Analyze the Youth Voice Continuum

<table>
<thead>
<tr>
<th>Youth Voice Continuum</th>
<th>Adult Centered</th>
<th>Youth Centered</th>
<th>Youth Driven</th>
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</thead>
<tbody>
<tr>
<td>No Voice</td>
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<td>Dialogue</td>
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<td>Involve</td>
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<td>Partnership</td>
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<td>Leadership</td>
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<td>Organizing and Governing</td>
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**Youth Actions**
Activities/engagement strategies with appropriate scaffolding to support their developmental and cognitive needs

- Ideas are used without consent[^1]
- Tokenized or put on display[^2]
- Adults may claim youth have a voice but in reality, they have little or no voice in actual decision making[^3]
- Have the opportunity to ask questions[^4]
- Ability to give input and offer their opinions[^5]
- Offer feedback to adults and are fully engaged in activities[^6]
- Attend activities and have role in decision making[^7]
- Articulate action steps to meet learning goals[^8]
- Involved in planning and implementation of project[^9]
- Have a formal voice in meetings[^10]
- Incorporate reflection activities to engage learning and empower action[^11]
- Youth-initiated[^12]
- Contribute to design of lesson plans, projects, and assignment[^13]
- Collaborate with teachers and adults[^14]
- Initiated participation with shared decisions with adult[^15]
- Co-create environment with youth[^16]
- Co-produce with youth[^17]
- Celebrate diverse community allowed to showcase their authentic selves[^18]
- Youth-initiated[^19]
- Plan or co-plan lessons[^20]
- Lead or co-lead classroom activities and projects[^21]
- Serve as peer leaders (paid or volunteer)[^22]
- Empowered as part of shared decision making processes[^23]
- Prepare to be future leaders[^24]
- Enterprise – create a business[^25]
- Youth-initiated[^26]
- Identifies problems and generates solutions[^27]
- Advocates for change in and out of school[^28]
- Guides group as a leader of change[^29]
- Make decisions for class or program[^30]
- Central role organizational structure[^31]
- Driving program and strategic decisions[^32]
- Feel a sense of ownership and understand the work deeply[^33]

**Adult Actions**
Behavior required to move along the continuum increasing student voice, choice and responsibility along the continuum

- Manipulation[^34]
- Decoration[^35]
- Tokenism[^36]
- Answer questions[^37]
- Respond to feedback[^38]
- Act upon information[^39]
- Ensure and articulate youth input and its impact[^40]
- Adults conduct surveys to gather information about what youth desire[^41]
- Adults conduct focus groups to gather insight into youth experience and expertise[^42]
- Initiated by adults[^43]
- Allow youth to be the first to speak[^44]
- Establish routines and protocols for youth feedback, involvement, and engagement[^45]
- Willingness to listen and learn from youth[^46]
- Allow youth to struggle and make mistakes in a safe environment[^47]
- Collaborate with learners[^48]
- Value the youth’s knowledge[^49]
- Understand that youth hold expertise in areas adults may not be knowledgeable[^50]
- Involved in full process and support development of youth goals[^51]
- Involved in supports for youth leadership[^52]
- Prepare youth to be facilitators and co-facilitators[^53]
- Involved in supports for youth organizing and governance[^54]

**Power Dynamic**
Adults are responsible for the safety of youth and communicate safety needs

- Adults are accountable for all aspects of the process[^55]
- Adults involve youth in decision making and provide opportunities for them to take on larger roles[^56]
- Adults involve students in decision making and provide opportunities for them to take on larger roles[^57]
- Youth and adults share in decision making authority, management, or power[^58]
- Adults are involved in the full process and support development of youth goals[^59]
- Youth takes responsibility for possible outcomes with adult support[^60]
- Balance of power and leadership[^61]
- Youth may make the ultimate decisions with inclusion of adult input and vote[^62]
- Youth may have an equal vote at the table with community[^63]

Note: Numbers correspond with citations in the reference list.
References


This document was developed under a grant from the Department of Education through the Office of Program and Grant Support Services (PGSS) within the Office of Elementary and Secondary Education (OESE), by the Region 17 Comprehensive Center at Education Northwest under Award #S283A190013. This contains resources that are provided for the reader's convenience. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this document is intended or should be inferred.