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Young People's Involvement In Evaluating the Programs that Serve Them

by Kim Sabo

A dissertation submitted to the Graduate Faculty in Psychology in partial fulfillment of the requirements for the degree of Doctor of Philosophy, the City University of New York.

1999

APPROVAL PAGE

This manuscript has been read and accepted for the Graduate Faculty in Psychology in satisfaction of the dissertation requirement for the degree of Doctor of Philosophy.

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ABSTRACT

Young People's Involvement In

Evaluating the Programs that Serve Them

By

Kim Sabo

Advisor: Professor Roger Hart

This study comprehensively articulates and critically evaluates the different models of participatory assessment, monitoring and evaluation used with young people throughout North America. The research was conducted in two phases. Phase I , used a combination of outreach methods to identify potential programs for study. Telephone interviews were then conducted with program directors in order to identify and construct a comprehensive typology of participatory models. This data was used to construct a typology of programs based on: organizational structures, contextual constraints, and philosophical orientation. Five different patterns were identified and four programs were selected within three patterns as case studies. In Phase II these programs were examined in depth. This included: an investigation of if, and how, the ideology of the organization or program converged with the actual practice, a detailed analysis of program operating procedures and methods, and an exploration of participant's perceived benefits and difficulties. Numerous benefits to the participants were found and described. These benefits were similar across program types, however there were some difficulties occurring in those programs which had no internal monitoring process. This made it difficult for youth to implement their evaluation recommendations. Utilizing Lev Vygotsky's theory of development and the Marxian conception of the historical nature of practical-critical activity, it was determined that participatory evaluation is simultaneously a program development method and a youth development method.

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CHAPTER I

INTRODUCTION

> We live in a world in which knowledge is used to maintain oppressive relations. Information is interpreted and organized in such a way that the views of a small group of people are presented as objective knowledge, as "The Truth" (Kirby & McKenna, 1989, pg.1).

Since the onset of the scientific revolution, trained social scientists have been charged with the task of producing objective, generalizable knowledge. They choose what is relevant to study and create the methods for understanding human phenomena. Those unskilled in the techniques of science are obliged to passively accept information and knowledge created by others without question. It has been argued that as long as an elite few are in control of delineating the terms of knowledge production the current power relations of inequality will continue to be perpetuated (Kirby & McKenna, 1989).

Nowhere is this bifurcation of knowledge more evident than in most educational environments. Students are rarely, if ever, involved in the construction of knowledge. Instead, teachers and students are involved in a depositor/depository relationship; also known as the "banking" concept of education (Freire, 1970). Based on this system of learning, students' active participation is limited to receiving, cataloguing and storing data. Once separated from the process of knowledge production humans give up what it means to be truly human; that is, to create (Freire, 1970). Accordingly, Freire (1970) states: "Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry men pursue in the world, with the world, and with each other" (p. 58).

Over the past three decades, researchers and educators have questioned the hierarchical and elitist practices of social science by asking: What does it mean to know? Who produces knowledge? How is knowledge produced? Who has access to it? and

Who's views of the world are represented by the current model of knowledge production? Feminist theory, post-modern theory, radical critical pedagogy, and democratic education are all attempts at challenging the current use of knowledge as an instrument of power and control.

Concurrent with the growing body of theoretical literature in this area, a wide variety of participatory and collaborative methodologies have been developed to bridge the gap between the "knower" and "what is to be known," as well as, the "researcher" and "what is to be researched." A recent review of participatory research and evaluation in health promotion, sponsored by the Royal Society of Canada (1995), listed close to 500 titles dating back to Lewin in 1947, the majority surfacing within the last decade. Examples of these methods, as listed in Cousins, Donohue and Bloom, (1995), include illuminatory evaluation (Parlett & Dearden, 1977; Parlett & Hamilton, 1976), stakeholder-based evaluation (Brandon, 1994; Bryk, 1983; Greene 1988; Mark & Shotland, 1985; Stake, 1975), participatory action research (Whyte, 1991), educative research (Gitlin et al., 1992), emancipatory and critical action research (Carr & Kemmis, 1992; McTaggart, 1991; Noffke, 1992; Tripp, 1990), participatory evaluation (Brunner & Guzman, 1989; Cousins & Earl, 1992, 1995; Garaway, 1995, Grenne, 1994, Shapiro, 1988), empowerment evaluation (Fetterman, 1994, 1995), collaborative action research (Corey, 1952, 1953), teacher research (Cochran-Smith & Lytle , 1993; Elliot, 1991; Hustler, Cassidy & Cuff, 1986), school-based evaluation (Nevo, 1994; Alvik, 1995), democratic evaluation (MacDonald, 1976; McTaggart, 1991), and development evaluation (Lee & Cousins, 1995; Patton, 1994). These methods are attempts to afford all people the opportunity to create a knowledge base rooted in, and representative of, their own experiences through research and/or evaluation.

In this regard, the voices of teachers, community leaders, parents, and practitioners are beginning to be heard in research reports. However, the voices of young people are comparatively silent. The absence of children's and youth's voices seems contradictory,

particularly in contexts where young people constitute the majority i.e., schools, youth programs, after school programs, etc. Not only is it uncommon for young people to be involved in meaningful research efforts, it is far more unusual for them to be included in the process of evaluating their own programs, projects, schools and curricula. Once again, the exclusion of young people is most extraordinary in situations where participatory methods have been utilized and inclusive of adults. If participatory approaches are to ameliorate social injustices, uncover inequalities and challenge power relations through democratic and inclusive methods, then why are young people excluded? This is precisely the question that led me to conducting the current research. The answer, of course, is complex and rooted in a long tradition of scientific elitism and ageism. Briefly, young people are placed in the role of student/learner, while adults play the role of teacher/knower. As such, young people are not seen as having much to give.

In some sense it is easy to gain a historical understanding of why young people have not been involved in the production of knowledge. However, another interesting question is, Why have they been involved in knowledge production? Of particular interest is how young people have been involved in the evaluation of their own projects, programs, learning and curricula, and how they have used that knowledge to make change and improvements.

This particular interest developed when I began a small survey project for Children and the Environment at the University of California at Berkeley (Sabo, Hart & Iltus, 1996). In order to explore ways of including young people in evaluation processes, a small group of program designers were interested in locating existing models of young people's involvement. It quickly became apparent that there was little literature written on the subject. Therefore, attempts were made to locate academics that were experts in the field of participatory evaluation. A professor who had recently completed a survey of 500 participatory evaluators across North America was contacted. However, no youth had been

involved in any of the 500 projects surveyed, even though many of the evaluations were conducted in schools or youth programs.

As the study moved forward, a few projects and programs were located that illuminated how young people had been and could be involved in different types of participatory evaluations. A preliminary analysis of these programs indicated that young people indeed have the capacity to participate in evaluation processes. Further, many benefits were cited for both the program and the participants.

While this small study began to glean some understandings about how youth can be involved in evaluation, it raised more questions than it answered. In order to gain a more complete understanding of the types, contexts, methods and techniques of participatory evaluation used with young people, additional programs needed to be located. The current research was directed at locating more programs and creating a typology for explicating participatory organizational structure, youth involvement and information flow. The main research questions this study will explore are: What does participatory monitoring and evaluation look like in practice? Under what circumstances does participatory monitoring and evaluation occur?; In what context does participatory evaluation and monitoring take place?; and, what is the impact on both the participants and programs of engaging in monitoring and evaluation endeavors within specific contexts?

First, a historical overview of participatory methods will be sketched. In Chapter II, participatory methods will be defined and reviewed within the context of the critiques and benefits of these approaches. Chapter III provides an introduction to the study, defining its goals, research questions, terminology, and summary of preliminary research. The methodology for Phase I of the present study will then be reviewed in Chapter IV, and the findings for Phase I presented in Chapter V.

The first phase consists of a typology of each programs' organizational pattern. The typology locates programs within five broad categories, i.e., individual assessment and group monitoring; group monitoring, assessment; group monitoring and empowerment

evaluation; group monitoring and empowerment evaluation; and empowerment evaluation. Each of these types of programs were diagrammed based on three constructs:

1. The unit of analysis of each reflective process, i.e., whether it was "evaluation" (to inform funders or outsiders), "monitoring" (to develop the program and its activities), or "assessment" (to assess individual learning).
2. When more than one of these goals were present in a single organization, the flow of information between these processes; and,
3. Youth involvement in each process.

The second phase of the research, presented in Chapters VI and VII, consists of five case studies in which participant observations of the programs were conducted and young people were interviewed about their involvement. Phase II examines the impact of the program on its young participants in the context of more detailed information about each organizational structure. Chapter VIII is a summary of findings and a discussion of their implications.

Clarification of Terms

Terms such as participatory monitoring, assessment and evaluation have been used to describe a variety of different processes. These multiple definitions and uses have resulted in much confusion. Therefore, I would like to clarify how these terms will be used throughout the remainder of this dissertation.

Participatory assessment - Refers to reflective processes utilized to measure or document individual learning or cognition. Tools used for participatory assessment often include journal writing, portfolios, and criteria matrixes.

Participatory monitoring - Reflective processes utilized to measure or document group or organizational development. Tools used for participatory monitoring often include, group journals or logs, portfolios, group meetings, minutes, etc.. This data is used to support the group with it's ongoing development.

Participatory evaluation - Refers to those reflective processes which are utilized to measure or document group or organizational development. It may also be used to document group success and impact on the participants. In all cases, information is collected for an outsider (either a funder or other vested parties). A wide variety of systematic social science tools are employed to collect and analyze the data.

CHAPTER II

RELATED LITERATURE

The History of Action Research in America

Participatory and collaborative evaluation methods were derived from the tenets of action research and are situated within its rather complex history. In order to understand the current state of these evaluation methods, it is important to understand how and why these approaches were developed. The following review will provide a broad historical context of the current participatory trends within social science and education.

While Kurt Lewin was the first to actually coin the term action research in 1940, Jane Addams and other sociologists from the University of Chicago were conducting local community research directed at action and reform as early as 1895. In a long term research project focusing on the explosive population growth in Chicago due to industrial expansion, the residents of Hull House, a social settlement house founded by Jane Addams, co-authored a book entitled Hull-House Maps and Papers. This book was the product of a massive research effort conducted by thousands of residents in the neighborhood surrounding Hull House. A continual update of findings and other useful information, including maps of the community, were posted in the lobby of Hull House for all to access.

While Jane Addams dealt with social reform and public life, her intellectual contributions were and still are barely recognized. Deegan (1988) states that "Hull-House Maps and Papers has had a monumental influence on Chicago sociology and, in turn, American sociology. Despite its preeminence, this scholarly classic has been erased from the annals of sociology" (p. 55). This suppression was due, in no small part, to the control of the university by the moneyed elite and its impact on academic freedom. As Deegan (1988) states:

> Chicago's business community poured vast sums into the university in the pursuit of knowledge: Simultaneously they had strong opinions on what could and could not be written and said about the city. This business elite thought the city could be made more "efficient", more "modern," and in this sense more profitable (p. 170).

Supportive of Addams were those early sociologists of the Chicago School committed to social and political reform, and the creation of a more democratic government. These applied sociologists were particularly threatening to private industry because they took positions on labor issues that often supported the workers' views. It was this type of political involvement that eventually led to the dismissal of most early Chicago sociologists by 1918. Academic freedom eventually became a questionable right for sociologists and those that maintained their positions at the University did so by accepting the politics and policies administered to them indirectly by wealthy foundations and private industry.

Without a doubt, finances governed the university's policy on social reform issues. Governed by a moneyed elite, searching for more funds to expand their prestige and power, and led by presidents unsympathetic to the rights of the poor, the University of Chicago limited its faculty's political activism (Deegan, 1988, p.186).

By 1918 two major figures in sociology were emerging at the University of Chicago, Robert Park and Ernest Burgess. These men claimed to be "objective" and distinct from the early "social reformers" who were not "true scientists" (Deegan, 1988, p. 171). Sociology was moving out of the communities and into the academy. At the same time, social work became identified as the area in which applied research should take place and female sociologists were immediately labeled "social workers." Deegan (1988) states, "So the rhetoric of sexism adopted by Park and Burgess was legitimated. 'Women's work' in sociology was defined as unscientific and unnecessary. It was really 'social work' and not very intellectual anyway" (p. 314).

The history of the University of Chicago sheds considerable light on the current practice of social science. As Deegan (1988) writes:

> Park and Burgess were major voices cutting themselves off from their roots in the writings of Addams and the other men. Rather than suffer the fate of their predecessors, Park and Burgess adopted a stance called "value-free." They claimed that they did not criticize or influence society, only study "facts" about it (p. 187).

As most academics were rallying for their rightful place in the scientific community, others continued to do community-based research projects directed toward action and reform. The problem-solving method of John Dewey (Dewey, 1984) and field work in the 1930's by John Collier (Collier, 1945), the Commissioner of Indian Affairs, are clearly antecedents of action research. However, it was not until the 1940's that Kurt Lewin popularized the notion of community-based research and participation. Lewin believed that social scientists should not be the sole producers of knowledge. He states, "Socially, it does not suffice that university organizations produce scientific insights" (1948, p. 206).

Lewin argued that by including community practitioners in all phases of the research process, they would "gain the power necessary to do a good job" (1948, p. 213). Using scientific tools, both the social scientist and the practitioner could discover new theory and begin to address social concerns. In this way, Lewin united traditional experimental psychology with community action. Chein, Cook and Harding (1946) describe action research in its early stage as "a field which developed to satisfy the needs of the sociopolitical individual who recognizes that, in science, he can find the most reliable guide to effective action, and the needs of the scientist who wants his labors to be of maximal social utility as well as a theoretical significance" (p. 44). Lewin posited that practitioners needed to be involved in the research process because the tools of social science were vital to understanding and addressing their concerns and from these community based research efforts, theory would emerge.

Lewin was particularly interested in creating a more democratic society and addressed issues such as racism (Lewin, 1946; Peters & Robinson, 1984). It was theorized that the activity of bringing different types of people together to work on specific research projects would instill a sense of commitment and produce change in both the attitudes and behaviors of participants (Kemmis, 1980; Lewin, 1952; Oja & Smulyan, 1989). Through participation, practitioners should become aware of the need for social action and more invested in the process of change.

From Lewin's perspective, research should not be a linear process, beginning with the formulation of a question and ending with a written report. Rather, research should be a cyclical process in which there is a continual need for understanding followed by action. According to Lewin, research is a never ending process starting with planning, followed by action, observation and then reflection, moving once again to the planning stage.

Like Jane Addams and the early Chicago sociologists, Lewin was attacked on the grounds that action research was not "objective" or "scientific." However, Lewin was a strong advocate for science and believed that action research was as scientifically valid as any other method. He stated that the participation of practitioners " by no means implies that the research needed is in any respect less scientific or 'lower' than what would be required for pure science in the field of social events. I am inclined to hold the opposite to be true." (Lewin, 1952, p. 203).

The History of Educational Action Research

Working at the Horace Mann-Lincoln Institute at Teachers College during the post-World War I era, Stephen Corey (1952, 1953) was one of the first educators to use action research to guide changes in practice. Much like Lewin, Corey argued that teachers and researchers should work together on common concerns. However, Corey believed that "the value of action research lay in the extent to which it led to improved practice; the generalizations which emerged from action research applied to the present situation rather

than a broad, representative population" (Oja & Smulyan, 1989, p.4). The goal of this approach was to solve specific educational problems, not to create generalizable principals for the creation of a democratic society, as Lewin had suggested. Current educational action researchers have become more closely identified with this practical form of action research (Carr & Kemmis, 1986; Nisbe & Broadrood, 1980; Oja & Smulyan, 1989).

By the late 1950's action research had, once again, come under heavy attack by university scholars. "When critics applied the canons of traditional social science, action research failed to make the grade" (King & Lonnquist, 1992, p. 5). In 1957, Hodgkinson critiqued action research, stating that "research is no place for an amateur" (p. 17). He argued that teachers lacked the skill and basic techniques of scientific research. Further, he stated that research efforts in the classroom were detracting from teaching.

Simultaneously with the critiques of action research among academics came a political shift that also impacted the movement. Noffke and Stevenson (1995) posit that the decline in action research was due in part to McCarthyism and also the "growth in federally funded research projects to develop more discipline-based curricula" (p. 3). By the 1950's, federal funding agencies in the United States institutionalized the separation of scientific inquiry and educational practice (Sanford, 1970). Federal education agencies controlled funding and in this way university scholars applied for funding, conducted research and reported their findings to the agency. There were no provisions for "linking the research to development or dissemination processes so that it could be used to create change in schools" (Oja & Smulyan, 1989, p.6).

The Education index contained action research entries throughout the 1960's; however, it was not until the Education Amendments Act was passed in 1972 that the federal government began to fund education research and development centers which coordinated research efforts, developed curricula, and diffused information (Guba & Clark, 1980).

In 1964, the United Kingdom was involved in a similar effort called The Schools Council. This council provided official support for educational research and development. However, there were still many problems regarding the translation of research into practice, the dissemination of results to a wide range of practitioners, and provisions for training, allowing for effective implementation of new programs (Lawton, 1980). Oja and Smulyan (1989) argue that these concerns might very well have contributed to the "shift in the 1980's to more locally controlled school-based action research"(p. 6-7).

One alternative approach to participatory action research built on the practical needs of teachers and called for a fundamental shift in the epistemology of action research. Donald Schon's (1983, 1987) writings were instrumental in creating this change by validating practical knowledge generated by and for professional practitioners. The publication of Schon's The Reflective Practitioner, in 1983 was critical to the development of teacher research, and gave validity to the knowledge teachers use in their daily practice (King & Lonnquist, 1992). Some teachers were now able to create knowledge for themselves, and no longer had to work as subordinates of university-based researchers.

Based on Schon's approach in Great Britain, Lawrence Stenhouse (1975) wrote a process-oriented curriculum which called for both teacher and student involvement in knowledge production. Stenhouse's work moved beyond traditional social science research and argued that teaching itself was a form of research.

> The idea is that of an educational science in which each classroom is a laboratory, each teacher a member of the scientific community...In short, the outstanding characteristic of the extended professional is a capacity for autonomous professional self-development through systematic self-study, through the study of the work of other teachers and through the testing of ideas by classroom research procedures (p. 142-143).

Many of these ideas were used in the development of The Humanities Curriculum Project in Great Britain and in the Ford Teaching Project developed by Stenhouse's

colleagues, John Elliot and Clem Adelman (1975). This approach reached international status with the establishment of the Classroom Action-Research Network (CARN) in 1976 (Holly & Whitehead, 1984).

In Australia, two critical theorists, Stephen Kemmis and Robin McTaggart, revised this new form of action research. They advocated social change "not only for the transformation of individual practitioners and the profession of teaching, but ultimately a transformation of the language, organization, and practice of education" (McTaggart, 1991, p. 30). This new research would be labeled "critical or emancipatory action research."

In the United States, the Interactive Research and Development (IR and D) model was developed in 1980. Based on an earlier incarnation of action research, the IR and D model included teachers, researcher, and staff development personnel in the process of inquiring into issues of concern to classroom teachers (King & Lonnquist, 1992). It emphasized "systematic inquiry with the requisite attributes of the research process" (Griffen et al., 1983). Further, IR and D could be of "immediate and practical use to colleagues in other settings" (King & Lonnquist, 1992, p. 8).

Action Research Today

Over the past two decades action research has become increasingly more accepted. With this acceptance has come a proliferation of meanings and uses of the term (Noffke, 1995). While categorical thinking is often limited in scope, the following definitions in Table 1, created by King and Lonnquist (1992), prove to be very helpful in illustrating the differences in action research practices.

Table 1: Categories of Action Research

Terms	References	Purpose	Participation	Initiators
Traditional action research	Corey, 1952; Lewin, 1946; Shumsky, 1958, 1959; Taba & Noel, 1957	To address social issues and integrate action and theory. In education, to produce technical solutions to classroom problems and personal development.	University and school organizations	University scholars
Collaborative action research	Corey, 1952, 1953; Oja and Smulyan,1989	To improve classroom practice or schools.	Teachers in all aspects of the research	Teachers and University collaborators
Collaborative research	King, Schleisman & Binko, 1991; Sirotnik & Goodlad, 1988	To improve evaluation through the input of the participants	Practitioners, limited to a few activities	Evaluators and University collaborators
Technical action research	Grundy, 1982	Cooperative learning or assertive discipline	Teachers are involved in projects initiated and defined by outside researcher.	Researcher or facilitator
Practical action research	Grundy, 1982	To improve practice through the input of the participants	Teacher, colleagues and facilitator	Teacher
Emancipatory research	Grundy, 1982	Emancipation, symmetrical communication, enlightenment and action	A group and a facilitator	All or any one person
Critical action research	Tripp, 1990	Critical reflection leading to social action	A group and a facilitator	Any one person
Participatory action research (PAR)	Foote Whyte, 1989, 1991	To solve practical problems and generate valid social theory. Different from participatory defined by Brown and Tandon, 1983 in that it is not political in nature.	Researchers and practitioners collaborate	Any one person
Practitioner-Centered Research Fourth-Generation Action Research	Giroux, 1986; McTaggart, 1991	To allow change to occur from the bottom up.	Community members control the process. Outside facilitator has no special status.	Community member
Educative research	Gitlin et al., 1992	To redefine the power base that exists in present educational realm. Values both experiential knowledge systematic inquiry and is decidedly normative.	Teachers	Teachers
Teacher research	Cochran-Smith & Lytle, 1990; Elliot, 1991; Hustler, Cassidy & Cuff, 1986	To have teachers develop their own tools of data collection and analysis.	Conducted solely by the teacher	Teachers

From Action Research to Participatory Evaluation

Traditionally, evaluation, like research, was conducted by external agents who created and implemented methods with little regard for the people who were directly involved in the program. As such, like research, evaluations were not always conducted for the benefit of the program or its participants.

Concerned with measurement, judgment, and analysis, rather than theory development, evaluations do not often seek to produce generalizable results. Instead the goal is evaluate and assess the operations of programs. Traditional evaluations have typically focused on how much effort is expended within a program, how well the program has met its original objectives, and how efficient the program is in terms of its use of resources. However, these outcomes are not always helpful for program development. Oakely (1990) argues that: "Evaluation has become the exercise whereby an assessment can be undertaken of the impact of a project, and decisions made concerning replication, extension, or the closing down of project activities" (p. 28). This type of evaluation is limited in scope to those variables that are tangible and can be quantified.
The most widely used analytical tool of this type is cost-benefit analysis (CBA), which is a "quantitative formula for assessing the merits of a project in terms of the returns to investment" (Oakely, 1990, p. 28). In the following quote Oakely (1990) describes the limitations of this paradigm:

> Essentially it is argued that this evaluation paradigm is externally conceived and implemented, it takes little note of the people who directly experience the realities of the project's outcome, it is limited in its vision to what can be quantified and measured, and it is totally unable to encompass or explain non-material or non-tangible development objectives (p. 28).

Many attempts have been made recently to use the tenets of action research in the area of program and project evaluation; namely, to include the perspectives of the

population being evaluated. Generally this requires that the outside evaluator(s) leads or facilitates an inclusive practice. The degree of inclusivity varies from including major stakeholders_ in several key meetings to coaching the entire population on how to self-evaluate. Sharing similar tenets with action research, participatory/collaborative evaluation is concerned with understanding issues important to the practitioner, insuring evaluation will have the intended impact, i.e., the amelioration of social injustice, empowerment, staff training, accessible knowledge production, and the creation of a democratic society.

Participatory Evaluation Today

Like action research, collaborative and participatory evaluation methods have become extremely diverse in both theory and practice. Cousins et. al. (1995) provide a useful typology of participatory evaluation practices based on categories created by King & Lonnquist (1992), King (1995), Huberman (1995) and Garaway (1995). These can be found in Table 2.

Upon first glance, it would seem that there are few common characteristics spanning the numerous types of action research and participatory evaluation. However, among the different types of action research and evaluation are similarities in at least three requirements, set forth by Grundy and Kemmis (1988a) and later adapted by King and Lonnquist (1992). Namely, action research/evaluation:

1. Must be grounded in the real world practice and experience of practitioners and these practices must be regarded as "strategic actions susceptible to improvement" (Grundy & Kemmis, 1982, p. 353)

Table 2: Categories of Participatory Evaluation

Terms	References	Purpose	Participation	Initiator
Illuminatory Evaluation	Parlett & Dearden, 1977; Parlett & Hamilton, 1976	Flexibility in evaluation. Illuminating key program issues and complex realities of program.	Practitioners are involved but researcher maintains control of the process.	Researcher
Stakeholder-based Evaluation	Brandon, 1994; Greene, 1988; Bryk, 1983; Mark & Shotland, 1985; Stake, 1975	To neutralize competing and controversial political focus, enhance utilization and accommodate a wide range of interests, i.e., utilization, empowerment and representativeness in decision making.	A wide range of stakeholders in limited evaluation tasks, often interpreting findings. Evaluator	Evaluator acts as a facilitator
Participatory Evaluation	Brunner & Guzman, 1989; Cousins & Earl, 1992, 1995; Garaway, 1995; Greene, 1994; Shapiro, 1988	Decidedly normative and emancipatory in form and function. To ameliorate social injustices.	A wide range of stakeholder groups.	Evaluator acts as a facilitator.
Empowerment Evaluation	Fetterman, 1994; 1995	To teach people to do evaluations and become self-sufficient through facilitation, training and advocacy. Foster illumination and liberation of participants.	A wide range of stakeholder groups	Evaluator acting as facilitator
School-based Evaluation	Alvik, 1995; Nevo, 1994	Combines ongoing internal school-based evaluation with periodic external evaluation. Data used to inform practice in a formative sense and can be incorporated into summative review.	School staff who receives training and support from an external facilitator.	Evaluator acts as a facilitator
Democratic Evaluation	MacDonald, 1976; McTaggart, 1991	To render evaluation decision making a democratic process, thereby enabling data to be used for legitimate agreed upon purposes. Key inherent values are pluralism, representativeness and "the right to know.	A wide range of Stakeholders	Evaluator acts as a facilitator
Development Evaluation	Lee & Cousins, 1995; Patton, 1994	The process is the outcome. The approach is linked to the commonly used "improvement-oriented" connotation of formative evaluation.	All Stakeholders	The evaluator plays an active role in program development.

2. Must include a cycle of research activities. Figures have been made to illustrate the steps of action research since its inception (Carr & Kemmis, 1986; Corey, 1953; Elliot, 1981; Lewin, 1946; McKernan, 1988; Sanford 1970). Based on Lewin's explanation of the spiraling cycles of action research, i.e., planning, execution, and reconnaissance (or fact-finding), Elliot (1981), Kemmis and McTaggart (1982), Ebbut (1985) and others have created graphics which illustrate versions of Lewin's original theory. Figure 1 illustrates the recurring cycles of planning, acting, observing, reflecting, and revising devised by Stephen Kemmis (1985). However, Ebbutt (1985) understands the process of action research as a:"series of successive cycles, each incorporating the possibility for feedback of information within and between cycles' (p. 164)(See Figure 2). In all cases, action research is understood as an on-going process, cyclical in nature.

3. The third feature is the necessary involvement of practitioners. According to King and Lonnquist (1992), many action research theorists have their roots in the work of John Dewey. It was Dewey who stated: It is impossible to see how there can be an adequate flow of subject-matter to set and control the problems investigators deal with, unless there is active participation on the part of those directly engaged in teaching (1929/1984, p. 24).

Critiques and Benefits of Action Research and Participatory Evaluation

The most profound difference between the many types of participatory evaluation and action research methods grows out of the on-going debate between those who understand action research as a scientific tool which should produce generalizable, scientifically valid knowledge and those who see it as means to solve specific local problems.

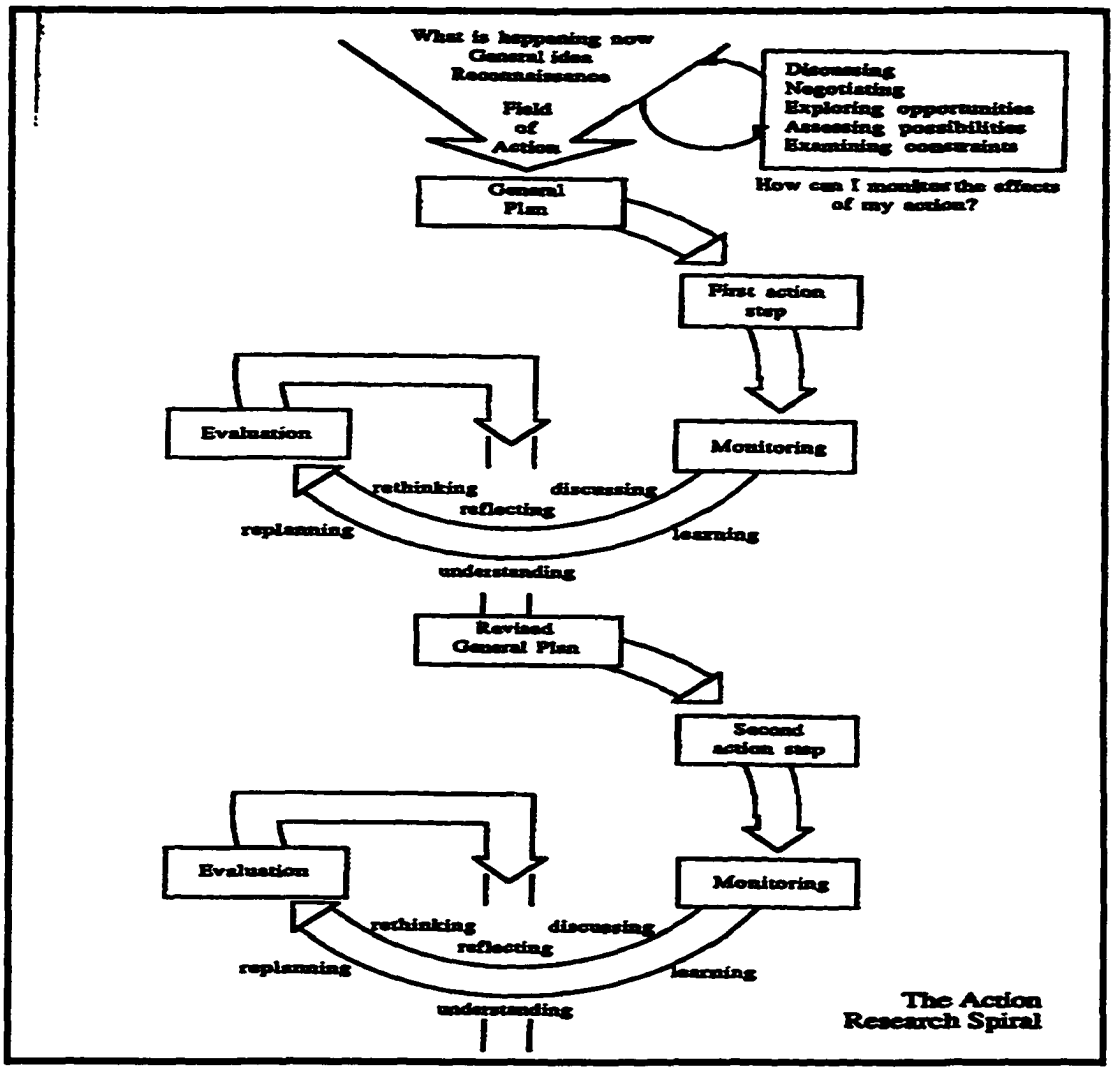


Figure 1: Action Research Planner: Stephen Kemmis

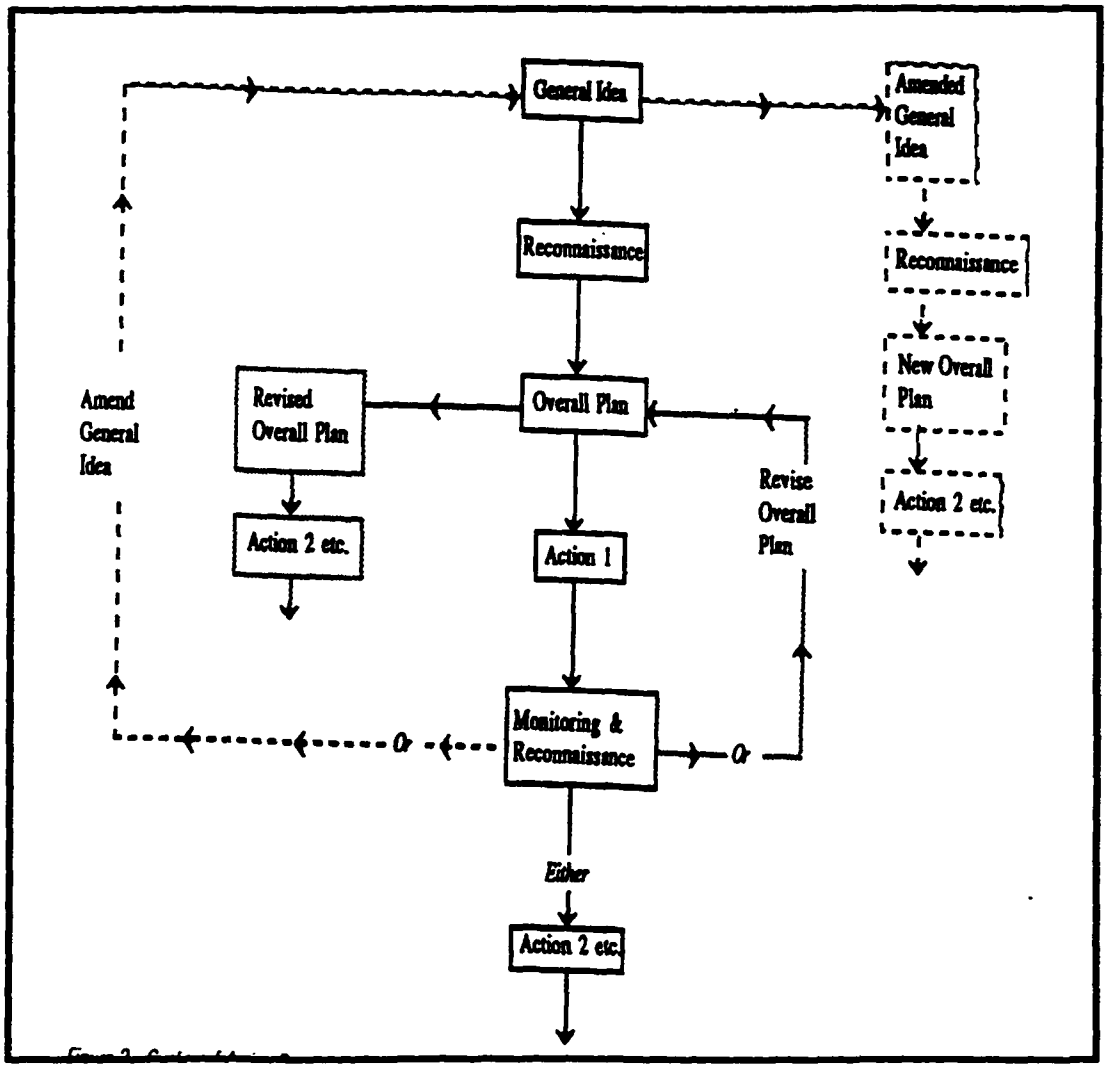


Figure 2: Cycles of Action Research: David Ebbutt

From the beginning, Lewin felt that action research should be used to create generalizable knowledge. However, through the years there have been several different responses to this supposition. As early as 1957, Hodgkinson argued that action research valued action, utility and feasibility over rigorous research design, validity and reliability (King & Lonnquist, 1992). Similarly, Taba (1957) believed that the essential focus of any study should be local problems in local settings and that research "need not be held up to the criterion of general validity" (cited in King & Lonnquist, 1992, p. 14). A third response to this validity issue argues that practical theory should develop out of practice and should make sense to other practitioners (King & Lonnquist, 1992). With regard to educational action research, Stenhouse (1988) states:

> I believe that social science makes comparatively little contribution to educational practice, because its theories are oriented towards guiding research rather than towards guiding teaching. So I would want to ask any action researcher what contribution his[sic] work is making to a theory of education and teaching which is accessible to other teachers (p.58).

Houser (1990) posits:

> In combining practice and research functions, participants transcend traditional roles and establish themselves as intellectuals, fully capable of engaging in the most profound acts of theory generation and curriculum development (p. 58-59).

However, unchallenged is the premise that even this type of action research continues to value the theories and methods of social science over those created by practitioners and community members. For instance, why is it that practitioners need to "establish themselves as intellectuals?" (Houser, 1990). Many postmodern scholars are currently grappling with this question. Rahman (1987), Holzman (1997), Newman and Holzman (1993, 1996, 1997) all argue that the creation of method prior to and separate from practice is problematic. The very idea that practitioners must use scientific tools to

justify their work is limiting and not very democratic. In his discussion on the evaluation of the social development process, Rahman (1987) argues that "people cannot be liberated by a consciousness and knowledge other then their own" (p. 145). He posits that it is a mistake to impose structure on people's thought because it presumes that people are incapable of systematizing their own thought or building their own "science."

Further, and from my perspective most crucial, young people remain invisible in producing "empirical" tools. Action research may include young people in local knowledge production whereby children and youth help shape the content of the project. However, rarely are young people radically involved in the creation of the methods by which content is studied, or the processes by which the group works together to produce the evaluation environment.

The benefits of using action research and participatory evaluation methodologies

There are radically different views about how action research can and should be used and toward what ends. However, proponents of this methodology report that there is potential for change at four different levels (King & Lonnquist, 1992). These levels are: (1) individual, promoting change in thinking, professional development, and personal and creative growth for both practitioner and researcher; (2) practical, both the process and the products of action research will produce change in the overall practice; (3) theoretical, research based in and conducted by the community will contribute to theory production and self-generated theory will improve practice; (4) social, it will help to create a more democratic society, increase individual freedom.

According to Iacofano (1985), psychologists have posited that participatory approaches enhances self-esteem and control over life. Political scientists declare that participatory decision-making fosters a "sense of political efficacy in individuals, resulting in a more democratic, healthier society" (Iacofano, 1985). Architects and designers have typically focused on the environmental learning benefits, particularly as they relate to

children (Sutton, 1985; Van Wagenber et al, 1981). Virtually all of the literature on participatory research and evaluation claims that there are learning and developmental benefits related to participation.

While there are many possible outcomes cited in the participatory research and evaluation literature, one objective remains constant, empowerment. Empowerment refers to "the process of gaining influence over events and outcomes of importance to an individual or group" (Fawcett et al., 1994, p.471). Referring back to the four levels of change set forth by King and Lonnquist (1992), one can see that all of these changes fit under neatly into this definition. For instance, people can gain influence over their personal and creative growth, the overall practice and products of the action research and perhaps influence theory.

However, based on Fawcett's definition, empowerment can mean different things to different people and vary in form across setting and time (Rappaport, 1984; Zimmerman, 1995). Empowerment is an interactive process and holds personal meaning to different individuals (Foster-Fishman, et. al. 1997). Many understand this process to occur in stages "beginning with the way in which individuals view themselves and progressing through relations with nearby others to interactions with more distant organizations and institutions" (Cochran, 1986, p.22; Vanderslice, 1984; Whitham, 1982). Therefore as Whitmore (1988) notes:

> All of these conceptualizations of empowerment...cluster into actions at the levels of the individual (recognition of the value of one own skills, knowledge and resources, as well as learning new ones; feelings of self-confidence and legitimacy); The interpersonal (broadening networks to overcome individual isolation; recognition); and the environmental (involvement in successful interactions with one's environment; action oriented towards social change) (p.15).

While Cochran (1986), and Vanderslice (1984) see these phases of empowerment on a continuum, Torre (1986) did not see them as sequential. He puts forth a slightly different list of empowerment components which are non-linear and include:

- Positive feelings of self worth;
- recognition, by self and others, that one's perceptions about self and the surrounding world are indeed valid and therefore legitimate to voice;
- a critical understanding of macro level structure, namely the political, economic and social structures as well as an understanding about one's position within such structures;
- knowledge and skills necessary to more successfully influence micro, mediating and macro structures;
- reflective action directed towards achieving better balanced power relations; action oriented towards responsible social change (p. 42-43).

While the multifaceted nature of empowerment has been well documented in different contexts (Fawcett et al., 1995; Gruber & Tricket, 1987; Kroeker, 1995; Pretsby et al., 1990; Rich, Edelstein, Hallman & Wandersman, 1995; Serrano-Garcia, 1984), little has been said about what exactly occurs in these environments that would lead to empowerment outcomes. In another words, what is the process of empowerment? Further, there have been no attempts to document a variety of empowerment processes in order to determine differences across contexts.

Based on the above definition set forth by Fawcett, et al. (1994), participatory methods seem to be synonymous with empowerment. All participatory assessments, monitoring process and evaluations are aimed at supporting people to become active change agents. Therefore, this study will investigate each of these processes in several programs and examine the impact on the youth participants.

CHAPTER III

PRIOR RESEARCH

The literature review revealed that while the history of action research and participatory and collaborative evaluation with adults has been well documented (Cousins, Donohue and Bloom 1995; King & Lonnquist, 1992 among others), illustrating the variety of issues surrounding the inclusion of adult practitioners, few have investigated the specific inclusion of children and youth. While many practitioners and evaluators work in child and youth environments, there are few documented examples in which young people have participated in evaluation processes, with the exception of Emily Solomone's masters thesis in 1996 and Elizabeth Whitmore's dissertation in 1988. However, these scholars looked solely at the outcomes and benefits of youth involvement and left the process and context of the work relatively unexplored.

If action research and participatory evaluations are to become truly democratic and participatory, all members of the community should be given the opportunity to be involved. This process should aid in the development of programs and services that meet the needs of their young stakeholders. Further, the participation of youth in this process has the potential to be both educational, empowering and at the same time improve the quality of the evaluation (Campbell 1994). Young people learn a variety of skills and techniques so that they can become active change agents in society.

A preliminary study was conducted by Sabo, Hart, and Iltus (1995) in order to understand and document the numerous ways in which children and youth have been involved in the evaluation of their own work, projects and programs. Because there were relatively few detailed examples of this work in the literature, telephone surveys were conducted with program directors, educators, practitioners, and evaluators involved in participatory processes with children and youth. The goal was to include the widest range

of possibilities. This preliminary study showed that children and youth have been involved in at least three types of reflective processes, including:

A. Individual monitoring or assessment: These programs focused on individual learning or development, rather than program or group development, though young people may worked in groups and develop criteria collectively.

B. Group monitoring: The processes by which program and/or project participants reflected on their work as a group. They created plans and goals together, took action and then reflected on how these endeavors went. The goal of this work was to develop as a team or group. However, the overarching goal was to help individual youth develop specific skills.

C. Participatory project or program evaluation: Youth worked with an outside evaluator and was trained in evaluation techniques. The chief goal was to engage young people in opportunities to shape the programs that affected their day-to-day lives.

These three reflective processes may occur separately or combined. As such, seven patterns of reflective processes are possible (A, B, C, AB, AC, BC, ABC). Four of these patterns were identified in this preliminary survey of programs.

Four Preliminary Patterns of Evaluation with Children and Youth

Many of the examples that included children in the process of monitoring, evaluating and assessing their own programs were found within the educational literature. Though most would not consider themselves to be action research projects each program contained the action research principles listed above, i.e., collaboration, cyclical research process, and practitioner involvement. In fact, many of the theoretical foundations identified were from the field of education and child development.

1. Individual children involved in self-assessment directed toward learning.

This model includes projects that were defined solely by adults as a separate activity prior to the start of the project or program. Children had no impact on the establishment and development of the program itself. However, they were engaged in the process of self-examination. In this way, they were encouraged to regulate their own learning processes through critical reflection. The focus of this work was on the individual and the goal was to teach children to become independent, critical thinkers who were able to regulate their own learning. However, the content to be known/learned (self-regulation) and how it was to be known (reflection) were fully defined by experts, outside of the classrooms or project.

In education there was a noticeable movement in the area of reflective learning. Much of this work is based on the notion of metacognition, or "knowledge or cognition that takes as its object or regulates any aspect of any cognitive endeavor" (Flavell, 1981, p. 37). Educators have argued that metacognition plays an important role in problem solving (Schoenfeld, 1988), reading comprehension (Flavell, 1981; Brown, 1994), oral communication (Flavell, 1981), and self-regulation (Zimmerman, 1986). In this way, young people have been involved in reflecting on and assessing their own learning. However, they have not been engaged in evaluating or monitoring the programs, activities and projects they are involved in.

2. Group Monitoring

This model contains projects and programs which included children in group processes resembling a typical action research structure, i.e., planning, acting, observing/monitoring, reflecting/rethinking, re-planning. The projects that fell into this category focused on continuous group monitoring and reflection at each phase of the project. Children were encouraged to collaboratively define and re-define their collective goals. However, the use of this process differed dramatically across programs. For

instance, one program might emphasize group development, while another attempts to facilitate individual learning through group monitoring.

3. Evaluation Parallel To The Monitoring Process

Pattern three includes programs in which youth were involved in both periodic project/program evaluation and group monitoring. While the group continued to develop through the monitoring process, overall project evaluation was not an integral part of the process. In fact, the results of the evaluation were typically presented at the end of the project and while these findings may impact future projects, they had little effect on the current program. Some of these programs also used individual assessment methods; however, they were not integrated into the overall project.

4. Evaluation as an Integral Part of the Monitoring Process

Pattern four is a more complex version of pattern three characterized by a high-level of integration and information exchange among the three levels (personal/group/project). Monitoring occurred with young people at the group level, and evaluation findings were continuously re-invested into the program. Similarly, there was also integration between individual level assessment and the group process. Participants were usually asked to evaluate group processes on an individual basis. In this pattern, the adults, as well as the children do individual assessment.

Summary

For the preliminary research we wanted to stretch the boundaries of what "evaluation" means in order to explore the possibilities for child and youth involvement. Therefore, programs which focused on the individual, the group and the program as the unit of analysis were included. While, the first two examples look very different from what would traditionally be termed "evaluation," they are evaluative in that they engaged young people in a reflective process. By including these types of projects, more specific

techniques were revealed and more theoretical positions supporting the inclusion of young people were realized. Further, there were many more participatory projects which fit into categories one (focusing on the individual) and two (focusing on the group) than there were overall evaluation projects (see patterns III and IV). While adults are sometimes willing to engage youth in participatory projects, they are usually unwilling for them to be involved in high levels of decision making within programs.

An extensive literature review shows that there has been little research conducted specifically on child and youth involvement in evaluation and no previous work investigating the types of evaluations and their effects on young participants. As this and other research is conducted on participatory evaluation methods, it is necessary that we begin to investigate the contributions which young people can and have made to evaluation processes, under what circumstances and in what contexts. Further, it is important to investigate how young people, and their programs and services have been impacted by this work. Because little research has been conducted on the structures and dynamics related to child and youth involvement in evaluation processes, it is a goal of this research to identify and investigate examples of youth involvement in evaluation.

Goals of Study

This study will attempt to answer the questions: What are the circumstances under which participatory evaluations with young people are conducted? What types of programs have used these approaches and why? What are some relationships between program and evaluation type? What do participants say are the impacts of the evaluation on them?

While studies have looked at the benefits of participatory processes, none have ever couched these findings within the overall organizational and participatory context of the project. In much of this literature, we as the reader are not provided with a clear understanding of how democratic the process was or what exactly the young people were involved in. Campbell, Edgar and Halstead (1994) state that the inclusion of young people

in the evaluation process has proven to be a valuable learning and empowerment tool, as well as a useful method for gathering critical data for the development of projects, programs, and curricula. Others state that key benefits to young people include the development of confidence and self-efficacy, and feelings of accomplishment and empowerment (Solomone, 1996; Whitmore, 1988). Engaging young people in evaluation processes also provides young people with opportunities to learn a range of skills both analytic and interpersonal (Solomone, 1996; Whitmore, 1998). However, no study has illustrated the context or processes by which these effects occur. It is not always clear what "participatory evaluation" is or what it looks like in practice. This study will investigate this issue asking: What types of evaluation processes are young people engaged in that could lead to these effects; that is what characteristics of the process do young people think contribute to the overall impact a project has on them?

CHAPTER IV

PHASE I RESEARCH DESIGN

Because this research was conducted in two distinct phases the research methods, data collection, analyses and findings are reported in two separate sections. Phase I includes the identification of programs and the interviewing of adult program administrators. Phase II builds upon the analyses of Phase I data and involves more detailed case studies which include the youth's perspectives. Because this first Phase of research was an integral step for program selection in Phase II and because it helped deepen my understanding of the subject matter, the second phase of the research could not have been conducted without the first. Therefore, the chronology of the research is very important and so it is reported in sequence: the methods and findings of phase I, followed by the methods and findings of phase II.

Phase I - Stage 1: Identifying programs

In order to select programs and projects for the first phase of this study three criteria were developed. All three had to be met in order for the program to be included in the research. The criteria under consideration were as follows:

1. The program had to include children and/or youth in the monitoring and evaluation process. There are numerous age-related definitions of children, young people and youth. Therefore, interviewees were asked if they include children and/or youth in the process of evaluation. Young people involved needed to be under the age of 19 years old.
2. Young people needed to be involved in evaluating their own group dynamics, programs, organizations, and/or the services they utilized. While, it is understood that young people are often involved in a variety of action research and participatory projects, I am interested, more specifically, in the reflective process that a group or organization might use in order to develop.

3. Young people had to be included in the process of developing the monitoring and/or evaluation methods, i.e., creating research questions, survey materials, group processes. In order for the monitoring or evaluation process to be truly participatory, the projects had to include young people in the process of developing the evaluation or monitoring materials. If children and youth were involved solely in data collection, the project was not considered participatory evaluation.

The Search For Programs

I began my search for programs and projects by contacting those academics and practitioners who have published related studies in educational and social science journals. The goal of this search was to locate scholars who had worked in the areas of action research, participatory and collaborative evaluation, reflection, and alternative assessment. Table 3 summarizes the search strategies described bellow.

Searches were conducted on ERIC, PsychLit, SocioFile and dissertation abstracts. Internet searches were also conducted using the "Key Words" child and/or youth along with the terms: action research, participation, collaboration, participatory evaluation, empowerment evaluation, collaborative evaluation, child participation, youth participation, service learning, alternative assessment, teacher as researcher and combinations of these. Authors of articles, books and dissertations who included young people in the monitoring and/or evaluation process were contacted by email or phone. This strategy yielded ten people to contact and five of these were doing some form of participatory monitoring and/or evaluation with children or youth.

The second strategy required contacting divisions and special interest groups (SIGs) of professional organizations to locate scholars working in the area of participatory and collaborative research and evaluation. In total, thirteen contacts were made of which two new programs were located. The National organizations targeted were the American Educational Research Association (AERA), The American Psychological Association

Table 3: Outreach Strategies

CONTACT NAME	NUMBER OF LEADS	PROGRAMS INCLUDED
LITERATURE REVIEW		
ERIC	0	0
Psych Lit	5	2
SocioFile	1	0
Dissertation Abstracts	2	1
Internet Search	2	2
	Total = 10	Total = 5
SPECIAL INTEREST GROUPS		
AERA	0	0
Teacher as Researcher SIG	0	0
listserve XTAR	0	0
Arts Based Approaches	0	0
listserve BABETTE	4	0
APA	0	0
SCAR	1	1
Listserve - Empowerment	2	0
Evaluation	3	0
NASW	1	0
AEA	1	1
	Total = 13	Total = 2
LISTSERVES		
PAR Net	13	1
PAR Announce	2	0
AR-List	7	0
ARMNET - L	9	0
CARN	1	0
Araol	1	0
Archives	0	0
Action Research	0	0
International	0	0
Cornell's Action Research	1	0
	Total = 34	Total =1
YOUTH ORGANIZATIONS		
Center for Youth as Resources	2	2
International Youth Foundation	5	0
Save the Children	0	0
Girls Inc.	1	1
Points of Light Foundation	2	0
Global Kids	1	0
Girl Scouts of America	0	0
	Total = 11	Total = 2
PERSONAL LEADS	Total = 32	Total = 7
GRAND TOTAL	TOTAL = 100	TOTAL = 17

(APA), and The National Association of Social Workers (NASW). Through AERA, I became a member of the Teacher as Researcher SIG and posted requests for information about programs that fit the above criteria on their listserve, XTAR. I also became a member of the Arts-based Approaches to Educational Research SIG and posted requests on their official discussion list, BABETTE. No leads were found through this listserve. Utilizing a list compiled by the American Evaluation Association (AEA), a recent study was conducted on participatory and collaborative evaluators. Rather than contacting AEA directly, J.B. Cousins, the principal investigator, was called. Of the 500 people surveyed for his research, none included children or youth in the process. However, he gave me the name of one new person to contact.

Requests were emailed to all NASW Chapter offices and one lead was generated, which did not fit the above criteria. As a member of the Society for Community Action and Research (SCAR), a division of APA, I contacted two members I had met at the annual conference. These academics were doing participatory work with young people; however, these contacts yielded no new programs or projects which fit the criteria for this study. Further, requests were posted on the listserve mentioned in SCAR's newsletter, the empowerment-evaluation listserve out of Stanford. I receive three possible people to contact. All were interested in knowing more about my research, however, none knew of people using these types of approaches with children and youth.

Through my contacts with the affiliations mentioned above, I located several web pages including: Teachers as Researchers, Community Action Research Network, Center for Collaborative Education, Reggio Emilia, Educational Testing Services @ Center for Performance Assessment, Center for Applied Research and Educational Empowerment, Cornell's Participatory Action Research site, Jack Whitehead's Action Research homepage, and Action Research Resources. Through these URLs I was able to join a variety of listserves and discussion groups including: Participatory Action Research Announce (PAR Announce), Cornell's Participatory Action Research Network (PAR Net), Action Research

List (AR-List), Action Research Methodology (ARMNET-L), Collaborative Action Research Network (CARN), National Network for Youth, Action research and evaluation on line (Areol), Archives, Action Research International, and Cornell's Action Research Students. Requests were posted on these listserves asking for programs to be identified which fit the criteria for this study. This approach yielded 34 contacts, many of which provided suggestions for literature, programs, projects, schools, consulting firms, or names of other academics. Of the 34 people and organizations contacted, one fit the above criteria.

Also, I contacted several national and international youth and child organizations including: Center for Youth as Resources, International Youth Foundation, Save the Children, Girl Scouts, Girls Incorporated, and the Points of Light Foundation. These organizations provided me with eleven local program contacts, two of which fit the criteria defined for this study. In addition, based on my own knowledge of democratic youth programs, thirty-two different organizations were contacted with whom I have worked previously. By networking with these programs and affiliated projects, seven programs and projects were identified which fit the criteria developed for this project.

Overall, a total of 100 schools and educational programs, academic and practitioner based listserves (listserves reaching hundreds of members), youth programs and academic affiliations were contacted (see Table 3). Of these a total of 17 programs were selected for this research because they fulfilled the criteria described above. The sample included seven youth programs housed within community-based organizations, six schools and/or school-based programs, and four outside evaluations that included young people as stakeholders. The programs were located in rural (n=2), suburban (n = 4) and urban (n = 12) throughout the United States and Canada.

Phase I - Stage 2: Phone Interviews

The primary purpose of stage 2 was to create a typology of participatory strategies for monitoring and evaluation. To this end, telephone interviews were conducted with knowledgeable participants. These interviews were used to: construct a participant profile, identify organizational structures and possible contextual constraints, understand underlying program philosophies, investigate beliefs regarding children's developmental abilities and flush out any other possible influences.

Participants with the knowledge and understanding of the program or project were identified through conversations with the initial contact person. Often, I was referred to other more knowledgeable participants. These were either practitioners, researchers, evaluators, consultants or administrators who were currently involved in programs or those who had past experiences with young people in this area. If the program or project was currently operational, both evaluators and program directors were interviewed. However, if the evaluation project had been completed some time ago, one or the other was interviewed. It should be noted that when evaluators were interviewed they were bound by issues of confidentiality and could not reveal their clients' names.

Each telephone interview was audio taped and lasted approximately 45 minutes to one hour and covered a broad range of topics about how the evaluation, monitoring or assessment was conducted. These topics included: possible influences on the projects, such as context, theoretical orientation of project director, financial and time limitations, and participant profiles, including age, gender and class; the organizational structures of each program; and problems, strengths and inconsistencies in the program. What follows is an outline of the three topics and specific interview questions, as well as, rationales for each area of inquiry. Table 4 outlines the specific interview questions.

Table 4: Phase I Interview Categories

1. Influences on projects qualities	
Context	Has the specific context shaped the overall assessment, monitoring, or evaluation process? If so, how?
	What are the age, gender, ethnicity, and class of the participants?
Theoretical orientations of project director	Have participatory methods been modified for practice with children and youth. If so how and why?
	Does the ideology of the organization or program converge with the actual practice?
	How have the theories and beliefs of the directors impacted the types of participation occurring within the program?
	What are the beliefs about the children's developmental abilities? How has this shaped participation?
	Are there any age related or developmental constraints?
Constraints on Practice	Were there any financial difficulties?
	If you had unlimited resources would you do anything different? What?
	If you had unlimited time would you do anything different? What?
2. Organizational structure	Whose decision was it to conduct this assessment, evaluation or monitoring?
	What is evaluated, monitored and assessed at each location and who decides?
	What is the purpose of the evaluation, assessment, or monitoring process?
	What are the criteria used and who decides?
	Who benefits or is intended to benefit from the evaluation?
	What and how are these results used and who decides?
	To what extent did the assessment, monitoring or evaluation impact change at the program level?
3. Problems, strengths and inconsistencies	According to each program what are the benefits/drawbacks of engaging in this process?

Influences on the projects qualities

Questions in this section were used to identify the possible influences on the projects' qualities. Because little work has been done in this area, this research began by looking at an array of possibilities which may influence each project, including: the institutional context of the project, and theoretical orientations and philosophies of the project director.

It was critical to identify the philosophy of the program. For instance, was the project intended as action research, participatory evaluation, individual assessment, youth development or something else? And what theory was it based on, if any? This type of questioning helped determine the original goals and how well the program was succeeding.

Finally, financial and time limitations were expected to play a role in the breadth of the evaluation, and the participants' background characteristics might also impact the level of responsibility that young people played in the evaluation.

Organizational structure of project/program

In order to create these typologies, several important issues were taken into account. First, based on the preliminary research, a determination of the unit of analysis was made based on the focus on individual assessment, group monitoring, overall evaluation or some combination of these. Further, youth involvement in each of these processes was identified. Issues of involvement and control have been important in describing types of action research with adults, e.g., equal collaboration (Whyte et al., 1989), a consultant role (Elliott & Adelman, 1975), equal among equals (McTaggart, 1991). Others have categorized participation by level of involvement (Arnstein 1969; Hart 1992). Roger Hart's (1992) ladder of participation is the only known typology that focuses specifically on children with categories ranging from "tokenism" to " Child initiated, shared decisions with adults."

Problems, strengths and inconsistencies in programs

This section includes those questions that describe and highlight the difficulties encountered and the successes achieved in each program. These were of particular interest because they highlighted possibilities for the future. This data was used to look at the implication for the advancement of participatory evaluation with children and youth.

Phase I: Data Analysis

According to qualitative theorists, research is an ongoing process with the analysis and data collection processes continually overlapping (Kirby and McKenna, 1989; Lofland & Lofland 1984; Wolcott, 1987). According to Glaser and Strauss (1967), qualitative data analysis should be a process of generating and interpreting theories. Bogdan and Biklen (1982) describe their method of data analysis as one entailing the formal identification of themes and the construction of ideas "...as they are suggested by the data" (p.79). Ely et al. (1991) define this approach as the "search for themes" (p. 150). The identification of themes comes about through a process of examining the data while looking for specific and general patterns. Kirby and McKenna (1989) state that this type of analysis is done "through the constant comparison of data items with other data items until sections that 'go together with' or seem to help describe 'something' can be identified and located together in a category file" (p. 130).

In this research, a thematic content analysis was conducted to identify the emergent themes . Upon the completion of each interview, a transcript was made from the taped session and interview notes. Transcripts were examined and codes were developed to classify sections of the text. Many codes were closely associated with the interview questions themselves. For example, the code "theory" was related to an interview question asking respondents to discuss their theoretical positions on youth participation. Other codes, not directly related to an interview question, emerged as more interviews were

transcribed and examined. For instance, the code "meeting" designated instances where the participatory meeting structure of the program was discussed.

Then reviewing the data sources, the researcher identified underlying themes and issues. These concepts and themes were assigned codes that functioned as devices to break data into smaller, more manageable sections. Coding then represents "the decisive link between the original 'raw data,' that is textual material such as interview transcripts or field notes, on the one hand and the researcher's theoretical concepts on the other" (Seidel & Kelle, 1995, p.52).

In addition to creating codes to address concepts found in the interviews, it was also important to continually evaluate codes for their utility. For example, when certain ideas were apparently idiosyncratic to the first few transcribed interviews and were not expressed often in later interviews, those codes were merged with similar ones to be more inclusive. Similar to grounded theory's coding process (Glaser & Strauss, 1967; Strauss and Corbin, 1994), codes were generated from interview transcripts instead of using a priori codes. Further, as new insights were noted, patterns, categories and themes were refined and modified.

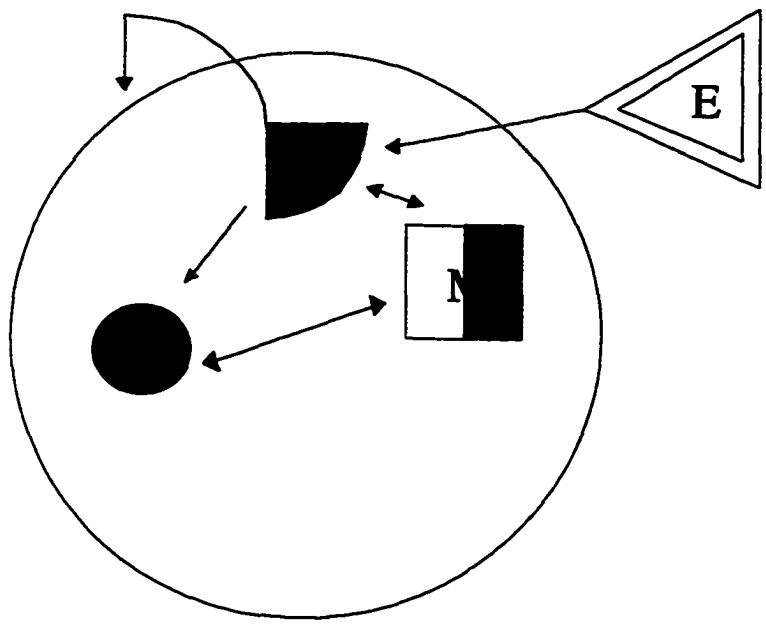
The act of coding, however, "need not be viewed simply as reducing data to some general, common denominators. Rather, it can be used to expand, transform, and re-conceptualize data, opening up more diverse analytical possibilities (Coffey & Atkinson, 1996, p. 29). With regard to the present work, it was apparent that the data could be grouped together around more general themes. Ultimately, three dimensions emerged:

1. the unit of analysis, i.e., assessment (individuals), monitoring (the group) or evaluation (the program);
2. youth involvement in each of these processes;
3. the flow of information between these processes.

Utilizing these dimensions, an organizational pattern of each program was created (see figure 3). The goal of creating these patterns was to organize, analyze and display the data

in a comprehensible and meaningful fashion. Each of the organizational structures were compared and contrasted in order to identify similarities and differences across programs. Programs were grouped accordingly and a typology was created. Five different participatory monitoring and evaluation classifications were identified and comparisons were made both within and across program types.

Figure 3: An Introduction to The Organizational Diagrams



How Patterns Were Created

1. The unit of analysis:

Each level on the diagram was broken down according to individual assessment, group monitoring, and or program evaluation. These levels were identified by the program directors based on the unit of analysis of the reflective process, i.e., individual, group, or program. For instance, young people might have been involved in the process of assessing their own work or learning process, represented by a circle with an A in it. Simultaneously, they might have participated in processes which monitored their program and it's activities, represented by a square with an M inside of it. Further, a participatory or non-participatory evaluation of their overall program might have taken place with the

help of outside evaluation consultants, the participatory evaluation is represented by a triangle with a E inside of it and the "outside evaluator" is represented as a double triangle with an E inside of it.

2. Youth Participation:

Hollow, half-full and black geometric figures, as defined in the key, represent the three levels of participation. Each of these geometric figures were created based on the adult program directors response to questions related to youth involvement in specific activities. For instance, hallow circles represent assessment activities defined and initiated by adults only, black circles represent assessment activities designed and initiated and carried out by the youth, and half full and black circles represent and equal collaboration in assessment activities.

3. The program

The large circle represents the program. All geometric shapes inside of the circle are integral to the program. All shapes outside of the circle are initiated from the outside and take place outside of the context of the program. For instance, in the diagram above the outside evaluator is positioned on the outside of the circle, indicating that the evaluation was initiated by the funders and no participation was elicited from the program members.

4. The flow of information between elements

In order to illustrate the flow of information between elements, arrows are utilized. A single sided arrow indicates that information is being fed to another element. A double sided arrow indicates that information is flowing back and forth between elements. An arrow leading to the program circle, indicates that information is being fed to the overall program.

The collection of existing program documentation

Each program director and/or evaluation consultant was asked for any existing materials they may have on the program or project. When available, journal articles, books, newspaper clipping, proposals, and reports were collected. These documents

provided detailed information about program and organizational goals and theoretical positions. Further, documentation often helped to corroborated points made my the adult directors and evaluators during interviews.

The Issues of anonymity and confidentiality

In order to assure confidentiality to each of the program's who participated in this study, program names were changed and identifying features were omitted. Each of the programs was given a new name on a dominant characteristics. Further, interviewees were either identified by their titles and relationship to the program. These measures were taken as precautions in order to protect programs and participants from any possible repercussions from the research findings.

CHAPTER V

Findings From The Survey (Phase I)

Overview

After creating patterns for each of the programs and analyzing the data, it was determined that there were five main types of participatory monitoring and evaluation that have been conducted with children and youth. These include: Pattern I - Individual Assessment and Monitoring (n=2); Pattern II - On-going Group Monitoring (n=6); Pattern III - Group Monitoring Combined with Empowerment Evaluation and assessment (n=2); Pattern IV - Group Monitoring Combined with Empowerment Evaluation (n=3); and Pattern V Empowerment Evaluation (n=5). The span of these patterns is illustrated in Table 5 below.

Table 5: The Range of Patterns Found

	Pattern I	Pattern II	Pattern III	Pattern IV	Pattern V
Individual assessment	X		X		
Group monitoring	X	X	X	X	
Program empowerment evaluation			X	X	X

Individual assessment methods combined with group monitoring (Pattern I) typically occurred in educational contexts. As previously noted, participatory assessment projects were not included in this research when group monitoring was not present. Therefore, while there are numerous examples of participatory assessment techniques used with students they are not represented in this study.

Pattern II projects were found to exist within non-profit youth programs with a focus on the development of democracy and youth participation. In this way, it became apparent that participatory programs used some type of reflective processes while working

with groups of youth. By their very nature, participatory programs were continuously monitoring their group. Therefore, group monitoring seemed inextricable from the participatory process itself.

Pattern III and IV projects, tended to look very similar in that young people were involved in all aspects of developing the program and evaluation. Pattern IV projects additionally supported young people to reflect on their own work, i.e., individual assessment. In order to prepare new members to take on further responsibility within the program, they were tutored and mentored by senior members to take on specific tasks and learn certain skills. In both Pattern III and IV programs and evaluations were highly participatory, with little difference between the practices and methods utilized.

Pattern V represents those programs in which young people were involved in evaluation in non-participatory settings. Within this pattern there were two types of programs, those that included current program members and those which recruited youth stakeholders who were not currently involved in program activities. When young people were recruited from the programs to participate on a democratic evaluation team. Their inclusion was often extremely difficult for several reasons: one, other youth became jealous of the select youth's new roles within the program; two, youth were unfamiliar with the process of democracy and participation; three, the program itself was unwilling to allow for the youth evaluators full access to program documentation and information. Empowerment and participatory evaluation approaches seemed to run much more smoothly in those instances in which youth were not currently active members of a program or project. Therefore, much caution should be employed when utilizing participatory methodologies in non-participatory environments and efforts should be expended in order to assure the adult directors' and staff's cooperation from the very beginning of the project.

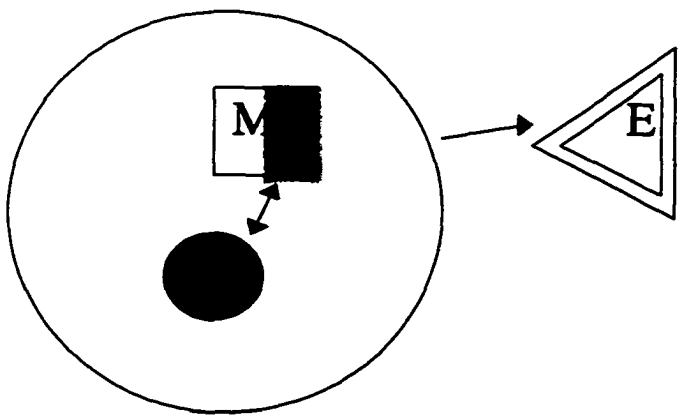
As illustrated in the table above, all possible combinations of youth involvement in levels were identified for this research, with the exception of the individual assessment and empowerment evaluation combination. Perhaps this was due to the fact that most

individual assessment techniques were located within educational contexts which due to many federal and stated requirements are often unlikely sites for participatory evaluation efforts. When individual assessment occurred within program settings, i.e., pattern III, it tended to focus more on identifying personal goals and directions for development within the program. This is somewhat different in it's focus than the individual assessment located in educational settings, i.e., pattern I because it is not measuring cognitive development and learning as an abstraction of the work.

Within each of the five patterns identified several variations in practice and philosophy were identified. The five main types of programs and projects will be described in detail below along with the variations found within each.

Detailed Description of Program Patterns

Pattern 1 - Individual assessment and group monitoring



Overall two programs fell into this category. Both were conducted in educational settings and focused primarily on individual learning, however, some attention was also given to group monitoring and development. The overall goal of these programs was to teach students how to work both individually and as a group on authentic tasks in order to become self-regulated learners. Youth came up with criteria as a class and monitored both their own learning and group projects (illustrated by the double arrow between the monitoring square and the assessment circle). The teacher and researcher were involved in

developing the techniques for both assessment and monitoring, therefore both the assessment circle and the monitoring square are half shaded to indicate child and adult involvement. Evaluations were conducted by outside consultants, however these were not connected to the assessment and monitoring processes developed by the young participants and their teachers. This is shown by the arrow connecting the program circle to the outside evaluation double triangle but not to the assessment or monitoring processes.

Description of Programs and Their Goals

1. The "Young Child Assessment Project" was situated in a traditional suburban educational setting where the principal was open to and interested in developing alternative means of student assessment. This particular classroom teacher, along with an outside researcher, developed participatory assessment strategies and documented the children's capacities to engage in different approaches. During this research project, children developed criteria for assessing both their individual and their group projects. The population of this program was primarily middle class Caucasian first and second graders.
2. The "Authentic Assessment Training Project" trained both teachers and students how to engage in authentic tasks and utilize alternative assessment techniques. Primarily, teachers were recruited to attend these training sessions but occasionally students were also invited. Students did not often attend the same sessions with the teachers an were usually engaged in journalism projects regarding the institutes activities rather than issues about their schools and classroom practice. During the development of a newsletter, students were encouraged to use "alternative assessment techniques" such as journal writing and matrixes to monitor their goals. While the training sessions occurred at an institute in a suburban neighborhood, participants often attended from urban schools. This program has worked with a variety of middle and high school students.

Context

In these settings, teachers were afforded the opportunity to develop and use alternative assessment models with children. Both strategies were based on new alternative approaches seeking to enhance students' abilities to monitor and assess their own learning processes.

As per most educational and school settings in North America, these young people were required to participate in particular educational programs according to state law. Because the choice to participate in these activities was not their own, participatory and democratic practices were somewhat compromised by the nature of the overall context itself. Further, schools in particular provided very difficult challenges for those who wish to do participatory or democratic work with children. One teacher from the "Young Child Assessment Project" stated:

> Including young people in decision-making processes can prove very frustrating. You have to have support from your principal. No one is listening to the teachers.

The project director of the "Authentic Assessment Training Project" held a similar sentiment and added that children's involvement in higher level decision making is also very difficult to obtain due to the non-participatory/democratic organization of most schools.

> Many young people aren't intimidated to speak out in groups when they are sitting on a committee but they are the most difficult stakeholder group to organize. Most student councils are either inefficient or are not really vehicles for communication amongst the students. There is no organized student group in the school so when you want students feedback on an issue, how do you get it? I mean a parent at least can go to the PTA meeting and make announcements. Students don't have this. I tell schools that if they really mean that they want student involvement then they have to help the students get organized.

These comments illustrate how participatory assessments can be undermined by the contexts in which they are implemented. The hierarchical nature of the school made these programs difficult to implement without administration's support. When they are conducted, the results were that the processes, criteria and outcomes most important to the students and teachers were overthrown for those which were created by those who "knew" what was "best for children." The teacher involve in the "Young Child Assessment Project" stated:

> We had meetings with the parents and they loved seeing the matrixes but when it came time to fill out the report cards we couldn't find a way to use their work to give them a grade. We have very rigid assessments based on pre-written scoring guides. We were forced to do other kinds of things.

Theoretical Orientations

Both of these projects were developed based on educational theories related to reflective/self-regulated learning. Much of this work is based on the notion of metacognition which is "knowledge or cognition that takes as its object or regulates any aspect of any cognitive endeavor" (Flavell, 1981, p. 37). Based on this notion of metacognition, many educators have engaged their students in cognitive monitoring. It is understood that if children monitor their cognitive processes then they can improve their learning efforts. These theories posit that students must become competent assessors of their own work instead of relying on the teacher for feedback (Stiggins, 1994) and that self- assessment is a technique which helps encourage more active interest from the students (Slatterly, 1989).

These are very interesting theories and would seem to have a lot to contribute to the field of participatory evaluation with children and youth. They especially lend themselves to a deeper understanding of the benefits of engaging young people in reflective processes such as monitoring and evaluation. However, they are also limiting in that they value the

cognitive aspect of children and youth participation over the social and political. In this way, the benefits are restricted to those related to individual learning.

Beliefs about young people's capabilities

Beliefs about the developmental capacities of young people pose additional limitations. Youth are seen as primarily capable of making change related to their individual learning. Both of the interviewees felt that young people were capable of setting criteria for their own work. However, they also recognized that very few children and youth have been given the opportunity to self direct their own learning. The teacher in the "Young Child Assessment Project" stated:

> I knew that kids could create criteria. I feel strongly that children are competent. Most of them know what is best for them and they seem to know a lot about challenging themselves and improving themselves in all kinds of areas.

On the other hand, the program director in the "Authentic Assessment Training Project" felt that students need some coaching and stated:

> Students don't know how to self direct. As soon as they have been granted this independence. It is a whole paradigm shift, all of us being brought up in a system that is top down. We didn't focus on the process but on the task we were asked to do and when we were finished we looked up and asked what we should do next.

Both observations need to be taken into consideration when working with young people on evaluation projects. Young people are both very competent and also have been given very few opportunities in life to self-direct their own learning. Therefore, it seemed that while young people were quite capable of directing their own learning and creating criteria some sort of coaching or facilitation was needed.

The role of the facilitator was an important one in which a balance between teacher and learner needed to be created. The director of the "Authentic Assessment Training

Project" said that "the single most important variable in working with kids is the personality of the facilitator." If the facilitator is unable to give up control then the project will not be very participatory, nor will it allow children and youth to develop their own learning strategies.

Constraints on Practice

While there are often many time constraints within educational settings, i.e., class periods, preparation for testing, and holidays, the interviewees did not find these problematic in implementing their projects. On the other hand, there were numerous financial constraints placed on these programs and locating funding for programs such as these was extremely difficult. The teacher working on the "Young Child Assessment Project" stated, "We couldn't do this project again with all of the budget cuts and requirements from the state." In the "Authentic Assessment Training Project", students and teachers had to locate money to go to this training facility or have the training brought to them. Neither of these programs was completely integrated into the fabric of the schools. Instead, there were individual moments when teachers and students were trained in specific skills. How and if these skills were utilized after the training or outside of the specific class remains unknown.

Organizational and Participatory Structures of the Project

Often the assessment procedures were defined solely by adults as a separate activity prior to the start of the project or program. Children had no impact on the development or growth of the assessment method itself; however, they could select their own projects and develop criteria for assessing them within the structures provided. The goals of these assessment methods were to teach children how to regulate their own learning and become independent thinkers. However, what was to be learned (self-regulation) and how it was to be learned (reflection) were fully defined by experts, outside classrooms and project domains. The project director of the "Authentic Assessment Training Project" stated:

> I think that what you are really talking about is forcing the group to identify their goals and then do their evaluations. Force them to keep coming back to their goals and see if they are still moving in that direction. I give people strategies for doing this.

This quote illustrates that the goal of the process, i.e., self-directed learning, had been pre-defined by adults prior to student involvement. Further, the methods employed for reaching this goal, i.e., setting goals and continuously monitoring them, had also been created well in advance of child and youth participation. It was believed that once the goals had been set and the methods determined young people could participate in developing their own strategies for learning. Accordingly, in order for the strategy to be acceptable it must be goal based and reflective.

Participatory monitoring in practice: meeting structure

In the two programs depicted in the pattern above, students and teachers were involved in the creation of criteria prior to the development of students" projects. Children and youth were led in discussions by teachers about the aspects of a good project. Based on these discussions, the students democratically developed criteria for the entire group. A matrix or rubric was then created in order to rate their achievements in each of the criteria headings. Both interviewees described this process:

> I start by asking the group, "what do you want to accomplish?" Then I say, "what do you want to do to assess that?" "How will you know?" Then each team develops a rubric. (Program director of the "Authentic Assessment Training Project)

> We decide on the criteria as a group and then we create a matrix, across the top are five boxes for a rating system and on the left are five boxes for the criteria. After the project is complete we fill in the X and Y axis. We also

> establish a time line by asking them to finish this sentence 'I want to be able to do this by ____?' (Teacher in the "Young Child Assessment Project")

Rubrics and Matrixes

Rubrics and matrixes were considered excellent tools for helping young people define their goals, set time lines, and monitor progress. The argument for using this approach was that when young people defined their own goals, they were much more invested in the process and they set their sights high.

> When you set the perimeters for what is good learning, kids lower their expectations to whatever your minimum is. A good rubric allows students to have a higher level for students and to do exceptionally. (Project director of the "Authentic Assessment Training Project)

However, in one instance the criteria development process seemed to be predetermined by the desire to select those items that could neatly fit into standardized assessment categories.

> I wanted to demonstrate that the students actually learned more about the subjects through a good performance task than through traditional ways of teaching. So this year we took, some established learning outcomes right from the New York State Standards. I assigned a teacher who is extremely proficient with the learning standards and assessments to work with the students. We created a rubric at the beginning of the week with the students. The students designed it. I intentionally asked her (referring to the teacher) to pick some things in fields other than English language arts because that is the obvious. (Program director of the "Authentic Assessment Training Project")

This quote illustrates that this project director had some preconceived notions about the criteria to be selected. Here again, young people were not included in the conversation nor were these external goals disclosed to them.

Other assessment activities utilized in these programs included journal writing and periodic meetings to discuss progress. Journal writing was typically done by the older youth and periodically shared with the group. During group meetings, the youth reflected on their journal entries and each individual redirected his or her work based on comments generated by peers. Further, periodic meetings were held to discuss how the youth and facilitators felt the process was going and to share successes and concerns.

Participation in evaluation

While "outside" evaluations had been conducted in both of these programs, they focused solely on the individual student's progress. The evaluations were completely detached from the participatory assessment processes and once again the criteria and rating systems developed by the young people were ignored. Instead, new criteria and rating systems were developed separately by the evaluation team and both the student's achievement and program's success were evaluated based on externally created standards, focusing primarily on individual achievement.

Impact of the assessment project

After the completion of projects, students were asked to assess their own work, both individually and within the group setting. Unfortunately, according to the existing school structures these assessments were not directly applied to the children's report cards. The teachers were forced to ignore the criteria developed by the youth and had to assess the children's progress based on criteria developed outside of the classroom. Further, there was no room on the report cards to indicate the success of the group nor were there opportunities to discuss in detail the students' learning processes. Therefore, young people had no impact on their own grades nor did they have an impact on the overall program procedures.

Problems, strengths, and program inconsistencies

Several interesting lessons were learned based on the work conducted by these two interviewees. They warned that much planning needed to occur prior to the start of each project. The project director of the "Authentic Assessment Training Project" stated:

> When people try to get students involved, it is because they feel it is necessary to have them involved but they haven't thought about why or what. What kind of support will they need? How will we go about it?

The questions raised by this project director are often overlooked, particularly the issue of support. It is expected that if young people are brought to the table for a discussion, they will know how to have it. There is little support that helps them become true participants.

Many critics are wary of child and youth participation in self-assessment. They say that they are not capable of remaining neutral and will grade themselves liberally. However, both respondents argued that young people are much more critical of themselves than adults are.

> When the student's criteria were compared to those of the teachers, it was found that more than half of the scores were identical to those of the teacher's. When they differed, the students had graded themselves in a much harsher way than the teacher. (Teacher, "Young Child Assessment Project")

> Kids are always giving harder criteria than adults. (Project director, "Authentic Assessment Training Project")

Another interesting point is that groups of young people have a very difficult time assessing one another. In fact, it was found that young people were often overly critical of one another. Their expectations of their friends were often much greater than their own.

> Groups assessing one another did not produce reliable scores and it is suggested that this technique be used with caution. The children seemed to have high expectations for each other and were harsh with their criticism when these were not met (Teacher, "Young Child Assessment Project").

While young people were able to create criteria and rating scales collectively, filling them in for one another seemed to be problematic. Another interesting point discussed by this teacher was the sequence in which criteria should be developed. She argued that young people were much more inclined to develop process criteria for good group practices if the criteria were developed before the start of the project. Once they saw examples of other projects or began to develop their own, the focus became the end product.

Summary

These two programs were selected based on their attempts to include the group in the overall assessment process. The techniques and approaches illustrated in the above examples are highly representative of those discussed in the literature. Alternative assessment approaches such as these are becoming widely used and a survey of these approaches could constitute a study itself.

The educational contexts in which these programs were implemented seemed to have an impact on the kinds of activities young people could be involved in. For instance, it was determined that the students would work together to create criteria, rubrics and matrixes to measure their own learning. However, the schools had a greater impact on the overall use and impact of the student monitoring. Criteria developed through participatory processes had little application in the overall school context.

The approaches described in the above pattern highlight a number of very effective tools for helping young people to set goals and reflect on progress. These include the matrix and/or the rubric, group criteria setting, definition of rating system, and periodic meetings. Many of these methods seem transferable to monitoring and evaluation

processes. Both of these programs utilized similar techniques, indicating that these practices can be applied across a broad range of age groups.

These projects point to some interesting theoretical and practical points regarding children and youth participation in evaluation, monitoring and assessment processes. While these program tend to focus on the cognitive attributes of participation, they provide an excellent foundation for future discussions regarding the processes and benefits often identified with participatory approaches.

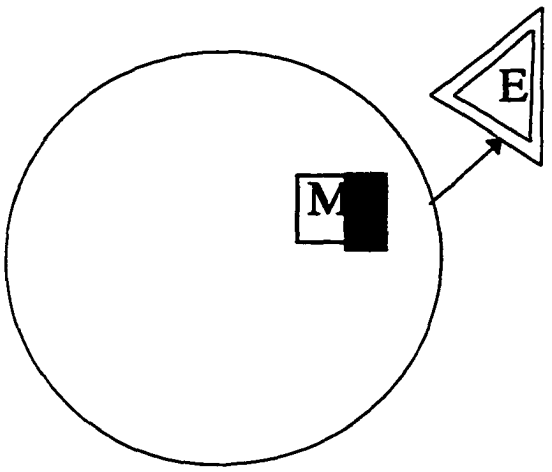
Pattern II - On-going Group Monitoring

Overall, six different programs and projects fit into this pattern, each interested primarily in the ongoing development of the group rather than the individual. Different from Pattern I (individual assessment and group monitoring), the primary focus of these programs was the development of the group. Three of the six programs did not utilize "outside" evaluation approaches because they were considered antithetical to the ongoing participatory climate of the program. The remaining three have had evaluations conducted, however, they were often unrelated to the monitoring mechanisms integral to program development. In this way, two different types of programs fell into this category:

- Group monitoring as an end within itself
- Group monitoring completely disconnected to evaluation

All of the programs within this pattern included group members in decision-making processes. However, some were clearly more democratic and inclusive than others. In several cases the actual monitoring process was pre-determined and adults defined the democratic procedures prior to youth involvement. In others cases the monitoring practices themselves were constantly being changed and redefined as the program developed.

Pattern IIA - Group monitoring completely disconnected to evaluation



Two of the six "On-going Group Monitoring" programs fell within this sub-category. Both of the programs engaged young people in monitoring their program's activities. Their funders did require evaluations, however, young people were not involved in these efforts, as illustrated by the double evaluation triangle connected to the program circle and not the monitoring square. In this way, the evaluation process was completely separate from the program monitoring process.

The overall goals of these programs' monitoring approach was to support young people to become leaders and develop projects that were meaningful to them. In this way, youth involvement in planning and monitoring was considered imperative when developing projects and activities for young people. Therefore, the goals and practices of the program did not match those of the evaluation, resulting in a youth led program with an adult generated evaluation.

Description of Programs and Their Goals

Both programs focused on developing the skills of the participants whether they be in the area of science, math, technology, media literacy, prevention education, athletics, identifying social issues, problem-solving, project design etc. The rationale for imparting these skills varied from program to program ranging from community development,

ameliorating social injustices, changing the communities opinions about youth, giving youth a role in civic life, and empowering youth to be an integral part of their community.

The overriding assumption was that if young people were skilled and educated they would be invaluable resources for the community and productive citizens of society. It was considered particularly important to provide these services to populations of young people who might not have access to training in these areas. In this way, it was felt that changes could be made in certain racist and sexist paradigms.

1. "Community Youth Program" provided grants for youth-planned and youth-led volunteer community service projects. The board which granted these funds was made up of both youth and adults. The goal of this program was to support young people to become community leaders, give them a sense of connection and accountability to the community, help them to develop an ethic of service, give them a sense of pride and confidence and allow them to experience a new respect from adults. Further, this program sought to provide resources and needed services to the community, create strong partnerships between young people and adults, and change the perspectives of policy makers with regard to young people. This was a national programs and occurred in many different urban and suburban neighborhoods. Youth from a variety of socio-economic back ground, ages 12-18 were involved in this program.

2. "The Girls' Program" sought to bring a variety of different programs to young women across the country. They had skill building programs focused on math and technology, prevention programs, community involvement projects, media literacy programs and sports activities. Each of these programs were designed to provide informal education to girls which was thought to help them take risks and master physical, intellectual and emotional challenges. Young girls from low socio-economic back grounds, ages 15-18 were involved in this program.

The overall goals of these programs were less cognitive than those presented in Pattern I, Individual Assessment and Group Monitoring. They focused more on the social

and political aspects of youth participation. While they were very interested in young people developing skills, they were to be utilized in the broader environment, specifically in communities and in political arenas.

Context

Both of the programs within this sub-category were non-profit programs and were part of larger organizations. However, they were not completely determined by the structures set forth by the parenting body. In other words, they had some freedom to create new activities and develop projects. They all had rather large funding bases with a diverse group of foundations supporting their efforts. These foundations required evaluations; however, young people were not involved in these efforts.

All program members joined voluntarily; however, in some individual cases parents and/or teachers might have strongly suggested that their children and youth participate. The goals of these programs were to provide activities for young people which allowed them to become active decision makers at both the community and program levels.

Theoretical orientations

None of these program directors were able to discuss their theoretical positions in any detail. There was no comprehensive body of literature upon which they were drawing and aside from their own positions it was difficult to determine the exact philosophies utilized by the programs. Although given their goals and activities one could assume that many of their foundations were rooted in theories related to service learning, youth development, community service and democratic education, all seeking similar outcomes as those expressed above.

Beliefs about young people's capabilities

The adult program directors believed that young people were capable of making a variety of decisions related to these projects, and interestingly, thought they were relatively alone in their thinking and practice. Both program directors stated:

> Those of us that do this for a living, we have faith in these kids. Many adults just don't think kids have the ability and skills to do an evaluation. (Program director, "The Community Youth Program")

> Adults don't think that kids are insightful enough to step back from a piece of work and see it in its entirety. I think that adults don't think that kids have a big perspective. (Program director, "The Girls' Program)

While these program directors believed that adults had to change their opinions about young people's capabilities, they also felt that this was a very difficult task. It was argued that giving over control to young people is difficult and adults are not accustomed to these roles; this is particularly true when it comes to evaluation. Both project directors said:

> Control, I think adults have a big issue with giving up control. Turning over the control of how to measure to the kids is a big risk. They could embarrass you, it could be wrong. (Program Director, "The Community Youth Program)

> I think that there is a negative connotation that goes with evaluation. I think that most adults don't think that they can do an evaluation. To say that a kid can do one says that the kids are smarter than they are. (Program Director, "The Girls' Program)

In these ways, adult facilitators, program leaders and funders were seen as the main deterrents of participatory processes with children and youth. Adults, specifically evaluators, were often unwilling to give up their roles as experts or knowers in order to really listen to the young people and act upon their advice. This point was realized by the fact that none of these programs managed to incorporate the voice of young people in the overall program evaluation.

Constraints on Practice

Participatory evaluation processes were considered labor intensive. The program director of the "Community Youth Program" said: "Many people don't want to do evaluation with young people because it is labor intensive, a lot of people don't have the money." Further, because program evaluations were driven by the funders' need to have certain outcomes studied, participation was difficult. Outcome measures and methods were often determined by the evaluators and the funders with little regard to program members. In this way on-going monitoring strategies were not seen as potential methods for evaluation. Many of the programs in this category had targeted outcomes that did not relate to their participatory approach, i.e., the development of specific skills, the impact on the community, etc. The program director of the "Community Youth Program" stated: "Our funders are interested in the program's impact on the young people but the outcomes the young people would want to look at aren't always the same as theirs."

Funders needed certain types of information about each of these programs, therefore, criteria and rating systems were developed without the assistance of the program participants. This disconnection between the participatory nature of the programs and non-participatory evaluations allowed the programs to maintain their funding but it did not afford the program the opportunity to learn how to apply their group monitoring skills to an evaluation. Further, the evaluations suffered because they were only able to report on a finite set of outcomes which were not helpful to program development.

Organizational and Participatory Structures of the Program

In these programs adults developed the overall "participatory" group procedures long before young people became involved in the program. In fact, once procedures were set in motion the "participatory" structures were rarely changed or critiqued by the youth. For instance, a typical democratic structure was adopted without critical dialogue about the social/political implications. They had no input regarding larger programmatic decisions

but they were engaged in examining their past projects and making decisions about future program activities.

Participatory monitoring in practice

The project meeting structure

Two types of monitoring were identified within this pattern, one monitoring conducted by committee/board members and two, those conducted by general program participants. The monitoring processes utilized by the committee often focused on larger program related decisions, such as which activities would be given funding or priority. The monitoring conducted by the general program participants, were generally directed at individual projects and activities they were working on.

In the "Girls Program," a select group of young people was elected by their peers and in the "Community Youth Program" young people were identified by adults to sit on governing committees. Committees consisted of varying ratios of young people to adults. Committee members were responsible for reviewing, choosing and developing activities. During monthly meetings the group reflected on past experiences and discussed how to learn from mistakes and successes.

In the "Community Youth Program" committee members had the power to accept or deny requests from other young members regarding funds and resources for projects. Non-committee members of the program often planned small projects and presented them to the governing bodies. If they were approved, projects were planned and implemented by the young members.

In both programs within this pattern, individual projects were developed by youth. During the development and implementation phases of these projects, young people would hold weekly meetings in order to reflect on their group work. During meetings young people discussed how the project was progressing and what they would like to do next. At the end of these projects they discussed implications for future projects.

Project Activities and Methods

In "The Girls' Program" the participatory meeting structure was the only identifiable form of monitoring being conducted. In the "Community Youth Program", project monitoring was a very explicit process. Similar to the assessment techniques used in Pattern I, at the beginning of some projects youth were asked to determine how they would judge their success. Training was provided for the young people and goals and methodologies were determined collectively. Rather than developing specific criteria and measures, they were asked to define their goals and illustrate the goals being carried out. Young people chose a variety of ways in which to show their successes and difficulties, i.e., photo albums, surveys, videos. The monitoring process was formalized in that every project had to explicitly state their goals and determine how to monitor them. In this way, the "Community Youth Program's" project monitoring procedures were more explicit and formalized than "The Girl's Program."

Participation in Evaluation

In both of these programs when evaluations were conducted, the youth were not involved in the process beyond attending focus groups, acting as interviewees, and/or filling out surveys, i.e., subjects. This disconnection between the program monitoring and the evaluation processes seemed to be common practice. In fact, when asked if young people were involved in the evaluation process all of the interviewees responded "yes, they were interviewed" or "yes, the evaluators conducted focus groups with them." In this way, young people were involved as subjects rather than as evaluation participants or team members.

Young people were not involved in the planning and proposal stages of these programs, so desired outcomes were agreed upon long before youth involvement. In this way, the evaluations were not at all participatory and young program members were not made aware of the overall implications of the evaluation. The young people seemed unaware of the "outside" evaluation projects and were only impacted in that their program may or may not receive funding based on the findings of the evaluator.

One reason that program directors might not have noticed this discrepancy, or even seen it as such, could have been because evaluations are not typically seen as program development tools. In fact, they are generally understood as requirements for funders and evaluation findings are rarely read or used by program staff. Based on this understanding of "evaluation, " program directors might never think of involving young people in program evaluation. Further, would be uncommon that they would consider evaluation an extension of their program activities which might fulfill the overall goals of the program.

Impact of the monitoring on Program

Young people have a rather large impact on deciding what types of programs they would like to be involved in and how they would like to work together. Each of these decisions were made based on reflective processes within the group. However, larger programmatic decisions, such as how an evaluation of their program should be conducted, staffing, accounting, etc., were left to those on the governing committee and the adults. Even as committee members, youth had little impact on staffing, program goals, and fundraising. Young people were engaged in changing specifics rather than totalities. They choose the particular activities and projects that they would work on and often made small changes in the ways in which they worked together, however, they were not involved in programmatic decisions which could change the scope, focus and overall organization of the program.

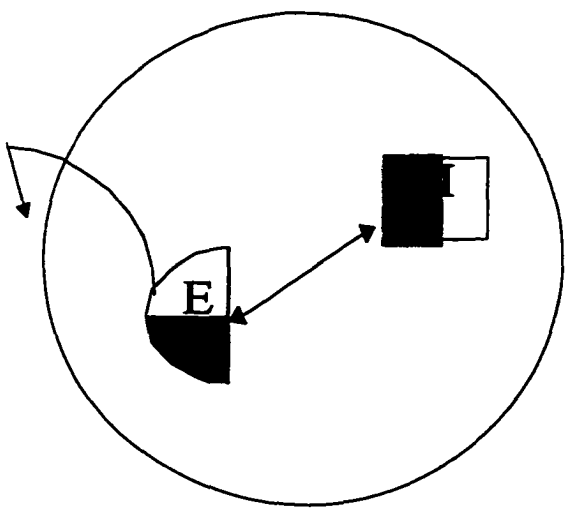
Problems, strengths, and program inconsistencies

The lack of youth participation on the evaluation level was inconsistent with the overall goals of the program. While youth at the project and program levels were given some decision making power, the programs stopped short of including them in evaluation processes. Further, the program was not completely participatory in that many of the goals and activities of the program were decided on without youth involvement. Also, many of the daily operations of the program, such as staffing, accounting, programming, etc., were left to the adults. Therefore, these programs were only thinly participatory.

Summary

The goals of these programs seem significantly different from those identified above in Pattern I, i.e., individual assessment and group monitoring. While these programs also sought to enhance individual skills, the end desire was more social, supporting young people to be active members of their community. Their goals were not cognitive, supporting young people to become more self-directed learners rather, these programs supported youth to become active members of the community. In order to obtain this goal, young people needed to become active decision makers and leaders, engaging in community efforts

Pattern IIB - Group monitoring as an end within itself



Three programs fell into this sub-category, two were entire schools rather than programs within schools and the other was a youth program. All were extremely democratic and included young people in all aspects of monitoring their school or program. In these examples, young people were participants in all programmatic decisions and also were active participants in directing their own learning activities. When evaluative activities were conducted, no "outside" evaluation consultant was hired, rather the evaluation emerged out of the ongoing monitoring process and was considered an integral part of the

activities conducted within these contexts. This is illustrated by the youth/adult evaluation half-circle sitting within the program circle. Further, the monitoring processes were connected with the evaluations because information was fed back and forth between these two processes, often with both happening during a single meeting. The goal of these programs was to engage young people in all aspects of school and program development. Through these planning, monitoring and evaluation activities it was believed that young people would develop and become better learners and leaders.

Description of Programs and Their Goals

1. "The Performatory School" is a Vygotskian based school which is "improvisational, activity-centered, and radically democratic." It is an independent school and there is no curriculum. Each day the students and the teachers (or learning directors as they are called) decide what they will do. According to their literature, the task of these learning directors is to: "lead the students and each other in the creative, relational activity of creating a developmental learning environment - performing the school anew each day. They must perform beyond themselves as directors of continuously emergent improvisational life scenes rather than behave as teachers, disciplinarians, or even facilitators of learning." This school is inclusive and relates to all of its' members as full participants in all aspects of developing the school. These members include students, learning directors, parents, volunteers and visitors. This was a private school serving low-income African Americans, Caucasian and Latino children from five to fifteen years of age, i.e., kindergarten through eighth grades.

2. "The Town Meeting School" is based on a premise set forth by Aristotle which states that "Human beings are naturally curious. The founders of this school believes that "children will learn through following their natural inclinations, doing what they want with their time, all day, every day." According to their literature, "the school resources are available when asked for and passive when not. The school is governed as a pure democracy, by the School Meeting, in which every student and staff member has one vote.

Every aspect of the school operates this way and students are responsible for: developing rules, creating and following a budget, administration, hiring and firing, and discipline." This program served over 200 primarily middle to low income, predominantly Caucasian, students. This school serves students ranging in age from four to nineteen, i.e., kindergarten through twelfth grades.

3. "The Urban Talent Show" was also developed based on Vygotskian principles. Young people are supported to produce talent shows in their neighborhoods. They are involved in producing the shows, performing in them, acting as managers and emcees, working as security and as lighting and sound technicians. According to their literature, young people are supported to "go beyond themselves by doing all kinds of things they don't know how to do." This program served over 30,000 young people per year and conducted in a major metropolitan city. This program served predominately African American and Hispanic low-income youth per year. Participants ranged in age from five to twenty-one years of age.

Context

1. "The Performatory School" operated in a major metropolitan city and served approximately 20 young people. It was a small open school environment, in which all age groups worked together. The school was located in a store front and occupied an entire floor of a small building and had a small back yard. The students painted the space, helped make a stage and decorated the walls. This was a private school setting, however tuition was very low and based on family income. Because the school was private, it was able to be very experimental and was not driven by state tests and curricula. The school ran off of private donations and student tuition.
2. "The Town Meeting School" was located in rural community on ten acres of land. Students had full access to the everything on the land, including: the lawns, trees, shrubs, and flowering bushes, a barn, a stable area, a millpond, a millhouse, a stone dame and a covered wood bridge. The school's property backs up against a state park with conservation lands, fields and woods, marshes, and rolling. As the school's

literature states: "The place doesn't look or feel like a school at all. The standard "school cues" are missing. It looks more like a home, with many persons going about their varied activities in a determined, yet relaxed, manner." This school was also private and the tuition was also relatively low in this school, with sliding scales for children and youth of varying economic backgrounds. Once again, this school was not bound by state standards and was able to be very experimental because it did not receive state funding. This school also ran off of private donations and student tuition.

3. "The Urban Talent Show" was a large youth program located in various communities throughout a large city. While the program had an office space where young volunteers worked weekly, they also were on the road frequently. The office space was used for administrative activities, for meetings and for various other activities. However, this program had developed relationships with many schools throughout the city and had most of their talent shows in their auditoriums. Therefore, large meetings with all of the performers, auditions, pre-show meetings, sound checks and show were held in these large halls. Between 25 and 75 young people could help to produce any one show and between 100 and 300 youth could be performing. Further, between 300 and 1200 young people could come to the show as audience members. Because the goal of this program was to reach out to any neighborhoods or communities who invited them to come, it was imperative that they be mobile. Like the other two schools in this pattern, this program was supported by private donations and money earned from the shows.

All programs were extremely democratic and included young people in all decision-making activities. All of the participants come voluntarily, although in the case of the two schools these young people had to go to school somewhere. The decision to pick these particular schools was probably a decision made by both the student and the parents.

Theoretical Orientations

Programs within this category had the most explicit theoretical base. Several books have been written on their approaches and theoretical positions. Many of the positions described in this chapter are direct quotes from literature and articles written about the program's theory and practice. Citations are not given in order to provide anonymity to the programs, schools and their directors.

"The Performatory School" and "The Urban Talent Show" were built on an understanding of Vygotsky as a tool-and-result methodologist. While many other programs and schools used pre-determined and separately defined assessment, evaluation and monitoring methods with children and youth, "The Performatory School" attempted to create methods as an integral part of the process. The activities of the entire school were continuously assessed and built daily. In this way, it was believed that children and youth were not just appropriating cultural tools, i.e., scientific evaluative, assessment and monitoring methods; they were engaged in the creation of new tools. These young people were understood as full participants in these processes and were given equal responsibility for creating both the learning and how to learn. In both "The Performatory School" and "The Urban Talent Show" young people were often making decisions and engaging in activities that would be considered beyond their "developmentally appropriate levels." The program director states: "Following Vygotsky, we asked children to do what they can't do and then encourage whatever it is they wound up doing. We jointly created both how to learn and the learning simultaneously with them. This approach was based on Vygotsky's notion of zones of proximal development (ZPD), defined as:

> Every function in the child's cultural development appears twice: first on the social level and later, on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological). This applies equally to all voluntary attention, to local memory, and to the

> formation of concepts. All the higher mental functions originate as actual relations between people (Vygotsky, 1978, p. 57).

This definition illustrates the participatory nature of development and the social-cultural-historical nature of activity. As mentioned in the above literature review, many understand the ZPD to be the difference between what a young person can do with others and what he or she can do by themselves. In fact, many have tried to measure and determine individual children's ZPDs. Learning is still considered to be something the individual person does rather than a social activity that gets created improvisationally. However, the practitioners running this school and this youth program take the ZPD to be a "life space" which is inseparable from the we who produce it."

It was asserted that performatory activity was key to supporting people to continually reshape and create their life space and therefore their roles in life. The dominant activity at both "The Performatory School" and "The Urban Talent Show" was improvisational performance. These programs were built on the premise that children become successful learners through performing as learners. Young people and adults continually develop by performing ahead of themselves, by being who they are not. In order to perform in advance of your development you need to create a performatory environment. The program director stated:

> To perform, you need a performatory environment (often a stage). If the existing environment is not conducive to performance, then it must be reshaped into one that is performatory. Not once, but continuously.

Each day young people and adults decided what they would do together at the school. Both the young people and the adult learning directors were constantly challenged to come up with new performances to develop the group. The program director remarked:

> We believe that the "unit" that learns developmentally is the group. We can phrase it formalistically: When the group develops, everyone learns. When individuals learn, no one develops.

In this way, all activities conducted at "The Performatory School" and "The Urban Talent Show" were considered performances. It is theorized that when all activity is related to as performance, then young people come to realize the myriad of possibilities and choices for behavior.

In contrast, at "The Town Meeting School" the underlying philosophy was rooted in the belief of individual liberties and democracy. The founder of this school believed that traditional education practices infringed upon the rights of the individual. Specifically it was believed that student tracking and the identification of specific aptitudes narrowed possibilities. The director of the school stated that these activities were subversive and "inhibit personal freedom."

This school's founder had little patience for systems of assessment and evaluation that sought to know things about individual minds. The founder argued that there are four accepted assumptions about learning: that someone knows what ought to be learned, how it out to be learned, when, and by whom. "The Town Meeting School" attempted to steer clear of these assumptions and while there was no curriculum, classes or even teachers, it was posited that learning did occur. The school was based on an Aristotlian notion that "Human beings are naturally curious," implying that people are innate learners. The founder stated:

> Children will learn through following their natural inclinations, doing what they want with their time, all day, every day. Regardless of their ages, from the moment students enter the school, they are on their own, forced to take responsibility for themselves and make all the tough decisions that will determine the course of their lives. The school, with its staff, physical plant, equipment and library serve as a resource that is available when asked for, passive when not. The idea is simple: driven by innate curiosity, which is the essence of human nature, children will make enormous exertions to explore the world around them.

Based on this philosophical position, the school provided opportunities for young people to seek out those subjects that were interesting to them. However, what the school most wanted to foster was a sense of individual responsibility. The founder said:

> We wanted them to know what it is to be a responsible person -- not just from books, or lectures, or sermons, but from everyday experience. The way we saw it, responsibility means that you have to carry the ball for yourself. You, and you alone, must make your decisions, and you must live with them. No one should be thinking for you, and no one should be protecting you from the consequences of your actions. This, we felt is essential if you want to be independent, self-directed, and the master of your own destiny.

Individual assessment and group monitoring, focusing primarily on self-directed child centered learning were used. This philosophical position is steeped in Deweyian experiential philosophy and is highly focused on individual self-directed learning and development. It assumes that young people work independently and that they need little or no support from adults. This is an extremely different position from that of the two other programs in this pattern.

What is most interesting about the two theoretical perspectives described above is that in practice they might look very similar. For instance, young people direct their own learning; they ask for assistance from older peers and adults on specific tasks; they continually develop and make decisions about the operation of the school. However, in theory one focused on the individual's capacity to create their own avenues for learning, while the other took learning to be social and based in ongoing relational human activity. At "The Town Meeting School" the adults were not seen as having a significant impact beyond acting as resource persons. On the other hand, at "The Performatory School" the relationship between students and students, and students and adults, are considered key in the ongoing process of creating learning environments. At "The Town Meeting School"

parents were completely excluded from the learning decisions their children were making, while at "The Performatory School" the entire community participated in making these decisions.

These points illustrate the difference between child centered approaches to education (used in "The Rural Alternative School) and the performatory approach utilized in "The Performatory School" and "The Urban Talent Show." This child centered approach to education based on Dewian philosophy seems to be at the root of many participatory approaches used with youth. The Vygotskian position adds a different dimension to this field. Namely, the notion of activity is privileged over reflection. The creation and re-creation of the learning environment are seen as continuous activities which emerge out of the daily activities of the school. It does not position reflection as a separate and a priori activity from action. There are no set "standards" for democratic structure or inquiry, instead the method and practice are simultaneously created out of the activity.

Beliefs about young people's capabilities to participate

All of these practitioners were highly dedicated to youth involvement and participation. As described above, they believed that youth should be full participants in all decisions regarding the school or program and their own learning. However, again, the critical difference between these two approaches is that "The Performatory School" and "The Urban Talent Show" believed that adults or at least more advanced peers should play a critical role in the process. On the other hand, "The Town Meeting School" believed individual children and youth should participate in only those activities they find interesting are should be the sole directors of their own learning.

Interestingly, "The Town Meeting School" had the more organized approach to democracy and the students did have to learn how to operate the Town Meeting decision making structure. A key question to clarify the distinction would be, does this school director see young people as capable of creating a better more appropriate form of government. Unlike "The Performatory School" and "The Urban Talent Show, " "The

Town Meeting School" students have not been involved in constructing their own social settings and so such ideas are less likely to come to them.

Constraints on Practice

None of these programs had constraints placed on them by outside funders or the Board of Education; they were all financially independent and not required to have formal evaluations conducted of their practices. The particular context in which they operated was not coincidental, all of these programs had a very particular position about evaluation. They felt that evaluation as a separate and outside activity was antithetical to their radically democratic approaches.

While their financial independence allowed them to use highly democratic approaches, it also took an enormous amount of time and energy to raise funds for the schools and program. In all three of these programs the youth were directly involved in the fundraising efforts.

Time limitations were not a problem in these programs because young people either came and stayed all day (in the case of "The Town Meeting School" and "The Urban Alternative School) or they volunteered and worked with the program during the week and on the weekends. There were many informal meetings and none of them were overly constrained by time.

Organizational and Participatory Structures of Program

In both schools, young people were participants in all programmatic decisions and were also active participants in directing their own learning activities. Also, in "The Urban Talent Show" young people participate in all different aspects of running the organization and the shows. Program directors stated:

> The community is totally run as a democracy. Which means that on every decision, the students outnumber the adults twenty to one and they decide everything (The Rural Alternative School).

> The structure of the school comes into being simultaneously with its activities. It is improvisational, activity-centered, and radically democratic. Being a student or a staff member is both liberating and demanding, for there is no curriculum to follow, no set schedule, no fixed divisions of students (The Urban Alternative School)

> Young people participate with more experienced youth and trained adults to perform music, dance and skits, and to learn the skills necessary to produce talent shows - stage managing, audience building, running sound systems and handling security. Together, they take full responsibility for what they produce and how they produce it.

Participatory monitoring in practice:

The project meeting structure, activities and methods

At "The Town Meeting School" young people were involved in activities which were voluntary and spontaneous in nature, there were no grades and no curriculum. In fact there were no teachers except for when a young person made a request for specific instruction. Their democratic approach was modeled on the New England town meeting model. Weekly meetings were held to deal with all aspects of running the school. The founder describes this process below:

> During this meeting we deal with everything from making sure that the roof is on the school. There is no principal, no head master no nothing. Change comes about because somebody in the community is unhappy with something that is going on and that person has to do the political process and change people's minds. The meeting is not loose, the meeting runs very formally.

Because the young people make up the majority, it seemed possible that this formalized approach could have been modified or completely disposed of by the students. However it has remained stable and was considered an important basis upon which the school was built. In some ways we could say that this democratic process was a "given."

While the school monitoring was completely democratic in nature, when it came to children's individual learning it was believed that no one should interfere. In fact, parents were asked to put aside their worries and have faith that their child would direct their own learning. The director stated: "We are steadfast about not reporting on the kids to the parents. If the parents ask we tell them to talk to the kids." Further, adults were available to youth as resource people; however they were to remain neutral when it came to actively directing the student's learning. In this way, young people may reflect on or assess their own individual learning but this is not an explicit nor necessary aspect of their involvement.

In contrast, "The Urban Alternative School's" meetings was far less formal. Any young person or adult (including visitors) could call a meeting whenever there was something that needed to be discussed. During these meetings issues of concern to the group were discussed and plans were developed for improving their group "performance". In this way, they were all seen as performers who could try on new roles continuously. Further, the adults were viewed as directors (called learning directors) who took responsibility for directing the daily performances of the school. However, this seemed like a rather boundless construct, given that students and directors could collectively decide on their performances daily. The notion of performance was a construct developed as a prior mode of working with the students.

As a group, they shaped the structure of the meetings, how they worked together and the school. There was no formalized structure to these meetings and all participants could discuss issues of importance to them. These meetings continued until all participants had agreed to end the discussion, or until an action was decided upon.

"The Talent Show" invited all youth to participate in the development of the organization. It was a voluntary program that occurred anywhere children and youth were willing to help develop it. Young people would often ask to have a talent show in their community and a staff of adults and experienced youth would support them to produce a show.

Young people were engaged in all aspects of planning, development, implementation and monitoring the shows. During a series of meetings throughout the performance season, children and youth reflected on their past performances and prepared for future shows. At these meetings, they may create new ways of running the show and new methods of exchanging information. Further, all participants were involved in workshop meetings prior to performances in which they were briefed about their jobs and tasks. It was during these workshops that youth participated. They were encouraged to bring up any issues they thought might be relevant to the development of the program or the production of a specific show. Because over 30,000 different young people were involved in this program not all were involved in daily programmatic decisions. However, all were given the opportunity to volunteer whenever they so desired, helping to produce shows and making suggestions for change. Some young people stayed involved at this level for years at a time, while others moved back and forth between engaging in program activities and helping to create them.

Participation in Evaluation

None of these programs considered themselves evaluative. In fact they were explicitly against utilizing assessment and evaluation approaches. They were also opposed to grading children and didn't believe that learning can or should be measured. These school and project directors asserted that it was this type of labeling that ultimately restricts children's learning and development. At "The Town Meeting School" the director reported:

> Students decide for themselves how to measure their progress. For the most part, they apply harsh standards to their own work, sizing it up against the best models they can find in the outside world.
>
> Math students know when they've mastered multiplication and division, and every other operation; they either get the problems right or they don't. If they can't understand something, they either figure it out or ask for help, until they know that they know.

Further, at the Vygotskian based "The Performatory School" and "The Urban Talent Show" they didn't much care if young people knew what and how they were learning. Evaluation, monitoring and assessment practices were considered to be inherently cognitive, privileging thought over action. At "The Performatory School" the director stated:

> What were the children learning? This is a most reasonable sounding question but I think it is unanswerable, not only in this situation but in traditional, formal lesson situations as well. Do we know what children are learning when they for example, are in science class and told the definitions of the five senses or, in a more hands-on class, instructed to imagine what it is like to be blind of deaf? To my way of thinking, it is the systematic nature of these lessons (including that they are conceived of beforehand and come complete with specific goals and objectives) that leads us to think we know what children are learning from them. What if, however, learning is unsystematic? Moreover, what if thinking we need to know what is learned actually interferes with learning?
>
> We appear to be incapable of escaping Western culture's glorification of human cognitive processes (even, or especially, those "jointly constructed")

> - the primacy of thought over action, the value of critical consciousness and critical faculties, knowing, knowing about, and aboutness in general. This obsessive concern with seeking and producing knowledge, in my opinion, is stifling of ongoing developmental activity especially - but not exclusively - in schools.

In this school and this program they believed that relational activity was the key to development rather than cognitive reflection. In this way, it was posited that reflection does not have to occur in order for development to happen, what does have to take place is activity. In this way, on any given day, young people and adults may decide that engaging in reflection or performing as evaluators are helpful activities in their development, however, the very next day or even minute, they may choose another activity. In this way, reflection, monitoring and evaluation are possible performances but not the only performances.

While neither of the schools considered themselves to have an evaluative component, interviews uncovered aspects of their programs which could be termed evaluation according to the structures set forth in this dissertation. For example, in "The Performatory School" all members of the school community were involved in decision-making processes, including teachers, principal, parents, and students. At least once a year there was a meeting with the entire family (brothers, sisters, fathers, mothers etc.). Further, three times a year progress reports were done. The staff and students have developed five questions for this report, staff, students, and family members all answer them in a public log. The questions included: 1) How is the school developing? 2) What are you learning? 3) How can you do better? 4) How do you contribute to the learning environment and how can we do more? 5) What is your favorite performance? However, even this tradition was not sacred. In fact, this process has been altered and finally discontinued based on school consensus.

Further, at "The Town Meeting School" they tracked their graduates for some time. In this way, they reported the number of students who have gone on to college and who had moved into prestigious positions in the work place. Many of these young people have been surveyed about their experiences at the school and articles and books have been written utilizing this data.

Impact of the Monitoring on the Program

In these programs ongoing group monitoring processes were an integral aspect of the program. The monitoring was not a separate activity from all other activities and all members of the schools and program were involved. Therefore it is difficult to determine the exact impact of the monitoring, however, it would suffice to say that all aspects of program development are determined through monitoring practices.

Problems, strengths, and program inconsistencies

All three of these programs are highly participatory. However, one might question whether or not they are doing what would be termed monitoring and/or evaluation. In fact, they themselves denounce the notion. It seemed important to include these approaches because I would deem them evaluative. They were not involved in cognitive assessment as illustrated in pattern #1, they would, however, qualify as evaluative because they engaged young people in group monitoring. Furthermore, certain activities such as the student survey, and the questionnaire filled out by all members at "The Performatory School" had many of the qualities this researcher would define as evaluation. For instance, in "The Town Meeting School", students' did not conduct the surveys of former students and the results were reported to outsiders and used as "proof" of the school's success. In "The Performatory School", the "evaluation" processes was much more integrated into the on-going activities of the school, i.e., everyone filled out the evaluation and results were reported to all members of the school community.

Further, the theoretical position utilized by "The Performatory School" and the "Urban Talent Show" seem to have something to offer the overall field of participatory

evaluation. Utilizing the Vygotskian theory explicated by this program director when "evaluation" is understood as a performance and young people can choose to perform as an evaluator or not. Further, when evaluations are seen as a game or a performance, then programs can learn to take on the roles necessary to implement them without having to change their underlying philosophy. In this way, programs and young people were learning how to play just one more role in the socio/cultural/political world.

Summary

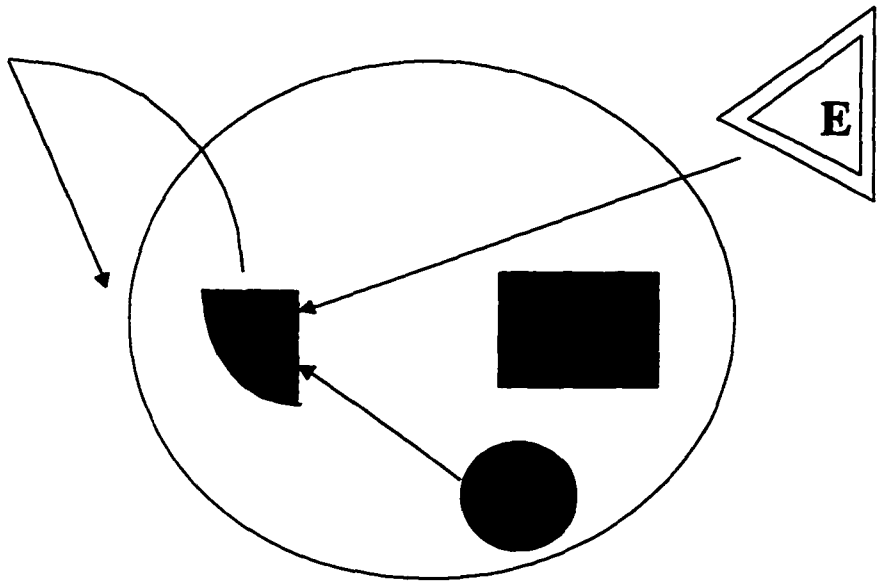
The practical and theoretical positions discussed within this section are helpful in beginning to understand issues of participation and democracy that are currently being grappled with in postmodern, feminist, and participatory theories. All of the programs within this sub-category are extremely participatory and democratic and their theoretical positions and practices illustrate this point. At "The Town Meeting School", certain outcomes are desired and certain methods are privileged, i.e., self-determination via democratic the Town Meetings. Similarly, at "The Performatory School", performance is privileged as a methods and development as an outcome. While in "The Performatory School" the adults are described as being critical to this process of development, in "The Town Meeting School" the involvement of adults is minimized, positing that children have the capacity to learn on their own, through their own curiosity.

Interestingly, the goals set forth by "The Town Meeting School" are very similar to those explicated in patterns #1 and #2, i.e., self directed learners. However, no metacognitive approaches were utilized to facilitate these outcomes. Instead, young people were believed to have the capacity to direct their own thinking and learning processes.

All of these practices and their theoretical underpinnings bring up a number of questions. For instance, should certain structures be provided for young people? What does it mean to be engaged in the continuous ongoing creation and re-creation of a program? And while these theoretical positions devalue monitoring and evaluation can they inform practice?

All of the programs within this sub-category occurred in independent organizations. Neither one of the schools or the youth program were funded by federal dollars. Both of these schools and the youth program were funded by private donations and were not held accountable for their work based on predetermined outcomes set forth by a board of education and/or program funders. The success of the two schools were based on the number of young people who went on to high school and college. The success of "The Urban Talent Show" was based on the sheer number of young people who participate each year.

Pattern III - Group Monitoring, Empowerment Evaluation and Assessment



Two out of nineteen programs fell into this pattern. These programs engaged young people in all three levels of evaluation activities, i.e., assessment, monitoring and evaluation. Not only were the young program participants involved in the assessment of their own individual work and the monitoring of the program, they also worked closely with an consultant to evaluate their overall program.

An outside consultant helped to train youth evaluators to look at their overall program activities. This is shown by an arrow connecting the youth evaluation team to the

outside evaluation team. The arrow leading from the assessment circle to the evaluation triangle, illustrates that individual assessments were utilized in the evaluation. However, the group monitoring is not connected to the evaluation or the assessment and took place independently of the other two elements. The arrow leading from the youth evaluation to the program, indicates that the evaluation was able to make an impact on the overall program development. The goals of programs in this pattern were to support young people to continually develop their program based on their needs and provide young people with skills in evaluation.

Description of Programs and Their Goals

1. "The Journalism Program" was a non-profit organization which supported young people to research, write, and edit a book about how young people could use journalism as a means to have their views heard. A small core group of young journalists collaborated with other young writers around the world to create a How-To book. Young people made all decisions regarding how the group would operated, they developed policies and procedures, created daily monitoring techniques and were involved in the evaluation.
2. "The Harm Reduction Program" was a youth employment model that provided jobs for low income and homeless young women. Once these young women were hired, they were trained in harm reduction techniques and provided information to other young women who worked and lived on the street. In this way, both the young employees benefited from the program and young women they served. This program was completely funded by young people and the executive director had just turned 20 years old at the time of the interview.

Context

These programs had very specific purposes and goals and served very different populations.

1. "The Youth Journalism Program" operated in an urban east coast setting and had twenty youth members of mixed economic backgrounds and ethnicities. This program

had short-term funding and was operated out of a university research group, therefore sharing space with academics.

2. "The Harm Reduction Program" was also an urban program, however, it was on the west coast and serviced predominately low income and homeless African American and Latino youth. This program had long term funding and had their own offices.

Theoretical orientation

Both of the program directors (including the youth directors) were able to discuss the theoretical underpinnings of their programs. While "The Harm Reduction Program" subscribed to models of prevention and harm reduction both were rooted firmly in popular education, citizen participation, feminist theory, activity theory and empowerment theories. Based on these theoretical perspectives, program directors felt that it was important for young people to be an integral part of creating their own environments. "The Youth Journalism's" program director stated:

> Young people, like all other human beings, should be involved in creating environments in which they can develop. Young people are not typically given a voice or allowed to make decisions regarding their programs and lives. Like Freire says, "they become passive recipients of knowledge."

The program directors were very explicit about their positions on the inclusion of young people in all aspects of programming. "The Harm Reduction Program's" director stated:

> We want to challenge the traditional youth serving agencies because we feel that young women know what young women need and there is no reason why young women shouldn't be doing fund raising, why young women shouldn't be doing trainings, why young women shouldn't be doing direct service, why young women shouldn't be doing advocacy. ...But our model is not the quote unquote empowerment model it's like, you can do it and you need to take the tools to empower ourselves, no one can empower you.

Both program directors quoted Freire and or theories of Popular Education during the interview process. Referring to Popular Educational approaches, "The Harm Reduction Program" director stated:

> It's really different because we're trying to create a community that is a contradiction to the world. It is not a set up because from our political discourse training to our training on economics, we know what's up in the world and we know what's up with our capitalist society and stuff but we really want people to have a good start. We talk about things all of the time, like my whole thing is about giving people continuous. I know that is kind of invasive but we talk about polity all of the time. I'm very interested in political science and the history of capitalism and socialism and all of that stuff because it is so relevant to everyday people. Governmental policies that will affect you and your family, welfare reform, the war. We talked about the war for one hour yesterday.

This quote mirrors Freire's notion of "conscientization," in which human beings are seen as being both *in* the world and *with* the world and other men. Therefore the construction of the world and it's realities are understood as relational. Conscientization occurs when humans can reflect upon the fact that they are determined. As Freire (1985) stated:

> Their reflectiveness results not just in a vague and uncommitted awareness but in the exercise of profoundly transforming action upon the determining reality. "Consciousness of" and action upon" reality are, therefore, inseparable constituents of the transforming act by which men become beings of relations (p. 68)

Through this relational activity with others and the world, it is posited that humans are capable of freeing themselves from the determinants created by others. In both of these programs young people were constantly involved in political conversations about the determinants of children and youth. All of the evaluation, monitoring and assessment

processes employed in these programs grew out of the belief that young people should be a part of a continuos process of reflecting upon their work and their program.

Beliefs about young people's capabilities

Because both of these programs were youth lead obviously young people were presumed very capable. "The Youth Journalism's" program director said:

> Young people are very capable. Like anyone, each young person has their strength and weaknesses. Sometimes youth are more skilled and knowledgeable than the adults. But I believe that the adults have an important role with the young people. Adults have lived longer and have specific skills that youth don't. I think that it is important to work with the group as a whole in order to determine what each of the group has to offer and build on strengths. I don't believe that you should just let young people flounder with a problem if you can help them figure out the answer.

Within these programs, young people worked at every level of program development and assessment. They had access to all of the financial documents, worked on fundraising etc. In this way, it was evident that youth were seen as very capable individuals. While the "Youth Journalism Program" had adult facilitators and mentors, the "Harm Reduction Program" was completely youth lead. An adult did initiated the "Harm Reduction Program," however, youth were mentored to take over the project. In this way, the adults were very important aspects of both programs. Youth were always treated as equals and related to as having something to give to the program. The director of "The Harm Reduction Program" stated:

> Once they get to a point where they feel like the things they have been through can actually be used in a very positive way. Like cause our stories are so powerful that they do make change.

Young people were given the opportunity to give what they had to the program and therefore helped other young people. Youth were not just related to as passive receivers of knowledge and skills, they were considered full participants in creating change.

Constraints on Practice

In both of these programs the group monitoring and individual assessment processes were an integral part of their program. However, the evaluation project was added on to their additional work load. Both programs found that the evaluation was a lot of work but felt that the process was very helpful in the long run. One young program director who was part of "The Harm Reduction Program" talked about hard work and the benefits of evaluation:

> Being an organization, we had a lot of work already. The evaluation was a lot of work. We just realized that it *[referring to the evaluation]* was really important. Our other work of course is really important but the academic work *[the evaluation]* that we actually could do it! And it wasn't that hard once we learned some of the concepts, it was really cool. It was wonderful.

In this program, youth were already being paid to work on the program so the payment for the evaluation was in keeping with their current policies regarding youth involvement. They were able to manage the work by working late into the evening and putting in a lot of overtime.

"The Youth Journalism Program" was not funded to conduct an evaluation and the extra work became very difficult toward the end of the project. In fact, due to the limited number of youth staff who were already over worked because of an impending deadline on the project, the evaluation efforts were often neglected. Whenever possible the evaluation team met and worked. However, due to the lack of funding and time constraints, the results of the evaluation were never written up. The directors of "The Youth Journalism Program" reported:

> There wasn't enough money to operate the program to begin with and we were on a deadline to produce a book. Daily group meetings were still held and young people were involved in all of the daily decision making but often the evaluation activities took a back seat to the regular work. We were under staffed and the young people were working almost everyday after school and weekends.

Organizational and Participatory Structures of the Program

Both these programs were highly participatory and as mentioned previously, "The Harm Reduction program was completely run by young people. In "The Youth Journalism Program" all decisions were made jointly with adults. All members were aware of the program's financial situation and collectively decided how to spend the available money.

Both programs had hierarchical structures in which a few young people took on management and administrative roles. These leaders were selected by the entire group based on their skills and their level of commitment to the program. Unlike typical management structures, the larger body of young participants had many opportunities to provide feedback and give suggestions to management. If the members of the program were unhappy with their management choice they could collectively decide to remove them from their post. However, this rarely occurred.

Participatory Monitoring in Practice

The participatory meeting structure

In each of these programs weekly meetings were held and run by the young participants. During these meetings policies and procedures were created, current activities and projects were monitored and goals were set for the future. Both programs kept logs and minutes of their weekly meetings, which were used to reflect on their growth and act as resources for checking on past decisions, making certain they were consistent with their policies and procedures. The director of "The Harm Reduction Program" stated:

> The first thing we do is have a meeting. We talk about different issues ranging from personal policies to how we are going to make sure that we are accountable for what we do. We talk about our accomplishments and talk about training and who is going to do what training. We talk about financial stuff, how much is in the bank and if we got money.

Program activities

Young people were engaged in all of the activities that the programs had to offer. Depending on the focus of the particular program young people were involved in journalism, harm reduction, drug prevention and employment activities. Also, youth were involved in every aspect of running the program including: member outreach efforts, fundraising, grant writing, accounting, administration, management, and evaluation. In this way, young people were in lead roles in terms of program and project development.

assessment activities

In both programs within this pattern young people were encouraged to conduct individual assessment activities. In "The Harm Reduction Program" there were meetings in which young supervisors worked with members to set goals and monitor success. All program members were subject to this process. The director of "The Harm Reduction Program" stated:

> We have supervision meetings once a week with a person, who is above, well in my case its another manager. Once a week we always have supervision meetings to help the person. We ask "what are you going to do this week, what do you want to do, how, what steps do we need to take you there?"

In this example young people were hired to do outreach work and the purpose of the supervisory meetings was to help them to become better at their jobs. Young people were very rarely asked to leave this program based on these assessments. Instead the youth worked with mentors to become more skilled in weak areas.

Similarly, in "The Youth Journalism Program" young people were encouraged to set individual goals based on skills they were interested in developing. The idea was to help young people work in the areas they enjoyed most and to support them to develop related skills. In this program young members were interviewed by other young members and goals were set accordingly. Periodically, the youth reflected on their individual goals and often modified them to meet their current interests and needs.

Participation in program evaluation

Participatory evaluation meeting structure

In both programs, young people received trainings on how to conduct evaluation. Not only were they taught skills and techniques but they also helped to develop new methods which were appropriate for their programs. Through a series of evaluation meetings, young people were trained how to conduct evaluations. They received training about how to create an interview protocol, how to develop surveys, how to conduct interviews, issues of ethics and confidentiality, data entry and analysis procedures, and finally how to write a report or present findings. Further, both of these programs had discussion about the use and purpose of evaluation. The director of "The Harm Reduction Program" stated:

> We talked about evaluation as sort of the game and that it is important that they know how to play the game and that is not as mysterious as it sounds and its not as negative as it might seem. So we talked about it as a method to keep their funding. We also talked about it in terms of what kind of information might be useful to them. So it is not just about providing information to the outside funder but it is also about how the information we decide to collect might be useful for us, that might help us prioritize, that might help us expand on some services to help us continue to grow and evolve.

During these meetings young people came together to discuss their work on the evaluation. They talked about the types of data they were collecting and what the impact of these might be. Further, they discussed problems they were having with the approach and how they might improve data collection or analysis procedures.

Youth involvement in activities and methods

Young people were involved in the development of criteria and research instruments, conducting surveys and interviews, analyzing the data and in "The Harm Reduction Program" writing the final report. During meetings, the group collectively decided on methods and approaches for collecting data. "The Harm Reduction Program," had to meet certain criteria set forth by the funders. However, they were very strategic in their efforts to make sure that their own questions were answered. The evaluation consultant working with "The Harm Reduction Program" stated:

> We also talked about it *[referring to the evaluation]* in terms of what kind of information that might be useful to the agency. So it's not just about providing information to this outside funder but it's about how the information we decide to collect might be useful for our agency as well. That might help us re-prioritize, that might help us expand on some services to help us continue to grow and evolve.

The evaluation consultant in both of these programs talked a lot with the youth about what it mean to do evaluation. Further, many trainings were conducted about how to collect the information that was necessary. The evaluation director working with "The Youth Journalism Program" said:

> I told the team that we would be developing instruments and we talked about what kind of information we would want to collect from the instruments, they developed, they revised them, they piloted them and then they revised them again. In terms of collecting data, they had to determine how to collect it.

Acting as a mentor, the evaluation consultants were able to help the young people organize their efforts and support them to collect the kind of data that was important to them.

At first young people were not able to understand the point of evaluation. However, gradually young members began to see the possibilities for the evaluation process. A young program director working in "The Harm Reduction Program" talked about her evolution of thinking about evaluation.

> So I would say for a while we felt like this was just something that we have to do, that we all have to do. Just like in the beginning when we had to start learning to write grants, we didn't see the purpose in it. OK this evaluator is going to come in for an hour and a half and she is going to talk about this process and we are going to figure out how the process is going to work for all of us and we were just totally not stoked about it at all, especially hearing that it was for funders. That made it that much more like really dry. But finally we learned a lot about the importance of evaluation. That it is not only really important to funders, but this is a really good tool for you to know.

Impact of the assessment, monitoring and evaluation on the program

The ongoing monitoring and assessment practices within these programs had a significant impact. They were both utilized to continue supporting the program and it's members to develop. At the assessment level, young people were supported to shape and reshape their work and their roles within the program. At the monitoring level, young people were able to continuously make changes in their program.

However, the evaluation only had a significant impact on "The Harm Reduction Program." As stated previously, "The Youth Journalism Program" had difficulties with time constraints and funding. The project had a definitive goal of writing a book. After the book was completed, the project ended. The evaluation aspect of the project ended at the same time. Therefore, the evaluation results had no impact on the program.

On the other hand, in "The Harm Reduction Program," evaluation became part of their program activities. For instance, they are currently collecting data on an ongoing basis. They found that these evaluation methods were very effective tools for uncovering the needs of their clients. They now conduct periodic surveys in order to understand how their work is being perceived by their clients. As data is collected, modifications are made.

Within this program, the initial evaluation uncovered some problems and major changes were made based on suggestions received during evaluation interviews. One youth project director declared:

> When we were actually doing the work, we would get back 400 street quizzes. At the end of the week we would go through them and be like "they don't like our rough riders" [one aspect of their program]. Like that was to me like "this is what we need to be doing." And we are actually starting the street quizzes again in two months. We want to know what the girls need again. (The Harm Reduction Program)

In this way, the evaluation made an enormous impact on this program. Through surveying their clients, they were able to determine that their were different groups of young women with different needs. Thus, different outreach strategies and information were developed for each group. The methods were now being utilized and integrated into program activities. This was a very different approach from other programs in previous patterns. The evaluation was not considered separate item to be used by the funder, instead, the program participants discovered a way to make evaluation work for them.

Problems, strengths, and program inconsistencies

The strength of these projects was in their attempt to include youth in every aspect of the program. Further, their use of reflective processes at the individual, the group and the program level allowed the program and its participants to continually evaluate their work. Therefore, when there is a problem it can be immediately detected and hopefully corrected.

One of the problems with the journalism program was that the adults were unable to obtain funding for the continuation of the program. Often, because of the intense schedule of the program, adults had little time for fundraising. Perhaps if the young people had been brought into the process early on, funding would have been obtained.

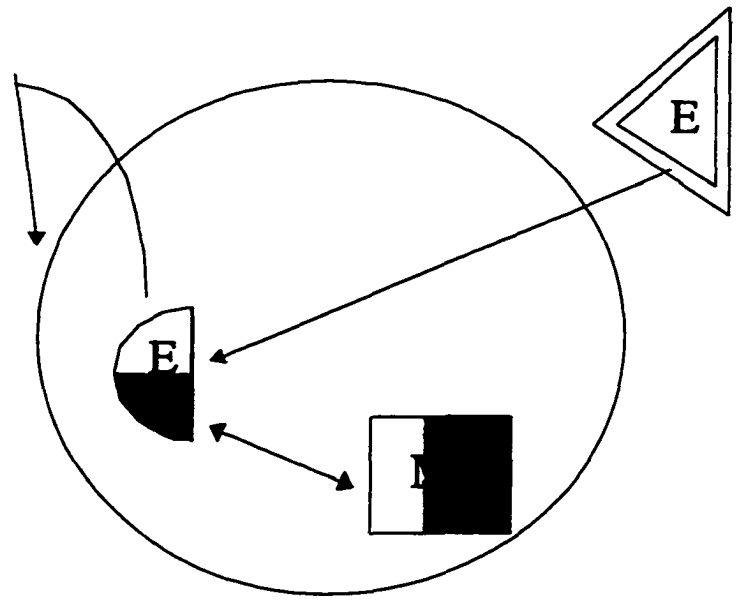
Another strength of these programs is that the youth not only reflected on their own work and that of the programs, but they also took time to critically review political and social issues. In this way, they were contextualizing their work within a broader historical and societal frame. Utilizing this Freirian approach young people were able to reflect on their work as it related to the world at large.

Summary

Unlike any of the programs in previous categories, young people were involved in every aspect of program development and every level of assessment, monitoring and evaluation. In fact, programs in this category seemed to be more participatory than any other mentioned previously except Pattern IIB (group monitoring as an end within itself). With the main difference being that Pattern IIB did not have explicit program evaluations conducted. Further, reflective processes were not seen as vital to their program development. Instead, activity was the privilege mode of development.

While individual assessments were also conducted within these projects, they seemed to look very different from those conducted in Pattern I (group monitoring and assessment). In Pattern I, assessment was generally conducted in order to support self directed learning and to illustrate cognitive development to outsiders. In this pattern, youth were involved in making decisions about their work and the development of their job skills. Therefore, young people could determine the types of jobs they would like to do and how they would like to do them. This information was not utilized as a means of measuring cognition but was helpful in understanding the desires and needs of the youth.

Pattern IV - Group Monitoring and Empowerment Evaluation



Three out of seventeen programs fell into this pattern. These programs looked very similar to those mentioned above in Pattern III, however, young people were not involved in individual assessment processes. Each of these programs were very participatory and included youth in group monitoring as a part of program development. Further, funders required evaluations and young people participated in the development of evaluation questions, criteria, instrument creation, data collection, analysis, and report writing.

Once again an outside evaluation consultant was hired to train a youth evaluation team in all aspects of program evaluation. The arrow leading from the double triangle outside of the circle to the half circle inside the program circle represents this connection. This half-circle shows that both young people and adults from the program may have participated in the evaluation efforts. However, in several of these programs only youth were involved in the evaluations. The arrow from the evaluation to the program circle illustrates that changes were made based on evaluation findings and recommendations. In these cases, the program monitoring was intimately tied to the evaluation because the data for the evaluation was collected during the monitoring meetings. For instance, minutes and

logs were collected as data for the evaluation. The arrow is double sided because when data was presented to funders and other outsiders, comments were generated and then brought back to the program through monitoring sessions. The goal of these monitoring approaches was to train young people in evaluation techniques in order that they might develop skills in evaluation, develop programs and projects which fit their needs and begin to become change agents within the community.

Description of Program and Their Goals

1. "Youth Hang Outs" was a prevention strategy seeking to reduce drug and alcohol abuse in the community by providing young people with a place to hang out and supporting them to have voice in the community. Young people hanging out on the street were seen as menaces to society in several rural towns in Canada and with the help of an adult facilitator, young people sought to change that image by creating "Youth Hang Outs" where young people could go to socialize, play on computers, talk about problems, etc. Adult volunteers and young people collaborated with the town councils to make these youth centers a reality. Further, seven different townships participated in this initiative and shared information and ideas throughout their development. Some towns were able to create more participatory centers than others. A few centers are run completely by young people and some only have a few youth board members. Each of these centers served a predominantly low-income Caucasian population.

2. "Young People Building Career Opportunities" was a full service community based youth organization that attempted to reduce drug and alcohol use and provided career opportunities. Youth work with mentors in the community and develop career skills by interning in local businesses. These young people also do community service projects and attend city council meetings to learn about local politics. Further, they have produced a monthly newsletter to inform the community about their activities. The young people make all of the decisions regarding their community service projects and have taken over all of

the program's administrative responsibilities. The young participants were predominantly African American and Latino.

3. "Youth Community Service Project" was a non-profit youth program that provided funding for young people to do community-based projects. The goal of this program was to empower young people to become active citizens in their community. An equal number of young people and adults sit on a board which allocates money to young people who wish to do community based projects. The recipients of the funds work with adult volunteers in the community and program staff to develop a proposal, a work plan, and criteria for judging success. If they receive funding, young people implement the project and provide periodic reports to their funders. Further, at the end of their project they develop an evaluation of their work and illustrate their successes and their short comings. This program served youth of mixed ethnicities and low income strata.

Context

1. "The Youth Hang Outs" were situated in several rural towns throughout Canada. Each youth center was housed in either rented buildings or in town donated structures. In most cases these buildings were rather old and required the youth to renovate them and decorate them according to their own needs.

2. "Young People Building Career Opportunities" was situated in a low income urban neighborhood. Their program space was located in donated office space in a project. While this space had been personalized, young people did not just drop in when they wanted.

3. "The Youth Community Service Program" was located in a suburban neighborhood. The permanent project space was used solely by the board members and other youth applying for funds came occasionally for trainings and meetings. This space was not personalized by young people and was primarily an adult administrative office.

All three programs were non-profit youth programs. These programs had a limited amount of funds coming to them from foundations, governments, and private industry. In

several cases programs obtained additional resources from local businesses and concerned community members.

Theoretical orientation

Interestingly, these programs had very similar theoretical perspectives and were rooted in citizen participation and empowerment theories. Additionally, these practitioners also put forth their theories on empowerment evaluation. All three programs actually discussed utilizing Fetterman's book, Empowerment Evaluation, as a resource while preparing to conduct their evaluations.

Empowerment evaluation is firmly rooted in theories of community psychology, action anthropology, citizens' participation and community development. Fetterman (1996) states that "empowerment evaluation has an unambiguous value orientation- it is designed to help people help themselves and improve their programs using a form of self-evaluation and reflection"(p.5). In fact, Fetterman (1994) has defined empowerment evaluation as "the use of evaluation concepts and techniques to foster self-determination." Dennis Mithaug's (1991) defines self-determination as:

> The ability to chart one's own course in life...It consists of numerous interconnected capabilities, such as the ability to identify and express needs, establish goals or expectations and a plan of action to achieve them, identify resources, make rational choices from various alternative courses of action, take appropriate steps to pursue objectives, evaluate short-and long-term results (including reassessing plans and expectations and taking necessary detours), and persist in the pursuit of those goals. A breakdown at any juncture of this network of capabilities, as well as various environmental factors can reduce a person's likelihood of being self-determined.

This theoretical perspective is very similar to those set forth by many of the program directors in Patterns I and IIA above. For instance, in many of the projects, one needed to establish a plan, then take action to "pursue objectives" and then "evaluate short and long

term results." This is exactly what many of these program leaders were doing with the young people on all levels, i.e., individual, group and program. In fact, this definition is strikingly similar to what I would term "assessment," "monitoring," and/or "evaluation" depending on the context and unit of analysis. Within many of these programs self-determined individuals seems to be the desired outcome.

In empowerment approaches outside evaluators typically act as "coaches" and resource persons rather than experts. Empowerment evaluation is a very participatory and democratic process, it supports people to examine issues of concern openly, ultimately affording people the opportunity to empower themselves. Fetterman (1996) argues "An evaluator does not and cannot empower anyone; people empower themselves, often with assistance and coaching"(p.5). One young program director spoke from this exact perspective, stating:

> Our model is not the, quote unquote, empowerment model it's like, you can do it and you need to take the tools to empower yourself. No one can empower you. Our thing is you can empower yourself, its in your heart its in your gut, you have that knowledge, you have that survival skill, you have all of that so expand on it because you are a born leader anyway, you have survived this long through some really hellish stuff so who is to say you can't do what you want, you can't go to Howard, you can't go to Stanford, you can't be a lawyer.

This approach was not created to replace other forms of evaluation. Instead it "meets a specific evaluation need"(Fetterman, 1996, p.4). Rather than questioning scientific methods, this approach utilizes the methods provided by science and assumes that no evaluations are objective. By utilizing these methods within a democratic context it is theorized that biases and assumptions are brought to the fore.

Fetterman (1996) also believes that liberation may take place during empowerment evaluation because participants are freed or freeing themselves from preexisting roles and

constraints. In this way, during evaluations participants had the opportunity to take on different roles and through this process may come to redefine their own identities. This issue of trying on new roles also came up in the Pattern IIB, in which Vygotskain practitioners posit that development occurs when young people are involved in performing "beyond themselves." However, from a Vygotskian perspective the purpose is not to "redefine" the youth's identity. Taking on roles or performing beyond ones self is considered a part of human activity. The whole notion of having a single identity is challenged by this approach, arguing that set "roles" or "identities" impede development.

Beliefs about young people's capabilities

Similarly to Pattern III, these programs were either primarily or solely led by youth. Therefore, young people were related to as very capable individuals. As several people expressed:

> Some of the youth know how to run board meetings, they know how to run an annual general meeting. They've dealt with banks, know how to put together a treasury report, manage major events - They could run a cooperation. (The adult initiator, "Youth Hang Outs")

> I think it doesn't occur to people to include young people in evaluations. There is still this idea that they have so much to learn first. We live in a very ageist society. (Evaluation consultant, "Youth Community Service Project")

> I hope where we are getting to is a place where young people are not only asked questions about the services but that they are allowed to shape them and so if they are involved in the front end of that, shaping it, then it is much easier for them, it is much more comfortable for all involved, for them to be involved in asking questions about the impact or result of being

> involved in those services. (Program Director, "Youth Community Service Project")

Based on the work occurring in these settings it would seem that there was a prevailing belief that young people were very capable individuals. However, in "The Youth Hang Outs" a few adults were not sold on the idea of participation and were not sure if the young people were really capable of conducting evaluations and running their own programs. The adult initiator stated:

> A couple of the programs are heavily dominated by adults still. I can't do anything about it. They're just excessively adult driven committees that just won't give up that power. But since the training, they listen to the kids more.

Again there seemed to be a general belief that adults don't trust or respect young people. The project director of the "Young People Building Career Opportunities" reported:

> I think that there is a way that we are so disconnected from what happens with youth and there are so few places where generations come together in any meaningful way and there is all of this fear and distrust built up.

As mentioned previously, adults often had difficulty giving up control. The programs in this pattern seemed particularly good at handling this issue, i.e., they afforded youth the opportunity to take on major decision-making roles. However, two of the youth programs, "Youth Hang Outs" and "Youth Community Services Program," led periodic training for adults, educating them in methods of democracy and participation.

Constraints on Practice

As with many funded youth programs, these all ran on a very limited budget. However, they were able to do the work necessary to keep the program up and running. On the other hand, time and money for the evaluation process were limited. However, all but one, "Youth Community Service Program," were able to complete their evaluation tasks, including young people in many aspects of the work.

The "Youth Community Service Program," had very difficult financial and time limitations. While this program had adequate funding in the beginning, during the evaluation it was made clear that the current funding would be revoked. The evaluators had assumed incorrectly that the project director, and adult and youth advisory committee members would have plenty of time to work on the evaluation. They seemed most surprised that youth had very busy schedules. This was particularly true because the evaluation was conducted during the school year rather than the summer. The evaluation consultant stated: "These are some really busy people, I was surprised. I didn't know that kids were that busy."

In the "Youth Community Service Program," young committee members had very busy schedules particularly at those times of year when they were most busy with program activities. The program director stated: "The young people on the committee had a lot of work to begin with, so to add the evaluation was a lot." The program director said:

> I think we would have to spread it out over a longer period of time. If we really wanted the committee members to be involved we should have done it over the summer when we aren't running a grant cycle.

Besides the time issue, there were major funding problems with this program and the evaluation component. Both time and funds created insurmountable barriers for this program. The evaluation consultant state:

> We thought that a major part of the evaluation was to develop these skills among the young people. The goal, our purpose fell to the back of the line. Limited time and funding.

Organizational and Participatory Structures of the Program

All of these programs were highly participatory and predominately run by youth. Adults acted primarily as facilitators and liaisons with the funders, keeping track of finances and other administrative duties. In these instances, all tasks conducted and decisions made by adults were explicitly discussed with the youth. All members were

aware of the program's financial situation and collectively decided how to spend the available money.

All three of these programs had a member hierarchy in which a few young people took on management and administrative roles. In the "Youth Community Service Program" board members were selected because they volunteered for the positions. However, in the other two program elections were held to select officials. In the "Young People Building Career Opportunities" and "The Youth Hang Outs" program, young members voted on their leaders during an annual meeting. Board members were elected based on their skills and most often on their level of commitment to the program. The later was often a criteria because the youth wanted leaders who would do the work and who were invested in the program.

Participatory Monitoring in Practice

The participatory meeting structure

In each of these programs weekly meetings were held and run by the young participants. During these meetings policies and procedures were created, current activities and projects were monitored and goals were set for the future. All three of these programs kept logs and minutes of their weekly meetings and they used these to reflect on their growth. They also utilized logs as resources to check past decisions and make sure they were consistent with their policies and procedures. One youth program director in the "Youth Hang Outs" program stated:

> The first thing we do is have a meeting. We talk about different issues ranging from personal policies to how we are going to make sure that we are accountable for what we do. We talk about our accomplishments and talk about training and who is going to do what training. We talk about financial stuff, how much is in the bank and if we got money.

Another program director in the "Youth Hang Outs" program reported:

> They have weekly meetings still. All of the members of the Center, they keep minutes. Talk about where they've been and where they're going. They do their own monitoring very clearly. They still have sign in books, monitor when they have special events, how many kids come, what were their responses. They have weekly meetings where they review everything that they've done. And they decide whether that was a good idea and should we do it again. If we do it again how can we do it better? So and so decide we should have a room full of computers to fix and they monitor themselves through these processes.

Program activities

Young people developed all of the activities the program had to offer. Further, youth were involved in every aspect of running the program including: member outreach efforts, fundraising, grant writing, accounting, administration, management and evaluation. None of these programs had a set group of projects they work on. Instead, projects developed as a part of their ongoing work together.

"The Youth Community Service Program" provided funding for young people to conduct community service projects. The committee, which gave the funds, was made up of 1/3 adults and 2/3 youth. These young people reviewed project applications and supported other young people to strengthen their proposals so that funding might be provided.

The youth who developed the community service projects worked with at least one adult to come up with an idea and then write a proposal for funding. In order to do this they had group meetings and developed a full outline of their activities and funding needs. Once the proposal was funded, young people implemented the work in the community. At the end of the project they wrote a report and submitted it to the funding committee for review.

Unfortunately, projects were only funded on a one-time basis. So these reports did not have an impact on whether or not the project would get funded again. However, the same group of young people could create another project and seek funding from the youth/adult funding committee. In some instances these reports were used to seek out other sources of funding.

Participation in program evaluation

In all three of these programs, evaluations were conducted and young people were highly involved in the process. Only a select group of youth were coached on aspects of program evaluation. In both the "Youth Hang Outs" and the "Youth Community Service Program" only board members were involved in this process. In the "Young People Building career Opportunities" program one young woman volunteered to lead the evaluation work.

In the "Youth Community Service Project" the youth members did not make it through the entire evaluation process and were only involved in one stakeholder meeting. In the "Young People Building Career Opportunities" the one volunteer did participate in all aspects of the evaluation project. Finally, in the "Youth Hang Outs" program, elected youth officials and committee members were involved in all aspects of the program evaluation.

Participatory evaluation meeting structure and activities

In the "Youth Community Service Program" youth were solely involved in a stakeholders meeting and only four youth board members attended the initial evaluation meeting. During this meeting they had a very difficult time having their views heard. There were only four youth on this committee of primary stakeholders and they were asked to develop research questions separately from the other participants. In a failed attempt to get more input from the youth and make them feel more comfortable, the "outside" evaluators suggested that the young people meet separately in order to discuss youth specific issues. This strategy actually created more of a separation between the ideas of the

adults and the youth. Limiting the youths' interaction with the rest of the group and treating them as a different category of participant widened the gap and left youth indifferent to the evaluation process.

> Just by sheer number, they didn't get their questions voted in. I do remember that one of their questions was something like "how sustainable are the projects after they are finished with them" and when the question went up on the board, one of the adult committee members said "that question doesn't apply, that's not what this project is about, so we don't really care." We had to tone her down and say listen this is the young people's concern and the fact that it is their concern is legitimate so lets put it up on the board and then people can vote for it or not vote for it. I think one of the youth's questions were voted in, I think, I'm not sure. But I remember being concerned at the time because the youth were less in number. (Evaluation Consultant, "Youth Community Service Program")

The program director agreed and stated:

> The people facilitating the meeting, in this case the evaluators weren't thinking, I mean, they were thinking about how to draw all of the stakeholders out but they weren't thinking specifically about how to draw young people out. And they also did a thing, I don't know if I suggested it to theme. They broke up the groups into small group work so that there were young people by themselves and I don't know if I would have done it that ways because their voice isn't even heard. You wouldn't put all black people together.

These comments bring up several interesting issues about working with youth and adults on the same committee. It seems that some strategies need to be thought out in advance. For example, perhaps adults may have to be met to explain the importance of the young people's input.

Because of an inability to engage the young people and the lack of time and funding, this was the young members only point of contact with the evaluation process. They were not able to really excite the youth about becoming involved in the process. The evaluation consultant reported:

> I think it was the lack of contact with young people, really getting them together, getting them excited about it, showing them the instruments. There are a couple of different things they need to skills for. One is that they need to be excited about it and see benefits for them doing it, not only to them but also the project. And then they need to be taught how to do an interview, they need to be comfortable doing it. They need to be walked through the instruments, they need to do role play with it. They also have to have input into the instruments.

The project director agreed with the comment made by the evaluation consultant and added that part of the problem of involving and exciting young people about this process was the evaluator's lack of experience working with youth. This project director pointed out that program people were just learning how to engage young people in decision making processes and there was not that "body of knowledge or experience yet on the evaluation side." She stated:

> I don't think that these evaluators had worked with young people before, so the tendency was to think about dumbing down questions and altering their approach instead of, well I think they just had some trouble figuring out how to best do this with young people.

On the other hand, in the "Youth Hang Outs" program, young board members were involved in all aspects of program evaluation. Youth were trained about how to collect data and report findings. Young people and adults who were developing youth program in several different communities were invited to these meetings. During these workshops young people shared the approaches and methods they were using to collect information

and report their findings. In most cases finding were reported to the Town council and other local funding organizations. Further, census data was collected and reported to the government so they could maintain their non-profit status. Additionally, they have yearly annual meetings, at which they report their activities in an public forum. These results are also reported in the local newspaper. In this way, very little formalized report writing is done but all members of the community are apprised of the youth center's activities. The program director reported:

> They send some of their minutes to Town Council and to other groups so that the Town council is always aware of what they're doing. And what the Town Council now has always done as a courtesy has been to send a representative from Town Council to give feedback. We have a system of communication and monitoring. Nobody sits down and writes a report at the end of the year.

In the "Youth Community Service Program" meetings were held with youth participants in order to define their goals and reflect upon their previous activities within the program and the community. These meetings were run like many of the other participatory and democratic meetings discussed throughout this research. Minutes were taken and notes were kept in order to record all decisions made by the group. These notes were often referred to and reflected on by group members.

Youth involvement in activities and methods

While different strategies of data collection were employed in each of these programs, young people's questions and concerns were addressed in all of them. Certain outcomes and criteria were defined by funders but program directors made sure to include criteria and outcomes that were of interest to youth members. In this way, the young people began to feel a part of the process. Once young people understood the value of evaluation they became very excited about the idea. One project director in the "Youth Hang Outs" program said:

> Developing criteria was very important to the youth. One of their key questions was how often do you come to the youth center. They found that there was a huge value in keeping track of who came to the youth center and how often so they were twice as willing to always do a sign in.

Interestingly, the criteria that young people created were often quite different from those adults might have produced. In these programs, young people developed criteria that were very different from those set forth by the funders. However because of the participatory nature of these programs the youth's criteria and questions were included in the evaluation process. In this way, young people answered their own questions and also enlightened the adults about the aspects of the program they found most effective.

In the "Young People Building Career Opportunities" young people were involved in creating interviews with their supervisors. These interviews focused on how the youth perceived the summer youth employment program and what they expected to get from participating in it. All of these interviews were conducted by the youth and the data was collected and used in the final report. Further, a young person was hired to be a research assistant. She was then trained how to conduct observations of youth elections, attended adult council meetings and neighborhood meetings and took notes. She also documented all of the youth meetings and handed out surveys. These surveys were developed based on the youth interviews. Only the youth research assistant was involved in the writing of the report.

Impact of the evaluation on the program

In all of the programs within this pattern, the organizers deemed that the ongoing monitoring processes had enormous impacts on every aspect of the program. However, the evaluation results made significant impacts on only one of the programs (the "Youth Hang Outs" program). This was due to the short term funding of the other two programs. In fact they are no longer in existence, ending almost immediately after the evaluations were conducted.

The "Youth Hang Outs" program, now run entirely by youth, continued to utilize the evaluation techniques after the initial training and completion of the first evaluation. In fact, this program's evaluation has become integral to its overall operation. They had continuous communication with their funders, i.e., the Town Council, and other small non-profits in the community. This open line of communication allowed the young people to brag about their successes and get feedback and support from the outside. Now many of these community organizations come to the "The Youth Hang Outs" for advise. The program director reported:

> Members of the Town council show up on a regular basis and say "look you know the Town Council is talking about these issues that you would probably be interested in" and "is there any comment that I can bring back to them." And a lot of these departments now like Health and Recreation regularly come to the youth centers and talk to the youth on these committees. Like the youth committee that runs the center and say "we're thinking about doing this, what do you think?" or "we have this problem, can you give us some advice?"

In this way, the evaluation process has made an enormous impact on the community and how youth are related to. Very few decisions about young people are made without the youth centers input. In this way, young people have become change agents within their community and have gained a respected voice.

Problems, strengths and program inconstancies

Even though the "Youth Community Service" program was unable to satisfy its goals, it seemed important to include in this research because it highlighted several important pitfalls to watch for when doing this type of work with young people. For instance, when including young people on committees and boards it is important to make sure that they are supported to participate. When they are separated out from the adults and told to work on their own activity they may become alienated. When they are given only

one vote against many adult votes they will almost always lose. It may be necessary to work with some of the adults prior to including young people in order to train them how to allow for young people's responses and comments.

Further, maybe it is necessary to train evaluators in participatory techniques with young people before engaging in a project with them. Evaluators are not trained in working with young people and do not know what to expect. While program directors have these skills, the "experts" may devalue them. Some sort of working relation may need to be developed before the onset of the project.

Also, evaluators need to be clear with program directors and participants about the time involved in participatory evaluation. Hopefully, a discussion up front will allow program people to schedule the evaluation activities at a time when they are not so busy. Further, it may be necessary to train the program directors in aspects of participatory evaluation so they know what to expect and can anticipate issues that may arise for young people.

Fetterman's model of empowerment evaluation has provided a solid foundation for these programs to build on. However, I found it interesting that his model, based on scientific methodology, was not challenged by young participants in any fashion. Fetterman (1996) himself warns against privileging Western thought and behavior, asking the evaluator to constantly reflect on his or her practice. He stated:

> Western philosophies, however, have privileged their own traditions and used them to judge others who may not share them, disparaging such factors as ethnicity and gender. In addition, they systematically exclude other ways of knowing. ...New approaches in evaluation and even new ways of knowing are needed if we are to expand our knowledge base and respond to pressing needs.

The goals and methods of empowerment evaluation, i.e., goal directed reflection to foster self-determination, are not often discussed in an open format with participants. What does

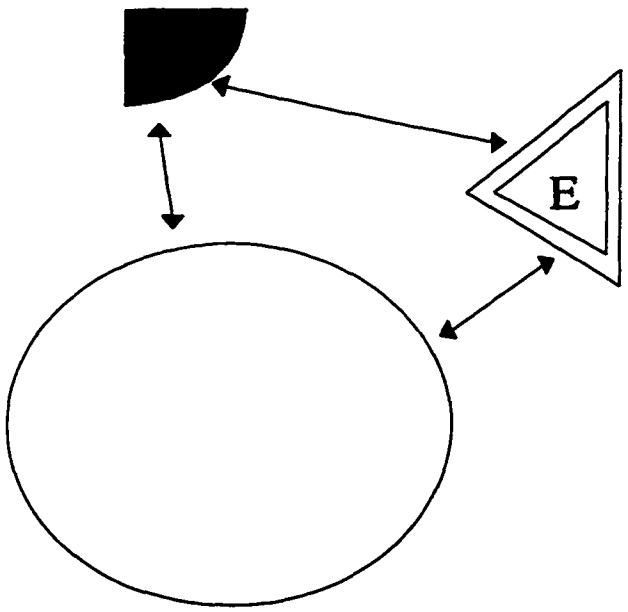
it mean to inflict these cognitive/pragmatic principles on unknowing populations? Are these methods understood as one possible way of thinking and understanding the world or are they creating value judgment about how one should think, learn and come to understand the world?

It seems that these inherent values should be discussed critically with the participants and certainly be considered amongst theorists developing this field. Paulo Freire (1970) warns that if we are to transform the structures that bind us we need to engage in praxis, that is reflection and action. "The revolutionary effort to transform these structures radically cannot designate its leaders as its thinkers and the oppressed as mere doers."(p.120). Based on this understanding it is important to involve participants (whenever possible) in discussions about the underlying assumptions, structures and strategies of the organizers, including, specifically, what it means to utilize scientific methods and instruments to describe their work.

Summary

Like programs in Pattern III, these programs conducted evaluations that were consistent with their theoretical and methodological perspectives. The programs were participatory, but the evaluation in conducted in "Young People Building Career Opportunities" and "The Youth Community Service Program" were not very inclusive. For instance, very few youth were involved in very few activities. Both of these programs had difficulty involving young people in these evaluation processes and their approach to evaluation were removed and outside of the ongoing program activities. For instance, one young person observed meetings and took notes in "Young People Building Career Opportunities" and three young people went to a stakeholders meeting in "The Youth Community Service Program". On the other hand, in "Young People Building Career Opportunities" the evaluation was much more integrated into the overall program activities, with young people engaged in collecting data daily and reporting their findings to the community and their funders in an ongoing fashion.

Pattern V - Empowerment Evaluation



Five out of the seventeen programs fit into this pattern. In these types of programs empowerment evaluation occurred and young people actively worked with outside evaluators to evaluate their programs and services. However the programs being evaluated were not participatory or democratic in nature, in other words, no program monitoring was happening within the programs and the youth evaluators were working outside of the normal program constructs. This is illustrated by the two evaluation triangles outside of the program circle. This triangle is shaded to indicate that the evaluation teams themselves became participatory and youth monitored their on-going work.

There are two major types of programs within this pattern.

- Empowerment Evaluation conducted with Stakeholders
- Empowerment Evaluation conducted with program participants

Because the programs within these two sub-categories took very similar approaches, they are described in aggregate. When differences occurred detailed descriptions will be provided.

Description of Programs and Their Goals

The goal of these programs was to help young people develop skills as evaluators and support them to make changes in the programs that served them. Further, it was argued that the evaluation data was actually more valid due to youth participation. Young participants acted as both evaluator and "informants."

Two of the five programs within this Pattern were non-profit agencies that developed programs for youth and advocated for empowerment approaches to working with young program participants. Three of the examples were initiated by hired outside experts who worked with young stakeholders to evaluate their programs and community services. A brief description follows:

1. "Voice For Change" was a dynamic network of activists who engaged children, youth, and parents in the civic life of their community. Their main goal was to develop a network of community members to create a powerful voice for change in children and youth programming and services. Based on this premise, young members educated other youth in the community about politics and ran youth elections. Further, they advocated for more youth programs within the community and when these programs were developed they evaluated them. This program served a population of primarily African American and Hispanic youth.
2. "Evaluation of the Juvenile Justice System" was a collaboration of several programs. The ultimate goal of their collaboration effort was to evaluate the Juvenile Justice System within their city. Young people who had knowledge of the Juvenile Justice System were hired to evaluate its programs. These young people worked as a small part of an overall evaluation and also sat on the planning board for future programs. This program worked with a large population of African American and Hispanic youth.
3. "The Museum Team" worked with an adult evaluation consultant to evaluated a youth after school program situated in a museum. The evaluator was interested in youth involvement because she believed that the information collected would be more valid and applicable for youth programs and that young people gain much from participating

in such efforts. Young people were involved in all aspects of the evaluation. This project included participants of mixed socio-economic status.

4. "Schooling For All" was initiated by another evaluation consultant who worked with an entire school community to create a more democratic and inclusive environment. She was particularly interested in leveling the power structure inherent in certain environments. The evaluation included students, teachers, and parents in the evaluation process. This program served a population with mixed socio-economic backgrounds.
5. "The Drop-In Center" evaluation consultant was interested in empowering young people through evaluation. A small number of young people were hired to conduct an evaluation of their drop-in center. The center was center was designed to provide food and shelter to homeless African American and Latino youth.

Context

1. "Voice For Change" was located in an urban city on the East coast of the United States. It is a program that is housed within a larger youth agency. They share space with other programs and only use a conference room for weekly meetings. They are a non-profit organization and have good relationships with their funders. In this way, they have been able create experimental programs and projects with young people.
2. "Evaluation of the Juvenile Justice System" was also located in an urban city on the East Coast of the United States City. This evaluation is housed within a loft which accommodates several youth organizations. Young people have access to this space whenever adults staff members are in the building. This is also a non-profit organization and is run by adults who are committed to youth participation. They are in constant negotiation with funders regarding youth participation and have begun to educate funders about the need for more youth participation.
3. "The Museum Team" project was conducted in a suburban neighborhood with young people of mixed ethnicity, genders and incomes. This evaluation operated out of a youth program that was not a part of the museum. They had temporary space which

was shared with an after school program. The evaluation consultant obtained an agreement with the clients prior to the start of the project, indicating that the client would take the youth evaluators findings and recommendations seriously.

4. "Schooling For All" was situated in an urban city school in the United States and had a population of mixed ethnicity and incomes. All evaluation activities took place within the school and all youth evaluation trainings and meetings took place within the classroom during class time. The school was committed to creating a "culture of inquiry," therefore, youth and adults were able to work collaboratively. However, these collaborations were conducted within the context of the existing school hierarchy. Further, the project was scheduled around curriculum activities, stated testing, holidays, etc.
5. "The Drop-In Center" was conducted in an urban neighborhood in Canada and included low-income African American and Hispanic youth in the evaluation of their drop in center designed to provide food and shelter to homeless youth. This young group of evaluators worked out of the drop in center and were able to use administrative rooms for their work. Once again, this program worked very hard with their funders to advocate for youth participation and empowerment and were rarely denied funding for new project ideas.

Theoretical position and goals

These program directors and evaluators based their practices on combinations of the following theoretical positions: empowerment evaluation, feminist theory, and popular education. Therefore, these theoretical positions will not be reiterated in detail. However, a few new points developed based on these interviews and will be described below.

Based on notions of critical pedagogy, one facilitator provided a description of society's relationship to young people and their view of them as "problems" which need to be "fixed." In this way a relationship is created between young people and adults in which

youth are held in a passive role while adults actively make repairs based on their own agendas. The program director of "Voice for Change" stated:

> The traditional assumption is that young people have all sorts of problems and there are all kinds of things wrong with them, they don't know anything. Where as adults we have the answers and we're going to fix them and that's the same sort of attitude that people who have resources have about people who don't have resources. So it's a basic orientation to the world that generates sort of the social practice that we see in communities.

In this way, young people, like all oppressed people, are rarely seen as agents in their own lives, let alone producers of knowledge. This facilitator argued that as long as we treat young people (and poor people) as objects to be acted upon rather than supporting them to take action, the basic hierarchical organization of the world will remain the same.

As Freire (1970) discussed, when young people (or oppressed people in general) are engaged in knowledge production, power relations shift. One program director of the "Evaluation of the Juvenile Justice System" stated:

> You're producing knowledge and you're defining what truth and knowledge is. Truth is power. In a democratic process, you are making these things that are sort of obscure, not so obscure and I mean helping young people sort of wield the language of power.

Obviously providing young people with these tools is often problematic for adults in authority. As Freire says about critical pedagogy: "Only the innocent could possibly think that the power elite would encourage a type of education that denounces them even more clearly than do all the contradictions of their power structures" (1985, p. 125).

All of the practitioners in this pattern felt that it was important to include young participants in evaluations of their own programs because youth members knew what the issues were and would be able to direct the development of the program in order to reflect

their needs. This theoretical position is in keeping with those outlined in the above pattern, i.e., by Fetterman (1996). Two project directors state:

> Young people should know what their issues are and know the solutions to their own problems. So why not put them in a position to do that. (Program director, "Voice For Change")

> You need to trust people's experiences and give them room to put them out there on the table. Then you end up with a process that reflects their values and assumptions and their experiences. (Program Director, "Evaluation of the Juvenile Justice System)

Not only is it important to include young people in the evaluation efforts because they represent important views and are therefore, the most qualified to comment on their program's strengths and weaknesses, it is also important to create an ongoing "legacy of inquiry so that participants can continue the process of evaluation even when the outside evaluation consultant has left. This particular philosophy is in keeping with those set forth by both feminist theory and participatory/empowerment evaluation theory. This is a ambitious goal and can only happen in those circumstances in which adults in positions of power are willing to support such efforts. One evaluation consultant from the "Schooling For All" project stated:

> It seems that there are only two reasons to do evaluation any more. One is to change the discourse about social problems and interventions, and the second is to create this legacy of inquiry and a sense of collective possibility for creating change among kids and educators and community activists.

In order to create the changes in discourse and flatten the hierarchical relationships between young people and adults, youth often have to take on the role of the "professional." In this role, they are able to behave differently and often gain the respect of

adults. All of these evaluators and directors felt that it was important to treat young people as professional evaluator. One evaluation consultant from "The Museum Team" said:

> My hypothesis is that the major impact on the kids is that the kids are taken seriously as professionals and that to me is the key. And I know that they see that because they talk about that in sessions. They really are evaluators and talk about themselves as evaluators. ...Kids are being empowered by being in meaningful roles. I think that it is important to a look at the roles that people play and the degree to which those roles are taken seriously. I think this position grows out of feminism.

Interestingly feminist perspectives (Walkerdine, 1997) describe roles in terms of limitations rather than liberation. In these theories, women are described as being determined by their roles, passively taking on those roles proscribed by society. It is posited that "femininity" has been defined by men, using men's scientific methods and constructs. Therefore, how women come see themselves and be seen in the world, i.e., their roles, are constructed by men.

However what the evaluation consultant above is describing is an active ability to perform in new and different roles. In this way, it seems that young people are able to perform beyond their societally determined roles. This evaluator's perspective seems to supports the position set forth by Vygotskian practitioners in Patter IIB.

Beliefs about young people's capabilities

Once again an important piece of the puzzle seems to be how much control the adults are willing to give over to the young people. One consultant from "The Museum Team" explained:

> The piece that I would go back to again and again about the adults is related to having the adults have the comfort with the kids in decision making roles and having the technical skills to support them.

Another program directors from the "Evaluation of the Juvenile Justice System" stated:

> I think a lot of adults don't trust youth and are afraid of young people. Really sharing power with young people and giving young people the freedom to make their own choices. They don't think that young people will make good choices if they're given an opportunity. So then there is an effort to sort of control, all that controlling them and dictating instead of letting people explore and learn and create and make mistakes and have victories which is how people learn to be good decision makers you have to practice.

Further, another evaluation consultant from the "Schooling for All" project stated that young people were not often encouraged to participate because "People don't want to hear what kids have to say. Kids speak in nasty critical truths that people don't want to hear."

All of the adults in this pattern believed that young people were capable of a variety of tasks. The belief in young people's capacities are illustrated in the following three quotes:

> So to me part of what this project is to show how capable the young people are in order to get them into doing other types of evaluations. (Program Director, "Voice For Change")

> I think I'm happy with where it is going but I haven't been in a situation exactly like this before with my other evaluations. It's a total loss of control in a lot of ways. But I have a lot of faith in the young people who are involved so that's really exciting. (Program Director, "The Evaluation of The Juvenile Justice System")

> So I think I come from the other tradition; that is, people do know what their needs are, people do understand what their problems are and they have the best ideas about how to fix them. So if you support them by getting the

> resources and the organization to address that then that's the best thing you can do and that young people are no different than anyone else and that they have a lot of capacity and they have the ability to do what ever you're going to give them the room and support to do. (Evaluation Consultant, "The Museum Team")

Each of these adults had fundamental beliefs and practices that illustrated their understanding of young people as capable individuals. Never did they talk about certain young people having more capacity than others nor did they classify youth by their intelligence or ability levels. Moreover, their biggest concern was creating environments in which this type of work could occur.

Constraints on Practice

When hiring young people to do this type of work extra funding was needed. However, these programs were able to locate funds by writing stipends for young people into the evaluation contract and in some cases obtaining money from summer youth employment funding sources. In the three cases in which youth were paid (i.e., "The Drop In Center," "Evaluation of the Juvenile Justice System," and the (Voice For Change"), they were paid well, i.e., above minimum wage. Because the youth in these projects were poor and in some cases homeless, the evaluation provided them with paying jobs and allowed young people to give their sole attention to the project.

The project director or the "Voice For Change" pointed out that if young people were to be included in all aspects of program evaluations then time needed to be allotted accordingly. He remarked:

> If we could have done it over again we would have taken more time because originally our timeline was such that we wanted to do this before the programs came up for funding. Ideally we would have had a lot more time to do every stage of the process. Generally with processes like this the more time you have the more youth lead it in every aspect.

An evaluation consultant from "The Museum Team" concurred, stating:

> It really takes a lot of time to make sure that it happens, there is nothing automatic about it, there is no course credit. You can pay them or buy them gift certificates but you've got to make sure that it happens. To be honest, that is also true of working with teachers or parents. You've just got to make sure that it happens.

It seems this work always takes more time than traditional evaluations; however, the outcomes are much more significant. As one evaluator from the "Schooling For All" project said: "Most evaluation reports get marked confidential and never see the light of day and I think that is incredibly irresponsible." However, once a "culture of inquiry" has been established programs can continue to use the strategies to develop and evaluate their programs in an ongoing fashion.

Participation in Evaluation

In much the same way as described in the pattern above, evaluation consultants and youth organizers were hired to conduct evaluations on programs and services within the community. In these instances, neither the youth organizers nor the evaluators had any substantive connection with the program or service being evaluated. They may have used the program or service in the past or the program may have been developed for a group or population to which the young person belonged. In either case, youth evaluators were not currently members of the program at the time of the evaluation. Nonetheless, they would be considered stakeholders, i.e., they had a stake in the program. In both the "Schooling for All" and "The Drop-In Center" evaluations youth were chosen because they were members and therefore representatives of a program. "The Drop-In Center" interviewed young members and hired them based on their availability and desire to learn. In the "Schooling for All" project, two seventh grade classes were selected to participate in the evaluation. In the "Evaluation of the Juvenile Justice System" young people were recruited based on their past connection with the system. Again, youth were interviewed and

decisions were made based on their available time and level of commitment to the evaluation work. In both the "Museum Team" and the "Voice for Change" youth were chosen based on their projected future use of the programs.

The programs and services being evaluated were not participatory or democratic and did not include young people in the pragmatic decision-making processes. One of the main goals of these evaluation processes was to have young people's voices heard regarding their needs. The second goal was to advocate for more participatory practices with children and youth.

Participatory evaluation meeting structure

All of these programs utilized weekly meetings in order to provide a stable base for the evaluation team to operate from and to allow young people to give feedback about the evaluation process. During these meetings trainings were conducted on evaluation techniques and methods. In two of the projects (i.e., "The Museum Team," and "Schooling for All"), the adults were the primary facilitators of meetings and training. While in the other three projects (i.e., "Voice for Change," the "Evaluation of The Juvenile Justice System" and "The Drop in Center"), youth conducted all meetings and several young people worked with adults to help train the evaluation team.

Many programs used "team building" exercises so that the youth would come to know each other and learn to work together. One evaluation consultant from "The Drop-in Center" project defined team building as a process in which the youth "share their own experiences and build the group." Further, many used a "check in method" whereby young people opened meetings and talked about issues of concern to them. These issues were either project related or were personal issues. Young people were asked to go around in a circle and answer the questions "how are we doing?", and "what should we change." This activity was designed to allow the group to gain insights regarding its members and what they were dealing with in their daily lives. In this way, young people determined how to best provide support for members with specific issues. Further, there was a "check out"

procedure that occurred at the end of every meeting that required youth to go around in a circle and state their thoughts regarding the meeting. Young people would then express any problems they had with the running of the meeting.

During meetings young people gave their opinions and negotiated courses of action with other participants. They talked about their difficulties and successes with the work and discussed their own lives. In this way, the work was not disconnected from the people doing the work. Unlike school contexts in which young people are treated as cognitive beings who are capable of leaving their problems at the door while they work on learning specific tasks, this environment supported both the cognitive and the psychological/emotional life of the youth.

In the three examples where youth were given leadership roles, i.e., "Voice for Change," the "Evaluation of The Juvenile Justice System" and "The Drop in Center", youth were encouraged to act as trainers and teach other less experienced youth how to conduct a variety of different tasks, including how to run focus groups, how to interview, and how to work together in a group. Further, these young people took responsibility for facilitating group meetings and organizing research efforts. These roles were initially given to specific youth based on their knowledge of particular subjects and their skill in certain areas. However, one project director from the "Evaluation of the Juvenile Justice System" felt that they should use a more democratic procedure once all of the young people got to know each other and what they each had to offer the project.

Youth involvement in evaluation activities

In four of the five programs youth were paid to work as evaluators on the projects. These three programs were "Voice for Change," the "Evaluation of The Juvenile Justice System," "The Museum Team," and "The Drop-in Center." In both the "Voice for Change" and the "Evaluation of the Juvenile Justice System", a few young people who were involved in the planning phases of the project created the criteria by which to hire the youth evaluation team. It was argued that if the inclusion of young people in the evaluation

process really does produce more reliable and applicable results why shouldn't young people be paid for their expertise? One program director from "The Drop-In Center" stated: "I really believe strongly in young people being paid for the work that they do." This issue of young people being paid for their services was a continuing theme and will be revisited during the case studies.

During evaluation meetings, young people were also involved in the negotiation of research questions and methods. In all but the "Voice for Change Program" this process also included the funders and young people in a negotiation in order to determine outcomes that would be amenable to all parties. This was not the case in the "Voice for Change" project because youth conducted their evaluation on their own and reported their results to the programs rather than the funders. In the other four cases, young people had to figure out the needs of the "client," overall evaluation team or in one case the needs of the entire school population. Based on these prerequisites, youth had to determine ways of incorporating their own perspectives and opinions in a diplomatic fashion. In this way, young people were not completely free to conduct the evaluations on their own terms. However, they did learn how to negotiate their interest under "real life" circumstances. One evaluation consultant from "The Museum Team" reported:

> I think that when the kids evaluate, it usually really starts as a negotiation about the questions that are going to be answered. Because for it to have any meaning it has to go after questions that are of interest to project people. That is always an interesting negotiation, so it has to be something that is of interest to kids and the project.

In the "Evaluation of the Juvenile Justice System" young people were brought in as a single component to a larger evaluation. This was a very interesting and complex process to negotiate. Not only did the young people have to bargain to have their evaluation questions put on the agenda but they also had to modify them to meet the interests set forth by others. A project director stated:

> The only thing that is different for me about working in this evaluation is that there were evaluators that were already hired to do the evaluation and then the young people became a component of the evaluation and usually we start from scratch with the young people. And so we designed it with them from the beginning. Are we going to do a pre/post test, are we going to evaluate people currently in programs. I think that the young people in this project have a lot of decision making power within the perimeters of the project, but the parameters were already set.

Young people in this project were given quite a bit of leeway and were able to make some changes within these perimeters. The directors of the "Evaluation of the Juvenile Justice System said:

> The evaluators came in with a certain idea of what the neighborhood was and its perimeters and the youth changed that. They also came in with some ideas for what themes might be and the team changed that around a little bit and shaped that and developed facilitation questions for the focus groups and how the focus groups would be run and with whom and where and they developed their teams and how they would organize themselves.

Difficulties in negotiating between different agendas and interests seemed to be inherent when working in participatory ways with youth in non-democratic environments. However, this difficulty seemed particularly salient when young people were an integral part of the program being evaluated. Both of the programs in this category ("The Drop-In Center and "Schooling For All") shared similar frustrations and both evaluation consultants spoke on this issue, stating:

> One of the severe limitations of this is the staff. They are just not going to share with the young people the internal politics of the staff. So we are going to miss a big piece of the problem. I understand why they wouldn't

> want to do it. This is a real dilemma. You can't really air your dirty laundry with your clientele. (Evaluation Consultant, "The Drop-In Center")

> It's interesting many of the kids veered off of questions about the school and veered into questions about the community because they were scared about doing stuff inside. (Evaluation Consultant, "Schooling For All")

On the other end of the spectrum in the "Voice For Change" project had few issue dealing with outside evaluators and funders. They were free to create their evaluation design and instruments according to their own goals. This was primarily due to the fact that the programs being evaluated were not tied to the evaluation team in any way. Further, they were unaware that they were being evaluated. Instead, this evaluation was more like a report card created by the youth, rating programs developed to serve them. The project director of the "Voice For Change" project stated:

> I think we were in a good position. The only thing that gave them the freedom to do what they did was that they were really independent or not connected to the agencies that they were evaluating. I mean it is more challenging when you are doing this internally and you are evaluating an organization or an entity that you are a part of and you are trying to shift the power relations.

When it came time to report the findings from this evaluation effort, there were many negotiations conducted with the parent program. Many of the youth wanted to report their findings in the local newspaper, however, the sponsoring program did not support this action. In the end, they negotiated a process whereby they would meet with all of the program directors and make their findings available to them in order to better their programs and services. This project had the most freedom in terms of working with young people on all aspects of the evaluation decision making. However, it could be argued that

the youth in all of these projects learned quite a bit about the power relations inherent in evaluation work, thereby providing an authentic task.

Evaluation Methods

Evaluation methods utilized in the five programs in this pattern included observations, focus groups, community mapping and surveys. In all cases young people were highly involved in developing the instruments associated with these methods, i.e., survey and focus group questions observation and mapping protocols. Further, young people implemented the research, and collected and analyzed the data. For instance, in "The Museum Team" project young people developed an observation strategy and observed which aspect of a particular project other youth were most interested in. In another example young people working on the "Evaluation of the Juvenile Justice System" conducted focus groups in order to gain an understanding of young people's perceptions about a certain organization.

Writing up the data was a bit more challenging. In both "The Drop-In Center" and "The Museum Team" projects adults wrote the first draft of the report and the young people edited and critiqued it. In the other three examples, youth wrote first and adults acted as editors and facilitators. Young people were not always excited about the prospect of writing a report and often other forms of presentations were considered more appealing. In one case the evaluation team created some alternative techniques for reporting the data, the evaluation consultants from the "Schooling for All" stated:

> You know, not everyone loves to write, I happen to love to write but it's not the opportunity of a life time for a lot of people and actually if you're serious about flattening the power hierarchies in the room, you don't say we're all going to write together. Well that really cheers up most people. But to do presentations, to do photographs, to do interviews, you have to understand the multiple talents at the table and figure out how to produce a

> final product that reflects those multiple talents rather than just privileging the skills that academics have as the only skills in the room.

Whatever the final product is, it should be something that young people are willing to do and are excited about. Further, it should reflect the capabilities inherent in the group and allow all of the participants to utilize their talents and develop new skills. In many cases, young people planned to add this work to their resume and also relished the opportunity to hand out a professional looking final product.

All of the evaluation processes themselves were highly participatory. Youth were involved as much as possible depending on the overriding constraints mentioned above. Even in the "Evaluation of the Juvenile Justice System" project where young people were not involved in the planning stages of the evaluation, the adult consultants discussed the issue openly with young people. While their decision-making capacity was limited regarding evaluation procedures, their group procedures remained highly democratic.

Impact of evaluation on program

In the "Evaluation of the Juvenile Justice System," "The Drop-In Center, and "The Museum Team" it was not yet clear how the youth evaluation would impact the program because the evaluation process was not yet complete at the time this research was conducted. However, the project directors and evaluation consultants felt that the data would impact the overall direction of the programs. One of the adult directors from the "Evaluation of the Juvenile Justice System" stated:

> I believe that there is a commitment to using the information and the evaluators that we are working on. They seem very committed in a lot of ways to this being the primary evaluation.

The evaluation consultant from "The Museum Team" concurred, stating:

> I'm not sure what kind of decisions will be made about the program but it is important that someone who is in an authority position agree to read and respond to the recommendations made by the youth.

This particular consultant does a lot of work in advance, explaining to the client the work she will be doing and requesting their support. She reported:

> I work with the client in advance. You need to work with the program people in advance too and you need to get a commitment from them in the beginning. I have people who haven't implemented things that I thought should be implemented but I haven't had any program people that were disrespectful of the student evaluators.

This seems like a very important exercise to engage in before the start of a participatory evaluation process with children and/or youth. If a commitment is obtained prior to the start of the project, youth will be less likely to be disappointed by adults who might dismiss or ignore their findings.

The "Voice For Change" project had a major impact and actually was used as a tool to advocate for more youth involvement in planning and evaluation. Young people evaluated a variety of youth programs and provided them with feedback, helping them to make needed changes. They gained support from these programs to change policy regarding children's and youth's participation in planning and evaluating state funded programs.

The "Schooling for All" project evaluation helped to facilitate an ongoing "culture of inquiry." Two youth representatives from two different seventh grade classes were asked to be representatives on a committee consisting of parents and teachers. This group learned how to continuously question their practices and the school is still utilizing this evaluation approach as an ongoing part of its planning and monitoring process. This evaluation consultant stated:

> The coolest part, the sign for me of a school that has died is a school that will no longer ask questions about its own practice. So part of what gets created is a kind of culture of inquiry and on-going legacy where inquiry becomes a way to sustain organizational development, not that there are sets

of answers of documents as much as conversations that are on-going that are question heavy rather than answer heavy.

The impact on this school is that it now has the tools to continue the evaluation processes as it develops. This was the only program in this pattern that was able to create an ongoing "legacy of inquiry," primarily because four out of the five evaluation teams were working with programs that were unwilling or uninterested in changing their practices with regard to participation.

While the evaluation teams in all of these programs were highly participatory and utilized many monitoring techniques in their own practices, the programs being evaluated did not become more participatory or democratic because of the evaluation. However, in two projects ("Voices of Change" and "Evaluation of the Juvenile Justice System) the youth evaluation team acted as advocates for youth participation on a larger scale. While the particular non-democratic practices of the programs may not have changed, ongoing advocacy work was being conducted with funders and program directors in order to change policy related to youth participation in program development and evaluation.

Problems, strengths and program inconsistencies

Interestingly, the programs that had some difficulty making an impact were those that included youth program members in the evaluation process. Youth evaluators and adults often felt that the issues being examined were "too close to home." This seemed particularly salient because the programs themselves were not participatory or democratic. In this way, the young people had not built trusting relationships with adult program directors and were nervous about reporting their findings. On the other hand, youth evaluators not currently being served by programs had a much easier time because no repercussions could come from their involvement.

Unlike programs in the pattern III above, the participatory and democratic perspectives of the programs being evaluated did not match those of the evaluators. In this way it seemed important to do a lot of work up front to make sure that the changes

suggested by the youth evaluators would be taken seriously or that they would at least be given a hearing by adults in authority. Caution should be taken when conducting participatory evaluations in non-participatory environments. Based on the reports from these evaluation consultants much work needs to be done in advance in order to ensure that young members will be treated fairly and respectfully. Because of the numerous stakeholders in these evaluation types, i.e., other evaluators, program people, funders etc., continuous negotiations needed to be conducted because youth voices could easily be lost in the mix. It seemed important that evaluation consultants kept the political and hierarchical structures in mind from the very onset of the project, thereby making sure that young evaluator's suggestions were not disregarded or debased.

On the other hand, it seemed that young people not only acted as professionals within these contexts but environments were also created in which they could be treated as such. In this way, youth evaluators came to be seen as consultants, advocating for other young people and themselves. They were no longer related to as "the problem" and came to serve as change agents in the community.

Beyond individual change, there was opportunity for both organizational and political change. Young evaluators helped facilitate a culture of inquiry within their non-participatory programs, thereby creating a more democratic environment. Also, young people acted as advocates for youth participation in the planning, implementation and evaluation of their own programs in a more political fashion.

Even though youth were not involved in programmatic decisions, they were engaged in all aspects of the evaluation. While evaluations were not always instrumental in changing the participatory nature of the program, they were helpful in making the programs more youth friendly and they are beginning to create political change in the community.

Summary

Like programs in Pattern #1 all of the programs in this pattern were conducted in non-participatory contexts. The programs themselves were participatory, however, the

surrounding organizational environments were not. In this way, they seemed to be fighting similar difficulties regarding having youth voices heard and acted upon.

However, in these programs, young people were able to affect change which reached beyond just their individual learning practices. In this pattern, youth implement change in program practices and in some cases were instrumental in political change, i.e., "Voice for Change" and "Evaluation of the Juvenile Justice System". Therefore, young people became an integral part of the movement to change the ways in which they were seen and heard by the world. They were working to change the totality rather than particulars. In this way, they were no longer prescribed by the non-participatory environments surrounding their work. Instead, they worked from the "outside" to implement change within these programs and organizations.

Conclusion

Overall five different patterns of monitoring and evaluation were identified in this study. Each pattern illustrates how evaluative practices have been used in different circumstances and contexts. The above findings have illustrated how the overall goals of the program and the evaluation/monitoring either matched or worked against each other. Further, the theoretical underpinnings of these goals were explicated in order to understand how the program and project directors understood the processes they were engaged in. The table bellow provides an overall typology of patterns identified in this research.

Programs in Pattern #1, Individual assessment and group monitoring, and Pattern #2, On-going group monitoring, were unsuccessful at connecting their group monitoring processes with the evaluation processes. There were many reasons these programs did not make participatory evaluation a priority. In some cases (n=5), internal monitoring was never meant to be anything more than a self-governance tool and in other instances (n=3) the programs were philosophically positioned in opposition to formalized evaluation. While extremely participatory and democratic in nature, these programs felt that the activity

of evaluation was reifying and did not reflect the ongoing democratic nature of their program

On the other hand, programs in Pattern #3, Group monitoring, empowerment evaluation and assessment, Pattern #4, Group monitoring and empowerment evaluation, and Pattern #5, Empowerment evaluation without group monitoring, did attempt to include young people in aspects of the overall program evaluation. While these programs occurred in a variety of settings and circumstances, they had very similar philosophies. Many actually used the same texts to guide their work, i.e., Fetterman's Empowerment Evaluation (1996) and Freire's (1985) work on popular education. The differences between these programs will be examined further in the case study section below.

Table 6: Typology of Program Patterns

	Pattern I Individual Assessment	Pattern II A On-going Monitoring as an end within itself	Pattern II B On-going Monitoring completely disconnected to evaluation	Pattern III Group Monitoring Combined with Empowerment Evaluation and Assessment	Pattern IV- Group Monitoring Combined with Empowerment Evaluation	Pattern V Empowerment Evaluation
INTENT -						
organizational goal	To educate , to provide knowledge	To provide skill, to empower youth to be change agents	1&3 - To create performatory developmental learning environments 2 - Individual responsibility	1. Youth empowerment 2. Empowerment and employment	Prevention and Community Service	Youth empowerment, program development advocacy
Participatory assessment goal	Individual, self determined learning	X	X	Job skill development and mentoring support	X	X
Participatory monitoring goal	Team work/participation	Activity and project development	1 - School, student, and staff development 2- school development, youth learning 3-program and participant development	Democratic participation/empowerment	Democratic participation/ empowerment	X
Participatory evaluation goal	X	X	X	For funders, and program development	For funders	For funders, program development and youth empowerment
METHODS						
program activities	Group projects	Community based projects	1&3 - Performance based activities 2- Self directed learning activities	1. Journalism 2. Harm reduction	Many and Varied	Many and Varied
participatory assessment activities	Group discussion, collective and individual creation of criteria, assessing self, journal writing	X	X	Mentoring meetings, goal development, reflection on progress	X	X

participatory monitoring activities	Group discussion and collective creation of criteria, assessing self within group	Democratic leadership by committee, group meetings	1&3 - Group meetings 2 - Democratic leadership by committee	group meetings	group meetings	X
participatory evaluation activities	X	X	1 - Collective questionnaire 2 - Surveys of alumni	Empowerment evaluation	Empowerment evaluation	Empowerment evaluation
CONTENT subject matter of the assessment	Academic and interpersonal skills, group work	X	X	Individual goal setting and development	X	X
subject matter of the monitoring	Academic and interpersonal skills, group work	Program activities	School, project, activity, and group	Group development	Group and program development	X
subject matter of the evaluation	X	X	1 - School, project, activity group and self 2 - Alumni experiences	Program development and effectiveness	Program effectiveness	Program effectiveness and development
PROCESS						
How is the monitoring/evaluation structured?	Structured with active participation	Structured with active participation	1- Open-ended with active participation 2&3 - Semi - structured with active participation	Open-ended, youth-centered, active participation	Semi-structured with active participation	Semi -structured with active participation
LEADERSHIP	Teacher as leader, provides rigid structure	Program director as leader, provides rigid structure	Leadership shared	Leadership shared	Evaluator as facilitator, provides pliable structure	Evaluator as facilitators, provides pliable structure

CHAPTER VI

PHASE II - CASE STUDY METHODS

Method

In order to provide more detailed information about programs and to illustrate the impact of these evaluation activities on young participants, sites for case studies were selected. The primary goal of this phase of the research was to hear young participants' views about their evaluation projects. By visiting the programs and interviewing members it was expected that an understanding of their opinions and critiques could be gained. Youth were questioned about all aspects of their projects. Further, they were asked to discuss how they understood the impact of their work both on themselves, their program and on the community at large.

Selection of Case Study Sites

Four case study sites were chosen based on a variety of criteria. First and foremost the programs had to be available and willing to be studied. This criteria alone eliminated projects which had been completed before the beginning of this research, reducing the case study selection to nine possible programs. No programs were currently under operation in Patterns 1 or 5; three were available in pattern IIA, two in pattern IIB, two in pattern III, and two in pattern IV, and one in pattern V.

A second criterion for inclusion was willingness to accommodate site visits and interviews youth participants. Additionally, some preparation was required in advance so that both parents and youth could sign informed consent forms. Due to the financial instability of some of the programs, the lack of administrative support and/or the general program rules regarding visitors and research, three programs were unable to accommodate my visit leaving six possible programs remaining.

Programs in Patterns IIA and IIB, On-Going Group Monitoring, were excluded for three reasons. First, these programs were unable to link the evaluation to their group monitoring practices and operated very much like any other democratic or participatory program, i.e., having youth sit on steering committees, holding weekly meetings conducted by youth, and involving youth in decisions about daily operations. Because the original research question focused on the possibilities for young people to be involved on a variety of levels of evaluation, looking closely at programs which had integrated these approaches seemed a more fruitful endeavor. Third, monitoring practices could be examined within programs which contained group monitoring and evaluation practices. In this way, it did not seem necessary to examine them as a separate entity. This criteria left four possible programs remaining for selection as case studies.

In order assure that these programs were a good representation a matrix was created. This matrix illustrates the patterns in which the programs fell, the level of youth participation in the program monitoring, the level of youth participation in the evaluation, the number of youth involved in the program, how youth were selected for involvement in evaluation and monitoring. Level of participation in the program and evaluation were assessed through two self-designed scales. The Program Participation Scale rated program participation along five levels from "No Participation" to "Radical Participation" (see Table 7). The Evaluation Participation Scale consisted of a simple frequency count of the number of evaluation strategies young people were engaged in. A list of eight possible strategies was based on Phase I data. These strategies include:

1. stakeholder meeting or planning
2. creating instruments
3. choosing and developing methods
4. implementing research
5. analyzing data results
6. writing report

7. develop and present recommendations
8. implement recommendations

This matrix allowed the four distinct dimensions of participation to be highlighted within each program, i.e., participation in monitoring, participation in evaluation, number of youth involved in these activities, and how they were selected. Utilizing this matrix, programs could be selected based on their level of youth participation in both the program monitoring and evaluation. In the end, four programs were chosen to be included as case studies. The four cases included one in Pattern III (Group Monitoring, Empowerment Evaluation, and Assessment) and one in pattern IV (Group Monitoring and Empowerment Evaluation), and two in Pattern IV (Empowerment Evaluation). These are numbers 1-4 on the case study matrix; see Table 7.

Table 7: Program Participation Scale

No Participation	Youth have no voice and are not allowed to make decisions regarding their program.
Low participation	Youth have some voice through their service on committees, i.e., student council, advisory committee. They often only hold one vote and have little impact on decision making.
Medium participation	Youth are involved in a democratic process by which they are supported to make decisions regarding the activities or individual projects within their program.
High participation.	Youth are involved in a democratic process by which they are supported to make all decisions regarding their overall program, including: activities and individual projects as well as hiring and firing of staff, decisions regarding money and budget. However, the democratic process (or method) or participation is fixed.
Radical participation	Youth are involved in a democratic process by which they are supported to make all decisions regarding their overall program, including: activities and individual projects as well as hiring and firing of staff, decisions regarding money and budget. Further, young people develop the democratic processes (or methods) of participation as needed.

Even though these programs only represent three of the five pattern types, they had the most potential for informing how to engage youth in many types and levels of program

evaluation. Two involved youth in the maximum number of evaluation strategies (eight); two involved youth in six or seven strategies. The former programs were rated as involving "Radical Participation" at the program level while the latter programs had "No participation" at the program level; that is, young participants were not involved in group monitoring.

Further, the programs situated in Pattern V differed in terms of how youth were selected. These programs represent the two distinct approaches to including young people in evaluation efforts in non-participatory programs. Three take place with active program participants, i.e., The Museum Team, The Drop-in Center and Schooling for All, while the others recruit young stakeholders who are not currently involved with the program in an ongoing fashion, i.e., Voices for Change and The Evaluation for the Juvenile Justice System. For instance, The Evaluation for the Juvenile Justice System recruited young people who either were or had been in the Juvenile Justice system. However, the Juvenile Justice System was interested in developing new programs based on their past performance and wanted youth input. In this way, these young evaluators were not involved in on-going programs because they had not yet been developed. In Chapter 5, the distinctions between these two program types were explored, however, these differences warrant further investigation.

This variation across contexts allowed for a diverse picture of including young people in evaluation. Further, the programs occurred in a variety of geographic and programmatic settings. For instance, one organization was situated in a variety of small towns in Ontario Canada, two programs are in one city on the East Coast of the United States and the last program is located in Ottawa, Canada. Finally, each of these evaluations had a very different focus, these included: a harm reduction program, a rural drop in center, an urban drop in center, and a juvenile justice system.

Table 8: Matrix of Case Study Programs

Name	Pattern #	Program monitoring participation	Evaluation participation	Number of youth Involved in Evaluation	How youth are selected to participate
1. The Harm Reduction program	Group Monitoring, Empowerment Evaluation,, and assessment (Pattern III)	Radical participation	8	All	All
2. Youth Hang Outs	Group Monitoring and Empowerment Evaluation (Pattern IV)	Radical participation	8	5-7 Committee members	Elected committee members
3. The Drop-in Center	(Pattern V)	No participation	7	6	Reflective of program population, hired
4. Evaluation of the Juvenile Justice System	Empowerment Evaluation with (Pattern V)	No participation	6	20	Reflective of community population and those who have used services

Materials and Procedure

Three major sources of data were collected during the case study phase of the research, semi-structured interviews with youth participants (see Appendix B), observations and the collection of program and evaluation documentation. Each of these data collection methods will be described in detail below.

Youth Interview

A representative sample of young people (see following section) were invited to be interviewed about the benefits, drawbacks and effects of participating in the evaluation project (see Appendix -). Each interview lasted about 45 minutes during which youth were questioned about their specific involvement in monitoring and evaluation, the overall

process and group dynamics, as well as the impact of the monitoring and evaluation, including how youth felt the evaluation would impact the program or service being evaluated. Youth participants were probed for both positive and negative reactions to the work. The young people were also asked about the changes and improvements they would make in the process if they had it to do all over again. The questions were designed to engage young people in discussions about their personal views of the evaluation process, i.e., what they saw as the benefits and the drawbacks of evaluation work.

In many ways, this interview covered a variety of topic areas identical to the adult's survey in phase one of this research. The rationale for this overlap in data was to determine if the young participants and the adult program/evaluators had similar understandings of the projects. Asking many of the same organizational questions to both parties allowed for any differences in opinion to emerge.

The selection of youth

Youth members volunteered to be interviewed prior to my arrival to the site. The adult program directors in all four sites held meetings and explained why I wanted to visit their program, explaining the topic of my dissertation. In three cases this meeting was held in order to gain permission from the youth for my visit.

During these meetings, young people who volunteered to be interviewed were given informed consent forms and asked to have their parents sign them prior to my visit. They were also asked to sign up for an interview time with me. Only one young person missed his scheduled interview time, and all brought their consent forms. In two cases almost all of the youth wanted to be interviewed.

I felt that the process of discussing my visit in advance and allowing the youth to decide whether or not to allow my visit was indicative of the participatory approach inherent in these programs. In keeping with that philosophy, I felt it was important to allow youth to come forward on their own to be interviewed. Because of the voluntary nature of this process, it was unclear that a representative sampling of youth would be

obtained. However, in the end, the population interviewed was a good representation of the group, see Table 9.

Table 9: The selection of Youth Participants to be Interviewed

Program	Number of youth in program or evaluation	Number of youth interviewed
Urban Youth Harm Reduction/employment program	15 all girls	4 all girls
A network of Rural Youth drop in centers	Approximately 45 on evaluation committees, mixed genders depending on elections	14 7 girls and 7 boys
Urban Evaluation of Juvenile Justice System	10 5 girls and 5 boys	6 3 girls and 3 boys
Evaluation of a Urban Drop in Center	6 3 boys and 3 girls	2 1 boy and 1 girl

Observations

During the site visit, observations were made of everyday activities including group meetings, focus groups, and day to day operations and procedures. Observations of meetings were conducted, specifically looking at how they were run and by whom, which youth were emerging as "leaders," the adults' roles and their relationship with the youth, the outside evaluators' roles (where they existed) and their relationship with the youth, and the general dynamics of the group. Whenever possible observations were conducted of young people actually working in the field collecting data or in the office doing analyses.

Extensive field logs and notes were maintained which provided detailed descriptions and reflections of the processes utilized in each of the locations. Notes were taken during and after each visit, describing my general impressions. Further, notes were made after the interview session and during transcribing, regarding my own interview

techniques and questions I wish I would have asked. These were used to continually improve my interviewing style and to inform future interviews with youth.

Documentation collection

Each program director and/or evaluator was asked to provide any documentation they might have of the project. In this way, newspaper clippings, academic articles, proposals, flyers, and brochures were collected and reviewed. These offered corroboration and follow up of individual perceptions and also provided contextual information about the setting, the specific program, and the evaluation.

Data Analysis

Based on interview data, qualitative analyses were conducted. The data analysis was an emergent process, rather than a fixed set of steps to reach conclusions related to predetermined hypotheses. When conducting a qualitative analysis it is vital that "causal relationships and theoretical statements be clearly emergent from and grounded in the phenomena studied. The theory emerges from the data; it is not imposed on the data" (Patton, 1980, p. 278). While the interview was designed to obtain a variety of information, the analyses encompassed three major questions asked in this phase of the research.

1. How is it that the young people see their involvement in the evaluation?;
2. How do they think it will impact the program or community?;
3. What are the effects of participating in the evaluation?

For the first question a thematic analysis was used to develop a system of categories based on data from the youth interviews, adult interviews, observations and program documentation. This data provided triangulation between the perceptions of the youth, adults and the researcher. Did the views of the program converge? Were young people involved in the activities reported by program directors? How did youth understand their

participation? Were there many constraints place on them by the adults? The answer to these questions were coded and examined for each of the four case studies.

Youth participants' responses to the second set of questions regarding the impact of the evaluation were coded and analyzed for each program. A content analysis was also utilized to examine these data and youth's views were grouped together thematically. Responses were often case specific, however, a few general themes were noted across programs.

The third question regarding the effects of participation on the youth was analyzed using a thematic content analysis. As themes emerged from the data they were examined and coded, also some themes on this topic of participatory evaluation already exist in the literature and so they were used as a resource to check my analysis against. Further, this data was examined across program type in order to see if any differences existed and in relation to answers to the first two questions. Specifically, I was interested in discovering if there was a relationship between the types of evaluations young people were involved in and the effects cited.

The observations, accompanying field notes, and program documentation were used to form descriptions of each of the programs, including the program's physical environment. The physical environment is described in detail and helps illustrate the nature of interactions between and within staff and youth. This personalization of space reflects the participatory nature of the program, illustrating that young people are free to shape the space and make it comfortable for their purposes.

CHAPTER VII

CASE STUDY FINDINGS

Introduction

In this chapter a more detailed description of each program will be given. An effort will be made to not repeat information given in the proceeding chapters. The descriptive details of this section reflect those issues that were deemed important by the young participants and helped to illustrate their relationship with the program. Discussed are the benefits of participating in evaluation and the issues young people believe to be important in doing evaluation work.

All four of the case studies selected for this phase of the research were currently involved in the process of evaluation. Two used evaluation as an integral part of their ongoing work (Case Study 1 and 2). One was just getting started (Case Study 3). One had just completed the evaluation and young people had recently reported their results to the "powers that be" (Case Study 4). The program that had just started was at a disadvantage in terms of the youth's limited experience and hence ability to comment on the process.

No discrepancies were identified between the information given by the adult program directors and evaluators during the initial interviews and the actual practice as observed and described by the youth. Young participants understood the nature of their work very clearly and were able to articulate the process in a very similar manner as the adults. All of the activities young people were engaged in were comparable to those described by the adults.

Case Study I: The Harm Reduction Program

The Harm Reduction Program fell into pattern III, Group Monitoring, Empowerment Evaluation and Assessment and was a youth employment model that provided jobs for low income and homeless young women. It was an urban program

serving predominately low income and homeless African American and Latino youth. Once these young women were hired, they were trained in harm reduction techniques and provided information to other young women who worked and lived on the street. In this way, both the young employees benefited from the program and young women they served. This program was completely run by young people and the executive director had just turned 20 years old at the time of the interview.

The youth management staff takes care of fundraising, finances and book keeping, proposal writing, presentations, decisions regarding adding more staff, promotions, etc. Other young women conduct outreach, providing street youth with information about the services in their community. They use a harm reduction model which does not judge young women for their actions but instead provides them with useful information and supplies for safe sex and drug use, i.e., condoms, dental dams, and clean needles. Further, the young women research the services in their community and report their evaluations to a 1-800 hot line for all to access. One young woman describes this program as follows:

> It's an outreach program but behind that, it gives young women, who were poor, jobs and steady employment where they could learn skills, transferable, vital skills, life skills, survival skills and have them hook up to other systems of care through that. The vision was to have something for young women to do to get paid: an alternative to sex work, an alternative to sleeping in squats.

As will be described below, this program uses assessment, monitoring and evaluation techniques in every aspect of their work. In order to reflect on their work they held meetings, and conducted individual staff and program evaluations. Further, evaluations of their community services were done in order to support other young women in their efforts to locate helpful services and information.

The young women interviewed

Four young women were interviewed during this research: Jennifer (age 16), Norma (age 17), Shaniqua (age 20), and Denise (age 19). Shaniqua has been in the program for six years and is the program's Executive Director. Denise has been in the program for three years and is the Director of Operation. Jennifer, also with the program for three years, does outreach and research on community services. Norma has been with the program for two years as an outreach worker. Each of these young women has held many positions since they have been in the program.

Based on the skill-level required to hold these positions, it would seem that the "best and the brightest" must have been hired to work at this program. While this may be true, traditional society would hardly have labeled these young women as such prior to their involvement in the program. In fact, all were living on their own or in very difficult circumstances before coming to the center. Jennifer relayed the story of how she met outreach workers in the street who invited her to the program. She said that she was on the living on the street when she met the outreach workers form the Harm Reduction Program. She started talking with them and they invite her to come and be interviewed for a job at the program. They told her: "you've got a real voice." Jennifer went and applied for the job, on the very same day she went out with a youth staff member and did outreach to see if she would like it. Once she determined that she liked the job and the other young women working there, she interviewed with executive director and the director of outreach. Next, she had to talk to the whole group of young staff members and managers. Once, she determined that she could work with the group and they decided that they could work with her, she was hired.

Program's Physical Environment

This program is located in an old office building in a downtown neighborhood of a large City. Upon entering their offices, I noticed young women sitting behind desks and in window cells working. The environment seemed casual yet professional. There were three separate rooms with the doors opening onto one another. There was a small library, and many desks and computers. Some desks were used by several members of the group and others were more personalized. The youth passed freely from one room to the next.

While this was a comfortable environment, it was still a work space and in this way had the formal components of a typical office. However, posters adorned the walls, several of which the young women themselves had produced. Also, they had many flowers in various stages of drying and several plants. They told me they were always trying to make the office more comfortable.

In the evening when all of the outreach workers came back in from their assignments, they ordered pizza and sat around on the desks and floors talking and eating pizza. The more traditional work environment of the day, was transformed into a social gathering place where young people could share the days events with one another. They all seemed very comfortable in the space and no areas were considered "off limits."

Program activities and monitoring processes

The program is run entirely by young people but there is a hierarchical structure in place. A staff of young managers and supervisors take the lead on many initiatives, however there are many decisions which are made by the entire group. The management staff takes care of fundraising, finances and book keeping, proposal writing, presentations, decisions regarding adding more staff, promotions etc. Weekly staff meetings are conducted in a very participatory manner, with all members adding to the agenda and having their voices heard on issues of concern to them. During these meetings all aspects of the program are discussed. Denise reported:

> All of the management staff come in on Monday morning. The first thing we do is have a management meeting. We talk about different issues ranging from personnel policies to how we are going to make sure that we are accountable for what we do and talking about trainings and who's going, what trainings are scheduled and what trainings need to be scheduled. Talking about a whole bunch of stuff. And we talk about financial stuff, how much is in the bank and all that stuff and grants, if we got money.

These managers are not elected or voted into office, instead they are people who are committed to developing the program. As young people invest more time and effort into the program, they advance in their positions. Jennifer stated:

> Its basically the people who already put in a lot of work, that already found out what they want to do and they are near to accomplishing their goals and stuff.

Norma also stated:

> You move up positions, you start off as an outreach worker and depending on how much you do and how much you show that you want to do, then you will move up. Like the management staff consults with each other if there needs to be a promotion or like a position, like a director position or an assistant director position and you know a person who is mostly dedicated in their work and they'll take that position and then you just move up like that.

The management itself is held accountable on several different levels. In addition to weekly management meetings there are weekly general meetings with all staff members and individual staff supervisions conducted by peers. Both of the later activities are outlets for the young people to provide feedback to the program management and staff. They also

allow the young people to monitor their program and assess their own development within the group and as a employee.

All staff and management (including the executive director) have a supervisor who they meet with periodically. Supervisions are conducted with both office staff and with outreach workers. During these sessions they set their personal goals and determine how they will meet them.

Denise said:

> All of us we have supervision meetings once a week with a person who is above, well in my case its Shaniqua she supervises me or I supervise two other people. Once a week we always have supervision meetings to help the person. "What are you doing this week?" "What do you want to do?" "How what steps do we need to take to get you there?" Or if the person just wants to talk like "I couldn't come to work because of this or that." And it was like Shaniqua was saying about making their own plans, if they feel they can't come to work, nothing but two days per week, then for a while we have to help them so that they can come every single day.

Norma, a staff member and an outreach worker, talked about her view of the supervisory meetings:

> We evaluated, I was evaluated, they evaluated each person on how they feel about the staff, what needs to be changed around the staff members, group and everything. And the outreach one was do you like your neighborhood that you outreach to? Would you like to go to a different neighborhood? It was like what kind of outreach do you do? Do you like doing outreach? What would you want to do at your outreach? What would you want to bring out at your outreach? Just things about outreach and this and that.

Not only are young women supervised by staff but they are also mentored by other young women who have held their job previously. These young mentors help train the

new youth and act as emotional and technical support for them as they learn their jobs. Norma stated:

> We take a person who did it once *[a particular job]*, like when Page wasn't in management she was an outreach worker and somebody from management team came and picked her to do the evaluation with her and next year, Page would have to pick somebody else to do evaluations with her. So it goes on like that.

In these ways, the young women are constantly afforded the opportunity to voice their opinions about their own work and the overall program operations. They are encouraged and supported by their supervisor to set goals, periodically assess them and ultimately to realize them.

General staff meetings provide one more outlet for the young women to reflect on their work collectively and discuss possible directions for the future. Also, they allow the young staff to get to know each other and develop working relations with one another. In some instances, these meetings are run more like peer support groups. They take turns facilitating the meetings by rotating the position weekly. During these meetings everyone announces what they have been working on for the week. Further, the staff takes this time to get to know one another and share ideas about political and philosophical issues. Norma stated:

> Yeah, and like sometimes we talk if people are having a problem and stuff you know, yeah, we are always honest with each other, you know what I'm saying? Like at staff meetings, we used to have meetings like, we used to pick a certain topic and just talk, just together, the whole staff and just get to know each other like that so it will be easier to work together and so it will be easier to get stuff done. We would just talk, talk about certain topics like sexuality, talk about sexuality, talk about sexuality for two hours. It would be deep like get to know each other, its cool, its cool

The staff meetings are not only a valuable monitoring opportunities but also give the young women the chance to discuss and reflect on larger political issues relevant to their work with homeless women. They also allow the group to develop alliances with one another and afford the staff members an opportunity to collectively think through important issues. Through these activities, the group has developed very close ties with one another and through their critical reflection have advanced their political understandings and positions with regard to their work. In this way, they have positioned their work in a broader political context. Many of the young women have become advocates in the community for harm reduction approaches. They have also been asked to speak at conferences, both youth and adult, in order to educate others about their approach. These group conversations are what Freire would term "conscientization," whereby the members of the group becomes aware of the ways in which they have been oppressed and begin to take action in order to change these dynamics.

Evaluation activities

Evaluation of services outside of the center

In order to provide up-to-date information to young women on the street, the youth staff members do undercover evaluations on services available in the community. This information is then put on a 1-800 hot line. Young women around the city phone this number in order to gain basic information about where to go for specific services. Each of these services have been investigated by the staff of The Harm Reduction Program and Reports have been filed. All of this information is then placed on the Hot Line for all to access. Jennifer stated:

> I do researching into different organizations, like I check them out so that it can be put onto our 1 800 number that we have. Like say someone wants to know about *[a specific center].* I would go down to *[this center],* I would not act like a researcher, I would act like a normal person and I would get

> the check ups and things like that, see what kind of things that they do for me, see how they treat me. Then I go back to the center and I write down my referral and tell exactly how they treated me and everything.

Shaniqua, the executive director, explained that while they try to utilize this information to make changes in services, they are often unable to have an impact. After a report is developed for the 1-800 line, they do a follow up with the agency and tell them what will be said on the hot line. Unfortunately, this rarely results in any significant change. However, they are able to initiate change is by making information available to young women on the street. Shaniqua reports:

> We do follow up with agencies and like "this incident happened where our young women went into get services and you denied them, what's up with that?" So we do a letter follow up and we usually do the meeting follow up. But again because these bigger, what we call the monopoly agencies are federally funded and they have their own restrictions and all of these things, that we don't really have control over but we feel that our control is giving the information out to other young women. So we say: "if they are going to go, if you don't have a choice but to go get food stamps, you need to expect to stay in line for at least 3 hours in the morning and especially if you have a snugly or a stroller, you're going to get treated like shit."

By using action research and evaluation methods, these young women are able to support other youth in making choices about which services to use and prepare them for what they might encounter. Further, they provide up-to-date information about which young women are eligible for specific services.

The overall program evaluation

While this program had numerous assessment and monitoring approaches in place, their funders required them to have an overall program evaluation. Because the youth

wanted to conduct the evaluation in a manner that reflected their overall, highly participatory, program methodology, they hired an outside evaluator to train them on how to conduct evaluation themselves. In the beginning they were not too excited about the additional work. Shaniqua remembers the initial lack of excitement amongst the staff:

> OK [the outside evaluators name] is going to come in for an hour and a half. She is going to talk about this process and we are going to figure out how the process is going to work for all of us. We are going to figure out how we are going to be all in it. We are just totally not stoked at all about it. It was just like, especially hearing that it was for funders, that made it that much more like really dry. It wasn't the most thrilling thing that we've ever done AT ALL!

They learned about all aspects of evaluation, determining research questions, defining the scope of evaluation, constructing instruments, implementing surveys and interviews, analyzing qualitative and quantitative data, and writing up and presenting results. They conducted research on their outreach program and on their skill building approaches with the staff. They did pre and post tests in order to measure what staff learned during the skill development seminars. They also conducted surveys on the street with other young women in order to find out if their outreach efforts were making an impact. In the end they found out how important these evaluation efforts could be. Shaniqua stated: "We learned the importance of evaluation. That not only is it really important to funders, yes, we have to have this in by a certain day but this is a really good tool for you to know."

Impact of evaluation on program

The program director realized that even though their staff is from the streets themselves, in some ways they are different now; they don't have to deal with the same issues because they now have jobs, homes and have learned certain skills. She saw the

potential for evaluation techniques to be used as a tool to continuously determine the needs of the street youth. Shaniqua stated:

> Because even though in some ways all of the young women here have been in the same situations out there because of employment but now because of opportunity, because we are linked to systems of care, you get disconnected. Like I have child care now. I'm not on public assistance, I have a really cool job, I know how to write grants, I know how to speak, I've been to like 80 million conferences. I'm separated, no matter how much I go out onto the streets, its not the same, so getting that information not just by word of mouth but on paper from the young women who we are in contact with it is crucial.

Based on their findings from the evaluation, the program made several changes. For instance, they found that different types of youth needed different information and services. For instance, they deal with the "Punk Culture," the "Drug Dealers," African American Women, Latina women, prostitutes, etc. They revised some of their outreach methods and began to provide different communities with specific information and services according the needs identified in the survey data. The findings of the evaluation also pointed out that their staff members were not all learning the training information. They came to realize that different people learn at different paces. Based on this information, they developed new more individualized training approaches and began providing writing classes and tutoring for the youth.

There were many unexpected outcomes related to the evaluation. They learned that they needed more tutoring for their staff because some weren't able to learn the information as quickly as others and also many of them wanted to go on to college. They also found that they needed to bring different information and materials into different neighborhoods. Shaniqua said:

> When young women go to the mission they're bringing different materials and when they go out to talk to the prostitutes on the Ho Stroll because they want different things; and we got that from the street quizzes.

Not only did the evaluation have an impact on program activities but the overall process of evaluation has now been further integrated into their overall approach. For instance, they will continue to survey the community about their needs. Denise said they would continue to survey the community for three reasons. First, to allow the young women on the street to voice their opinions about their needs; to let them know that the program really cares about what they have to say; and, third to allow the staff to feel good about what they are doing. Denise stated:

> We are thinking about doing it twice a year in all of the different communities and honestly, I don't I wouldn't want that piece to go to funders, I really want it to serve as an organizational tool. To have the young women here feel good about what they are doing and have the young women who are out there know the center really cares about what they really have to say and we are going to use these numbers to make a difference in the stuff that we do.

An example of the kind of program organizational changes that can come from the evaluations was the discovery that not all staff members were learning and understanding the materials presented during training. It is from this that the staff supervisions described earlier were implemented. This allows the staff the opportunity to discuss any troubles they may have had with the work and to continuously assess their own development with a supportive peer or mentor. In this way, evaluation has become an ongoing part of their program development.

Benefits Of Involvement

It seems impossible to try and separate the benefits of involvement in the program from the benefits of involvement in the monitoring and evaluation. For highly participatory programs necessarily include monitoring and evaluation. In this case study, the highly the supportive environment created within the program, between the young people, had everything to do with the way in which the evaluation was conducted and therefore the benefits gained. Therefore, in this section benefits will be cited in terms of all program activities while relevant examples will be of the evaluation process, specifically.

By working together in order to develop, monitor and evaluate this program, these young women broke out of their societally determined roles and created an environment in which they were empowered on three different levels, the program, the group and the individual. They were able to affect change at all of these levels and benefited as individuals, as a group and as an organization.

The executive director, Shaniqua, was fourteen when she was hired into the program and had just had a baby. Now she has child care, a benefits package, is no longer on public assistance, has a "really cool job" that pays well, knows how to write grants, do evaluation, can speak in public and is preparing to go to college to become a doctor. Denise, the Director of Operations, is going to Howard University soon and Norma is learning to write grants and develop other aspects of the program.

Young people were not only the recipients of "empowerment" but they were also very instrumental in continuously creating an environment in which all youth were "empowered." These young people were involved creating environments in which authoritative roles were transformed. Young women talked a lot about the importance of this "supportive," "non-judgmental," and "honest" environment. Young people reported that within this environment they were empowered to develop better relations, be honest, express themselves and become "like a family." The youth were very proud of their work and felt that they were having an impact in the community. They also learned individual

skills that will benefit them in the job market. Further, the organization itself provided economic and emotional support for the youth.

Opportunities for youth to develop new types of relationships with one another and adults

As can be seen in many of the above quotes, these young women felt very strongly about the supportive nature of the program. They have strong ties to one another and work very closely on both personal and job related issues. All of the young women talked about the honesty within the group and the importance of having a place where they can express themselves freely. Denise stated:

> Just somewhere to be everyday to get paid and learn. A place to dream and be who you are be comfortable with who you are, not have to lie. Honesty is really important here, because a lot of places, you have to lie about everything, to your parents, your own stuff, everything.

Shaniqua agreed stating:

> Another thing that makes it so people don't lie and that they can be honest is because we don't judge, because another reason that people lie is because they want to hide what people are going to say about them or they don't want the truth to be out there because they will be judged but we don't judge people. Of course everybody naturally may make their assumption but we don't just blurb out on our assumptions, we have, we've learned to control that and work around that. Learn why we make those judgments.

All of these opportunities for working closely together and getting to know and respect one another seemed to be very important to the young women. In fact, the program was often referred to as a "Family." Denise stated:

> Like my executive director and stuff. We're like family, you know what I'm saying? WE'RE LIKE FAMILY [loudly]. And my executive director always lets us know, if you need anything and you need to talk to

> somebody and you don't got no one to talk to as far as work or whatever, she is like "come to us." I'm always like that too. If someone has got a problem or whatever, they could always talk to me.

Norma concurred:

> We like to make it a comfortable apace for the young women. If they don't want to talk that's fine but if they do that's fine too.

It is this supportive environment that allow the young people to continuously take on new challenges and try on "new roles." The are supported to make changes in their lives and learn new skills. Further their past experiences are never judged. Interestingly, in this context the aspects of their lives which have typically kept them from "fitting in" are considered their assets. These "problems" are the reason they were hired in the first place, i.e., abusive family life, sex work, drug use etc. In this way, young employees are able to understand the issues and needs of their clients. Young people are supported to share their personal stories with one another within the program and with their clients. In fact, rather than pathologizing these young women's problems the program relates to them as assets. Shaniqua stated:

> The quote/unquote negative experiences are attributes here and they are not negative. Here they are actually what makes you grow, what makes you smart, what makes you a survivor and a soldier.

Denise also said:

> Our thing is you can empower yourself, it's in your heart it's in your gut, you have that knowledge, you have that survival skill, you have that word of mouth gift, you have all of that so expand on it. Because you are a born leader anyway, you have survived this long through some really hellish stuff, so who is to say you can't do what you want, you can't go to Howard, you can't go to Stanford, you can't be a lawyer.

Denise believes that because young people have survived the streets, they have something to give to others. She believes that these types of youth are strong and have a lot to offer other youth in difficult situations. Young people are related to as "having" something to offer, something to give to others. In this way, young people who would typically be treated as the "have not's" have proven that they have much to give. In fact, in this particular instance they have much more to offer than those who have lived a moneyed life style. These young women have worked very hard to break out of this dualistic system of categorization.

The opportunity to continuously perform in new roles within the program

Each of these young women had the opportunity to take on a variety of jobs since they were hired. They were constantly taking on new and challenging roles. For instance, they worked on the evaluation, based on their evaluation findings they conducted presentations, wrote grants. Further, they continued to develop projects within the program and were able to continually take on more responsibilities and challenges. Norma stated:

> I started off as an outreach worker, then we started doing presentations at conferences, doing workshops, being on panels, talking about youth issues or HIV issues, leadership issues. Going to all of the trainings on HIV and STD drugs getting a lot of training and stuff, that's how I got started out but lately, in November and December, I wrote my first grant for like 10,000 to get private support. It was funny, I like it I like writing grants now, it was really cool.

Denise also has worked in numerous positions and stated:

> I've just been working ever since and getting promoted and promoted. Learning everything like I've almost been in every position in this job. I've been in like four positions. Now I'm the Director of Operations. I worked on the evaluation and I do presentations.

In fact, the young executive director just took over this job. She is very excited and also very nervous about this task but she was determined to take it on and be a success. Throughout the interview she talked about her fears and related how she was sharing them with her staff. She said: "Like in last night's staff meeting I was talking about how its really hard being in this new positions." The program operates in such a way as to support young women to constantly stretch themselves, allowing them to continuously develop new skills and new roles. Young people are promoted by the directors as they take on more and more responsibilities. The larger group also has a vote as to who becomes a director.

Evaluation Results Allowed Them to Proudly Reflect on Their Ability to Make Change.

By doing the evaluation, they were able to see their successes clearly and felt proud of their accomplishments. Once they saw the results of the evaluation, they felt that they had accomplished a lot in the community. The evaluation allowed them to look back on their work and see how they had impacted the community. Shaniqua stated:

> It was really good to see that 80% of the young women here have been certified during this time. Out knowledge of SCD's and HIV increased 100% through the beginning of this process, because of all of the trainings we've been through to now. We all felt better about ourselves. That's what it says on paper. A lot of us are in school now and what was good for me to see as I look back in this role as an administrator is those things count. Things on paper do count and I mean of course I have my biases against that still but I think its really important to show the world your progress and to have things from A to Z that back it up and to be able to say that young women did this process and that although we had [The evaluators name] guiding us we had to create the instruments, collect the data, go out onto the street into the crack hotels and ask young women to fill these survey's when

> they would rather be doing prostitution. And actually sit with the he young women and fill out the survey with her. I mean we broke through a lot of ground right there.

They almost seem amazed at their accomplishments. They are invited to talk on panels and make presentations at academic conferences. They are continuously related to as the "experts." Norma stated:

> Then we started doing presentations at conferences, doing workshops, being on panels, talking about youth issues. It was really cool.

Jennifer talked about how proud she was to be the youngest member ever in the program and told me that they hired her because they "needed her there." She referred to this throughout the interview. She also discussed the very important nature of her work with much pride and enthusiasm. She had learned from the evaluation findings that she was providing services that were needed by the community. Jennifer stated:

> I do outreach and I help out at a needle exchange site which is one of the most populated needle exchanges that I've seen. It's like at that needle exchange site, it's where youth go a lot of times. You are not supposed to have youth go to a needle exchange site, so we found out that more youth are doing injections than adults so we started to have to do something right away no matter what happens to us.

The evaluation allowed those young people to understand and see clearly the critical changes they were making in their community. They felt confident about their skills and had positive feelings about their work. Without being able to continuously monitor their work in this way, they may not have been able to understand the scope of their success. Further, they were able to find out how to better meet their clients needs. In this way, they felt proud that they were providing services that were needed.

The Evaluation Helped Them Acquire Skills for the Job Market

The young women interviewed all felt that the skills they acquired in the program and in the evaluation were very important in their overall development. They all mentioned putting this work on their resume and how it might get them a good job some day. Shaniqua reported that two of the evaluation team had already gotten jobs working for other non-profit organizations utilizing the skills they learned during the evaluation training. Jennifer stated:

> You can take this experience outside, you know how to develop instruments, you are going to put this data into the computer, we're going to learn this program together, we're going to come up with statistics that was just like, Wow!

They used much evaluation terminology when they were talking, for instance "statistical significance", "data", "input", "instruments", and "surveys." Their evaluation consultant taught them that the language of evaluation is a game and once they learned the new language they would have all of the same skills as the academics. So they tried very hard to use the language and terminology.

> *[The evaluation consultants name]* taught us that the only thing that separates academics from other people is language and once you can get past language, and learning of the language, there is no difference besides maybe a piece of paper and some years of school.

In this way, evaluation language became a very important tool for them and they learned to use this language when presenting and talking with funders and academics. Shaniqua talked about how difficult it was to learn this terminology and what all of the evaluation methods were used for. She stated:

> Like every two weeks for a seven month period they did street quizzes and what was really interesting was that we were in charge of the whole, basically the whole evaluation, where we had to construct instruments, like

> that was just like "what? An instrument?" And "it has to be done the same way every time, Why?" I mean like we had these questions, it just didn't make sense. Like "OK, we can't just have the young women fill it out like some of the time?" "Why do we have to do it standing?" So we got a lot of those questions answered and we learned the importance of evaluation.

Throughout the interviews, youth talked about learning how to write grants, conduct evaluations, give presentations, facilitating meetings, write up results of outreach, run statistics, manage a staff, monitor the financials of the program, talk to other young women on the street, work as a team, speak out, and support others. Further, they learned about the services in their community, the rights of young women on the street, issues of HIV, how to have safe sex, and how to use drugs in a safe manner.

Salary and Benefits

An important part of this program, that is not found in most participatory programs with teenagers, is that they were paid. These young women were all in desperate need of a job when they entered this program. It was vital that they find a place to work and support themselves and sometimes their children. This issue of being paid was very significant to the young people, not just because they needed the money for survival but because it meant that someone thought they were capable. Further, they could earn enough money to allow them to stop doing street work. Shaniqua stated:

> Yeah, we think that being paid well is really important because you can't address employment in a vacuum and say that this is an internship for 6.50 an hour. That is really cool and that is an opportunity but again for this huge population, it's like "look, OK I sell dope for 2 hours and I'll get like $300, like two blocks away, or I'll go up to *[a certain neighborhood]* and I'll make $200 dollars in 30 minutes with the business men who work at cooperate bank of America." So I mean even though $9 dollars an hour doesn't compete with that, it's still a good job. What that told me was that

somebody really cares about my experiences and somebody really thinks I'm smart and somebody really thinks that I should be paid well and I'm 17 I mean what's that all about?

Not only are the employees paid well but they also have benefits. They receive emergency housing, mental health stipends, food and learning leave. They fought to obtain and maintain each of these benefits and all of the young women were very grateful for having them. Again, it was not only the benefits themselves which were important to the youth but also that someone felt that they were deserving of them, that they were competent, with valuable skills to offer. In this way, they were empowered on two levels, both financially and emotionally. These youth were generating an income and supporting themselves through job which they found much fulfillment in. Therefore, they were financially empowered and are no longer supporting themselves on the street. The money has, in fact, legitimized their work and given them an immense sense of worth.

Negatives

Everyone agreed that the evaluation was a lot of work. However, the youth did feel that it was worth it in the end. The evaluator said that she would change their approach to data entry. This was a very difficult process to teach the young people and the evaluation consultant felt that she should have watched over this particular process more carefully. She stated:

> I think I should have monitored that more closely. Finding that space of allowing them to have enough experience to grow and also monitoring it more closely.

The youth program director agreed, stating that the computer program was very difficult. In end, the young women wound up doing the analysis by hand.:

> I think we still have a lot to learn. Because the data process got like all screwed up at the end. It was like too much. The computer program was too difficult, so we actually did everything by hand.

Thus, it seemed like more time could have been spent on supporting the young people to learn coding, data entry and statistical programming. However, this often takes a lot of time and evaluations do have deadlines. Therefore, timelines pressured the group to move quickly on the last phase of the evaluation. The group felt rushed at this point and tried to move quickly toward completion. If they were to conduct the evaluation over again they would spend more time learning the computer skills.

Table 10: SUMMARY OF EFFECTS - Case study I (The Harm Reduction Program)

Individual Effects	
Positive	**Negative**
Individual Effects Self-efficacy ability to affect change in the program and the community pride self-confidence Learning/skill development evaluation - methods and implementation interpersonal scholarly - writing, speaking, reading, computer, statistics, management administrative goal setting and planning Employment and job related benefits building a resume contacts Personal benefits enjoyment having a place to go getting off of the street developing supportive relationships with adults and youth being treated as having something to give not judged for past	Confusing and difficult to learn evaluation techniques. Time and effort of evaluation
Group Effects Identity Supportive relations with adults and youth Productivity Ongoing development	Time and effort required
Programmatic and Organizational Effects Integrated evaluation into program Improved services to clients Improved trainings	Staff time and effort

Case Study II: Youth Hang Outs

The "Youth Hang Outs" program fell into Pattern IV above, Group Monitoring and Empowerment Evaluation. It is an umbrella organization that encompasses eight programs in rural communities in Canada. "Youth Hang Outs" was a prevention strategy seeking to reduce drug and alcohol abuse in the community by providing young people with a place to hang out, supporting them to have voice in the community. This program serves primarily low income Caucasian youth, ages 12-19.

The two programs that were visited for purposes of this case study were identified as the most participatory by the founder. Both of these programs came into existence as a result of a research project focusing on the street as a "hang out" for youth. The community was frightened of the massive amount of youth loitering in their towns late in the evening. One researcher was hired to talk to the youth and look at this phenomenon. By working with the young people, the researcher soon discovered that young people were bored and had no place to go. Further they felt like they had no voice in the decisions being made about them. The youth requested that centers be developed in several communities. In order to accommodate these requests, the researcher was hired to support the young people in their efforts. Young people were invited to attend workshops and learn how to develop a program. Further, in order to support youth to have more of a voice in the community it was decided that the centers would be connected in some way to Town councils and other local community based organizations such as the parks department and the fire department.

The Centers themselves are more or less drop in centers. They have dances, computer workshops, theatrical programs, homework after school snakes, and cook night. and also a variety of other workshops run by interested youth and adults in the community. These programs are also leadership development programs and provide youth with multiple opportunities to become decision makers in their program and communities.

The Youth Interviewed for this Research

Twelve young people, six boys and six girls, between the ages of 15 and 19 were interviewed during my site visits. Six had been involved in the project since its inception. Two of the young women were the presidents of their groups and the rest either sat on committees or were active members. Of the founding members three had gone on to college and were home on spring break during my site visits. While these young people have already moved on in their lives, they were very dedicated to the centers and still came back to them when they were home.

Program's Physical Environment

Both of the program sites were completely decorated and furnished by young people. In one location the building was a donation from the town. It was a condemned building and had some structural problems. In the other location the young people were leasing a portion of a larger building.

In both programs, young people painted the walls, the floor and the ceilings. There was youth art everywhere and they were very proud of their work. I was brought from room to room in order to be given a tour of each youth's art and/or tagging. In one location a young man, Dan (age 16), asked:

> You saw the design on the floor right, that was my idea. ...Yeah, basically like me and my friends worked together and we had already stripped up there and we said we had an idea we said lets get a checkerboard on the floor and put a yin yang on the floor.

The young people in the community felt as if they owned these spaces and were highly involved in decorating them and maintaining there appearance. In another program a young woman, Sheila (age 18), discussed the importance of the space to the young people in the community:

> The little kids that are doing vandalism two blocks away are coming down here and doing the dishes without being asked. So it's providing that space where that's OK cause they're welcome.

When asked by the interviewer, "why do you think they feel welcome?," Sheila said:

> Because they helped build it. It's like when a teenager gets his own apartment, they're obviously gonna keep it cleaner than they keep their bedroom at home because they feel they've worked hard and that they feel they need to keep it and represent it the best as they can so people will come and visit. Its like our youth center...Pride.

In this program, the youth had just painted over the old art and were in the process of creating a new environment. They were the "next generation of youth" and did not have a relationship with the art on the walls. They didn't know the youth who had done the work and had no attachment to it. This transition from old to new was very interesting. When two of the young founding members returned to be interviewed for this research. They saw that their art had been covered up and became very nostalgic. They walked me through the center pointing out where things used to be and how things used to look when they ran the center.

Both centers had kitchens and canteens and were both homey environments, however, they were more casual than most typical homes. The young people made snacks and threw themselves on old used sofas, shoes and all. All of the centers had large living rooms with used televisions and old computers and they all had enormous rooms set aside for dances. Further, they all had sound equipment and one even had a disco ball.

These spaces were extremely personalized and the young people had many attachments to the space. In this way, it seemed as though they had a very strong sense of ownership and felt very comfortable making decisions regarding decoration and utilization of space. Different from the program in the previous case study environment, these centers

were more like "hang outs," places for youth to socialize and develop projects with other young people.

Program activities and monitoring processes

At the inception of these programs, five different towns councils were asked to commit to supporting young people in the towns to create youth centers. Members of the town council and other community based organizations were invited to a planning meeting and the entrance fee was one young person. In order to attend adults had to bring at least one youth. Carol (age 18) shared her story about how a neighbor brought her to this first meeting:

> I came because the lady across the street, she was a camp counselor, and I guess when the town wanted to get the whole youth center thing going and she had to bring a couple of youth and I was one of them. That's how I got involved. She thought that I might like to work with something like that.

Once both youth and adults were committed to the center in all five towns a series of workshops began. All five communities sent representatives of both adults and youth to work together on common issues. During these workshops youth were trained on fundraising, obtaining non-profit status, program implementation, how to locate adult volunteers, policies and procedures and evaluation.

Young people were involved in the planning of these centers from the beginning. They wanted to have a mixed group of youth involved, they wanted to be involved with issues of policing, schooling, and health issues and recreation within the town. They felt that they should be connected in some way to the town council so they could become an integral part of community decision making. They also began to develop criteria for success. They wanted to have youth centers standing in all five towns and they wanted to have the ability to affect change within the community with regard to youth issues and

needs. Further, they wanted to develop a video tape in order to illustrate the importance of the youth programs in small towns.

Some programs got up and running very quickly while others took more time. Collective workshops which included participants from all five towns provided excellent opportunities for programs to share ideas and monitor their success and difficulties. As each program developed and implemented a new strategy they would share their success and failures with one another, discussing the possibilities for future development or how others might utilize a similar approach. The representatives sent to the workshops would then go back to their centers and share the information with others members.

During weekly meetings they would discuss the events of the workshops and get feedback for the following session. In this way, they were developing their own programs and creating a network of information and resources. Several youth talked about how they borrowed ideas from the centers which opened before theirs. One youth president, Sheila (age 19), stated:

> Yeah. We basically, in the beginning, set our goals. And one of first goals was to get a youth center. And when we were closer to getting it we started thinking about what we wanted to see in the youth center, what sort of rules we wanted, like we developed these through other youth centers that were working at that point. So we just developed from everybody else's ideas what we wanted.

Another young woman, Beth (age 17), said:

> Well the workshops introduced us to different youth from different communities and it was very beneficial to hear what they were doing and what we could do. And what we were doing, they could do. And you got to develop friends from that. It was just a really good experience. I learned a lot from the workshops.

As a part of these workshops, young people also visited each other's programs. One young man, Bob (age 17), reported:

> And when we went to see the youth centers we saw exactly what was going on because this was a whole new idea for us. We had never seen anything like it. So we said OK this is working for them. Let's try it and see if it works for us.

These workshops were very helpful in the development of each of these programs. Not only did the young people learn a lot from the adult facilitator, but they also shared ideas and collectively monitored their programs. The group ran very democratically with each group bringing their work to the table. Sometimes groups helped train one other on specific techniques and practices that they found useful. This workshop approach to program development and monitoring could be considered a meta-monitoring process. While programs monitored their own individual success, they also monitored their "sister" program's successes, supporting each other to develop new approaches and solutions to problems.

In the end, eight programs were developed, rather than the initial five. Interestingly, several other communities heard about the initiative and asked to become involved. Now after seven years all are still in operation. Some are run predominantly by adults, however, two of the initial programs are still primarily youth driven. These are the programs included in this case study.

The individual center's monitoring process

Young people in each of these programs have a committee of elected youth and adults who act as the governing body. These boards are made up of 50% youth and 50% adults. There is a parallel board of youth and adults, for instance there is a youth president and an adult president. The youth felt that this type of board would allow them to work

closely with adults and learn a variety of needed skills from them. The two young people who developed this idea were interviewed and stated:

> Well, it was very attractive when we were first introduced to it. Youth being able to have their opinion and we weren't just being told what to do by adults. And just the same, we had the adults to give us the guidance that youth didn't know. You don't know how to get this incorporated *[i.e., non profit status]*. I didn't know anything about that. And that's where the adults came in. And they were also good dealing with lawyers and stuff like that where the youth just didn't have the experience. I don't know, just broaden our horizons.

Each program has a monthly board meetings and all members are invited to participate. Any young person can bring up an issue at the board meeting. They have several committees which report back to the board. These groups work on fundraising, public relations, programming, and finance. During meetings the youth review their minutes from the last meeting and set agendas for the future. They keep a log of all of their activities and meeting notes which acts as a reference. Further, this log was public property and all young people had access to it because it sits out on a table in the lounge area. One young man, David (age 16), talked about the importance of keeping minutes during the meeting

> It was just basic runnings and let everyone know what was going on and planning for the future. Because they *[referring to the minutes]* helped when you volunteered to do something and it reminded you of what to do. There were a couple of times when I didn't have the minutes and I wasn't sure what was going on, if I was supposed to be doing something. What were you supposed to be doing? You look back and go 'oh yeah.'

Not only did the young people monitor their successes during meetings but the board members along with committee members also kept a scrap book of their activities.

This book contained, newspaper articles, notes taken by youth, art, photographs and mementos from events. Young people used the scrap book to review their group's development. Also, after an election when new youth became board members the scrap book helped inform them about how to run events and activities. One young man, David (age 16), described the scrap book as a "baby book" in which you keep track of everything over time. He states:

> It's like our first fund raiser's pictures and our comments about how the day went. It's just like a baby book. Like when your child is first born, he was born on this date and all these little stuff about the baby so when the baby grows older you have track of everything.

While interviewing one of the founding members of the program who was no longer involved on a daily basis, I asked to see the scrap book, the young man reported that he had it at home. Later he went and got it and while exhibiting the book to me, the current president became very upset. She too began to review the book and realized its importance. They had almost missed several events due to the absence of the book. In this way, my visit became a catalyst for change. The young people began to discuss how things used to be and which activities were most important. They all felt that the scrap book was a very important legacy, however, the tradition had gotten lost through the years. There was much discussion about the use of the scrap book amongst the youth and it seemed like this tradition would quickly be reinitiated into the program.

During the site visits it became apparent that one of the programs had recently been taken over by a new group of youth. These young people were re-negotiating the operating procedures. They felt very much like the adult board members had taken over when key youth left for college or work. One young woman, Kate (age 16), stated:

> What's happened now is I've noticed that we're almost purposefully making sure that there are more kids on staff than adults. Because we've seen that having adults on staff completely throws kids off. So we're trying

> to make this truly a place run by youth. And really to tell kids you can do it yourself, we can do it ourselves, and sometimes you do need grown-ups there to help us along but this is actually our place. But we still have a lot of work to do in that respect. As far as decision making and policy goes it's still really dominated by adults

However, the current board members were making an effort to take the reigns back. The youth board members started conducting focus groups with all of the members and non-members in order to the understand their current needs. This will be discussed further, in the section on program evaluation.

As mentioned above, these young people were also trying to change the identity of the physical space. The youth who developed the original identity had gone on to college and the current youth members did not relate to the surroundings and the activities created by these former youth. They wanted to make the environment reflect their own needs and views.

Interestingly, while youth were feeling dominated by the adults, the basic democratic structure for them to make changes seemed to be solidly in place. For instance, no adults stopped them from running focus groups and conducting evaluation, or painting and redecorating the center. While the adults had been making a lot of the decisions, it seemed like in a matter of time these young people would be able to gain more control again.

When this issue was discussed with the adults, they stated that they would be happy if the young people would take more responsibility for decisions making. However, they felt that the new youth board members were not yet dedicated enough. The adults reported that they were waiting for the youth to be ready to take the reigns again. While it is impossible to say which of these versions is the "truth," the new youth board members were beginning to do the work necessary to become active decision makers in the program once a year.

Fundraising events

Several fundraising events were conducted each year. Sometimes these were dances, car washes or walkathons. They also came up with several other interesting avenues for raising money. Such as beer bottle drives, their own canteen and recycling all cans at the center. Another example involved borrowing a cow from a local farmer. They created a grid with chalk on the grass and sold square plots of grass to community members. On a selected day the community came out and waited for the big event. The winner would be selected by the cow, whichever box the cow went to the bathroom in won a door prize.

Other sources of funding come from international organizations, however, most comes from the community. Each of the community based organizations in town pay for one month of rent per year and almost all of the churches given them something. While this arrangement has been very useful in terms of developing relations, it is limiting because the youth feel that in order to grow they need more money and they don't want to continue to ask the community. One young man, Erik (age 16) reported:

> We would like to keep it that way but at the same time there's not a lot of room for us to grow we're pretty much spent on funding and everybody's dropped their budget for spending so there's not a lot more you can get from the community and you don't really want to either, so that's why we're trying to get more funding from *[a name of a foundation]*

In order to rectify this situation, they are currently applying for federal money so they can expand their services. These young people had done an enormous amount of research on the federal requirements for funding and are currently in the process of writing proposals.

Evaluation activities

Because so many of these program's funding sources were situated in the community, the young people made sure to frequently report to the town council,

individual non-profits who provided funds for them and the community at large. Young people continuously evaluate and document their program's activities. In order to collect census data, they have a sign in sheet and ask all youth to sign a book with their name, age and time spent in the center, as soon as they leave. They document all of their activities and also write individual testimonies about the center and what it has meant to them. Further, they produced videos about the lack of opportunities in their small town for youth and illustrated the impact of the youth center on the teenagers in the community. Dan (age 18) talked about the youth video and stated:

> It was about a youth's point of view living in a small town. And you got to see the person drive in the morning and do whatever, go through the whole day of the youth. And the youth came here to the youth center. And it was just about the youth center. It showed people what [name of town] and what the youth center is about.

In order to update the town council, the weekly minutes of the youth center are presented by young members during monthly town council meetings. Fred (age 18) shared his experience presenting at the town council meeting.

> We were the community youth representatives and they had meetings that we were involved in as the town representation of the youth. And then they also had all our minutes reported at town council.

The youth centers have an annual general meeting at which they report their past activities, their financial status and discuss their future plans. During these meetings they also elect adult and youth board members for the coming year. This is an open meeting and all community members are invited. The dates and times of these meetings are reported in the local paper. Karen (age 15) reported: "We start telling our community what we've been doing, what we plan on doing and what we hope to do."

Further, as mentioned above, in one center the young people are in the process of trying to take more control. Many after school programs have recently been integrated into

their center and therefore the population of youth has become very young. The youth president is trying to figure out how to get the teenagers to come back. So she has begun conducting an evaluation with the help of her youth staff. Recently she conducted focus groups with former members and even some non-members. She stated:

> It was neat cause we even got people who didn't come here a lot. So even though they didn't come here a lot I still felt as though they had a very big say in what's happening. So that was a really good opportunity for them to actually say exactly what they thought.

Each of these methods are evaluative in as much as youth documented their own work and presented finding to their funders and the community. While this may not look like a "traditional" evaluation, these are all means of creating accountability for their program.

Impact of Evaluation on program

Young people in these centers emphasized the reporting of "numbers" in the discussions with me. They were very proud of their census, however, in one case they felt that they needed to bring more older youth in. Both programs were very much aware of the number of youth they served and were able to initiate outreach efforts when they were deficient.

Focus group findings were also helping to facilitate change in the center. The first such change implemented was to change the physical environment and to work with new members to create a new image. They were in the process of trying to create a whole new identity for themselves, including a new name and logo. Kate (age 16) stated:

> I thought they [referring to the focus groups] were good because we're having a little contract to change the name and we're also having another contract to change the logo or actually have a logo because we don't really have one right now

When young people proposed the idea of youth centers in their community, one of their main goals was to change adult's perception of youth in their towns. By being involved with adults and reporting to them during Town Council meetings and Annual General meetings, adult's views have been altered. In this way, one of the main impacts of the evaluation efforts have been an increase youth voice in decision making within the community and better relations between adults and young people. Mary(age 18) said:

> The longer you stick with it, the greater the public awareness is to the members that have been involved for a long time. But I've definitely noticed a difference and it may just be that I'm getting older but I think that it's also that as you become involved in your community you are seen in a different light. Like business owners being nice. I remember one week going into a store and being asked to leave for not being 18, and anyway I hadn't done anything. I came back a week later "Oh, hi sweetheart, I saw you in the paper." So there is that because it's such a small community they know the faces because of the exposure that you're getting here.

While this effect on the community is not directly related to program development, it is an outcome of young people being involved in development and evaluation efforts within the community. If these youth never went to board meetings and town council meetings where they share information on their activities with the community, these changes might never have taken place.

Benefits of Involvement

As with the previous case study, it seems impossible to try and separate the benefits of involvement in the program from the benefits of involvement in the monitoring and evaluation. Because monitoring and evaluation are integral aspects of program practice, the overall program benefits cannot be separated from the monitoring benefits. Further, the supportive and inclusive environment created within the program, between the

young people and the adults, had a great deal to do with the way in which the evaluation activities were conducted and therefore the benefits gained. As in the above case study, when there are comments which are specific to the evaluation and/or monitoring process they will be highlighted.

Opportunities for youth to develop new types of relationships with one another and adults

As in case study I, one of the most significant benefits seemed to develop out of the supportive environment the young people had developed amongst themselves and with the adults. From this basis, youth members were empowered to make changes in their programs and felt a since of pride an ownership of the centers. In this environment they were supported to try new things and learn new skills.

These centers were extremely inclusive and sought to provide a place for all young people. Because of their inclusivity, many young people had the opportunity to work with adults and youth who they would not generally come in contact with. Karen (age 15), talked about inclusion and reported that many kids who are considered "street losers" act very differently in this environment. She stated:

> I think a lot of adults out there don't want this place run by youth and they don't want it as open as we're becoming because the "street losers" will be coming here but that is why we're here. There are parents out there who think that people who hang out on the corner are going here now and are here instead of hanging out on the corners, which is really nice. I mean if we weren't open to everybody then we'd be completely one way and you can't have like..."well you have to get like straight A's in school and you have to be super good and have this great image" That's not what we're about. And then if we're not then that's what I'm trying to say I mean some of kids that come in here are really like horrible kids but that's all right. They're still welcome here and they're not like that when they're here.

Mary (age 18) reported:

> We were talking about how important it is that it's free, that anybody is welcome to come down here and they're not judging them and I think that was really key. Not all the time but sometimes there's crazy incidents but that's all part and parcel of it too. The four groups come down here and they're drawing together. Kids that didn't hang out before like three months ago are hanging out together now.

These youth felt as though they had created a place where young people could grow up in a supportive environment. They stated that their relationships with other young people in the community had changed as well as their relationships with adults. By building these relationships and expanding their views of people, they felt they gained interpersonal skills and matured as individuals. Bob (age 17) stated:

> It was a growing up place for us. We grew a lot here, we experience a lot. We hung out with our friends and adults, and other kids. I think I wouldn't be who I am now if I hadn't worked in this program. Maturity. We dealt with a lot of people and we did a lot of things.

Karen (age 15) talked about the importance of working with adults as equals, she said:

> You also got to get more interpersonal feelings. You're dealing with people. Like you certainly develop the more mature relationships with adult people than you weren't getting. I wasn't getting that before I got involved with [name of this program] because where would you get it? From your parents? Nah.

In these ways, young people experience different types of relationships both with other youth and adults. They were supported in their endeavors rather than told they were incapable. In very much the same way as the previous case study, these young people developed different types of relationships with each other and the adults. They were related

to differently and therefore were provided with the opportunity to behave differently, to move beyond their societally determined roles as "trouble makers."

The opportunity to continuously perform in new roles within the program

As these young people were supported to take on new challenges, they began to take on new roles as decision makers, presidents, treasurers, vice presidents etc.. By taking on these roles and responsibilities youth acquired a number of useful skills. In order to operate in these positions, young people learned proposal writing, program development and management, goal setting and planning, monitoring, evaluation, fundraising, public speaking and administration.

Kate (age 16) reported:

> I learned proposal writing and that kind of thing too. I think there are definite skills that we've all learned so far.

Mary (age 18) stated:

> I guess it's a lot of people skills like doing the presentations you have to sell what you're raising money for.

Evaluation Results Allowed Them to Proudly Reflect on Their Ability to Make Change.

Through their evaluation and monitoring work, young people were reflect on their ability to affect change within the community and they felt very proud of their accomplishments. Every year they reported their accomplishments to the town council and were able to reflect on their year and take pride in their work. When asked what they gained by doing this work, several young people discussed their pride in and the knowledge that they were able to affect change. Further, they felt that they were able to create a legacy for the next generation of youth. Dan (age 18) stated:

> I enjoy it. And I want to be a part of that for the youth, for the younger youth, so they have somewhere that they can go, so that they don't feel that

> they're only doing nothing, and you feel good knowing that you got to do it.

The young people felt good that they were able to make change and give back to the community. They understood the historical nature of their initiation of the youth centers in the community and wanted very much to leave a legacy for other young people. They were proud of their accomplishments and talked about how the work had built their self-confidence.

Ownership

Young people felt very strongly about their ability to make changes in the physical environment and talked a lot about the space itself. This topic of ownership and space identity was mentioned more than any other single benefit or outcome. Many more quotes on this topic were introduced in the above section related to the physical space.

All of the youth talked a great deal about the importance of ownership and having the power to make their own decisions, especially regarding the space. They all felt strongly that youth need a place to call their own where they can have some control. This issue of ownership could certainly be observed in the amount of time and effort put into the renovation and decoration of each of these centers. They were extremely personalized and owned by the youth.

Within this environment, young people could make many decision regarding the decor and the activities. In this way, they had power over what was happening within the program. Thus according to Beth (age 17) young participants are less alienated and become more in touch with their ability to affect change. Beth argued:

> For me, it seems that kids really need to own something. Kids don't own anything. They don't have any say over what kind of schooling they're thrown into; they don't have any say as to what their family; they basically don't have very much control over their lives. The way that I look at, it would really make me happy if I knew that at least one kid felt as though he

> or she had some sort of say in this place and had some sort of ownership over what happened in this place because kids I think are very alienated from what is happening in their lives, you know. And they're really powerless. That's why I think it's important.

Acquiring Skills for the Job Market

Young people in this program also felt that they had gained many job related skills. In every case the youth talked about how the task they had accomplished in developing and sustaining the youth centers had contributed to their resumes. Further, the ties they had made in the community were excellent networking opportunities and many felt that they may receive jobs because of their efforts. Mary (age 18) stated:

> I guess it's a lot of people skills like doing the presentations you have to sell what you're raising money for. And also when you're asking donations. You got to know a lot of people in the community and that too helps you get a job.

These new relationships with adults in the community were very valuable to the young people. Not only were these good people to know for future jobs and networking opportunities but these relationships allowed the youth to work side by side with adults towards a common goal. In this way, the young people were began to be treated with respect. Much like the previous case study, the young people in these programs also began to be treated as having something to offer the community. This shift in community perspective seems to be key in supporting youth to continually take on new challenges and responsibilities.

Negatives

As with the previous case study, young people felt that it was a lot of work to run a program. Often, they had a difficult time getting adults to volunteer and frequently youth would "burn out" and leave the program for a while. One young man said: "After one of

two years you kind of get stressed out and some fade away. Everyone puts in a lot of time and effort."

Because these young people were not paid, many youth had a difficult time expending large amounts of energy on the program. Many had to work or go to school or both. However, it should be noted that of the fifteen youth interviewed, none had been in these programs for less than two years.

Table 11: SUMMARY OF EFFECTS - Case Study II (Youth Hang Outs)

Individual Effects	
Positive	**Negative**
Individual Effects Self-efficacy ability to affect change in the program and the community Ability to change physical environment pride self confidence Learning/skill development interpersonal proposal writing program development management administrative goal setting and planning fundraising Employment and job related benefits making contacts in the community good resume builder Personal benefits enjoyment having a place to go a sense of ownership getting off of the street make friends be treated as equals with adults be treated as having something to give expanding social circles	Time and effort Obtaining and retaining adult volunteers No pay
Group Effects Identity Supportive relations Productivity Ongoing development	Time and effort required
Programmatic and Organizational Effects of Evaluation Integrated evaluation into program activities Improved program activities and operations	Staff time and effort, lack of funding

Case Study III: The Drop In Center

"The Drop In Center" fell into pattern IV above, *Empowerment evaluation without group monitoring*. It is an evaluation of a youth drop-in center for street children in an urban city located in Canada. A select group of young people from the drop in center were hired as youth evaluators and worked closely as a team for more than one year. These youth were involved in every aspect of the evaluation effort. However, they were not a part of the decision making body at the center and there was no group monitoring in which they took part. While the center provided food, shelter and counseling services, young people have no say about the services provided to them, the operation of the center, or the physical space itself.

The Young People Interviewed

While there were a total of six youth evaluators hired, only one young man, Jay (age 19) and one young woman, Maribel (ages 18), agreed to be interviewed for purposes of this case study. These youth evaluators were very difficult to contact and also hesitant to come in on their day off, even though the program was paying them for their time. All were living on the street at the time they joined the program. The center provided them with a safe shelter. Both of the youth interviewed were unemployed at the time they were hired to become youth evaluators and were very excited about the possibility of employment.

The program's physical environment

The center was located in a busy down town section of an urban city. There were many young people hanging out on the street and the plaza near the center. The building itself was relatively new or renovated and painted in bright colors. Upon entering the center I was met with a noisy group of young people, the TV was on, a stereo was blasting, and a young baby was crying. A group of young women sat at a table, baby in a

stroller, while they colored each others hair bright red. Another group of young people were comparing tattoos and piercing.

While all of these activities were going on, I noticed that the space itself was still very institutional with the furniture made of plastic and the wall painted a pale blue. The television was bolted to the wall. There were very few signs of youth art or personalized touches.

All of the young people watched me suspiciously. The evaluation consultants led me and two youth up stairs through several locked doors. This is where the evaluation team met regularly. The young people reported that they could not get into this space without adult approval. In this way, the room was not always available for their use and was not personalized in any way.

A description of program activities

Basically, this program is a drop in center which supplies young people with a shelter and a hot meal. Counseling services are provided and other information is provided in order to help these young people to get off, or at least survive on, the street. Young people come in and out of the center as needed, however, it is one of the few "safe" places for them to stay over night.

A description of the evaluation activities

In the beginning the evaluator hired six young people to work on the evaluation effort in the hopes that three or four would stay on until the end. This precaution was taken because the evaluator knew that it was hard for street youth to make such a long term commitment. Counselors were asked to inform young people about the positions and interviews were conducted. The goal was to hire an equal number of young men and young women. Young people were offered both a stipend and incentives to work on the program. The evaluator stated:

> We are paying them and we built in a whole set of incentives, raises three times so they started at minimum and they have gotten a raise in August and they just got a raise and they will get a bonus at the end hopefully if we've got any money left.

Young people were chosen based on their enthusiasm for the job and their ability to commit time to the project. The only youth who were turned away were those which did not meet this criteria. The evaluator reported that it was also particularly difficult to find young men who were interested in the project. However, in the end they were able to locate three young men to work on the project.

In the beginning the young people were primarily focused on the money and getting a job. They were not so interested in evaluating the program and figure out how to improve it. However, after a bit of time they really began to enjoy the work. Maribel reported:

> When I first started this, I was out of a job. I needed an actual paid job because I had done other jobs. I also needed the money. But once I got here I didn't know what I was doing but once I finally had an idea of what I was doing, I got right into it.

Initially, the young people misunderstood and thought that they would be involved in making decisions about the program. They didn't understand the idea of evaluation and weren't sure why they couldn't just make suggestion about the program without all of the evaluation work. However, they soon realized the usefulness of the evaluation approach. Maribel stated:

> Well, not really decision-making. Like that's what we thought we were going to be doing but actually we were doing mostly research. But when I got here it was totally something different. But how I'm looking at it is, I'm still making changes to the project just that's how I'm looking at it. You

> can't just go in and make the changes, you have to begin somewhere, you have to find out what needs to be changed.

This team of evaluators met twice a week for three hours and sometimes they came in on their own time. During each meeting they did a "check in", where each person took a few minutes to talk about their day and their work. They would also do a "check out" at the end of the meeting to allow young people to bring up any problems they might have had with the way the meeting was run. During these meetings the young people got to know one another and the team began to come together. However, eventually they dropped this process and several difficulties arose. Maribel believed that these problem would have never occurred if the group had continued the "check in/check out" process. She stated:

> My opinion is that if we did check in through the end, I don't think what happened would have happened. Because if checkout are done, I could say "I'm really ticked off right now" and it wouldn't get so blown up.

Because of personal conflicts they tried out several meeting approaches. During one particular session they decided to make the room totally quiet. They tried to really listen and respect each other. Maribel said:

> At a meeting we tried different meetings and the best one was when it was quiet, we weren't interrupted. If you wanted a cigarette you went out on the balcony and you came right back in. There was no climbing up and down the stairs. We needed the space.

During meetings young people and evaluation consultants decided on how they would work together as a team, what work needed to be done, and what interview questions and methods they would utilize. The collectively worked out all of the questions and developed the order in which they needed to be asked.

Jay said:

> Yeah. We all sat together as a group and figured out what would make sense, like we wanted to find out. We tried to figure out questions and how

to put them in order. We were wondering if we should ask a certain question to this group and not ask it to another group and so on.

They would set an agenda at each meeting and try to cover all of the work together. Usually they would take turns facilitating the meetings. Jay stated:

Actually we had an agenda. We decided on questions, and then went on to divided up the agenda and either we were working individually or as a team, divided up. We all ran the meetings.

They mapped the community and identified people to survey. The youth evaluation team did all of the interviewing and they developed distinct surveys for different populations, including, the users and non-users of drop-in center, the business community, the police, social services and staff. They used a combinations of quantitative and qualitative questionnaires. Unfortunately, the evaluation consultant had to interview the staff because they were unwilling to talk with the youth. The staff did not want to be interviewed by their "clients" and as the program evaluator stated: " You can't really air your dirty laundry with your clientele." The staff did not want to share their internal politics with the youth, therefore, the young people did not have the opportunity to work with staff members on equal terms.

This seems to be one of the real limitations of utilizing a participatory approach in a non-participatory/democratic environment. While a few young people were learning about the benefits of participating as equals, they begin to see their limited roles within the program itself. In this way, they became very agitated with the staff and disenchanted with the program.

On the other hand, the youth members on the evaluation team were involved in all decision making processes regarding this project and were even afforded the opportunity to make all of the financial decisions about the project. Thus, youth had a voice in terms of how the evaluation team would operate, even when barriers were put in their way by the program.

Once all of the data was collected, the young people learned how to code and analyze data. Sometimes they used a computer to help in their analysis but more often they did it manually. This allowed all of the members of the evaluation team to be involved in the coding and analysis of the data. In fact, they developed an interesting analysis approach. They photocopied all of the original surveys and put the originals away. They learned how to number everything, so they could go back to the original survey when necessary. Each answer was cut out of the survey and separated into individual envelopes. They then divided into teams and each team took an envelop, counting each "yes" and "no" answer and making a note of the comments. They copied all of that onto a flip chart and color coded the information. They then found a huge wall and laid it all out and take a look at that. Next, the developed themes and patterns and discussed how to interpret the data. Jay reported:

> We tried to see how many said yes, how many said no and then we try to characterize them. It was hard to do sometimes but it was interesting.

After the data was analyzed, the young people began to assist the evaluator in writing the report. They discussed the findings the structure of the report. The young people wrote pieces of the document but the evaluator wrote much of the text. Young people read the report and made comments throughout the process. They were very proud of their report, in fact, both of the youth that I interviewed brought their reports along.

Impact of the evaluation

The youth developed a set of recommendations for the center. They wanted to improve several aspects of the overall organization and the specific services provided at center. They especially wanted the center to allow them to be more involved in the decision making processes. Jay said:

> Like youth need to be involved in all aspects of the center as a general operating principle.

Further, they wanted to begin to develop a center for young people who were too old for the youth center and too young for the adult centers. Maribel reported that she was very afraid of turning 20 when she would have to go to an adult shelter:

> I know myself I don't want to go into no drop in that has 50 and 60 year old men. A lot of them are attracted to me. I was told I can't come back when I turn 20 and use the services because of my age. So if we don't make another place we're going to be living on the street.

Jay said: "you're stuck between being too old and being too young." Both agreed that this kind of center was very important, and while it was one of their recommendations they were not sure it would be taken seriously. Jay said:

> Yeah. But honestly I don't think it's going to ever kick off the ground. When we went to the board of directors to discuss that issue with them they didn't seem really enthusiastic about it.

Maribel was more optimistic about their recommendations and felt that they might be considered by the adult program directors. Further, she felt that they might support her and other youth to develop such a center. She said:

> But even the staff you go downstairs and ask them right now and they'll say yeah they need to have something. It is a big issue. It's a huge issue. I talked to a couple of the staff just for myself and there were a lot of young people who said they wanted to start a center for the older kids.

Jay argued: "I know we need a drop in for after people who are told to come here but I don't see it actually happening." Maribel rebutted, saying: " I can see it happening because it is a big issue. Like me I don't want to go to the *[name of an adult shelter]* it's like get away from me, it's too rough."

In general, Maribel was much more optimistic about how their recommendations would be utilized within the center. Jay seemed to feel that the center was rigid and would take a long time to make the changes recommended. He said:

> But I don't think, like all in all, it would be possible for them to take all of our recommendations and do them all in one shot. It might take some time to do something and some of them they might not be able because of their guidelines to process.

These comments are reflective of how the hierarchical relationships in the program remained after the evaluation.

Benefits of Involvement

While young people were not overly enthusiastic about future programmatic change, they were excited about the benefits they gained by working on the evaluation project. Like young people in the other two case studies, these youth felt that they created a supportive working environment with one another and with the evaluation consultant, learned to work in groups, gained financial benefits, developed valuable skills, gained a sense of self efficacy and confidence, and became more respected by the staff.

Opportunities for youth to develop new types of relationships with one another and adults

Both Jay and Maribel talked about the supportive environment created with in the group. While this group seemed to have more difficulties in the beginning, relationships did develop. This difficulty was probably due to the fact that this was a new group who had not previously worked together in a democratic program environment. Therefore, they were starting from the beginning. Also, because this was not an ongoing program, they only had one year to work together. The two previous programs had been established for over five years and had been working in a participatory and inclusive manner throughout. However, they did learn to work together and come to respect and tolerate one another. Jay stated:

> You get to know other people. ...Tolerance. Big tolerance thing because I'm not a group person. I got a little bit closer to some of the members too.

> I feel like I made friends, like I can talk. I learned to know when not to put my two cents in. I used to interrupt a lot and I worked on that a lot.

Maribel realized that she had analytical skills. This realization encouraged her to dream about going back to school. She reported:

> Like I'm thinking of going and finishing my high school. Like that's what I wish to do. Before being part of a community, I find that I didn't want to be bothered with it.

Maribel also discussed how she had gained more respect from the staff and was beginning to develop a different kind of relationship with the adults in the program.

The opportunity to continuously perform in new roles within the program

While young people had to learn a variety of different task within these evaluation, their primary role was that of evaluator. Because this was not an ongoing program, the development of new roles was somewhat limited due to time. However, youth were able to perform as interviewers, project leaders, administrators, financial planner, public speakers, etc.

Evaluation Results Allowed Them to Proudly Reflect on Their Ability to Make Change.

Maribel talked about her desire to begin developing a program for older youth. It seems as though she has learned some valuable skills about inquiry and questioning. She was very interested in beginning to get support from the adult program directors and staff, questioning them about program development and funding. Further, through this process she has begun to realize that she can become a change agent in her community.

The Evaluation Helped Them Acquire Skills For the Job Market

Maribel the skills that she had learned during the evaluation. She not only learned the tangible skills most associated with evaluation methods but she also learned how to take criticism and share her work. She stated:

> I learned how long it takes. How many different...you can't just do it once and get it perfect. You have to go through about 8 or 9 drafts. That was one of our little issues because I'm a perfectionist. When I do the work it has to done perfect the first time. That's how I am. I learned just recently that OK you know things are going to be changed so I ain't going to do 100% good but I'll do good and then if there are any changes I won't get so hurt or whatever that there's all these changes.

The Financial Benefits

These two youth were very excited about the opportunity to earn money. Once again, these young people were seriously in need of a job. This evaluation provided them with an opportunity to learn new skills and make money for survival. Maribel said:

> The money was nice it helped me out like I was running into some financial problems. It was kind of good to have money throughout the month, I could depend on that money.

Negatives

Young people mentioned that other members of the center were jealous of them. The young woman stated:

> I think there was a lot of jealousy. Like I'd come in with snacks and go downstairs and stuff and a lot of people would say hey what do you guys do down there, I want to come too. They saw we had food and stuff. So I'd say you should have signed up earlier and you might have had a chance too but it's too late now. It was sort of like being a youth and being a staff, sort of in the middle.

When hiring a small number of youth to conduct evaluations on a program these types of issues may arise. Some youth members become active paid participants with improved staff relations, while others maintain their positions within the program and receive no money. This type of process may actually foster even more

hierarchical/privileged relations amongst the group. In this way, some youth are paid, others are not. This problem is very important to address in all contexts in which a smaller number of youth are participants on an evaluation team. However, it is particularly important to realize the possible effects within non-democratic programs where program participants might not have a say about who should be on the evaluation team and if the evaluation activities should be incorporated into their daily processes.

Table 12: SUMMARY OF EFFECTS - Case Study III - The Drop-in Center

Individual Effects	
Positive	**Negative**
Individual Effects Self-efficacy confidence some ability to affect change Learning/skill development evaluation - methods and implementation interpersonal goal setting and planning Employment and job related benefits Personal benefits making friends being treated as equals with some adults new relations with adults and youth being treated as having something to give	Confusing and difficult to learn evaluation techniques. Time and effort of evaluation
Group Effects Supportive relations Productivity Ongoing development	Time and effort required Difficulty working as a team Created jealously amongst youth
Programmatic and Organizational Effects of Evaluation Not certain	Costs outside evaluator materials staff time and effort Had to work against a non-democratic program and staff The non-democratic nature of youth selection for evaluation team

Case Study IV: Evaluation of the Juvenile Justice System

This case study fell into pattern V above, *Empowerment evaluation.* It is an evaluation of a juvenile justice system in a city. A group of youth programs in one city collaborated on this effort, hiring a small group of young people as evaluators. These youth were involved in every aspect of the evaluation effort. While they were not a part of the decision making body of the juvenile justice system, a few of these young people were sitting on the planning committee for the development of new programs within the system.

It came to the attention of one of the program directors that the Juvenile Justice was beginning to develop several programs. One staff member heard that this planning process was going to be inclusive, with many community members involved. A call was made to the planning committee and it soon became clear that young people were not intended to be involved in this process. Thus, a few youth people from one program began to draft a policy recommendation to the city and the agency in charge of the development of the new programs. Next, they began getting other youth organizations and key players to sign on and say that it was a good idea to have young people on both the planning and evaluation teams.

One of the first tasks of the planning committee was to evaluate the existing state of the Juvenile Justice System and its programs. It was agreed that young evaluators would work on this project and also sit on the planning committee in order to bring their perspectives and findings into the planning phase. During planning meetings youth representatives were able to express themselves and talk about issues that affected their lives. The young people brought a certain sense of "reality" to the meetings. Because they were not enmeshed in the political system they were often able to say things that adults would not. The youth director described one meeting, stating:

> The process is a lot more authentic. It is a lot more real to the deal. Like, one of the meetings that Ed and I went to a couple of months ago, a design detail meeting full of adults and there were a couple police officers there and they were sort of playing it off like "why do you always want to ask people about their interaction with the police?" Like "because the firemen don't come and beat your ass" and its like they're joking about fireman coming and kicking down people's doors. Ed said: "No but the 5-0 does come and kick people's doors down in my neighborhood and it's the wrong door." And so we bring that level of reality and we're not just going to play it off like the police are all nice people.

The young people interviewed for this research

Thirteen young people were selected to participate as program evaluators for this project. Seven of these youth, three girls and four boys, ranging in age from sixteen to nineteen were interviewed for this research. Each of these young people had some past experience with the juvenile justice system and at least three were currently involved in the system.

The Program's Physical Environment

The youth center they were using as an office was located in a down town neighborhood. The office was located on the third floor and shared the space with two other programs. The primary meeting space was a loft which was completely open except for two offices in the back. The room was very airy with a sky light and many large windows. There were several old sofas and comfortable pieces of furniture in the room and lots of posters and art on the walls. During meetings, youth evaluators sat on the sofa's in a U-shaped formation. The office also had several desks with computers where young people were busily working.

There was very little discussion about the space itself by the youth. The young people were not involved in creating or transforming the existing space. This could be because the project was relatively new and the space was not meant to be completely owned and operated by young people. Instead, it was a central location donated by several sponsoring youth programs and agencies. It was being used by the youth evaluation team for a short period of time during which they would complete the one year evaluation effort. However, while I was visiting young people came in and out frequently and seemed to be very much "at home." They had access to all of the rooms and were allowed to come in and work whenever office and computer time could be scheduled.

A description of Evaluation Activities

As stated previously, young people were brought into this process after it was underway. Adult evaluation consultants had already been hired and key aspects of the work had already been formulated. Evaluations were happening in six communities and all of these communities were invested in certain criteria and questions. When the youth evaluation team began their work, cross site criteria had already been decided upon. The program directors dealing with the young people were very unhappy with this approach but decide to proceed in order to have youth involved in some capacity. In this way, the young people had decision making power but only within perimeters which were already defined. One program director stated:

> There were evaluators that were already hired to do the evaluation and then young people became a component of that evaluation and usually we start from scratch with the young people and so they usually design it more. I think that the young people in this project have a lot of decision making power within the parameters of the project, but the parameters were already set.

Young people were hired based on their age, gender, ethnicity, and sexual preference. They were looking to find a representative group of young people that would reflect the population of the neighborhood in which they were working. Monica (age 17) and Ed (age 19) were part of the planning team for this evaluation project. They helped to develop the criteria for hiring youth. Ed stated:

> Yeah, basically we wanted to figure out how we were going to recruit different backgrounds, diverse groups, we wanted people who had instances with the juvenile justice system who had been locked up. So we wanted to get people who had been in the system. We wanted to get people who basically can get the job done and can work and also people who would be interested in this stuff who have a background of working with people. So we got a little bit of that. We recruited different people. And Monica, she was a good outreach person and myself I don't feel too confident about that but she is real good at that.

Each of the young people interviewed talked about the importance of this project. They all stated that they joined this effort because they wanted to be a part of a process that would change the system and they wanted to give back to the community:

> I've been doing bad things and I went to a place called [names a juvenile justice center]. I just knew over the years I just started realizing that I done took so much so I'm gonna give back. (Daryl, age 19)

> It *[the juvenile justice system]* needs change, kids go get locked up and they get back out and they go right back again. Its like a set up to me. It don't need to be like that, they need to be helping these youth to get skills so that they can go get jobs, so they don't have to go back. So they don't have to go back on the streets to go back, put there selves at risk. So that's why I was interested so that's cool, cause I know a lot of people that have been

> fucked in the Juvenile Justice System, and I'd rather see a change so that's cool, I like it (Monica, age 17)

> I wanted to be part of the process to improve the juvenile justice system, since it hasn't been touched on in so many years. (Amy, age 16)

> We're all kinda here because we are interested in making a change, so we're all kinda working toward the same goal. Where at school its not like everybody wants to be there so it's just like people don't care what happens and some people do and so I think that is the biggest reason why? (Debbie, age 16)

Once the youth were hired, they were invited to a meeting with the evaluators and the organizing agency. During this meeting they discussed the process and briefed the youth about their role within the overall project. After they had a clear understanding of their tasks, the young people began to run meetings in order to organize their work. Initially, they set ground rules for working together and decided on who would do which tasks. This was a very slow process at first. Ed (age 18):

> We made a lot of decisions ourselves between all of us. Like at the beginning it was kind of a slow process because we all had to decide what we were gonna do.

Another young man named Bobby confirmed:

> We facilitated the meetings, laying ground rules and stuff like that that's cool...because we set it like that, like we are young adults, we set it like that from the beginning. We were like, we have to have it set such and such a way in order for it to run right and respectful and that's the way we laid it and that's the way it is. You know like one person talking at a time and group vote and stuff like that. Politics.

After the group laid it's ground rules, the outside evaluators ran training sessions and spent a lot of time working with the youth to understand the process of evaluation. They had a two day session on how to run focus groups and they learned mapping methods. Further, two young people ran trainings on team work. They also got more specific about their roles within the team and began defining the scope of their work.

The youth evaluation team continued their weekly meetings in order to check in with one another throughout the data collection process. During these meetings young people talked about their work and made any changes necessary to their process. Further, they choose work assignments and briefed the adult evaluation consultants on their progress. Bobby (age 17) talked about this feedback process, stating:

> When I came in here for the first meeting, because I just started this last month, I was "we'll see now." When everyone started talking I was like "WOW this reminds me of my school" because every Friday we would come in and we would have feedback and we would basically say what we did during the week and I was like "I like this" but in my school that part of it was a little more structured. This is more like conversation. At my school it was a little more like audience mode.

Karen (age 16) confirmed:

> It's working, its cool, its going, you know? I'm used to already doing focus groups and like talking to youth. We check in with each other about how the focus groups went about what things we need to, more role plays, what ever, and pick new teams about who wants to go where with who.

During these weekly meetings, the youth volunteered to set up and conduct focus groups with young people in the community. They collectively decide on organizations that they are going to reach out to and then team members take responsibility for setting up appointments. The youth decided where to run the focus groups by conducting a team mapping exercise. Amy (age 16) described this mapping process and reported:

> We just brainstormed, we mapped out the whole district and that was...we thought about outreach on the streets like where, throwing parties before the meetings, having food at the meetings, going to schools, groups homes, youth clubs recreation centers, social events, log cabins, churches, community bridges, health start, independent living, those are all of the places we thought of going and we've hit a lot like we're going to boys club tomorrow, me and Allen and this other dude and we're gonna go do a focus groups and stuff and we just basically threw out what we know and like what kind of connections we had and these are all of the connections that we had.

Focus groups were run in a variety of different youth organizations, schools, community centers, street corners etc. These groups were run by two young people, one led the discussion and the other took notes. After each group, the facilitators would fill out a sheet with the date, time and location of the focus group, along with the names of the facilitators. Also, the forum had a space to document the number of youth in attendance and their ages, genders and ethnicities. They also found out which neighborhood the participants lived in and whether or not they went to school. This was important information because they want to make sure that we get a variety of young people, ranging ages, genders and ethnicities. Further, they want a mix of young people who both attend and don't attend school.

Monica (age 17) described the process clearly:

> We're basically going to organizations, going to schools going to boys clubs, whatever and in the *[name of neighborhood]* and talking to youth about the*[name of neighborhood]* asking them what's up with the *[name of neighborhood]?* Do you feel safe there? like just a bunch of questions as far as the *[name of neighborhood]* how do they feel about the *[name of neighborhood]* ? Is it cool or not cool? Whatever they want to say and

> we're taking all of these notes, notes, notes. And then when we, basically this is for six to eight weeks and when that is done we will throw all of the info into certain categories, the main things that we already have. We'll turn it into a survey. After that the survey we will go out.

This information will then be analyzed and a report will be produced which will help the program committee to develop relevant programs for young people. Within two years, once the programs are up and running, another evaluation process will occur. Using the same surveys developed during the pre-test, young evaluators will collect data in order to see if perceptions have changed within the community due to the development of the programs. They are particularly interested in issues of fear and safety on the streets.

The young people were involved in many different tasks during this evaluation and while this evaluation had just gotten underway, young people seemed to have a good system for working together and were making critical decisions as a group. While the young people were building good working relationships with one another, they were also creating positive relationships with the adult facilitators and evaluation consultants (professors). They felt supported by these adults and were allowed to make many of the decision regarding the day to day processes in the project. Young people stated:

Monica (age 17) said:

> They're willing to listen they're just waiting for us to come back with information if they like it, if they don't they tell us what they don't like

Bobby (Age 17) reported:

> Oh yeah, they all seem nice, friendly, open minded

Karen (Age 16) stated:

> They're pretty flexible, its kinda like a collaborative, I guess you would say. Like the professors, they were the ones who facilitated the training and so they are just overseeing everything and making sure if we have questions that we could call on them. So basically you know we're doing everything so, and they're pretty cool

and they're supportive and they really like working with youth. I guess, to me that is one of the most important things, when I work at organizations or with adults, for me its really, it makes it more powerful, I guess, if I see that the adults really like working with youth, if they are really committed to it and they're not just working this job because of the money, so I like it a lot.

Impact of Evaluation

While the impact of this youth evaluation is still unclear, the youth evaluation team was very hopeful that their work would have an impact on the juvenile justice system and their future programs. However, they were also very realistic and knew that it would take a lot of work on their part to make these changes occur. These youth talked a lot about the possible impacts of this evaluation:

Monica (age 17) - Hopefully this will have a good impact on these kids. Lower the risk of being arrested and being incarcerated or just getting in the Juvenile Justice System. And hopefully it will be able to create a space where youth get skills and be able to have a job when they come out so they won't be so at risk for getting locked up again, but I could be wrong.

Besides helping to keep young people out of the Juvenile Justice system, youth evaluators also felt that they were supporting other young people's voices to be heard regarding the development of new programs. Ed (Age 19) said:

From my point of view, I see it as right now, what we are trying to do is just get youth more outlets but I don't think things are gonna change, where like youth never hang out on the streets and they're always doing something constructive. I think that by getting all of this information its also going to lead to what they want, what they wouldn't mind seeing, what they wouldn't mind taking part in. So we are hoping that we will get that kind of information from them so that we can try to do something about it.

Monica (age 17) stated:

> We're gonna bring it back to *[name of Mayor],* if he's still the major by the time this is over with and basically it's gonna be evaluated further then by the commissioners and the major and all that, which will start up hopefully a better way of juvenile justice system and a better way for the *[name of neighborhood]* to change. If we find out that this evaluation was good and it turns out perfect, it will be sent over to other different districts like the *[name]* district, the *[name]* district, and all that.

Bobby (Age 17) said:

> As far as the *[name of neighborhood],* I'm not sure but as far as the dealings of the juvenile system, its a pretty sticky system, if we can build enough voice and have it actually be listened too, yeah I do. I think it can cause changes

Daryl (age 19) said:

> Hopefully a lot of good a lot of change in the juvenile justice system, a lot of programs, hopefully will come out of this to help youth, you know what I'm saying? To help people have other objectives and other options in doing what they do.

The young people felt that their involvement in the evaluation of the Juvenile Justice center had the potential to make many different kinds of impacts on the development of the programs, the community and other young people. They felt that the new programs may lessen the risk of young people entering the system, they also felt that they were giving other young people the opportunity to have their voices heard about their needs and desires with regard to the community and program development. Further, they believed that the approach they were using could be a model for other evaluation projects conducted with young people.

Benefits of Involvement

The young participants talked about many benefits related to doing this type of work. They mentioned: understanding their ability to make change, learning evaluation and organizational skills, gaining self confidence, understanding how to work in a group, broadening their horizons, learning perspective taking, changing relationships with one another and adults and affording them with the opportunity to give back to their community. Further, they believed that the evaluation process itself benefited from their input, perspectives and abilities.

Opportunities for Youth to Develop New Types of Relationships with One Another and Adults

Many of the youth talked about the importance of working as a group and learning from one another. They discussed gaining a new understanding about how to listen and learn from one another and the adult professors. These young people placed a lot of weight on becoming skillful at perspective taking. At least four of the young people made direct reference to learning this skill. These young people stated:

> Amy (age 16) - Yeah we're working pretty good, everybody listens to each other, its not like at school where you just argue, you know if your trying to get to a certain goal. Everybody listens to other people's suggestions and we take it in and we try to look at it and all of the different possibilities.

> Monica (age 17)- Cool, it was cool we did a lot, we learned a lot we're doing a lot of learning. A lot of learning about each other, about different environments, you know stuff like that. And we learn from both sides because we do have adults in there, so we're seeing it from both sides, you know sometimes we agree sometimes we disagree but there is always a respectful way, you know what I'm saying? Because we knew there were

gonna be disagreements but we decided how we were gonna deal with them and stuff like that

Bobby (age 17)- Different people's knowledge, different peoples experiences. I mean like people have different thoughts, that's what we're learning.

These young people were learning how to work together in spite of their differences. Again, like Case Study III (The Drop-In Center) these young people had never worked together prior to this project. Thus, they were just beginning to learn about each other's views and positions. Based on these comments, it would seem that their work has required them to continuously consider each others positions and views. Young people seem to be working very hard to be inclusive of each others ideas.

The Opportunity to Continuously Learn New Things

Here again, this was not an ongoing program, so young people could not continuously create new roles for themselves due to time limitations. However, young people performed in many different roles within the evaluation project, i.e. focus group facilitator, program planning representative, group facilitator, trainer, etc. However, their main role was that of evaluator.

Providing an opportunity for youth to affect change

Each of the young people were very intent on changing the juvenile justice system. As mentioned above, when the youth were asked why they joined the evaluation team, they all talked about wanting to make a change within the Juvenile Justice System. They all felt a great deal of change was needed and were excited by the opportunity to be part of this process:

Amy (age 16)- I heard that it was gonna be making a change around the juvenile justice system and me I've been in the system and I feel that it does need big ass change.

Bobby (age 17)- Just the feeling of knowing that weather or not anything actually happens I tried to do something. I'm always trying to change things for the better. A lot of things don't work the way that they should. So if things don't work right, fix it, don't throw it away.

Daryl (age 19)- Cause I want to work on as many projects as I can to help. I want to help plus it's one of them things where we get to do stuff, you know what I'm saying? Its a great opportunity for all of us who really want to make a change, to help out.

Not only were the young people excited about the prospect of making changes in the current system but they felt that through this process they would be able to continuously affect change. According to one young person, the more that youth are exposed to this type of work, the more they will motivated to participate in other political projects. Karen age 16) theorized:

Leaning about the whole process, learning more of other things that are going on out there, I think that this is gonna motivate more people to get more involved in other events as well. Like cause we're learning more like I don't know how to say, like the other aspects of it like not political but like the logistics of everything, just trying to know all of the system and reading up on all of these issues

The Evaluation helped them acquire skills for the Job Market

Like other young people in previous case studies, these youth were very excited about the possibility of building their resume and learning skills for the future. Interestingly, while these youth were paid for their work, not one mentioned the money as a benefit. These youth talked about the importance meeting people and expanding their base of experience. They also talked a great deal about specific evaluation, administrative

and group skills they had learned. The youth were very proud of their work and the new skill they were acquiring. Monica (age 17) said:

> It's like finally youth are gonna have a say on them and it's like hellin great and you can put this shit on your resume you know? It's like you can apply for a tight dope ass job and it's like, damn. Now I tell all the jobs what I'm doing and they'll be totally different jobs from this, like marketing jobs and their like "oh my good you're so good" like "wonderful work!" Like just totally complimenting me on the type of work that I do and what I'm doing.

Amy (age 16) stated:

> We are getting a lot of information out of it and some of us never even met the mayor or talked to people that was very high up. And a lot of us was brought up and raised off of the streets and so basically we're learning how to related. I'm hoping that we get a certificate at the end that says we are evaluators. That way I can put it in my job application

Bobby (Age 17)

> Like we're doing everything, we're calling the places to set them up, we're going to schools and trying to get people to come and participate, talking to other people. I think that all of the people in here are gonna learn more organizational skills as well, like just documenting and taking notes, that's really valuable I think. Because like I'm gonna go to college in August so you know, like taking notes that's gonna help me in school and I know for sure its gonna help me to keep my notes more organized.

Youth as consultants

These young people also talked how they had effected the evaluation outcome by participating as evaluators. They reported that young people felt much more comfortable talking to other young people. Also, they felt that the adults didn't really know what young

people were dealing with and by having them on the team as consultants they could help inform the process from the beginning.

> Monica (age 17) - It would have been totally different, I don't think that they would have gotten hardly any feedback cause like I said adults don't think youth are smart and youth think that adults criticize them on everything and they'd be afraid to speak.

> Karen (age 16) - I think that because youth are doing it then maybe it will bring more youth to participate in it. Because maybe they'll see that it is not just adults trying to get information from them, that they'll feel more comfortable and they're willing to do it more, so I think it makes a difference and I mean I think that if adults were doing it then maybe the information that they would get from the youth wouldn't be as truthful or maybe some youth wouldn't feel as comfortable. so I think that it makes a difference.

Negatives

There were several difficulties trying to get young people to participate in the focus groups. Initially, the youth tried to locate people on the street and invite them up to their offices. However, most of the young people did not show up. These street focus groups were considered the hardest part of the work. However recently they decided to conduct the focus groups within other organizations. Monica (age 17) stated:

> My negative, is that its just hard going out on the street to get youth and that's like hard. I wish it was easier, but it's hard. I'm glad that we have other ways of going to schools and other organizations because it is hard,

> its really hard, really hard. But I love it I love it. I'm really in to this, if I wasn't I wouldn't be here right now

Amy (age 16) also discussed the difficulties of gaining youth attendance in focus group when they had nothing to offer them. She felt that if they had money to offer the youth, then more would come to the groups. She stated:

> Our very first focus group is me and this girl named Asia and Reverie and we pulled people from the streets, we talked to like 20 or 10 people and none of them showed up and we wound up getting some people that was like Amy's friends and they came in and we set up and chopped it up for a little while, only three people.

The youth evaluators really felt that money should have been made available for focus group participants. Many of the young people they most wanted to talk with, i.e., street youth, were very hard to entice into free activities. The evaluators felt that if they could offer compensation they would be able to reach this population. Monica (age 17) reported:

> Yeah, I'd pay people to come in to do focus groups, like five or ten buck, like it would make it a lot easier but they don't have no money for that and we really wanted to pay them but then it would come out of our money and we didn't want that. The professors were like, that it won't be as good a research because we paid them so they think that we wouldn't get as good info but shit I think that we get as much info or more

Karen (age 16) felt that some of the young people were not completely dedicated to the project and she would have liked to see more commitment from all of the youth evaluators. She related:

> I think that the only thing that I have to say is that I don't like that some of the interns are not as committed, like some will not just come to some of the meetings, some will just, like the first time I set up a focus group there were

three people that are gonna do it with me and I was the only one who showed up out of my three facilitators and so that was like hard you know. Like when I was hiring people I would have let them know that you have to be really committed to this, you have to come, you can't be late, you got to come to the focus groups.

Table 13: SUMMARY OF EFFECTS - Case Study 4 (The Evaluation a Juvenile Justice System)

Individual Effects	
Positive	**Negative**
Individual Effects Self-efficacy proud of work; confidence ability to affect change Learning/skill development evaluation - methods and implementation perspective taking interpersonal management administrative goal setting and planning Employment and job related benefits resume builder Personal benefits enjoyment new experiences treated as equals with adults new relationships with other youth and adults	Difficult to work with youth on the street/no money Difficult getting an equal commitment to the project Attendance Money allotted for interviewees
Group Effects Identity Supportive relations Perspective taking Productivity Ongoing development	Time and effort required
Programmatic and Organizational Effects of Evaluation Possible change in services and community perspectives Youth impact on the quality of data collect	Less interviewees due to lack of finances

Conclusion

There were three purposes for conducting these case studies; One, was to determine if the adult project directors' views of the primary purposes and structure of programs matched those of the youth; The second rational was to gain a more complex understanding of the programs; And the third, was to hear directly from the young people about the significance of this type of work to them and how they had benefited from the process. There were no differences between the information obtained during the phone interviews with adult program directors and information collected during direct observation and interviews with young participants. However, this additional data did help to deepen my understanding of the programs.

Within all of these programs young people had the opportunity to develop different types of relationships with adults and with one another. Within these evaluations young people were often put into contact with different types of adults with whom they would typically have little contact. For instance, in the "Harm Reduction Program," young people worked with an outside evaluation consultant; in the "Youth Hang Outs" program, young people worked with a variety of community and Town Council members; in "The Drop-in Center," they worked with a evaluation consultant and interviewed business men in the community, in the "Evaluation of the Juvenile Justice System," young people worked with evaluation consultants or professors and a variety of other professionals on the program planning committee. Young people came into these relationships on somewhat equal terms with adults and were treated as evaluators and as experts on youth issues. These new relationships with adults seemed to be very significant to the young people.

Further, young people were developing new types of relationships with one another. They were working together and building new more inclusive and democratic ways of relating to each other. Every program participant talked about these interpersonal

dynamics and seemed very proud of the working relations they had created. As the young women in the "Harm Reduction Program" said: "We're like family."

These new types of relationships between adults and youth and youth and youth were extremely important to the young people. Each young person interviewed was struck by how different these environments and relationships were from those in their everyday lives, in other programs and at school. Relationships in the "Drop-In Center" and the "Evaluation of the Juvenile Justice System"" were relatively new compared to those in the "Harm Reduction Program" and the "Youth Hang Outs." Evaluations in the former programs only lasted for one year and so youth had a limited time to form relationships. On the other hand, in the "Youth Hang Outs" program and the "Harm Reduction Program" young people had been working together for over five years. They had developed systems for working together and knew each other well. Further, these programs were extremely democratic. Unlike the "Evaluation of the Juvenile Justice System" and the "Drop-in Center," they were not fighting against a non-democratic system defined by outsiders. It seems as if it may be more difficult to develop collaborative, inclusive relationships when participants are used to operating within an authoritarian environment.

The data shows that there was a slight difference between the benefits cited within these two types of programs, i.e., those situated within democratic programs and those situated in non-democratic environments. Because young people in democratic program environments were able to continuously develop and change their program through monitoring and evaluation techniques, it seemed that they had more opportunities to continuously create and develop roles and activities. In the other programs, the youth seemed to have slightly fewer options for learning new skills. This seemed particularly true in the "Drop-in Center." However, these slight difference may also be a reflection of having worked in ongoing democratic youth programs and hence they may have learned how to talk about what they do and how they have benefited. Often times, when young

people have worked together for many years, they learn how to share their work and articulate their experiences.

Given that programs were chosen from three different patterns and varied considerably in terms of length of operation, location, and context, it was interesting how little difference there was between reported benefits. In fact, young people related many similar personal benefits across programs. For instance, all young people talked about their ability to effect change, they talked about pride, skill development, possible job opportunities, and development of new relationships. Thus, while many researchers have argued that the outcomes of participatory and empowerment interventions are context specific, these seem to be remarkably similar across context. This issue along with other topics raised throughout this dissertation will be explored further in the following chapter (The Discussion Section).

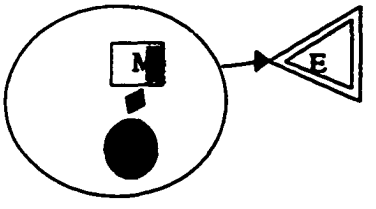
CHAPTER VIII

SUMMARY OF FINDINGS AND DISCUSSION

The original research questions driving this study were:, What does participatory evaluation and monitoring with young people look like in practice?; and Why include young people in evaluations and monitoring of their own projects and programs? The typologies of programs created in Chapter 5 helped to compare the many different contexts in which participatory evaluation, monitoring and assessment with young people occurred and under what circumstances. They are, therefore, described first to provide a context for the in-depth findings and discussion.

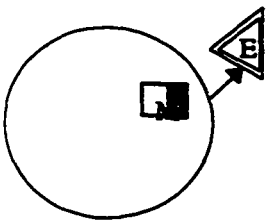
A Typology of Models of Youth Participation

Pattern 1 - Individual assessment and group monitoring



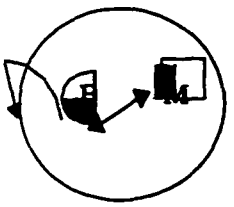
Programs in Pattern I were situated in educational contexts and focused on assessing individual learning. Because the overall environment was neither participatory nor democratic, the participatory assessment and monitoring project met with much resistance. While the young people were able to monitor their own group projects they were not involved in organizational decision making, thus they were not able to have an impact on their school or classroom practice. Because the school was not structured to accommodate ongoing change from the bottom up, i.e., they had no ongoing participatory monitoring in place, monitoring, assessment and even evaluation findings were unable to affect change within the organization.

Pattern IIA - Group monitoring completely disconnected to evaluation



Programs in Pattern IIA were much more invested in youth participation in programmatic decision making. Youth were able to make limited organizational change. However, they were unable to change the overall structure of the program, i.e., shift program mission and philosophy, reallocate funds for staffing, or hire and fire adult staff. These programs had a hierarchical structure with only a few youth involved in decision making processes. Evaluations were conducted by outside "experts" and their findings were equally unable to impact the overall program. In this way, evaluation results were only used to appease funders. The results were not shared with the program members during monitoring sessions. Once again, the disconnect between evaluation processes and monitoring processes seemed to impact the programs' ability to continuously developed utilizing evaluation findings and recommendations.

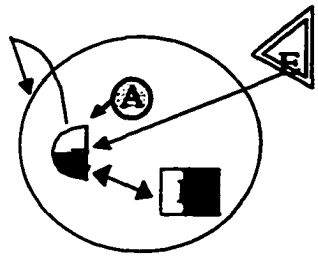
Pattern IIB - Group monitoring as an end within itself



Programs in Pattern IIB were extremely democratic and participatory in nature, in fact, the evaluation components grew out of their overall program practice. All youth and adults were involved in both the evaluation or monitoring processes. Therefore, an open line of communication existed and all members were informed of evaluation and monitoring

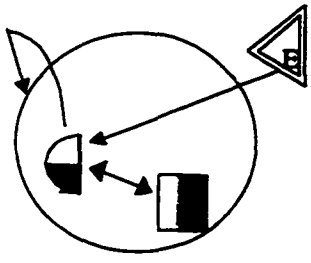
processes and results. In these cases, evaluation and monitoring processes were intimately linked together and findings were continuously used in program development. Program staff within this Pattern were very receptive to the idea of continuous change through democratic process.

Pattern III - Group Monitoring, Empowerment Evaluation and Assessment



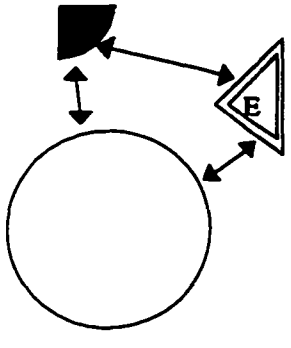
Programs in Pattern III were also highly participatory. These programs were required to conduct evaluations on their program. In keeping with their participatory and democratic philosophy, they hired outside evaluators to train them how to conduct their own evaluations. These programs already had highly participatory strategies for assessment and monitoring in place. While not all young people participated in the evaluation process, updates were made by the evaluation team during weekly monitoring sessions. In this way, the programs were able to make changes in their programs based on evaluation findings. Further, these programs adopted evaluation strategies as an ongoing part of their program.

Pattern IV - Group Monitoring and Empowerment Evaluation



Much like the programs in Pattern V, these programs were very participatory prior to the evaluation. However, they did not have an assessment strategy in place. Programs in this pattern also hired outside evaluation "experts" to help support them in their own evaluations. Because of their highly democratic internal structure, they were able to make significant changes based on evaluation findings. These programs also integrated evaluation methods into their overall program design. In this way, they were very invested in continuous program development.

Pattern V - Empowerment Evaluation



Programs in Pattern V did not have monitoring processes in place prior to the evaluation. While the evaluations themselves were highly participatory, the programs had no internal monitoring processes in place to allow for programmatic change. Therefore, while young people learned a lot about evaluation they were not always able to make recommendations that led to program development. Exceptions to this rule occurred only

when young people were simultaneously acting as political advocates for more participatory approaches in general.

Responsiveness and Resistance within, and between the program and the evaluation

The data showed that many of the contextual and practical barriers inherent in doing effective participatory evaluation with children and youth mirrored those apparent in the literature on adult participation. Issues such as, program resistance (organizational capacity to work democratically or to have monitoring strategies in place), youth ability to gain access to information from adults, the selection of youth all influenced the programs overall ability to be successful. However, there were several differences between what was described in the literature on adult participation and that which was learned from this study.

Many different forms and applications of collaborative inquiry and research have developed in recent years and scholars have attempted to differentiate these practices by exploring their goals and characteristics (Cousins, Donohue & Bloom, 1995; Cousins & Whitmore, 1998; Shula & Cousins, 1995). Dimensions used to distinguish program types include: programmatic goals, depth of participation, control of decision making, and selection of participants (Cousins & Whitmore 1998). All of these dimensions were considered when creating the typologies for this research on child and youth involvement in assessment, monitoring and evaluation. However, it became apparent during the analysis of this data that there were two distinct levels of these dimensions which needed to be investigated, specifically in child and youth programs. The goals, depth of participation, selection of participants, and level of control needed to be explored not only within the evaluation project but also within the overall program.

Fetterman (1994) has warned about the difficulties of conducting empowerment evaluations in non-participatory settings, stating:

> Empowerment evaluation can help a group become more cohesive or empowered to do something about its plight. However, this approach

> requires that the group have the capacity to develop a binding decision-making process. It also requires that the group control the resources necessary to make the changes it desires (p. 257)

However, when looking at these youth programs and evaluations, it was recognized that the evaluations often took on a life of their own (particularly in non-democratic programs). While, complications were realized due to program resistance, i.e., recommendations were not always implemented, young people had difficulties gaining access to information and youth evaluators were not selected democratically thereby creating a privileged status within the program, there were also some interesting benefits for using these participatory approaches in non-democratic settings.

The evaluation team began to act much like a separate youth program having frequent meetings and developing separate goals and agendas. Participants were not completely bound by the constraints of the non-democratic program environment and evaluation teams were able to become very participatory and democratic in their own right. In this way, young people had the ability to affect change and make decisions about the activities and future of the evaluation team, even when their recommendations had limited impact on the program.

Resistant programs are those which do not have democratic structures in place and are resistant to changing their current practice based on evaluation findings. In each of the "resistant" programs (those in Pattern I and several in Pattern V) young people were able to effect some programmatic change. Also, they began to develop positive relationships with one another and with adults. It seems that there can be a value to doing evaluations under resistance circumstances, though care should be taken to insure that the selection of youth is equitable and that young people views will be legitimized by the programs.

These Patterns have been an extremely useful tool in helping to explicate the different programmatic models. This typology would be a useful tool for anyone interested in looking at participatory evaluation and monitoring approaches. Utilizing this strategy, it

may be possible to determine some of the complications prior to beginning and evaluation process. For instance, through a careful examination of each Pattern it becomes clear that it is critical for good democratic program monitoring to be in place in order for evaluation findings to make an impact. Also, information between the monitoring process and the evaluation needs to flow in both directions. In this way, young people are privy to all evaluation findings and recommendations.

The Benefits of Participatory Evaluation with Youth People

Programs in three out of the five patterns identified during Phase I of this research were investigated in detail during Phase II. Given the variability across patterns, it was interesting that the benefits cited by the young people during the case study phase of this research were very similar across all three program types. Young people seemed to gain something in spite of their varying ability to affect change in relation to the different responsiveness or resistance of the program.

It should be recognized that the selection of case study programs might have had a significant impact on this data. Patterns III - IV seemed to be more participatory and inclusive than most programs in Patterns I and II. It would be logical that this bias of program selection would have an impact on the findings related to benefits.

The only slight difference that existed was in the case study of the "Drop-in Center." This program was the least participatory, with no internal monitoring in place. Further, youth were not simultaneously involved in advocacy efforts for more youth involvement (as they were in the other program which fell into this Pattern). Thus, youth were somewhat more pessimistic about their involvement and were unsure of their ability to affect programmatic change. This indicates that young people may feel differently about the program depending on their level of involvement and ability to affect change.

Overall, young people felt that they had benefited through their involvement in a variety of ways. Individually, they gained confidence in their ability to affect change, they

learned new skills, were able to build their resumes, they enjoyed the process, made new friends and developed new relationships with one another and adults. As a group, they felt that they had an identity, they learned perspective taking and they felt that they could continuously develop their group (whether it be their actual program or the evaluation team). Further, the young people felt the data collected was more valid than it would have been if adults had done the work. They felt that youth were much more inclined to talk to youth and give them the "inside" story.

While young people, often talked about their work as "empowering," the adults spoke of as both empowering and developmental. However, what exactly were these young people and adults referring to? In the following sections, an attempt will be made to answer this question. A discussion of these terms and theories will help to shed some light on the subject.

The Transformative Nature of Participatory Evaluation With Young People

In a recent edition of New Directions For Program Evaluation (1998) two streams of Participatory evaluation were identified under which all others fall. These include Practical participatory Evaluation (P-PE) and Transformative Participatory Evaluation (T-PE) (Cousins and Whitmore, 1998; Brisolara, 1998). Each of these approaches have different goals and rationales and are situated within two distinct philosophical positions.

Practical participatory evaluation (P-PE) supports "programmatic or organizational decision making by involving stakeholders (sometimes in a limited manner) in certain aspects of the evaluation process" (Brisolara, 1998). P-PE grew out of practice and theory developed in the United States, Great Britain, Canada, Norway and Sweden. This approach is rooted in Peirce's and Dewey's philosophies regarding the social nature of knowledge construction. These theoretical positions along with Lewin's, drew the scientific community's attention to the role of human agency in knowledge construction (Brisolara, 1998).

P-PE's central goal is to promote the utilization of evaluation findings. It is believed that the participation of stakeholders in the evaluation process enhances the relevance and ownership of findings. Therefore, evaluation results are more likely be used (Cousin's and Whitmore, 1998). P-PE is often limited in terms of its involvement of stakeholders, it takes a conservative approach to action and it relies on the expert status of the professional evaluator (Brisolara, 1998). Further, P-PE privileges empirical or scientific methods over popular modes of knowledge production.

On the other hand, Transformative Participatory Evaluation (T-PE) is rooted in principles of emancipation and social justice, thereby having less conservative goals than P-PE. T-PE seeks to "empower members of community, groups who are less powerful than or are otherwise oppressed by dominating groups" (Cousins & Whitmore, 1998). Further, T-PE uses participation and action as a means to democratize social change, creating the conditions by which participants can empower themselves (Cousins & Whitmore, 1998). The primary focus of T-PE is on the empowerment of individuals and/or groups through the process of constructing and respecting their own knowledge (Cousins & Whitmore 1998).

Paulo Freire has been a pivotal figure in establishing the philosophical foundations of T-PE and his notion of "conscientization" is at the root of all T-PE practice. Other influences have included the early work of Karl Marx and Friedrich Engels; Antonio Gramsci's notions of the "organic intellectual," hegemony, and civil society; Jurgen Habermas; TW. Adorno; and the critical theorists (Cousins and Whitmore, 1998; Hall 1992; Maguire, 1987). All of these theorist have contributed a body of work which has influenced T-PE, broadening evaluation goals from program utilization to broad based social change.

In T-PE, there is no contradiction between collective empowerment and deepening social knowledge (Hall, 1992); popular knowledge is considered as valid and useful as empirical scientific knowledge. Further, there are no "experts" and the group works in a

collective, non-hierarchical fashion. A third concept key to the practice of T-PE is critical reflection, requiring participants to question a broad range of social factors, including their own biases and assumptions (Cousins & Whitmore, 1998; Comstock & Fox, 1993).

Practically speaking, combinations of these two approaches often occur. However, one approach is generally privileged over the other. Therefore, it is useful to explore the transformative and/or practical nature of the programs identified within this study.

Interestingly, many of the philosophical positions held by program directors and evaluation consultants could be traced back to one or more of the founding philosophers of T-PE. For instance, many program directors mentioned popular education and Paulo Freire directly, two other program directors mentioned Vygotsky (a Marxist Psychologist), several other directors discussed issues of self-directedness, which have been tied to the literature on empowerment, still others mentioned empowerment theory specifically.

It would seem reasonable that to an extent all of the programs studied might fit under the category of T-PE simply because young people are less powerful than adults. Thus, by the very nature of involving children and youth in positions typically held by adults, power structures have been altered. However, what exactly was transformed within each of these contexts?; To what extent have empowerment and social justice been explicit goals?; and how effective were programs at "empowering youth", by privileging popular knowledge, flattening power structures and supporting critical reflection on broad social issues?

In Pattern I (Individual Assessment and Group Monitoring), youth empowerment was not an explicit goal, however, the directors of these programs did discuss transforming education from a top-down to a bottom-up approach by involving young people in assessment. It was believed that as young people directed their own work they became more invested in learning and set their sights higher. Further, it was theorized that young people would come to lead their own learning and gain more independence. In this way, the "data" collected through journal writing and the development of criteria matrixes had a

practical function and children and youth used the information to continuously shape their own individual learning.

In these programs, popular knowledge was privileged over scientific or empirical knowledge. For instance, young people were able to create criteria for assessing their own work. Some transformation of power also occurred between the adult expert/teacher and the children/students. Young people were seen as capable of directing their own learning and given the responsibility to do so. However, beyond the few parents and teachers who began to see their children as capable individuals, no transformation took place within the broader institution of education (in general) or of the school (in particular). Critical reflection only took place on the individual level and the broad social factors of education and assessment were not broached. Action was only encouraged in as much as it effected the individual's cognitive processes. Young people were given the adult responsibility of assessing their own learning, however, the methods and goals were supplied by the adults. Therefore, what was transformed was students' relationships with their own learning and with their teachers.

Program practices in Pattern IIA (On-Going Group Monitoring Completely Disconnected to Evaluation) were somewhat more transformative than those in Pattern I in as much as they were more inclusive of young people in decision making processes. In these programs, young people were put in more prominent positions of power. They actually held offices within the program and made decisions about future activities for the entire group. In this way, the hierarchical relationships between adults and youth were somewhat flattened and popular knowledge was privileged. However, once again critical reflection on broader social issues did not occur. Youth merely took on or played out the authoritative roles that were previously created by adults, i.e., president, chair person, secretary etc. Some youth gained power, while others did not and no transformation of power structures occurred. The roles of authority remained the same, only the types of people playing the roles changed.

In Pattern IIB (Group Monitoring as an End Within Itself), two programs were focused on the development of the group (The Performatory School and The Urban Talent Show) while the other focused on individual youth development (The Town Meeting School). The two programs focusing on group development were able to continuously transform and recreate their decision making processes as the entire group deemed necessary. Through this activity, all members (both youth and adults) were able to transform the very nature of authority within their program and thereby relationships with one another.

On the other hand, the Town Meeting School maintained a specific approach to democracy (town council meetings) with little reflection regarding the historical implication of using such an approach. In this way, the given method of democracy was never questioned or alterations explored. Again, the roles and the methods of authority were predetermined prior to youth involvement. Therefore, the group was limited in its ability to transform totalities, i.e., the inherent nature of authority within the program due to an *a priori* choice to utilize a particular form of democracy. However, here again young people and adults tended to develop different types of relationships with one another due to youth's positions of authority.

In the remaining three patterns, i.e. Pattern III, IV and V, youth empowerment was a focus along with youth development. Further, popular knowledge was privileged and power relations were transformed. In these programs young people were encouraged to take on a variety of authoritative roles, and they discussed these roles collectively and continuously transformed the authoritative nature of these positions. Once again, all program participants were able to be involved in changing and re-create their program's decision making processes as they deemed necessary. In fact, most of these programs or evaluation projects had monitoring systems in place so that issues could be discussed in an on-going public fashion. Young people were also given the opportunity to discuss issues of power within a broader social context. Many program and evaluation project

participants discussed issues regarding scientific evaluation and the power relations inherent in research practice. Further, several of these programs utilized their findings to advocate for social change regarding youth participation in evaluation. Political and social action were a central aspect of these programs and young people were fully engaged in transformative processes within the program and often the community. Through all of this work, the group was able to develop very close personal relationships with one another and adults.

When we speak of transformation, we need to look at what is transformed and by whom. In all of these programs youth had the opportunity to relate to adults on a different level, due to either their authoritative roles or their collaborative efforts. While some of these programs were able to provide young people with the opportunity to perform in authoritative roles, little attention was paid to the transformation of these roles and therefore of the power relationship inherent in them. In this way, some children gained authority, while others did not. Thus the dualistic nature of power was not transformed.

On the other hand, some programs worked collectively to transform the very nature of authority by developing new types of relationships with each other. These new roles were continuously developing and reflected collaboration rather than authority. Further, it was through the activity of continually transforming their programs and authoritative roles that young people came to create new powerful roles and actions. Thus, it seemed as though young people in these programs were able to transform the very nature of what it means to be in power.

It is the transformation of totalities that Marx has termed practical-critical-revolutionary activity. From his perspective, practical-critical activity in which totalities are transformed is the very essence of human nature. It is by participating in this type of activity that we come to change the circumstances of our continued historical existence. However, if practical-critical activity is so "natural" and so "powerful" then why is it that we need to be "empowered?" Newman and Holzman (1993) state:

> Our sensibility, such as it is, is mediated by an incredible barrage of words and images carefully shaped in such a way as to not simply create a certain picture, but to explicitly create a certain sense of alienation from the sources and objects of that picture. That is, to destroy our sense of history. There is ample evidence to suggest that as a people, we have not simply been alienated from the historical process of work and production but we have been alienated from the historical process of our own historical development. We have been denied the possibility of history as well as the actuality of history (p.20).

Due to this alienation, there are very few environments which support people to be engaged in the fundamentally human practical-critical activity of changing totalities. We adapt to history and the societies in which we live. We are expected to behave in certain manners and act in the appropriate societally determined roles. While societally influences have traditionally determined youth behavior and required them to act in specific roles, many of the participatory evaluation environments described in this research (especially those in Pattern IIB - IV) afforded young people the opportunity to be reconnected with history, not only as passive recipients but as participants in creating history. Throughout many of these participatory evaluations, young people were involved in activities which allowed them to change totalities, i.e., the position and nature of authority and power, relationships with one another, political policy regarding youth involvement, program development, etc.

What is transformative about empowerment?

As stated previously, the primary focus of T-PE is empowerment, however, what does transformation have to do with empowerment?; Or asked differently, what is transformative about empowerment? As stated above, the activity of collectively transforming totalities is one of immense power. However, empowerment is not always defined in this manner. Many disagree on the definition of empowerment, however, the Cornell Empowerment Group (1980) has developed a generally accepted definition which

describes empowerment "as intentional ongoing process centered in the local community, involving mutual respect, critical reflection, caring, and group participation, through which people lacking an equal share of valued resources gain greater access to and control over those resources." Thus, it would follow that the empowered group or individual is now the entity which has greater access and control over resources. However, this shift in power is considered to be highly contextualized and those who are empowered in one situation might also be oppressed in another (Foucault 1980; Weiler, 1991; Perkins & Zimmerman, 1995).

Based on this definition, it is not clear why empowerment has been such an important goal of evaluation and research. Very little is being transformed and the fundamentally dualistic nature of control and power are not being challenged, i.e., if I gain, you must loose. In this scenario, the particulars change (who is in power) but the totality of the power structure remains the same (that some body needs to be in power).

This difference is also illuminated when we look closely at the distinction seen between those programs which were able to include young people in the activity of transforming their relationships with adults and with one another and those which simply encouraged young people to perform within the existing authoritative position provided them by adults. Without changing the totalities of power structures, our decisions are still circumscribed by our own enmeshment in "tradition, socio-cultural norms, physical limitations, and history (Brisolara, 1998; Fay, 1987).

Taj James (1997) has a more relational understanding of empowerment, which seems to match those set forth in T-PE theory. According to James (1997) adults' negative perceptions of youth as *incapable*, *dangerous* and *generally problematic*, continues to hold youth in their proscribed roles. In order for youth empowerment to occur, there must be a fundamental shift in the perceptions of adults. Adults must come to understand youth as "assets" and relate to them as "decision makers, problem solvers and citizens with rights to self-determination" (James, 1997, p.6). In this way, power and authority are understood

to be created through relational activity. He argues that power is only expressed and realized collectively, thus "if youth are not able to develop collectively, they simply become alienated from their peer groups and develop pockets in which to experience power that do not alter the original basis of their disempowerment (James, 1997)."

Here again, the importance of transforming totalities is highlighted, and the emphasis is on group and social development. While James describes the process by which power is co-created, he seems to weight the adult role more heavily in terms of ability to create change. Adults are held responsible for holding youth in their proscribed societal roles of disempowerment. If the construction of power and authority are seen as relational activities, then aren't young people themselves acting out the specified roles set forth for them? Both adults and youth are full participants in the activity of creating authoritative relationships. As Kenneth Gergen (1991) states:

> One's own role thus becomes that of participants in a social process that eclipses one's personal being. One's potentials are only realized because there are others to support and sustain them; one has an identity only because it is permitted by the social rituals of which one is part; one is allowed to be a certain kind of person because this sort of person is essential to the broader games of society. (157).

This understanding of human relational activity allows us to see how we are all participants in the creation of these societal roles. When we come to see ourselves in terms of relatedness, we can understand our power as agents of change and begin to conceive our significance in history. Thus, we can be reconnected with the process of our own historical development.

To the extent that empowerment "interventions" continue to be understood as dogmatic methods whereby people need to be involved in *democracy* (as created and defined by politicians), gain *critical understanding* (as defined by outside academics and experts) in order to gain *power* (which is situated in a capitalistic society of "haves" and

"have nots") then we are seriously missing the point of the fundamentally relational practical-critical nature of human beings as defined by Marx. Power lies in the continuous activity of collectively creating something new, something not defined in an *a priori* fashion using *a priori* methods. Therefore, I am not convinced that participatory evaluation efforts are best understood solely in terms of empowerment. Not only is empowerment a confusing term, often ill defined, but it also neglects the many other possibilities created within the group.

What is developmental about transformative participatory evaluation?

Besides the goal of empowerment, many of the program directors discussed issues of youth development. In fact, the development of young people was a primary rationale for conducting the participatory assessments, monitoring and evaluations within this study. While psychological and group empowerment have been long standing goals of T-PE, it has rarely been discussed in terms of youth development. The additional discussion of development might begin to shed some light on the limited nature of positioning this work solely in terms of empowerment, especially as it is defined by Cornell Empowerment Group (1980).

There has been a single attempt to link Participatory Action Research with young people's development (Solomone 1996). In her masters thesis, Emily Solomone (1996) found that their was a strong overlap between the theories of youth development and those of Participatory Action Research (PAR). She argues that many of the underlying concepts and philosophies inherent in these practices are the same. For instance she likens the *Youth as Resources* model used in many youth development programs with the idea of local knowledge in PAR. Solomone (1996) posits that both PAR practitioners and youth workers build on the existing knowledge of the group and encourage a "reconstruction of knowledge." In this way, local knowledge is validated and youth are treated as experts. Solomone (1996) also points out that giving young people the opportunity to become decision makers within their program (a practice commonly used in youth development

models), is similar to the participatory nature of PAR. It is further stated that both youth development approaches and PAR projects provide participants with a sense of purpose. Both PAR and youth development programs which encourage youth participants to engage in community service projects are also similar in their orientation to action. Finally, she argues that in both processes the role of the youth educator or the PAR facilitator are extremely important and very similar in nature. This person is considered central to the success of these programs and should possess characteristics such as patience, respect, and have good training.

This analogy is helpful, in as much as it ties youth development practice to those used in PAR, however, it says little about what is developmental about PAR or youth development practices? It seems significant that all of these PAR and youth development activities encourage a fundamental shift in relationships between adults and youth. Just as James (1997) pointed out, the change in relationships between adults and youth seems to be extremely critical both in terms of empowerment and development. Young participants within the case study phase of this research discussed the importance of these relationships at length.

In each of these youth evaluation, assessment and monitoring projects young people were being treated as having something to give. This is a very different way of relating to young people than that which has become customary in our society. In schools, young people are often treated as "receptacles to be filled," they are "banks" in which information is deposited (Freire, 1970). In the media young people have been vilified and adults have become frightened and disturbed by their behavior. However, within the context of these programs the most "problematic" youth, including those who had been in jail, street children, drug users, pregnant youth, etc., were engaged in a collective process that allowed them to have significantly different relationships with adults and with each other. Young people were treated and acted as "evaluators," "youth leaders," "decision

makers," "political change agents," "critical thinkers," "capable of self-determination," etc., long before they were actually able to fully perform these roles.

So what is the developmental significance of having young people work collectively with adults and other youth to perform ahead of themselves as who they are not?; And Why is it important that young people come to perform in adult roles while simultaneously transforming them? If we look closely at the work of Lev Vygotsky, a Marxist psychologist, whose theories and practices were discussed by several program directors, we see that this issue of being treated *as* has everything to do with a child's or youth's development. When babies are first born, they are treated by their mothers, father, brother and sisters *as* capable of talking, walking, thinking, logic etc. This relationship, as we know, is far in advance of where the child "actually" is in his/her development. However, according to Vygotsky (1978), it is the very nature of this relational activity, of being treated *as*, that is developmental.

Vygotsky (1978) viewed development, not as that which occurs independently, but as the relationship between what the child can do independently and what the child can do in collaboration with others. This relational activity was termed the zone of proximal development or ZPD. In this way, Vygotsky "drew attention to the inherently participatory nature of development and the social-cultural-historical nature of forms of human activity" (Holzman, 1997 p 58). Vygotsky, stated:

> Every function in the child's cultural development appears twice: first on the social level and later, on the individual level; first between people (interpsychological), and then inside the child (intrapsychological). This applies equally to all voluntary attention, to logical memory, and to the formation of concepts. All the higher mental functions originate as actual relations between people. (1978, p.57)

Vygotsky challenged the Piagetian notion that biological development occurs within the individual and that certain levels of development need to occur in order for specific

items to be learned. Instead, Vygotsky argued that instruction is only useful when it moves ahead of development. Thus, instruction "wakens a whole series of functions that are in a stage of maturation lying in the zone of proximal development" (Vygotsky, 1978, p. 212). While, many understand the ZPD as a space for measuring the difference between "actual developmental level" and that which a child could do on his or her own, others believes that a ZPD is:

> the socially-historically-culturally produced environment in which and how human being organize and reorganize their relationships to each other and to nature, that is, the elements of social life. It is where human beings-determined, to be sure, by sometimes empirically observable circumstances-totally transform these circumstances (making something new); it is the location of human (revolutionary activity). (Newman and Holzman, 1993, p. 180).

Many would agree that there are few opportunities for young people (or for adults), to be engaged in processes which support the total transformation of there circumstances. However, what seems common to all of the programs chosen for this study is that young people were involved in creating environments in which they could go beyond themselves to create something new.

As they collectively created these environments young people and often adults had the experience of being other than who they were. They were supported to perform in and create roles beyond themselves and their "actual" development. For instance in most of these evaluation projects, young people were challenged to perform in many new roles. They became interviewers, project leaders, evaluators, statisticians, social scientist, youth experts, etc.

Vygotsky theorized that there are two specific activities which are dominant in creation of the zone of proximal development; one of these activities has been mentioned previously, being related to *as*. The other is *Creative Imitation*. *Creative Imitation* allows

young people to do what they are not yet capable of. In this sense imitation is not the "rote imitation of mimicry of the parrot, but an imitation that produces something new, a developmental, creative imitation (Holzman, 1995, p.8).

In each of the programs studied, young people were treated *as*, and they were also given opportunities to *imitate* older peers and adults. The youth participants (or actors, if you will) were often much smaller, younger, and less experienced than the adults who might typically play these parts. Further, because of the democratic and inclusive nature of these groups, authoritative roles often needed to undergo significant changes in order to allow for diverse views. Unlike adults, youth were able to make mistakes and play with their roles, continuously redefining their parts. They brought a very specific youth perspective to their performances and thus were able to *creatively imitate* the roles of adults.

Even the language that young evaluators used was a creative imitation of that which was performed by adult evaluators. Rather than adults "dumbing down" their scientific jargon, they used it. The young participants *creatively imitated* this language and often used evaluation terminology, like instruments, data, surveys, focus group etc. The evaluation language supported young people to create environments with adults in which they could be taken seriously and be treated *as* evaluators. In this way, young people were creating environments in which they could perform ahead of themselves, not just in one context but in many.

From a Vygotskian perspective, it is this ongoing relational activity of the group which allows for the continuous creation of ZPDs. In this way, the more opportunities for young people to perform *as* who they are not and *creatively imitate* others, the better. These occasions seem less likely to occur when the group is not developing. Thus, the creation of ZPDs do not take place separately from the development of the group. Holzman (1997) states:

> We believe that the "unit" that learns developmentally is the group. We can phrase it formalistically: *When the group develops, everyone learns. When*

> *individuals learn, no one develops.* The development of the group, in Vygotskian terminology, depends on the continuous creation of ZPDs (116)

As the young people and adults worked to develop the group, many ZPDs were created. In some program (especially those which had been in existence for many years), the group had been engaged in numerous activities and afforded youth the opportunity to perform in a variety of different roles. Within these contexts, not one, but many ZPDs were continuously being created. Thus, young people and adults were in the process of creating developmental environments in which they could learn and, in fact, young people reported that they learned many different skills throughout the course of these evaluation and monitoring projects.

Relational Transformative and Developmental Benefits for All Participants

While there are many different definitions and understanding of empowerment, they all seem to imply that there is one person or group who is the "giver" of power and another group or person who is the "receiver." Inherent in this position is the idea that the "empowerer" is not affected or empowered by the work. Further, it implies that the "empoweree" has little to offer the "empowerer."

Framing this work in terms of development seemed helpful to the discussion because it began to explore the significance of the very real human relations inherent in participatory work with young people. In this way, the participatory evaluations could be understood as relational activities, in which all participants had something to offer and something to gain. According to this perspective, the whole group was not only empowered but they also developed.

Within all of these programs, young people and adults worked together to develop new relationships with one another. In many programs (specifically those explored in the case studies) both adults and youth were creating developmental environments in which the

authoritative roles could be transformed . Young people were not just taking on the authoritative role of "adult" nor were the adults becoming more passive (not simply a role reversal) but the inclusive and democratic nature of the work required that they create new non-authoritarian roles and relationships. Adult/youth and youth/youth relationships seemed to be formed and transformed through the group work. According to Vygotsky it is this type of practical-critical activity which is developmental for all participants.

If we are truly interested in youth development, then young people should be actively involved in processes which support them to continuously create and recreate their circumstances. In this way, young people are reconnected with history and their roles as critical change agents. Rather than make children and youth the subjects of evaluations, we should support them to become full participants in creating evaluations that reflects their needs within this historical moment. Thus, programs come to operate and transform based on the needs of the young people they serve, rather than institutionalizing methods developed by past generations of youth which may no longer be relevant.

Because young people are often much more in touch with their needs and values than adults, we would do well to include young people in the process of creating and evaluating their own programs. After all, aren't these programs designed to serve youth?; And don't we want the programs to develop at the same rate as youth culture? In order for youth programs to keep up with youth culture, it would seem necessary that young people be involved in the development and evaluations of programs.

Young people need to be free, not only to develop and evaluate programs using methods defined by adult youth workers (i.e., program methods) and scientists (i.e., evaluation methods) but they also need to be supported to create and recreate methods which reflect their needs within a particular socio-historic moment. Here again, if we look to the work of Lev Vygotsky, he reminds us of our human capacity to create tools (or in this case methods). Some believe that Vygotsky rejected the causal notion of tool or

instrument for result in favor of a dialectical notion of tool-and-result, in which the method and the result are created through relational activity. Vygotsky (1978) states:

> The search for method becomes one of the most important problems of the entire enterprise of understanding the uniquely human forms of psychological activity. In this way, the method is simultaneously prerequisite and product, the tool and the result of the study. (p. 65)

Both Marx and Vygotsky understood method as something to be practiced, not applied. The development of tools is extremely important because tools (and in this case methods) shape results. Whether practical or symbolic tools can be used to change both man and his culture. Bruner (1987) states:

> By Vygotsky's argument, tools, whether practical or symbolic, are initially 'external': used outwardly on nature or in communicating with others. But tools affect their users: Language, used first as a communicative tool, finally shapes the minds of those who adapt to its use.

If the creation of tools, or in this case methods, are so crucial to human development, then why are such an exclusive few typically involved in their development? And why are tools created so far in advance of practice? The answer of course has to do with issues of power and authority. However, within many of the programs investigated for this research young people and adults were engaged in the revolutionary activity of creating methods, both evaluative and programmatic. These activities were both the tools-and-result of the developmental learning which took place within these context. Thus, it seems that the development of method, as it grows out of group activity, is transformative.

By discussing the relational, transformative nature of these participatory evaluations, assessments and monitoring processes, it was hoped that the understanding of participatory evaluation with children and youth could be re-framed. Rather than looking at these approaches in terms of a specific method (participation or democracy) created for a particular measurable result (self-directed learning, self-efficacy, empowerment,

development, etc.), this discussion attempted to understand participation as a transformative, relational activity. The truth is that we may never know exactly how each young person is impacted by their participation in such programs. They might not even know. What if the benefits cited by these young people (such as learning, skill development, self-efficacy) are unsystematic and grow directly out of the group activity?

Some experts have attempted to create scientific tools to measure the "process," "results" or "benefits" of empowerment and participation, only to find that the development of a distinct set of tools for each program or context is required (Perkins & Zimmerman, 1995). The generalizability of such processes and therefore their outcomes seems futile. There are far too many social, cultural, and historical variable to identify and account for. Therefore, why not include all participants in the creation of a tool-and-result methodology? If nothing else, all participants might develop in the process.

Possibilities for future research

If this study were to be recreated (with optimal funding), I would have engaged some of the young participants in the research process. Thus, I would have had the opportunity to "practice what I preach." Scientific endeavors should include young people in the process to the maximal degree possible. In the case of this research, youth participation is less obviously required because it didn't focus on an individual program. But there is a great need for research with youth in those settings where they are most often found, i.e., schools, after-school programs, etc.

Further, based on these findings, I would recommend that future research look more closely at the adult's role within these processes. It would be interesting to document an entire groups struggles and successes throughout the life of an evaluation project. Collective journal writing or some other such narrative technique would seem useful in this endeavor. However, it seems that they youth themselves would be helpful in creating the best methods for such an endeavor. In this way, the process of the entire group could be

explored, and useful methods may be created for the continuous development of the program.

The issue of time also seemed significant and a narrative method of this sort might be helpful in examining how these relationships form and transform over time. For instance, most of the evaluations within this study took place over at least a one year period. Therefore, it would seem that some time is needed in order for relationships to develop. It might also be interesting to look at evaluation teams which are formed in non-democratic programs versus those which take place in democratic programs to explore the differences in these developing relationships.

Appendices

Appendix A: Open-ended Interview Guide For Project Directors

Hello, my name is Kim Sabo. I am a doctoral student in the environmental psychology department at the City University of New York, Graduate Center. I am doing research on the ways in which young people have participated in evaluation processes. I would like to interview you about your experiences. If you agree, this interview will be completely confidential and your name will not be used. If you don't want to answer any question you can refuse and you may also stop the interview at any point. The interview should take about 30 minutes and will be taped. Is this OK with your? Here is a consent form for you to sign (or in the case of phone interviews, I will read the consent form and ask for permission).

Section I: Demographics of program

Name

Title

Name of project

Location

Type of project

Who are the participants?

age ranges -

genders -

ethnicity-

class -

1. Who started the program? Why?

   Who runs the program? Adults? Youth?

2. Tell me about _____

   A. What types of things do youth do in this program?

   B. Tell me a little bit about what a day or a week might look like

      How are these activities chosen?

      Who sets the agenda for the day or week?

   C. Are youth involved in the running of the program? How?

   D. Do you have meetings? If yes,

      What kinds of things are discussed at these meetings?

      Who attends?

      Would you describe a typical meeting?

Who decides on the agenda?

Who chairs/runs the meeting?

Do youth talk about their own experiences of the program and how the programs is affecting them?

3. How do the people in the organization or program know how to make it so that it works for the youth in it.

A. Do youth get to comment in any way on the project and how it is run?

Do you have meetings to discuss these things?

Do the organizers ask youth's opinions about these things?

B. Do young people keep logs or journals?

C. Do you talk to one another informally?

What kinds of things do you talk about?

Section II: Evaluation

4. I understand that you are/were involved in an evaluation, how did you get involved? Why?

5. How did the evaluation get started? By whom?

6. What is the overall structure of the evaluation team - agencies involved etc.?

7. How many youth are involved?

How were they selected?

age

gender

ethnicity

8. What is the evaluation all about?

What is being evaluated?

Why is the evaluation being done?

How is the evaluation being done?

9. What kinds of things are young people involved in?

A. planning meetings about how to do the evaluation? If yes

Who attends these meetings?

Who runs them?

How often do you have them?

What kinds of decisions are made at these meetings?

Are youth equally represented at these meetings?

[If youth were involved in the planning in some way proceed to the next set of questions, If not skip to question #]

B. What types of things did youth want to know about _____?

how was this decision made?

C. How were the methods developed? by whom?

D. How were the questions developed? by whom?

E. Who are you talking to/ collecting data from? who decided?

10. Did you have training with the youth for this evaluation?

A. What kind of training?

B. Please describe these training sessions

Who ran them?

What was covered?

Why were they given?

11. Has data been collected?

A. If yes, how? Interviews, focus groups etc.?

B. With whom?, i.e., teams, groups, adults etc.

Section III: Impact of Evaluation

12. After you collect all of the information, what are you doing with it?

A. Make recommendations? If yes, to whom?

B. Write a report?

C. Do a presentation?

[If Yes] Who is involved in this process

[If No] How do you feel about adults writing/reporting this for you

13. Have changes been made (or do you expect changes to be made) in _____ because of your evaluation?

[If complete] What has been changed?

[If incomplete] Or what do you expect to change?

Section IV: Personal feelings about evaluation process

14. Do you have some general reactions or thoughts about how the project went or is going?

A. Did you enjoy this process? Why? Why not?

15. How do you think the group worked together?

A. Did everyone have the opportunity to contribute? Why? Why not?

[either way] How did you feel about this?

16. Do you believe the adults really listened to the young people's suggestions? Why or why not?

[either way] How did you feel about this?

17. Did you benefited from the evaluation process? How?

18. Do you believe the evaluation benefited because of the participation of youth? How?

Section V: Possible Institutional Constraints

19. Who funds this project?

20. Has the specific context i.e., funders or institutions shaped the overall assessment, monitoring or evaluation process? If so how?

21. Did you feel financially equipped to do all that you wanted to do? please explain.

22. Did you feel that you had enough time to accomplish your goals? please explain

Section VI: Theoretical orientations of project director

23. What theories have influence the development of this project? i.e.:

action research

participatory evaluation

educational theorists

developmental theorist

24. Have your theories been modified for practice with children and youth, if so how and why?

Do you have any specific views on child development?

Have these shaped the project?

25. Are your own theories and philosophies consistent with those of the institution? How do they differ?

Section V: problems, strengths, benefits and inconsistencies

26. Are there any drawbacks of engaging in this process?

27. If you had it to do again and had unlimited resources and control what would you do differently?

28. Have you ever been involved in another participatory evaluation with youth?

How was this one similar?

Different?

Do you have anything else to tell me about your work?

Appendix B: Open-ended Interview Guide For Youth Participants

Hello, my name is Kim Sabo. I am a doctoral student in the environmental psychology department at the City University of New York, Graduate Center. I am doing research on the ways in which young people have participated in evaluation. I would like to interview you about your experiences. If you agree, this interview will be completely confidential and your name will not be used. If you don't want to answer any question you can refuse and you may also stop the interview at any point. The interview should take about 30 minutes and will be taped. Is this OK with you? Do you have your parents consent form? If so, here is a consent form for you to sign as well.

Section I: Demographics

Name

Age

Name of project

Section II: organizational structure

1. Tell me about your involvement in _____

    How long have you been involved?

    What types of things do you do in this program? Other young people?

2. Who started the program? Why?

    Who runs the program? Adults? Youth?

3. Tell me a little bit about what a day or a week might be like at_____

    A. What kinds of things do you do?

        How are these activities chosen?

    B. Do you feel involved in the running of the program? Are other youth involved?

    C. Do you have meetings? If yes,

        What kinds of things do you discuss at these meetings?

        Who attends?

        Would you describe a typical meeting?

            Do people talk about their own experiences of the program and how the programs is affecting them?

            Who decides on the agenda?

Who chairs/runs the meetings?

4. How do the people in this program know how to make it so that it works for the youth in it?

A. Do youth get to comment in anyway on the projects and how they are run?

Do you have meetings to discuss these things?

Do the organizers ask youth about these things?

B. Do young people keep logs or journals?

C. Do you talk to one another informally?

What kinds of things do you talk about?

D. What would you do if a friend complained to you about the way things were running?

What would you tell them to do?

Who should they go to, to make changes?

Section II - The evaluation

4. I understand that you are/were involved in an evaluation, how did you get involved? Why?

5. How did the evaluation get started? By whom?

6. How many other youth are involved?

7. How were they selected?

8. What is the evaluation all about?

What is being evaluated?

Why is the evaluation being done?

How is the evaluation being done?

9. What is your involvement?

A. What kinds of things have you done?

B. Have other youth been involved? If yes, in what ways?

C. Have you been included in planning meetings about how to do the evaluation?

If yes,

Who attends these meetings?

How often do you have them?

What kinds of decisions are made at these meetings?

D. Are youth equally represented at these meetings?

[If youth were involved in the planning in some way proceed to the next set of questions, If not skip to question #]

E. What types of things did/do folks want to know about _____?

how was this decision made?

F. How do you / will you know if _____ is working or not?

How was this decision made?

G. Who are you talking to/ collecting data from?

H. What kinds of questions are you asking?

How were these questions chosen?

10. Did you have training to do this evaluation?

A. If yes, what kind of training?

B. Please describe these training sessions

Who ran them?

What was covered?

Why were they given?

11. Have you collected data?

A. If yes, what ways did you collect the data?

B. With whom did you collect the data?

Section III: Impact of Evaluation

12. After you collect all of the information, what are you doing with it?

A. Make recommendations? If yes, to whom?

B. Write a report?

C. Do a presentation?

[If Yes] Who is involved in this process

[If No] How do you feel about adults writing/reporting this for you

13. Have changes been made (or do you expect changes to be made) in _____ because of your evaluation?

[If complete] What has been changed?

[If incomplete] Or what do you expect to change?

Section IV: Personal feelings about evaluation process

14. Do you have some general reactions or thoughts about how the project went?

A. Did you enjoy this process? Why? Why not?

15. How do you think the group worked together?

A. Did everyone have the opportunity to contribute? Why? Why not?

[either way] How did you feel about this?

16. Do you believe the adults really listened to the young people's suggestions? Why or why not?

[either way] How did you feel about this?

Section V: Affect of evaluation

17. What is your perception of what you did as an individual during the evaluation?

18. Do you believe others benefited from the evaluation process? How?

19. Did you learn anything?

20. What did you do well? Not so well?

21. Do you believe the evaluation team benefited because of the participation of youth? How?

22. What were some of the negative things about being involved in an evaluation?
23. Do you have any advice for others who might be interested in this type of work?
24. What would you do differently if you had it to do again?

Section VI: Other Evaluations

25, Have you other been involved in other evaluations? If so,

How was this one different?

Similar?

26. Which one did you enjoy the most?

Why?

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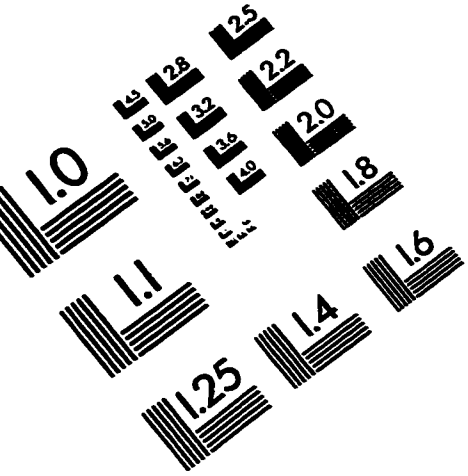
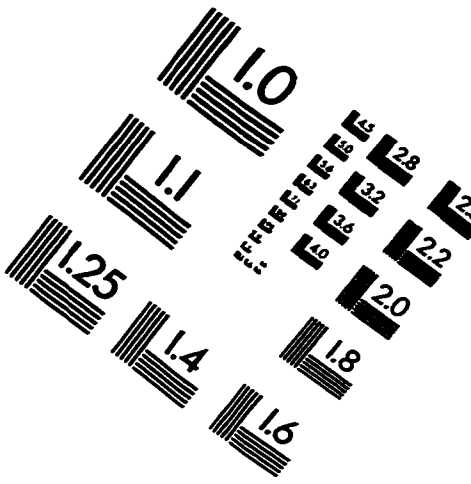
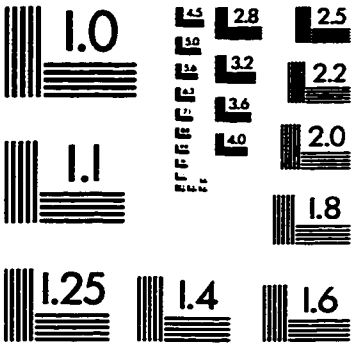
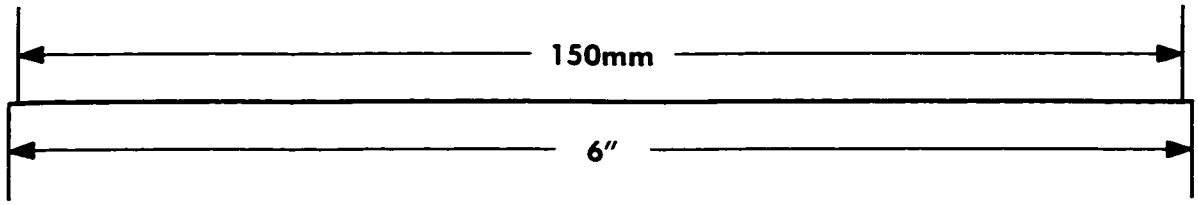
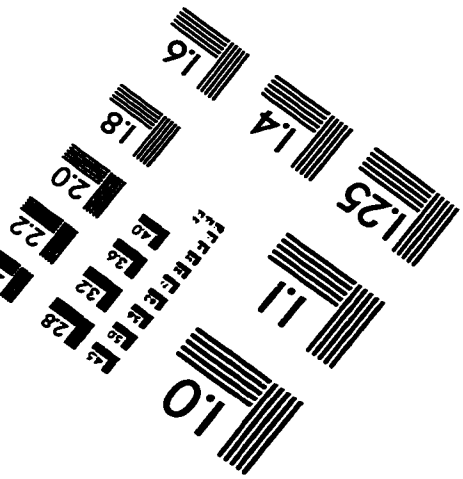
IMAGE EVALUATION TEST TARGET (QA-3)

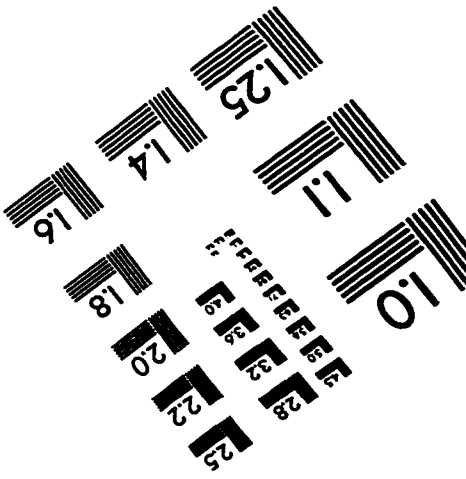












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