Youth and Undergraduate Transformation to Harness Community Change (YOUTH-C2)
University of California – Santa Cruz (UCSC) and United Way Santa Cruz County (UW)
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III. Joint Research Agenda to Reduce Youth and Undergraduate Inequality in Educational, Empowerment, and Leadership Outcomes

Education plays a foundational role in decreasing inequities, especially future health and occupations (Redding & Yusufov, 2019; Wilkinson & Pickett, 2010), and safeguards democracy (Dewey, 1916; Freire, 1988). Accordingly, it is vital that young people have opportunities to see themselves as knowledge producers and changemakers who can thrive in college and in graduate school. Yet, in contemporary US society, youth of color and first-gen college students are less likely than their white middle-class counterparts to see themselves reflected in college culture, college life, and as people who produce knowledge and who will be listened to in order to drive social change (Hurtado et al., 2012; Langhout & Thomas, 2010). YOUTH-C2 is designed to address these inequalities and conduct research on how best to support first-gen, Latinx middle and high school students to enhance their college knowledge, leadership and socio- political skills (Suárez-Orozco, Hernández, & Casanova, 2015), with the ultimate goal of improving their college enrollment rates and perceptions of themselves as knowledge producers and changemakers (Figure 4). The research is also designed to assess the ways that participation in community-based research aids first-gen, Latinx undergraduates to gain access to the skills, networks, and learning environments that lead to increased rates of graduate school enrollment and perceptions of themselves as knowledge producers and changemakers (Figure 5).

> *This proposal is an example of a research agenda that uses mixed methods, with an emphasis on qualitative data and analyses to answer questions about what and how. The partnership (YOUTH-C2) centers participatory approaches to improve post-secondary educational outcomes for first-generation Latinx middle and high school students and UCSC students from low-income families.*

> *Reviewers often find it helpful to see a clear theory of change, illustrated here in Figures 4 and 5 and elaborated in the narrative.*

There are multiple structural reasons for disparities in these outcomes. One is that schools that serve students of color and first-gen students often have lower expectations and fewer enrichment opportunities (Cherng, 2017; Weinstein, 2002). In Santa Cruz County, a survey of 7th, 9th, and 11th graders revealed that only 27-33% of youth report a meaningful relationship with an adult at school, and fewer than half (40-50%) report an adult with high expectations for them in their school (United Way, 2019). These data were not reported by ethnicity or social class, but we can expect rates to be lower for first-gen students of color. This sets the context for understanding why first-gen children and youth of color are rarely in the position of producing knowledge; rather, they are typically viewed as the passive recipients of information, which is different from how middle-class children and youth are positioned (Hayward, 2000; Sarason, 2004). Furthermore, the US is the only country in the world that has not ratified the United Nations Convention on the Rights of Child, which limits child and youth voice and power at an institutional level (Durand & Lykes, 2006; Langhout & Thomas, 2010; Taft, 2019).

Research agendas should clearly explain what inequalities the partnership will address, making the case for why and how outcomes are unequal. This proposal documents how and why college enrollment and completion rates are unequal for first-generation students of color compared to White students from middle class families.

Structural factors have consequential outcomes for children and youth. Specifically, white middle class students enroll in college at higher rates than first-gen students of color (National Center for Educational Statistics, 2020). Once enrolled, white middle class students are more likely to persist and graduate from college (NCES, 2019). Similarly, students of color are less likely to go on to graduate school, especially Latinx students (NCES, 2017). These patterns are present in Santa Cruz County (United Way, 2019) with Latinx students less likely to graduate from high school than white students (79% vs 89%), which means they are less likely to go to college (United Way, 2019). Furthermore, first-gen youth of color tend to have less exposure to democratic practices and do not typically have their voices heard by adults (Littenburg-Tobias & Cohen, 2016), which limits their power and facilitates civic disengagement. Indeed, this is the pattern in Santa Cruz County, where those who are Latinx are statistically less likely than their white counterparts to vote, sign a petition, attend a public meeting, communicate with a legislator, volunteer locally, or attend a demonstration (United Way, 2019).

Although schools are central for educational outcomes, they are not the only setting that can provide opportunities for youth to engage in knowledge production and changemaking (Freire, 1988; Larson et al., 2019). Indeed, due to federal and state regulations, as well as specific accountability measures around testing, it can be difficult to find time during the school day for "enrichment" activities (London, 2019). Furthermore, in some school districts, these opportunities may be viewed as threatening to the status quo (Cammarota, 2014; Ozer et al., 2013). Perhaps for these reasons, there is a rich tradition of out-of-school time programs more nimbly and flexibly serving youth (Cammarota & Fine, 2008; Chen et al., 2010). Indeed, out-of- school youth programs have fomented positive youth development (Durlak et al., 2010).

The proposal also identifies mechanisms through which school and other institutional settings can improve college-going and persistence, such as: a sense of self-efficacy, connections to adults, social-political skills, and leadership skills.

Ultimately, one goal of the ICG award is to use research evidence to improve youth outcomes. Strong proposals illustrate how the research will help the non-profit organization or public agency improve outcomes for local youth. How will research expand the organizational capacity to do their ongoing work?

This proposal builds on and further develops a partnership between United Way and UCSC in order to support youth voice and empowerment through youth participatory action research (yPAR). … To date, United Way has sponsored programming to serve youth, but programs do not specifically include youth voice, build youth power, or include youth as decision makers. For example, Santa Cruz County school boards do not include students, and there are few programs in the county where youth develop research skills and advocate for policy changes on their own behalf. In other words, there are few venues where youth can build their power. As a county-wide convener, United Way is interested in changing this reality so that Santa Cruz County is preparing its young people for future leadership as is happening in the surrounding San Francisco Bay Area counties that foster youth power and include youth as decision makers.

A yPAR approach with first-generation local youth of color

Understanding oppression is not enough for those who seek to create a more equitable and inclusive world (Freire, 1988). Critical pedagogies must therefore incorporate critical reflection on oppression as well as action against it, or praxis. In this praxis model, teacher-students and student-teachers work to solve problems together. This practice brings meaningful engagement in which student-teachers are valued knowledge producers. This foundational work and theoretical background gives rise to yPAR projects.

> *In the terms used by the William T. Grant Foundation, yPAR is a proposed lever of change. This section describes how and why yPAR is expected to improve educational outcomes by engendering self-efficacy, political knowledge, college knowledge, etc.*

YPAR is a praxis that "provides young people with opportunities to study social problems affecting their lives and then determine actions to rectify those problems" (Cammarota & Fine, 2008, p. 2) that is meant to be both emancipatory and visionary. It invites youth to collectively collaborate, develop research projects, disseminate their findings to various audiences for the purpose of advancing knowledge and social justice, take action, and evaluate that action (Langhout & Thomas, 2010; Mirra et al., 2015). Through this process, youth are decision makers, knowledge producers, and changemakers (Scott et al., 2015).

Organizations that embed yPAR in their practices create structures with which to build youth voice and power. This has been the case for working class Latinx youth in Denver, who conducted survey research and then lobbied their school for college preparatory courses and culturally grounded disciplinary practices (Mira et al., 2011), girls in an after-school program who evaluated their program and advocated for changes to the pregnancy prevention and career preparation program (Chen et al., 2010), to name two examples. Building youth voice and power has also led to substantive changes in policies and practices that continue to build youth voice and power (Langhout et al., 2014; Ozer et al., 2020). For example, based on yPAR research, students are now included on teacher hiring committees in San Francisco, a student representative was placed on a district-wide equity council in a rural area of New Jersey (Ozer et al., 2020), and students gained access to more powerful networks to meet their school-related goals as they defined them (Langhout et al., 2014). This approach holds the potential to shift the youth landscape so that they can be taken seriously and advocate for themselves. In this way, yPAR creates an opening to combat structural exclusion.

Creating openings to build youth voice and power also has positive outcomes for youth. A broad review of the literature demonstrates that yPAR has the potential to help youth see themselves as knowledge producers, or knowledgeable people who can make sense of the world and tell others what they have learned/constructed. In this role, youth engaged in yPAR learn research skills (Langhout et al., 2014; Lindquist-Grantz & Abroczinskas, 2020; Scott et al., 2015; Ozer & Wright, 2012). Through learning these skills, yPAR youth adopt an identity as a researcher (Dutta, 2017), and feel confident to engage community members in presentations and conversations (Dutta, 2017; Garcia et al., 2015; Ozer & Wright, 2012).

With respect to being a changemaker, youth engaged in yPAR develop their sense of agency and empowerment through honing their collaborative, socio political, and team participation skills sets (Langhout et al. 2014; Lindquist-Grantz & Abroczinskas, 2020; Smith et al., 2010; Zimmerman et al., 2018), their critical literacy and civic agency (Garcia et al., 2015; Kohfeldt, Bowen & Langhout, 2016; Scott et al., 2015), and their academic literacy (Mirra et al., 2015). Thus, when engaged in yPAR, youth mobilize networks, are motivated to influence schools and communities, engage community members in meaningful conversations, and build their advocacy skills, which facilitate young people taking up roles as leaders and advocates in schools and communities. Indeed, this development of agency and skills promotes youth adopting identities as change agents or changemakers (Dutta, 2017; Kohfeldt et al., 2016; Mira

et al., 2011; Ozer & Douglas, 2013).

College knowledge refers to an understanding of the multi-faceted college application and selection process, including testing requirements, financial aid, academic requirements, and in California especially, the robust community college pathway to four-year university. Youth who possess college knowledge, and especially those who develop a view of themselves as college-going, are more likely to stay in school and be better prepared for college enrollment (Hooker & Brand, 2010). Many youth in the communities we are serving are first-gen, meaning their parents did not attend college and cannot pass on their own college knowledge. Although researchers do not typically link yPAR to college knowledge, we are making this claim because middle and high school youth will be working closely with UCSC undergraduates, providing many mentoring opportunities. Learning about college from college students in a community-based research context is a key way to transfer this information, as these mentoring opportunities create "dense social networks" in which mentors and mentees are connected and over time become more willing to share information and assist each other (Ahn, 2010, p. 80).

Using CISER with first-generation Latinx undergraduates

Rates of graduation and retention for first-gen Latinx college students are lower than those of their peers (Kelly et al. 2010). Research suggests that self-efficacy and confidence are key to the success of first-gen Latinx college students (Crispet al., 2015; Vuong et al., 2010). Based on national surveys, service learning and research with faculty is considered a high-impact educational practice because of the benefits for undergraduate students, including first-gen Latinx students (Kuh, 2008).

This section roots UCSC's CISER approach in existing research on the promise of community engaged research for improving college persistence and graduation among first-generation Latinx students.

Furthermore, students report personal and practical gains from engaging in research and service learning like increased sense of belonging (Nuñez, 2009; Soria, et al., 2019; York & Fernandez, 2018), various academic, personal, social, and citizenship outcomes (Conway et al. 2009), and confidence and retention (Castillo & Estudillo, 2015; Laursen et al. 2010).

Yet, despite the positive benefits of research with faculty and service learning, first-gen Latinx college students are not afforded the same access as their peers to these opportunities to boost self-efficacy and confidence. This is in part due to the historical exclusion of first-gen Latinx students from the development of cultural capital around service learning or research opportunities (Bangera & Brownell, 2014) and also due to their inability to take advantage of opportunities because of economic situations (e.g. having to commute to campus or working to pay for college). Community-engaged research opportunities that embed first-gen Latinx students as researchers can support their identity development as researchers and their self-efficacy (Greenberg, London, & McKay, 2020).

Undergraduate involvement in community-engaged research has three key benefits: 1) improved undergraduate academic outcomes; 2) opportunities for near-peer mentorship; and, 3) higher quality research. Undergraduates who collaborated on community-based research projects about poverty issues report increases in self-efficacy, research skills, motivation for research, and civic engagement (George et al 2017; Mayer et al., 2019; Willis et al., 2003). Similarly, those engaged in a project about housing unaffordability report gaining research skills, taking on leadership roles, and experiencing both academic and personal growth (Greenberg et al., 2020) and feeling motivated to continue conducting research as a result of their experiences (Rogers et al., 2012; Willis et al., 2003). Importantly, students often report that these undergraduate research experiences prepared them for graduate school (Huss et al., 2002; Landrum & Nelsen, 2002).

Second, when undergraduates work with local community youth, they have the opportunity to be mentors. One yPAR project's undergraduates served as mentors for near-peer youth who shared similar identities and experiences (e.g. students of color, first-gen,) and helped to redefine what youth perceived college students looked like, affirmed college application challenges, and helped youth build academic skills like writing and data analysis (Pyne et al., 2014).

Finally, the quality of the research benefits from the involvement of undergraduates, particularly when they share background characteristics with the community in which research is conducted. For example, a research project that involved a local Mexican American community was conducted by researchers at an Hispanic Serving Institution and focused on residents near the Mexico-U.S. border (Rogers et al., 2012). The undergraduates, the majority of whom identified with the community, served as "research liaisons" because of their shared language, identity, and cultural wealth. The quality of research was enhanced by these students because of the different perspectives and experiences they brought to the work (Bangera & Brownell, 2014; Estrada et al., 2018), which reduced harmful biases and interpretations, increased access to research sites and subjects, and aided in relationship building when working with the community.

Although there are different ways to enact community-engaged projects for undergraduate learning, the UCSC model developed by research fellow Steve McKay and assessed by PI Rebecca London has emerged as one that exemplifies all of these benefits among first-gen Latinx undergraduates (Greenberg et al., 2020). CISER brings together community organizations, university researchers, and undergraduates to use research for addressing critical local issues. Undergraduate students receive action-research training, and work with faculty and community partners to co-construct knowledge and at the same time gain valuable experience, important relationships, new skills, and a deeper understanding of course-based materials.

> *See Figures 4 and 5 for illustrations of how the combined yPAR-CISER approach is expected to improve proximal and distal outcomes for local middle and high school youth and undergraduate youth from Latinx, low-income, and first-gen backgrounds.*

Research questions

YOUTH-C2 uses a strengths-based and culturally inclusive approach to promote youth and undergraduates' views of themselves as knowledge producers and changemakers. Our approach embeds attention to individual and structural outcomes associated with what we are calling the yPAR-CISER approach, embedding elements from both models. As such, there are four sets of research questions that will be addressed in YOUTH-C2: 1) questions posed about local conditions to reduce youth inequalities in yPAR-CISER research projects with local youth and UCSC undergraduates; 2) research on the ways that this approach affects local youth; 3) research on the ways this approach affects UCSC undergraduates; and 4) research documenting the effects of the partnership on local and university outcomes, including new guidance, actions, or policies resulting from the work.

Figure 6 aligns these four sets of questions with team members contributing to them. We assert that conducting yPAR and CISER research in and of itself is useful for reducing youth inequalities and promoting community change, but YOUTH-C2 goes a step further to document how this change happens and what it looks like.

> *yPAR and other participatory approaches are often complex and involve multiple partners. Figure 6 illustrates who will be involved in answering each set of questions.*

Based on the literature review and our team's experience with critical issues facing the Santa Cruz community, we pose the following research questions:

yPAR-CISER Project Research: Although these questions will be generated in partnership with local stakeholders including youth, we anticipate they will fall into the following themes.

1. How do youth perceive their experiences in local settings (e.g., school, family, community, social services, health care, etc)?
2. How is the community serving its most vulnerable populations (e.g., immigrant and mixed-status families, houseless families, migrant working families, etc)?
3. What is needed for change in key institutions to reduce inequities?

> *The proposal acknowledges that research questions will evolve given the participatory approach but provides initial questions so that reviewers can judge fit, the alignment of the research design, and feasibility.*

Local youth outcomes:

4. How does YOUTH-C2 affect first-gen, Latinx youth in terms of leadership skills, socio-political skills, college knowledge, and their identities as knowledge producers and changemakers, and plans for college going?

UCSC undergraduate outcomes:

5. How does YOUTH-C2 affect first-gen Latinx undergraduates in terms of research self-efficacy, connections to faculty and peers, meaningful learning environments, identities as knowledge producers and changemakers, and plans for graduate school?

Structural outcomes: Institutional changes in the community and the university

6. In what ways does YOUTH-C2 create structural changes in local programs and community boards that will enable the building of first-gen Latinx youth empowerment?
7. How does the enactment of YOUTH-C2 create a context whereby Santa Cruz County will take up youth findings and work with youth to create change?
8. In what ways does YOUTH-C2 create structural shifts at UCSC?

Method

As shown in Figure 7, we propose a mixed method design to address these research questions. Four research fellows will engage four different United Way youth-serving partners in a yPAR-

CISER design model. These four programs will be chosen in consultation with the community fellow staff, and aligned with the expertise and interests of the research fellows. One program that will certainly be involved is Jovenes SANOS, a youth advocacy and leadership program based in Watsonville that is part of United Way's operations. In previous projects, Jovenes SANOS has remade corner stores and restaurants to have healthier options. It has also partnered with the Santa Cruz Metro Board to implement healthy food options in vending machines inside employee facilities as well as provided wellness educational information to staff members. Leadership at Jovenes SANOS has been involved in the planning for this proposal and is actively seeking to integrate yPAR into the curriculum.

> *Applications aid reviewers when they provide tables that lay out how research questions, data collection, and analytic approaches align. Table 7 is helpful in this regard and could have provided even more detail to provide an overview of the research design.*

Sample: The samples and data collections vary by research question. The questions addressed through yPAR-CISER will vary in their methods and may involve a large number of respondents with a lighter touch data collection (e.g., an online survey) or a smaller number of respondents with a more in-depth data collection (e.g., interviews). When designing research with the youth and undergraduates, faculty fellows will ensure that sampling is in line with what is needed to understand and report on the problem youth have identified.

> *It can be challenging to provide all the details of data collection and methods when projects are participatory. Proposals that take this approach should provide as much detail as possible about the plan for all elements of the research design or an illustrative example that includes sampling frameworks, target sample sizes, etc.*

For the youth outcomes, we propose a sample of four cohorts of approximately 30 middle and high school youth participating in United Way's partner programs in years 2 and 3 of the grant (a total of 120 youth in two years). The youth sample will be self-selected as youth will determine whether to join the programs and the extent of their participation. Based on the focal communities, we anticipate youth will be primarily low-income, Latinx, and the first in their families to go to college, should they go. All participants will be included in data collections even if they do not stay involved throughout the work.

For the undergraduate outcomes, we will similarly have four cohorts of students who will be self-selected based who enrolls in CISER courses or who elects to join CISER research labs offered by the faculty fellows. We anticipate that the number of undergraduates may vary by project, but will total about 180 over two years. Undergraduates will similarly be overrepresented by students who are low-income, Latinx, and first-gen. All participants will be included in data collections even if they do not stay involved throughout the work.

To explore structural outcomes we will rely on strategic sampling that includes individuals who are most knowledgeable about changes underway at UCSC, United Way and the community. For instance, we will interview leadership at the UCSC Office of Research and program directors at each of the partner programs. We anticipate having approximately 10 respondents per year, plus records through notetaking at meetings and minutes of public events like city council meetings.

Data Collection: The yPAR-CISER projects will generate research findings that young people and their adult mentors and advocates can use to create community change. These projects are the backbone of YOUTH-C2, and yet until we meet with youth and organizations, we will not be able to determine the exact questions, data collections, and methods for analysis. Based on our prior community-engaged projects, we imagine these could include original

data collections of surveys and interviews, and/or more archival collections from social media posts, existing statistics, and other kinds of media or sources. In the UCSC PI and research fellows' prior yPAR and CISER work, as well in our teaching, we have trained and mobilized students using all these methods. We are amply prepared to lead collection of the most appropriate types of data for the questions that youth pose. We are also poised to incorporate undergraduate training to support these data collections, and will train all participants in best practices for working with youth in community. As noted in the research questions, we expect these to be descriptive and actionable research projects with strong community interest.

The youth and undergraduate outcomes associated with participating in yPAR-CISER projects will similarly be assessed using multiple methods. We propose a pre- and post-test survey design that includes intervention and comparison groups. For youth outcomes, we will work with the community fellow to identify a purposive comparison group to go along with the four cohorts of yPAR-CISER participants. These could be from a different set of programs, other youth they serve who are not involved in yPAR-CISER programming, or youth who are not engaged in after school programs through United Way. Depending on the counterfactual, we will be able to draw conclusions

about yPAR-CISER compared to other programming currently offered or compared to the absence of program intervention. The youth in the yPAR-CISER and comparison groups will be surveyed to assess using validated scales for their identities as knowledge producers and changemakers (Langhout & Gordon, 2019; Langhout et al., 2014), socio political motivation and leadership skills (Ozer & Schotland, 2011), and college knowledge/intentions to apply to college (two- or four-year) (Wohn et al., 2013). Together, we anticipate sample size of 240 local youth.

College students will also be assessed pre- and post-test survey design. Following Greenberg et al. (2020), we use validated scales that measure self-efficacy in community-engaged research (adapted from Reeb et al., 1998), social integration with students (Davidson et al., 2009), student-faculty interactions (Micari & Pazos, 2012), research skills acquired (UCLA Higher Education Research Institute, 2018), meaningful or active learning environment (Carr et al., 2015), identities as knowledge producers and changemakers (Langhout & Gordon, 2019; Langhout et al., 2020), and intention to apply to graduate school. We propose to compare those in CISER classes to other students enrolled in non-CISER classes but majoring in the same departments as the four faculty fellows—sociology, psychology, and Latin American and Latino Studies—for a total sample size of 280 students.

In both cases, existing survey data collections inform our work. The California Healthy Kids Survey (CHKS) surveys middle and high school students about multiple topics, including their connection to peers and adults, motivation, and meaningful participation in activities. The biennial University of California Undergraduate Education Survey (UCUES), called the National Survey of Student Engagement (NSSE) outside of California, embeds scales for participation in research, connection to faculty, and plans for the future. To the extent possible, we will include scales included in these existing data collections in order to allow additional and longitudinal comparisons, as well as the possibility for propensity score matching.

The structural questions will be examined through a combination of focus groups, interviews, archival data analysis, and ethnographic examination. Focus groups and interviews with youth workers across the United Way programs, United Way staff, and youth themselves will shed light on how adults think about their roles via-a-vis youth and how youth perceive these. Archival data analysis and ethnography will enable researchers to track prospectively and comparatively how youth voice and power are fostered or not in terms of behavioral change, as well as changes in policies and procedures. Ethnographic observation will be paired with use of the yPAR Process Template to assess for youth voice and power (Ozer & Douglas, 2013). Field notes, meeting notes, email records, and minutes from official meetings will help us to track structural changes in the community. Like Nelson et al. (2015), who used email exchanges to track partnership formation of a university-community partnership, we will keep an archive that allows us to see progression in the different components of our proposed project.

Having four different yPAR-CISER projects is valuable in that it offers variation in terms of topic, research fellow lead, ratio of youth to undergraduates, methodologies, and programmatic setting. This will be useful for understanding how different types of settings lead to positive youth and undergraduate outcomes, as well as structural changes.

Analysis plan: Again, our analysis plans vary depending on the data collection and research question. For the yPAR-CISER research, analyses will be descriptive. We typically train students in data analysis skills such as coding surveys and qualitative or archival data as well as basic statistics, such as t-tests and ANOVAs. We will work with program staff and youth, as well as undergraduates and possibly doctoral students, to create opportunities different kinds of analyses depending on students' interests and time.

Analyses of youth and undergraduate outcomes will use quasi-experimental methods to explore how participation in yPAR-CISER affects short-term and longer-term outcomes. In both cases, we plan for pre- and post-participation surveys, which allow us to explore change over time in individuals' skills and perceptions. Yet, this plan may also capture changes we might expect to occur over time. For example, in the course of ninth grade, high school students might gain some college knowledge. A pre/post design would attribute that change to program participation, but this gain could be due to learning that happens for some students in the first year of high school. We therefore have proposed comparison groups of youth and undergraduates to help us ascertain with more certainty whether the outcomes we observe can be attributed in part to their participation in yPAR-CISER.

> *This section describes the analytical approaches the team will take to answer the research questions. Note that this section might have provided more detail, particularly about the quasi-experimental methods. It is always important to acknowledge the strength and weaknesses of proposed methods and not to overstate the claims a study can make (e.g. causal versus descriptive).*
>
> *What is most important for the committee to see is that the research design is aligned with the questions asked and is likely to generate findings that inform the community partner and existing literature on programs, policies, or practices to reduce youth inequalities.*

Constructing an appropriate comparison group is a challenge. Wherever possible, we will rely on existing data collections such as administrative data that will allow us to use propensity score matching. For some outcomes that are not regularly asked in existing data collections, we will rely on matched comparison groups of youth and undergraduates (discussed in the sampling section). This is one area of capacity development for United Way, as the partnership can begin new ongoing data collections through its annual Community Assessment Project that will allow for the construction of comparison groups over time. Constructing a comparison group for UCSC

students is slightly less complicated, as we have access to individual-level student records through the Student Success Equity Research Center, for which London is the inaugural Faculty Director. Data on structural outcomes will be descriptive and qualitative.

Qualitative data that inform the youth, undergraduate, and structural outcomes research questions will be analyzed via a combination of inductive and deductive processes, which will enable theory testing as well as ground-up theory development. Interview data will be transcribed, checked, and coded in Nvivo following procedures outlined by Saldaña (2016), which includes line by line coding and analytic memos to develop codes to populate a codebook. Ethnographic fieldnotes will follow procedures outlined by Emerson at al. (2011), which also includes line-by- line coding and memo writing to develop codes to populate a codebook. For both types of data, multiple coders will independently code and check for inter-rater reliability.

Survey data will be examined in several ways, including repeated-measures split-plot designs, and path analyses (see Figures 4 and 5 for hypothesized relations). These statistical strategies will be used via SPSS, AMOS, and MPlus, to assess for change over time in outcomes, as well as to examine relations among multiple constructs. Most research in this area examines outcomes in a univariate fashion, with t-tests and ANOVAs, which does not enable a more holistic examination of how constructs influence and mediate one another (Langhout & Gordon, 2020). The use of repeated-measures split-plot analysis will enable us to examine changes in identity as a knowledge producer and changemaker for the youth, and student-faculty interaction, social integration with students, research skill acquisition, and self-efficacy in community-engaged scholarship for the undergraduates, while also comparing their possible change over time to an appropriate sample of their peers. Furthermore, the path analysis will enable theory building from the yPAR-CISER model, which will add to the literature on how community engagement influences undergraduate student development (Whitley, 2014).
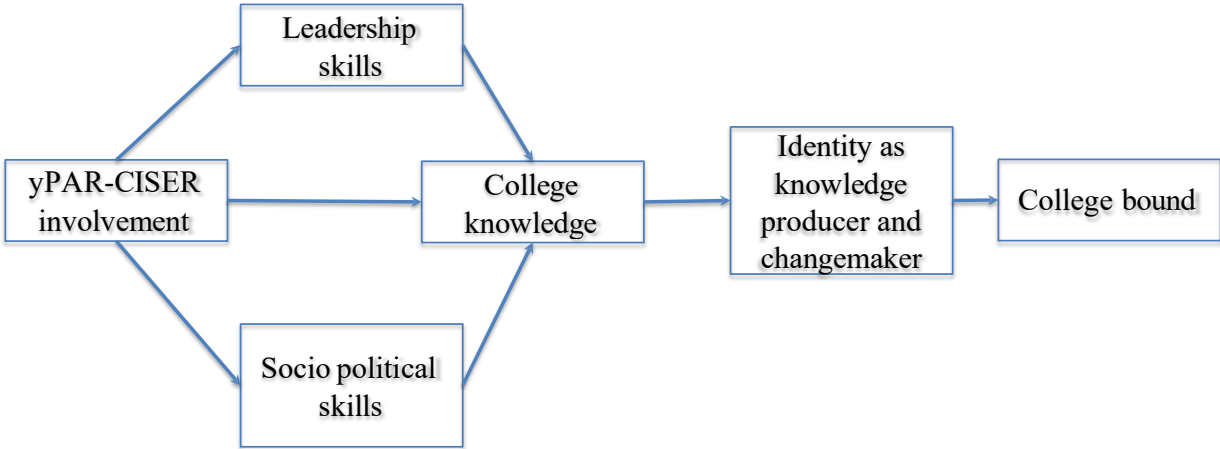
Figure 4: Middle and High School Youth Pathways Model
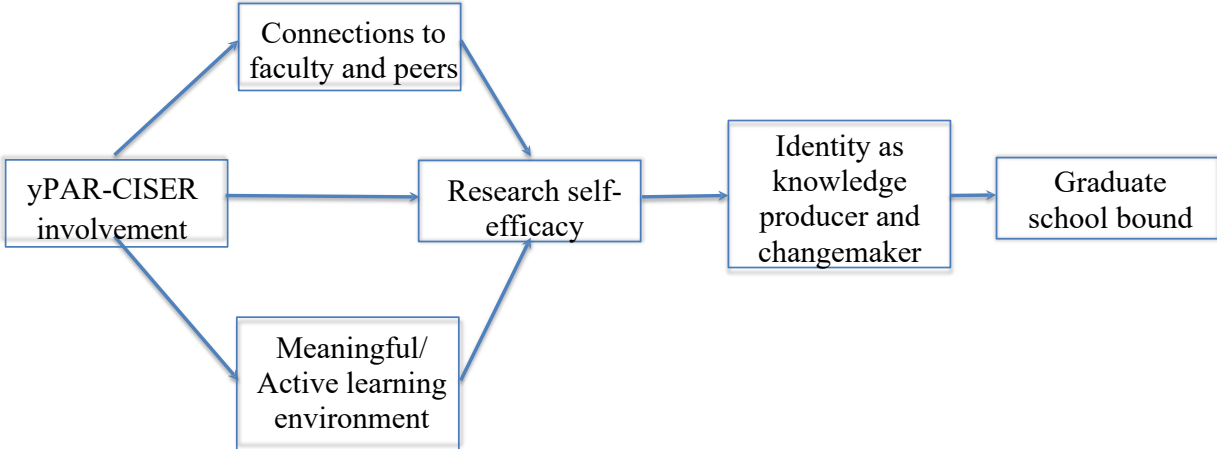
Figure 5: Undergraduate Pathways Model

Figure 6: Key Research Questions and Responsibilities

	yPAR-CISER research projects on local conditions to support improved youth outcomes	Research on the ways this approach affects local youth	Research on the ways that this approach affects UCSC undergraduates	Research documenting the effects of the partnership on local and university outcomes
United Way Leadership	X			X
UCSC PI	X	X	X	X
United Way Fellow	X	X		
UCSC Fellows	X	X	X	
Campus + Community			X	X
Local Youth	X			
UCSC Undergraduates	X	X		

Figure 7: Data Collections for the Research Questions

	yPAR-CISER research projects on local conditions to support improved youth outcomes	Research on the ways this approach affects local youth	Research on the ways that this approach affects UCSC undergraduates	Research documenting the effects of the partnership on local and university outcomes
Surveys	X	X	X	
Interviews	X			X
Focus groups		X	X	
Secondary data		X	X	
Existing statistics	X			
Social media	X			
Observation	X	X	X	X
Ethnography		X	X	X
Archival data	X			X

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