

YEP: Codebook Example

Parent Code	Subcode	Definition
<u>Organizational Practices</u>		How organizations establish a nurturing, inclusive environment where both youth and adults can forge relationships, learn collaboratively, and work together to accomplish shared goals.
a. <u>Structures</u>		How an organization is set up to establish a nurturing, inclusive environment where both youth and adults can engage in policy advocacy. This includes clear roles, responsibilities, and activities to achieve goals; how information is shared; and how decisions are made.
	<u>Youth Centered Approaches</u>	Strategies, practices, and frameworks an organization utilizes to support a youth-led philosophy for their work. Examples could include adults shifting decision-making power and leadership to youth, viewing young people as experts in their experience, centering youth voice, holistic well-being approaches, and transformative justice.
	<u>Practices</u>	How organizations carry out their work.
	<u>Recruitment</u>	How youth learn about/are recruited for policy advocacy efforts, including factors that contributed to why or who was recruited for youth engagement. This can include youth's reasons for joining efforts, an organization's recruitment strategy, and requirements for participation.
	<u>Meeting Structures</u>	Standards and practices that an organization has for how meetings, trainings, and other group gatherings are structured and flows. This includes the meeting frequency, length, norms set during meetings (e.g., group norms and expectations and icebreakers), meeting type (e.g., virtual versus in-person), decision-making practices and procedures (e.g., voting processes), and participants' roles and responsibilities during

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		meetings. Note. When coding for participants' roles and responsibilities during meetings, this may be double coded to youth roles and policy change process. Coding should be based on the intent of the role/responsibility. For example, a youth may be responsible for leading a meeting discussion with external partners to gather more information (policy identification) which would inform youth's testimonies to government officials (speaking).
	<i>Transparent communication</i>	Strategies and practices used by youth and adults to communicate transparently with one another.
	<i>Safe spaces</i>	How an organization provides a safe space for youth to share their ideas and stories, debrief their experiences and opinions related to activities and information learned, provide feedback, build relationships and trust, and build a sense of belonging/community.
	<i>Mutual respect</i>	How adults and youth respect one another and the expertise they contribute to their collaborative policy efforts.
	<i>Supports</i>	Supports organizations provide to youth and adults.
	<i>Supportive Resources</i>	Resources and supports provided to youth by the organization to assist their participation in policy advocacy. This includes things like flexibility in meeting structures and cadence, understanding of young people's needs and priorities, compensating youth for their time and expertise, and providing transportation, childcare, and other supports.
	<i>Emotional Supports</i>	Resources and supports provided to youth by the organization related to their emotional and individual well-being needs during and throughout policy advocacy efforts. This includes well-being check ins, debriefing opportunities and mental health resources.
	<i>Training</i>	How an organization prepares both youth and adults for policy advocacy efforts including workshops, sessions, resources, and materials

		provided (e.g., building adults’ capacity to support and collaborate with youth in leading policy advocacy; adults providing youth with learning and training opportunities about topics such as policy issues, understanding policy advocacy, how to engage with local decision-makers).
	<i>Youth training</i>	How an organization prepares youth for policy advocacy efforts including workshops, sessions, resources, and materials provided (e.g., adults providing youth with learning and training opportunities about topics such as policy issues, understanding policy advocacy, how to engage with local decision-makers).
	<i>Adult training</i>	How an organization prepares adults for policy advocacy efforts and supports youth in policy advocacy including workshops, sessions, resources, and materials provided (e.g., building adults’ capacity to support and collaborate with youth in leading policy advocacy; preparing adults in understanding policy topics).
	<i>Information/Data</i>	The organization provides (or youth and the organization work together to gather) information and/or data to support youth in identifying and addressing the needs in their community. Data may also be used by youth to assess policy implementation.
b. <u>Connections</u>		Support for youth provided by relationships.
	<i>Peer Support</i>	How an organization creates an environment in which youth are supported by their peers (e.g., youth have dedicated time to build relationships, youth provide mentorship and training opportunities to one another, emotional support is provided by peers, youth foster an inclusive community).
	<i>Adult Support</i>	How an organization creates an environment in which youth are supported by adults (e.g., at least one adult working for the organization is available to support the youth on a regular basis; adults foster strong, caring mentorship

		relationship with youth; adults provide youth with learning and training opportunities; adults connect youth to external resources to support their engagement and advocacy efforts).
	<i>Adult Supporters with Lived Experience</i>	The adults who are working with youth have lived experience in the systems that youth are seeking to improve (e.g., a staff member who was previously in foster care). That lived experience helps young people to connect with and build rapport with their adult supporters.
	<i>Future Benefits</i>	Anything an organization does to support the development and improvement of the skills, resources, and abilities of young people to support their growth and success beyond their involvement in the advocacy efforts of this policy win (e.g., career development, networking).
<u>Youth Roles</u>		The roles that youth can hold when identifying, advocating for, and/or implementing policy change and/or the roles youth hold within the organization. Note. Youth’s roles can fit into more than one of the child nodes. Code based on the type of role described within the organization or within the policy change. For example, a youth’s role in the organization may be to learn more about the current policy landscape by working with an adult supporter to gather information about a topic (collaborating/co-designing) and based on this learning, they may provide testimony before a legislative committee to express support for a policy change based on what they learned (speaking).
	<i>Leading/Designing</i>	Youth lead policy change while adults assist (e.g., youth serve on a youth commission tasked with creating guidance for implementing a new policy, youth organize an advocacy campaign for a policy change, youth convene a townhall).
	<i>Collaborating/Co-Designing</i>	Youth and adults partner to lead policy change (e.g., youth and adults serve on a committee that is tasked with developing a policy change, youth and adults co-lead a coalition advocating for a

		policy change, youth and adults co-design a communications strategy).
	Speaking	Youth share their ideas, experiences, and opinions for policy change and adults interpret the information and possibly act on it (e.g., youth provide testimony before a legislative committee, youth attend an advocacy day event). This is a one-way relationship in which youth are solicited for their feedback.
<u>Policy Change Process</u>		The types of activities youth are engaged in to support policy change which includes identifying a problem in need of change, designing new/updated policies, advocating for change, and implementing policies. Note: The same activity could fit into more than one of the child nodes. Code based on the intent of the activity. For example, youth may host listening sessions and/or poll their peers to identify key issues that need to be addressed (policy identification) or to vet policy solutions (policy design and formulation).
	Policy Identification	How youth identify a problem for policy change, which can include research and data collection to understand the problem and its context. Other examples include listening sessions with peers and research and knowledge building around issues.
	Policy Design and Formulation	Youth’s involvement in specific activities related to designing and formulating new policies or changing existing policies (e.g., drafting policies).
	Policy Advocacy	How youth advocate for policy change. This includes building a coalition of individuals and organizations who support the policy change; securing a key decision maker to support the policy change; social media campaigns and testifying before government bodies.
	Rallies	Examples of youth participation in rallies at the local and/or state level to increase community awareness and support for policy change.

	<i>Testifying before government bodies</i>	Examples of youth involvement in opportunities to testify before government bodies to garner support for policy change. Government bodies can include local officials (e.g., city council members) and state officials (e.g., state senators).
	<i>Social media campaigns</i>	Examples of how youth utilize social media to participate in policy advocacy.
	<i>News media coverage</i>	Examples of how youth utilize and engage with local and state news media to increase awareness and support of policy change.
	<i>Meetings with decision-makers</i>	Examples of youth meeting with key decision-makers related to their policy advocacy to increase awareness and garner support for policy change. This can include meeting with external entities about opportunities for youth involvement on decision-making bodies, meeting individually with state senators to gain support for a proposed bill, or meeting with child welfare agency leaders to support increased youth engagement in the child welfare agency system.
	<i>Stakeholder petition signing</i>	Examples of youth garnering support for policy change by gaining key stakeholder endorsements of petitions (e.g., gaining the city district attorney’s endorsement for a policy platform).
	<i>Strategic Planning</i>	Examples of how youth developed strategies and/or navigated policy advocacy to garner diverse stakeholder support. For example, youth may develop an action map that includes stakeholder outreach to various stakeholders and outline the specific needs to garner support from specific individuals (e.g., youth may develop a plan to have a day at the State Capitol speaking with legislators to garner political support for the bill but may decide to have one-on-one meetings and presentations with university system officials to gain their support).
	<i>Panels/Symposia</i>	Examples of how youth advocate for policy change by participating in or facilitating

		panels/symposia to increase community awareness.
	<i>Coalition building</i>	Examples of how youth build relationships with a diverse group of individuals/organizations with a shared goal to support policy change.
	<i>Policy Implementation</i>	Youth’s involvement in the implementation of the policy change (e.g., monitoring how it is being enacted, providing guidance, developing trainings/tools, evaluating).
<u>Challenges</u>		Examples of barriers faced throughout youth engagement in policy advocacy. This includes scheduling and availability and navigating challenging topics and experiences (e.g., trauma).
<u>Local Context</u>		How participant’s local context positively or negatively impacts youth engagement in policy advocacy and/or overall policy advocacy efforts. This includes the political environment of the jurisdiction, geographic location, and historical local and systemic context (e.g., historical experiences of trauma or inequity that impact a certain location and/or system).
	<i>History of youth engagement</i>	Descriptions of a community’s history of or recent examples of youth engagement in policy change and/or organizational decision-making.
	<i>Philanthropic/private support</i>	Descriptions of foundations and/or private funders that invest in young people’s policy advocacy and how this contributes to policy advocacy.
	<i>Political landscape</i>	Descriptions of how the political landscape (e.g., general state majority political party; city majority political party) contributes to both young people’s policy advocacy efforts and local and state policies and community outcomes.
	<i>Historic local and systemic inequities</i>	Descriptions of historical local and systemic context that contributed to policy win focus areas.
	<i>Stakeholder and partner engagement</i>	Descriptions of what youth experiences were like engaging stakeholders and external partners in policy advocacy efforts and how this contributed to related outcomes (e.g., how easy or difficult

		stakeholder buy-in was; how stakeholders responded to advocacy).
	<i>Geography/Infrastructure</i>	Descriptions of how physical landscape and infrastructure (e.g., transportation) contributes to youth engagement in policy advocacy.
<u>Outcomes</u>		Outcomes that result from youth engagement in policy advocacy. Note. Many policy advocacy efforts include a tangible outcome that relates specifically to their policy win (e.g., more foster youth access to tuition waivers at 2-year universities). Outcomes coded here should focus on specific changes resulting from youth engagement and not the policy change itself. Outcomes of the policy win itself should be coded as policy outcome or additional information (if referring to subsequent changes/outcomes).
	<i>Youth Outcomes</i>	Outcomes at the youth level, such as increased self-esteem, self-efficacy, feelings of belonging in the community, civic engagement, deeper understanding of diverse perspectives, skill development, and increased social capital.
	<i>Community Outcomes</i>	Outcomes at the community level, such as establishment of public leadership pathways; increased contact between youth and adults; shifting norms, mindsets, and narratives related to the problem; equitable access to public services, resources, and programs; organization’s young engagement efforts serve as a model to other organizations.
	<i>Organizational Outcomes</i>	Outcomes at the organizational level, such as increased youth involvement in the organization’s advocacy efforts, changes in organization’s advocacy priorities and strategies, and shifting power from adults to youth.
	<i>Policy Outcomes</i>	Outcomes at the policy level, such as increased decisionmaker awareness of the problem, decisionmakers place greater value on youth engagement, greater youth placement on decision-making bodies such as boards/councils, formation of new alliances and coalitions,

		formation of new relationships with decisionmakers, improvement of existing policies, new policies enacted, increased cross-system coordination to support youth, and increased allocation and use of public resources to benefit youth.
	<i>Lessons Learned</i>	Any reflections or examples of lessons learned by participants about youth engagement overall and/or youth engagement in policy advocacy. This includes reflections on what an organization could have done differently to support youth in policy advocacy or their overall well-being; reflections on what youth would have done differently in their role; reflections on how the policy advocacy strategy could have been different; what adults and youth learned about policy advocacy and effective youth engagement.
<u>Recommendations</u>		Any reflections or examples of recommendations participants share about how to effectively engage youth in policy advocacy efforts. This includes recommendations for how organizations can support youth; strategies to shift power and decision-making power to youth; how key decision-makers can meaningfully interact with youth.
<u>Wishes</u>		Any reflections on what participants would do or have as it relates to policy advocacy in a perfect world.
<u>Additional Information</u>		Any additional information described by participants about the organization, youth engagement in policy advocacy, the policy win, and local context that may not align with above codes.