

January Improvement Lab: Youth-Adult Summit

Power-Sharing Tour Exercise: Participant Responses

Instructions: Spend 5 minutes at each poster discussing and recording examples of what power-sharing with youth could look like within that category. After 5 minutes, move clockwise, to the next station, discuss, and record again!

Hiring

- Involving youth in interview and onboarding process
- Demonstrations from candidates for youth to access and provide feedback
- Include youth in final hiring decisions
- Explaining and training youth on the hiring process and practices
- Actually, hiring youth!
- Youth co-create job description
- Youth help with referral calls
- Having youth as a reference
- Communication with youth when a staff member may need to be let go
- Group Interviews

Program Development and Design

- Involving youth in decision making
- Being transparent
- Include feedback from youth and create a safe space
- Focus groups / research
- Student presence in adult team retreats
- Youth reps in leadership roles (board of directors)
- Accountability check with youth
- Youth collecting feedback and analysis
- Youth involved in daily meetings
- Have students lead and develop groups
- Formal structures for youth to share when things are not working
- Educate youth about program development and design
- Clear roles and responsibilities selected by youth
- Communication with youth during and outside of program (check ins)
- Older participants mentor younger ones
- Youth set expectations

Outreach and Student Recruitment

- Youth talking about benefits of program
- Balance of adults and youth sharing
- Holding focus groups with youth
- Social justice media youth generated
- Youth voice in recruitment strategy
- Have youth help with recruitment events and meeting with guidance counselors

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- Asking youth what incentives they would like
- Youth feel like they have a choice
- Students as the spokespeople (ambassador) -speak from personal experience
- Signs and word of mouth
- High school counselor referrals
- Having an accessible space for youth
- Student made posters and recruitment flyers
- Youth led orientation
- Having specific roles in outreach
- Having student asset in setting

Program Evaluation and Data Collection

- Including youth voice in data collection
- Asking roles for youth involvement
- Having youth in the room after evaluation
- Synthesis - youth involved in data analysis
- Verbal student feedback rather than online surveys
- Ask youth for validation
- Integrating both words and numbers not leaving them separate
- Looking at data and asking how it could even be wrong
- Intentional questioning
- Involving youth in the “why” of the evaluation
- Language interpreters
- Technical support / going through each question for understanding
- Youth taking part in tool creation
- Creating a youth narrative that allow them to analyze and interpret the data
- Milestones in between periods
- Responding to the data

Budget expenses

- Survey students/voting on purchases
- Share the budget report
- Student advisory with budget allocation
- Train youth to understand budget
- Educate youth about budget expenses
- Involving youth in funding organizations
- Educate on the funding landscape
- Involve students in the fundraising efforts
- Allocate a youth specific budget for their wants/necessities
- Make it relevant to their lives (project based learning)
- Council that owns part of budget
- Teach youth to be aware of other resources (be thrifty)

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- Create a balance of all factors that contribute to budget expenses
- Youth advocates for fundraising
- Youth vet funders

Curriculum and facilitation

- Youth co-facilitation
- Youth peer facilitation
- Surveying student interests / things they want to learn
- Ongoing focus groups on how program is doing and how to make it better
- Reflecting on past events and curriculum
- Involving youth in curriculum planning
- Looking at data and providing feedback
- Different curriculum tracks based on student interest
- Facilitation and curriculum development training for youth
- Students shape the new evals
- Realistic timeline
- Balance between need to know and wish to know