Outcomes for Success!

King County Library System
April 6, 2010

Presented by

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Workshop Outcomes

- Increase knowledge of the language and framework of outcome evaluation

- Increase ability to create you're a logic model

- Increased ability to identify realistic, relevant and appropriate outcomes

- Increase familiarity with evaluation planning concepts

Outcome-based evaluation is a systematic way to assess the extent to which a program has achieved its intended results.

- Past focus has been on what staff <u>DO</u>

- Outcome-based evaluation focuses on what staff <u>CAUSE TO HAPPEN</u>

What are the Uses of Outcome-based Evaluation?

- To provide accountability

- To improve program quality

- To support decision-making about resource allocation

- To help programs market themselves

Outcomes

- Realistic end result or change that can be anticipated for the duration of a service or program

- Broader statements that describe the change that occurs

- Indicate the trend or amount of the change

- What can change:
  - Perceptions and Attitudes
  - Efficacy (e.g., confidence)
  - Behaviors
  - Knowledge
  - Skills
  - Social Networks and Connections
  - Policies
  - Partnerships
  - Professional practices
  - Resource availability

Outcome

Goal

Objective

- Individual outcomes

- Library branch outcomes

- Library cluster outcomes

- KCLS outcomes

- Community outcomes

Outcome Examples

Family Support & Early Childhood Programs

- Increased confidence among parents to take a proactive role in child's education
- Increased knowledge of child development
- Increase use of developmentally appropriate parenting skills
- Increased readiness for school

Reading & Tutoring Programs

- Increased amount of time spent reading
- Increased interest in reading
- Increased academic success

ESL Programs

- Increased English speaking skills
- Increased interest in reading

Organizational Outcomes

- Increased cultural competency
- Increased reach

How are Outcomes Identified?

- **Change Statements** – Increased, maintained or decreased behavior, attitude, etc.

  Example: **Increased immunization among young children**

- **Targets** – Specific levels of achievement

  Example: **Immunize 80% of two year-old children in the community according to recommended public health schedule**

- **Benchmarks** – comparative targets, generally related to other time periods or other organizations

  Example: **Increase the current 70% immunization rate for children 0 to 24 months to 90% by the end of the current year**

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Batting Averages

.424   All-Time Best, Rogers Hornsby, St. Louis 1924
.358   Alex Rodriguez, Seattle 1996
.356   Edgar Martinez, Seattle 1995
.300   Very Good
.250   Average
.200   Not Great
.135   All-Time Worst, Ray Oyler, Detroit 1968
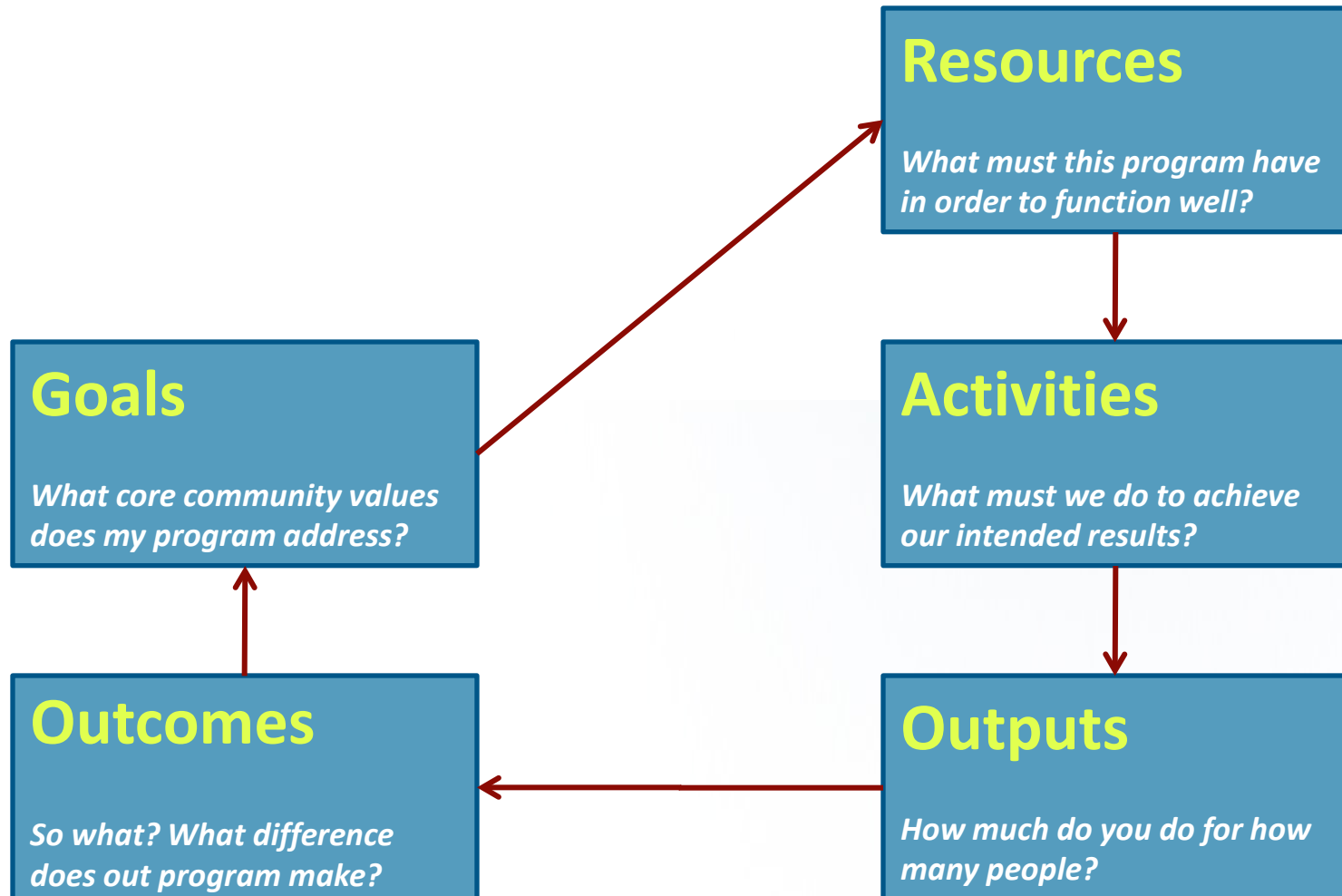
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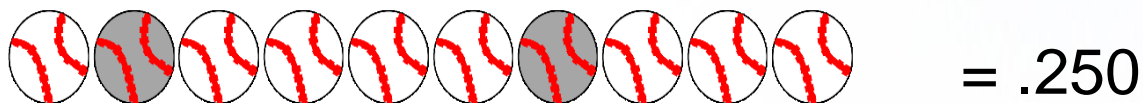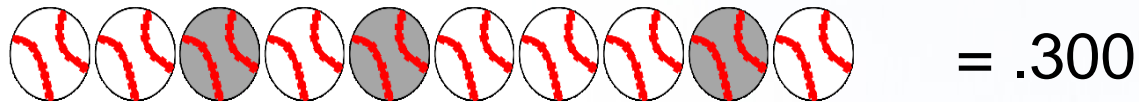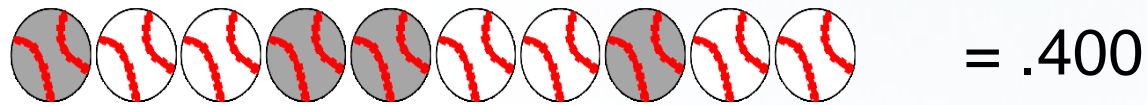
- Which outcomes are most important to achieved?

- Which outcomes are most meaningful?

- Which outcomes are most useful?

- Which outcomes are most reasonable?

- Which outcomes are most realistic?

Activity A

Outcome Selection Role Play

(pgs. 62-63)

Logic Model

Resources

What must this program have in order to function well?

Goals

What core community values does my program address?

Activities

What must we do to achieve our intended results?

Outcomes

So what? What difference does out program make?

Outputs

How much do you do for how many people?

Developing a Logic Model
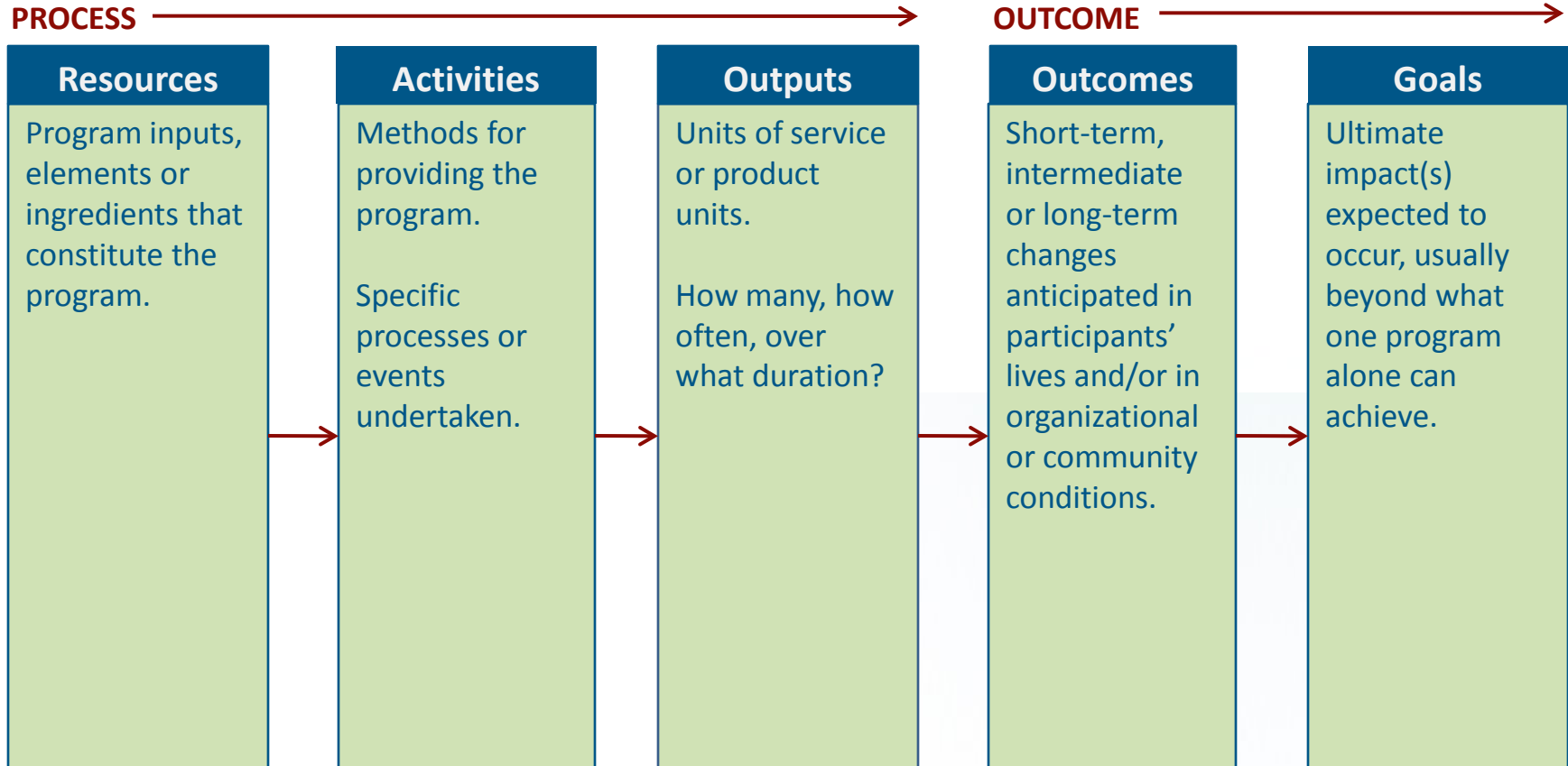
- Identifies process & outcomes

- Clarifies each program element

- Shows relationship of inputs/resources & activities to expected results or outcomes

- Helps identify the major questions you want the evaluation to answer

- Provides a graphic summary of how program parts relate to the whole

- Makes explicit the underlying theory of a program

- Indentifies categories to measure in the program evaluation

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Developing a Logic Model

PROCESS ————————→   **OUTCOME** ————————→

Resources	Activities	Outputs	Outcomes	Goals
Program inputs, elements or ingredients that constitute the program.	Methods for providing the program.

Specific processes or events undertaken. | Units of service or product units.

How many, how often, over what duration? | Short-term, intermediate or long-term changes anticipated in participants' lives and/or in organizational or community conditions. | Ultimate impact(s) expected to occur, usually beyond what one program alone can achieve. |

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

RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES	GOALS
Participants: Care providers (FFN or parents) and the children in their care (B-5) **Staff:** ▪ Facilitators who have completed P&L 101 ▪ Supervisors, directors ▪ Children's Librarians ▪ Early Literacy Coordinator **Partnerships:** ▪ Partnership with CBOs ▪ CCR **Service Technologies:** ▪ Existing research ▪ Play & Learn Evaluation ▪ TA resources ▪ Facilitator Literacy training ▪ Translated materials ▪ Curriculum ▪ Family Support Principles ▪ Library learning environment **P&L Group Materials:** ▪ Materials (developmentally- & culturally-appropriate, for multiple domains) ▪ Lending libraries with books in English and home languages ▪ Art supplies ▪ Play materials (costumes, etc.) ▪ Community resources info **Settings:** ▪ Seattle Public Libraries **Funding:** ▪ Boeing, The Seattle Public Library Foundation ▪ In-kind support from partners	<u>GROUPS:</u> - Child and care provider participate in **open-ended, child-directed "free play"** with different learning centers for child-directed play supporting different areas of development - Child and care provider participate in **coordinated group activity**, e.g., ▪ Reading or other preliteracy activities, ▪ Singing, dancing and movement ▪ Fine & Gross Motor - **Care Provider Learning** (formal and informal), e.g.,: ▪ Facilitator talks to adults re: how activity helps child learn, what they can do at home. ▪ Information about other resources ▪ Care providers to share information ▪ Quarterly presentations on specific topics related to preliteracy and school readiness - Provide opportunities for **Adult-Adult Interactions** - **Leadership Development** among Care Providers within the Play & Learn Group <u>OTHER</u> Recruitment/outreach/engagement Book giveaways Special programming (e.g. story teller, musician, etc. with literacy focus) Library card sign-up Active participation in P&L Network Participation in Play & Learn evaluations	Weekly ≥90-minute Groups offered X# of participants (minimum/maximum) Other categories of activities generally occur during each Play & Learn Group	**Increase knowledge and skills** of caregivers about how to guide the cognitive, social, emotional and physical development of children and increase their school readiness. **Decreased isolation of caregivers** **Increased connection to libraries**	Caregivers have neighborhood-based resources and supports to provide high quality child care and development opportunities All young children are prepared to succeed in school and life All children are in safe, nurturing environments receiving high quality care

Activity B

Logic Model Scramble

Activity C

Logic Model Design

(pgs. 69-75)

Outcomes

- Realistic end result or change that can be anticipated for the duration of a service or program

- Broader statements that describe the change that occurs

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- What can change:
    - Perceptions and Attitudes
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    - Behaviors
    - Knowledge
    - Skills
    - Social Networks and Connections
    - Policies
    - Partnerships
    - Professional practices
    - Resource availability

Outcomes and Indicators

Indicators:

- Specific items of information that describe observable, measureable characteristics or changes in corresponding outcomes

Example:

OUTCOME:	Increased knowledge of library services
GOOD Indicator	*Know of at least three library programs for families*
BAD Indicator	*Increased use of library services*

Making Outcomes Measureable

- Indicators focus on what is **measureable**

- Indicators specifically state **detailed examples** of how an outcome is being met

- Indicators are **easily observed** by being seen, heard or read

- The Indicator should be a **direct** measure of the outcome:

  - Measure is <u>indicative</u> of outcome rather than a predictor or result of outcome (i.e. it is NOT a *cause* or *effect* of its outcome)

  - Indicator provides definition for outcome

  - "Means that" criteria (e.g., If you know that youth "fight in class," does <u>that mean </u>that (s)he has "low self-esteem")
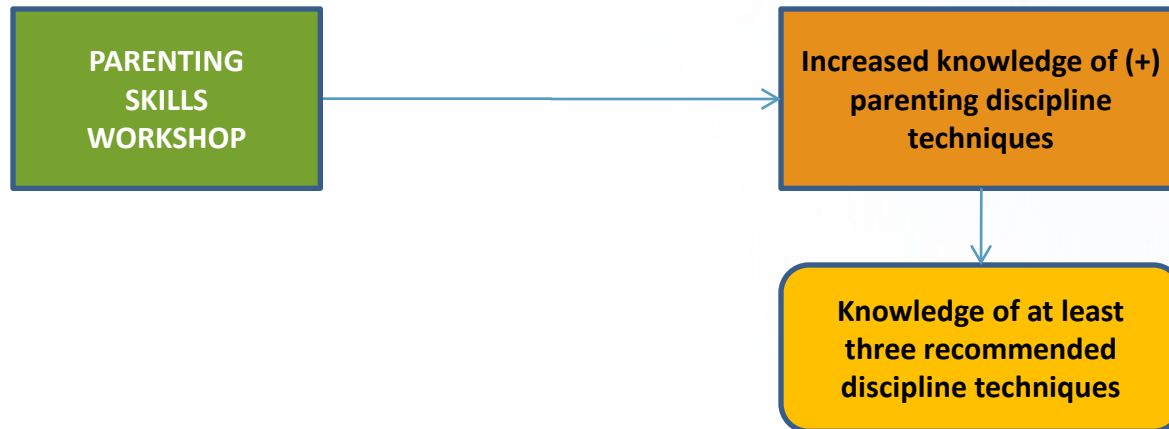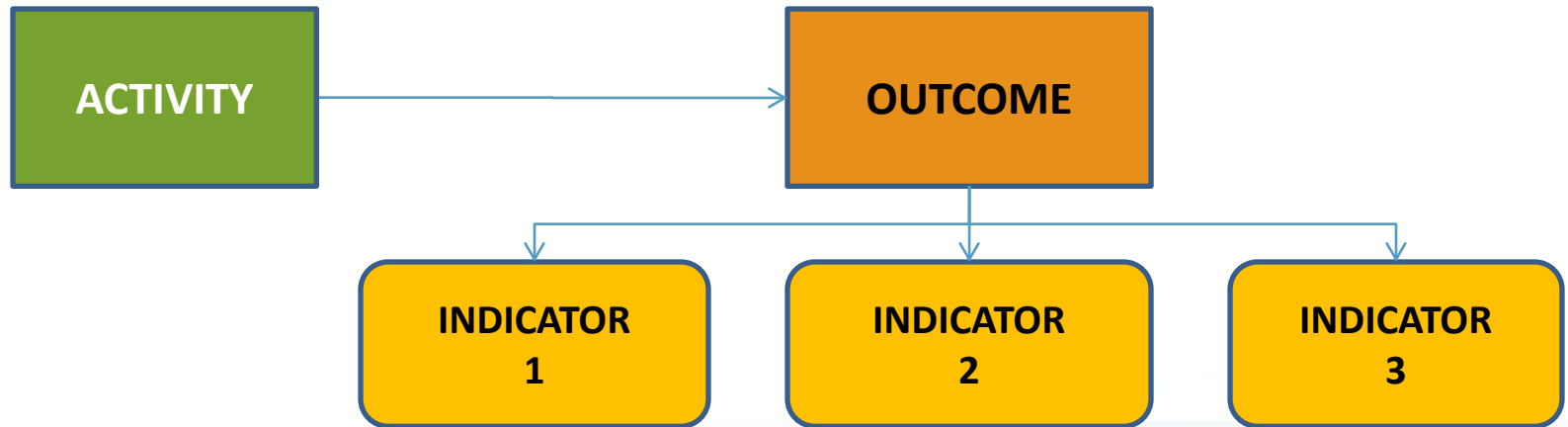
- Do the indicators **make sense** in relation to the outcomes they are intended to measure?
  Are they understanding?

- Is there a **logical link** between the indicator and the outcome? (e.g., If the outcome reflects change in <u>behavior</u>, then the indicator should also reflect changes in <u>behavior</u>.)

- Are the indicators **measureable or observable**? Can the be:

    - Seen (i.e. observed behavior)?

    - Heard (i.e. participant interview?

    - Read (i.e. client records)?

- Are the indicators **valid** and **reliable** measures of the outcomes?

- Is it **reasonable** to expect that the agency can collect data on the indicator? Is it likely within the agency's resources to do so?

- Are the indicators **useful**? Will they help you understand what is going on in the program and where program improvements may be needed?

Connecting Activities, Outcomes and Indicators

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```
ACTIVITY  →  OUTCOME
                │
        ┌───────┼───────┐
        ▼       ▼       ▼
   INDICATOR  INDICATOR  INDICATOR
       1          2          3
```

PARENTING SKILLS WORKSHOP → Increased knowledge of (+) parenting discipline techniques
↓
Knowledge of at least three recommended discipline techniques

Outcomes with Multiple Indicators and Data Sources

Outcome

> **Increased community attachment**

Indicators

> **Increased sense of belonging to the community**

> **Increased involvement in community organizations**

> **Increased likelihood of talking with neighbors**

Data Sources

> **Survey** (agree/disagree): "I feel that I am part of a community"

> **Case Record:** Participant reports becoming actively involved in different local organizations

> **Observation:** Individual talks more with local residents at social setting

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Life Choices Curriculum

Outcome: **Increased knowledge of curriculum-specific skills**

Indicators:
- Know how to manage time effectively
- Know how to set reasonable goals

Outcome: **Increased demonstration of effort in school**

Indicators:
- Pay attention in class
- Greater participation in class
- Complete homework on time

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Family Support Program

Outcome: **Increased parent involvement in child's education**

Indicators:
- Increased interaction with school personnel
- Increased participation in school activities

Outcome: **Increased parent knowledge of community support systems**

Indicators:
- Knowledge of different community resources
- Know where to go for help

Core Program Services: Mentoring Program

OUTCOME: REDUCED ANTISOCIAL BEHAVIOR IN SCHOOL SETTINGS

INDICATORS

- Reduced incidents of fights in school setting
- Mentors and youth attend cultural events
- Number of hours spent with mentors
- Increased sense of positive self-identity
- Reduced number of discipline referrals
- Increased knowledge of proper classroom behavior
- Increased available transportation for mentors

Core Program Services: Health Education

OUTCOME: INCREASED KNOWLEDGE OF HEALTH AND NUTRITION

INDICATORS	- Program staff understand health warning signs - Medical providers check blood pressure - Able to answer own questions about health issues - Attend five nutrition classes - Knowledge of food pyramid - Medical guide to healthy lifestyle - Participants exercise more often

Activity F:

Indicator Selection

(OFS, pgs. 79-81)

Putting It All Together

- Outcomes

- Indicators

- Data collection method(s) and tool(s)

- Evaluation design, frequency and schedule of data collection

- Sample size and sampling strategy

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Evaluation Plan

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Outcomes (from Logic Model)	Indicators	Data Collection Method(s)/Tool(s)	Data Collection Frequency/Schedule	Sampling Strategy and Sample Size
Are outcomes: • Written as change statements, targets or benchmarks? • Related to the core business of the program? • Realistic and attainable? • Within the program's ability to influence? • Appropriate for the program?	**Are indicators:** • Directly related to the outcomes? • Specific? • Measureable? • Sensible in relation to the outcome?	**Identify how indicators will be measured:** Will you use: • Surveys? • Interviews? • Focus Groups? • Observations? • Case Records? • Physical/Cognitive Assessment? • Official Records? Identify whether you will use "off-the-shelf" data collection tools or develop your own. Are tools: • Valid and reliable? • Culturally appropriate? • Within agency's resources to implement?	**Describe when and how often data will be collected. Consider:** • When do you expect change to occur? • Are there milestones? • How frequency you are in contact with participants? • When data will be available to you? • Are you accountable for short-term or long-term change?	**State whether the entire participant population will be included or a sample taken:** • If the program has less than 100 participants, all should be included • If the program has more than 100 participants, sampling is recommended If you sample, describe how you intend to select the sample: • Simple random? • Stratified? • Systematic? • Nonprobablity method?

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Staff: ▪ Facilitators who have completed P&L 101 ▪ Supervisors, directors ▪ Children's Librarians ▪ Early Literacy Coordinator	- Child and care provider participate in **open-ended, child-directed "free play"** with different learning centers for child-directed play supporting different areas of development	X# of participants (minimum/maximum) Other categories of activities generally occur during each Play & Learn Group		
Partnerships: ▪ Partnership with CBOs ▪ CCR	- Child and care provider participate in **coordinated group activity**, e.g., ▪ Reading or other preliteracy activities, ▪ Singing, dancing and movement ▪ Fine & Gross Motor			All young children are prepared to succeed in school and life
Service Technologies: ▪ Existing research ▪ Play & Learn Evaluation ▪ TA resources ▪ Facilitator Literacy training ▪ Translated materials ▪ Curriculum ▪ Family Support Principles ▪ Library learning environment	- **Care Provider Learning** (formal and informal), e.g.,: ▪ Facilitator talks to adults re: how activity helps child learn, what they can do at home. ▪ Information about other resources ▪ Care providers to share information ▪ Quarterly presentations on specific topics related to preliteracy and school readiness		**Decreased isolation of caregivers** **Increased connection to libraries**	All children are in safe, nurturing environments receiving high quality care
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Funding: ▪ Boeing, The Seattle Public Library Foundation ▪ In-kind support from partners				

2009 Flight to the Future Evaluation Plan

Outcomes	Indicators	Methods and Tools	Frequency and Schedule	Sampling Strategy
1. **Increase knowledge and skills** of caregivers about how to guide the cognitive, social, emotional and physical development of children and increase their school readiness.	Caregivers demonstrate increased knowledge Caregivers demonstrate increased behaviors that support school readiness	Play & Learn Caregiver Feedback Form	May 2009	All adult participants in Flight to the Future Play & Learn groups
2. **Decrease isolation of caregivers**	Caregivers say they talk more to other parents about caregiving/parenting	(See above)	(See above)	(See above)
3. **Increase connection to libraries**	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)

- When will change occur?

- Will there be milestones?

- What will be the frequency of contact with participants?

- Will data be available?

- Will there be accountability for long-term or short-term change?

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Data Collection Methods

Surveys	Standardized written instruments with questions about issues to be evaluated
Interview (including focus groups)	A series of carefully planned semi-structured or unstructured questions
Case Records	First-hand observations of interactions and/or events
Physical/Cognitive Assessment	Assessments using structured, predetermined protocols, e.g., blood pressure screening or literacy skills testing
Official Records	Information collected by agencies or institutions, e.g., school records, vital statistics

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- Type of Information Needed

- Validity

- Reliability

- Available Resources

- Cultural Appropriateness

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Activity I:

Evaluation Planning

(OFS, pgs. 99-100)

- Communicating with funders

- Improving programs and services

- Marketing your program

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1. **Prior to Next Session:** "Homework" Assignment: Draft Logic Model & Evaluation Plan

2. **June:** Workshop #2 – Review Session

3. **October:** Workshop #3 – Data Analysis

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