preparing youth for court, open communication, active listening, accommodate youth attendance at court, providing extra time, and encouraging youth's participation in court hearings.

Lastly, researchers identified five primary themes under the category of supporting the workforce to implement youth engagement approaches. These included providing coaching, supervision, peer support, supervisor observation, and involving youth in worker training.

In the discussion section, we discuss how we derived three main responsibilities of youth engagement workers from the core competencies and characteristics. These three responsibilities include the following: Inform, Elicit, and Partner.

The appendix details the articles that fit with each main category: competencies (Appendix A), characteristics (Appendix B), workforce and court (Appendix C), and youth engagement and permanence (Appendix D). All themes and the articles attached to them can be found in the appendix section.

Table 1. All themes identified in literature review

Competencies <i>(see Table 3 for more information)</i>	Characteristics <i>(see Table 3 for more information)</i>	Court <i>(see Table 4 for more information)</i>	Workforce support <i>(see Table 5 for more information)</i>
Partnering with youth	Committed	Preparing youth for court	Coaching
Communication and listening skills	Flexibility	Open communication	Supervision
Building trusting relationships	Self-awareness	Active listening	Peer support
Strength-based approach		Accommodate youth attendance at court	Supervisor observation
Preparing and informing youth		Providing extra time	Youth involvement in worker training
Advocating for youth		Encouraging youth participation	
Knowledge of adolescent development			
Trauma informed care			
Cultural humility			

INTRODUCTION

Despite the child welfare system’s focus on legal permanency, many youth exit foster care without permanency. According to AFCARS Report #27, over 20,000 children who exited care during 2019 did so through emancipation. Additionally, almost 25,000 children in care in September 2019 had a case plan goal of emancipation or long-term foster care (Avery, 2010). Youth aging out of care often lack sufficient social support, which can serve as a protective factor against a number of negative outcomes including (but not limited to) homelessness and unemployment (Avery, 2010).

Prior research indicates that engaging youth in their own permanency planning improves permanency and transition-related outcomes while enhancing both child and agency wellbeing (Salazar, Spiera, & Pfister, 2020). Engaging youth in permanency planning allows youth to gain a sense of control in their own decision-making process and enhances their decision-making skills (Weisz et al., 2011). This collaborative engagement also improves academic performance and increases optimism, motivation, self-esteem, and self-efficacy (Weisz et al., 2011). Youth value the fairness of the decision-making process over the decision itself, and when youth feel included and heard in these processes, their satisfaction and compliance with the outcome can increase (Weisz et al., 2011). This collaborative engagement proves to be particularly important when working with older youth to find permanency. Child welfare agencies also benefit from

engaging youth in services through the creation of more effective and relevant policies, programs and services, and improved relationships and understanding between staff and youth (Walker, Seibel, & Jackson, 2017). Youth involvement expands permanency options, resulting in fewer children leaving care without a connection to a stable, consistent adult (Salazar et al., 2018; Schwalbe, 2012).

However, despite the research demonstrating the effectiveness of youth engagement in permanency planning and youth interest in having a say in decisions that impact them, child welfare practice has not historically – nor presently – centered on youth voice or engagement (Saunders & Mace, 2006). Similarly, court processes can prove disempowering for children (Cashmere, 2002). The culture and mindset among the child welfare workforce need to adapt to see youth as partners. This change requires training and ongoing coaching on how to establish relationships with youth on their caseloads, engage them in decision making, and empower them to use their voice (Havlicek, Curry, & Villalpando, 2018). Creating shared power requires staff to see youth as experts who have important perspectives and innovative ideas to share. In addition, it is crucial to establish a culture of shared responsibility, control and accountability among staff and youth. Authentic youth engagement (EY) requires staff to dedicate time needed to establish a trusting relationship with youth, by listening to them, respecting their opinions and being consistently present and available.

To understand the best methods for training child welfare and court staff on youth engagement practices, it is important to understand the workforce competencies and characteristics associated with effective youth engagement as well as the coaching and supervisory factors needed to promote these competencies and characteristics. As part of the Quality Improvement Center for Engaging Youth (QIC-EY), a cooperative agreement between Spaulding for Children and the Children’s Bureau, the research team conducted a systematic literature review to understand effective components of youth engagement in child welfare, with particular focus on the essential worker competencies and characteristics that support youth engagement in permanency planning. The results revealed three primary responsibilities of youth engagement workers: informing, eliciting, and partnering with youth. Throughout the course of the partnership, workers may cycle between these actions, depending on what is needed in the moment to move the planning process forward.

METHODOLOGY

SEARCH STRATEGY AND SELECTION OF RECORDS

Researchers used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to conduct the review (Moher et al., 2009). Prior to the review of peer-reviewed articles and gray literature, the research team consulted with the QIC-EY Workforce Council and the Youth Engagement Advisory Council to create a comprehensive list of key words and terms. The Researchers combined feedback from the councils to create a full list of search terms (see Table 2) that were then used to review peer-reviewed studies and gray literature reports, including governmental and organizational publications. The authors found records through several sources, including ERIC EBSCO, PsycInfo, Social Work Abstracts, Family Studies Abstracts, ERIC ProQuest (N=1104), personal correspondence with leaders in the field (N=13), and through reviewing any similar literature reviews found in the original database (N=2). The research team conducted the search in December 2021.

Table 2. Search terms

Search Terms	
1	("characteristics" OR "competencies" OR "attitudes" OR "skills") AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care") AND ("youth engagement" OR "youth-led" OR "youth involvement" OR "involving youth")
2	("attitudes" OR "skills") AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care") AND ("youth engagement" OR "youth-led" OR "youth involvement" OR "involving youth")
3	("foster youth" AND engag*) AND (permanenc* plan* OR "case plan")
4	("Consent to adoption") AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care")
5	("Youth participation" OR "youth-led") AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care")
6	(Authentic* engag*) AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care") AND (case plan*)
7	("coaching") AND ("supervisor") AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care")
8*	("youth voice" OR "youth perspective" OR "youth involvement" OR "involving youth") AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care") AND (permanenc* plan* OR "case plan")
9	("foster youth" OR "child welfare" OR "foster child" OR "foster care") AND ("decision making" OR "shared decision making") AND ("engag*" OR "youth participation")
10	("youth participation" OR "youth engag*") AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care") AND ("permanency planning" OR "permanence" OR "case planning")
11	("dependency court") AND ("Age appropriate" OR "developmentally appropriate" OR "engage*") AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care")
12	("dependency court") AND (participat* OR prepar*) AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care")
13	(relational permanenc*) AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care")
14	(cultural permanenc*) AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care")
15	("foster youth" OR "child welfare" OR "foster child" OR "foster care") AND ("social support" OR "social network") AND ("engag*" OR "youth participation")
16	("youth communication") AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care")
17*	("Affirming youth") AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care")
18	("Relationship building" OR "therapeutic alliance" OR "relationship formation") AND ("child welfare staff" OR "child welfare caseworker") AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care")
19	(resources for older foster youth OR "older youth services") AND ("case managers" OR "social workers" OR "staff")
20	("Family centered care" OR "client centered care") AND ("foster youth" OR "child welfare" OR "foster child" OR "foster care")

* Means no results were returned with those search terms

Inclusion criteria for the literature review required that the articles meet the following criteria: (1) published after 1980, (2) written in English, (3) the full text was available online, and (4) the article discussed how staff promote youth engagement in planning efforts or activities. The initial database search revealed a total of 1104 records. Other sources (e.g., reviewers' personal knowledge, review of literature review sources uncovered in search) identified an additional 15 sources for a total of 1119 records considered for inclusion. The team then screened records for eligibility by analyzing titles, abstracts, and summaries. If the title or abstract did not mention youth engagement, or if it was a duplicate, the article was excluded. A total of 752 records that did not meet the inclusion criteria were excluded.

Four reviewers then completed a full text review of the remaining 367 records and assessed them for inclusion. Articles were kept in the review if they explained strategies to engage youth in programming, planning, or activities, and/or the competencies and characteristics that make youth workers successful in engaging youth in these efforts or promoting legal, relational, or cultural permanency.

Articles were excluded if they only discussed outcomes associated with youth engagement, or if they did not include information about staff. After the first full text review, 207 additional articles were excluded due to lack of relevance to the topic and lack of available text. Two reviewers then completed a second full text review, which resulted in excluding 22 more articles due to lack of relevance to the topic. After this second full text review, 138 articles were selected for final inclusion.

THEME AND SUBTHEME CODING

To code the themes, the authors used a framework analysis approach (Goldsmith, 2021). A framework analysis includes a mix of inductive and deductive coding through a five-step process. First, the researchers familiarized themselves with the data. In this research team, several of the members were already familiar with the literature through previous reviews, which enabled data familiarity and allowed them to suggest preliminary themes (codes). Themes were also suggested by other members of the QIC-EY grant team based on their expertise. The preliminary themes and their definitions created the initial framework for review.

Second, the reviewers had the freedom to add new thematic codes that were distinctly different from the preliminary themes. Additionally, the definitions of primary and secondary themes were added or modified when the existing categories did not sufficiently represent the material. Therefore, the framework was adjusted in an iterative process as the reviewers read the literature.

Third, researchers coded the articles in accordance with the pre-determined themes. After the initial review and adjusting the framework, the authors reviewed the full article list again to ensure each article was reviewed with the final framework, (all preliminary and added themes), and the definitions of each of the themes aligned with the literature.

Fourth, the researchers summarized the themes and frameworks provided in the data, which is detailed in the results section below. Fifth, researchers interpreted the results.

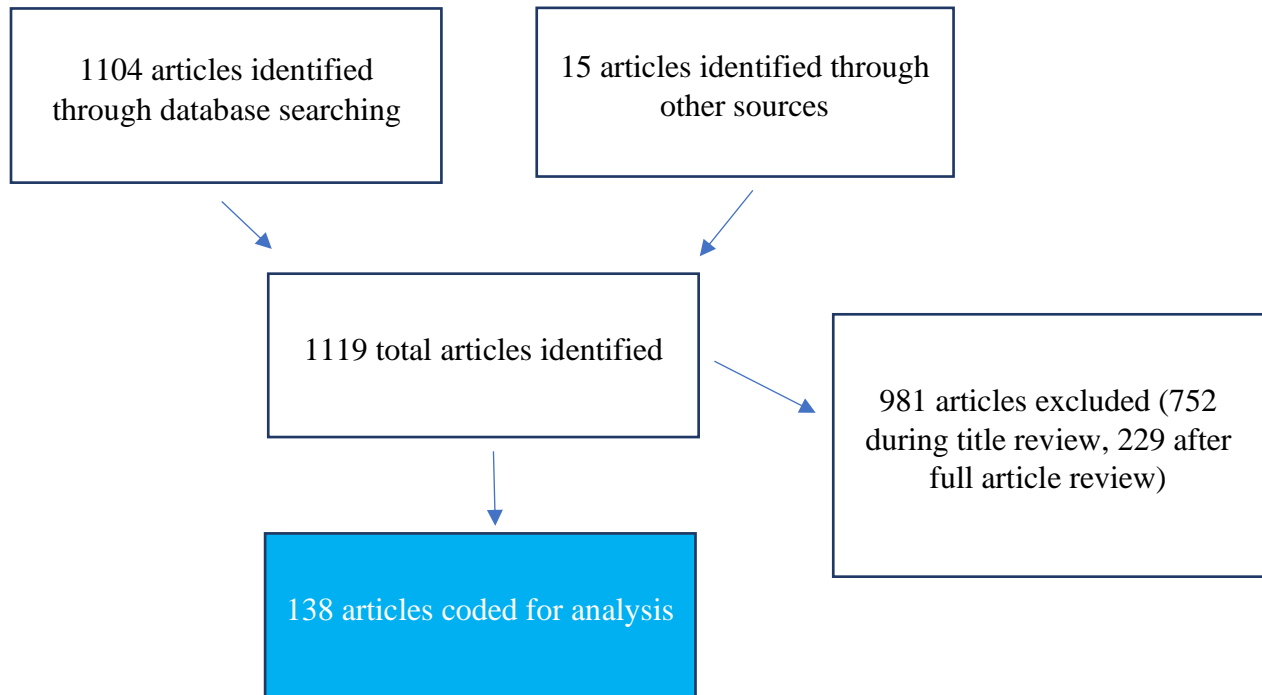
The results were separated into three major categories, which include staff characteristics/competencies, workforce support, and court-specific youth engagement. Characteristics are defined as personal attributes, features, or qualities that youth workers have which make them more effective at implementing youth engagement approaches. Competencies are defined as knowledge, attitudes, and/or skills that staff acquire through training. We define workforce support as the techniques staff, supervisors, and organizations employ to encourage

personal and professional development and to implement new interventions with fidelity. Court-specific youth engagement is defined as youth engagement specifically occurring within the legal setting (primarily court).

SAMPLE DESCRIPTION

The final selection included articles published between 1982 and 2022 (one article did not have a date listed). The records included a total of 81 experimental studies (14 quantitative, 53 qualitative, 14 mixed methods), and 57 gray literature or opinion articles. The sample sizes in the experimental articles ranged from 1 (case study) to 1,325 participants. Quantitative articles had a median sample size of 187, while qualitative articles had a median sample size of 20. A total of 17 articles discussed themes related to the engagement in court, 21 articles discussed workforce support, and 122 articles discussed staff competencies and characteristics (the total does not equal 138 as some articles covered more than one category). Twenty-six articles discussed youth engagement in the context of promoting relational permanency, 20 discussed legal permanency, and seven articles discussed cultural permanency. See Appendix D for a list of all articles focused on the different forms of permanency.

Figure 1. Article inclusion process



RESULTS

The results are divided into three main categories: staff competencies and characteristics, youth engagement in court, and workforce support.

STAFF COMPETENCIES AND CHARACTERISTICS

A total of 122 articles outlined staff competencies and characteristics that were found to support youth workers' engagement with youth in service planning and/or youth engagement activities. We define competencies as the skills and knowledge that workers should have to be effective in this work, and characteristics as the helpful internal traits that workers may bring to the work in varying capacities. This review yielded nine competencies (partnering with youth; communication and listening skills; building trusting relationships; preparing and informing youth; advocating for youth; knowledge about adolescent development; trauma-informed care; and cultural humility) and three characteristics of successful youth engagement workers (committed; flexible; and self-aware). The themes are described below, in order of frequency (number of times they were mentioned in articles). See Table 3 for more information, and Appendices A and B for a full list of all articles which mentioned worker competencies and/or characteristics.

COMPETENCIES

PARTNERING WITH YOUTH. The most frequently mentioned worker competency (n=85) referred to workers' ability to form an equal, respectful partnership with youth, in which youth have a voice and staff and youth make decisions as a team. Mitra et al. (2013) define youth-adult partnerships as "relationships in which both youth and adults have the potential to contribute to decision-making processes, to learn from one another, and to promote change." In a partnership, youth and staff share responsibility for success (Green & Ellis, 2008). Youth-adult partnerships require adults and youth to set clear expectations for one another and to clarify one another's roles and responsibilities (Dixon et al., 2019). True partnership requires workers and youth to recognize power imbalances inherent in their working relationship so that they may resolve or work around those imbalances over the course of the partnership (Havlicek, 2016). Parties need to continually check in with each other to see how the partnership is going and what adjustments need to be made for youth and adults to work as a successful team (Her Majesty's Inspectorate of Education, 2009).

COMMUNICATION AND LISTENING SKILLS. Communication and active listening skills were mentioned in 73 articles. Effective youth engagement workers have open, honest, and respectful communication with youth, and continually provide up-to-date information pertinent to the youth to aid them in making decisions. Successful workers make active efforts to elicit youth preferences and hear what youth are saying. The Jim Casey Youth Opportunities Initiative (2019) recommends assessing how adults are "asking for, listening to, and incorporating the ideas of young people" (pg. 3). Staff need to create opportunities for youth to share their views openly (Ahn, 2018). Instead of asking youth how they feel in an open-ended way, it can be helpful to provide more specific prompts to help youth scaffold their thoughts (Simmons et al., 2017). It is important for staff not to silence youth voices that contradict the opinions or views of staff by sharing their own contradicting opinion too quickly, as this can cause youth to feel powerless and may lead to youth not opening up again in the future (Dietz et al., 1991; Ranahan,

2019; Richards-Schuster et al., 2021). Richardson & Yates (2018) found that both workers and youth were highly attuned to authentic communication, stating: "Even though workers may try to soften or mask negative messages in content with neutral or positive tone, foster youth do pick up on (and perhaps focus on) the negative content that workers are communicating." In addition to honest communication, youth feel more engaged when workers use everyday language and humor to connect (Ausberger, 2014).

BUILDING TRUSTING RELATIONSHIPS. Youth workers' ability to build trusting relationships with youth was mentioned in 60 articles. Agencies need to hire workers who are motivated to form deep, stable relationships with youth that are enduring and supportive (Samuels, 2008). Relationship building takes time and requires the worker to meet the youth where they are at by assessing the youth's readiness to move forward. Building a therapeutic alliance requires creating a sense of safety and trust between the worker and the youth (Boel-Studt et al., 2018). Relationship building can be aided by workers exhibiting openness, warmth, and acceptance for the youth (Pedersen et al., 2016), which provides youth with a sense of safety (Grace, 2018). A key element of building a trusting relationship is setting professional boundaries from the outset of the relationship so that youth know what they should and should not expect from their worker (Bryson, 2003). At the same time, workers should remain authentic in their approach to relationship building - Ball et al. (2021) outlines ways that workers can move away from transactional interactions with youth and towards transformational relationships. Once youth feel they can trust their worker, they can begin to have more open explorations of their hopes, dreams, and fears related to permanency (Jacobs & Freundlich, 2006).

STRENGTH BASED APPROACH. Thirty-seven articles referred to the need for staff to use a strength-based rather than deficit-based approach to working with youth, focusing on the unique strengths and abilities youth bring to the table. Staff must learn to see youth as the experts on their own lives and make efforts to build their confidence by recognizing their positive qualities and achievements (Body & Hogg, 2019; Feldman & Silverman, 2014; Havlicek, 2016; Jim Casey Youth Opportunities Initiative, 2019; Martinez et al., 2018). Youth may also be encouraged to define their own role in participation according to their strengths and abilities (Kothari, 1996; Suleiman, 2006; Thorp, 1986). Youth are more likely to feel comfortable participating in meetings when workers speak positively about them (Hall et al., 2015).

PREPARE AND INFORM YOUTH. Thirty-six articles referenced staff preparing youth to engage in planning efforts. This may include helping youth understand what to expect from the planning process (Mitra, 2005; Samuels, 2008; Simmons et al., 2020); clarifying roles and responsibilities (Dixon et al., 2019); preparing youth to participate in planning efforts through practice, coaching, and/or skill building (Burford & Gallagher, 2015); and providing youth with relevant information about their case and their permanency options so they can make informed decisions (Graham & Bruce, 2006; Freundlich et al., 2006; Fostering Youth Change, 2019).

ADVOCATE FOR YOUTH. Thirty-three articles referenced the need for workers to be advocates for youth. Park et al. (2020) found that youth who perceive their workers to be helpful were more likely to engage in planning efforts. Workers act as youth allies, which includes advocating for youth desires, connecting them with resources, and addressing any obstacles as they arise (Checkoway et al., 2003; Checkoway & Richards-Schuster, 2003; Pancer et al., 2003).

KNOWLEDGE ABOUT ADOLESCENT DEVELOPMENT. Eighteen articles included content related to knowledge about adolescent development. Staff understand adolescent development and possess the ability to validate and support people in this life stage. Ball et al.

(2021) described knowledge of adolescent development as a core competency in most youth engagement programs. By understanding adolescent development, organizations can plan and implement programs that meet the youth's development needs, particularly in regard to program design, language choice, and interpersonal connections with youth (Walker & Arbreton, 2005; Schine et al., 1981; Child Information Gateway, 2016; Ball et al., 2021, Juvenile Law Center, 2009; Aggelton & Campbell, 2000; Bryson, 2003; Buss, 2015; Mohamed et al., 2001; Akiva & Petrokubi, 2016; Salazar, Spiers, & Pfister, 2020; Burford & Gallagher, 2015; Augsberger, 2014; Charles & Nelson, 2000; Green & Ellis, 2008). Youth engagement programs can also provide developmental benefits for youth (Head, 2011; Collins, Augsberger, & Gecker, 2018).

TRAUMA INFORMED CARE. Sixteen articles discussed the importance of staff utilizing a trauma informed care approach with youth. Youth who have experienced trauma may have more difficulty communicating their experiences and sharing decision making with adults (Hall et al., 2015). In getting to know youth, staff have the responsibility to understand how trauma may impact adolescent brain development, and how the youth's developmental stage may impact their approach to working together (Salazar et al., 2021). LGBTQ youth in particular are more likely to be recovering from the trauma of rejection, and workers need to be mindful of this history when discussing permanency (Jacobs & Freundlich, 2006). In addition to knowledge of the impact of trauma, staff need to create a safe physical, social, and emotional environment for the youth they serve. This includes building trust, collaborative interactions, and empowering youth. Staff may consider incorporating structured time with peers (i.e., peer support groups, peer-led workshop) to help youth who have experienced trauma feel more comfortable exploring their permanency options, building skills, and sharing power (Dixon et al., 2019).

CULTURAL HUMILITY. Eleven articles included themes related to cultural humility. We define cultural humility as the ability to engage with others from a diverse set of backgrounds (including, but not limited to, race, ethnicity, gender identity, sexual orientation, disability status, socioeconomic status, etc.) and continually reflect and take action to address one's own biases. Successful workers value youths' cultural perspective and background (First Kids First, N.D.; Salazar et al., 2005) and have awareness of how their own background impacts how they mentor and interact with youth (Mitra, 2005). Encouraging a practice of regular self-reflection both before and during program implementation will support staff in authentically engaging youth from diverse backgrounds (Cairns, 2001; Dietz, & National Network of Runaway and Youth Services, 1991; Jacobs & Freundlich, 2006; Libby, Rosen, & Sedonaen, 2005) and help to uncover and address worker biases (Hamilton & Hamilton, 2004). In addition to regular staff reflection, programs will also benefit from facilitating open and honest conversations between staff and youth regarding their biases (Nygren, Kwon, & Sanchez, 2006; Teixeira et al., 2021). If staff are unable to engage with youth in a way that meets their cultural needs, agencies should contract with providers who are able to do so (Jacobs & Freundlich, 2006).

CHARACTERISTICS

COMMITTED. Thirty-six articles discussed the need for youth workers to be committed to youth engagement and motivated to implement youth engagement approaches. Workers need to be personally motivated to engage youth (Fylkesnes et al., 2018), and it is also helpful for agencies to provide organizational support for youth engagement work and to communicate those values to staff (Vis & Fossum, 2015). To get worker buy-in, training efforts should be focused on communicating the value and purpose of engaging youth (Walker et al., 2018).

Workers must also remain hopeful and committed to helping all youth achieve permanency, even when youth have traits or behaviors that cause workers to perceive them as “hard to place,” such as LGBTQ identity, older age, or behavioral problems (Jacobs & Freundlich, 2006).

FLEXIBILITY. Thirty-two articles discussed the need for workers to be flexible and adaptive when engaging youth. This requires workers to know when to “step up” and “step back.” Organizational cultures that are open to creative and individualized problem solving – as opposed to agencies that are more bureaucratic – open the door for workers to be more flexible in their approach to youth work. An example of worker flexibility is getting feedback from youth and shifting their approach and role according to each youth’s unique needs, style, and stage in the planning process (Green & Ellis, 2008; Richards-Schuster, 2017; Kirshner, 2008). Staff offer youth a range of ways to participate in the planning process rather than mandating a one-size-fits-all approach (Simmons et al., 2020).

SELF-AWARENESS. Self-awareness was mentioned in 27 articles. Youth workers need to have awareness of their own personal biases, style, values and idiosyncrasies and are able to maintain clear boundaries between work and personal life. Workers are open to working with youth from different backgrounds and able to reflect on their positionality in relation to youth. A successful worker demonstrates humility in working with youth and is willing to accept that they may not know what is best or be the expert in every situation (Cairns, 2001). Dietz et al. (1991) explain that a key first step of training is supporting workers’ exploration of their own personal biases and hang-ups related to youth engagement and partnering with youth. Walker et al. (2018) offer a tool (Youth/Young Adult Voice at the Agency Level, or Y-VAL) for staff to self-assess the degree to which they are including youth voice in practice.

The above competencies and characteristics aid workers in helping youth plan for legal, relational, and cultural permanency. By partnering with youth, communicating with them about their goals, and being flexible, workers elicit more individualized permanency goals for youth. Workers act as advocates for youth in developing their relational and cultural permanency in addition to legal permanency. See Appendix D for a list of articles relating to workers’ promotion of legal, relational, and cultural permanency.

Table 3. Caseworker competencies and characteristics related to youth engagement (N=122)

Competency	# of articles	% of N	Description
Partnering with youth	85	70%	Staff actively seek the perspectives and desires of youth and make decisions as a team. Each party can make suggestions and decisions and the contribution of each is recognized and valued. Adults work in full partnership with young people on issues facing youth and/or on programs and policies affecting youth.
Communication and listening skills	73	60%	Staff have open, honest, and transparent communication with youth, and make active efforts to listen to and hear youth. Actively seek youth voice & perspective. Provide up to date information pertinent to youth.
Building trusting relationships	60	49%	Staff build trusting, authentic relationships with youth as a first step to working together. This takes time & requires assessing youth's readiness to move forward. Build therapeutic alliance.

Strength based approach	37	30%	Staff use a strength-based vs. deficit-based approach, focusing on the unique strengths and abilities youth bring to the table which can aid in problem solving. Staff use positive language to describe youth.
Prepare and inform youth	36	30%	Staff provide youth with information to support informed decision making and prepare youth to engage in planning.
Advocate for youth	33	27%	Staff act as an advocate for the youth, making their desires a reality, and connecting youth to resources in the community.
Adolescent development	18	15%	Staff understand adolescent development and can validate and support people in this life stage.
Trauma informed care	16	13%	Staff understand the impact of trauma on adolescent brain development and are mindful of trauma when partnering with youth and discussing permanency options.
Cultural humility	11	9%	Staff are able to engage with youth from a diverse set of backgrounds and understand how to continually reflect and take action to address biases.
Characteristic	# of articles	% of N	Description
Committed	36	30%	Staff and organizations are committed to youth engagement and are motivated to implement youth engagement principles. Staff are bought in to the importance and purpose of youth involvement.
Flexibility	32	26%	Staff are flexible and adaptive rather than following rigid rules or having set expectations for how things must go. Willing to improvise, get feedback from youth and shift their approach. Outside of the box thinking.
Self-awareness	27	22%	Staff have personal awareness of their own biases, values and idiosyncrasies and can maintain clear boundaries between work and personal life. Able to reflect on positionality and how the partnership is going.

COURT

A total of 17 articles discussed themes related to engaging youth in court. This category includes six primary themes, listed below in order of salience: preparing youth for court, open communication with youth, active listening/asking questions, accommodate youth attendance at court, extra time/extra meetings, and encourage youth’s participation in court. See Table 4 for more information, and Appendix C for a list of all articles related to engaging youth in court.

PREPARING YOUTH FOR COURT. Eleven articles reference the theme of preparing youth for court. This theme is defined as court staff ensuring youth understand what will happen

in court, helping youth comprehend court terminology, discussing with youth when and how they should speak, and practicing what they want to say and what questions they will likely be asked by the judge. Furthermore, youth should be provided with relevant information to help them make informed decisions. Preparing for court could take the form of understanding the court process (Jenkins, 2008; Puritz & Katayoon, 2007; Miller et al., 2012), providing information about the physical space and layout of the court room (Ausberger, Lens, & Hughes, 2016), ensuring they understand their role in relation to the other stakeholders in the court room (Birnbaum & Saini, 2012) and describing appropriate courtroom behavior (Jenkins, 2008). All these types of preparation enable the youth to fully engage in the court process in an empowered and informed manner.

OPEN COMMUNICATION. A total of 11 articles included content related to the theme of open, prompt, and clear communication and information sharing with youth about the details of their case and what is happening. Those who work with youth in the legal field take time to talk to youth while avoiding legalese as much as possible (Jenkins, 2008) and provide youth with timely updates on their cases (Miller, 2012). Communication skills were described in two articles as the most important skills an attorney should have when working with youth (Ball et al., 2021; Miller et al., 2012).

ACTIVE LISTENING. Nine articles discussed active listening in court. This theme encompasses the importance of asking youth direct questions about their experiences and preferences, listening to what the youth say, and giving weight to their preferences when making decisions. Judges, attorneys, and others working in the legal sector should take the time to ask the youth questions regarding their perspective and experience (Ausberger, Lens, & Hughes, 2016). Attorneys should also take the time to ensure that they understand the client's perspective and to provide suggestions for legal ways to help the client reach their goals (Starr, Yohalem, & Gannett, 2009).

ACCOMMODATE YOUTH ATTENDANCE AT COURT. Nine articles referenced accommodating youth attendance at court. This theme includes ensuring that court hearings are not scheduled during times the youth is unavailable due to extracurriculars and school. The theme also includes the importance of informing the youth of their court date, supporting their attendance, and making sure the court environment is more welcoming for youth. Several articles noted that scheduling factors such as planning court hearings at inaccessible times for youth prevented the youth from being able to fully engage in the process (Ausberger, Lens, & Hughes, 2016; Burford & Gallagher, 2015; Bridge, 2021; Freundlich et al., 2006). In fact, Starr, Yohalem, and Gannett note that “scheduling that conflicts with a client's events — such as school, athletic activities, musical recitals, and peer activities — should be treated with the same caution as conflicts with the court's own calendar” (2009, pg. 16).

EXTRA TIME. A total of five articles referenced the need for extra time and/or extra meetings to fully engage youth. Courts and attorneys may choose to allot extra time when children are present in case the youth needs time to ask or answer questions or needs a private interview with the judge. Given that many of the court proceedings may be new to youth, attorneys should plan extra time to equip youth with the knowledge they may need during the process (Birnbaum & Saini, 2012; Miller et al., 2019). It is also important for judges to plan for extra time for youth interviews (Bridge, 2010). One study found that the length of conversation between the youth and the judge positively correlated with the youth's desire to prioritize court attendance (Weisz et al., 2011).

ENCOURAGE CHILDREN’S PARTICIPATION. Four articles discussed encouraging children’s participation in court, meaning that adults encourage youth to participate in court and validate their participation through verbal affirmations. Many youth see the courtroom as too intimidating a place for them to voice their opinions (Buss, 2015). However, another article found that when children were encouraged by the judge to participate, they felt less upset and found it easier to talk to the judge in front of others (Weisz et al., 2011).

Table 4. Youth engagement in court (N=17)

Theme	Number of articles	% of N	Description
Preparing youth for court	11	65%	Ensuring youth understand what will happen in court, help youth understand terminology, when and how they should speak, practice what they want to say and what they will likely be asked about. Provide relevant information to help them make informed decisions. Provide options.
Open communication	11	65%	Clear, prompt, open communication and information sharing with youth about the details of their case and what is happening.
Active listening	9	53%	Ask children direct questions about their experiences and preferences. Listen to what youth say and give weight to their preferences when making decisions.
Accommodate youth attendance at court	9	53%	Ensuring that court hearings are not scheduled during times the youth is unavailable due to extracurriculars, school, etc. Inform youth of their court date and support their attendance. Make the court environment more welcoming for youth.
Extra time	5	29%	Courts allot extra time when children are present in case the youth needs time to ask or answer questions or needs a private interview with the judge. Attorneys allot extra time to meet with youth before each hearing.
Encourage children's participation in court	4	24%	Encourage children to participate in court and validate their participation. Provide verbal affirmations.

WORKFORCE SUPPORT

The workforce support category included 21 articles, which yielded five unique themes: coaching, support, peer support/teamwork, youth involvement in training, and supervisor observation. These themes are described below. See Table 5 for more information, and Appendix C for a list of all articles focused on supporting the workforce through coaching or supervision.

COACHING. Fifteen articles included themes related to coaching, which we define as providing ongoing support for practitioners’ learning to implement a youth engagement

approach. Coaching may include reflective listening, education, field observation, and/or other supportive methods to help staff implement an intervention with fidelity. Coaching enables staff to identify and address their own personal areas in need of improvement regarding youth engagement work (Jacobs & Freundlich, 2006; Cody & D’Arcy, 2019; Teizeira, 2021), and can improve the efficacy of the youth engagement intervention overall (Atlantic Coast Child Welfare Implementation Center, 2013; Walker, Seibel, & Jackson, 2017; Murray et al., 2018). To support staff honesty and vulnerability regarding their shortcomings and challenges implementing an intervention, coaching should be voluntary and confidential (Das, Connelly, & Johnson, 2021). Coaching can occur between youth and adults (with either assuming the coaching role) (Dietz et al., 1991; Cahill & Dadvand, 2018) and between staff and trusted colleagues (Libby, Sedonaen, & Bliss, 2006). Coaching should be positive and growth-oriented (Libby, Rosen, & Sedonean, 2005).

SUPERVISION. A total of 10 articles referenced the supervision theme. Supervision includes case consultation, feedback on employee performance, and communication regarding the importance of implementing a youth engagement approach. Given that youth engagement work can be time-consuming and may take staff member’s time away from traditionally valued activities (through prioritizing relationships over efficiency), it is important to have strong administrative support for this value, which can be emphasized in supervision (Jacobs & Freundlich, 2006; Schine et al., 1981). Supervision can take place through individual or group sessions and provides a valuable method for ensuring that staff are working towards and aligned on the organizational value of youth engagement (Holloway, 1982; Van Veelen et al., 2017a. Van Veelen et al., 2017b; Lietz et al., 2018; Children’s Bureau, 2019).

PEER SUPPORT. Workforce peer support was mentioned in 8 articles. We define peer support as a shift away from individual responsibility to shared/team responsibility, where employees are given dedicated time and space to learn with and consult their peers who are implementing the same intervention. Ongoing communication between team members about youth engagement strategies that are or are not working well can promote an environment of growth and mutual support among staff (Malvaso et al., 2016).

YOUTH INVOLVEMENT IN WORKER TRAINING. Six articles referenced the theme of youth involvement in training. This theme encompasses the idea that training and coaching staff on youth engagement can be enhanced with youth involvement. Including young people in developing and delivering staff training enables staff to learn about youth’s experiences (Walker, Seibel, & Jackson, 2018; Libby, Rosen, & Sedonaen, 2005; Cody & D’Arcy, 2005; Libby, Sedonaen, & Bliss, 2006) as well as effective methods for connecting with youth (Cahill & Dadvand, 2018). Involving youth in coaching can also allow staff to gain feedback and hear directly from youth on what does and does not work for them in the program (Dietz et al., 1991).

SUPERVISOR OBSERVATION. The final theme within the workforce support category is supervisor observation. Three articles discussed supervisor observation, which refers to supervisors or coaches observing staff as they implement a youth engagement approach and provide feedback. Two studies found that recording videos of employees’ interactions with youth helped both the supervisor and the employee provide feedback on areas that need improvement (Murray et al., 2018; Walker, Seibel, & Jackson, 2017). Supervisor observations often provided concrete examples for employees and supervisors regarding their areas of strength and weakness in youth engagement work (Murray et al., 2018; Walker, Seibel, & Jackson, 2017; Dietz et al., 1991).

Table 5. Workforce support (N=21)

Theme	# of articles	% of N	Description
Coaching	15	71%	Coaches provide ongoing support for practitioners learning to implement a youth engagement approach. This may include reflective listening, education, field observation, and/or other supportive methods to help staff implement an intervention with fidelity. It is important for coaching not to be mandatory nor tied to the employee's performance in order for staff to feel safe being honest about their shortcomings and challenges implementing the intervention.
Supervision	10	48%	Supervisors provide case consultation, feedback on employee performance, and communicate the importance of implementing a youth engagement approach.
Peer support, teamwork	8	38%	Peers can play a key role in supporting one another's learning. It is helpful to shift away from individual responsibility to one of shared/team responsibility, where employees are given dedicated time and space to learn with and consult their peers who are implementing the same intervention.
Youth involvement in training	6	29%	Training and coaching staff on youth engagement can be enhanced with youth involvement. Staff and youth can receive training and coaching together. Youth can provide their insights when designing trainings and workshops for adults. Youth can speak about their experience at educational events to help staff understand the power and importance of youth engagement.
Supervisor observation	3	14%	Supervisors or coaches observe staff implementing a youth engagement approach and provide feedback about ways they are doing well and ways to improve delivery of the intervention.

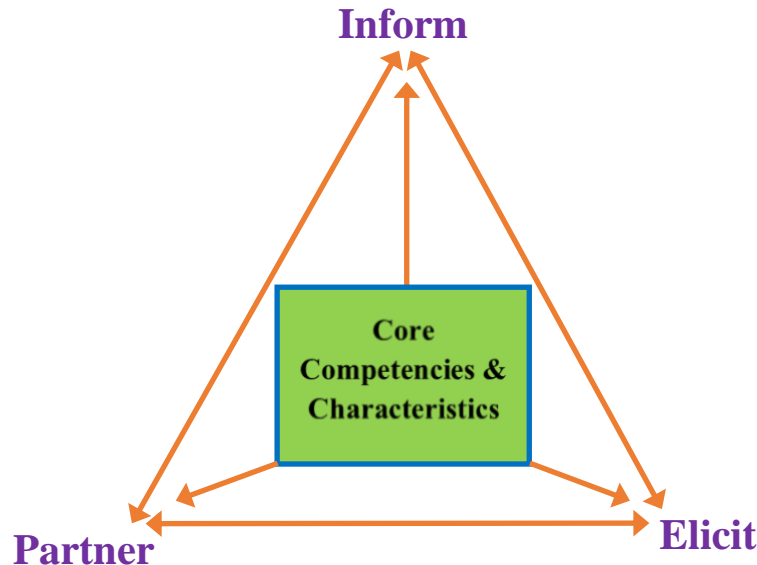
DISCUSSION

INFORM, ELICIT, AND PARTNER

Staff who wish to engage youth in the permanency planning process must learn to work with youth as equal partners rather than service recipients. This was evident in the competencies and characteristics, workforce, and court themes that arose in the literature review. We believe the themes can be summarized into three primary responsibilities of youth engagement workers:

informing, eliciting, and partnering. Each of the competencies and characteristics described throughout this paper supports implementation of one or more of these actions. All three responsibilities may be utilized concurrently throughout the course of the partnership depending on what is needed in the moment to plan for the youth's permanency.

Figure 2. Core responsibilities of youth engagement workers



1. **INFORM:** Youth cannot tell workers what they want unless they understand what is happening and why. Staff set the stage by explaining the purpose of the permanency planning process and detailing how the youth and worker will form a collaborative partnership with clearly defined roles. The worker explains the youth's permanency options and the consequences and implications of each option, ensuring the youth has full understanding of the process.
2. **ELICIT:** Workers should elicit youth perspective and preferences, providing scaffolding as needed to help youth consider what and who is important to them. For youth to feel safe opening up and exploring their options, it is crucial that workers take the time to build authentic, trusting relationships with youth. The process is centered on the youth in that moment. Workers should be careful not to push youth to make quick decisions or provide preferences without first building a solid relationship that allows open and honest conversations. Workers should only move as fast as the relationship.
3. **PARTNER:** This is the action stage, in which youth and worker partner with one another to make shared decisions about the plan. This requires assessing and addressing power imbalances inherent in the youth-worker relationship and having accountability mechanisms in place to ensure that decision making is shared in an equitable way. Workers must act as allies and advocates for youth when coordinating with other stakeholders involved in the youth's plan.

COMPETENCIES AND INFORM, ELICIT AND PARTNER

The nine identified worker competencies directly impact workers' success when implementing the three main responsibilities (Inform, Elicit, and Partner). 'Partnering with youth' requires a change in the mindset and perspectives of workers to emphasize the importance of youth engagement and the action of actively seeking out the perspectives and desires of the youth in order to make collaborative decisions. Being competent in 'partnering with youth' provides the foundation for true engagement throughout, but especially in the Partnering responsibility.

Much like 'partnering with youth', 'prepare and inform youth' requires a strategy on how to prepare youth to engage in planning. This includes clearly defining roles and expectations. Additionally, workers may be required to build the skills of the youth, so they are prepared to participate fully in the planning process.

It is not enough just to place value and recognize the importance of youth engagement. Workers also need to be competent in 'building trusting relationships' with the youth they serve. One of the ways to ensure a therapeutic alliance occurs is agreeing upon the goals (which will occur with a combination of informing and eliciting), agreement on the roles of the youth and the worker, and the development of a bond between the worker and the youth that promotes a safe environment, trust, and collaborative care.

One of the ways to 'build trusting relationships' is to demonstrate good 'communication and listening skills.' The worker's ability to be open, honest, and transparent with the youth assists with building trust. To be a true ally with you, a worker is required to not only listen to a youth's needs and desires, but to actively seek out the youth's voice to understand the youth as a whole. While informing, the worker will rely on their ability to clearly communicate information as well as their ability to elicit responses from the youth to be sure successful communication occurred. This back and forth provides a more even field and promotes partnership.

Utilizing a 'strength-based approach' allows the worker to focus on the skills and abilities the youth brings to the table and how those strengths can be used to support their decisions and goals moving forward. This includes the language that workers use to speak to and about the youth. When fully adopting a 'strength-based approach', the worker views the youth as the expert on their own life and see the youth as one who is capable of making informed decisions.

The worker must have 'knowledge of adolescent development' and be proficient in 'trauma-informed care' in order to implement developmentally appropriate approaches to youth engagement in permanency planning. Understanding the youth's development and experiences informs how the program is designed, the language used, and interpersonal connections with youth. It is critical the worker understands that chronological age is not always the best measure of a youth's developmental stage. However, basic knowledge of adolescent development and the impact of trauma enables the worker to understand, validate and support the youth.

Lastly, a worker that is competent as an 'advocate for youth' is focused on the desires expressed by the youth and works to connect the youth with needed resources, services, and networking needed to accomplish the youth's goals. An advocate assists the youth in overcoming barriers to their goals. This may include acknowledging systemic racism inherent in the child welfare system and related systems in which the youth may be engaged, which requires 'cultural humility.' Workers must be comfortable talking about their own perspectives and biases in order to form a trusting partnership with youth. This may also include processing experiences of

racism and discrimination with the youth to problem solve and build an alliance between worker and youth.

CHARACTERISTICS AND INFORM, ELICIT, AND PARTNER

The identified characteristics (commitment; flexibility; and self-awareness) assist in implementing the Inform, Elicit, and Partner responsibilities. For example, in order to properly inform youth about the purpose of their participation, the worker must themselves understand the purpose of youth engagement and be bought in to partnering with youth. The worker's commitment to youth engagement is demonstrated by their motivation to understand the system and permanency process fully. This characteristic provides a good foundation for authentic relationship building.

Working with youth requires flexibility and adaptability in all three responsibilities of workers. For example, when providing information to a youth, the approach a worker takes with one youth may differ from the next based on the youth's experience, situation, and abilities. Being flexible allows the worker to adapt and change their approach as needed based on the needs of the youth. Additionally, flexible workers are more responsive to the needs of the youth in the moment. For example, when eliciting information, if the worker notices the youth withdrawing, workers can adapt and change direction in order to move at the pace that is most beneficial to the youth and reflected by the stage of the worker/youth relationship.

The worker must also be aware of their own feelings and opinions regarding the permanency planning process and the idea of partnering with youth. Workers must be self-aware in order to understand their own biases and assumptions about youth involvement in permanency planning. Being self-aware will allow the worker to avoid projecting their own feelings onto the youth while providing information. This is critical as the worker will want to move to the 'Elicit' phase to gather information from the youth and if there is projection, the youth may not feel safe contradicting the worker and therefore abstain from providing their perspective or preferences when asked. Workers should also have awareness of their own positionality in relation to youth and consider how their own social identities impact their ability to build trust and fully partner with youth.

VOICES OF THE QIC-EY WORKFORCE COUNCIL

The QIC-EY Workforce Council, comprised of child welfare trainers as well as workforce development, youth engagement, and curriculum design experts, provided feedback on the practical application of the themes identified in the first round of the literature review. Their feedback is summarized below.

DEMONSTRATION OF EMPATHY & AUTHENTICITY. Members of the Workforce Council indicated that empathy is a common characteristic that child welfare staff need to demonstrate. Empathy can be defined as the ability to understand someone else's experience and to feel care and warmth for other people. The council also stated that the characteristic of authenticity was missing from the review, which is defined as the ability to show up as one's whole self and relate to youth in an honest, compassionate, and genuine manner.

While the research team did not specifically create a code for empathy and authentic engagement, other characteristics and competencies listed in the review do encompass these qualities. In particular, empathy is crucial for effectively partnering with youth, communication and listening skills, building trusting relationships, competencies that were found in the original literature review. The workforce council's suggestion regarding the importance of emphasizing

empathy as a unique skill, indicates that empathy is a vital component of youth engagement work.

CULTURAL HUMILITY & TRAUMA-INFORMED CARE. The Workforce Council also noted that trauma-informed care and cultural humility were essential competencies missing from the original review. The research team had created codes for these competencies but did not report them out due to the small number of articles that referenced these competencies. However, given the practical importance of engaging youth with a variety of cultural backgrounds, identities, and experiences, the research team elected to report these competencies out in the report. The feedback from the council illustrates that the limited number of articles mentioning cultural competency and trauma-informed care should not be taken as an indication of that these competencies lack importance, but rather, that they are gaining traction and awareness in the field. After receiving this feedback from the council, the research team decide to report the findings. A summary of articles that mentioned these themes can be found in the Results section of this report.

VOICES OF THE QIC-EY NATIONAL YOUTH ENGAGEMENT ADVISORY COUNCIL

The QIC-EY National Youth Engagement Advisory Council is made up of professionals and experts with recent lived experience in foster care. The council provided feedback on how the themes in the literature review compared with their own professional and personal experiences.

Council members primarily emphasized the importance of finding ways to be aware of and shift the power dynamics inherent in the legal system. While the literature review touched on aspects of how child welfare workers could share power with youth through the “partnering with youth” competency, this theme did not come up to the same degree in the court articles, despite its importance. The “self-awareness” theme also encompassed the need for workers to critically examine their positionality and to have awareness of systemic racism inherent in the child welfare system. “Empathy” is another crucial characteristic for workers to be able to understand the importance of balancing power dynamics and ensuring youth feel comfortable, informed, and empowered throughout the legal process.

One council member explained that in their experience, court professionals lacked awareness of what it feels like to have your entire life examined and criticized without consideration of the impact of systemic oppression. In order to engage youth in the court process, this dynamic must shift. The council member recommended several ways to create this shift, including “coming off the court stand” and literally getting on the same level as families. The council member recommended integrating staff with lived expertise into the court process to provide an alternative perspective and voice for young people and families. However, the council member acknowledged that the person in this role would still hold power over families and youth because they are a staff member. Alternatively, courts could partner with organizations that have already embedded lived expertise into their court processes.

The “encourage youth participation in court” theme included the importance of creating a child-friendly court environment. However, only a handful of articles discussed this. Council members explained the need to create a comfortable space for young people as a prerequisite to engagement in court. Court can be a very oppressive and disempowering environment for young people involved in the child welfare system. There are many spoken and unspoken expectations about how those attending court should behave, including business dress and overly formal communication. The judge is stationed physically above those being heard, and the environment

is designed to be austere and intimidating for adults and children alike. It is important to evaluate the physical space in which engagement between children and professionals is intended to take place. This may include considerations of what would make children of varying ages feel more comfortable in the courtroom, such as more pictures, color, couches, age-appropriate language, a smaller room, etc.

SUMMARY

Researchers identified a total of 138 articles that related to the key competencies and characteristics of youth engagement workers. During the review process, nine competencies, three characteristics, six court, and five workforce support themes were identified. Additionally, two characteristics were identified by the Workforce Council. These themes are summarized below.

COMPETENCIES AND CHARACTERISTICS. Essential competencies of youth engagement workers include partnering with youth; communication and listening skills; building trusting relationships; strength-based approach; preparing and informing youth; advocating for youth; knowledge about adolescent development; trauma-informed care; and cultural humility. Core characteristics of youth engagement workers include commitment; flexibility; and self-awareness. The Workforce and Youth Engagement Advisory Councils also agreed that empathy and authenticity are important characteristics that youth engagement workers should possess.

WORKFORCE SUPPORT. Agencies can support workers to embrace youth engagement principles by offering training workshops in partnership with youth, mentoring and coaching staff as they implement the new intervention, embedding youth engagement principles throughout the organization, providing opportunities for workers to connect with their peers to learn and consult on cases, and through observing workers in action.

COURT. Court staff should work to schedule court dates around youth availability, provide needed supports to ensure youth can attend their court date, and make the courtroom more welcoming for children. Attorneys should adequately prepare youth for court and provide timely updates on their case in an age-appropriate manner so that youth can participate to their fullest ability. Judges have a large role to play in encouraging children to participate, asking them questions, and taking their preferences into account when making decisions.

The research team derived three main responsibilities of youth engagement workers from these themes. The three responsibilities are Inform, Elicit, and Partner. Youth engagement workers use all the competencies and characteristics defined above to ensure the youth is fully informed of the process, the structure of the partnership, and expectations of the youth-worker relationship. Additionally, the worker centers the youth's voice as an expert in their experience and elicits feedback on the youth's desired outcomes. Throughout the engagement process, workers partner with youth to advocate for their desired plan and becomes a true ally and partner.

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<https://doi.org/10.1007/s10464-014-9676-9>

APPENDIX A. ARTICLES THAT MENTION KEY COMPETENCIES OF YOUTH ENGAGEMENT WORKERS

Competency	#	Article citation
Partnering with youth	1	AdoptUSKids. (2020). Engaging youth in writing photolisting narratives. https://professionals.adoptuskids.org/engaging-youth-in-writing-photolisting-narratives/
	2	Aggleton, P., & Campbell, C. (2000). Working with young people - towards an agenda for sexual health. <i>Sexual and Relationship Therapy, 15</i> (3), 283–296. https://doi.org/10.1080/14681990050109863
	3	Akiva, T., & Petrokubi, J. (2016). Growing with youth: A lifewide and lifelong perspective on youth-adult partnership in youth programs. <i>Children and Youth Services Review, 69</i> , 248-258.
	4	Augsberger, A. (2014). Strategies for engaging foster care youth in permanency planning family team conferences. <i>Children and Youth Services Review, 43</i> , 51-57.
	5	Augsberger, A., Springerwater, J., Hilliard-Koshinsky, G., Barber, K., & Martinez, L. (2019). Youth participation in policy advocacy: Examination of a multi-state former and current foster care youth coalition. <i>Children and Youth Services Review, 107</i> , 104491.
	6	Avery, R.J. (2010). An examination of theory and promising practice for achieving permanency for teens before the age out of foster care. <i>Children and Youth Services Review, 32</i> (3), 399-408.
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	14	Salazar, A., Spiers, S., & Pfister, F. (2021). Authentically engaging youth with foster care experience: Definitions and recommended strategies from youth and staff. <i>Journal of Youth Studies</i> , 24(8), 1015-1032.
	15	Schine, J. G., Shoup, B., Harrington, D., & National Commission on Resources for Youth. (1981). <i>New roles for early adolescents in schools and communities</i> . New York, N.Y. (36 West 44th St., New York 10036: National Commission on Resources for Youth.
	16	Starr, B., Yohalem, N., Gannett, E. (2009). <i>Youth Work Core Competencies: A Review of Existing Frameworks and Purposes</i> . School’s Out Washington.
	17	Walker, K. E., & Arbreton, A. J. A. (2005). Improving Participation in After-School Programs. <i>Prevention Researcher</i> , 12(2), 11–13.
	18	Youth Fostering Change. (2018). <i>Tools for Success: A Toolkit for Child Welfare Professional to Achieve Permanency and Stability for Youth in Foster Care</i> . Juvenile Law Center.
Trauma informed care	1	Avery, R.J. (2010). An examination of theory and promising practice for achieving permanency for teens before the age out of foster care. <i>Children and Youth Services Review</i> , 32(3), 399-408.
	2	Ball, B., Sevillano, L., Faulkner, M., & Belseth, T. (2021). Agency, genuine support, and emotional connection: Experiences that promote relational permanency in foster care. <i>Children and Youth Services Review</i> , 121, 105852. https://doi.org/10.1016/j.chilyouth.2020.105852
	3	Child Welfare Information Gateway & AdoptUSKids. (2016). Talking with older youth about adoption. Washington, DC: U.S. Department of Health and Human Services, Children’s Bureau.
	4	Cody, C., & D'Arcy, K. (2019). Involving Young People Affected by Sexual Violence in Efforts to Prevent Sexual Violence in Europe: What is Required? <i>Child Care in Practice : Northern Ireland Journal of Multi-Disciplinary Child Care Practice</i> , 25(2), 200–214. https://doi.org/10.1080/13575279.2017.1391749
	5	Dixon, J., Ward, J., & Blower, S. (2019). "They sat and actually listened to what we think about the care system": The use of participation, consultation, peer research and co-production to raise the voices of young people in and leaving care in England. <i>Child Care in Practice : Northern Ireland Journal of Multi-disciplinary Child Care Practice</i> , 25(1), 6-21.

	6	Feldman, N. & Silverman, B. (2003). The let's talk about it model: Engaging young people as partners in creating their own mental health program. K. E. Robinson (Ed.), <i>Advances in School-Based Mental Health, Best Practices and Program Models</i> . New Jersey: Civic Research Institute.
	7	First Kids 1 st . (n.d.) Tribal Leadership Series: Youth Engagement. W.K. Kellogg Foundation.
	8	Hall, J., Pennell, J., & Rikard, R. V. (2015). Child and family team meetings: The need for youth participation in educational success. In T. Gal & B. F. Duramy (Eds.), <i>International perspectives and empirical findings on child participation: From social exclusion to child-inclusive policies</i> . (pp. 207–226). Oxford University Press. https://doi-org.offcampus.lib.washington.edu/10.1093/acprof:oso/9780199366989.003.0010
	9	Jacobs, J., & Freundlich, M. (2006). Achieving permanency for LGBTQ youth. <i>Child Welfare</i> , 85(2), 299–316.
	10	Mitchell, M., Kuczynski, L., Tubbs, C., & Ross, C. (2010). We care about care: Advice by children in care for children in care, foster parents and child welfare workers about the transition into foster care. <i>Child & Family Social Work</i> , 15(2), 176-185.
	11	Nesmith, A., & Christophersen, K. (2014). Smoothing the transition to adulthood: Creating ongoing supportive relationships among foster youth. <i>Children and Youth Services Review</i> , 37, 1–8. https://doi.org/10.1016/j.childyouth.2013.11.028
	12	Ranahan, P. (2019). Mental Health and Suicide Concerns: Youth Work Practice Implications with Young People Leaving Care. In <i>Leaving Care and the Transition to Adulthood: International Contributions to Theory, Research, and Practice</i> . Oxford University Press. https://oxford.universitypressscholarship.com/view/10.1093/oso/9780190630485.001.0001/oso-9780190630485-chapter-14 .
	13	Salazar, A. M., Jones, K. R., Amemiya, J., Cherry, A., Brown, E. C., Catalano, R. F., & Monahan, K. C. (2018). Defining and achieving permanency among older youth in foster care. <i>Children and Youth Services Review</i> , 87, 9–16. https://doi.org/10.1016/j.childyouth.2018.02.006
	14	Salazar, A., Spiers, S., & Pfister, F. (2021). Authentically engaging youth with foster care experience: Definitions and recommended strategies from youth and staff. <i>Journal of Youth Studies</i> , 24(8), 1015-1032.
	15	The Annie E. Casey Foundation. (2021). Recommendations for improving permanency and well-being. https://www.acf.hhs.gov/cb/report/youth-engagement-recommendations
	16	Youth Fostering Change. (2018). Tools for Success: A Toolkit for Child Welfare Professional to Achieve Permanency and Stability for Youth in Foster Care. Juvenile Law Center.
Cultural humility	1	Aggleton, P., & Campbell, C. (2000). Working with young people - towards an agenda for sexual health. <i>Sexual and Relationship Therapy</i> , 15(3), 283–296. https://doi.org/10.1080/14681990050109863
	2	Cairns, L. (2001). Investing in children: Learning how to promote the rights of all children. <i>Children & Society</i> , 15(5), 347–360. https://doi.org/10.1002/chi.665
	3	Dietz, P. M. & National Network of Runaway and Youth Services, Inc., Washington, DC. (1991). <i>Youth-Reaching-Youth implementation guide a peer program for alcohol and other drug use prevention</i> .
	4	First Kids 1st. (n.d.) Tribal Leadership Series: Youth Engagement. W.K. Kellogg Foundation
	5	Hamilton, M., & Hamilton, S. (2004). Implications for Youth Development Practices. In <i>The Youth Development Handbook: Coming of Age in American Communities</i> (p. 351). Thousand Oaks: SAGE Publications.
	6	Jacobs, J., & Freundlich, M. (2006). Achieving permanency for LGBTQ youth. <i>Child Welfare</i> , 85(2), 299–316.
	7	Libby, M., Rosen, M., & Sedonaen, M. (2005). Building youth-adult partnerships for community change: Lessons from the Youth Leadership Institute. <i>Journal of Community Psychology</i> , 33(1), 111-120.

	8	Mitra, D., Lewis, T., & Sanders, F. (2012). Architects, captains, and dreamers: Creating advisor roles that foster youth-adult partnerships. <i>Journal of Educational Change</i> , 14(2), 177-201.
	9	Nygreen, K., Kwon, S.A., & Sanchez, P. (2006). Youth participation in evaluation and research: urban youth building community social change and participatory research in schools, homes, and community-based organizations. In <i>Youth Participation and Community Change</i> (pp. 115–208). Routledge. https://doi.org/10.4324/9780203051726-6
	10	Salazar, A., Spiers, S., & Pfister, F. (2021). Authentically engaging youth with foster care experience: Definitions and recommended strategies from youth and staff. <i>Journal of Youth Studies</i> , 24(8), 1015-1032.
	11	Teixeira, S., Augsberger, A., Richards-Schuster, K., & Sprague Martinez, L. (2021). Participatory research approaches with youth: Ethics, engagement, and meaningful action. <i>American Journal of Community Psychology</i> , 68(1-2), 142–153. https://doi.org/10.1002/ajcp.12501

APPENDIX B. ARTICLES THAT MENTION CHARACTERISTICS OF YOUTH ENGAGEMENT WORKERS

Characteristic	#	Article citation
Committed	1	Aggleton, P., & Campbell, C. (2000). Working with young people - towards an agenda for sexual health. <i>Sexual and Relationship Therapy</i> , 15(3), 283–296. https://doi.org/10.1080/14681990050109863
	2	Avery, R.J. (2010). An examination of theory and promising practice for achieving permanency for teens before the age out of foster care. <i>Children and Youth Services Review</i> , 32(3), 399-408.
	3	Ball, B., Sevellano, L., Faulkner, M., & Belseth, T. (2021). Agency, genuine support, and emotional connection: Experiences that promote relational permanency in foster care. <i>Children and Youth Services Review</i> , 121, 105852. https://doi.org/10.1016/j.childyouth.2020.105852
	4	Boel-Studt, S., Schelbe, L., Deichen Hansen, M., & Tobia, L. (2018). Increasing Youth Engagement in Residential Group Care: A Mixed Methods Pilot Study of a Youth-Guided Incentive Program. <i>Child & Youth Care Forum</i> , 47(6), 863-880.
	5	Burford, G., & Gallagher, S. (2015). Teen Experiences of Exclusion, Inclusion, and Participation in Child Protection and Youth Justice in Vermont. In <i>International Perspectives and Empirical Findings on Child Participation</i> (pp. International Perspectives and Empirical Findings on Child Participation, 2015-05-07). New York: Oxford University Press.
	6	Butcher, S. (2004). Youth-adult partnerships: A powerful force for community change. <i>Afterschool Matters</i> .
	7	Cahill, H., & Dadvand, B. (2018). Re-conceptualising youth participation: A framework to inform action. <i>Children and Youth Services Review</i> , 95, 243–253. https://doi.org/10.1016/j.childyouth.2018.11.001
	8	Canas, E., Wathen, N., Berman, H., Reaume-Zimmer, P., & Iyer, S. N. (2021). Our roles are not at ease: The work of engaging a youth advisory council in a mental health services delivery organization. <i>Health Expectations : an International Journal of Public Participation in Health Care and Health Policy</i> , 24(5), 1618–1625. https://doi.org/10.1111/hex.13302
	9	Cavet, J., & Sloper, P. (2004). The participation of children and young people in decisions about UK service development. <i>Child : Care, Health & Development</i> , 30(6), 613–621. https://doi.org/10.1111/j.1365-2214.2004.00470.x
	10	Chandross, K. R. (1986). Overview of the youth-adult partnership issue. <i>The Journal of Experiential Education</i> , 9(2), 4–7. https://doi.org/10.1177/105382598600900201
	11	Checkoway, B., Allison, T., & Montoya, C. (2005). Youth participation in public policy at the municipal level. <i>Children and Youth Services Review</i> , 27(10), 1149–1162. https://doi.org/10.1016/j.childyouth.2005.01.001
	12	Checkoway, B., Richards-Schuster, K., Abdullah, S., Aragon, M., Facio, E., Figueroa, L., Reddy, E., Welsh, M., & White, A. (2003). Young people as competent citizens. <i>Community Development Journal</i> , 38(4), 298–309. https://doi.org/10.1093/cdj/38.4.298
	13	Child Welfare Information Gateway & AdoptUSKids. (2016). Talking with older youth about adoption. Washington, DC: U.S. Department of Health and Human Services, Children’s Bureau.

14	Collins, M., Augsberger, A., & Gecker, W. (2018). Identifying Practice Components of Youth Councils: Contributions of Theory. <i>Child & Adolescent Social Work Journal</i> , 35(6), 599-610.
15	Dietz, P. M. & National Network of Runaway and Youth Services, Inc., Washington, DC. (1991). <i>Youth-Reaching-Youth implementation guide a peer program for alcohol and other drug use prevention.</i>
16	Feldman, N. & Silverman, B. (2003). The let's talk about it model: Engaging young people as partners in creating their own mental health program. K. E. Robinson (Ed.), <i>Advances in School-Based Mental Health, Best Practices and Program Models</i> . New Jersey: Civic Research Institute.
17	First Kids 1 st . (n.d.) Tribal Leadership Series: Youth Engagement. W.K. Kellogg Foundation.
18	Fylkesnes, M., Taylor, J., & Iversen, A. (2018). Precarious participation: Exploring ethnic minority youth's narratives about out-of-home placement in Norway. <i>Children and Youth Services Review</i> , 88, 341-347.
19	Gal, T. (2017). An ecological model of child and youth participation. <i>Children and Youth Services Review</i> , 79, 57-64.
20	Gong, J., & Wright, D. (2007). The context of power. <i>The American Journal of Evaluation</i> , 28(3), 327-333. https://doi.org/10.1177/1098214007306680
21	Greeno, E. J., Rushovich, B., Williams, S. C., Brusca, J., & Murray, K. (2019). Findings from an evaluation of Family Finding: Experiences of Family Finders and older youth. <i>International Social Work</i> , 62(2), 784-798. https://doi.org/10.1177/0020872817742698
22	Gyamfi, P., Keens-Douglas, A., & Medin, E. (2007). Youth and youth coordinators' perspectives on youth involvement in systems of care. <i>The Journal of Behavioral Health Services & Research</i> , 34(4), 382-394. https://doi.org/10.1007/s11414-007-9068-0
23	Havlicek, J., Lin, C., & Braun, M. (2016). Cultivating youth voice through participation in a Foster youth advisory board: Perspectives of facilitators. <i>Children and Youth Services Review</i> , 69, 1-10.
24	Jacobs, J., & Freundlich, M. (2006). Achieving permanency for LGBTQ youth. <i>Child Welfare</i> , 85(2), 299-316.
25	Libby, M., Rosen, M., & Sedonaen, M. (2005). Building youth-adult partnerships for community change: Lessons from the Youth Leadership Institute. <i>Journal of Community Psychology</i> , 33(1), 111-120.
26	Lucas, S. (2017). A children's space? Participation in multi-agency early intervention. <i>Child & Family Social Work</i> , 22(4), 1383-1390.
27	Malvaso, C., Delfabbro, P., Hackett, L., & Mills, H. (2016). Service approaches to young people with complex needs leaving out-of-home care. <i>Child Care in Practice : Northern Ireland Journal of Multi-disciplinary Child Care Practice</i> , 22(2), 128-147.
28	Mitra, D., Lewis, T., & Sanders, F. (2012). Architects, captains, and dreamers: Creating advisor roles that foster youth-adult partnerships. <i>Journal of Educational Change</i> , 14(2), 177-201.
29	Ramey, H. L., & Rose-Krasnor, L. (2015). The new mentality: Youth-adult partnerships in community mental health promotion. <i>Children and Youth Services Review</i> , 50, 28-37. https://doi.org/10.1016/j.childyouth.2015.01.006
30	Richards-Schuster, K., Wernick, L., Henderson, M., Bakko, M., Rodriguez, M., & Moore, E. (2021). Engaging youth voices to address racial disproportionality in schools: Exploring the practice and potential of youth participatory research in an urban district. <i>Children and Youth Services Review</i> , 122, 105715.

	31	Salazar, A., Spiers, S., & Pfister, F. (2021). Authentically engaging youth with foster care experience: Definitions and recommended strategies from youth and staff. <i>Journal of Youth Studies</i> , 24(8), 1015-1032.
	32	Stacey, K. (2001). Achieving Praxis in Youth Partnership Accountability. <i>Journal of Youth Studies</i> , 4(2), 209-231.
	33	Van Veelen, J. S. M., Regeer, B. J., Broerse, J. E. W., van de Poel, S. F. P., & Dinkgreve, M. A. H. M. (2017). Embedding the notion of child- and family-centered care into organizational practice: Learning from organizational visioning. <i>Journal of Public Child Welfare</i> , 11(2), 231–259. https://doi.org/10.1080/15548732.2016.1267068
	34	Vis, S., & Fossum, S. (2015). Organizational factors and child participation in decision-making: Differences between two child welfare organizations. <i>Child & Family Social Work</i> , 20(3), 277-287.
	35	Walker, J., Masselli, B., Blakeslee, J., Baird, C., & Thorp, K. (2018). Development and testing of an assessment of youth/young adult voice in agency-level advising and decision making. <i>Children and Youth Services Review</i> , 94, 598-605.
	36	Youth Fostering Change. (2018). Tools for Success: A Toolkit for Child Welfare Professional to Achieve Permanency and Stability for Youth in Foster Care. Juvenile Law Center.
Flexible	1	Akiva, T., & Petrokubi, J. (2016). Growing with youth: A lifewide and lifelong perspective on youth-adult partnership in youth programs. <i>Children and Youth Services Review</i> , 69, 248-258.
	2	Burford, G., & Gallagher, S. (2015). Teen Experiences of Exclusion, Inclusion, and Participation in Child Protection and Youth Justice in Vermont. In <i>International Perspectives and Empirical Findings on Child Participation</i> (pp. International Perspectives and Empirical Findings on Child Participation, 2015-05-07). New York: Oxford University Press.
	3	Butcher, S. (2004). Youth-adult partnerships: A powerful force for community change. <i>Afterschool Matters</i> .
	4	Cairns, L. (2001). Investing in children: Learning how to promote the rights of all children. <i>Children & Society</i> , 15(5), 347–360. https://doi.org/10.1002/chi.665
	5	Canas, E., Wathen, N., Berman, H., Reaume-Zimmer, P., & Iyer, S. N. (2021). Our roles are not at ease: The work of engaging a youth advisory council in a mental health services delivery organization. <i>Health Expectations : an International Journal of Public Participation in Health Care and Health Policy</i> , 24(5), 1618–1625. https://doi.org/10.1111/hex.13302
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	9	Fiehn, J. (2007). Six approaches to post-16 citizenship: 5. Citizenship through single events. https://eric.ed.gov/?id=ED498625

10	Gong, J., & Wright, D. (2007). The context of power. <i>The American Journal of Evaluation</i> , 28(3), 327–333. https://doi.org/10.1177/1098214007306680
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12	Green, R., & Ellis, P. (2008). Foster youth evaluate the performance of group home services in California. <i>Evaluation and Program Planning</i> , 31(2), 174-180.
13	Holloway, W. (1982). Developing competence. <i>Society</i> (New Brunswick), 19(6), 40-47.
14	Kirshner, B. (2008). Guided participation in three youth activism organizations: Facilitation, apprenticeship, and joint work. <i>The Journal of the Learning Sciences</i> , 17(1), 60-101.
15	Leek, J. (2019). Teachers' perceptions about supporting youth participation in schools: Experiences from schools in England, Italy and Lithuania. <i>Improving Schools</i> , 22(2), 173–190. https://doi.org/10.1177/1365480219840507
16	Ma, X. (1994). A guide to resources on youth as leaders and partners: Strategies, programs, and information.
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18	McCarthy, E. (2016). Young people in residential care, their participation and the influencing factors. <i>Child Care in Practice : Northern Ireland Journal of Multi-Disciplinary Child Care Practice</i> , 22(4), 368–385. https://doi.org/10.1080/13575279.2016.1188763
19	Mitra, D., Lewis, T., & Sanders, F. (2012). Architects, captains, and dreamers: Creating advisor roles that foster youth-adult partnerships. <i>Journal of Educational Change</i> , 14(2), 177-201.
20	Nygreen, K., Kwon, S.A., & Sanchez, P. (2006). Youth participation in evaluation and research: urban youth building community social change and participatory research in schools, homes, and community-based organizations. In <i>Youth Participation and Community Change</i> (pp. 115–208). Routledge. https://doi.org/10.4324/9780203051726-6
21	Ozer, E. J., Abraczinskas, M., Duarte, C., Mathur, R., Ballard, P. J., Gibbs, L., Olivas, E. T., Bewa, M. J., & Afifi, R. (2020). Youth Participatory Approaches and Health Equity: Conceptualization and Integrative Review. <i>American Journal of Community Psychology</i> , 66(3-4), 267–278. https://doi.org/10.1002/ajcp.12451
22	Ranahan, P. (2019). Mental Health and Suicide Concerns: Youth Work Practice Implications with Young People Leaving Care. In <i>Leaving Care and the Transition to Adulthood: International Contributions to Theory, Research, and Practice</i> . Oxford University Press. https://oxford.universitypressscholarship.com/view/10.1093/oso/9780190630485.001.0001/oso-9780190630485-chapter-14 .
23	Richards-Schuster, K., & Timmermans, R. (2017). Conceptualizing the role of adults within youth-adult partnerships: An example from practice. <i>Children and Youth Services Review</i> , 81, 284-292.

	24	Salazar, A. M., Jones, K. R., Amemiya, J., Cherry, A., Brown, E. C., Catalano, R. F., & Monahan, K. C. (2018). Defining and achieving permanency among older youth in foster care. <i>Children and Youth Services Review</i> , 87, 9–16. https://doi.org/10.1016/j.childyouth.2018.02.006
	25	Samuels, G. M. (2008). A Reason, a Season, or a Lifetime: Relational Permanence among Young Adults with Foster Care Backgrounds. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.584.2736&rep=rep1&type=pdf
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	27	Schusler, T. M., Krasny, M. E., & Decker, D. J. (2017). The autonomy-authority duality of shared decision-making in youth environmental action. <i>Environmental Education Research</i> , 23(4), 533–552. https://doi.org/10.1080/13504622.2016.1144174
	28	Simmons, M. B., Coates, D., Batchelor, S., Dimopoulos-Bick, T., & Howe, D. (2018). The CHOICE pilot project: Challenges of implementing a combined peer work and shared decision-making programme in an early intervention service. <i>Early Intervention in Psychiatry</i> , 12(5), 964–971. https://doi.org/10.1111/eip.12527
	29	Simmons, M. B., Fava, N., Faliszewski, J., Browne, V., Chinnery, G., van der El, K., Hodges, C., Pennell, K., & Brushe, M. (2020). Inside the black box of youth participation and engagement: Development and implementation of an organization-wide strategy for Orygen, a national youth mental health organization in Australia. <i>Early Intervention in Psychiatry</i> , 15(4), 1002–1009. https://doi.org/10.1111/eip.13033
	30	Suleiman, A. B., Soleimanpour, S., & London, J. (2006). Youth action for health through youth-led research. <i>Journal of Community Practice</i> , 14(1-2), 125–145. https://doi.org/10.1300/J125v14n01_08
	31	Walker, J. S., Seibel, C. L., & Jackson, S. (2017). Increasing youths' participation in team-based treatment planning: The Achieve My Plan enhancement for Wraparound. <i>Journal of Child and Family Studies</i> , 26(8), 2090–2100. https://doi.org/10.1007/s10826-017-0738-0
	32	Warne, M, Snyder, K., & Gadin, K. G. (2013). Photovoice: an opportunity and challenge for students' genuine participation. <i>Health Promotion International</i> , 28(3), 299–310. https://doi.org/10.1093/heapro/das011
Self-aware	1	Aggleton, P., & Campbell, C. (2000). Working with young people - towards an agenda for sexual health. <i>Sexual and Relationship Therapy</i> , 15(3), 283–296. https://doi.org/10.1080/14681990050109863
	2	Cairns, L. (2001). Investing in children: Learning how to promote the rights of all children. <i>Children & Society</i> , 15(5), 347–360. https://doi.org/10.1002/chi.665
	3	Child Welfare Information Gateway & AdoptUSKids. (2016). <i>Talking with older youth about adoption</i> . Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.
	4	Dietz, P. M. & National Network of Runaway and Youth Services, Inc., Washington, DC. (1991). <i>Youth-Reaching-Youth implementation guide a peer program for alcohol and other drug use prevention</i> .
	5	First Kids 1 st . (n.d.) <i>Tribal Leadership Series: Youth Engagement</i> . W.K. Kellogg Foundation.
	6	Gong, J., & Wright, D. (2007). The context of power. <i>The American Journal of Evaluation</i> , 28(3), 327–333. https://doi.org/10.1177/1098214007306680

7	Green, R., & Ellis, P. (2008). Foster youth evaluate the performance of group home services in California. <i>Evaluation and Program Planning</i> , 31(2), 174-180.
8	Hamilton, M., & Hamilton, S. (2004). Implications for Youth Development Practices. In <i>The Youth Development Handbook: Coming of Age in American Communities</i> (p. 351). Thousand Oaks: SAGE Publications.
9	Jacobs, J., & Freundlich, M. (2006). Achieving permanency for LGBTQ youth. <i>Child Welfare</i> , 85(2), 299–316.
10	Kirshner, B. (2008). Guided participation in three youth activism organizations: Facilitation, apprenticeship, and joint work. <i>The Journal of the Learning Sciences</i> , 17(1), 60-101.
11	Libby, M., Rosen, M., & Sedonaen, M. (2005). Building youth-adult partnerships for community change: Lessons from the Youth Leadership Institute. <i>Journal of Community Psychology</i> , 33(1), 111-120.
12	Libby, M., Sedonaen, M., & Bliss, S. (2006). The mystery of youth leadership development: The path to just communities. <i>New Directions for Youth Development</i> , 2006(109), 13–25. https://doi.org/10.1002/yd.152
13	Mitra, D. (2005). Adults Advising Youth: Leading While Getting Out of the Way. <i>Educational Administration Quarterly</i> , 41(3), 520-553.
14	Mitra, D., Lewis, T., & Sanders, F. (2012). Architects, captains, and dreamers: Creating advisor roles that foster youth-adult partnerships. <i>Journal of Educational Change</i> , 14(2), 177-201.
15	Nygreen, K., Kwon, S.A., & Sanchez, P. (2006). Youth participation in evaluation and research: urban youth building community social change and participatory research in schools, homes, and community-based organizations. In <i>Youth Participation and Community Change</i> (pp. 115–208). Routledge. https://doi.org/10.4324/9780203051726-6
16	Park, S., Powers, J., Okpych, N., & Courtney, M. (2020). Predictors of foster youths' participation in their transitional independent living plan (TILP) development: Calling for collaborative case plan decision-making processes. <i>Children and Youth Services Review</i> , 115, 105051.
17	Ramey, H. L., & Rose-Krasnor, L. (2015). The new mentality: Youth–adult partnerships in community mental health promotion. <i>Children and Youth Services Review</i> , 50, 28–37. https://doi.org/10.1016/j.chilyouth.2015.01.006
18	Richards-Schuster, K., & Timmermans, R. (2017). Conceptualizing the role of adults within youth-adult partnerships: An example from practice. <i>Children and Youth Services Review</i> , 81, 284-292.
19	Salazar, A., Spiers, S., & Pfister, F. (2021). Authentically engaging youth with foster care experience: Definitions and recommended strategies from youth and staff. <i>Journal of Youth Studies</i> , 24(8), 1015-1032.
20	Stacey, K. (2001). Achieving Praxis in Youth Partnership Accountability. <i>Journal of Youth Studies</i> , 4(2), 209-231.
21	Suleiman, A. B., Soleimanpour, S., & London, J. (2006). Youth action for health through youth-led research. <i>Journal of Community Practice</i> , 14(1-2), 125–145. https://doi.org/10.1300/J125v14n01_08
22	Teixeira, S., Augsberger, A., Richards-Schuster, K., & Sprague Martinez, L. (2021). Participatory research approaches with youth: Ethics, engagement, and meaningful action. <i>American Journal of Community Psychology</i> , 68(1-2), 142–153. https://doi.org/10.1002/ajcp.12501

23	ten Brummelaar, M. D., Knorth, E. J., Post, W. J., Harder, A. T., & Kalverboer, M. E. (2018). Space between the borders? Perceptions of professionals on the participation in decision-making of young people in coercive care. <i>Qualitative Social Work</i> , 17(5), 692–711. https://doi.org/10.1177/1473325016681661
24	Van Veelen, J. S. M., Bunders, A. E., Cesuroglu, T., Broerse, J. E. W., & Regeer, B. J. (2018). Child- and Family-Centered Practices in a Post-Bureaucratic Era: Inherent Conflicts Encountered by the New Child Welfare Professional. <i>Journal of Public Child Welfare</i> , 12(4), 411–435. https://doi.org/10.1080/15548732.2017.1392390
25	Walker, J., Masselli, B., Blakeslee, J., Baird, C., & Thorp, K. (2018). Development and testing of an assessment of youth/young adult voice in agency-level advising and decision making. <i>Children and Youth Services Review</i> , 94, 598-605.
26	Walker, K. E., & Arbreton, A. J. A. (2005). Improving Participation in After-School Programs. <i>Prevention Researcher</i> , 12(2), 11–13.
27	Wong, N., Zimmerman, M., & Parker, E. (2010). A Typology of Youth Participation and Empowerment for Child and Adolescent Health Promotion. <i>American Journal of Community Psychology</i> , 46(1-2), 100-114.

APPENDIX C. ARTICLES RELATED TO YOUTH ENGAGEMENT IN COURT AND WORKFORCE SUPPORT

Coaching articles	Court articles
Atlantic Coast Child Welfare Implementation Center. (2013). Coaching in Child Welfare: Two-Day Training Curriculum. University of Maryland School of Social Work. https://www.qic-wd.org/sites/default/files/ACCWIC%20Training%20Curriculum.pdf	Augsberger, A., Lens, V., & Hughes, A. (2016). “I didn't Know You were Fighting So Hard for me”: Attorneys' Perceptions of Youth Participation in Child Dependency Proceedings. <i>Family Court Review</i> , 54(4), 578-590.
Augsberger, A., Springwater, J., Hilliard-Koshinsky, G., Barber, K., & Martinez, L. (2019). Youth participation in policy advocacy: Examination of a multi-state former and current foster care youth coalition. <i>Children and Youth Services Review</i> , 107, 104491.	Ball, B., Marra, L., Belseth, T., Faulkner, M. (2021). Feeling Connected and Empowered: Protective Experiences for Youth In Foster Care. Texas Youth Permanency Study. https://utyps.socialwork.utexas.edu/wp-content/uploads/2021/10/TYPS-Report_October2021_Final.pdf
Cahill, H., & Dadvand, B. (2018). Re-conceptualising youth participation: A framework to inform action. <i>Children and Youth Services Review</i> , 95, 243–253. https://doi.org/10.1016/j.chilyouth.2018.11.001	Ball, B., Sevillano, L., Faulkner, M., & Belseth, T. (2021). Agency, genuine support, and emotional connection: Experiences that promote relational permanency in foster care. <i>Children and Youth Services Review</i> , 121, 105852. https://doi.org/10.1016/j.chilyouth.2020.105852

<p>Child Welfare Information Gateway . (2019). Promoting permanency for older youth in out-of-home care. U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, Child Welfare Information Gateway.</p>	<p>Birnbaum, R., & Saini, M. (2012). A Qualitative Synthesis of Children’s Participation in Custody Disputes. <i>Research on Social Work Practice</i>, 22(4), 400-409.</p>
<p>Cody, C., & D'Arcy, K. (2019). Involving Young People Affected by Sexual Violence in Efforts to Prevent Sexual Violence in Europe: What is Required? <i>Child Care in Practice : Northern Ireland Journal of Multi-Disciplinary Child Care Practice</i>, 25(2), 200–214. https://doi.org/10.1080/13575279.2017.1391749</p>	<p>Bridge, B. J. (2010). Involving youth in the dependency court process: The Washington State experience. <i>Family Court Review</i>, 48(2), 284–293. https://doi.org/10.1111/j.1744-1617.2010.01310.x</p>
<p>Das, A., Connelly, M., Johnson, B. (2021). Learning from the field: Dynamics of coaching within family and children’s services. <i>Human Service Organizations: Management, Leadership, Governance</i>, 45(1), 79-87.</p>	<p>Burford, G., & Gallagher, S. (2015). Teen Experiences of Exclusion, Inclusion, and Participation in Child Protection and Youth Justice in Vermont. In <i>International Perspectives and Empirical Findings on Child Participation</i> (pp. International Perspectives and Empirical Findings on Child Participation, 2015-05-07). New York: Oxford University Press.</p>
<p>Dietz, P. M. & National Network of Runaway and Youth Services, Inc., Washington, DC. (1991). <i>Youth-Reaching-Youth implementation guide a peer program for alcohol and other drug use prevention.</i></p>	<p>Buss, E. (2015). The developmental stakes of youth participation in American juvenile court. In <i>International Perspectives and Empirical Findings on Child Participation</i>. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199366989.003.0014</p>
<p>Holloway, W. (1982). Developing competence. <i>Society</i> (New Brunswick), 19(6), 40-47.</p>	<p>Child Welfare Information Gateway . (2019). Promoting permanency for older youth in out-of-home care. U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, Child Welfare Information Gateway.</p>
<p>Jacobs, J., & Freundlich, M. (2006). Achieving permanency for LGBTQ youth. <i>Child Welfare</i>, 85(2), 299–316.</p>	<p>Freundlich, M., Avery, R. J., Gerstenzang, S., & Munson, S. (2006). Permanency options and goals; Considering multifaceted definitions. <i>Child & Youth Care Forum</i>, 35(5), 355–374. https://doi.org/10.1007/s10566-006-9022-y</p>

<p>Libby, M., Rosen, M., & Sedonaen, M. (2005). Building youth-adult partnerships for community change: Lessons from the Youth Leadership Institute. <i>Journal of Community Psychology</i>, 33(1), 111-120.</p>	<p>Jenkins, J. (2008). Listen to me! Empowering youth and courts through increased youth participation in dependency hearings. <i>Family Court Review</i>, 46(1), 163-179.</p>
<p>Libby, M., Sedonaen, M., & Bliss, S. (2006). The mystery of youth leadership development: The path to just communities. <i>New Directions for Youth Development</i>, 2006(109), 13–25. https://doi.org/10.1002/yd.152</p>	<p>Miller, J. J., Donohue-Dioh, J., Duron, J. F., & Geiger, J. M. (2019). Examining legal representation for foster youth: Perspectives of foster parents. <i>Children and Youth Services Review</i>, 104, 104380. https://doi.org/10.1016/j.chilyouth.2019.06.015</p>
<p>Lietz, C. A., Hayes, M. J., Cronin, T. W., & Julien-Chinn, F. (2014). Supporting family-centered practice through supervision: An evaluation of strengths-based supervision. <i>Families in Society</i>, 95(4), 227–235. https://doi.org/10.1606/1044-3894.2014.95.29</p>	<p>Miller, J. J., Duron, J. F., Donohue-Dioh, J., & Geiger, J. M. (2018). Conceptualizing effective legal representation for Foster youth: A group concept mapping study. <i>Children and Youth Services Review</i>, 91, 271–278. https://doi.org/10.1016/j.chilyouth.2018.06.031</p>
<p>Malvaso, C., Delfabbro, P., Hackett, L., & Mills, H. (2016). Service approaches to young people with complex needs leaving out-of-home care. <i>Child Care in Practice : Northern Ireland Journal of Multi-disciplinary Child Care Practice</i>, 22(2), 128-147.</p>	<p>National Association of Counsel for Children. (2022). <i>Recommendations for Legal Representation of Children and Youth in Neglect and Abuse Proceedings</i>. Author.</p>
<p>Murray, M., Houry, D., Farmer, E., & Burns, B. (2018). Is More Better? Examining Whether Enhanced Consultation/Coaching Improves Implementation. <i>American Journal of Orthopsychiatry</i>, 88(3), 376-385.</p>	<p>Porter, R. (2020). Recording of Children and Young People’s Views in Contact Decision-Making. <i>The British Journal of Social Work</i>, 50(6), 1796-1815.</p>
<p>Powers, L., Geenen, S., Powers, J., Pommier-Satya, S., Turner, A., Dalton, L., . . . Swank, P. (2012). My Life: Effects of a longitudinal, randomized study of self-determination enhancement on the transition outcomes of youth in foster care and special education. <i>Children and Youth Services Review</i>, 34(11), 2179-2187.</p>	<p>Puritz, P., & Majd, K. (2007). Ensuring authentic youth participation in delinquency cases: Creating a paradigm for specialized juvenile defense practice. <i>Family Court Review</i>, 45(3), 466-484.</p>
<p>Schine, J. G., Shoup, B., Harrington, D., & National Commission on Resources for Youth. (1981). <i>New roles for early adolescents in schools and communities</i>. New York, N.Y. (36 West 44th St., New York 10036: National Commission on Resources for Youth.</p>	<p>Schwalbe, C. S. (2012). Toward an integrated theory of probation. <i>Criminal Justice and Behavior</i>, 39(2), 185–201. https://doi.org/10.1177/0093854811430185</p>

<p>Teixeira, S., Augsberger, A., Richards-Schuster, K., & Sprague Martinez, L. (2021). Participatory research approaches with youth: Ethics, engagement, and meaningful action. <i>American Journal of Community Psychology</i>, 68(1-2), 142–153. https://doi.org/10.1002/ajcp.12501</p>	<p>Weisz, V., Wingrove, T., Beal, S. J., & Faith-Slaker, A. (2011). Children's participation in foster care hearings. <i>Child Abuse & Neglect</i>, 35(4), 267–272. https://doi.org/10.1016/j.chiabu.2010.12.007</p>
<p>Van Veelen, J. S. M., Bunders, A. E., Cesuroglu, T., Broerse, J. E. W., & Regeer, B. J. (2018). Child- and Family-Centered Practices in a Post-Bureaucratic Era: Inherent Conflicts Encountered by the New Child Welfare Professional. <i>Journal of Public Child Welfare</i>, 12(4), 411–435. https://doi.org/10.1080/15548732.2017.1392390</p>	
<p>Van Veelen, J. S. M., Regeer, B. J., Broerse, J. E. W., van de Poel, S. F. P., & Dinkgreve, M. A. H. M. (2017). Embedding the notion of child- and family-centered care into organizational practice: Learning from organizational visioning. <i>Journal of Public Child Welfare</i>, 11(2), 231–259. https://doi.org/10.1080/15548732.2016.1267068</p>	
<p>Walker, J. S., Seibel, C. L., & Jackson, S. (2017). Increasing youths' participation in team-based treatment planning: The Achieve My Plan enhancement for Wraparound. <i>Journal of Child and Family Studies</i>, 26(8), 2090–2100. https://doi.org/10.1007/s10826-017-0738-0</p>	
<p>Walker, J., Masselli, B., Blakeslee, J., Baird, C., & Thorp, K. (2018). Development and testing of an assessment of youth/young adult voice in agency-level advising and decision making. <i>Children and Youth Services Review</i>, 94, 598-605.</p>	

APPENDIX D. ARTICLES RELATING TO YOUTH ENGAGEMENT IN THE CONTEXT OF PERMANENCY

Relational permanency	Legal permanency	Cultural permanency
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<p>Avery, R.J. (2010). An examination of theory and promising practice for achieving permanency for teens before the age out of foster care. <i>Children and Youth Services Review</i>, 32(3), 399-408.</p>	<p>AdoptUSKids. (2020). Engaging youth in writing photolisting narratives. https://professionals.adoptuskids.org/engaging-youth-in-writing-photolisting-narratives/</p>	<p>Avery, R.J. (2010). An examination of theory and promising practice for achieving permanency for teens before the age out of foster care. <i>Children and Youth Services Review</i>, 32(3), 399-408.</p>
<p>Ball, B., Marra, L., Belseth, T., Faulkner, M. (2021). Feeling Connected and Empowered: Protective Experiences for Youth In Foster Care. Texas Youth Permanency Study. https://utyps.socialwork.utexas.edu/wp-content/uploads/2021/10/TYPS-Report_October2021_Final.pdf</p>	<p>Avery, R.J. (2010). An examination of theory and promising practice for achieving permanency for teens before the age out of foster care. <i>Children and Youth Services Review</i>, 32(3), 399-408.</p>	<p>Charles, K. & Nelson, J. (2000). Permanency planning: Creating life long connections. What does it mean for adolescents? https://eric.ed.gov/?id=ED478788</p>
<p>Ball, B., Sevillano, L., Faulkner, M., & Belseth, T. (2021). Agency, genuine support, and emotional connection: Experiences that promote relational permanency in foster care. <i>Children and Youth Services Review</i>, 121, 105852. https://doi.org/10.1016/j.chilyouth.2020.105852</p>	<p>Ball, B., Marra, L., Belseth, T., Faulkner, M. (2021). Feeling Connected and Empowered: Protective Experiences for Youth In Foster Care. Texas Youth Permanency Study. https://utyps.socialwork.utexas.edu/wp-content/uploads/2021/10/TYPS-Report_October2021_Final.pdf</p>	<p>Child Welfare Information Gateway & AdoptUSKids. (2016). Talking with older youth about adoption. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.</p>
<p>Best, J. I., & Blakeslee, J. E. (2020). Perspectives of youth aging out of foster care on relationship strength and closeness in their support networks. <i>Children and Youth Services Review</i>, 108, 104626. https://doi.org/10.1016/j.chilyouth.2019.104626</p>	<p>Capacity Building Center for States. (2020). Lived expertise: Youth empowerment and permanency. <i>Children's Bureau Express</i>, 21(8). https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&issueid=220&sectionid=1&articleid=5673</p>	<p>Feldman, N. & Silverman, B. (2003). The let's talk about it model: Engaging young people as partners in creating their own mental health program. K. E. Robinson (Ed.), <i>Advances in School-Based Mental Health, Best Practices and Program Models</i>. New Jersey: Civic Research Institute.</p>

<p>Burford, G., & Gallagher, S. (2015). Teen Experiences of Exclusion, Inclusion, and Participation in Child Protection and Youth Justice in Vermont. In International Perspectives and Empirical Findings on Child Participation (pp. International Perspectives and Empirical Findings on Child Participation, 2015-05-07). New York: Oxford University Press.</p>	<p>Charles, K. & Nelson, J. (2000). Permanency planning: Creating life long connections. What does it mean for adolescents? https://eric.ed.gov/?id=ED478788</p>	<p>Olson, K. (2009). Family group conferencing and child protection mediation: Essential tools for prioritizing family engagement in child welfare cases. Family Court Review, 47(1), 53-68.</p>
<p>Buss, E. (2015). The developmental stakes of youth participation in American juvenile court. In International Perspectives and Empirical Findings on Child Participation. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199366989.003.0014</p>	<p>Child Welfare Information Gateway . (2019). Belonging matters--helping youth explore permanency. U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, Child Welfare Information Gateway.</p>	<p>The Annie E. Casey Foundation. (2021). Recommendations for improving permanency and well-being. https://www.acf.hhs.gov/cb/report/youth-engagement-recommendations</p>
<p>Capacity Building Center for States. (2020). Lived expertise: Youth empowerment and permanency. Children's Bureau Express, 21(8). https://cbexpress.acf.hhs.gov/index.cfm?event=website.viewArticles&issueid=220&sectionid=1&articleid=5673</p>	<p>Child Welfare Information Gateway . (2019). Promoting permanency for older youth in out-of-home care. U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, Child Welfare Information Gateway.</p>	<p>Youth Fostering Change. (2018). Tools for Success: A Toolkit for Child Welfare Professional to Achieve Permanency and Stability for Youth in Foster Care. Juvenile Law Center.</p>
<p>Charles, K. & Nelson, J. (2000). Permanency planning: Creating life long connections. What does it mean for adolescents? https://eric.ed.gov/?id=ED478788</p>	<p>Child Welfare Information Gateway & AdoptUSKids. (2016). Talking with older youth about adoption. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.</p>	

<p>Child Welfare Information Gateway . (2019). Belonging matters--helping youth explore permanency. U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, Child Welfare Information Gateway.</p>	<p>Freundlich, M., Avery, R., Gerstenzang, S., & Munson, S. (2006). Permanency Options and Goals: Considering Multifaceted Definitions. <i>Child & Youth Care Forum</i>, 35(5), 355-374.</p>	
<p>Child Welfare Information Gateway . (2019). Promoting permanency for older youth in out-of-home care. U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau, Child Welfare Information Gateway.</p>	<p>Glynn, N., & Mayock, P. (2019). "I've changed so much within a year": Care leavers' perspectives on the aftercare planning process. <i>Child Care in Practice : Northern Ireland Journal of Multi-disciplinary Child Care Practice</i>, 25(1), 79-98.</p>	
<p>Child Welfare Information Gateway & AdoptUSKids. (2016). Talking with older youth about adoption. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.</p>	<p>Greeno, E. J., Rushovich, B., Williams, S. C., Brusca, J., & Murray, K. (2019). Findings from an evaluation of Family Finding: Experiences of Family Finders and older youth. <i>International Social Work</i>, 62(2), 784–798. https://doi.org/10.1177/0020872817742698</p>	
<p>Colacchio Wesley, B., Pryce, J., Barry, J., & Hong, P. Y. P. (2020). Steadfast benevolence: A new framework for understanding important adult-youth relationships for adolescents in care. <i>Children and Youth Services Review</i>, 118, 105465. https://doi.org/10.1016/j.chilyouth.2020.105465</p>	<p>Jacobs, J., & Freundlich, M. (2006). Achieving permanency for LGBTQ youth. <i>Child Welfare</i>, 85(2), 299-316.</p>	

<p>Freundlich, M., Avery, R., Gerstenzang, S., & Munson, S. (2006). Permanency Options and Goals: Considering Multifaceted Definitions. <i>Child & Youth Care Forum</i>, 35(5), 355-374.</p>	<p>Juvenile Law Center. (2018). Engaging older youth in permanency planning. https://jlc.org/youth-fostering-change/engaging-older-youth-permanency-planning</p>	
<p>Greeno, E. J., Rushovich, B., Williams, S. C., Brusca, J., & Murray, K. (2019). Findings from an evaluation of Family Finding: Experiences of Family Finders and older youth. <i>International Social Work</i>, 62(2), 784–798. https://doi.org/10.1177/0020872817742698</p>	<p>Olson, K. (2009). Family group conferencing and child protection mediation: Essential tools for prioritizing family engagement in child welfare cases. <i>Family Court Review</i>, 47(1), 53-68.</p>	
<p>Greeson, J. K. P., Thompson, A. E., Ali, S., & Wenger, R. S. (2015). It's good to know that you got somebody that's not going anywhere: Attitudes and beliefs of older youth in foster care about child welfare-based natural mentoring. <i>Children and Youth Services Review</i>, 48, 140–149. https://doi.org/10.1016/j.childyouth.2014.12.015</p>	<p>Park, S., Powers, J., Okpych, N., & Courtney, M. (2020). Predictors of foster youths' participation in their transitional independent living plan (TILP) development: Calling for collaborative case plan decision-making processes. <i>Children and Youth Services Review</i>, 115, 105051.</p>	
<p>Jacobs, J., & Freundlich, M. (2006). Achieving permanency for LGBTQ youth. <i>Child Welfare</i>, 85(2), 299–316.</p>	<p>Powers, L., Geenen, S., Powers, J., Pommier-Satya, S., Turner, A., Dalton, L., . . . Swank, P. (2012). My Life: Effects of a longitudinal, randomized study of self-determination enhancement on the transition outcomes of youth in foster care and special education. <i>Children and Youth Services Review</i>, 34(11), 2179-2187.</p>	

<p>Juvenile Law Center. (2018). Engaging older youth in permanency planning. https://jlc.org/youth-fostering-change/engaging-older-youth-permanency-planning</p>	<p>Salazar, A. M., Jones, K. R., Amemiya, J., Cherry, A., Brown, E. C., Catalano, R. F., & Monahan, K. C. (2018). Defining and achieving permanency among older youth in foster care. <i>Children and Youth Services Review</i>, 87, 9–16. https://doi.org/10.1016/j.chilyouth.2018.02.006</p>	
<p>Mitchell, M., Kuczynski, L., Tubbs, C., & Ross, C. (2010). We care about care: Advice by children in care for children in care, foster parents and child welfare workers about the transition into foster care. <i>Child & Family Social Work</i>, 15(2), 176-185.</p>	<p>Samuels, G. M. (2008). A Reason, a Season, or a Lifetime: Relational Permanence among Young Adults with Foster Care Backgrounds. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.584.2736&rep=rep1&type=pdf</p>	
<p>Nesmith, A., & Christophersen, K. (2014). Smoothing the transition to adulthood: Creating ongoing supportive relationships among foster youth. <i>Children and Youth Services Review</i>, 37, 1–8. https://doi.org/10.1016/j.chilyouth2013.11.028</p>	<p>The Annie E. Casey Foundation. (2021). Recommendations for improving permanency and well-being. https://www.acf.hhs.gov/cb/report/youth-engagement-recommendations</p>	
<p>Olson, K. (2009). Family group conferencing and child protection mediation: Essential tools for prioritizing family engagement in child welfare cases. <i>Family Court Review</i>, 47(1), 53-68.</p>	<p>Van Veelen, J. S. M., Regeer, B. J., Broerse, J. E. W., van de Poel, S. F. P., & Dinkgreve, M. A. H. M. (2017). Embedding the notion of child- and family-centered care into organizational practice: Learning from organizational visioning. <i>Journal of Public Child Welfare</i>, 11(2), 231–259. https://doi.org/10.1080/15548732.2016.1267068</p>	

<p>Salazar, A. M., Jones, K. R., Amemiya, J., Cherry, A., Brown, E. C., Catalano, R. F., & Monahan, K. C. (2018). Defining and achieving permanency among older youth in foster care. <i>Children and Youth Services Review</i>, 87, 9–16. https://doi.org/10.1016/j.childyouth.2018.02.006</p>	<p>Youth Fostering Change. (2018). <i>Tools for Success: A Toolkit for Child Welfare Professional to Achieve Permanency and Stability for Youth in Foster Care</i>. Juvenile Law Center.</p>	
<p>Samuels, G. M. (2008). A Reason, a Season, or a Lifetime: Relational Permanence among Young Adults with Foster Care Backgrounds. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.584.2736&rep=rep1&type=pdf</p>		
<p>Schwalbe, C. S. (2012). Toward an integrated theory of probation. <i>Criminal Justice and Behavior</i>, 39(2), 185–201. https://doi.org/10.1177/0093854811430185</p>		
<p>The Annie E. Casey Foundation. (2021). <i>Recommendations for improving permanency and well-being</i>. https://www.acf.hhs.gov/cb/report/youth-engagement-recommendations</p>		
<p>Van Veelen, J. S. M., Regeer, B. J., Broerse, J. E. W., van de Poel, S. F. P., & Dinkgreve, M. A. H. M. (2017). Embedding the notion of child- and family-centered care into organizational practice: Learning from organizational visioning. <i>Journal of Public Child Welfare</i>, 11(2), 231–259. https://doi.org/10.1080/15548732.2016.1267068</p>		

Youth Fostering Change. (2018). Tools for Success: A Toolkit for Child Welfare Professional to Achieve Permanency and Stability for Youth in Foster Care. Juvenile Law Center.		
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