Youth are widely understood to be in a stage of development, moving toward adulthood. This understanding is so pervasive as to shape everything from the structure of schooling or visits to the pediatrician to how media content is organized. The notion can also effectively limit or remove access to community participation. I will discuss two studies that suggest an additional understanding of youth as legitimately on-stage, fully inhabiting and enacting unique perspectives to which only youth have access. In turn, youth participants in the studies offer a critical view of the historical, social, and cultural engagements that reproduce inequity and limit collective agency. In so doing, they begin to reframe the adult-youth dichotomy. When encountering youth as whole in addition to developing, new conceptions of youth and of full participation emerge.