



COMMUNITY SALUTE / LIBRARIES AND MUSEUMS SERVING
VETERANS AND MILITARY FAMILIES

Supporting Veterans and Military Families: Identifying Your Role

Museums and libraries have long served as place-based hubs for members of the public to engage in informal learning, access collections for educational or aesthetic purposes, and participate in civic dialogue. Across the country, changing community needs and priorities along with new modes of engagement have created an imperative to connect with and serve the public in ways that extend beyond traditional institutional formats and settings. Museums and libraries have begun to respond to this imperative. In so doing, they are connecting with the public in new and deeper ways, strengthening the social and institutional networks that support community wellbeing, and acting as catalysts to spark positive change.¹

Community Salute is an initiative of the Institute of Museum and Library Services (IMLS), with the goal of studying how libraries and museums are responding to the needs of veterans and their families and developing new strategies to work with community collaborations to provide better services for this important constituency.² Community Salute is an example of the ways museums and libraries can work as community catalysts.

Libraries and museums are essential community- and family-oriented institutions and are often considered safe spaces for connection.

They are valuable partners that can help support the nearly 22 million veterans and 725,000 military spouses that are building lives and deepening roots in many communities across the country.³

This brief highlights roles museums and libraries can fulfill — catalyzing connections, curating narratives, and creating programs — in serving the unique needs of veterans and military families, how museums and libraries are exploring these roles nationwide, and advice for implementing these roles in your community.

OVERVIEW OF THE VETERAN AND MILITARY FAMILY COMMUNITY

Military experiences are distinct from civilian experiences. From day one at boot camp, service members abandon their civilian habits for a highly structured routine and hierarchical environment. Some even encounter active combat zones over the course of their military service.⁴ These experiences can make it challenging for active duty military to transition to civilian life. Research indicates that veterans and their families benefit from support in four core areas as they reintegrate into civilian society:⁵

- Building **community connections** to expand social support networks and link up with the community-based assets.
- **Transitioning successfully** into non-military life, a pivotal point that often requires identifying initial employment, education and training, and navigating access to benefits.
- Ensuring long-term **economic security** through stable employment in fulfilling career paths and knowledge of financial literacy and planning.
- Preserving **health and wellness** that spans physical, mental, and emotional well-being.

During an individual's active duty, his or her family may also face specific challenges that arise from the military lifestyle, including:⁶

- **High rates of mobility and separation** that often erode familial stability and lead to single-parent households and amplified emotional needs for children.
- **Low levels of spousal employment** that can affect a spouse's ability to develop long-term, meaningful career paths.
- **Obstacles to financial security** that are often associated with the uncertainty of military life—high mobility and corresponding moving cost, as well as inability to secure full-time employment.
- **Difficulty accessing childcare** that is economical and flexible to meet the unique needs and challenges of military families.

Using a tool, such as the one depicted here (see *Veteran and Military Family Landscape*), can help you better understand veterans and military families, capture the different subpopulations within these communities, and highlight the various opportunities to engage them.

For example, your library or museum could explore which military subpopulations are most prevalent in your community (e.g., your community may have a large population of young military families with a deployed parent). You may also unearth a specific opportunity for which you are well positioned to provide support (e.g., your community may have Post-9/11 service members who are struggling to find employment or meaningful career pathways). Local context is important — the veteran and military family population will not look the same in all communities.

Once you understand the local landscape, you can consider the most appropriate way your museum or library can become involved.

Veteran and Military Family Landscape

MILITARY COMMUNITY — You can think about the military community in many ways

GENERATIONS	SPECIAL POPULATIONS	FAMILIES
World War II	Combat Experience	Spouses
Korean War	Wounded	Military Families
Vietnam War	Women	Veteran Families
Gulf War	In-Crisis <small>(homeless; legally involved)</small>	
Post-9/11	Other	

OPPORTUNITY AREAS — There are many ways to engage

Community Connection	Successful Transitions	Economic Security	Health & Wellness
Community engagement Social network Participation in arts & culture Peer-to-peer relationships	Education & training Initial employment & workplace integration Spouse employment Access to services & benefits	Full employment & meaningful career pathways Benefits & retirement Financial literacy	Healthcare access Mental, emotional, & physical well-being Housing Family stability

ROLES FOR MUSEUMS AND LIBRARIES

Museums and libraries have unique institutional assets and capacities—physical space, research expertise, informal learning opportunities, community trust, and deep networks of relationships, among others—that are all valuable assets to veterans and military families.

Some libraries and museums may find it useful to structure their work under different roles that highlight natural strengths, align with values and expertise, and build upon already existing work. In particular, museums and libraries can play three important roles to support and engage this community across the spectrum of opportunity areas and subpopulations outlined above:

- **Catalyze connections:** Connect veterans to benefits and services.
- **Curate narratives:** Increase the understanding of veteran and military family experiences and expand the current military narrative.
- **Create programs:** Develop programming specific to the needs and interests of veterans and military families.

A library or museum might play one, two, or all of these roles in its community. These roles are intended to be fluid—a library or museum might take on one role initially and then move into another.

Libraries and Museums are Well Positioned to Serve and Support Veteran and Military Family Populations

POTENTIAL ROLES:



CATALYZE CONNECTIONS

Connect veterans to benefits and services

Link veterans with service providers to meet specific needs
Facilitate access to VA benefits and relevant information for veterans and military families
Connect veterans with other veterans for peer-based support systems



CURATE NARRATIVES

Increase the understanding of the veteran and military family experience

Lift up narratives to raise civilian awareness
Record and showcase the diversity of veteran and military family experiences
Host and engage veterans and military families (e.g., Veterans Day) to create community connections



CREATE PROGRAMS

Tailor programming specific to veteran and military families

Develop and host veteran and military family support services (e.g., healing arts programs, children's programs)
Provide training and skills-building programs
Create safe and trusted spaces and opportunities for veterans to engage with their communities

THREE ROLES IN ACTION

Across the country, libraries and museums are already exploring these roles to enhance their connections to local military communities.

- In Tennessee, the Nashville Public Library **offers library space for service providers** to connect veterans with benefits.
- The Veterans Connect @ the Library initiative in California **connects veterans and their families with services**, Veterans Affairs benefits, trainings, and other support across the state.
- The Library of Congress **collects, preserves, and digitizes veteran and military family war stories** through the congressionally sponsored Veterans History Project.
- The Museum of Glass in Tacoma, Washington, hosts Hot Shop Heroes to **offer healing arts programs to injured veterans**.
- Veterans interested in film can **participate in eight-week filmmaking workshops** hosted by the Los Angeles County Museum of Art.
- The Cecil County Public Library offers **specific technical training and small business consulting services** to veterans in Perryville, Maryland.
- The Pierce County Library system provides **Microsoft trainings and certifications** for transitioning service members at Joint Base Lewis-McChord in Washington State.

Below are more detailed profiles of five of the institutions and programs listed above: **California State Library, Pierce County Library, the Library of Congress, Los Angeles County Museum of Art, and the Museum of Glass**. These examples illustrate the ways libraries and museums are connecting with this population and include key considerations and decisions each institution made to carve out a role that was appropriate for them—from understanding local context to designing and implementing an offering.

LIBRARIES AND MUSEUMS HAVE UNIQUE ASSETS THAT CAN BE LEVERAGED

Resources and research expertise

"Libraries have resources, [librarians] are expert researchers and if they don't have the information you need, they will know how to get it." - Library program coordinator

Physical space

"It's important to connect nonprofits doing well with people who will benefit from services. Partnering with an existing brick and mortar location like a museum or library is a fantastic opportunity." -Veteran

Strong and large networks

"The library systems are widely distributed, they are closer [to communities], and they can be a disseminating channel to share information." -Researcher

Neutral spaces

"When we talked about finding space where no one had an advantage, where there was common ground... A couple of different times that was at a library." -Funder

Places of community connection

"Art and museum programs can engage someone in their own treatment and get them invested in their own health and well-being." -Veteran

Safe and private spaces

"Libraries still have a viable character in our culture of being safe places where people care and want to help, and where core professional values of respect and confidentiality are upheld." -Veteran

PEER EXAMPLE 1: CALIFORNIA STATE LIBRARY

ROLE ILLUSTRATED:  CATALYZE CONNECTIONS



California State Library (and public branches) partner with the California Department of Veteran Affairs to connect veterans to services and benefits

PROGRAM ORIGINS

Formally developed after the California Department of Veteran Affairs identified the value of libraries in connecting veterans to benefits and services

What Services and Programs are Offered?	What are the Key Issues?	Why is it Interesting?
<p>Veteran Resource Centers in libraries to connect veterans with dedicated benefits at the library and with the CalVet agency</p> <p>One-on-one consultations on a variety of veteran specific topics</p> <p>Veteran-related programming (e.g., exhibits, community-wide dialogues)</p>	<p>VA benefits</p> <p>Education and skills-building opportunities</p> <p>Transition support and employment opportunities</p> <p>Housing resources</p> <p>Health services</p> <p>General benefits</p>	<p>Demonstrates a strong partnership with the state Veterans Affairs department</p> <p>Represents a flexible and scalable model</p> <p>Illustrates a statewide approach</p>

CRITICAL DESIGN CHOICES AND DECISION POINTS

UNDERSTAND LOCAL NEEDS AND CONTEXTS	IDENTIFY ORGANIZATIONAL CAPABILITIES	DESIGN YOUR OFFERING (PRODUCT OR SERVICE)	IMPLEMENT, OBSERVE, AND ADAPT
<p>California State Library (CSL) identified a large veteran population across the state of California</p> <p>Several organizations, such as the California Department of Veterans Affairs (CalVet) and the County Veterans Service Officer, already provide resources and supports to veterans</p> <p>The library learned that a majority of the veterans in the state are not accessing and using these dedicated benefits</p>	<p>CalVet connected to CSL after recognizing the value of libraries in helping connect veterans and CalVet benefits and services</p> <p>CSL allocated funding from the Library Services and Technology Act for designing support programs</p>	<p>CSL partnered with CalVet to create the in-the-box Veterans Connect @ the Library model with a range of engagement levels for individual libraries</p> <p>Participating libraries could establish Resource Centers specific to veteran services and veteran programming</p> <p>CalVet and SCL collaborated to design resources for training librarians and volunteers on veteran services</p> <p>Individual libraries recruit volunteers to staff programs</p>	<p>Actively reaching out to local communities helped expand awareness and success of programs</p> <p>Flexibility of the model (e.g., volunteer-based, low-cost to set up) permitted scalability and replication in libraries across the state</p>

PEER EXAMPLE 2: PIERCE COUNTY LIBRARY

ROLE ILLUSTRATED:  CREATE PROGRAMS



Pierce County Library partners with Rally Point 6 to provide technical skills-building programs and career counseling for transitioning military members

PROGRAM ORIGINS

Developed from a grant from the State Library and in partnership with Microsoft and Rally Point 6, a nonprofit located on Joint Base Lewis-McChord

What Services and Programs are Offered?	What are the Key Issues?	Why is it Interesting?
<p>Open Lab Program (now the Microsoft Military Program) at Rally Point 6, designed to assist transitioning military members</p> <p>Tailored Microsoft training programs and globally recognized certifications to program participants</p> <p>One-on-one career counseling and skills translating for individuals transitioning out of military employment to civilian employment</p>	<p>Employment and transition</p> <p>Skills building</p>	<p>Demonstrates a multisector partnership approach to delivery</p> <p>Illustrates library-nonprofit partnership</p> <p>Uses grant funding to support program development</p>

CRITICAL DESIGN CHOICES AND DECISION POINTS

UNDERSTAND LOCAL NEEDS AND CONTEXTS	IDENTIFY ORGANIZATIONAL CAPABILITIES	DESIGN YOUR OFFERING (PRODUCT OR SERVICE)	IMPLEMENT, OBSERVE, AND ADAPT
<p>Large population of active service members at Joint Base Lewis-McChord transitioning into the civilian world due to downsizing</p> <p>Many transitioning individuals are seeking careers in the technology field or were uncertain about potential career paths</p>	<p>Pierce County Library already provides technology training courses in some of the public branches</p> <p>Grant funding from Washington State Library and Microsoft to provide a modified training program to military community</p> <p>Nonprofit partner Rally Point 6 (RP/6) had strong connections to the military community on base</p>	<p>Developed the Open Lab Program to assist military members in obtaining globally recognized Microsoft technologies certifications to support transition into the workforce</p> <p>Active outreach to local base helped expand awareness and reach of program</p> <p>Opted to host program at partner's (RP/6) location to create a familiar and accessible environment to participants</p>	<p>Success of the pilot program and flexibility of the grant allowed growth of program when demand was evident</p> <p>Partnerships across sectors filled gaps in funding and other resources (e.g., connections to base)</p> <p>Recently, the program moved its location to the on-base library at JBLM and has changed its name to the "Microsoft Military Program"</p>

PEER EXAMPLE 3: LIBRARY OF CONGRESS

ROLE ILLUSTRATED:  CURATE NARRATIVES



The Veterans History Project at the Library of Congress collects, digitally preserves, and makes accessible the personal accounts of American war veterans

PROGRAM ORIGINS

The program originated from Congressional mandate to preserve the stories of World War II veterans and their families as the population began to age significantly. It has now been expanded to include stories from veterans from other war generations.

What Services and Programs are Offered?	What are the Key Issues?	Why is it Interesting?
<p>The Project includes digital, oral, and written personal accounts from war veterans and civilians nationwide from all wars since WWI</p>	<p>Community connections</p>	<p>Illustrates collaboration between the Library of Congress and local communities to collect stories</p> <p>Illustrates a government-sponsored, nationwide effort to connect to veterans</p>

CRITICAL DESIGN CHOICES AND DECISION POINTS

UNDERSTAND LOCAL NEEDS AND CONTEXTS	IDENTIFY ORGANIZATIONAL CAPABILITIES	DESIGN YOUR OFFERING (PRODUCT OR SERVICE)	IMPLEMENT, OBSERVE, AND ADAPT
<p>Population trends illustrated a natural decline of WWII veterans and their families</p> <p>Participating communities develop understanding of veteran demographics locally</p>	<p>Library of Congress received congressional support to launch an initiative to record and preserve histories and stories of the military community</p> <p>Identified corporate and other cross-sector partners to support (sponsor and fund) the project</p> <p>Acknowledged that local initiative would lead the story-gathering process and that the Library of Congress would serve as the repository of narratives</p>	<p>Designed the Veterans History Project with a national scope to reach all segments of the population (e.g., all branches, military families)</p> <p>Leveraged support from local partners to understand unique local contexts</p> <p>Incorporated flexible submission methods (e.g., oral, written, digital, artifacts)</p> <p>Intend to digitize collections over time to make them accessible to the public</p>	<p>Designed tools for community engagement (e.g., provide workshops led by professional Oral Historian and Folklorists)</p> <p>Re-emphasized scope to include stories from veterans returning from recent conflicts (e.g., Persian Gulf Wars)</p>

PEER EXAMPLE 4: LOS ANGELES COUNTY MUSEUM OF ART

ROLE ILLUSTRATED:  CREATE PROGRAMS



The Los Angeles County Museum of Art hosts Veterans Make Movies, an eight-week filmmaking workshop for veterans

PROGRAM ORIGINS

The program developed after LACMA program coordinators observed a large interest from the local military population in participating in LACMA's general filmmaking workshop series.

What Services and Programs are Offered?	What are the Key Issues?	Why is it Interesting?
<p>Filmmaking classes for veterans and film screenings to share veterans' work and stories</p>	<p>Community connections Skills building</p>	<p>Illustrates effective partnerships between museum, libraries, and artists alliances Modified existing programs to target veterans as the main audience Recruited veterans to staff the program and an onsite art therapist to provide ongoing support</p>

CRITICAL DESIGN CHOICES AND DECISION POINTS

UNDERSTAND LOCAL NEEDS AND CONTEXTS	IDENTIFY ORGANIZATIONAL CAPABILITIES	DESIGN YOUR OFFERING (PRODUCT OR SERVICE)	IMPLEMENT, OBSERVE, AND ADAPT
<p>Identified a large military community in the Los Angeles area</p> <p>Identified a significant military-civilian divide and a large population of veterans that did not fit typical depictions of the "broken" veteran</p> <p>Observed that many veterans within the community were creative/ artists interested in filmmaking and art programs at the LACMA</p>	<p>LACMA already hosts a filmmaking program for the general public</p> <p>Leveraged museum art collections and movie series; spaces and online platforms; equipment and professional filmmakers on staff</p> <p>Received grant funding from corporate and government agencies</p>	<p>Designed eight-week filmmaking workshops and community screenings for veterans</p> <p>Created safe spaces by diversifying gender and era of service participants and hiring veterans to lead the classes</p> <p>Partnered with an art therapist to provide training for staff and serve as an ad hoc advisor</p> <p>Partnered with Los Angeles Public Library Veteran Resource Center to host filmmaking classes</p> <p>Partnered with Veterans in Film and Television to advertise the program</p>	<p>Began working with a professional evaluator to assess the program's strengths and outcomes, as well as identify opportunities to improve the program design</p> <p>Piloting local afterschool program for military children after demand for a similar family program was identified</p>

PEER EXAMPLE 5: MUSEUM OF GLASS

ROLE ILLUSTRATED:  CREATE PROGRAMS



Museum of Glass in Tacoma, WA, provides glassblowing classes for veterans and transitioning soldiers with the most complex devastating physical and mental injuries

PROGRAM ORIGINS

The program developed from the desire to maintain a relationship between nearby Joint Base Lewis-McChord and the Museum after the success of a one-day free admission event for veterans, service members, and their families

What Services and Programs are Offered?	What are the Key Issues?	Why is it Interesting?
<p>Hot Shop Heroes, a quarterly eight-week glassblowing class for injured and transitioning service members and veterans</p>	<p>Community connections Health and wellness</p>	<p>Illustrates partnership between museum, the local military base, and Veterans Affairs</p> <p>Provides opportunities for veterans and transitioning service members to connect</p> <p>Represents a scalable model that can be replicated at other museums</p>

CRITICAL DESIGN CHOICES AND DECISION POINTS

UNDERSTAND LOCAL NEEDS AND CONTEXTS

Identified a population of service members and veterans at Joint Base Lewis-McChord (JBLM) with severe mental and physical health issues

Many of these service members were waiting on specific healthcare services and were preparing to transition into civilian life

Veterans and service members participating in the healthcare support programs covered a range of ages and generations

IDENTIFY ORGANIZATIONAL CAPABILITIES

Determined funding partners (e.g., the National Endowment for the Arts) to support the program development and expansion

Identified a core of long-standing and highly skilled class instructors with a strong sense of community

DESIGN YOUR OFFERING (PRODUCT OR SERVICE)

Designed quarterly eight-week glassblowing and flame-working classes for service members and veterans with psychological health conditions and traumatic brain injuries

Created safe and comfortable environments by beginning each class with a meal to build camaraderie

Partnered with the Warrior Transition Battalion (WTB) and JBLM to recruit students interested in the class

IMPLEMENT, OBSERVE, AND ADAPT

Difficulty with recruiting students (due to downsizing of military in 2014) led to the expansion of the program to include service members outside of the WTB

Developed a partnership with the Veterans Affairs American Lake healthcare system to create a pipeline of interested participants

Success of the program led to plans to scale and replicate similar programs in museums in Virginia and Maryland

KEY CONSIDERATIONS: CULTURAL COMPETENCY AND PROGRAM DESIGN

Librarians, museum staff, and others who have begun to engage in this work noted two particularly critical areas to success — cultural competence and program design. As you begin developing your offering:¹²

- Acknowledge and understand cultural differences:** The military culture is significantly different from civilian culture. Research shows that there is often a perceived disconnect between the military and civilian worlds.¹³ Civilians may believe that *all* veterans experienced active combat, that all veterans understand how to navigate veterans' benefits systems, and that all veterans are open to identifying themselves as such, when in reality, this
- Be thoughtful about program design:** Some of the examples highlighted above, including Veterans Connect @ the Library initiative, rely on a group of veteran volunteers to design and run programs in a thoughtful and appropriate way. From considering the physical environment to being familiar with military language, it is always important to make your target audience feel comfortable, welcomed, and included.

might not be the case for everyone. Recognizing the disconnects can help build rapport and trust with your communities. For additional information on building cultural competency, see Kristen Mulvihill's and Sarah LeMire's book, *Serving Those Who Served: Librarian's Guide to Working with Veteran and Military Communities*.

Authentic Engagement Often Requires Specific Cultural Competencies

ADVICE PRACTITIONERS SHARED ON CULTURAL COMPETENCY:

Don't ask, "Are you a veteran?"	Perceptions of what it means to be a "veteran" vary from individual to individual. Rather than assume someone identifies as a veteran, ask "Have you served in the military, the National Guard, or the Reserve?"
Be careful with, "Thank you for your service."	Military experiences are diverse: service members could have very positive or sometimes traumatic experiences while in service. Individuals may not always want to have attention called to their military experience
Acknowledge veterans' individual strengths	Veterans are a strong, capable, and resilient population. Use asset-based approaches and leverage veteran strengths
Empathize with veterans' experiences	Listening is key to authentic engagement. Without minimizing, offering false equivalence, or judgement, listen and be mindful of reactions and the types of questions you ask

ADVICE PRACTITIONERS SHARED ON PROGRAM DESIGN:

Create welcoming environments	Create spaces that avoid loud noises, bright lights, or large crowds. Intimate settings that are open and welcoming, without calling too much attention to veterans, are often more comfortable
Emphasize collaboration & team-based approaches	The military community is service-driven and strongly values teamwork. Creating programs that emphasize these qualities can help provide opportunities for veterans to support one another and form new connections
Learn about military culture	Military culture is different from civilian culture. Familiarize yourself with the different branches and the military language to help build understanding of the diversity of military experiences and to build rapport and trust with the individuals you engage

ADVICE FROM THE FIELD

Museums and libraries that have developed services, programs, and other mechanisms to engage with veterans and military families have learned many lessons in their work:¹⁴

- **Know your audience.** Even though there are many similarities between the military community and other communities you may serve, the military population is unique. Also, cities and regions across the country are different, so the same approach may not be replicable everywhere. Learn what your community thinks, needs, and desires. Consider their voice.
- **Think long term.** Quick solutions can be attractive, but think about how you are prepared for new patterns, habits, and appetites that are created as your programs or services develop. Think about blind spots and implications you might not see. Surround yourself with people who think about things in different ways.
- **Engage in a diverse array of partnerships.** Think about your unique position in the community, public, and other spaces. How can you find partnerships that can help you push out of your “box” and into new spaces?
- **Partner and collaborate.** Find out what is going on in your own community. Talk to your local Veterans Affairs office, find conversations you can join that you might not otherwise, and think about comprehensive solutions.
- **Don't do everything; focus on what you are good at.** What is your mission and role in your community? Do not try to become everything; figure out what you can do well based on your assets and expertise.
- **Be innovative.** How can you leverage assets you already have to engage different populations or in different ways?

As you begin to think about the most appropriate role for your institution, librarians and museum staff emphasize the importance of being strategic in this work. Consider not only how to use your unique assets, but also understand your positioning within the landscape of partners and where there may be gaps in support:¹⁵

- **You don't have to start something new.** There may be organizations in your community that are already providing effective services to this population.

Rather than starting from scratch, consider ways to complement, augment, and improve upon existing assets.

“The point of museums and libraries is not to duplicate services, but to be a conduit for information; to allow access to [relevant] information; to get military families or veterans who are far from the base the ability to access that information.”

“To me it's not about finding resources; there are many out there. The opportunity that I see for libraries and museums is of bringing those resources and people together.”

- **Military families may be a strategic point for engagement and support.** Libraries and museums fundamentally understand how to serve families as their core constituents. Since military and veteran service organizations support active duty service members and veterans, libraries and museums could instead focus on military families.

“Libraries and museums have the natural place to focus on the family and the non-veteran portion of the family. If we are going to place our limited resources, we can counter-balance what is provided to service members with what we provide to families.”

“Families are families and they have special stressors and constraints. Museums and libraries know how to serve families.”

CONCLUSION

There are many ways for libraries and museums to support and engage veterans and military families in their local communities, from connecting veterans with benefits and services, to narrating stories, to creating tailored programming. Begin with understanding the demographics and local context of the veterans and military families in your community. Consider where there are overlaps with your unique capabilities and assets as an institution. Taken together, you will uncover the most appropriate role for your museum or library to engage in this work.

ENDNOTES

1. In 2016, the Institute of Museum and Library Services launched the Community Catalyst Initiative geared toward identifying new ways for museums and libraries to strengthen community involvement. To learn more about the Community Catalyst work led by the IMLS and its partners, please read the IMLS [press release](#) and the recently published report, [Strengthening Networks. Sparking Change: Museums and Libraries as Community Catalysts](#).
2. In 2016, the IMLS launched Community Salute: Libraries and Museums Serving Veterans and Military Families to help strengthen museums and libraries' ability to develop community-based solutions in response to veterans and military families' needs. To learn more about IMLS and its partners, please read the IMLS [press release](#) and visit the Community Salute [blog](#).
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5. Craighill, Peyton, Scott Clement and Kennedy Elliot. "After the War: A Washington Post and Kaiser Family Foundation Poll," *The Washington Post* (2014), <http://www.washingtonpost.com/wp-srv/special/national/vet-poll/>; "The Military-Civilian Gap: War and Sacrifice in the Post-9/11 Era," Pew Research Center (2011), <http://www.pewsocialtrends.org/2011/10/05/war-and-sacrifice-in-the-post-911-era/>; Harrell, Margaret and Nancy Berglass. "Well After Service: Veteran Reintegration and American Communities," Center for a New American Security (2012); "2015 Annual Military Family Lifestyle Survey, Comprehensive Report," Blue Star Families (2015), https://bluestarfam.org/wp-content/uploads/2016/04/bsf_2015_comprehensive_report.pdf; Schafer, Amy, et al. "Passing the Baton: A Bipartisan 2016 Agenda for the Veteran and Military Community," Center for a New American Security (2015), <https://www.cnas.org/publications/reports/passing-the-baton-a-bipartisan-2016-agenda-for-the-veteran-and-military-community>; Cate, Chris. "Million Records Project: A Review of Veteran Achievement in Higher Education," Student Veterans of America (2014), https://studentveterans.org/images/Reingold_Materials/mrp/download-materials/mrp_Full_report.pdf; Guo, Christopher, Julia Pollack, and Melissa Bauman. "Ten Frequently Asked Questions About Veterans' Transitions," Rand Corporation (2016), http://www.rand.org/pubs/research_reports/RR1095.html; "Employment Situation of Veterans - 2015," Bureau of Labor Statistics, U.S. Department of Labor (2016), <https://www.bls.gov/news.release/pdf/vet.pdf>; Price, Jennifer. "Findings from the National Vietnam Veterans' Readjustment Study," National Center for Post-Traumatic Stress Disorder, United States Department of Veterans Affairs, <http://www.ptsd.va.gov/professional/research/bio/research/vietnam-vets-study.asp>; "Analysis of VA Health Care Utilization among Operation Enduring Freedom, Operation Iraqi Freedom, and Operation New Dawn," Office of Public Health, Department of Veterans Affairs (2015), <http://www.publichealth.va.gov/docs/epidemiology/healthcare-utilization-report-fy2015-qtr2.pdf>; Kemp, Janet. "Suicide Rates in VHA Patients through 2011 with Comparisons with Other Americans and Other Veterans through 2010," Veterans Health Administration (2014), http://www.mentalhealth.va.gov/docs/suicide_data_report_update_january_2014.pdf; Zarembo, Alan. "Suicide rate of female military veterans is called 'staggering,'" *Los Angeles Times* (2015), <http://www.latimes.com/nation/la-na-female-veteran-suicide-20150608-story.html>; FSG Interviews.
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7. FSG Interviews; Veterans Connect @ the Library website.
8. FSG Interviews.
9. FSG Interviews; Veterans History Project website.
10. FSG Interviews; Los Angeles County Museum of Art website.
11. FSG Interviews; Museum of Glass website.
12. Community Salute Town Hall, 16-17 November, 2016. San Antonio, TX; FSG Interviews. Note: The advice presented in this document was gathered from input from librarians, museum staff, and other experts in the field during a two-day workshop, Community Salute Town Hall, hosted by the IMLS in San Antonio, Texas.
13. Ninety-one percent of Americans say they have felt proud of the military, but 71 percent agree that they have little or no understanding of the military experience. "The Military-Civilian Gap: War and Sacrifice in the Post-9/11 Era," Pew Research Center (2011), <http://www.pewsocialtrends.org/2011/10/05/war-and-sacrifice-in-the-post-911-era/>.
14. Lugalía-Hollon, Michelle, San Antonio Area Foundation. Community Salute Town Hall, 16-17 November 2016. San Antonio, TX. Plenary Address.
15. Community Salute Town Hall, 16-17 November, 2016. San Antonio, TX; FSG Interviews. Note: The advice presented in this document was gathered from input from librarians, museum staff, and other experts in the field during a two-day workshop, Community Salute Town Hall, hosted by the IMLS in San Antonio, Texas.

FIGURE ENDNOTES

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1. FSG Interviews.

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1. FSG Interviews; Veterans Connect @ the Library website <http://calibrariesforveterans.org/index.html>.

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1. FSG Interviews.

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1. "Cultural Competence," RepWaVet.org <http://www.repwavets.org/cultural-competence-tips-for-working-with-veterans.html>; FSG Interviews.

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