

Transformational Resistance: Youth as Researchers and Leaders for Change

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Introduction

Research for Change

- ▶ Benefits of Research & External Evaluation
 - What works for whom
 - Avoid iatrogenic outcomes
- ▶ Challenges of Program Evaluation Models
 - Controlled
 - Take a long time
 - Ethical?
- ▶ How to transform systems through research



Interest
Convergence

Storytelling

Critical Race Theory

Normalization
of Racism

Race as a
Social
Construct

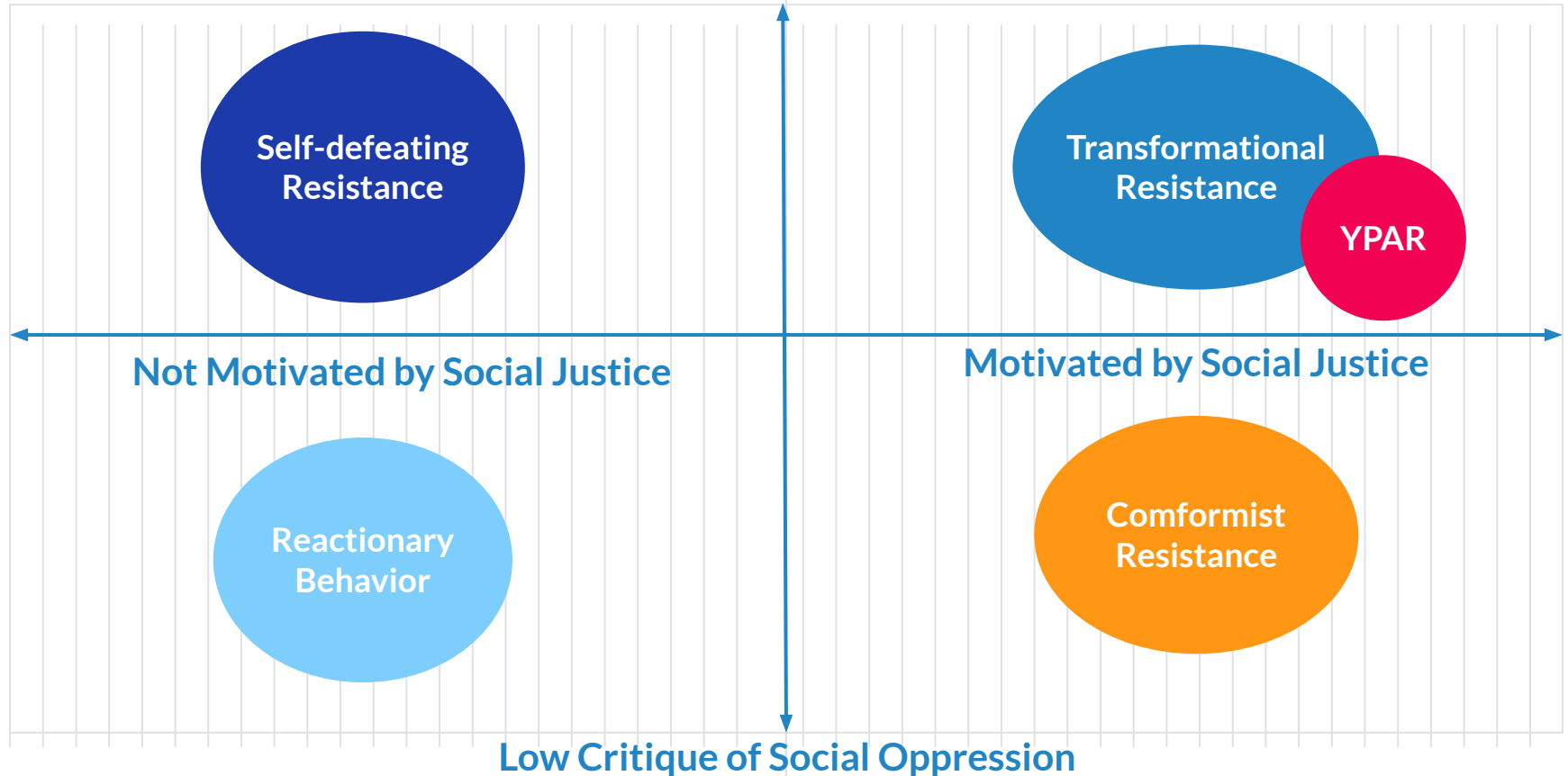
Beneficiaries of
Civil Rights
Legislation

HISTORY

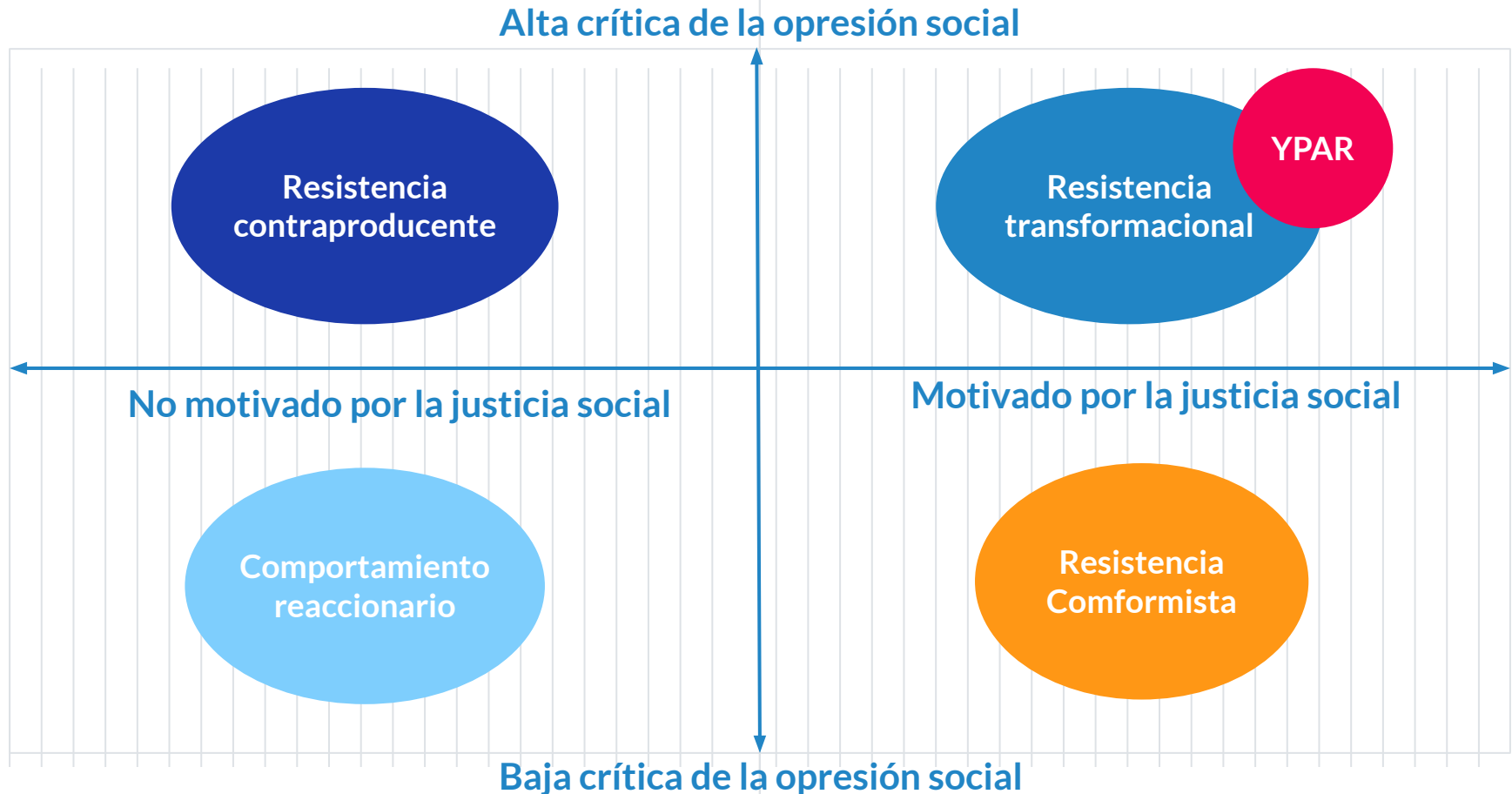


Student-Engagement as Resistance

High Critique of Social Oppression



El compromiso de los estudiantes como resistencia



Youth Participatory Action Research (Investigación de Acción Participativa Juvenil)

YPAR Principles



INQUIRY-BASED
(Basado en Consultas)



PARTICIPATORY
(Participativa)



TRANSFORMATIVE
(Transformar)

Demographics

	% Latine/ Hispanic	% Black/ African American	% Asian/ Asian American	% White
Local County	70.5	0.9	1.6	22.1
School District	59.9	0.8	2.7	32.6
Mariposa Continuation HS	86.7 144.7%	3.3 412.5%	--	8.9 -366.3%

Youth Co-researchers

	Cohort 1	Cohort 2	Cohort 3
Dates	February 2020 – April 2021	March 2021 – May 2021	August 2021 – ongoing
Recruitment	Staff referral, information meeting, trial sessions	Classroom presentations, interest meeting, staff referrals	Classroom presentations, staff referrals, trial sessions
Research Tasks	Research methods, selection of methods, student-designed survey	Student designed survey Overview of focus group methods Brain-stormed areas of emphasis for focus group	Student designed data Areas of Emphasis Discussed focus group implementation
# of Co-researchers	4-6	4-7	4-7

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HANDOUT

Research Stations

Take notes on each of the following research methodologies as you move through the research stations.

MAPPING

VISUAL DOCUMENTATION
(e.g., PhotoVoice)

SURVEY

INTERVIEWING

MODULE 3 / SECTION 2.1

Activity 3: Stereotyping

Learning objective

Youth will recognize how stereotypes encourage discrimination

Materials

Flip chart • Markers

Time

45 minutes

Preparation

This activity must be carefully facilitated. Youth may feel uncomfortable with stereotypes, so it must be stressed that participants are only on the list, but they do not necessarily believe those stereotypes. Participants list stereotypes about their own cultures. When participants list names used for different ethnic groups, ask them to explain the names convey about the ethnic group. It may be helpful to list some stereotypes for each ethnic group beforehand to use as a starting point to help break the ice.

Facilitation

List these headings — **African-American, European-American, Asian** — on separate pages of the flip charts. Have the group think of all the stereotypes they can come up with for each. Let them list for a few minutes for each group.

Go through each list and discuss. Are these lists accurate descriptions of the cultures? How do the lists make them feel? Are some stereotypes worse than others? Where did they come from? What about jokes? Discuss how stereotypes, names and jokes are harmful. This means telling jokes, calling names and using stereotypes themselves; it also means not confronting others when they do these things. Discuss how they perpetuate racism, prejudice and reinforce cultural insensitivity.

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HANDOUT

The Ecological Model



The background of the slide features a light blue gradient. In the center, there is a collection of several white survey forms being held up by stylized hands. The hands are colored in shades of pink, orange, and purple. The survey forms are slightly blurred and tilted, showing various sections with horizontal lines representing text and vertical columns of checkboxes. Some checkboxes are marked with checkmarks. The overall composition is clean and modern, emphasizing the theme of student participation and feedback.

Student-Designed Survey

Student-designed Survey Results

Motivation

Familial Responsibilities

Substance Use

Mental Health

Findings & Discussion



RQ 1: YPAR Principles

Principle 1: Inquiry Based

- Barriers to attendance
- Discussion generated
- Focus groups

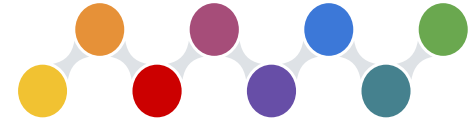
Principle 2 : Participatory

- Cohort 1 chose research methods & designed the survey
- Cohort 2 brainstormed areas of emphasis for focus groups
- Cohort 3 decided the areas of focus group

Principle 3: Transformative

- Co-researchers sought for feedback
- Intentional youth spaces
- National conferences
- State-level youth leadership conferences
- District board meetings

RQ 2: YPAR Outcomes



- MCHS awarded Model Continuation High School Status
- Intentional youth spaces
- Sustainability
- Unintended outcomes
 - Leadership conferences
 - Youth nomination for scholarships
 - Support with crisis intervention
 - Support with college, job, and scholarships applications

Critical Consciousness (Conciencia crítica)

I found this stuff important. I wasn't even thinking about beforehand and then it was important to me.

That's why those schools and students have nicer schools, have nicer stuff. You don't see the same things at schools I've been to.



Encontré estas cosas importantes. Ni siquiera estaba pensando de antes y luego era importante para mí.

Es por eso que esas escuelas y estudiantes tienen escuelas más bonitas, tienen cosas más nuevas. No ves las mismas cosas en las escuelas en las que yo he estado.

Educational Reform & Youth as Stakeholders

(Reforma educativa y jóvenes como líderes para el cambio)



They shouldn't be asking those straight A students, who have privilege, about how the school is working for them or how it can be better. It works for them. If they want to know how to make schools better, they should ask us. Students here who have been pushed to the back of the class and end up at continuation high schools.

No deberían estar preguntando a esos estudiantes con calificaciones sobresalientes, que tienen privilegios, sobre cómo les está funcionando la escuela o cómo puede ser mejor. Funciona para ellos. Si quieren saber cómo mejorar las escuelas, deben preguntarnos. Los estudiantes aquí que han sido empujados al fondo de la clase y terminan en las escuelas secundarias de continuación.

Conclusion

- Youth included as key stakeholders/ decision makers
 - YPAR as a method to change alcohol policies
 - Reimagine!
- Los jóvenes incluidos como tomadores de decisiones
 - YPAR como método para cambiar las políticas sobre el alcohol
 - ¡Reimaginemos!

Thank you | Gracias

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