

# Meeting 3— 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](mailto:amcklindon@childtrends.org) and Samantha E. Holquist at [sholquist@childtrends.org](mailto: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 ●
- Research Questions ●
- How Research Questions Support Our Data Collection ●
- Developing Small Group Interview Questions Activity ●
- Wrap Up & Next Steps ●

# TEAMBUILDING



# TEAMBUILDING ACTIVITY



**Share the following:**

- 1) Your name
- 2) Your pronouns
- 3) Would you rather eat breakfast for dinner or dinner for breakfast for the rest of your life and why?



# NORMS AND EXPECTATIONS

**Last meeting:** You shared your thoughts on how we should make decisions, handle conflict, and ensure everyone feels successful and comfortable sharing.

**After the meeting:** We looked for themes and agreement in what you said and created the next slide of proposed group norms.

**Now:** Let's talk about the norms! Are there any you would change or remove? Does anything need to be added?

# YEP Research Group Norms and Expectations

Collaborate so we can build upon each other and create the best possible outcome

Opposing views are welcome and should be shared with respect

Meet people where they are in how they want to engage and share their perspective

Honor everyone's unique experiences, perspectives, and backgrounds - we are all in this together

Hear what others have to say (e.g., listen to understand), respect their thoughts, ideas, and feelings, and strive to understand one another

Foster a welcoming environment where everyone feels comfortable and respected

Make decisions using democratic processes (e.g., discussions, voting)

When disagreements occur, keep lines of communication open and work together to resolve conflicts

Be curious, not judgmental

Set clear objectives and expectations (e.g., creating agendas for meetings, having a clear path of where we are going)



# 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 and how we'll learn this. Later in the process, during analysis, we will see what we actually learn based off this research question(s).



# OUR RESEARCH QUESTIONS



For this project, our research questions are centered around learning more about youth engagement in policy advocacy. As a starting point, **our research questions were:**

- How have youth been engaged by grantees to develop, advocate for, and/or implement policy change?
- What local contextual factors support, or pose challenges for, youth engagement in policy advocacy?
- What organizational conditions support, or limit, youth engagement in policy advocacy?
- How has engaging youth influenced grantee policy advocacy and outcomes?

# OUR RESEARCH QUESTIONS



**Original RQ 1:** How have youth been engaged by grantees to develop, advocate for, and/or implement policy change?



**When you saw this question, you said:**

- The question is a good example of a broad but specific research question, and it is relevant to our research.
- The word “grantees” could be removed or further defined for clarity.



**Based on this feedback, we propose the following revised question:**

- How have *Hilton Foundation's grantees* engaged youth to develop, advocate for, and/or implement policy change?

# OUR RESEARCH QUESTIONS



**REMINDER!** Research questions should be broad but specific questions related to what we want to learn about in our research. These questions guide our research activities.

**Revised RQ 1: How have Hilton Foundation's grantees engaged youth to develop, advocate for, and/or implement policy change?**

**PULSE  
CHECK!**

On a scale of 1-5, rate this question on:

- Do you like/approve of this revision?
- Is this a good guiding question for this project?

## Rating Scale

- 1 - Hate it
- 2 - Dislike it
- 3 - Neutral
- 4 - Like it
- 5 - Love it

# OUR RESEARCH QUESTIONS



**Original RQ 2:** What local contextual factors support, or pose challenges for, youth engagement in policy advocacy?



**When you saw this question, you said:**

- What we hope to learn from this question (e.g., geographic/political context and buy-in from policy leaders) is appropriate and interesting to learn more about.
- The wording and punctuation within the question is confusing and unclear to readers. There needs to be refinement to the question for non-researchers to clearly understand the question without rereading it multiple times.



**Based on this feedback, we propose the following revised question:**

- What are local contextual factors *that help or hinder* youth engagement in policy advocacy *and how*?

# OUR RESEARCH QUESTIONS



**REMINDER!** Research questions should be broad but specific questions related to what we want to learn about in our research. These questions guide our research activities.

**Revised RQ 2: What are local contextual factors that help or hinder youth engagement in policy advocacy and how?**

**PULSE  
CHECK!**

**On a scale of 1- 5, rate this question on:**

- **Do you like/approve of this revision?**
- **Is this a good guiding question for this project?**

## Rating Scale

- 1 - Hate it**
- 2 - Dislike it**
- 3 - Neutral**
- 4 - Like it**
- 5 - Love it**

# OUR RESEARCH QUESTIONS



**Original RQ 3:** What organizational conditions support, or limit, youth engagement in policy advocacy?



**When you saw this question, you said:**

- The wording of this question can be refined to more explicitly state what is being asked, specifically “organizational conditions”.
- Specifying that we are interested in both positive and negative organizational conditions can be helpful.



**Based on this feedback, we propose the following revised question:**

- What conditions, *within individual Hilton Foundation grantee organizations*, help or hinder youth engagement in policy advocacy *and how*?

# OUR RESEARCH QUESTIONS



**REMINDER!** Research questions should be broad but specific questions related to what we want to learn about in our research. These questions guide our research activities.

**Revised RQ 3: What conditions, within individual Hilton Foundation grantee organizations, help or hinder youth engagement in policy advocacy and how?**

**PULSE  
CHECK!**

On a scale of 1- 5, rate this question on:

- Do you like/approve of this revision?
- Is this a good guiding question for this project?

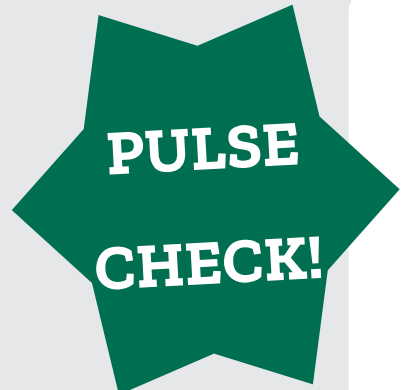
## Rating Scale

- 1 - Hate it
- 2 - Dislike it
- 3 - Neutral
- 4 - Like it
- 5 - Love it

# OUR RESEARCH QUESTIONS



Original RQ 4: How has engaging youth influenced grantee policy advocacy and outcomes?



What are your initial reactions to this question?

On a scale of 1-5, rate this question on:

- If you like/approve of this question
- Is this a good guiding question for this project?

## Rating Scale

1 - Hate it

2 - Dislike it

3 - Neutral

4 - Like it

5 - Love it



Revised Research Question 4: How has engaging youth influenced *Hilton Foundation grantee organizations'* policy advocacy and outcomes?



# HOW RESEARCH QUESTIONS SUPPORT DATA COLLECTION

# FROM RESEARCH QUESTIONS TO DATA COLLECTION- PUTTING IT TOGETHER



Research questions are the **broad** but **specific** overarching topics or questions that guide our research. They tell us what we want to learn in general during our research.

Now, we can use our research questions to guide our research activities, including **how we collect data** and **what data we collect** to answer our research questions.

**RESEARCH QUESTION**  
What do we **WANT** to learn?

**RESEARCH ACTIVITIES**  
How **CAN** we learn this?

**RESEARCH ACTIVITIES**  
What **WILL** we ask about to learn this?

**RESEARCH ANALYSIS**  
What do we **ACTUALLY** learn?

# DATA COLLECTION ACTIVITIES



## Small Group/Solo Interviews

- Approximately five scheduled events
- 1-3 people in attendance at each
- Talking with youth advocates, program staff, organization leadership, external partners/stakeholders

## Document Review

- Internal and external documentation (e.g., progress reports, website content, media articles) of engaging youth in policymaking
- No questions being asked of people
- Public documents

# OUR RESEARCH QUESTIONS- A CLOSER LOOK



Revised RQ 2: What are the local contextual factors that help or hinder youth engagement in policy advocacy and how?

RESEARCH  
CHECK!

What do we **want** to learn about youth engagement in policy advocacy/policy change with this guiding research question?

The impact location and political climate has on youth's ability to engage in policy advocacy

How decision-makers in your community engage with, listen to, and act on youth advocacy efforts

How easy or difficult it is to engage with your local government systems to advocate for change

# OUR RESEARCH QUESTIONS- A CLOSER LOOK



Revised RQ 4: How has engaging youth influenced grantee policy advocacy and outcomes?

RESEARCH  
CHECK!

What do we **want** to learn about youth engagement in policy advocacy/policy change with this guiding research question?

How do organizations measure the success of their youth engagement efforts

What changes occur within the organization as a result of these successes

What successes happen on a systems- or organizational-level as a result of youth engagement in advocacy

What models of youth engagement are most successful



# DEVELOPING SMALL GROUP INTERVIEW QUESTIONS ACTIVITY

# SMALL GROUP DISCUSSION



**We will break into two groups for 20 minutes.**

- Each group will be brainstorming interview questions that relate to our research questions in Miro.
- Pretend you're writing an article about Center for Fair Future's policy win below and need to interview people involved about how it happened.
  - What are some of the things you might wonder/ask to write your story?

*Policy win: The Fair Futures Youth Advisory Board advocated for and secured \$30.7 million in annual baseline funding in the New York City budget for the Fair Futures program. The Fair Futures program provides individual coaching and tutoring for young people in foster care, with services spanning from middle school through age 26. Young people testified before City Council members on the impact their coaches have had on their lives and engaged in in-person and social media advocacy efforts.*



# WRAP UP & NEXT STEPS

**Child Trends will:** Share our updated research questions with the Hilton Foundation for approval.

**Follow up work:** We ask that you spend time thinking about interview questions that relate to research questions you didn't get to in small groups.

**Individual meetings:** We are scheduling meetings with each grantee organization next week to start talking about collecting data to learn about your policy win.