

A Logic Model Using Theory of Change Applied in Grant Development of Civic Engagement for Racial Justice in Public Libraries: Implications for LIS Education

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ABSTRACT

This poster highlights insights from application of the Theory of Change (ToC)-based logic model in the [Civic Engagement for Racial Justice in Public Libraries \(RJ@PL\)](#) project funded by the IMLS grant awarded to University of Alabama and Chicago State University that serves as focus in partnership with multiple public libraries of the American South. The United States Census Bureau's (2019) demarcation of the southern region includes 16 states (Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia) and the District of Columbia. This project adopts the definitional scope of the region based on geography following the national classification, while acknowledging the diversity in the varied history, environmental conditions, cultural characteristics, political and economic conditions (Graham & Zentella, 2010; Harvey, 2016; Ray, 2003). The *RJ@PL* explores public libraries' role in supporting racial justice and positive social change in communities through 5 stages: (1) Assessment; (2) Strategic planning; (3) Actualization of information-based solutions; (4) Evaluation; (5) Dissemination. Data collected will help develop contextually relevant strategic information tools for civic engagement that public libraries can use to overcome problems related to racism in their communities. We use ToC – an approach developed to measure progress of community change initiatives projects funded by philanthropic associations and determine their efficacy in meeting their goals (Andrews, 2005; Weiss, 1995) – to develop community engagement frameworks and strategic action plans. *RJ@PL* bridges gaps in social justice scholarship, competences, and practices, and has strong implications for LIS education.

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ALISE RESEARCH TAXONOMY TOPICS

Community engagement; Public libraries; Social justice.

AUTHOR KEYWORDS

civic engagement; logic model; racial justice; southern public libraries; Theory of Change.

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