ASSETS COMING TOGETHER FOR YOUTH

APPENDIX I
Updates By Research Theme Working Groups
Third Partnership Group Meeting
April 14, 2011
ENGAGING YOUTH IN COMMUNITY-BASED RESEARCH

Guiding Principles

Youth Engagement is a central component of our research project. In the proposal: ACT committed to “extensively recruit, hire and train youth as peer interviewers and involve them in knowledge mobilization and communication activities.” We recognized that “involving youth in research brings both “new methodological challenges and opportunities for researchers” but we committed to thoughtfully reflect and work through these challenges and opportunities”.

In the proposal, we included “Research Capacity-Building of Jane-Finch Youth” as one of our training goals. We said we will:
- Offer a 20-hour applied research internship during the summer
- Offer part-time RA positions of 10 hours or less during the school year.
- Youth interns will work on multi-media presentations.
- 10 youth will be involved with the project either as RAs or interns annually.

Planning for Youth Engagement

ACT’s included a budget for:
- Youth employment: $20,000 per year = $100,000 over 5 years
- Honoraria for youth: $5,000 per year = $25,000 over 5 years
- Budget for honoraria also supports community partners who need an honoraria to participate

Engaging Youth as Research Participants

By Working Groups
- **Youth Survey**
  - Survey of Student Resources and Assets = 1706

- **Youth Voices**
  - Mobile Speakers Corner = 50
  - Two Photo-Voice Projects = 22

- **YEES**
  - Focus groups = 12
  - In-depth interviews = 36
  - Reframing = 1* (not included in totals)

By The Numbers

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Research Internship

The Youth Research Internship is a 6-month internship that comes with a stipend of $2500 (200 hours @ $12.50 per hour)
- Eligibility: At least 16 years old and reside in the Jane/Finch area.
- First internship cycle: March 2010 to August 2011 (five internships were extended to March
2011).
- Interns completed a mandatory six-series community-based research training, York library orientation, etc.

Examples of research tasks undertaken by interns:
- Outreach and recruitment of potential research participants: mobile speakers corner, youth voices, YEES
- Data collection: Mobile Speakers’ Corner
- Data analysis; YEES, Beyond the Caption Group
- Dissemination: Summer Gala organized by interns - Face This - Our Voices, Our Stories
- Administrative: transcribing, photocopying, etc

By The Numbers

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Research Assistantship
- Youth Survey Assistants (YSAs)
- 30 youth from three high schools were hired as survey assistants (10 each from C.W. Jeffery’s C.I.; Emery C.I. and Westview Centennial S.S.)
- YSAs worked with contracted supply teachers in their schools on student engagement.
- Contributed a total of 550 hours
- Paid a total of $8,980
- YSAs participated in a paid orientation and training session at York University led by a youth intern, Stephanie Lucas.

Youth have worked as Research Assistants (RA) on Beyond the Caption Group and on the (Re)framing Public Discourse Working Group.

- **Beyond the Caption** is the action-component of the Youth Voices Working Group’s Photo-voice projects.
  - The group consists of four youth who participated in the photo-voice projects
  - Three of the youth were Interns and the fourth is employed as an RA.
  - Beyond the Caption is looking at how to use the photos as a community mobilizing tool.

- **The Re(framing) Public Discourse Working Group** has hired five youth as interviewers for the primary data collection (3 of these youth are former interns).
Youth interns have been involved in the development of the interviews guides &
recruitment
– Youth have ‘shadowed’ one of the PhD RA during the community interviews
– Youth will conduct all youth interviews (1 interview has been completed)

Youth RAs have contributed about 50 hours and have been paid almost $650

**Youth-Led Committee**

- The Youth-Led Committee consists of 2 co-chairs (who are ACT project team members) and 12 youth members (who will serve a one-year term).
  - Student Council Reps from 4 high schools: CW Jefferys CI, Emery CI, Westview Centennial SS, James Cardinal Mcguigan
  - 1 youth intern rep
  - 1 graduate research assistant rep
  - Community members from J/F

**Four Main Objectives**

- Building the research-capacity of Jane-Finch Youth
- Contributing to ACT for Youth’s Research agenda by participating on research-themed Working Groups/Committees
- Disseminating ACT for Youth’s research findings using youth-friendly methods
- Extending ACT for Youth’s research by initiating additional CBR research that is of relevance to Jane-Finch youth

The YLC will meet monthly. The total time commitment for YLC commitments is 5 hours a month for which members will be reimbursed $62.50 (at the rate of $12.50). YLC committee members may also take on other tasks that contribute to the project.

- Areas that YLC members will receive training include: meeting facilitation, group decision making, conflict resolution, committee development, event planning

**Lessons Learned**

Opportunities

Challenges

Moving Forward

- How can we build in lessons from the evaluation and interns MSC stories?
- Should we stagger opportunities?
- Summer CBR Boot Camp?
- Research internship – modify? Leave ‘as is’? Replace with RAs that reach more youth?
YOUTH SURVEY WORKING GROUP

Survey of Student Resources and Assets

Analysis of Secondary Data Sets:
- Customized Census Youth Data
- Police Contact Data

Survey of Student Resources and Assets
- What resources and assets do youth in urban communities have and what are the possible ways that communities can increase their development using socializing systems within the community including the family, neighborhood, congregation, school, youth organization, and place of work?

- Completed a survey of 1706 students in the following TDSB schools in Jane/Finch:
  - Emery Collegiate Institute n=500
  - C. W. Jeffery's Collegiate Institute n = 234
  - Westview Centennial Secondary School n = 396
  - Oakdale Park Middle School n = 246
  - Brookview Middle School n = 186
  - Three schools outside Jane/Finch n = 144

- We have just received (limited) ethics approval to conduct the survey in the following TCDSB schools:
  - One class of Grade 7 students and one class of Grade 8 students in four elementary schools
  - Two classes of students in Grade 9 and two classes of students in Grade 11 at James Cardinal McGuigan Catholic Secondary School

Customized Census Data on Youth in Toronto
- Three youth groups: 15-19, 20-24, 25-29
- Data is at the Census Tract (CT) level for Toronto.
- Variables include Age, Sex, Marriage status, Language, Mobility, Immigration status, Aboriginal info, Employment, Occupation, Place of work, Mode of transportation to work, Unpaid housework, Education, Visible minority, Household structure, Ethnic origins, Income

- For each youth group (15-19, 20-24, 25-29), we will explore income and education differences in different neighbourhoods in Toronto (spatial patterns) particularly the situation within the PN13. We will explore how different socio-demographic variables are associated with these differences.

- For each youth group (15-19, 20-24, 25-29), we will explore the temporal patterns for the last decade to see if the situation of particular cohorts of youth have improved or gotten worse and the spatial characteristics of this change in different neighbourhoods in Toronto.

- What about the girls?

- Other possible questions: Who are NEETers?
  - We will develop a profile of youth who are NEET (not engaged in education, employment and training) especially youth from PN13s so we can develop policy
and practice options that support them to continue with their learning and training.
- Spending time NEET is a major predictor of later unemployment, low income, depression and poor mental health (HRSDC).
- What factors are associated with NEETers disengagement from education or work?

**OVER-POLICING OF RACIALIZED YOUTH IN TORONTO**
Phillip Meng, PhD
Post-Doctoral Fellow
Youth Survey Working Group

**Research Context**

**Racial Profiling:**
- When members of certain racial or ethnic groups are subjected to greater levels of criminal justice surveillance than others. Typically defined as a racial disparity in:
  - police stop-and-search practices
  - racial differences in custom searches at airports and border-crossings
  - increased police patrols in minority neighbourhoods and undercover activities
  - sting operations which target particular ethnic groups.

- **UK and US:** official police data suggest that racial minorities come under greater criminal justice surveillance

- **Canada:** police are not required to report on the race of the people they target for field investigations.

- Historically, Black people in major Canadian cities, including Toronto, Montréal and Halifax have complained that they are frequently stopped, questioned and searched by the police.

- A number of ethnographic studies and surveys suggest that racial profiling may also exist
in Canada.

- Very few systematic studies have examined the experiences of particular demographic groups such as racialized youth.
- Our study addresses this gap by examining the relationship between police stoppages, age, race and location of police stoppages.

Research Questions

**Police Stoppages ~ Race**
- Do racialized people experience significantly more police stoppages than non-racialized people?
- Do racialized people experience significantly more police stoppages than non-racialized people for specific, unspecific or heavy crime reasons?

**Police Stoppages ~ Race ~ Location**
- Do racialized people experience significantly more police stoppages in the 13 priority neighbourhoods or downtown areas than in ‘other’ neighbourhoods?
  - Do racialized people experience significantly more police stoppages in the 13 priority neighbourhoods or downtown areas than in ‘other’ neighbourhoods for specific, unspecific or heavy crime reasons?

**Police Stoppages ~ Age ~ Race**
- Are racialized youth who are stopped by the police significantly younger than non-racialized youth?
  - Are racialized youth who are stopped by the police for specific, unspecific or heavy crime reasons significantly younger than non-racialized youth?

**Age ~ Race ~ Location ~ Police Stoppages**
- Are racialized youth who are stopped by police in the 13 priority neighbourhoods or downtown areas significantly younger than in ‘other’ neighbourhoods?
  - Are racialized youth who are stopped by police for specific, unspecific or heavy crime reasons significantly younger in the 13 priority neighbourhoods or downtown areas than in ‘other’ neighbourhoods?

Data Sources

**Police contact card data**
- A secondary data set that details who Toronto police choose to stop and document in encounters that usually result in no arrest or charges known as 208 cards.
  - Age (Youth or not; 15-29)
  - Skin colour (who; black, brown, other, and white)
    - Brown: “Brown” classified as South Asian, West Asian and Arab.
    - “Other” is any visible minority other than Black or South Asian, West Asian or Arab.
  - Reasons (why or for what; specific, unspecific, or heavy crime)
  - Time (when or what time; daytime or night-time, 8 am, 8 pm)
  - Patrol zones (where; totally 73 patrol zones, 13 priority neighbourhoods, downtown, and other neighbourhoods)
- Data was obtained by Toronto Star using the freedom of information act.

The boundaries of 13 priority neighbourhoods in Toronto
- United Way Toronto
The boundary of Toronto Downtown
  – United Way Toronto

Statistics Canada 2006 data (population and visible minority data)
  – Statistics Canada

Analysis
Geo-spatial analysis
  Polygon in polygon analysis
Statistical analysis
  Kruskal-Wallis Test
Normalization of data

the number of stoppages for each category is divided by the total population for each category in order to get the percentage of the population subjected to stoppages.

What is Normalization?

If the number of police stoppages is not normalized by the population
White > Black > Brown > Other

If the number of police stoppages is normalized by the population
Black > Brown > White > Other
Police stoppages ~ Race

Across all age groups, a higher percentage of racialized groups are subjected to police stoppages.

Police Stoppages ~ Reason ~ Race

Across all race categories, police stoppages are most frequently for non-specific reasons (e.g. general investigation or for suspicious activity).
Racialized groups are subjected to a higher rate of stoppages outside of the 13 priority neighbourhoods.

Age of youth being stopped:
Other > White > Black > Brown
Police Stoppages ~ Age of youth ~ Race ~ Reasons for Stoppage

- Age of youth being stopped for specific and unspecified reasons: Other > White > Black > Brown
- Age of youth being stopped for heavy crime reasons: White > Black > Other > Brown

Police Stoppages ~ Age of youth ~ Race ~ Location

- Age of youth being stopped:
  - For black, brown and white youth: Downtown > other neighbourhoods > 13 priority Neighbourhoods
  - For other youth: Downtown > 13 priority Neighbourhoods > other neighbourhoods
Age of youth being stopped for specific reasons:
- For black, brown and white youth: Downtown > other neighbourhoods > 13 priority Neighbourhoods
- For other youth: Downtown > 13 priority Neighbourhoods > other neighbourhoods

Age of youth being stopped for unspecific reasons:
- For black, brown and white youth: Downtown > other neighbourhoods > 13 priority Neighbourhoods
- For other youth: Downtown > 13 priority Neighbourhoods > other neighbourhoods
Findings/Conclusions

**Racial profiling --- Yes**
- Based on no. of police stoppages and age of youth who are stopped by police
- Racialized groups are disproportionately subjected to police stoppages
- Most police stoppages are for non-specific reasons

**Spatial bias --- Yes**
- Racialized groups are subject to a higher rate of stoppages outside of the 13 priority neighbourhoods
TROUBLE AND TRIUMPH: DISCURSIVE FRAMING OF JANE-FINCH YOUTH

Research Objective

How can the Jane/Finch community reframe the negative public discourse about youth to a public discourse that is supportive of positive youth development policies?

- **Focus of Critical Discourse Analysis:** What are the discursive strategies deployed by mainstream media (MSM) to frame J/F youth? What are the key trends and what are the potential implications to policy and programming?

Key Concepts

- **Discourse** is both a theory of and a method to study the social significance of language.
- **A Frame** is schema (how we make sense of things, a ‘short cut’ for processing information) used to interpret and present social experiences.
- **Text** is written/spoken language & images but for clarity we refer to them separately as ‘texts and images’.

Theoretical Frameworks

- The discourse of the ‘new’ racism* and its interlock with gender and class.
- The ‘positive’ discourse of governmentality* that individualizes improvement and responsibilizes community, and tethers ‘positive’ to negative frames.

Methods

- Informed by Fairclough’s tri-dimensional model (2004) and van Dijk’s (1993) principles for CDAs
- Adopted a grounded theory approach to generate multiple theoretical frameworks to interpret and interrogate the texts.
- The keywords ‘Jane Finch’ and ‘youth’ were used to search the FACTIVA and Toronto Sun databases for the period of January 1, 2008 to August 25, 2010* - total of 148 texts were retained for analysis.
- A preliminary headline analysis mapped key discursive trends and generated theoretical frameworks to focus the close analysis of 17 exemplar ‘positively’ framed texts.

Key Findings

- **Headline Analysis**
  - **Negative Frames** (violence, contagion, parasite, new trends, hyper-masculinities / femininities)
  - **Positive Frames** (Individual Improvement, Responsibilized Community, Challenges to Structural Deficit & Discrimination)

- **Full-Text Analysis**
  - Individual improvement
  - Structural Deficits & Discrimination:

- **Negative Frames**
  - Negative frames replicate and expand on those found in previous analyses:
    - **Violence:** articulated through the discursive strategies of gangs, ‘cops and robbers,’ security, drugs, guns & moral panic
    - **Contagion:** articulated through the discursive strategies of dirt, disorder, pathology, promiscuity, dysfunctional family & spatial encroachment/exclusion
Parasite: articulated through the discursive strategies of neoliberal residualism - ‘tax drain,’ ‘dependency,’ needs & fiscally imprudent households
  - ‘New’ trends: the hyper reality of discourses of ‘cops and robbers,’ and the ‘threat’ of spatial encroachment
  - Hyper-masculinities/femininities that discursively interlock race and gender.

Avoided reproducing the ‘spectacle’: by confirming negative trends and then refocusing on emergent ‘positive’ frames.

‘Positive’ Frames

‘Positive’ frames are increasingly common: e.g., from the initial time period of 2005-2010 to the revised timeline 2008-2010 the proportion of ‘positive’ frames has doubled.* These include:

- Individual Improvement: discursive strategies of sports, music, leadership, camping/wilderness & general educational strategies
- Responsibilized Community: discursive strategy of foregrounding negative framing of the community to emphasize what the individual has ‘triumphed over’; place-based analysis of poverty places problem & solution as a community responsibility
- Challenges to Structural Deficit & Discrimination: discursive strategies of challenging racialized practices such as the police ‘carding’; or the ‘stigma’ (not racism or classism) attached to J/F
- Trends across MSM: follow predictable political leanings with significantly higher incidence of positive framing in the Toronto Star than Sun, and the Globe and Mail versus the National Post

Full Text Analysis: Positive Frames

- Individual improvement:
  - strands of ‘beats’ & ‘hoops’ articulate the ‘new’ racism by re-inscribing racialized stereotypes; or deploy colonial tropes such as improvement through the white spaces of hockey arenas or opera halls
  - strands of wilderness camps articulate the ‘new’ racism through the trope of naturalizing inner city ‘disorder’ and ‘civilizing’ youth through the ‘innocence’ of ‘nature’
  - strands of educational reform (the most dominant of the discursive frames) articulate the ‘new’ racism through dysfunctional family environments that require that youth are rehabilitated by educators

Structural Deficits & Discrimination

- Very few and these strands are strongly tethered to needs & dependency frames; privilege class over race analyses; and individual acts over institutional discrimination; deploy ‘soft’ or ambiguous semantics

Learnings and Contributions

- Preponderance of negative frames: Congruent with the literature, as well as the findings of the two recent dissertations of media representations of J/F; Expanded on frames not well explored in the literature such as: the ‘threat of race’ articulated through: the hyperreality of ‘cops and robbers’ tropes & spatial encroachment.

- Emergent and ascending deployment ‘positive’ frames: Inscription of the ‘new’
racism through the governmentality discourse of individualized improvement and responsibilized communities.

- **Addressed a gap in the literature**: Little has been written about the interlock of ‘positive’ and negative frames in media texts, nor of how governmentality is deployed by MSMs to bypass structural disadvantage and discrimination.

- Overall, the findings suggest **shifts in discursive trends** and strategies that while **promising**, may be potentially **challenging to frame** in ways that promote community well being and progressive policy development.

**Policy Implications**

- **Implications of the negative frames**: tend toward surveillance, ‘broken windows’ and incarceration interventions; rehabilitative and ‘domestic’ interventions largely targeted to children, youth and families; interventions that spatially resource places rather than people (i.e., create ‘service dependent’ zones); and interventions that invest in ‘competing marginalities’ and demand increasingly stringent audits/accountability.

- **The implications of the ‘positive’ frames of individualized improvement**: tend toward policies aimed at individual rehabilitation to produce ‘exceptional’ lives that, nevertheless, preserve institutional patterns of privilege and penalty. As for the few texts that articulate **challenges to structural deficits**, though promising, they remain rare and rarely articulate our collective responsibility to support policies for social transformation.

**Comments?**
**Questions?**

**EMERGING FINDINGS FROM PRIMARY DATA**

**Review of Research Objectives**

- How do different people understand and produce discourse about Jane/Finch youth – both inside and outside the community – that reproduces or challenges negative framing?

- How and who benefits (within and outside of the community) from negative discourse?

- How do academics produce discourse about J/F and other communities; and how will this project resist reproducing negative discourse?

**Methodology**

- **Focus groups** and **key informant interviews** to explore how negative and counter discourses are interpreted, produced, and responded to by community members in J/F and ‘outsiders’. Completed to date:
  - Seven interviews with community members
  - Ten interviews with media, academics and policy-makers
  - One interview with youth
  - Interviews are taped and transcribed verbatim

- **Emerging Themes: Community Stakeholders**
  - Jane/Finch as model/iconic community of caring, culture & complexity
  - Jane/Finch as ‘responsibilized’ but not responsible?
  - Spatial logic of disadvantage
  - Shifts toward the positive frames in MSM due to historical and contemporary
community-based strategic reframing
  o Mainstream media as primarily exploitive but with some ‘soft’ allies
  o Relationship-building as key to shifting the conversation
  o The new media as a promising but also threatening ‘frontier’
  o The persistent power of negative framing linked to raced and classed systems of
disadvantage, the pull of sensationalism, the production of ‘needs’ and the flow of
capital in and out of the community

“When I close my eyes and I think of J/F. I think of all the young people who got killed in J/F. I don’t
think of the ones who are succeeding and going to university. I know that. Intellectually, I do know
that but because of all the bombarding imagery both internally and externally: it’s all about the
deaths, jails and the shooting.”

(Community member who lives and works in J/F)

Emerging Themes: Media
  • Lack of representation in newsrooms and discomfort discussing race (when is it included and
how do you talk about it).
  • Power of the press release (police/gov’t/ private sector have communications teams) in today’s
media climate.
  • Mainstream media audience is not youth and not J/F but ‘affluent decision makers’.

“It’s very hard to even get a copy of the Globe and Mail in Jane and Finch. Yeah. I remember asking
once at a gas station, ‘why don’t you sell the Globe and Mail here?’ And he said, ‘look around’--this is
the person behind the counter-- ‘the people here don’t read, do you think they’re going to read the
Globe and Mail?’ And I said, ‘Well, I don’t know, give them a chance.’ But, it didn’t happen”

• Tension between editorial expectation and one’s story.
• Having to fight for ‘newsworthiness’ of positive pieces and contributing to the CDA’s
‘nominally positive’ frame.
• Struggle between creating and sustaining positive relationships in communities, ‘just’ media
portrayals and being ‘news’.
• The ‘negative story’ doesn’t have to be a negative experience - trust, resources, relationship.
• Interplay between negative and positive stories.

Emerging Themes: Academics
  • Idea of Jane and Finch as an ‘imagined space’, the disconnect between experiencing the
community as a very ‘ordinary’ community and sensational media representation.
  • Tension around the role of academics in describing, reproducing, changing discourse.
  • Ambivalence around positioning of researcher.
  • Discussion of entrenched power dynamics and for that reason a slightly pessimistic outlook on
the democratic potential for social media.
  • “News” as relying on market logic and being crafted through decontextualization and use of
language.
  • Disconnect from media and policy in terms of discussion and issues.
  • The power of the ‘status quo’ - those who don’t want upset are responsible for under-serviced
communities and inaccurate representations.

“The media in many ways, rather than being an outlet that would speak out on some of these
structural problems, right, will only pinpoint the ones that garner the headlines. And they use that
to caricature the community. And that’s what the community--it’s an attack in many ways. It’s an
attack not just the way its being caricatured, but it’s an attack in the sense that resources have been
disproportionately distributed”
Emerging Themes: Policy-makers

- Very strong frustration with the media based on what they DO report and what they DO NOT report and a call for community-based media training.
- Tension between how ‘Priority Neighbourhoods’ (for example) both stigmatizes communities and provides resources...how to find balance.
- Concern about ‘post-Miller’ Toronto and funding.
- Idea that policies are addressing symptoms but not root causes of poverty and racism.
- Very optimistic about potential for social media in changing the conversation.

“Every time you see youth on youth violence you better pay attention and be thinking ‘what needs to change?’ and joining those dots between policy and political action. And so far, I haven’t seen a whole lot of that”

Emerging Themes: Cross-Cluster

- Gender: Men/fathers as contributing factors, women/mothers as responses, male youth as at-risk and young females are absent in this discussion.
- Difficulty around who benefits from this media framing/issues of power.
- J/F defined by community pride and its response to social issues (community supports, strong networks, service providers). Discourses of violence, poverty, disorder, danger appear secondary.
- Degree of collapse between alternative and mainstream media (distinction based on finance and relation to communities).
- A lot more alignment between media and policy (although policy appears frustrated with media) so perhaps there is room for nurturing these relationships.
- General acceptance/’no surprises’ to CDA findings, media a little critical.
- Media-Policy attribute changing (more positive) conversation to former Mayor Miller and the Priority Neighbourhoods strategy.
- J/F defined as a Canadian neighbourhood, national reputation.
- Awareness of community fatigue around research, policy discussions and news.

“Parents, educators, administrators, policy makers, trustees, community members who care about their communities, we need us all at the table having these conversations...and we need to listen to the kids’ voices”

Questions?
Comments?
MOBILE SPEAKERS’ CORNER INTERVIEWS

Research Objectives

- What are the perspectives of youth concerning their needs and well-being?
  - Focuses on key areas such as social relationships, housing, health, education, employment, community organization, etc.
  - How do youth understand “turf issues” in their community?
  - How do they understand what community they ‘rep’?
  - Do they have a ‘hood pass’?
  - How do youth experience violence in their lives?

Methods

- Conducted in Summer 2010
- Set up at Yorkgate and Jane-Finch malls
- Fifty youth aged 14 to 29 were involved
- Responded to one of our three investigative questions on community well-being, violence or turf issues
- Data was transcribed, manually coded, and is currently being coded using Nvivo

Analysis

- Youth Interns transcribed the taped interviews.
- In September 2010, PhD RA began coding transcripts
- In January 2011, the three co-chairs received the full transcripts of interviews
  - Each co-chair then analyzed the data and made notes to share
  - In February, co-chairs met to look at the data together and share our findings
- Data on turf issues and violence were analyzed.

Samples from Transcript

Violence: Physical

- **Gun Violence**: “Well two guys and one of them had a gun; they could have killed me easily.”
- **Impact of Violence**: “I have a boy and it’s hard for us to go out sometimes at night. To be scared of, um people shooting and stuff like that.”
- **Addressing Violence**: “This one I don’t know. I guess we can all unite and say something, I guess like a protest.”

Violence: Psychological/Emotional

- **Domestic**: “In my life, my mom has been beaten in front of me, she’s been abused, my father kicked her, punched her, all that kind of stuff when we were children.”
- **Impact**: “...well lets say it affected me so badly I couldn’t stop thinking about it and currently today um I’m thinking about it and it just drive me crazy and its effecting the whole community.”
- **Addressing**: “If you feel like you have somebody that you can trust you can share that information with you want to share with.”

Violence: Culture/Race/Ethnicity

- **Discrimination**: “If they are from India or Pakistan, people are just running around and
talking about terrorists and all that stupid stuff.”

- **Impact:** “It really hurts other people when people say these things.”
- **Addressing:** “So us being the minority in this neighborhood we should inspire ourselves and give the youth you know.. something to look up to.”

Emerging Themes: Violence

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<th>Psychological/Emotional</th>
<th>Cultural/Race/Ethnicity</th>
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<td>Sources: Domestic, bullying, gun, addiction, alcohol, Youth-on-youth violence</td>
<td>Sources: Domestic, bullying, gun, Emotional abuse due to financial instability</td>
<td>Sources: Discrimination due to place of origin or country where from, skin colour, language speak</td>
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<tr>
<td>Impact: Stereotyping, Powerlessness, Power struggles, Neglect, etc.</td>
<td>Impact: Emotional impact/harm, Sense of loss, Observing others dealing with violence</td>
<td>Impact: Negative perception of people in area by others, Pose danger to children, Lack of responsibility</td>
</tr>
</tbody>
</table>

Addressing:
- Supporting each other, focus on things in common, Cooperation in families and community, Reducing gun violence, Talking with parents, More opportunities for young people, Community involvement and participation, Lack of violence, Role of police, Accessing community supports/resources, Refuting negative image from media, Understanding limitations of violence, Transforming our society, Ending violence, Having alternatives, Acknowledging the problem

Emerging Themes: Turf Issues

<table>
<thead>
<tr>
<th>Turf Issues In the Community</th>
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<tbody>
<tr>
<td>Category: Meanings of Turf</td>
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<tr>
<td>Turf: Dividing the community, Sense of belonging, Community, Gang you belong to, Where in the community you live, Who you hang out with</td>
</tr>
<tr>
<td>Need to belong to a gang: Sensationalizing of gang by media, Access to money, drugs, women, friendship</td>
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<tr>
<td>Making gangs unattractive: Having your life together, Resources, Keeping youth programs open, More funding, coming together</td>
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</tbody>
</table>
Samples from Transcript

- **Meaning:** “Basically what turf means in Jane and Finch is where you live and where you do whatever you need to do, what area you are from, what gang you are related to, what gang do you bang with, what gang do you roll, walk or hang around with.”

- **Hood Pass:** “The hood pass is more like the respect of the hood. When I am walking into someone else’s hood, I respect that because I am in somebody else’s home. So a hood pass is more of a respect.”

- **Need to belong to a gang:** “One day your friend will come to you and tell you that you are a gang-banger, etcetera, etcetera, you could make this money, you could have this girl, you could have that car.”

Cross-Cutting Emerging Themes

**Violence**
- Bullying
- Gang and gun violence
- Stigmatization and racism
- Police violence
- Drugs
- Domestic violence
- Mugging and shoplifting
- Poverty*
- **Turf**
- Gangs
- Gun violence
- Space
- “Hood-pass” (allowed in the space)
- Neighborhoods ‘turfs’
- Identified by color & dress
- Corporate gangs (Mafia, police, government)

Emerging Themes: Well-Being

**Well-Being In the Community**

- **Physical**
  - **Physical:** Having housing, access to education, health and employment, community organizations, sense of security

- **Emotional**
  - **Emotional:** being involved in community organizing, social relationships with friends, family, significant others, and recreational gatherings, sense of security, knowing yourself

Next Steps

- Data analysis on community well-being is ongoing; therefore, our next step is to work on it – fully code & analyse
- Disseminate findings from speakers’ corner data; explore bulletins, workshops
  - E.g. youth have suggested dissemination through electronic public screens at the two malls as a start.
Youth Perspectives on Employment and Education

Research Context

- Two of the key determinants associated with youth risks and social exclusion are youth experiences in education and their prospects for finding gainful employment.
- Despite Jane-Finch community’s proximity to York University, there is a generally low level of educational attainment by youth
  - Youth in the community face pervasive unemployment
  - While the youth unemployment rate for Jane-Finch is similar for Toronto CMA (about 15%), it varies considerably among various local census tracts
  - Tobermory and Finch area has one of the highest youth unemployment rates in the city of about 34.5%.
- The educational and employment situation is why Jane-Finch is identified as an “at-risk” neighbourhood

Research Aim

- Explore youth’s perception of barriers and opportunities in labour market attachment and integration.
- Examine the impact of geographical location on youth employability and how youth internalize their location in terms of what is accessible to them
- Investigate employers’ perceptions of youth and their employability

Youth Perceptions

- Two focus group sessions with youth (8 youth in each session)
  - In-depth Interviews with 36 youth
  - Ethnographic observations

Employer Perceptions

- Interviews with 25 employers purposively chosen from different sectors

Youth Interviews

- Recruitment and sampling:
- Snowball sampling
- Collaboration with community partners: Black Creek Health Centre, The Spot, Driftwood C.C, JVS, PEACH, York-TD CEC
- Purposeful sampling based on four categories
  - Actively seeking employment (N=20)
  - Employed but feeling frustrated (N=7)
  - Not employed and not in school (N=6)
  - Employed and satisfied (N=3)

Findings

Focus Group Interviews

- The difference between a job and a career
  “Because there is a difference between a job and a career. A job is just something you do for maybe
the money to pass time while career is something you do but you love it at the same time”.

“I don’t associate my job with a career. A job is something that you don’t like to go to. A career is something that you are enthusiastic about that you have attitude towards and you do it and you love it. So associating a job with a career – there’s a difference”.

“A career is more long-term, a life thing rather than just something that is temporary; Job sounds like work and work sounds like no fun”.

“Job sounds like I need money now and I’m willing to do whatever to get it. Awful. Job sounds like Foot Locker, Athlete’s World, Canadian Tire (we’ve all been there), No Frills, UPS”

- Exploring how internships and volunteering are part of an employment trajectory

“Because you can be volunteering with them and then hear about jobs that people outside looking for a job don’t hear about ‘ Q: So even volunteering is a good resource? A: yes even volunteering is a good resource”

Barriers to employment

- Barriers to internship and volunteering are potential barriers to employment. Internship as a luxury that youth in the community cannot afford (Funds needed to volunteer e.g. bus fare)
  - Criminal record
  - Lack of confidence, self-esteem and support systems
  - Sense of entitlement
  - Discrimination tied to race and class
  - Jane/Finch youth do not have the benefits of ‘location ‘and a rich family
  - Cannot afford internships
  - Appropriate interview clothing
  - The stigma of a ‘Jane-Finch’ address

“Sometimes they look at your address and that becomes a big issue when looking for a job and I know that the address caused me not to get a job”

“Yeah but there isn’t much we can do we are already in the stigma in the Jane and Finch. There are a lot of people that are successful but it’s just the stigma of other people out there in society”

Interviews with Youth

Pie in the Sky? Youth Perspectives on their ‘Dream Job’ and Pathways to Get There

- “more of a business, but a social enterprise, more like the money that’s being generated kind of filters back into the community, or for a social cause” (Business sector - YS22)

- “My dream career? Um, should be...I want to be a social worker, yeah, because ah, I like to help people. Ah, because, I’m an immigrant, you know, I came here and was hard to be in the level I am. And, so, I want to help people with difficulties I used to have, you know. And also, I am on the first step of my dream, but, ah, I want to give opportunities to other people to get ah direct them” (social service sector - YS12)

What is an undesirable career?

- “When you’re desperate for cash, you kind of do anything, right? I’ve done anything from cleaning toilet bowls to sales to door-to-door - anything. Um, I wouldn’t like to go backwards. I wouldn’t like to go and be stuck in retail again. I wouldn’t want to go backwards, I want to move forward again”.

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Youth described the resources they relied on to find for employment.
  o The top three resources mentioned were internet resources, community agencies and dropping of resumes at potential employment sites.
  o They described how their current employment experiences, both negative and positive, helped clarify and prepare them for future career plans, gain skills and experiences, exposure to new people and experiences.
  o The downside of past employment: Low pay, hard labour, limited opportunity to move up

“I am finding a lot of, you know, what I am doing now in terms of transitioning from the work that I have doing to the acting, um, is, the writing that I am doing is actually very helpful towards prioritizing and organizing my thoughts and think through, you know, what sorts of things I need to do, what sorts of things, you know, what sorts of things I want to do, um in terms of my career...”

“Like my computer skills are through the roof. [P: laughs] Yeah. [I: Great]. So that’s good”

“I gained like just to be like on time for stuff, be hard working, and have a good attitude or a positive attitude, yeah. Made me develop communication skills. Time management skills. And it was teaching me how to punch in and out of my workplace. Yeah, technical skills, yeah.” (YS33).

“I definitely believe I need to have a patience, which I have learned through customer care service, um, also believe that you have to have a really positive attitude in terms of being a role model for the kids, I definitely learned that over the summer, children are like sponge, they absorb everything up, anything.

  – Because of their employment experiences, some youths shift their focus from employment back to the education system for example by returning to high school for course upgrades or enter transitional year programs.

“Limiting yourself to just a high school diploma is, is almost setting yourself back to, like elementary school and there is nowhere else that you could go....at the end of the day, when we are ready to check our self off the floor and we feel like, okay, we are going to go back to school.... you just gradually take part time courses for like, take some courses here and there”” (YS8)

Mind the Gap: Connecting high school education to careers

• Top on the list of what youth consider an avenue to success was education. Majority of youth cited education as necessary for success:
  – “Yes, it helps create awareness in terms of employment; way of living.” (YS16)
  – “It definitely does. Because it, through education it brings that focus, it enlightens people to realize their opportunities, to realize what they can do with themselves. So definitely education is a big factor.” (YS20).
  – “I believe that education is key, but that being said, there are other factors that allow you to, and also hinder your ability to get a career.” (YS15)

• Youth described the multi-dimensional importance of education that goes beyond the economic benefits
  – “Too much pressure, too much like, money, money, money—that’s all they talk about. ‘Oh, if you don’t got education you don’t get money’. How about if you don’t get education you don’t get wisdom, how about that? Why is it always about money, why do they always talk about money for it. Because the government tells them to tell us that, that’s why. Education is about getting wisdom, it’s about getting intellect, it’s
“Because when you have education, you looking from a wider perspective. When you don’t have education you only think narrow-minded - like your mind is only one track, you know? But, with education, you kind of, somewhat think over your options, [I: um-huh] rethink your options, um, try to, you know, chose the best options that presents itself. Without education, you don’t even think about - you’re only thinking going out there.” (YS38)

- Though acknowledging the importance of education to careers, youth said that they are not sufficiently engaged by their education and current system is not reflective of their needs and interests.
- Curriculum does not adequately link the usefulness of concepts that are taught with that of the world of work.
- While majority believed that education increases career opportunities, they also indicated that their high school education did not prepare them for the world of work.
- These experiences have led some youths to complete high school while still feeling ill prepared for both higher education and the world of work while a few others failed to complete high school all together.

“Well, my high school, pretty short, grade 9 and grade 10, and those two years, they were good because I hadn’t really have to work hard, because it was basic, basic stuff, but then I did not really learn that much but I don’t know, I don’t think it prepares me, because there is so much things that I still need to learn, to get jobs that I want, and there are still a lot of skills that I need to learn.” (YS2)

“Because it doesn’t, it doesn’t prepare you for the real world. Like, you just get by. You go in, you do your math, you do your English and whatever, but it doesn’t prepare you for—it’s like babysitting. That’s what it is. It doesn’t prepare you for college or university.” (YS 22)

“There was nothing really interesting about it. It was the curriculum. It was a bad curriculum.” (YS25)

- Youth were very critical of ‘teachers’ that don’t care and had low expectations of them.

“I’ll never forget that day. I was in grade 9, that was like my second semester, and she already told me to drop out of school and everything like that. And then in Grade 11, teachers were telling me to drop out, to get a job, to work.” (YS14)

“Teachers didn’t care. They just came to work and went home. Like some teachers didn’t – there’s that one, two teachers that spent their extra time, you know, with you, but, it wasn’t like that.” (YS17)

“A lot of teachers, the way they’re teaching, the way they relate to students, it’s how you relate to students from a past generation. A lot of kids can’t relate to that so that’s why a lot kids probably wouldn’t be that interested. You know what I mean? It’s hard sometimes.” (YS20)

“So, to me I feel like it just separated races. That’s what I see. So, academic was for like the White, Asian people, Indian people too and then the applied was for Black people.” (YS32)

**Intersecting Barriers**

- Personal and Systemic
- Low parental educational/employment attainment
- Poverty
• Geographical location acting as a source of further marginalization in relation to employment
• Financial costs associated with post-secondary education
• Unsupportive family and peer groups
• Discrimination related to race, ethnicity, immigration, language, disability, sexual orientation and gender.

The Paradox of Jane-Finch:

Builds Resilience….
‘I never want to say silent. And um, I think that’s also one of the advantages of living in this area too. Because a lot of people look down on Jane and Finch and things like that. But I feel that living here really allowed you to get prepared for the real world, and allowed you to not have fear about anything, anyone. You’re the kind of person where you’re able to speak up on an issue, when something’s not right you’re able to speak out on it, you’re able to back up your friends, you can think quick on your feet. And I think that’s a skill that a lot of people should have, and it’s a good skill to have. And, you face a lot of adversity, but when you actually get through it all and you start to see there’s light at the end of the tunnel it allows you to be a great person at the end of the day” (YS29)

….But Youth Grow Up Fast?
“High school in Jane and Finch is a difficult thing. Ahh…I feel so bad for these kids, there’s so much distraction and so much extra stuff that they have to deal with inside and outside of school. Ahhh [sighing] Violence, family issues, bureaucracy within the school system and then the Canadian and Toronto system. Um, living in Jane and Finch, it’s like you have to be an adult at an early age. ‘Cause you’re dealing with adult issues. You’re dealing with crime. You may be dealing with life and death. You may be dealing with drugs. You may be dealing with police” (YS19)

A Source of Stigma…
“Sometimes they look at your address and that becomes a big issue when looking for a job and I know that the address caused me not to get a job”

“Yeah but there isn’t much we can do we are already in the stigma in the Jane and Finch. There are a lot of people that are successful but it’s just the stigma of other people out there in society”

but also a Source of Support?
“The community helps a lot. Because, I live in (address), near the (Finch) centre, and I got there real often and they always give me some good advice on where to go, and how to apply for this and that. I take into consideration, and they never failed me. I went there, I got a job, that’s where I got one of my summer jobs. And that was the help right there that I needed at the time, too.” (YS36)

“School-based work experience programs are necessary in order to help develop longer-term career directions and increase youth employability. These programs should operate in full awareness of the reality and life of youths and their communities”.
PARTNERSHIP SELF ASSESSMENT SURVEY

Key Findings and Recommendations

WG Objective
- To understand the “collaborative relationship” of ACT for Youth:
  - Who is involved, how are we involved, and how do we experience our involvement?
  - Is there an equitable process from the perspective of students, youth, community and academic members?
  - How satisfied are members?

The Partnership Self Assessment Survey
- The Partnership Self-Assessment Tool is part of our process evaluation. It helps partnerships:
  - Understand how collaboration works and what it means to create a successful collaborative process
  - Assess how well the collaborative process is working
  - Identify specific areas we can focus on to make the collaborative process work better

Survey Timelines
July 26, 2010
- Survey invitation sent to 70 PG members
- 19 people click through

August 10, 2010
- Reminder sent to 68 people
- 12 people click through

October 4, 2010
- Final Reminder sent to 66 people
- 9 people click through

October 18, 2010
- Last Reminder sent to 66 people
- 5 people click through

Who Completed the Survey?
70 people were asked to complete the survey and 35 people did. This is a response rate of 50%.

The 35 respondents include:
- 13 community partners including 7 community co-chairs
- 17 academic partners including 7 graduate students and 7 academic co-applicants
- 5 youth partners including 4 youth interns

Partnership Domains
- Scores were in the Work Zone range - means that more effort is needed to maximize the partnership’s collaborative potential.
- Synergy
• Leadership Effectiveness
• Effectiveness of Partnership’s Administration and Management
• Sufficiency of Nonfinancial Resources
• Sufficiency of Financial and Other Capital Resources

Recommendations
• Need for increased contact between academic and community partners
• Need for better communication among partnership group members
• More community visibility for the project and the need to respond to community-issues in a timely manner
• Need to link research to policy

Sample Comments

Need for increased contact between academic and community partners
“I think that the project would benefit from more opportunities for the community and university partners to meet”.
“If the barriers of convenient places, time, transportation and childcare is taking care of it will be very helpful”.

Questions for PG Members:
• Should PG meetings be held more frequently than once a year?
• How often should WG meetings be held?
• Which other ways can contact between community and academic partners happen?
• Will PG members have enough time to participate in more frequent meetings?

Need for better communication among partnership group members
“Sometimes I feel out of touch with what’s going on. The demands of my job make it very difficult to make this a priority, especially since I’m sometimes still unclear of the anticipated outcomes”.

“Decision making requires communication, but the nature of the project is necessarily distributed across the community, geographically and in different faculties across the university. As a result of this distribution, virtual interaction becomes crucial”.

“Unfortunately, the virtual interaction has not happened for me. Perhaps, we should have webinars, or online discussions, or surveys posted on O3 which force us to engage with the O3 website more often.”

Questions for PG members:
• What info needs to be shared with Partnership Group members and how frequently?
• What info needs to be shared with Working Group members and how frequently?
• What info needs to be shared with Research Advisory members and how frequently?
• What info needs to be shared with the community, when and how?

More community visibility for the project and the need to respond to community-issues in a timely manner.
“So far, I think the administration/management has been effective. Going forward, I would like to see the partnership become more visible. We need to keep track of events in the community and reach out to progressive grassroots groups. For example, there is a group of young people advocating on behalf of workers and those looking for work in J-F. This group of activists are linking conditions in Jane-Finch with things happening at the city-level and beyond. They took part
in the G20 protests. We need to reach out and support them”.

"Furthermore, two important elections are coming up with implications for Jane-Finch. ACT for Youth should be involved in informing people about the issues, especially those issues related to youth. Income security is a big issue as these elections will have implications for policy on social assistance, housing and transit”.

Questions for PG Members:
• Is there a need to differentiate how a community-based research project vs a program responds to community issues?
• How should the project decide when and how to respond?
• What community issues should the project respond to?

Need to link research to policy
“If one of the goals of the project is to influence public policy as it affects the Jane Finch community, it is my opinion that a separate group should be set up for that. That is a big piece of work that goes beyond writing press releases and policy briefs (which are hard to write well). Further, Queen’s Park monitors all the newspapers across the province. Stories that are about Toronto issues or that only have a Toronto focus tend to get written off by government because the issues do not affect the rest of the province, for e.g. stories about how the Toronto police abused human rights during the G20. In other words, if the project is hoping to influence government with a story about research that is Toronto-focused, it’s not likely to happen”.

Questions for PG Members:
• How can the project better connect the J-F community to Our Youth Matter Coalition and the ongoing Youth Policy Framework being developed by the Ministry of Children and Youth Services?
• Are there other coalitions/groups we should connect to?
• Which working group should take this on or is there a need for a Policy Working Group?

Next Steps

Continue to use the PSAS?
• Is the PSAS asking the “right” questions i.e. does it measure what is important to the PG members; are we measuring what is most useful for the PG? Should we use it again, and if so, when?
• Engage PG to modify PSAS or create new instrument?

Introduce a meeting rating scale tool?

Conduct four focus groups with outside facilitator?
Youth, students, community & academic partners?
When?
Volunteers?