



UCLA
Center for
the Developing
Adolescent

Leveraging the Developmental Science of Adolescence to Promote Youth Engagement in Research and Evaluation

A GUIDE FOR FUNDERS



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INTRODUCTION

“...the capacity for progress of our societies is based...on their capacity to incorporate the contribution and responsibility of youth in the building and designing of the future.”

(5.J.104; UN General Assembly, 1995)

Why have we created this guide?

Today there are more young people on the planet than ever before in human history. To support their positive development and ensure their fundamental right of participation, funders of youth programs are enthusiastic about the idea of supporting projects that include young people as researchers and evaluators. While the idea of youth engagement is exciting, the execution of meaningful youth engagement can be challenging. Effective, strategic, meaningful youth engagement has the greatest potential for success. This requires being realistic about the necessary planning, resources, skills, and capacities needed to support the desired level of youth engagement. It also involves selection of the youth engagement strategy that will best serve all partners. Funders and youth allies who engage in this planning prior to implementation have the greatest chance of engaging youth in a way that best serves young people, programs, and organizations, and maximizes the potential for meaningful social change.

This guide provides: 1) a foundational understanding of the ways in which the developmental science of adolescence can be leveraged to justify youth-engaged research and evaluation as a strategy to address racial and social inequities; 2) a tool to evaluate the developmental appropriateness of youth-engaged research and evaluation strategies; and 3) resources to maximize youth-engaged research and evaluation efforts. We aim to build the capacity of funders to leverage developmental

science to increase the accessibility and relevance of youth engagement in research and evaluation for researchers, evaluators, practitioners, and program designers in the field.

This guide is intended for funders who have already developed their skills and capacities around effective youth engagement and the use of developmental science in their work and have decided how they are operationalizing these concepts in their funding strategy. We recommend funders and organizations create a youth

engagement plan that clearly articulates their practices and standards for youth engagement and that they communicate these practices and standards to potential grantees. The plan will vary based on the funder's resources, goals, and priorities. This guide will be most effective for funders that have clearly articulated their standards for effective youth engagement and are using this guide to assess whether projects and proposals meet their standards and respond to associated developmental considerations.

This guide is not intended to provide a comprehensive overview or provide examples of the application of the developmental science of adolescence or of the principles of effective youth engagement. If a funder is just beginning to explore integrating these approaches into their work, we encourage them to seek out additional information, training, and technical assistance to effectively do so. There are many technical assistance providers and excellent existing resources that already serve this purpose. Many of those related to effective youth engagement in research and evaluation are included in the list of resources at the end of this guide.

Including youth as partners in research and evaluation projects about youth issues is one way to give them voice and increase opportunities for equity. The developmental science of adolescence offers insights on how to best match the **timing**

(when), **scope** (how much), and **strategy** (how) of youth engagement efforts to best support adolescent development and ensure the greatest benefit for the programs, policies, and organizations that are engaging youth researchers and evaluators. A key focus of this guide is to **maximize the potential for effective youth engagement** while minimizing the potential for tokenism and the reinforcement of youth-adult power imbalances within research and evaluation.

Why developmental science?

Given the developmental diversity that occurs during the period of adolescence (roughly 10 to 25 years old)—influenced by biology, economics, culture, and political and social contexts—developmental science informs our understanding of **why** youth should be engaged in research and evaluation as well as **how** they can be engaged most effectively during different stages of development. With appropriate youth-adult partnerships, resources, training, preparation, and support, young people can engage in research and create social change while they are mastering knowledge, skills, and experience that will positively support their successful transition into adulthood. This guide aims to help funders use insights from the developmental science of adolescence to assess and support investments that engage youth in research and evaluation.

HOW THIS GUIDE WAS CREATED

- 1 **Compilation and review of all no-cost, internet accessible, English-language resources to support youth engagement in research and evaluation (see Appendix A for a full list).**
- 2 **Drafting of the guide content.**
- 3 **Expert review of compiled list and guide content by key stakeholders engaged in social-justice oriented youth-engaged research and evaluation. Reviewers included 14 members of the Life Course Intervention Research Network YPAR Node; a staff member and youth researcher from the University of Michigan Adolescent Health Initiative; the Chair of the American Evaluation Association Youth Focused Evaluation Topical Interest Group; and program officers at The Annie E. Casey Foundation and the Bezos Family Foundation.**
- 4 **Integration of feedback and revision.**

DEVELOPMENTAL SCIENCE OVERVIEW

Development and youth-engaged research and evaluation

Adolescence—from age 10 to 25—is a remarkable period of growth and opportunity with an incredible amount of developmental diversity. Engaging adolescents effectively in research and evaluation provides an opportunity for them to build new skills; establish meaningful relationships with peers and adults; build their identity as researchers, evaluators, and meaningful contributors; and create social change in programs, policies, and communities that influence their lives.

Meaningfully engaging adolescents in research and evaluation improves the quality of the research and evaluation itself as well as the programs, policies, and organizations aiming to serve young people.

Youth-engaged research and evaluation is well-matched to the types of learning and positive adaptation that adolescents are motivated to engage in. Meaningfully engaging adolescents in research and evaluation improves the quality of the research and evaluation itself as well as the programs, policies, and organizations aiming

to serve young people. Youth can be involved in any research and evaluation activities including project design, development of research/evaluation questions, protocol development, data collection, data analysis, or reporting including sharing findings and recommendations through presentations and stakeholder engagement. Developing a plan for meaningful youth engagement requires identifying available resources (such as funding, time, and staff) and capacity (including expertise in youth engagement and developmental stage of youth partners). When done well, engaging youth in research and evaluation provides youth with skills and opportunities that they can take forward into their communities and aligns with their unique developmental needs including:

- **Safe and satisfying ways to explore the world and test out new ideas and experiences.** Research and evaluation involve gathering evidence; critically examining evidence against personal assumptions and existing knowledge; and leveraging insights gained from the process to take action. Engaging in these activities provides adolescents with a framework to analyze, test, and explore the world around them. Experience in research and evaluation can motivate young people to understand the value of challenging their own beliefs and asking questions about why things are the way they are and what can be done to make them better. Young people become more reflective consumers of programs, policies, and communities that influence their lives.
- **Real-world opportunities to build problem-solving and decision-making skills.** Research and evaluation are inherently about problem-solving and decision-making. By engaging in research/evaluation adolescents have the

opportunity to test out these skills as they work to solve real-world problems.

- **Opportunities to develop a sense of meaning, identity, and purpose by contributing to the community.** As adolescents build their knowledge and expertise through research and evaluation and see them as a tool to create positive social change, they deepen their sense of meaning, agency, competence, identity, and purpose. When they are engaged as active partners in—rather than passive subjects of—research and evaluation efforts, they experience themselves as meaningful contributors and active change makers. As young people experience the impact of their work, seeing programs, policies, and communities improve based the results of their research and evaluation efforts, they see themselves as positive contributors to their communities. This new identity of critical thinker, change maker, and community member can transfer to other domains in their lives.
- **Experience in perspective taking.** Effective researchers and evaluators must identify and control for their own biases, personal beliefs, and perspectives in order to understand the perspectives and experiences of others. During adolescence, young people benefit from learning that their experiences and perspectives are not universal and that much can be gained from understanding the perspectives of others. Engaging in research and evaluation activities provides a platform for adolescents to practice and see the value of perspective taking.
- **Space for reflection and learning from failure.** Research and evaluation are inherently learning disciplines. They aim not only to understand what works and how and why, but also to understand the challenges and unintended consequences of policies, programs, and practices. Engaging in research and evaluation offers adolescents the opportunity

to experience the value and importance of learning from both successes and failures.

- **Support from trusted adults to navigate emotions, manage stress, and take on challenges.** Research and evaluation are hard work. As adolescents engage in research and evaluation, they try something hard, navigate emotional highs and lows as they encounter challenges, experience success and failures, and build new skills. Adult allies support young people through these emotions and help them gain skills from these experiences. In fact, all of the skills gained—critical thinking, perspective taking, reflection, and taking on challenges—build life skills, based on executive function processes.

The developmental science of adolescence can inform the design of youth-engaged research and evaluation efforts that align with the developmental stage of the youth participants. Attending to developmental considerations about the timing and pace of changes that occur during adolescence can protect against tokenism and exploitation of youth, ensure appropriate allocation of time and resources, and maximize the benefits for youth associated with engaging youth in research and evaluation efforts. The next section describes some important developmental changes that occur during adolescence that can help to inform an effective youth-engaged research or evaluation plan.

Leveraging development to improve precision and impact of youth engagement

It is well understood that age serves as a proxy for development. At the same time, important distinctions exist between the rights, capacities, and experiences of early (10 to 14 years old), middle (15 to 19 years old), and late (20 to 25 years old) adolescents. Even within age groups, there is significant variation in the pace and timing of development influenced by biology, context, and

experience. Effective plans to engage youth in research or evaluation consider these distinctions between and within groups of adolescents. Such distinctions inform: which youth to engage, the type and level of adult support and scaffolding needed, the contextual and logistical factors that will need to be addressed, and the overall scope of youth engagement in the project. While all youth-engaged projects remain dynamic,

While all youth-engaged projects remain dynamic, developmentally informed planning at the outset ensures the best outcomes for adolescents, organizations, and the programs and policies they influence.

developmentally informed planning at the outset ensures the best outcomes for adolescents, organizations, and the programs and policies they influence. When evaluating a youth-engaged research plan, it is important to assess the extent to which the project is sensitive and responsive to these developmental and experiential differences.

In Table 1, we highlight key developmental considerations, including rights, roles, capacities, and responsibilities during early, middle, and late adolescence that may impact young peoples' engagement in research and evaluation activities. With this in mind, the demarcations we highlight below align with existing research on adolescent development and should be addressed in effective youth engagement efforts. This table and the examples are provided as illustrations of how these factors may appear in a project. It is not intended as a training tool for how to effectively work with young people or address these factors. If a funder or grantee is seeking training on building skills and capacity on operationalizing any of these factors, we encourage them to use the abundance of youth engagement and youth development training resources that are highlighted at the end of this report and/or to seek out technical assistance or training.

TABLE 1. Developmental considerations for timing and scope of youth-engaged research and evaluation

Developmental Considerations	Example	Early Adolescence (10 to 14 years)	Middle Adolescence (15 to 19 years)	Late Adolescence (20 to 25 years)
Increased desire to exercise independence and autonomy	All adolescents explore the bounds of their independence and autonomy. Developing research or evaluation questions, independently collecting data, analyzing the results, and/or presenting the data to inform programmatic or social change provides developmental opportunities for independence and autonomy.	✓	✓	✓
Diversity in developmental trajectories affects development, skills, knowledge, and capacity to engage in the project which can add texture to projects	An age-based group of 15-to-19-year-olds includes people who are in school, out of school, parenting, and working. These different developmental trajectories enhance the quality of the project and create many learning opportunities between the youth.	✓	✓	✓
Desire for a sense of purpose and belonging	A team of young people present their research findings to the city council which results in the establishment of a youth-designed youth center. The youth feel accomplished for seeing their efforts leading to positive impact in their community.	✓	✓	✓
Identity development in political, religious, sexual domains	A team of young people present their research findings to the local school board. They receive feedback from the school board members about how their findings align with the goals of their constituents. They learn how elections link directly to school policies and funding allocation which increases their investment in political organizing.	✓	✓	✓
Passion and enthusiasm around social-justice related issues	A school district had been trying for many years to get school board approval to make condoms available on campus. A team of youth researchers presented the results of their project illustrating that low-income, BIPOC youth experienced the highest rates of STIs and the greatest barriers to accessing condoms. Their presentation mobilized the school board in a way that the adults could not, resulting in an immediate policy change.	✓	✓	✓

Developmental Considerations	Example	Early Adolescence (10 to 14 years)	Middle Adolescence (15 to 19 years)	Late Adolescence (20 to 25 years)
Stronger sense of self	A team of LGBTQ+ youth is engaging in an evaluation of an afterschool program. They review the prior adult-designed demographic questions and feel that they fail to capture critical components of intersectional identities that affect the ways young people engage with the program. They design additional demographic questions that highlight critical differences in who finds which programs useful.	✓	✓	✓
Opportunity to experience gender equity just as gender roles are beginning to amplify	A mixed gender team of 10-to-12-year-olds are working together. At the beginning of the project, participants say that many of their activities (such as sports, after school programs, friends) happen in single-gender groups. Team members work together throughout the course of the evaluation project and report increased respect and appreciation for the skills and expertise of other team members. This learning facilitates them recognizing the strengths and capacities of team members that challenge existing gender norms.	✓		
Frequent mismatch between learning opportunities at school and diversity of developmental trajectories of young people	A group of 9th graders have been working on a youth-led evaluation at their school. In the group, the females are more pubertally advanced than the males, although some of the boys have experienced the beginning of their growth spurt and have facial hair. In line with national and global norms, the males are struggling more academically. Two of the group members are sexually active, five of them have had a romantic relationship, and three of them have no interest in relationships or sex at this time. Due to differences in the pace and timing of pubertal transitions, schools struggle to effectively meet the diverse developmental needs of students. Rather than leveraging this diversity to facilitate learning (e.g., focusing on social development, creating safe opportunities for risk taking, providing tailored curricula, facilitating teamwork), many schools aim to socialize students to successfully navigate traditional learning environments (e.g., repository learning, independent problem solving, cognitive skills). YE research and evaluation, particularly in smaller, more intimate settings, offers an opportunity to maximize the benefits of developmental diversity rather than focusing on socialization to existing social norms.	✓	✓	

Developmental Considerations	Example	Early Adolescence (10 to 14 years)	Middle Adolescence (15 to 19 years)	Late Adolescence (20 to 25 years)
Increased ability to control emotionally driven responses and reactions (self-regulation)	A group of 10-to-16-year-olds are researching hunger and food access in their community. They have prepared to present their findings at a large community meeting. The day before the meeting, the organizers contact the group to cancel the presentation due to an emergent issue that they need to discuss. Some members of the team respond harshly to the cancellation and suggest they abandon their efforts to share the information. Others are able to think more rationally and decide to accept the opportunity to postpone until the following month. Together, they are able to come to agreement that they will take the opportunity to present at a later date.	✓	✓	
Increased sensitivity to social and emotional information	A team of 8th and 9th graders are selecting a research topic. They brainstorm their topics they are excited to work on. They decide to present their ideas to a group of their peers who immediately dismiss the brainstormed suggestions and begin to suggest their own ideas. The team abandons their original ideas	✓	✓	
Enhanced awareness of self-identity	A team of 9th graders are conducting research on youth civic engagement. They recognize that elementary-aged children often parrot the political values of their parents but in middle and high school, young people begin to have their own ideas. They are interested in how this differentiation happens and decide to include questions about self-identified and parental political party affiliation to better understand how young people develop their own political identity.	✓	✓	
Have transformative ideas and insights coupled with less motivation to conform to existing, dysfunctional adult power structures	A team of youth were preparing to present the findings of their research to their organization’s Board of Directors. They had prepared a highly refined, informative, engaging presentation. A well-meaning adult ally watched their presentation and advised them to prepare for a very dry meeting. The adult advised the youth to consider using more traditional presentation methods similar to what the Board regularly used. Rather than immediately conform, one of the youth presenters challenged, “Our presentation is too engaging? Are you saying you like boring meetings?” The ally reflected and replied, “I guess I don’t like them. Go ahead and stick with your plan.”	✓	✓	

Developmental Considerations	Example	Early Adolescence (10 to 14 years)	Middle Adolescence (15 to 19 years)	Late Adolescence (20 to 25 years)
Cognitive flexibility dependent on social/motivational contexts	A middle school teacher is working with a team of students to do a YPAR project on their campus. They try to do a large group brainstorm of potential research topics and all of the students quickly defer to ideas of two more popular, outspoken students. Afterwards, a couple of students come up to the teacher with other excellent project ideas. To encourage broader, more inclusive brainstorming in the next session, the teacher creates time for individual brainstorming, time to share ideas with a small group, and then transitions to a large group discussion and vote. The second strategy results in much more inclusive, creative topics and a better project overall.	✓	✓	
Many legal protections that can impact engagement	An afterschool YPAR program, run at an urban high school, has received funding from the Traffic Safety Division to explore safe driving in the community. The students span in age from 14 to 19, and therefore many of them cannot legally drive and have limited understanding of driving laws. As an urban high school, even many of the students over the age of 16 do not have their licenses or know how to drive. As a result, interest in the project begins to wane.	✓	✓	
Increased independence, autonomy, mobility	A team of 18-to-24-year-old youth researchers from multiple cities come together at a national conference. Due to their age, they have the freedom to independently attend conference sessions that interest them and leave the hotel and explore the city. They also run and attend youth-only sessions at the conference.		✓	✓
Ability to apply insights from early adolescent experiences	A group of college students becomes interested in researching how to better support younger adolescents in having healthier romantic relationships. They rely heavily on their own experiences to develop an interview guide to use with younger youth.		✓	✓
Adult-like behaviors	By mid-adolescence, young people look like and often behave like adults and therefore are judged by adult standards by many people in their lives. They are also able to effectively integrate into adult-like settings. They have the cognitive capacity of adults and are gaining experience in adult settings. By late adolescence most young people have had their first job working for and alongside adults. Despite having increasing adult rights, roles, responsibilities, and capacity, many young people may not feel ready to be held to the standards of adults.		✓	✓

Developmental Considerations	Example	Early Adolescence (10 to 14 years)	Middle Adolescence (15 to 19 years)	Late Adolescence (20 to 25 years)
Increased social rights and responsibilities	A team of parenting 15-to-17-year-olds are evaluating services for pregnant and parenting teens. They hone in on the tension that as young parents, they have many of the social responsibilities of adults—juggling school, work, childcare, parenting, and a committed romantic relationship—but lack a number of legal rights. They identify that graduated driver’s licensing in their state limits their ability to ride in the car with their co-parent if both are under 18 unless they are legally married. They conduct a research project on how this limits young people’s capacity to effectively co-parent with their partners and promotes early marriage.		✓	✓
Increased legal rights and responsibilities	A team of 16-to-19-year-olds recognizes that at age 18 they are legally responsible for making their own medical decisions but have had very little experience or support in doing so. They develop a research project to explore the ways in which young people gain knowledge and experience to become educated consumers of and agents in their own medical care.			✓
Less tailoring required for adult-designed community engagement strategies	A team of 22- to 24-year-old first-generation college graduates are conducting research for their university on how to better support the success of first-gen students. All of these graduates are currently employed in traditional work settings and have experience attending meetings, creating presentations, and aligning with the social norms of the work place. Due to these experiences and skills, they quickly integrate with the adult allies in the project and swiftly begin progress on the project.			✓
Less youth development training needed for adult partners	The faculty in a college department are interested in increasing equity and justice in their classrooms through increased youth engagement in their teaching pedagogy. While they need training in power sharing to effectively engage students in curriculum design, they need less training in the principles of youth engagement because they are working with older adolescents who have many of the other youth development tenets already in place.			✓
Fewer resources needed for supervision; youth more independent	Older adolescents are able to run some or all parts of a project without any adult supervision.			✓

INTEGRATING DEVELOPMENTAL SCIENCE AND MEANINGFUL YOUTH ENGAGEMENT IN RESEARCH AND EVALUATION:

A Scenario Highlighting the Importance of Planning

A national scientific organization on adolescent health is interested in expanding youth engagement in their research projects. The organization's board and leadership established the project based on a call from their membership to better integrate youth voices into their work and resources provided by a funder to increase youth engagement. The allocated funds are part of a larger grant and the scope of youth engagement has not been clearly articulated in the proposal. The director of the organization identifies someone with experience in youth engagement and tasks them with establishing a youth-participatory research project for the coming year. The organization's leadership says that it is up to the committee to scope and design the project, but that it must be completed within the 12-month timeline for the grant.

The designated project leader invites 10 adolescent health professionals in their network who have experience in youth engagement to join the committee. All of the adults serve young people in their work and are excited about the idea of including youth in their research work, but not all have experience partnering and sharing power with young people. The adult partners on the project hand-pick seven young people in their current networks to serve on the committee. One young person is 16 and the other six are college students between the ages of 20 and 22 years old. Five live in the same city and attend the same college. The other three are located in different cities around the country. No grant resources have been allocated to support stipends for the youth and when the project lead requests funding for stipends, the organization says they cannot provide those resources.

The project lead proposes meeting every other week for the course of the project, and the team struggles to find a time that works well for everyone to meet. The team agrees to have meetings on alternating Wednesdays (during school hours) and Sundays in an effort to accommodate everyone. Very quickly, adults attend the Wednesday and youth attend the Sunday meetings along with the adult project lead and one other adult. During the Wednesday meetings, participants begin designing the goals for the youth-engaged research project. During the Sunday meetings, the youth respond to the adult-generated ideas. At the end of the second month, the project lead presents the proposed project scope to the organization's leadership and board who make significant changes to the proposal. The revised project plan is shared back with the project team.

The youth express frustration that their voice has been greatly reduced in the project design. The one high school student stops attending meetings during the second month. The five college students who live in the same city and attend the same school become the core group working on the project. When asked, they say that they continue because they want to support the project director and think this will look good on their grad school applications. The team of youth completes the research project in the allotted time and creates a summary of their findings. Two of the adult partners prepare a report on the project that two of the youth review prior to publication. The same two adults submit an abstract to the organization's annual conference. There are no financial

resources available for youth to attend the conference. The adults prepare a two-minute montage video of the youth talking about the project that they include in their presentation.

In the grant report, the organization highlights the success of the project. During a closing call of the workgroup, both youth and adult partners express significant frustration with and concerns about the project. The organization does not have a plan or capacity to sustain youth engagement in their research efforts.

Using developmental science to enhance youth engagement

This scenario—resulting in the tokenism and marginalization of youth—is not at all uncommon, even among people and organizations with the best intentions. The worksheets in this document

are designed to support funders in asking the right questions to ensure that engaging youth in research and evaluation benefits all stakeholders. At its best, youth-engaged research and evaluation supports positive developmental trajectories of young people.

USING DEVELOPMENTAL SCIENCE TO GUIDE YOUTH ENGAGEMENT:

Notes for Funders

Meaningful youth engagement results from effective planning, clear communication, and sufficient resources. Effective planning requires reflecting on the developmental stages, needs, and goals of youth participants, as well as the available resources and expertise to support the project. The young people are rarely the biggest challenge in youth-engaged projects. Most often, preparing adult researchers and evaluators to effectively engage with young people is the greatest challenge. In youth engagement, more is not always better. The best youth engagement happens when the available resources, expertise, and time are effectively matched to the scope of and strategy for youth engagement.

Funders vary widely on their experience and skill in effective youth engagement and integration of developmental science. If this is a new effort within your organization, it may be useful to join an existing youth-engagement community of practice (such as the one hosted by USAID YouthPower), establish a community of practice, or seek technical assistance to establish youth engagement standards for your organization. Engaging youth in research and evaluation can be most effective when funders and grantees have a shared understanding of the goals and standards for effective youth engagement.

Effective youth engagement takes time and requires a lot of planning and resources. Ensuring effective communication between funders and grantees during conceptualization of youth engagement projects supports the best chances for success. This requires three steps:

- 1 Funders clearly define and communicate their metrics for meaningful youth engagement.**
- 2 Grantees clearly articulate and justify their plans and realistically budget the time and resources needed to support the project.**
- 3 Funders assess whether proposals and projects align with their organizational metrics and what level of support they can provide to these investments.**

The Project Assessment Template is designed to help support the third step, above. It provides a format for funders to use a developmental science framework to determine whether a proposal or project aligns with their youth engagement standards.

The best youth engagement happens when the available resources, expertise, and time are effectively matched to the scope of and strategy for youth engagement.

EVALUATING YOUTH-ENGAGED RESEARCH AND EVALUATION PLANS:

Project Assessment Template

The Project Assessment Template is designed to help funders assess the opportunities and challenges of proposals and projects that include youth-engaged research and evaluation. The metrics support funders in maximizing the developmental alignment of a proposal or project with the needs and strengths of engaged youth. The eight parts of this tool are intended to ensure that grantees and funders are thinking through all of the components of effective youth engagement. A comprehensive proposal and project plan to engage youth in research and evaluation should address all of these questions.

As highlighted throughout this guide, more youth engagement is not always better. If a proposal or project does not address some of the sections or questions within sections, this is an indication that gaps exist in the planning. It is important to assess whether these gaps in planning are acceptable or whether they have the potential of resulting in disempowerment, tokenism, or exploitation of young people. This is something that needs to be assessed on a case-by-case basis and may need consultation from someone with expertise in youth engagement if it does not exist internally.

It is at the discretion of the funder to determine which metrics they prioritize and how much weight they want to give to each factor. Depending on the goals of a funder or the grantee, some of these metrics may be less critical. Identifying these gaps up front will help to set realistic expectations for the outcomes of the project across all stakeholders. This template can also guide discussions between funders and grantees to refine and improve projects aiming to engage youth in research and evaluation.

This tool guides funders through assessing the following components of a grantee's project or proposal. Each section includes questions that help to clarify what youth engagement will look like through the course of the project. If funders are working with grantees to conceptualize a youth-engaged research or evaluation project, this tool can ensure that attention is being paid to all of the details of the plan. This tool does not include metrics to determine whether the answers to the questions are sufficient or correct—the funder should establish this in advance.

For example, certain funders may only be interested in supporting work with specific age groups of adolescents (for example, 10-to-14-year-olds) or specific strategies (such as youth organizing) or certain levels of youth engagement (such as entirely youth-led projects). This tool is not designed to make the determination about whether the youth engagement strategy aligns with the funder goals. Instead, it is designed to guide funders through answering critical questions related to the integration of a developmental perspective and effective youth engagement in the proposal or project.

The eight parts of this tool are intended to ensure that grantees and funders are thinking through all of the components of effective youth engagement.

The Project Assessment Template includes the following sections:

1 Project overview

Who will receive funding and be involved in the project?

2 Description of youth partners

What is the plan for the selection and engagement of youth?

3 Youth engagement strategy

What activities will the youth participate in?

4 Level of youth engagement

How much will youth be engaged in the activities? How feasible is the proposed level of youth engagement?

5 Youth engagement goals

What are the expected outcomes for youth and adults engaged in this project? How will the engagement of youth impact the research or evaluation project or outcomes?

6 Organizational capacity for youth engagement

What skills, expertise, and experience relevant to youth engagement do the project partners have? What additional supports may they need?

7 Opportunities for youth growth and development

In what ways will the youth engaged in this project grow and develop as a result of their engagement?

8 Youth engagement plan and budget

For each specific activity in this project, what will youth do, how well does this align with the developmental stage of the included youth, and what resources are needed?

Using this tool to evaluate a project or proposal engaging youth in research and evaluation can help to inform a funder in a number of ways. First, if many of these questions do not yet have answers, it is likely that additional work is needed to ensure a good match between activities and the developmental needs of young people. It may also highlight where additional clarification is needed to ensure the best experience for youth and adults and the best outcomes for the project. Second, it can help determine how well the youth engagement goals of the project or proposal align with a funder's youth engagement goals. More youth engagement is not always better. The best youth engagement is strategic, grounded in strong developmental principles, and informed by best practices. Third, it can help to clarify expectations and ensure that funders and grantees have a common understanding about the scope and goals of youth engagement efforts. It can also ensure that the resources provided to the project match the project activities. This tool highlights the key considerations for effective, developmentally responsive youth engagement.

PROJECT ASSESSMENT TEMPLATE

1 Project overview

Lead grantee organization:

Lead youth engagement organization (if different from above):

Description of proposed project:

2 Description of youth partners

1. What role have the youth had or will the youth have in conceptualizing this project and/or writing this proposal?
2. Age range of youth engaged in the project (select all that apply):
 - Early adolescents (10 to 14 years old)
 - Middle adolescents (15 to 19 years old)
 - Late adolescents (20 to 25 years old)
3. Demographics of youth in the project (including race, ethnicity, gender identity, sexual orientation, education status, immigration status, language, or culture):
4. Relevant skills, assets, and life experiences of youth engaged in the project:

5. Number of youth participating in the project:

6. Ratio of youth to adult partners in the project:

7. What is the plan for recruiting youth?

8. What justification is provided for the selection of these young people?

9. In what ways do the demographics and age/developmental stage of the proposed youth match the goals of the research or evaluation project? Where may there be challenges or gaps?

10. How well does the proposed project account for the important developmental transitions that may occur in the lives of the youth partners? How well does it account for variation in when these transitions may occur?

11. How well does the opportunity match the training and other needs of the young people through plans to address them?

3 Youth engagement strategy (select all that apply)

What strategy will be used to engage young people in research and evaluation? What type of training will they receive?

Used?	Strategy	Description	Sample Resources*
	Youth advisory board	A body of young people appointed by an organization to provide input and insight on organizational policies, procedures, and activities. Youth normally receive training on effective meetings, decision-making processes, and/or organizational operations. May conduct research and/or evaluations independently or with some oversight.	A Toolkit for Creating a Diverse and Inclusive Youth Advisory Council Game Changers: Establishing a Youth Advisory Council
	Youth participatory action research (YPAR)	A transformative, positive youth development approach. Young people receive extensive training and support to conduct research, and leverage the insights gained to improve their lives, their communities, and the institutions that serve them.	YPAR Hub Stepping Stones Toolkit on Organizing to Combat the School-to-Prison Pipeline: Using Participatory Action Research YELL@Denver Curriculum: An Adapted Program Manual for the Bridge Project
	Youth participatory evaluation	An evaluation approach that engages young people in evaluating the programs and policies that impact their lives. Young people receive extensive training and support on evaluation methods and implementation, and leverage the evaluation outcomes to improve their lives, their communities, and the institutions that serve them.	Reflect & Improve: A Tool Kit for Engaging Youth and Adults as Partners in Program Evaluation Youth Empowerment Solutions (YES) For Peaceful Communities Implementation Guide – general, multicultural, and African-American versions available
	Youth-engaged research or evaluation	Youth are included as members on an adult-driven research or evaluation project. Youth may receive training in and be engaged for a specific component of the project (such as data collection) or may be included broadly in the project. Youth and adults may work together to leverage the insights of the research or evaluation.	Youth-Adult Partnerships in Evaluation (Y-AP/E): A Resource Guide for Translating Research Into Practice Youth-Adult Co-facilitation Toolkit

Used?	Strategy	Description	Sample Resources*
	Youth-centered design	An approach that puts young people at the center of the design process by leveraging young people’s experience, insights, and creativity in designing programs, communities, and institutions that improve their lives. Young people can be trained in research and design and co-lead the design process or creative strategies can be used to leverage young people’s insights in the design process.	Youth-Centred Design (YCD) Toolkit One Youth Youth-Centred Design Toolkit
	Youth organizing	Young people engage in building power to create systemic change in their lives and their communities. Young people receive training in leadership, public speaking, and community organizing. They may also receive training in research/evaluation methods and/or how to use existing research or evaluation as tools in community mobilizing. Youth experience the impact of their organizing efforts and receive feedback from other stakeholders.	Padres & Jóvenes Unidos: Teacher’s Toolkit Youth Activist Toolkit Funders’ Collaborative on Youth Organizing
	Youth engaged in program (mentors, advocates, educators, facilitators, etc.)	Young people receive training in positive youth development, facilitation, advocacy, and/or education. They have specific programmatic responsibilities that can be leveraged in research and evaluation efforts.	SAMHSA’s Youth Engagement Guide: Strategies, Tools, and Tips for Supportive and Meaningful Youth Engagement in Federal Government–Sponsored Meetings and Events A Way Home: Youth Homelessness Community Planning Toolkit UNICEF Adolescent and Youth Engagement Strategic Framework
	Other (please describe)		

*This is a select sample of electronic resources that are available free of charge. Depending on the expertise and capacity of the organization and demographics of the young people engaged in the project, different resources may be more appropriate. A full list of available resources to support youth-engaged research and evaluation can be found in Appendix A.

Level of youth engagement

1. How much will young people be engaged?

Youth are participants in and/or served by the research or evaluation.

Youth are given an opportunity to provide feedback on the design and/or implementation of the research or evaluation.

Youth are involved in design and/or implementation of the research or evaluation.

Youth are collaborating and sharing decision-making power with adults in the design and/or implementation of the research or evaluation.

The project is entirely youth run and adults are only consulted as needed. Youth are leading the design and/or implementation of the research or evaluation

2. How well does the planned amount of youth engagement match the life stage of the youth (refer back to section 2) involved?

Excellent match

Good match

Average match

Weak match

No match

Comments or notes:

3. How well does the planned amount of youth engagement match the skills and capacities of the youth (refer back to section 2) involved?

Excellent match

Good match

Average match

Weak match

No match

Comments or notes:

4. How well does the planned amount of youth engagement match the expertise of the youth (refer back to section 2) involved?

Excellent match

Good match

Average match

Weak match

No match

Comments or notes:

5. As mentioned throughout this guide, there is not a universal metric to assess the quality of youth engagement. The best youth engagement effectively balances youth development goals, organizational expertise, programmatic goals, and available resources. Each funder must measure these factors around their strategic goals in youth development and youth engagement to determine the goodness of fit. Based on our organization's standards, how well does the level of youth engagement match the available resources, project timeline, and expertise of the team?

Excellent match between level of youth engagement and available resources

Good match between level of youth engagement and available resources

Unclear match between level of youth engagement and available resources

Poor match between level of youth engagement and available resources

6. How could the level of youth engagement be better aligned to match the available resources, project timeline, and expertise of the team, and our organization's funding priorities?

5 Youth engagement goals

1. What are the goals for youth engagement in this research or evaluation?

Primary goals for youth participants (e.g., skills, knowledge, capacities, experiences, development)

a.

b.

c.

Primary goals for adult participants (e.g., skills, knowledge, capacities, experiences)

a.

b.

c.

Primary goals for the research, evaluation, program, or organization? (e.g., program outcomes, policy changes)

a.

b.

c.

2. Who has been involved in establishing these goals?

Youth

Youth and adults together

Adults

Unclear

3. If these goals have been established without youth participation, what plans exist to integrate youth priorities into these goals?

4. How will youth engagement be measured and evaluated throughout the course of this project?

6 Organizational capacity for youth engagement

Effectively engaging youth in research and evaluation requires adult partners to have strong skills in positive youth development, training, and research and evaluation. The best program evaluator may not be the best at engaging youth in evaluation. This section is designed to capture the organization's capacity for effective youth engagement in research and evaluation.

1. Who is leading the youth engagement process?
2. What experience do they have effectively engaging this population of young people?
3. How ready is the organization to effectively engage this population of young people (in terms of resources, capacity, positive experience with effective youth engagement?)
4. What experience and/or knowledge does the organization have around adolescent development?
What additional questions and concerns do you have about the match between the proposed youth engagement and the developmental stage of the youth?
5. What resources (such as capacity, funding, policies, knowledge) currently exist that will support effective youth engagement in this project?
6. What additional resources (capacity, funding, policies, knowledge) are requested to support effective youth engagement?

7. What additional resources (capacity, funding, policies, knowledge) may the organization need to support effective youth engagement?

8. What challenges or barriers does the organization face to effectively engage youth? What efforts have they taken to mitigate these challenges?

9. What mechanisms or plan to establish mechanisms does the organization have to sustainably support youth engagement (including policies, procedures, how they include youth in other aspects of the organization, equitable pay)?

7 Opportunities for youth growth and development

Engaging youth in research and evaluation, using any strategy and at any level, is an opportunity to develop the skills and the capacity of young people. This section is designed to capture the benefits to youth and the capacity of the organization to ensure youth a positive growth experience.

1. How long will young people be engaged in this project?
2. Based on their age and place in the life course, what important transitions could young people encounter during the project that may impact their engagement in this project (such as school transitions, changes in living environment, becoming a parent, financial independence, legal adult status)?
3. How has the organization prepared to adapt to the changes young people may experience during the course of the project?
4. How, if at all, will near peers (slightly older peers or young adults) be engaged in the project?
5. As young people build their skills and capacities in research or evaluation, what opportunities for growth exist either within this organization/community or within partner organizations/communities?

8 Youth engagement work plan and budget

Completing the table below will help illuminate the level of specificity about youth engagement in this proposal and whether sufficient resources exist or have been requested to support successful plan implementation.

1. **Column 1:** At what points in the course of this research or evaluation project will youth be engaged? (some of these may be ongoing throughout the project)
2. **Column 2:** What will youth be doing during each phase?
3. **Column 3:** How well do these activities match with the developmental stage of the youth proposed to engage?
4. **Column 4:** What resources (financial and capacity) currently exist to support this work?

1. Project activity	2. What will youth do?	3. Level of developmental match between youth & activities (circle one)					4. Current resources to support this work?
a.		POOR 1	GOOD 2	EXCELLENT 3	EXCELLENT 4	EXCELLENT 5	
b.		POOR 1	GOOD 2	EXCELLENT 3	EXCELLENT 4	EXCELLENT 5	
c.		POOR 1	GOOD 2	EXCELLENT 3	EXCELLENT 4	EXCELLENT 5	
d.		POOR 1	GOOD 2	EXCELLENT 3	EXCELLENT 4	EXCELLENT 5	
e.		POOR 1	GOOD 2	EXCELLENT 3	EXCELLENT 4	EXCELLENT 5	
f.		POOR 1	GOOD 2	EXCELLENT 3	EXCELLENT 4	EXCELLENT 5	

CONCLUSION

Effective, strategic, meaningful, developmentally informed youth engagement requires funders and grantees working in partnership. This partnership ensures that the necessary planning, resources, skills, and capacities needed to support the desired level of youth engagement are in place. There are many outstanding resources available to support organizations in engaging youth in research and evaluation. If you are just beginning to engage youth in research and evaluation, the [UC Berkeley & UCSF Peer Resources YPAR Hub](#) or the [UC Davis Community Futures, Community Lore YPAR resource](#) provide excellent foundations. If you are seeking to tailor youth-engaged research and evaluation work to specific populations, some of the other resources included in the appendix may better align with your goals. Please note that few of the existing resources integrate insights from the developmental science of adolescence. This guide is designed to support funders in effectively engaging with grantees to develop youth-engaged research and evaluation projects that have the greatest potential to maximize the benefits for young people, programs, and organizations, and address racial and social inequities. We hope that you will capture your learnings and experiences and that the next generation of tools will include more developmental insights.

APPENDIX A: EXISTING YOUTH-ENGAGED RESEARCH AND EVALUATION RESOURCES

This is a summary of the English-language electronic resources available free of charge that are focused on youth-engaged research and evaluation available at the time this guide was developed (2021). These resources contain a depth of knowledge, curriculum tools, and extensive examples about effective youth engagement in research and evaluation. Depending on the expertise and capacity of the organization and demographics of the young people engaged in the project, different resources may be more appropriate. Some of the guides are tailored for specific populations and/or age groups of youth but most do not clearly integrate the developmental science. As such, it is important for funders and grantees to build their knowledge and capacity to apply the concepts of the developmental science of adolescence in the context of youth engagement. The questions we've provided in the project assessment tool are designed to help funders assess whether the applications align with the developmental needs of the engaged youth and enhance their impact. This list is intended to summarize existing tools to avoid duplication of efforts and dedication of resources as youth-engaged research and evaluation efforts expand.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
1	A Way Home: Youth Homelessness Community Engagement Toolkit	n.d.	Canadian Observatory on Homelessness	www.homelesshub.ca/toolkit/way-home-youth-homelessness-community-planning-toolkit	NO	YES	YES	Comprehensive guide on how to engage youth as stakeholders in research to inform the design, delivery, and evaluation of programs for homeless youth.
2	Adolescent and Youth Engagement Strategic Framework	2017	UNICEF	https://childhub.org/sites/default/files/library/attachments/adolescent_and_youth_engagement_en.pdf	YES	YES	YES	Specific recommendations for different age groups of adolescence. Describes different engagement of young, middle, and older adolescents.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
3	Adolescent Empowerment and Engagement for Health and Well-being: Strengthening Capacities, Opportunities and Rights	2020	WHO	https://apps.who.int/iris/handle/10665/333759	NO	YES	YES	Specific actions for policymakers and advocates.
4	Child- and Youth-Friendly Participatory Action Research Toolkit	2010	ChildFund International	https://resourcecentre.savethechildren.net/node/11578/pdf/child_friendly_par_toolkit_small.pdf	NO	YES	NO	Guide to engage children and youth in research to inform strategic planning.
5	Community Futures, Community Lore	2020	Community Futures, Community Lore UC Davis	https://ypar.cfcl.ucdavis.edu/index.html	NO	YES	YES	Free, interactive web-based curriculum that includes a Stepping Stones step-by-step guide for YPAR. Includes new guidance for virtual YPAR.
6	Engage Youth: A Discussion Paper on Meaningful Youth Engagement	2016	Women Deliver	https://womendeliver.org/wp-content/uploads/2016/04/Meaningful_Youth_Engagement_Discussion-Paper.pdf	NO	YES	NO	Core elements of meaningful youth engagement including engaging youth in generating data and evidence.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
7	eNurture Youth Engagement Guide	2020	eNurture	https://static1.squarespace.com/static/5be052479772ae583cf03c85/t/5e2abda1256bbc3c10e3fafd/1579859363774/eNurture+Youth+Engagement+Guide_Jan+2020_v2.pdf	YES	YES	YES	Focused on mental health in a digital world. Guide developed by youth and adults. General overview on how to effectively engage youth. Section on age-related activities.
8	Explore: Toolkit for Involving Young People as Researchers in Sexual and Reproductive Health Programmes: Toolkit Instructions and Case Studies	2013	International Planned Parenthood Federation (IPPF), Rutgers WPF	https://rutgers.international/resources/explore-toolkit-instructions/	NO	YES	YES	Free youth engagement guide to support researchers in engaging youth in research and evaluation of sexual and reproductive health programs. Accompanies two other guides on monitoring, evaluation, and research of SRHR programs for young people.
9	Facilitator's Guide for Participatory Evaluation with Young People	n.d.	Program for Youth and Community Checkoway, B, & Richards-Shuester, K.	https://www.participatorymethods.org/resource/facilitators-guide-participatory-evaluation-young-people	NO	NO	YES	Presents range of engagement and set of activities for engaging youth in evaluation.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
10	GAGE Virtual Research Toolkit: Qualitative Research with Young People on Their Covid-19 Experiences	2020	Gender and Adolescence: Global Evidence; Matachowska, A. et al.	https://www.gage.odi.org/wp-content/uploads/2020/06/GAGE-virtual-research-toolkit-qualitative-research-with-young-people-on-their-covid-19-experiences.pdf	NO	YES	NO	Free guide for people working in low-income settings on how to ethically and responsibly engage youth in research.
11	Gender In Focus: A Guide to Implementing Photovoice with Children to Lead the Way		Save the Children; Global Affairs Canada	https://resourcecentre.savethechildren.net/node/14202/pdf/photovoice-manual-final.pdf	NO	NO	YES	Guide to use photovoice as a tool for research about gender equity with children.
12	Girl Consultation Research Toolkit	2013	The Girl Effect	https://youthrex.com/wp-content/uploads/2019/02/Girl-Consultation-Toolkit.pdf	NO	YES	NO	A toolkit on how to run “consultations” with girls living in poverty to “hear from girls, to understand their lives, to uncover the issues and challenges they face and to gather their opinions on how they want the world to change.” Great focus on safety of marginalized girls.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
13	I Bloomed Here: A Guide for Conducting Photovoice with Youth Receiving Culturally and Community-Based Services	2013	Finding Our Way	https://www.pathwaysrtc.pdx.edu/pdf/proj5-photovoice.pdf	NO	YES	NO	Brief guide on using photovoice as a research tool with youth.
14	Making Youth Data Matter Curriculum: Putting Youth on the Map	2017	Center for Regional Change, UC Davis	https://interact.regionalchange.ucdavis.edu/youth/resources/curriculum/Making%20Youth%20Data%20Matter%20Curriculum.pdf	NO	YES	NO	Free curriculum for engaging youth in how to use the "Putting Youth on the Map" research tools.
15	Measuring Youth Engagement: Guidance for Monitoring and Evaluating Youth Programs	2017	USAID, Youth Power	https://www.youthpower.org/resources/measuring-youth-engagement-guidance-monitoring-and-evaluating-youth-programs	NO	YES	YES	Specific evaluation metrics for assessing youth engagement in research and evaluation.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
16	Brotherhood: My Brother's Keeper Sacramento Youth Engagement Evaluation and Assessment Report 2021	2021	My Brother's Keeper Sacramento	https://www.shfcenter.org/wp-content/uploads/2021/11/MBK-Sacramento_Youth_Engagement_Evaluation_and_Assessment_Report_2021.pdf	NO	YES	YES	Guide specifically focused on YE of young men of color in healthy development, education, workforce development, and justice systems. Uses a collective impact model with a specific focus on YE. Not specific activities for YE but more of an overall strategy.
17	Padres & Jóvenes Unidos: YPAR Teacher's Toolkit	n.d.	Research Hub for Youth Organizing and Education Policy	https://www.colorado.edu/education-research-hub/sites/default/files/attached-files/pju_teachers_toolkit_final_version_sio_last_edits_done.pdf	NO	YES	NO	Training manual for teachers. Focused on using YPAR with Chicano and Mexicano youth to address structural racism.
18	Participatory Approaches	2014	UNICEF, Guijt, I.	https://www.betterevaluation.org/sites/default/files/Participatory_Approaches_ENG.pdf	NO	NO	YES	Guide for using participatory approaches to engage children, youth, and families in impact evaluation

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
19	Photovoice Facilitator's Guide	2016	Rutgers for Sexual and Reproductive Health and Rights	https://rutgers.international/resources/photovoice-facilitators-guide/#	NO	YES	NO	Guide on using photovoice for engaging youth and other marginalized communities in research.
20	Reflect and Improve: A Toolkit for Engaging Youth and Adults as Partners in Program Evaluation	2005	Innovation Center for Community and Youth Development	https://www.yacwa.org.au/wp-content/uploads/2016/09/Reflect-and-Improve_Toolkit.pdf	NO	NO	YES	Very detailed toolkit on youth-adult partnership in evaluation.
21	SAMHSA's Youth Engagement Guidance: Strategies, Tools, and Tips for Supportive and Meaningful Youth Engagement in Federal Government-Sponsored Meetings and Events	2016	SAMHSA	https://youth.gov/feature-article/samhsa-youth-engagement-guidance	NO	YES	NO	Specific strategies for engaging youth in research in preparation for participating in federal government meetings.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
22	Youth Empowerment Solutions (YES) for Peaceful Communities - Implementation Guide	2017	Youth Empowerment Solutions (YES) - UM Prevention Research Center	https://umich.flintbox.com/#technologies/1c372082-1d23-428d-b65f-f500c6e1a8ca	NO	YES	YES	Guide to help providers who are interested in adapting components of the YES curriculum for different audiences.
23	Six Tips for Increasing Meaningful Youth Engagement in Programs	2016	USAID, PEPFAR, Youth Power	https://www.youthpower.org/resources/six-tips-increasing-meaningful-youth-engagement-programs	NO	YES	YES	High-level overview of YE in various program activities including research and evaluation.
24	So You Want to Involve Children in Research? A Toolkit Supporting Children's Meaningful and Ethical Participation in Research Related to Violence Against Children	2004	Save the Children	https://resourcecentre.savethechildren.net/library/so-you-want-involve-children-research-toolkit-supporting-childrens-meaningful-and-ethical	NO	NO	YES	Handbook on how to engage youth in primary and secondary data collection and analysis for program evaluation.
25	Supporting the Design and Implementation of Youth-Led Research Projects	2017	Search for Common Ground: Kelly, C. et al.	https://www.sfcg.org/wp-content/uploads/2017/05/Guidance-Youth-led-Research-dr-3.pdf	YES	YES	NO	Very limited mention of consideration of age and how that affects YE.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
26	Teen Action Toolkit: Building a Youth-Led Response to Teen Victimization	2007	COPS; The National Center of Victims of Crime	https://blackchildlegacy.org/wp-content/uploads/2017/04/Teen-TOOLKIT.pdf	NO	YES	YES	Implementation guide for youth and adults to work in partnership to improve local policies, outreach, and services to teens who experience crime. Steps and activities to engage youth in research and evaluation (among other program design efforts).
27	The Freechild Project: Youth Engagement Workshop Guide	2010	The Freechild Institute for Youth and Social Change; Fletcher, A.	https://freechild.org/2016/02/03/the-freechild-project-youth-engagement-workshop-guide/	NO	YES	YES	Practical, activity-based guide for youth and adults on youth engagement. Many activities focus on research.
28	The Policing Project Youth Engagement Guide Book: Bringing Youth and Police Together to Better Their Community	n.d.	NYU School of Law Policing Project Friedman, B, Berenyi, A., Kinsey, K., Heydari, F.	https://www.policingproject.org/youth-engagement-guidebook	NO	YES	YES	Specific focus on youth-adult partnerships in research around policing.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
29	Tips for Facilitating Youth Participatory Action Research (YPAR) Remotely	2020	CalFresh, UC, UC Davis Center for Regional Change, UC Davis School of Education	https://regionalchange.ucdavis.edu/sites/g/files/dgvnsk986/files/inline-files/CFCL%20Remote%20YPAR%20Tips.pdf	NO	YES	YES	Focus on remote YPAR engagement in light of Covid restrictions. Complement to other CalFresh YPAR resources.
30	Toolkit for Adolescent and Youth Engagement	n.d.	UNICEF Middle East and North Africa Regional Office	https://www.alnap.org/system/files/content/resource/files/main/aye_mena-toolkit.pdf	NO	YES	YES	
31	Toolkit for Monitoring and Evaluating Children's Participation: A 10-Step Guide	2014	Save the Children Norway	https://resourcecentre.savethechildren.net/library/toolkit-monitoring-and-evaluating-childrens-participation-introduction-booklet-1	NO	YES	YES	Focus on monitoring and evaluation of youth engaged research and evaluation projects.
32	Toolkit on Organizing to Combat the School-to-Prison Pipeline: Using Participatory Action Research	2017	Dignity in Schools	http://dignityinschools.org/toolkits/stpp/?toolkit_categories=using-participatory-action-research	NO	YES	YES	Examples of various YPAR projects focused on addressing the school-to-prison pipeline.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
33	UNICEF Programme Guidance for the Second Decade: Programming With and For Adolescents	2018	UNICEF	https://www.unicef.org/media/57336/file	YES	YES	YES	Broad overview. Includes specific components on research and evaluation. Specific mention of stages of development and how they influence youth engagement.
34	What is Youth Participatory Action Research? A Where-to-Start Guide for Youth, Educators, and Youth Workers Around the World	2018	Youth Activism Project	https://youthactivismproject.org/wp-content/uploads/2018/05/Youth-Activism-Project-YPAR-Guide.pdf	NO	YES	YES	Descriptions of YPAR in different countries along with summaries on how to do YPAR and overcome challenges.
35	YCD Toolkit	n.d.	UNICEF Canada, One Youth, Overlapp Associates	https://www.ycdtoolkit.com/	NO	YES	NO	Prototype—still collecting feedback for improvement.
36	YELL@Denver Curriculum: An Adapted Program Manual for Youth-Led Action Research The Bridge Project	2016	Bridge Project	https://www.researchgate.net/publication/316691526_YELL_Denver_curriculum_An_adapted_program_manual_for_youth-led_action_research_the_Bridge_Project	NO	YES	NO	Modified version of Stanford's YELL curriculum for the Bridge Project. Specific curriculum and activities.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
37	YES Curriculum Guide, African-American Version	2017	Youth Empowerment Solutions—UM Prevention Research Center	https://umich.flintbox.com/#technologies/1c372082-1d23-428d-b65f-f500c6e1a8ca	NO	YES	YES	Broad youth engagement tool with specific strategies on research and evaluation. Specific focus on African-American youth.
38	YES Curriculum Guide, Multicultural Version	2017	Youth Empowerment Solutions—UM Prevention Research Center	https://umich.flintbox.com/#technologies/1c372082-1d23-428d-b65f-f500c6e1a8ca	NO	YES	YES	Broad youth engagement tool with specific strategies on research and evaluation. Specific focus on multicultural groups of youth.
39	Youth and Adult Leaders for Program Excellence: A Practical Guide for Program Assessment and Action Planning	2004	Community Youth Connection	http://actforyouth.net/resources/n/n_yalpe-workbook.pdf	NO	YES	YES	Toolkit to help youth-serving organizations establish youth-adult partnerships to engage in program assessment, planning, and evaluation.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
40	Youth Collaboration Toolkit	2019	True Colors United	https://truecolorsunited.org/wp-content/uploads/sites/2/2016/08/Youth-Collaboration-Toolkit.pdf	NO	YES	YES	Developed as a partnership between the National Youth Forum on Homelessness and YES Colors United to engage young people who are receiving homeless services in research and evaluation to improve them.
41	Youth Engaged in Leadership and Learning (YELL): A Handbook for Program Staff, Teachers, and Community Leaders	2007	John W. Gardner Center for Youth and Their Communities; Stanford Graduate School of Education	https://www.academia.edu/344436153/Youth_Engaged_in_Leadership_and_Learning_YELL_A_Handbook_for_Program_Staff_Teachers_and_Community_Leaders	NO	YES	YES	Free YPAR curriculum and guide.
42	Youth Engagement: Recruiting and Engaging Youth	2019	CA DPH NEOPB	https://www.cdph.ca.gov/Programs/CCDC/DCDC/NEOPB/Pages/YouthEngagement.aspx	NO	YES	YES	Resources for training adults who want to conduct YPAR related to nutrition and healthy eating.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
43	Youth Engagement (YE) Community of Practice (CoP) Mission	n.d.	Youth Power 2	https://www.youthpower.org/youth-engagement-cop?utm_source=youth.gov&utm_medium=federal-links&utm_campaign=reports-and-resources	NO	YES	YES	Membership includes YD practitioners at multiple levels. Focus ranges but includes research and evaluation.
44	Youth Engagement in Development: Effective Approaches & Action-Oriented Recommendations for the Field	2014	USAID	https://pdf.usaid.gov/pdf_docs/PA00JP6S.pdf?utm_source=youth.gov&utm_medium=federal-links&utm_campaign=reports-and-resources	NO	YES	YES	Specific section (#7) on youth engagement in design, implementation, and evaluation of programs.
45	Youth Engagement Toolkit	2020	WI Dept of Health Services	https://www.dhs.wisconsin.gov/publications/p02250.pdf	NO	YES	YES	Brief guide. Refers to other guides, including the OR YPAR Curriculum.
46	Youth Engagement Toolkit	n.d.	Pan-Canadian Joint Consortium for School Health	http://www.gov.pe.ca/photos/original/eecd_YETOOL_E.pdf	YES	YES	YES	Contains links to a video on adolescent brain development.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
47	Youth Engagement Toolkit Evaluation Tool	2013	Ministry of Children and Family Development, Province of British Columbia	https://www2.gov.bc.ca/assets/gov/family-and-social-supports/data-monitoring-quality-assurance/information-for-service-providers/youth_engagement_toolkit_evaluation_tool.pdf	NO	YES	YES	Evaluation tool for organizations to assess the level of youth engagement in leadership, decision-making, research, and evaluation in their work. Also includes a module specific to evaluating how well the organization addresses diversity in their work with youth. Provides assessment tool and indicators.
48	Youth Leading Community Change: An Evaluation Toolkit	2016	Rural Youth Development Grant Program, USDA	4-h.org/wp-content/uploads/2016/02/Rural-Youth-Development-Youth-Leading-Community-Change-Evaluation-Toolkit-Color.pdf	NO	NO	YES	Handbook to guide youth and adults in partnering on program evaluation.
49	Youth Participatory Action Research Curriculum (adapted for OR)	2014	The Institute for Community Research and OR Health Authority Public Health Division	https://www.oregon.gov/oha/PH/HEALTHYPEOPLEFAMILIES/YOUTH/Documents/CurriculumYPAR2014.pdf	NO	YES	YES	Activity-based YPAR curriculum.

#	Title	Year	Source	Location	Integration of DS	Research	Evaluation	Notes
50	Youth-Adult Co-facilitation	2020	UM Adolescent Health Initiative	https://www.umhs-adolescenthealth.org/improving-care/youth-empowerment/	NO	YES	NO	Tool to help improve youth-adult partnerships in presenting research at scientific meetings and conferences.
51	Youth-Adult Partnerships in Evaluation (Y-AP/E): A Resource Guide for Translating Research Into Practice	2012	ACT for Youth Center of Excellence, Cornell University: Zeldin, S., Bestul, L., Powers, J.	https://youthrex.com/wp-content/uploads/2019/05/YAP-Resource-Guide-1.pdf	NO	NO	YES	Guide to help professional evaluators and organizations more effectively partner with youth to evaluate youth programs.
52	Youth-Led Research	n.d.	YouthLink Scotland	https://www.youthlinkscotland.org/resources/engaging-young-people-in-heritage/youth-led-research/	NO	YES	NO	Collection of tools for engaging youth in research.
53	Youth-Led Research Toolkit: A Guide to Understanding and Implementing Youth-Led Community-Based Research for Development Organizations	2019	Centre for Community based Research (CCBR)	https://general0747.wixsite.com/youth-led-research	NO	YES	NO	Freely available online curriculum and platform.

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54	YPAR Hub	2015	E. Ozer, UC Berkeley & UCSF Peer Resources	http://yparhub.berkeley.edu/	NO	YES	YES	Free, step-by-step YPAR guide with activities. Includes new guidance for virtual YPAR.
55	Youth-Participatory Action Research (YPAR) Projects	n.d.	CalFresh, CA DPH, CalFresh Healthy Living, University of CA	https://snapedtoolkit.org/interventions/programs/youth-participatory-action-research-projects-ypar/	NO	YES	NO	YPAR activities and resources designed for middle and high school age youth focused on nutrition and physical activity in their school.



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