



September 30, 2003

Ms. Martha Crawley
Institute for Museum and Library Services (IMLS)
Office of Library Services
1100 Pennsylvania Avenue, NW
Room 802
Washington, DC 20506

Dear Ms. Crawley,

Please find attached the final narrative report for the *How Libraries and Librarians Help: Context-Centered Methods for Evaluating Public Library Efforts at Bridging the Digital Divide and Building Community* project, funded by the Institute of Museum and Library Services (IMLS), Grant Number NR-00010.

In addition, please note that this report soon will be available online on our new project website, www.ischool.washington.edu/ibec.

With best regards,

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**How Libraries and Librarians Help:
Context-Centered Methods for Evaluating Public Library Efforts at Bridging
the Digital Divide and Building Community**

Funded by: The Institute of Museum and Library Services (IMLS), Grant Number NR-00010.

Final Report: September 30, 2003

Introduction to the Research Model

The Need: A Workable Tool That Can Be Used by Librarians to Reflect Local Service

Non-profits' mission statements often reflect the desire to serve a vital role in their community. Increasingly, organizations such as public libraries frame their value from the perspective of their contributions to the lives of citizens. They seek "to promote the development of independent, self-confident, and literate citizens"¹ or "to enhance the personal development" of citizens "by seeking to meet their informational needs, recognizing the benefits to the community of a well-informed citizenry, the individual's capacity for self-improvement, the worth of each person and the need for human dignity."² At present librarians do not have the mechanisms that allow them to determine the extent to which they make such contributions to the community.

According to findings from our 1998-2000 IMLS-funded research, *Help-Seeking in an Electronic World*, 73% of librarians said they were unsatisfied and frustrated with current evaluation tools. Librarians reported that, aside from anecdotal data, they have few indicators of how people benefit from library programs—a gap that impedes their strategic planning. This observation formed the basis for our IMLS-funded proposal, *How Libraries and Librarians Help: Context-Centered Methods for Evaluating Public Library Efforts at Bridging the Digital Divide and Building Community*. In addition to continuing our focus on how people solve problems of everyday life, our ultimate aim was to derive context-based evaluation tools that public librarians could use to capture their contributions to creating and sustaining vibrant communities through community information services.

¹ Evanston Public Library

² Boulder Public Library

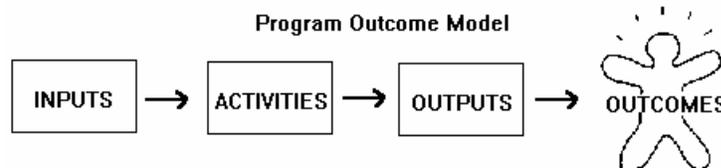
The Response: Developing Approaches to Outcome Measurement

Research by this team, and an increasing number of other researchers and decision-makers, has shown that current evaluation methods are weak and fail to show how non-profits contribute to community building. Decision-makers increasingly recognize that evaluation must focus on "the effect of an institution's activities and services on the people it serves - rather than on the services themselves (outputs)" (IMLS). The answers we can supply today aren't good enough. We cannot currently measure outcomes and effects systematically with much success. As a result, service providers, governments, other funders and the public are calling for clearer *evidence* that the resources they expend *actually produce benefits for people* (IMLS). The increasing dissatisfaction with the limits of output measurement has resulted in a call for better ways to determine outcomes which are defined by the Institute for Museum and Library Services as "benefits to people: specifically, achievements or changes in skill, knowledge, attitude, behavior, condition, or life status for program participants." Our own research suggests that studying the outcomes that accrue to people from library services can assist in developing services that have greater impact on individuals and the larger community.

This IMLS-funded research on outcome measures responds to the weaknesses of current approaches to evaluation. It was conducted by a team of researchers at the University of Michigan and the University of Washington. As a first step toward development of working models for outcome measurement, we turned to community-focused libraries and their partners that seek to meet the needs of citizens. From a pool of candidate libraries we identified a group of community-focused services and programs including services designed for immigrant populations, after-school community technology programs for teens, information and referral services, programs designed around ethnicity, and consumer health information services. To those, we added data from our extensive study of community networks. To foster the development of a suite of relevant measurement tools, we conducted a series of case studies in the areas identified above, each of which contributes a set of indicators reflecting the outcomes of a particular program. Together these case studies contribute a variety of concrete examples to a suite of context-based evaluation tools designed to help librarians show how community-focused services affect people's lives.

Contextual Approaches

In the past few years several outcome models have emerged, particularly in the social services and in government-funded agencies.³ The logic models, such as the United Way Program Outcome Model below, generally focus on four components:



³ W.K.Kellogg Foundation. Logic Model Development Guide. 2001.

<http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf>

United Way. Outcome Evaluation. <http://national.unitedway.org/outcomes/>

Contextual approaches add a dimension to existing logic models and help researchers to better understand and frame outcomes. The contextual framework described below is drawn both from the past research of the principal investigators and others. (Pettigrew, 1999; Durrance, 1993; Durrance, 1994a; Durrance & Pettigrew, 2001; Pettigrew & Durrance, 1999). It incorporates factors associated with the clientele as well as library-centered factors and those associated with staff. For a detailed explanation of the model, see The Outcomes Toolkit at <http://www.si.umich.edu/libhelp/toolkit/index.html>.

Missing from most emerging outcome logic models are the several factors central to our context-based model. First, this model assists librarians (and others) in examining the factors associated with the service model; these are the factors that are experienced by the user through sets of activities that comprise the service or program. Second, in order to work effectively with the user, the service developers must better understand the user and how (s)he interacts with the program. These concepts are seen in the model presented below and in the discussion that follows.

Context-Centered Outcome Model

| Contextual Factors Associated with the Institution: | Contextual Factors Associated with the User: | Outputs | Outcomes |
|---|---|--|--|
| Service Model Inputs, Resources, Strategies, Approaches, Staff and Specific ACTIVITIES that are used to carry out program. | Needs, Attitudes, Perceptions, Information Behavior, Approaches, Limitations, and Factors that affect interaction with program. | The numbers of clients who are served in various ways. "How much is done for how many people?" | The changes in people's lives. "benefits to people: specifically, achievements or changes in skill, knowledge, attitude, behavior, condition, or life status" (IMLS) |

1) *The library, its service model, staff, and its activities.*

a) *Service model.* This research has focused on a range of problem areas undertaken by public libraries: the problems faced by immigrant populations, the need to help bridge the digital divide for teens in poor communities, the need to meet community information needs, the need for multicultural opportunities, people's need for health information, and building electronic community. All had in common a community-focused model. However, each model is specific to the needs identified in the community. Data were collected by examining materials developed by the library, interviewing administrators and staff, and extrapolating model components from interviews with users of the model.

b) *Staff contributions.* Each of these programs was headed by visionary staff who framed the model, recruited the clientele and developed the activities that shaped the outcomes of the community-focused service. Staff shared these characteristics: they were committed to their clientele, creative in their

approach to providing service, entrepreneurial in their approaches to seeking additional resources, and were able to articulate some, but not all, of the outcomes of their services. Some had been recruited to their jobs because of special skills that they brought to the service such as language facility, interest in the clientele, ability to teach, or knowledge of information technology.

c) Activities - the set of activities designed to respond to the clientele. This research identified a varied set of service activities that reflect a rich knowledge of the chosen primary clientele. Although the manifestations were different in each service, each of these community-focused services provided a warm, welcoming environment that fostered the activities associated with the service. Activities varied from providing what is perceived by users as a safe place to a range of proactive approaches to increasing access to information.

- 2) *The clientele of the specific service.* Outcome-focused evaluation has users at its center. Outcomes accrue to individuals, groups, and communities, etc. Their needs, attitudes, and perceptions need to be considered as does their information behavior. Users come with various strengths and limitations. All these factors affect their interaction with the program. The individuals who participated in the programs sponsored by the partner libraries in this study differed considerably. They were the study's primary informants. Researchers spoke to individuals and representatives of organizations who used or could use a particular service; interviews focused on their needs and their experiences.

For example, teens in the community technology programs came to gain technology skills and left with considerably more than that. Often, however, they indicated that they needed to overcome negative perceptions of librarians in order to be able to reap the benefits of the programs in which they participated. Community agency staff and community non-profits were almost worshipful of library staff who had over the years helped them better understand and participate in the community as information providers. All shared a concern that information was difficult for them to get and use. Immigrants in the study often spoke no English at all and required the assistance of staff who spoke their language or a language that they understood other than English. Because of these difficulties, most of the interviews with this population were conducted by library staff in their own language and not by project researchers.

These components together with outputs—which are included in most emerging outcome-based evaluation models but which are very poorly defined in libraries—comprise the outcome logic model we promulgate. The sample table of outcome below, excerpted from larger outcomes tables for the Queens Borough Public Library case study (available at <http://www.si.umich.edu/libhelp/toolkit/QueensTable.html>), demonstrates not only a type of outcome we identified for the library's immigrant services, but also the relationship among contextual factors of our outcome logic model:

| Outcome: Immigrants discover the free public library | Activities that foster discovery of the free public library | Inputs that foster discovery of the free public library | Related user needs |
|---|--|--|--|
| <p>New Americans discover a safe and accommodating environment.</p> <p>Immigrants feel comfortable, welcome, and accommodated by the library's practices and friendly, multi-lingual staff.</p> <p>Immigrants appreciate the library as a place that eases their transition.</p> <p>Immigrants share their experience of the library with family and friends.</p> | <p>Welcoming atmosphere</p> <p>Staff commitment to customer respect and confidentiality</p> <p>Multicultural staff training</p> <p>Free programs and classes</p> <p>Family programming</p> <p>Entertaining programming</p> <p>Flexible schedules</p> <p>Multilingual, multicultural, and multimedia collection development</p> <p>Maintenance of immigrant services database and guide</p> <p>Risk-taking by staff, leadership</p> <p>Fundraising to support new and enhanced library programs</p> | <p>Centrally located branch locations</p> <p>Well maintained, well lit buildings</p> <p>Security desk</p> <p>Confidentiality policy</p> <p>Friendly and reassuring staff</p> <p>Multilingual and multicultural staff</p> <p>Funding</p> <p>Dedicated technology space and budget</p> <p>Strong reputation in the community</p> <p>Knowledge of community developments and needs</p> <p>Support from library leadership</p> | <p>To begin transition into new environment</p> <p>Accessibility (i.e. physical, financial)</p> <p>Physical and emotional security</p> <p>To be engaged by the library</p> <p>Ability to communicate and to comprehend</p> <p>To develop self-sufficiency in new environment</p> <p>To develop self-confidence</p> <p>To feel happy and relaxed in new environment</p> |

For more tables of outcomes derived from the programs we studied, see the Analyzing Data section of The Outcomes Toolkit at <http://www.si.umich.edu/libhelp/toolkit/analyze.html>.

These contextual factors result in outcomes that may share some qualities with others, but which will reflect the specific factors associated with the local situation. In addition, each service has a unique set of stakeholders (including the participants, interested agencies and organizations, and decision-makers within and outside the library) who need to understand the impacts of the service.

Although the specific instruments and theoretical lens for each study differed, our general approach of understanding the **context** of service delivery and use from the perspectives of service users, organizers and other stakeholders was consistent throughout. In a climate of increasing demands for accountability and government scrutiny, we aimed at distilling a series of steps that could be implemented and yield useable results by community librarians under a broad array of conditions. Our findings show that public libraries and librarians do indeed contribute a rich array of outcomes to their constituents and that, for themselves and their communities, librarians can discover and document their outcomes using a contextual evaluation approach as outlined in our Outcomes Toolkit. The following case studies show how we conducted our research with best practice libraries that became our research partners:

- [community technology programming for children and teenagers](#), based on data collected on the Wired For Youth and CIAO programs of the Austin, Texas and Flint, Michigan public libraries, respectively
- [programming on social connectedness](#), based on data from the King County Library System of Washington State
- [literacy, life skill, and cultural programs for immigrants](#), derived from research on the New Americans and Adult Learner Programs of the Queens Borough Public Library System of New York
- [community information services](#), researched in partnership with the Community Information Program of the Peninsula Public Library System of California

In aggregate, we identified a group of outcomes that may apply to other libraries, depending on the context of the local situation. Outcomes that resulted from this research are those that were identified by the users themselves. The list below summarizes the kinds of outcomes that we identified from the community-focused services we examined.

Selected List of Public Library Outcomes Identified by *How Libraries and Librarians Help*

- Attitude/perception changes (e.g., negative to positive)
- Increased access to information
- Personal efficacy (self esteem, confidence building, a changed outlook on life and future prospects, feelings of accomplishment and hope)
- Increased skill levels (e.g., increased technological literacy, language facility, communication skills, social etc.)
- Learning gains (e.g., increased interest in learning, active participation in learning, etc.)
- Knowledge gains (wide range, individually focused, e.g., knowledge of the community, knowledge needed to pass the GED, etc.)
- Progress toward a goal
- Social networks (e.g., increased social and community connections, increased social capital)
- Status changes (e.g., decide to return to school, get a job, become a citizen, increased participation as a citizen)
- Decreased transaction 'costs' (saving time, money & energy, increased convenience)

IBEC. Information Behavior in Everyday Context. The Result of a Synergistic Relationship.

How Libraries and Librarians Help sought to empirically examine the use of specific services in order to develop context-sensitive approaches and instruments that identify the outcomes of public library and other non-profits' community-focused services. In addition to a group of outcomes to be discussed below, an important result of IMLS' support of this work has been a synergistic relationship among research teams that originated with funding from IMLS. That synergy among researchers from UM and UW has extended to the formation, in 2002, of "Information Behavior in Context" (IBEC) at the end of this IMLS grant---*How Libraries and Librarians Help: Context-Centered Methods for Evaluating Public Library Efforts at Bridging the Digital Divide and Building Community*—and the beginning of a new IMLS grant that continues to move libraries toward a better understanding of how to develop services that meet users' needs. Through detailed research on how people need, seek, give, and use information in everyday contexts, IBEC provides an ongoing mechanism for continuing the work of *How Libraries and Librarians Help* (HLLH) as well as a mechanism for bringing together not only our research on everyday information behavior, but that of other researchers as well. The IBEC website will formally launch in late Fall 2003, and will incorporate the findings of the *How Libraries and Librarians Help* study, The Outcomes Toolkit, and relevant past and future research.



<http://www.ischool.washington.edu/ibec/default800.aspx>



Results of this IMLS Grant

The research which resulted in The Outcomes Toolkit and a Beta Test Workshop held in October 2002 generated approaches that can be used by librarians (and others) to identify a variety of outcomes from users of real services of libraries. The premise of our approach to this project has been that evaluators must understand and incorporate contextual factors such as those identified in our toolkit, including some understanding of the needs of those who use the service and a clear understanding of the service model and activities that produce outcomes.

A variety of benefits are likely to accrue to the field as the result of this project. Because outcomes accrue to those who interact with the

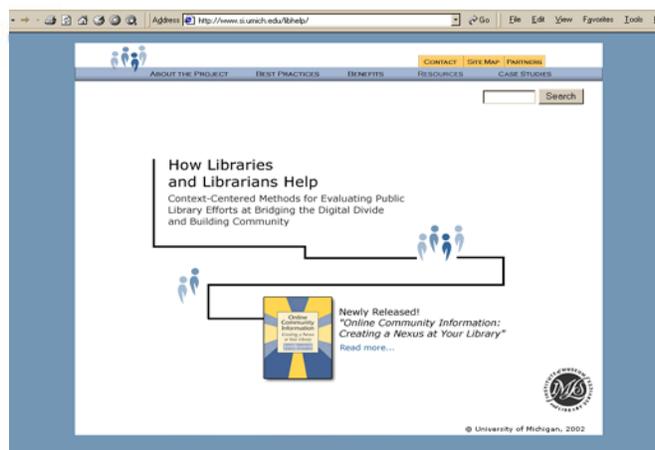
intellectual products that result from this project—the website, The Outcomes Toolkit, journal articles, conference proceedings, etc.—the full range of outcomes from the user’s perspective will be longer in coming. This is common to all new programs or products. However, there are indications that this grant will help to change the way that librarians think about evaluation and will empower them to more effectively conduct relevant outcome studies and determine the outcomes of specific programs from the perspective of their libraries’ users and the broader community.

Dissemination

Outcomes will derive from the variety of dissemination approaches we have employed. First of all, early on in this project we created a project website <http://www.si.umich.edu/libhelp/>, which has acted as a primary dissemination tool. The website incorporated background information about outcomes assessment, best practices, case studies that resulted from the research, and a variety of other resources, including a list of publications, presentations, conference proceedings, Powerpoint slides, etc.

In addition, the website features the contextual-based OutcomesToolkit that was developed as the culmination of this project.

<http://www.si.umich.edu/libhelp/toolkit/index.html>. The Toolkit takes advantage of the qualities of the Web and provides mechanisms for people with more knowledge of outcomes assessment to bypass basic explanations and links to other relevant resources. The Toolkit is built on a four-step process and includes a group of worksheets that assist in the outcome assessment process.



The Outcomes Toolkit will be re-launched under the auspices of our new Information Behavior in Everyday Contexts (IBEC) project website (<http://www.ischool.washington.edu/ibec/default800.aspx>) in the late Fall of 2003. This project will be a major addition to the assessment and evaluation resources available for librarians.



How Libraries & Librarians Help Outcomes Toolkit

Four Stage Contextual Model

- [Preparing for Outcome-Based Evaluation](#)
- [Collecting Data](#)
- [Analyzing Data](#)
- [Using What You Find](#)



The Outcomes Toolkit has been featured so far in the IMLS Newsletter, the University of Illinois Outcomes Institute, in courses at the University of Illinois and the University of Michigan, and on some evaluation resource lists.

Project Outputs

Co-Principal Investigators Joan C. Durrance and Karen E. Fisher (nee Pettigrew) and the project research staff have authored a number of articles in library and other journals and have made conference presentations to librarians, researchers, and larger audiences. These publications have been listed on the project website and appear on the IBEC website as well. For a complete listing of the publications, conference proceedings, presentations, etc. that have resulted from the *How Libraries and Librarians Help* project, see: <http://www.ischool.washington.edu/ibec/ibecCat.aspx?subCat=8&cat=2&ri=hllhpubs>.

Durrance, Fisher and research assistant Marian Hinton are completing a book on the topic of outcome assessment which will provide another venue for disseminating the results of this pioneering work. The book, tentatively titled *How Libraries and Librarians Help: Why Librarians Need to Focus on Outcomes and How to Go About It*, will be published in 2004 by ALA Editions.

Use of The Outcomes Toolkit and the other outputs of this project, including the many articles that have been written for librarians and

scholars, articles or references written by others about the toolkit, including a feature in *Primary Source*, the IMLS newsletter http://www.ims.gov/closer/archive/hlt_11202.htm, mention in such publications as *Channel Weekly* <http://www.dpi.state.wi.us/dpi/dlcl/eis/chwk0514.html> and being featured in the University of Illinois Outcomes Institute <http://www.lis.uiuc.edu/~amichel/ims.html>, and conference presentations that we have made for multiple audiences, have resulted in:

- 1) raising the awareness of these audiences about outcome evaluation and, in particular, our enhancements of outcome evaluation models;
- 2) providing a diverse audience with the knowledge and skills that can be used to carry out outcome evaluations.

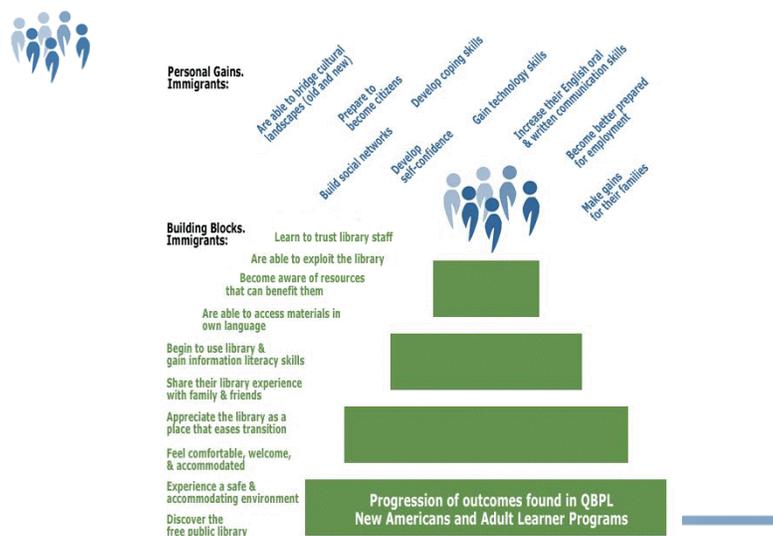
Beyond those with whom we have had contact, we are unable to determine the specific outcomes. An innovation such as this generally takes time to be adopted. Early adopters often have direct contact with the innovator. Preliminary outcomes are discussed below.

Outcomes that Accrued to the Case Study Libraries

First of all, the case study libraries, those best practice libraries that were willing to be our partners in the development of this outcome evaluation approach and toolkit, provided us with incredible support and examples of excellent service. In addition, they gained knowledge and skill in determining the outcomes of their own local services. We designated outcomes as “candidate” outcomes because of our belief that libraries, themselves, must choose which outcomes they wish to pursue. Below are examples of outcomes that accrued to the case study libraries.

Queens Borough Public Library in New York City has the highest percentage of immigrants in the nation. Our choice of Queens Library as a site was based on the excellent work they have done in providing best practice services to this population. Our initial site visit was scheduled for late September 2001 and was postponed until May 2002. Still, the city was in severe crisis. The Queens staff collected some of the data for us after a site visit, interviews with staff and partners, and observations at specific sites. Library administrators felt strongly that as outsiders, we might negatively impact this target group, which might include undocumented individuals as well as those who had come from countries with repressive governments. Given these concerns we developed an instrument which could be administered in various languages by staff. This way the Queens staff contributed to the study by administering a primary instrument and were gratified by the findings.

The Queens case study can be found at <http://www.si.umich.edu/libhelp/toolkit/QueensReport.html>. A graphic which represents the findings of the Queens study is below.



Staff at the best practice youth programs in digital divide neighborhoods in Flint, MI and Austin, TX worked with us to identify the outcomes. Staff at both **Austin Public Library** and **Flint Public Library** understood the value of the outcomes approach even before we conducted the study. The Flint Public Library Board members were so pleased that a study had been conducted from the perspective of the users that they invited Joan Durrance, one of the principal investigators, to speak to them about the findings which identified candidate outcomes of a teen technology program from the teen participants themselves. The Flint program had been designed by staff and a UM School of Information team to provide teens not only with computer technology skills but also with a greater knowledge of the community, with an emphasis on positive community resources. These reports are found at: <http://www.si.umich.edu/libhelp/toolkit/collectCombinedFAReport.html>.

Our study of the **Peninsula Library System (PLS) Community Information Program (CIP)** of San Mateo County, California revealed a broad range of synergistic outcomes (<http://www.si.umich.edu/libhelp/toolkit/PLSreport.html>). PLS responded to the study by commenting on the breadth of outcomes of its Community Information Program. Administrators were aware that the impacts of the program extended beyond the direct users of the program (social service agency staff) to the community at large but had not documented these outcomes. These data were valuable to them in a new iteration of PLS' ongoing planning process and valuable as well to

San Mateo County which was just beginning a county-wide outcomes assessment program. Since the CIP Program had been in operation for a quarter of a century, it had had time to develop the synergistic outcomes identified in the study. The graphic below represents these outcomes.



Peninsula Library System's Community Information Program Progression of Outcomes



The Context-Centered Outcomes Workshop, October 2002

In October 2002 we held a workshop in Seattle for a group of test libraries. Fourteen participants representing libraries in ten states were selected through a competitive process. Participants represented small resource-poor communities, economic development and job information services, an immigrant service, after-school technology programs for teens, literacy services, a consumer health service, services targeted for native people (carried out by the western region of NLM), a distributed community network, and two state agencies. Participants were required to develop either a plan for outcome evaluation or a pilot outcome evaluation. The workshop and the resulting interactions with participants resulted in tweaking of online workshop materials.

In addition, two evaluation experts who attended the workshop have begun to use the toolkit and to incorporate it into their work:

- Cathy Burroughs, a representative from the Western Regional Medical Library, who, working with the National Library of Medicine, has developed a guidebook on evaluation that continues to influence medical librarians. Burroughs has made reports to the Medical Library Association and National Library of Medicine meetings on this approach.
- Rhea Rubin, nationally known consultant on evaluation who consults with various state library agencies on evaluation and other topics and who leads the Library Administration and

Management Association (LAMA) workshops on outcome evaluation, has incorporated concepts from our Outcomes Toolkit into LAMA workshops and other consulting work. Rubin will write a chapter in our forthcoming book on outcome assessment.

Outcomes That Accrue to Libraries

Outcomes Accruing to State Library Agencies:

Two state library agencies and a group of public libraries have begun to make the process we created their own and have begun to incorporate it into their outcome-based evaluation process. On a state-wide level, California and Nebraska have been influenced by this approach to outcome assessment. State agency adoption has the potential of reaching scores or hundreds of libraries with this approach to outcomes assessment.

Nebraska Library Commission, Lincoln, NE

Indicators:

This state agency is developing an approach to outcome evaluation designed to reach all the libraries in the state. Their aim is to empower all librarians to be able to show the value of the state's libraries to decision-makers and to local communities. To date, they have:

- Developed a strategic action plan for the agency's goal activities
- Recruited representatives of stakeholder groups

Contact Person: Kit Keller.

State Library of California

Indicators:

Library Consultant Rhea Rubin is working with the State Library of California on outcome assessment process. Ms. Rubin has incorporated concepts and approaches from HLLH into the California model. Ms. Rubin was a participant in the Seattle workshop as well as a presenter. She is an expert on evaluation approaches.

Outcomes Accruing to Libraries and Library Systems

Most of the participants who attended the October 2002 Seattle workshop have undertaken or completed outcome assessments of specific programs.

Library: Munson Community Health Library, Traverse City, MI

Participant: Chris Allen

Project: Consumer health information services

Outcomes:

- Chris Allen conducted an outcome study and identified the outcomes that accrued to users of this consumer health library

- through a pilot outcome evaluation of the library's consumer health reference service. This work will be featured in our forthcoming book on outcome assessment.
- In addition, Ms. Allen showed her knowledge of outcome evaluation by preparing and delivering a paper for the Rural Libraries Conference titled "How Libraries and Librarians Help: Outcome Based Evaluation in a Community Library." Paper description: "We all know we serve our communities, but sometimes we need to document just how we do so. Pointing to outcomes can be an important place to start. Learn about a project that is working to develop the tools that librarians need to show just what kind of impact libraries have on their community as our services expand."
 - She further showed her knowledge of outcome evaluation by submitting a paper to be presented at the next Medical Library Association meeting.
 - We are incorporating this study into a chapter in our forthcoming book on outcome assessment.

Library: Haines Borough Public Library, Haines, AK

Participant: Ann Myren

Project: Technology awareness program for young adults

Outcomes: Using the Flint study as a model, Ann Myren shaped and conducted an outcome evaluation that sought to:

- Determine outcomes from technology instruction to give to IMLS, which funded an enhancement grant. The findings were used to revise the program and to improve services.
- We are incorporating this study into a chapter in our forthcoming book on outcome assessment.

Library: Audubon Regional Library, Clinton, LA

Participant: Royann R. Lane

Project: Family literacy program

Outcomes:

- Royann R. Lane has incorporated what was learned in the outcome assessment workshop into a study of the users of the family literacy program. She seeks to document changes in family patterns after completion of programs.

Library: Pierce County Library System, Tacoma, WA

Participant: Judy T. Nelson

Project: Kids' Bookmobile for isolated, urban, at-risk youth

Outcomes:

- As part of library 5-year strategic plan, Ms. Nelson is working with the youth outreach librarian to implement a plan to monitor weekly bookmobile visits and programs associated with visit to reduce barriers to learning and success for 5th and 6th grade students in a school whose WASL scores (the Washington State learning test scores) for 4th and 7th grade reading and writing scores were below average.

Library: Memphis Shelby County Public Library & Information Center, Memphis, TN

Participant: Robyn R. Stone

Project: JobLINC, career services for low-income adults

Outcomes:

- Ms. Stone began a study of the outcomes of this job center for its clientele and raised the awareness of administrators.

Library: Seattle Public Library, Seattle, WA

Participants: Yazmin Mehdi & team: Marilyn Sheck, Jane Appling, Michele D'Alessandro

Project: Talk Time for adult immigrants and refugees

Outcomes:

- The SPL team modeled their study on the Queens Library Immigrant Service Case Study and set up a project team of staff and volunteers evaluating needs of patrons based on longevity to note if needs changed over time.
- They developed a pilot evaluation and tested a short questionnaire at two Talk Time locations (Central Library and one of the branches) during the last sessions of Talk Time. Initial indications are that newer users like the informality of the program while those who have participated longer would welcome more formal ESL training.
- They plan to evaluate reasons why patrons have stopped attending Talk Time.

Library: North Suburban Library System, Wheeling, IL

Participant: Melissa Henderson

Project: NorthStarNet community information network

Outcomes:

- Ms. Henderson drafted a plan The Outcomes Toolkit to investigate whether/how use of NorthStarNet (NSN) changes the interaction of members with the North Suburban Library System. This survey plan will focus on communicating with public library directors to determine the outcomes of providing NorthStarNet as a service to North Suburban Library System members.
- She raised the awareness of others in this major library system by presenting The Outcomes Toolkit to the policy advisory committee, who may incorporate into long range planning strategy, not just NSN and the quarterly Library Coordinators meeting.

Library: Providence Public Library, Providence, RI

Participant: Dorey Conway

Project: Online Community Resource Network

Outcomes:

- In addition to using the Flint case study as a model, Ms. Conway and others evaluated the Library's Computer Whiz Kids program.

- Ms. Conway also developed the tools for evaluation of the original goals of a project training specialist to create a postcard survey campaign.
- She applied the toolkit beyond the library and took part in working group of Providence city government to write evaluation measures e.g. crime, education, literacy for the city of Providence. These measures are to be posted on a public community website
- She built tools for evaluation of Teen Power Program, where teen leaders are using database forms to report progress with students in branch libraries, and expanded the evaluation database to include the Creating Readers program.

Outcomes That May Accrue Beyond the Test Libraries

We plan to continue dissemination of the project results and our outcome logic model. Additional articles are in various stages of development and the book is nearing completion. We are scheduled to speak at the Public Library Association Conference in early 2004 and again at the American Library Association in June 2004. These activities will bring along other early adopters.

We regularly receive comments from users of the *How Libraries and Librarians Help* website who indicate that they are very pleased to see and use The Outcomes Toolkit. Library professionals request permission to discuss it in presentations, request .pdf versions of the toolkit, or more commonly, ask for a paper version. Thus we are in the process of completing the book to be published by the American Library Association (ALA Editions) in 2004. The book will include the contents of The Outcomes Toolkit, but will go beyond to examine outcome evaluation more broadly.

The Outcomes Toolkit remains a living, working resource. Principal investigators regularly make changes to the resource based on feedback from participants, students in classes, and others. Further enhancements to the toolkit will take place with its re-launch on IBEC in late Fall 2003.

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