

Culturally Responsive Approaches to Youth Evaluation

Destiny McLennan, Ph.D.

Julie Petrokubi, Ph.D.

September 8, 2022



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

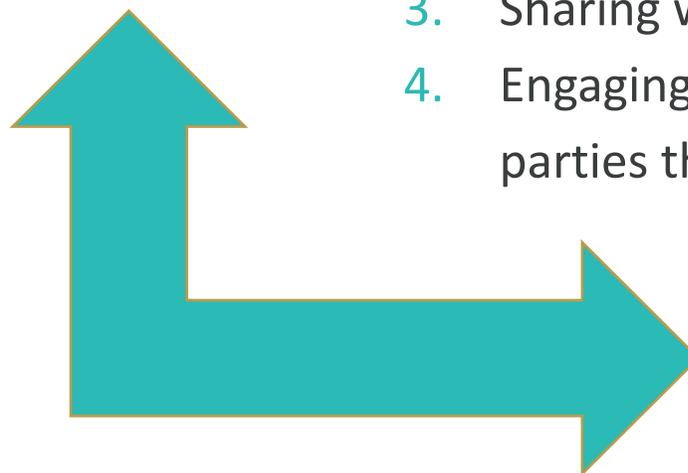
- Provides evaluation and technical assistance to diverse initiatives with an emphasis on equitable learning environments, school-community partnerships, social and emotional learning, nonprofit capacity building, and systems-level change
- Research expertise in youth-adult partnership in community organizing,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

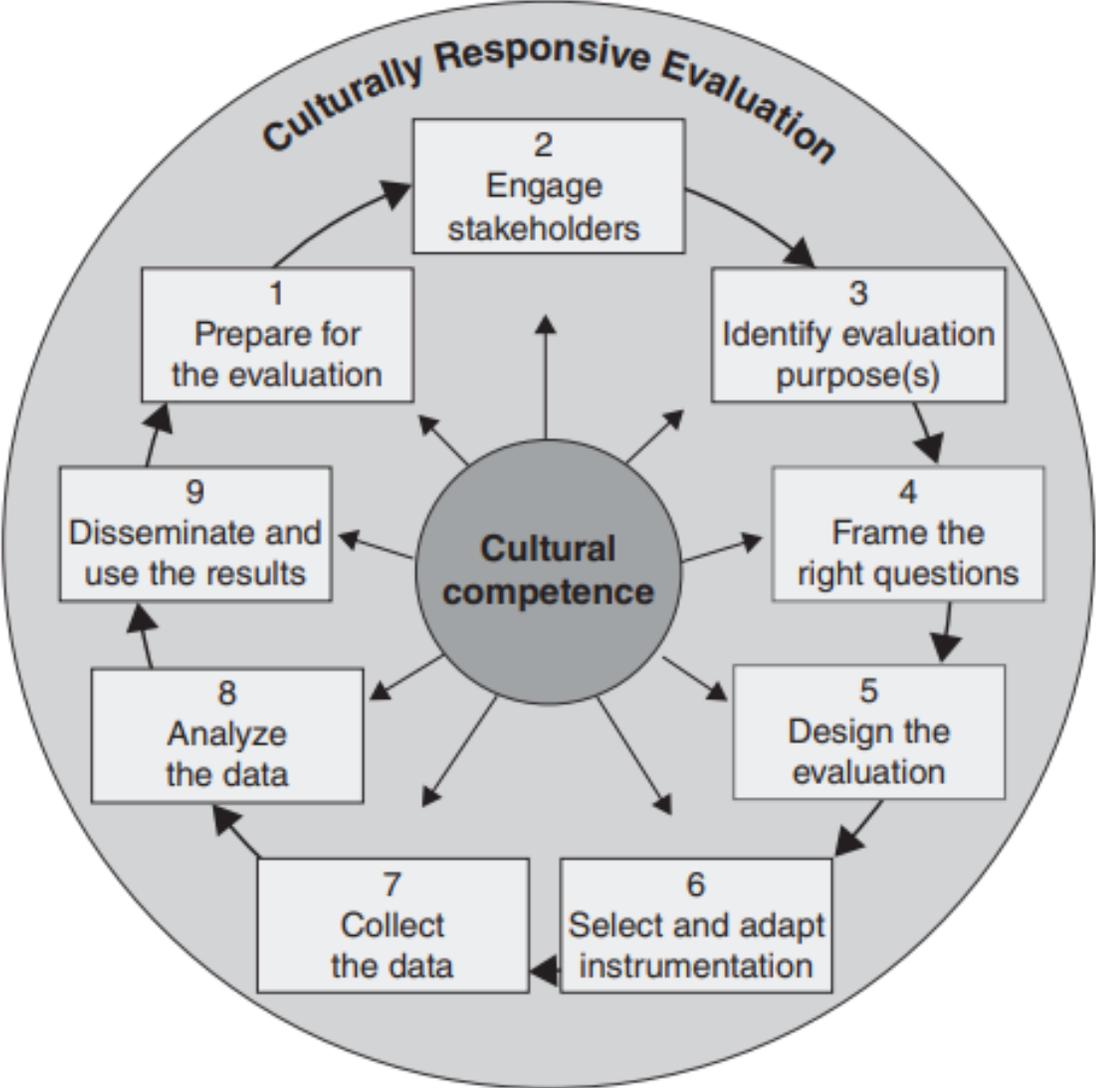
1. Begin determining best evaluation methods
2. Understand how to develop asset-based findings
3. Sharing what you've learned
4. Engaging youth and other interested parties throughout the process



Youth Participation in Evaluation



Culturally Responsive Evaluation



(Hood et al., 2015)



Chat Discussion

- What are the benefits of engaging youth in evaluation?



Benefits of Engaging Youth

Youth

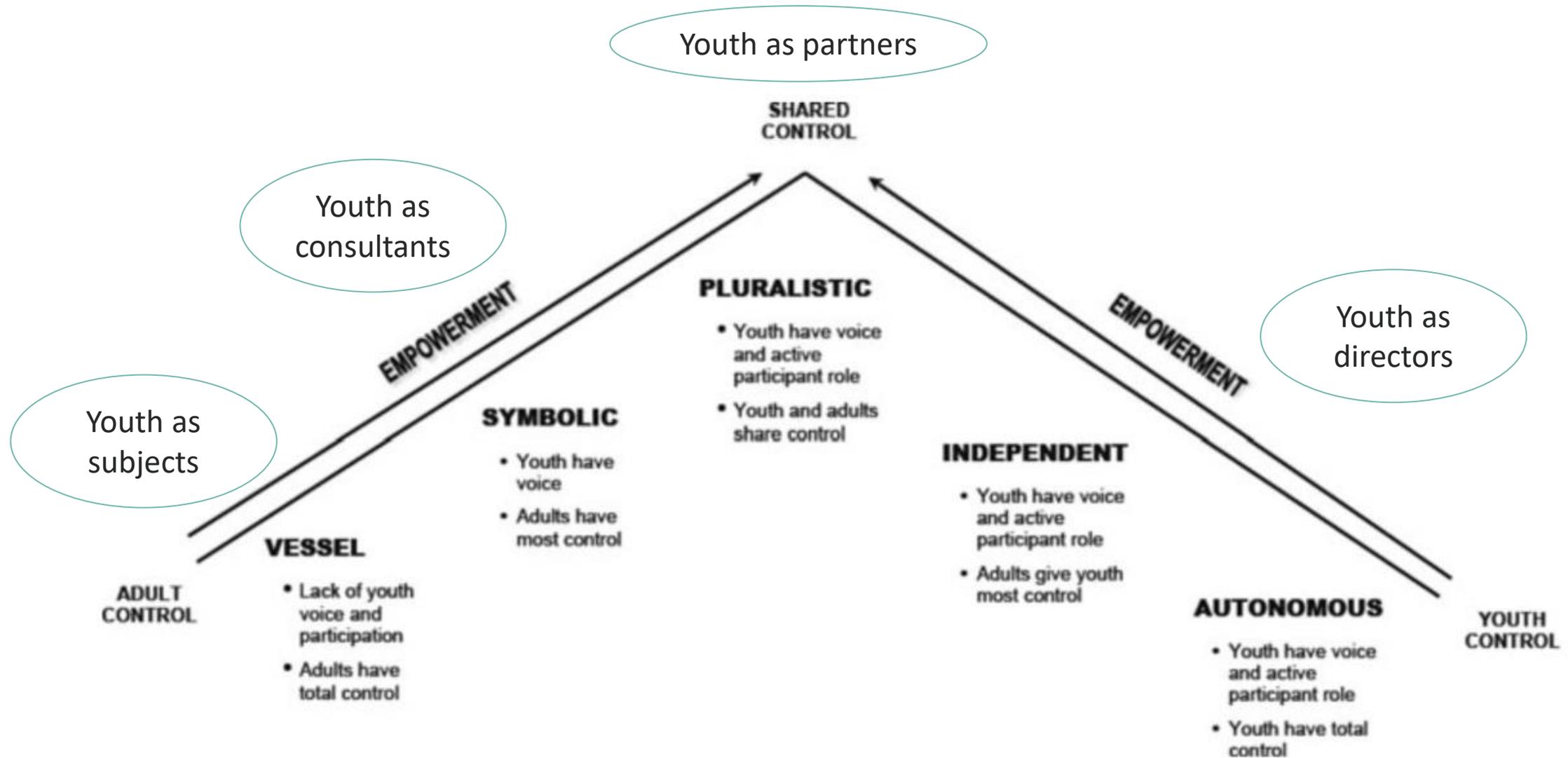
- Voice
- Positive youth development
- Leadership development
- Training and experience
- Public speaking skills
- Empowers systemically excluded and marginalized youth
- Increased self-confidence and civic engagement

Program

- Increased quality of evaluation
- Strengthens youth-centered programming
- Increased youth engagement in program
- Contributes to program development and capacity building



Typology of Youth Participation & Empowerment (TYPE)



(Checkoway & Richards-Schuster, 2005; Wong et al., 2010)

Activity 1: Engaging youth in Culturally Responsive Evaluation

- Enter breakout rooms of 5
- Thinking about the CRE steps (e.g., developing questions) populate [Jamboard](#) with responses to header questions
 - Where are you now?
 - Where do you want to move, and why?



Qualitative Methods that Center Youth Perspectives



Qualitative Methods



Narrative or open-ended information



Show why or how something happened



Interviews, focus groups, open-ended survey questions, observation, artifact review



Qualitative methods may be useful in all kinds 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?

Formative

- Asks questions about **activities or practices**
 - What are the strengths and weaknesses?
 - What works, for whom, and under what conditions?

Summative

- Asks questions about **outcomes or impact**
 - Does the program work?
 - Is this a best practice that should be taken to scale?



Adult and Youth Shared Control in Qualitative Data Collection

- Use methods accessible for both youth and adults to learn
- Share various types of methods/tools with youth and give them a voice in selecting the method(s)/tools
- Select methods that appeal to youth and pique interest and excitement

Examples:

- Walking/go-along interviews
- Storytelling
 - Autoethnography
 - Testimonios



Walking Interviews

What does this method look like?

- **Docent method:** participant as expert, escorting interviewer
- **Go-along method:** interviewer accompanies participant in a normally occurring outing

Additional walking interview resources:
[Using walking interviews | Better Evaluation](#)
Additional walking interview methods:
<https://sru.soc.surrey.ac.uk/SRU67.pdf>

What can we learn?

- Answers questions around the **contexts and settings** youth are situated in and how they navigate such settings (e.g., community or neighborhood impact)
- *How has youth engagement in program activism been affected and/or strengthened by their neighborhood settings?*



Walking Interviews: How to Use

How have cannabis dispensaries in systemically marginalized communities affected youth perceptions toward cannabis use?

- Develop a semi-structured interview questionnaire
- Decide on the most appropriate type of walking interview method
- Inform youth about this method and explain why you are using it (e.g., to understand more about their neighborhood)
- Inform youth of evaluation questions and purpose of the evaluation
- Ask probing questions around what certain places mean to them, where they often hang out, places they avoid, their favorite places, etc.



Storytelling

What does this method look like?

- Personal stories describing experiences and perspectives from a particular point of view
- Examples:
 - **Testimonios:** support youth who have been marginalized or systemically excluded in sharing their own personal stories, narratives, and histories to resist historically stereotypical narratives
 - **Autoethnography:** puts the self at the center of cultural analysis, understands the relationship between the self and others, and combines autobiography with ethnography

What can we learn?

- Answers questions around youth experiences, their placement in the world, and how to make sense of such



Testimonios: How to Use

How might you already be engaging testimonio work within your program?

- Mental health support groups
- Mentoring/peer mentoring
- Social justice workshops/courses
- Journaling activities

Origins of testimonios as a method:
[\(PDF\) Testimonio: Origins, Terms, and Resources \(researchgate.net\)](#)

How to turn to data

- Receive consent from youth whenever you use their personal testimonios as data
- Leave testimonios “as is” (e.g., poems, raps, videos, journals, photographs)



Autoethnography: How to Use

How might you already be engaging autoethnography within your program?

- Journaling activities
- Media literacy or social justice curricula

How to turn to data:

- Adult-controlled data collection
 - Embeds the evaluator in the setting.
 - Allows the evaluator to understand their own positionality, biases, and importance of the work to themselves
- Youth-controlled data collection:
 - Encourage youth to document their experiences in the form that best suits them
 - Caution youth on excessive focus of self in isolation of others
 - Have youth share their own work

Defining autoethnography:
[What is autoethnography? – QualPage](#)

[\(PDF\) Autoethnography as Method
\(researchgate.net\)](#)



Centering Youth Perspectives

- These methods sit comfortably in social science research but are new and groundbreaking in program evaluation work
- Recognize youth experience as a process and an outcome
 - Evaluation is not only to determine program merit, worth, value, and effectiveness, it is also used to “improve or further develop program effectiveness, inform decisions about future program development, and/or increase understanding” (Patton, 2008)



Activity 2: Breakout Rooms

- Enter breakout rooms of 5
- Discuss and use [Jamboard](#) tools to match data collection methods to the provided questions
- Discussion questions
 - Why this method?
 - How does this method provide opportunities for youth-adult partnership?
 - What capacity do youth and adults need to do this?



Supporting Adult and Youth Shared Control in Evaluation

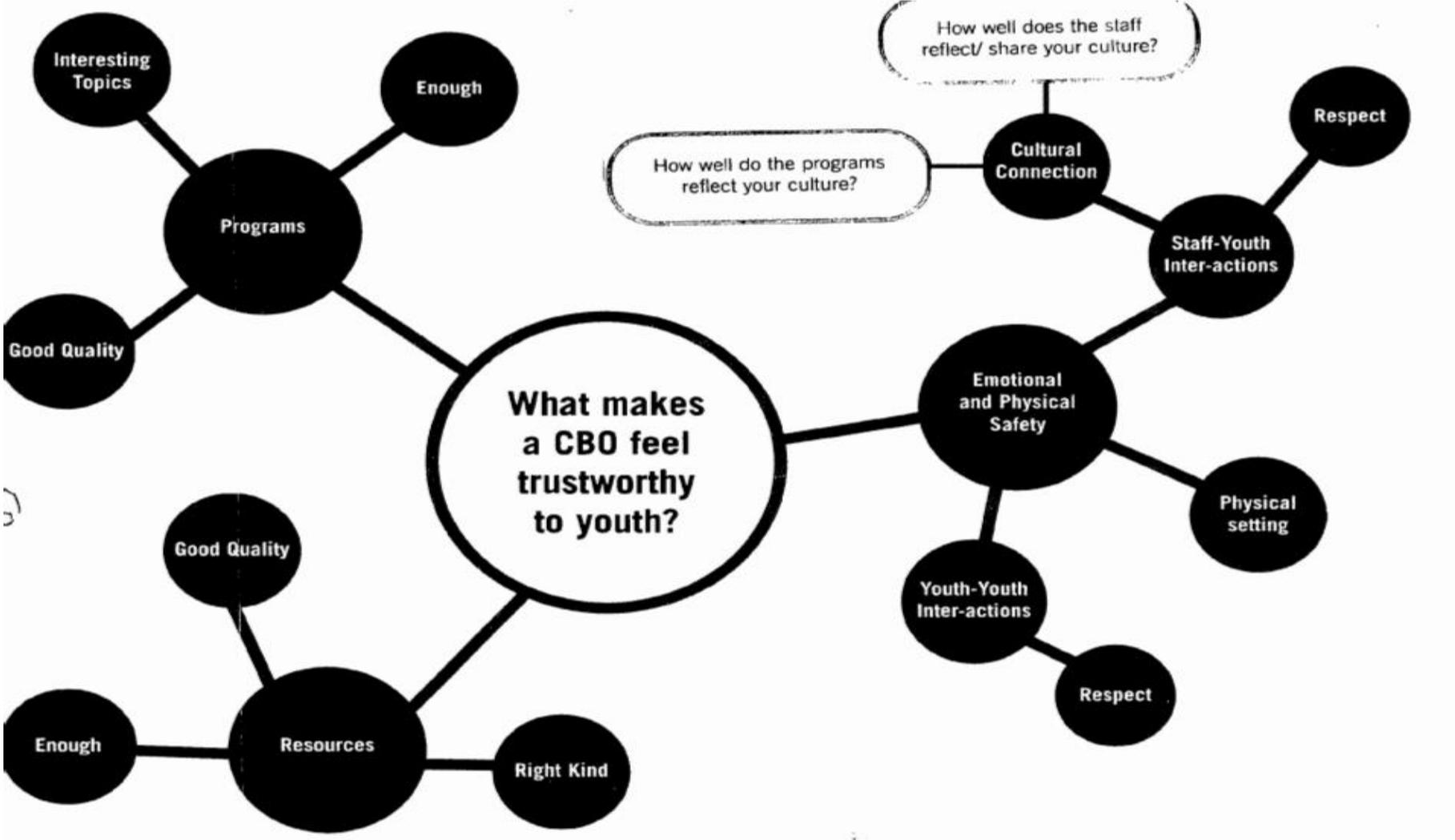
- Ensure evaluation capacity and resources
 - Stay attuned to youth schedules
 - Provide compensation if available
 - Provide training in:
 - Ethics
 - Data collection methods
 - Identifying bias and understanding their positionality
 - Identifying assets
 - Use **active learning, engaging, and team-building** meetings

YPAR Hub:

[Home](#) | [YPAR Hub \(berkeley.edu\)](#)



Engaging Youth in Generating Questions: Bubble Map Example (YPAR Hub)



Developing and Sharing Findings



Types of Interested Parties

Staff

- Program staff
- Managers
- Administrators
- Board

Participants

- Youth
- Family members
- Community partners

Partners

- Community partners
- Funders
- Sponsors
- Volunteers

External

- Elected officials
- Advocacy groups
- Skeptics
- Opponents



Engaging Interested Parties

- Evaluations should devote attention to the full range of individuals and groups invested in the program and affected by its evaluation
- Diversity among stakeholders (interested parties)
- Differing statuses/access to power and resources
- Establish trust and respect
- Develop and use advisory committees and share work with various forums and coalitions
- “Member check” with stakeholders



Developing Asset-Based Findings and Recommendations

- Highlight and emphasize the knowledge, skills, and assets of the participants in the evaluation
 - Consider the deficit-dominant narrative of these communities and intentionally strive to shift and change that narrative
 - Critique systems, not individuals
-
- *“Who does the team think should hear about the study findings?”*
 - *“What are the best strategies for reaching and communicating to these people?”*

(Zeldin et al., 2012)



Types of Products

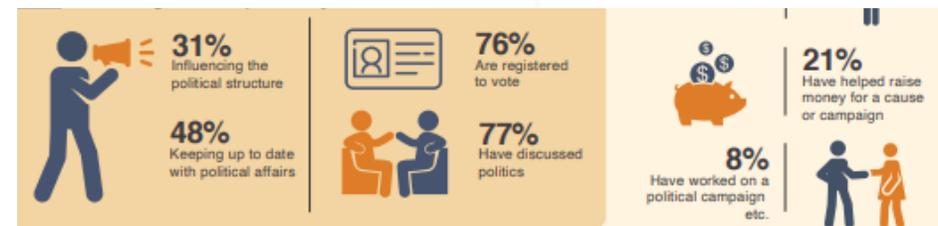
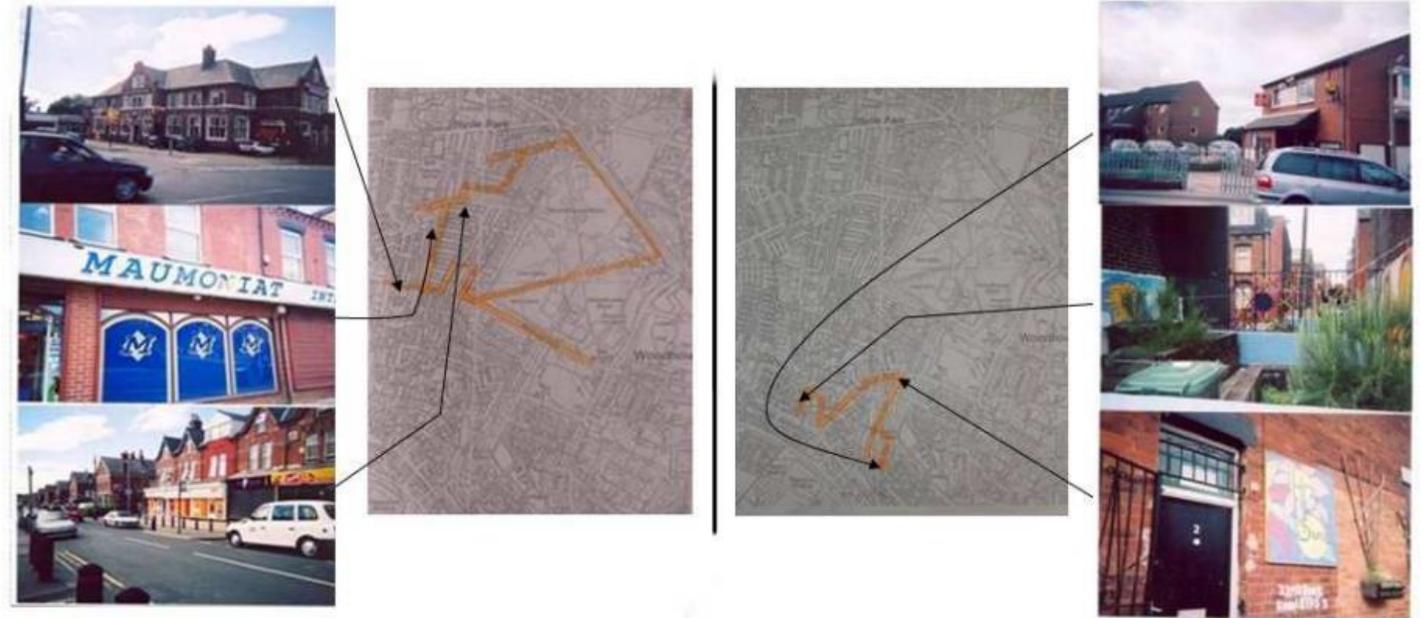
- Reports
- Slide decks
- Information sheets
- Memos
- Infographics
- Webinars
- Social media (videos, photos, etc.)
- Maps
- Artwork
- Storytelling



POLITICAL ENGAGEMENT in the first year of college

2020 YFCY

As the next generation of voters, leaders, and decision-makers of our society, it is pertinent to discuss the political affiliations of our students, their involvement in political affairs, and their perspectives on diverse backgrounds, particularly with 2020 being a presidential election year.



(HERI, 2020; Clark & Emmel, 2010)



Engaging Youth (YPAR HUB)

- Develop structured activities that allow youth to engage in sense-making of the data
 - For example, train youth in coding qualitative data
- Involve youth in determining the types of final products
- Involve youth in presenting data to various stakeholders/stakeholder groups
 - For example, train youth in:
 - Communicating with difficult people
 - Public speaking skills
 - Event planning
 - Elevator pitches
 - Sharing message with the media



Activity 3

1. In the [Jamboard](#), list and discuss the primary stakeholders (interested parties) from each group you work with in your program (e.g., staff, youth participants, partners, external).
2. Note and discuss whether each stakeholder will be involved in the evaluation process, the product, or both.
3. Note and discuss the interests of each stakeholder.



Wrap-Up

- Understanding and determining appropriate evaluation methods
 - Focus on qualitative methods
- Developing and sharing findings
- Engaging youth and stakeholders throughout the process

Past Education Northwest Webinars: [Training Webinars](#) | [Elevate Youth California](#)

- Understand what evaluation is and why we use it
- Clarify your purpose
- Determining your evaluation questions
- Understand evaluation approaches
- Developing a logic model and theory of action



EYC Technical Assistance Resources

<h2>Education Northwest</h2>	<h2>Learning for Action</h2>	<h2>Youth Leadership Institute</h2>
<ul style="list-style-type: none">• Culturally responsive approaches to youth evaluation• Determining evaluation questions• Creating a logic model or theory of action• Determining evaluation methods• Engaging youth in evaluation <p>Past EdNW Webinars</p> <p>Feedback on this session?: Google Form</p> <p>Interested in individual consultations? Google Form</p>	<ul style="list-style-type: none">• Photovoice• <i>Collecting participant outcomes through surveys, focus groups, interviews, journey scrolls, circles, most significant change, etc.</i>• <i>Determining the best evaluation method</i> <p>Past Learning for Action Webinars</p> <p>Individual consultations: Sign-up sheet</p> <p>Jessica.Xiomara.Garcia@learningforaction.com</p>	<ul style="list-style-type: none">• Policy advocacy• Strategic action planning• <i>Building relationships with decision-makers</i>• Racial and social justice <p>Individual consultations: Sign-up sheet</p> 

Thank You!



CREATING STRONG
SCHOOLS & COMMUNITIES

For questions or more information, contact:

Destiny McLennan

Destiny.McLennan@ednw.org

Julie Petrokubi

Julie.Petrokubi@ednw.org



References

- Act for Youth. (n.d.). Youth participatory evaluation. https://www.actforyouth.net/youth_development/evaluation/ype.cfm
- Checkoway, B., & Richards-Schuster, K. (2005). Participatory Evaluation with Young People. [participatory evaluation with young people Checkoway.pdf \(participatorymethods.org\)](#)
- Clark, A., & Emmel, N. (2010). Realities Toolkit #13: Using walking interviews. *ESRC National Centre for Research Methods*. [13-toolkit-walking-interviews \(manchester.ac.uk\)](#)
- 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.
- Wong, Zimmerman, & Parker, (2010). Typology of Youth Participation and Empowerment Pyramid. [Typology of Youth Participation and Empowerment Pyramid – Organizing Engagement](#)
- Zeldin, S., Bestul, L., & Powers, J. (2012). Youth-adult partnerships in evaluation: A resource guide for translating research into practice. [/www.actforyouth.net/resources/n/n_yap-eval-guide.pdf](#)
- HERI. (2020). Your First College Year Survey Infographic. [YFCY Infographic 2020 v2 \(ucla.edu\)](#)



Resources

- 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 \(Scott G. Chaplowe\)](#)
 - [Qualitative Evaluation | The Administration for Children and Families \(hhs.gov\)](#)
 - [HTA and Evaluation Methods Qualitative: 4. Quantitative vs. qualitative vs. mixed methods \(eupati.eu\)](#)
- Typology of Youth Participation and Empowerment
 - [Typology of Youth Participation and Empowerment Pyramid – Organizing Engagement](#)



Resources

- Culturally responsive and 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 \(mathematica.org\)](#)
 - [YPAR Hub | YPAR Hub \(berkeley.edu\)](#)
 - [issuebrief1 \(youthpower.org\)](#)
 - [Engaging Youth in Participatory Research and Evaluation \(ny.gov\)](#)
 - [Youth and Adult Leaders for Program Excellence \(YALPE\): A Practical Guide for Program Assessment and Action Planning \(actforyouth.net\)](#)



Resources

- Theories 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 \(Fundersonline.org\)](#)
 - [What are logic models, and when should you use them? | NC State Industry Expansion Solutions \(ncsu.edu\)](#)



Resources

- Testimonios
 - [\(PDF\) Testimonio: Origins, Terms, and Resources \(researchgate.net\)](#)
 - [\(PDF\) Nosotros Importamos \(We Matter\): The Use of Testimonios with Latino Male Adolescents in Group Counseling. Journal of Creativity in Mental Health. \(researchgate.net\)](#)
 - [Testimonios \(Mental Health\) — Centro SOL \(jhcentrosol.org\)](#)
- Autoethnography
 - [What is Autoethnography? – QualPage](#)
 - [\(PDF\) Autoethnography as Method \(researchgate.net\)](#)
 - [\(PDF\) Autoethnography as a research method: Advantages, limitations and criticisms \(researchgate.net\)](#)
- Walking interviews
 - [SRU67.pdf \(surrey.ac.uk\)](#)
 - [Using walking interviews | Better Evaluation](#)

