



# Program Evaluation

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Without data, it's been said, "you're just another guy [gal] with an opinion."

<https://www.ims.gov/grants/outcome-based-evaluations>

# The Purpose of...

assessment  
is to  
**INCREASE**  
quality.



evaluation  
is to **JUDGE**  
quality.



<http://www.pcrest2.com/LO/assessment/2.htm>



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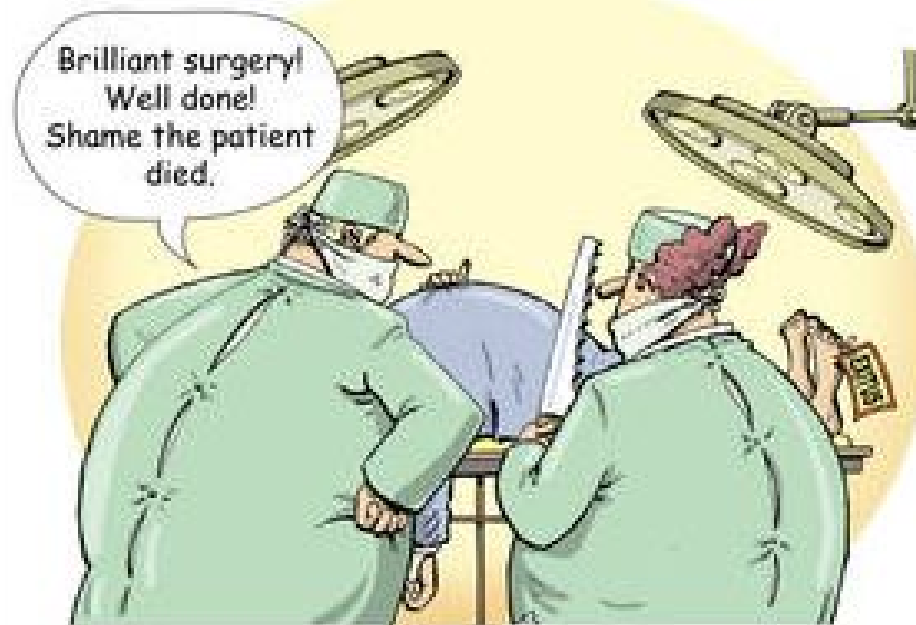
# What message do you want to convey?

Message	Information Strategies for Understanding Museum and Library Performance
How Much We Do	Inputs and outputs: statistics, gate counts, Web use logs, and other measures of quantity and productivity
How Well We Do It	Customer satisfaction, quality benchmarks, rankings
How Much We Cost/What We're Worth	Return on investment and cost:benefit calculations
What Good We Do/Why We Matter	Outcomes measurement, impact assessment

<https://www.imls.gov/grants/outcome-based-evaluation/purposes>

Outcome-based evaluation (OBE) is the measurement of results.

## Do outcomes matter?



<http://fundassist.flinders.edu.au/developing-a-proposal/setting-objectives-and-measuring-outcomes/>



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Outcomes are important, but only if we figure out to measure them.

## **Read to Me Rendezvous**

### **November 2 - 3, 2017**

**Meeting Objective:** To build the capacity of public and school library staff to ensure more Idaho children are reading on grade level by third grade.

**Desired Outcomes:**

Day 1 (Designed for Public Library Staff):

- Participants will increase their ability to serve homeschooled children in the public library setting
- Participants will increase their ability to facilitate storytimes for infants
- Participants will build capacity to serve diverse families in the library
- Participants will increase their knowledge of early literacy skills, and how to develop those skills through storytimes and library environment; OR Participants will learn why and how to evaluate library programs, and how to strengthen their ability to write and implement grants

Day 2 (Designed for Public Library Staff, School Library Staff, School Staff):

- Participants will begin or strengthen partnerships that advance literacy in their communities.
- Participants will understand how adverse childhood experiences impact school readiness
- Participants will learn how early STEM activities can support the development of literacy skills



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How do we measure outcomes? Examine the examples below.



### SKILLS

Girl Scouts can identify local birds by sight and name.



### BEHAVIOR

Children read for pleasure over three hours per week.



### ATTITUDES

Girl Scouts no longer think science is boring.



### STATUS

Students use educational materials on library computers to get GED and improved salary and job prospects.



### KNOWLEDGE

Girl Scouts know what local birds eat and what predators they face.



### CONDITIONS

West Dakota residents stop smoking after using improved access to reliable, understandable medical information.

<http://www.shapingoutcomes.org/course/evaluate/d3.htm>



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# From outcomes to indicators.

Indicators are measurable conditions or behaviors that can show an outcome was achieved. They are observable evidence.

To make an outcome measurable, ask the question: “What change in your participant's’ behavior, attitudes, skills, knowledge, status, or condition would indicate success?” That change is an indicator of your outcome. You can have more than one indicator per outcome.

## Indicator Tip #1: Be mindful of what you are measuring



Search ID: jman180

**THE THING I MOST NEED TO IMPROVE  
THE EDUCATIONAL OUTCOMES OF MY CLASS  
ARE SOME BRIGHT STUDENTS!**

Methods for  
evaluating programs,  
from  
<http://www.shapingoutcomes.org/>



- Okay for attitudes, although you may just hear from happy people.
- Worst for skills, as people will want to talk about what they're good at.
- Good for information on outcomes you hadn't anticipated.
- Good for quotable quotes.



- Surveys depend on "self-reporting"—fine for confidence in a skill, or interest in a subject—but not objective measures of skill levels or of behaviors.
- Best for attitudes because survey questions can include quantifiable rating scales.
- Weak for behaviors (depending on time between the experience and the survey), and weakest for skills.
- Surveys are good for important outcomes that you were able to anticipate.
- Look for standardized surveys (professionally and expertly designed) that cover the outcomes you're interested in. This may save time, but some may need to be adapted.

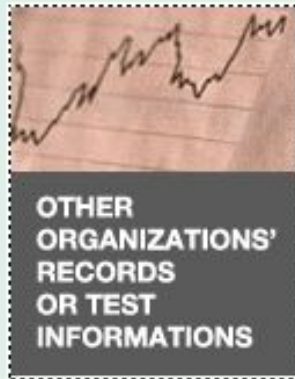


- With observation, an expert watches participant behaviors—mostly during a particular program—and can document objectively whether skills or behaviors have actually changed. Professional assessments include data sources such as teacher checklists of student behavior, portfolio assessment.
- Best for skills and short-term behaviors because they provide objective assessment by third-party observers.
- Bad for longer-term behaviors and for attitudes.

Methods for  
evaluating  
programs,  
from  
<http://www.shapingoutcomes.org/>



- Best for skills and some behaviors.
- Weakest for attitudes because it is impersonal.
- Example: Tip sheets created by participants in a bird identification workshop show that they've internalized knowledge about bird characteristics enough to articulate them clearly.



- Best for status or condition (Depending on the test or records).
- Good for knowledge.
- Weakest for behavior and attitude.
- Many programs start as a way to improve some indicator that already exists but is lagging: reading scores, grades, graduation rates, attendance, employment. Using these scores is inexpensive because they already exist, but both the organization that creates them and the individual participants need to cooperate to make them available to the program. Remember that your program may play only a small part in the change in scores.



# Indicator Tip #2: Be honest about what the data tells you

## Why am I evaluating outcomes?

“Don’t accept your dog’s admiration as conclusive proof that you are wonderful.”

—Ann Landers



[http://images.slideplayer.com/13/4061140/slides/slide\\_11.jpg](http://images.slideplayer.com/13/4061140/slides/slide_11.jpg)



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# Observation

## IEWS2 Peer Mentoring Worksheet



1. What was the targeted age range of the storytime that I observed?  
\_\_\_\_\_
2. What kinds of activities were included?  
\_\_\_\_\_  
\_\_\_\_\_
3. What did I think went well in this storytime?  
\_\_\_\_\_  
\_\_\_\_\_
4. What early literacy content was emphasized by the storytime provider?  
\_\_\_\_\_  
\_\_\_\_\_
5. What early literacy outcomes did I observe in the children's behaviors?  
\_\_\_\_\_  
\_\_\_\_\_
6. Did the provider and the families enjoy the storytime? What reactions did I observe in the children and parents/caregivers who attended?  
\_\_\_\_\_  
\_\_\_\_\_
7. What are some anecdotes and examples of meaningful interactions between the provider and the children and parents/caregivers?  
\_\_\_\_\_  
\_\_\_\_\_

<http://www.alaeditions.org/files/MillsWE/IEWS2-Peer-Mentoring-Worksheet.pdf>



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# Surveys

<i><b>As a result of attending these family workshops, I .....</b></i>	<b>Yes</b>	<b>No</b>
a. <u>spend</u> more time reading with my child/children.		
b. <u>spend</u> more time talking with my child/children about the books I read to them.		
c. <u>spend</u> more time singing with my child/children.		
d. <u>spend</u> more time rhyming with my child/children (e.g., rhyming games, <u>fingerplays</u> that rhyme, nursery rhymes).		
e. am more likely to use the library to check out books.		
f. am more likely to attend programs at the library.		
g. am more aware of good books to share with my child/children.		
h. am more knowledgeable about early literacy skills.		

<http://libraries.idaho.gov/landing/every-child-ready-to-read>



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# Participant Projects

## Get Ready to Read!

www.GetReadytoRead.org

### Home Literacy Environment Checklist

#### Is your home literacy-friendly?

You are your child's first teacher. Your home is where your child will get his or her first experiences with books and reading.

Look around your home and think about what you do with your child. If the statement on the checklist is true, place a check in the "true" column. If the statement is false, place a check in the "false" column. When you are finished, count up the number of checks in the true column and find that number on the chart at the end of the checklist. Use the results as a guideline to see what you can do for your child.

#### What my child has...

My child has at least one alphabet book (e.g., Dr. Seuss's *ABC* book).

My child has magnetized alphabet letters to play with.

My child has crayons and pencils readily available for writing and drawing.

My child has paper readily available for writing and drawing.

My child has a table or surface readily available for writing or drawing.

My child has at least one rhyme book (e.g., Joseph Slate's *Miss Bindergarten Gets Ready for Kindergarten*).

My child has more than one rhyme book.

My child has at least 10 picture books.

My child has at least 20 picture books.

My child has at least 50 picture books.

My child plays beginning reading and alphabet games on a computer (e.g., *Reader Rabbit* or *Bailey's Book House*).

My child has materials and games to help learn the alphabet.

TRUE FALSE

☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐

<http://www.getreadytoread.org/images/content/downloads/literacy%20checklists/HomeLiteracyEnglish.pdf>



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# Test Information

## Year 2 Pre-K Results Whitney and Hawthorne Elementary Schools

Fall Kindergarten Idaho Reading Indicator

% "3" (Ready to Read) % "2" or "1" (Strategic or  
Intensive)

Pre-k	84%	16%
No Pre-k	48%	52%
District	64%	36%

<http://data-points-boise-schools.blogspot.com/>

# Project Outcomes

## Survey Topic Areas

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**EARLY CHILDHOOD LITERACY**



**DIGITAL LEARNING**



**EDUCATION/LIFELONG LEARNING**



**SUMMER READING**



**JOB SKILLS**



**CIVIC/COMMUNITY ENGAGEMENT**



**ECONOMIC DEVELOPMENT**



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# Project Outcomes

-Immediate Survey

-Long Term Survey

-Long Term Impact


Please take a few minutes for this brief survey and let us know if, as a result of participating in the EARLY CHILDHOOD LITERACY program . . .

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A
You learned something that you can share with your children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You feel more confident to help your children learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You will spend more time interacting with your children (e.g., reading, talking, singing, writing, playing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You are more aware of applicable resources and services provided by the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did you like most about the program?

What could the library do to improve your children's enjoyment of reading?

Date: \_\_\_\_\_  
Time: \_\_\_\_\_  
Location: \_\_\_\_\_

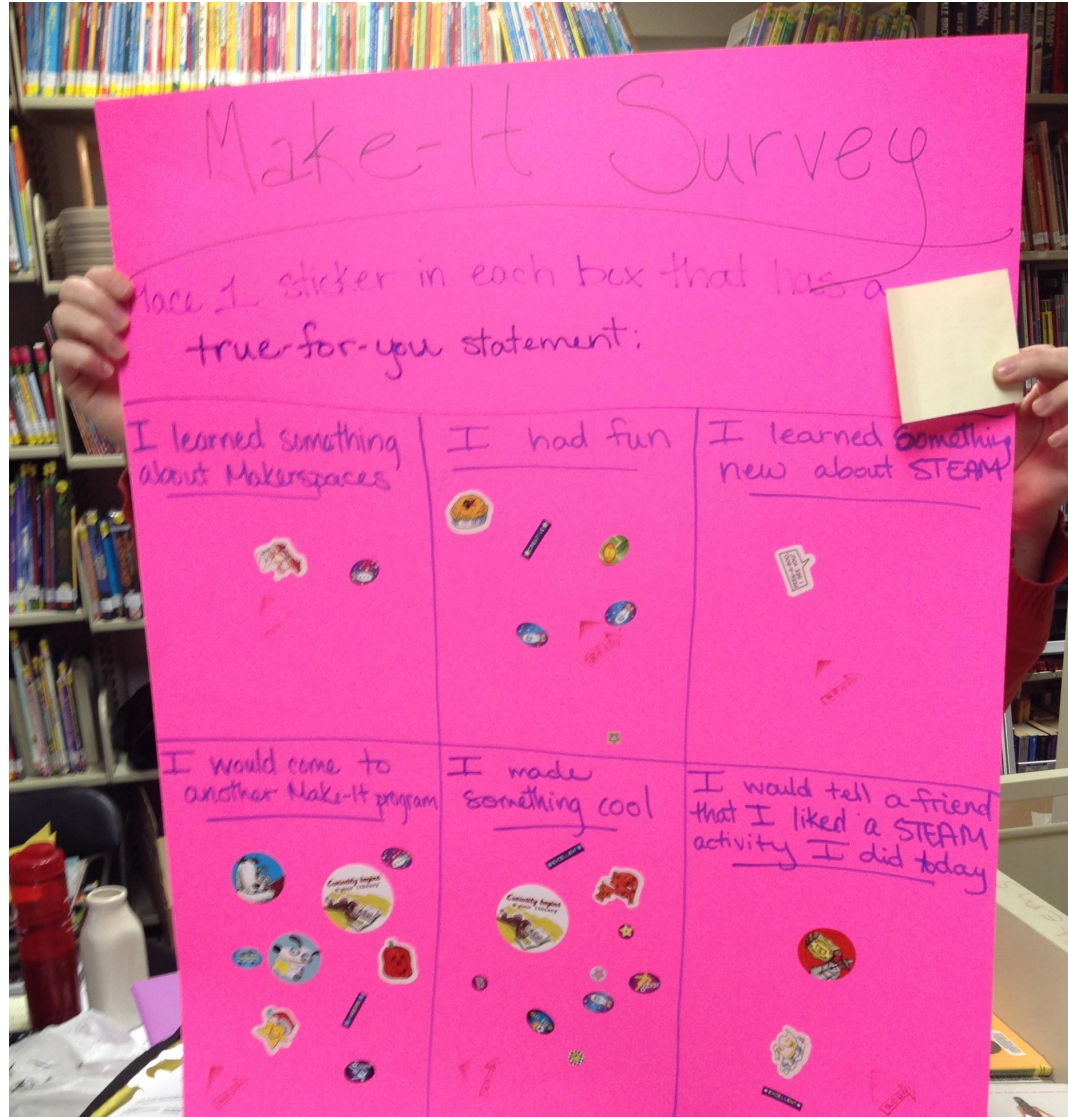


**EARLY CHILDHOOD LITERACY**



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## Indicator Tip #3: Be Creative



# Let's practice as a group...

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## Indicator Tip #4: Don't let it be disruptive

“As long as teachers are required to assess, it should be as nonintrusive as possible and not distract students from the learning process.”

-Invent to Learn, 2013

# Let's practice on our own...

Choose an outcome:	What could be some indicators?
What could be a method to measure that indicator?	Would it be disruptive to the program?



# Questions? Comments? Tricky Evaluation Situations?

[Megan@mld.org](mailto:Megan@mld.org)  
@MeganEgbert

# Resources

<http://www.shapingoutcomes.org/index.htm>

<https://www.imls.gov/grants/outcome-based-evaluation/basics>

[https://www.imls.gov/sites/default/files/publications/documents/perspectivesob\\_e\\_0.pdf](https://www.imls.gov/sites/default/files/publications/documents/perspectivesob_e_0.pdf)

<http://www.programminglibrarian.org/blog/program-evaluations-helpful-tool-or-necessary-evil>

<https://managementhelp.org/evaluation/program-evaluation-guide.htm>



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