



Welcome!

- Meet the people at your table
- Write down a 2-3 sentence elevator speech about your evaluation project on p. 6 of your playbook.



1

Welcome!

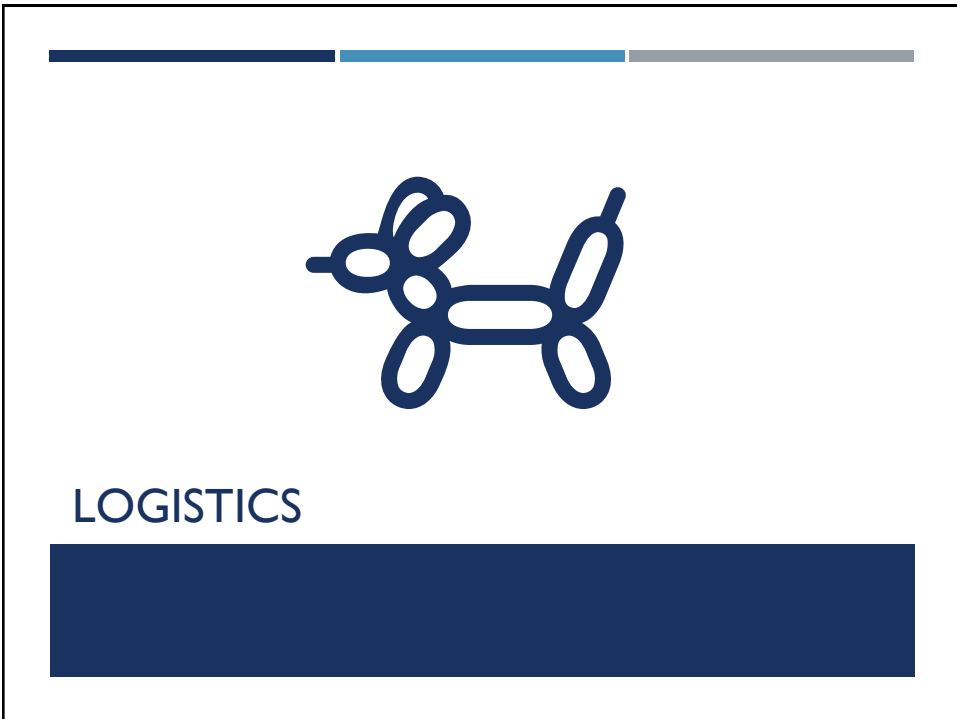


Washington RIPL Regional
October 12-13, 2022

2




3



4

MANY THANKS TO THE WASHINGTON STATE LIBRARY
FOR HOSTING THIS EVENT!




WASHINGTON
Secretary of State
Washington State Library

RIPL SLIDES AND RESOURCES:
<https://s.ripleffect.org/resources>

QUESTIONS?
info@ripleffect.org

p. 4



5

Tale of Two Libraries

6

Rocky Ridge Public Library



7

Crystal Springs Public Library



8

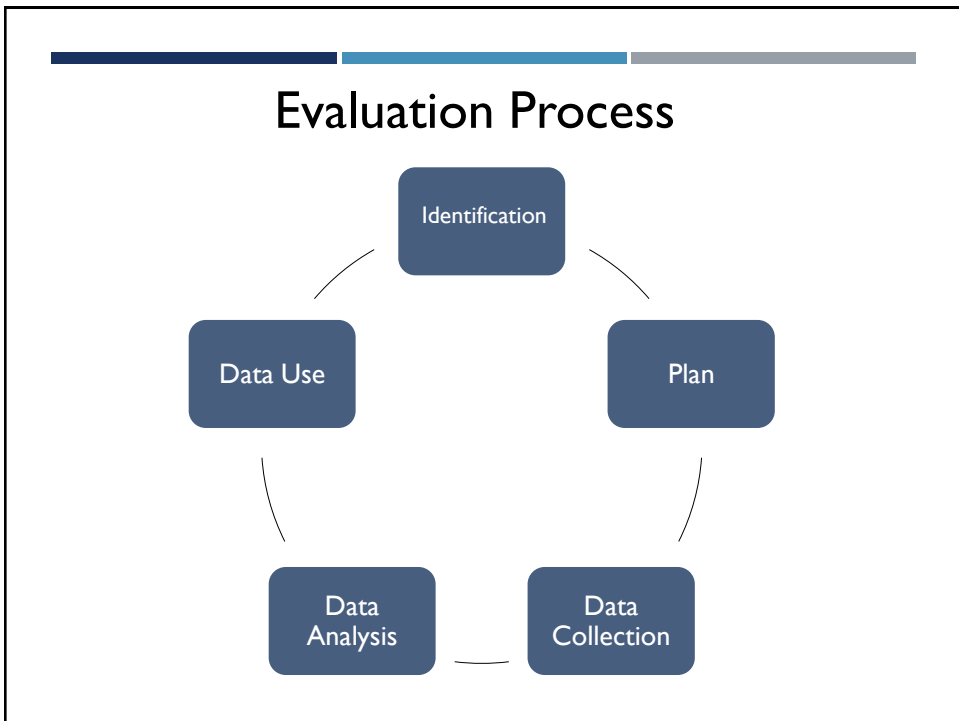


Crystal Springs Public Library

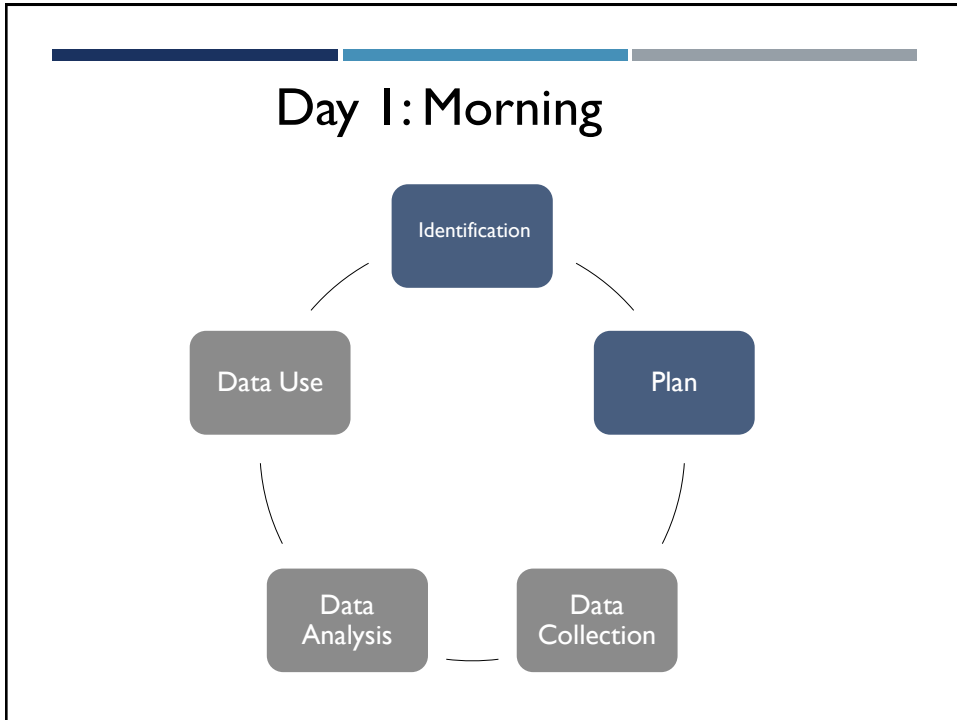


Rocky Ridge Public Library

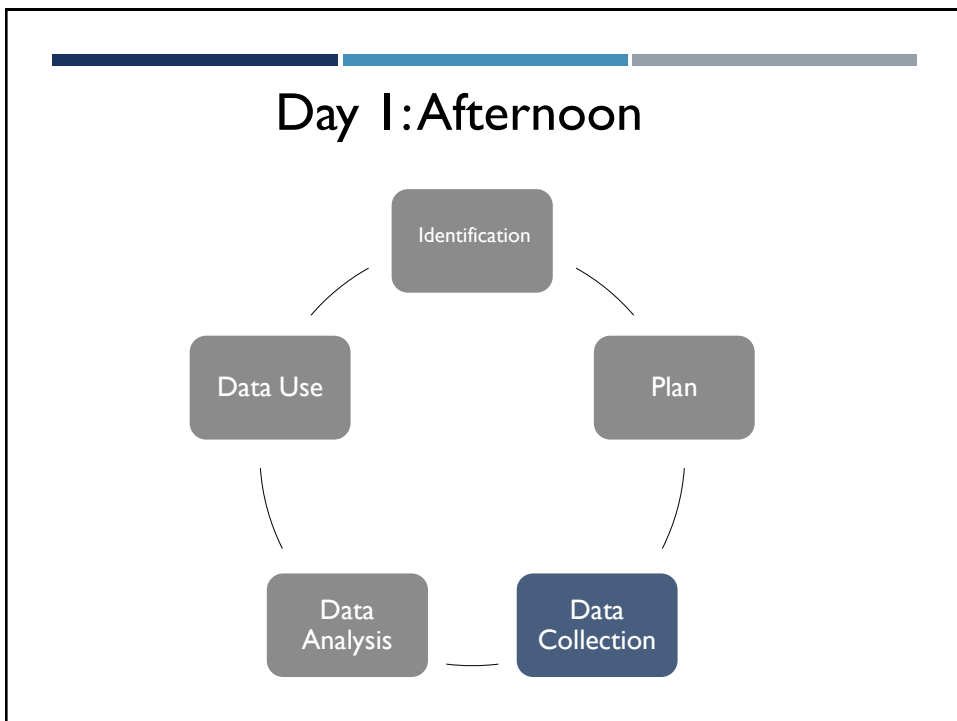
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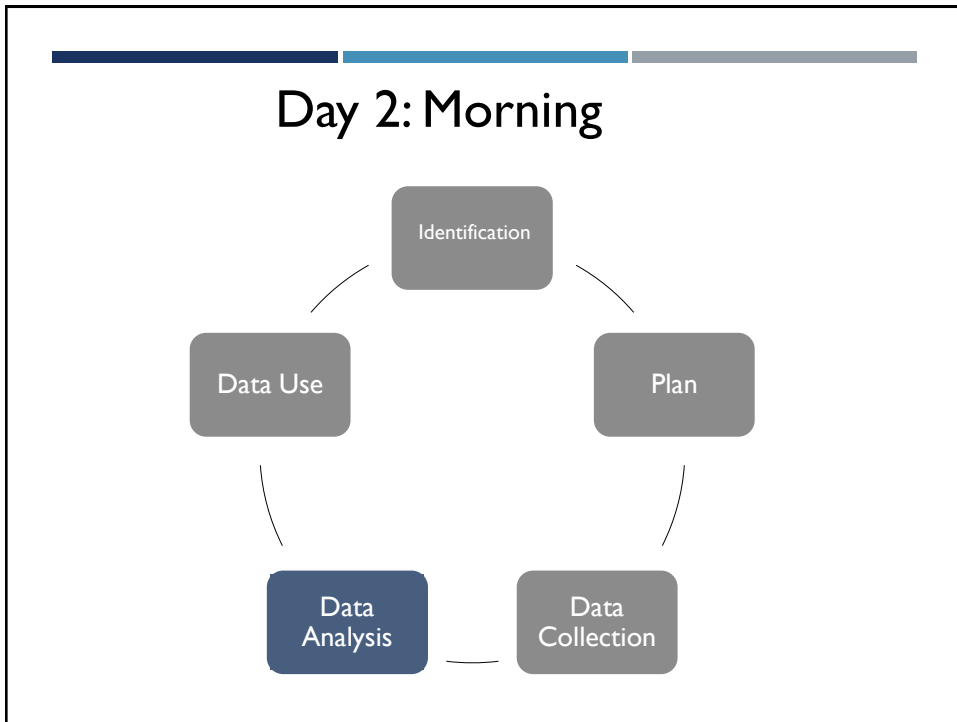
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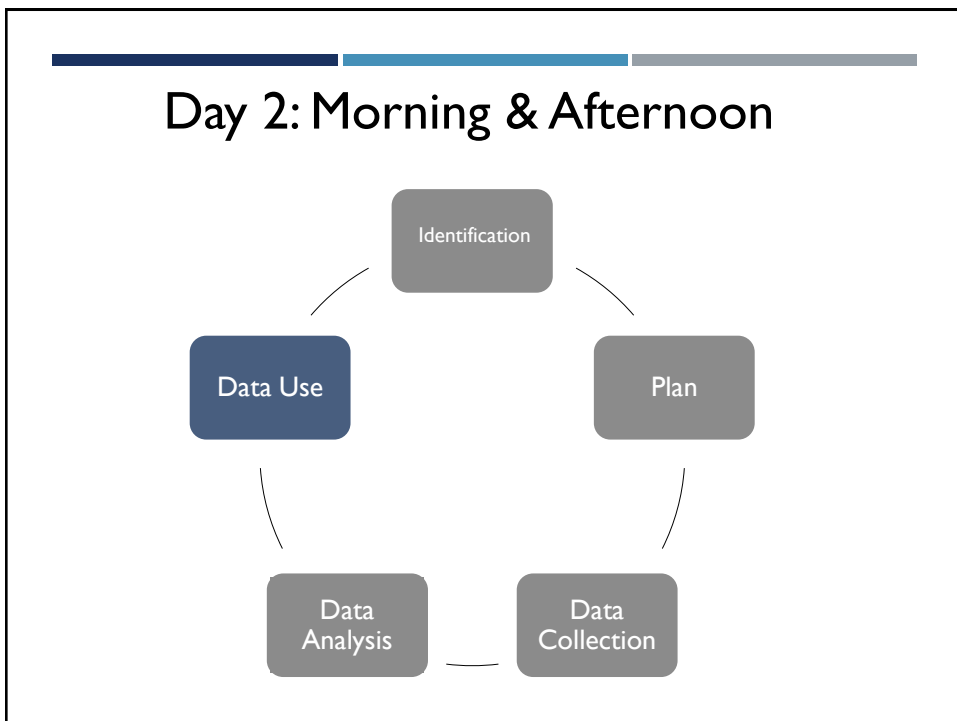
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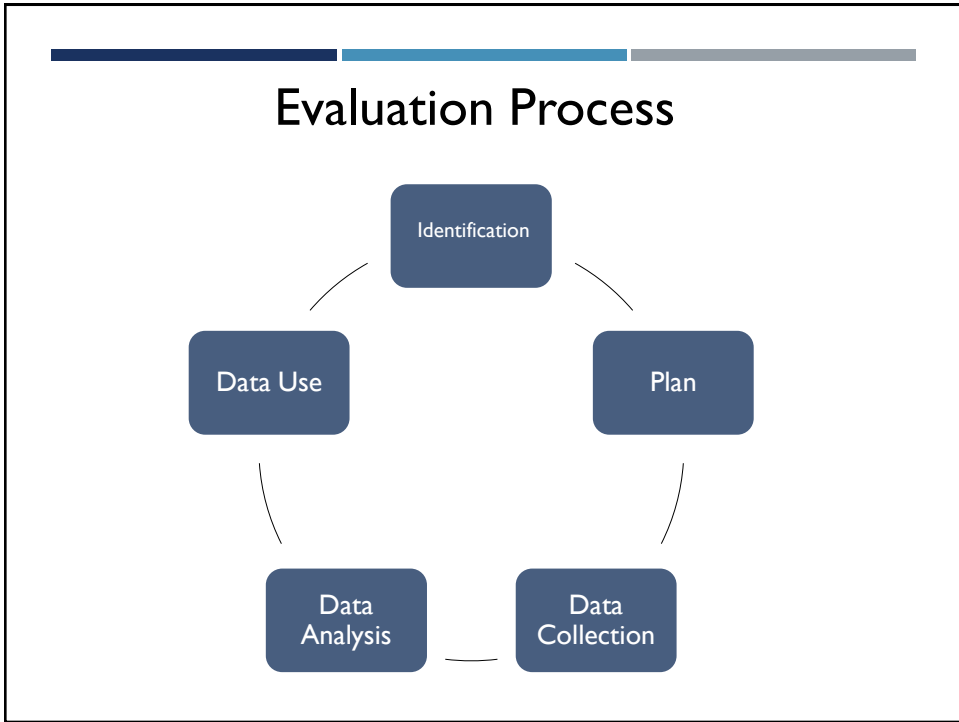
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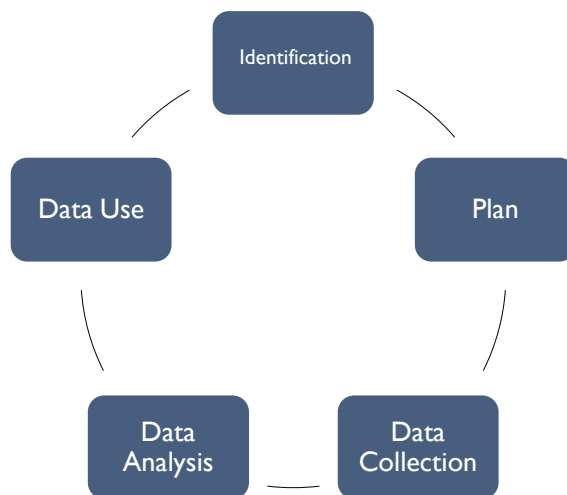


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Right / Left Brain Warm-ups

17

Your Evaluation Project



18

Choosing Your Project

It's just two days, select a smaller scale project for evaluation.

| GENERAL | SPECIFIC |
|-----------------------|--|
| Technology programs → | Basic tech skills for seniors programs |
| Outreach → | STEM series at Head Start Centers |
| Children's services → | Summer reading program |

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Identification:

What do you want to evaluate?

Why do you want to evaluate this service?



20

Library Service: Summer Reading

Why Evaluate?

WE have a decrease in summer participation each year and we don't know why?

OR

We want to find out what benefits participating kids are gaining because of summer programs.



Question:

How are kids acting differently as a result of attending this eight-week program?

21

YOUR TURN...

Library service to evaluate:

What do you want to evaluate about the service?

Why do you want to evaluate the service?

22

Consider Stakeholders



23

Consider Stakeholders

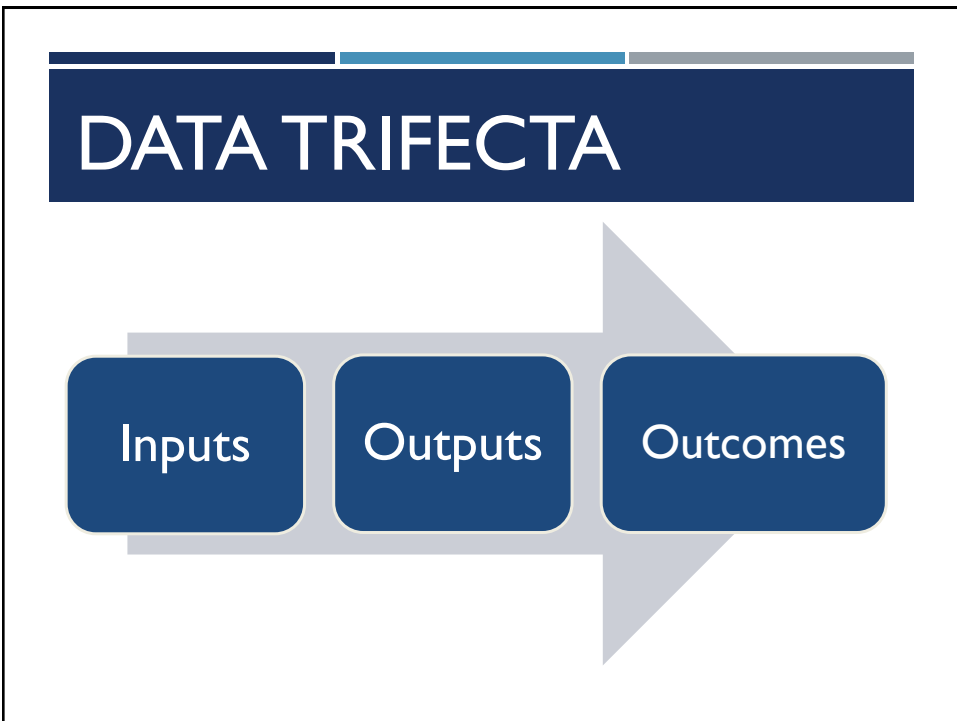


24

THE DATA TRIFECTA: A WINNING COMBINATION



25



26

INPUT MEASURES

Inputs



Quantifying the **effort expended** on a program/
resource/service

27



28



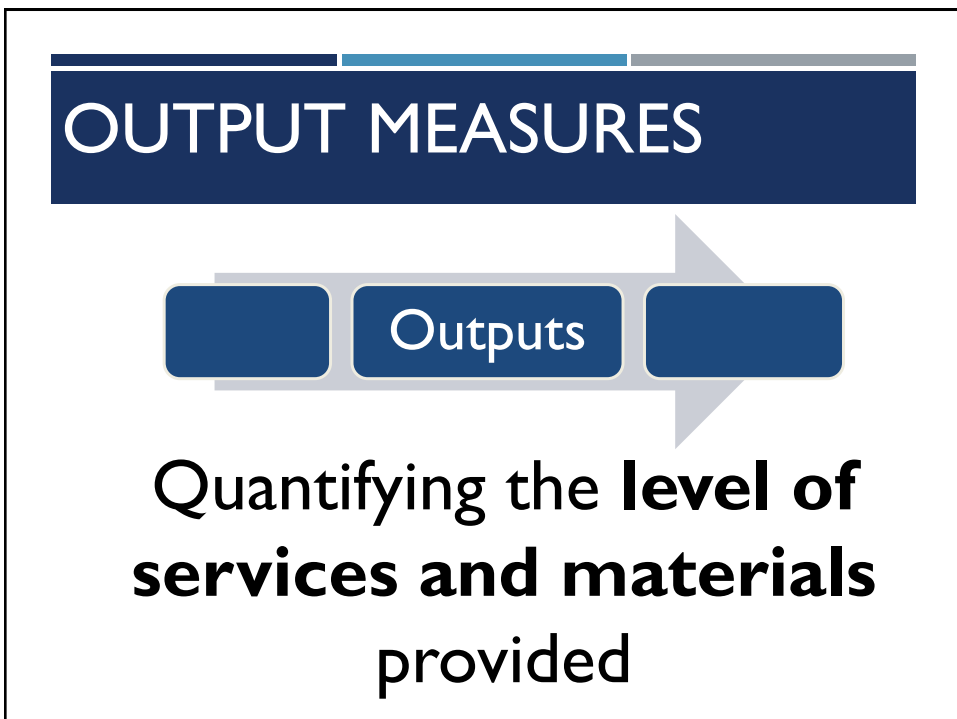
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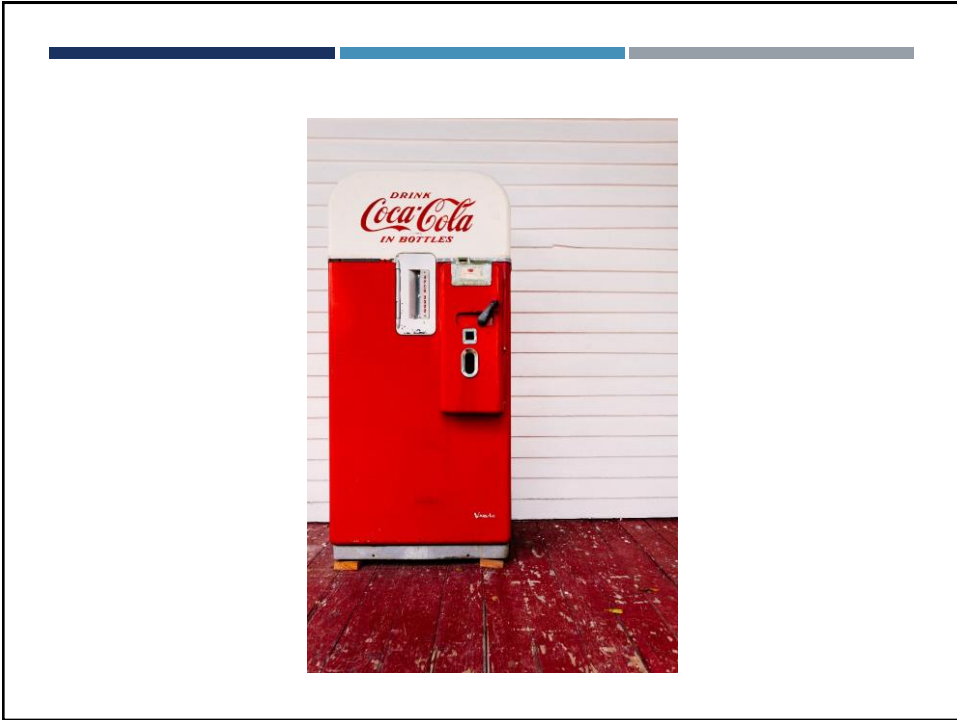
30



31



32



33



34



total attendance at events

35



number of minutes spent reading

36

LRS Public Sta

Refine Results Master File Link / Cite Definitions

Basic Advanced

Data for 2014 are preliminary.

Year 014

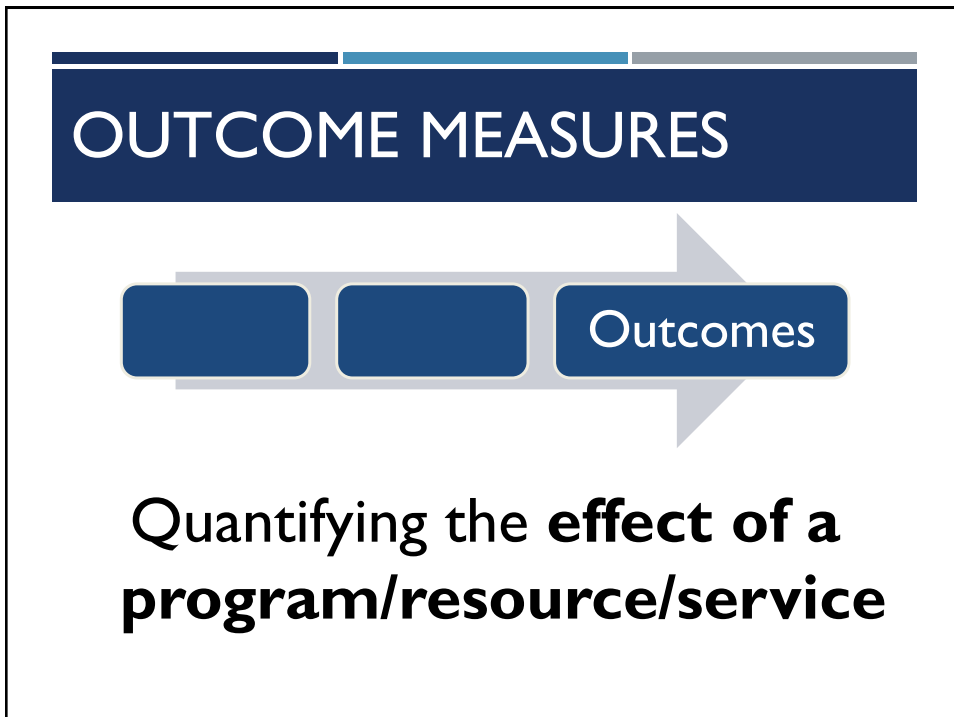
Statistic

- Address & Contact Info
- Administrative FSCS Codes
- Annual Services
- Challenges
- Circulation and Hours
- Collection
- Computer and Networking
- Expenditures - Collection
- Expenditures - Misc. and Total
- Expenditures - Staff
- Facilities
- Friends Groups and Foundation and Trustee Information
- Funding Measures
- General Information
- Input Measures
- Output Measures
- Profile Statistics
- Programs
- Revenue - Capital
- Revenue - Operating
- Salaries - Branch and Department Head
- Salaries - Director and Assistant Director
- Salaries - Librarian
- Salaries - Other Staff
- Staffing Information
- Summer Reading

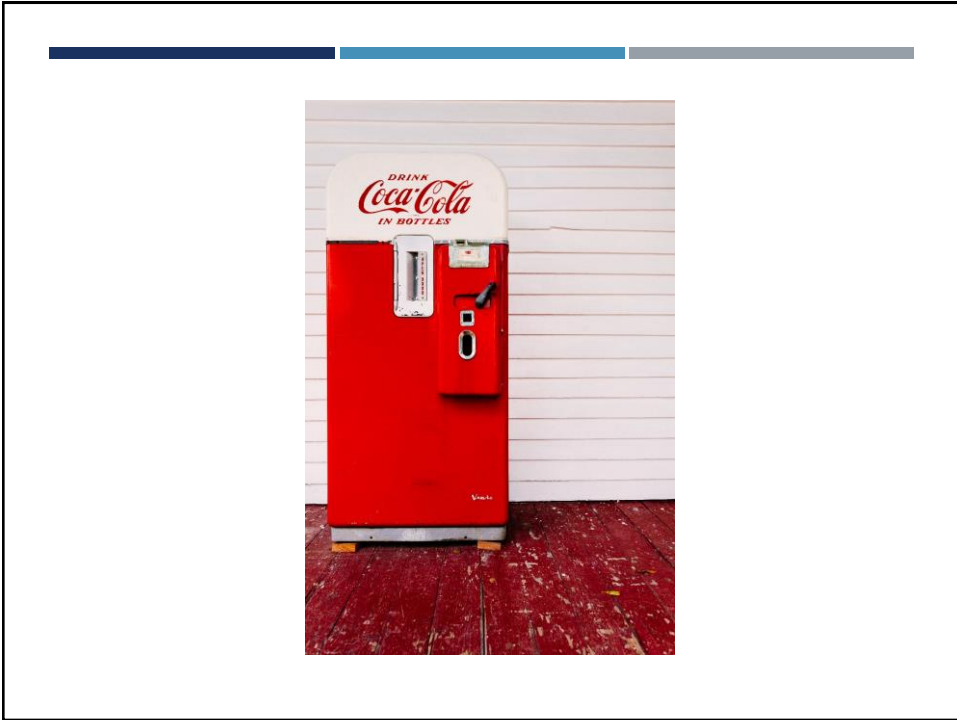
| Library | Circulation and Hours | | |
|--|------------------------|-------------------------------------|-------------------|
| | Children's Circulation | Circulation of Electronic Materials | Total Circulation |
| | 2014 | 2014 | 2014 |
| Aguilar Public Library | 200 | 0 | 500 |
| Akron Public Library | 730 | 298 | 6,683 |
| Alamosa Public Library | 37,068 | 2,421 | 137,258 |
| Arapahoe Library District | 1,386,838 | 867,847 | 4,508,477 |
| Aurora Public Library | 632,830 | 93,212 | 1,065,076 |
| Baca County Public Library | 2,738 | No Data | 8,069 |
| Basalt Regional Library District | 52,430 | 6,428 | 152,091 |
| Berthoud Community Library District | 19,648 | 757 | 65,494 |
| Boulder Public Library | 497,279 | 61,490 | 1,305,884 |
| Broomfield/Eisenhower Public Library | 363,409 | 29,307 | 759,317 |
| Burlington Public Library | 4,000 | No Data | 28,000 |
| Canon City Public Library | 49,590 | 10,667 | 159,283 |
| Clear Creek County Library District | 15,799 | 4,339 | 68,294 |
| Clearview Library District (Windsor-Severance) | 165,366 | 42,753 | 322,391 |
| Combined Community Library (Ordway) | 932 | | |
| Conejos County Library District | 16,099 | | |
| Cortez Public Library | 25,734 | | |
| Costilla County Public Library | No Data | No Data | No Data |

circulation

37



38



39



**Children's enjoyment
of reading increased**

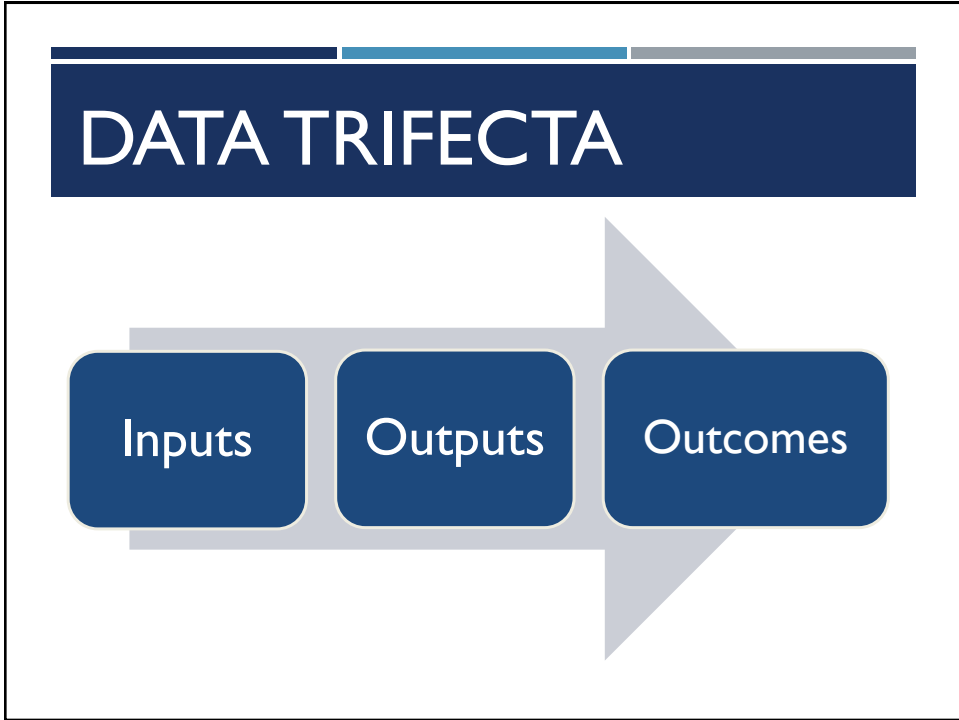
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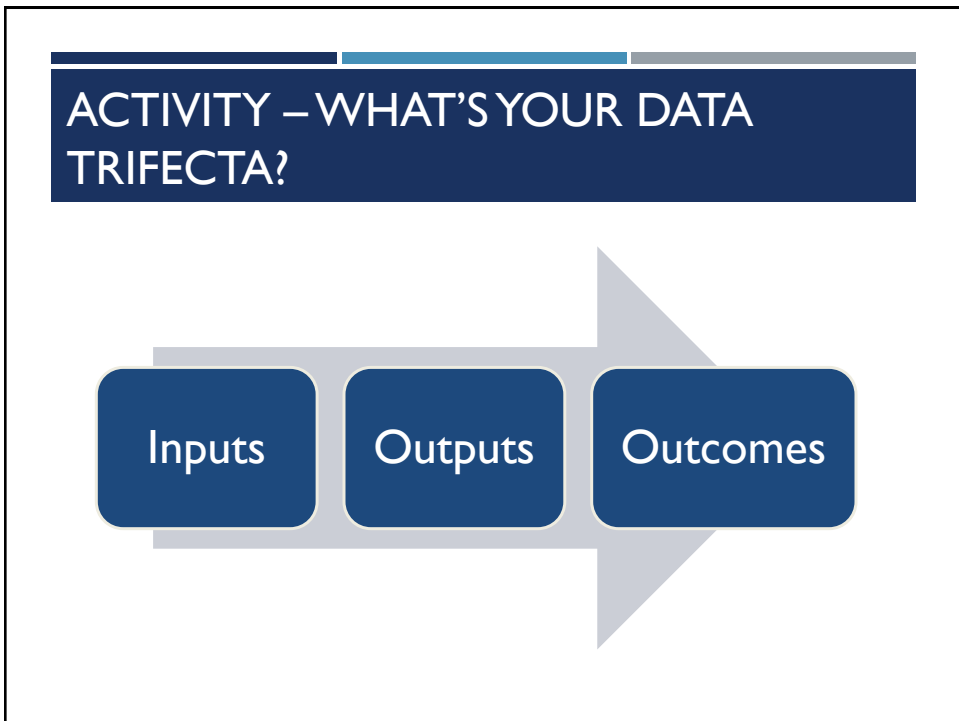
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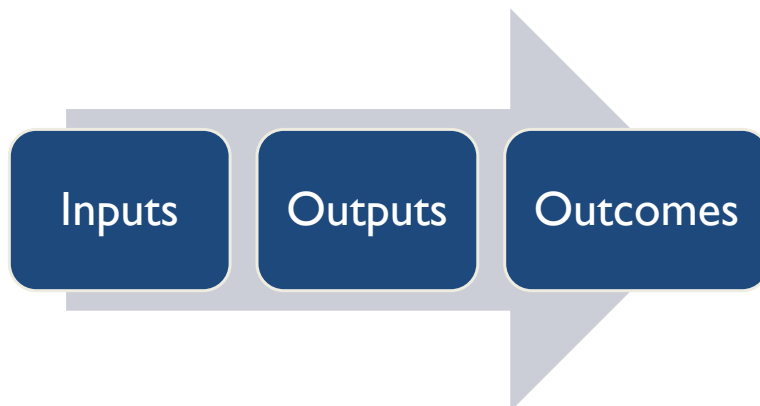
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SUMMER READING

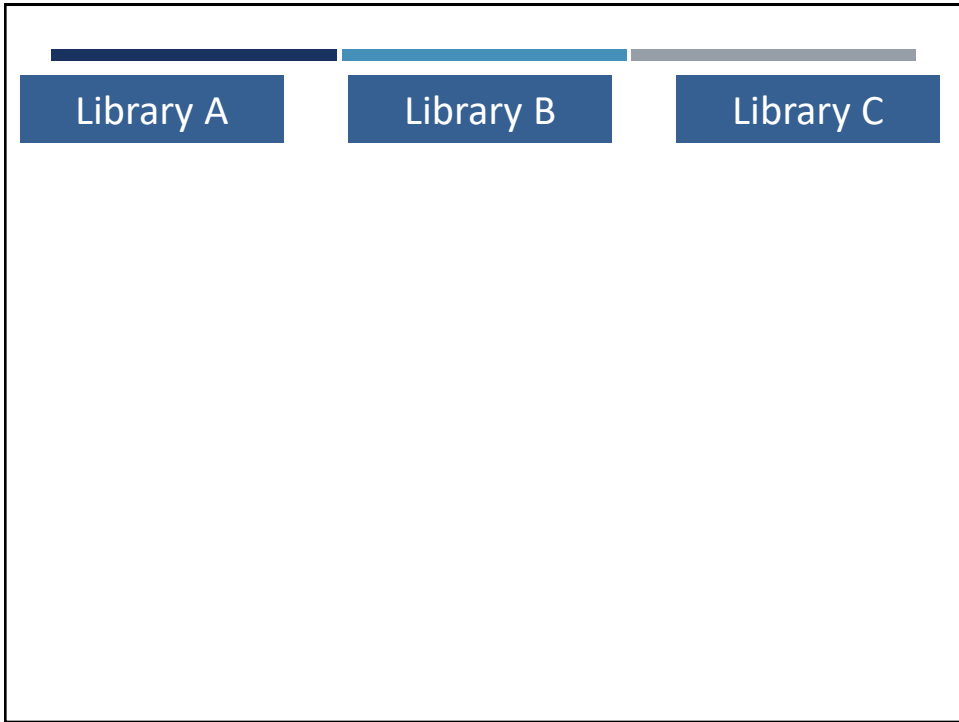
| Inputs | Outputs | Outcomes |
|---|--------------------------|---|
| Funds expended <ul style="list-style-type: none"> • Marketing • Food for kickoff events | Number of events offered | Increases in: <ul style="list-style-type: none"> • enjoyment of reading • reading skills • reading by choice |
| Number of staff | Event attendance | |
| Staff time | Time spent reading | |
| | Circulation | |

45

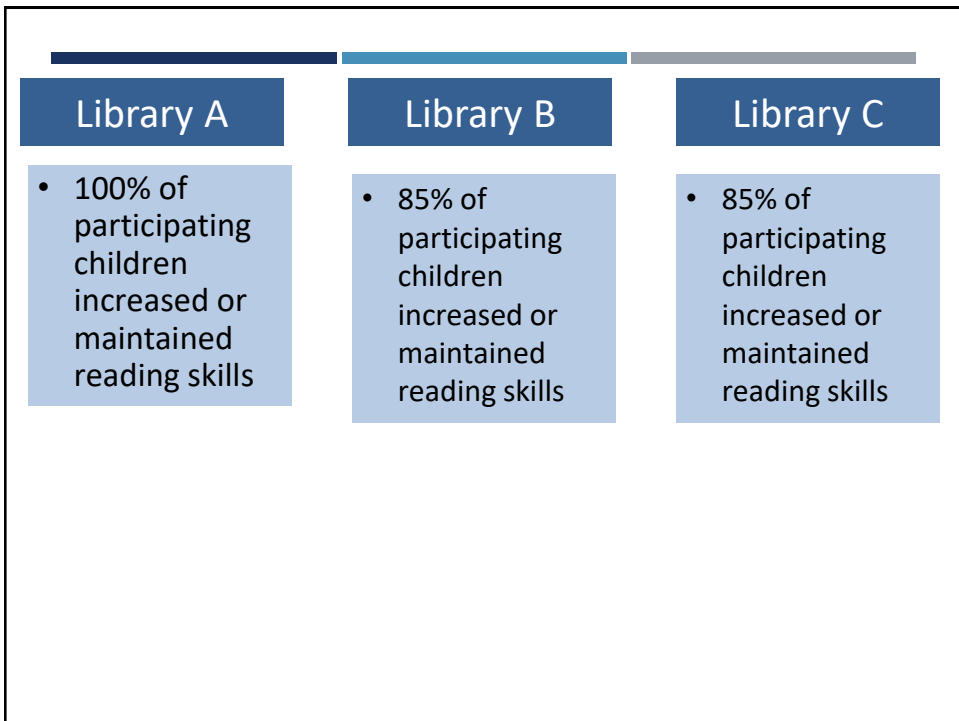
ACTIVITY – WHAT'S YOUR DATA TRIFECTA?



46



47



48

| Library A | Library B | Library C |
|---|--|--|
| <ul style="list-style-type: none"> 100% of participating children increased or maintained reading skills | <ul style="list-style-type: none"> 85% of participating children increased or maintained reading skills | <ul style="list-style-type: none"> 85% of participating children increased or maintained reading skills |
| <ul style="list-style-type: none"> 25 children participated | <ul style="list-style-type: none"> 100 children participated | <ul style="list-style-type: none"> 50 children participated |

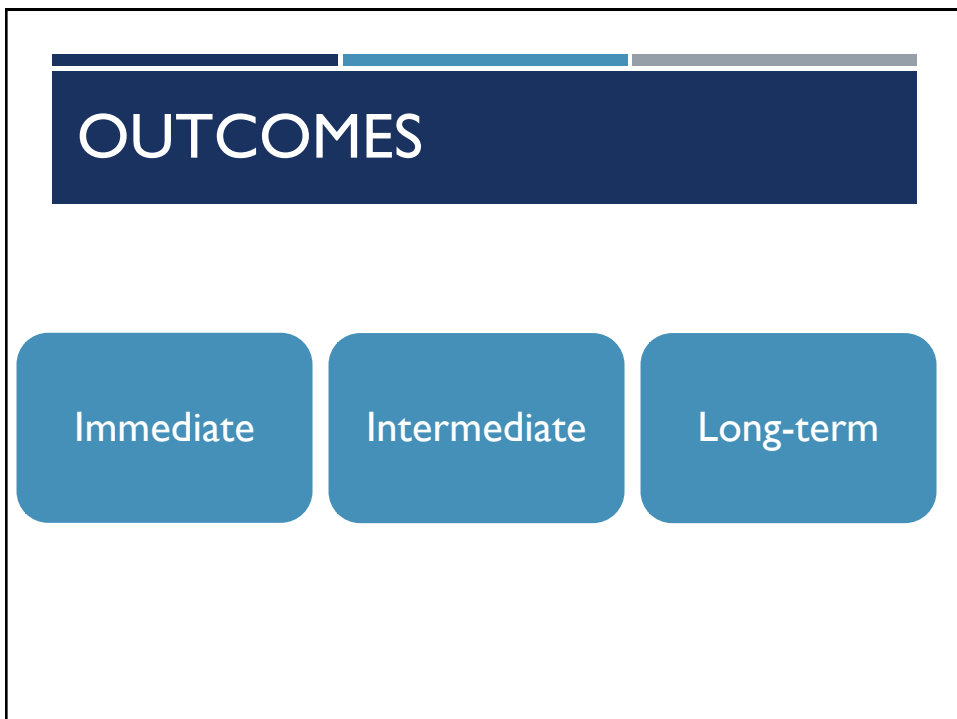
49

| Library A | Library B | Library C |
|---|--|--|
| <ul style="list-style-type: none"> 100% of participating children increased or maintained reading skills | <ul style="list-style-type: none"> 85% of participating children increased or maintained reading skills | <ul style="list-style-type: none"> 85% of participating children increased or maintained reading skills |
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| <ul style="list-style-type: none"> \$5,000 | <ul style="list-style-type: none"> \$10,000 | <ul style="list-style-type: none"> \$2,500 |

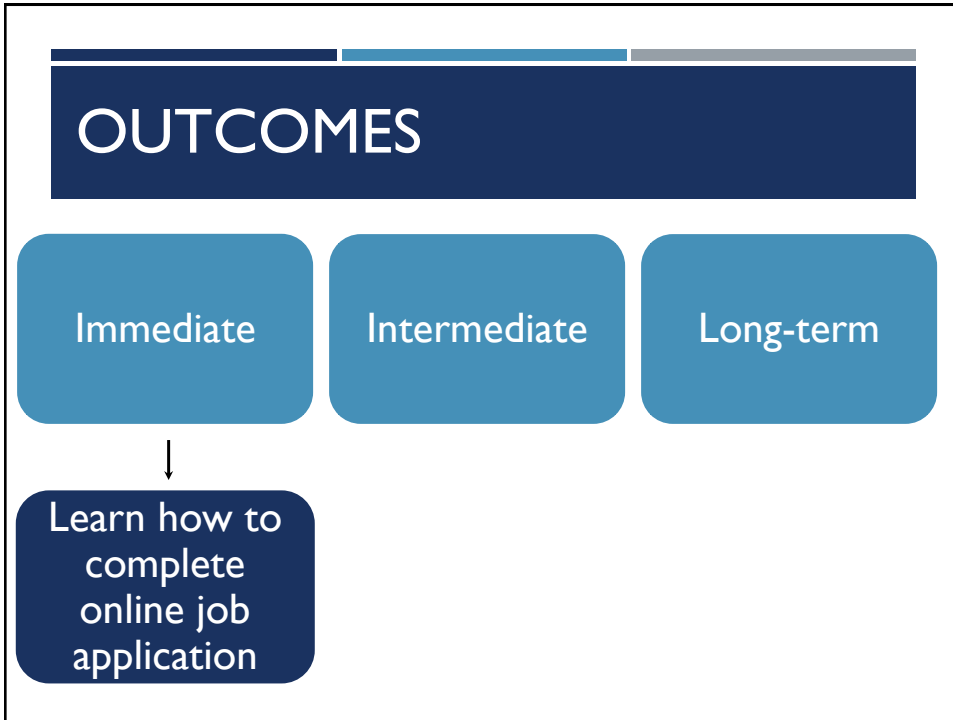
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| Library A | Library B | Library C |
|---|--|--|
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| <ul style="list-style-type: none"> • \$5,000 | <ul style="list-style-type: none"> • \$10,000 | <ul style="list-style-type: none"> • \$2,500 |
| <ul style="list-style-type: none"> • \$200/child | <ul style="list-style-type: none"> • \$100/child | <ul style="list-style-type: none"> • \$50/child |

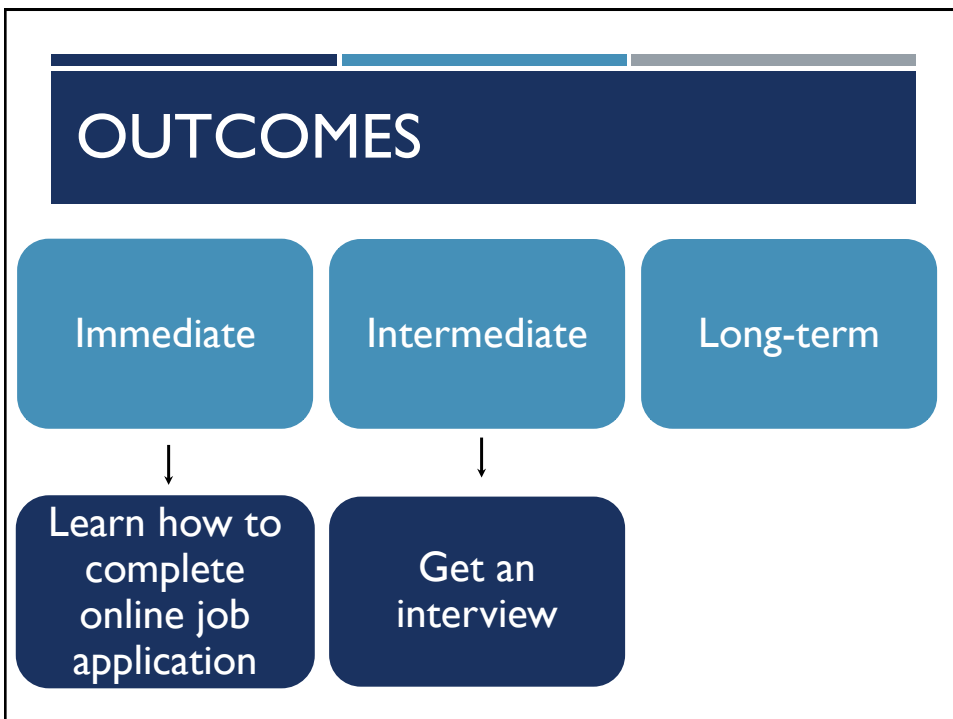
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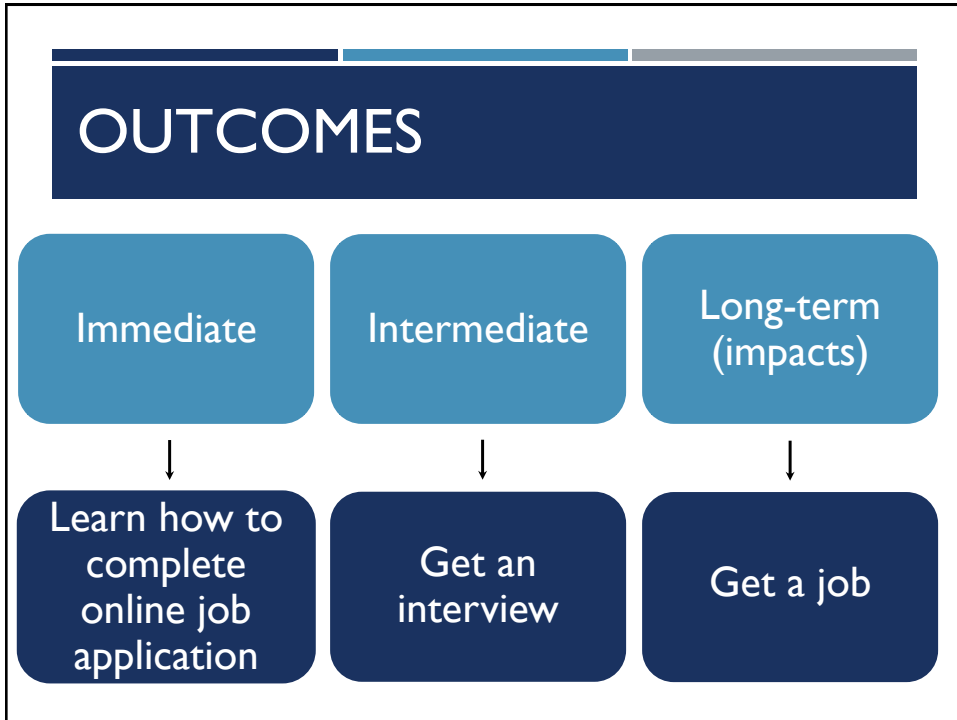
52



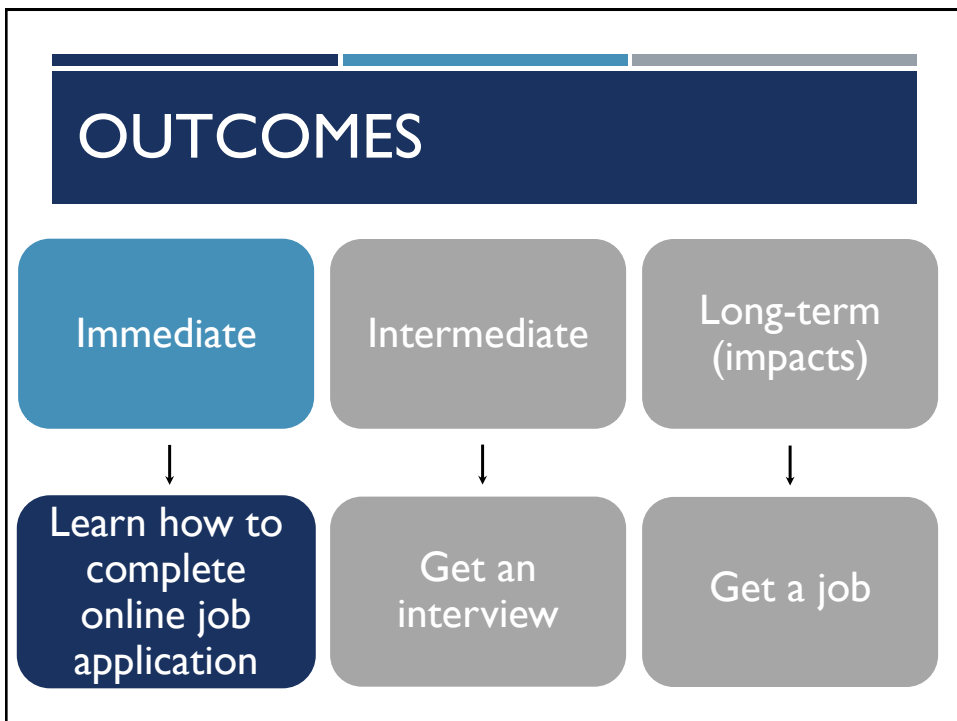
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Any successes measuring
long-term impact?



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LINKING IMMEDIATE OUTCOMES TO LONG-TERM IMPACT

Reading for pleasure associated with:

- Increased empathy
- Improved relationships
- Reduced depression symptoms
- Reduced risk of dementia

The Reading Agency, 2015

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LINKING IMMEDIATE OUTCOMES TO LONG-TERM IMPACT

Reading more associated with...

- Improved reading skills
- Better development of vocabulary, writing, and grammar

Chin & Krashen (2007)

59

WHICH DATA DO YOU NEED?

- I. Consider the components of your evaluation question
 - Main idea(s)
 - Target population
 - Activities, and/or
 - Resources

60

WHICH DATA DO YOU NEED?

2. Identify other key data you need by considering the reason(s) you are asking the question
 - Fulfilling accountability and oversight requirements
 - Improving programs and services
 - Advocating for resources or building support

61

WHICH DATA DO YOU NEED?

Are children reading by choice more after participating in the
summer reading program?

62

WHICH DATA DO YOU NEED?

Are children reading by choice more after participating in the
 summer reading program?



63

WHICH DATA DO YOU NEED?

Are children reading by choice more after participating in the
 summer reading program?



64

WHICH DATA DO YOU NEED?

Are children reading by choice more after participating in the



summer reading program?



65

WHICH DATA DO YOU NEED?

| Part | Description |
|----------|-------------|
| Children | K-12 |

66

WHICH DATA DO YOU NEED?

| Part | Description |
|------------------------|---|
| Children | K-12 |
| Reading by choice more | Parents report children choose reading at least once a week for fun, more posts on social media |

67

WHICH DATA DO YOU NEED?

| Part | Description |
|---|---|
| Children | K-12 |
| Reading by choice more | Parents report children choose reading at least once a week for fun, more posts on social media |
| Participating in the summer reading program | Sign up, attend events, check out youth books & materials |

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WHICH DATA DO YOU NEED?

Are children reading by choice more after participating in the summer reading program?

69

WHICH DATA DO YOU NEED?

Are children reading by choice more after participating in the summer reading program?

- Parent reports about reading

70

WHICH DATA DO YOU NEED?

Are children reading by choice more after participating in the summer reading program?

- Parent reports about reading for K-12 children

71

WHICH DATA DO YOU NEED?

Are children reading by choice more after participating in the summer reading program?

- Parent reports about reading for K-12 children who signed up for summer reading, attended events, and checked out youth books and materials.

72

WHICH DATA DO YOU NEED?

Are children reading by choice more after participating in the summer reading program?

- Parent reports about reading for K-12 children who signed up for summer reading, attended events, and checked out youth books and materials.
- Posts on social media by K-12 children who signed up for summer reading, attended events, and checked out youth books and materials

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WHICH DATA DO YOU NEED?

Do you need any other data related to the reason(s) you are asking the question?

- Level of resources required to implement the summer reading program
- Extent to which children who participate in summer reading are representative of the community overall

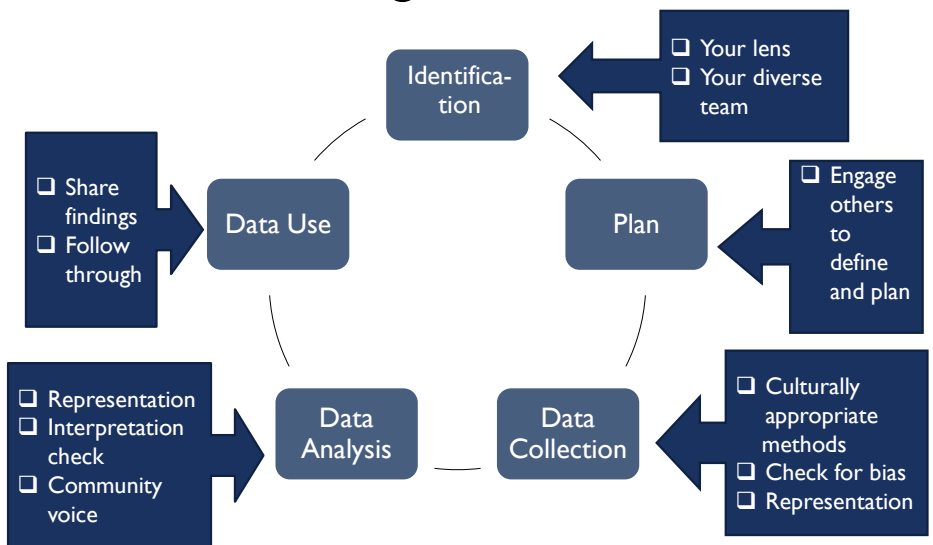
74

OTHER QUESTIONS TO CONSIDER

- How much data do you need?
- What data do you already have (or have access to)?
- What have others learned? (i.e., literature review)
- What do you need to know versus what would be nice to know?
- What are your timelines for stakeholder engagement, data collection, analysis, reporting, etc.?
- Recheck your evaluation goal: Do you have the right question?

75

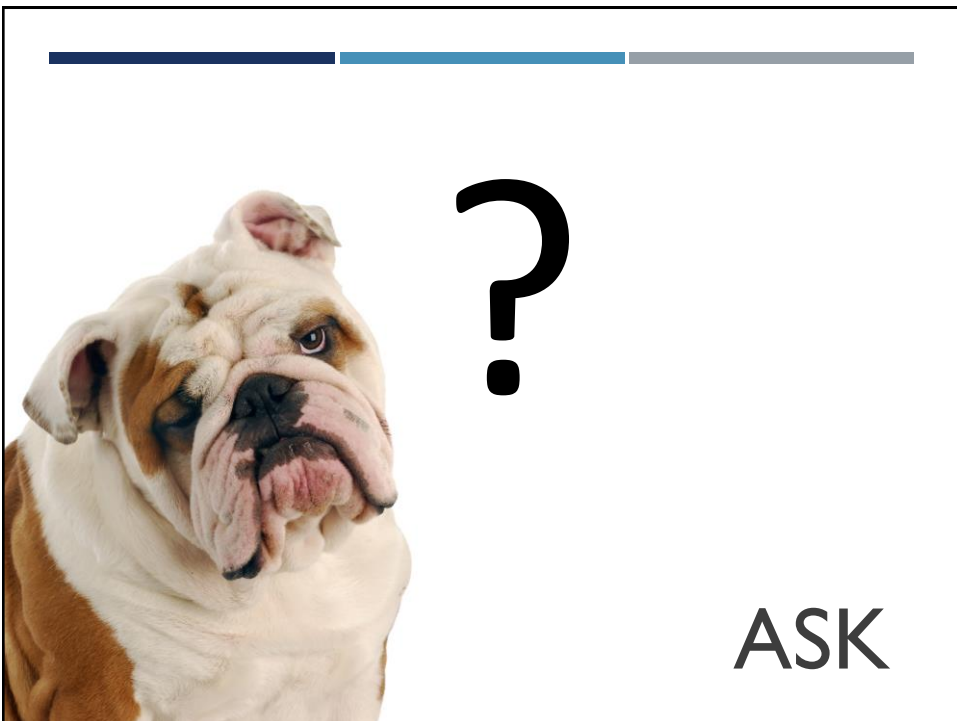
Advancing EDI in Evaluation



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78



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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 | | | |

80

SURVEY—OPEN ENDED QUESTIONS

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

81

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!

82

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.

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PLA-PROJECT OUTCOME

project **OUTCOME** **Public Library** ASSOCIATION

About Us Annual Report Sign Up Log In Peer Discussion [Select Language](#)

NEW! Project Outcome for **Academic Libraries**: [Visit the Site](#)

Outcome Measurement Made Easy

for Public Libraries

Resources and Tools to Create Surveys and Analyze Outcome Data

[Public Libraries Sign Up](#) [Academic Libraries Sign Up](#)

378,949
Responses collected through **public library surveys**

2,228
Public libraries have created surveys

[Public Library Updates](#) [Project Outcome Live News](#)

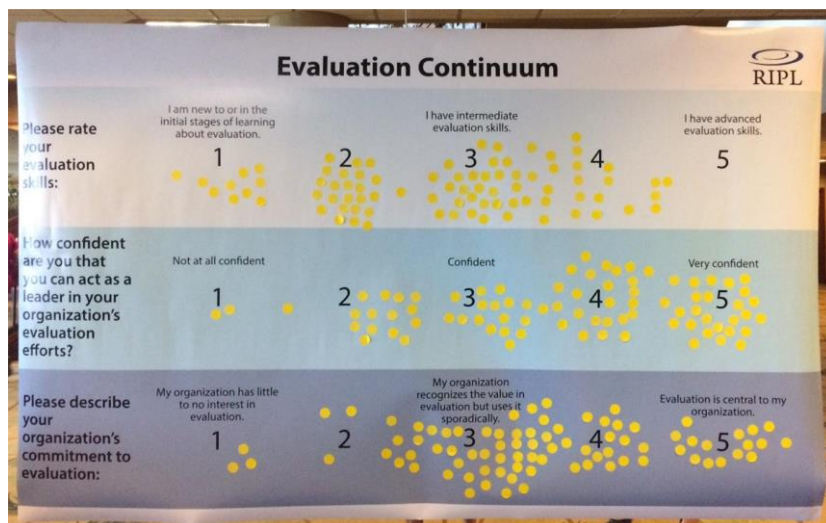
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PLA-PROJECT OUTCOME

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

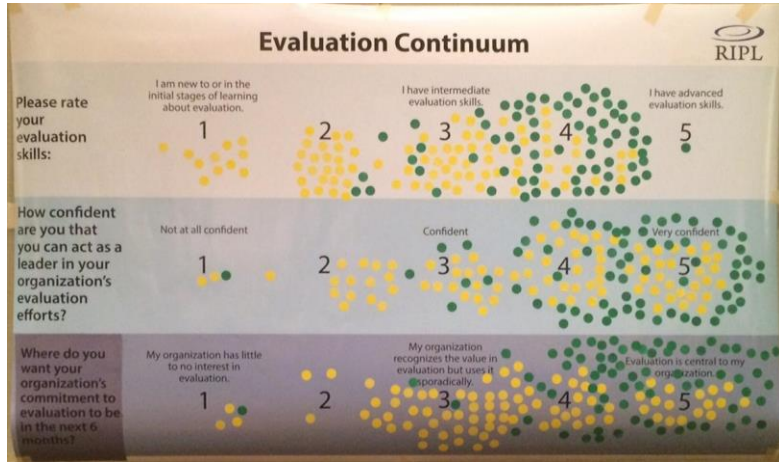
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CONTINUUM



86

CONTINUUM



87

PRIZE DRAWING



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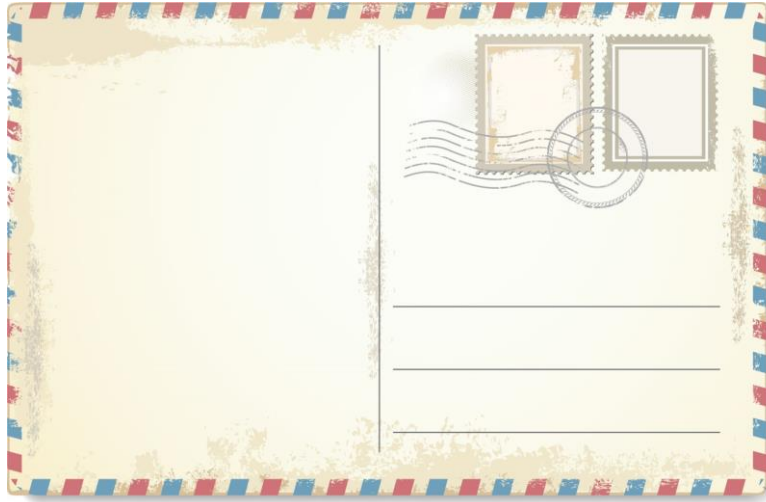


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POSTCARD



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OBSERVE



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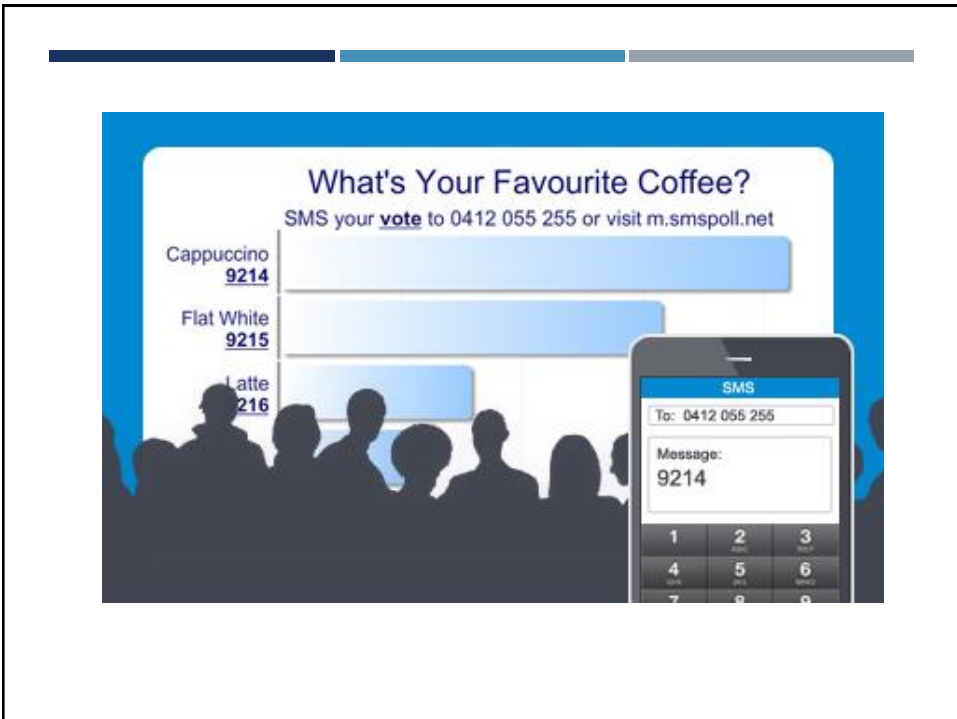
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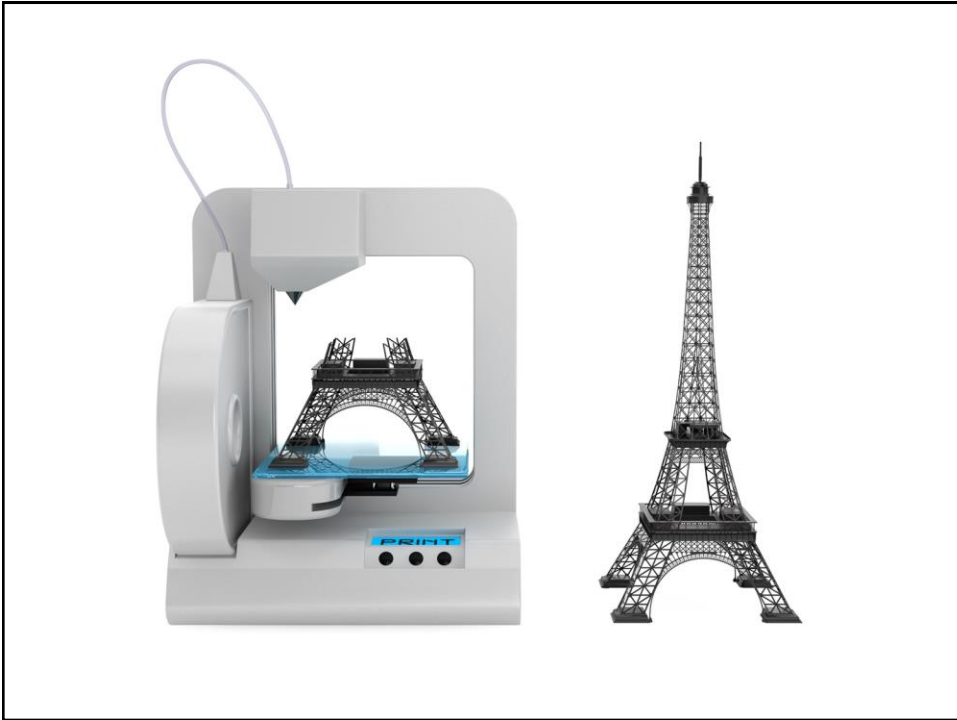
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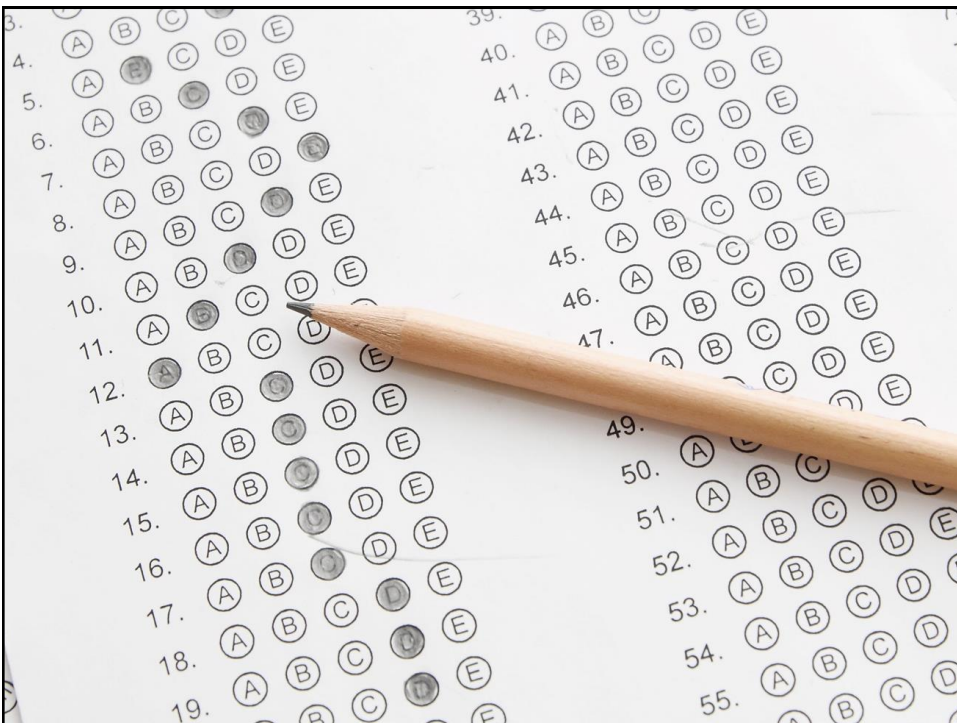
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98

The screenshot shows a website interface for 'EMBEDDING Evaluation'. The main content area is titled 'Data Collection' and contains three video thumbnails. Each thumbnail has a red play button and a list of resources mentioned in the video. The resources listed are: 'Questionnaire Design - Pew Research Center', 'Writing Survey Questions - Grand Canyon University Center for Innovation in Research and Teaching', and 'Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method (Dillman et al.)'.

Library Evaluation 101 Videos

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DISCUSSION

Is your library collecting outcome data? About what? What methods are you using?

How does your library use outcome data after collecting it?

100