Youth Participatory Decision Making in Education: A Review of Literature and Existing Efforts

Region 10 Comprehensive Center

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Contents

What is This Review?

The Wisconsin Evaluation Collaborative (WEC) has conducted a review of relevant literature on and existing efforts to promote youth participation in decision making, particularly in the context of education. The purpose of this review is to support capacity building efforts within the Wisconsin Department of Public Instruction (WI DPI) and the School of Education at UW-Madison (UW SOE) towards family engagement and youth participatory decision making in K12 schools.

Relevance and Scope

Systemic change towards equity and inclusion in America's schools must engage youth in decision-making roles and processes. Youth are experts in their own needs, learning, and in imagining solutions to our most pressing challenges.

The following review resulted in two 'knowledge bases': (a) a review of the research, evidence, and theoretical work about youth participatory decision making, and (b) a review of existing efforts towards youth participatory decision-making. More research studies and programs exist than were practical to include in these knowledge bases, so we chose representative cases and also those resources relevant to work at UW SOE and the WI DPI. Based on consulting with the WI DPI, we made sure to include ample information about youth participatory action research and evaluation, as well as youth advisory councils and boards. In particular, we focused on these types of efforts at various levels in state education agencies: agency-wide, division, and team (e.g., how does the special education team infuse student participation in their work?). We found examples highlighting youth participatory decision making related to schools, as well as physical and mental health more generally. We also looked for ideas to build capacity within Wisconsin's regional education districts, called CESAs (Cooperative Educational Service Agencies), and in school districts.

The *literature review* knowledge base (pages 9 - 29) lists research papers from within the last 15 years. It includes examples of youth participatory decision making that have been studied and also frameworks defining and operationalizing different forms of youth engagement efforts.

The *review of existing efforts* knowledge base (pages 30 - 44) describes youth participatory decision making programs that have education as a main focus. Entries are organized into geographic categories: international; US: national and regional; state efforts outside of Wisconsin; Wisconsin efforts at WI DPI; WI efforts outside WI DPI; and local efforts, including at WI school districts.

We Welcome Your Input into This Living Document

This review was produced to support an ongoing, collaborative effort to describe the existing knowledge base on youth participatory decision-making within the education context. If you know of a relevant resource that you would like us to consider for inclusion in this review, please share it here: Youth Engagement Resource Submission Form.

Glossary

Relevant Terms

Ableism: practices, beliefs, and systems that discriminate against people with disabilities and may include seeing non-disabled as a superior state of being compared to disability**.**

Adultism: the assumption that young people are inferior to adults simply because of their young age.

Agency: the power to understand, act on, and effect positive change in one's own life, family, school, and local community, and in the broader national and global community.

Audism: a form of ableism, discrimination in favor of able-bodied people, pertaining to the discrimination of individuals who are deaf or hard of hearing.

Diversity: differences across lived experiences, perspectives, and social identities (e.g., race, class, gender, sexual orientation, national origin, etc.).

Economically Disadvantaged: education studies and reports identify economically disadvantaged students as those who have membership in a household that meets the income eligibility guidelines for free or reduced-price meals under the National School Lunch Program (NSLP) or an approved alternative mechanism.

Educational Equity: when every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income.

Heteronormative: beliefs or practices that treat heterosexuality as the normative or preferred sexuality.

Inclusion: authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Marginalized Groups: those that are actively pushed to the margins or edges of power and decision-making in society.

Non-Dominant Youth: youth who have membership within a historically marginalized group and as a result have diminished social or political status and may be deprived of a number of legal rights.

Peer Group: people who are approximately the same age and come from a similar social group.

Photovoice: a participatory method, defined by its creators Wang and Burris (1997), as a "process by which people can identify, represent, and enhance their community through a specific photographic technique."

Prejudice: an adverse judgement or feeling formed beforehand or without knowledge or examination of the facts.

Racial Justice: a proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts, and outcomes for all.

Racism: when one group has the power to carry out systematic discrimination through institutional policies and practices, and by shaping the cultural beliefs and values that support those racist policies and practices (*Dismantling Racism Works*).

Structural Inequities: when public polices, institutional practices, and cultural norms interact to organize and maintain privileges for some groups while maintaining disadvantages for others.

Youth-Adult Partnership: any effort in which youth and adults are working together to address common concerns. May involve shared control/power between youth and adults, but this is not always the case.

Youth Advisory Board: a group of young people who provide counsel and support to organizations and institutions on issues of programs, policies, and administrative actions. YABs often serve as a liaison between youth in the broader community and the organization that they provide council to. Also referred to as youth (advisory) council.

Youth Advocacy: adult-dominated organizations that advocate for young people.

Youth Engagement: broadly covers the many ways in which young people are considered active participants and valued partners with adults in both their own education and decisions that affect the academic and social climate and culture of their learning environment. Often used interchangeably with student voice or participation.

Youth Organizing: an approach that trains young people to come together collectively, identify injustices to address, seek to alter power relations, and create meaningful institutional change in their schools and communities. In this approach, young people undertake direct action around issues and campaigns they themselves develop. Also referred to as youth activism.

Youth Participatory Action Research: a process that engages students in identifying problems that they want to improve, conducting research to understand the nature of the problems, and advocating for changes based on research evidence. Typically has a social justice focus. Process often conducted in collaboration with professional researchers. Youth Participatory Action Research can be a strategy of youth organizing.

Youth Participatory Evaluation: engages young people in the evaluation process. The process may be led by adults, by youth, or by an intergenerational team. At the core, young people are involved in the practice and process of evaluation, including identification of desired outcomes, data collection, analysis, and considering use of evaluation findings. Youth Participatory Evaluation draws from elements of action research, collaborative and participatory evaluation, empowerment evaluation, and utilization-focused evaluation. Also referred to as Youth Participatory Action Evaluation and Youth-led Evaluation.
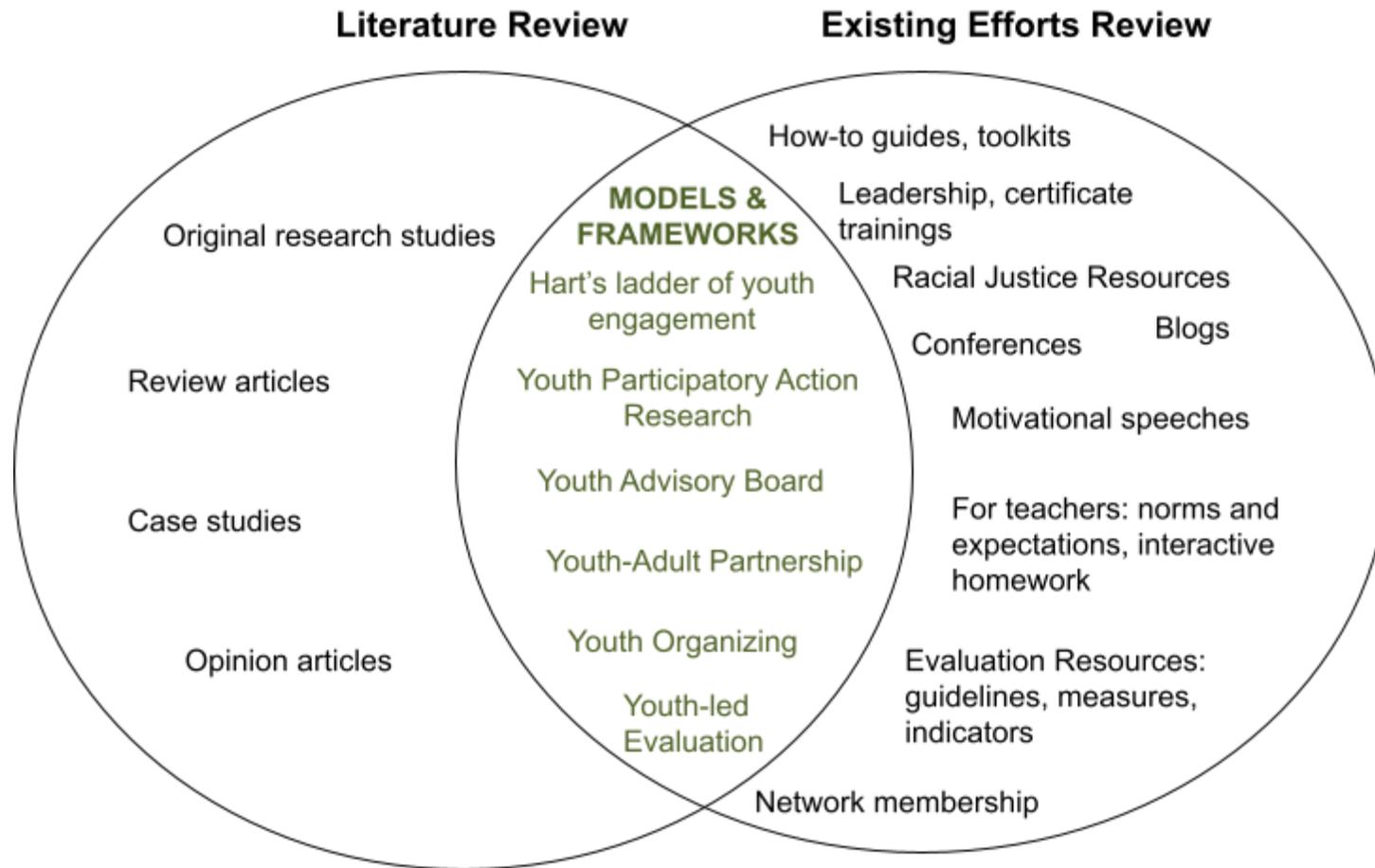
Youth Voice: term to describe the many ways in which youth have opportunities to share in school decisions that will shape their lives and the lives of their peers.

References for Glossary

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What We Found

The diagram below shows the types of resources identified during each review, as well as common frameworks and models that we found.

Literature Review   **Existing Efforts Review**

Original research studies

Review articles

Case studies

Opinion articles

MODELS & FRAMEWORKS

Hart's ladder of youth engagement

Youth Participatory Action Research

Youth Advisory Board

Youth-Adult Partnership

Youth Organizing

Youth-led Evaluation

How-to guides, toolkits

Leadership, certificate trainings

Racial Justice Resources

Conferences   Blogs

Motivational speeches

For teachers: norms and expectations, interactive homework

Evaluation Resources: guidelines, measures, indicators

Network membership

Literature Review on Youth Participatory Decision Making in Education

Prepared by Tenah Hunt, Wisconsin Evaluation Collaborative

Summary of Knowledge Base

- There is a large body of evidence around outcomes of school-based youth engagement. Efforts to engage youth around school decision-making have contributed to improvements in areas including curriculum, classroom climate, teacher-student relationships, youth attachment to school, and academic outcomes.
- There are many types of models for youth engagement, including youth-adult partnerships, youth organizing, youth participatory action research and evaluation, youth-led planning, and youth councils and advisory boards. These methods vary in terms of how central youth are in identifying the problems, setting the agenda, and making decisions. At their intersection is a sense of agency and empowerment for students. Most of these efforts occurred at the school or district level.
- One model is not necessarily superior to, or more effective than, others. Choosing the 'right' youth engagement model to implement depends on the designed goals of the effort and on the capacity and resources that youth and adults have to dedicate to the effort. For example, youth organizing and youth participatory action research models prioritize centering the voices of students from traditionally marginalized backgrounds and tend to focus on achieving more transformative change compared to other models.
- Many articles discuss key aspects of successful and sustained youth engagement efforts, including (a) engagement work not limited to one course or elective, but rather spanning for longer time periods to allow the cultivation of strong relationships between youth and adults, (b) training for youth in areas such as leadership, writing, data collection and analysis, public speaking, and also training for adults in how to successfully partner with youth, (c) strong affiliation with an intermediary organization, such as a nonprofit focused on youth activism that can provide training, financial, visioning, and informational support, (d) intentional inclusion of students from traditionally marginalized backgrounds in the engagement effort, and (e) institutional commitment to listen to youth and follow through on their identified changes/solutions.
- Common challenges facing youth engagement efforts: (a) tensions between adults and youth around power sharing, (b) limited time dedicated to the effort, (c) student and staff turnover, (d) student agency versus structural constraints of school, (e) lack of financial resources, and (f) lack of investment to build and sustain structures and practices to institutionalize youth engagement.
- Gaps in the literature: (a) since most engagement efforts are conducted with high school students; less is known about engaging with younger students, (b) very few published articles exist about youth advisory councils within the education context, (c) a lack of studies using experimental and quasi-experimental designs results in a lack of knowledge around most effective models and effect sizes, (d) few studies follow engagement efforts that occur over a long term, making it difficult to know whether the results of the engagement efforts are sustained, and (e) a need for more consistent reporting standards across studies and comparable measures and outcomes.

Review Methods

This knowledge base summarizes a review of research related to the topic of youth participatory decision making in education. Articles presented in this review present frameworks defining and operationalizing youth voice, youth engagement, youth-adult partnerships; description of models themselves; and examples of these partnerships in action. Databases used for conducting this review included Google Scholar, ERIC, and JSTOR. Search terms used include combinations of youth (e.g., students, teen, child), participation type (e.g., advisory council, organizing, participatory action research, adult partnership, evaluation), and context (e.g., district, school, CESA). Only articles published from 2006 to June 2021 involving youth engagement efforts occurring in the United States were reviewed.

Table 1. Peer Reviewed Articles

Citation	Methodologies	Findings
Frameworks conceptualizing youth and adult engagement		
Hart, R. A. (2008). Stepping back from 'The ladder': Reflections on a model of participatory work with children. In *Participation and learning* (pp. 19-31). Springer.	Presents conceptualization of "the ladder of children's participation."	- 8 levels of young people's participation in projects: Non-participation 1) Manipulation 2) Decoration 3) Tokenism -Degrees of participation: 4) Assigned but informed 5) Consulted and informed 6) Adult-initiated, shared decisions with children 7) Child-initiated and directed 8) Child -initiated, shared decisions with adults -Author notes that higher rungs of ladder are not necessarily superior to the ones beneath. It is not always necessary or appropriate for children to initiate the program/activity but adults should communicate that children do have the option of operating at these "higher" degrees of engagement. -This ladder should not be used as a single, comprehensive tool to evaluate projects. Should be used to initiate dialogue.

Mitra, D. L. (2007). The role of administrators in enabling youth–adult partnerships in schools. *NAASP Bulletin*, 91(3), 237-256.	-Article based on data gathered during a project examining the conditions in ethnically diverse, large, urban schools that enabled and constrained the process of developing school-based youth–adult partnerships (YAP). -Identifies three specific ways that administrators can spark and encourage a focus on increasing student voice in school decision making in classroom practice.	-Important roles administrators can play in young-adult partnerships: (a) Foster youth–adult partnerships within the context of a school-wide learning community. Administrators can advocate for the inclusion and partnership of young people in schools, as well as target funds to support YAP. (b) Buffer from administrative bureaucracy within schools. Administrators can: work to find a time and space for the group to meet on a regular basis, pay youth for participation in group so that they do not need to find additional time to get part time job, and offer the YAP as an official course so that youth don't have to miss other classes or extracurriculars to participate in group (although this creates hierarchy dynamic of adult grading student). (c) Build bridges beyond school walls with intermediary organizations. Outsourcing some of the support, training, and technical assistance needs for YAPs can relieve administrators of some of the burdens of ensuring the success of partnership. -Common aspects of successful YAPs (school-based YAPs more often accomplished objectives and sustained their work when they): 1. Evolved out of year-long courses known for cultivating community among students and faculty. 2. Had strong affiliation with intermediary organizations—usually a nonprofit focused on youth activism and community justice issues that can provide financial, visioning, and informational support. 3. Offered training for youth and adults.
Mitra, D. L. (2008). Balancing power in communities of practice: An examination of increasing student voice through school-based youth–adult partnerships. *Journal of Educational Change*, 9(3), 221.	-Examines how power imbalances influence the formation of student voice initiatives. -Uses concept of community of practice as a framework to examine youth-adult partnerships.	-Conception of student voice undertheorized in education research. -Community of practice framework useful for examining ways groups collaborate. -Summary of community of practice dimensions as pertaining to youth voice work: 1) Building meaningful roles based upon direct communication, mutual responsibility, and respect among all members. 2) Developing shared language, group purpose, and norms.

		3) Developing group activities aimed at fostering voices that have previously been silenced from decision making and knowledge-building processes.
Mitra, D. L., & Gross, S. J. (2009). Increasing student voice in high school reform: Building partnerships, improving outcomes. *Educational Management Administration & Leadership*, *37*(4), 522-543.	-Provides conceptualization of different types of student voice. -For each type of student voice form, authors present a case study from the US and from Australia.	Describes the "pyramid of student voice," which illustrates youth development opportunities possible as student voice increases at a school. -At the *bottom level* of the pyramid is the most common and most basic form of student voice, "being heard." At this level, school personnel listen to students about their experiences in their school. -*Middle level* is "collaborating with adults." Describes instances in which students work with adults to make changes in the school, such as collecting data on school problems and implementing solutions. -*Top (and smallest) level* of pyramid, "Building capacity for leadership," includes an explicit focus on enabling youth to share in the leadership of the student voice initiative. Research about this level/form, the least developed form, shows it produces some of the strongest examples of improved positive youth development outcomes.
Richards-Schuster, K., & Plachta Elliott, S. (2019). A practice matrix for involving young people in evaluation: Possibilities and considerations. *American Journal of Evaluation*, *40*(4), 533-547.	-Introduces a practice-oriented matrix for visualizing the role of young people in evaluation. -Presents selected examples of the matrix in practice.	- Youth Participatory Evaluation (YPE) explores evaluation through a developmental lens and is aimed at developing young people's skills and capacities. - Adults serve an important role in YPE, given their access to knowledge and relationships that can either expand or contract youth's role in the inquiry process. -Matrix framework to visualize youth participation in evaluation: • *Youth as Consultants* (most common): Youth share opinions with adults. • *Youth as Collaborators*: Youth engaged in parts, but not all of evaluation. • *Youth as Partners*: Youth work alongside adults in development and implementation of evaluation, with attempts to create equal power. • *Youth as Leaders*: Young people lead an evaluation themselves and adults serve as coaches or critical friends.

		Matrix also includes two other dimensions: levels of evaluation and critical considerations for success.
Richards-Schuster, K., & Timmermans, R. (2017). Conceptualizing the role of adults within youth-adult partnerships: An example from practice. *Children and Youth Services Review*, *81*, 284-292.	-Offers framework for conceptualizing the specific roles that adults provide within youth participation efforts. -Provides examples from multi-year youth participation project.	-Roles of adults: 1) Training and Capacity Building: provide formal and informal training and capacity building opportunities for youth around research, leadership, writing, public speaking, teamwork, group process, planning. 2) Challenging and Pushing: challenging young people to think more critically about their work and pushing them to see different sides of various issues. 3) Politicizing and Questioning: helping youth position their ideas within a broader political context. 4) Legitimizing and Opening: paving the path for youth's ideas to be heard by other adults by framing and legitimizing their ideas. 5) Sustaining and Gluing: doing the everyday tasks needed to support the youth efforts, including logistics, communications, and motivation of the group. -Adults need to self-reflect and be open to one's own learning from youth in order to navigate issues of agency and power within youth-adult relationships. -Adults also need to navigate acquiring financial resources to support the initiative, time commitments, staff, and adult turnover.
Sprague Martinez, L., Pufall Jones, E., & Connolly BA, N. (2020). From consultation to shared decision-making: youth engagement strategies for promoting school and community wellbeing. *Journal of School Health*, *90*(12), 976-984.	-Presents conceptualizations of youth engagement and youth voice through a case study of America's Promise Alliance Every School Healthy Initiative at six sites.	-Hart's Ladder is a framework to understand engagement, which provides clear goals to target. -After assessing sites, identified three levels of youth engagement: 1) Youth are not at the table; do not collect or analyze data. Community meetings are planned to inform them of proposed activities. Leaders from youth-serving organizations speak on behalf of youth. 2) Strategies developed to inform youth of activities and solicit feedback. This might be a youth board or council. Process to engage

		youth are not clear. No training or capacity building. They are not a key part of decision-making.
		3) Groups have procedures in place for recruiting diverse segments of the youth population. Youth are compensated and part of decision-making. Training for youth and adults to enhance communication, coordination, trust, and reduce adultism. Youth are engaged in all aspects of work. -The term 'youth groups' referred to as action groups, ambassadors, councils, and advisors. The structure and function vary across sites. Activities include: service and peer education to research and policy advocacy. -Challenges of youth work included: transportation, interagency collaboration, resource scale-up and staffing issues, and life circumstances.

Articles comparing youth engagement models

Mager, U., & Nowak, P. (2012). Effects of student participation in decision making at school. A systematic review and synthesis of empirical research. *Educational research review*, *7*(1), 38-61.	-Reviews effects of student participation in school decision making. -Classifies and studies different types of student participation. -Examines the research on student participation and various outcomes.	-Found limited evidence of positive effects of student participation on academic achievement, physical facilities, rules, or policies. -Found five main categories of student participation: 1) councils, 2) temporary school working groups, 2) class decision making, 4) school decision making, 5) multiple types of decision-making environments. -Association between student participation group and outcome varied depending on which type of participation was involved. -There was not significant evidence of any effects on outcomes across the different student participation groups, but in general, there was strongest evidence for student participation in councils and class decision making. -Very few studies have examined comparable outcomes and used comparable measures. -Concluded that forms of student participation involving all students, not just those in leadership roles, should be strengthened.
Mitra, D., Serriere, S., & Kirshner, B. (2014). Youth	-Examines the disciplinary, philosophical, and	-Youth voice: most commonly used term to describe the many ways in which youth have opportunities to share in school decision.

participation in US contexts: Student voice without a national mandate. *Children & Society*, *28*(4), 292-304.	methodological approaches that have framed youth participation in the US context and offers examples for each of these approaches.	-Youth activism: youth take collective action to change injustices that they experience in their schools. Try to achieve meaningful institutional change. Usually takes place in urban settings. YPAR can be a strategy of activism. -Youth leadership: students have agency to participate in discussions on the core operations of schools. Youth-adult partnerships are an example. -Carpet-time democracy: elementary school students are involved in ongoing inquiry of school topics or concerns. Considered to be student 'consultation.' -Any student voice effort should make sure not to further privilege the privileged within a school. -Bottom-up initiatives tend to have a level of authenticity that leads to strong student-voice outcomes; however, they struggle with getting the institutional support for continuity that makes efforts sustainable.
Ozer, E. J., Abraczinskas, M., Duarte, C., Mathur, R., Ballard, P. J., Gibbs, L., ... & Afifi, R. (2020). Youth participatory approaches and health equity: Conceptualization and integrative review. *American Journal of Community Psychology*.	-Presents conceptualization and review of literature around youth participatory approaches. -Aims to clarify distinctions among 'youth engagement' and 'youth voice' approaches, such as youth-led participatory research, youth organizing, youth-led planning, human-centered design, participatory arts, youth advisory boards, and youth advisory councils. -Focus is on promotion of health equity.	Problems/questions identified by youth: -Youth Participatory Action Research (YPAR): an orientation that considers youth experts who generate valid knowledge about conditions they seek to change while working to shift power structures. Diverse research methods used (e.g., Photovoice, GIS mapping, interviews). High-quality implementation usually takes more time than rapid-response types of organizing. Most empirically studied youth participatory approach. -Youth organizing: rights- and youth development-focused organizing in which youth activate to claim power and make change for themselves. May organize with or without adults. Focuses on action rather than also on generating research evidence. -Participatory arts: youth making and sharing various forms of art to express themselves. Can be used to raise visibility and critical consciousness of issues and promote action. Problems/questions usually defined by adult stakeholders: -Youth-led planning: youth work on specific planning problem identified by a client.

		-Human centered design: youth contribute to the "user experience" perspective to adults' design of programs or products. Also called, design thinking. Usually do not seek to change systemic conditions that shape inequities. -Youth advisory boards and councils: youth express ideas and provide perspectives to guide policies and practices of youth led organizations. Youth in position to inform rather than in formal position of power. Few empirical studies about boards and councils. Gaps identified by literature review: most participatory methods were conducted with high school students rather than younger aged students; need more studies using experimental and quasi-experimental designs; need for more consistent reporting standards about, e.g., type of phases of youth engagement, power sharing roles.
Articles Describing Youth Participatory Action Research or Evaluation		
Anyon, Y., Bender, K., Kennedy, H., & Dechants, J. (2018). A systematic review of youth participatory action research (YPAR) in the United States: Methodologies, youth outcomes, and future directions. *Health Education & Behavior*, *45*(6), 865-878.	-Reviewed YPAR literature to synthesize findings about youth outcomes.	-Outcomes associated with participation in YPAR (from most to least common) were: agency and leadership, academic or career, social, interpersonal, and cognitive. -Very few experimental studies made it difficult to calculate effect sizes describing the magnitude of the effects of YPAR programming. -3 principles associated with YPAR: 1) Inquiry based: youth investigated topics by collecting data. 2) Participatory: youth shared power with adults. 3) Transformative: program resulted in a project, product, or policy to change knowledge and practices to improve the lives of youth.
Brion-Meisels, G., & Alter, Z. (2018). The quandary of youth participatory action research in school settings: A framework for reflecting on the factors that influence purpose and process.	-Theoretical essay that examined three fundamental tenets of YPAR: participation, purpose, and levels of analysis. -Encourages educators to think about a set of tensions and	-Clearest critique of use of YPAR in school setting stems from concern it will be co-opted for the purpose of improving standardized academic outcomes. -Tensions can emerge for adults engaging in collaborative inquiry with youth in school: authenticity around power sharing; limited time, student and staff turnover; imbalances of power; centralized control

Harvard Educational Review, *88*(4), 429-454.	decision points that influence the nature and focus of YPAR in school settings. -Provides examples from an ongoing YPAR project that explores barriers to on-time graduation at an urban high school.	over school policies; student agency versus structural constraints of schooling. -More careful interrogation of adult decision making around participation, purpose, and level of analysis, in both long- and short-term ways, can help prevent the depoliticization of youth participatory action research.
Kornbluh, M., Ozer, E. J., Allen, C. D., & Kirshner, B. (2015). Youth participatory action research as an approach to sociopolitical development and the new academic standards: Considerations for educators. The Urban Review, *47*(5), 868-892.	-Authors describe youth participatory action research (YPAR) and make an argument for how it creates opportunities for academic learning, sociopolitical development, and youth leadership. -Provides examples of YPAR in practice.	-YPAR emphasizes educational relevance, critical consciousness, and social justice and is a promising strategy with young people who experience racism or other forms of marginalization in school. -Typical phases of YPAR include: 1) problem identification, 2) data collection, 3) data analysis, and 4) action. Article provides examples for each phase. -In school-based settings, YPAR efforts can take various forms, like teachers' partnering with students to conduct an action research project as an elective or required course, or researchers from a university working with a group of students within an afterschool program. -Article describes many benefits to the students and adults participating in YPAR as well as common challenges, such as embedded hierarchy, resistance to politically-sensitive topics, time and resources, structure and capacity-building for diffusion of YPAR.
Rodríguez, L. F., & Brown, T. M. (2009). From voice to agency: Guiding principles for participatory action research with youth. *New directions for youth development, 2009*(123), 19-34.	-Outlines principles that can guide the process of shifting the role of marginalized youth from simply giving voice to becoming change agents through educational research.	-Three guiding principles for YPAR: 1) Commitment to research and learning in which the topics of inquiry, the content of learning, and the knowledge produced address the real-life problems, needs, desires, and experiences of youth researchers. 2) Commitment to genuinely collaborative processes that validate, incorporate, and build on the knowledge and skills of youth researchers, and also support critical and creative engagement in research and learning.

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3) Commitment to research and learning that aims to actively intervene into and transform knowledge and practices in ways that improve the lives of marginalized youth.

-Marginalized youth of color often internalize school-related difficulties as solely personal failings. The challenge is to provide them with opportunities to critically examine dominant understandings of learning.
-Youth participation in projects was not contingent on academic skill level, and authors used multiple modes of engagement to ensure that this was not a barrier to full participation (print and digital texts, artwork, performance, and video to present information).
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Youth Participatory Action Research Examples in Practice

Baggett, H. C., & Andrzejewski, C. E. (2017). "Man, Somebody Tell That Kid to Shut Up": YPAR Implementation at a Rural, Alternative School in the Deep South. *Critical Questions in Education*, 8(4), 400-417.	-Explores implementation of YPAR at a rural, alternative high school in Alabama with predominantly white students from working and middle class families. The high school was designed to meet the needs of students for whom traditional high schools were not a good fit, as deemed by both the students and their school leaders. -Details the ways in which students differed from those usually described in the YPAR literature, how they viewed community involvement, and the challenges encountered during this work.	-Authors offered a YPAR class that was available to all students at the school (25 students) for one elective credit. Nine students enrolled in this weekly class. -Lesson plans developed from existing YPAR curricula available online and from materials collected during presentations at national education research conferences. Graduate students assisted with development and implementation of the lessons. -After one semester of implementation, authors did not feel that they had successfully facilitated development of students' capacities to become empowered and feel confident to affect change in their communities, however those were defined. -Many students expressed doubts about the degree to which adults would listen to kids. -Students did collaborate with each other and with adults to explore topics of concern (e.g., teacher care and community safety, in ways they would not have otherwise been engaged at the school. -YPAR work may pose some additional challenges for students in rural contexts or those who do not readily identify systems of oppression.

Bertrand, M. (2018). Youth participatory action research and possibilities for students of color in educational leadership. *Educational Administration Quarterly*, *54*(3), 366-395.	-Explores how youth participatory action research may be a path to include students of color in school decision making, described through a case study. -Provides a literature review exploring the contexts of white supremacist racism and other structures of inequity that shape the experiences of students of color and how they position themselves.	-YPAR considered one tool that could disrupt the traditional hierarchies of school adults and students of color by studying local manifestations of systemic racism and other forms of oppression. -Students within the YPAR program positioned themselves as leaders through their production and presentation of intersectional, social justice research. -School adults, however, verbalized support for student input without also positioning students as leaders. In some cases, adults dismissed the students' research and viewpoints.
Cohen, A. K., Ozer, E. J., Abraczinskas, M., Voight, A., Kirshner, B., & Devinney, M. (2020). Opportunities for youth participatory action research to inform school district decisions. *Evidence & Policy: A Journal of Research, Debate and Practice*, *16*(2), 317-329.	-Presents examples from California schools to explore the promise and challenges of youth participatory action research (YPAR).	-Key component of YPAR is transformational change. Also committed to equity by including youth from historically marginalized populations. -Includes discussion on scaling up YPAR efforts to multiple classrooms, multiple schools, and multiple districts. -Authors encourage practitioners to create policy structures to support using YPAR to inform policy.
Exner-Cortens, D., Sitter, K. C., Van Bavel, M., & Wright, A. (2021). Photo-based evaluation: A method for participatory evaluation with adolescents. *American Journal of Evaluation*, 1098214020927785.	-Describes the development and implementation of a participatory, photo-based evaluation method for youth health promotion programs.	-Visual research is an emerging method that allows researchers to authentically engage youth in program evaluation. -Describes and compares different photo-based evaluation methods: Photovoice, visual storytelling, and photo-based evaluation. Photo-based evaluation is unique in that it integrates group based and individual based methods and is designed as a program evaluation tool. Common participation patterns and evaluation roles of young people: 1. Youth as subjects (adults define agenda and conduct evaluation/research).

Citation	Description	Key Points
		2. Youth as consultants (adults still conduct evaluation but youth are consulted more throughout the process). 3. Youth as partners (adults take lead but youth assist in all steps of evaluation process). 4. Youth as directors (youth take the lead in all steps of process, with or without adult assistance). -This project's methodology fell into the category of *youth as partners*.
Foster-Fishman, P. G., Law, K. M., Lichty, L. F., & Aoun, C. (2010). Youth ReACT for social change: A method for youth participatory action research. *American Journal of Community Psychology, 46*(1-2), 67-83.	-Presents the ReACT Method, a PAR approach specifically designed to promote local knowledge production and critical consciousness by engaging youth in problem identification, data analysis, and feedback stages of research. -Provides example in which middle school students engaged in YPAR effort to trigger collective youth action-oriented projects targeting problems in youth's school environments.	-YPAR projects vary considerably in their design, particularly in the extent to which they involve youth in the continuum of research activities. -ReACT method designed with the goal of promoting full involvement of youth in data analysis. -ReACT method includes three phases: (1) problem identification and initial feedback using Photovoice; (2) data analysis of youth's narratives; and (3) feedback and community dialogue.
Ozer, E. J., Ritterman, M. L., & Wanis, M. G. (2010). Participatory action research (PAR) in middle school: Opportunities, constraints, and key processes. *American Journal of Community Psychology, 46*(1-2), 152-166.	-Describes a participatory research project conducted with 6th and 7th graders at an urban middle school as a means of highlighting the opportunities, constraints, and lessons learned in efforts to contribute to the high-quality implementation and evaluation of PAR in diverse urban public schools.	-Key features of YPAR include: promoting youth's sense of ownership and control over the process, and promoting the social and political engagement of youth and their allies to help address problems identified in the research. -Authors propose middle schools appear to be settings that could especially benefit from PAR interventions. -Article describes the PAR intervention, key activities, and youth and school-level outcomes.

Ozer, E. J., & Wright, D. (2012). Beyond school spirit: The effects of youth-led participatory action research in two urban high schools. *Journal of Research on Adolescence*, *22*(2), 267-283.	-Qualitative study of youth participatory action research. -Examined whether and how YPAR meaningfully affected the interactions and roles of students and adults in two distinctive urban high school settings.	-Training and data-generating activities of the YPAR projects enabled processes of student professionalization that led to novel student-adult "collegial" interactions in which students were viewed as experts by themselves and by their teachers. -YPAR led to expansion of domains of student influence and to diversification of students with opportunities to influence policies and practices across these two schools.
Richards-Schuster, K., Wernick, L. J., Henderson, M., Bakko, M., Rodriguez, M. A., & Moore, E. (2021). Engaging youth voices to address racial disproportionality in schools: Exploring the practice and potential of youth participatory research in an urban district. *Children and Youth Services Review*, *122*, 105715.	-Describes Minneapolis Public Schools (MPS) district-wide initiative to use youth participatory action research and evaluation (YPARE) in all middle and high schools to address racial disproportionality in school experience and disciplinary actions. -Conceptualizes YPARE as a tool to bring youth voices to inform school climate. -Presents several project examples and lessons-learned from multi-year ongoing research-practitioner partnership.	-YPARE builds on community-based participatory action research and critical youth participation to include the following principles: the engagement of youth as experts with the right to participate in the development of knowledge; buy-in and commitment by core leadership to support youth's efforts; authentic engagement by young people in the evaluation process; engaging adults to work as allies and coaches with youth; and creating opportunities to share and use information for youth empowerment and action. -MPS developed a Youth Participatory Evaluation (YPE) team with the goal of engaging youth in using a racial equity lens to understand issues and develop solutions around disciplinary practices and school climate. Each YPE team consisted of 6–10 youth and an adult advisor that met regularly throughout the school year. Program has embedded multiple layers of training and support to build evaluation capacity for youth and adult advisors. -Lessons learned: 1) Importance of engaging the most impacted youth on YPE team. 2) Provide training for youth in rigorous research and evaluation practice. 3) Continually center and re-center race and racial injustice within youth participatory research. 4) Requirement of adapting to the realities of students' lives, school priorities, and time. 5) Attention focused on the role of adults as advisors within youth participatory research efforts.

		6) The need for adult stakeholders to listen to youth's findings.
Soleimanpour, S., Brindis, C., Geierstanger, S., Kandawalla, S., & Kurlaender, T. (2008). Incorporating youth-led community participatory research into school health center programs and policies. *Public Health Reports*, *123*(6), 709-716.	-Case study of partnership between the University of California, San Francisco and a non-profit training organization dedicated to youth empowerment to implement a participatory student research project.	-Article describes the role the youth played in a youth-led community participatory research effort, how their adult partners supported their work, and the impact that their efforts had on school-based health centers and school health programming and policies.
Yonezawa, S., & Jones, M. (2009). Student voices: Generating reform from the inside out. *Theory into Practice*, *48*(3), 205-212.	-Discusses how students are often an underutilized, yet crucial partner for education reform. -Provides an example of student voice work (participatory action evaluation) in a high school reform initiative in San Diego.	-Authors originally implemented student teams in eight schools to evaluate a district's high school reform. These teams conducted teacher interviews and classroom observations at their schools. However, adults, not students, created the research questions and instruments and students were treated more as research assistants. -Authors returned to the schools to create student co-researcher (SCR) teams, with students selecting their teams' topics and research questions. Authors guided students to ensure topics were relevant but students had the authority on the research. -Each SCR team had 4-30 students. Authors led seminar-type sessions with lectures, small and large group activities, independent writing. Training covered research design, data collection and analysis, presenting findings. -Authors found turning power over to students was easier when students investigated topics of their choosing. -SCR collected data, made recommendations. There are indicators that the SCR work began to push schools in new directions. Whether or not recommendations resulted in sustained changes in policy and practice is unclear.

Youth Advisory Council or Boards Examples in Practice

Richards-Schuster, K. (2012). Empowering the voice of youth: The role of youth advisory councils in grant making focused on youth. *New Directions for Evaluation*, *2012*(136), 87-100.	-Focuses on the role of youth evaluation advisory groups within grant-making organizations. -Provides examples of efforts by young people to create and strengthen evaluation within their youth advisory councils and the lessons learned. -Article focuses more on grant-making organizations rather than school-based contexts.	-The youth evaluation committee provided a space to lift up the evaluation efforts and allow for the broader Youth Council to be in a better position to enable youth voices to be heard—both within and beyond the group—because it created systematic approaches for the Youth Council to gather information, analyze their findings, and present their ideas. -Identifies 14 best practices for Youth Advisory Councils.
Richards-Schuster, K., & Checkoway, B. (2009). Youth participation in public policy at the local level: New lessons from Michigan municipalities. *National Civic Review, 98*(4).	-Describes efforts to engage young people in public policy at the local level in three Michigan municipalities.	-Council of Michigan Foundations established a network of community foundations in every county statewide, each of which established a youth advisory council for involving youth in philanthropy and public work. -Across all councils, there are adults working with young people to strengthen the scope and quality of their participation. Adults are helpful to get adults to take youth seriously. <u>Grand Rapids Mayor's Youth Council:</u> -15 council members, selected for their "potential for future municipal leadership, with special emphasis on representation of racial and ethnic diversity." -Council members serve one year term, during which they attend orientation sessions, leadership retreats, and training workshops. Participate in strategic planning and budget discussions and host an annual conference involving young people. -Struggle to find sustained public funding to support this group. <u>Mayor's Youth Council of Farmington:</u> -Chartered council so they receive funding as line item in the budget and from grants. -Council members serve as liaison between young people and municipal government through various activities.

		-Regularly consult with mayors and administrators and attend bimonthly meetings. -Gather data to assess needs of young people and use it to plan programs. <u>Southfield Youth Advisory Council:</u> -Council members serve as representatives on public commissions, consult on policy issues to municipal officials. -Host annual youth diversity summit. -Council not a municipal body and council members set their own priorities on issues, advocate their positions.
Youth Organizing Examples in Practice		
Conner, J., Zaino, K., & Scarola, E. (2013). "Very Powerful Voices" The Influence of Youth Organizing on Educational Policy in Philadelphia. Educational Policy, 27(3), 560-588.	-Case study examining how policy-makers view efforts of youth organizing groups. -Focuses on how 30 civic leaders in one under-resourced urban school district perceive the influence of a youth organizing (YO) group on educational policy decision making.	-Cites common challenges youth organizers face: youth must confront the challenge of adultism, along with dynamics of race and class as most youth organizers are also low-income students of color. Adults must be prepared and trained, to be able to listen to youth voice. Another challenge is the transitory nature of youth. -Civic leaders widely view youth organizing group as having accomplished significant policy changes at school and district levels, including designing and implementing professional development workshops for teachers, improving relations between Black and Asian students, developing and running youth-led training with school police. -YO group credited as influencing the policy process in four key ways: insisting on accountability, elevating the role of student voice, shaping the agenda, and asserting themselves as powerful political actors.
Dolan, T., Christens, B. D., & Lin, C. (2015). Combining youth organizing and youth participatory action research to strengthen student voice in education reform. *Teachers College Record*, *117*(13), 153-170.	-Gives overview of YPAR and youth organizing (YO). -Provides example of work by youth organizers in California to work toward education reform.	-Many youth organizing initiatives have four elements in common: relationship building, research, action, evaluation. -YPAR and YO represent parallel, often intertwined, models for youth development. Both have social justice orientations and involve youth-adult collaboration to take action on issues. However, the research process and knowledge-building processes are primary focus in YPAR processes, while the strategic execution of collective action for policy change is the primary focus of most YO efforts.

		-Stages of the youth organizing movement: 1) Mobilization and problem identification led by 12 youth leaders. 2) Organizing and building research capacity, which included interviewing peers, developing and administering a survey to peers. 3) Deepening the use of formal research in organizing: youth organizers experimented with different research methods and developed partnerships with universities. 4) Integrating YPAR and building structures to support and sustain YPAR: youth began using YPAR to identify organizing issues and to agitate and influence other youth.
Suess, G. E., & Lewis, K. S. (2007). The time is now: Youth organize to transform Philadelphia high schools. *Children Youth and Environments*, *17*(2), 364-379.	-Report of public school reform in Philadelphia. -Two youth organizations at three high schools used the "small schools" model to improve their school.	-Youth organizers and adult organizers looked closely at their large urban schools and saw that nearly all of their concerns would be addressed by breaking their schools into multiple, autonomous, "small" high schools. -Even though YOs have yet to win all of their arguments for small schools, they have contributed to building civic capacity across the city by helping to sustain civic engagement efforts in support of their ongoing campaigns for small schools. <u>Lessons learned:</u> -Turnover was a challenge with seniors graduating and ninth graders entering the YOs due to losing wisdom, knowledge, and skills while also needing to embrace new passions, ideas. Changes in district leadership and school policy was also a challenge. -Youth leaders have directed the efforts of adult education advocates across the city to support the youth campaigns "at the grass tops" while youth leaders organize "at the grassroots." Learned that youth work and civic efforts are strengthened when strong, supportive relationships are formed with adults who work in concert with youth. -Youth are far more valuable and powerful than their school environments and educational experiences would otherwise indicate.
Warren, M. R., Mira, M., & Nikundiwe, T. (2008). Youth organizing: From youth	-Provides case studies from Boston and Baltimore as	<u>Boston:</u> -With the help of a graduate student, youth community organizers (YCO) developed a survey and distributed it to students throughout the

development to school reform. *New directions for youth development*, 2008(117), 27-42.	examples of youth organizing for school reform.	Boston Public School district to assess knowledge of and experiences with sexual harassment. The YCO presented the results of the survey and made three demands to address issues of sexual harassment. The YCOs met with key members of Boston Public Schools to develop a plan and strategies to fulfill the demands. Baltimore: -Student organizers rallied hundreds of students to protest the district's funding shortage in a series of walkouts and rallies. They accomplished this by calling on their networks, passing out fliers, and acquiring radio time to issue public calls for participation. Organizing strategies the organizers used were "die-ins," sharing devastating statistics about Baltimore's schools, marches, and holding conferences with students to brainstorm ways to effect change. -However, despite this work, the group has struggled to achieve its ultimate goals. -More research will be needed to better assess the ability of youth organizing groups to achieve their goals.
Other Examples of Youth Engagement in Practice		
Joselowsky, F. (2007). Youth engagement, high school reform, and improved learning outcomes: Building systemic approaches for youth engagement. *NASSP bulletin*, 91(3), 257-276.	-Presents examples of efforts nationwide to engage young people in educational change endeavors. -Presents youth-engagement work in New York as a case study.	-Uses case study to present a series of strategies that can be embedded in the culture and practice of the school for youth engagement efforts; also discusses contextual and political constraints that create challenges for youth-engagement efforts; and describes lessons learned from the field. Lessons learned: - An increasing recognition that improving learning in high schools should take place requires youth engagement, both in the process of learning and in the process of school reform. -There is a lack of investment to build and sustain structures and practices to institutionalize youth engagement. -Many definitions and terms related to youth engagement exist. At their intersection is a sense of agency and empowerment for students. -Engagement should be a well-thought-out set of strategies institutionalized at the classroom, school, and district levels and

		accessible to all students regardless of educational history and learning ability.
		Conditions for success
		a) Capacity for implementation beginning with leadership buy-in and commitment with support and pressure from community partners.
		b) Leadership and commitment to youth engagement at multiple levels.
		c) External partners supporting the work.
		d) Structures that allowed these types of partnerships to develop, unencumbered by the typical bureaucratic constraints that often minimize the impact and role of external partners.
Mitra, D. L., & Serriere, S. C. (2012). Student voice in elementary school reform: Examining youth development in fifth graders. *American Educational Research Journal*, *49*(4), 743-774.	-Case study of 5th grade girls engaged in student voice efforts. -Provides ABCDE framework of youth development assets. -Explores contexts that foster positive youth development in student voice efforts.	-At simplest level, student voice can consist of youth sharing their opinions of school problems with administrators and faculty. -Fewer examples in literature of student voice in elementary schools. The research available focuses on classroom-level decisions. -In the case study, elementary school students worked with teacher and principal to change school lunch menu to include healthier items. -Through student voice effort, students experienced growth in the ABCDEs of youth development: agency, belonging, competence, discourse around diverse ideas, and (civic) efficacy. -Contexts supporting positive student voice initiatives involve: scaffolding youth learning, establishing inquiry as the framework for teaching and learning, and establishing a clear vision of the school as a place that fosters student voice.
Mitra, D., Serriere, S., & Stoicovy, D. (2012). The role of leaders in enabling student voice. *Management in Education*, *26*(3), 104-112.	-Examines emergence of student voice at an elementary school in a college town surrounded by rural areas, where 27% of students receive free or reduced lunch. -Explores how leadership can help student voice occur in schools.	-One of the greatest struggles is the role of the adult in student voice initiatives due to issues of power and status. Adults may perpetuate hierarchical relationships. -Relationship between teachers and the school leader is a critical context for enabling voice. Important concepts for enabling and fostering student voice: 1) Clear vision of school that is incorporated deeply into practice as 'the way we do things here.' Sustaining democratic initiatives is only

		possible if these practices become embedded in day-to-day functioning. 2) Allowing teachers opt-in when possible, but also balancing these with activities and structures that demand participation. 3) Recognizing that implementation across classrooms and personnel will vary depending on individual contexts, beliefs, and experiences.
Zeldin, S., Christens, B. D., & Powers, J. L. (2013). The psychology and practice of youth-adult partnership: Bridging generations for youth development and community change. *American journal of community psychology*, *51*(3-4), 385-397.	-Synthesizes data and insights from the foundations of youth-adult partnership (Y-AP), community-based research, and case study. -Proposes Y-AP as a distinct youth-adults relationship with four core elements. -Proposes Y-AP as a fundamental practice for positive youth development and civic engagement.	-Working definition of Y-AP: the practice of: (a) multiple youth and multiple adults deliberating and acting together, (b) in a collective [democratic] fashion over a sustained period of time, (d) through shared work, (e) intended to promote social justice, strengthen an organization, and/or affirmatively address a community issue. -The core elements of Y-AP: 1) Authentic decision making: youth should actively participate at the center of collective decision making, rather than at its margins. 2) Natural mentors: youth naturally seek out adults who are willing to work collaboratively. These adults have influence or capital that young people hope to access. 3) Reciprocal activity: co-learning among youth and adults such that both groups share ideas, create the agenda, take joint responsibility, and engage in collective and reflective processes 4) Community connectedness: developing social capital and relationships with diverse persons enhances feelings of connectedness with peers, adults, and public institutions.

Key: Y-AP (sometimes YAP) = Youth-Adult Partnership; YPAR = Youth Participatory Action Research; YPAE = Youth Participatory Action Evaluation; YPE = Youth Participatory Evaluation; YO= Youth Organizing.

Table 2. Articles from Other Sources

Citation	Methodologies	Findings
Williams, A., Ferguson, D., & Yohalem, N. (2013). *Youth organizing for educational change.* The Forum for Youth Investment.	-Report providing seven examples of school-led efforts to create change in schools-settings.	-The youth-led efforts share a common focus on youth organizing for education reform, yet each organization's approach, evolution over time, and structure is unique. -Three critical areas of effective youth organizing models: 1) Leadership Development: building leadership among those most affected by issues. 2) Holistic Development: meeting the range of needs that young organizers bring. 3) Campaign Development: skill building and political education.
Zeldin, S., Bestul, L., Powers, J. (2012). Youth-Adult Partnerships in Evaluation (Y-AP/E): A Resource Guide for Translating Research into Practice. Ithaca, NY: ACT for Youth Center of Excellence, Cornell University.	-Resource guide that identifies most critical "leverage points" which have emerged from the research literature on youth participatory research and Y-AP in evaluation.	-Key takeaways from review of literature: 1) Understand the fundamentals of evaluation research. 2) Prepare for the most significant challenges of Y-AP/E. 3) Make a case for the significance of Y-AP/E. 4) Create an organizational culture for Y-AP/E to flourish. 5) Maximize the relevance and utilization of the evaluation.

Key: Y-AP/E= Youth-Adult Partnership in Evaluation.

Existing Efforts in Youth Participatory Decision Making in Education

Prepared by Rebecca Cors, Wisconsin Evaluation Collaborative

Summary of Knowledge Base

The search for efforts that cultivate youth participatory decision-making focused primarily on efforts in education settings. There are many efforts and many available resources for youth and for adults hoping to engage youth in decision-making. Therefore, this database is not comprehensive, but rather aims to characterize the types of existing efforts at various geographic levels. Resources that readers may access online are shown as live links in the right column of the table below. Themes that emerged from the search:

- Networks and efforts for youth engagement exist at many geographic levels, from international to regional to state to local.
- Resources (right hand column in the knowledge base table below) include how-to guides, toolkits, assessment and evaluation guides, racial justice guides, newsletters, and teacher materials about, for example, norms and expectations or interactive homework.
- While most programs and resources listed for youth engagement in general education, the search turned up a number of programs that engage youth in other decision-making: such as civic activities and policy decisions, community development, (tribal) cultural preservation, tobacco cessation, and working with disabled people.
- Organizations that support and promote youth participation in decision making include government councils and consortia, non-profit organizations, state education agencies, state health and human services agencies, advocacy groups, community centers such as the YMCA, universities, university extension services, and school districts.
- The models found include the Youth-Adult Partnership, Youth-lead Participatory Action Research, Youth Leadership Teams, Youth in Government, Youth Advisory Boards (also called Youth Advisory Councils), and Youth-Adult Relationships (based on Hart's Ladder).
- The types of opportunities that youth can get involved with include membership with youth networks, blogs and materials to read, and also opportunities to participate in conferences and experiences such as service learning or leadership training.
- The search turned up very few or no online resources for youth participation in decision making from Wisconsin community groups, Wisconsin Tribes, and Wisconsin education regions (Cooperative Educational Service Agency (CESAs)). In Wisconsin, the organizations that offer substantial online resources about youth engagement and participatory decision-making were the University of Wisconsin Extension, the American Civil Liberties Union Wisconsin, and the Wisconsin Department of Health Services.

Review Methods

To produce this knowledge base of existing efforts, we searched websites of organizations including the WDPI, education agencies in other states, other Wisconsin state agencies (Department of Health Services, Department of Children and Families, etc.), Wisconsin tribes, local school districts and/or municipalities in Wisconsin, and local, community-based organizations in Wisconsin where youth are leaders. Search terms and phrases included 'youth engagement' and '(models for) youth participation in decision making,' 'youth organizing,' 'youth advisory council,' 'youth adult partnership,' 'youth empowerment,' 'evaluation and youth engagement,' and 'CESAs and youth participation.'

Table1. Existing Efforts: International, National, State, Local (Wisconsin)

Organization Name, Link to Resource, and Organization Description	Description of Resource	Findings, Recommendations, Considerations, and Additional Resources
International		
New and innovative forms of youth participation in decision-making processes, Council of Europe.	This study was commissioned by the Council of Europe's Youth Department. It looks at young people's participation in decision-making at national, regional, and local levels. Methods: -Overview of the current state of youth involvement. -Exploration of 'new and innovative' participation. -Analysis of stakeholder survey. -Review of successful initiatives. -Thematic analysis issues.	About innovation and effectiveness: -More innovative forms of participation are co-management, co-production, digital participation, deliberative participation, and 'participatory spaces.' -Less innovative are youth councils, youth activism. -Effectiveness: 'more innovative forms' are not more or less effective than 'less innovative forms.' Barriers to young people's views being taken into account by public bodies: -Lack of funds and resources. -Lack of political support. -Lack of understanding by public authorities.
Resource hub, Ontario Centre of Excellence for Child and Youth Mental Health.	The Resource hub supports Ontario's agencies, communities, and decision makers to ensure the best mental health and well-being for every child, youth, and family.	Example resources: -Youth Engagement Quality Standards. -Youth Engagement Toolkit Evaluation Tool.

[A Kit of Tools for Participatory Research and Evaluation with Children, Young People and Adults](), Save the Children Norway.	Save the Children Norway undertook a two-year thematic evaluation and documentation of children's participation in armed conflict, post conflict and peace building (2006-2008) in four countries: Bosnia-Herzegovina, Guatemala, Nepal, and Uganda.	Tools used during a thematic evaluation and documentation on children's participation in armed conflict, post conflict, and peace building: -Outreach with children and young people. -Exploring children's diverse experiences and ideas. -Ensuring a focus on quality.
[Youth Engagement Toolkit](), Pan-Canadian Joint Consortium for School Health.	Toolkit is intended to: -Communicate the importance of youth engagement for implementing comprehensive school health; -Provide research and rationale for practicing youth engagement; and -Provide a "how-to" resource of effective practices to support youth engagement in these contexts.	-[This how-to guide]() for youth engagement describes models for youth engagement. -An eBook for youth engagement, it enhances the experience of the reader through video, interactive pages, and quick links to tools and resources.
National (US) and Regional		
[Youth Rising: Centering Youth Voice in the Quest for Equitable and Inclusive Schools](), Midwest and Plains Equity Assistance Center.	This brief introduces youth participatory action research (YPAR) as a powerful equity tool that centers youth perspectives and participation in school change. It shows how YPAR is a promising approach for shifting youth involvement beyond being heard.	-Recounts the history of YPAR. -Describes how it can be used as a framework for understanding and pursuing inclusive education. -A detailed example illustrates how youth and adults carried out YPAR discussion to identify and discuss equity issues; to formulate research questions; to collect and analyze data about these issues; and to use findings to deliver a call to action.

Fostering Positive Youth Development: Opportunities to Reframe the Conversation About Trauma, REL (Regional Education Laboratory) West.	This presentation describes several models for promoting youth development and leadership, including Youth-Adult Relationship (Hart's Ladder).	-The presentation is part of a webinar series: 1. Trauma and Resilience 101, see Fostering Positive Youth Development and Leadership. 2. Fostering Positive Youth Development and Leadership: Reframe the Conversation About Trauma. 3. Self and Collective Care of Youth Serving Adults. -It describes current program examples and links to an urban youth program in Richmond, Virginia called the RYSE Center.
Student Voice: Equipping Students to Take Action, US non-profit. Virtual presence.	Founded in 2012, Student Voice amplifies students' voices, creates a sustainable cycle of student organizing and forms institutional partnerships with students at the forefront.	Available on the website: -Student Bill of Rights. -News from Student Voice about inequities in the nation's school systems. -Showcase about their Journalism Fellowship.
Youth Engagement Alliance, Youth Advocacy in Tobacco Control. Nationwide.	The Alliance offers a unified voice to cultivate and advance effective strategies for youth engagement and advocacy in tobacco control by providing support, networking, training and resources for those working with youth.	Resources include toolkits and trainings.
The Wisdom of Investing in Native Youth, Prevention & Recovery. Winter 2014. Volume 2, No. 6. Office of Indian Alcohol and Substance Abuse.	This issue of the SAMSA (Substance abuse and mental health administration), Prevention and Recovery newsletter highlights how engagement of youth is leading to the	Highlights a film at the Smithsonian: -A Youth Renaissance for Native Americans.

	acceptance of changes in Native American community practices.	
Center for Native American Youth, Washington, D.C.	The Center for Native American Youth is a policy program of the Aspen Institute founded by former US Senator Byron Dorgan (retired) that works to improve the health, safety, and overall well-being of Native American youth.	Resources for engaging youth: -Youth Advisory Board. -Champions for Change program. -Democracy is Indigenous trainings.
National Youth Leadership Council, St Paul, Minnesota.	The Youth Advisory Council's mission is to exemplify servant-leadership while advising NYLC programs through shared decision-making to transform communities and create positive social change in the world.	Offers various avenues for youth involvement: -Events, such as a webinar series. -A certificate program. -A course about Service Learning by Design. -An annual conference.
Guide for Engaging Youth in Decision Making and Planning , US Department of Housing and Urban Development.	This three-page guide describes how to understand and promote youth engagement: -Suggested steps for engaging youth. -Best practices for engaging youth. -Levels of decision-making for youth.	The step-by-step process offers two links: -The Youth Infusion Self-Assessment is a tool for organizations to use in assessing their motivations for involving youth, their organizational structure, and where to plug in youth most effectively. -The Youth Involvement and Engagement Assessment Tool offers a mechanism for organizations and community partners to define how youth are involved and whether strategies are working to sustain youth engagement.

Consider Student Voices: Striving to Understand Student Experiences to Support Learning and Growth, Pacific REL.	This 2019 blog entry by Samantha Holquist of REL Pacific offers a statement about the growing interest by educators for incorporating youth voice into decision-making.	The blog describes why youth voice is important. It also lists ways to engage youth voices and provides examples of approaches that do not authentically engage youth voices.
US State and Local Efforts Outside Wisconsin		
Chicago Freedom School, Chicago, Illinois.	Chicago Freedom School takes an innovative approach to civic engagement, leadership development, and movement building. Our programs, resources and trainings invite young people and adult allies to study past movements, deepen their understanding of current social problems, build new coalitions, and develop strategies for change.	Example programs and trainings: -Workshops. -Understanding Adultism. -Freedom Fellowship. -Project HealUs.
Youth-Led Evaluation, funded and directed by the California Department of Alcohol and Drug Programs (ADP) and managed by the Center for Applied Research Solutions (CARS).	This case study is from the Safe and Drug-Free Schools and Communities Technical Assistance Project (SDFSC TA Project) series. It describes how, in 2003, the Butte County SDFSC team developed the Butte Youth Now program, a youth-led evaluation team.	The document includes: -Elements of Successful Youth as Researcher/ Evaluator Projects. -Best practices and strategies.

YPAR Hub, University of California Berkeley.	In addition to a research paper about Youth-led Participatory Action Research (YPAR), the website offers lesson plans and material for carrying out the entire evaluation process.	Example resources: -Youth as Leaders & Resources Lesson Plan. -Youth-Adult Power Sharing Lesson Plan. -Principles and Practices of Community Partnerships Lesson Plan. -Busting Stereotypes Lesson Plan. -Developing Indicators and Questions Lesson Plan. -Triangulation: Compare and Contrast Data Lesson Plan. -Evaluating Progress Lesson Plan.
Developing Youth-Led Activities, California After School Network.	This report describes how to develop youth-led after-school activities. It highlights Long Beach Jordan WRAP (Winners Reaching Amazing Potential), a program in the Long Beach Unified School District, CA.	The publication offers ten recommendations and successful strategies for planning for a comprehensive youth development approach to offering and implementing your high school after school program.
Youth Advisory Boards, Child Welfare Information Gateway, US Department of Health and Social Services (DHSS).	-This web page of the DHSS website describes how youth advisory boards and councils engage young people, who are currently or formerly in out-of-home care, in examining practices and policies that affect the lives of children and youth in care. -The YABs/YACs are generally operated under state or local agency.	On the web page you will find: -Several reports about youth engagement projects, some funded by the Annie E. Casey foundation. - State and local examples.
Youth Engagement, The Athena Group, Washington State.	The Athena Group works with individuals, teams, organizations and communities longing for a different way	The youth engagement page offers: -An interview with Adam Fletcher on NPR show: The Kids Are (And Have Always Been) All Right.

	to redefine power by engaging in work that enables economic viability, social equity, and environmental responsibility through building capacities of conscious and courageous individuals, organizations, and communities.	-TEDX video of Erin Jones on Passion for Change. -Motivational Speeches, Keynotes, All School Assemblies and Workshops. -Curricula and Lesson Plans.
ACT for Youth, New York. Funding by NY Department of Health and by private donor(s).	The ACT (Assets Coming Together) for Youth Center for Community Action connects research to practice in the areas of positive youth development and adolescent/young adult health.	Resources for youth development, adolescent health: -Publications and presentations. - Newsletters ACT for Youth Update and ACT for Adolescent Health. -Technical assistance, training, and evaluation services for initiatives funded by the New York State Department of Health (NYSDOH). -A home base for the ACT Youth Network, a group of young people who provide consultation on projects aimed at adolescents. -Youth Participatory Evaluation guide.
Youth Leadership Institute, San Francisco.	The Youth Leadership Institute (YLI) trains young people to realize their power and mobilize projects and policy change. They work within coalitions and with elected officials to promote policy change that makes communities more equitable and just for young people. They boast more than 120 policy "wins" so far.	Resources on website: -Programs YLI: map and calendar. -Trainings. -Blog YLI. -Strategies for Success report.

VOYCE Project, Chicago.	Voices of Youth in Chicago Education (VOYCE) is a youth organizing alliance for education and racial justice led by students of color from Chicago and other places in Illinois.	VOYCE's three priority areas: 1. Ending the use of harsh discipline policies that push students out of school and into prisons. 2. Creating a safe and healthy learning environment. 3. Limiting the use of high-stakes testing and creating high-quality learning environments.
Wide Angle Youth Media, Baltimore.	Wide Angle Youth Media is a non-profit organization that provides Baltimore youth with media education to tell their own stories and become engaged with their communities.	"Young people are often silenced by their age, but we believe their stories are valuable and need to be heard." -Racial Justice Resources. -COVID-19 Resources.
Annenberg Institute of School Reform, Brown University, Rhode Island.	In pursuit of more just and flourishing societies, the Annenberg Institute seeks to integrate and expand the range of work at Brown University, re-envisioning how universities can enrich educational systems for the benefit of children and youth.	The website offers these resources: -EdInstruments, a developing library of educational measurement tools for scholars, educators, schools, districts and the general public. -EdTakeAways Blog about what works and what doesn't in education. -Descriptions of four Centers, including the Center on the Study of Educators.
Program for youth and community, School of Social Work, University of Michigan.	Funding by the W.K. Kellogg Foundation supported creation of two resources: -A Workbook offers practical tools and learning activities for use in community settings. -The Facilitator's Guide supplements the Workbook and guides facilitators in providing the support that young	Resource links: -Participatory Evaluation with Young People Workbook. -Facilitator's Guide for Participatory Evaluation with Young People.

	people need because they are often unaware of evaluation as a process in which they can and should participate.	
Wisconsin Department of Public Instruction (WI DPI)		
Creating Safe and Healthy Environments for Immigrant and Refugee Youth, WI DPI.	This series of four e-courses were designed to help teachers plan and implement practices that create welcoming environments, learning engagement, and success for immigrant and refugee students in Wisconsin schools.	There are four interactive modules: -Module 1: Creating Safe and Welcoming Environments for Immigrant and Refugee Youth. (orientation to immigrant and refugee landscape) -Module 2: Creating Safe and Welcoming Environments for Immigrant and Refugee Youth. (youth adjustment factors) -Module 3: Creating Safe and Welcoming Environments for Immigrant and Refugee Youth. (integrating newcomer youth and families) -Module 4: Creating Safe and Welcoming Environments for Immigrant and Refugee Youth. ("Positive Youth Development Approach") -Within each module are links to supplementary resources and templates to support learning, such as an interview questionnaire and guidelines for using the results.
Resources on Youth-engaged Program Evaluation, WISELearn, WI DPI.	This is a list of resources for school and district staff, as well as community organizations interested in engaging youth in the process of program evaluation. Includes links to many resources and research.	The list of resources includes: -Explore: A toolkit for involving young people as researchers in sexual and reproductive health programs (by Rutgers). -Resources for Surveying Youth, compiled by Wisconsin Evaluation Collaborative.

High Quality Instruction That Transforms: A Guide to Implementing Quality Academic Service Learning, WI DPI.	This guide for implementing academic service-learning is part of carrying out the program Every Child a Graduate, put forward by State Superintendent Tony Evers.	The guide includes these resources: -Teacher quotations, student quotations. -Examples. -Tips for Achieving Standards. -Teacher Worksheets, Student Worksheets. -Adaptation for Younger Students.
Youth Leadership Co-Op, WI DPI.	The intent of the Wisconsin Youth Leadership Certificate offered by the Department of Public Instruction (DPI) is to recognize a student's mastery and exhibition of leadership skills valued by employers, communities, and organizations.	The Implementation Guide offers these resources: -Wisconsin Youth Leadership Certificate Assessment. -Leadership Development Plan. -Alignment of Competencies to the Partnership for 21st Century Skills 4 "C's." -Sample Activities.
Wisconsin Youth Risk Behavior Survey (YRBS), WI DPI.	The YRBS is conducted as part of a national effort by the U.S. Centers for Disease Control and Prevention to monitor health-risk behaviors of high school students. The behaviors monitored by the Wisconsin YRBS include traffic safety; weapons and violence; suicide; tobacco use; alcohol and other drug use; sexual behavior; and diet, nutrition, and exercise.	Resources: -Reports from Annual YRBSs. -Conducting a YRBS. -School Health Profiles. -School Safety and Students with Disabilities. -Internet and Online Safety.
Wisconsin efforts outside of WI DPI		

Youth Leadership Opportunities in Wisconsin, Wisconsin Department of Children and Families.	-The Wisconsin Youth Advisory Council (YAC) consists of former and current youth in the foster care system who provide a voice for all foster care youth. -Youth start on regional councils, but have the ability to become members of the Statewide Advisory Council. -Youth Leadership Teams (YLT) consists of young people ages 14 up to 21 with youth justice system involvement. They work with the Department of Children and Families on improving the youth justice system.	Instructions about how to connect with -The YAC Facebook Page. -The YAC Healthy Relationships Guide. -Youth Leadership Teams and their Advice Guidebook from Youth for Youth Justice Stakeholders.
Wisconsin Youth in Government, Wisconsin YMCA.	The Wisconsin YMCA Youth in Government (YIG) program seeks to foster the next generation of thoughtful, committed, and active citizens. The program aims to enable young people to prepare for leadership through participatory training in the theory and practice of determining public policy.	Program areas described on the website: -Assembly and Senate -Supreme Court -Media -Administrative Offices
Youth Empowered to Succeed (YES) Program, Marquette University (MU) and the United Community Center (UCC), Milwaukee, Wisconsin.	The YES Program serves 50 disadvantaged Hispanic middle school students in urban Milwaukee, Wisconsin. It is one of about 20 Youth	More about YES: -Comprehensive Community-based Model. -All YEP Models. -Data about YEP programs.

	Empowerment Program (YEP) sites in the U.S.	
Youth Programs, ACLU Wisconsin.	Youth empowerment is a crucial part of the ACLU of Wisconsin's mission to create a more just and equitable society. For the last 20 years, their youth programs have helped young people become civically engaged and grow into leaders within their communities.	Resources and opportunities include: -Summer Justice Institute. -Public Workshops and Training Sessions. -Public Arts Student Alliance. -ACLU on Facebook.
Youth-Adult Partnership for Youth Empowerment, UW-Madison Division of Extension.	This website supports professionals who design, implement, and evaluate evidence-based practices of youth-adult partnership (Y-AP).	Resources: -Volunteer Training. -Being Y-AP Savvy Manual. -Y-AP Evaluation Resources Guide. -Youth and Adult Leaders for Program Excellence Workbook.
Institute of Positive Youth Development, UW-Madison Division of Extension.	The Extension Institute of Positive Youth Development prepares the youth of today to become the effective, empathetic adults of tomorrow. They have research-based youth enrichment programs like teens in governance build youth and adult capacity and partnerships.	Camps, 4-H clubs, and afterschool programs give young people the hands-on experiences they need to develop an understanding of themselves and the world. Links: -Youth Programs, such as 4-H programs. -Youth Updates. -Upcoming Events. -Youth Publications. -Director Matt Calvert contact information.

Being Y-AP Savvy: A Primer on Creating and Sustaining Youth-Adult Partnerships, Center for Nonprofits, University of Wisconsin-Madison and Youth Development, University of Wisconsin-Extension.	This manual is for all persons who wish to enhance their learning about Y-AP, those who wish to share their experience and skill with others, and most importantly, those who want to learn collectively with others.	The manual consists of six chapters: 1. What are the core ingredients for quality Y-AP in organizations? 2. Why is Y-AP important for your organization? 3. Where should Y-AP occur within our organization? 4. How do we build a culture of partnership in our organization? 5. How do we manage organizational change toward Y-AP? 6. How can quality Y-AP be sustained in our organization?
Supported Decision-Making, WI Board for people with Developmental Disabilities (BPDD).	This presentation describes legal and process parts of Supported Decision-Making, based on three principals: -Everyone has the right to make choices. -People can get help making choices without giving up that right. -People will often need help in understanding, making, and communicating their choices.	The presentation describes these kinds of tools: -Release forms. -Supportive Decision-Making agreements. -Representative payee. -Power of Attorney; medical proxy. -Limited or full guardianship.
Adolescent Health: Youth Engagement, Wisconsin Department of Health Services.	Youth engagement is a key part of the WI DHS Wisconsin Adolescent Health Program.	Resources on the website: -Wisconsin Providers and Teens Communicating for Health (PATCH): offers workshops and involves youth in advocacy. -Youth Engagement Toolkit to help adult facilitators engage young people.

		-Family, Youth and Community Engagement (FYCE) Measures and Indicators.
My Brother's Keeper, Milwaukee.	The action plan describes how My Brother's Keeper will implement a vision for Milwaukee as a place where boys and men of color feel connected, appreciated, and supported.	Example resources in the action plan: -News brief about (then) President Obama's commitment to the plan. -APPENDIX E of the report shows an Engagement Questionnaire that was used to gauge commitment to the project.
FYCE Standards, Madison Metropolitan School District (MMSD), Madison, WI.	The Department of Family, Youth & Community Engagement promotes strong youth-family-school-community partnerships and advocacy that lend to student success. This focus is rooted in MMSD's commitment to equity and anti-racism.	Resources: -Targeted Universalism: Policy and Practice (Primer). -Dual Capacity-Building Framework for Family-School Partnerships. -Equitable Collaboration Framework.

Key: CESA = Cooperative Educational Service Agency; REL = Regional Education Laboratory; Y-AP (sometimes YAP) = Youth-Adult Partnership; YPAR = Youth(-led) Participatory Action Research; YLT = Youth Leadership Teams; YAR = Youth-Adult Relationship; YO= Youth Organizing; YIG = Youth in Government; YAB = Youth Advisory Board; YAC = Youth Advisory Council.