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This program is supported in whole by the Institute of Museum and Library Services through the Library Services and Technology Act, administered by the Oregon State Library.



Libraries face increasing demands for accountability from their funders. Governments at all levels are requiring their agencies to establish specific performance goals for each of its services or programs, preferably with performance measures (or indicators) stated in objective, quantifiable, and measurable terms. Agencies must report on their level of achievement in reaching these goals on an annual basis. Library administrators as well as grant funders are seeking ways to measure their impact and understand the results of their services. The idea behind evaluation is that if organizations know how to gather and use data to assess performance, their service to clients, patrons, and customers would improve. Evaluation would help staff know what worked, what did not, and why – and then allow them to use that knowledge to make needed changes. The current trend in the field of evaluation is a move from the more typical output oriented evaluation to the type of evaluation that measures impact – outcome based evaluation or OBE.

OBE focuses on two key questions:

- 1. How has your program/project made a difference in your community?**
- 2. How are the lives of your program/project participants better as a result?**

OBE is a highly useful tool, but it does not occur in a vacuum. It is part of the core process of project development; in fact, **planning for evaluation begins with the planning of the project, program or service.** OBE is not pure research or simple data collection. It is a powerful tool for showing how libraries change lives. It helps libraries identify their successes and share their stories with a wide range of stakeholders that includes library boards, project funders, patrons, and elected officials. Well-designed evaluation enables advocacy and partnership as good stories become convincing and forge the basis for ongoing funding, support, and collaboration. Libraries have a profound capacity to make a difference in their communities. OBE is a valuable methodology that documents this impact and helps share these stories of impact more widely.



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Outcome Based Evaluation Training

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An Introduction To Outcome Based Evaluation (OBE)

- ▶ What are outcomes?
- ▶ What is OBE?
- ▶ What is the purpose of OBE?
- ▶ Why measure outcomes?
- ▶ What is a logic model?
- ▶ What are the elements of a logic model?
- ▶ Why do I need to know other evaluation terminology?
- ▶ How can I use my evaluation's findings?

When Does Evaluation Begin?

- ▶ **Planning for evaluation begins with the planning of the project**
 - Consider who will do it and how; and
 - Budget for it (staff time and other resources)

What Are Outcomes?

- ▶ Outcomes are benefits to people: specifically, achievements or changes in skill, knowledge, attitude, behavior, condition, or life status for your target audience/program participants
- ▶ Any project intended to create these kinds of benefits has outcome goals/targets
- ▶ Outcomes are a result of the influence of your project/program

Examples Of Outcomes

- ▶ Teachers will know that public libraries contribute to their learning activities
- ▶ ESL participants' literacy will improve
- ▶ Students will demonstrate an increased quality of work on homework assignments
- ▶ Children will report a growing interest in reading
- ▶ Young adults will demonstrate improved ability in using digital and electronic information resources more effectively

What Is OBE?

- ▶ OBE is a systematic way to assess the extent to which a program has achieved its intended results
- ▶ OBE is the measurement of results
- ▶ OBE identifies observations and measurements (indicators) that can credibly demonstrate changes or desirable conditions in your target audience

OBE focuses on two key questions:

- How has your program made a difference?
- How are the lives of your program participants better as a result?

What Is The Purpose Of OBE?

- ▶ The purpose of OBE is to provide valid findings about the effectiveness of your program to those persons with responsibilities or interests related to its creation, continuation or improvement
- ▶ OBE systematically collects information about measurements (indicators) that answer these questions, and then uses that information to show the extent to which a program achieved its goals/targets

What Is A Program?

- ▶ Activities and services leading towards intended outcomes
- ▶ Generally has a definite beginning and end
- ▶ Is designed to change attitudes, behaviors, knowledge, or increase skills and abilities based on an assumed community need or community problem

Examples Of Programs

- ▶ Your LSTA-funded grant projects!
- ▶ Ready to Read Grants

Programs Are Designed To Meet Audience Needs

- ▶ These needs may be conditions, wants, or deficits, or other gaps between:
 - Outcomes that audiences have and those they want
 - Outcomes that program providers want for audiences and the current situation
- ▶ Most programs do not confirm audience needs with formal research but rely instead on program developers' beliefs or assumptions

The Program Purpose

- ▶ Your program's purpose is driven by your assumptions about community need. It relates to your library's mission statement, and defines your audiences, services, and outcomes
 - You plan to do what, for whom, for what outcome or benefit (desired result)?

All Programs Have “Results”

- ▶ Your LSTA grant application identified an audience need, and then proposed a solution to change or improve the behaviors, knowledge, skills, and attitudes of your target audience
- ▶ “Results” is the broad term that is most often used to define what the program has accomplished and the effectiveness of your grant’s project
- ▶ “Desired results” refer to the change or improvement you expect to achieve your desired outcome

Why Measure Outcomes?

- ▶ To increase project effectiveness
- ▶ To communicate the project's value to various audiences
- ▶ To generate information for future decision-making
- ▶ To improve the project
- ▶ To assess progress of project activities
- ▶ To determine if project is proceeding on schedule
- ▶ To determine if resources are being used efficiently
- ▶ To determine if services are being used effectively
- ▶ To provide information to improve or change the project as it progresses

More Good Reasons To Measure Outcomes

- ▶ To see if programs really make a difference in the lives of people
- ▶ To improve accountability
- ▶ To help programs improve services
- ▶ To strengthen existing services
- ▶ To target effective services for expansion
- ▶ To prepare long-range plans
- ▶ To increase internal efficiency
- ▶ To inform all stakeholders

Here's My Example Of OBE

- ▶ I've observed that during storytime readings of *The Three Little Pigs* children boo at the wolf and cheer for the third pig
 - Audience Needs: Children don't understand that the wolf is an innocent victim of a conspiracy by pigs.
 - Solution: Offer a storytime reading of *The True Story of the Three Little Pigs*
 - Desired results: Children will believe the wolf
- ▶ To begin my OBE, I will establish participant-oriented outcomes and ways to measure them, assess these outcomes on a regular basis, and hold these results to an expected performance (goal/target)

What Is A Logic Model?

- ▶ A logic model is a systematic and visual way to present and share an understanding of the relationships among the resources available to operate a project, the activities planned, and the anticipated changes or results
- ▶ A logic model can help you correlate your planned work (resources, inputs, and activities) with your intended results (outcomes and impact)
- ▶ A logic model describes the links between planning goals, objectives, and key audiences and helps you assess whether what you are doing is what you had planned to do in order to achieve your desired results

What Are The Elements Of A Logic Model?

- ▶ Key influencers
- ▶ Purpose of program
- ▶ Assumptions
- ▶ Target audience
- ▶ Characteristics of your target audience
- ▶ Services to be provided
- ▶ Inputs
- ▶ Activities
- ▶ Outputs
- ▶ Outcomes
- ▶ Indicators
- ▶ Data source
- ▶ Applied to
- ▶ Data intervals
- ▶ Goal/Target

Let's Focus On The Last Six Elements...

- ▶ Outcomes
- ▶ Indicators
- ▶ Data source
- ▶ Applied to
- ▶ Data intervals
- ▶ Goal/Target

Outcomes

A target audience's changed or improved skills, attitudes, knowledge, behaviors, status, or life condition brought about by experiencing a program

Sample Outcomes For Your Program Types

- ▶ Increase awareness of public library online databases
- ▶ Students will be better able to use the Internet to find appropriate sources of information
- ▶ Provide homework assistance that students find helpful and valuable
- ▶ Increase reading literacy among middle school students
- ▶ Academic libraries will partner with one another to create new digital information resources
- ▶ Public librarians will be able to understand emerging needs in their community
- ▶ School teachers and administrators will recognize and value the library as an appropriate place for student learning

Sample Outcomes For My Program

- ▶ Children believe the wolf
- ▶ A. Wolf is released from the PEN

Indicators

Indicators state the measurable conditions or behaviors that show how an outcome was achieved. Indicators are the observable number and percent of individuals in your target audience who do what you hope to see or know

Sample Indicators For Your Program Types

- ▶ Number and percent of Answerland patrons who utilize the service repeatedly over the course of the year
- ▶ Number and percent of courier services users who report borrowing materials not owned by their local library
- ▶ Number and percent of participants in a Summer Reading program who read at least three books over the summer
- ▶ See handout for more examples

Sample Indicators For My Program

- ▶ # and % of children who write letters to the Warden
- ▶ # and % of children who report they feel sorry for the wolf on EALRS (Early Assessments of Lobo Reading Sympathizers)
- ▶ # and % of straw or stick houses that mysteriously fall down
- ▶ # and % of new brick homes constructed
- ▶ # and % of wolves who borrow a cup of sugar
- ▶ # and % of pigs who file new complaints against wolves
- ▶ # and % of wolves who wear sheep's clothing

Data Source

Data sources are tools, documents, and locations for information that will show what happened to your target audience. Sources of data may include case records, attendance records, referrals, assessments, interviews, and the like

Examples Of Two Data Types

- ▶ Quantitative data
 - Circulation records
 - Head count of users
 - Percentage of people who gave each answer on a questionnaire
 - Number of new library cards issued
- ▶ Qualitative data
 - Comments by students
 - Comments by library staff
 - Comments by public officials
 - Observations recorded by teachers

Examples Of Data Sources

- ▶ Testimonials
- ▶ Expert opinion
- ▶ Existing records
- ▶ Observation
- ▶ Surveys
- ▶ Case studies
- ▶ Portfolio review
- ▶ Photographs, slides, & videos
- ▶ Tests
- ▶ Individual interviews
- ▶ Group interviews
- ▶ Journals / logs / diary
- ▶ Questionnaires
- ▶ Expert or peer review
- ▶ Document analysis

Sample Data Sources For My Program

- ▶ Post office records
- ▶ Observations
- ▶ Warden's office records
- ▶ Pre-and post- assessments
- ▶ Surveys
- ▶ Questionnaires
- ▶ Construction company records
- ▶ Number of times pork recipes are accessed at Allrecipes.com
- ▶ Media reports
- ▶ Interviews with pigs
- ▶ CP (Creative Pigs inventory)
- ▶ Police reports
- ▶ Anecdotal evidence
- ▶ Pigs' self-reports
- ▶ WASL (Wolf Assessment Surveys for Learners)

“Applied To”

This describes the target audience to whom the indicator is applied

My Program's Indicators Apply To:

- ▶ All children
- ▶ All pigs
- ▶ All wolves

Data Intervals

Data intervals are the points in time when the data are collected. Outcome information can be collected at specific intervals. Data are typically collected at the start and end of a program for comparative purposes

Sample Data Intervals For My Program

- ▶ Before the story is read
- ▶ Immediately after the story is read
- ▶ Monthly for 9 months
- ▶ Monthly for one year
- ▶ Weekly for 9 months

Goal/Target

Goal/target is the stated expectation you have for the performance of your outcomes. A goal/target is stated in terms of a number and/or percent. Your goal/target should also meet influencers' expectations

Sample Goal/Target For My Program

- ▶ 30% of children write letters to the Warden after hearing the story
- ▶ 75% of children believe the wolf was framed after hearing the story
- ▶ 10% of stick or straw homes unexpectedly collapse
- ▶ 80% increase in the number of new brick homes built annually
- ▶ 50% of wolves continue to borrow sugar from neighbor
- ▶ Less than 1,000 pigs files new complaints

Why Do I Need To Know Other Evaluation Terminology?

- ▶ Benchmarks
- ▶ Community Status reports
- ▶ Focus groups
- ▶ Formative evaluation
- ▶ Impact
- ▶ Influencers
- ▶ Methods
- ▶ Qualitative data
- ▶ Quantitative data
- ▶ Stakeholders
- ▶ Summative evaluation

Your Completed Logic Model Worksheet

- ▶ Your completed logic model worksheet summarizes OBE for all program stakeholders
 - It presents information simply, accurately & clearly
 - It provides a detailed blueprint for carrying out your evaluation
- ▶ You can supplement the logic model in your evaluation report with pictures, comments and quotes

When Your Project Is Completed, Share Your OBE Report With...

- ▶ Oregon State Library
- ▶ Your principal and teachers
- ▶ Your library director and board members
- ▶ Donors
- ▶ Elected officials
- ▶ Broader community

How Can You Use The OBE Findings?

- ▶ Internally, to:
 - Provide direction for staff & improve staff performance
 - Identify training needs
 - Improve programs
 - Support annual, strategic and long-range planning
 - Guide budgets and justify resource allocations
 - Suggest future outcome targets
 - Focus board members' attention on programmatic issues
- ▶ Externally, to:
 - Recruit talented staff & volunteers
 - Promote the program to potential participants and referral sources
 - Identify partners for collaboration
 - Enhance your organization's public image
 - Retain and increase funding

Facilitated Activity

Design at least one key outcome for your program

Any Questions?



Sample Outcomes and Indicators for Various Programs and Goals (2013-2017 Oregon LSTA Five-Year Plan & Ready To Read Grants)

These are illustrative examples only. You will need to identify your own program's outcomes and indicators, matched to and based on your own program experience, and perhaps with the input of your staff, volunteers, program participants, and others, as appropriate.

Type of Program	Outcome	Indicator(s)
Answerland (Goals #1,2)	Participants are provided with reference assistance that is valuable and helpful.	<ul style="list-style-type: none"> • Number and percent of participants who utilize the service repeatedly over the course of the year; number and percent of participants who report satisfaction rates of at least 85%.
Library Card Campaign (Goal #1)	Library services are extended to those who are currently unserved by issuing free library cards to children who live outside of the city limits.	<ul style="list-style-type: none"> • Number and percent of participants who report checking out library materials for the first time; number and percent of participants who report using the library at least monthly.
Courier Services (Goals #1,2)	Library services are enhanced for those who are currently underserved through shared catalog and delivery services.	<ul style="list-style-type: none"> • Number and percent of users who report borrowing materials not owned by their local library; number of materials loaned and interlibrary loan percentage rates; number and percent of users who report high satisfaction rates of at least 85% with the length of time it took to provide delivered materials.
Mobile Library Apps Development (Goal #2)	Libraries make information resources available across multiple platforms to improve access.	<ul style="list-style-type: none"> • Number and percent of patrons who report being able to access information using new technology.
OBE Evaluation Training (Goal #3)	Learning opportunities are created for library staff with training in assessment/evaluation.	<ul style="list-style-type: none"> • Number and percent of library staff who report increased OBE knowledge; number and percent of library staff who apply their newly gained OBE skills to their next LSTA-funded project.

Information & Digital Literacy (Goal #4)	Participants will be better able to use online resources and subscription databases in order to find information.	<ul style="list-style-type: none"> Number and percent of participants who report feeling at least 50% more at ease with using online resources; number and percent of participants who correctly identify appropriate databases for a given project topic..
Information & Digital Literacy Skills (Goal #4)	Participants will be able to develop and articulate appropriate questions for research.	<ul style="list-style-type: none"> Number and percent of participants who report successful information searches.
Outreach to Hispanic/Latino & Immigrant Populations (Goal #5)	ESL participants will become more proficient in English.	<ul style="list-style-type: none"> Number and percent of participants who demonstrate increase in ability to read, write, and speak English by the end of the program.
Reading Improvement (Goal #5)	Participants will increase their leisure time reading for enjoyment.	<ul style="list-style-type: none"> Number and percent of participants who read for at least one hour each day.
Reading Improvement (Goal #5)	Students will improve their vocabulary development and language skills.	<ul style="list-style-type: none"> Number and percent of students who score higher on English Language standardized tests.
Ready to Read Grants (General Fund Grant)	Parents will improve their understanding of early literacy skills and learn techniques to nurture these skills in their child.	<ul style="list-style-type: none"> Number and percent of parents participating in the early literacy training program who demonstrate increased knowledge about early literacy and display improved behavior as they interact with their child by the end of the program.



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Deciding which data collection approach is best...

The choice of data collection methods will depend on your goals for the evaluation and the resources you have available. The table below provides a quick summary of each of the data collection methods to help you decide which approach might be best for you. Keep in mind that you might use a combination of approaches to verify information and to discover richer outcomes.

For evaluating community and library services

	Strengths	Weaknesses
Focus Groups	<p>Excellent approach to gather in-depth attitudes, beliefs, and anecdotal data from a large group of patrons at one time.</p> <p>Group dynamics might generate more ideas than individual interviews.</p> <p>Can be effectively used to focus on details regarding issues found through surveys or other data collection methods.</p> <p>Participants are not required to read or write. Technique relies on oral communication.</p>	<p>Requires staff time to set up and facilitate focus group.</p> <p>Requires staff time to identify and schedule participants for focus group.</p> <p>Requires strong facilitator to guide discussion and ensure participation by all members.</p> <p>Requires special equipment to record and transcribe focus group discussion.</p>
Interviews	<p>Good approach to gather information about in-depth attitudes, beliefs, and anecdotal data from individual patrons.</p> <p>Personal contact with participants might elicit richer and more detailed responses.</p> <p>Provides an excellent opportunity to probe and explore questions.</p> <p>Participants do not need to be able to read and write to respond.</p>	<p>Requires staff time and quiet area to conduct interviews.</p> <p>Requires special equipment to record and transcribe interviews.</p>

Observation

Excellent approach to discover behaviors during library programs.

Might provide more reliable indicators of the impact of programs than by asking people.

Good technique when there are observable products and outcomes.

Requires staff time to observe and record observations.

Cannot ask questions of participants during observation.

Might want to use follow-up interviews to verify observations.

Surveys

Best for gathering brief written responses on attitudes, beliefs regarding library programs.

Can include both close-ended and open-ended questions.

Can be administered in written form or online.

Personal contact with the participants is not required.

Staff and facilities requirements are minimal, since one employee can easily manage the distribution and collection of surveys, and issues such as privacy, quiet areas, etc. are typically not concerns.

Responses are limited to the questions included in the survey.

Participants need to be able to read and write to respond.

Takes time to pre-test a written survey to make sure that your questions are clearly stated.

Relies on participants' perceptions. Be aware of potential gaps between participants' responses and reality.

Surveys work better after you have determined the range of outcomes that the survey can target. Therefore, surveys may not be the best initial data collection tool.

Questions on surveys can be misunderstood, especially if they are self-administered and/or if participants do not understand the context for the survey questions.

Survey questions (especially closed-ended questions) can be limited to what the provider thinks may be the range of

Follow-up Interviews

Good method to follow-up on patrons' feelings and experiences that were shared earlier using another approach, such as a survey.

responses.

Response pool can be self-selected, which may distort the results and reflect unintended biases.

Requires staff time to administer follow-up interviews.

Must have gathered contact information in the initial data collection process.

Requires special equipment to record and transcribe interviews.

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OUTCOME BASED EVALUATION (OBE) GLOSSARY

Activities: What a program does with its inputs—the services it provides—to fulfill its mission. Activities include the strategies, techniques, and types of treatment that comprise the program's service methodology. For instance, securing facilities and equipment for training are program activities, as are offering workshops and responding to questions from students learning how to use electronic information sources.

Benchmarks: Performance data that are used for comparative purposes. A program can use its own data as a baseline benchmark against which to compare future performance. It also can use data from another program as a benchmark. In the latter case, the other program often is chosen because it is exemplary and its data are used as a target to strive for, rather than as a baseline.

Community Status Reports: Provide information about key social, health, economic, or environmental conditions in a community; they can present a compelling snapshot of a community's status. Community status reports are commonly called *report cards or community indicator reports*. Two widely recognized community status report projects are Oregon Benchmarks and Minnesota Milestones.

Data: Specific information or facts that are collected. A data item is usually a discrete or single measure. Examples of data items might include age, date of entry into program, or reading level. Sources of data may include case records, attendance records, referrals, assessments, interviews, and the like. For instance, surveys may be used as a data source to find out if students have become more comfortable with using online resources. Teacher records may be used as a data source to find out if students are meeting state standards in a specific subject.

Evaluation: A method or methods of measuring the level of success of a project based on the collection and analysis of quantitative and qualitative information. Evaluations should answer the questions “so what?” or “what difference did the project make?” Evaluation is a systematic inquiry to inform decision-making, judgments and learning. Systematic implies that the evaluation is a thoughtful process of asking critical questions, collecting appropriate information, and then analyzing and interpreting the information for a specific use and purpose. *The two most commonly used types of evaluation are formative evaluation and summative evaluation. A formative evaluation (also known as ‘process evaluation’)* is designed and used to improve a project – it is an assessment of ongoing project activities, begins at the project's start and continues for the life of the project. *A summative evaluation (also known as outcome evaluation, impact evaluation, and product evaluation)* is designed to present conclusions about the merit or worth of a project and recommendations about whether it should be retained, altered, or eliminated. *A participatory or collaborative evaluation (also known as stakeholder evaluation)* is an evaluation organized as a team project in which the evaluator and representatives of

one or more stakeholder groups work collaboratively together in developing the evaluation plan, conducting the evaluation, or disseminating and using the results.

Focus Group: A small panel of persons (7-10) selected for their knowledge or perspective on a topic of interest that is convened to discuss the topic with the assistance of a facilitator. The discussion is usually recorded and used to identify important themes or to construct descriptive summaries of views and experiences on the focal topic.

Goal / Target: A general statement that describes the project's broad overall intent.

Impact: The ultimate social, economic, and/or environmental effects or consequences of the activity. Impacts tend to be more comprehensive and longer-term achievements. They may be positive, negative and/or neutral. For example, in a program designed to train parents about early literacy skill development, an impact might be an increase in how often they read to their child and deliberately practice early literacy techniques.

Indicator: An indicator is an expression of what is/will be measured or described; evidence which signals achievements, what you wish to measure. An indicator answers the question, "how will I know it?" Indicators are observable and measurable behaviors or conditions applied to the target audience. The-#- and-%-of individuals who demonstrate some phenomenon that represents the condition you are trying to achieve as a result of your program. For instance, if your outcome is that children enjoy reading, one indicator might be the-#-and-%-of children who read for fun at least 4 times a week. The number and percent of program participants who demonstrate these behaviors then is an indicator of how well the program is doing with respect to the outcome.

Influencers: More often called stakeholders, these are the individuals, agencies, funding sources, competitors, community groups, and professional affiliations that influence the type and nature of services you offer, as well as who is served, the desired outcomes, and how the results of your services are communicated to others. Examples include: target audience, administration, board, and funders (like Oregon State Library).

Inputs: Inputs include resources dedicated to or consumed by the program. Examples are money, staff and staff time, volunteers and volunteer time, facilities, equipment, and supplies. For instance, inputs for a parent education class include the hours of staff time spent designing and delivering the program. Inputs also include constraints on the program, such as laws, regulations, and requirements for receipt of funding. Resources include investments made by an organization, the community, governmental unit, staff, volunteers, collaborative members, and/or participants.

Logic Model: A logic model is a systematic and visual way to present and share an understanding of the relationships among the resources available to operate a project, the activities planned, and the anticipated changes or results. A logic model can help you correlate your planned work (resources, inputs, and activities) with your intended results (outcomes and impact). A logic model describes the links between planning goals, objectives, and key audiences and helps you assess whether what you are doing is what you had planned to do in order to achieve your desired results.

Methods: Statements describing how project objectives will be accomplished.

Objectives: Specific statements identifying what will be achieved during the life of the project. Each objective must be directly related to the project goal and will, ideally, be expressed in measurable terms. For example, an objective of a goal to increase collaboration between public library and school staff could be to host monthly meetings of both groups for 9 months. Best practice is to use **S.M.A.R.T.** objectives that are **S**pecific, **M**easurable w/Measurement, **A**chievable, **R**elevant, and **T**ime-Oriented.

Outcome evaluation: The Institute of Museum and Library Services (IMLS) defines outcomes as benefits to people: specifically, achievements or changes in skill, knowledge, attitude, behavior, condition, or life status for program participants (“teachers will know how public libraries contribute to their learning activities,” “participant literacy will improve”). Any project intended to create these kinds of benefits has outcome goals/targets. **Outcome based evaluation**, “OBE,” is the measurement of results. It identifies observations that can credibly demonstrate change or desirable conditions (“increased quality of work in the annual science fair,” “interest in family history,” “ability to use information effectively”). It systematically collects information about these indicators, and uses that information to show the extent to which a program achieved its goals. Outcome measurement differs in some ways from traditional methods of evaluating and reporting the many activities of museums and libraries, but IMLS believes grantees will find that it helps communicate the value and quality of their work to many audiences beyond IMLS.

Outcome goals/targets: Numerical objectives for a program's level of achievement on its outcomes. After a program has had experience with measuring outcomes, it can use its findings to set targets for the number and percent of participants expected to achieve desired outcomes in the next reporting period. It also can set targets for the amount of change it expects participants to experience.

Outcomes: **Outcomes** are benefits or changes for individuals or populations during or after participating in program activities. They are influenced by a program's outputs. Outcomes may relate to behavior, skills, knowledge, attitudes, values, condition, or other attributes. They are what participants know, think, or can do; or how they behave; or what their condition is, that is different following the program. For example, in a program to tutor students in math and science, outputs--what the service produces--include the number of live tutoring sessions and the number of students helped. The desired outcomes--the changes sought in participants' behavior or status--can include their growing interest in math and science, improved quality of homework completed, and improved test scores. Outcomes--benefits to the target population--might include increased feelings of accomplishment and pride. An indicator of how well this program is succeeding on this outcome could be the number and percent of participants who list a science or math career as of potential interest to them at the end of the program than they did at the beginning of the program. A target might be that 40 percent of participants score at least a C on math or science tests after completing the tutoring program. Examples of outcomes can include greater knowledge of information resources, improved reading skills, and more effective responses to requests for information from colleagues. For a particular program, there can also be various levels of outcomes, with initial outcomes leading to longer-term ones. For example, a youth in a tutoring program who receives one-to-one encouragement to improve academic performance may attend school more regularly, which can lead to getting better grades, which can lead to graduating. Outcomes answer the question “so what?” – What difference has the program activity made in people’s lives? Whose lives? Outcomes may be intended or unintended; positive or negative. Outcomes fall along a continuum from immediate to intermediate to final outcomes, often synonymous with impact.

Outputs: Outputs are the direct products of program activities and usually are measured in terms of the volume of work accomplished—for example, the numbers of classes taught, counseling sessions conducted, educational materials distributed, and participants served. Another term for "outputs" is "units of service." A program's outputs should produce desired outcomes for the program's participants. Outputs have little inherent value in themselves. They are important because they are intended to lead to a desired benefit for participants or target populations. If given enough resources, managers can control output levels. In a parent education class, for example, the number of classes held and the number of parents served are outputs.

Qualitative data: Qualitative data is gathered through open-ended answers to interviews, questionnaires, focus groups, and narrative observations of events, and can be categorized to answer the evaluation questions. It is based on values, not numerical data. For example, comments from seniors about a new collection of college and career resources might be categorized as one of the following: "helpful with career planning," "entertaining reading," or "does not have what was wanted." This information is primarily descriptive and interpretative, and may or may not lend itself to quantitative treatment. For example, a public library staff member's impression about the usefulness of a school-hosted event is qualitative data.

Quantitative Data: In general, quantitative data are used to measure the extent of something that is reported numerically, for example the number or percentage of people who gave each answer on a questionnaire; or the number of new library cards issued, the increase in interlibrary loan requests processed, or the number of database searches conducted. Common techniques for gathering quantitative data are questionnaires, tests, user counts, and existing databases. For example, improvement in a child's reading level as measured by a reading test.

Stakeholders: Individuals, groups, or organizations having a significant interest in how well as program functions, for instance those with decision-making authority over it, funders and sponsors, administrators and personnel, and clients or intended beneficiaries. Stakeholders are also called influencers.



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Selected Resources on OBE Grant Evaluation

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Publications

Bauer, David G. How to evaluate and improve your grants effort. Greenwood Publishing Group, 2001

Bond, Sally L., Boyd, Sally E., and Rapp, Kathleen A. Taking stock: A practical guide to evaluating your own programs. Chapel Hill, N.C.: Horizon Research, Inc., Chapel Hill, 1997. Available via Acrobat PDF at <http://www.horizon-research.com/publications/stock.pdf> (Accessed June 20, 2013)

Boulmetis, John. The ABC's of evaluation: timeless techniques for program and project managers. Jossey-Bass, c2000

Quick, James Aaron. Grant winner's toolkit: project management and evaluation. John Wiley & Sons, Inc., 2000

The United Way of America. Measuring Program Outcomes: A Practical Approach. United Way of America, 1996. Available via Acrobat PDF at http://www.unitedwaycv.org/media/Measuring_Program_Outcomes-UW.pdf (Accessed June 20, 2013)

The W.K. Kellogg Foundation. W.K. Kellogg Foundation Logic Model Development Guide, 2004. Available via Acrobat PDF at <http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx> (Accessed June 20, 2013)

Useful Web Sites

A number of web sites offer additional guidance for outcome-oriented evaluation of community service and educational programs. You may find the following useful:

<http://www.wkkf.org/>

The W.K. Kellogg Foundation is a nonprofit organization whose mission is to apply knowledge to solve the problems of people. Its founder W.K. Kellogg, the cereal industry pioneer, established the Foundation in 1930. Since its beginning the Foundation has continuously focused on building the capacity of individuals, communities, and institutions to solve their own problems. Download (PDF) free Logic Model Exercise checklists and other useful resources (Knowledge Center ► Resources). Nonprofits today are being pressed to demonstrate the effectiveness of their program activities by initiating and completing outcome-oriented evaluation of projects. Their resources were developed to provide practical assistance to nonprofits engaged in this process. These resources give staff of nonprofits and community members alike sufficient orientation to the

underlying principles of "logic modeling" to use this tool to enhance their program planning, implementation, and dissemination activities.

www.imls.gov

Institute of Museum and Library Services (Grant Applicants ► Outcome Based Evaluation) and find a variety of useful resources. Under "basics" you can download the PDF, **Perspectives on Outcome Based Evaluations for Libraries and Museums**. (Accessed June 20, 2013) This Web site also offers an online excellent tutorial and a webography.

<http://www.michigan.gov/>

At the Web site for The Library of Michigan, search "LSTA" and download

http://michigan.gov/libraryofmichigan/0,2351,7-160-18668_54901_18688-59315--,00.html or request a free paper copy of publication, **A Focus on Evaluation: A Stakeholder Evaluation Handbook**. (Accessed June 20, 2013) There are also links to other resources, including an online course on OBE.

<http://www.ed.gov>

The U.S. Department of Education web site offers a range and an ever-growing collection of information about the Department. Check out the special collections of information.

<http://www.geofunders.org/>

Grantmakers for Effective Organizations offers its members topic-specific resources and networking opportunities around evaluation and knowledge management. Visit the online evaluation and knowledge management resource pages to learn more about their activities for members. The resource pages include announcements of upcoming events and links to online resources. One new (2010) publication is called **Pathways to Grow Impact**.

<http://learningstore.uwex.edu/Program-Development-Evaluation-C234.aspx> The University of Wisconsin-Extension offers outstanding publications in the areas of program development and evaluation. Most are available to be downloaded as an Adobe Acrobat PDF for a modest charge. Titles found at this page include: **Analyzing Quantitative Data; Collecting Evaluation Data: An Overview of Sources and Methods**, and **Planning a Program Evaluation: Worksheet**.

<http://fdncenter.org/>

The Foundation Center is a nonprofit information clearinghouse that fosters public understanding of the foundation field by collecting, organizing, analyzing, and disseminating information on foundations, corporate giving, and related subjects. Their Web site contains information about Center publications, employment opportunities, funding trends and analysis, training, and seminars.



This program is supported in whole by the Institute of Museum and Library Services through the Library Services and Technology Act, administered by the Oregon State Library.



Organization name: Free A. Wolf Society

Organization address: 3 Little Pigs Lane, Lupine, Texas

Contact person for OBE evaluation planning: Bobby Lobo

Contact title: Pack Leader

Contact phone: (800) 555-HOWL

Contact e-mail: bob.lobo@freeawolf.net

1. What is the title of the LSTA project whose outcomes you will evaluate?	
Free A Wolf	
2. What partner institutions are involved in the project?	
Viking (publisher) The PEN (prison for animals) The Loup Society, Paris, France Werewolves International The National Pork Board The National Pork Producers Council International Wolf Center Wolf Haven International	
3a. Who are the project's key influencers?	3b. What will they want to know about your project participants' outcomes?
Oregon State Library	What desired change in knowledge, skills or abilities of grant participants did you achieve? What methodology did you use to measure this change? Did you meet the need that shaped the project? What were the significant lessons learned in the course of the project?

Pigs	How will the results of this project be used? Will you be eating more bacon?
Wolves	Was A. Wolf unjustly incarcerated?
Jon Scieszka (author)	Will readers believe this story?
4. What is the purpose of the project?	
4a. What community need/problem did you identify that led you to create the project or product?	
All points of view needed to be shared in order to ensure that justice triumphs. Only one side of the story had been told before.	
4b. What information did you use to identify this need?	
Information search of titles published previously; reader surveys; books on the topic; forensic evidence found at the scene; police records; eyewitness accounts; media clippings	
4c. What group of people has that need (who is your target audience)?	4d. What general characteristics of that group will be important for project design decisions?
Wolves; pigs; readers; warden; other prisoners; wolf supporters; pork producers; author; illustrator; publisher	Amount of fur on their body; whether their tail is long or short and curly; reading level of target audience
4e. What services will you provide to address the need?	
Will read the book at storytimes Will provide stationery and postage for letter writing campaign Will organize a protest march	

<p>4f. What will your audience learn that will help meet their need? They will hear a first-hand account of what really happened from an eyewitness</p>	
<p>5. What are the key project inputs?</p>	
<p>LSTA Grant Copies of the book, “The True Story of the 3 Little Pigs” Teachers, librarians, and parents who read the story to their children Postage for the letter writing campaign Storytime rooms at public libraries</p>	<p>Flannel board characters LSTA Grant participants Anti-wolf placards</p>
<p>6. What key administrative activities will the project need?</p>	
<p>Recruit listeners Order copies of the books Promote the story with national book tour and exhibits at public libraries and schools</p>	
<p>7. What are the anticipated outputs of the project?</p>	
<p># of children who hear or read the story # of pigs who hear or read the story # of wolves who hear or read the story # of letters written to free A. Wolf # of copies of the book ordered # of programs at which the story was read</p>	

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

8a. Required Outcome 1				
Children believe the wolf				
8b. Indicator(s)	8c. Applied to	8d. Data Source	8e. Data Interval	8f. Goal/Target
(1) # and % of children who write letters to the Warden	All children	Post office; observations; Warden's office	Monthly for 9 months	30% of children write letters after hearing the story
(2) # and % of children who report they feel sorry for the wolf on EALRs (Early Assessments of Lobo Reading Sympathizers)	All children	Pre-and post- assessments; surveys; questionnaires;	Before story is read; immediately after story is read	75% of children believe the wolf was framed after hearing the story

9a. Outcome 2 [Optional]				
A. Wolf is released from the PEN				
9b. Indicator(s)	9c. Applied to	9d. Data Source	9e. Data Interval	9f. Goal/Target
(1) # and % of straw or stick houses that mysteriously fall down # and % of new brick homes constructed	All pigs	Construction company records; media reports; interviews with pigs; CP (Creative Pigs inventory)	Monthly for one year	10% stick or straw homes collapse 80% increase in the number of new brick homes built

<p>(2) # and % of wolves who borrow a cup of sugar # and % of pigs who file new complaints against wolves</p>	<p>All wolves and pigs</p>	<p>Police reports; observations; anecdotal evidence; pigs' self-reports; WASL (Wolf Assessment Surveys for Learners)</p>	<p>Weekly for 9 months</p>	<p>50% of wolves continue to borrow sugar from neighbor</p> <p>Less than 1,000 pigs files new complaints</p>
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This program is supported in whole by the Institute of Museum and Library Services through the Library Services and Technology Act, administered by the Oregon State Library.



Outcome Based (OBE) Evaluation Logic Model Worksheet

Organization name:

Organization address:

Contact person for OBE evaluation planning:

Contact title:

Contact phone:

Contact e-mail:

1. What is the title of the LSTA project whose outcomes you will evaluate?

2. What partner institutions are involved in the project?

3a. Who are the project's key influencers?	3b. What will they want to know about your project participants' outcomes?
Oregon State Library	What desired change in knowledge, skills or abilities of grant participants did you achieve? What methodology did you use to measure this change? Did you meet the need that shaped the project? What were the significant lessons learned in the course of the project? Are there any anecdotal information about the project you'd like to share?
4. What is the purpose of the project?	
4a. What community need/problem did you identify that led you to create the project or product?	
4b. What information did you use to identify this need?	
4c. What group of people has that need (who is your target audience)?	4d. What general characteristics of that group will be important for project design decisions?
4e. What services will you provide to address the need?	

4f. What will your audience learn that will help meet their need?

5. What are the key project inputs?

LSTA Grant

6. What key administrative activities will the project need?

7. What are the anticipated outputs of the project?

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

8a. Required Outcome 1				
8b. Indicator(s)	8c. Applied to	8d. Data Source	8e. Data Interval	8f. Goal
(1)				
(2)				

If you would like to add other outcomes, do so here.

9a. Outcome 2 [Optional]				
9b. Indicator(s)	9c. Applied to	9d. Data Source	9e. Data Interval	9f. Goal
(1)				
(2)				

10a. Outcome 3 [Optional]				
10b. Indicator(s)	10c. Applied to	10d. Data Source	10e. Data Interval	10f. Goal
(1)				
(2)				

11a. Outcome 4 [Optional]				
11b. Indicator(s)	11c. Applied to	11d. Data Source	11e. Data Interval	11f. Goal
(1)				
(2)				

For additional outcomes or audiences, copy this worksheet format.



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OREGON STATE LIBRARY

Library Services and Technology Act
Final Grant Activity Report
Email this form to ferol.weyand@state.or.us

LSTA Contract Number: 12-11-6p

Grantee: Acme Public Library

Project Title Reaching Out to Kids

Submitted By: B. Bunny Phone: 503-292-5533

See the instructions

1. Project Purpose (90-140 words)

This project aimed to encourage children to develop an awareness of and enthusiasm for hard science early in their preschool and elementary school years while they also are learning to read. We built on the excitement of stories, and tried experiments in real life, integrating a program of elementary physics with early literacy experiences. The library created 120 sample kits of literature with manipulative science objects - anvils, catapults, levers, etc. Kits were used in outreach activities with local after-school groups and daycare centers. Surveys of participating children indicate an improved excitement around learning about science.

2. Project Activities / Methods (limit 250 words)

The project hired a part-time coordinator (\$5,000) to get the ball rolling. The project leader, Ms. Tweety, met with local elementary teachers to understand the science curriculum and any barriers children had entering school towards learning science. She also met with the City's after-school and daycare providers to understand their approaches to early literacy and student needs (travel \$600) as well as the County's Commission on Children and Families. Ms. Tweety did a thorough literature search on integration of physics with literature, and began selecting contents for themed kits (library materials \$1,900, equipment \$2,000). Assembled kits were cataloged by library staff and promoted by the Commission with posters and articles in the newspaper and library and elementary school newsletter (contractual \$600). Before their debut, kit contents were tested for safety by volunteer Mr. Roadrunner, and City staffer, Wiley Coyote. Due to rigorous testing, we needed to shift \$500 to supplies for bandages, casts, and crutches. We had to use some materials funds to replace books that were blown up and replace some equipment. The first kits debuted halfway through the grant year. Ms. Tweety took kits out to afterschool programs and trained care provides in six early literacy skills by doing story time with the literature in the kits. Children then worked with their care givers to do the demonstration projects. In each locale, once a month Ms. Tweety would survey children about their attitudes towards the science part of the program.

3. Project Outputs

3. a. Outputs Summary Table– please report as appropriate depending upon your grant
(Double click Word table to enter data- table can be altered to record appropriate outputs)

Actual # of people served this quarter	120 kids	Actual # of people served to date	1,100 kids, one coyote, one roadrunner
# of programs /meetings /events	15	# of programs /meetings /events to date	75
# of programs /meetings /events attendees	300	# of programs /meetings /events attendees	1,102
Other output measure(s): (please indicate) # of kits produced	15	Other output measure(s) to date:	120

3. b. Project Outputs Narrative (limit 250 words)

The project was well used, and fired-up local imaginations. Due to sales on levers, invisible paint guns, and dynamite, we were able to produce 20% more kits than expected for a total of 120. It took a while for the idea to catch on as attendance was low at programs using the kits for a while. In the second quarter we only had 152 children served, but had presented the program to many civic clubs where 500 people heard about our idea. Generally about 75% of the children attended at least three sessions.

4. Project Outcomes (limit 250 words all together including a-c)

4. a. Desired change in knowledge, skills or abilities of grant participants

This project aimed to encourage children to develop an awareness of and enthusiasm for hard science early in their preschool and elementary school years while they also are learning to read. We hoped the children would learn to play with the items mentioned in their story books, and observe results like scientists. Even adults often make faces at the mention of physics, all while happily using their iPads and other products resulting from physics research. We proposed that our program would change attitudes so children would be keen to learn science in early elementary school.

4. b. Methodology (ies) of measuring used

At the start of each program, the presenter asked if any children were new. New children were asked to state what they thought of science, and to say if they knew anything about physics. They voted on a series of faces to show their attitude. The presenter jotted down notes, votes and a head count of new students. At the beginning of every month, the presenter would ask which children had been to one or more sessions. She had a set of five faces on the wall, from frowny to very happy. She asked returning kids to raise hands and vote for the face that represented how they were thinking of physics. An assistant recorded the votes.

4. c. Results and Interpretation

New children in the audience were rarely able to mention anything about levers, pulleys, etc. They thought from TV shows that physics was hard and on a Likert scale of attitudes (frowny to happy) they voted for 2 – somewhat frowny. As time progressed, attendance rose at geometric rates, from 7 children per program to 20. For children who had been in the program the longest, attitudes were overwhelmingly reflected with happy faces. Each month the average Likert rating in a care program rose.

5. Other Results (*optional- limit 200 words*)

Interest in rocket-propelled skates is high. The slingshots are a big hit and working well, but the kids keep covering themselves in Velcro and propelling each other towards the ceiling. Also, some care givers have expressed concern over the invisible paint. We have taken care, however, to dispose of the disappearing paint which of course would leave splatters of holes in the floor.

6. What plans, if any, have you made for follow-up or continuation of this project? (*Optional- limit 200 words*)

The Library received a generous donation of anvils, roller skates, and dynamite from Mr. Coyote. Mr. Roadrunner donated signage and rockets. They have inspired the local Acme Hardware Store to match with in-kind equipment the library's book contributions towards future kits.

7. What were the significant lessons learned in the course of the project that others considering a similar project should know? (*Optional – limit 250 words*)

Toddlers found it difficult to tote the anvils. We also note that the rockets do not blend well with print media. Remember to budget for medical supplies for the overly enthusiastic. We would recommend having additional copies of print materials in case they are damaged in experiments. Velcro and slingshots were a hit. It really works well to coordinate with the Commission on Children and Families as we can build on their positive relationship with the organizations serving youth.

8. Anecdotal Information (*optional – limit 250 words*)

Twenty children confided in Ms. Tweety that instead of playing “House” they now like to play “Science Lab.” Although school only started three months ago, local teachers say they can identify former program participants as they squirm in their seats and fidget until their science lesson is underway, and cheer when they get to do experiments. Teacher Daffy Duck says “Children who have been in the library's program tend to rush to experiments and teach other children how to observe, and share their enthusiasm for our science lessons.”

1/11/13

