The Institute for Community Research

2014

The Institute for Community Research's

YOUTH PARTICIPATORY
Action Research Curriculum
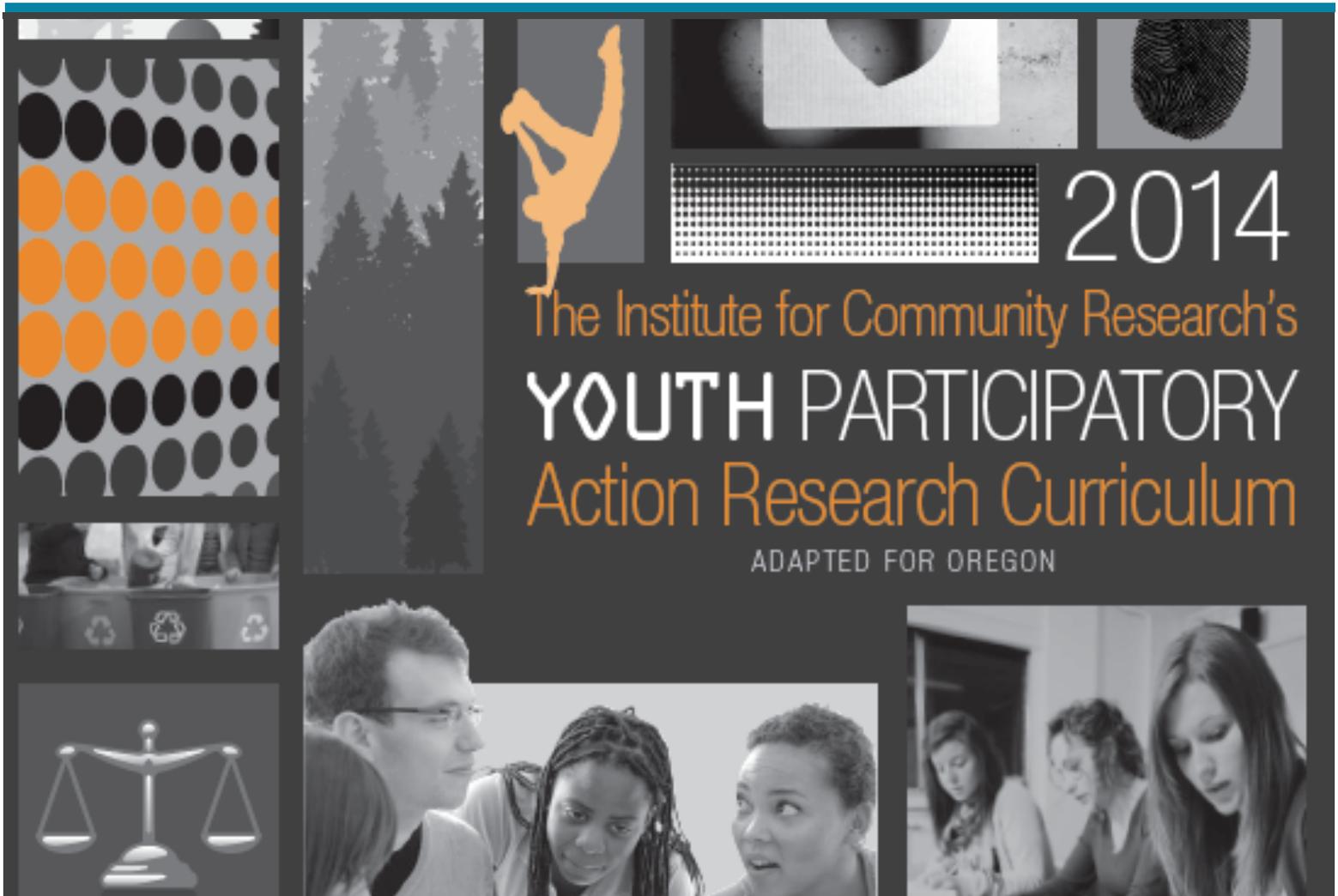### ADAPTED FOR OREGON

FINAL EVALUATION REPORT

Utility of Training Resources to Build Capacity of Individual Trainees from Youth-serving Organizations to Implement Youth Participatory Action Research

July 2015

The Institute for Community Research (ICR) is an independent nonprofit research center based in Hartford, Connecticut which builds community partnerships to conduct research on key issues affecting communities. ICR has a long history of developing and implementing programs that build the capacity of youth-adult partnerships in community settings to create change using research, collective problem-solving and critical thinking skills. The Institute's Youth Participatory Action Research (YPAR) program is nationally recognized and has been extensively documented and evaluated. Since 1989, ICR has been using YPAR as an approach for positive youth development, improved school attachment, service learning, civic engagement, youth-adult partnerships, and the promotion of social justice for vulnerable youth.

Training and Evaluation Team

Dan Jordan, M.A.A. is a Prevention Researcher/Educator at the Institute for Community Research, specializing in youth participatory action research as well as process and outcome evaluation. Dan has extensive experience working with youth in high schools, GED programs and other educational settings.

Zulynette Morales, M.S.W. is a Prevention Researcher/Educator at the Institute for Community Research; she specializes in developing and implementing participatory action research with youth and has extensive experience working with high school teens. Zulynette has had a longstanding relationship with the Institute for Community Research having been a youth participant in multiple participatory action research projects to now being a facilitator and project coordinator.

Heather Mosher, Ph.D. is a Research Associate at the Institute for Community Research with expertise in community engagement, systems science, and participatory action research. She has extensive experience conducting PAR in collaboration with youth and adults across a range of community and organizational/institutional settings. With a background as a professional documentary filmmaker, she specializes in integrating the use of visual research methods in participatory action research.

Jean Schensul, Ph.D. is a Senior Scientist and Founding Director at the Institute for Community Research. She initiated the ICR PAR programs for youth and adults in 1988 and has continued to support them through funding, curriculum and collaborations since that time. She is the initiating author of the Institute for Community Research Youth Participatory Action Research Curriculum on Empowering Youth, and author with Margaret LeCompte/senior editor of the Ethnographer's Toolkit, a seven volume set of books that outline ethnographic methods for youth and adults in community settings. She has been funded by National Institutes of Health since 1980 for collaborative community research and continuously funded since 1988.

CONTENT

ACRONYMS

ICR   Institute for Community Research

OHA   Oregon Health Authority

TA   Technical assistance

YPAR   Youth participatory action research

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EXECUTIVE SUMMARY

Background

This report provides findings from the evaluation of the training and capacity building resources provided to Oregon Health Authority's (OHA) Youth Participatory Action Research (YPAR) grantees by the Institute for Community Research (ICR). In 2014, OHA selected seven youth-serving organizations across Oregon as grantees to implement YPAR using ICR's YPAR Curriculum Adapted for Oregon. These organizations implemented the curriculum with training and support offered by OHA and ICR and training and technical assistance provided by ICR.

Evaluation Purpose

The purposes of the evaluation were to assess whether and to what degree the combination of training approaches (curriculum, trainings and technical assistance) strengthened the capacity of facilitators from grantee organizations to implement YPAR with their youth groups effectively; and to elicit lessons learned from the process that could enhance future training efforts to build the capacity of new YPAR grantees to implement YPAR.

Evaluation Design and Methods

We used a mixed-method (qualitative and quantitative), multi-measures descriptive evaluation design using the following methods:

- Pre-post survey to capture changes in perceived capacity of facilitators to implement YPAR;
- Post-training surveys to assess satisfaction, utility and gaps in various resource activities for facilitators;
- Ethnographic documentation of TA consultations and conference calls; and
- Audio recorded in-depth interviews with individual facilitators to learn about their experiences in implementing YPAR.

The sample included 11 YPAR facilitators/coordinators who implemented YPAR across seven organizations; however, the sample size varied across methods. Data collection took place between February and June, 2015.

Findings

Data from this evaluation suggest that overall the support and TA offered by ICR and the OHA were helpful to most facilitators in achieving their goals. For example, all facilitators were able to implement the major steps in the YPAR curriculum. All were able to achieve significant involvement of youth participants in YPAR. Most groups were able to achieve YPAR results and share them with important community partners despite the short period of time that was available for the YPAR program 2015.

Facilitators found the curriculum to be overall useful. Webinars and in-person training were the most helpful to facilitators. The facilitators who participated in follow-up interviews indicated a strong desire to continue building their capacity and sustaining their work in YPAR. These findings suggest that the ICR YPAR Curriculum Adapted for Oregon can and should be adapted and utilized in multiple youth serving sites and settings across the state.

Recommendations

1. Increase the timeframe for YPAR implementation;
2. Offer comprehensive in-person hands-on training for both facilitators and youth YPAR participants;
3. Offer additional webinars and individual site consultations in research ethics, instrument development, and data analysis; and
4. Modify ICR's YPAR Curriculum Adapted for Oregon to include a timeline so that facilitators can plan the major steps of YPAR over the duration of their program.

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Overview

This report provides findings from the evaluation of the training resources provided to Oregon Health Authority's (OHA) Youth Participatory Action Research (YPAR) grantees by the Institute for Community Research (ICR). The intent of the evaluation was to assess the utility of the ICR training and technical assistance (TA) approach and offer lessons learned for further curriculum implementation. The training and this evaluation were conducted by ICR. OHA supported the effort by assisting with access and logistics for training and evaluation, and providing input on the evaluation plan and comments on draft versions of this report. Full responsibility of the data analyses and interpretation of those results reside with the ICR team.

Through a competitive process, OHA selected seven youth-serving organizations across the state to implement a 4-month YPAR program using the new YPAR Curriculum adapted for Oregon.

OHA's objectives were as follows:

1. To pilot test a new Youth Participatory Action Research (YPAR) Curriculum for Oregon;
2. To strengthen the capacity of facilitators from youth-serving organizations (grantees) to plan, implement and sustain YPAR programs effectively;
3. To provide timely and useful resources and assistance to facilitators from youth-serving organizations (grantees) to meet their YPAR program goals.

Capacity building of facilitators is defined as the process of increasing knowledge, strengthening skills, competencies, and increasing access to resources of individual trainees to overcome obstacles and achieve their goals in implementing YPAR.

Evaluation Purpose

The evaluation was conducted between January and June 2015. It had two primary objectives:

1. To assess if a combination of training resources (curriculum, webinars, in-person workshop, one-on-one technical assistance) strengthened the capacity of facilitators from youth-serving organizations to effectively implement YPAR, and which approaches were best received;
2. To provide lessons learned from the process to enhance future training approaches or activities to build the capacity of youth-serving organizations.

The evaluation consisted of two components: (1) assessment of changes and improvements in individual facilitators' capacity to implement the YPAR process; and (2) facilitators' assessment of the acceptability and utility of the training resources, identification of gaps in resources, and solicitation of suggestions to improve training.

Background and Rationale

YPAR is a recognized approach to engaging youth in an authentic way in programs and policies that have impact upon their lives, while providing opportunities for youth to build skills in research, team work, communications and civic engagement, through strong youth-adult partnerships. Participatory Action Research Curriculum for Empowering Youth of the Institute for Community Research (2004) is an evidence-based training curriculum (Berg, Coman & Schensul, 2009).

The Adolescent and School Health Program at OHA partnered with ICR to adapt the YPAR curriculum for use in Oregon with a broad range of professionals working with youth, including those with minimal research

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expertise. Recognizing the need for additional training and resources to build facilitators' (grantees) capacity to use the curriculum to conduct YPAR with youth, OHA and ICR partnered to develop a set of training resources to accompany the Oregon curriculum, including:

- **Introduction to YPAR webinar** to provide an introduction to YPAR and its core features, describe best practices for facilitating YPAR, and offer techniques for overcoming some common YPAR challenges.

- **Two day in-person training workshop** to build facilitators' capacity to reach group consensus on identifying an issue, facilitating research modeling, and providing an introduction to the core research methods in the curriculum.

- **Obtaining Informed Consent TA conference call**

- **Data Collection/Analysis TA conference call**

- **One-on-one consultation** that included six hours per week of scheduled "office hours" for individual consultation and technical assistance by phone, and unlimited individual consultation and feedback on materials and instruments by email.

The purpose of the evaluation was to assess whether the combination of training resources strengthened the capacity of facilitators at youth-serving organizations to implement YPAR effectively. The information gathered from the evaluation will help us to improve the effectiveness of the curriculum and training resources for future YPAR grantees.

The curriculum adapted for Oregon is available online: *http://public.health.oregon.gov/HealthyPeopleFamilies/Youth/Pages/youth.aspx*.

EVALUATION METHODS

METHODS

Design

We used a mixed-method (qualitative and quantitative), multi-measures descriptive evaluation design using the following methods:

- Pre-post survey to capture changes in perceived capacity of facilitators to implement YPAR;
- Post-training surveys to assess satisfaction, utility and gaps in various training and TA activities for facilitators;
- Ethnographic documentation of TA consultations and conference calls; and
- Audio recorded individual in-depth interviews with facilitators to understand their experiences implementing YPAR.

Sample

Seven grantee youth-serving organizations and a total number of 11 YPAR facilitators/coordinators implemented YPAR. Table 1 describes the youth organizations included in the sample. The sample size across evaluation measures is indicated below.

- Facilitator Pre-YPAR survey (n=4)
- Facilitator Post-YPAR survey (n=8)
- Introduction to YPAR webinar post-survey (n=9)
- In-person training post-survey (n=11)*
- In-depth interviews (n=7)

*In-person training post survey includes responses from facilitators and youth attendees.

Procedures

Instruments

The ICR team developed three surveys and an individual in-depth interview guide with input from OHA.

Facilitator Pre- and Post-Surveys

The Pre-Survey questions for facilitators focused on the following areas: (a) professional background; (b) prior experience with group-building or general group facilitation techniques, (c) prior experience with YPAR; (d) prior experience and perception of self-capacity to train teens to carry out a range of research activities that include developing a research question, creating a research model, and so on); (e) personal beliefs about youth-led social change; (f) program plan for YPAR (number of youth, facilitators, partner organizations; youth recruitment plan; meeting schedule; and (g) perception of need for additional training. Survey questions were primarily 4- or 5-point Likert scaling, with a few open-ended questions.

The Post-Survey questions focused on documenting: (a) changes in the program plan for YPAR; (b) changes in individuals' perceived confidence and capacity to facilitate YPAR and areas of growth; (c) changes in personal beliefs about youth-led social change; (d) the utility of training resources in building individual capacity to carryout the different YPAR activities; and (e) perception of need for additional training in specific areas.

Introduction to YPAR Webinar Post-Survey

This survey consisted of 13 questions, with responses measured on a 5-point Likert response scale. Survey content focused on the usefulness of the webinar, level of difficulty of the content, and the utility of specific content areas of the webinar.

In-Person Training Workshop Post-Survey

The workshop post-survey content areas focused on understanding how much facilitators learned from the different activities in the workshop, and how the different activities could be improved for future trainings.

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Individual In-depth Interview Guide

We used semi-structured open-ended interviews to explore the following areas: (a) facilitators' experience implementing YPAR (steps in the YPAR process, challenges and how these were overcome); (b) the individual's development in capacity to facilitate YPAR and desire to continue YPAR; (c) facilitators' observation of teens' response to YPAR; (d) involvement of greater community in YPAR; and (e) use of training resources and areas of improvement.

Data Collection

Data collection took place between February and June, 2015. ICR or OHA staff sent an email that included a hyperlink to an online survey via SurveyMonkey to all seven grantees to complete the surveys. The online survey assessing the Introduction to YPAR Webinar (January 30) was administered January 30 - February 6; the Post-Survey assessing the in-person training workshop (February 12-13) was administered in-person on February 13 immediately following the in-person training; the Facilitator Pre-Survey was administered online between February 9-10, and the Facilitator Post-Survey was administered online between June 4-15.

Three ICR staff conducted 90-minute individual in-depth interviews by phone. Prior to the interview with each facilitator, we briefly described the purpose of the interview and types of questions, and obtained oral consent to audio record the interview. Interviews were digitally audio recorded and transcribed by an outside transcription service.

Table 1. Participating youth-serving organizations

Name	Geographic Area	Action Research Focus
Building Healthy Families	Wallowa County (NE Oregon)	Teen stress and depression; Teen substance use
Deschutes County School-Based Health Centers: 1.Sisters HS 2.Redmond HS 3.LaPine HS	Deschutes County (Central Oregon)	1.Sources of mental health stigma for teens 2.Self-esteem among teens 3.Teen substance use
Hope Rising	Klamath County (SW Oregon)	Youth violence and increasing awareness for bystanders
La Clinica del Valle	Jackson County (Southern Ore.)	Teen suicide awareness
Oregon School-Based Health Alliance	Deschutes County (Central Oregon)	Perceived barriers for youth in accessing mental health services
Planned Parenthood	Columbia & Willamette Counties (NW Oregon)	Identification of abusive relationships in teens and ways to support teens
Washington County School-Based Health Centers: 1.Tigard HS 2.Merlo Station HS 3.Century HS 4.Forest Grove HS	Washington County (NW Oregon)	1.Mental health awareness and access to services for teens 2.Affect of sleep on students 3.Stress awareness for teens 4.Public displays of affection and how it affects school environment

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Data Analysis

As this is a descriptive evaluation with a small sample, we ran basic descriptives on all key variables of survey data. P-values were not obtained due to small sample size. Qualitative interview transcripts were analyzed in Atlas.ti. Themes were identified a priori according to the interview guides, and transcripts were coded using domain analysis.

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The results of the evaluation are divided into the two main evaluation components: (1) assessment of changes in individual facilitators' capacity to implement the YPAR process; and (2) assessment of the training resources, identification of gaps in resources and suggestions to improve training.

Facilitators' Capacity to Implement YPAR

Facilitators' capacity to implement YPAR was assessed by: a) individuals' ability to identify and utilize available resources (training, community and organizational resources) to implement major stages of the YPAR curriculum; b) individuals' confidence level and growth in facilitating YPAR; c) changes in personal beliefs about youth-led social change; d) observations of how youth resonated with the YPAR process; and e) the desire to integrate YPAR into future work at their organization. Results are based on a descriptive comparison of self-report data from pre- and post-surveys and a thematic analysis of in-depth interview data.

Facilitators were successful at implementing the major steps of YPAR in the curriculum. Major YPAR steps include: group-building, identifying an issue, creating a research question and model, selecting research methods, preparing for data collection (developing research instruments, ethics training), collecting and analyzing data, using data to create action strategies and sharing research findings and action strategies with community partners. All facilitators reported that their groups of youth had achieved their YPAR milestone of using data that they collected to inform action.

Facilitators maintained regular youth involvement over a four month period. A total of at least 189 youth participated in the YPAR process across different school and community sites in Oregon, with at least 169 youth completing the YPAR process (89% retention rate).

The majority of facilitators identified and integrated the use of training and TA activities to attain YPAR goals. Overall, 6 of 7 grantee youth-serving organizations utilized at least 3 of 5 training resources that were available to them. One youth-serving organization did not use any of the additional training resources. Most facilitators utilized their professional networks to gain access to additional resources to implement YPAR (approvals, participants for data collection, and stakeholders for sharing of research findings). Fewer community/school supports and connections typically resulted in more challenges and delays in the process. Facilitators noted the importance of having community and school supports in implementing YPAR.

Most facilitators reported an increase in their capacity to implement YPAR. Of the eight YPAR facilitators that completed the Facilitator Post-Survey, the majority of them (6) reported that they grew in their ability to implement YPAR either "quite a bit" or "a lot." One facilitator shared the observation that:

"It was definitely a learning curve for me and there were times when I thought 'I'm not the right person to do this,' but this experience totally changed me. I learned a lot."

Facilitators reported growth in the following areas:
- learning how to engage youth on serious topics
- facilitating a process for youth to identify a topic
- research and evaluation
- building a supportive and productive group process
- facilitating research modeling with youth
- facilitating data collection methods with youth

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Facilitators also mentioned that learning how to let youth lead the process was another area of growth. As one person noted:

"I learned that I need to be quiet. I knew this about myself but I guess it was clarified. I want it to be successful in the eyes of the community so badly that I sometimes try to give youth choice within this structure to a fault… I always want the choices to be choices that I am okay with. So I had to keep letting go and letting them choose… Learning to keep my mouth shut and let them be the leaders."

The majority of facilitators felt that their capacity to implement YPAR had increased within the past four months. However, two of eight YPAR facilitators felt they had not grown in their capacity to implement YPAR. Data suggests that one facilitator faced difficulties in group facilitation due to limited facilitation experience prior to YPAR. This facilitator, unique among other facilitators in the sample, indicated a need for "a lot" of additional training across all skills areas to build her capacity to implement YPAR. The other facilitator indicated the opposite reason—having had little or no challenges in implementing YPAR and indicated "no need for additional training in any of the areas," suggesting that the facilitator may have already had the capacity to implement YPAR and thus perceived little growth during the process.

All facilitators shared the belief that youth-led social change is important. In the Post-Survey, all facilitators' beliefs were positive about youth-led social change. In comparing the Pre- and Post-Survey of four facilitators, one facilitator reported an increase or stronger belief in the importance of youth-led social change post-YPAR.

All facilitators reported observing youth engagement and positive development outcomes during the YPAR process. However, there were differences in facilitators

reports of when or at what step youth were most engaged in the process. For example, a couple of facilitators observed less youth engagement during the data analysis phase, while on the other hand, one facilitator reported that this stage of "finding meaning in the data" was when the youth seemed the most motivated. Research modeling was another area in which facilitators reported variation in youth engagement. Some facilitators reported that it was more difficult to keep youth engaged in research modeling, while others reported the opposite. One facilitator who was also a college professor observed that the high school youth she worked with picked up on ecological modeling faster than college students.

Several facilitators reported that the most uncomfortable time for youth was during the first few sessions. They thought that this may have been because during this time youth were still trying to figure out their purpose and roles. One facilitator mentioned that the youth-led process made the teen participants feel uncomfortable at first. She said:

"For our groups, it was a gradual process. They got used to the fact that I wasn't going to tell them what to do. Once they knew what the expectation was, they gradually got more comfortable with it."

Facilitators described some positive development outcomes of youth such as increased confidence and belief in their ability as youth to drive social change, an increase in group cohesiveness, and a feeling that they are part of something bigger and important. Several facilitators commented:

"I think that they felt a lot more confident in their abilities to make change happen because they had the data to back it up. I think they felt more empowered and cohesive as a group."

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"I overheard conversations like 'Yeah, I told my friend I'm doing YPAR.' Just having that language I think was really powerful for them to feel like they were part of something."

All facilitators reported a strong desire to integrate YPAR into their future work. As one facilitator noted:

"We really have the capacity to spread this out and to actually translate it into community action which is something that I strongly realized. We want this research to be translated into something that can be sustainable."

Facilitators identified the short duration of the grant as a barrier that had the most impact on their ability to implement YPAR. The majority of facilitators felt that the 4-month timeframe to implement YPAR was too short. According to facilitators, the short program duration affected implementation of the curriculum and the YPAR process in several ways. First, it restricted what research methods youth could select and use to collect data. The majority of Oregon grantees commented that they used surveys to collect data because it was less time-consuming than other methods. As one facilitator said:

"That was a barrier, just having the time as they wanted to do something more creative at the stage we were at."

With such limited time to complete the program goals, one facilitator described feeling pressure to start action early on before doing research. She explains:

"What is more important: Good research and learning the process of research or doing the research and doing something? As a facilitator I struggled with that a lot because I was constantly 'Oh my gosh, if we don't complete our research then we won't be able to do anything with it,' even though I want to take a longer time on the research."

Second, as another facilitator explained, the short time frame made it very challenging to build partnerships

between students and community agencies. More time was needed to build partnerships between youth and adults. Third, more time was also required to gain access to resources such as approval for data collection and building an audience for youth to share research findings.

Assessment of Training & TA Resources

These findings are based on data from the Facilitator Post-Survey and in-depth interviews with individual facilitators.

Available Training Resources

Training resources available to youth-serving organizations in the state funded program included:
- the YPAR Curriculum adapted for Oregon
- Introduction to YPAR webinar
- In-person two-day training
- TA conference call on obtaining informed consent
- TA conference call on data collection and analysis
- One-on-one technical assistance as needed

Overall Utility of Training Resources

The YPAR Curriculum, the Introduction to YPAR webinar, the two day in-person training and the TA conference call on data collection and analysis were the training resources that grantees most often utilized. The majority of respondents (58%) reported that the training resources offered by OHA and ICR (including the curriculum) were generally helpful in building their capacity to implement the different YPAR steps. However, 23% of respondents reported that the training resources were only a little helpful and 19% reported that they were not helpful in building their capacity to implement YPAR.

Facilitators reported that the training resources helped build their capacity *somewhat* to *a lot* to do the following:
- Conduct in-depth interviews (86% of facilitators)

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- Develop a research question (71%)
- Create a research model (71%)
- Develop interview guides (71%)
- Use geographic mapping methods (71%)
- Use data to develop action strategies (71%)
- Design a research project (57%)
- Train on research ethics (57%)
- Analyze interview data (57%)
- Use visual research methods (57%)
- Design survey instruments (43%)
- Administer surveys (43%)
- Analyze survey data (28%)
- Use multiple data sources to interpret results (14%)

Where less than 70% of facilitators responded that the resources were helpful, training resources in these areas fell short in building facilitators' capacity, thus highlighting areas of additional training and resources for facilitators in the future. Over half of facilitators (57%) expressed a strong need for additional training in five areas:

1. research ethics and obtaining informed consent
2. designing survey instruments
3. analyzing quantitative data
4. analyzing qualitative data
5. visual research methods (collection and analysis)

Curriculum

Interviews with participants revealed that all 11 YPAR facilitators/coordinators used the YPAR Curriculum for Oregon as a core resource to plan and implement the YPAR process.

Several facilitators did not use Module 2 (Group-building) because they were working with existing youth groups and had already been using team-building activities with their groups. However, these same facilitators read

Module 2 and considered the content and activities as a critical step if they were starting the YPAR process with a new group of youth. Two facilitators commented:

"I think Module 2 was really necessary even though the [group] kind of knew each other… but that was where I saw them come alive… and open up."

"It was very eye-opening for me, because you [think you] know a kid and you realize you [really] don't."

Overall, some facilitators described using the curriculum more closely to create specific lesson plans, while other facilitators described that they used the curriculum more as a "guide" or "blueprint" and followed the major steps in the curriculum including using some of the suggested activities and handouts. Many of the facilitators described sticking most closely to the curriculum to facilitate research modeling. No one described making significant changes to the curriculum, and everyone used major parts of every single module. Several strengths of the curriculum commonly mentioned by facilitators were its logical flow and the worksheets and accompanying materials:

"It was linear which was helpful, it truly does walk you through the whole process from start to finish."

"The worksheets and handouts were helpful."

Facilitators seemed to like the curriculum because it allowed them to be flexible but provided needed guidance.

In interviews, facilitators described several ways that they made small alterations to the curriculum to fit their group and community context. These include:

- using shorter meeting times than what was suggested in the curriculum for activities due to time constraints;

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- not using the curriculum as heavily after the data analysis section;
- using modules on identifying the issue and modeling the most;
- combining modules 10 and 11 together to focus on the action, rather than on dissemination and action separately;
- changing the order of some modules such as moving the research ethics discussion to the Preparing for Data Collection section and moving eco-modeling to right before horizontal modeling;
- adding a review of the previous section/work in the beginning of every section; and
- adding more reflection at the end of each unit.

Facilitators identified several gaps in the curriculum that would have been helpful for them. Facilitators described challenges in planning phases of the process in terms of time and resources needed at each stage, in facilitating the design of study instruments, planning realistically for informed consent, and in receiving and providing research ethics training.

One facilitator commented that it was particularly challenging to move from horizontal modeling to creating a survey. She shared, "It was challenging in part because we didn't do the vertical modeling, which in retrospect I think would have made that connection a bit easier." Vertical modeling is not currently included in the YPAR Curriculum adapted for Oregon, but in-person training and supplemental training materials were provided during the in-person training.

Facilitators described the need for a section at the beginning of the curriculum that maps out the stages, time expectations, ways to adapt process when having limited time, and common barriers or challenges at each stage with suggested tips for overcoming these:

"When I started in February, I used [the curriculum] to map out almost a lesson plan. 'Ok, we have this much time until the end of the year.' But I will say that things took more time than I thought."

"It would be helpful to [have] a typical timeframe that it would take to complete a task. I think grantees were unaware of how long it would really take to do certain things; we always underestimate… I know there's not one answer, but there are some expectations in place about how long it should take."

One facilitator expressed that she felt like the YPAR Curriculum for Oregon did not speak to doing YPAR in school settings because of the unique challenges and barriers to conducting research in this setting. She said:

"Some of the YPAR [research methods] we literally couldn't do because of the schools' policies. I feel in a lot of ways that it would have been easier if we were not associated with the school… there are a lot of barriers because we are in the confines of the school. It's a lot harder to get permission to do stuff. But I think outside of the school setting, a lot of [the curriculum] is really pertinent."

Other facilitators who conducted YPAR in school settings expressed the opposite, and found the school setting to be conducive to supporting YPAR. One facilitator said:

"[I work with a charter school] a lot because there is so much more flexibility to do real world, project-based learning. We were able to distribute our survey to 140 kids in 24 hours because I know the principal, and have a really good relationship with the teachers."

Overall, YPAR is most successful in settings where facilitators have connections within the setting and know the process for obtaining approvals and supports.

Another gap in the curriculum was facilitator training on conducting ethical research and guidance on training youth in research ethics. Facilitators were unfamiliar with the specific procedures that needed to be in place to

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conduct ethically sound research. In addition, one trainee encountered an ethical question during YPAR. The research topic triggered an emotional response in one teen due to his/her past experiences. The facilitator identified resources for the teen and found alternative ways to be involved in the research that minimized the risk of harm to the youth and allowed the teen to continue to participate.

Introduction to YPAR Webinar

Nine participants from six of the seven youth-serving organizations participated in the Introduction to YPAR webinar and completed a post-webinar survey within a few days of the webinar. Participants were asked to rate the overall utility of the webinar using five possible response options (1=not at all; 2=a little; 3=somewhat; 4=very well; 5=extremely). Responses were totaled for each question, and the means were presented. The higher the mean, the more positive the response.

On average, participants reported that the:

- Webinar content was *somewhat* useful (M=3.44)
- Webinar met expectations *very well* (M=3.89)
- Presenters were *extremely* knowledgeable of the subject matter (M=4.78)
- Content was presented in an *extremely* clear manner (M=4.67)
- Webinar achieved its four main goals *very well:*
  1. provide an introduction to YPAR and its core features (M=4.33);
  2. offer guidance on how to build a safe and productive setting for YPAR (M=4.0);
  3. provide a clear understanding of best practices for facilitating YPAR (M=3.9); and
  4. offer techniques for overcoming some common YPAR challenges (M=4.0)

All participants reported that they would recommend others to watch the recorded version of the webinar. In an open-ended question on the survey, several respondents suggested that the webinar could be improved by sharing more real-life examples of YPAR projects and strategies that can be used to overcome common challenges faced in YPAR.

In-person Training

The majority of grantee youth-serving organizations (6 of 7) participated in the two day in-person training at the Oregon Health Authority in February 2015 for co-facilitators and youth. The purpose of the in-person training was to build skills in research modeling and introduce participants to different research methods. Workshop participants (N=11) completed a post-survey immediately following the training.

Participants were asked to rate the overall usefulness of the in-person training using five possible response options (1=not at all; 2=a little; 3=somewhat; 4=very well; 5=extremely). The majority of participants (80%) reported that the entire workshop met their expectations *very well*. All participants agreed that the in-person training was either *very* (45%) or *extremely (55%)* useful to their work in YPAR. There was small variation in the usefulness of each of the separate workshop activities to respondents. At least 75% of respondents rated activities as *very* to *extremely* useful, except for the mapping research station that only half of respondents found useful.

On average, respondents stated that the information at the workshop was presented in *somewhat* to *very* clear manner (means are between 3.2 and 4.5 with a high of 5.0). The majority of participants reported that they learned something new about ecological, horizontal and vertical modeling (90% of respondents), survey methods (90%), mapping methods (80%), interview methods

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(75%), and visual research methods (62%). Several respondents commented:

"The project became more concrete for me. It was good to actually practice the activity with a group."

"[The training helped clarify the] horizontal and vertical modeling. So not just defining what the modeling was but walking through the examples and how to do them with kids. I think [if we had only] the curriculum, I probably would not have done it the way [it was] intended to be done."

Half of the participants reported that there was a "good mix" between direct presentation of information and hands-on activities; however, others felt that there was too much direct instruction. In an opened ended question about how to improve the in-person training, several participants commented that they were hands-on learners and would have liked more practice and less direct instruction for different activities in the curriculum.

One facilitator suggested that the in-person training could provide a walkthrough of the YPAR process, using a "mock YPAR project" that takes participants through each major step of the curriculum, including mock data collection using a variety of methods, analyzing data, and mapping out how to use data for social change. This walkthrough would allow facilitators to gain enough familiarity and experience with the process to be able to more accurately project the areas of additional training they may need during the process, and how best to utilize the resources that will be available to them.

Youth organizations who invited youth to the in-person training found that it was really helpful to have the youth involved in the training.

"If this is done again, encouraging youth to be there… That was definitely helpful."

"[The youth I work with] all came in for the training at some point [during the research stations], and so by the end of that training they were all pretty familiar with the different research methods. So they all knew what they were doing or what their options were at that point, so I would say this is something that future grantees should consider."

Technical Assistance Conference Calls

Informed Consent. Three of 11 facilitators participated in the TA conference call focused on obtaining informed consent. Two of the three participants reported that it was only "a little" helpful in supporting them in facilitating YPAR, while one facilitator found the conference call to be *quite a lot* helpful.

Data Collection/Analysis. Of the 11 facilitators, five participated in the data collection and analysis TA conference call. The majority of participants reported that the conference call was only "a little" helpful, while one grantee found the conference call "quite a lot" helpful.

In interviews, facilitators explained that they had been participating in regular "check-in" conference calls with OHA and other grantees, and felt that the TA conference calls could have been more helpful if structured more like a webinar with ICR providing instruction and examples of projects that used similar research methods as the grantee YPAR sites.

"For me, I think the TA conference calls were the least helpful… I think the webinars that were more led by facilitators or by ICR or OHA and the in-person training were really the most helpful."

"I liked [having a TA call] around the time that everybody was doing their surveys, so that was really well-timed… It was nice to hear from other grantees, but I would have preferred to initially hear from people who have truly walked through a YPAR project."

FINDINGS

One-on-one Technical Assistance

The two facilitators who received one-on-one technical assistance reported that it was either *quite a lot* or *a lot* helpful to them. One facilitator received phone consultation on using horizontal modeling, while the other facilitator received assistance on developing research instruments.

Other facilitators expressed in interviews that they felt more comfortable knowing that individual consultation was available to them even if they had not used it. One facilitator commented:

"I could have called [ICR] and they could've helped me. I feel like I knew that they were there and luckily I didn't need them, but just knowing there was a support person and having a network of trainees and others close by in our state definitely felt supportive."

Given the need for additional training in specific areas identified by facilitators, it was unclear why there was low participation in one-on-one TA consultations. Offering additional pathways for technical assistance could improve its use in the future. One facilitator suggested a central website for grantees that could include resources, recorded webinars, FAQs, a library of past YPAR projects, and an online chat feature for facilitators and youth to connect and learn from each other and to pose questions for TA that could be followed up with one-on-one phone consultation if necessary. Providing a menu of TA items (such as "Get feedback on your research instruments") could also help improve TA use as a resource for facilitators.

RECOMMENDATIONS

Conclusions

All participants were able to implement the major steps in the YPAR curriculum, and were able to achieve significant involvement of youth participants in YPAR. Most groups were able to achieve results and share them with important community partners despite the short period of time that was available for YPAR. This is quite remarkable considering the short duration of the project period. It suggestions that overall the support and TA offered by ICR and the OHA were helpful to most facilitators in achieving their goals.

Webinars and in-person training were the most helpful to facilitators suggesting that direct communication is important in helping facilitators to move toward their YPAR goals.

Facilitators found the curriculum to be useful overall. They particularly valued the flexibility of the curriculum which enabled them to adjust the process to different settings and constraints.

All facilitators who participated in follow-up interviews indicated a strong desire to continue building their capacity and sustaining their work in YPAR.

These findings suggest that the ICR YPAR Curriculum Adapted for Oregon can and should be adapted and utilized in multiple youth serving sites and settings across the state.

Recommendations

Based on the evaluation results, we suggest the following recommendations to enhance training resources for future YPAR grantees.

1. Increase the timeframe for YPAR implementation to improve selection of topics and methods that are more community-engaged and time-consuming, and build youth-adult partnerships with community stakeholders during the process.

2. Offer comprehensive in-person hands-on training for both facilitators and youth YPAR participants that provides a "walkthrough" of the YPAR process.

3. Showcase real-life examples of YPAR projects.

4. Offer additional webinars to show how to obtain informed consent, develop instruments, conduct data analysis, and use data for social change.

5. Provide additional options for TA, such as a website with online chat features, FAQs, and other resources.

6. Modify ICR's YPAR Curriculum Adapted for Oregon to include the following adjustments/ enhancements:

    a. Add a section at the beginning of the curriculum that guides facilitators in planning for YPAR.

    b. Make explicit the different types of setting/ contextual constraints related to working with youth in different settings.

    c. Provide information or links to resources regarding working with youth and vulnerable populations related to how to minimize risk for youth participants/co-researchers and resources that should be in place if the research topic triggers an emotional response from a participant.

    d. Enhance the data analysis module to provide tips for facilitating the process.

    e. Add the vertical modeling section to the curriculum and strengthen the connection between modeling and designing instruments in the curriculum.

    f. Add a section that provides information and exercises for youth to learn how to conduct ethically sound research.

APPENDICES

Facilitator pre-survey

Facilitator post-survey

Introduction to YPAR webinar post-survey

In-person training post-survey

In-depth interview guide for facilitators

Agenda for two day in-person training

Pre-Survey: YPAR Facilitator

Thank you for taking this survey. This information will help us tailor our trainings and technical assistance in order to support your implementation of YPAR in your community.

1. What is your highest degree/educational background? (e.g., MSW in Social Work, Community Organizing special focus)

2. Please describe your professional background working with youth (e.g., number of years, age range of youth, and types of institutions/community settings in which you have worked).

3. What is the name of the organization where you are currently working?

4. How many sites will you be working in with youth to conduct Youth Participatory Action Research (YPAR)?

○ 1

○ 2

○ 3

Other (please specify)

5. Please use the pull down menu to answer the questions below in relation to each YPAR site you are working in with youth. If you are not working in multiple sites, please leave other site questions blank.

	Site 1	Site 2	Site 3
Approximately how many youth are involved in the YPAR process at each site?	▼	▼	▼
Approximately how many adults are participating in the YPAR process as facilitators?	▼	▼	▼
Approximately how many adults are participating in the YPAR process as research partners?	▼	▼	▼
Approximately how many other organizations/institutions are participating in the YPAR process as research partners?	▼	▼	▼

What are the names of the partner organizations, if known?

[   ]

6. How were youth selected for your YPAR program? Did you have selection criteria? If so, what were they? (If you are conducting YPAR at multiple sites, please describe your selection process at each site.)

[text box]

7. Approximately how often do you meet with the youth for YPAR? (If you are conducting YPAR at multiple sites, please describe how often you meet with youth at each site.)

[text box]

8. How much prior experience do you have with facilitating/conducting YPAR?

○ No experience

○ Slightly experienced

○ Somewhat experienced

○ Moderately experienced

○ Extremely experienced

Comment:

[   ]

9. How much prior experience do you have with doing research of any kind in a community setting?

- ○ No experience
- ○ Slightly experienced
- ○ Somewhat experienced
- ○ Moderately experienced
- ○ Extremely experienced

Comment:

[   ]

10. How much prior experience have you had with the following group building and facilitation techniques?

	No experience	Slightly experienced	Somewhat experienced	Moderately experienced	Extremely experienced
Facilitating a group learning experience	○	○	○	○	○
Building group identity and cohesion	○	○	○	○	○
Facilitating shared decision-making between youth and adults	○	○	○	○	○
Facilitating a supportive and productive group process with youth	○	○	○	○	○
Cooperative education techniques such as Think, Pair, Share	○	○	○	○	○
Facilitating consensus	○	○	○	○	○

Comment:

[   ]

11. In the context of addressing social issues that affect youth, how much do you agree with the following statements?

	Strongly disagree	Disagree	Neutral, not sure	Agree	Strongly agree
Youth should drive the change agenda and adults should facilitate it.	○	○	○	○	○
Most youth care about contributing to make the world a better place for everyone.	○	○	○	○	○
It is important for youth to try and make a difference in the world.	○	○	○	○	○
A change agenda needs to include a wide spectrum of community stakeholders to be successful.	○	○	○	○	○
Lived experience is a legitimate form of knowledge.	○	○	○	○	○
Youth are the best people to present research conducted by youth to the public.	○	○	○	○	○
Youth should have the opportunity to participate actively in the process of analyzing and solving their own solutions.	○	○	○	○	○

Comment:

12. Please answer the questions in relation to the YPAR activities on the left column. Use the pull down menu in each cell to select the option that best fits your answer.

	How much prior experience have you had with the following research activities?	How challenging do you think it will be FOR YOU to train and guide teens to successfully complete the following activities?	How much additional training in the following activities do you think you will need to be able to train and support youth in doing it?
Developing a research question	▼	▼	▼
Creating a research model that shows how different factors cause or are associated with the outcome/issue of study	▼	▼	▼
Designing a research project	▼	▼	▼
Research ethics training and the informed consent process	▼	▼	▼
Designing survey instruments	▼	▼	▼
Administering surveys	▼	▼	▼
Analyzing survey data	▼	▼	▼
Open ended interviewing methods (for example, individual in-depth interviews and focus groups)	▼	▼	▼
Developing guides for doing in-depth interviews	▼	▼	▼
Conducting in-depth open-ended interviews	▼	▼	▼
Transcribing, analyzing, and interpreting interview data	▼	▼	▼
Geographic mapping methods	▼	▼	▼
Visual research methods (for example, Photo Voice, participatory video, other visual documentation)	▼	▼	▼
Using multiple data sources to confirm and interpret results	▼	▼	▼
Using research findings to develop action strategies	▼	▼	▼

Comment:

13. In addition to the above, what other things would you like to learn more about or receive training on?

Post-Survey: YPAR Facilitator

Thank you for taking this survey. This information will help us enhance the trainings and technical assistance that we offer in the future.

1. What is your name?

2. What is the name of the organization where you are currently working?

3. When facilitating Youth Participatory Action Research (YPAR), how many sites did you work in with youth?

○ 1

○ 2

○ 3

Other (please specify)

4. Please use the pull down menu to answer the questions below in relation to each YPAR site you worked in with youth. If you did not work in multiple sites, please leave other site questions blank.

	Site 1	Site 2	Site 3
Approximately how many youth were involved in the YPAR process at each site?	▼	▼	▼
Approximately how many youth stopped their participation in the YPAR program?	▼	▼	▼
Approximately how many adults participated in the YPAR process as facilitators?	▼	▼	▼
Approximately how many adults participated in the YPAR process as research partners?	▼	▼	▼
Approximately how many other organizations/institutions participated in the YPAR process as research partners?	▼	▼	▼

What were the names of the partner organizations?

5. Did your process for recruiting youth (and the selection criteria that was used) for the YPAR program change from what was originally planned?

○ Yes

○ No

6. How did the recruitment process or selection criteria change, and why did it change?

7. Did you either increase or decrease the amount of time that you spent with youth on YPAR from what you originally planned?

○ Yes

○ No

8. Within the past four months, how much do you feel that your experience level increased in conducting/facilitating PAR with youth?

○ Not at all

○ A little

○ Quite a bit

○ A lot

9. In what areas did you gain more experience?

10. In what areas of the YPAR process do you feel most comfortable or experienced?

11. In what areas of the YPAR process do you feel least comfortable and experienced?

12. How much would you say you have grown in your ability to facilitate:

	Not at all	A little	Quite a bit	A lot
a group learning experience	○	○	○	○
group identity and cohesion	○	○	○	○
shared decision-making between youth and adults	○	○	○	○
a supportive and productive group process with youth	○	○	○	○
cooperative education techniques such as Think, Pair, Share	○	○	○	○
group consensus	○	○	○	○

Comment:

13. In the context of addressing social issues that affect youth, how much do you agree with the following statements?

	Strongly disagree	Disagree	Neutral, not sure	Agree	Strongly agree
Youth should drive the change agenda and adults should facilitate it.	○	○	○	○	○
Most youth care about contributing to make the world a better place for everyone.	○	○	○	○	○
It is important for youth to try and make a difference in the world.	○	○	○	○	○
A change agenda needs to include a wide spectrum of community stakeholders to be successful.	○	○	○	○	○
Lived experience is a legitimate form of knowledge.	○	○	○	○	○
Youth are the best people to present research conducted by youth to the public.	○	○	○	○	○
Youth should have the opportunity to participate actively in the process of analyzing and solving their own solutions.	○	○	○	○	○

14. Please answer the questions in relation to the YPAR activities on the left column. Use the pull down menu in each box to select the option that best fits your answer. Please put a response in every box even if you did not do that activity.

	How much training (hands-on training, facilitation, or direct instruction) did you provide youth in the following activities?	How challenging was it FOR YOU to train youth in the following activities?	How much did the curriculum, training, webinars, and other supports offered by OHA and ICR help to build your capacity to do the following activities?	How much additional training in these areas do you think you need to be able to train and support youth in doing YPAR in the future?
Developing a research question	[▼]	[▼]	[▼]	[▼]
Creating a research model that shows how different factors cause or are associated with the outcome/issue of study	[▼]	[▼]	[▼]	[▼]
Designing a research project	[▼]	[▼]	[▼]	[▼]
Research ethics training and the informed consent process	[▼]	[▼]	[▼]	[▼]
Designing survey instruments	[▼]	[▼]	[▼]	[▼]
Administering surveys	[▼]	[▼]	[▼]	[▼]
Analyzing survey data	[▼]	[▼]	[▼]	[▼]
Open ended interviewing methods (for example, individual in-depth interviews and focus groups)	[▼]	[▼]	[▼]	[▼]
Developing guides for doing in-depth interviews	[▼]	[▼]	[▼]	[▼]
Conducting in-depth open-ended interviews	[▼]	[▼]	[▼]	[▼]
Transcribing, analyzing, and interpreting interview data	[▼]	[▼]	[▼]	[▼]
Geographic mapping methods	[▼]	[▼]	[▼]	[▼]
Visual research methods (for example, Photo Voice, participatory video, other visual documentation)	[▼]	[▼]	[▼]	[▼]
Using multiple data sources to confirm and interpret results	[▼]	[▼]	[▼]	[▼]
Using research findings to develop action strategies	[▼]	[▼]	[▼]	[▼]

15. In addition to the above, what other things would you like to learn more about or receive training on?

16. Which of these activities did you participate in?

- ☐ Introduction to YPAR webinar

- ☐ In-person Training 2 day workshop

- ☐ Research Ethics and Obtaining Consent webinar

- ☐ YPAR Technical Assistance conference call

- ☐ One-on-one Technical Assistance

17. How helpful were the following resources in preparing you or supporting you in conducting/facilitating YPAR?

	Not at all	A little	Quite a lot	A lot	Not Applicable (Did not use this resource)
Introduction to YPAR webinar	○	○	○	○	○
In-person Training 2 day workshop	○	○	○	○	○
Research Ethics and Obtaining Consent webinar	○	○	○	○	○
YPAR Technical Assistance conference call	○	○	○	○	○
One-on-one Technical Assistance	○	○	○	○	○

18. What additional resources or supports should be offered to grantees in the future?

19. What advice would you give others when thinking about implementing PAR with youth?

Introduction to YPAR Webinar - Post Survey

We really appreciate your feedback on this webinar.

*1. Overall, how useful was the webinar content for you?

Not at all	A little bit	Somewhat	Very well	Extremely
○	○	○	○	○

*2. In general, did the webinar meet your expectations?

Not at all	A little bit	Somewhat	Very well	Extremely
○	○	○	○	○

*3. How knowledgeable were the presenters of the subject matter?

Not at all	A little bit	Somewhat	Very well	Extremely
○	○	○	○	○

*4. Was the information presented in a clear manner?

Not at all	A little bit	Somewhat	Very well	Extremely
○	○	○	○	○

*5. Was the difficulty of this webinar appropriate?

Not at all	A little bit	Somewhat	Very well	Extremely
○	○	○	○	○

*6. How well did the webinar provide you with an introduction to YPAR and its core features?

Not at all	A little bit	Somewhat	Very well	Extremely
○	○	○	○	○

*7. How well did the webinar offer guidance on how to build a safe and productive setting for YPAR?

Not at all	A little bit	Somewhat	Very well	Extremely
○	○	○	○	○

*8. How well did the webinar provide you with a clear understanding of best practices for facilitating YPAR?

Not at all	A little bit	Somewhat	Very well	Extremely
○	○	○	○	○

*9. How well did the webinar offer techniques for overcoming some common YPAR challenges?

Not at all	A little bit	Somewhat	Very well	Extremely
○	○	○	○	○

*10. Would you recommend others to watch the recorded version of this webinar?

○ Yes

○ No

Comment:

[   ]

11. How would you improve this webinar?

[   ]

*12. What time of day is most convenient for you to attend a live webinar?

○ morning

○ noon

○ afternoon

○ Other (please specify)

[   ]

13. Do you have any other ideas or suggestions to share?

[   ]

Thank you for sharing your feedback with us!

Evaluation of YPAR Workshop (Feb 12-13, 2015)

Thank you for providing us with feedback on this training workshop. Please circle one option that best reflects your answer to each question.

1. Please use the pull down menu to answer the questions below in relation to each YPAR workshop activity. If you did not participate in a specific activity, select N/A.

	How helpful or useful was this information for your work in YPAR?	Was the information in this section presented in a clear manner?
Ecological modeling	▼	▼
Horizontal modeling	▼	▼
Vertical modeling	▼	▼
Survey research station	▼	▼
Mapping research station	▼	▼
Interview research station	▼	▼
Visual research station	▼	▼

2. Did you learn anything new from the Ecological Modeling activity?

○ Yes

○ No

3. What did you learn?

4. How would you improve the Ecological Modeling activity?

5. Did you learn anything new from the Horizontal Modeling activity?

○ Yes

○ No

6. What did you learn?

7. How would you improve the Horizontal Modeling activity?

8. Did you learn anything new from the Vertical Modeling activity?

○ Yes

○ No

9. What did you learn?

10. How would you improve the Vertical Modeling activity?

11. Did you learn anything new from the Survey Research Station?

○ Yes

○ No

12. What did you learn?

13. Did you learn anything new from the Mapping Research Station?

○ Yes

○ No

14. What did you learn?

15. Did you learn anything new from the Interview Research station?

○ Yes

○ No

16. What did you learn?

17. Did you learn anything new from the Visual Research station?

○ Yes

○ No

18. What did you learn?

OVERALL WORKSHOP

19. In general, did the entire workshop meet your expectations?

○ Not at all

○ A little

○ Somewhat

○ Very well

○ Extremely well

20. Why or why not?

Evaluation of YPAR Workshop (Feb 12-13, 2015)

21. Overall, how useful was the workshop for your YPAR program?

- ○ Not at all
- ○ A little
- ○ Somewhat
- ○ Very well
- ○ Extremely
- ○ (Not Sure)

22. How would you rate the balance between direct presentation of information and hands-on activities?

- ○ Too much direct instruction
- ○ A bit too much direct instruction
- ○ A good mix
- ○ A bit too much hands-on
- ○ Too much hands-on

23. How was the space?

- ○ Poor
- ○ Adequate
- ○ Excellent

Comment:

[ ]

24. How did you feel about the amount of information that was covered in this training?

- ☐ It was too little
- ☐ It was about right
- ☐ It was too much

25. What part of this workshop stood out the most for you (something you learned or an activity that you enjoyed the most)?

[ ]

26. How would you improve this workshop?

[ ]

27. Do you have any other ideas or comments to share?

YPAR Facilitator Interview Guide for OHA Grantees

<u>Pre-interview script:</u>

- Introduce yourself and your role on the project
    - ○ ICR provided training and technical assistance on the curriculum
- Describe purpose of the interviews and types of questions that you will be asking them.
    - ○ Purpose is not to evaluate them – Remind them that this program was a pilot. This is the first time the curriculum has been offered through OHA in this form, and we want to learn about their experiences with using the curriculum for the first time and to get their feedback on how to improve parts of the curriculum that may have been unclear, and to also hear about what other resources or trainings could be helpful if offered.
- Tell them how long the interview will take: between 1 hour to 1 ½ hours
- Ask permission to record interview. Explain why we would like to record the interview (e.g., it will be transcribed so that we have a record of their suggestions to include in our report, which we will use to improve the curriculum and what we offer as supports for facilitators).

<u>Interview Questions</u>

1. Process

Can you describe your YPAR process (major steps) with the different groups of youth you were working with?

> IF modeling wasn't mentioned: Did you work through the modeling process with youth? Why/why not?

> IF they did modeling: Did you find the modeling process useful? Why/why not?

Were there parts of the YPAR process that you carried out in a significantly different way from that suggested in the curriculum?

> If YES: What did you do differently and why, and how did it go?

What parts of the YPAR process did your youth group find most challenging? How did you or they overcome these challenges? If not, what would you need to overcome them? Do you think they can be overcome?

How did you document or evaluate your process either formally or informally (if at all)?

2. Facilitation

What parts of the YPAR process did you find most challenging to facilitate? How did you overcome these challenges? (If they didn't, what resources would they need to overcome these challenges?)

Were there facilitation techniques that you found particularly helpful in the process?

Before this project, did you have a background with facilitating? Did you have a background working with youth prior to this?

How much do you want to continue this type of work?

How did you grow as a facilitator? Did you learn anything about yourself? What did you learn?

3. Curriculum

How did you use the curriculum? (e.g., did they read it all the way through, or take bits and pieces, modify it or something else)

What for you were the most useful aspects of the curriculum?

What were some of the challenges you faced in using the curriculum? What areas of improvement are needed in the curriculum?

4. Resources

What structures or resources in your organization were in place for you to make this YPAR project happen?

What other resources would need to be in place in order for you to continue to do YPAR programs within your organization, or to improve your ability to do YPAR with your teens?

How useful was the training and technical assistance that was offered by the Institute for Community Research and by the Oregon Health Authority?

Looking back, what additional training or technical assistance should be available for grantees?

5. Youth

How did youth respond to the YPAR process? (e.g., aspects they resonated with or did not resonate with; youth outcomes observed…)

Do you feel that youth get something different or new out of this process in comparison with other types of youth programs? What specifically? If not, why not?

6. Community (different groups within definition of community—school community is included)

In what ways did youth connect with different parts of the community (e.g., school community, service providers, other groups) to carry out this work?

How did you assist them?

How did people in the community support this program and the work of the youth?

Were there community barriers to doing this work (such as difficulties getting permission/access to people for data collection; challenges getting stakeholders to the final presentation, etc.)?

Did youth have a final presentation or share their findings with the community? Describe.

How do you think community/adult stakeholders will use the information shared with them?

Youth Participatory Action Research Training
Thursday, February 12, 2015
Training Schedule – Day 1

8:30 am   Breakfast, registration

9:00 am   Welcome, Introductions, Training schedule, Introduction to YPAR

9:30 am   Hopes and Fears Activity

10:30 am   Introduction to research modeling and to different modeling approaches

11:00 am   Creating an Ecological Model

12:20 am   Break

12:30 am   Horizontal modeling *(working lunch)*

1:50pm   Break

2:00 pm   Vertical modeling

3:30 pm   5-minute Break and Energizer

3:45 pm   Intervention modeling**

5:00 pm   Wrap up, questions

5:30 pm   End

**Note: Did not train on "intervention modeling" due to limited time.

Youth Participatory Action Research Training
Friday, February 13, 2015
Training Schedule – Day 2

8:00 am   Breakfast

8:30 am   Welcome, training schedule, and icebreaker

9:00 am   Research stations
Rotation 1: The following assignments are the first station for each group.
Red: Survey research method
Yellow: Mapping research method
Green: Interview research method

9:30 am   Research stations, Rotation 2
Red: Mapping research method
Yellow: Interview research method
Green: Visual research method

10:00 am   Research stations, Rotation 3
Red: Interview research method
Yellow: Visual research method
Green: Survey research method

10:30 am   *Break*

10:45 pm   Research stations, Rotation 4
Red: Visual research method
Yellow: Survey research method
Green: Mapping research method

11:15 pm   Selecting research methods, advantages/limitations of each**

12:00 pm   Research station large group discussion and Q & A (*working lunch*)**

12:45 pm   Wrap up research methods**

1:00 pm   Develop/revise your action plan

1:45 pm   Report out on action plans

2:30 pm   Wrap up training, and fill out evaluation survey

3:00 pm   End

**Note: Replaced the activities in asterisks with training on facilitating issue identification.