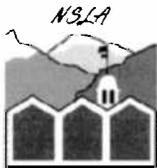


**Nevada State Library and Archives**  
*division of*  
DEPARTMENT OF ADMINISTRATION



**2015 LSTA Grants Evaluation**

Diane Baker  
Library Planning and Development  
Nevada State Library & Archives  
October 2015

**Today's Agenda**

- ▶ Quick Review
  - Application section
- ▶ Evaluation
  - Outcome Based Evaluation
  - Four Steps
- ▶ Q & A

**Library Services and Technology Act**

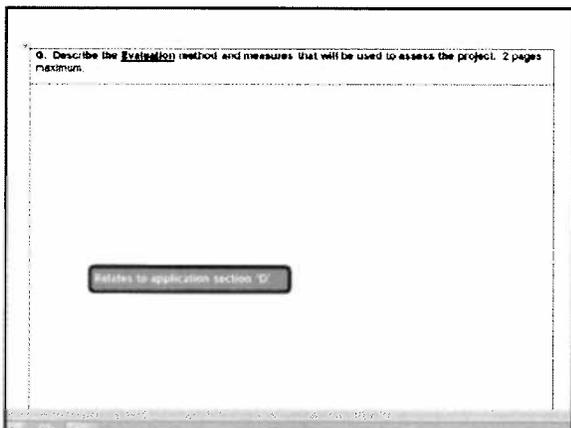
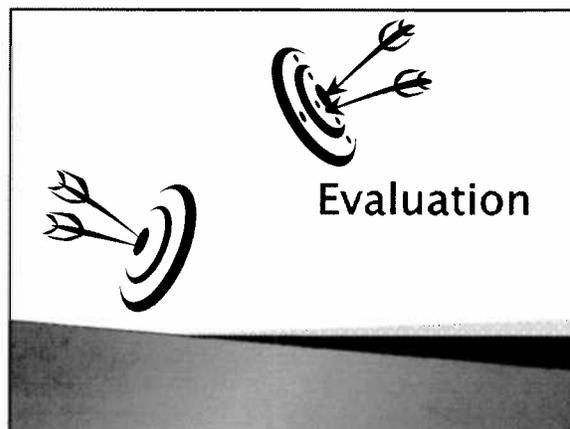
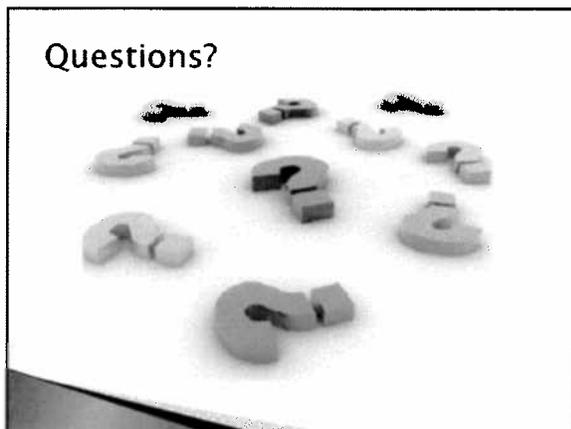
- ▶ Federal Program
  - State based – NV LSTA plan
- ▶ Annually funded by Congress
- ▶ Applications due
  - Wednesday, November 12<sup>th</sup>
  - One electronic by email
  - One hard copy with signatures
- ▶ Need, Target Audience and Plans
  - Webinar – Oct. 1<sup>st</sup>
- ▶ Final Wednesday Webinar – Oct. 15<sup>th</sup>

**General Information** 

- ▶ Duns Number
- ▶ Applicant Information
  - Email address
- ▶ Contact person or persons
  - It may be more than one
- ▶ LSTA amount
- ▶ Persons Served

**Application Components**

- ▶ Abstract
- ▶ Need or Opportunity 
- ▶ Target Audience 
- ▶ Benefits to Target Audience 
- ▶ LSTA Goal and planning documents 
- ▶ Implementation
- ▶ Evaluation
  - ▶ Budget & Budget Narrative
  - ▶ Timeline



### Outcome Based Evaluation

- ▶ GPRA
  - Government Performance and Results Act
  - 1993
  - 2000
    - 'all public dollars are spent well'
- ▶ United Way
  - 1995
  - Focused on measuring effect
    - Service quality, impact

### OBE – Framing the Evaluation

- ▶ Effective programming
- ▶ How the projects makes a difference for the end users
- ▶ Stewardship & transparency
- ▶ Process
- ▶ Efficiency
- ▶ Staff Performance

It is about      It's Not about

## Why Outcomes

- ▶ Directly linked to need(s)
- ▶ Demonstrates the project or program makes a difference
  - Worthy of funding – or continued funding
- ▶ More Grantors require it

## Outcome Process – 4 Steps

- ▶ Forming the Evaluation
- ▶ Defining Goals and Objectives
- ▶ Data Collection Plan
- ▶ Writing It Up

IV

## Step 1

- ▶ Identifying Needs
  - ▶ Documenting Context
  - ▶ Available Resources?
  - ▶ Program Strategies
1. How do you know there is a need?
  2. Does it fit LSTA Goals? Library's goals?
  3. What resources already exist?
  4. Program activities

Forming the Evaluation

I

## Seniors – Web Literacy

- ▶ Need
  - Seniors in the community request web skills info
  - Target population information
- ▶ Context
  - LSTA Plan Goal
  - Library Plan Mission/Goal
- ▶ Resources?
  - Collection, Staff, Community
- ▶ Program Activities
  - Classes, Collection Development



## Step 2 – Goals and Objectives

- ▶ Goals and benefits
- ▶ Objectives/activities
- ▶ Generate evaluation questions
  - Select measures and outcomes

II

Goal – Big Picture  
What will the project achieve for the users?

Objective  
Specific action/event linked to the goal.

## Goals & Objectives – example

- ▶ Web Literacy for Seniors
  - Enhance web literacy among seniors of the community.
- ▶ Informational Classes
- ▶ One-on-One Training
- ▶ Expand Resources
- ▶ Connect with Program Partners

Goal

Objectives/activities

## Generate Outcomes

- ▶ Outcome
  - Impact on the End User
- ▶ Impact – Change in:
  - Behavior
  - Attitude
  - Skills
  - Knowledge
  - Condition/Status

**Outcome Evaluation**

A user-centered approach to assessment of programs: services that have been designed to achieve a change for the user.

## Select the Outcome

- ▶ Identify intended participants 
- ▶ Pick one good outcome
  - Participants will demonstrate what new skill, attitude, knowledge or behavior?
  - Measurable?
  - Short-term
- ▶ Library/program already collects data

## The Outcome

- ▶ It's about the users
- ▶ Language
  - Begin sentence with the target group
  - Outcome verbs: know, understand, increase, improve, decrease, reduce, expand
  - Not activity based
- ▶ Double Check
  - Specific? Measurable?
  - No output statements or program operations

## Seniors and Web Literacy

- ▶ Overall outcome:
  - Seniors of the community will gain web skills to access the Internet with ease.
- ▶ Pick one manageable outcome
  - Planned program = Workshop designed to teach online skills to seniors
  - Outcome = Seniors who take the workshop will learn basic Internet navigation skills

## Step 3 – Data Collection Plan

- ▶ Design the Plan
- ▶ Methods
  - Practical
- ▶ Schedule
- ▶ Target for Change

# III

## Design the Outcome Plan

- ▶ What Method?
  - What will capture the change? – Remember the Goal
  - Most direct
  - Consider what exists
- ▶ Schedule
  - Time-based
  - Event based
- ▶ To consider
  - Patron input – it's voluntary
  - Patron input – Privacy/Confidentiality
  - Costs

## Method – Existing Data

- ▶ ILS
  - Registration
  - Circulation
- ▶ Reference Statistics
- ▶ Web hits
- ▶ Library resources
  - Print
  - Electronic
- ▶ Modifications possible?



## Methods – Surveys

- ▶ Info is from the participant's perspective
  - Can be subjective
- ▶ Self administered
- ▶ Easy to analyze
- ▶ Caution
  - Watch the language – neutral
  - Question need to be understandable
  - Pilot test

## Methods – Interview

- ▶ Info is from participant's perspective
- ▶ Pre-defined questions
  - Clarification possible
- ▶ Allows for follow-ups
- ▶ Anecdotes possible
- ▶ Labor intensive
- ▶ Will individuals want to participate?

## Methods Self-Report & Observation

- ▶ Self-Report
  - Best for objective items
  - Will participants respond?
  - Anecdotes
  - Caution – accuracy
- ▶ Observation
  - Works if a change/behavior is observable
  - No direct questions
  - Observer may need training
  - Privacy issues possible

## Methods – Tests

- ▶ Great for knowledge and skill changes
- ▶ Class or workshop setting
- ▶ Pre-test
  - Already exist?
- ▶ Post-test
- ▶ Easy to analyze
- ▶ Usually credible
- ▶ Development may be needed



## Target for Change

- ▶ Targets – Standard for success
  - Numerical
  - Reasonable
  - Baseline available?
  - Realistic
- ▶ Identifies changed skill or behavior
  - One specific skill or behavior
  - Measurable



## Seniors and Web Literacy

- ▶ **Method** = Complete searching exercise
- ▶ **Method** = Anecdotes (self report)
- ▶ **Schedule** = At each workshop for Seniors and the Internet - 3 workshops
- ▶ **Target for Change** = 75% of participants will be able to activate a search engine, enter a topic and print an example for the trainer - plan to reach 60 seniors during the program

• OUTCOME!!!

## Evaluation – example

- ▶ Web Literacy for Seniors
  - Enhance web literacy among seniors of the community.
- ▶ Informational Classes
- ▶ One-on-One Training
- ▶ Expand Resources
- ▶ Connect with Program Partners

Goal

Objectives

## Step 4 – Writing it Up

- ▶ Evaluation starts at the beginning
  - Need
  - Target Population
- ▶ Integrated with Implementation
  - Timeline
  - Communication
  - Assign responsibility
  - Target population

IV

## For the Application

- ▶ Results you expect
- ▶ Data collection methods
- ▶ Data that will be collected
- ▶ What records will be kept
- ▶ Who is responsible
- ▶ When evaluation will take place



## For the App Continued....

- ▶ Evaluate the whole project
  - Use those outputs!
- ▶ List all the projects services/activities/products
- ▶ Choose one outcome
- ▶ Use best estimate for the target
- ▶ Be specific on data sources, method and intervals

## Writing It Up – Final report

- ▶ Interpreting the Data
  - Look for patterns
  - Remember the project goal
- ▶ Unintended Consequences
- ▶ Obstacles
- ▶ Communication
  - Target Audience
  - During the project
  - Completion – reach the goal?
- ▶ Next Steps

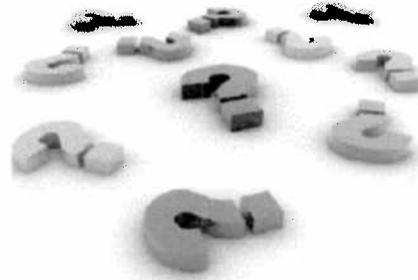


## It's a Wrap

- ▶ Quick Overview
- ▶ Evaluation section
- ▶ Outcome Based Evaluation
  - 4 Steps
    - Forming the Evaluation
    - Defining Goals and Objectives
    - Data Collection Plan
    - Writing It Up



## Questions?



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## Giving Credit

This workshop is supported with Library Services and Technology Act (LSTA) funds and is brought to you by:

