

YEP: Transcript Example

The transcript below was created utilizing ChatGPT. We generated this example because we did not yet have transcripts from our data collection to use. To get this transcript, we uploaded the interview protocol, gave some information about the fake organization we created for a previous activity (SafeNet Teens), and asked for a two-page focus group transcript with a facilitator and two 20-year-olds.

When small groups went through the coding activity, they had this transcript in a Word document, which they marked up with comments and colored highlights to represent what codes they would apply. Some example codes that research group members pulled out of this transcript include communicating with legislators, training, skill-building, building confidence, and whole person support.

Facilitator: Thanks so much for joining me today. I'd like to start by asking, what assistance and/or resources did you receive from SafeNet Teens to support your role in advocating for a bill to support funding a digital literacy curriculum in high schools in Minnesota?

Alex: Yeah, SafeNet Teens really helped me out with a lot of things. I'd say the biggest resource was the training sessions they held on public speaking and advocacy strategies. Before joining, I didn't have much experience talking in front of legislators or even knowing how to get my message across effectively. The trainers broke it down step by step—how to present my argument, how to answer tough questions, and how to stay calm even if I got nervous.

Jordan: Yeah the advocacy training was huge. Something else that made a difference for me was access to research and data. They compiled all this information about digital literacy gaps in Minnesota and how it affects students, especially in underfunded schools. So when we did public speaking, I had numbers and stories I could share, which made me feel a lot more confident.

Alex: We also got to meet other youth advocates from across the state who were working on similar issues. We had group chats where we shared ideas and tips, and we even practiced some of our talking points together. It was motivating to know that other people our age were pushing for the same thing.

Facilitator: It sounds like SafeNet provided a combination of practical tools and a strong support network. Did any of those resources change the way you thought about your role in advocacy?

Alex: Definitely. I didn't realize how big the digital divide was until I saw the research. It opened my eyes to the fact that digital literacy isn't just about being able to use a computer; it's about access, equity, and preparing young minds for the future.

Jordan: Yeah, I always thought digital literacy was important, but SafeNet made me realize how urgent it is. It became obvious to me that if we don't push for these changes now, a whole generation of students could miss out on opportunities, and that's not fair. It made me more determined to make sure our voices are heard.

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.

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