



Internal use
482715

Application for a Grant

Identification				
This page will be made available to selection committee members and external assessors.				
Funding opportunity Partnership Development Grants				
Program name 1 - Connection 2 - Insight				
Grant type Individual				
Application title Understanding contexts of youth-adult partnerships				
Applicant family name McCart		Applicant given name Stoney		Initials
Org. code	Full name of applicant's organization and department The Students Commission of Canada Centre of Excellence for Youth Engagement, Director			
Org. code 3011206	Full name of administrative organization and department The Students Commission of Canada Centre of Excellence for Youth Engagement			
Scholar type	Regular	<input checked="" type="radio"/>	New	<input type="radio"/>
If New, specify category	1	<input type="radio"/>	3	<input type="radio"/>
Does your proposal involve human beings as research subjects? If "Yes", consult the <i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i> and submit your proposal to your organization's Research Ethics Board.				Yes <input checked="" type="radio"/> No <input type="radio"/>
Does your proposal involve activity that requires a permit, licence, or approval under any federal statute; or physical interaction with the environment? If 'Yes', complete Appendices A and B.				Yes <input type="radio"/> No <input checked="" type="radio"/>
	Year 1	Year 2	Year 3	Total
Total funds requested from SSHRC (from page 8)	<u>183,000</u>	<u>17,000</u>	<u>0</u>	<u>200,000</u>

Organization Information

The Students Commission of Canada is a national charitable organization that is run by youth in partnership with adults, for youth across Canada. Young people and adults work in a setting that operates under our Four Pillars: *Respect, Listen, Understand, Communicate*.™

Mission: to assist young people to put their ideas into action and participate in improving their own lives and the lives of their peers, working effectively with adult partners.

Our activities are organized in three current priorities: provide opportunities for youth, influence those who influence youth, and plan for the future. Research is a key component in the area influencing those who influence youth. Conducting and sharing research related to youth is embedded in our Letters Patent, and corporate objects, together with creating direct programming and educational resources to assist youth to overcome problems and advance youth education and health. In the year 2000, we competed for and earned funding for The Centre of Excellence for Youth Engagement, a unique opportunity as a community organization to lead a Centre of Excellence.

The Centre of Excellence for Youth Engagement is a multi-year, multi-million dollar project administered by The Students Commission (\$4.9 million plus since 2000) involving multiple partners and intensive collaboration, which brings academics, youth and youth serving organizations together to conduct research and improve the practice of youth engagement.

Core partners from academic institutions, youth and organizational leaders meet weekly to execute on-going research, capacity building and communication activities. The Students Commission's leadership has continued to sustain the project beyond the original 5-year funding. The Centre is now firmly embedded in each of the partner organizations and continues to attract new funding resources for its efforts. The Centre speaks to our capacity to lead and sustain research, program development and sector capacity building in the area of youth engagement, based upon long lasting relationships with academics, organizational leaders and youth.

The research mandate is to focus on finding, describing and building models of effective strategies for engaging youth in meaningful participation and making healthy decisions for healthy living. We are committed to youth planning, executing and being involved on a lead basis in the design, collection, analysis, model building and evaluation, publication, dissemination and communication of the research results and products arising from the research. Professional adults train and support them. The Centre is committed to assisting health professionals, youth-serving professionals, parents and communities to adapt and adopt models of effective youth engagement.

The Students Commission of Canada

Staff will fluctuate based upon the number of current projects, but averages approximately 12 -15 per year, with approximately 30 part-time youth staff through out the year. Three full-time staff positions are allocated to research, with two qualitative research consultants available as required, and a senior research management team for the Centre of academics from universities, which meets weekly.

The Students Commission Corporate Objects (Letters Patent)

1. To assist, support, facilitate, encourage, teach and train youth to prevent, address and overcome economic, social, emotional and academic problems faced by youth in order to eliminate youth poverty, advance youth education and health, and raise public awareness of youth issues in Canada and abroad.
2. To develop, organize and conduct educational services, programs, classes, meetings, discussions, seminars, workshops and conferences to youth in order to teach societal, employment and leadership skills
3. To develop and distribute educational, resource, and study materials to youth, and to adults who work with youth, in order to teach societal, employment and leadership skills
4. To conduct research, develop policies and guidelines, and communicate the results there from as well as other research and information to interested individuals, groups, organizations, academics, industry and governments
5. To provide counseling services and programs to youth in the areas of substance abuse and violence prevention and rehabilitation
6. To encourage, assist and train youth to participate in acts of volunteer service in local communities in Canada and throughout the world

Governance

The Students Commission has an elected, volunteer Board of Directors which meets at least four times a year to provide financial oversight and strategic direction. The Executive Director reports quarterly in a formal manner to the Board and monthly to the Executive Committee. All expenses of the Executive Director are signed by a member of the Executive Committee of the Board, and all major proposals, contribution agreements, and expenses (over \$10,000) are signed off on by a member of the Executive Committee.

Relationships with other Institutions

The Students Commission of Canada has a number of partnerships with other organizations, as part of its strategy of maximizing its impact and resources through partnerships. As a member of the National Youth Serving Agencies, it is co-leading a project re positive youth development for its members: which include 4H, Scouts, Big Brothers and Big Sisters, Red Cross and approximately 18 other national youth serving organizations. It has ongoing partnerships with several tribal Councils and is leading a youth engagement project for the North/South partnership, which serves 30 remote fly-in communities in northern Ontario. It has an ongoing partnership with the YMCA, on local and national levels. A specific partnership with the YMCA association of Quebec is underway.



Activity Details

The information provided in this section refers to your research proposal.

Keywords

List keywords that best describe your proposed research or research activity. Separate keywords with a semicolon.

Youth adult partnerships; youth engagement; positive youth development; youth participation; contexts for youth development; youth conferences; leadership; mentorship; youth in governance

Priority Areas - Priority area most relevant to your proposal.

Partnership Approaches

One or more possible formal partnership approaches.

Cross-sector co-creation of knowledge & understanding; Disciplinary and interdisciplinary research partnerships; Networks for research and/or related activities; Partnered knowledge mobilization

Disciplines

Indicate and rank up to 5 disciplines that best correspond to your proposal.

Rank	Code	Discipline	If "Other", specify
1	63004	Child and Adolescent Psychology	
2	63006	Community, Environmental Psychology	
3	60600	Criminology	
4	63099	Other Psychology	Political Psychology
5			

Areas of Research

Indicate and rank up to 3 areas of research related to your proposal.

Rank	Code	Area
1	382	Youth
2	111	Children
3		

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your proposal.

From	To
<p>Year</p> <p>BC AD</p> <p>_____ ○ ○</p> <p>_____ ○ ○</p>	<p>Year</p> <p>BC AD</p> <p>_____ ○ ○</p> <p>_____ ○ ○</p>



Family name, Given name

McCart, Stoney

Activity Details (cont'd)

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Region
1		
2		
3		

Countries

If applicable, indicate and rank up to 5 countries covered by or related to your proposal. Duplicate entries are not permitted.

Rank	Code	Country	Prov./ State
1	1100	CANADA	
2			
3			
4			
5			



Family name, Given name

McCart, Stoney

Summary of Proposed Partnership and Activity

The summary of your proposal should indicate the challenges or issues to be addressed; the overall goal and objectives of the proposed partnership; and the breadth of the partnership, and the meaningful engagement of the partners involved.

The overall goal of this proposed partnership is to enhance knowledge generation and exchange in the area of youth engagement, with academics, youth organizations, and youth working together as partners. The goal is to strengthen the network and capacity of the Centre of Excellence for Youth Engagement, by adding new partners, academic and community. This collaborative project seeks to address a gap in the academic literature and practice, namely, to understand the ways in which adults partner with young people in contexts that are typically based upon unbalanced asymmetrical relationships. This issue was identified by various partner youth organizations within our network, which approached academic investigators to begin this study. In order to authentically explore this issue, youth and adults (including academic researchers and organizational partners) will work in partnership together to undertake this important inquiry. Undertaking this research in a participatory way, serves to flatten often asymmetrical relationships within research activities. Partnership objectives include:

- 1.To strengthen a network of partners of the Centre of Excellence for Youth Engagement, with a specific commitment to exploring youth-adult partnerships in youth-serving organizational contexts
- 2.To lay a foundation for developing descriptions (typology) of youth-adult partnerships in various youth organizational contexts
- 3.To develop youth/academic/organization partnership triads to explore specific contexts of interest to the organization and youth within the organization, and evaluate the process and outcomes of those partnerships
- 4.To enhance capacity of organizations, academics and youth to collaborate in knowledge generation and exchange related to youth engagement and youth-adult partnerships
- 5.To provide increased knowledge to organizations about how youth-adult partnerships work in their organizations.

This project is a partnership led by the Students Commission, a national youth organization and lead of the Centre of Excellence for Youth Engagement, with academic co-investigators and youth-serving organizations. This collaborative community- and academic-based leadership is based upon existing partnerships with the Students Commission and will ensure the interests of both community youth organizations and academics are represented. The partnership is multidisciplinary (psychology; community psychology; political and cultural psychology; child and youth care), including broad expertise (youth engagement; adult-youth partnerships; youth-engaged research; youth at-risk; youth volunteerism; youth facilitation; conflict resolution; cultural engagement; knowledge mobilization), and various contexts to explore (youth conferences; youth in governance; youth leadership; youth mentorship; youth in contexts of risk).

Partners: YMCA GTA; Youth Launch; City of Kitchener's Youth Services; John Howard Society NB; Population Growth Secretariat NB; Frontier College; YOUCAN; Regional Multicultural Youth Council; Boys and Girls Club of Canada

Co-Investigators: Dr. Rose-Krasnor (Brock University); Dr. Reid (Centre for Research on Youth At Risk, St. Thomas University); Dr. Pancer (Wilfrid Laurier); Dr. Bourgeois (St. Mary's University); Dr. Miller (University of Victoria); Dr. McDougall (St. Thomas More); Ms. McCart, Mr. Hodgson, and Mr. Khanna (Students Commission, Centre of Excellence for Youth Engagement).



Family name, Given name

McCart, Stoney

Participants

List names of your team members (co-applicants and collaborators) who will take part in the intellectual direction of the research. Do not include assistants, students or consultants.

Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Rose-Krasnor		Given name Linda	Initials
Org. code 1350111	Full organization name Brock University		
Department/Division name Psychology			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Bourgeois		Given name David	Initials
Org. code 1120911	Full organization name Saint Mary's University		
Department/Division name Psychology			
Role Co-applicant <input type="radio"/> Collaborator <input checked="" type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name McDougall		Given name Patricia	Initials A
Org. code 1470115	Full organization name St. Thomas More College		
Department/Division name Psychology			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Reid		Given name Susan	Initials A
Org. code 1130411	Full organization name St. Thomas University		
Department/Division name Centre for Research on Youth at Risk			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input type="radio"/> Non-academic <input checked="" type="radio"/>	
Family name Hodgson		Given name Pytor	Initials D
Org. code 1	Full organization name Students Commission of Canada		
Department/Division name Centre of Excellence for Youth Engagement			

Personal information will be stored in the Personal Information Bank for the appropriate program.

Application WEB



Family name, Given name

McCart, Stoney

Participants (cont'd)

Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input type="radio"/> Non-academic <input checked="" type="radio"/>	
Family name Khanna		Given name Nishad	Initials
Org. code 1	Full organization name The Students Commission of Canada		
Department/Division name Centre of Excellence for Youth Engagement			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Miller		Given name Gord	Initials gdm
Org. code 1590711	Full organization name University of Victoria		
Department/Division name Faculty of Human & Social Development			
Role Co-applicant <input checked="" type="radio"/> Collaborator <input type="radio"/>		Academic <input checked="" type="radio"/> Non-academic <input type="radio"/>	
Family name Pancer		Given name S. Mark	Initials
Org. code 1351611	Full organization name Wilfrid Laurier University		
Department/Division name Psychology			
Role Co-applicant <input type="radio"/> Collaborator <input type="radio"/>		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			
Role Co-applicant <input type="radio"/> Collaborator <input type="radio"/>		Academic <input type="radio"/> Non-academic <input type="radio"/>	
Family name		Given name	Initials
Org. code	Full organization name		
Department/Division name			

Personal information will be stored in the Personal Information Bank for the appropriate program.

Application WEB

List of Partners and other Contributors

Invited partners that are confirmed

Marla Pender - City of Kitchener

(<http://kitchener.ca/en/livinginkitchener/YouthPrograms.asp>)

Downtown Community Centre, 35 Weber St. W, Kitchener ON, N2H3Z1

Ms. Pender, Youth Services Coordinator at the City of Kitchener, has been involved with the Centre for many years, working at Youth Launch and the Students Commission as well as with Dr. Pancer and the Students Commission for her graduate work. Her graduate work contributed significantly to our understanding of the long-term outcomes of youth engagement in contexts of youth conferences. As coordinator of the City's Youth Engagement Project Team, she brings an important and complex municipal context to explore in this project, and the wide reach of their work at the City will be important for knowledge mobilization within the project. Ms. Pender brings significant expertise and experience of fostering youth-adult partnerships, youth facilitation training, and research collaborations. She will support the youth co-researcher team to undertake an exploration of youth-adult partnerships in this municipal leadership context.

Dave Farthing – YOUCAN (www.youcan.ca)

c/o St. Paul University, 223 Main St. Ottawa, ON. K1S1C4

YOUCAN, a national youth-driven organization specializing in youth-led methods of non-violent conflict resolution, has been an informal partner with the Students Commission for several years. YOUCAN brings a unique context of youth-adult partnerships, focused on peace building, including youth-adult partnerships within custody settings. YOUCAN contributes significant expertise in the area of youth leadership and will support youth co-researchers to engage in an exploration of youth-adult partnerships in their context. As one of the National Youth Serving Agencies, along with the Students Commission, YOUCAN will have a role in mobilizing knowledge from this project to other national youth serving agencies.

Maria Cain – Heartwood: Centre for Community Youth Development

(www.heartwood.ns.ca)

Suite 202 5516 Spring Garden Road, Halifax, NS B3J1G6

Heartwood Centre for Community Youth Development is a charitable organization whose mission is youth engagement for positive community change. As a previous core partner of the Centre and an ongoing relationship that is fostered by the Centre's open door partner policy, Heartwood has a history of working closely with the Centre's partners. Heartwood brings valuable experience of integrating research and community youth development practice, and providing training for adults to become meaningful partners with youth.

Phillippe Ouellette - Population Growth Secretariat (NB) (<http://www.gnb.ca/3100/index-e.asp>)

520 King Street, Fredericton, NB. E3B 6G3

The Population Growth Secretariat in New Brunswick is the government department responsible for youth engagement in the province and provides assistance in terms of training and financial incentives for young people who are working on youth engagement. This government department has worked with the Centre to develop meaningful youth engagement guidelines and will provide contacts and opportunities for the adult-youth co-researchers to be able to contemplate and explore diverse settings for adult- youth partnerships throughout the province. This will be useful in expanding on the literature on urban-rural differences in adult youth partnerships.

Dan Khimasia - Frontier College (<http://www.frontiercollege.ca/>)

35 Jackes Avenue, Toronto, ON. M4T 1E2

Frontier College is a literacy organization with a network of over 3500 volunteers across the country. Frontier College will provide access to a mentoring context, the Aboriginal Summer Literacy Camp, which has an alumni of 350 camp counselors. They will facilitate working with a team made up of counselors within the Northern communities and those from the South that volunteer in those communities, as well as youth participants in the program. Frontier College brings significant experience and networks working with various northern Aboriginal communities, as well as knowledge about youth-adult relationships in volunteer contexts.

Moira McDougall – YMCA GTA (<http://www.ymcatoronto.org/en/index.html>)

42 Charles Street East, Toronto, ON. M4Y 1T4

The YMCA GTA has an ongoing partnership with the Students Commission and the Centre of Excellence for Youth Engagement, having recently collaborated on a 3-year study conducting formative evaluations of several Y programs. Currently, we are working together to apply the findings of the evaluations, translating knowledge to action throughout the process. The Y has identified an experienced staff member to work with a small team of youth co-researchers to explore youth-adult partnerships in Y leadership contexts.

Bonnie Heilman - Youth Launch

c/o Nutana Collegiate, 411 11th Street East, Saskatoon, SK. S7N 0E9

Youth Launch, located in Nutana Collegiate, a community high school, has been a core partner of the Centre since its inception. Youth Launch has significant expertise and experience engaging youth in schools and community organizations across Saskatchewan, as well as implementing youth engagement projects for various municipal, provincial and federal government departments. They bring a very interesting context of youth-adult partnerships within a community alternative school setting and experience in supporting collaborations of youth and academics. The team at Youth Launch developed the Adult Ally training that has been a key component of the Centre's work in supporting the development of youth-adult partnerships, and they have provided training for various multi-disciplinary and multi-sectoral audiences and so are key to mobilizing the knowledge from this project to their extensive provincial networks. Their provincial

reputation and ongoing collaboration with academic partners in the Centre, position them as a strong hub leader.

Susan O'Neill - John Howard (NB) (<http://www.jhssj.nb.ca/>)

68 Carleton Street, Saint John, NB. E2L 2Z4

The John Howard Society of New Brunswick will build upon a longstanding partnership with co-investigator Dr. Susan Reid at the Centre for Research on Youth at Risk at St. Thomas University to explore the key indicators of success related to the complex nature of adult –youth relationships for multiple-barriered youth. Using focus groups and one-on-one interviews, key issues will be identified in teams of adult-youth co-researchers among youth at risk, young offenders and youth transitioning out of state systems of care and protection. An annual assembly of youth at risk and more traditional youth leaders will provide an opportunity for further exploration of the relationship between youth-adults in the various contexts that youth populate.

Invited partners that are not yet confirmed

Janath Vesna - Boys and Girls Club of Canada (<http://www.bgccan.com>)

204 7100 Woodbine Avenue, Markham, ON. L3R 5J2

The Boys and Girls Club of Canada is interested in facilitating the exploration of youth-adult partnerships within the context of their long-standing National Youth Council.

Moffat Makudo – Regional Multicultural Youth Council

(<http://my.tbaytel.net/manwoyc/index.html>)

511 Victoria Avenue East, Thunder Bay, ON P7C 1A8

The Regional Multicultural Youth Council of Thunder Bay also has a long history working with the Students Commission and will be involved in exploring youth-adult partnerships in a context within their youth-to-youth multicultural work in rural communities.



Family name, Given name

McCart, Stoney

Partners - A partner organization may be, for example, a Canadian or foreign: postsecondary institution, government department (federal, provincial, territorial, municipal), for-profit or not-for-profit organization, or foundation.

Org. code	Full organization name City of Kitchener		Organization type Municipal government			
Address 35B Weber St W c/o Downtown Community Centre			Contact family name Pender			
			Given name Marla		Initials	
City/Municipality Kitchener	Prov./State ON	Postal/Zip code N2H3Z1	Country code 1	Area code 519	Number 741-3400	Extension 3588
Country CANADA			Telephone number			
			Secondary number			
			Fax number		1 519 741-2704	

E-mail marla.pender@kitchener.ca

Web address www.kitchener.ca

Org. code	Full organization name Frontier College		Organization type Charitable organization			
Address 35 Jackes Ave			Contact family name Khimasia			
			Given name Dan		Initials	
City/Municipality Toronto	Prov./State ON	Postal/Zip code M4T1E2	Country code 1	Area code 416	Number 923-3591	Extension 323
Country CANADA			Telephone number			
			Secondary number			
			Fax number		416 323-3522	

E-mail dkhimasia@frontiercollege.ca

Web address www.frontiercollege.ca

Org. code	Full organization name HeartWood Centre for Community Youth Development		Organization type Charitable organization			
Address 5516 Spring Garden Road, Suite 202			Contact family name Cain			
			Given name Maria		Initials J	
City/Municipality Halifax	Prov./State NS	Postal/Zip code B3J1G6	Country code 1	Area code 902	Number 444-5885	Extension
Country CANADA			Telephone number			
			Secondary number			
			Fax number		902 444-3140	

E-mail maria@heartwood.ns.ca

Web address www.heartwood.ns.ca



Family name, Given name

McCart, Stoney

Partners (cont'd)

Org. code	Full organization name John Howard Society of New Brunswick		Organization type Charitable organization			
Address 68 Carleton Street Saint John New Brunswick			Contact family name O'Neill			
			Given name Susan		Initials E	
City/Municipality Saint John	Prov./State NB	Postal/Zip code E2L2Z4	Country code	Area code	Number	Extension
Country CANADA			Telephone number	506	657-5547	206
			Secondary number			
			Fax number	506	649-2006	
E-mail s.oneill@rogers.com						
Web address						
Org. code	Full organization name New Brunswick Population Growth Secretariat		Organization type Provincial/Territorial government			
Address P.O. Box 6000			Contact family name Ouellette			
			Given name Phillippe		Initials PO	
City/Municipality Fredericton	Prov./State NB	Postal/Zip code E3B5H1	Country code	Area code	Number	Extension
Country CANADA			Telephone number	506	457 7645	
			Secondary number	506	470 1908	
			Fax number	506	453 3899	
E-mail philippe.ouellette@gnb.ca						
Web address www.gnb.ca/population						
Org. code	Full organization name YMCA of Greater Toronto		Organization type Charitable organization			
Address 42 Charles St. East			Contact family name MacDougall			
			Given name Moira		Initials	
City/Municipality Toronto	Prov./State ON	Postal/Zip code M4Y1T4	Country code	Area code	Number	Extension
Country CANADA			Telephone number	416	928 3362	4152
			Secondary number	416	624 6100	
			Fax number	416	413 9626	
E-mail moira.macdougall@ymcagta.org						
Web address www.ymcagta.org						



Family name, Given name

McCart, Stoney

Partners (cont'd)

Org. code	Full organization name YOUTH CANADA ASSOCIATION - YOUCAN		Organization type Charitable organization			
Address 223 Main Street			Contact family name Farthing			
			Given name David W.		Initials dwf	
City/Municipality Ottawa	Prov./State ON	Postal/Zip code K1S1C4	Country code	Area code	Number	Extension
Country CANADA			Telephone number	613	2301903	221
			Secondary number	613	2623690	
			Fax number	613	2355801	

E-mail dave.farthing@youcan.ca

Web address www.youcan.ca

Org. code	Full organization name Youth Launch		Organization type Parapublic			
Address 411 11th Street East			Contact family name Heilman			
			Given name Bonnie		Initials	
City/Municipality Saskatoon	Prov./State SK	Postal/Zip code S7N0E9	Country code	Area code	Number	Extension
Country CANADA			Telephone number	011	306	683-0083
			Secondary number			
			Fax number			

E-mail bonnie@tgmag.ca

Web address

Org. code	Full organization name		Organization type			
Address			Contact family name			
			Given name		Initials	
City/Municipality	Prov./State	Postal/Zip code	Country code	Area code	Number	Extension
Country			Telephone number			
			Secondary number			
			Fax number			

E-mail

Web address



Family name, Given name
McCart, Stoney

Partner's Contributions

A partner is an organization that participates actively in a formal partnership and contributes in a meaningful way to the success of the endeavour.

	Cash	In-kind
	Amount	Amount
Personnel costs		
Student salaries and benefits/Stipends		
Undergraduate	0	0
Masters	0	0
Doctorate	0	0
Non-student salaries and benefits/Stipends		
Postdoctoral	0	0
Other	0	91,300
Travel and subsistence costs		
Applicant/Team member(s)		
Canadian travel	0	0
Foreign travel	0	0
Students		
Canadian travel	0	0
Foreign travel	0	0
Other expenses		
Professional/Technical services	0	9,800
Supplies	0	2,300
Non-disposable equipment		
Computer hardware	0	4,800
Other	0	1,300
Other expenses (specify)		
	0	41,000
Total of all partners' contributions	0	150,500
A. Total of all partners' contributions (cash + in-kind)		150,500
B. Total funds from other sources		65,000
C. Total funds requested from SSHRC		200,000
Total cost of project (A + B + C)		415,500



Family name, Given name

McCart, Stoney

Funds Requested from SSHRC

For each budget year, estimate as accurately as possible the research costs that you are asking SSHRC to fund through a grant. For each Personnel costs category, enter the number of individuals to be hired and specify the total amount required. For each of the other categories, enter the total amount required.

	Year 1		Year 2		Year 3	
	No.	Amount	No.	Amount	No.	Amount
Personnel costs						
Student salaries and benefits/Stipends						
Undergraduate	6	35,000	6	5,000	0	0
Masters	4	20,000	2	4,000	0	0
Doctorate						
Non-student salaries and benefits/Stipends						
Postdoctoral						
Other	20	55,000	20	5,000	0	0
Travel and subsistence costs		Year 1		Year 2		Year 3
Applicant/Team member(s)						
Canadian travel		20,000		0		0
Foreign travel						
Students						
Canadian travel		20,000		0		0
Foreign travel						
Other expenses						
Professional/Technical services		24,000		2,000		0
Supplies		2,000		0		0
Non-disposable equipment						
Computer hardware						
Other						
Other expenses (specify)						
Communications		7,000		1,000		0
Total		183,000		17,000		0



Funds from Other Sources

List all contributors (e.g., individuals, not-for-profit, philanthropic foundations, private sector organizations) that are providing cash and/or in-kind contributions for the proposal.

Full organization name Contribution type	Confirmed	Year 1	Year 2	Year 3	
Frontier College Staff	<input checked="" type="checkbox"/>	5,000	1,500	0	
HeartWood Staff	<input checked="" type="checkbox"/>	5,000	1,500	0	
YMCA, Kitchener, John Howard Staff	<input checked="" type="checkbox"/>	30,000	9,000	0	
YouCan Staff	<input type="checkbox"/>	5,000	1,500	0	
YouthLaunch Staff	<input type="checkbox"/>	5,000	1,500	0	
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
Total funds from other sources		50,000	15,000	0	

Budget Justification (4 pages attachment)

Project Objectives

1. To strengthen a network of partners of the Centre of Excellence for Youth Engagement, with a specific commitment to exploring youth/adult partnerships in youth-serving organizational contexts
2. To lay a foundation for developing descriptions (typology) of youth/adult partnerships in various youth organizational contexts
3. To develop youth/academic/organization partnership triads to explore specific contexts of interest to the organization and its youth and evaluate the process and outcomes of those partnerships
4. To enhance the capacity of organizations, academics and youth to collaborate in knowledge generation and exchange related to youth engagement and youth/adult partnerships
5. To provide increased knowledge to organizations about how youth/adult partnerships work in their organizations.

Budget Justification

This budget will provide undergraduate and graduate student support to enable a core group of Centre of Excellence Researchers to maintain their connection with the Centre and a new group of academics to join the work of the Centre, furthering its capacity to sustain investigation into the critical area of youth engagement.

It will also provide this network of academics opportunities to connect with each other and with youth serving organizations, both local and national, to improve the practice of youth/adult partnerships and university/organizational partnerships, both through research and practice.

It will facilitate a significant exchange and mobilization of knowledge between academics and between partners, and enhance the capacity of all partners.

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It will also provide a platform for this core group of partners to develop a multi-year research agenda that looks at youth engagement and the role of youth/adult relationships in youth governance and decision making and the impact of early engagement in decision-making on long-term civic engagement and social service, and on organizational health and longevity.

The foundational nature of this research project will enable the core group of academics to have refined its processes for academic/youth/organizational collaboration, so that it can expand the Centre to include more disciplines and a wider range and number of youth organizations and settings.

Personnel

Student Salaries

Undergraduate Year One (6) \$35,000 Year Two (6) 5000

Masters Year One (4) \$20,000 Year Two (2) \$4000

Non-Student Salaries

Other Year One (20) 56,000 Year Two (10) \$4,000

Student salaries (graduate and undergraduate) for research assistants for academics will vary slightly from institution to institution. They have been budgeted at \$17/hr (14% benefits, Merc) for undergraduates for 30 weeks at 10 hours a week for the first year, and 5 weeks in the second year as the project winds up. \$35,000 for year one, and \$5,000 for year two. We have budgeted for 6 undergraduate students, although academics may adjust this to employ 2 students for 5 hours per week, at their discretion and student interest.

The budget allows for 4 undergraduate students at \$22/hr (14% benefits, Merc) for 10 hours per week for 20 weeks, for a total of \$20,000 for the first year. Second year is 8 hours a week for 10 weeks for 2 graduate students to assist with the composite analysis and report writing for a total of \$4,000 in the second year.

Non-student salaries are paid to youth from the youth organizations who will be working for the organizations, providing youth leadership for the YPAR projects in each organizational context. They will help to provide the organizational context, solving practical logistical issues, designing and implementing the research efforts in the organization. They will provide parallel support to the senior and mid-level staff of the organization as the research assistants provide to the academics. The budget is for 20 youth, 2 per context/organization, at \$17/hr (14% benefits, MERC) at 10 hrs per week for 14 weeks for the first year and 10 youth at 5 hrs/week for 5 weeks in the second year.

Travel and Subsistence

Applicant Team

Canadian Travel Year One \$20,000

Students

Canadian Travel Year One \$20,000

There will be an initial connection meeting to reaffirm and clarify the shared purposes, principles and vision of the project, to review framework methodology and provide training around the frameworks of Youth Participatory Action Research, illuminative methodology, definitions, and the Knowledge in Action model.

Preferred rates, from our partner at the YMCA, donated audio visual etc, will lower this face-to-face meeting cost. 10 members of the applicant team will need to fly to a central location, travel estimated at \$700 per applicant, for two nights/days at \$115 each for food and accommodation. 10 youth from the community/partners will travel for \$700 each average, with 20 youth attending at \$80 each for two days/nights for food and accommodation.

Other Professional Technical

Year One \$22,000 Year Two \$2,000

Nishad Khanna and Pytor Hodgson will act as the secretarial/project co-ordinators and support for the execution of this project. Their duties will include planning and coordinating meetings, acting as the liaison between the research team and the community and youth partners, and performing various administrative duties. The Students Commission does not have core funding for their salaries, so there is a need for salary replacement funds for the time staff spend on the project. These organizations do not have core funding and need to allocate staff time to incoming revenue streams. The salary rate is \$35/hour plus 14% benefits and MERC for 10 hours per week for 20 weeks for the first year, and 2.5 hours per week for 10 weeks in year 2, split between the two of them.

Supplies

\$2,000

A \$2,000 budget has been allocated for videotapes for youth activities and for photocopying questionnaires.

Other Expenses

Teleconference/Communications

Year One \$7,000 Year Two \$1,000

In the first year, approximately \$400/month has been allocated for long distance communication, teleconference calls, long distance calls. \$750 has been allocated for on-line survey hosting. \$1500 allocated for preparing training kits, mailing materials and questionnaires and reports.

In the second year, \$400 has been allocated for long distance communication between the partners and \$650 for printing, mailing of reports and communications materials re the project.

Communication

This project will entail regular conference and long distance calls between members of the research team and the community partners in order to facilitate planning and decision-making. The research team also will develop a project website to facilitate communication and resource sharing among project partners. In addition, the research team may need to send materials to the community partners for approval or signatures. Sending these documents via courier ensures expedited delivery and security.

Budget Chart: Year One

Item	Total	Rate	14 %	Hrs/ Wk	Wks	#	Explanation
Undergraduate	35,000	17	19.	10	30	6	Academic support, training
Graduate	20,000	22	25.	10	20	4	Academic support, training
Non-Student	55,000	17	19.	10	14	20	Organizational support, training
Travel Appl	20,000	17	19.	10	30	20	Connection, Shared Platform
Travel Student	20,000		19.			20	

Professional	24,000	17	19.	10	30	2	Co-ordination staff
Supplies	2,000	35	39.	10	30		Videotapes, Photocopying
Communicatio	7,000	5			30		Long Distance, Mailing
Total	183,000						

Budget Chart: Year Two

Item	Total	Rate	14 %	Hrs/ Wk	Wks	#	Explanation
Undergraduate	5,000	17	19.	10	30	6	Academic support, training
Graduate	4,000	22	25.	10	20	4	Academic support, training
Non-Student	5,000	17	19.	10	14	20	Organizational support, training
Travel Appl		17	19.	10	30	20	
Travel Student		17	19.	10	30	20	
Professional	2,000	17	19.	10	30	2	Co-ordination staff
Supplies		35	39.	10	30		
Communicatio	1,000	5			30		Long Distance, Mailing
Total	17,000						

In order to develop this project in collaboration with community partners, monthly meetings have been set-up. These meetings will allow for discussion of all aspects of the research project and joint decision-making. Regular meetings will ensure that all community partners are kept informed of the progress of the project.

Partners are contributing their own senior staff and academic time, venues, spaces and equipment for working and collaborating.



Family name, Given name

McCart, Stoney

Statement of Relevance

The proposal has been identified as being relevant to one of SSHRC's priority areas. The statement of relevance addresses how the proposal meets the expected outcomes of the priority area.

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Proposed Research Area: Adult-Youth Partnerships

There are many youth programs that attempt to bring youth into contact with experienced and knowledgeable adults through myriad ways ((Jarret, R.L.. Sullivan, P.J. & Watkins, N.D., 2005). Positive relationships can be protective and promote development in learning and competency, while also reducing the likelihood that youth will engage in problem behaviours (e.g., drug use, criminal activity). Youth-adult partnerships ((Zeldin, S., Larson, R., Camino, L.& O'Connor, 2005) are instances in which young people work together with adults toward a goal of individual, community, national, or social betterment. In these partnerships, young people contribute equally and actively in planning and decision-making.

Researchers have found that the support and partnerships offered by adults within activities can have an impact on how engaged youth are (Grossman, J.B. & Bulle, M.J., 2006; Ozer, E.J., Cantor, J.P., Cruz, G.W., Fox, B., Hubbard, E. & Moret, L., 2008). Relationships that provide youth with opportunity for independence and exploration tend to foster youth participation, while more traditional “student-teacher” models tend to result in disengagement (Mitra, 2005). Strong youth-adult partnerships serve a variety of different purposes: they protect youths’ rights for participation, particularly in terms of decision-making; they facilitate positive youth development; and they work to steer youth toward improving their communities and civil society (Zeldin, Larson, et al., 2005). With adults’ civic attitudes and participation rooted in their adolescent experiences of civic participation (Stolle, D., & Hooghe, M., 2004), it is important to examine pathways, such as youth-adult partnerships, toward the development of meaningful youth engagement.

Civic disengagement has concerned policy makers and researchers in Canada and around the world, with youth today being dubbed the “civic deficit” generation (Chareka, 2009);(Chareka, O., & Sears, A., 2006). Youniss *et al*, found that young people who participate in youth organizations predict adult political behavior, including voting and membership in voluntary associations, even 25 years later. According to Wood (2010:194), active citizenship concerns the qualities, behaviours, attitudes, values and activities that are expected of young people in order to fulfil expectations of membership (Wood, 2010).. Research has shown that individuals benefit from civic engagement both in terms of educational achievement and social competence (Bobek, D., Zaff, J., Li, Y., Lerner, R.M., 2009). The benefits of active citizenship extend far beyond the individual (Pancer, S.M., Rose-Krasnor, L., &Loiselle, L.D.); organizations benefit from the support provided by dedicated volunteers, and communities benefit through the protective factor that civic engagement provides (Youniss, 2009).

Youth-adult partnerships are collaborative. Working in partnership means that youth are often involved in decision-making and governance of the organization or institution in which they are working. (Zeldin, S., camino, L. & Mook, C., 2005). Yet, there is a lack of clear understanding about the contexts in which these adult- youth relationships take place and how these relationships lead to positive outcomes for the individual, the organization and the broader society(Zeldin, S., Petrokubi, J., & MacNeil, C., 2008).

A gap in the literature on adult-youth relationships was identified by Zeldin *et al* (2005:8) recommending that researchers articulate the path of associations between organizational content, types of youth-adult relationships and types of outcomes. Camino (2005:76) stresses that there is a need to understand the ways in which adults partner with youth in institutional, cultural and societal contexts that have been generally predicated on asymmetrical relationships between adults and youth. (Camino, 2005). The capacity of the community or organization that is involved in the implementation of the program involving adult-youth partners is an important factor to also consider (Durlak, J.A. & DuPre, E.P., 2008) . Further, the interpersonal relationships within a program's context are also likely to have an effect on the outcomes, quality and effectiveness of the intended project.

Sullivan and Larson (2009) in their research on barriers to effective intergenerational work with youth indicated the need for further research on the pathways that most facilitate the progression of youth as disconnected members of a community to youth having experiences of positive interactions with adults. Such factors as the pre-training requirements and the types of structured role relationships, which foster this growth are not known at this time and are in need of further research. There is also an identified gap in the literature based on the kinds of young people where intergenerational gaps are most pronounced and they argue for the need to ascertain the variations in relationships based on age, ethnicity and socioeconomic status. They also point out the need to determine the interactions between generations from the perspective of the community adults and how these can best identify adults that will promote positive youth development. (Sullivan, P.J. & Larson, R.W., 2009)

There are many different settings in which youth-adult partnerships can be fostered. One is the youth conference. (Pancer, Rose-Krasnor, & Loiselle, 2002) suggest that they are important contexts for positive youth development, engagement, and empowerment. Research has shown that positive youth-adult partnerships are important for youth engagement in youth governance (Mitra, 2005). Youth leadership programs, such as the YMCA's Youth Leader Corps are another context in which youth-adult partnerships have been found to foster positive youth development (Libby, Rosen, & Sedonaen, 2005). It is important to understand how positive youth-adult partnerships develop within these different contexts in order to provide insight into how similar organizations could nurture the development of these relationships.

Youth-adult partnerships are best sustained in agencies where organizational pathways exist to support and sustain youth leadership development within the organization (Libby et al., 2005). Yet somewhat surprisingly, developing youth-adult partnerships and creating additional roles for youth as decision-makers and planners have been challenging for youth organizations, with many expressing a desire for guidance in navigating this shift (Zeldin, Camino, & Mook, 2005). Our research would answer a call that has gone out (Zeldin, Camino, et al., 2005) for researchers to assist in developing an understanding on how to create strong youth-adult partnerships to advance youth engagement.

Methodology

Investigating academics, and their students, will be linked with an organization and youth from the organization. Each organization will identify appropriate staff leads (senior management and frontline), and several youth to form participatory action research (PAR) teams for one, perhaps two contexts, in their organization. Each triad (academic, adult organization, youth) PAR team will develop their own strategy to describe their context, the types of partnerships (taxonomy), and develops an evaluation appropriate for their youth/partnerships, organization and the context. After this, a core set of research questions and measures will be established. Each team will investigate both its own set of questions generated through its PAR process, as well as the core questions generated by the overall PAR process. The core set of questions will allow for comparisons and learning between all partners and the context specific questions will answer the specific needs of each individual PAR project.

Our purpose will be accomplished with the Core Research Secretariat of the academic co-investigators and their students who will assist the team setting up the research questions, frameworks, statistical rigor and processes, working with the user and youth communities and training them as the project unfolds.

This research will follow the approach of illuminative evaluation (Parlett, M. & Hamilton, D., 1972) to allow for the distinctive social and cultural variables throughout the various research sites. Illuminative evaluation methodology provides for the broader context in which any project or innovation is taking place with its focus on what Parlett and Hamilton (1972) refer to as the “learning milieu”. In this milieu, they argue, there is a network of cultural, social, institutional and psychological variables that interact in complicated ways to produce a “unique pattern of circumstances, pressures, customs and opinions” (Parlett & Hamilton, 1972:12). (Burden, 1998) suggests that illuminative evaluation also takes into account the political nature of contexts and roles that people play. He goes on to suggest that the actions of the participants including their assumptions, norms and expectations, will all be “inextricably bound up with the specific nature of each context or situation” (Burden, 1998:16).

Wong *et al* (2010) argue that much of the literature on adult-youth relationships has an adult-centric bias with the focus in the research, missing the perspectives and real-life experiences of young people. London *et al* (2003) suggest a failure to address the context in which most young people live and in its objectifying manner can deprive youth of valuable learning opportunities and may further exacerbate alienation and disengagement (London, J.K., Zimmerman, K., Erbsstein, N., 2003). Wong *et al* (2010) recommend the use of participatory action research. They argue involving youth in decision-making with adult researchers can build skills, mastery and competence. Such participation has the potential to promote positive individual and community outcomes and, like the literature on the benefits of adult-youth partnerships, can promote long term civic engagement (Wong, N.T., Zimmerman, M.A., Parker, E.A., 2010).

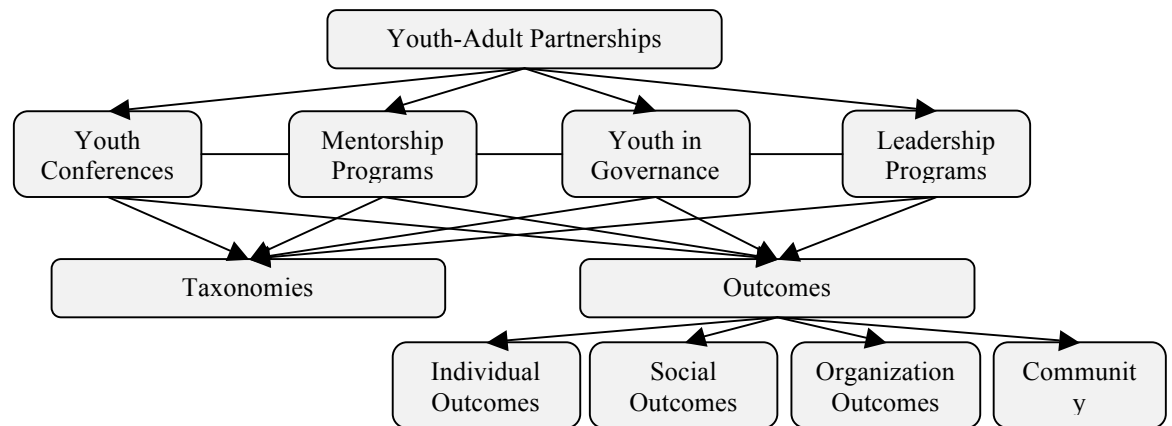
The CEYE’s capacity-building approach to research and practice is multi-disciplinary, multi-sectoral and collaborative, and includes young people’s ideas within each stage of the project with a commitment to give results back to those who were involved. Youth participatory action research (YPAR) has been used as a method of critical scholarship,

conducted using “multi-generational collectives”. (Cammarota, J. & Fine, M., 2008). YPAR fosters a critical inquiry of daily life due to its emphasis on democratizing knowledge and as such, is “both an art and a method to engage youth in democratic problem solving” (Ginwright, S. & Cammarota, J., 2007; Ginwright, S. & Cammarota, J., 2002).

Wong *et al*(2010) argue that there is still a very limited understanding by researchers about the necessary core elements to make these partnerships successful. They go on to suggest that there is a need to understand the ways that young people and adults interact and how this interaction affects youth and eventually affects community development. (Wong, N.T., Zimmerman, M.A., Parker, E.A., 2010)

Combining illuminative methodology and participatory action research lends itself well to the use of the Centre’s Knowledge in Action Model as a framework for understanding adult-youth relationships across the array of youth serving organizations and programs in the proposed research. (See Knowledge Mobilization Attachment.)

There are two main goals in this research that organizational partners and co-investigators have agreed upon as general directions for their projects, prior to the more specific directions that will be co-developed by the YPAR teams: 1) develop descriptions (a taxonomy) of youth-adult partnerships across participation in different contexts (i.e., youth conferences, mentorship programs, youth in governance, and youth leadership programs), and; 2) examine outcomes that result from youth-adult partnerships. Importantly, similarities and differences will be examined across the different youth program contexts as they relate to the two main research goals. The research goals are outlined in the figure below.



Each team will be supported by the research secretariat to learn about and select from a range of tools to conduct its activities: ranging from, and not limited to, direct observation, focus groups, qualitative and quantitative surveys, semi-structured interviews, art and photo voice.

Relevance of the objectives for the partners

The need for this research on youth-adult partnerships and contexts, particularly conferences, has been identified and driven by community youth organizations that are part of The Students Commission's network of youth organizations.

Appropriateness of duration

From our experience in working with youth and community organizations, we know that there is a need for action-oriented feedback and results to keep both youth interest and organizational interest. With the number of partners, we have designed this project as a momentum builder for new Centre partners, to identify the characteristics of adult/youth partnerships, particularly in research, which will assist the Centre to develop larger multi-year project partnerships, and to keep youth active and interested.

Anticipated challenges in managing project and organizing activities

An anticipated challenge is balancing the YPAR approach, allowing for customized application to each triad partnership and organizational needs with a core set of research questions, to allow for comparisons and learning between the triads. We have had discussions with the United Way CIMM project that allowed community partners complete freedom in the first year to develop indicators and test them, and then were disappointed in the second year that comparisons could not be made. Sharing learning with our partners from that project will guide our management of this one. Regular meeting and sharing via telephone and facebook will assist in managing the execution of the overall objective, with a leader in each triad keeping their activities on track.

Involvement of new scholars, emerging students, other highly qualified personnel

Each academic co-investigator will be training emerging students; the academics in the partnership and personnel from the Students Commission all have extensive experience in conducting academic/community partnerships. Academic students under each co-investigator will receive training and hands-on experience in working with community organizations. Community partners and youth from their organizations will receive training in how to design and conduct research activities in their organizations.

Creation or mobilization of new knowledge

Our results will be instrumental in assisting youth serving organizations to develop positive youth-adult partnerships and advancing research in the area of youth-adult partnerships and youth civic engagement by addressing gaps in knowledge.

Expected outputs, outcomes, long-term impacts partnership may develop

As Canada's only national collaboration dedicated to exploring and sharing knowledge about youth engagement, it is vital that the Centre continue to strengthen its partnerships and activities to support increased and improved inclusion and participation of youth in Canadian society and to share Canadian knowledge throughout Canada and internationally.



Family name, Given name

McCart, Stoney

Intended Outcomes of Proposed Activities

Elaborate on the potential benefits and/or outcomes of your proposed research and/or related activities.

Scholarly Benefits

Indicate and rank up to 3 scholarly benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Enhanced research collaboration	
2	Knowledge creation/intellectual outcomes	
3	Enhanced research methods	

Social Benefits

Indicate and rank up to 3 social benefits relevant to your proposal.

Rank	Benefit	If "Other", specify
1	Social outcomes	
2	Training and skill development	
3	Enhanced professional practice	

Audiences

Indicate and rank up to 5 potential target audiences relevant to your proposal.

Rank	Audience	If "Other", specify
1	NGO and community organizations	
2	(Other) - Specify	Young people under 18 years
3	Academic sector/peers, including scholarly associations	
4	Practitioners/professional associations	
5	Students	



Family name, Given name

McCart, Stoney

Expected Outcomes Summary

Describe the potential benefits/outcomes (e.g., evolution, effects, potential learning, implications) that could emerge from the proposed research and/or other partnership activities.

The Centre of Excellence for Youth Engagement provides a unique and important cross-sectoral, cross-issue and cross-discipline approach to youth. Over a decade ago, Furstenberg conducted a content analysis of key academic journals and found that more than half of the research articles in top adolescent journals focused on problems facing youth (Furstenberg, 2000). More recently, Wong et al (2010:100) point out that a great deal of the child and adolescent research has been constructed using an "adult lens" where the perspectives and real life experiences of young people are frequently overlooked.

Halpern (2005:11) indicates that while adults "unquestionably" have a critical role in terms of supporting and promoting positive youth and adolescent development, there is very little understanding about "how and why exactly are adults, or at least specific kinds of adults, important to adolescents".

The positive youth development framework and the holistic approach to youth engagement and intervention are the trademarks of the Centre of Excellence on Youth Engagement and the expansion that this partnership development grant would support.

The value of youth voice is particularly salient when looking at populations of young people who are defined as "at risk". Such youth might be experiencing personal, family and community disadvantage through family stress, poverty, physical abuse, negative self perceptions, academic or school failure, teenage pregnancy, juvenile delinquency. The youth participatory action research approach suggested in this research proposal captures the lived experience of vulnerable youth.

When working with vulnerable youth, the relationship between adults and youth is often one of ambivalence particularly when the young person is dealing with particular issues integral to their core being. In some of the more effective adult-youth relationships, the vulnerabilities and stresses of the youth are not the essential component of the relationship. Rather, the relationship is based on working on a task or a project outside of the history of accumulated hurts and insults that have plagued the young person's life to date. We do not know very much about these "incidental" relationships that promote youth development outside of their particular risky domains.(Halpern, 2005)

We expect that our research results will be used to inform program planning within youth serving organizations and policy development related to youth and social service. This also means that this work will reach a wider audience than if such a project was conducted without a community-university partnership. Our results will be instrumental in assisting youth serving organizations to develop positive youth-adult partnerships and advancing research in the area of youth-adult partnerships and youth civic engagement.

Participants Involvement (2 pages attachment)

Applicant

The Students Commission is a national charitable organization committed to youth engagement and youth voice. It has led the Centre of Excellence for Youth Engagement, which is a non-incorporated, ongoing network of collaborators since 2000, and is therefore ideally, and uniquely suited to leading a connection stream, partnership development project. It has existing strong partnerships with Brock University, St. Mary's University and Wilfrid Laurier University, the YMCA, YouthLaunch, and many others. These organizations have been research partners for ten years, successfully acquired research funding, and completed many research projects. The project is lead by Stoney McCart, who is the Executive Director of the Students Commission and the Director of the Centre for Excellence in Youth Engagement.

Co-applicants

The academic team is led by Dr. Rose-Krasnor, from Brock University, who is an expert in the field of youth participation and engagement, and social development. She has been an investigator on a number of Social Sciences and Humanities Research Council-funded projects. Dr. Rose-Krasnor is also the Research Director for the Centre for Excellence in Youth Engagement. She will work with the Ontario hub and oversee the components of the project that will be common to all contexts, for comparison purposes.

Dr. S. Mark Pancer, from Wilfrid Laurier University, is an expert in the field of civic engagement, and youth development, and also has expertise in the area of program evaluation. He has been the principal investigator on numerous projects funded by the Social Sciences and Humanities Research Council. Dr. Pancer will work with the Ontario hub, and directly with the City of Kitchener team. In addition, his expertise will be crucial in exploring mentorship contexts, such as the volunteer program of our partner Frontier College.

Dr. David Bourgeois, a francophone researcher with St. Mary's University will be part of the team. Dr. Bourgeois and the Students Commission are currently partnered on a number of different ongoing projects. Dr. David Bourgeois grew up in the youth leadership development programs of La Fédération de la jeunesse canadienne-française and has previously collaborated with the research team at Brock University to publish research on youth engagement and youth attending Fédération programs. He will be the academic partner working with the Heartwood team.

Dr. Susan Reid, a criminology professor at St. Thomas University, is the director of the Centre for Research on Youth at Risk. She brings expertise in the area of youth at risk, and youth involved in the justice system. She will be working closely with partner organization, John Howard Society New Brunswick and will work as lead of the New Brunswick hub.

Dr. Gordon Miller at the School of Child and Youth Care, University of Victoria, brings expertise in the areas of positive youth development, community youth development and youth-engaged community-based research to the team. He works closely with the Ministries of Health and of Child and Family Development, supporting research, policy and practice. He will support an already existing team of young people that are co-researchers collaborating with youth service providers, conducting a participatory action research project to develop a Youth Engagement Indicator Resource Kit. Youth-Adult partnerships were identified as one of the five key functions of youth engagement in this kit, and so is a good fit to build upon past work. Dr. Miller brings experience and expertise working in partnership with young people and providing research training.

Dr. Patricia McDougall at St. Thomas More College has had an ongoing partnership with the Students Commission and the Centre for the past 10 years, collaborating closely on various research projects with our Saskatoon office and partner organization, Youth Launch. She is an expert in the area of youth relationships and a skilled methodologist. Her experience and commitment to knowledge dissemination/mobilization and community-based partnerships (as evidenced by her recent successful SSHRC CURA application) make her a strong collaborator for the Saskatchewan hub.

Mr. Khanna has worked with the Centre of Excellence for Youth Engagement since 2002, having grown up in the youth facilitation program at Youth Launch, a core partner of the Centre. He has been involved in developing and implementing various youth programs, events and youth-engaged research with the Students Commission, organizational partners and academic partners. As research coordinator of the Centre of Excellence, he has a long history with the community-university partnerships we have developed over the past 10 years, as well as experience facilitating and coordinating youth participatory action research.

Mr. Hodgson has worked with the Centre of Excellence for Youth Engagement since its inception and has been involved in developing and executing over 150 youth conferences and projects with at least six other major youth organizations. It is a priority of the Students Commission and the partnering agencies to empower youth to become involved in research.

All protocols and procedures, including ethical conduct for research involving human participants will adhere to the guidelines of St. Thomas University and its Research Ethics Board, or Brock University or Wilfrid Laurier University, or Mary's University, for specific sub-projects falling under the leadership of either Dr. Pancer or Dr. Bourgeois.

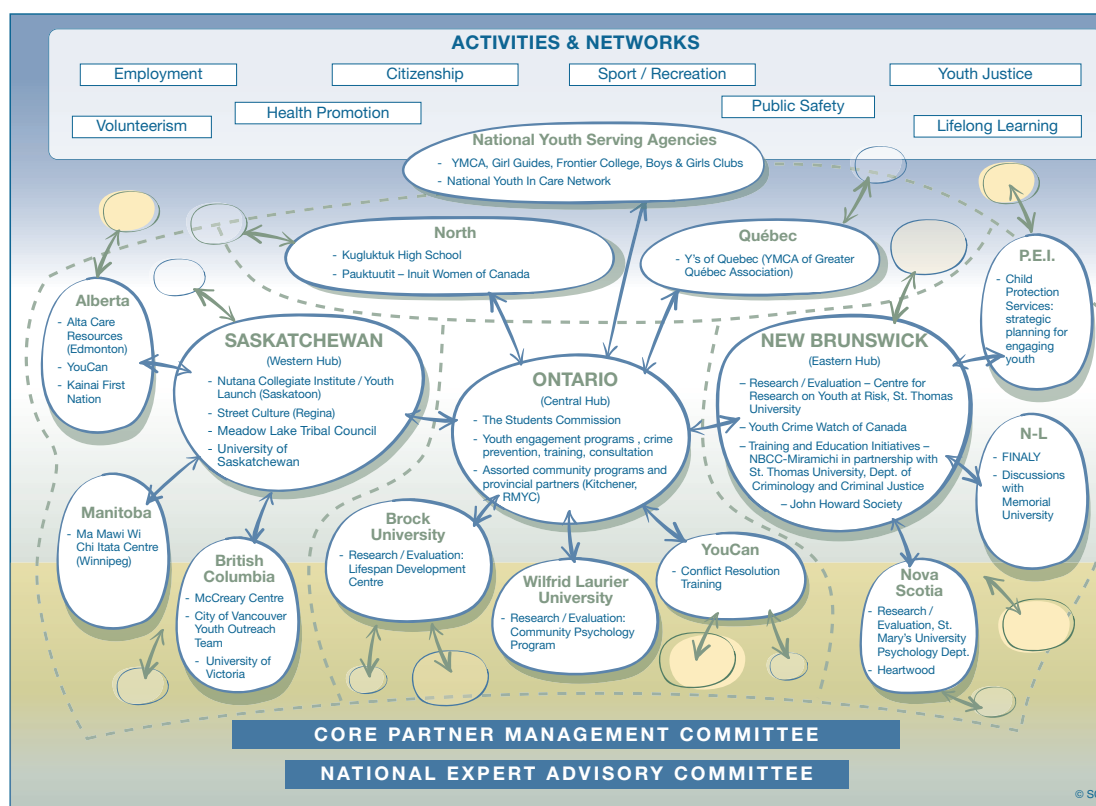
The partnering organizations are equally important for their expertise and commitment to the project. They will provide senior level staff engagement to secure staff and youth support for the Participatory Research Projects in the organizations and provide direction, mentoring and insight into their organizations and practices regarding youth/adult partnerships. They will also provide organization resources of support and staff for youth and front-line staff working on the project.

Formal Partnerships and Partners Contributions (5 pages attachment)

A hallmark of the Centre of Excellence for Youth Engagement since its inception in 2000 has been its high degree of day-to-day integration of academics, youth organizations and youth. A core principle of the Centre has been that it must walk its talk and role model the effective practices of youth engagement that it researches. Another feature of the Centre of Excellence for Youth Engagement is that it has been led by a charitable youth organization, not a university. This leadership has created a high degree of connectedness between all the partners, with an understanding that partnership is dynamic and fluid and must meet the current needs of organizations, academics and youth. It has created a synergy of purpose, dedicated to the advancement of both the study of youth engagement and its practice, and the required reciprocal exchange of knowledge to move forward together.

THE STUDENTS COMMISSION

 Centre of Excellence for Youth Engag
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As a result, youth from all of the community organizations involved will be given an opportunity to work on this research project by attending the project/proposal development meetings, assisting with the development of research questions, the

The Students Commission of Canada, Partnerships and Partner Contributions, Page 2
development and testing of research materials, data collection, and the creation and dissemination of research results in people-friendly media. In addition, graduate and undergraduate students from the universities will be involved in all phases of the research.

The administrative and financial leadership of the Centre lies with **The Student Commission**. The research direction is established collaboratively through ongoing discussion and exploration, piloting, with the core partner team, which has weekly calls that review progress, share information, and explore new questions. The core team includes academics, youth organizations and youth. Research that is appropriate for academic inquiry falls under the direction of **Dr. Linda Rose-Krasnor of Brock University, who is the Centre's Research Director**. Projects that involve program development, strategic consulting, training will be directed by the appropriate organizational partner or collaboration of partners.

Youth Launch, located in Nutana Collegiate, a community high school, has been a core partner of the Centre since its inception. Youth Launch has significant expertise and experience engaging youth in schools and community organizations across Saskatchewan, as well as implementing youth engagement projects for various municipal, provincial and federal government departments. They bring a very interesting context of youth-adult partnerships within a community alternative school setting and experience in supporting collaborations of youth and academics. The team at Youth Launch developed the Adult Ally training that has been a key component of the Centre's work in supporting the development of youth-adult partnerships, and they have provided training for various multi-disciplinary and multi-sectoral audiences and so are key to mobilizing the knowledge from this project to their extensive provincial networks. Their provincial reputation and ongoing collaboration with academic partners in the Centre, position them as a strong hub leader.

Ms. Pender, Youth Services Coordinator at the **City of Kitchener**, has been involved with the Centre for many years, working at Youth Launch and the Students Commission as well as with Dr. Pancer and the Students Commission for her graduate work. Her graduate work contributed significantly to our understanding of the long-term outcomes of youth engagement in contexts of youth conferences. As coordinator of the City's Youth Engagement Project Team, she brings an important and complex municipal context to explore in this project, and the wide reach of their work at the City will be important for knowledge mobilization within the project. Ms. Pender brings significant expertise and experience of fostering youth-adult partnerships, youth facilitation training, and research collaborations. She will support the youth co-researcher team to undertake an exploration of youth-adult partnerships in this municipal leadership context.

Heartwood Centre for Community Youth Development is a charitable organization whose mission is youth engagement for positive community change. As a previous core partner of the Centre and an ongoing relationship that is fostered by the Centre's open door partner policy, Heartwood has a history of working closely with the Centre's partners. Heartwood brings valuable experience of integrating research and community

The Students Commission of Canada, Partnerships and Partner Contributions, Page 3
youth development practice, and providing training for adults to become meaningful partners with youth.

YOUCAN, a national youth-driven organization specializing in youth-led methods of non-violent conflict resolution, has been an informal partner with the Students Commission for several years. YOUCAN brings a unique context of youth-adult partnerships, focused on peace building, including youth-adult partnerships within custody settings. YOUCAN contributes significant expertise in the area of youth leadership and will support youth co-researchers to engage in an exploration of youth-adult partnerships in their context. As one of the National Youth Serving Agencies, along with the Students Commission, YOUCAN will have a role in mobilizing knowledge from this project to other national youth serving agencies.

Frontier College is a literacy organization with a network of over 3500 volunteers across the country. Frontier College will provide access to a mentoring context, the Aboriginal Summer Literacy Camp, which has an alumni of 350 camp counselors. They will facilitate working with a team made up of counselors within the Northern communities and those from the South that volunteer in those communities, as well as youth participants in the program. Frontier College brings significant experience and networks working with various northern Aboriginal communities, as well as knowledge about youth-adult relationships in volunteer contexts.

The **YMCA GTA** has an ongoing partnership with the Students Commission and the Centre of Excellence for Youth Engagement, having recently collaborated on a 3-year study conducting formative evaluations of several Y programs. Currently, we are working together to apply the findings of the evaluations, translating knowledge to action throughout the process.

The **John Howard Society of New Brunswick** will build upon a longstanding partnership with co-investigator Dr. Susan Reid at the Centre for Research on Youth at Risk at St. Thomas University to explore the key indicators of success related to the complex nature of adult –youth relationships for multiple-barriered youth. Using focus groups and one-on-one interviews, key issues will be identified in teams of adult-youth co-researchers among youth at risk, young offenders and youth transitioning out of state systems of care and protection. An annual assembly of youth at risk and more traditional youth leaders will provide an opportunity for further exploration of the relationship between youth-adults in the various contexts that youth populate.

The **Population Growth Secretariat in New Brunswick** is the government department responsible for youth engagement in the province and provides assistance in terms of training and financial incentives for young people who are working on youth engagement. This government department has worked with the Centre to develop meaningful youth engagement guidelines and will provide contacts and opportunities for the adult-youth co-researchers to be able to contemplate and explore diverse settings for adult- youth partnerships throughout the province. This will be useful in expanding on the literature on urban-rural differences in adult youth partnerships.

The Boys and Girls Club of Canada (non-confirmed partner) will facilitate the exploration of youth-adult partnerships within the context of their National Youth Council. Staff resource restrictions limit their capacity to submit a letter of agreement at this time.

Together, the partners provide a wide range of contexts to explore, the venues and programs to explore, with staff and youth committed to Participatory Action Research to improve their practice.

Each triad of academic, youth and organizational staff for each context will exercise their own decisions related to the customized questions they explore for their context, the methods they will use to explore and how they will communicate results. They will benefit from the core leadership of the Centre and the academic team with standard, cross-contexts questions and methods, so that results can be compared, and similarities and differences observed.

Cash and in-kind contributions have been secured for this project, and through the collaboration and ongoing meetings of the Centre partners, ongoing identification of cash and in-kind opportunities to expand the work of the partnership will continue.

Training and Mentoring (1 page attachment)

Training and Mentoring is a key component of this proposal, and is supported by the Knowledge in Action process model we are using to guide the partnership and the execution of the project. Training and mentoring, and power relationships, will be reciprocal and multi-directional. The knowledge of youth and community partners about their organizations and experiences will inform the project equally with the research expertise of the academic partners.

Each of the six academic partners will have at least one, potentially two students (graduate/undergraduate pair) assigned to the project for a total of a minimum of 10 students. These students will work with their academic co-investigator to analyze and interpret data and prepare it for meetings with community partners. They will meet with youth and community partners to help design questions and develop the Youth Participatory Action Research plan and instruments for the context of that partner, and help prepare Ethics Board applications. They will work with community partners and their youth to assist in writing or interpreting in other means (video, photo etc) the results. They will also participate in teleconference calls and web-based communication events to share challenges, learning, results across the partnership, across contexts and country. Where results merit, they will prepare results for academic publication (poster presentations etc.)

Drawing on youth leadership development training for youth, research has shown that involving youth in co-research and interactive training has had positive outcomes. Particularly for those young people who are marginalized or “at risk”, the involvement in the design and delivery of interactive training for practitioners from the systems that impact on their lives has shown to have more positive outcomes on an organizational and systems level. Practitioners begin to develop and adopt positive youth approaches rather than the punitive, problem-orientated approaches that are more common in these systems. Despite these preliminary positive results, however, they argue that more research is needed in order to address the complex interactions between youth and adults, particularly when working with at risk youth. (Libby, M., Rosen, M. & Sedonaen, M., 2005).

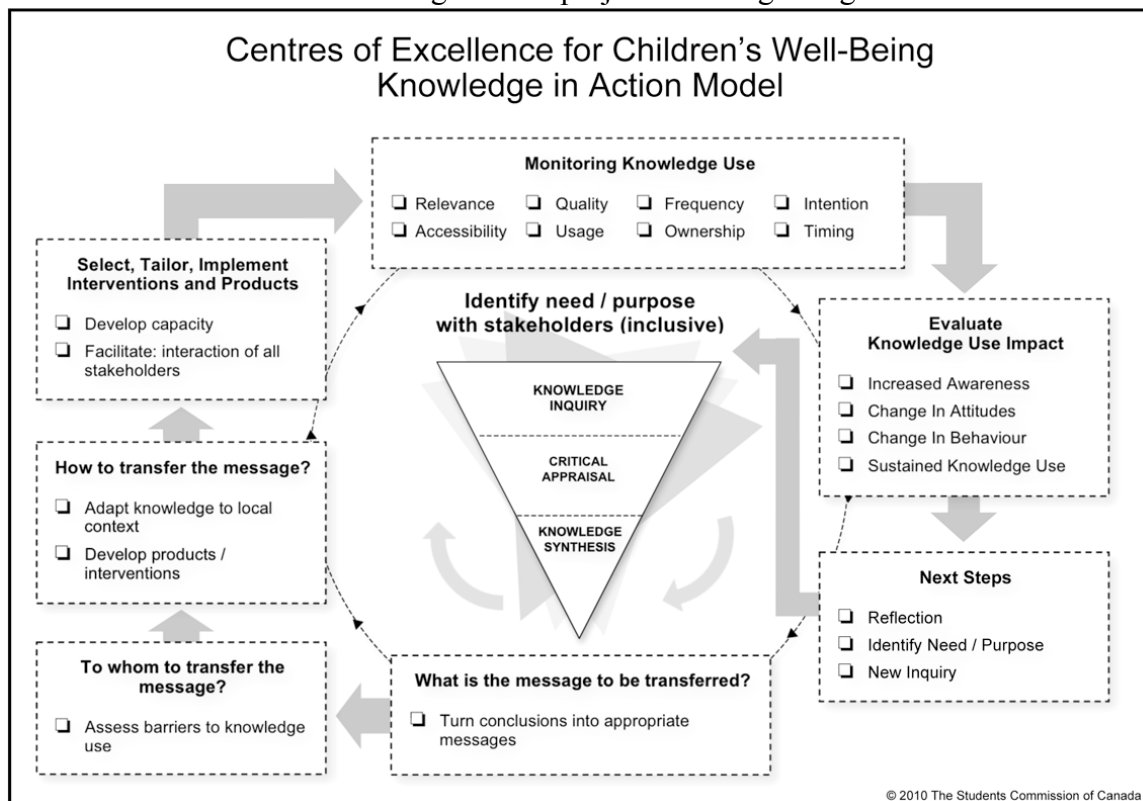
Each of the 10 organizations will have two to five youth from its programs assigned to the project with one junior level staff and one senior level staff. They will meet with their assigned academic and academic student to learn about research, research processes and identify the research questions they want answered. They will help gather research data from their context and assign with the interpretation. They will develop the communication means and tools for sharing results in their organization.

All members of the partnership will receive orientation and training in illuminative methodology, the Knowledge in Action Model, and Youth Participatory Action Research. Nishad Khanna and Dr. Mark Pancer have extensive experience in community-based research. Academic students will acquire significant expertise in community-based research and partnerships. Youth and community partners will acquire significant expertise in research and evaluation.

Knowledge Mobilization (2 pages attachment)

Our Centre of Excellence was one of four Centres of Excellence for Children’s Well-Being that co-developed a Knowledge Transfer and Exchange (KTE) Model, called Knowledge in Action for our Centres’ use, based upon a literature review, by Maureen Dobbins (RN, PhD) of McMaster University. The Centres model is created from aspects of four published models, building on the work of Graham et al. (2006), Kitson (1998), Bowen (2005), and Lavis (2003).

We will use this model to guide our project from beginning to end.



The cycle stresses the co-creation of knowledge and respect for all types of knowledge, which speaks to the role of youth and community partners as co-researchers, and it establishes the value of the exploration of adult/youth partnerships across a variety of contexts, each sharing knowledge and data about those contexts. The model also emphasizes the importance of process, of co-creation of knowledge (the closer the consumer of knowledge is to its creation, the better the uptake) and expert facilitation in terms of implementing transfer and uptake of knowledge in knowledge-based interventions and dissemination. The model speaks to the need of facilitating the interaction of all stakeholders, providing facilitation for academic investigators and academic students to work effectively with community partners and vice versa. The Centre has a 10-year history of an integrated team of academics, youth organizations and youth on the core partner team managing its activities on a weekly basis.

In terms of the partner organizations themselves, our intention is that the knowledge developed will be useful for them to improve their own programs, and transfer that knowledge throughout their organizations and the sector of the context they explore.

Knowledge Mobilization Activities

The dissemination plan for this research consists of three parts: communication to the academic community, the community at large (i.e., organizations and policy makers), and the general public. Communication to the academic community will be accomplished through presentation of results at academic conferences, such as the biannual meetings of the Society for Research in Child Development, and the Society for Research in Adolescence, and the publication of scholarly peer-reviewed papers in developmental and community psychology journals. Organizations and policy makers will be invited to a presentation of this research and will be provided with a written report of the findings, as well as access to partnership-related resources and research updates on the project website. Members of the research team would also be available to support organizations that are interested in implementing some of the findings of this research in developing more effective opportunities for youth-adult partnerships within their organization.

Youth and staff from each partner take a lead role in designing communications for any project, including orientation videos, websites, and promotional brochures to explain the project, to encourage continuing participation, and to communicate feedback on results, including use of sites like YouTube. The Students Commission will partner young people with professional editors, journalists, videographers and graphic designers to design materials to advertise the findings of this research to the public.

The Students Commission is prominent charitable youth organization that has partnered with many other youth serving organizations, including the National Youth Servicing Agencies. The results of this research would be distributed to organizations that are connected to the partners of the project, where it would be put into action. The academic resources of Wilfrid Laurier University, Brock University, St. Thomas University, St. Mary's, and University of Victoria would allow for this work to be disseminated to other leading researchers in the field of youth civic engagement.

The research behind the model indicates that for effective knowledge transfer, data needs to be transformed into ideas and then into messages, which are adapted for the audience and for the audience's context or environment. Iterative interaction between knowledge producers and knowledge consumers greatly enhances uptake. An important message is that interaction is the key to promoting knowledge uptake and application; this applies to all target audiences in all settings and interaction should be the cornerstone of an effective KTE strategy upon which other more passive strategies such as websites and newsletters may be added. Facilitation characteristics include respect, empathy, authenticity, credibility, role, and style. The development of individual, organizational, and system-level capacities are important pre-cursors to knowledge uptake and application. Applying this process as our project methodology strengthens our capacity to connect meaningfully and effectively all of the stakeholders and partners in the project, ensuring that research is useful for the academic, youth and community partners, and that it can be readily and immediately applied to strengthen youth/adult partnerships in practice.

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Partnership Evidence

As lead of the Centre of Excellence for Youth Engagement, the Students Commission has sustained its partnerships with Dr. Linda Rose-Krasnor of Brock University, Dr. Mark Pancer of Wilfrid Laurier University, Dr. David Bourgeois of St. Mary's University since the year 2000 and Youth Launch in Saskatoon since 2000. HeartWood rejoins the partnership with this application after a five-year absence. With this project, YouCan, the YMCA, and city of Kitchener move from more informal short-term projects into agreements to seek a longer term more sustained relationship with the Centre and increased interactions that deepen the relationship. Academics from the University of Victoria and St. Thomas More College, University of Saskatchewan and St. Thomas University in New Brunswick are new partners, being added to the Centre's network.

Intellectual property agreements are negotiated on a project-by-project basis and may vary from organization to organization depending on their needs and restrictions. These will emerge as each participatory project for each context and triad are determined.

The Centre operates on long standing relationships, frequent communication, and an agreement of all partners to practice youth engagement in their work. Decisions are made collaboratively in the Core Partner Meetings; minutes and discussions sent to all partners and collaborators. Letters of agreement, are generated, if and when required, but in principle, regular attendance at core partner teleconference calls and intellectual contributions to the ongoing collaborative work of the Centre continues commitment as a core partner. Specific contracts or agreements or letters of agreement are generated between specific collaborating partners as required for specific projects. For this application, the committed partners have responded and upload their commitments to the application.

The Foundational Frameworks of the Centre have been developed collaboratively over the years, by through various research projects, program evaluations and contributions from the practices of organizational partners.

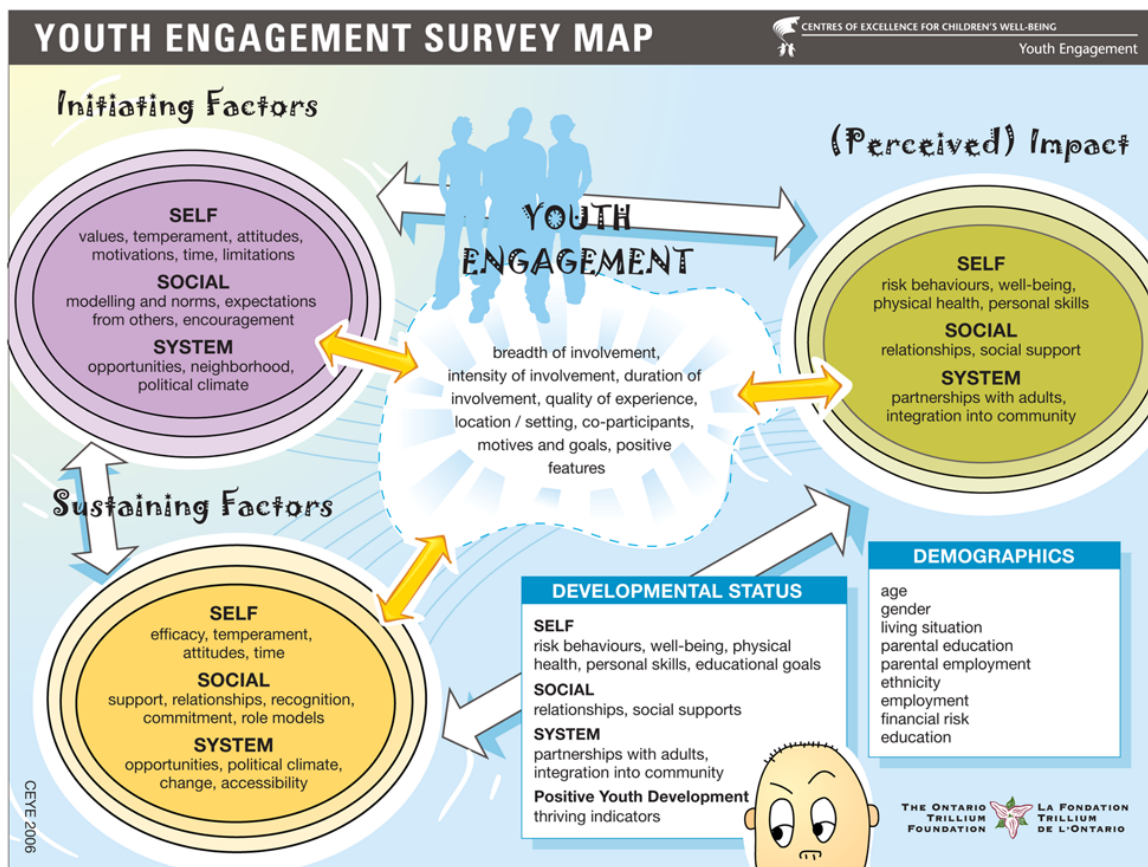
The Centre of Excellence on Youth Engagement adopted the following definition in 2001 and it guides the work of its partners:

Youth Engagement is the meaningful participation and sustained involvement of a young person in an activity, which has a focus outside of him or herself. Full engagement consists of a behavioural component (e.g. spending time doing the activity), and affective component (e.g. deriving pleasure from participating in it) and a cognitive component (e.g. knowledge about the activity).

This definition is increasingly being adopted and referenced by a number of government agencies and youth serving programs including the following sampling: the Ontario Ministry of Health Promotion, YMCA, City of Vancouver, Safe and Healthy Schools, Meal Exchange, Canadian Forces Support

Agency, Heartwood, East Metro Youth Services and Canadian Mental Health Association, the Canadian Association of Parks and Recreation, Unicef, and National Youth Serving Agencies.

The Centre of Excellence on Youth Engagement has also developed a Framework for Youth Engagement, that assists policy and programmers, to design and measure the elements that initiate and sustain quality programs and their outcomes at three levels: for the individual youth, for friends and family, and for community/organizations and society. With the framework, the Centre continues to take the lead in the creation, development and refinement of measurement and evaluation tools for service providers that ensure quality and evidence based results.



This framework expands from simple uses to highly sophisticated measurement of program effectiveness. Youth have filled in empty “maps” to tell their story and describe what gets them started in a program, what keeps them there, what qualities of the program make it effective, and what results they have from being involved.

As part of the way the Centre works, partners use elements of the core frameworks and surveys as appropriate for their work, sharing results and building upon the core knowledge and competencies of the Centre and all of its partners.

Organizations have used the Framework and its supporting resources to orient senior management and train front line staff. This framework has been a useful tool in understanding the process of engagement and the various outcomes on an individual level, a social level and system or organizational level. The initiators and sustainers of youth engagement are associated with positive outcomes for both the young person and his/her adult partner. In terms of understanding the adult-youth relationship, the environment or context in which the youth engagement activity is done is an important area to understand because adult support has been shown to be a crucial ingredient in effective youth engagement.

Example: New Brunswick Hub

The following illustrates the nesting of collaborations within the framework of the Centre and the different contexts that this project will explore.

In a longstanding partnership between the John Howard Society of New Brunswick and the Centre for Research on Youth at Risk at St. Thomas University, the key indicators of success related to the complex nature of adult –youth relationships for multiple-barriered youth will be explored. Using focus groups and one-on –one interviews, key issues will be identified in teams of adult-youth co-researchers among youth at risk, young offenders and youth transitioning out of state systems of care and protection. An annual assembly of youth at risk and more traditional youth leaders will provide an opportunity for further exploration of the relationship between youth-adults in the various contexts that youth populate.

The Population Growth Secretariat in New Brunswick is the government department responsible for youth engagement in the province and provides assistance in terms of training and financial incentives for young people who are working on youth engagement. This government department will provide contacts and opportunities for the adult-youth co-researchers to be able to contemplate and explore diverse settings for adult- youth partnerships throughout the province. This will be useful in expanding on the literature on urban-rural differences in adult youth partnerships found by Jones & Perkins (2006). In their work in 12 communities throughout ten states in the USA, they found that rural participants were more positive than urban participants on the construct of youth involvement. Further, they found that adults in youth-adult partnerships were significantly more positive toward youth involvement than their counterparts who were in adult-led collaborations (Jones, K.R. & Perkins, D.F., 2006)

A group of young people from high school and university will be co-researchers on this project. “Youth Matters/Youth Crime Watch of Canada” is an already existing group of youth who focus on crime prevention and positive youth development in New Brunswick. They are the hosts for regional and provincial conferences that are held at St. Thomas University. This group of young people will provide the leadership in working with the adult researcher in designing and implementing key research areas to discover more about the complexities of the adult-youth relationship for vulnerable youth.

The “Youth Matters/Youth Crime Watch of Canada” has at its very core a belief in the importance of seeking out participation of non-traditional leaders. The level of participation by children and youth and the question of “who is participating” has been highlighted in the academic literature. Sinclair (2004;112) argues that there is a lack of research on who is actually participating in the various engagement efforts promoted throughout the United Kingdom and cautions that practitioners have very little understanding about the processes within their organizations and communities regarding the selection and inclusion of youth. She also comments on the importance of research related to understanding what young people are saying and the need for transferring and learning across perspectives in the social sciences, community development and youth work(Sinclair, 2004). Utilizing the knowledge in action model proposed in this research project will be helpful in addressing this concern.



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Internal use	CID (if known)
799193	206990

Identification
Only the information in the Name section will be made available to selection committee members and external assessors. Citizenship and Statistical and Administrative Information will be used by SSHRC for administrative and statistical purposes only. Filling out the statistical and Administrative Information section is optional.

Name			
Family name	Given name	Initials	Title
McCart	Stoney		Ms.

Citizenship - Applicants and co-applicants must indicate their citizenship status by checking and answering the applicable questions.

Citizenship status	<input checked="" type="radio"/> Canadian	<input type="radio"/> Permanent resident since (yyyy/mm/dd)	<input type="radio"/> Other (country)	Have you applied for permanent residency?
		_____	_____	<input type="radio"/> Yes <input type="radio"/> No

Statistical and Administrative Information

Birth year	Gender	Permanent postal code in Canada (i.e. K2P1G4)	Correspondence language	Previous contact with SSHRC? (i.e. applicant, assessor, etc.)
1950	<input checked="" type="radio"/> F <input type="radio"/> M	M4S2W6	<input checked="" type="radio"/> English <input type="radio"/> French	<input type="radio"/> Yes <input checked="" type="radio"/> No

Full name used during previous contact, if different from above

Contact Information
The following information will help us to contact you more rapidly. Secondary information will not be released by SSHRC without your express consent.

Primary telephone number				Secondary telephone number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
01	416	597-8297		01	416	418-0125	
Primary fax number				Secondary fax number			
Country code	Area code	Number	Extension	Country code	Area code	Number	Extension
01	416	597-0661		01	416	481-9733	
Primary E-mail stoney@tgmag.ca							
Secondary E-mail							

Personal information will be stored in the Personal Information Bank for the appropriate program.

Checked

Web CV

2010/11/30

Identification

PROTECTED WHEN COMPLETED





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Family name, Given name

McCart, Stoney

Current Address Use only if you are not affiliated with a department at a Canadian university. (If you are affiliated with a department at a Canadian university, the department's mailing address will be used.) If you wish to use another address, specify it under the Correspondence Address.			Correspondence Address Complete this section if you wish your correspondence to be sent to an address other than your current address.		
Address 23 Isabella St.			Address		
City/Municipality Toronto	Prov. / State ON	Postal/Zip code M4Y1M7	City/Municipality	Prov. / State	Postal/Zip code
Country CANADA			Country		
Temporary Address If providing a temporary address, phone number and/or E-mail, ensure that you enter the effective dates.			Permanent Address in CANADA		
Address			Address		
City/Municipality	Prov./ State		City/Municipality	Prov./ State	Postal/Zip code
Country			Country		
Start date (yyyy/mm/dd)	End date (yyyy/mm/dd)	Temporary telephone/fax number			
		Country code	Area code	Number	Extension
Temporary E-mail					



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Family name, Given name

McCart, Stoney

Research Expertise (optional)

The information provided in this section refers to your own research expertise, not to a research proposal. Filling out the following 4 sections is optional. This page will not be seen by selection committee members and external assessors. This section will be used for planning and evaluating programs, producing statistics, and selecting external assessors and committee members.

Areas of Research

Indicate and rank up to 3 areas of research that best correspond to your research interests as well as areas where your research interests would apply. Duplicate entries are not permitted.

Rank	Code	Area
1		
2		
3		

Temporal Periods

If applicable, indicate up to 2 historical periods covered by your research interests.

From	To
<p style="text-align: center;">Year</p> <p style="text-align: center;">_____ BC AD</p> <p style="text-align: center;">_____ ○ ○</p> <p style="text-align: center;">_____ ○ ○</p>	<p style="text-align: center;">Year</p> <p style="text-align: center;">_____ BC AD</p> <p style="text-align: center;">_____ ○ ○</p> <p style="text-align: center;">_____ ○ ○</p>

Geographical Regions

If applicable, indicate and rank up to 3 geographical regions covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Region
1		
2		
3		

Countries

If applicable, indicate and rank up to 5 countries covered by your research interests. Duplicate entries are not permitted.

Rank	Code	Countries	Prov./ State
1			
2			
3			
4			
5			



Family name, Given name

McCart, Stoney

Curriculum Vitae

Language Proficiency

	Read	Write	Speak	Comprehend aurally	Other languages
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
French	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Work Experience

List the positions, academic and non-academic, you have held beginning with the current position and all previous positions in reverse chronological order, based on the start year.

Current position					Start date (yyyy/mm)
Executive Director					1991/10
Org. code	Full organization name				
1	The Students Commission of Canada				
Department/Division name					
Centre of Excellence for Youth Engagement, Director					
Position type	<input type="radio"/> Tenured	<input type="radio"/> Non-tenure	Employment status	<input checked="" type="radio"/> Full-time	<input type="radio"/> Part-time
	<input type="radio"/> Tenure-track	<input type="radio"/> Non-academic		<input type="radio"/> Non-salaried	<input type="radio"/> Leave of absence
Position				Start date (yyyy/mm)	End date (yyyy/mm)
Publisher				1986/10	2009/10
Org. code	Full organization name				
1	Teen Generation Inc.				
Department/Division name					
n/a					
Position				Start date (yyyy/mm)	End date (yyyy/mm)
Editor				1980/10	1986/10
Org. code	Full organization name				
1	Teen Generation Inc.				
Department/division name					
n/a					
Position				Start date (yyyy/mm)	End date (yyyy/mm)
Journalist				1978/10	1986/10
Org. code	Full organization name				
1	Freelance				
Department/Division name					
n/a					

Personal information will be stored in the Personal Information Bank for the appropriate program.

Web CV



Family name, Given name

McCart, Stoney

Work Experience (cont'd)

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Producer	1977/10	1978/10

Org. code	Full organization name
1	CFTO Television

Department/Division name
Public Affairs News

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Supervisor	1974/10	1975/10

Org. code	Full organization name
1	Southam Business Publications

Department/Division name
Training Division

Position	Start date (yyyy/mm)	End date (yyyy/mm)
Editor	1967/10	1974/10

Org. code	Full organization name
1	McClelland and Stewart

Department/Division name
Editorial Department

Position	Start date (yyyy/mm)	End date (yyyy/mm)

Org. code	Full organization name

Department/Division name

Position	Start date (yyyy/mm)	End date (yyyy/mm)

Org. code	Full organization name

Department/Division name



Family name, Given name

McCart, Stoney

Academic Background				
List up to 5 degrees, beginning with the highest degree first and all others in reverse chronological order, based on the start date.				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree? <input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree? <input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree? <input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree? <input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				
Degree type	Degree name	Start date (yyyy/mm)	Expected date (yyyy/mm)	Awarded date (yyyy/mm)
Disc. code	Discipline	Did SSHRC support enable you to get this degree? <input type="radio"/> Yes <input type="radio"/> No		
Org. code	Organization			
Country				

Personal information will be stored in the Personal Information Bank for the appropriate program.



Family name, Given name

McCart, Stoney

Credentials

List up to 6 licences, professional designations, awards and distinctions you have received and feel would be the most pertinent to the adjudication of your application. List them in reverse chronological order, based on the year awarded.

Category	Name	Source or Country	Duration (Months)	Value / Year awarded
Professional Designation	Chair, Canada Career Consortium	CANADA		\$0 1998
Non-Academic Prize	Kenneth R Wilson Business Writing Award	CANADA		\$0 1976
Fellowship	Teaching Fellow	CANADA		1972

Research Expertise

The information provided in this section refers to your own research expertise, not to a research proposal.

Keywords

List keywords that best describe your areas of research expertise. Separate keywords with a semicolon.

participatory action research, youth engagement, positive youth development

Disciplines

Indicate and rank up to 5 disciplines that best correspond to your research interests. Duplicate entries are not permitted.

Rank	Code	Discipline	If Other, specify
1	50610	Journalism, Broadcasting	
2			
3			
4			
5			

1. Research Contributions

As Director of the Centre of Excellence for Youth Engagement since its inception in 2000, I have provided leadership around the investigation into youth engagement, and helped identify contexts and opportunities for research in the area of youth engagement and participation, working closely in particular with Dr. Linda Rose-Krasnor, Dr. Michael Busseri, Dr. David Bourgeois, Dr. Mark Pancer, Dr. Susan McIntyre, Dr. Ian Manion, Dr. Simon Davidson and Dr. Suzie O'Neill, who all have refereed publications arising out of their work in youth engagement.

My particular contribution has been to build the Centre into a sustained ongoing network of youth organizations who have weekly contact with academic researchers, to integrate practice into research and research into practice. Youth themselves have direct, sustained roles in all aspects of the Centre and its work.

Other refereed contributions

My role is to support through the identification of opportunities and resources, the academics and students in the Centre's network to present their work. During the past 10 years, students and academics in the Centre's network have presented more than 50 posters and presentations at the conferences of professional organizations, including the Society for Research in Child Development, International Society for the Study of Behavioral Development, Society for Research on Adolescence, Canadian Psychological Association, Jean Piaget Society, and the American Psychological Association.

Non-refereed contributions

I make on average approximately 30 speaking engagements per year on the subject of youth engagement, ranging from professional development conferences for adults working with youth, to workshops for youth, to annual general meetings of youth organizations, to strategic consulting and policy development meetings.

Forthcoming publications

Using my communications and publishing background, I oversee the translation and publication of the academic papers and work of our Centre's academic team into products appropriate for youth workers, youth organizations, young people, parents and policy makers. This is ongoing work, which involves young people directly in the conceptualization, interpretation, design and execution of the product, which may range from video, to poster, to puzzle, to game, to brochures and manuals.

2. Most Significant Career Research Contributions

- Creating the Centre of Excellence for Youth Engagement
- Working with Centre's academic team (Pancer, Rose-Krasnor, Busseri, Bourgeois) to develop the Centre's of Excellence definition of youth engagement, which is now widely used by organizations across Canada, and its Framework for Youth Engagement.
- Working with Centre's academic partners to understand and implement effective practices of partnership between organizations and academics, youth and adults, and engage youth in research, which has led to academic publications by our

partners and the embedding of research as an ongoing practice in several lead youth organizations (eg YMCA).

3. Other Research Contributions

The Centre provides evaluation and consulting to organizations and, as Director, I oversee the execution of some of these major projects. They have included:

- Evaluation of CIBC's YouthVision™ Scholarship program with the YMCA and Big Brothers Big Sisters of Canada.
- An environmental scan, literature review and consulting with 1,000 youth from the City of Mississauga, working with a youth team of 20, to develop a new Youth Plan for the City of Mississauga.
- Working with the YMCA of Greater Toronto to advise upon, then evaluate the implementation of aspects of its Teen and Youth Strategy.

4. Contributions to Training

Our Centre provides opportunities for undergraduate and graduate students to work directly in the field with youth and with organizations that have some understanding of research process. They are given training in how to work directly with youth, in particular hard to reach and at-risk youth. Students have opportunities for training in youth engagement skills.

Relevant Work Experience

Director of the Centre of Excellence for Youth Engagement, 2000-2010

Nature of Duties: leadership role, financial oversight, and growth, liaison with partners, reporting to advisory board and evaluation board (National Expert Advisory Committee and funders.) Oversee a team of academic researchers, program partners, and youth to develop and execute a variety of research and knowledge exchange activities. Build new partnerships and project development.

Relevance: Proven capacity to lead a consortium of academic and community partners interested in the research area.

Skills developed: knowledge and capacity to meet needs of all types of partners, improved public presentation and management skills, improved knowledge exchange skills, improved consulting and policy development skills.

Executive Director, Founder, The Students Commission of Canada, 1991-2010

Nature of Duties: leadership role, strategic development, financial and managerial oversight, liaison with and development of its Board of Directors. Develop innovative youth programming.

Relevance: Hands-on knowledge of the contexts for youth engagement, the world of youth organizations and youth/adult partnerships.

Skills developed: proven ability to develop a recommendation from youth (to found the organization) and build it into a significant resource for youth and adults. Ability to generate revenue and manage it appropriately. Ability to lead staff and projects.

The following illustrate some of the youth engagement and youth programs developed and executed under my leadership:

Project PEACE—Improving police/youth relations

PEACE Project (2007-2010) In a first of its kind, the PEACE program pairs up police officers with youth who have, or are, transitioning from crime/street involvement, to deliver workshops and follow-up programs in schools related to crime, gun violence and gang prevention. There have been over 60,000 young people who have attended PEACE workshops in their schools and community agencies across Toronto and close to 2500 workshops have been delivered in the past three years. Youth developed the workshop video and the workshop outline working with police.

Media partners have helped us expand the reach through the Greater Toronto Area. 80% of the 60,000 youth attending workshops indicated that they had seen PEACE public service advertisements produced by youth for the project.

The evaluation showed that over 90% of students consistently over three years rate the workshops as useful and interesting. The majority of students, police officers, and youth presenters indicated that the workshop was more interesting because police and youth were co-presenting and that it showed that police officers and youth can work together. Principals who are receiving PEACE follow-up programs report that it has increased attendance, reduced negative behavioural incidents, and suspensions for specific at-risk youth identified to be in the PEACE programs.

National Crime Prevention conducted an independent audit in 2010 of both the cash and in-kind expenditures, validating the cash expenditures and an in-kind contribution from media partners, the police service and schools of \$1.2 million to the project.

Reference: Amy Ells, National Crime Prevention, (416) 952-0379

Tobacco Control Programme, Health Canada, National Youth Advisory and Young Adult Advisory Committees, 2009-2010

The Students Commission co-ordinates for the Tobacco Control Programme, Health Canada, the ongoing maintenance and engagement of two national youth advisory committees, one for adolescents and one for young adults. These youth meet once or twice a year face-to-face and then are supported by SC staff throughout the year to develop and execute both community and local projects related to tobacco.

Reference: Fay McLaughlin (613) 946 8052

National Child Rights Monitoring Initiative: (June 2008 to September 2008)

In the summer of 2008, youth from The Students Commission undertook the task to understand how other young people across the country perceived their rights being respected through online and offline consultations. In this entirely youth-led project, surveys were designed based on the United Nations Convention on the Rights of the Child (UNCRC). There were two rounds of online consultations involved. Through Facebook, YDM networks, email mailing lists and personal networks, The Students Commission and their youth network reached out to hundreds of youth online to hear from them. In the end, over 1500 youth were consulted and helped paint a clearer picture of how youth see their rights being respected.

Samples of Youth Engagement/Consultation Face-to-Face Projects:

- Youth and Technology: Improving the Health of our Future Generations, March 2010, Public Health Agency of Canada, Ottawa, March 2010
- Youth Assembly on Gambling and Co-Addictions, YMCA Geneva Park, Orillia, Ontario, April 15th-18th, 2010
- Health Promotion Technology Conference (March, 2010, Ottawa, Ontario)
- Mississauga Youth Plan (2009): Youth led consultation and Report to Council.
- Students Assembly on Electoral Reform, Toronto, Ontario, November, 2006
- Young Decision Makers' national youth delegation to the Global Youth Assembly, July 2009 in Edmonton, Alberta
- Road to Rio, Regional Thematic Consultation on the Commercial Sexual Exploitation of Children and Adolescents- Preparatory Forum and Adult Congress, October 2008 in Winnipeg, Manitoba
- Canadian Coalition on the Rights of the Child Youth Delegation High Level Discussion Forums, September and October 2007, in Toronto, Ontario (September, 2007) and in Ottawa, Ontario (October, 2007)
- National consultation on the Pan American Health Organization's Regional Integrated Strategy for Adolescent and Youth Health, 2008-2018, June, 2008 across Canada

- The World Urban Forum for Youth and the World Urban Forum, June 2006 in Vancouver, British Columbia
- Health Canada, Drug Strategy, National Roundtable
- International Investment and Citizenship: Towards a Transdisciplinary Dialogue on Child and Youth Human Rights' Conference, July, 2006 in St. Catharines, Ontario

Samples of Online Consultations:

- Youth and Technology: Improving the Health of our Future Generations, March 2010, Public Health Agency of Canada
- Ontario Youth Assembly on Gambling and Co-Addictions, March 2010
- National Child Rights Monitoring Initiative, 2007-2010
- National Child Day (2008 to 2010)
- Lead to Canadian Delegation High Level Follow-up meetings for the Third World Congress on Children's and Adolescent's Rights and a World Fit For Children+5 Special Session, August 2008 in Ottawa, Ontario
- On-line consultation for the preparation of the Canada country report for the 20th Pan American Child Congress, and its First Child Forum, 2009
- Mississauga Youth Plan (2009)
- On-line consultation to provide Canadian youth input to the United Nations Report on Global Violence, 2008
- Lead support to Canadian Youth Delegation selection and preparation for travel to Junior G8 Summit. June 2006, in Pushkin, Russia
- On-line surveys and consultations related to the development of the Young Decision Makers Network, 2007-2010
- On-line surveys and consultations related to youth engagement, 2000-2010

Samples of Consultation Projects Using Social Media Methodologies

- National Child Day (2008-2010)
- Ongoing: Tobacco Control Programme, Health Canada, National Youth Advisory and Young Adult Advisory Committees, 2009-2010
- Preparation for This is Canada submission to Citizenship, Interaction Program, 2010
- Mississauga Youth Plan (2009)

Youth led community projects

Focus Three (2007 - 2009). The Focus Three project, was implemented by youth, adults and organizations from three communities, Kainai Blood Reserve (AB), Kugluktuk (NWT), and Parma Court (ON), who were responding to crisis in their communities. The objective of the project was to strengthen youth leadership and youth organizations in the community and produce a toolkit. The toolkit combines youth-developed materials and a process evaluation that documents the work done in each community, summarizes overall approaches and processes that worked in each community, and provides examples of tools that can be adapted by others.

Young Decision Makers (2007 - 2010)

Achievements include democratically elected two young people from the YDM network to attend the World Fit For Children +5 / United Nations Conference in New York City..• 500 young people were consulted in May and June of 2008 to help create an international youth engagement strategy led by the Canadian government and the Pan American Health Organization (PAHO).• The network elected two YDM representatives to sit at the Canadian Centre on Substance Abuse's (CCSA's) National Advisory Group. • YDM was used by PEI government to help develop a provincial youth in care network for children and youth in foster and group care .in 2010 • YDM was present at the Third World Congress Against Sexual Exploitation of Children and Adolescents which was held in Rio de Janeiro, Brazil. • YDM was used to help support First Nations youth living in northern Ontario communities identify priority needs to be shared with the North-South Partnership for Children.

Previous Work Experience

Publisher, Editor Teen Generation Inc. 1980-2009

Nature of Duties: As Editor, working with youth advisory board, youth writers and photographers, as well as professionals who assisted youth, to create a national magazine for youth that was distributed 6 times a year to every high school in the country (165,000 distribution). Worked with an editorial board of approximately 80 youth. As Publisher, oversaw all aspects of strategic direction, management and finances.

Relevance: Capacity to produce youth-friendly and community friendly products with the end consumer.

Skills Developed: Ability to work closely with young people, identify their issues, produce professional products from community-based work.

Journalist: print, television, radio 1977-1986

Nature of Duties: Produced 52 issues per year of various trade publications, including writing the lead features

Relevance: Skills identifying items of interest for diverse audiences

Skills Developed: Management, organization, research, interviewing, writing in multiple media for multiple audiences.

Southam Business Publications 1975-1977

Nature of Duties: Supervisor Training Division, producing assorted products for clients on time, while training student assistants.

Relevance: Leadership and training.

Skills Developed: Layout and design, knowledge of printing processes.

McClelland and Stewart 1964-1974

Nature of Duties: Manuscript Reviewer, Proofreader, Copy Editor

Relevance: Knowledge dissemination, communication, knowledge of publishing.

Skills Developed: Editing skills