

Creating a Nation of Learners



INSTITUTE of
Museum and Library
SERVICES



Webinar on Reporting and Evaluation for Museums for America Grantees

January 6-8, 2009

Purpose of Webinar

- Inform you about the agency's reporting requirements
- Help you share the results of your grants
- Share with you the importance of regular evaluation and provide resources
- Answer questions that you may have about evaluation and reporting

Intended Outcomes

At the end of this session, you will know:

- What IMLS **reporting requirements** are
- How to complete Part 2 of the **Final Performance Report** form
- What **evaluation resources** are available to assist you

Format, Logistics

Part 1

- **Reporting** Requirements (20 minutes)
- Questions from grantees (15 minutes)

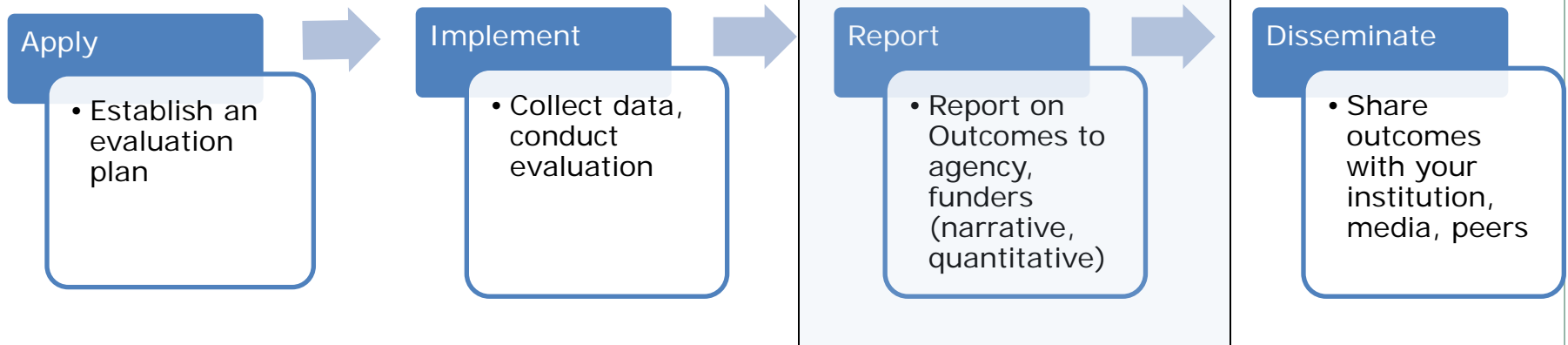
Part 2

- **Evaluation** and Resources (10 minutes)
- Questions from grantees (15 minutes)

Managing your IMLS grant

- Recipients of IMLS grants are required to adhere to grants management terms and conditions. Resources for managing your award are located at:
<http://www.ims.gov/recipients/recipients.shtm>
- Any change to a grant project's activities, key personnel, or budget must first be approved by IMLS. Requests for a change to a grant must be signed by the authorizing official and submitted to the appropriate IMLS program officer.
The request must be approved before the changes can be made!

Grant Life Cycle / Role of Reporting



The Value of Project Reports

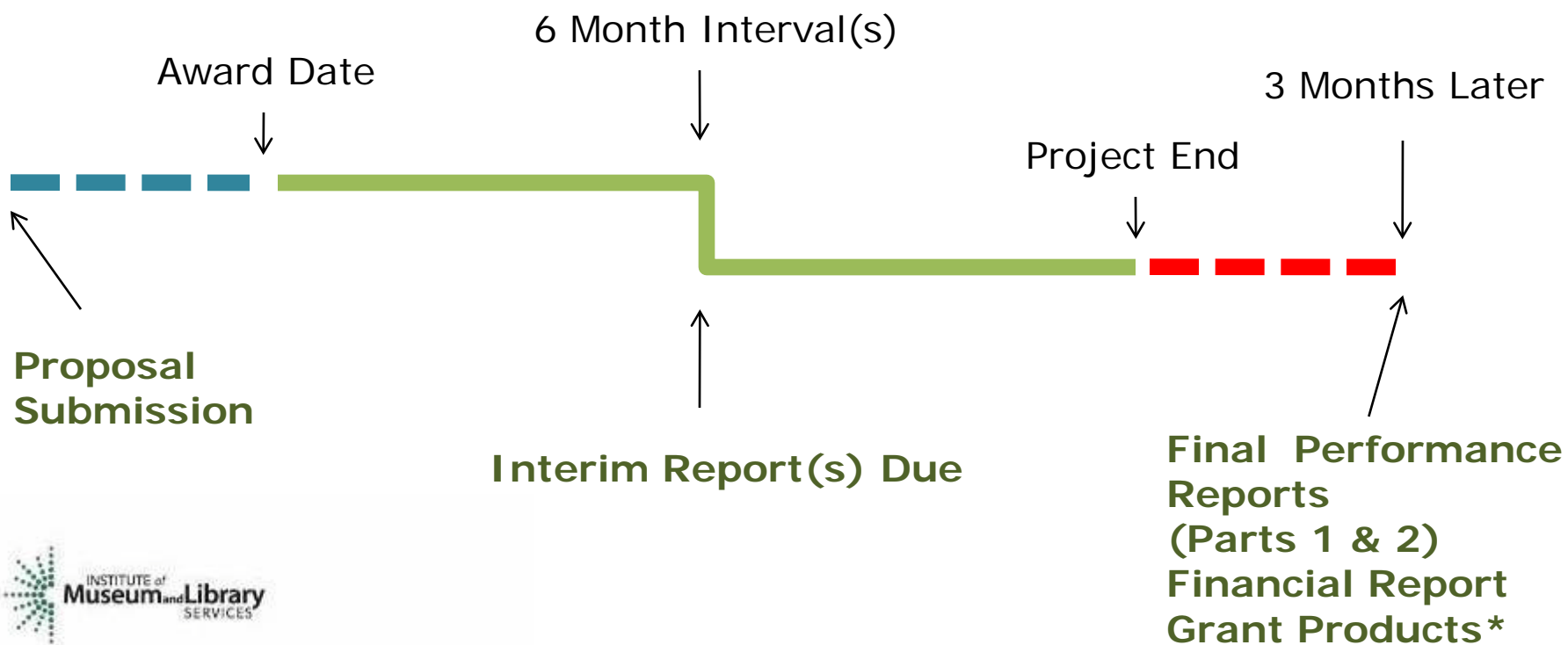
- Your Organization
 - Help demonstrate results in concrete terms
 - Provide feedback for program planning and development
 - Help you communicate results to staff, board, community, media, conferences, newsletters
- IMLS
 - Government agencies
 - Media, project profiles
 - Annual reports to Congress
 - Reports to the field, profession
 - American public

IMLS' Required Documents

- Narrative reports
 - Interim - due every 6 months throughout grant.
 - Final - due 90 days after the close of the grant.
- Quantitative report
 - Final - due 90 days after the close of the grant.
- Grant products
- Financial report

These forms are available at
<http://www.ims.gov/recipients/administration.shtm>

IMLS Project Reporting Timeline



Glossary of Terms

<http://www.imls.gov/pdf/Glossary.pdf>

- **Activity, activities.** Actions through which the objectives and goals of a grant are accomplished and deliverables are created.
- **Outcome.** A gain or change in an individual's knowledge, skill, attitude, behavior, status, or life condition related to the purpose of a project. An outcome is a type of result, usually produced through some form of learning.
- **Output.** A measure of quantity (e.g. number or percent) or of quality (e.g. produced to a specified standard) of activities, products, or services.
- **Program.** A connected series of steps, services, products, and/or experiences constructed to achieve a desired result.

Outputs/Outcomes

Output examples

- Developed 5 curricula
- Conducted 4 teacher training workshops, each attended by 25 teachers (total 100 teachers trained)
- Program was delivered to 850 students

Outcome examples

- Middle school teachers showed increased interest and improved ability in teaching local history
- Middle school students showed increased knowledge of local history after completing the program

Interim and Final Performance Report

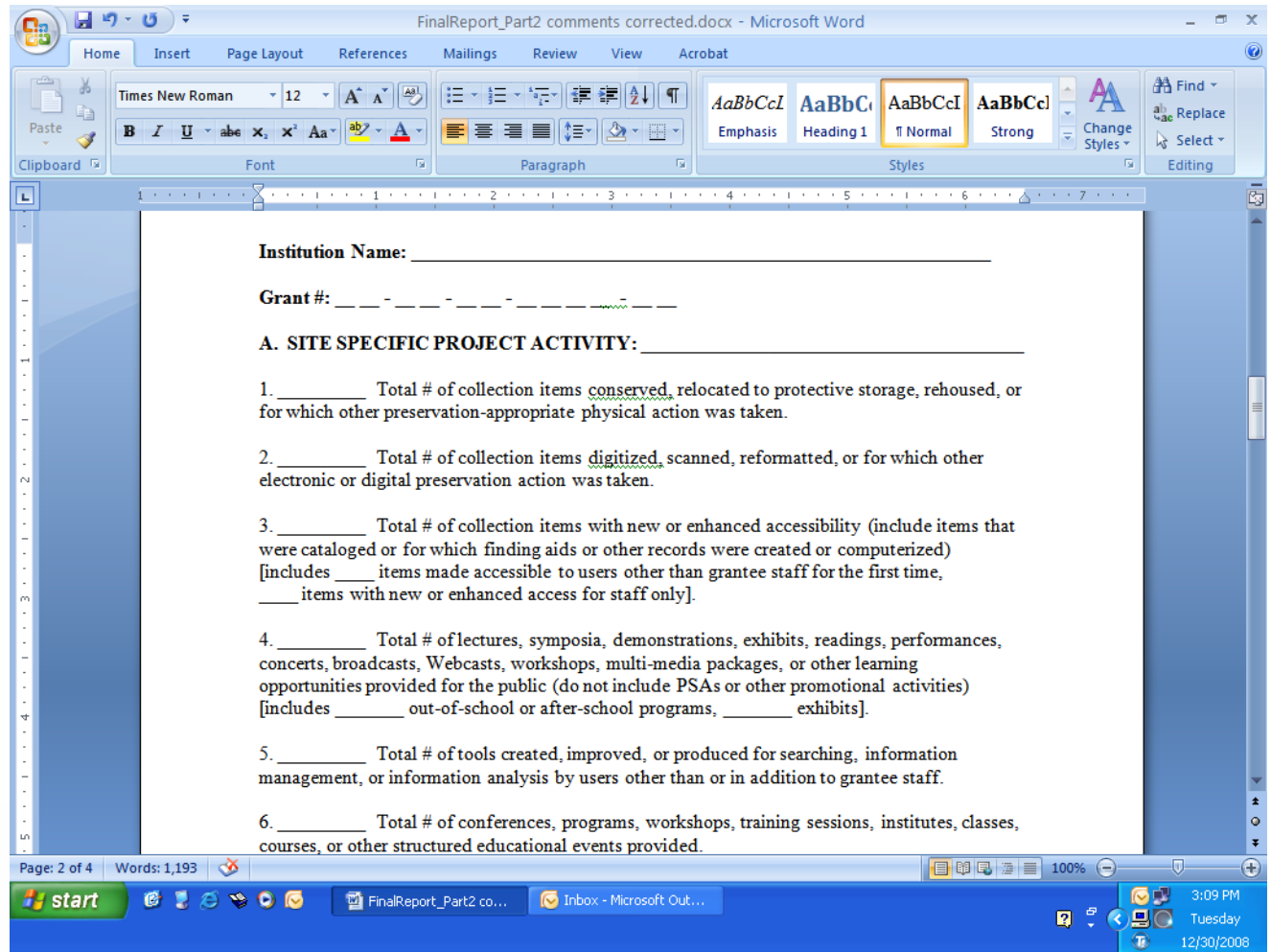
Interim Report

- compare actual accomplishments with goals established
- describe activities or services
- describe any significant findings or accomplishments

Final Performance Report: Part 1 & 2

- project activities and the audiences served
- an analysis of the project's achievements and their value
- summary of lessons learned
- the outcomes and the larger impact
- future plans

Final Performance Report: Part 2



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Home Insert Page Layout References Mailings Review View Acrobat

Clipboard Font Paragraph Styles Editing

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1 2 3 4 5 6 7

Institution Name: _____

Grant #: _____

A. SITE SPECIFIC PROJECT ACTIVITY: _____

1. _____ Total # of collection items conserved, relocated to protective storage, rehoused, or for which other preservation-appropriate physical action was taken.
2. _____ Total # of collection items digitized, scanned, reformatted, or for which other electronic or digital preservation action was taken.
3. _____ Total # of collection items with new or enhanced accessibility (include items that were cataloged or for which finding aids or other records were created or computerized) [includes _____ items made accessible to users other than grantee staff for the first time, _____ items with new or enhanced access for staff only].
4. _____ Total # of lectures, symposia, demonstrations, exhibits, readings, performances, concerts, broadcasts, Webcasts, workshops, multi-media packages, or other learning opportunities provided for the public (do not include PSAs or other promotional activities) [includes _____ out-of-school or after-school programs, _____ exhibits].
5. _____ Total # of tools created, improved, or produced for searching, information management, or information analysis by users other than or in addition to grantee staff.
6. _____ Total # of conferences, programs, workshops, training sessions, institutes, classes, courses, or other structured educational events provided.

Page: 2 of 4 Words: 1,193

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Three Main Sections to Part 2

- A. Numeric Total of Project Activities
- B. Numeric Total of Grant Products
- C. Numeric of Project Participants/Users/Audience

[Note: No single form can encompass the range of activities funded in this grant program. However this form is an important starting point.]

Project Example: Brown County Historical Society

Performance Report Narrative: Activities List

- 1) **Develop exhibit** (includes developing a Web site, an audio tour, and a gallery guide)
- 2) **Develop accompanying curriculum**
- 3) **Conduct teacher training institute**

A. Activity Example: Develop Exhibit

Institution Name: Brown County Historical Society

Grant #: 12 - 34 - 67 - 899

A. SITE SPECIFIC PROJECT ACTIVITY: Develop and mount local history exhibit, Web site, gallery guide and audio tour

4. 1 Total # of lectures, symposia, demonstrations, **exhibits**, readings, performances, concerts, broadcasts, Webcasts, workshops, multi-media packages, or other learning opportunities provided for the public.

B. Product Example: Develop Exhibit

Institution Name: Brown County Historical Society

Grant #: 12 - 34 - 67 - 899

B. PORTABLE PRODUCTS (relating to the activity named in section A.): Develop and mount local history exhibit, Web site, gallery guide and audio tour

12. 1 Total # of Web sites developed or improved [include URLs/addresses: www.browncountyhistory.org].

13. 2 Total # of learning resources produced [includes oral histories, curriculum resources, curriculums, Web-based learning tools, or 1 other (specify): gallery guide; 1 other (specify): audio tour].

C. User Example: Develop Exhibit

Institution Name: Brown County Historical Society

Grant #: 12 - 34 - 67 - 899

C. PARTICIPANTS/VISITORS/USERS/AUDIENCE (relating to the activity named in section A.)

21. 2000 Total # of **users of Web-based resources** provided by your grant (include all individuals the project served). Choose the measure that best represents your use rate) ✓ visits (hits), unique visitors, pages visited, registered users, other measure (specify).
22. 3500 Total # of **individuals** benefiting from your grant (include all those from questions 18-21 plus others the project served). Only include those who actually participated or used your project services in some way.

First Question and Answer Period

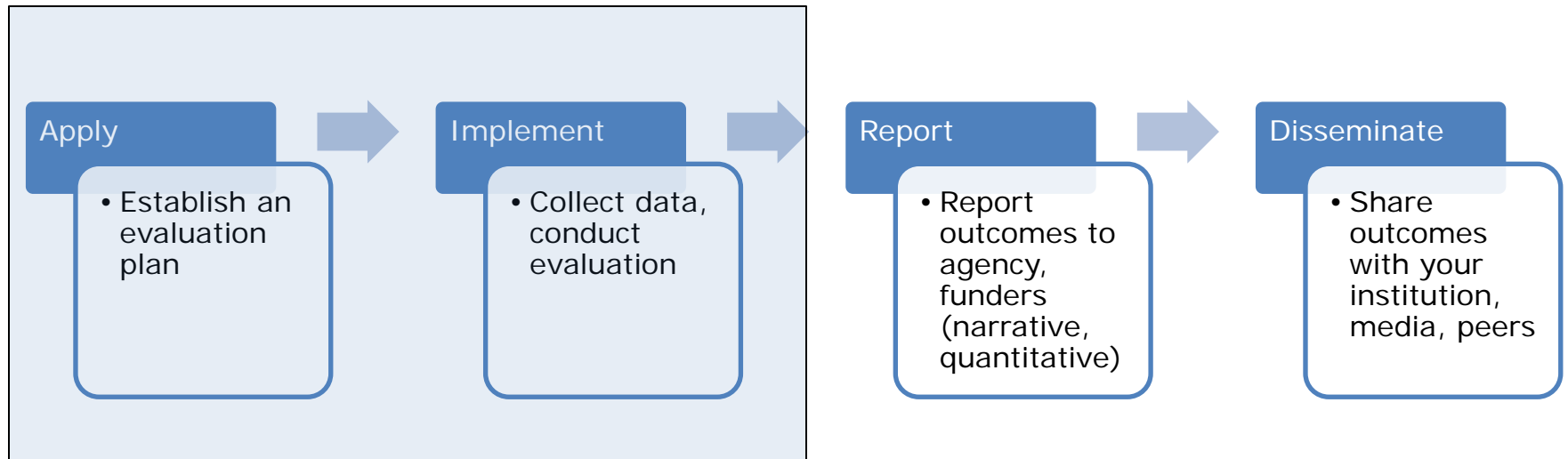
Question guidelines:

- Please try to keep questions somewhat general (i.e., relevant to other grantees)
- Detailed questions can be directed to your program officer after the session or at a later date.

Evaluation and Resources

- a) Overview of evaluation concepts
- b) Links to evaluation resources

Let's Take a Step Back



What is evaluation?

A process that tries to determine the effectiveness and results of specific program activities. (We do what? For whom? For what outcomes?)

Evaluation helps you:

- measure the impact of your program
- show what a difference it made on the people you served
- know that your program is on track

Where does evaluation fit in to my project?

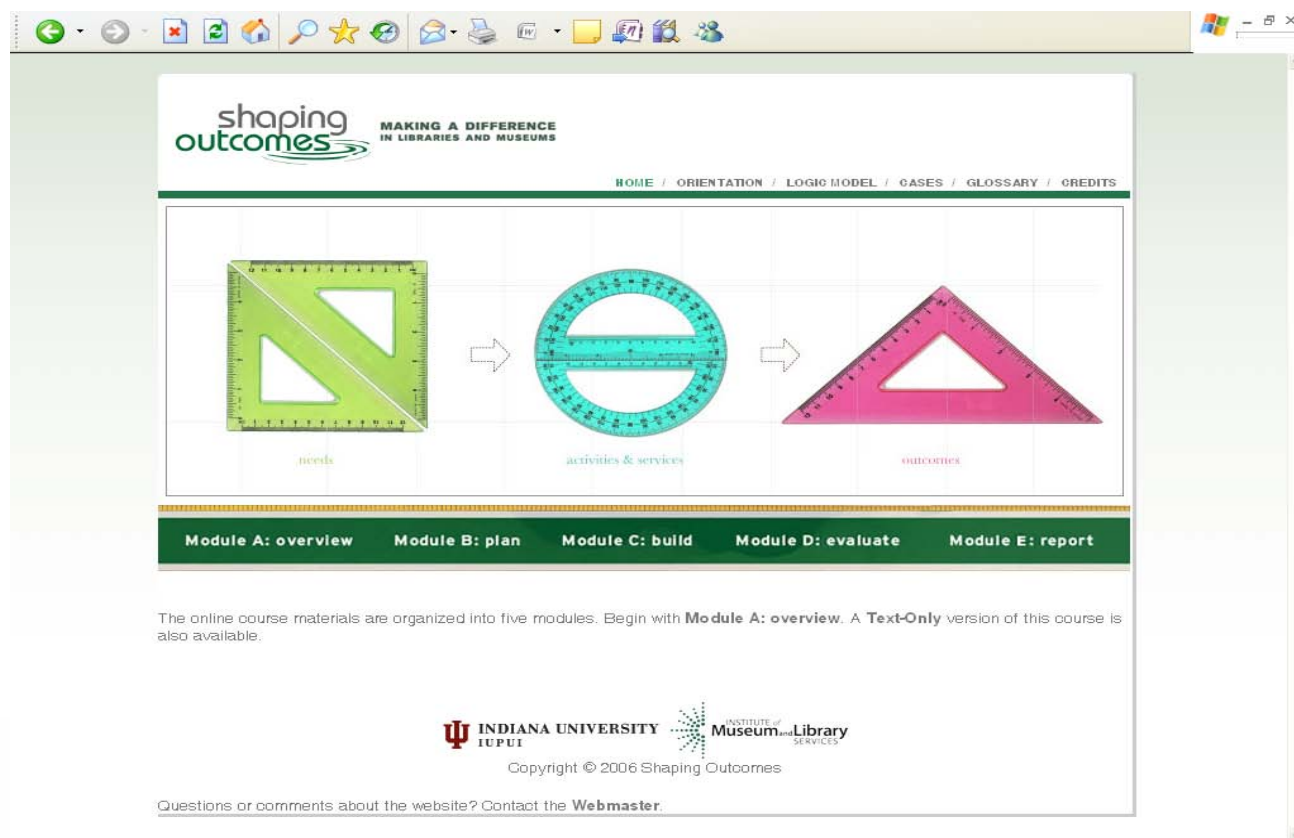
- ***front-end evaluation*** show what has audience appeal and what makes for effective outreach.
- ***formative evaluation*** tells you which ways of communicating information work best for your audiences.
- ***outcome evaluation*** helps you know (and show) that your program creates intended results.
- ***remedial evaluation*** identifies what needs upkeep, repair, or replacement.
- ***summary evaluation*** is done at the end of a project, rather than during it

How do I know what evaluation framework is right for my project?

- Web-based resources/curriculum.
- Evaluation guidebooks.
- IMLS program and research staff.

Web-based resource

www.shapingoutcomes.org



The screenshot displays the website's interface. At the top, there is a navigation menu with links: HOME / ORIENTATION / LOGIC MODEL / CASES / GLOSSARY / CREDITS. Below the menu is a diagram illustrating the logic model process. It consists of three stages connected by arrows: 1. A green square ruler labeled 'needs'. 2. A teal circular ruler labeled 'activities & services'. 3. A pink triangular ruler labeled 'outcomes'. Below the diagram is a dark green navigation bar with five buttons: 'Module A: overview', 'Module B: plan', 'Module C: build', 'Module D: evaluate', and 'Module E: report'. Below the navigation bar, a paragraph states: 'The online course materials are organized into five modules. Begin with **Module A: overview**. A **Text-Only** version of this course is also available.'

shaping outcomes MAKING A DIFFERENCE IN LIBRARIES AND MUSEUMS

HOME / ORIENTATION / LOGIC MODEL / CASES / GLOSSARY / CREDITS

needs → activities & services → outcomes

Module A: overview Module B: plan Module C: build Module D: evaluate Module E: report

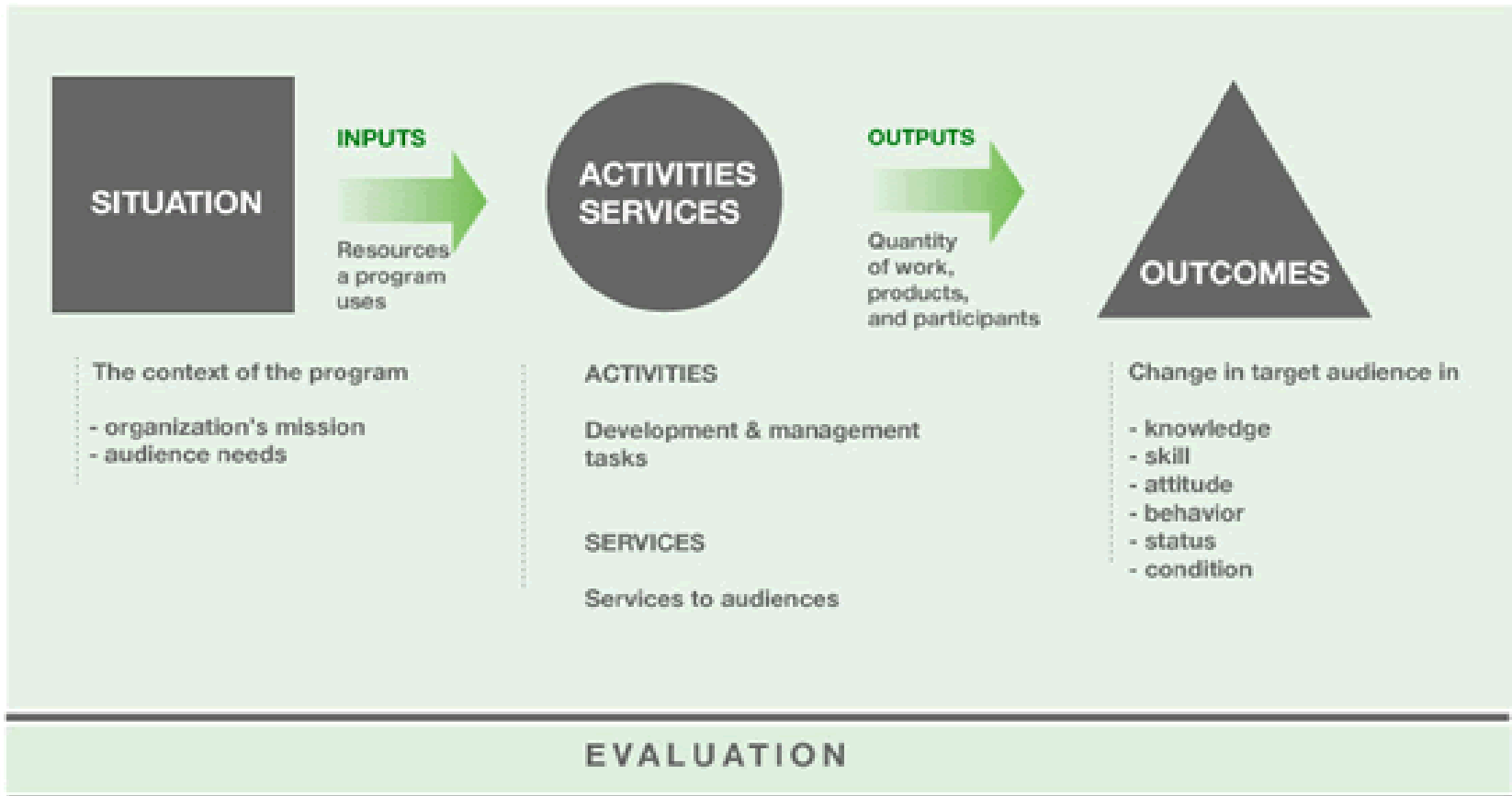
The online course materials are organized into five modules. Begin with **Module A: overview**. A **Text-Only** version of this course is also available.

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Questions or comments about the website? Contact the **Webmaster**.

Logic model development



Evaluation Guidebooks

- **Framework for Evaluating Impacts of Informal Science Education Projects**
 - Edited volume covering a wide range of evaluation methods for evaluating informal learning
 - National Science Foundation
- **Key Steps in Outcome Management Series**
 - 6 book series on different aspects of outcome evaluation
 - The Urban Institute
- **Introduction to Museum Evaluation**
 - American Association of Museums

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Remember Evaluation.....

- should be designed to meet **your** project needs.
- can be a do-it-yourself exercise.
- may cover just one part of a broader project.
- doesn't require a great deal of resources.

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Final Question and Answer Period