

YOUTH  
JUSTICE  
BOARD

A Project of the Center for Court Innovation and  
the Center for Courts and the Community



Curriculum and Resources for Creating a Youth Policy Board

YOUTH  
JUSTICE  
BOARD

The Youth Justice Board is an after-school program that brings together New York City teenagers to study, devise and implement policy recommendations on issues affecting youth. Members represent the diversity of New York City; they come from different neighborhoods and schools and bring varied personal experiences to the Board. After several months of fieldwork the young people present their findings to key City and State officials. In the past five years, Board members have presented their recommendations to the City's Schools Chancellor, the Mayor's Criminal Justice Coordinator, the Commissioner of the City's Department of Youth and Community Development, the Commissioner of the New York State Office of Children and Family Services, and the Administrative Judge of New York City Family Court.

The Youth Justice Board has studied challenges faced by youth returning home after confinement for juvenile delinquency, safety problems in New York City high schools, court experiences of youth in foster care, and alternatives to juvenile detention programs in New York City. To implement their recommendations around these issues, Board members have worked with the New York State Permanent Judicial Commission on Justice for Children, advising the Commission about New York City's first "Teen Space," a teens-only waiting area in Queens County Family Court. Board members have also designed and led informational workshops and created materials about the court process for teens in foster care; and partnered with the Department of Probation and the Center for Urban Pedagogy to develop materials for youth who have been arrested.

The Youth Justice Board is a project of the Center for Court Innovation and the Center for Courts and the Community. Visit us online at [www.courtinnovation.org](http://www.courtinnovation.org) and [www.courtsandcommunity.org](http://www.courtsandcommunity.org).

Funding and support for the program has come from the Bureau of Justice Assistance, The Center for Urban Pedagogy, The Cricket Island Foundation, Edward & Ellen Roche Relief Foundation, Helena Rubinstein Foundation, New York City Council, New York State Unified Court System, Surdna Foundation, The Taconic Foundation, U.S. Department of Justice, and The W. Clement & Jessie V. Stone Foundation.

The Youth Justice Board Toolkit was created with the generous support of The W. Clement & Jessie V. Stone Foundation.

The Toolkit was written by Linda Baird, Matthew Canfield, Dory Hack, Colin Lentz, Elaine Shea, Rachel Swaner, Elise White and Phillip Zielinski, and was proofread by Jennifer Bogle and Heather Day DiFranco, J.D. The accompanying Youth Justice Board Database was developed by Dory Hack and Adam Sugerman.

November 2009

## Table of Contents

Table of Contents.....	2
Introduction to the Youth Justice Board Toolkit .....	5
The Youth Justice Board: Model and Methods .....	6
Program Timeline .....	10
Funding and Budget.....	13
Budget Considerations.....	13
Staffing Plan.....	14
Strategies for Raising Funds .....	15
Getting Started .....	17
Topic Selection .....	17
Recruitment.....	17
Member Selection .....	19
Curriculum Map.....	20
Curriculum Guide .....	21
What to Consider When Designing the Program.....	21
Training.....	25
Skills .....	26
Topic-Specific Knowledge .....	27
Building Group Identity.....	27
Exploring Individual Identities .....	27
Leadership Opportunities.....	28
Measuring Learning and Comprehension.....	28
Celebrating Achievement.....	28
Fieldwork .....	29
Developing Research Goals.....	30
Identifying Fieldwork Subjects and Strategies .....	30
Conducting Ethical Research.....	32
Interviews.....	33
Focus Groups .....	34
Analyzing Data .....	35
Policy Development.....	36
Synthesizing Information.....	37
Developing Recommendations .....	38
Writing the Report .....	40
Report Release .....	41
Implementation .....	42
Presentations .....	43
Action Items.....	43
Session Plans, Activities, and Icebreakers.....	46
Guide to Session Plans.....	46
Training Sessions.....	48
Fieldwork Sessions .....	81
Policy Development Sessions.....	109

Icebreakers .....	124
Alumni .....	128
Recruitment.....	128
Orienting New Members.....	128
Internships.....	128
External Roles.....	129
Methods to Engage Alumni .....	129
Data Management .....	130
What is Data Management?.....	130
Data Collection .....	130
Database Administration.....	130
Policies and Consents .....	132
The Importance of Program Policies and Consents.....	132
Member Policy.....	132
Parental Consent and Release Form .....	132
Media Policy .....	133
Internet and Computer Use Policy.....	133
Waiver of Liability Form.....	133
Medical Information Form.....	133
Participant Consent and Release Form .....	134
Stipend Agreement.....	134
Program Evaluation .....	135
Youth Development.....	135
Program Operation.....	135
Effect on Policy.....	135
Appendix A: Resources for Member Recruitment and Selection.....	140
Resource: New Member Application.....	141
Resource: Program Information Session Plan .....	145
Resource: Recruitment Letter .....	146
Resource: Youth Justice Board Interview Agenda and Tools .....	147
Handout: City Planning Project .....	151
Resource: Facilitator’s Guide .....	152
Resource: Youth Justice Board Alumni Judge’s Guide.....	153
Resource: Judge’s Observation Sheet.....	155
Appendix B: Program Policies and Participation Forms .....	156
Handout: Member Policy.....	157
Handout: Parental Consent and Release for Program Participation .....	159
Handout: Media Consent .....	160
Handout: Acceptable Internet and Computer Use .....	162
Handout: Waiver of Liability (Parent/Guardian).....	164
Handout: Medical Information Form.....	165
Handout: Participant Consent and Release .....	169
Handout: Rules and Regulations.....	170
Handout: Stipend Agreement.....	172
Appendix C: Resources for Program Evaluation.....	173
Logic Model.....	174

Handout: Pre-program Survey .....	176
Resource: Mid-Year Focus Group Protocol .....	180
Resource: End-of-Year Focus Group Protocol .....	182
Resource: Public Speaking Observation Protocol – Group .....	183
Resource: Public Speaking Observation Protocol – Individual .....	184
Resource: Presentation Evaluation .....	185
Resource: Member Evaluation for Periodic Check-ins .....	187
Appendix D: Resources for Conducting Focus Groups.....	189
Handout: Recruitment Flyer .....	190
Handout: Informed Consent and Screening Tool .....	191
Resource: Focus Group Protocol .....	194
Resource: Focus Group Confidentiality Pledge.....	197
Resource: Focus Group Participant Survey .....	198

## **Introduction to the Youth Justice Board Toolkit**

The Youth Justice Board provides a vehicle for young people to become involved in local policy discourse. In six years of operation, Board members have published four substantive reports presenting recommendations about how policymakers and practitioners can better serve young people in their communities. These reports—based on the unique perspectives of teens whose daily lives are affected by juvenile justice and public safety policies that are often conceived without young people’s input—have led to significant changes in local policies and practices.

This Toolkit is a comprehensive resource for organizations that would like to develop programs based on the Youth Justice Board model. Specifically, this toolkit provides strategies and tools for how to:

- Select a relevant public policy issue;
- Recruit young people for the program;
- Evaluate and fund the program;
- Educate Board members to be effective researchers, writers, public speakers and advocates;
- Support Board members’ personal and professional development;
- Manage program data and information; and
- Build an alumni network.

The Toolkit provides a timeline and a set of practices, tools, lessons and procedures used by the Youth Justice Board. This is designed to be a flexible resource that can—and should—be adapted to meet the needs of other organizations. For example, the program can operate based on a shorter or longer timeline, or Board members may elect to create a final product other than a written report. Users also may choose to incorporate select session plans into an existing curriculum rather than following the model from start to finish. The session plans contained in this Toolkit are merely a sample of what should be an ongoing process of debate, learning and engagement designed with the needs of Board members and organizational objectives in mind.

The Toolkit is not intended to be static; Toolkit authors encourage and appreciate feedback. What works well? How can the program or session plans be strengthened? How have policymakers responded to the program? The Toolkit will be updated periodically to reflect feedback.

To comment on your experience, provide feedback, or receive notification of updates to the Toolkit, please contact the Youth Justice Board at the Center for Courts and the Community:

yjb@courtsandcommunity.org or 212-716-1365

## **The Youth Justice Board: Model and Methods**

### *What Is the Youth Justice Board?*

The Youth Justice Board is a program that provides a forum for teens to develop and promote recommended reform policies and practices that affect their lives. Through participation in this program, young people investigate a public policy issue, formulate policy recommendations, and promote implementation of their ideas.

### *Why Should Young People Be Involved in Policy Development and Reform?*

Thoughtful youth input into the development, review and reform of public policies can both strengthen policy and increase the civic engagement of young people. Increased emphasis on evidence-based policy in public management yields opportunities for young people to contribute to policymakers' understandings of the effectiveness and shortcomings of policies that directly affect youth by sharing their ideas and experiences.

### *What are the Youth Justice Board's Primary Goals?*

The Youth Justice Board is a youth leadership program that incorporates the voices and opinions of young people into policy discourse. The Youth Justice Board approach is grounded in the belief that young people are experts on their own experiences and are vital components of a healthy civil society. Working with policymakers and developing research-based solutions builds an enduring dialogue that can have a lasting impact.

The program has two primary goals: first, to help Board members develop their knowledge as well as leadership and civic engagement skills that will benefit their communities, their families, and their futures; and second, to contribute young people's perspectives to public policy discussions.

Through session plans that emphasize diligent, non-partisan research, data-collection and careful analysis, Board members learn how to create considered and relevant policy recommendations that showcase youth voices and experiences. They then work in collaboration with policymakers and other stakeholders to bring their recommendations to life. The Board is an excellent vehicle for making the ideas of thoughtful, well-informed youth accessible to policymakers.

### *How Does the Youth Justice Board Work?*

The program has four phases:

- Training;
- Fieldwork;
- Policy Development; and
- Implementation.

This four-phase curriculum builds the Board members' teamwork, research and presentation skills, and helps members develop realistic policy recommendations. Throughout the program,

the staff provides support, recommendations, guidance and assistance to members. While adults structure and lead each lesson, young people are engaged in the core processes of defining the issues and proposing solutions.

**TRAINING:** Before convening the Board, program staff select a topic of study by surveying young people and policymakers about relevant and timely issues. During the first weeks of the program, members receive intensive training on research strategies, consensus building, listening, interviewing and public speaking. Members also learn about local government.

**FIELDWORK:** The Board designs and implements a research plan that includes interviews, focus groups and site visits with a wide range of stakeholders. Members interview professionals and experts in the field of study, community stakeholders and public officials. Members design and lead focus groups of young people affected by the issue under investigation. They may also elect to utilize additional research strategies such as surveys, observations and site visits.

**POLICY DEVELOPMENT:** The Board develops targeted policy proposals. The Board issues a report and presents its policy recommendations directly to government officials and policymakers.

**IMPLEMENTATION:** The Board works to influence practice in the field by lobbying decision-makers to implement its recommendations. Strategies include working directly with officials at key agencies, piloting initiatives and collaborating with stakeholder organizations.

The program's four phases take place over two academic years. During the first year members complete the Training, Fieldwork and Policy Development phases. The capstone project of the year is the publication of findings and recommendations and a presentation of the recommendations to policymakers and other stakeholders. During the second year the members use the published report as a springboard to pilot and promote recommended changes.

### *How Effective Is the Youth Justice Board in Bringing About Policy Change?*

Two aspects of the Youth Justice Board model make it a particularly effective tool for creating targeted policy change:

- The Youth Justice Board is youth-led, from the research design to the findings, so it is grounded in young people's authentic experiences and knowledge.
- The project engages policymakers and other stakeholders from the outset. This strengthens interest in hearing the Board's recommendations and lays the groundwork for buy-in during the Implementation phase.

### *How Do Youth Benefit from Being on the Youth Justice Board?*

Youth gain leadership, research and public speaking skills, and experience working with a group to bring about change in an issue that matters to them. They also acquire the confidence and self-assurance that accompanies devising, carrying out and presenting original research and ideas. Finally, Board members have the opportunity to explore career opportunities and network with professionals.



## ***How Do Policymakers Benefit from Involvement with the Youth Justice Board?***

The Board has a reputation for fairness and research-based solutions that policymakers can rely on. Because Board members build relationships with policymakers during their research process, policymakers trust their opinions and input. In addition to earning respect for their findings and recommendations, Board members are valued for their critical thinking abilities and knowledge of policy issues. Program members and alumni are sources of informed and considered youth opinions on a range of policy issues.

## ***Who Should Consider Adopting this Model?***

This model is well-suited to any organization or institution that wants to involve young people in the development and/or analysis of public policy. The program is particularly suited to organizations that see young people as intelligent, able partners with unique concerns and experiences, and that are willing to allow young people autonomy in proposing solutions to address particular issues or challenges.

While the program was designed to focus primarily on issues related to juvenile justice and public safety, the model can be adapted for other issues. “Youth issues” are not the only ones that profoundly affect young people. For example, housing policy shapes the lives of young people and they may have important insights that can inform policy. This model would work effectively within a school or at a community-based organization and for a range of issues.

## ***Youth Justice Board Publications and Selected Activities***

***Stop the Revolving Door: Giving Communities and Youth the Tools to Overcome Recidivism (2005)*** The first Board focused on improving the reentry process for young people returning to New York City from upstate placement facilities. Its report recommended improvement of the reentry planning process in three areas: timing, responsiveness to individual needs, and coordination among city and state agencies. Several Board members went on to intern for the New York State juvenile placement agency while others joined advisory boards for related agencies.

### ***One Step at a Time: Recommendations for the School Community to Improve Safety (2006)***

Through an analysis of their own experiences and interviews with a variety of stakeholders, Board members studied New York City public school safety. The Board published ten recommendations in three categories: prioritizing positive relationships with school safety personnel, expanding responses to conflicts and negative behavior, and giving students a formal voice in safety policies and procedures. The Board presented its recommendations at a kick-off event that included officials from the Office of the Mayor, the Department of Probation, the Police Department and the Department of Education. The Board created a toolkit to help schools develop student school safety advisory boards that was used by five high schools. Additionally, Board members participated in a Department of Education youth working group on school safety.

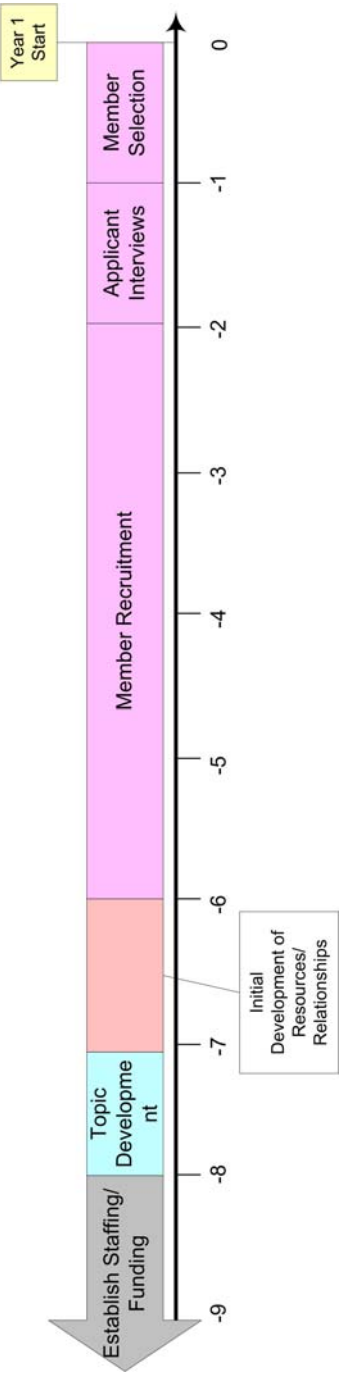
***Stand Up, Stand Out: Recommendations to Improve Youth Participation in New York City's Permanency Planning Process (2007)*** The Board studied youth involvement in the permanency planning process—the process by which New York City Family Courts determine permanent living arrangements for young people in foster care. The Board developed 15 recommendations in three categories: preparing young people to take more active roles in their cases; creating stronger partnerships between lawyers for youth, caseworkers, and young people; and creating court environments that facilitate meaningful youth involvement. During the second year of the program, members developed curriculum and offered workshops about Family Court to young people in foster care and designed and published a “Permanency Achievement Kit” which gives young people information about the permanency planning process. The Board also advised a statewide committee on the design and content of the nation's first Family Court waiting area dedicated exclusively for teens. At the opening in December 2008, New York State Chief Judge Judith S. Kaye commended the Board for its contributions to the project.

***Strong Families, Safe Communities: Recommendations to Improve New York City's Alternative to Detention Programs (2009)*** The Board studied New York City's Alternative to Detention (ATD) programs, which provide services and supports for young people who would otherwise be detained while awaiting adjudication of delinquency matters in New York City Family Court. The Board developed ten recommendations in three categories: provide youth and families with the tools they need to participate meaningfully in delinquency cases; maximize use of resources to ensure young people receive appropriate supervision; and increase the availability of individualized services in ATD programs.

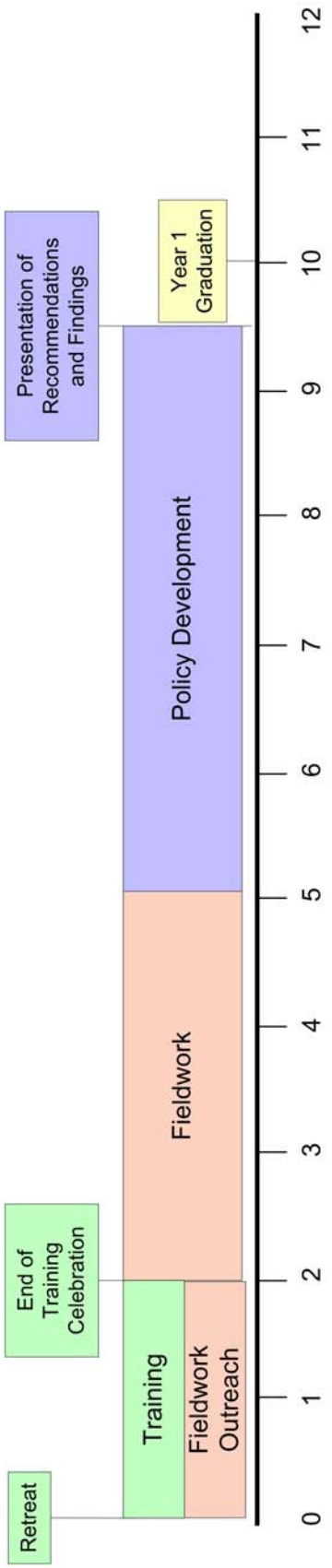
To download these reports, visit us online at [www.courtsandcommunity.org/youthjusticeboard](http://www.courtsandcommunity.org/youthjusticeboard).

# Program Timeline

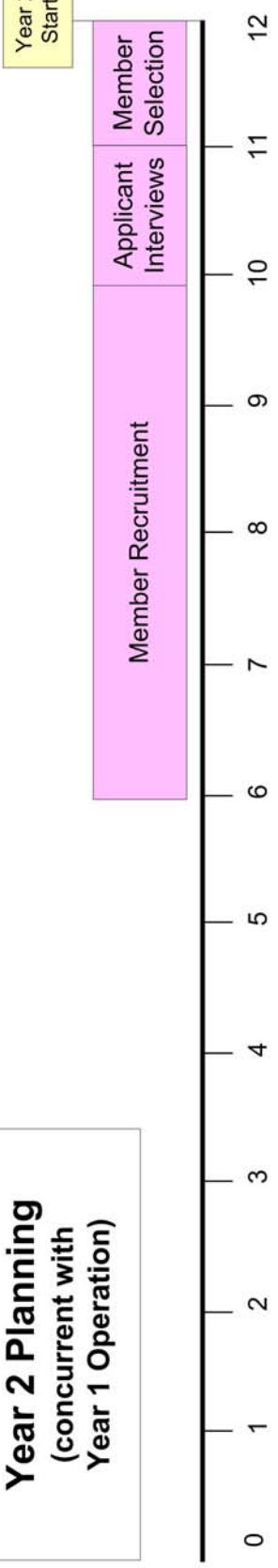
Program start-up and Year 1 Planning



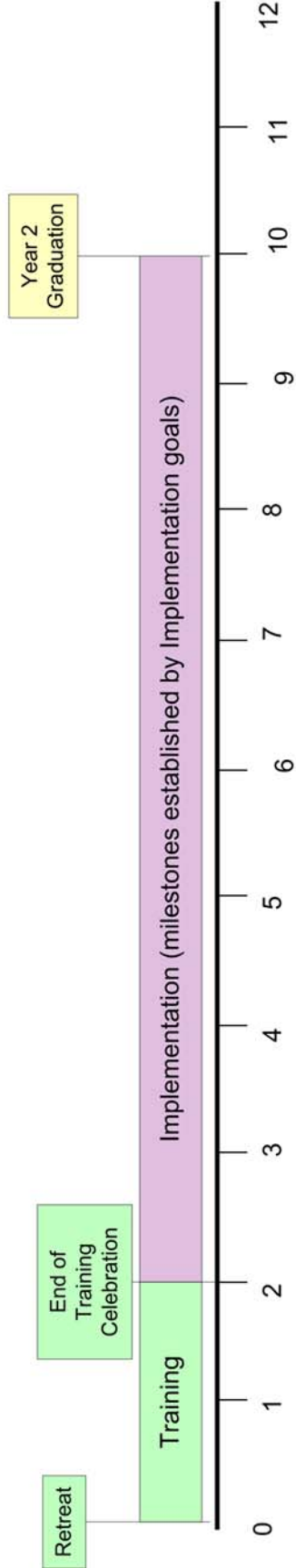
## Year 1 Operation



## Year 2 Planning (concurrent with Year 1 Operation)



# Year 2 Operation



## **Funding and Budget**

### *Budget Considerations*

#### **Staffing**

This includes two full-time staff; see Staffing Plan (page14) for more information.

#### **Recruitment**

This includes the costs of recruiting Board members, which can include application materials, materials to advertise the positions, and distribution costs, as well as staff time.

#### **Transportation**

This includes the costs of transporting staff and youth members to meetings, interviews, retreats and any other events the program may hold. Consider when youth and staff will rely on public transportation, when it will be necessary to rent vehicles or pay for gas/mileage, and when youth will be responsible for their own transportation.

#### **Youth Incentives**

Incentives for youth participation in the program can include things like stipends, movie tickets, and gift certificates. Such incentives can serve as important motivational tools and can be made contingent upon program attendance and performance. Stipends may be particularly useful in defraying the cost of participation for youth who may have to choose between after-school programs and jobs.

#### **Supplies**

This includes both general office supplies and program supplies such as food for meetings, paper, writing implements, computers, printers, copy and fax machines, telephones and workstations for staff.

#### **Retreat**

A weekend retreat that includes skill- and team-building activities generates a sense of group identity and cohesion. Retreat costs may include renting a site, transportation, food and program materials.

#### **Special Events**

Consider the cost of holding special events throughout the year, such as a parents' night, an event to mark the end of the training phase and an end-of-year celebration. Supplies may include invitation mailings, food and decorations.

#### **Space**

The Youth Justice Board can meet in a conference room or another large office space. There may be a cost to renting space if it is not available. In addition, consider costs for booking larger spaces for focus groups, weekend workshops, group interviews and special events.

## *Staffing Plan*

The recommended staffing plan for the Youth Justice Board program is two full-time employees: a program coordinator and a program associate. The two staff design and facilitate program sessions, and support Board members individually and as a group. Having two adult facilitators ensures that staff can pay sufficient attention to individual and small group work and provide adequate supervision during site visits and field trips. Additionally, a co-facilitation staffing structure models cooperative leadership and decision-making. Co-facilitation affords staff opportunities to observe, reflect upon, and respond to group dynamics, program challenges and adult-youth communications and relationships. Accordingly, staff should be willing to engage in self-reflection and critical self-assessments and be interested in strengthening program management skills and skills specific to working with groups of young people.

## **Staff Responsibilities and Qualifications**

### Program Coordinator

*Responsibilities:* The program coordinator is responsible for all aspects of program planning and administration, including member recruitment, curriculum delivery, program evaluation and member support. The program coordinator is also responsible for building and maintaining relationships with experts, policymakers and resources involved in the topic under investigation.

*Qualifications:* The program coordinator should possess skills commensurate with the level of responsibility, such as excellent written and verbal communication skills, organizational skills, attention to detail, and the ability to manage multiple tasks. The coordinator also should have experience in curriculum and lesson plan development and strong classroom management skills. However, this position is not limited to persons with teaching experience. Social workers, for example, often have relevant experience working with groups of young people. The coordinator should be committed to the goals of the program, especially the principles of youth participation in policy reform and an experiential approach to leadership education.

### Program Associate

*Responsibilities:* The program associate supports the program coordinator in all aspects of the program, including co-facilitating program sessions and supporting members in their participation. Additionally, the program associate is responsible for the administrative needs of the program, including tracking attendance and stipends, and planning special events and field trips.

*Qualifications:* The program associate should possess skills commensurate with the level of responsibility, including excellent organizational and communication skills, and the ability to work both collaboratively and independently. The position is ideal for a recent college graduate, or someone with limited work experience who wants to work directly with young people on a long-term project.

## **Additional Staffing**

### **Social Work Advisor**

When possible, staffing for the Youth Justice Board should include a social worker who is available to provide support and guidance to staff as needed, and to help staff make appropriate referrals for young people in the program. The social worker may be on staff at the organization in another capacity, or might be a resource from a program partner, such as a school or a social services agency.

Given the duration of the program, the members and staff often develop relationships in which members feel comfortable bringing personal problems to staff, and in which staff observe and are concerned about indications of problems in the lives of members. Often, these problems are common to adolescents, and can be handled by staff. Sometimes, however, a member presents a problem that is beyond the capacity of program staff to address, such as indications of maltreatment, mental health issues or relationship abuse. An experienced social worker is particularly important when engaging members who have personal experience with the topic they are investigating, as the members' work is likely to trigger emotional reactions and prompt members to see their situations from new perspectives.

A social work advisor can advise staff on how to create supportive learning experiences for the members and how to address issues as they arise. As needed, the advisor can step in and work directly with a member, especially if the young person is in crisis or if referrals to social services are indicated.

If a social work advisor is available, he/she should meet with members early in the program so they are aware of this additional resource.

### **Program Evaluator**

Another optional staffing enhancement is a program evaluator. This person can help staff develop the program evaluation plan and execute the components of this plan by administering surveys and leading focus groups of members without program staff in the room. Board members may be more willing to share honest feedback on the program structure and staff performance to a neutral adult than to staff directly. The program evaluator can anonymously share youth's feedback and information on their personal development and growth with staff. The evaluator can also conduct external research on the program's effectiveness. For example, he/she can gather feedback from external partners about the quality of the Board's recommendations.

## ***Strategies for Raising Funds***

### **Grants**

There are a number of avenues for identifying potential funders. Start by looking at who funds similar programs for young people, as well as foundations with a stated interest in the Board's topic of study. Many not-for-profit organizations list their funders on their websites and the same information is available in annual reports and tax filings. If a relationship with any of these



organizations exists, it can be especially valuable to discuss their funding strategies to learn details about their funders and how to approach them in order to make a personal appeal to foundations.

Other potential funders can be identified through research. Subscription services to private foundations like the Foundation Center's Foundation Directory ([www.fdncenter.org](http://www.fdncenter.org)) or various non-profit newsletters can also help uncover potential funding opportunities.

Look at the listings of the Boards of Directors of potential funders to identify personal connections or organizational connections with the companies/organizations with which they are affiliated.

Regularly check the websites of government agencies that tend to fund this type of work (for example, the United States Department of Justice's Bureau of Justice Assistance and Office of Juvenile Justice and Delinquency Prevention). Keep in mind that their new grant solicitations are sometimes not widely publicized.

Research other issue-specific websites with grant search engines that could be relevant. For example, the After-School Corporation ([www.tascorp.org](http://www.tascorp.org)) lists youth-related grants.

When writing a grant proposal, it is important to show funders how the program's work connects to their mission. Understanding the funder's perspective is essential to crafting the best possible message – look at the website, annual report and other publications to see where their priorities lie and to tailor the proposal to their specific interests.

### **Other Strategies**

Other fundraising strategies include events and direct appeals. Fundraising events have the potential to raise money and build relationships with funders or other community members who can, in turn, connect staff with other funders. It can often be difficult, though, to make fundraising events cost effective. Direct appeals, whether through direct mailings, e-mail blasts, or door-to-door and telephone canvassing, are another fundraising option. As this requires a pre-existing pool of recipients, it may become easier over time as the program establishes relationships.

## Getting Started

This section addresses two important early steps towards establishing a Youth Justice Board: topic selection and recruitment. The topic selected as the focus of the work of the Board in many ways defines the practical details of the program. For this reason, the topic should be timely, relevant and interesting both to applicants and to staff. It also makes sense to select an issue related to the work of the sponsoring organization, to take full advantage of internal expertise and contacts. A strong recruitment process is also essential; a larger applicant pool allows for a more flexible and inclusive selection process.

### *Topic Selection*

Topic selection should occur during the program's initial planning phases, before recruitment begins. By selecting the topic before recruiting members, staff can target recruitment efforts towards organizations that work with young people who either have experience with the topic or express a serious interest in it.

The process of topic selection begins with a brainstorming session held among staff members to identify possible topics. This list is then narrowed down according to the scope of work, available resources and the relevance to the organization's mission. After staff members have narrowed the choice to three or four possible topics, informational meetings with young people help to gauge interest. Staff members present the topics to community groups and Youth Justice Board members and alumni. Youth rank their favorite options and discuss how the topic might be relevant to their lives. Based on interest, resources and relevance, staff then select the issue that fits best with the goals of the program.

Staff should also consider the resources available to the Board, access to policymakers and attractiveness to potential funders. Selecting a topic relevant to the organization's mission ensures that the Youth Justice Board can capitalize on the knowledge of experts in the organization and tap into pre-existing private, non-profit, and government resources and partnerships. Choosing the topic early allows staff members to establish relationships and set up meetings with prospective stakeholders before Board members begin their work.

### *Recruitment*

(See Appendix A for recruitment resources)

Just as topic selection determines the focus of the program, the recruitment process determines which individuals will work together to meet the program's goals. When recruiting Board members, it is important to seek candidates who have a demonstrated interest and/or personal experience in the topic.

Selection criteria include interest in the topic, commitment to working on a long-term project, and willingness to work as part of a team. The Board should reflect the diversity of the community, and include a wide range of skills and perspectives. An ideal Board is comprised of a balanced group of youth, all of whom bring different strengths to the table, whether it be academic skills, firsthand experience with the topic, or a strong commitment to group work. Here are some guidelines for recruitment:

- Allow sufficient time to recruit a large applicant pool and set a goal of receiving at least twice as many applications as you intend to accept.
- Hold information sessions to promote the program in classrooms, after-school programs, and community-based organizations. During these sessions, talk about the program, how it helps the community and young people and how participation benefits members.
- Invite program alumni to help with recruitment. Ask them to invite friends to apply, to give presentations at information sessions, and to help contact relevant organizations. It is also worthwhile for prospective applicants to hear from program alumni about their experiences as Board members and how participation has affected their lives.

## **Application and Interview Process**

The application process includes a written application, a group interview and an individual interview with staff and program alumni.

### Written Application

The application is the first contact many young people have with the program. This document describes the program and communicates the professional expectations related to Youth Justice Board membership. Applicants must explain why they want to join the program and what unique skills they will bring to the Board. The application also includes short answer questions about applicants' personal interests and experience working in groups. Letters of recommendation from two teachers or community members provide more information about applicants.

### Interview

The interview provides an opportunity to meet the strongest applicants and to learn more about how they work with others. Each interview has two parts: group activities and individual interviews. Staff can meet up to 15 applicants at each interview.

Staff and alumni begin the interview by introducing themselves, giving a brief overview of the program and explaining the interview process. After introductions, a warm-up activity or icebreaker gives applicants an opportunity to learn a little about each other and relieves any uncertainty or apprehension about the interview. These exercises also allow staff and alumni to observe how applicants interact in a group and the techniques they use to problem-solve. Next, the applicants participate in an exercise that pertains directly to the topic. This may involve applicants splitting into smaller groups and deciding how to tackle a public policy issue, or reading a hypothetical situation involving multiple players and determining steps to solve the problems presented. Again, this allows interviewers to witness teamwork strategies and problem solving skills, as well as how applicants work under pressure. At the conclusion of the exercise, all of the small groups present their findings to the larger group, with staff paying particular attention to note each individual's contribution and public speaking and presentation skills.

After the group exercises, each applicant has an individual interview with staff members to discuss his/her interest in the topic, firsthand experience, and commitment to the program, and to

answer any questions the applicant might have. When possible, each applicant also has the chance to discuss the program personally with alumni.

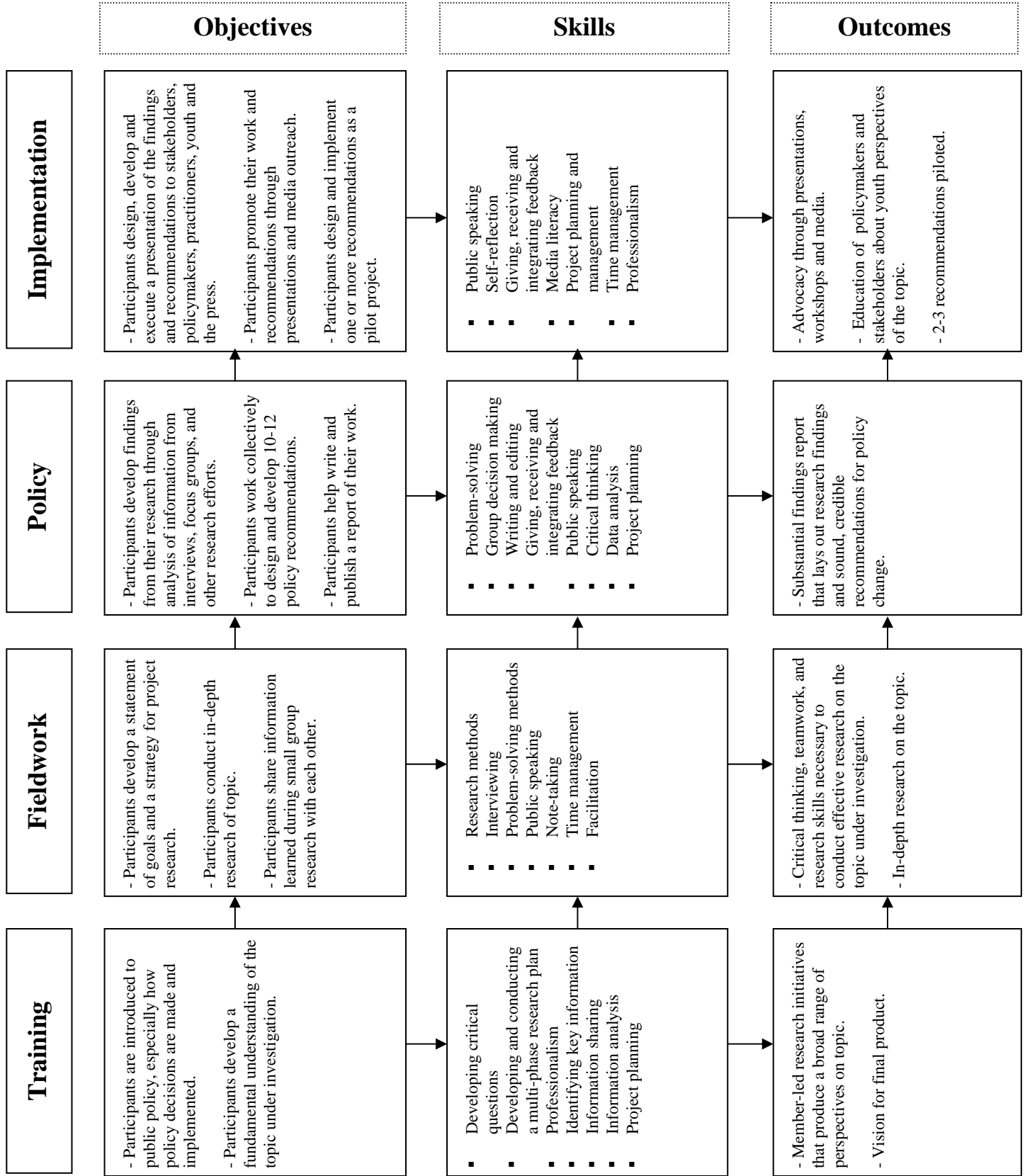
### *Member Selection*

After the interviews, staff meet to evaluate applicants and select members for the Board. Before making final decisions, consider goals and anticipated outcomes as they relate to the strongest applicants. What skills are necessary to accomplish these aims? A strong Board possesses the following qualities across and among its members:

- Demonstrated interest/personal experience with topic;
- Diversity (including age, schools, race, ethnicity, geography);
- Ability to commit for a full program year; and
- Strength of application and interview.

The final group should possess a balance of skills. Look for youth with strong speaking skills for interviews and presentations, writing skills for the report development phase, and analytic skills for synthesizing the recommendations. A strong academic record, however, is not a pre-requisite for membership, and youth who can balance these abilities with a sense of humor, a passion for group work, and personal experience with the topic make valuable additions. Ultimately, the goal is to assemble a team that can successfully meet the expectations of the program.

# Curriculum Map



# Curriculum Guide

## *What to Consider When Designing the Program*

### **Program Structure**

The Youth Justice Board is an after-school program that meets twice-weekly for two hours each session. Following a two-year program model, the first year is devoted to research and policy recommendations. The second year focuses on advocating for, implementing and piloting ideas generated in year one. This model provides sufficient time for the program to establish itself as a credible voice on the topic and to build relationships necessary for successful implementation of recommendations.

### **The Role of the Facilitator**

The Youth Justice Board employs two facilitators who work together to develop and review curriculum and co-facilitate group sessions. Ideally, program staff facilitators have previous experience working as facilitators, working with policy, or both.

While facilitators play a significant role in program management, the Board is fundamentally youth-led, and facilitators encourage young people to take on significant leadership roles. Young people help determine the structure, content, and results of the products they create. Facilitators are allies who bring their experiences and expertise to the table and who assist young people in realizing their visions. Facilitators are not teachers; young people take more responsibility for the trajectory and content of the program than in a typical classroom. At the same time, facilitators provide structured support, guidance and assistance.

This curriculum provides suggestions for many activities in the session plans to support this approach. As a rule of thumb, we recommend taking time to solicit, listen to, and reflect on young people's observations and experiences of the activities and projects they undertake rather than focusing exclusively on an activity's goal or end product. Members should explore their work fully and converse with one another directly, rather than with and through the facilitators.

### **Attrition**

It can be challenging to sustain membership throughout the Youth Justice Board program. The fluid nature of young people's lives means that their interests, friends, family responsibilities and availability can change dramatically over the course of a few months. Members may leave for other programs, jobs, school commitments or family obligations. It is a good idea to decide before beginning how to handle this. It might make sense to start with a core group of members that will not be added to, regardless of how many decide to move on. It is also possible to include recruitment opportunities if membership begins to fall. Alternatively, starting the year with a larger group of youth can ensure that attrition does not hinder the Board's ability to function effectively. It is also important to consider how attrition affects the group emotionally and in terms of workload.

## **Building a Comfortable and Supportive Space**

The program should create a safe space where all young people feel comfortable and respected. This requires clear communication of expectations to members and eliciting the same from them. Each program year, youth create and sign a “Community Contract,” (page 48) in which they identify their own expectations for how they will work as a group. Staff and members can refer to it throughout the year as issues arise within the group, or when members reflect on their performance and the group dynamic. The Community Contract helps to create a supportive environment and foster a sense of collaborative responsibility among Board members.

Items that might be included in a Community Contract:

- Share the floor
- Respect different opinions
- Be honest
- Give everyone a chance to talk

## **Differentiating the Youth Justice Board From School and Work**

It is important to distinguish the Youth Justice Board from school. Success and achievement in the program is measured by participation, intention and effort, not by grades or other assessments commonly used in school. Facilitators differentiate program participation from work by emphasizing the importance of teamwork and participation and commitment over “hours worked” or “money earned.” The program conveys the importance of teamwork: if one person is absent, others often have to shoulder additional responsibilities. Emphasizing this interconnectivity helps young people develop a sense of personal and collective responsibility.

## **A Note About the Program’s Youth Development Goals**

While each program phase has its own goals, objectives and outcomes, several youth development goals carry through the entire program. These goals inform all session plans and activities. The Youth Justice Board seeks to:

- Help young people increase their ability to be self-reflective and to think critically about their experiences and community issues;
- Build the skills and abilities of young people to be decision-makers and problem solvers;
- Educate young people about politics, government, and policy;
- Build participants’ individual competencies;
- Emphasize positive self-identity and confidence;
- Support healthy and productive youth-adult partnerships;
- Support positive peer relationships; and
- Encourage effective communication.

## **Additional Considerations**

The components covered in this section offer additional avenues for individual and group development.

### Coaching

A coaching component—a pairing of each Youth Justice Board member with a non-program staff member—can enrich the program experience. Young people appreciate having a caring adult who does not need to be responsive to the needs of the group or other members the way

that facilitators do, but can be completely invested in a single member. Pairing youth with coaches can add depth to the program, helping young people expand their support system by connecting with interested adults. In addition, a coaching program can provide a unique opportunity for staff to connect with local teens in a supportive context in a way that remains related to their own work.

The structure of the coaching component can vary according to available resources. Relationships of this sort take time to develop and should be nurtured with consistent contact through email, phone calls, and in-person meetings. These meetings can take whatever form the pair is comfortable with, from discussions about school, to reviews of college essays and applications, to seeing movies and eating lunch together. Youth Justice Board staff can also provide opportunities for coaches to meet and discuss their experiences throughout the program year. These conversations offer coaches, some of whom have little experience working with young people, opportunities to share personal successes and challenges.

The following questions should be considered when implementing a coaching program:

- Are background checks required for staff who meet one-on-one with youth?
- What is an appropriate level of commitment to ask of coaches?
- What types of support do coaches, who may have little to no experience working with young people, need?
- Do the young people in the program have time for and interest in having a coach?
- How can the program best encourage young people to contact their coaches and reliably reply to emails and calls?

## Retreat

Kicking off each program year with a weekend retreat creates a unique and powerful opportunity for Board members to grow together. The primary goals for the weekend include helping Board members develop self-confidence and maturity, and fostering a strong sense of team unity. Team activities push members to step outside of their comfort zone and attempt something new while learning their individual responsibilities to help the group accomplish challenging tasks. Program staff participate in team-building exercises alongside Board members to reinforce group cohesiveness. The weekend also provides structure for members to be self-reflective and set personal and professional goals.

The retreat also serves as an opportunity to introduce members to the topic of study and to begin to develop the skills they need to complete their work. Many of the exercises included in the Training phase of this Toolkit, such as the Youth-Adult Partnerships activity and the Leadership Styles activity can be completed on the retreat. In addition, staff give members a comprehensive overview of the topic of study. At the conclusion of the weekend, members have developed friendships, a sense of group identity and purpose, and enthusiasm about their work on the Board.

## Journals

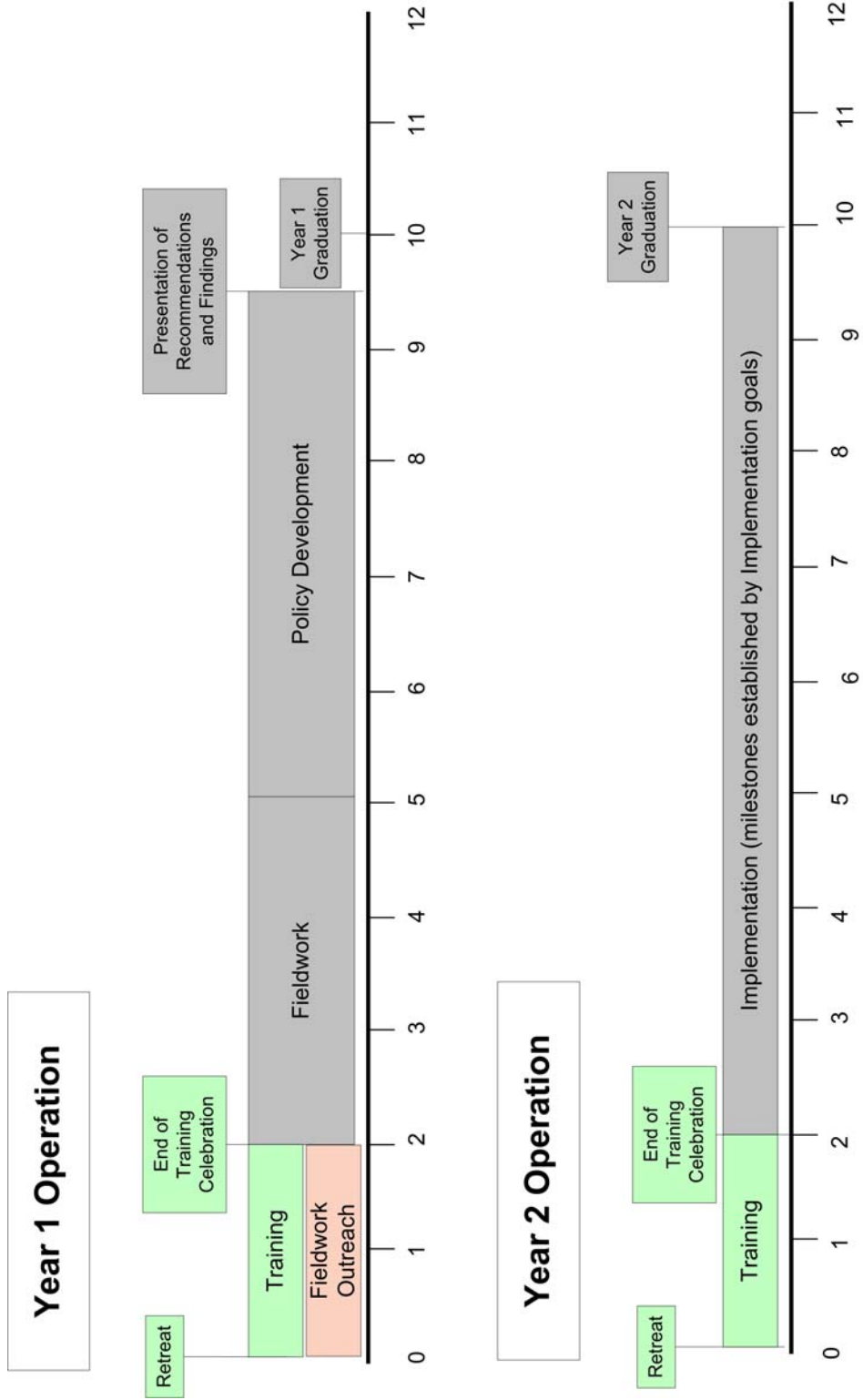
Journals offer a powerful means of keeping Youth Justice Board Members focused on their own distinct ideas and attitudes about their work. Program staff can prompt members to use the



journal to reflect on an activity or experience, especially one that evoked a strong response. This provides members with the opportunity to record and more fully address their reactions to group experiences.

The purpose of the journals is not for members merely to reiterate information offered in the relevant sessions, but to examine their own relationship to the work and how it fits into the larger picture of the topic and the program. In general, facilitators read and offer feedback about what members write. In some instances, however, members may wish to keep entries private. In this case, they can fold private pages in half. Ultimately, the journals should provide members with the opportunity to reflect on their experiences without feeling the pressure of sharing with the larger group or with staff.

# Training



(Training lessons are included on pages 48-80)

Youth Justice Board members bring a wide variety of experiences, knowledge and skills to their work. Some have had extensive experience working in groups, while others are engaging in an entirely new experience. In this context, the Training phase performs two important tasks. First, it breaks down necessary skills into easily digestible and performable steps, ensuring that all members begin the program with the skills they need to participate successfully. Second, it creates a sense of camaraderie and group identity that is essential to the team-based work that follows.

## **Skills**

While session plans should be tailored to accommodate the ages, experiences and abilities of the group, all groups should cover basic skills and program goals critical to future program phases. Training should cover these components. The key skills emphasized in the Training phase are:

- **Communication Skills**—Active listening and paraphrasing teach young people to think critically about how they interact with others.
- **Research Skills**—Members are introduced to various research methods and learn the difference between qualitative and quantitative data, then determine what types of data they need to collect during the Fieldwork phase. At this point staff submit the Board’s research plan to an Institutional Review Board for approval (see “Conducting Ethical Research” on page 32 for more information). Staff should pay close attention to developing protocols for quality internet research, source-citing, and media literacy.
  - **Focus Groups:** Board members learn about focus groups as a research method. If members decide to include focus groups in their fieldwork plan, they will learn how to design, facilitate and recruit for them.
  - **Interviews:** Board members learn how to interview professionals, policymakers and stakeholders. Members build on their communication skills and learn how to ask open-ended questions and develop follow-up questions. This training further emphasizes the importance of remaining neutral, of not making assumptions, and of managing body language. Finally, members learn the nuts and bolts of researching a subject’s background and designing one-on-one interviews. At the end of the training phase, youth conduct a mock interview to practice and critique their skills.
- **Public Speaking Skills**—Many young people need to develop the confidence and self-possession to effectively deliver ideas or arguments to large groups. This unit helps members develop necessary skills such as using effective gestures, making eye contact, structuring an argument, answering questions, and responding to arguments. Members receive more public speaking training in the Policy Development phase in preparation for the presentation of their findings and recommendations.
- **Personal Development**—These activities help young people think critically about themselves, their cultural and social identities, and the role they play in groups.

Explorations of leadership styles and goal-setting activities help members develop themselves as individuals.

- **Professional Skills**—Professional development activities include learning and implementing note-taking techniques, time management strategies, and professional etiquette (e.g. writing thank you notes, making conversation with adults).
- **Understanding the Problem-Solving Process**—Board members learn about the problem-solving process followed by the program, and the role it plays in thoughtful policy design and reform. Facilitators emphasize the importance of including diverse points of views and considering competing concerns when developing solutions to complex problems.

### *Topic-Specific Knowledge*

During the Training phase, Board members explore the specific topic of the program, starting with a general introduction to public policy. Background information on the topic—its history, its current state, and efforts for reform—provides a foundation for members as they move into the Fieldwork phase. These session plans should incorporate material that Board members need to begin their fieldwork and should leave out what can be reserved for “hands-on” learning through interviews for the Fieldwork phase. Activities should allow young people to explore their own and each others’ experiences with the topic.

A successful Training phase combines skill-building with important learning objectives. By using activities that combine multiple objectives, two goals are achieved. First, lessons can be more fun, creative and interactive than what members experience at school, keeping them engaged and interested. Second, young people will be prepared to research the topic of study and create meaningful change. In this context, incorporating substantive learning about the topic into small skill-building exercises builds enthusiasm and commitment. For example, place a discussion of a controversial policy in an activity that focuses on asking open-ended questions and remaining neutral, or use a mock focus group to elicit members’ feelings about a contentious issue.

### *Building Group Identity*

Activities that help the group coalesce into a team are also critical to a successful Training phase. Devote time to team- and consensus-building, group problem-solving challenges, and developing group norms for discussion and disagreement to demonstrate the importance of discussion and compromise and to establish positive structures for handling discord that can circumvent tense and combative group dynamics. A Community Contract, for example, promotes and protects a safe space. The existence—and consistent use—of this document helps the young people develop trust for each other, the facilitators and the program.

### *Exploring Individual Identities*

Incorporate activities that help Board members understand themselves and their cultural, racial, and ethnic identities to help the team come together as a team and learn their unique places amongst their peers. This is especially important if the topic affects sub-sets of young people differently; for example, the justice system disproportionately affects young people of color. Young people may have emotional reactions to this, and these activities provide the Board with a safe space to discuss these issues. In addition, it is important for members to understand issues of power and privilege and how these may affect policymaking.

## *Leadership Opportunities*

A two-year program model that allows members to remain in the program from one year to the next creates opportunities for Youth Justice Board veterans to assume leadership roles during the second year. It can also pose challenges as young people who are new to the program may feel that returning members have advantages. While many young people are generous and inclusive and able to integrate new members into the collective with ease, others may be inclined to use their familiarity to exclude new members or to establish their dominance. To help prevent this, meet with returning members individually before the second year begins to discuss expectations and objectives, and establish support systems to help them develop as peer leaders.

## *Measuring Learning and Comprehension*

The program structure includes ongoing, informal assessments of members' comprehension of the volume of critical information conveyed during the Training phase. While it is important to be certain that young people understand and internalize the information, these assessments should differ in format from school assessments. Activities structured like popular games or game shows, such as Pictionary, Jeopardy, or Family Feud, allow young people to review the material in lively, engaging ways. These team-based games also bolster group identity and teamwork developed during the Training phase.<sup>2</sup>

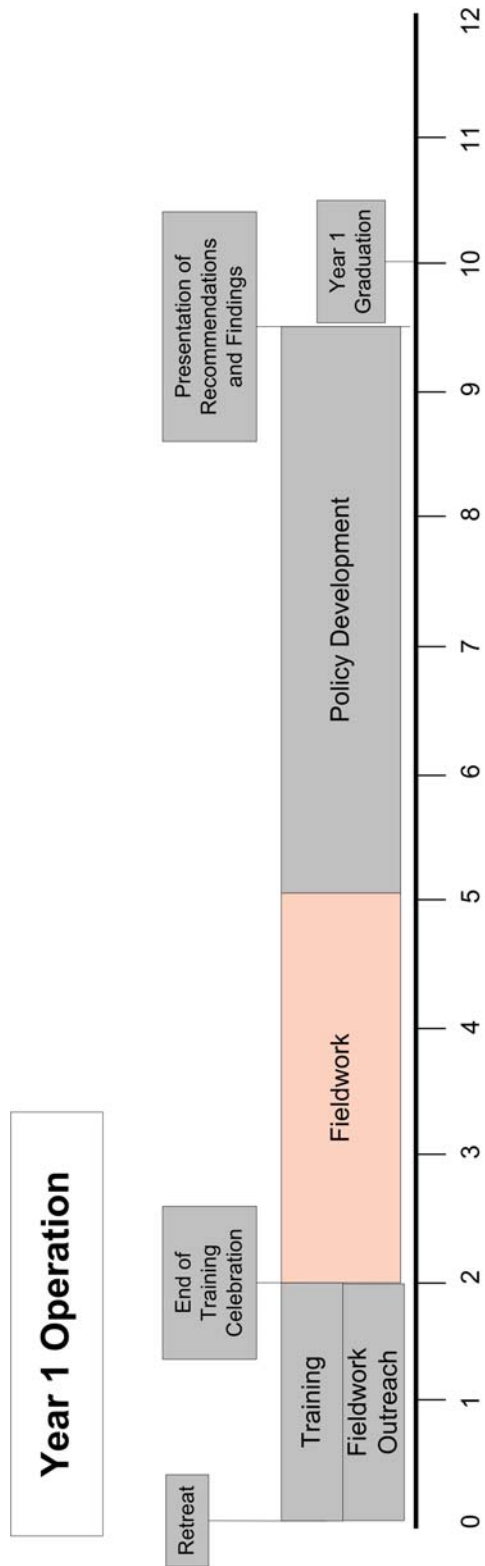
## *Celebrating Achievement*

The Training phase is an intense period of teamwork and skill building that is likely different than what many of the youth in your program have experienced before, either at school, in jobs, or in other extra-curricular activities. Hold an event to mark the conclusion of the Training phase to recognize the efforts and achievements of members in the presence of family and friends. At the end of the event, members can receive certificates indicating that they have successfully completed the Training phase, and that they have the knowledge, resources and tools to move to the next phase of their work.

---

<sup>2</sup> For program evaluation purposes, you may wish to include more formal assessments of young people's progress and personal development as well. Examples of these tools can be found in the "Evaluation" section of the Toolkit.

# Fieldwork



(Fieldwork lessons are included on pages 81-108)

During this phase Board members explore the topic in-depth in a “hands-on” way. Working collectively in large and small groups the young people:

- Develop research goals;
- Prepare for and conduct interviews, focus groups and site visits;
- Develop and execute other research methods, such as surveys or photo-documentation;
- Analyze information to identify key points that might inform the Board’s recommendations; and
- Present their analysis to the rest of the group in written reports and presentations.

### *Developing Research Goals*

Participants develop questions they want to answer through their research. Facilitators support and supplement this work by making sure the members cover the issue thoroughly and fill in gaps in acquired knowledge by suggesting areas for further research. For example, if the Board is studying local issues of school safety, the facilitators should push the group to learn about best practices used by other school districts, the concerns of parents whose children are victims of school violence, or other areas that the group may not identify on their own but that are critical to understanding the issue and to developing policy recommendations. While it is important for the group to lead the research design process, it is equally important that staff ensure that the Board’s work is thorough, balanced and includes enough information to lead to well-reasoned and well-supported findings and recommendations. Staff should use their understanding of complex issues and sense of what is possible to strengthen the Board’s work.

### *Identifying Fieldwork Subjects and Strategies*

Before starting fieldwork, staff should identify the key players, institutions, and community members involved in the topic under investigation. Use the following questions to generate a list of potential fieldwork subjects. Additionally, ask identified subjects to recommend other individuals or institutions. When identifying fieldwork subjects, consider what research methods – e.g., interview, site visit, focus group, or survey – are most appropriate and feasible.

To illustrate the fieldwork process, the topic of school safety in New York City is used as an example:

### **Who is Responsible for Making Policy Decisions on the Issue?**

- What public and governmental agencies have developed, or are considering developing, policy on the issue? Include local, state and federal agencies.
  - Who are the heads of these agencies?
  - Who makes policy decisions at these agencies (likely senior staff members)?
  - Who can convey this information, should senior staff not be available?
- What contacts with those agencies can you leverage to get interviews? Examples:
  - Interview key staff at the Department of Education responsible for policies on security tactics, disciplinary actions, and dispute resolution programs;

- Interview City Council members who serve on the Education and Juvenile Justice Committees; and
- Interview New York City Police Department officials responsible for overseeing the assignment of safety officers in schools.

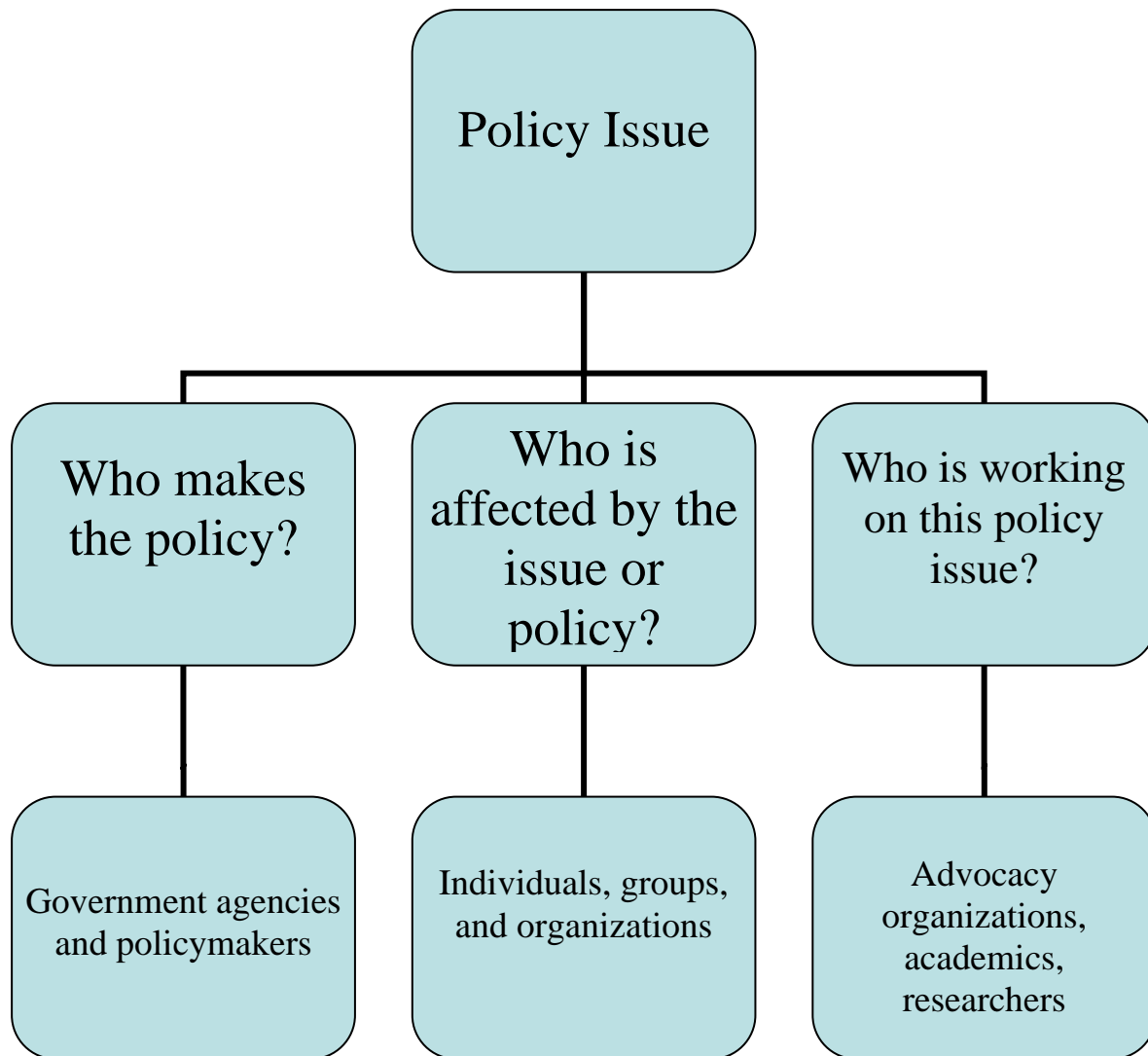
### **Who Does the Issue Affect?**

- Who does the issue directly affect? Are there organizations as well as individuals?
- How does the issue affect Board members? How can their own experiences and opinions enhance their research?
- Examples:
  - Interview teachers from select schools;
  - Conduct a site visit at a school with metal detectors and documented safety problems; conduct a site visit at a “safe” school for comparison;
  - Conduct focus groups of students with informative perspectives on the issue, such as freshman, student leaders, transfer students, etc.
  - Conduct surveys at participants’ schools; and
  - Ask Board members to visually document security measures and concerns at their own schools.
- Note: Some potential interview subjects, especially those who provide direct service delivery such as police officers, teachers and social service providers, will need permission from their supervisors to meet with your group. Consider first contacting a supervisor, and asking him or her to identify and request the participation of staff.

### **Who are the Key Organizations, Groups and Practitioners Working on This Issue?**

- What organizations are already doing advocacy work on this issue?
  - Who makes policy decisions at these agencies (likely senior staff members)?
  - Who can convey this information, should senior staff not be available?
- Who provides direct service related to the issue?
- Who are experts on the issue or on related topics?
- Examples:
  - Interview a representative from a neighborhood group advocating the removal of metal detectors from schools;
  - Interview a school safety officer;
  - Interview a researcher from a national institute who has studied the effects of metal detectors and police presence in schools; and
  - Interview an expert on peer mediation about the use of dispute resolution methods in schools.





### *Conducting Ethical Research*

The Fieldwork phase often includes researching vulnerable populations, including minors, and young people and individuals with personal connections to the topic. If possible, one way to help ensure that research is ethical is to work with an institutional review board (IRB), less commonly known as an independent ethics committee (IEC) or ethical review board (ERB). Agencies and universities that regularly conduct and publish research typically have an IRB that reviews and approves research protocols prior to beginning the project. Not all organizations have IRBs and IRB guidelines vary, so it is important to check with the umbrella organization's research, evaluation, or human resources division as the project is designed to ensure compliance with all regulations. Even without an IRB, consider ways to protect participants' confidentiality and to minimize all mental and physical risks. This is particularly important if the Board plans to publish its research results.

## *Interviews*

Board members typically conduct interviews with community stakeholders and policymakers in small teams of three or four with an accompanying staff member. The number of interviews depends on the size and schedule of the program, staffing structures, and the number of stakeholders that warrant inclusion in the research. For a group of 20 youth members and two staff that meet twice a week for an academic calendar year, it is feasible to conduct up to 25 interviews.

### **Scheduling Interviews**

Staff should begin to schedule interviews well before the Fieldwork phase begins. When setting up interviews, be strategic and realistic about what the group can accomplish. With too many interviews, youth may begin to learn the same information from multiple sources, which may lead them to feel that they are not making the best use of their time. Conversely, scheduling too few interviews can prevent young people from getting a complete picture of the topic. One or two individuals from each relevant agency, department, organization, or constituency are often sufficient. It may be difficult to meet all important people related to the issue within the time available. To ensure Board members learn everything they need to know in order to create recommendations, consider the information that is essential for members to know and prioritize interviews with those people in a position to share this information.

It is important to think through when and where to conduct interviews ahead of time. Many partners are available only during the day and have full, demanding schedules; many offer meeting times on short notice. Establish interview contacts and appointments early in order to give participants adequate time to prepare and to avoid conflicts with school schedules.

When scheduling interviews with partners, discuss their expectations—both of the interview process and the resulting Policy Development and Implementation phases. Partners may have specific goals for the Board’s work, either recommendations they believe should be made or areas the Board should concentrate on.

### **Preparing Youth for Interviews**

Conducting interviews of adults in small groups is a new experience for many young people. While preparing young people for interviews, consider setting program protocols related to the interview process. In particular, think about:

- Setting the context for the interview subject – How does this person relate to other interviewees? What is this person’s/agency’s role? *Tip: Distributing a biography about the person helps the young people prepare for the interview.*
- Preparing questions – What unique information can this person provide? How can the interview be structured to ensure that key questions are asked? *Tip: Have a question bank that young people can draw from as they are preparing interviews as well as a list of questions that come up during the research process youth can ask in later interviews. It is also helpful to have an interview template that can be revised for each subject. On the day of the interview, give each member a copy of the list of questions to help them prepare.*

- Youth roles during the interview – Will everyone ask questions? Who will start? Who will conclude the interview?
- Expectations for dress and personal presentation.
- Expectations for timeliness and attendance, and what will happen if someone is late or absent.
- Staff roles in the interviews.
- Emphasize the level of sophistication and preparation youth need to bring to the interview in order to be taken seriously as researchers and as young people. Address specific behaviors, such as cell phone use, snacking and tardiness. Be sure youth are prepared for any professionals who expect a certain degree of deference, such as judges, elected officials and law enforcement officers.
- Create a standard introduction and conclusion written by the members to be used in every interview.

## **Processing Interviews**

The Youth Justice Board employs a three-step process to support participants' understanding and sharing of information gathered through interviews. Use this as a guide to develop a process that works with your program's schedule, resources and goals.

### Documentation

After each interview, the team that conducted the interview meets with a staff member to discuss its notes. A young person or a staff member takes the responsibility of compiling this information into an interview report that is distributed to all members.

### Reflection

Within the small fieldwork group, members discuss what they learned during the interview that seems most relevant to the topic. For example, did the interview subject mention something that another subject also identified as an issue? What new information did he/she share about this issue? Did the interviewee say anything during the interview that has not been said in other venues? What follow-up questions does this prompt for the next interview? Members record these themes for the presentation to the larger group.

### Presentation and Discussion

After members have identified key themes and written interview reports, they share what they learned with the rest of the group. These presentations allow for discussion among young people who attended different interviews and who might provide additional insights. It is important to hold these presentations regularly so that members feel up-to-date on what their peers are learning and can use information to prepare for remaining interviews.

### *Focus Groups*

Focus groups of people affected by the issue can be a valuable source of information for the Board's research. This is especially true if the focus groups seek to gather the perspectives of young people or their families—points of view not typically included in policy development. When designing focus groups of young people, staff (and members) must be particularly careful

to protect participants' confidentiality and minimize mental and physical risks that may come from participating in a focus group or sharing personal information and experiences.

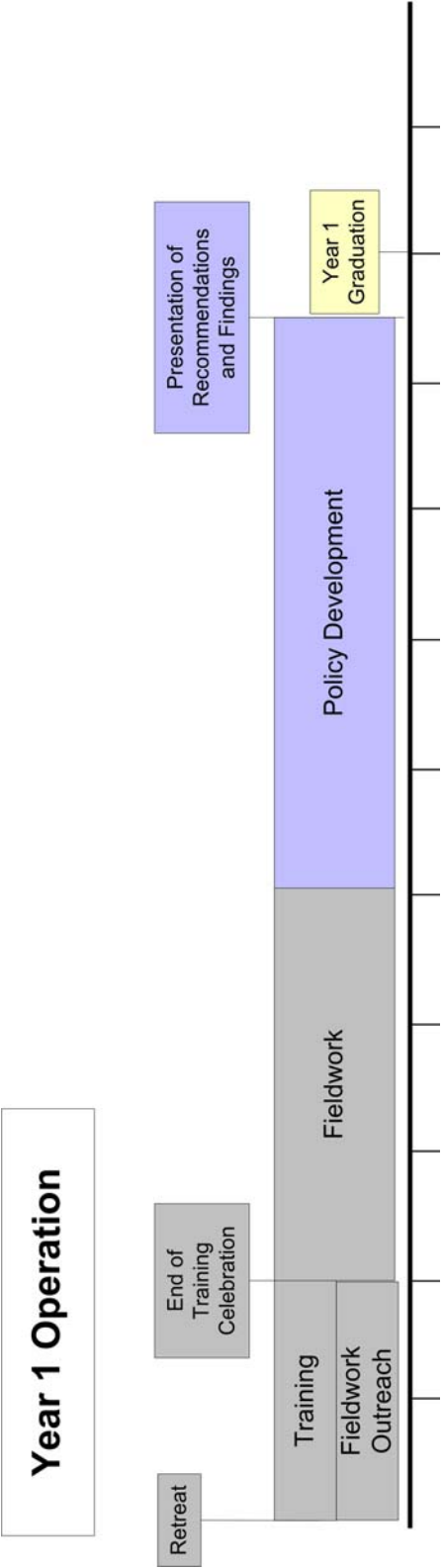
Session plans for designing, conducting and analyzing focus groups lead Board members through a thoughtful process in which they develop research questions, create and execute a recruitment plan and facilitate the focus groups themselves. While the logistics of conducting youth-led focus groups might seem prohibitive, the information gathered through them will lend tremendous credibility to the Board's work. Policy makers have frequently cited the Board's focus groups as a unique and valuable asset to its work.

### *Analyzing Data*

Typically, small groups of members conduct many interviews and focus groups over a period of a few months. This requires a consistent system to relay information from the smaller groups to the entire group. There are many ways to manage this process depending on the program's resources, schedule and the ages and skills of individual members. Will the young people type up their notes collectively and then work with staff to develop key points? Will they each take sections and create a final group project that integrates individual reflections? Will staff collect and compile members' interview notes? How will members present findings?

One potential area of concern in the Fieldwork phase is that, as young people begin to work independently and in small groups, their memory of the factual information covered during the training phase may begin to fade. A second, parallel possibility is that the sense of larger group identity will recede as the smaller groups take precedence. Time should be built into this section both for information review and reinforcement and for continued team-building and assessment of the group dynamic.

# Policy Development



(Policy Development lessons are included on pages 109-123)

Following the collection and analysis of the interviews, focus groups, and other data, the Youth Justice Board members craft policy recommendations. What may have been a fairly cursory introduction to these topics during the Training phase should now be a comprehensive exploration. These are complicated topics, so be sure to spend substantial time making sure young people understand both the context for and the content of these subjects. This phase consists of four steps:

- Synthesizing information;
- Developing recommendations;
- Writing a report/documenting the work in a final product; and
- Presenting this work to relevant audiences.

### *Synthesizing Information*

Many young people are unfamiliar with the type of analytical thinking required to develop policy recommendations based on fieldwork. While preparing for the Policy Development phase, consider ways to keep this process engaging for youth of all skill levels. Keep in mind members' ages, sophistication, and comprehension of information presented during interviews and the Fieldwork phase debriefing sessions. This process should be tailored to the specific dynamics of the group. Included below are a few strategies to support members' recall, integration and understanding of the data they have collected:

**Fieldwork Book** – All interview reports are assembled into a book that members refer to throughout the Policy Development phase for information and support for their recommendations.

**Revisiting Themes** – Board members revisit the themes presented during fieldwork presentations. Themes that came up in multiple presentations, or that members or staff want to explore further for other reasons, can be used to categorize and organize information.

**Gallery Walk** – One way for members to begin organizing information is to post key themes on butcher paper on the walls. Members spend time walking around the room, adding important points or quotes from interviews related to the theme on the paper. Facilitators then lead members through a process of distilling and organizing key information.

**Pair Shares and Group Work** – Members can also be responsible for presenting themes and key information to the larger group. Giving young people a worksheet that asks probing questions about *where* the information came from, *how* it affects young people and local policies, and *what ideas* youth have to address this issue helps members prepare for the group presentations. Ideas for recommendations often originate in small group discussions.

### **Role of Facilitators**

Facilitators may take a more hands-on role in this process than they did during the Training and Fieldwork phases. As members begin to synthesize and process information, facilitators should ensure that key points are discussed and addressed in the Board's findings and recommendations.

As the recommendations are developed, facilitators can help ensure that the analysis documented in the recommendations is sound. Finally, facilitators can challenge Board members to “reality test” and refine their proposals.

### *Developing Recommendations*

The goal of the Policy Development phase is for members to develop 10-15 credible policy recommendations<sup>3</sup> that reflect knowledge gathered during the Fieldwork phase. Board members are in a position to do this once the data analysis is complete. This step requires more group work—again, it makes sense to kick off this phase with a team-building day to reinforce the values of collaboration. Specifically, Board members develop recommendations through a 4-step process.

### **Developing a Shared Vision**

Before beginning the process of developing the recommendations, it’s a good idea to work as a group to develop a collective vision for the topic. What are the largest problems this topic presents to young people? What are the ideal solutions? What do members want their impact to be? Outlining larger goals helps to ground the recommendations. By the end of this process, members should have a clear sense of what they would like to see change and be able to articulate their goals.

### **Criteria**

Turning a vision into concrete recommendations can feel like a daunting challenge to young people as they move from an abstract idea to a set of well-reasoned, responsive recommendations. To begin the process of developing recommendations, it helps to start by developing criteria for the recommendations. What expectations does the host organization have about the level of recommendation detail, responsiveness to findings, and feasibility of implementing each recommendation? What are members’ expectations for the recommendations? Consider the following in developing recommendations:

- Relevance (issues raised in numerous interviews)
- Timeliness (issues that policymakers are currently focusing their efforts on)
- Feasibility of implementation
- Level of detail needed (Do recommendations need to address specific agencies, or can they be more broad? Do members need to sketch out *how* the recommendation could be implemented as well as the idea?)
- Audience (Who will the recommendations be directed toward? Who will read them?)

### **Brainstorming**

The next step in the recommendation development process is brainstorming. Staff should encourage members to come up with as many ideas as possible to address the issues identified during the Fieldwork phase. There are abundant resources and techniques for successful brainstorming. The following are two methods that encourage participation from all members:

---

<sup>3</sup> It is a good idea to limit the group’s final work to 10-15 recommendations. Policymakers respond more positively to fewer recommendations that have been thought through and developed instead of a laundry list of ideas that are not fully realized.

**Group Brainstorming** – Group brainstorming is a good way for young people to instantly build on each other’s ideas. The facilitator presents one of the challenges identified to the whole group and members share their ideas, either verbally or in writing, for how to address this challenge.

**Small Group Work** – Developing ideas in small groups helps to distribute the work and may allow more challenges to be addressed during a shorter amount of session time than using group brainstorming. Working in pairs or small groups can help members discuss and develop ideas in more detail. There are many ways small group work can be structured. Consider giving each group 1-2 key issues and ask them to come up with a few solutions for each.

### **Collapsing, Refining, Removing**

After brainstorming ideas for recommendations, the ideas must be distilled into the final recommendations. Depending on the number of ideas generated during brainstorming, it makes sense to have staff members suggest the elimination of ideas that don’t meet the group’s or staff’s criteria. From there, members should be given the responsibility of deciding which ideas should be kept, which should be reconsidered and possibly refined, perhaps with more detail, and which should be discarded. Often, the group combines ideas at this stage to form stronger recommendations.

As the number of recommendations narrows, facilitators should challenge members to consider the details of each recommendation and how it would work in the real world. This is a good time to invite experts who can help to reality-test some ideas. A guest who is knowledgeable about the topic and willing to serve as a sounding board for potential recommendations may help the group arrive at a decision. This person can also help the group to think about what other issues should be addressed in order to have the strongest set of recommendations.

### **Finalizing**

As members work to develop their recommendations, disagreements will likely arise. Be sure to devote session time to identifying and working through these conflicts. Focus on collaborative decision-making processes to reinforce the theme of team-based work and also to ensure that young people feel the process is fair, that all opinions are heard and considered, and that the final results are authentic responses to the issue being addressed. If an Implementation phase is planned, staff will want to work with youth to consider and possibly include projects that they can work on and complete within a program year.

Some group decision-making strategies include:

- Vote
  - Pros: Majority rule is efficient and can maintain anonymity
  - Cons: Those who are overruled can lose commitment to the resulting decision
- Consensus
  - Pros: The decision is agreed to by all of the members of the group
  - Cons: Consensus-building is time-intensive
- Participants voice opinions and staff make the final decision, sometimes after consulting with other staff or experts.



- Staff make the decision and present ideas to youth (this is especially useful when combining recommendations as staff can often see overlap and opportunities for synthesis that young people miss).

Using multiple techniques can help youth feel they have a voice but are not overburdened with decision-making.

### *Writing the Report*

Once the group has agreed on recommendations, they begin to summarize these ideas into a cohesive report. Because young people have different strengths—writing, articulating arguments, public speaking, layout, etc.—make sure that all of their skills are being utilized effectively and that they are not working on tasks that are so far outside their abilities that they feel frustrated. While this phase pushes youth, it is an important opportunity for them to develop critical thinking, writing and discussion skills. If they invest in the process and receive sufficient support from program staff and one another, they will feel rewarded for their efforts when they see the finished product.

As the members prepare their final product, staff should set clear expectations for them. Consider:

- The organization's expectations for the product. Does the organization expect a written product comparable in scope and style to staff-written work?
- What the product will include. For example, will it include background information on the topic to support the Board's recommendations?
- How to create a common voice and structure. Will recommendations be written and edited collaboratively by members? Will the product be edited by staff for tone and structure? Is there a format members should follow when writing?
- Staff role in writing. Will staff write some sections, will the product be collaboratively written throughout or will members create the entire project with staff taking an editorial role? (These questions are especially important if the final product is a written report. One option involves staff writing report findings from research, Board members writing the recommendations, and staff editing the final document, adhering to organizational standards for style and format.)
- Role of partners and key stakeholders. Sharing recommendations with partners and key stakeholders while under development ensures the information is accurate and allows for identification and response to any concerns. A review of the findings and recommendations by an external partner can help to secure early buy-in for the Implementation phase, as well as to ensure accuracy of information.

Working collectively to develop recommendations and create a report can be difficult for young people who find academics challenging or alienating. That said, many young people enjoy this phase, as it is the culmination of months of work. In thinking about the larger structure of each session—and how this phase coheres as a whole—be sure to consider ways to make the writing process interesting and engaging. Be conscientious about incorporating activities into the sessions that build on the collective sense of the group and provide opportunities for fun and socializing outside of the context of report-writing.

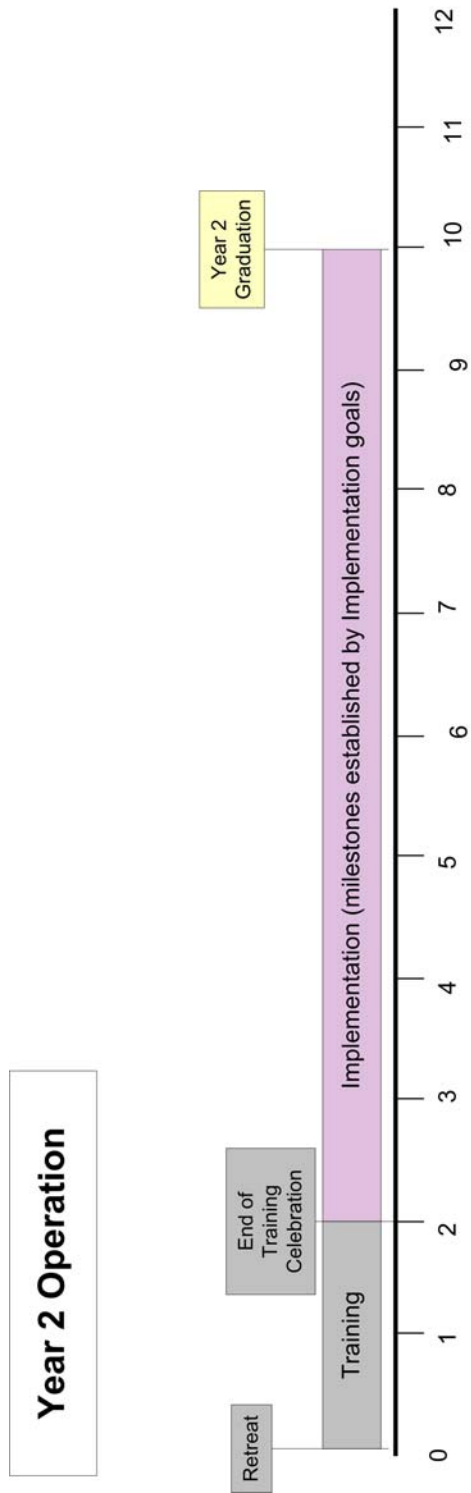
Spend some time considering roles for Board members who are resistant to writing. While it is important to push participants to develop new skills and to challenge themselves, it is equally important to include them in the process in ways that can produce a sense of success. Some ideas for individual participation include:

- Taking a leadership role in the public speaking component;
- Helping with cover art, illustrations, title and/or layout;
- Serving as an advisor to other members; and
- Capturing their knowledge in another way – for example, asking for their ideas related to a recommendation and having staff summarize them for the report.

### *Report Release*

This phase concludes with Board members presenting their product and recommendations to policymakers and other stakeholders in the field. Regardless of how the product will be published, (e.g., professional printing, on-line release, distribution by email), the Board should hold an event to formally share its work. With this in mind, the session plans leading up to the report release should build the skills necessary for members to feel comfortable at the presentation. Building in celebrations of finished products helps Board members see the results of their hard work and gives them an opportunity to feel proud of their accomplishments.

# Implementation



Once the Board has published a report of its findings and recommendations, it is time to enter the Implementation phase. This phase looks different for each group and topic, so the information provided here is primarily intended to serve as a guide. While working with the Board to select recommendations for implementation, refer back to the original criteria for developing recommendations. Which ideas best meet the umbrella organization's goals? Are there other agencies pursuing some of these ideas who might be interested in youth input? Who is the target audience for each recommendation, and what is the best method to reach them? Can the recommendations be piloted internally, or is it a better strategy to share ideas with policymakers? In some cases, doing outreach on multiple levels is appropriate for the group.

### *Presentations*

Delivering presentations is often a major component of the Implementation phase. This can be rewarding for the Board members, as they see adults paying attention to and respecting their opinions. As with interviews, it is important to work closely with partners to arrange presentation times that work with program times. This can be challenging, as many conferences and other opportunities for the Board to share its work will be during school hours. Be sure to distribute the preparatory work for the presentation among many young people to avoid overburdening individuals. Sustaining excitement and momentum can also be a challenge, as young people may grow accustomed to presenting. One possible solution to this is to break the group up into different areas of interest, allowing the small groups to tackle different projects while also rotating through speaking engagements. This can help alleviate burnout and ensure that, as the group juggles multiple projects, they are all handled in a consistent, organized fashion.

### *Action Items*

The Board selects one or more of its recommendations to implement. Because these projects often require working with community partners, the time-frame for completion may be beyond the program cohort's time together. While this situation is less than ideal, it is sometimes unavoidable given the nature of policy work. Politicians or other officials often require substantial time and multiple levels of approval before regulations are changed. In addition, should the group decide to release a product in partnership with another organization, that organization's time-frame needs to be considered and accommodated as well. If the project may not be completed during the Implementation phase, be sure that young people are fully aware of the projected timeline before they begin the project. It is also a good idea to build in milestones, so young people complete the program with a sense of accomplishment. Selecting projects that Board members can fully implement themselves (e.g. designing and publishing informational materials on the topic) will add to members' sense of accomplishment.

This portion of the program may allow less time for advanced planning as it is based on the recommendations developed by the Board. Consequently, as the young people select the recommendations they want to implement, it is important to be sensitive to the reality that some external partners have differing political agendas or modes of policy change. It can be a challenge to find common ground and to build consensus from which to move the project forward. Ideally, partner engagement (via interviews, presentations, additional feedback or information sessions) in previous phases produces a foundation of goodwill and organizational interest that can be built upon as the program proceeds. Working consistently to manage partner expectations also helps avoid clashes during the Implementation phase.

In the past, Implementation projects have included writing opinion pieces for the local paper, creating peer-led curricula, and developing multimedia materials including web pages and informational booklets. Below are some examples; additional projects are discussed in the alumni section of the Toolkit (page128):

***Project: Student Safety Advisory Toolkit***

*Recommendations:* The 2005 Youth Justice Board found that students and school staff wanted better communication between school administration and the student body on safety issues. The Youth Justice Board proposed that schools institute Student Safety Advisory groups in which a team of student leaders bridge the gap between the student body and administrators by helping administrators understand students' concerns and helping students understand their responsibilities in maintaining a safe school community.

*Action Item:* The Board developed a Student Safety Advisory Toolkit that outlined the goals, structure, composition and responsibilities of these advisory groups. Members then met with their individual principals to advocate for the establishment of advisory groups in their schools.

*Outcome:* Members and staff pursued the establishment of advisories at five high schools throughout New York City. Members learned first-hand how to translate a recommendation into a fully realized proposal, and how to advocate for their ideas in their own communities.

***Project: Family Court Teen Space***

*Recommendations:* The 2006-2007 Youth Justice Board found that youth in foster care were confused and intimidated by the court process for their cases. Members also learned, from visiting courthouses where foster care hearings are held, and from interviewing young people waiting for their hearings, that going to court and waiting for hearings was stressful for young people: waiting areas were overcrowded and chaotic, and young people felt unprotected from seeing parents and guardians without support and supervision. The Board recommended that Family Court create a supervised teens-only waiting area, in which youth in foster care could receive information about the court process, have access to homework support and resources and relax in a space free from attorneys, parents and other adults.

*Action Item:* The Youth Justice Board's recommendation was instrumental in the development of New York State's first family court waiting area dedicated exclusively to teens' use. Members advised the New York State Permanent Judicial Commission on Justice for Children on the design and content of the "Teen Space."

*Outcome:* Teen Space opened at Queens County Family Court in December 2008. At the opening ceremony New York State Chief Judge Judith S. Kaye (ret.) commended the Board for its contributions to the project. Members continue to be involved in the project; an alumnus was hired to help staff the Teen Space and provide guidance to young people while they await their hearings.

***Project: Permanency Achievement Kit (PAK)***

*Recommendation:* The 2006-2007 Youth Justice Board recommended that young people in foster care receive clear, easy-to-understand information about the family court process for youth in care, known as the permanency planning process.

*Action Item:* The 2007-2008 Youth Justice Board designed, drafted and produced the Permanency Achievement Kit (PAK). The PAK describes:

- The rights of young people in foster care;
- What takes place during permanency planning hearings;
- How decisions are made about where young people will live during and after foster care;
- How young people can communicate effectively with their lawyers and caseworkers; and
- The roles of the people who participate in permanency planning hearings.

Young people can also use the PAK to organize court-related documents and important contact information. The Youth Justice Board developed the PAK with the cooperation of New York City Family Court and the Legal Aid Society.

*Outcome:* With support from the Cricket Island Foundation, the Youth Justice Board published 2,000 copies of the PAK, and worked with New York City Family Court, foster care provider agencies and New York City Children's Services (the City's child welfare agency) to distribute the PAK to young people in care.

## Session Plans, Activities, and Icebreakers

### *Guide to Session Plans*

Each session plan represents a discrete learning objective. The session plans range in time from 15 minutes to 180 minutes; they can be used individually or in combination as fits the program's schedule and weekly objectives. The estimated length of time for each activity listed in the session plan is indicated in parenthesis at the beginning of the activity.

Each session plan includes:

- Goal of the activity;
- Outcome of the activity
- Estimated length of the activity;
- Materials needed (materials can be modified according to available resources);
- Detailed instructions for the facilitator; and
- Handouts for participants (when applicable).

### *Training Sessions*

- Community Contract (25 Minutes)
- Time Management (30 Minutes)
- Communication Skills (40 Minutes)
- Active Listening (45 Minutes)
- Introduction to Critical Thinking (30 Minutes)
  - *Handout: Critical Thinking and Investigation*
- Youth-Adult Partnerships (30 Minutes)
- Advocacy 101 (55 Minutes)
- Civics 101(140 Minutes)
  - *Handouts: Three Branches of Government; Policy Points of Intervention*
- Note-taking (45 Minutes)
- Introduction to Research (75 Minutes)
  - *Handout: How to Cite Sources*
- Understanding Points of View in the Media (15 Minutes)
- Introduction to Media Bias (50 Minutes)
  - *Handout: Media Bias: Questions to Consider*
- Goal Setting (40 Minutes)

### *Fieldwork Sessions*

- Transitioning to Fieldwork (15 Minutes)
  - *Handout: Fieldwork Roles and Responsibilities*

- The Problem Solving Process (60 Minutes)
  - *Handout: Desert Island Activity*
  - *Handout: The Problem Solving Process*
- Interview Preparation (180 Minutes)
- Gallery Walk (15 Minutes)
- Learning to Facilitate Groups (120 Minutes)
- Focus Group Preparation Part I – What is a Focus Group? (120 Minutes)
  - *Handout: Focus Group Recruitment Strategies*
  - *Handout: Research Methods: Focus Groups*
- Focus Group Preparation Part II – Facilitation (75 Minutes)
- Focus Group Preparation Part III – Day of Focus Groups (120 minutes)
- Focus Group Debrief (100 Minutes)
- Writing Thank You Notes (30 Minutes)

### *Policy Development Sessions*

- Synthesizing Research (95 Minutes)
  - *Handout: What Makes Recommendations Strong?*
  - *Handout: Findings Worksheet*
- Imagining an Ideal World (100 minutes)
- Recommendation Development (30 Minutes)
- Recommendation Review (45 Minutes)
- Finalizing Recommendations (35 Minutes)
  - *Handout: Final Recommendations Worksheet*
- Preparing to Present Recommendations (90 Minutes)
  - *Handout: Warm up Your Body*
  - *Handout: Speaking Evaluation Rubric*



## Training Sessions

### Community Contract

25 Minutes

*Goal:* Members develop expectations for their behavior and conduct while participating in Youth Justice Board sessions and related activities.

*Outcome:* A community contract that can be referred back to throughout the program year as issues arise within the group or if it needs to be amended for any reason.

*Materials:*

- Chart paper
- Markers
- Pair share questions posted
- Poster Board

*Activity:*

- Articulate goals for community practices – we would like to think about guidelines for working together as a group in the coming year.
- (10) Pair Share: (method: turn to person next to you, make sure each person has a chance to talk, we will give you 5 minutes and tell you when we are halfway through.) Remember to share only what you are comfortable with.
  - When you think about a group that is exciting, what are some things that make it work?
  - What hasn't worked in the past?
- Second Pair Share (turn to someone else):
  - What makes it easier to participate in a discussion?
  - What makes it harder to participate in a discussion?
- (5) Ask for suggestions for community practices. (Have member chart)
  - Make sure practices include boundaries around sharing: share only what you want to, respect if others don't want to.
- (10) Go through each of the suggested practices; ask if everyone agrees with the practice. If people disagree ask them to explain why. Ensure that the group has consensus around each of the suggested practices. Make sure the following are covered:
  - Cell phone use
  - One mic (only one person speaks at a time)
  - Confidentiality
- Practices will be charted on poster board and signed by all members in an upcoming session.

*Tip:* You may want to consider revisiting this list after a few sessions have passed to give members a chance to add to or revise the document before signing.

*Goal:* To help members start thinking about the responsibilities they will be taking on as Youth Justice Board members and what that commitment will mean to their schedules.

*Outcome:* Members will have a plan to manage their time during the program year.

*Materials:*

- Chart paper, markers
- Weekly calendar (optional)

*Activity:*

- (5) Ask members to brainstorm a list of time commitments that they may have and chart responses. Examples might be after-school activities, school, family obligations (chores, child care), time with friends, jobs, sports teams, homework, religious activities and/or practicing instruments.
- Ask members what they feel their priorities are in terms of how they spend their time and chart responses. Examples might be spending time with friends, doing well in school, participating in the Youth Justice Board and/or spending time with parents.
- (10) Ask members to write down for themselves the amount of time they devote each week to the relevant categories listed on the chart paper. They should write down the time each activity occurs if they already know it (e.g. day of the week, hours, etc.).
- (10) Ask members if they are able to meet all of their obligations. Do they feel like they have enough time? Does a lack of time make them feel stressed and overwhelmed?
- Ask members for strategies for dealing with stress or feeling overwhelmed. Chart responses.
- Ask members how they keep track of their commitments. What are some strategies they use?
  - Note: Some strategies work for some people and not for others. There is no “right answer” but it is important that people do have ways of tracking their time that work best for them.
- If it is appropriate, ask them how they can best utilize a planner.
- (5) Handout weekly calendar, explaining that good time management and seeing commitments written out is one very effective way of managing this stress. Talk members through how they can use the calendar to track their commitments.
- The facilitators should share an example of a completed weekly calendar as an example.

*Goal:* To help Board members develop communication skills that will serve as the basis for working together as a team.

*Outcome:* Members know how to listen effectively to one another.

*Materials:*

- Activity questions charted out
- Flip-chart paper

*Activity:*

- (5) Tell the group that you're going to show them different ways that people communicate. Then, role-play two examples of communication between two people. The first role-play should be classic examples of poor communication (answering cell phones, not listening, etc.). The second should be the same conversation but modeling the skills you'll be introducing later.
- (10) Generate a discussion about the difference between the two role plays and chart the responses.
- When the list is complete, have the group go through and identify any good listening skills that they generated (e.g., eye contact, not interrupting, paraphrasing).
- (5) Ask the group if they know what paraphrasing means. Explain the word and how it functions in a conversation (I hear you saying..., It sounds like you feel..., etc.).
- (10) Divide the group into pairs. (Facilitators should participate in this exercise.)
- Announce the first question (charted). One person will start as the listener, the other the speaker. After two minutes, switch listener and speaker.
  - Question: Think of a person who has had a positive influence in your life. Who is that person, and what influence have they had?
- Announce the second question (charted). Follow listener and speaker roles above.
  - Question: What is something you are looking forward to this year? What is a concern or fear you have about this year?

*Processing:*

- (10) What was the experience like for the speakers? What was the experience like for the listeners?
- The good listening habits we discussed today are examples of *active listening*. When might you use these techniques in the Youth Justice Board and in your life? (Chart)

*Goal:* To solidify members' understandings of paraphrasing and to give them the opportunity to practice and to internalize elements of paraphrasing and active listening.

*Outcomes:* Members are able to use active listening techniques in their conversations and will be able to apply this practice to interviews.

*Materials:*

- List of topics for discussion
- Paper
- Pens

*Activity:*

- (5) Review the definition of paraphrasing: *Repeating information conveyed by the speaker in your own words.*
  - As a group, ask members to remind us what kinds of phrases are helpful in paraphrasing. Examples might include:
    - It sounds like...
    - It seems like...
    - What I'm hearing is...
    - What I understand is...
    - What I hear you say is...
    - Let me get this straight...
- (30) Paraphrasing Practice
  - In groups of three, take turns being the Speaker, Listener and Observer
    - Speaker will share their thoughts and opinions on topics relevant to students' lives for three minutes. Possible topics might include:
      - Drinking and driving
      - Metal detectors in schools
      - Online bullying
      - Downloading music
      - Police harassment
    - Listener (two minutes): Practice active listening skills. When the speaker is done, paraphrase what you heard. Ask the speaker if you heard it correctly.
    - Observer (two minutes): Practice active listening skills. Take notes on the Listener; give feedback to the listener after he/she is done.

*Processing:*

- (10) How was this activity? What was challenging? What did you learn?

- How did it differ when you were the observer, when you were the listener, when you were the speaker?
- Did you remember how to paraphrase from our last activity?
- What differences did you find in talking about yourself and paraphrasing about other people versus talking about and paraphrasing opinions on key issues?
- What can you take away from this exercise and apply to our work together in the Youth Justice Board?

## **Introduction to Critical Thinking**

**30 Minutes**

*Goal:* To strengthen Board Members' abilities to push past pat answers or obvious explanations and to learn to question information.

*Outcome:* Members produce definitions of "Critical Thinking" and understand how this concept applies to their work.

### *Materials:*

- Chart paper and markers
- "*Critical Thinking and Investigation*" handout

### *Activity:*

- (10) Ask group what the phrase "critical thinking" means to them. Have each member pretend they are writing a new dictionary definition for the phrase and collect definitions.
- Read definitions aloud and chart adjectives that come up in definitions, placing a check mark next to words used in multiple definitions.
- (15) Pass out "*Critical Thinking and Investigation*" and share definition at the top of the page.
- Discuss how this definition is similar / different to the definitions written by the group.
- Review "*Critical Thinking and Investigation*" and ask youth to explain what terms mean.
- Review the rest of the sheet.

### *Processing:*

- (5) How will this information help us as we approach our research? As we translate our research into recommendations?
- How does critical thinking help us in our daily lives beyond our Youth Justice Board work together?
- How can we help each other strengthen these skills?

## **Critical Thinking and Investigation<sup>4</sup>**

“Critical thinking is HOW we use our intelligence and knowledge to reach objective and rational viewpoints. Opinions and beliefs based on critical thinking stand on firmer ground...Critical thinkers are usually better equipped to make decisions and solve problems.”

### The Attitude of a Critical Thinker

- Open-mindedness
- Healthy skepticism
- Intellectual humility
- Free thinking
- High motivation

### DO:

1. Get and think about all relevant information and sides of an issue before passing judgment.
2. Recognize that “seeing (or hearing) is not always believing.” Know when and how to verify your observations with other sources.
3. Resist your own biases by focusing on the facts, their sources and the reasoning.
4. Seek opposing opinions and arguments.
5. Understand the motives and agenda of people before making judgments on their arguments.

### DON'T:

1. Believe generalizations without making sure they are based in fact. Examples: “As everyone knows...” “Common sense tells us...”
2. Assume OPINION is the same as FACT.
3. Let your opinions about the person speaking influence your opinions on what they are saying.

### Questions to Ask Yourself During an Interview:

1. Am I being presented only one side of a story?
2. Is the language emotional or manipulative?
3. Are assumptions being made that are not being backed up with information?
4. Do I really understand the reasons behind the conclusions?
5. Do I need further information to make a reasonable judgment on the conclusions?
6. Referring back to my goals and questions, what is not being addressed?
7. Is a new topic coming up that I want to investigate further?

---

<sup>4</sup> Adapted from Haskins, G.R. “A Practical Guide to Critical Thinking.” (2006). Accessed November 9, 2009, from <http://www.skepdic.com/essays/haskins.pdf>.

*Goal:* Board members and facilitators explore assumptions each group has about the other, and the impact these can have on working together, and working with adult partners in the community later in the program year.

*Outcome:* Members and facilitators have a better understanding of the perceptions of the other group and a plan for working with people of different ages.

*Materials:*

- Chart paper and markers
- List of assumptions about youth (optional)

*Activity:*

- (5) Explain that there are many different types of relationships between youth and adults. Ask the group for some examples. (chart)
- (10) Break into small groups. If possible, one group should be exclusively adults.<sup>5</sup> Each group charts:
  - What assumptions do you think the other group (adults or youth) make about your group (adults or youth)?
    - Examples from list made by adults: *old, don't understand, uncool, busy, supportive, caring*
    - Examples from list made by youth: *uncaring, lazy, hoodlums, pressured, stressed, free, lucky*
- Each group presents their list.

*Processing:*

- (15) Was anyone surprised by anything that came up?
- Adults: How do you feel about the youths' assumptions about you? Are any of these true? What do you want youth to know about *why* they might perceive you in this way?
- Youth: How do you feel about the adults' assumptions about you? Are any of these true? What do you want adults to know about *why* they might perceive you in this way? Why do people make and use these assumptions?
- How do these assumptions impact youth and adult relationships?
  - Adults and youth who do not trust or take each other seriously will have trouble forming productive relationships
  - Trouble with communication
- During your time with the Youth Justice Board, you will be working with adults in a variety of capacities, and these assumptions will undoubtedly come up at some point. In what way does the Board need to be aware of youth/adult assumptions?
  - Members working with staff
  - Members working with partners in interviews
  - Giving presentations

---

<sup>5</sup> Coaches or adult volunteers could take part in this activity. If other staff are not available, staff should create a list before session.

- Meetings
- Collaborative projects
- How can we as a group be mindful of these assumptions and work through/around them together?
  - Remember everyone is an individual
  - Listen (even if you do not agree)
  - Ask questions to understand other points of view

**Advocacy 101<sup>6</sup> 55 Minutes**

*Goal:* To provide members with context for the work they will be doing as Youth Justice Board members.

*Outcome:* Members understand the different methods of advocacy and the rationale for the Board’s approach to advocacy.

*Materials:*

- Chart paper and markers
- Definitions of Formal and Informal Advocacy
- “Steps to Effective Advocacy” charted

*Activity:*

- (5) Write the word ADVOCACY on flip chart paper. Ask the members to brainstorm what they think the word means.
- Explain that when we talk about advocacy, we are describing “the act or process of supporting a cause or a proposal.” At its most basic, advocacy involves convincing someone (or a group of people) to take (or not take) action.
- (5) Ask the group if they have ever advocated for something before. What was it? How did they advocate for this issue? Create a list of TOPICS they have advocated for and METHODS they have used to do so.

**Sample list:**

TOPIC	METHOD
Improve school lunch food	Students sign petition for school principal
Show support and solidarity for a cause	Wear armbands, ribbons, etc.
Extend curfew on prom night	Persuasive speech to parents

---

<sup>6</sup> Adapted from *Advocacy and Youth Ministry, a Lesson Plan* developed by the Episcopal Appalachian Ministries. Accessed June 10, 2009 from: [www.visit-eam.org/Advocacy.doc](http://www.visit-eam.org/Advocacy.doc); and *Understanding Effectiveness*, published by “Learning to Give.” Accessed June 10, 2009 from: <http://learningtogive.org/lessons/unit432/lesson2.html>.



Teach peers about healthy living	Lead educational workshops
Lower the driving age	Write an Op-ed to the local paper
Support a political candidate	Attend a rally

- Once the group has a list of topics and methods, explain that when we talk about advocacy we're talking about individuals or groups trying to get policymakers or government leaders to take (or not take) an action.
- Go back through the list and put stars next to those topics and methods that are relevant given this clarification.
- (10) Ask youth to come up with other examples of advocacy. Lists might include:
  - social networking
  - legal advocacy / litigation
  - protests
  - lockouts
  - coalition building
  - graffiti
  - teach-ins
  - lobbying
  - debates
  - strikes
  - letter writing
  - boycotts
  - walkouts
  - advertising
- Go through the lists and discuss what each method is, asking members to paraphrase definitions or give examples of each.
- (15) Break the room into 2 smaller groups. Each group should look at the list and consider:
  - When would each method be used?
  - What are the strengths of each method?
  - What are the weaknesses of each method?
  - How would those on the other side of the issue feel at the end of the method?
  - Would the public officials and the advocates be able to work together collaboratively afterward?
- (5) Have the groups present their ideas.
- (5) Lead a discussion of why the Youth Justice Board has selected research and recommendation writing as a first step to advocacy.
  - Ensures ideas will be well-reasoned and all sides of issue will be considered.
  - Board members will work in partnerships with people who make and implement policies around the issue; they may be more responsive to groups they have a relationship with and whose methods they understand.

- Members can advocate for what people want and need in their recommendations, and work with policymakers to make change.
- (5) Post the steps to effective advocacy. Have a different member read each step.
  - Define the action you want to take.
  - Identify the people who can affect the issue.
  - Determine their current position on the issue.
  - Identify who they are currently listening to on the issue (or who is affecting their decision-making).
  - Identify other issues they care about.
  - Determine who else might be able to influence them on the issue.
- Use your issue as the example. Go through the steps and see which answers members can identify. Stress that this is part of what your work together in the coming weeks will entail—doing the research to find the answers to these questions.

## **Civics 101<sup>7</sup>**

**140 Minutes**

### *Goals:*

- Members start to recognize who has decision-making power over different issues and to understand where the Youth Justice Board can effectively intervene.
- Members learn about the different levels of government and the competing demands on policymakers.

### *Outcomes:*

- Members better understand civics at the local, state, and federal level.
- Members better understand how City budgets and other external factors influence policymaking.

### *Materials:*

- Chart paper and markers
- Definition of policy charted
- Roles of policy charted
- Legislative, executive and judicial government branch definitions charted
- *Three Branches of Government* Handout
- Three large pieces of chart paper, with “legislative,” “executive” and “judicial” written, one word on each paper.
- *Policy Points of Intervention* Handout

### *Activity:*

#### **What is ‘Policy’?**

- (20) Ask if anybody knows what the word “policy” means.

---

<sup>7</sup> Portions of this lesson are adapted from “How does the policymaking process work?” developed by the W.K. Kellogg Foundation. The “Policy Points of Intervention” handout is used with the permission of the W.K. Kellogg Foundation. These documents were accessed November 9, 2009 from: <http://www.wkcf.org/advocacyhandbook/page3b1.html>.

- Explain that the word policy can be intimidating because it has such an abstract meaning.
- Policies are basically “*plans of action agreed to by a group of people with the power to carry out and enforce them.*” They can be *guidelines, rules, regulations, laws, principles or directions.* Policies say what is to be done, who is to do it, how it is to be done and for whom it is to be done. (Chart italicized portion.)
- Policies are not only made by the government. Some other examples of policies include:
  - Personal policy – ask members to think of an example (e.g. “I don’t eat meat” or “No T.V. before homework is finished”).
  - Organization policy – ask members to think of an example (e.g. “Causal clothes may be worn on Fridays only”).
  - Public policy – Example: as Mayor, Michael Bloomberg put policies in place to encourage healthy eating and nutrition for residents of New York City. (Note: facilitators might want to change this example to one more relevant to participants.)
  - Can anybody else think of any types of policy? (Foreign policy, school policy, etc.)
  - Post chart paper explaining what policies do
  - Go through each bullet with the healthy eating policies of Michael Bloomberg. Ask members to think about how these policies fit into each of the roles of public policies.
    - *State an intention to do something* – Reduce obesity and other health problems related to diet in New York City.
    - *Outline rules* – Chain restaurants will post the calorie-count of everything on the menu and cannot use trans-fats in their cooking, ad campaign about the dangers of sweet sodas, and a plan to reduce the amount of sodium in processed foods.
    - *Provide principles that guide actions* – Healthy eating today will prolong the lives of citizens and reduce the City’s healthcare costs in the future.
    - *Set roles and responsibilities* – Restaurants will post calorie counts and reduce trans-fats and sodium; City Health Department ensures compliance.
    - *Reflect values* – A healthy City is a better place to live.

### How is Policy Made?

- (20) Give example:
  - A facilitator wants to go to Chicago to visit his family for the coming weekend. He has to decide how to get there. What are possible options? (Have the group brainstorm ideas.)
    - Train
    - Bus
    - Airplane
    - Renting a car
  - When deciding which mode of transportation to use, what factors will the facilitator base this decision on?
    - Cost
    - Comfort

- Time it takes – time at work missed, time with family
- The facilitator will have to make a decision based on the best combination of these factors. Explain that policy decisions are often made in the same way.
- Pair Share: Mayor Bloomberg tried to fight obesity and improve public health through healthy-eating policies in restaurants. Can you think of another solution to solving the problem of obesity? What are the factors your decision will be based on? Who will it affect?

*Processing:*

- (10) What kinds of concerns did people raise?
- Was this a difficult exercise?
- Did people think about the roles of policy? How was your solution a good policy?
  - What was challenging about this?
- Are there many approaches to policy or just one? Discuss.

**Studying the Relationship Between Laws and Policies**

- (20) There are many different levels of government to ensure that the government is providing services and doing its job in every location in the United States. The smallest is the city level, the next level up is the state, and finally the federal level (which is the government for the entire United States).
- At every level, there are three branches of government.
  - Executive
  - Legislative
  - Judicial
- Ask if anybody knows what each of the branches does. When everyone has thrown out answers, post the following definitions.
  - The **legislative** branch creates new laws and oversees taxes.
  - The **executive** branch implements and enforces laws. Executives also have *veto* power, meaning that they can choose not to sign a bill into law. (The legislative branch of the US government can override a veto with a 2/3 majority vote).
  - The **judicial** branch resolves different interpretations of laws, enforces contracts, settles legal disputes, orders compliance with the law, determines whether laws have been violated, and punishes those who have violated the law.
- (10) Pass out *NY Civics* Handout and review with group
  - Explain that at every level there are different types of policies.
  - Often times the executive branch will issue policies and the legislative branch will review them.
- This system includes *checks and balances* to ensure that each branch of government is regulated by the others. This prevents a single branch of government from having too much power.
- Explain how legislative checks and balances work:
  - The legislative branch proposes and drafts bills that can become new laws and regulations.
    - Sometimes, these ideas originate in the executive branch.
  - The executive branch signs these bills into law *or* vetoes the bills.
    - Who remembers how a veto can be overridden?

- The judicial branch listens to disputes related to laws and their enforcement and makes decisions about whether laws are constitutional.

### **Review Branches of Government**

- (20) Branches of government quiz! Facilitator sets out three large pieces of paper labeled *legislative, executive, & judicial*. Remind youth that no law is made or enforced in a vacuum; all three branches of government are involved. The purpose of this activity is to discover which branch of government would be involved in the stage of legislation presented. Facilitator will read the scenario and youth need to move to the branch of government they think would be responsible.
  - A law is passed requiring all men to wear shirts while in public. *Legislative*
  - A man sues, and this law is declared to violate the Town Charter. *Judicial*
  - A bill requiring one grocery store per every 5,000 residents in a town is signed into law. *Executive*
  - A proposal is made to draft a bill requiring public schools to offer night classes. *Legislative or Executive*
  - The bill passes, and schools challenge the ruling, claiming they do not have the capacity for night classes. *Judicial*
- Explain that every branch of the government has many different ways of affecting policy.
- Pass out “*Policy Points of Intervention*” Handout.
  - Explain that the left-hand side lists the branches of government’s representatives and the right-hand side shows how they can change or make policies.
  - Explain that one of the most important tools in policymaking is the budget. Legislators need to decide between competing priorities how much funding projects will receive.

### **Understanding budgets**

- (5) In our City every year the executive branch (the Mayor) proposes a budget and the legislature (City Council) approves it, most often after amending or revising it.
- Explain that we will have a mock city council meeting to learn about how budget decisions are made.
- The facilitators will be City Council members who need to make a decision about how to spend \$10 million dollars to improve the community.
- (20) Members will divide into groups of three. Each group will make a three minute presentation to the Council on how they believe the \$10 million dollars should be spent.
- Facilitators should give each group three options of how they will spend the money (police, education, parks, healthcare, sanitation, etc.). Each group should pick one area to spend all the money in and then justify their decision during the presentation.

Presentations should cover:

- How should the money be spent?
- Who would benefit from spending the money as you are proposing?
- Which sectors might suffer if all the money is spent on your initiative?
- How will spending the money as you propose mitigate some of these concerns? (For example, a group advocating that the money go toward healthcare might offer to use some of the money to help fund nurses in schools, who can give presentations to students about how to stay healthy and reduce stress. This could

help alleviate some concerns of people who want to spend the money on education.)

- Members will have 15 minutes to prepare their presentation and everyone must speak.
- Facilitators will ask questions after each presentation; other groups may as well.
- (10) The budgeting process in reality often involves compromises. For example, the City Council might decide to split the money between three or four priorities presented today.
  - What are the benefits of compromises?
  - What are the challenges?
  - How do budgeting and compromising relate to *coalition-building* as we discussed when we learned about advocacy?

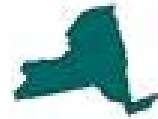
*Processing:*

- (5) Before today did you understand how the budget process worked?
- How did today's session change how you think about public policy, government leaders, and making change?

**Handout: Three Branches of Government**



**New York City**  
(Local)

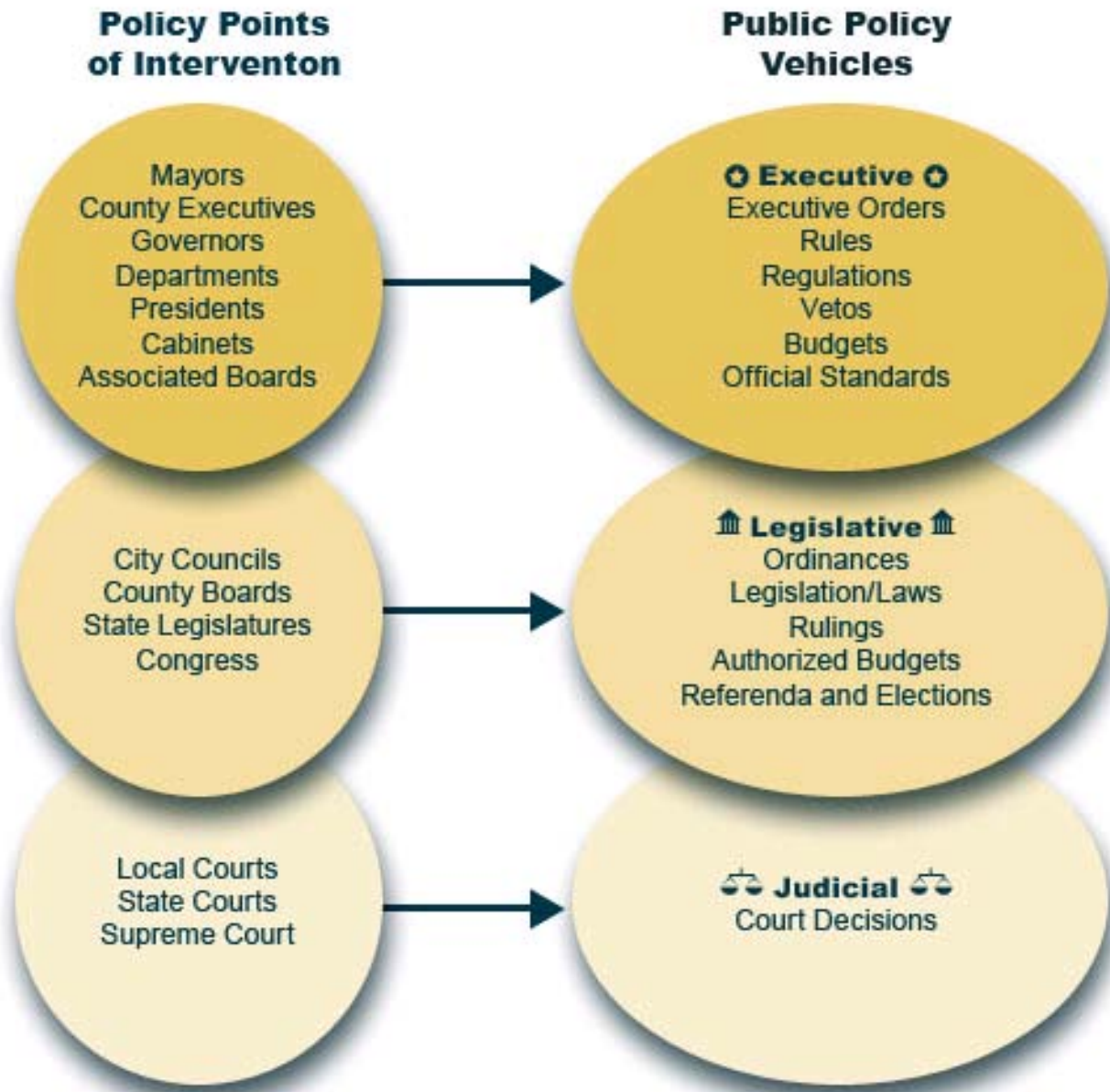


**New York State**  
(State)



**United States of America**  
(Federal)

<b>Executive</b>	<b>Mayor</b> Michael Bloomberg	<b>Governor</b> David A. Patterson	<b>President</b> Barack Obama  <b>Vice-President</b> Joe Biden
	<b>Legislative</b>	<b>New York City Council</b>	<b>New York State Senate</b> <b>New York State Assembly</b>
	<b>Judicial</b>	<b>New York State Unified Court System</b>	<b>New York State Unified Court System</b>



<sup>8</sup> Used with permission from the W.K. Kellogg Foundation.



*Goal:* To help members assess a set of information and distill its key points into an easily-accessible format.

*Outcome:* Members will understand how to capture the most important information from an article or interview.

*Materials:*

- Large post-it notes
- Copies of an editorial (relevance to topic is optional)

*Activity:*

- (5) Explain that over the next few months note-taking will be extremely important. Members will need to take turns taking notes during sessions on background information we cover in session and while conducting research and interviews during the Fieldwork phase.
- While note-taking can sometimes be intuitive (i.e. you write down what you think is important), effective note-taking is a skill that takes time and practice to learn. It is also an essential tool for communication and understanding.
- Pass out large post-it notes.
- (15) Explain that the facilitator will read an editorial (make sure everyone knows what an editorial is). Members' jobs will be to take notes. Afterwards the group will be able to ask two clarifying questions. Explain that clarifying questions are questions that ask the speaker to repeat something the listener did not hear, give the longer name of an acronym, etc. They are questions that ask the speaker about something they already said and do not ask for new opinions.
- Read article out loud.
- (5) Brainstorm clarifying questions and chart.
- Ask the group which clarifying questions are the most important to know.
- Answer the questions which are most important.
- (10) Group members into threes and ask them to review everyone's notes and rewrite the best combination on a piece of large sticky paper.
- After the compiled notes are completed, hand each group a smaller sticky note and ask them if they could squeeze all the important notes into this smaller space. NOTE: They should write normally; the idea is to condense the notes, not the font size.
- Process:
  - (10) Was it hard to combine the notes? What kinds of questions came up?
  - Was it hard to make the notes shorter?
  - What were the most important details?
  - What were some strategies that were helpful?
  - What happens if you don't know what a word means and it seems important?
- Ask members to paraphrase the argument of the article.
- (5) Ask members if they can identify what argument would go against what the article contends.

- Explain that this is called the counter-argument. When anyone is arguing a specific point, it is good to think about the opposing viewpoints. Putting the counter-argument in your notes after you hear something may help you process it.
- Strong policy recommendations address counter-arguments; it is good to practice identifying them now.

**Introduction to Research** **75 Minutes**

*Goal:* To help Board members understand what research is, when it is credible, and how it is used to influence policy.

*Outcome:* Board members will understand research and methods of inquiry as it relates to the work they will do during the Fieldwork phase.

*Materials:*

- Definition of research, charted
- Four basic kinds of research, charted
- Kinds of data, charted
- Kinds of analysis, charted
- Social promotion quotations/facts on chart paper
- Research policy diagram
- *How to Cite Sources* handout

*Activity:*

- (5) Have the group brainstorm on the word “research.” Just ask for reactions, the first things that come to their minds. When they are finished, process by looking for connections or similarities in their responses. Do they seem excited? Intimidated? Do they think research is boring or a waste of time?
- Tell the group that for Youth Justice Board purposes we will define research as the collecting of facts about a particular topic.
- (10) Share a chart illustrating the four basic kinds of research that Board members will complete during the program:

Quantitative Research: Primary Data Analysis	Quantitative Research: Secondary Data Analysis
Qualitative Research: Primary Data Analysis	Qualitative Research: Secondary Data Analysis

- Post chart that defines the two kinds of Data. It should include:
  - Quantitative Data—Deals with numbers and anything that is measurable.
  - Qualitative Data—Provides in-depth insight that can help the numbers make more sense; can also reveal practical issues, such as political or economic considerations.

- Have the group come up with examples for each category. Make sure the following are posted:
  - Quantitative—Surveys or counts (e.g. test scores, height, arrest-to-arraignment time)
  - Qualitative—Interviews, focus groups, observations (e.g. why people think they passed or failed a test, why someone had to wait so long to see the judge).  
IMPORTANT: Make sure you’re asking the same questions of everybody when doing qualitative research so you can compare their answers.
- (5) Post the chart that outlines kinds of analysis. It should include:
  - Primary Data Analysis—Basic facts gathered by the researcher, from a population or a sample of the population to help her answer her research question. Example: You go and interview or survey everyone on your block to find out their opinions on recycling.
  - Secondary Data Analysis—Using existing data collected by someone else for a different study. Example: You use census data to see what percentage of people on your block are between the ages of 12 and 19.
- (10) While we think about different kinds of data—Quantitative or Qualitative—and different kinds of analysis—Primary or Secondary—we also have the question of whether something is fact or opinion. Post a series of statements. Have participants read a statement and then have the group debate whether it is a fact or an opinion. The subject is social promotion in schools—when kids move to the next grade because of age even if they have not passed the grade.
  - The Mayor says: “It’s important to end social promotion; we don’t help our kids by sending them to the next grade if they’re not ready.” [opinion]
  - A Professor says: “Last year, test results showed that one quarter of all third graders failed to read at a third grade level.” [fact]
  - A Professor says: “Last year, test results showed that one quarter of all third graders failed to read at a third grade level, so clearly the current system is failing, and it makes sense to require those who failed to repeat third grade.” [both]
  - A teacher says: “I’ve been teaching in the system for years, and I know that promoting kids to the next grade if they’re not ready isn’t working. We should be requiring more kids to repeat the same grade again.” [opinion]
  - A Professor says: “In a survey of 200 teachers, 150 supported and 50 opposed social promotion.” [fact]
  - A newspaper article says: “A study by the New York City Department of Education showed that of kids who failed to read at grade level in 3rd grade, those promoted to the next grade did not perform as well five years later as those required to repeat third grade.” [fact]
  - A newspaper article says: “A study by Mathematica, Inc. showed that of kids who failed to read at grade level in 3rd grade, those promoted to the next grade did just as well five years later as those left back.” [fact]
- (5) Have the group review what they’ve learned so far by giving them a verbal pop quiz:
  - What is quantitative research?
  - What is qualitative research?
  - What is secondary data analysis?
  - What is primary data analysis?

- (5) Generate a group discussion about when certain kinds of research or analysis would be better in specific situations. Give the group a series of scenarios related to your topic and have them think through which research/analysis method would work best. For example:
  - *You study a publication from the City detailing how many youth were arrested in a year, and how many of those arrests ended up in court (quantitative, secondary analysis).*
  - *You listen to youth who were arrested talk about their experiences on a news program (qualitative, secondary analysis).*
  - *You lead a focus group of young people to learn about their experiences after arrest (qualitative, primary analysis)*
  - *You administer a survey in your school to determine how many youth have been arrested (quantitative, primary analysis)*
- (10) Tell the group that now that you've talked about kinds of research, kinds of analysis, and situations when you'd use one over the other, you're going to switch to discussing how research can support policy.
- Example scenario: Suppose a few towns believed that the current penalties for drug possession were too harsh and thought there was a better way to address drug possession than putting somebody in jail. They developed something called drug courts, where the cases of people charged with drug possession would be heard in a special court.
- These drug courts differ from regular courts in some major ways by offering drug offenders:
  - Alternative to incarceration
    - Substance abusing criminal defendants are mandated to treatment instead of jail or prison
  - Legal incentives to succeed
    - Graduates have all criminal charges dismissed or reduced, while failures are sent to jail or prison
  - Judicial supervision
    - Drug court participants must make frequent court appearances and talk to the judge about their progress
  - Sanctions and rewards
    - Drug court participants doing well are praised/rewarded; those not complying with court orders are sanctioned (e.g., have to write an essay, report to court more often, or go to jail for a day or two)
- (5) Now this town wants to persuade other towns to do the same thing. Have the group brainstorm kinds of qualitative and quantitative questions they could ask to research whether the court was effective. Questions might explore:
  - Re-offending (committing a crime again after coming through the court)
  - How offenders felt after coming to the court
  - How offenders felt after completing their sanctions
- Here's an example of a question and evidence:
  - Question: Do drug courts influence compliance with drug treatment programs?

- Evidence:
  - In a study of eight drug courts, after one year, more than 60 percent of participants either successfully graduated or were still active in a drug treatment program.
  - A sampling of inpatient treatment programs nationwide showed that 10 to 30 percent of mostly voluntary participations remained active in treatment after the first year.
- When people want to affect policy through research, they want to pick questions, research methods, and evidence that show that their desired outcome is the most successful, the most cost effective, or the best option for their city.
- (10) Tell the group that we've looked so far at two kinds of research (have them remind you what the two are), two kinds of analysis (have them remind you what the two are), and how to design research questions that can help influence policy. There are also times when poor arguments hurt your efforts because they seem like strong supporting evidence but are based on something untrue.
  - When you make conclusions about individuals based only on analyses of group data.
    - Example: A particular classroom has the highest average math score in your school. You run into a kid from that class and think to yourself, "she must be a math genius."
  - When you reach a conclusion about a group based on analysis of an individual.
    - Example: A first class passenger on an airplane is arrogant and rude to you as you're walking to your seat. You conclude that all first class passengers are arrogant and rude.
  - What are some other examples of conclusions you could make that fall under either category (a) or category (b)?
- What kinds of questions do you think you need to ask about your topic? What kinds of research will help you get there?
- (10) Hand out *How to Cite Sources* worksheet. Explain that just as important as doing research is giving credit to our sources, whether we are doing quantitative or qualitative research.
- Read aloud with members.



# HOW TO CITE SOURCES

## STEP #1: COLLECT INFORMATION

When citing sources you should always **collect necessary information**. For any and all sources you need to gather all of the following information:

- ✧ **Author**
- ✧ **Title**
- ✧ **Date published:** always find this in the first few pages of the book, magazine, journal or report.
- ✧ **Publisher:** this could be a company (i.e. Scholastic) or an organization (i.e. The Center for Court Innovation).
- ✧ **City of Publisher:** this is also located in the front of the source

If the source is **from the internet**, you need to collect all of the above PLUS:

- ✧ **Date Accessed:** the date you found the website
- ✧ **Web Address**

Some of the information above might be hard to find, or it might not exist. That's okay, but try your best to get all of the information possible because it might be hard to go back and find.

## STEP #2: ASSEMBLE INFORMATION INTO PROPER FORM

There are many ways to cite sources. Different organizations, schools, and disciplines (history, math, anthropology) all use different methods depending on what information is most important to them. The most popular styles are MLA (Modern Language Association) and Chicago Style. Here are examples of how to cite four common sources in the MLA style:



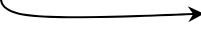
### Book, Report, Pamphlet

Last Name, First Name. Title of Book. City Published: Publisher, Year Published.

*Sample:*

Okuda, Michael, and Denise Okuda. Star Trek Chronology: The History of the Future. New York: Pocket, 1993.

• Make sure to indent



## **Newspaper or Magazine Article**

Last Name, First Name. "Title of Article." Newspaper or Magazine Name Date  
Published: Page #.

*Sample:*

Di Rado, Alicia. "Trekking through College: Classes Explore Modern Society Using the World  
of Star Trek." Los Angeles Times 15 Mar. 1995: A3.

## **Scholarly Journal**

Last Name, First Name. "Name of Article." Name of Journal. Volume.Issue (Year):  
Page# - Page#.

*Sample:*

Wilcox, Rhonda V. "Shifting Roles and Synthetic Women in Star Trek: The Next  
Generation." Studies in Popular Culture

## **Website**

Author or originator. Title of item. [Online] Date of document or download (day, month,  
year). URL <<http://address/filename>>.

*Sample:*

U.S. Census Bureau. "American FactFinder: Facts About My Community." [Online] 17  
August 2001. <<http://factfinder.census.gov/servelet/BasicFactsServlet>>.

*Hint:* Remember to use good judgment about whether this is a reliable source.

<h3><b>A NOTE ON INTERNET SOURCES</b></h3>
--

As you may know, the internet is not always a reliable place for information. Wikipedia, for instance, is not a source you should ever cite for factual information. However, the internet also can be an excellent place to find information that is current and up to date. So, how do you know if the website you are using is reliable?

This is largely a judgment call, but here are a few tips:

- The website is from an organization that you know to be reputable (i.e. Lawyers for Children, the Ford Foundation, the Center for Court Innovation, the American Civil Liberties Union)
- The website is part of a university (i.e. it ends in .edu, rather than .com)
- You found the website through scholar.google.com (which has only academic texts)

## Understanding Points of View in the Media

20 Minutes

### Goals:

- To introduce Board members to the concept that all media has a bias, or a point of view it is trying to convey.
- To assist members as they begin to identify points of view in various forms of media.

*Outcome:* Members will have strategies to identify bias in media.

### Materials:

- Chart paper and markers
- Articles representing different sources covering the same topic or incident. Note: If your city doesn't have multiple newspapers, see if you can find examples in different forms of media (TV, radio, internet/blogs, etc.)
- Movie clips
- Song excerpts and/or lyric sheets
- Magazines: articles, fashion spreads and ads
- Music graphics (album covers, musicians' fashions)
- Video game images

### Activity: Reading the News

- (10) Divide the larger group into several small groups. Each group reads an article about the same topic/incident, but from a different source. Have each small group chart:
  - Whose perspective we are being given.
  - Whose perspective we are missing.
  - What data or facts are presented.
  - Whose positions are supported by this information.
  - What additional information we want but haven't been given.
  - If we were going to do a follow-up article, who we would want to talk to.
- (5) In one large group, compare chartings. Have groups discuss differences in charts.
- (5) Discuss reactions to article.

## Introduction to Media Bias

50 Minutes

*Goal:* Board members will understand how bias presents itself in the media.

*Outcome:* Board members will look for bias in reporting as they conduct research.

### Materials:

- Bias definition charted
- Copies of a newspaper article with clear biases
- Copies of *Media Bias: Questions to Consider*



*Activity:*

- (10) Ask the group if anyone knows what bias is.
- After getting several replies explain that for this session we will define bias as “a prejudice or tendency that prevents full consideration of an issue or question.” Explain that bias is not always attached to race. It can be attached to business community, politics, religion, gender, sexual orientation, etc. Facilitate a discussion about bias, asking these questions or some of your own:
  - Is bias always undesirable?
  - Is bias always intentional?
  - How is bias communicated to others?
- (5) Explain to the group that *bias* is often found within various forms of media – whether that is television, newspaper, radio, magazines, etc.
- Explain that bias is not always obvious and that there are a lot of underlying factors to think about when we watch television or read an article (though explain that today you will focus on newspapers).
- (5) Pass out “*Media Bias: Questions to Consider*” and read through questions to make sure that everyone understands them.
- Ask if anyone has any other questions to consider.
- Explain that we will break up into small groups and that each group will receive an article.
- (15) Groups should read through the article and circle all of the words and phrases that are not neutral and propose new words or phrases to replace those that have been circled, using the handout as a guide to identify bias within the article.
- (10) After each article is finished the group should reconvene and share their articles, then vote on which one was the least biased.

*Processing:*

- (5) Do any of the articles seem to favor one side?
- Which words or phrases make you think this?
- Which is the least biased? How do you know?
- Have the group vote on which was the best written or least biased.

## **MEDIA BIAS: QUESTIONS TO CONSIDER**

### **(1) ENVIRONMENT AND AUTHORSHIP**

- ⇒ Where is the article published? Does the publication have a reputation? What is your bias in choosing that publication?
- ⇒ How long is the article? Where is it placed in the paper?
- ⇒ Does the article have an author or was it written by a news service? What type of bias does this suggest?
- ⇒ Is the article an op-ed or a news article?

### **(2) LANGUAGE**

- ⇒ What is the language used in the headline? Is it neutral or sensational? What does it tell us about the rest of the article?
- ⇒ What language is used that shows emotion or opinion? Is the language neutral or weighted?
- ⇒ Are there any clear instances of racism/sexism or stereotypes utilized in the article?
- ⇒ How often does the author use quotes?

### **(3) CONTENT**

- ⇒ Whose positions are represented? Who is quoted?
- ⇒ Are the quotes used fairly? Are they appropriately placed within the context of their admission?

### **(4) PHOTOGRAPHS AND DRAWINGS**

- ⇒ How does the visual represent the story?
- ⇒ Is the visual necessary or helpful to the article?
- ⇒ What would you think about the subject of the article just by looking at the visual? Does this match what you think after reading the article?

*Goal:* Members learn to explore their own identities and issues of power and privilege in society.

*Outcome:* Members will better understand how issues of race, ethnicity, power and privilege affect the topic of study.

*Note:* This session plan was designed for groups in which there are members with diverse identities (e.g., gender, race/ethnicity, religion, sexual orientation). For a more homogeneous group, review the session plan and consider modifications that will challenge the participants to consider the points of view of people outside of the group.

### *Materials*

- 8-10 pictures of people of different racial and ethnic backgrounds in various settings (for example, President Obama giving a speech; a migrant family; a contestant in a beauty pageant)
- Journals and pens
- Flip chart paper and markers
- Index cards
- Paper bag

### *Activity*

#### **Windows and Mirrors**

- (25) Explain that today we will be talking about sensitive issues
- Because these issues can often be difficult to talk about reinforce the community contract and go around the group and read through once
  - Emphasize confidentiality
  - Do not need to share anything you do not want to
  - Can fold page of journal over if you do not want staff to read
- The purpose of today's session is to learn about issues that may seem unfair and to give ourselves space to react to these issues. You may have a personal or emotional reaction. That is OK and perfectly normal. There is no right or wrong reaction – all we ask is that you respect the feelings of your peers and understand there may be differences in opinion.
- Explain that we will start by looking at some pictures. These are pictures from various places and represent different subjects.
- Each member should choose a picture from the wall and answer at least 3 of the following questions in their journals:
  - Why did you choose this picture? Why do you think the photographer chose this subject?
  - What do you find in the picture that serves as a **mirror** of your own life, reflecting something familiar that you can easily recognize?
  - What do you find in the picture that serves as a **window** onto another culture or way of living, something that is strange and unfamiliar to you?

- Do you think the person(s) in the photo leads a different life than you? How might their lives be different? (Consider values, hopes, needs, expectations).
- In what ways do you think the person(s) in the picture is like you?
- Is this a complete picture of the way the person lives? What might be missing?
- Do you think this person is treated fairly by society? Why or why not?
- Give members 10 minutes to write.
- Invite members to read their entries or discuss what they wrote about. Facilitator can point to photos and ask “who chose this photo” as part of the discussion.

### Power and Privilege

- (20) Anytime we are learning and working on topics that involve other human beings, it is important to understand our own connection to them and our feelings about these issues. We will do a couple of activities to better understand the role of power and privilege in society. Before we do, it is important to understand that these activities tell us nothing about you as individuals, your abilities or your futures. However, these activities should help you understand how you can make a difference in your own communities.
- Tell group that we will start by trying to understand what the words power and privilege mean
  - Brainstorm on POWER and PRIVILEGE. What do you think about when you hear the following words? (List responses on board/paper)
  - Here are the definitions that we will be using throughout the rest of today:

**POWER:** the ability to control circumstances

**PRIVILEGE:** a special advantage or benefit not enjoyed by everyone

- Explain that people gain privilege by being part of a group with power in society.
- Ask: Who do you usually see in positions of power?
  - Who has more power in society, men or women? How do you know?
  - Who has more access to decision-making, young people or people over 18?
  - What other groups face discrimination?
- Often, when someone has a privilege, it is at the expense of someone without it. We have listed some groups of people who have power – let’s fill in the blank. At whose expense do they have their power? Who is affected by their holding power? Who do they not allow to rise up by holding the place at the top?

[Groups in parenthesis are for participants to identify and fill in the chart]

Rich people	(Poor people)
White People	(People of color)
Men	(Women)
Straight people	(Gay people)
Christians	(Jews; Muslims; atheists; agnostics, etc.)
Able-bodied people	(People with disabilities)
Adults	(Young people, elderly)
People who speak English as a first language	(Non-English speaking; non-native speakers)

US Citizens	(Immigrants; refugees; undocumented people)
People with formal education	(People with only informal education)
US Residents	(Residents of other countries dominated by US policy)

- Explain that very few people are strictly on one side or another. We all have ways in which we are privileged and oppressed. We're going to do an activity now that helps us to understand and illustrate this.

### **Power Line**

- (30) Explain that this activity is called the "Power Line."
- Ask members to form a line in the middle of the room standing shoulder-to-shoulder, facing one wall.
- Ask everyone to look right and left and notice who is standing beside them.
- Explain that you are going to read some statements, and members will be asked to either step forward or backward depending on the statement.
- Remind members that this is a safe space (what's shared here stays here), and that this is a silent activity.
- Explain that we will have time to talk about our feelings and questions after we finish the activity.

### *Power Line Statements*

- Men; take a step forward
- Women; take a step back
- If people have ever been surprised about something you are capable of doing because of your gender; take a step backwards
- People of color; take a step back
- White folks; take a step forward
- If you were born in the US; take a step forward
- If English was your first language; take a step forward.
- If the Christmas trees and holiday songs we all see and hear in December don't reflect your faith; take a step backward
- If you have a computer; take a step forward
- If your school has more military recruiters than guidance counselors; take a step backward
- If most people in your school get free lunch; take a step backward
- If your parents went to college; take a step forward
- If you grew up in a two-parent household, take a step forward
- If you were ever in foster care, take a step backward
- If you've ever been told that you're smart for a "FILL IN THE BLANK"; take a step backward
- If your ancestors were forced to come to this country against their will; take a step backward
- If you or your ancestors belong to an ethnic group that was excluded from, turned back at the border of, or deported from this country; take a step backward

- If during your childhood it was assumed your primary ethnic or cultural identity was “American”; take a step forward
- If you ever had to change your physical appearance, mannerisms, language, or behavior to “blend in” and avoid being judged or ridiculed; take one step backward
- If you can hold hands with your boyfriend or girlfriend without fearing violence; take a step forward
- If you get called on regularly in class; take one step forward
- If you feel safe walking home or going outside where you live; take one step forward
- If you commonly see people of your race or ethnicity on television or in movies, in roles that you consider to be degrading, take one step backward
- If you are able-bodied, take one step forward...have a hidden disability, take one step backward...have a visible disability, take one more step backward
- If you or a member of your family has ever been incarcerated or put into the juvenile justice system, take one step backward
- If you have ever been stopped by the police because of your race, gender, presentation, sexuality, ethnicity, or class take a step backward
- If your parents did not grow up in the United States, take one step backward
- If you have ever lived in low-income housing or the projects, take one step backward.
- If you have regular check-ups with your own doctor or dentist, take one step forward
- If you have ever been discouraged or prevented from pursuing academic or career goals because of your race, gender, sexuality, or ethnicity, take one step backward.

*Processing:*

- Ask group to freeze in place and look left and right. Where are you in relationship to others? What patterns do you notice?
- Ask people toward the front of the room to think about their location, how it feels to be there, and how it feels to not be able to see who’s behind you. If you didn’t know anything about who they were, how might you come to feel about the people behind you? Do you think you have accurate information about them? (take comments)
- Ask people towards the middle of the room to notice who’s in front of you and how it feels to see backs turned toward you, but also have people behind you. How might you come to feel about the people in front of you? Behind you? (take comments)
- Ask people in the back of the room to notice how it feels to have no one behind you and everyone in front of you with their backs turned. How might you feel about the people in front of you? About each other? (take comments)
- Ask whole group: If this were a race, who do you think would win?
- Would it be a fair race, with everyone starting at the same point?
- How does that relate to the power/privilege discussion we had earlier?
- We are used to hearing that since the Civil Rights Movement or the Feminist Movement, we are all equal in society. It is often said now that no one needs “special help” and that we are all on a level playing field. Do we all have the same chance of succeeding, or of winning the race? What do you think?
- This activity is not meant to embarrass anyone, or to make us feel bad about ourselves, but rather to show us how power and privilege play out in the United States.

- We should note that this discussion is NOT about individual ability or life chances. Rather, it is about group and system structures and to really challenge the idea that all groups start at an equal place. In fact, as we've seen, some groups have distinct advantages or *privileges* over others.

### **Heart Transplant**

- (5) Introduction: Hospitals must make tough decisions constantly. One of the hardest decisions they must make is when they must decide to whom they will give an organ for transplant.
- Split into groups of 3 – 4
- Each group will be acting as a hospital board to decide who will receive a heart that they recently acquired.
- The board will be deciding between five potential candidates who are in need of a transplant for this life-saving operation:
  - 15-year-old Hispanic male high school student, he gets straight A's and received a scholarship to study global warming in Antarctica over the summer.
  - 34-year-old black female doctor, she was the first in her family to go to college and served in the Peace Corps after becoming a doctor.
  - 64-year-old white male cancer researcher who recently won a national award for his research and is close to finding a cure for cancer.
  - 25-year-old Japanese female, mother of two, on welfare. She has no other family in the United States.
  - 19-year-old white female high school drop out who is currently obtaining her GED to go to college and is the sole caregiver of her younger sister.
  - 45-year-old black male community activist who was once incarcerated and is now running for City Council.
- Each group will have 20 minutes to make a decision to present to the larger group.
- In addition to naming the ONE person who will receive the transplant, the group must explain their decision and give three criteria for how the decision was made.
- (20) Group work.
- (15) Presentations.

### *Processing:*

- (10) What were some of the strategies or processes the group used to make decisions? How did these strategies change?
- Who led the decision-making and why? Does this reflect the day-to-day decision-making processes within our group?
- How did it feel to do this activity? What were the toughest decisions?
- How is this reflective of assumptions about certain groups?
- Who was assumed to be necessary and who was assumed to be expendable? Is this how things are organized in society?
- Explain that society prioritizes skills and characteristics—age, money, health, gender, race, etc.—and we all internalize those priorities and often even recreate them without thinking in our own decision-making. We saw here how individual assumptions about people influenced group decision-making. The same process holds true in American society. Individuals have certain beliefs, in part learned through media, family, and

culture in general, that then influence how they think about themselves, how they act with each other on a one-to-one basis, and also what laws get passed.

- Remind the group that these positions in society are not solid and that these exercises tell us nothing about individual ability.
- Our last will help us reflect on who we are as individuals

### **Identity Cards**

- (20) Introduction: This activity is going to ask us to think about how we identify ourselves and what pieces of our identity are most important to us.
- Each member will receive 7 cards which have categories on one side of them:
  - Gender
  - Religion
  - Race
  - Ethnicity
  - Language
  - Sexual orientation
  - Socioeconomic class
- Ask members to write on the back the way they identify to the corresponding piece of trait (for example, they can write “male,” “female,” or “transgender” on the back of the gender card).
- Explain that the cards are completely private. Members can share if they want to, but it is not necessary.
- Members should sit in a circle on the floor and place all of their cards in front of them, with the names of the traits facing up.
- Ask the group:
  - What is difficult to figure out the answers to these questions?
  - Did any body have a hard time identifying as one thing?
- Explain to group that while we have many traits, we value some over others.
- Ask members to put the one card that is least important to the way they identify themselves in a paper bag in the middle of the circle.
- Ask the group how they made the decision about the card to discard, and whether it was difficult to choose.
- Continue this process until everyone is down to one card.

### *Processing*

- Ask members to consider these questions. They can share their answers if they want to:
  - Why did you choose the final card you selected?
  - What other card were you considering?
  - Do you think you might choose a different card at a different time in your life?
- What does this tell us about the elements of identity?



*Goal:* To help members start thinking creatively about the relationship between their topic and develop a shared goal for where they want their research to lead. Members should then identify the steps that should be taken to achieve this goal.

*Outcome:* Members will have a draft of a goal statement related to the topic.

*Materials:*

- Flip chart paper
- Markers

*Activity:*

- (10) Highlight the key information related to your topic of study that was presented earlier in the training phase, including current practices, problems, challenges, and innovations. Present this information to the Board (this could be a handout or visual).
- (10) Separate members into small groups. Their task is to come up with a one sentence goal for our work.
- Explain that we will ultimately create a goal statement which will help guide the development of our recommendations
- Pass out a copy of the previous Youth Justice Board goal statements as examples (if available).
- (For example: *Increase youth participation in the Permanency Planning process or Improve and expand Alternative to Detention programs and make a positive impact on the youth who participate in these programs*).
- Ask each group what they notice about these goals?
  - Are they general or specific?
  - Are they achievable?
  - Will you be able to identify whether you've been successful?
- (10) Each group should think of a goal and prepare to lead the larger group in a five minute discussion about why they chose this goal.
- They should divide their team into
  - 1 Notetaker
  - 1 Presenter (of goal)
  - 2 Facilitators
- (10) Members return to larger group and present their goal statements.
- Facilitator leads a conversation about these statements. What similarities were there? What differences? Can we combine these into one goal statement?
- Post draft goal statement. Explain that this is something that can change with time, but that it will serve as a framework as we move into the Fieldwork phase.
- Take ideas from the group about what the Board needs to do to meet this goal.

## Fieldwork Sessions

### Transitioning to Fieldwork

15 Minutes

*Goals:* To provide members the opportunity to reflect on the Training phase they just completed and to prepare them for the work that lies ahead.

*Outcome:* Members will understand their roles and responsibilities during the Fieldwork phase.

*Materials:*

- Youth Justice Board *Fieldwork Roles and Responsibilities* Handout

*Activity:*

- (5) Explain to the group that today marks the first day of a new phase of the program – the Fieldwork phase. Starting today, things may feel different than during the Training phase.
- Explain that the members will work in small groups. They will each have a team that is responsible for *researching* the interview subjects, *interviewing* and *taking notes* during the interviews, *processing* what they learn and *educating* the rest of the Youth Justice Board.
- (10) Pass out *Fieldwork Roles and Responsibilities* handout and go through it as a large group. Discuss the importance of each step.
- Explain that the Fieldwork phase is also the beginning of the public part of the Youth Justice Board. Tell the group that they will be meeting important people and starting to make an impression on them. What are some things to keep in mind when dealing with the public? Take answers from group and chart. Answers should include:
  - Being on time
  - Being prepared
  - Listening
  - Being professional
  - Staying informed (including catching up when they are absent)
- Discuss any upcoming interviews including who they are with and how the interviews will be conducted.
- Remind the group that even though they will be working in smaller groups, they are still one Board working toward the same common goal statement: [provide your own here— one example from the Center’s Youth Justice Board was “to expand and improve Alternative to Detention programs in New York City and make a positive impact on the youth who participate in these programs.”]

## **Fieldwork Roles and Responsibilities**

### **PREPARE**

- Review all preparation materials (bios, articles, etc.)
- Develop interview questions

### **INTERVIEW**

- Ask questions
- Take notes

### **PROCESS**

- Discuss what you learned with your teammates
- Write interview report

### **EDUCATE**

- Share your interview report with the rest of the Youth Justice Board
- Present key information to other members
- Facilitate Q & A

### **ORGANIZE**

- Store your notes and handouts in a safe place
- Highlight key information that you will want to come back to when producing recommendations

**Goal:** To introduce members to the problem-solving process the Board will follow while conducting research during the Fieldwork phase.

**Outcome:** Members have a clear sense of problem-solving and how it applies to their work; members have final goal statement to guide fieldwork.

**Materials:**

- *Desert Island Activity* Handout
- *Problem-Solving Process* Handout

**Activity:**

**Icebreaker: Desert Island Problem Solving activity**

- (5) Pass out *Desert Island Activity* handout.
- Read directions out loud and divide into 5 groups.
- (10) Break Board members into groups for 10 minutes to work on exercise.
- Process:
  - (10) What was the process you went through to figure out how you used the umbrella?
  - Did you think about your objectives/what you needed to accomplish? (i.e. eating, shelter, getting help to get off the island, entertainment)
  - What were some of your solutions? (i.e. uses for the umbrella)
- Explain that to figure out how the umbrella was to be used you had to figure out all the things you needed to accomplish while on the island.
- Did you think of solutions to some of these problems besides using the umbrella?

**The Problem-Solving Process/Reviewing Goal Statements**

- (10) Ask group to imagine that they are all plumbers.
- They just received an emergency call from their neighbor who walked into her house to find it flooded and needs help fixing it.
- As the Board: What steps do you need to take to fix it?
- Collect ideas and chart (order steps numerically).
- After members have finished going through the steps, explain that they have just solved a problem. Explain that no matter what type of problem they face, they can often use the same method. At the Youth Justice Board we use a problem solving process as well.
- (20) Pass out *Problem-Solving Process* handout and read through as a group.
- Ask group if they remember the structure of the Youth Justice Board program (training, fieldwork, policy development, implementation).
- Ask group if they see any similarities between the Board's methods and the problem solving process?
- Ask group where in this process we are now.
- (10) Pass out questions we have so far and the goal statements we came up with (see last Training phase session) for our work during the Fieldwork phase.

- Ask group if they like any of the goal statements or would like to make a new one (or modify one on the worksheet) to come up with our goal for the Fieldwork phase.
- Finalize Fieldwork goal statement.

## Handout

### Desert Island Activity

You were passengers on a plane that has crashed on a desert island. The only survivors are the people in your group.

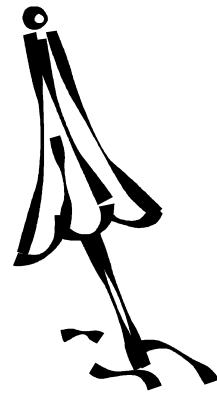
You have walked around the whole island, and have found that the island contains:

- **Palm trees**
- **Wild boar (edible)**
- **Fish (edible)**

The ONLY object that survived the plan crash is.....



AN UMBRELLA



**How many uses can you find for the umbrella?**

## The Problem-Solving Process



1. **Objective/Mess Finding:** Just what's the situation that demands our attention, the "mess" that needs cleaning up? We have to identify and acknowledge this first before we can proceed.



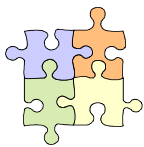
2. **Fact Finding:** Once the general "mess" is defined, the next stage involves "taking stock" — unearthing and collecting information, knowledge, facts, feelings, opinions, and thoughts to sort out and clarify your mess more specifically. What do you know about the situation and what do you still need to know?



3. **Problem Finding:** Now that your data is collected, you need to formulate "problem statements" that express the "heart" of the situation. You must try to put aside the common assumption that you "already know what the problem is" and try to state the problem in a way that includes all of the facts and different perspectives.



4. **Idea Finding:** This is the stage in which you brainstorm as many ideas or alternatives as possible for dealing with your problem statements. Don't evaluate your ideas at this point, merely list them as an idea pool from which you'll draw in putting together a variety of solutions to your problem.



5. **Solution Finding:** Now that you have a number of ideas that can serve as possible solutions to your problem, it's time to evaluate them systematically. To do this you have to generate a variety of criteria and select the most important for your problem. What standards and requirements should your solutions meet? (For example, cost? Ease of implementation? Etc.) In this way, you'll be able to identify and evaluate the relative strengths and weaknesses of possible solutions.



6. **Implementation Finding:** Having decided upon a solution, it's time to formulate a plan of action to implement your solution. Determine what kind of help you'll need, what obstacles or difficulties might get in the way, and what specific short- and long-term steps you are going to take to meet your objective!

*Goal:* To prepare Board members to begin conducting group interviews with community partners.

*Outcomes:* Small fieldwork teams that will work together during the fieldwork phase, conducting interviews and presenting research.

*Materials:*

- Bios and background of two potential interviewees as handouts
- *Interview Preparation and Report Handout*
- PIPE (prep, interview, process, educate) acronym charted

*Activity:*

*Note: For this first activity, we recommend breaking the group into two large groups to practice designing questions, structuring the interview and conducting the practice interview. For all future interviews, groups should consist of 4-5 young people and remain the same throughout the Fieldwork phase.*

### **Introducing Interviews**

- (10) Divide into two teams and read-aloud bio and background info of two potential interviewees.
- (10) Each group should:
  - Review the list of questions from the question bank developed during the previous sessions and select questions that each person might be able to answer.
  - Come up with –three to five new questions specific to this person’s work.
- (5) Come back into the larger group and share questions.
- (5) As a larger group, have members put together a list of seven to 10 questions that they will need to ask during the interview. Prioritize this list so that the information needed most will be elicited early in the interview. At the same time, tell the group they might want to start with one to two “easy” questions to get the ball rolling and create a comfortable environment for the interview (e.g. “Why did the city start using metal detectors in schools?”) Come up with two to three “bonus” questions that you would like to ask if you find you have additional time at the end of the interview.
- (5) Explain that interviewers have an additional challenge to consider: managing time if interviewees begin to go off track. Brainstorm strategies for dealing with this challenge:
  - Politely re-focus speaker (e.g. “That is a really interesting story. Can you say more about how it connects to our issue?”).
  - Paraphrase the question you asked that caused speaker to go off topic so that they have another chance to respond.
  - Politely remind speaker of the time (e.g. “It is getting close to the end of our scheduled time together. Can I ask you a few more questions before we have to leave?”).

### **Forming Fieldwork Teams**

- (10) Explain that fieldwork teams are small groups of four or five.



- The fieldwork teams will be responsible for interviewing stakeholders, producing interview reports and presenting the information that they learn.
- Tell the group that the fieldwork teams will work independently with oversight by facilitators. This means that they will need to think of who will be responsible for figuring out what roles each group member has.
- While your interview roles may change with every interview, the way that your team works together and the roles you take on in your group will most likely stay the same.
- Quickly review jobs during the Fieldwork phase, for instance calling members and reminding them about interviews, making sure anyone who was absent is filled in, helping to organize information gathered in interviews, etc.
- (5) PIPE – You will be creating a PIPEline of information
  - PREP
    - Reading preparation materials (bios, articles, etc)
    - Developing interview questions
  - INTERVIEW
    - Interviewing
    - Note-taking
  - PROCESS
    - Discuss what you learned
    - Writing the interview report
  - EDUCATE
    - Sharing your interview report
    - Presenting key information to other members
    - Facilitating Q&A
- (15) Ask: What does a well-functioning group look like? What are the goals for working in a small group?
  - Shared responsibility and leadership.
  - Everyone feels safe to express their opinion and ask questions.
  - Take turns talking and listening.
  - Willingness to compromise.
  - Shared objectives and goals.
  - When a lack of agreement is recognized, be willing to discuss conflicting viewpoints.
- Ask: What things help a group work well together and meet its goals?
- What things can make a team not work well?
  - People not following through on things they promise
  - Tardiness/Absences
  - Unwillingness to compromise
- (5) Introduce concept of fieldwork teams.
  - The goal is to create several strong groups. In forming groups, facilitators thought about:
    - Each member's different strengths
    - Personal experiences
    - Other responsibilities
  - Part of your work in this program – part of becoming a leader – is working with a mixture of personalities and styles.

- This is NOT a competition – either between groups or within each group.
- (5) Explain that, to find their group, we will do a variation of the “Who Am I?” icebreaker – print out pictures of Disney characters, Muppets, Looney Tunes, and Sesame Street characters.
  - Participants can ask only yes or no questions.
  - Once they figure out who they are they must get into their groups.
- (20) Facilitators will take one group out at a time to have a short discussion with each. During that time, the teams that remain in the room should come up with:
  - A team name
  - A team color
- Explain that this is the first decision they are making as a group, so it is important to think about how they will make decisions in the future (e.g. by majority, consensus, etc.).
- Once team name / color are determined, groups should discuss any upcoming conflicts and how they might be resolved.

### **Structuring the Interview**

- (10) For every interview, you will be assigned a role. This role will change at each interview so you have the chance to experience different things. You may also have more than one role per interview. The roles are:
  - Introducer: provides an overview of the program, facilitates introductions between members and interviewee.
  - Interviewers: responsible for asking questions during the interview.
  - Note-taker: responsible for capturing interviewee’s responses to questions.
  - Closer: Concludes interview, summarizes the Board’s next steps.
- Small group preparation for first interview—everyone should rehearse their part. Interviewers will divide up questions and make sure they are phrased in a way that is easy to understand. Introducers and closers will work with note-takers to write speaking parts.
- (20) Practice in groups.

### **How to Prepare for Interview Presentations**

- (5) Reintroduce the concept of presentations: Presentations will be given frequently to inform the rest of the Youth Justice Board about recent interviews. The presentations are as important as the interviews themselves because they will help teams digest information they have learned and share it with the rest of the Board.
- (10) Pass out an interview report and explain that each group should use this template to prepare for their presentations. Things to emphasize in presentations:
  - Relevant information learned (e.g. information that meets the interview’s goals);
  - Other key information learned (e.g. information that is surprising, or may lead research in a new direction);
  - Follow up questions for future interviews;
  - Recommended next steps for the Board; and
  - Q & A.
- After 45 minutes of preparation, members give presentations.

## **Handout: Interview Preparation and Report**

**(Template: To be completed in order to prepare members for each interview)**

[NAME OF INTERVIEW ORGANIZATION]  
[ORGANIZATION'S ADDRESS]  
[DATE OF INTERVIEW]  
[TIME OF INTERVIEW]

### **Interview Subject**

[SUBJECT'S NAME]

### **Interview Goals:**

*(Prior to each interview, fieldwork teams identify goals of what they would like to gain from the interview. For example: "To learn the role of the Department of Probation in the New York City juvenile justice system"; or "To understand how judges make decisions in foster care cases.")*

1. [GOAL]
2. [GOAL]
3. [GOAL]

### **Interview Roles:**

*(Roles are identified during the interview planning session. Sample roles include: introducer, timekeeper, note-taker, questioner, closer).*

- [ROLE 1: NAME]
- [ROLE 2: NAME]
- [ROLE 3: NAME]

### **Background information**

[THE NAME OF INTERVIEW ORGANIZATION]

### **Organization's Mission**

[MISSION]

### **Description of Project**

[BACKGROUND INFORMATION ON RELEVANT WORK]

### **[SUBJECT] Biography**

[SUBJECT BIOGRAPHY]

### **Interview Goal 1: [STATE INTERVIEW GOAL 1]**

1. [QUESTION RELEVANT TO INTERVIEW GOAL 1]
  - [NOTES: TO BE FILLED IN DURING THE INTERVIEW]

2. [QUESTION RELEVANT TO INTERVIEW GOAL 1]
  - [NOTES: TO BE FILLED IN DURING THE INTERVIEW]
3. [QUESTION RELEVANT TO INTERVIEW GOAL 1]
  - [NOTES: TO BE FILLED IN DURING THE INTERVIEW]

**Interview Goal 2: [STATE INTERVIEW GOAL 2]**

4. [QUESTION RELEVANT TO INTERVIEW GOAL 2]
  - [NOTES: TO BE FILLED IN DURING THE INTERVIEW]
5. [QUESTION RELEVANT TO INTERVIEW GOAL 2]
  - [NOTES: TO BE FILLED IN DURING THE INTERVIEW]
6. [QUESTION RELEVANT TO INTERVIEW GOAL 2]
  - [NOTES: TO BE FILLED IN DURING THE INTERVIEW]

**Interview Goal 3: [STATE INTERVIEW GOAL 3]**

7. [QUESTION RELEVANT TO INTERVIEW GOAL 3]
  - [NOTES: TO BE FILLED IN DURING THE INTERVIEW]
8. [QUESTION RELEVANT TO INTERVIEW GOAL 3]
  - [NOTES: TO BE FILLED IN DURING THE INTERVIEW]

**[For Interview report]**

**Other Information:**

*Include other key information learned in interview that is not related to questions/goals above.*

**Key Quotes:**

*Include 1-2 quotes that highlight an issue or strengthen an argument about the importance of action on issue.*

**Follow-up Questions / Next Steps**

*Include questions raised during the interview to ask in future interviews.*

## Gallery Walk

15 Minutes

*Goal:* Participants will generate questions about what they still want or need to learn during fieldwork.

*Outcome:* Members will have a list of questions for further exploration.

*Materials:*

- 5-10 general subject categories, each charted on a piece of large sticky chart paper. There should be one word or phrase on each paper, all related to your topic (if your topic was juvenile justice, for instance, your headings might be “what happens in courts,” “arrests,” and “how judges make decisions”).

*Activity:*

- (5) Explain that in the fieldwork phase so far we have learned a lot about our topic.
- While we have gotten a chance to ask a lot of questions, there are probably many more that you want to ask.
- We are going to do a “gallery walk,” which is when you will have the chance to write down questions on pieces of flip chart paper.
- (10) We will give you 10 minutes to walk around the room and write down questions under each topic.
- This is a silent activity, we will play music but there is no talking.

## Learning to Facilitate

120 Minutes

*Goal:* Prepare members to facilitate group discussions.

*Outcome:* Members will be prepared to facilitate group discussions or serve as “guest facilitators” during sessions or in other activities.

*Materials:*

- Chart paper and markers
- Charted definition of “facilitator”
- Charted goals of a facilitator
- Charted facilitator’s responsibilities (portions in bold)

*Activity:*

### **Introduction: What is a Facilitator?**

- (5) Let’s start with the big picture. In lots of different situations, people get together to get something done. Ask the group for some examples of this. Possibilities include:
  - Sports teams
  - Planning committees
  - Meetings
  - Youth Justice Board sessions
- In a lot of these situations, there is a facilitator. Why would a group of people have a facilitator? What is the role of a facilitator? (Ask for suggestions, and then reveal charted

answer): A **facilitator** is someone who helps participants learn from an activity and/or helps a group to meet a goal. The literal meaning of facilitator is “one who makes things easy.”

- Explain that one of the best ways to describe a facilitator is to imagine someone conducting a band in which everyone is improvising. Why is that?
  - Facilitators have to adjust, be flexible, help the group make good music, even though he/she can't control what people are doing!
- What are some situations in which Youth Justice Board members will be facilitators?
  - Information sharing
  - Focus groups
  - Facilitating parts of sessions
- In what other situations could facilitation skills be useful for you?

### What are a Facilitator's Goals?

- (5) Tell the group that for our purposes, facilitators have five main goals. Post charted goals. **These include:**
  - The group reaches its goals.
  - Everyone is participating to the best of their ability.
  - Everyone understands the information.
  - Everyone encourages mutual respect.
  - Everyone encourages respect of ground rules/community practices.
- What does a facilitator try NOT to do?
  - Do the work for the group.
  - Be “in charge”.

### Facilitator Behavior – Good and Bad

- (20) Ask for a member to volunteer for the role of facilitator and give him/her their role play instructions:
  - The facilitator will lead a 2 minute conversation on the presidential election. He/she will be demonstrating some bad facilitation behaviors, including:
    - Acting nervous, say “ummm,” “uhhh” and “like” a lot
    - Downplaying people's ideas
    - Giving his/her own opinion
- Group, what did you observe? (chart) Facilitator, did they miss anything?
- Ask the group to brainstorm answers to the following question: *What are bad behaviors for a facilitator?* These should include:
  - Downplaying people's ideas.
  - Pushing personal agendas and opinions as the “right” answer.
  - Dominating the group.
  - Acting nervous.
  - Reading from a script.
  - Telling inappropriate or offensive stories.
  - Making up answers to questions you don't know the answers to (lying).
  - Allowing people to bully others in the group.
  - Taking a stance with one section of the group.
  - Telling too much about your personal experience and life.

- Making assumptions about the group (based on appearance).
- Ask the group to brainstorm answers to the following question: What are good behaviors for a facilitator? (Think about what you've seen your facilitators do). These should include:
  - Exuding confidence-be clear, enthusiastic, breathe!
  - Having lots of visually appealing handouts and flip charts.
  - Being aware of individuals that may be experiencing discomfort or are not participating.
  - Determining needed supplies, room requirements, chair set-up.
  - Knowing the material before doing the workshop.
  - Using humor, stories, and examples that directly relate to their work.
  - Selecting activities that will meet the needs of the group and are engaging.
  - Thinking through the exercise and visualizing potential problems and pitfalls: one of the biggest is not allotting enough time for activities.
  - Clearly explaining activity directions and being prepared for questions.
  - Observing individual participation and involvement during exercises.
  - Being aware of individuals who may be experiencing discomfort or are not participating.
  - Being available to talk/debrief with participants during break times and before/after the training.
  - Evaluating the needs of the group, especially at the end of the day to see what can be changed for the next day.

### **What Are a Facilitator's Responsibilities?**

(10) Post the charted Facilitator's Responsibilities and review. Have a different Board member read each point and then try to paraphrase it.

- Before the session takes place, the facilitator **sets the agenda** (ask the group to brainstorm on the question: What is an agenda?).
  - An agenda includes a schedule and goals for the session. What do you want participants to leave the meeting with?
- At the beginning of the session, the facilitator **focuses the meeting**. He/she needs to review the agenda and the ground rules to ensure everyone understands, agrees to and intends to abide by them.
  - What are the ground rules that the Youth Justice Board uses?
- During the session, the facilitator **keeps the group on track, ensures everyone is participating and makes sure everyone understands the information**.
- During the session, the facilitator **manages information**.
  - What information is important in Youth Justice Board meetings?
    - The information every member should know from an interview.
    - Ideas from the interview that members come up with.
  - Why is it important to "manage" this information? (To make sure that everyone has it so that it is not forgotten.)
  - *What are some strategies for managing information?* (Chart)
    - Charting
    - Note-taking by participants

- Handouts
- Group note-taker
- Facilitator writing down notes at end of meeting

### Challenges Faced by Facilitators

- (5) Have the group brainstorm a list of challenges a facilitator might face. If members get stuck, have them think about things they are concerned about facing when they are facilitators. Chart their replies. Your final list should include:
  - Side-Bar Conversations—Small, side conversations between two or three participants.
  - Keeping the Group on Track—Making sure discussion stays related to the designated topic.
  - Never-ending Discussion—Conversations that start going in circles, often because two sides disagree and there isn't a structure to come to an agreement in order to move forward.
  - Conflict —Disagreements between individuals, including personal attacks.
  - Monologue-ing—One participant dominating the discussion with personal opinions or anecdotes.
  - Interruptions.
  - “Checking out”—Participants looking at cell phones, texting, passing notes, or otherwise being unengaged.
  - Have the group brainstorm possible solutions or tools to address these problems:
    - Talking to participants
    - Lightening rounds (facilitator goes around and asks for a response from each participant)
    - Popcorn (members can answer questions without raising hands first)
    - Pair share
    - Small group work

### Challenge Fishbowl

- (20) Return to the biggest responsibility: **Keeping the session on track.** Let's go back to our list of challenges and role play this situation. One youth will volunteer to be the facilitator, while the rest will either be participants or “challengers.” The facilitator will have a chance to try to address the challenge, then we'll freeze and discuss.
- *Round 1: Facilitator leads a conversation on a new city policy proposal: a 12-month school year.* Randomly assign “challenger” roles to some members of the group and remind the role play participants not to overact. Let the facilitator do his/her job, then freeze and have the group share their observations and ideas for improving how the group works together.
  - Set-up. The challengers should include:
    - Two people having a side conversation.
    - One person texting.
    - Everyone else having poor body language or short answers/comments.
    - *Note:* Tell the challengers that if the facilitator decides to address the challenges, challengers should be real and go with it.



- Once the role-play has continued for a while (3-5 minutes) have the group freeze. Group - what did you observe happening? Facilitator – what was that like for you? What did you try to do? Group - did that work?
- *Processing:*
  - What did the group observe happening?
  - What was it like to be the facilitator? What did you observe the group doing? How did you respond?
  - Group - do you think the responses were successful?
- Have the group chart things the facilitator could do in the future to deal with the challenging behavior. Possibilities might include:
  - Ask whether side talkers have a question or something to add – maybe they are talking about what’s going on.
  - Get people moving – move their body to shift their attitudes/moods.
  - Take the group’s temperature to see how everyone is feeling about the activity. Maybe the issue is the information (i.e., group might not be interested in the topic, the topic might be hard to talk about, maybe people have strong feelings about it, maybe something happened outside of session).
  - Do a pair share.
  - Individual work.
- *Round 2: Facilitator leads a conversation on a new city policy proposal: city curfew for college students.* Randomly assign roles to the group and remind the role-play participants not to overact. Let the facilitator do his/her job, then have the group freeze and share their observations and ideas for improving how the group works together.
  - Set-up. Challengers should include:
    - Two people dominating the conversation, repeatedly interrupting the facilitator.
    - Everyone else is not engaged at all – bad body language.
    - *Note:* Tell the youth assigned to be challengers that if the facilitator tries to address the issues, they should listen and be receptive.
  - Once the role-play has continued for a while (3-5 minutes) have the group freeze.
  - *Processing:*
    - What did the group observe happening?
    - What was it like to be the facilitator? What did you observe happening? How did you respond?
    - Group - do you think the responses were successful?
  - Have the group chart suggestions, adding to the previous list, about what the facilitator could or should do to remedy the challenging behavior. Ideas might include:
    - Acknowledge the conflicts that arise but move on quickly to avoid bringing attention to the matter.
    - Remind the group of the community practices it agreed on.
    - To get more people talking, do a “Lightning Round.”
    - To involve everyone, call on everyone once before calling on anyone twice.

## Closing Activity

- (5) Have the group brainstorm about what the goals of a closing activity are. What are we trying to accomplish? What makes one successful or unsuccessful? If the group gets stuck, have them think back to the closing activities you've done together. Which have they enjoyed? Why or why not?
- Work together to come up with a closing activity for the day.
- If there are no ideas, go around the room and have each person share one thing they learned today that they think they will use in their future work.

## Focus Group Preparation Part I – What is a Focus Group?

120 Minutes

*Goal:* To prepare members for designing, conducting and analyzing focus group data.

*Outcome:* Members will be able to recruit for, facilitate and manage focus groups.

### *Materials:*

- Chart paper and markers
- *Research Methods: Focus Groups* Handout
- *Focus Group Recruitment Strategies* Handout

### *Activity:*

#### **Part I – Introduction and preparation for focus groups**

- (25) Ask the group: what is a focus group? (Pass out handout and read aloud)
- Questions for discussion after each paragraph (Chart):
  - What are the differences between a focus group and an interview?
  - Why would you want to interview a group of people together, rather than people individually?
  - What does “qualitative” information mean? (characteristics of something being described, rather than exact numerical measurement)
  - Ask for examples of a qualitative statement.
  - Ask for an example of a quantitative statement.
  - What is a sample? Why do you use a sample? Why are samples important?
  - What is our “planned sample”?
  - What are some ways our participants might be different from each other?
  - How does holding focus groups of youth help us to meet our goals?
- Discuss research approval process
  - Ask youth what concerns might arise around research conducted on human subjects:
    - Exploitation
    - Confidentiality issues
    - Personal safety
  - Give examples of why IRBs were started
    - Tuskegee syphilis example: from 1932-1972, researchers conducting a long-term study of the effects of syphilis did not offer research subjects penicillin – a safe treatment that became available during the course of the study.

- Explain that because we want to make sure that the focus groups we lead are ethical we need to follow a few guidelines:
  - Voluntary – Participants are choosing to be part of research.
  - Confidential – No identifying information that could harm a young person is made public.
  - Protected - Participating in focus groups does not harm volunteers.
  - Informed Participation – Participants are aware of how the research will be used and any risks that might be associated with participation.

*Tip:* If you submitted an application to an IRB, you may want to share highlighted sections of the application with Board members. This allows them to gain a better understanding of the goals of the research and makes them feel that their work is important and “real.”

### **Youth’s Responsibilities and Focus Group Recruitment Strategy**

- (25) Discuss the responsibilities of Board members related to the focus group. Some roles members can take on are:
  - Designing recruitment fliers
  - Recruitment
  - Revising the protocol
  - Revising the survey and other documents given to youth
  - Facilitating the focus group
  - Taking notes during the focus group
  - Processing and sharing information learned from the focus group
- Discuss plan for recruitment.
  - Define sample. Who do you want to participate in your focus groups?
  - Chart ideas for how the Board can reach this population
  - Chart ideas about what eligible participants need to know about focus groups to attend:
    - Purpose of research
    - Organization name, address, phone number
    - Reward / incentive for attending
- Ask each Youth Justice Board member to fill out worksheet committing to do their part to recruit participants.

### **Group work time**

- Small groups can work on one of the following tasks:
  - Designing / revising flier
  - Revising the protocol
  - Revising the informed consent and screening tool
  - Revising the letter to youth

## **Focus Group Recruitment Strategies**

**List at least 5 activities you will do to help recruit focus group participants. Activities can be people you will talk to, places you will post the flier, or places you will announce the project.**

**1.**

**2.**

**3.**

**4.**

**5.**

**Other:**

### Research Methods: Focus Groups

Focus groups are in-depth, qualitative interviews with a small number of carefully selected people. Focus groups, or focused group interviews, are facilitated group discussions in which an interviewer asks a series of questions of a group. The group members then provide a response to the question, and a discussion ensues.

Unlike the one-way flow of information in a one-on-one interview, focus groups generate data through the give and take of group discussion. Listening as people share and compare their different points of view provides a wealth of information not just about what they think, but why they think the way they do.

Unlike surveys in which a representative sample of the population is selected to study, a planned sample is chosen for focus groups. The composition of a focus group is usually based on the homogeneity or similarity of the group members. Bringing people with common interests or experiences together makes it easier for them to carry on a productive discussion.

Often a research project will use different groups to get differing views. For example, an organization is researching the impact of a new police station. They want to understand the points of view of neighborhood residents, business owners, and law enforcement officials. Each of these groups would represent a potentially different perspective – imagine the potential problems in bringing together residents and law enforcement. Neither would feel free to speak spontaneously and, depending on the anxiety level, the discussion might possibly spiral out of control.

#### Protocol Design

A “focus group protocol” is simply a detailed plan for the focus group that the researchers use. (The focus group participants don’t see it.) A protocol is important because:

- It sets expectations and goals for the research.
- It helps you stay on track during the actual focus group.
- It helps you remember lots of small details.
- It will help you “unstick” the discussion if there is a lull.

One focus group can cover many discussion topics – as long as you have the time! Remember, sometimes knowing you only have a short amount of time for a topic is helpful – it forces you to keep the conversation focused on your goals.

#### The ingredients of a focus group protocol:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Introductions and information for the participants | <input checked="" type="checkbox"/> Researcher(s) who will lead the discussion                              |
| <input checked="" type="checkbox"/> Each discussion topic                              | <input checked="" type="checkbox"/> Any points to remember, or questions that may help drive the discussion |
| <input checked="" type="checkbox"/> Time allotted for the topic                        | <input checked="" type="checkbox"/> Conclusion and information for the participants                         |

*Goals:* Members will learn the role of a facilitator in focus groups and practice facilitating challenging situations that may arise during focus groups.

*Outcome:* Members will have experience facilitating in challenging circumstances.

*Materials:*

- Journals
- Definition of Facilitator charted

*Activity:*

### **Solo Artist**

(10) Youth stand in a circle, someone stands in the middle and starts singing a song. Those standing in the circle can tag into the center at any time and “save” the singer.

*Processing:*

- What was it like singing by yourself in front of a group? How did you feel when you were “saved”?
- In the upcoming focus groups, you will be the facilitators, asking questions and guiding the discussions. As with the activity, in the focus groups you will be the leaders, with all eyes on you. You may not be sure what to expect from the group participants or how they will react to your questions. You will also be looking out for your co-facilitators, helping them out if they seem uncomfortable or look like they need to be “saved.”

### **What is a Facilitator?**

- (10) Review definition of “Facilitator” from previous session: *A **facilitator** is someone who helps participants learn from an activity and/or helps a group to meet a goal. The literal meaning of facilitator is “one who makes things easy.”*
- Ask the group what they think the facilitator’s primary goals are for these focus groups. Chart. Possibilities include:
  - To learn from the participants.
  - To make sure research goals are met.
  - To make sure the focus group participants feel safe and comfortable.
- Today, we’re going to explore what facilitators can do to meet these goals.

### **Focus Groups from the Participants’ Points of View**

- (5) Imagine you are walking into this program space and joining a focus group on our topic. What would be on your mind? How would you be feeling? *Note:* If they say “nervous” explain that when we are nervous, we are usually telling ourselves something. What are you telling yourself?
- Keep this in mind as we work today – what can YOU do to make sure the participants are having a positive experience?

### **Review: What are the Qualities of a Good Facilitator?**

- (5) Have the group see how many qualities they can remember from previous session's list.
- Post previous list and compare the two.

### **Reflection**

- (10) Split the group into pairs. Have the members discuss the following questions: What are you looking forward to about the focus groups? What may be challenging for you?
- Have the groups report back to the larger group. Chart responses.

### *Processing:*

- Processing here will be contingent upon what you elicit from the Board members. As always, take the time to reflect back to them what you notice about the responses, things they have in common, and things you feel the group will have to work on as they prepare.

### **Potential Challenges and Tips and Tools**

- (10) Review potential challenges the group brainstormed during last facilitation session. Which are of particular concern with focus groups? Add if not on list:
  - Time Management – how to stop a productive conversation in order to move on.
    - *Tip: Refer to community practices/ground rules*
  - Put downs/attacking an idea or a person.
  - Off-topic.
  - Participant monopolizing.
  - Participant non-involvement – what are the possible reasons for this?
    - People are uncomfortable talking about subject.
    - People really have nothing to say about it.
  - Loss of focus (giggling, etc).
  - Emotions (discomfort, embarrassment, anger).
  - Facilitator having opinions about what's been said and judging participants – what are possible judgments we may have about these participants?
  - Sharing facilitation responsibility.
  - Clarity – in communicating and receiving information.
- Ask for some suggestions from members and facilitators on how to address these. Note that we will practice today, so we will come up with more tips as we practice.

### **Facilitation Challenges**

(30) *Set-up:* For each challenge, there will be one facilitator and several participants. Role-plays are done at the front of the space, in front of the group. Everyone will know what the challenge is and what the facilitator's goals are. Each challenge will go for a few minutes and then the group will process. Remind the facilitators to do their best, but not to worry if adult facilitators give them feedback on how to do something differently. They are doing the challenge for all of us!

### **Challenge 1: Facilitator has Opinions About What's Been Said.**

- Select one facilitator and two participants.

- Set-up for the participants: Advocate that your City should set an 8:00 PM curfew for all teenagers because it will keep them out of trouble and help them get their homework finished.
- Set-up for the facilitators:
  - Remain neutral.
  - Remember what your role is.
  - Acknowledge what is being said, stressing there is no right answer, and that you are interested in everyone's opinions.
  - Hand off to co-facilitator.
- *Processing:*
  - What did the facilitators do well?
  - What could they have done differently?

### **Challenge 2: Someone Says Something Offensive**

- Select one facilitator and two participants.
- Set-up for participants: One participant should voice the opinion that teens from the Bronx are worse than other teens and that you're not surprised they get arrested more often. The other participant is from the Bronx and is offended by this.
- Set-up for facilitator: Make sure everyone feels safe and make sure all opinions are heard. Tips:
  - Do not "side" with anyone.
  - Acknowledge what is being said, stressing there is no right answer, and that you are interested in everyone's opinions.
  - Encourage any offended party to speak.
- *Processing:*
  - What did the facilitators do well?
  - What could they have done differently?

### **Challenge 3: Dead Air, No One Talking.**

- Select one facilitator and two participants.
- Set-up: Facilitator should ask for opinions on whether students should have Presidential Inauguration Day off from school. Participants should not respond at all.
- Facilitator's goal: Get conversation flowing or decide to move on to next question. Tips:
  - Reframe question, asking a different question as a lead-in to get them talking (such as "What would you do with a day off?" Or "How do you feel about the President-elect?").
  - Consider that maybe the silence is telling you something – that they really don't care about it. Confirm and move on.
- *Processing:*
  - What did the facilitator do well?
  - What could he/she have done differently?



#### **Challenge 4: Participant Shares too Much Personal Information<sup>9</sup>**

- Select one facilitator and two participants.
- Set-up: One participant starts to tell a fictional story about his/her private history.
- Facilitator's goal: To interrupt youth and ask him/her not to share specific information, to make sure the speaker does not feel bad for sharing, and to prevent anyone else from sharing a similar story. Tips:
  - Interrupt the speaker. Thank the participant for sharing, but refocus group attention on the subject of the session.
  - Remind other participants not to talk about personal history.
- *Processing:*
  - What did the facilitator do well?
  - What could he/she have done differently?

#### **Challenge 5: Participant Shares Something that Makes Other People Uncomfortable.**

- Select one facilitator and two participants.
- Set-up: One participant should share that she and her family were homeless for a year.
- Facilitator's goal: To make sure speaker feels okay after sharing, to “normalize” the environment, and to make sure participants are still comfortable talking. Tips:
  - Thank the participant for sharing. Be explicit that no one has to share anything they don't want to, and restate what you want to learn about.

#### **Journal Exercise**

- (5) One personal challenge you have when being a facilitator.

### **Focus Group Preparation Part III – Day of Focus Groups 120 minutes**

*Goals:* Board members will lead and manage one to three focus groups of 7-15 young people who can provide personal insight on the topic of study.

*Outcome:* Detailed notes (and recordings, if applicable) from the focus groups to use for future reference.

#### *Materials:*

- Board member roles
- List of expected attendees
- Revised focus group protocol
- Pens and notebooks
- Recording device (optional)

#### *Activity:*

- Prior to date of focus group, assign members roles for the afternoon. These roles include:

---

<sup>9</sup> For the purpose of collecting ethical research, you may ask that focus group participants refrain from sharing certain personal information, for example, why a young person was arrested or why a young person entered foster care.

- **Facilitators:** Responsible for general facilitation of focus groups. Facilitators should work together to identify which section each will lead and the role of the co-facilitator during each section.
- **Observers:** Responsible for writing down notes and key quotes. Also responsible for making sure all points of view are heard (Were opposing opinions heard? Did everybody get a chance to speak? Are girls' opinions represented?).
- **Production Coordinators:** In charge of set-up and clean-up of the room. The production coordinator is also in charge of the recording device and keeping time for the facilitators. May be responsible for taking youth to social worker if necessary.
- **Managers:** The manager is responsible for bringing youth into the focus group room at the beginning, and making sure that each room has what it needs, including copied information later in session. The members will also be responsible for bringing each room a copy of all consent forms. Managers may be called to fill in any role for which a member is absent.
- On the day of the focus group, help the members to relax, review and prepare for the focus groups:
  - Ask Board members to arrive an hour before focus groups are scheduled to begin.
  - Start with an icebreaker that will relax the group.
  - Do a short visioning activity: ask members to imagine how focus group participants will feel when they arrive.
    - **Managers:** How do you want participants to feel when you first meet them and take them to the focus group room? What will you do to make them feel comfortable?
    - **Facilitators:** How will you start the conversation? What will you say if no one is talking?
    - **Observers:** What will you do if you notice someone who is not speaking? What if someone looks upset?
    - **Production Coordinators:** How will you set the room up? If you notice part of the focus group is running long, how will you communicate that to the facilitator?
  - Review members' roles and expectations about confidentiality.
  - Ask each member to share one thing they are excited about.
  - Remind them that this is a great opportunity and that they are ready for this: They know the topic, they have practiced their roles, and they will do a great job.
  - Staff will be in the focus group room(s) if anything comes up.
- Youth lead focus groups following approved protocol.

## Focus Group Debrief

100 Minutes

*Goals:* Members will reflect on the focus group(s) and discuss and distill key information learned during the focus group(s)

*Outcomes:* List of information learned, further questions and ideas for recommendations coming from focus groups

*Materials:*

- Plus/Delta chart (a piece of butcher paper divided in half long ways with a + sign on one side and a  $\Delta$  on the other)
- Journal questions charted
- Blank flip chart paper
- Markers
- Question bank
- Ideas for recommendations visual

*Activity:*

**Getting Started**

- (5) Congratulate members on successfully holding the focus group(s).
- Today, we are going to talk about what we learned during the focus group(s) and distill the information that is most relevant to what we are doing.
- How we can use the information that we learned?
  - To inform our recommendations
  - To show how this issue affects real people
- Remind Board members about sample size: We were only able to talk to a small number of people who are affected by this issue in the City. *Every* story is different; one person's experience does not represent everyone else's.

**Plus/Delta**

- (10) We are going to reflect on how the focus groups went using a system called plus/delta. Anything that went well during the focus group, we will put in the plus column, and any thing we would want to improve in the future will go in the delta column. (Delta is a symbol for change.)
- Board members share their plusses and deltas.

**Personal reflection: Journal activity**

- (10) Ask members to reflect on their experience running and managing the focus groups by responding to the charted questions:
  - What was one thing you learned from the focus group that you didn't know before?
  - What new questions did the focus group raise for you?
  - How did it feel to lead a focus group and hear people's personal stories and experiences?

**Processing Focus Group information**

- (50) There are several themes that we heard about during the focus group. How would you categorize the information you learned? (chart responses)
- Break up members into groups of three. For the first few minutes, members should take notes in their notebooks about what they remember from the focus group. They should not talk.
- After members finish they should compare their memories and write key information on a piece of flip chart paper. Remind group that key information should relate to the topic and do some or all of the following:

- Bring new information or insight
- Raise questions for further research
- Help to highlight the effect of certain policies
- One person from each group should present to the rest of the group about what their trio talked about.
- After each presentation members should ask questions or share their observations from their focus groups.

### **Different perspectives**

- (25) Ask each Board member to review the visuals from the presentations.
- Everyone should write down what they think is the most important perspective or statement shared during the focus groups.
- Making this decision might be challenging; remember that this is not a contest, but it should reflect all of our different priorities. When we create our recommendations, many of you will have different ideas you would like to include. We will have to decide as a group what we feel is the most important.
- Give everyone five minutes to write down what they think is the most important point.
- After people are finished, members should go up and write down their choice on a piece of chart paper.
- After everyone is finished, read through the list.
- Ask why people chose the specific points they chose.
- Ask if this conversation and reflection sparked any ideas for recommendations.
- Post ideas for recommendations on a visual that you can bring to future debriefing sessions during fieldwork.

### **Writing Thank You Notes**

**30 Minutes**

*Goals:* To introduce members to the etiquette of writing and sending thank you notes in a business or professional context.

*Outcomes:* Thank you notes for staff who helped the Board by assisting with the focus groups; interviewees; etc.

#### *Materials:*

- Chart paper and markers
- Sample thank you letters
- Computers or notebooks and pens

#### *Activity:*

- (5) Have the group discuss the purpose of a thank you letter.
  - What is a thank you letter?
  - Why is it important to write a thank you letter?
  - Should there be a time limit between the date of the interview and when the letter is completed?
- Discuss how the letter should look.
  - Where does the date go?

- What should the salutation be?
  - What should the closing be?
- (10) Brainstorm and agree on the content of a thank you letter.
  - If the members do not suggest it, add that each letter should be personalized. Letters should also contain a specific statement/comment that reflects what members learned, found interesting or found notable about the exchange.
- (10) Break members into two groups. Have each group practice writing a thank you letter to someone who they have recently worked with and who has helped or supported them in some way.
  - Remind members to be thorough and not to rush!
- (5) Have each group read their thank you letter out loud. Decide whether you want the group to type and be responsible for sending the letters or if facilitators want to do that themselves. Either way, be sure to work a final adult review into the process.
- All interview participants should sign final letter.

## Policy Development Sessions

### Synthesizing Research

95 Minutes

*Goal:* To help members start to think critically about possible recommendations and to turn data observations into potential areas for improvement.

*Outcome:* Members will have a list of research findings and early ideas for recommendations to pursue in later sessions.

#### *Materials:*

- Three steps of analysis charted on butcher paper
- Copies of “*What Makes Recommendations Strong?*” worksheet
- Presentation Outline charted on butcher paper

#### *Activity:*

- (10) Explain to the group that they are going to look over the interview reports to review what they learned from their research.
- Break the group up into pairs to review the completed sets of interview reports.
  - Each pair should be responsible for looking over 2-3 interview reports and reviewing what they’ve learned so far, identifying common challenges, and generating ways to address these challenges.
- Have the groups look over the questions generated by the Gallery Walk exercise (see page 92) and check off the ones they feel have been answered.
- (45) Have each small group propose one to three recommendations.
  - Answer questions on worksheet.
  - Make sure that everybody understands the worksheet.
  - Each group should complete the worksheet and prepare a presentation based on what they have come up with during the worksheet activity. Emphasize that these presentations should not simply be read from a sheet, but should be engaging and should make use of the facilitation skills learned during the Training Phase. Each presentation should last five to eight minutes.
- Presentations should include:
  - What interview reports they read.
  - How the reports were similar.
  - How the reports were different.
  - Major findings that they noticed and considered important.
  - Proposed recommendations.
  - Questions for follow up and who they should be addressed to.
- Before the presentations begin, ask for two volunteers to co-facilitate the follow-up discussion with you about the recommendations.
- Explain that the groups should spend time looking over interview reports and talking about proposed recommendations and follow-up questions that they want to ask.
- Frame the presentations by telling the group that they will take the next 40 minutes to think about what they know, what recommendations they think they would like to create based on that information, and what follow-up questions they need to ask.

- (20) Have groups present.
- (20) Facilitate discussion. Work with co-facilitating members to come up with questions.
  - Based on the groups' recommendations, which ideas do you think are best and why?
  - Did this activity spark any ideas for you about recommendations?
  - Based on what you heard, what about our topic do you think is already working well?
  - What aspects of our topic could be improved based on what you learned?
  - Are there any other follow-up questions you would like to add?

## **What Makes Recommendations Strong?**

**Example: Young people should be able to leave detention if they are doing well.**

### **1. Power/Jurisdiction**

Recommendation should be aimed towards those who can create the solutions and who have the power to do so.

### **2. Authenticity**

Using your own language to describe the problem and why it is important to you.

### **3. Use personal narratives**

Using a (anonymous) person as an example illustrates the problem for policymakers.

### **4. Use evidence**

Using research from literature reviews and including quantitative data will help to support your recommendation.

### **5. Understand counter-argument**

Anticipating the counter-argument and being ready to have a strong defense.

### **6. Who does it affect?**

Understanding who is affected by recommendations: Who might gain? Who might lose? What are other externalities (side-effects) of your recommendations?

### **7. Financial implications**

Understanding the financial implications of your arguments. Who will pay for your recommendation?



## **Findings Worksheet**

**Your finding:**

**Who does this affect and how?**

Be specific: who is involved in this finding?

---

---

---

---

**Are there any sub-findings or challenges that fit under this finding?**

---

---

---

---

**How do we know it is a challenge? Where did we learn this finding from?**

---

---

---

**Write 5 facts or quotes from the interview reports and/or other sources that support the finding. Please be sure to include the source.**

**(1)**

**(2)**

**(3)**

**(4)**

**(5)**

**Do you have any follow up questions about this finding?**

**Goals:** To describe how we would want our topic to be if we had no limits. The object is to collect as many ideas as possible—nothing is too small, too big, or too crazy for consideration. The goal is not to find the majority opinion, but to arrive at a vision that reflects the thinking of the diverse opinions in the group.

**Outcome:** Members will have shared ideas about the mission of their recommendations—what they would like to see change.

**Materials:**

- Journals and pens
- Chart paper and markers

**Activity:**

- (5) Frame the activity by having the group brainstorm around the words “problem” and “vision.” Facilitate a short discussion about the differences between the two. Tell the group that for our purposes, “A *problem* is something *negative* to move *away from*, whereas a *vision* is something *positive* to move *toward*.” Tell them that today we’re going to be talking about our visions for the topic, what we would want to happen in a perfect world.
- (10) Dream Phase: Envision what you want. Start with a visual exercise that walks the group through the experience of someone affected by your topic. [Example: Walk through the experience of a youth who is entering the juvenile justice system. Have the group think about the different parts of the juvenile justice experience: the arrest, probation intake and answering the questions on the intake form, the first hearing in court, the first day in an alternative to detention (ATD) program, the final hearing in court. Members should put themselves in the place of a young person involved in the system. How would they like their experiences to be?]
- (15) Scenario: Give the group a scenario based on your topic and move them through a set of questions to get at what they would like each step to look like. The goal is to imagine what would happen in an ideal world. [Example: You are with a group of friends and are arrested for stealing a cell-phone on the train. This is the first time you have ever been arrested.]
  - Sample Questions:
    - What would the police officer do during arrest?
    - Describe the perfect lawyer. How would he/she interact with you?
    - You are in court for the first time. Who is with you? How does the judge interact with everyone in the room, including you?
- (15) Break into groups of three or four.
  - In each group, share your answers.
  - What adjectives would you use to describe your experience? (e.g. friendly, comforting, knowledgeable).
  - If there is time, make a list of words you *don’t* want young people to use to describe their experiences. (e.g. scary, confusing, lonely)
- (10) Have the groups read their lists and have one member chart the answers.

- (15) Mix up the groups. In these second groupings members should work together to form as many positive, declarative sentence-statements as they can about how their topic will be in the future. Make the statements in the present tense. [Examples: The probation officer explains the court process after administering the intake survey; parents are present in the courtroom; the judge makes youth and families comfortable.]
- (10) Each group should report back to the whole group. Write statements on chart paper that all can see and that can be saved for revision later. *If groups cannot report back hold a gallery walk in which each member should put a check next to a statement they agree with.*
- (20) Ask if there are any other ideas.
- Find the areas of consensus and identify any areas of disagreement. Focus on the areas of some consensus. Create a new sheet listing items that have strong support from either the entire group or a subgroup.
- Getting to the dream: ask members to highlight some of the major differences between how things currently are and the future they have envisioned. What are the conditions that will make these accomplishments possible?

## Recommendation Development

30 Minutes

*Goals:* Group generates ideas for recommendations that can be expanded, collapsed, or discarded as the Policy Development phase moves forward.

*Outcome:* A list of potential recommendations.

### *Materials:*

- Copies of completed *Findings Worksheets*.
- Copies of vision statements (from previous lesson).
- Chart paper with general findings categories already written on them (see below for sample categories).

*Note:* Before the workshop begins, post chart paper around the room on the wall with categories into which the findings fit. It usually works best for facilitators to come up with these categories themselves, before the session starts. For example, when the Center's Youth Justice Board was looking at ATD programs, sample findings categories for this activity included:

- Recommendations about making the court process easier for young people to understand
- Recommendations about improving communication with lawyers
- Recommendations about aftercare

### *Activity:*

- (5) Explain that, while the group has come up with a lot of ideas, it is time to get down to business on choosing our recommendations.
- Pass out copies of vision statements.
- Tell the group that now is their chance to develop ideas that will help to make this vision a reality.
- Tell the group that today they should think about what they want; no idea is too big. We'll worry about what's possible later as we evaluate our ideas.

- (10) Pass out completed *Findings Worksheets*. The chart paper posted around the room has general categories that the findings fit into. Our recommendations should respond to our findings.
- Members can write recommendations OR best practices (things that are already happening and working well).
- Give everyone a marker and challenge them to write at least one suggestion per piece of flip chart paper. These suggestions can come from your worksheets, or they can be new ideas.
- Read through the chart paper categories around the room and make sure that everyone understands the objective of the activity.
- If something members wanted to write has already been written, put a check mark next to the comment.
- Remember, this is a brainstorm. Think big!
- (20) Gallery Walk

## **Recommendation Review**

**45 Minutes**

*Goals:* Discuss ideas for recommendations generated during brainstorming and begin narrowing recommendations; develop members' facilitation skills.

*Outcome:* List of recommendations (to develop in the next lesson)

*Materials:*

- Markers
- Chart paper from brainstorming activity

*Activity:*

- (15) Collect chart paper from the Brainstorming Recommendations exercise and place them in the front of the room.
- Select one member for each chart paper topic, each of whom will practice facilitation skills by helping the group review the lists. Members should not simply read what is on the page. They should make sure everyone understands what's on the paper and engage the group.
- One by one, go through each charted topic.
- Adult facilitators will go through the first two to demonstrate difference between reading and presenting.
- Make sure each recommendation addresses the issue listed on top of the page, and that there are an adequate number of recommendations for each topic.
- Ask questions to make sure all of the members understand each of the recommendations presented. (Where did the idea for this recommendation come from? Who would benefit from this recommendation? Paraphrase this recommendation – what are we saying should occur?)
- Ask if any recommendations can be combined.
- (20) Adult facilitators should lead a discussion about which recommendations are likely able to be implemented in the future and why.
  - Which recommendations address a current need?

- Which recommendations can be undertaken by existing agencies?
- Which recommendations require the most resources (financial, staff, etc.)? Where would these resources come from if we pursue this recommendation?
- (10) The group should reach consensus on which recommendations will be cut and which will be pursued.

## **Finalizing Recommendations**

**35 Minutes**

*Goals:* Members flesh out final recommendations while considering counter-arguments and their responses.

*Outcome:* 10-15 reasoned recommendations with justification for implementation.

*Materials:*

- *Final Recommendations* worksheet
- Recommendations posted on flip chart paper

*Activity:*

- (10) After completing the final narrowing of recommendations during the previous session, members should get into pairs to complete the *Final Recommendations* worksheet.
- These recommendations will be the final recommendations (at least the ideas; the language will be finalized during the editing process).
- Ask members to write down three to four recommendations they are interested in working on.
- Break members into small groups based on their rankings. Note that it is likely not all members will be able to get their first choice, and some recommendations will be more popular than others. Assign recommendations to each group, reminding groups that if they did not get their first choices, they are still developing the Board's ideas. These recommendations will represent our group, not the individual authors. Each group will be responsible for writing the assigned recommendations.
- While we now have a list of recommendations, we will have to flesh them out.
- What does it mean to flesh out recommendations?
  - To have a guide to implementing the recommendation.
  - To be very explicit about what we want.
- (25) Facilitators distribute worksheets and check in with groups to help them through this process.

**Final Recommendations Worksheet**

\_\_\_\_\_  
**Names:**

**Name of recommendation:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What sub-recommendations fit under the above (other ideas we had for recommendations that would support this)?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Why should this recommendation be implemented? Please refer to the interviewees who would directly benefit from this change. How would this recommendation help them? What challenges does this recommendation address?***

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

---

---

---

**Who might carry out this recommendation? (List specific agencies with the authority to make change).**

---

---

---

**What reasons might someone give that this recommendation shouldn't be implemented?**

- 1.
- 2.
- 3.

**What steps need to be taken for this recommendation to become a reality?**

---

---

---

---

---

---

---

**Do you have any questions you want to put back to the group?**

---

---

---



*Goal:* Members will improve their public speaking skills by rehearsing for the presentation of their recommendations.

*Outcomes:* Members will be prepared for presentation.

*Materials:*

- *Warm up Your Body, Warm up Your Mind* Handout
- Bios of key attendees
- Public speaking peer-evaluations
- *Speaking Evaluation Rubric* Handout

*Activity:*

### **Mingling practice**

- (30) Explain that today we will rehearse for the presentation of the recommendations. There are two parts to a successful event: a strong presentation and positive networking. Today you will have a chance to practice both.
- Who's who? Pass out a copy of key attendees (e.g. funders, key policymakers, members of the media) who will come to the event. Read through with members.
- Put members in pairs and assign them 1-2 of these people to speak with after the presentation.
- Hold a mingling practice session. Staff will play the parts of key attendees. Board members need to:
  - Introduce themselves;
  - Thank guests for coming;
  - Ask what they thought of the presentation;
  - Ask which recommendations they feel are worth pursuing and why; and
  - Answer any questions posed by the guests.

### **Speaking warm up**

- (30) Follow 1-2 exercises on *Warm up your Body, Warm up your Mind*.
- Explain we will use these and similar exercises again on the day of the presentation to relax.
- Explain that part of being a great public speaker is being comfortable. We're going to do some activities now to make you comfortable with your portion of the presentation.
  - Pick one line from your part of the presentation. Repeat it to yourself a few times. It's OK if you don't memorize it, but you should know the message that it is trying to get across.
  - Find a space looking at yourself in the mirror and:
    - Whisper the line to yourself
    - Say the line like you are a clown at a birthday party, entertaining a room full of three-year-olds
    - Say it like you are sad
    - Say it like you are talking to your best friend
    - Say it like you are in a screaming fight with someone
    - Now say it like you are speaking to President Obama

- Debrief:
  - How did your body language and facial expression change during this activity?
  - When were you most persuasive? When were you least persuasive?

### **Presentation rehearsal**

- (30) Pass out copies of *Speaking Evaluation Rubric* (see Appendix C: Resources for Evaluation). Give each member a copy for every person in the room.
- Review the elements on the rubric that make for a good presentation:
  - Eye contact
  - Body language
  - Speaking clearly and slowly
  - Varying tone
- Tell members that we are going to go through presentation, start to finish, without stopping.
- When members are not speaking, they should fill out feedback sheets.
- Staff will take notes and give feedback to each member at the end as well.
- Rehearse the presentation.
- Share feedback.

## Handout

### Warm up your body

1. Jog or do jumping jacks vigorously in place for 30 seconds. BREATHE!
2. Raise your arms up overhead while you inhale through your nose, keeping your belly free.
3. Hold your breath for a count of 5.
4. Let the breath out on a count of 10 while vocalizing an audible "ah" from a high pitch down the musical scale to a low pitch.
5. Take another deep breath.
6. Tense up your entire body - face, fists, gut - and hold for 10 seconds.
7. Now release the breath as you let your body hang forward from the waist like a limp rag doll.
8. Roll up your spine to a standing position.

### Warm up your voice

1. Pretend like you're chewing a giant wad of bubble gum - stretch your jaw, lips, tongue. Add a vocal sound - any old sound - don't make it pretty, you're just warming up!
2. Speak the following to get your diction clear and crisp. Over-exaggerate to warm up your mouth.

Bee bee bee...

Baa baa baa...

Mee maa mee maa...

Tee Too Tee Too...

Raa Yay raa yay...

make up your own!!

### Warm up your mind

1. Smile: Feel great about your message.
2. Turn to a partner. Make eye contact.
3. Feel great about your audience.

**SPEAKING EVALUATION RUBRIC**

Did the speaker.....

Articulate their words?                      Always              Sometimes      Never

Have good tone and volume?              Always              Sometimes      Never

Comment: \_\_\_\_\_

Maintain professional body language?      Always              Sometimes      Never

Keep eye contact with listeners?              Always              Sometimes      Never

Comment: \_\_\_\_\_

Make their point clearly?                      Always              Sometimes      Never

Keep audience attention?                      Always              Sometimes      Never

Comment: \_\_\_\_\_

## *Icebreakers*

Icebreakers are an important part of Youth Justice Board sessions. On one level, they introduce an element of certainty to each meeting, serving as a consistent ritual that members can enjoy. On another level, they help members shrug off the lethargy of school and travel and get reinvigorated for session. The icebreakers included below all take approximately ten minutes to complete and all aim to get members to laugh and to let go of outside stress. More specifically, some of the icebreakers are designed to help members learn more about one another. Others are best used to increase energy and to have fun. Finally, many of the icebreakers are designed to build a sense of team unity and purpose.

### **Getting to Know One Another**

#### Bumpity, Bump, Bump, Bump

Players form a circle and share their first names with the group. Everyone should remember the names of the players to their immediate right and left. The facilitator designates a game leader to stand in the center of the circle, point to a player at random and say “right” or “left.” Within three seconds, the player pointed to must say the name of the person to his/her right or left according to which word was uttered by the game leader. If the leader says “bumpity, bump bump bump” the selected player has to name the person both to his/her right and left before the leader finishes saying “bumpity, bump bump bump.” If he/she is successful, the game continues as before. If not, the player switches spots with the game leader and assumes his/her responsibilities. To avoid confusion, the facilitator should point out that “right” and “left” refer to the right and left of the person saying the names, not the game leader. Similarly, the facilitator should be sure to explain that the game leader, when saying “bumpity, bump, bump, bump,” must allow the player a fair amount of time to say the names of the people beside him/her.

#### Quick Draw

Players divide into two groups and position themselves on opposite sides of an opaque sheet so that they cannot see the members of the other group. The facilitator explains to each group that they need to pick one person to walk up to the sheet for the first round and a different person for each round after that. When both groups have a player on opposite sides of the sheet, the facilitator explains that the sheet will be dropped and the two players on opposite sides of the sheet will have to say the name of the other player as quickly as possible. The first player to successfully name the other player returns to his/her group, bringing the other player along with him/her. The team that brings everyone over to its side wins. Make sure to reiterate the names of each player for everyone after each round.

#### Two Truths and a Lie

Players divide into small groups and write down three things about themselves. Two should be true and one should be a lie that seems like it could be true. Each player then shares his/her statements with the rest of the group, who try to guess which one is not true.

## Hot Seat

Players arrange themselves in a circle. One facilitator sits in a chair, the “hot seat,” in the center of the circle. Players may ask the facilitator questions, and he/she can answer “yes,” “no,” or “pass.” Players should think about what questions are appropriate and what questions might make the facilitator uncomfortable and ask only the former. All players will have the opportunity to ask a question before anyone asks a second question. At the end of five minutes, another facilitator may take the “hot seat” or the icebreaker can be repeated during a different session with the new facilitator. Players should take advantage of the opportunity the icebreaker presents to learn more about their facilitators.

## Birthday Party

As they mingle among each other, each player pretends he/she is introducing him/herself to strangers at a birthday party by approaching someone, shaking hands, and offering his/her name and three facts about him/herself. The other person does the same. When they separate, each assumes the identity of the person he/she just met, introducing him/herself as this person to a new stranger and offering the three facts that person told him/her. At the end of the exercise, all the players form a circle and go around introducing themselves and their facts to the group.

## **Energizing/Fun**

### Gotchya

Players stand in a circle facing inward. Each player puts his/her left hand at his/her side, palm facing up and the pointer finger on his/her right hand into the palm of the person to his/her right. When the facilitator says the action word (“Go!” for example) the object is for each player to grab the pointer finger of the person on his/her left and to prevent the person on his/her right from grabbing his/her pointer finger. For effect, the facilitator can change the action word, create long pauses or engage players in casual conversation.

### Who am I?

To prepare, the facilitator comes up with a list of famous people, places, objects, animals, etc. and writes each one on a strip of paper. The writing needs to be large enough for someone standing a few feet away to read it easily. At the beginning of the exercise, each player selects a strip of paper and holds it against his/her forehead without looking at what it says. Once everyone has a strip of paper in the proper place, players move around the room asking “yes or no” questions about what is written on their strip of paper and answering the questions of other players. The object is to identify what is written on the strip of paper. Facilitators may also play or may offer hints to players who are stuck or who have a particularly difficult thing to identify.

## **Teambuilding**

### Circle of Strength

Players form a circle, with one facilitator holding a ball of twine or rope. The facilitator tells the group that this activity is called circle of strength and explains that each member of the circle, when he/she receives the ball of twine/rope will need to compliment someone in the group for something specific that person has accomplished so far in the program. The person offering the

compliment then passes the ball to the person being complimented while holding onto the rope and the process begins again. The facilitator starts with a compliment and the last person addresses his/her compliment to the facilitator. With everyone continuing to hold on to their section of the twine/rope, the facilitator asks the group to lean back. The web of compliments and positive energy that has been constructed over the course of the exercise connect and support the group. This is a good icebreaker to employ before doing any sort of group project or activity to remind everyone what they can accomplish when they work together.

### Line Language

Players divide into two groups (or more depending on size). The facilitator explains that each group will be responsible for communicating a common phrase to the other group(s) without using spoken language. Each group is assigned a phrase and is given five minutes to decide how to communicate it and to practice communicating it. Everyone comes back together after five minutes and each group performs its phrase while the other groups attempt to guess. Phrases can include:

- “water under the bridge”
- “piece of cake”
- “easy as pie”
- “fast as lightening”
- “curiosity killed the cat”

Make sure that the phrases used are known by enough players that communication will be possible.

### Zen Counting

Players sit in a circle with their eyes closed. One at a time, they call out the numbers one through 10 (or 15 or 20) in succession. Once a number has been called out, the next number must be called out. If two members call out a number at the same time, the group must begin at one again. Players may not say anything other than the numbers. The object is to count to 10 (or 15 or 20) successfully in this way.

### Simon Says with Apples

Players split into pairs. Each pair places an apple between its foreheads. Once secure, the players cannot touch the apples with their hands or allow the apples to drop to the floor. It is fine if the apple falls down to other parts of the body as long as it does not fall to the floor. If the apple does fall to the floor, the pair is disqualified. The facilitator, “Simon,” tells the pairs to engage in different movements like “Take two steps toward Simon,” “Put one knee on the floor,” or “Rotate in opposite directions around the apple.” The commands increase in difficulty as the pairs begin to get disqualified. The last pair holding up its apple wins.

### And Still We Rise

Players sit on the floor in a circle facing away from each other. After linking arms, everyone must stand up without anyone coming unlinked.

## People to People

Players partner up with one person remaining alone to be the leader. The leader begins calling out instructions as to how the partners must face each other. For example, if the leader calls out "face to face," the partners stand opposite each other, looking at each other. Others include "foot to foot," "back to back," "elbow to elbow," and "knee to arm." At some point, the leader will yell out "people to people" and everyone needs to find a new partner. The person who is left without a partner becomes the new leader.

## Hawk and Food

Players divide into two teams (or more, depending on size) and line up side by side, holding hands and facing the other team, with the facilitator at one end. Each team is a hawk. The person closest to the facilitator is the "eye" and the person farthest away is the "claw." A piece of "food" is placed near the eye. Every player closes his/her eyes except for the "eye." The facilitator flips a coin. If it lands heads, nothing happens. If it lands tails, the eye sends the message through the hawk (possibly by squeezing hands, but creativity is encouraged) to the claw, who, upon receiving the message, opens his/her eyes and runs to get the food. The first hawk to claim the food wins.

## Hide the Chalk

Before beginning, the facilitator informs the players that communication is an important part of group work. Sometimes different situations lead to different styles of communication, styles that don't necessarily rely on words. For the icebreaker, one player volunteers to be blindfolded. This player is the "finder," responsible for discovering the chalk. Two or three other players volunteer to be "speakers," responsible for giving verbal directions to the finder. Like the finder, they do not know where the chalk is hidden. Once these two groups have been selected, the facilitator has them close their eyes or leave the room while he/she hides a piece of chalk. The remaining players act as "guides." They watch the facilitator hide the chalk. The finder and the speakers then return to the room, where the guides must use only body language to communicate the location of the chalk so that the speakers may guide the finder there. Both the speakers and the guides are also responsible for preventing the finder from running into any obstacles in the room.



## **Alumni**

When young people graduate from the Youth Justice Board program, they possess a body of knowledge in the area of the topic of study and have professional experience in collaboration, public-speaking and policymaking that exceeds many of their peers. As alumni, they appreciate new opportunities and leadership roles that they can take on after completing the program. Engaging program alumni, whether in work with new Board members or around policy-related issues, benefits new program members and policymakers alike. New members will have opportunities to speak with veterans of the program about their experiences and to ask questions about alumni members' work on the Board, as well as opportunities the program opened up down the road. Policymakers, who appreciate the reasoned, considered ideas that Board members supply, are often eager to continue work with program alumni who have a specific body of knowledge around relevant issues and the ability to critically evaluate ideas from all sides.

The following are examples of roles Youth Justice Board program alumni have taken on, both with the program and externally.

### ***Recruitment***

Alumni help with every stage of the recruiting process. When the application for the upcoming program year is released, send a copy to alumni via email and post it to the Youth Justice Board Facebook and MySpace groups so that alumni can distribute it to their friends. Some of the program's strongest applicants come through alumni who can help to build excitement about membership within their peer networks. Alumni also play an integral role in the interview process, serving as observers and working in pairs with staff to interview individual candidates (see pages 18-19 for more information).

### ***Orienting New Members***

At the beginning of each program year, it is worthwhile to hold an alumni day where program graduates meet new members. During this event, new program members ask alumni questions about their experiences as Board members. Staff leave the room for a portion of this event to give new members and alumni an opportunity for an open dialogue.

The alumni day serves another purpose during Implementation years. This event functions as a passing of the torch from one cohort to the next. Members that were part of the research year who are not members of the Implementation Board will be able to talk about their experiences conducting research and give context to the recommendations for new members. New members can also ask the authors of the recommendations about how certain decisions were made and clarify their understanding of the recommendations.

### ***Internships***

Youth Justice Board alumni are well-positioned to take on internships or paid positions within the host organization. At the Center, program alumni have helped other projects with research

and evaluation, data-entry, and other tasks. Alumni have also worked with Youth Justice Board staff to serve as guest facilitators, to help manage alumni outreach, and to provide other support as needed.

### *External Roles*

Some alumni go on to work with partner organizations in a related field; the training they receive as Board members makes them an asset to these organizations. For example, program alumni who studied the juvenile justice system volunteered with an organization that was conducting research about juveniles in the system, helping to lead focus groups of youth with system experience.

Additional opportunities for speaking engagements and community visibility often arise. Having a strong alumni network will allow members to participate in these opportunities. Some of the events Youth Justice Board alumni at the Center have participated in include:

- Presenting recommendations for Family Court Judges and Court Attorneys at the New York State Judicial Training Institute.
- Speaking at the opening of the Queens County Family Court Teen Space.
- Presenting recommendations to other youth programs (programs that study similar topics or that focus on youth advocacy are good partners).

### *Methods to Engage Alumni*

Alumni can be updated about opportunities and program events through email and by using online social networking sites such as Facebook and MySpace as well as at reunions. Some tools to consider using to create an alumni network include:

- Reunions
- Creating Youth Justice Board groups on social networking sites
- Email blasts
- Newsletters
- Online calendars
- Other events (e.g. an alumni service day or retreat)

## Data Management

The Center for Court Innovation developed a Microsoft Access database to help manage Youth Justice Board data. To download a free copy of this database, go to [www.courtsandcommunity.org](http://www.courtsandcommunity.org).

### *What is Data Management?*

Data management is the process of collecting, storing, and utilizing data as a valuable resource for the project. Effective data management will allow easy recall of contact information, creation of statistical analyses of participant information and generation of reports with minimal effort. The Youth Justice Board database focuses on two main aspects of data management: Data Collection (the practice of assembling and compiling information into a database) and Database Administration (using a computer program to sort efficiently through data).

### *Data Collection*

One of the most common datasets collected by program staff is contact information. This includes the name, address, phone numbers and email addresses of program applicants, current Board members, and alumni, as well as youth's parents or legal guardians, the program's partner organizations and others associated with the project. Staff enter contact information directly into the database and access it whenever needed.

In addition to basic contact information, the Youth Justice Board database allows users to maintain critical operational data. For example, the *Applicants* form allows users to keep track of whether an application has been completed, who has been invited to an interview and whether the applicant was invited to join the Board. The *Member Info* form is the most heavily used and includes selected members' primary and emergency contact information, and sub-forms for tracking attendance at sessions and for keeping track of received consent forms. The *Alumni* form allows users to update former Board members' contact information, keep track of post-high school plans and note the types of events that they are interested in taking part in as alumni. The *Partner Organization/Contacts* form stores important information from external organizations working with youth on similar issues. This form is useful when organizing interviews or events, creating mailing lists for recruitment or report distribution, and for determining future partnerships.

### *Database Administration*

The Youth Justice Board's database is an organized and flexible collection of data created using Microsoft Access software. There are four components of the Youth Justice Board's database: *Tables*, *Forms*, *Queries*, and *Reports*. Data can be entered either through the *Tables* or *Forms* tabs, while data is managed using both the *Queries* and *Reports* tabs.

### **Tables**

Tables can be used to add, modify or delete data from the database. Collected information is entered into a data table (also called a spreadsheet), and is automatically organized into the pre-existing forms that are part of the database. This function is most useful for data entry purposes

and for comparing all fields of data entered for all topics (i.e. determining which Board Members were absent during specific sessions).

## **Forms**

The most frequently used section of the database is the *Forms* tab, where data can be entered in a straightforward, user-friendly format, and separated according to a single subject or topic. Forms included in the Youth Justice Board database are: Applicants, Attendance, Contact Information, Emergency Contact Information, Member Information, Partner Organizations/External Contacts, and Youth Justice Board Alumni.

## **Queries**

Queries allow the user to ask a specific question about stored data. To submit a query, choose a *table* from which the information will be taken, then choose the field or fields to focus the query. The database will generate a report showing all stored data from the fields selected.

## **Reports**

Reports summarize selected data sets and generate a final report. To create a report, choose a table from which information will be taken, then choose the relevant fields that will be the focus of the report. The report function also allows users to determine the priority level of each field by selecting grouping levels and to sort records by up to four fields, in either ascending or descending order. This allows the user to create concise and professional-looking reports from any information stored in the database.

To learn more about how to use an Access Database, go to the Microsoft Office webpage at: <http://office.microsoft.com/en-us/access/default.aspx>.

## **Policies and Consents**

### *The Importance of Program Policies and Consents*

Members are better able to understand and meet program expectations when they have clear guidelines for behavior and performance when attending the Youth Justice Board program sessions and events and using program space and equipment. Introducing these expectations at the beginning of the year can also serve as an early lesson in teaching policy, as members learn the policies and rationales that govern Board attendance, behavior, and Internet use, among others. In addition, consent forms will provide program staff with the necessary tools to respond to emergency situations, and the Release of Liability form will protect the organization should anything happen to a member during program hours. The policies also include expectations for member performance *outside* of the program, demonstrating to young people that the high standards set for them by the program also apply to behavior in school and with their friends.

Sample policies and consents can be found in Appendix B.

### *Member Policy*

The Member Policy is a key document in the framework of the Youth Justice Board program. The policy is used to establish expectations for youth as participants in the program by attaching a sense of responsibility to membership. The policy establishes the seriousness of the program and reinforces the importance of individual responsibility to the group. The policy contains attendance guidelines and information about the stipends paid to members, including a payment schedule.

When creating a Member Policy, think about the necessities of the program and methods for monitoring compliance that make the most sense. The sample includes provisions for excused absences and late arrivals during the pay period. If the program does not offer a stipend, consider other incentives that can be provided to members.

Read the Member Policy aloud at the beginning of the program cycle. This helps each member fully understand the expectations of the program staff. Members should sign a copy of the policy, and staff should file it. Members also receive a copy for their records.

### *Parental Consent and Release Form*

The Parent Consent and Release Form informs parent(s)/guardian(s) of the sponsoring organization's expectations for their child. It includes information about meeting times, program attendance, and stipend allocations. Sharing this information with parents can help them to support their child's participation in the program, as they will better understand the commitment that Board members have made.

## *Media Policy*

Youth Justice Board events often receive media coverage. As many members of the Youth Justice Board are under 18, having a comprehensive policy related to the media is important legally to ensure both that members are protected and are not misrepresented in print. Having Board members and their parent(s)/guardian(s) (for youth under 18) review and sign this policy guarantees that both parties understand the situations in which youth might meet with the media and give permission for participation in some or all of these activities.

## *Internet and Computer Use Policy*

Allowing Board members to use office computers, including email programs and the Internet, enhances their experience and can increase the productivity of the group. During the research phase, the Internet is a valuable tool for learning background information related to the topic of study and biographical information about interview subjects. As youth develop their recommendations, writing directly on the computer saves time and resources for staff and allows youth a feeling of professionalism. Board members also like being able to use computers for personal reasons and many come in early to apply for jobs, research colleges, and work on homework.

The Internet and Computer Use Policy sets guidelines that allow youth to remain safe while using computers and the Internet without sacrificing their productivity. Most young people are not used to working in a professional environment and may need a lesson on office-appropriate conduct.

## *Waiver of Liability Form*

The Waiver of Liability releases the program and the sponsoring organization from the risks involved in participation. While Board members rarely engage in activities that include a risk of physical harm, it is important to collect a Waiver of Liability from all members, signed by a parent or guardian, to protect the sponsoring organization from lawsuits should anything occur. A member of the program staff also signs this form to indicate he/she has received it and retained it should it need to be referenced in the future.

## *Medical Information Form*

The Medical Information Form collects emergency contact information for Board members, requests medical information for use in an emergency and provides consent for emergency medical treatment. This information enables staff to respond effectively to a medical emergency should one arise. It also helps staff avoid potentially dangerous situations by learning which members have allergies and which members may require medication during Youth Justice Board sessions and events. Should an emergency arise, staff members can provide this information to medical personnel with the expressed consent of the parent(s)/guardian(s).

### *Participant Consent and Release Form*

The Participant Consent and Release Form informs Board members of their expected conduct while they are part of the program including program attendance and behavior both during and outside of session time.

To introduce these forms, staff explain that participation in the program signifies that members are leaders in their communities and, as such, are held by program staff to correlatively high standards. In addition, if Board-related work involves direct contact with the court system, members must inform staff if they are arrested or become otherwise court involved so that they do not encounter court personnel involved with their case during site visits. To ensure that staff have all the information they need related to court involvement at the beginning of the program, members are also asked two screening questions about involvement in the foster care or juvenile justice system. Members that disclose involvement have subsequent private conversations with staff to ensure their protection for the duration of the program. Staff emphasize when introducing the forms and in subsequent conversations that the most important thing for members to do is be upfront about any activity they engage in contrary to the expectations of program. Staff appreciate this indication of maturity and honesty, which can be a mitigating factor in the decision to dismiss or retain a member. By the same token, dishonesty, in and of itself, can be grounds for dismissal.

### *Rules and Regulations*

The Rules and Regulations form lays out the expectations the program has for members regarding their behavior both during and outside of the program, establishing concrete lines between what is acceptable and what is not. The form also outlines the consequences members face if they do not abide by these rules and regulations. When going over forms, it is worthwhile to spend time making sure that all members understand the behaviors and activities outlined in the form and agree to act accordingly. It is also important for members to understand the reasons for including activities that occur outside of the program: because Board members are working with policymakers and City leaders, their behavior should be exemplary. This is for members' own safety as well; staff do not want to put youth in a situation where they meet with an official who may have personal information about them that would conflict with the relationship they are building.

### *Stipend Agreement*

The Stipend Agreement explains the organization's policy related to receiving a stipend for the program, including federal tax withholding information. It sets expectations about the amount of money Board members receive, when they receive it, and any activities that can result in stipend deduction (e.g. absences). The form also collects the social security number of the participant for payment processes.

## **Program Evaluation**

Program evaluation is a critical component of any program. The evaluation section of this toolkit is set up to help measure whether the program is meeting its goals. The evaluation plan and tools for the Youth Justice Board program reflect the primary goals established in the Logic Model (see pages 174-175): to help youth develop leadership, research and analytical skills as well as a commitment to civic engagement, and to have youth inform and influence public policy. This evaluation plan also helps program staff measure and respond to participant satisfaction with the program, in order to maintain a program that is engaging and responsive to participants' needs and interests.

The evaluation section of this toolkit is divided into three sections, organized by goal:

### *Youth Development*

The first goal is to help youth develop leadership, research and analytical skills as well as a commitment to civic engagement. This section contains instruments used to collect personal data on program participants for evaluating progress toward attaining those skills. It includes sample surveys that can be administered at the start and end of the program to assess members' topical knowledge, critical thinking skills, civic engagement, and personal development, information that can be used to evaluate whether the program is meeting its youth development goals. In addition to these surveys, this section includes sample protocols to assess public speaking and professional development skills.

### *Program Operation*

The second goal is to assess whether the program is meeting the expectations of its participants, and to learn how Board members' needs can be better met. This section provides tools to solicit feedback from members about what's working, what's not, and what can be improved in the program's structure. It asks the participants to report on the work that they are doing in the program, the success and challenges they face in doing that work, and their feelings about the program structure and staff.

Holding focus groups with program participants is one way to hear their feelings about the program. Participants should be assured by the researcher leading the focus group that what they say is confidential, and that a summary report will be provided to program staff but no comments will be attached to a particular individual. After the focus group, the researcher meets with the program staff to help them understand, from the youth perspective, where the program is working and where it is not, and how it can be changed to better meet the needs of the young people.

### *Effect on Policy*

The final goal of evaluation is to measure how effective the Board members are in their policy work. This section includes a sample survey that can be distributed to policymakers and



practitioners for whom the work of the Board is relevant in order to gauge whether—and how—the work has influenced their own thoughts about policy.

## **Resource: Sample Evaluation Plan**

The evaluation plan is designed to measure the success of the Youth Justice Board program in meeting its goals and objectives. The plan covers the two years of the program cycle: year one is dedicated to research, development and the publication of recommendations while year two focuses on implementation of the recommendations developed during year one. The evaluation plan tracks the two primary goals of the program: youth development and policy change, and program objectives and outcomes related to the topic of study. The program operation section of the evaluation plan measures internal operational objectives.

### **Youth Development**

#### **Civic Engagement**

**Objective:** To build capacity for leadership and commitment to civic engagement among the program participants by teaching a range of personal and professional skills. While many skills are consistent in years one and two, some skill development differs according to the objectives of the program year. Year one focuses on research skills, while year two focuses on advocacy and presentation skills. During the training phase of each year, members learn and strengthen skills in public speaking, facilitation, time-management, note-taking, and active listening. The Training phase of year two provides youth added information on methods of advocacy and project management. Additionally, during the Fieldwork phase of year one, members learn how to conduct interviews and how to develop and implement realistic research plans.

**Tools:**

- A pre-program and post-program survey that measures various indicators of leadership and civic engagement, including comfort level in discussing issues with peers, public speaking, and taking action on issues.
- Program staff evaluate these skills during regular informal “check-ins” with each member throughout the program. During each check-in, staff will qualitatively evaluate members’ progress and work with members on personal goal setting. All members have the opportunity to participate in four check-ins during each program year.

**Participants:** All members of both program years.

#### **Knowledge of Topic**

**Objective:** To increase participants’ knowledge and understanding of the juvenile justice system, how local government works, and the policymaking process.

**Tool:**

- Short pre- and post-program assessments of knowledge of alternative to detention programs and the juvenile justice system.

**Participants:** All members of both program years.

### **Policy Change**

#### **Policymakers’ Attitudes Towards Youth Participation**

**Objective:** To foster confidence among policymakers regarding youth as a resource for policy analysis and development.

**Tools:** Interviews with and surveys of policymakers who have influence over alternative to detention programs, conducted before and after the Board releases its recommendations.

**Participants:** Youth Justice Board partners, including policymakers.

### **Impact of Youth Justice Board Recommendations**

**Objective:** To influence policy addressing the topic of study.

**Tools:**

- Surveys of audience members at presentations of the Board's recommendations to assess opinions about the strength, feasibility and likelihood of impact of recommendations.
- Follow up conversations with key stakeholders to determine which recommendations were implemented after the completion of Year 2.

**Participants:** Key stakeholders related to your topic.

## **Program Operation**

### **Kick-off Retreat**

**Objective:** To design and operate an initial retreat that supports team-building and self-reflection and builds a foundation for learning about alternative to detention programs.

**Tool:** Post-retreat evaluation survey.

**Participants:** All retreat participants of both program years.

### **Program Design and Facilitation Techniques**

**Objective:** To design and facilitate programming that is engaging, supportive and meets the needs and expectations of the participants.

**Tool:** Focus groups of participants led by non-program staff at the mid-year point and after the final program session for two years, for a total of 4 focus groups.

**Participants:** All members of both program years.

## **Evaluation Schedule**

### **Year One**

**Pre-program Assessments and Evaluations:**

- Assessment of knowledge of topic
- Survey measuring members' levels of civic engagement and perceptions of self-efficacy

**Program-year Assessments and Evaluations:**

- Retreat evaluation surveys
- Personal check-ins with members
- Mid-year focus group on program design and facilitation techniques
- Interviews with key stakeholders before the release of recommendations to measure stakeholders' attitudes towards youth participation in analysis and development of public policy
- Preview of recommendations by key stakeholders to get feedback regarding their strength and likelihood of impact, including (but not limited to) the feasibility of implementation

- Surveys of audience members at the initial presentation of recommendations to assess attitudes towards recommendations

Post-program Assessments and Evaluations:

- End-of-year focus group with participants on program design and facilitation techniques
- Assessment of knowledge of topic
- Survey measuring members' levels of civic engagement and perceptions of self-efficacy

**Year Two**

Pre-program Assessments and Evaluations

- Assessment of knowledge of topic
- Survey measuring members' levels of civic engagement and perceptions of self-efficacy

Program-year Assessments and Evaluations:

- Retreat evaluation surveys
- Personal check-ins with members
- Mid-year focus group on program design and facilitation techniques
- Audience surveys at presentations of recommendations to assess the impact the recommendations and presentations have on the policies and practices of audience members
- Follow-up conversations with key stakeholders to determine which recommendations were implemented during the action year

Post-Assessments and Evaluations:

- End-of-year focus group on program design and facilitation techniques
- Assessment of knowledge of topic
- Survey measuring members' levels of civic engagement and perceptions of self-efficacy

**Appendix A: Resources for Member Recruitment and Selection**

Resource: New Member Application

## YOUTH JUSTICE BOARD APPLICATION

Send us these pages by [MM/DD/YYYY] (instructions on how to send them are on the last page). Please fill out the whole application neatly with a black or blue pen or type your answers. Do not use pencil.

### Part I: Personal Information

Name:

First

Middle

Last

Address:

Street

Apt. #

City

State

Zip Code

Sex:  Male  Female

Age: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Are you in school?

Yes

No

School: \_\_\_\_\_

Grade:  8<sup>th</sup>  9<sup>th</sup>  10<sup>th</sup>  11<sup>th</sup>  12<sup>th</sup>  GED program

Phone number:

( ) \_\_\_\_\_

Home

( ) \_\_\_\_\_

Cell phone

Email address (print clearly): \_\_\_\_\_

What is the best way to contact you?

Phone

Email

How did you hear about the Youth Justice Board? \_\_\_\_\_

If from a Youth Justice Board member or alum, who? \_\_\_\_\_

Are you allowed to work in the United States?

Yes

No

Maybe/Don't know

Can you come to meetings on [DAY AND TIME], beginning [PROGRAM START DATE]?

Yes

No

Maybe/Don't know

Can you come on the weekend retreat, [RETREAT DATE]? (The program covers all expenses).

Yes

No

Maybe/Don't know

**Part II: Short answer questions. You may write your answers here or type your responses on a separate piece of paper.**

**1. Why are you interested in joining the Youth Justice Board?**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**2. Working with other people can be exciting, but also challenging. Tell us about an experience when you worked with a team of other people. What strengths did you bring to the group? What were the challenges of working within the group? What did you like, and what didn't you like?**

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**3. What is something you are passionate about? Why?**

---

---

---

---

---

---

---

---

---

---

---

---

---

**Part III: Your Choice: Please answer ONE of the questions below.**

**Option A: If you could have dinner with any person (fictional or real, living or not) who would it be and why?**

---

---

---

---

---

---

---

---

---

---

---

---

**Option B: Submit something that represents you and what you will bring to the Youth Justice Board. It can be a poem or short story you wrote, an essay on a topic of your choice, a piece of art you made, or anything else you can think of! This is your chance to show us more about your personality and skills. (We cannot return submissions – please send a copy or photograph of your work.)**



**Part IV. Other Responsibilities**

What after school activities and/or commitments are you currently involved in or plan to be involved in during the summer and school year? Include clubs, teams, summer or part-time jobs, and any extra-curricular activities.

<b>Activity</b>	<b>Day(s) each week</b>	<b>Hours per week</b>
<i>Example: Summer job</i>	<i>Monday and Wednesday</i>	<i>9 am - 4 pm</i>
<i>Example: Trying out for baseball team</i>	<i>Everyday</i>	<i>After school until 4:30</i>

**Part V. Recommendations**

Please submit two letters of recommendation. One recommendation should be from a teacher or guidance counselor at your school or from a staff person at a program. The second recommendation can be from any person that you choose (including a friend), as long as he/she is not a family member. The recommendations may be sent separately, but are also due no later than [APPLICATION DUE DATE].

Applications must be post-marked, faxed, or emailed by [APPLICATION DUE DATE].

**By mail:**                      Youth Justice Board  
     c/o [ORGANIZATION NAME]  
     [ORGANIZATION ADDRESS]

**By fax:**                        [ORGANIZATION FAX]  
     To: Youth Justice Board

**By email:**                      [ORGANIZATION EMAIL]

**Thank you for applying to join the Youth Justice Board!**

## *Resource: Program Information Session Plan*

**Time:** 1 hour

**Facilitators:**

- (List all presenters participating in the Information Session)

**Materials:**

- Copy of recommendations
- Applications (plan to bring double the number of people in attendance)
- Nametags (for presenters and guests)
- Hand-outs (information about your program including application deadlines and program operation dates)
- Sign-in sheet (include email addresses and/or phone numbers)

**I. Introduction and Icebreaker (15 minutes)**

- Goals:
  - Introduce staff members, alumni and prospective applicants in the room.
  - Use icebreaker to warm the group up and set the tone for a fun, exciting program.

**II. Introduce the Youth Justice Board (10 minutes)**

- Provide an overview of the goals and accomplishments of the program.

**III. Plan for Next Year (15 minutes)**

- Goals:
  - i.** Give prospective applicants a sense of what they will be doing in the program.
  - ii.** Share time commitment for members.

**IV. Members' Experiences (10 minutes)**

- If alumni participate in the info session, they can share their experiences as members, and the opportunities they've had as alumni connected to their membership.

**V. Q & A and Application Work Time (10 minutes)**

- Take questions from audience.
- Give youth time to complete applications.

## *Resource: Recruitment Letter*

Dear Youth Advocate,

I'm writing to ask for your support recruiting young people to participate in the Youth Justice Board, [DESCRIPTION OF YOUR PROGRAM].

**We are currently recruiting members for the [PROGRAM YEAR] Youth Justice Board. We are looking for youth ages 14 – 18 who want to make a difference and can commit to an exciting and demanding after-school program.** [DESCRIPTION OF THE TOPIC AND THE WORK THE YOUTH JUSTICE BOARD WILL ENGAGE IN DURING THE UPCOMING PROGRAM YEAR].

Members of the Youth Justice Board get to meet and confer with actual policymakers and gain a first hand understanding of how policy decisions are made. Throughout the year, participants enhance their writing, research, teamwork and public speaking skills as they perform real work with real-life impact. [INCLUDE INFORMATION ABOUT STIPEND OR OTHER INCENTIVES].

**Please circulate the attached flier and application to the young people you work with,** and anyone who might be able to spread the word about the Youth Justice Board. Applications are also available online at [WEB ADDRESS]. For more information about the program, or to request copies of application materials, please contact me at [PHONE NUMBER], or via email at [EMAIL ADDRESS].

**We will hold [X] optional information sessions for prospective applicants on [DATES, TIMES, AND LOCATIONS OF SESSIONS]. Youth should RSVP to [PROGRAM DIRECTOR] at [CONTACT INFORMATION].** We would also be happy to give a short presentation about the program at your organization. Please contact me if you would like to schedule a presentation. **Please note that the application is due [DUE DATE].** Thank you for your help in sharing this information with young people!

Best regards,

[PROGRAM DIRECTOR]

## *Resource: Youth Justice Board Interview Agenda and Tools*

### **Handouts:**

- One page description of Youth Justice Board expectations and program calendar
- Nametags for all staff, program alumni, and applicants

### **Materials:**

- Signs directing youth to interview room
- Quotes hung in interview room
- Digital camera
- Name cards for table
- *City Planning Exercise* handouts
- City Planning Exercise maps (on butcher paper)
- Markers
- Chart paper with expectations and calendar
- Snacks
- Sign-in sheet
- Pens and writing pads for each applicant
- For judges:
  - scoring sheets
  - interview questions
  - name tags

## **Interview Agenda**

**180 minutes**

1. **Snack, sign in, take photos** (10)
2. **Welcome and overview of agenda** (10)
  - Thank youth for coming in
  - Introduce program staff, alumni and other interviewers
  - Tell youth that the purpose of this interview is for staff to get to know them better, and for them to learn more about the program. Explain that as a group youth will participate in several activities to learn more about everyone in the room. There is not a right or wrong answer for these activities; the most important thing is for youth to relax, have fun, and be themselves.
  - Review agenda
  - Ask if there are any questions

### 3. Personal object ice breaker<sup>10</sup> (20)

- Ask all interviewees to take out their personal objects (staff participate in this activity)
- Explain that to get started today, we would like to hear about everyone's object: why you chose to bring it and what it means to you.
- Remind the group that they don't have to share anything they are not comfortable sharing.
- Go around the room and share objects.
- *What to look for:*
  - √ *Applicant's public speaking skills and body language*
  - √ *Appropriateness of object*
  - √ *Story behind object (Is it meaningful? Does it appear applicant forgot to bring object and is trying to compensate?)*

### 4. Quotes exercise (20)

- Explain that the next activity involves the quotes hanging around the room. Applicants should review the quotes on the wall(s) and select one that is moving or meaningful to them to share with the group.
- Applicants can write down their quote and why it is meaningful if they wish.
- Give applicants 5 minutes to select a quote and collect their thoughts.
- Ask each applicant to share his/her quote. After each applicant speaks, ask if the quote made an impression on anyone else and allow other youth to share their thoughts about what the quote means to them.
- *What to look for:*
  - √ *Applicant's public speaking skills and body language*
  - √ *Applicant's comprehension of quote*
  - √ *Applicant's critical thinking related to quotes shared during activity*
  - √ *Applicant's willingness to contribute to discussion about other quotes*

### 5. City Planning Exercise (70)

#### *Explanation – 10*

- Explain that the final activity today will be a small group project.
- Pass out *City Planning Exercise* handout and review instructions (see page 151).
- Explain that once the project starts, staff will not take any questions. Ask if there are any questions now.
- Divide applicants into small teams of 3-4.

#### *Group work – 15*

- As members discuss and design their city, staff and other interviewers should observe each small group, taking notes on the interview sheet. Staff should not interact with applicants at this time, instead saving questions about the group process and individual's experiences for the presentations and individual interviews.

---

<sup>10</sup> All applicants invited to interview were asked to bring a personal object that is meaningful to them with them to the interview.

- *What to look for:*
  - √ *Are all group members contributing ideas?*
  - √ *Are any individuals dominating the conversation?*
  - √ *What happens when the group disagrees?*
  - √ *Are group members willing to compromise?*
  - √ *How are decisions made?*
  - √ *Does anyone appear to be left out of the process?*

#### *Small group presentations – 45*

- After the groups complete the activity, each should give a 5 minute presentation about their city to program staff, alumni and other interviewers, who pretend to be members of the city council soliciting ideas for using the new land.
- Council members ask questions about city design and process. Sample questions for presenters:
  - What makes your city a good place to live?
  - Who lives in your city?
  - How did your group decide to....?
  - I notice you did not include \_\_\_\_\_. Was this an intentional decision? What might be the consequences of this?
  - Be creative – pretend you're a business owner, a principal, a parent, etc, and ask about your concerns....
- At the end of the presentation, ask group to huddle and decide who among them would be mayor of the city.
  - Ask the mayor who he/she would select to serve as deputy mayor.
  - Ask other applicants what leadership role they would want to take on in the city.
- *What to look for:*
  - √ *Did all applicants contribute to the presentation?*
  - √ *Were ideas presented clearly?*
  - √ *Does it seem like all members agreed with group decisions?*
  - √ *What do applicants look for in a leader (the mayor?)*
  - √ *Is design rationalized and thought out?*

#### **6. About the Youth Justice Board/Next Steps - 15**

- Give applicants an overview of what to expect in the coming program year including your topic of study and expected time commitment of Board members.
- Let applicants know when they can expect to hear back about whether they have been accepted into the program.

#### **7. Individual Interviews (approximately 15 minutes per interview)**

*Prior to individual interviews, staff and alumni meet briefly to discuss their observations and any concerns or questions they have for a specific candidate.*

- Staff and alumni interviewers introduce themselves to applicant.
- Remind the youth to relax and be themselves.
- Questions to ask:

- Did you enjoy the activities we did today? Which was your favorite? Would you do anything differently?
  - If you could select someone from your group other than yourself to be a member of this Youth Board, who would it be? Why?
  - Why would you be a good member of this Youth Board?
  - Ask questions from application and raised in group debriefing.
  - Do you have any conflicts or other obligations that would prevent you from participating on this Board? (Feel free to be direct. For example “It says on your application that you are in Model United Nations and on the track team. What days will those meet? What do you think your coach will say if you need to miss practice twice a week?”)
  - What questions do you have for me?
  - Give the youth the opportunity to speak to the Youth Justice Board alum alone.
  - Write down your notes on the interview.
- *What to look for:*
    - √ *Someone who can commit*
    - √ *Someone who has time in their schedule*
    - √ *Open-mindedness*
    - √ *Willingness to learn*
    - √ *Ability to adapt to different personalities*
    - √ *Ability to form an opinion and stand by it*
    - √ *Someone who is encouraging*
    - √ *Balanced candidates who can be funny and outspoken but also reflective*
    - √ *Different styles of leadership*
    - √ *Diversity*
    - √ *Good writers*
    - √ *Good speakers*
    - √ *People who can think outside the box*
    - √ *People who respect other ideas*
    - √ *Passion/interest in the Youth Justice Board’s topic and mission*

## Handout: City Planning Project

A volcano has resulted in the creation of a new island! It's between Manhattan and Staten Island, and is 1 square mile. The City of New York wants to create a new borough on this island.

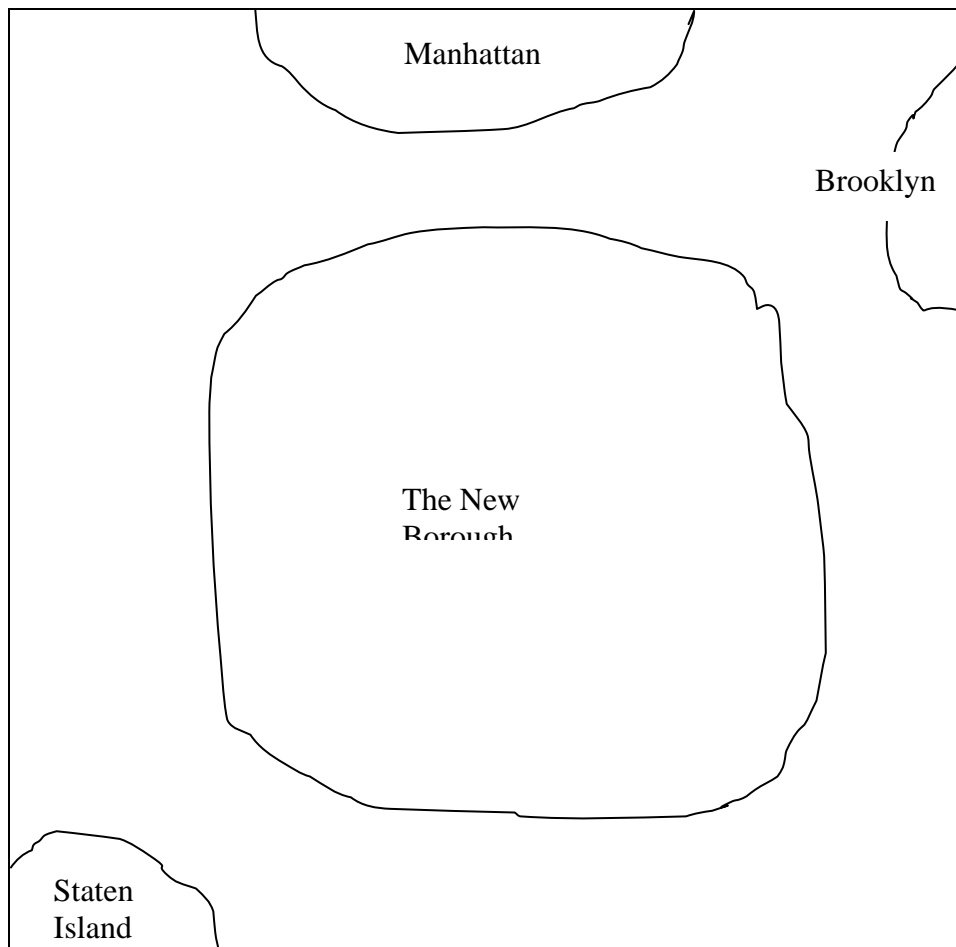
You are part of a planning team. Your team is responsible for:

- Proposing a name for the new borough
- Identifying a “theme” for the new borough which addresses a need, issue, or challenge in New York City
- Designing the new borough
- Presenting your design to City Council (each team member should have a role in the presentation)

You will have 15 minutes to work on your design, and to represent it on the large map. The first 3 minutes are for planning and identifying your theme– you may write down ideas, but should not begin drawing. Your team will have 5 minutes to present your proposal to the City Council. After your presentation, the City Council members will ask you questions about your plan.

Your design must include the following components. There is no limit to what else you include.

- Fire Department
- Police Department
- Donuts Shop
- Pizzeria





## *Resource: Facilitator's Guide*

### **CITY PLANNING EXERCISE**

1. Distribute handout. Explain the exercise, especially that once they begin, they cannot ask questions. Ask for questions.
2. Divide the group into teams.
3. During 15 minutes of work, judges circulate and observe. They cannot interact with the applicants. Give warnings at 10 minutes, 2 minutes left, 1 minute left, and countdown at 10 seconds left. Markers down!
4. Reconvene the whole group
5. Call first group up to present.
6. Take group photo.
7. Ask them to present their plan.
8. Ask questions:

#### **Sample questions for presenters:**

- What makes your city a good place to live?
- Who lives in your city?
- How did your group decide to....?
- Be creative – pretend you're a business owner, a principal, a parent, etc, and ask about your concerns....
- Try to stick with open-ended, non-leading questions.
- Goals: To get sense of how the group worked together and to give applicants a chance to explain their ideas.

#### **Final questions for each group:**

- Take 30 seconds: If your planning committee had to elect a mayor from your group, who would it be?
- (to president) If you had to appoint a deputy mayor for your city, who would it be?
- (to the other members) What role would you like to have?

## *Resource: Youth Justice Board Alumni Judge's Guide*

- Smile
- Be friendly and not too formal
- Remind applicants to be themselves
- Have appropriate conversations with applicants (talk about the Board, the program, the work, etc.)
- Be examples: Remember community practices and model them for applicants
- Be impartial: Observe, but don't participate in activities
- Take notes that are useful and not biased or unhelpful
  - Notes should not discuss applicants' appearance
  - Avoid: "She's too quiet" or "He is mean."
  - Focus on behaviors and actions-describe them. For example: She did not participate in any activities. He told someone their idea was stupid.
- Things to avoid:
  - Personal questions and stories
  - Don't tell them the "right" answers for the interview
  - Don't share specifics about the retreat or the interviews
  - Don't discuss how they are being evaluated

### **What are we looking for?**

- Someone who can commit
- Someone who has time in their schedule
- Open-mindedness
- Willingness to learn
- Ability to adapt to different personalities
- Ability to form an opinion and stand by it
- Funny and outspoken
- Thoughtful
- Someone who is encouraging
- Different styles of leadership
- Diversity
- Good writers
- Good speakers
- People who can think outside the box
- People who respect other ideas
- Passion/Interest in the Youth Justice Board's goal and purpose

### **Individual Interviews**

1. Introduce yourselves.
2. Remind the youth to relax and to be themselves

3. Questions to ask:
  - Did you enjoy the activities we did today? Which was your favorite? Would you do anything differently?
  - (Show pictures of group) If you could select someone from your group other than yourself to be a member of this Youth Board, who would it be? Why?
  - Why would you be a good member of this Youth Board?
  - Questions from application and questions raised in group debriefing.
  - Do you have any conflicts or other obligations that would prevent you from participating on this Board? (Feel free to be direct. For example “It says on your application that you are in Model UN and on the track team. What days will those meet? What do you think your coach will say if you need to miss practice twice a week?”)
  - What questions do you have?
4. Thank the youth, and let them know we will be contacting them in a couple of weeks.
5. Give the youth the opportunity to speak to the Youth Justice Board alum alone.
6. Write down your notes on the interview.

*Resource: Judge's Observation Sheet*

	Applicant 1	Applicant 2	Applicant 3
EXERCISE 1			
EXERCISE 2			
EXERCISE 3			
INTERVIEW			
FINAL NOTES			

**Appendix B: Program Policies and Participation Forms**

*Handout: Member Policy*

**Youth Justice Board Member Policy  
[PROGRAM YEARS]**

Your membership in the Youth Justice Board began on [START DATE] and ends on [END DATE]. Please read the following and share it with your parent/guardian. Let us know if you or your parent/guardian has any questions.

**Our policy is based on the following principles:**

- **Open communication.** Every opinion is valuable, and the voices of all members are heard. At any point, please come to us with questions or concerns, and we will come to you if we have any.
- **We are a team.** Each member of the Youth Justice Board is important and we will do our best work when everyone is committed and involved.
- **Fairness.** We have constructed a policy that we think is fair and has reasonable expectations.

**How to Contact Us**

[PROGRAM STAFF NAME(S) AND CONTACT INFORMATION]

**Staff Support**

As Youth Justice Board staff, we have an open-door policy. This means that at any time, and for any reason, members can speak to us - we are available before or after a session, over phone, over email, or during non-session time. All conversations will be kept completely confidential between the member and staff. The exception is if we suspect that someone is in immediate danger of hurting themselves or others, or is being harmed by an adult. In those cases we are required to report the concern to the appropriate agencies. (If you have any questions about confidentiality, please ask.)

We schedule 4 individual “check-ins” during the course of the program. The check-ins are opportunities for us to meet with you one-on-one. You can give us your feedback and suggestions on the program, reflect on your participation, and together we can discuss any areas of personal development that you would like to focus on. The check-ins will take place [ANTICIPATED DATES].

If something comes up that may require you to miss sessions or leave the program permanently, please speak with us as soon as possible. (For example: moving, serious illness, scheduling conflict.) We want to work with you to support your participation in the program.

If at any time we feel that a member is not fulfilling his or her responsibilities, we will meet with that member to discuss the issue. Working with the member, we will decide on the course of action that is best for the member and for the Youth Justice Board.

### **Attendance and Lateness Policy**

**Attendance:** Attendance is taken at each session and members are expected to attend every session and to inform staff ahead of time if they know they will not be able to attend. Absences, after a certain grace period, result in a reduced stipend.

**Lateness:** Part of the attendance taking process includes indicating whether members arrive on time or are late. Members are expected to be on time to every session and to inform staff ahead of time if they anticipate being late. Persistent lateness can result in a reduced stipend, though this issue is addressed as it arises.

### **Code of Conduct**

While at Youth Justice Board meetings, sponsored trips, or events, all members are expected to behave in a respectful and thoughtful manner, including adhering to those standards established by the Community Contract and in the Participant Consent and Release Form.

We use the organization's conference rooms, lunch room, and office space just like the other professionals who work here. Members are expected to treat the rooms respectfully and professionally. This includes:

- Cleaning up the lunch room and conference rooms after using them.
- Returning all tables and chairs to their original places.
- Being careful not to spill any food or drinks, and cleaning up if spills occur.
- Treating all office property respectfully, including bathrooms and hallways.

### **Stipend or Other Incentives**

[INFORMATION ABOUT THE STIPEND, INCLUDING PAYMENT VALUE AND PAYMENT PERIOD, OR OTHER INCENTIVES.]

---

## Handout: Parental Consent and Release for Program Participation

**Why do we ask for parental consent?** The staff of the Youth Justice Board want to be sure that parents/guardians of Youth Justice Board members know about and allow their children to participate in the program. (Youth Justice Board members who are 18 or older do not need parental consent, but staff strongly suggest that they still show their parents/guardians the information.)

**For Youth Justice Board member:**

\_\_\_\_\_

### Consent

I, \_\_\_\_\_, parent or legal guardian of  
(please write your name above)

\_\_\_\_\_, a minor child, give my permission for said  
(please write your child's name above)

child to participate in the Youth Justice Board. I understand and agree that:

**(Please sign your initials next to each of the below items to indicate that you have read, understood, and voluntarily consented to each.)**

- My child will receive a stipend based on his/her active participation and attendance, and the amount of the stipend will be determined by Youth Justice Board staff.
- My child is expected to be present at all program sessions and to follow program rules.
- Sessions begin on [START DATE], and end on [END DATE].
- Sessions are held every [SESSION DAYS].
- Sessions are from [SESSION TIMES].
- My child will participate in sessions at the offices of the [ORGANIZATION], as well as in supervised program field trips and excursions.
- My child and I shall arrange transportation to and from all sessions.

**Printed Name** \_\_\_\_\_

**Relationship to child** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_



## *Handout: Media Consent*

**Please read and review this form with your parent/guardian.**

### **1. What is the purpose of this release?**

Our youth programs benefit from positive exposure. The Youth Justice Board is proud of the accomplishments of our participants. We believe that the words, photographs, audio recordings and videos of participants help to tell the story of these amazing young people and help us to raise awareness and support for the program from the public, government officials and funders.

From time to time the Youth Justice Board takes photographs, video, and audio recordings of our programs. In addition, participants are sometimes invited to share their experiences with reporters and/or visitors. These interviews, photographs, audio recordings and video clips may then be used in promotional materials, journal articles, news reports and on our web site. We may also allow others to use interview content, pictures, audio recordings and video for promotional materials, news stories, journal articles or web content they are generating to describe the work of the Youth Justice Board. We may also allow reporters or news outlets to take photographs, video and audio recordings, and to interview participants. This release allows us to use pictures, audio recordings and video taken while you/your child is engaged in Youth Justice Board activities and grants you/your child permission to participate in the above described interviews if he/she so chooses.

### **2. Will my child have to do anything?**

Your child will not be required to do anything in connection with this release. We are simply seeking your permission to use photographs of your child engaged in Youth Justice Board activities for promotional and informational purposes as outlined above. We are also seeking permission for you/your child to participate in interviews with reporters if he/she so chooses. Youth Justice Board staff will be present at all interviews and will have the comfort, privacy and safety of your child in mind. Your child will not be required to answer any question he/she does not want to, and may end any interview at any time, for any reason, without affecting his/her participation in the program.

### **3. What if I don't want my child's image or words published?**

You do not have to sign this release and your child's image or words will not be published. You may also allow your child to appear in just photographs, audio recordings and video, and not in interviews.

### **4. What should you do if you have any questions?**

If you have any questions or concerns about this request please contact your program facilitator(s).

### **Participant's Statement**

**Please check off the statements below that you have read, understood, and voluntarily consented to.**

- I agree to allow pictures, audio recording or video of myself taken at Youth Justice Board activities to be used for the purposes described above.
- I give permission to be interviewed in conjunction with my participation in the Youth Justice Board and its programming. I understand that the content of these interviews may be utilized for the purposes described above.
- I understand that I can change my decision, and request not to be in photos, videos, audio recording or interviews at any time, for any reason, and without affecting my participation in the Youth Justice Board.
- I further acknowledge that I will receive a copy of this release form upon request.

**Printed name** \_\_\_\_\_

**Age** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Parent's/Guardian's Statement**

**Please check off the statements below that you have read, understood, and voluntarily consented to.**

I am the parent or legal guardian of \_\_\_\_\_.

- I hereby consent to having news photographs, audio recording and video footage taken of my child, named above.
- I hereby allow my child to participate in interviews in conjunction with his/her participation in the Youth Justice Board and also consent to the recording and sharing or publication of that interview.
- I further acknowledge that I will receive a copy of this release form upon request.

**Printed name** \_\_\_\_\_

**Relationship to child** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## *Handout: Acceptable Internet and Computer Use*

### **Introduction**

[ORGANIZATION] is pleased to offer computer access, including access to email and the Internet, to all members of the Program. Using computers will help you to conduct research and work on projects for the Program. You may also use computers outside of session hours for school work and to search for jobs or colleges as long as you tell program staff ahead of time.

Remember: [ORGANIZATION] is an office. In a professional setting, using computers for personal use is typically severely restricted and supervised. For example, almost all offices – including [ORGANIZATION] – keep a record of all websites visited by their employees. We do want to make sure you are using the computers wisely and safely. If you have any questions about computer use, please ask Program Staff. We are here to help!

To take advantage of the computers at [ORGANIZATION], you must follow the guidelines for computer use outlined below.

### **What can you do on the computers?**

- Check your personal email
- Use Microsoft Office programs (Word, Excel, etc.)
- Use the Internet for homework, job searching, and researching colleges or internships
- Work on Program projects

### **What can you NOT do on the computers?**

[ORGANIZATION] is a place of business and, as such, there are professional guidelines you must follow when using the computers. When you are using computers in the office:

- Do not download any programs to the computers. You can download files, such as email attachments or research documents, but if you want to save them, you must save them somewhere else – files will be regularly deleted from the computers.
- Do not use any chat programs.
- Do not visit sites that use explicit language or feature sexual content.
- Do not send emails or make comments that are explicit in language, that harass others, or that include sexual content. (As a general rule, if you wouldn't want Program Staff to read it, it's probably not a good idea to send it!)
- Do not view files and folders that do not belong to you without permission.
- Do not use computers for activities that violate local, state or federal law, including fraud, gambling, piracy or copyright laws.

### **Privacy**

In order to protect your privacy and identity online, we recommend:

- Only share personal information - such as your complete name, address, and / or phone number - with people you know.

- Keep all of your passwords and site login information private.
- Refrain from engaging in conversations with anyone you don't know.

### **Social Networking Sites**

You are allowed to access social networking sites such as MySpace and / or Facebook, provided you do not violate any of the policies listed here.

The Youth Justice Board has groups on MySpace and Facebook that you are invited to join. In addition to keeping in contact with current members and alumni of the program, these pages will be updated with information about special events and other opportunities for Board members.

### **What is “Inappropriate Content”?**

“Inappropriate content” includes any content that is sexual in nature, harasses others, uses explicit language or in any way violates Program policies (including local, state, or federal laws). Inappropriate content also includes using chat programs, or being contacted by someone over a chat program.

### **What to Do if You Come Across Inappropriate Content Online**

Following this policy should limit the number of inappropriate images and contacts you encounter online. However, there is a possibility that you will accidentally encounter inappropriate content while on the Internet. If you come across any questionable material or inappropriate persons while using an office computer, you **must** notify program staff immediately. You will not be held responsible for accidentally accessing inappropriate content as long as you notify a staff member right away. Failure to notify staff about exposure to inappropriate content may result in a loss of computer privileges.

### **Consequences of Violating the Acceptable Use Policy**

Program staff will regularly check the computers used by members to monitor compliance with this policy. If a member violates this policy, the penalty will be determined on a case-by-case basis by program staff based on the nature and severity of the offense. Penalties can include loss of access to office computers for all or part of the program year, or – in severe cases – dismissal from the program.

## Handout: Waiver of Liability (Parent/Guardian)

**Why do we ask for you to read and agree to this waiver?** As a member of the Youth Justice Board, your child will participate in many activities. While the program does not involve any unusually risky activity, all activities include some level of risk. This form releases the Youth Justice Board program from being liable for any risks that may come with participating in the program.

In exchange for the participation of my child, \_\_\_\_\_, a minor child, in the Youth Justice Board program (“program”), which is conducted by or on behalf of [ORGANIZATION AND ADDRESS], I willingly sign this waiver, after reading, understanding, and considering all of its provisions. I understand the nature of the program and my child’s abilities and I believe my child is capable of participating in the program.

I acknowledge that my child’s participation in any activity conducted by, on the premises of, or for the benefit of [ORGANIZATION] has inherent risk, and I voluntarily assume such risk. I understand that such risk may include serious injury and/or death. I agree to follow any instructions given or rules established by [ORGANIZATION], its employees, or agents with regard to my or my child’s participation in any activities conducted by, or on the premises of, or for the benefit of [ORGANIZATION].

I hereby indemnify, release, hold harmless and forever discharge [ORGANIZATION] and its agents, employees, officers, directors, affiliates, successors and assigns, of and from any and all claims, demands, debts, contracts, expenses, causes of action, lawsuits, damages or liabilities, of any kind or nature, whether known or unknown, in law or in equity, that I ever had or may have, arising from or in any way related to my or my child’s participation in any activities conducted by, on the premises of, or for the benefit of [ORGANIZATION], including, but not limited to, those related to any treatment or lack of treatment by medical personnel contacted by [ORGANIZATION], its agents, employees, officers, directors, affiliates, successors, and/or assigns; provided, that this Waiver of Liability does not apply to any acts of gross negligence, or intentional, willful or wanton misconduct. This Waiver is binding upon me, my heirs, executors, legal representatives, successors and assigns. The provisions of this Waiver will continue in full force and effect even after the termination of the activities conducted by, on the premises of, or for the benefit of [ORGANIZATION], whether by agreement, by operation of law, or otherwise.

This Waiver is governed by the laws of the State of [STATE] and is intended to be as broad and inclusive as is permitted by that law. If any provision of this Waiver is held invalid or unenforceable by a court of competent jurisdiction, the remaining provisions will continue to be fully effective. This Waiver contains the entire agreement between the parties, and supersedes any prior written or oral agreements between them concerning the subject matter of this Waiver. The provisions of this Waiver may be waived, altered, amended or repealed, in whole or in part, only upon the prior written consent of all parties.

I certify that I am of lawful age and legally competent to sign this document; I understand the terms herein; and I have signed this document as my own free act and deed.

**Printed Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Accepted By: Name** \_\_\_\_\_ **Title** \_\_\_\_\_ **Date** \_\_\_\_\_

*Handout: Medical Information Form*

**Why do we ask for this information?** The staff of the Youth Justice Board will keep this information confidential. This information will help staff help your child in the unfortunate case of an emergency.

**Youth Information**

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Date of Birth \_\_\_/\_\_\_/\_\_\_\_\_ Age \_\_\_\_\_ Gender  Male  Female  Transgender

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

E-mail address \_\_\_\_\_

IM Screen name (optional) \_\_\_\_\_  AIM  Yahoo!  MSN  Other

**Parent/Legal Guardian Information**

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

Relationship to youth \_\_\_\_\_

Address (if different from youth)

Number and Street \_\_\_\_\_ Apt: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Day Telephone \_\_\_\_\_ Evening Telephone \_\_\_\_\_

Cell Phone \_\_\_\_\_ E-mail Address \_\_\_\_\_

**Emergency Contact Information**

**1<sup>ST</sup> EMERGENCY CONTACT (ANY EMERGENCY CONTACT MAY BE YOURSELF)**

Name \_\_\_\_\_

Relation to Child \_\_\_\_\_

Phone \_\_\_\_\_

Alternate Phone (optional) \_\_\_\_\_

2<sup>nd</sup> Alternate Phone (optional) \_\_\_\_\_

**2<sup>ND</sup> EMERGENCY CONTACT**

Name \_\_\_\_\_

Relation to Child \_\_\_\_\_

Phone \_\_\_\_\_

Alternate Phone (optional) \_\_\_\_\_

2<sup>nd</sup> Alternate Phone (optional) \_\_\_\_\_

**3<sup>RD</sup> EMERGENCY CONTACT**

Name \_\_\_\_\_

Relation to Child \_\_\_\_\_

Phone \_\_\_\_\_

Alternate Phone (optional) \_\_\_\_\_

2<sup>nd</sup> Alternate Phone (optional) \_\_\_\_\_

**Medical Information**

Preferred Local Hospital (if any) \_\_\_\_\_

Insurance Company (if any) \_\_\_\_\_

Policy Number \_\_\_\_\_

Name of Policy Holder \_\_\_\_\_

Please attach copy of front and back of insurance card(s) if available.

**Does your child have any chronic or existing medical conditions (e.g., asthma, seizures, diabetes?)**

Yes  No

If yes, what condition(s)? \_\_\_\_\_

**Does your child have any known allergies? If yes, what allergies:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Anesthetics                    | <input type="checkbox"/> Insect Stings/Bites | <input type="checkbox"/> I.V.P. Dyes             |
| <input type="checkbox"/> Aspirin                        | <input type="checkbox"/> Morphine            | <input type="checkbox"/> Shellfish               |
| <input type="checkbox"/> Codeine                        | <input type="checkbox"/> Novocain            | <input type="checkbox"/> Peanuts                 |
| <input type="checkbox"/> Demerol                        | <input type="checkbox"/> Penicillin          | <input type="checkbox"/> Nuts other than peanuts |
| <input type="checkbox"/> Antibiotics (list below)       | <input type="checkbox"/> Tetanus Toxoid      |  |
| <input type="checkbox"/> Other (please describe): _____ |  |  |

**Does your child have any dietary restrictions (medical, religious, or other)?**

Yes  No

If yes, please describe: \_\_\_\_\_

**Does your child take any daily medications?**

Yes  No

If yes, please list the medications and the conditions they are used to treat:

Medication \_\_\_\_\_ Condition \_\_\_\_\_

Medication \_\_\_\_\_ Condition \_\_\_\_\_

Medication \_\_\_\_\_ Condition \_\_\_\_\_

Medication \_\_\_\_\_ Condition \_\_\_\_\_

**Does your child need to take any of these medications between [*Meeting Times*], when the Youth Justice Board usually meets?**

Yes  No

If yes, which one(s)? \_\_\_\_\_

**NOTE: Staff will not assist in administering medications. If your child needs to self-administer any medications during program hours or the retreat, these medications must be carried in the original prescription container with the child's name clearly visible, OR you must provide a copy of the prescription itself.**

**\*\*PLEASE REPORT ANY CHANGE IN MEDICAL HISTORY INFORMATION TO STAFF IMMEDIATELY.\*\***



## Authorization of Emergency Treatment

**Please read carefully**

In the event of a medical emergency, 911 will be called requesting medical assistance. In this event, the parent/guardian will be notified immediately. If the parent/guardian cannot be reached, staff will attempt to reach the emergency contacts identified on this form by child's parent/guardian.

I, \_\_\_\_\_, parent/guardian of

(Please write your name above)

\_\_\_\_\_, a minor child, having read and

(Please write your child's name above)

fully understood the preceding paragraph titled, "Authorization of Emergency Treatment," give permission to the Youth Justice Board and [ORGANIZATION] to obtain and authorize any emergency treatment and/or assistance deemed necessary by the organization's employees, medical personnel, Emergency Medical Technicians (EMTs), paramedics, doctors, or dentists. I understand that staff will attempt to reach the emergency contacts identified on this form by child's parent/guardian, and if an emergency contact cannot be reached, I authorize the organization to have my child transported by ambulance to a medical facility in order to hospitalize, secure treatment for, and order injection and/or surgery for him or her. I also understand that I shall be responsible for any and all costs related to such treatment.

**Printed Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## Handout: Participant Consent and Release

**Why do we ask for this information?** The staff of the Youth Justice Board want to make sure you know and understand the expectations of the program, and that we have given you all consent forms necessary for you to participate in the program.

**Please sign your initials next to each of the below items to indicate that you have read, understood, and voluntarily consented to each.**

I, \_\_\_\_\_, understand and agree that:

I will receive a stipend based on my participation and attendance, and the amount of the stipend will be determined by Youth Justice Board staff.

\_\_\_ I am expected to be present at all program sessions.

\_\_\_ I am expected to follow the Rules and Regulations (see page 170).

\_\_\_ Sessions begin on [START DATE], and end on [END DATE].

\_\_\_ Sessions are held every [MEETING DAYS].

\_\_\_ Sessions begin promptly at [START TIME] and end at [END TIME].

\_\_\_ I will participate in sessions at the [ORGANIZATION LOCATION], as well as in supervised program field trips and excursions.

\_\_\_ I will arrange transportation to and from all sessions.

**Please answer the following 2 questions honestly. We ask these questions to make sure we have all the consent forms necessary for you to participate in the program.**

1) Do you have a current or past juvenile or criminal court case or are you in foster care?  
 Yes    No

2) Are there circumstances that we should know about that might limit your participation in the Youth Justice Board?  
 Yes    No

**Printed Name** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## *Handout: Rules and Regulations*

**Why do we ask you to read and agree to rules and regulations?** As a member of the Board, you are expected to behave in an exemplary manner. Board members represent the Youth Justice Board and [ORGANIZATION]. Accordingly, all Board members are held to the highest behavioral standards. This section explains what is expected of you and potential consequences if you don't meet those expectations. Please remember that our first concern will always be for your well-being, and we are here to help you.

I, \_\_\_\_\_, understand that [ORGANIZATION] prohibits any and all inappropriate and/or illegal behavior. Specifically, I am aware that as a participant in a [ORGANIZATION] program, the following are prohibited:

**(Please sign your initials next to each of the below items to indicate that you have read, understood and voluntarily consented to each.)**

- \_\_\_ Any activity that is illegal under local, state, or federal law.
- \_\_\_ Behavior that could be interpreted as discrimination or harassment, criminal or otherwise.
- \_\_\_ Activities that pose a significant safety threat to others including, but not limited to, carrying a weapon, fighting, and making threats.
- \_\_\_ Activities which program staff determine to pose a danger to program members or staff.
- \_\_\_ Possessing or using tobacco, alcohol, or other drugs during any [ORGANIZATION] activity or on any property belonging to, controlled, or possessed by [ORGANIZATION], its agents, employees, officers, directors, or affiliates.
- \_\_\_ Being under the influence of alcohol or other drugs during any [ORGANIZATION] activity or on any property belonging to, controlled, or possessed by [ORGANIZATION], its agents, employees, officers, directors, or affiliates.
- \_\_\_ Any sexual activity during any [ORGANIZATION] activity or on any property belonging to, or controlled or possessed by [ORGANIZATION], its agents, employees, officers, directors, or affiliates.
- \_\_\_ Getting arrested.
- \_\_\_ Any other activity or behavior that [ORGANIZATION] staff may reasonably conclude is inappropriate or illegal.

I also understand that if I engage in any prohibited activity or behavior, I must report that activity or behavior to Youth Justice Board staff immediately. There are two reasons for this. First, staff will try to help me with any situation that comes up. Second, I understand that reporting my own prohibited behavior or activity will demonstrate my ability and desire to take responsibility for my actions and may reduce the disciplinary sanctions that I could otherwise face. Third, I understand that Youth Justice Board staff are "Mandated Reporters" – if staff suspect that I am in immediate danger of hurting myself or others, or I am being harmed by an adult, they are required to report the concern to the appropriate agencies.

I am aware that engaging in any prohibited activity or behavior may result in disciplinary sanctions. I understand such sanctions will be determined on a case-by-case basis and that, if arrested, program staff shall consider the seriousness of the charges, the status of the court case and/or its outcome(s), and how the arrest may affect [ORGANIZATION] or the program of which I am a part, in making a decision regarding disciplinary sanctions. I am aware that disciplinary sanctions may include, but are not limited to, dismissal from the program.

**Printed Name** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

*Handout: Stipend Agreement*

[TODAY'S DATE]

[BOARD MEMBER NAME]  
[BOARD MEMBER ADDRESS]

Dear [NAME]:

I am pleased to welcome you as a member of the Youth Justice Board, in connection with [ORGANIZATION].

Your membership will begin on [DATE], and conclude on [DATE], unless it is terminated at an earlier date by written notice either by you or by [ORGANIZATION] staff (as described in the document "Youth Justice Board Rules and Regulations"). As a Board member, you will participate in the program on [SESSION DAYS AND TIMES] for approximately [X] hours per week.

[DETAILS ABOUT THE SOURCE OF THE STIPEND, THE AMOUNT OF THE STIPEND, THE PAYMENT PLAN, AND INFORMATION THAT MAY AFFECT STIPEND ELIGIBILITY (E.G. ABSENCES).]

In order to receive monthly stipend payments on the conditions set forth above, please sign your name below and provide your social security number. Please note that while taxes will not be taken out of the stipend, it will be reported as income and it should be included in your taxable income as reported to the Internal Revenue Service (IRS).

Thank you for your time and commitment.

[DIRECTOR OF PROGRAM]

***Confirmed & Accepted:***

Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_ Social Security # \_\_\_\_\_

\*\*\*\*\*

**Parental/Guardian consent is required for Board members under eighteen (18) years of age.**

Signature \_\_\_\_\_ Date \_\_\_\_\_

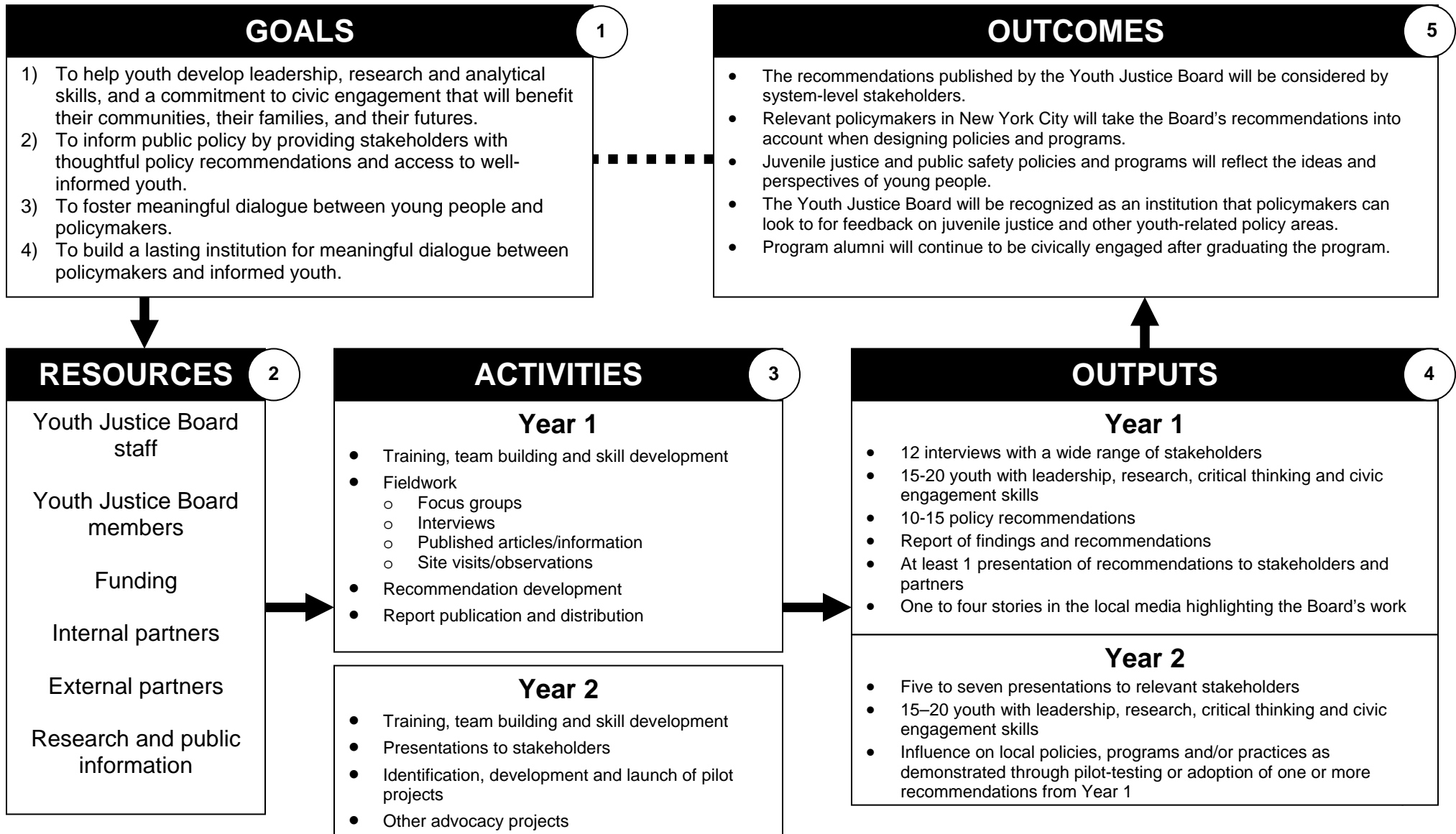
Print Name \_\_\_\_\_

Address (if different) \_\_\_\_\_

**Appendix C: Resources for Program Evaluation**

## Logic Model

**Problem Statement:** Youth in New York City often do not have an opportunity to participate in local policy discussions that affect their lives.



## Assumptions

- Youth have the ability to offer advice to policymakers in New York City on justice system policies and programs that affect young people.
- Policymakers are receptive to concerns and points of view articulated by informed young people.

## External Factors

- Funding
- Internal support
- Access to a willing audience of policymakers who are receptive to young people.

## Definitions

- **External partners:** People outside the organization who provide support for the planning, implementation and execution of the program. Examples of support: participating in interviews, helping with youth recruitment, attending or hosting Board presentations.
- **Internal partners:** People within the organization who provide support for the planning, implementation and execution of the program.
- **Policymakers:** People who have direct influence over local policy, programs and practice. Examples include executive staff at city agencies, program directors and legislators.
- **Stakeholders:** Anyone with an actual or potential investment in the issue. Examples include youth and families served by programs, community members directly affected by an issue and program staff.



## *Handout: Pre-program Survey*

**You are asked to complete this survey as a part of a Youth Justice Board evaluation so we can understand how being a Board member affects your attitudes and knowledge about certain issues. Please answer all of the questions honestly and thoughtfully. Your answers will be kept completely private and no individual answers will be shared with Youth Justice Board staff.**

**The first few questions are about you.**

1. What is your gender?  
 Female       Male
2. How old are you? \_\_\_\_\_
3. How would you define your race/ethnicity?  
 Black or African American  
 Hispanic or Latino  
 White  
 American Indian or Alaskan Native  
 Asian  
 Native Hawaiian or Pacific Islander  
 Other \_\_\_\_\_
4. What is the primary language you speak at home? \_\_\_\_\_
5. Are you currently in school or a GED program?  
 Yes       No
6. If yes, what grade will you be in when school starts in the fall?  
 8<sup>th</sup>       9<sup>th</sup>       10<sup>th</sup>       11<sup>th</sup>       12<sup>th</sup>       GED program

**Thinking about now and the last 3 months, how often have these statements have been true?**

7. I stand up for what I believe in.  
 Rarely       Sometimes       Often       Almost always
8. I think it is important to help other people.  
 Rarely       Sometimes       Often       Almost always
9. I am helping to make New York City a better place.

- Rarely       Sometimes       Often       Almost always

→ How are you helping to make it a better place? \_\_\_\_\_

---

10. I participate in projects designed to serve others in New York City.

- Rarely       Sometimes       Often       Almost always

→ Describe service projects in which you participate: \_\_\_\_\_

---

11. I try to help solve policy problems.

- Rarely       Sometimes       Often       Almost always

→ What do you do to help solve policy problems? \_\_\_\_\_

---

**These next few questions are about working together and policy development.**

12. I have worked with my peers on a public policy issue in the last 12 months

- Yes       No

13. I would feel comfortable making a comment or statement at a public meeting where other audience members were speaking.

- Yes       No

14. I am comfortable speaking with adults.       Yes       No

15. I enjoy working with a group.       Yes       No

16. I believe that adults respect my ideas.       Yes       No

17. When faced with a problem, I am able to figure out a good solution and fix the problem.

- Strongly disagree       Disagree       Agree       Strongly agree

18. I have the skills and knowledge necessary to participate in policy development.

- Strongly disagree       Disagree       Agree       Strongly agree

19. Government leaders care very little about people like me.

- Strongly disagree       Disagree       Agree       Strongly agree

**These next few questions are about the Youth Justice Board topic for this year. Answer them the best you can; don't worry if you don't know the answer. This is not a test.**

20. At what age in New York State is a person who has been arrested no longer considered a juvenile? \_\_\_\_\_
21. True or False: All young people who are arrested have a hearing with a judge.  
 True       False
22. Which of the following are the 2 specific goals of alternative to detention programs? (please check 2)  
 Rehabilitate young people  
 Ensure young people attend school  
 Provide young people with resources to do better in school  
 Ensure that young people attend their court hearings  
 Help young people avoid being re-arrested
23. Alternative to detention programs create an alternative for:  
 All young people who have juvenile delinquency cases in family court  
 A specific group of juveniles who have been arrested and who have not yet had a hearing where the judge decides their placement  
 Young people who have been sentenced to serve time in jail  
 Young people who receive detention in school
24. A juvenile offender is:  
 A young person between the ages of 16 and 18 who has allegedly committed a crime  
 A young person under 16 who has been arrested for an offense serious enough that the case is tried in criminal court  
 A young person whose case is sent to probation  
 A young person under the age of 16 whose case is being heard in family court
25. After a juvenile is arrested, the youth can be:  
 Issued a desk appearance ticket and sent home  
 Brought to family court  
 Temporarily placed in detention  
 Any of the above  
 None of the above
26. Which of the following scenarios might occur for a juvenile who is arrested in New York City and has a case in family court? (check all that apply)  
 A judge decides that a young man is guilty and sentences him to prison

- A young woman who has been arrested is taken to a detention facility to await her first appearance in family court
- A young man is arrested by the police and given a “desk appearance ticket”
- A young woman is picked up by the police for vandalism. After her first hearing in family court, the judge lets her go home until she has her dispositional hearing.
- A young woman’s lawyer asks the jury to find her not guilty.

**The last two questions are about why you joined the Youth Justice Board, and what you hope to take away from your work. These answers may be shared anonymously with staff and with other Board members if you give us permission below. (Sharing these quotes can be an inspiring kick-off activity. At the Center, the quotes are posted on a wall where members may read and reflect on the different motivations and aspirations of the Board.)**

27. I joined the Youth Justice Board because...\_\_\_\_\_

\_\_\_\_\_

28. What I want to take away from my work this year is...\_\_\_\_\_

\_\_\_\_\_

---

My answers to questions 27 & 28 may be shared anonymously with other Youth Justice Board members:

- Yes
- No

Thank you for completing this survey!

## *Resource: Mid-Year Focus Group Protocol*

My name is \_\_\_\_\_, and I work in the research department at this organization. One of the things I do is try to determine how our programs are doing and what we can do to make them better. So today I want to get feedback from you on your experiences with the Youth Justice Board so far and to give you an opportunity to voice your opinion on how things are going and how we can improve. The conversation should be about an hour. There are no right or wrong answers, and I'm interested in hearing everyone's opinions. I just ask that you be respectful; so if someone else is talking, please don't talk over them. Everything you say here is confidential. I will present a report to your program coordinators but it won't use any of your names, so you should feel comfortable to be totally honest.

Ok, let's get started then. My first question is:

1. Thinking about the pace of the work you've been doing on [TOPIC], do you feel like things are moving too fast, meaning you're trying to cover and do too much in the time you're here, too slow, meaning you think you can do more, or about right?
  - Probe: Do you feel comfortable speaking up if things aren't paced right?
  - Probe: Is there any aspect of the program or the work you're doing that's causing you trouble or you're having a hard time with?
2. What has the group worked on so far this year that you feel proud of, that you think you've done really well? Why do you think it went well?
3. What has the group worked on so far that you feel didn't go so well? Why do you think it didn't work? What could you have done better?
4. Has your experience so far with the Board lived up to your expectations? If yes, how so? If no, why not?
  - Probe: Was there anything that you thought you'd be doing that you aren't, and you would like to be doing?
  - Probe: Is there anything you'd like to do more of?
5. Before I ask the next question I just want to remind everybody again that whatever you say is completely confidential. How do you feel about your facilitators?
  - Probe: What do they do well? What could they do better?
  - Probe: Are there specific things that can be identified that either of them do that's problematic?
  - Probe: Do you have specific suggestions on what they can do differently?
6. In the program there are expectations for the members, such as attendance, participation, and communication. How do you think the facilitators manage it when expectations aren't met?
  - Probe: What do you think of the consequences for absence and lateness?
7. What is one thing you want to accomplish by the end of the year?

8. What are things you would like to change for the second half of the year?

Does anyone have any additional comments about the program in general?

If not, then I think we're done. Thank you so much for participating. All your comments today will be incorporated into a report for the program staff, which they will use to try to improve the program for the second half of the year. Thanks again for your time and for sharing your opinions.

## *Resource: End-of-Year Focus Group Protocol*

Thanks for attending this focus group. As you know, my name is \_\_\_\_\_, and I work in the research department at this organization. This is the second focus group I've run with you this year, and I just want to get feedback from you on your experiences with the Youth Justice Board as a whole over the last 10 months. Just like last time, I want to hear from everyone; I just ask that you are respectful if someone else is talking: don't talk over them. Everything you say here is confidential. I will present a report to your program coordinators but it won't use any of your names, so you should feel comfortable being totally honest. If it's ok with everyone here, I'd like to audio record our conversation so I don't have to take notes while everyone is talking.

Ok, let's get started then. My first question is:

1. Reflecting back on the whole year, what were your original goals and expectations? Which have been met? Which haven't been met? Why do you think those haven't been met?
2. Now that the program is wrapping up, what was your favorite part of being on the Youth Justice Board? What was your least favorite part of the program?
3. Has participating in the program changed your opinions on whether you can make a difference in public policy? How have your feelings changed from when you first started?
4. Next year, all of you will be alumni of the Youth Justice Board. As an alum, you will have opportunities to be involved in the program in several ways. In addition to reunions that are held twice a year, you can help to interview the next group of Board members. There might also be opportunities to present your work over the summer and to the new group of Board members. Do you plan to remain active with the program through these events? What would encourage you to be an active alum?
5. Your coordinators asked if you could give them each feedback, the way that they have been giving you feedback this year. They would like to hear from you one thing they have done really well this year, and one thing they should continue to work on.

Ok, that's all the questions I have. Does anyone have any additional comments about the Youth Justice Board in general?

Thank you so much for participating in this focus group!

*Resource: Public Speaking Observation Protocol – Group*

Group Members: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Event: \_\_\_\_\_

	<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
Introduction gained attention and interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduction contained appropriate orienting material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speakers' plan was clearly explained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Main points were clearly organized and easy to follow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Main points were supported with sufficient evidence (e.g., testimony, statistics, narratives, examples)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence was from qualified sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addressed issues convincingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conclusion reinforced the central idea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conclusion was compelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation was well-suited to the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation was well-paced and completed within allotted timeframe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speakers responded to questions and comments from audience effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audience was interested and engaged for duration of presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall evaluation of group presentation:

Excellent       Good       Average       Fair       Poor

Additional Comments: \_\_\_\_\_



*Resource: Public Speaking Observation Protocol – Individual*

Speaker's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Event: \_\_\_\_\_

	<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
Used clear and concise language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good use of voice (e.g., inflection, volume, pace)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good eye contact with audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective nonverbal communication (e.g., facial expressions, hand gestures to emphasize points)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate body language (e.g., no fidgeting, standing up straight)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker appeared poised and confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaker was able to respond effectively to questions and comments from the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall evaluation of presenter:

Excellent       Good       Average       Fair       Poor

Additional Comments:

---



---

## Resource: Presentation Evaluation

### *An Evaluation of the Youth Justice Board Presentation*

Thank you for attending the presentation today. The Youth Justice Board is a project of the [ORGANIZATION], a nonprofit think tank that works to improve public confidence in justice. We are conducting a brief evaluation of the Youth Justice Board's presentation, the value of the Board's recommendations for your work, and your opinions on youth participation in policy reform. Your answers will be confidential, as your name will not be attached to any of your responses unless you elect to provide contact information, nor will your responses be shared with anyone other than [ORGANIZATION] staff and Youth Justice Board members. We also request permission to contact you in a few months with a small number of follow-up questions. To opt out of the follow-up, do not fill out your contact information at the end of the survey. You may skip any question and may discontinue the survey at any time. We anticipate this survey will only take a few minutes to complete.

#### **Presentation**

1. Overall, how would you describe the quality of the Youth Justice Board's presentation?

- Excellent       Good       Average       Fair       Poor

<b>Please indicate whether the following goals were met:</b>	<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
Introduction contained appropriate orienting material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Main points were clearly organized and easy to follow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Main points were supported with sufficient evidence (e.g., testimony, statistics, narratives, examples)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation addressed issues convincingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conclusion was compelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation was well-suited to the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Board members responded to questions and comments from audience effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>			

**Recommendations**

2. Of the recommendations listed below, indicate those that you or your agency are positioned to implement or advocate for. Of those recommendations, how likely would it be for you or your agency to implement or advocate for them?

	<b>Very likely</b>	<b>Somewhat likely</b>	<b>Somewhat unlikely</b>	<b>Very unlikely</b>	<b>N/A</b>
a. <input type="checkbox"/> [RECOMMENDATION]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <input type="checkbox"/> [RECOMMENDATION].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <input type="checkbox"/> [RECOMMENDATION]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					

3. For all of the above-listed recommendations, what are the challenges to implementing them? Do you have suggestions for how to overcome these challenges?

4. What suggestions do you have to improve the Youth Justice Board’s recommendations?

5. What other audiences do you recommend for the Youth Justice Board presentation?

**Youth Participation in Policy Reform**

6. How effective do you think youth can be as meaningful players in public policy?

- Very effective
- Somewhat effective
- A little bit effective
- Not at all effective

7. Did the Youth Justice Board’s presentation influence your opinion on question #6?

- Yes       No

*Resource: Member Evaluation for Periodic Check-ins*

**SKILL DEVELOPMENT**

<b>Skill</b>	<b>Rating</b>	<b>Comments</b>
Understanding of topic <ul style="list-style-type: none"> <li>• Is able to answer questions about [TOPIC]</li> <li>• Completes individual assignments accurately</li> </ul>	<input type="checkbox"/> Needs improvement <input type="checkbox"/> Progressing as expected <input type="checkbox"/> Excellent <input type="checkbox"/> N/A	
Listening and Communication <ul style="list-style-type: none"> <li>• Uses active listening techniques in conversation and in session</li> <li>• Practices paraphrasing in conversation</li> <li>• Responds with questions when appropriate</li> </ul>	<input type="checkbox"/> Needs improvement <input type="checkbox"/> Progressing as expected <input type="checkbox"/> Excellent <input type="checkbox"/> N/A	
Teamwork <ul style="list-style-type: none"> <li>• Respects differences of opinion while maintaining personal views</li> <li>• Is willing to be self-reflective</li> <li>• Shares the floor</li> <li>• Completes work to the best of his/her ability</li> <li>• Completes assigned work on time</li> </ul>	<input type="checkbox"/> Needs improvement <input type="checkbox"/> Progressing as expected <input type="checkbox"/> Excellent <input type="checkbox"/> N/A	
Professionalism <ul style="list-style-type: none"> <li>• Follows expectations for reporting absences or lateness</li> <li>• Arrives at all offsite meetings on time</li> <li>• Introduces self to adults</li> <li>• Uses effective body language (e.g. eye contact, attentiveness) when meeting with adults</li> </ul>	<input type="checkbox"/> Needs improvement <input type="checkbox"/> Progressing as expected <input type="checkbox"/> Excellent <input type="checkbox"/> N/A	
Interviewing <ul style="list-style-type: none"> <li>• Able to ask prepared questions and listen to responses</li> <li>• Asks open questions when appropriate</li> <li>• Maintains neutrality</li> <li>• Is conscious of body language</li> <li>• Is prepared for interviews</li> </ul>	<input type="checkbox"/> Needs improvement <input type="checkbox"/> Progressing as expected <input type="checkbox"/> Excellent <input type="checkbox"/> N/A	

<p>Synthesis of Information</p> <ul style="list-style-type: none"> <li>• Is capable of recording detailed notes or outlining main points as necessary</li> <li>• Captures important information when charting</li> <li>• Able to distinguish key information learned in interviews</li> </ul>	<p><input type="checkbox"/> Needs improvement</p> <p><input type="checkbox"/> Progressing as expected</p> <p><input type="checkbox"/> Excellent</p> <p><input type="checkbox"/> N/A</p>	
---	---	--

**PERSONAL DEVELOPMENT**

(1) What are three goals you have for the upcoming year? (They can be personal, academic, or extra-curricular.)

How do you plan to achieve these goals? What can we do to support you?

(2) What are you looking for in a coach? What could you use that would be helpful?

**TIME MANAGEMENT/SCHEDULING:**

(1) How is managing time for both the Youth Justice Board and school going so far this year?

(2) How can we support you with any time management issues?

**PROGRAM FEEDBACK**

(1) How do you like the program thus far?

(2) How are you getting along with everyone?

(3) What do you feel like you are doing well?

(4) What can you improve?

## **Appendix D: Resources for Conducting Focus Groups**



## Handout: Informed Consent and Screening Tool

# Informed Consent for Participation in the Youth Justice Board Focus Groups

The Youth Justice Board is [INFORMATION ABOUT THE PROGRAM AND THE TOPIC].

We are conducting focus groups of youth who [EXPLANATION OF DESIRED PARTICIPANTS].

### **Who are we looking for?**

We want to hear from a variety of teens between the ages of 13 and 18 years old who have been involved with [TOPIC]. We want to hear your opinions, ideas, and stories so we can understand your point of view and work to improve [TOPIC].

We will NOT be asking you about the specifics of your case, if you are responsible for the offense you were/are charged with, or your experiences in detention. The focus of this conversation is on your experiences with either alternative to detention programs or other services and placements during your delinquency case.

### **What is a focus group?**

A focus group is a group discussion - an interviewer asks a series of questions and the group answers the questions and discusses their thoughts. Members of the Youth Justice Board, with adult staff supervision, are conducting focus groups. If selected, you will be invited to participate in a focus group on the afternoon [DATE AND TIME] (pizza and soda will be provided) at: [ADDRESS]. You will be with eight to 10 other teens, and the focus group will last for 1½ hours. The Youth Justice Board members will facilitate the conversation, asking questions and making sure everyone has a chance to speak.

### **What will you get for participating?**

If you participate in the focus group, you will receive a [REWARD]. But more importantly, by participating in this study, you will be helping to make a difference in the lives of [RELEVANT POPULATION].

### **What will we talk about during the focus group?**

We will ask about your experiences and opinions on a range of issues including: [ISSUES RELATED TO TOPIC].

### **Do you have to take part in this study?**

No. Your participation is completely voluntary. You may stop participating in the discussion at any time and you can refuse to answer any question that is asked. Your participation will not have any impact on your case.





### **Are there any risks associated with my participation in this study?**

There are no physical or legal risks associated with your participation in this study. Your participation will not affect your court case in any way. Because we will be asking questions about your experiences with the [TOPIC], there is a small chance you may become uncomfortable during the conversation. Should this occur, you are allowed to stop answering questions or to leave the room at any time. There will also be a social worker on-site who will be available to speak with you should you become upset. Most youth find participating in focus groups to be a rewarding experience, as it allows them to meet new people who have had similar life experiences and to discuss these experiences in a confidential space.



### **If you hand in this form, will you definitely be in the focus group?**

No. By handing in this form, you are letting us know that you are interested. In the past we've been able to include everyone who is interested and **eligible** – we choose participants on a “first come first served” basis. Once we have everyone's form, we will let you know if you have been selected for the focus group.



### **Will information about you be confidential?**

Yes. If you participate, we will take every precaution to assure that everything will be kept in private. **You will not be identified by your real name during the focus group or in any notes taken during the focus group.** In general, we will not share anything you say with anyone – your probation officer, the court system, parents, or anyone not involved with the Youth Justice Board. However, if you tell us that you intend to harm yourself or someone else, we will contact a social worker who will be on-site. Or, if we have reasonable cause to suspect that you are being or have been abused or neglected, we are required to report that information to the State-wide Central Register of Child Abuse and Maltreatment. The conversation will be tape recorded, but the tapes will be destroyed after we have listened to them. Your name or any identifying information will never be used in any report and all quotes will be anonymous.



### **What should you do if you have any questions?**

If you have any questions, please contact the Youth Justice Board Program Coordinator, [STAFF NAME]: [PHONE] or [EMAIL]. If you have questions about participating in our research, you can also call IRB Administrator [NAME] at [PHONE].

### **OKAY! I'M INTERESTED! What do I do now?**

**Fill out the attached form and return it to the address or fax number on the page. If you are under 18, you MUST also return a signed copy of the attached parent/guardian consent form.**

If you want to be in the focus group, you **MUST** return this page by [date] to:

Youth Justice Board  
[ADDRESS]

OR

Fax: [NUMBER]

(save this paper and bring  
it with you on [DATE])

Return to the following  
Youth Justice Board  
member:

Questions? Call [PROGRAM STAFF] at [NUMBER] (Make sure you leave your name and phone number!)

**PARTICIPANT'S STATEMENT**

I agree to participate in the Youth Justice Board focus group. I understand that my participation is voluntary. I understand if I am not 18 years of age, I will obtain parent/guardian permission to participate.

Signature \_\_\_\_\_ Date \_\_\_\_\_

**PLEASE FILL IN USING A PEN:**

Name \_\_\_\_\_ Age \_\_\_\_\_ Gender: \_\_MALE \_\_FEMALE

Phone number: \_\_\_\_\_

Email address: \_\_\_\_\_

I am available on [DATE AND TIME OF FOCUS GROUP] \_\_\_YES \_\_\_NO

**OPTIONAL: This information will be used to help us plan the focus group:**

Have you participated in an alternative to detention program? (circle one)

YES NO DON'T WANT TO SAY

Have you been to court for your case? (circle one)

YES NO DON'T WANT TO SAY

You will receive a copy of this form on the day of the focus group

## Focus Group Protocol

### **I. Welcome and Introductions (10 minutes)**

#### **Introduction**

Hey, my name is \_\_\_\_\_ and this is \_\_\_\_\_ and we are going to be facilitators for this focus group. In the back we have our note takers \_\_\_\_\_ as well as our adult observer \_\_\_\_\_.

We represent the Youth Justice Board, who are a diverse group of 18 young people from across the city that meet twice a week to discuss, research, and come up with recommendations about an issue that is important to New York City youth. This year our topic is alternative to detention programs, which are programs that offer judges another option for supervised release during juvenile delinquency cases. Our goal is to create recommendations for change, and we're going to present our recommendations to city agencies and the court system.

Because we're only 18 youth, we can't represent all the youth in the city. That's why we need you here. The purpose of the focus group is to find out about your ideas, past experiences, and concerns dealing with Family Court.

And I'm sure you know about the reward you will receive: [REWARD]

#### **Confidentiality**

As you know, the conversation in this focus group will be recorded on tape. We assure everyone that everything will be kept confidential and the tape will be destroyed. The tape will only be used for note-taking purposes and will only be listened to by the members of the YJB. There will also be quotes taken. However, the quotes will be anonymous. We just want to remind you that whatever is said in this group stays in this group. What you say here will not be shared with anyone outside of the Youth Justice Board. [Confidentially pledge is read out loud.] If at any time you would like to leave the group, you can. You will still receive a MetroCard and movie coupons. And, if at any time you are feeling really upset, you can talk to social worker who is just outside this room, and who can help you with your feelings.

The only exception to confidentiality is if you say something about intending to hurt yourself or someone else, or that you have been abused or neglected. If that happens, we will have you meet with our social worker to talk about it.

### **II. Participant introductions/icebreaker (10 minutes)**

What movie do you plan to see with your movie coupon?

### **III. Topic 1: Experience After Arrest (20 minutes)**

#### **Questions:**

- Without telling us why you were arrested, talk about what happened immediately following your arrest. Were you released to your parents? Taken to court? Placed in detention?

- Do you feel like you understood what was going on?
- Do you feel like you were able to express your wishes to the court?
- Do you feel like the needs of you and your family were responded to following your arrest?
- How many times have you been to court?
- Do you feel like you had clear communication with your lawyer and/or probation officer?

#### **IV. Topic 2: Alternative to Detention Programs/Other Services or Support for Court-Involved Juveniles (40 minutes)**

##### **Questions for youth who participated in ATD Programs:**

- Did you participate in an alternative to detention program?
- What did you like best/least about the programming?
- What programming did you find most helpful?
- Did the program help to improve your school attendance?
- Did the program help you to meet your curfew?
- Did the program help you to attend all required court hearings?
- Did the alternative to detention program affect other areas of your life (i.e. grades or family relationships)?
- If you could make one recommendation to the people who run these programs, what would you suggest?

##### **Questions for all youth:**

- If you were not in an alternative to detention program, did you and your family receive other services and supports while you were involved in the system? What were they?
- What supports/services do you feel would have been helpful while you were involved in the juvenile justice system that were not provided?
- What services/supports do you think are most helpful for youth involved in the juvenile justice system?
- Did any services improve areas of your life such as school performance or family relationships?
- What do you think adults can do to help youth involved in the juvenile justice system attend school? Meet their curfew? Attend their court hearings?

#### **V. Topic 3: Recommendations for change (*Optional*) (20 minutes)**

**[Brief presentation of one or two Youth Justice Board policy recommendations.]**

##### **Questions:**

- What do you think about this recommendation? Do you think it will help the experiences of youth in court?
- What suggestions do you have to improve the court experience for youth in care?

##### **Thanks**

We would like to thank you all for taking the time to help us. On behalf of the Youth Justice Board, we appreciate your excellent cooperation and information. We would also like to ask that anything that was mentioned in this room stays here. We respect your wishes of confidentiality

and hope that you in turn respect others as well. Your information will be very helpful in putting us one step forward towards our goal. We hope that you enjoyed yourselves and that you feel proud to know that your participation will make a change.

When you receive your Metrocard and movie coupon, please also fill out a short survey for us. On there you can also tell us if you would like to receive a copy of our final report or if you would be interested in joining next year's Youth Justice Board.

Thank you once again.

## *Resource: Focus Group Confidentiality Pledge*

### **Confidentiality Pledge for Youth Justice Board focus groups**

I understand and agree to the following...

...Anything I hear in this room is confidential.

...I promise not to repeat or share any information that I hear in today's focus group. This means I cannot talk about it or write about the information in any way.

...I will not tell anyone the names or identities of anyone who participated in the focus group.

...After the focus group is over, what is said in this room stays in this room – I will not talk about it with someone else, even if they were in the same focus group.

...If I want to talk to someone directly about what they said, I will first ask if they want to talk about it. If they don't, I will respect their privacy and not push them on it.

...I am allowed to share what I say in the focus group with anyone I choose.

*If you agree to the above, please state:*

**“I agree to the confidentiality pledge.”**

*If you do not agree to the above, please state:*

**“I do not agree to the confidentiality pledge.”**

*Resource: Focus Group Participant Survey*

**THANK YOU for participating the Youth Justice Board's focus group!**

Your opinions and insights into the issues faced by youth in court will be a valuable contribution to our research. Please take the time to fill out the following survey to let us know how we did and other topics you think we should look into.

Name one thing you liked or appreciated about the focus group:

Name one thing you think we could improve upon for next time:

Would you recommend others you know to attend a Youth Justice Board focus group if we held another one?

Yes  Maybe  No  I Don't Know

What other topics do you think are the most important to youth who are going to court for juvenile justice cases?

Please remember to pick up and sign for your [REWARD].

**Would you like to be invited to future Youth Justice Board events?**

**Would you like a copy of our report, with all of the recommendations we make?**

**Would you like information on how to apply to the Youth Justice Board?**

Yes – please add me to your mailing list. My name is \_\_\_\_\_  
(If you would like this survey to remain anonymous, please leave this space blank and share your name with a facilitator before you go home today).

No – I do not want to be contacted by the Youth Justice Board again.

**Thank You!!!**



[www.courtsandcommunity.org](http://www.courtsandcommunity.org)

520 Eighth Avenue, 18th Floor  
New York, New York 10018  
212 397 3050 Fax 212 397 0985



A Public/Private Partnership with the  
New York State Unified Court System

[www.courtinnovation.org](http://www.courtinnovation.org)