

# Outcomes for Success!

Session #3: *Data Collection—Method Selection and Tool Development*

King County Library System  
Issaquah, WA  
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Presented by  
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- Increased understanding of the benefits and uses of evaluation
- Increased knowledge of data collection tools and methodologies
- Increased confidence and ability to write survey questions

# Importance of Evaluation

Evaluation is  
kind of like  
“an apple a day.”



May not always be what is most craved, but important to support the long-term goals and vitality of your program.

- Individual outcomes
- Library branch outcomes
- Library cluster outcomes
- KCLS outcomes
- Community outcomes

- By evaluating outcomes, you are better able to:
  - Converse with management / funders
  - Have a logical framework to explain your program
  - Make better-informed decisions
  - Make programmatic decisions in real-time

## Lessons learned from ORS' evaluation work:

- Evaluation planning helps organizations focus efforts and make sure staff and funders are on the same page
- Evaluation results help inform decision-making
- Evaluation does NOT have to be burdensome or all encompassing
- Organizations can rarely measure everything at once – prioritizing outcomes to measure is often necessary

Logic Models/  
Evaluation Plans



Data Collection



Analysis / Reporting



# Seattle Public Library *Flight to the Future Play & Learn Groups* Logic Model

RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES	GOALS
<p><b>Participants:</b> Care providers (FFN or parents) and the children in their care (B-5)</p> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>▪ Facilitators who have completed P&amp;L 101</li> <li>▪ Supervisors, directors</li> <li>▪ Children's Librarians</li> <li>▪ Early Literacy Coordinator</li> </ul> <p><b>Partnerships:</b></p> <ul style="list-style-type: none"> <li>▪ Partnership with CBOs</li> <li>▪ CCR</li> </ul> <p><b>Service Technologies:</b></p> <ul style="list-style-type: none"> <li>▪ Existing research</li> <li>▪ Play &amp; Learn Evaluation</li> <li>▪ TA resources</li> <li>▪ Facilitator Literacy training</li> <li>▪ Translated materials</li> <li>▪ Curriculum</li> <li>▪ Family Support Principles</li> <li>▪ Library learning environment</li> </ul> <p><b>P&amp;L Group Materials:</b></p> <ul style="list-style-type: none"> <li>▪ Materials (developmentally- &amp; culturally-appropriate, for multiple domains)</li> <li>▪ Lending libraries with books in English and home languages</li> <li>▪ Art supplies</li> <li>▪ Play materials (costumes, etc.)</li> <li>▪ Community resources info</li> </ul> <p><b>Settings:</b></p> <ul style="list-style-type: none"> <li>▪ Seattle Public Libraries</li> </ul> <p><b>Funding:</b></p> <ul style="list-style-type: none"> <li>▪ Boeing, The Seattle Public Library Foundation</li> <li>▪ In-kind support from partners</li> </ul>	<p><b><u>GROUPS:</u></b></p> <ul style="list-style-type: none"> <li>- Child and care provider participate in <b>open-ended, child-directed "free play"</b> with different learning centers for child-directed play supporting different areas of development</li> <li>- Child and care provider participate in <b>coordinated group activity</b>, e.g.,               <ul style="list-style-type: none"> <li>▪ Reading or other preliteracy activities,</li> <li>▪ Singing, dancing and movement</li> <li>▪ Fine &amp; Gross Motor</li> </ul> </li> <li>- <b>Care Provider Learning</b> (formal and informal), e.g.,:               <ul style="list-style-type: none"> <li>▪ Facilitator talks to adults re: how activity helps child learn, what they can do at home.</li> <li>▪ Information about other resources</li> <li>▪ Care providers to share information</li> <li>▪ Quarterly presentations on specific topics related to preliteracy and school readiness</li> </ul> </li> <li>- Provide opportunities for <b>Adult-Adult Interactions</b></li> <li>- <b>Leadership Development</b> among Care Providers within the Play &amp; Learn Group</li> </ul> <p><b><u>OTHER</u></b></p> <p>Recruitment/outreach/engagement            Book giveaways            Special programming (e.g. story teller, musician, etc. with literacy focus)            Library card sign-up            Active participation in P&amp;L Network            Participation in Play &amp; Learn evaluations</p>	<p>Weekly ≥90-minute Groups offered</p> <p>X# of participants (minimum/maximum)</p> <p>Other categories of activities generally occur during each Play &amp; Learn Group</p>	<p><b>Increase knowledge and skills</b> of caregivers about how to guide the cognitive, social, emotional and physical development of children and increase their school readiness.</p> <p><b>Decreased isolation of caregivers</b></p> <p><b>Increased connection to libraries</b></p>	<p>Caregivers have neighborhood-based resources and supports to provide high quality child care and development opportunities</p> <p>All young children are prepared to succeed in school and life</p> <p>All children are in safe, nurturing environments receiving high quality care</p>

## 2009 Flight to the Future Evaluation Plan

Outcomes	Indicators	Methods and Tools	Frequency and Schedule	Sampling Strategy
<p>1. <b>Increase knowledge and skills</b> of caregivers about how to guide the cognitive, social, emotional and physical development of children and increase their school readiness.</p>	<p>Caregivers demonstrate increased knowledge</p> <p>Caregivers demonstrate increased behaviors that support school readiness</p>	<p>Play &amp; Learn Caregiver Feedback Form</p>	<p>May 2009</p>	<p>All adult participants in Flight to the Future Play &amp; Learn groups</p>
<p>2. <b>Decrease isolation of caregivers</b></p>	<p>Caregivers say they talk more to other parents about caregiving/parenting</p>	<p>(See above)</p>	<p>(See above)</p>	<p>(See above)</p>
<p>3. <b>Increase connection to libraries</b></p>	<p>Caregivers who attend one of SPL's Play &amp; Learn groups have a library card</p> <p>Frequency of library visits</p> <p>Caregivers say they use the library outside of attending a P&amp;L group</p>	<p>Questions from Raising a Reader survey (to be added as a supplement to the Caregiver Feedback Form)</p>	<p>(See above)</p>	<p>(See above)</p>

# Data Collection

## Deciding What to Measure: 6 Key Questions

1. What is the evaluation purpose?
2. Who will read/hear/see the results?
3. When and how often do I need to show results?
4. What do I need to know?
5. What data collection method should I use?
6. How should I ask the questions?

## Question 1:

What is the evaluation purpose?

Possibilities:

- To provide accountability
- To improve program quality
- To support decision-making about resource allocation
- To help programs market themselves

## Question 2:

Who will read/hear/see the results?

Possible audiences:

- Internal stakeholders: staff, participants, board
- External stakeholders: funders, partners, media

## Question 3:

When and how often do I need to show results?

### Consider:

- When will change occur?
- Will there be milestones?
- What will be the frequency of contact with participants?

## Question 4: What do I need to know?

- What are my priority outcomes?
- What are my indicators of progress?
- Refer to your logic model and evaluation plan



## Question 5:

What data collection method(s) should I use?

- How much time do you have?
- Do you need to show change over time?
- What resources do you have available?

<b>Surveys</b>	Standardized written instruments with questions about issues to be evaluated
<b>Interviews</b>	A series of carefully planned semi-structured or unstructured questions
<b>Records</b>	Information collected by agencies or institutions, e.g., school records, vital
<b>Focus Groups</b>	Planned discussion with a defined group of people designed to elicit perceptions on a defined area of interest

- Some data collection methods and processes are relatively easy to implement; others require more resources
- Start small, practice, learn what is useful
- Intentionality re: evaluation can enhance program coordinators' practice of reflection

- Type of Information Needed
- Are you measuring the right thing? (Validity)
- Are you measuring in a consistent way? (Reliability)
- Available Resources
- Cultural Appropriateness

## Question 6: How should I ask my questions?

Consider:

- Burden on respondents
- Avoid biased words
- Use standard English (and have translated if needed)
- Avoid asking abstract questions
- See handouts for more tips

## Two common types of items used in evaluation tools:

**Open-ended** questions. Responses are provided by respondents.

**Closed-ended** questions. Pre-determined answers from which participants choose (*e.g., scales, check-off boxes*).

## Close-ended Questions—Scales:

- Responses are pre-determined and rank ordered along continuum
- Respondents only choose one category
- Often a 'middle' category like 'neither agree nor disagree' or 'unsure'

## *Example:*

- Very dissatisfied
- Somewhat dissatisfied
- Neither satisfied nor dissatisfied
- Somewhat satisfied
- Very satisfied



## Close-ended Question—Check-Off Boxes:

Only one box can be checked

- Response 1
- Response 2**
- Response 3
- Response 4

**OR**

More than one box can be checked

- Response 1
- Response 2**
- Response 3**
- Response 4**

## Check-off Boxes:

### Criteria when **ONLY** one box can be checked

- Options are mutually *exclusive* (i.e., participant's response can not fall into two or more categories)
- Options are *exhaustive* (e.g., cover the full range of possible responses)

## *Example:*

### What is your age?

- 16-18 years old
- 19-20 years old
- 21-24 years old
- 25-29 years old
- 30-32 years old

## Check-Off Boxes: Criteria when **MULTIPLE BOXES** can be checked

- Any number of responses may be checked

## *Example:*

### **How do you communicate with your child(ren)?**

*(Please check all of the responses that apply to you and your family.)*

- Sign language
- Home signs
- Speech
- Paper and pencil
- Gestures
- Other

# Activity: Reviewing Flight to the Future Survey Tool

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2. <b>Decrease isolation of caregivers</b>	Caregivers say they talk more to other parents about caregiving/parenting	(See above)	(See above)	(See above)
3. <b>Increase connection to libraries</b>	Caregivers who attend one of SPL's Play & Learn groups have a library card  Frequency of library visits  Caregivers say they use the library outside of attending a P&L group	Questions from Raising a Reader survey (to be added as a supplement to the Caregiver Feedback Form)	(See above)	(See above)

# Activity: Write your own survey questions



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