

ABSTRACT: ALA/YALSA/COSLA 2017 LB21, National Forum Grant, Community Anchor

Abstract

The Young Adult Library Services Association (YALSA) in partnership with the Chief Officers of State Library Agencies (COSLA) will host a *National Forum on Transforming Teen Services Through Continuing Education* that brings together state library agency (SLA) youth consultants with thought leaders in libraries, youth development, afterschool programming, professional development, and more. This year-long effort, which will leverage both in-person and virtual discussions, will lead to the publication of a report outlining priorities in continuing education in teen services in public libraries.

Recent reports such as the Aspen Institute's "Rising to the Challenge: Re-Envisioning Public Libraries," and YALSA's IMLS-funded "The Future of Library Services for and with Teens: A Call to Action" outline a new vision for public libraries and teen services that can only be achieved by building the knowledge and skills of library staff. While some schools of library and information science are looking at how to re-imagine their curricula for pre-service library staff, it is also essential that at the same time there is a united effort to develop strategic directions for cultivating the skills of those already working in the field.

SLA staff play a critical leadership role in the development and delivery of library-related continuing education (CE) to front line library staff. By gathering together a youth services representative from each of the 50 SLAs and other key stakeholders to inform the development of a report that sets a national agenda on continuing education for teen services, YALSA and COSLA will achieve the first step toward developing a coordinated, efficient, and effective process for transforming teen services throughout the U.S., so that teen programs and services enhance civic and cultural engagement, facilitate lifelong learning, promote digital inclusion, and support economic vitality.

The need for this project is high: YALSA and COSLA have no knowledge of there ever being a national conversation on the topic of continuing education for teen services, and survey results of SLA staff indicate a strong demand for a national convening. In addition, this project is a logical next step to follow up YALSA's report, "The Future of Library Services for and with Teens: A Call to Action." The report calls on libraries to embrace a new vision for teen services, yet since the report was published in January 2014, YALSA member survey results show that many libraries have struggled with adopting the recommendations in the report, in no small part due to the knowledge and skill set of current front-line library staff, and the challenges they face in identifying and accessing appropriate CE opportunities.

Through initiatives such as the CE Connector Project, COSLA has a successful track record in bringing together SLA staff to explore the topic of CE, and to pursue strategies for collective action to enhance CE opportunities for library staff across the U.S. In turn, YALSA has previously convened a successful national forum, funded by IMLS, that led to a report which was well received in the library community. COSLA and YALSA, therefore, are both well positioned to co-host a successful year-long exploration into CE priorities in teen services and to produce a report that will have a national impact which will help public libraries take action to embrace their role as community anchors.

1. Statement of Need

The State of Public Libraries & Teen Services

While public libraries have traditionally had a focus on serving the community, within the last few years several seminal reports have been published that present a compelling case for the need for the nation's 17,000+ public libraries to embrace and expand their role as community anchors through facilitating lifelong learning, enhancing civic and cultural engagement, and supporting economic vitality. These reports emphasize that for this to be achieved there is a critical need for libraries to evolve, moving away from traditional practices that focus more inwardly on things like collections and space. For example, the Aspen Institute's 2014 report "Rising to the Challenge: Re-Envisioning Public Libraries" asserts that libraries are essential to success and progress in the digital age, but also acknowledges that fulfilling their new roles "will require library leaders, policy makers and community stakeholders to re-envision the public library."¹ In order to embrace this new vision for public libraries as community anchors, the report identifies a key challenge as being "building the capacity of the library field," and recognizes that state and national leadership and investment will be essential to coordinating and sustaining such an enterprise.²

While the Aspen Institute was examining public libraries, YALSA turned an eye to exploring the national environment for public library teen services as well as the needs of today's teens in their year-long IMLS *National Forum on Libraries and Teens*. This work led to the 2014 publication of, "The Future of Library Services for and with Teens: A Call to Action."³ (aka the Futures Report. The Executive Summary is in supporting document #2.) A focus of the report is a paradigm shift in teen services, which in many ways complements the work of the Aspen Institute. The paradigm shift is about focusing on an asset-based and youth-centered approach to developing teen outcomes in several key areas, which are encapsulated in the "Reimagined Library Services for and with Teens" infographic at www.ala.org/yalsa/teens-first. Reimagined libraries are community-based institutions teens can rely on to support them in pursuing expanded opportunities and in developing skills that will help them succeed in school and prepare for college, careers and life. The YALSA report notes "a central part of that shift is how library staff working with teens effectively serve the age group. Teens - many of whom have at their fingertips information and resources that just 25 years ago, were only available in physical library spaces - need widely different types of services, access, collections, space, and staff than ever before."⁴

The Needs of State Library Agency (SLA) Staff who Support Teen Services

SLA Youth Services Staff Snapshot

State Library Agencies (SLAs) in all 50 states and the District of Columbia provide leadership and services designed to foster and improve the delivery of library services. Less than half SLAs employ Youth Consultants (YCs), staff members responsible for supporting the needs of public library staff who work for and with children and teens. Most SLAs assign the responsibility of supporting public youth services library staff to an SLA staff person who may not have expertise in this area and who also has other duties unrelated to youth services. In an August 2016 YALSA survey of SLA staff with responsibility for youth services, (see supporting document #4 for survey results). 43% of the 44 respondents reported having a non-youth focused title, such as "Public Services Assistant."⁵

YCs and other SLA staff with responsibility for supporting public library staff do not work directly with children and teens, but instead help with planning, collection development, programming, promotion, collaboration with schools, and other aspects of work with children, teens and families, often providing workshops and other training to public library staff. Examples include the Kids First Conference sponsored biennially by the Iowa State Library, and the annual Teen Summit sponsored by the Massachusetts Library System to build front line library staff skills and community. In 2016

¹ Garmer, Amy K. *Rising to the Challenge: Re-envisioning Public Libraries*. Rep. The Aspen Institute, Oct. 2014. Retrieved January 9, 2017 from <http://csreports.aspeninstitute.org/documents/AspenLibrariesReport.pdf>

² Ibid.

³ Braun, L. W., Hartman, M. L., Hughes-Hassell, S., & Kumasi, K. *The Future of Library Services for and with Teens: A Call to Action*. YALSA, January 2014. Retrieved January 7, 2017, from http://www.ala.org/yaforum/sites/ala.org.yaforum/files/content/YALSA_nationalforum_final.pdf

⁴ Ibid

⁵ YALSA. *State Library Agency Youth Consultants Feedback*, August 2016. Retrieved December 12, 2016 from <https://www.surveymonkey.com/results/SM-RW9CFKHF/>

YCs in Michigan and Pennsylvania contracted with YALSA to purchase continuing education (CE) to support the professional growth of library staff in teen services.

Community

Unfortunately, youth focused SLA staff often work in isolation without connection to each other or to new teen services practices related to topics such as connected learning, college and career readiness, equity and inclusion, and digital citizenship. Currently, the main avenue for communication among these SLA staff is an email listserv set up by one of the YCs. They have no regular in-person meetings, although many do go to the Cooperative Summer Library Program meeting held each spring, which is supported by Demco/Highsmith. Ten YCs came to the 2016 YALSA Youth Services Symposium and an average of ten YCs come to ALA conferences. The Association of Specialized and Cooperative Library Agencies has a Youth Services Consultants Interest Group, but it is not active, and their meetings at ALA conferences often end up getting cancelled, because not enough YCs are available to attend. To YALSA's knowledge, YCs and other SLA youth services staff have not ever been convened to discuss teen services or continuing education. This lack of opportunity for community and engagement is a hindrance in the group's ability to create teen service-focused professional learning experiences within their state and aid in building a shared national agenda in this area.

Knowledge and Skill Building

For many youth services SLA staff, there is a lack of expertise in teen services that also hinders their ability to transform teen services. In the August 2016 YALSA survey a respondent summed up this issue, "[I have] limited personal experience with direct teen services, as I never worked as a teen librarian."⁶ Another respondent highlighted an obstacle typical for many SLA staff working in youth services, "I would like to get more training around teen services, but I have to pay out-of-pocket for all of my own professional development."⁷ Often the result of this limited experience and expertise is a heavier focus on children's services than teen services. Respondents also noted in the August survey the areas in which they needed to gain more expertise. The top four expressed needs were identifying ways to reach teens who are not traditional library users, using an outcomes-based approach in teen services, incorporating a connected learning approach to teen services, and developing community partnerships and community engagement strategies. This supports the 2014 CE needs assessment conducted by the Chief Officers of State Library Agencies (COSLA), which found that the number one unmet CE need was in "community relations."⁸

Following up on their previous survey of YCs and SLA staff with youth services responsibilities, in December 2016 (see supporting document #3 for survey results), YALSA specifically surveyed the group to learn how they had used the Futures Report; 88% of the respondents stated that they had read the document, and 65% stated that library staff in their state needed training to successfully carry out the recommendations in the report.⁹ Yet, only 5% of the respondents have developed training related to the report findings and recommendations and only 5% had directed funds to support the ideas and recommendations in the report.¹⁰

Operational Capacity & Leadership

Along with the challenges related to expertise, YCs and other SLA staff with youth services responsibilities face operational barriers to supporting teen services at the SLA level. 73% of the December survey respondents stated that time was the biggest barrier to supporting teen services, and 88% responded that budgets were a key barrier.¹¹ These capacity challenges specifically connect to the larger issue of leadership skills among SLA staff with youth services responsibilities. The need to enhance communication and other soft skills to work effectively with agency chief officers

⁶ YALSA. *State Library Youth Consultant IMLS Proposal Survey*. December 2016. Retrieved December 12, 2016 from. <https://www.surveymonkey.com/results/SM-RW9CFKHF/>.

⁷ Ibid.

⁸ COSLA *CE Needs Assessment 2014*. COSLA, 3 July 2014. Retrieved January 10, 2017 from http://www.cosla.org/documents/CE_Needs_Assessment_Report.pdf

⁹ YALSA. *State Library Youth Consultant IMLS Proposal Survey*. December 2016.

¹⁰ Ibid.

¹¹ Ibid

and other SLA staff is evident. Expanding the leadership skills of SLA youth services staff will help guarantee that they have the supports necessary to move forward with transforming library teen services.

Because of the challenges around knowledge and skills, community, and operational capacity and leadership, SLA staff who work on youth services recognize that teen services in their state suffer. 75% of the August survey respondents indicated that in their opinion the quality of library teen services in their state was only “fair” (9% rated them “poor”).¹²

The Needs of Public Library Staff

IMLS data on small libraries shows that 6,909 of the nation’s 17,000+ public libraries have an average staff of 2.5 FTE.¹³ As a result, many library staff are “generalists” who are expected to effectively serve all age groups. However, this is increasingly a challenge, in part due to issues such as the call for public libraries to embrace a new role as community anchors, the changing needs of teens, and capacity.

Yet, there are local library staff moving ahead with innovative services for and with teens to help the age group gain the skills required to succeed in school and prepare for college careers and life. For example, the Onondaga Free Library in Syracuse, NY, staff works with community partners and a middle school librarian to develop programs that help adolescents develop computational thinking skills. However, due to barriers in library staff skill and knowledge in how to move the work forward, widespread progress in implementing the recommendations in the Futures Report has not occurred. In a summer 2016 survey (see supporting document #6 for survey results) of YALSA members, who are presumably the most knowledgeable about the report, only 49% said they had made progress toward “discovering community needs and seeking out community partners to engage with to support those needs.”¹⁴ Additionally, 61% of respondents indicated needing help with “identifying resources that support the diverse needs of the library’s community.”¹⁵

The Needs of Teens

The move to a community anchor role for public libraries and need to support teens in new ways is brought to the forefront by national data including the 2016 nation’s “report card” from the National Assessment of Educational Progress (NAEP) which reported that “just under 40 percent of high school seniors score at college and career ready levels. ‘College and career ready’ means these scores strongly predict whether students will be able to succeed at college-level academics, or with on-the-job training in a position requiring only a high school diploma.”¹⁶ Along with college and career readiness, today’s young people are facing serious challenges that they cannot overcome on their own. An extensive body of research has documented the “achievement gap” between white and Asian students and African American and Latino/a students. Students from low-income households are disproportionately represented in failing schools. Bullying, teen depression, violence, and eating disorders are on the rise in many communities.¹⁷ Libraries, in their role of community anchors, need to help to address these issues.

Solution

COSLA and YALSA recognize that significant opportunities for advancement in CE exist through collective action, including effective sharing and leveraging of resources, co-development of new programming, and participation in

¹² Ibid.

¹³ Swan, Deanne W., Justin Grimes, and Timothy Owens. *The State of Small and Rural Libraries in the U.S.* Institute of Museum and Library Services, Sept. 2013. Retrieved from the web January 10, 2017 from https://www.ims.gov/assets/1/AssetManager/Brief2013_05.pdf

¹⁴ *YALSA Member Baseline Survey*. YALSA June 2016. Retrieved December 12, 2016 from <https://www.surveymonkey.com/results/SM-RW9CFKHF/>

¹⁵ Ibid.

¹⁶ Kamenetz, A. (2016, April 27). *Most High School Seniors Aren't College or Career Ready, Says 'Nation's Report Card*. Retrieved January 7, 2017, from <http://www.npr.org/sections/ed/2016/04/27/475628214/most-high-school-seniors-arent-college-or-career-ready-says-nations-report-card>

¹⁷ Braun, L. W., Hartman, M. L., Hughes-Hassell, S., & Kumasi, K. *The Future of Library Services for and with Teens: A Call to Action*.

national initiatives. Therefore, YALSA will partner with COSLA to address the expertise and broader capacity challenges faced by SLA youth services staff via the *National Forum on Transforming Teen Services Through CE*. As a result of this project COSLA, YALSA, and SLA staff with youth responsibilities will be positioned to take the next active step in making sure the paradigm shift in teen services is embraced in libraries across the U.S., because 1) COSLA and YALSA will disseminate a report and set of supplementary materials that sets a national agenda prioritizing teen services CE needs and outlining opportunities for SLA youth services staff to gain skills needed to train public library staff in teen services; 2) SLA youth services staff will gain an understanding of the teen services CE supports needed by front line staff; and 3) chief officers of SLAs will be able to articulate the value of providing supports to library staff across their state in the area of teen services.

2. Project Design

The project design focuses on a 12 month 4-phase effort (see the Schedule of Completion for a full timeline) that includes:

1. Virtual and face-to-face information gathering and discussions
2. A 1.5-day face-to-face Summit that will take place in November 2 – 3, 2017, just prior to the YALSA Young Adult Services Symposium in Louisville, KY
3. Reflecting on and testing assumptions and findings
4. Design, testing, and dissemination of a final report and supplementary materials that prioritizes teen services CE needs and describes the SLA assets and barriers in supporting CE in teen services

The report will include a set of recommendations and a vision for SLA youth services staff training that will give these staff the direction needed to move ahead with teen services CE geared to public library staff. In this process, by working with the chief officers of SLAs and their youth services staff, YALSA will also help to increase opportunities for SLA staff to collaborate and leverage connections among and between them. This will ultimately lead to the enhanced ability of public library staff to develop and implement high quality teen services across the U.S.

The design and overall implementation will be the responsibility of a core project team. Beth Yoke, YALSA Executive Director, will be the grants administrator and responsible for managing internal YALSA operations related to this project and assume all budgetary responsibility. Linda W. Braun, Learning Consultant at LEO: Librarians & Educators Online, will serve as project manager and in that role, oversee the logistics of implementing of all project phases. Maureen Hartman, Division Manager, Strategic Services at the Hennepin County Library, will co-design the agenda for, and facilitate, our Summit. Ryan Martinez, Independent Instructional Designer and Educator will serve as the project evaluator and work with the team on developing protocols and implementing evaluation activities. Linda and Maureen are two of the four co-authors of YALSA's Futures Report. For more details about the project team, see List of Key Project Staff.

Project activities (see the impact section for more information on project goals, their connection to IMLS agency level goals, and evaluation methods) will answer the following framing questions which serve as our project objectives:

1. What are the most critical content areas related to the paradigm shift in teen services that require public library staff to gain new skills and knowledge?
2. What strategies must SLA youth services staff put in place to build competence and confidence in the critical content areas identified in #1, so to provide quality CE and supports to library staff in their state?
3. What leadership skills must SLA youth services staff develop to leverage relationships with other SLA staff to overcome operational challenges and manage change?
4. What are the ways in which CE models, best practices, and relationships with other organizations can be best leveraged to support the development of SLA youth services staff related to teen services?
5. What unique assets and challenges do SLA youth services staff face in supporting library staff in teen services?

6. How do SLAs best develop CE for teen services that is sustainable and responsive to variations in demographics, communities, and teen needs?

The potential challenges and risks associated with finding answers to the above questions include: the ability to guarantee participation by all 50 states in the Summit, being able to engage with a majority of chiefs of SLAs in order to affect change, YALSA and COSLA's ability to create an opportunity for learning that encourages SLA youth services staff to embrace the ideas related to the paradigm shift in teen services, providing supports needed to help SLA youth services staff to manage a process of continuous learning for themselves, SLA staff turnover, and a general loss of momentum over the year. Having successfully led an IMLS National Forum in 2013, YALSA has the knowledge and experience necessary to effectively manage the challenges and risks related to this project. We have used our past experience to carefully design the project and take proactive steps, such as assembling an advisory board made up of a diverse group of library and youth development stakeholders. Through building and leveraging relationships with key stakeholders and SLA staff and chief officers, we will be able to surmount these risks and leverage a responsive mindset to make changes to the project plan as needed. We will also manage challenges and risks through an ongoing evaluation process that allows us to respond quickly to previously unforeseen barriers and opportunities. As a result, YALSA and COSLA will successfully complete the project having 1) developed strong relationships between and among SLAs, SLA youth services staff, and youth development stakeholders; 2) increased understanding of as well as made forward movement in actively planning for teen services CE; and 3) facilitated the development of leadership, confidence, and competence in SLA youth services staff in transforming teen services through CE (see the impact section for measures of success).

Total funding for the project is \$124,469 with \$99,784 requested from IMLS and \$24,685 provided by YALSA. This total funding will cover costs associated with all phases of the project: consultant contracts; travel to the Summit by the 50 SLA youth services staff, core team members, YALSA staff, speakers, and facilitators; virtual meetings; report writing; design and testing of recommendations; community feedback; and dissemination. For details, see the Budget Justification and IMLS Budget Form.

Phase 1: June 1 - October 31, 2017

Information Gathering & Planning

The project launches in June 2017 with the convening of an advisory board. The members of this board include representatives from various stakeholder groups that bring expertise in understanding the needs of SLA youth services staff and the library staff they serve. The work of the advisory board will be conducted primarily through conference calls, email, and virtual meetings using tools such as Google Docs and Zoom. We will host a focus group with SLA chief officers and another focus group with SLA youth services staff at the June 2017 ALA Annual Conference in Chicago as a part of the relationship building and information gathering prior to the November Summit.

The design and development of 1.5-day Summit is a part of phase 1 and consists of finalizing topics and speakers, formalizing contracts with speakers, inviting SLA youth services staff (1 rep from each SLA), building relationships with participants and attendees, selecting pre-reading for Summit attendees, managing site logistics, and organizing travel and meals for attendees. It should be noted that many activities related to the Summit, are already being addressed through the usual planning of YALSA's YA Services Symposium, and will be handled by a YALSA staff member who has 15+ years' experience in meeting planning. During phase one the advisory board and core team will also review and analyze existing models of professional learning geared to those in education and youth development fields (for example the ASCD "Sustaining Change with Capacity-Building Professional Development," STEM Teaching Tools developed by the University of Washington Institute for Science and Math Education, and materials developed by the Educopia Institute and the Coalition to Advance Learning¹⁸). The core project team and advisory board will look at these models to identify

¹⁸ ASCD: *Sustaining Change with Capacity Building Professional Development* available at http://www.ascd.org/ASCD/pdf/siteASCD/OSCB_fact_sheet.pdf, *STEM Teaching Tools* available at <http://stemteachingtools.org/>, Educopia Institute available at <https://educopia.org/deliverables/nexus-lab-layers-leadership-across-libraries-archives-and-museums-september-2016-draft>, *Coalition to Advance Learning in Libraries, Archives and Museums* available at <http://www.coalitiontoadvancelearning.org/>

best practices and successful implementation examples. It will also help the project team and advisory board to plan Summit content that supports thinking required to design teen services oriented professional learning for implementation across the U.S.

The following have been invited to act as an advisory board for this project (*participation confirmed):

Advisor Name	Affiliation	Title	Relevant Expertise
TBN: SLA chief officer	COSLA		State library agencies
Amy Garmer	Aspen Institute	Director of the Aspen Institute Dialogue on Public Libraries	Public libraries
Wendy Hancock*	Association of Science and Technology Centers	Manager, Professional Development Services	Museums, CE development
Dixie Ching	NYU	Post-doctoral researcher, Educational Communication and Technology, and a co-Project lead for the HIVE Research Lab	Community partnerships, connected learning, informal learning
Sandra Hughes-Hassell*	University of North Carolina	Professor, School of Information and Library Science	School Libraries, social justice and equity, CE development
Peter Kirschmann*	Computer Clubhouse	Catalyst Program Manager	Digital learning, out of school time, museums, teens
Renee McGrath*	Nassau Library System	Youth Services Manager	Libraries, youth programming, out of school time, CE development
Lucinda Presley*	Innovation Collaborative	Chair & Executive Director	STEAM, humanities, afterschool
Tessa Schmidt*	Wisconsin State Library	Youth and Inclusive Services Consultant	State library agencies, youth services
Mega Subramaniam*	University of Maryland	Associate Professor & Associate Director, Information Policy & Access Center	LIS programs, CE development

Learning from and with Chief Officers of State Library Agencies

In the December 2016 YALSA survey of SLA youth services staff, 53% of those responding noted that a major barrier to moving the Futures Report recommendations forward in their state was SLA buy-in. Similarly, as noted above, 88% stated that funding was a barrier and 73% noted that time was a barrier.¹⁹ Addressing the challenge of SLA youth services staff capacity relating to teen services requires that others within the agencies in which YCs work must be a part of the solution. YALSA therefore recognizes that to achieve success with this project, the chief officers of each SLA must have a role and the opportunity to provide feedback and recommendations related to the work undertaken through this project. To start this process, the core project team will work closely with COSLA and plan to meet with the chief officers during

¹⁹ YALSA. *State Library Youth Consultant IMLS Proposal Survey*. December 2016.

a focus group at ALA Annual as well as at the chief officers fall 2017 meeting and/or in small virtual groups. These meetings, which will include information gathering, will help in developing a plan for the conversation that will take place at the 1.5-day Summit in November 2017.

Phase 2: November 2017

1.5 Day Summit

The result of the phase 1 process will be a 1.5-day Summit for SLA youth services staff from all 50 states and invited stakeholders. One representative from each SLA whose responsibility is all or in part focused on teen services will be invited to the event. Members of the advisory board will also be asked to attend the Summit. These members bring a diverse set of experiences and expertise both inside and outside of libraries, and as a result will help to expand the voices at the table during the Summit. The project funding will provide full travel support for all attendees (flight and hotel) along with working meals that take place during the 1.5-day Summit.

The Summit will be a working meeting that incorporates small group discussions and activities, large group discussions, and speakers and panelists. Prior to the event, participants will be asked to review materials pre-selected by the Advisory Board and Summit Facilitator to help them prepare for the discussions ahead. At the Summit, participants will be divided into working groups and will engage in facilitated discussions. The Summit facilitator, Maureen Hartman, will be assisted by seven YALSA members who will serve as facilitators for the small group discussions (see supporting document #5 for names and bios of facilitators). Presentations and discussions at the Summit will focus on answering the project’s framing questions listed above. Summit presentations will be recorded. These presentations will set the stage for the small group discussions that will follow each segment of the Summit.

Small group facilitators, along with the core project team, will meet at the end of each day to review the ideas, questions, etc., generated during the Summit and to identify gaps that need to be addressed.

The Summit will be scheduled for all day Thurs., November, 2, and for half a day on Fri., November 3. This is just before the YALSA Symposium begins and allows Summit attendees who can stay on, to participate in the full Symposium. This Summit is modeled after and incorporates effective practices from YALSA’s successful 2013 *National Forum on Libraries and Teens*.

Draft Summit Agenda

Day 1	
Time	Activity
8:00 to 8:30 AM	Registration, continental breakfast, and self-reflection activity
8:30 to 9:00 AM	Welcome, overview of the day & report out from self-reflection
9:00 to 10:30 AM	What are the key elements required for re-envisioning teen services, and what implications might these have for CE? A panel made up of SLA and non-library organization staff. Potential Panelists: Mega Subramaniam from the University of Maryland iSchool, Dustin Stiver of the Sprout Fund, and Peter Kirschmann of Computer Clubhouse
10:30 to 11:00 AM	Break
11:00 AM to Noon	Small group facilitated breakouts - What assets do state libraries and SLA youth services staff bring to the table to lead transforming teen services through CE?

Noon to 1:30 PM	Lunch with speaker answering the question: How do we support a growth mindset to develop public library teen services? Potential Speaker: George Couros, author of Innovator’s Mindset.
1:30 to 3:00 PM	How do we effectively manage the change required to provide the CE needed to support the transformation of library services for and with teens? Potential speaker: TBN
3:00 to 3:30 PM	Break
3:30 to 4:30 PM	Small group facilitated breakouts on building mindsets and change processes to support teen services transformation
4:30 to 5:00 PM	Closing
6:00 to 8:00 PM	Dinner speaker answering the question: How do we leverage relationships and forge partnerships, and lead the way in re-envisioning teen services at the state level? Potential speaker: Dixie Ching, post-doctoral researcher, Educational Communication and Technology, NYU and a co-Project lead for the HIVE Research Lab
Day 2	
8:00 to 8:30 AM	Continental breakfast
8:30 to 9:00 AM	Follow-up from previous day with question and answer session
9:00 to 10:30 AM	What does successful expertise building through CE look like? Potential speaker: Juan Rubio, Digital Media and Learning Program Manager, Seattle Public Library
10:30 to 11:00 AM	Break
11:00 AM to 12:30	Working groups participating in initial planning on developing the report that sets the national agenda for continuing education for teen services
12:30 to 1:00 PM	Closing & next steps

Phase 3: December 2017 - February 2018

Developing Understanding & Testing Assumptions & Recommendations

Following the Summit, the core project team will organize a series of virtual discussions and learning opportunities that further explore some of the ideas uncovered during the Summit. The team will work closely with the advisory board, chief officers of SLAs, and a group of SLA youth services staff who will be tapped to consider such topics as effective approaches to CE. We will connect with the different stakeholder groups virtually using Zoom and Google Docs to gather more information and to test out some of our theories and assumptions. These connections may include: virtual town halls on topics that surfaced during the Summit as needing further investigation, brainstorming and building sessions in which SLA youth services staff and public staff come together virtually with the chance to consider exactly what they need to move the work ahead. Staff from organizations outside of libraries, for example, the Afterschool Alliance and CASEL (Collaborative for Academic Social Emotional Learning) will be invited to join the sessions as participants and/or facilitators. The chiefs of SLAs will again be asked for specific feedback in areas related to topics such as barriers to implementation, funding, staffing, and sustainability. They will also be solicited, for recommendations on how best to overcome stated barriers to meet the teen oriented professional learning needs of library staff in their state. Exact

discussion topics, speakers/facilitators, audiences, etc. are not pre-determined to allow for an iterative process based on the outcomes from the Summit.

Phase 4: February - May 2018

Writing, Design, and Dissemination of Final Report and Recommendations

Phase 4 will replicate several steps YALSA successfully engaged in when writing, revising, and disseminating the Futures Report. Once all materials from the first three phases of the project have been gathered, a collaborative team made up of the project manager, an SLA youth services staff member, an advisory board member, and a library school faculty member will work to draft final project materials which will include a report along with supplementary resources such as infographics and videos.²⁰ As the team responsible for developing the final products is assembled, we will work to make sure that we develop a group that brings diverse experiences and backgrounds to the table. The draft report will be available for comment to the advisory board and all the SLA youth services staff and chief officers. Following this initial comment phase, and a short revision process, a second draft of the materials will be posted on the project website for a specified public comment period for broader input. A series of questions will be posed for commenters who will respond via an online form. Once outside comments are received and evaluated, the report and recommendations will be finalized by the report authors.

Finalized materials will then be disseminated to all SLAs and YALSA and COSLA will co-host a series of webinars to talk with SLA chief officers, youth services staff, and CE coordinators to discuss implementation, reporting, and next steps. In the webinars and follow-up with participants and stakeholders, we will demonstrate how the materials produced constitute a call to action for SLAs, SLA youth services staff, CE providers, and public libraries.

The full set of materials and recommendations will outline for the library and education communities and youth development stakeholders a forward-thinking approach to providing CE that enables SLA youth services staff to advance in training library staff around teen services topics throughout the U.S. The materials will also provide SLA staff inspiration for moving this approach forward in a sustainable and responsive fashion.

3. Diversity Plan

By inviting SLA youth services staff from all 50 states, YALSA and COSLA hope to ensure broad diversity in terms of public library types and capacities, as well as broad representation of the diverse communities they serve. Throughout the project year YALSA will seek advice and feedback from advisory board members as well as from SLA youth services staff and chief officers to ensure that the project meets diversity goals. YALSA has demonstrated a commitment to the needs of diverse teens and expanding diversity in the teen services profession through the work of groups such as the Cultural Competence Task Force and the YALSA Board Diversity Task Force. The association's 2016 - 2017 Implementation Plan includes cultural competence within the profession, and the association, as a central area of focus.²¹ YALSA is committed to ensuring the needs of as many communities as possible are met throughout the year-long project. This includes, but is not limited to, sensitivity to accessibility, including in virtual discussions, and ensuring the web site is Section 508 compliant as are Summit handouts and other resources for participants end users. YALSA will look to its stakeholders and outside agencies to fill any obvious gaps in meeting these needs.

4. National Impact

The *National Forum on Transforming Teen Services Through CE* will develop a report that sets a national agenda for teen services CE and in the process, help to increase the teen services expertise of SLAs, build community among SLA youth services staff across the U.S., and change attitudes and perceptions related to inclusion of teen services in SLAs. YALSA

²⁰ Examples of the style and format of final materials YALSA may produce include *Room to Rise: The Lasting Impact of Intensive Teen Programs in Art Museums* available at <http://whitney.org/Education/Teens/RoomToRise>, and *America After 3PM* materials from the Afterschool Alliance available at <http://www.afterschoolalliance.org/AA3PM/>

²¹ YALSA. *2016 – 2017 Implementation Plan*. Accessible from <http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/ImplementationPlan.pdf>

will work with an evaluator who in phase 1 will develop protocols and tools for measuring outcomes and determining success. Evaluation components will be implemented throughout each phase of the project with different protocols used based on activities in process. The project goals and framing questions (listed above) support the IMLS agency learning goal in the following ways:

IMLS Goal: Train and develop museum and library professionals.

Project Goal: Armed with the new report/national agenda, all levels of staff at SLAs will support the ongoing need for providing high quality service to library staff serving teens that is prioritized and focused on the most critical needs as identified in the report/national agenda. [describes changes in relationships, leadership, and interactions between SLA non-youth services staff and youth services staff. Outcome success measured through interviews and focus groups of chief officers of state library agencies and SLA youth services staff regarding changes in behaviors and attitudes.]

Project Goal: SLA youth services staff across the U.S. develop strategies for supporting assets and overcoming barriers to address learning needs of teen library staff in their state. [describes the changes in comfort, confidence, and expertise in designing and implementing teen service CE for public library staff. Outcome success measured through interviews, focus groups, surveys and case studies of SLA youth services staff asking about changes in provision of teen services supports, attitudes about that work, and plans for moving forward with teen services CE.]

Project Goal: SLA youth services staff across the U.S. are positioned to take the lead in guaranteeing that public library staff have the knowledge and skills needed to advance teen services. [describe changes in attitudes and behaviors in implementing a teen focused program of service. Outcome success measured in number of CE opportunities provided, plans for moving forward with teen services CE.]

IMLS Goal: Support communities of practice

Project Goal: SLA youth services staff across the U.S. develop strategies for working together in continuous learning and in designing and implementing library teen service CE. [describes the changes in number and type of conversations that take place, formats of conversations used, and successful implementation of shared activities. Outcome success measured by numbers of conversations, observations of conversations, and analysis of resulting and/or planned for CE materials]

Following the completion of this project and with a report in hand that outlines a national agenda for teen services CE, YALSA and COSLA will be well-positioned to continue their work with YCs and chief officers of SLAs by supporting ongoing CE needs. The associations will also continue to collaborate on seeking funding and support for programs that move this work forward. Methods that might be employed include: hosting virtual and face-to-face meetings with SLA youth services staff and the chief officers to discuss teen services related topics, developing a train the trainer program for SLA youth services staff to extend knowledge and skills, and co-designing (with SLA youth services staff) customizable professional learning modules for public teen library staff.

DIGITAL PRODUCT FORM

Introduction

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded digital products (i.e., digital content, resources, assets, software, and datasets). The products you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and re-use by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products can be challenging. Because technology is dynamic and because we do not want to inhibit innovation, we do not want to prescribe set standards and practices that could become quickly outdated. Instead, we ask that you answer questions that address specific aspects of creating and managing digital products. Like all components of your IMLS application, your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.

Instructions

You must provide answers to the questions in Part I. In addition, you must also complete at least one of the subsequent sections. If you intend to create or collect digital content, resources, or assets, complete Part II. If you intend to develop software, complete Part III. If you intend to create a dataset, complete Part IV.

PART I: Intellectual Property Rights and Permissions

A.1 What will be the intellectual property status of the digital products (content, resources, assets, software, or datasets) you intend to create? Who will hold the copyright(s)? How will you explain property rights and permissions to potential users (for example, by assigning a non-restrictive license such as BSD, GNU, MIT, or Creative Commons to the product)? Explain and justify your licensing selections.

<http://us.creativecommons.org/>

We will assign the “Attribution-Noncommercial-No Derivatives 4.0 International License” to the content created by the project, as we have with materials from previous grant funded projects.

A.2 What ownership rights will your organization assert over the new digital products and what conditions will you impose on access and use? Explain and justify any terms of access and conditions of use and detail how you will notify potential users about relevant terms or conditions.

All resources will be made freely available via the YALSA web site as they are developed and refined during the project. We will not impose any restrictions to access or conditions of use.

A.3 If you will create any products that may involve privacy concerns, require obtaining permissions or rights, or raise any cultural sensitivities, describe the issues and how you plan to address them.

It is possible that images or video footage of the in-person summit and virtual events prior to and following the summit will be incorporated into the final report or supplemental video promoting the report. Before arrival at the event, all summit attendees will be asked to sign and submit a consent form granting permission of use of their image for these two purposes. If any attendees choose not to sign the form, they will not be photographed or videotaped.

Part II: Projects Creating or Collecting Digital Content, Resources, or Assets

A. Creating or Collecting New Digital Content, Resources, or Assets

A.1 Describe the digital content, resources, or assets you will create or collect, the quantities of each type, and format you will use.

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A.2 List the equipment, software, and supplies that you will use to create the content, resources, or assets, or the name of the service provider that will perform the work.

- Zoom video conferencing platform
- MS Office
- Drupal
- Word Press
- iMovie
- Piktochart
- Google Drive
- WordPress

A.3 List all the digital file formats (e.g., XML, TIFF, MPEG) you plan to use, along with the relevant information about the appropriate quality standards (e.g., resolution, sampling rate, or pixel dimensions).

It is envisioned that the report will be provided as a .pdf file, video will be hosted on YouTube, and images infographics will be available in pdf and image formats (png and/or jpg). The goal is to deliver high quality content in a low-tech format, to accommodate libraries who may not have access to the newest hardware or broadband. YALSA complies with all quality standards put forth by ALA, including accessibility standards.

B. Workflow and Asset Maintenance/Preservation

B.1 Describe your quality control plan (i.e., how you will monitor and evaluate your workflow and products).

YALSA staff will consult ALA's IT Department as needed to ensure all digital products meet accepted practice and are accessible and ADA compliant. The Project Manager will work with key project team members, including YALSA staff and project consultants responsible for overseeing the development of the materials, to ensure that digital products are completed on schedule and meeting the needs of participants. Based on participant feedback, the Project Manager may make adjustments as needed. In addition, the evaluator will take digital content into consideration when conducting a formative evaluation of the project.

B.2 Describe your plan for preserving and maintaining digital assets during and after the award period of performance. Your plan may address storage systems, shared repositories, technical documentation, migration planning, and commitment of organizational funding for these purposes. Please note: You may charge the federal award before closeout for the costs of publication or sharing of research results if the costs are not incurred during the period of performance of the federal award (see 2 C.F.R. § 200.461).

The resources and web content will be housed on servers provided by ALA/YALSA and on YouTube, and these materials will be publicly available as they are completed for the project. It is envisioned that the resources will remain available indefinitely, should such a time come when they are obsolete, they can be archived through the University of Illinois' online repository which was created for ALA archival material.

C. Metadata

C.1 Describe how you will produce any and all technical, descriptive, administrative, or preservation metadata. Specify which standards you will use for the metadata structure (e.g., MARC, Dublin Core, Encoded Archival Description, PBCore, PREMIS) and metadata content (e.g., thesauri).

Technical and descriptive metadata will be produced for the resources, as appropriate. Some technical metadata

will be automatically generated by virtue of saving the resources as Word documents or .pdf files. Additional technical metadata will be developed by staff, as appropriate. At this time it is anticipated that Dublin Core Metadata Element Set will be used and that a list of keyword terms specific to these resources will be developed for consistent use across all platforms.

C.2 Explain your strategy for preserving and maintaining metadata created or collected during and after the award period of performance.

Once created, YALSA's web master will strive to ensure that the metadata is preserved on the site. YALSA's web master will work with ALA's IT Department to ensure that metadata is preserved if/when the organization migrates to a different content management system.

C.3 Explain what metadata sharing and/or other strategies you will use to facilitate widespread discovery and use of the digital content, resources, or assets created during your project (e.g., an API [Application Programming Interface], contributions to a digital platform, or other ways you might enable batch queries and retrieval of metadata).

Posting YALSA's resources on its portion of the American Library Association's website, which has recently added a federated search component, giving the ability for YALSA to enter SEO keywords and search terms, enabling the public to easily search for and discover YALSA's resources. Content posted on YouTube will also be tagged to support easy searchability.

D. Access and Use

D.1 Describe how you will make the digital content, resources, or assets available to the public. Include details such as the delivery strategy (e.g., openly available online, available to specified audiences) and underlying hardware/software platforms and infrastructure (e.g., specific digital repository software or leased services, accessibility via standard web browsers, requirements for special software tools in order to use the content).

- The goal is to deliver high quality content in a low-tech format, to accommodate libraries who may not have access to the newest hardware or broadband; therefore, it is not envisioned that special software tools will be needed to access or use content.
- The software platform for ALA/YALSA website is Drupal
- Content posted on the YALSA site and YouTube will be accessible across all browsers

D.2 Provide the name(s) and URL(s) (Uniform Resource Locator) for any examples of previous digital content, resources, or assets your organization has created.

- Mobile content: Teen Book Finder app, www.ala.org/yalsa/products/teenbookfinder
- Online community: <http://hq.yalsa.net>
- Online database: <http://booklists.yalsa.net>
- Video content: <https://www.youtube.com/playlist?list=PLD4WeAdCmUhjNEjlAIElq7SghZwVCxUBW>
- Virtual discussions: <http://www.ala.org/yaforum/learn-about-report-and-its-implications-library-service>
- Web site: www.ala.org/yaforum
- Webinars: www.ala.org/yalsa/onlinelearning/webinar#free

Part III. Projects Developing Software

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A. General Information

A.1 Describe the software you intend to create, including a summary of the major functions it will perform and the intended primary audience(s) it will serve.

N/A

A.2 List other existing software that wholly or partially performs the same functions, and explain how the software you intend to create is different, and justify why those differences are significant and necessary.

N/A

B. Technical Information

B.1 List the programming languages, platforms, software, or other applications you will use to create your software and explain why you chose them.

N/A

B.2 Describe how the software you intend to create will extend or interoperate with relevant existing software.

N/A

B.3 Describe any underlying additional software or system dependencies necessary to run the software you intend to create.

N/A

B.4 Describe the processes you will use for development, documentation, and for maintaining and updating documentation for users of the software.

N/A

B.5 Provide the name(s) and URL(s) for examples of any previous software your organization has created.

N/A

C. Access and Use

C.1 We expect applicants seeking federal funds for software to develop and release these products under open-source licenses to maximize access and promote reuse. What ownership rights will your organization assert over the software you intend to create, and what conditions will you impose on its access and use? Identify and explain the license under which you will release source code for the software you develop (e.g., BSD, GNU, or MIT software licenses). Explain and justify any prohibitive terms or conditions of use or access and detail how you will notify potential users about relevant terms and conditions.

N/A

C.2 Describe how you will make the software and source code available to the public and/or its intended users.

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N/A

C.3 Identify where you will deposit the source code for the software you intend to develop:

N/A

Name of publicly accessible source code repository:

URL:

Part IV: Projects Creating Datasets

A.1 Identify the type of data you plan to collect or generate, and the purpose or intended use to which you expect it to be put. Describe the method(s) you will use and the approximate dates or intervals at which you will collect or generate it.

N/A

A.2 Does the proposed data collection or research activity require approval by any internal review panel or institutional review board (IRB)? If so, has the proposed research activity been approved? If not, what is your plan for securing approval?

N/A

A.3 Will you collect any personally identifiable information (PII), confidential information (e.g., trade secrets), or proprietary information? If so, detail the specific steps you will take to protect such information while you prepare the data files for public release (e.g., data anonymization, data suppression PII, or synthetic data).

N/A

A.4 If you will collect additional documentation, such as consent agreements, along with the data, describe plans for preserving the documentation and ensuring that its relationship to the collected data is maintained.

N/A

A.5 What methods will you use to collect or generate the data? Provide details about any technical requirements or dependencies that would be necessary for understanding, retrieving, displaying, or processing the dataset(s).

N/A

A.6 What documentation (e.g., data documentation, codebooks) will you capture or create along with the dataset(s)? Where will the documentation be stored and in what format(s)? How will you permanently associate and manage the documentation with the dataset(s) it describes?

N/A

A.7 What is your plan for archiving, managing, and disseminating data after the completion of the award-funded project?

N/A

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A.8 Identify where you will deposit the dataset(s):

N/A

Name of repository:

URL:

A.9 When and how frequently will you review this data management plan? How will the implementation be monitored?

N/A