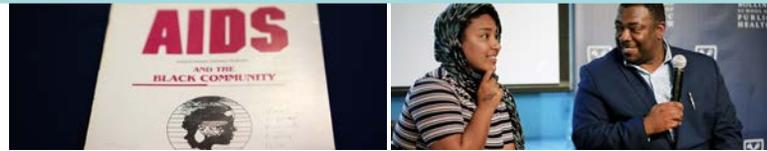


# LOGIC MODELS

## Revisiting R.A.C.E.

Rose Library, Emory University

Atlanta, GA | APRIL 2019



### Project Description:

“Revisiting R.A.C.E.: Leveraging Archival Resources for AIDS Education” seeks to foster an educational collaborative to address the ongoing HIV/AIDS epidemic in the Atlanta metropolitan area.

## Grantee Reflections:

### *Creating & Adapting the R.A.C.E. Logic Model*

Two thirds of the way through their project, the Emory Rose Library team has gained insights into the value of creating a logic model as a reflective tool after a period of relationship-building and collaborations in community.

The team of two Rose Library staff began in the unique position of not having designed the grant project they were charged with leading. As a result, they relied on a process of listening to and learning about the community’s existing work around AIDS among African Americans before formulating the library’s role.

Courtney Chartier, team lead staff and Head of Research Services at Rose Library, explains that the current logic model was built “looking at this next year of our grant as an iteration of what the original was.” It was created in person with the evaluation and Asset-Based Community Development Consultant who worked with them from throughout their grant, a process the team found helpful. “We had a whiteboard as well as a flip-chart, and that was key as a physical tool. [We created] a master list of everything where we are now, and pulled up that original grant narrative and [did] a one-to-one mapping on things that we thought we were going to do as a grant and things we have moved toward.”

The process yielded key reflections on the project’s key shifts and lessons so far, as well as clarity on future direction. “It’s Interesting to see stuff that the spirit is the same, but the product has changed because it’s based on the feedback from the community. Once we got in there and started talking to people it was like,

‘that’s a nice idea, but we would really like to see this.’”

One early project change involved a number of “inputs” shifting as original partners dropped out of involvement. Conversely, new partners emerged and joined the project after a period of learning conversations and attending community meetings.

A uniquely valuable “input” that also appeared was an individual who has served as an important guide for the team. The individual “has been really upfront and honest with us about money, and has been willing to put herself in a position where she’ll be like, ‘You’re asking X of someone who’s living with HIV, this is how you should be thinking about compensating them, or making an offer to them that shows them that they can share with you what their needs are.’ For me especially that’s a really tricky line to walk when you’re talking about someone who has a stigmatized health issue.’ . . . [Additionally,] I made a joke about being from the South, and I always make sure there’s food. And this person was like, ‘No, that’s a legitimate offering to show that you appreciate people’s time.’ I should be thinking about it like that, in context of doing this community engagement work.”

Several key “outputs” also changed. “When we were developing the grant narrative, we had this idea of creating resource banks. . . of having access to historical archives, materials at these other community health offices and community support group offices, nonprofits, and literally making these resource banks copies of physical materials or digital resources. And it’s not a

terrible idea, but we started hearing from people, 'Oh, you have all this amazing artwork and photography that addresses HIV and AIDS, that would be so cool to have in our offices for 3 months and then you could take it someplace else.' That would be cool to people who work here and every day is a grind, and seeing this really beautiful art could be a motivating positive. Based on the feedback we got, we thought, 'Maybe . . . it's not that these people need to be sitting and doing research, it's that they really have hard jobs and having something inspirational, uplifting and beautiful might actually be a better use of what we have in the archives.'"

Additionally, a new key role and priority "output" emerged through the team's engagement with the community. "Something we've gotten from other public health groups [is] that, a lot of times, the activists want an opportunity to come together and celebrate, because that's something that they don't really have a lot of bandwidth to do. For a wealthier institution [like Emory] that's more culturally focused to pull people together and offer this celebration space and connecting people to this long history--there's actually a lot of value in that. It doesn't have to be that we're out there

setting up testing days, but that we're bringing attention back to these activists and celebrating their value."

Regarding what has remained unchanged in their model, "One of the original outcomes of the project that we kept in the logic model was – which is important to me because I'm the only archivist in the cohort – is to think about ways to translate this to the archivist paradigm." The team sees the translation of community engagement learnings to the broader archives world as important for increasing this sector's accessibility, relevance and impact.

"This is a constant struggle for archives. If there's an ivory tower, we're even at the top. There's these things that sometimes you can't even touch them. It's hard, and it's different even in the way that a museum struggles, because museums are seen as a place in the middle of downtown and you can walk in and pay \$5 and go in. One of our biggest challenges is people showing up here and being like, 'Oh, I don't belong here' automatically. It's new techniques to combat that."

Overall, the team is grateful for the absence of a logic model in their early work. "I think it was great that we didn't start out with a formal logic model. . . To me, with that original grant narrative, after a certain point I was like, 'Let's throw this away!' And not in a bad way, but that's just silliness compared to what we know now."

Going forward, they can see many ways to utilize and evolve their model. They'd like to make more visually creative and colorful version and can envision posting it over their desks. Additionally, having a logic model can lead to stronger partnerships "because we are working with a lot of nonprofits and public health units. And public health people love logic model! Most of public health is community projects of some kind, and nonprofits do it too – so if we walk in with a logic model they'll take us seriously."

They also realize that the traditional format of a logic model isn't ideal for all cases of direct engagement in

community. "In some contexts, it could be a little off-putting depending on how it's presented to people. I do think it's good to have those really clear outcomes that we are able to share, . . . 'We want to have X, Y, Z projects that are outputs, but the outcomes that we want is that we're actively involved in the de-stigmatization process, that we're actively advocating for decriminalization.' . . . I could see laminating that list [of goals] on a card."

Going forward, they recognize that "the Logic Model can change and should, but at the same time is more of an anchor . . . of, 'These are things that we have heard that would be cool coming from a library;' and, 'That's where our niche is compared to a public health or county government group.' We have a different mission . . . and the logic model [shows] where our mark is."

**The Team offers the following advice around creating and using a logic models in community catalyst work:**

- **Enlist a facilitator.** "Had we attempted it without [our consultant's] guidance, we would have either not failed but had to redo it already. Her guidance was really essential, so having someone who's there in the room who's there to facilitate was big for us [for] staying on track, responding positively on ideas or reframing things, [and] moving us along when maybe it wasn't the right direction, [and offering] clarity around the right language when I was asking 'What's the difference again?' – somebody who could really facilitate that as well as keeping us on track was really important."
- **Use it as an iterative tool.** "Understanding it's a tool. It's not meant to be prescriptive. It's meant to help you frame. It's not there to say, 'These are the only things you can do.' It's meant to be iterative. It is meant to grow as you grow."

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Courtney Chartier,  
Head of Research Services at Rose Library



## INPUTS

### INSTITUTIONS

Emory University  
 Rose Library staff  
 Woodruff Health Sciences Center staff  
 Institute of Museum and Library Services (IMLS)  
 Access Based Community Development (ABCD)  
 Center for AIDS Research (CFAR)  
 Emory School of Medicine  
 Emory School of Public Health  
 School of Theology (aspirational)  
 Morehouse School of Medicine (aspirational)  
 AID Atlanta  
 Georgia Department of Public Health

### STUDENT GROUPS

Association of Black Public Health Students (ABPHS)  
 Student National Medical Association (SNMA)

### COMMUNITY ORGANIZATIONS

Counternarrative  
 SisterLove  
 SPARK Reproductive Justice

### INDIVIDUALS

School of Public Health Graduate student  
 (Cami Gaudin Gonzales)  
 Community Organizer consultant (Jasmine Cummings)

### RESOURCES

Library physical spaces  
 Collection material  
 Library research capacity  
 Emory's research reputation  
 Atlanta's legacy, organizations and citizens

## OUTPUTS



### Community Discussion Forums

The History of HIV/AIDS Activism in Atlanta  
 A Reflection of HIV in Atlanta Women  
 Summer 2019 sessions (2)  
 Fall 2019 sessions (3)

**WHO?**  
 Students / staff / faculty  
 Community members  
 Advisory Board members



### World AIDS Day 2020 symposium

**WHO?** Advisory Board members, artists



### Collection Material on display (including traveling exhibit)

**WHO?** In-person visitors, online visitors



### Artist Grants

**WHO?** Community artists



### Web product



### HIV/AIDS Collections resource book



### Published report on community catalyst process



### Asset Map



### Advisory Group

**WHO?** Jasmine Cummings, Eric Paulk  
 + 6-B unidentified slots

## OUTCOMES

- 1 Enhance visibility of the Rose Library archives
- 2 Connect HIV/AIDS community to Emory University
- 3 Play a role in decreasing stigma
- 4 Model for community catalyzing activism for the community engaged partnerships
- 5 Complement other Emory units work related to HIV/AIDS
- 6 Catalyze Emory community for HIV/AIDS activism and prevention and treatment work
- 7 Connect the archives to community and public spaces
- 8 Reconnecting activist community to legacy
- 9 Bring awareness to deeper issues of distrust between biomedical and activist community
- 10 Resource creation

### TO LEARN MORE:

The Stuart A. Rose Library <https://rose.library.emory.edu>  
 IMLS Community Catalyst Initiative [www.imls.gov/cci](http://www.imls.gov/cci)