

Culturally Responsive Approaches to Youth Evaluation

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Land Acknowledgement

I respectfully acknowledge that Los Angeles is on the traditional land of the Gabrieliño Tongva People and that the connections of Indigenous peoples to this land continue today. We have a responsibility to honor these connections. As these words of acknowledgement are spoken and heard, we strive to understand our place within the past, present, and future of these Indigenous lands by reflecting on our relationships with human and other-than-human relatives with whom it is shared.



Education Northwest

Destiny McLennan, Ph.D. – Webinar and Technical Assistance Lead

- Work focuses on centering student voices, particularly around decision-making practices and postsecondary access and choice
- Strives to avoid deficit-based models that are used as a guide to predict student behaviors, recognizing that they are often focused on “traditional students”

Julie Petrokubi, Ph.D. – Manager/Support

- Provides evaluation and technical assistance to diverse initiatives with an emphasis on equitable learning environments, school-community partnerships, social and emotional learning, nonprofit capacity building, and systems-level change
- Research expertise in youth-adult partnership in community organizing, youth organization, and local government settings



Learning Objectives

Webinar 1

1. Understand what evaluation is and why we use it
2. Clarify your purpose
3. Begin determining your evaluation questions
4. Understand evaluation approaches
 - Culturally responsive evaluation
 - Youth participatory evaluation
5. Begin developing a logic model and theory of action



Webinar 2

1. Engaging various stakeholders
2. Determining best evaluation methods
3. How to write up findings
 - Audience
 - Use
4. How to share what you've learned



Reflection in Chat

1. What personally motivates your work with young people?
2. How do you hope evaluation will support your program's work with youth?



Defining Evaluation



What Is an Evaluation?

“... the systematic **collection of information** about the activities, characteristics, and results of programs to **make judgments about the program, improve or further develop program effectiveness, inform decisions about future program development, and/or increase understanding.**”

– Michael Quinn Patton (2008)

“... a systematic process to **determine merit, worth, value or significance**”

– American Evaluation Association

“... a systematic and intentional process of **gathering and analyzing data** (quantitative and qualitative), to **inform learning, decision-making and action.**”

– Srikanth “Srik” Gopal (2014)



Why Do We Do Evaluation? Types of Evaluation

Developmental

- **Exploration** of complex issues to understand community priorities and develop new program model or approach

Formative

- **Continuous learning** to identify and improve the core strategies and activities of an existing program model

Summative

- **Demonstration** of program outcomes and impacts associated with a well-established program model



Clarify Your Purpose and Goals: Example and Activity

Summative: Determine if a program is working, its outcomes and impact

1.
 - After years of implementation, youth want to understand the outcomes of having a garden in the community
 - Youth want to determine if a similar program can be implemented in other communities that experience a lack of access to healthy food

Formative: Understand how a program is working/strengths and weaknesses

2.
 - Youth want to identify the core principles and practices of the community garden program to improve and/or apply to other settings
 - Youth want to understand community member experiences in accessing healthy foods from the garden—including challenges
 - Youth want to learn how to streamline access to the garden for community members

Developmental: Develop a program and/or intervention in response to a situation

3.
 - Youth recognize a lack of access to healthy food in their community
 - Youth advocate for a community garden to provide access to healthy food options
 - Youth-led community garden is developed



Approaches to Evaluation



Culturally Responsive Evaluation

- Rejects “culture-free” evaluation
- Recognizes culturally defined values and beliefs as the heart of evaluation
- Attentive to power differentials
 - Recognize one’s own connections/interactions with power, privilege, and whiteness as well as one’s own relationship to the community

Youth Participatory Evaluation (YPE)

- “... an approach that engages young people in evaluating the programs, organizations, and systems designed to serve them” – Act for Youth
- Involves young people in the process of knowledge development

(Hood et al., 2015); (Act for Youth, Youth Participatory Evaluation)

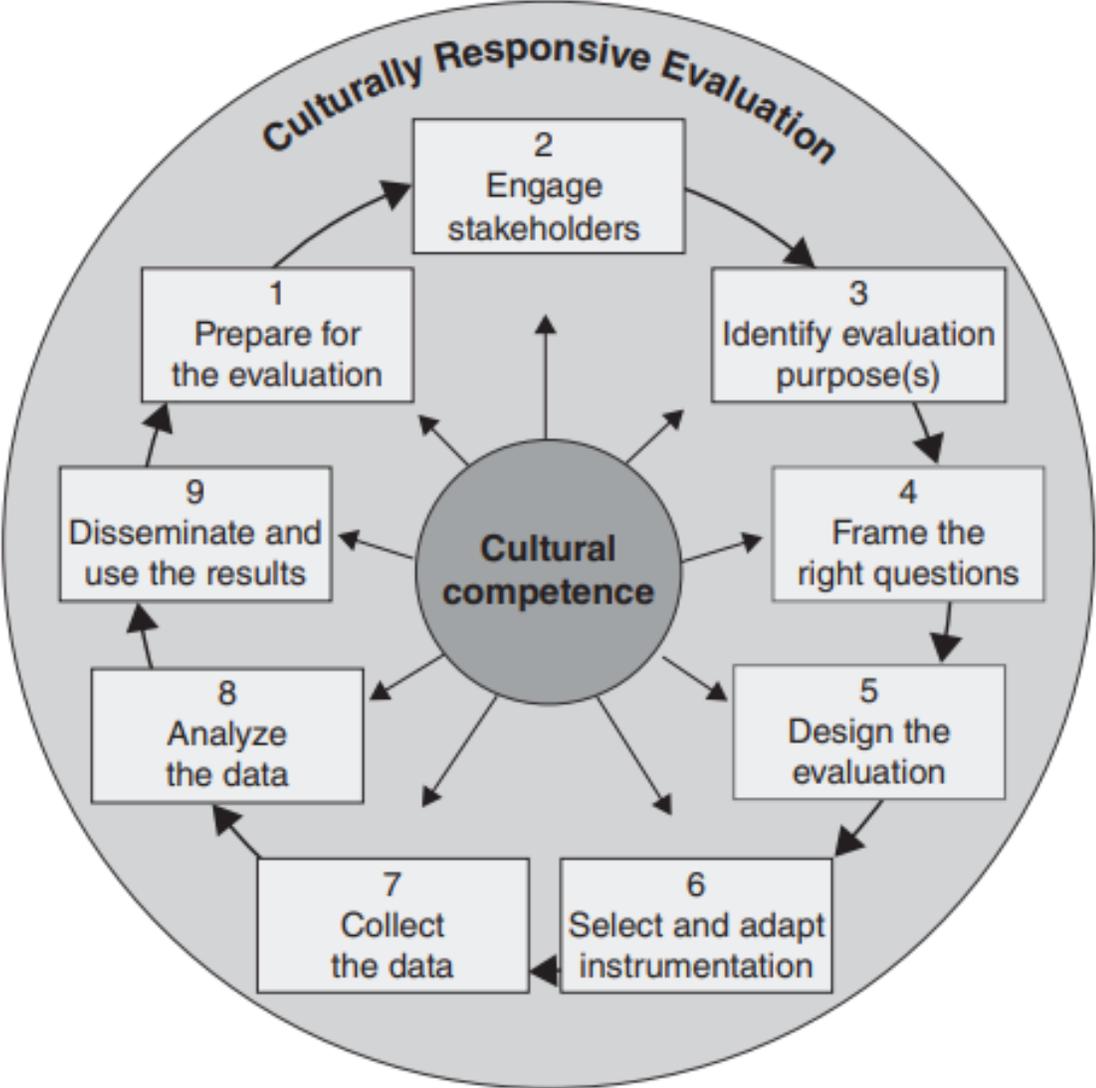


Youth Participatory Evaluation Core Principles

- Emphasizes youth-adult partnerships
 - Equalizes power
- Inclusive to all
 - Values assets of all ages, experiences, and backgrounds
- Continuous and all-encompassing
 - Youth are involved in all steps, from determining the problem to collecting and analyzing data to informing decisions and taking action



Culturally Responsive Evaluation



(Hood et al., 2015)



YPE Example: Youth Leadership Initiative

- Multicultural program designed to help youth develop strong, effective leadership skills to work in diverse community settings
 - Learning retreats
 - Cultural exploration sessions
 - Action teams
 - School support
- Strengths-based approach involves youth in decision-making at all levels of the program



Youth Participatory Evaluation

Core Principles: Youth Leadership Initiative

- Program improvement
 - Using data to improve program
- Youth-adult partnership
 - Commitment to co-learning
- Youth voice
 - “Nothing about us without us”
- Shared responsibility
 - Commitment to co-doing
- Unique perspectives of shared experience
 - A commitment to listening to and honoring each other’s perspectives



Getting Started



Why Do We Do Evaluation? Types of Evaluation

Developmental: Asks questions about an issue or situation

- What is the situation?
- How does this issue, practice, or initiative relate to larger systems?
 - *What are the healthy food options in my community? What type of program can be implemented to address the lack of access to healthy food options in my community?*

Formative: Asks questions about activities or practices

- What are the strengths and weaknesses?
- What works, for whom, and under what conditions?
 - *How are youth prepared to work in the garden? Do they feel supported to carry out their roles? How do youth perceive adult support? Do youth feel they have a meaningful role in decision-making?*

Summative: Asks questions about outcomes or impact

- Does the program work?
- Is this a best practice that should be taken to scale?
 - *Does the community garden impact the health outcomes of Black and Latinx people in my community? Has the youth-developed community garden created stronger civic engagement among youth in the community?*



Activity 1: Evaluation Purpose, Goals, and Questions

In breakout rooms of three, discuss the following 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 want to answer?



Logic Model and Theory of Action

- Describe how a project or program works or is being implemented
- Identify a problem, causes and consequences of that problem, and opportunities to strengthen
 - Then clarify how the program/intervention addresses the problem
- Establish a relationship between strategies/activities and outcomes



Theory of Action/Logic Model in Evaluation

- **Community context** documents the bigger picture of the situation or issue
- **Goals** are statements describing the long-term agenda
- **Inputs** are resources that go into developing a program or intervention

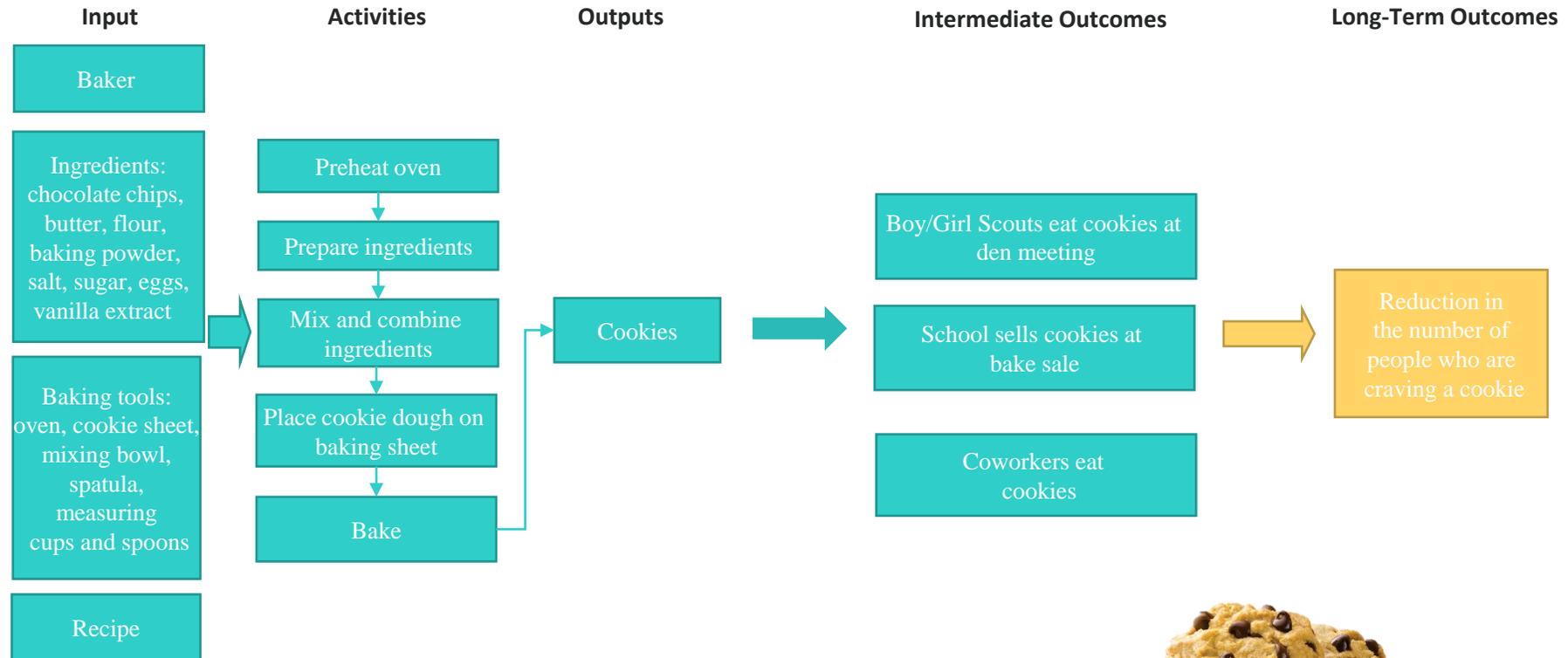
- **Strategies** summarize the overarching approach that guides activities
- **Activities** are the processes, techniques, tools, events, technology, and actions of the program
- **Outputs** are units of service, counts of activities, and/or products intended to lead to desired outcomes

- **Outcomes** are specific changes in individuals, organizations, or communities
- **Impacts** are community and/or system-level changes

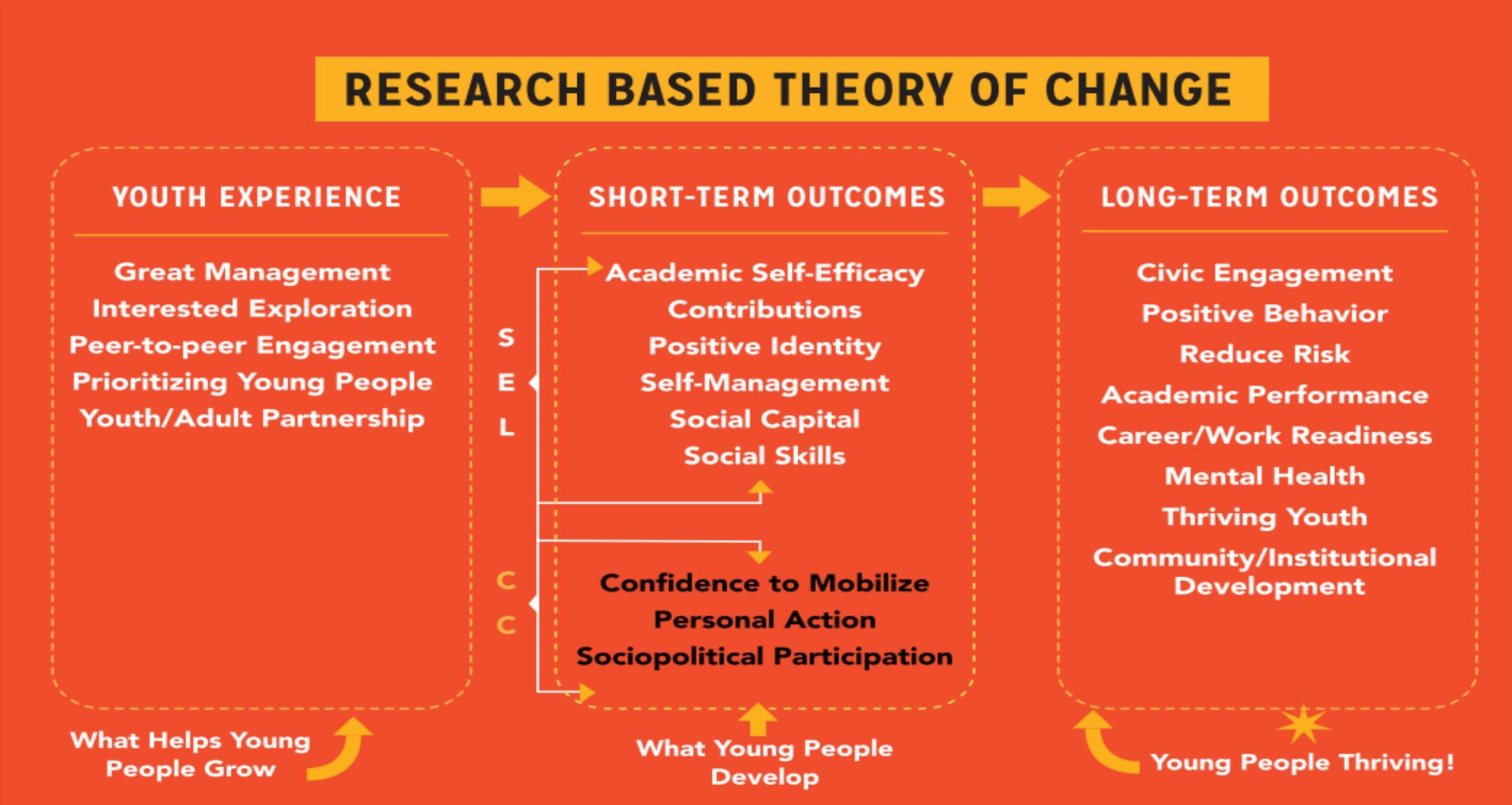


Example of a Logic Model

Chocolate Chip Cookie Logic Model



Example Theory of Action From Funders' Collaborative on Youth Organizing



(Flores, 2020)

Activity 2: Beginning to Develop a Theory of Action

- Breakout rooms of three
- Take 10 minutes on your own to answer questions A and B:
 - What does your program do to help young people grow in the areas of leadership and activism? (strategies and activities)
 - What are some signs that participants are starting to develop their leadership and activism mindsets and skills? (short-term outcomes)
- Take another 10 minutes to discuss with your group what long-term outcomes would look like
 - What does it look like when youth are thriving in leadership and activism? (long-term outcomes)
- Next steps
 - Continue developing theory of action and logic model with program colleagues, youth, and/or in **individual consulting sessions with Education Northwest**



Wrap-Up

- **Iterative, nonlinear process**
- Determining your purpose and goals of evaluation
 - Developmental
 - Formative
 - Summative
- Developing evaluation questions
- Developing a theory of action/logic model



Action Steps

- Flesh out evaluation goals, purpose, and questions
- Work on your theory of action and/or logic model

Set up individual consultations with Education Northwest for support!



Next webinar:

September 8, 9–11 a.m.



What to Expect in Webinar 2

- Engaging stakeholders
- Determining evaluation methods
- Writing your findings
- Sharing what you learned (reporting)



EYC Technical Assistance Resources

<h2>Education Northwest</h2>	<h2>Learning for Action</h2>
<p>For information covered in this webinar:</p> <ul style="list-style-type: none">• Clarifying your purpose• Determining your research questions• Utilizing culturally responsive evaluation & YPE• Developing your logic model and theory of action <p>Feedback on this session? Topics of interests for webinar 2 (Sept. 8, 9–11 a.m.)?: Google Form</p> <p>Interested in individual consultations? Google Form</p>	<p>For information on:</p> <ul style="list-style-type: none">• Photovoice• Collecting participant outcome data <p>Individual consultations:</p>



Thank You!



For questions or more information, contact:

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[WilderYouthLeadershipInitiative_YPE_PracticeGuide_7-17.pdf](#)

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Hood, S., Hopson, R., & Kirkhart, K. (2015). Culturally responsive evaluation: Theory, practice, and future. In K. Newcomer, H. Hatry, & J. Wholey. (Eds.), *Handbook of practical program evaluation* (4th edition). Wiley.

Patton, M.Q. et al. American Evaluation Association. [Evaluations are valuable to businesses, agencies, and organizations around the world](#)

Rogers, P. (2014). Theory of Change, Methodological Briefs: Impact Evaluation 2, UNICEF Office of Research, Florence.



Resources

- Resources on Evaluation
 - [What Is Evaluation? \(American Evaluators Association\)](#)
 - [What is Evaluation, Really? \(FSG\)](#)
 - [Guiding Principles \(American Evaluators Association\)](#)
 - [Top Ten Tips for Evaluation Capacity Building in Organizations \(Scott G. Chaplowe\)](#)
- Resources on Culturally Responsive & Youth Participatory Evaluation
 - [Youth Participatory Evaluation \(ACT for Youth\)](#)
 - [Youth-Adult Partnerships in Evaluation: A Resource Guide for Translating Research into Practice \(actforyouth.net\)](#)
 - [\(PDF\) Culturally Responsive Evaluation \(researchgate.net\)](#)
 - [Using a Culturally Responsive and Equitable Evaluation Approach to Guide Research and Evaluation \(mathematica.org\)](#)



Resources

- Resources on Theory of Action
 - [What Is a Theory of Action? \(Tetra Tech International Development\)](#)
 - [Theory of Change \(UNICEF\)](#)
 - [Transforming Positive Youth Development: A Case for Youth Organizing \(Fundations' Collaborative on Youth Organizing\)](#)
 - [What are logic models, and when should you use them? | NC State Industry Expansion Solutions \(ncsu.edu\)](#)

