



Study Protocol

Data and Evidence Collection and Analysis

Description in the Youth Voice Guide

Stage five, **study**, underscores the power of data to inform the success of implementing new processes and practices, following participation, engagement, leadership opportunities, change in school culture, and student representation in the decision-making. Data should support the quantity, quality, and difference made through codesigned implementation strategies.

Framework for Youth Voice, Engagement, and Leadership in Community Schools

Opportunities and resources refer to the approaches and support that youth can have when expressing their thoughts, engaging in programs and activities, and leading the efforts in their schools and communities.

Leading knowledge and skills refer to the capacity and strategies youth can acquire throughout a leadership-building program, project, or activity.

Equity refers to the equity procedure schools and communities utilize to advance youth voice, engagement, and leadership in the field.

Study	
Opportunities & Resources	<ul style="list-style-type: none"> Track % of ideas introduced/ created by students at Community School Council meetings being executed. Track changes in school/district practices as a result of engaging students.
Leadership Knowledge & Skills	<ul style="list-style-type: none"> Track the # of participants in leadership development. Track the % of the enrolled students’ complete leadership. Track the # and % of students involved in leadership opportunities.
Equity	<ul style="list-style-type: none"> Track the # of students that contributed to informing Community School Councils. Track % of disconnected students getting involved in leadership.

Protocol Discussion Activities

1. School Data Resource Mapping Brainstorming

Guiding questions for the focus group/discussion:

Notes: It is crucial to include youth in this data mapping focus group or discussion, as their perspectives and experiences are invaluable in shaping the data collection process.

- 1) What are some existing measures we used to understand youth engagement in our school?
- 2) What additional measures should we gather based on the youth voice guide?
 - a) Opportunities & Resources
 - b) Leadership Knowledge & Skills
 - c) Equity
- 3) What are some existing data collection tools or methods we have to understand youth engagement in our school?
- 4) What is the frequency of data collection?
- 5) What are some challenges we have encountered when conducting data collection via the existing data collection tools or methods?
- 6) What are some challenges we have when analyzing the data?
- 7) Use the “Turn the Curve Thinking” process to address the challenges in data collection and analysis.
 - a) What are the issues?
 - b) What are the stories behind the issue (root-cause analysis)?
 - c) Who has a role in addressing the issues or challenges (responsible person, partners, and additional support)?
 - d) What works based on previous experience, evidence, or other resources?
 - e) What is the action plan?

2. Logic Model of Data-Informed Process Discussion

Note: This logic model is designed for adults, but youth could be welcomed to participate in the discussion to decide on the following data collection components.

Framework (The three key elements based on the Youth Voice Framework)	Measures (Measures based on the brainstorming sessions)	Methods (Data collection methods, such as observations, pre-/post-surveys, or focus groups)	Data Collection Lead (Who will lead the data collection)	Frequency (The frequency of the data collection)	Details (details about the data collection process, from whom the data will be collected, how will the collected data be used)
Opportunities & Resources	The % of ideas introduced/ created by students at				

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	Community School Council meetings being executed.				
Opportunities & Resources	changes in school/district practices as a result of engaging students.				
Leading Knowledge & Skills	The # of participants in leadership development.				
Leading Knowledge & Skills	The % of the enrolled students who complete leadership.				
Leading Knowledge & Skills	The # and % of students involved in leadership opportunities.				
Equity	The # of students that contributed to informing Community School Councils.				
Equity	The % of disconnected students getting involved in leadership.				

3. **Data Sharing Party Protocols**

Resource: <https://www.betterevaluation.org/methods-approaches/methods/data-party>

A data party is a collaborative event of several hours where diverse stakeholders, including youth, gather to collectively analyze collected data. This activity is designed to foster a collaborative environment for data analysis and to ensure that all stakeholders have a comprehensive understanding of the data and its implications.

Sample Protocol 1: Three Steps to Success!

It's always a good time to explore your programs and clients' data! This sequence of activities is designed to guide you through data analysis. It will help you celebrate what's working well and set the course for your program's improvement. The following three-step method can help you learn more about your data:

Step 1: Scan/Observe

Starting with an overview of our data can help us to think about the aspects of the data that need further exploration:

Guiding questions of Step 1:

- Which of our measures are exceptionally high?
- Which are particularly low?
- What connections do we see among the high-rated measures?
- What connections do we see among the low-rated measures?

Example:

Students did not fully participate in the leadership program/project, youth surveys show students are dissatisfied with the hands-on opportunities in the leadership program, and meeting observations show that youth did not interact with others adequately... you've got a pattern on your hands.

Step 2: Explore/Analyze

Step 2 explores and analyzes the patterns or themes you and your team observed in Step 1. Try to work with all our team members to understand the underlying reasons or the stories behind the observed patterns. Ask ourselves “why” the patterns or observations to reveal issues and actionable acts.

Step 3: Prioritize and Plan for Changes

Step 3 helps us prioritize and plan for the changes based on our analysis and exploration in Step 2. We might have several different implementing strategies or practices you might want to adopt. However, given that the resources might be limited, we can prioritize the efforts using the following Magic Quadrant. It’s a structured and efficient way to sort through different options. In this case, we’ll use a Magic Quadrant to map our options based on how much effort they’ll take versus how likely they will have an impact. All you need is chart paper, markers, and Post-its.

Here is the instruction of using this Magic Quadrant:

Create a table with four cells. The upper right-hand cell is for options that will require much effort and have a significant impact. The lower right-hand cell is for options that don’t require much effort but will have many effects. The top left cell is for ideas with lots of effort and limited impact, and the bottom left cell is for options with limited effort and limited impact.

Write the different options on Post-it notes and place them in the appropriate part of the table. We will not consider the options on the left this time. For the options on the right, consider the ones in the upper right-hand corner; these are high-effort and high-impact options. We will first focus our changes on the ones in the bottom right-hand corner.

<p>High effort Low impact</p> <p>[Don’t do these]</p>	<p>High effort High impact</p> <p>[Consider these]</p>
<p>Low effort Low impact</p> <p>[Don’t do these]</p>	<p>Low effort High impact</p> <p>[Do these]</p>

Sample Protocol 2: Turn the Curve Thinking Process

The content of this sample is based on the Result-Based Accountability™ (RBA)¹

Step 1: Review the collected data and use the following questions to guide our thinking:

- 1) What do we notice? (What are our observations based on the district data and the comparison between the district and state data?)
- 2) Why does the data look like this? (Please think about potential reasons behind the data based on the provided demographics and our experience.)
- 3) What additional data could be helpful in understanding the situation? (Based on our experience, what additional information would be beneficial to have to understand the district situation better?)

Step 2: Discuss with others what we have learned from the data.

Step 3: Select one observed data based on the conversation with our team members and discuss the Turn the Curve Thinking questions:

- 1) What's the issue? (What are we doing now? What will it be like if we take no action?)
- 2) What's the story behind the issue?
Tips: Root Cause Analysis. Prioritize the root cause
- 3) Who are the partners who have a role in affecting the issue?
Tips: Government entities, businesses, families, youth, funders, and other community partners
- 4) What works based on studies or experiences?
Tips: Do we know what would work? Do we need to examine the research and evidence?
 - We want to ask for low-cost/no-cost solutions.
 - We want to think outside of the box.
 - We want to survey the environment for best practices.
- 5) What's the action plan to deal with the issue?
Tips: We want to compare all possible solutions and select the action plan based on our priority, feasibility, values, and specificity.
 - Priority: Based on our root causes
 - Feasibility: Also known as “reach”
 - Values: Consistent with shared values
 - Specificity: Need to know specifically where, who, and when of the plan

¹ For more information, please check Clear Impact's website: <https://clearimpact.com/results-based-accountability/>