Participatory Evaluation With Young People

PARTICIPATION

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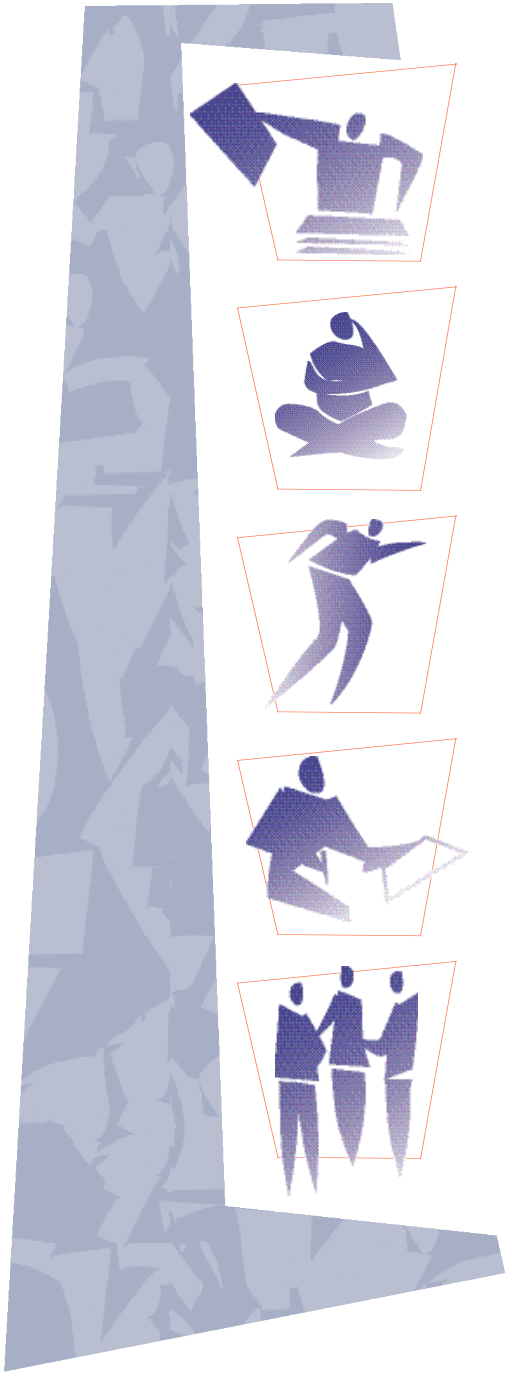


Participatory Evaluation with Young People is a workbook with practical tools and learning activities to use in your community. It includes materials for you to discuss, think about, share with others and, most of all, use for action and change.

Introduction

This workbook is for young people who want to develop knowledge for action and change, whether through program evaluation, community assessment, policy analysis, or other studies. It is based on the belief that people have a right to participate in the institutions and decisions that affect their lives, and that evaluation is a vehicle for participation.

This workbook draws upon our work with community partners in the South Bronx, Mississippi Delta, Albuquerque, East Oakland, Des Moines, and Providence, and with youth evaluators from rural areas, small towns, and urban neighborhoods in Michigan.

We have tried to provide practical tools for participatory evaluation, including evaluation questions, steps in the process, methods of gathering information, and strategies for creating change. You can approach this book from cover to cover, or you can go directly to the sections most relevant to your situation.

We have featured a variety of learning activities, such as small group exercises and other hands-on methods for problem-solving and program-planning. You can use these activities as an individual, but they are primarily for use with small groups of people or with several groups in a training workshop.

Participatory evaluation is "learning for action," and this workbook is meant to be used. We encourage your sharing with others, and ask that you contact us if you plan to reproduce all or part for wide distribution.


Evaluation?

What is Participatory Evaluation?

Participatory evaluation is a process in which people join together and develop knowledge for action and change. It involves people in program evaluation, community assessment, policy analysis, and other studies.

Participatory evaluation can be a formal process that requires substantial resources, or an informal one that addresses a few fundamental questions, such as:

1. ***What are you trying to accomplish?***
2. ***How well are you doing?***
3. ***How could you improve?***

Participatory evaluation is especially empowering for young people. When you ask your own questions rather than the ones given by adult authorities, gather your own information rather than uncritically accept that of others, and formulate your own strategy rather than stay with the status quo, it can increase your influence in organizations and communities.

Picturing Evaluation

What do you see in these pictures? What are the people doing?

Which one looks like evaluation as you experience it, or as you would like it to be?

What would your own picture of evaluation look like?

What Does Evaluation Mean to You?

1. Ask everyone to write on a piece of paper one word that comes to their mind when they think of evaluation.
2. Invite them to come into an open space to mull around and discuss their words with another person for a few minutes before moving on to another.
3. After a few rounds, individuals should tape their words on the wall for everyone to see.
4. Everyone should look at the words and discuss their observations. What stands out? What are the similarities? Can you agree upon a common understanding?

Young People Evaluate Already!

Evaluation is an everyday experience for most young people. You evaluate friends and teachers, food and music, news events and community issues, although you may be unaware of it as evaluation. How do you evaluate already?

Here are some examples of evaluation by young people:

- Rural youth in Wisconsin assess community center programs and make recommendations to the board of directors.
- California youth document toxic wastes near the schools and present findings to health officials.
- In a small town, Michigan youth survey racial attitudes and create an anti-racism program for middle-schoolers.
- Young women in Georgia interview city council members and prepare a proposal for new municipal services.
- New York youth document portrayals of low-income youth of color in the newspaper and present findings to the editors.

Who are some young people that use evaluation in your community?

What kinds of things do they do?

What are the ways you evaluate already?

Obstacles to Participation

There are obstacles to youth participation in evaluation. You should expect them as a normal part of the process, and work to address them. Some obstacles include:

- Young people are busy and lack time for an evaluation project.
- Young people become frustrated by an absence of adult support.
- Adults view youth as passive recipients rather than active producers of information.
- Adults believe evaluation is a process which requires special expertise.
- Adults do not want to share their power with young people.

What are some obstacles to youth participation in evaluation in your community?

How could you overcome them?

Adultism, n., The notion that adults are better than young people and can control them without their agreement. The result is that adults may resist or oppose youth initiatives, and young people may question themselves, doubt their own abilities, and withdraw from participation.

Adapted from Dorothy Stoneman, Leadership Development, 1988.

Evaluation Roles of Young People

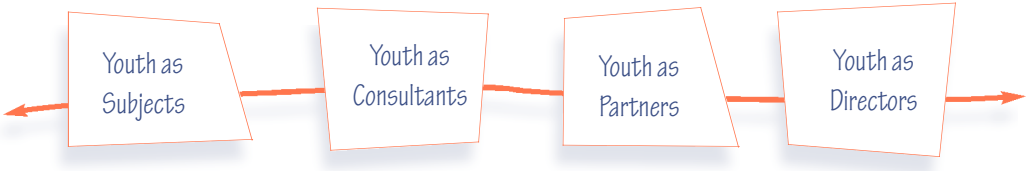
What roles should young people play in evaluation? Research reveals the following patterns:

Youth as Subjects: Adults take the lead, and young people are observed, tested, and analyzed by the evaluators.

Youth as Consultants: Adults play key roles, and young people are asked for feedback.

Youth as Partners: Adults initiate the process, and young people assist them in gathering information.

Youth as Directors: Young people take the lead, and adults may or may not play supportive roles.



Which evaluation roles do young people play in your community?

Which roles should they play?

Making Evaluation Multicultural

Most evaluation operates in communities which are not "monocultural," with people having similar social and cultural characteristics, but "multicultural," with significant group differences among them. It will not be long before the majority of people in the United States will be of African, Asian, and Hispanic descent, and diversity will be a fact of life.

Diversity strengthens the quality of evaluation. It represents the community, generates a wider range of perspectives, and develops more knowledge than is possible with only a few voices at the table.

If democracy is about the participation of the people, and the people are becoming more socially and culturally diverse, then participatory evaluation is about strengthening diversity, and its methods should recognize group differences and build bridges across group boundaries.

For example, evaluation offers special opportunities for young women to develop knowledge in ways which respect gender as a force for change and which also involve other groups. Or when African-American and Hispanic youth collaborate in an evaluation whose methods respect cultural differences and increase their interaction, the process develops knowledge and also contributes to multiculturalism.

What are the different social and cultural groups in your community?

Does your evaluation represent this diversity?

What are some ways to make evaluation more multicultural?

Why Evaluate?

Youth participation in evaluation provides legitimate information for making better decisions about programs. It brings people together, increases their organizational and community involvement, and expresses theirpolitical rights as citizens in a democratic society.

Here are some reasons given by young people:

- "Evaluation enables us to make better program decisions."
- "We should have a voice in the programs that affect us."
- "It is our right to participate in the community."
- "Evaluation is too important to be left to experts."

Making the Case

How would you make the case for youth participation in evaluation?

1. Assemble the group in a circle with two persons sitting face-to-face in the center close enough for others to observe and hear.
2. Ask one person to play the role of a youth leader who wants young people to attend a meeting to plan a new evaluation project.
3. Ask the other person to play the role of a youth who is unsure of whether or why youth should participate.
4. Everyone observes and listens to the approach each person takes, especially how the youth leader makes the case for evaluation.
5. After the role play, ask everyone for their observations, and discuss why evaluation is important. How would you make the case?

Wingspread Declaration of Principles for Youth Participation in Community Research and Evaluation

This declaration resulted from collaboration by youth and adult participants in the Wingspread Symposium on Youth Participation in Community Research, 2002.

1. Youth participation in community research and evaluation transforms its participants. It transforms their ways of knowing, their activities, and their program of work.
2. Youth participation promotes youth empowerment. It recognizes their experience and expertise, and develops their organizational and community capacities.
3. Youth participation builds reciprocal partnerships. It values the resources and assets of all age groups, and strengthens supportive relationships among youth and between youth and adults.
4. Youth participation equalizes power relationships between youth and adults. It establishes common ground for them to overcome past inequities and collaborate as equals in institutions and decisions.
5. Youth participation is an inclusive approach to diverse democratic leadership. It increases the involvement of diverse groups, especially those who are traditionally underserved and underrepresented.
6. Youth participation actively engages young people in real and meaningful ways. It involves them in all stages, from defining the problem, to gathering and analyzing the information, to making decisions and taking action.
7. Youth participation is a ongoing process, not a one-time event. Participants continuously clarify the purpose, reflect upon the process, and use the findings for action and change.

Steps in the Process

There are many steps in the evaluation process, and the key is to develop an approach that fits your community.

Here is a flexible model for your consideration, with the caution that each community is distinct and that there is no single best way:

What are the Steps?

Getting Organized

Usually one or more people take the lead and contact a few others. They form an evaluation team, set goals, and develop an evaluation plan. How will you organize for evaluation? Who will do what by when?

Asking Questions

Here people formulate questions that are essential to evaluation. What do you want to know? What questions will you ask? What are some sources of information?

Gathering Information

Gathering information has many methods, such as observations, interviews, focus groups, surveys, and debriefing. Which ones best fit your situation?

Making Sense

This is a systematic step to make information easier to use, analyze its patterns and themes, and interpret its meaning, by drawing conclusions and making recommendations for action.

Sharing with Others

In this step, evaluators share the information with others, by identifying the stakeholders, preparing reports, making presentations, and getting the word out.

Taking Action

Participatory evaluation is "learning for action," so what action will you take? What will you do with what you learn from evaluation? Several strategies are available for young people creating community change.

Evaluation on the Ground

Participatory evaluation should emphasize democratic discussion. This is easier to accomplish when people are sitting on the ground where everyone has eye contact and no one is sitting higher than anyone else.

1. Copy the phrases below on small pieces of paper.
2. Ask everyone to sit on the ground in small groups, and give each group a set of papers.
3. Explain that each piece of paper has a step in the evaluation process.
4. Ask each group to put the steps in order.
5. Each group should share its steps, compare them, and discuss an overall approach to the evaluation process.

Getting Organized

Participatory evaluation is about young people creating community change, and the first step is to get organized. It is not a one-time event, but an ongoing process which people organize, plan, and implement over time.

Taking the Lead

Getting organized often starts when one or more people take the lead, contact others, and bring them together to discuss what they want to accomplish. Who will take the lead in your community? What do you want to accomplish?

Forming a Team

An evaluation team is a small group who collaborate, in the process, from asking questions and gathering information to making sense of the findings and taking action in the community. An ideal team includes young people who represent the community and work together well, with or without adult assistance.

Evaluation Plan

The process continues when people formulate an evaluation plan, which is like a list of "steps to take" or "things to do." In its simplest form, the plan identifies who will do what by when.

What Do You Want to Accomplish?

In a few words, write your evaluation goal:

Forming an Evaluation Team

Write the names of some people who could form an evaluation team:

Convening the Team

Write the time, date, and place for a meeting of the team:

Time:

Date:

Place:

Evaluation Plan

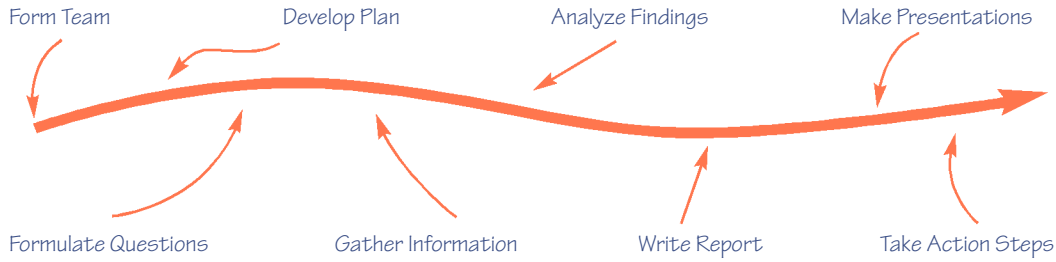
What to do?	Who does it?	When?

Drawing a Timeline

Who will do what by when? Time is a resource that guides your plans and establishes the deadlines for completion or specific tasks. Drawing a timeline helps put your plan into action.

1. Brainstorm the specific steps in your evaluation plan.
2. Draw a timeline across a long piece of paper. Mark off weeks or months along the length of the timeline, including the starting and ending dates.
3. Arrange the steps in the appropriate order on the timeline.
4. Confirm the date and identify the person responsible for each step.

Sample timeline:



Draw your own timeline:

Asking Questions

What do you want to know? What questions will you ask? What are some sources of information?

These three questions are essential to evaluation. When asked and answered together - that is, when the questions you ask and the information you seek produce the knowledge you want – this is evaluation!

What Do You Want to Know?

Young people benefit from discussion of what they want to know and what questions to ask. Too often the questions addressed by youth are given to them by adult authorities. However, when young people formulate their own questions and set their own priorities, it can awaken their spirit and move them to action.

"Activities" and "outcomes" are types of knowledge which people often want to know.

Activities

Activities are what people actually do to accomplish their purposes. They can be documented by their number, frequency, or duration, such as:

1. Six youth participants attended a three-day workshop.
2. Members formed a youth-adult task force, held four meetings to review the by-laws, and brought the proposal to the board of directors.
3. The youth-adult group spoke at a public hearing and convinced ten council members to allocate $10,000 for a new youth program.

Outcomes

Outcomes are the effects or impacts which result from project activities. These can include effects at the individual, organizational, and community levels, such as:

1. As a result of the training program, young people increased their community organizing skills and capacities.
2. As a result of the grant, the organization has increased the involvement of young people in decision making.
3. As a result of the youth leadership program, the community has increased its support for young people.

Listing Activities and Outcomes

1. Ask group members to discuss which activities and outcomes they want to know.
2. Write a list of activities on one large piece of newsprint paper, and a list of outcomes on another piece.
3. Discuss each list, circle the ones which are most important, and decide what you want to know.

What Questions Will You Ask?

Once you discuss what you want to know, next is to formulate the questions you will ask. Since knowing about activities differs from knowing about outcomes, their questions also differ, for example:

Questions About Activities

- *What were the activities?*
- *How many meetings were held?*
- *How many people attended?*
- *Who were the participants?*

Questions about Outcomes

- *What were the effects on youth?*
- *What did they learn?*
- *What did they do with the learning?*
- *What changes resulted?*

What Are Some Sources of Information?

There are many sources of information which can answer your questions about activities and outcomes, including documents, observations, interviews, focus groups, and surveys.

Which source of information should you select? No single source fits all situations, and their selection depends upon considerations like the following:

- **Resources available:** How much time do you have to gather information? Which skills are available, and which ones are needed?
- **Multiple sources:** Will relying on only one source bias your outcome? Which combination of sources will provide enough information?
- **Quantitative or qualitative:** Will it make a difference if you have numbers and statistics? Will informal interviews or case studies be enough?

Asking Questions Together

1. Post three large pieces of newsprint paper on the wall with these questions.
2. Ask group members to list a few things they want to know on the first piece of paper, questions they will ask next to each item on the second piece, and information they will use next to each item on the third.
3. Looking at the lists, what are your next steps? Who will do what by when?

Gathering Information

Gathering information has many methods. For example, you might review written reports on a program, or make a site visit to observe its activities. You might interview a few individuals, bring them together for a focus group, or ask them to respond to a survey. There is no single method for all situations; the key is to select the ones which fit yours.

Each method of gathering information serves multiple purposes. All of them collect information, but some also raise group consciousness and motivate people to action.

Each method differs in the resources which are required. If you lack time to conduct a survey, then perhaps a few interviews will be enough.

Which methods of gathering information will you choose? Following are some questions to consider in making decisions:

1. *What do you want to accomplish, and which methods will fit your purpose?*
2. *Which methods will tell you what you want to know?*
3. *What resources – such as time or money - are available and needed?*
4. *Which methods will be appropriate for your community?*

Methods Of Gathering Information

Method	Description	Example
Documents 	Reviewing reports and other written materials	Youth review annual reports and financial statements for information on the organization
Observations 	Looking at people or activities in action	Youth attend a meeting, watch what happens, and take notes on what they see
Interviews 	Asking an individual to answer questions in person or by phone	Youth question the director about programs in the community center
Focus Groups 	Asking a small group of people to answer questions and discuss ideas that arise from the group	Young people bring residents together to discuss the obstacles to youth participation
Surveys 	Asking a number of people to answer questions in person, by phone, or in writing	Youth distribute a questionnaire to identify issues in the schools
Debriefings 	Conducting informal discussions soon after an event	Young people discuss what happened at the school board meeting, and how it will affect the future

Documents

Documents are written sources of information, such as annual reports, financial statements, meeting summaries, newspaper articles, and program brochures.

Documents can be a quick and easy way to gather information about an organization's background, its major activities, and some of its most active participants. They are often found in the files or on the shelves of community agencies, and can provide a summary of information that supplements other evaluation methods.

Documents may have the information you seek, but the challenge is to locate them. Some people are always gathering information, and might provide documents if you ask their assistance.

Written documents are not always accessible. Some people forget what is in their files, and some reports are written in technical jargon which is difficult to understand, but assistance is usually available if you ask.

Observations

Observations are a method of gathering information by assessing activities through your own eyes.

Observations are as informal as walking through the community center and looking at its activities, or as formal as counting and comparing the times that youth and adults speak in a meeting. You can take a quiet position in the back of the room, or actively discuss what you see with others.

Observers often see different things. One person might observe a neighborhood and see strengths and assets, while another might see needs and deficits. Such differences make it especially important for people to discuss their perceptions with others.

Observation Tips

- Decide who and what you will observe.
- Observe the activities and participants: What do you see? What are the activities? Who are the participants? What are they doing, and with what effects?
- Take notes, record your observations, and discuss with others.

Site Visits as Observations

Site visits are a type of observation in which people visit a site and see its activities "first hand." For example, San Francisco youth visited twenty community centers for observations and interviews with young people and staff members. They created a "report card" of their findings and prepared recommendations for improvements.

To conduct a site visit:

- Contact the site in advance, ideally a few weeks before visiting.
- Arrange to meet participants, obtain materials, and observe activities.
- Before the visit, confirm your arrangements.
- Take notes on what you observe.
- After the visit, summarize your observations and discuss with others.

Up the Hill, Down the Hill

Young people in Oakland take "observation tours" of schools, facilities, and parks, first in the high-income hills, and then in the low-income flatlands. They observe differences in the two areas; discuss the social forces at work; and analyze alternative ways to address what they observe. Observations have caused awareness of class and race discrepancies, and a decision to focus on gentrification as a citywide issue for youth organizing.

Interviews

Interviews are a method of asking an individual to answer questions in person or by telephone. When they are based on a list of questions prepared in advance, they can gather in-depth information about activities or outcomes. Potential interviewees are as close as the next person, for those with information are all around you, if you want to see them in this way.

Interviews gather information, and also raise consciousness and stimulate action. Some adults may express concern when you ask your own questions and challenge the usual pattern in which adults question youth, but such concern is a normal part of the change process.

Interviewing Tips

- *Consider interviewing in pairs as a way of working together.*
- *Prepare a list of questions and leave time for spontaneous discussion.*
- *Gather information about what, why, and how, and probe in depth.*
- *Ask about information sources as a check for accuracy.*
- *Listen carefully, for you are there to learn.*
- *Thank the person for his or her time.*
- *Take notes on important ideas during or after the interview.*
- *Organize your information, analyze your findings, and share with others.*

Practicing Interviews

1. Organize the group in a circle with two persons seated facing a third person in the center close enough for others to hear.
2. Ask the two persons to play the role of evaluators who will interview the third person.
3. Ask the third person to play the role of the program director of a summer youth program who has information about its activities and outcomes.
4. As a group, brainstorm a list of questions that the evaluators might use, such as: What did you accomplish? How well did it go? How could it be improved?
5. Everyone listens to the evaluators interview the program director.
6. After the interview, ask the participants to describe their approaches, then discuss the characteristics of an effective interview.

Focus Groups

A focus group is a facilitated discussion for gathering information from a small number of people in a single session. The facilitator starts with prepared questions about key topics and guides a discussion whose direction is influenced by the participants.

Focus groups create chemistry in which one idea flows from another and generates more ideas than usually result from individuals interviewed alone. When people come together in this way, the discussion can strengthen social interaction and contribute to group development.

Tips for Group Facilitators

- Open the meeting with brief introductions.
- Introduce the purpose and set ground rules.
- Ask questions and facilitate the process.
- Keep discussion moving forward.
- Encourage everyone to participate.
- Summarize key points and themes.
- Record what was said.

Surveys

A survey is a method of gathering information from a number of people who respond to a series of questions about what they know, think, or feel. Many surveys are completed in writing, but some are completed by e-mail, phone, or in person.

Surveys gather information from respondents, and also can raise consciousness and promote participation. When people tell you what they know or think about an activity or issue, it enables them to express themselves, reflect upon experience, and formulate ideas for action.

Surveys can be simple and straightforward. However, it can take time and resources to formulate careful questions, train interviewers, and analyze results. For example, will the questions be multiple choice or short answer? Who will prepare the questionnaires, pay for photocopies, plan their distribution, and tabulate the responses?

Creating a Survey

Surveys use various questions such as the following:

- Multiple choice:

  Our community is undergoing many changes. If you could travel into the future and see the changes, do you think our community will be (circle one answer):

  A) better than today
  B) worse than today
  C) about the same as today
  D) no opinion

- Ranking:

  What do you think are the three most important issues to be addressed in the community? (write 1 next to the most important, 2 next to the second, 3 next to the third)

  Create better schools _____
  Make streets safer _____
  Overcome discrimination _____
  Deal with drug problems _____
  Getting a job _____
  Academic stress _____
  Other _____

- Agree/Disagree:

  Do you agree or disagree with the following? (circle one answer)

Adults view youth as problems	Yes	No
Adults do not share power with young people	Yes	No
Young people are poorly organized	Yes	No
Young people are unsure how to plan programs	Yes	No
Young people believe that change is possible	Yes	No

- Short answer:

  What are three resources for youth in our neighborhood?

  1. _____
  2. _____
  3. _____

- Long answer:

  What is one small step you could take to create community change?

  _____

  _____

Adapted from David Driskell, Creating Better Cities with Children and Youth, 2002.

Debriefings

Debriefing is a method of gathering information soon after an experience. After a meeting at the community center, for example, someone asks participants: What happened? What did you learn? What was most useful or least useful? How could it have been improved?

Debriefing requires little preparation and provides quick feedback on what was done and learned. However, if it occurs when people are anxious to leave, runs on without limits, or gives voice to verbal participants and silences others, then the learning is limited.

Other options are to conceive of debriefing as an ongoing process of monitoring and feedback, not by asking questions at the end, but rather by starting an activity with a review of the one before, or by pausing during an activity to assess progress so far.

Making Sense

Making sense is a systematic process to organize information in order to make it easier to use, analyze its patterns, and interpret its meanings, through steps to:

Organize information, by:

- Taking notes on observations.
- Writing up interviews.
- Summarizing responses to questions.
- Sorting data into categories.
- Drawing a table or chart.

Analyze information, by asking:

- What stands out?
- What are the patterns?
- What are the similarities?
- What are the differences?
- Is more information needed?

Interpret information, by asking:

- Do the activities accomplish their purpose?
- What are the effects and outcomes?
- Which findings are significant?
- Which lessons can be learned?
- What is to be done?

What sense can you make of the information? What can you conclude from the findings? What lessons can you learn, and what are their implications for action?

Sharing With Others

Communication is essential to evaluation, as a way to raise consciousness and increase involvement. It is important to share information with those that can take action and influence implementation, for even excellent ideas are no assurance of action if people are unaware of them.

Young people can share information in various ways, as for example:

- New York youth wrote a report on their evaluation of youth attitudes toward the police. They sent copies with recommendations to public officials.
- San Francisco youth prepared a report card from their evaluation of community centers. They graded programs, and made recommendations to agency administrators.
- Grand Rapids youth presented policy perspectives in town hall meetings with agency administrators and elected officials.
- Baltimore youth shared information in "streetcorner speakouts" and citywide summits where they vote on policy priorities.
- Albuquerque youth assessed air quality in their community and posted their findings on the internet.

Who are the people with whom to share information? What are the best ways to communicate with them?

Communications Strategy

Effective communication takes a systematic strategy which answers questions like the following:

Who are the individuals and groups that can influence implementation and create change? These relationships are not random, but should result from a strategy to identify and inform them.

Which information relates to their interests? Their stake in an issue should affect what you communicate to them.

What are the best ways to reach them? Some people prefer written reports, whereas others favor face-to-face meetings.

Contacting Stakeholders

Write the names of the people that have a stake in the findings of your evaluation and that can influence its implementation. What stake do they have? What are some things you should communicate?

Person	Things to say
1.	
2.	
3.	
4.	
5.	

Ways of Sharing Information

There are many ways of sharing information with others. Which ones best fit your situation?

Written reports

Group discussions

Town meetings

Public presentations

Fact sheets

Newsletters

Press releases

Public hearings

Citywide summits

Publicity campaigns

Report cards

Videos

Write your own list here

Taking Action

Participatory evaluation is "learning for action," so what action will you take? What will you *do* with what you learn from evaluation?

Community change is when people join together and take action at the community level. It has several strategies, such as:

- Organizing an action group;
- Planning a local program;
- Providing a neighborhood service; and
- Involving people in institutions and decisions.

Young people can create community change, with a growing record of accomplishments. Here are some examples:

- Mississippi youth survey residents about spraying of chemical poisons near the schools and present findings to health officials.
- Detroit youth document the positive effects of public housing programs and save them from budget cuts.
- Providence youth conduct interviews about transportation policies, and report to school officials.
- New York youth photograph community conditions and organize an environmental clean-up in the neighborhood.
- Oakland youth evaluate the effects of school suspension on students of color, and recommend action steps.

Community change starts with you! You can take information and ideas, formulate strategy, and join with others to create change.

What do you think needs changing? What is one step you could take?

Taking the First Step

What is one step you could take to create community change?

Write it here

For More Information

Youth Participation in Community Evaluation Research

Provides perspectives on the evaluation roles for young people.

Involving Young People in Community Evaluation Research

In-depth account of a national community-based evaluation project.

Young People as Competent Citizens

Case studies of young people creating change in their communities.

Community Youth Organizer's Bookshelf

Up-to-date summaries of books, articles, reports, and publications.

Young People Creating Community Change

Step-by-step process for youth working at the community level.

Adults as Allies

Practical tools for adult allies of young people creating change.

Information on these publications is available upon request from:

Program for Youth and Community
School of Social Work
University of Michigan
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www.youthandcommunity.org

About This Workbook

This workbook originated in collaboration with community-based evaluators and youth-adult evaluation committees through Lifting New Voices, a national project involving Citizens for Community Improvement of Des Moines (Iowa); Direct Action for Rights & Equality (Rhode Island); People United for a Better Oakland (California); Southern Echo (Mississippi); Southwest Organizing Project (New Mexico); and Youth Force (South Bronx). It also developed through training workshops, statewide conferences, and regional meetings with youth evaluators from community foundation youth councils in rural areas, small towns, and urban neighborhoods in Michigan.

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Participatory Evaluation with Young People