

# Contents

List of Figures	xi
Preface	xiii
Acknowledgments	xvii
<b>PART I. SETTING THE CONTEXT</b>	<b>1</b>
1. Overview	3
Book Goals	11
Book Outline	12
Overview of Youth Demographics	13
Youth Involvement in Community	
Research and Program Evaluation	15
Definition and Conceptual	
Overview of Youth-Led Research	23
Conclusion	27
2. Conceptual Foundation for Youth Involvement	29
Youth Participation as a Central Theme	30
Service-Learning	37
<i>Definition and History of Service-Learning</i>	38
<i>Goals of Service-Learning</i>	41
<i>Research Findings on Service-Learning</i>	43
<i>Characteristics of Typical Service-Learning Projects</i>	46
Theories Supporting Service-Learning	48
Emerging Supporting Paradigms	50
<i>Empowerment</i>	52
<i>Community Capacity Enhancement</i>	56
<i>Youth Development</i>	60
Youth-Led Initiatives	65
Conclusion	72

<b>PART II. YOUTH AS RESEARCHERS: APPROACHES AND CONSIDERATIONS</b>	<b>75</b>
<b>3. Guiding Goals, Principles, Objectives, and Outcomes of Youth-Led Research</b>	<b>77</b>
Goals	78
Principles	82
Limitations and Concerns	
Regarding Youth-Led Research	83
Innovative Methods of Youth-Involved Research	90
Outcomes of Youth-Involved Research Initiatives	96
Conclusion	107
<b>4. Youth Research Competencies: Attitudes, Knowledge, and Skills</b>	<b>109</b>
Self-Knowledge and Local Knowledge	111
Developmental Perspectives	115
Youth Research and Service-Learning:	
One Vehicle for Achieving Competencies	116
<i>Critical Attitudes</i>	117
<i>Critical Knowledge</i>	118
<i>Critical Skills</i>	119
<i>Listening Skills</i>	120
<i>Communication</i>	120
Qualities That Make for an Excellent Youth Researcher	120
<i>Embrace of Innovation</i>	121
<i>Sense of Humor</i>	122
<i>Critical Thinking Skills</i>	122
<i>Patience and Persistence</i>	123
<i>Eagerness to Learn About</i> <i>Others and Their Communities</i>	123
<i>Flexibility to Work Alone and in Groups</i>	124
<i>Resiliency or Tendency to "Bounce Back"</i>	124
<i>Communication Skills Across Audiences</i>	125
Conclusion	125
<b>5. Continuum of Youth Involvement in Research</b>	<b>127</b>
Potential Pitfalls of Youth-Led Research	129
Frameworks for Youth-Led Research	132
Categorizing Youth-Led Research Projects	136
Conclusion	139

<b>6. Youth-Led Research and Methods</b>	<b>141</b>
Research Methods	142
Qualitative/Ethnographic Methods	145
Key Informants	147
Focus Groups	148
Community Forums	152
Community Mapping	152
Delphi Technique	155
Oral History	156
Review of Historical Archival Data	159
Participant Observations in Meetings and Community	160
Quantitative Research Methods	161
Use of Social Indicators	162
Use of Existing Agency-Generated Data	162
Qualitative Research Methods	163
Surveys	163
Conclusion	166
<b>7. Initiating and Sustaining Youth-Led Research</b>	<b>167</b>
Initiating Youth-Led Research Projects	168
Recruitment and Screening	168
Contracting and Payment	174
Training	175
Job Descriptions or Prototypes	
of Research Coordinator and Researcher	178
Sustaining Youth-Led Research Projects	180
Age Focus of Research	180
Setting-Specific Research	182
Time Structure	184
Organization-Sponsored Research	187
Support	189
Role of Adults	189
Peer/Adult Field Supervision and Support	192
Advisory or Steering Committee Participation	194
Incentives	196
Use of Journals	197
Potential Products and Dissemination of Results	198
Dissemination	199
Products	201
Role of Media	202
Conclusion	203

<b>8. Ethical Conduct and Decision Making</b>	<b>205</b>
Importance of Ethical Decision Making	206
Context for Ethical Decision Making	206
Areas of Potential Misconduct	208
University-Sponsored Research	210
Conclusion	210
<b>9. Funding of Community Research and Program Evaluation</b>	<b>211</b>
Financial Considerations	212
Typical Budget Items and Considerations	215
Food	215
Rent for Space	216
Incentives	217
Stipends	217
Data Entry and Analysis	218
Transportation	219
Administration	219
Overhead	220
Miscellaneous	220
Paying Interviewees	220
Strategies for Financing Youth-Led Research	221
Grassroots Efforts	222
Collaborative Partnerships	222
Foundations and Corporations	223
Governmental Investigator-Driven Grants	223
Conclusion	224
<b>PART III. FIELD EXAMPLES</b>	<b>227</b>
<b>10. Field Examples of Youth-Led Community Research</b>	<b>229</b>
Rationale for Selection	230
Case Illustrations	230
Youth Media Project, Oakland, California	230
Boston Student Researchers for High School Renewal, Boston, Massachusetts	232
McClymunds High School, West Oakland, California	235
Institute for Community Research, Hartford, Connecticut	236
Conclusion	237

<b>PART IV. FUTURE CHALLENGES</b>	<b>239</b>
<b>11. Challenges and Implications for Practice</b>	<b>241</b>
How Can We Create and	
Maintain a Cadre of Youth Researchers?	242
How Can We Document the Long-Term	
Consequences of Participation in Youth-Led	
Research for All Parties Involved, Including	
Adult Collaborators and the Community?	243
To What Extent Should Group-Specific	
Research Focus on Gender and Ethnic Groups?	244
How Much Effort Should Be Placed on	
Establishing Collaborations Between	
Universities and Community-Based	
Organizations in Sponsoring Youth-Led Research?	245
What Are the Characteristics and Conditions	
That Foster Youth-Led Research?	246
To What Extent Does Diversity Bring With It Potential	
Conflicts Within Youth-Led Research Teams?	247
Who Should Be Responsible for Building	
Youth-Led Research Competencies?	248
Conclusion	249
<b>12. Epilogue</b>	<b>251</b>
Innovations and Research	251
Adult-Youth Relationships and the Potential for Abuse	252
Validity and Reliability	253
Cultural Competence	254
The Broad Reach of Youth Development	255
Youth Conferences	256
Who Controls the Production of Knowledge?	257
Humanization of Research	258
Who Shall Speak for and	
Shape the Youth-Led Movement?	259
Conclusion	260
<b>References</b>	<b>261</b>
<b>Index</b>	<b>291</b>
<b>About the Author</b>	<b>302</b>

# List of Figures

Figure 2.1: Youth-Adult Partnership Continuum	67
Figure 2.2: Youth-Led Health Promotion Framework	68
Figure 2.3: Youth-Led Initiatives	69
Figure 2.4: McCreary Centre Factors	71
Figure 3.1: Social-Related Goals	81
Figure 3.2: Principles for Youth-Led Research	84
Figure 3.3: Developmental Stages of Research	97
Figure 5.1: Institutional-Youth Readiness Continuum	135
Figure 5.2: Youth-Led Research Methods and Approaches Circles	138