

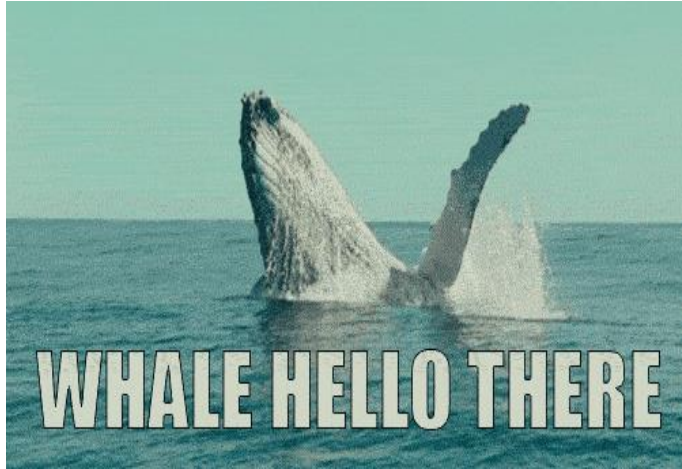
-YOUTH-LED INNOVATION FOR CHANGE



April 26th 2019
Youth Leadership Institute



WELCOME & REMINDERS



Welcome!

- SO EXCITED TO BE HERE!

What is YLI?

- Introducing training for today

Reminders!

- Restrooms
-

INTRODUCTIONS

	Subject	Object	Pronoun	Pronunciation
Gender Binary	she	her	hers	as it looks
	he	him	his	as it looks
Gender Neutral	they*	them*	their*	as it looks
	ze	hir	hirs	zhee, here, heres
	ze	zir	zirs	zhee, zhere, zheres
	xe	xem	xyr	zhee, zhem, zhere

**used as singular*

- Name
 - Gender Pronouns
 - City/ County
 - Check-In Question: What emoji do you feel like this morning?
-

AGENDA FOR TODAY

- Welcome & Introductions
 - Objectives & Agenda
 - Community Agreements
- Icebreaker and Visioning Activity
- Youth and Adult Partnerships
- Break/ Energizer
- Youth-Led Action Research and Data Analysis
- Lunch
- Findings and Recommendations
- Committee Business
- Next Steps/ Closing
 - Evaluation



HALF WAY TO THE GOAL



YES

GOALS FOR TODAY

- Equip youth participants to think innovatively about addressing mental health issues facing youth in California in partnership with adult allies.
 - Prepare youth to facilitate and lead a mental health innovation idea lab in 2019.
-

COMMUNITY AGREEMENTS



- Have fun!
 - One mic, One Diva
 - Let's keep phones aside!
 - We are all culture keepers in this space
 - Keep a sense of humor
 - Be present
 - High five your neighbor
 - Additional ones??
-

ICE BREAKER NAD VISIONING ACTIVITY

- Captain, O' Captain

Salute (2)

Boat (3)

Star (5)

On Deck (6)

Octopus (8)

- For our last round, be prepared to report back to larger group on your discussion/ drawing/ etc.

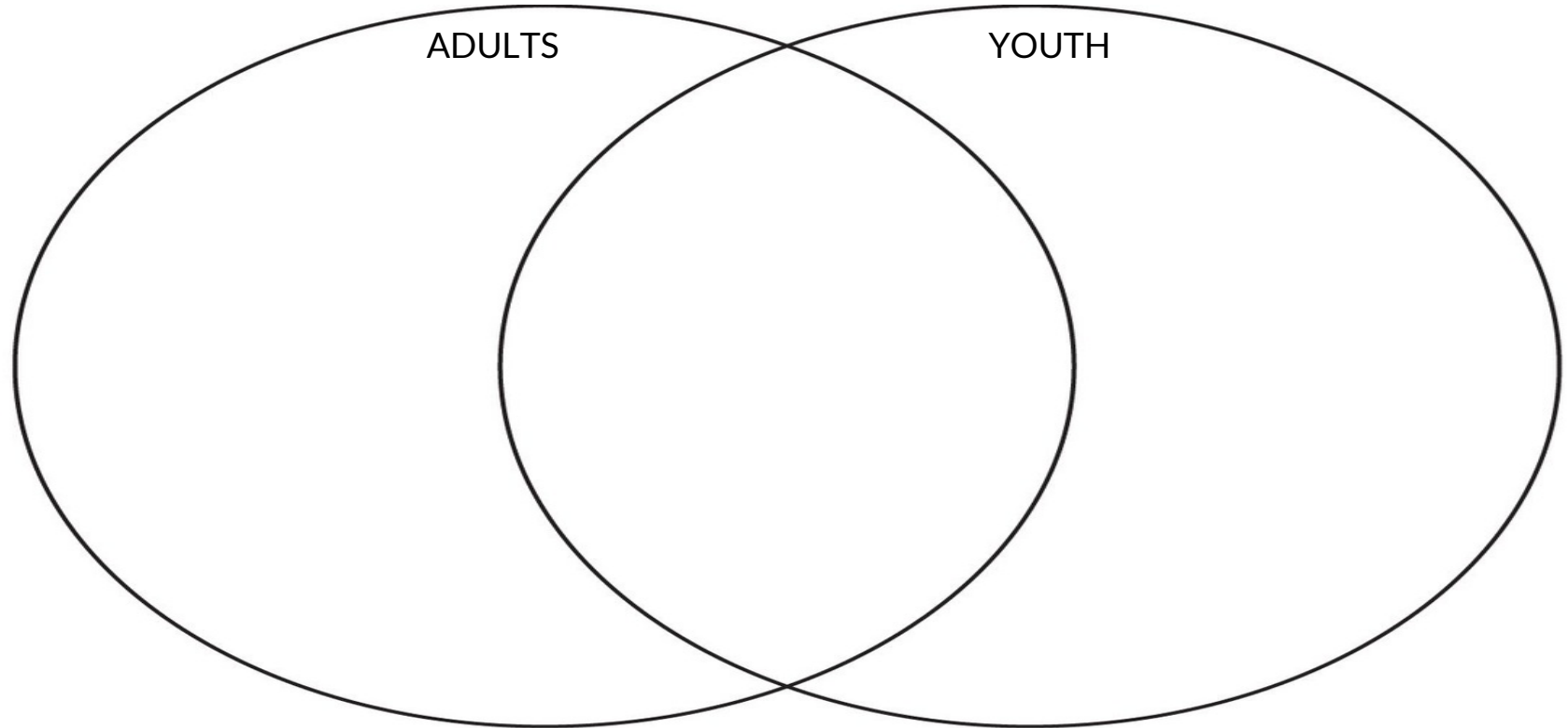


In a perfect world, where all mental health needs are met for youth, what would be happening? What would be different or better?

AT HOME
IN SCHOOLS
IN COMMUNITIES

- we've got a
VOICE

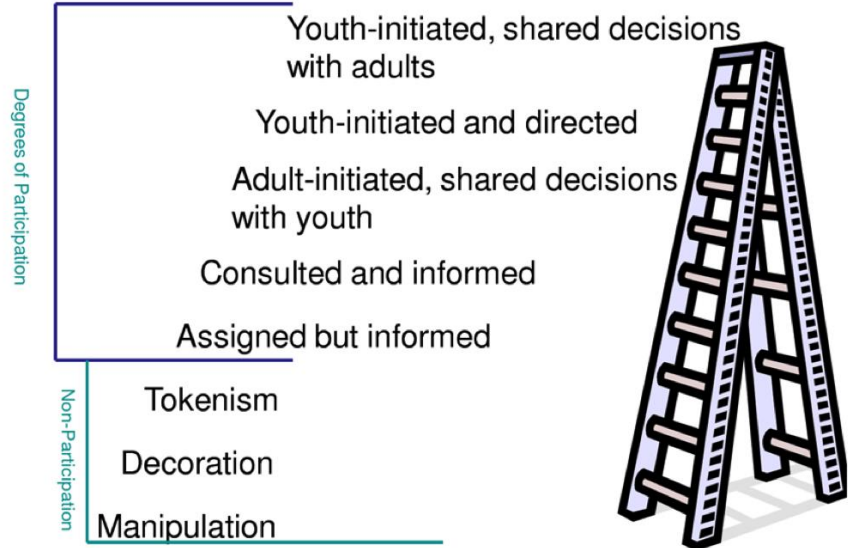
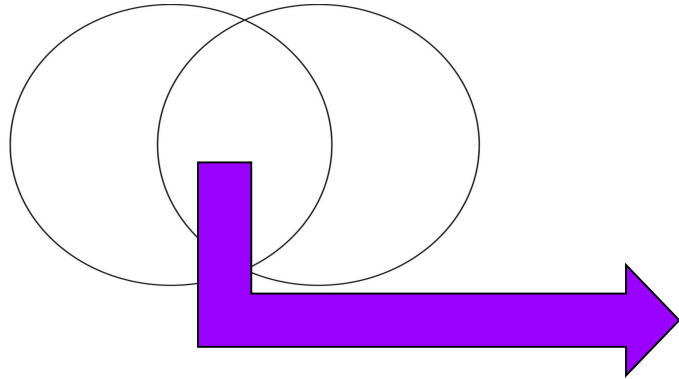
YOUTH-ADULT PARTNERSHIPS



we've got a
VOICE

YOUTH-ADULT PARTNERSHIPS CONT'D

Ladder of Youth Participation



**Break
Then...
ENERGIZER**

- we've got a
VOICE

INTRO TO YOUTH-ED ACTION RESEARCH



**COMMUNITY DRIVING
THE CHANGE:**

**TRANSPORTATION
EQUITY
ALLIED
MOVEMENT
ROADMAP**

YLAR CASE-STUDY:
TRANSPORTATION
JUSTICE IN SAN
MATEO COUNTY

Youth Ambassador Program



Calling all high school and college students in San Mateo County!

SamTrans is seeking eight Youth Ambassadors to help promote SamTrans transit services at their schools and in their communities.

You'll gain knowledge and access of the day-to-day operations at SamTrans, carry out marketing campaigns, engage on social media, earn community service credit and conduct travel trainings.

To learn more, contact Christina Contreras at 650-508-7763 or contrerasc@samtrans.com

What is the SamTrans Youth Ambassador Program?

SamTrans is searching for a group of high school and college students within San Mateo County who are knowledgeable and regular users of SamTrans, to be active influencers at their schools and in their communities.

OUTCOMES
OF YLAR

-
- Relieve traffic congestion countywide
 - Invest in a financially sustainable public transportation system that increases ridership, provides quality transit options for everyone, and embraces innovation to create more transportation choices and improves travel experience
 - Prioritize environmentally-sustainable transportation solutions
 - Promote economic vitality and economic development

OUTCOMES OF YEAR

To ensure that the Plan is implemented in a way that reflects these Core Principles, the Plan also includes a new citizen oversight protocol. The protocol requires the appointment of a 15-member independent citizen oversight committee that would meet regularly to monitor decision-making, ensure accountability, and provide assurance that the plan is implemented in a way that stresses public transparency.

- Incorporate the inclusion and implementation of policies that encourage safe accommodation of all people using the roads, regardless of mode of travel
- Incentivize transit, bicycle, pedestrian, carpooling and other shared-ride options over driving alone
- Maximize traffic reduction potential associated with the creation of new housing opportunities in high-quality transit corridors

I report showing that San
approximately \$80
I provide expanded
percent of county voters
thirds threshold.

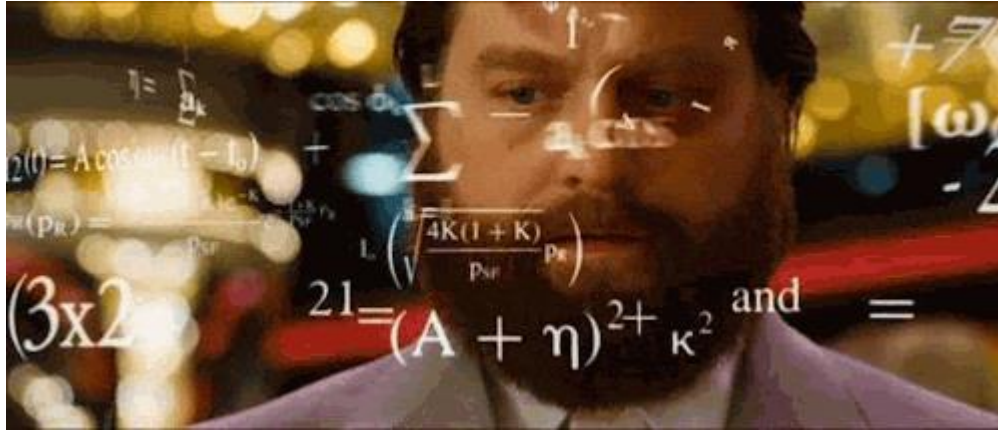
COMMUNITY DRIVING THE CHANGE:



TRANSPORTATION EQUITY ALLIED MOVEMENT ROADMAP

Definition: Youth action research provides young people with a way to shape and influence the decision-making that affects their lives and communities. It enables them to make data-driven recommendations for change in their programs, schools and communities.

INTRO TO DATA ANALYSIS



Compile and Organize it (ratios, tables, graphs). Sometimes by turning your data into ratios, you get some “startling stats.”

Come up with Findings—what you think it means. Findings give the data meaning.

Make Recommendations - the advice to those who might be able to act on it (policy makers, etc.). Now that you understand it, recommendations are simply “what should we do with it.”

EXAMPLES OF DIFFERENT METHODOLOGIES

- Travel Diary

Please record all of your trips, whether you are a passenger, driver, or pedestrian.
 The information on the first row is included only as an example. Please refer to the instructions if you are not sure how to record your trip.

Name: _____	STARTING POINT ADDRESS Street Address: _____	I did not leave the house today: <input type="checkbox"/>
Address: _____		

Travel Diaries Methodology and Findings

Youth in HMB dedicated 2 weeks to recording their travel patterns.

Convenience and Travel Time



Youth travel diary trips included short trips by car (Ex. A 5-7 min car ride is more favorable than a 20-30 min walk/ bus ride)

Access



Public Transit stops are not always in walking distance from their home, school, work, after-school activities.



3	_____ & _____ : _____	_____ : _____	3. shopping 5. work commute 7. social/recreation 9. drive passenger 11. other: _____	4. school 6. other work/business 8. eat a meal 10. change travel mode	2. car or light truck (passenger) 3. bus/transit: route(s): <input type="checkbox"/> 66 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 4. school bus 6. motorcycle 8. bicycle 10. other: _____	5. large commercial truck 7. taxi (passenger) 9. walk
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EXAMPLES OF DIFFERENT METHODOLOGIES

- **Focus Group**
- **Transcription**
- **Theme Finding**

Focus Group Questions for HMB and SSF

1. How often do you take public transportation?
2. Where do you take it to?

Focus Group Methodology and Findings

Youth from Pilarcitos High participated in focus group to capture the thoughts of youth in Half Moon Bay.



Overall Safety Concern/ Feeling Uncomfortable

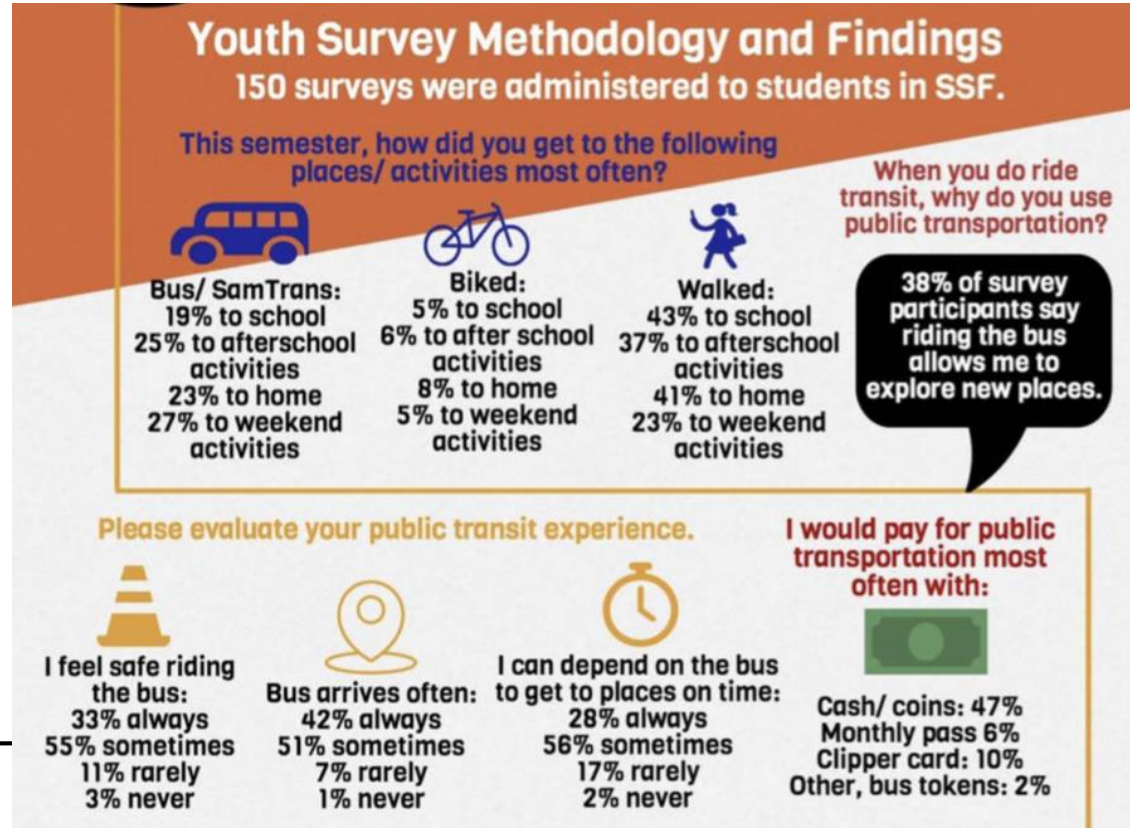
Difficulty accessing services or work outside of town if no car available



Limited tech rideshare options

EXAMPLES OF DIFFERENT METHODOLOGIES

- Survey Design
- Implementation
 - Online
 - Peer-to-peer



What do you think is the best way to improve public transportation?

More frequent stops: 32%

Feeling more safe while riding public transit: 23%

More affordable fares/ monthly passes: 19%

More bus lines: 19%

Other: 5%

STARTLING FACTS



BASED ON THESE FINDINGS... WHAT WOULD YOU RECOMMEND?

Make Recommendations - the advice to those who might be able to act on it (policy makers, etc.). Now that you understand it, recommendations are simply “what should we do with it.”



REAL-LIFE RECOMMENDATIONS

**Exploring options to
change perception
of safety youth**



**Taxi-like/ shuttle/
rideshare system
in town**

**Improve amenities:
Wi-fi, charging
stations**



**Bolster existing
incentives for youth
to ride public transit**



**Collect more data around types of
resources community residents are
accessing when utilizing public transit**

LUNCH

ENERGIZER

WHAT IS YOUR DATA TELLING YOU?

GROUP ACTIVITY



1. Compile and Organize
 - a. Types of Data
 - b. Qualitative vs Quantitative
2. Startling Findings
 - a. What's grabbing your eye?
3. Recommendations
 - a. How can we fix it?



MORE TIPS

- What do you think the data means?
 - Does it surprise you or does it reflect your experience?
 - What could be influencing the numbers?
 - How might your experience affect the way you interpret the data?
 - What stands out to you?
 - What else do you want to know? What additional information do you need to understand the data?
-

LET'S MAKE A RECOMMENDATION!

NO LIMIT PER PERSON



RECOMMENDED

- THERE IS NO RIGHT OR WRONG RECOMMENDATION
 - DREAM BIG
 - LOOK FOR GAPS, NEEDED INFO
 - CAN IT CHANGE A SOCIAL NORM, POLICY, OR ACCESS?
 - DON'T WORRY IF IT IS NOT REALISTIC, PRACTICAL
-

OUR COLLECTIVE RECOMMENDATIONS

CLOSING & EVALUATIONS

