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## Data-Powered Libraries: Informed, Innovative, and Impactful

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## WELCOME!

- Name
- Organization
- Town

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## QUESTION

What is one new thing your organization (or you) started doing during the pandemic that you will keep doing?

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# Tale of Two Libraries

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## Rocky Ridge Public Library



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# Crystal Springs Public Library



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**Rocky Ridge Public Library**



**Crystal Springs Public Library**

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## WORKSHOP OUTCOMES

1. Understand the evaluation/planning life cycle and terminology of logic models.
2. Recognize the benefits of using data to inform decision-making and planning.
3. Recognize the value in being community-focused rather than library-focused when designing library programs and services.
4. Be able to apply learnings to evaluate proposals and reports and make informed decisions about the services the Montana State Library provides.

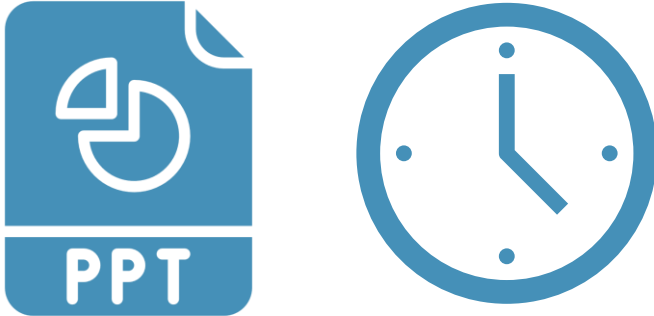
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## HOUSEKEEPING



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HOUSEKEEPING



The slide features a dark blue header bar with the word "HOUSEKEEPING" in white, uppercase letters. Below the header, there are two blue icons: on the left, a square icon representing a PowerPoint presentation with a white "PPT" label at the bottom; on the right, a circular icon representing a clock face with hands and dots for hour markers.

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THE LOGIC MODEL



The slide features a dark blue header bar with the text "THE LOGIC MODEL" in white, uppercase letters. Below the header, there is a large, solid dark blue rectangular block that occupies the lower portion of the slide.

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## POLL

Which of the following statements describe your previous experience with logic models? (select all that apply)

- I'm new to logic models – no previous experience.
- I have a basic understanding of what a logic model is but haven't created one.
- I've attended other logic model trainings.
- I've created a logic model.
- I use logic models regularly in my work.

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# What is a logic model?

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## LOGIC MODEL

- A graphical depiction of how a program/ service is supposed to work and what it will accomplish
- A road map
- A theory of change

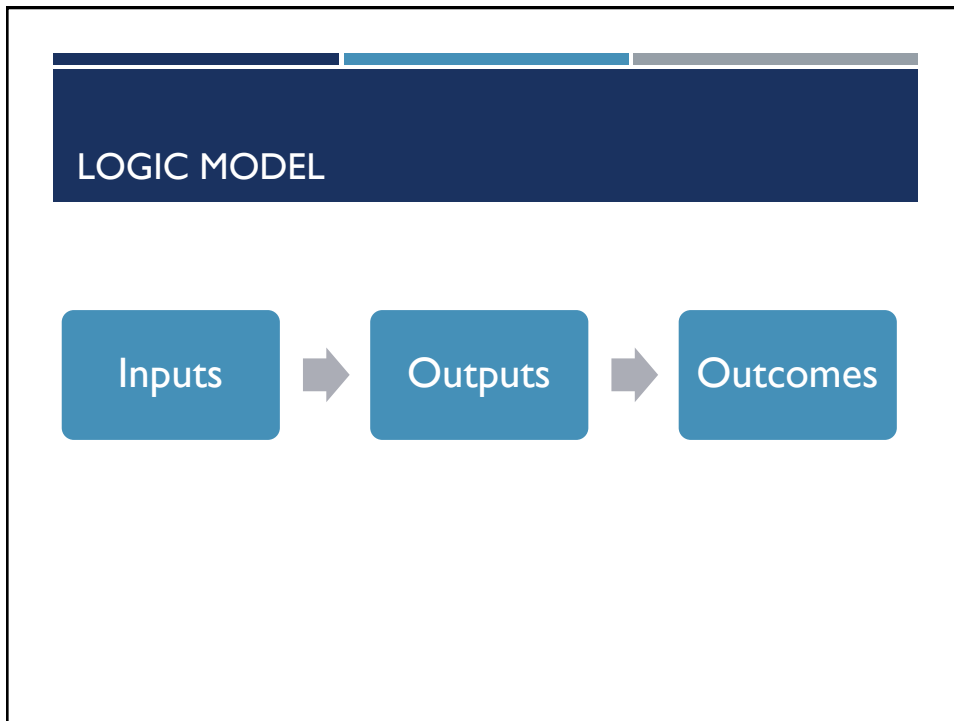
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## LOGIC MODEL

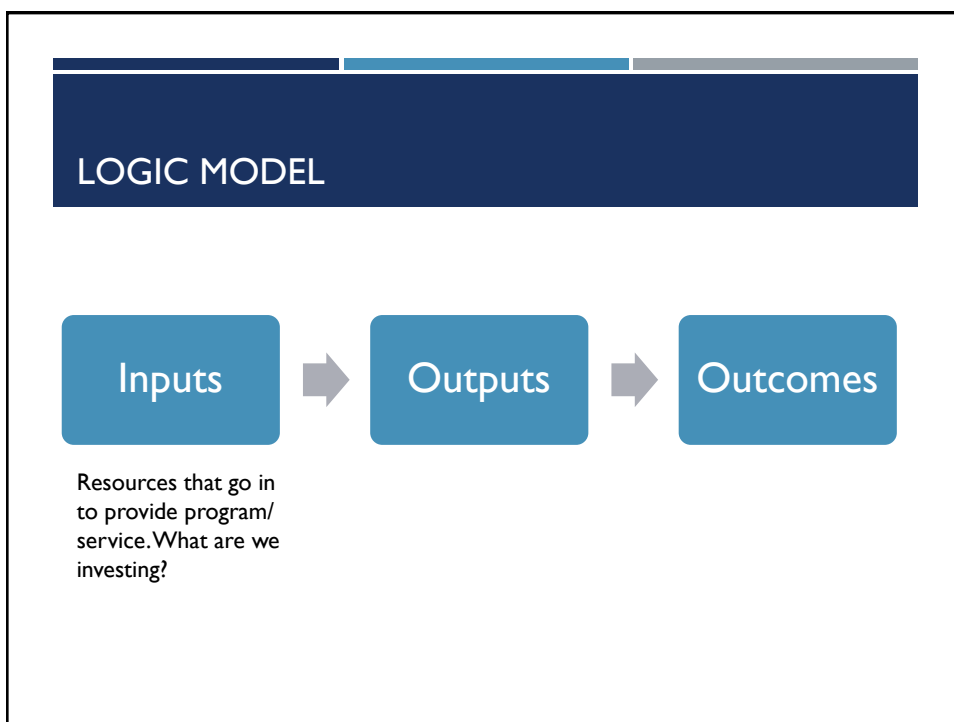
- Answers the questions:
  - Where are we (program/service participants) going?
  - How will we (program/service participants) get there?
  - What will show that we've (program/service participants) arrived?

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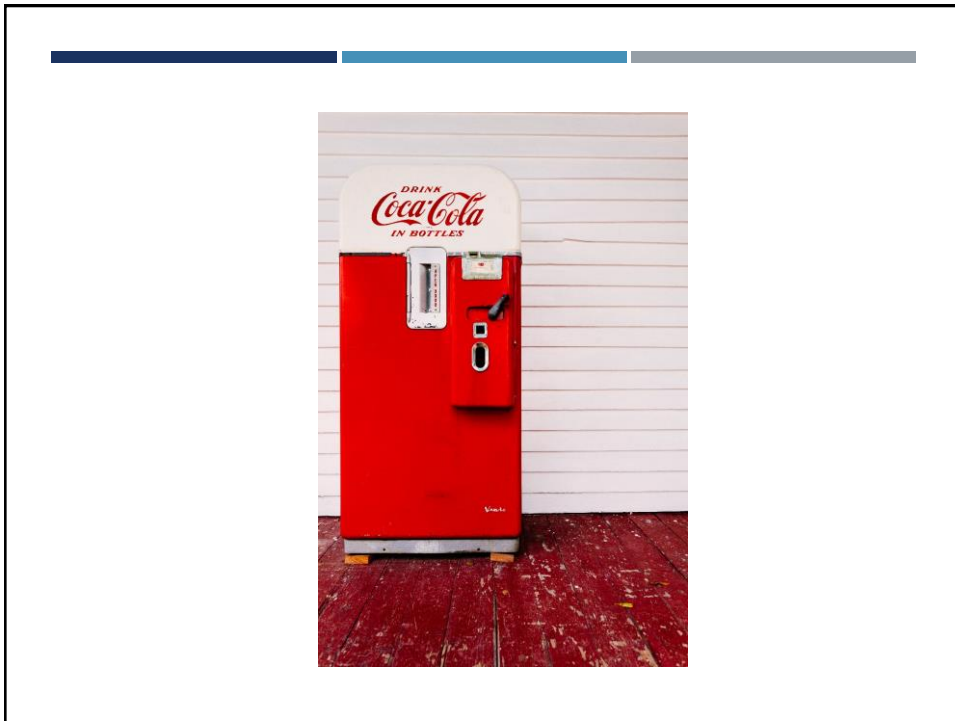




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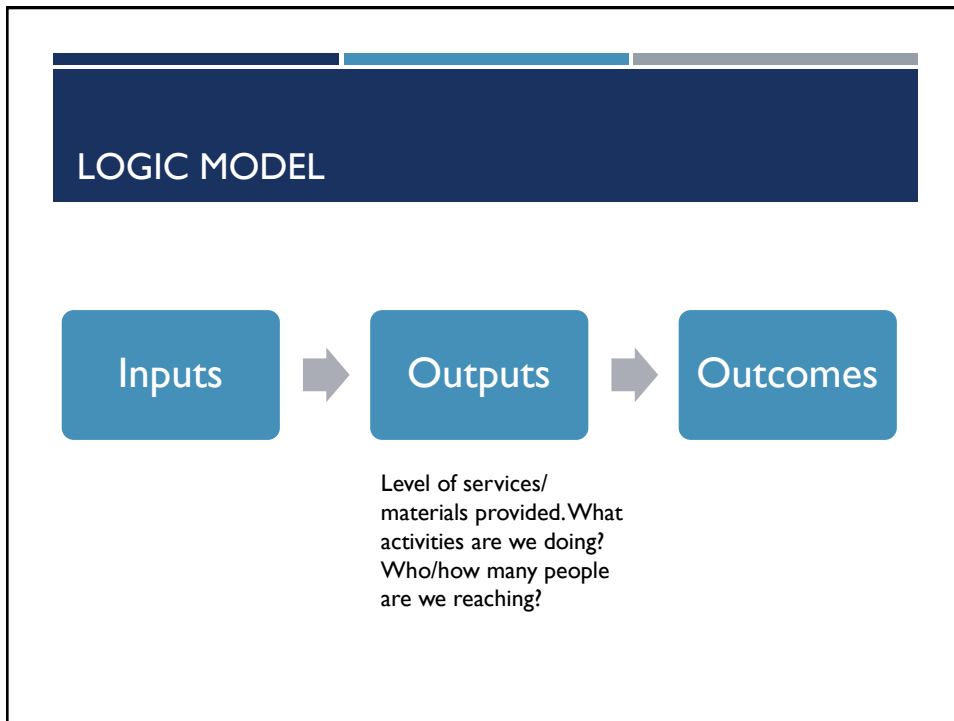
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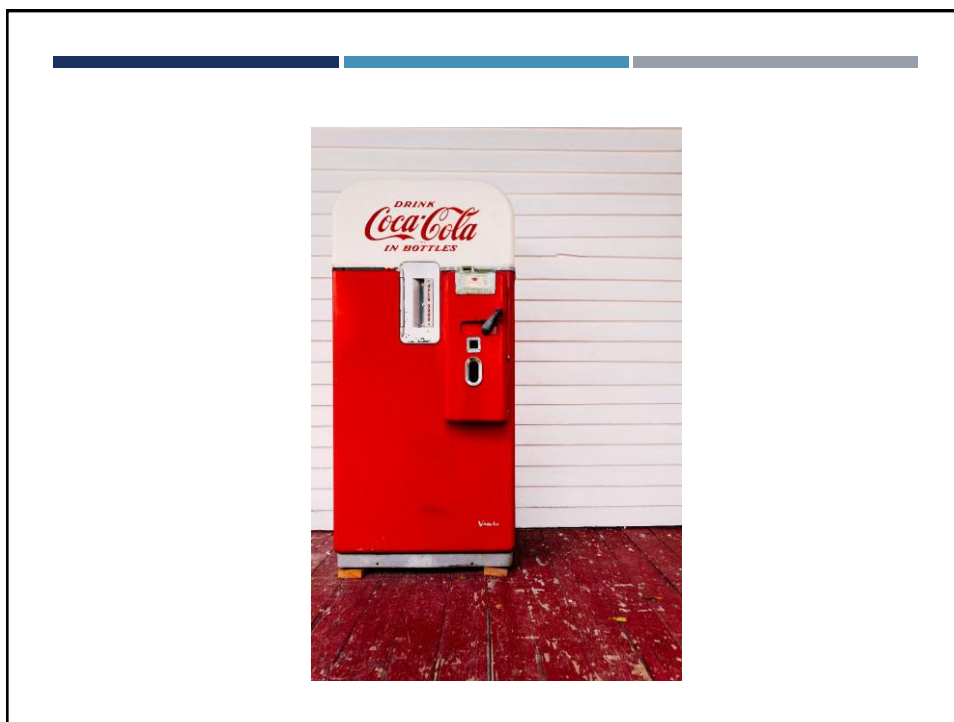
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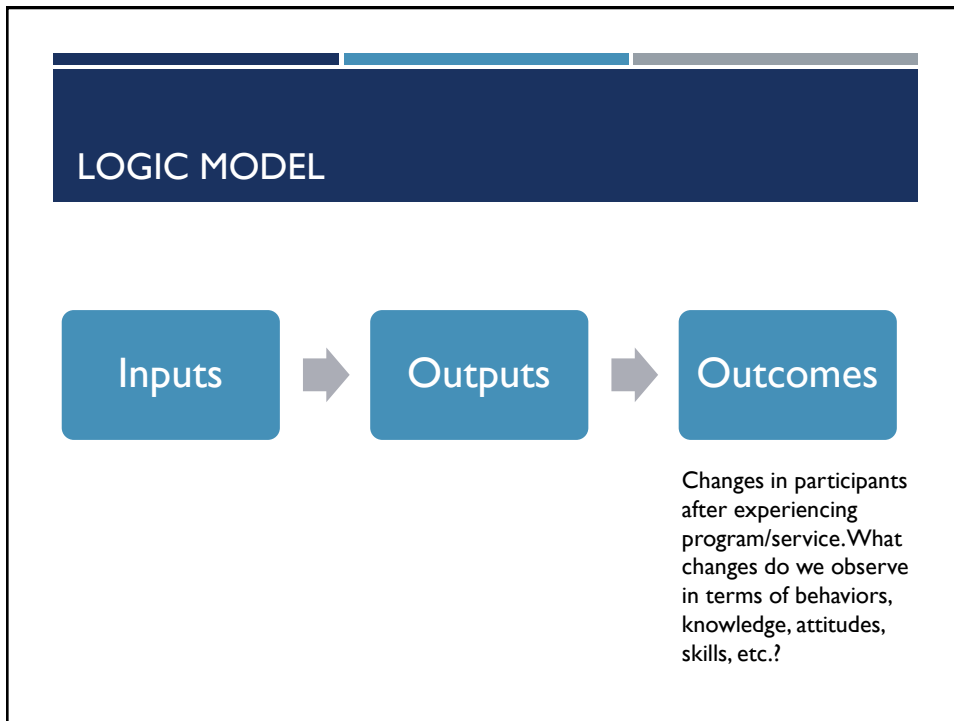


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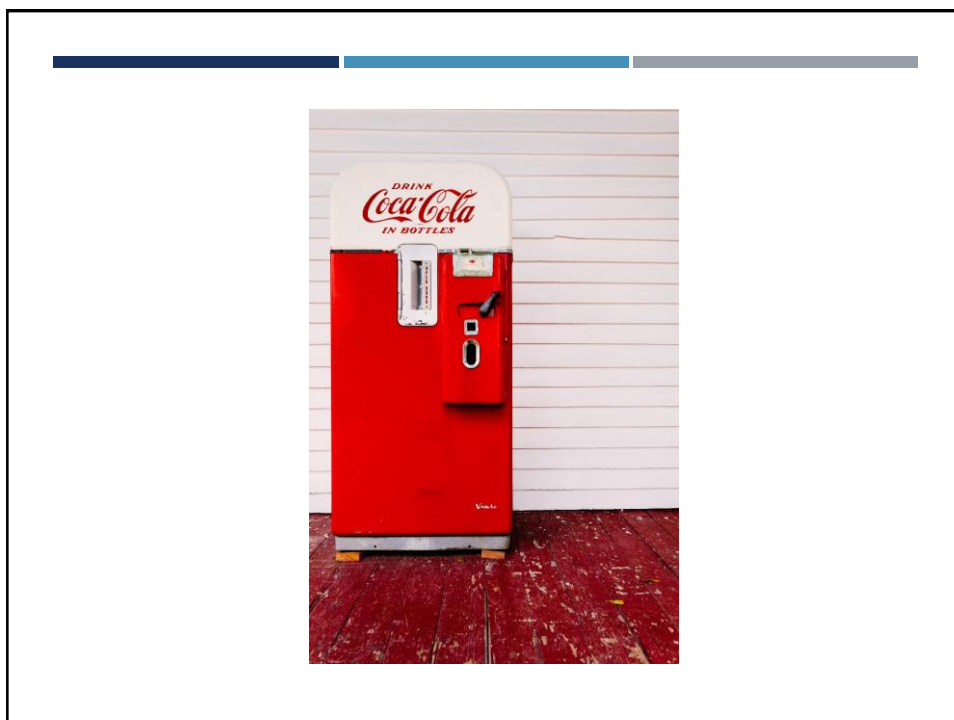
Library	Circulation, Use, and Hours			
	Physical Item Circulation	Successful Retrieval of Electronic Information	Electronic Content Use	Total Collection Use
	2020	2020	2020	2020
Aguilar Public Library	1,073	0	0	1,073
Akron Public Library	4,844	0	414	5,258
Alamosa Public Library	129,580	532	6,438	136,018
Arapahoe Library District	1,462,820	383,418	1,883,282	3,346,102
Aurora Public Library	644,702	28,587	335,258	979,900
Baca County Public Library	2,857	0	52	2,909
Basalt Regional Library District	80,016	3,636	34,398	94,414
Berthoud Community Library District	34,109	No Data	10,807	44,916
Boulder Public Library	654,959	224,199	604,751	1,259,710
Broomfield/Eisenhower Public Library	454,054	70,368	172,800	626,854
Burlington Public Library	11,368	0	996	12,364
Canon City Public Library	86,830	10,515	30,628	117,458
Clear Creek County Library District	20,382	13,680	30,659	51,041
Cleanview Library District (Windsor-Severance)	268,435	27,945	101,892	370,327
Combined Community Library (Ordway)	24,987	108	390	25,377
Conejos County Library District	No Data	No Data	0	0
Cortez Public Library	50,439	824	12,150	62,589
Costilla County Public Library	No Data	0	0	0
Delta County Public Library District	82,448	61,927	108,192	190,641
Denver Public Library	2,907,602	551,341	3,102,695	6,010,297
Dolores County School/Public Library (Dove Creek)	22,937	3,649	5,592	28,529
Dolores Library District/Montezuma County	22,939	200	1,813	24,752
Douglas County Libraries	3,588,068	510,728	2,023,903	5,611,971
Durango Public Library	147,797	17,624		
Eagle Valley Library District	166,154	113,762		
East Cheyenne County Library District	4,236	31		
East Morgan County Library District/Bush	69,788	23,529		
East Routt Library District	137,806	32,917	136,585	274,491

**circulation**

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**Children's enjoyment of reading increased**

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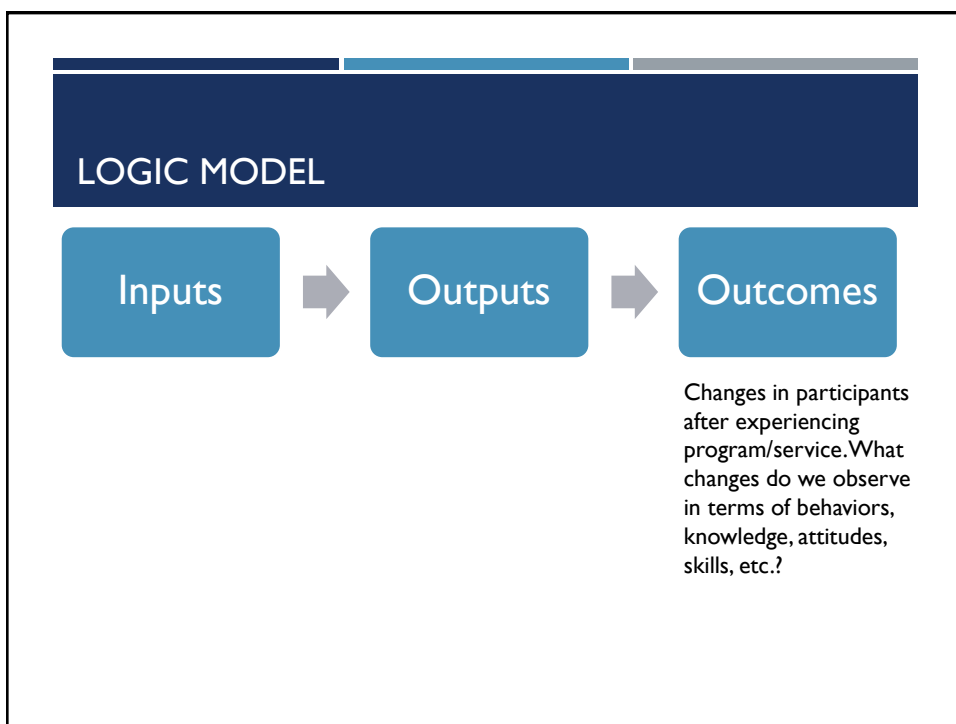
**children maintained or improved reading skills**

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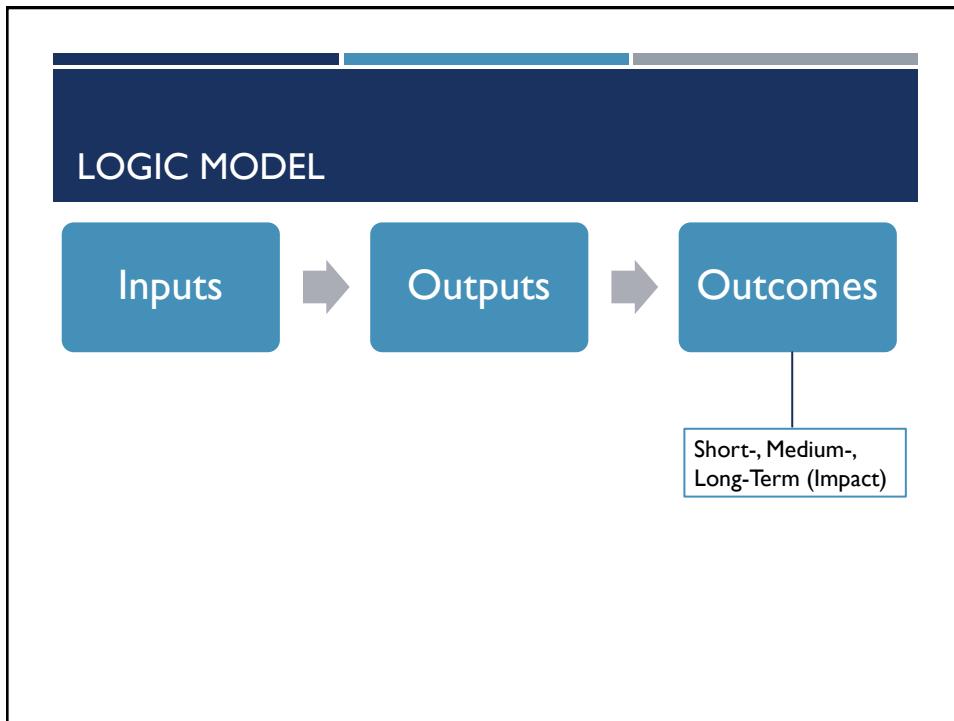




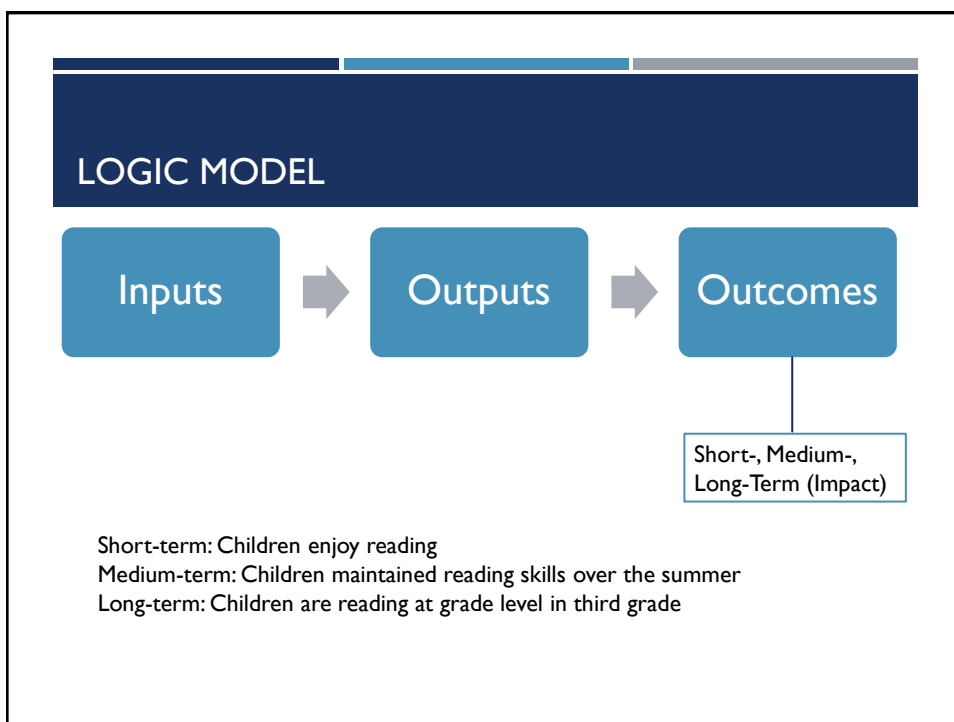
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## SUMMER LEARNING

Inputs	Outputs	Outcomes
Funds expended <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Food for kickoff events</li> </ul>	Number of events offered	Increases in: <ul style="list-style-type: none"> <li>• enjoyment of reading</li> <li>• reading skills</li> <li>• reading by choice</li> </ul>
Number of staff	Event attendance	
Staff time	Time spent reading	
	Circulation	

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Funds expended <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Food for events</li> </ul>	Number of events offered	Increases in: <ul style="list-style-type: none"> <li>• enjoyment of reading</li> <li>• reading skills</li> <li>• reading by choice</li> </ul>
Number of staff	Event attendance	
Staff time	Time spent reading	
	Circulation	

**Focus is on the participants**

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**YOUR TURN: BUILD A LOGIC MODEL**

**PROGRAMMING Librarian**  
 A website of the American Library Association Public Programs Office

Browse Ideas ▾ News Blogs Program Models Learning About

**Program Model: Take-Home Job Fair**  
 December 15, 2020  
 By T.J. Rankin, Reference Associate, Tyler (Texas) Public Library

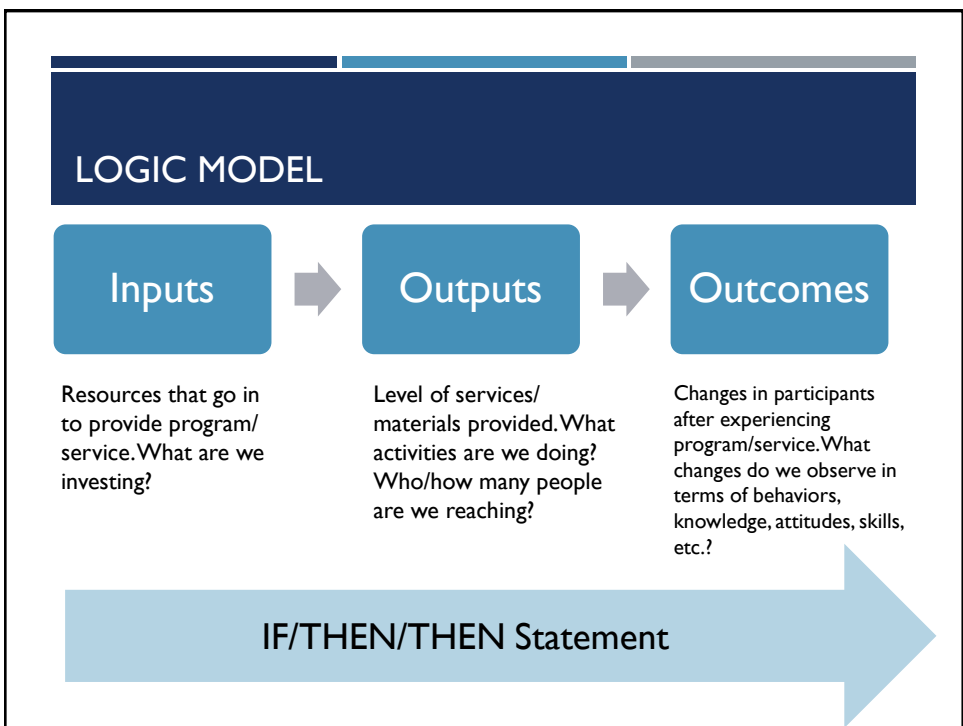
It's a job fair, but all in one bag! Take-Home Job Fair bags were kits created by our library with a variety of information focused on job-searching, skill-building, resume-writing, and overall career-building.

Patrons could pick up a bag in the library lobby. Contents included instructional information pertinent to job-searching, lists of local work resources, brochures from nearby temp agencies, coupons for use of the library's computer lab, and discount coupons for the local Salvation Army store for interview clothing.

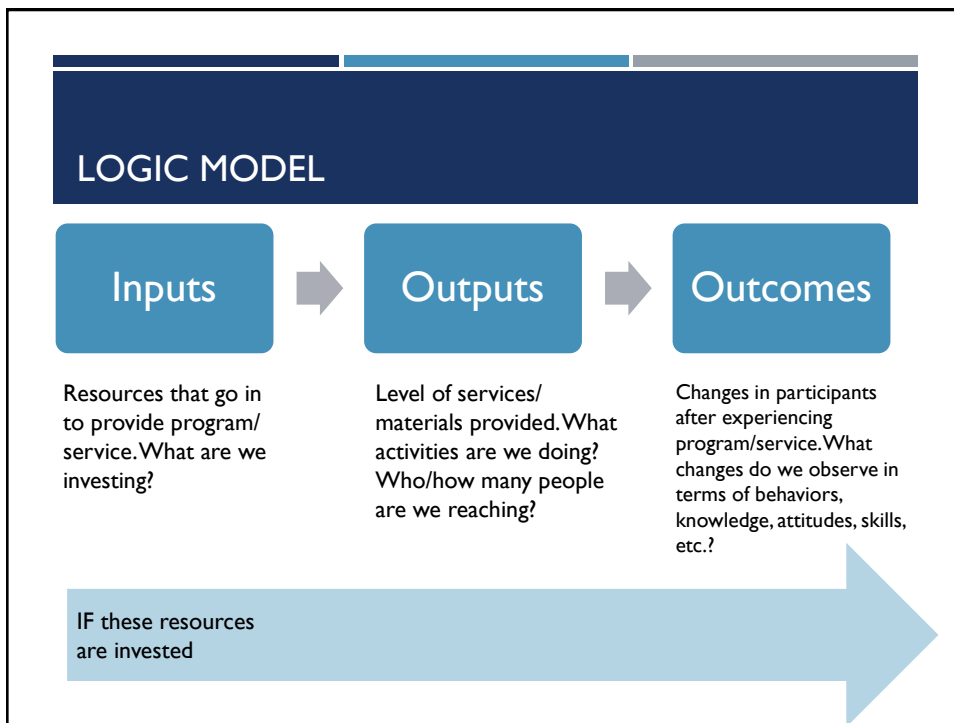
The bags also contained various goodies including notepads, coupons for coffee shops and restaurants, and pens (lots of pens).

**POPULAR TOPICS**  
 Social-distancing programs  
 Community Engagement

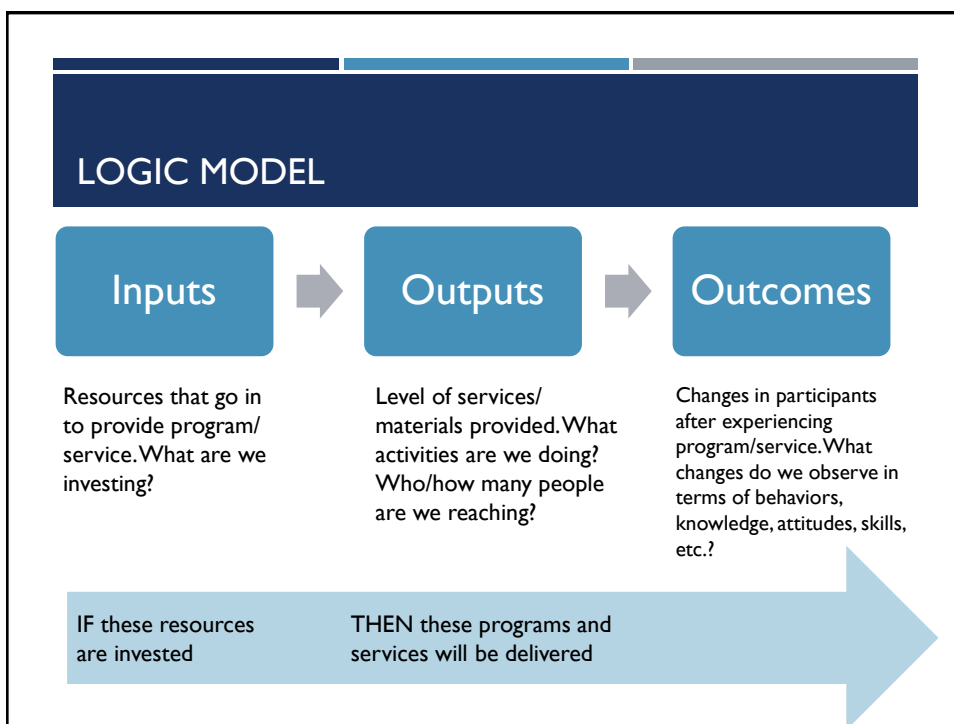
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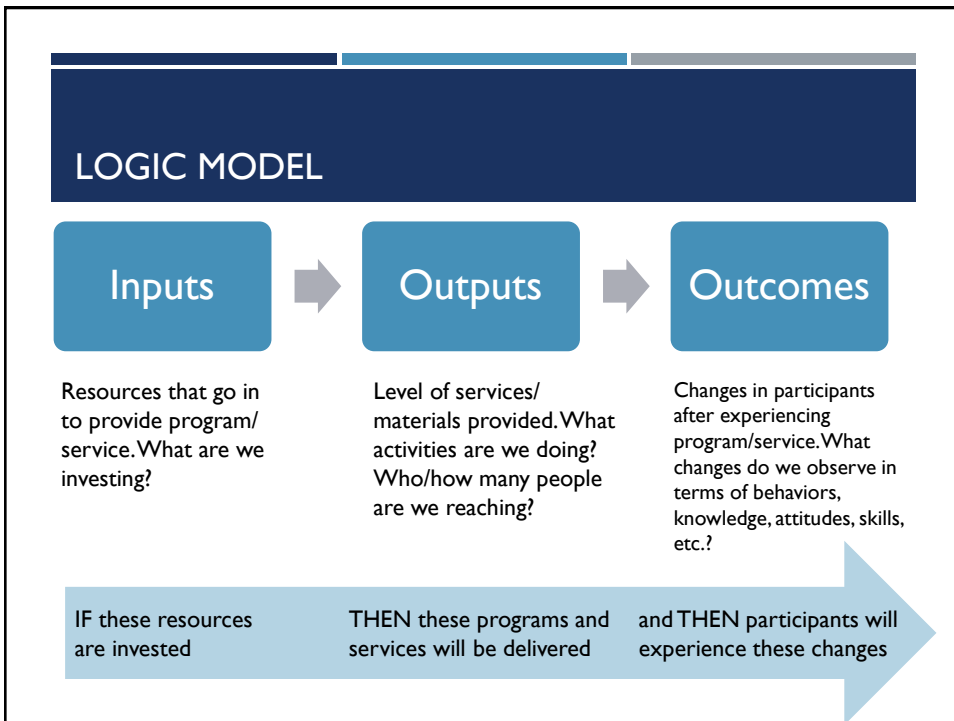
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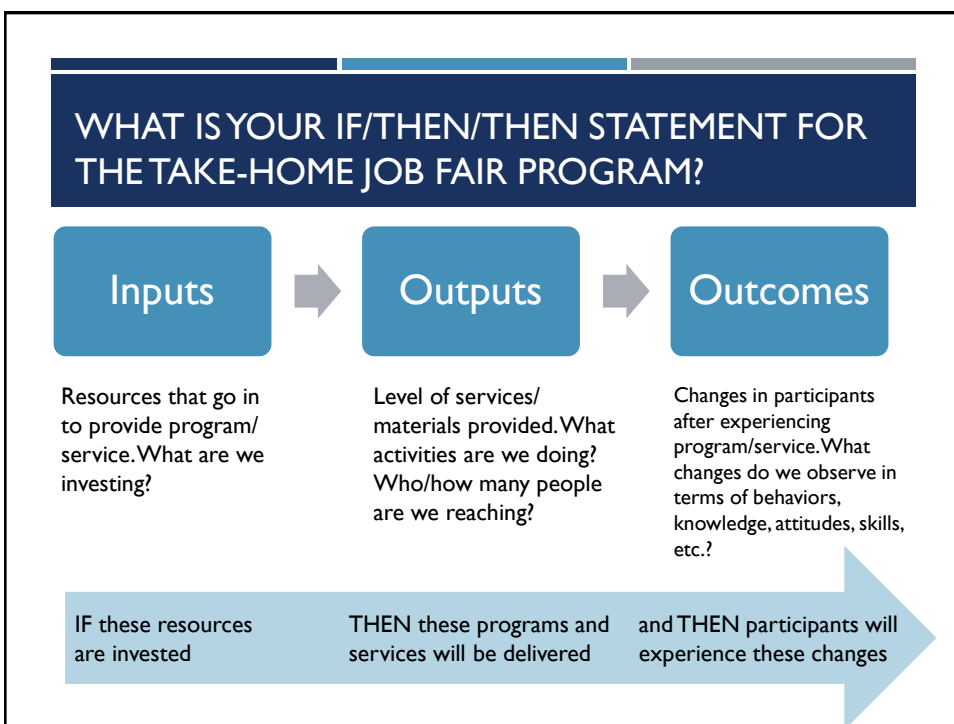
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## LOGIC MODEL: WHOSE LOGIC IS THIS?



Research in Library and Information Studies and/or other social science fields



Experience about what has worked in the past



Brainstorming about what might work

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## CRYSTAL SPRINGS PUBLIC LIBRARY: PRESCHOOL MATH STORYTIMES



“Infusing Math Into Preschool Services” is an 8-session math storytime series in Head Start centers

### Goals:



1. Support school district initiative focused on boosting elementary math performance.
2. Engage 3-5 year-olds in math concepts and activities.
3. Help Head Start teachers understand the importance of early math engagement and equip them with skills to incorporate math concepts and activities in their work.

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## CRYSTAL SPRINGS PUBLIC LIBRARY: PRESCHOOL MATH STORYTIMES



Offered to 3-5 year-olds



Funded by operating funds and an 18-month starter grant from a local foundation



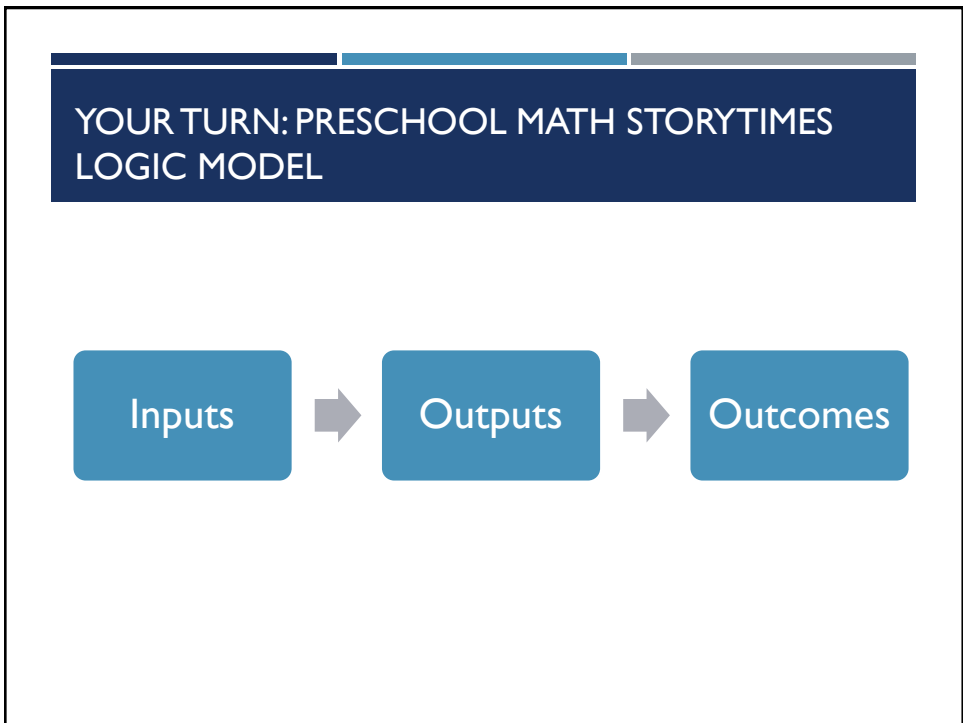
Children’s librarian designed the curriculum and recruited, trained, and supervises volunteers



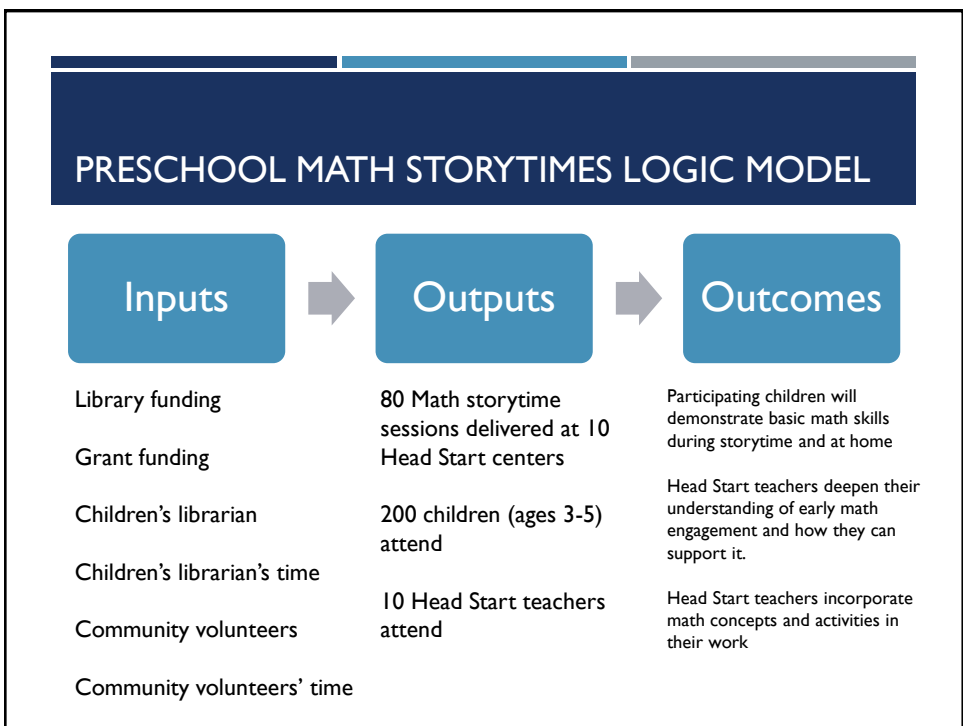
Volunteers deliver the storytimes at the Head Start Centers

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## PRESCHOOL MATH STORYTIMES IF/THEN/THEN STATEMENT

IF the library and foundation provide funds, community members volunteer time, and the children's librarian develops storytime content and trains volunteers...

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IF the library and foundation provide funds, community members volunteer time, and the children's librarian develops storytime content and trains volunteers...

THEN volunteers will deliver math storytime sessions with children ages 3-5 and Head Start teachers in attendance...

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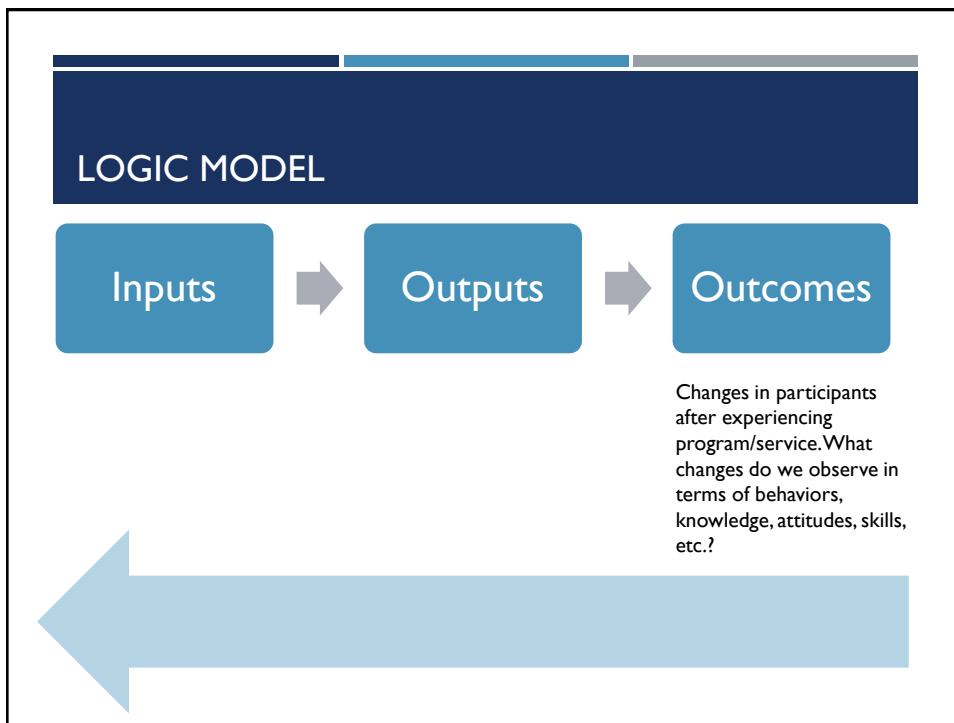
THEN volunteers will deliver math storytime sessions with children ages 3-5 and Head Start teachers in attendance...

and THEN participating children will demonstrate basic math skills at storytime and at home, and Head Start teachers will deepen their understanding of the importance of early math engagement and incorporate math activities into their work.

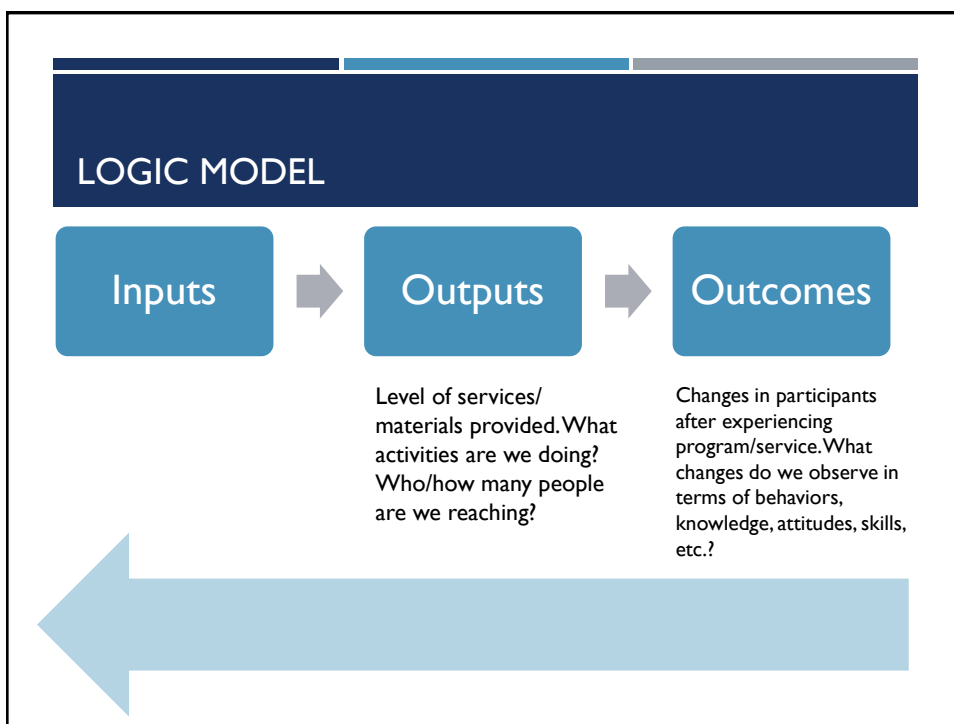
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## USING THE LOGIC MODEL FOR PLANNING

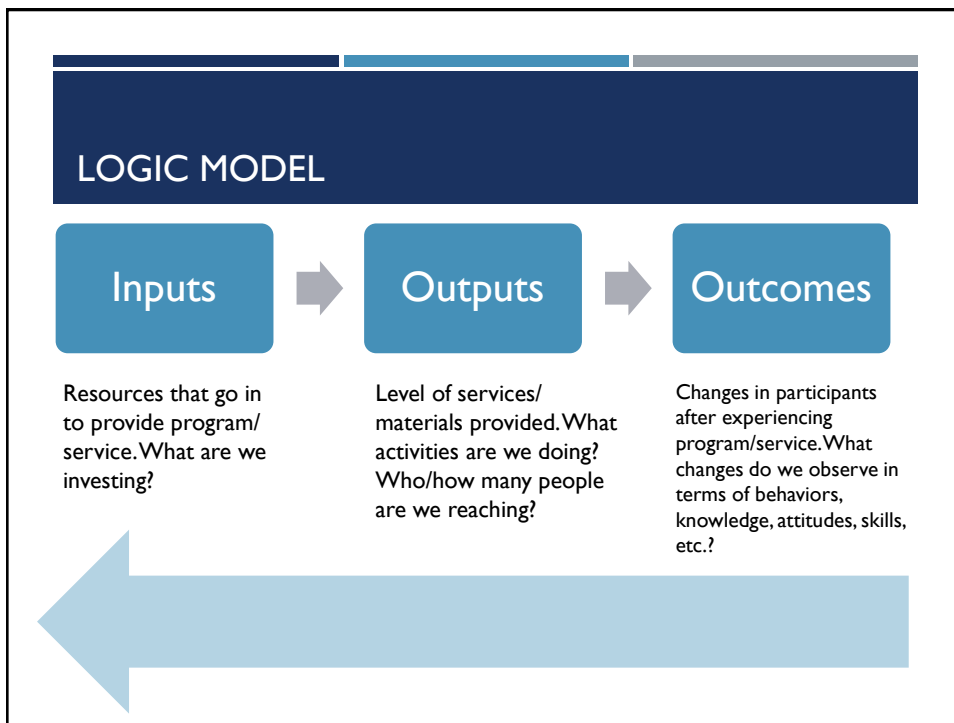
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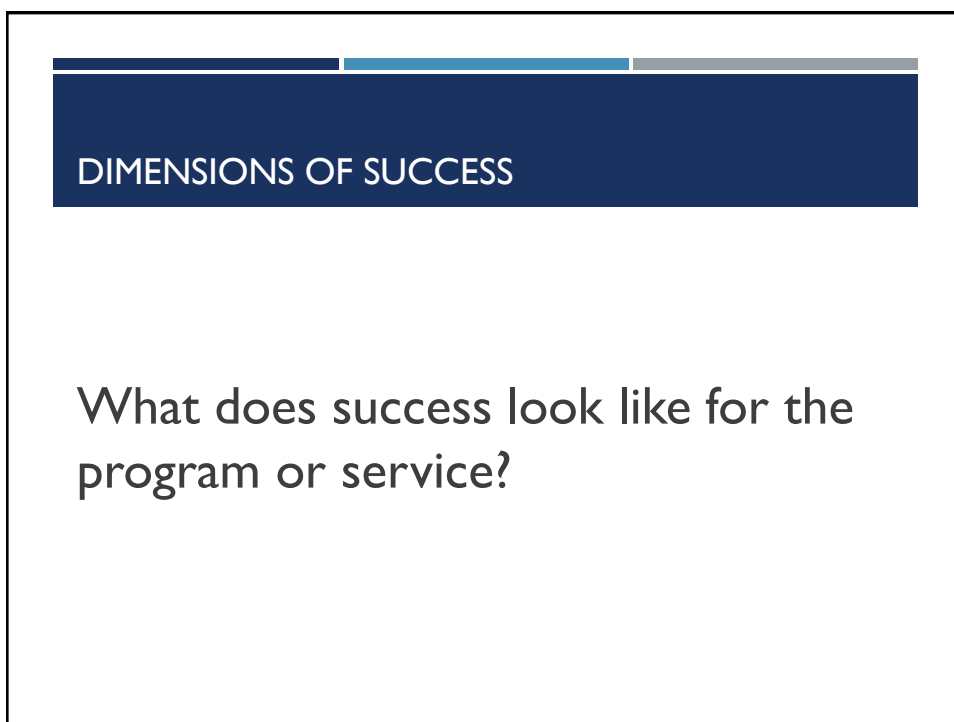
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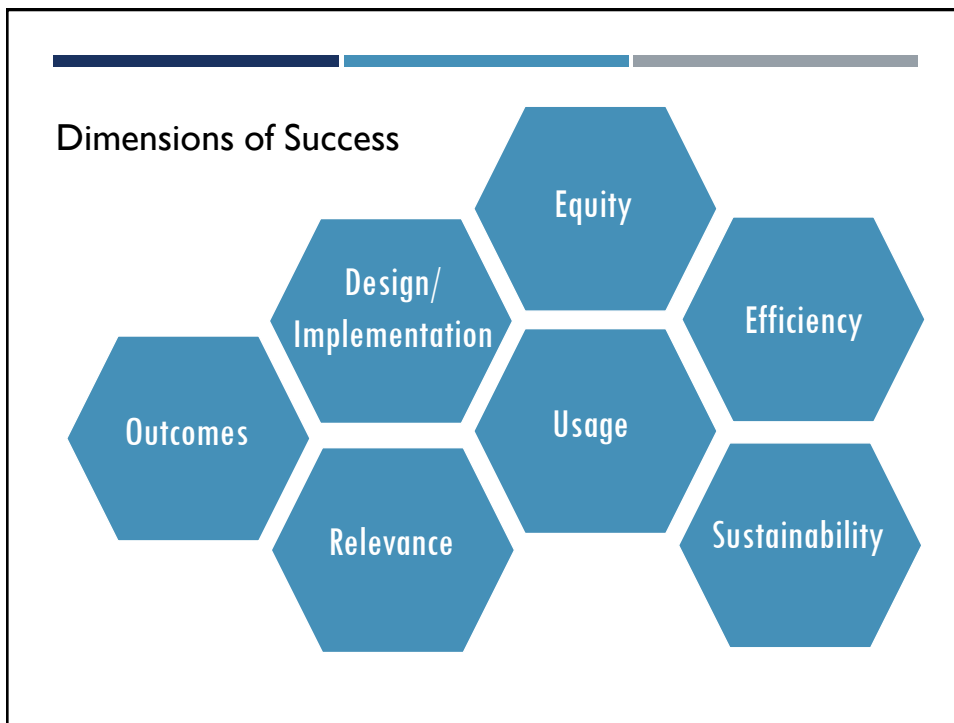
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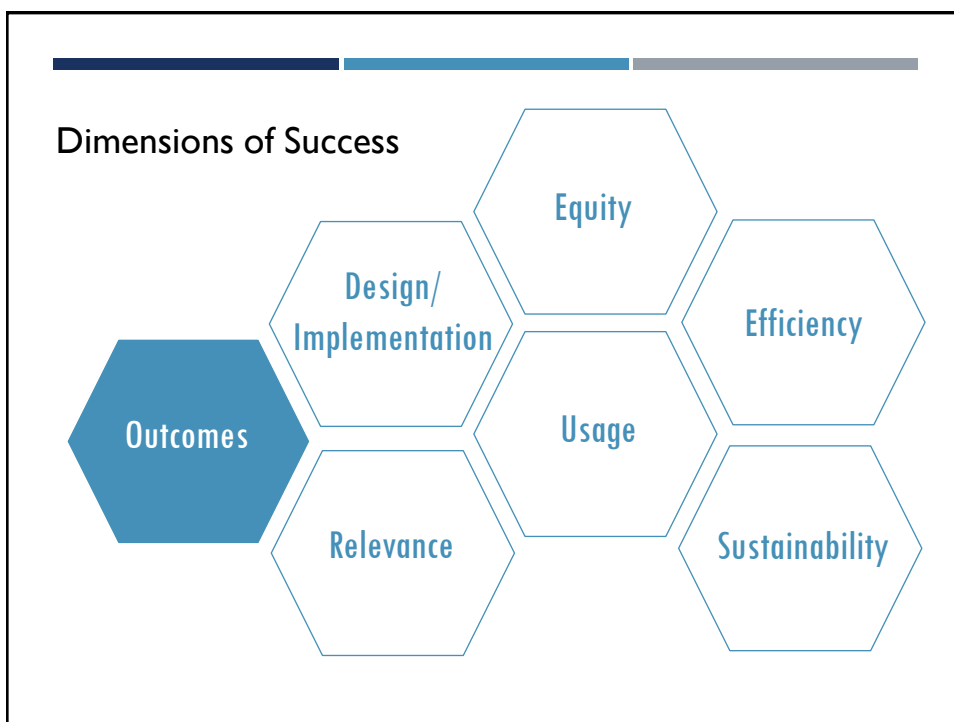
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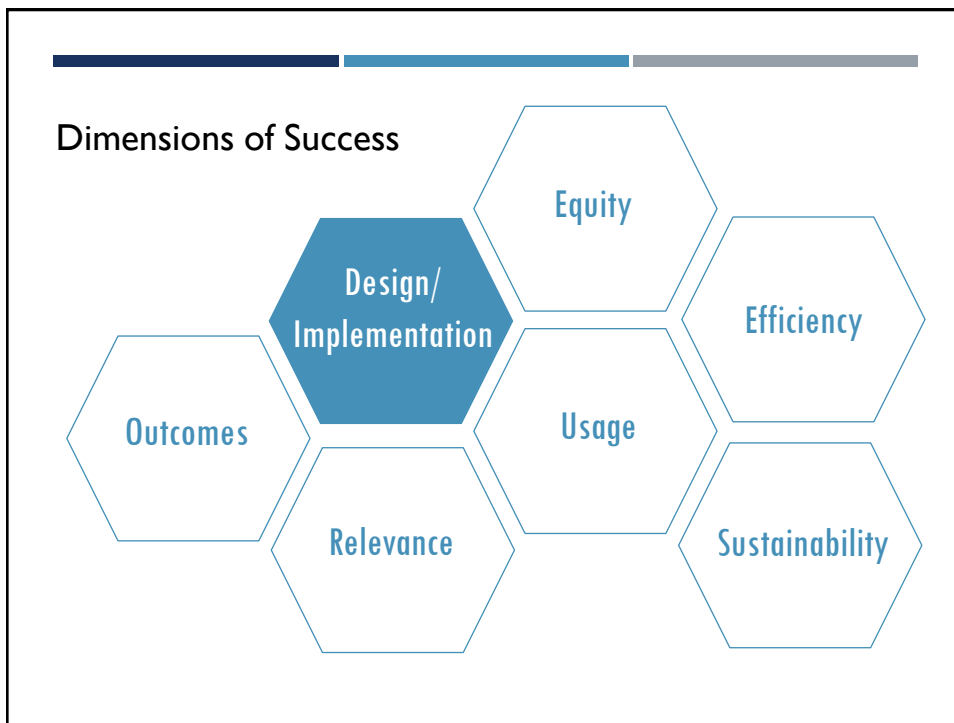
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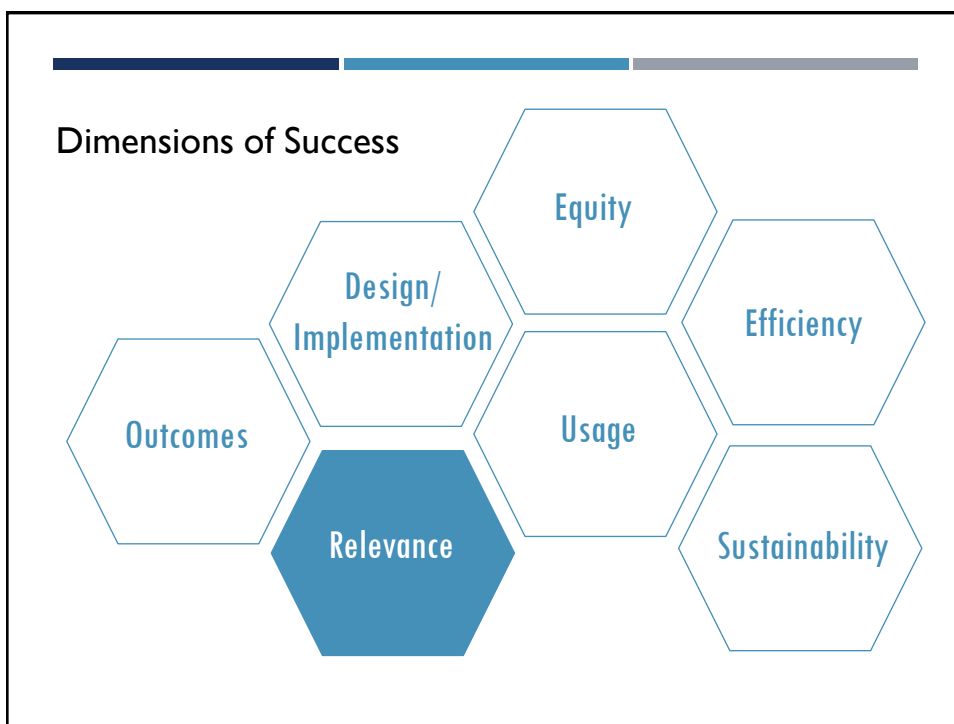
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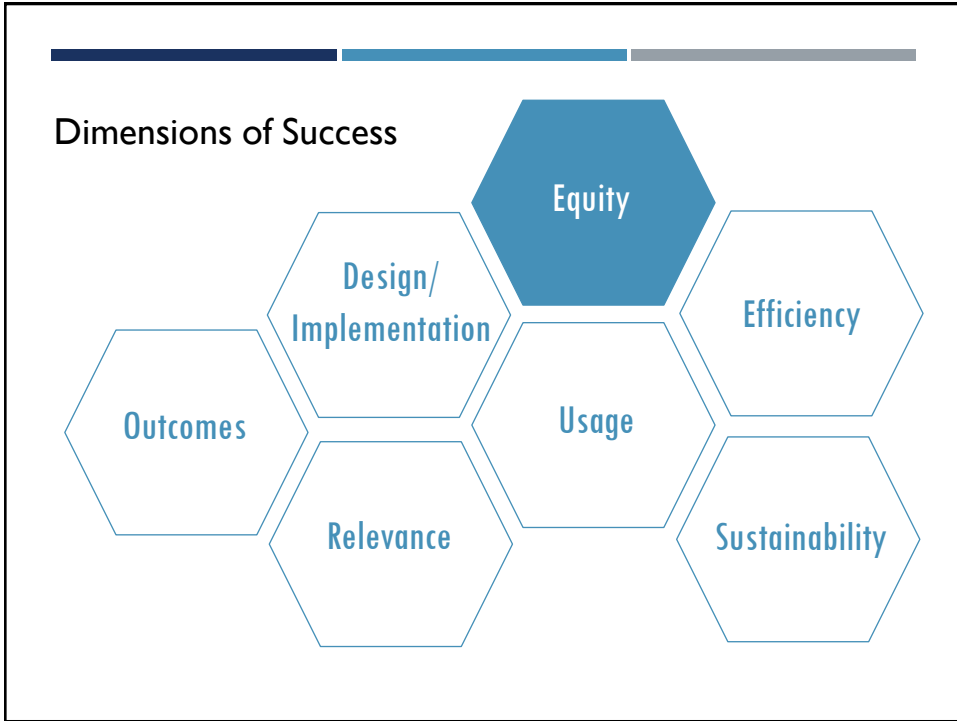
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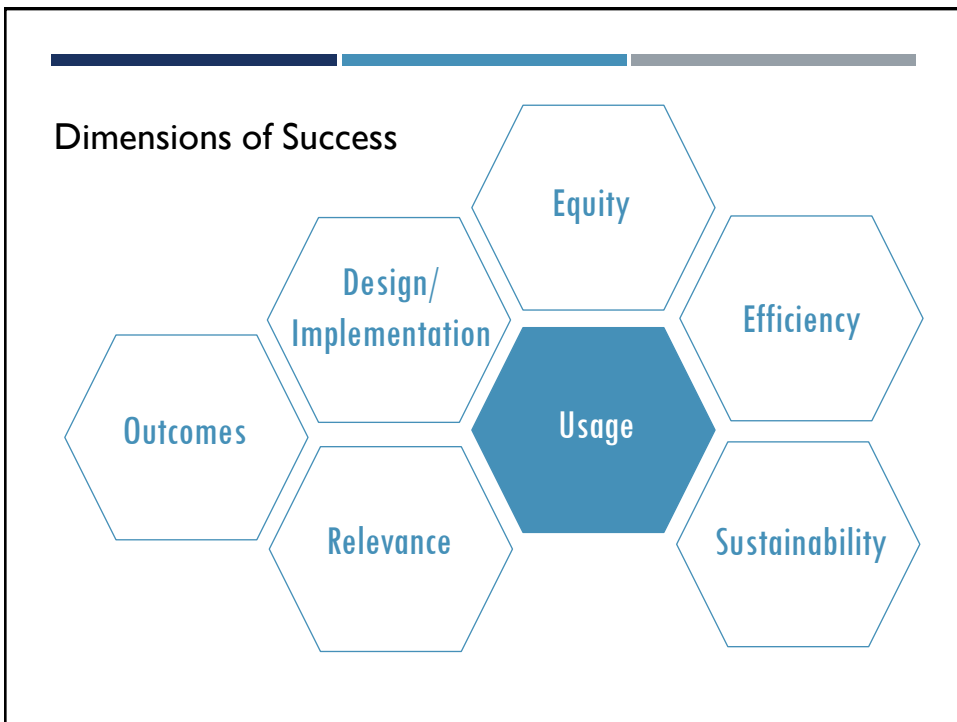
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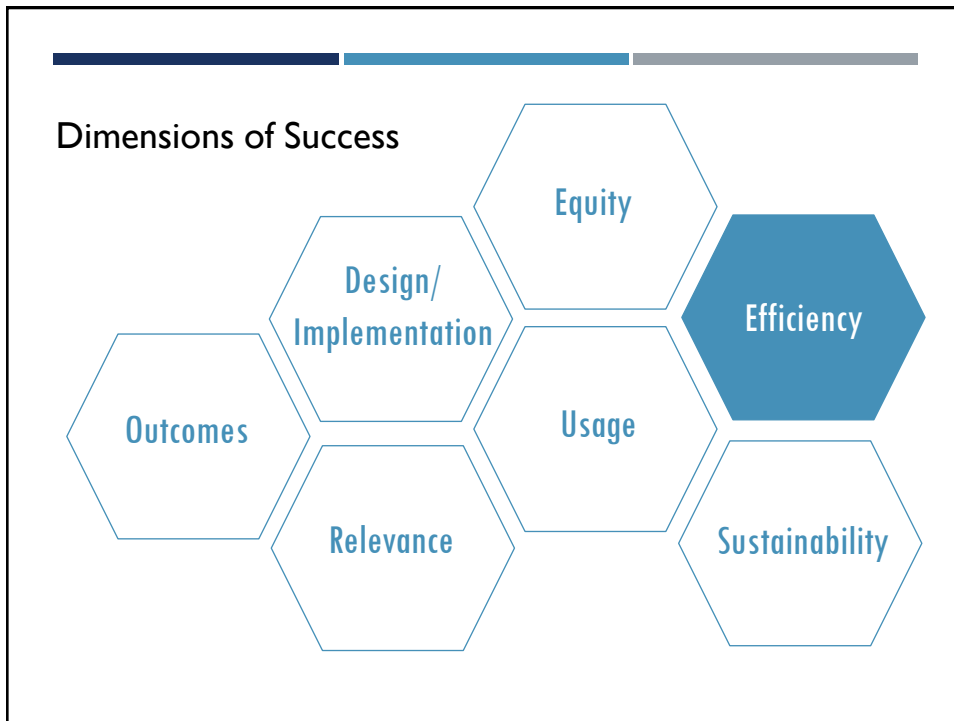


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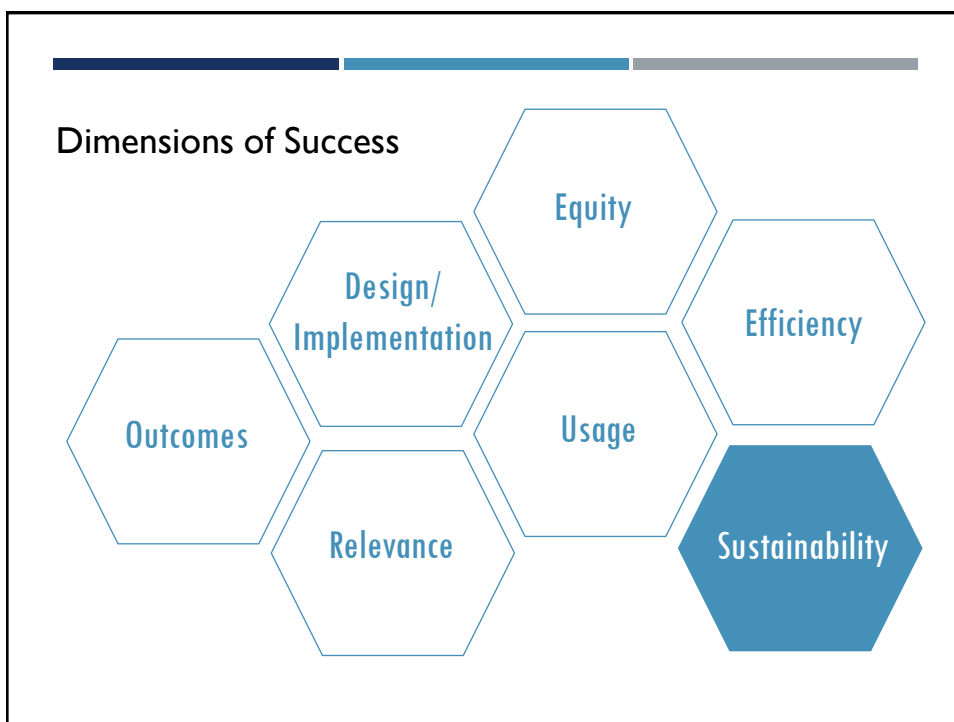


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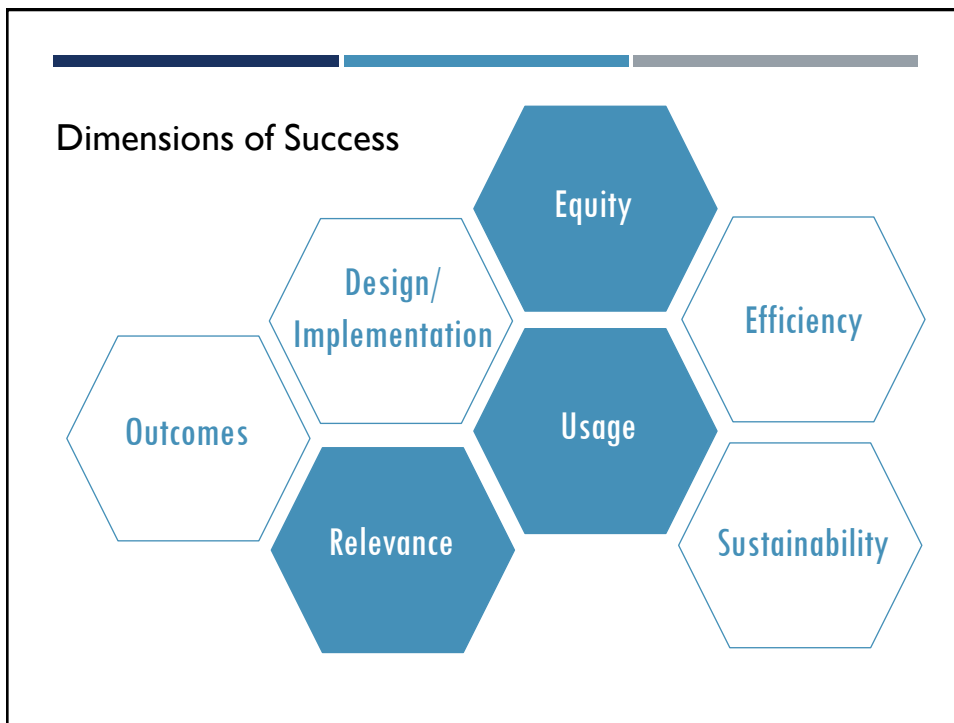




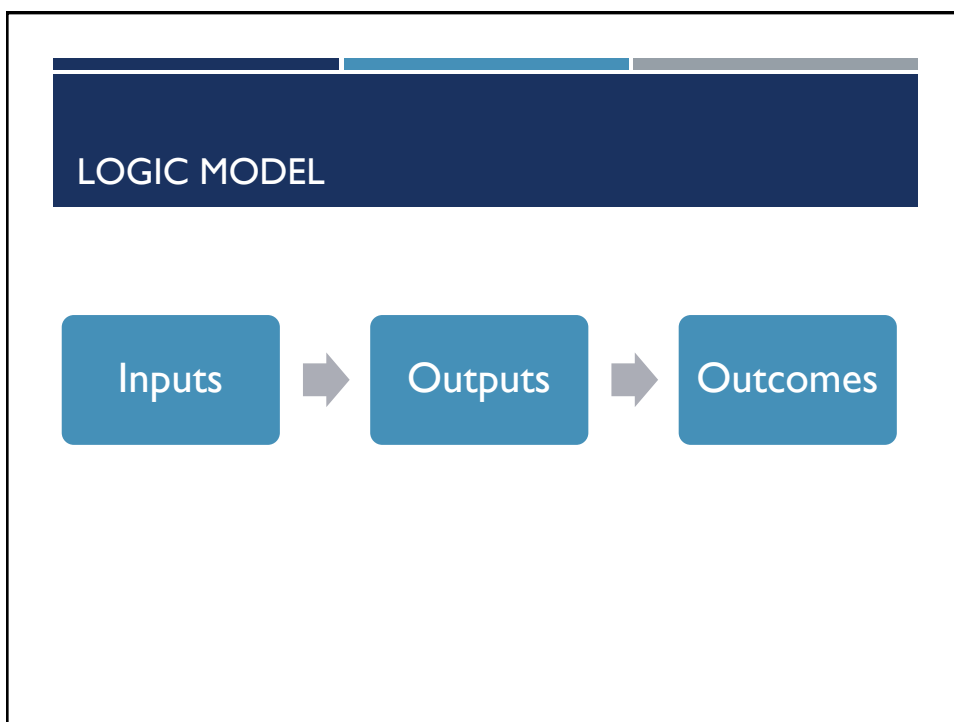
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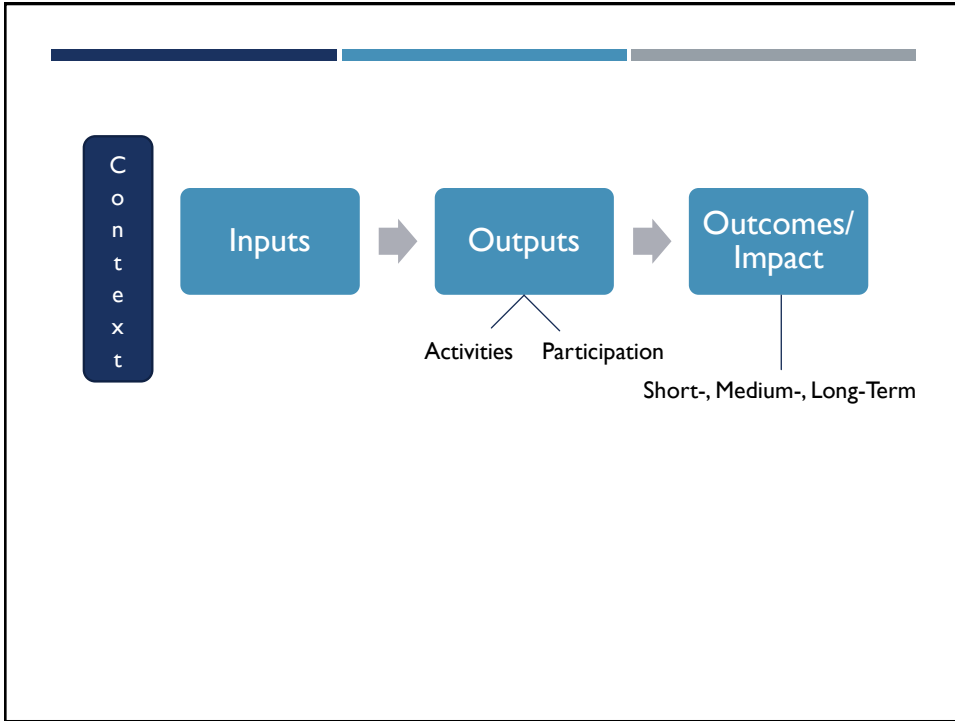
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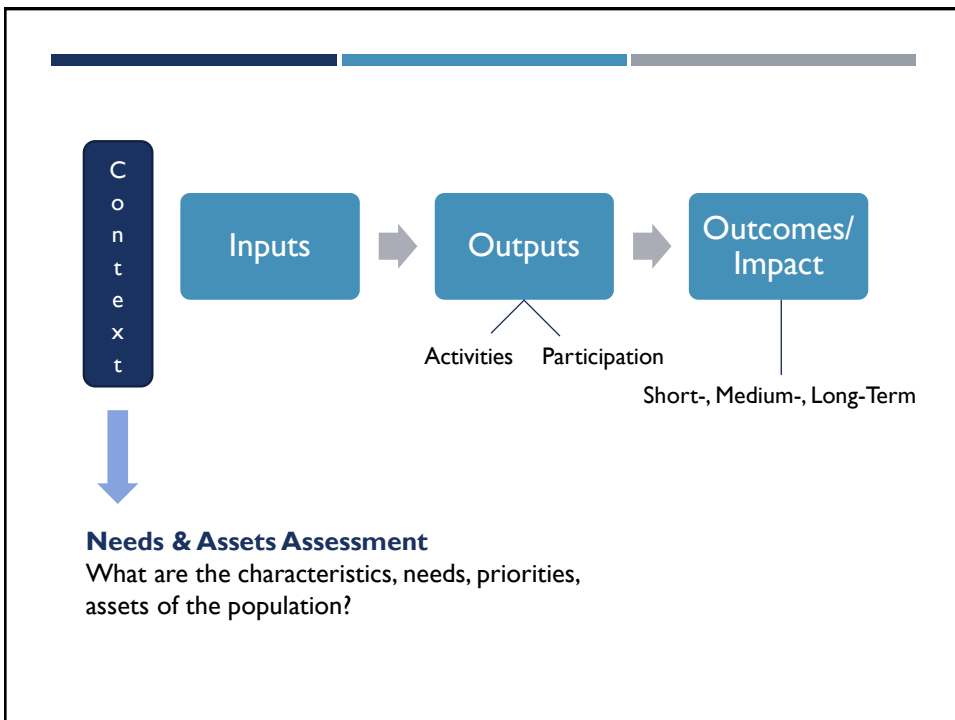
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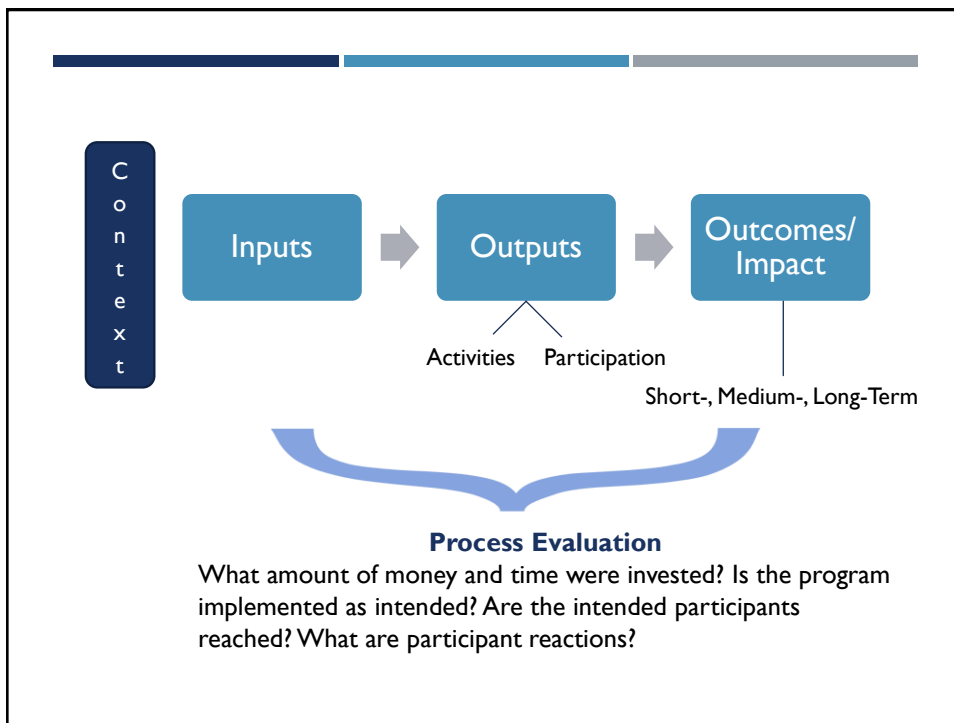
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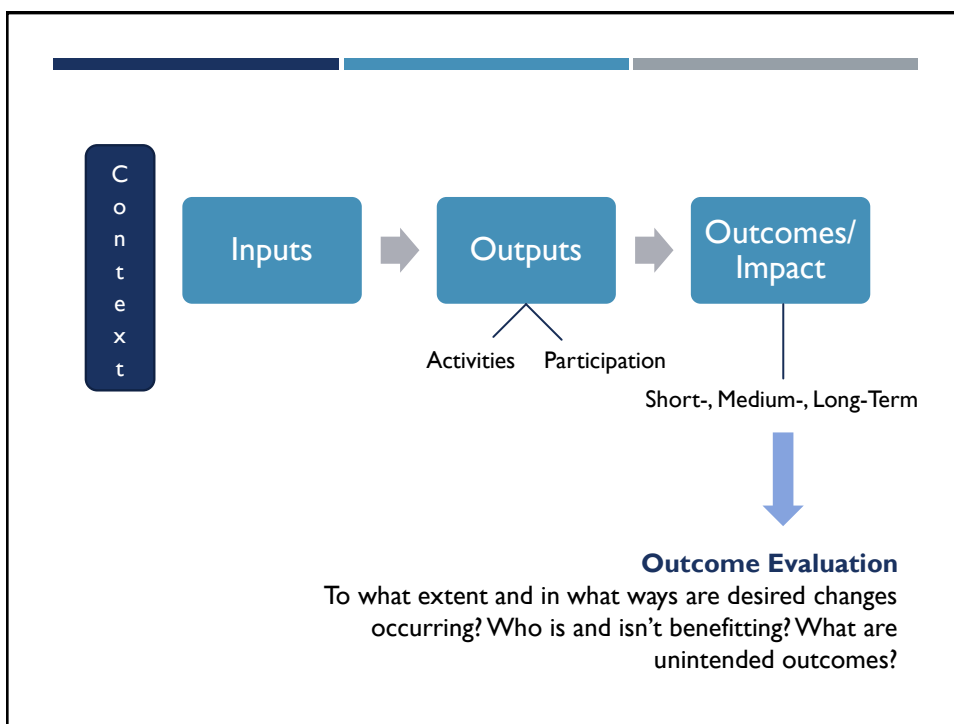
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## WHAT DOES SUCCESS LOOK LIKE FOR THE MATH STORYTIMES?



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## THE VALUE OF LOGIC MODELS



Library funding

Grant funding

Children's librarian

Children's librarian's time

Community volunteers

Community volunteers' time

80 Math storytime sessions delivered at 10 Head Start centers

200 children (ages 3-5) attend

10 Head Start teachers attend

Participating children will demonstrate basic math skills during storytime and at home

Head Start teachers deepen their understanding of early math engagement and how they can support it.

Head Start teachers incorporate math concepts and activities in their work

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## EVALUATING LOGIC MODELS

- ❑ Who/what is the focus (participants, library etc.)? Does the logic model focus on them?
- ❑ Are all major resources and activities accounted for within the inputs and outputs? Are all of the goals accounted for within the outcomes?
- ❑ Are the outcomes actually outcomes? Are they identified correctly as “short-term,” “mid-term,” and/or “long-term”?
- ❑ Is the model “logical”?
  - ❑ Do the relationships among each of the logic model components make sense? (check by creating an IF/THEN/THEN statement)
  - ❑ Is it reasonable to expect the outcomes, based on the inputs and outputs? (start at “outcomes” and work backwards, asking “how?” at each step)

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## Summer Tech Camp



- Recently, the Crystal Springs mayor announced an initiative to address the problem of disconnected youth (teens and young adults who are neither in school or working).
- To support this initiative, Crystal Springs Public Library plans to offer a Summer Tech Camp for middle school students.
- The camp is funded by library operating funds and a grant from the city.
- The camp will be taught by undergraduate students from a local college.
- Goals of the camp include engaging middle school students and undergraduate students in productive activities so that they will remain connected to the community, increasing participants' skills and confidence using technology, and providing an opportunity for the undergraduate students to gain job skills.

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Summer Tech Camp*					
Inputs	Outputs		Outcomes		
	Activities	Participation	Short Term	Medium Term	Long Term (Impact)
Library operating funds	Two-week summer technology youth camp – volunteers teach computer programming and videography to middle school students	Number of middle school students	Students are more confident in their programming or videography skills	Students develop an ongoing hobby	Students and volunteers are more likely to remain connected to the community (stay in school or work)
Youth services librarian		Time students spend in sessions	Volunteers find paid work opportunities		
Undergraduate student volunteers		Number of supplies used			
Time spent creating the curriculum and training the volunteers					
Time spent teaching					
Supplies					

\*Adapted from <https://www.ala.org/tools/readytocode/resource/program-logic-model-and-outcomes-worksheet>

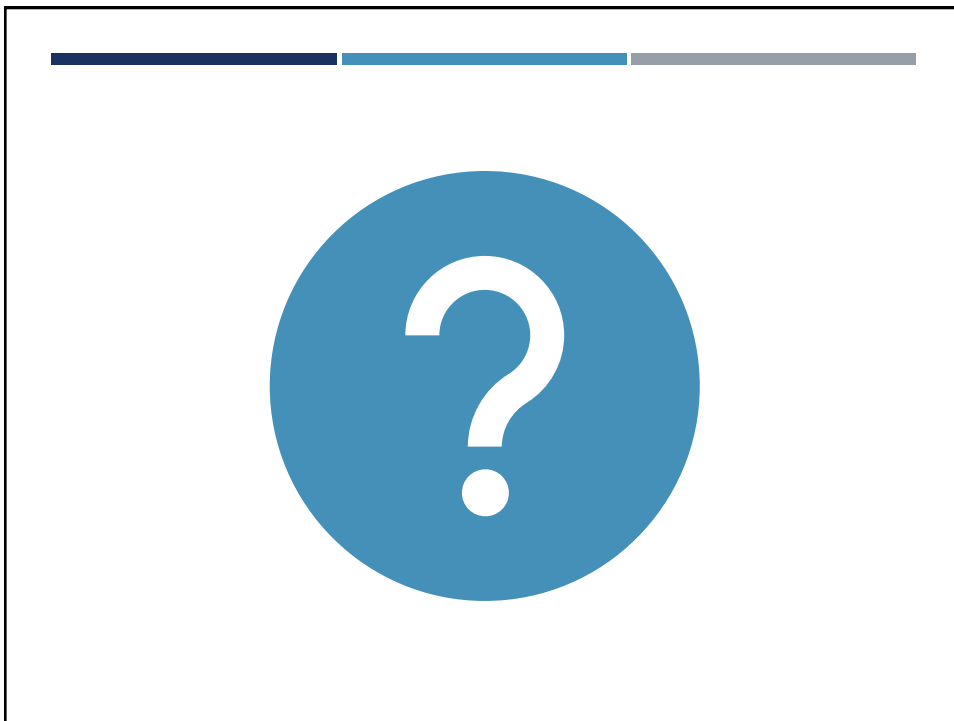
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## YOUR TURN: EVALUATE THE LOGIC MODEL

Use sticky notes to:

- Comment on the strengths and weaknesses of the logic model
- Identify what you need more information about to better evaluate the logic model

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A slide with a white background and a black border. At the top, there is a horizontal bar composed of three segments: a dark blue segment on the left, a medium blue segment in the middle, and a light gray segment on the right. Centered on the slide is the text "THANK YOU!" in a large, bold, dark blue font. Below this, the name "Linda Hofschire" and the email address "linda@ljh-consulting.net" are centered in a smaller, dark blue font. At the bottom of the slide, the text "Slides and resources: <https://www.ripleffect.org/montana-workshop-data-powered-libraries/>" is centered in a small, dark blue font.

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