Using Empowerment Evaluation with Youth

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Thesis submitted to Dr. Katherine Moreau, Dr. Peter Milley, Dr. Christine Tippett and Dr. Ruth Kane in partial fulfillment of the requirements for the degree of Doctor of Philosophy of Education

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Abstract

To provide guidance to evaluators and stakeholders, evaluation scholars (i.e., those conducting research on program evaluation) have conducted numerous studies on the feasibility and effectiveness of using participatory and collaborative evaluation approaches in various contexts. While some participatory and collaborative evaluation approaches may involve youth in the evaluation of programs and interventions, few evaluations in this area have been formally documented and/or widely published. As a result, there remains a dearth of empirical research on participatory and collaborative evaluations involving youth. One such collaborative evaluation approach, empowerment evaluation (EE), appears to be well suited for engaging youth in program evaluation, as participants are co-evaluators. Using qualitative, quantitative, and mixed methods, EE aims to teach program stakeholders, including beneficiaries, how to conduct their own evaluations. In this two-part mixed methods research project I sought to investigate and formally document: (a) the use of EE for programs targeting youth; and/or (b) the involvement of youth in EE of such programs. By investigating and documenting these areas, this study builds on the very limited body of empirical research on EE. As such, it provides important information to evaluators who are embarking on evaluations of programs targeting youth, so that they can make informed decisions about the use of EE and the involvement of youth in their evaluation activities. To address these goals, this study used a mixed methods case study approach and included two parts and multiple phases. Part 1 Phase 1 involved a survey of evaluators associated with particular Targeted Interest Groups (TIGs) of the American Evaluation Association (AEA) who are involved in evaluating programs that target youth. It determined the extent to which: (a) evaluators report using EE to evaluate youth programs; and (b) how evaluators report involving youth in EE of youth programs. Part 1 Phase 2 involved interviews with a select group of these evaluators and explored what factor(s) facilitate and hinder: (a) the use of EE to evaluate programs involving youth; and (b) the involvement of youth in EE of programs targeting youth. Part 2 then used observations from an EE with youth of their science, technology, engineering and math (STEM) focused educational outreach program to explore: (a) what an EE of a youth program might look like in practice; (b) how youth can be involved in an EE. Youth also took part in follow-up interviews to allow an examination of: (c) the strengths and limitations of using an EE to evaluate a program targeting youth; and (d) the strengths and limitations of involving youth in an EE of a program targeting youth. Overall, the findings show that the use of EE to

evaluate programs involving youth may be limited, however, there are factors that can facilitate and hinder the use of EE and the involvement of youth in EE. The findings also demonstrate that an EE can be carried out in practice with youth acting as co-evaluators and that through EE youth may experience both positive and negative outcomes of using EE and of being involved in EE. In light of these findings, ways to improve the involvement of youth in the evaluation of programs that target youth using EE are discussed.

Keywords: empowerment evaluation, program evaluation, youth-focused evaluation

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List of Abbreviations

Abbreviation	Explanation
AEA	American Evaluation Association
CAE	Collaborative approaches to evaluation
CES	Canadian Evaluation Society
EE	Empowerment evaluation
MMR	Mixed methods research
SBE	School-Based evaluation
STEM	Science, technology, engineering and math
TIG	Targeted interest group
T-PE	Transformative participatory evaluation

Chapter 1: Introduction

Statement of Problem

Participatory and collaborative evaluation approaches are popular among evaluators (i.e., those conducting program evaluations) and program stakeholders (i.e., those who have a stake or an interest in a program). These two evaluation approaches both stem from the concept of collaborative inquiry where stakeholders, including marginalized populations, are engaged in the design, data collection, interpretation, and reporting of evaluation projects (Cousins & Chouinard, 2012). Both of these approaches involve trained evaluators *working in partnership* with stakeholders in evaluation processes (Cousins & Chouinard, 2012; Cousins & Earl, 1992; Cousins & Whitmore, 1998).

To provide guidance to evaluators and stakeholders, evaluation scholars (i.e., those conducting research on program evaluation) have conducted numerous research studies on the feasibility and effectiveness of using participatory and collaborative evaluation approaches in various contexts, with various populations (e.g., Chen et al., 2010; Cousins & Chouinard, 2012; Cousins & Earl, 1992; Fox & Cater, 2011; Gong & Wright, 2007; Langhout & Fernandez, 2015). Surprisingly, published evaluations using participatory and collaborative approaches focus mainly on adults. Yet, youth are an active and distinct part of society and the intended users of many programs, as youth[1] make up 12% of Canada's population (in 2016; Statistics Canada, 2017). Thus, evaluators should consider the use of participatory or collaborative evaluation approaches for conducting evaluations of programs targeting youth. Likewise, most of the published evaluation studies that include youth only involve this group as sources of data, study participants, or subjects, in which youth as well as their data are tested, measured, and analyzed by the evaluator with participating youth likely unaware of how evaluation processes develop (Ansay et al., 2004; Checkoway & Richards-Schuster, 2003). As a result, there remains a dearth of research and reflection on the involvement of youth in participatory and collaborative evaluation approaches.

Only a small number of studies investigate youth-oriented participatory or collaborative evaluations and provide a description of the evaluation and/or offer suggestions as to the

[1] Please note that Statistics Canada defines youth as those individuals 15 to 24 years of age. However, this thesis uses a broader definition of youth as those individuals 12 to 24 years of age. The thesis is inclusive of 12 year olds because youth programs, like the one evaluated in this thesis (and described in more detail below), includes youth aged 12 to 15 years.

appropriate circumstances for such use (i.e., Checkoway & Richards-Schuster, 2003, 2004; Chen et al., 2010; Cooksy, 2007; Flores, 2007; Fox & Cater, 2011; Gong & Wright, 2007; Langhout & Fernandez, 2015; Samuelson et al., 2013; Zeller-Berkman et al., 2015). An even smaller number of studies explore the use of specific participatory (e.g., practical participatory evaluation, transformative participatory evaluation) (i.e., Checkoway & Richards-Schuster, 2003, 2004; Chen et al., 2010; Samuelson et al., 2013; Zeller-Berkman et al., 2015) or collaborative approaches (e.g., empowerment evaluation, school-based evaluation, developmental evaluation) for evaluating programs involving youth (i.e., Langhout & Fernandez, 2015). This topic is important to study because participatory involvement in program evaluation activities has multiple benefits but can also cause challenging conditions for youth, particularly those who are part of marginalized populations. Evaluators and evaluation scholars may benefit from investigations into how best to involve youth in program evaluation activities in meaningful and considerate ways. Scholars such as Checkoway & Richards-Schuster (2003) and Flores (2007) advocate for the involvement of youth as co-evaluators, directors, or partners in evaluation processes. Scholars also recognize that youth have a culture distinct from that of adults (Cooksy, 2007), and the capability to decide on and coordinate components of program evaluations (Cousins & Whitmore, 1998). As one example, under the guidance of a trained evaluator, a diverse group of youth in Metropolitan Detroit directed an evaluation on their race and ethnicity program. These youth received training in a variety of research methods and met regularly with the trained evaluator to organize and implement the evaluation, analyze group interpretations, and present the evaluation results (Richards-Schuster & Aldana, 2013).

Such systematic and well-planned involvement of youth in the evaluation of programs that target this population can provide benefits to the youth, the program, and the organizations running the programs (Flores, 2007). When evaluators use participatory or collaborative evaluation approaches, youth can ask questions and formulate strategies to improve the programming they receive. In the process, youth can see themselves as active processors of knowledge as opposed to passive recipients, which has been linked to greater evaluation capacity building and process use, such as changes in thinking and behaving due to involvement in evaluation and learning from the evaluation process (Checkoway & Richards-Schuster, 2003; Patton, 2008).These approaches recognize youth experiences, knowledge, and expertise, which can be uplifting, emancipatory, and transformative and help to strengthen their critical thinking,

research, writing, and planning skills (Checkoway & Richards-Schuster, 2003; Gawler, 2005). In contrast to adult stakeholders, youth may hold different views of a program and its impact on them and their communities (Samuelson et al., 2013). For example, Zeller-Berkman et al. (2015) found that "collaboration with youth on an evaluation survey brought up issues that would have never come to mind for the adult staff members" (p. 28). Indeed, such approaches are promising for helping service providers identify meaningful findings, from the point of view of youth, and for making programs more meaningful for disadvantaged youth (e.g., youth with mental health challenges; Bulanda et al., 2013; Chen et al., 2010; Dold & Chapman, 2012).

Scholars have also advised against youth as co-evaluators, directors, or partners in the evaluation process in different program and stakeholder contexts and with limited resources and evaluator experience. For example, the budget and time allotted for the evaluation must allow for meaningful youth engagement rather than tokenistic involvement that only includes youth as data sources (Checkoway & Richards-Schuster, 2004; Mathison, 2008; Zeller-Berkman et al., 2015). Given the importance of diverse stakeholder selection and inclusion in participatory and collaborative evaluations, there are also potential challenges associated with recruiting diverse groups of youth to participate in evaluations (Cousins & Chouinard, 2012; Cousins & Whitmore, 1998). Youth should see a benefit or tangible result from their evaluative work (Cousins et al., 2013). This insight could mean co-curricular service learning opportunities that provide them with educational credits, travel to present or collect data, or needed changes to the programming based on their suggestions (Fox & Cater, 2011).

Likewise, without an environment that is conducive to youth leadership and skill building, youth "voices" may be discouraged or overpowered by adult stakeholders' perspectives (Cousins & Chouinard, 2012; Fox & Cater, 2011). Evaluators should advocate for the creation of clear youth roles and boundaries to demonstrate and clarify the processes for making evaluative decisions within the given program context (Zeller-Berkman et al., 2015). To enable youth participation and to develop the evaluation capacity of programs involving youth, youth need special training in the above-mentioned participatory and collaborative evaluation approaches. In these approaches, the evaluator's role is not to "be the expert," but to act as a teacher, collaborator, and facilitator in the evaluation process, weighing the views of stakeholders as equal to their own. Furthermore, when evaluating programs involving youth through these approaches, evaluators require additional interpersonal skills (e.g., patience, facilitation,

tolerance for imperfection) and should therefore be aware of youths' competencies and limitations as evaluators (Checkoway & Richards-Shuster, 2004; Cousins & Chouinard, 2012; Gong & Wright, 2007).

One such collaborative evaluation approach, empowerment evaluation (EE), appears to be well-suited for engaging youth in program evaluation, as participants and co-evaluators (Flores, 2007). Using qualitative, quantitative, or mixed methods, EE aims to teach program beneficiaries how to conduct their own evaluations. In EE, evaluators act as facilitators to assist program stakeholders, which could include program beneficiaries, in designing and implementing program evaluations (Fetterman, 1994).

The use of EE would value and respect youths' programming perspectives and would allow them to make decisions as equal partners in evaluation processes (Beresford, 2000; Fox & Cater, 2011). However, youth would still have access to an evaluator, who plays the role of a *critical friend*, someone who is knowledgeable about evaluation and can assist them in their evaluation processes and decision making (Fetterman & Wandersman, 2005; Langhout & Fernandez, 2015; Moreau & Cousins, 2012). In theory, through EE youth could experience *illumination* (i.e., a revealing or enlightening experience where new knowledge or new possibilities about roles, structures, and programs becomes apparent/available) and *liberation* (i.e., an emancipatory force or freedom from pre-existing roles and constraints, and new conceptualizations of oneself and others) (Fetterman, 1994, 2001). This is because EE would emphasize the development of youth leadership and critical thinking skills, which can aid youth in the challenging traditional (and possibly limiting) roles ascribed to them (Flores, 2007; Fox & Cater, 2011). Youth could then take on non-traditional roles (e.g., as co-evaluators) in their program communities. Cumulatively, this evaluative responsibility could build agency for youth as they gain the "ability to create knowledge about the issues and programs that affect their lives" (Zeller-Berkman et al., 2015, p. 25). That is, the information youth obtain by assisting in the design, implementation, and use of evaluation findings could foster feelings of control and self-efficacy, which may help them to cope better in stressful situations.

The literature reveals that EE may be complicated when used to evaluate programs targeting youth and in involving youth in the evaluations themselves, but also useful for evaluating programs targeting youth and for actively involving youth in program evaluation activities. For example, as mentioned above, EE has the potential to: (a) increase youth and

program capacity to do and use evaluation; and (b) provide an opportunity for youth to experience illumination and liberation through their involvement in the evaluation. These potentialities highlight a need to thoroughly and empirically investigate as well as formally document: (a) the use of EE for programs targeting youth; and (b) the involvement of youth in EE of such programs.

Through my two-part mixed methods thesis, I will build on the very limited body of empirical research on youth involvement in program evaluation. I will expand our understanding of the use of EE to evaluate youth-focused programs and involving youth and provide important information to evaluators evaluating youth programs. The findings of this project will help evaluators decide whether to use EE to evaluate programs involving youth and whether to involve youth in their evaluation activities.

Contributions to the Field

Through this study I am documenting and reflecting on the use of EE for programs targeting youth as well as the involvement of youth in these evaluation activities, this study contributes to the growing body of research on program evaluation. It also builds on and adds to the very limited body of empirical research on EE. Researchers working in program evaluation have advocated for improving evaluation practice through research (Smith, 1993). As such, this study will make a theoretical contribution to the field of collaborative and participatory evaluation and a practical contribution for evaluators struggling with how to best evaluate programs targeting youth and further, how to involve youth in those program evaluations.

This study also provides a methodological contribution to the field of research on evaluation. Specifically, two recent publications (Brandon, 2015; Coryn et al., 2017) reviewed the state of research on evaluation, paying close attention to the empirical nature of research in the field. Evaluation scholars found that research on evaluation focused primarily on the use of "descriptive modes of inquiry" (Coryn et al., 2017, p. 339) and "fairly simple designs and a limited set of methods" (Brandon, 2015, p. 4). These works suggest a need to investigate the value of and conditions for using different methods to conduct research on evaluation (Brandon, 2015). Therefore, the use of a mixed methods and case study approach to this subject would provide an example of how other scholars can move beyond what appears to be a preference in the field toward descriptive case studies and reflective personal narratives.

Overview of Thesis

This thesis includes seven chapters. Chapter 1 includes an introduction to my thesis and research area. Chapter 2 provides a detailed literature review to describe the concepts and conceptual framework of this study and introduces the research questions. The literature review integrates empirical research on program evaluation, the evaluation of programs involving youth, and EE. Next, Chapter 3 describes the methodological design and philosophical assumptions inherent in this study. Included in this chapter is an overview of the research context, my position and epistemological stance, as well as a description of the mixed methods and case study approaches used in the two-part research design. Chapters 4 through 6 describe the study findings. Chapter 4 provides the results of Part 1 Phase 1, which surveyed evaluators associated with particular Targeted Interest Groups (TIGs) of the American Evaluation Association (AEA) who are involved in evaluating programs that target youth in order to explore their use of EE and the involvement of youth in program evaluation activities. Chapter 5 explains the findings of Part 1 Phase 2 of this study, which used one-on-one interviews with evaluators to explore the conditions that support and inhibit the use of EE to evaluate programs targeting youth and the involvement of youth in the evaluation of such programs. Chapter 6 then documents Part 2 of the study, which included observations and interviews conducted during an EE exercise with youth (aged 12 to 15 years) to evaluate their science, technology, engineering, and math (STEM) focused educational outreach program. This chapter explores what an EE of a youth program looks like in practice, how youth are involved in an EE, and the strengths and limitations of using an EE to evaluate a program targeting youth and involving youth in program evaluation. Chapter 7 integrates and discusses the key findings across both parts and phases of the study and links these findings to important published empirical research in the area. Chapter 8 identifies study limitations, areas of related future research, and concluding remarks on the use of EE with youth.

Chapter 2: Literature Review and Conceptual Framework

In this chapter, I review three bodies of literature with three specific purposes. First, I review the theoretical literature on program evaluation as well as research on program evaluation, including collaborative and participatory evaluation, to define the key terms for this study. Second, to justify the need for investigating the topic of youth involvement in collaborative and participatory program evaluation, I synthesize the collaborative and participatory program evaluation literature that focuses on youth. Lastly, I examine the research literature on EE and connect this literature to that on youth involvement in collaborative and participatory evaluation to assess the nature and extent of current knowledge in these areas. I conclude this chapter with the specific research questions I explored during this study. This conclusion includes a presentation of the conceptual framework within which I undertook my analyses in this area, and that I derived from the evaluation literature presented in this chapter.

Program Evaluation

In the first subsection that follows, I introduce program evaluation by reviewing the definitions provided for it by key scholars in the field. In the second subsection, I differentiate research from program evaluation, as these two concepts are often confounded. In the third subsection, I provide an overview of what it means to conduct research on program evaluation, which is the aim of this thesis.

There are multiple definitions of program evaluation in the evaluation literature (Preskill & Russ-Eft, 2005). In Table 1, I provide a number of definitions of program evaluation from some of the most frequently cited evaluation scholars.

Table 1

Scholarly Definitions of Program Evaluation

Scholar	Definition of Program Evaluation
Fournier (2005, p. 139)	Evaluation is an applied inquiry process for collecting and synthesizing evidence that culminates in conclusions about the state of affairs, value, merit, worth, significance, or quality of a program, product, person, policy, proposal, or plan. Conclusions made in evaluations encompass both an empirical aspect (that something is the case) and a normative aspect (judgment about the value of something).
House (1990, p. 24)	Evaluation is usually defined as the determination of the worth or value of something, in this case of educational programs, policies, and personnel, judged according to appropriate criteria, with those criteria explicated and justified. At its best, the evaluation of educational and social programs aspires to be an institution for democratizing public decisions by making programs and policies more open to public scrutiny and deliberation. As such, it should serve the interests not only of the sponsor but of the larger society and of diverse groups within society.
Mathison (2005, p. 335)	Program evaluation is commissioned as a process dedicated to making, generating, or feeding judgments about the worth or significance of a program. For some, the imperative is to measure the quality of a program; for others, it is to portray its qualities… We may seek judgments of significance or worth to inform decision making about a program, such as whether it merits replication or termination, to hold it to account, or to scrutinize its political sources and aims.
Patton (2008, p. 39)	Program evaluation is the systematic collection of information about the activities, characteristics, and results of programs to make judgments about the program, improve or further develop program effectiveness, inform decisions about future programming, and/or increase understanding.
Preskill & Torres (1999, p. 44)	While evaluation has often focused on a particular program as the unit of analysis, we wish to emphasize that evaluative inquiry addresses issues and concerns individuals may have about various processes and systems at the departmental or organizational level as well. Thus, the unit of analysis is wherever the problem is identified.
Scriven (1991, p. 1)	Evaluation is the process of determining the merit, worth, and value of things, and evaluations are the products of that process… [E]valuation is here treated as a key analytical process in all disciplined intellectual and practical endeavors. It is said to be one of the most powerful and versatile of the 'trans disciplines' that apply across broad ranges of the human investigative and creative effort while maintaining the autonomy of a discipline in their own right.
Trochim (1989, p. 248)	Program evaluation is a profession that uses formal methodologies to provide useful empirical evidence about public entities (such as programs, products, performance) in decision-making contexts that are inherently political and involve multiple often-conflicting stakeholders, where resources are seldom sufficient, and where time-pressures are salient.
Weiss (1998, p. 4)	Evaluation is the systematic assessment of the operation and/or outcomes of a program or policy, compared to a set of explicit or implicit standards as a means of contributing to the improvement of the program or policy.

Overall, these definitions speak to the following four parts that are important in a description of program evaluation: (a) the use of a process to produce a product or a product itself; (b) the use of judgment to determine value understood as a combination of both merit and worth; (c) the consideration of needs, process/operations, or outcomes; and (d) the intention to improve a program by enhancing knowledge decision-making (Mathison, 2005; Preskill & Russ-Eft, 2005).

First, as a process or product, program evaluation is a systematic assessment, which suggests that it is formal, planned, and intentional in operation (Preskill & Russ-Eft, 2005; Trochim, 1989; Weiss, 1998). Second, program evaluation is a form of systematic assessment where empirical data is collected in order to judge or determine value, specifically merit and worth (Mertens & Wilson, 2018; Preskill & Russ-Eft, 2005). The literature on program evaluation describes merit as an assessment made through the comparison of evidence, according to a set of standards or expectations (Mathison, 2005; Weiss, 1998). According to Mathison (2005) and Patton (2008) merit is the intrinsic value of a program, whereas, worth refers to the extrinsic value of a program to those outside of the program. Third, through evaluative work, judgements are made about need (i.e., a needs assessment), process/operation (i.e., formative evaluation), or the outcome of a program (i.e., summative evaluation; Weiss, 1998). Fourth, the final factor that defines program evaluation is that evaluative work is done for the intent to improve a program by enhancing knowledge and decision making (Preskill & Russ-Eft, 2005; Trochim, 1989; Weiss, 1998).

In this thesis and in my research, I define program evaluation as a systematic method of inquiry for making value judgements about the merit and worth of programs to support program decision-making. This definition is in alignment with collaborative and participatory evaluation scholars who differentiate program evaluation from research (Cousins & Earl, 1992; Cousins & Whitmore, 1998; O'Sullivan, 2004). This definition is ideal because it includes each of the four parts described above in a clear and succinct way, while also highlighting the components of evaluation that make evaluative work different from research.

Research versus Program Evaluation

While the literature has also defined research as a process or product, evaluation scholars (e.g., Fournier, 2005; Preskill & Russ-Eft, 2005) believe that an evaluator's use of value judgements to improve programming is what uniquely differentiates evaluation from research.

For example, the typical intent of research is to demonstrate knowledge, in order to apply findings outside the scope of the specific research project. In contrast, the intention of evaluation is generally to develop findings that are relevant to a specific project, at a specific time, and in a specific context in order to support program decision-making (Preskill & Russ-Eft, 2005). Consequently, whereas research is concerned with the academic audience's information needs, evaluation is concerned with responding to the information needs of stakeholders. As a result, researchers and evaluators pose different kinds of questions in their work, communicate findings in different ways, and have different expectations regarding the use of results (Preskill & Russ-Eft, 2005).

Research on Program Evaluation

While research and evaluation are different, research can be conducted *on* program evaluation**.** Research on program evaluation involves the "systematic inquiry into evaluation theories, methods, and practices" (Coryn et al., 2017, p. 161). It often includes empirical research on individuals' evaluation experiences and activities (Henry & Mark, 2003; Mark, 2008) and is typically concerned with informing practitioners (i.e., evaluators) (Mark, 2008), incorporating new knowledge into practice (Smith, 1993), and advancing evaluation theory (Christie, 2003). In particular, research on program evaluation can inform evaluators about the feasibility and effectiveness of alternative evaluation models, methods, and theories, including those outside of the standard conception of evaluation (traditional impact evaluation), which is focused on demonstrating the impacts produced by an intervention (Chatterji, 2004). For example, to contribute to evaluator knowledge and practice, scholars conducting research on a specific collaborative evaluation approach, EE, have focused on its theoretical framework (e.g., Worthington, 1999), implementation factors (e.g., Fetterman & Wandersman, 2005; Wandersman et al., 2015), contribution to empowering outcomes (e.g., liberation and illumination; Barrington, 1999; Miller & Campbell, 2006), and appropriateness in different contexts and with different stakeholder groups, including child and youth program beneficiaries (e.g., Langhout & Fernandez, 2015).

Since each evaluator operates within a local and specific context, evaluation scholars also concern themselves with transferability so that they do not overgeneralize or prescribe a particular approach to evaluators without knowing how it may work within those unique contexts (Smith, 1993). The use of single case studies or personal reflective narratives in research on

program evaluation meets this need for specific and contextual information (Cousins & Chouinard, 2012), however, it has also created a gap in knowledge, in relation to both evaluation theory and practice (Brandon, 2015; Christie, 2003; Smith, 2015; Vallin et al., 2015). For example, in their review of research on program evaluation published in evaluation-focused journals, Coryn et al. (2017) found that few investigations address questions pertaining to values or valuing in evaluation, ethics, or evaluation consequences.

In response to gaps like this, Azzam and Jacobson (2015) propose five future concerns for research on program evaluation:

1. The production of research on program evaluation that is specifically usable and relevant to practicing evaluators.
2. The systematic collection and sharing of evaluation practice data.
3. The active development of methods and tools that feasibly and rigorously measure different aspects of evaluation.
4. The use of new technological developments (e.g., crowdsourcing) in research on program evaluation.
5. The dissemination through new and existing systems that target other interdisciplinary and intersectional researchers and evaluation professionals.

The first three concerns are relevant to this thesis, while the last two concerns are outside the scope of this work, thus, I will not be addressing them. This study responds to the first three concerns by providing theoretical, practical, and methodological contributions to the field of program evaluation. For example, this study aims to: (a) produce research on program evaluation that is specifically usable and relevant to evaluators looking to involve youth in program evaluation; (b) systematically collect evaluation practice data through a mixed methods and case study approach; and (c) develop a checklist (i.e., tool) to feasibly and rigorously measure the conditions for and strengths and limitations of using collaborative and participatory evaluation approaches, such as EE, with youth.

Collaborative and Participatory Evaluation. One subset of research on program evaluation explores the differences between collaborative and participatory evaluation and traditional evaluation approaches. In contrast to the latter, the former encourage problem solving, social justice, and the creation of representative knowledge (Cousins & Chouinard, 2012; Daigneault & Jacob, 2014; Whitmore, 1998a). With assistance from a trained evaluator,

stakeholders are involved in the design, implementation, and dissemination of evaluations (Moreau & Cousins, 2012; Upshur & Barreto-Cortez, 1995). Consequently, evaluation data are grounded in stakeholders' perspectives (Patton, 1997), which is important because "the validity of the evaluation is regarded as suspect unless different perspectives, descriptive and evaluative, are given expression and taken into account" (McTaggart, 1991, p. 9). Given stakeholders' unique knowledge about their programs, they have much to offer evaluation processes, including necessary program improvements and key areas of inquiry (Moreau et al., 2015; Upshur & Barreto-Cortez, 1995). Developmental evaluation, EE, stakeholder-based evaluation, and school-based evaluation (SBE) are approaches for carrying out collaborative evaluation. Practical participatory evaluation (P-PE) and transformative participatory evaluation (T-PE) are approaches for conducting participatory evaluation (Moreau & Cousins, 2012).

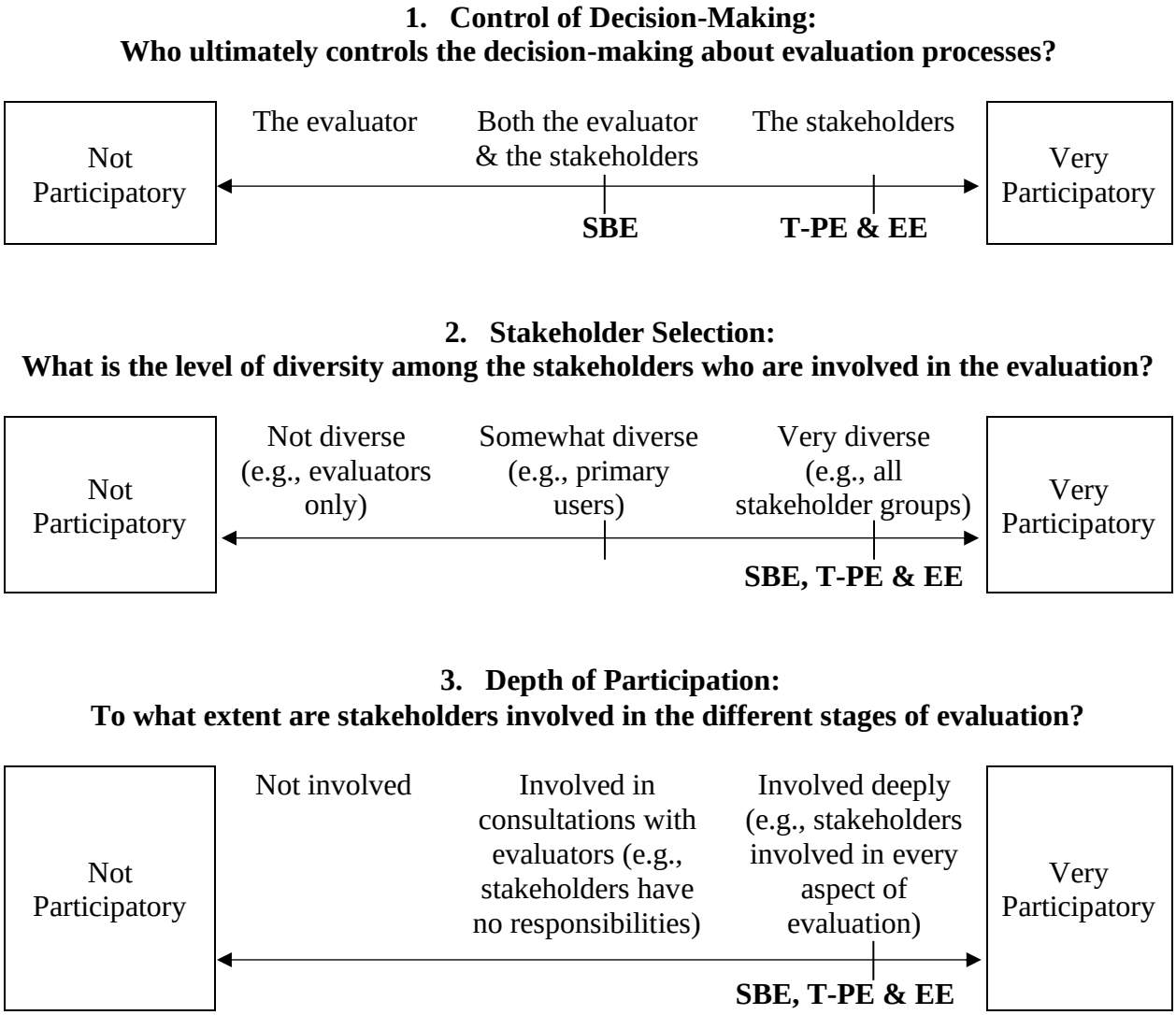
While these different forms of collaborative and participatory evaluation have been identified in the literature, there is great debate among evaluation scholars about whether participatory approaches can be distinguished from collaborative approaches, and the productivity of such compartmentalizations (see for example Cousins, 2005 or Cousins et al., 2012). Essentially collaborative and participatory evaluation represent different schools of thought on evaluation. While very similar in some respects, they are supported by different scholars and emphasize different philosophies and strategies on how to involve stakeholders in evaluation. Each school of thought, collaborative or participatory, also promotes various unique approaches to evaluation.

Each unique approach can be differentiated from the others according to three dimensions: (a) control of decision making (i.e., who holds power to make technical decisions about the evaluation); (b) stakeholder diversity (i.e., who is involved in the evaluation); and (c) depth of participation (i.e., to what extent are stakeholders involved in specific aspects of the evaluation; Cousins & Chouinard, 2012; Cousins & Whitmore, 1998). Both collaborative and participatory evaluation approaches can be characterized as: (a) giving partial or full control of evaluation decision-making to the stakeholders; (b) involving a somewhat or very diverse group of stakeholders in the evaluation; and (c) involving stakeholders in various aspects of the evaluation either as consultants or full partners (Daigneault & Jacob, 2014; Moreau, 2017). For example, Figure 1, adapted from Moreau (2017), demonstrates the differences and similarities between SBE, T-PE, and EE. As this visual demonstrates, EE is characterized by decision-

making control held by the stakeholders, a diverse group of stakeholders participate in the evaluation, and the stakeholders are involved deeply in the evaluation. While transformative participatory evaluation also shares these characteristics, it is an open and fluid approach (Cousins & Whitmore, 1998; King, Cousins, & Whitmore, 2007; Whitmore, 1998b), whereas EE is structured by three core steps and the evaluator plays the role as a 'critical friend'. Evaluation scholars have suggested that the use of a step-wise evaluation approach and the positioning of an evaluator as a 'critical friend' would facilitate the involvement of youth in EE (Moreau & Cousins, 2012; Moreau, 2017). One aim of this study is to investigate this claim through the collection of empirical evidence; however, this study is unable to empirically assess which evaluation approach (e.g., T-PE or EE) is better for involving potential inexperienced evaluation stakeholders such as youth in program evaluation.

Figure 1

Continua of Control, Stakeholder Selection, and Participation for Participatory Evaluation



Note. Adapted from "Twelve Tips for Planning and Conducting a Participatory Evaluation," by K. A. Moreau, 2017, *Medical Teacher*, *39*(4), p. 338 (https://doi.org/10.1080/0142159X.2017.1286310). Copyright 2017 by Taylor & Francis Group.

To complicate the debate on the categorization of evaluation approaches, scholars like Fetterman et al. (2018) also view EE not as a type of collaborative evaluation approach, but as a distinct category of collaborative inquiry compartmentalized from collaborative approaches and participatory approaches. They base their argument on the role of the evaluator as either in

charge of the evaluation, jointly sharing control of the evaluation (participatory evaluation), or serving as a critical friend (EE; Fetterman et al., 2014; Fetterman et al., 2018). I disagree with Fetterman et al. (2018) regarding this need to differentiate EE from other collaborative and participatory approaches. Due to the lack of published empirical work on EE it is important to situate it as an evaluation approach within a larger type of evaluation (e.g., collaborative evaluation) in order to inform the study design and discussion. Thus, in my thesis, I view EE as a type of collaborative evaluation approach. While other evaluation scholars have agreed with this idea, they have also argued for removing the distinctions between different types of collaborative and participatory approaches. Indeed, Cousins and colleagues (2012) argued for a common set of principles for collaborative approaches to evaluation (CAE) that focuses on the relationships between trained evaluators and non-evaluator stakeholders. Building on this idea, Shulha et al. (2016) sought to develop a common set of principles for CAE by drawing directly from practicing evaluators' experiences. Shulha et al. (2016) developed and validated a list of eight principles that are meant to "strengthen collaborations" and "enhance evaluator working knowledge" (p. 7). They argued that CAEs value and respect stakeholders' perspectives and allow them to make authentic contributions to decisions about evaluation processes, which is particularly important for youth who may be undervalued and underutilized in the evaluation process (Beresford, 2000; Fox & Cater, 2011). Understanding CAEs and their development is important for seeing the larger field of research on program evaluation and how this work has developed and advanced notions of collaborative inquiry in program evaluation. However, my concern is for the use of a particular evaluation approach with youth (i.e., EE), rather than the use of a set of principles. The evolution of collaborative and participatory evaluation from distinct approaches to common principles appears to be based largely on theoretical and empirical studies that have involved adult program stakeholders. Due to the minimal studies on youth involvement in collaborative and participatory evaluation, it seems reasonable to believe that this specific type of research on program evaluation has not evolved to the same extent as the work on adult involvement. Therefore, I believe it is important to examine the use of a specific evaluation approach with youth, before we develop, expand and then test a set of common principles.

Collaborative and Participatory Evaluations of Programs Involving Youth

In the first subsection that follows, I discuss the literature on involving youth in collaborative and participatory evaluation. In the second subsection, I explore five factors from this literature that contribute to the involvement of youth. In the third subsection, I provide a summary of the benefits and challenges associated with youth involvement in collaborative and participatory evaluation, as described in the literature.

According to the available literature, youth involvement in collaborative and participatory evaluation appears as a continuum of activity, as pictured in Figure 2[2]. First, youth may not be involved at all in a collaborative and participatory evaluation to evaluate a youth program. Instead, adult stakeholders, such as the program staff or other direct or indirect program beneficiaries (e.g., adult family members of youth) may be involved in the decision making for the evaluation. At this point, data may not even be collected from youth. At the next level, youth may be involved in the collection of data as data sources feeding into the evaluation findings, yet without control of evaluation decision-making. Subsequently, youth may be consulted on particular aspects of the evaluation, such as the feasibility of using a particular data collection tool (e.g., a survey). In the final stage, youth may be involved in the evaluation as co-evaluators, for example taking an active role on an evaluation advisory committee. At this level, youth may be involved in the design, the implementation (i.e., data collection and analysis), the reporting of findings, and the use of evaluation findings (Checkoway & Richards-Schuster, 2004).

Figure 2

Continuum of Youth Involvement in Collaborative and Participatory Evaluation

[2] A common issue in the literature is the labelling of collaborative and participatory evaluation as collaborative and participatory research. As discussed in an earlier section of this chapter, evaluation and research are distinct from one another.

Contributing Factors

Factors that influence if and how youth are involved in collaborative and participatory evaluation include: resources, experience, and context. These categories can be further divided into evaluation resources; stakeholder, organizational, and evaluator characteristics; program context; and external factors.

Evaluation Resources. Evaluators need to be realistic about the heavy workload associated with using collaborative and participatory evaluation approaches to evaluate youth programs. Evaluators should not use these approaches in situations where the time to conduct the evaluation is short (e.g., less than one year) and the evaluation resources are non-existent. The budget and time allotted for the evaluation must allow for meaningful youth engagement rather than tokenistic involvement (e.g., youth as data sources; Mathison, 2008; Zeller-Berkman et al., 2015). For example, time for training and money for logistics (e.g., meeting rooms and/or equipment, transportation, snacks, etc.), as well as for incentives to appropriately reward stakeholders for their work, are needed.

Stakeholder Characteristics. Given the importance of diverse stakeholder selection and inclusion in EE, evaluators should consider potential challenges associated with recruiting diverse groups of youth to participate in evaluations (Cousins & Chouinard, 2012; Cousins & Whitmore, 1998). If the likelihood of recruiting interested youth is low, evaluators should not use these collaborative and participatory approaches. It is also important that evaluators understand what motivates youth to become involved in program evaluations and ensure that youth see a benefit or tangible result from their evaluative work (Cousins et al., 2012). For example, stakeholders need to be interested, invested, rewarded, and mentored through the evaluation process. This notion could mean co-curricular service learning opportunities that provide them with educational credits, include travel to present or collect data, or lead to needed changes to programming based on their suggestions (Fox & Cater, 2011). Likewise, stakeholders need to see tangible benefits and products resulting from their involvement in evaluation activities.

Organizational Characteristics. From an organizational level, youth involvement in program evaluation is easier when the organization involved has an overall interest in youth development. For example, evaluation scholars (e.g., Beresford, 2000; Cousins & Chouinard, 2012; Fox & Cater, 2011) argue that evaluators should only consider using collaborative and

participatory evaluation approaches with youth if evaluands and their associated organizations have pre-existing cultures of respect for youths' perspectives.

Evaluator Characteristics. To enable youth participation and develop the evaluation capacity of youth programs, youth need special training in the above-mentioned collaborative and participatory evaluation approaches. Many of the required abilities and skills are of an interpersonal nature, such as "proficiency in negotiation, facilitation, mediation, training and instruction, conflict resolution, and interpersonal dynamics" (Cousins & Chouinard, 2012, p. 229). That is, in collaborative and participatory evaluation approaches, the evaluator's role is not to "be the expert," but to act as a teacher, collaborator, and facilitator in the evaluation process, weighing the views of stakeholders as equal to their own. Evaluators bring to the partnership evaluation logic, knowledge of methods, and an understanding of professional standards of practice (Moreau & Cousins, 2012). Collaborative and participatory approaches require evaluators to take a "back seat" to designing and implementing the evaluation. Consequently, it is important for evaluators to identify and acknowledge their role in evaluation processes. Furthermore, when evaluating youth programs through these approaches, evaluators require a particular set of skills (e.g., patience, facilitation, tolerance for imperfection) and should therefore be aware of their competencies and limitations as evaluators (Cousins & Chouinard, 2012; Gong & Wright, 2007). Indeed, evaluators who have had success in involving youth in evaluation activities mentioned they had a strong desire for capacity building and process use. They also mentioned being comfortable working in collaboration with others (Cousins & Chouinard, 2012; Gong & Wright, 2007).

Context. Without contexts that strongly welcome youth, youth "voices" may be discouraged or overpowered by adult stakeholders' perspectives (Cousins & Chouinard, 2012; Fox & Cater, 2011). Evaluators should also advocate for the creation of clear youth roles and boundaries to demonstrate and clarify the processes for making evaluative decisions within the given program contexts (Zeller-Berkman et al., 2015). For example, Zeller-Berman and colleagues (2015) noted the need for an inclusive, welcoming, and collaborative environment when conducting collaborative and participatory evaluation of programs targeting youth and including youth in those evaluation activities.

External Factors. Events occurring at the same time as an evaluation can help to build interest, momentum, and credibility in an evaluation. For example, scholars have noted that

participants, particularly youth, were more enthusiastic about being involved in an evaluation when there was an existing social movement or vocal advocacy group(s) working on issues related to the programming/services being evaluated (Chen et al., 2010).

Benefits

Benefits of using collaborative and participatory evaluation with youth and involving youth in evaluation include: enhanced understanding of the program; development of evaluation, critical thinking, and leadership skills; and demystifying the evaluation process. Similarly, benefits for organizations include evaluation use, evaluation capacity building, grounded evaluation findings, and opportunities for constructive dialogue stemming from the evaluation. Systematic and well-planned involvement of youth in the evaluation of programs that target youth can provide benefits to the youth, the programs, and the organizations running the programs (Flores, 2007). When evaluators use collaborative and participatory evaluation approaches, youth can ask questions and formulate strategies to improve the programming they receive. In this process, youth can view themselves as active processors of knowledge (i.e., as opposed to passive recipients), which has been linked to greater evaluation capacity building and process use (i.e., changes in thinking and behaving due to involvement in evaluation and learning from the evaluation process; Checkoway & Richards-Schuster, 2003; Patton, 1988).These approaches recognize youths' experiences, knowledge, and expertise, which can be uplifting, emancipatory, and transformative and help to strengthen the critical thinking, research, writing, and planning skills of youth (Checkoway & Richards-Schuster, 2003; Gawler, 2005). In contrast to adult stakeholders, youth may hold different views of a program as well as its impact on them and their communities (Samuelson et al., 2013). For example, Zeller-Berkman et al. (2015) found that "collaboration with youth on an evaluation survey brought up issues that would have never come to mind for the adult staff members" (p. 28). Indeed, such approaches are promising for helping service providers identify meaningful findings, from the point of view of youth, and for making programs more meaningful for disadvantaged youth (e.g., youth with mental health challenges; Bulanda et al., 2013; Chen et al., 2010; Dold & Chapman, 2012).

Challenges

The involvement of youth in collaborative and participatory evaluation can be challenging. Challenges include the need for intensive resources, sustained and deep engagement, reconciling competing stakeholder interests, dealing with external factors,

following through and/or implementing change resulting from the evaluation, dealing with accountability demands, acknowledging stakeholder perspectives, and understanding the program context. For example, scholars have raised concerns about the role of youth as co-evaluators, directors, or partners in the evaluation process in different program and stakeholder contexts and with limited resources and evaluator experience (Checkoway & Richards-Schuster, 2004; Mathison, 2008; Zeller-Berkman et al., 2015).

Empowerment Evaluation and Youth Program Beneficiaries

In the first subsection that follows, I provide a detailed description of EE as a collaborative evaluation approach. In the second subsection, I explore how EE can be used to involve youth in collaborative program evaluation. In the third and fourth subsections, I provide my analysis of the potential benefits and challenges for using EE to involve youth in collaborative program evaluation.

In light of the literature on youth inclusion in collaborative and participatory evaluation, one such collaborative evaluation approach, EE, appears to be well-suited for engaging youth in program evaluation, as participants and co-evaluators (Flores, 2007). Using qualitative, quantitative, or mixed methods, EE aims to teach program beneficiaries how to do their own evaluations. In EE, evaluators act as facilitators to assist program stakeholders, which could include program beneficiaries in designing and implementing program evaluations (Fetterman, 1994).

EE is a collaborative evaluation approach primarily concerned with empowering, illuminating, and building program beneficiaries' self-determination (Cousins & Whitmore, 1998; Fetterman, 2001). In this approach, evaluators act as facilitators and advocates for stakeholder groups with less power and voice. They teach stakeholders how to conduct their own evaluations and how to use evaluation processes and results to enact transformative program changes (Fetterman, 1994; Fetterman & Wandersman, 2005; Moreau & Cousins, 2012). At a general level, EE has been linked with program improvement, heightened community awareness, and ownership of program goals (Barrington, 1999). However, the literature also describes a wide variation among practitioners in how EE principles are adhered to and which empowerment outcomes are possible for program beneficiaries, such as youth (Miller & Campbell, 2006).

Defining Characteristics of Empowerment Evaluation

Evaluation scholars like Miller and Campbell (2006) and Cousins (2005) have questioned whether EE is actually different from other collaborative and participatory evaluation approaches. Fetterman and Wandersman (2005) argue that EE has 10 central principles that distinguish it from other forms of collaborative and participatory evaluation in theory and practice. The principles are described in Table 2.

Table 2

Empowerment Evaluation Principles

Principle	Description
Improvement	Build on substantive and relevant issues
Community ownership	Values and facilitates community control
Inclusion	All contributions are welcome
Democratic participation	Open and fair decision making
Social justice	Evaluation is useful to address social inequalities in society
Community knowledge	Respects and values community knowledge
Evidence-based strategies	Respects and uses knowledge base of scholars (in conjunction)
Capacity building	Enhances stakeholders' ability to prepare evaluation and use it to improve programming
Organizational learning	Evidence of use of evaluation to build new practices to inform decision making, implement program practices, and help organizations learn from experience
Accountability	Outcomes function within existing policies, standards, measures of accountability

Note. From *Empowerment Evaluation Principles in Practice* by D. M. Fetterman and A. Wandersman (Eds.), 2005, p. 30. Copyright 2005 by Guilford Press.

However, Miller and Campbell (2006) and Cousins (2005) note that these 10 principles are indicative of collaborative and participatory evaluation in general, and are not specific to EE. Additionally, the challenge with using theoretical principles, as opposed to concrete actions to distinguish evaluation approaches, is that principles are open to interpretation and application. Indeed, in their examination of published accounts of EE, Miller and Campbell (2006) found wide variation among practitioners' adherence to the EE principles, which they attribute to conceptual ambiguity. In contrast, Fetterman et al. (2018) perceive that the flexibility of these principles is advantageous as it allows evaluators to adapt the latter to their local context.

Fetterman (2001) argues that EE can also be distinguished from other collaborative and participatory approaches because it requires evaluators to follow a sequence of three key steps: (a) developing a mission; (b) taking stock; and (c) planning for the future.

Developing a Mission. In this initial EE step, a trained evaluator acts as a facilitator by asking participants to identify key phrases that capture the mission of the program being evaluated. Fetterman (2018) refers to this step as "providing the mental scaffolding for the evaluation". That is, Fetterman suggests that by developing a program mission together, or adapting one together, stakeholders are more likely to be in the right frame of mind to think critically about and self evaluate their programs. The evaluator records the phrases on poster board in front of all stakeholders. Then, as a group, stakeholders are asked to compile phrases into paragraphs and work on revising the paragraphs. The goal is for the group to reach consensus, but 100% agreement is not expected (Fetterman, 2001). In variations of this step, evaluators have also used a logic model to act in place of a mission and to provide benchmarks that the group can refer to in the next two steps. A logic model is a visual depiction of how a program is expected to operate (Julian, 1997). An existing logic model can be reviewed, or the group can participate in the creation of a logic model, which may be a more time-intensive activity.

Taking Stock. In the second step, stakeholders identify and prioritize the most significant program activities and rate how well the program is implementing each individual activity. To begin this step, the evaluator facilitates a group discussion to generate a list of key activities related to the program. Individually, each group member votes on the most important (i.e., priority) program activities. Typically, stakeholders are each provided with a set number of voting dots, which they stick on the activities they believe are most important for the evaluation to examine. The evaluator then selects the top priority activities (typically five to 10 activities) to be the focus of the evaluation. Each stakeholder rates how well the program is accomplishing each activity using a scale of 1 to 10. To allow individual choice, but collective influence, stakeholders are asked to individually give each activity a rating and then publicly post their rating in front of the group. The ratings are averaged across activities and an average is provided for each person and for each activity, which are then presented back to the group for discussion. Evaluators can encourage discussion by asking individual stakeholders to explain their ratings and provide justification and/or examples to support them. The purpose of this stage is to create

shared meanings and interpretations among stakeholders in the group. During this stage of the evaluation, the evaluator's role is to be a critical friend by facilitating the discussion, ensuring everyone is heard, asking questions that encourage exploration and additional clarification, and taking real-time notes on the discussion (Fetterman, 2001).

Planning for the Future. In this third step, the evaluator facilitates a group discussion on establishing goals and identifying types of evidence to measure whether goals have been achieved. This step is intended to determine how the group can improve on the activity ratings by identifying strategies and ways of measuring their success. The group of stakeholders collectively identifies specific goals that they would like to achieve in each activity area on the "taking stock" activity list. Stakeholders are asked to identify the strategies needed to accomplish each goal and the forms of evidence that can be used to monitor progress towards each goal (Fetterman, 2001).

The three steps can be repeated to assess change in ratings and plans from one cycle of steps to another. Stakeholders are encouraged to continually cycle through the steps in order to institute a practice of self assessment. Since Fetterman's introduction of EE at the 1994 AEA conference, evaluation scholars have also published alternative models for conducting EE (see for example the "getting to outcomes" 10-step model by Wandersman et al., 2000). Fetterman's (2001) three-step method is the most widely followed of the EE models.

Empowerment Evaluation with Youth

Literature has not been published on the use of EE with youth, specifically. However, the small amount of literature on youth inclusion in collaborative and participatory evaluation can be reviewed to suggest how youth could be included in EE and the challenges and benefits of such work.

The Inclusion of Youth in Empowerment Evaluation. EE with youth would place decision-making control with the youth stakeholders, assisted only if necessary, by a trained evaluator. EE with youth would also encourage the selection of diverse groups of youth to actively participate in all phases of the evaluation (Cousins & Whitmore, 1998). While some argue that youth may find it challenging to possess all the decision-making power, EE with youth would use the following three steps to direct evaluation processes and facilitate decision making (Fetterman, 2001):

1. Developing a mission (e.g., youth would identify potential program outcomes and investigate whether existing program activities enable the program to achieve such outcomes).
2. Taking stock (e.g., youth would identify and prioritize the most significant program activities and rate how well the program is doing with respect to them).
3. Planning for the future (e.g., youth would chart a course for future programming, including strategies to achieve the desired program outcomes.

Potential Benefits. Youth involvement in the above-mentioned steps could help evaluators and program administrators recognize the value that youth bring to program evaluations. Indeed, "a central premise of EE is that programs are more likely to achieve desired outcomes if key stakeholders have the capacity to conduct and use their own evaluations" (Wandersman et al., 2015, p. 646). However, youth would still have access to an evaluator, who plays the role of a *critical friend*, someone who is knowledgeable about evaluation and can assist them in their evaluation processes and decision-making (Fetterman & Wandersman, 2005; Langhout & Fernandez, 2015; Moreau & Cousins, 2012). In theory, EE could allow youth to experience illumination, liberation, and develop leadership and critical thinking skills (Fetterman, 1994, 2001; Flores, 2007; Fox & Cater, 2011). Additionally, the information that youth obtain by assisting in the design, implementation, and use of evaluation findings could foster feelings of control and self-efficacy (Zeller-Berkman et al., 2015, p. 25). Youth could then take on non-traditional roles (e.g., as co-evaluators) in their program communities. Cumulatively, this evaluative responsibility could build agency for youth as they gain the "ability to create knowledge about the issues and programs that affect their lives" (Zeller-Berkman et al., 2015, p. 25).

Potential Challenges. EE may also pose several challenges when used to evaluate programs involving youth. First, the above-mentioned steps are vague and could be hard to understand. As such, evaluators may need to provide a lot of guidance and training to youth throughout the EE, which may detract from the youths' sense of independence and empowerment. Evaluators may need to break apart the EE steps and develop youth-appropriate instructions for completing them, which may be time consuming and challenging (Fox & Cater, 2011). Moreover, while youth need latitude to try out the EE steps, some youth may feel vulnerable trying out the steps or sharing their ideas in front peers and adults (Fetterman, 1994,

2001; Fetterman & Wandersman, 2005). EE could also encourage youth to embrace transformative social justice and participate in training, facilitation, advocacy, illumination, and liberation exercises, but the extensiveness of this involvement may be burdensome or uninteresting to some youth (Fetterman, 2001). For example, Langhout and Fernandez (2015) describe a scenario in which youth who engaged in EE became more aware of the issues in their school, but the lack of resources and support from the program to address these issues became an additional challenge for the youth to overcome, as a result of their involvement in the evaluation process. This example illuminates the fact that youth may not always feel empowered by their participation in EE (Miller & Campbell, 2006; Patton, 2005).

Due to the potential challenges, evaluators may choose not to involve youth in EE, even if the EE is used to evaluate programs involving youth. Evaluators may intentionally choose to exclude youth due to challenges, or they may unintentionally exclude youth by not explicitly thinking about the need to involve youth. Instead, as we have seen in the continuum of youth involvement in program evaluation, adults may be involved in the collaborative and participatory evaluations used to evaluate programs involving youth. Indeed, when we look at the continuum of youth involvement in program evaluation, youth may not be involved in evaluation as co-evaluators, even with the use of EE. The theory behind EE is that those most impacted by the program are able to act as co-evaluators. So in theory, when a youth program is being evaluated, youth should be the co-evaluators. However, what scholars and evaluators have told me anecdotally and what we can see in this continuum, is often, even with collaborative approaches like EE, adults who are stakeholders in the program (e.g., program administrators, instructors, mentors or funders) are the ones who are involved as co-evaluators in the EE. They may not involve youth at all, they may use youth as data sources throughout the EE, or they may ask youth to take part is some of the evaluation activities, but not fully participate as co-evaluators. Thus, what has emerged through the literature and this anecdotal information is that there is a need to both, but separately, examine the use of EE to evaluate programs involving youth and the involvement of youth in the EE of programs targeting youth. These two areas are important because EE may be used to evaluate a program targeting youth, without actually involving youth in the EE. Instead, adult stakeholders may be involved. Additionally, I have intentionally used the term programs targeting youth to include programs that provide services to more than just youth in my investigation. Together, these carefully crafted concerns present opportunities to

conduct research on EE of programs involving youth to provide empirical support that can build discussions and ideas to advance the field.

Summary and Research Questions

In this section, I remind the reader about the objectives of this thesis. I also introduce the research questions that this thesis explores. In the last subsection, I present and briefly describe the conceptual framework derived from the literature above and used to guide this thesis. Overall, the literature reveals that although EE may be complicated when used to evaluate programs targeting youth and to involve youth, it can be useful for evaluating programs targeting youth and for actively involving youth in program evaluation activities. For example, as mentioned above, EE has the potential to: (a) increase youth and program capacity to do and use evaluation; and (b) provide an opportunity for youth to experience illumination and liberation through their involvement in the evaluation. These potentialities highlight a need to thoroughly and empirically investigate as well as formally document: (a) the use of EE for programs targeting youth; and (b) the involvement of youth in EE of such programs. Given these gaps, issues, and opportunities, the following research questions, which focus on evaluation resources, evaluator experience, and the program and stakeholder context guided my two-part mixed methods research project:

Part 1 Perspectives of Program Evaluators:

1. To what extent do evaluators use EE to evaluate programs targeting youth?
2. To what extent do evaluators involve youth in EE of programs targeting youth?
3. What factor(s) facilitate and hinder the use of EE for programs targeting youth?
4. What factor(s) facilitate and hinder the involvement of youth in EE of programs targeting youth?

Part 2 Case Study of an EE with Youth:

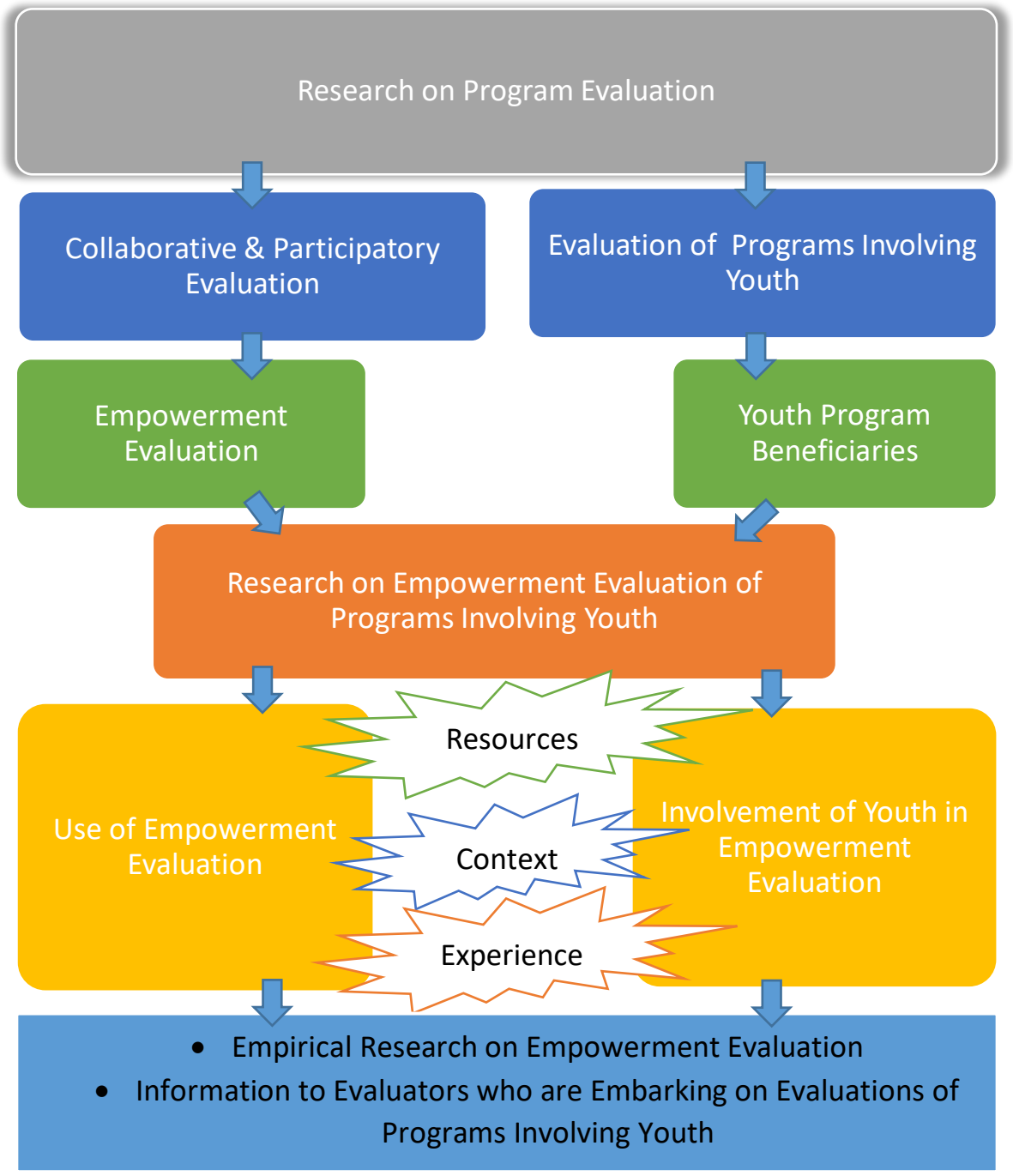
5. What does an EE of a program targeting youth look like in practice?
6. How do youth participate in an EE of a program targeting youth?
7. What are the strengths and limitations of using EE to evaluate a program targeting youth?
8. What are the strengths and limitations of involving youth in an EE of a program targeting youth?

Conceptual Framework

In the previous section of this chapter, I reviewed three bodies of literature, including: (a) the theoretical literature on program evaluation, (b) the collaborative and participatory program evaluation literature that focuses on youth, and (c) the research literature on EE. In the previous subsection, I identified the research questions that I employed to study the use of EE to evaluate programs involving youth and the involvement of youth in EE. These research questions are based on assumptions that derive from the literature I have presented, how I understand that literature, and my position as an evaluation scholar. These assumptions guide my study and I depicted them visually in the conceptual framework provided in Figure 3. As this figure demonstrates, I view research on program evaluation as the lens through which this study is understood. Using this lens, I acknowledge there are areas of empirical work where evaluation scholars have conducted research on program evaluation to contribute to what is known about collaborative and participatory evaluation as well as what is known about the evaluation of programs involving youth. Empowerment evaluation is a collaborative evaluation approach and youth program beneficiaries are a specific population discussed in the literature when evaluating programs involving youth. By focusing on EE and youth program beneficiaries I am able to create research on the EE of programs involving youth, in order to understand the use of EE and the involvement of youth in EE. However, as I have discussed in the previous section of this chapter, the use of EE to evaluate programs involving youth and the involvement of youth in the EE of programs targeting youth may be influenced by evaluation resources, evaluator experience, and the program and stakeholder context(s). Ultimately, this work contributes to empirical research on EE and provides information to evaluators who are interested in evaluating programs targeting youth and involving youth in program evaluation.

Figure 3

Conceptual Framework of Using Empowerment Evaluation with Youth



Chapter 3: Methodology

In this chapter I provide a discussion of what is knowledge (i.e., my epistemology) and how I construct knowledge in the present study (i.e., the study methodology; Lincoln & Guba, 2000). I begin with an examination of pragmatism as an epistemology and how this stance reflects my views on knowledge, my interaction with the research context, and my positionality as an evaluator and an active member of the study group. Next, I explore the two research designs that I applied in the present study: a two-phase sequential mixed method research (MMR) design and an instrumental case study design. I end the chapter with an explanation of the ethical considerations of this study.

Epistemology: Pragmatic View of Knowledge

An epistemology is what we, as researchers, view as knowledge and how we come to know what we know (Davis, 2004); it is through this lens that I define pragmatism. As an epistemology, pragmatism is the belief that "in order to be able to attribute a meaning to concepts, one must be able to apply them to existence" (Dewey, 1998, p. 4). That is, pragmatism asserts that what we view as knowledge and how we come to know what we know is derived through experience. According to Dewey (1998), pragmatism includes an assumption that through interaction with our environments, which involves beliefs, actions, and consequences, organisms create knowledge about the world in the form of warranted assertions. Assertions are warranted to context, so this form of knowledge is provisional because, for pragmatists, what constitutes valid meaning and productive knowledge changes over time (Johnson & Onwuegbuzie, 2004).

Evaluation scholars commonly cite pragmatism as the epistemology of choice in their research on program evaluation (Cousins & Chouinard, 2012). However, pragmatism as an epistemology is often described as simply viewing knowledge to be "what works". Critics of pragmatism have suggested that it is the obvious choice for researchers who wish to remove themselves from philosophical discussions about knowledge. Yet, what works should not be seen as a simple decision about what is easy and practical, but should instead be recognized as a determination made by an observer of a particular context and time (Davis, 2004). Conceptualizing pragmatism as a simple decision rather than as an epistemology fails to acknowledge the importance of organisms and their interaction with the environment. This is encompassed in Dewey's (1998) notion of experience, which is central to pragmatists' beliefs

regarding knowledge creation. While pragmatists value the concept of what works, they recognize it is a determination made by an observer of a particular context and time (Davis, 2004) as actors give meaning to an object through their actions and use of that object. Determinations about an object come from how we interact with it and tangibly handle it (Goldkuhl, 2004). The criterion for justifying knowledge then is not whether knowledge leads to a singular ideal truth, but whether knowledge aids people in explaining or understanding the phenomena under study (Johnson & Onwuegbuzie, 2004). In other words, while pragmatists may judge knowledge, their concern is not to determine the one ideal valid form of it (i.e., truth) but to assess the value and meaning of knowledge within the context that it is situated.

Our warranted assertions are the product of inquiry, specifically of the actions, beliefs, and consequences that evolve from inquiry (Goldkuhl, 2004), which Dewey described as a transaction as opposed to a process (Biesta, 2010). While process refers to a series of actions or steps, transaction emphasizes the exchange that occurs between an organism and its environment (Dewey, 1958; Johnson & Onwuegbuzie, 2004). The pragmatic view is that humans not only observe their environment through inquiry, but they also act and respond to their environment, which creates meaning and changes their environment in multiple ways (Dewey, 1958; Goldkuhl, 2004). For pragmatic researchers, the meaning attributed to an action is dependent on the actor(s), time, place, receiver, and intended (or unintended) effects and consequences (Goldkuhl, 2004). To attribute meaning to a concept, actors must first apply that meaning in the form of action. In this way, actors are intermediaries in the creation of meaning (Dewey, 1998).

Conversely, traditional Western positivist epistemology includes an assumption that we can sever meaning from action. The phrase coined by Dewey, “knowing cannot be separated from doing” (Morgan, 2014, p. 1048), emphasized pragmatists’ disagreement with this view. According to Dewey’s (1958) concept of inquiry, pragmatism is concerned with both actions and beliefs and how actions and beliefs interact, iteratively, to create meaning (see Morgan, 2014, p. 3 for a detailed description and analysis of Dewey’s concept of inquiry). Indeed, pragmatism as an epistemology supports both intersubjective and interobjective views on knowledge. That is, knowledge is both a reality we experience through our actions and a construction of our beliefs (Biesta, 2010; Goldkuhl, 2004). Intersubjectively, knowledge is understood as a human product produced through collective agreement. Interobjectively, there is a mutually affective relationship between a phenomenon and knowledge of that phenomenon (Davis, 2004).

This iterative exchange between actions and beliefs can help pragmatic researchers understand the value of knowledge by actually using it (Dewey, 1998; Goldkuhl, 2004). The practical change method demonstrates how understandings of what works are created through interobjective and intersubjective understandings of how we connect with our environment. Research on program evaluation scholars can use pragmatism to identify and addresses gaps in our knowledge. In other words, through research we attempt to describe and diagnose objects, issues, and problems in order to make informed decisions about how we can change them (Goldkuhl, 2004). Johnson and Onwuegbuzie (2004) referred to this as an infinite loop. We begin with a belief, then that belief is met with doubt, then that doubt results in inquiry (research and action), which modifies our belief and poses a new doubt, which results in a new inquiry. With every belief, doubt, and inquiry, the object we are studying changes as our description of it changes and as our method to capture/measure/inquire changes. This loop is infinite, as pragmatists do not believe the purpose of inquiry is to get to one ideal true description of that object, but instead, in each rotation, to find a tentative true description (or warranted assertion) related to that time and place (i.e., context) (Johnson & Onwuegbuzie, 2004).

Pragmatism is the best choice for my thesis because I am interested in building a tentative description of the EE of programs involving youth and the involvement of youth in EE in 21st Century North America. Evaluation scholars commonly cite pragmatism as the paradigm of choice in their research on program evaluation (Cousins & Chouinard, 2012). For example, Patton (1990) argued for the use of pragmatism to conduct research on program evaluation because it defines a paradigm as "a way of breaking down the complexity of the real world" (p. 37) into a concern for "what works," or the practical consequences of experience, research, or action, to inform us about the future. The notion of what works is based on how objects are (i.e., objectivism) and how the human mind perceives them (i.e., subjectivism; Tashakkori & Teddlie, 1998). Pragmatism views paradigms as independent and amenable to mixing for the purposes of addressing specific research problems (Greene & Caracelli, 1997). This is because pragmatism asserts that a phenomenon can be located in several realms, including individuals' inner worlds, actions, symbolic signs, or natural environments (Goldkuhl, 2004; Greene, 2009; Patton, 1988). This assertion allowed me to conduct research on program evaluation using mixed methods and employing multiple research design options like surveys, interviews, and observations to study both the perceptions of evaluators and the perceptions of program stakeholders within this thesis.

Research Contexts of the Present Study

In Part 1 of this study, I focused on evaluators associated with the AEA who have an interest in Youth-Focused Evaluation or Collaborative, Participatory and Empowerment Evaluation. The AEA is a professional association for evaluators who join voluntarily and pay membership dues to access association services, resources, and attend the annual conference. In its most recent annual report 7,136 individuals were members of the AEA, representing countries across the world as well as education, government, non-profit agencies, and private businesses (AEA, 2016). Due to the size of the association, the AEA uses special topic areas called Topical Interest Groups (TIGs) to organize and connect members to one another. According to the AEA (2019a), "TIGs coordinate their efforts through AEA and participate actively in AEA's annual conference through reviewing proposals in their area of interest and developing a strand of conference sessions" (p. 1). The AEA allows members to select participation in up to five TIGs and in 2019 there were 59 recorded TIGs, with membership numbers ranging from 37 to 932 members.

In this study, I focused on evaluators from two AEA TIGs, namely Collaborative, Participatory and Empowerment Evaluation and Youth-Focused Evaluation. In 2018, there were approximately 746 members in the Collaborative, Participatory and Empowerment Evaluation TIG, which brings together evaluators who employ collaborative, participatory, and/or EE approaches or individuals interested in such evaluation approaches (AEA, 2019a). There were also approximately 314 members in the Youth-Focused Evaluation TIG, which strives to "create an inclusive and participatory space for all evaluators (both adult and youth) that focus attention on the practices and outcomes of positive youth development, and participation in a wide array of informal and formal contexts" (AEA, 2019b, p. 1).

The context for Part 2 of the study was a youth science, technology, engineering, and mathematics (STEM) focused educational outreach program run through the University of Ottawa's Faculty of Engineering. This program and its participants were involved in the case study aspect of this research project. The term program is run by five core staff members and provides six different STEM courses to youth in Grades 7 to 12 (ages 12/13 to 17/18 years old) who want to acquire hands-on experience in the areas of STEM (University of Ottawa Faculty of Engineering, 2018). Participants pay a nominal registration fee each programming term to participate in the weekly activities, typically held for 3 hours each week on Saturday mornings

and afternoons. Although the Faculty of Engineering educational outreach team collects performance monitoring data related to the number of participants and attendance at each session, this particular program had not been evaluated to date.

Therefore, through a pragmatic epistemological lens, knowledge derived from this study is both specific to particular AEA TIG evaluators and a University of Ottawa STEM educational outreach program, and also provides warranted assertions about involving youth in EE more generally. The value and meaning of constructed knowledge are assessed within this context and recognized to be a result of the reality I experienced as the researcher through my actions, as well as a construction of my beliefs and my interaction with the research context (i.e., researcher positionality).

Researcher Positionality

As both an active member of the Collaborative, Participatory and Empowerment Evaluation and Youth-Focused Evaluation AEA TIGs and an evaluator, particularly with experience evaluating the University of Ottawa's Faculty of Engineering youth-focused STEM educational outreach program, I too have a stake in the use of EE to evaluate programs that target youth and include youth in EE activities. I also recognize the importance of reflecting on my viewpoint and the experience I have working within this context. A current trend in the field of evaluation referred to as "evaluation failures" demonstrates the importance of reflexivity for evaluators and scholars. In this work, evaluators speak about their experiences in evaluations that did not proceed as planned (i.e., failures) by describing the experience, including what went wrong, and reflecting on the experiential learning they took away from the experience (Hutchinson, 2018). These stories demonstrate the value of both reflection as an evaluator and scholar and exemplify the creation of meaning through interaction with our environment. In each story, evaluators make decisions and respond to challenges, and then reflect on their decisions and responses (Patton, 2018). Through this process, evaluators and scholars continually build new and more profitable descriptions of themselves and their environment. While this change may not be fast or substantial, evaluation practice may still be altered in incremental and progressive ways, merely as a result of us studying it (Johnson & Onwuegbuzie, 2004).

To encourage reflexivity, I kept a journal to incorporate memo writing into my thesis data collection and analysis. I used the journal to document my decisions about how to carry out this research study and to describe and document the assumptions, questions, processes, decisions,

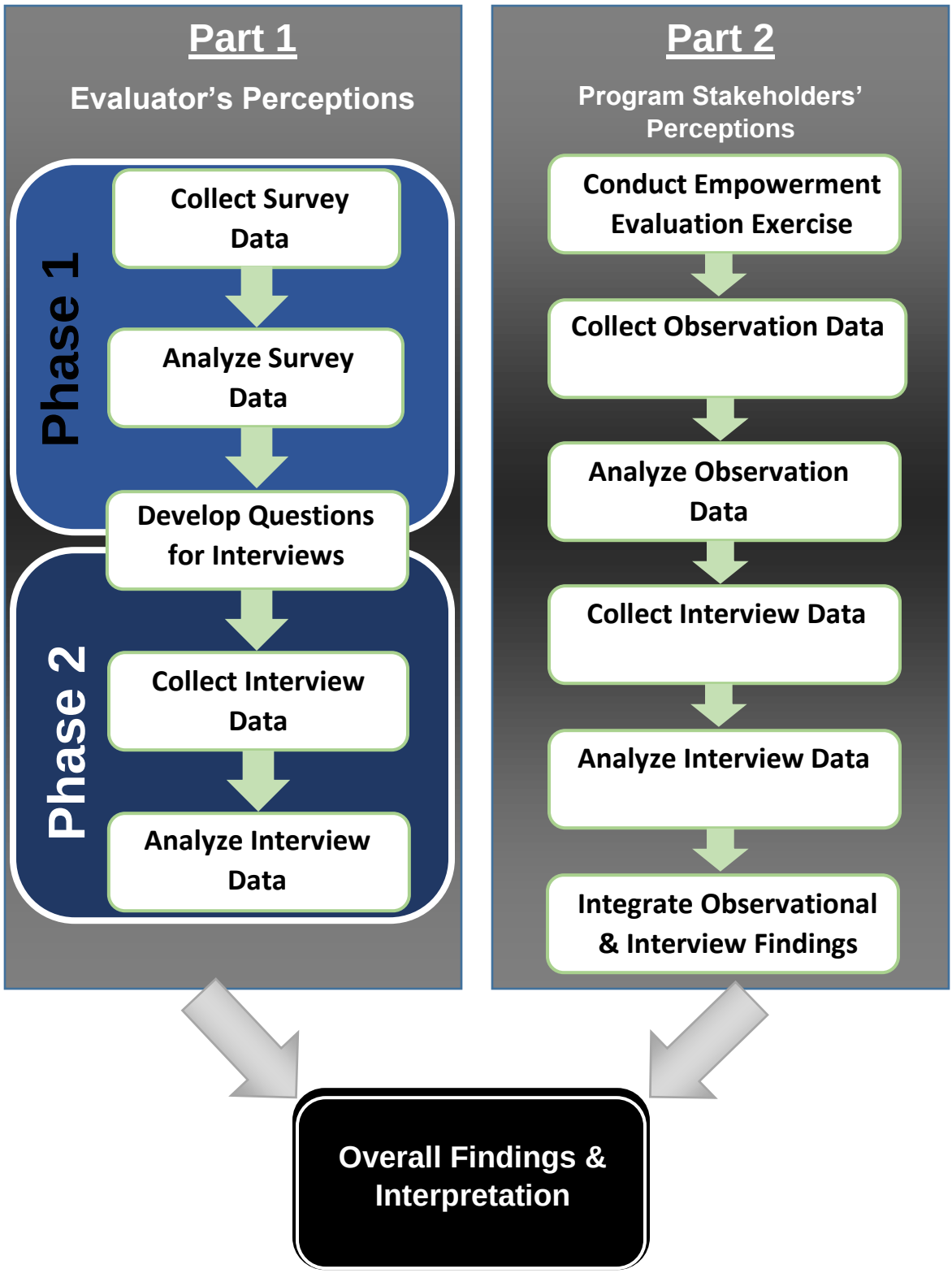
and the actions taken during the interpretation of data (Hamilton & Corbett-Whittier, 2013). This journal included notes about the decisions I made, the actions I took, and the consequences that resulted in my interactions with the people and concepts involved in my research and evaluation work. This procedure also allowed me to maintain awareness and reflection about how my previous experience, professional identity, and current role influenced my data collection activities and the interpretation of the study findings in this two-part research design (Thorne, 2012). Moreover, providing thick description and an audit trail are both techniques for actualizing other aspects of research study trustworthiness. According to evaluation scholars like Patton (2002), the credibility of research is strengthened by providing detail about how interpretations of the data have been created and by illustrating interpretations with quotations from interviewees and examples from the EE.

Methodology: Two-Part Research Design

In this study, I followed a two-part research design. Part 1 involved a two-phase sequential mixed methods design and Part 2 involved an instrumental case study design. For a visual representation of this research design, please see Figure 4.

Figure 4

Visual Representation of Research Design



Part 1: Two-Phase Sequential Mixed Methods Design

Part 1 included both quantitative and qualitative (i.e., mixed methods) data collected sequentially from evaluators in order to describe their use of EE to evaluate programs targeting youth. Through a mixed methods design, I was able to think about and collect and analyze data on both the frequency and magnitude of the use of EE to evaluate programs involving youth and the involvement of youth in EE as well as the meaning and understanding of using EE to evaluate programs involving youth and the involvement of youth in EE (Creswell, 2014).

Defining MMR. While there are numerous (and often conflicting) definitions of MMR (Johnson et al., 2007), the one that resonates with me refers to MMR as both a *thinking tool* that researchers can use to frame their research and a *doing tool* for collecting and analyzing data (Greene et al., 1989). For example, Creswell and Plano Clark (2011) defined MMR as:

> A research design with philosophical assumptions as well as methods of inquiry. As a *methodology* [emphasis added], it involves philosophical assumptions that guide the direction of the collection and analysis and the mixture of qualitative and quantitative approaches in many phases of the research process. As a *method* [emphasis added], it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. (p. 5)

Such definitions present MMR as incorporating both subjective and objective ways of knowing (the thinking tool) instead of focusing solely on quantitative or qualitative techniques (the doing tool). In particular, a mixed methods approach to research is useful when research questions require more than one type of data. This insight is because existing theory and literature demonstrate the existence of both quantitative and qualitative aspects of the phenomenon under investigation, or because there is a lack of knowledge in the area of research, so neither qualitative nor quantitative data alone appear adequate for addressing research problems and questions. Mixed methods integrate a concern for magnitude or frequency and meaning or understanding into the same study.

MMR Designs. Such flexibility may be paralyzing to some scholars, who traditionally receive training in the use of prescriptive approaches (i.e., either pure qualitative or quantitative approaches). Mixed methods research may also be intimidating to those who are unaware of how to design effective studies that integrate both quantitative and qualitative components (Patton, 1988). Additionally, with over 40 reported mixed methods research designs and five integration

factors to consider in mixed methods research, evaluation scholars may be apprehensive about using mixed methods (Doyle et al., 2009; Tashakkori & Teddlie, 2003). For example, as depicted in Table 3, evaluation scholars consider mixing approaches according to a number of factors (Creswell, 2014; Creswell & Plano Clark, 2011; Greene & Caracelli, 1997; Johnson & Onwuegbuzie, 2004; Leech & Onwuegbuzie, 2007; Onwuegbuzie & Teddlie, 2003; Tashakkori & Creswell, 2007; Teddlie & Tashakkori, 2006):

- Should mixing occur within or across stages (i.e., scope of mixing)?
- At what stage in the research process should the mixing occur (i.e., stage of mixing)?
- Should approaches be given equal status or should one be dominant (i.e., status of approaches)?
- Should the approaches occur sequentially or concurrently (i.e., time order)?
- Should approaches be partially or fully mixed (i.e., degree of mixing)?

Table 3

Mixed Methods Research Design Integration Factors

Item	Factor				
	Scope of Mixing	Stage of Mixing	Status of Approaches	Time Order	Degree of Mixture
Considerations	Mixing of approaches within or across stages of the research process	Stage(s) in research process when mixing should occur (e.g., data collection)	Equal status of approaches or one dominant approach	Ordering of approaches (e.g., sequentially or concurrently)	Partial or full mixing of approaches

Note. Adapted from "An Overview of Mixed Method Research," by L. Doyle, A. M. Brady, and G. Byrne, 2009, *Journal of Research in Nursing*, *14*(2), pp. 180. (https://doi.org/10.1177/1744987108093962). Copyright 2009 by Sage Publications.

This flexibility and multitude of options are necessary to ensure that research design decisions are made in consideration of the research questions under examination (Creswell & Plano Clark, 2011). Given the central focus of the research problem and its associated questions, evaluation scholars can use the most appropriate method for addressing their research questions,

irrespective of the paradigms that underlie those methods (Doyle et al., 2009; Greene & Caracelli, 2003). Research questions should guide evaluation scholars to select the most appropriate design for their studies (Creswell, 2014). This flexibility allows researchers not only to answer questions that cannot be answered by qualitative or quantitative approaches alone, but also to develop a broader, deeper, and more complete understanding of the phenomena (Creswell & Plano Clark, 2011; Greene, 2009; Johnson & Onwuegbuzie, 2004; Teddlie & Tashakkori, 2003). For example, Shula et al. (2016) used a multiphase mixed methods study to: (a) generate a list of evidence-based principles that evaluators use to guide evaluation practice in contexts where there is a collaborative production of evaluation knowledge; and (b) validate the list by consulting evaluators.

Mixed methods researchers most commonly employ two central types of MMR design: convergent and sequential (Creswell, 2014). In convergent designs, there is separate collection and analysis of quantitative and qualitative data, although the collection happens at the same time in the study. Researchers merge the data to determine if the findings support or contradict one another by comparing the results through transformation or joint displays. In a sequential design, researchers use the results of the first method to explain or explore the concept in greater detail with the second method. The important difference between convergent and sequential designs is that in a sequential design, the first set of data collection and analysis is completed before the second set is collected and analyzed (Heap & Waters, 2019). In fact, they are two separate phases within the same study to allow for the analyses of the first phase to influence the collection and analysis of the second phase. Inferences are only drawn after the second phase of data collection and analysis is completed.

Current Study MMR Design. In this study I followed a two-phase sequential mixed methods research design. Phase 1 of Part 1 involved the collection and analysis of survey data to examine the extent to which: (a) evaluators use EE to evaluate programs targeting youth; and (b) how evaluators involve youth in EEs of programs targeting youth. Findings from the survey informed the qualitative interview protocol that was used to collect data through semi-structured interviews with a selected group of evaluators. The purpose of the latter was to understand what factor(s) facilitate and hinder: (a) the use of EE to evaluate programs targeting youth; and (b) the involvement of youth in EE of programs targeting youth in Phase 2 (Seidman, 2013). Although I

collected and analyzed each data set separately, the findings were triangulated in the discussion chapter of this thesis (Creswell & Plano Clark, 2011; Doyle, et al., 2009).

The findings from the surveys and interviews from Part 1 of this study were triangulated with each other to ensure credibility (i.e., confidence) and confirmability (i.e., degree of neutrality); the first two components of research study trustworthiness posited by Lincoln and Guba (1985). Additionally, member-checking (i.e., the process of engaging the participant in a verification of accuracy of the data that represents their perceptions and experiences) was used to further enhance the credibility of this research (Lincoln & Guba, 1985). As mentioned, interviewees had an opportunity to review their transcripts and the initial findings to ensure accuracy and to provide feedback. I used a journal to write memos about my data collection and analyses decisions. Memo writing was used throughout Part 1 of the study to describe and document the assumptions, questions, processes, decisions, and the actions taken during the interpretation of data. Providing thick description and an audit trail are both techniques for actualizing other aspects of research study trustworthiness (i.e., transferability, where findings have applicability in other contexts, and dependability, where findings are consistent and could be repeated; Lincoln & Guba, 1985).

Part 2: Instrumental Case Study Research Design

Part 2 of this study involved a case study design in which I carried out an EE with a STEM focused educational outreach program for youth with support from the University of Ottawa Faculty of Engineering. The program being evaluated and the EE (i.e., the case) are described in detail in Chapter 6.

Defining Case Study Research. As with mixed methods, there are multiple definitions of a case study. Researchers have differing ideas about what constitutes a "case". For example, a case may be an individual, a group, a community, or a program, depending on the study focus. For scholars like Stake (1995), "a case is a specific, complex and functioning phenomenon" (p. 2). It can be a "stable integrated system" (Yin & Campbell, 2018, p. 3) or in a bounded context. However, the purpose of the case study is to answer specific research questions (Gillham, 2000).

Case Study Research Design. Case studies have been used in educational program evaluation by Stake (1995) and Yin and Campbell (2018) to allow evaluators to record and interpret events and examine the meaning of those events. Stake (1995) identifies two types of case studies: intrinsic and instrumental. In an intrinsic case study, the researcher seeks to learn

about a particular case. In contrast, through an instrumental case study, like this one, the researcher seeks insight into a set of research questions by studying a particular case where evidence is abstracted and collated to obtain the best possible answers to the research questions. In this way, the case study is being used to understand a larger issue or phenomenon and the case study is instrumental in accomplishing something other than understanding the particular case (Stake, 1995). Yin and Campbell (2018) added to the conceptualization of case study designs by classifying case studies along two factors: (a) whether they are holistic (i.e., encompassing a single unit of analysis) or embedded (i.e., involving multiple units of analysis); and (b) whether the designs are of a singular-case or multiple-case fashion.

Current Study Case Study Research Design. This EE served as a single case, holistic instrumental case study to obtain insight into: (a) what an EE of a program targeting youth looks like in practice; (b) how youth are involved in an EE; (c) the strengths and limitations of using an EE to evaluate a program targeting youth; and (d) the strengths and limitations of involving youth in an EE of a program targeting youth. For the case study, I also attempted to conduct field observations and semi-structured interviews with the youth and staff members who participated in the EE (Seidman, 2013; Spradley, 1980). In the present study, I attempted to involve both youth and the program staff members in the EE. While youth did participate in the EE, staff members did not participate in the EE, and were therefore not part of the observations.

According to Stake (1995) an instrumental case study examines a specific case in order to provide insight into an issue or clarify a theory. In this way, the case is used to facilitate the understanding of the phenomenon under study (i.e., the research questions). The case itself plays this supporting role by looking through it in depth, including the context and the activities, in order to understand this phenomenon. Additionally, Yin and Campbell (2018) describe the use of a case study in this way as a mixed methods nested arrangement where observation of an evaluation and interviews with evaluation participants occur within the case study.

The findings from the observations and interviews from Part 2 of this study were triangulated with each other (Lincoln & Guba, 1985). Additionally, member-checking was used to build the credibility of this research (Lincoln & Guba, 1985). Interviewees had the opportunity to review their transcripts and the initial findings to ensure accuracy and to provide feedback. I used a journal to write memos about my data collection and analyses decisions. Memo writing

was used throughout Part 2 to describe and document the assumptions, questions, processes, decisions, and the actions taken during the interpretation of data (Lincoln & Guba, 1985).

Ethical Considerations

I obtained approval for this study from the University of Ottawa Social Sciences and Humanities Research Ethics Board (See Appendix A) and through the AEA's Research Working Group (See Appendix B). In addition, the management team of the University of Ottawa's Faculty of Engineering Outreach Programs office provided a formal letter of support for the study prior to participant recruitment. All oral and written communication with AEA members and Outreach Programs staff and participants detailed the purpose of the research and discussed confidentiality, anonymity, as well as participants' rights to withdraw from the study.

Summary

In this chapter, I provided an overview of the philosophical assumptions, research design, and ethical considerations inherent in this study. I described the context in which the research was carried out and discussed my reflective positionality as a participant researcher in the study field. My epistemological stance as a pragmatic researcher was detailed, with reference to the influence of American pragmatists like John Dewey on my ability to construct knowledge in the area of program evaluation and educational research. The two-part research design for the study was outlined. Part 1 was a two-phase sequential mixed methods research design. In Part 1 Phase 1 evaluators were surveyed about their use of EE to evaluate programs that involve or target youth and to involve youth in the program evaluation. Part 1 Phase 2 consisted of interviews with a select number of evaluators about the strengths and weaknesses of using EE to evaluate youth serving programs and to involve youth in the program evaluation. Part 2 utilized a single case holistic instrumental case study approach with youth from a STEM educational outreach program. The case study involved field observations and interviews to obtain insight into the practices, strengths, and limitations of involving youth in EE. The next three chapters describe Part 1 Phase 1, Part 1 Phase 2, and Part 2 of my thesis in greater detail, including the sample, instrument development, data collection and analysis procedures, and the associated findings.

Chapter 4: Part 1 Phase 1

This chapter describes the methods and results of Part 1 Phase 1 of my study. Part 1 included both quantitative and qualitative data collected sequentially from evaluators in order to describe their use of EE to evaluate programs targeting youth. In particular, in Phase 1 I surveyed evaluators associated with two specific TIGs within the AEA. The purpose of this phase was to examine the following research questions:

1. To what extent do evaluators use EE to evaluate programs targeting youth?
2. To what extent do evaluators involve youth in EE of programs targeting youth?

Sample

I used criterion-based sampling, which is a type of purposeful sampling strategy identified by Patton (2015). Criterion sampling allowed me to identify and recruit evaluators who met the criterion of evaluating programs targeting youth. This inclusion criterion was necessary to ensure that respondents had the requisite knowledge to inform my research questions on the evaluation of programs involving youth. As mentioned in Chapter 3, potential participants were all English-speaking members in two TIGs of the AEA: Collaborative, Participatory and Empowerment Evaluation and Youth-Focused Evaluation. I obtained the email addresses of members from the AEA Research Working Group. Specifically, to access members associated with each of the two AEA TIGs, I contacted the AEA Research Request Survey Working Group and submitted an application to access the email addresses of the TIG members. Upon receipt of the AEA member email lists, I was provided with 679 members' emails associated with the Collaborative, Participatory and Empowerment Evaluation TIG and 209 members' emails associated with the Youth-Focused Evaluation TIG.

Instrument Development

I developed the survey tool (see Appendix C) by drawing from my literature review and by reviewing the surveys of other evaluation scholars who asked evaluators to describe their evaluation experiences (see for example Cousins et al., 1995; Sheldon, 2016). Table 4 presents a summary of the research questions for Phase 1 and the associated survey dimensions and questions.

Table 4

Table of Specifications for Phase 1 Survey

Research Questions	Dimension	Corresponding Survey Item Numbers
1. To what extent do evaluators use EE to evaluate programs targeting youth?	Level of evaluator expertise and confidence in evaluating programs involving youth	Questions 1-3
	Level of evaluator expertise and confidence in conducting EE	Questions 4-6
	Level of evaluator expertise and confidence in conducting EE of programs targeting youth	Question 7
	Nature of EE conducted to evaluate programs targeting youth (including 3 steps and ten principles of EE)	Questions 8-13
	Nature of evaluator experience in conducting evaluations of programs targeting youth	Questions 18-19
2. To what extent do evaluators involve youth in EE of programs targeting youth?	Nature of youth involvement in EE conducted to evaluate programs targeting youth	Questions 14-17 & 20

The survey was comprised of 25 questions, including screening questions to check eligibility to participate in the survey, demographic, and follow-up related questions. Two of the 25 questions were open-ended, while the other 23 were closed-ended. I added the response option of "I don't know" to minimize missing responses (Dillman, 2011). In questions 1 through 3, potential respondents confirmed their eligibility for the study by indicating that they did in fact evaluate programs that target youth. I built the survey in SurveyMonkey, hosted on a Canadian

server, to ensure survey data were stored in Canada and therefore subject only to Canadian privacy laws. I piloted the survey with two evaluation colleagues to ensure that it was clearly written and not missing any relevant questions (Lancaster et al., 2004).

Data Collection Procedures

I emailed an information letter (see Appendix D) and the survey link to the potential respondents. After 888 unique emails were sent, 103 were returned as undeliverable or with "out of the office" messages, resulting in 785 functioning email addresses and thus, the potential respondent group for Part 1 Phase 1. I distributed the survey using a modified version of Dillman's (2011) tailored design method to accommodate the online survey environment (Table 5). Respondents were given the option to skip any questions that they did not wish to answer, which resulted in a different number of respondents for each survey question (See Table E1 in Appendix E for the number of respondents for each question).

Table 5

Survey Distribution Approach

Email	Contact Time Point	Procedure
1	Day 1	Initial request – Email sent to evaluators with the Phase 1 study letter of information and link to the survey to be completed.
2	Day 14	First reminder – Email sent to evaluators thanking those who have completed the survey and providing a reminder and link to the survey for those who have not yet completed it.
3	Day 28	Final reminder – Email sent to evaluators thanking those who have completed the survey and providing a reminder and link to the survey for those who have not yet completed it.

Note. Adapted and modified from *Mail and Internet Surveys: The Tailored Design Method* (2nd ed.), by D. A. Dillman, 2011, p. 363. Copyright 2011 by John Wiley & Sons.

Data Analysis Procedures

I calculated descriptive statistics (e.g., frequencies and percentages) for the survey items using the Statistical Package for the Social Sciences (SPSS) version 25. Additionally, I conducted a quantitative content analysis to analyze the two open-ended survey questions. First, I read the responses for the open-ended question and created a list of reoccurring themes. I

considered a theme to be a string of words with a subject and a predicate. Next, I re-read the responses and grouped them by the identified themes. I counted the number of responses within each thematic group and calculated counts and percentages for each. I then presented the theme and the frequency by which it occurred (Berg, 2008).

Findings

Characteristics of Respondents

A total of 108 members completed the survey, constituting a response rate of 13.2%. Among the respondents who replied to the survey, 67 (62.0%) completed the demographic section. Over half (n = 36, 53.7%) of respondents had worked as an evaluator for 11 years or more, while 16 (23.9%) had 6 to 10 years of experience, and 15 (22.4%) had worked as an evaluator for 1 to 5 years. As depicted in Table 6 and Table 7, respondents worked in a variety of disciplines, including education, health, or multi-sector organizations, and for a variety of employers, including universities or colleges, not-for-profit agencies, or were self-employed.

Table 6

Survey Respondents' Disciplines (N = 67)

Disciplines	n	%
Education	17	25.4
Health	16	23.9
Multi-sector	14	20.9
Social research	13	19.4
Career development	2	3.0
Environmental programming	1	1.5
Humanities	1	1.5
International development	1	1.5
Peace building	1	1.5
Youth development	1	1.5

Note. Percentages do not total to 100 due to rounding.

[a] Of the 108 respondents that completed the survey, only 67 respondents elected to answer this survey question.

Table 7

Survey Respondents' Employers (N = 67)

Employers	n	%
University/college	21	31.3
Not-for-profit agency	20	29.8
Self-employed	17	25.4
Private business	6	9.0
Government	1	1.5
K-12 educational institution	1	1.5
State-level coalition	1	1.5

Note. Of the 108 respondents that completed the survey, only 67 respondents elected to answer this survey question.

Of the 108 respondents who participated in the survey, 84 (77.8%) had evaluated programs involving youth, while 24 (22.2%) had not. Of the 84 respondents who noted that they had evaluated programs involving youth, 76 respondents provided information about how many programs involving youth they evaluated throughout their career. At the time of the survey, 25 (32.9%) respondents had evaluated approximately 16 or more programs involving youth throughout their careers as evaluators, 15 (19.7%) had evaluated one to three programs, 12 (15.8%) had evaluated four to six programs, 11 (14.5%) had evaluated seven to nine programs, 7 (9.2%) had evaluated 10 to 12 programs, and 6 (7.9%) had evaluated 13 to 15 programs. Of the 84 respondents who noted that they had evaluated programs involving youth, 75 indicated the number of programs involving youth that they had evaluated over the past year. As depicted in Table 8, in the past year (i.e., from October 2017 to October 2018) respondents had evaluated between zero (n = 10, 13.3%) and 12 programs (n = 2, 2.7%) involving youth. On average, respondents had evaluated nine programs involving youth during the past year.

Table 8

Number of Programs Involving Youth Evaluated by Survey Respondents, Over the Past Year (N = 75)

Number of Programs Evaluated Involving Youth (over past year)	n	%
0	10	13.3
1	15	20.0
2	18	24.0
3	7	9.3
4	6	8.0
5	4	5.3
6	3	4.0
7	1	1.3
8	1	1.3
9	2	2.7
10	6	8.0
11	0	0
12	2	2.7

Note. Percentages do not total to 100 due to rounding.

[a] Of the 84 respondents that noted that they had evaluated programs involving youth, only 75 respondents elected to answer this survey question.

Research Question 1: To What Extent do Evaluators use EE to Evaluate Programs Targeting Youth?

Of the 84 respondents that noted that they had evaluated programs involving youth, 76 answered the question about their use of EE. Specifically, over half (n = 41, 53.9%) of respondents indicated not using EE to evaluate programs involving youth, 30 (39.5%) had used EE to evaluate programs involving youth, and 5 (6.6%) were unsure as to whether they had or had not used EE to evaluate programs involving youth. Of the 30 respondents that noted that they had used EE to evaluate programs involving youth, 24 answered the question about the frequency of their EE use over their career. Over the course of their career, a little under half (n = 10, 41.7%) of respondents had used EE one to three times to evaluate programs targeting youth (see Table 9). Of the 30 respondents that noted that they had used EE to evaluate programs involving youth, 23 answered the question about the frequency of their EE use in the last year. In the last year, respondents had used EE between zero and 10 times to evaluate programs targeting youth (see Table 10). However, 7 (30.4%) respondents reported not using EE to evaluate

programs involving youth at all during the past year, while 6 (26.1%) used EE to evaluate programs involving youth once during the past year, and 4 (17.4%) used EE to evaluate programs involving youth twice over the past year (see Table 10 for the other, less frequent responses). On average, respondents had used EE twice to evaluate programs involving youth during the past year.

Table 9

Number of Times Survey Respondents Used EE to Evaluate Programs Targeting Youth, Over Their Career (N = 24)

Number of Times EE was Used (over career)	n	%
1-3	10	41.7
4-6	6	25.0
7-9	3	12.5
10-12	2	8.3
13-15	1	4.2
16+	2	8.3

Note. Of the 30 respondents that said they used EE to evaluate programs involving youth, only 24 respondents elected to answer this survey question.

Table 10

Number of Times Survey Respondents Used EE to Evaluate Programs Targeting Youth, Over the Past Year (N = 23)

Number of Times EE was Used (over past year)	n	%
0	7	30.4
1	6	26.1
2	4	17.4
3	1	4.3
4	2	8.7
5	1	4.3
6	1	4.3
7	0	0
8	0	0
9	0	0
10	1	4.3

Note. Percentages do not total to 100 due to rounding.

[a] Of the 30 respondents that said they used EE to evaluate programs involving youth, only 23 respondents elected to answer this survey question.

Respondents who said that they used EE to evaluate programs involving youth or said that they were unsure as to whether they used EE to evaluate programs involving youth were asked why they used EE. Of the 35 respondents who could have answered this open-question, 33 provided responses. As shown in Table 11, in response to an open-ended question, respondents used EE to evaluate programs targeting youth for a variety of reasons. Furthermore, Table 12 shows that respondents reported stakeholders being involved in a wide range of EE activities.

Table 11

Reasons Why Survey Respondents Used EE to Evaluate Programs Targeting Youth (N = 33)

Reasons Why EE was Used	n	%
EE teaches youth program stakeholders about evaluation	8	24.2
EE produces more authentic results by engaging youth as experts of their lived experience	7	21.2
EE produces more useful results for stakeholders to implement	6	18.2
EE aligns with the empowerment and leadership goals of the program evaluated	4	12.1
EE fully engages program stakeholders in evaluation	4	12.1
EE helps program stakeholders define the value and utility of their program	2	6.1
EE helps to earn youth buy-in for evaluation	1	3.0
EE is in job title	1	3.0

Note. Percentages do not total to 100 due to rounding.

[a] Of the 35 respondents that said they used EE to evaluate programs involving youth or were unsure of their use of EE to evaluate programs involving youth, only 33 respondents elected to answer this survey question.

Table 12

Evaluators' Perceptions About the Extent to Which Stakeholders Were Involved in Particular EE Activities (N = 24)

Evaluation Activity		n (%)				
	N	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	I Don't Know
Establish a mission statement for their program/project	24	4 (16.7)	9 (37.5)	5 (20.8)	6 (25.0)	0 (0)
Assess the current state of their program/project to establish a baseline	24	0 (0)	4 (16.7)	10 (41.7)	10 (41.7)	0 (0)
Plan program/project goals/benchmarks for the future	25	0 (0)	4 (16.0)	7 (28.0)	14 (56.0)	0 (0)
Identify strategies to achieve program/project goals	24	0 (0)	1 (4.2)	10 (14.7)	13 (54.2)	0 (0)
Identify credible evidence to collect to assess their ability to achieve program/project goals	24	0 (0)	1 (4.2)	8 (33.3)	15 (62.5)	0 (0)
Determine the technical knowledge and capacities to collect and analyze evidence of their ability to achieve program/project goals	24	3 (12.5)	1 (4.2)	7 (29.2)	13 (54.2)	0 (0)
Receive training on conducting evaluations	24	2 (8.3)	5 (20.8)	9 (37.5)	8 (33.3)	0 (0)
Receive training on research methods, including data collection and analysis	24	2 (8.3)	6 (25.0)	10 (41.7)	6 (25.0)	0 (0)
Collect their own evidence about their program/project	24	2 (8.3)	1 (4.2)	7 (29.2)	14 (58.3)	0 (0)
Re-assess the current state of their program/project for comparison against a baseline	24	3 (12.5)	3 (12.5)	7 (29.2)	10 (41.7)	1 (4.2)
Document the current state of their program/project	24	0 (0)	1 (4.2)	12 (50.0)	11 (45.8)	0 (0)
Incorporate evidence about their program/project into program/project decision-making	23	0 (0)	0 (0)	6 (26.1)	17 (73.9)	0 (0)
Determine strategies to continually collect evidence to assess their ability to achieve program/project goals	24	2 (8.3)	0 (0)	11 (45.8)	11 (45.8)	0 (0)
Review program/project goals for the future	24	1 (4.2)	1 (4.2)	8 (33.3)	14 (58.3)	0 (0)

Note. Of the 35 respondents that said they used EE to evaluate programs involving youth or were unsure of their use of EE to evaluate programs involving youth, only 24 respondents elected to answer this survey question.

All 84 respondents that noted that they had evaluated programs involving youth were asked about their confidence to use EE to evaluate programs targeting youth. Of these 84 respondents, 75 respondents rated their abilities as “a little confident” (n = 21, 28.0%), “somewhat confident” (n = 16, 21.3%), “confident” (n = 15, 20.0%), “not confident at all” (n = 13, 17.3%), or “very confident” (n = 10, 13.3%). Of these 84 respondents, 74 respondents indicated their level of training in EE. The majority (n = 51, 68.9%) of respondents had not been trained in EE, while 21 (28.4%) indicated that they had received training, and 2 (2.7%) were unsure. Of these 84 respondents, 75 respondents indicated their understanding of EE. Close to 30% (n = 22, 29.3%) of respondents rated their understanding of EE at the “advanced beginner” level. The remaining respondents rated their understanding level as “proficient” (n = 17, 22.7%), “novice” (n = 15, 20.0%), “competent” (n = 15, 20.0%), or “expert” (n = 5, 6.7%), and 1 (1.3%) respondent was unsure of their rating. Of these 84 respondents, 74 respondents indicated their experience conducting research on EE. Over half (n = 47, 63.5%) of respondents had not conducted research on EE, 25 (33.8%) said they had, and 2 (2.7%) were unsure if they had or had not conducted research on EE.

The 41 respondents who noted that they did not use EE to evaluate programs involving youth were asked why they did not use EE and which evaluation approaches they used to evaluate programs involving youth. As depicted in Table 13 respondents did not use EE to evaluate programs targeting youth for a variety of reasons. More than half (n = 23, 56.1%) of respondents listed using either practical participatory evaluation or stakeholder-based evaluation to evaluate programs targeting youth, and 18 (43.9%) respondents listed either developmental evaluation or school-based evaluation (see Table 14 for other, less frequent responses).

Table 13

Reasons Provided by Survey Respondents for Not Using EE to Evaluate Programs Targeting Youth (N = 41)

Reasons for Not Using EE to Evaluate Programs Involving Youth	n	%
Lack of stakeholder interest	18	43.9
Lack of training and instruction in EE	18	43.9
Lack of clarity around EE	17	41.5
Limited time	16	39.0
Limited funds	14	34.1
Not aligned with evaluation objectives	14	34.1
Not aligned with program context	10	24.4
Never considered it an option	8	19.5
Evaluation client not interested	2	4.9
Lack of influence over evaluation design	2	4.9
Difficulty involving youth in empowerment process	1	2.4
I don't know	1	2.4
Institutional review board restrictions	1	2.4
The formal application of EE would have little benefit beyond what is currently being used	1	2.4
Youth are young, so unclear how it would work	1	2.4

Note. The percentage column's sum is greater than 100 because respondents could select more than one response.

Table 14

Approaches Used by Survey Respondents to Evaluate Programs Targeting Youth (N =41)

Approaches Used to Evaluate Programs Involving Youth	n	%
Practical participatory evaluation	23	56.1
Stakeholder-based evaluation	23	56.1
Developmental evaluation	18	43.9
School-based evaluation	18	43.9
Theory-driven evaluation	4	9.8
Transformative participatory evaluation	4	9.8
Democratic evaluation	2	4.9
I don't know	2	4.9
Utilization-focused evaluation	2	4.9
Active evaluation	1	2.4
General participatory evaluation (not T-PE or P-PE)	1	2.4
Realist evaluation	1	2.4
Whatever suits client	1	2.4

Note. The percentage column's sum is greater than 100 because respondents could select more than one response.

Research Question 2: To what Extent do Evaluators Involve Youth in EEs of Programs Targeting Youth?

The 35 respondents who said that they used EE to evaluate programs involving youth or said that they were unsure as to whether they used EE to evaluate programs involving youth were asked if they involved youth in the EE. Of these 35 respondents, 25 respondents answered this survey question. When using EE to evaluate programs targeting youth, over three quarters of respondents (n = 21, 84.0%) said they involved youth in the evaluation activities, 3 (12.0%) said they did not, and 1 (4.0%) respondent was unsure about whether they did or did not involve youth in the evaluation activities. The 21 respondents who said that they involved youth in EE were asked why they involved youth in EE and these respondents were offered the opportunity to provide multiple explanations, if they desired. Of these 21 respondents, 15 respondents answered this open-ended survey question and provided multiple explanations per respondent. In total, the 15 respondents provided 25 reasons why they involved youth in EE. In response to this open-ended question, more than half (n =9, 60.0%) of respondents involved youth in EE to produce more authentic results because they are viewed as the experts of their lived experience (see Table 15 for other, less frequent responses). The three respondents who had indicated that they did not involve youth in EE were asked why they did not involve youth in EE and were provided with the option to list multiple reasons, if they desired. The three respondents provided a total of four reasons for not involving youth in EE. In particular, the three respondents said that youth were not involved because of multiple reasons, including a lack of stakeholder interest (n = 1, 33.3%), limited funds (n = 1, 33.3%), limited time (n = 1, 33.3%), or due to limited youth availability (n = 1, 33.3%).

Table 15

Reasons Why Survey Respondents Involved Youth in the EE (N = 15)

Reasons to Involve Youth in EE	n	%
To produce more authentic results because youth are experts of their lived experience	9	60.0
To teach youth program stakeholders about evaluation	4	26.7
EE aligns with the empowerment and leadership goals of the program evaluated	3	20.0
To build skills among youth	3	20.0
To give youth agency in designing, changing, and funding programs that benefit them	3	20.0
Because the organization is ready and willing to take risks and be innovative in their evaluation	1	6.7
Because youth are more amenable to learn about evaluation (less defensive)	1	6.7
To improve the effectiveness of the evaluation and the program	1	6.7

Note. The percentage column's sum is greater than 100 because respondents could provide more than one response.

[a] Of the 21 respondents that said they involved youth in EE, only 15 respondents elected to answer this survey question.

The 21 respondents who said that they involved youth in the EE of programs targeting youth were asked about the extent to which youth were involved in EE activities (Table 16). In general, 17 respondents answered this question, however, only 16 respondents indicated the extent of youth involvement in relation to the evaluation activity of 'receiving training on research methods'. Almost half (n = 8, 47.1%) of respondents said that youth completed EE activities in collaboration with other stakeholders, 4 (23.5%) said youth moderately collaborated with other stakeholders, 2 (17.6%) said youth collaborated to a small extent, 1 (5.9%) respondent said youth participated separately in the EE activities, and 1 (5.9%) respondent was unsure about how to classify the participation of youth.

Table 16

Evaluators' Perceptions About the Extent to Which Youth Were Involved in Particular EE Activities (N = 17)

Evaluation Activities	n (%)					
	N	Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	I Don't Know
Establishing a mission statement for their program/project	17	6 (35.3)	5 (29.4)	3 (17.6)	2 (11.8)	1 (5.9)
Assessing the current state of their program/project to establish a baseline	17	3 (17.6)	5 (29.4)	5 (29.4)	4 (23.5)	0 (0)
Planning program/project goals/benchmarks for the future	17	4 (23.5)	5 (29.4)	4 (23.5)	4 (23.5)	0 (0)
Identifying strategies to achieve program/project goals	17	4 (23.5)	0 (0)	7 (41.2)	6 (35.3)	0 (0)
Identifying credible evidence to collect to assess their ability to achieve program/project goals	17	2 (11.8)	6 (35.3)	3 (17.6)	6 (35.3)	0 (0)
Determining the technical knowledge and capacities to collect and analyze evidence of their ability to achieve program/project goals	17	4 (23.5)	5 (29.4)	4 (23.5)	4 (23.5)	0 (0)
Receiving training on conducting evaluations	17	5 (29.4)	3 (17.6)	6 (35.3)	3 (17.6)	0 (0)
Receiving training on research methods, including data collection and analysis	16	5 (31.3)	4 (25.0)	4 (25.0)	3 (18.8)	0 (0)
Collecting their own evidence about their program/project	17	2 (11.8)	6 (35.3)	1 (5.9)	8 (7.4)	0 (0)
Re-assessing the current state of their program/project for comparison against a baseline	17	4 (23.5)	4 (23.5)	7 (41.2)	2 (11.8)	0 (0)
Documenting the current state of their program/project	17	1 (5.9)	7 (41.2)	5 (29.4)	4 (23.5)	0 (0)
Incorporating evidence about their program/project into program/project decision-making	17	3 (17.6)	4 (23.5)	7 (41.2)	3 (17.6)	0 (0)
Determining strategies to continually collect evidence to assess their ability to achieve program/project goals	17	5 (29.4)	4 (23.5)	4 (23.5)	4 (23.5)	0 (0)
Reviewing program/project goals for the future	17	4 (23.5)	3 (17.6)	6 (35.3)	4 (23.5)	0 (0)

Note. Of the 21 respondents that said they involved youth in EE, only 17 respondents elected to answer this survey question.

Summary for Part 1 Phase 1

Overall, 108 evaluators from the AEA Collaborative, Participatory and Empowerment Evaluation and Youth-Focused Evaluation TIGs participated in Part 1 Phase 1 of this study. Their responses suggest that the use of EE to evaluate programs targeting youth is limited, potentially due to a lack of stakeholder interest or lack of training and instruction in EE. The respondents appeared to have minimal knowledge of EE and low confidence in their abilities to carry out an EE to evaluate programs targeting youth. Respondents favoured other approaches such as practical participatory evaluation or stakeholder-based evaluation to evaluate programs targeting youth. When EE is used to evaluate programs involving youth, program stakeholders in general appear to be deeply involved in the EE activities. Respondents noted that youth may be included in this group of program stakeholders and provided an opportunity to complete EE activities in collaboration with program managers/directors, staff, and other program beneficiaries. For respondents who do use EE to evaluate programs involving youth, youth are involved to some extent in a few evaluation activities in order to teach the latter about evaluation or to produce more authentic and useful results.

Chapter 5: Part 1 Phase 2

In this chapter, I describe the methods and results of Part 1 Phase 2. The purpose of Phase 2 was to examine and describe the evaluators' perspectives about the factors that facilitate and hinder the use of EE to evaluate programs involving youth and for involving youth in EEs of programs targeting youth. For this component of the study, I interviewed the program evaluators who. on the Phase 1 survey. indicated their interest in taking part in a follow-up interview. The following research questions guided this phase:

3. What factor(s) facilitate and hinder the use of EE for programs involving youth?
4. What factor(s) facilitate and hinder the involvement of youth in EE of programs targeting youth?

Sample

I used criterion-based sampling to identify and recruit evaluators who completed the survey in Phase 1. I contacted the 36 respondents who indicated interest in participating in an interview, provided their email addresses, and indicated that they did or did not use EE to evaluate programs that involve youth (i.e., answered question 24 on the Part 1 Phase 1 survey).. Of these 36 respondents, 12 (33.3%) replied to my email and agreed to participate in an interview.

Instrument Development

I used the findings from Phase 1 of my study to design the semi-structured interview guides for Phase 2 (see Appendix F). Table 17 presents the research questions for Phase 2 and the corresponding dimensions and questions included in the guides. I created separate guides for respondents who had indicated that they did or did not use EE to evaluate programs involving youth. Both guides began with an introductory script and consisted of open-ended questions, including additional probes to allow for expansion. The guide for those who had used EE included 16 questions, while the guide for those who had not used EE included five questions. I piloted the guides with two evaluation colleagues to ensure that they were clearly worded and were not missing any relevant questions or probes (Seidman, 2013).

Table 17

Specifications for Part 1 Phase 2 Interview Guides

Research Questions	Dimension	Corresponding Interview Questions
3. What factor(s) facilitate and hinder the use of EE for programs involving youth?	Context	Questions 1-3
	Stakeholder characteristics	Questions 4-5
	Organization characteristics	Question 6-7
	Evaluator characteristics	Questions 8-9
	Evaluation resources	Questions 10-11
	External factors	Question 12-13
	Other factors	Question 14-16
4. What factor(s) facilitate and hinder the involvement of youth in EE of programs targeting youth?	Context	Questions 1-3
	Stakeholder characteristics	Questions 4-5
	Organization characteristics	Questions 6-7
	Evaluator characteristics	Questions 8-9
	Evaluation resources	Questions 10-11
	External factors	Question 12-13
	Other factors	Question 14-16

Data Collection Procedures

I emailed evaluators who responded to the Phase 1 survey and who indicated an interest in participating in an interview and thus, provided their email addresses. In the email, I included the letter of information and consent form (see Appendix G and Appendix H, respectively). The former asked these individuals to reply to me if they were interested in participating in an interview. All interviewees signed and emailed the informed consent form to me prior to the interview. Each interview took place at a time that was convenient for the interviewee. All interviews occurred by Skype or FaceTime and lasted approximately 1 hour. With the permission of the interviewee, I audio-recorded each interview and then transcribed it verbatim.

Data Analysis

To analyze the interview data, I followed Miles and colleagues' (2020) systematic and iterative approach to generating meaning from data and testing and confirming findings. These authors encourage the use of data displays to first organize data, which can then be explored, described, ordered, explained, and predicted. I used NVivo software (https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home) to track and record my analytic and interpretive process (Varpio et al., 2016). First, I started with "an a priori list of researcher-generated codes", based on the questions asked in the interview guides about context, stakeholder characteristics, organization characteristics, evaluator characteristics, evaluation resources, external factors, and other factors (Miles, Huberman, & Saldana, 2020, p. 69). Second, I read through each transcript twice to get a general sense of the data. Third, I read each transcript a third time and during this reading I made notes referencing a theme. I recognized these themes by looking at my a priori list of codes and noting instances where I could use the data as evidence to exemplify, explain, or refute codes from the a priori list. Fourth, I read through each notated transcript a fourth time and revised my codes. Miles, Huberman, and Saldana (2020) explain that the revision of codes in this way is an inductive exercise. In this exercise "other codes [not on the a priori list] emerge progressively during data collection" (p. 74), while,

> "some codes do not work... No field material fits them, or the way they slice up to the phenomenon is not the way the phenomenon appears empirically. This issue calls for doing away with the code or changing its type" (p. 75).

Fifth, I looked at the revised codes noted on each transcript to revise my a priori list and group the codes into a smaller number of themes, a procedures that Miles, Huberman, and Saldana (2020) call "second cycle coding" (p. 79) (See Appendix I for the final NVivo codes for Part 1 Phase 2). Sixth, I transferred the themes, codes, and quotations representing themes to a data analysis matrix (See Appendix J for a sample of this matrix). To draft initial findings from the data, I reviewed the matrix to develop explanations for the relationships between the codes and generate categories and themes. Following this step, I invited interviewees to review the initial study findings and to provide feedback. I used this feedback to revise the transcripts, matrix, and codes. The revisions only related to the terminology used in codes and in the matrix heading. Although I conducted interviews by FaceTime and Skype, I did not analyze the participants'

non-verbal cues. Instead, I only analyzed their transcribed interviews. Each interviewee was assigned a pseudonym made up of the letter 'E' for evaluator and a number according to the order in which the interview occurred (e.g., E1, E2, etc.).

I also followed the approach to reporting qualitative data put forth by Patton (2014) who argues that qualitative analysis should first and foremost be qualitative. Further, in my qualitative analyses I consciously opted to not quantify the number of participants who discussed notions that were interpreted as representing each theme. In this regard, I followed the guidance and position of Patton (2014), a reputable qualitative as well as program evaluation researcher, who strongly advises against such quantification. Specifically, Patton (2014) states:

> And, by all means, stay qualitative. Don't determine significance by the numbers of people who said something. It's not how many said something that matters. It's the import, wisdom, relevance, insightfulness, and applicability of what was said, by many or by a few (p.557).

Following the advice of Patton (2014), I have refrained from reporting the number of respondents who reported each theme so that I do not detract from the content of what the interviewees said. In addition, I have provided only exemplar quotes, rather than reporting all quotations collected from interviewees in order to provide a "verbal display that represents and presents data vividly about the study's phenomenon of interest" (Miles, Huberman, & Saldana, 2020, p. 324).

Trustworthiness

To establish the trustworthiness of my analysis, I engaged in a form of member-checking by inviting interviewees to review the initial study findings and provide feedback to verify the accuracy of the data that represents their perceptions and experiences (Lincoln & Guba, 1985). I also used memo writing throughout the analysis process to describe and document the assumptions, questions, processes, decisions, and my analytical actions (Saldana, 2016). In particular, I kept an electronic journal of my data analysis process, including communications with my thesis supervisor and the steps used to create each of the below-mentioned themes. According to evaluation scholars like Patton (2002), the credibility of research is strengthened by providing detail about how the researcher has made interpretations of the data and by illustrating interpretations with quotations from interviewees. In the presentation of my findings, I provided thick descriptions to facilitate the transferability of my findings to other contexts (Lincoln &

Guba, 1985). Thick description is useful for providing the research context (Shenton, 2004) and allows me to demonstrate the data's complexity and allow readers to generate their own conclusions about the situation where the phenomenon was studied (Horsfall et al., 2001; Leininger, 1994; Rice & Ezzy, 1999; Tracy, 2010).

Findings

Characteristics of Interviewees

Thirty-six of the 84 (42.9%) respondents who completed the Phase 1 survey and indicated that they evaluate programs involving youth agreed to be contacted about participating in an interview. Among the 36 individuals who agreed to be contacted to participate in an interview, 12 consented to be interviewed. Of these 12 individuals that I interviewed, eight (66.7%) indicated that they used EE to evaluate programs involving youth, while the other four (33.3%) had not. Half of the interviewees (n = 6) indicated they had involved youth in evaluation, while the other half (n = 6) had not. At the time of the interview, nine (75.0%) interviewees resided in the United States, two (16.7%) resided in Canada, and one (8.3%) resided in a European country. All interviewees were employed as full-time evaluators. Eight (66.7%) interviewees held senior evaluation positions with 10 to 22 years of evaluation experience, two interviewees held mid-level positions with 4 to 5 years of experience, and two interviewees classified themselves as junior evaluators with 1 to 2 years of evaluation experience. Half of the interviewees (n = 6) worked as internal evaluators at non-governmental organizations, while the other half (n = 6) were self-employed as evaluation consultants.

Research Question 3: What Factor(s) Facilitate and Hinder the Use of EE for Programs Involving Youth?

In the sections that follow, I describe the factors that the interviewees believed facilitated or hindered the use of EE for evaluating programs involving youth: (a) evaluator's perceptions; (b) type of evaluation experience; (c) evaluator's knowledge and professional training; (d) guidelines from organizations and funders; and (e) stakeholders and time. Factors that some interviewees viewed as facilitators others viewed as hinderances (see Table 18).

Table 18

Factors that Facilitate/Hinder the Use of EE for Programs Involving Youth by Type of Interviewee Experience with EE

Factor	Interviewees Who Use EE	Interviewees Who Do Not Use EE
Evaluator's perceptions	+	-
Type of evaluation experience	+ & -	+ & -
Evaluator's knowledge and professional training	+ & -	+ & -
Guidelines from organizations and funders	+ & -	+ & -
Stakeholders and time	+	-

Note. '+' indicates at least one interviewee described the factor as a facilitator and '-' indicates at least one interviewee described the factor as a hinderance.

Evaluator's Perceptions. Interviewees viewed their perceptions as evaluators, as either a facilitator or a hinderance to using EE to evaluate programs involving youth. Interviewees who indicated they use EE for programs involving youth described how their positive perceptions towards EE facilitated their use. These interviewees believe that EE allows for ongoing feedback from stakeholders in evaluation processes and provides organizations with important information that they can use to improve their programs. E1 noted that "EE provides immediate feedback that [organizations] can use for daily decision making", which E2 described as "pretty important to understanding the important changes [organizations] should make to programming". Interviewees also commented on how EE can build evaluation capacity and empower stakeholders. E5 remarked how they can "build stakeholders' capacity to do and use evaluation through the EE process" , and E1 noted that the enhanced capacity enables stakeholders to "go on and continue evaluating when [the evaluation] finishes". Through the EE process, these interviewees believe that they can "make sure [stakeholders'] orientation to evaluation is productive, enthusiastic, and excit[ing]" (E10). One interviewee explained how "EE empowers people" by emphasizing stakeholder feedback:

> EE empowers people because it is related to conversations about vulnerable populations, inclusiveness, and disparities. Like there are these groups that are really impacted by these problems and EE comes at that problem by asking how are we going to understand them better, by asking them. (E11)

These interviewees reflected on how they felt connected to EE through their own "essential beliefs and values about people and society" (E6), and how they felt an "ethical and moral responsibility to conduct EE" (E2). They discussed how EE meets their "personal desire" to contribute to society: "I use EE because I have a personal desire to leave the client with tools for when the evaluation ends… to be able to be reflective for their project themselves" (E1). As another interviewee noted:

> When you're an empowerment evaluator, you're really out there for the social justice piece and I made my way to EE because the more I refined what I want out of my life, the more I had a personal desire to do EE. (E4)

Moreover, these interviewees perceive EE as an opportunity to co-create and collaboratively conduct program evaluation alongside stakeholders. They believe that "the more involved [evaluators] can get stakeholders in the process, the better [the evaluation] product and processes will be" (E6). These interviewees disclosed that they view "stakeholders as capable to evaluate and judge their own performance" (E7), and involve stakeholders in evaluation because of their unique expertise. As one interviewee said, "I involve stakeholders because they are the ones that know what they need, I'm just making stuff up in my office" (E10).

However, other interviewees who indicated that they do not use EE flagged that their prior preconceived negative perceptions towards EE hinder their use of it to evaluate programs involving youth. They discussed how they perceive EE as not useful to the majority of clients who want to prove that their anticipated outcomes are achieved. These interviewees suggested that most of the clients they interact with have "an exclusive focus on measuring outcomes" (E9) or collecting data on "the bottom-line" (E12), and that "EE can't really tell you if changes actually took place" (E3). Interviewees also discussed how they perceive EE to be a biased form of evaluation (i.e., overly positive or negative) due to the involvement of stakeholders in the evaluation, and the potential for the latter to sway the evaluation, thus hindering them from using it. As one interviewee explained, "most organizations want the evaluation and evaluator to be at arms length away from the organization, so that the evaluation is seen as unbiased and external and separate from the people and work of the organization" (E9). In addition, they noted that they think that busy stakeholders "don't want to be involved in an EE" (E8). These interviewees discussed that they perceive that the stakeholders are not interested in deep involvement in the evaluation, and instead prefer to hire an external/third-party evaluator to conduct the evaluation

on their own. One interviewee described the desire of organizations to hire "a standard external evaluator that's very hands off to outsource the whole evaluation because the organization has a lot on their plate, so they want someone who's going to do the job and get it off their list" (E3). Overall, interviewees appeared to be influenced to use EE or not use EE due to their positive or negative perceptions of EE.

Type of Evaluation Experience. Interviewees also conveyed a similar pattern based on their type of evaluation experience. Interviewees viewed their previous evaluation experience and that of their colleagues as both a facilitator and a hinderance. Interviewees commented on how their past work involved supporting stakeholders in the design and delivery of evaluations, which in turn allowed them to develop facilitation and interpersonal skills (e.g., communication, negotiation, judgement, and tact, etc.). These interviewees highlighted how their previous evaluation experience facilitates their use of EE. They described that strong interpersonal and facilitation skills are essential for conducting EE. These interviewees explained how interpersonal skills are important for EE to "get at the population that are being served, and getting people involved in the evaluation" (E10). They explained how facilitation skills are important to allow the EE evaluator "to be comfortable enough to be a critical friend; meaning they are reflective and make suggestions based on reflections along the way" (E8). They also described an EE evaluator as "someone who has been a 'jack of all trades' and knows how to be whatever the group needs [them] to be" (E1).

Conversely, other interviewees stressed how their previous experiences as an evaluator hindered their abilities to use EE. Interviewees said that their past evaluation experience involved working independently in the collection, analysis, and dissemination of evaluation findings, rather than working collaboratively. As one interviewee noted, "Not everyone is qualified to be an empowerment evaluator. Being an empowerment evaluator means moving from a third-party external evaluator who's in control to an ally who is able to support others in their fight where they need support" (E4). These interviewees further stated that they have also seen their colleagues involve stakeholders as data sources in evaluation, but that these stakeholders were not involved to the extent that EE requires. Another interviewee explained how limited contact with stakeholders hinders EE, "I find EE doesn't work well if you're not planning on having many touchpoints with your stakeholders… so communication skills and talking to people and being able to say, what do you think, really matters" (E1). In summary, interviewees' past

experience conducting EE, or the absence of that experience, appeared to have an impact on their use of EE. Interviewees also discussed how their knowledge and professional training influenced their use of EE in a similar way.

Evaluator's Knowledge and Professional Training. Interviewees viewed evaluator's knowledge and professional training as either a facilitator or a hinderance to using EE to evaluate programs involving youth. Interviewees who use EE to evaluate programs involving youth disclosed that they learned about EE from university-instructed courses, by "work[ing] with another evaluator who was familiar with EE" (E2), or attending an AEA sponsored EE talk. However, interviewees who do not use EE viewed their lack of knowledge and professional training on EE as a hinderance to using it to evaluate programs involving youth. These interviewees disclosed that "most people don't know about EE" (E12) and explained that they, as evaluators, would be hesitant to use an unfamiliar evaluation approach. One interviewee remarked, "If an evaluator doesn't know about EE, why would they ever use it in an evaluation? You'd just look incompetent" (E9). Interviewees noted, for example, knowing very little about what EE is, how it differs from other evaluation approaches, what's so empowering about it, when it's appropriate and not appropriate to use, the skills they would need to carry one out, and how to do so. Several interviewees also observed that EE is a more specialized approach so knowledge on how it works is limited to those who have specifically sought out information and training on it. In speaking about their lack of knowledge, one interviewee attributed this insight to an absence of exposure "to anything on EE" (E3). These interviewees noted that "EE requires specialized knowledge and training that not every evaluator would have, meaning that [EE is] not something you can just throw on someone to do" (E8). Interviewees argued that they would only use EE if they felt they had enough information on how to conduct an EE from a combination of training and first-hand experience.

Guidelines from Organizations and Funders. Interviewees viewed the evaluation guidelines from organizations and funders as either a facilitator or a hinderance to using EE to evaluate programs involving youth. Interviewees noted that organizations and funders facilitate their use of EE by making it a requirement or by leaving the choice of the evaluation approach to the evaluator. These interviewees listed examples where organizations or funders promote the use of EE "as a type of evaluation that is philosophically congruent with inclusiveness and equality-building" (E4). They cited using EE in circumstances where "the funds dedicated to the

evaluation explicitly require the use of EE" (E2), or when the evaluator contract was posted "under the title of empowerment evaluator" (E7). They expressed that the guidelines to use EE or requests from organizations and funders to focus on stakeholders in the evaluation led them to select EE for the evaluation. These interviewees described using EE in response to organizational and funder demands that the evaluation "involve and empower stakeholders" (E10), "build stakeholder capacity" (E6), or "respect that underserved populations have a voice and are experts in their own lives" (E5). One interviewee explained how organization requests to "listen to and involve" stakeholders led to their use of EE for the first-time: "I first used EE because the organizational contact we worked with was one of those superintendents that was consistently looking for ways to listen to and involve the students and families they served" (E1). These interviewees further commented on how the lack of any guidelines also led them to use EE for the evaluation of programs involving youth, even if it was not mandatory.

Conversely, interviewees mentioned that organizations and funders hindered their use of EE to evaluate programs involving youth by restricting them to the use a specific evaluation approach that was not EE. As one interviewee explained:

> I would have liked to use EE in my last evaluation, but [the organization is] funded by the federal government and they had a mandate for specific data elements that we had to collect, so that structure [for the evaluation] was set even before [the evaluation] got to us. (E2)

Interviewees commented on how they treated the organization and funder requirements as mandatory and did not stray from the approach requested by these groups. One interviewee expressed concern about departing from the organization or funder's terms of reference (i.e., guidelines) for the evaluation, "[the evaluation approach is] whatever the client wants and sometimes that leaves me with little to no choice in how to structure the evaluation, but those terms must be followed or I've violated my agreement" (E12). These interviewees also commented on how they were excluded from using EE if the client desired that the evaluation focus on demonstrating outcomes. As one interviewee stated, "In all of those [evaluations] a theory-based approach was used because the client wanted to demonstrate to the funder accountability and if they didn't get to the outcomes, why did that happen" (E3). These requirements were particularly requested by funders and organizations so evaluators said that they felt it was necessary to follow their directions. They felt that these directions specified

where evaluators could allocate evaluation resources, including when they would have dedicated stakeholders and time to facilitate the evaluation.

Stakeholders and Time. Interviewees viewed stakeholders and time as either a facilitator or a hinderance to using EE to evaluate programs involving youth. Interviewees who use EE discussed stakeholders and their time allotted for the evaluation as a factor that facilitates the use of EE to evaluate programs involving youth. They focused on the amount of time available to recruit, coordinate, and involve stakeholders for the EE and the willingness of stakeholders to assume such responsibilities. As one interviewee explained, "Think of it like you're doing a lot of back and forth between people, so there's a lot of coordination that's needed; and so you have to consider the fact that everything is going to take longer" (E2). Interviewees who use EE explained how they would ask project managers and organizational executive directors to coordinate the EE sessions by identifying the appropriate stakeholders that needed to attend, preparing those stakeholders, and then handling the logistics of getting groups of stakeholders to the various EE sessions. They suggested that this coordination function facilitated the use of EE to evaluate programs involving youth by getting stakeholders to the EE and encouraging their participation in the EE. These interviewees viewed EE "as an investment that requires time and support to do it right" (E7). They commented on how they would not use EE if the evaluation had "limited support staff and a tight timeline" (E10). These interviewees believe EE requires "more dedicated time and staff because you're not only doing the evaluation, but you're trying to build in capacity to do it in a way that requires teaching people things" (E4).

However, interviewees who do not use EE to evaluate programs involving youth believed that the lack of dedicated stakeholders and time hindered their use of EE. These interviewees detailed how they do not have access to stakeholders who would carry out coordination tasks or time in order to use EE to evaluate programs involving youth. They discussed how the tight timelines of their evaluation contracts hinder them from using EE. These interviewees also commented on how they do not have anyone in their organizations that they have worked with that can assume responsibility for coordinating the EE. They explained that busy project managers and executive directors do not have time to coordinate participants for the EE and thus, it would be unrealistic to assign such stakeholders the task. As one interviewee disclosed, "It's a tough job in the short run selling [EE] to overworked teachers and administrators who are focused on providing mainly administrative data to funders to prove how they're spending their

time" (E9). These interviewees commented on how the organizations and funders they interact with are focused on "just getting finished a deliverable like an evaluation plan or a report and so there's not capacity or time for an EE to be done" (E12).

Research Question 4: What Factor(s) Facilitate and Hinder the Involvement of Youth in EE of Programs Targeting Youth?

In the sections that follow, I describe the factors that the interviewees believed facilitated or hindered the involvement of youth in EE of programs targeting youth. The factors include the following: (a) youths' interest and abilities; (b) age of youth; (c) existence and availability of incentives for youth; (d) type of youth interactions; (e) evaluation structure; and (f) support from organizations. It should be noted that factors that some interviewees viewed as facilitators others viewed as hinderances (see Table 19).

Table 19

Factors that Facilitate/Hinder the use of EE for Programs Involving Youth by Type of Interviewee Experience Involving Youth in EE

Factor	Interviewees Who Involve Youth	Interviewees Who Do Not Involve Youth
Youths' interest and abilities	+	-
Age of youth	-	-
Existence and availability of incentives for youth	+ & -	+ & -
Type of youth interactions	+ & -	+ & -
Evaluation structure	+ & -	+ & -
Support from organizations	+ & -	+ & -

Note. '+' indicates at least one interviewee described the factor as a facilitator and '-' indicates at least one interviewee described the factor as a hinderance.

Youths' Interest and Abilities. Interviewees viewed the youths' interest and abilities as either a facilitator or a hinderance to involving youth in the EE of programs targeting youth. Interviewees who have involved youth in the EE of programs targeting youth thought that youths' interest and abilities to be involved is a facilitator in using EE. As one interviewee said, "So much of [youth involvement in EE] is dependent on whether youth want to be involved" (E1). They commented on how they believe that "curious and motivated youth" will want to be involved in an EE "because they get a feel for what it's like to help others and then they get

hooked to that feeling" (E6). These interviewees explained that "the really passionate kids" enjoyed being involved in the evaluation and continued to stay involved because "they got it under their skin then they pulled others into the evaluation" (E2). These interviewees also expressed enthusiasm about youth being experts in their own lives, thus demonstrating their abilities to participate in an EE of a youth program. They commented on their "respect for the lives of young people and their circumstances and the current situations they live in" (E4). These interviewees view youth as capable of participating in EE and they see their role as providing youth with tools and techniques for getting involved. As one interviewee remarked:

> When I meet a group of young people for the first time I say 'you're already there, you already know a lot, this [EE] is just one new tool and one new technique that we can use together to help us get where we want to go'. (E10)

However, interviewees who have not involved youth in EE thought that youths' interest and abilities to be involved is a hinderance to using EE. They commented on how they believe that youth do not want or have time to participate in an EE. As one interviewee explained:

> I'd say 10 out of the 18 youth were so interested in EE that they would want to do it again, but that's not everyone, so is it worth it? Just don't expect to get everyone joined in right away. (E7)

These interviewees also expressed concern about the expertise of youth to contribute to the EE. As one interviewee discussed, "Youth involvement in EE, it's tough; you really need sustained attention over long period of time and not all youth may have that" (E8). Interviewees commented on how they prefer to involve adults because youth are limited in what they can do. One interviewee described a scenario where involving youth negatively impacted their evaluation plans:

> When I thought about involving youth, I found I engaged in a dialogue of, 'well if they were adults, this is what I would have done, and because they aren't adults, we can't do what we want and what is needed here', so in the end I just didn't involve them. (E12)

These interviewees also expressed concern about the potential negative consequences for the youth who would be involved in EE and the need to provide additional support. As one interviewee said, "If youth have not previously been involved in such activities, this involvement may be a big and difficult change for them, talking about the realities of their lived experience

and empowering them to make an informed choice" (E5). Yet, interviewees believed themselves to be incapable of providing involvement-related support to youth. As one interviewee explained, "We know the realities of these youths' lives will come out in any activity we involve them in, which requires a morph over from evaluation to support that I may not be able to give and that scares me!" (E3). They also noted that to participate in EE, youth would need training in critical thinking and data analysis skills, which can be "difficult to learn and to do if youth haven't done it before and not a lot of young people have" (E9). These interviewees thought that providing such training is unfeasible given current evaluation resources and their own qualifications. However, evaluators also discussed how the age of youth can influence the evaluation resources and qualifications that are needed.

Age of Youth. Interviewees viewed the age of youth as a hinderance to involving youth in the EE of programs targeting youth. Interviewees highlighted how the age of youth hinders the involvement of youth in EE. They commented on how younger youth (aged 12 to 14 years old) are not suitable to participate in EE. They described how it is essential to obtain parental consent to allow youth to participate in EE and expressed their concern that younger youth would be exposed to difficult discussions through involvement in EE. As one interviewee said, "I've had my share of nightmare consent issues with parents and kids and I can't even imagine how much more complicated that gets if you want to involve them for longer, like in the evaluation planning part too" (E11). Another interviewee noted, "Younger kids often don't know the issues, so it can be a challenge bringing these issues to their attention and getting them deeply involved. Do we want them exposed to that at such a young age?" (E5). Moreover, these interviewees explained how EE focuses on the input of participants and requires participants to discuss and share their views with the entire group and stressed that "younger kids are scared and apprehensive to voice their views" (E6). They also discussed that to involve youth of different ages in the same evaluation was difficult because they "couldn't use the same approach to involve them and there was a real mix of their perceptions of what evaluation is and their ability to do it" (E4). In addition to considering the age of youth when deciding whether or not to involve youth in the EE of programs targeting youth, interviewees also noted that they would be more likely to involve youth when incentives for participation were available.

Existence and Availability of Incentives for Youth. Interviewees viewed the existence and availability of incentives for youth as either a facilitator or a hinderance to involving youth

in the EE of programs targeting youth. Interviewees who viewed incentives as a facilitator explained how they enticed youth to participate in EE by promising intrinsic and extrinsic rewards. They commented on using an intrinsic reward like "giving the students a product to work on in the evaluation that's something they can start and finish that they can get from that process that accounts for that time and gives them credibility and feedback" (E1). They also discussed the intrinsic rewards associated with capacity building and collaborative work for youth involved in EE. As one interviewee said, "Through EE young people learn about evaluation and become better leaders in their communities because they learn to listen to others and overcome challenges together" (E4). These interviewees also discussed the use of extrinsic rewards such as money, gift cards, or volunteer hours to reimburse youth for their time and involvement in the evaluation. However, others noted that they do not have access to or are unaware of rewards that they could use to attract youth involvement, especially incentives of interest to youth. As one interviewee explained:

> We never seem to have enough resources to do this, but I know it would help to get young people involved if we advertise the job of being involved in the evaluation to youth as facilitation work, rather than volunteer work, so you can pay young people for their valuable time. (E12)

Interviewees also reiterated their lack of access to and knowledge of incentives for youth as a hinderance. They noted the need to deeply understand what interests and motivates youth clientele involved in the program, but they explained that the development of such information is beyond their expertise. Interviewees expressed that they would need multiple meaningful interactions with youth in order to learn about their interests and motivation to participate.

Type of Youth Interactions. Interviewees viewed the type of interaction that they had with youth as either a facilitator or a hinderance to involving youth in the EE of programs targeting youth. Interviewees discussed the use of incremental and frequent interactions with youth in their evaluations. They explained that with each interaction, youth were more involved in the evaluation. They commented on how the abilities of youth to contribute to the EE increased with each interaction. These interviewees believed that the evolving nature of these interactions would facilitate honest and constructive feedback from youth. Interviewees disclosed that youth were more comfortable with the evaluator and more confident in providing opinions each time they interacted. They mentioned looking for opportunities to build

relationships with youth through frequent interaction. Interviewees described "put[ting] [themselves] in situations where [they're] recognized enough" (E5), by "integrating [themselves] into the program" (E8). One interviewee stated the importance of "being part of [youths'] world by being there when youth are in programs, so when [they] go back to talk to youth, [they] have much more creditability" (E1). They discussed how their frequent interaction with youth allowed "young people to feel empowered by someone taking the time to understand their world and ensure the evaluation is relevant to them by being there to check in with them often" (E2).

However, other interviewees commented on how their types of interactions with youth in the evaluation were not conducive to youth involvement in EE. They explained how their interactions with youth were not frequent or incremental, but episodic or short. These interviewees hypothesized that youth were expected to fully participate in EE without substantial time to develop skills and build a relationship with the evaluator. As one interviewee stated, "If the youth don't feel an authentic connection to [the evaluator], it will really show through and the kids will pick up on that instantly, it undervalues everything you're doing, and [youth involvement] just won't work" (E6). Interviewees who had concerns about authenticity said that they expected to be able to build authenticity with youth involved in EE if meaningful interactions were built into the structure of their evaluations. They suggested that they could incorporate such interactions if their evaluations were structured in a way that allowed for adaption and adjustment when opportunities for meaningful and authentic interaction seemed possible.

Evaluation Structure. Interviewees viewed the structure of the evaluation as either a facilitator or a hinderance to involving youth in the EE of programs targeting youth. Interviewees noted that their evaluations evolved as the evaluation progressed and that they were flexible, dynamic, and adaptive to the changing needs and interests of those involved in the EE. They suggested that this structure would help them engage youth in EE by providing youth with choice in how to participate. As one interviewee said:

> With youth, you don't always know what they are going to say, so you need to provide them with space to think, draw and process, and respond the way that they are comfortable with, even if it's not a way you would expect or have seen before. (E7)

Interviewees discussed the importance of "being able and willing to be flexible, engage and adapt as you move forward in the evaluation" (E6), and to "try [new techniques] out and experiment" (E10). They disclosed that being flexible often meant "taking a step back and letting [the youth] do [the evaluation work]" (E6) by "putting tools in the hands of the youth so they can define each evaluation activity" (E4). Interviewees suggested that such "flexibility and space allow [youth] voices to be the most commanding in the room" (E2). They also commented on aligning the evaluation activities with programming to ease the involvement of youth. As one interviewee noted:

> When I'm working on an EE and I want to involve youth, a lot of my data collection methods fit with their program. I try as much as possible to make sure it's similar to the program they would take anyways, so I wasn't asking them to go above and beyond their program to learn about and collect data. (E11)

In contrast, different interviewees remarked that their ridged evaluation structure is not beneficial to youth involvement in EE. They believed that "being inflexible forces young people to be led in a direction that they don't want to go (E5)". These interviewees disclosed that in an overly structured evaluation youth do not have enough agency and choice to select a role that they are comfortable playing in the EE. They mentioned the possibility of working with organizations that were concerned with providing youth with agency and choice in an evaluation. They spoke about how they would need organizational support to be confident in designing an evaluation where the structure adapted to the agency and choices of youth.

Support from Organizations. Interviewees viewed the support from organizations as either a facilitator or a hinderance to involving youth in the EE of programs targeting youth. Interviewees explained how support from organizations is essential for facilitating youth involvement in EE. They noted that they are including program staff as well as youth advisory groups in preparation efforts to understand how they can best involve youth. These interviewees detailed how stakeholders facilitate their youth involvement efforts by identifying, recruiting, and coordinating youth in EE. As one interviewee said:

> Certain roles can't be taken on by the evaluator, they need these additional people on board to do the work related to involving youth. I'd say the organization is in the best position to [involve youth in EE], so you need coaches and leaders on board and able to train. (E5)

They also commented on how youth-led programming and youth development philosophies of some organizations facilitate youth involvement in EE. Interviewees believed that EE is philosophically congruent with a positive youth development approach. According to interviewees, "when youth are already leading their own development and able to take charge, asking them to be part of our EE and apply those skills is easier and more effective because it's just a natural fit with their program" (E4). They discussed how they leverage existing groups of youth leaders within the organization to actively participate in EEs. Interviewees described how organizations have "pre-existing opportunities for interaction and engagement for youth in the organization that [they] can hook-on to for the evaluation" (E10). As one interviewee explained, "In our last project we tapped into a youth counsel that already existed in the organization and they advised us on our evaluation in incredible ways because this role was already comfortable for them" (E2). Nonetheless, interviewees said that regardless of their client's program philosophy, some organizations do not have the resources or mechanisms to assist them in involving youth in EE. As one interviewee explained, "Don't forget, to help young people get involved you need to provide transportation and need another full-time person to organize that, so that's not something we're even pursuing at this point because of resources" (E9).

Summary for Part 1 Phase 2

Interviewees in the present study who indicated they use EE viewed their own perceptions, as evaluators, and stakeholders and time as factors that facilitate the use of EE to evaluate programs involving youth. While interviewees who indicated they do not use EE believed that their perceptions, as well as stakeholders and time were factors that hindered the use of EE to evaluate programs involving youth. Both interviewees who use and do not use EE listed type of evaluation experience, their knowledge and professional training as evaluators, and guidelines from organizations and funders as both facilitating and hindering the use of EE to evaluate programs involving youth.

Interviewees who said they involve youth in EE thought youths' interest and abilities facilitated the involvement of youth in EE, while the age of youth hindered involvement. However, interviewees who said they do not involve youth in EE believed youths' interest and abilities and the age of youth both hindered involvement. In cooperation, interviewees who involve youth and those that do not involve youth in EE consider the existence and availability of

incentives, the type of youth interactions, the evaluation structure, and support from organizations as factors that facilitate and hinder the involvement of youth in EE.

Chapter 6: Part 2

Part 2 of this research project involved a case study where I carried out an EE with youth in a STEM focused educational outreach program for youth (for a detailed description of the selected program, see Appendix K) at the University of Ottawa's Faculty of Engineering (for their letter of support, see Appendix L). This EE case study provided insight into: (a) what an EE of a program involving youth can look like in practice; (b) how youth can be involved in an EE; (c) the possible strengths and limitations of using EE to evaluate a program involving youth; and (d) the possible strengths and limitations of involving youth in an EE of a program targeting youth. For this case study, I conducted field observations and semi-structured interviews with the youth and staff members who participated in the EE in order to expand the depth of inquiry into the use of EE with youth and the involvement of youth in EE (Heap & Waters, 2019; Seidman, 2013; Spradley, 1980).

Context and Sample

My case study focused on the 2018 fall session of the STEM teen educational outreach program run by the Faculty of Engineering (referred to as the youth STEM program). Although the Faculty of Engineering educational outreach team collects data related to the number of participants and attendance at each session, this particular program has never been formally evaluated. The program is run by five core staff members and offers six different STEM courses to youth in Grades 7 to 12 (i.e., age 12/13 to 17/18), to provide hands-on experience in the areas of science, technology, engineering, and math for 30 hours each week. I used purposeful sampling to identify and recruit program stakeholders, including program staff and youth to participate in the EE and subsequent research on it (Patton, 2015). The program administration staff invited all 2018 fall youth STEM program participants to participate in the EE. In particular, 35 youth and their parents and five staff members received information about my study by email (see Appendix M for the various letters of information). Of the 35 youth who received this information, 29 requested additional information about the study by email and 15 returned their completed consent forms to confirm their attendance (see Appendix N for the various consent forms). While 15 of the 2018 fall program participants agreed to participate in the EE, none of the staff agreed to participate. I also invited youth who took part in the EE to take part in a follow-up interview. Of the 15 youth who participated in the EE, 14 agreed to participate in the follow-up interview. Because the province of Ontario requires high school

students to complete 40 volunteer hours in order to obtain their high school diploma, I was able to provide an incentive in the form of volunteer hours for participating in the EE and the follow-up interview.

Empowerment Evaluation Case Study

I invited all youth from the 2018 fall STEM program to participate in the EE, however, only 15 of these youth consented to participate in the EE to evaluate the youth STEM focused educational outreach program. I facilitated the EE, with the guidance of another trained program evaluator who also acted as a note-taker. The EE occurred after the fall program had ended. I used an instrumental case study design to recount and reflect on my experiences of using an EE to conduct the evaluation of this youth STEM program (Stake, 2006).

I used this instrumental case study design to answer the following four research questions to build a general understanding of the phenomenon of the use of EE to evaluate programs involving youth and the involvement of youth in EE (Stake, 1995):

5. What does an EE of a program involving youth look like in practice?
6. How do youth participate in an EE of a program targeting youth?
7. What are the strengths and limitations of using EE to evaluate a program involving youth?
8. What are the strengths and limitations of involving youth in the EE of programs targeting youth?

Instrument Development

The collection of case study data required that I develop instruments to gather the observation and interview data. I developed an observational notetaking guide (see Appendix O) to record observational data, including descriptions of the actions and interactions of youth and staff during the EE and my reflective thoughts after the EE was completed (Creswell & Plano Clark, 2011). The literature review on EE and Part 1 of the study informed the development of two semi-structured interview protocols (i.e., separate protocols for youth and staff, see Appendix P). Similar to the protocols described in Part 1 Phase 2, the Part 2 protocols began with an introductory script and consisted of several open-ended questions, including additional probes to allow for expansion following the EE and during the interview. I piloted the protocols with two colleagues and two youth (not eligible for the study) to ensure clarity, feasibility, and comprehension, and then revised the protocols as necessary (Seidman, 2013). I made changes to

the order in which the questions were asked and the terminology used in the questions to ensure they were age appropriate. Table 20 presents the research questions for the interviews associated with Part 2 and the corresponding dimensions and questions included in the protocols.

Table 20

Table of Specifications for Part 2 Interviews

Research Questions	Dimension	Corresponding Interview Questions for:	
		Youth	Staff
7. What are the strengths and limitations of using EE to evaluate a program involving youth?	Stakeholder perceptions	Question 1-2, 7-8	Question 1-2, 7-9
	Context	Questions 3-4	Question 3
	Evaluation use	Question 5	Question 5
	Evaluation capacity building	Question 6	Question 6
8. What are the strengths and limitations of involving youth in an EE of a program targeting youth?	Stakeholder perceptions	Question 1-2, 7-8	Question 9
	Context	Question 3	Question 4
	Evaluation use	Question 5	Question 5
	Evaluation capacity building	Question 6	Question 6

Data Collection Procedures

For the case study, I collected data using observations and interviews. As one of the program evaluators in the room, I observed stakeholders (i.e., youth) as they collaboratively completed the three steps of an EE. I took notes using my observational notetaking guide (see Appendix O) and recorded what I heard, witnessed, and experienced during the EE, and then used those notes to reflect on the EE experience immediately after. At the end of the EE, youth who consented to participate took part in a follow-up interview about the EE. Consent for this portion of the case study was obtained before participating in the EE. Youth were reminded of their rights to withdraw from taking part in the interview and their right to leave the interview at any time without penalization. I audio-recorded and transcribed each interview verbatim. I used

pseudonyms for youth when discussing the findings (i.e., quotes from participants). The pseudonyms are comprised of the number in which the youth registered for the EE and their age (e.g., EE1, 13).

Data Analysis

I analyzed the observational and interview data separately. First, I transferred information from the observational notetaking guide to NVivo to facilitate my thematic coding. As in Part 2 Phase 2, I used Miles and colleagues' (2020) systematic and iterative approach to generating meaning from data and testing and confirming findings. Second, I also used NVivo to analyze the interview data. As with the observational notes I followed Miles and colleagues' (2020) systematic and iterative approach to generating meaning from data and testing and confirming findings (see Appendix Q for a list of final NVivo codes for Part 2).

To ensure the trustworthiness of the analyzed data, I triangulated the findings from the observations and interviews from Part 2 of this study with each other (Lincoln & Guba, 1985). I used a journal to write memos about my data collection and analysis decisions. I used memo writing throughout Part 2 to describe and document the assumptions, questions, processes, decisions, and the actions I took during the interpretation of data (Lincoln & Guba, 1985). Moreover, I used thick descriptions to provide the reader with information about the research context (Shenton, 2004). For example, I provide ample detail about how the EE was conducted, so that the reader is fully informed and so that evaluation scholars may potentially replicate this case study (Stake, 1995).

Findings

In this section, I present the findings collected in the case study of the youth STEM program EE. In the first subsection, I describe the data collected and analyzed to respond to my fifth research question, which explored what an EE of a program involving youth may look like in practice. I present the findings in chronological order and I describe each activity that took place as part of the EE. In the second subsection, I describe the data collected and analyzed to respond to my sixth research question, which investigated how youth participate in the EE of a program targeting youth. I present the findings in chronological order and describe how youth participated in each of the activities that took place as part of the EE. In the third subsection, I describe what participants believed are the strengths and limitations of using EE to evaluate programs involving youth, which resulted from the interviews with youth participants of the EE.

In the fourth subsection, I describe what participants believed are the strengths and limitations of youth, such as themselves, being involved in the EE of a program targeting youth.

Research Question 5: What Does an EE of a Program Involving Youth Look Like in Practice?

In the sections that follow, I describe how I used EE to evaluate the youth STEM program. I structured the EE according to EE examples published by Fetterman (2001, 2015) and Fetterman and Wandersmen (2005), and included the following activities: (a) check-in; (b) introduction; (c) mission development; (d) taking stock; (e) planning for the future; and (f) closing.

Check-In. Each participant and their accompanying parent completed a sign-in sheet, at which point the parent left the activity room until the scheduled pick-up time 4 hours later. I provided the participants with sheets of blank paper, coloured markers, post-it notes, and pens. I then asked them to take a seat in the activity room and wait until everyone arrived. I had arranged the seats in the activity room in a horseshoe pattern facing the chalkboard to allow participants to see the front of the classroom and also see each other. Snacks and beverages were available at the back of the room and I told participants that they could take whatever they wanted throughout the session. Participants were allowed to make up their own name for the EE and transcribed that on a nametag and name placeholder. I spent approximately 15 minutes greeting parents and participants in the check-in stage. Upon arrival, I greeted each of the 15 youth participants and their parent (if present at drop off).

Introduction. Once all scheduled youth arrived, I presented the detailed agenda for the EE (see Appendix R). I asked the participants to think of guidelines or rules that they would like us to follow for working together during the EE. I wrote the guidelines on chart paper and posted the chart at the front of the room. The introduction stage took approximately 20 minutes to complete.

Mission Development (EE Step One). The next agenda item was building a mission statement for the youth STEM program. To begin, I asked if participants knew what a "mission" was, and we discussed that topic. I described a mission as a statement about the aims and values of a program. I asked participants to take 2 minutes to individually write down what they thought the mission was for their youth STEM program. I asked them to share their individual statements one-by-one and I wrote each statement on the board. We then tried to merge the statements together, removing some words and adding other summarizing words, and I checked with the

participants as a group about making adjustments as we refined the mission. Once we had two cumulative statements to describe the mission, I asked participants to raise their hands to show that they agreed with our final statements and we resolved issues until everyone could live with the final product. We then took a lunch break before starting the next activity. The group took approximately 30 minutes to complete the mission development stage of the EE.

Taking Stock (EE Step Two). I asked participants to individually list, on their post-it notes, the activities (i.e., one activity per post-it note) that they thought made up the youth STEM program. After 5 minutes they walked around the room and placed their activity post-it notes with similar activity post-it notes in order to identify larger activity groupings based on their individual views. While the participants took a break, I walked around the room and identified names for each of the groupings, focusing on the four most popular activity groupings based on the number of sticky notes. The participants then returned to their desks and as a group we discussed the four most popular activities. I asked the participants to define each activity until there were no additional questions or comments. Then, each participant rated the four activities between 1 and 10 based on how much they liked each activity (1 indicating that they hated it and 10 indicating that they loved it). Individually, participants wrote their ratings for each activity on a sheet with their initials and handed that sheet to the note-taker, who entered the data in an Excel spreadsheet (Table S1 in Appendix S) that was then projected on the wall for everyone to see. We took another break to allow time to calculate the averages, which included participant and activity averages. When we started up again, we reviewed the spreadsheet as a group and individual participants were asked to explain why they gave a particular rating for each activity. We used approximately 45 minutes to take stock of the youth STEM program.

Planning for the Future (EE Step Three). Next, I asked the participants to individually brainstorm their ideal youth STEM program and what that could look like. I asked participants to share their ideas with the group and I wrote the ideas down on chart paper, associating each idea with one of the four activities that we had rated in the previous exercise. After we had a list of suggested goals from the ideas shared by the group for the program, I asked participants to identify how each goal could be achieved (i.e., the strategy) and to suggest evidence that could be used to prove that that activity had taken place in that ideal way. Specifically, I asked them to think of ways to improve each activity. I wrote down the participant suggestions as they were shared with the group. We took approximately 30 minutes to complete this stage.

Closing. We moved on to the closing phase of our agenda once we had exhausted our discussion of goals, strategies, and evidence for each of the four activities used in our "taking stock" stage.

I asked participants if there was anything remaining that they wanted to discuss or questions that they had for me as the empowerment evaluator. When all discussions had ended, and questions had been answered, I thanked the participants for their contributions and time, and we adjourned the EE. At that point, participants signed out (i.e., by themselves if they were 14 years old or older or by their parents if they were under the age of 14) and allowed to leave. This stage occurred earlier than expected, because although the EE activity was planned for 4 hours, we only took 3 hours to complete all stages of the EE, including approximately 2 hours and 20 minutes of discussion and activities, and 40 minutes of breaks in between activities. Participants called their parents to come early to pick them up and a movie was played for those participants that had to wait for their parents. The closing stage of the EE was approximately 5 minutes in length.

Research Question 6: How do Youth Participate in an EE of a Program Targeting Youth?

In the subsections that follow, I describe the characteristics of the participants involved in the EE to evaluate the youth STEM program. I then describe how youth participated in each phase of the EE, including the: (a) introduction; (b) mission development; (c) taking stock; (d) planning for the future; and (d) closing. In my description of how youth participated in each phase, I also include in the material that the participants produced during that phase of the EE.

Participant Characteristics. A total of 15 youth participated in the EE, 3 who identified as female (20.0%), and 12 (80.0%) who identified as male. Participant ages ranged from 12 years old to 15 years old, with an average participant age of 13.7 years old. Of the 15 participants, 13.0% (n = 2) were 12 years old, 27.0% (n = 4) were 13 years old, 40.0% (n = 6) were 14 years old and 20.0% (n = 3) were 15 years old at the time of the EE. Of the 15 youth who attended the EE, 14 (93.0%) completed the follow-up interview.

How Did Participants Participate in the Introduction Phase of the EE? Some participants asked numerous questions while reviewing the agenda. Other participants did not speak during the larger group interactions but did talk one-on-one with the participants sitting near them. Several participants asked if they could use pseudonyms instead of their real names and placed the pseudonyms on their nametags and name placeholders. Participants agreed that

the ability to choose their own name should be the first guideline for working together during the EE. Participants identified and proposed eight guidelines in total:

1. You can choose your name.
2. Be respectful.
3. Listen.
4. Breaks are important.
5. Stay seated unless the activity requires us to move around.
6. No touching.
7. Phone use is limited to breaks.
8. No standing on the classroom furniture.

With the guidelines in place, we were ready to develop the program mission (i.e., step one of the EE process). Participants drew attention to a number of the guidelines throughout the EE activity to quash behaviour contrary to the guidelines. Participants expressed their concern numerous times about the ability of their colleagues to listen (Guideline 3), refrain from touching others (Guideline 6), and limit phone use to breaks (Guideline 7).

What Did Participants See as the Mission of the Program? Participants asked for an example of a mission statement before they shared their individual ideas about the youth STEM program. I responded by searching online for the mission statement of the Canadian Space Agency, which I read to the participants. Participants then provided phrases and ideas and I combined them together, removing overlapping words and ideas. Participants thought that the mission of the youth STEM program was "to get people interested in the different types of engineering, and to inspire kids and teens about tech and coding, and teach skills used in engineering so they can use them in the future and encourage equal participation in field". This mission combines seven different ideas and phrases from 6 of the 15 participants. I asked if anyone objected to our final mission statement and there were no objections so we moved on to the rating of the activities (i.e., step two of the EE process).

How Did the Participants Rate the Program Activities? Participants grouped their activity post-it notes into six main activities of their youth STEM program, including: a) animation; b) coding; c) creative planning; d) laser cutting; e) soldering; and f) three-dimensional printing. They walked, jumped, or ran around the room to place their activity post-it notes beside post-it notes that related to similar activities. Some participants created a game of instigating

other participants to place their post-it notes higher up on the wall than previous participants. Participants produced 82 post-it notes, an average of approximately 6 each. Participants identified animation, coding, soldering, and three-dimensional printing as the most popular activities based on the number of post-it notes. Through our group discussion, they defined each of the activities in the following ways:

- ***Animation*** is the use of Pivot software to create figures and manipulate them to appear as moving images.
- ***Coding*** is writing programming language in order to operate a computer.
- ***Soldering*** is the process of joining two metal items to form a permanent connection between electronic components.
- ***Three-Dimensional (3D) Printing*** is the design of a layered digital file and multi-dimensional printed physical object.

On average, participants rated coding the highest and soldering the lowest. Participants emphasized that low ratings (e.g., a rating of 1) meant there was a lot of room for improvement and high ratings (e.g., a rating of 10) meant that there was no way to improve the activity (see Table S1 in Appendix S). Reflecting on coding, participants who gave it a high rating (e.g., 8 to 10) said it was easy to follow, they felt that they learned something new, and had fun. Participants who gave coding a middle range rating (e.g., 5) mentioned that the coding activities were disorganized and challenging, but that they did learn useful skills. Participants who gave animation a high rating commented on how animating was enjoyable. Participants who gave animation a low rating described how the animation sessions were not clearly explained and were sometimes boring. Some participants recounted instances where instructions were unclear and limited, and instructors' knowledge appeared restricted to only some basic functions. Participants began providing solutions for improvement, which I encouraged them to hold on to until we reached the "planning for the future" (i.e., EE step three) section of the agenda. Participants who gave 3D printing a high rating explained they liked it because they could design anything. Participants who gave it a low rating described how it was not new to them, it was challenging, and that they "never actually got to print anything". Participants who gave soldering a high rating pointed out that it was fun. Participants who gave soldering a low rating noted that it was not an engaging activity and they were never fully briefed on the purpose of soldering. They explained that the materials did not work properly and that participants were not provided

with the right instructions or equipment. One participant described how they avoided the soldering activity because of the precision required, explaining that they could not do it with their "shaky hands and anxiety about burning [their] hand" (EE2, 14). Another participant exclaimed that "the smell that came from the equipment made [them] sick" (EE9, 15). After the ratings discussion had ended, we began planning for the future (i.e., EE Step 3).

What Did the Participants Identify as Goals, Strategies, and Evidence for Future Improvement of the Program? Participants individually brainstormed ways to improve the youth STEM program and then shared their ideas in the group discussion. As summarized in Table 21, they identified the following six goals for the youth STEM program: a) to improve the instruction of coding activities; b) to increase 3D printing opportunities; c) to improve the animation curriculum; d) to increase the safety of soldering activities; e) to improve the programming structure; and f) to improve the quality of instruction. Participants identified two to three strategies that could be used to achieve each of these six goals, and two to three types of evidence that could be collected to measure the achievement of each goal. Participants identified a mix of 36 goals, strategies, and evidence of goal achievement (summarized in Table 21).

Table 21

Goals, Strategies, and Evidence Identified by Youth STEM Program Participants

Goal	Strategy	Evidence
Improve instruction of coding activities	• Plan a back-up activity just in case coding equipment is not available • Offer instruction on different programs that use different language	• The number of coding training sessions delivered • The number of programs and programming languages taught
Increase 3D printing opportunities	• See products through from design stage to printing stage • Provide participants with instruction and tools needed to work on their own • Offer complex design challenges	• The number of printed products • The number of participant-led designs • The number of complex design challenges offered
Improve animation curriculum	• Shorten animation curriculum to allow small challenges • Structure animation instruction to provide demonstration, instruction, and then allow for independent participant replication • Train instructors on developing and implementing animation curriculum	• Length and number of challenges offered • The number of structured animation sessions • Training provided to animation instructors
Increase safety of soldering activities	• Create a safety manual for working with soldering equipment • Provide safety equipment like heat gloves • Give participants context about when and why soldering is useful during the instruction	• Production of a soldering safety manual • Use of safety equipment during soldering tasks • The number of scenarios provided to participants during soldering activities
Improve programming structure	• Prepare a programming agenda in advance of the session • Identify and stick to a session start time • Allow participants and parents to provide feedback after each session	• The number of agendas prepared in advance • The number of sessions that began on time • Feedback collected
Improve quality of instruction	• Hire instructors with professional experience in each activity area	• The number of instructors with professional experience in activity areas

Improve Instruction of Coding Activities. Participants expressed concern for the type of coding instruction they received. They suggested that the coding instruction could be improved by planning back-up activities in case original plans could not be executed. They also mentioned offering instruction on different coding programs that use different programming language. Participants suggested that they could verify if these strategies had been used by looking at the number of coding training sessions that were delivered and the number of programs and programming languages that were taught by staff.

Increase 3D Printing Opportunities. Participants believed that their 3D printing options were limited, and that the youth STEM program could be improved by increasing the 3D printing opportunities provided to participants. They mentioned that they would like to see 3D printing products develop past the design stage and be given an opportunity to print their work. Participants also expressed interest in the opportunity to work independently on 3D design projects. They believe that with the appropriate instruction and 3D tools they could explore 3D projects that are of individual interest. Participants asked for complex design challenges and thought that these would provide yet another opportunity to learn about and explore 3D printing capabilities. They thought that they could evaluate progress in this area by looking at the number of printed products, the number of participant-led designs, and the number of complex design challenges offered by the program.

Improve Animation Curriculum. Participants elaborated on the potential to improve the animation curriculum by providing small challenges to complete. Participants also thought that they could get more out of the animation curriculum if the instruction was structured in a way that provided them with a demonstration, detailed instructions about the demonstration, and then an opportunity to replicate the animation on their own. Several participants thought that providing the instructors with training on developing and implementing animation curriculum would vastly improve it. They emphasized collecting evidence about the length and number of animation challenges, the number of structured animation training sessions, and whether training was provided to animation instructors to evaluate if the animation curriculum improved.

Increase Safety of Soldering Activities. Recognizing that soldering is often dangerous, participants stressed how important it is for them to receive proper training and safety precautions when soldering. Several participants thought that the soldering activities were unsafe

and suggested increasing the safety of these activities. Participants reflected on the need to create a safety manual for working with soldering equipment. They also suggested providing additional safety equipment for soldering, like heat gloves and goggles. Participants asked for additional information about why soldering is important and useful in the STEM field. They thought that instructors could provide this information to help participants understand why they were learning to solder in the first place. Participants suggested tracking whether a soldering safety manual is produced and whether safety equipment is provided for soldering tasks. They also mentioned measuring the number of STEM related scenarios provided to participants during soldering activities.

Improve Programming Structure. Participants commented on the need to improve the structure of the youth STEM program. They explained how the preparation of a programming agenda in advance of each weekly session could help to improve the experience for participants. A few participants also expressed that identifying a session start time and starting each session on time would encourage them to arrive on time and participate more consistently. Some participants also highlighted that they would like an opportunity, along with their parents, to provide program-related feedback after each session. Participants suggested collecting metrics on the number of agendas prepared in advance, the number of sessions that began on time, and whether feedback was collected after each session.

Improve Quality of Instruction. Participants acknowledged that they would like to see an improvement in the quality of the instruction provided by youth STEM program staff. They focused on the potential of the program to hire instructors with professional experience in each activity area. They felt like learning about STEM from experienced professionals would meaningfully heighten the quality of the instruction they received. Participants voiced a need to collect data on the number of instructors hired who have professional experience in each STEM program activity area.

How Did Participants Participate in the Closing Phase of the EE? Participants expressed an interest in knowing when the program would use their suggested strategies. They asked about what would happen next. While some participants said that they would "change nothing about the day" (EE2, 14) others said "I would change the structure of the day" (EE1, 13). Participants explained that they wanted "more drawing" (EE5, 13) or "more pepperoni pizza"

(EE5, 13), or "for the [evaluator] to be more strict" (EE12, 14) or "less strict" (EE14, 12). This discussion marked the end of the EE.

Research Question 7: According to Participating Youth, What Are the Strengths and Limitations of Using EE to Evaluate a Program Involving Youth?

In the sections that follow, I describe what participants believed are the strengths and limitations of using EE to evaluate programs involving youth. Participants identified the following strengths of using EE for evaluating programs involving youth: (a) EE focuses on stakeholder views and ideas; (b) EE focuses on improvement; and (c) EE encourages productive collaboration. Participants identified the following limitations of using EE for evaluating programs involving youth: (a) EE requires extensive participation from stakeholders; (b) EE does not lead to immediate program changes; and (c) EE requires stakeholder collaboration.

Strength: EE Focuses on Stakeholder Views and Ideas. Participants described how they enjoyed being involved in the EE to evaluate their program because it focused on their views and ideas. These participants felt that the EE format prioritized their thoughts, including what they liked and did not like about the program, as well as their ideas about how to improve the program and make it better for people like them. Participants commented that they "weren't being talked at" (EE6, 13), but instead, "were in charge of coming up with suggestions" (EE6, 13). They explained that they "interacted with the evaluator" (EE4, 15) rather than being lectured to by the evaluator. Participants described the evaluator as an assistant who asked questions, guided activities, and "summarized [their] words many times throughout the EE" (EE3, 14). One participant viewed their role as "providing answers, working through data, and coming up with solutions" (EE2, 14). Another participant expanded on this role:

> It's like we showed up today and [the evaluator] told us we were going to make a cake and brought in the ingredients. But we got to talk about the cake we wanted to make and find a recipe that fit and we are also the ones that actually did the baking and will get to eat the cake. So, I think you need someone to give general direction and provide the ingredients, but really, I felt like we did a lot to make [the EE] happen and I'm really impressed by that. (EE12, 14)

Participants mentioned that because their feedback was requested, "[they] felt like [they] had freedom to say what [they] want" and the "space to share what [they] wanted to share" (EE13, 12). These participants also highlighted how they enjoyed being the focus of the EE

because they "liked sharing [their] opinion when it has the power to improve the program for others" (EE5, 13).

Strength: EE Focuses on Improvement. Participants commented on how their work in the EE helped to build a list of program improvements, which they saw as a strength of EE. They mentioned that the focus of the EE "wasn't about bashing the program, it was about talking about how we could improve the program and make it even better by expanding what we liked and making better what we didn't" (EE2, 14). Participants emphasized how the EE let them "come up with solutions and to fix program problems" (EE12, 14). They described how a focus on the opportunities to contribute and "give back to the program" (EE9, 15) and help future stakeholders was an enjoyable part of the EE. As one participant explained, "We provided a lot of feedback today that will help to improve the teen club, if they listen and use it to do better and improve the club" (EE9, 15). These participants noted enjoying the feeling that they were "helping others" through their participation and "giving back" (EE5, 13). As one participant said, "I liked contributing to the camp and getting involved when I want to and saying how I really feel. I got to give back by doing it the way I want, like it was my choice" (EE8, 14). These participants spoke about how the ability to "make a difference for other kids" (EE3, 15) built their self-confidence. As one participant said:

> I got to give input on how the past 10 weeks went and give insight on how to improve the program. I was really surprised by how much I had to say and it was interesting to see how it all got used for the better. (EE4, 15)

Strength: EE Encourages Productive Collaboration. Some participants noted that group discussions and activities were a strength of EE because the collaborative nature of the group work developed their understanding and allowed them to build more nuanced responses. Participants listed examples of how the EE allowed them to think of new and innovative ideas about the program. They mentioned that the collaborative nature of the EE discussions and the activities led to more developed responses because "others shared their opinions too so [they] could all build off each other to, well, improve the [program]" (EE2, 14). These participants commented on how "it was easy to think of ways to make the program better when you have a bunch of people in a room giving suggestions and the pressure isn't just placed on one person to do it alone" (EE4, 15). They discussed how being part of group discussions about the program allowed them to gain more from their experience through listening, reflecting, and explaining.

Participants explained that the act of talking about their experiences helped them to realize how much they learned from their time in the program and what an impact the program had on their lives (EE10, 14). They also said they gained insight about their experiences from listening to the experiences of other participants:

> I really didn't know that I wasn't the only one who disliked soldering. It feels good to hear about how others felt about it. No one had said anything before today and I felt like I was just being a wimp, but now I see I wasn't prepared to do it. Like we weren't taught well and given the right equipment. (EE8, 14)

Limitation: EE Requires Extensive Participation from Stakeholders. Participants flagged that the expectations placed on them to deeply participate is a limitation of EE. They discussed how each part of the EE required them to reflect, write, analyze, and discuss their views. These participants said they felt pressured to carry-out each step because they had the knowledge and experience about the program: "I knew I had to say something because I was there and I did it, so I know" (EE9, 15). They mentioned how they were asked to actively participate throughout the EE. They discussed being asked "a lot of questions" (EE4, 15) and feeling "dizzy from all the things they did" (EE6, 13) during the EE. As one participant noted, "We answered questions, so many questions and gave suggestions, so many suggestions about the program. We did other things too, but I can't remember" (EE 11, 14). A few participants indicated that the nature of the EE was "lost on them" because of the quantity of activities they were engaged in. They said they did not get to fully actualize and experience some of the EE activities they were excited to do because they were "just so focused on following all of the instructions and doing it right" (EE12, 14).

Several participants expressed that the success of the EE was dependent on their involvement. These participants mentioned that they responded, even when they did not feel like responding, because it seemed like "somebody needed to say something or we would be here all day" (EE9, 15). One participant explained that they participated because "it seemed like [the evaluation team] needed [their] thoughts" (EE1, 13). They described how this "responsibility to help and fix the program was a lot" (EE4, 15) and they left the EE feeling "totally tapped for information" (EE6, 13). They expressed concern that without their comments, "the evaluator would have nothing to work with", rendering the EE "unsuccessful" (EE6, 13) or "unproductive" (EE3, 15). For some participants, they said this made them feel pressured to perform in a certain

way and to deliver to the evaluator what they want and need to hear. One participant said, "We talked about a lot, probably too much. We talked because it seemed like they needed our thoughts. Now let's just hope they use them" (EE1, 13).

Limitation: EE Does Not Lead to Immediate Program Changes. Participants identified that the lack of immediate program improvements stemming from the EE is a limitation. They mentioned feeling a sense of urgency to see the changes take place immediately because they viewed some changes as "necessary and needed right away" (EE8, 14). Participants commented on how the EE discussions identified issues that they "hadn't realized were so bad and needed fixing" (EE2, 14). As one participant noted, "Today I learned that it's not only our group that starts late every time" (EE7, 13). Participants expressed concern about whether their suggestions would be followed. They noted that no program staff were present at the EE and that the ideas for improvement came from them, program beneficiaries, who they said "can't do anything about this stuff" (EE6, 13). They mentioned that they were worried about whether their areas of concern and suggestions would be taken seriously by the program staff. Participants thought program staff would diminish or dismiss their feedback as "not possible or practical" (EE3, 15) or as "just suggestions from people who don't know what it takes to run a program" (EE7, 13). These participants asked for some reassurances that their suggestions for the program areas "where change is really needed" (EE3, 15) would get to those with authority to make the change. One participant demonstrated this frustration by highlighting the disconnect between the EE and the program: "The only thing that came out of today is a report and what's a report going to do" (EE6, 13). Another participant questioned the ability of the evaluator to enact change on behalf of the participants. They said, "[The evaluator] just takes all this info and writes a general report, rather than just telling it like it is. That's a problem because if they don't listen, then what?" (EE2, 14). Some participants thought seeing program staff at the EE and collaborating in the group discussions would have made them "more hopeful that change will actually happen from today" (EE6, 13).

Limitation: EE Requires Stakeholder Collaboration. In contrast to the participants' views that productive collaboration is a strength of using EE, other participants expressed concern and discomfort that they were required to collaborate during the EE and viewed this required collaboration as a limitation of using EE to evaluate programs involving youth. These participants thought that the group activities and discussions are a limitation of the EE and

identified a number of issues stemming from forced collaboration. They said they were "uncomfortable sharing personal stories about how they did well or bombed parts of the program because [they] felt like [they were] bragging or embarrassingly complaining" (EE10, 14). They also mentioned that differences in personality styles meant that some participants monopolized the discussions because they talked a lot or led the group activities in a certain direction because they wanted to control the process. As one participant noted, this process meant that the views of shy or less vocal participants were neglected by the EE process:

> I would have liked to hear more from some people, but those people were too calm and quiet so we didn't hear from them, but others were too much. And they talked so much. I feel like they controlled the whole process and left others out because they were quiet. (EE1, 13)

They described how at each step of the EE "it seemed like people were saying such different things" (EE4, 15), which meant that in order to proceed with the EE some participant views were discarded. These participants expressed anger and frustration that their feedback was left out because it was not popular with the other participants. Participants explained that it seemed like the decisions about what to evaluate (i.e., which activities) were made as a group, but not everyone in the group agreed. As one participant said, "I wanted my suggestion to be covered, but I didn't win, I guess every vote counts. How is it that by one vote, one subject can get on leaderboard of favourite subjects?" (EE14, 12). They also mentioned that these earlier group decisions impacted the topics for the rest of the day (i.e., the rest of the taking stock activity and the planning for the future activity). They believed that if their feedback was left out from earlier group decisions, they "felt left out for the whole day, like [their] opinion didn't matter at all today, like what was the point of coming, if [they weren't] really involved at all" (EE1, 13).

Research Question 8: What Are the Strengths and Limitations of Involving Youth in the EE of Programs Targeting Youth?

In the sections that follow, I describe what participants believed are the strengths and limitations of involving youth in the EE of programs targeting youth. Participants listed the following strengths of involving youth in the EE of programs targeting youth: (a) EE allows youth to socialize with other youth; (b) EE challenges youths' perceptions of program evaluation; and (c) EE allows youth to have a say about the program. Participants listed the

following limitations of involving youth in the EE of programs targeting youth: (a) EE requires a level of involvement that some youth are incapable of delivering; (b) EE needs youth to observe and judge others; and (c) EE requires participation from all stakeholders.

Strength: EE Allows Youth to Socialize with Other Youth. Participants thought that their ability to socialize with other youth in the EE is a strength of involving youth in EE. As one participant said, "It was a super social day, so I liked all the activities and it was really fun" (EE2, 14). They commented on how they "got to talk to other kids, new kids" (EE6, 13) because the group activities of the EE acted as a "kind of ice-breaker that made it less awkward to start talking to new people" (EE10, 14). These participants explained that by participating in the EE they met other people that they may not have met if they had not participated in the EE. They also expressed enthusiasm about meeting new youth with similar interests in STEM, "especially meeting other girls who like STEM stuff" (EE5, 13). Other participants also commented on being able to spend time with their existing friends, who "[they] had already met in the program and wanted to spend more time with, but didn't have the chance now that the program is over" (EE3, 15). As one participant remarked:

> My friends were here, it wasn't boring, it was interesting and I liked giving my opinions and hearing theirs. I wasn't sure when I was going to see them again, so I was so happy to come today, to get a chance to actually see them again. (EE14, 12)

These participants said they were "surprised by how much people talked and how much people participated, which made the day fun, while also working through the activities" (EE6, 13). Many participants focused on the fun nature of the EE and said that "because today was fun, [they] would do [the EE] again" (EE3, 15). As one participant noted, "[EE is] fun, today was fun. I wish it had kept going and we could have done more evaluation" (EE10, 14). Participants cited that they enjoyed the day because of the social nature of the EE, particularly when they simultaneously learned about program evaluation.

Strength: EE Challenges Youths' Perceptions of Program Evaluation. Participants highlighted how their previous conceptions of program evaluation were challenged because of their involvement in the EE and that they left the EE with a better understanding of evaluation. These participants mentioned that they approached the EE with concern and trepidation about how they would be able to participate in and contribute to the EE. They described how they had thought evaluation was "very formal", "serious and boring" (EE6, 13), "difficult" and "beyond

[their] understanding" (EE2, 14). These participants explained how they felt "nervous and fearful to attend [the EE] because [they] didn't know what evaluation was and so [they] didn't think it was a good idea to participate in an evaluation" (EE2, 14). They said that by participating in the EE they were "forced to face their fears" (EE2, 14), "step outside of [their] comfort zone and do something new and different" (EE12, 14), and question the accurateness of some of their previously held notions. Some participants viewed this challenge as a strength of their involvement and were "happily surprised by how fun it could be" (EE12, 14). They explained that by participating in the EE, their perceptions of evaluation and their ability to participate in an evaluation changed.

Moreover, these participants clarified how through their involvement in the EE they were introduced to evaluation concepts by trying them out. As one participant said:

> I learned about how in evaluation our opinions about the program get counted and used to help us make decisions and I know this because I saw it happen right in front of me in the graph that was displayed. (EE3, 14)

Another participant explained how they experienced evaluation during the EE, "At first, [the evaluator] explained to me why we do evaluation and what it is and how it gets used for program improvements and then we got to do it, like to come up with our own improvements" (EE2, 14). They also discussed that they "were surprised that [they] had so many answers" (EE7, 13) and mentioned that they "had fun" being part of the evaluation and that they would "do it again" because they "are not scared or intimated by it anymore" (EE8, 14). Some participants expressed pride that they were "impressed by how [they] could rate activities and come up with ideas of how to improve them" (EE7, 13). They thought that these were skills that they had not yet developed and expressed joy that they had and could use such skills to express themselves.

Strength: EE Allows Youth to Have a Say about the Program. Participants thought that the opportunity for youth to be heard as a result of their involvement in EE is a strength. As a strength, some explained how they "really liked being heard" (EE5, 13) and "liked that [their] opinion matters" (EE9, 15). Several participants also commented on how they were not comfortable sharing their feedback with program staff because they "worried that giving [their] opinions about the program to staff would hurt their feelings and make it awkward to keep going" (EE4, 15). Another participant explained that they expected to "get in trouble" for sharing their opinion during the program, "I was always scared to say something, I was worried I'd get in

trouble for giving my opinion" (EE6, 13). These participants said that their involvement in the EE allowed them to freely share this feedback that they had been keeping secret out of fear. They commented on being able to use their knowledge about the program to contribute useful feedback "because [they've] been to [the program] a bunch of times" (EE12, 14). One participant emphasized the unique knowledge that they have as youth program beneficiaries:

> I really know what it's like to be there and to be like [those other kids], which is something the instructors don't really know because they're not in our position and it's been a while since they have been in our shoes. (EE8, 14)

They also discussed having their feedback "immediately used to talk about the program, to rate the program, and to make the program better" (EE3, 15) and that "it was enjoyable and satisfying to share [their] opinion about the program and see how [they] can make change" (EE9, 15).

Limitation: EE Requires a Level of Involvement that Some Youth Are Incapable of Delivering. Participants viewed the EE as pushing them beyond their capabilities and viewed this challenging nature of the EE as a limitation of their involvement. They were not interested in challenging preconceived notions, stepping outside of their comfort zone, and trying something new, "especially not in front of a bunch of other kids" (EE14, 12). They said they felt frustrated by the complexity and difficulty of the EE material, including "the questions that just kept coming at [them] and the activities [they] had to do with everyone" (EE1, 13). As one participant said, "I didn't really understand much, so I provided small ideas and sometimes supported others" (EE14, 12). These participants mentioned that they "didn't really know what to do so [they] just sort of watched and observed" (EE13, 12). They thought they could not follow or respond to instructions in the EE because they felt lost and were embarrassed to ask for further help or clarification. Another participant described this dilemma: "I really wasn't sure what you're looking for. I still don't, but I didn't want to say anything in front of the other kids because they would hear and think [less] of me" (EE13, 12).

Other participants mentioned that in these instances "it seemed like these kids didn't want to be [at the EE]" and reacted by "saying nothing and just sitting there" (EE6, 13), "goofing around, distracting others, and making fun of other people trying to actually contribute" (EE10, 14). They also said they witnessed participants respond to these challenges by "being super negative and just criticizing people and shooting down good ideas because they're trying to be nasty, and trying to disagree and trying to show that they're better than everyone else" (EE4, 15).

One participant explained how this challenging environment was a limitation for some participants during the EE:

> Some kids are always just fooling around because they don't want to do what they're being asked to do, especially if it's new and scary for them. Not me, I like new challenges, that's why I signed up for this program. But I noticed there are a few kids that get challenged, get frustrated, and then just shut-down. I saw the same thing here today. (EE9, 15)

Limitation: EE Needs Youth to Observe and Judge Others. Participants believed that their involvement in the EE encouraged them to pay close attention to the other participants and assess their participation in the EE. These participants cited frustration and concern that "not everyone at the [EE] was taking [their role] seriously" (EE2, 14). As one participant said, "People just really fooled around with one another, they didn't actually contribute anything real or important" (EE7, 13). They mentioned how others were participating in "different ways through the [EE]" and because the nature of the EE was to encourage participants to analyze their experiences in the program "[they] think it also got [them] in the head space where [they were] analyzing the behaviour of the kids around [them]" (EE10, 14). These participants explained how they took their role in the EE seriously and expected other participants to do the same.

Others disclosed that because of the social and analytical nature of the EE they felt observed and judged by other youth as a result of their involvement in the EE. They described how they "felt like people were always around and watching" them and they didn't want to be perceived a certain way by their colleagues, so they figured "it was better to not say anything at all and just hide" (EE1, 13). The participating youth commented on how this made them feel self-conscious throughout the EE. As one participant said, "I felt so judged for enjoying time with my friends, like other people need to relax on the bossiness. It's okay if we have fun, as long as we're doing the activities" (EE6, 13). These participants suggested restricting the EE to allow for "smaller focus groups so you can ask precise questions to individuals to let them also get involved and share their view, with less people watching, which could make it more interesting" (EE12, 14).

Limitation: EE Requires Participation from All Stakeholders. Participants indicated that a limitation of their involvement in EE was that it assumes that all youth are interested in

participating in the EE. These participants disclosed that their motivation was not to be heard in this way, but that they "showed up for the food and to spend time with [their] friends, not to answer like a million questions throughout the day" (EE1, 13). They spoke about "not having anything to say" (EE6, 13) because they were bored or disengaged by the EE format. Some participants expressed concern about a responsibility to "give the right answers" (EE7, 13) and "actually participate" (EE1, 13), which was in contradiction with what they felt like doing at the EE. They discussed feeling tired and unprepared to engage "in really deep heavy discussions and a lot of activities" (EE6, 13) that did not pique their interest. These participants described a lack of interest for "rehashing what's done is done" (EE7, 13). They noted feeling compelled to attend the EE, but cited a lack of motivation to participate in the EE discussions and activities. As one participant said, "I guess I'm here because it's like my job now that the program is done is to give back, but if you asked me what I wanted to be doing today, that's not really it" (EE5, 13). These participants emphasized that it is important for evaluators to provide youth with age-appropriate and diverse and engaging activities so that all participants can be engaged and heard. They suggested that the activities should be interesting to youth of different ages and with different interest levels and involve individual work and physical movement and different ways of communicating. One participant focused on the use of visuals to engage them: "The only thing I learned about was how [our opinions] get counted in to the program because I saw it happen in the graph that was displayed" (EE3, 14). They viewed the EE process as requiring them to remain seated and at attention for large portions of the day and they "really hated sitting for long periods of time" (EE14, 12). Another participant suggested an alternative format to better engage participants, sustain their engagement, and open other avenues of communication:

> I didn't really like the way we went through the activities today. It should really be different if you want kids to be involved. Set-up different stations and if someone doesn't want to do the things we're doing they can do something else. So, one side is different activities than the other. (EE14, 12)

Summary for Part 2

Overall, 15 youth, aged 12 to 15 years old, participated in Part 2 of this study. Their involvement included participation in an EE of their youth STEM program and individual follow-up interviews. They were involved in an EE that was structured by six sequential stages: check-in, introduction, mission development, taking stock, planning for the future, and closing.

All 15 youth participated in each stage of the EE. Their participation led to the following: the creation of a list of guidelines; a program mission; the identification of six key activities and rating of four key activities; a list of goals, strategies, and measures for improving the program; and a list of suggestions to improve the EE experience for youth.

These participants viewed focusing on stakeholder views and ideas, improvement, and encouraging productive collaboration as strengths of using EE to evaluate programs involving youth. In contrast, they believed EE requires extensive participation from stakeholders, does not lead to immediate program changes, and that it requires stakeholder collaboration as limitations of using EE to evaluate programs involving youth. Participants indicated that EE allows youth to socialize with other youth, challenges youths' perceptions of program evaluation, and allows youth to have their say about the program as strengths of involving youth in EE. As limitations of involving youth in EE, participants mentioned that EE requires a level of involvement that some youth are incapable of delivering, it needs youth to observe and judge others, and it requires participation from all stakeholders.

Chapter 7: Discussion

In this chapter, I situate the findings of my thesis within the existing literature and explore the study contributions. In the first section, I begin with a brief summary of the core findings from each section my thesis. In the second section, I discuss these findings in relation to the research literature on youth involvement in collaborative and participatory evaluation as well as adult involvement in EE. In the third section, I provide my theoretical, practical, and methodological contributions to scholars conducting research on youth involvement in program evaluation and to evaluators evaluating programs involving youth.

I found some interesting trends in evaluators' and youth stakeholders' perceptions about the use of EE to evaluate programs involving youth and the involvement of youth in EE. Specifically, from the survey in Part 1, I found that most evaluators did not use EE when evaluating a program targeting youth. Reasons for not using EE included a lack of stakeholder interest or lack of training and instruction in EE. The survey findings also demonstrated that when EE was used to evaluate a program targeting youth, youth were rarely involved in the EE. When youth were involved, it was not to the extent we would expect as co-evaluators. Instead, youth were only involved to some extent in selected activities to teach youth about evaluation and produce more authentic and useful results stemming from the EE. From the Part 1 interviews, I found that evaluators mentioned factors that facilitated and/or hindered their use of EE and factors that facilitated and/or hindered their involvement of youth in EE. Interestingly, some factors that were facilitators for selected evaluators, were hinderances for other evaluators. In the Part 2 case study of the thesis, I found that I was able to conduct an EE with youth using six sequential stages and that 15 youth participated throughout the EE to identify 32 program recommendations. I also discovered that the youth who participated in the case study identified strengths and limitations of using EE to evaluate their STEM educational outreach program. They also identified strengths and limitations for being involved in the EE.

While I used this study to investigate the use of EE to evaluate programs involving youth and the involvement of youth in EE separately, it is evident that an EE of a youth program can and should involve youth and that there is no EE without involving youth. Although I began the study with this distinction, the findings have indicated for me that we do not need that differentiation, but instead, we need a better understanding that an EE of a program involving youth requires youth to be deeply involved as co-evaluators. As such, the contributions laid out

in my discussion focus on strategies to promote the involvement of youth in EE and educate scholars and evaluators on why meaningful youth involvement is necessary for the EE of programs targeting youth.

Integration of My Findings with the Literature

This study documented the facilitators, hinderances, strengths, and limitations of using EE to evaluate programs involving youth and the involvement of youth in EE. This documentation provides empirical research on EE and information to evaluators who are embarking on evaluations of programs involving youth. To make sense of my study findings, I have integrated them within the larger bodies of literature on EE and youth involvement in program evaluation.

Fetterman (2001) first introduced EE approximately 20 years ago, yet only Langhout and Fernandez (2015) have published an article on youth involvement in EE since its introduction. This lack of peer-reviewed work does not bode well for the use of EE as a way of including youth in evaluation, as evaluators may look to previously published examples and articles to ensure that the use of EE is appropriate and feasible before using it to evaluate programs targeting youth (Mark, 2008; Smith, 1993). In contrast, there are numerous publications on the use of EE to involve adult stakeholders in program evaluation (see for example the edited collections by Fetterman & Wandersman, 2005; Fetterman et al., 2018). In the literature review chapter of my thesis, I presented an overview of the collaborative and participatory evaluation, including the CAE. I argued that in theory, due to the lack of published empirical work, EE appears to be well suited to involve youth in program evaluation. In this thesis, youth were able to participate in program evaluation activities through the use of EE and they noted a number of strengths and limitations relative to the use of EE and their involvement in EE. However, because only EE was used in this study, I cannot make a determination about whether EE is better at involving youth than other collaborative or participatory approaches like CAE or T-PE. Yet, with the additional documentation on the use of EE to evaluate programs involving youth and to involve youth in EE, I hope future research can compare and contrast the utility and effectiveness of different collaborative and participatory approaches for involving youth in program evaluation.

Furthermore, this scarcity of information on the use of EE to evaluate programs involving youth and the involvement of youth in EE is not just limited to publications. Evaluators in this

study commented on not using EE to evaluate programs involving youth and they also reported that they do not use EE to involve youth in evaluation. This lack of EE use is unfortunate as EE provides youth with opportunities to act as co-evaluators in evaluation (Checkoway & Richards-Shuster, 2003; Richards-Shuster & Plachta Elliott, 2019). According to the continuum presented by Checkoway and Richards-Schuster (2003), which was later revised by Richards-Shuster and Plachta Elliott (2019), evaluators can fully immerse youth in evaluation as co-evaluators by providing them with opportunities to take active roles in the design, implementation, reporting, and use of evaluation findings. Moreover, when EE is used and when youth are involved, they can learn about program evaluation and also offer a unique insight about the program from their particular point of view as youth program beneficiaries (Checkoway & Richards-Schuster, 2003; Zeller-Berkman et al., 2015). Youth who participated in the EE of their STEM program in my study noted that their involvement in the EE challenged their preconceived notions about program evaluation and they left the EE feeling knowledgeable, comfortable, and confident to participate in more program evaluations.

The youth in my study were also able to offer a unique perspective about the STEM program because of their participation in the EE. In particular, youth who participated in the EE expressed concerns about feeling unsafe while participating in some program activities and they suggested the creation of safety instructions and demonstrations, safety manuals, and the use of safety equipment in response to these concerns. The literature on youth involvement in collaborative evaluation suggests that while the adult program staff may have previous experience in the program activities, youth participants' lack of experience in the program field places them in a different position in terms of the evaluation. Thus, as active participants in the program, they are in the best position to identify and express their particular needs (Samuelson et al., 2013; Zeller-Berkman et al., 2015). Similarly, evaluators in this study agreed with this previous literature. In particular, evaluators who said they did involve youth in evaluation said they did so because they agree that youth are in the best position identify key program activities, to rate those activities, and to design goals and strategies to achieve those goals for the program, which is congruent with previous studies (Checkoway & Richards-Shuster, 2003; Fox & Cater, 2011; Samuelson et al., 2013; Zeller-Berkman et al., 2015).

There are also other benefits for using EE that the youth participants identified, which are consistent with the literature on adult involvement in EE (Fetterman et al., 2018; Fetterman &

Wandersman, 2005; Wandersman et al., 2015). With regard to benefits, youth participants liked that the EE focused on their views and ideas, allowed them to brainstorm program improvements, and used productive collaborative activities, including the group discussions to build the mission statement, the combining of program activity categories, and the group discussion on program goals. These findings align with the benefit categories from Fetterman (2001) and Wandersman et al. (2015) of liberation (i.e., an emancipatory force or freedom from pre-existing roles and constraints, and new conceptualizations of oneself and others) and illumination (i.e., a revealing or enlightening experience where new knowledge or new possibilities about roles, structures, and programs becomes apparent/available). For example, liberation and illumination speak to the ability to encounter new and non-traditional roles that open up further opportunities and allow for feelings of agency and control over one's life, which could be experienced by youth having their views and ideas recognized, by providing the responsibility to identify desired change that affects their lives as youth in the program, and by working with other youth in these non-traditional ways. Nonetheless, my study findings provide more specific youth-identified benefits than these two general categories identified by Fetterman (2001) and Wandersman et al. (2015). Specifically, my study provides more nuanced categories that describe the benefits of youth involvement in EE from youths' perspectives. For example, researchers have shown that adult stakeholder involvement in EE improves programs, heightens community awareness, and increases community ownership of program goals (Barrington, 1999). The benefits of increased awareness align with those reported by adults in other studies, however, the improvement of programs and an increase in ownership of the program challenges were not discussed by youth. Additionally, adult studies have shown that adult stakeholder involvement positively contributes to insightful program recommendations, increases evaluation use, and improves adult stakeholders' self-esteem and empowerment (Fetterman & Wandersman, 2005). Moreover, research has shown that such involvement provides adult stakeholders with opportunities to self-reflect on their own program experiences, as well as to gain new or deeper insight into their motivations for participating, and the views and perspectives of other program stakeholders (Wandersman et al., 2015).

In addition to commenting on the benefits of *using EE to evaluate programs targeting youth*, my study findings also advance existing literature by highlighting benefits that are unique to the *involvement of youth in EE*. Interestingly, in the absence of adult program stakeholders,

youth felt that they could openly share their positive and negative views about the program and by having those ideas included in the evaluation they felt heard. Furthermore, youth valued socializing and developing friendships during the EE activities. Their involvement in EE provided them with opportunities to socialize with other youth, challenged their perceptions of program evaluation, and allowed them to have a say about the program. The literature on youth involvement in collaborative evaluation suggests that such opportunities can enhance youths' agency, particularly their capacity to think critically, act independently, and voice their concerns (Samuelson et al., 2013; Zeller-Berkman et al., 2015).

While there appear to be numerous benefits for using EE to involve youth, there are also barriers for using EE and involving youth in EE. These barriers are similar to those that exist for collaborative evaluation approaches in general and are also similar to those for involving adults in EE. Evaluators in the current study who did not use EE attributed their reluctance to negative perceptions of EE. Similar to barriers discussed by Miller and Campbell (2006), they view EE as ineffective for clients who want to prove that outcomes are achieved and want an unbiased and detached evaluation. While Miller and Campbell (2006) argue that EE is ineffective due to conceptual ambiguity, my study suggests that a lack of knowledge, experience, and professional training in EE may feed into evaluators' negative and limited perception of EE. Evaluators added that their lack of knowledge on EE held them back from involving youth in EE, suggesting there is a need for guidelines on how to do so. Such guidelines can support a culture of youth inclusion (Chen et al., 2010; Samuelson et al., 2013; Zeller-Berkman et al., 2015) and include information on the recruitment of youth for inclusion in EE, strategies for ensuring meaningful involvement during the EE (Fox & Cater, 2011), and follow-up actions to ensure use of evaluation findings (Langhout & Fernandez, 2015).

Yet, the establishment of guidelines may be challenging as there is a lack of consensus on the right way to involve youth. For example, to enable productive contributions evaluators have stressed the importance of providing youth with longitudinal EE interactions, which researchers have suggested creates a positive and flexible environment for youth to openly share and comfortably participate in the evaluation (Checkoway & Richards-Shuster, 2003; Fox & Cater, 2011; Samuelson et al., 2013; Zeller-Berkman et al., 2015). Conversely, the EE in which youth evaluated their STEM program was short and episodic, and overly structured by the three steps of EE. However, many youth were still active producers of important evaluation-related

information. My study illustrates that youth involvement in EE is feasible in brief, isolated, and structured interactions, however, minor adaptations were made to the EE structure in order to create an environment conducive to youth engagement. As suggested in previous studies on youth inclusion in evaluation, youth were invited to participate in the EE by the offer of incentives in exchange for their time, upon arrival the EE and their role in each step was explained, and they were given the opportunity to establish guidelines for working together throughout the EE (Checkoway & Richards-Shuster, 2003; Fox & Cater, 2011; Samuelson et al., 2013; Zeller-Berkman et al., 2015). While youth expressed relative satisfaction with the nature of the EE, they were collectively concerned about how and when their recommendations would be put into place by the program staff. Thus, there appears to be reason to expand the EE approach to support the involvement of youth in EE by adding three additional steps related to: (a) recruitment; (b) establishing collaborative expectations and guidelines; and (c) dissemination and evaluation use.

That said, some evaluators disclosed that they did use EE but chose not to involve youth in the EE due to concerns about youth interest and capability, as well as incentives and training to support youth participation. Unfortunately, without the right youth and resources to encourage, sustain, and expand how youth participate in the EE, youth may feel their involvement is overwhelming and tokenistic rather than meaningful (Fox & Cater, 2011). Others have cited concerns about overburdening youth with the EE activities or concerns about youths' abilities because of their age, experience, availability, and developmental capabilities (Chen et al., 2010; Fox & Cater, 2011; Langhout & Fernandez, 2015; Samuelson et al., 2013; Zeller-Berkman et al., 2015). Yet, in my study youth participants aged 12 to 15 years old were able to actively contribute to the EE of their STEM program without any particular experience other than program attendance, and all within one 3 hour EE session. Unlike other youth involvement in evaluation that may require youth to have particular expertise or take part in training, none of that was needed to enable effective EE involvement (Fox & Cater, 2011; Zeller-Berkman et al., 2015). However, additional time and energy was spent on planning and recruitment, and consistent with Miller and Campbell (2006) and Fox and Cater (2011), I agree that the involvement of youth in EE leads to increased demands on evaluators, organizations, staff, participants, and resources, and is time-intensive.

Like the establishment of guidelines for evaluators, the influx of resources, and the expansion of the EE model, there are factors that make using EE and involving youth in EE easier. These factors are similar to the factors that exist for collaborative evaluation approaches in general and also similar to those related to adult involvement in EE. For example, evaluators expanded on organizational support and staffing as factors that can both hinder and facilitate the use of EE and the involvement of youth in EE. Some noted that their programs will not or do not have the staff to recruit interested and capable youth and support their involvement in EE (Zimmerman & London, 2003). Nonetheless, evaluators raised the importance of having leadership and support to facilitate youth involvement from staff, organizations, and funders that provide programming to youth. According to evaluators, the intentions and desires of organizations and funders who drive their use of particular evaluation approaches is one of the main reasons why the use of EE is not mainstream in this area (Barrington, 1999; Checkoway & Richards-Shuster, 2003; Fox & Cater, 2011; Miller & Campbell, 2006; Samuelson et al., 2013; Zeller-Berkman et al., 2015). In order to facilitate such use and involvement, Fetterman et al. (2018) suggest the need for evaluators to provide clarity and guidance to "community members and funders, ensuring that an appropriate match is made between the evaluation approach and the specific needs and resources of the community" (p. v). Furthermore, Fetterman et al. (2018) argue that evaluation scholars have a role to play by advancing the "conceptual clarity and methodological specificity" (p. vi) of EE through practice, documentation, and dissemination with the help of professional bodies and scholarly communities in the field of evaluation.

Langhout and Fernandez (2015) took on such a directive when they involved youth in their multi-round EE and published a descriptive case study on their experience and the experience of the youth involved. While youth enjoyed participating in the EE, these authors also documented that the EE had a negative impact on youth. They noted that the EE exposed youth to issues in their communities and schools and invited them to create recommendations, but there was no follow through on the latter. These scholars have suggested that such involvement may actually limit youths' agency and enable feelings of being dismissed and not taken seriously. Consistent with Langhout and Fernandez (2015), youth in my study discussed their dissatisfaction with the EE not leading to immediate program changes. While most youth noted that they did feel heard during the EE, they shared concerns about the impact of their recommendations, particularly those that were related to their immediate safety in the program.

The concern for youth agency and evaluator control expressed by youth in my study and experienced by Langhout and Fernandez (2015) also represents a current tension and contradiction in the EE literature. Indeed, the imposition of a structured, step-wise approach in EE, in combination with a critical friend role played by the evaluator suggests that youth may not experience agency in EE (and illumination and liberation that may follow; Fetterman, 2001). Instead, youth may feel controlled and influenced by the structure imposed on them by the EE process and by the interactions with the evaluator as a critical friend (Cousins, 2005). Thus, if the EE steps and critical friend are essential components of EE, they may counteract, rather than promote the ability of youth to act as co-evaluators. The youth that participated in my EE noted feeling heard and were happy they got to share their experiences. They also created a list of recommendations for program improvement, which would suggest that they took on an active role in the EE. However, participants also expressed concerns about whether or not the EE would lead to the change they had suggested, signifying they still felt passive involvement in the EE. Moreover, participants mentioned feeling overwhelmed by the EE and incapable of the extensive participation in critical thinking and collaboration that the EE required, which suggests another type of passive involvement in the EE.

As a critical friend in our EE, I encouraged the youth participants to select how they interacted throughout the EE by establishing their own guidelines. I also facilitated and moderated the steps by providing instructions, recording notes, and summarizing what was written or discussed. It is possible that through this process, I influenced how the youth participated as well as the notes that came from our EE and the summary that led us to the next step of the EE. According to the EE literature (Fetterman, 2001), these interventions by the evaluator as a critical friend in the process are consistent with those carried out when the EE involves adults, instead of youth. Yet, with youth, there may be a greater need to ensure the process is promoting the interests and well-being of the youth participants in a way that makes sense for them, as well as the evaluator and organization (Pittaway et al., 2010). Moreover, according to this concern for the interests and well-being of youth, the roles of the youth and the evaluator in a program evaluation may need to be dependent on what the youth desired and the program context, as opposed to an external set of factors, including the desires of the evaluator or the requirements of an organization to take a certain evaluation approach.

Interestingly, the illimitations noted by youth participants that EE requires extensive participation from and collaboration with stakeholders are both present in the EE literature. However, in the EE literature on adult involvement, these limitations are discussed in a positive light for adults. Thus, it is noteworthy that youth did not see these as positive outcomes of the EE, but instead felt that they were negative outcomes associated with the use of EE to evaluate their youth program. Youth also spoke about other obstacles related uniquely to their involvement in the EE like EE requiring a level of involvement that some youth are incapable of delivering, the EE needing youth to observe and judge others, and the EE requiring participation from all stakeholders. These obstacles added to our understanding of the appropriateness of using EE for involving youth (Fetterman et al., 2018). Within these findings, youth alluded to ideas presented in the conceptual framework by Langhout and Fernandez (2015) categorized under the general challenge of the substantial investment of youth to be meaningfully involved. However, the youth provided details that enabled the formation of additional and more precise categories for the challenges of youth involvement in EE. Other existing literature on adult involvement in EE also illuminates a few of the challenges that the youth suggested. Researchers have emphasized the importance and difficulties of expecting groups of stakeholders to actively participate and collaborate during the EE. They have also highlighted adult stakeholders' concerns about the EE resulting in stakeholders judging one another and not leading to program change (Cousins, 2005; Miller & Campbell, 2006).

These similarities between adult and youth involvement in EE are not surprising as some models of youth-involved evaluation suggest the involvement of youth alongside adult stakeholders (Chen et al., 2010; Samuelson et al., 2013; Zeller-Berkman et al., 2015). Interestingly, youth participants in this study said they were able to provide more open feedback about the program because adult stakeholders were not there. Thus, the absence of adults may facilitate the evaluation process for youth. However, some youth also discussed feeling stretched and burdened by their expected involvement. As such, it is possible they may have felt less of a burden if adults attended to assist and participate. In turn this adult attendance could have impeded the ability of youth to openly discuss their views. This contradiction highlights a potential trade-off between the burden placed on youth to heavily participate and their agency to freely participate (Zeldin et al., 2006).

Unquestionably, stakeholders of all ages may find their involvement in EE daunting because the information that they share is personal (Fetterman, 2001). However, the overwhelming nature of new and challenging experiences that occur in one's youth (i.e., from age 12 to 17 years old) may intensify feelings and thus impact youths' willingness or ability to contribute to EE. In this regard my study underscores the distinctive challenges faced by those designing and implementing EE with youth in mind. However, I believe that the unique contributions that youth can offer from their particular point of view as an important category of program beneficiaries is necessary to harness and share with other program stakeholders, because it can foster positive change in programing practices, which in turn benefits future youth.

Contributions of My Findings

Through this documentation of findings and reflection on the related literature, I have developed guidance for evaluation scholars and evaluators about how to include youth in EE and why such inclusion is important. In this section, I offer contributions in the form of: (a) an added dimension to how we define and distinguish collaborative and participatory evaluation approaches; (b) revisions to the EE steps to support youth to act as co-evaluators in EE; (c) revisions to the continuum of youth involvement in program evaluation to better reflect how youth can participate as co-evaluators independently in an evaluation; and (d) draft considerations for evaluators, organizations, and youth on how to involve youth in EE.

Youth are an important part of many programs, but as this study found they are often excluded from conversations about evaluating programs. Through collaborative methods I was able to include youth in my research. Because my study is focused on the use of a collaborative approach, namely EE, and the involvement of youth in this approach, I believed it was necessary to ensure my research methods were also collaborative and inclusive. Thus, in my study I included the voices and perspectives of youth.

Moreover, through the collection and analysis of both quantitative and qualitative data, this mixed methods research project provided an expanded understanding of the use of EE and involvement of youth in EE. I collected and analyzed data in two parts that were connected and conducted in sequential phases. The sequential approach allowed the first parts of data collection and analysis to inform the second parts of data collection and analysis to extend the breadth and depth of inquiry into the use of and involvement of youth in EE.

As mentioned in the conceptual framework (Figure 3) that guided my thesis, I used this particular approach to conduct research on EE of programs involving youth to allow me to understand: (a) the use of EE to evaluate programs involving youth, and (b) the involvement of youth in the EE of programs targeting youth. What I derived from the findings in these two distinct, but related areas, is that that EE of programs involving youth is not really EE unless youth are involved, as doing EE in youth programs requires the deliberate inclusion of youth as co-evaluators. Moreover, it is important that youth are part of defining their roles and the evaluators' roles within the EE. This may mean there is a need to discuss, re-think, or resist the other essential components of EE (e.g., the steps and the evaluator as a critical friend). How the roles of youth are defined may be another dimension or characteristic that differentiates EE from other collaborative or participatory approaches. To further this discussion there is a need for evaluators to conduct their own analyses of what EE has to offer in contrast to similar, but more flexible and adaptive collaborative and participatory approaches such as T-PE.

I found that by using EE youth can be involved in EE activities and actively contribute to them. I also identified a need to add additional steps to the EE process for involving youth. These additional steps of recruitment, establishing collaborative expectations and guidelines, and dissemination and use of evaluation are added in the depiction below (Table 22).

Table 22

Revised EE Steps for Including Youth in EE

Step	Description
Recruitment	*Recruit youth to take part in the EE*
Setting collaborative expectations and guidelines	*Discuss EE agenda and establish guidelines for working together*
Developing a mission	Identify program outcomes
Taking stock	Identify, prioritize, and rate program activities
Planning for the future	Chart a course for future programming including setting goals, identifying strategies to achieve goals, and methods to monitor goals
Dissemination and use of evaluation	*Share evaluation findings with program staff and administrators with the intention of implementing program change*

Note. Italicized and grey shaded cells indicate added steps. Adapted from *Foundations of Empowerment Evaluation* by D. M. Fetterman, 2001, p. 23 Copyright 2001 by Sage Publications.

Similarly, I determined that youth can be involved in EE as co-evaluators, which illustrates the full expression of the youth involvement continuum (Checkoway & Richards-Schuster, 2003; Richards-Schuster & Plachta Elliott, 2019). However, I also determined that the existing continuum should be extended to include youth as co-evaluators working alongside adult stakeholders and youth as co-evaluators working alone. A distinction between these stages would better reflect the literature and findings of this study about the support that may be attributed to adults versus the independent role played by youth in the EE. I have revised the continuum in Figure 5 to include this important distinction.

Figure 5

A Revised Continuum of Youth Involvement in Program Evaluation

Not involved	Data source	Consultants	*Co-evaluators alongside adult stakeholders*	Co-evaluators

Note. Italicized and grey shaded cell indicates added stage. Adapted from "Youth Participation in Evaluation and Research as a Way of Lifting New Voices," by B. Checkoway and K. Richards-Schuster, 2004, *Children Youth and Environments*, *14*(2), p. 84-98. Copyright 2004 by CYE Network. Also from "A Practice Matrix for Involving Young People in Evaluation: Possibilities and Considerations," by K. Richards-Schuster and S. Plachta Elliott, 2019, *American Journal of Evaluation*, *40*(4), p. 533-547(https://doi.org/10.1177/1098214019832113). Copyright 2019 by the American Evaluation Association.

Moreover, my study confronted, expanded, and further defined a number of factors that facilitate and hinder the use of EE to evaluate programs involving youth and the involvement of youth in EE. These factors could support how evaluators think about and use EE to include youth by applying these considerations to build a set of guidelines for using EE to involve youth. While guidelines may take time to develop, particularly in order to resolve areas of debate, I am able to use my study findings to produce a draft set of considerations for using EE and involving youth in EE. These considerations may assist groups (i.e., evaluators, organizations/funders/staff, and youth) in following Fetterman's (2018) instructions to determine whether EE is the appropriate evaluation approach to be used, and how youth should be involved. Such draft considerations could be used by professional associations like the AEA and the Canadian Evaluation Society (CES) to develop guidelines for involving youth in EE. Use of these considerations would contribute to effective and meaningful use of EE to involve youth in evaluation and ensure that evaluators who are interested in using EE to involve youth have necessary information to begin.

Table 23 details these draft considerations that stem from the facilitating and hindering factors demonstrated in this study. I have deliberately identified the purpose of these considerations to be the use of EE to involve youth because implementation of EE of programs targeting youth must involve youth to be considered EE. Additionally, EE can offer a way to involve youth in program evaluation activities, particularly when these considerations are

contemplated. They are presented in relation to considerations for evaluators, organizations/funders/staff, and youth.

Table 23

Draft Considerations Relating to Groups Using EE to Involve Youth

Evaluators	Organizations/Funders/Staff	Youth
Obtain basic experience, knowledge of and training in EE	Request EE and the involvement of youth	Develop experience in collaboration and leadership
Allow for flexible and adaptability of EE steps	Communicate willingness to support youth involvement in EE to evaluate	Understand what the nature of participation involves (e.g., active, analytical, collaborative, etc.)
Accept steep learning curve	Identify and access existing interested and capable youth (e.g., youth advisory committees)	Communicate interest to collaborate
Develop engaging & interactive facilitation skills	Determine staff interest and time	Understand value as unique "insiders" and share views and opinions
Spend time on recruiting the right group of older youth (14 to 16 years old)	Understand the benefits and limitations of using an EE approach that involves youth	Anticipate being pushed out of comfort zone in order to acquire new skills in critical analysis and leadership
Locate organizations/funders who view youth as capable and prioritize youth development	Make incentives available for evaluators to use EE and youth to participate in EE	
Build into EE an opportunity to involve youth in evaluation dissemination and use	Use if particular desire to access unique insights and develop evaluation capacity	
	Take EE recommendations from youth seriously and follow-through to integrate findings into program	

These considerations provide guidance for using EE to involve youth in program evaluation at an individual or organizational level. Thus, they purport micro-level changes to the way EE is conducted and how to implement EE in a representative and inclusive manner. However, such considerations should only be used in draft form, as including youth in EE also means adapting to meet the interests and well-being of the youth involved. For example, these considerations could be shared with youth as a menu of options that they can select from and add to.

Likewise, these draft considerations may provide an entry point for macro-level changes that support the use of EE to involve youth. With these considerations, funding agencies could not only require the use of EE to evaluate programs, but also require and provide funding and time to support the involvement of youth in EE. The organizations/funders/staff column of the above draft considerations provide a set of requirements that can be added to grant proposal to demonstrate an understanding of and desire to use EE to involve youth in program evaluation. Similarly, evaluator competencies, like those required for the CES Credentialed Evaluator Designation may introduce a competency related to knowledge of and experience with using collaborative and participatory evaluation approaches to involve youth in program evaluation. Such a competency would be useful for organizations looking for an evaluator, and also for evaluators wishing to develop their evaluation skillset for future work evaluating programs involving youth. The ‘evaluators’ column in the above draft considerations provide a starting point of skills, knowledge, and experience needed to use a particular collaborative approach to involve youth.

Chapter 8: Conclusion

This chapter begins by summarizing my study findings. Next, I explicate the study limitations. This chapter ends with my suggestions for future research in this area and concluding remarks.

Summary of My Study and Its Findings

This two-part sequential mixed methods research study consisted of three phases and answered eight research questions. Part 1 of this study focused on understanding evaluators' perceptions about the use of EE to evaluate programs targeting youth and the involvement of youth in EE. In Part 1 Phase 1**,** I surveyed evaluators about the extent to which they used EE to evaluate programs targeting youth and involved youth in the EE. The findings indicated that most evaluators who conducted evaluations of programs involving youth did not use EE. Instead, evaluators preferred the use of outcome evaluations or theory-driven approaches as well as other collaborative and participatory evaluation approaches, including practical and transformative participatory evaluation. Reasons given for avoiding EE included a lack of stakeholder interest or lack of training and instruction in EE. Consequently, evaluators said they had minimal knowledge of EE and low confidence in their abilities to carry out an EE to evaluate programs targeting youth. In Phase 1, I also found that youth were rarely involved in the EE. When EE is used, program stakeholders in general appear to be deeply involved in the EE activities. Evaluators noted that youth are included as program stakeholders and provided with an opportunity to complete EE activities in collaboration with program managers/directors, staff, and other program beneficiaries. For evaluators who involve youth in EE, the latter are involved to some extent in selected evaluation activities in order to teach them about evaluation or to produce more authentic and useful evaluation results.

In Part 1 Phase 2, I interviewed evaluators about the contributing factors for using EE to evaluate programs targeting youth and for involving youth in EE. Evaluators who used EE thought their perceptions of EE and those of the stakeholders as well as time available facilitated the use of EE. However, evaluators who did not use EE thought their perceptions hindered their use of it to evaluate programs involving youth. Regardless of whether or not they used EE, evaluators believed that their evaluation experience, their knowledge and professional training, and guidelines from organizations and funders could either facilitate or hinder the use of EE to evaluate programs involving youth. Moreover, in Phase 2, evaluators who involve youth in EE

thought youths' interest and abilities facilitated youth involvement in EE. However, evaluators who do not involve youth in EE thought youths' interest and abilities hindered youth involvement in EE. Regardless of whether they involved youth in EE or not, evaluators believed the age of the youth was a hinderance to involving them in EE. Conversely, the existence and availability of incentives for youth, type of youth interactions, evaluation structure, and support from organizations could be facilitators or hinderances.

Part 2 of my study involved a case study that sought to explore how stakeholders perceive the use of EE to evaluate programs involving youth and the involvement of youth in EE to evaluate programs targeting youth. For this case study, I conducted an EE of a youth STEM focused educational outreach program and used observations of and interviews with youth participants who were in the STEM program and who took part in the EE to explore the topic. To carry out the EE with youth, I followed six sequential stages, including a check-in, introduction, mission development, taking stock, planning for the future, and closing. A facilitation role can be played by one evaluator, assisted by a note-taker who has expertise in child development, and youth can participate in discussions and activities, both individually and in a group, throughout the EE. The EE could recruit youth from the program with assistance from the organization and could include program staff, however, my project was unable to secure participation in the EE and interviews from the latter. Using the notes and materials developed during the activities, I produced an evaluation report (available upon request) that included 32 program recommendations. Specifically, the youth participants created the following: a list of guidelines; a program mission; the identification of six key activities and rating of four key activities; a list of goals, strategies, and measures for improving the program; and a list of suggestions to advance the EE experience for youth.

In Part 2, I also conducted interviews with the youth participants involved in the EE to explore the strengths and limitations of using EE to evaluate programs involving youth and the strengths and limitations of involving youth in EE. The youth thought the strengths of using EE were that EE focused on stakeholders' views and ideas, that EE focused on improvement, and that EE encouraged productive collaboration between all those involved in the program. The youth thought the limitations of using EE included that EE requires extensive participation from stakeholders, that EE does not lead to immediate program changes, and that EE requires stakeholder collaboration. The youth also commented on the strengths and limitations of being

involved in an EE. They believed the strengths of their involvement were that EE allowed them to socialize with other youth, the EE challenged their perceptions of program evaluation, and that the EE allowed them to have a say about the program. The youth believed that the limitations of their involvement were that EE required a level of involvement that some youth are incapable of delivering, the EE needed youth to observe and judge others, and the EE required participation from all stakeholders.

Limitations of My Study

The ability to confront previous findings, expand the work of other evaluation scholars, and create considerations in this area are strengths of my study. Yet, Babbie (2008) reminds us, all research designs have both strengths and limitations. Those limitations are discussed here in detail.

Limitations of Part 1 Phase 1

I decided to use two AEA TIG contact lists in order to disseminate the survey for Part 1 Phase 1 of this study. The response rate for the survey was 13%. This response rate may be viewed as a limitation. While it is plausible that data would have yielded different results if the response rate was higher, the response rate is consistent with other surveys targeted at evaluators and run through the AEA TIG listings. For example, one recent surveyor of AEA evaluators indicated that, "despite research suggesting that AEA members consider research on evaluation as important, response rates for research on evaluation studies are often only between 10-30%" (Wanzer, 2020, p. 1). Similarly, the TIG distribution lists were provided by AEA and so their accuracy to represent the intended population may be questionable and may have resulted in coverage errors, like failing to include some portion of the targeted population (Lee, 2012). Moreover, the survey literature is not in agreement about acceptable response rates.

Another issue related to the survey is the potential that evaluators self-excluded from the survey due to the title (i.e., self-selection bias) (Cook & Campbell, 1979). During survey dissemination I was informed by evaluators with valuable information on the use of collaborative evaluation that they decided the survey was not relevant for them due to the term "Empowerment Evaluation" in the title. These individuals would have contributed to a higher response rate if they had completed the survey and allowed the survey to eliminate them, rather than not taking part at all.

Respondent answers to the survey may also have been limited due to the potential to present socially desirable answers or because the survey consisted of mostly closed-ended questions (Cook & Campbell, 1979). The closed-ended questions were largely used to facilitate data analysis and to make data collection more respondent-friendly. However, this format may have posed an instrumentation threat by limiting the capture of respondents' complete perceptions in a complex topic area (Cook & Campbell, 1979). Despite these possibilities, the survey results provided me with insight into where follow-up questions were needed for Phase 2.

Limitations of Part 1 Phase 2

Phase 2 relied on evaluators' reports of their perceptions. Again, respondents may have provided socially desirable answers, and my presence in the interviews may have led some interviewees to edit their comments in order to reflect themselves and their interests in a more favourable light. There is also the possibility that the interviewees that agreed to be interviewed are a particular group of evaluators and do not represent evaluators in general, resulting in possible selection bias (Cook & Campbell, 1979). That is, there are suspected differences between those who participated and those who did not. It is likely that evaluators who participated in this phase were more vocal, active in their professions as evaluators, and interested in the topic areas of youth evaluation and/or EE. Thus, these particular evaluators may have expressed different perceptions than those who did not participate. Yet, the interview responses assisted me in the development of an EE and interview protocols to use in the case study for Part 2 of this study.

Limitations of Part 2

In Part 2 of my study, I was unable to secure program staff involvement in the EE. I tried multiple strategies (e.g., requesting attendance in person, speaking to the program management, offering alternative days and times to participate, and discussing the benefits of their participation) to encourage program staff to participate in the EE. Since my interest was to gather a variety of stakeholder perspectives, I hoped to involve both adult program staff members and youth participants in the EE and in the follow-up interviews. Organizational issues and lack of interest from the STEM group limited the involvement of program staff in Part 2. Based on the youth involvement literature I expected that the nature of the adults' involvement in the EE and their perspectives would be different from those of the youth. These suspected differences between those who participated and those who did not suggest the possible threat of selection

bias. However, the youth who did participate provided a substantial amount of information that will help inform future research initiatives in this area.

Likewise, case study scholars argue that case studies do present generalization challenges because they are focused on particular programs, contexts, and participants. This research focused on the EE of a STEM program that ran during the 2018 fall term with a group of youth aged 12 to 15 years old. This case, like other instrumental case studies, could be considered atypical and therefore not representative of other youth programs. Similarly, while I did receive participation from 15 youth between the ages of 12 and 15 years old, I am unaware of the characteristics of those youth who were part of the program, but who decided not to participate in my case study. In fact, a limitation of this case study is that I do not know who did not participate and how these potential differences in demographic characteristics may have impacted the study findings. Despite the confines of this work, these potential limitations reveal avenues for future research to mitigate the identified limitations.

Future Research

Recalling the words of Smith (1993), research on evaluation has the ability to alter evaluation practice, so this study has illuminated areas where further research is needed to advance evaluation practice. As mentioned, my survey was limited to AEA TIG members, future research could reach outside this single professional community and survey evaluators outside the AEA or CES membership lists. Such studies could also be done with a more general study title that may entice evaluators to participate in data collection activities.

It would also be worthwhile to examine the longer-term involvement of youth in EE. While my case study involved one EE session, there was interest by these youth to participate in a longer-term program evaluation project. It is possible that the findings related to using EE to evaluate youth programs and to involve youth in the evaluation would differ when youth are involved in an EE for a 4-month, 6-month, and 1-year period. Evaluators' perceptions of facilitators for involving youth in EE appeared to suggest that frequent interactions with an evaluator can encourage youth involvement, while sustained involvement by youth is challenging. A long-term and multiple event case study of an EE would be ideal to further explore these findings. In the long term it would also be worthwhile to assess the outcomes possible for youth involved in the EE of their programs and the programs that are evaluated through these means. Youth participants in the EE identified a number of strengths and

limitations of the use of EE and their involvement in it. Since the EE had only recently occurred when these interviews took place, it would be beneficial to interview youth involved in an EE at different points in time following the EE to see if perceptions about particular outcomes were realized. Additionally, youth indicated a desire to see their EE recommendations used by the program and a long-term study could track the ability of an organization to implement youth recommendations stemming from EE.

Lastly, although my attempt to secure program staff involvement in the EE was unsuccessful, future research on this topic should seek to secure involvement from adult staff and other adult stakeholders in an EE. Scholarly works have suggested that an effective model for youth involvement is to have youth involved with assistance from participating adults (Chen et al., 2010; Samuelson et al., 2013; Zeller-Berkman et al., 2015). My survey findings confirmed evaluators' perceptions of adult involvement alongside youth, however, without the ability to secure adult involvement for the EE in this study, I was unable to explore this finding. Indeed, findings from the case study with youth suggest this might not be the case, so I would like to see this revised hypothesis tested by including adults in future research in order to investigate such debates.

Conclusion

My thesis explored the use of a particular type of collaborative evaluation approach. It sought to understand the use of EE to evaluate programs involving youth and the involvement of youth in EE of programs targeting youth. Through the use of mixed methods, including surveys and interviews, this study examined the perceptions of evaluators on this topic. It also explored the practice of an EE to evaluate a youth STEM program and the perceptions of youth program stakeholders about EE and their involvement in it. Overall, the findings show that while the use of EE to evaluate programs involving youth may be limited, there are factors that both facilitate and hinder the use of EE and the involvement of youth in EE. The findings also demonstrate that an EE can be carried out in practice with youth acting as co-evaluators, and through EE youth may experience both positive and negative outcomes of using EE and of being involved in EE. This work has led to the collection of further empirical research on evaluation to confirm, contradict, and expand on the continuum of youth involvement in evaluation and the essential steps of EE. Using this work, I have also drafted considerations for involving youth in EE (see Table 23) that will be disseminated to professional communities of evaluators for potential use

and development. Through these considerations I expect that this work will aid evaluators in engaging youth in EE. The importance of this work must be underscored as youth involvement in program evaluation through EE requires planning and coordination, but allows for life-changing opportunities, for programs, evaluators, and youth.

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Appendix A

University of Ottawa Social Sciences and Humanities Research Ethics Board Approval

06/06/2020

Université d'Ottawa
Bureau d'éthique et d'intégrité de la recherche

University of Ottawa
Office of Research Ethics and Integrity

CERTIFICAT D'APPROBATION ÉTHIQUE | CERTIFICATE OF ETHICS APPROVAL

Numéro du dossier / Ethics File Number	S-05-18-663
Titre du projet / Project Title	Using Empowerment Evaluation with Youth
Type de projet / Project Type	Thèse de doctorat / Doctoral thesis
Statut du projet / Project Status	Renouvelé / Renewed
Date d'approbation (jj/mm/aaaa) / Approval Date (dd/mm/yyyy)	06/06/2020
Date d'expiration (jj/mm/aaaa) / Expiry Date (dd/mm/yyyy)	05/07/2021

Équipe de recherche / Research Team

Chercheur / Researcher	Affiliation	Role
Sarah HEATH	Faculté d'éducation / Faculty of Education	Chercheur Principal / Principal Investigator
Katherine MOREAU	Faculté d'éducation / Faculty of Education	Superviseur / Supervisor

Conditions spéciales ou commentaires / Special conditions or comments

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06/06/2020

Université d'Ottawa
Bureau d'éthique et d'intégrité de la recherche

University of Ottawa
Office of Research Ethics and Integrity

Le Comité d'éthique de la recherche (CÉR) de l'Université d'Ottawa, opérant conformément à l'*Énoncé de politique des Trois conseils* (2014) et toutes autres lois et tous règlements applicables, a examiné et approuvé la demande d'éthique du projet de recherche ci-nommé.

L'approbation est valide pour la durée indiquée plus haut et est sujette aux conditions énumérées dans la section intitulée "Conditions Spéciales ou Commentaires". Le formulaire « Renouvellement ou Fermeture de Projet » doit être complété quatre semaines avant la date d'échéance indiquée ci-haut afin de demander un renouvellement de cette approbation éthique ou afin de fermer le dossier.

Toutes modifications apportées au projet doivent être approuvées par le CÉR avant leur mise en place, sauf si le participant doit être retiré en raison d'un danger immédiat ou s'il s'agit d'un changement ayant trait à des éléments administratifs ou logistiques du projet. Les chercheurs doivent aviser le CÉR dans les plus brefs délais de tout changement pouvant augmenter le niveau de risque aux participants ou pouvant affecter considérablement le déroulement du projet, rapporter tout évènement imprévu ou indésirable et soumettre toute nouvelle information pouvant nuire à la conduite du projet ou à la sécurité des participants.

The University of Ottawa Research Ethics Board, which operates in accordance with the *Tri-Council Policy Statement* (2014) and other applicable laws and regulations, has examined and approved the ethics application for the above-named research project.

Ethics approval is valid for the period indicated above and is subject to the conditions listed in the section entitled "Special Conditions or Comments". The "Renewal/Project Closure" form must be completedfour weeks before the above-referenced expiry date to request a renewal of this ethics approval or closure of the file.

Any changes made to the project must be approved by the REB before being implemented, except when necessary to remove participants from immediate endangerment or when the modification(s) only pertain to administrative or logistical components of the project. Investigators must also promptly alert the REB of any changes that increase the risk to participant(s), any changes that considerably affect the conduct of the project, all unanticipated and harmful events that occur, and new information that may negatively affect the conduct of the project or the safety of the participant(s).

Marc Alain BONENFANT
Coordonnateur de l'éthique / Ethics Coordinator
Pour/For **Barbara GRAVES** Président(e) du/ Chair of the **Comité d'éthique de la recherche en sciences sociales et humanités / Social Sciences and Humanities Research Ethics Board**

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Appendix B

AEA Research Working Group Approval

Good morning Sarah,

The Research Request Survey Working Group has approved your request.

Attached is the approved AEA membership list. The research list is provided for use only for the research as represented to AEA and only for the example correspondence provided to AEA. The list must not be used for any other purpose, including but not limited to personal communication, and must be destroyed immediately after use. The list should be used within 30 days of provision and if for any reason cannot be used within 30 days should be destroyed and a new list requested. Please do not exceed more than 3 notifications to the attached records.
Please note that your letters to members would need to include the following footer:
You are receiving this email as a member of the American Evaluation Association. This research request was reviewed by a Research Request Task Force consisting of tenured AEA members. If you have concerns about the survey and would like to express them to the AEA leadership, please email. Any concerns raised will be shared, confidentially, with the Executive Committee of the association. AEA allows its membership list to be used infrequently for research that focuses on the field of evaluation. If you would like to opt-out of AEA's research list, please send an email request to [email]. Please note that we encourage you to consider remaining on the list as such research strengthens and furthers the field's knowledge base.

If you have any questions, please do not hesitate to reach out to me.

Best regards,

Appendix C

Part 1 Phase 1 Evaluator Survey

We would like to understand and measure your experiences with the use of empowerment evaluation for programs involving youth and the involvement of youth in the empowerment evaluation of such programs. In particular, we would like to know about your perceptions of and experiences with empowerment evaluation to evaluate programs involving youth and how to involve youth in empowerment evaluations of these programs. This survey uses a number of keywords. Here are the definitions of these keywords.

Program evaluation activities or evaluation	Refers to any systematic method of inquiry for making judgements about the merit and worth of programs to support program decision-making. These activities can be 'summative' in nature, providing judgment of the merit or worth of a program, or 'formative' providing information for decision-making.

1. Do you evaluate programs that involve youth?

O Yes O No

If not, survey ends.

2. In your evaluation career, approximately how many programs involving youth have you evaluated?

O None O 1

O 2-4 O 5-9

O 10-19 O 20+

O I don't know

3. In the past year, approximately how many programs involving youth have you evaluated?

#_____

4. Have you received training in empowerment evaluation?

O Yes O No

O I don't know

5. Have you conducted research on empowerment evaluation (i.e., research *on* program evaluation)?

O Yes O No

O I don't know

6. How would you rate your knowledge of empowerment evaluation? *(please select one descriptor below)*

Novice	Advanced beginner	Competent	Proficient	Expert	I don't know
1	2	3	4	5	6

7. How confident are you in your abilities to use empowerment evaluation to evaluate programs involving youth? *(please select one descriptor below)*

Not confident at all	A little confident	Somewhat confident	Confident	Very confident	I don't know
1	2	3	4	5	6

8. Have you ever used empowerment evaluation to evaluate a program involving youth?

O Yes O No

O I don't know

If no or I don't know, skip to question 18.

9. In your evaluation career, approximately how many times have you used empowerment evaluation to evaluate programs involving youth?

O None O 1

O 2-4 O 5-9

O 10-19 O 20+

O I don't know

10. In the past year, approximately how many times have you used empowerment evaluation to evaluate programs involving youth?

#_____

11. Why do you use empowerment evaluation to evaluate programs that involve youth?

_____

12. Reflecting on the empowerment evaluation that you have completed on programs involving youth to what extent have you helped stakeholders to…. *(please select one response in each row below)*

	Not at all	To a small extent	To a moderate extent	To a great extent	I don't know
Establish a mission statement for their program/project. *(i.e., step 1 of 3 steps)*					
Assess the current state of their program/project to establish a baseline. *(i.e., step 2 'taking stock' of 3 steps)*					
Plan program/project goals/benchmarks for the future. *(i.e., step 3 of 3 steps; Principle 3-inclusion)*					
Identify strategies to achieve program/project goals. *(i.e., Principle 6 – community knowledge)*					
Identify credible evidence to collect to assess their ability to achieve program/project goals. *(i.e., Principle 2 - community ownership)*					
Determine the technical knowledge and capacities to collect and analyze evidence of their ability to achieve program/project goals. *(i.e., Principle - community learning)*					
Receive training on conducting evaluations. *(i.e., Principle 8 - capacity building)*					

Receive training on research methods, including data collection and analysis.*(i.e., Principle 8 - capacity building)*					
Collect their own evidence about their program/project. *(i.e., Principle 4– democratic participation)*					
Re-assess the current state of their program/project for comparison against a baseline. *(i.e., Principle 1 - improvement)*					
Document the current state of their program/project *(i.e., Principle 10 – accountability)*					
Incorporate evidence about their program/project into program/project decision-making. *(i.e., Principle 7- evidence-based strategies)*					
Determine strategies to continually collect evidence to assess their ability to achieve program/project goals. *(i.e., Principle 9 – organizational learning)*					
Review program/project goals for the future. *(i.e., Principle 5 – social justice)*					

Source: Adapted from "Evaluation as Social Intervention: An Empirical Study of Empowerment Evaluation Practice and Principle Effects on Psychological Empowerment and Self-determination Outcomes," by J. F. Sheldon, 2016, Unpublished doctoral dissertation. Copyright 2016 by Claremont Graduate University. Also, from "Empowerment Evaluation: Theories, Principles, Concepts and Steps," by D. M. Fetterman, 2015. In D. M. Fetterman, S. J. Kaftarian, & A. Wandersman (Eds.), *Empowerment evaluation* (2nd ed., pp. 193–232). Copyright 2015 by SAGE Publications, Inc.

13. Reflecting on the empowerment evaluation that you have completed on programs involving youth, what stakeholders groups were involved in the evaluation activities?
    - Program developers
    - Program mangers or directors
    - Program sponsors or funders
    - Staff responsible for implementing the program
    - Intended beneficiaries of the program
    - Special interest groups
    - Other (please specify): _____
    - I don't know

14. Reflecting on the empowerment evaluation that you have completed on programs involving youth, were youth involved in the evaluation activities?

O Yes O No

O I don't know

If no or I don't know, go to question 20.

15. Reflecting on the empowerment evaluation that you have completed that involved youth in the evaluation activities, to what extent were the youth involved in…. *(please select one response in each row below)*

	Not at all	To a small extent	To a moderate extent	To a great extent	I don't know
Establishing a mission statement for their program/project. *(i.e., step 1 of 3 steps)*					
Assessing the current state of their program/project to establish a baseline. *(i.e., step 2 'taking stock' of 3 steps)*					
Planning program/project goals/benchmarks for the future. *(i.e., step 3 of 3 steps; Principle 3- inclusion)*					
Identifying strategies to achieve program/project goals. *(i.e., Principle 6 – community knowledge)*					
Identifying credible evidence to collect to assess their ability to achieve program/project goals. *(i.e., Principle 2 - community ownership)*					
Determining the technical knowledge and capacities to collect and analyze evidence of their ability to achieve program/project goals. *(i.e., Principle - community learning)*					
Receiving training on conducting evaluations. *(i.e., Principle 8 - capacity building)*					
Receiving training on research methods, including data collection and analysis.*(i.e., Principle 8 - capacity building)*					
Collecting their own evidence about their program/project. *(i.e., Principle 4– democratic participation)*					
Re-assessing the current state of their program/project for comparison against a baseline. *(i.e., Principle 1 - improvement)*					
Documenting the current state of their program/project *(i.e., Principle 10 – accountability)*					
Incorporating evidence about their program/project into program/project decision-making. *(i.e., Principle 7- evidence-based strategies)*					
Determining strategies to continually collect evidence to assess their ability to achieve program/project goals. *(i.e., Principle 9 – organizational learning)*					
Reviewing program/project goals for the future. *(i.e., Principle 5 – social justice)*					

Source: Adapted from "Evaluation as Social Intervention: An Empirical Study of Empowerment Evaluation Practice and Principle Effects on Psychological Empowerment and Self-determination Outcomes," by J. F. Sheldon, 2016, Unpublished doctoral dissertation. Copyright 2016 by Claremont Graduate University. Also, from "Empowerment Evaluation: Theories, Principles, Concepts and Steps," by D. M. Fetterman, 2015. In D. M. Fetterman, S. J. Kaftarian, & A. Wandersman (Eds.), *Empowerment evaluation* (2nd ed., pp. 193–232). Copyright 2015 by SAGE Publications, Inc.

16. Reflecting on the empowerment evaluation that you have completed that involved youth in the evaluation activities, to what extent did the youth complete the evaluation activities in collaboration with other program stakeholders?

Not at all (youth participated separately)	To a small extent	Somewhat (some collaboration)	To a moderate extent	To a great extent (everyone participated together)	I don't know
1	2	3	4	5	6

17. Why do you involve youth in the empowerment evaluation of programs that involve youth?
_____

Questions only asked to those how answered "No" in question 8.

18. What approaches do you use to evaluate programs involving youth? *(please check all that apply)*
- o Stakeholder-based evaluation
- o School-based evaluation
- o Practical participatory evaluation
- o Transformative participatory evaluation
- o Developmental evaluation
- o Democratic evaluation
- o Other (please specify): _____
- o I don't know

19. Why do you not use empowerment evaluation to evaluate programs involving youth? *(please check all that apply)*
- o Limited time
- o Limited funds
- o Lack of stakeholder interest
- o Lack of clarity around empowerment evaluation
- o Lack of training and instruction in empowerment evaluation
- o Never considered it to be an option
- o Not aligned with evaluation objectives
- o Not aligned with program context
- o Other (please specify): _____
- o I don't know

Questions only asked to those how answered "No" in question 14.

20. Why do you not involve youth in empowerment evaluation of programs involving youth (Check all that apply)?
- o Limited time
- o Limited funds
- o Lack of stakeholder interest
- o Lack of clarity around empowerment evaluation
- o Lack of training and instruction in Empowerment Evaluation
- o Never considered it to be an option
- o Not aligned with evaluation objectives
- o Not aligned with program context
- o Other (please specify): _____
- o I don't know

21. How long have you worked as an evaluator?

O Less than 1 year
O 1 to 5 years
O 6 to 10 years
O 11 or more years

22. What is your primary discipline/sector?

O Health
O Education
O Social Research
O International Development
O Multi-Sector
O Not applicable
O Other (Please Specify): _____

23. What type of employer do you work for?

O Self-employed
O Government/Agency
O University/College
O Private Business
O Not-for-profit Agency
O Not applicable
O Other (Please Specify): _____

24. Would you be interested in participating in a follow-up interview for this study?

O Yes, please e-mail additional information to me

O Maybe, please e-mail additional information to me

O No, not at this time

If a respondent selects "Yes" or "Maybe", they will be asked to provide their email address.

25. Would you be interested in:?

Being entered into a draw for a chance to win a $100 electronic Amazon gift card?

O Yes
O No

If a respondent selects "Yes", they will be asked to provide their email address.

Receiving a summary of the survey results?

O Yes
O No

If a respondent selects "Yes", they will be asked to provide their email address.

Thank you for your participation!

Appendix D

Part 1 Phase 1 Information Letter

uOttawa

Title of the study: Using Empowerment Evaluation with Youth

Student Investigator:	Supervisor:
Sarah E. Heath, PhD (candidate) Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)	Katherine A. Moreau, PhD Assistant Professor, Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)

Université d'Ottawa
Faculté d'éducation

University of Ottawa
Faculty of Education

Tel/Tél : 613-562-5804
Fax/Téléc :613-562-5144

145, Jean-Jacques Lussier
Ottawa ON K1N 6N5
Canada

www.education.uOttawa.ca

Invitation to Participate: I am invited to participate in the abovementioned doctoral thesis project conducted by Sarah Heath, who is being supervised by Dr. Katherine Moreau. I have been identified as a potential participant in this study because of my involvement in the *Collaborative, Participatory and Empowerment Evaluation* Targeted Interest Group (TIG) associated with the American Evaluation Association (AEA).

Purpose of the Study: The purpose of the study is to better understand the use of empowerment evaluation for programs involving youth and the involvement of youth in the empowerment evaluation of such programs. This phase of research will explore evaluators' opinions, memories, attitudes, and perceptions about the use of empowerment evaluation to evaluate programs involving youth and involve youth.

Participation: If I wish to participate in this study, I can complete the attached survey. The survey is accessible on the online survey platform Survey Monkey, which for this survey is governed by the Canadian Privacy Act. My decision to complete and return this survey will be interpreted as an indication of my consent to participate. The survey should take me approximately 15 minutes to complete. I do not have to answer any questions that I do not want to answer. The research team would appreciate receiving the completed survey before October 3rd, 2018. I will also receive two reminder emails sent by Sarah Heath regarding the survey, in 14 days and in 28 days.

Risks: There are no known risks to participating in this study.

Benefits: I will not immediately benefit from this study. However, the study will generate awareness and reflection about the use of empowerment evaluation to evaluate programs involving youth and involve youth in program evaluation. The study will also potentially improve evaluation practice in this area by building on the body of empirical research on empowerment evaluation and provide additional information to evaluators who are embarking on evaluations of programs involving youth, so that they can make informed decisions about the use of empowerment evaluation and the involvement of youth in their evaluation activities.

Confidentiality and Anonymity: The information that I will share will remain strictly confidential and will be used solely for the purposes of this research. The only people who will have access to the research data are Sarah Heath and Dr. Katherine Moreau. The survey is designed so that my identity will remain strictly confidential and anonymous. My responses to the survey will only be used for describing the use of empowerment evaluation to evaluate programs involving youth and involve youth in program evaluation.

The survey provides me with the option of including my email address for the following purposes: (a) to enter my email in a prize draw and to contact me if my email is selected in the draw (see Compensation section below); (b) if I am interested in receiving a summary of the results and to contact

me to provide this summary (see Information about the Study Results section below); and/or (c) if I am interested in participating in Phase 2 of this study and to contact me for potential participation. This information will be kept confidential. It will not be associated with or stored with my specific survey responses and it will be destroyed once the prize has been awarded and/or after the 5-year conservation period.

My answers to open-ended questions may be used verbatim in presentations and publications but neither me (nor my organization) will be identified. Results will be published in pooled (aggregate) format. In order to minimize the risk of security breaches and to help ensure my confidentiality the research team recommends that I use standard safety measures such as signing out of my account, closing my browser and locking my screen or device when I am no longer using them / when I have completed the study.

Conservation of Data: Completed surveys will be stored on a password-protected computer in the University of Ottawa research offices of Dr. Katherine Moreau and Sarah Heath for a period of 5 years at which time the data will be securely deleted.

Compensation: To thank me for my contribution to this study, I will be given the option to enter my email in a draw to win a $100 (Canadian dollars) electronic Amazon gift card. The draw is open to all research participants who enter their email into the draw, regardless of whether they decide to withdraw from further participating in the study.

Upon completion of this phase of the study, an email will be randomly selected amongst those who have entered and the person whose email is drawn will be informed by email. To win the prize, the person must correctly answer a skill testing question. If the person cannot be reached within 14 days from the date of the draw, the prize will be awarded to the second email that is randomly selected and so on until the prize has been awarded. The odds of winning the prize will depend on the number of eligible entries received. The prize must be accepted as awarded or forfeited and cannot be redeemed for cash. The draw is governed by the applicable laws of Canada.

Voluntary Participation: I am under no obligation to participate and if I choose to participate, I may refuse to answer questions that I do not want to answer. My completion and return of the survey by me imply my consent.

I am informed that I can withdraw from the study at any time but since the survey is anonymous if I withdraw after submitting my responses the Principal Investigator, Sarah Heath, will **not** be able to identify my data in order to remove it from the study analysis and securely destroy it.

Information about the Study Results: If I am interested in receiving a summary of the study results, I will be given the option to indicate this interest at the end of the survey.

If I have any questions or require more information about the study itself, I may contact the researcher or her supervisor at the numbers mentioned herein.

If I have any questions with regards to the ethical conduct of this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5, tel.: (613) 562-5387 or ethics@uottawa.ca.

Please keep this form for your records. Thank you for your time and consideration.

Survey Link: I can complete the survey online using the following link https://www.surveymonkey.ca/r/NQSRFXT

Appendix E

Part 1 Phase 1 Number of Survey Respondents

Table E1

Part 1 Phase 1 Number of Survey Respondents

Survey Question Subject Area	Number of Respondents for a Given Question	Number of Respondents that Elected to Respond to Question	Number of Missing Respondents
Survey respondents' type of discipline	108	67	41
Survey respondents' type of employer	108	67	41
Whether the respondent has evaluated programs involving youth	108	108	0
Number of programs involving youth evaluated by survey respondents, throughout their career	84	76	8
Number of programs involving youth evaluated by survey respondents, over the past year	84	75	9
Whether the respondent has used EE to evaluate programs involving youth	84	76	8
Number of programs where the survey respondent used EE to evaluate programs involving youth, throughout their career	30	24	6
Number of programs where the survey respondent used EE to evaluate programs involving youth, over the past year	30	23	7
Reason why survey respondents used EE to evaluate programs involving youth	35	33	2
Evaluators' perceptions about the extent to which stakeholders were involved in particular EE activities	35	24	11

Survey respondents' confidence to use EE to evaluate programs targeting youth	84	75	9
Survey respondents' level of training in EE	84	74	10
Survey respondents'' rating of their understanding of EE	84	75	9
Survey respondents' experience conducting research on EE	84	74	10
Reason why survey respondents did not use EE to evaluate programs involving youth	41	41	0
Type of evaluation approach used by survey respondents who do not use EE to evaluate programs involving youth	41	41	0
Whether survey respondents had involved youth in the EE used to evaluate programs targeting youth	35	25	10
Reason why survey respondents involved youth in the EE to evaluate programs targeting youth	21	15	6
Reason why survey respondents did not involve youth in the EE to evaluate programs targeting youth	3	3	0
Evaluators' perceptions about the extent to which youth were involved in particular EE activities	21	16 –17	4–5

Appendix F

Part 1 Phase 2 Interview Guides

Evaluators who use EE

For use with evaluators who indicated they DO use empowerment evaluation (EE) to evaluate programs involving youth.

On your survey, you indicated that you have used EE to evaluate programs that involve youth.

Research Question: What factor(s) facilitate and hinder the use of EE for programs involving youth?

1. Tell me about yourself and your evaluation experience.
   Prompts:

   a. What type of experience do you have evaluating programs involving youth?
   b. Do you have training in EE?

Research Questions: 1) What factor(s) facilitate and hinder the use of EE for programs involving youth? And 2) What factor(s) facilitate and hinder the involvement of youth in EE of programs targeting youth?

2. Describe an EE that you completed with youth.
   Prompts:

   a. What did the EE look like in practice?
   b. Who was involved?
   c. What did you do?
   d. What did the youth do?
   e. What did the other stakeholders do?

3. In what other contexts have you used EE to evaluate a program involving youth?
   Prompts:
   a. How did you involve the youth stakeholders in the evaluation?

4. In your opinion, what stakeholder characteristics facilitate the use of EE to evaluate a program involving youth?
   Prompts:

   a. How do these characteristics impact the involvement of youth?

5. In your opinion, what stakeholder characteristics hinder the use of EE to evaluate a program involving youth?
   Prompts:

   a. How do these characteristics impact the involvement of youth?

6. In your opinion, what organization characteristics facilitate the use of EE to evaluate a program involving youth?
   Prompts:
   a. How do these characteristics impact the involvement of youth?

7. In your opinion, what organization characteristics hinder the use of EE to evaluate a program involving youth?
   Prompts:
   a. How do these characteristics impact the involvement of youth?

8. In your opinion, what evaluator characteristics facilitate the use of EE to evaluate a program involving youth?
   Prompts:
   a. How do you these characteristics impact the involvement of youth?

9. In your opinion, what evaluator characteristics hinder the use of EE to evaluate a program involving youth?
   Prompts:
   a. How do these characteristics impact the involvement of youth?

10. In your opinion, what evaluation resources facilitate the use of EE to evaluate a program involving youth?
    Prompts:
    a. How do these resources impact the involvement of youth?

11. In your opinion, what evaluation resources hinder the use of EE to evaluate a program involving youth?
    Prompts:
    a. How do these resources impact the involvement of youth?

12. In your opinion, what external factors (e.g., politics) facilitate the use of EE to evaluate a program involving youth?
    Prompts:
    a. How do these factors impact the involvement of youth?

13. In your opinion, what external factors (e.g., politics) hinder the use of EE to evaluate a program involving youth?
    Prompts:
    a. How do these factors impact the involvement of youth?

14. In your opinion, what other factors facilitate the use of EE to evaluate programs involving youth?
    Prompts:

    a. How do you these factors impact the involvement of youth?

15. In your opinion, what other factors hinder the use of EE to evaluate programs involving youth?
    Prompts:

    a. How do these factors impact the involvement of youth?

16. Is there anything that you would like to add to the interview about this topic?

Evaluators who do not use EE

For use with evaluators who indicated they do NOT use empowerment evaluation (EE) to evaluate programs involving youth.

On your survey, you indicated that you have not used EE to evaluate programs that involve youth.

Research Question: What factor(s) facilitate and hinder the use of EE for programs involving youth?

1. Tell me about yourself and your evaluation experience.
   Prompts:

   c. What type of experience do you have evaluating programs involving youth?
   d. Do you have training in EE?

Research Questions: 1) What factor(s) facilitate and hinder the use of EE for programs involving youth? And 2) What factor(s) facilitate and hinder the involvement of youth in EE of programs targeting youth?

2. Do you use EE to evaluate other programs that do not involve youth?
   Prompts:

   a. What does the EE look like in practice?
   b. Who is involved?
   c. What do you do?
   d. What do the stakeholders who participate do?

3. In your opinion, what factors hinder your use of EE to evaluate programs involving youth?
   Prompts:

   a. Context of the evaluation?
   b. Stakeholder characteristics?
   c. Organization characteristics?
   d. Evaluator characteristics?
   e. Evaluation resources?

f. External factors?
g. Other factors?

4. In your opinion, how do these factors hinder the involvement of youth in EE?

5. Is there anything that you would like to add to the interview about this topic?

Appendix G

Part 1 Phase 2 Letter of Information

uOttawa

Title of the study: Using Empowerment Evaluation with Youth

Université d'Ottawa
Faculté d'éducation

University of Ottawa
Faculty of Education

Student Investigator:	**Supervisor:**
Sarah E. Heath, PhD (candidate) Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)	Katherine A. Moreau, PhD Assistant Professor, Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)

Invitation to Participate: I am invited to participate in the abovementioned research study conducted by Sarah Heath, who is being supervised by Dr. Katherine Moreau.

Purpose of the Study: The purpose of the study is to better understand the use of empowerment evaluation for programs involving youth and the involvement of youth in the empowerment evaluation of such programs. This phase of research will explore evaluators' opinions, memories, attitudes, and perceptions about the use of evaluation approaches to evaluate programs involving youth and involve youth in evaluation.

Participation: My participation will consist essentially of participating in a one-on-one, 60-minute interview by telephone or videoconference (e.g., Skype, FaceTime) during which time I will be asked open-ended questions, encouraging me to comment on my experience with youth program evaluation. This can include reflections on evaluation activities, processes, and results or anything I deem relevant. I do not have to answer any questions that I do not want to answer.

The interview will be scheduled at a date and time that is convenient for me. The interview will be audio-recorded and transcribed verbatim.

Inclusion and Selection Criteria: I have been selected to participate in this phase of research because of my membership in the American Evaluation Association's (AEA) Collaborative, Participatory and Empowerment or Youth-Focused Evaluation Targeted Interest group (TIG) and my completion of the Phase 1 survey that is part of this research project.

If I have any questions or require more information about the study itself, I may contact the researcher or her supervisor at the numbers mentioned herein.

Tel/Tél : 613-562-5804
Fax/Téléc :613-562-5144

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Ottawa ON K1N 6N5
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Appendix H

Part 1 Phase 2 Consent Form

uOttawa

Title of the study: Using Empowerment Evaluation with Youth

Student Investigator:	**Supervisor:**
Sarah E. Heath, PhD (candidate) Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)	Katherine A. Moreau, PhD Assistant Professor, Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)

Université d'Ottawa

Faculté d'éducation

University of Ottawa

Faculty of Education

Tel/Tél : 613-562-5804

Fax/Téléc :613-562-5144

Invitation to Participate: I am invited to participate in the abovementioned doctoral thesis project conducted by Sarah Heath, who is being supervised by Dr. Katherine Moreau.

Purpose of the Study: The purpose of the study is to better understand the use of empowerment evaluation for programs involving youth and the involvement of youth in the empowerment evaluation of such programs. This phase of research will explore evaluators' opinions, memories, attitudes, and perceptions about the use of evaluation approaches to evaluate programs involving youth and involve youth in evaluation.

Participation: My participation will consist essentially of participating in a one-on-one, 60-minute interview by telephone or videoconference (e.g., Skype, FaceTime) during which time I will be asked open-ended questions, encouraging me to comment on my experience with youth program evaluation. This can include reflections on evaluation activities, processes, and results or anything I deem relevant. I do not have to answer any questions that I do not want to answer.

The interview will be scheduled at a date and time that is convenient for me. The interview will be audio-recorded and transcribed verbatim.

Risks: There are no known risks to participating in this study.

Benefits: I will not immediately benefit from this study. However, the study will generate awareness and reflection about the use of empowerment evaluation to evaluate programs involving youth and involve youth in program evaluation. The study will also potentially improve evaluation practice in this area by building on the very limited body of empirical research on empowerment evaluation and provide additional information to evaluators who are embarking on evaluations of programs involving youth, so that they can make informed decisions about the use of empowerment evaluation and the involvement of youth in their evaluation activities

Confidentiality: I have received assurance from the researcher that the information I will share will remain strictly confidential. I understand that the contents will be used only for the purposes of this research and that my confidentiality will be protected. The only people who will have access to the research data are Dr. Katherine Moreau and Sarah Heath. The research data will be stored in a password protected file, on a password protected computer in the offices of Dr. Katherine Moreau and Sarah Heath at the University of Ottawa.

Anonymity: Because the interviews will be conducted via videoconference with Sarah Heath, my anonymity cannot be protected. However, only Dr. Katherine Moreau and Sarah Heath will know my identity and I will not be asked to state my name in the interview.

145, Jean-Jacques Lussier

Ottawa ON K1N 6N5
Canada

www.education.uOttawa.ca

The interview will be audio-recorded, but I will not be asked to share identifying information during the interview. If, however, any potentially identifying information is shared during the interview, it will not be included in the transcript. Results will be published in pooled (aggregate) format.

Conservation of Data: The digital audio-recording of the interview will be downloaded and erased from the audio-recorder immediately after the interview. The consent form, interview audio-recording and two hard and electronic copies of the interview transcript will be stored in a password protected file, on a password protected computer in the offices of Dr. Katherine Moreau and Sarah Heath at the University of Ottawa for a period of 5 years at which time the data will be securely deleted or shredded.

Compensation: To thank you me for my contribution to this study, I will receive a $10.00 (Canadian dollars) electronic Starbucks gift card via email. If I choose to withdraw from the study, I will still receive this compensation.

Voluntary Participation: I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, all research data gathered until the time of withdrawal will be immediately securely deleted.

I may later choose to withdraw from the study (by contacting the Principal Investigator, Sarah Heath) without undergoing any negative consequences. In this case, my data will be removed from the study analysis and securely destroyed.

Acceptance: I, _____, agree to participate in the above research study conducted by Sarah Heath, which research is under the supervision of Dr. Katherine Moreau of the Faculty of Education, University of Ottawa.

If I have any questions about the study, I may contact the researcher or her supervisor.

If I have any questions regarding the ethical conduct of this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5

Tel.: (613) 562-5387 Email: ethics@uottawa.ca

There are two copies of the consent form, one of which is mine to keep.

Participant ‘s signature: _____ Date: _____

(Signature) (Date)

Researcher's signature: _____ Date: _____

(Signature) (Date)

Appendix I

Part 1 Phase 2 Final NVivo Codes

- Evaluator's perceptions
  - Positive perceptions (+)
  - Negative perceptions (-)
- Type of evaluation experience
  - Previous experience conducting collaborative evaluation (+)
  - Previous experience conducting independent evaluations (-)
- Evaluator's knowledge and professional training
  - Learned about EE through trusted source (+)
  - No knowledge of EE (-)
- Guidelines from organizations and funders
  - Use of EE as a requirement
  - Use of a non-EE approach as a requirement
- Stakeholders and time
  - Time is available for EE (+)
  - Stakeholders provide assistance with the EE (+)
  - Time is limited (-)
  - Stakeholders are unwilling or unavailable to assist with EE (-)

- Youth's interest and abilities
  - Youth are interested in EE (+)
  - Youth are capable of EE (+)
  - Youth are not interested in EE (-)
  - Youth in programs may experience challenges from participating in EE (-)
- Age of youth
  - Younger youth require a different approach to EE (-)
- Existence and availability of incentives for youth
  - Use of intrinsic and extrinsic rewards (+)
  - Lack of knowledge of or access to attractive rewards (-)
- Type of youth interactions
  - Incremental and frequent interactions between youth and the evaluator (+)
  - Episodic and short interactions between youth and the evaluator (-)
- Evaluation structure
  - Dynamic and adaptive evaluation designs (+)
  - Ridged evaluation design (-)
- Support from organizations
  - Staff assist to get youth involved in the EE (+)
  - Youth development is already part of the organization contracting the EE (+)
  - Lack of organizational resources or mechanisms to involve youth in EE (-)

Appendix J

Sample Data Analysis Matrix

Table J1

Part 1 Phase 2 Sample of Data Analysis Matrix

Factor	Quotations
Evaluator's perceptions	
As a facilitator – positive perceptions	<u>EE creates</u> "EE provides immediate feedback that [organizations] can use for daily decision making" (E1) "pretty important to understanding the important changes [organizations] should make to programming" (E2) "build stakeholders' capacity to do and use evaluation through the EE process" (E5) "make sure [stakeholders'] orientation to evaluation is productive, enthusiastic, and excit[ing]" (E10). <u>EE is based on inclusive values and beliefs</u> " EE empowers people because it is related to conversations about vulnerable populations, inclusiveness, and disparities. Like there are these groups that are really impacted by these problems and EE comes at that problem by asking how are we going to understand them better, by asking them". (E11) "EE is aligned with essential beliefs and values about people and society" (E6) "I have an ethical and moral responsibility to conduct EE" (E2). <u>EE meets a personal desire to contribute to society</u> "I use EE because I have a personal desire to leave the client with tools for when the evaluation ends… to be able to be reflective for their project themselves" (E1).

	"When you're an empowerment evaluator, you're really out there for the social justice piece and I made my way to EE because the more I refined what I want out of my life, the more I had a personal desire to do EE. (E4)" <u>EE places importance on collaboration</u> "I think the more involved [evaluators] can get stakeholders in the process, the better [the evaluation] product and processes will be" (E6). "stakeholders as capable to evaluate and judge their own performance" (E7), and involve stakeholders in evaluation because of their unique expertise. "I involve stakeholders because they are the ones that know what they need, I'm just making stuff up in my office" (E10).
As a hinderance – negative perceptions	<u>EE can't prove outcomes</u> "No, I don't really use it because most of my clients have an exclusive focus on measuring outcomes" (E9) "I wouldn't have used EE in that case because in that one, we were concerned with the bottom-line" (E12), "No because EE can't really tell you if changes actually took place" (E3). <u>EE is biased</u> "most organizations want the evaluation and evaluator to be at arms length away from the organization, so that the evaluation is seen as unbiased and external and separate from the people and work of the organization" (E9). "people don't really believe in it for looking at outcomes because you would have to prove that you were able to still provide an objective view as the evaluator, even though you were part of the evaluation". (E3) "there are a lot of questions among evaluators about whether it's a rigorous form of evaluation, and like a lot of the collaboration approaches, you have to argue for why it's still good and unbiased. (E2) <u>EE is not what clients want</u> "I mean I don't think a lot of people who have a lot on their plates with the program actually don't have time, like don't want to be involved in an EE" (E8).

	"A standard external evaluator that's very hands off to outsource the whole evaluation because the organization has a lot on their plate, so they want someone who's going to do the job and get it off their list" (E3).

Appendix K

Description of Clubs for Teens

Clubs for Teens – Fall

Language: All clubs for teens are offered in a bilingual setting.

Grades: For teens in grade 7 to grade 10.

Dates: Every Saturday* from September 19th to November 28th, 2020.

*Exception: no clubs will be held on October 10th, due to Thanksgiving long weekend.

Cost: $135 for all 10 sessions.

Programs & Hours: Game Design Club for Teens will explore a multitude of coding languages. Participants will get the chance to build their own game with the language of their choice!

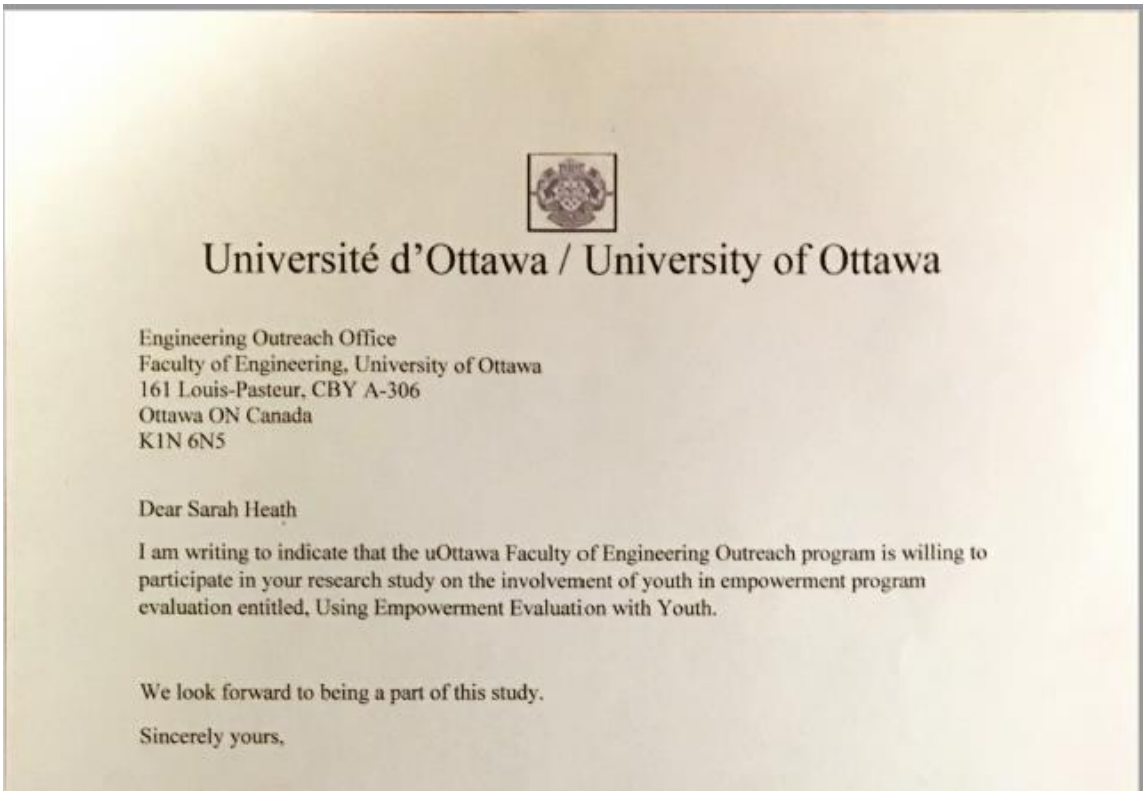
Game Design for Teens – Online from 11 am to 12:30 pm

Game Design for Teens – Online from 1 pm to 2:30 pm

Curriculum: Please note that the curriculum is the same for both of the available time slots.

Appendix L

University of Ottawa Faculty of Engineering Letter of Support



Université d'Ottawa / University of Ottawa

Engineering Outreach Office
Faculty of Engineering, University of Ottawa
161 Louis-Pasteur, CBY A-306
Ottawa ON Canada
K1N 6N5

Dear Sarah Heath

I am writing to indicate that the uOttawa Faculty of Engineering Outreach program is willing to participate in your research study on the involvement of youth in empowerment program evaluation entitled, Using Empowerment Evaluation with Youth.

We look forward to being a part of this study.

Sincerely yours,

Appendix M

Part 2 Letters of Information

uOttawa

Université d'Ottawa
Faculté d'éducation

University of Ottawa
Faculty of Education

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Part 2 (Case Study) Letter of Information (Youth 12-13 Years of Age)

Title of the study: Using Empowerment Evaluation with Youth

Student Investigator:	**Supervisor:**
Sarah E. Heath, PhD (candidate) Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)	Katherine A. Moreau, PhD Assistant Professor, Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)

Invitation to Participate: I am invited to participate in this research study. The study is run by Sarah Heath, who is supervised by Dr. Katherine Moreau.

Purpose of the Study: The purpose of the study is to explore opinions, memories, and attitudes about using empowerment evaluation to evaluate programs targeting youth and to involve youth in an empowerment evaluation of such programs. This phase of research is a case study with other youth and STEM educational outreach program staff members to understand: (a) what an Empowerment Evaluation of a program involving youth looks like in real life, (b) how youth are involved in an Empowerment Evaluation, (c) the strengths and limitations of using an Empowerment Evaluation to evaluate a program involving youth, and (d) the strengths and limitations of involving youth in an Empowerment Evaluation of a program involving youth.

Participation: I will be part of:

1. An Empowerment Evaluation group activity (approximately 4 hours long). In the activity, I will be asked questions about my experiences in the University of Ottawa STEM educational outreach program. The activity will take place on ***December 8th 2018 from 11am to 3pm*** at the Faculty of Social Sciences building (120 University Private, Ottawa, ON) (Room 4004) at the University of Ottawa;

2. Observations during the Empowerment Evaluation group activity (approximately 4 hours long). A note-taker and Sarah Heath will watch how I am involved in the activity and how I interact with other group members during it. While watching me, the note-taker and Sarah Heath will record notes on my involvement and interactions; and

3. A one-on-one interview (approximately 1 hour long). The interview will be one week after the activity and it will happen over videoconference (i.e., Skype or FaceTime) with Sarah Heath. The interview will be scheduled at a date and time that I choose. During the interview Sarah Heath and I will talk about my experience in the Empowerment Evaluation. The interview will be audio-recorded and transcribed into written form.

Inclusion and Selection Criteria: I have been selected to participate in this phase of research because of my involvement in the University of Ottawa's Faculty of Engineering Outreach Program for Youth. If interested, I can contact the researcher.

If I have any questions about the study, I may contact the researcher or her supervisor.

uOttawa

Université d'Ottawa
Faculté d'éducation

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Part 2 (Case Study) Letter of Information (Youth 14 Years of Age or Older)

Title of the study: Using Empowerment Evaluation with Youth

Student Investigator:	**Supervisor:**
Sarah E. Heath, PhD (candidate) Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)	Katherine A. Moreau, PhD Assistant Professor, Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)

Invitation to Participate: I am invited to participate in this research study. The study is run by Sarah Heath, who is supervised by Dr. Katherine Moreau.

Purpose of the Study: The purpose of the study is to explore opinions, memories, and attitudes about using empowerment evaluation to evaluate programs targeting youth and to involve youth in an empowerment evaluation of such programs. This phase of research is a case study with other youth and STEM educational outreach program staff members to understand: (a) what an Empowerment Evaluation of a program involving youth looks like in real life, (b) how youth are involved in an Empowerment Evaluation, (c) the strengths and limitations of using an Empowerment Evaluation to evaluate a program involving youth, and (d) the strengths and limitations of involving youth in an Empowerment Evaluation of a program involving youth.

Participation: I will attend:

1. An Empowerment Evaluation group activity (approximately 4 hours long). In the activity, I will be asked questions about my experiences in the University of Ottawa STEM educational outreach program. A note-taker will be in the room during the activity to take notes about the activity. The activity will take place ***on December 8th 2018 from 11am to 3pm*** at the Faculty of Social Sciences building (120 University Private, Ottawa, ON) (Room 4004) at the University of Ottawa;

2. Observations during the Empowerment Evaluation group activity (approximately 4 hours long). A note-taker and Sarah Heath will watch how I am involved in the activity and how I interact with other group members during it. While watching me, the note-taker and Sarah Heath will record notes on my involvement and interactions; and

3. A one-on-one interview (approximately 1 hour long). The interview will be one week after the activity and it will happen over videoconference (i.e., Skype or FaceTime) with Sarah Heath. The interview will be scheduled at a date and time that I choose. During the interview Sarah Heath and I will talk about my experience in the Empowerment Evaluation. The interview will be audio-recorded and transcribed into written form.

Inclusion and Selection Criteria: I have been selected to participate in this phase of research because of my involvement in the University of Ottawa's Faculty of Engineering Outreach Program for Youth. If interested, I can contact the researcher.

If I have any questions or require more information about the study itself, I may contact the researcher or her supervisor at the numbers mentioned here.

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Part 2 (Case Study) Letter of Information (Parents of Youth 12-15 YRS of Age)

Title of the study: Using Empowerment Evaluation with Youth

Student Investigator:	**Supervisor:**
Sarah E. Heath, PhD (candidate) Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)	Katherine A. Moreau, PhD Assistant Professor, Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)

Invitation to Participate: My child is invited to participate in this research study. The study is conducted by Sarah Heath, who is supervised by Dr. Katherine Moreau.

Purpose of the Study: The purpose of the study is to explore opinions, memories, and attitudes about using empowerment evaluation to evaluate programs targeting youth and to involve youth in an empowerment evaluation of such programs. This phase of research will serve as a case study with youth and STEM educational outreach program staff members to obtain insight into: (a) what an Empowerment Evaluation of a program involving youth looks like in practice, (b) how youth are involved in an Empowerment Evaluation, (c) the strengths and limitations of using an Empowerment Evaluation to evaluate a program involving youth, and (d) the strengths and limitations of involving youth in an Empowerment Evaluation of a program involving youth.

Participation: My child's participation will consist of attending:

1. An Empowerment Evaluation group activity (approximately 4 hours long). In the activity, my child will be asked questions about his/her experiences in the University of Ottawa STEM educational outreach program. A note-taker will be in the room during the activity to take notes about the activity. The activity will take place on ***December 8th 2018 from 11am to 3pm*** at the Faculty of Social Sciences building (120 University Private, Ottawa, ON) (Room 4004) at the University of Ottawa;

2. Observations during the Empowerment Evaluation group activity (approximately 4 hours long). A note-taker and Sarah Heath will watch how my child is involved in the activity and how he/she interacts with other group members during it. While watching my child, the note-taker and Sarah Heath will record notes on my child's involvement and interactions; and

3. A one-on-one interview (approximately 1 hour long). The interview will be one week after the activity and it will happen over videoconference (i.e., Skype or FaceTime) with Sarah Heath. The interview will be scheduled at a date and time that you and your child select. During the interview Sarah Heath and your child will discuss his/her experience in the Empowerment Evaluation. The interview will be audio-recorded and transcribed into written form.

Inclusion and Selection Criteria: My child has been selected to participate in this phase of research because of their involvement in the University of Ottawa's Faculty of Engineering Outreach Program for Youth. If interested, I can contact the researcher.

If I have any questions or require more information about the study itself, I may contact the researcher or her supervisor at the numbers mentioned herein.

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Part 2 (Case Study) Letter of Information (STEM Staff Members)

Title of the study: Using Empowerment Evaluation with Youth

Student Investigator:	**Supervisor:**
Sarah E. Heath, PhD (candidate) Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)	Katherine A. Moreau, PhD Assistant Professor, Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)

Invitation to Participate: I am invited to participate in the abovementioned research study conducted by Sarah Heath, who is being supervised by Dr. Katherine Moreau.

Purpose of the Study: The purpose of the study is to explore opinions, memories, and attitudes about using empowerment evaluation to evaluate programs targeting youth and to involve youth in an empowerment evaluation of such programs. This phase of research will serve as a case study with youth and other STEM educational outreach program staff members to obtain insight into: (a) what an Empowerment Evaluation of a program involving youth looks like in practice, (b) how youth are involved in an Empowerment Evaluation, (c) the strengths and limitations of using an Empowerment Evaluation to evaluate a program involving youth, and (d) the strengths and limitations of involving youth in an Empowerment Evaluation of a program involving youth.

Participation: My participation will consist essentially of participating in:

1. A four-hour Empowerment Evaluation group activity where I will be asked questions about my experiences in the University of Ottawa STEM educational outreach program. It will be facilitated by Sarah Heath. A note-taker will also observe and take notes during the activity. The activity will take place on ***December 8th 2018 from 11am to 3pm*** at the Faculty of Social Sciences building (120 University Private, Ottawa, ON) (Room 4004) at the University of Ottawa;

2. Observations during the Empowerment Evaluation group activity (approximately 4 hours long). A note-taker and Sarah Heath will watch how I am involved in the activity and how I interact with other group members during it. While watching me, the note-taker and Sarah Heath will record notes on my involvement and interactions; and

3. A 60-minute one-on-one interview approximately one week following the evaluation activity via videoconference (i.e., Skype or FaceTime) to reflect on my Empowerment Evaluation experience. The interview will be scheduled at a date and time that is convenient for me. The interview will be audio-recorded and transcribed verbatim.

Inclusion and Selection Criteria: I have been selected to participate in this phase of research because of my involvement in the University of Ottawa's Faculty of Engineering Outreach Program for Youth. If interested, I can contact the researcher.

If I have any questions or require more information about the study itself, I may contact the researcher or her supervisor at the numbers mentioned herein.

Appendix N

Part 2 Consent Forms

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Part 2 (Case Study) Assent Form (Youth 12-13 Years of Age)

Title of the study: Using Empowerment Evaluation with Youth

Student Researcher:	Supervisor:
Sarah E. Heath, PhD (candidate) Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)	Katherine A. Moreau, PhD Assistant Professor, Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)

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Faculty of Education

I'm invited!
I am invited to participate in this doctoral thesis project research study. The study is run by Sarah Heath, who is supervised by Dr. Katherine Moreau.

What information do the researchers want to know?
The researchers would like to find out:

a) What an Empowerment Evaluation (which is a type of program evaluation) of a program involving youth looks like in real life,
b) How youth are involved in an Empowerment Evaluation,
c) The strengths and limitations of using an Empowerment Evaluation to evaluate a program involving youth, and
d) The strengths and limitations of involving youth in an Empowerment Evaluation of a program involving youth.

If I choose to participate, what will I be doing?

1. An Empowerment Evaluation group activity (approximately 4 hours long). In the activity, I will be asked questions about my experiences in the University of Ottawa STEM educational outreach program. The activity will take place on ***December 8, 2018 from 11am to 3pm*** at the Colonel By building (161 Louis-Pasteur, Ottawa, ON) at the University of Ottawa;

2. Observations during the Empowerment Evaluation group activity (approximately 4 hours long). A note-taker and Sarah Heath will watch how I am involved in the activity and how I interact with other group members during it. While watching me, the note-taker and Sarah Heath will record notes on my involvement and interactions; and

3. A one-on-one interview (approximately 1 hour long). The interview will be one week after the activity and it will happen over videoconference (i.e., Skype or FaceTime) with Sarah Heath. The interview will be scheduled at a date and time that I choose. During the interview Sarah Heath and I will talk about my experience in the Empowerment Evaluation. The interview will be audio-recorded and transcribed into written form.

Are there risks to me participating?
There are no known risks to participating in this study. I do not have to answer any questions and can withdraw from the study at any time.

What are the benefits to me participating?

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I will not immediately benefit from this study. However, the study will be useful to evaluators and researchers.

Who will hear about my participation?
The researcher has promised that the information I will share will not be shared with others outside of the research project. I understand that what I say will be used only for writing academic articles and reports to evaluators and the general public. The only people who will have access to the research data are Dr. Katherine Moreau and Sarah Heath. The research data will be stored in a password protected file, on a password protected computer in the offices of Dr. Katherine Moreau and Sarah Heath at the University of Ottawa.

At the Empowerment Evaluation activity, I can give Sarah Heath my name and email address. She will use this information to:

a. Send me a copy of the study results,
b. Record my high school volunteer hours, and
c. Contact me to schedule my interview.

How will the research team keep my identity secret?
Because the case study includes a group activity with other youth and staff members and the individual interviews will happen over videoconference with Sarah Heath, the researchers are not able to completely protect my identity. However, notes recorded during the case study will not include my identifying information and I will not be asked to share identifying information, such as my name during the interview. The interview will be audio-recorded, however, if any identifying information is shared during the interview, it will not be included in the transcript. My name will not be included in any reports or publications. All identifying information from my quotes will be removed and/or a fake name will be used.

How does the research team store and erase data on my participation?
The digital audio-recording of the interview will be downloaded and erased from the audio-recorder immediately after the interview. The case study data (i.e., observational notes, completed consent form, interview audio-recording and hard and electronic copies of the interview transcripts) will be stored in a password protected file, on a password protected computer in the offices of Dr. Katherine Moreau and Sarah Heath at the University of Ottawa for a period of 5 years at which time the data will be securely deleted or shredded.

Will I receive compensation?
I will receive a $10.00 electronic Starbucks gift card via email. If I am enrolled in high school at the time of the study, I will also be provided with high school volunteer hours to compensate me for my involvement in this proposed research. If I choose to withdraw from the study, I will still receive the gift card and volunteer hours (if applicable).

My participation is voluntary!
I am under no obligation to participate and I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, all data gathered about me will be deleted.

I may later choose to withdraw from the study (by contacting Sarah Heath) without undergoing any negative consequences. In this case, my data will be removed from the study analysis and securely destroyed.

If I decide to participate, I complete this section:

I, _____ (name of participant) agree to participate in this research project conducted by Sarah Heath and supervised by Dr. Katherine Moreau in the Faculty of Education at the University of Ottawa.

If I have any questions about the study, I may contact the researcher or her supervisor.

If I have any questions regarding the ethical conduct of this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5
Tel.: (613) 562-5387
Email: ethics@uottawa.ca

There are two copies of the consent form, one of which is mine to keep.

Participant's signature: _____Date: _____
(Signature) (Date)

Researcher's signature: _____Date: _____
(Signature) (Date)

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Faculty of Education

Part 2 (Case Study) Consent Form (Youth 14 Years of Age or Older)

Title of the study: Using Empowerment Evaluation with Youth

Student Investigator:	**Supervisor:**
Sarah E. Heath, PhD (candidate) Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)	Katherine A. Moreau, PhD Assistant Professor, Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)

Invitation to Participate: I am invited to participate in this doctoral thesis project research study. The study is run by Sarah Heath, who is supervised by Dr. Katherine Moreau.

Purpose of the Study: The purpose of the study is to explore opinions, memories, and attitudes about using empowerment evaluation to evaluate programs targeting youth and to involve youth in an empowerment evaluation of such programs. This phase of research is a case study with other youth and STEM educational outreach program staff members to understand: (a) what an Empowerment Evaluation of a program involving youth looks like in real life, (b) how youth are involved in an Empowerment Evaluation, (c) the strengths and limitations of using an Empowerment Evaluation to evaluate a program involving youth, and (d) the strengths and limitations of involving youth in an Empowerment Evaluation of a program involving youth.

Participation: I will attend:

1. An Empowerment Evaluation group activity (approximately 4 hours long). In the activity, I will be asked questions about my experiences in the University of Ottawa STEM educational outreach program. A note-taker will be in the room during the activity to take notes about the activity. The activity will take place on ***December 8th 2018 from 10am to 2pm*** at the Colonel By building (161 Louis-Pasteur, Ottawa, ON) at the University of Ottawa;

2. Observations during the Empowerment Evaluation group activity (approximately 4 hours long). A note-taker and Sarah Heath will watch how I am involved in the activity and how I interact with other group members during it. While watching me, the note-taker and Sarah Heath will record notes on my involvement and interactions; and

3. A one-on-one interview (approximately 1 hour long). The interview will be one week after the activity and it will happen over videoconference (i.e., Skype or FaceTime) with Sarah Heath. The interview will be scheduled at a date and time that I choose. During the interview Sarah Heath and I will talk about my experience in the Empowerment Evaluation. The interview will be audio-recorded and transcribed into written form.

Risks: There are no known risks to participating in this study. I do not have to answer any questions and can withdraw from the study at any time.

Benefits: I will not immediately benefit from this study. However, the study will generate awareness and reflection about the use of empowerment evaluation to evaluate programs involving youth and involve youth in program evaluation. The study will also potentially improve evaluation practice in this area by building on the very limited body of empirical research on empowerment evaluation and provide additional information to evaluators who are embarking on evaluations of programs involving youth, so that they can make informed decisions about the use of empowerment evaluation and the involvement of youth in their evaluation activities

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Confidentiality: The researcher has promised that the information I will share will remain strictly confidential. I understand that what I say will be used only for writing academic articles and reports to evaluators and the general public. The only people who will have access to the research data are Dr. Katherine Moreau and Sarah Heath. The research data will be stored in a password protected file, on a password protected computer in the offices of Dr. Katherine Moreau and Sarah Heath at the University of Ottawa.

At the Empowerment Evaluation activity, I can give Sarah Heath my name and email address. She will use this information to:

d. Send me a copy of the study results,
e. Record my high school volunteer hours, and
f. Contact me to schedule my interview.

Anonymity: Because the case study includes a group activity with other youth and staff members and the individual interviews will be happen over videoconference with Sarah Heath, my anonymity cannot be protected. However, notes recorded during the case study will not include my identifying information and I will not be asked to share identifying information, such as my name during the interview. The interview will be audio-recorded, however, if any identifying information is shared during the interview, it will not be included in the transcript. My name will not be included in any reports or publications. All identifying information from my quotes will be removed and/or a fake name will be used.

Conservation of Data: The digital audio-recording of the interview will be downloaded and erased from the audio-recorder immediately after the interview. The case study data (i.e., observational notes, completed consent form, interview audio-recording and hard and electronic copies of the interview transcripts) will be stored in a password protected file, on a password protected computer in the offices of Dr. Katherine Moreau and Sarah Heath at the University of Ottawa for a period of 5 years at which time the data will be securely deleted or shredded.

Compensation: I will receive a $10.00 electronic Starbucks gift card via email. I will also be provided with high school volunteer hours to compensate me for my involvement in this proposed research. If I choose to withdraw from the study, I will still receive the gift card and volunteer hours.

Voluntary Participation: I am under no obligation to participate and I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, all data gathered about me will be deleted.

I may later choose to withdraw from the study (by contacting the Principal Investigator, Sarah Heath) without undergoing any negative consequences. In this case, my data will be removed from the study analysis and securely destroyed.

Acceptance: I, _____ (name of participant) agree to participate in this research project conducted by Sarah Heath and supervised by Dr. Katherine Moreau in the Faculty of Education at the University of Ottawa.

If I have any questions about the study, I may contact the researcher or her supervisor.

If I have any questions regarding the ethical conduct of this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5
Tel.: (613) 562-5387
Email: ethics@uottawa.ca

There are two copies of the consent form, one of which is mine to keep.

Participant's signature: _____ Date: _____
(Signature) (Date)

Researcher's signature: _____ Date: _____
(Signature) (Date)

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Part 2 (Case Study) Consent Form (Parents of Youth 12-13 YRS of Age)

Title of the study: Using Empowerment Evaluation with Youth

Student Investigator:	**Supervisor:**
Sarah E. Heath, PhD (candidate) Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)	Katherine A. Moreau, PhD Assistant Professor, Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)

Invitation to Participate: My child is invited to participate in this doctoral thesis project research study. The study is conducted by Sarah Heath, who is supervised by Dr. Katherine Moreau.

Purpose of the Study: The purpose of the study is to explore opinions, memories, and attitudes about empowerment evaluation to evaluate programs targeting youth and of involving youth in an empowerment evaluation of such programs. This phase of research will serve as a case study with youth and STEM educational outreach program staff members to obtain insight into: (a) what an Empowerment Evaluation of a program involving youth looks like in practice, (b) how youth are involved in an Empowerment Evaluation, (c) the strengths and limitations of using an Empowerment Evaluation to evaluate a program involving youth, and (d) the strengths and limitations of involving youth in an Empowerment Evaluation of a program involving youth.

Participation: My child's participation will consist of attending:

1. An Empowerment Evaluation group activity (approximately 4 hours long). In the activity, my child will be asked questions about his/her experiences in the University of Ottawa STEM educational outreach program. A note-taker will be in the room during the activity to take notes about the activity. The activity will take place on ***December 8th 2018 from 11am to 3pm*** at the Colonel By building (161 Louis-Pasteur, Ottawa, ON) at the University of Ottawa;

2. Observations during the Empowerment Evaluation group activity (approximately 4 hours long). A note-taker and Sarah Heath will watch how my child is involved in the activity and how he/she interacts with other group members during it. While watching my child, the note-taker and Sarah Heath will record notes on my child's involvement and interactions; and

3. A one-on-one interview (approximately 1 hour long). The interview will be one week after the activity and it will happen over videoconference (i.e., Skype or FaceTime) with Sarah Heath. The interview will be scheduled at a date and time that you and your child select. During the interview Sarah Heath and your child will discuss his/her experience in the Empowerment Evaluation. The interview will be audio-recorded and transcribed into written form.

Risks: There are no known risks to participating in this study. My child does not have to answer any questions and can withdraw from the study at any time Participants will be told that they do not have to answer any questions and can withdraw from the study at any time

Benefits: My child will not immediately benefit from this study. However, the study will generate awareness and reflection about the use of empowerment evaluation to evaluate programs involving youth and involve youth in program evaluation. The study will also potentially improve evaluation practice in this area by building on the very limited body of empirical research on empowerment evaluation and provide additional information to evaluators who are embarking on evaluations of

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programs involving youth, so that they can make informed decisions about the use of empowerment evaluation and the involvement of youth in their evaluation activities.

Confidentiality: The researcher has promised that the information my child shares will remain strictly confidential. I understand that what my child says will be used only for writing academic articles and reports to evaluators and the general public. The only people who will have access to the research data are Dr. Katherine Moreau and Sarah Heath. The research data will be stored in a password protected file, on a password protected computer in the offices of Dr. Katherine Moreau and Sarah Heath at the University of Ottawa.

At the Empowerment Evaluation activity, my child will be provided with an opportunity to provide his/her name and email address for the following purposes: (a) if he/she is interested in receiving a summary of the study results; (b) in order to record his/her high school volunteer hours; and (c) in order to schedule the interview.

Anonymity: Because the case study includes a group activity with other youth and staff members and the individual interviews will be happening over videoconference with Sarah Heath, my child's anonymity cannot be protected. However, notes recorded during the case study will not include my child's identifying information and my child will not be asked to share identifying information, such as his/her name during the interview. The interview will be audio-recorded, however, if any identifying information is shared during the interview, it will not be included in the transcript. My child's name will not be included in any reports or publications. All identifying information from my child's quotes will be removed and/or a fake name will be used.

Conservation of Data: The digital audio-recording of the interview will be downloaded and erased from the audio-recorder immediately after the interview. The case study data (i.e., observational notes, completed consent form, interview audio-recording and hard and electronic copies of the interview transcripts) will be stored in a password protected file, on a password protected computer in the offices of Dr. Katherine Moreau and Sarah Heath at the University of Ottawa for a period of 5 years at which time the data will be securely deleted or shredded.

Compensation: My child will receive a $10.00 electronic Starbucks gift card via email. If he/she is enrolled in high school at the time of their participation in the study, he/she will also be provided with high school volunteer hours to compensate them for their involvement in this proposed research. If my child chooses to withdraw from the study, he/she will still receive the gift card and volunteer hours (if applicable).

Voluntary Participation: My child is under no obligation to participate and he/she can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If my child chooses to withdraw, all data gathered about him/her will be deleted.

I may later choose to withdraw my child from the study (by contacting the Principal Investigator, Sarah Heath) without my child undergoing any negative consequences. In this case, my child's data will be removed from the study analysis and securely destroyed.

Acceptance: I, _____ (name of parent of participant) agree to allow my child, _____ (name of participant) to participate in this research project conducted by Sarah Heath and supervised by Dr. Katherine Moreau in the Faculty of Education at the University of Ottawa.

If I have any questions about the study, I may contact the researcher or her supervisor.

If I have any questions regarding the ethical conduct of this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5
Tel.: (613) 562-5387

Email: ethics@uottawa.ca

There are two copies of the consent form, one of which is mine to keep.

Parent's signature: _____ Date: _____
(Signature) (Date)

Researcher's signature: _____ Date: _____
(Signature) (Date)

☐ Yes, I would like to receive a copy of the study findings. Please email them to the following email address:

_____

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Part 2 (Case Study) Consent Form (STEM Staff Members)

Title of the study: Using Empowerment Evaluation with Youth

Student Investigator:	**Supervisor:**
Sarah E. Heath, PhD (candidate) Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)	Katherine A. Moreau, PhD Assistant Professor, Faculty of Education University of Ottawa Ottawa, Ontario (613) 562-5800 (ext. 2808)

Invitation to Participate: I am invited to participate in the abovementioned doctoral thesis project conducted by Sarah Heath, who is being supervised by Dr. Katherine Moreau.

Purpose of the Study: The purpose of the study is to explore opinions, memories, and attitudes about using empowerment evaluation to evaluate programs targeting youth and to involve youth in an empowerment evaluation of such programs. This phase of research will serve as a case study with youth and STEM educational outreach program staff members to obtain insight into: (a) what an Empowerment Evaluation of a program involving youth looks like in practice, (b) how youth are involved in an Empowerment Evaluation, (c) the strengths and limitations of using an Empowerment Evaluation to evaluate a program involving youth, and (d) the strengths and limitations of involving youth in an Empowerment Evaluation of a program involving youth.

Participation: My participation will consist essentially of participating in:

- A four-hour Empowerment Evaluation group activity where I will be asked questions about my experiences in the University of Ottawa STEM educational outreach program. It will be facilitated by Sarah Heath. A note-taker will also observe and take notes during the activity. The activity will take place on [*insert date*] from 10am to 2pm at the Colonel By building (161 Louis-Pasteur, Ottawa, ON) at the University of Ottawa;
- Observations during the Empowerment Evaluation group activity (approximately 4 hours long). A note-taker and Sarah Heath will watch how I am involved in the activity and how I interact with other group members during it. While watching me, the note-taker and Sarah Heath will record notes on my involvement and interactions; and
- A 60-minute one-on-one interview approximately one week following the evaluation activity via videoconference (i.e., Skype or FaceTime) to reflect on my Empowerment Evaluation experience. The interview will be scheduled at a date and time that is convenient for me. The interview will be audio-recorded and transcribed verbatim.

Risks: There are no known risks to participating in this study.

Benefits: I will not immediately benefit from this study. However, the study will generate awareness and reflection about the use of empowerment evaluation to evaluate programs involving youth and involve youth in program evaluation. The study will also potentially improve evaluation practice in this area by building on the very limited body of empirical research on empowerment evaluation and provide additional information to evaluators who are embarking on evaluations of programs involving youth, so that they can make informed decisions about the use of empowerment evaluation and the involvement of youth in their evaluation activities

Confidentiality: I have received assurance from the researcher that the information I will share will remain strictly confidential. I understand that the contents will be used only for the purposes of this research and that my confidentiality will be protected. The only people who will have access to the research data are Dr. Katherine Moreau and Sarah Heath. The research data will be stored in a password

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protected file, on a password protected computer in the offices of Dr. Katherine Moreau and Sarah Heath at the University of Ottawa.

At the Empowerment Evaluation activity, I will be provided with an opportunity to provide my name and email address for the following purposes: (a) if I am interested in receiving a summary of the study results; and (b) in order to schedule the follow-up interview.

Anonymity: Because the case study includes a group activity with youth and other staff members and the individual interviews will be conducted via videoconference with Sarah Heath, my anonymity cannot be protected. However, observational notes recorded during the case study will not include my identifying information and I will not be asked to share identifying information during the interview. The interview will be audio-recorded, however, if any potentially identifying information is shared during the interview, it will not be included in the transcript. Results will be published in pooled (aggregate) format.

Conservation of Data: The digital audio-recording of the interview will be downloaded and erased from the audio-recorder immediately after the interview. The case study data (i.e., observational notes, completed consent form, interview audio-recording and hard and electronic copies of the interview transcripts) will be stored in a password protected file, on a password protected computer in the offices of Dr. Katherine Moreau and Sarah Heath at the University of Ottawa for a period of 5 years at which time the data will be securely deleted or shredded.

Compensation: To thank you me for my contribution to this study, I will receive a $10.00 electronic Starbucks gift card via email. If I choose to withdraw from the study, I will still receive this compensation.

Voluntary Participation: I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, all research data gathered until the time of withdrawal will be immediately securely deleted.

I may later choose to withdraw from the study (by contacting the Principal Investigator, Sarah Heath) without undergoing any negative consequences. In this case, my data will be removed from the study analysis and securely destroyed.

Acceptance: I, _____, agree to participate in the above research study conducted by Sarah Heath, which research is under the supervision of Dr. Katherine A. Moreau of the Faculty of Education, University of Ottawa.

If I have any questions about the study, I may contact the researcher or her supervisor.

If I have any questions regarding the ethical conduct of this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5
Tel.: (613) 562-5387
Email: ethics@uottawa.ca

There are two copies of the consent form, one of which is mine to keep.

Participant's signature: _____ Date: _____
(Signature) (Date)

Researcher's signature: _____ Date: _____
(Signature) (Date)

Appendix O

Part 2 Observational Notetaking Guide

(One row per individual interaction)			
Involving:	Activity:	Descriptive notes:	Reflective notes:
☐ Youth ☐ Staff			
☐ Youth ☐ Staff			
☐ Youth ☐ Staff			
☐ Youth ☐ Staff			
☐ Youth ☐ Staff			
☐ Youth ☐ Staff			
☐ Youth ☐ Staff			
☐ Youth ☐ Staff			

Appendix P

Part 2 Interview Guides

Part 2 Youth Interview Guide Using Empowerment Evaluation with Youth

For use with youth who participated in the empowerment evaluation (EE) exercise.
DATE: _____

TIME: _____

PARTICIPANT ID: _____

Research Questions: 1) What are the strengths and limitations of using EE to evaluate a program involving youth? and 2)What are the strengths and limitations of involving youth in an EE of a program targeting youth?

Thinking back to the EE exercise you recently participated in, associated with the STEM educational outreach program at the University of Ottawa:

1. What did you like about the EE exercise?
   Prompts:
   a. Why did you like these aspects?

2. What did you no like about the EE exercise?
   Prompts:
   a. Why did you not like these aspects?

3. What did you do during the EE exercise?
   Prompts:
   a. What did other youth do during the EE exercise?

4. What did the program staff do during the EE exercise?

5. What new information about the program did you learn from the EE exercise?
   Prompts:
   a. How did the EE activity help you learn this new information?
   b. How did the others in the room help you learn this new information?

6. What new information about program evaluation did you learn from the EE exercise?
   Prompts:
   a. How did the EE activity help you learn this new information?
   b. How did the others in the room help you learn this new information?

7. What type of information should we include in the report summarizing the EE exercise?
   Prompts:
   a. Why should we include this information?

8. If you were designing another EE exercise, what would you do differently?
   Prompts:
   a. Why would you do it differently?
   b. How would youth be involved?

9. Is there anything that we didn't talk about that you'd like to discuss?

Thank you for participating.
We really appreciate your help!
If you have any other comments or questions, feel free to contact me
My contact information is included on your copy of the consent form.

Part 2 Staff Interview Guide Using Empowerment Evaluation with Youth

For use with staff who participated in the empowerment evaluation (EE) exercise.
DATE: _____

TIME: _____

PARTICIPANT ID: _____

Research Questions: 1) What are the strengths and limitations of using EE to evaluate a program involving youth? and 2)What are the strengths and limitations of involving youth in an EE of a program targeting youth?

Thinking back to the EE exercise you recently participated in, associated with the STEM educational outreach program at the University of Ottawa:

1. What did you like about the EE exercise?

   Prompts:

   a. Why did you like these aspects?

2. What did you know like about the EE exercise?

   Prompts:

   a. Why did you not like these aspects?

3. How would you describe your involvement in the EE exercise?

4. How would you describe the involvement of the youth program beneficiaries in the EE exercise?

5. What new information about the program did you learn from the EE exercise?

   Prompts:

   a. How did the EE activities influence your view of the program?
   b. How did the involvement of youth in EE activities influence your view of the program?

6. What new information about program evaluation did you learn from the EE exercise?

   Prompts:

   a. How did the EE activities influence your view of program evaluation?
   b. How did the involvement of youth in EE activities influence your view of program evaluation?

7. How have/will you integrate what you heard from the EE exercise into the program?

8. How might a report summarizing the EE exercise be useful to your work in the program?

Prompts:

a. What type of information would be most useful for you?
b. Why would this type of information be most useful for you?

9. If you were designing another EE exercise, what would you do differently?

   Prompts:

   a. Why would you change these aspects of the EE exercise?
   b. How would you involve youth?

10. Is there anything that you would like to add to the interview about this topic?

At this time, I would like to thank you for your participation. Your contribution to this study has been beneficial and insightful. If you have any further comments or questions, please contact me. My contact information is included on your copy of the consent form.

Appendix Q

Part 2 Final NVivo Codes

The use of EE to evaluate programs involving youth:

- Strengths
  - EE focuses on stakeholder views and ideas
  - EE focuses on improvement
  - EE encourages productive collaboration
- Limitations
  - EE requires extensive participation from stakeholders
  - EE does not lead to immediate program changes
  - EE requires stakeholder collaboration

The involvement of youth in the EE of programs targeting youth:

- Strengths
  - EE allows youth to socialize with other youth
  - EE challenges youths' perceptions of program evaluation
  - EE allows youth to have a say about the program
- Limitations
  - EE requires a level of involvement that some youth are incapable of delivering
  - EE needs youth to observe and judge others
  - EE requires participation from all stakeholder

Appendix R

Part 2 Empowerment Evaluation Agenda

December 8th, 2018 from 11:30am to 4pm at the University of Ottawa

11:30am	Check-in
11:45	Introduction 1. Outline plan for the day 2. Guidelines for our work together today
12:00pm	Mission 1. What is a mission? (a series of steps to accomplish a goal) 2. What is the Teen Tech program mission? a. Individual brainstorm and writing b. Group discussion
12:30pm	Lunch Break
1:00pm	Taking Stock 1. What are the key activities of the Teen Tech program? a. Individual brainstorming and writing on post-its b. Grouping of post-its around the room c. Group discussion on the activity groupings d. Dot voting of key activities e. Individual rating of key activities f. Submission of individual ratings for excel spreadsheet
1:45pm	Snack Break
2:00pm	Taking Stock (continued) 1. What are the key activities of the Teen Tech program? (continued) g. Group discussion of ratings on excel spreadsheet
2:30pm	Planning for the Future 1. Think-pair-share of recommendations for Teen Tech program 2. Group discussion of evidence needed to confirm recommendations were done
3:30pm	Closing

Appendix S

Part 2 STEM Program Activity Ratings

Table S1

Activity Ratings by EE Participant

EE Participant	Activity			
	Coding	Animation	3D Printing	Soldering
EE1	10	8	7	7
EE2	5	4	9	4
EE3	9	8	7	6
EE4	10	7	8	2
EE5	8	10	10	10
EE6	10	5	8	7
EE7	10	5	7	8
EE8	7	6	4	9
EE9	5	8	10	3
EE10	9	7	7	7
EE11	10	7	8	1
EE12	10	9	5	7
EE13	10	7	9	1
EE14	3	7	10	5
EE15	7	6	8	9
Average	8.20	6.93	7.80	5.73