open.michigan

Unless otherwise noted, the content of this course material is licensed under a Creative Commons Attribution – Non-commercial – Share Alike 3.0 License. http://creativecommons.org/licenses/by-nc-sa/3.0/

Copyright © 2009, Joan C. Durrance.

You assume all responsibility for use and potential liability associated with any use of the material. Material contains copyrighted content, used in accordance with U.S. law. Copyright holders of content included in this material should contact open.michigan@umich.edu with any questions, corrections, or clarifications regarding the use of content. The Regents of the University of Michigan do not license the use of third party content posted to this site unless such a license is specifically granted in connection with particular content. Users of content are responsible for their compliance with applicable law. Mention of specific products in this material solely represents the opinion of the speaker and does not represent an endorsement by the University of Michigan. For more information about how to cite these materials visit http://michigan.educommons.net/about/terms-of-use.

Any medical information in this material is intended to inform and educate and is not a tool for self-diagnosis or a replacement for medical evaluation, advice, diagnosis or treatment by a healthcare professional. You should speak to your physician or make an appointment to be seen if you have questions or concerns about this information or your medical condition. Viewer discretion is advised: Material may contain medical images that may be disturbing to some viewers.

University of Michigan

Data Collection Approaches

SI 623

Week 4

Feb 17, 2009

Data Collection for CN Case Studies

- National survey to determine CI involvement (500 randomly selected PLs) followed by detailed survey of active CI providers.
- Data collected in 3 communities with CNs:
- Pittsburgh, Suburban Chicago, Portland, Or.
  - Online survey and follow-up telephone interviews with adult CN users; (197 responses; 60 interviews)
  - In-depth interviews, field observation and focus groups with non-profits, local gov'ts and CN staff (info providers)

Data Collection Approaches: Selected HLLH Case Studies

Prior to the site visit to **Queens,** research team interviewed project staff by phone & examined program model using Queens website and other mats. During site visit, researchers **observed** at multiple NAP sites, **conducted interviews and focus groups** with program staff and collaborators, **collected resource materials** and **anecdotal information**. Interviews w. users of New Americans Program and Adult Learner Program **conducted by library staff often in language of user**. Follow-up interviews conducted in-person and by telephone to assess the efficacy of the research instrument used by library staff in their interviews with customers.

The **Flint and Austin** studies used focus groups with youth participants, librarians, in-depth interviews with library and project administrators, and interviews with local nonprofits. See above for pre-visit.

Peninsula Library System - To determine the impact of a community information database, we first conducted focus groups of nonprofit agency administrators who used the database and follow-up telephone interviews with users of specific aspects of the service. See above for pre-visit.

Austin PL's Wired for Youth Contextual Model

- Non-structured drop-in after-school computer technology program
- Multiple branches
- Evolved as the program developed
- Bright young, tech-savvy, inexperienced librarians
- Aim: serve all who come with computer stations limited to kids
- Needed to devise a rationing mechanism (our term not theirs)
- One-on one tutorials
- Developed mechanisms to keep kids busy

Data Collection by the Research Team

Prior to the site visit to Austin, the research team interviewed project staff by telephone, examined the Wired for Youth website, and the project proposal.

During the site visit, researchers engaged in the following activities:

- Field observation and focus groups with librarians who provide direct service to youth in the program. Librarians were interviewed to determine the nature of the "Wired for Youth" model, their interaction with participants and the larger community, and ways that they have observed the program impacting youth.
- In-depth interviews with library and project administrators who helped develop the program model. Interviews were held to discuss the effect of the program on participants, as well as to determine what evaluation techniques have proven most useful from an administrative point of view and in relation to project stakeholders.
- Field observation and focus groups with youth participants of various ages and levels of participation in the program. Observations and focus groups served to identify program impacts.
- Interviewed local nonprofits operating similar youth Internet access programs on the subject of evaluation techniques. Groups interviewed included the Boys and Girls Club, Girl Scouts, and Austin Eastside Story.

CIAO Contextual Model

- An intensive after-school community technology program requiring 5-6 hours per week for the school year. CIAO's aim was to foster teen civic engagement by giving the teen participants the skills they needed to help a community organization as it developed a web presence.
- Thus students needed to increase their knowledge of the community and develop a range of technology skills.
- To do this, participants were required to spend one afternoon a week and a Saturday morning engaged in active learning and site development. The earlier, 30 participant program, proved to be too labor intensive for the staff who, of course, had other responsibilities.

CIAO MODEL

- As an incentive for sustained participation, the public library hired the 12 teens and two teen coaches as part-time employees, paying them $7.00 an hour for up to six hours per week. The W. K. Kellogg Foundation provided external funding to pay the student participants. Participants in the second year Flint program were asked about this aspect of the program during the final focus group.
- The student financial incentive improved regular attendance and participation. For example, even as the euphoria wore off with the start of a new project, the money kept kids showing up on Saturday mornings.

CIAO MODEL

- As an integral part of the Flint project, Flint Public Library staff held periodic public celebrations designed to foster pride, self-confidence and presentation skills of the participants as well as to have them exhibit their work. Students and staff invited parents, non-profit organizations, local community leaders, and the local news media including the local television station to these events that were always accompanied by refreshments.
- Students had opportunities to present their work briefly to the entire group and demonstrate it at one of the computer stations in the lab. In addition, a few students had the opportunity to make public presentations at venues sponsored by the W.K. Kellogg Foundation both years of the program.
- As instructors to younger children, some graduates of the program returned to share their skills with youth at other library branches and to create a basis for maintaining the work started by the initial group.

Peninsula Library System's CIP Model

- While CIP itself is not a direct service provider, its role is to provide accurate and up-to-date information to agencies that provide direct service. Their clientele are the social service agencies and library staff who use the database, or who use the many specialized publications produced by CIP on behalf of their clients.
- **Program Strategies Include:**
  - Community Information Database and related products
  - Information-Sharing and Networking Strategies
  - Community Positioning and Leadership Strategies

Peninsula Library System's Community Information Program Outcomes

Outcomes for Human Services Organizations chart removed

The Outcomes for Human Services Organizations chart can be found on slide 8 of Dr. Joan Durrance's 2005 ALISE presentation "Community Connections: Advancing LIS Education and Practice Through Partnership" at http://dlist.sir.arizona.edu/710/01/JCDALISE.ppt.