Grant Writing Isn't for Sissies!

Colorado State Library

http://www.cde.state.co.us/cdelib/LSTA/

Brought To You By…….

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Research Analyst,
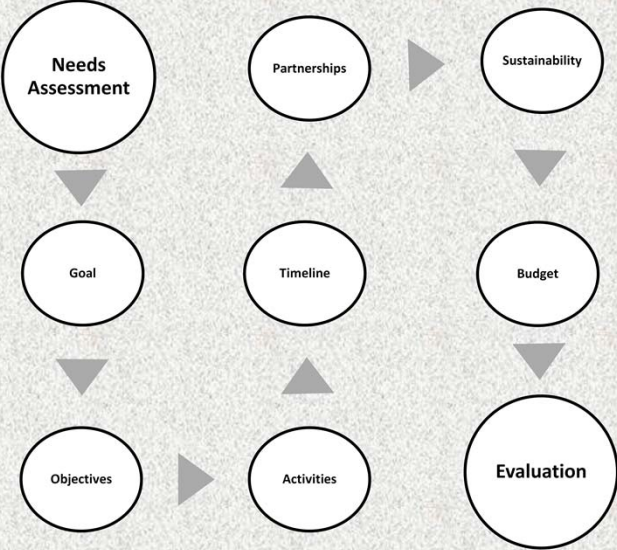Library Research Service
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Presentation Resources

http://www.lrs.org/clic2012.php

Building a Road Map for Success
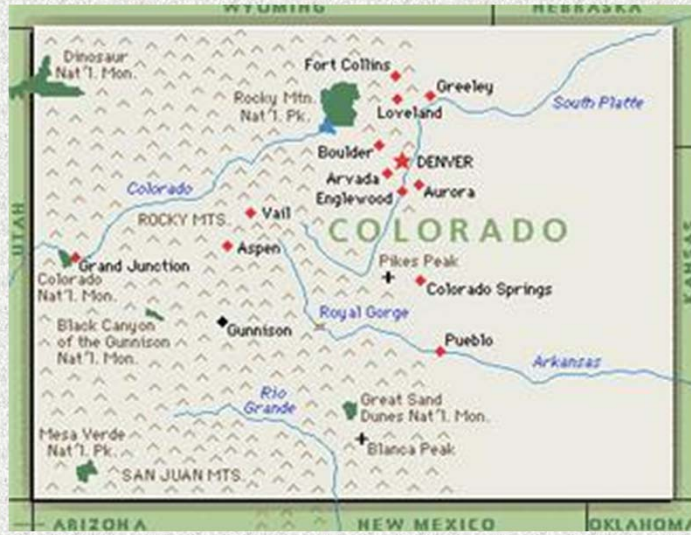
The Process…….

Needs Assessment

Needs Assessment

"[Needs assessment] is a systematic process of collecting, organizing, and analyzing data about the library and its environment. It is designed to assist the administrator in choosing from alternative patterns of satisfying [patrons'] information needs and interests."

-Grover, Greer, & Agada (2010)

Why do it?

To better meet patrons' needs

Why do it?

Required to qualify for grants

How Do We Do It?

- Original Research
  - Surveys
  - Qualitative Techniques (interviews, etc.)

- Available Data

Available Data Sources

LRS.org Needs Assessment Worksheet

LRS.org Resource List

Resources for Community Analysis

Colorado Resources

Community Analysis Scan Form
Form developed by the Library Research Service to aid in community analysis. Includes additional resources.
Library Research Service Community Analysis Scan Form

Colorado Department of Labor and Employment - Labor Market Information
Contains links to Labor Market Information,including Publications List, Job Service, Colorado State Occupational Information, Local Affairs, Demography Section, Denver Metro Chamber of Commerce, Denver Regional Council of Governments, Office Of Business Development, and Training Technology Resource Center. U.S. labor links also available.
Colorado Public Library Statistics and Profiles

Colorado Population and Demography - Division of Local Government
Data includes municipal population estimates, historical data, selected 1990 census data, population projections, county population estimates, income statistics, and population by race and Hispanic origin.
City-Data.com

State Demographer's Quick Tables feature
Generates 2000 Census figures on ancestry, disability, education, employment, family, housing, income, language, migration, poverty, and transportation for Colorado and its counties.
Population Totals

National Resources

Community Analysis Methods and Evaluative Options: The CAMEO Handbook
Book co-authored by Sandra Cooper, Nancy Bolt, Keith Curry Lance and Lawrence Webster. Full-text of the handbook is available online.
Community Analysis Methods and Evaluative Options: The CAMEO Handbook

Related Resources

Fast Facts	LRS News	Data Tools

Recent Fast Facts

CTBL Continues to Earn High Marks

Summer in Colorado Means Reading Programs for All Ages

Should Public Library Management be Privatized? Viewpoints from the Field

Program Attendance at Public Libraries is on the Rise

Web 2.0 and Colorado's Public Libraries: 2010 Update

See more Fast Facts.

Census

U.S. Census Bureau

People | Busi

State & County QuickFacts

Select a State | USA QuickFacts | What's New | FAQ

Colorado counties- selection map   Colorado cities- place search   ▶ More Colorado data sets   ✚ Share this page
Select a county ⬍ Go   Select a city ⬍ Go

Colorado

▶ Further information   Want more? **Browse data sets for Colorado**

People QuickFacts	Colorado	USA
Population, 2011 estimate	5,116,796	311,591,917
Population, 2010	5,029,196	308,745,538
Population, percent change, 2000 to 2010	16.9%	9.7%
Population, 2000	4,301,261	281,421,906
Persons under 5 years, percent, 2010	6.8%	6.5%
Persons under 18 years, percent, 2010	24.4%	24.0%
Persons 65 years and over, percent, 2010	10.9%	13.0%
Female persons, percent, 2010	49.9%	50.8%
White persons, percent, 2010 (a)	81.3%	72.4%
Black persons, percent, 2010 (a)	4.0%	12.6%
American Indian and Alaska Native persons, percent, 2010 (a)	1.1%	0.9%
Asian persons, percent, 2010 (a)	2.8%	4.8%
Native Hawaiian and Other Pacific Islander, percent, 2010 (a)	0.1%	0.2%
Persons reporting two or more races, percent, 2010	3.4%	2.9%
Persons of Hispanic or Latino origin, percent, 2010 (b)	20.7%	16.3%
White persons not Hispanic, percent, 2010	70.0%	63.7%
Living in same house 1 year & over, 2006-2010	80.6%	84.2%
Foreign born persons, percent, 2006-2010	9.8%	12.7%
Language other than English spoken at home, pct age 5+, 2006-2010	16.8%	20.1%
High school graduates, percent of persons age 25+, 2006-2010	89.3%	85.0%

American Community Survey

Census/ACS Support

State Demographer

Internal Statistics

Subject-Specific Research

The Needs Statement

"The needs statement is a compelling argument with facts and statistical data that describe a problem in the community that the library has identified."

-Hall-Ellis, Bowers, Hudson, Williamson, & Patrick, 2011

The Winning Formula

Describe Community Problem

Compelling Argument

Facts and Statistical Data
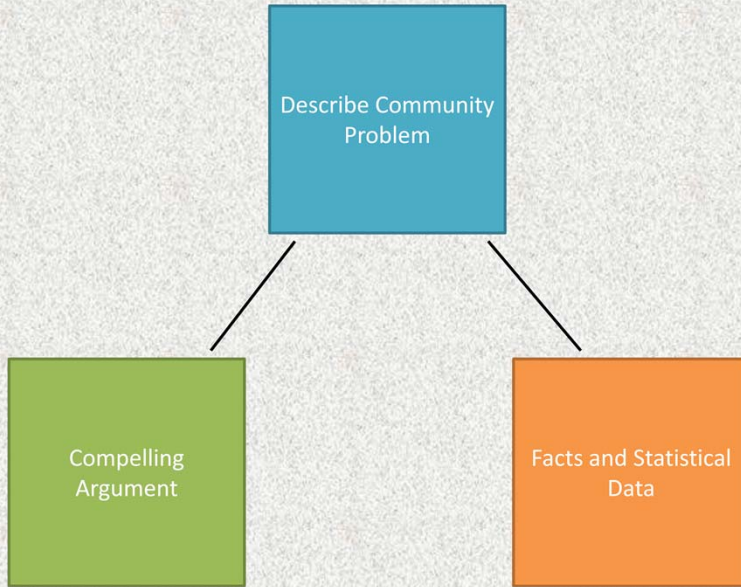
Be Precise
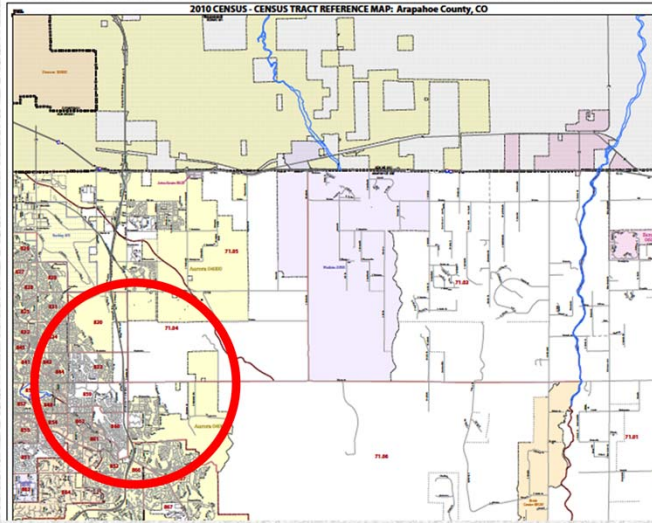
Cite Your Sources

Introduction

If you've never heard the term e-government, you're not alone. In a poll conducted last year for the Council for Excellence in Government, only 34 percent of citizens were familiar with electronic government (e-government). The poll also indicated that 70 percent of Americans think tax dollars should be invested in improving access to government services.[1]

Ten years ago many of us didn't have cellular phones, fewer of us had ever been on the Internet, and none of us could have predicted what the words dot com would come to mean. There's no denying it, information technologies - from the Internet and e-mail to database and word processing applications - have changed the way we work and live. Government is no exception. Information technology initiatives, now known as electronic government, are changing the way that the public sector works and interacts with citizens, businesses, and other governments. Predictions are that "government will change more in the next decade than it has in the past" hundred years.[2]

E-government impacts the way we interact with government agencies at all levels, whether that interaction takes place through telephone, fax, e-mail, a Web site, or directly into a data base. In the Northern District of Alabama, the United States Bankruptcy Court provides calendars, opinions, and official bankruptcy forms, all online. Elsewhere, county clerks are beginning to offer electronic online access to records. New technologies are changing the way that law enforcement investigates suspected criminals from tracking e-mails and eavesdropping cellular phone calls. These examples of e-government, and many others, show how IT is changing the way we share information, transact business, and make decisions. Lawyers are among the many professionals impacted by these changes.

[1] Council for Excellence in Government, *E-Government: To Connect, Protect, and Serve Us* (2002), at http://www.excelgov.org/techcon/0225poll/report.PDF.

[2] National Electronic Commerce Coordinating Council (NECCC), E-Government Strategic Planning: A White Paper 5 (Released Dec. 13, 2000) (NECCC Confrence Paper) *available at* http://www.ec3.org/InfoCenter/12_Conference_Information/2000_Conference/Documents_Released_in_Vegas/Planning_Document.doc.

< Previous | | Next >

Demonstrate Relevance of Project to Problem

Solution to Problem = Proposed Project

Needs Assessment Resources- Original Research

- Surveys http://www.lrs.org/resources.php#Surveys

- Alternatives to the survey (interviews, card sorts, diaries, etc.) http://www.lrs.org/cal2011resources.php

Needs Assessment Resources- Available Data

- LRS Needs Assessment Worksheet http://www.lrs.org/public/ca_form.php
- LRS Needs Assessment Resources http://www.lrs.org/public/community.php
- Census http://quickfacts.census.gov/qfd/states/08000.html
- American Community Survey http://www.census.gov/acs/www/
- State Demographer http://www.colorado.gov/cs/Satellite/DOLA-Main/CBON/1251590805419
- Internal Statistics:
  - Public Libraries http://www.lrs.org/pub_stats.php
  - School Libraries http://www.lrs.org/school/school_stats.php
  - Academic Libraries http://nces.ed.gov/surveys/libraries/academic.asp

Needs Assessment/Grant Writing Resources

Hall-Ellis, S.D., Bowers S.L., Hudson, C.D., & Williamson, M.C. (2011).
   Librarian's handbook for seeking, writing, and managing grants.
   Santa Barbara, CA: ABC-Clio; Libraries Unlimited.

Grover, R.J., Greer, R.C., & Agada, J. (2010). *Assessing information needs:*
   Managing transformative library services. Denver, CO: Libraries
   Unlimited.

LSTA Grant Timeline

LSTA grant application and supporting material:
http://www.coloradostatelibrary.org/LSTA

Application Posted May 2012	Proposals Due August 2012	Proposals Reviewed Aug & Sept 2012	Awards Announced Sept 2012	Funding Begins October 2012
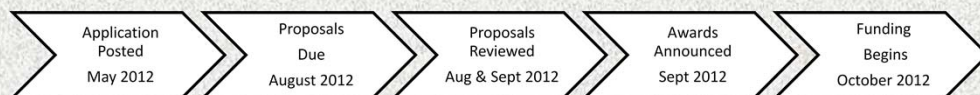
Winning proposals describe what you will do.

Create a real-life scenario for the reader. Try to paint a picture with words. The reader must clearly make sense of what you intend to do.

Tell your story (with supporting statistics) in such a compelling way that the reader can't put your application down until he or she makes a positive funding decision.

Sections are clearly identified and a parallel structure is maintained

Winning proposals are written in positive terms

Don't make assumptions

Winning proposals are professional looking. They are word-processed and simply presented.

- 4-8 double spaced pages
- 10pt. Arial font
- 1" page margins
- Portrait not Landscape

Set clear goals

Goals

A broad statement on what you want to accomplish at the completion of your project.

Goals
The Who!

Goal Statements Identify

- The specific population that the program or service is designed to reach
- The specific problem or opportunity that the program will attempt to address

Goals
Problem or Opportunity?

Goals

- Keep it simple:

    "The goal of this project is to……."

- Single, declarative sentence

- Present tense with action verbs:

Build	Conduct	Deliver
Demonstrate	Enhance	Establish
Implement	Increase	Plan
Prepare	Produce	Provide
Reduce	Select	Strengthen

Keep it simple - "The goal of this project is to………."

Single, declarative sentence

Written in past tense with action verbs

Use words such as conduct, deliver, enhance, establish, strengthen, increase, produce, and provide

Goals

- Confusing:

  "Seeks to educate parents on the basic early literacy concepts as presented by the every child ready to read@your library by painting a prominent mural on the walls and by leaving out educational early literacy brochures for parents to take home"

EXAMPLE: Confusing

Goals:

- The early learning center at xxx will serve to highlight the importance of early learning to at-risk families that normally come to the library to only use computers.

- Seeks to educate parents on the basic early literacy concepts as presented by the every child ready to read @ your library by painting a prominent mural on the walls and by leaving out educational early literacy brochures for parents to take home.

- Establish relationships with individual parents and children to discover more ways the library can support their vital learning needs

- Provide a vibrant space full of toys and books for children to develop their skills

- Submit an article for publication to a statewide or national journal

- Offer early literacy education classes to parents

- Offer health screenings for children so parents can identify issues early

Too many goals! One goal if well written will be enough!

EXAMPLE:

Confusing:

"Seeks to educate parents on the basic early literacy concepts as presented by the every child ready to read @ your library by painting a prominent mural on the walls and by leaving out educational early literacy brochures for parents to take home."

Missing "The goal of this project is to……."

Identifies population "Parents" but isn't all inclusive.

Lists the "how":

- As presented by every child ready to read @ your library
- Painting a prominent mural on the walls
- Leaving out educational early literacy brochures for parents to take home

ALA Every Child Ready to Read @ your library
http://www.everychildreadytoread.org/

Goals

- Effective:

"The goal of this project is to help parents and other caregivers develop early literacy skills in children from birth to age five."

Effective:

The goal of this project is to help parents and other caregivers develop early literacy skills in children from birth to age five.

Objectives
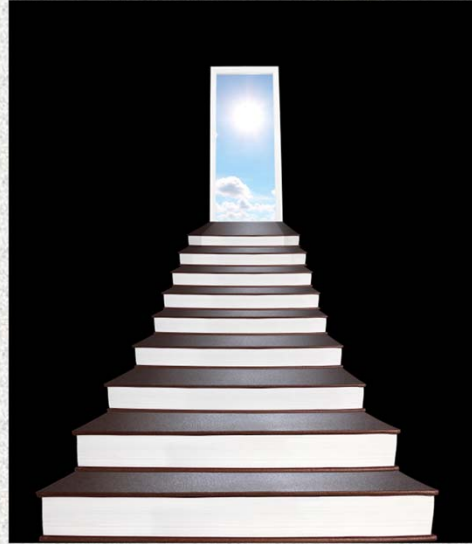
An objective is a reference point representing a step toward accomplishing the goal.

These are the measurable strategies that the project staff will implement to meet the goal.
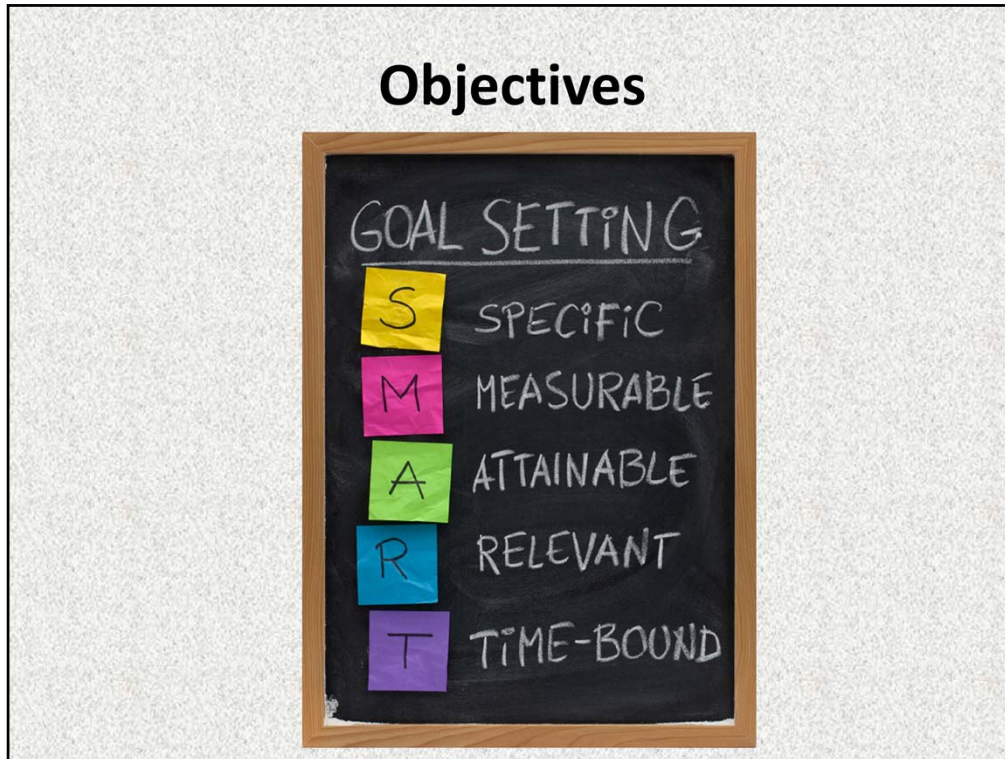
Objectives

SMART Format:

(S)pecific – who will benefit and what will be measured

(M)easurable - Figure out how you will measure the change projected in each objective. If there is no way to measure an objective, it needs to be rewritten

(A)ttainable– Must be capable of being accomplished within the grant period

(R)elevant or Realistic – Can the measurement be attained for the target population in the given time frame?

(T)ime-phased – Allow plenty of time to accomplish the objective

Objectives

List in order of importance

List in chronological order

No jargon

Use an action verb

Identify the target audience

Must support the goal
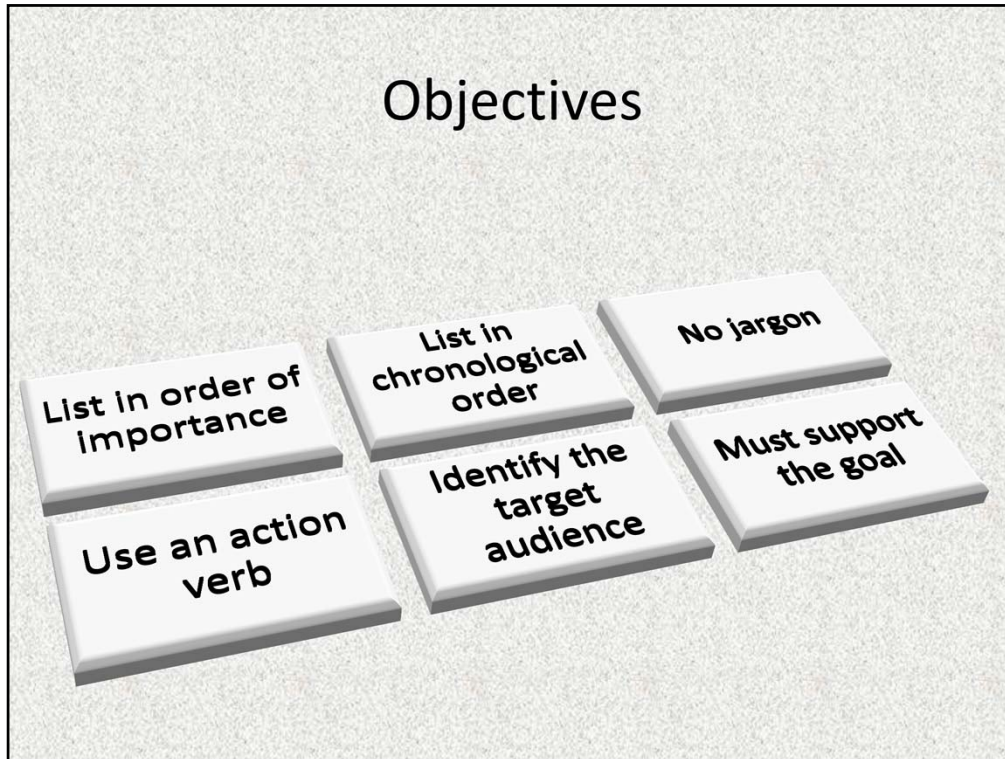
Keep in mind when writing objectives:

List specific objectives in order of importance

List objectives in chronological order

No jargon.

Use an action verb – the subject performs the action denoted by the verb.

Objectives should identify the target audience or community being served

Must support the goal

Objectives

#1 Mistake!

Don't confuse your objective with an activity

Example:

"Staff will interact every day with individual visitors of the Early Learning Center"

#1 Mistake

Do not confuse your objectives with an activity

Objectives should specify the result of an activity

Objectives

- Confusing:

"The Early Learning Center will provide customized library services for at-risk youth and parents. We seek to encourage 40 parents to attend the early literacy classes and their children to be screened for health issues. Following classes, 70% of attendees will be able to describe 3 new activities they have learned to do with their children."

EXAMPLE:

Confusing:

"The Early Learning Center will provide customized library services for at-risk youth and parents. We seek to encourage 40 parents to attend the early literacy classes and their children to be screened for health issues. Following classes, 70% of attendees will be able to describe 3 new activities they have learned to do with their children. Staff will interact every day with individual visitors of the Early Literacy Center to ensure their understanding of the basic early literacy concepts."

Objectives

- The Early Learning Center will provide customized library services for at-risk youth and parents.

```
Specific?  →  Measurable?
                  ↓
              Attainable?  →  Relevant?
                                 ↓
                              Time-
                              phased?
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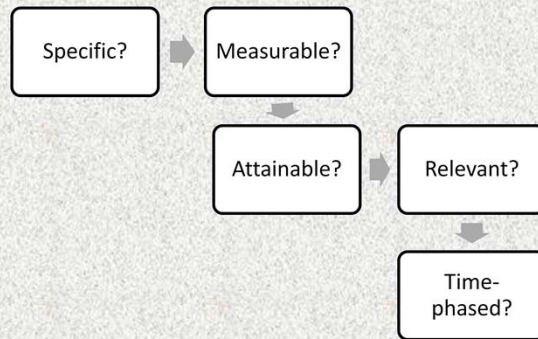
Objectives

- We seek to encourage 40 parents to attend the early literacy classes and their children to be screened for health issues.

Specific?		Attainable?		Time-phased?
	Measurable?		Relevant?	
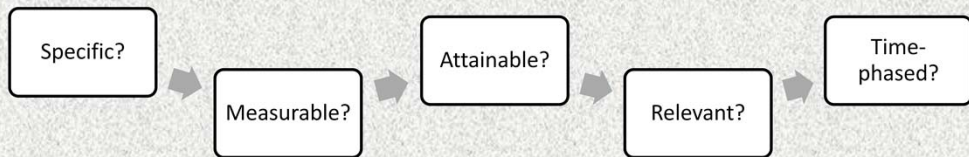
Objectives

- Following classes, 70% of attendees will be able to describe 3 new activities they have learned to do with their children.

```
Specific  →  Measurable  →  Attainable
                                ↓
                            Relevant  →  Time-phased
```
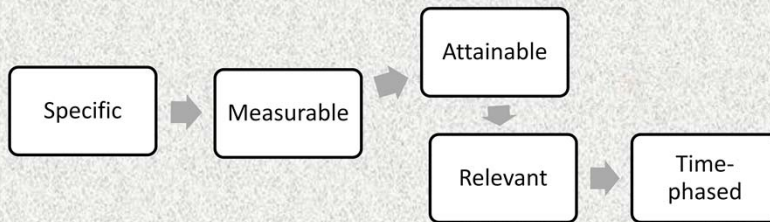
Objectives

Effective:

- After completing one early literacy class 70% of parents and caregivers will be able to share 3 early literacy activities with their children.

Specific	Relevant	
Measurable	Attainable	Time-phased
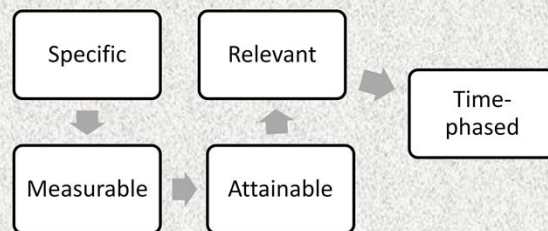
Effective:

At the completion of the project 40 parents or caregivers will have attended early literacy classes with 100% recognizing the importance of screening children for health issues.

After completing one early literacy class 70% of parents and caregivers will be able to share 3 early literacy activities with their children.

Activities

What key tasks or activities need to be carried out to implement the program successfully?

"To do list"

- Did the grant applicant include all tasks, from the day funding is announced or awarded to the last day of the project's funding?

- Can each task realistically begin and end in the proposed time frame?

- Are evaluation activities included in the timeline chart?

- Who's responsible for seeing that each activity is implemented and completed?

Timeline shows when major project milestones will begin and end during the funding period.

Timeline

- Confusing/lacking detail:

  "This project is designed to be completed in the 2011 – 2012 calendar year (during the lifetime of these grant funds), and to be completed by the opening of the new library in March 2013."

Timeline:

"This project is designed to be completed in the 2011 and 2012 calendar year (during the lifetime of these grant funds), and to be completed by the opening of the new library in the Ralph Carr center in March 2013."

Timeline

Task	Responsible Party	Time Frame (Dates)
Find dedicated space in library for Early Learning Center	Library Director	Completed by October 1, 2012
Order Early Learning materials	Youth Services Librarian	Completed by November 1, 2012
Order Computers and Software for Early Learning Center	Tech Services Librarian	Completed by November 1, 2012
Set – up Early Learning Center	Youth Services Librarian, Tech Services Librarian	Completed by January 1, 2013
Submit Mid-year report to State Library	Project Director	March 1, 2013

Also includes info on who's accountable for each activity and how you'll evaluate the projects accomplishments during the period.

Example timeline:

Task   Responsible Party   Time Frame (dates)

49
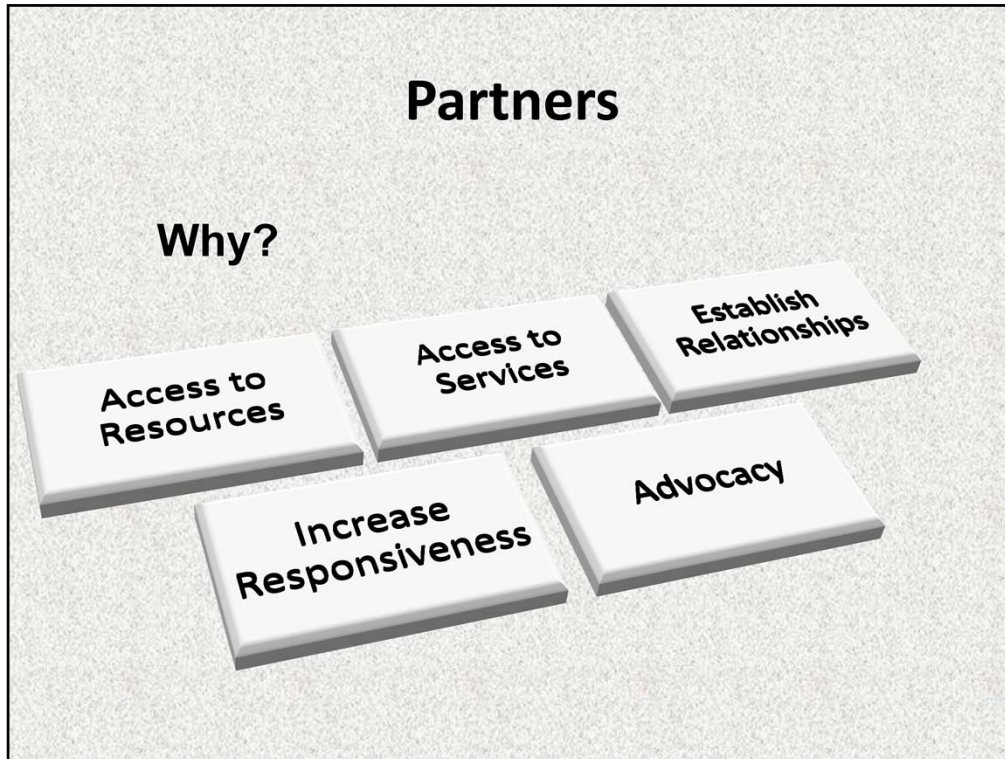
Why?

Partnerships

Will commit in writing to use their resources to help your organization better deliver the services funded by the grant.

Benefits:

- Access to resources the library does not currently own and cannot currently provide
- Access to services the library does not offer and cannot currently provide
- Potential to establish relationships for long-term community benefits
- Increased responsiveness to community needs
- Greater likelihood for commitment and support of the libraries future funding proposals

Partners

Who?

Government · Health · Education · Faith Based · Business & Industry · Social & Human Services · Libraries · Essential Service Organizations
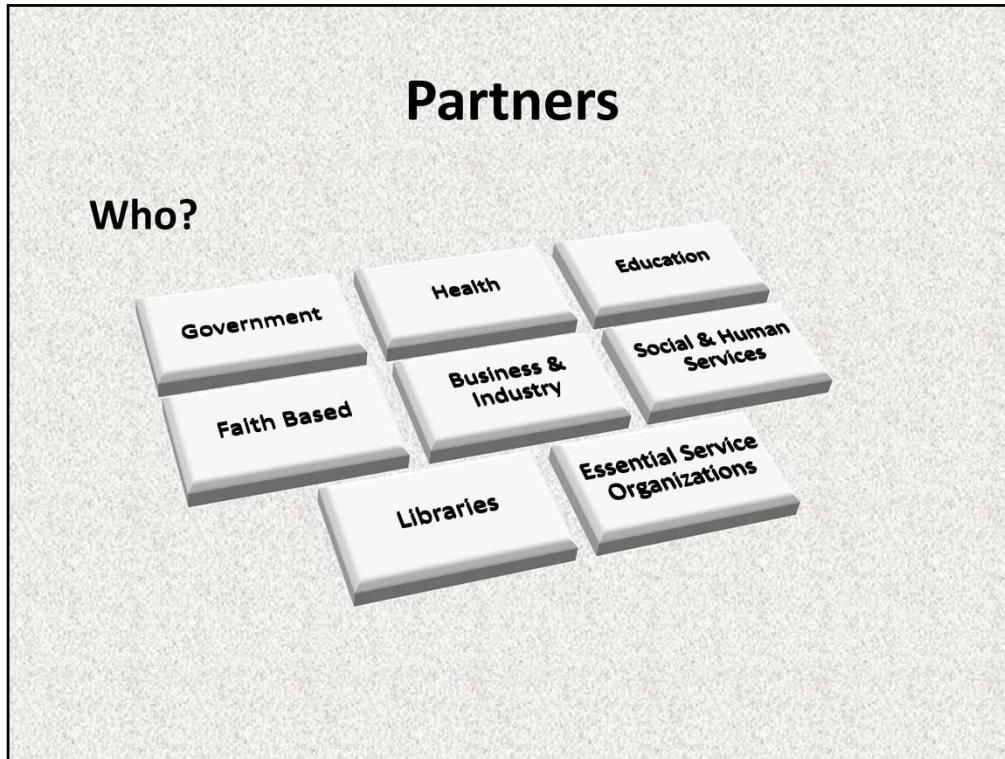
Who?

- Government – Local, State, Federal - Workforce Centers, Rocky Mountain ADA, Colorado History Museum, Denver Women's correctional facility, Halfway houses

- health, Center for Hearing, Speech and Language

- education, K-12 Schools, Family literacy and resource centers

- faith-based,

- business and industry,

- social and human services – Subsidized housing units – Greeley and Loveland, Homeless shelters

- Libraries- Universities, Colleges, Community Colleges

- Essential Service Organizations – Fire Station in Elbert County

Partnerships

What?

Cash	Training
Meeting rooms	Training space
Transportation Assistance	Training materials
Office Supplies	Printing Services
Technology	Advertising
Refreshments	Incentives
Consultation	

What can they contribute?

Sustainability

Identify the support and resources required to continue a project after funding ends.

Sustainability

How the grant applicant organization will continue some or most of the grant-funded program components after the initial grant-funding time frame has ended.

Sustainability

Funding strategies to ensure program continuation should not rely on the procurement of new grants.

Funding strategies to ensure program continuation should not rely on the procurement of new grants.

Sustainability

Strategies

– Resources from a third party

– Include fund-raising initiatives

– Assistance from project partners

– Transfer of a portion of the project to another entity

– Incorporate project continuation costs into the library's operating budget

Does a third party have resources to subsidize the project?

Include fund-raising initiatives for project continuation

Can the partners assist in supporting the continuation of the project?

Is the transfer of a portion of the project programs and services to another entity possible?

Include project expenditures in library's budget

Budget Summary

Actual expenses the applicant identifies as
essential to implement, manage, and evaluate
the proposed project
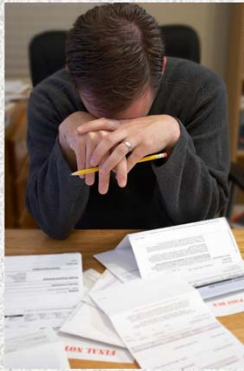
Budget Summary

Has two components the Budget Summary and the Budget Narrative.

The Budget Summary typically appears on a form supplied by the potential grantor. Columns may be included for project costs to be paid by grant funds, cash allocations to the project, and in-kind contributions from the applicant.

Actual expenses the applicant identifies as essential to implement, manage, and evaluate the proposed project.

- Winning proposals present detailed budgets that match the proposed program.
- Align each item in the budget with a specific activity
- All bases must be covered:
    - If you are going to purchase hardware, have you purchased software?
    - If you are going to buy software, what specific programs do you intend to purchase?
- If you plan to offer training, how much, and at what cost?
- Conduct research to determine prices
- Double check math.
- Use only whole dollar amounts.

Budget Summary

Project costs may include:

- Salaries & Benefits
- Telephone & Internet
- Equipment
- Hardware & Software
- Travel
- Postage & Shipping
- Printing
- Evaluation Costs
- Office Supplies
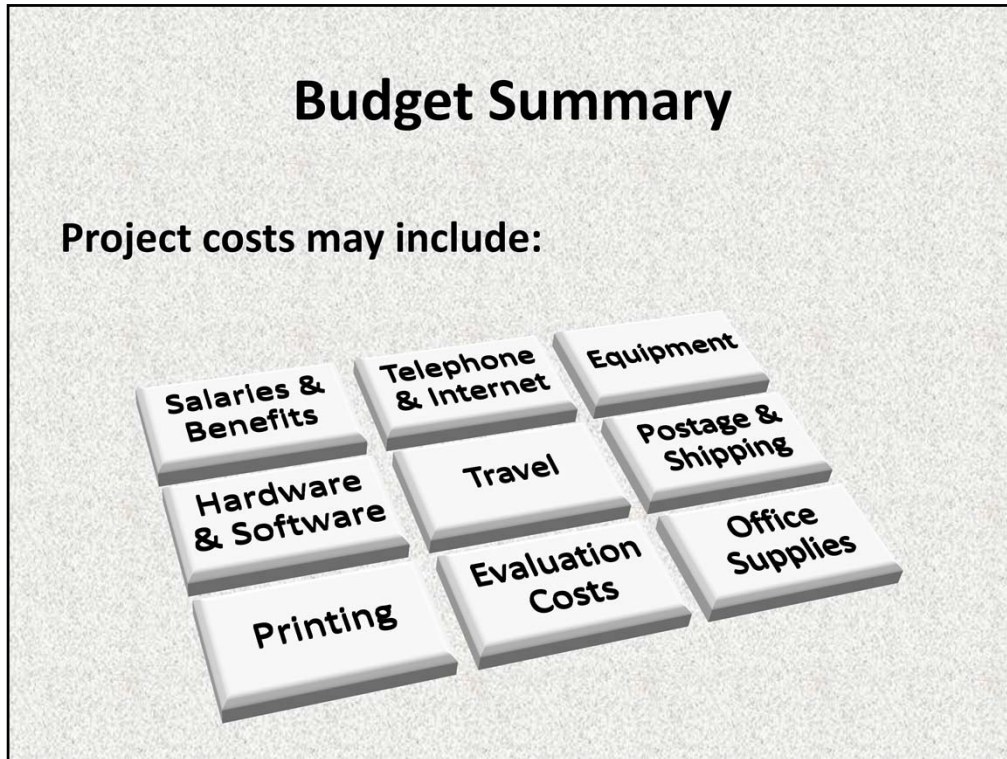
Project costs may include but are not limited to:

Budget Summary

Requested Funds:

– Determine allowable expenses

– Indirect costs are not allowed (services purchased from the parent organization such as custodial services, IT support, accounting etc.)

– Capital improvement expenditures are not allowed.

Budget- Requested Funds

Determine allowable expenses

Indirect costs are not allowed (services purchased from the parent organization such as custodial services, IT support, accounting etc)

Capital Improvement expenditures are not allowed

Funds to enhance or supplant another Federally funded grant.

Budget Summary

Cash-match: A commitment of actual cash in the form of a contribution toward your proposed project's expenses.

Cash-match: A commitment of actual cash in the form of a contribution toward your proposed project's expenses.

Must come from a non-federal source

Must be expanded on project activities during the funding period.

Budget Summary

- **In-kind contribution**: Donations of time, service, or goods made by a donor to help support the grant project.

In-kind contribution: Donations of time, service, or goods made by a donor to help support the grant project.

Do not include cash

Typically costs borne by an external organization

Personnel, office space, training space, transportation assistance, supplies, materials, printing services and other needed items.

Budget Narrative

Brief explanation of each item, its importance to project implementation, and its relationship to a specific objective or activity.

Budget Narrative: Brief explanation of each item, its importance to project implementation, and its relationship to a specific objective or activity.

Typically written after the anticipated costs are compiled

Explain or justify the figures you arrived at in the budget summary

Who will be supplying the matching funds

Make sure items in the summary and narrative match up

Resources

- Hall-Ellis, S.D., Bowers S.L., Hudson, C.D., & Williamson, M.C. (2011). *Librarian's handbook for seeking, writing, and managing grants.* Santa Barbara, CA: ABC-Clio; Libraries Unlimited.

- Hall-Ellis, S.D., Jerabek A. (2003). *Grants for School Libraries.* Westport, CT: Greenwood Publishing Group; Libraries Unlimited.

- Browning, B. (2011). *Grant Writing for Dummies.* Hoboken, NJ: John Wiley & Sons, Inc.

Introduction

As the title implies, I'm going to talk about evaluation.
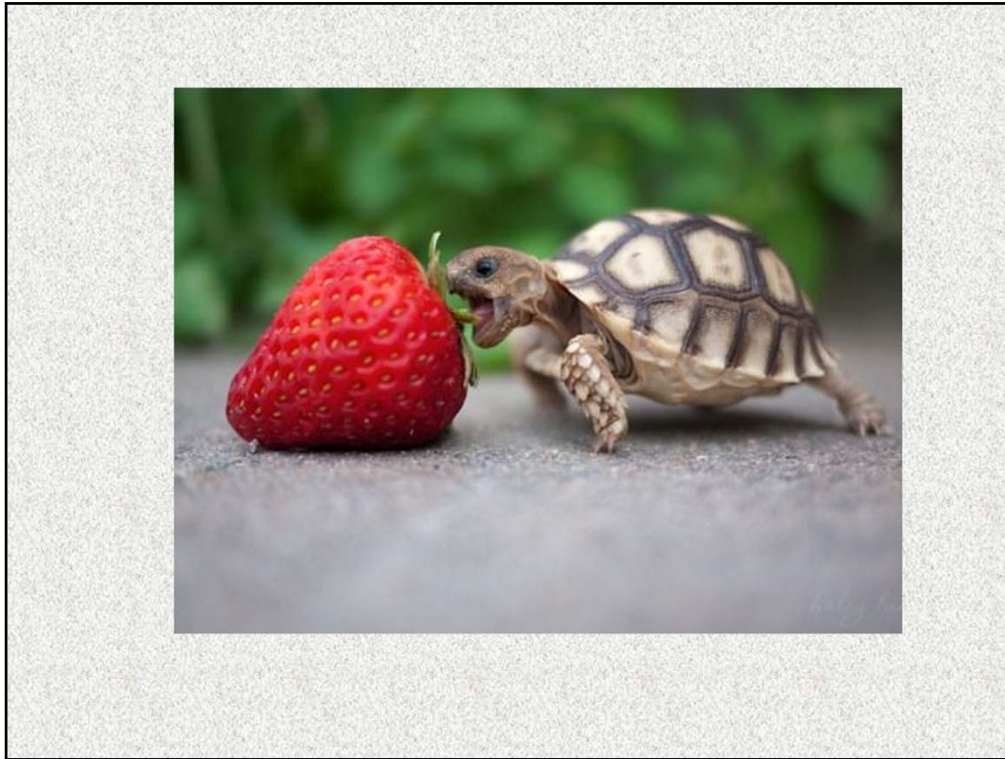
I won't lie, evaluation can be an intimidating task.

For some people it's not their favorite part of their project. (A few love it.)

Often it is an afterthought, so it can seem totally overwhelming.

However, planning the evaluation as part the project from the beginning has two distinct advantages.
1.It will make the project easier to evaluate, because your library will have measures in place from the start of the project.
2.A good evaluation plan will give your project a better chance of being funded in the first place.

Why Evaluate?

- Report
- Manage
- Describe

It can be an intimidating task, so why do we do it?

For three reasons: reporting about, managing, and describing a projecting.

Reporting
Feds – meet compliance requirements
State – for similar reasons, the State Library has many levels of state government that we need to keep informed
Local –decision makers and citizen in your community need to know what the library is doing with the their tax dollars

Manage
Keeping data on any project—and especially large scale projects like this one—helps everyone, at all levels, (from the local to the Federal level) do a better job of managing the various aspects of the project. Keeping data and doing continual evaluation helps improve the project during the process, as well as for future projects.

Describe
Statistics help us communicate to everyone from individuals in our communities to decision makers nationally how important it is to have resources like libraries. It also gives us an opportunity to talk about what it means to be a library in the 21st Century. And it does it in a very concrete, quantitative way.

Conducting the Evaluation

| Inputs | Outputs | Outcomes |
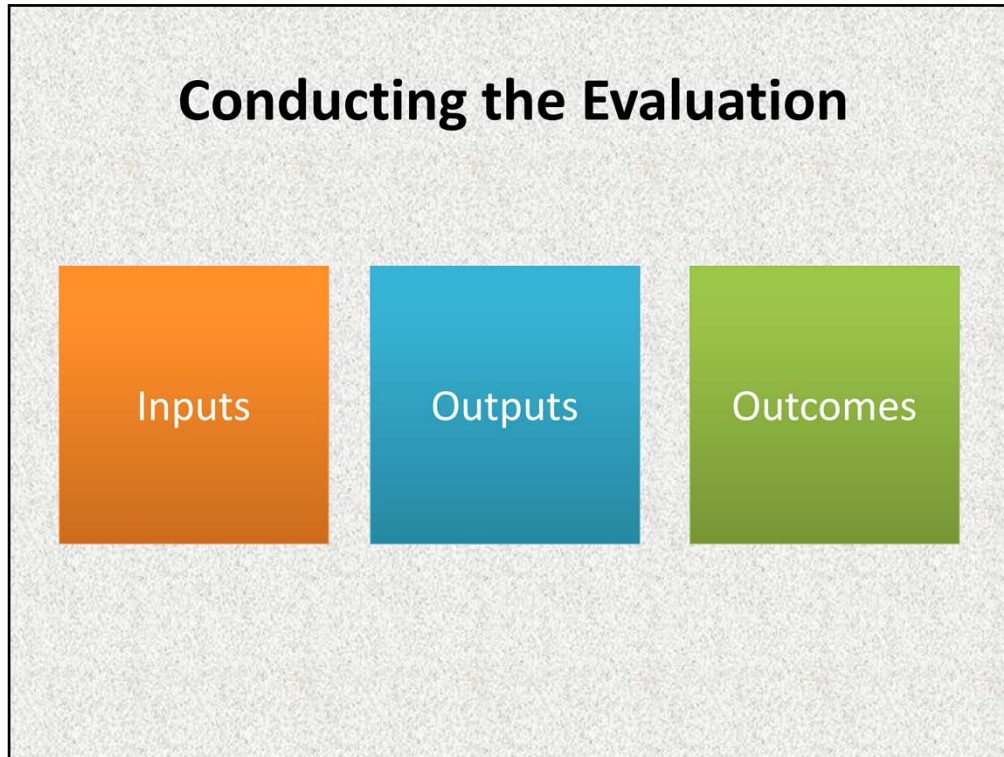
So how are you going to do this?

By collecting three types of data. Hence the Shamrock.

I'm going to shamelessly, but respectfully, borrow from St. Patrick and use the shamrock to illustrate the three categories of library data we are going to collect. Input, Output, and Outcome data. And like the leaves of the shamrock they are separate data elements, but they fit together to make a whole.

Although we are looking at all three types of data, we will be concentrating on outcomes. They can be the trickiest to identify and collect. But, first let's take a quick look at all three types of evaluation data.

Input, output, and outcome data –you can put them together to make a complete picture of your project. Just like the shamrock, right?

So, what are each of these measures?

Many of you are probably familiar with input and output measures. These are classic data points.

But, just to ensure we're all on the same page, I'll go over each one of the measures individually and then we'll do an exercise together to help identify and develop outcome

measures.

Input Measures

Quantifying the effort expended

on a program

Stuff you put into the project (hence the name).

Money and staff tend to be the biggies in the input measures category.

This is also where you might collect and report resources partners contributed to the project.

Input Measures

- Funds expended
- In-kind funds expended
- Number of project staff and staff time
- Extended library hours

Examples of input measures

Input measure pretty much what you'd expect. The resources your library and your partners are using for the project.

Output Measures

Quantifying the level of services
and materials provided

What did you spend the money on?

**Classic Library
Output Measures**

- Circulation
- Visits
- Number of Programs
- Attendees at library programs
- Collection size
- Website visits

I know this slide breaks all the PowerPoint rules. The font is too small. But I wanted y'all to have this list in your handouts. So, I apologize for the small print.

Required output measures. We will be collecting these data elements to report to the Feds each quarter. BTW, there are quite a few reports we have to do, so Jean nicknamed this report "Fred." Anyway…

Recipients receiving Public Computer Center (PCC) grants must report on these elements

Much of the data is collected at the library level

Some will be aggregated for project-wide statistics

**Examples Output Measures
From the Public Computing Centers
Project (BTOP)**

- Average number of users per week in the public computer center(s)
- Total hours per week of training provided at the public computer center(s)
- Number and type of marketing materials distributed

I know this slide breaks all the PowerPoint rules. The font is too small. But I wanted y'all to see how these output measures are tailored to the BTOP project.

BTW, these are just few examples of the vast amount of data the State Library been collecting for BTOP measurement and reporting.

Outcome Measures

Documenting the effect a service has on the program's stated objectives

Outcomes: the effect a service has on the program's stated objectives

Jean always says this is where the people come in. What changed for them? In other words, how did your project change peoples lives?

Did the get they get a job interview? Or even a job.

Did they pass an exam?

Are they managing a medical condition better?

Did they find their long lost best friend?

Outcome Examples

As a result of my recent use of the library,

I learned how to …
- ❑ use the library catalog.
- ❑ use a computer (keyboard, mouse).
- ❑ use computer software (word processing, spreadsheets).
- ❑ use e-mail, electronic mailing lists, or chat rooms.
- ❑ evaluate the quality of information on the web.
- ❑ create a web site.

Example of some outcomes from Counting on Results – a study LRS did 10 years ago, but is still being used.

Counting on Results (CoR) built on the *Public Library Association Planning for Results*, the CoR model asks library patrons about the outcome of their recent library visit.

Notice how it is about results for the patron—not the library.

You can measure and report library outcomes. But, for most people the rubber really meets the road when you talk about how your project made a difference to *individuals* in your community.

Outputs vs. Outcomes

Outputs	Outcomes
Checked out a book	Read for pleasure
Attended a computer class	Created a resume
Used the library's local history collection	Traced family history to 1850s
Signed up for summer reading	Maintained or improved reading level

The Good, the Bad and the Ugly

Let's look at our case study—The Good, the Bad, and the Ugly.

Example:
Proposed Outcomes

Early Learning Center will...

- Be well received
- Create a welcoming space, resulting in:
  - Increase in the productivity of parents who are more comfortable visiting the library with their children
  - Increase in the number of families visiting the library
  - Increase in circulation of early learning materials
  - Increase in the cognitive abilities of the children who benefit from their parents being educated

Which of these are outcomes? Outputs?

Are they something else?
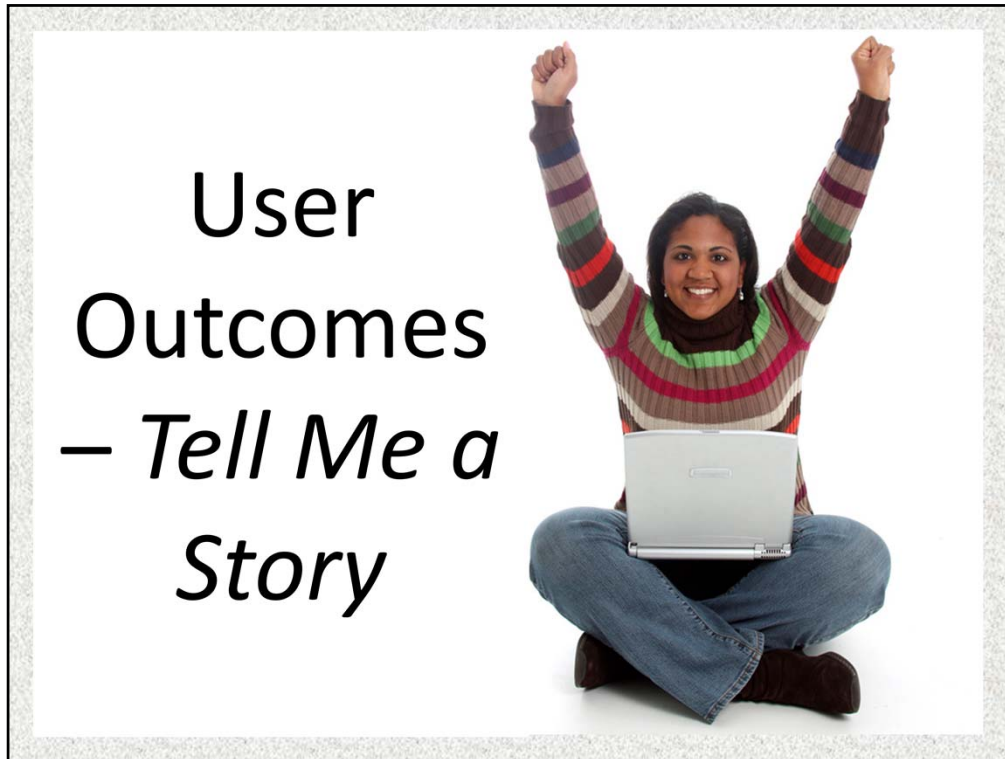
How would you measure these?

Are there better outcomes?

Exercise

For your project, what are some…

- Inputs

- Outputs

- Outcome measures

Depending on the size of the audience break-up into groups or do it as one large group.
Record on whiteboard, flipchart, or post-it notes.

Don't forget to collect the stories to illustrate your data.

Quantitative data and qualitative data compliment each other. Quantitative data is important and irreplaceable. But, if you add qualitative data you've made the numbers exponentially more powerful. You're telling the story behind the numbers.

Think creatively…
Video diaries, pictures and stories posted in the library or virtually, cut and paste with kids, or the old standby surveys with open-ended questions.
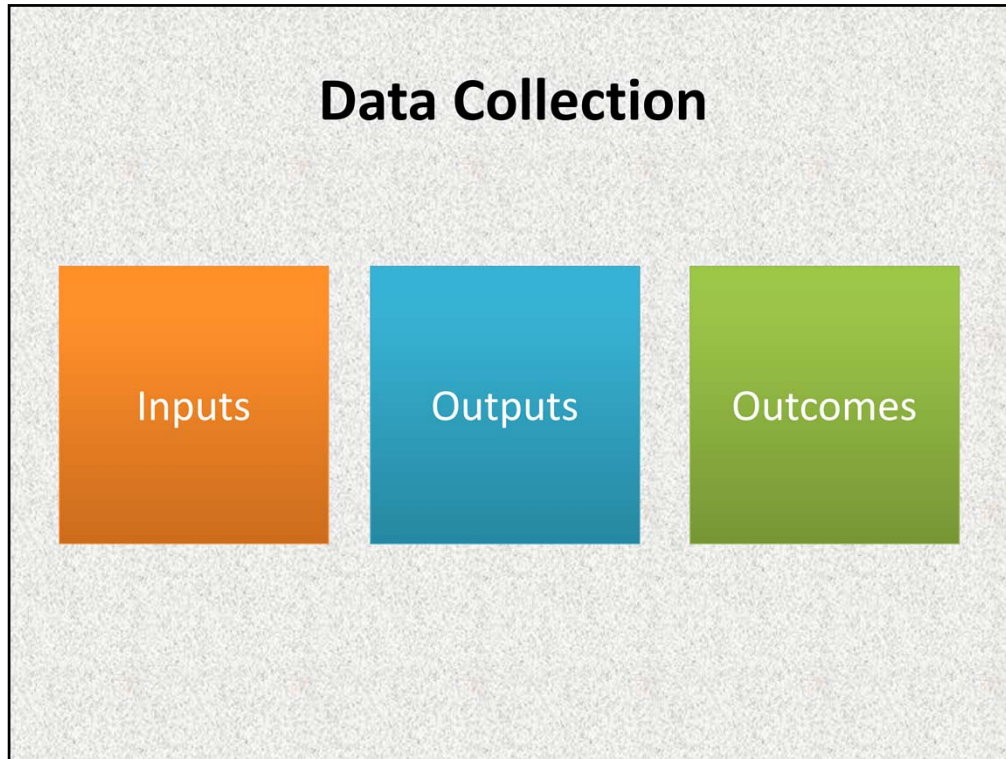
Three collection groups…
First – input measures
Second – output measures
Third – outcome measures

The data collection and reporting will overlap and depending on the project some will not run the length of the project. Of course, outcomes are generally measured after the project is in full swing or in some cases over.

Data Burden!??!?

This sounds like a lot. HOWEVER, if you are sensitive to data burden and the usefulness of the statistics the library collects, you can make it a better project.

Anybody who's worked on a survey at LRS knows we are always asking the questions:

1) Do we *need* this data or do we *want* this data?
2) How will the data be used?
3) What decision will this data inform?

Thank You!

http://www.lrs.org/clic2012.php