HOW YOUTH EMPOWERMENT FUND GRANTEES DEFINE "YOUTH-LED" AND THE CHALLENGES THEY FACE RUNNING YOUTH-LED PROGRAMS

TABLE OF CONTENTS

If you would like copies of this report, please e-mail yef@dcyf.org or visit www.dcyf.org.

COORDINATOR'S STATEMENT

What you hold in your hand is a testament to five months of hard work by some of San Francisco's smartest, most passionate, and most committed youth and adult allies. A huge THANK YOU to all the YEFAB members who showed so much dedication and thoughtfulness throughout this project, as well as all the youth and adults among our YEF grantees for opening up their doors and offering their invaluable perspectives!

When San Francisco voters approved the Children's Fund and set aside 3% to go directly towards youth-led programs, the notion that youth could and should initiate, develop, and lead full-blown programs was still in its infancy. It's been nearly a decade since, and we have made significant strides in shifting our communities from seeing youth as clients to truly allowing youth to have voice and leadership in community change. Through the YEF, San Francisco taxpayers have been able to develop youth philanthropists, create youth jobs in the green economy, empower youth to manage their finances, support youth-run businesses, and organize for political power and policy change. Seeing and supporting San Francisco youth through these projects makes me so proud and privileged to be a native of this city.

This project has shown that while we've come a long way in defining and supporting youth-led projects, we still have a long way to go. In honoring Paulo Freire's notion of praxis, where reflection leads to action, I invite each of us to have a hand in creating the systemic change needed to support and create programs that are truly led by young people. It will take time, but I look forward to the challenge and to working with all the incredible youth who will lead the way.

Bryant Tan
Youth Empowerment Fund Coordinator

BACKGROUND

THE YOUTH EMPOWERMENT FUND

In November 2000, San Francisco voters approved Proposition D – The Children's Amendment, which reauthorized the Children's Fund until 2016 and required a minimum of 3% of the Children's Fund to fund youth-initiated projects. The legislation led to the establishment of the Youth Empowerment Fund (YEF), which was charged with developing the capacity and leadership of young people to define their own programming, practice leadership, and bring about sustainable community change. With youth in the driver's seat of grant-making, evaluating youth programs, and advising city-wide youth-led initiatives, the Youth Empowerment Fund offers young people leadership opportunities to make positive change in San Francisco.

THE YOUTH EMPOWERMENT FUND ADVISORY BOARD

Youth leadership is incorporated at all levels of the Youth Empowerment Fund. The Youth Empowerment Fund Advisory Board (YEFAB) is made up of youth leaders from all over the city, ages 16 – 24. Advisory Board members were chosen through a selective interview process, in which they demonstrated leadership and commitment to making community change. In collaboration with the San Francisco Youth Commission, YEFAB has led the Youth Empowerment Fund through grant-making, conducting evaluations, and organizing events to build power with youth grantees and youth organizations across the city.

YOUTH IN FOCUS

Since 1990 Youth In Focus has pursued this vision by providing training, consulting and coaching support in youth-led action research to underrepresented youth and adult allies working for positive change. Youth-led action research brings young people's energy and information to bear upon social and organizational challenges. Young people play lead roles in designing, doing, and following up on research or evaluation projects that serve to change or initiate a program, organization, community initiative, organizing campaign, or policy that affects them and their peers.

BIOGRAPHIES OF THE TEAM
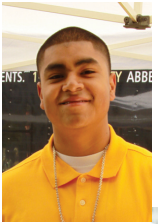
LUIS ACUCHI (18) is a recent graduate of June Jordan High School and is involved with YEFAB to learn about the different programs available in San Francisco, to help out his community, and to be a role model for teens living in the Mission.

MIGUEL CAMPOS (17) is a student at St. Ignatius High School. He would love for all youth in San Francisco to have opportunities so they can achieve their goals and joined YEFAB to be able to reach out more to his community.

SHIRLEY CIE-MON CHOW (20) is student at City College of San Francisco. She joined YEFAB to be a part of making change in her community and to inspire the younger generation to want change in their communities. She also wanted to learn about issues in other communities and feels like she has accomplished that in YEFAB this year.

MANIKA LYNN CLAY (20) is a student at Skyline College. Her primary job is working with the Youth Empowerment Fund and being a community activist. She feels that this project is important because people need to acknowledge the great lengths young people go through to make change. "We are the next generation and change is what we make it."

CHERIE'E RENE'E COLLINS (17) is a rising senior at Mission High School. She is in YEFAB because she wants youth to know that there can be youth-led programs and projects and to encourage more youth to create more. She loves community activities and thanks YEFAB for making her different person.

FREDDIE COPELAND (22) currently attends Heald College of San Francisco and majoring in Business Administration with an emphasis in Accounting. He believes this project is important because it gives back to the community and gives a better understanding of how much youth are really involved in community-based organizations as well as their community. He is in YEFAB to inspire people throughout his community.

BRANDON FRANKLIN (21) currently attends City College of San Francisco and wants to be the Youth Director of his own program someday. He's lived in the Western Addition all his life and joined YEFAB to help his community and peers through evaluating programs that affect them. He thinks this project is very important because we need to know what is working and what is not working so we can provide recommendations and services to those in need.

NATALIE GEE (23) works with Chinese Progressive Association and is a recent graduate of San Francisco State University in Health Education & Asian American Studies. She love, love, loves photography and joined YEFAB because she wanted to utilize the skills that she's learned through school and youth organizing to benefit youth communities throughout San Francisco. This project is important to her because it defines youth-led and youth roles to help other community-based organizations and youth projects.

MADELINE ING (17) is a rising senior attending George Washington High School. This is her second year serving on the YEFAB and she is also a part of Oasis for Girls. Through this evaluation project, she wants to give the opportunity for youth to take on key roles that they can benefit from and be proud of what they have accomplished.

LAURA MELGAREJO (24) is community organizer at People Organizing to Demand Environmental and Economic Rights (PODER). She joined YEFAB to speak with community members directly to learn about the issues that affect them. This research project has helped her better understand the challenges that youth-led organizations face and what kind of support YEFAB can offer them.

TALIVAIMAILA SEUMANUTAFA (20) grew up in Hunters' Point and now lives in Sunnydale. She is interested in fighting for equality and is in YEFAB to represent not only youth voice, but also to advocate for the voice of Pacific Islanders. "Staying involved with youth is important because we are the leaders of tomorrow."

OLUWAKEMI SHAMONDA (21) is a junior at San Francisco State University. She is passionate about helping young people in the city. This evaluation is to see how well youth understand their leadership and how much leadership they can have and don't have. She feels like youth are not taken seriously at all even though youth ages up to 25.

IVAN THAM (17) is a student of George Washington High School. He is in YEFAB because he would like to see how youth groups in San Francisco are positively impacting the city.
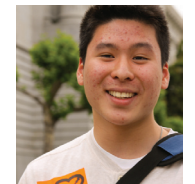
JIMMY ZHANG (17) is a student at Thurgood Marshall High School and resides in Bayview/ Hunters Point. He joined YEFAB to understand and improve his community and enjoys the opportunities YEFAB has given him to visit other environments and to try new things. He is proud to be a San Francisco native and is an enthusiastic bicyclist.

INTRODUCTION

OUR RESEARCH QUESTION:
How do Youth Empowerment Fund grantees define "youth-led" and what challenges do they face to support their youth-led projects?

YEFAB decided to research this question because we were not sure if the projects we fund were youth-led. We were also interested in finding what kind of challenges our grantees faced so that we can offer them additional support. We were interested in researching the following areas: how organizations defined of "youth-led," the role youth played in their programs, the role of adult allies in programs, the relationship and dynamics that existed between youth and adults, and challenges projects faced by being youth-led.

It was important for us to do this research rather than adults because YEFAB members are youth and closely identify with the youth of San Francisco. Because we are involved in various youth programs and organizations, we have valuable insight about what can help. As youth, we are also able to have focus groups and surveys less intimidating for the youth. It is easier for youth to connect to us than to adults because as peers, youth feel more comfortable sharing their experience and know we aren't looking for right or wrong answers.

CCDC focus group


CHALK focus group

OUR METHODOLOGY

We chose focus groups and surveys as our data collection tools because they were best ways to connect with youth in the programs. With focus groups, we decided to conduct them at the youth-led project sites to make our participants more comfortable and also to observe the environment of the youth programs.

We chose to survey both youth in the projects and adult allies who supported the project because we were able to compare and contrast the information and get two perspectives from the main individuals who were involved in the project. In total, we held 7 youth focus groups and 1 adult ally focus group over the course of four weeks in June. We had a total of 44
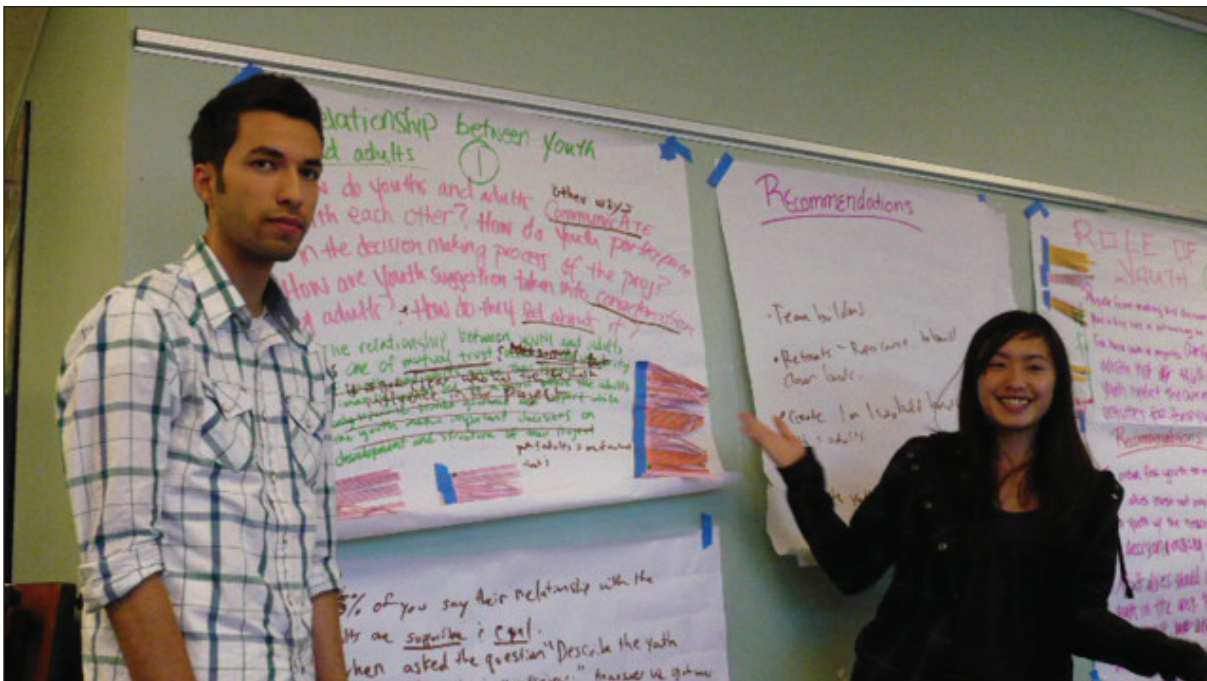
YEFABers analyze survey and focus group data

youth participants in all the focus groups as well as 6 adult staff. In addition, we received 16 youth surveys and 4 adult surveys online through Survey Monkey (www.surveymonkey.com) for people who did not attend the focus group.
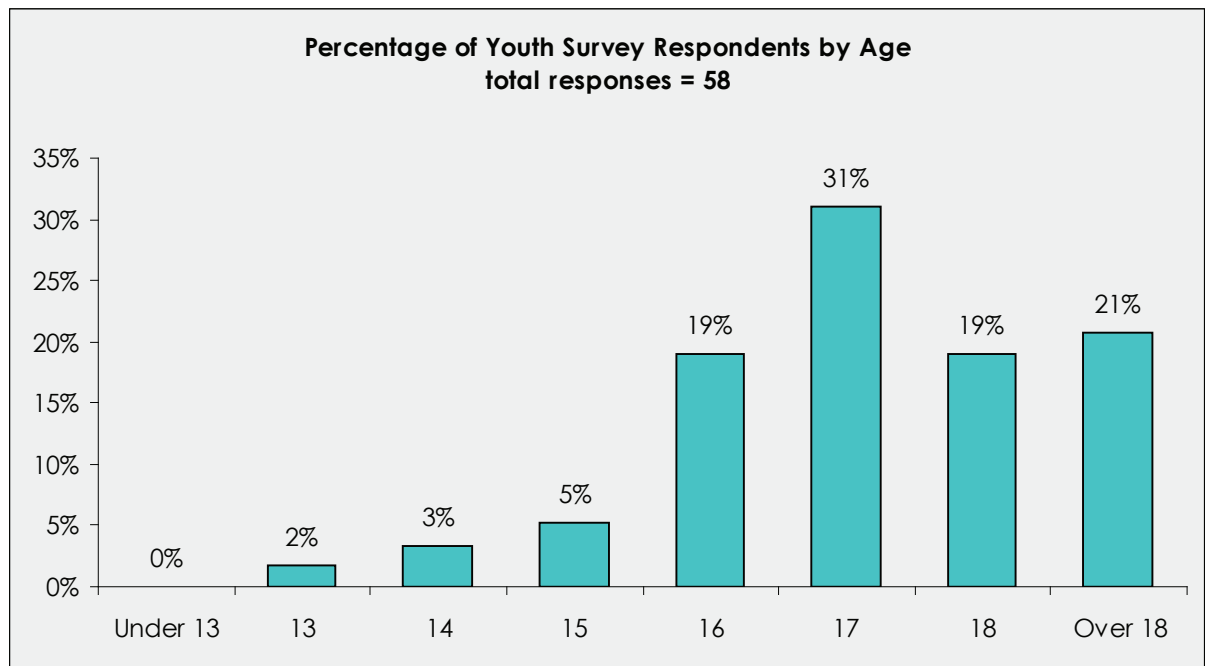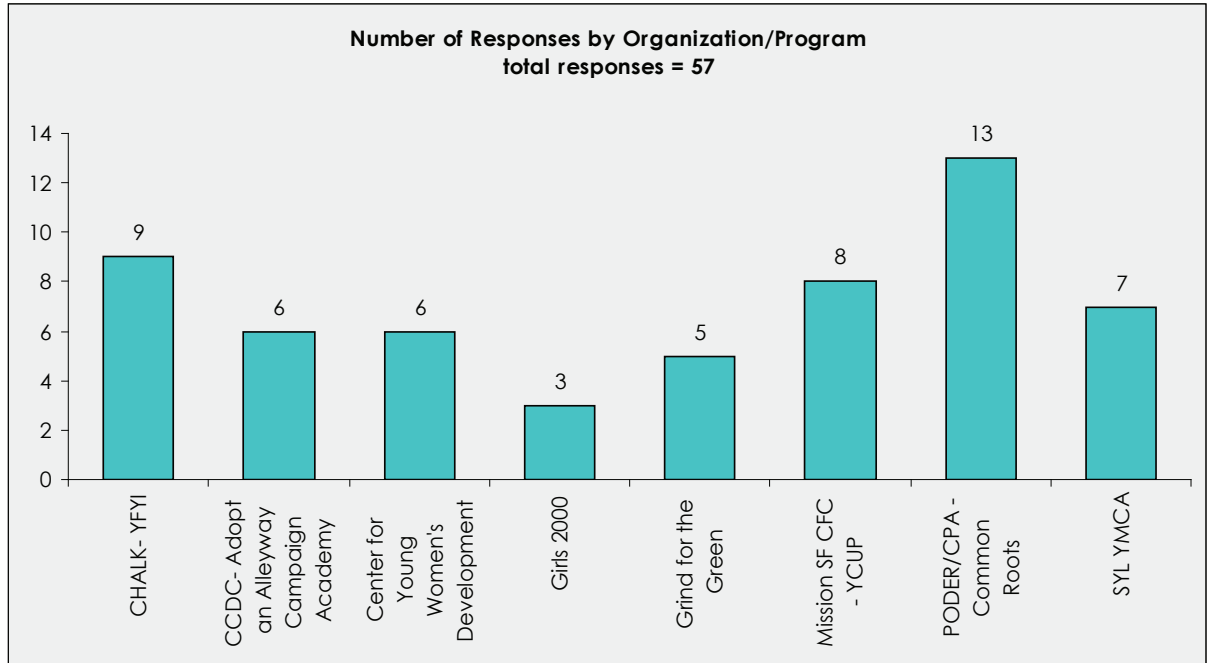

We used Survey Monkey to analyze and categorize our survey data. We recorded our focus groups and took notes during the focus groups and as a group listened to the recordings and picked out quotes that answered our research question. As a team we looked for similar quotes and put them into categories to help us answer our research question. From that we synthesized the data and developed our findings and recommendations.
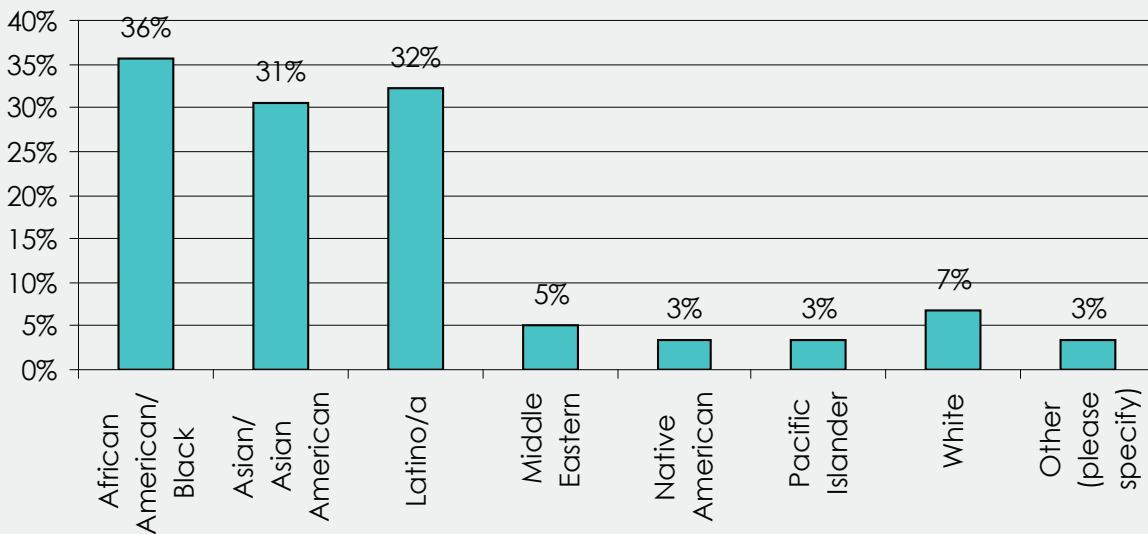

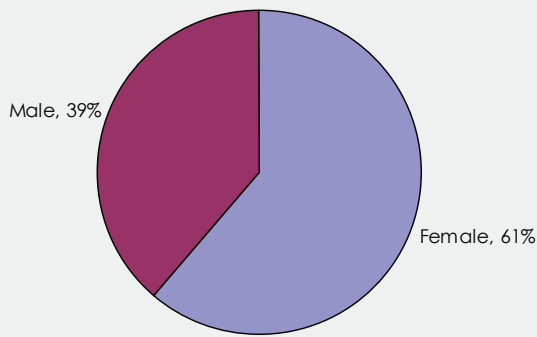| Organization: Program Name	# of focus group participants
PODER: Common Roots and MissionSF: Youth Credit Union Program	10
CHALK: Youth Funding Youth Ideas	7
CCDC: Campaign Academy	4
CYWD: Sisters Rising	6
Girls 2000: Somethin' Fresh	3
Grind for the Green	4
SYL YMCA: Y-Projects	10
YEF Grantee Adult Staff	6
Total	**50**

SURVEY DEMOGRAPHICS

The following charts reflect the population of the youth survey respondents by their organization/program, age, race/ethnicity, gender, and zip code.

Number of Responses by Organization/Program
total responses = 57

Organization/Program	Responses
CHALK- YFYI	9
CCDC- Adopt an Alleyway Campaign Academy	6
Center for Young Women's Development	6
Girls 2000	3
Grind for the Green	5
Mission SF CFC - YCUP	8
PODER/CPA - Common Roots	13
SYL YMCA	7

Percentage of Youth Survey Respondents by Age
total responses = 58

Age	Percentage
Under 13	0%
13	2%
14	3%
15	5%
16	19%
17	31%
18	19%
Over 18	21%

Percentage of Youth Respondents by Race/Ethnicity
total responses = 59

Race/Ethnicity	Percentage
African American/Black	36%
Asian/Asian American	31%
Latino/a	32%
Middle Eastern	5%
Native American	3%
Pacific Islander	3%
White	7%
Other (please specify)	3%

Percentage of Youth Respondents by Gender
total responses = 59

Male, 39%

Female, 61%

Focus group participants from various YEF Programs
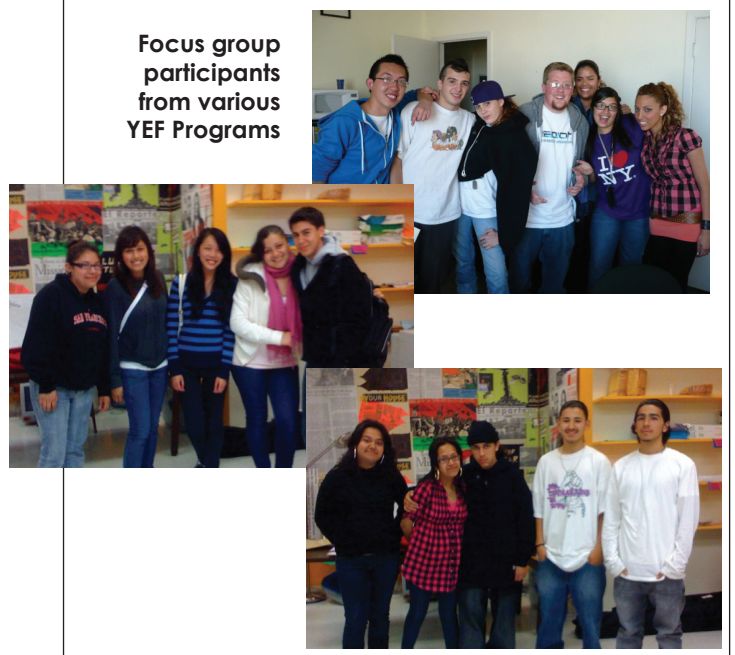
Percentage of Youth Respondents by Zip Code
Total responses = 57

Zip code	94102	94103	94107	94109	94110	94112	94115	94116
Percentage	8%	400%	8%	0%	12%	8%	4%	4%
Zip code	94117	94122	94124	94127	94133	94134	94149	94605
Percentage	4%	10%	25%	2%	2%	6%	2%	2%

DATA ANALYSIS: OUR FINDINGS

FINDING #1: DEFINITION OF A YOUTH-LED PROJECT
There is not a common definition of youth-led among YEF grantees and program participants. Most youth don't fully understand what "youth-led" means and describe it as youth giving input. Adults have a clearer understanding of the definition of "youth-led" and often have the final say.

Supporting Data

1. Some youth say that adults have the final say, while others said that youth and adults have equal control. For example, one youth stated, "I think that in this case the adults are the ones that make most of the decisions because they are the ones who have the experience and they know what to expect from that." Another youth contradicts that stating, "I think we have the perfect balance between youth and adults decision making. The youth make the majority of the decisions, and the project is mainly run by youth. The youth have a lot of control over the projects. Decision making in our project is mostly easy."

2. When asked to define what youth-led was, one youth defined it as "youth expressing their opinions on where the project should go."

3. Youth seem to feel their involvement is enough to be considered youth-led, even if adults play a key role in decision-making. For example, one youth said "The adults generally facilitate decisions. They encourage the youth to give input and finally decide on decision. I think that I am satisfied with the amount of influence currently. The majority is youth-led." This youth feels their involvement is considered enough to be "youth-led," but still have an unclear understanding of "youth-led."

4. When asked to define what in their projects is youth-led, an adult responded, "Youth leaders play a key role in selecting other youth participants to be in the program, do outreach and recruitment for the program, and also train other youth. Youth leaders develop their capacity to facilitate meetings and trainings, and make planning decisions about the program. At any events, youth leaders have a key role in creating the program content and writing their own speeches." This shows the adults understanding of what is youth-led, even if it appears that in some groups they aren't acting on this understanding.

Training YEFAB members on evaluation

FINDING #2: ROLE OF YOUTH IN YOUTH-LED PROJECTS
The strongest role of youth in youth-led projects is mostly conducting outreach, communication, and fundraising. However, fewer youth are involved in the facilitation and planning of meetings and workshops.

Supporting Data

1. Areas with the highest youth-led roles include:
    »   95% of youth outreach for their youth-led project.
    »   87% of youth communicate with other youth and adults outside of their youth led project.
    »   86% of youth make key decisions in their youth led projects
    »   85% of the youth fundraise for their youth led projects.

2. Areas with the lowest youth led role include the following,
    »   69% of youth facilitate meetings and outside workshops for their youth led projects.
    »   68% of the youth plan meetings for their youth led projects.
    »   35% of the youth purchase supplies for their youth led projects.
    »   31% of the youth are involved in the process of hiring or firing peers for their youth led projects.
    »   25% of the youth provide or order food for their youth led projects.

FINDING #3: ROLE OF ADULTS IN YOUTH-LED PROJECTS
The majority of youth feel that adults provide support, guidance, and expertise in making decisions in their youth-led projects. However, a few youth commented that adult allies still have more control over any final decision in the youth-led projects.

Supporting Data

1. According to our adult survey data, 80.0% of the time adults are the ones facilitating meetings which mean the adults' role is to run the program activities instead of allowing the youth taking those leadership roles. We interpret this to mean that adults train the youth to develop skills so that they can teach the other youth. For example, a majority of youth commented that "youth teach other youth, adults support [them], and they pass down the knowledge." One adult also stated that they applied the "step up and step back practice," where adults step up in the beginning of the project to give the youth the tools to start them up, then step back when the youth have decided on what they want to work on.

2. Both youth and adults agreed that youth make key decisions about the youth-led projects. 88.9% of adults and 86.0% of the youth answered that youth make key decisions on their youth-led projects.

3. Two youth commented that "adults work the final decisions in all projects" and they make decisions on "what the youth can do."

FINDING #4: RELATIONSHIP BETWEEN YOUTH AND ADULTS IN YOUTH-LED PROJECTS
The relationship between youth and adult is one of mutual trust where the youth feel like they're equals.

Supporting Data

1. 79% of youth say their relationship with the adult allies are supportive and equal

2. When asked the question "describe the youth and adult relationship in your project" an answer we got was "the relationship is definitely a mutual one because we both are able to discuss ideas in an open environment."

3. 98% of both youth and adults believe that the youth in their project are capable

of making adult decisions. An adult from CHALK stated, "CHALK (YFYI) builds relationships with the belief that the young people are just as capable as adults at running and developing programs." We interpret this to means that adults create a safe environment for the youth by treating them with respect and trust which builds better relationships and bonds. For example an adult stated that adults "make safer space for the youth by fostering responsibilities for youth to check upon other youth."

4. A youth stated, "The youth and adult relationship in our project is on an equal platform where all decisions made by youth. Adults would be taken in for consideration. The adult would build the foundation of what is needed to be done."

FINDING #5: CHALLENGES OF YOUTH-LED PROJECTS
Some major difficulties that organizations face are outreach and awareness of programs, youth participation, time management and the relationship between youth and adults. Also youth and adults had some trouble recognizing the challenges of having a youth-led project.

Supporting Data

1. When our group asked the question, "Aside from not having enough money, what other difficulties do you face running a youth led project? It was difficult for YEFAB to find quotes that actually addressed our question. But 7 youth said, "That it is difficult to outreach in small groups and there's not enough awareness of the program to outreach." And another youth said, "Adults don't take youth seriously."

2. When asked, what challenges do you face leading or working with a youth-led project, and why? One adult stated, "I feel that capacity issues are definitely there, but also youth on the professional development side and the youth development side, I would love to have more time to just develop them as individuals before we jump into the job duties, we do not have that level of time."

3. One youth said another difficulty in running a youth led project is "youth (participants) sometimes don't want to learn."

4. Another adult ally commented that "Sometimes staff is disconnected from the youth program and that creates isolation among staff and youth participants."

RECOMMENDATIONS

PROVIDE AND EDUCATE CLEARER DEFINITION OF A YOUTH-LED PROJECT

1. YEFAB should have workshops for YEF grantees, so that they have a better understanding of what it means to be "youth-led" and how to apply it in their projects.
2. YEF grantees should evaluate and improve existing youth roles such as organizing data, planning meetings, events, and campaigns.
3. Adults should improve on explaining to youth about the difference between youth-led roles and adult allies roles in the youth-led projects. Youth and adults can come together to create key roles for the youth to build leadership development within the youth-led project.

DEVELOP AND SUPPORT ROLE OF YOUTH IN YOUTH-LED PROJECTS

1. In order for youth to make key decisions, adults should provide the necessary skills trainings so that youth are prepared to make informed key decisions.
2. Youth need support on planning and facilitation of meetings and workshops. Adults should share the responsibilities of facilitation and planning with youth with the necessary preparation. If necessary, YEFAB can support youth and adults through skill-building workshops around topics such as facilitation and work planning.
3. Adults should continue to encourage youth in the areas where youth already have strong roles in such as outreach, communication, and fundraising.

CLARIFY ROLE OF ADULTS IN YOUTH-LED PROJECTS

1. Adult staff should and youth participants should work together to define the decision-making process of each individual organization and youth-led project.

STRENGTHEN RELATIONSHIP BETWEEN YOUTH AND ADULTS

1. Organizations should continue their good work in building strong relationships such as hosting overnight retreats and ongoing team building activities.
2. Adult staff and youth participants should engage in a dialogue to evaluate and improve how to communicate with each other.
3. Adult staff should emphasize, create and foster trust between youth and adults so that all can share a safe working environment.

ADDRESS CHALLENGES OF YOUTH-LED PROJECTS

1. We recommend that programs have various training on communication, outreach, relationship building between staff, youth, and adult allies, etc.
2. We recommend that if the program has an internal issue about outreaching their program then they should correct the issue before going external.
3. We recommend that adults should take youth seriously by giving youth more roles and responsibilities, have some kind of feed back box so youth and adult could write down their comments about the project or the program, etc.
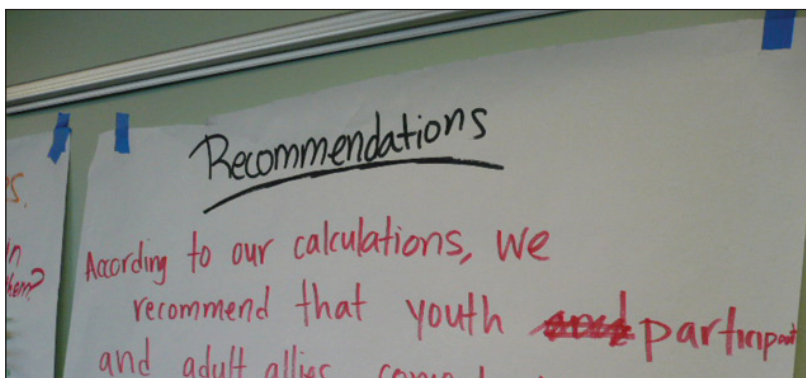
LIMITATIONS AND LESSONS LEARNED

» The lack of a clear definition of "youth-led" made it hard to measure. It also led to contradictions in responses from youth, which made it more difficult to develop solid findings.

» We felt rushed as a team. We could have had more time to collect and analyze data.

» The timing for the project was challenging due to the end of school year activities, programs not having youth attend during summer, and other responsibilities of YEFAB.

» Some of our survey and focus group questions could have been clearer. Also, because most of our survey had open-ended questions, it made it difficult to analyze all the qualitative data that we gathered from both surveys and focus groups. We also gathered a lot of data, some of it which may have overlooked.

» Not all focus group participants were vocal and we could have run them so that everyone participated and improved on our own their facilitation skills.

» We could improve on our own note-taking skills during focus groups, identifying "good quotes," and listening skills to avoid neglecting the answers of focus group on the tape recordings.

» We created creative ways of getting data for example the "ice breaker of the four corners" worked well.

NEXT STEPS

» We will share our findings and recommendations for DCYF staff and YEF grantees about what we learned in our evaluation project. We will also share our findings and recommendations with other programs outside of YEF grantees on how to run youth-led projects.

» Generate a regular newsletter to be distributed among all YEFAB grantees and inform them about all the events and activities for the month as well as connecting them to resources and potential exchanges.

» Offer grantees workshops and trainings on topics such as youth development, youth-led projects, and youth and adult partnerships.

» Develop a clear definition of what is a youth-led project and adopt definition as a guide for future projects.

» Present our research findings to future YEFAB members so that they can monitor if grantees have considered our recommendations.

» Plan for at least one site visit every three months to make to ensure the youth-led projects are maintaining their goals and to provide additional support where needed.

THANK YOU!

We would like to thank all of the YEF grantees for their time and participation in making this evaluation project possible!

- » Chinese Progressive Association (CPA) and People Organizing to Demand Environmental and Economic Rights (PODER) – Common Roots Youth Program
- » Mission SF Community Financial Center – Youth Credit Union Program
- » Communities in Harmony Advocating for Learning and Kids (CHALK) – Youth Funding Youth Ideas
- » Chinatown Community Development Center (CCDC) – Adopt-an-Alleyway Campaign Academy
- » Center For Young Women's Development (CYWD) – Sister's Rising
- » Girls 2000 – Somethin' Fresh
- » Grind For the Green
- » Shih Yu- Lang Central YMCA – Y-Projects

In addition, we'd like to thank the following people for their support, guidance, and extra time put into this project:

- » Cadelba Lomeli-Loibl – Bay Area Project manager, Youth In Focus
- » Bryant Tan – Youth Empowerment Fund Coordinator
- » YEFABer Jimmy Zhang for entering data into Survey Monkey
- » YEFABer Laura Melgarejo for organizing focus groups
- » Youth in Focus and Aaron Nakai for support
- » DCYF staff including Laura Moye for evaluation expertise, and Max Rocha and Maurita Dunphy for their presentation feedback

YOUTH LED PROJECTS:
SOME THINGS TO THINK ABOUT

Key Questions for youth-led organizations:

- Who decides how RESOURCES will be allocated?
- Who decides WHAT gets done?
- Who decides HOW it gets done?
- Who DOES it?

And one last question: What is the organization's definition of "youth"?

Main Challenges:

- **Staff development and management** (How do youth learn how to manage?)

- **Leadership transitions** (are there training strategies in place)

- **Appropriate, youth friendly support and capacity building**

- **Burnout** (is there support for managing work and school?)

- **Self-care and individual development**

- **Intergenerational relationships** (How do adults manage adultism?)

- **Fundraising** (Is it run by youth adults?)

- **Legal contracts** (How are they managed?)

- **Strategic planning and organizational development** it? Is there training for youth?)

- **Isolation and network devel**

- **Documentation and evaluatio** the project take the time to ev

Spectrum of Youth Leadership

Youth as Clients- Youth are "served" by adults and have no input into program decision making.

Youth Participation- Youth input into program decision making is occasionally solicited by adult work

**Youth Involvement-** Youth provide regular input into program decision making

Youth Driven- Youth have substantive, meaningful roles in leadership positions, including governance and programming.

Youth Run- Youth fill a majority of staff positions and manage the day–to-day operations of the organization.
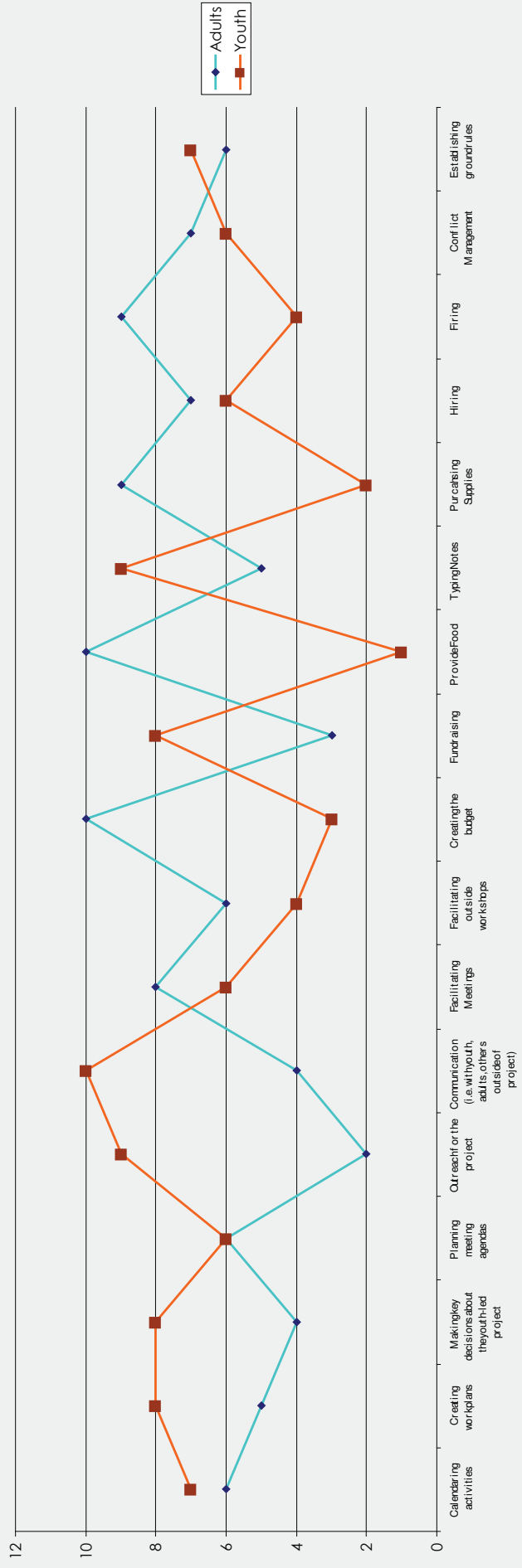
APPENDIX B

RESULTS FROM SURVEY RESULTS WHEN ASKED
"WHO IS IN CHARGE OF WHAT IN THE PROJECT?

Youth Responses
total = 59
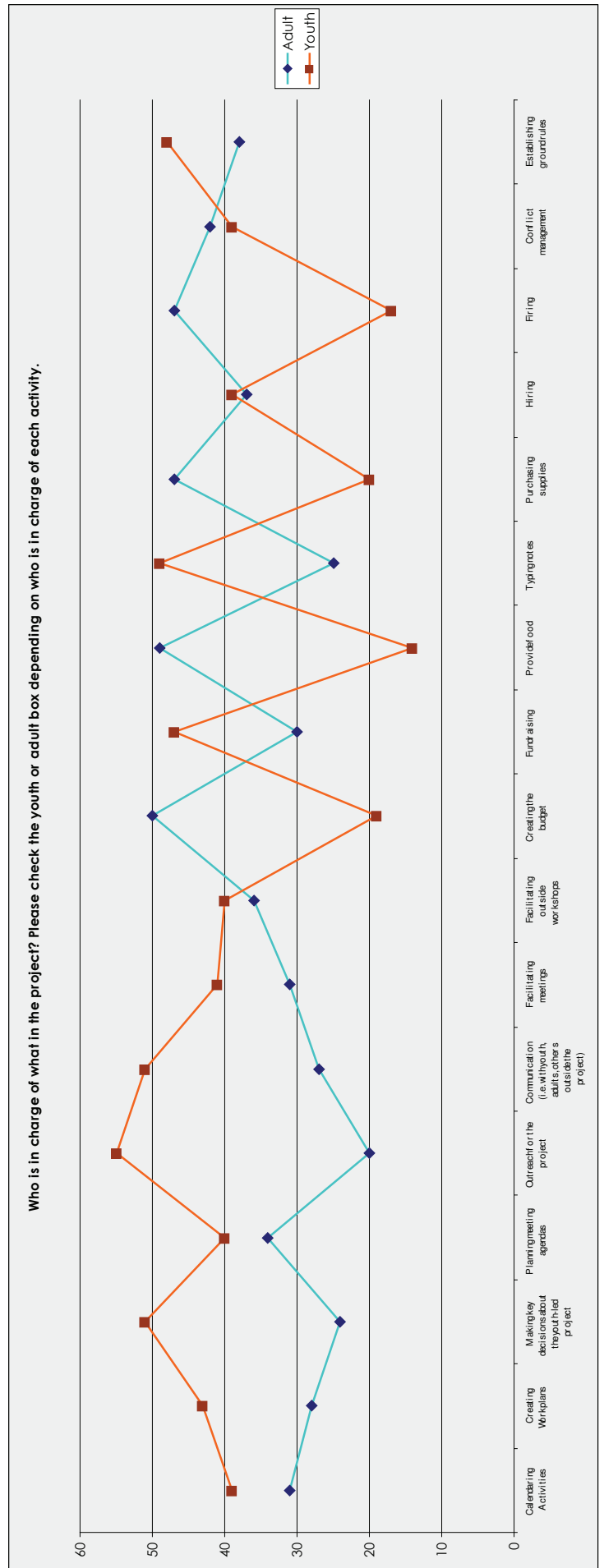
Who is in charge of what in the project? Please check the youth or adult box depending on who is in charge of each activity.

Who is in charge of what in the project? Please check the youth or adult box depending on who is in charge of each activity.

Adult Responses
total # = 10

AGENDA

Focus Groups and Surveys
4:30 – 5:30

Goals:

1. To learn about how YEF Grantees define "youth-led"
2. To learn about what challenges they face to support the youth-led projects
3. To observe and collect data for YEFAB evaluation project
4. To go over the spectrum of youth leadership and
5. To have Fun!

WHAT	WHO	TIME
Welcome and introductions • Go over agenda for the day • Review group agreements • Go over the confidentially and anonymous process of the focus group, and remind participants of the tape recorder. • Explain why it is important to participate in the focus group - there are no right or wrong answers • Ask participants if they know what a focus group is, and define or reaffirm the definition • Announce there will be a gift card in appreciation for their time and participation • Ask participants to say names and • Check-in question: in 1 or 2 words describe what is a youth-led project?		4:30-4:15 [15 min]
Ice-breaker • Short Activity about the spectrum of Youth Leadership Present the four definitions of 1) youth participation, 2) involvement, 3) driven, and 4) led. A corner of the room will be assigned for each level of youth leadership. In each corner we will place a poster with the definition, then the youth go to the corner of the room that they feel describes best their project, and then have them explain why. The steps are the following:		4:15 – 4:25 [10 min]

1. Facilitator asks for 4 volunteer to read aloud the definition of each level of youth participation, 2. Facilitator ask all participants to stand by the definition that best describes their project, 3. Facilitator selects 1 corner and asks 1 or 2 youth **why did they go to that corner?** **4.** WATCH TIME- after 1 or 2 answers, bring youth back to table for Focus Group. **Focus Group questions and surveys** • Facilitate the group discussion. Each YEFAB research has a specific question to ask. **Closing and evaluation** • Hand out surveys • Collect completed surveys • Thank you words and pass out the incentive in appreciation for their time and participation!		4:25 – 5:25 [30min] 5:25 – 5:30 [5 min]

Youth Empowerment Assessment for YOUTH-LED PROJECTS!

This survey was created by the Youth Empowerment Fund to help us understand how youth and adults define youth-led projects and what the challenges are for youth-led projects. The survey is anonymous and won't affect funding for your project, so please be as honest as possible! THANK YOU

Youth adult relationship:
1. Describe the youth and adult relationships in your project. What is the role of youth, what is the role of adults? _____

_____

Role of youth:
2. What kinds of decisions do youth make in your project? (ex. Youth make decisions about what the program should focus on, or when meetings should be)

_____

_____

Role of Adults:
3. What kinds of decisions do adults make in your project?

_____

_____

4. The following describes the decision-making process in my project: (Please check one and explain what factors make it that way).
- ☐ Adults make decisions the majority of the time
- ☐ Adults make decisions sometimes
- ☐ Adults and youth make decisions equally (adults make about half the decisions and youth make about half of the decisions).
- ☐ Youth make decisions sometimes
- ☐ Youth make decisions the majority of the time
- ☐ None of the above

Please explain your answer regardless of what answer you chose- what do you think about decision making in your project? Would you want more or less youth influence? _____

_____

_____

5. Who is in charge of what in the project? *Please check the youth or adult box depending on who is in charge of each activity. Please only check one box. Write a comment if both youth and adults are in charge.*

Program planning	YOUTH	ADULTS
Calendaring activities	☐	☐
Creating work-plans	☐	☐
Making key decisions about the youth- led project	☐	☐
Planning meeting agendas	☐	☐
Outreach for the project	☐	☐
Communication (i.e. with youth, adults, others outside of project)	☐	☐
Facilitating meetings	☐	☐
Facilitating outside workshops	☐	☐

Program logistics		
Creating the budget	☐	☐
Fundraising	☐	☐
Provide food	☐	☐
Typing notes	☐	☐
Purchasing supplies	☐	☐

Human resources		
Hiring	☐	☐
Firing	☐	☐
Conflict management	☐	☐
Establishing ground rules	☐	☐

COMMENTS:_____

_____

Challenges:

6. What challenges arise from the adult support in your youth-led project that prevent it from going forward? _____

_____

7. Aside from not having enough money, what other difficulties do you face running a youth led project? _____

_____

Definition of Youth-led

8. What in your youth-led project makes it youth led? _____

_____

9. What have you learned the most from your youth-led project? _____

_____

10. Organization and project you work with: *Please check one*

☐ CHALK/ YFYI

☐ Chinatown Community Development Center/ Adopt an Alleyway

☐ Center for Young Women's Development

☐ Girls 2000

☐ Grind for the Green

☐ Mission Community Financial Assistance   **12. Age:**

☐ Poder/ CPA/ Common Roots   ☐ Under 13

☐ YMCA Shi-Yu Lang   ☐ 13

      ☐ 14

11. Gender: ☐ 15

☐ Female   ☐ 16

☐ Male   ☐ 17

☐ Transgender   ☐ 18

☐ Other: _____   ☐ Over 18

13. Home zip code: _____

14. School attending: _____

15. Race/ ethnicity:

☐ African American/ Black   **16. Anything else you would like to add**

☐ Asian/ Asian American   **about your definition of youth-led or the**

☐ Latino/a   **challenges your project faces in being**

☐ Middle Eastern   **youth-led?** _____

☐ Native American   _____

☐ Pacific Islander   _____

☐ White   _____

☐ Other (please specify)_____

THANK YOU FOR YOUR TIME

Survey for Adult Allies of Youth-led projects!

This survey was created by the Youth Empowerment Fund to help us understand how youth and adults define youth-led projects and what the challenges are for youth-led projects. The survey is anonymous and won't affect funding for your project, so please be as honest as possible! THANK YOU!

Youth Adult relationship

1. Describe the youth and adult relationships in your project. What is the role of youth, what is the role of adults?

_____

_____

_____

Role of youth:

2. What kinds of decisions do youth make in the project? (ex. Youth make decisions about what the program should focus on, or when meetings should be)

_____

_____

_____

Role of adults:

3. What kinds of decisions do adults make in the project?

_____

_____

_____

4. Who is in charge of what in the project? _Please check the youth or adult box depending on who is in charge of each activity. Please only check one box. Write a comment if both youth and adults are in charge._

Program planning	YOUTH	ADULTS
Calendaring activities	☐	☐
Creating work-plans	☐	☐
Making key decisions about the youth- led project	☐	☐

Planning meeting agendas   ☐   ☐

Outreach for the project   ☐   ☐

Communication (i.e. with youth, adults, others outside of project)   ☐   ☐

Facilitating meetings   ☐   ☐

Facilitating outside workshops   ☐   ☐

Program logistics

Creating the budget   ☐   ☐

Fundraising   ☐   ☐

Provide food   ☐   ☐

Typing notes   ☐   ☐

Purchasing supplies   ☐   ☐

Human resources

Hiring   ☐   ☐

Firing   ☐   ☐

Conflict management   ☐   ☐

Establishing ground rules   ☐   ☐

COMMENTS:_____

_____

_____

Definition of youth led:

5. What in your youth-led project makes it youth led?

_____

_____

Challenges:

6. As an adult ally, what challenges do you face leading or working with a youth-led project? Why? _____

_____

_____

7. Organization and project you work with: *Please check one*

- ☐ CHALK - YFYI
- ☐ CCDC - Adopt an Alleyway
- ☐ Center for Young Women's Development
- ☐ Girls 2000
- ☐ Grind for the Green
- ☐ Mission SF Community Financial Center - YCUP
- ☐ PODER/CPA - Common Roots
- ☐ YMCA Shi-Yu Lang

8. Age:

- ☐ 18-22
- ☐ 22- 30
- ☐ 30 +

9. Gender:

- ☐ Female
- ☐ Male
- ☐ Transgender
- ☐ Other: _____

10. Race/ ethnicity:

- ☐ African American/ Black
- ☐ Asian/ Asian American
- ☐ Latino/a
- ☐ Middle Eastern
- ☐ Native American
- ☐ Pacific Islander
- ☐ White
- ☐ Other (please specify)

THANK YOU FOR YOUR TIME