



Nothing for us, without us:

Getting Started with Community Engagement and Culturally-Responsive Evaluation

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Today's Goals

- Introduce levels of racism and define race equity
- Discuss community engagement and its value for equity
- Briefly review the history of cultural competence for evaluation
- Outline the tenets of culturally responsive evaluation
- Plan for initiating community engaged, culturally responsive evaluation



Practice with Slido

- We are going to use Slido a few times.
- <https://app.sli.do/event/isiv3qcg>
- **www.slido.com** using the event code # **RIPLFEB23**
- **Question one: What is a sandwich?**

Slido Results Time!

Where do you stand on the great
sandwich debate?



2020 brought a series of conversations about race, racism, and diversity



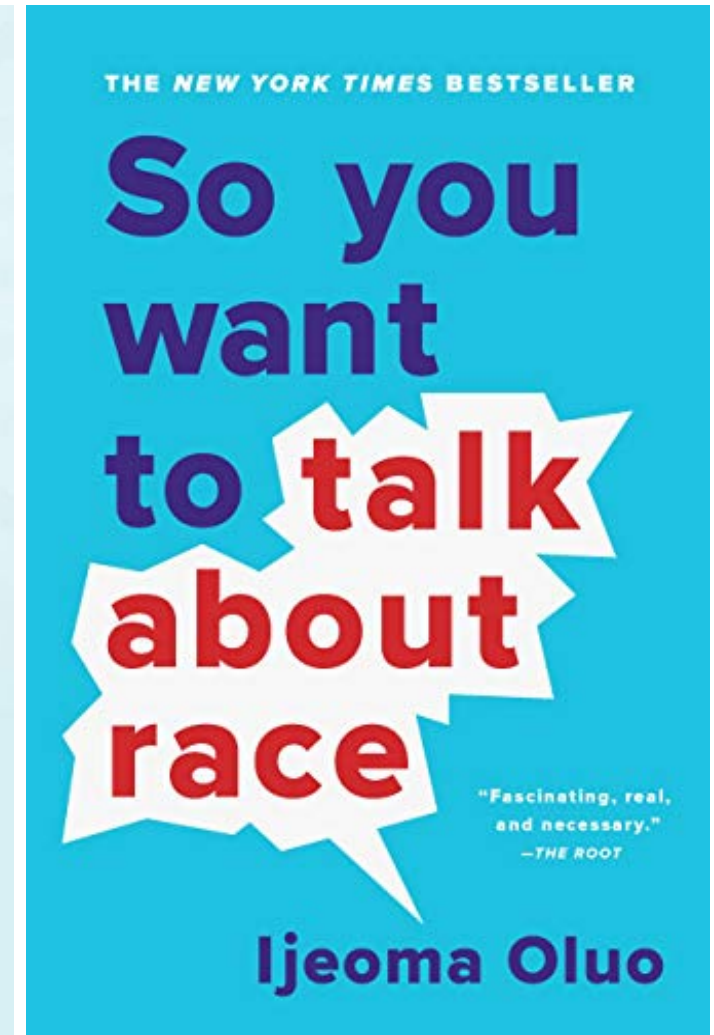
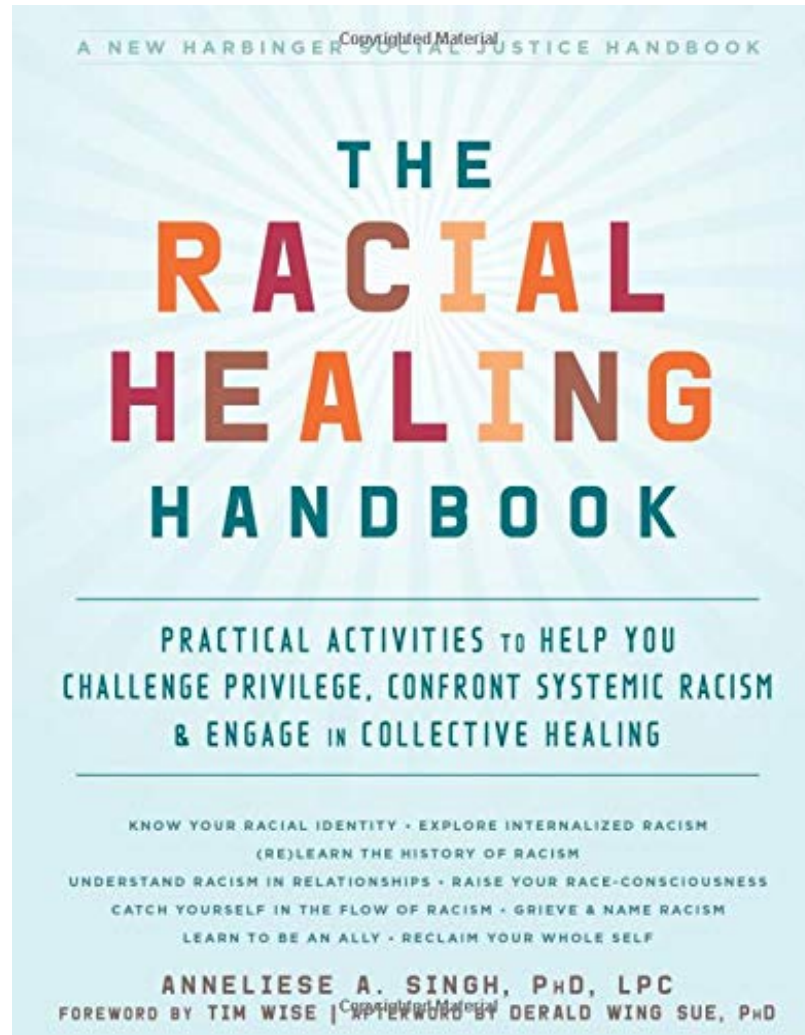
Levels of Racism

- **Individual or internalized racism** – This is racism that exists *within* individuals. It is when one holds negative ideas about his/her own culture, even if unknowingly. Xenophobic feelings or one's internalized sense of oppression/privilege are two examples of individual or internalized racism.
- **Interpersonal racism** – This is the racism that occurs *between* individuals. It is the holding of negative attitudes towards a different race or culture. Interpersonal racism often follows a victim/perpetrator model.
- **Institutional racism** – Recognizing that racism need not be individualist or intentional, institutional racism refers to institutional and cultural practices that perpetuate racial inequality. Benefits are structured to advantage powerful groups as the expense of others. Jim Crow laws and redlining practices are two examples of institutional racism.
- **Structural racism** – Structural racism refers to the ways in which the joint operation of institutions (i.e., inter-institutional arrangements and interactions) produce racialized outcomes, even in the absence of racist intent. Indicators of structural racism include power inequalities, unequal access to opportunities, and differing policy outcomes by race. Because these effects are reinforced across multiple institutions, the root causes of structural racism are difficult to isolate. Structural racism is cumulative, pervasive, and durable.
- From:
<https://www.shorelineschools.org/site/default.aspx?PageType=3&ModuleInstanceId=3131&ViewID=DEDCCD34-7C24-4AF2-812A-33C0075398BC&RenderLoc=0&FlexDataID=24891&PageID=1951&Tag=&Comments=true>

What is Race Equity?

- **RACE EQUITY:** The condition where one's race identity has no influence on how one fares in society. Race equity is one part of race justice and must be addressed at the root causes and not just the manifestations. This includes the elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by race.
- **RACE EQUITY CULTURE:** A culture focused on proactive counteraction of social and race inequities inside and outside of an organization.
- **RACE EQUITY LENS:** The process of paying disciplined attention to race and ethnicity while analyzing problems, looking for solutions, and defining success. A race equity lens critiques a "color blind" approach, arguing that color blindness perpetuates systems of disadvantage in that it prevents structural racism from being acknowledged. Application of a race equity lens helps to illuminate disparate outcomes, patterns of disadvantage, and root cause.
- From Equity in the Center's "AWAKE TO WOKE TO WORK: Building a Race Equity Culture"

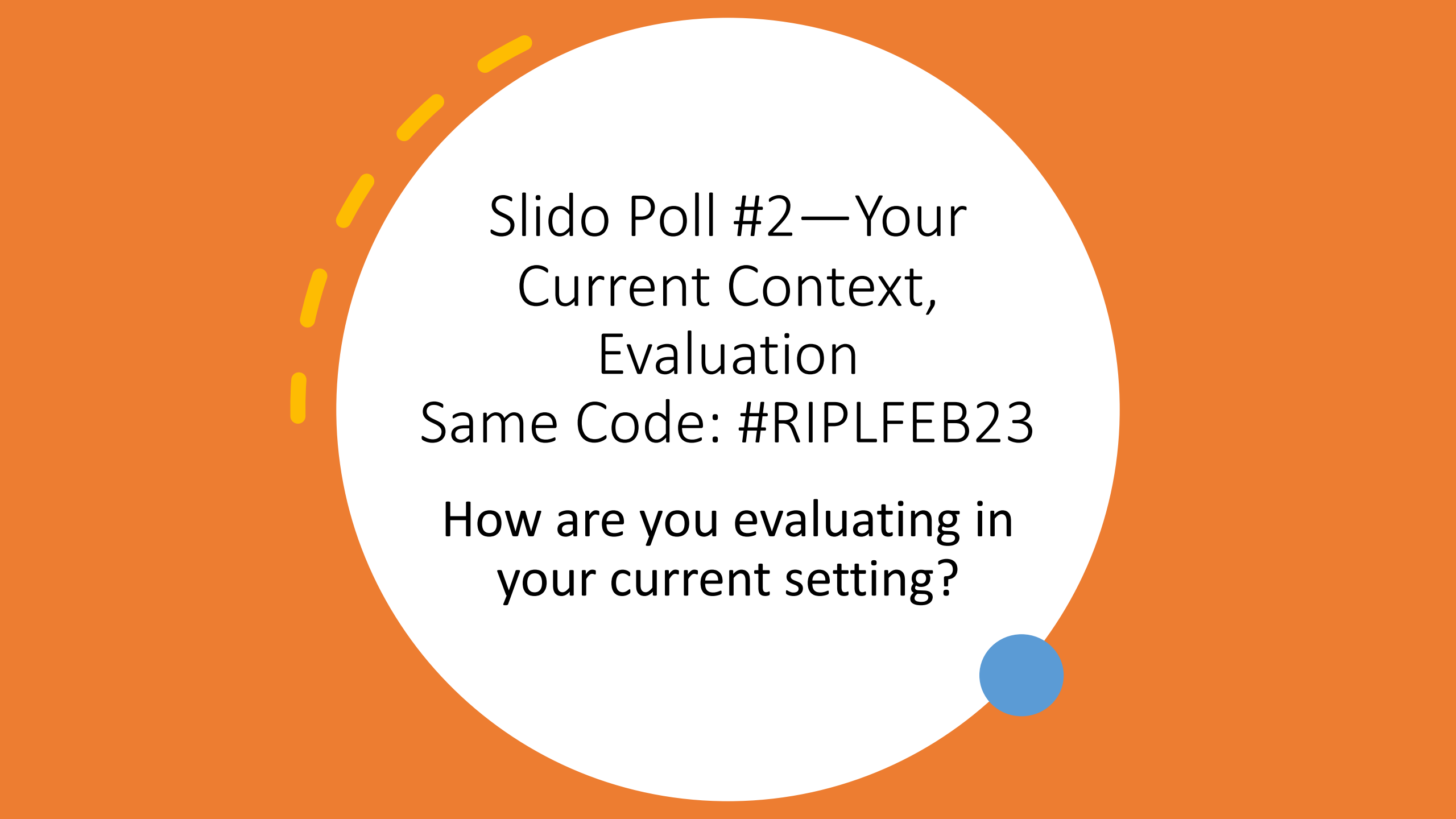
Need to continue
the Racial Equity
Work? Consider
these readings to
guide group
conversations.



Share in the chat

- What are some resources you've found useful in your journey to be more equitable, culturally-responsive, and community-engaged?





Slido Poll #2—Your
Current Context,
Evaluation
Same Code: #RIPLFEB23

How are you evaluating in
your current setting?



Let's see what everyone said!

- What are some common themes we see in the Slido Poll?



Quick Introduction: What Is CRE? (Culturally Responsive Evaluation)

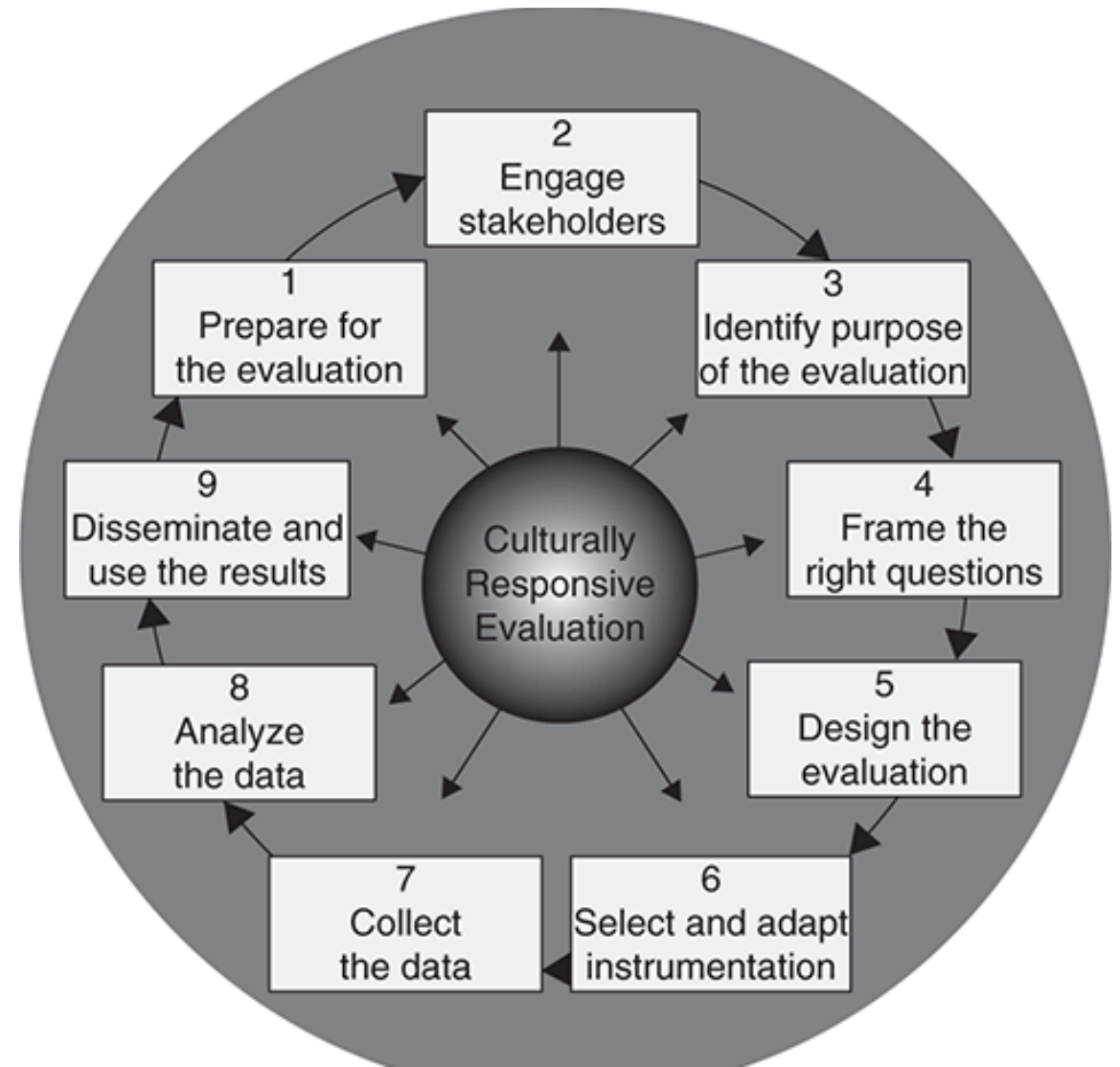
- Culturally Responsive Evaluation centers values and cultural beliefs on the evaluation of a program or policy. It provides a particular focus on groups that have been historically marginalized, asking how power is distributed, which relationships are valued, and which are privileged in an evaluation (Hood, Hopson, & Kirkhart, 2015).



Frierson et al (2010) as cited in: “Culturally Responsive Evaluation as a Form of Critical Qualitative Inquiry”

By Michelle Bryan and Ashlee Lewis

- Frierson et al. (2010) provide a useful outline of the nine-step process necessary for centering culture in an evaluation: (1) preparing for the evaluation, (2) engaging stakeholders, (3) identifying the purpose and intent of the evaluation, (4) framing the right questions, (5) designing the evaluation, (6) selecting and adapting instrumentation, (7) collecting the data, (8) analyzing the data, and (9) disseminating and utilizing the results.

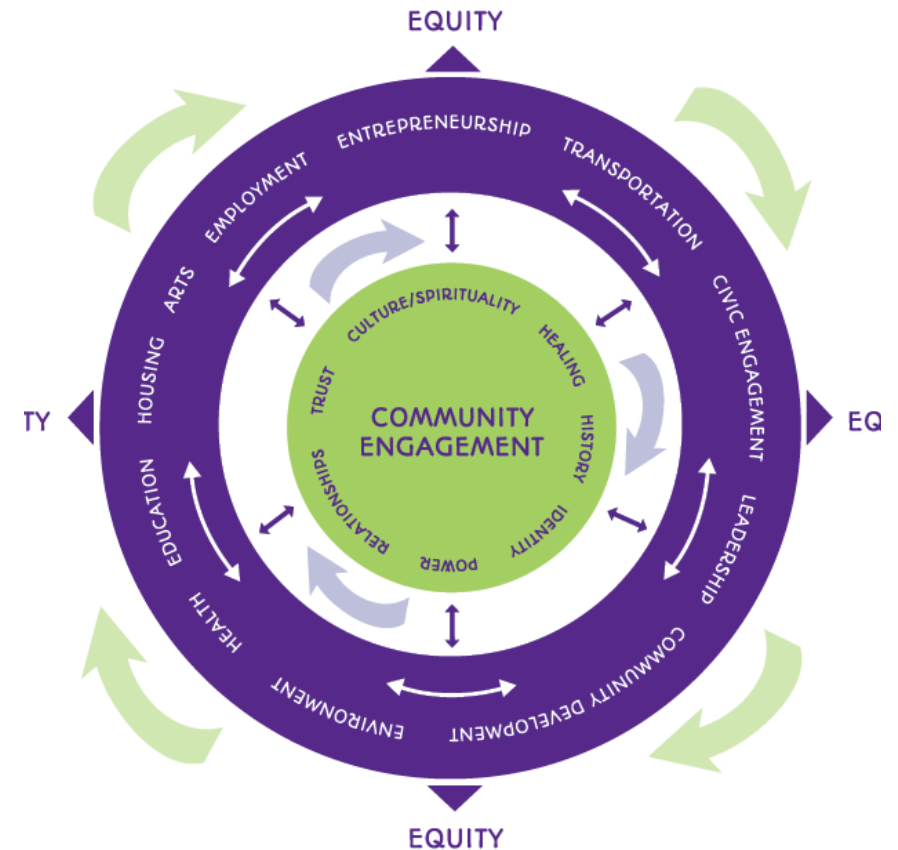


Important new change: Equitable Evaluation

- CREA/CRE is moving increasingly towards CREE
- **Culturally responsive and EQUITABLE Evaluation.**
- Statement from EEI: *“Imagine if evaluation was conceptualized, implemented, and utilized in a manner that promotes equity. Everyday narratives that continue to marginalize, minimize, and disrespect people of color and those with less privilege could be replaced with ones that do not demonize and place blame on the individual. They could instead lift up the historical, contextual, and powerful dynamics that create and sustain oppression and shed light on the strategies and solutions which can shift the “rules of the game” so that equity is achievable.”*
- **EQUITY is now the center of culturally-responsive evaluation!**

How might we combine our need for evaluation and community engagement

- This slide shows an image from the Nexus Community Partners, "Impacts of Community Engagement Model"
- This circle helps us think about all the possible arenas that public libraries could be involved in to create equity and to facilitate cultural responsiveness.
- "[A]re achieved in the process of doing the work and are foundational elements of a healthy community in their own right. These assets are the building blocks for positive change in all of the areas of the outer circle and need to be attended to and will be strengthened in a long-term process.."



Suggestion for continued learning

- Take a look at Nexus Community Partners' community engagement self assessment, either as a whole, or in parts over staff meetings.
- If you are not quite ready for the self assessment, take a moment and think about: How can you honor these parts of the circle in your engagement and evaluation?
- **Reminder: Be kind to yourself! You are still learning!**



Slido Poll #3 Your Current Context--Barriers

- In your current setting, what is one word that describes the potential barriers to taking a CREE approach to evaluating programming or new additions to collections?
- Use the same code: #RIPLFEB23






Let's see the results, Barriers

- Let's see the Slido results!
- What were some of your barriers?

Nexus Community Partners: Making Evaluation an Everyday Tool




Building the Field of Community Engagement is a collaborative initiative designed to magnify and elevate the power of community engagement to change the way problems are solved and resources are invested. Building the Field is bolstering the work of community engagement practitioners and encouraging other organizations to integrate community engagement into their work. As part of the project, the partners produced a film, *Community at the Center*, which discusses the core principles and values of this important work. They also host the Engaged Learning Series, which are community conversations on critical community engagement topics. This report is part of a series of tools and stories that document the partners' and other practitioners' expertise and learning. Find us at www.buildthefield.org.

Building the Field partners:
Casa de Esperanza
Cultural Wellness Center
Hope Community
Lyndale Neighborhood Association
Native American Community Development Institute
Nexus Community Partners

**EVALUATION AND COMMUNITY ENGAGEMENT:
EVERYONE IS AN EVALUATOR**

At the last two Building the Field of Community Engagement Engaged Learning Series events, participants explored the crucial role that evaluation plays in supporting the work of community engagement. At the latest event in May, participants discussed the role of evaluation in improving the work and providing evidence of its impact in community. An insight that emerged was that evaluation can also play a role in advancing community engagement.

The questions asked and the outcomes defined in an evaluation have a powerful influence on the outcomes an organization achieves. Community engagement evaluation creates processes for many people in a community to bring their experience, knowledge and dreams to shape the evaluation and, thus, the outcomes of the work. A best practice of community engagement is to involve community members in shaping and leading evaluation.

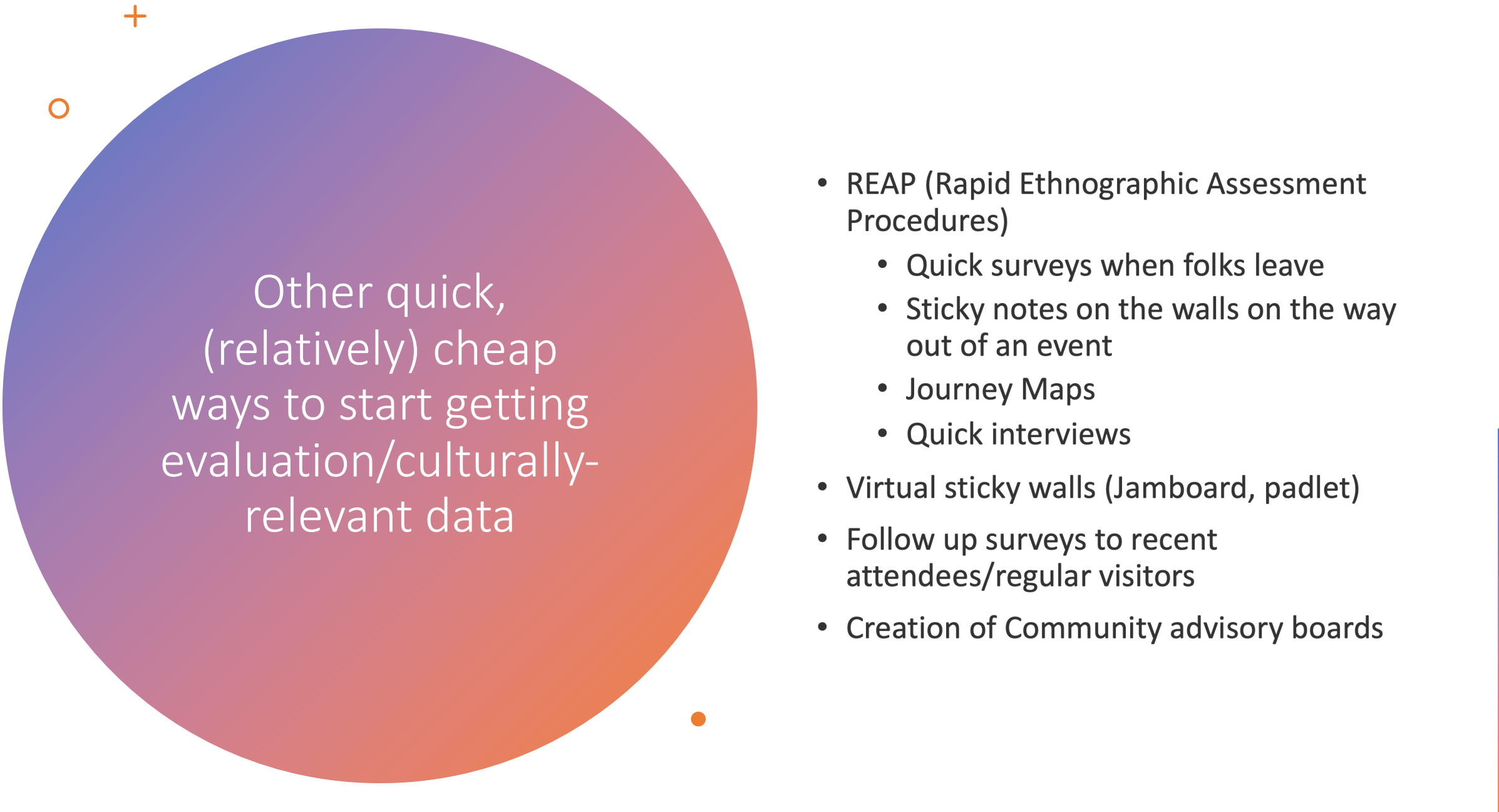


Participants at the Engaged Learning Series event on May 13, 2015.

- “Community members have knowledge and power that can benefit our organizations and our communities. ***Putting community members at the center of the design and implementation of evaluation projects is just one more strategy that can improve our community engagement practice***—strengthening our organizations and our communities”

What does that look like? “Everyone is an evaluator”

- ***Convening a group of community members to help design the evaluation questions.*** Ask them: What do you want to see change as a result of this project—in yourself and in your community? This can be done with or without external evaluators.
- Reserving the ***last minutes of every meeting or event*** for an informal group evaluation process.
- ***Conducting informal community interviews.*** This can happen on an ongoing basis. You can ask people to stay for a few minutes after a meeting or event, or arrange a special time.
- Asking an ***external evaluator*** to conduct more formal interviews in a systematic, community-designed evaluation process and invite community members to attend the interviews.
- Convening a group of community members to review the results of an evaluation and ask them what information is significant, if there is anything missing, and ***how they will use the information.***



Other quick,
(relatively) cheap
ways to start getting
evaluation/culturally-
relevant data

- REAP (Rapid Ethnographic Assessment Procedures)
 - Quick surveys when folks leave
 - Sticky notes on the walls on the way out of an event
 - Journey Maps
 - Quick interviews
- Virtual sticky walls (Jamboard, padlet)
- Follow up surveys to recent attendees/regular visitors
- Creation of Community advisory boards

Small Group Activity—Let's Apply this!

- In your small groups, you and your group partners are going to think through this question:
- Thinking about your most recent community event (or service offering) you had at your library, ask yourself the following questions:
 - How did you gather feedback from participants in this event?
 - What kinds of questions did you ask?
 - Who wasn't there? Did you and your team have a conversation about why they weren't there?
 - What is one change you can make in your process to get more detailed feedback on your next event? Who needs to be involved? What else do you need to know?

Large Group Share out

- What brilliant, creative, practical (and, hopefully affordable) ideas did your groups come up with?
- Share in the chat!



Summary of today

- Work with your team to develop a **race equity lens** which will help you think about how your community got to where it is, and what historical and contemporary factors need to be addressed to help create more equitable engagements with your community partners.
- Meet your community partners at the **intersections** at which they live—how does the experience of history, trust, culture, employment, housing, health, etc. influence how they experience your programming?
- Develop a **culturally-responsive, race equity evaluation** planning process that allows you opportunities to partner with community members, honor different ways of knowing, creatively explores ways to collect and disseminate findings.

Helpful Websites for Evaluation (See the recording for some more racial justice resources!)

- AEA365: <https://aea365.org/blog/>
- CREA: <https://crea.education.illinois.edu>
- EEI: <https://www.equitableeval.org>
- Annie E. Casey: <https://www.aecf.org/resources/a-toolkit-for-centering-racial-equity-within-data-integration/>

What is one step you can make in your work?

Slido 3: What is one step?



The Recorded Session, The Preview

- In the recorded session:
- Review some more methods for getting to know community partners
- Work on a case study
- A team activity
- And more!





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Thank you!

- ***Before the next session you'll get a practice case and some tools for taking the next steps towards working this into your everyday practice.***
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