

**PARTICIPATORY EVALUATION  
FOR  
COMMUNITY CHANGE**

**FINAL REPORT**

**Presented to  
Education Development Center, Inc.  
and  
Time Warner Foundation**

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# **PARTICIPATORY EVALUATION FOR COMMUNITY CHANGE**

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## **1. INTRODUCTION**

While youth media have a history, the emergence of a “youth media field” is a relatively recent phenomenon, with an increase in youth media groups during the last decade. According to Coryat and Goodman (2004), “there is more good youth media being produced now than at any other time.”

As an emerging field, youth media provides a vehicle for young people to “articulate their concerns, represent themselves in the media, and build community” (Coryat and Goodman, 2004). It has potential to involve “the most marginalized, most voiceless youth in society—and making those voices heard by their peers and by significant adults” (Hefner, 2004). Through video, radio, web production, print, and other methods, there are more and more opportunities for young people to find their voice in organizations and communities.

### **YOUTH PARTICIPATORY EVALUATION**

Young people play leadership roles in youth media groups, but generally evaluation is not one of them.

Youth participatory evaluation is a process of engaging young people in knowledge development in organizations and communities. It can originate in efforts by adults to reach out to youth, by young people to organize on their own behalf, or by youth and adults to collaborate in intergenerational partnerships. It refers to their active participation and real influence in institutions and decisions, not to their token presence in adult agencies (Arnstein, 1969; Hart, 1992). Its quality is highest when young people have an impact on a process, influence a decision, or produce an outcome.

Youth participation is an approach in which young people are active participants in defining the problem, gathering the information, and using the results. Young people might serve as consultants, partners, or directors of the process. (Checkoway & Richards-Schuster, 2003). The issue is not who initiates the work, but rather whether young people participate actively and have an impact.

Youth participation prepares young people for participation in a democratic society. At a time when too many people have withdrawn from participation, there is need for new strategies of civic engagement which will awaken them to community conditions, and motivate them to take action in a civil society.

Youth participation in evaluation has great potential for youth media. It provides opportunities for young people to document their work, tell their stories, and assess their activities and outcomes. It can enable them to develop new knowledge, reflect on their experience, and formulate lessons learned from practice (Coryat and Goodman, 2004).

Through a grant from the Time Warner Foundation to the Education Development Center, Inc., five youth media groups – Bay Area Video Coalition, Reel Grrls, Global Kids, Video Machete, and Youth Radio - attended a workshop to develop their evaluation skills and formulate strategies for implementation of an evaluation project upon return home. What follows is a summary of the workshop, case studies, and cross-cutting themes that emerged.

## **2. PARTICIPATORY EVALUATION WORKSHOP**

### **WORKSHOP PURPOSE**

The workshop was organized as a partnership of the University of Michigan's Program for Youth and Community in collaboration with the Time Warner Foundation and Education Development Center, Inc.

The purpose of the workshop was to:

1. Prepare young people for participatory evaluation at the community level;
2. Develop knowledge of practical skills for evaluation; and
3. Enable youth to play leadership roles as participatory evaluators and community change agents.

### **PARTICIPANTS**

Education Development Center, Inc. selected five groups for involvement in the workshop, determined by their level of earlier experience, their scope of youth participation, and their interest in involving young people. The five groups were Bay Area Video Coalition (San Francisco), Global Kids (New York), Reel Grrls (Seattle), Video Machete (Chicago), and Youth Radio (Oakland).

Each organization sent a team of youth and adults to attend the workshop. Each team generally included two young people and one adult advisor. Each team involved young people who were leaders or potential leaders and with a commitment to the objectives and a high level of motivation. Ideally, they were people who had some cohesion, who worked well together, and who could accomplish results. Each team had one adult advisor who could provide support before, during, and after the project.

## **BEFORE THE WORKSHOP**

There were multiple communications with the prospective participants or stakeholders prior to the workshop, including a teleconference held to schedule the workshop dates, plan the agenda, and discuss issues and concerns.

Each team was expected to come with ideas in mind for an evaluation project and leave with plans for implementation upon return home. University of Michigan staff contacted each of the groups individually to discuss possible evaluation projects.

To strengthen group cohesion during the workshop, University of Michigan staff created an e-mail group and provided increasing communications in advance of the workshop.

## **ACTIVITIES**

The three-day workshop provided practical tools for participatory evaluation, including evaluation questions, steps in the process, methods of gathering information, and strategies for creating change. It featured a variety of learning activities, such as small group exercises and hands-on methods for problem-solving and program-planning.

The workshop featured team planning sessions enabling each group to formulate project plan for implementation upon return home. Each team had its own project ideas, including a project to interview participants about their experience and use the findings for a recruitment video, and another to assess the effectiveness of its own programs and curricula. The team planning sessions provided time to talk through each step of the evaluation process, such as developing goals, asking questions, gathering information, sharing information, and taking action.

“Voices of Change” sessions enabled team members to reflect on their own work in the community. Each team had an opportunity to discuss media as a vehicle for participation, strategies for involving young people, and evaluation as a vehicle for creating community change.

One workshop evening was dedicated to a Media Jam, a multi-media screening enabling each team to share its youth media work with the other workshop participants and other young people from the local community. The work included video, audio, and web-based technology.

In addition to the workshop participants, more than 50 youth and adults from Ann Arbor attended the evening event. The event was co-sponsored by the Ann Arbor Film Festival and other local youth organizations.

At the conclusion of the workshop each team left with a written plan that incorporated what they had learned and what they would implement upon return home.

## **FOLLOWING UP**

Following the workshop, team members participated in written and telephone communications, a conference call to discuss project activities and lessons learned, and individual meetings and site visits to gather information and develop written case studies.

### **3. CASE STUDIES**

University of Michigan staff members and youth media group representatives collaborated in the preparation of the following case studies to describe their projects. Representatives collaborated in all stages of preparation, and reviewed the studies for accuracy.

#### **BAY AREA VIDEO COALITION**

Bay Area Video Coalition (BAVC), a San Francisco-based media organization, has been in existence since 1976. In 1999, BAVC developed the Youth Link program, an after-school media training program that employs young people to develop their creative voices, explore career options, and contribute to their communities. Through Youth Link, young people learn about digital arts and video production, and have opportunities to share their work online and through community screenings. In 2005, BAVC created a Youth Link Advisory Board (YLAB) to support the program's activities. The board is made up of Youth Link alumni and current members.

Despite youth involvement in the programming, young people had not been involved in the evaluation of the Youth Link program, especially its curriculum. Thus, a youth-led evaluation of Youth Link's curriculum became the focus for the summer. The evaluation became a key component of the work of the advisory board and provided a way for young people to have more ownership in the organization. The overall evaluation goal was to assess the curriculum, make suggestions, and improve the Youth Link program.

The evaluation team consisted of six YLAB members. The YLAB team was also supported by the program director and video instructor. The youth team took the lead on the evaluation. They were responsible for developing the questions, deciding on the methods, and gathering and analyzing the information. Adults helped to facilitate the process and helped to do things the young people were unable to due to time constraints, such as typing up the surveys, inputting the survey information, and making copies.

The team met twice a month to develop their plan. During their meetings the youth discussed the evaluation process and their goals. They talked about larger evaluation questions such as what they wanted to know, and what they wanted to change.

After finalizing the goal for the evaluation project, the team focused on the questions and the methods of gathering information. Initially, the team wanted to do focus groups instead of a survey, but because of time constraints they chose a survey instead.

The youth developed the survey questions. Because they had been through the program themselves, they were in a good position to understand how others would experience the Youth Link program. In addition, they would create questions that would be relatable to the youth participants answering the survey. In the final version, the survey consisted of three sets of questions: (1) focusing on the overall program (2) focusing on the curriculum, and (3) focusing on goals and outcomes. Once the survey was completed, the YLAB team distributed it to all five of the Youth Link classes on the closing days of the class.

After gathering the survey information the youth realized that the information gathered was not as in-depth as they would have liked from the surveys. Therefore, they are now planning to do focus groups to delve into additional topics around the curriculum.

Thus far, the team has gathered 50 surveys and has begun to analyze the results. They grouped the surveys by program area (web design, video design) for the analysis. The team broke up into two groups to come up with initial impressions as a way to begin the analysis process.

They plan to use the information gathered from the survey and the subsequent focus groups to present recommendations to the BAVC staff about what was learned and what can/should be changed based on the information gathered.

## **REEL GRRLS**

Reel Grrls, a Seattle-based young women's media organization was established in 2001 as a pilot program of 911 Media Arts. In 2005, Reel Grrls spun off from 911 Media Arts and became its own after-school media and technology training program. They describe themselves as a program "that empowers girls to critique media images and to gain media technology skills in a safe, open environment, mentored by a network of multi-cultural women media professionals."

Each year, approximately 90 young women attend Reel Grrls programs to learn skills in video, audio, and web production. The two main programs of Reel Grrls are the fall weekend retreat and the spring intensive program. The fall program is a three day overnight workshop aimed at introducing media empowerment and critical media literacy. Approximately 50 young women attend each year. The spring program is a four month intensive program in which young women meet afterschool and on the weekends to learn video production skills and to produce their own video projects. Approximately 25-30 young women participate in the spring program. In 2006, Reel Grrls is adding a summer program to involve participants in doing video production work for local non-profit organizations.

The fall program is a core component of the Reel Grrls curriculum and provides an introduction to media literacy for young women ages 14-18. The goal is to create a safe space for young women to explore media stereotypes and become empowered as media consumers.

This past summer, young people and a staff from Reel Grrls developed an innovative strategy for evaluating the workshop. Following a "Real World" approach, the team decided to create a "Truth Booth" to allow a few participants of the program to record their thoughts and feelings over the course of the workshop. In essence the "Truth Booth" was a video documentary that captured the journey of participants from the beginning to the end.

The evaluation process was led by a young woman, herself a graduate of Reel Grrls. She worked with a team of adults and another young woman to develop the evaluation plan, the questions, and to film and edit the interviews. The youth were key in making the evaluation happen. The adults played supportive roles in assisting the evaluation. The lead person stated that the adults “let me do it,” they “stepped back,” but were “still supportive.” The adults also played a key role in helping to edit and analyze the video footage from the weekend.

The young woman who led the evaluation described the “Truth Booth” as an evaluative method developed by youth, for youth. The Truth Booth was created as an informal outlet for venting and insight, and as a structured medium for questions and answers to chart each girl’s individual process. “Instead of creating a series of forms to fill out, we thought we’d let the girls speak for themselves via a booth built by Reel Grrls graduates,” she said. The main goal of the Truth Booth was to give young people a chance to talk about what they were doing and what they were learning.

In November 2005, the team piloted the “Truth Booth” at the fall weekend. They selected five young women to participate in the Truth Booth process. The five women chosen to participate included a broad range of individuals, including ones who were quiet, talkative, isolated, and engaged. The young women participated in three interviews, at the beginning, the middle and the end of the weekend. The youth evaluator used her own experience in the fall program to guide the creation of the questions.

In addition to the five women interviewed, the team decided to conduct interviews with additional participants about the Wall of Shame activity. The Wall of Shame is a unique experience in which young people learn to critique mainstream advertisements and media about their portrayal of gender. Young women learn to critically evaluate what they see and then “talk back to the media” by creating a wall of the offensive ads and writing comments about them.

The Reel Grrls evaluation is still in progress. The footage from the weekend is still being analyzed, and the goal is to compile and analyze the materials, learn from the material, and better understand how young women change and develop their own empowerment. The hope is to continue the evaluation through the spring program to assess how young women continue to change over the course of their participation in Reel Grrls.

## **GLOBAL KIDS**

New York-based Global Kids helps young people develop the skills and experiences needed to succeed in school and make a difference in the world. Begun in 1989 as a program of the Foreign Policy Association, Global Kids became its own independent organization in 1991. Since its founding, Global Kids has developed programs that “assist young people in developing the skills and experiences needed to succeed in school and make a difference in the world.”

In 2004, Global Kids launched Newz Crew, in collaboration with the NewsHour with Jim Lehrer. Newz Crews is a “unique, interactive approach to public policy education, youth leadership and online learning with NewsHour's media content to stimulate rich online dialogues involving youth in the United States and around the world.”

After recognizing that many of the Newz Crews participants would be graduating seniors, current members and adults needed to better understand how to recruit and retain new members.

Thus, in the summer of 2005, young people and adults developed an evaluation to examine why young people participate and why they stay involved. The goal was to use the information to develop a recruitment video.

A team of young people and adults worked on the evaluation. Over the summer the team met a few times to finalize the plan and develop questions for the evaluation. Since they were ultimately interested in creating a video, the team decided to conduct video interviews.

After the questions were developed, the team selected times to hold the interviews. They conducted outreach to current and past members of Newz Crew to participate. They used both phone calls and word of mouth as outreach strategies. Both staff members and the youth team participated in the outreach. Ten members participated in the interviews.

The evaluation was led by two young women and supported by an intern and program staff. The youth took the lead on developing the idea, formulating the questions, conducting the interviews, and finalizing the video. According to the youth, the staff members played the “behind the scenes” roles and provided support in conducting outreach and editing the video interviews.

Once the interviews were edited and the video completed, the team showed their video in their high school. A result from the video is that recruitment has increased for Newz Crew. An additional by-product of the evaluation is that more young people in the high school where the video was shown have visited the Newz Crew website.

One impact of the evaluation has been a renewed focus on evaluation throughout Newz Crews. The youth team described how it is now trying to make the website more evaluation-friendly. They add that the recruitment evaluation has helped them to think more critically about their program and to understand what it is, and how it can be improved.

## **VIDEO MACHETE**

Video Machete, a Chicago-based organization, describes itself as an “inter-generational, collective, of cultural workers. We are activists, students, media artists- both youth and adult- who are all committed to cultivating images, ideas, and words that transform our communities, raise consciousness, and generate collective analysis and action.” Through multi-media production, Video Machete provides a space to document the stories and perspectives of communities that are ignored or misrepresented by mainstream media. The organization describes its work as being “committed to producing cultural work that addresses real change in our communities and society.”

Global Youth, a program of Video Machete, creates a forum for young people from diverse backgrounds to explore their own backgrounds and create their own personal stories reflecting issues such as racism and immigration. Young people learn multi-media skills to produce projects that promote global awareness, critical thinking, and global connection.

Over the summer of 2005, a team of youth and adults developed a plan to research and evaluate Global Youth's ability to build a network of media organizations and groups at a local and global level. They are working on developing a committee, researching local and international organizations, building relationships, and conducting outreach.

In addition, Video Machete has been working towards consolidating existing evaluation practices and developing new approaches regarding participatory action research methods and community involvement in our Global Youth Programming. In the summer and fall of 2005, Global Youth conducted two workshops putting into practice existing evaluation methods. Since then, they have documented data and have organized a community program council made up of youth, staff, community members, parents, and teachers to strengthen the program evaluation.

## **YOUTH RADIO**

Youth Radio - founded in 1992 in Oakland, California by an award-winning journalist and high school students from the Bay Area - has grown into a large organization dedicated to empowering young people through media production. The organization promotes young people's intellectual, creative and professional growth through training and access to media and to produce the highest quality original media for local and national outlets. In addition to developing technical skills, Youth Media describes its work as providing basic life and leadership skills.

In 2005, Youth Radio piloted a Summer Media Institute (SMI). The Summer Media Institute was a five week intensive summer program that was peer-led and whose faculty included teen interns (16-17 year olds) and project

associates (18-22 year olds). The pilot was intended to determine whether Youth Radio could effectively run an intensive summer training program and if young people, with support from core Youth Radio staff, could successfully design and implement the program's curriculum and production activities.

To assess the pilot project, a team of youth and adults developed an evaluation plan. The plan involved a number of components including the use of post-session surveys and focus groups with the participants, the faculty (interns and project associates) and the supervisors. The surveys were designed to ask questions about skill development, program curriculum, and program satisfaction. Weekly "faculty meetings" also were designed to provide SMI faculty with time for reflection, planning, and additional training as needed.

The surveys were completed and analyzed over the summer. Based on post-session survey responses, the summer faculty debriefing session, and anecdotal analysis, the planning team concluded that the summer program was a positive learning experience for everyone involved. The evaluation demonstrated that the majority of the participants and peer faculty reported growth in such areas as media production, self empowerment, and professional development – observations echoed by participating adult staff. Other findings include:

- Summer peer faculty reported that they developed new skills such as improved project management (57%), organizational (14%), instructional (14%), and communication skills (14%).
- Summer peer faculty reported that the opportunities to improve knowledge were good or excellent (85%) and the opportunities to advance skills were good or excellent (86%).
- Summer participants reported that peer faculty provided excellent instruction, direction, supervision, and guidance (92%).
- Summer participants reported that peer faculty demonstrated excellent knowledge in their production areas (100%).

- Summer participants reported that receiving instruction from peer instructors led to easier communication and peer accountability.

Youth Radio's evaluation informed their planning for the fall session as well as highlighted the benefits of intensive pre-session trainings for the staff, and increasing the leadership responsibilities of project associates.

#### **4. CROSS-CUTTING THEMES**

Based upon information gathered to date, we offer the following observations:

##### **YOUNG PEOPLE WANT TO PARTICIPATE**

Young people want to participate in evaluation!

Following the Ann Arbor workshop, they implemented projects, developed surveys, conducted focus groups, created videos, and used information in ways which had individual, organizational, and community effects. One young person said, “I never thought I’d have a passion for evaluation, but I looked at it as an opportunity to learn more skills, voice my opinion, and be part of shaping the program that I was a part of. It impacts the organization and the community.”

Evaluation enabled young people to increase involvement in their programs. Many of them discussed the importance of gaining voice and ownership, as expressed by one young person who wanted “to have a voice in the programs, and to strengthen the programs and the organization they care about.”

For some young people, participation was deeply personal. For example, one young woman said that for her, participation was a way to document the changes that impacted her own life: “This program changed me, and so I wanted to see the changes in others.” Another young person said that the evaluation process provided a connection to the organization, and as a result of participation, “feel like I’ve helped to improve it.”

##### **MULTI-LEVEL IMPACTS**

Youth participation had impacts at multiple levels, on young people themselves, on their organizations, and on youth media.

Youth participation enabled young people to develop knowledge of specific skills, and some reported a new sense of empowered in their roles. On young people described how she strengthened her critical thinking skills, and became more conscious of everyday phenomena: “Now I evaluate everything!”

Young people also learned to think more critically about their own programs. For example, one young person described her learning as a “crash course,” and viewed herself as becoming more media literate. Another described how the evaluation process helped him to better understand the goals and curriculum of his own media programs.

Youth participation in evaluation also had impacts at the organizational level. As a result of the youth evaluation projects, there have been changes in structures, programs, curricula, and membership base. New youth boards are forming, new evaluation structures are emerging, and for the first time some organizations are assessing the level of youth participation.

Organizational staff members report that participatory evaluation has strengthened their programs. For example, one staff member reported that the evaluation has caused changes such as stricter attendance rules, clearer program orientations, and revised curriculum to focus on media literacy and community change. Another staff member stated: “It is necessary to have young people involved in evaluation because they are ones who have experienced the program.”

Youth participation in evaluation also has had impacts for the youth media field. As media makers, these youth are in a unique position to capture their own stories, present information in a way that helps strengthen understanding about youth media, and create a better understanding of the landscape of the field.

## **CREATIVE METHODS**

Workshop participants created new evaluation methods to fit their situation, methods that were reportedly “not boring,” but rather engaging. For example, one team created the concept of a “truth booth” to involve young people in

discussing their personal experiences of change within a youth media program. Others used creative forms of surveys and video interviews to gather and share information learned.

Young people used their own status as young people and experience as media-makers to develop age-appropriate evaluation methods and questions. The kinds of questions young people asked were more peer-appropriate than the questions adults might have asked in the same situation. As one staff member noted, “if you want the perspective of the students, who better to ask the questions?” However, one staff member added that it was “satisfying to see students engaged collaboratively on the questions that the staff have been asking for years.”

## **FACILITATING FACTORS**

We observe that youth participation was facilitated by various factors. For example, youth evaluation benefited from a core group of young people to take the lead in developing a project and moving it forward. Structures such as committees or teams were a vehicle for such efforts. In the present project, each youth media group formed a youth-adult team to facilitate the evaluation. These were the first such structures in these groups, and they played key roles in the work.

Young leaders facilitated this work. In each group, young people stepped forward and arose as leaders with commitment to the project, and provided the leadership for implementation. According to one adult staff member: “The questions and evaluation projects developed in Ann Arbor would not have happened without the youth’s involvement and dedication.”

Adults also played important roles in evaluation efforts. In one or another community, they provided mentorship and resources to support implementation. They assisted with day-to-day staffing and administrative tasks, and played bridging roles to help youth negotiate within the organization and the larger community.

In addition, education and training affected these projects. Participants recognized the importance of the workshop, and in some cases returned home to facilitate their own evaluation training with their peers.

## **OBSTACLES AND OPPORTUNITIES**

There are obstacles to youth participation in evaluation, and some of these were evident in the present project. Finding the time to plan and implement an evaluation was an ongoing challenge, especially when young people were actively involved in other programs. Evaluation takes perseverance, and in some cases it was difficult to maintain motivation.

Recruiting other young people in the evaluation process was a challenge, as is often the case when youth are not expected to play leadership roles in evaluation. Adults do not normally associate young people with these roles, and adult attitudes also affect the youth with whom they work.

Despite the obstacles, however, the workshop offered opportunities for new levels of participation, and its outcomes are becoming evident.

## **5. CONCLUSION**

Youth participation in evaluation can have benefits for the young people that participate, their organizations, and the communities of which they are. It enables them to draw upon their experience and expertise, contribute to organizational program planning and decision making, and exercise their rights as citizens in a democratic society.

Given the opportunity, young people want to participate in evaluation. The process enables young people to step forward as leaders, adults to serve as their allies, and communities to benefit from their intergenerational collaboration. There are obstacles to involving young people in evaluation, but despite the obstacles there are increasing efforts underway, and their accomplishments only amplify the promise of youth participation.

There is need for new knowledge of skills to strengthen youth participation in evaluation, and for education and training to prepare young people and adult allies for work of this type. At the final gathering of the youth media grantees described in this report, representatives expressed interest in the possibility of additional education and training designed to provide practical skills for strengthen the steps in the process.

If only a fraction of the young people who participate in the growing youth media movement were to participate in evaluation in ways which gathered information, contributed to telling their stories, and increased involvement in their communities, the outcomes would be extraordinary.

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## APPENDIX A

### PARTICIPATORY EVALUATION FOR COMMUNITY CHANGE

#### WORKSHOP AGENDA

##### WEDNESDAY, JUNE 29

5:30 Meet in hotel lobby and walk to School of Social Work Building

6:00 Dinner

6:30 Welcome and Opening

Introductions

Overview and Agenda

What is Evaluation?

How Do You Evaluate Already?

Why Evaluate?

Voices of Change

8:30 Closing

##### THURSDAY, JUNE 30

Breakfast at Hotel

8:45 Opening

Steps in the Process

**Team Session I:  
Getting Organized  
What Is Your Goal?**

**10:15 Break**

**10:30 Team Session II:  
Asking Questions**

**Voices of Change**

**12:15 Lunch**

**1:00 Team Session III:  
Gathering Information**

**2:00 Making Sense**

**2:45 Team Session IV:  
Sharing Information**

**3:45 Ann Arbor Film Festival Consultation**

**6:15 Dinner**

**7:00 Media Jam**

**10:00 Closing**

**FRIDAY, JULY 1**

**Breakfast at Hotel**

**8:45 Opening**

**Making Action Plans**

**Team Session V:  
Preparing Team Plans**

**Break**

**10:15 Presenting Team Plans**

**Overcoming Obstacles**

**Taking It Home**

**Closing**

**12:00 Lunch**

**Departure**

## APPENDIX B

### PARTICIPATORY EVALUATION FOR COMMUNITY CHANGE

#### WORKSHOP SUMMARY

##### **Wednesday, June 29**

Participants arrived at University of Michigan during the late afternoon. Barry met the group in the lobby of the hotel. Everyone walked from the Campus Inn to the School of Social Work (trying their best to not be drench by the torrential rain storm!).

Upon arrival to the School of Social Work, we had dinner before beginning the evening activities.

##### **Welcome and Purpose**

We began with an overview of the training, introductions and an icebreaker activity.

Following the welcome, we discussed the purpose of the training and the agenda for the training.

Four main themes guided the purpose of the training: 1) Youth Participation; 2) Building Organizational Capacity; 3) Creating Community Change; and 4) Evaluation as a tool for strengthening youth participation, organizational capacity, and for creating community change.

##### **What is evaluation and why do it?**

We began the training by discussing the word evaluation. Each participant was asked to write the first word that came to their mind when thinking of evaluation. Participants then shared their words with one another before putting on the wall

for everyone to see. We discussed the variety of words from "boring" to "analyzing" and stressed that there are many meanings for evaluation.

At its simplest, evaluation asks:

What are you trying to accomplish?

How well are you doing?

How could you improve?

Nicole Brown, a high school student from Ypsilanti, Michigan and member of the facilitation team shared an example of how her youth group uses evaluation.

Evaluation is important because it is a legitimate way to develop knowledge for social action, it is the right of young people to evaluation, it contributes to the democratization of Knowledge, and it strengthens community participation.

### **Voices of change**

Reel Grrls and Video Machete shared information about how they are trying to create change, how well they are doing, and what they thought they could do to improve. Questions and answers followed. The session closed with a whole group discussion about how youth media can be a catalyst for change and how groups can understand the change they make.

**Thursday, June 30**

### **Breakfast at the Campus Inn**

#### **Opening**

We began with a morning check-in and an overview of the day's activities.

#### **Steps in the Process**

There are many steps in an evaluation process and there is no one right way. The key is to have a strategy for evaluation that fits your community and your group.

Participants broke into small groups to do the "on the ground" activity which asked groups to quickly organize steps in an evaluation process into an order that made sense to them. The steps were taped to the wall and a discussion followed.

There is no one right way to do evaluation the key is to find an approach that best fits your community.

Barry provided a flexible model for groups to consider: getting organized, asking questions, gathering information, making sense, sharing information, and taking action.

### **Getting Organized**

Getting organized involves forming a team, identifying goals, and developing a plan for an evaluation project. Participants met in teams to articulate their goal and evaluation project.

### **Asking Questions**

Evaluation is a process of asking three questions: what do you want to know?; what questions will you ask?; and what are sources of information? When these questions are asked and answered together, this is evaluation.

Asking questions in this way enables you to ensure that you are asking questions and using sources that will help you answer what you want to know.

We discussed the importance of asking questions that get at both activities (i.e. how many people participated) and outcomes (i.e. what was the impact of participation?).

Participants met in teams to brainstorm ideas about: what they want to know, what questions could they ask, and what sources of information they could use.

### **Voices of Change**

Global Kids and BAVC shared information about how they are trying to create change, how well they are doing, and what they thought they could do to improve. Questions and answers followed.

## **Lunch at the School of Social Work**

### **Gathering Information**

There are many methods for gathering information, each method serves multiple purposes and requires different resources. We discussed possible methods for gathering information, and provided some examples.

Participants broke into small groups with others and discussed possible methods they might use in their projects. Each group brainstormed a list to share.

After a whole group discussion, participants met in their individual teams to discuss specific methods for gathering information for their project.

### **Making Sense**

There are many strategies for making sense of your information. We discussed the importance of organizing information (taking notes, writing up interviews, creating charts, sorting data), analyzing information (asking questions about the information such as what sticks out, what is similar, what are patterns), and then interpreting the information and asking what the information suggests about if the activities accomplish their purpose, what are the effects, and what can be learned?

We then watched a video made by a youth organizing group and had a group discussion about the themes and the effects of the video.

### **Sharing Information**

Sharing and communicating is essential to evaluation to raise consciousness and increase involvement. Participants brainstormed key stakeholders to share information with and possible strategies to share information.

## **Ann Arbor Film Festival**

Dan Marano, executive director of the Ann Arbor Film Festival, discussed the desire to develop a Youth Media Festival as part of the Ann Arbor Film Festival. Participants brainstormed recommendations and shared ideas for developing youth media in Ann Arbor.

## **Dinner at the School of Social Work**

### **Evening Media Jam**

In the evening, each group showcased their media to an audience of participants and local community residents. Over 50 people were in attendance.

## **Friday July 1**

Breakfast at the Campus Inn

### **Opening**

Tony reviewed the purpose for the training and the work ahead. Barry reminded participants about importance of developing a project plan for implementing upon return home.

### **Creating Your Plan**

Participants developed proposals for implementing their projects upon return home. Groups shared their plan with one another.

### **Next Steps**

Barry and Tony discussed next steps for the work. Next steps include individual phone calls with groups, individual technical assistance as needed, and a fall conference call for reporting on progress.

## **Closing**

We ended with a reflection on the training and the relationships developed during the training.

## APPENDIX C

### PARTICIPATORY EVALUATION FOR COMMUNITY CHANGE

#### WORKSHOP EVALUATION

Please indicate whether you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have a better understanding of the value of evaluation.		1	1	6	5
I have learned useful techniques that can contribute to implement evaluation.		1		6	6
This training has increased my confidence to conduct an evaluation.			3	5	5
This training valued the role of youth creating community change.			1	2	10
I would like to learn more about conducting evaluation.			2	4	7

**What did you learn that will be most helpful to you?**

- Learning the steps for planning evaluation.
- The steps in the process.
- Simple methods and activities for getting youth and adults equally involved in evaluation planning.
- I learned how to make a timeline work for me.
- Different ways or techniques in the evaluation process, not just about surveys and focus groups.
- Meeting other people.

- Feeding off the other groups' ideas and experiencing what everyone had to offer.
- Evaluation ideas and structures of other organizations like us.
- Contact information about other workshop participants.
- Learning how other groups operate.
- I learned how powerful media can be.
- Booklet (will take home) is very helpful!
- That evaluation is constantly happening but sometimes we don't see it.
- The perspective of the youth in my program about the program's challenges.

### **What parts of the training will be least helpful to you?**

- The exercise focused on making sense of the information gathered. I found it slightly confusing... I don't think I will walk away from the workshop w/concrete thoughts about this component....
- How to gather information.
- Gathering Information
- Overcoming obstacles.
- The parts about teaching us to teach this process to our youth.
- The constant group activities that made us write the same thing over and over.
- The last day (it felt repetitive).
- The least helpful thing was finding out our goal.
- I can't see anything needed to be improved. I learned a lot and was able to participate in every activity.
- None.

### **How can we improve this training in the future?**

- If anything, perhaps the "flow" of the workshop could have been slightly improved. Overall, it was great. However, we did stay late these past few days which found certain parts of the workshop to be cut....
- I think that it was very good overall and don't know how to improve the training.
- Shorter 2<sup>nd</sup> day. More (longer) breaks.

- Start earlier first day if possible.
- More interactive ice breakers and team building activities.
- Longer breaks. Training was too long. 14 hrs straight is intensive—especially for youth.
- That Thursday was a killer—too much in one day.
- I had anticipated 1) how to revisit our current evaluative techniques to change them from subjections to evaluations, and 2) make evaluation more organic to the systemic practices of the organization. While I now appreciate the distinctions, I didn't feel like I learned either.
- Tweak the group activities.
- More breaks. I think I would have taken more from it had I had more time to think and marinate on the ideas discussed.
- Give the groups more time to just talk to each other about their programs, methods, approaches.
- Talk about the advantages/disadvantages of different techniques (surveys vs. focus groups vs. interviews, etc.).
- Take it more in depth.

#### **Other comments.**

- Great job!
- I appreciate the opportunities to build connections between groups, which was missing last time, the support of youth voices, and the interactive nature.
- I'm psyched for the future.
- It was great unforgettable experience....
- Definitely learned a lot and had a great time....
- Met great new people, awesome connections.....
- Thank you for your hard work!
- It was great, thank you!

## APPENDIX D

### PARTICIPATORY EVALUATION FOR COMMUNITY CHANGE

#### PROJECT PLANNING FORMS

##### **Global Kids**

###### ***Project Goal:***

Recruit 15 new students into the Newz Crew after school program who will stay with the program from the beginning to end by evaluating what motivated the students previously involved.

###### ***Project Activities:***

Create a survey to be done in groups.

Make a recruitment video.

Recruitment workshops and material.

###### ***Implementation Steps:***

1. Figure out team.
2. Figure out steps.
3. Make timeline.
4. Create survey.
5. Plan a meeting with students.
6. Implement survey and record results.
7. Make the video.
8. Make workshop.
9. Make flyers.

###### ***Resources Needed:***

Covered

###### ***Next Steps Upon Returning Home:***

Talk to David and Shelena.

Get organizational buy-in.  
Make date to make survey.

***Contact Person:***

Name: Barry Joseph  
Address: 561 Broadway  
Telephone:  
Email: bjoseph@globalkids.org

## **Youth Radio**

***Project Goal:***

See how we run an intensive summer training program implemented primarily by the younger faculty.

***Project Activities:***

Surveys-pre/post.  
Weekly faculty meetings.  
Production group meetings.  
Focus groups.  
Using what we learned in future class sessions.

***Implementation Steps:***

1. Establish planning teams
2. Selecting summer faculty
3. Finalizing production teams (recruitment)
4. Pre-session summer faculty training
5. Establish a formal evaluation plan
6. Survey inventory/ create new surveys if needed
7. Administer surveys (for participants and faculty)
8. Session I reflection meeting (between 8/5-8/8)
9. Implement changes (if any) in session II

***Resources Needed:***

Meeting time is the biggest issue.

***Next Steps Upon Returning Home:***

Debrief on what we learned (with planning team).  
Finalize our evaluation plans.

***Contact Person:***

Name: Andres Paez  
Address: 1809 University Ave. Berkeley, CA 94703  
Telephone: office- (510) 841-5123 ext. 310 cell- (562) 547-0541  
Email: andy@youthradio.org OR paez\_andy@yahoo.com

**Video Machete**

***Project Goal:***

Cultivate and strengthen network of media organizations and groups at an international level (local to global).

***Project Activities:***

Setup committee, build relationships with international organizations, plan delegation, fundraising, create pilot draft distribution plan.

***Implement Steps:***

1. Contact/ build relations with organizations
2. Draft pilot program
3. Delegation
4. Seek out possible funding
5. Market program
6. Plan visits to community/ market places
7. Distribution Plan

***Resources Needed:***

Research Cultures  
Possible Volunteers  
Stipends

***Next Steps:***

Set up a team/crew.

Have a meeting.

Create timeline.

***Contact Person:***

Name:

Address:

Telephone:

Email:

## **Youth Link, The Bay Area Video Coalition**

***Project Goal:***

Strengthen/further develop curriculum by evaluating pace, projects, and participation.

***Project Activities:***

Create a youth-led evaluation to determine the curriculum's effectiveness.

Analyze and compare curriculum from other programs.

***Implementation Steps:***

1. Report-back/ tram YLAB
2. Create a strategy and a timeline.
3. Group decides evaluation focus.
4. Group decides evaluation methods.
5. Assign roles.
6. Determine access to current/former students, teachers, staff.
8. Construct surveys/groups/questions/activities.
9. Conduct evaluation.
10. Analyze results.

***Resources Needed:***

Computer access (Mac C)

Access to students (former, current)

Access to teachers and staff  
Activities, questions

***Next Steps Upon Returning Home:***

Present to YLAB and conducting workshop.  
Develop Timeline.

***Contact Person:***

Name: Jessica Dorfman

Address: c/o BAVC 2727 Mariposa St., 2<sup>nd</sup> floor San Francisco, CA 94110

Telephone: (415) 558-2181

Email: [Jessica@bavc.org](mailto:Jessica@bavc.org)

**Reel Grrls** (two proposals were combined)

***Project Goal:***

Capture the individual process and evolution of participants in a Reel Grrls fall weekend. Chart evolution of 10-15 girls; understanding of technology, comfort level with expression and understanding of media's effect on them.

***Project Activities:***

Video diaries at fall weekend retreat.

***Implementation Steps:***

1. Brainstorm/refine questions.
2. Format and filming format.
3. Recruit even mix of past and new participants.
4. Figure out tracking/note taking.
5. Editing resources.
6. Showing/ audience plan

***Resources Needed:***

Staff buy-in

Editing

Camera

Lighting  
Audio  
Filming area.

***Next Steps:***

Meeting in the beginning of October- talk about questions/ format, secure camera, finalize plans.

Write proposal and submit to executive directors.

***Contact Person:***

Name: Rhiannon Anderson

Address:

Telephone: (360) 649-4679

Email: Rhiannon@windermere.com