



## AGENDA

### OUTCOMES BASED EVALUATION WORKSHOP SLEEPING LADY MOUNTAIN RETREAT OCTOBER 20-21, 2006

FRIDAY, OCT. 20	WHEN	WHERE
Sleeping Lady Check-in	3 – 6 pm	Office
Workshop Registration	3 – 6 pm	Salmon Gallery
Buffet Dinner	6 – 6:50 pm	Dining room
Welcome & Keynote Project Sharing	7 – 9 pm	Chapel
No Host Reception	9 – 10:30 pm	Salmon Gallery

SATURDAY, OCT. 21	WHEN	WHERE
Sleeping Lady Check-out	7:30 – 9 am	Office
Buffet Breakfast	8 – 8:50 am	Dining room
Workshop Registration for Late Arrivals	8:45 – 9 am	Salmon Gallery
OBE	9 am – 12 pm	Chapel
Break	mid-morning	
Buffet Lunch	12 pm – 12:50 pm	Dining room
OBE	12:50 – 4 pm	Chapel
Break	mid-afternoon	
Ending	4 pm	

- ⇒ Please note: Sleeping Lady Office is open 24 hours a day to accommodate late arrivals.
- ⇒ If you arrive after 6 pm Friday, you will be able to register for the workshop Saturday 8:45 - 9 am.
- ⇒ 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!*

# Connecting Learners to Libraries



Washington State Library OBE Retreat  
October 20, 2006  
Matthew Saxton & Eric Meyers



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## 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?
- How can I use my evaluation's findings?

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## What Are Outcomes?

- Outcomes = Benefits to the people you want to reach
- Changes in
  - skills
  - knowledge
  - attitudes
  - behaviors
  - conditions or life status

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## Examples Of Outcomes

- Students will demonstrate an increased quality of work on homework assignments
- Students will cite electronic information resources in their assignments
- Students will read more non-fiction
- Teachers will learn about resources for students at the public library.
- Teachers will integrate information literacy skills into classroom assignments.

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## What Is OBE?

- A systematic way to assess the extent to which a program has achieved its intended results
- The measurement of results
- Identifies observations and indicators that can demonstrate changes as a result of your project

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## What Is The Purpose Of OBE?

- To provide valid findings about the effectiveness of your project to persons with responsibilities related to its creation, continuation or improvement
- OBE focuses on two key questions:
  - How has your project made a difference?
  - How are the lives of your students or teachers better as a result?

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## Examples Of Projects

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

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## Learning Needs

- Needs = Wants, deficits, or other gaps between current and desired levels of:
  - Skills
  - Knowledge
  - Behaviors
- You plan to do what, for whom, for what outcome or benefit (desired result)?
- Most projects are based on the leader's perceptions or assumptions rather than formal research

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## “Results”

- Your Connecting Learners to Libraries grant application identified a learning need and proposed a solution to satisfy that need
- “Results” is the broad term used to define what the grant project has accomplished
- “Desired results” refer to the change or improvement you expect to achieve — your desired outcome

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## Why Measure Outcomes?

- To assess project effectiveness
- To communicate the project's value to all stakeholders
- To generate information for future decision-making; are services and resource being used effectively?
- To provide information to improve or change the project as it progresses

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## More Good Reasons To Measure Outcomes

- To see if projects 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

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## Opossum Bend High School

- Needs:
  - Students were unskilled at performing independent research.
  - The school library collection did not enough resources to support all the students.
  - Public library library staff knew little about the Culminating Project requirements.
- Solution: Develop tools and workshops for students, and develop a partnership between the school and public library to share resources and increase staff awareness.
- Desired Outcome: The quality of research skills demonstrated in the Culminating Project will improve.
- OBE – Establish participant-oriented outcomes, identify ways to measure them, and set targets for expected levels of performance

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## What Is A Logic Model?



- A systematic and visual method to describe the relationships between
  - Stakeholders
  - Project goals
  - Resources
  - Activities
  - Outcomes
  - Assessment
- A logic model correlates your planned work (resources, inputs, and activities) with your intended results (outcomes and impact)

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## What Are The Elements Of A Logic Model?



- Key influencers
- Purpose of project
- 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

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



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

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## Outcomes

A target audience's changed or improved skills, attitudes, knowledge, behaviors, status, or life condition brought about by your project

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## Sample Outcomes



- Students can evaluate the reliability of sources on the Internet to find appropriate sources of information
- Students can locate magazine and newspaper articles on any given topic.
- Teachers increase awareness of public library online databases
- Public librarians will better understand the significance of their roles as educators
- School teachers and administrators recognize and value the library program having an impact on student learning.

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## Sample Outcomes Opossum Bend High School



- Students improve the quality of research for the CULP
- Public librarians can assist students better with their project
- Students use CULP research tools to improve their work

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## Facilitated Activity

Design 1-3 key outcomes for your program

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## Indicators

Measurable conditions or behaviors.

Indicators are the observable number and percent of individuals in your target audience who do what you hope to see or know

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## Sample Indicators



- # 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 acronyms for school standards
- # 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

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## Sample Indicators Opossum Bend High School

- # and % of students who score 3 or 4 on the research process rubric
- # and % of students who score 3 or 4 on the research product rubric
- # and % of teachers who express satisfaction with student projects
- # and % of public library staff who can identify CULP requirements
- # and % of public library staff who participate in student workshops
- # and % of students who visit the CULP webpage
- # and % of students who report using rubrics/models to improve research

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## Facilitated Activity

Identify indicators for your  
program's outcomes

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## “Applied To”

The target audience to whom  
the indicator is applied

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Sample “Applied To” Target Audiences

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

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“Applied to”  
Opossum Bend High School

- Students
- Teachers
- Public library staff

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**Facilitated Activity**

Identify the target audience to whom your indicator applies

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## Data Source

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 other sources

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## 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

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## 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

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## Sample Data Sources

- 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

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## Sample Data Sources Opossum Bend High School

- CULP assessments
- Comments, anecdotes from teachers
- Interviews with teachers
- Survey of public library staff
- Student evaluations of workshops
- Website counter
- Student survey

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## Facilitated Activity

Identify all of the data sources for your program

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## Data Intervals

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

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## Sample Data Intervals

- 
- 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

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## Sample Data Intervals Opossum Bend High School

- 
- Quarterly
  - Once per semester
  - After staff training
  - After student workshops
  - At the end of CULP assessment

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## Facilitated Activity

Determine the specific data intervals for your program

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## Goal/Target

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 stakeholders' expectations

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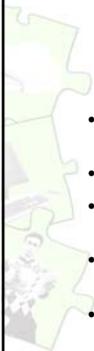
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## Sample Goals/Targets



- 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

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## Sample Goals/Targets Opossum Bend High School

- 75% of students score a 3 or 4 on the research process rubric
- 67% of teachers report satisfaction with CULP projects
- 100% of public library staff can identify CULP requirements
- 50% of public library staff participate in student workshops

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## Facilitated Activity

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

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## Your Completed Logic Model Worksheet

- Your completed logic model worksheet summarizes OBE for all project 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

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### 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

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### How Can You Use The OBE Findings?

- Internally, to:
  - Provide direction for staff & improve staff performance
  - Identify training needs
  - 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 project to potential participants and referral sources
  - Identify partners for collaboration
  - Enhance your organization's public image
  - Retain and increase funding

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### Questions?

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Marketing  
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## Main Idea

- Why is your project so important?
- Because it contributes to instruction and learning!

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## Evidence

- Why is OBE important?
- Because it proves that your project contributes to instruction and learning.

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## What is Marketing?

- Building relationships
- Informing others who will derive satisfaction about your achievements
- Generating potential alliances/transactions between you and others
- Connecting with normally resistant or hard-to-reach audiences
- “Tooting your own horn”

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## Marketing and OBE

- Tell your story = Outcomes
- Work on relationships = Key Influencers
- Advance your cause = Targets for Success
- Constant vigilance = Environmental scan
  - SWOT –strengths, weaknesses, opportunities, threats
  - Tools available to use for marketing
    - Various news media
    - Key informants
    - Meetings

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## Marketing strategies

- Know your audience
- Know your stakeholders
- Target strategically
  - focus on audience needs and values
  - stuff is NOT a strategy
    - <http://www.secstate.wa.gov/quicklinks/marketing>
- Image building
- Public relations

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## How to share your ideas

- ID the subject of your marketing event
- ID the audience
  - Who are they
  - What do they want to know
  - What do they care about
  - What are they being asked about regarding this marketing
- Gather all data necessary for this sharing of the event
- Use varying media forms but use the ones most enjoyed by your audience

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## Action Plan

- Start planning to market when you start to plan the project
- Consider the following:
  - Climate in which you work
  - Mission of the organization(s)
  - Target audiences
  - Tools and media to consider
  - Budget to do all of this!

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## Message

- On point – to the point
- 5 W's
  - Who - Students
  - What - Activities
  - Where – Your school, your library, your community
  - When - Now
  - Why – To contribute to student learning
- Further details
- Contact information

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## Marketing Image

- Always assume that what is said or written is potentially public and quoted
- Be a listener
- Be calm but engaged
- Be message appropriate
  - TV
  - Radio
  - Internet
  - Print
  - Word of mouth

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## Recap

- Why is your project so important?
  - Because it contributes to instruction and learning!
- Why are you doing this at all?
  - Because of the students!

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## Handouts

- Analyze the handouts for the following:
  - Clarity
  - Completeness
  - Audience
- Consider the templates for events you wish to market:
  - Whom do you wish to impact?
  - How do you wish to impact?
  - What marketing strategies might help with this impact?

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## Sample Outcomes and Indicators for Various Projects

These are **illustrative examples only**. Grant projects 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 Project: Information Literacy Skills	
Outcome	Indicator(s)
Students will be able to develop and articulate good research questions.	<ul style="list-style-type: none"> <li>• Number and percent of students who phrase their research topic in the form of a question.</li> <li>• Number and percent of students who base their research question on a problem from the literature (e.g., newspaper article).</li> </ul>
Students will be able to evaluate web sites for suitability to their research needs.	<ul style="list-style-type: none"> <li>• Number and percent of students who can explain the difference between .com, .org, and .edu suffix in the URL.</li> <li>• Number of percent of students who can distinguish an online periodical database from other types of databases.</li> <li>• Number and percent of students who can identify when to use a periodical database, an online encyclopedia, and a statistical source.</li> </ul>
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"> <li>• Number and percent of students who can identify the sponsor or publisher of a web site.</li> <li>• Number and percent of students who can identify the affiliation of an author.</li> <li>• Number and percent of students who select sources that include footnotes or a bibliography.</li> </ul>

<b>Type of Project: Reading Improvement</b>	
<b>Outcome</b>	<b>Indicator(s)</b>
Students will increase their reading fluency, vocabulary, and comprehension.	<ul style="list-style-type: none"> <li>• Number and percent of students who improve their reading skills from one grading period to the next.</li> <li>• Number and percent of students who score higher on standardized tests.</li> <li>• Number and percent of students who read progressively more challenging literature.</li> </ul>
Students will increase their leisure time reading for enjoyment.	<ul style="list-style-type: none"> <li>• Number and percent of students who report increasing their leisure time reading.</li> <li>• Number and percent of parents who report their children are reading more than previously.</li> </ul>
ESL students improve their English language skills.	<ul style="list-style-type: none"> <li>• Number and percent of students who demonstrate an increase in their ability to read, write, and speak English by the end of the project.</li> <li>• Number and percent of students who can read and comprehend a newspaper article in English.</li> <li>• Number and percent of students who can complete a job application in English.</li> </ul>
Students will expand their reading selections to include non-narrative expository text.	<ul style="list-style-type: none"> <li>• Number and percent of students who borrow nonfiction items from the school library.</li> <li>• Number and percent of students who borrow nonfiction items from the public library.</li> </ul>

<b>Type of Project: Electronic Resources</b>	
<b>Outcome</b>	<b>Indicator(s)</b>
Students will be able to use the Internet to find appropriate sources for information.	<ul style="list-style-type: none"> <li>• Number and percent of students who can identify appropriate databases for a given Culminating Project topic</li> <li>• Number and percent of students who use journal articles rather than relying solely on encyclopedia articles.</li> <li>• Number and percent of students who are able to locate and use a statistical source.</li> </ul>
Students will be able to use subscription databases in order to find information.	<ul style="list-style-type: none"> <li>• Number and percent of students who can retrieve a given article from a citation.</li> <li>• Number and percent of students who can cite an electronic source.</li> </ul>
Students will increase usage of their library's online catalog.	<ul style="list-style-type: none"> <li>• Number of students who remotely access their school library's online catalog.</li> <li>• Number of students who remotely access their public library's online catalog.</li> </ul>
Teachers will increase awareness of online databases available through the school library and public library.	<ul style="list-style-type: none"> <li>• Number and percent of teachers who can identify the five most popular databases in the Digital Learning Commons.</li> <li>• Number and percent of teachers who can identify the databases available at both the school and public library.</li> <li>• Number and percent of teachers who can identify databases available at the public library only.</li> </ul>

<b>Type of Project: Partnership Development</b>	
<b>Outcome</b>	<b>Indicator(s)</b>
Teacher-librarians will coordinate reading advocacy activities with the public library.	<ul style="list-style-type: none"> <li>• Number of jointly sponsored literacy activities (e.g., book talks, reading programs, literature loans).</li> <li>• The percent increase in the number of jointly-sponsored literacy activities.</li> </ul>
Public library staff will demonstrate an increased awareness of EALRs.	<ul style="list-style-type: none"> <li>• Number and percent of public library staff who can summarize the main categories of EALRs</li> <li>• Number and percent of public library staff who can summarize grade-level requirements in at least one category of EALRs.</li> </ul>
Teachers will view the public library as a resource for curriculum planning.	<ul style="list-style-type: none"> <li>• Number and percent of teachers who give assignments that require independent information literacy activities by students at the public library.</li> </ul>
School and public library staff will increase their communication with classroom teachers about library resources.	<ul style="list-style-type: none"> <li>• Increase in the number and of formal and informal communications between teacher-librarians and classroom (e.g., newsletters, e-mails, presentations).</li> <li>• Increase in the number and percent of teachers who meet with either a public librarian or a teacher-librarian when planning assignments.</li> </ul>

<b>Type of Project: Homework Help</b>	
<b>Outcome</b>	<b>Indicator(s)</b>
Students will find library resources that help complete their school homework assignments.	<ul style="list-style-type: none"> <li>• Number and percent of students who report that they successfully located useful information at the school or public library.</li> <li>• Number and percent of students who cite library resources in their Culminating Project.</li> </ul>
Students recognize librarians as sources of assistance in successfully completing homework assignments.	<ul style="list-style-type: none"> <li>• Increase in the number of students who consult a librarian early in their research.</li> <li>• Number and percent of students who thank librarians for their help.</li> </ul>
Students will be able to access online homework assistance through the library homepage.	<ul style="list-style-type: none"> <li>• Increase in the number of students who visit pathfinder pages in the Digital Learning Commons.</li> <li>• Number and percent of students who use Live Homework Help available by subscription from the public library.</li> </ul>
Students are provided with homework assistance that is valuable and helpful.	<ul style="list-style-type: none"> <li>• Number and percent of students who utilize the service repeatedly over the course of the year.</li> </ul>
Parents recognize the public library as a source for homework assistance.	<ul style="list-style-type: none"> <li>• Number and percent of parents who report taking their child to the public library to obtain the information needed to complete homework assignments.</li> </ul>

**Type of Project: Professional Development**

<b>Outcome</b>	<b>Indicator(s)</b>
Classroom teachers recognize the contribution of the library to student learning.	<ul style="list-style-type: none"><li>• Number and percent of teachers who consult with a school or public librarian when planning assignments.</li><li>• Number and percent of teachers who use pathfinders or guides developed by the school or public library in the classroom.</li><li>• Number of percent of classes who make repeat visits to the school library.</li></ul>
Public library staff will increase awareness of the research model being used in the school curriculum.	<ul style="list-style-type: none"><li>• Number and percent of public and school library staff that correctly identify the components of the school's research model (e.g., Big 6, Follet, etc.).</li><li>• Number and percent of public and school library staff who can describe how the research process for the culminating project is being evaluated.</li></ul>



## Deciding Which Data Collection Approach Is Best

The choice of data collection method depends on the information you need to achieve your evaluation objectives. This choice is also influenced by the resources you have available to complete the evaluation. The table below provides a quick summary of some popular 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
<b>Focus Groups</b>	<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> <p>Focus groups with children are heavily influenced by age and gender of the participants.</p>

<p><b>Interviews</b></p>	<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>Audio-recording provides accurate means of capturing data.</p>	<p>Requires staff time and quiet area to conduct interviews.</p> <p>Requires special equipment to record and transcribe interviews.</p> <p>Individual memory, perceptions, and attitudes may be inaccurate or inconsistent with individual behavior.</p>
<p><b>Follow-up Interviews</b></p>	<p>Good method to follow-up on patrons' feelings and experiences that were shared earlier using another approach, such as an observation, event, or survey.</p>	<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>
<p><b>Observation</b></p>	<p>Excellent approach to discover behaviors during library programs.</p> <p>May 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>Good method to triangulate or corroborate data gathered from interviews or surveys.</p>	<p>Requires staff time to observe and record observations.</p> <p>Cannot ask questions of participants during observation.</p> <p>Might want to use follow-up interviews to verify observations.</p>

## Surveys

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

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

Can be administered in written form or online.

Personal contact with the participants is not required.

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

Tabulation and reporting of responses is efficient and streamlined.

Responses are limited to the questions included in the survey.

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

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

Individual memory, perceptions, and attitudes may be inaccurate or inconsistent with individual behavior.

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

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

Credit: Adapted from materials prepared by Sara Behrman and The Library Toolkit, School of Information, University of Michigan (Sept. 2006)



## 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:** A general statement that describes the project's broad overall intent.

**Impact:** The ultimate social, economic, or environmental effects or consequences of the activity. Impacts tend to be more comprehensive and longer-term achievements. They may be positive, negative, 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:** 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:** 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:** Evidence 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.

Credit: Adapted from materials prepared by Sara Behrman (Sept. 2005)



## Selected Resources on Grant Evaluation

### Outcomes Based Evaluation

Institute of Museum and Library Services

<http://www.imls.gov/applicants/obe.shtm>

Provides an overview of outcomes based evaluation and links to additional resources. Also see their publication *Perspectives on Outcome Based Evaluations for Libraries and Museums*, available at <http://www.imls.gov/pdf/pubobe.pdf>

United Way of America

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

Numerous publications and tools for assisting non-profit groups conduct program evaluation. Many of these publications are targeted to children and adolescents. Almost all are freely available for download in .pdf format.

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

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

## **Grant-Funding Agencies**

Washington State Library

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

Provides information on a number of grants and funding opportunities supporting libraries, interagency collaboration, and individual library professionals.

Starbucks Foundation

<http://www.starbucks.com/aboutus/foundation.asp>

Provides information about a number of grant initiatives, large and small, targeted to supporting teachers, literacy, and improving student learning.

Paul G. Allen Family Foundations

<http://www.pgafoundations.com/>

Provides information about foundation initiatives targeted engagement of youth and improving learning, with a particular focus on Pacific Northwest Communities.

Institute for Museum and Library Services

<http://www.imls.gov>

Provides information about national grant programs to support library services and research. Projects that result in the creation of tools that can be used by other libraries, or that have high scalability and sustainability are more successful than others. Collaborative proposals are encouraged.

## **Professional Community**

Washington Library Media Association

<http://www.wlma.org>

Focuses on K-12 school libraries, media, technology, information literacy, and includes information on conferences, workshops, and classes.

Washington Library Association

<http://www.wla.org>

Provides information on concerns and issues of libraries in Washington, conferences, continuing education, and grant and scholarship opportunities.

Office of the Superintendent of Public Instruction

<http://www.k12.wa.us/>

Clearinghouse site for information about education, schools, graduation requirements, regulations and current initiatives.

Credit: Adapted from materials prepared by Sara Behrman (Sept. 2005)



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

### The Problem:

Millard Fillmore High School in Opossum Bend has been using culminating projects (CULPs) as an assessment system for seniors. The faculty have identified a number of challenges associated with the project that inhibit teaching and learning and lead to poor student performance. The students were struggling with their research questions, and many did not know how to take their ideas and natural curiosity and turn it into a formal information search. Often their topics were so wide ranging that the school library did not have the resources to support their research. Students were turning to the Internet, especially the Wikipedia, often with mixed results. Carolyn Spruce, the teacher-librarian at Fillmore, was fielding calls from the public library -- the staff there didn't understand what students were working on, and the students were having a hard time explaining their projects. The teachers were equally frustrated with the project, particularly the research component. They had a difficult time assessing the quality of student research, and the project guidelines were too vague. When the projects were graded, the research marks varied widely, and the parents were upset! Their students had worked hard, and they didn't understand the grading criteria.

### The Solution:

Carolyn had a meeting with the head of the Language Arts department. Together they devised a three-part strategy to overcome these emerging problems:

- Carolyn could create resources that would guide student inquiry, helping them turn their ideas into actionable steps. She will create a senior project webpage that students could use, linking them to useful websites and suggested print resources as well. Workshops at school and at the public library would help introduce students to important resource collections.
- Carolyn would coordinate her efforts with the public library to increase the breadth and depth of resources offered to students. Having the public library "in the loop" would also help the staff better meet students' needs. Students will be encouraged to use the public library as an important resource for their projects.
- Working with the Language Arts teachers, Carolyn would guide the development of standards for student research based on the school research model. She will provide training in how to evaluate research processes and products. The rubric will become part of the assessment criteria for the CULP.

How will Carolyn assess her plan?



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

**Organization name:** Millard Fillmore High School

**Organization address:** 123 Fake Street, Opossum Bend, WA, 98600

**Contact person for OBE evaluation planning:** Carolyn Spruce

**Contact title:** Teacher-Librarian

**Contact phone:** 206-555-1234

**Contact e-mail:** [caspruce@opossum.wednet.edu](mailto:caspruce@opossum.wednet.edu)

**1. What is the title of the Connecting Learners to Libraries project whose outcomes you will evaluate?**

CULP-Ability

**2. What partner institutions are involved in the project?**

Opossum Bend Public Library  
Millard Fillmore High School  
Millard Fillmore PTSA  
Digital Learning Commons (DLC)

<b>3a. Who are the project's key influencers?</b>	<b>3b. What will they want to know about your project participants' outcomes?</b>
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, Millard Fillmore High School	<p>Will the collaboration improve student performance on the culminating project (CULP)?</p> <p>Which successful activities from this project can be repeated on an annual basis?</p>
Library Director, Opossum Bend Public Library	<p>How many students used the public library for their CULP research?</p> <p>Can these collaborations be replicated for other branch libraries?</p>
Library and school staff	<p>In what specific ways did students benefit from the development of pathfinders and resource collections?</p> <p>Have we established a solid foundation for future collaborations?</p>
<b>4. What is the purpose of the project?</b>	
<p><b>4a. What need did you identify that led you to create the project or product?</b></p> <p>Quality of student research for the culminating project (CULP) was poor.  Public library staff were unaware of the CULP and did not understand the project requirements.  School teacher-librarian did not have enough resources in certain areas to support student research.  Students were having trouble moving from highly scaffolded research to independent research (developing research questions, moving from questions to information seeking).</p>	
<p><b>4b. What information did you use to identify this need?</b></p> <p>Teachers' comments; teacher-librarian observations; public library staff observations; students' CULP presentations; student feedback via survey; parent complaints.</p>	
<p><b>4c. What group of people has that need (who is your target audience)?</b></p> <p>Seniors (12<sup>th</sup> graders) at MFHS  Public library staff  School library staff, teachers</p>	<p><b>4d. What general characteristics of that group will be important for project design decisions?</b></p> <p>Is dedicated to doing well on CULP  Is willing to assist students with CULP  Is committed to improving student research skills</p>

<b>4e. What services will you provide to address the need?</b>	
<p>Meetings between public &amp; school librarians to create shared resources and understanding of CULP</p> <p>CULP workshops for students at the public library</p> <p>Research pathfinders designed for 12<sup>th</sup> graders around CULP requirements</p> <p>Training for school staff on how to support student research</p> <p>Assessment guides for student research</p>	
<b>4f. What will your audience learn that will help meet their need?</b>	
<p>Learn how different resources in the school and public library can aid student research; learn specific requirements of culminating project; develop connections between CULP standards and research tools; learn how to assess student research for project-based learning.</p>	
<b>5. What are the key project inputs?</b>	
Connecting Learners to Libraries Grant	Public library staff High School staff
<b>6. What key administrative activities will the project need?</b>	
<p>Plan and host a number of training workshops</p> <p>Develop evaluation instruments and implement outcomes based evaluation plan</p> <p>Obtain administrative support for release from regular duties to attend project meetings</p>	<p>Prepare and distribute announcements and other communication tools</p> <p>Design and duplicate research assessment guides</p> <p>Order refreshments for informal gatherings</p>
<b>7. What are the anticipated outputs of the project?</b>	
<p>Meetings will be held between public librarians and school librarian</p> <p>Resources will be developed</p> <p>Teachers will be trained</p> <p>Workshops will be held</p>	<p>A more active relationship between the school system and the library will be established</p> <p>There will be an increase in school-library collaboration surrounding the CULP</p> <p>Information resources will be made available</p> <p>Student achievement will be more actively supported</p>

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

<b>8a. Required Outcome 1</b> Student will improve the quality of research presented in their culminating projects (CULPs).					
<b>8b. Indicator(s)</b>	<b>8c. Applied to</b>	<b>8d. Data Source</b>	<b>8e. Data Interval</b>	<b>8f. Goal/Target</b>	
(1) Number and percent of students who score 3 or 4 (on a 1-4 scale) on the research <i>process</i> rubric.	Senior students (12 <sup>th</sup> graders)	CULP assessment	Once – at end of CULP assessment	75% of seniors	
(2) Number and percent of students who score 3 or 4 (on a 1-4 scale) on the research <i>product</i> rubric.	Senior students (12 <sup>th</sup> graders)	CULP assessment	Once – at end of CULP assessment	75% of seniors	
(3) Number and percent of teachers who express satisfaction with student CULP research.	CULP teachers	Observations; anecdotes; interviews	Quarterly	67% of teachers	
<b>9a. Outcome 2</b> Public library staff will be better able to assist students working on the CULP.					
<b>9b. Indicator(s)</b>	<b>9c. Applied to</b>	<b>9d. Data Source</b>	<b>9e. Data Interval</b>	<b>9f. Goal/Target</b>	
(1) Number and percent of public library staff who can identify the research requirements for a culminating project and appropriate information sources.	Public library staff working with school librarian	Surveys of PL staff	Twice: 1) after training meetings; 2) after workshop series	1) 75% 2) 100%	
(2) Number and percent of public library staff who run/participate in student research workshops.	Public library staff	Workshops	Semester	50% of branch library staff	
<b>10a. Outcome 3 [Optional]</b> Students will use CULP research tools to improve their products and processes.					
<b>10b. Indicator(s)</b>	<b>10c. Applied to</b>	<b>10d. Data Source</b>	<b>10e. Data Interval</b>	<b>10f. Goal/Target</b>	
(1) Number and percent of students who visit the CULP webpage.	Senior students	Website counter	Semester	30% of Seniors	
(2) Number and percent of students who report using rubrics and/or models to improve their research.	Senior students	Student survey	Once – after CULP assessment	50% of Seniors	



**Outcomes Based Evaluation (OBE)  
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?**

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**2. What partner institutions are involved in the project?**

--

<b>3a. Who are the project's key influencers?</b>	<b>3b. What will they want to know about your project participants' outcomes?</b>
<b>4. What is the purpose of the project?</b>	
<b>4a. What need did you identify that led you to create the project or product?</b>	
<b>4b. What information did you use to identify this need?</b>	
<b>4c. What group of people has that need (who is your target audience)?</b>	<b>4d. What general characteristics of that group will be important for project design decisions?</b>

**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?**

**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?)**

<b>8a. Required Outcome 1</b>					
<b>8b. Indicator(s)</b>	<b>8c. Applied to</b>	<b>8d. Data Source</b>	<b>8e. Data Interval</b>	<b>8f. Goal/Target</b>	
(1)					
(2)					
(3)					

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

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



**Outcomes Based Evaluation (OBE)  
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?**

--

<b>3a. Who are the project's key influencers?</b>	<b>3b. What will they want to know about your project participants' outcomes?</b>
<b>4. What is the purpose of the project?</b>	
<b>4a. What need did you identify that led you to create the project or product?</b>	
<b>4b. What information did you use to identify this need?</b>	
<b>4c. What group of people has that need (who is your target audience)?</b>	<b>4d. What general characteristics of that group will be important for project design decisions?</b>

**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?**

**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?)**

<b>8a. Required Outcome 1</b>					
<b>8b. Indicator(s)</b>	<b>8c. Applied to</b>	<b>8d. Data Source</b>	<b>8e. Data Interval</b>	<b>8f. Goal/Target</b>	
(1)					
(2)					
(3)					

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

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



## 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)

Marketing toolkit online: [www.libraries.wa.gov/toolkit](http://www.libraries.wa.gov/toolkit)

- What is your story?
- Why tell your story?
- Who are your stakeholders?
- Ways to tell your story.
- What is the timeline for doing this story-telling?
- Who is involved in telling this story?
- Where is this story to be told?

# My Library's Letterhead

123 Main Street  
Anytown, WA 99999

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*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 15, 2006**  
**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

# My Library's Letterhead

123 Main Street  
Anytown, WA 99999

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*Example Media Advisory*

## **\*\*MEDIA/PHOTO ALERT\*\***

**XXXX Announces  
Celebration  
Featuring XXXXX**

**What:** Announcement of:

**Who:** People involved:

**When:** Date:  
Time:  
(*Any additional information here*)

**Where:** Exactly where this will take place:  
(*Put actual room or directions to where this is here*)

**Details:** This is your why – and your chance to really inform about why they should make the effort to come.

###

**For more information, media only:**

Name, phone, e-mail, cell phone



## My Library's Letterhead

123 Main Street  
Anytown, WA 99999

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### *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.

**My Library's Letterhead**  
123 Main Street  
Anytown, WA 99999

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*News Release*

**NEWS**

**FOR IMMEDIATE RELEASE**  
**Contact: Name– phone number**

**EVENT**

(Location, Date) What is it?

Possible quote here about “it.”

Now insert a clear paragraph here about details of the program and the overall goal. This is where your OBE training comes in.

Another quote here if possible by another person about “it.”

For more information regarding this special program, contact \_\_\_\_\_

**NOTE TO EDITORS:** Place your photo information here. Don't forget to have appropriate permissions to use photos in a public domain. You can either attach them or give contact information for how to get them. I prefer the attachment if possible as they don't have to reconnect to finish this story.

I also like a statement about *Please inform me as to where and when this might appear...*



## EXAMPLE OF TASK MANAGEMENT MATRIX FOR SUMMER READING PROGRAM

Task	When to occur	Responsible Person	Update on task
Ascertain WSL summer reading theme	Fall 06	YA/Children's Librarian @ public library	Done
Meet to coordinate theme use & plan implementation	November 06	PL and School librarians	PL inviting School personnel to meeting on this
Announce next summer's theme for reading	December 06	PL and School library: director of each	
Prepare packages for all libraries participating in summer reading program	February 07	PL staff – supervised by YA/Children's librarian – need to contain X elements	These will need to go to all types of libraries, summer camps, daycares, youth clubs
Distribute all packages, do marketing for summer reading	Spring 07	PL and school librarians contact all sites and all media contact points	A list of possible media sites will be generated by staff for this action.
Sign-up summer reading participants	May 07	All staff at both public and school sites	Contacts remade at all sites, schools and clubs especially focused upon.
Kick off Summer Reading program	June 07	Public librarians	
Report summer reading actions	September 07	Public library staff	These reports go again to schools for their recognition of students in program
Report of summer reading activities to media	September 07	Public library staff	A media announcement can be done and sent to multiple locations for their use.





## 2006 Connecting Learners to Libraries Grants

**Grant Number:** 06-CLL-001

**Award:** \$2,000.00

**Organization:** Burlington Public Library

**Abstract:** "Where's Waldo?" The Burlington Public Library and two elementary schools, Lucille Umbarger and Westview, will collaborate on a project designed to help prepare the 4th grade students for the WASL test. The partners will seamlessly weave two to three EALR's with the 4th grade reading curriculum to create an exciting Where's Waldo scavenger hunt.

**Grant Number:** 06-CLL-002

**Award:** \$2,000.00

**Organization:** Pend Oreille County Library, Calispel Valley Library

**Abstract:** "Road through History" is a collaborative program; whereby, historical books from various eras, both fiction and nonfiction, will be purchased for the Cusick High School Library as well as for the Calispel Valley Library, making two books of the same title available for students to check out and read. The history teacher will be using these books for specific history programs and assignments for their students. Programs will also be scheduled at each library based on some of the books purchased through this project.

**Grant Number:** 06-CLL-003

**Award:** \$2,000.00

**Organization:** Pend Oreille County Library, Metalines Community Library

**Abstract:** "Books Beyond Belief II" 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 Selkirk School District will purchase quizzes for the books, and the children will be able to take the quizzes at the Lillian Bailey Middle School Library to increase reading fluency and comprehension. Programs will also be scheduled at each library based on an "Accelerated Reader" book.

**Grant Number:** 06-CLL-004

**Award:** \$2,000.00

**Organization:** Pend Oreille County Library, Lone Library

**Abstract:** "Ready to Read" is a collaborative program; whereby, books that meet the "Accelerated Reader" standards will be purchased for the Selkirk Jr. High School 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 School Library to increase reading fluency and comprehension. Programs will also be scheduled at each library based on an "Accelerated Reader" book.

**Grant Number:** 06-CLL-005

**Award:** \$2,000.00

**Organization:** Pend Oreille County Library, Newport Public Library

**Abstract:** "Sadie Reads" is a collaborative program; whereby, books that meet the "Reading Counts" standards will be purchased for the Sadie Halstead Middle School 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 Sadie Halstead Middle School Library to increase reading fluency and comprehension. Programs will also be scheduled at each library based on a "Reading Counts" book.

**Grant Number:** 06-CLL-006 **Award:** \$2,000.00  
**Organization:** Spokane Public Schools, Ferris High School Library

**Abstract:** “High Schoolers to High Scholars”. The South Hill Branch of the Spokane Public Library and the Ferris High School Library will collaborate on a project designed to assist in the implementation of the state's 9th Grade Classroom-Based Social Studies Assessments. The focus of the project is creating a website of resources that are designed to improve students' information and research skills. The project includes training librarians, Social Studies teachers, and students to use the resources.

**Grant Number:** 06-CLL-007 **Award:** \$2,000.00  
**Organization:** Spokane Public Schools, Lewis and Clark High School Library

**Abstract:** “High Schoolers to High Scholars”. The East Side Branch of the Spokane Public Library and the Lewis and Clark High School Library will collaborate on a project designed to assist in the implementation of the state's 9th Grade Classroom-Based Social Studies Assessments. The focus of the project is creating a website of resources that are designed to improve students' information and research skills. The project includes training librarians, Social Studies teachers and students to use the resources.

**Grant Number:** 06-CLL-008 **Award:** \$2,000.00  
**Organization:** Spokane Public Schools, Shadle Park High School Library

**Abstract:** “High Schoolers to High Scholars”. The Shadle Branch of the Spokane Public Library and the Shadle Park High School Library will collaborate on a project designed to assist in the implementation of the state's 9th Grade Classroom-Based Social Studies Assessments. The focus of the project is creating a website of resources that are designed to improve students' information and research skills. The project includes training librarians, Social Studies teachers, and students to use the resources.

**Grant Number:** 06-CLL-009 **Award:** \$2,000.00  
**Organization:** Spokane Public Schools, Rogers High School Library

**Abstract:** “High Schoolers to High Scholars”. The Hillyard Branch of the Spokane Public Library and the Rogers High School Library will collaborate on a project designed to assist in the implementation of the state's 9th Grade Classroom-Based Social Studies Assessments. The focus of the project is creating a website of resources that are designed to improve students' information and research skills. The project includes training librarians, Social Studies teachers, and students to use the resources.

**Grant Number:** 06-CLL-010 **Award:** \$2,000.00  
**Organization:** Spokane Public Schools, North Central High School Library

**Abstract:** “High Schoolers to High Scholars”. The Downtown Branch of the Spokane Public Library and the North Central High School Library will collaborate on a project designed to assist in the implementation of the state's 9th Grade Classroom-Based Social Studies Assessments. The focus of the project is creating a website of resources that are designed to improve students' information and research skills. The project includes training librarians, Social Studies teachers, and students to use the resources.

**Grant Number:** 06-CLL-011 **Award:** \$1,997.00  
**Organization:** Asotin County Library

**Abstract:** The “Trails to the Library Project” will bring selected 8th graders to the public library to learn about the research tools available. These students will then become peer trainers for their classmates in Pacific Northwest History who are completing classroom based assessment projects.

**Grant Number:** 06-CLL-012 **Award:** \$2,000.00  
**Organization:** Evergreen School District, Mountain View High School Library

**Abstract:** “Bringing Boys to Books”. The Cascade Park Public Library and Mountain View High School will collaborate on a project designed to grab the interest of the reluctant male reader. At the same time students will be taught how to search online catalogs and databases for books that will meet their interests.

**Grant Number:** 06-CLL-013 **Award:** \$2,000.00  
**Organization:** Wenatchee School District, Foothills Middle School Library

**Abstract:** "The Big Six Research Model: Improving Information Processing Skills". Staff and students will be trained in the use of a research model with emphasis on the research process required in the completion of the Washington State Classroom Based Assessment (CBA) in Social Studies.

**Grant Number:** 06-CLL-014 **Award:** \$2,000.00  
**Organization:** Liberty Lake Municipal Library

**Abstract:** The project "Forging Ahead Together" is a collaboration between the Liberty Lake Municipal Library and Liberty Lake Elementary School to provide an introduction for ten 4th and 5th grade teachers to the Municipal Library's subscription online databases suitable for their students. The workshops will also familiarize the teachers with content, search strategies, and the benefits to them and their students of using the databases in the research process. A public library card campaign will also be run to support access and use of databases from outside the public library.

**Grant Number:** 06-CLL-015 **Award:** \$2,000.00  
**Organization:** Everett Public Library

**Abstract:** "Elementary Connection: Spanish and Russian". Neighboring school librarians have noticed increasing numbers of students who fluently read their primary language but have not yet gained English skills. This project proposes to buy books in Spanish and in Russian so these children can pursue the school curriculum while they learn English. Because the books will be housed in the public library, they will be available seven days a week, and evenings, during many hours the school library is closed. English-Language-Learners will have field trips to the library to learn how to find and use these books and will learn how to find them via the Internet in the school library.

**Grant Number:** 06-CLL-016 **Award:** \$2,000.00  
**Organization:** Port Townsend Public Library

**Abstract:** "Nonfiction Graphic Novels: Portals to Historical Research". The Port Townsend Public Library and MarVista Alternative High School will collaborate on a project using nonfiction graphic novels as springboards for historical research. The Port Townsend Public Library Youth Services librarian and the MarVista teachers will work together to teach students how to effectively use the public library online catalogs and databases for research based projects.

**Grant Number:** 06-CLL-017 **Award:** \$1,260.00  
**Organization:** Puyallup Public Library

**Abstract:** "Rallying Reluctant Readers with Improved Library Skills and Attitudes" aims to introduce students in Reading Resource to a simple research database, the online library catalog for both their school library and their local public library. The students participating in the program will choose new books that must be researched in each respective catalog to see if one or both libraries already own a copy. In the end, the students will gain an understanding of how to use online library catalogs and have a positive attitude towards libraries.

**Grant Number:** 06-CLL-018 **Award:** \$2,000.00  
**Organization:** Nooksack Valley School District, Nooksack Valley Middle School Library

**Abstract:** "Fiesta Quest" provides a cheery "bienvenidos" to both the school's Hispanic students and to other new 6th grade students. The new student orientation will have a fiesta theme including: mariachi music, dancer, displays, refreshments, and a goal of six bi-lingual students to describe the library's services. To support services to the Hispanic community, a collection of hi-lo books of interest to students for recreational reading to increase literacy will be purchased along with one parenting book and one classroom communications book in Spanish.

**Grant Number:** 06-CLL-019 **Award:** \$2,000.00  
**Organization:** Griffin School District, Griffin School Library

**Abstract:** "Research Expedition!" Students in 1st and 2nd grade will be bussed to the public library three times during the school 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 students will demonstrate what they learned.

**Grant Number:** 06-CLL-020

**Award:** \$2,000.00

**Organization:** La Conner Regional Library

**Abstract:** "Swinomish Tribal Library Project". La Conner Regional Library, the La Conner School District, and the Swinomish Tribe come together to improve the learning environment of their students by updating the materials available in the tribal library. These resources will aid the students as they use the Tribal library for after-school studies.

**Grant Number:** 06-CLL-021

**Award:** \$2,000.00

**Organization:** The Seattle Public Library, Columbia Branch

**Abstract:** "Research Rescue Remedies". The Seattle Public Library and the Seattle Public Schools will collaborate on a project that involves further development of an existing curriculum, recruitment of new participants, and presentation of a series of workshops designed to instruct teachers in the use of online subscription databases available through both library systems and the application of these databases to their research assignments.

**Grant Number:** 06-CLL-022

**Award:** \$2,000.00

**Organization:** The Seattle Public Library, Greenwood Branch

**Abstract:** "Acting It Out: Using Reader's Theater to Teach Research and Information Skills". When students perform reader's theater pieces based on fiction, those are the books with high check out rates. We think reader's theater would be equally useful for teaching students, teachers, parents, and other librarians how to effectively do research. Eight short, humorous reader's theater plays will be written and used to introduce lessons created on research and information strategies.

**Grant Number:** 06-CLL-023

**Award:** \$2,000.00

**Organization:** The Seattle Public Library, New Holly Branch

**Abstract:** "Research Rescue Remedies". The Seattle Public Library and the Seattle Public Schools will collaborate on a project that involves further development of an existing curriculum, recruitment of new participants, and presentation of a series of workshops designed to instruct teachers in the use of online subscription databases available through both library systems and the application of these databases to their research assignments.

**Grant Number:** 06-CLL-024

**Award:** \$2,000.00

**Organization:** The Seattle Public Library, Rainier Beach Branch

**Abstract:** "Research Rescue Remedies". The Seattle Public Library and the Seattle Public Schools will collaborate on a project that involves further development of an existing curriculum, recruitment of new participants, and presentation of a series of workshops designed to instruct teachers in the use of online subscription databases available through both library systems and the application of these databases to their research assignments.

**Grant Number:** 06-CLL-025

**Award:** \$2,000.00

**Organization:** St. John Schools

**Abstract:** "St. John Reads to Succeed". The St. John School Libraries and the St. John Public Library will collaborate on a project to develop skills to promote lifelong, critical readers. Students in grades 6 and 9 will use quality online and print resources to write book reviews and make purchase recommendations for books used in the Reading Counts program.

**Grant Number:** 06-CLL-026

**Award:** \$2,000.00

**Organization:** Everett School District, Everett High School Library

**Abstract:** "Tackling Teen Issues Through Literature Groups". The Everett Public Library, the Everett High School Library, a classroom teacher and a reading facilitator, will collaborate to bring literature study groups to the classroom. This project is designed to improve reading, research, and critical thinking skills to explore teen issues through literature and nonfiction resources. The goal of both libraries will be to support these objectives.

**Grant Number:** 06-CLL-027                      **Award:** \$2,000.00  
**Organization:** Edmonds School District, Mountlake Terrace High School Library

**Abstract:** “Extra! Extra! Read All About It!” This project will enrich the Mountlake Terrace High School library with Extra Curricula reading materials: Nonfiction and Fiction.

**Grant Number:** 06-CLL-028                                              **Award:** \$2,000.00  
**Organization:** Skykomish School District Library

**Abstract:** “Skykomish Literacy Connections” A King County librarian will continue to guide us in our library improvements. The library will be moving upstairs to its original space and our media center will move right next to the library. Grants that will help us update our equipment and materials will be identified. Our students will once again have a comfortable up-to-date library to do their research or to just read for pleasure.

**Grant Number:** 06-CLL-029                                              **Award:** \$2,000.00  
**Organization:** Ellensburg Public Library

**Abstract:** “Research 101”. The Ellensburg Public Library and the local middle school seek to create a bibliographic instructional and research development program for 8th grade students on how to research using the library catalog, databases and internet sources efficiently and effectively as well as evaluate the validity and usefulness of the information obtained. The program will involve computer research classes to be held at the middle school computer lab.

**Grant Number:** 06-CLL-030                                              **Award:** \$2,000.00  
**Organization:** Mount Vernon City Library

**Abstract:** "HELP – Homework Energizes Learning Partners". A committee of four public library librarians and one school librarian will engage 5th and 6th grade students in independent study research science projects. This research will involve print and e-book science texts and resources.

**Grant Number:** 06-CLL-031                                              **Award:** \$2,000.00  
**Organization:** North Central Regional Library, Republic Library

**Abstract:** “Connecting Nespelem School Students to North Central Regional Library Resources”. This project proposes to increase Nespelem School eighth-grade students’ knowledge of North Central Regional Library (NCRL) resources by using school library books to promote North Central Regional Library services and resources, and formal classroom instruction to improve student’s ability to locate, select, and evaluate information.

**Grant Number:** 06-CLL-032                                              **Award:** \$2,000.00  
**Organization:** North Central Regional Library, East Wenatchee Library

**Abstract:** “Connecting Eastmont High School Students to North Central Regional Library Resources”. This project proposes to increase Eastmont High school students’ knowledge of North Central Regional Library (NCRL) resources by using school library books to promote North Central Regional Library services and resources, and formal classroom instruction to improve student’s ability to locate, select, and evaluate information.

**Grant Number:** 06-CLL-033                                              **Award:** \$2,000.00  
**Organization:** North Central Regional Library, The Service Center

**Abstract:** “Connecting Lake Roosevelt High School Students to North Central Regional Library Resources”. This project proposes to increase Lake Roosevelt High School Seniors’ knowledge of North Central Regional Library (NCRL) resources by using school library books to promote North Central Regional Library services and resources, and formal classroom instruction to improve student’s ability to locate, select, and evaluate information.

**Grant Number:** 06-CLL-034 **Award:** \$2,000.00  
**Organization:** North Central Regional Library, Grand Coulee Library

**Abstract:** "Opening Classrooms to the World". The Grand Coulee Public Library and the Grand Coulee Dam Middle School will collaborate on a project designed to develop curriculum, recruit participants, and present a series of workshops. These workshops will instruct educators on how to use the multiple database systems available through both library systems and how to incorporate them into classroom lesson plans.

**Grant Number:** 06-CLL-035 **Award:** \$2,000.00  
**Organization:** Vancouver School District, Fort Vancouver High School Media Center

**Abstract:** " Becoming American – Looking to the Future; Retaining a Heritage". The school side of the partnership will purchase Spanish and Russian novels and materials, and place a label in each advertising the English literacy and foreign language materials that are purchased for the public library in the language of the book. The Vancouver Mall Community Library will purchase English literacy and foreign language materials to serve their population.

**Grant Number:** 06-CLL-036 **Award:** \$2,000.00  
**Organization:** Yelm Community Schools, Yelm High School Library

**Abstract:** "Connecting Students to Public Libraries through Databases". Through the instruction of teachers on the databases and resources available to Timberland Regional Library cardholders, we will increase student use of the local public library. Concurrently with a library card sign up promotion, teachers will implement lessons and projects that encourage students to use the resources of the Yelm Timberland Library.

**Grant Number:** 06-CLL-038 **Award:** \$1,957.00  
**Organization:** Steilacoom Historical School District, Steilacoom High School Library

**Abstract:** "Learning @ the Libraries". Through a partnership between Steilacoom High School and the Lakewood Branch of the Pierce County Library, students will have several opportunities to improve and enhance their research and information skills. School library lessons, a Ninth Grade Reference Night at the public library, updated print reference materials, and connections to students' neighborhood libraries are all components of this project.

**Grant Number:** 06-CLL-039 **Award:** \$2,000.00  
**Organization:** Sedro-Woolley Public Library

**Abstract:** "Reading & Research Rocks!: Using Nonfiction to Improve Research Skills". Coordination and communication with the local elementary school libraries will be improved – by providing better research and information gathering opportunities for students; and to improve student skills in research and information literacy – using nonfiction library materials.

**Grant Number:** 06-CLL-040 **Award:** \$1,955.00  
**Organization:** Chehalis School District, W.F. West High School Technology Center

**Abstract:** "Senior Project Start-up". The W.F. West High School and the Chehalis Timberland Library plan to collaborate on a project designed to help students with the research involved in a culminating project. This help will include narrowing topics, information gathering via use of online databases, information organization, and presentation according to the approved format.

**Grant Number:** 06-CLL-041 **Award:** \$2,000.00  
**Organization:** Vancouver School District, Marshall Elementary School Library Media Center

**Abstract:** "Math Madness: Connecting math, books, authors and libraries" will promote the collaboration of Marshall Elementary and Fort Vancouver Regional Library system by bringing in author David Schwartz to both libraries. A bookmobile and public library card promotional visit, and two family evenings using math and research skills will further cement a collaborative spirit between public and school libraries.

**Grant Number:** 06-CLL-042

**Award:** \$2,000.00

**Organization:** Spokane County Library District

**Abstract:** "Primary Resources for Social Studies Classroom Based Assessments (CBAs)". The public and school library will coordinate and promote online and print resources that emphasize primary resources for yearly required CBAs. The emphasis will be "Constitutional Issues" and "Causes of Conflict".

**Grant Number:** 06-CLL-043

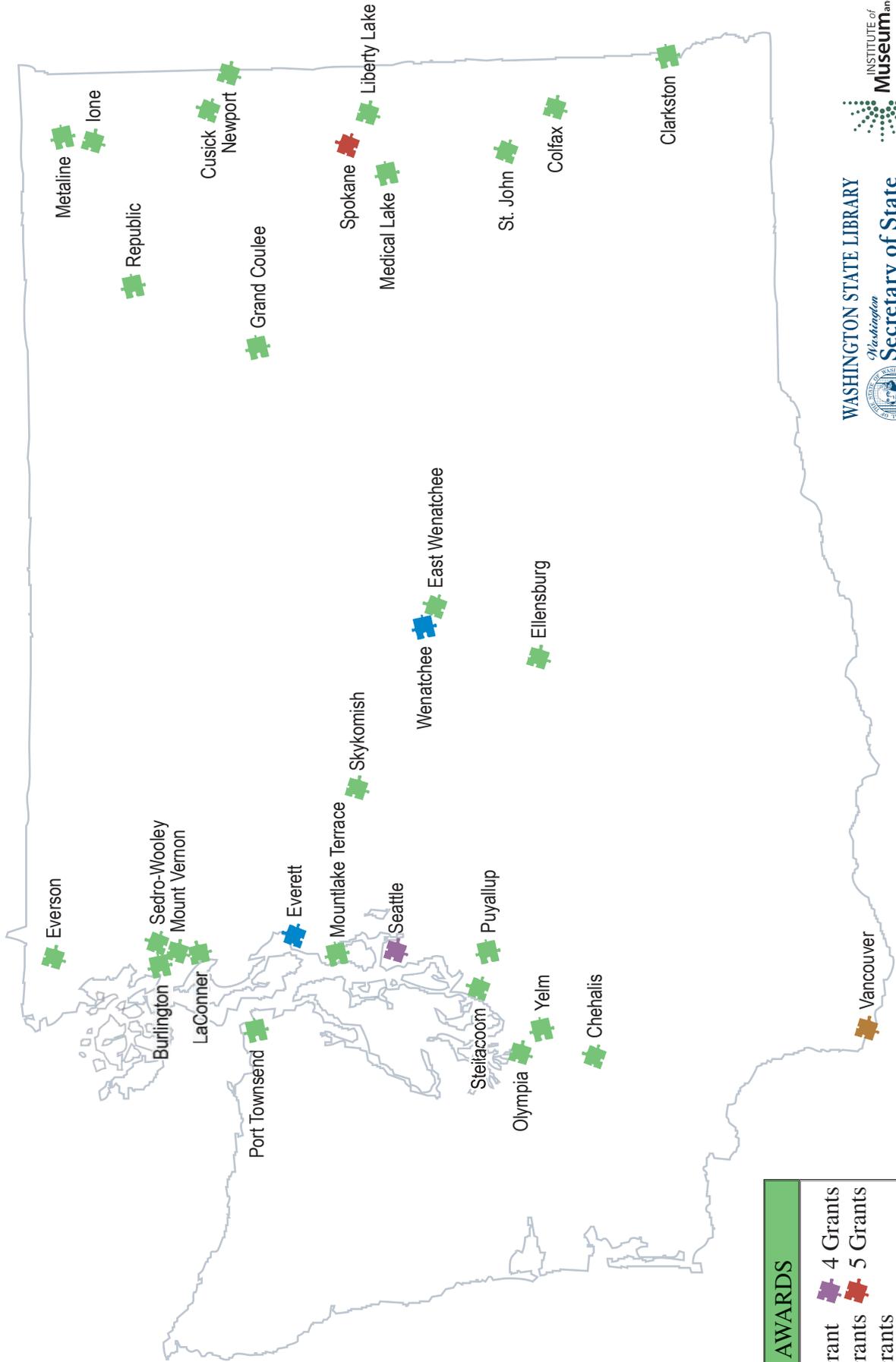
**Award:** \$2,000.00

**Organization:** Whitman County Library

**Abstract:** The "Building Bridges" project is a collaborative effort between Whitman County Library and nine public schools aimed at increasing the information and research skills of area students, while preparing them for standardized tests, culminating projects, college coursework, and career guidance. The Building Bridges project led by the teen librarian will provide software and training to high school counselors, teachers, and secondary students through a series of workshops held at the public library and within each school.



## FY2006 Grant Locations



**AWARDS**

- 1 Grant
- 2 Grants
- 3 Grants
- 4 Grants
- 5 Grants



**PARTICIPANTS AT 2006 OBE WORKSHOP**

<b>PARTICIPANT</b>	<b>ORGANIZATION</b>	<b>LIBRARY</b>	<b>PHONE #</b>	<b>E-MAIL</b>
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Erica	Willson	Whitman County Library	509.397.4366	erica@whitco.lib.wa.us
Chris	Wolfe	Griffin School	360.866.2515	cwolfe@griffin.k12.wa.us



**TRAINERS & FACILITATORS AT 2006 OBE WORKSHOP**

<u>TRAINER/FACILITATOR</u>	<u>ORGANIZATION</u>	<u>LIBRARY</u>	<u>PHONE #</u>	<u>E-MAIL</u>
Nancy Graf	Mid-Columbia Library System	Public	509.628.0796	ngraf@mcl-lib.org
John Holmes	University of Washington	Academic	206.616.8430	jwholmes@u.washington.edu
Elizabeth Iaukea	Washington State Library	Other	360.570.5575	eiaukea@secstate.wa.gov
Rhona Klein	Washington State Library	Other	360.704.5215	rklein@secstate.wa.gov
Betty Marcoux	University of Washington	Academic	206.919.2609	elm2@u.washington.edu
Eric Meyers	University of Washington	Academic	206.484.8532	meyerse@u.washington.edu
Matt Saxton	University of Washington	Academic	206.616.2542	msaxton@u.washington.edu
Rand Simmons	Washington State Library	Other	360.570.5585	rsimmons@secstate.wa.gov
Elaine Twogood	Retired	School	253.927.5298	a.twogood@att.net



**CONNECTING LEARNERS TO LIBRARIES 2006 GRANT PROJECT DIRECTORS**

<b>PROJECT DIRECTOR</b>	<b>ORGANIZATION</b>	<b>LIBRARY NAME</b>	<b>PHONE #</b>	<b>E-MAIL</b>
Linda Allen	Mount Vernon City Lib	Mount Vernon City Lib	360 336 6209	lindaa@ci.mount-vernon.wa.us
Lisa Anderson	Burlington Pub Library	Burlington Public Library	360 755 0760	landerson@burlington.lib.wa.us
Gail Anderson	Mountlake Terrace HS	Mountlake Terr HS Lib	425 670 7311 x 5609	andersong@edmonds.wednet.edu
Carol Blake	Rogers High School	Rogers HS Library	509 354 6610	CarolB@spokaneschools.org
M. Kate Burton	Vancouver SD	Fort Vanc HS Media Ctr	360 313 4043	kate.burton@vansd.org
Josephine Camarillo	City of Ellensburg	Ellensburg Public Library	509 962 7218	yabaj@ellensburglibrary.org
Peg Dombek	Seattle Public Library	Greenwood Branch	206 684 4086	peg.dombek@spl.org
Kay Ellison	Vancouver SD	Marshall ES Media Ctr	360 313 2446	Kay.ellison@vansd.org
Joyce Fink	Chehalis School District	W.F. West HS Tech Ctr	360 807 7235	jfink@chehalis.k12.wa.us
Shari Frankovic	Lewis & Clark HS	Lewis & Clark HS Lib	509 354 6933	sharif@spokaneschools.org
Sheryl Fullner	Nooksack Valley MS	Nooksack Valley MS Lib	360 966 7561	Sheryl.fullner@nv.k12.wa.us
Jane Gibson	Seattle Public Library	New Holly Branch	206 386 1905	jane.gibson@spl.org
Amy Gipson	Seattle Public Library	Rainier Beach Branch	206 386 1906	amy.gipson@spl.org
Jody Glaubman	Port Townsend PubLib	Port Townsend PubLib	360 344 3051	jglaubman@ci.port-townsend.wa.us
Christine Hanson	Shadle Park HS	Shadle Park HS Library	509 354 6749	ChrisH@spokaneschools.org
Liz Hawkins	Everett Public Library	Everett Public Library	425 257 8270	lhawkins@ci.everett.wa.us
Carol Hopkins	City of Puyallup	Puyallup Public Library	253 841 5588	carolh@ci.puyallup.wa.us
Dan Howard	No Central Regional Library	Republic Library	509 663 1117 x122	dhoward@ncrl.org
Dan Howard	No Central Regional Library	East Wenatchee Library	509 663 1117 x122	dhoward@ncrl.org
Dan Howard	No Central Reg Library	The Service Center	509 663 1117 x122	dhoward@ncrl.org

<b><u>PROJECT DIRECTOR</u></b>	<b><u>ORGANIZATION</u></b>	<b><u>LIBRARY NAME</u></b>	<b><u>PHONE #</u></b>	<b><u>E-MAIL</u></b>
Andrea C.	North Central HS	North Central HS Lib	509 354 6253	AndreaK@spokaneschools.org
Teri	Steilacoom HS	Steilacoom HS Library	253 983 2321	tlitt@steilacoom.k12.wa.us
Carol	Seattle Public Library	Columbia Branch	206 386 1908	carol.lo@spl.org
Janet	Pend Oreille Co Library	Calispel Valley Library	509 447 2158	jlyon@pocld.org
Janet	Pend Oreille Co Library	Metalines Library	509 447 2158	jlyon@pocld.org
Janet	Pend Oreille Co Library	Ione Library	509 447 2158	jlyon@pocld.org
Janet	Pend Oreille Co Library	Newport Library	509 447 2158	jlyon@pocld.org
Carol	Mountain View HS	Mtn View HS Library	360 604 6142	cmackey@egreen.wednet.edu
Bobbie	Liberty Lake Munic Lib	Liberty Lake Munic Lib	509 232 2510	bmalone@libertylakewa.gov
Susan	Ferris HS	Ferris HS Library	509 354 6032	suemc@spokaneschools.org
Dawn	No Central Regional Library	Grand Coulee Library	509 633 1520	dmillard@gcdsd.org
Nancy	Wenatchee SD	Foothills MS Library	509 664 8961 x 2109	mowat.n@mail.wsd.wednet.edu
Joy	La Conner Reg Library	La Conner Reg Library	360 466 3352	jneal@lclib.lib.wa.us
Mary	Asotin County Library	Asotin County Library	509 758 5454	mneuman.acl@valnet.org
Deborah	Everett HS	Everett HS Library	425 385 4488	dpayne@everett.wednet.edu
Debra D.	Sedro-Woolley Pub Lib	Sedro-Woolley Pub Lib	360 855 1166	ddpeters@fidalgo.net
Kay	St. John School District	St. John Schools Library	509 648 3336	kriehle@stjohn.wednet.edu
Alexis	Yelm Comm Schools	Yelm HS Library	360 458 6219	aunderhill@ycs.wednet.edu
Ann	Skykomish SD	Skykomish Sch Library	360 677 2623 x 204	awalker@skykomish.wednet.edu
Erica	Whitman County Library	Whitman County Library	509 397 4366	erica@whitco.lib.wa.us
Chris	Griffin School	Griffin School Library	360 866 2515 x 113	cwolfe@griffin.k12.wa.us



**CONNECTING LEARNERS TO LIBRARIES 2006 GRANT PROJECT PARTNERS**

<u>PROJECT PARTNER</u>	<u>ORGANIZATION</u>	<u>LIBRARY NAME</u>	<u>PHONE #</u>	<u>E-MAIL</u>
Corine Aiken	Timberland Reg Lib	Chehalis Timberland Lib	360 748-3301	caiken@triblib.org
Linda Allen	City of Mount Vernon	Mount Vernon City Library	360 336-6209	lindaa@ci.mount-vernon.wa.us
Laurie Amster-Burton	Seattle School District	Washington Middle School	206 252-2624	leamsterburton@seattleschools.org
Suzanne Babayan	Seattle Public Library	Franklin High School	206 252-6241	sbabayan@seattleschools.org
Lynn Barnes	Pend Oreille Co Library	Metalines Commun Lib	509 446-3232	lbarnes@pocld.org
Dennis Bergstrom	Spokane Public Library	East Side Branch Library	509 444-5376	dbergstrom@spokanelibrary.org
Holly Berquam	Oakesdale School District	Oakesdale School District	509 285-5296	
Kristin Blalack	Timberland Reg Lib	Yelm Timberland Library	360 458-3374	kblalack@triblib.org
Krista Boyd	St. John-Endicott SD	St. John-Endicott SD	509 648-3336	
Kathy Brewer	Sedro-Woolley Pub Lib	Sedro-Woolley Pub Lib	360 855-1166	pansiescat@hotmail.com
Cindy Brune	Sedro-Woolley Elem Schl	Sedro-Woolley Schl Lib	360 855-3640	cbrune@swsd.k12.wa.us
Linda Cyrus	King County Library System	Skykomish Library	360 677-2660	licyrus@kcls.org
Theresa Darke	Follett School Distrcit	Liberty Lake ES	509 228-4309	tdarke@cvsd.org
Peg Dombek	Seattle Public Library	Greenwood Branch	206 684-4086	peg.dombek@spl.org
Pat Doughty	Ellensburg School District	Morgan Middle School	509 925-8215	pdoughty@wonders.eburg.wednet.edu
Scott Eaton	Tekoa School District	Tekoa School District	509 284-3281	
Louise Edwards	Mount Vernon SD	Little Mtn ES/MtBaker MS	360 428-6127	ledwards@mv.k12.wa.us
Kay Ellison	Vancouver School District	Marshall ES	360 313-2446	kay.ellison@vansd.org
Debra Fike	Colton School District	Colton School District	509 229-3385	
Joyce Fink	Chehalis School District	W.F. West High School	360 807-7235	jfink@chehalis.k12.wa.us
Janet Foley	Colfax School District	Colfax School District	509 397-4368	
Sheryl Fullner	Nooksack Valley SD	Nooksack Valley MS	360 966-7561	sheryl.fullner@nv.k12.wa.us

<u>PROJECT PARTNER</u>	<u>ORGANIZATION</u>	<u>LIBRARY NAME</u>	<u>PHONE #</u>	<u>E-MAIL</u>
Rose	Swinomish Ind Tribal Comm	Swinomish Ind Tribal Comm	360 466-3163	rgarner1@verizon.net
Jane	Seattle Public Library	The Seattle Public Library	206 386-1905	jane-gibson@spl.org
Amy	Seattle Public Library	Rainier Beach Branch	206 386-1906	amy.gipson@spl.org
Chris	Seattle School District	Whitman Middle School	206 784-3393	cgustafson@seattleschools.org
William	Nespelem School District	Nespelem School	509 634-4541	bhiggins@nsd.wednet.edu
Heather	Everett Public Schools	Everett High School	425 385-4512	hhoffman@everett.wednet.edu
Dan	No Central Reg Library	Wenatchee Public Library	509 663-1117 x 122	dhoward@ncrl.org
Lesley	Seattle Public Library	Douglass-Truth Branch	206 684-4705	lesley.james@spl.org
Debbie	Selkirk School District	Selkirk Jr. High	509 446-3505	debsj@selkirk.k12.wa.us
Patricia	Burlington-Edison SD	Westview Elementary	360 757-3391	pjordan@be.wednet.edu
Sandi	Cusick School District	Cusick HS Library	509 445-1125	skaler@cusick.wednet.edu
Cheryl	Steptoe School District	Steptoe School District	509 397-3119	
Lesly	Sno-Isle Libraries	Mountlake Terrace PubLib	425 776-8722	lkaplan@sno-isle.org
Christine	Spokane Public Library	Hillyard Branch Library	509 444-5382	clemieux@spokanelibrary.org
Carol	Seattle Public Library	Columbia Branch	206 386-1908	carol.lo@spl.org
Dianne	Palouse School District	Palouse School District	509 878-1921	
Janet	Pend Oreille Co Library	Newport Public Library	509 447-2158	jlyon@pocld.org
Carol	Evergreen SD	Mtn View HS	360 604-6142	cmackey@egreen.wednet.edu
Bobbie	Liberty Lake Munic Lib	Liberty Lake Munic Lib	509 232-2510	bmalone@libertylakewa.gov
Dorothy	Everett Public Library	Everett Public Library	425 257-8030	dmatsui@ci.everett.wa.us
Barbara	Ft Vancouver Reg Library	Vancouver Mall Comm Lib	360 892-8256	bmeisenheimer@fvrl.org
Dawn	Grand Coulee Dam SD	Grand Coulee MS	509 633-1520	dmillard@gcdsd.org
Nancy	Wenatchee SD	Foothills Middle School	509 664-8961x2109	mowat.n@mail.wsd.wednet.edu
Lauren	Pierce Co Lib System	Lakewood Library	253 582-6040	llmurph@pcl.lib.wa.us
Dene	Seattle School District	Aki Kurose Middle School	206 252-7700	dnapolitan@seattleschools.org
Joy	La Conner Reg Lib Dist	La Conner Reg Lib	360 466-3352	jneal@lclib.lib.wa.us
Tessa	Everett Public Schools	Everett High School	425 385-4437	toconnor@everett.wednet.edu
Deborah	Everett Public Schools	Everett High School	425 385-4488	dpayne@everett.wednet.edu

<u>PROJECT PARTNER</u>	<u>ORGANIZATION</u>	<u>LIBRARY NAME</u>	<u>PHONE #</u>	<u>E-MAIL</u>
LynnDee	Peterson	Eastmont School District	509 888-1185	petersonl@eastmont206.org
Clancy	Pool	Whitman County Library	509 648-3319	cpool@whiteo.lib.wa.us
Sherry	Priest	Mukilteo School District	425 356-1250	priestsd@mukilteo.wednet.edu
Mary	Raymond	La Conner School District	360 466-3173	mraymond@lesd.wednet.edu
Cyd	Rees	Follett School District	509 228-4309	crees@cvsd.org
Barbara	Rose	Seattle School District	206 252-6458	brose@seattleschools.org
Jenny	Schumaker	Grand Coulee Dam SD	509 633-1442	jschumaker@gcdsd.org
Sumi	Shaddock	Spokane Public Library	509 444-5345	sshaddock@spokanelibrary.org
Ruth	Shafer	Ft Vancouver Reg Library	360 699-8869	rshafer@fvrl.org
Leslie	Sherman	Newport School District	509 447-2481	leslie.sherman@gmail.com
Kim	Sjgfusson	Burlington-Edison SD	360 757-3366	ksjgfusson@be.wednet.edu
Monica	Smith	Spokane Public Library	509 444-5388	msmith@spokanelibrary.org
Debra	Snook	Clarkston School District	509 758-5506	snookd@csdk12.org
Patti	Spencer	Port Townsend SD	360 379-4516	pspencer@mail.ptsd.wednet.edu
Wanda	Synnestvedt	Port Townsend SD	360 379-4516	wsynnestvedt@mail.ptsd.wednet.edu
Pam	Thompson	Pend Oreille Co Library	509 445-1215	pamt@pocld.org
Rosanne	Thompson	Timberland Reg Lib	360 426-1362	rthompson@trlib.org
Cody	Titus	Lacrosse School District	509 549-3591	
Teresa	Torres	Ft Vancouver Reg Library	360 256-7782	ttorres@fvrl.org
Alexis	Underhill	Yelm School District	360 458-6219	aunderhill@ycs.wednet.edu
Marcia	Wagner	Rosalia School District	509 523-3061	
Ann	Walker	Skykomish School District	360 677-2623	awalker@skykomish.wednet.edu
Lynne	Walton	Puyallup School District	253 841-8675	lwalton@puyallup.k12.wa.us
Jane	Wheeler	Whatcom Co Lib Sys	360 384-3150	jwheeler@wcls.org
Marie	Williams	Selkirk School District	509 446-4225	mwilliams@selkirk.k12.wa.us
Janet	Woodward	Seattle School District	206 252-2359	jwoodward@seattleschools.org
Jill	Young	Spokane Public Library	509 444-5392	jyoung@spokanelibrary.org



## **BIOGRAPHICAL INFORMATION ABOUT THE OBE TRAINERS AND FACILITATORS**

### **Nancy Graf**

Nancy was a school librarian for 27 years before she retired in 1999. She is a past president of the Washington Library Media Association (WLMA). Since her retirement, she has worked at Richland Public Library and the Mid Columbia Library system. For several years Nancy taught library endorsement classes for Central Washington University. She also served as a K-12 representative to the Washington Library Council and served on the Information Literacy, K-12, and Connecting Learners and Libraries Projects' Advisory Committees. Nancy completed OBE training through IMLS in Washington State.

### **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 State.

### **Elizabeth Iaukea**

Elizabeth is the Continuing Education Coordinator for the Washington State Library. In this capacity she oversees the Continuing Education Grant Program and Librarian Certification, as well as setting up training for library staff from all types of libraries around the state. She completed OBE training through IMLS in Washington State, and received advanced OBE training from 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 State, and received advanced OBE training from 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 State.

**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.

**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.

**Rand Simmons**

Rand is the Program Manager for Library Development at the Washington State Library. He has more than 10 years' experience working in consulting roles with all types of libraries in the states of Idaho and Washington. In his early career, Rand had a broad array of experiences working in private, academic libraries, including serving as a director. Rand completed OBE training through IMLS in Washington State, and received advanced OBE training from 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 State.



## 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 \$0.445/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 3, 2006** in the self-addressed stamped envelope provided in your retreat binder.

Questions? Contact Bobbie DeMiero, [bdemiero@secstate.wa.gov](mailto:bdemiero@secstate.wa.gov) or 360-570-5577.







## **Congratulations!**

**You Were Awarded a  
2006 Connecting Learners to Libraries Grant**

### **What's Next?**

**Question:** How Do You Find Out About Grants, Training Opportunities,  
Continuing Education Workshops, Conferences, etc.?

**Answer:** By Joining Your Professional Organizations  
& Subscribing to Their Electronic Lists!

WALE      Wa Association of Library Employees  
[www.wla.org/igs/wale/](http://www.wla.org/igs/wale/)

WLA        Wa Library Association  
[www.wla.org](http://www.wla.org)

WLMA      Wa Library Media Associatio  
[www.wlma.org](http://www.wlma.org)

**SUBSCRIBE TO THE FOLLOWING ELECTRONIC LISTS WHICH DO NOT  
REQUIRE MEMBERSHIP IN A PROFESSIONAL ORGANIZATION**

WIIF                      [www.secstate.wa.gov/library/libraries/lists.aspx](http://www.secstate.wa.gov/library/libraries/lists.aspx)

WSL-UPDATES        [www.secstate.wa.gov/library/libraries/lists.aspx](http://www.secstate.wa.gov/library/libraries/lists.aspx)