

## **Youth Adult Partnership call notes: Feb. 11, 2013**

**\*\*Next call Friday Feb. 22 at 2:30 EST (11:30 BC, 1:30 SK, 2:30 ON, 3:30 NB/NS, 4:00 NL)\*\***

**Actions:** Circulate updated report template including context questions, bring interesting findings to next call.

**Introductions:** Serena (BGC PYC), Kim (YMCA GTA), Zhen (YMCA GTA), Rebecca (WLU), Mark (WLU), Marla (City of Kitchener)

**Regrets:** Susan, Robin, Sharif, Linda

### **Report template (Thanks Rebecca and Mark!)**

(see below for initial template without updates)

Purpose:

- Consistent reports will help us look across contexts, collective analysis, broad themes
- Build a cross-project report, and future publications

Filling out the template:

- Not everyone would answer all questions, just what applies
- When we fill it out, keep the question as a heading, answer the question, as long as there is enough detail to get a sense of the information, full sentences, located under each question so that we do not have to guess
- Leave all questions in even if there is no answer – if it's not applicable, explain why, we will know if there are gaps
- People shouldn't feel restricted to just these pieces, but this will ensure that we all talk about the main things - Broad headings are important to stick to, but the questions underneath them could be different
- Could we do this on the web, generate a shared report?
- Each project may want to write up their own report for their stakeholders, which may look different, can cut and paste into template
- This can be a living document for a while, as teams start to use it (e.g. Kitchener), there may be some things we can add/remove/modify

Results section

- Include lots of quotes for results section, can use results from each team. May be helpful to share coded quotes as well.
- If people not only send over their reports, but also their codes – if they use NVIVO, or some other table, they can send their quotes sorted into their codes, need to confirm in terms of ethics
- Add impact on organization/system to template results: Include impacts on youth, adults, relationships, organization
- YMCA GTA and BGC PYC teams – feel better to start answering, much is done already in ethics proposal (e.g. methodology, etc.)

- Fun activity in terms of shared coding to take the quotes and code them with coding manual. We have a group interested in doing the coding, great activity to do with the group
- YMCA GTA team want to prepare report for June Board meeting, add codes re: organizational impacts

**Context features** (see below)

Based on official descriptions of contexts and how teams described them as we started the project

- Helpful to add detail to the report template context section
- Resonates re: history (YMCA GTA)
- Context has changed over time, started at one place and moving to new places (e.g. when we started, the roles were unknown, and the project's purpose is to change the roles). Indicate this is not static. In many of the projects, the change element over time has been what it's about, documenting the change at this point. There's been an enormous shift. Add question re: How has this changed over time since we started the program?
- When I look at both things, think about people are asking us questions – this is going to be so important. We really don't have this descriptions, richness in a comparative way. The way this is shaping up, very exciting this is going to be useful.

**For next call:**

- Keep circulating pieces, sharing findings, put up report template with context questions on website

# Youth-Adult Partnerships Report Template

Describe your program or organization in detail

- What is it called?
- Where is it located?
- What are the major services/activities it engages in?
- Is it primarily a youth-serving organization?
- What are the key functions of the organization?
- In what ways have youth been involved in this organization?
- How is the organization governed? (e.g., board of directors? Council?)
- How many staff are there in the organization?
- Any other relevant details?

Youth-Adult Partnerships in Your Organization

- Describe all the ways in which youth and adults work together in your organization/program
- What is the role of the youth in these partnerships?
- What is the role of adults in these partnerships?
- Are these long-term partnerships or short-term partnerships?
- Are there groups or committees or other bodies in which both youth and adults are members? (e.g. youth advisory groups, youth and adults being members of committees or boards of directors)
- How many youth relative to the number of adults are in these groups?
- If the project that this research focuses on is different from the overall organization, please answer these questions for both the project and the organization as-a-whole

Your research project

- The main purpose of this project overall is to examine youth-adult partnerships in different contexts
- What (if any) are the other purposes or objectives of your research project?

Methodology

- **The research team**
- Who made up the team of researchers on your project?
- How many were adults and how many were youth?
- What organizations or constituencies do they represent?
- What is their role or position in those organizations or constituencies?
- What was their role on the research project?

- **The research participants**
- Who are they?
- How many youth?
- How many adults?
- Where do these participants come from?
- Where were the individuals involved in the research located?
- Describe the background characteristics (how many males, females, ages (for youth), organizational memberships, ethnic background)
  
- **Methodology**
- Was there both a quantitative and qualitative component of this research?
- If there was a quantitative component:
  - what measures were used?
  - How many people completed the measures?
  - What were their characteristics (adults, youth, ages, number of males & females, etc.)
  - Provide sample items from each of the measures or scales used
  - Provide any reliability or validity information available on the scales used
  - What was the scale format?
  - What was the response format (e.g., agree-disagree, etc.)
  - Did you use an existing scale, or did you make up your own
  - If you used an existing scale, did you modify it in any way?
- If there was a qualitative component:
  - what type of interviews took place (individual? Focus group? Both?)
  - where did the interviews take place?
  - What questions were asked in the interview?
  - How long were the interviews?
  - How many people participated in individual interviews?
  - How many individual interviews were conducted?
  - How many focus group interviews were conducted? How many people were there in each of the focus groups?
  - Were youth and adults interviewed separately or together?
  - What ages were those interviewed?
  - What were the age ranges of those in any focus group interviews?

## Results

- Using the information from your interviews, focus groups and surveys:
- How did your research participants define or describe what a youth-adult partnership was?

- How did your participants describe the traditional or usual way in which youth and adults work, or work together?
- What are benefits of these usual ways of working together?
- What are the drawbacks of these usual ways of working together?
- How did your participants describe the relationships that developed through having youth-adult partnerships?
- What were positive aspects of these relationships?
- What were the negative aspects of these relationships?
- How are youth adult-partnerships different from traditional working partnerships and from non-work youth-adult relationships (e.g. how are tasks divided? How are relationships fostered? How is power shared?)
- What makes a youth-adult partnership work well?
- What kinds of things might make a youth-adult partnership not work well?
- What are the benefits of having youth and adults work in partnership?
- Are there any drawbacks of having youth and adults work in partnership?

#### Discussion

- What are the key lessons that you've learned about youth-adult partnerships from your research?
- What are some of the best ways of developing positive youth-adult partnerships (best practices)
- What would you have done differently if you were to conduct this research all over again?

## **What is the context for YAPs? How would you describe your context?**

### **Purpose and approach to youth engagement**

- Core beliefs, values, purpose of the program/group
- Framework/model of youth involvement, approach
- Focus on individual and/or systemic advocacy
- Why: Connection between youth-adult relationships and outcomes/purpose/mission

### **History and continuity**

- History of youth engagement
- Continuity, length of relationship
- Ongoing program/involvement after YAP project

### **System-level support and resources**

- Institutional support/policy
- Organizational commitment (articulated/written)
- Resources dedicated (e.g. human, financial, capacity building resources, etc)

### **Where are youth-adult relationships**

- At what level of the organization do youth-adult partnerships/relationships occur?
- Level that youth-adult relationships are influencing (e.g. operational/strategic, program development/delivery/evaluation, governance, implementation, etc.)

### **Roles in the context**

- Youth and adult roles and responsibilities
- Champions/adults and their fit in the context

### **Size and target**

- Size of 'system', number of programs/services, number of youth 'served'
- Youth population targeted/served by context, how they come to the context

### **Structures**

- Formal structures and/or informal structures (e.g. formal decision-making processes/procedures, terms of reference, hiring processes etc.)
- Optional/volunteer or mandatory; restrictions (e.g. mobility/access to jails)
- Paid vs. volunteer (e.g. governance roles)

### **Integration with other initiatives, organizations and community**

- Connected to/integrated in other initiatives/projects or standalone
- Partnerships/connections to other organizations/institutions or trajectories (e.g. preparation to participate in other activities)
- Support from community
- Multiple settings/programs in the context
- Within or outside institutional regulations (e.g. Youth Launch has different professional codes/rules than other school staff)

Multiple adults connect with youth in diff