

Youth Adult Partnership call notes: January 28, 2013

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

Actions:

All partners: send official paragraph, what we think is special about the program, what stays the same in our message that doesn't change regardless of audience

Nish: Compile a list based on previous notes, descriptions at the beginning of the project, official descriptions of programs, etc.

Nish will connect with teams re: meeting times, where they are in the research process, when the meeting will be most useful

1) Intros: Nish, Kyle, Susan, Bonnie, Isabelle, Stoney, Sharif, Marla, Sandra, Alyssa
Regrets: Linda, Kaeli, Gord, Rebecca, Robin

2) SSHRC research report update

- Teams provide summaries of their project (500 words each)
- Will send out a table for each team to fill out questions and discuss
- SSHRC report due 6 months after the end of the project (Sept. 2013)

3) Documenting context: What features?

Here are some of the guiding questions that have come up:

- How do you describe your context?
- At what level of the organization do youth-adult relationships occur?
- What are the contextual factors that influence the relationships?
- Are there specifics about your context that make it different from all others?
- What are the similarities between our contexts?
- What is the context for youth-adult relationships?

Important features of contexts:

- Nature of relationships between adults and youth.
- who, what, where, why, when, purpose
- optional/volunteer or mandatory
- length of relationship, continuity
- What is it about the beliefs that is similar that enables some of these relationships to flourish? Core beliefs, values
- to what extent are we making things happen in the context? What is the fit between the adults who are championing the program and the characteristics of the context
- adult roles (e.g. teachers)
- institutional support/policy (e.g. formative assessment is a priority at School Board - more movement to YAP approach, system level influence on the context - integrate findings)

-Bonnie: In school setting, teachers are responsible for assigning grades. There are many contexts in Nutana, from interviews, teachers/staff see Youth Launch as the place where YAPs happen in Nutana, teachers wanting to work with youth in partnership, but difficult because they are required to give grades
-what are the important features of Nutana (that are different from other schools)?
Integrated services, Youth Launch program, etc.

Similarities across contexts:

-Susan: more interesting to look at the similarities; when we're talking about at-risk youth, always looking at differences
-get a lot of mileage in similarities, more collaboration in the future
-qualities of the relationship, is there consistency in the qualities for effective partnerships, what is it about these contexts that are similar?
-similar structures/challenges in custody centre, recreational settings, etc
- Quantum program to stay in school, might be some comparisons between Nutana and Quantum (engagement in academics)

-Sandra: set of 5 or 6 common critical factors and we each speak to the factors in our work, track against the factors to see similarities and differences between contexts.
-Isabelle: would be helpful to have a survey for all the partners to answer, clarify context, base for comparison across the country

Official/unofficial descriptions of our context:

-Bonnie: we're not looking at a specific program, with a description. Nutana's story: based on student voice, where does it happen (classroom curriculum? or just in service piece), tension, where is this story? Story sometimes helps us to use this approach, or sometimes prevents us from being critical because we assume that it's already happening. Are we doing what we are saying we are doing?
-Alyssa: regardless of whether it is the official statement or unofficial, we'll still be able to see if what they're saying is coming through the research
-Isabelle: messages are marketing - some people say they are good at YE...shouldn't take marketing as truth, changes for different audiences
-purpose here is to use for helpful information to compare, understand, describe our contexts - strengths based

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4) Face-to-face meeting

Action: Nish will connect with teams re: meeting times, where they are in the research process, when the meeting will be most useful