

## PRESENTING IN A MEETING TIMELINE

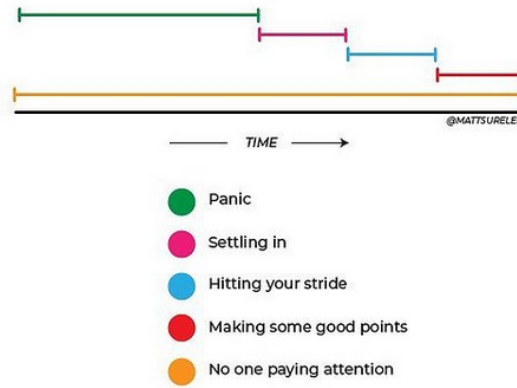


Image credit: @mattsurelee

1

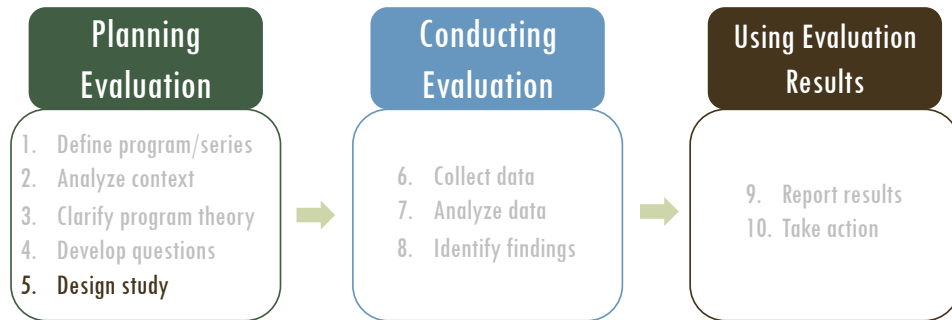
## The Evaluation Process:

COLLECT DATA



2

## The Evaluation Process



3

## Planning the Evaluation - Step 5: Design study

What is your plan for  
conducting the  
evaluation (steps 6-8)?

What is your plan for  
using the evaluation  
results (steps 9-10)?

4

## Planning the Evaluation - Step 5: Design study

What is your plan for  
conducting the  
evaluation (steps 6-8)?

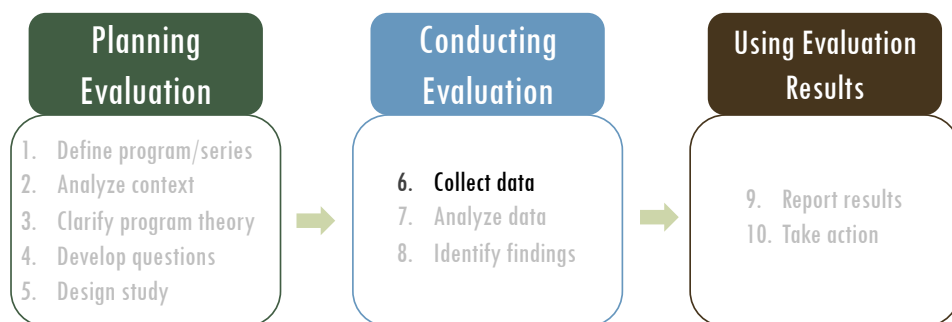
What is your plan for  
using the evaluation  
results (steps 9-10)?

Step 6 today, steps 7-10  
during coaching calls,  
cohort meetings, and  
Wrap-Up Institute



5

## The Evaluation Process



6

## Conducting the Evaluation - Step 6: Collect Data

---

What data collection methods will you use to answer the evaluation questions?

7

## Conducting the Evaluation - Step 6: Collect Data

---

What data collection methods will you use to answer the evaluation questions?

Choosing methods:

- Types of data needed to answer your evaluation questions
- Strengths and limitations of methods
- Organizational resources and expertise

8

## Conducting the Evaluation - Step 6: Collect Data



9

## Poll

What methods have you used to collect data?

- Surveys
- Interviews
- Focus Groups
- Observations

10

## Conducting the Evaluation - Step 6: Collect Data

	Surveys	Interviews	Focus Groups	Observations
Sample size	Larger	Smaller	Smaller	Either
Respondent privacy				
Burden				
Question type				
Type of information collected				

11

## Conducting the Evaluation - Step 6: Collect Data

	Surveys	Interviews	Focus Groups	Observations
Sample size	Larger	Smaller	Smaller	Either
Respondent privacy	Can be anonymous	Confidential	Confidential	Either
Burden				
Question type				
Type of information collected				

12

## Conducting the Evaluation - Step 6: Collect Data

	Surveys	Interviews	Focus Groups	Observations
Sample size	Larger	Smaller	Smaller	Either
Respondent privacy	Can be anonymous	Confidential	Confidential	Either
Burden	Lower for data collector and respondent	Higher for data collector and respondent	Higher for data collector and respondent	Higher for data collector, no burden for respondent
Question type				
Type of information collected				

13

## Conducting the Evaluation - Step 6: Collect Data

	Surveys	Interviews	Focus Groups	Observations
Sample size	Larger	Smaller	Smaller	Either
Respondent privacy	Can be anonymous	Confidential	Confidential	Either
Burden	Lower for data collector and respondent	Higher for data collector and respondent	Higher for data collector and respondent	Higher for data collector, no burden for respondent
Question type	Mostly close-ended	Open-ended	Open-ended	NA
Type of information collected				

14

## Conducting the Evaluation - Step 6: Collect Data

	Surveys	Interviews	Focus Groups	Observations
Sample size	Larger	Smaller	Smaller	Either
Respondent privacy	Can be anonymous	Confidential	Confidential	Either
Burden	Lower for data collector and respondent	Higher for data collector and respondent	Higher for data collector and respondent	Higher for data collector, no burden for respondent
Question type	Mostly close-ended	Open-ended	Open-ended	NA
Type of information collected	Self-reported; attitudes, perceptions, opinions, factual information; answer questions of what, how often, to what extent	Self-reported, unique experiences, answer questions about how and why	Self-reported, group perceptions and varied perspectives, answer questions about how and why	Behaviors, characteristics of physical environment (bypass self-reporting)

15

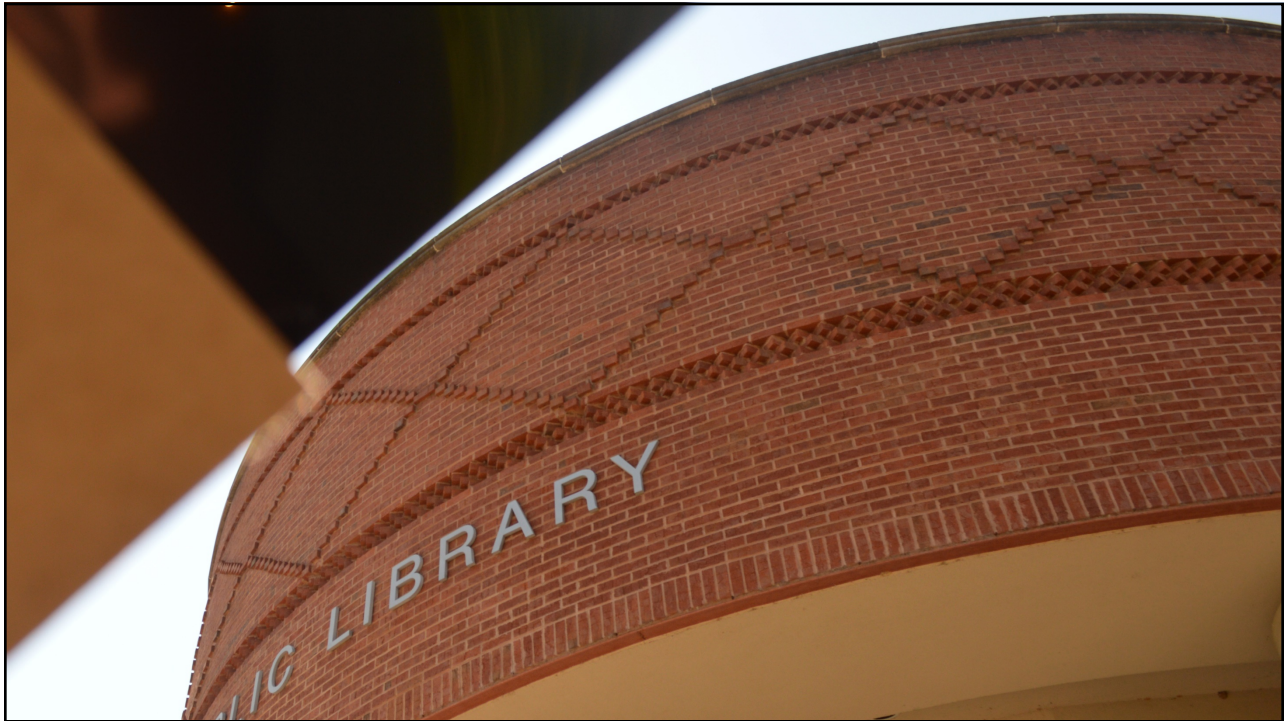
## EDI Implications

## Conducting the Evaluation - Step 6: Collect Data

	Surveys	Interviews	Focus Groups	Observations
Sample size	Larger	Smaller	Smaller	Either
Respondent privacy	Can be anonymous	Confidential	Confidential	Either
Burden	Lower for data collector and respondent	Higher for data collector and respondent	Higher for data collector and respondent	Higher for data collector, no burden for respondent
Question type	Mostly close-ended	Open-ended	Open-ended	NA
Type of information collected	Self-reported; attitudes, perceptions, opinions, factual information; answer questions of what, how often, to what extent	Self-reported, unique experiences, answer questions about how and why	Self-reported, group perceptions and varied perspectives, answer questions about how and why	Behaviors, characteristics of physical environment (bypass self-reporting)

16





17

## Emerson Community Library Evaluation Questions

---

1. To what extent do volunteers implement the math storytimes as designed?
2. In what ways do participating children demonstrate engagement and interest in math storytime sessions?
3. To what extent do participating children demonstrate basic math skills (counting, sorting, matching):
  - a) during math storytime sessions, and
  - b) at home?



18

## Conducting the Evaluation - Step 6: Collect Data

Evaluation Questions	Data Collection Methods			
	Method 1:	Method 2:	Method 3:	Method 4:
To what extent do volunteers implement the math storytimes as designed?				
In what ways do participating children demonstrate engagement and interest in math storytime sessions?				
To what extent do participating children demonstrate basic math skills (counting, sorting, matching) a. during math storytime sessions, and b. at home?				

19

## Emerson Community Library: Choose data collection methods

The evaluation team meets to choose their data collection methods.



What methods will you use to evaluate the math storytimes (p. 34)?

20

## Emerson Community Library - Step 6: Collect Data (p. 39)

Evaluation Questions	Data Collection Methods			
	Observation of volunteers during a sample of math storytime sessions	Interviews of Volunteers	Observation of children during a sample of math storytime sessions	Survey of children's parents and caregivers
To what extent do volunteers implement the math storytimes as designed?	x	x		
In what ways do participating children demonstrate engagement and interest in math storytime sessions?			x	
To what extent do participating children demonstrate basic math skills (counting, sorting, matching) a. during math storytime sessions, and b. at home?			x	x

21

## Emerson Community Library - Step 6: Collect Data (p. 39)

Evaluation Questions	Data Collection Methods			
	Observation of volunteers during a sample of math storytime sessions	Interviews of Volunteers	Observation of children during a sample of math storytime sessions	Survey of children's parents and caregivers
To what extent do volunteers implement the math storytimes as designed?	x	x		
In what ways do participating children demonstrate engagement and interest in math storytime sessions?			x	
To what extent do participating children demonstrate basic math skills (counting, sorting, matching) a. during math storytime sessions, and b. at home?			x	x

22

## Developing Indicators



“Indicators are measurable information used to determine if a program is being implemented as expected and achieving its outcomes. Indicators help understand what happened or changed.” (Centers for Disease Control)



Indicator = an indication of success (outcomes, design and implementation, relevance, equity, usage, efficiency, sustainability)



23

## Indicators: Example



24

## Indicators: Example

Evaluation question	What is being measured?	Indicator
To what extent do puppies recognize basic commands after participating in Kinderpups?	Recognition of basic commands	<ul style="list-style-type: none"> <li>Puppies follow commands including sit, down, stay, and come at the end of Kinderpups</li> <li>Reports from owners about whether puppies follow commands</li> </ul>

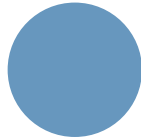
25



26

## Emerson Community Library: Develop Indicators

The evaluation team meets to develop indicators for their evaluation.



Review ECL's evaluation questions. For each question, identify what is being measured and the accompanying indicators.



27

## ECL: Developing Indicators

Evaluation question	What is being measured?	Indicator
To what extent do volunteers implement the math storytimes as designed?	Math storytimes are implemented as designed	Extent to which volunteers follow the curriculum when delivering the storytimes
In what ways do participating children demonstrate engagement and interest in math storytime sessions?	Engagement and interest in math storytime sessions	<ul style="list-style-type: none"> <li>Extent to which children watch and listen to the presenter</li> <li>Children engage in behaviors such as repeating presenter's words and phrases, pointing to materials, laughing, clapping, etc.</li> </ul>
To what extent do children demonstrate basic math skills during math storytimes and at home?	Children demonstrate basic math skills during storytimes and at home	<ul style="list-style-type: none"> <li>Children demonstrate counting, sorting, and matching skills during storytime</li> <li>Reports from parents/caregivers about whether children demonstrate counting, sorting, and matching skills at home</li> </ul>

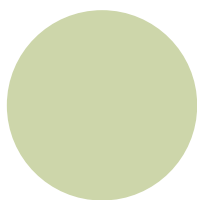
28

## Example: Emerson Community Library

Evaluation Questions	What is being measured?	What are the indicators?	Data Collection Methods			
			Method 1: Observation of volunteers	Method 2: Interviews of volunteers	Method 3: Observation of children	Method 4: Parent/ caregiver survey
To what extent do volunteers implement the math storytimes as designed?	Math storytimes implemented as designed	Extent to which volunteers follow the curriculum when delivering the storytimes	X	X		
In what ways do participating children demonstrate engagement and interest in math storytime sessions?	Engagement and interest in math storytime sessions	Extent to which children watch and listen to the presenter; children engage in behaviors such as repeating presenter's words and phrases, pointing to materials, laughing, clapping, etc.			X	
To what extent do participating children demonstrate basic math skills (counting, sorting, matching) a) during math storytime sessions and b) at home?	Children demonstrate basic math skills during storytimes and at home	Children demonstrate counting, sorting, and matching skills during storytime; reports from parents/caregivers about whether children demonstrate counting, sorting, and matching skills at home			X	X

29

## Your Library: Design study



Discuss the data collection methods you could use to answer your evaluation questions and complete your methods grid (p. 35)

30