



Finding Catalysts in Your Community: Harnessing the Potential of Libraries and Museums

Introduction of IMLS Presenters

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Introduction of Participants

- *Name*
- *Institution*
- *Job Title/Function*
- *City and State*
- *What do you hope to get out of today's workshop?*

Overview 1 of 2

Welcome & Overview
Introductions of Participants
Agenda Overview
Intro to IMLS
Strengthening Networks, Sparking Change: Museums and Libraries as Community Catalysts
User Center Design Session Overview
Introduction to Case Study: Choosing Your Role in the CCI Theory of Change
Reflection & Feedback Session #1
Break

Overview 2 of 2

Asset Mapping: The Solutions Live in our Gift-filled Communities
Reflection & Feedback Session #2
Working Lunch: Logic Modeling: Connecting Community Assets to Impact
Reflection & Feedback Session #3
Break
Mapping the Journey from Community Anchor to Catalyst
Reflection & Feedback Session #4
Break
Logic Model Refinement
Recap, Review, and Assessment
Closing

ytelling in Lenape Camp. Photo courtesy of
ner Prairie Interactive History Park, Fishers, IN.

About IMLS

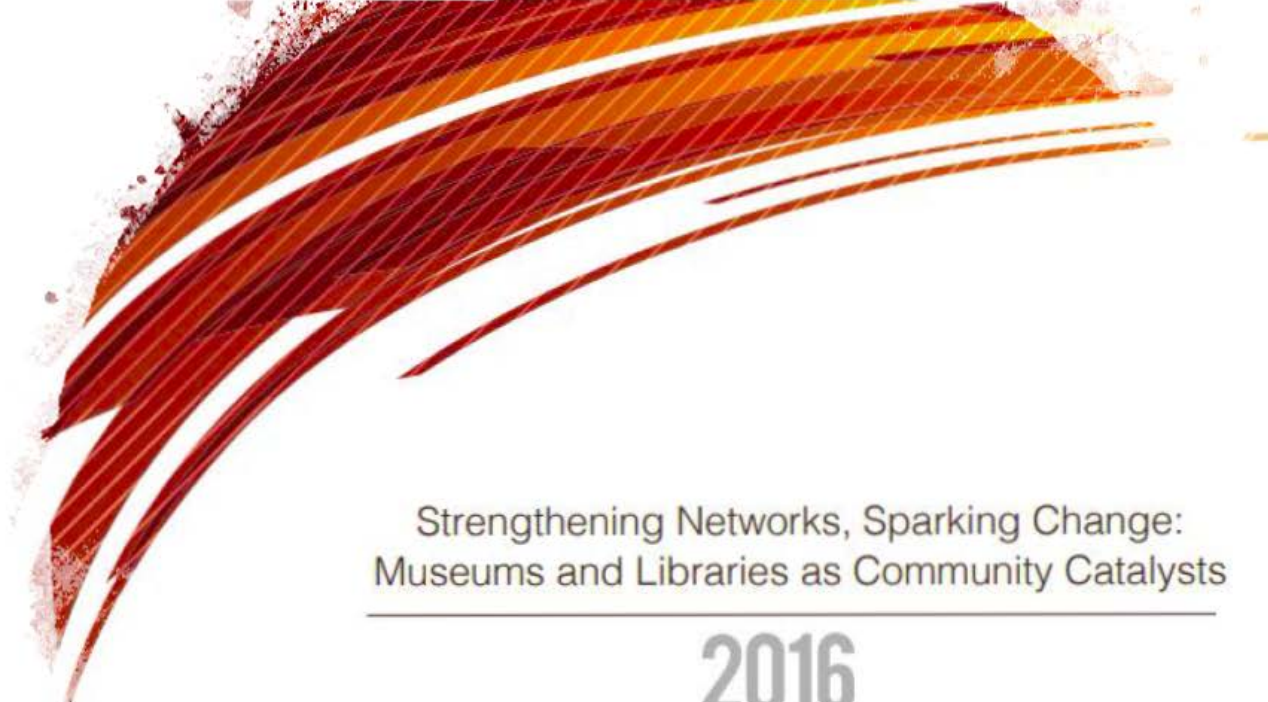
- Who are we?
 - The Institute of Museum and Library Services is the primary source of federal support for the nation's libraries and museums.
- What do we do?
 - We advance, support, and empower America's museums, libraries, and related organizations through grant-making, research, and policy development.





Strategic Goals: 2018–2022

- *Transforming Communities*
 - **Promote Lifelong Learning:** IMLS supports learning and literacy for people of all ages through museums and libraries.
 - **Build Capacity:** IMLS strengthens the capacity of museums and libraries to improve the well-being of their communities.
 - **Increase Public Access:** IMLS makes strategic investments that increase access to information, ideas, and networks through libraries and museums.
 - **Achieve Excellence:** IMLS strategically aligns its resources and relationships to support libraries and museums nationwide.



Strengthening Networks, Sparking Change:
Museums and Libraries as Community Catalysts

2016





Natural Community Hubs/Anchors

For many, young and old, a library or museum offers a natural hub to seek opportunities to learn new and useful skills, engage in informal learning and civic dialog, and feel part of a greater whole.

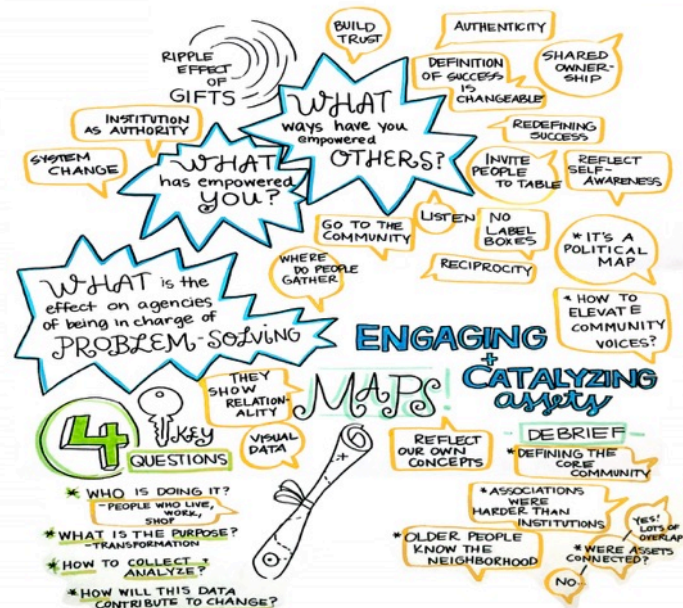
Voices from Museums & Libraries



- Community organizing
- Partnership modalities
- Mixed methods evaluations
- Organizational culture shift

Moving from attribution to contribution

For more information please see www.imls.gov\cci



**Key
Concepts:
Collective
Impact**



Community Aspiration



Strategic Learning



High leverage work



Inclusive Community
Participation



Containers for Change

Key Concepts: Community Wellbeing

- material standard of living
- economic and ethnic diversity
- health and wellness
- school effectiveness
- housing quality
- political connection
- cultural institutions and nonprofits
- environment quality
- personal safety

Key Concepts: Assets- Based



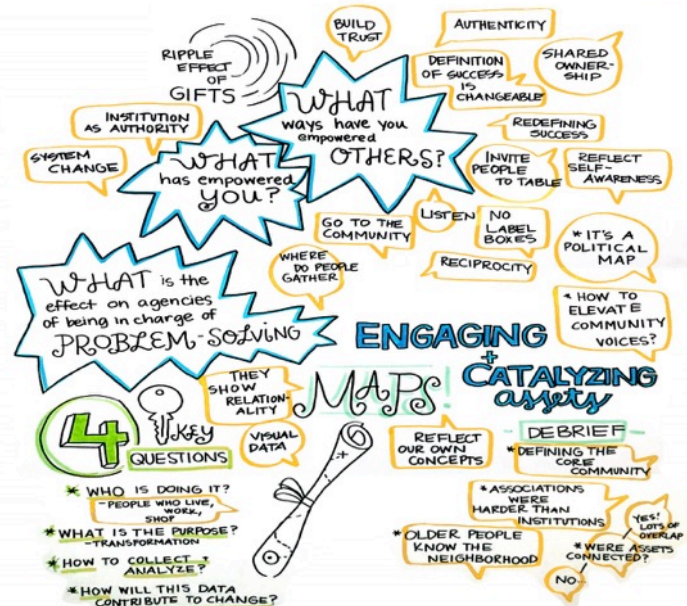
Community Catalyst Initiative



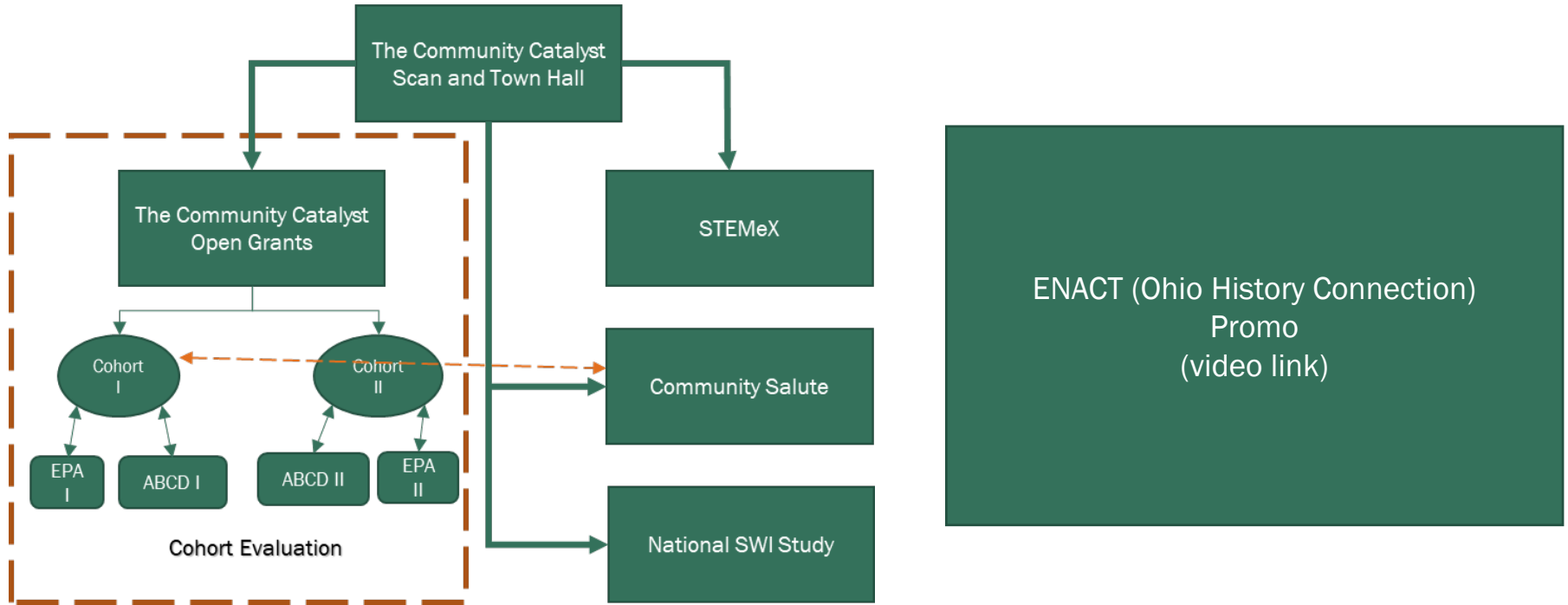
- Asset-based community development support
- Mixed methods evaluations
- Collective impact framing
- Social wellbeing lens

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The Community Catalyst Initiative



Community Catalyst Cohort I Projects



Environmental Health



Education and Innovation



Supporting underserved & nontraditional populations

- **The Woodland Park Zoo** and the Seattle Aquarium will support and engage youth to develop local action plans on climate.
- **The Leahy Center for Lake Champlain** will create a culture of clean water and support local efforts to improve and sustain environmental health.
- **The Riveredge Nature Center** will partner with nonprofits to build water-based interpretive exhibits support watershed education.
- Milwaukee community members will join the **Haggerty Museum of Art** in creating a collective vision for environmental sustainability by exploring the water systems

- **The Rose Library at Emory University** will run a community-based project to address the rise in rates of HIV/AIDS in metropolitan Atlanta.
- **Triton College** program will increase college and career readiness for at-risk while providing a safe and healthy environment.
- **The Lincoln Community Foundation** & the Lincoln Children's Museum and Libraries to execute a community-wide reading aloud initiative.
- **The Explora Science Center & Children's Museum** & the **New Mexico State Library** will provide STEM Charging Stations for Young Children & Families to address the achievement gaps.

- **The Rose Library at Emory University** will run a project to address the rise HIV/AIDS in metropolitan Atlanta.
- **The Illinois Joining Forces** Foundation is identifying gaps in services to the community of active duty service members, veterans, and their families.
- **The Enoch Pratt Free Library** will provide access to social services to low-income Baltimoreans to help cope with poverty, food insecurity, homelessness, and addiction with the help of Social Workers.
- **The Ohio Historical Society** and the **Columbus Library** will cultivate the skills of emerging leaders in the immigrant & new American community.

Community Catalyst Cohort II Projects



Racial Equity

- ***The Children's Museum of Houston*** and its partners are supporting parents in two low-income neighborhoods with early learning strategies
- ***The Norman B. Leventhal Map and Education Center*** will teach high school students to use maps and spatial data as tools for advocacy and change.
- ***The University of Virginia's Library*** will partner with the city of Charlottesville to develop a collaborative Regional Equity Atlas.
- ***The Mississippi Children's Museum*** will collaborate with partners to improve health outcomes for children in Jackson.



Education and Innovation

- ***The National Public Housing Museum*** will advance the work of its Entrepreneurship Hub to educate the next generation of entrepreneurs within its public housing communities
- ***The Tennessee Aquarium*** will identify its community's needs around early childhood educator professional development
- ***The Nashville Public Library*** will convene community stakeholders to develop an outcomes framework for youth in informal education settings
- ***The Free Library of Philadelphia*** and its partners will spearhead a participatory, community-driven needs assessment of residents and small business owners in Southwest Philadelphia.



Supporting underserved & nontraditional populations

- ***University of Washington Information School & King County Library*** developing a three-part digital arts education program for youth in juvenile rehabilitation
- ***The Portland Art Museums*** launched initiative to build capacities for expanded community engagement and inclusion of community voice.
- ***The Athens-Clarke County Library*** and its partners aims to address issues of societal disenfranchisement and female childhood trauma
- ***EdVenture*** is leading efforts to identify local assets to address the pressing and interrelated issues of youth development and gang activity

Activating Community Opportunities Using Museums/ Libraries as Assets



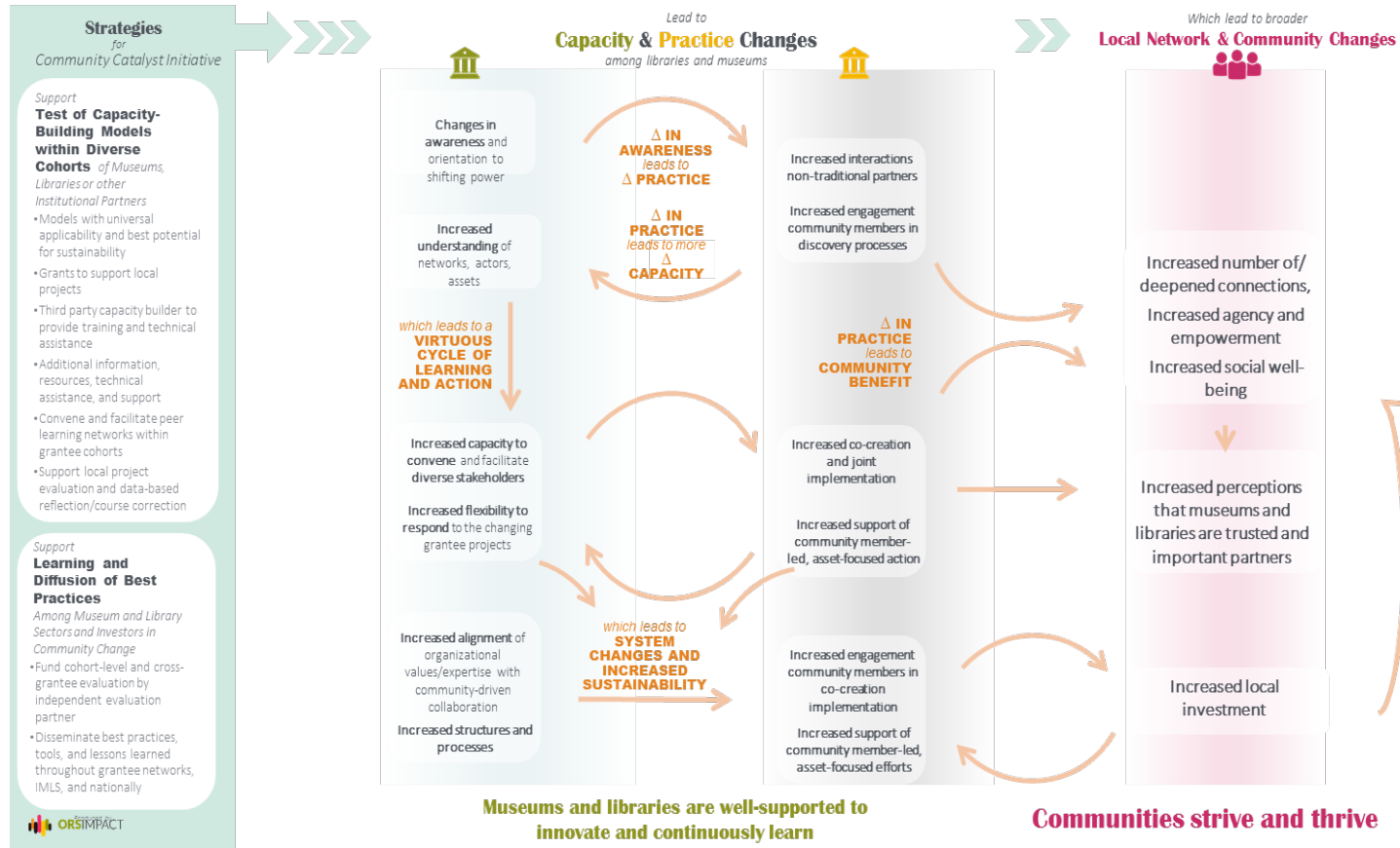
DISCOVERING
WHERE WE
"CARE" TO TAKE
ACTION!



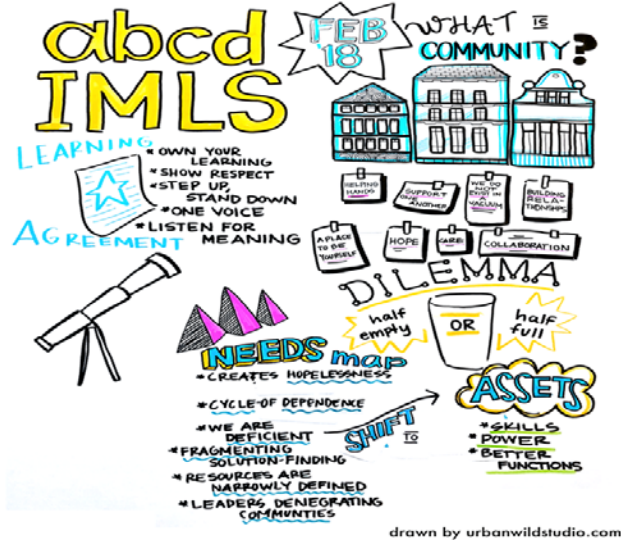
Product #1–CCI Theory of Change

Shows 3 levels of change:

- Project team
- Organizational culture and partners
- Community



Exploring Approaches to Sustain, Support, and Inspire Community Change and Action



Community Catalyst Grantees:

- Turn to Collective Impact Approach to Spark Local Change
- Mobilize Assets and Gifts of the Community
- Shift How They Engage Community Members, Associations, and Institutions
- Use New Ways to Assess Progress

Strategies

for

Community Catalyst Initiative

Support

Test of Capacity-Building Models within Diverse Cohorts

of Museums, Libraries or other Institutional Partners

- Models with universal applicability and best potential for sustainability
- Grants to support local projects
- Third party capacity builder to provide training and technical assistance
- Additional information, resources, technical assistance, and support
- Convene and facilitate peer learning networks within grantee cohorts
- Support local project evaluation and data-based reflection/course correction

Support

Learning and Diffusion of Best Practices

Among Museum and Library Sectors and Investors in Community Change

- Fund cohort-level and cross-grantee evaluation by independent evaluation partner
- Disseminate best practices, tools, and lessons learned throughout grantee networks, IMLS, and nationally

Place Is Not Only Space



Libraries and museums are nodes within institutional and interpersonal networks that support each of the dimensions of wellbeing within their communities.



By engaging in activities that enhance their own value as a critical nodes, they strengthen the network as a whole.



In this way they position themselves to be catalysts for change, increasing their own capacity and that of broader networks to promote social wellbeing for individuals and families

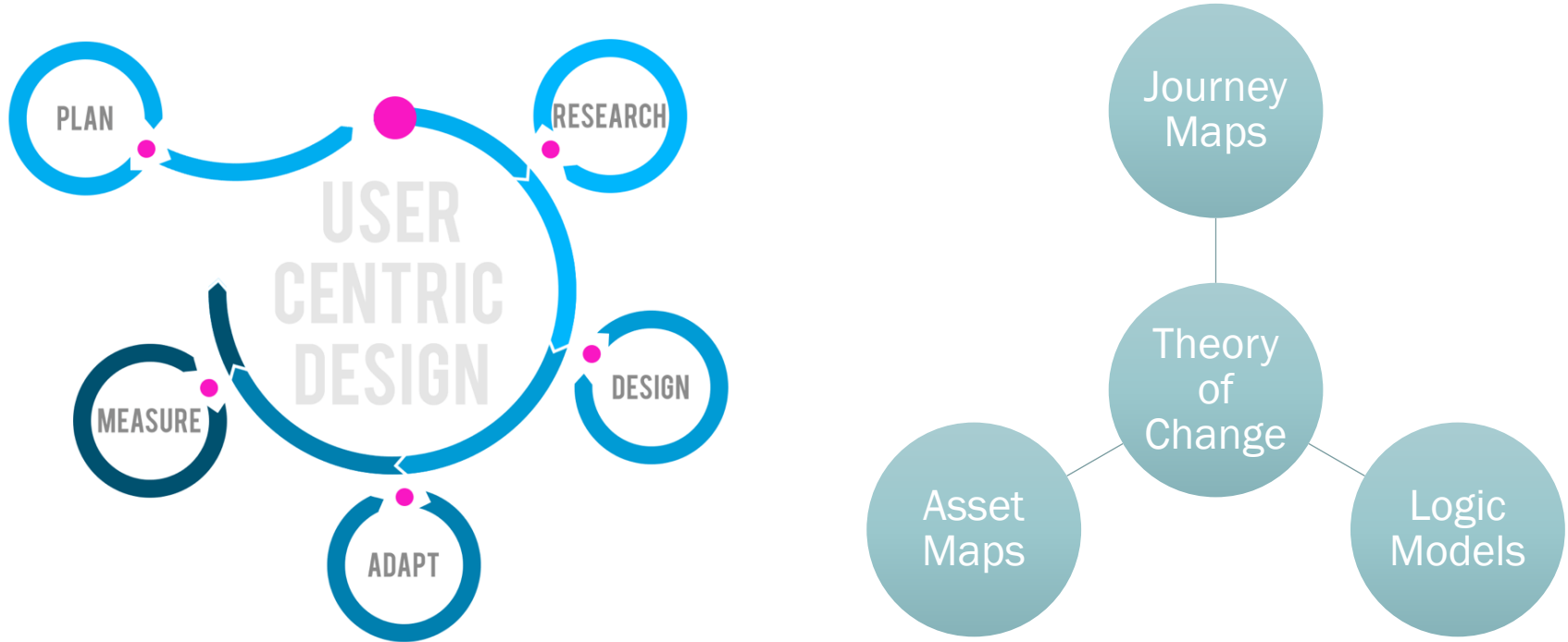
What Does It Mean To Be A Catalyst?

Rev. Starsky Wilson

2016 Community Catalyst Town Hall

(video link)

Tools we will explore today through UCD



Session Guiding Questions

Questions for IMLS

- Who are the potential users of these tools and what are their goals while using them?
- In what scenario would users use these products?



Young visitors take part in an activity.
Photo courtesy of the

Share Your Thoughts

individually respond on your Placemat and hand to us



How is this tool/exercise helpful or useful?
Which aspects are most helpful/useful?

.

How could you use it in future work?



What else do you need to feel prepared to use it in future work?



Who else in your field or community might find it helpful?
How could you share it with them?

**Case Study:
River Rouge, IL
Catalytic Change
or More of the
Same?**

Community Context

- Medium coastal community with a long cultural, social, and economic history and neighborhood disparities
- Public-private partnerships are attracting new investments including real estate, tourism, gaming
- Sits on a river basin supporting urbanized areas and rural communities and susceptible to natural disasters
- Issues in the community include access to workforce opportunities, maternal and children's health, and environmental quality of the watershed

Community Actors: The River Rouge Public Library's Literacy; The River Rouge Children's Museum and Nature Center; Friends of the Rouge River; Ruby Rouge Community House; The River Rouge Community Foundation; The River Rouge Farmers Cooperative; River Tech Community College

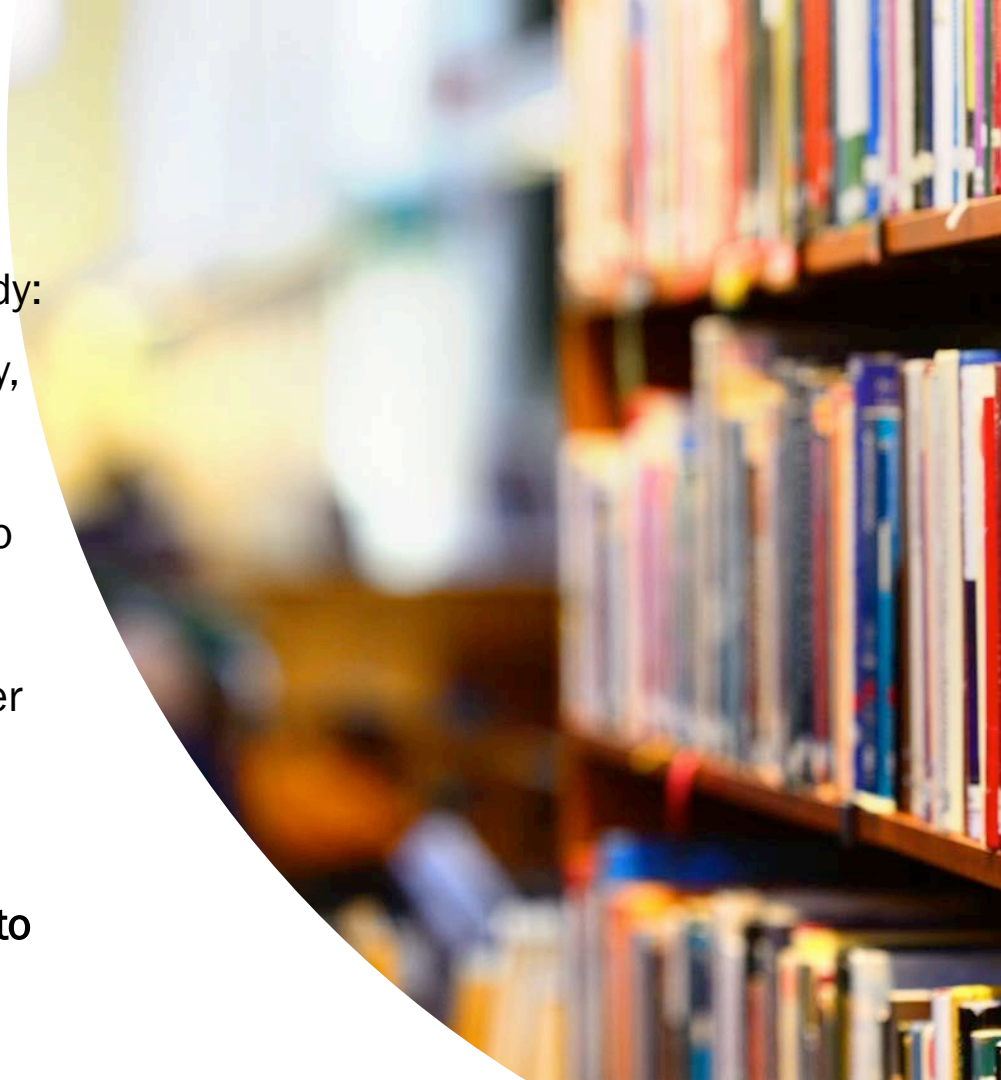
Community Convening: The directors of the public library and the museum have invited others to discuss how they might address these concerns as a single issue or separately.

Small Group Activity #1

Thinking back to the *CCI Theory of Change* diagram, discuss for the case study:

- In which phase(s) is the work: discovery, implementation, sustainability?
- To make progress, what capacity or practice changes are most important to build or engage in?
- What would it take to make progress toward these changes or move to a later phase?
- What are barriers? Where are greatest areas of potential?

Flip chart your answers and be prepared to report out as a group.



Share Your Thoughts

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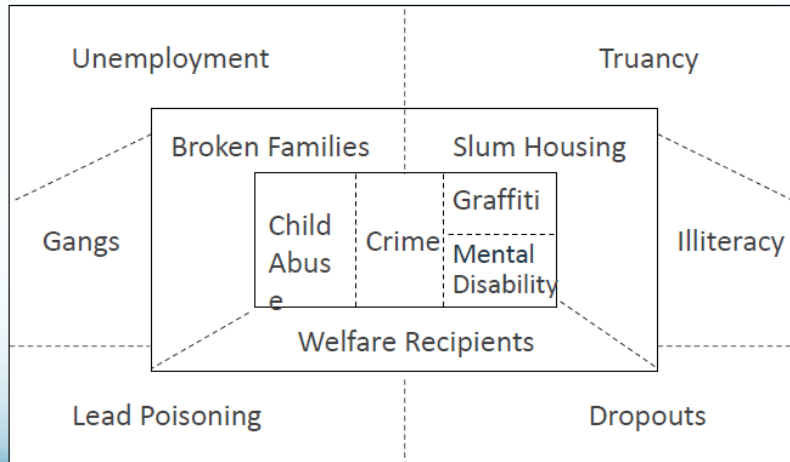
What else do you need to feel prepared to use it in future work?



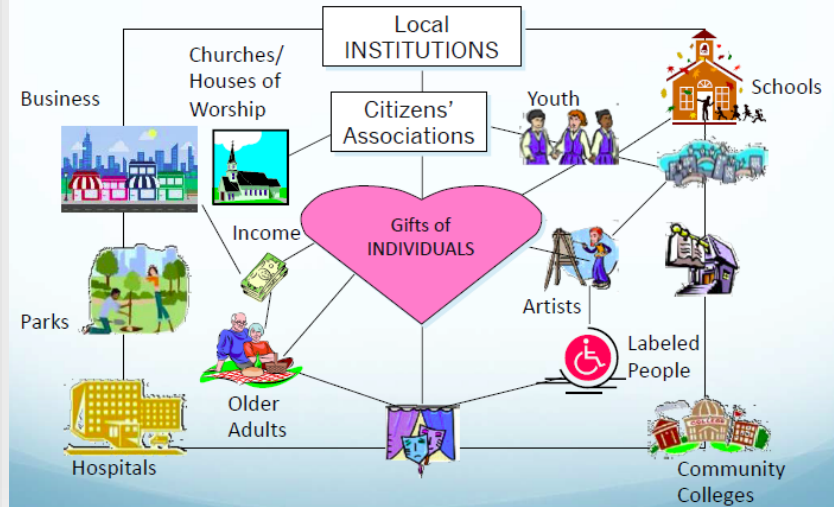
Who else in your field or community might find it helpful?
How could you share it with them?

Needs versus Assets

Neighborhoods Needs Map



Community Assets Map



Product #2—Asset Map

Relationships and networks are often forgotten



Individual Activity #2A

Considering the case study, fill in your blank Asset Map handout by considering for River Rouge:

- What are the assets in this community across the asset types?
- How could they be mobilized to contribute to this area of focus?



Small Group Activity #2B

Considering the case study, fill in an Asset Map for River Rouge, drawing on a flip chart

Discuss together:

- What are the assets in the community across the asset types?
- How could they be mobilized to contribute to areas for improvement?

Flipchart your answers and be prepared to report out as a group.



Share Your Thoughts

individually respond on your Placemat and hand to us



How is this tool/exercise helpful or useful?
Which aspects are most helpful/useful?

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How could you use it in future work?

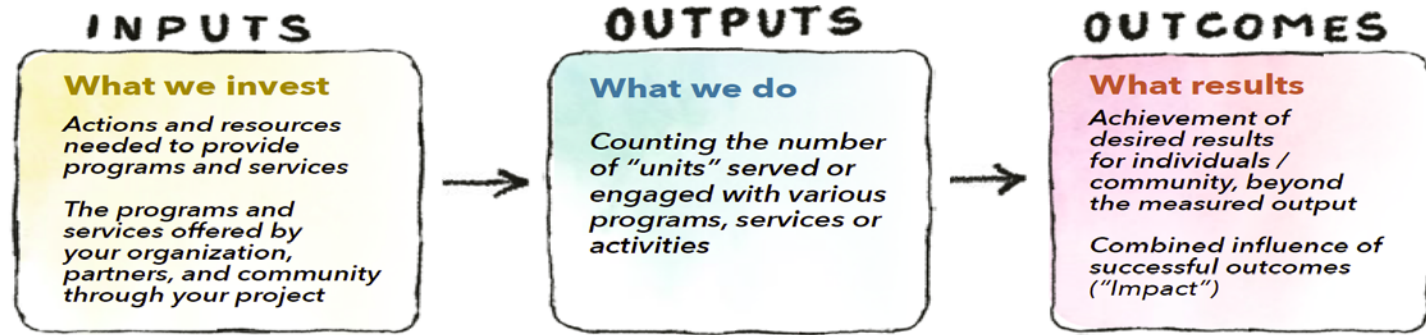


What else do you need to feel prepared to use it in future work?



Who else in your field or community might find it helpful?
How could you share it with them?

Product #3–Logic Model



- Creating a logic model requires gathering community members and stakeholders to identify outcomes, inputs and outputs.
- Use backward design by asking “What short, medium, and long-term outcomes do we want to see in our community?”
- Explore what inputs and outputs are required to help achieve your outcomes
 - Inputs (resources, people, gifts, materials)
 - Outputs (activities and participation).

Indicators

What steps can be taken to achieve the outcomes?

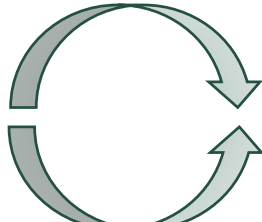
How will you know you have been successful or are making progress?

OUTCOMES	INDICATORS
CHANGES CAPACITY AMONG MUSEUMS, LIBRARY, AND GRANTEE PARTNERS: BELIEFS, ATTITUDES, KNOWLEDGE AND SKILLS	
A. Increased awareness of power dynamics in communities and openness to shifting power dynamics in community change efforts	<ul style="list-style-type: none"> i. Understanding of power differentials in communities ii. Understanding of root/systemic causes of power differentials in communities iii. Openness to shifting power from institutions to community members iv. Understanding of potential roles for the library/museum in efforts to shift power differentials/address root causes thereof
B. Increased understanding of assets and networks, and belief in benefit of using an asset-based approach in local community change efforts	<ul style="list-style-type: none"> i. Understanding of assets in local community ii. Understanding of key actors and influencers within networks in local community iii. Understanding of the historical and cultural context of local community iv. Understanding of what community members care about in local community (i.e., community member priorities) v. Understanding of areas of local “common ground” between community member priorities and outcomes that institutional partners are working toward vi. Understanding of roles that identified assets can play within community change efforts and how to apply those in own communities vii. Belief in benefit of using an asset-based approach in community change efforts viii. Belief in benefit of adapting strategy to address existing community member priorities

Theory of Change vs. Logic Model

Theory of Change:

- How a program's activities lead towards results and outcomes
- Shows all the different activities that might lead to change, may not be part of the program, big picture
- Describes how and why we think change happens
- Cyclical processes, feedback loops, branching
- Mainly used for program design and evaluation



Logic Model:

- What is the pathway that a program will take, outputs focused
- Linear
- Does not include evidence or assumptions about why change will happen
- Indicators used for monitoring progress and outputs



Small Group Activity #3

Examine the grantees' Logic Model handouts.

Now, considering River Rouge, and your prior assessment of opportunities, discuss:

- What are some measurable outcomes?
- What are immediate steps to get there?
- What would indicate we are making progress towards outcomes?
- How do we measure that progress?

Flip chart your answers and prepare to report out as a group.



Share Your Thoughts

**individually respond on your Placemat and hand to us
(both the instructions and sample grantee Logic Models)**



How is this tool/exercise helpful or useful?
Which aspects are most helpful/useful?

.

How could you use it in future work?



What else do you need to feel prepared to use it in future work?



Who else in your field or community might find it helpful?
How could you share it with them?

Product #4 — Journey Maps

Benefits:

- Understand local context and how to begin engaging with project teams, community members and partners
- May bring strangers together and forge deep connections
- Emphasis on empathy and understanding (HCD)
- Can be use to forge a project vision or conduct a retrospective.
- Can also be used to better understand a certain population.

Key questions to begin your own journey mapping process:

- What inspired your project to begin with?
- What changed in your plan as you began the work? Why?
- What were key points of change, pivots, and major events ?
- What relationships did you form or strengthen, what was the result
- Where did your assumptions/perspectives shift? Why?
- What were the biggest hurdles ? How did you overcome them?
- Where did you take action with the community? What happened?



Small Group Activity #4A

Spend a few minutes individually examining the sample Journey Maps from grantees within the context of your own experience in similar situations



Small Group Activity #4B

Building upon your group's prior discussions about River Rouge, draw a Journey Map for this community:

- What opportunities do you see to engage this community in a journey?
- What do you observe about the participants' experiences?
- How are the community assets represented?
- How might museums and libraries play a role at critical points?

Flipchart your answers and prepare to report out



Share Your Thoughts

**individually respond on your Placemats and hand to us
(both the draft instructions and sample grantee Journey Maps)**



How is this tool/exercise helpful or useful?
Which aspects are most helpful/useful?

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How could you use it in future work?

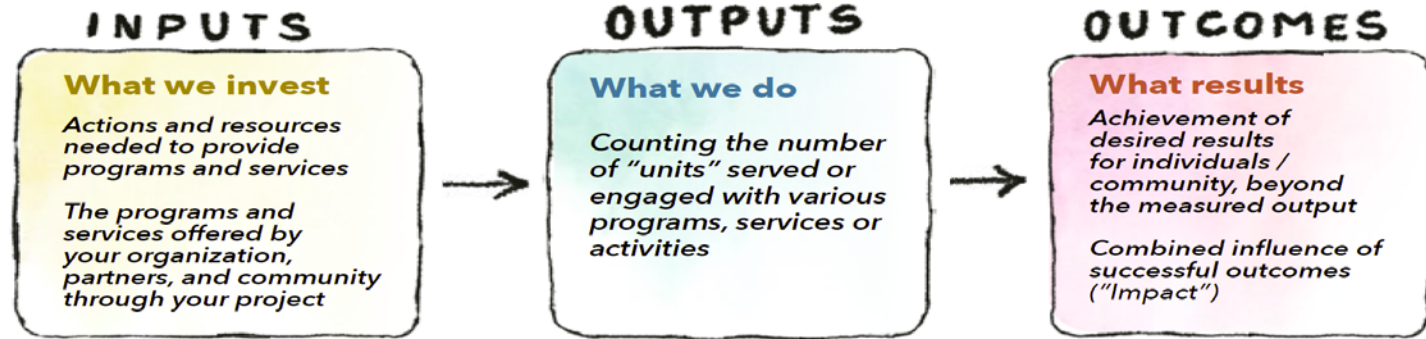


What else do you need to feel prepared to use it in future work?



Who else in your field or community might find it helpful?
How could you share it with them?

Logic Model revision



- Creating a logic model requires gathering community members and stakeholders to identify outcomes, inputs and outputs.
- Use backward design by asking “What short, medium, and long-term outcomes do we want to see in our community?”
- Explore what inputs and outputs are required to help achieve your outcomes
 - Inputs (resources, people, gifts, materials)
 - Outputs (activities and participation).

Small Group Activity #5

Review the Logic Model your group already created. What changes based on Asset Maps and Journey Maps might you make to the:

- Measurable outcomes?
- Immediate steps to get there?
- Indicators of making progress towards outcomes?
- Measurement activities of that progress?

Flip chart your answers and prepare to report out as a group.



Wrap Up—Share Our Thoughts

Theory of Change --- Asset Maps --- Logic Models --- Journey Maps



How are these tools and approaches helpful or useful? Which aspects are most helpful/useful?

.

How could you use them in future work?



What else do you need to feel prepared to use them in future work?



Who else in your field or community might find them helpful? How could you share them with others?



ENACT: Ohio History Connection

ENACT (Ohio History Connection grantee)
Testimonials
([video link](#))



Recap of the Day!

Thank You!!

Credits and Citations - 1

- Slides 2, 23, 28, 32, 33, 45: Background of books on shelves: Shutterstock
- Slide 6: “About IMLS”: Storytelling in Lenape Camp, PHOTO courtesy of Conner Prairie Interactive History Park, Fishers, IN. IMLS strategic plan, Page 2
- Slide 8: “Strengthening Networks, Sparking Change: Museums and Libraries as Community Catalysts,” published in 2016 by IMLS in collaboration with the Reinvestment Fund as part of the Community Catalyst initiative.
- Slide 9: “Natural Community Hubs/Anchors”: Photo: Kmatthew @ Paschalville Branch, Free Library of Philadelphia
- Slide 10, 14: “Activating Community Opportunities Using Museums/Libraries as Assets”: Photos taken at the February 13-14, 2019, Community Catalyst grantee convening at IMLS (Dr. Marvin Carr). Used with permission.

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- Slide 10, Slide 14: “Community Catalyst Initiative”: Community Catalyst logo. IMLS
- Slide 15: “ENACT Promo Video”: Ohio History Connection ENACT Fellows promotional video, shows at the ENACT Closing Ceremony, June 14, 2019, Used with permission
- Slide 18: “Community-focused Capacity-building”: Photos taken at the February 13-14, 2019, Community Catalyst grantee convening at IMLS (Dr. Marvin Carr).
- Slide 19: “Community Catalyst Initiative Draft Theory of Change”: Created by ORS Impact.
- Slide 20: “Exploring Approaches to Sustain, Support, and Inspire Community Change and Action”: Convening graphic notes by UrbanWildStudio. Used with permission. [
- Slide 23: “What Does It Mean to Be a Catalyst?”: Excerpt from remarks by Rev. Starsky Wilson at IMLS Catalyst Town Hall Meeting, Philadelphia, PA, September 8, 2016, available at <https://www.youtube.com/watch?v=904kLBDny9c>

Credits and Citations – 3

- Slide 24: “User Center Design Process”: created by Anubhuti Shrivastava, content crafter in Arkenea, available at <https://myuxacademy.com/top-5-ways-user-centered-ux-design-benefits-your-business>
- Slide 25: “Session Guiding Questions”: Photo courtesy of the Pacific Science Center, Seattle, WA, used in the IMLS strategic plan, page 6.
- Slide 30: “Needs versus Assets”: Photos courtesy of the Asset Based Community Development Institute. “What Is Asset Based Community Development (ABCD). Available at <https://resources.depaul.edu/abcd-institute/resources/Documents/WhatisAssetBasedCommunityDevelopment.pdf>
- Slide 31: “Product #2 Asset Map”: Asset Based Community Development Institute. Used with Permission.
- Slide 40: “Product #4—Journey Maps”: Community Catalyst Journey Map of the WaterMarks Art Initiative. Created by the ABCD institute and Riveredge Nature Center. Used with Permission.
- Slide 47: “ENACT Ohio History Connection”: Grantee Partners Testimonials ENACT Fellows Closing Ceremony. Used with Permission

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