
Count Your Impact: Getting Started With Outcome-Based Evaluation

Linda Hofschire
Consultant, LJH Consulting, LLC
linda@ljh-consulting.net

1



2

WELCOME!

- Name
- Organization
- City, State

3




4



SESSION OUTCOMES

1. Develop and/or deepen your understanding of outcome-based evaluation (OBE) and how logic models are used for OBE.
2. Be able to list at least two ways you can measure outcomes.
3. Recognize how OBE can be used for program improvement and advocacy.

5



Why conduct OBE?
What benefits does it
provide?


6



LOGIC MODELS



7



To conduct outcome-based evaluation, we use a logic model.

8

POLL

Which of the following statements describe your previous experience with logic models? (select all that apply)

- I'm new to logic models – no previous experience.
- I have a basic understanding of what a logic model is but haven't created one.
- I've attended other logic model trainings.
- I've created a logic model.
- I use logic models regularly in my work.

9

LOGIC MODEL

- A graphical depiction of how a program/ service is supposed to work and what it will accomplish
- A road map
- A theory of change

10

LOGIC MODEL

- Answers the questions:
 - Where are we (program/service participants) going?
 - How will we (program/service participants) get there?
 - What will show that we've (program/service participants) arrived?

11

LOGIC MODEL



12

LOGIC MODEL



Resources that go in to provide program/ service. What are we investing?

13



14



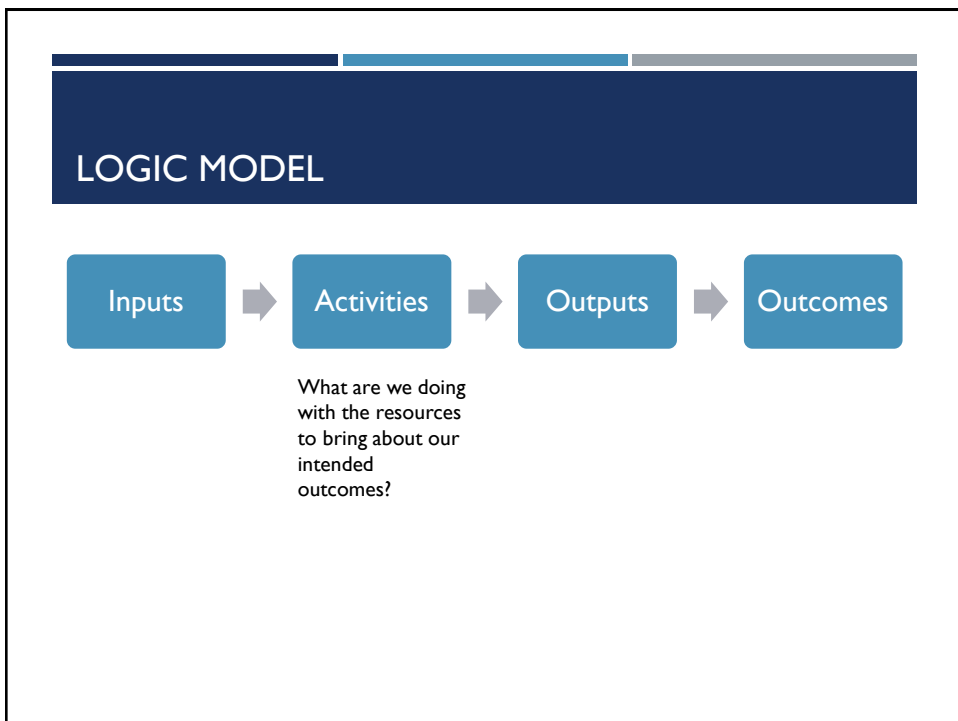
15



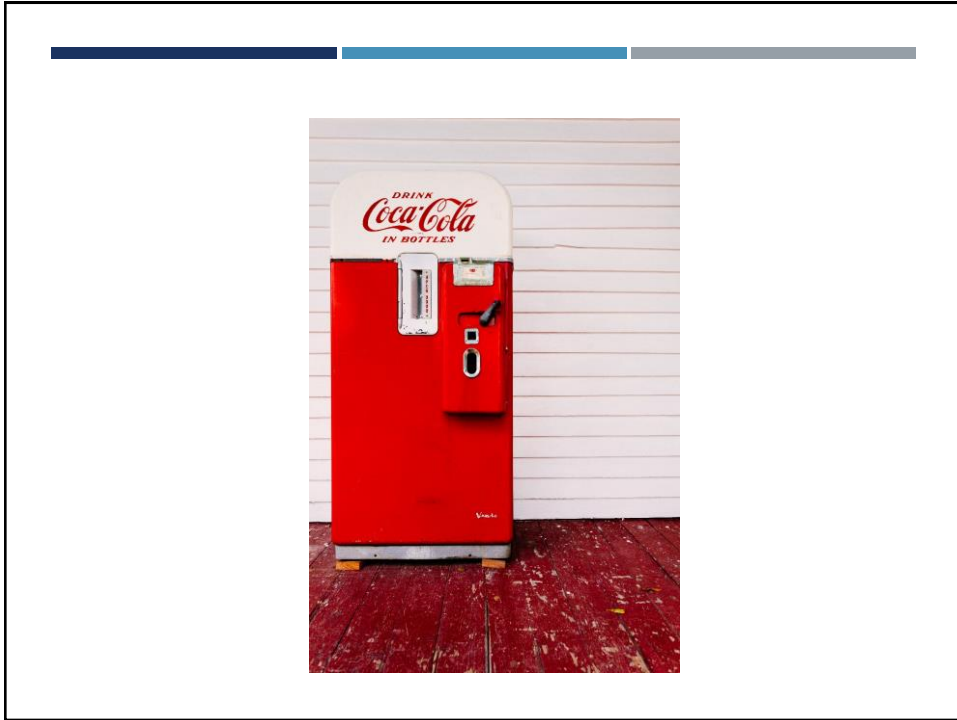
16



17



18



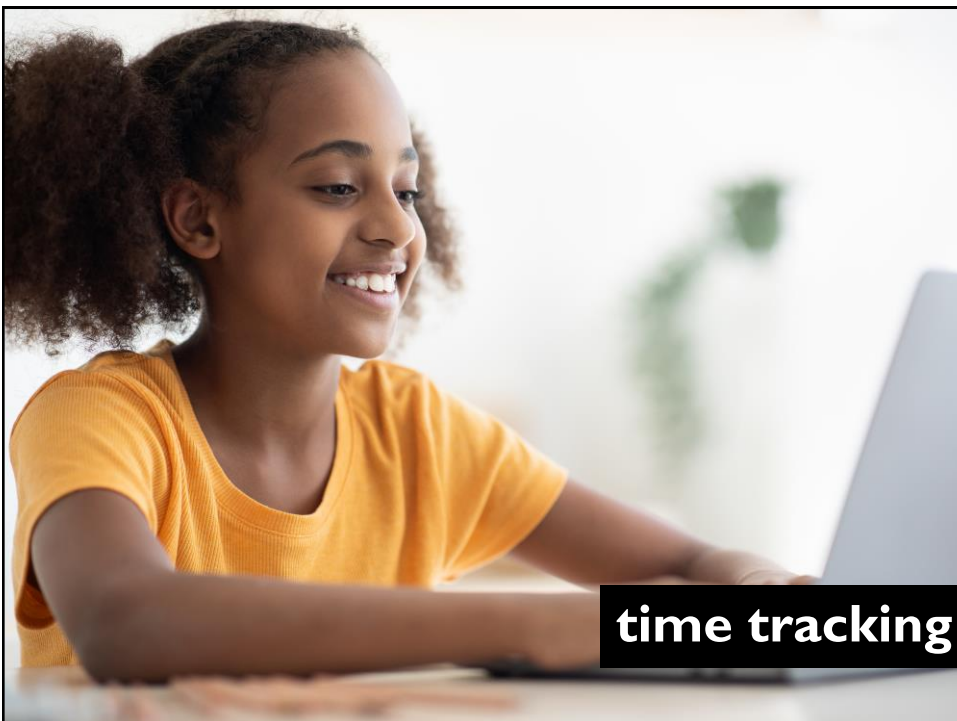
19



20



21



22

LOGIC MODEL



Participation/use of materials. How many of X were provided/used?
Who/how many people did we reach?

23



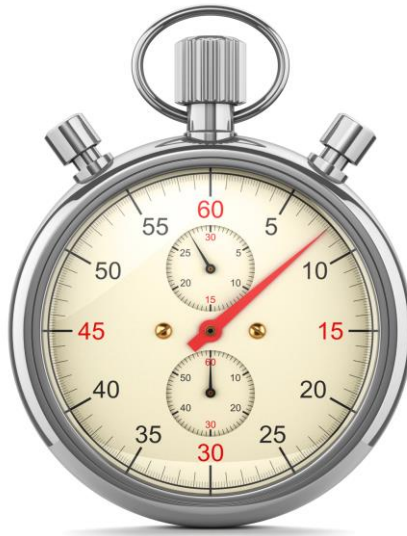
24



25



26



number of minutes spent reading

27

Library	Circulation, Use, and Hours				
	Physical Item Circulation	Successful Retrieval of Electronic Information	Electronic Content Use	Total Collection Use	
	2020	2020	2020	2020	
Aguilar Public Library	1,073	0	0	1,073	
Akron Public Library	4,844	0	414	5,258	
Alamosa Public Library	129,580	532	6,438	136,018	
Arapahoe Library District	1,482,820	383,418	1,883,282	3,346,102	
Aurora Public Library	644,702	28,587	335,258	979,960	
Baca County Public Library	2,857	0	52	2,909	
Basalt Regional Library District	80,016	3,636	34,388	94,414	
Berthoud Community Library District	34,109	No Data	10,807	44,916	
Boulder Public Library	654,959	224,199	604,751	1,259,710	
Broomfield/Eisenhower Public Library	454,054	70,368	172,800	626,854	
Burlington Public Library	11,368	0	996	12,364	
Canon City Public Library	88,830	10,515	30,628	117,458	
Clear Creek County Library District	20,382	13,660	30,659	51,041	
Cleanview Library District (Windsor-Severance)	268,435	27,945	101,892	370,327	
Combined Community Library (Ordway)	24,987	108	390	25,377	
Conejos County Library District	No Data	No Data	0	0	
Cortez Public Library	50,439	824	12,150	62,589	
Costilla County Public Library	No Data	0	0	0	
Delta County Public Library District	82,449	61,927	108,192	190,641	
Denver Public Library	2,907,602	551,341	3,102,695	6,010,297	
Dolores County School/Public Library (Dove Creek)	22,937	3,549	5,592	28,529	
Dolores Library District/Montezuma County	22,939	200	1,813	24,752	
Douglas County Libraries	3,588,058	510,728	2,023,903	5,611,971	
Durango Public Library	147,797	17,624			
Eagle Valley Library District	166,154	113,762			
East Cheyenne County Library District	4,236	31			
East Morgan County Library District/Brush	69,788	23,529	53,314	102,102	
East Routt Library District	137,806	32,917	136,585	274,491	

circulation

28

LOGIC MODEL



Changes in participants after experiencing program/service. What changes do we observe in terms of behaviors, knowledge, attitudes, skills, etc.? These may be described as goals or objectives.

29



30



**Children's enjoyment
of reading increased**

31



**children maintained
or improved reading skills**

32



33

SUMMER LEARNING			
Inputs	Activities	Outputs	Outcomes
Funds expended <ul style="list-style-type: none"> Marketing Food for kickoff events 	Summer learning programs for various age groups	Number of programs offered	Increases in: <ul style="list-style-type: none"> enjoyment of reading reading skills reading by choice
Number of staff	Targeted readers advisory	Program attendance	
Staff time	Time tracking	Time spent reading Circulation	

34



Your turn! Create a logic model.

35

CRYSTAL SPRINGS PUBLIC LIBRARY: PRESCHOOL MATH STORYTIMES



“Infusing Math Into Preschool Services” is an 8-session math storytime series in Head Start centers

Goals:



1. Children are engaged during the math storytimes.
2. Children develop basic math skills which are demonstrated during storytimes and at home.
3. Head Start teachers understand the importance of early math engagement and are equipped with skills to incorporate math concepts and activities in their work.

36

CRYSTAL SPRINGS PUBLIC LIBRARY: PRESCHOOL MATH STORYTIMES



200 3-5 year-olds attend storytimes



Funded by operating funds and an 18-month starter grant from a local foundation



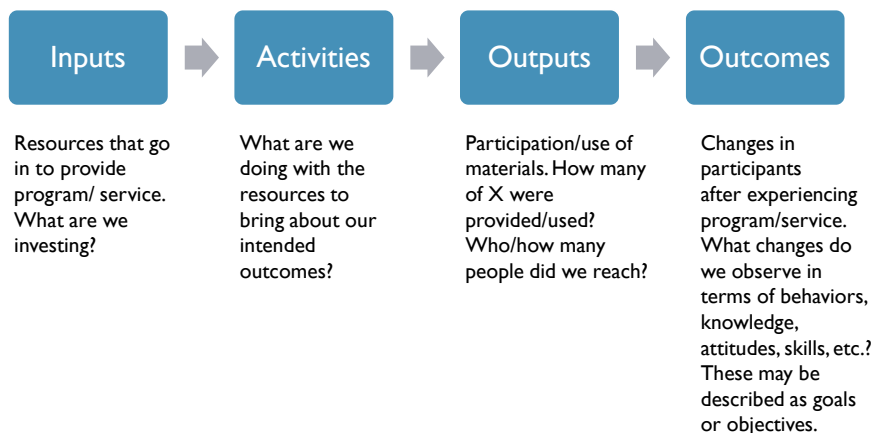
Children's librarian designed the curriculum and recruited, trained, and supervises volunteers



Volunteers deliver 80 storytimes at 10 Head Start Centers

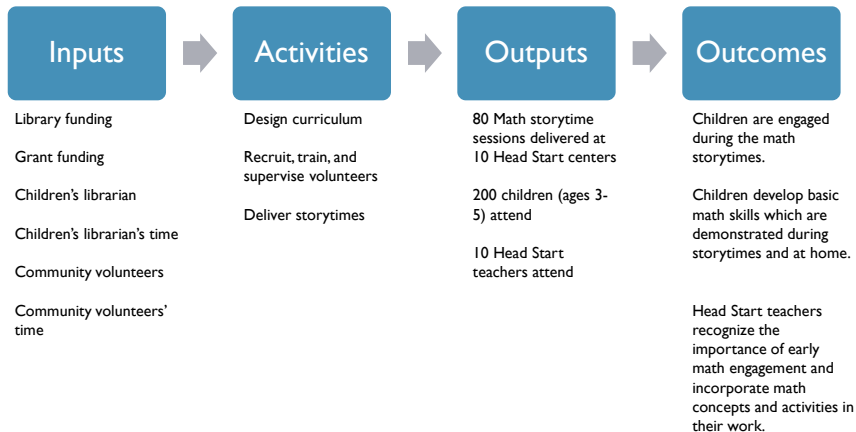
37

YOUR TURN! CREATE A LOGIC MODEL



38

PRESCHOOL MATH STORYTIMES LOGIC MODEL

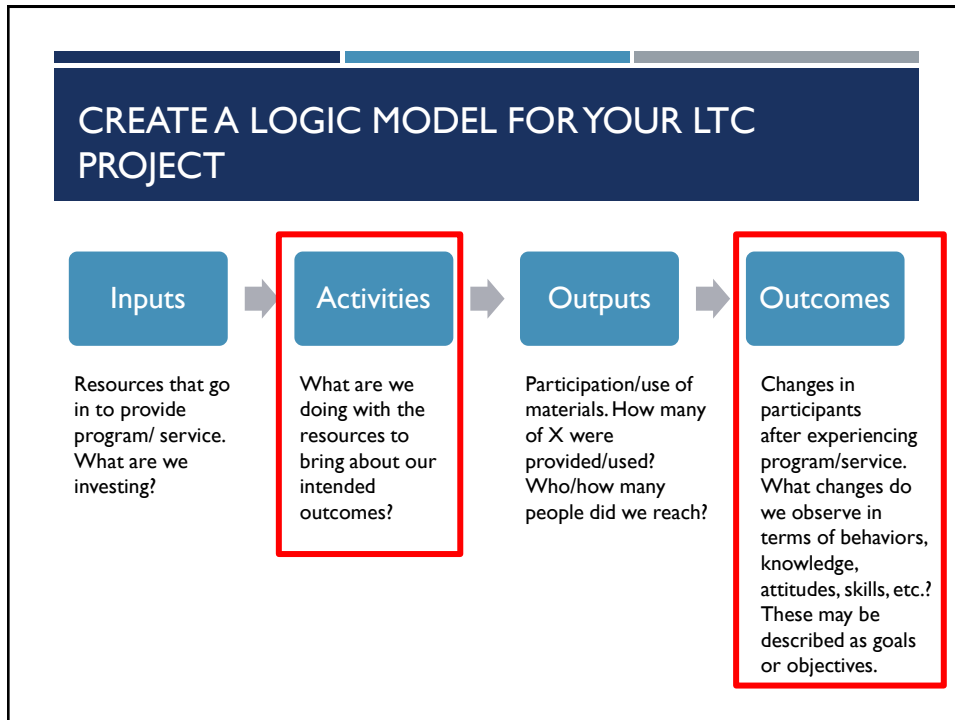


39

CREATE A LOGIC MODEL FOR YOUR LTC PROJECT



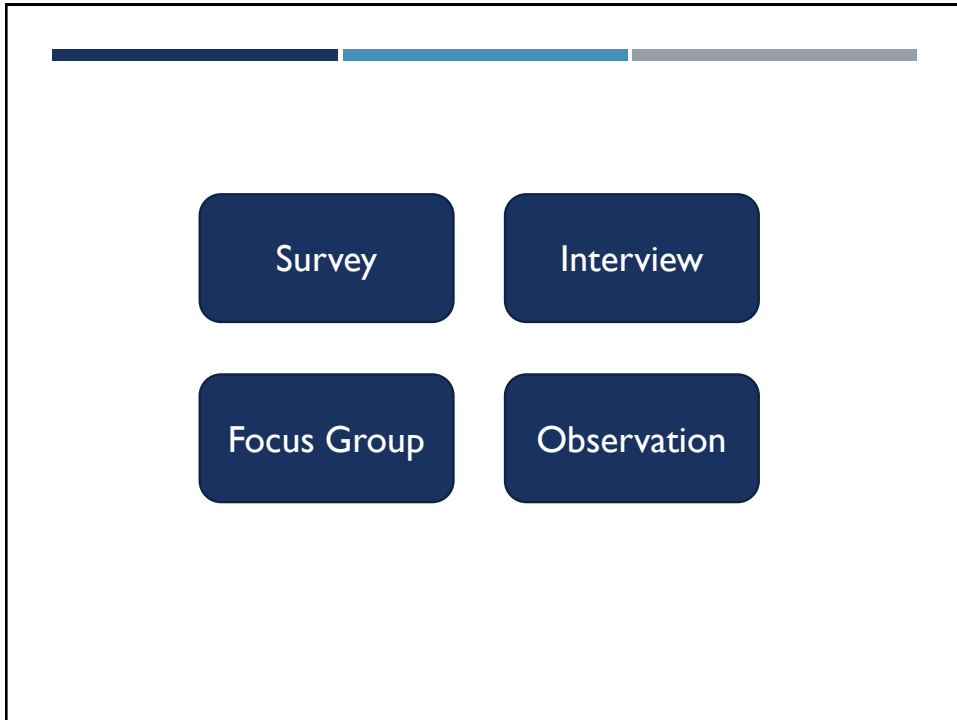
40



41

MEASURING OUTCOMES

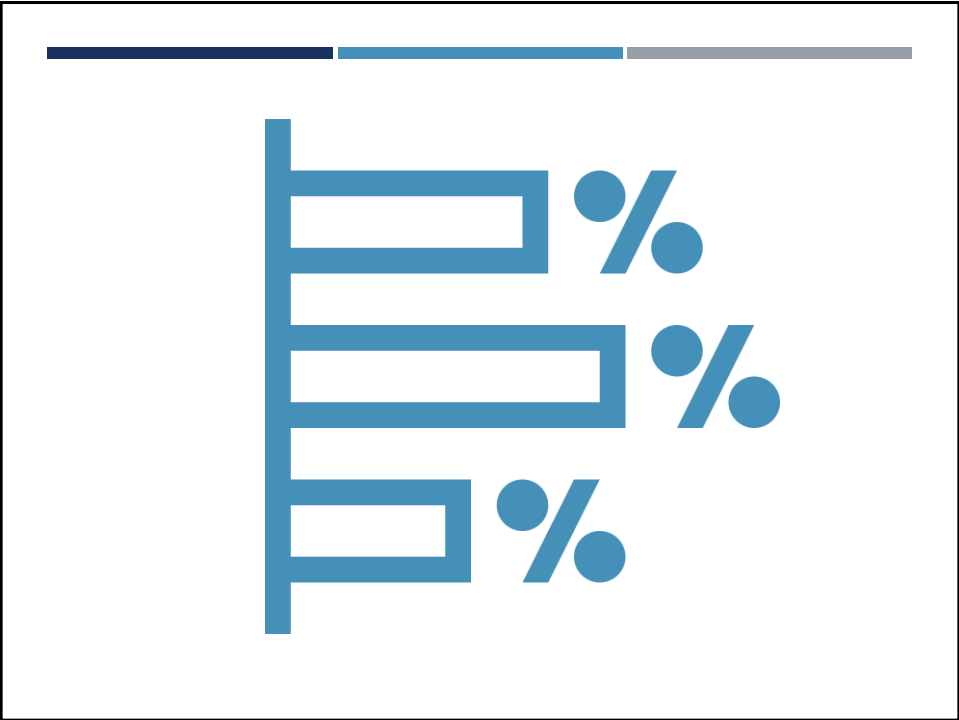
42



43



44



45

SURVEY

After participating in the Summer Reading Program, did your child’s reading habits change? Please indicate if the following things increased, stayed the same, or decreased for your child:

	Increased	Stayed the Same	Decreased
Enjoyment of reading			
Reading skills			
Reading by his/her choice			

46

SURVEY—OPEN ENDED QUESTIONS

Please tell us how the computer center helps you or your community:

47

Probably the most valuable resource, dollar for dollar, available to community. I have found jobs...researched... located tax information, and have done school work over the years. Thank you!

48

The access to the internet afforded by the public library is most probably the only reason I am not completely bereft of any and all computer skills. Were it not for this access, as well as the assistance rendered via classes offered, I would most likely be unemployed if not unemployable.

49

PLA-PROJECT OUTCOME

project **OUTCOME**
CONSIDERING THE TRUE IMPACT
OF PUBLIC LIBRARIES

ABOUT US NEWS CONTACT SIGN IN SIGN UP

Outcome Measurement Made Easy

Resources and Tools to Plan Surveys and Analyze Data at Your Library

New to the site?
Improve the effectiveness of library programs in your community.
[SIGN UP](#)

Already a member?
Access your surveys, training resources, and data dashboard.
[SIGN IN](#)

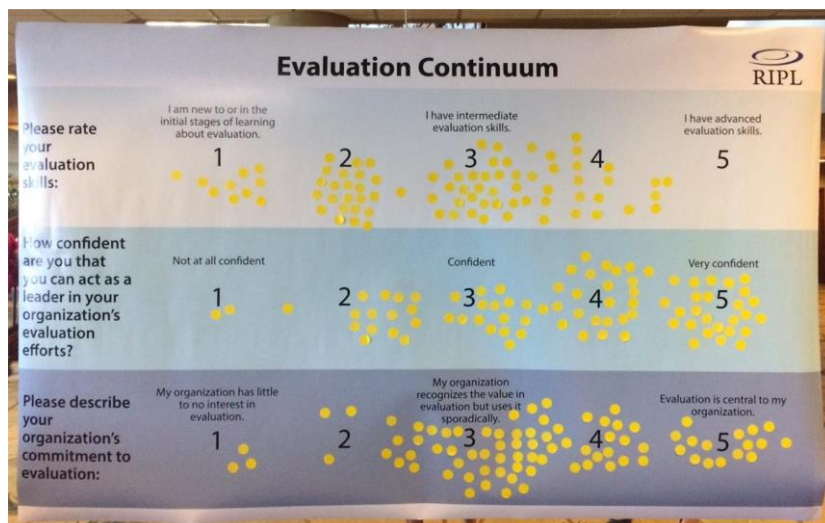
50

PLA-PROJECT OUTCOME

- Early Childhood Literacy
- Education/Lifelong Learning
- Digital Inclusion
- Job Skills
- Economic Development
- Civic/Community Engagement
- Summer Reading
- Health

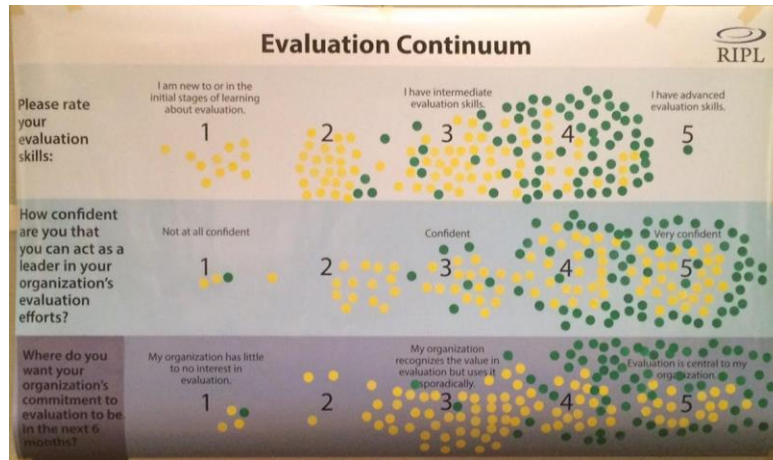
51

CONTINUUM



52

CONTINUUM



53

PRIZE DRAWING



54

POST-IT NOTE FEEDBACK



55

VOTING



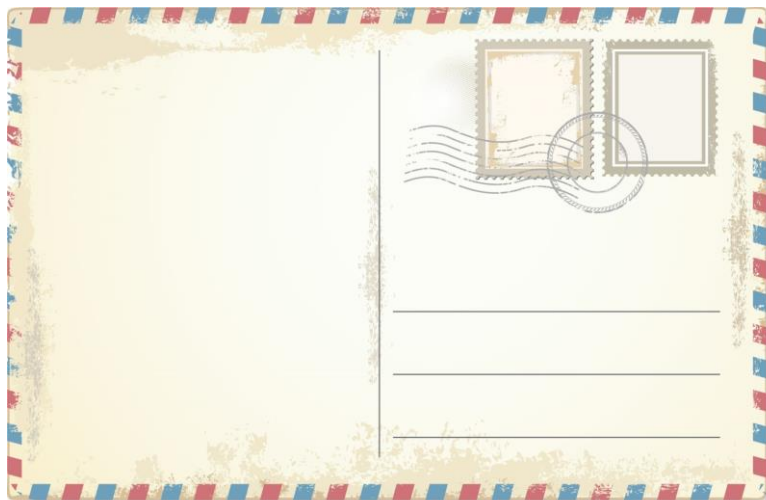
56

VOTING



57

POSTCARD




58

SHORT VIDEOS AND RESOURCES FOR CREATING AND ADMINISTERING SURVEYS, INTERVIEWS, FOCUS GROUPS, AND OBSERVATIONS

Data Collection Home / Data Collection

Choosing Methods for Your Evaluation




Library Evaluation 101:
Choosing Methods for Your Evaluation

Resources mentioned in this video:

- Questionnaire Design - Pew Research Center
- Writing Survey Questions - Grand Canyon University Center for Innovation in Research and Teaching
- Survey Research Methods (Fowler)
- Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method (Dillman et al.)

Writing Survey Items




Library Evaluation 101:
Writing Survey Items

Resources mentioned in this video:

- Questionnaire Design - Pew Research Center
- Writing Survey Questions - Grand Canyon University Center for Innovation in Research and Teaching
- Survey Research Methods (Fowler)
- Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method (Dillman et al.)

Designing and Administering Surveys



Library Evaluation 101:
Designing and Administering Surveys

Resources mentioned in this video:

- Questionnaire Design - Pew Research Center
- Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method (Dillman et al.)

59



Value of OBE

60

MATH STORYTIME EVALUATION RESULTS

Intended Outcomes	Actual Outcomes
Participating children are engaged in math storytime	
Participating children demonstrate basic math skills during storytime and at home	
Head Start teachers recognize the importance of early math engagement and incorporate math concepts and activities in their work	

61

MATH STORYTIME EVALUATION RESULTS

Intended Outcomes	Actual Outcomes
Participating children are engaged in math storytime	Most children were highly engaged as demonstrated by repeating presenters' words, asking questions, pointing to materials, etc.
Participating children demonstrate basic math skills during storytime and at home	
Head Start teachers recognize the importance of early math engagement and incorporate math concepts and activities in their work	

62

MATH STORYTIME EVALUATION RESULTS

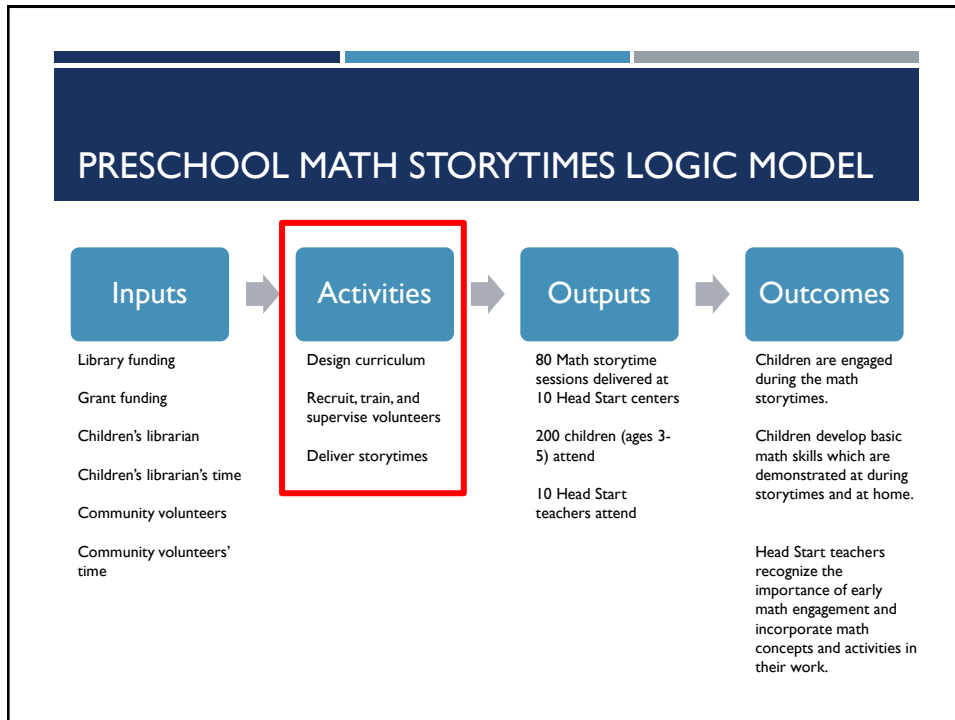
Intended Outcomes	Actual Outcomes
Participating children are engaged in math storytime	Most children were highly engaged as demonstrated by repeating presenters' words, asking questions, pointing to materials, etc.
Participating children demonstrate basic math skills during storytime and at home	Children demonstrated basic math skills such as counting, sorting, and matching at storytime but not at home
Head Start teachers recognize the importance of early math engagement and incorporate math concepts and activities in their work	

63

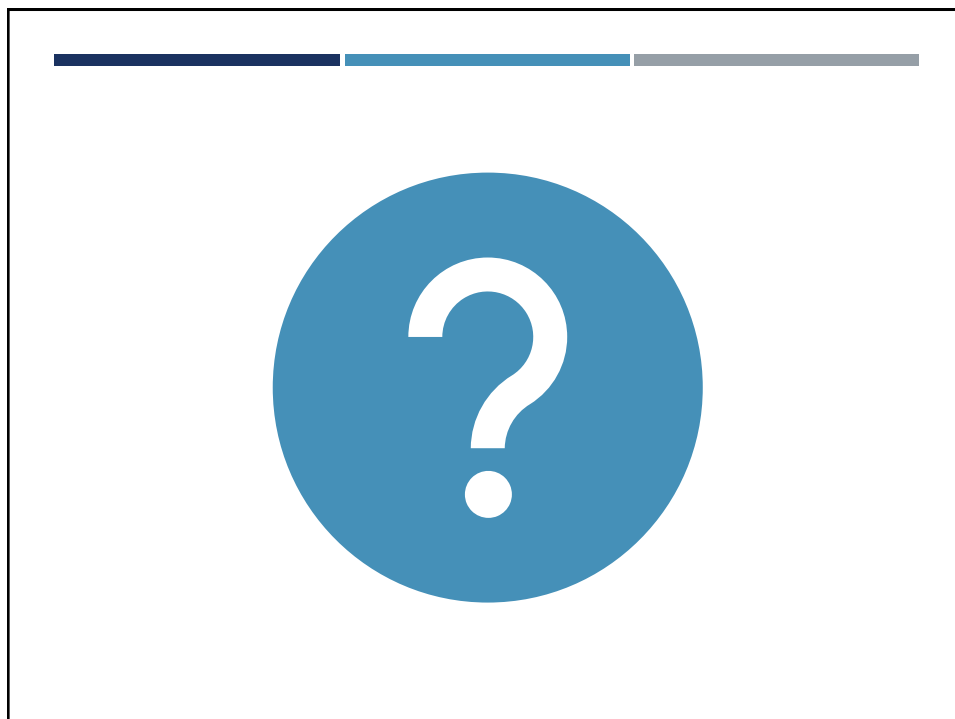
MATH STORYTIME EVALUATION RESULTS

Intended Outcomes	Actual Outcomes
Participating children are engaged in math storytime	Most children were highly engaged as demonstrated by repeating presenters' words, asking questions, pointing to materials, etc.
Participating children demonstrate basic math skills during storytime and at home	Children demonstrated basic math skills such as counting, sorting, and matching at storytime but not at home
Head Start teachers recognize the importance of early math engagement and incorporate math concepts and activities in their work	Head Start teachers report recognizing the importance of early math engagement, but few have incorporated math concepts and activities in their work

64



65



66



SLIDES AND RESOURCES

https://bit.ly/ltc_hub

67



SLIDES AND RESOURCES

https://bit.ly/ltc_hub

68



THANK YOU!

Linda Hofschire
linda@ljh-consulting.net