

## Early Literacy Initiative Evaluation Logic Model Worksheet

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<b>1. What is the title of the Early Literacy project whose outcomes you will evaluate?</b>
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Planning for a Statewide Early Literacy Initiative (LSTA 05 grant)
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<b>2. What community partner agencies/organizations are involved in the project?</b>
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<p>The funded grant proposal named the following participants: the Oregon State Library, librarians at participating libraries, early literacy stakeholders, and library directors in Oregon. During the project, actual partners included: Oregon's public libraries; State agencies (Dept of Education; Dept of Employment, Child Care Division; Dept of Health and Human Services; Dept of Health; Child Welfare Division; Oregon Commission on Children and Families); County agencies (Commissions on Children and Families; Child Care Referral Networks; County Health Departments); Local childcare providers (private daycare centers; Migrant Head Start; Head Start; Healthy Start; Even Start; Cobb Street Learning Center); Organizations and services catering to young children (OMSI; Small Talk Learning; Salvation Army; Reading is Fundamental; First Book; Eastern Libraries Literacy League; SMART; Ocean Spray Family Center; United Way; Success by Six; EC Cares; OASIS; Melrose Reading Station); Tribal partners (Confederated Tribes of Siletz Indians: Confederated Tribes of the Umatilla Indian Reservation; Confederated Tribes of Grande Ronde); School Districts and Educational School Districts ( Harney County ESD; Council of Oregon School Administrators; Association for Child Educators International; Great Expectations; After Words); Programs helping parents of young children (Recovery Village; Family Resource Centers; Family Nursery; Family Development Center; White Shield Center) ; Universities and community colleges (OSU Extension Family &amp; Community Development program leaders &amp; 4-H staff; Early Childhood Education programs; Eastern Oregon University; Blue Mountain Community College, Clatsop County Community College; Oregon Coast Community College; Benton Community College; University of Oregon; Western Oregon Center for Child Development, Portland State University; Portland Community College); Private Foundations (e.g. Oregon Community Foundation has invited their past grantees funded through their early literacy initiatives); and Corporations and Media partners (Oregon Public Broadcasting, Comcast, Family Talk Show).</p>
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<b>3a. Who are the project's key influencers?</b>	<b>3b. What will they want to know about your project participants' outcomes?</b>
Oregon State Library	<p>What key outcomes and indicators did you use to build the project?</p> <p>Did you meet the need that shaped the project?</p> <p>Did you increase awareness among public library staff about the importance of early literacy?</p> <p>Did you increase the ability of public libraries in Oregon to implement new early literacy programs?</p>
Institute of Museum and Library Services	<p>What key outcomes and indicators did you use to build the project?</p> <p>Did you meet the need that shaped the project?</p>
Multnomah County Library Administration	<p>Did you increase awareness among public library staff about the importance of early literacy?</p> <p>Did you increase the ability of public libraries in Oregon to implement new early literacy programs?</p>
Organizations represented by Project Advisors	<p>Did you increase awareness among public library staff about the importance of early literacy?</p> <p>Did you increase the ability of public libraries in Oregon to implement new early literacy programs?</p> <p>Did you increase community awareness of the important role played by public libraries?</p> <p>Did you increase understanding about the challenges facing local libraries?</p>
Early Literacy Stakeholders	<p>Did you increase awareness among public library staff about the importance of early literacy?</p> <p>Did you increase the ability of public libraries in Oregon to implement new early literacy programs?</p>
<p><b>4. What is the purpose of the project?</b></p> <p>To develop a coordinated statewide early literacy initiative plan featuring public libraries as the leaders in the implementation of the best evidence-based practices to help prepare young children for learning to read.</p>	
<p><b>4a. What need did you identify that led you to create the project or product?</b></p> <p>Oregon's libraries big and small have a key role to play in their communities, disseminating early literacy information to parents, child care providers, early childhood educators, children's advocates, and political decision makers. However, a lack of statewide coordinated efforts, hesitancy by public librarians to take a leadership role as promoters of early literacy skills, staff inexperience regarding how best to train parents and caregivers in these skills, unstable funding, and a widespread uncertainty about how to locally use the many evidence-based approaches, hampers consistent improvement in positive reading outcomes for Oregon's children.</p>	
<p><b>4b. What information did you use to identify this need?</b></p> <p>1991 Carnegie Foundation report, <i>Ready to Learn, A Mandate for the Nation</i>; National Center for Educational Statistics; Data collected by the National Household Education Surveys Program, which examined the frequency at which parents reported engaging in various literacy-building activities with children ages 3-5 who were not yet enrolled in kindergarten; U.S. Census; Research at the University of Wisconsin; Research results from <i>Every Child Ready to Read</i>; <i>Children First for Oregon Report Card</i>; and comments from public library staff.</p>	

<p><b>4c. What group of people has that need (who is your target audience)?</b> Public library staff; early childhood development educators; early child care staff; early childhood service providers</p>	<p><b>4d. What general characteristics of that group will be important for project design decisions?</b></p> <p>Generally, this group may: lack the latest brain research information; lack training needed to implement early literacy programs in libraries; lack awareness about what public libraries are presently doing to serve children ages 0-4, their parents and caregivers; lack awareness about community partners' activities; not be involved in other community early literacy planning efforts; and lack confidence regarding appropriate role of public library in early literacy.</p> <p>Generally, this group shows: a strong commitment to student success; an interest in effectively sharing limited resources; and a commitment to provide the best possible service to community</p>
<p><b>4e. What services will you provide to address the need?</b> Facilitated conversations between public library staff and community partners; Handouts; Training opportunities (latest brain research information, etc.); Lists of evidence-based early literacy activities that can be performed by libraries of any size; Opportunities to increase awareness of what is being done locally and regionally; best practice research and information; contact information for future conversations, gatherings, and meetings; a framework for action; lists of potential funding sources; and other statewide resources (to be determined).</p>	
<p><b>4f. What will your audience learn that will help meet their need?</b> The latest brain research and important information about early literacy; what they are presently doing and what is possible; who their community partners are; how exemplary programs in their region were started; and best practices in library-based early literacy programs.</p>	
<p><b>5. What are the key project inputs?</b></p>	
<ul style="list-style-type: none"> <li>• LSTA 05 Grant award</li> <li>• Public library directors' time</li> <li>• Project Advisors' time</li> <li>• Consultant's time</li> <li>• Major in-kind support by Oregon State Library</li> </ul>	<ul style="list-style-type: none"> <li>• Public library staff's time</li> <li>• Community agency staff's time</li> <li>• Latest brain research information</li> <li>• Published resources on early literacy</li> <li>• Major in-kind support by Multnomah County Library</li> </ul>
<p><b>6. What key administrative activities will the project need?</b></p>	
<ul style="list-style-type: none"> <li>• Conduct an environmental scan of pertinent demographic, programmatic, and other trends that have a bearing on early literacy initiatives in public libraries.</li> <li>• Conduct a statewide assessment or inventory of early literacy programs in Oregon's public libraries.</li> <li>• Plan and hold meetings with Project Advisors.</li> </ul>	<ul style="list-style-type: none"> <li>• Phone interviews with selected public libraries offering exemplary early literacy programs to obtain information and opinions.</li> <li>• Best practices survey of Oregon's public libraries that have increased community awareness about the importance of literacy skills/ healthy brain development during the early years of life.</li> </ul>

<ul style="list-style-type: none"> <li>• Collect data, prepare progress reports, and provide early literacy materials to public librarians to enhance their knowledge, skills, and abilities.</li> <li>• Analyze data to determine areas for improvement and recommendations for early literacy strategies that address public librarians' needs.</li> <li>• Plan and facilitate community meetings/forums to bring together early years practitioners in all sectors together with public librarians.</li> <li>• Handle all local arrangements (including finding locations; scheduling; ordering food; issuing invitations; facilitating meetings; note-taking; and disseminating information) for nine public meetings to be held throughout Oregon from August - October 2005.</li> <li>• Create a number of fact sheets and other information handouts for regional meeting attendees. Create and maintain mailing lists of early literacy influencers.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct grants research to identify potential corporate, private and government grants that may support the future implementation of an early literacy initiative.</li> <li>• Create a Framework for Action (an action plan), which proposes implementation strategies for launching a successful Oregon early literacy initiative, including measurable objectives that define a realistic "plan of work," budget details, and a plan for evaluation.</li> <li>• Prepare a logic model to assist with the planning and evaluation process.</li> <li>• Prepare quarterly LSTA (Library Services and Technology Act) program and fiscal reports prepared, as well as a final grant report.</li> <li>• Write articles and/or present workshops</li> <li>• Maintain regular communications with Project Advisors and the public library community.</li> </ul>
<p><b>7. What are the anticipated outputs of the project?</b></p>	
<p>A number of library staff and community members will receive the latest information about the importance of early literacy.</p> <p>A number of opportunities for future collaborations will be established.</p> <p>A number of exemplary library-based programs will be promoted.</p> <p>A number of discussions about how to boost Oregon's participation in programs, such as <i>Every Child Ready to Read @ your Library</i>® will be held.</p> <p>A number of opportunities for early literacy influencers to contribute ideas to a statewide action plan for early literacy success will be facilitated.</p> <p>A number of opportunities to exchange information leading to future dissemination of early literacy's best practices, the establishment of informal mentoring and coaching networks, and invitations to participate in formal training sessions will be facilitated.</p>	<p>A number of regional meetings will be held.</p> <p>A number of project meetings will be held.</p> <p>A percentage increase in the communications between public libraries and other community agencies will be observed.</p> <p>A percentage increase in outreach efforts will be observed.</p> <p>A number of opportunities to share, promote, and demonstrate some of early literacy's research-based practices will be offered.</p> <p>A number of sessions to share, discuss, and tackle the challenges public librarians are facing in their efforts to become principal partners in the building of their community's foundation for early learning will be offered.</p>

**8. What key outcome have you designed your project to have? (What outcome will you measure?)**

<b>8a. Outcome 1</b>				
<b>Public library staff will demonstrate an increased awareness of the importance of early literacy</b>				
<b>8b. Indicator(s)</b>	<b>8c. Applied to</b>	<b>8d. Data Source</b>	<b>8e. Data Interval</b>	<b>8f. Goal/Target</b>
(1) # and % of library staff who can summarize the definition of early literacy	All library staff	Regional meeting feedback forms; Attendance statistics; Self-reports; Observations; Anecdotes; in Ready to Read reports	After each of 9 regional meetings; annually	100% of those who attend the regional meetings
(2) # and % of library staff who use the early literacy terms and six skills terminology when talking to parents, caregivers, and community leaders (members)	All library staff	Observations; Self-reports; Anecdotes; Surveys	Annually	85% of those who attend the regional meetings; 95% of those who attend additional workshop presentations

<b>9a. Outcome 2</b>				
<b>The community will demonstrate an increased awareness of the important role played by public libraries in early literacy</b>				
<b>9b. Indicator(s)</b>	<b>9c. Applied to</b>	<b>9d. Data Source</b>	<b>9e. Data Interval</b>	<b>9f. Goal/Target</b>
(1) # and % of early childhood influencers (stakeholders) who invite public library staff to partner with them	All early childhood caregivers and educators	Regional meeting feedback forms; Self reports; Ready to Read reports; Anecdotes	After each of 9 regional meetings; annually	100% of those who attend the regional meetings
(2) # and % of public library staff who report increased funding or partnership opportunities in early literacy efforts	All library staff	Regional meeting feedback forms; Self reports; Ready to Read reports; Anecdotes; User counts	Annually	75% of all public library staff

<b>10a. Outcome 3</b>				
<b>There will be an increased ability to implement new early literacy programs in public libraries</b>				
<b>10b. Indicator(s)</b>	<b>10c. Applied to</b>	<b>10d. Data Source</b>	<b>10e. Data Interval</b>	<b>10f. Goal/Target</b>
(1) # and % of children 0-4, their parents and caregivers benefiting from early literacy programs	All library staff	Ready to Read reports; Anecdotes; Self-reports; Surveys; Comments collected on feedback forms; User counts; Attendance statistics	After each of 9 regional meetings; annually	80% of those attending regional meetings and/or workshop presentations
(2) # and % of confidence, levels of knowledge, and use of early literacy terminology exhibited by library staff during programs	All library staff	Ready to Read reports; Anecdotes; Self-reports; Surveys; Comments collected on feedback forms; User counts	After each of 9 regional meetings; annually	100% of those attending regional meetings and/or workshop presentations

<b>11a. Outcome 4</b>				
<b>Children ages 0-4, their parents and caregivers will benefit from a demonstrated improvement in the library's ability to effectively serve children</b>				
<b>11b. Indicator(s)</b>	<b>11c. Applied to</b>	<b>11d. Data Source</b>	<b>11e. Data Interval</b>	<b>11f. Goal/Target</b>
(1) # and % of 3 to 8-year-old Oregonians in households below the poverty level using the public library in the past year	Children 0-4, their parents and caregivers	Oregon Ready to Learn Benchmarks; Oregon State Library Annual Performance Reports; Oregon State Library Five-Year LSTA Evaluation Plan Report to IMLS	Annually	80% by FY 2008
(2) # and # of children 0-4 who demonstrate improved levels of school readiness	Children 0-4	Kindergarten Teacher Surveys; Oregon Ready to Learn Benchmarks	Annually	80% of those attending library programs