

Meeting 1 – Individual Intro Meetings

Youth Engagement in Policy (YEP) Research Group

If you have questions about the [Authentic Youth Engagement in Policy Project](#), please contact co-Principal Investigators Amy McKlindon at amcklindon@childtrends.org and Samantha E. Holquist at sholquist@childtrends.org.

This study is supported by the Conrad N. Hilton Foundation through its Foster Youth and Opportunity Youth Initiatives.

Child Trends

AGENDA



Welcome & Norms ●

Project Overview ●

Overview of Research ●

Youth Engagement in Policy Advocacy ●

Wrap Up & Next Steps ●

ICEBREAKER

What is one of your favorite summer activities or memories?



NORMS FOR TODAY



1

Information Sharing: The first part of this meeting will be sharing a lot of information about research and this project. This is intended to help you get connected to the project!

2

Ask Questions: Interrupt us if you have questions!

3

Pauses for Questions: We will pause often to see if you have questions!

4

Getting to Know You Better: Towards the end of this meeting, we are going to ask you some questions to get to know you better! This will help us shape your experience!



PROJECT OVERVIEW



Overview of YEP Research Group

Discuss the Youth Engagement in Policy research group.

YEP RESEARCH GROUP



Why are you here?

- Research is typically conducted by trained researchers *on* or *for* a group of people (for example, young people and organizations).
- We believe research conducted *with* people better reflects and meets their needs.
- We are asking you to partner with us to conduct this research project.

What is the YEP research group?

- 5 researchers and 3 advisors working with 5 adults and 5 young people from 5 different grantee organizations.
- We're partnering to carry out the Hilton Youth Engagement in Policy project.

YEP RESEARCH GROUP



What are we doing here together?

- Each organization involved in the project is a Hilton Foundation grantee who has involved youth in policy advocacy.
- We will profile one policy win from each of the five represented organizations and collect data about how this policy win was achieved and how youth were engaged in the process.
- Then we will explore themes that emerge across the organizations to create a framework that can help other organizations seeking to engage youth in their policy work.

YEP RESEARCH GROUP MEMBERS



Iziko Calderon

Brisia Gutierrez



Nadirra Monroe

Anthony Turner



Kyra Stoute

Deven Rudy



Teddy De Leon

Sam Joo




Jamya Clark

Faith Robinson

RESEARCH SUPPORT STAFF



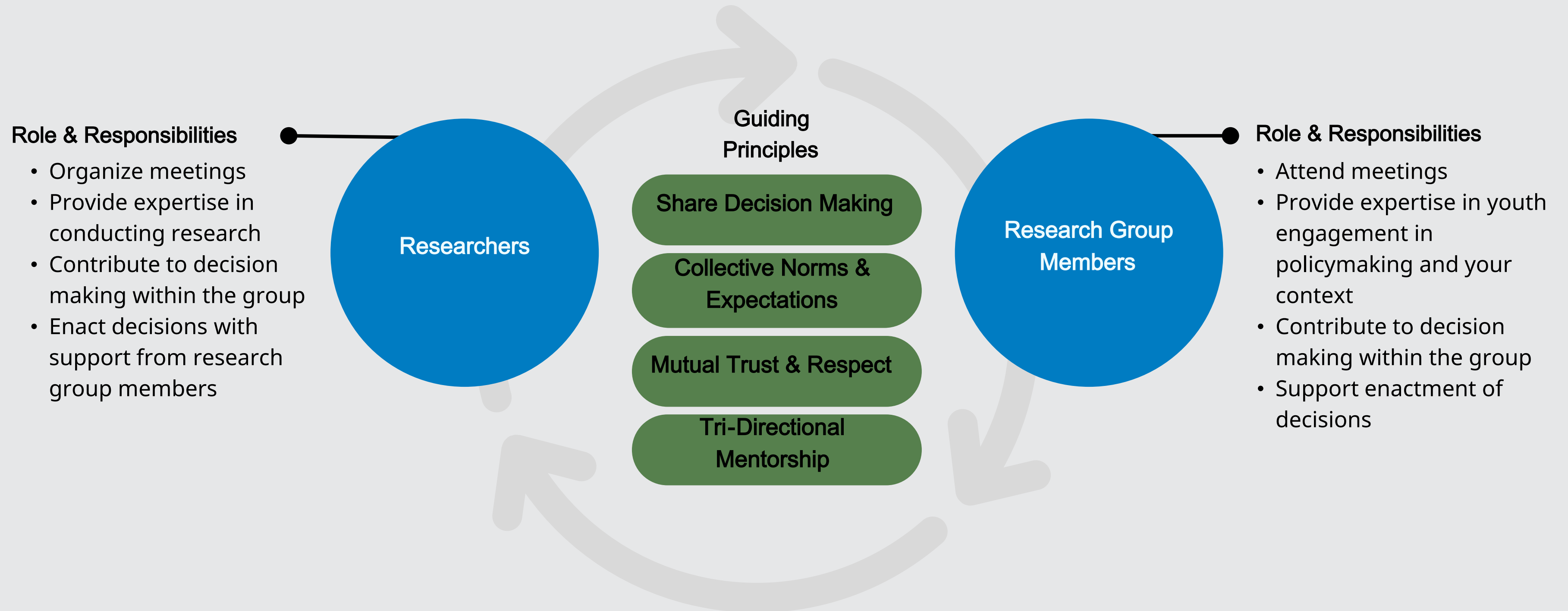
YOUR PRIMARY CONTACTS

	Amy McKlindon , Co-Principal Investigator
	Alyssa Scott, Senior Research Analyst
	Ja'Chelle Ball, Senior Research Assistant

ADDITIONAL ADVISORS

Sammy Holquist, Co - Principal Investigator, Child Trends	Karin Malm, Child Trends
Julie Petrokubi, Education Northwest	Beth Jordan, Child Trends

STRUCTURE



EXPECTATIONS



The YEP research group will meet 8-10 times between now and January 2025.

- Each meeting will last between 1 to 2 hours.
- All meetings will be virtual.
 - All meetings will be recorded and uploaded to a shared folder.

Between meetings, group members may be asked to support project activities. We will also have organization-specific meetings to prepare for data collection and conduct data collection.

To thank you for your time and contribution, **each research group member will be paid \$100/hour for up to 40 hours during the project.** You will submit monthly invoices to receive payment.

TIMELINE



Tentative Schedule and Topic(s)

June - July	<p>1- Individual Meetings (1 hour): Overview of the project; Review research goals, questions, and activities; Discuss youth engagement in policymaking . YOU ARE HERE!</p> <p>2 - Full Group Meeting (1.5 hours): Establish group norms; Discuss youth engagement in policy framework and research questions.</p> <p>3 - Full Group Meeting (1.5 hours): Finalize research questions and develop research methods and protocols.</p> <p>4 - Individual Meetings (2 hours total): We'll meet with individual organizations to discuss recruiting data collection participants.</p>
July- August	Data collection
September	Child Trends team does initial data analysis
late August - October	Full group and individual meetings to make meaning of the data
November - January	Individual and full group meetings to develop lessons learned, recommendations, and dissemination materials

MEETING AVAILABILITY



First, do you have any questions so far?

What days and times work well for you to meet in general?

Would you be available to meet at any of the following times:

Wednesday 7/17 - 10:00-11:30am PT

Wednesday 7/17 - 1:00-2:30pm PT

Thursday 7/18 - 12:00-1:30pm PT

Thursday 7/18 - 12:30-2:00pm PT



OVERVIEW OF RESEARCH



Overview of Research

Discuss social science research and essential elements of research.

ESSENTIAL ELEMENTS OF RESEARCH

1

Goals: Why are we conducting the research?

2

Questions: What questions will guide the research being conducted?

3

Activities: How will we collect data to answer our research questions?

4

Analysis: How will we analyze data to answer our research questions?

5

Dissemination: How will we share our findings?

PROJECT GOALS



What is the purpose ?

This qualitative study will explore the ways in which Hilton Foundation grantees engage young people in policy advocacy, the outcomes of those efforts, and the organizational and contextual factors that influence those outcomes using five examples.

What are the goals ?

- **Support the Foundation to:**
 - Identify opportunities to build grantee and community capacity to engage youth in policy advocacy
 - Inform future grantmaking
 - Identify information gaps
- **Support youth-serving organizations:**
 - Identify conditions that promote and address conditions that hinder youth engagement
 - Foster greater youth-led policy change

QUALITATIVE ACTIVITIES & ANALYSIS



- **Qualitative data** are words, themes, and meanings .
 - *Example:* describing how young people are involved in policymaking.
- Help us understand how an individual or a group may perceive or give meaning to the world around them.
- Intended to gather in-depth insights about a context (for example, New Orleans, LA, Atlanta, New York), topic (foster care policy, workforce development), or both.
- Qualitative data are often collected through **interviews** and **focus groups** . We will also be doing **document review** , another type of data and analysis.

QUALITATIVE DATA COLLECTION



Interviews	Focus Groups	Document Review
<ul style="list-style-type: none">• 1:1 conversation• In-depth responses• Many questions• Private – easier to ask about sensitive or controversial topics	<ul style="list-style-type: none">• Ideally 4 to 8 participants• Responses not necessarily in-depth• Fewer questions• Not private – can build community around shared experiences	<ul style="list-style-type: none">• Internal and external documentation (progress reports, website content, media articles) of engaging youth in policymaking• No questions being asked of people• Public documents

DISSEMINATION



- **Five grantee profiles:** These short (3-4 page) profiles will highlight each grantee and provide local level insights into the research questions.
- **Summary report:** The summary report will weave together learnings from all five grantees to answer the research questions. The report will include spotlights for individual grantees, lessons learned from their approaches, and a *framework of youth engagement in policymaking*.
- **Webinar:** We will co-host a webinar for the Foundation's grantees and partners, alongside the Foundation and research group members. We will design the webinar to equip the Foundation's grantees and partners with information to support their own youth engagement efforts, with a focus on identifying youth engagement strategies, building organizational conditions that support youth voice, and navigating local contextual factors.



YOUTH ENGAGEMENT IN POLICY ADVOCACY



Activity

Discuss your involvement in engaging youth in policymaking and what that means.

YOUTH ENGAGEMENT IN POLICY ADVOCACY



- If I say, “youth engagement,” can you describe what this means to you?
- We will be profiling one policy win from each organization participating in this project. **Tell me about one policy change or success your organization achieved in partnership with youth that you would like to spotlight.** What was the change? How were youth involved?
- **Tell me about your experiences being engaged in policy advocacy.** What types of activities were you involved in? How and/or where were you involved? Did you feel supported in these experiences? Who supported you?
- What are barriers to youth engagement in policy advocacy?
- Please complete the sentence. In an ideal world, successful youth engagement looks like...



WRAP UP & NEXT STEPS

Next meeting: Large group meeting hopefully next week.

Work to do: Read through the framework Alyssa sends as a follow up and be prepared to discuss.

Getting paid: You are being paid \$100/hour for your work on this project. You'll need to submit monthly invoices. More information will be included in Alyssa's follow up email.

In What Ways Do Youth Engage in Policy Change?

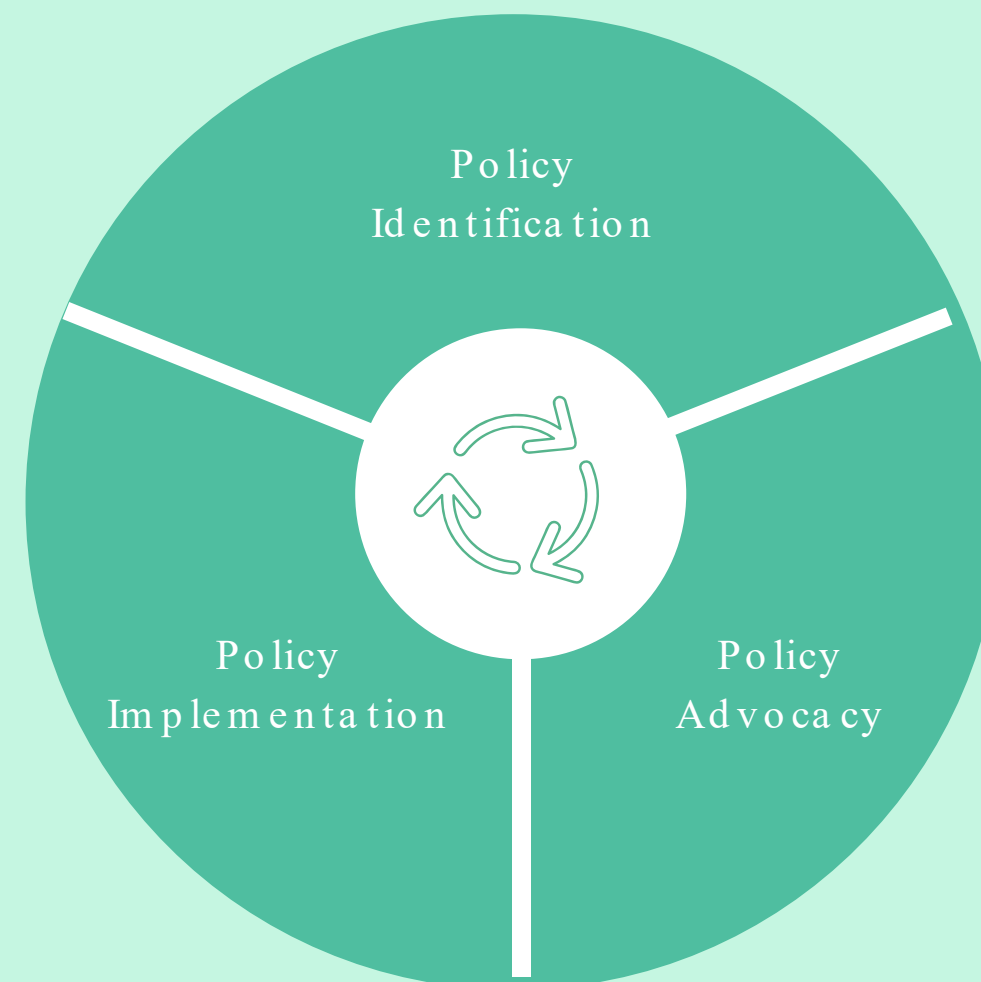
The policy change process commences with (1) **identifying** the need for change, followed by (2) **advocating** for the desired policy change, and ultimately (3) **implementing** a policy change. Throughout each phase, youth can employ diverse strategies to effectively engage in policy advocacy and realize their desired transformations.

Policy Identification

- Identify problem for policy change.
- Collect data to understand the problem.
- Research the local and historical context.
- Identify the goals and priorities of decision makers responsible for policy change.

Policy Implementation

- Monitor how the policy change is being enacted (e.g., through data collection and analysis).
- Participate on implementation teams to provide guidance on how the policy change is enacted.
- Develop trainings and/ or tools to support implementation.
- Evaluate whether the policy is achieving its intended goals.



Policy Advocacy

- Identify resources (e.g., time, money) available for policy advocacy.
- Create a plan for advocating for policy change.
- Build a coalition of individuals and organizations who support the policy change.
- Secure a key decision maker (i.e., champion) to support the policy change.
- Speak to decision makers about the policy change.
- Rally local support around the policy change (e.g., writing for the media, hosting events).
- Review policy change documents (e.g., bills, administrative changes) and make recommendations.
- If necessary, negotiate with key decision makers (and potentially make concessions) to achieve the policy change.

What Roles Do Youth Hold Within Policy Advocacy?

There are many different roles that youth can hold when identifying, advocating for, and/or implementing policy change. These roles can typically be organized into three categories: (a) **speaking**, (b) **collaborating**, and (c) **leading**. Throughout the policy change process, the role of youth hold may continuously shift.

Leading

- Youth lead policy change while adults assist.
- *Examples:* Youth serve on a youth commission tasked with creating guidance for implementing a new policy. Youth organize an advocacy campaign for a policy change.

Collaborating

- Youth and adults partner to lead policy change.
- *Examples:* 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.

Speaking

- Youth share their ideas and opinions for policy change. Adults interpret the information and possibly act on it.
- *Examples:* Youth provide testimony before a legislative committee. Youth attend an advocacy day event.

