

Meeting 2 – Full Group

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 & Teambuilding ●
- Norms and Expectations Activity ●
- Project Overview Review ●
- Framework Activity ●
- Discuss Research Questions ●
- Wrap Up & Next Steps ●

INTROS/ TEAMBUILDING



TEAMBUILDING ACTIVITY



On a scale of panda, how are you feeling today?



Share the following:

- 1) Your name
- 2) Your pronouns
- 3) Where in the world you are located
- 4) Which panda you are today and why
- 5) A fun fact about yourself!



NORMS AND EXPECTATIONS ACTIVITY

NORMS AND EXPECTATIONS ACTIVITY



Each person takes 5 minutes to reflect on their own. Write ideas in Miro:

- What helps you feel successful when working in groups? (For example, people being on time, clear objectives, respect each other's opinions)
- How can we ensure everyone feels comfortable sharing their perspective?
- How are we going to make decisions together?
- How should we handle disagreements or conflict?

NORMS AND EXPECTATIONS ACTIVITY



Next, we'll take five minutes to review what everyone else said and indicate which ones you agree with/resonate with you.

Finally, everyone share something that stuck out to them.

As follow up, CT staff will organize these into group norms to present at the next meeting.



PROJECT OVERVIEW REVIEW

YEP RESEARCH GROUP



What is our goal?

Our goal is to support the Hilton Foundation Foster Youth and Opportunity Youth teams as well as youth-serving organizations around the country as we explore: 1) the ways in which Hilton Foundation grantees engage young people in policy advocacy, 2) the outcomes of those efforts, and 3) the organizational and contextual factors that influence those outcomes.

How will we do that?

- We will profile one policy win from each of the five represented organizations and collect data about how this policy win was achieved.
- 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



Nadirra Monroe

Anthony Turner



Iziko Calderon

Brisia Gutierrez



Kyra Stoute

Deven Rudy



Teddy De Leon

Sam Joo



Jamya Clark

Faith Robinson

RESEARCH SUPPORT STAFF



YOUR PRIMARY CONTACTS



Alyssa Scott,
Senior Research Analyst

Ja'Chelle Ball,
Senior Research Assistant

Amy McKlindon,
Co-Principal Investigator

ADDITIONAL TEAM MEMBERS

Sammy Holquist, Co-Principal Investigator,
Child Trends

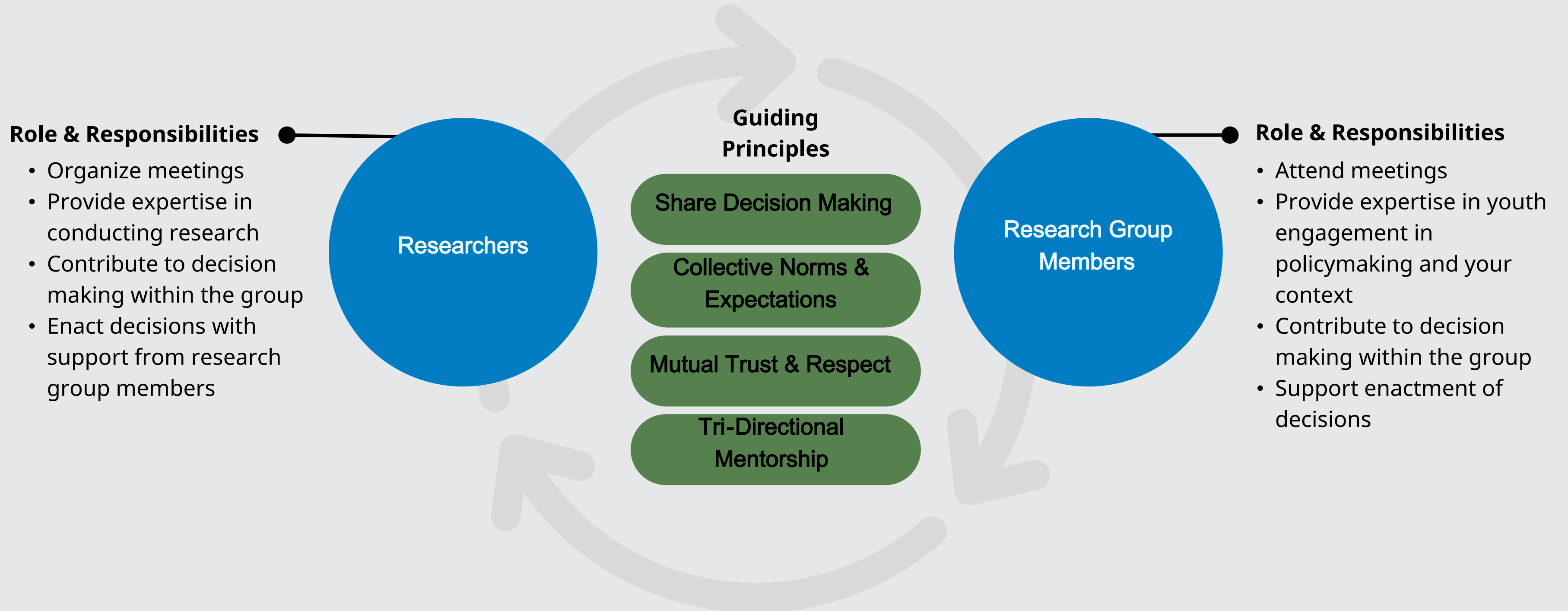
Jessica Conway,
Child Trends

Karin Malm,
Child Trends

Julie Petrokubi,
Education Northwest

Beth Jordan,
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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 - August	<p>1 - Individual Meetings (1 hour): Overview of the project; Review research goals, questions, and activities; Discuss youth engagement in policymaking.</p> <p>2 - Full Group Meeting (1.5 hours): Establish group norms; Discuss youth engagement in policy framework and research questions YOU ARE HERE!</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>
August - September	Data collection
September - October	Child Trends team does initial data analysis
October - November	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



FRAMEWORK ACTIVITY

FRAMEWORK OVERVIEW



- Limited research exists about youth engagement, the different ways youth engagement occurs, and how this engagement leads to systemic and/or local change.
- As part of our project, we want to co-develop a framework that highlights what youth engagement in policy advocacy looks like and how it leads to organizational and policy changes.

It's start by highlighting the organizational practices needed to empower youth engagement in policy change.

How Do Organizational Practices Empower Youth Engagement in Policy Advocacy?

To support youth engagement in advocacy, organizations must establish a nurturing, inclusive environment where both youth and adults can forge relationships, learn collaboratively, and work together to accomplish shared goals. Creating such an environment entails implementing supportive **structures** that empower youth to participate in advocacy endeavors and facilitate meaningful **connections** between peers and adults, thereby strengthening youth's continued participation in advocacy efforts.

Structures	Shift Power <ul style="list-style-type: none"> Adults push against traditional power dynamics by shifting decision making power to youth. Youth and adults have lived experience and expertise related to the desired policy change that is valued by the organization. Youth see their voice as important and impactful. 	Peer Supports <ul style="list-style-type: none"> Youth foster an inclusive community. Youth have dedicated time to build relationships. Youth provide mentorship and training opportunities to one another. When needed, emotional support is provided by peers. 	Connections
	Shared Practices <ul style="list-style-type: none"> Adults and youth co-develop norms for engagement. Clear structures for participation and decision making are created. Youth are equitably compensated for their time and expertise. Consistent in-person and virtual meetings are hosted. There is flexibility in youth time commitments. Open, active youth recruitment pipeline. 	Adult Supports <ul style="list-style-type: none"> 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 (e.g., other adults, trainings) to support their engagement and advocacy efforts. 	

Once you have these organizational practices in place, its important to collaborate with youth to identify how they want to participate in policy advoca

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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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. 	

you work with youth to navigate how they want to particiapte in advocacy efforts, it is essential to also identify where in the policy change process yo

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 <ul style="list-style-type: none"> 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 Advocacy <ul style="list-style-type: none"> 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.
Policy Implementation <ul style="list-style-type: none"> 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 Outcomes <ul style="list-style-type: none"> Increased decisionmaker awareness of the problem. 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. Increased allocation and use of public resources to benefit youth.

Finally, youth engagement in policy advocacy should lead to positive changes that benefit youth and the broader community. It is important to monitor changes to capture how youth advocacy influenced policy advocacy and its outcomes.

How Does Youth Engagement in Policy Advocacy Influence Outcomes?

Youth engagement in policy advocacy can result in changes at the individual, organizational, community, and policy levels. **This project will focus on organizational outcomes and policy outcomes.** Organizational outcomes include changes to how the organization identifies and approaches its future advocacy priorities. Policy outcomes are defined broadly to include intermediate steps along the path to changing administrative and/or legislative policy.

Youth Outcomes <ul style="list-style-type: none"> Increased self esteem, self efficacy, feelings of belonging in the community, civic engagement. Deeper understanding of diverse perspectives. Skill development (e.g., leadership, self advocacy, research, problem solving). Increased social capital. 	Community Outcomes <ul style="list-style-type: none"> 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. 	Organizational Outcomes <ul style="list-style-type: none"> Increased youth involvement in advocacy efforts. Changes in advocacy priorities and strategies. Shifting power from adults to youth. 	Policy Outcomes <ul style="list-style-type: none"> Increased decisionmaker awareness of the problem. 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. Increased allocation and use of public resources to benefit youth.
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SMALL GROUP DISCUSSION



We will break into two groups – adults/staff and young people - for 20 minutes.

- Each group will be focused on two components of the framework. We'll all be using the same handout to work through our discussion and take notes.
- Spend roughly 10 minutes discussing each section.
- If you finish early, you can move on to discuss the sections assigned to the other group.



RESEARCH QUESTIONS

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?

WHAT IS A RESEARCH QUESTION?

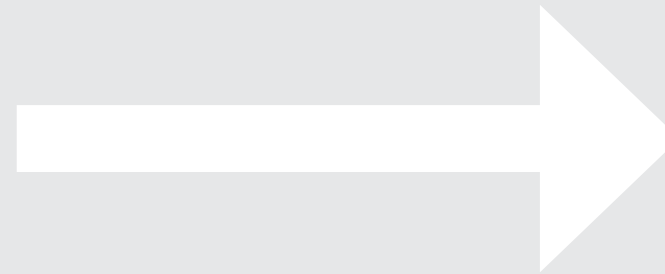
- A research question is the **broad** or **overarching topic** we want to learn more about. A research question(s) can be thought of as the **starting point** used to guide what we want to learn, how we'll learn this, and what do we actually learn are other steps in the research process.



WHAT IS A RESEARCH QUESTION?



- For this project, our research questions are centered around learning more about youth engagement in policy advocacy. For example, one research question for us could be...



SMALL GROUP DISCUSSION



We will break into two small groups for 20 minutes to discuss some drafted research questions.

- Each group will be focused on two of the four research questions and has handouts to guide discussion and take notes in.
- Spend roughly 10 minutes discussing each question.
- If you finish early, you can move on to discuss the research questions not assigned to you.

After 20 minutes, as time allows, we'll invite group members to share highlights from their discussion.



WRAP UP & NEXT STEPS

Child Trends will: Update research questions based on your thoughts from this meeting.

Optional work to do: You have the option to go through the framework sections and research questions your groups didn't discuss. In our follow up email, we'll send blank handouts for each group that you can use.

Next meeting: Likely in the first week of August. Did filling out a Doodle poll with your availability work well?