annotated literature review:
essential articles and reports for researchers

Over forty articles and book chapters were used to create the Y-AP/E Resource Guide. Below are descriptions of each. Also at the end of each tip sheet are recommendations for which articles to refer to for a given section. At the end of this literature review are two lists: Literature that involves research in a school setting and Literature that sites the benefits of youth involvement.

If you are looking for a few good comprehensive articles on the topic of Y-AP/E return to the Short List: Recommended Reading for Field Practitioners.

Anyon, Yolanda and Naughton, Sandra
Youth Empowerment: the Contributions and Challenges of Youth-Led research in a High-Poverty, Urban Community
JGC Issue Brief: Youth Empowerment, February, 2003

■ For anyone considering working with youth in a high-poverty setting this article is a must-read. (Note that the authors determined that you cannot simply move a program from a low-income setting to a high-poverty neighborhood.) The concise article clearly describes the unique challenges to program effectiveness and stability in a high-poverty setting: community instability, lack of academic engagement, violence, need for money and competing responsibilities. However, the article also identifies the critical benefits to youth who do participate: focused attention of adults, opportunities to travel, learning skills such as report writing, and working in teams, data analysis and public speaking; as well as outlines what worked in this unique setting.

Arnold, Mary
Recommended Curriculum:
Participatory Evaluation with Youth: Building Skills for Community Action.
University of Oregon Extension., 2009

■ http://www.national4-hheadquarters.gov/about/pod-yig/partic_eval09.pdf

Brown, Kelli R. McCormack; McDermott, Robert J.; Bryant, Carol A.; Forthofer, Melinda S.
Youth as Community Researchers
Community Youth Development Journal, Vol. 4, No. 1, 2003

■ This very brief article pointedly outlines the benefits of youth involvement in research, the challenges of youth as researchers, and concludes with lessons learned during the Sarasota County Demonstration Project. The goal of the project was to reduce tobacco and alcohol initiation among middle school students in the county. The Community Advisory Committee wanted the youth to have an active role; however, one challenge they encountered was working with adults reluctant to relinquish control. Other challenges related to working with youth (such as the logistical issue of transportation for youth and students' availability) are described, as well as things that worked well, including role playing, training on confidentiality, and paying researchers for their time while training and interviewing. Clear implementation lessons from this project included: have an enthusiastic coordinator, involve youth from the beginning and train them on research skills.

Camino, Linda
Pitfalls and Promising Practices of Youth-Adult Partnerships: An Evaluator's Reflections
Journal of Community Psychology, Vol. 33, No. 1, 2005

■ This article discusses three pitfalls that can undermine the effectiveness of youth-adult partnerships: (1) the assumption that youth should do everything of importance; (2) the belief that adults should "get out of the

way" and give up power; and (3) the focus on youth as the marked category. Camino advocates for reflection in meetings, articulating the importance of working collaboratively and recommends a third party can help the group explore their shared values.

Camino, Linda, Zeldin, Shep, Mook, Carrie and Cailin O'Connor
Recommended Curriculum:
Youth and Adult Leaders for Program Improvement: A practical guide for program assessment and action planning, 2004.
http://fyi.uwex.edu/youthadultpartnership/yalpe-workbook/

Cammarota, Julio and Romero, Augustine F.
A Social Justice Epistemology and Pedagogy for Latina/o Students: Transforming Public Education with Participatory Action Research
New Directions for Youth Development, No 123 Fall 2009

■ This article outlines the process used by the Social Justice Education Project (SJEP) in Tucson, AZ, to create a curriculum that provided students with social science requirements for their junior and senior years of high school based on their research findings. The students were able to see the plight of those in the community, not just themselves or those in the group, to develop social justice themes for the class. They used unique ways to analyze their data – poems, notes, photos and interviews.

Chawla, Louise and Driskell, David
The Growing up in Cities Project: Global Perspectives on Children and Youth as Catalysts for Community Change
Youth Participation and Community Change, 2006, 183-200

■ This article documents the "Growing Up in Cities" model project in Sathyanagar, India. Numerous activities were engaged to glean the situation in the community, such as one-on-one interviews, drawings by youth, a social network diagram and walking tours. The experience there illustrated obstacles faced by young people and raised fundamental issues about NGOs; however, there were several successes including the local staff developing an appreciation and skills for participatory methods. The article concludes with the benefits of including youth in evaluation.

Checkoway, Barry; Allison, Tanene; Montoya, Colleen
Youth participation in public policy at the municipal level
Children and Youth Services review 27, 2005 1149-1162

■ This paper argues for youth to participate in public policy at the municipal level, highlighting the positive effects of participation on the social development of young people. After examining the San Francisco Youth Commission, they cite the strengthening of the youth's knowledge, practical skills, social values and civic competencies as benefits to the youth. At the end of the article the research team lists lessons they leaned from their observations.

Checkoway, Barry; Dobbie, David; Richards-Schuster, Katie
Involving Young People in Community Evaluation Research
Community Youth Development Journal, Vol. 4, No. 1, 2003

■ This article shares findings from the 2002 symposium on youth participation held in Racine, WI, with the objective of developing specific strategies for strengthening youth participation in community research and evaluation. The symposium identified a number of issues that are addressed in the paper: purpose of youth participation, methods of involving young people, roles for youth and adults, the relationship of this activity to other fields and what institutional structures are needed to develop this work and build capacity. The article concludes with a "Declaration of Principles for Youth Participation in Community Research and Evaluation."

Checkoway, Barry and Richards-Shuster, Katie.
Recommended Curriculum:
Participatory Evaluation with Young People
University of Michigan School of Social Work
http://ssw.umich.edu/public/currentprojects/youthandcommunity/resourcesPublications.html

Chen, PeiYao; Weiss, Faedra; Nicholson, Heather Johnston; Girls Incorporated®
Girls Study Girls Inc.: Engaging Girls in Evaluation Through Participatory Action Research
American Journal of Community Psychology (2010) 46:228-237

■ This is an excellent article that provides insight into several challenges as Girls Incorporated® conducted research across five affiliates to discover the meaning and impact of Girls Inc. environments. The article clearly outlines

their steps in training, data collection, and data analysis and presenting results, with an emphasis on girl and adult roles. The paper also enumerates lessons learned in the areas of: using technology to attract participants, managing the differing abilities of participants, training before getting started, collecting a realistic amount of data, supporting the team efforts through behind-the-scenes staff, and having organizational leadership for engaging stakeholders.

Fetterman, David
Youth and Evaluation: Empowered Social-Change Agents
New Directions for Evaluation, no. 98, Summer 2003

■ This overview of the collection of articles highlights the shift from viewing youth as defective to their "potential to invigorate evaluation practice." The volume places youth at the center of the discussion making a compelling argument for their role in evaluation.

Foster-Fishman, Pennie; Nowell, Brenda; Deacon, Zermarie; Nievar, M. Angela; McCann, Peggy
Using Methods That Matter: The Impact of Reflection, Dialogue, and Voice
American Journal Community Psychology (2005) 36:275-291

■ This paper reports on the findings from interviews of 16 youth and adults who participated in PhotoVoice, one method of participatory evaluation. This article briefly tells the methodology used for a study in the city of Battle Creek, MI (Yes we can!) where the participants followed the steps of photography and reflection to provide insight into their neighborhood. However, the focus of this article is on the impacts of participating as a photographer on the participants. After the study was done, researchers interviewed those involved and learned that overall they were significantly affected by their experiences. Benefits to the youth were numerous from empowering them as experts, to fostering reflection, to creating a context safe for exploring diverse perspectives.

Foster-Fishman, Pennie; Law, Kristen M.; Lichty, Lauren F.; Aoun, Christina
Youth ReACT for Social Change: A Method for Youth Participatory Action Research
American Journal of Community Psychology (2010) 46:67-83

■ This relatively long article provides detailed descriptions of the methods used to engage youth in problem identification and qualitative data analysis with particular attention to research stages throughout the project. This article provides an excellent example of using Photovoice for problem identification and messaging games for learning to do first and second order analysis and theming. The article concludes with an analysis of the challenges: data reduction, time constraints, maintaining youth involvement, and managing group dynamics. Feedback and community dialogue culminated in a booklet "A Guide to Youth Voices" and a traveling exhibit.

Goodyear, Leslie K.
Engaging Young People in Evaluation as a Strategy for Evaluation Field-Building and Innovation
Community Youth Development Journal, Vol. 4, No. 1, 2003

■ In this two page article, Goodyear articulates the benefits to youth and communities of involving young people in all aspects of community research and evaluation. She especially emphasizes youth's role in presenting findings to stakeholders.

Goodyear, Leslie K. and Checkoway, Barry
Establishing the Importance of Youth Participation in Community Evaluation and Research
Guest Editors for Community Youth Development Journal, Vol. 4, No. 1, 2003

■ Goodyear and Checkoway are the guest editors for this volume and in their one-page note to readers they highlight that this issue is dedicated to youth participation in community evaluation and research. Their fourth paragraph highlights numerous benefits for youth and the note concludes with encouragement to engage young people as equal, active partners.

Greene, Chad (2002)
Recommended Resource, Tip Sheet 1:
Evaluation Technical Notes
UNICEF Evaluation Office, 2002

■ http://www.unicef.org/evaluation/index_13486.html near bottom of page)

Hart, Roger A.; Rajbhandary, Jasmine
Using Participatory Methods to Further the Democratic Goals of Children's Organizations
New Directions for Evaluation, no. 98, Summer 2003

■ Although fully designed by adults, this article provides interesting ways that young children can be involved in evaluating their own experiences. The goal of this particular research was to provide an account of the current mem-

bership patterns, structures and functioning of twenty-two children's clubs in Nepal. Using map making, social mapping, organizational diagrams, charting and skits as participatory group methods, researchers were able to make some useful recommendations to Save the Children. The article concludes with a brief analysis of some of the limitations of the methods and how to overcome them.

James, Taj
Democratizing Knowledge: The Role of Research and Evaluation in Youth Organizing
Community Youth Development Journal, Vol. 4, No. 1, 2003

■ This article is primarily about youth-empowerment and outlines the steps for knowledge production: gathering information, analyzing, interpreting and framing the data and then linking the information to power and putting it to use. In the author's own words it, "examines the relationship between knowledge and power and provides examples of knowledge production in the context of real-life campaigns where youth are using information as a tool for social change."

Kirshner, Ben; O'Donoghue, Jennifer; McLaughlin, Milbrey
Youth-Adult Research Collaborations: Bringing Youth Voice to the Research Process
Chapter 7 of "Organized Activities as Contexts of Development: Extracurricular Activities, After-School and Community Programs" by J. Mahoney, R. Larson and J. Eddies (eds.)

■ This chapter describes a framework for understanding youth-adult research partnerships and that framework is used to examine two research projects. The author's framework lists six dimensions that are discussed across the different methodologies, beginning with the question, "What will the interaction between youth and adults look like?" Included in the chapter are the two examples of Youth Adult Research Collaboration that are examined. Using the six dimension the authors characterize one strategy as "youth as research assistants" and the other strategy as "youth as research partners." The chapter concludes with a discussion of the benefits, challenges and implications of youth-adult research collaboration.

Kohfeldt, Danielle; Chun, Lina; Grace; Sara; Langhout; Regina Day
Youth Empowerment in Context: Exploring Tensions in School-Based yPAR
American Journal of Community Psychology (2011) 47:28-45

■ This is an excellent article for anyone working in a school setting attempting to make changes through youth empowerment. The researchers learned about hierarchies in schools and their experience illustrated that the project is not made up of only the "researchers" and the "participants," but other stakeholders such as teachers, parents, principals, etc. For example, they learned how some teachers had more influence than other teachers and far more than the students. The research identified three areas of tension: assumptions about youth's ability to have a say in school rules, structural challenges including the invisible structure of power within the setting, and conflict over what kind of goals the project should have (winnable goals versus critical consciousness).

London, Jonathan K.; Zimmerman, Kristen; Erbstein, Nancy
Youth-Led Research and Evaluation: Tools for Youth, Organizational, and Community Development
New Directions for Evaluation, no. 98, Summer 2003

■ This chapter provides case studies and discussion about the ways that youth-led research and evaluation can help link youth and community development goals and outcomes. Youth REP (Research, Evaluation and Planning) includes "strategies to put the youth 'voice' into the community ear and ultimately into action." The chapter provides a table of Youth REP benefits to youth, organizations and communities that could be of value to someone trying to initiate a project and convince stakeholders of the value of youth involvement. Included are sample projects whose outcomes demonstrate the benefits; however, their methodology is not described. Youth IMPACT, a program of the San Francisco Dept. of Children Youth and Families studying 40 community-based organizations, had findings that were distinctly different from adult-led processes. For example, youth found that "trust" was an indicator of a successful youth-serving organization and yet the idea had never been considered previously.

Maglajlic, Reima Ana and Tiffany, Jennifer
Participatory Action Research with Youth in Bosnia and Herzegovina
Youth Participation and Community Change, 2006, 163-181

■ This paper summarizes a youth participatory action research (PAR) project that was unique from other community-based research because it was sponsored by the global organization UNICEF. Working effectively with such a large complex organization provided some specific lessons related to sponsorship including two specific roles for such large sponsors: creating environments in which PAR can thrive and disseminating findings that may inform the development of policies and programs. It was

noted that UNICEF's role was absolutely critical in initiating and funding the work that centered on a practical nation-wide strategy to communicate about HIV/AIDS with young people.

Mead, June P.
Map It! And Turn Up the Volume of Youth Voices

Community Youth Development Journal, Vol. 4, No. 1, 2003

■ This article describes the unique approach of using photography to identify community assets and community deficits in Buffalo, NY, through youth taking pictures of what's working and what's not working, or needs fixing or improvement. The two lists were further broken down. Assets were listed as people or places and deficits defined as things that the youth could do something about and things they could not. From this process two major projects evolved: a riverfront park clean-up and improvements to the playground. Although adult facilitators planned the photo mapping project, the youth made many gains. Overall they gained a sense of empowerment. Their motivation to succeed was increased as was their self-confidence. They developed skills in leadership, problem-solving, planning and decision making. The article closes with suggestions for adopting the community mapping process.

Nygreen, Kysa; Soo, Ah Kwo; Sanchez, Patricia
Urban Youth Building Community: Social Change and participatory Research in Schools, Homes, and Community-Based Organizations

Youth Participation and Community Change, 2006, 107-123

■ In this article the authors are adult allies in three projects in northern California. They highlight the lessons learned: 1. Adult allies must be conscious of the ways that race, class, gender and culture can shape their relationship with youth; 2. Adult allies need to be up-front about adult–led activities from the outset and adults often have important knowledge to share; 3. Building and fostering safe spaces is an important aspect of participatory research with youth; and 4. Prioritizing relationship building throughout each project was key to building and nurturing relationships.

Ozer, Emily J. and Wright, Dana
Beyond School Spirit: The Effects of Youth-Led Participation in Action Research in Two Urban High Schools

Journal of Research on Adolescence (2012) 22: 267–283

■ This article details the research at two divergent high schools where the Youth-led Participation in Action Research (YPAR) process was initiated and an investigation of its impact on altering student-adult social processes and expanding students' opportunities for influencing decisions and practices that affect them was evaluated. Interviews with faculty (both directly and indirectly involved with YPAR) and YPAR students at the end of each semester were used to assess the opportunities for students' influence on decisions, policies, and practices at each school site. These interviews were coded and the results suggested that YPAR affected the professionalization of students, created novel collegial interactions, and a diversification of domains of influence at both sites. The school with students from recently-immigrated or economically disadvantaged families saw a more dramatic transformation; however, YPAR created meaningful new and personalized roles for students at the school with a more moderate socioeconomic status.

Ozer, Emily J; Ritterman, Miranda; Wanis, Maggie G
Participatory Action Research (PAR) in Middle School: Opportunities, Constraints, and Key Processes

American Journal of Community Psychology (2010) 46:152-166

■ In this very detailed article the researchers describe their experience using Participatory Action Research in a Middle School setting, making it another good resource for those working in a school environment. The intended outcome was to provide disadvantaged students an opportunity to participate in school governance and shape school practices based on their research. After a range of issues were identified the teachers and researchers helped narrow the issues, ultimately choosing two issues they felt were most "winnable." The article spends considerable time discussing the features of the school setting that affected their research. In this setting they found numerous constraints: climate and culture (schools tend to be adult-driven and behavior focused), policy and structure (academic calendar and competing demands), school social network (necessary to have teachers interested and able to collaborate on the issues), space for non-academic activities (very few electives are provided in middle school which is where this work was conducted), student devel-

opment (issues of social maturity in students and inadequate physical space) and teacher development (the need to share power with students and have ongoing technical support regarding research and advocacy).

Phillips, Evelyn Newman; Berg,Marlene J.; Rodriguez, Chiedza; Morgan, Damion

A Case Study of Participatory Action in a Public New England Middle School: Empowerment, Constraints and Challenges

American Journal of Community Psychology (2010) 46:179-194

■ This case study describes the process of implementing an inquiry-based PAR model into a formal urban middle school program intended to reduce dropout rates. Many lessons were learned about working in a school environment; primarily the intervention demonstrated the gap between practice and theory. Critical observations were made, but not appreciated by the teachers. Teachers perceived that their authority was being questioned when students raised the issue of class scheduling. Some topics, such as racism, became "off-limits" by a teacher's responses to inquiry and the researchers' silence which inadvertently signaled to students that the topic was off task. The article concludes with three main lessons learned. The researchers should have spent more time at the school prior to the project to establish a relationship with the teachers. This would have given the researchers more credibility. Researchers' needs should match with student growth and development so as not to be perceived as just an "experiment" that offered limited immediate benefits for the teachers. Teachers and administrators should be committed to the intervention. The top down approach of administrators assigning the project to classrooms left teachers under stress, without voice and disempowered.

Powers, Jane L. and Tiffany, Jennifer S. and Checkoway, Barry

Engaging Youth in Participatory Research and Evaluation

Journal of Public Health Management and Practice, 2006, November (Suppl) S79-S87

■ This article provides four examples of successful projects that illustrate youth participation in research and evaluation. A considerable amount of information regarding the benefits to youth is listed as well as the value of youth in the research process. The article concludes with a list of considerations for engaging youth in participatory projects. (One of the projects is shared in greater detail in Maglajlic, **Participatory Action Research with Youth in Bosnia and Herzegovina.**)

Prilleltensky, Isaac

Commentary: Child Wellness and Social Inclusion: Values for Action

American Journal of Community Psychology (2010) 46:238-249

■ This article articulates the values underpinning the philosophy of social inclusion and child wellness, concluding that inclusion is an integral part of wellness, but it is not a substitute for it. Child wellness is also embedded in family and community wellness. The article notes that PAR (Participatory Action Research) is a "wonderful" methodology to achieve wellness goals, but is not the main focus of this article.

Ren, Julie Yunyi; Langhout, Regina Day

A Recess Evaluation with the Players: Taking Steps Toward Participatory Action Research

American Journal of Community Psychology (2010) 46:124-138

■ This study of playground use at an elementary school was instigated after a climate survey indicated that peer relationships were not as positive as they could be. The principal wanted to reduce playground conflict and promote pro-social behavior. The invited undergraduates used the opportunity to investigate the problem more in-depth using the children as resources. There were very few challenges working in this environment because of the buy-in of the principal and the limited use of recess aides who were paid for their time. Student focus groups gave possible solutions to the three main problems (resource availability, fighting, and rules as an inadequate solution). They helped to clarify observational data and produced numerous ideas for ways to make recess better. Another important change was an attitudinal shift on the part of some school staff: children were permitted to be seen as a resource for solutions, not as only the problem.

Sabo, Kim Flores

Recommended Resource, Tip Sheet 1

Youth participatory evaluation: Strategies for engaging young people.

San Francisco, Jossey Bass, 2007
http://www.josseybass.com/WileyCDA/WileyTitle/productCd-0787983926.html

Sabo, Kim

A Vygotskian Perspective on Youth Participatory Evaluation

New Directions for Evaluation, no. 98, Summer 2003

■ This article examines four youth-run or –led evaluation projects that supported youth to move beyond their socially determined roles and become active participants in both evaluation and their own growth. Very few details are provided of each example, but within these evaluation projects youth learned many specific skills: survey development and analysis, logic model development, program planning, focus group facilitation, and data analysis. The evaluation processes facilitated a decrease in alienation, supporting youth to understand their ability to affect change within the community. Youth evaluators talked about their pride in their accomplishments for the community and for other youth.

Shuster, Katie Richards

Youth Participation in Public Policy at the Local Level New Lessons from Michigan Municipalities

National Civic Review, Winter 2009

■ Several Michigan municipalities that involve youth are described in this paper. The authors conclude that youth should be involved in public policy, including advising the mayor and city council members, participating in public proceedings and serving on boards.

Stovall, David; and Delgado, Natalia

"Knowing the Ledge": Participatory Action Research as Legal Studies for Urban High School Youth

New Directions for Youth Development, No 123 Fall 2009

■ In a class on street law, high school freshmen analyzed the processes of the judicial system to understand and improve their lives. The intent of the course was to initiate a broader dialogue with the youth around their relationships to the criminal justice system. Instead of traditional course planning, the themes for the course were generated with the students. The project also used many components of PAR: collective strategizing, reflections about power, etc., but the article focuses more on the course contents and the mock trial presentation to the student body.

Strack, Robert W.; Magil, Cathleen; McDonagh, Kara

Engaging Youth Through Photovoice

Health Promotion Practice, January 2004, No. 1, 49-58

■ This article focuses on one photovoice project in Baltimore; however, it clearly outlines the method from site selection and equipment to exhibiting the project. The authors provide recommendations including a curriculum outline. Other specific recommendations include: selecting the right site with support for the project, a youth to adult ratio of 5:1, and having at least 20 weeks to conduct the project. The paper concludes with measures to be taken to ensure youth empowerment through photovoice. Included here is a discussion of the role of power and the recommendation that adults involved (with power) must find the appropriate places for youth to express themselves to influential adults.

Suleiman, Ahna Ballonoff; Soleimanour, Samira; London, Jonathan

Youth Acton for Health ThroughYouth-Led Research

"Youth Participation and Community Change" 2006, The Harvard Press, Inc.

■ This article examines the benefits of engaging youth in health research, presents youth engagement strategies and analyzes and discusses the experiences with a cohort of youth-led research projects aiming to improve adolescent health and other outcomes. The authors conclude that key components are necessary for success: decision making power must be transparent to all partners from the onset, youth should have opportunities to realize the purpose and value of their work so that they can feel connected to the process, there needs to be a realistic timeline and all partners must be committed to implementing and sustaining the action effort initiated by youth. The article includes a table that summarizes the benefits of engaging youth in action research that focuses specifically on health.

Voakes, Les

Listening to the Experts

New Directions for Evaluation, no. 98, Summer 2003

■ This article describes a conference in Ottawa, Canada, for groups using Town Youth Participation Strategies (TYPS). The conference was organized for sharing experiences and to evaluate the TYPS project. There were several ways for participants to express and evaluate aspects of the TYPS model and their own center that could be used by other organizations. Flip Charts and Graffiti Walls allowed participants to finish a variety of sentences such as, "Our most successful activity has been…" with youth using one color and adults another. Bragging Booths were created by the youth delegates from each center to demonstrate their best practices through a variety of media. Workshops were hosted by youth who also secured evaluation comments from participants and the Modified Social Stress Model, MSSM, was used to evaluate how a given

activity, program or policy will affect youth. A blueprint of what had been working well and what needed to be done was obvious after each group presented their findings.

Wang, Caroline C.
Youth Participation in Photovoice as a Strategy for Community Change
Youth Participation and Community Change, 2006, 147-161

■ This article by Wang, who initially created Photovoice in the '90's for use researching women's health issues, looks at the use of Photovoice across ten different projects involving youth. A Table is provided for comparing the ten projects with an easy to read paragraph about each one. Wang clearly outlines a nine-step strategy with great focus on consent for participants, consent for photo subjects and consent to publish and display the photographs. The article concludes with a discussion on the benefits as well as challenges of Photovoice with youth, especially noting the prevalence of sharing images on the internet.

Wilson, Nance; Dasho, Stefan; Martin, Anna C.; Wallerstein, Nina; Wang, Caroline, C;, Minkler, Meredith
Engaging Youth Adolescents in Social Action Through Photovoice: The Youth Empowerment Strategies (YES!) Project
The Journal of early Adolescence, 2007 241-261

■ This article describes an after school empowerment program where Photovoice was used with early adolescents (ages 9-12) to identify assets and issues at their schools with the goal of initiating group-designed social action projects, not just a display of issues. A table in the article outlines social action themes and projects by 10 different groups and three are described in detail. The article includes a curriculum that was used by the groups. One challenge that was identified involved the youth's ability to free write (whether due to lack of experience with critical thinking, resistance to writing, or negative attitudes). To aid in the youth's expression of, "How does this affect our lives?" the youth created a storyboard (see Data Analysis Strategies) that identified what came before and after the photo. Facilitators also assisted participants, including in some cases receiving dictation. The authors conclude that Photovoice is a rich tool for youth, but should be adapted for specific populations and environments. In addition to the challenge of writing, as noted above, they also suggest training in picture taking and warn facilitators to balance the goal of allowing youth personal control and power with the need to provide guidance to avoid failure.

Zeldin, Shep; Camino, Linda; Mook, Carrie
The Adoption of Innovation in Youth Organizations: Creating the Conditions for Youth-Adult Partnerships
Journal of Community Psychology, Vol. 33, No. 1, 2005

■ This article identifies six guidelines for implementing Y-AP. It addresses defining purpose, mobilizing stakeholders, messaging about Y-AP, messaging about the organizational changes, addressing power issues and institutionalizing roles for youth.

Zeldin, Shep and Collura, Jessica
Recommended Resource, Tip Sheet 1.
Being Y-AP Savvy: A primer on creating and sustaining youth-adult partnerships.
University of Wisconsin-Extension, (2010).
http://fyi.uwex.edu/youthadultpartnership/2011/07/28/being-y-ap-savvy-a-primer-on-creating-sustaining-youth-adult-partnerships/

Zeldin, Shep; O'Connor, Cailin; Camino, Linda
Youth as Evaluators: What's an adult to do?
ACT for Youth Update Center of Excellence: prACTice Matters, newsletter, January 2006

■ This is a brief article that compiles information from a variety of reports on youth involvement in research and evaluation. Highlighted are outcomes for youth and a description of the Youth and Adult Partners for Program Excellence (YALPE): A Practical Guide for Program Assessment and Action Planning, including the five phases of the process.

Zimmerman, Kristen; and London, Jonathan
Getting to Go: Building Organizational Capacity to Engage in Youth-led Research, Evaluation, and Planning
Community Youth Development Journal, Vol. 4, No. 1, 2003

■ This article provides an overview of Youth in Focus. Youth in Focus helps organizations to develop capacity to integrate youth-led research, evaluation and planning (REP) into their programs, organizations and community initiatives. Highlighted in the article is a group they worked with, Youth IMPACT (described in more detail by London, Zimmerman, and Erbstein in **Youth-Led Research and Evaluation: Tools for Youth, Organizational, and Community Development,** New Directions for Evaluation, no. 98, Summer 2003). The article continues with a list of obstacles and questions to ask before taking on REP.