



YOUTH ENGAGEMENT PILOT PROGRAM

SOLANO SAFE ROUTES TO SCHOOL

Stepping Stones Process Outline

The Solano Safe Routes to School (SR2S) will launch a Youth Engagement Pilot Program to support middle and high school aged youth in Solano County. The goal of the program is to:

- 1) Increase youth leadership and involvement in Safe Routes to School activities countywide;
- 2) Engage in projects that can lead to sustainable solutions in transportation and increase walking, biking and overall physical activity.

The Solano Safe Routes to School team will coordinate with selected pilot sites throughout Solano County to lead projects through a Youth-led Participatory Action Research (YPAR) Framework providing youth an opportunity to engage in leadership, critical thinking, problem-solving, service learning, and strategizing skills. The youth will choose a Safe Routes to School related issue that affects their communities and engage in a collective research process to find and present on tangible solutions. The process is guided by a flexible and easy-to-follow 8 Stepping Stones curriculum (originally developed by Youth in Focus) which has been adapted with emerging best practices and experiential learning components to fit the needs of this Safe Routes to School Program. Here is a brief summary of the steps included in this process:

Stepping Stone 1 involves adult leaders developing a project framework after the youth group has been selected. Adult leaders will be asked to first review all documents, meet with Solano Safe Routes to School (SR2S) staff to go over the project details of the Y-PAR process, discuss any issues or questions and develop a structured timeline that will work best for the group. The SR2S Staff will assist throughout the process helping the adult leaders to set-up appropriate meeting times, determine goals and plan through a project timeline. The main goal is for the adult leader(s) to develop a game plan for engaging the youth while establishing authentic adult/youth partnerships which will help ensure project success.

In **Stepping Stone 2**, staff will meet the youth team and initiate the structure that was created in the previous stepping stone. The youth team will get oriented to the project, learning about roles and responsibilities, the project's frame and timeline, and what youth-led action research means. A crucial aspect of this time is that youth researchers are beginning to build as a group-developing agreements, getting to know each other, and getting excited for their journey ahead We encourage icebreaker or teambuilding activities (see Stepping Stone 2 Activities) that allow young people to interact and get to know one another. This second Stepping Stone can begin once youth are brought on board and the



project structure is set. Although orientation is confined to this Stepping Stone, teambuilding should start here and continue throughout the entire project.

After adult leaders have prepared the youth and everyone feels committed to the project and group (in Stepping Stones 1-2), it's time to engage in the participatory action research process. In **Stepping Stone 3**, the youth will work together to determine a Safe Routes to School related problem or issue (i.e. increase walking/biking to school, carpooling, increase transit usage) and select a research tool to help them gather evidence to develop a solution. Using interactive activities, adult facilitators will engage youth in the different types of research and allow the youth to determine what research tool (i.e. survey, focus groups, interviews, etc.) they will use to find a solution to their issue. Solano SR2S Staff will be available to provide assistance in helping youth determine their issue and choose their research method if needed.

Stepping Stone 4 includes interactive skill and capacity building activities to strengthen the youth's abilities in note-taking, listening, asking questions and facilitation. This Stepping Stone can also be used to empower and reinforce youth perspective in this work and develop tool-specific skills for individual youth depending on their needs.

In **Stepping Stone 5**, pilot sites will conduct their research activities to collect and document data. This process starts with developing a strategy to effectively collect data and ends with full data collection. The focus of the project is now external as youth approach their community to collect data and requires self-discipline and accountability by youth team members to gather the data necessary to answer their research question. Teams should meet at least once/week during this Stepping Stone to check-in on how data collection is going.

Stepping Stone 6 involves youth pilot sites taking their collected data and developing findings and recommendations from all of the information. Youth are not only responsible for their own voices, but now also the voices of all their research participants. Through in-depth analysis, youth attempt to tell the stories found in their data. This Stepping Stone allows youth to feel ownership over their work.

In **Stepping Stone 7**, Youth pilot sites take all their information, analysis and next steps and compile them into a cohesive final presentation designed and created by the youth. In coordination with SR2S staff, youth will prepare a presentation to discuss their findings with key stakeholders and decision-makers. SR2S staff will also be available for any support needed and give constructive feedback in presenting their data.



Finally, **Stepping Stone 8** involves action planning for their proposed project. By prioritizing their findings and recommendations, the team creates a strategic plan of action to seek ways to implement their work. This step prepares youth to take their strengthened critical thinking, leadership, research, and planning skills and participate on an ongoing basis in their organization's or community's leadership.

Each of the stepping stones outlined above includes detailed activity instructions, examples, and supplementary resources. In addition, the Safe Routes to School Team is available during every step of the process for technical assistance and guidance along the way.



OVERVIEW

STEPPING STONE 1

GETTING READY

Stepping Stone 1 involves adult leaders developing a project framework after the youth group has been selected. Adult leaders will be asked to first review all documents, meet with Solano Safe Routes to School (SR2S) staff to go over the project details of the Y-PAR process, discuss any issues or questions and develop a structured timeline that will work best for the group. The SR2S Staff will assist throughout the process helping the adult leaders to set-up appropriate meeting times, determine goals and plan through a project timeline. The main goal is for the adult leader(s) to develop a game plan for engaging the youth while establishing authentic adult/youth partnerships which will help ensure project success.

GOALS FOR ADULT LEADERS:

- Review Stepping Stones Process Outline and YPAR Research Project Timeline;
- Review all support activities and materials included in Stepping Stone 1;
- Complete “Assessing Adults as Allies” and “Sixteen Candles” activities;
- Meet with SR2S staff to plan and coordinate project logistics which include establishing the youth team, confirming project goals, roles and responsibilities, meeting times and finalization of paperwork needed;
- Create a working project timeline to keep on task throughout the process.

GOALS FOR YOUTH:

- Complete application for participation;
- Review Stepping Stones Process Overview and YPAR Research Project Timeline;
- Begin to develop relationships with youth team members.

TIME: 2 weeks – 1 month

SS TIPS: Why Engage Youth using the YPAR Process?

- Partnerships between youth and adults ultimately make programs more successful.
- YPAR is designed to tap into youth’s unique perspectives where they can be honest about what they need & want.
- Youth are ready to take on leadership roles and are setup in the process to build their capacity throughout.
- Youth can be incredibly powerful spokespeople when given the opportunity. The process is designed to engage stakeholders with real-time solutions based on their own research.

Sixteen Candles (Adult Activity)

INSTRUCTIONS: Think of yourself at 16 years old – the setting, the times, the feelings. Take five minutes to answer these questions about yourself at 16.

1. The year is: _____
2. I live in: _____, population _____
city/town state approximately
3. I go to: _____ school (if any)
4. I'm good at: _____
5. Things going on in the world (social/political) include: _____

6. After school/work, I hang out at: _____
7. Today, I'm wearing: _____
8. The music I'm listening to is telling me to: _____
9. I'm getting lots of pressure to: _____
10. At school I eat: _____
11. My favorite food is: _____

Thank you to Youth In Focus for help in the development of this tool.



12. My parents/guardians/caregivers' main advice to me about being healthy is: _____

13. The meals we eat in my house are: _____

14. I feel: _____ about my body.

15. I exercise through the following activities: _____

16. At school, I learn about nutrition and/or health through: _____

17. In my neighborhood I have easy access to the following grocery stores, markets, community gardens,
restaurants and cafes: _____

...where I can purchase the following kinds of foods: _____

Thank you to Youth In Focus for help in the development of this tool.



Stepping Stone 2 Icebreakers & Activities

ACTIVITY: Setting Group Agreements

OBJECTIVES:

- To create a safer space for group.
- To set up a system of accountability in the group.
- To reduce oppressive power dynamics

TIME NEEDED:

- 20 minutes

MATERIALS:

- Flipchart paper
- Markers

INTRODUCTION:

We develop group agreements to create a safe space in our group and to hold each other accountable to what we believe and want. Group agreements are like ground rules for our meetings and trainings that we can all agree to follow.

INSTRUCTIONS:

We are going to brainstorm group agreements. What agreements do you want for this team? [Chart participants' answers.] What does this agreement mean for you? Why is it important to have this agreement in this space? What else?

DEBRIEF:

Does everyone like these group agreements? [Have participants show their agreement-raise hands, fists, thumbs up, sign the flipchart paper, etc.] Does anyone disagree with any of these, or want to change anything, or ask any clarifying questions? [Post group agreements during your first month of meetings. Revisit if participants are having a hard time following group agreements.]

SAMPLE AGREEMENTS:

*** Take ideas from the group, but feel free to add if something's missing.

- **One Mic** (one person speaks at a time)
- **Step Up, Step Back** (if you're a person who talks a lot/takes up a lot of space, step back; if you don't speak very much, step up)
- **Confidentiality** (what's said in the room stays in the room)
- **Don't Yuck Someone's Yum** (let people express their ideas)
- **Challenge the idea, not the person** (express disagreement with people's ideas, while still respecting the person)



Stepping Stone 2 Icebreakers & Activities

ACTIVITY: Youth-Led Action Research Brainstorm

OBJECTIVES:

- To develop a group understanding of youth-led action research.
- To support the expertise of the group in discussing the concept.

TIME NEEDED:

- 20 minutes

MATERIALS:

- Flipchart paper
- Markers

INTRODUCTION:

Youth-led action research is a big term. In this activity, we're going to break this term down so that we have a better understanding of it and a common definition of as a group.

INSTRUCTIONS:

[Write RESEARCH on the top of the flipchart.] What is research? What types of research have you done or heard about? How do people do research? Who does it? What else? [Write ACTION on flipchart.] When you hear the word action, what do you think about? What is action? What are different types of action that you have seen, heard of, participated in? If this is action and that is research, then what is ACTION RESEARCH? [Write YOUTH-LED on flipchart.] What does it mean for youth to lead? What else? [Write answers to brainstorm under the terms they correspond with.]

DEBRIEF:

Summarize answers- if this is research, and this is action, and youth-led work is this, THEN what is youth-led action research? Why is it important for youth to do research? Why take action on your research? Why should youth take the lead in this work? What roles can adults play?



OVERVIEW

STEPPING STONE 2

ORIENTATION & TEAMBUILDING



In Stepping Stone 2, staff will meet the youth team and initiate the structure that was created in the previous stepping stone. The youth team will get oriented to the project, learning about roles and responsibilities, the project's frame and timeline, and what youth-led action research means. A crucial aspect of this time is that youth researchers are beginning to build as a group developing agreements, getting to know each other, and getting excited for their journey ahead. We encourage icebreaker or teambuilding activities (see Stepping Stone 2 Activities) that allow young people to interact and get to know one another. This second Stepping Stone can begin once youth are brought on board and the project structure is set. Although orientation is confined to this Stepping Stone, teambuilding should start here and continue throughout the entire project.

GOALS FOR ADULT LEADERS:

- Orient youth to your organization (if not already) – Discuss mission, vision, purpose, etc;
- Discuss the project with the youth and clarify roles/responsibilities of adult facilitator and youth;
- Conduct pre-survey with youth;
- Emphasize this is their project and youth-led research;
- Execute the following 3 activities with the youth during this time period: Check-in/Check out, Group Agreements and YPAR Brainstorm;
- Engage in other teambuilding activities if needed;

GOALS FOR YOUTH:

- Fully participate in orientation and teambuilding;
- Take pre-survey or other evaluation materials;
- Begin to establish safety with one another, including creating community agreements;
- Understand roles and responsibilities as a youth researcher;
- Describe and take pride in what community they are from through personal, organizational and community mapping;

SS TIPS: *Teambuilding is a key element of the YPAR Process. If you're asking people to lead together, they need to know, understand and trust each other. Use it to bring people deeper into themselves and with each other, to have fun, to energize and to connect. This Stepping Stone should include as many activities as possible to orient the group but require you do the Check-in/Check out Activity, Group Agreements and YPAR Brainstorm.*

TIME: 2 weeks – 1 month (and ongoing)

ACTIVITY: Community Mapping

OBJECTIVES:

- To explore places for youth in our community
- To learn how mapping can be used as part of the research process.
- To discuss how communities affect our projects.

TIME NEEDED:

- 30 minutes

MATERIALS:

- Flipchart paper
- Markers

INTRODUCTION:

This activity will help us think about what spaces youth have in our community and what activities and opportunities are available to youth in our community. The mapping activity will also provide a visual to help think about where to recruit young people for projects.

INSTRUCTIONS:

In teams, draw the school you work most closely with. Draw using symbols or pictures what spaces youth occupy in the community before school. Draw where young people go after school. What transportation do they use to get there? What does a young person's route look like around the community? Be as creative as you like. After 15 minutes, ask groups to present their maps.

DEBRIEF:

After groups present, ask:

- What did you notice about each other's maps? What was similar or different?
- What do you think or feel about your environment in your community or school?
- Is it easy to get to places located on your map? How do youth get there typically?
- Would you consider your community a healthy place based on this map?
- **Based on your maps, what issues do you see in your school or community around transportation, physical activity or the environment around you?**

[Chart answers to this last question on a butcher paper.]

ACTIVITY: Ideal vs. Real

OBJECTIVES

- To have youth think critically about issues related to healthy and nutrition, physical activity (walking, biking) in or around their community or school.
- To map out what issues or needs exist in or around their community or school.
- Develop context for your research project.
- To have youth begin to look at power structures, and their roles in decision-making.

TIME NEEDED

- 60 minutes

MATERIALS

- Flipchart and markers

INTRODUCTION

This activity will provide a brainstorm and mapping of issues in regards to walking and biking, physical activity and how the built environment contributes to these issues. The facilitator will engage youth in a group brainstorm and debrief. This activity is best conducted in a circle.

INSTRUCTIONS

1. Have youth list and describe what their IDEAL community or school looks like related to health, nutrition and physical activity (walking and biking). Chart their ideas.
2. Have youth describe what their community or school REALLY looks like related to health, nutrition and physical activity (walking and biking). Chart their ideas.

DEBRIEF

Have youth discuss what they feel after looking at how different the two lists descriptions are using the following guiding questions. Refer to the butcher sheet for which questions to chart answers for.

Guiding questions:

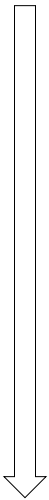
- How do you feel about how different the IDEAL and REAL are on the lists?
- Why do you feel things are the way they are?
- What does this tell you about what is needed in your school or community to improve issues of health, nutrition and physical activity?
- What is needed to create change in your community or school?
- Who has the power in the community or school to make the decisions of what is needed?
- How much say do you feel you have in these decisions?

***Save these charts to be used in creating your team's research question that will address that needs that have surfaced through these exercises.**

ACTIVITY: Ideal vs. Real Butchers

SAMPLE BUTCHER #1*:

Describe what your **ideal** school or community looks like related to issues of health, nutrition and physical activity.
Brainstorm...



SAMPLE BUTCHER #2:

Describe what your school or community **really** looks like related to health, nutrition and physical activity.
Brainstorm...



DEBRIEF-CHART THE ANSWERS TO THE FOLLOWING QUESTIONS:

Why do you feel there are differences between the real and ideal?

Brainstorm...

What does this tell you about what is needed in your community or school?

Brainstorm...

What is needed to create change in your community or school?

Brainstorm...

*You should write the words in bold on your butcher papers.

Place check marks next to ideas that are stated multiple times. For example if three youth say they want a skate park in their community than you would chart this:

- Skate Park ✓✓

ACTIVITY: Choosing an Issue

OBJECTIVES

- To explore and examine possible research topics.
- To narrow down significant research issues.
- To select a research topic.

TIME NEEDED

- 30-60 minutes

MATERIALS

- Issue Chart (see attached example)
- Tape
- Markers
- Any research the team has done on any of the issues
- Real vs. Ideal Activity

INTRODUCTION

It's time to select the issue that we want to research in order to make change in our school or community. We have mapped out communities, examined what's really going on, and even pictured what we want to see for our schools, communities, and lives.

We have focused on broad topics like nutrition, including what we eat, where we get our food, access to food; physical activity; and the environment around us. Now, it's time to focus on one main issue so that we can create improvements and lasting change in our schools and communities.

INSTRUCTIONS

Hang up your issue chart (see attached example)

- Define each column and offer the example provided or one that you come up with.
- Designate a different color post-it for each column or, different marker colors for each).
- Hang up real vs. ideal activity.

Pass out post-it notes and markers to each participant. Youth can work individually or in small groups.

- Ask them to write down a response to each of the columns on the corresponding post-it.
- Ask them to stick their post-its to the chart.
- Once all the post-its have been hung have youth read through their responses.
- Discuss each issue that youth present.

***Encourage youth to use issues from their real vs. ideal activity (i.e. what is "real" is also a possible "issue" to work on).

GUIDING QUESTIONS

After mapping out each of these issues, which one seems most important and interesting to work on?

- Who does this issue affect?
- How does it affect them?
- How many people are affect by this issue?
- Are you interested in this issue?

What would a goal be for a project on this issue?

- Is this an issue that you want to change or improve?
- If you changed this issue, how would it improve your school, community, etc.?
- Is this issue researchable (given our time, resources, USDA guidelines, etc.)?

Is there anything else we need to find out about before we choose an issue to work on?

Which important, actionable, researchable issue do we want to work on?

EXAMPLE: Choosing an Issue (Issue Chart)

SAMPLE BUTCHER PAPER*:

Issue & Example of the problem:	Ideal (What we Want):	Challenges or Barriers to Working Towards the Ideal	Allies (Who Will Support Us)	How Can We Get from the ISSUE to the IDEAL?
<p><i>EXAMPLE:</i> Liquor stores on every corner of our school's neighborhood.</p>	<p>Grocery stores and fruit stands.</p>	<p>Liquor stores bring in a lot of profit.</p> <p>Grocers don't want to set up their business in our neighborhood.</p> <p>Some youth and adults in the neighborhood.</p>	<p>Youth and adults who live in the neighborhood and/or go to our school.</p> <p>School administration and teachers.</p>	<p>Get city officials to invest in local grocery business.</p> <p>Petition liquor stores to leave our neighborhood.</p> <p>Work with liquor stores to provide more options like fruits, vegetables, and other healthy and affordable food.</p>

ACTIVITY: Developing a Research Question

OBJECTIVES

- To have a central focus for the research project.
- To create one main question for our research to answer.

TIME NEEDED

- 30-45 minutes

MATERIALS

- Issue Chart (from Choosing an Issue activity)
- Butcher paper (see attached example)
- Tape
- Markers

INTRODUCTION

Now that we have selected an issue to focus on, we want to figure out what we want to know about that issue. In order to do that, we need to develop our research question. Our research question will help us stay focused as we make this journey into our project. It will also keep us open to what the research (the information we collect) is really telling us about the issue we have selected.

Our research question will be our guide through the rest of this process. We will keep going back to it, to make sure we are staying focused on our issue and what we're trying to change.

INSTRUCTIONS

Hang up butcher papers. Hang up *Issue Chart* with chosen issue (or write chosen issue on a blank butcher). Brainstorm as a large group on the following questions:

- Butcher #1-What do you know about [fill in your issue here]?
- Butcher #2-What do you want to know about [fill in your issue here]? If you could ask other youth anything about this topic, what would you want to ask them?

Split into 2 teams (you can stay as one large group if you prefer). Each team should:

- Review the list of questions your brainstormed on *what you want to know about* [fill in your issue here].
- Choose 1-2 questions from the list OR create your own question based on the list that represent the most important parts of your issue.

Bring the teams back together. Each team should:

- Share the questions you chose or developed (1-2 questions).
- “Defend” why you think your questions are important in order to look at this issue.

You now have 2-4 questions to work with in order to develop your one main research question. As a whole group, you should:

- Talk about which question is the most important (i.e. the one you want to answer and work on changing).
- Discuss until you reach consensus on which question to use, or use your decision making process to choose your question.

HELPFUL HINT

It can be helpful to compare the research question to a research thesis (i.e. the kind of papers that students write for class):

You have a thesis statement (make sure everyone is familiar with this term) and you spend the rest of your paper trying to defend your thesis with your research.


You have a research question and you spend your project trying to “defend” or answer your research question with the information you collect (i.e. your research)!

EXAMPLE: Developing A Research Question Butchers

SAMPLE BUTCHER #1:

What do you know about [fill in your issue here]?

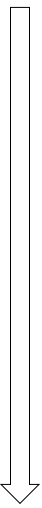
Brainstorm...



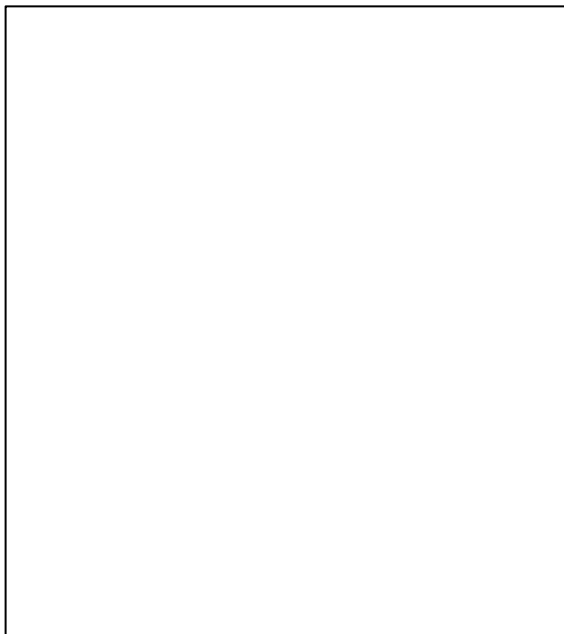
SAMPLE BUTCHER #2:

What do you want to know about [fill in your issue here]? If you could ask other youth about this issue, what would you want to ask them?

Brainstorm...



SAMPLE YOUTH TEAM BUTCHER:



***You should write the words in bold on your butcher papers.**

Each team should get a sheet of paper if they split up to narrow down questions.

Write your final **RESEARCH QUESTION** on a separate sheet of butcher paper that you can refer back to throughout the project.

OVERVIEW

STEPPING STONE 4

SKILL DEVELOPMENT



Now that the research design is complete, it needs to be implemented. In order to do this, youth researchers will have to have the knowledge and skills to conduct research that yields accurate, reflective, and meaningful data. Stepping Stone 4 includes many interactive activities that build youth researchers' abilities in note-taking, listening, asking questions, and facilitation.

Teams probably won't have time to start skill-building until most of their research design is complete. Use tools developed during research design as practice for asking questions, taking notes, etc. You will not have to spend much time on this Stepping Stone if your team is conducting surveys. However, if youth researchers are engaging in the qualitative data collection, look through Stepping Stone 4 for relevant activities that meet the needs of your teams and increases their capacity to conduct sound research.

GOALS FOR ADULT ALLY(S):

- Support youth's continued engagement and regular attendance at meetings.
- Conduct trainings on note-taking, listening exercises, and facilitation.
- Provide space for youth to check-in about any concerns related to the project.
- Support youth to take risks and try on new and different tasks.

GOALS FOR YOUTH:

- Participate in skills development activities and/or trainings.
- Support teammates as they try on new things and build their skills.
- Bring up any challenges in work or team and hold peers accountable to the work.

TIME: 3 weeks – 2 months

SS TIPS: *This Stepping Stone is a breather after the arduous work of research design. Take advantage of the fun, but critical activities to empower youth in their work. Remember, youth are being asked to participate in activities that may make them feel nervous, scared or unintelligent. Be prepared to support a range of emotions; to challenge their performance lovingly; and to cheer them on as they get the hang of it!*

ACTIVITY: Red Light Green Light (Follow-Up Questions)

OBJECTIVES

- To create follow-up questions for interviews and focus groups.
- To develop skills around using follow-up questions.

TIME NEEDED

- 20-30 minutes

MATERIALS

- Flipchart paper
- Markers
- Red and green cards for each participant

INTRODUCTION

New researchers and evaluators often have difficulty asking follow-up questions in interviews and focus groups. Knowing when to ask a follow-up question, what to ask, and when you have enough information are skills that come with practice, and feedback from other evaluators.

INSTRUCTIONS

Ask for 2 volunteers

- 1 person is the interviewer and the other is the interviewee. Give the interviewer a copy of their questions.
- Hand everyone else red and green cards.
- The interviewer will ask a question from the guide and the interviewee will answer.
- The group will show a red card (a red light) until they feel that the interviewer has gotten enough information. Once that happens, they will show a green light. (You can ask group to write down follow-up questions that they hear.)
- The interviewer cannot move onto the next question, until they are given a green light from everyone.

Switch roles. Ask for new volunteers.

ACTIVITY: Show Don't Tell (Observations Practice)

OBJECTIVES

- To learn and practice how to document observations in an unbiased way.
- To understand how our feelings, judgments and biases can influence our observations.
- To understand how our observations are critical to data collection.

TIME NEEDED

- 30-60 minutes

MATERIALS

- Observations chart papers for each participant (see attached)
- pens
- Video (optional)

INTRODUCTION

Observations can be a significant method for data collection, especially when the observations are conducted soundly. In this activity, youth researchers will have the opportunity to practice making observations and explore how their own judgment or bias may play into what they see. They will work on eliminating bias in their observations in order to report the full story. The data will be more powerful if it shows what's going on, rather than tells it.

INSTRUCTIONS

Give everyone a blank piece of paper. Have them observe a scene. If possible, take them somewhere to do this, like the mall or their school hallway or a park. If time or location prohibits this, then have them watch part of a movie or video. As they observe, ask them to write down full sentences to the following questions:

- What are you seeing? What is going on? What do you notice? Who is in the scene? What are they doing?
- What are the people in the scene feeling? How do you know they are feeling this? What cues are they giving (i.e. crying, laughing, yelling, etc.)?
- What is the backdrop of the scene? Describe everything.

Once they have taken down notes for 5 – 10 minutes, gather in a central location. Give everyone an observations chart (see attached). Ask researchers to use their notes to fill in the chart:

- Break down the sentences you have created in your observations. Put the pieces of the sentences into the categories that they fit into.
- Be sure to write across the line, so sentences don't get jumbled when you put them back together.

Now, we are going to recreate the observations they made by eliminating any feelings that were attached to their notes. Ask them to take their chart to create new sets of notes:

- Write out new sentences, but leave out the words or phrases that are in your *What are People Feeling?* Column. (i.e. If that column includes “she was really angry at her boyfriend”, leave that out of your new sentence and put together the other things you were saying about her. *How Did the Person Show their Feelings?* – “her face was bright red and she was yelling at the person with her”.)
- After everyone has worked through their sentences, have some people share a few things they came up with. Work with each other to remove the bias or judgment left in any of the statements.

DEBRIEF

What were some important things we practiced today about observations?

What do we need to be careful of or make sure we pay attention to?

What are we doing really well?

Why is it more powerful to show people what we see, rather than tell them what we thought while we watched it?

ACTIVITY: Show Don't Tell (Observations Practice) Butchers

Observations Chart Sample:

Note #:	Who/What	What's Going On/What are They Doing?	What are They Feeling?	How Do They Show Their Feelings?	Other Description of the Scene
Note #1					
Note #2					
Note #3					
Note #4					
Note #5					
Note #6					
Note #7					
Note #8					
Note #9					
Note #10					



OVERVIEW STEPPING STONE 5 DATA COLLECTION & DOCUMENTATION

In **Stepping Stone 5**, pilot sites will conduct their research activities to collect and document data. This process starts with developing a strategy to effectively collect data and ends with full data collection. The focus of the project is now external as youth approach their community to collect data and requires self-discipline and accountability by youth team members to gather the data necessary to answer their research question. Teams should meet at least once/week during this Stepping Stone to check-in on how data collection is going.

GOALS FOR ADULT ALLY(S):

- Facilitate data collection design process.
- Support youth to stay on time and task with data collection
- Provide feedback on data collection methods
- Help youth researchers build relationships with the data collection sites.
- Check-in with youth weekly encourage progress and address challenges

GOALS FOR YOUTH:

- Participate in design of data collection strategy
- Collect data by agreed upon deadlines.
- Hold teammates accountable for their commitments to the process.
- Utilize public speaking and documentation skills.

TIME: 3 weeks – 2 months

SS Tips: *This Stepping Stone takes a lot of self-discipline and accountability by youth team members. The focus of the project is now external as youth approach their community to collect data. Stay focused, committed and try to encourage youth to collect thorough and efficient data! We recommend checking-in weekly in order to stay on track.*

ACTIVITY: Organizing Data

OBJECTIVES

- To continue/complete the process of organizing your qualitative data.
- To find and highlight the quotes, ideas, and statements that are most relevant in answering your research question.

TIME NEEDED

- 60-90 minutes

MATERIALS

- Raw data (focus group, interview notes)
- Focus group/interview recordings(s)
- Theme matrix (see attached)
- Post-it notes

INTRODUCTION

Now that you have themes, you need some data to support them. In this activity you will sort through your mountains of notes to find the most compelling, relevant, important quotes, ideas and statements.

Instructions

Hang up Theme Matrix. Ask youth to have their notes in front of them. They can work in their focus group teams or work individually (whatever makes most sense).

→ Explain Theme Matrix.

- These are the themes we created last time plus and “other” or “misc” category [see Activity: Theme Creation]
- For each theme there is:
 - A plus (+) for positive statements
 - A negative (-) for negative statements
 - A delta (Δ) for statements that speak to change
 - A V (v) for statements that indicate a vision

→ Ask researchers to look through their notes. When they find a quote or idea that feels compelling, ask them to:

- Write it on a post-it note
- Decide if the statement is positive, negative, something to change or a vision (see chart)
- In the corner of the post-it, mark:
 - The theme that it falls under
 - What kind of statement it is (i.e. positive, negative, etc.) and
 - The focus group it came from
- Place your post-it notes on the matrix

DEBRIEF

You will use this chart in data analysis. Make sure it is thorough and readable.

Someone (probably the facilitator) should type up the chart. You will need typed copies for data analysis.

EXAMPLE: Organizing Data Chart

Sample Butcher Paper:

	THEME #1. Ex: SCHOOL	THEME #2. Ex: COMMUNITY
+	<ul style="list-style-type: none"> • Ex: we have a neighborhood school! • • 	<ul style="list-style-type: none"> • Ex: This neighborhood is a great place. It's just overlooked. It's the heart of the city! • •
-	<ul style="list-style-type: none"> • Ex: Our middle school is too small and students will not be prepared for HS 	<ul style="list-style-type: none"> • Ex: "This community is underserved."
Δ	<ul style="list-style-type: none"> • Ex: "We should have a high school because I don't want to go all the way to a different district." 	<ul style="list-style-type: none"> • Ex: Bring awareness to others about the SOMA
V	<ul style="list-style-type: none"> • Ex: Create a bigger MS with teachers that can connect with youth to teach you more 	<ul style="list-style-type: none"> • All programs (CBOs) in neighborhood need to work together-combine programs to get bigger space- grow these programs

ACTIVITY: Get Out There: Focus Groups!

OBJECTIVES:

In this activity, evaluators gather data through focus groups. Applying the skills, strategies, and plans developed through previous activities, the team facilitates focus groups with their peers and other key stakeholders.

PREPARATION

- Review the team's focus group questions, organizing plan and documentation plan.
- Do skill-building activities with the team on asking follow-up questions if appropriate.
- Organize the focus group. Carefully consider its composition. Think about the questions you plan to ask, and make sure you select participants who have the knowledge to answer them. Make sure to assemble groups in ways that allow participants to talk openly about the topic. Keep your sample in mind as you select participants.
- Develop a schedule of focus groups with dates, times and places, and contact people and numbers.
- Confirm the focus groups with participants before the meeting.
- Confirm a quiet meeting space with adequate seating.
- Develop packets of materials that evaluators will need for their focus groups including: pens, focus group guides, etc.
- Assemble any equipment, batteries, etc. needed.
- Prepare any permission forms needed.
- Make arrangements for any refreshments, gifts, honoraria, etc. that the team plans to provide for focus group participants.

KEY VOCABULARY

Focus Group, Facilitator, Confidentiality, Anonymity

MATERIALS

Focus group guides and check lists; Schedule of focus groups; Paper and pens for notes; Relevant information for interviewees; Other documentation tools, such as a tape recorder, extra batteries, labeled tapes, and camera.

RECOMMENDED TIME

Depends on the project. A general plan: 1 hour per focus group, with 30 minutes of preparation and check-in, and 20 minutes of clean-up and debriefing.

PROCESS

1. **TEAM CHECK-IN. WELL** before the focus group, meet to review the team's plans and questions. Each focus group should have at least one facilitator to lead a discussion, one facilitator to take notes and keep time, and another facilitator (if possible) to co-lead the discussion and take notes. Practice the group's introductions. Check the team's materials and equipment-make sure you have everything you need, and that all equipment-make sure you have everything you need, and that all equipment is working.
2. **SETTING UP.** Focus groups work best when participants are seated in a circle or around a table, with everyone facing each other. This helps ensure that the facilitator can see and hear everyone, and that all participants are part of the discussion. Take time to prepare the space you will use. Make sure that you are in a quiet room and there are no distractions. Consider having snacks at the focus group- this both shows you appreciation and helps participants relax.
3. **RECORD DEMOGRAPHICS.** This will be easiest if the note-taker has a form on which to record the date, the evaluators' names and roles of focus group participants, and relevant demographic background on participants (the team could also have each participant fill out a small form with this information). You can do this as participants come in and as you wait for everyone to arrive.
4. **INTRODUCTIONS.** When everyone has arrived, briefly introduce yourselves. Explain the purpose of the focus group and the evaluation, and what will happen with the information you learn. Explain that the discussion is confidential. You can post up a general agenda of how the focus group will run, since many people aren't sure what to expect. Have everyone introduce themselves, and it can help to have an icebreaker (i.e. a name game) to get everyone comfortable with each other.
5. **AGREEMENTS.** Often, it is helpful to propose agreements for the group, which can help to prevent problems, such as some people dominating the conversation or cell phones disrupting the flow. These agreements can be particularly helpful in focus groups (and you can ask the group if they want to add more):
 - One Mic-Only one person can talk at a time.
 - Please turn off all cell phones.
 - Be open-minded and please respect each other's views.
 - Set up, Step back-If you are talking a lot, step back and allow others to speak. If you are not talking a lot, step up and let your voice be heard.

6. **ASK PERMISSION TO TAPE-RECORD.** If your group plans to tape-record or photograph the focus groups, the note-taker/recorder needs to ask permission (in certain cases, you with your notes). Emphasize that no one else will hear the tape. If anyone asks you not to tape, do not tape- take the best notes possible.
7. **ASK AN OPENING QUESTION.** The primary facilitator starts the conversation with a fairly broad, but focused question. For example, if your evaluation focuses on new after-school activities at a specific school, a focus group with activity participants might open with the question “What do you like about the after-school activities at your school?” This question opens up the conversation for students to talk about their experiences, and enables the facilitator to develop more specific questions based on participants’ responses.
8. **FACILITATE THE DISCUSSION.** Once the group is talking, the facilitators need to keep the conversation going and focused. Evaluators use the themes and questions developed earlier as a guide for the conversation. As participants talk, facilitators listen and ask follow-up questions to learn more details. See below for a list of facilitation tips.
9. **WRAP UP THE DISCUSSION.** When the conversation is winding down or time is running out, wrap up the discussion. Summarize the main points. Ask participants to “check out” and say anything they didn’t have a chance to say in two sentences or less (without limit, it opens up the conversation again). If the conversation is going strong, look for a slight break in the conversation, or a summarizing statement and then “jump in” to wrap up the conversation. Thank the participants and remind them that the information they provided will help the evaluation.
10. **PROVIDE INFORMATION.** Let participants know how they can contact your team for the evaluation results, as well to pass on any information that they didn’t get to mention in the focus group. Also provide useful, relevant information. For example, if you are evaluating after school programs, provide students with information about the programs available and how to get involved (if they don’t already know about them).
11. **DEBRIEF WITH EVALUATORS.** Immediately following the focus group, debrief by discussing the process, the findings, and follow-up plans. Discuss the process: what went well and what could be improved? Identify and discuss the main issues that came up which are relevant to your evaluation. Also discuss how the focus group confirmed or challenged your ideas about the topic. Finally, make plans for follow-up activities, such as documentation, thank-you notes, etc.
12. **FOLLOW UP.** Write thank-you notes to focus group participants (if possible) and any other relevant people (i.e. like a teacher who let you meet with his/her students during class).

13. **ORGANIZE DATE.** Fill in any notes that need to be completed, compile any relevant materials (i.e. photos, videotapes, handouts), and file them in your data organizing system for the next step: data analysis.

FACILITATION RESPONSIBILITIES:

- Stay neutral
- Keep the conversation focused on the topic.
- Keep the conversation going.
- Encourage participation from everyone.
- Avoid letting one person dominate the conversation.
- Listen to participants' experiences rather than talking about your own.
- Ask follow-up questions to learn more details.
- Protect individuals and their ideas from attack.
- Make sure the group addresses your high priority questions/themes.
- Wrap-up the conversation in the allotted time.

FACILITATION TIPS:

- Clearly define your role.
- Get agreement on the topic and process before starting the group.
- Don't answer questions about the theme yourself-put them back out to the group.
- Be positive-compliment the group, and give lots of encouragement.
- Don't talk too much.
- Don't be afraid to speak up to shift topics, encourage participation, and to wrap up the meeting.
- Don't be afraid to make mistakes.
- Don't be defensive.

OVERVIEW

STEPPING STONE 6

DATA ANALYSIS



Stepping stone 6 is a challenging, but exciting phase of the research process. In this Stepping Stone, Youth researchers may be faced with piles of their newly collected data. Their task is to develop findings and recommendations from all of the information. Youth are not only responsible for their own voice, but now the voices of all of their research participants. Through in-depth analysis, youth will attempt to tell the stories found in their data.

This Stepping Stone often allows youth to finally feel full ownership over their work. Although analysis can be difficult, youth researchers watch as they make meaning of the data.

GOALS FOR ADULT ALLY(S):

- Conduct training on data analysis, developing findings and recommendations.
- Provide feedback on analysis, looking for bias and solid supporting data.
- Encourage youth to stick with analysis through the end.
- Ensure youth produce clean, unbiased findings
- Provide feedback on analysis.

GOALS FOR YOUTH:

- Analyze data by developing findings and recommendations.
- Supporting teammates through analysis process.
- Focus on providing unbiased results that represent research participants.

TIME: 3 weeks – 2 months

SS TIPS: *This Stepping Stone can be frustrating at first since youth have to cypher through large amounts of data to produce clear, thoughtful analysis. Staff must watch for biased and unsupported analysis. Use data to support findings and recommendations.*

ACTIVITY: So, How Do We Get There? - Developing Recommendations

OBJECTIVES:

- To develop suggestions for change based on data.
- To identify key points of data and create suggestions for action.
- To create concrete steps towards a larger vision.

TIME NEEDED:

- 45 minutes

MATERIALS:

- Your findings from your three themes
- Butcher paper
- Tape
- Markers

INTRODUCTION:

Now that you have identified the key points of the issue you are looking at by developing findings, you need to create recommendations that correspond to this data. Recommendations are your suggestions for change and action that you will offer to key stakeholders, community members, and peers. These are your avenue towards action and will be one of the most important pieces of information you convey to the people you want to help you make change.

INSTRUCTIONS:

Pull out your REAL and IDEAL butchers from the Findings Findings activity. Then put up a 3rd butcher that is labeled Recommendations.

- Recommendations. These are the steps that you have to take to get from the Real to the Ideal.
- Ask the team,
 - What do we need to do to get from what is real to what we want?
 - Are there different recommendations for different people? (i.e. Do we have specific recommendations for our school board or city council? For ourselves? For our community members? etc.)
- You will list your recommendations in your final report and they will be a key part of your presentations.

ACTIVITY: Guiding Questions For Data Analysis

OBJECTIVES

- To focus and guide analysis of the data.
- To stay aligned with research question and process so far.

TIME NEEDED

- 10-20 minutes

MATERIALS

- Flipchart
- Markers
- Survey

INTRODUCTION

These guiding questions will help youth focus their analysis and guide their process. This is a good tool if youth researchers get stuck trying to develop findings because they can come back to the themes they've been looking at throughout this project.

INSTRUCTIONS

Break group up into 2-3 teams. Give them markers and flipchart paper and have them brainstorm their answers to the following questions (Fill in the blanks to fit with your research project.):

→ Group 1:

- What was the primary research question for this survey?
- What things having to do with _____ did you look at to answer your research question?

→ Group 2:

- After looking at all the data we collected, what do we want to be able to say about _____?

→ Group 3:

- What do we want to do with this information when we are done?

DEBRIEF

Have groups share out and add to each others' answers. You will continue to look at these answers as you move through the data analysis process.

ACTIVITY: ABC What We Want - (Developing Recommendations)

OBJECTIVES

- To develop suggestions for change based on data.
- To identify key points of data and create suggestions for action.
- To create concrete steps towards a larger vision.

TIME NEEDED

- 60-90 Minutes

MATERIALS

- Flipchart paper (see attached butchers)
- Tape
- Markers
- Findings

INTRODUCTION

Now that you have identified the key points of the issue you are looking at by developing *findings*, you need to create recommendations that correspond to this data. Recommendations are your suggestions for change and action that you will offer to key stakeholders, community members, and peers. These are your avenue towards action and will be one of the most important pieces of information you convey to the people you want to help you make change.

INSTRUCTIONS

Hang up 3 pieces of flipchart paper (A,B,C) next to each other (see attached):

- Chart 1/A: Findings. List the findings (without the supporting data) on the first flipchart. This is what is real, what's actually going on.
 - You can do this as a group, or you can do this prior to the meeting starting.
- Chart 3/C: Vision. Have team brainstorm what they want to see in the future based on the work they've been doing.
 - What kind of school or community do they envision if they could improve on all of their findings?
- Chart 2/B: Recommendations. These are the steps that you have to take to get from your findings (what is real) to your vision (what you dream of).
 - What do we need to do to get from what is real to what we want?

- Are there different recommendations for different people? (i.e. Do we have specific recommendations for our school board or city council? For ourselves? For our community members? Etc.)
- You will list your recommendations in your final report and they will be a key part of your presentations.

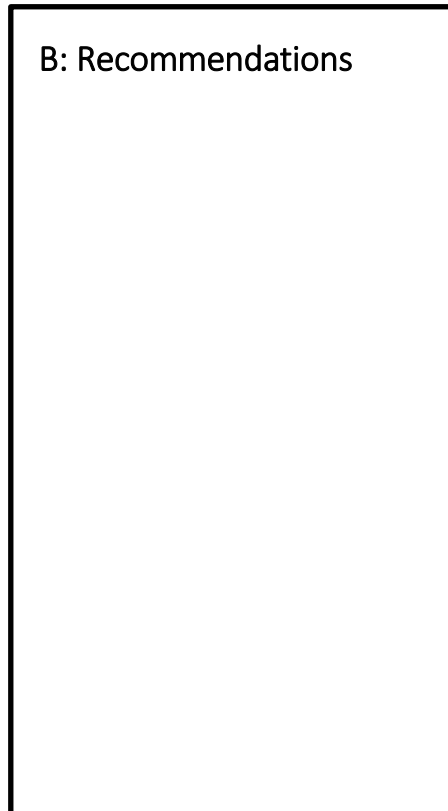
EXAMPLE: ABC What We Want - (Developing Recommendations)

BUTCHERS

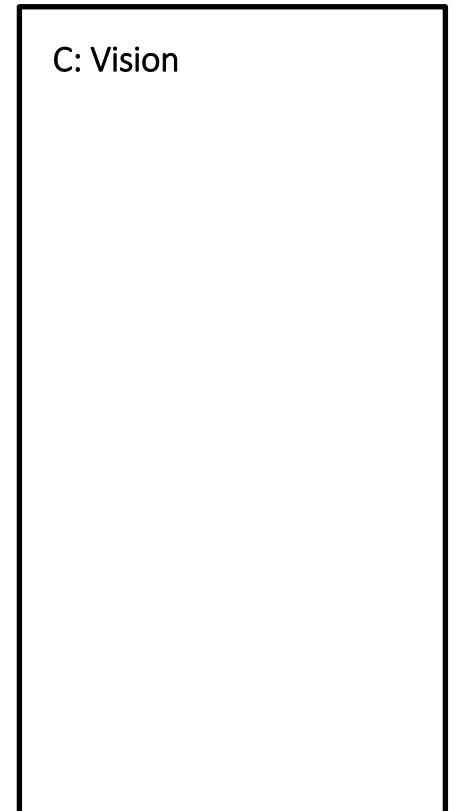
A: Findings



B: Recommendations



C: Vision



OVERVIEW

STEPPING STONE 7

FINAL REPORT



Stepping Stone 7 focuses on putting it all together. Youth Researchers take all of their information, analysis and next steps and complete them into a cohesive report. With the support of adult facilitators, youth design their report from cover to conclusion writing in their language and using graphics they create or choose. Following up on their report, youth researchers prepare public presentations to distribute their work and discuss findings.

During this Stepping Stone, Solano SR2S staff will help connect the teams to key stakeholders and decision-makers from politicians to principals to other youth in the community and potentially media outlets in order to publicize the teams work. It is important to celebrate the work that has been completed by the youth researchers so we encourage teams to plan a dinner, awards ceremony, appreciation or some other kind of ritual to appreciate the efforts of the youth and their findings.

GOALS FOR ADULT ALLY(S):

- Support youth through challenges of writing and public speaking.
- Connect youth researchers to key stakeholders and decision-makers.
- Support team by providing community and media outreach.
- Develop celebration for project ends.

GOALS FOR YOUTH:

- Participate in presentation training,
- Create, design, write and peer review final report.
- Conduct outreach for public presentation.
- Participate in celebration for project end

TIME: 3 weeks – 2 months

SS TIPS: *By this Stepping stone, teams have worked long and hard but they are almost done with their research phase. Encourage researchers by celebrating the work they have accomplished. During this phase of writing and public speaking, be aware of youth fears, limitations, and challenges. Be prepared to build skills that do not yet exist, like reading and writing, Practice, practice, practice public speaking skills, including presenting data and answering questions.*

ACTIVITY: Styling Your Report (Final Product)

OBJECTIVES

- To learn steps to style your final report.
- To identify and develop a consistent style for your report

TIME NEEDED

- 20-30 minutes

MATERIALS

- Style Guide (see attached)
- Markers
- Final Product Packet

INTRODUCTION

You have been working long and hard on your research... Drum roll please... NOW you are ready to put it all together into a report, book, magazine, or some other written document! To do this, you will be working on the computer to create the layout and design.

You want your book to look and be easy to read. You can all work on stylizing your report or you can choose one to two youth researchers to take the lead. Either way you want to make sure everyone has a creative say in the process, while developing a similar style to hold all the parts together.

INSTRUCTIONS

See the style guide*. With your team go over:

- What a style guide is
- Examples layouts
- Create your style guide. If necessary:
 - Brainstorm first, then using your decision-making process, decide and highlight which styles you'll use
 - Make sketches on paper
 - Get needed computer training
- Layout your report

*Style Guides are basic guidelines for how you want your report to look. They are the common style that holds your book together”, from section to section or page to page. Style Guides spell out the things like which fonts the team will use and what size they should be for the title, and for the rest of the text. If everyone on the team is following the style guide, you will have a report that looks like a book, rather than a bunch of random pages put together.

Style Guide Brainstorm	
Guide	Brainstorm
<p>FONT STYLE: This is an important decision. Choose one font that is easy to read for the text body. Things to think about:</p> <ul style="list-style-type: none"> • Is it easy to read? • Does it look good on the page? • Does it match the style of our project? • Save fancy fonts for the title and quotes. 	
<p>FONT SIZE: Decide font size for:</p> <ul style="list-style-type: none"> • Text Body (11-12 pt. font is generally a good size) • Main title, subtitles • Captions • Credits 	
<p>TITLE: What do you want to call your project? Things to think about:</p> <ul style="list-style-type: none"> • What captures what this project was about? • What is catchy and will get people’s attention? • What font will you use? Here’s where you can use fancy fonts or fonts that really capture the style of your work. 	
<p>GRAPHICS: Make your work look good by including:</p> <ul style="list-style-type: none"> • Photos • Drawings • Clip art • Other artwork • Poetry • Colors • Background • Be creative! <p>Where will these things go? What do you want graphics of?</p>	
<p>COVER PAGE: This is the first thing people notice when they see your report how will you draw them in? Make them want to read it? Include:</p> <ul style="list-style-type: none"> • Graphics • A catchy title • Quotes 	
<p>OTHER THINGS TO THINK ABOUT:</p> <ul style="list-style-type: none"> • Margins • Page numbers 	

ACTIVITY: Planning Your Presentations

OBJECTIVES

- To Identify preferred presentation format and style.
- To develop strategy for presentation(s).

TIME NEEDED

- 30 – 40 minutes

MATERIALS

- Presentation Planning Chart (see attached)
- Markers
- Tape
- Final Product (draft form is fine)

INTRODUCTION

A presentation of your work, especially findings and recommendations, is a critical part of your project because it creates an opportunity for dialogue between researchers, stakeholders, and decision makers. Presentations are also important because they can be the catalyst for change.

In this activity, you will use work you've done so far to think through the parts you want in your presentation, including writing and verbal elements

INSTRUCTIONS

In order for researchers to plan their audience, purpose, content, and format of their presentation, see the Planning Your Presentation Chart and the Presentation Content Questions Chart

EXAMPLE: Presentation Plan

Process	Plan
<p>AUDIENCE: Who are the key stakeholders, decision makers, peers allies and supporters that you want to connect with?</p>	<p>Who is the audience?</p> <p>Why present to them?</p> <p>Should you do different presentations for different people? How many and why?</p>
<p>GOALS: What do you hope to accomplish by doing this presentation?</p>	
<p>FORMAT/STYLE: How will you get your audience’s attention and keep them interested in what you have to say? Ideas include:</p> <ul style="list-style-type: none"> • Skits • Games • PowerPoint • Poetry / creative writing • Photographs, videos • Q&A 	<p>How do you want to run your presentations? Think creatively!</p>
<p>OUTLINE: What’s the flow of your presentation? Who’s doing what? Things to think about:</p> <ul style="list-style-type: none"> • Who will handle tech problems? • Do you want a donation box? • Prep note cards, materials, decorations 	<p>Order of Presentation: What roles are necessary for the presentation to happen? Who will conduct the following?</p> <ul style="list-style-type: none"> • Audience Outreach • Media Outreach • Food • Other <p>What roles are necessary for a smooth presentation?</p> <ul style="list-style-type: none"> • Greeters: • Documenters (videographers, ect.) • Tech Roles • Presenters • Media Reps • Other Roles.
<p>SCHEDULE: What are upcoming dates to know about? Practice Presentations, ect?</p>	<p>Practice Schedule (include dates and times):</p> <p>Presentations (Including dates and times):</p>

EXAMPLE: Presentation Content Questions Chart

Presentation Content Questions	
Questions	Reflections
<p>Who are you?: (Biography)</p> <ul style="list-style-type: none"> • Who is your group? • Who are the individuals in your group? 	
<p>What is the project?: (Introduction)</p> <ul style="list-style-type: none"> • What is the project? What are you doing? • Why are you doing the project? What are the goals? 	
<p>How did you do your research? (Methodology)</p> <p>How did you:</p> <ul style="list-style-type: none"> • Recruit and train your team? • Plan your project? • Do your research? • Who did you talk to ? • You analyze your data? • Put together your final product/report? 	
<p>What were your findings? (Analysis)</p> <ul style="list-style-type: none"> • What were the key findings that you learned through your research? • What data supports these findings? • Was there anything surprising? 	
<p>What are your recommendations? (Recommendations)</p> <ul style="list-style-type: none"> • What recommendations do you have for decision makers based on your findings? • Who can do something to make sure these things happen? 	
<p>What are your next steps? (Next Steps & Lessons Learned)</p> <ul style="list-style-type: none"> • What will your team do after this presentation? • What are other people in the community/ organization planning to do with your research? Or do you hope they'll do? • What lessons did you learn throughout this process? 	
<p>Who do you want to acknowledge? (Acknowledgements)</p> <ul style="list-style-type: none"> • Who supported you throughout this process? • How was this project funded? • Who made it possible for you to do this work? 	

OVERVIEW

STEPPING STONE 8

TAKING ACTION



Stepping Stone 8 is vital to the action part of youth-led participatory action research as well as to the youth researchers. When action is not taken on behalf of the research work, youth and communities are left feeling overworked and disempowered. This stepping stone prepares youth to step into the action phase of the project, from organizing their schools and communities to developing multimedia projects. By prioritizing their findings and recommendations, teams will create a strategic plan of action to promote their findings and potentially implement their solutions.

This step prepares youth to strengthened their critical thinking and leadership skills that will enable them to participate in their organizations or community on an ongoing basis.

GOALS FOR ADULT ALLY(S):

- Support youth through action planning and prioritization of their key issues.
- Continue to connect youth researchers to key stakeholders and decision –makers.
- Participate in discussions on next phase of work.

GOALS FOR YOUTH:

- Work as a team to prioritize findings and recommendations.
- Design strategic action plan.
- Participate in discussions on next phase of work.

TIME: 3 weeks – 2 months

SS TIPS: *This Stepping Stone is often limited in scope. Time has run out, youth are exhausted, and staff are burnt out. Do What ever is necessary to refresh and move forward in designing the next phase of this work. When research ends up on a shelf with no action taken not only are youth left feeling discouraged, but traditional views of research are confirmed. Youth have taken a lot of time and energy to work in and get input from their community.*