

ADVANCING RACIAL EQUITY IN INDIANA, BOOK BY BOOK



PREPARED FOR
AEA Student Evaluation
Case Competition

PREPARED BY
AEA Case Work Group



Advancing Racial Equity in Indiana, Book by Book

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The case in this document was developed for the American Evaluation Association (AEA) U.S. Student Evaluation Case Competition solely for educational purposes. It does not entail any commitment on the part of AEA, Indiana Humanities, or any organization directly or indirectly associated with them or mentioned in this case study.

We are indebted to Indiana Humanities for allowing us to feature the Advancing Racial Equity Collection Development program in the 2023 AEA U.S Student Evaluation Case Competition. We are also grateful to the Indiana Evaluation Association for their support with recruitment and selection of the case organization.

The Student Evaluation Case Subcommittee developed the case. The Case Subcommittee consisted of Steven W. Mumford, Rana S. Gautam, and Christine Roseveare. Other members of the Student Evaluation Case Competition working group include Dana Jayne Linnell, Carolina De La Rosa Mateo, Julian Nyamupachitu, Jennifer Yessis, and Asma Ali.

Welcome to the inaugural American Evaluation Association (AEA) United States 2023 Student Evaluation Case Competition! This year's U.S. [Student Evaluation Case Competition](#) focuses on racial equity and inclusion at a time of growing concern over polarization in the U.S and beyond.

We are issuing a Request for Proposals (RFP) for an evaluation of Indiana Humanities' *Advancing Racial Equity Collection Development* (ARECD) program, funded by Lilly Endowment, which intends to benefit libraries of all kinds and their communities across Indiana. Indiana Humanities is a statewide nonprofit organization based in Indianapolis, host site of the 2023 [AEA Conference](#).

Launched in the wake of the murder of George Floyd and ensuing mass protests, ARECD aims to help libraries in the state meet the increased demand for materials on racial equity. The benefiting organizations utilize mini-grant money to expand their existing collection of books, films, or other materials on race, systemic racism, and/or the Black experience. Since its start in July 2020, ARECD has grown to include talks and presentations from humanities scholars and experts on the history of race, the Black experience in Indiana, and racial equity. The ARECD program is now incorporating opportunities for professional development for Indiana librarians.

Your team is charged with proposing a contextually appropriate and methodologically sound evaluation of the ARECD program that engages key partners and prioritizes equity, cultural responsiveness, and ethics. A detailed description of the requirements of your team's evaluation proposal is available in Section 3 of this document. In addition, the assessment criteria are listed in that section. You must submit your proposal within seven hours of downloading these case materials.

Good luck!

Competition Rules

1. **Time:** Your team should upload its submission to SCC website no later than 7 hours from the initial download of the case.
2. **Anonymity:** Do not include in your submission any information that might reveal the identity of the team members or your institution to the judges, including any names or photos of your team members or university. Use the team name you used when registering for the case competition.
3. **Team coach:** Coaches must not directly or indirectly communicate with their teams once the case document has been downloaded and distributed to the team, until the team's proposal has been submitted.
4. **Consultations:** Under no circumstances should teams contact the case organization. In preparing submissions, teams are at liberty to explore any public or library-based information source, such as books, articles, websites, etc.
5. **Submission format:** Your submission should be prepared following the guidelines in Section 3 and saved as **[your team name].ext, e.g., A1Consultants.pdf or A1Consultants.ppt or A1Consultants.mp4**. The submission must be submitted as **one file** (not a zipped file of multiple documents). If your file is over 2GB or is uploaded to another website (e.g., YouTube for video presentations), then please submit a one-page document with a link to your submission materials.
6. **Additional information:** More information on competition rules is available on our [website](#).

Questions or Problems?

Please email scc@eval.org if you have questions or encounter technical difficulties. Additionally, you can join the Zoom room (link provided via email) on the day of the competition from **8am to 8pm ET**, to ask SCC representatives any questions regarding technical difficulties. Note that we will not answer questions about the case itself or provide individual guidance or feedback to teams regarding the content of their submission.

Section 1: Case Context

Structural racism is a historical legacy and current fact in the United States and elsewhere around the world, resulting in measurable racial inequities and disparities in the present day. Despite the increased attention structural racism has received in the media and public discourse since June 2020, following the murder of George Floyd by police officers in Minneapolis, only about half of white Americans believe systemic or institutional racism continues to exist in America, far below other racial and ethnic groups (Johnson, 2022; Newall & Machi, 2020). Broad awareness of the impacts of structural racism is a necessary precursor to dismantling it.

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Proactive anti-racism takes intentional effort on the part of white Americans in particular (Roberts & Rizzo, 2021). Contextualized stories and dialogue shared across racial boundaries may serve to surface and ultimately transform deep-seated racial biases and stereotypes, building support for more structural policy change (Hetey & Eberhardt, 2018). Yet white Americans appear to be least engaged in efforts to actively understand the lived experiences of people of color (Florida & Penalzoa, 2020) or broach conversations about racism with their children (Sullivan et al., 2021). White Americans by and large may need more tools and foundational knowledge to engage in meaningful conversations about race and racism (Sanchez et al., 2022).

1.1: Cause for Optimism

Over the span of decades, white Americans have gradually become more cognizant of disparities facing Black Americans and more willing to enact specific policies to mitigate them (Saad, 2021). At present, employees of all races are pushing their employers to address social and racial injustice, including by creating space for difficult conversations about race in the workplace (Segal, 2021).

Younger generations of Americans may be leading the charge on changing attitudes about race through anti-bias education, both as K-12 learners and teachers. Intentional anti-bias instruction is gaining increased adoption across grades in recent years, although teachers need more access to high-quality curricular materials, support from their school districts, and professional learning opportunities in this area

To offer adequate anti-racism education, teachers need more access

to:

High-quality curricular materials

Support from school districts

Professional learning opportunities

(Woo et al., 2022). And while teaching about racism is controversial among white parents in the United States, most agree that schools should teach about the history of racism and refrain from banning books for political reasons (Barnum, 2022).

1.2: A Role for Libraries

Libraries have long been a site for curious individuals of all ages to expand their horizons by accessing diverse readings and other materials. In recent years, however, book banning legislation has gained renewed traction in many states (American Library Association [ALA], 2022a), including Indiana (Williams et al., 2023). Nonetheless, majorities of Americans across racial and partisan lines oppose book banning in the context of race (Backus & Salvanto, 2022) and trust the judgment of their local public and school librarians (ALA, 2022b).

Librarians need support if they are to acquire more diverse books and other materials on the subject of racial equity, circulate them within local communities, and facilitate challenging dialogues about race among the people they serve of all races and ethnicities. Indiana's total population of almost 6.8 million people is approximately 77 percent white, well above the nationwide percentage of 62 percent white (America Counts, 2021). In contrast, approximately 88 percent of librarians nationwide were white in 2009-2010, the latest figures available, and this percentage had barely changed since 2000 (ALA, 2012). Libraries nationwide have faced dwindling budgets over decades (ALA, 2022a), which make hiring more diverse staff and purchasing diverse materials difficult.

1.3: Call to Action

Indiana's 236 public library systems serve 2.69 million registered users (about 40% of the population; Indiana State Library, 2020), not counting the many additional community-serving libraries within schools and other community-based institutions and organizations across the state (Indiana State Library, 2022). These trusted community organizations have the potential to inspire and advance transformational conversations about racial equity across all of Indiana's 92 counties. But they need additional resources, support, and structural changes within their organizations to accomplish this ambitious goal. This case focuses on a program to equip Indiana libraries of all kinds (public, school, academic, prison, etc.) with the tools and resources to enhance their ability to advance racial equity in the state.

Section 2: Case Organization & Program

[Indiana Humanities](#) is a 501(c)(3) nonprofit organization based in Indianapolis and serving the state of Indiana. Its [mission](#) is to “connect people, open minds and enrich lives by creating and facilitating programs that encourage Hoosiers [people who live in Indiana] to think, read and talk.” Its vision is an Indiana where the humanities belong to everyone, where action is rooted in insight, and where community grows from conversation. Inclusivity, curiosity, community, creativity, and partnership are its core values.

Indiana Humanities was founded in 1972 at the request of the [National Endowment for the Humanities](#) (NEH), an independent agency of the U.S. federal government, and continues to be partially funded by NEH. Its major activities include supportive grantmaking, fostering public dialogue, and organizing ambitious projects, all to promote the humanities in Indiana. The [humanities](#) include a variety of disciplines such as history, literature, and philosophy, all centered around “pursuing truths about the shared human condition.” Through methods like storytelling, the humanities and literary arts can play a powerful role in advancing racial equity.

In the summer of 2020, in line with its inclusive vision and values, Indiana Humanities accelerated its ongoing racial equity work by issuing a [public commitment](#) to build a more equitable Indiana. That commitment has since resulted in specific programs which have evolved and expanded over time. As a federally-funded public charity, Indiana



Indiana Humanities: Our Commitment

“Injustice and violence against Black people continue to expose the realities of systemic racism. The horrific murder of George Floyd, in the midst of the global pandemic, brings to the surface the pain, profound sadness and exhaustion of a nation in crisis. We grieve for and with the families and loved ones of George Floyd, Ahmaud Arbery, Dreasjon Reed, Breonna Taylor and the many, many others.”

Indiana Humanities unequivocally believes that Black Lives Matter.

Humanities does not engage in direct lobbying for specific legislation, but it uses its platform to advocate for racial equity statewide. This case focuses on Indiana Humanities' racial equity programming implemented since June 2020. It draws heavily from materials shared by Indiana Humanities with the case authors.

2.1: Advancing Racial Equity Collection Development (ARECD) Program

In July 2020, Indiana Humanities received funds from [Lilly Endowment](#) to distribute mini-grants to “collecting organizations”—primarily libraries—across the state, allowing them to purchase books, films, and digital resources about racial injustice for their collections and lend them to organizational members or the general public. The timing of this funding came at a crucial moment, when Indiana libraries were overwhelmed by patron requests for materials about racial injustice following the murder of George Floyd and ensuing protests.

At this time, many people turned to literature and libraries for tools and knowledge to confront the difficult reality of anti-Black racism in America. However, they faced waitlists at their local library branches and backorders from publishers. Indiana Humanities partnered alongside the [Indianapolis Public Library](#) to adopt their list of approved resources on the topic of racial equity, which were then provided to libraries that applied for a mini-grant to purchase them.

2.2: Phase One of the ARECD Program

Grantees started receiving the first phase of ARECD funds in mid-August 2020 and completed purchases and final reports by December 1, 2020. By this time, 149 organizations in 85 communities were awarded mini-grants, permitting the purchase of more than 7,000 books, movies, and digital materials from the approved list. Indiana Humanities used additional administrative funds from the grant to purchase eight book kits for [Novel Conversations](#), their free, statewide lending library for book clubs.

The ARECD program learned the following from its completed internal evaluation of Phase One:

- ***Mini-Grant Final Reports:*** In final reports to Indiana Humanities, the 149 grantees expressed ongoing needs grouped into three themes. First, they needed tools and expertise in utilizing the newly purchased materials to their fullest potential, as evidenced by the two most requested additional resources: “reading and discussion guides about specific texts” and “expert presenters on topics related to anti-racism.” Second, in the context of decreasing library budgets (especially for school libraries), they needed additional funding for collection development and acquisition of materials.

Third, they needed resources to help them identify gaps in their collections through collection audits and inventories.

- **Survey of Grantees:** Indiana Humanities conducted a follow-up survey of the 149 phase one grantees in fall 2021, gathering circulation data for the new titles and librarians' perceptions of the program. When asked the extent to which librarians were willing to host or lead racial equity conversations at their organizations, 80% of respondents were open, and only 7% expressed resistance. In regards to their communities, 58% perceived them as open to attend racial equity events, and 19% reported resistance. When asked whether their organization had completed a diversity audit, only 15% indicated they had done so. Lastly, 81% indicated an interest to reapply to the grant program.

2.3: Expanding the Program's Scope in Phase Two

In Summer 2021, Indiana Humanities began planning for an expanded second phase of the Advancing Racial Equity program, again funded by Lilly Endowment. This renewed grant would span three years, through summer 2024, and provide Indiana libraries with continued funding through mini-grants like the previous round, as well as further training and programmatic interventions to increase patron engagement with and understanding of anti-racist texts.

This program called for Indiana Humanities to convene and work closely with a racially diverse steering committee composed of humanities scholars, subject area experts, Indiana Humanities staff, and librarians. Program administration would necessitate additional staffing support within Indiana Humanities. Indiana Humanities's expanded ARECD program launched in fall 2021 and includes three components, discussed below.

(1) [Advancing Racial Equity Collection Development Mini-Grants](#) supporting inclusive collection development and helping libraries address inequities librarians identify within their institutions. Indiana Humanities planned for three annual grant cycles providing a total of approximately 450 mini-grants of up to \$1000 in funds each. Indiana Humanities created a [grantee toolkit](#) offering tips and resources (including a final [grant report form](#)) for completing the grant process.

(2) [Advancing Racial Equity Speakers Bureau](#) providing libraries with "access to experts and program support to encourage humanities-based conversations about the history of race and racism, the Black experience in Indiana and efforts toward racial equity," helping them to engage patrons with the purchased materials. Speakers are reviewed and selected by staff and external panelists, undergo an orientation, and paid an honorarium and travel expenses.

(3) [One State / One Story](#) inviting “Hoosiers to engage deeply with a book as part of a statewide conversation tied to our current theme.” Indiana Humanities had organized this statewide book program for many years but would focus the selected texts on racial equity starting in 2023. Programming includes events featuring the author of the selected books, facilitated conversations and book groups, facilitator guides, and a community service project. Program hosts receive training, a program guide, printed collateral, and more to support community programs.

2.4: Where Things Stand Now

By late spring 2023, Indiana Humanities had completed the following grant activities as part of phase two of the ARECD program:

- Developed staffing to manage the program and supported staff learning in equitable collection development practices.
- Convened the steering committee, which more than doubled the approved [materials list](#) for mini-grant purchase from 179 to 403 titles, adding more titles for younger readers and nonfiction scholarship of the past two years.
- Opened mini-grant applications, receiving 90 applications and ultimately funding 77 of them, representing 30 Indiana counties and all nine Indiana congressional districts; many preschools applied in the second round, unlike in the first.
- Opened [applications](#) for its humanities and racial equity speaker’s bureau.
- Selected the One State / One Story books for 2023—[All That She Carries: The Journey of Ashley’s Sack, A Black Family Keepsake](#) by Tiya Miles for adults, and [Freedom Over Me](#) by Ashley Bryan for children—and began developing resource guides to support the program and awarding community read host organizations.

Going forward, Indiana Humanities plans to award additional rounds of collection development mini-grants. They also plan to support professional development opportunities for Indiana librarians related to performing collection diversity audits and the topics of diversity, equity, and inclusion more generally, possibly including webinars and training series created in partnership with the [Indiana State Library](#) and/or [American Library Association](#).

Section 3: Request for Proposals

3.1: Evaluation Needs

Your task is to *propose an evaluation for Indiana Humanities' ongoing Advancing Racial Equity Collection Development (ARECD) program (Phase Two), with the evaluation concluding in summer 2024 at the same time as the current three-year grant.* Indiana Humanities has a robust system for tracking and reporting program outputs (e.g., mini-grants administered, materials purchased, librarian satisfaction and perceptions of the program), discussed above. They would like you to focus the external evaluation on the following in your proposal:

- Engaging program staff and partners in every stage of the evaluation process
- Articulating the program's outcomes for library patrons, librarians and their staff, libraries of all kinds, local communities, and the state of Indiana
- Evaluating priority outcomes in an equitable and culturally responsive manner
- Guiding Indiana Humanities in using evaluation findings to enhance the delivery and outcomes of its racial equity programming in future years beyond the current grant
- Ensuring the evaluation is feasible to implement within a one-year time constraint (i.e., ending summer 2024, but covering the full three-year Phase Two grant for the program), and prioritizes the organization's most relevant evaluation questions and information needs to make maximal use of limited resources for evaluation (although there is no specified budget for this work)

3.2: Proposal Requirements

To accomplish this, your team will need to develop the following deliverables for Indiana Humanities in the form of a proposal. Each of the following sections should be explicitly addressed, and together they should cohesively support your overall evaluation proposal.

Your proposal should include:

1. An **overview** of your understanding of the ARECD program, the evaluation requirements, and the context in which the ARECD program is situated. This should go beyond restating the information in the RFP to demonstrate your team's understanding of the most important aspects of the organization and program, their context, and evaluation needs.
2. A **logic model** for the ARECD program that clearly illustrates the activities through which specific outcomes are expected to be achieved. Provide a **narrative** explaining the program logic model in prose; this should not simply restate the logic model in words but rather tell a narrative story of the program by reference to its logic model and articulate hypothesized connections among key elements of the logic model prioritized for evaluation.

- o You should identify at least one underlying assumption and at least one external factor that may influence program outcomes; these can be part of the logic model and/or discussed in the narrative.
3. A **partner analysis** that identifies all relevant partners (i.e., primary and secondary intended users)¹ and how you will engage them in the evaluation process, how you will communicate with them throughout the evaluation, and how you intend for them to use evaluation findings. The partner engagement process should be inclusive and culturally responsive.
 4. An **evaluation matrix** (typically presented as a table) that provides a framework for evaluation of the program that is feasible and relevant to the organization. It should be accompanied by a **narrative** description of the evaluation theory or approach (if applicable), evaluation design, and data collection methods you recommend and why you recommend them (e.g., how each method links to your overall evaluation proposal and credibly responds to the prioritized evaluation questions). The matrix should include:
 - o Between three and five main evaluation questions, with the possibility of adding sub questions as desired, clearly linked to the logic model and of highest priority for the organization based on your interpretation of their evaluation needs;
 - o Measurable indicators to respond to each question;
 - o Main sources from which your team will collect data regarding the indicators you identified, including approaches to participant sampling or selection;
 - o Quantitative and/or qualitative data collection methods to gather the required information from these sources.
 5. A **description of how the plan explicitly addresses equity, cultural responsiveness, and ethics**. These three concerns need to be built into all aspects of the evaluation proposal. A designated, separate section of the submission should highlight how each is intentionally addressed within the proposal. Teams must independently determine how to define and operationalize these constructs within the context of their evaluation.
 6. A **description of anticipated challenges** to implementing any aspect of the evaluation and how your team proposes to deal with them. This description should be clear about potential limitations of the evaluation, whether or not they can be addressed.

¹ This is sometimes called a stakeholder analysis, although we refrain from using the term stakeholder due to its harmful connotations. See this [AEA365 blog post on avoiding the term stakeholder](#).

3.3: Technical Specifications

Proposals must meet the following technical specifications, depending on the team's chosen format, or their submission may be disqualified:

- **Text report**
 - Maximum of **12 pages**, excluding the cover page (no cover letter or table of contents necessary), written in English;
 - Standard paper size (8.5" x 11");
 - 12-point minimum font size for text;
 - 1 inch margins on all sides;
 - For tables and figures, minimum font size is 10-point and margins may be less than 1".

- **Slide deck presentation ("SlideDoc" Report)**
 - No more than **25 slides**, in English;
 - Only what is shown on slides will be considered (i.e., notes in the slides will not be considered);
 - Font should be readable, similar to 12-point minimum font size in a 8.5"x11" page report.

- **Video presentation**
 - Maximum of **15 minutes**;
 - Slides and narration must be in English;
 - We recommend submitting either an MP4 or WMV file, or uploading your video to another service (e.g., YouTube);
 - We recommend no webcams during the video to limit identification of team members and minimize any potential bias during the judging process;
 - Closed captioning available (this can be an auto-transcription).

Regardless of the format, you must have created and/or have permission to use all content, including video, still imagery, words, music, etc. We recommend using Creative Commons licensed material to avoid issues with copyright, and providing attribution as required.

3.4: Submission Instructions for All Formats

Submit a single file to the designated Dropbox file request folder shared with teams. Save your file as **[your team name].ext, e.g., A1Consultants.pdf or A1Consultants.ppt or A1Consultants.mp4**. If you upload your video presentation to another service or if your submission is larger than 2GB, then please submit a one-page document in which you provide a link to wherever it has been stored on the web.

If you submit within the time that a member of the SCC working group is in the Zoom, we can verify that your submission has been received. Otherwise, you will receive a confirmation email within 72 hours.

3.5: Judging Criteria

Your proposal will be judged on the following criteria. After the competition, all teams will receive feedback from the judges on their submission.

Criteria <i>(aligned with proposal requirements in Section 3.2 above)</i>	Weight
1. Overview of the program, evaluation requirements, and context	15%
2. Logic model and narrative	15%
3. Partner analysis	15%
4. Evaluation matrix and narrative	20%
5. Equity, cultural responsiveness, ethics	15%
6. Anticipated challenges	10%
7. Overall quality and cohesion of proposal and presentation <i>(not included in Section 3.2 above as a specific required component, but rather looks across the full proposal)</i>	10%

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