

Connecting

Learners to Libraries

Outcomes Based Evaluation Workshop

Sleeping Lady Mountain Resort
November 4-5, 2005

WASHINGTON STATE LIBRARY



Washington
Secretary of State
SAM REED



INSTITUTE of
Museum and Library
SERVICES

TABLE OF CONTENTS

Agenda

Retreat Agenda.....	1
Letter from Jan Walsh, State Librarian.....	2

PowerPoint Slides

The OBE PowerPoint Slide Show	3
-------------------------------------	---

OBE Handouts

Sample Outcomes and Indicators.....	19
Collecting Evaluation Data: An Overview of Sources and Methods	24
Strengths and Weaknesses: Deciding Which Data Collection Approach Is Best.....	35
OBE Glossary	38
OBE Bibliography: Selected Resources on Grant Evaluation.....	42

OBE Worksheets

Free A Wolf Logic Model.....	45
Sample Logic Model.....	50
Blank Logic Model	54

Marketing Handouts

Telling Your Story	60
Sample Media Advisory	61
Sample News Release.....	62

50 Connecting Projects

The 50 Connecting Learners to Libraries Grant Projects	63
Map of the 50 Grant Project Locations.....	72

Contact Information

Retreat Participants	73
Connecting Learners to Libraries Grant Project Directors	75
Biographies of OBE Retreat Facilitators	77
Added Bonus for Retreat Participants – No Cost Consultations	79

Housekeeping

Sleeping Lady Information	80
Instructions for Travel Reimbursement	81
Travel Voucher Form.....	82
Sample Travel Voucher Form.....	83

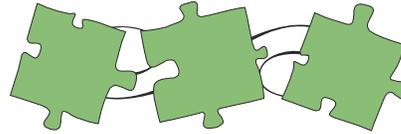
Miscellaneous

Extra-Curricular Retreat Activities – Bingo & Door Prizes	84
OBE Retreat Resources to be Available on the Web.....	85

Evaluation

Workshop Evaluation Form.....	86
-------------------------------	----

Agenda Divider



AGENDA

OUTCOMES BASED EVALUATION WORKSHOP SLEEPING LADY MOUNTAIN RETREAT NOVEMBER 4 – 5, 2005

FRIDAY, NOV. 4	WHEN	WHERE
Sleeping Lady Check-in	3 – 6 pm	Office
Workshop Registration	4:30 – 6:30 pm	Salmon Gallery
	7:15 – 7:30 pm	Chapel
Buffet Dinner	6:00 pm – 7:15 pm	Dining room
Welcome & Keynote	7:30 pm – 8:30 pm	Chapel
No Host Reception	8:45 pm – 11 pm	Salmon Gallery

SATURDAY, NOV. 5	WHEN	WHERE
Sleeping Lady Check-out	7:30 – 9 am	Office
Buffet Breakfast	8 – 8:45 am	Dining room
Workshop Registration	8:45 – 9 am	Chapel
OBE	9 am – 12 pm	
Break	10:45 – 11 am	
Buffet Lunch	12 pm – 12:50 pm	Dining room
OBE	12:50 – 4 pm	Woodpecker Room
Break	2:15 – 2:30 pm	
Ending	4 pm	

- ⇒ Please note: Sleeping Lady Office is open 24 hours a day to accommodate late arrivals.
- ⇒ The OBE workshop will begin **promptly at 9 a.m. Saturday**. Please allow time to check-out and pack up your car before the workshop begins.
- ⇒ *Tip: If you don't charge any expenses to your room (e.g., bar drinks, gift shop purchases, etc.) you will be able to simply turn in your room key to check-out – without standing in line!*

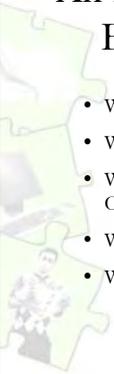
PowerPoint Divider



Washington State Library OBE Retreat
 November 4-5, 2005
 Sara Behrman, Consultant

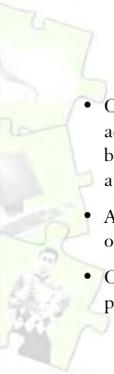


An Introduction To Outcomes Based Evaluation (OBE)



- 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?

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
- Student participants' literacy will improve
- Students will demonstrate an increased quality of work on homework assignments
- Students will report a growing interest in reading
- Students will demonstrate improved ability in using 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 indicators that can credibly demonstrate changes or desirable conditions in your target audience

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 focuses on two key questions:
 - How has your program made a difference?
 - How are the lives of your program participants better as a result?
- OBE systematically collects information about 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 need

Examples Of Programs

- Your Connecting Learners to Libraries grant projects!
 - Information Literacy Skills
 - Reading Improvements
 - Electronic Resources
 - Partnership Development
 - Providing Professional Development
 - Homework Help

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 need. It relates to your organization'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 Connecting Learners to Libraries 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
- To inform all stakeholders

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

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
- Public librarians will better understand the significance of their roles as educators
- 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

Facilitated Activity

Design 1-3 key outcomes for your program

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

- 
- # and % of high school students who use online databases
 - # and % of students who identify appropriate databases for a given CULP project topic
 - # and % of public librarians who correctly identify the meaning of school standard acronyms
 - # and % of students utilize tutoring service repeatedly over the course of the year
 - # and % of students who read progressively challenging literature
 - # and % of teachers who assign learning activities that draw upon public library resources

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

Facilitated Activity

Identify indicators for your program's outcomes

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 By Program Type

- Usage statistics for remote logins by students
- In-class assignments
- Worksheets completed during trainings
- Transcripts of Live Chat interactions
- Accelerated Reader Program software
- Lesson plans

Sample Data Sources For My Program

- Post office records
- Observations
- Warden's office records
- Pre-and post- assessments
- Surveys
- Questionnaires
- Construction company records
- Media reports
- Interviews with pigs
- CP (Creative Pigs inventory)
- Police reports
- Anecdotal evidence
- Pigs' self-reports
- WASL (Wolf Assessment Surveys for Learners)

Facilitated Activity

Identify all of the data sources for your program

“Applied To”

This describes the target audience to whom the indicator is applied

Sample “Applied To” Target Audiences For Your Program Types



- Students
- Teachers
- School library staff
- Public library staff
- Parents

My Program's Indicators Apply
To:

- All children
- All pigs
- All wolves

Facilitated Activity

Identify the target audience to whom your indicator applies

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 Your Program Types

- Semester
- Following a presentation at your school by the public librarian
- Monthly
- Quarterly
- At the start of your program
- At the end of your program

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

Facilitated Activity

Determine the specific data intervals for your program

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 Your Program Types

- 
- 30% increase in the number of teachers who remotely login to public library databases
 - 90% of students identify appropriate databases
 - 50% of students return for homework assistance at least 3 times per semester
 - 90% of students improve their reading comprehension level
 - 75% of staff who attend training sessions report an increased understanding of school district requirements

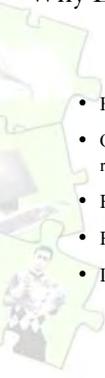
Sample Goal/Target For My Program

- 
- 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

Facilitated Activity

Develop the appropriate goal/target for each of your program's outcomes

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...

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

How Can You Use The OBE Findings?

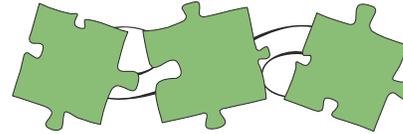
- Internally, to:
 - Provide direction for staff & improve staff performance
 - Identify training needs
 - Improve programs
 - Support annual, strategic and long-range planning
 - Guide budgets and justify resource allocations
 - Suggest future outcome targets
 - Focus board members' attention on programmatic 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

Any Questions?

Reminder: limited additional consulting is available to retreat participants

OBE Handouts

Divider



Example Outcomes and Indicators for Various Programs

These are **illustrative examples only**. Programs need to identify their own outcomes and indicators, matched to and based on their own experiences and missions and the input of their staff, volunteers, participants, and others.

Type of Program	Outcome	Indicator(s)
Information Literacy Skills	Students will be able to evaluate websites for suitability to their research needs.	<ul style="list-style-type: none"> • Number and percent of students who score 10 or higher on the Information Literacy Assessment Tool.
Information Literacy Skills	Students will be able to use websites suitable to their research needs.	<ul style="list-style-type: none"> • Number and percent of students who integrate information through quotations or paraphrases appropriately into a product.
Information Literacy Skills	Students will be able to develop and articulate appropriate questions for research.	<ul style="list-style-type: none"> • Number and percent of students who report successful information searches.
Information Literacy Skills	Students will be able to identify the key attributes of “credible” information resources, in both print and electronic form.	<ul style="list-style-type: none"> • Number and percent of students who score 80% or higher on information scavenger hunts.
Reading Improvements	Students will be able to match their reading ability with an appropriate information resource.	<ul style="list-style-type: none"> • Number and percent of students who use successful use books to answer a question.
Reading Improvements	Students will increase their reading fluency and comprehension.	<ul style="list-style-type: none"> • Number and percent of students who improve their reading skills from one grading period to the next.
Reading Improvement	ESL students become proficient in English.	<ul style="list-style-type: none"> • Number and percent of students who demonstrate increase in ability to read, write, and speak English by the end of the program.

Type of Program	Outcome	Indicator(s)
Reading Improvement	Students will increase their leisure time reading for enjoyment.	<ul style="list-style-type: none"> • Number and percent of students who read for at least one hour each day.
Reading Improvement	Students will expand their reading selections to include non-narrative expository text.	<ul style="list-style-type: none"> • Number and percent of students who borrow nonfiction items from the school library.
Reading Improvement	Students will improve their vocabulary development and language skills.	<ul style="list-style-type: none"> • Number and percent of students who score higher on standardized tests.
Reading Improvement	Middle school students will increase their reading literacy skills	<ul style="list-style-type: none"> • Number and percent of students who read progressively more challenging literature.
Electronic Resources	Students will be better able to use the Internet to find appropriate sources for information.	<ul style="list-style-type: none"> • Number and percent of students who correctly identify appropriate databases for a given CULP project topic.
Electronic Resources	Students will be better able to use subscription databases in order to find information.	<ul style="list-style-type: none"> • Number and percent of students who report feeling at least 50% more at ease with using online resources.
Electronic Resources	Students will be able to discern how best to use the ProQuest database for their research.	<ul style="list-style-type: none"> • Number and percent of students who use 60% of the information they obtain through ProQuest.
Electronic Resources	Students will increase usage of their library's online catalog.	<ul style="list-style-type: none"> • Number and percent of students who remotely access their library's online catalog.
Electronic Resources	Students will be able to identify the constraints and affordances of electronic media in relation to other	<ul style="list-style-type: none"> • Number and percent of students who successfully complete timed information searches.

Type of Program	Outcome	Indicator(s)
	research tools.	
Partnership Development	Teachers will view the public library as a resource for curriculum planning.	<ul style="list-style-type: none"> • Number and percent of teachers who incorporate learning activities that require independent information literacy activities by students at the public library.
Partnership Development	Parents will understand the connection between the public and school libraries regarding their student's research needs.	<ul style="list-style-type: none"> • Number and percent of parents who report taking their child to the public library to obtain the information needed to complete homework assignments.
Partnership Development	Public librarians will better understand the significance of their roles as educators.	<ul style="list-style-type: none"> • Number and percent of public librarians who report greater satisfaction when assisting students with their homework assignments.
Partnership Development	School library staff will increase their communication with classroom teachers about library resources.	<ul style="list-style-type: none"> • Number and percent of scheduled classroom visits to the school library.
Partnership Development	Teacher-librarians will coordinate reading advocacy activities, including book talks and literature loans, with the public library staff.	<ul style="list-style-type: none"> • Number and percent of jointly sponsored literary activities.
Providing Professional Development	Public library staff will demonstrate an increased awareness of EALRs.	<ul style="list-style-type: none"> • Number and percent of public library staff who can summarize the main ideas and requirements of EALRs.
Providing Professional Development	School library staff will be able to demonstrate to public library staff a	<ul style="list-style-type: none"> • Number and percent of school library staff who can identify at least three new topics for a culminating project and appropriately matched

Type of Program	Outcome	Indicator(s)
	connection between the culminating project and student research.	information sources.
Providing Professional Development	School teachers and administrators will recognize and value the library as an appropriate place for student learning.	<ul style="list-style-type: none"> • Number and percent of school teachers and administrators who report a greater respect and use of the library.
Providing Professional Development	Public and school library staff will demonstrate an increased awareness of research models.	<ul style="list-style-type: none"> • Number and percent of public and school library staff that correctly identify at least 3 research models.
Providing Professional Development	Teaching teams will invite school and public library staff to interdisciplinary planning meetings.	<ul style="list-style-type: none"> • Number and percent of collaboratively designed lesson plans by teachers, public and school library staff.
Homework Help	Students will more easily and effectively be able to complete their homework assignments.	<ul style="list-style-type: none"> • Number and percent of students who complete their entire homework assignment at least 95% of the time.
Homework Help	Students will find resources at the public library that help complete their school homework assignments.	<ul style="list-style-type: none"> • Number and percent of students who report that they successfully located useful information at the public library.
Homework Help	Students' academic performance improves.	<ul style="list-style-type: none"> • Number and percent of participants who earn better grades in the grading period following completion of the program than in the grading period immediately preceding enrollment in the program.
Homework Help	Students will recognize public	<ul style="list-style-type: none"> • Number and percent of students who thank public

Type of Program	Outcome	Indicator(s)
	librarians as sources of assistance in successfully completing homework assignments.	librarians.
Homework Help	Teacher will increase their awareness of public library resources that support homework assignments.	<ul style="list-style-type: none"> • Number and percent of teachers who visit the public library prior to completing lesson plans.
Homework Help	Students will be able to access online homework assistance through the public library homepage.	<ul style="list-style-type: none"> • Number and percent of students who use Live Homework Help available by subscription from the public library.
Homework Help	Students are provided with homework assistance that is valuable and helpful.	<ul style="list-style-type: none"> • Number and percent of students who utilize the service repeatedly over the course of the year.

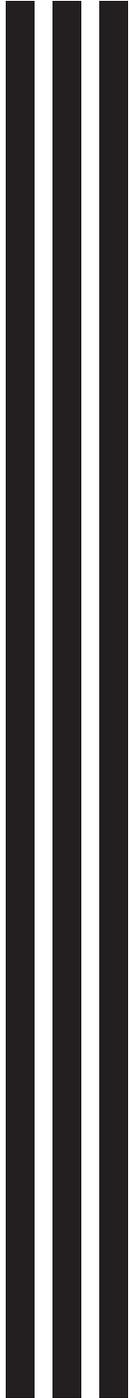
G3658-4

**Program Development
and Evaluation**



*Collecting Evaluation Data:
An Overview of Sources
and Methods*

**Ellen Taylor-Powell
Sara Steele**



June 1996

Acknowledgements

The authors wish to express their sincere thanks to Gareth Betts, Mohammed Douglah, Nancy Franz, Jim Schmid and Mary Brintnall-Peterson for their timely and critical review of this document.

Before you start any data collection process, ask yourself these questions:

- What is the purpose of the evaluation?
- Who will use the information—and how?
- What do I (they, we) want to know?

Collecting data is a major part of any evaluation, but keep in mind that *method follows purpose*. First, focus the evaluation by answering the questions above—think about the evaluation’s purpose, the stakeholders, and the information that is needed. Then, you can decide upon the most appropriate method(s) for collecting that information.

Sources of evaluation information



A variety of information sources exist from which to gather your evaluative data. In a major program evaluation, you may need more than one source.

The information source you select will depend upon what is available and what answers your evaluation questions most effectively. The most common sources of evaluative information fall into three categories:

1. Existing information
2. People
3. Pictorial records and observations

Existing information

Before you start to collect data, check to see what information is already available. For instance, if your evaluation purpose is to

- **establish the need for a program**, you might be able to use local census data, demographic data from WISPOP, media feature stories, maps or service and business statistics.
- **describe how the program was carried out and who it reached**, you might use program documents, log books, minutes of meetings, enrollment records, accomplishment reports, or media releases.
- **assess results**, you might be able to use public records such as acres planted to a particular crop, local employment statistics, agency data, scorecards and judges’ comments, or evaluations of similar programs.

In this information age, look around and see what data are available that are of adequate quality to help in your evaluation. It is likely that such information may not be all that is needed but can be one, low cost source of evidence. Consider using:

- Program documents: newsletters, work-plans, accomplishment reports, statistical reports, receipts, logs, minutes of meetings, enrollment records, personnel records, proposals, project and grant records
- Existing data bases, including school census data. From WISPOP you can obtain demographic data, retail trade census data, service industry data, monthly and annual civilian employment statistics for state, county, towns and municipalities. From the Census Bureau: population, housing, industry; etc.
- Research reports, county trend data supplied with program planning materials
- Histories: county, program, life histories
- Media records
- Public service and business records; for example, farm records, fertilizer sales at local dealers, employment statistics, justice, social and health agency data, Department of Natural Resources and Soil Conservation Service data, local government plans, student performance records
- Other evaluations of the same or similar programs

People

People are the most common source of information for an evaluation. They provide information about the need for the program, its implementation and its outcomes. They do this by their actions, by volunteering comments and testimony, by taking knowledge and skill tests, and responding to questions.

In Extension, we often turn to program participants as the main source of evaluative information. Many times participants are the best source of information, but there may also be others better equipped to provide the information we seek. For example, teachers or parents might be able to report changes in youth problem solving skills better than the young people themselves. Or veterinarians may be in a better position to speak about changes in herd health than farmers. Think about who can best answer your questions.

- Participants, beneficiaries—those who benefit directly or indirectly from the program
- Nonparticipants, proponents, critics, victims
- Key informants: anyone who has particular knowledge about the program or how it benefits participants. Examples: teachers, parents, religious leaders, previous participants
- People with special expertise. Examples: judges, college faculty, historians
- County residents, local leaders, and those who are influential in a community
- Program staff, administrators, volunteers
- Collaborators; competitors
- Funders
- Policy makers, legislators, federal, state or county agency / organizational staff

Pictorial records and observations

The third major source of evaluative information is through visual accounts—pictures, photographs and video tapes—or direct observation of situations, behaviors, program activities and outcomes.

Photos, videotapes, slides and other visual images (drawings, pictures, cartoons, graphics and diagrams) are under-utilized but powerful sources of information. Consider any number of visual records that either you or others produce to document program activities; for example, media pictures and graphics, classroom drawings, economic development charts. Visual images often convey what the written word misses, and can serve as forceful additions to an evaluation report or presentation.

Observation has the advantage that it does not depend upon people's willingness and ability to furnish information. Observations can provide information about real-life situations and circumstances that are useful in designing or understanding what is happening in an Extension program—and why it is happening. Physical surroundings, verbal and nonverbal behavior, relationships, the tone of a program, and learning and behavioral changes are all good subjects for observation.

Examples of visual images as sources of information include:

- Before-and-after pictures such as photos of sites before and after recycling efforts; a garage before and after it became a youth center; or an empty lot before and after a garden project
- Art work by children which illustrates their perceptions of, or responses to their environment—their notions about violence, drugs and other issues

- Videotape of a group meeting which illustrates how to conduct the order of business, and examples of leadership or collective decision making skills
- Slides showing changes that have occurred over time, such as lakefront development, downtown restoration, grazing management systems, or program participants learning new skills such as training a pet or speaking in front of an audience
- Videotaped excerpts from nutrition education programs which demonstrate participant reactions and learning taking place
- Video or photos of program activities showing the diversity of participants
- Observations of events and activities to record the numbers, characteristics, practices, interaction patterns and skill development of program participants
- Observations of practices such as erosion control and manure management or lawn care practices
- Observations of verbal and nonverbal behavior; for example, people reacting to a nutrition display, working together as a team, or attending a cross-cultural event

There are a variety of useful and potent sources of information to consider when you conduct a program evaluation. Don't always turn to program participants as the only source. Think about what you want to know; then, determine who or what can best deliver that information. Be creative and remember that several sources usually provide a more complete and credible evaluation than just one.

Methods for collecting information about an evaluation

 For many years, scientific methods have dominated the field of evaluation. These methods seek to establish cause-effect relationships, produce generalizable results and provide quantitative data through structured data collection procedures. Alternative methods have gained recognition over the past decade in the effort to understand complex social conditions. Methods such as observation and open-ended interviews seek to explore situations in depth. As a result, we now have an array of techniques to choose from, all regarded as credible within the profession.

Given the varied approaches to evaluation, there is no single list or categorization of data collection methods. A list follows of the most common methods used in Extension program evaluation, some of which also stand as social science research methodologies (survey, case study). Some are geared toward collecting quantitative (numeric) data; others toward qualitative (narrative) data. Some may be more appropriate for certain audiences or resource considerations.

- **Survey:** collecting standardized information through structured questionnaires to generate quantitative data. Surveys may be mailed (surface and electronic), completed on-site or administered through interviews, conducted either face-to-face, by telephone or electronically. Sample surveys use probability sampling which allows you to generalize your findings to a larger population, while informal surveys do not.
- **Case study:** an in-depth examination of a particular case—a program, group of participants, single individual, site, or location. Case studies rely on multiple sources of information and methods to provide as complete a picture as possible.
- **Interviews:** information collected by talking with and listening to people. Interviews range on a continuum from those which are tightly structured (as in a survey) to those that are free-flowing and conversational.
- **Observation:** collecting information by “seeing” and “listening.” Observations may be structured or unstructured.
- **Group assessment:** collecting evaluation information through the use of group processes such as a nominal group technique, focus group, Delphi, brainstorming, and community forums.
- **Expert or peer review:** examination by a review committee, a panel of experts or peers.
- **Portfolio review:** a collection of materials, including samples of work, that encompass the breadth and scope of the program or activity being evaluated.
- **Testimonial:** a statement made by a person indicating personal responses and reactions.
- **Test:** use of established standards to assess knowledge, skill, or performance such as a pen-and-pencil or skills test.
- **Photograph, slide, video:** uses photography to capture visual images.
- **Diary and journal:** recording of events over time revealing the personal perspective of the writer/recorder.
- **Log:** recording of chronological entries which are usually brief and factual.
- **Document analysis:** use of content analysis and other techniques to analyze and summarize printed material and existing information.

■ Other

- **Action cards:** use of index cards on which participants record what they did—the “action”— and when they reached their goal; primarily used in self-assessment.
- **Simulation:** use of models or mock-ups to solicit perceptions and reactions.
- **Problem story:** narrative account of past, present, or future situations as a means of identifying perceptions. Using fictional characters externalizes the problem situation.
- **Creative expression:** use of art forms to represent people’s ideas and feelings through stories, drama, dance, music, art.
- **Unobtrusive measures:** gathering information without the knowledge of the people in the setting; for example, examination of record books to identify areas of greatest activity; unobtrusive observations of playground interactions to record aggressive behaviors.

Extension faculty are particularly clever in using a variety of nontraditional techniques for getting people to talk or express themselves for evaluation purposes. Unleash your creativity and try some new techniques (see sidebar). Remember, however, the evaluation’s purpose, the intended users, and what will be viewed as credible information. Then decide whether convention or innovation is in order. Some of the less conventional methods may be more appropriate for professional and program improvement than for external accountability needs or tenure requirements.

Action techniques

Jellybeans. This idea works well with young people. Count out a fixed number of jellybeans and place the same number in each of three cups (use any number of cups). Label each cup with “learned a lot,” “learned a little,” “didn’t learn anything” (or whatever response options fit). Ask each youth to take a jellybean from the cup that best describes his or her experience. Tally after each question. Kids get a sweet reward and you get evaluation data. (Washington State)

Line ratings. Place a rope or masking tape on the floor. Options to a set of questions are printed and placed at either end of the line. Participants place themselves along the line depending upon their reactions to the question asked. For example, “How helpful is the parenting group in?” with “very helpful” at one end and “not helpful” at the other. Participants place themselves along the line to indicate their rating of each item. Record the number of participants standing in each quadrant along the line. (Sara Steele)

Webbing. To find out what worked and what didn’t at the end of a meeting or workshop, have participants form a circle. Ask them to think about what they gained from the workshop and what they still need help with (use any questions that fit your purpose). Toss a ball of yarn to someone who then tosses it to someone else to create a web. When the person receives the ball, s/he answers the questions. Have someone record the responses or tape record for later analysis. (Nancy Franz)

Card sort. Print brief explanations of program outcomes (or whatever you are seeking information about and wish people to rate or rank) on 3 x 5 cards. Ask participants to sort the cards into piles to indicate their ratings. This can be done individually or in small groups. An additional element is to have a recorder note the comments made as each card is being placed in a pile. Simple key words or graphic images can be used to ease literacy requirements. (Adaptation of wealth rankings.)

Instrumentation

The actual data collection will be facilitated by the evaluation **instrument** (the recording form or device) whether it is a questionnaire, a checklist, observation form, interview guide, rating scale, video or audio tape. Think about the information you need, the method you have chosen and decide what is needed to record the information.

Choosing a method

Once again, there are no right and wrong methods. Your goal is to obtain **trustworthy, authentic** and **credible** evidence that will be used. Being credible means that people (you, funders, county board) have confidence in your process and believe your results.

When choosing a method, think about:

1. The purpose of the evaluation. Which method seems most appropriate for your purpose and the evaluation questions you want to answer?
2. The users of the evaluation. Will the method allow you to gather information that can be analyzed and presented in a way that will be seen as credible by your intended audience? Will they want standardized quantitative information and/or descriptive, narrative information?
3. The respondents from whom you will collect the data: Where and how can they best be reached? What is culturally appropriate? What is appropriate for the age, literacy level, and socio-economic background of the respondents? Are they likely to respond to a mail survey, or prefer to answer questions face-to-face? Or would using a group process, observation or key informants work better?
4. The resources available (time, money, volunteers, travel expenses, supplies): Which method(s) can you afford and manage well? What is feasible? Consider your own abilities and time.

5. The degree of intrusiveness—interruptions to the program or participants. Will the method disrupt the program or be seen as intrusive by the respondents?
6. Type of information: Do you want representative information that stands for all participants (standardized information such as that from a survey, structured interview or observation checklist)? Or do you want to examine the range and diversity of experiences, or tell an in-depth story of particular people or programs (descriptive data as from a case study)?
7. The advantages and disadvantages of each method: What are the inherent strengths and weaknesses in each? What is most appropriate for your situation?

Mix methods

Try different methods and, when possible, combine them. Different methods reveal different aspects of the program. For example:

- You might conduct a group assessment at the end of the program to hear the group's viewpoint, as well as some individual interviews to get a range of opinions.
- You might conduct a survey of all producers in the county as well as identify a few, as case examples, to question in greater detail.
- You might ask participants to fill out an end-of-program questionnaire and follow that up in several months with a mail or telephone survey.
- You may ask participants or volunteer leaders to keep diaries during the course of the program, use structured observations to record your own observations and make a videotape of the final demonstrations.
- You may conduct a focus group interview with key stakeholders as well as structured individual interviews with the same participants.

Combining methods provides a way to triangulate—to validate your findings and build a more thorough evaluation. Triangulation is based on the premise that each method has its own biases and deficiencies. Using multiple methods provides for cross-checks and increased validity. It is also more costly so consider whether your evaluation and program are worth it.

Whose perspective?

Most data collection methods can be seen through one of two perspectives: (1) the initiator's; or (2) the respondent's. Until recently, most evaluations were developed from the initiator's point of view. In that approach, data are collected to provide information that has been identified as important by the program person or agency; for example, through structured questionnaires and surveys. Today, many evaluations seek to look at a program and its results through the eyes of the participant. Data collection is designed to avoid preconceived views and include stakeholders' concerns and interests. Techniques such as loosely structured interviews and personal diaries create an open-ended and discovery-oriented environment.

Many of the methods can be conducted from either of the two perspectives. For example, a structured interview is designed to provide information identified as important by the program staff—you write your questions ahead of time and ask only those questions. An unstructured interview is designed to let respondents talk about what is important to them—you identify the topics you'd like to cover, but within that framework, respondents talk about what is important to them. The same holds true for observations. The difference lies in how much structure is imposed on data collection by the data collector.

Again, one approach is not better than another. It depends upon the purpose of the evaluation and intended use. In some instances, the two perspectives yield the same findings. In other cases, the program/agency perspective may be quite different than the participant's.

Ethics

Any evaluation has human, ethical and political ramifications. Overshadowing the methodological and technical issues of identifying the most appropriate information source and collecting credible and useful information is concern about the rights of human subjects. Are we adequately respectful? Do we ensure confidentiality¹ when necessary? Are respondents aware that they are participating in an evaluation and that the results will be distributed?

As you undertake an evaluation, think about the individual's rights to privacy, assuring participants of confidentiality and showing respect.

¹ Confidentiality is the active attempt to keep the respondent from being identified with the supplied information. This differs from anonymity which means that the respondent is unknown. Anonymity seldom exists except in self-administered surveys but we can try to ensure respondents of confidentiality.

References

- Berg, Bruce. 1995. *Qualitative Research Methods for the Social Sciences*. 2nd ed. Boston: Allyn and Bacon.
- Kumar, Krishna. 1987. *Rapid, Low-Cost Data Collection Methods for A.I.D. Program Design and Evaluation Methodology Report No. 10*. Washington, D.C.
- Patton, Michael Quinn. 1982. *Practical Evaluation*. Beverly Hills: Sage.
- Pietro, Daniel Santo (ed). 1983. *Evaluation Sourcebook: For Private and Voluntary Organizations*. N.Y.: American Council of Voluntary Agencies for Foreign Service.
- Sawyer, Barbara J. 1984. *Evaluating for Accountability*. Corvallis: Oregon State University Extension Service.
- University of Maine Cooperative Extension. 1987. *A Guide to Program Evaluation and Reporting*. Orono, Maine.
- Worthen, Blaine and James Sanders. 1987. *Educational Evaluation: Alternative Approaches and Practical Guidelines*. N.Y.: Longman.

Authors: Ellen Taylor-Powell is a program development and evaluation specialist for Cooperative Extension, University of Wisconsin–Extension. Sara Steele is a professor of continuing and vocational education at the University of Wisconsin–Madison.

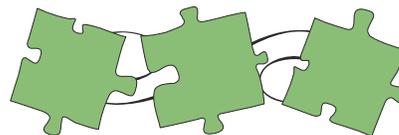
An EEO/ Affirmative Action employer, University of Wisconsin–Extension provides equal opportunities in employment and programming, including Title IX and ADA requirements. Requests for reasonable accommodation for disabilities or limitations should be made prior to the date of the program or activity for which they are needed. Publications are available in alternative formats upon request. Please make such requests as early as possible by contacting your county Extension office so proper arrangements can be made.

© 1996 by the Board of Regents of the University of Wisconsin System doing business as the division of Cooperative Extension of the University of Wisconsin–Extension. Send inquiries about copyright permission to: Director, Cooperative Extension Publications, 201 Hiram Smith Hall, 1545 Observatory Dr., Madison, WI 53706.

This publication is available from:

Cooperative Extension Publications
Room 170, 630 W. Mifflin Street
Madison, WI 53703.
Phone: (608)262-3346

**G3658-4 Program Development and Evaluation, *Collecting Evaluation Data:*
*An Overview of Sources and Methods***



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.

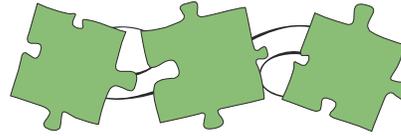
For evaluating community and library services

	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	<p>Excellent approach to discover behaviors during library programs.</p>	<p>Requires staff time to observe and record observations.</p>

	Strengths	Weaknesses
	<p>Might provide more reliable indicators of the impact of programs than by asking people.</p> <p>Good technique when there are observable products and outcomes.</p>	<p>Cannot ask questions of participants during observation.</p> <p>Might want to use follow-up interviews to verify observations.</p>
Surveys	<p>Best for gathering brief written responses on attitudes, beliefs regarding library programs.</p> <p>Can include both close-ended and open-ended questions.</p> <p>Can be administered in written form or online.</p> <p>Personal contact with the participants is not required.</p> <p>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.</p>	<p>Responses are limited to the questions included in the survey.</p> <p>Participants need to be able to read and write to respond.</p> <p>Takes time to pre-test a written survey to make sure that your questions are clearly stated.</p> <p>Relies on participants' perceptions. Be aware of potential gaps between participants' responses and reality.</p> <p>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.</p> <p>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.</p> <p>Survey questions (especially closed-ended questions) can be limited to what the provider</p>

	Strengths	Weaknesses
Follow-up Interviews		thinks may be the range of responses.
	Good method to follow-up on patrons' feelings and experiences that were shared earlier using another approach, such as a survey.	<p>Requires staff time to administer follow-up interviews.</p> <p>Must have gathered contact information in the initial data collection process.</p> <p>Requires special equipment to record and transcribe interviews.</p>

Credit: October 2005 / Prepared by Sara Behrman from information derived from The Library Toolkit, School of Information, University of Michigan



OUTCOMES 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, teacher surveys may be used as a data source to find out if teachers 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 assist elementary students in meeting state reading standards, an impact might be an increase in third grade reading scores.

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 Washington 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.

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. **Outcomes 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

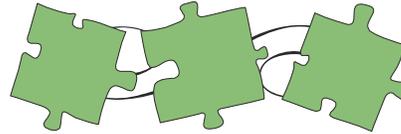
performance may attend school more regularly, which can lead to getting better grades, which can lead to graduating. Outcomes answer the question “so what?” – What difference has the program activity made in people’s lives? Whose lives? Outcomes may be intended or unintended; positive or negative. Outcomes 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.



Selected Resources on Grant Evaluation

Prepared by Sara Behrman, Consultant

11/05

Publications

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

Berk, Richard A. Thinking about program evaluation. Sage Publications, c1990

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> (April 20, 2001).

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

Mika, Kristine L. Program Outcome Evaluation: A Step-by-Step Handbook. Families International, Inc.1996

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

Rossi, Peter Henry. Evaluation: a systematic approach. Sage Publications, c1999

The United Way of America. Measuring Program Outcomes: A Practical Approach. United Way of America, 1996

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) or request a free copy of the 2004 publication called the **W.K. Kellogg Foundation Logic Model Development Guide**. Nonprofits today are being pressed to demonstrate the effectiveness of their program activities by initiating and completing outcome-oriented evaluation of projects. This guide was developed to provide practical assistance to nonprofits engaged in this process. In the pages of this guide, we hope to 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.ims.gov

Institute of Museum and Library Services, Under "All about grants and awards," download or request a free paper copy of publication, **Perspectives on Outcome Based Evaluations for Libraries and Museums**. This Web site also offers an online excellent tutorial.

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

At the Web site for the State of Michigan's History, Arts & Libraries, search "LSTA" and download or request a free paper copy of publication, **A Focus on Evaluation: A Stakeholder Evaluation Handbook**.

<http://www.mapnp.org/library/evaluatn/evaluatn.htm>

Free Management Library provides extensive information about evaluation, including materials developed by Carter McNamara for The Management Assistance Program for Nonprofits.

<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.projectstar.org/>

Project STAR. Select "Learn & Serve" and link to Evaluation Assistance. Offers an understanding of the steps involved in evaluation that can make your task easier and help you get the information you need for program improvement. The steps in program evaluation can be compared with a home construction project. These steps include knowing that your house meets building codes, developing specific blueprints to follow, using the correct tools and supplies, and inspecting your work to make sure your home is complete. Be sure to look at "Library & Instruments" section, as well as the "Toolkit". Useful checklists and information are available via Rich Text Format or Acrobat PDF. (Phone: 1-800-548-3656)

<http://national.unitedway.org/outcomes/>

Request or download United Way of America's **Measuring Program Outcomes: A Practical Approach**, 1996. Developed by United Way for its grantees, this manual led the movement to outcome-based evaluation by funders of not-for-profit organizations. See web site for other pertinent United Way publications, some available via Acrobat PDF or Rich Text Format or contact United Way of America, 701 North Fairfax Street, Alexandria, VA 22314, 703-836-7100 (\$5.00, spiral bound, to not-for-profit organizations). All the United Way of America publications listed below are available to the public. Many can be downloaded in either PDF (portable document format) or rtf (rich text) format.

<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.

<http://www.independentsector.org/pathfinder/impact/index.html>

Independent Sector offers pointers to resources and guides, like **Measuring Impact: An Annotated Bibliography**. The bibliography is designed to inform both scholarship and practice in the area of measuring the impact of the independent sector and nonprofit organizations on society, as well as the impact of society on nonprofit activities.

<http://cecommerce.uwex.edu/>

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://www.secstate.wa.gov/library/libraries/grants>

Washington State Library provides information on grants, and links to invaluable resources.

<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.

<http://www.wlma.org>

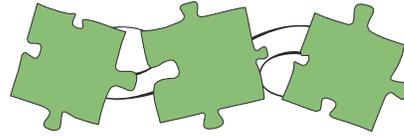
Washington Library Media Association (WLMA) focuses on K-12 school libraries, media, technology, information literacy, and includes information on conferences, workshops, and classes.

<http://www.wla.org>

Washington Library Association provides information on grants and scholarships.

OBE Worksheets

Divider



Connecting Learners to Libraries Outcomes Based (OBE) Evaluation Logic Model Worksheet

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 Connecting Learners to Libraries 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?
Washington 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>
Pigs	How will the results of this project be used?
Wolves	Was A. Wolf unjustly incarcerated?
Jon Scieszka (author)	Will readers believe this story?
4. What is the purpose of the project?	
<p>4a. What need did you identify that led you to create the project or product?</p> <p>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.</p>	
<p>4b. What information did you use to identify this need?</p> <p>Information search of titles published previously; reader surveys; books on the topic; forensic evidence found at the scene; police records; eyewitness accounts; media clippings</p>	
<p>4c. What group of people has that need (who is your target audience)?</p> <p>Wolves; pigs; readers; warden; other prisoners; wolf supporters; pork producers; author; illustrator; publisher</p>	<p>4d. What general characteristics of that group will be important for project design decisions?</p> <p>Amount of fur on their body; whether their tail is long or short and curly; reading level of target audience</p>

<p>4e. What services will you provide to address the need?</p> <p>Will read the book at storytimes Will provide stationery and postage for letter writing campaign Will organize a protest march</p>	
<p>4f. What will your audience learn that will help meet their need?</p> <p>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>Connecting Learners to Libraries 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 Connecting Learners to Libraries Grant participants Sleeping Lady Retreat 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</p>	

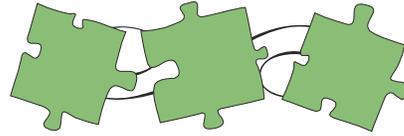
8. What key outcome have you designed your project to have? (What outcome will you measure?)

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	

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

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	
(2) # and % of wolves who borrow a cup of sugar # and % of pigs who file new complaints against wolves	All wolves and pigs	Police reports; observations; anecdotal evidence; pigs' self-reports; WASL (Wolf Assessment Surveys for Learners)	Weekly for 9 months	50% of wolves continue to borrow sugar from neighbor Less than 1,000 pigs files new complaints	

For additional outcomes or audiences, copy this worksheet format.



**Connecting Learners to Libraries Outcomes 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 Connecting Learners to Libraries project whose outcomes you will evaluate?

COYOTE CONNECTION

2. What partner institutions are involved in the project?

Walla Walla County Rural Library District
Columbia Burbank Middle School

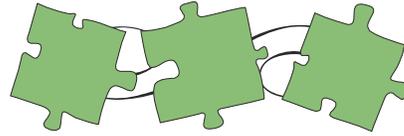
3a. Who are the project's key influencers?	3b. What will they want to know about your project participants' outcomes?
Washington State Library	<p>What key outcomes and indicators did you use to build the project?</p> <p>Did you meet the need that shaped the project?</p>
Principal, Columbia Burbank Middle School	Which successful activities from this project can be repeated on an annual basis?
Library Director, Walla Walla Rural Library District	<p>How many new library cards were issued to students?</p> <p>How often did school and public library staff meet?</p>
Library and school staff	<p>In what specific ways did students benefit from the increased school-library communications?</p> <p>Have we established a solid foundation for future collaborations?</p>
4. What is the purpose of the project?	
<p>4a. What need did you identify that led you to create the project or product?</p> <p>Public library staff were unaware of WASL, EALRs, and CP requirements</p> <p>School staff did not communicate homework assignments that had a major impact on the public library's ability to respond effectively</p> <p>Students were unaware of how to effectively use information resources at both the school and public library</p>	
<p>4b. What information did you use to identify this need?</p> <p>Teachers' comments; public library staff observations; students' assignments; student achievement scores; parent complaints</p>	
<p>4c. What group of people has that need (who is your target audience)?</p> <p>Public library staff</p> <p>School staff</p> <p>Students of all ages</p>	<p>4d. What general characteristics of that group will be important for project design decisions?</p> <p>Is committed to project success</p> <p>Is committed to support student achievement</p> <p>Want to do well in school</p>

4e. What services will you provide to address the need?	
<p>Training workshops Informational handouts Copies of school assignments and curriculum Regular communications Informal gatherings of staff</p>	
4f. What will your audience learn that will help meet their need?	
<p>Learn specific requirements of culminating project; learn about EALRs; learn about WASL; learn how the public library's information resources can support student success; gain appreciation for the challenges of working in a school versus public library setting; discover easy low-cost ways to foster collaboration and improve communications</p>	
5. What are the key project inputs?	
Connecting Learners to Libraries Grant	Public library staff Middle School staff
6. What key administrative activities will the project need?	
<p>Plan and host a number of training workshops Develop evaluation instruments and implement outcomes based evaluation plan Obtain administrative support for release from regular duties to attend project meetings</p>	<p>Prepare and distribute announcements and other communication tools Order refreshments for informal gatherings</p>
7. What are the anticipated outputs of the project?	
<p>Teachers and librarians will be trained A number of workshops will be held A number of gatherings will take place</p>	<p>A more active relationship between the school system and the library will be established There will be an increase in school-library communications Information resources will be promoted Student achievement will be more actively supported</p>

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

8a. Required Outcome 1			
Public library staff will demonstrate an increased awareness of Essential Academic Learning Requirements (EALRs)--Washington State Standards.			
8b. Indicator(s)	8c. Applied to	8d. Data Source	8e. Data Interval
(1) Number and percent of public library staff who can summarize the main ideas and requirements of EALRs.	Public library staff	Staff assignments and reports	Quarterly
(2) Number and percent of public library staff who use this terminology in their conversations with parents or peers	Public library staff	Observations; self-reports; anecdotes; interviews	Quarterly
			8f. Goal/Target
			85% of those who attend training sessions
			75% of those who attend training sessions

9a. Outcome 2 [Optional]			
School library staff will be able to demonstrate to public library staff a connection between the Culminating Project (CP) and student research.			
9b. Indicator(s)	9c. Applied to	9d. Data Source	9e. Data Interval
(1) Number and percent of school library staff who can identify at least three new topics for a culminating project and appropriately matched information sources.	School library staff	Teacher surveys	The end of each school semester
(2) Number and percent of school library staff who incorporate information resources found only in the public library into their learning activities	School library staff	Curricula and lesson plans	Semester
			9f. Goal/Target
			70%
			60%



**Connecting Learners to Libraries Outcomes 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 Connecting Learners to Libraries 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?
Washington 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>
4. What is the purpose of the project?	
4a. What need 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?

Connecting Learners to Libraries 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/Target	
(1)					
(2)					

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

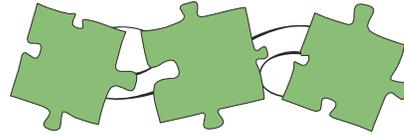
9a. Outcome 2 [Optional]					
9b. Indicator(s)	9c. Applied to	9d. Data Source	9e. Data Interval	9f. Goal/Target	
(1)					
(2)					
10a. Outcome 3 [Optional]					
10b. Indicator(s)	10c. Applied to	10d. Data Source	10e. Data Interval	10f. Goal/Target	
(1)					
(2)					

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

For additional outcomes or audiences, copy this worksheet format.

Marketing Handouts

Divider



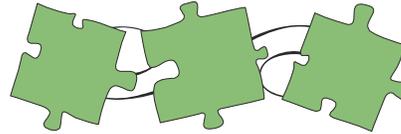
Telling Your Story to Your Stakeholders

Marketing strategies based on Marketing Training 2005 developed by Metropolitan Group for the Washington State Library and Washington libraries. Funded through the Institute of Museum and Library Services (IMLS)

Karen Farley
ka.farley@comcast.net

Marketing toolkit online: www.libraries.wa.gov/toolkit

- What is your story?
- Who are your stakeholders?
- Ways to tell your story.
- Why tell your story?



My Library's Letterhead

123 Main Street
Anytown, WA 99999

Example Media Advisory

****MEDIA/PHOTO ALERT****

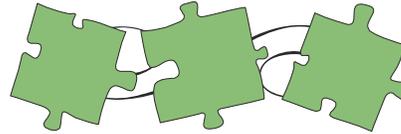
Nooksack Valley Middle School Announces Mini-Pow Wow Celebration Featuring School, Public, and Tribal Library Resources

- What:** Announcement of The POW WOWERful Learning Connection, a project targeting Native American students with the intent that each tribal student will have been individually tutored in library and tribal resources. Immediately following the announcement, tribal members will perform a native dance and middle school students will act out native tales.
- Who:** Nooksack Valley Middle School Principal Joey Pal, representatives from The Local Tribal Community, the Public Library Foundation, teachers and students from Nooksack Valley Middle School.
- When:** **Wednesday, November 16, 2005**
9:30 a.m. Media Check-in
(Announcement will begin at 10 a.m. in the library on the first floor with additional photo and audio opportunities to immediately follow.)
- Where:** **Nooksack Valley Middle School**
1000 Fourth Ave., Seattle
- Details:** The POW WOWERful Learning Connection targets Native American students with the intent that each tribal student will have been individually tutored in the use of library browsers, subscription databases, and multiple public and tribal library resources in the context of a school mini-pow wow celebration.

###

For more information, media only:

Name, phone, e-mail, cell phone



Example News Release

NEWS

FOR IMMEDIATE RELEASE

Contact: Name– phone number

NOOKSACK VALLEY MIDDLE SCHOOL HOSTS MINI-POW WOW CELEBRATION

(Nooksack Valley, November 16, 2005) A special program targeting Native American students with the intent that each tribal student will be individually tutored in the use of library browsers, subscription databases, and multiple public and tribal library resources was launched today.

“The POW WOWERful Learning Connection will ensure that tribal students are equipped to understand and use the resources at the public, school and tribal libraries for their schoolwork today and their information needs for the rest of their lives.” Nooksack Valley Middle School principal Joey Pal said.

“POW WOWERful Learning marries aspects of tribal culture our students recognize with new resources they may not have used before.” Pal continued.

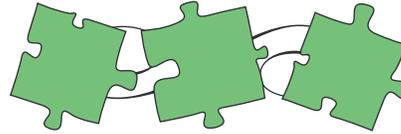
[Insert a paragraph here about details of the program and the overall goal. This is where your OBE training comes in.]

“This special training will make a positive impact on student learning,” said Nooksack Valley Middle School parent Danielle Johnson. “My children enjoyed the native dancing, but I enjoyed knowing my children are being exposed to such important resources.”

For more information regarding this special program, contact _____

NOTE TO EDITORS: Photos of this special story time are available thru Name and phone.

50 Connecting Proj Divider



2005 Connecting Learners to Libraries Grants

Grant Number: 05-CLL-001
Organization: Ellensburg Public Library

Award: \$2,000.00

Abstract: The Ellensburg Public Library and the Ellensburg High School seek to create a library instructional program to help college bound students prepare for college entrance exams or other academic or licensing exams they must pass, as well as general bibliographic instruction to help students through their culminating project process and other research oriented assignments.

Grant Number: 05-CLL-003
Organization: Whitman County Library District

Award: \$2,000.00

Abstract: Whitman County Library and Washington State University Libraries will host the Summit for Student Learning for reference staff and managers from all 13 of our public library locations and school librarians from the 14 schools within the Whitman County Library district. The goal is that the Summit for Student Learning will become an annual event where librarians learn about resources, the latest in student learning requirements, and information literacy guidelines, and explore cooperative efforts to improve our student's research and information gathering skills.

Grant Number: 05-CLL-004
Organization: Sedro-Woolley Public Library

Award: \$2,000.00

Abstract: The Sedro-Woolley Public Library will introduce its powerful research databases to Sedro-Woolley High School students, particularly to those students who are working on their senior research project. This grant will increase awareness of the public library, as well as to improve student research potential, and overall information literacy skills.

Grant Number: 05-CLL-006
Organization: Mid-Columbia Library System

Award: \$2,000.00

Abstract: This grant will facilitate a project, Knowledge Seekers, between the Kennewick Branch of the Mid-Columbia Library System (MCLS) and eighth graders in Kennewick Middle Schools. This project will provide access to and instruction in using public library research databases to find information that supports school projects and curriculum with the further intent of helping to build the foundation for lifelong learning. Further database training to the middle school teacher-librarians, language arts teachers, and literacy coaches will help support student instruction. To support access to use of databases from outside the public library, a public library card campaign will also be run.

Grant Number: 05-CLL-007
Organization: Mid-Columbia Library System

Award: \$2,000.00

Abstract: The Connections project is an alliance between Pasco Branch of the Mid-Columbia Library System (MCLS), and the Pasco School District, Rowena Chess Elementary. Students will access MCLS's electronic resources from their home and school location. In order to use the online resources students must possess a current MCLS library card and pin number.

Grant Number: 05-CLL-008
Organization: Pend Oreille County Library District

Award: \$2,000.00

Abstract: "Libraries Increase Reading Fluency" (LIRF) program is a collaborative program; whereby, books that meet the "Reading Counts" standards will be purchased for the Stratton Elementary Library as well as for the Newport Public Library, making two books of the same title available for children to check out and read. The Newport School District will purchase quizzes for the books, and the children will be able to take the quizzes at the Stratton Elementary Library to better increase their reading fluency and comprehension. Programs will also be scheduled at each library based on a "Reading Counts" book.

Grant Number: 05-CLL-009
Organization: Pend Oreille County Library District

Award: \$2,000.00

Abstract: "Books Beyond Belief" program is a collaborative program; whereby, books that meet the "Accelerated Reader" standards will be purchased for the Lillian Bailey Middle School as well as for the Metalines Community Library, making two books of the same title available for children to check out and read. The Lillian Bailey School Library will purchase quizzes for the books. Children will be able to take the quizzes at Lillian Bailey Library to better increase their reading fluency and comprehension. Programs will also be scheduled at each library based on an "Accelerated Reader" book.

Grant Number: 05-CLL-010
Organization: Pend Oreille County Library District

Award: \$2,000.00

Abstract: "Reading Fluency" program is a collaborative program; whereby, books that meet the "Accelerated Reader" standards will be purchased for the Selkirk Jr. Hi. Library as well as for the Lone Public Library, making two books of the same title available for children to check out and read. The Selkirk School District will purchase quizzes for the books, and the children will be able to take the quizzes at the Selkirk Jr. High Library to better increase their reading fluency and comprehension. Programs will also be scheduled at each library based on an Accelerated Reader" book.

Grant Number: 05-CLL-011
Organization: Pend Oreille County Library District

Award: \$2,000.00

Abstract: "Students tour other libraries" (STOL) is a collaborative program; whereby, Junior and Senior students from the Cusick High School will visit four different types of libraries sometime during the 2005/2006 school year. The purpose of the tours is to show students how to use and research a library's catalog, databases, and Web sites from the high school library as well as from a public, community college, and four-year college library. The tours will begin at the Cusick High School Library and then scheduled dates will be set to visit the local public library in Cusick, the Calispel Valley Library, and two academic libraries, the Spokane Falls Community College Library and Whitworth College Library. In addition, career and job information books will be purchased for the school and public libraries.

Grant Number: 05-CLL-012
Organization: Walla Walla County Rural Library District

Award: \$1,976.44

Abstract: The project COllaboration for YOuth and TEachers, hereafter called the COYOTE CONNECTION represents both the school district mascot and the shared community commitment to library-school cooperation. This grant proposal will provide funds to facilitate a more active relationship between the school system and library, increase school-library communication, promote the increased knowledge and use of information resources, and support student achievement.

Grant Number: 05-CLL-013
Organization: Nooksack Valley Middle School

Award: \$1,965.00

Abstract: The POW WOWERful Learning Connection targets Native American students with the intent that each Tribal student will have been individually tutored in the use of library browsers, subscription databases, and multiple public and tribal library resources in the context of a school mini-pow wow celebration.

Grant Number: 05-CLL-014
Organization: City of Anacortes

Award: \$2,000.00

Abstract: "Connect to your Public Library!"

Mission: Students access and use the public library's online catalog effectively. Public library staff will train students on how to access and efficiently use our online catalog, from home, school, or in the library. Staff will also meet regularly with elementary, middle, and high school librarians to find ways to jointly help students achieve Washington State EALRs.

Grant Number: 05-CLL-015
Organization: Auburn School District

Award: \$2,000.00

Abstract: The project Libraries Linking Learners will provide a one-time, all-day, online database workshop presented by three high school librarians and one public librarian. The workshop will be for twelve selected teachers from Auburn High School, Auburn Riverside High School and Auburn Mountainview High School, who teach English Language Learners and 9th Grade Transition students. The workshop will be designed to introduce teachers to school and public library online databases suitable to students in their classrooms and to familiarize them with content and search strategies, thus, making it possible for teachers to make learners aware of information contained in online database resources and the benefits of using them in the research process.

Grant Number: 05-CLL-016
Organization: Walla Walla County Rural Library District

Award: \$2,000.00

Abstract: The name of this project is T4T Together for Touchet: teaching techniques, technology, tomes, and titles. This grant will initiate a more formal and more active relationship between the Touchet Schools, the Touchet School Library, and the Touchet Community Library; increase school-library communication; promote the increased knowledge of and use of information resources; purchase additional age-appropriate print information resources that complement the Touchet School curriculum guides; purchase AR software; and support student achievement.

Grant Number: 05-CLL-017
Organization: Eastside Catholic High School

Award: \$2,000.00

Abstract: Develop website evaluation check list and reflective statement/paragraph (using LCD to show classes bogus, poor, excellent sites); and update fiction section and add a few specialized non-fiction titles.

Grant Number: 05-CLL-019
Organization: Sno-Isle Libraries

Award: \$2,000.00

Abstract: The project Live Homework Help for Students is designed to connect students, parents, and teachers with a new homework help service available at their community library, also accessible remotely from home. Live Homework Help is an after school support system for students who have questions or challenges with math, science, and English. Students receive real-time tutoring where the student is walked through a problem or concept.

Grant Number: 05-CLL-020
Organization: City of Puyallup

Award: \$2,000.00

Abstract: A WORLD OF BOOKS: Puyallup School District Students whose first language is not English will be involved in the selection of ESL materials for the public library and their school. Working with the school district, this project will identify languages other than English used in Puyallup and purchase picture books for parents to read to children, bilingual materials, and simple books for children to read themselves in their native languages.

Grant Number: 05-CLL-021
Organization: Sno-Isle Libraries

Award: \$1,476.00

Abstract: The Live Homework Help for Students is designed to connect students, parents, and teachers with a new homework help service available at their community library and also accessible remotely from home. Live Homework Help is an after school support system for students who have questions or challenges with math, science, and English. Students receive real-time tutoring where the student is walked through a problem or concept.

Grant Number: 05-CLL-022
Organization: Sno-Isle Libraries

Award: \$1,998.00

Abstract: The project Live Homework Help for Students is designed to connect students, parents, and teachers with a new homework help service available at their community library and also accessible remotely from home. Live Homework Help is an after school support system for students who have questions or challenges with math, science, and English. Students receive real-time tutoring where the student is walked through a problem or concept.

Grant Number: 05-CLL-023
Organization: Sno-Isle Libraries

Award: \$1,946.00

Abstract: The project Live Homework Help for Students is designed to connect students, parents, and teachers with a new homework help service available at their community library and also accessible remotely from home. Live Homework Help is an after school support system for students who have questions or challenges with math, science, and English. Students receive real-time tutoring where the student is walked through a problem or concept.

Grant Number: 05-CLL-024
Organization: Wishkah Valley School District

Award: \$2,000.00

Abstract: Science in the Summer is a summer-school program for grades 1-7. This project will familiarize students with science materials available through our local Timberland branch located on the school campus. Students will also begin to build their own home science library.

Grant Number: 05-CLL-025
Organization: Everett High School

Award: \$2,000.00

Abstract: In the Causing Connections project, the Everett Public Library, the Everett High School Library, and one classroom teacher will collaborate with the goal of improving students' research skills and creating stronger connections between our students and our libraries, and our relationship between our public and school library. We will use the state EALR classroom based assessment, Causes of Conflict, as our student research assignment to support our project goals.

Grant Number: 05-CLL-026
Organization: Vancouver School District

Award: \$2,000.00

Abstract: The project "Catch the Current: Increasing Student and Community Awareness about the Lewis and Clark Expedition" will provide quality reference materials for students during the bicentennial of this important event. By coordinating this effort with the local branch of the public library, students and others will have access to the same quality materials at both locations.

Grant Number: 05-CLL-027
Organization: Sno-Isle Libraries

Award: \$1,754.00

Abstract: The project Live Homework Help for Students is designed to connect students, parents, and teachers with a new homework help service available at their community library and also accessible remotely from home. Live Homework Help is an after school support system for students who have questions or challenges with math, science, and English. Students receive real-time tutoring where the student is walked through a problem or concept.

Grant Number: 05-CLL-028
Organization: Walla Walla County Rural Library District

Award: \$2,000.00

Abstract: The Prescott Accelerated Reader Partnership will allow the Prescott School Library and the Prescott Community Library to cooperate and share information to make the accelerated reader program transparent for students whether they are at the school or community library. The school library and community library will mark their Accelerated Reader titles in the same manner, a set of Accelerated Reader tests and books will be purchased to fill holes in the school library's and community library's collections, and the Accelerated Reader software will be made available to students during the summer at the community library.

Grant Number: 05-CLL-029
Organization: North Central Regional Library

Award: \$2,000.00

Abstract: Title: Connecting Wenatchee High School students to North Central Regional Library (NCRL) Resources. This project proposes to increase students' knowledge of NCRL's Wenatchee Public Library services by using school library books and other promotional materials to market their services and resources.

Grant Number: 05-CLL-030
Organization: North Central Regional Library

Award: \$2,000.00

Abstract: Title: Connecting Eastmont High School students to North Central Regional Library (NCRL) Resources. This project proposes to increase Eastmont High School students' knowledge of NCRL's East Wenatchee Community Library's services by using school library books and other promotional materials to market their services and resources.

Grant Number: 05-CLL-031
Organization: North Central Regional Library

Award: \$2,000.00

Abstract: Title: Connecting Waterville High School students to North Central Regional Library (NCRL) Resources. This project proposes to increase Waterville High School students' knowledge of NCRL's Waterville Community Library's services by using school library books and other promotional materials to market their services and resources.

Grant Number: 05-CLL-032
Organization: North Central Regional Library

Award: \$2,000.00

Abstract: Title: Connecting Quincy High School students to North Central Regional Library (NCRL) Resources. This project proposes to increase Quincy High School students' knowledge of NCRL Quincy Community Library's services by using school library books and other promotional materials to market their services and resources.

Grant Number: 05-CLL-033
Organization: Yakima Valley Regional Library

Award: \$1,998.00

Abstract: This project will provide the Buena Library with 12 Leap Frog Schoolhouse personal learning tools and 75 cross-curricular interactive books to be used with the leap pads to support the Buena Library After School Tutoring (BLAST) program, and will also be available for circulation through the Buena Library. In addition, Buena and regional library staff will attend a Valley View School family night and host a family night at the Buena Library to introduce parents and students to the leap pads and to other ways the public library can help with school projects.

Grant Number: 05-CLL-034
Organization: North Thurston Public Schools

Award: \$2,000.00

Abstract: Students will be selecting materials based on published reviews, making purchasing decisions based on predetermined criteria, and writing reviews of books they read for a variety of print and online sources. The project will help students understand the collection development process and strengthen the collection of the River Ridge High School library.

Grant Number: 05-CLL-035
Organization: The Seattle Public Library

Award: \$2,000.00

Abstract: This project is a collaboration between Summit K-12's Middle School Community and the Lake City Library to motivate middle school students to utilize the variety of available print and online database resources. Successful completion of a social studies project involving African-American history through class visits to the public library and a varied library instruction program will fuel the goal of sustaining individual information skills in these students.

Grant Number: 05-CLL-036
Organization: The Seattle Public Library

Award: \$1,936.00

Abstract: Online Library Resources Training for Teachers: SPL Doubllass-Truth Branch and Garfield High School and Washington Middle School librarians will work together to develop curriculum, recruit participants, and present a series of workshops that will instruct teachers on how to use the online catalogs and databases available through both library systems effectively.

Grant Number: 05-CLL-037
Organization: The Seattle Public Library

Award: \$1,936.00

Abstract: Power Searching Made Easy: A collaboration between SPL Capitol Hill Branch and Meany Middle School will create a presentation/class by this title, and offer it to 6th Grade students and their parents.

Grant Number: 05-CLL-038
Organization: The Seattle Public Library

Award: \$2,000.00

Abstract: Who Knew? How Subscription Databases Provide an Alternative to the Wild, Woolly, Unwashed World Wide Web: This project is a collaboration between the Broadview and Greenwood Branches of SPL and Whitman Middle School to familiarize students, parents, and teachers with the subscription databases provided by the school and public library.

Grant Number: 05-CLL-039
Organization: Tacoma Public Library

Award: \$2,000.00

Abstract: Tacoma School of the Arts and Tacoma Public Library (Main Branch) will create and implement a workshop to teach high school students effective research skills. Students will learn to evaluate online sources for credibility, utilize databases, and locate reference books and other print material within the public library. The Tacoma School of the Arts is a small, public arts high school that does not have a library of its own so students primarily use the public library.

Grant Number: 05-CLL-040
Organization: Asotin County Library

Award: \$1,697.32

Abstract: Knowledge Nuts & Bowlitz: The Asotin County Library will bring Knowledge Bowl teams from Clarkston School District and their coaches/parents into the library for a research skills seminar, followed in subsequent months by drop-in research sessions where volunteers will assist them. In order to support the research, we will purchase additional materials in the areas of geography, U.S. history, science, social studies and current events and create pathfinders in collaboration with school library personnel.

Grant Number: 05-CLL-041
Organization: Whitman County Library

Award: \$2,000.00

Abstract: Feed the Need to Read: The Tekoa Library Branch will set up workshops with the students at the Tekoa Grade School and High School in order to teach them how to navigate on the Whitman County Library website, and how to place holds on library materials via our website. Also, this grant will send the school librarians to a training day at the Colfax Branch of the Whitman County Library.

Grant Number: 05-CLL-042
Organization: Mount Vernon City Library

Award: \$2,000.00

Abstract: Connecting Libraries and Schools Program: A committee of four public librarians, one school librarian and one teacher will engage fifth and sixth grade students in a research project utilizing both the public and school library to establish a needs assessment to further a project to establish a student research center at the public and school library.

Grant Number: 05-CLL-043
Organization: Garfield County

Award: \$2,000.00

Abstract: The project partners will prepare and present website scavenger hunts to the faculty and students of the Pomeroy School District to promote awareness and use of the public library's new website and to increase students' information and research skills. Project partners will also gather information from faculty about planned school research assignments and create corresponding booklists from their collections and webliographies for students to use.

Grant Number: 05-CLL-044
Organization: Spokane County Library District

Award: \$2,000.00

Abstract: Picture This: WASL Literary Term Practice for Secondary Students with Picture Books. A collection of picture books that demonstrate literary terms will be available for secondary students to practice for the WASL reading test. A brochure and web page will be also available for the system wide community.

Grant Number: 05-CLL-045
Organization: Summit Valley Elementary School

Award: \$2,000.00

Abstract: Accessing the County Library Network at School: Students of the remote rural Summit Valley are currently limited to the print resources on site at the school and the internet when they engage in research. This project will give students on-line access to the larger county library system for research and provide pick up, delivery, and return service of books, periodicals and other library materials, so that all students have equal access to varied research material.

Grant Number: 05-CLL-046
Organization: Skykomish School District

Award: \$2,000.00

Abstract: We are proposing to use funds to hire the librarian of our community library to work in our school library.

Grant Number: 05-CLL-047
Organization: Pierce County Library System

Award: \$2,000.00

Abstract: Smart Starts @ your Library is a partnership between the Graham Branch (Pierce County Library System) and Graham Elementary School (Bethel School District). The goal of the project is to develop collaborative lessons that will help elementary students meet Washington State's Essential Academic Learning Requirements by improving their information and research skills. By focusing on subscription databases and the search portals in each of our facilities, we hope to help students become more effective users of library resources.

Grant Number: 05-CLL-048
Organization: Griffin School

Award: \$2,000.00

Abstract: Research Expedition! Students in first and second grade will be bussed to the public library three times during the year to conduct research with the assistance of the Youth Services Librarian and the School Librarian for their year-long research project. They will learn to use the library catalog and electronic databases and their families will be invited to an evening program where their students will teach them what they have learned. They will also learn how to check out their own library materials at both the public and school library.

Grant Number: 05-CLL-049
Organization: North Olympic Library System

Award: \$2,000.00

Abstract: Stuck in Neutral No More: North Olympic Library System and Port Angeles High School are inviting incoming freshman to jump start their high school career by participating in a summer literature circle and information skills program designed to help them gear up for high school.

Grant Number: 05-CLL-050
Organization: Omak School District

Award: \$2,000.00

Abstract: Project Library Link will create a collaborative effort for academic student support between Omak High School Library/Learning Center and Omak Public Library. The goals of literacy support for students are: 1) increased access and use of Omak Public Library by Omak High School students; 2) development and support of a Summer Recreational Reading List; 3) development of a library users video and additional presentations to be used for staff development, and library users training; and 4) development of electronic links between the Omak School District website and Omak Public Library.

Grant Number: 05-CLL-052
Organization: Whitman County Library

Award: \$2,000.00

Abstract: St. John Access to Knowledge Project: This project will enable the students of St. John schools to utilize the Whitman County Library catalog and other web based resources. The first step will provide the school and public librarians with intensive training on the Whitman County Library collection and other library resources the second part will allow a member of the library staff to spend 2 days at the school in the fall instructing students in grades 3-6 and 9-12 and the entire teaching staff how best to utilize the catalog and other on-line databases; third, a follow-up visit by library staff will be made during the 2006 summer school session in order to give individual instruction to students during a time the school library is not available.

Grant Number: 05-CLL-053
Organization: Garrison Middle School

Award: \$1,500.00

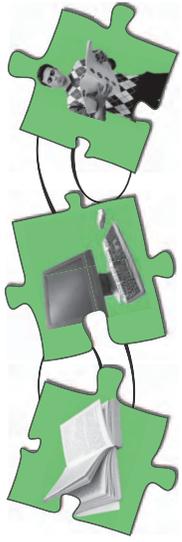
Abstract: Books U Read (BUR): BUR is an existing book discussion group facilitated by the Walla Walla Public Library and sponsored by Garrison Middle School This grant would allow the expansion of this program to include demographically targeted groups, and to adopt a READ THREE, GET ONE FREE reading and review program. It would allow the development of a program of research skills using the state licensed databases available at Garrison and for off-site visits to the Public Library to explore online databases available there.

Grant Number: 05-CLL-054
Organization: Paterson Elementary School

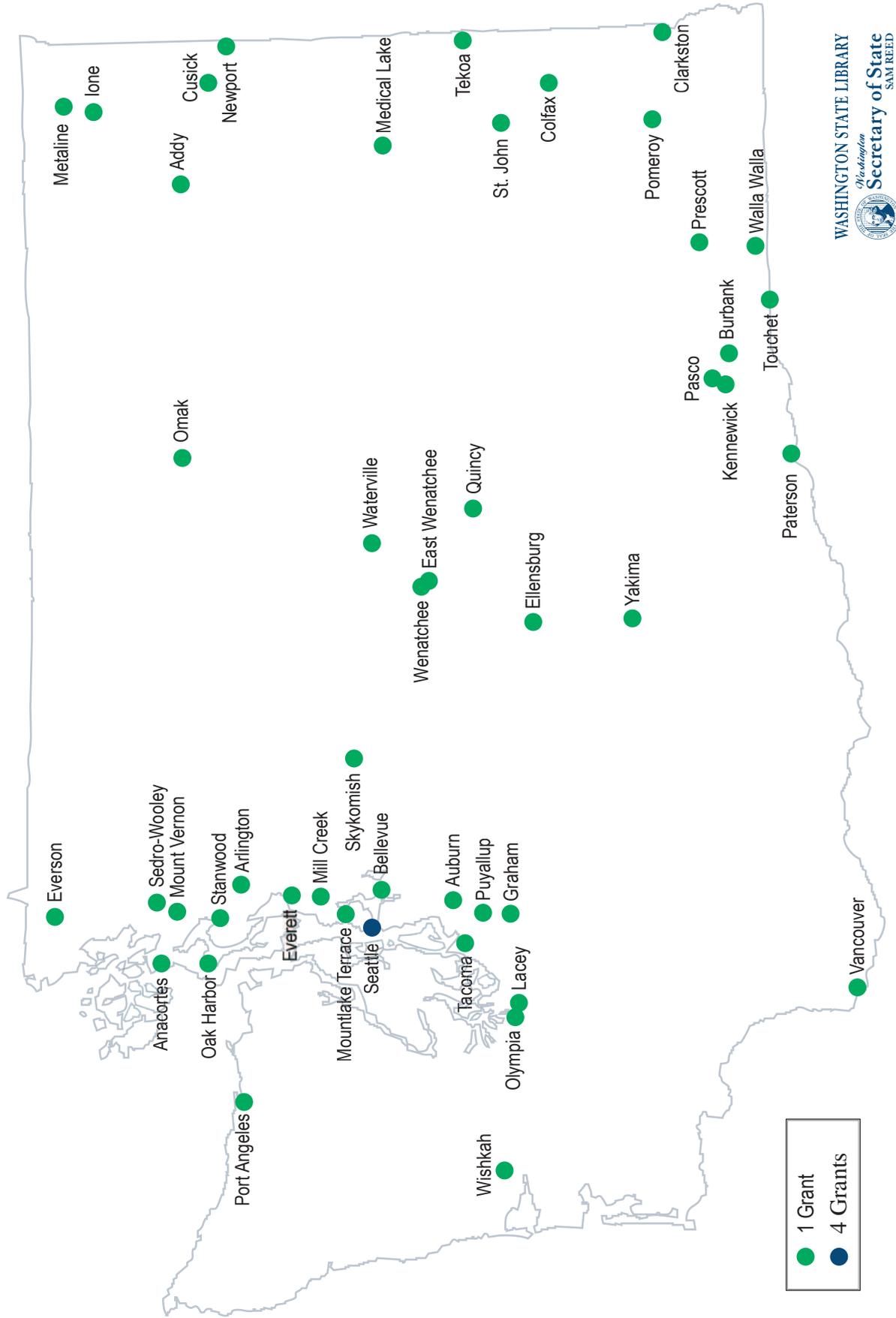
Award: \$2,000.00

Abstract: "Knowledge is Our Future." Project: With this grant the Paterson School District will provide the small, rural, unincorporated community and school with updated research materials and the training to access the public library services that are available both on-line and on-site at the Prosser Branch of the Mid Columbia Library

Connecting Learners to Libraries



FY2005 Grant Locations



WASHINGTON STATE LIBRARY
Of Washington
Secretary of State
SAM REED

Contact Info Divider

PARTICIPANTS AT OBE WORKSHOP

First Name	Last Name	Library or School	Email Address	Phone #	Project Name	Type of Project
Linda	Allen	Mount Vernon City Library	linda@ci.mount-vernon.wa.us	360-336-6209	Connecting Libraries and Schools Program	Information Literacy Skills
Bonnie	Anderson	Puyallup Public Library	bonnie@ci.puyallup.wa.us	253-841-1058	A World of Books	Reading Improvement
Esta	Anderson	Everett Public Library	eanderson@ci.everett.wa.us	425-257-8030	Cooperation with Everett HS Library	Information Literacy Skills
Gail	Anderson	Edmonds School District	anderson@edmonds.wednet.edu	425-670-7311	Got Homework?	Homework Help
Sarah	Applegate	North Thurston School District	sapplegate@nthurston.k12.wa.us	360-412-4836	Researchin, Readin, Writin and Reviewin	Reading Improvement
Sandy	Bareither	North Central Regional Library	waerville@ncrl.org	509-745-8354	Library to Library	Information Literacy Skills
Terry	Beck	Sno-Isle Libraries	tbeck@sno-isle.org	360-651-7016	Got Homework?	Homework Help
Kathy	Brewer	Sedro-Woolley Public Library	pansylib@yahoo.com	360-855-1602	Sedro Woolley Project for Info Literacy	Electronic Resource Skills
Peggy	Bryan	Colfax Public Library	briamp@colfax.com	509-397-4366	Summit for Student Learning	Electronic Resource Skills
Kate	Burton	Vancouver SD	kate.burton@vansd.org	360-313-4043	Lewis & Clark Celebration	Partnership Development
Brent	Busching	Omak School District	bbuschin@omaksd.wednet.edu	509-322-0007	Library Link	Partnership Development
Bonnie	Cline	King County Libraries	beline@kcls.org	253-931-3018	Libraries Linking Learners	Electronic Resource Skills
Jane	Conover	Walla Walla Public Schools	jconover@wwps.org	509-527-3040	Garrison Teen Read Program	Information Literacy Skills
Johnnee	Curtiss	Pend Orielle County Library	jeurtiss@pocld.org	509-442-3030	Reading Fluency	Reading Improvement
Linda	Cyrus	Skykomish School District	licyrus@kcls.org	360-677-2475	Library Partners	Reading Improvement
Eve	Datisman	Port Angeles School District	eve_datisman@pasd.wednet.edu	360-565-1601	Stuck in Neutral No More	Partnership Development
Peg	Dombek	Seattle Public Library	peg.dombek@spl.org	206-684-4086	Who Knew? How Subscription Databases	Electronic Resource Skills
Kathy	Dunham	Timberland Regional Library	ktdunham@tribl.org	360-491-3860	The 4 R's: Researchin', Readin', wRitin', and	Information Literacy Skills
Kara	Fennell	Mid-Columbia Library	kfennell@mcl-lib.org	509-783-7878	Knowledge Seekers	Electronic Resource Skills
Nancy	Garrett	Seattle Public Library	nancy.garrett@spl.org	206-684-4089	Igniting Library Research Skills in MS	Electronic Resource Skills
Elizabeth	George	Walla Walla Public Library	egeorge@ci.walla-walla.wa.us	509-527-4551	Books U READ, Guys Read, Teen READ	Partnership Development
Nancy	Graf	Mid-Columbia Library	ngraf@bossig.com	509-783-7878	Connections	Electronic Resource Skills
Chris	Gustafson	Seattle School District	cgustafson@seattleschools.org	206-252-1220	Who Knew? How Subscription Databases	Electronic Resource Skills
Gwendolyn	Haley	Spokane County Library District	ghaley@seld.org	509-467-5250	Picture This	Reading Improvement
Deborah	Hamilton	Paterson School District	debbieh@paterson.wednet.edu	509-875-2601	Students Know Knowledge is Power!	Information Literacy Skills
Michelle	Hay	Tekoa School District	mhay@rekoa.wednet.edu	509-284-2781	Feed the Need to Read	Electronic Resource Skills
Pat	Hinckley	Kennewick School District	hincpa@ksd.org	509-585-3285	Knowledge Seekers	Electronic Resource Skills
Dan	Howard	North Central Regional Library	dhoward@ncrl.org	509-663-1117	Connecting HS Students to NCRL	Homework Help
Joanne	Hughes	Auburn School District	jhughes@auburn.wednet.edu	253-804-5154	Libraries Linking Learners	Electronic Resource Skills
Andrea	Hynes	Bethel School District	ahynes@bethelsd.org	253-683-8595	Smart Starts @ your Library	Electronic Resource Skills
Lesley	James	Seattle Public Library	lesley.james@spl.org	206-684-4705	Taming the Research Tiger	Information Literacy Skills
Susan	Jenkins	Seattle School District	sjenkins@seattleschools.org	206-323-2375	Power Searching	Electronic Resource Skills
Mary	Johns	Columbia Burbank Middle School	majohns@csd.wednet.edu	509-545-8571	Coyote Connection	Providing Prof Development
Debbie	Johnson	Selkirk School District	debsj@selkirk.k12.wa.us	509-446-3505	Reading Fluency	Reading Improvement
Kathy	Jones	Mid-Columbia Library	kjones@mcl-lib.org	509-786-2533	Students Know Knowledge is Power!	Information Literacy Skills
Kay	Kirkpatrick	Seattle Public Library	kay.kirkpatrick@spl.org	206-684-4715	Power Searching Made Easy	Electronic Resource Skills
Rae	Kozloff	Anacortes Public Library	raek@cityofanacortes.org	360-293-1910	Connect to your Public Library	Electronic Resource Skills
Janet	Lyon	Pend Orielle County Library	jlyon@pocld.org	509-447-2158	Libraries Increase Reading Fluency (LIRF)	Reading Improvement
Melissa	Maple	Waterville High School	mmaple@waterville.wednet.edu	509-745-0608	Library to Library	Information Literacy Skills
Barbra	Meisenheimer	Fort Vancouver Regional Library	bmeisenheimer@fvrll.org	360-892-8256	Lewis & Clark Celebration	Partnership Development
Nadean	Meyer	Medical Lake School District	nmeyer@mlsd.org	509-565-3226	Picture This	Reading Improvement
Melissa	Moffett	Tacoma School District	mmoffett@tacoma.k12.wa.us	253-571-7914	Look it up! - Students gaining skills in research	Information Literacy Skills
Joan	Neslund	Ellensburg Public Library	neslundj@ellensburglibrary.org	509-962-7228	Learning Connections	Electronic Resource Skills
Mary	Neuman	Valley Automated Library Network	mneuman@acl.valnet.org	509-758-5454	Knowledge Nuts & Bowltz	Homework Help
Virginia	Obert	Friends of the Buena Library	ginio@ixpnet.com	509-865-4591	Leap into Learning	Reading Improvement
Laurie	Overton	Tekoa Public Library	tekoa@whitco.lib.wa.us	509-284-2806	Feed the Need to Read	Electronic Resource Skills
Deb	Payne	Everett School District	dpayne@everett.wednet.edu	425-385-4488	Causes of Conflict	Information Literacy Skills
Rebecca	Petheram	Wishkah School District	rpetheram@wishkah.org	360-532-3128	Science in the Summer	Information Literacy Skills
Clancy	Pool	Whitman County Library	cpool@whitco.lib.wa.us	509-648-3319	St. John Access to Knowledge	Electronic Resource Skills
Kay	Riehle	St. John School District	kriehl@stjohn.wednet.edu	509-648-3336	St. John Access to Knowledge	Electronic Resource Skills
Katherine	Savoy	Blisskabob@hotmail.com	blisskabob@hotmail.com	360-581-1221	Science in the Summer	Information Literacy Skills
Michele	Shepard	Tacoma School District	mshepar@tacoma.k12.wa.us	253-571-7909	Look it up! - Students gaining skills in research	Information Literacy Skills

First Name	Last Name	Library or School	Email Address	Phone #	Project Name	Type of Project
Gayle	Shonkwiler	Newport School District	shonkwiler@newport.wednet.edu	509-447-0656	Libraries Increase Reading Fluency (LIRF)	Reading Improvement
Sheri	Skuja	Pierce County Libraries	sskuja@pcl.lib.wa.us	253-847-4030	Smart Starts @ your Library	Information Literacy Skills
Debra	Snook	Clarkston School District	snookd@csdk12.org	509-158-5506	Knowledge Nuts & Bowltz	Homework Help
Brian	Soneda	Mount Vernon City Library	brians@ci.mount-vernon.wa.us	360-757-0942	Connecting Libraries and Schools Program	Information Literacy Skills
Karen	Spence	Yakima Valley Regional Library	kspace@yvr1.org	509-452-8541	Leap into Learning	Reading Improvement
Carol N.	Springs	Anacortes School District	csprings@asd103.org	360-293-1230	Connect to your Public Library	Electronic Resource Skills
Jay	Stickler	Seattle School District	jstickler@seattleschools.org	206-252-4495	Igniting Library Research Skills in MS	Information Literacy Skills
George	Stratton	North Olympic Library System	gstratton@mols.org	360-417-5825	Stuck in Neutral	Partnership Development
Nancy	Tapp	Auburn School District	ntapp@auburn.wednet.edu	253-804-4539	Libraries Linking Learners	Electronic Resource Skills
Pam	Thompson	Pend Orielle County Library	pam@poeld.org	509-445-1215	Students Tour Other Libraries	Information Literacy Skills
Rosanne	Thompson	Timberland Regional Library	rthompson@trlib.org	360-426-1362	Research Expedition!	Information Literacy Skills
Jan	Vames	Colfax School District	janv@colfax.k12.wa.us	509-397-4368	Summit for Student Learning	Partnership Development
Ann	Walker	Skykomish School District	awalker@skykomish.wednet.edu	425-275-0419	Library Partners	Reading Improvement
Marie	Williams	Lillian Bailey Elementary	mwilliams@selkirk.k12.wa.us	509-446-2321	Books Beyond Belief	Reading Improvement
Jesslyn	Winter	St. Joseph School	jiwinter1@verizon.net	509-293-4404	Books Beyond Belief	Reading Improvement
Chris	Wolfe	Griffin School District	cwolfe@griffin.k12.wa.us	360-866-2515	Research Expedition!	Information Literacy Skills
Janet	Woodward	Seattle School District	jwoodward@seattleschools.org	206-252-2359	Connecting Libraries	Electronic Resource Skills
Josephine	Yaba	Ellensburg Public Library	yabaj@ellensburglibrary.org	509-962-7218	Learning Connections	Electronic Resource Skills

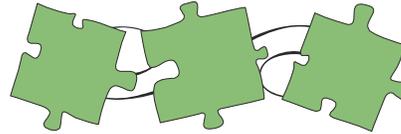
OBE FACILITATORS

Sarah	Behrman	Connecting Learners to Libraries Initiative	sbehrman@gfn.org	503-245-2528
Karen	Farley	Connecting Learners to Libraries Initiative	ka.farley@comcast.net	206-769-3645
John	Holmes	Connecting Learners to Libraries Initiative	jwholmes@u.washington.edu	206-616-8430
Rhona	Klein	Connecting Learners to Libraries Initiative	rklein@secstate.wa.gov	360-704-5215
Betty	Marcoux	Connecting Learners to Libraries Initiative	elm2@u.washington.edu	206-616-9258
Eric	Meyers	Connecting Learners to Libraries Initiative	meyerse@u.washington.edu	206-616-1715
Keitha	Owen	Connecting Learners to Libraries Initiative	keitha@kcls.org	253-939-8079
Matthew	Saxton	Connecting Learners to Libraries Initiative	msaxton@u.washington.edu	206-616-2542
Martha	Shinners	Connecting Learners to Libraries Initiative	mshinners@secstate.wa.gov	360-570-5567
A.Elaine	Twogood	Connecting Learners to Libraries Initiative	a.twogood@att.net	253-927-5298

CONNECTING LEARNERS TO LIBRARIES GRANT PROJECT DIRECTORS CONTACT INFORMATION

LIBRARY/SCHOOL SYSTEM	LIBRARY BRANCH/SCHOOL BLDG	PROJ. DIRECTOR	PHONE #	E-MAIL ADDRESS
Asotin County Library	Asotin County Library	Mary Neuman	509-758-5454	mneuman.ac@valnet.org
Auburn School District	Auburn School District Secondary Libraries	Bonnie Cline	253-931-3018 x 102	bcline@kcls.org
City of Anacortes	Anacortes Public Library	Rae Kozloff	360-293-1910 x 27	raek@cityofanacortes.org
City of Ellensburg	Ellensburg Public Library	Josephine Yaba	509-962-7218	yabaj@ellensburglibrary.org
City of Mount Vernon	Mount Vernon City Library	Betsy Cherednik	360-336-6209 x 2207	betsyc@ci.mount-vernon.wa.us
City of Puyallup	Puyallup Public Library	Bonnie Anderson	253-770-3334	BonnieA@ci.puyallup.wa.us
Everett School District	Everett High School Library	Deborah Payne	425-385-4488	tbeck@sno-isle.org
Garfield County	Denny Ashby Public Library	Lillian Heytvelt	509-843-3710	dashbylib@pomeroy.lib.wa.us
Griffin School District	Griffin School Library	Chris Wolfe	360-866-2515	cwolfe@griffin.k12.wa.us
King Co Library	Newport Way Library	Jeani Littrell-Kwik	425-747-2390	bacarmody@kcls.org
Mid-Columbia Library System	Kennewick Branch	Kara Fennell	509-783-7878	kfennell@mcl-lib.org
Mid-Columbia Library System	Pasco Branch	Judith Rizzuti-Hare	509-545-1019	jrhare@mcl-lib.org
Nooksack Valley School District	Nooksack Valley Middle School Library	Sheryl Fullner	360-966-7561	Sheryl.fullner@nv.k12.wa.us
North Central Regional Library	Wenatchee Community Library	Dan Howard	509-663-1117	dward@ncrl.org
North Central Regional Library	East Wenatchee Community Library	Dan Howard	509-663-1117	dward@ncrl.org
North Central Regional Library	Waterville Community Library	Dan Howard	509-663-1117	dward@ncrl.org
North Central Regional Library	Quincy Community Library	Dan Howard	509-663-1117	dward@ncrl.org
North Olympic Library System	Port Angeles Library	Eve Datisman	360-565-1601	eve_datisman@pasd.wednet.edu
North Thurston Public Schools	River Ridge High School	Sarah Applegate	360-412-4836	sapplegate@nthurston.k12.wa.us
Omak School District	Omak High School Library	Racie McKee	509-826-8142	rmckee@omak.s.d.wednet.edu
Pend Oreille County Library District	Newport Public Library	Janet Lyon	509-447-2158	jlyon@pocl.d.org
Pend Oreille County Library District	Metalines Community Library	Janet Lyon	509-447-2158	jlyon@pocl.d.org
Pend Oreille County Library District	Ione Public Library	Janet Lyon	509-447-2158	jlyon@pocl.d.org
Pend Oreille County Library District	Calispel Valley Library	Janet Lyon	509-447-2158	jlyon@pocl.d.org
Pierce County Library System	Graham Library	Sheri Skuja	253-847-4031	sskuja@pcl.lib.wa.us
Sedro-Woolley Public Library	Sedro-Woolley Public Library	Debra D. Peterson	360-855-1166	ddpeters@fidalgo.net
Skykomish School District	Skykomish School Library	Ann Walker	360-677-2623 x 204	awalker@skykomish.wednet.edu
Sno-Isle Libraries	Mountlake Terrace Library	Terry Beck	360-651-7016	tbeck@sno-isle.org
Sno-Isle Libraries	Stanwood Library	Terry Beck	360-651-7016	tbeck@sno-isle.org
Sno-Isle Libraries	Mill Creek Library	Terry Beck	360-651-7016	tbeck@sno-isle.org
Sno-Isle Libraries	Oak Harbor Library	Terry Beck	360-651-7016	tbeck@sno-isle.org
Sno-Isle Libraries	Arlington Library	Terry Beck	360-651-7016	tbeck@sno-isle.org
Spokane County Library District	Spokane County Library District	Nadean Meyer	509-565-3226	nmeyer@mlsd.org
Summit Valley School District	Summit Valley Elementary School Library	Bill Glidewell	509-935-6362	bglidewell@svalley.k12.wa.us
Tacoma Public Library	Tacoma Public Library	Melissa Moffett	253-571-7914	mmoffet@tacoma.k12.wa.us
The Seattle Public Library	Lake City Branch	Nancy Garrett	206-684-4089	nancy.garrett@spl.org
The Seattle Public Library	Douglass-Truth Branch	Lesley James	206-684-4705	lesley.james@spl.org
The Seattle Public Library	Capitol Hill Branch	Kay Kirkpatrick	206-684-4715	kay.kirkpatrick@spl.org

The Seattle Public Library	Greenwood Branch	Peg	Dombeck	206-684-4086	pdombek@spl.org
Vancouver School District	Fort Vancouver High School Media Ctr	M. Kate	Burton	360-313-4043	kate.burton@vansd.org
Walla Walla County Rural Library Dist	Burbank Library	Punkey	Adams	509-527-3284	padams@wwruralibrary.com
Walla Walla County Rural Library Dist	Touchet Community Library	Carlotta	Richardson	509-394-2329	
Walla Walla County Rural Library Dist	Prescott Community Library	Joshua	Westbrook	509-527-3284	joshw@wwruralibrary.com
Whitman County Library	Tekoa Branch Library	Laurie	Overton	509-284-3121	tekoa@whiteo.lib.wa.us
Whitman County Library District	Colfax Branch	Kristie	Kirkpatrick	509-397-4366	kirkpatr@colfax.com
Wishkah Valley School District	Wishkah Valley School Media Center	Rebecca	Petheram	360-532-3128	rpetheram@wishkah.org
Yakima Valley Regional Library	Yakima Valley Regional Library	Karen	Spence	509-452-8541 x 741	kspence@yvrl.org



BIOGRAPHICAL INFORMATION ABOUT THE OBE FACILITATORS

Sara Behrman

Sara has more than 25 years of professional experience working in or with public libraries in Iowa, New York, Wisconsin, Washington, Oregon, Michigan, California, and Illinois. Her most recent OBE experience was as a third-party evaluator for an IMLS grant awarded to the Oregon Historical Society. Additionally, Sara developed the grant writing tutorial featured in the Connecting Learners to Libraries online workshop.

Karen Farley

Karen has worked as a school teacher, librarian and technology trainer. While employed at the Puget Sound Educational Service District, she developed the online workshop for the Connecting Learners to Libraries project. Karen is a member of the Connecting Learners to Libraries Advisory Committee. Karen recently accepted a position with WebFeat.

John Holmes

John is a reference librarian at the Odegaard Undergraduate Library at the University of Washington in Seattle and has been active in the area of information literacy and library user education. He is currently a faculty member for the Association of College & Research Libraries' Information Literacy Immersion Program. John is a member of the Connecting Learners to Libraries Advisory Committee. He completed OBE training through IMLS in Washington D.C.

Rhona Klein

Rhona is project manager for Washington State Library's Connecting Learners to Libraries Project. Previously, she managed the State Library's Information Literacy Project which developed the Librarysmart campaign (<http://www.librarysmart.com>). Rhona has more than 25 years of professional experience in public, academic, and special libraries in California, Oregon, and Washington. She completed OBE training through IMLS in Washington D.C.

Betty Marcoux

Betty is an Assistant Professor at the Information School, University of Washington. Before obtaining her doctorate, Betty worked as a classroom teacher and school librarian. She chaired the AASL/AECT Vision Committee that wrote *Information Power: Building Partnerships for Learning* (ALA, 1998). Betty developed the curriculum for the State Library's K-12 Initiative. She is a member of the Connecting Learners to Libraries Advisory Committee. Betty completed OBE training through IMLS in Washington D.C.

BIOGRAPHICAL INFORMATION ABOUT THE OBE FACILITATORS – continued

Eric Meyers

Eric has been employed as a school librarian. Currently, he is a PhD Student, Research Assistant at the Information School, University of Washington. He completed OBE training through IMLS in Washington D. C.

Keitha Owen

Currently working at the Auburn Branch of the King County Library System, Keitha has served as both a children's and public services librarian. She is a member of the Connecting Learners to Libraries Advisory Committee.

Matthew Saxton

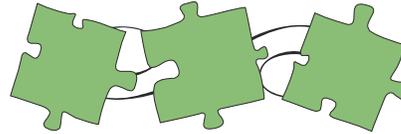
Matt is an Assistant Professor in the Information School, University of Washington, and is a researcher in the area of evaluation of information services. He is currently leading an IMLS-funded project investigating the effectiveness of library services in small school environments (<http://smallschools.ischool.washington.edu>), and has done evaluation consulting for the Washington State Library and the United Way. His book, *Understanding Reference Transactions*, was published by Academic Press in 2002.

Martha Shiners

Before coming to the Washington State Library where she is the Youth Services Coordinator, Martha worked as a reading specialist and youth services librarian. Martha is manager of the State Library's K-12 Initiative and coordinates the statewide summer reading program. She is a member of the Connecting Learners to Libraries Advisory Committee. Martha completed OBE training through IMLS in Washington D.C.

A. Elaine Twogood

Recently retired as a facilitator in Library Services for Tacoma Public Schools, Elaine is a member of the Connecting Learners to Libraries Advisory Committee. She completed OBE training through IMLS in Washington D.C.



ADDED BONUS FOR RETREAT PARTICIPANTS!

As a follow-up to the Outcomes Based Evaluation retreat, the Connecting Learners to Libraries Project is happy to provide the **retreat participants** with **additional consulting** to assist in the completion of their OBE logic models, at **no cost to you**. Sara Behrman, the retreat workshop trainer, and Matthew Saxton, OBE facilitator, will be available on a limited basis for e-mail or phone consultation.

We have decided to offer all retreat participants this special opportunity for individualized assistance in order to continue your OBE work begun at the retreat. We understand that all of you may not leave the OBE retreat with a fully completed logic model, or with having identified as many outcomes for your project as you would like.

However, in order to be sure that all retreat participants have fair access to our consultants' time, we request that each grant project not exceed the equivalent of ½ hour's worth of consulting with one of our OBE experts.

This limited consultation service will be available between November 14, 2005 and December 2, 2005.

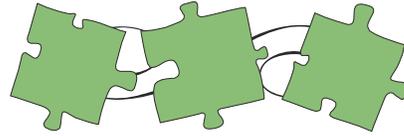
Contacts:

Sara Behrman
503-245-2528
sbehrman@gfn.org

Matthew Saxton
206-616-2542
msaxton@u.washington.edu

Please note: E-mail is the preferred method of initial contact in order to schedule a time to talk on the telephone

Housekeeping Divider



SLEEPING LADY INFORMATION

Saturday morning check-out:

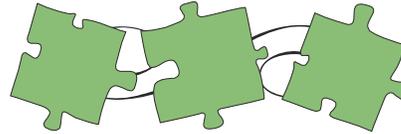
The OBE workshop will begin **promptly at 9 a.m. Saturday**. Please allow time to check-out and pack up your car before the workshop begins.

If you don't charge any expenses to your room (e.g., bar drinks, gift shop purchases, etc.) you will be able to simply turn in your room key to check-out – without standing in line!

Please note:

You are welcome to bring beverages and snacks into your lodging rooms. However, Sleeping Lady's licensing requirements and policies permit only food and beverages provided by Sleeping Lady in the meeting or hospitality rooms. Sleeping Lady's liquor license prohibits alcoholic beverages in meeting or hospitality rooms unless a member of their bartending staff is present.

Sleeping Lady is a non-smoking facility.



INSTRUCTIONS FOR CLAIMING TRAVEL REIMBURSEMENT

Mileage is reimbursed to driver only. Sorry, rented vehicles, and air, train and ferry fares, etc., are not reimbursable.

Your retreat binder contains the travel voucher form you need to complete, as well as a sample completed travel voucher form, and an envelope for mailing the form.

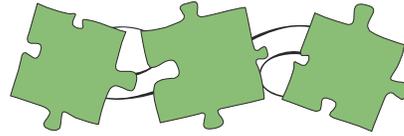
Mileage is reimbursed at the rate allowable by Washington State, currently \$0.485/mile – *fuel receipts are not needed.*

Please complete the yellow highlighted areas of the travel voucher form.

- You may either use your beginning and ending odometer readings
or
attach a printed mapped route from your starting and ending locations (from MapQuest, Yahoo Maps, Streets & Trips, etc.) stating miles of route.
- Indicate the total number of miles driven and complete the calculation.
- Sign and date the form.
- **Mail it by November 18, 2005** in the self-addressed stamped envelope provided in your retreat binder.

Questions? Contact Bobbie DeMiero, bdemiero@secstate.wa.gov or 360-570-5577.

Miscellaneous Divider



EXTRA-CURRICULAR RETREAT ACTIVITIES

Bingo

At our Friday night **no-host reception that begins 8:45 pm in the Salmon Gallery**, there will be excellent beers and wines and non-alcoholic beverages for you to enjoy. **Bingo cards** will also be available for you to fill out at the reception. Mingle with your fellow grantees and get them to sign a square that describes them. The goal is to fill-up the card, but you only need a straight BINGO to win a prize.

Saturday morning at 9 a.m., when you arrive at the first workshop session in the Chapel Theater, turn in your bingo card and claim a prize!

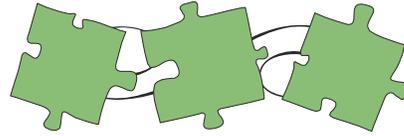
Door Prize Drawings

When you picked up your registration binder, you placed your blue puzzle piece with your name in the bowl for a drawing to win a great A.L.A. book that will help you, your library, and your grant project succeed in your collaborative partnership. There will be five drawings with multiple winners throughout Saturday. Yes, you do need to be present to win one of the following books:

- *Action Plan for Outcomes Assessment in Your Library* by Peter Hernon and Robert E. Dugan
- *Going Places with Youth Outreach; smart marketing strategies for your library* by Angela B. Pfeil
- *School Buddy System; the practice of collaboration* by Gail Bush
- *Visible Librarian; asserting your value with marketing and advocacy* by Judith A. Siess

Be back in the room promptly for the following door prize drawing times:

- 9 a.m.
- 11 a.m.
- 12:50 p.m.
- 2:30 p.m.
- 4 p.m.

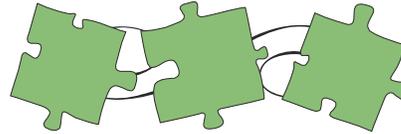


OBE RETREAT RESOURCES TO BE AVAILABLE ON THE WEB

Within a couple of weeks following this retreat, the OBE resources in your workshop binder will be available for download at the project's Web site:

<http://www.secstate.wa.gov/library/libraries/projects/connecting/>. We will announce the Web availability of the resources in a group e-mail sent to all project directors and their partners.

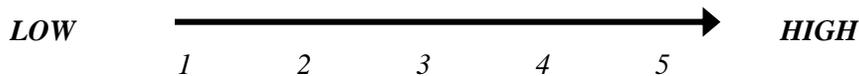
Evaluation Divider



Your institution type: _____ School _____ Public Library _____ Other

OBE Workshop Evaluation Form

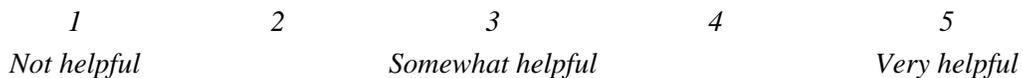
Please tell us about your experience in this workshop. Using the scale below, fill in each blank with the number that best describes how you would rate yourself **NOW**. Then, think back to **BEFORE** attending this workshop and fill in the number that best describes you then.



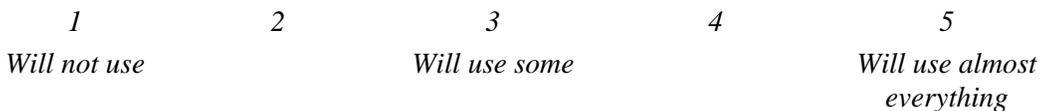
1. Rate your knowledge of:

- a. The importance of outcomes based evaluation (OBE)? Now _____ Before _____
- b. The various elements of a Logic Model? Now _____ Before _____
- c. Ideas for using OBE in your Connecting Learners to Libraries grant project? Now _____ Before _____
- d. How to create data collection tools to measure your grant project's success? Now _____ Before _____

2. How helpful were the information and/or resources you received in this session? Please circle your response.



3. How likely is it that you will use this information and/or resources? Please circle your response.



4. What is the first item on your project's action list of things to do when you return to work?

5. What did you like best about this workshop?

6. Is there anything that you would change to improve it?