

Why You Do What You Do
Jacksonville Public Library
August 2015
Agenda

1. Introduction to the workshop and each other
 - a. Start in small groups
 - b. What's one program or service your library currently provides youth - children and/or teens and/or families
 - c. How would you describe to community partners or government decision-makers why this program or service is important to the community?
 - d. Report out
 - e. Discuss

2. The role of the library in the community 2015 and beyond
 - a. The past: Transaction focused
 - b. The present and future: Formal & Informal learning focused
 - c. The past: Building oriented
 - d. The present: Community oriented

3. Why the role and success of libraries requires a new way of assessing and evaluating success

4. What's a logic model, a theory of change, and outcomes and why are they important
 - a. What are the components
 - b. How they can help you and your colleagues and community
 - c. What you need to build them
 - d. Try it yourself with something you already do: Practice - review - practice - review
 - e. Try it yourself with something you would like to pilot: Practice - review - practice - review

5. Next steps - a process that needs to keep going in order to achieve success.

Resources that compliment the content of this workshop are available at <http://leonline.com/oba/>

Why You Do What You Do Introductory Activity

Step 1

In a small group talk about the programs and services you provide. Decide on one program or service your library provides to either:

- Families
- Children
- Teens
- Community organizations that serve youth and families

Step 2

What would you say to a community partner, a city elected official, a funder, a decision-maker to describe why this program or service is important to the community/youth and families?

Step 3 - report out/discuss

SAMPLE “SO THAT” CHAIN A

STRATEGY:

Communicate with key organizations, service providers, business networks and advocacy groups about the *Making Connections* vision

So That

There is increased attention on the focus of the *Making Connections* initiative
[Influence]

So that

1) There is increased knowledge of and interest in the *Making Connections* agenda
[Influence]

and

2) There is increased awareness of how partners can work together and what each partner can contribute to achieve *Making Connections* results
[Influence]

So That

1) There is increased shared commitment to a common vision for the community
[Influence]

and

2) There is increased investment of local resources in the *Making Connections* agenda
[Leverage]

So That

1) A shared plan of action is developed
[Influence]

and

2) There are increased resources available in the community to support children and families
[Influence]

So That

There are positive changes in the lives of vulnerable children and families
[Individual Impact]

As communities think about what they are trying to accomplish, they will likely see that many of their strategies are intended to achieve influence and leverage changes, such as changes in the nature of collaborative partnerships, changes in service delivery, changes in investments, changes in public will and changes in policies on the way to achieving individual or population level impact.

Here is another example of a “so that” chain.

SAMPLE “SO THAT” CHAIN B

STRATEGY:

Formal establishment of a local collaboration committed to children’s school readiness and early learning

So That

A shared collective plan is developed to address young children’s health and school readiness needs

[Influence]

So That

1) A pilot program is implemented to provide families with access to dental and health screening clinics and a WIC office on-site at two neighborhood schools

[Influence]

and

2) Support programs for parents of young children are offered on-site at the school in English and Spanish

[Influence]

So That

1) Children get their health needs addressed

[Individual Impact]

and

2) Children have improved nutrition

[Individual Impact]

and

3) Parents are more aware of how to support their young child’s brain development

[Individual Impact]

So That

Children enter school healthy

[Population Impact]

So That

Children are more likely to do well in school

[Population Impact]

Here is another example of a strategy which initially leads to impact changes and then contributes to influence changes that will, ideally, lead to the ultimate *Making Connections*' results.

SAMPLE "SO THAT" CHAIN C

STRATEGY:

Provide opportunities for neighborhood residents to receive positive information, hear positive messages and connect with fellow residents via a neighborhood newsletter and a new community center that hosts town hall gatherings and cultural events

So That

- 1) Residents are more aware of the historical, cultural and civic strengths of the neighborhood
[Individual Impact]

and

- 2) Residents get to know their neighbors better and share their views about the neighborhood
[Individual Impact]

So That

Residents begin to feel hopeful about the neighborhood's future
[Individual Impact]

So That

Residents feel an increased commitment to the neighborhood and share in the vision for community change
[Individual Impact]

So That

Residents become involved in cultural, civic and political activities related to the neighborhood
[Individual Impact]

So That

Public officials and the greater community become aware of residents' concerns about the neighborhood
[Influence]

So That

There are improvements in policies that address community conditions
[Influence]

So That

There are more effective services available for children and families
[Influence – Core Result]

This example uses information from Minnesota KIDS COUNT.

SAMPLE “SO THAT” CHAIN D

STRATEGY:

Increase media coverage about amount of money low-income families and individuals pay to the tax industry for tax preparation and Refund Anticipation Loans (RALs) and how these expenses reduce the net benefit they receive from the Earned Income Tax Credit (EITC) and other tax credits *[using data strategically]*

So That

Public awareness of this issue increases
[Influence Outcome]

So That

Policy-makers increase their knowledge of and interest in this issue.
[Influence Outcome]

So That

Policies change to require the tax industry to provide specific disclosures to individuals seeking a RAL.
[Influence Outcome]

So That

Tax preparation businesses change their business practices to abide by the new policies.
[Influence Outcome]

So That

Individuals and families have increased ability to make choices to avoid paying interest and fees to the tax industry for services they may not need.
[Family Impact Outcome]

So That

Low-income individuals and families receive more cash from their EITC and other tax credits or refunds and can use these funds to meet their basic needs, pay off debts or save for the future.
[Individual/Family Impact Outcome]

So That

Families have increased levels of assets.
[Family Impact Outcome]

Table 1. IMPACT: Individual and Family Outcome Areas and Sample Outcome Statements

Outcome Area	Sample Outcome Statements
Changes in attitudes, e.g. perceptions and beliefs	Increased view among parents that local schools are positive “hubs” for families. Increased desire among neighborhood residents to become engaged in community change efforts Increased feeling of safety among residents. Increased desire of parents to create a personal savings plan. Youth have increased belief that they will have a positive future.
Changes in knowledge	Increased knowledge among neighborhood residents of community resources. Increased knowledge of parents and caregivers about child development milestones.
Changes in awareness	Increased awareness among neighborhood residents of a neighborhood’s history. Increased awareness of US laws regarding acceptable child discipline among immigrants and refugees.
Changes in skills	Increased parents’ employment skills. Increased parent ability to locate child care.
Changes in behavior	Neighbors more frequently call on one another for assistance. Increased parent involvement in their child’s education. Residents vote more frequently.
Changes in health	Decreased blood pressure. Families have access to a “medical home”.
Changes in family stability	Families’ children attend the same school for all of their elementary grades. Families maintain a stable residence.
Changes in financial status	Increased family income. Increased family savings.

**Why You Do What You Do
Developing Outcomes Statements**

Current Program or Service

Learning Outcomes Statement:

_____ will do, _____
(Program or service) (Description of program or service)

_____ (Which will result in - assets/skills addressed)

What are the challenges to writing this statement?

What do you need in order to be more successful in writing this outcomes statement?

What makes (or would make) writing this statement easy to do?

New/Pilot Program or Service

Learning Outcomes Statement:

_____ will do, _____
(Program or service) (Description of program or service)

_____ (Which will result in - assets/skills addressed)

What are the challenges to writing this statement?

What do you need in order to be more successful in writing this outcomes statement?

What makes (or would make) writing this statement easy to do?