Welcome

This session is a presentation of ALA's Public Programs Office and Become, Inc., with support from the W.K. Kellogg Foundation

Today's Presenters

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Evaluation 101: Thinking and Theory

Agenda

Introduction and Overview

Purpose and Evaluation

Program Evaluation

Evaluative Thinking

Evaluation Theory

Culture and Context

TRHT GSC Evaluation

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What is your purpose?

Evaluation can be used to examine if you are making progress towards your purpose

Evaluation can look at how your purpose is being achieved

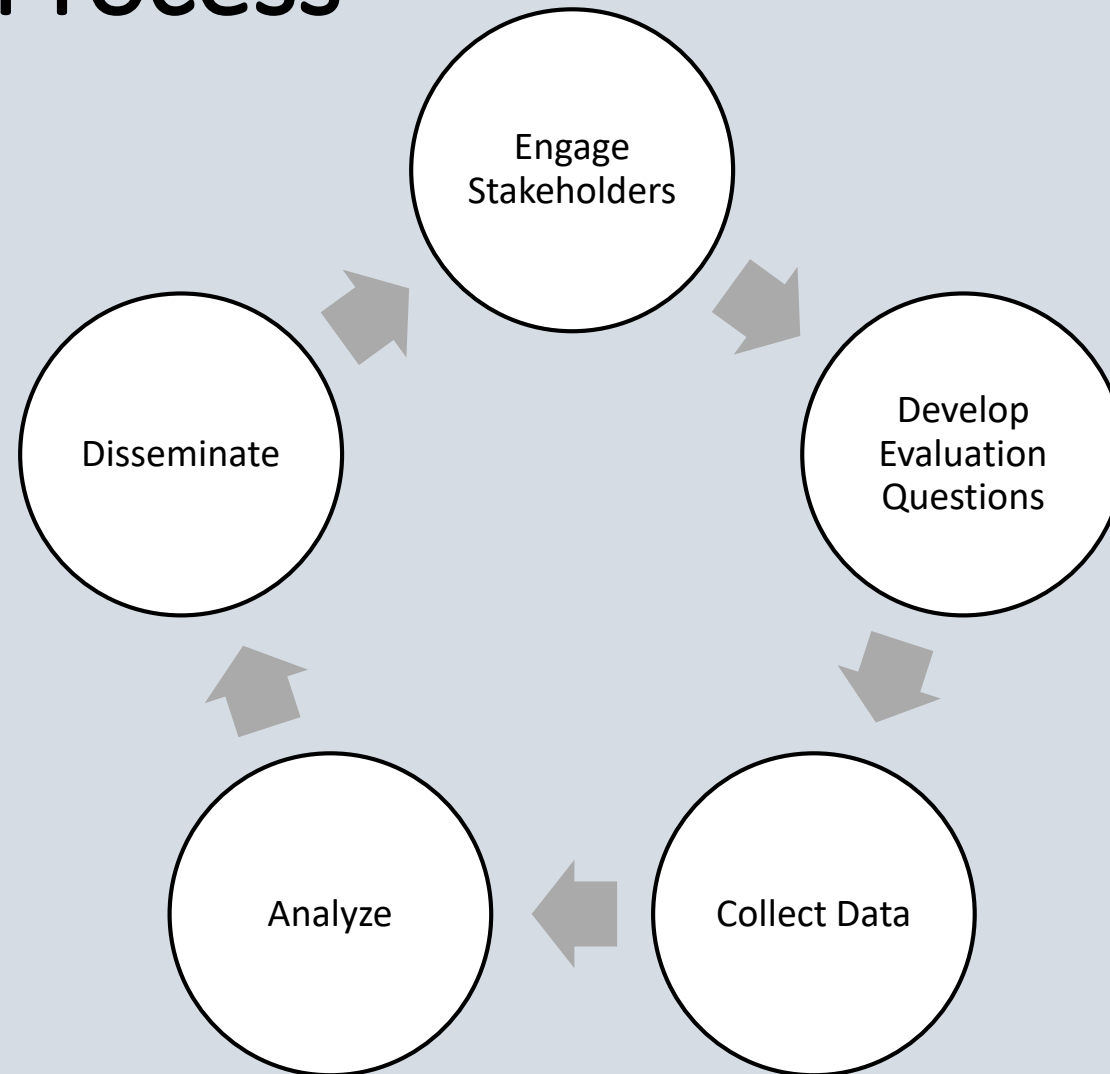Evaluation can inform how you move forward to realize your goals

Evaluation is…

- "Making a judgement about the amount, number, or value of something"

Program Evaluation is…

- A set of activities designed to learn the impact of a program, policy, or initiative
  - Purpose: Ideally, to improve

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Evaluation Process

Types of Evaluation

Process

Formative

Summative

Developmental

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Evaluation Thinking is…

- critical thinking

- an attitude of inquisitiveness

- a belief in the value of the use of data to inform reflective practice

- identifying assumptions

- posing thoughtful questions

- pursuing deeper understanding through reflection and perspective taking

- informing decisions in preparation for action

Archibald, 2015

As a result…

- More evidence gathering and sharing
- More feedback (all directions)
- Reflective conversations among those involved
- More diagrams/models used to illustrate thinking
- Program evolution
- More effective staff and programs
- Greater field staff influence over project decisions

Archibald, 2015

Evaluation Theory

Culturally Responsive Evaluation

Utilization-Focused Evaluation

Culturally Responsive Evaluation
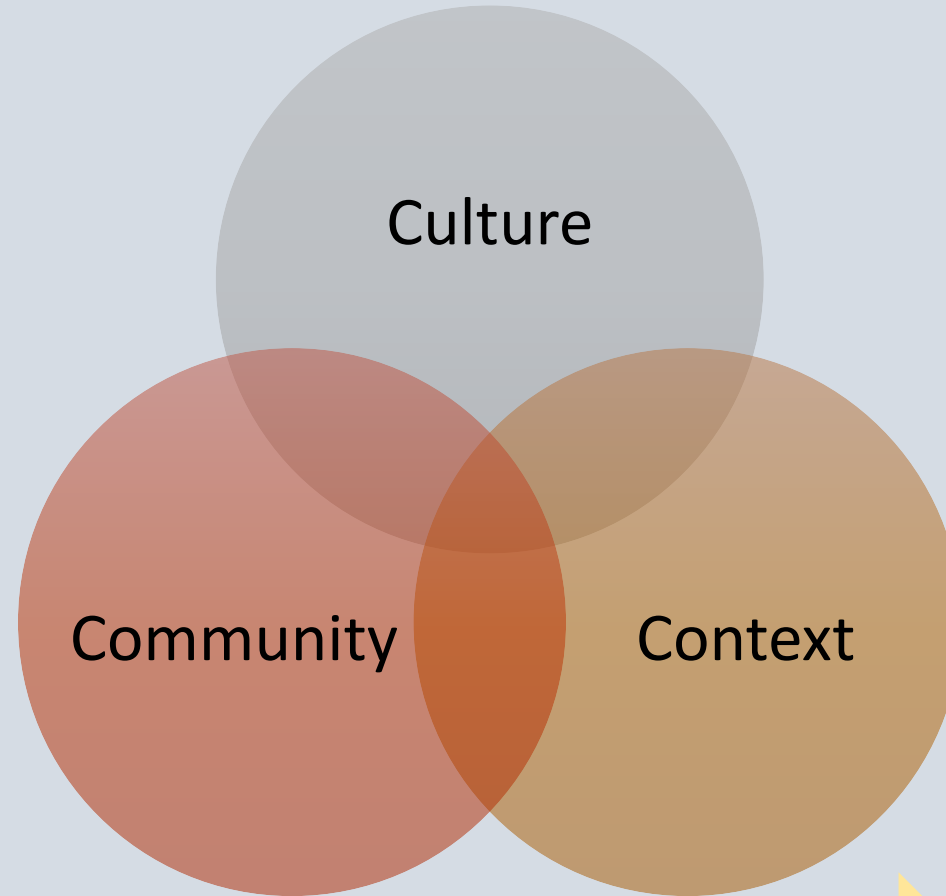
Utilization-Focused Evaluation

- Making sure evaluation is useful
  - Helps to ensure results are used in program and organizational decision-making
  - Those who would use the results are involved in designing the evaluation
  - Users are also part of analysis and receive feedback throughout

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Culture and Context

How do you see culture and context playing out in this work in your community? How can we respond to culture and context at your sites?

TRHT GSC Evaluation
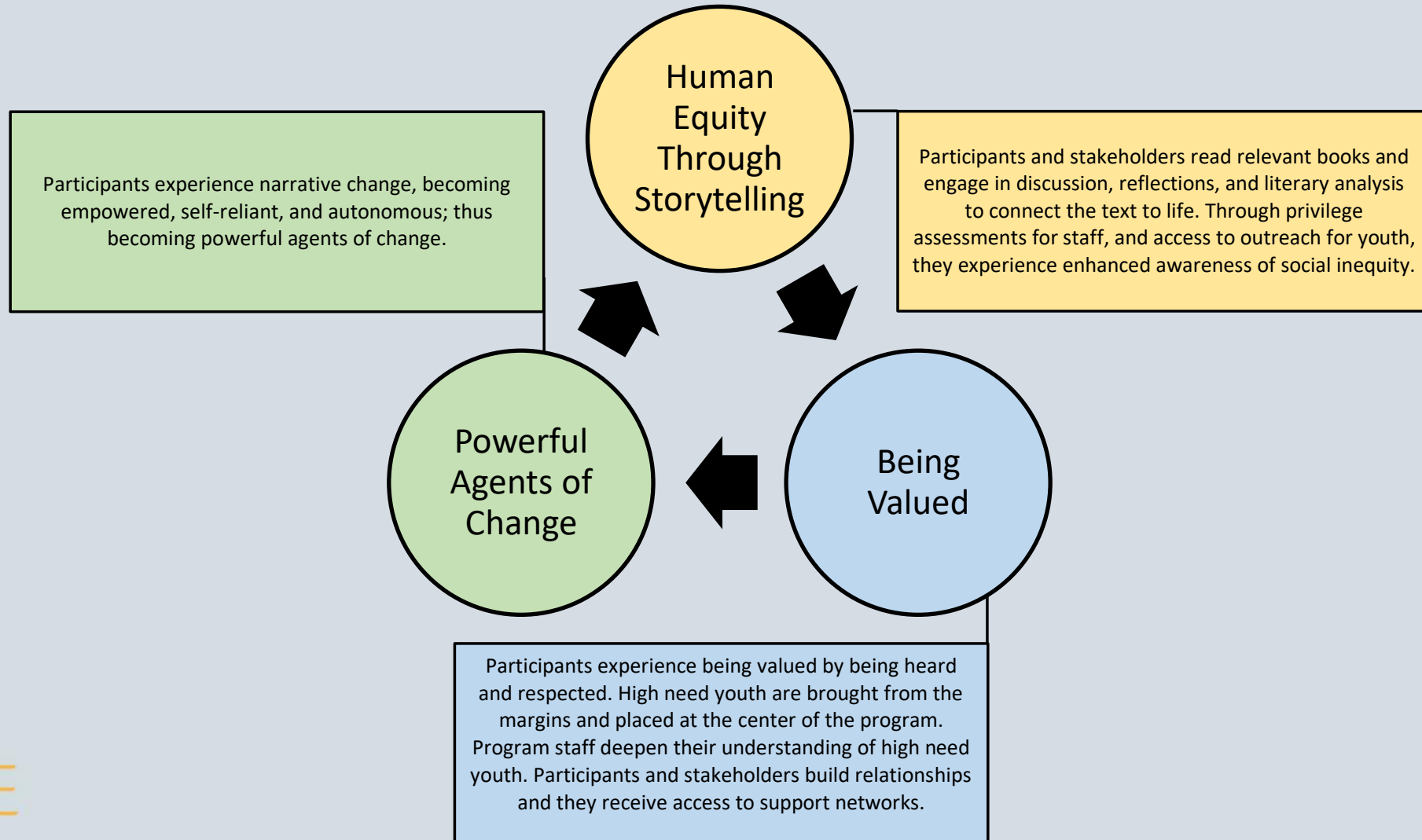
Overview & Project Strategies

Provide specialized library services to high-need teen populations.

Foster grassroots partnerships with community organizations that serve high-need youth.

Present a nationally recognized, closely curated collection of books that reflects the diverse identities and experiences of young adults.

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TRHT GSC Theory of Change

The participants in the TRHT GSC program become powerful agents of change by discovering human equity through storytelling and being valued in the context of structural inequity.

Human Equity Through Storytelling

Participants experience narrative change, becoming empowered, self-reliant, and autonomous; thus becoming powerful agents of change.

Participants and stakeholders read relevant books and engage in discussion, reflections, and literary analysis to connect the text to life. Through privilege assessments for staff, and access to outreach for youth, they experience enhanced awareness of social inequity.

Powerful Agents of Change

Being Valued

Participants experience being valued by being heard and respected. High need youth are brought from the margins and placed at the center of the program. Program staff deepen their understanding of high need youth. Participants and stakeholders build relationships and they receive access to support networks.

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Evaluation Questions

1. What are strategies, activities, processes and content that engage youth and support youth programs presented as part of the TRHT GSC?

   a. What were the most helpful strategies in building meaningful relationships with the youth participants?

2. For staff and youth, how effective was the TRHT GSC in supporting narrative change and expanding an understanding of personal and structural racism and human equity?

3. How were the racial healing circles implemented?

   a. What was the perception of youth participants in the racial healing circles?

Evaluation Questions (continued)

4. What was the structure and process of community partnerships for assisting youth in their process of racial healing?

5. To what extent has the self-perception of young people and librarians as agents of change shifted over the course of the grant program period (May 2018-April 2020)?

6. What can be improved in future iterations of the program for young people and librarians?

7. What is needed within ALA and beyond to support the sustainability of this work in libraries?

What's required of you?

- ✓ Complete surveys in Qualtrics at the end of each book
  - ✓ 3 surveys total
- ✓ Participate in library project director interviews (select sites)
- ✓ Coordinate youth focus groups and interviews (select sites)

- ✓ Optional: Upload logs into TRHT GSC portal (accessible April 1st)

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Sample Survey

End of Book Survey

Please fill out this survey following the completion of each book in your TRHT GSC program series (a total of 3 times).

Title of book completed:

Please give a detailed account of how the discussion for this book was implemented and facilitated.

How did you prepare (yourself and students) for the discussion of this book?

What activities were chosen to accompany the discussion of this book?

When discussing this book, what strategies do you think worked well for supporting narrative change with participants?

When discussing this book, what content do you think worked well for supporting narrative change with participants?

When discussing this book, what strategies do you think *did not* work well for supporting narrative change with participants?

When discussing this book, what content do you think *did not* work well for supporting narrative change with participants?

…

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Sample Log

Post-Session Facilitator Reflection Log

Please rate the extent of implementation and describe the reason for your rating and any barriers that came up during session that impeded complete implementation of that component. The information you provide is confidential.

Session date:

If you would like to give ALA access to your completed log for this session, please check this box: ☐

Activity	Completed	Rating: 1 = implementation was not at all close to intended, 5 = completely implemented as intended				
Check-in/Introduction	☐	1	2	3	4	5
Type of check-in done in session:		Notes:				
Discussion Questions	☐	1	2	3	4	5
What questions were asked?		What questions received good/negative responses?				
Activity*	☐	1	2	3	4	5
Notes on implementation:						
Check-out/Closing (if applicable)	☐	1	2	3	4	5
Notes on implementation:						
Wow Moment						

Things that made you go Hmmm
Oops....Better not do that again

*Note: This is any activity you chose to do with the participants, if applicable in addition to the discussion.

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Where does evaluation go?

- Dissemination
  - Report
  - Presentation

- Process/Program Improvement

- Social Impact

- ALA's Commitment

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Questions?

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