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Culturally Responsive Approaches to Youth Evaluation

Throughout today's session, we will provide time for individual reflection about evaluation in your own program. This tool will assist you in tracking your ideas as we move through the webinar.

Reflection: Positionality

1. What personally motivates your work with young people?

2. How do you hope evaluation will support your program's work with youth?

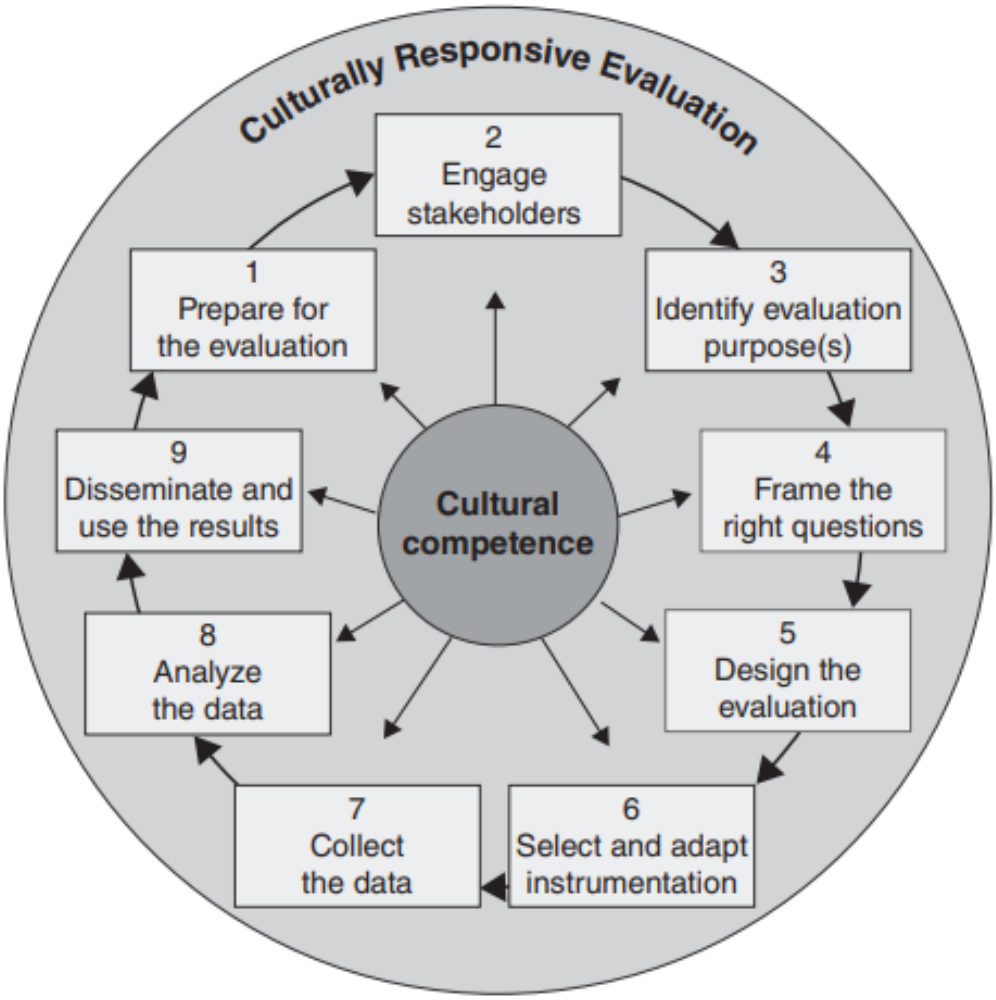
Further reflection:

3. What led you to work in youth leadership development and youth activism?

4. Why is it important to you to support communities experiencing substance use disorder?

5. What skills, expertise, and knowledges do you bring to this work and to evaluation?

Culturally Responsive Evaluation Framework



(Hood et al., 2015)

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Youth Participatory Evaluation: Questions to Consider in Developing Your Values

1. What do you want to learn? What is important to youth? What are your collective values?	
2. Is there previous work similar to your evaluation goals? What have you learned from this work?	
3. Are youth-adult partnerships emphasized within your program? Is youth voice highlighted? Are youth involved in program design and decision-making? If so, in what ways? If not, how can your program move in that direction?	
4. What skill sets are important for the evaluation team to have? Is there a way to provide training in these skills?	
5. How can you engage youth in each phase of the above culturally responsive evaluation framework?	

Adapted from (Evans, 2017)

Activity 1: Evaluation Purposes, Goals, and Questions

Summary Table

Purpose	Types of Goals	Focus of Questions	Sample Questions
Developmental	Developing a new model or approach	An issue or situation	What is the situation? How does this issue, practice, or initiative relate to larger systems? What needs to happen to address this issue?
Formative	Improving and refining an existing model	Activities or practices	What are program strengths and weaknesses? What works, for whom, and under what conditions?
Summative	Demonstrating the impact of a well-established model	Outcomes or impact	Does the program work? Is this program a best practice that should be taken to scale?

Reflection Questions

1. Thinking about where your program is right now, what are your primary evaluation goals?

2. Are these goals developmental, formative, or summative?

3. What do you want to learn through evaluation? What questions do you have?

Activity 2: Developing a Logic Model/Theory of Action	
Framing Questions	**Guiding Questions**
A) What does your program do to help young people grow in the areas of leadership and activism? *(strategies and activities)*	1. What strategies does your program use to accomplish goals? 2. What are the major activities within each strategy outlined above? 3. How may we cluster our activities into 3–5 strategy areas? (e.g., activities focus on engaging youth, activities focused on impacting community issues)
B) What do young people develop through the program? *(short-term outcomes)*	1. How will these activities result in short-term and intermediate outcomes at the individual level? Examples of individual-level changes: a. Attitudes/mindsets b. Knowledge/awareness c. Skills d. Behaviors
C) What does it look like when youth are thriving in leadership and activism? *(long-term outcomes)*	**1.** What are the long-term results of your program? a. Changes for individuals b. Changes for organizations a. Changes for community systems

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Action Steps: Developing a Logic Model/Theory of Action	
Key Terms and Definitions	**Guiding Questions**
Community context documents the bigger picture of the situation or issue your group is trying to address.	1. What is the situation or problem that brings our group together? 2. What do we know about this problem from data and/or our experience? 3. What are the underlying causes of the situation? 4. Who is most affected by this situation? How are they affected? 5. What are some existing efforts taking place in our community to address this situation? Where are there gaps?
Goals are statements describing the long-term common agenda of your work group. You may wish to break your goals down into specific objectives that reflect the priority issues your group aims to influence. These objectives for the work group will be distinct from and narrower than the overall goal for the initiative but should support the larger project goal.	1. What would it look like to change the situation? 2. How can we break this problem down into a few priority issues that we may be able to influence by working together? 3. What are some key targets for change for each issue? 4. Who would benefit from this change? How would they benefit?

Key Terms and Definitions	**Guiding Questions**
Strategies summarize the overarching approach that guides your group's activities. Strategies organize your projects into clusters of complementary activities related to your goal. In the strategy selection process, your group determines which specific types of collective action will be most timely, actionable, and impactful.	1. What strategies does your program use to accomplish such goals? 2. With these priorities in mind, what lever(s) for change are we positioned to influence right now? a. Practice b. Funding and resources c. Community awareness and voice d. Access to and use of data 3. How may we cluster our activities into 3–5 strategy areas? (e.g., activities focused on program practices, activities focused on spreading community awareness) 4. How do these strategies relate to work that is already underway in the community? 5. What is the relationship between these various strategies?
Activities are the processes, techniques, tools, events, technology, and actions of the group. These may include products, services, or infrastructure. ***Mutually reinforcing* activities** are differentiated but complementary activities that occur across organizations and/or sectors. Mutually reinforcing activities are coordinated through a strategic framework.	1. What are the major activities within each strategy outlined above? 2. Which of these activities are already taking place? What is new? 3. Who are the lead implementers of each activity? What role is there for other partners in this process?

	4. What is the relationship between the various activities within each strategy? How do these activities build upon or reinforce each other? 5. What can we realistically do with the resources we have?
Key Terms and Definitions	**Guiding Questions**
Outputs are units of service, counts of activities, and/or products which are intended to lead to the desired outcomes.	1. What are the concrete products of each activity? Examples: a. Things you have produced or accomplished (e.g., reports written, committees established) b. Immediate changes in the way you do your work c. Program participation rates and demography d. Hours of each type of service or event provided
Outcomes are specific changes in individuals, organizations, or communities that are expected to result from activities. • **Short-term outcomes = 1–3 years** • **Intermediate outcomes = 4–6 years**	1. What are the key groups that will be impacted by these activities? (i.e., priority population of youth, families, practitioners, other stakeholders) 2. How will these activities result in short-term and intermediate outcomes at the individual level? Examples of individual-level changes: a. Attitudes b. Knowledge/awareness c. Skills d. Behaviors e. Status f. Level of functioning 3. How will these activities result in short-term and intermediate outcomes at the level of specific organizations? (i.e., other EYC-funded partners) a. New or revised programs or practices b. New or revised policies c. Changes in resource use d. Changes in data collection and use

	4. How will these activities result in short-term and intermediate outcomes at the level of community systems? (i.e., across organizations) a. New partnerships/collaborations b. Aligned data collection c. Aligned policies d. Aligned practice e. Aligned funding
Impacts are *community and/or system-level changes* expected to result from strategies and activities, which might include improved conditions, increased capacity, and/or changes in the policy arena. • **Longer-term = 7+ years**	1. What are the long-term results of your program? a. Changes for individuals b. Changes for organizations c. Changes for community systems

Articulating and Questioning Assumptions

- When you look at the total picture, does the theory makes sense?
- Do the strategies and activities make sense as the logical steps toward the long-term outcome?
- How will we be able to bring about the outcomes at the levels we have predicted?
- Is there anything going on in the real world that may make it difficult to get this theory off the ground the way we have planned it?
- Is this theory of change **PLAUSIBLE**? Have we created a compelling story about the pathway of change that would lead to the long-term goal in this community?
- Is this theory of change **FEASIBLE**? Do we have the capacities and resources to implement the strategies that would be required to produce the outcomes in the pathway of change?
- Is this theory **TESTABLE**? Have we specified how success will be measured clearly enough that we can recognize progress toward our goal when we see it? Have we defined indicators for each outcome in clear terms that a researcher or evaluator can use to produce a research plan?

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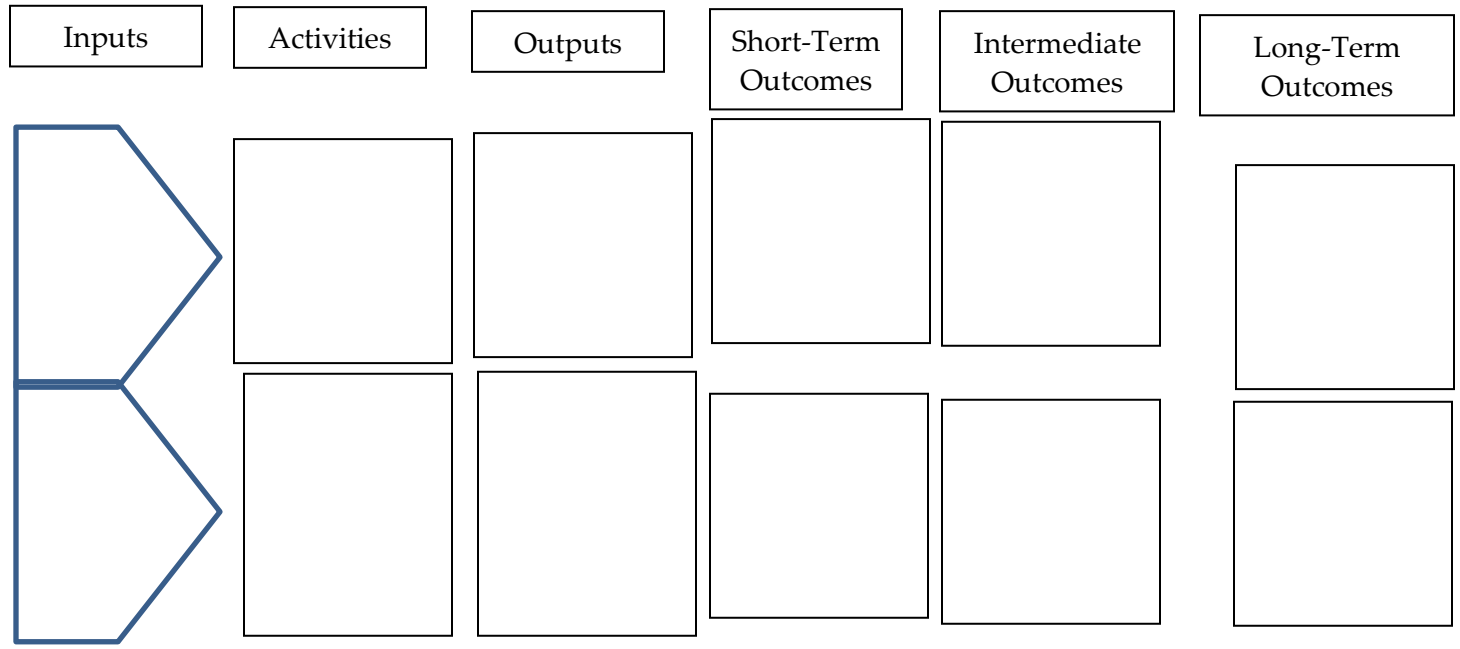
(Program Name) Logic Model



Adapted in part from the following sources:

- Collective Impact by Kania and Kramer: http://www.ssireview.org/articles/entry/collective_impact
- The Community Builder's Approach to Theory of Change: TOCI-final3.indd (aspeninstitute.org)
- Mapping Change: Using a Theory of Change to Guide Planning and Evaluation: Mapping Change | Candid Learning for Funders
- Outcome Thinking: CRE Overview (crenyc.org)
- W.K. Kellogg Foundation Logic Model Development Guide: W.K. Kellogg Foundation Logic Model Development Guide | United for Youth
- Wilder Youth Leadership Initiative Youth Participatory Evaluation Practice Guide: WilderYouthLeadershipInitiative_YPE_PracticeGuide_7-17.pdf