



**METAMORPHOSIS**  
METHODS

# **Advancing Racial Equity Collection Development**

## Evaluation Plan

**Proposal by Metamorphosis Methods  
June 3, 2023**

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# Our Values

Metamorphosis Methods values community context and partnerships.

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## Evaluation Should Be...

### **Inclusive**

We seek to include diverse communities to make the evaluation meaningful.

### **Contextual**

We believe the values of the community should guide the evaluation.

### **Nuanced**

We believe evaluation should uncover complexity and differential experience, especially valuing an intersectional lens.

### **Useful**

We prioritize information that is insightful and actionable.

### **Credible**

We are comprehensive in our methods to ensure you can trust our results.



# Guided by: Equity, Cultural Responsiveness, & Ethics

## Team Positionality

We recognize that our social identities are inextricably linked to the perspectives and biases we bring to this work. We are a group of women who have many privileges as white, cisgender, heterosexual, native English speakers from North America. We mostly come from lower-middle class families and have been upwardly mobile in our pursuit of graduate education. Some of us are mothers, people with disabilities, first generation students, Christians, have diverse body types, and are from rural communities. We also acknowledge that we conduct our work from the traditional territory of many indigenous peoples, including but not limited to: Lenape, Mohegan, Mashantucket Pequot, Eastern Pequot, Schaghticoke, Golden Hill Paugussett, Nipmuc, Ojibwe, Odawa, Potawatomi, Anishinaabe, Confederated Tribes of Goshute, Paiute Indian Tribe of Utah, San Juan Southern Paiute Tribe, Northwestern Band of Shoshone Nation, Skull Valley Band of Goshute, Ute Indian Tribe of the Uintah and Ouray Reservation, Ute Mountain Ute Tribe, and the Navajo Nation. These identities and acknowledgements are ever present in our minds and shape how we conduct evaluation, both through our ability to relate to the groups in which we belong and recognition of where we do not. We have deep expertise in evaluation and the library context, with 40 years in evaluation and 20 years in library/informal learning spaces collectively.

## Key Equity Ideas

Because of the focus on racial equity within the program and our team values, the team has worked together to outline guiding definitions for key ideas, including: diversity, equity, inclusion, oppression, antiracism, decolonization, ethics, cultural responsiveness, racial equity, racial justice, white supremacy, and intersectionality. Here the focus is on racial equity, so that “race can no longer be used to predict life outcomes” (GARE library report, p. 5), such that every piece of this evaluation will elevate the importance of racial equity from evaluation questions to methods to processes with partners. The team will work to be culturally responsive to the specific needs of local contexts across the state through individualization via the evaluation network. And ethics as determined by the Belmont Report and AEA’s Guiding Principles will ensure all participants are respected and protected. The team is also in alignment with the American Library Association’s Code of Ethics, commitment to intellectual freedom, and inclusion of all persons.

## Engagement Framework

Given our definitions and priorities for this work, and shaped by our positionality, we believe that it is critically important that this evaluation project be guided by equity through a comprehensive engagement framework. As white women, we seek to use our privilege to create opportunities for power and influence for people of color. We hope to embody racial equity throughout the evaluation process by using the Spectrum of Public Participation framework with a goal of empowerment where community partners are the decision-makers and we evaluators support them to be leaders ( IAP2, 2000s).



# Our Understanding



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The Advancing Racial Equity Collection Development (ARECD) program grew out of a desire to advance racial equity in Indiana through library collections, programming, and services. Libraries, being a trusted community partner and safe space, with a strong history of commitment to inclusion of all peoples and provision of open access to information, are a natural partner for this statewide initiative.

Libraries vary in context, strategic focus, purpose, budgets, staffing, and more. And yet, all libraries can find ways to move the needle forward on racial equity in partnership with their community. But there has been a gap between a desire to increase racial equity and libraries having the knowledge, tools, and financial support to make change. The ARECD gives libraries funding, professional development, strategy, and networked support to develop anti racist collections and program content, and to use those resources to further engage their community in racial equity learning and advancement.

In the first phase of the program, the Indiana Humanities, with funding from the Lilly endowment, supported libraries with funds to purchase resources about racial injustice. Learning from the first phase resulted in a desire to expand the scope of the project. Phase Two, from June 2023-June 2024, will include additional mini-grants but also include training for staff and programmatic intervention in libraries.

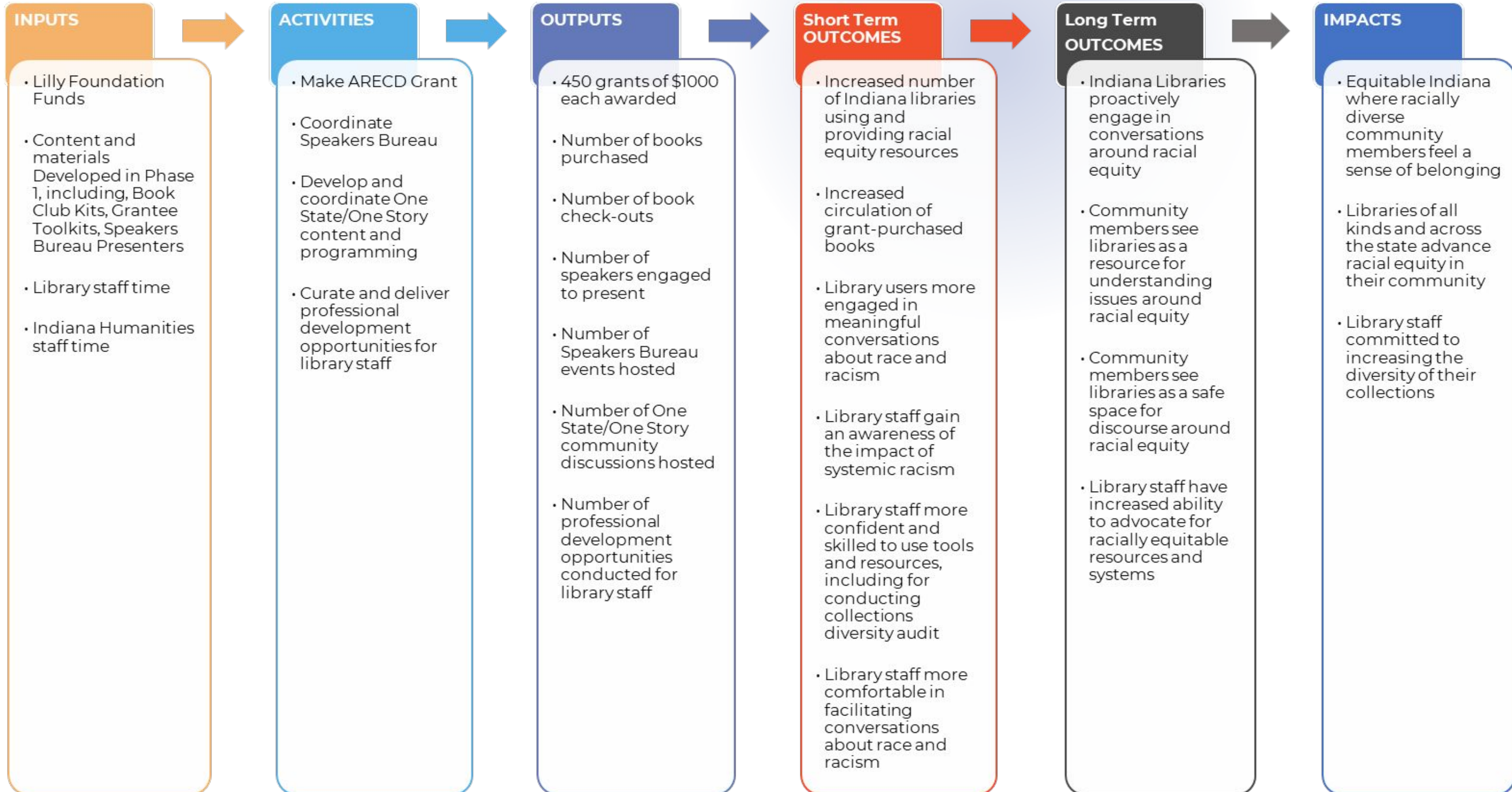


## Our Plan Will...

- Determine what impact Phase Two of the ARECD will have on the advancement of racial equity in Indiana's libraries and communities
- Utilize participatory and culturally responsive methods to engage program staff and partners throughout the one-year program timeline
- Create a steering committee and evaluation advisory committee that will help guide the evaluation process
- Develop training and resources to support library program staff in implementation of ARECD programs, data collection, and evaluation
- Support Indiana Humanities and Indiana State Library in using evaluating findings to develop and improve future racial equity programming



# Logic Model



# Logic Model Narrative



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The Metamorphosis Methods team created our logic model based on information provided in the RFP, exploration of additional sources included in the RFP, and on our extensive experience in evaluation as well as contexts related to the evaluand. We intend to work closely with the client and evaluation advisory committee to ensure a final logic model accurately reflects their intentions and theory of change.

We anticipate that given funding from the Lilly Foundation, and building upon work completed in Phase 1 of the ARECD program, program administrators will be able to create and provide resources and content for Indiana Libraries around racial equity. Use of these resources and content will facilitate expanded tools, expertise, and confidence in library staff who raise awareness and foster meaningful conversation around racial equity. Libraries that lead out on increasing diversity in their collections, programming, and community dialog, ultimately contribute to a more equitable Indiana.

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# Assumptions and External Factors



## Assumptions

- The dominant populations in Indiana communities are concerned with racial equity, and, despite some intellectual freedom challenges, people do want books on racial equity in their libraries.
- An increase in state-level support and library staff confidence and skill will translate into their taking the initiative to actively advocate for racial equity.



## External Factors

- Changes in the political landscape that impact activities of publicly-funded organizations.
- Unforeseen public health events that limit public gatherings.



# Values-Engaged Evaluation Approach

An iterative, participatory evaluation approach to prioritize equity



## Context

**01**

With key partners, refine understanding of program context, power analysis, and logic model

## Methods

**04**

Evaluators collect data with variety of methods, adapting based on feedback.

## Values

**02**

With key partners, refine values, priorities and key evaluation questions

## Reporting

**05**

Evaluators analyze and support participatory analysis with evaluation network, to report main findings.

## Valuing

**03**

With key partners, refine criteria and standards for judgement

## Reflection

**06**

Evaluators gather feedback, reflect and improve, supporting evaluation network members to do the same.



# Partner Analysis

## Engagement Plan

### Current and Potential Library Users

Engaged in EAC, participate in surveys, voices brought forward through disaggregated data

### Library Staff

Engaged in EAC, staff from all libraries invited to participate in Evaluation Network, evaluation surveys, encourage choosing diverse staff to participate

### Emergent Partner Analysis

By engaging a robust Evaluation Advisory Committee (EAC), we will elicit a deeper understanding of the partners involved in Indiana libraries. Using a tool like the 'Top 100 Partners Exercise' (Tamarack, n.d.) will help us identify non-traditional partners and those who may be able to inform the evaluation to increase equity. Engaging committees can be a challenge. We will focus on first building relationships and engaging champions to ensure continuous quality improvement and feedback.

### Library Partners

Include the spectrum of libraries (school, academic, prison, special, state, etc.) and groups like the Indiana Black Librarians Network, Reforma, or AILA. Engaged in the EAC and surveys

### Community Partners

Non-library racial justice groups, representatives from the Indiana Humanities network, state and county staff, engaged in EAC and surveys





# Evaluation Network



## Why a network is important

In order to achieve systems change around racial equity within the entire state of Indiana library system, the evaluation process here will build an evaluation network. The goals will be to build relationships to advance racial equity, build the evaluation capacity of leaders, and empower library staff through a participatory evaluation. This is critical in this project because of the scale of a statewide evaluation, where each local community has their own unique needs specific to their context. And this will support the impact of the ARDEC project sustainability over time.

## Who will be involved

Each local library system will invite 2-3 representatives to attend regional workshops but then they will take back what they learned to implement with their own library staff teams.

## How it will be structured

This will be a train-the-trainer model, where the evaluators will lead 3 regional hybrid workshops (north, central, and south Indiana) at 3 key intervals throughout the year. Hybrid is important to allow for in-person networking across libraries but also allow virtual options for those who cannot attend in person. The 3 workshops will be focused on: skills for analyzing collection data, participatory analysis of secondary data on programs and services, and planning with data to improve library practices. They will also learn facilitation tips for how to implement all practices back in their library systems with their own library staff teams. Additional office hours technical assistance will also be available.



# Framing Our Evaluation Plan

The overall purpose of this evaluation is both to understand the state of where the racial equity work stands after ARECD's three-year grant, as well as build the capacity of Indiana's library system for ongoing learning and sustainability of this critical work into the future.

The evaluation take a values-engaged evaluation approach that integrates participatory methods at every stage in the process, elevating the role of partners into leaders and decision-makers of the evaluation within their local library context.

We propose a mixed methods study to answer four evaluation questions, with a fully describe-fully evaluate framework (Gullickson, 2020).





# Evaluation Questions

## Library Users

How effective has ARECD been in engaging library users (both in attendance and affective response) in library-led activities to build racial equity in Indiana?

## Library Staff

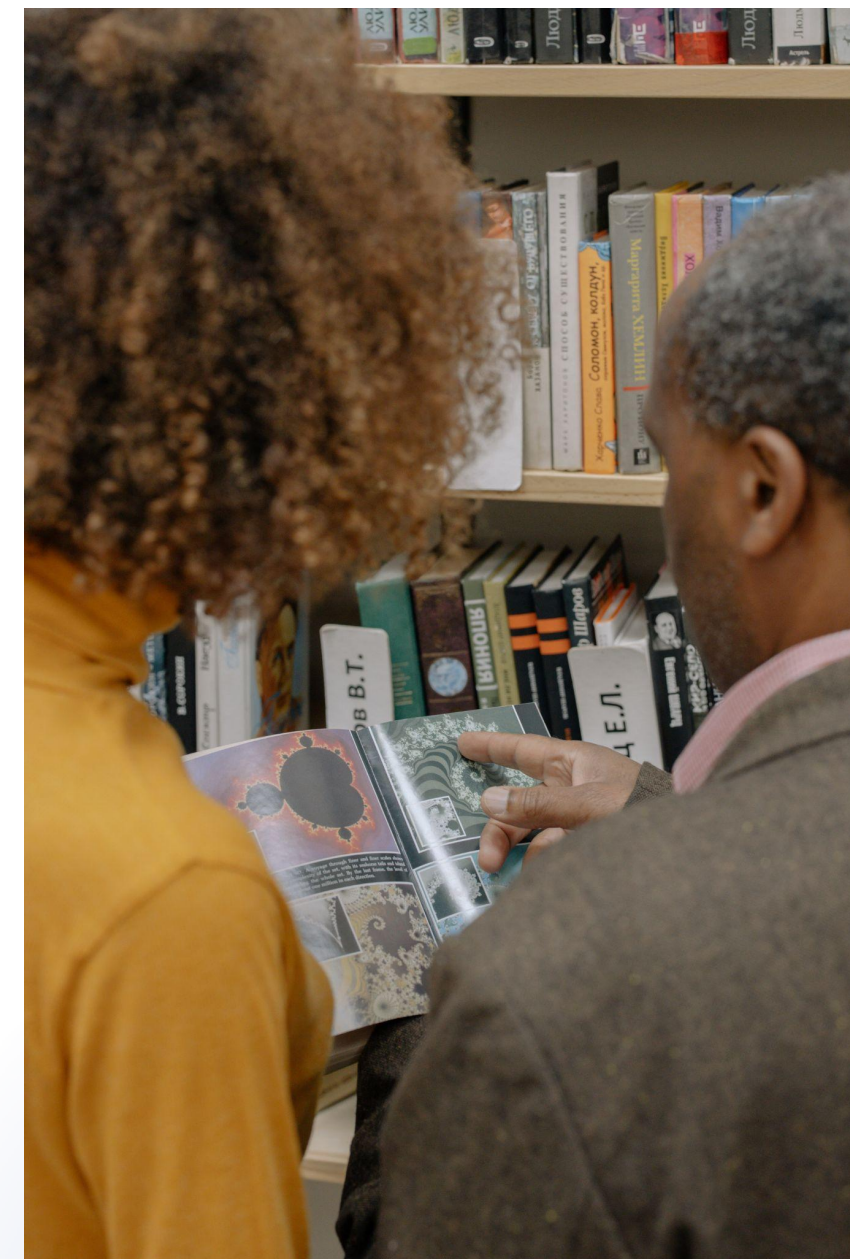
To what extent are library staff committed to advancing racial equity in libraries?

## Individual Libraries

To what extent are libraries using resources or implementing practices that advance racial equity?

## Indiana Libraries

How well did ARECD Phase Two enhance the ability of Indiana libraries of all kinds to advance racial equity in the state?

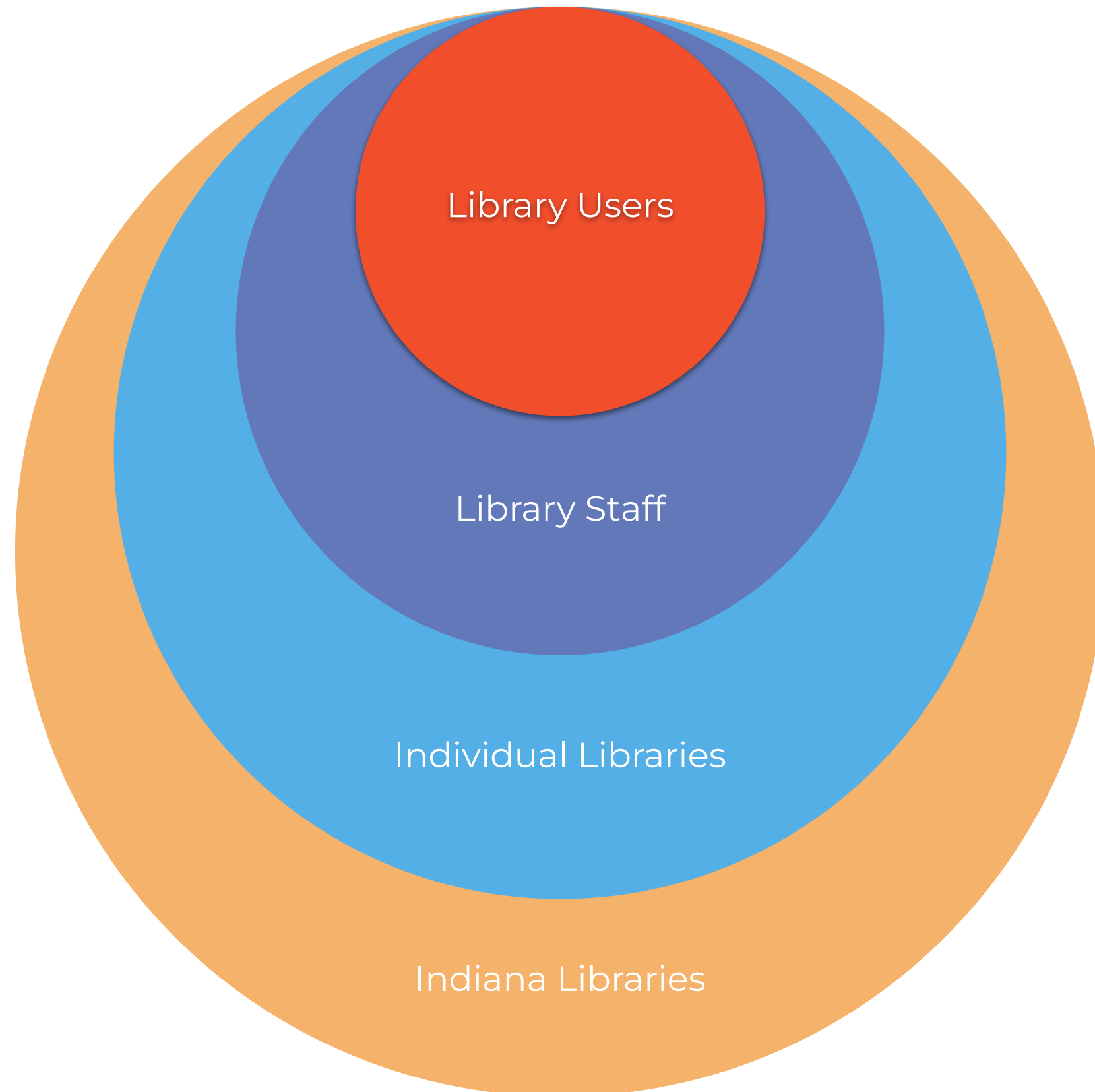


# Evaluation Matrix

EQ Category	EQ	EQ Type	Criteria	Indicators	Data Collection	Sample	Data Analysis	Standards
<b>Library Users</b>	How effective has ARECD been in engaging library users (both in attendance and affective response) in library-led activities to build racial equity in Indiana?	Evaluative	Experience & Effectiveness	Circulation data for grant-funded resources, Attendance at Speakers Bureau events Attendance at One State/One Story programs, Attendees find speakers/programs engaging Attendees find dialogue respectful, Attendees feel their perspective on the topic is broadened	Operational library data: circulation numbers of grant-purchased books at end of project year, attendance counts at events, Attendee survey at Speakers Bureau events and One State/One Story programs, survey will primarily use 4 point agree/disagree scales and include an open ended question to expand on how their perspective was or was not broadened.	Participants at events	Comparison of circulation counts; Event/Program attendees as a portion of library user population Frequencies of scale responses; Content analysis - Y/N related to program topic	Increased circulation numbers for grant-purchased books, Event attendance as a portion of overall library user population, Positive response to event content, Content makes an impression on the attendees
<b>Library Staff</b>	To what extent are library staff committed to advancing racial equity in libraries?	Descriptive	Capacity	Library staff understand the impacts of structural racism, Library staff have tools to engage in meaningful conversations about race and racism Library staff have tools, expertise, and confidence to use materials	Online survey including questions from previous grantee survey (openness to host or lead racial equity conversations, attend events, conduct diversity audit), knowledge questions about impacts of structural racism, and behavior questions about facilitating dialogues. With social network analysis at beginning and end of year; Number of tools developed and accessed	Library staff in grant-funded libraries (census)	Hierarchical Linear Modeling, differences in library staff between-libraries	Increased response from pre-post surveys
<b>Individual Libraries</b>	To what extent are libraries using resources or implementing practices that advance racial equity?	Descriptive	Implementation	Measuring collection diversity, Providing racially diverse programming and services leading community conversations, Using diverse library materials to build programs, lessons, and training	Collection audit counting the number of non-dominant voices and topics in the library collection. pre and post to compare. Compare to demographics of library community. Online survey asking quantitative and qualitative questions from staff at all libraries about programming and activities.	Library staff in grant-funded libraries	Pre- and post- audit of collection's diversity comparison, Comparison of collection diversity vs. community/user diversity, Measure change in number of programs, services related to racial equity, Measure how often diverse library materials used in school lessons	Increased diversity in library collection, Presenters/topics include diversity of BIPOC presenters, authors, and content that centers BIPOC experiences, Existence of community conversations on topics related to racial equity, Increased library partnerships with local community members working to advance racial equity, Utilization of grant-funded materials
<b>Indiana Libraries</b>	How well did ARECD Phase Two enhance the ability of Indiana libraries of all kinds to advance racial equity in the state?	Evaluative	Capacity & Equity	Leaders using data, Library staff engaged in evaluation process, Diversity of network built	Secondary data (current library internal program and services data, ARECD internal evaluation data), participation in evaluation (tracking, survey), social network analysis pre-post surveys	Participants in the evaluation network for survey of evaluation participation, Library staff for SNA surveys	Descriptive statistics of secondary data and participation tracking, participatory analysis methods with evaluation network, social network analysis mapping	Engaged, diverse evaluation network, Increased response from pre-post surveys



# Evaluation Matrix Narrative



**Leveraging the lived experience of the Evaluation Advisory Committee, this evaluation takes a scaffolded approach to understanding the Advancing Racial Equity Collection Development program. This includes:**

Learning about the extent to which library users are engaged in library-led activities to build racial equity in Indiana. This will help us understand who is and is not participating in activities to make recommendations about improving access and use among library users.

Measuring library staff ability to advance racial equity in libraries through understanding, tools, expertise, and confidence. By using a survey and output measures, we will better understand whether library staff have the resources needed to deliver programming around racial equity.

Building a baseline of library use of resources and practices that advance racial equity. The ARECD program assumes that increasing staff capacity will lead to increased activities in libraries. By measuring the activities within libraries, we will test that assumption. By synthesizing library staff and individual library data, we can better understand which factors lead to increased activities within libraries.

Creating a summative judgement of how well the ARECD Phase Two program enhanced the ability of Indiana libraries to advance racial equity in the state. This will help us to estimate longer-term impacts, including sustainability.



# Library Users

**EQ1: How effective has ARECD been in engaging library users (both in attendance and affective response) in library-led activities to build racial equity in Indiana?**

## 1 Tracking circulation of grant-purchased materials

Throughout the year, library staff will track circulation of grant-purchased materials at each library. This will help us understand library users interest in and use of these materials.

### **Anticipated Challenges:**

- Libraries will have differing data collection capacity and staffing levels.
- The need to collect data in a way that supports library ethics and patron privacy concerns.

## 2 Documenting Attendance at Events and Programs

With each Indiana Humanities sponsored Speakers Bureau Event or One State/One Story Program, library staff will document and report attendance. Similar to tracking circulation of books, this data will help us understand the interest and use of these components of the ARECD program.

### **Plans to Address:**

- Library staff and the evaluation team will collaboratively develop strategies for data collection and reporting.
- No identifying information will be associated with circulation data. Survey data will be voluntary and anonymous.

## 3 Feedback Survey

With each Indiana Humanities sponsored Speakers Bureau Event or One State/One Story Program, library staff will distribute the survey to solicit feedback on attendee impressions of content. This survey will be developed collaboratively with the partner group and the same survey will be used across events, programs, and locations to understand impact at individual libraries as well as across the state. The survey will provide insights on how the programs are changing perspectives of attendees around racial equity, as well as collect demographic data to understand how attendees are similar to or different from the general population of the community.



# Library Staff

## EQ2: To what extent are library staff committed to advancing racial equity in libraries?

### 1 Survey of Library Staff in Grant-Funded Libraries

Building on the previous grantee survey, we will co-create a survey tool with the evaluation team to measure: understanding, change in openness from previous survey, confidence and ability in engaging in meaningful conversations, and actions related to increasing dialogue about race and racism within their library. The survey will be designed to help understand:

- Understanding of the impacts of structural racism
- Tools to engage in meaningful conversations about race and racism
- Library staff tools, expertise, and confidence to use materials

#### Anticipated Challenges:

- Low survey response rates by library staff.
- Inequitable survey methods or questions.
- Differing levels of engagement and use between libraries.

#### Plans to Address:

- We will work closely with the evaluation advisory group to establish survey administration questions, timelines and methods. This will help to increase response rates and ensure more robust data collection.
- We will use Hierarchical Linear Modeling to understand how results might differ between libraries to enhance learning and inform program improvement.

### 2 Products of Phase Two of the ARECD Program

To understand how the ARECD program contributed to library staff experiences, we will gather data regarding the number of tools (e.g., training, reading and discussion guides, etc.) created and accessed by library staff.



# Individual Libraries

## EQ3: To what extent are libraries using resources or implementing practices that advance racial equity?

1

### Measuring collection diversity

Libraries will develop tools for analyzing the racial diversity of their collections. Collection audits measure the numbers and identities of non-dominant voices represented in the library collection, whether author, content, or subject heading. Measuring the collection's racial equity over time, will indicate how the grant-funded titles have impacted the collection's level of diversity. Further, comparing the collection analysis to community demographic information will inform future purchasing, display, and programming decisions.

2

### Programming statistics

This portion of the evaluation will utilize library program statistical data and staff surveys to understand how the ARECD program has changed racial equity and representation in programs and services.. Libraries will report data at the beginning and end of the year on indicators like the racial identities of program presenters, the numbers of racial equity related programs or community conversations, and the books that were used in programming..

3

### Community partnerships

This portion of the evaluation will analyze how community partnerships have developed or shifted throughout the program. Community members will complete a survey at the beginning and end of the year, describing their experiences with racial equity in library programming, collections, and services so that any changes can be understood.

#### Anticipated Challenges:

- Libraries will have differing service populations, budgets, data collection tools, and staffing levels.
- Similarly, different types of libraries serve different purposes and programs, collections, and services differ.
- Libraries also differ in their initial starting point and continued progress towards racial equity in their own community and context.
- The need to collect data in a way that supports library ethics and patron privacy concerns.

#### Plans to Address:

- Assessing change throughout the evaluation period then, must focus on measurable changes that can be seen in each library, leaving each library with information about their next steps no matter where they started.
- In addition, the evaluation team recognizes the need to understand the current impact of the ARECD on Indiana libraries overall and is prepared to inform both the state-wide project and individual libraries.
- Work with Indiana State Library to ensure all data collection methods are aligned with library needs.



This evaluation question will assess the evaluation network and evaluation process as a means of understanding the ability of the entire state library system to advance racial equity. It will examine participation in the process, use of secondary data, and ultimately a social network analysis of the state system.

1

## Participation in the evaluation

The primary measures here will be to examine participation in the evaluation network workshops and implementation of the practices with their library teams. Attendance will be collected at workshops and a survey will be collected by the local representatives to document implementation of data practices (use of selected audit instrument, planning with data, etc).

2

## Secondary data

This portion of the evaluation will utilize secondary data such as internal library programs and services data and ARECD internal evaluation data. Local representatives will be given instructions and support to bring this local data to a workshop on participatory analysis. The external evaluation team will work with the ARECD internal evaluation team to bring key project indicators to the workshop for all to examine together.

3

## Social network analysis

The final measure of this evaluation component will be a social network analysis (SNA). This will be a pre-post survey of all library staff in Indiana at the beginning and end of the evaluation year to assess who folks are connected to and if that changes over time.

# Indiana Libraries

## EQ4: How well did ARECD Phase Two enhance the ability of Indiana libraries of all kinds to advance racial equity in the state?

### Anticipated Challenges:

- This is part of an evaluation capacity building effort that will take time to coordinate and deliver the trainings. The time to engage representatives from local communities and have them implement data practices back in their localities is time consuming.
- A social network analysis necessitates a large scale of surveys of all library staff across the state.

### Plans to Address:

- While these are large scale efforts, they are necessary for not only understand the system's ability to advance racial equity but *enhance* its ability to do so. Time to work with the local communities, offer technical assistance, and follow-ups are required for this to be successful. The evaluation team believes this participatory evaluation process is worth the time and effort, but has also considered the number of workshops and SNA surveys to be feasible in one year.

# Evaluation Synthesis

Legend	Weight	Score Scale
●	3- High	3- Yes
●	2- Medium	2- Somewhat
●	1- Low	1- No

Evaluation Question	Criteria	Weight	Score	Qualitative Comments
How effective has ARECD been in engaging library users (both in attendance and affective response) in library-led activities to build racial equity in Indiana?	Experience & Effectiveness			
To what extent are library staff committed to advancing racial equity in libraries?	Capacity			
To what extent are libraries using resources or implementing practices that advance racial equity?	Implementation			
How well did ARECD Phase Two enhance the ability of Indiana libraries of all kinds to advance racial equity in the state?	Capacity & Equity			
		TOTALS		

**The evaluation synthesis process that will make the final determination on the success of the ARECD program will use an evaluative rubric such as shown here, with options of numeric or qualitative scoring systems as shown in the legend.**

**The final rubric will be created together with the Evaluation Advisory Committee to determine the final criteria and standards for judgement, as well as weights. The group will also work together to complete the rubric to make the final determination.**

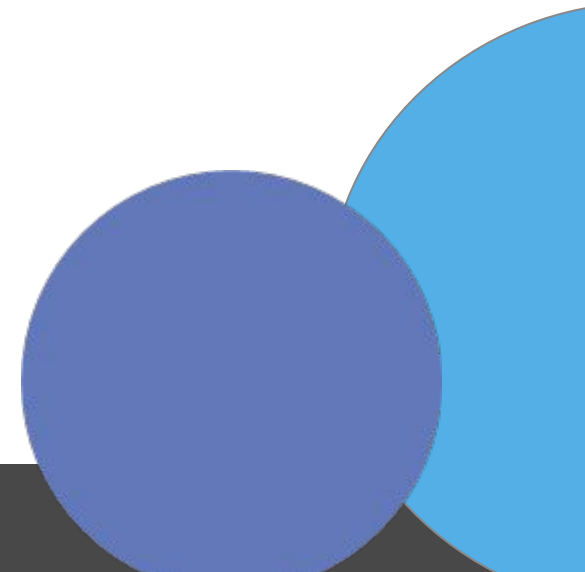




## Dissemination and Use Plan

Findings from the evaluation will be made broadly available within Indiana Libraries and beyond. Dissemination will occur throughout the evaluation to create feedback loops for learning and development.

- The public, including library users, may use evaluation findings to increase understanding of library offerings and approaches to racial equity. Public dissemination will occur via web-based content that libraries can add to their own websites, also linking to the existing Indiana Humanities ARECD website.
- We will leverage our Evaluation Network to learn the best ways to share information with library staff. We will develop succinct, practical tools to share learnings with staff. Library staff can incorporate findings into their work and use it to identify development opportunities.
- The Evaluation Advisory Committee will support dissemination among the broader community. Some findings may support non-library community partners in their own racial justice efforts.
- A full, detailed final report can support advocacy and organizational learning efforts.





# Building Evaluation Capacity



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Core to our approach is building evaluation capacity within libraries. This has the potential to achieve two goals: mitigating issues related to the lack of racial diversity on our team by building capacity among more diverse library staff, and increasing sustainability of the evaluation framework beyond the one-year evaluation period. We will consider resistance an opportunity to learn about potential barriers and challenges and collaboratively identify ways to mitigate them.

In addition to direct types of evaluation capacity building activities like training, we will seek to embed evaluative activities within organizations through process use. Forss et. al. (2002) describe ways to use evaluation, which we have embedded into our framework. These include: learning to learn, developing professional networks, creating shared understandings, strengthening the project, and boosting moral (sic).

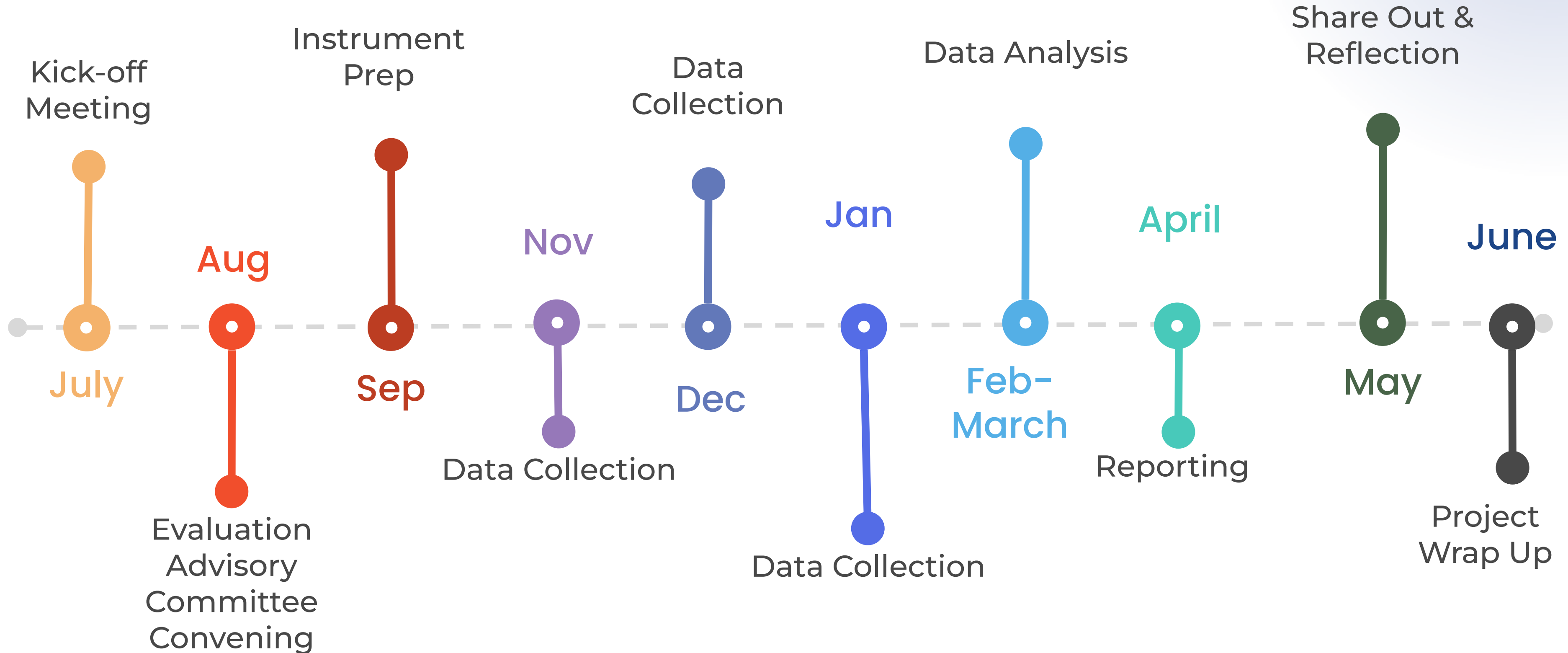
King (2007) recommends intentional process use. Following this model, we will:

- embed an evaluation capacity assessment at the beginning and end of the one-year engagement (e.g., the Readiness for Organizational Learning based on Preskill & Torres, 1999);
- engage diverse evaluation champions from across Indiana Libraries;
- be aware of and intentional about both our power as evaluators and our role in facilitating process use; and,
- empowering partners and staff to take active and deliberate roles in the evaluation process.



# Project Timeline

We estimate the evaluation period to be over twelve months between July 2023 and June 2024.





**Thank you!**



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