Housekeeping & Introductions

In the Chat Box please introduce yourself:

• What is your role and location
• What brings you to the webinar today?
• What questions do you have?
The Benefits and Importance of Using Youth Participatory Action Research with Populations such as Youth with Incarcerated Parents

September 21, 2020
• To highlight the benefits of youth participatory action research (YPAR), particularly for individuals working with COIP, as a valuable method of:
  • Engaging youth as full partners and teaching youth valuable skills;
  • Learning the answers to questions and topics youth deem critical;
  • Disseminating the results; and
  • Applying that knowledge to policy and practice.
• To share the experiences of a youth who has participated in YPAR.
• To emphasize the importance of a well-trained facilitator that leverages developmental relationships with youth participants through the YPAR process.
AGENDA

• Overview of the federal Interagency Working Group on Youth Programs
  • ASPE – 5 minutes
• Fausto Lopez, Senior Technical Assistance Consultant, AIR – 10 minutes
  • YPAR overview
• Camisha Harrison
  • Personal experience with YPAR – 15 minutes
• Dr. G. Roger Jarjoura, Principal Researcher, AIR – 15 minutes
  • Mentorship: Developmental Relationships
• Fausto Lopez, Senior Technical Assistance Consultant, AIR – 15 minutes
  • Transformative Social Emotional Learning: Considerations, training, implementation
• Camisha Harrison
  • Advice for adults and researchers
  • Final thoughts – 5 minutes
• Q&A – 20 minutes
• Conclusion and next steps – 5 minutes
INTERAGENCY WORKING GROUP ON youth PROGRAMS
Interagency Working Group on Youth Programs (IWGYP)

- Executive Order 13459 signed by President Bush in 2008 - Improving the Coordination and Effectiveness of Youth Programs
  - Support enhanced collaboration to improve outcomes for youth
  - Identify and disseminate evidence-based strategies that support youth
  - Create a federal interagency website on youth ages 10-24

- 21+ federal departments and agencies are partners

- *Pathways for Youth: Strategic Plan for Federal Collaboration (2016)*
Partnership between the IWGYP and the Department of Justice’s Office of Juvenile Justice and Delinquency Prevention

Examples of Resources for COIP on youth.Gov

- **Webinars** (e.g., Model Arrest Policy)
- **Tip Sheets** for Teachers and Adults who work with COIP; Incarcerated Parents; Staff at correctional facilities; and Youth
- **Guides** for Incarcerated Parents and their families
- **Youth Voices and Profiles**
- **Research** summarizing the impact of incarceration
- **COIP community of practice listserv**
AGENDA:

• Discussion of where we are and where we plan to go
• Feedback from the group on the documents sent (particularly the second document)
• Next steps including ways to disseminate this information
Camisha Harrison
Youth with experience in YPAR

Roger Jarjoura, Ph.D.
Principal Researcher

Fausto A. Lopez M.Ed.
Senior TA Consultant & Content Area Specialist
Let’s find out who’s attending today

Please select your role.

• Researcher
• Educator
• Practitioner
• Policy Maker
• Other
YPAR Overview
Have you ever participated on or facilitated a YPAR process or project?

- Yes
- No
Youth Participatory Action Research

YPAR. Youth-led or Youth-driven participatory research programs (YPAR) where young people are trained to:

• identify major concerns in their communities,

• conduct research to understand the nature of the problems, and

• take leadership in influencing policies and decisions.

In addition to improving community settings and resources, the YPAR process is intended to yield developmental benefits for the young people who participate (Abraczinskas & Zarret, 2020; Ozer et al, 2018).
Youth Participatory Action Research

YPAR projects provide participants with opportunities to:

• Expand their knowledge and contribution
• Develop critical thinking and empathy
• Develop interest and inspire action
• Evaluate and generate insights based on direct experiences
Youth Participatory Action Research: Key Principles

1. **Inquiry based.** Youth investigate one or more topics by collecting information, data, and evidence

2. **Participatory.** Youth share power with adults by making choices/decisions about the topic, methods or actions, project planning, results dissemination, or social action

3. **Transformative.** The program results in a project, product, or policy to change knowledge and practices to improve the lives of youth
YPAR Benefits

• Relationships between youth and adults
• Community involvement and contribution
• Autonomy and capacities for leadership
• Academic Enrichment
• Social Determinants
Increases Students’ Capacity to Learn

- Social-emotional skills
- Motivation
- Leadership
- Prosocial behaviors
- Academic achievement

- Conduct problems
- Emotional distress
- Drug use
YPAR Methods

- Needs Assessment
- Literature Reviews
- Surveys
- Interviews
- Focus groups
- Field Notes (e.g. journal entries)
- Photovoice
- Analysis
- Action (e.g. culminating project)
YPAR Highlights
YPAR: Personal Experience
Mentorship: Developmental Relationships
Developmental Relationships

YPAR puts the power in the hands of youth. Success requires that youth feel empowered to understand their own value, understand power dynamics, and are supported by positive youth-adult partnerships.

The Developmental Relationship Framework (Search Institute, 2020) provides guidance on how to build and sustain relationships with young people.

1. Express Care
2. Challenge Growth
3. Provide Support
4. Share Power
5. Expand Possibilities
# Developmental Relationships

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<tr>
<td><strong>1. Express Care</strong></td>
<td><strong>2. Challenge Growth</strong></td>
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<tr>
<td>Show me that I matter to you.</td>
<td>Push me to keep getting better.</td>
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<tr>
<td>• Be dependable. Be someone I can trust.</td>
<td>• Expect my best. Expect me to live up to my potential.</td>
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<td>• Listen. Really pay attention when we are together.</td>
<td>• Stretch. Push me to go further.</td>
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<td>• Believe in me. Make me feel known and valued.</td>
<td>• Hold me accountable. Insist I take responsibility for my actions.</td>
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<td>• Be warm. Show me you enjoy being with me.</td>
<td>• Reflect on failures. Help me learn from mistakes and setbacks.</td>
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<td>• Encourage. Praise me for my efforts and achievements.</td>
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<tr>
<td><strong>3. Provide Support</strong></td>
<td><strong>4. Share Power</strong></td>
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<tr>
<td>Help me complete tasks and achieve goals.</td>
<td>Treat me with respect and give me a say.</td>
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<tr>
<td>• Navigate. Guide me through hard situations and systems.</td>
<td>• Respect me. Take me seriously and treat me fairly.</td>
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<td>• Empower. Build my confidence to take charge of my life.</td>
<td>• Include me. Involve me in decisions that affect me.</td>
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<td>• Advocate. Defend me when I need it.</td>
<td>• Collaborate. Work with me to solve problems and reach goals.</td>
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<td>• Set boundaries. Put in place limits that keep me on track.</td>
<td>• Let me lead. Create opportunities for me to take action and lead.</td>
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<td><strong>5. Expand Possibilities</strong></td>
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<td>Connect me with people and places that broaden my world.</td>
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<tr>
<td>• Inspire. Inspire me to see possibilities for my future.</td>
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<td>• Broaden horizons. Expose me to new ideas, experiences, and places.</td>
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<tr>
<td>• Connect. Introduce me to more people who can help me develop and thrive.</td>
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Ratings by Youth on Relationships with Teachers

- Express Care: 40%
- Challenge Growth: 66%
- Provide Support: 58%
- Share Power: 51%
- Expand Possibilities: 31%

Ratings by Youth on Relationships with Leaders of Youth Programs

- Express Care: 54%
- Challenge Growth: 67%
- Provide Support: 50%
- Share Power: 52%
- Expand Possibilities: 40%

Source: https://www.search-institute.org/developmental-relationships/learning-developmental-relationships/
Ratings by Youth on Relationships with Program Staff Trained in Developmental Relationships

- Express Care: 91%
- Challenge Growth: 92%
- Provide Support: 90%
- Share Power: 77%
- Expand Possibilities: 78%

Ratings by Youth on Relationships with Mentors Trained in Developmental Relationships

- Express Care: 94%
- Challenge Growth: 96%
- Provide Support: 95%
- Share Power: 95%
- Expand Possibilities: 88%
An Example: Youth as Resources

Impact on Youth:
- Sense of accountability and civic engagement
- Improved life skills
- Sense of pride and acceptance
- Capacity to care
- New ability to partner with and relate to adults
- New hope for the future
Transformative Approach
YPAR offers a promising approach for building Social Emotional Learning (SEL) skills. YPAR projects are aligned to SEL because they help students develop pro-social relationships with peers and adults through the active collaboration and problem solving.

YPAR consists of students engaging as co-researchers and decision makers in some or all stages of the research cycle (Fine & Torre, 2004). This includes:

• Identifying a social problem impacting their own personal lives
• Collecting and analyzing data to understand the root causes
• Engaging in action strategies to address the problem (Langhout & Thomas, 2010).
Transformative SEL explicitly addresses power, privilege, prejudice, discrimination, social justice, empowerment, and self-determination and should help all youth build awareness of privilege and bias, address racism, and develop the ability to navigate diverse settings and expectations in culturally competent ways and work effectively in diverse teams (Jagers, Rivas-Drake, & Williams, 2019)
Social and Emotional Competencies

Self-Awareness
Understanding one’s emotions, personal and social identities, goals, and values.

Self-Management
Skills and attitudes that facilitate the ability to regulate emotions and behaviors.

Social Awareness
Having the critical historical grounding to take the perspective of those with the same and different cultural backgrounds and appropriately empathize and feel compassion.

Relationship Skills
Interpersonal sensibilities needed to establish and maintain healthy and rewarding relationships and navigate diverse settings.

Responsible Decision Making
Knowledge, skills, and attitudes needed to make caring, constructive choices about personal and group behaviors across diverse social interactions.

Jagers et al, 2029; CASEL, 2012.
Promising Approaches

Efforts such as transformative SEL, which seek more equitable educational experiences for all young people and can support these efforts through:

- **Cultural Integration**
  - Connect student’s cultural assets to academic concepts and skills, such as designing history lessons that resonate with students’ backgrounds.
  - Encourage student reflection on their own lives and society.
  - Support student cultural competence by facilitating learning about their own and other cultures.

- **Classroom Community Building**
  - Conduct morning meetings.
  - Set individual and classroom goals and expectations.
  - Engage in collaborative problem solving.

- **Promoting Ethnic-Racial Identity Development**
  - Recognize and assess the impact of one’s beliefs and biases.
  - Understand one’s strengths.
  - Ground and affirm one’s cultural heritage(s).
Implications

Future research would benefit from examining:

• The role and preparation of adult facilitator of the YPAR process
• Application of key principles, best practices, and engagement strategies
• Potential growth in skills and competencies prior to and after engaging in YPAR (e.g. leadership, civics, identity development)
• Connections between culturally responsive practices and social and emotional development
• Linkages between developing a social justice lens and the exhibition of pro-social skills
Advice for Adults and Researchers
Please share what questions you have about YPAR that you would want answered before embarking on a new YPAR project.
Question & Answers
Next Steps

• Please visit www.youth.gov/coip for additional resources and to join the COIP community of practice listserv
• Information regarding upcoming YPAR funding opportunity will be posted
• This webinar recording and slides will be posted
• Quick feedback form

youth.gov/COIP
References


References


References


