Harmonious Solutions

A Proposed Evaluation of the Forum for Young Canadians
Prepared for: The Foundation for the Study of Processes of Government in Canada
February 10th, 2018

FORUM FOR YOUNG CANADIANS

FORUM POUR JEUNES CANADIENS

The Foundation for the Study of Processes of Government in Canada
800-81 Metcalfe Street
Ottawa, ON
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February 10th, 2018

To: The Foundation for the Study of Processes of Government in Canada
Re: Forum for Young Canadians

Harmonious Solutions is pleased to have the opportunity to work with the Foundation for the Study of Processes of Government in Canada (the Foundation) to facilitate the evaluation of the Forum for Young Canadians.

We commend The Foundation for undertaking an evaluation of its Forum for Young Canadians and hope that the comprehensive evaluation plan developed by Harmonious Solutions meets your needs. As requested, we have enclosed the following components:

- Overview of the Forum for Young Canadians and its evaluation needs
- Proposed logic model and theory of change narrative
- Description of the proposed evaluation approaches
- Description of the proposed evaluation methods
- Anticipated challenges and mitigation strategies
- Demonstrated competencies for Canadian evaluation practice
- Evaluation matrix

Past clients have selected us for our innovative approach to evaluation and our demonstrated ability to cooperatively work with diverse and underserved populations. Our consulting team is comprised of credentialed evaluators, all of whom have extensive experience using both quantitative and qualitative methodologies. Several of our members are particularly well-versed in utilization-focused evaluations. Given our combination of theoretical knowledge and strong methodological abilities, we are confident in ensuring the success of the evaluation at hand.

We sincerely hope that this evaluation proposal will benefit the Foundation in understanding how Harmonious Solutions can support in the evaluation of the Forum for Young Canadians. We thank you for this opportunity and look forward to discussing our evaluation plan with you further.

Regards,

Harmonious Solutions

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1. Overview of the Forum for Young Canadians

The Foundation for the Study of Processes of Government in Canada (the Foundation) is a bilingual, non-partisan organization that fosters youth engagement on the topics of government and Canadian citizenship. Founded in 1985 and partnering with the Government of Canada, the Foundation has provided educational programming to over 22,000 youth (FSPGC, 2018). Its main program, and the focus of this RFP, is the Forum for Young Canadians (Forum). Forum brings together engaged and politically interested youth (ages 15-19) from across the country to participate in a months-long educational experience. It begins with pre-Forum activities, such as peer discussions about youth priorities, learning about one's local community characteristics, and understanding the role of governments, that build preliminary knowledge and skills. These three months culminate in a one-week trip to Ottawa in which students take part in tours of government buildings, simulations of governmental procedures, and meetings with political representatives and staff. Students are also invited to take part in post-Forum activities to disseminate their new knowledge and experiences, which serve to further build their organizational, communication, and leadership skills. Ultimately, Forum participation is meant to increase students' political and community engagement, and desire to serve the public good.

2. Logic Model Narrative

Harmonious Solutions has devised a program logic model (PLM; see Appendix A) based on our understanding of Forum's resources, activities, and desired outcomes. The PLM is a visual representation of Forum's theory of change (ToC), which includes relevant assumptions, risks, and external factors. Importantly, it is assumed that political representatives and partnering community agencies will provide adequate encouragement and engagement for students as they begin to build knowledge and skills during the pre-Forum activities phase. Forum's structure also reflects an assumption that the desired outcomes can be achieved within a relatively short timeframe. This is particularly relevant for the one-week Forum itself, which fits in many activities within a long, potentially fatiguing, number of hours each day. We have also recognized two risks that may prevent Forum from achieving its objectives. Firstly, despite partial bursaries available for needy students, there may be barriers based on socio-economic status or residence (e.g., remote communities) that hinder the ability for Forum to recruit a truly diverse group of participants. Moreover, the diverse nature of participants must be well-understood by Forum's staff and overall operations; without these considerations, students may not be able to engage with the program as fully or positively as possible. Lastly, we have recognized that similar programs, such as "Encounters with Canada," or educational curricula as external factors that may also serve to achieve some of the outcomes desired by Forum.

We understand that the pre-Forum, Forum, and post-Forum activities all contribute to several short-term outcomes, including increases in: knowledge of government and citizenship, peer and community connections, self-awareness, and leadership, communication, and organizational skills. All of these short-term outcomes work together to lead to increased participation in government processes, community engagement, and a sense of personal and professional identity, which includes pride in Canadian citizenship. These outcomes can be seen through lifestyle choices such as volunteerism, political advocacy work, and educational and career paths. On a long-term scale, identified in the RFP as a 4 to 10 year range, we see that Forum will

be able to produce effective leaders from diverse backgrounds, who are able to make contributions to their local communities throughout the country. It is particularly ideal for these leaders to be engaged in organizations and institutions that serve the public good and exemplify the values of Canadian citizenship. Such leadership is concurrent to the development of higher levels of community cohesion; together, these two long-term outcomes will lead to a positive, inclusive, and thriving sociopolitical climate throughout Canada. We trust that the PLM we have developed reflects an accurate, albeit preliminary, understanding of Forum, and we look forward to collaborating with stakeholders to further refine and elaborate upon it.

3. Scope and type of evaluation

The purpose of the proposed evaluation is to determine the relevance, delivery, and performance (especially with respect to intermediate and longer-term outcomes) of Forum with a focus on what can be improved. Thus, we recommend a combined process-outcome formative evaluation be conducted. A formative evaluation will be undertaken to improve Forum by making its activities more effective and efficient and, consequently, maximizing the potential for desired outcomes to be achieved. Furthermore, it is important to check if Forum's activities are operating as planned. This objective can be achieved using a process evaluation, which involves measuring for correspondence between program design and delivery (Rossi, Lipsey, & Freeman, 2004). The process evaluation will consist of a focus on program fidelity, which will assess the extent to which the Forum activities are being carried out as originally intended (Century, Rudnick, & Freeman, 2010). The accompanying outcome evaluation will allow us to investigate if students and alumni are experiencing Forum's intended short-, intermediate-, and long-term outcomes. However, the identified ultimate outcome (thriving sociopolitical climate throughout Canada) is not recommended for examination due to the RFP's request to assess Forum impact on those who participated between 2008 and 2017. Harmonious Solutions feels that more time is needed for these participants to achieve Forum's ultimate outcome.

4. Theoretical approach

We recommend the proposed evaluation be led by three theoretical approaches: the utilization-focused (Patton, 2008), culturally responsive (Hood, 1998), and contribution analysis (CA; Mayne, 2012) approaches to evaluation. A utilization-focused approach focuses on gathering information that will be most useful and relevant for Forum. This approach also calls for evaluators to make all decisions in collaboration with an identified group of primary users (Patton, 2008). Therefore, we suggest the creation of an Evaluation Steering Committee (ESC) that includes representation from all stakeholder groups, but most importantly the primary users of the program (students and alumni). This committee will help to guide and support the evaluation process. Interim reports or presentations to the ESC will also help maintain the utility of evaluation results and ensure cultural responsiveness. We have identified key stakeholders involved with Forum and represented them in the diagram below. Harmonious Solutions considers each stakeholder group as vital to the evaluation process and a valuable member of the ESC but recognizes the particular importance of the program to the lives of students and alumni.
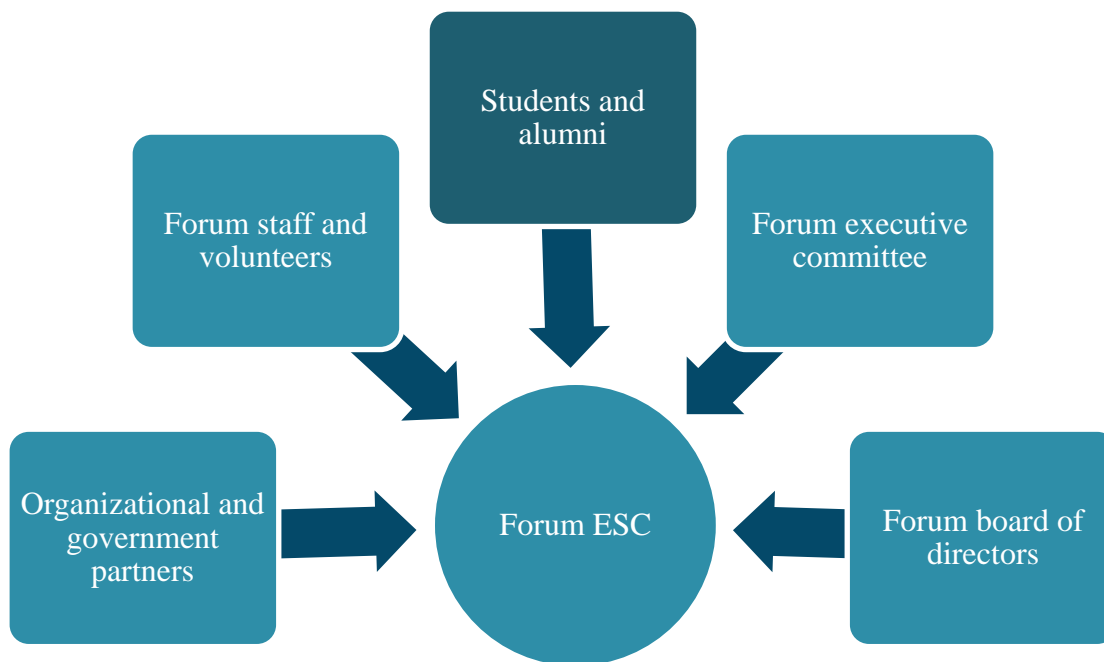
Incorporating the utilization-focused evaluation approach will help to ensure cultural competency by obtaining input from students of diverse cultural backgrounds. However, the experiences of those involved in the evaluation may not generalize to all cultures represented in Forum. Thus, Harmonious Solutions recommends the evaluation be informed by culturally responsive evaluation. This evaluation approach follows the same basic steps of a general evaluation (preparation, stakeholder engagement, design, etc.), but differs in how those steps are to be carried out by following specific principles (Hood, Hopson, & Kirkhart, 2015). Some examples of these principles include (Hood et al., 2015):

- Considering the culture of Forum as well as cultures of students and alumni
- Paying attention to power differentials among students and alumni and other stakeholders
- Acknowledging the legitimacy of all student and alumni culturally specific knowledge and ways of knowing

Lastly, CA is suggested because of the Foundation's request to assess the intermediate and longer-term outcomes of Forum which exists in a complex and dynamic setting. This approach will allow the Foundation to know whether Forum is a reason why student and alumni are experiencing intended outcomes. That is, in lieu of an experimental design, CA will infer contribution between Forum activities and outcomes as long as evidence is found for: (1) Forum being based on a well-structured theory of change, (2) Forum activities being implemented as intended, (3) Forum's ToC being verified by evidence, and (4) external factors (context and rival explanations) for outcomes being accounted for (Mayne, 2012).

As outlined in our *Methods* section and evaluation matrix (Appendix B), there are a number of evaluation questions and activities which we have proposed that will assist us in assessing the six steps of CA (e.g., online logic modelling workshop and REF; Mayne, 2012):

- Step 1: Set out the cause-effect issue to be addressed: How does Forum contribute to its intended outcomes?

- Step 2: Develop the postulated ToC and risks to it, including rival explanations (see Appendix A and *Logic Model Narrative* for our proposed ToC).
- Step 3: Gather the existing evidence on Forum's ToC (e.g., documents review, REF).
- Step 4: Assemble and assess the contribution claim and challenges to it (e.g., online survey).
- Step 5: Gather new evidence from the implementation of the intervention.
- Step 6: Revise and strengthen the contribution story.

While the current proposal reflects our initial evaluation plan, Harmonious Solutions looks forward to working closely with the ESC at all stages of the evaluation in order to ensure it best reflects the specific needs of Forum. To further ensure optimal quality and integrity while conducting this evaluation, Harmonious Solutions will adhere to the standards set out by the Joint Committee on Standards for Educational Evaluation (JCSEE; Yarbrough, Shulha, Hopson, & Caruthers, 2011), which have been adopted by the Canadian Evaluation Society.

5. Methods

The proposed evaluation questions, indicators, and methods of data collection are summarized in the evaluation matrix, which can be found in Appendix B. Harmonious Solutions recognizes that all methodological approaches have specific advantages and inherent limitations. Therefore, we will use a variety of complimentary qualitative and quantitative methods when evaluating the Forum. This triangulation of data strengthens validity and ensures the highest standard of evaluation possible (Schwandt, 2009). All data collection will also be guided by the ethical principles of competence, integrity and accountability adopted by the Canadian Evaluation Society. This includes measures such as gaining informed consent, maintaining confidentiality, and ensuring participant-centred methods. All instruments will be designed in consultation with the ESC. With these considerations in mind, we recommend the following seven methods:

Literature Review
We recommend a systematic and thorough review of relevant academic social science literature to determine whether the Forum's theory of change is supported, specifically within the domain of helping 15-to 19-year-old students from diverse cultural backgrounds further engage in their political and social communities (evaluation question 1). Scholarly peer-reviewed research relevant and of high quality will be summarized and synthesized in order to obtain a current and comprehensive knowledge base on this topic. Similarly, this method will also be used to help identify what external factors may be able to account for Forum's contribution claims (evaluation question 3). This is particularly important for CA, which requires that as many external factors be accounted for when determining whether the program in question is responsible for the observed outcomes, in tune with Befani and Mayne's (2014) criteria.

Advantages of literature review:
- Efficient and economical way to ensure program is empirically supported

- Useful for identifying best practices

Limitations of literature review:
- Research demonstrating positive results and favourable outcomes may be reported more often than those demonstrating negative results and unfavourable outcomes
- Relevant literature may be focused toward dissimilar context or culture, limiting generalizability and applicability

Environmental Scan

A systematic environmental scan of programs offering similar services to Forum is recommended to identify, collect, and analyze information about external factors that may affect Forum (evaluation question 3; Albright, 2004; Zhang, Majid, & Foo, 2010). Additionally, an environmental scan can determine the efficacy of Forum's ToC based on the application of ToCs in similar programming (evaluation question 1) and existing best practices for culturally responsive service delivery of programs offered to students of diverse cultural backgrounds (evaluation question 2).

Advantages of environmental scan:
- Allows economic and efficient comparison with existing programs
- Effective and efficient means of obtaining comprehensive and reliable data without interrupting program implementation

Limitations of environmental scan:
- Results in other contexts may not translate to Forum
- Lacks flexibility (i.e., data is restricted to what already exists)

Online Logic Modelling Workshop

Harmonious Solutions will conduct a half-day, online logic modelling workshop, wherein members of the evaluation team will collaborate with the ESC to develop and refine Forum's PLM and ToC. This method will be used to validate the primary activities and desired outcomes of the Forum in collaboration with program stakeholders, ensuring that all stakeholders have the same understanding of the causal linkages underlying Forum's ToC (evaluation question 1). Once pre-Forum, Forum, and post-Forum activities and outcomes are agreed upon, the evaluator will work with program stakeholders to create a comprehensive PLM. Following the utilization-focused approach, the logic modelling workshop will allow the Foundation to build internal evaluation capacity and further develop the PLM to reflect program changes, which may be useful for future evaluative endeavours. Because members of the ESC reside across Canada, the workshop will be held in the form of a videoconference, and time zone differences will be taken into consideration.

Advantages of logic modelling workshop:
- Allows for discrepant views to be identified
- Can build internal evaluation capacity

Limitations of logic modelling workshop:
- Requires extended time commitment
- Potential for technical online difficulties to occur

Online Focus Groups

Harmonious Solutions will conduct three online focus groups consisting of in order to gain a greater understand of the cultural responsiveness of Forum's ToC, possible external factors contributing to the causal claims underlying the ToC, Forum's program fidelity and value, recommendations for program improvement, and the achievement of short-term, intermediate, and long-term outcomes (evaluation questions 2, 3, 4, 5, 6, 7, and 8). Specifically, one focus group will be conducted with the ESC and two will be conducted with Forum students and alumni. All focus groups will be facilitated by an experienced bilingual facilitator and will be conducted using the best practices outlined by Krueger and Casey (2008). Any necessary translation during focus groups will be provided by the facilitator. In the event that additional translation is needed (e.g., for newcomer members), arrangements will be made to have an appropriate translator present. All focus group participants will be recruited via telephone and email, as the Foundation has access to alumni contact information from the past ten years. The focus groups will be held online, in consideration for the time zone differences of ESC, alumni, and current student residence.

Online focus groups will be standardized with open-ended questions developed in collaboration with the ESC. All focus groups will be recorded and transcribed verbatim. Transcripts will be analyzed with the general inductive approach, which allows for themes related to evaluation questions to emerge (Thomas, 2006). Specifically, raw text will be condensed into summary format, links between the summary and the evaluation questions will be established, and a framework for the underlying processes and experience of the program will be developed (Braun & Clarke, 2008). Focus groups will include five to ten participants in order to allow adequate participation from each member (Krueger & Casey, 2008).

Advantages of focus groups:
- Ability to obtain rich, qualitative, and potentially unanticipated data in an economic and timely manner
- Facilitative effect of group interaction and exchange of ideas among participants

Limitations of focus groups:
- Potential for peer pressure or for few members to dominate conversation
- Difficult to accommodate the various time zones and technical abilities of participants

Surveys

Harmonious Solutions recommends that online surveys be administered to evaluate the cultural responsiveness of Forum's ToC, possible external factors contributing to the causal claims underlying the ToC, Forum's program fidelity and value, recommendations for program improvement, and the achievement of short-term, intermediate, and long-term outcomes (evaluation questions 2, 3, 4, 5, 6, 7, and 8). The survey will compliment the online focus groups in terms of question content, with the intent to reach a broader range of Forum students, alumni, staff, volunteers, and partners across Canada. Surveys will be administered online and kept at minimal length to enhance timeliness and encourage participation. In addition to email invitations, requests for participation will be displayed on Forum's various social media platforms (e.g., Facebook, Instagram, Twitter). The survey will be developed by Harmonious Solutions in conjunction with the ESC and will adhere to best practices with regards to survey design, as outlined by Dillman, Smyth, and Christian (2014). To encourage participation, we will offer an incentive of entry in a draw for a $200.00 Visa gift card. In the event that additional

translation is needed (e.g., for English as a second language individuals), arrangements will be made to have surveys translated into the appropriate languages.

Quantitative data will be analyzed using descriptive, bi-variate statistical techniques (e.g., means, correlations, etc.) and qualitative data will undergo a content analysis/general inductive approach, allowing for the emergence of themes related to evaluation questions (Thomas, 2006).

Advantages of surveys:
- Allows for anonymous responding, which can help reduce social desirability bias and issues of peer pressure that may arise in alternative approaches (e.g., focus groups)
- Can reach a large number of participants in a relatively quick and cost-effective manner, thereby obtaining a more representative sample and more data

Limitations of surveys:
- Selective completion by those who either had a very positive or a very negative experience with Forum; those that volunteer to complete the survey may differ from non-respondents in ways that are difficult to measure
- Does not allow for the opportunity to clarify or ask follow-up questions if no facilitator is present

Documents Review

Harmonious Solutions recommends the following documents reviews: 1) a thorough review of all student and alumni demographic records to determine if the percentage of the Forum's participation targets are being reached (evaluation question 2); a thorough review of all organizational plans, policies, and alumni feedback records to determine whether Forum activities are being implemented as intended (evaluation question 4); and, 3) a review of alumni feedback forms to determine ways in which Form activities and service delivery can be improved (evaluation question 5). We propose a critical examination of all documents to ensure that the most accurate information is obtained.

Advantages of documents review:
- Does not interrupt program implementation
- Effective and efficient means of obtaining comprehensive pre-existing data (i.e., alumni demographic information and feedback records)

Limitations of records/documents review:
- Relies on accuracy and completeness of previously recorded data
- Lacks flexibility (i.e., data are restricted to what already exists)

Relevant Explanation Finder

Accounting for rival explanations is a core component of CA. The aim of the Relevant Explanation Finder (REF; Lemire, Nielsen, & Dybdal, 2012) is to provide a framework for the identification and examination of the most salient non-program factors that could influence desired outcomes. By closely examining these rival factors, evidence can be given regarding the degree of their influence on outcomes, strengthening the contributional claims that can be made regarding Forum's ToC.

The REF consists of six components: (1) the most salient rival factors; (2) the type of factor identified – primary explanation (i.e., a causal linkage identified and purported to be the target intervention factor that accounts for and explains the observed outcomes), direct rival factor (i.e., a causal linkage different from the target intervention factor, that accounts for and explains the observed outcomes), commingled rival factor (i.e., a factor that interacts with the target intervention factor to contribute to and explain the observed outcomes), or implementation rival factor (i.e., an influencing factor in the implementation process, rather than a substantive intervention factor, that modifies the outcomes); (3) the level of influence of the factor – individual, interpersonal, institutional, or infrastructural; (4) observable indicators of evidence for or against the existence of a factor (e.g., evidence for similar programs leading to Forum's intended outcomes); (5) the degree of influence of both the factors identified and the underlying causal linkages for the observed outcomes; and (6) conclusions drawn from information in the previous columns, allowing for a consensus on how each factor affects the contribution of Forum to observed outcomes.

Advantages of the REF:
- Strengthens the contributional claims that can be made for Forum by accounting for external influencing factors
- Organized visual representation of external influencing factors

Limitations of the REF:
- Which rival factors are regarded as most salient is subjective (i.e., critical factors could be missed)

Addresses only one of the foundational steps of contribution analysis

6. Potential challenges and proposed solutions

Potential Challenges	Mitigation Strategies

Working with a diverse and vulnerable population
• Difficulty in gaining trust and building rapport with Forum students, alumni, and other stakeholders who come from diverse cultural backgrounds
• Difficulty in communicating with Forum students, alumni, and other stakeholders whose preferred languages may not be English or French
• Difficulty in ensuring that evaluation materials are culturally relevant and responsive
	• Having Forum staff, volunteers, and community partners present to help facilitate focus groups
	   o Their presence should increase focus group participants' sense of comfortability
	   o This also demonstrates a sense of cohesion between the Harmonious Solutions team, Forum staff, volunteers, community partners, and focus group participants, who are all invested in improving the program, in line with the formative evaluation approach that is being taken
	• Harmonious Solutions will also work with the above individuals to help ensure that all evaluation materials are available in participants' preferred language
	• In addition to collaborating with this group, Harmonious Solutions will also reach out to the Foundation's network of MPs, who can help ensure that evaluation materials and conduct are culturally relevant and responsive.
	   o MPs may also be able to direct the Harmonious Solutions team to important community or cultural leaders who may also be able to assist in consultation
	   o This is also a foundation of our culturally responsive evaluation approach, which will be evident throughout

Participant recruitment • Difficulty in recruiting participants over a vast geographic region • Difficulty in recruiting participants who have not recently participated in Forum	• Harmonious Solutions is extremely fortunate that Forum has collected such extensive participant data, including contact information, on students and alumni, and will use that to aid in the recruitment of participants o Additionally, Harmonious Solutions can use Forum's vast social media reach, such as its 1,633 Twitter followers to help advertise the evaluation • Harmonious Solutions will also be cognizant of the time zones encompassed within Canada when scheduling focus groups and the online logic modelling workshop

Assessing the contribution claims of Forum activities
• Difficulty in determining causal linkages across a vast sociopolitical and cultural landscape
• Difficulty in determining causal linkages in a relatively short evaluation window
	• Adopting the CA approach outlined above allows for a more accurate assessment of Forum's anticipated outcomes.
	    o Specifically, a substantial component of the CA approach is identifying external factors that may influence program outcomes, allowing for a better assessment on the magnitude of effect that Forum itself has on these outcomes
	    o Adopting the use of REF helps to systematically identify external factors that may account for Forum's contribution claims
	    o Use of Befani and Mayne's (2014) four conditions for establishing causality
	• Harmonious solutions will also take advantage of the vast amount of rich, thorough data collected from previous participants to help identify if some of the short-term outcomes are being achieved
	    o Utilization of the large number of Forum alumni over the past decade can also help in assessing longitudinal change

7. Competencies for Canadian Evaluation Practice

Harmonious Solutions is made up of evaluators credentialed through the Canadian Evaluation Societies Professional Designation Program (PDP). As such, the three pillars of the PDP credentialing program will guide the recommended evaluation design and data collection methods outlined in this report. The three pillars include: the code of ethics, the standards of practice, and the evaluation competencies (CES, 2010). The way we have designed our proposed evaluation demonstrates the following five competencies in particular:

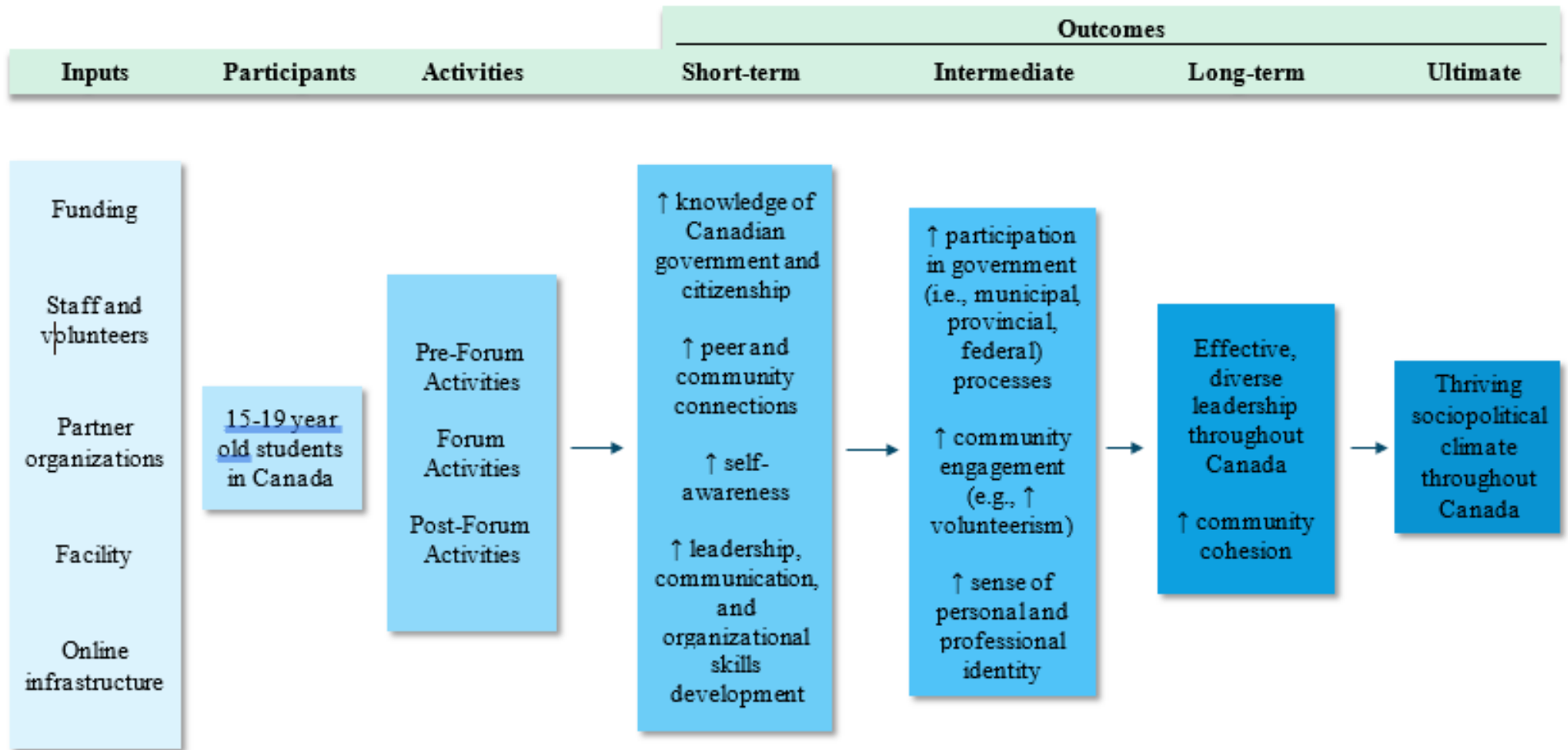| Competency	Evidence of Demonstration
Technical Practice Competency 2.1: Understands the knowledge base of evaluation	As demonstrated by our PLM (Appendix A) and our proposed online logic modelling workshop, Harmonious Solutions: • Clearly understands the aims, processes, and results of evaluation and indicates our desire to help spread this knowledge As demonstrated by our evaluation approaches (CA and culturally relevant) and variety of methodological assessment tools, Harmonious Solutions: • Exhibits an understanding of the range of evaluation models, approaches, and positions
Technical Practice Competency 2.5: Frames evaluation questions	As evidenced by our evaluation questions and methodology relevant to our evaluation approaches and theories (process, outcome, CA, and culturally relevant), especially questions 1-4, Harmonious Solutions: • Understands the basic objectives and questions associated with various types of evaluation As demonstrated by our proposed online logic modelling workshop, utilization-focused approach, and utilization of previously collected participant data, Harmonious Solutions:

	• Clearly understands the value in consulting with clients and other stakeholders to develop an understanding of evaluation and agency needs and questions to be addressed • Appreciates the vast quantity of rich participant data that Forum has already collected by having it help inform evaluation questions, objectives, design, data collection, and reporting
Interpersonal Practice Competency 5.9: Attends to issues of diversity and culture	As demonstrated by our proposal's anticipated challenges and mitigation strategies section as well as our chosen evaluation methodology Harmonious Solutions: • Has identified the needs of diverse constituents and communities including: ethnicity, language, social class, culture, religious beliefs and practices, local customs, and organizational cultures and how these may inform evaluation methodologies and approaches • Displays sensitivity to issues of diversity • Responded proactively to address issues of diversity, striving to be both equitable and inclusive

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Appendix A: Program Logic Model

Inputs	Participants	Activities	Outcomes			
			Short-term	Intermediate	Long-term	Ultimate

Funding

Staff and volunteers

Partner organizations

Facility

Online infrastructure

15-19 year old students in Canada

Pre-Forum Activities

Forum Activities

Post-Forum Activities

↑ knowledge of Canadian government and citizenship

↑ peer and community connections

↑ self-awareness

↑ leadership, communication, and organizational skills development

↑ participation in government (i.e., municipal, provincial, federal) processes

↑ community engagement (e.g., ↑ volunteerism)

↑ sense of personal and professional identity

Effective, diverse leadership throughout Canada

↑ community cohesion

Thriving sociopolitical climate throughout Canada

Assumptions:
- Encouragement from political representatives and community agencies
- Program duration is adequate to elicit intended outcomes

Risks:
- Recruitment challenges affecting students from diverse backgrounds
- Services may not be offered in a fully culturally-responsive manner

External factors:
- Other similar programs (e.g., Encounters with Canada)
- Content of standard educational curriculum may also lead to identified program

Appendix B: Evaluation Matrix

All of the proposed evaluation questions will be informed by the contribution analysis and culturally responsive approaches outlined above. As requested, each question will be limited to one to three indicators.

Evaluation Questions	Indicators	Methods
Program Relevance		
1. **Is theory of change underlying the program supported?**	• Empirical evidence supporting the theory of change from social science literature • Evidence from similar successful programs supporting theory of change • Stakeholder perceptions of theory of change relevance and efficacy	• Literature review • Environmental scan • Online logic modelling workshop
2. **Are the services offered culturally responsive to students from diverse cultural backgrounds?**	• Evidence from similar successful programs for students from diverse cultural backgrounds • Stakeholder perceptions of cultural responsiveness • Percentage of the Forum's participation targets being met	• Environmental scan • Online focus groups • Online survey • Documents review
3. **What external factors could account for the contribution claims of the program theory of change?**	• Empirical evidence of potential external factors illustrated by social science literature • Evidence of external factors in similar programs • Stakeholder self-reports of alternative services and resources that target similar intended outcomes	• Literature review • Relevant Explanation Finder • Environmental scan • Online focus groups • Online survey
Program Delivery		
4. **Are program activities implemented as intended?**	• Degree of adherence to organizational plans and policies • Stakeholder perceptions of program fidelity • Partner and volunteer perceptions of pre- and post-Forum value	• Documents review • Online focus groups • Online survey
5. **In what way(s) can service delivery be improved?**	• Stakeholder recommendations for improvement (e.g., alumni views on pre- and post-Forum activities) • Stakeholder-identified barriers and facilitators to service access	• Documents review • Online focus groups • Online survey
Program Outcomes		
6. **To what extent are the short-term outcomes being achieved?**	• Stakeholder perceptions of student and alumni knowledge and skill development • Stakeholder perceptions of student and alumni peer and community connections • Student and alumni perceptions of enhanced self-awareness	• Online focus groups • Online survey
7. **To what extent are the intermediate outcomes being achieved?**	• Stakeholder self-reports of student and alumni participation in government • Stakeholder perceptions of student and alumni community engagement • Student and alumni perceptions of personal and professional identity development	• Online focus groups • Online survey
8. **To what extent are the longer-term outcomes being achieved?**	• Student and alumni self-reported participation in leadership roles • Stakeholder perceptions of community cohesion	• Online focus groups • Online survey