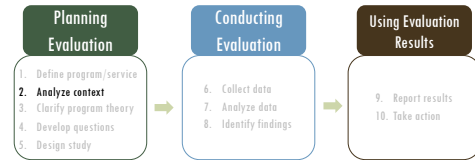


The Evaluation Process, Step 2

ANALYZE CONTEXT



The Evaluation Process



Planning the Evaluation — Step 2: Analyze context

What is the purpose(s)
and desired use(s) of
the evaluation?

Key Considerations:

- Accountability and oversight requirements
- Program improvement
- Advocacy



Emerson Community Library: Purpose and use

The evaluation team identifies multiple aims for the evaluation of the math storytimes.



Review the varying purposes and uses that library staff envision. Discuss how you would prioritize and sequence these purposes and uses.



Emerson Community Library: Purpose and use

The evaluation team decides to begin by focusing on:



Program improvement: Maximizing the benefits for children and teachers by refining the content, volunteer training, and overall focus/approach



Accountability and oversight: Satisfying the corporate foundation's reporting requirements and reporting to library board



Emerson Community Library: Purpose and use

If the program is found to be successful, the team will then focus on:



Program improvement: Expanding the project by identifying best practices to build on



Advocacy: Building positive public opinion about the library and securing county funding



Planning the Evaluation — Step 2: Analyze context

Who are the key stakeholders? What is their “stake”?

Key Considerations:

- Who are the program stakeholders?
- Who are the evaluation stakeholders?
 - Evaluator(s)
 - Primary users of findings
 - Audiences for reporting



Emerson Community Library: Stakeholders

The evaluation team develops a list of stakeholders.



Identify the program and evaluation stakeholders.



Emerson Community Library: Stakeholders

The evaluation team identifies the following stakeholders:

Program	Evaluation
Children's librarian Assistant library director Library director Other library staff Volunteers Corporate foundation Head Start families Head Start teachers Head Start administrators Corporate foundation	

Emerson Community Library: Stakeholders

The evaluation team identifies the following stakeholders:

Program	Evaluation
Children's librarian Assistant library director Library director Other library staff Volunteers Corporate foundation Head Start families Head Start teachers Head Start administrators Corporate foundation	Children's librarian - evaluator, primary user of findings, source of framing information Assistant library director - evaluator, primary user of findings, source of framing information Library director - primary user of findings, source of framing information Teen librarian - primary user of findings, source of framing information Volunteers - source of data, audience for reporting Head Start families - source of data, audience for reporting Head Start teachers - source of data, audience for reporting Corporate foundation - audience for reporting Head Start administrators - audience for reporting Neighboring libraries - audience for reporting County government - audience for reporting

Planning the Evaluation — Step 2: Analyze context

What is the political context?

Key Considerations:

- Who will be concerned about the evaluation?
- Who might benefit from positive or negative findings?



Emerson Community Library: Political context

The evaluation team examines the political context for the evaluation.



Review the information about the political context and discuss the implications for the evaluation.



Your Library: Clarify the evaluation context

What is the purpose(s) and desired use(s) of the evaluation?

- Accountability/oversight
- Program improvement
- Advocacy

Who are the stakeholders?

- Evaluator(s)
- Primary users of findings
- Sources of information for framing the evaluation
- Sources of data
- Audiences for reporting

What is the political context?

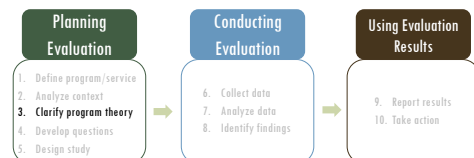
- Who will be concerned about the evaluation?
- Who might benefit from positive or negative findings?

The Evaluation Process, Step 3

CLARIFY PROGRAM THEORY



The Evaluation Process



Program theory

Ideas about how and why a program or service will work to accomplish its goals

Research in LIS,
education, or other
fields

Experience about
what has worked
in the past

Conversation or
brainstorming
about what might
work

Hunches and
creative thinking



Using program theory

Check the
rationale

Check the rationale behind the program/service

Identify
design gaps

Identify gaps and mis-alignments in program/service design



Using program theory

Focus the
evaluation

Focus the evaluation on key components of the program/service

Pinpoint
reasons

Pinpoint reasons why the program/service achieved (or didn't achieve) its goals



Rooting Research in Libraries

Goal(s)

Members of the Rooting Research in Libraries cohort will strengthen their skills in conducting research and teaching research methods

Idea about how and why
the program will work

Participating in research methods training and coaching, receiving technical assistance, and completing a hands-on research project will strengthen participants' skills in conducting research and teaching research methods

Rooting Research in Libraries

Check the
rationale

Logical link between the goal of stronger research skills and the program focus (research methods training and coaching, technical assistance, hands-on research project)

No logical link between the goal of stronger teaching skills and the program focus

Identify
design gaps

No activities designed to strengthen teaching skills

Rooting Research in Libraries

Focus the
evaluation

Gather data about research skills, teaching skills, and the activities designed to strengthen them

Pinpoint
reasons

There is no evidence of stronger teaching skills—because participants didn't participate in any activities or receive any resources focused on teaching

Planning the Evaluation — Step 3: Clarifying program theory

What research/evaluation has already been conducted about your topic?

What are the team's mental models?



Emerson Community Library: Literature review and mental models

The evaluation team conducts a literature review and discusses their mental models about how the math storytimes are envisioned to work.



Discuss the team's ideas about how and why the program will work to accomplish its goals.



Planning the Evaluation — Step 3: Clarifying program theory

What research/evaluation has already been conducted about your topic?

What are the team's mental models?

What are the components of the logic model?



Inputs

Resources used to deliver programs/services.

Outputs

Programs/services provided. Level of participation in those programs/services.

Outcomes

Effect of the programs/services. Changes in participants.

Knowledge, Skill
Attitude, Behavior
Condition, Life status



Inputs

Resources used to deliver programs/services.

Outputs

Programs/services provided. Level of participation in those programs/services.

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Effect of the programs/services. Changes in participants.

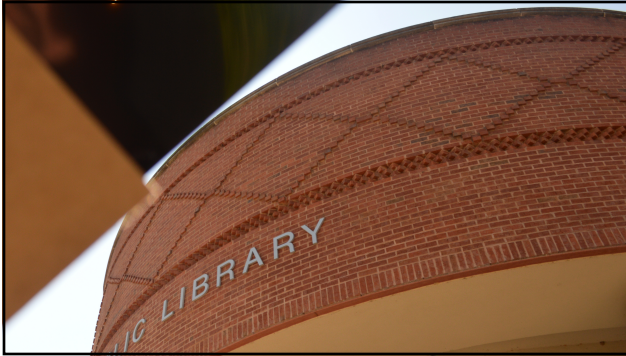
Knowledge, Skill
Attitude, Behavior
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IF these resources are invested

THEN these programs and services will be delivered

And THEN participants will experience these changes



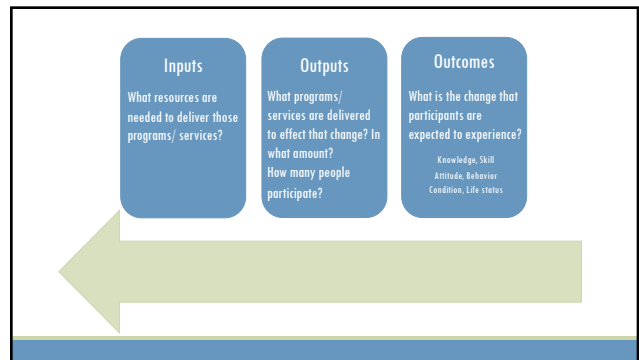
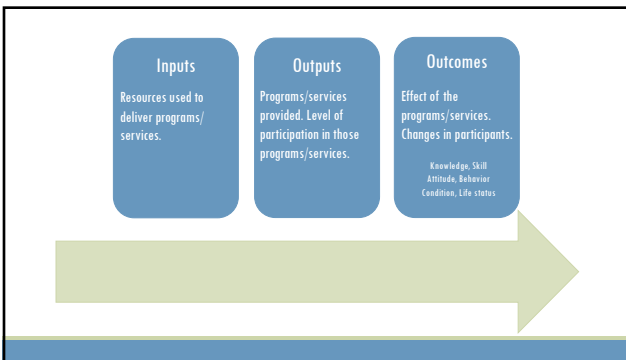


Emerson Community Library: Developing a logic model

The evaluation team works on a logic model for the math storytimes. They make three attempts to diagram the program theory.



Review and discuss the team's three attempts at creating a logic model.



Your Library: Clarify program theory



Review your literature review findings



Surface your mental models



Develop a logic model to represent your program theory



Your Library: Clarify program theory



Share the IF... THEN... AND THEN sequence reflected in your logic model



Day 1: Wrap Up

TAKING STOCK AND LOOKING AHEAD



Reflection

Take a few minutes to reflect on the material we have covered today.



Identify key insights and take-aways



Note points of confusion and areas where you need clarification



Tomorrow

Morning (9:00-12:30):

- The Evaluation Process: Planning, Part 3
- The Evaluation Process: Conducting Evaluation

12:30-1:00 Lunch

Afternoon (1:00-3:00):

- The Evaluation Process: Using Evaluation Results
- Logistics
 - Schedule for coaching calls and virtual group discussions
 - Reimbursement information

3:00 End



Day 1: Wrap Up

TAKING STOCK AND LOOKING AHEAD



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Looking ahead



Schedule of activities: November through June



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