Board Members Present:

President, Terri Grief
President-Elect, Leslie Preddy
Immediate Past President, Gail Dickinson
Treasurer, Robbie Nickel
Member-At-Large, Jody Howard
Member-At-Large, Steven Yates
Representative to Council, Val Edwards
Region 1 Director, Michelle Luhtala
Region 2 Director, Eileen Kern
Region 3 Director, Sara Thornbery
Region 4 Director, Kathy Carroll
Region 5 Director, Lisa Hathcock
Region 6 Director, Carlyn Gray
Region 7 Director, Jessica Gillis
Region 8 Director, Susan Nickel
Region 9 Director, Ken Stewart
ESLS Representative, Audrey Church
ISS Representative, Catherine Evans
SPVS Representative, Devona Pendergrass
Ex-Officio, Sylvia K. Norton

Staff Present:
Meetings Manager, Melissa Jacobsen (late)

Guest Present:
Katie Williams
Linda Weatherspoon

1. Call to Order/Roll Call
Terri Grief, President, called the meeting to order at 1:05pm PT on Friday, June 26, 2015. Sylvia K. Norton, Executive Director, conducted roll call.

2. Welcome/Introductions
Ms. Grief welcomed and thanked all of the voting and non-voting members for attending the meeting.

3. Approval of Agenda
The agenda was revised due to a delay in the delivery of board materials and approved.

4. Consent Agenda
Steven Yates motioned and Val Edwards seconded to approve the Consent Agenda.

>>APPROVED Consent Agenda

5. Affiliate Leadership Summit
President Terri Grief gave an overview of the Presidential Initiative, an Affiliate Leadership Summit taking place today, and invited board members to attend the end of it with her at the conclusion of the board meeting.

4. Executive Director Goals
Sylvia K. Norton reviewed her 2014-2015 goals and discussed the three goal areas she has set for the 2015-2016 year.

5. 2021 National Conference Site Selection
President Terri Grief indicated this would be a closed session due to contracts to be negotiated. AASL Meetings Manager Melissa Jacobsen presented slides on the requirements for exhibit space, sessions, and hotels and the final three cities as sites for the western region, next in the AASL rotation of sites. Steven Yates motioned to accept Salt Lake City, Utah for the 2021 site and Val
Edwards seconded.

>>APPROVED 2021 National Conference Site

6. AASL Material Packets
Sylvia Norton and Melissa Jacobsen reviewed the materials in the AASL packet and discussed the sponsorship brochure. Board members were each given envelopes with names of vendors to speak to about exhibiting at the AASL conference.

7. Region Reports
Regional directors reported on highlights in their reports followed by some discussion about unaffiliated states and expectations for the regional director role.

8. Book Discussion
The board read Race for Relevance by Harrison Coerver and Mary Byers. The book recommended a smaller, competency-based board. Discussion focused on the size of the AASL board with consensus that a smaller group has merit as people, ideas, and communications get lost in the size of the current board. Eliminating the positions by region (geography) as recommended in the book would reduce the size of board, but needs further discussion about the impact.

9. Adjournment
Val Edwards recommended that the meeting be adjourned at 3pm in order for the board to attend the Affiliate Leadership Summit. Sarah Thornbery seconded the recommendation.

>>APPROVED recommendation to adjourn meeting
AASL Board of Directors Meeting Minutes
2015 ALA Annual Conference, San Francisco, CA
Board II- Saturday, June 27th, Hilton San Francisco Union Square

**Board Members Present:**

President, Terri Grief
President-Elect, Leslie Preddy
Immediate Past President, Gail Dickinson
Treasurer, Robbie Nickel
Member-At-Large, Jody Howard
Member-At-Large, Steven Yates
Division Councilor, Val Edwards
Region 1 Director, Michelle Luhtala
Region 2 Director, Eileen Kern
Region 3 Director, Sara Thornbery
Region 4 Director, Kathy Carroll
Region 5 Director, Lisa Hathcock
Region 6 Director, Carlyn Gray
Region 7 Director, Jessica Gillis
Region 8 Director, Susan Nickel
Region 9 Director, Ken Stewart
ESLS Representative, Audrey Church
ISS Representative, Catherine Evans
SPVS Representative, Devona Pendergrass
Ex-Officio, Sylvia K. Norton

**Staff Present:**

Editor, Meg Featheringham
Manager, Communications, Stephanie Book
Meetings Manager, Melissa Jacobsen (late)
Deputy Executive Director, Allison Cline (late)

**Guest Present:**

Kathryn Lewis
Ann M. Martin, AASL BARC/PBA Representative
Sara Kelly Johns, ALA Executive Board Liaison to AASL

1. **Call to Order/Roll Call**

   Terri Grief, President, called the meeting to order at 1:30pm PT on Saturday, June 27, 2015. Sylvia K. Norton, Executive Director, conducted roll call.

2. **Welcome/Introductions**

   Ms. Grief welcomed and thanked all of the voting and non-voting members for attending the meeting.

3. **Action Agenda**

   **AASL External Relations Task Force Report**

   Carlyn Gray, Board Liaison, presented the report to the board for review. Jessica Gillis recommended the board approve the External Relations Task Force recommendations to develop long-term collaborative partnerships with the National PTA, National Education Association (NEA), and NAESSP (National Association of Elementary School Principals)/NASSP (National Association of Secondary School Principals), the recommendation was seconded by Susan Nickel.

   >>APPROVED the External Relations Task Force recommendations

   **AASL Committee Review Task Force Report**
Gail Dickinson, Board Liaison, presented the report to the board for review. Steven Yates recommended that in accordance with the strategic plan need to address structure that the board approve and move forward to change now the operational needs to address committee structure; the recommendation was seconded by Devona Pendergrass.

> APPROVED the recommendation to review the AASL committee structure and made necessary changes.

FY16 Budget
Robbie Nickel, Treasurer, presented the AASL FY16 Budget. Robbie Nickel recommended that the board approve the FY16 budget, the recommendation was seconded by Ken Stewart.

> APPROVED the AASL FY16 Budget.

AASL NSLPY Committee Recommendations
Cathy Evans, Board Liaison, presented the report to the board for review. Eileen Kern recommended the board thank the committee for the report, the recommendation was seconded by Gail Dickinson.

> NOT APPROVED

Devona Pendergrass recommended the board not accept the committee report and requested action/changes, the recommendation was seconded by Michelle Luhtala.

> WITHDRAWN

Gail Dickinson recommended the board accept the report and turnover to headquarters to make recommendations of possible actions at the next board of directors meeting, the recommendation was seconded by Sara Thornbery.

> APPROVED the NSLPY Committee Recommendations for consideration by AASL headquarters and subsequent steps to be presented.

AASL Research Agenda
Gail Dickinson presented a request for a follow-up research meeting based on the CLASS Forum. Audrey Church recommended the board approve an AASL Research Forum event and budget to occur prior to the AERA Conference (April 8-12, 2016), the recommendation was seconded by Jody Howard.

> APPROVED an AASL Research Forum event and budget to occur prior to the AERA Conference.

Affiliate of the Year Award
Terri Grief presented the Affiliate of the Year Award report. Steven Yates recommended the board approve the establishment of an Affiliate of the Year Award with application developed with AACT review and staff consultation, Devona Pendergrass seconded the recommendation.

> APPROVED the establishment of an Affiliate of the Year Award with application developed through AACT review and staff consultation.

AASL Policies and Procedures- Section A: Administration
Devona Pendergrass presented the draft policies in section A- Administration to the board. Devona Pendergrass recommended the board approve Policies and Procedures- Section A: Administration, the recommendation was seconded by Audrey Church.

> APPROVED AASL Policies and Procedures- Section A: Administration

AASL Policies and Procedures- Section B: Board of Directors
Devona Pendergrass presented the draft policies in section B- Board of Directors to the board. It was noted by Leslie Preddy that the following edits had been made by the executive committee during their meeting on Thursday, June 25, 2015:

- Policy B-1: Position Descriptions, AASL Immediate Past President, “Additional responsibilities include”
Delete “Presenting the AASL President’s Program during AASL’s Annual Membership Meeting”

- Policy B-1: Position Descriptions, AASL Section Representatives (ESLS, ISS, SPVS) shall:
  - Represent [insert: the interests of AASL’s Member-at-Large as well as] the views of the section to the board

- Policy B-3: Committee/Task Force Summary Report, Policy Statement
  - Each AASL standing committee or task force will submit a summary report for review at the ALA Annual Conference [insert: and interim report as needed].

- Policy B-8: Executive Committee Appointment Process, additional procedures added:
  - 6. The board representative represents all members of the Board of Directors
  - 7. The board representative shall attend all executive committee meetings

Devona Pendergrass recommended the board approve Policies and Procedures- Section B: Board of Directors, with noted edits, the recommendation was seconded by Audrey Church.

>>APPROVED AASL Policies and Procedures- Section B: Board of Directors

AASL Policies and Procedures- Section C: Awards, Grants and Scholarships
Devona Pendergrass presented the draft policies in section C- Awards, Grants and Scholarships to the board. Devona Pendergrass recommended the board approve Policies and Procedures- Section C: Awards, Grants and Scholarships, the recommendation was seconded by Audrey Church.

>>APPROVED AASL Policies and Procedures- Section C: Awards, Grants and Scholarships

4. Executive Director Review

Terri Grief called for a closed meeting for the board of directors to discuss the executive director review.

5. Adjournment

Gail Dickinson moved to adjourn the meeting. Devona Pendergrass seconded.
AASL Board of Directors Meeting Minutes  
2015 ALA Annual Conference, San Francisco, CA  
Board III- Monday, June 28th, Hilton San Francisco Union Square

**Board Members Present:**  
President, Leslie Preddy  
President-Elect, Audrey Church  
Immediate Past President, Terri Grief  
Treasurer, Robbie Nickel  
Member-At-Large, Melissa Jacobs  
Member-At-Large, Steven Yates  
Representative to Council, Diane Chen  
Region 1 Director, Pamela Harland  
Region 2 Director, Eileen Kern  
Region 3 Director, Linda Weatherspoon  
Region 5 Director, Lisa Hathcock  
Region 6 Director, Kathryn Lewis  
Region 7 Director, Kathryn Williams  
Region 8 Director, Craig Seasholes  
Region 9 Director, Ken Stewart  
ESLS Representative, Jody Howard  
ISS Representative, Robert Hilliker  
SPVS Representative, Devona Pendergrass  
Ex-Officio, Sylvia K. Norton

**Board MembersAbsent:**  
Region 4 Director, Pam Renfrow

**Staff Present:**  
Editor, Meg Featheringham  
Manager, Communications, Stephanie Book  
Deputy Executive Director, Allison Cline

1. **Call to Order/Roll Call**  
Leslie Preddy, President, called the meeting to order at 11:35 am PT on Monday, June 29, 2015. Sylvia K. Norton, Executive Director, conducted roll call. Board calendars were distributed.

2. **Welcome/Introductions**  
Ms. Preddy welcomed and thanked all of the voting and non-voting members for attending the meeting.

3. **Headquarters Presentations**  
The following presentations were made:  
- Standards & Guidelines, Stephanie Book  
- Knowledge Quest, Meg Featheringham  
- AASL Budget, Allison Cline  
- AASL Three Year Publishing Plan, Stephanie Book

4. **Agenda**  
Ms. Preddy offered and the board approved the addition of two action items to the agenda: 1) a national conference optimization task force and 2) for the extension of the Community of Scholars Task Force. Affiliate Concerns and Commendations will be reviewed on the next Executive Committee conference call as documents were not ready due to technical problems.

5. **Getting to Know the New Board**  
Board members participated in a mentoring exercise.

6. **Action Agenda**

**National Conference Optimization Task Force**  
The board discussed leveraging national conference sites, clarifying this is not about making the selection. Terri Grief motioned
to establish a Task Force to develop a toolkit for optimizing the opportunity a national conference affords a state; Jody Howarded seconded.

>>APPROVED National Conference Optimization Task Force

Community of Scholars Task Force
The Community of Scholars Task Force was to sunset at Annual. Jody Howard motioned that the Task Force be continued for a year and use the time as a transition year towards the Research & Statistics Committee in continuing the work. The motion was seconded by Diane Chen.

>>APPROVED Community of Scholars Task Force

7. Election of Executive Committee Board Representative Position
Leslie Preddy presented the position of Board Representative (previously called the At-Large position) to the executive committee and call for nominations. Steven Yates was elected by the board of directors to serve as the board representative to the executive committee for a term of one year.

8. Conflict of Interest and Code of Conduct Statements
Leslie Preddy reviewed the Conflict of Interest and Code of Conduct Statements with the board of directors. Each board member signed and returned the forms for filing at AASL headquarters.

9. Adjournment
A motion for adjournment was made by Steven Yates and seconded by Melissa Jacobs.
# AGENDA

## Consent Reports

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## Information Reports

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*Onsite Document*
**AASL Meeting:** ALA Annual  
**Date Submitted:** June 17, 2015  
**Report Type:** Consent  
**Submitter:** AASL Headquarters  
**Subject:** Minutes from 2015 ALA Midwinter Meeting  

**Action Requested:** Approval of the AASL Board of Directors meeting minutes from 2015 ALA Midwinter Meeting.

**Background:** The AASL Board of Directors met at the ALA Midwinter Meeting in Chicago, IL. The minutes from that meeting are posted to the AASL website here: [http://www.ala.org/aasl/about/board/minutes](http://www.ala.org/aasl/about/board/minutes)

### Consent Reports

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<td>Harwood Retreat</td>
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AASL Meeting: ALA Annual  
Date Submitted: June 17, 2015

Report Type: Consent

Submitter: AASL Headquarters

Subject: Minutes from 2015 Spring Board of Directors Conference Call

Action Requested: Approval of the AASL Board of Directors meeting minutes from Board of Directors conference call on April 30, 2015

Background: The AASL Board of Directors met via conference call on April 30, 2015. The minutes from that meeting will be posted to the AASL website here: http://www.ala.org/aasl/about/board/minutes

### Consent Reports

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### Information Reports

The following reports were reviewed and approved by the Executive Committee and approved to move forward for full board review and approval at ALA Annual.

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<td>FY16 Draft Budget</td>
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An additional action item was added and approved during the conference call:

That the board of directors approves the creation of an OER (Open Educational Resources) Task Force to support requests for school librarian input received by AASL.
AASL Meeting: ALA Annual  

Date Submitted: June 17, 2015

Report Type (Action/Consent/Information): Action

Submitted On Behalf Of (Committee/Section/Group/Staff): External Relations Task Force

Board/Staff Liaison: Carlyn Gray/Allison Cline

Submitter(s) (individual names): Deb Kachel, Chair

Subject: AASL External Relations Task Force Report

Action Requested: That the AASL Board of Director accept the External Relations Task Force recommendation to develop long-term collaborative partnerships with the National PTA, National Education Association (NEA), and NAESSP (National Association of Elementary School Principals/NASSP (National Association of Secondary School Principals).

Background:

The External Relations Task Force was charged with developing an extensive list of possible group/organizations that AASL could seek a long-term collaborative partnership with and a scoring rubric by which to rank these organizations. After collecting data each organization was scored and the attached report is our final recommendation.

Relationship to Strategic Plan/Mission/Goals: (http://www.ala.org/aasl/about/governing-docs).

Critical Issue #1/Goal #1 (External Focus)
To determine the impact of educational and technology trends within the changing societal context and how AASL can best respond.

1. Identify three organizations that:
   a. Have a significant impact on the profession
      • This means for instance that these organizations are determining/deciding the tools the field is implementing/using (setting technology trends); or they are determining the role school librarians play in education/school.
   b. AASL has the ability to collaborate and partner
      • This means for instance that their structure lends itself to a connection, that we both have something to offer each other and/or there is an incentive to work together.

Relationship to any policies/position statements: Policy A-17 (Draft until board vote)
Policy Statement:
Any request for a partnership with AASL requires approval from the AASL Board of Director and a written agreement defining the terms of the partnership. Collaborative agreements are approved by the AASL Executive Director and reported to the AASL Board of Directors.

Focus:
AASL Board of Directors, AASL Headquarters, AASL Committees, AASL Volunteers

Definitions:
Partner: an organization, group, or other body that enters into a formal agreement in which the advancement of mutual interests exists. Examples of partnerships include:
- Vendor partner:
  - Corporate sponsors- a formal agreement and exchange of funds that advance AASL’s strategic initiatives and the vendor’s marketing efforts
- Organization partner:
  - P21- AASL paid dues to the organization and were offered various benefits as a member with the mutual advancement of K-12 education issues.
  - Carnegie Science Center- AASL worked to advance their STEM CanTEEN project in return for payment.

Collaborator: organization(s), group(s), or other body with whom AASL work to accomplish a shared task or achieve a shared goal. Examples of collaborations include:
- Connected Educator Month- There is no formal agreement but AASL promotes their event and are therefore listed as a supporter.
- NCLE (National Center for Literacy Education)- There is no formal agreement but AASL works collaboratively on many projects.
- ASCD Whole Child- There is no formal agreement but AASL is a “Whole Child Partner” and does participate in meetings, is offered opportunities to sign on to various letters/initiatives, as well as submit material for their blog and website.

*Note: many collaborative agreements result in AASL being listed as a partner by the other organization.

Purpose:
To ensure that partnerships or collaborations are in line with AASL’s Strategic Plan and operational priorities.

Procedure:
Any request for a partnership will be submitted to the AASL Board of Directors for consideration and should include:
- Name of organization, group, or body making request
- Specifics of request outlining the defined roles and requirements for both the partner and AASL
- Identification of advantages and potential liability/risks
- Connection to current AASL Strategic Plan and operational goals
- Budget implications
- Timeline

The AASL Board of Directors will consider partnership based on the following criteria:
- Consistency with AASL mission, strategic plan, and/or operational goals
- Conformity to AASL/ALA Policies
- Benefit to AASL by furthering the objectives of the organization and by providing opportunities, resources, and/or services for members
- Clear statement of the responsibilities and expectations

**Possible Budget Impact:** None at this time but if approved a plan of action will be created for board approval that will include travel, conference attendance, etc. and other expenses associated with developing a relationship with these organizations.

**Possible Staff Impact:** None at this time, but again, there will be staff resources needed to develop a plan of action and for implementation.
AASL External Relations Task Force Report
Considerations for Partnerships
6/6/15

Task Force Members: Deb Kachel, Chair, Carlyn Gray, Dennis LeLoup, Frances Reeve, Karen Egger, Mary Reiman, and Becky Russell; Allison Cline, AASL Staff Liaison

The following associations were considered and discussed:

- National Forum on Information Literacy [http://infolit.org/]
- Learning Forward ([http://learningforward.org/]
- NCFL (National Center for Families and Learning [http://www.familieslearning.org/]
- NCLE (National Center for Literacy Education [http://www.ncte.org/ncle]; formerly NCTE- National Council of Teachers of English)
- ILA (International Literacy Association [http://www.reading.org/])
- PTA ([http://www.pta.org/]
- NEA ([http://www.nea.org/]
- AFT ([http://www.aft.org/]
- NAESP (National Assn. of Elementary School Principals; http://www.naesp.org)
- NASSP (National Assn. of Secondary School Principals; [http://www.principals.org/]
- ASCD (Association for Supervision and Curriculum Development) [http://www.ascd.org/]

The following characteristics of the organizations were considered in relationship to developing a partnership with AASL. (Not in any particular order)

1. Membership size and reach- Large organization with a national reach (many state affiliates); membership open to school librarians; may already include librarians as members
2. Ability to influence/advocate/lobby on educational issues that complement the positions of AASL- Organization has a recognized position of influence/power in terms of educational policy making; has lobbyists or legal advisors/advocates on staff who actively work with legislators; non-competing “asks” on ESEA legislation and other such bills that impact school library programs (in other words, would support pro-school library language)
3. Common values and goals- Alignment with AASL mission and goals; minimal competing interests; resolutions and positions statements include school libraries and library staffing
4. Previous and existing partnerships similar to that of AASL- Partners or has partnered with organizations that AASL has also partnered with
5. Willingness to partner/collaborate - Mission, goals, or website information state the organization is collaborative and welcomes partnerships; may have personal or professional contacts with AASL leadership

6. Importance of having the organization recognize the role of school librarians and school library programs in education - Based on other criteria, the level of need determined by AASL leaders to have the organization recognize and support that school librarians and libraries are integral to quality education; may be evidenced by a total lack of school library presence in the organization’s website, position statements or resolutions.

**Task Force Recommendations**
The following organizations were identified through this process as the most important organizations that AASL should develop long-term collaborative partnerships with. Each is followed by a rationale.

**National PTA**

1. **Membership**
   3,760,613 members with 24,815 active PTAs. Membership can include school librarians.

2. **Ability to Influence/Lobby**
   Has a “PTA Takes Action” website for members to contact their legislators; actively lobbies including ESEA. PTA wants stronger language relative to the Family Engagement component of ESEA, supports improved preparation of principals and teachers, and safeguarding student data; their website has many advocacy-related tools; holds an [annual legislative conference](#).

3. **Common values and goals**
   PTA is a powerful voice for all children and a strong advocate for public education. The overall purpose of PTA is to make every child’s potential a reality by engaging and empowering families and communities to advocate for all children. They have a [Position Statement on Libraries and Educational Materials](#) stating “...provide materials and information that include all points of view on current and historical issues and that are free of censorship based on bias, partisanship or doctrinal disapproval.”
   They sponsor the [PTA Family Reading Experience, Powered by Kindle](#), a grant program encouraging reading and support National Reading Month in March.

4. **Partnerships**
   [Many partnerships](#), including NEA, ASCD, Nickelodeon, Reading is Fundamental, Scholastic, and Sesame Workshop; Has [National Standards for Family-School Partnerships](#) including supporting student success

5. **Willingness to Partner**
Seeks sponsorships, exhibits at conferences, and partnerships that “further family engagement, improve student success, and share relevant resources.”

“Partnership requests are evaluated using a set of criteria that include: alignment with National PTA’s mission and priorities; the ability of the proposed relationship to be mutually beneficial and produce meaningful outcomes; and an evaluation that sufficient staff capacity and interest from PTA members exists to support the request, among others.”

6. Importance of Their Support
As evidenced by the work of the Spokane Moms, parent voices are very influential in swaying how resources are distributed by local school boards, including staffing of school library programs. Having PTA add staffing and funding of school library programs to their Policy Agenda could be extremely valuable.

National Education Association (NEA)
1. Membership
3.2 million members, the nation's largest professional employee organization; membership includes many school librarians; has affiliates in every state

2. Ability to Influence/Lobby
Has paid lobbyists supported by PAC funds; has a Legislative Action Center for members to contact Congress; ESEA position supports: students’ access to fully qualified teachers, students’ access to specialized instructional support personnel (school counselors, nurses, psychologists); access to high-quality early education programs [NO MENTION OF LIBRARIES OR LIBRARIANS, but mention arts and athletics]; reduce standardized testing; provide professional development

3. Common values and goals
NEA “believes public education is the gateway to opportunity. All students have the human and civil right to a quality public education that develops their potential, independence, and character.” “NEA also believes every student in America, regardless of family income or place of residence, deserves a quality education. In pursuing its mission, NEA has determined that we will focus the energy and resources of our 3.2 million members on improving the quality of teaching, increasing student achievement and making schools safer, better places to learn.”
Mission alignment to AASL’s “empowers leaders to transform teaching and learning”
“Our mission is to advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.”
Initiated Read Across America and American Education Week; donates free books to schools through First Book program

4. Partnerships
Has partnered with organizations such as NAACP, National Council of La Raza, the League of Latin Americans Citizens, the National PTA, the National Indian Education Association, the National Urban League, the Congressional Black Caucus Institute, the Learning First Alliance, the National Conference of State Legislatures. Many partnerships including National Board for Professional Teaching Standards.

5. Willingness to Partner
NEA states “We believe partnerships with parents, families, communities, and other stakeholders are essential to quality public education and student success.” [Link for interested partners.]

6. Importance of Their Support
Their proposed ESEA “Opportunity Dashboard” has no mention of librarians or school libraries, but mentions other specialists and programs. In fact, nowhere on their website is there any mention of school libraries and librarians. This is a serious omission considering this association represents most of the employed school librarians.

NEA partners with Council for the Accreditation of Educator Preparation (CAEP) to set teacher quality standards. Their Foundation provides grants to schools and educators.

NEA Today, reaching 3.2 million members, has previously published supportive articles, including one about AASL President Terri (Kirk) Grief.


1. Membership
NAESSP - approx. 30,000 members; elementary and middle school principals (preK- 8th gr); affiliates in every state
NASSP – approx. 27,000 members; middle level and high school principals, assistant principals, and school leaders; affiliates in every state and 35 countries

2. Ability to Influence/Lobby
Both organizations have a recognized position of influence/power in terms of educational policy making; have lobbyists or legal advisors/advocates on staff who actively work with legislators and a legislative action center for members with advocacy resources.

NAESP annually updates its policy platform. They supports the LEARN Act, preschool education, and after-school programs, among other AASL-aligned issues. Their legislative priorities including ESEA are linked here.

NASSP has taken positions on ESEA (particularly Title I and II), EETT (Enhancing Education through Technology), and e-Rate, among others.
While both organizations push for more federal funding of education, the implementation of the Common Core Standards, and less required standardized testing, they both are lobbying to ensure local autonomy on how dollars are spent and what types of assessments are locally conducted.

3. Common values and goals

**NAESP strongly values** preschool education, literacy, professional development for principals, school improvement, and ensuring that “education continues to be recognized as a matter of national priority.” They “serve as a national representative for elementary and middle-school education to Congress, the Executive Branch, state and federal agencies, the news media, researchers, educators, and other education and child advocacy groups.” Key Issues: [Elementary and Secondary Education Act (No Child Left Behind); Federal Education Funding; Early Childhood Education: P-3 Alignment; Rethinking Principal Evaluations; School Safety and Mental Health](#)

**NASSP strongly values** research-based educational practices, data-driven decision-making, assessment and accountability, teacher quality, professional development for principals, collaboration, literacy, technology, and other similar values of AASL. The [Principal’s Policy Blog](#) communicates the latest federal policy info. Their [Board Position Statements are linked here](#).

4. Partnerships

NAESP manages corporate partnerships through the [NAESP Foundation](#), including Walmart, Scholastic, United Way, etc. One of the Foundation’s Board Directors is Anne Lee, Vice President, Program Development, Scholastic Book Fairs.

Current partners and sponsors of NASSP include Minnesota Life, Prudential, The Wallace Foundation, Jostens, and Lifetouch.” The [goal of a strategic partnership](#) is to provide NASSP members with high-quality services, tools, and resources to improve their schools and communities as well as provide partners with a broader level of access and visibility across NASSP programming, events, and communication channels.”

While partnerships with ALA/AASL are not overtly stated on the website, NASSP partners with the [Partnership for 21st Century Skills](#), a former partnership of AASL. On legislative “Dear Colleague” letters, NASSP has often partnered with PTA, NSBA, NEA, and the other major education organizations.

5. Willingness to Partner

NAESP’s website has very little about collaborating with other professional education organizations, although corporate sponsorships are sough through the [NAESP Foundation](#). However, NAESP’s Advocacy component has a guiding document entitled
“Recruiting, Preparing and Building the Capacity of Effective Principals: Eight Evidence-Based Recommendations for federal Policymaking.” Principal #6 suggests that one strategy for retaining effective principals is spending time and money on collaboration as stated in their 2 strategies on p. 9 of this white paper.

Focus on school improvement that builds incentives for principals to influence the school’s conditions, including improving teacher quality, providing job-embedded professional development, mentoring, coaching and time for collaboration

Use of Funds
Funds would be used to develop and implement standards-based mentor training programs and curriculum for principals to be able to:

- Develop and implement data-driven school improvement plans;
- Use student assessment data for making instructional decisions;
- Build relationships within the learning community;
- Design collaborative professional development plans; and
- Staff recruitment, hiring and dismissal.
- Program funds would also be used for stipends for qualified mentoring
- coaches and research, evaluation and reporting on authorized activities.

From their website: “NASSP is dedicated to collaborating with organizations that believe in empowering middle level and high school leaders who improve the success of schools across the country.” “NASSP provides our members with the professional research-based and peer-tested resources, and practical tools and materials they need to serve as visionary school leaders.”

Both organizations actively seek corporate sponsorships of their conferences, awards, and activities and only appear to partner with other educational organizations when their members benefit in some way, such as in legislative action.

6. Importance of Their Support

Building-level principals not only evaluate school librarians and their programs, they also largely control the resources, funding, and staffing levels that are required to implement a strong school library program. School library programs are dependent on the support of these key educational leaders.

School librarians and libraries aren’t overtly stated on the NAESP or NASSP website. However, the task force felt that the potential clout (strength) that partnering with these school leaders, along with their recognition of the power of staff collaboration makes this organization a compelling and strategic potential AASL partner.

There is much potential to influence these leaders on the power of reimagining school library programs to meet the shifts and needs of 21st century learning and learners. Both organizations value professional development, particularly, tied to school improvement. By partnering with them, AASL will have opportunities to help principals realize that librarians can be a source of professional development for teachers and act as ‘instructional coaches’ for their respective staffs.
Both organizations also value data-driven best practices and research. This is an area where AASL could leverage existing school library impact research, proposing strong school library programs as a strategy for improving academic achievement of struggling learners.

Research has also shown that in preparatory coursework principals receive very little education about utilizing school library programs for improving academic achievement. This would be another area of opportunity for mutual benefit.

Concluding Remarks
The Task Force recognizes that engaging these organizations in partnership activities will require long-term, ongoing efforts that will be a considerable investment in time and energy of AASL staff and resources. However, the committee feels these partnerships will eventually reap benefits to the school library profession that currently do not exist.

The members of the Task Force thank AASL leadership for allowing this input into the process. Respectfully submitted,
Debra E. Kachel, Chairperson
dkachel69@comcast.net
Report Type (Action/Consent/Information): Action

Submitted On Behalf Of (Committee/Section/Group/Staff): Committee Review Task Force

Board/Staff Liaison: Gail Dickinson/Allison Cline

Submitter(s) (individual names): Fran Roscello, Chair

Subject: AASL Committee Review Task Force Report

Action Requested: That the AASL Board of Director accept the Committee Review Task Force report and recommendation which include:

- Committee structure overall needs to change (perhaps collapsing some together or forming an “overarching” committee such as awards currently has)
- Consider and address why committees are not meeting their objectives, including reviewing how committee members work (on-line, conference calls, face-to-face), when they meet, and who are on committees and who are appointed chairs

Background:

The AASL Committee Review Taskforce reviewed 9 committees which were furnished as background material by AASL staff against a rubric developed from the AASL Strategic Plan. Each committee was given a point rating and committee members furnished comments for each of 5 categories. All 4 committee members rated all committees. On a three point scale possible score was 15 per committee per member. A cumulative score was assigned to each committee; with a possible score of 60.

Following are the committees evaluated in rank order with their scores.

School Library Month – 48
Legislation – 44
Best Apps – 44
Research & Statistics – 43
Best Websites – 43
Advocacy – 41
AAUP – 37
Alliance – 37
Banned Websites – 35

It should be noted that these scores from the rubric are looking at how the committees relate to the strategic plan, not how well the committee functions. It was noted that many of the committees, though they are important to the organization, do not function well or meet their objectives.

Our committee recommends that the structure of committees overall needs to change; Perhaps collapsing some committees together or putting an “overarching” committee, such as we currently have with the Awards Committee might work. Secondly, the Board/President need to look at why committees
are not meeting their objectives. The function of the committee can be very important to the organization, but if objectives are not met, it doesn’t benefit the organization. Looking at this aspect should include reviewing how committee members work (on-line, phone, face to face), how they met (i.e. Annual and Mid-Winter), who are on committees, and who are appointed chairs.

**Relationship to Strategic Plan/Mission/Goals:** ([http://www.ala.org/aasl/about/governing-docs](http://www.ala.org/aasl/about/governing-docs)).

Critical Issue #3/Goal #1
To create a more effective and efficient internal governance to better meet AASL’s mission.

1. Review of committees and structure to ensure the work of the association can be addressed more nimbly.

**Relationship to any policies/position statements:**

There are current committee description forms that are part of the AASL policy manual, but as with all of the AASL policies, these are slated to be reviewed, revised and updated by ALA Midwinter.

**Possible Budget Impact:** None

**Possible Staff Impact:** Staff liaison responsibilities to take staffing resources.
<table>
<thead>
<tr>
<th>MET OUTCOMES</th>
<th>JUDI</th>
<th>FRAN</th>
<th>ANNEMARIE</th>
<th>LEE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
<td>NO</td>
<td>6</td>
<td>10</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Alliance</td>
<td>NO</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>AAUP</td>
<td>yes</td>
<td>8</td>
<td>10</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Banned Websites</td>
<td>NO</td>
<td>13</td>
<td>8</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Best Apps</td>
<td>yes</td>
<td>13</td>
<td>13</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Best Websites</td>
<td>yes</td>
<td>13</td>
<td>12</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Legislation</td>
<td>NO</td>
<td>13</td>
<td>12</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Research &amp; Statistics</td>
<td>yes</td>
<td>12</td>
<td>11</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>School Library Month</td>
<td>yes</td>
<td>14</td>
<td>11</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>
## AASL Committee Review Taskforce
### Scoring Rubric

**Committee Name: AAUP Book Selection**

**Reviewer:** All

<table>
<thead>
<tr>
<th>Strategic Plan Element</th>
<th>Essential (3 pts)</th>
<th>Important (2 pts)</th>
<th>Non-Critical (1 pt)</th>
<th>Score/Comments (redundancy of work, impact on members and/or profession, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association Relevance: Determine impact of educational and tech trends and how AASL can respond</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>-This does provide a way to help school librarians become aware of resources published by scholarly presses. Given the increasing emphasis on reading challenging text, etc this could make this committee even more relevant. - Many of the outcomes never completed.</td>
</tr>
<tr>
<td>Association Relevance: Be a stronger voice for the profession</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>-By participating in reviews with other types of librarians our relevance is seen. -This is one way that the scholarly presses learn about the needs/interests of the K-12 market.</td>
</tr>
<tr>
<td>Membership Development: Strengthen AASL’s relationship with state affiliates and other ALA Communities</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>-This comm. Promotes material, not the profession</td>
</tr>
<tr>
<td>Membership Development: Build the school librarian’s professional community</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Association Governance and Leadership: Create a more effective and efficient internal governance to meet AASL’s mission</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>-Few outcomes completed.</td>
</tr>
</tbody>
</table>

**TOTAL** 37
Committee Name: Advocacy
Reviewer: All

<table>
<thead>
<tr>
<th>Strategic Plan Element</th>
<th>Essential (3 pts)</th>
<th>Important (2 pts)</th>
<th>Non-Critical (1 pt)</th>
<th>Score/Comments (redundancy of work, impact on members and/or profession, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association Relevance: Determine impact of educational and tech trends and how AASL can respond</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>-While the function statement does include collecting data I am not sure that the Advocacy Committee has really been able to accomplish this. It doesn’t seem focused enough so this data component should probably be a part of the function of specific other committees and task forces. -Many of the outcomes never completed, but this is an essential function -Though this is important; committee did not accomplish task</td>
</tr>
</tbody>
</table>
| Association Relevance: Be a stronger voice for the profession | x | x | -I think having an Advocacy Committee does give us a place at the ALA table (especially on the Advocacy Coordinating Committee) it is difficult to create that comprehensive plan when advocacy is such a critical component of all of the groups operating in AASL.
- Many of the outcomes never completed |
| Membership Development: Strengthen AASL’s relationship with state affiliates and other ALA Communities | x | x | -Some people join to have the advocacy at a national level
-Not as it is currently functioning.
-Could be more integrated into the outcomes.
-Did not accomplish tasks |
| Membership Development: Build the school librarian’s professional community | x | x | Many of the outcomes never completed |
| Association Governance and Leadership: Create a more effective and efficient internal | x | x | -It’s clear that today Advocacy has to be part of everything AASL does. I’m just not sure that a stand alone committee really communicates all of AASL’s advocacy messages, etc to members.
-This one committee has such important charges that aren’t being completed. Could |
<table>
<thead>
<tr>
<th>governance to meet AASL’s mission</th>
<th></th>
<th></th>
<th>this committee be split into two? Or have subcommittees? Are the members on this committee the right ones?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>41</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## AASL Committee Review Taskforce

### Scoring Rubric

**Committee Name:** Alliance for Association Excellence  
**Reviewer:** All

<table>
<thead>
<tr>
<th>Strategic Plan Element</th>
<th>Essential (3 pts)</th>
<th>Important (2 pts)</th>
<th>Non-Critical (1 pt)</th>
<th>Score/Comments (redundancy of work, impact on members and/or profession, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association Relevance: Determine impact of educational and tech trends and how AASL can respond</td>
<td>X</td>
<td>x</td>
<td>x</td>
<td>-I won’t make this comment all the way down. Until I was asked to serve on this committee I had no idea what role it played but now I see how it gives our vendors a way to be involved in the association. I think the mission and work of this group is not widely known but our vendors definitely have a vested interest in AASL and I like the idea that this group provides an organized “voice.” -Many of the outcomes never completed</td>
</tr>
<tr>
<td>Association Relevance:</td>
<td>X</td>
<td>x</td>
<td></td>
<td>-It appears that in the early years this committee “worked” but currently it is not completing its outcomes</td>
</tr>
</tbody>
</table>

- X: Essential  
- x: Important  
- x: Non-Critical
| Be a stronger voice for the profession | | -Many of the outcomes never completed |
| Membership Development: Strengthen AASL’s relationship with state affiliates and other ALA Communities | x | x | -Not sure how this group would accomplish this. - Could be more integrated into the outcomes |
| Membership Development: Build the school librarian’s professional community | x | x | |
| Association Governance and Leadership: Create a more effective and efficient internal governance to meet AASL’s mission | x | x | x | Many of the outcomes never completed |

**TOTAL** 37
Committee Name: Banned Websites Awareness

Reviewer: All

<table>
<thead>
<tr>
<th>Strategic Plan Element</th>
<th>Essential (3 pts)</th>
<th>Important (2 pts)</th>
<th>Non-Critical (1 pt)</th>
<th>Score/Comments (redundancy of work, impact on members and/or profession, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association Relevance: Determine impact of educational and tech trends and how AASL can respond</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Not really sure why this is now a stand alone committee but it really should be given a chance to see how it can accomplish its functions.</td>
</tr>
<tr>
<td>Association Relevance: Be a stronger voice for the profession</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>This comm. Promotes websites, but the profession is promoted indirectly</td>
</tr>
<tr>
<td>Membership Development:</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Strengthen AASL’s relationship with state affiliates and other ALA Communities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---</td>
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<td>---</td>
<td></td>
</tr>
<tr>
<td>Membership Development: Build the school librarian’s professional community</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Association Governance and Leadership: Create a more effective and efficient internal governance to meet AASL’s mission</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

-We don’t know yet how this committee will function.
-I do not feel strongly about this committee and we have no real information for review

**TOTAL** 35
Committee Name: Best Apps
Reviewer: All

<table>
<thead>
<tr>
<th>Strategic Plan Element</th>
<th>Essential (3 pts)</th>
<th>Important (2 pts)</th>
<th>Non-Critical (1 pt)</th>
<th>Score/Comments (redundancy of work, impact on members and/or profession, etc.)</th>
</tr>
</thead>
</table>
| Association Relevance: Determine impact of educational and tech trends and how AASL can respond | x                 | x                 | x                   | I think that reviewing and curating resources is a key component of our “brand.”  
-This committee puts our best face forward to building level LMS. |
| Association Relevance: Be a stronger voice for the profession                         | x                 | x                 | x                   | -Another plus for this committee is that this work is widely shared in the education community so it is good in promoting our visibility.  
-This comm. Promotes websites, but the profession is promoted indirectly. |
| Membership Development: Strengthen AASL’s relationship with state affiliates and other ALA Communities | x | x | x | x | I think this could be strengthened but it doesn’t seem to be a part of the committee’s function. |
| Membership Development: Build the school librarian’s professional community | x | x | x | -How can this be promoted to librarians? |
| Association Governance and Leadership: Create a more effective and efficient internal governance to meet AASL’s mission | x | x | x | Also not part of the committee’s function. |
| **TOTAL** | **44** |
**Committee Name:** Best Websites  
**Reviewer:** All

<table>
<thead>
<tr>
<th>Strategic Plan Element</th>
<th>Essential (3 pts)</th>
<th>Important (2 pts)</th>
<th>Non-Critical (1 pt)</th>
<th>Score/Comments (redundancy of work, impact on members and/or profession, etc.)</th>
</tr>
</thead>
</table>
| Association Relevance: Determine impact of educational and tech trends and how AASL can respond | X                 | x                 | x                  | -A very efficient committee  
-I think that reviewing and curating resources is a key component of our “brand.” |
| Association Relevance: Be a stronger voice for the profession                         | x                 | x                 |                    | -This comm. Promotes websites, but the profession is promoted indirectly. And may be one of the more recognized committees  
-Another plus for this committee is that this work is widely shared in the education community so it is good in promoting our visibility. |
<table>
<thead>
<tr>
<th>Membership Development: Strengthen AASL’s relationship with state affiliates and other ALA Communities</th>
<th>x</th>
<th>x</th>
<th>x</th>
<th>x</th>
<th>I think this could be strengthened but it doesn’t seem to be a part of the committee’s function.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership Development: Build the school librarian’s professional community</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>-How can this be promoted to librarians?</td>
<td></td>
</tr>
<tr>
<td>Association Governance and Leadership: Create a more effective and efficient internal governance to meet AASL’s mission</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>Also not part of the committee’s function.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 43
Committee Name: Legislation Committee
Reviewer: All

<table>
<thead>
<tr>
<th>Strategic Plan Element</th>
<th>Essential (3 pts)</th>
<th>Important (2 pts)</th>
<th>Non-Critical (1 pt)</th>
<th>Score/Comments (redundancy of work, impact on members and/or profession, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association Relevance: Determine impact of educational and tech trends and how AASL can respond</td>
<td>X x</td>
<td>x</td>
<td>x</td>
<td>-Given how specialized the whole legislative process has become (and given that we have a whole Washington office), it seems like it might be time to revisit how to best perform these functions. Clearly they have had some issues with completing their functions and MIOs. - Vital that we have a functioning committee if we want increased funding and/or relevant legislation on the federal and state level.</td>
</tr>
<tr>
<td>Association Relevance: Be a stronger voice for the profession</td>
<td>X x x</td>
<td></td>
<td></td>
<td>-Consider folding together with Advocacy committee for a strong voice -A very important function</td>
</tr>
<tr>
<td>Membership Development: Strengthen AASL’s relationship with state affiliates and other ALA Communities</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Membership Development: Build the school librarian’s professional community</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Association Governance and Leadership: Create a more effective and efficient internal governance to meet AASL’s mission</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

- How can this be promoted to librarians? I get so many emails about various legislative needs for contacting legislators, that I’ve started ignoring them.

- It was suggested this join the Advocacy Comm., but I think Advocacy has too much on its plate right now.

| TOTAL | 44 |
Committee Name: Research and Statistics
Reviewer: All

<table>
<thead>
<tr>
<th>Strategic Plan Element</th>
<th>Essential (3 pts)</th>
<th>Important (2 pts)</th>
<th>Non-Critical (1 pt)</th>
<th>Score/Comments (redundancy of work, impact on members and/or profession, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association Relevance: Determine impact of educational and tech trends and how AASL can respond</td>
<td>X</td>
<td>x</td>
<td>x</td>
<td>-After reading the function statements the work of this group definitely overlaps with Advocacy. I suspect much of the work of this group has focused on input from school library educators. Maybe it’s time to re-work this set of functions. I also think that some of this research and data work overlaps with the work done by other groups within AASL. In this day and age of data and accountability this is a function much like advocacy, where it should be a component of the work of every group. -AASL needs to be the clearinghouse for research and stats of our professional</td>
</tr>
<tr>
<td>Association</td>
<td>Relevance: Be a stronger voice for the profession</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Membership Development: Strengthen AASL’s relationship with state affiliates and other ALA Communities</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Membership Development: Build the school librarian’s professional community</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Association Governance and Leadership: Create a more effective and efficient internal governance to meet AASL’s mission</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td><strong>TOTAL</strong></td>
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Committee Name: School Library Month

Reviewer: All

<table>
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<tr>
<th>Strategic Plan Element</th>
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<th>Important (2 pts)</th>
<th>Non-Critical (1 pt)</th>
<th>Score/Comments (redundancy of work, impact on members and/or profession, etc.)</th>
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</thead>
<tbody>
<tr>
<td>Association Relevance: Determine impact of educational and tech trends and how AASL can respond</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>-I’m not sure that SLM has really focused on educational trends and AASL’s response as a component of school library month. But maybe that’s okay. -AASL needs to be the main promoter and source for “our” month. -This committee can help schools demonstrate the newest trends to administrators and the public</td>
</tr>
<tr>
<td>Association Relevance: Be a stronger voice for the profession</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>-As long as there is a real focus on getting the SLM message to those outside of school library world. -A very important function</td>
</tr>
<tr>
<td>Membership Development: Strengthen AASL’s relationship with state affiliates and other ALA Communities</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>-I think this is one committee that could really have a strong partnership with the affiliates.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
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<tr>
<td>Membership Development: Build the school librarian’s professional community</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Association Governance and Leadership: Create a more effective and efficient internal governance to meet AASL’s mission</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td><strong>TOTAL</strong></td>
<td><strong>48</strong></td>
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</table>
AASL Meeting: ALA Annual 2015

Date Submitted: June 16, 2015

Report Type (Action/Consent/Information): Action

Submitted On Behalf Of (Committee/Section/Group/Staff): Executive Committee

Board/Staff Liaison: Robbie Nickel/Allison Cline/Sylvia Norton

Submitter(s) (individual names): Robbie Nickel/Executive Committee

Subject: FY16 Budget

Action Requested: That the AASL Board of Directors approve the FY16 budget.

Background:

The FY16 draft budget was presented to the AASL executive committee during the spring EC meeting and was approved to move forward for full board approval.

In approving the FY16 draft budget the executive committee is recommending a $10 increase in dues for Student, Non-salaried and Retired members. This would increase the dues category from $25 to $35 annual.

Each AASL member conservatively ‘costs’ AASL $37:
- Serial Publications = $17 per member
- eCOLLAB (professional development repository) = $3 per member
- Member packet/pin/mailing = $7 per member
- Operations = $10

The operations amount was calculated by taking only a fraction (less than 10%) of the overall AASL expenses (operations + ALA overhead) and dividing by total members. This amount essentially covers dues processing, a toll free number to call, and ALA/AASL website for members. It does not take into account other services and information which they may/may not use.

Relationship to Strategic Plan/Mission/Goals: (http://www.ala.org/aasl/about/governing-docs).

The current budget is developed around the strategic plan under consideration.

Relationship to any policies/position statements:

Treasurer
The Treasurer is the chair of the Budget committee and serves as the members’ advocate in the budgetary process reporting annually to the AASL membership. (Bylaws Article IV Section 3)

The AASL Board of Directors shall set annually the AASL priorities, goals and budget. (Bylaws Article VII. Board of Directors Section 2)
The Executive Director, in consultation with the AASL Executive Committee acting as the Budget Committee, shall be responsible for preparing and presenting the budget for approval by the AASL Board of Directors. The AASL Financial report shall be presented to the AASL members at the Annual Membership Meeting. (Bylaws Article X. Finance)

Policy #2 The Strategic Plan and priorities shall drive the budget process
It shall be the policy of the AASL board of Directors that:
The goals and strategic directions contained in the AASL Strategic Plan shall provide the basis upon which the Board of Directors evaluate current programs, identify new initiatives, and establish priorities for the annual budget.

Possible Budget Impact: Attached FY16 budget

Possible Staff Impact: None (the current budget maintains the same number of staff positions as previous year.)
<table>
<thead>
<tr>
<th>Project #</th>
<th>Name</th>
<th>2012 Actual</th>
<th>2013 Actual</th>
<th>2014 Actual</th>
<th>2015 Budget</th>
<th>FY15 YTD Q3</th>
<th>% of budget</th>
<th>2016 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>0000</td>
<td>Administration/Membership</td>
<td>$322,823</td>
<td>$294,880</td>
<td>$306,644</td>
<td>$320,000</td>
<td>$214,539</td>
<td>67.0%</td>
<td>$319,315</td>
</tr>
<tr>
<td>4002</td>
<td>Governance/Committees/Advisory Services</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$3,000</td>
<td>50.0%</td>
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<tr>
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<td>Advocacy/Longitudinal Survey</td>
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<td>$13,617</td>
<td>$63,012</td>
<td>$0</td>
<td>$52,310</td>
<td>0.0%</td>
<td>$0</td>
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<tr>
<td>4004</td>
<td>Sections</td>
<td>$10,302</td>
<td>$9,509</td>
<td>$6,883</td>
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<td>$3,103</td>
<td>95.5%</td>
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</tr>
<tr>
<td>4009</td>
<td>Awards</td>
<td>$9,485</td>
<td>$5,640</td>
<td>$11,850</td>
<td>$2,250</td>
<td>$6,600</td>
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<tr>
<td>4010</td>
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<td>$0</td>
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<tr>
<td>4017</td>
<td>Public/Professional Relations</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
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<tr>
<td>4030</td>
<td>Serial Publications (KQ, SLR, Hotlinks Combined)</td>
<td>$33,064</td>
<td>$46,695</td>
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<td>$55,000</td>
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<tr>
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<td>Nonconference PD (LI/Web CE)</td>
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<td>$5,042</td>
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<tr>
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<td>ALA Programming (MW and Annual)</td>
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<td>$15,900</td>
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<td>$0</td>
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<tr>
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<td>$0</td>
<td>0.0%</td>
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<td>National Conference Exhibits</td>
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<td>$0</td>
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<td>4141</td>
<td>National Conference Committee</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
</tr>
<tr>
<td>4171</td>
<td>Future National Conferences</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>TOTAL REVENUE</td>
<td>$1,968,022</td>
<td>$733,064</td>
<td>$1,965,760</td>
<td>$701,835</td>
<td>$470,232</td>
<td>67.0%</td>
<td>$2,011,936</td>
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</table>

<table>
<thead>
<tr>
<th>Project #</th>
<th>Name</th>
<th>2012 Actual</th>
<th>2013 Actual</th>
<th>2014 Actual</th>
<th>2015 Budget</th>
<th>FY15 YTD Q3</th>
<th>% of budget</th>
<th>2016 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>0000</td>
<td>Administration/Membership</td>
<td>($634,133)</td>
<td>($604,477)</td>
<td>($571,982)</td>
<td>($724,997)</td>
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<td>($750,916)</td>
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<tr>
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<td>Governance/Committees/Advisory Services</td>
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<td>($39,363)</td>
<td>($63,637)</td>
<td>($49,350)</td>
<td>($31,933)</td>
<td>64.7%</td>
<td>($58,000)</td>
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<tr>
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<td>Advocacy</td>
<td>($31,545)</td>
<td>$55</td>
<td>($4,466)</td>
<td>($26,000)</td>
<td>($54,781)</td>
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<td>($1,750)</td>
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<td>Sections</td>
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<td>($3,714)</td>
<td>($2,146)</td>
<td>($2,500)</td>
<td>($7)</td>
<td>0.3%</td>
<td>($3,400)</td>
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<tr>
<td>4009</td>
<td>Awards</td>
<td>($14,607)</td>
<td>($7,347)</td>
<td>($17,523)</td>
<td>($7,150)</td>
<td>($12,566)</td>
<td>175.7%</td>
<td>($11,400)</td>
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<tr>
<td>4010</td>
<td>Strategic Plan (name changed from Special Projects)</td>
<td>($1,580)</td>
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<td>$0</td>
<td>$0</td>
<td>($1,846)</td>
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<td>($18,100)</td>
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<tr>
<td>4017</td>
<td>Public/Professional Relations</td>
<td>($48,569)</td>
<td>($8,605)</td>
<td>($6,543)</td>
<td>($12,325)</td>
<td>($4,848)</td>
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<td>Nonconference PD (LI/Web CE)</td>
<td>($9,149)</td>
<td>($5,244)</td>
<td>($10,851)</td>
<td>($7,824)</td>
<td>($2,820)</td>
<td>36.0%</td>
<td>($18,250)</td>
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<td>4046</td>
<td>ALA Programming (MW and Annual)</td>
<td>($17,243)</td>
<td>$1,140</td>
<td>($13,148)</td>
<td>($17,716)</td>
<td>($2)</td>
<td>0.0%</td>
<td>($100)</td>
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<td>4058</td>
<td>Non-serial publications</td>
<td>($93,788)</td>
<td>($91,526)</td>
<td>($57,816)</td>
<td>($99,655)</td>
<td>($30,574)</td>
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<td>($74,828)</td>
<td>($14,400)</td>
<td>($108,995)</td>
<td>($81,942)</td>
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<tr>
<td>4138</td>
<td>National Conference Ticketed Events</td>
<td>($74,915)</td>
<td>$0</td>
<td>($42,835)</td>
<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td>($37,831)</td>
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<tr>
<td>4132</td>
<td>National Conference Exhibits</td>
<td>($230,905)</td>
<td>($41,036)</td>
<td>($202,007)</td>
<td>($1,778)</td>
<td>$0</td>
<td>0.0%</td>
<td>($319,060)</td>
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<tr>
<td>4134</td>
<td>National Conference Registration</td>
<td>($448,590)</td>
<td>($27,744)</td>
<td>($669,564)</td>
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<td>National Conference Committee</td>
<td>($946)</td>
<td>$0</td>
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<td>($330)</td>
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<td>($8,950)</td>
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<tr>
<td>4171</td>
<td>Future National Conferences</td>
<td>($22,784)</td>
<td>($37,014)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
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<tr>
<td></td>
<td>TOTAL EXPENSE</td>
<td>($1,788,687)</td>
<td>($1,043,849)</td>
<td>($1,806,353)</td>
<td>($1,171,102)</td>
<td>($761,486)</td>
<td>65.0%</td>
<td>($2,011,140)</td>
</tr>
</tbody>
</table>

|          | NET INCOME/LOSS                                       | $179,335    | ($310,785)  | $159,408    | ($469,267)  | ($291,254)  | $796        |
|          | Ending Assets                                         | $1,184,441  | $873,656    | $1,033,064  | $563,797    | $741,810    | $559,615    |

38
<table>
<thead>
<tr>
<th>Line #</th>
<th>Item Description</th>
<th>Description</th>
<th>2012 Actual</th>
<th>2013 Actual</th>
<th>2014 Actual</th>
<th>2015 Budget</th>
<th>FY15 YTD-3Q</th>
<th>% of Budget</th>
<th>2016 Budget</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4000</td>
<td>Dues/Personal</td>
<td>Regular, Student, Non-Salaried/Support, International, Retired, Organizations</td>
<td>$321,263</td>
<td>$293,364</td>
<td>$305,189</td>
<td>$320,000</td>
<td>$212,307</td>
<td>66.3%</td>
<td>$314,025</td>
<td>Assumes, based on 2014 - 4,999 Regular ($50); 783 Students ($25); 65 Support/NS ($25); 337 Retired ($25); 300 Org ($75); 66 International ($50) *Assumes board approved $10 increase to student, retired and non-salaried dues ($25 to $35)</td>
</tr>
<tr>
<td>4003</td>
<td>Dues/Life</td>
<td>Life members</td>
<td>$1,290</td>
<td>$1,246</td>
<td>$1,215</td>
<td>$1,250</td>
<td>$1,647</td>
<td>131.8%</td>
<td>$1,215</td>
<td>25+ continuous years; $25 retiree rate- 163</td>
</tr>
<tr>
<td>4004</td>
<td>Dues/CD</td>
<td>Continuing Members</td>
<td>$270</td>
<td>$270</td>
<td>$240</td>
<td>$250</td>
<td>$585</td>
<td>234.0%</td>
<td>$4,075</td>
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<tr>
<td></td>
<td><strong>Total revenue</strong></td>
<td></td>
<td>$322,823</td>
<td>$294,880</td>
<td>$306,644</td>
<td>$321,500</td>
<td>$214,539</td>
<td>66.7%</td>
<td>$319,315</td>
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### Expense

<table>
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<th>Line #</th>
<th>Item Description</th>
<th>Description</th>
<th>2012 Actual</th>
<th>2013 Actual</th>
<th>2014 Actual</th>
<th>2015 Budget</th>
<th>FY15 YTD-3Q</th>
<th>% of Budget</th>
<th>2016 Budget</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5000</td>
<td>Salaries &amp; Wages</td>
<td>All salaries for AASL employees</td>
<td>($427,459)</td>
<td>($368,519)</td>
<td>($374,245)</td>
<td>($474,777)</td>
<td>($316,022)</td>
<td>66.6%</td>
<td>($489,020)</td>
<td>Assumes 2% pay increase</td>
</tr>
<tr>
<td>5001</td>
<td>Temporary Employees</td>
<td>Unanticipated employee absence</td>
<td>$0</td>
<td>($4,068)</td>
<td>($13,752)</td>
<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>5002</td>
<td>Overtime/Wages</td>
<td>Overtime at Conferences</td>
<td>($1,307)</td>
<td>($1,480)</td>
<td>($2,857)</td>
<td>($1,500)</td>
<td>($2,921)</td>
<td>19.4%</td>
<td>($2,857)</td>
<td>Higher for National Conference year</td>
</tr>
<tr>
<td>5010</td>
<td>Employee Benefits</td>
<td></td>
<td>($125,898)</td>
<td>($111,682)</td>
<td>($110,148)</td>
<td>($159,050)</td>
<td>($94,850)</td>
<td>59.6%</td>
<td>($146,706)</td>
<td>30% of salary</td>
</tr>
<tr>
<td>5016</td>
<td>Prof Memberships</td>
<td>Membership for AASL and ED</td>
<td>($1,389)</td>
<td>($1,409)</td>
<td>($1,034)</td>
<td>($1,500)</td>
<td>($913)</td>
<td>60.9%</td>
<td>($1,500)</td>
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<tr>
<td>5110</td>
<td>Professional Services</td>
<td></td>
<td>($43,291)</td>
<td>($81,560)</td>
<td>($31,484)</td>
<td>($40,000)</td>
<td>($23,994)</td>
<td>60.0%</td>
<td>($50,000)</td>
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<tr>
<td>5122</td>
<td>Bank Service Fees</td>
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<td>($5,105)</td>
<td>($5,329)</td>
<td>($5,140)</td>
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<td>59.1%</td>
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<tr>
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<td>Messenger Service</td>
<td>FedEx Service</td>
<td>($452)</td>
<td>($332)</td>
<td>($173)</td>
<td>($500)</td>
<td>$0</td>
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<td>ED to Board Source $438</td>
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<td>Transportation</td>
<td>Staff travel for professional development</td>
<td>($3,436)</td>
<td>($1,481)</td>
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<td>($2,000)</td>
<td>($5,938)</td>
<td>296.9%</td>
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<td>ED to board Source $1,258; Meeting manager to ALA MW $281; ED to ACRL</td>
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<td>Lodging &amp; Meals</td>
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<td>($585)</td>
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<td>Business Meetings</td>
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<td>($950)</td>
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<td>($111)</td>
<td>16.6%</td>
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<td>Books for team read</td>
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<td>Conference Equipment Rental</td>
<td>Onsite Rental of computers @ conference</td>
<td>($548)</td>
<td>($451)</td>
<td>($658)</td>
<td>($800)</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
<td>AASL eliminated computer and printer at ALA HQ</td>
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<td>Meal Function</td>
<td></td>
<td>$0</td>
<td>($303)</td>
<td>$0</td>
<td>($500)</td>
<td>$0</td>
<td>0.0%</td>
<td>($2,000)</td>
<td>Birthday treats and annual staff lunch; $1,500 for 65th Anniv</td>
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<tr>
<td>5306</td>
<td>Awards</td>
<td></td>
<td>$0</td>
<td>($5,000)</td>
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<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
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<td>5402</td>
<td>Printing-O/S</td>
<td></td>
<td>($1,122)</td>
<td>($580)</td>
<td>($3,668)</td>
<td>($2,500)</td>
<td>($323)</td>
<td>12.9%</td>
<td>($3,250)</td>
<td>Membership brochure $2,500; Stationary $750</td>
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<td>5404</td>
<td>Design Service-Outside</td>
<td></td>
<td>($189)</td>
<td>($263)</td>
<td>($338)</td>
<td>($1,000)</td>
<td>($1,159)</td>
<td>115.9%</td>
<td>($5,750)</td>
<td>Membership brochure $3,500; New member KQ ad $500; STW Member Ad (revision) $250; $1,500 65th Anniv theme design</td>
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<td>5430</td>
<td>Web Operating Expenses</td>
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<td>($223)</td>
<td>($596)</td>
<td>($1,007)</td>
<td>($1,158)</td>
<td>($171)</td>
<td>14.8%</td>
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<td>Staff Development</td>
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<td>($834)</td>
<td>($219)</td>
<td>($781)</td>
<td>($1,000)</td>
<td>($567)</td>
<td>56.7%</td>
<td>($1,000)</td>
<td>External training for class for staff</td>
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<td>5500</td>
<td>Supplies/Operating</td>
<td>For supplies not provided by ALA; Production of ribbons, stickers, displays. HQ office supplies</td>
<td>($1,663)</td>
<td>($2,113)</td>
<td>($5,385)</td>
<td>($2,500)</td>
<td>($5,654)</td>
<td>226.2%</td>
<td>($7,750)</td>
<td>General office supplies $200; Staff business cards $50; Member pins $3,000; Membership ribbons $250; Member display materials $500; buttons/stickers $250; $3,500 65th Anniv presents for donors</td>
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<tr>
<td>Code</td>
<td>Description</td>
<td>Unit Cost</td>
<td>Unit Quantity</td>
<td>Total Cost</td>
<td>Percentage</td>
<td>Total Expense</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>5501</td>
<td>Equipment/Software-Minor</td>
<td>($100)</td>
<td>$620</td>
<td>($2,790)</td>
<td>$1,000</td>
<td>($360)</td>
<td>Software and minor equipment purchased outright and not depreciated</td>
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<td>5502</td>
<td>Ref Mats/Periodicals</td>
<td>($28)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>Computer equipment- FY16 2 laptops; ALA no longer leases</td>
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<td>Computers</td>
<td>($2,114)</td>
<td>$0</td>
<td>($4,400)</td>
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<td>($2,400)</td>
<td>AASL is charged for call out (not calls into ALA)</td>
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<td>Telephone &amp; Fax/O/S</td>
<td>($1,930)</td>
<td>($1,803)</td>
<td>($495)</td>
<td>($2,500)</td>
<td>($27)</td>
<td>Shipments to affiliate conferences; mailchimp subscription</td>
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<td>Postage &amp; E-Mail/O/S</td>
<td>($862)</td>
<td>($45)</td>
<td>($1,565)</td>
<td>($1,800)</td>
<td>($1,623)</td>
<td>General AASL Promotional Items (emery, post-its, pencils)</td>
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<td>Promotion</td>
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<td>$0</td>
<td>($2,095)</td>
<td>Monthly member mailings as well as other materials for membership; 1,000 65th Anniv marketing materials</td>
<td></td>
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<tr>
<td>5560</td>
<td>Org. Support/Contrib Spectrum Scholarship Fund</td>
<td>($5,790)</td>
<td>($1,077)</td>
<td>($2,500)</td>
<td>($2,500)</td>
<td>($2,500)</td>
<td>Call made out of ALA, not incoming</td>
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<td>5599</td>
<td>Misc. Expense For unanticipated expenses</td>
<td>($45)</td>
<td>($3,363)</td>
<td>($10)</td>
<td>($500)</td>
<td>$7,953</td>
<td>Monthly member mailings as well as other materials for membership; 1,000 65th Anniv marketing materials</td>
<td></td>
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<td>5902</td>
<td>IUT-ITTS Labels for Office Use</td>
<td>($68)</td>
<td>($500)</td>
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<td>($500)</td>
<td>$0</td>
<td>$8,000 donation by ALA President</td>
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<td>5905</td>
<td>IUT-Telephone Communications by division staff</td>
<td>($1,997)</td>
<td>($1,799)</td>
<td>($1,267)</td>
<td>($2,000)</td>
<td>($723)</td>
<td>$1,000 65th Anniv marketing materials</td>
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<td>5909</td>
<td>IUT-Dist. Center</td>
<td>($3,165)</td>
<td>($3,872)</td>
<td>($1,951)</td>
<td>($5,000)</td>
<td>($3,814)</td>
<td>$1,000 65th Anniv marketing materials</td>
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<td>5910</td>
<td>IUT-Repro. Duplication of administrative/membership materials.</td>
<td>($2,164)</td>
<td>($3,453)</td>
<td>($758)</td>
<td>($3,500)</td>
<td>($5,635)</td>
<td>Monthly member mailings as well as other materials for membership; 1,000 65th Anniv marketing materials</td>
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<td><strong>Total expense</strong></td>
<td>($634,133)</td>
<td>($604,477)</td>
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<td>($724,997)</td>
<td>($464,810)</td>
<td><strong>$750,916</strong></td>
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<td><strong>Net Income/Loss</strong></td>
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<td><strong>$431,601</strong></td>
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<td>2013 Actual</td>
<td>2014 Actual</td>
<td>2015 Budget</td>
<td>FY15 YTD Q3</td>
<td>% of Budget</td>
<td>2016 Budget</td>
<td>Notes</td>
</tr>
<tr>
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<tr>
<td>4400</td>
<td>Donations</td>
<td>Donations for Affiliate Assembly Breakfast</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$3,000</td>
<td>50.0%</td>
<td>$6,000</td>
<td>ABC-CLIO sponsorship $3,000 per ALA MW/Annual</td>
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<td>5110</td>
<td>Professional Services</td>
<td></td>
<td>($6,093)</td>
<td>($5,516)</td>
<td>($21,053)</td>
<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td>($3,000)</td>
<td>Previously used for strategic plan facilitator- $3,000 to reimburse school for school substitutes during presidential travel</td>
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<td>Messenger Service</td>
<td>Fed Ex</td>
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<td>($29)</td>
<td>($40)</td>
<td>($500)</td>
<td>($60)</td>
<td>13.2%</td>
<td>($100)</td>
<td></td>
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<tr>
<td>5210</td>
<td>Transportation</td>
<td>Flights and ground transportation</td>
<td>($12,139)</td>
<td>($7,264)</td>
<td>($11,910)</td>
<td>($14,500)</td>
<td>($12,360)</td>
<td>85.2%</td>
<td>($12,750)</td>
<td>See detailed attachment for current year travel. Includes (2) EC meetings @ $2,000 each; Presidents (3) travel to ALA $1,000; Presidential affiliate rotation visits (10) visits $3,500; NEW- (3) affiliate visits by ED $1,050; National presentations- I Love My Librarian (President and ED- $700); Regional Directors (9) @ $750 each $6,750</td>
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<tr>
<td>5212</td>
<td>Lodging &amp; Meals</td>
<td>Hotel and per diem</td>
<td>($7,802)</td>
<td>($3,418)</td>
<td>($10,536)</td>
<td>($10,000)</td>
<td>($9,239)</td>
<td>92.4%</td>
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<td>5216</td>
<td>Business Meetings</td>
<td>Registration at other conferences</td>
<td>($5,017)</td>
<td>($16,003)</td>
<td>($8,246)</td>
<td>($5,000)</td>
<td>($1,210)</td>
<td>24.2%</td>
<td>($5,000)</td>
<td>See detailed attachment for current year travel. Includes (2) EC meetings/2 nights ($2,000) plus meals ($1,000) = $6,000. Affiliate visits (10) trips/3 nights ($450) = $4,500; ED visits (3) trips/3 nights ($450) = $1,350; Per diems $2,000</td>
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<td>5301</td>
<td>Conference Equipment Rental</td>
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<td>($324)</td>
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<td>Any possible additions required- flip charts/extra powerstrips</td>
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<td>5302</td>
<td>Meal Functions</td>
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<td>($3,871)</td>
<td>$0</td>
<td>($5,667)</td>
<td>($6,000)</td>
<td>($5,402)</td>
<td>90.0%</td>
<td>($10,000)</td>
<td>Crystal assembly breakfast and lunch at BOD Annual and MW</td>
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<td>($2,000)</td>
<td>($2,000)</td>
<td>($2,500)</td>
<td>$0</td>
<td>0.0%</td>
<td>($2,500)</td>
<td>Crystal Apple; $500 each emerging leader at MW/Annual</td>
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<td>($712)</td>
<td>284.8%</td>
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<td>Last minute on-site Annual/MW printing</td>
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<td>($685)</td>
<td>($530)</td>
<td>($800)</td>
<td>($210)</td>
<td>26.3%</td>
<td>($800)</td>
<td>Board business cards; presidential gavel; gift for outgoing president; certificates for board members</td>
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<td>Telephone/Fax</td>
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<td>($1,000)</td>
<td>($226)</td>
<td>22.6%</td>
<td>($1,000)</td>
<td>Conference call charges- including all committee/task force work</td>
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<td>($6,500)</td>
<td>($1,890)</td>
<td>29.1%</td>
<td>($7,000)</td>
<td>CEO Symposium $2,000; $5,000 presidential initiative</td>
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<td>($556)</td>
<td>($182)</td>
<td>($709)</td>
<td>($550)</td>
<td>($329)</td>
<td>50.8%</td>
<td>($500)</td>
<td>Mailing to board, committee members</td>
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<td>IUT- Repro</td>
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<td>($631)</td>
<td>($108)</td>
<td>($1,000)</td>
<td>($106)</td>
<td>10.6%</td>
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<td>Copies for board meeting/affiliate assembly</td>
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<td>Total expense</td>
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<td>($42,038)</td>
<td>($39,363)</td>
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<td>($49,350)</td>
<td>($31,933)</td>
<td>64.7%</td>
<td>($58,000)</td>
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<td>Net Income/Loss</td>
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<td>($33,363)</td>
<td>($57,637)</td>
<td>($43,350)</td>
<td>($28,933)</td>
<td>64.7%</td>
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## Project 4003: Advocacy

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<th>2013 Actual</th>
<th>2014 Actual</th>
<th>2015 Budget</th>
<th>FY15 YTD Q3</th>
<th>% of Budget</th>
<th>2016 Budget</th>
<th>Notes</th>
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<td>Revenue</td>
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<td>Donations/Honoraria</td>
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<td>BTSB Digital Supplement Grant</td>
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<td>Total revenue</td>
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<td>Expense</td>
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<td>Previously covered Longitudinal Survey; FY15 was School Library Month PSA-</td>
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<td>Affiliate Leadership Summit ALA Annual FY16</td>
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**Net Income/Loss**

|               | ($27,900) | $13,672 | $58,546 | ($26,000) | ($2,471) | ($1,750) |
### Project 4004 - Sections

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# Project 4010 - Strategic Plan

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<th>2013 Actual</th>
<th>2014 Actual</th>
<th>2015 Budget</th>
<th>FY15 YTD Q3 % of budget</th>
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<td>($12,325)</td>
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<td>2015 Budget</td>
<td>FY15 YTD Q3</td>
<td>% of budget</td>
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**Net Income/Loss**

(575,566) (57,451) (62,841) (71,875) (42,490) (60,970)
### Project 4045: Nonconference PD (Licensed institutes 4045/Web CE 4040)

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<th>Item Description</th>
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<th>2013 Actual</th>
<th>2014 Actual</th>
<th>2015 Budget</th>
<th>FY15 YTD Q3</th>
<th>% of budget</th>
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<td>($1,433)</td>
<td>($510)</td>
<td>($900)</td>
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<td>% of budget</td>
<td>2016 Budget</td>
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<td>Speaker/Guest Honorarium</td>
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<td>$4,750</td>
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<td>0%</td>
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<td>$0</td>
<td>$0</td>
<td>0%</td>
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<td>0%</td>
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<td>($96)</td>
<td>($100)</td>
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<td>($28)</td>
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<td>5599</td>
<td>Misc. Expense</td>
<td>Other supplies requested by presenter; $500 contingency; $200 gratuities</td>
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<td>$0</td>
<td>$0</td>
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<td>0%</td>
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<td>($45)</td>
<td>($23)</td>
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<td>$0</td>
<td>0%</td>
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<td>Misc mailings</td>
<td>($5)</td>
<td>($25)</td>
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<td>0%</td>
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<td>IUT-Repro.</td>
<td>Copies for session</td>
<td>($885)</td>
<td>$0</td>
<td>$0</td>
<td>($500)</td>
<td>$0</td>
<td>0%</td>
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<tr>
<td>5911</td>
<td>IUT-General Overhead</td>
<td>OH on Registration Fee of Revenue</td>
<td>($5,335)</td>
<td>($2,183)</td>
<td>($2,109)</td>
<td>($3,816)</td>
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<td><strong>Total expense</strong></td>
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<td><strong>($17,243)</strong></td>
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<td><strong>($13,148)</strong></td>
<td><strong>($17,716)</strong></td>
<td><strong>($2)</strong></td>
<td><strong>0%</strong></td>
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**Net Income/Loss**

$8,676  $9,700  ($4,433)  ($1,816)  $0  ($100)
### Project 4058 - Nonserial Publications

<table>
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<th>Line #</th>
<th>Item</th>
<th>Description</th>
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<th>2013 Actual</th>
<th>2014 Actual</th>
<th>2015 Budget</th>
<th>FY15 YTD Q3</th>
<th>% of budget</th>
<th>2016 Budget</th>
<th>Notes</th>
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<tbody>
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<td>4100</td>
<td>Sales/Books</td>
<td>Sales of division-produced publications</td>
<td>$162,447</td>
<td>$206,687</td>
<td>$170,267</td>
<td>$199,306</td>
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<td>48.0%</td>
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<td>Royalties-Exem</td>
<td>Based on 10% of sales</td>
<td>$2,034</td>
<td>($22,774)</td>
<td>$875</td>
<td>($39,861)</td>
<td>$431</td>
<td>-1.1%</td>
<td>$0</td>
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<td>4429</td>
<td>Overhead Exem</td>
<td>EB- Planning Guide</td>
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<td></td>
<td></td>
<td>$1,275</td>
<td>0.0%</td>
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<td>Encyclopedia Britannica increased price-AASL has foregone their percentage to maintain a reasonable price and to ensure goodwill with members who want to renew</td>
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<td>Miscellaneous Fees</td>
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<td>$196</td>
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<td>$0</td>
<td>0.0%</td>
<td>$3,000</td>
<td>ALA editions publications royalties</td>
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<td>Returns/Credits</td>
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<td>($32,609)</td>
<td>$5,111</td>
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<td>($15,830)</td>
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#### Total revenue

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<th>2013 Actual</th>
<th>2014 Actual</th>
<th>2015 Budget</th>
<th>FY15 YTD Q3</th>
<th>% of budget</th>
<th>2016 Budget</th>
<th>Notes</th>
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<td>$145,917</td>
<td>$189,220</td>
<td>$159,954</td>
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### Expense

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<th>FY15 YTD Q3</th>
<th>% of budget</th>
<th>2016 Budget</th>
<th>Notes</th>
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<td>($3,023)</td>
<td>($3,360)</td>
<td>($4,000)</td>
<td>($160)</td>
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<td>Annual writer fee ($1,000) for 3-4 publications</td>
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<td>($46)</td>
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<td>($100)</td>
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<td>0.0%</td>
<td>($100)</td>
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<td>5400</td>
<td>Edit/Proofread</td>
<td>Editing, copyediting, and proofreading for three publications</td>
<td>($3,590)</td>
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<td>($1,340)</td>
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<td>0.0%</td>
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<td>&quot;Advocacy Toolkit&quot; included (not a for sale publication)</td>
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<td>($25,000)</td>
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<td>20.3%</td>
<td>($5,000)</td>
<td>Publications brochure printing $750; Printing of publications $4,250</td>
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</tr>
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<td>5543</td>
<td>Bad Debt Expense</td>
<td>Based on estimated transactions (1%)</td>
<td>($2,501)</td>
<td>$0</td>
<td>($2,500)</td>
<td>($1,596)</td>
<td>($1,197)</td>
<td>75.0%</td>
<td>($2,500)</td>
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</tr>
<tr>
<td>5550</td>
<td>Promotion</td>
<td>Development &amp; placement of PR materials such as space ads in stakeholder publications</td>
<td>$0</td>
<td>$0</td>
<td>($5,000)</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
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<tr>
<td>5599</td>
<td>Misc. Expense</td>
<td>Miscellaneous</td>
<td>($7)</td>
<td>($62)</td>
<td>$0</td>
<td>($250)</td>
<td>($283)</td>
<td>113.2%</td>
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<td>5905</td>
<td>IUT-Telephone</td>
<td>Communications with vendors, etc.</td>
<td>$0</td>
<td>$0</td>
<td>($100)</td>
<td>($89)</td>
<td>89.0%</td>
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<tr>
<td>5909</td>
<td>IUT-Dist. Center</td>
<td>In-house Mailing</td>
<td>($28)</td>
<td>($60)</td>
<td>($63)</td>
<td>($250)</td>
<td>$0</td>
<td>0.0%</td>
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<tr>
<td>5910</td>
<td>IUT-Repro.</td>
<td>In-house printing</td>
<td>($1,018)</td>
<td>($392)</td>
<td>($563)</td>
<td>($1,000)</td>
<td>($1,441)</td>
<td>144.1%</td>
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<td>5911</td>
<td>IUT-General Over</td>
<td>OH on book sales @ publishing rate</td>
<td>($18,345)</td>
<td>($24,165)</td>
<td>($18,891)</td>
<td>($24,913)</td>
<td>($10,152)</td>
<td>40.7%</td>
<td>($20,432)</td>
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#### Total Expense

|                      | ($93,788)   | ($91,526)   | ($57,816)   | ($99,655)    | ($30,574)    | 30.7%       | ($72,810)   |       |

### Net Income/Loss

<p>|                      | $52,129     | $97,694     | $102,138    | $63,790      | $51,067      | $86,310     |           |       |</p>
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<th>2102 Actual</th>
<th>2013 Actual</th>
<th>2014 Budget</th>
<th>2015 Budget</th>
<th>FY15 YTD Q3</th>
<th>% of budget</th>
<th>2016 Budget</th>
<th>Notes</th>
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<td>4200</td>
<td>Registration Fees</td>
<td>Assumes $189/person (member rate) X 50 people, $229 X 5 people (non-AASL member), $279 X 5 people (non-ALA member)</td>
<td>$0</td>
<td>$72,703</td>
<td>$0</td>
<td>$108,375</td>
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<td>4400</td>
<td>Donations/Honoraria</td>
<td>Rebates to Satellites</td>
<td>$0</td>
<td>$22,500</td>
<td>$0</td>
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<td>$16,500</td>
<td>55.0%</td>
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<td>($8,175)</td>
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<td>Total revenue</td>
<td>$0</td>
<td>$95,203</td>
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<td>$69,444</td>
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<td>($893)</td>
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<td>96.5%</td>
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<td>FedEx</td>
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<td>($1,019)</td>
<td>($150)</td>
<td>($1,500)</td>
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<td>0.0%</td>
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<td>Site Visit</td>
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<td>($3,883)</td>
<td>($500)</td>
<td>($4,500)</td>
<td>($3,594)</td>
<td>79.9%</td>
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<td>Lodging &amp; Meals</td>
<td>Site Visit</td>
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<td>$0</td>
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<td>($22,503)</td>
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<td>($40,125)</td>
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<td>5305</td>
<td>Speaker/Guest Honorarium</td>
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<td>Design Service-O/S</td>
<td>Brochure Design</td>
<td>($1,950)</td>
<td>$0</td>
<td>($2,000)</td>
<td>$0</td>
<td>($909)</td>
<td>0.0%</td>
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<td>5410</td>
<td>Mail Service-O/S</td>
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<td>($10)</td>
<td>($5,000)</td>
<td>$0</td>
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<td>Advertising/Direct</td>
<td>Space ad or email</td>
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<td>$0</td>
<td>$0</td>
<td>0.0%</td>
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<td>Web Expense</td>
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<td>($225)</td>
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<td>$0</td>
<td>$0</td>
<td>0.0%</td>
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<td>Insurance</td>
<td>Cancellation Insurance (estimate)</td>
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<td>$0</td>
<td>($1,000)</td>
<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
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<td>5522</td>
<td>Telephone &amp; Fax/O/S</td>
<td>Telephone rental and calls onsite</td>
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<td>($79)</td>
<td>($250)</td>
<td>($250)</td>
<td>($72)</td>
<td>28.8%</td>
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<td>5523</td>
<td>Postage &amp; E-Mail/O/S</td>
<td>Misc Postage</td>
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<td>($200)</td>
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<td>$0</td>
<td>0.0%</td>
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<td>Utilities</td>
<td>Electrical and other in-house services</td>
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<td>$0</td>
<td>($150)</td>
<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
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<tr>
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<td>Promotion</td>
<td>Promotional piece</td>
<td>$0</td>
<td>$0</td>
<td>($3,000)</td>
<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
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<tr>
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<td>IUT-ITTS</td>
<td></td>
<td>($23)</td>
<td>($23)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
<td></td>
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<td>IUT-Telephone</td>
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<td>$0</td>
<td>($200)</td>
<td>$0</td>
<td>$0</td>
<td>0.0%</td>
<td>$0</td>
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<tr>
<td>5909</td>
<td>IUT-Dist. Center</td>
<td>Mailings</td>
<td>$0</td>
<td>($5)</td>
<td>($250)</td>
<td>$0</td>
<td>($1,272)</td>
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<td>IUT-Repro.</td>
<td>Copies</td>
<td>($375)</td>
<td>($3,364)</td>
<td>($500)</td>
<td>($2,500)</td>
<td>($3,707)</td>
<td>148.3%</td>
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<td>5940</td>
<td>Registration Processing</td>
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<td>($1,837)</td>
<td>$0</td>
<td>($3,023)</td>
<td>($1,596)</td>
<td>52.8%</td>
<td>$0</td>
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<tr>
<td>5911</td>
<td>IUT-General Overhead</td>
<td>OH on registration fees</td>
<td>$0</td>
<td>($18,539)</td>
<td>$0</td>
<td>($32,597)</td>
<td>($15,524)</td>
<td>47.6%</td>
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<tr>
<td></td>
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<td>Total expense</td>
<td>($6,142)</td>
<td>($74,828)</td>
<td>($14,400)</td>
<td>($108,995)</td>
<td>($81,942)</td>
<td>75.2%</td>
<td>$0</td>
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<tr>
<td></td>
<td></td>
<td>Net Income/Loss</td>
<td>($6,142)</td>
<td>$20,375</td>
<td>($14,400)</td>
<td>$29,380</td>
<td>($12,498)</td>
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51
### Project 4138- NC Ticketed Events (Meal Function 4138/Tours 4139/Seminars 4140)

<table>
<thead>
<tr>
<th>Line #</th>
<th>Item</th>
<th>Description</th>
<th>2012 Actual</th>
<th>2013 Actual</th>
<th>2014 Actual</th>
<th>2015 Budget</th>
<th>YTD</th>
<th>2016 Budget</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4200</td>
<td>Registration Fees</td>
<td>Preconferences</td>
<td>$45,449</td>
<td>$0</td>
<td>$42,233</td>
<td>$0</td>
<td>$0</td>
<td>$40,810</td>
<td>(1) Full day - 40 @ $189 = $7,560; (4) Half day - 40 x 4 x $109 = $17,440; ESLS 30 @ $75 = $2,250; assumes total of 15 non-members @ $304 =</td>
</tr>
<tr>
<td>4220</td>
<td>Ticketed Events/Meal Functions</td>
<td>ISS/Banquet/Breakfast; Author events</td>
<td>$21,839</td>
<td>$0</td>
<td>$29,950</td>
<td>$0</td>
<td>$0</td>
<td>$29,050</td>
<td>ISS 50 @ $38 = $1,900; Author banquet 200 @ $55 = $11,000; Author breakfast 150 @ $35 = $5,250; Meet &amp; Greet 60 x 3 @ $15 = $2,700</td>
</tr>
<tr>
<td>4429</td>
<td>Ticketed Tours</td>
<td>School and Educational</td>
<td>$8,719</td>
<td>$0</td>
<td>$12,801</td>
<td>$0</td>
<td>$0</td>
<td>$9,150</td>
<td>(1) 30 @ $60 = $1,800; (3) 30 x 3 @ $35 = $3,150; (4) 30 x 4 @ $35 = $4,200</td>
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<td></td>
<td><strong>Total Revenue</strong></td>
<td></td>
<td><strong>$76,007</strong></td>
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<td><strong>$84,984</strong></td>
<td>$0</td>
<td>$0</td>
<td><strong>$79,010</strong></td>
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<td></td>
<td><strong>Expense</strong></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5110</td>
<td>Professional Services</td>
<td>4 buses for school tours @ 980 each; 2 buses for educational tours @ 980 each; include docent and snacks</td>
<td>($2,937)</td>
<td>$0</td>
<td>($1,997)</td>
<td>$0</td>
<td>($1,160)</td>
<td>($4,000)</td>
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<tr>
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<td>Lodging &amp; Meals</td>
<td></td>
<td>($185)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>5301</td>
<td>Conference Equipment Rental</td>
<td>Preconference A/V- assumes 6 rooms, A/V equipment, projectors, mics. Internet budgeted elsewhere</td>
<td>($22,273)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>Plated breakfast for 150 people @ $28 inclusive = $4,200; Plated dinner for 200 people @ $49 inclusive = $9,800 and Author meet and greet 180 people at $11 inclusive = $1,980; Tours: 30 lunches for full day $25 inclusive = $750; Pre conferences- 3 courses w/continental breakfast and 3 courses w/afternoon cookie breaks @ $18 inclusive-185 attendees = $3,510; 1 full day @ 30 participants; breakfast ($18); box lunch ($24); pm break ($15) = $1,710; assumes NO MID-</td>
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<td>Meal Functions</td>
<td></td>
<td>($30,544)</td>
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<td>($22,668)</td>
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<td>$0</td>
<td>($23,660)</td>
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<td>Speaker/Guest Expense</td>
<td>Misc. speaker expense</td>
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<td>$0</td>
<td>($600)</td>
<td>$0</td>
<td>$0</td>
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<td>5305</td>
<td>Speaker Honorarium</td>
<td>Preconference $500 1/2 day, $1,000 full day</td>
<td>($500)</td>
<td>$0</td>
<td>($3,899)</td>
<td>$0</td>
<td>$0</td>
<td>($3,000)</td>
<td>(4) Half Day @ $500 = $2,000; (1) Full Day @ $1,000</td>
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<td>Supplies/Operating</td>
<td>Supplies for workshop</td>
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<td>$0</td>
<td>($407)</td>
<td>$0</td>
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<td>Duplication of materials for distribution.</td>
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<td>($6,671)</td>
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<td><strong>Total Expense</strong></td>
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<td>($37,831)</td>
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<td><strong>Net Income/Loss</strong></td>
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<td>$1,092</td>
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<td>2014 Actual</td>
<td>2015 Budget</td>
<td>YTD</td>
<td>2016 Budget</td>
<td>Notes</td>
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<td></td>
<td>Revenue</td>
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<td>Sales/Rental-Mail Lists</td>
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<td>4140</td>
<td>Advertising/Gross</td>
<td>Exhibit space sales based on 350 booths @ $2000</td>
<td>$26,501</td>
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<td>$0</td>
<td>$0</td>
<td>Program ads now reserved as part of sponsorship</td>
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<td>Exhibit Space Rentals</td>
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<td>$591,128</td>
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<td>$0</td>
<td>$611,000</td>
<td>Hyatt 1645 room @ $15 = $24,675; Hilton 1173 rooms @ $15 = $17,595; Crowne Plaza 520 rooms @ $15 = $7,800; Drury 346 rooms @ $15 = $5,190; Hampton 174 rooms @ $15 = $2,610; Courtyard 86 rooms @ $15 = $1,290; Red Roof 86 @ $15- $1,290 (total $60,450 - 10% Off Peak ($6,045) = $54,405</td>
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<td>Comm/Sales Rep</td>
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<td><strong>$622,993</strong></td>
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<td><strong>$665,405</strong></td>
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<td>($15,100)</td>
<td>($912)</td>
<td>($28,699)</td>
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<td>($40,960)</td>
<td>Corcoran - $1000 each for 3 Corcoran staff onsite; $50 per exhibiting company 300 @ $50 = $15,000; 10% comission on 188 + booths = 112 booths/average 100 sq ft @ $20.50 per sq ft = $22,960</td>
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<td>$0</td>
<td>($1,500)</td>
<td>Coffee/Soda/Water for exhibitors during set-up. Lodging and meals for 3 Corcoran staff for 7 nights on average hotel rate of $75; per diem $50/day</td>
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<td>$11</td>
<td>($19,000)</td>
<td>Program Book $11,728; Targeted postcards $4,000; Two KQ cover wraps $3,000;</td>
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<td>Design Service-O/S</td>
<td>Program book/Theme Design/Promotions</td>
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<td>($4,750)</td>
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<td>($94)</td>
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<td>5599</td>
<td>5902</td>
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<td>5910</td>
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<td>Corcoran postage - cost to mail exhibitor prospectus'</td>
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<td>($3,000)</td>
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<td>($156,000)</td>
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**Total expense**

| | ($230,905) | ($41,036) | ($202,007) | $0 | ($1,778) | ($319,060) |

**Net Income/Loss**

$502,626 | ($16,036) | $420,986 | $0 | ($1,778) | $346,345
<table>
<thead>
<tr>
<th>Line #</th>
<th>Item</th>
<th>Description</th>
<th>2012 Actual</th>
<th>2013 Actual</th>
<th>2014 Actual</th>
<th>2015 Budget</th>
<th>YTD</th>
<th>2016 Budget</th>
<th>Notes</th>
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<tr>
<td>4220</td>
<td>Registration fees</td>
<td>Based on previous conference</td>
<td>$453,815</td>
<td>$0</td>
<td>$587,204</td>
<td>$0</td>
<td>$0</td>
<td>$605,836</td>
<td>42 ALA members @ $299; 16 ALA members @ $349; 11 ALA members @ $399; 793 AASL members @ $249; 364 AASL members @ $299; 61 AASL members @ $349; 137 exhibits only @ $25; 119 AASL Group @ $224; 12 AASL Group @ $274; 161 Nonmembers @ $364; 125 Nonmembers @ $414; 25 Nonmembers @ $446; 154 AASL One Day @ $189; 12 ALA members One Day @ $239; 120 Nonmember One Day @ $304; 20 Student One Day @ $114; 47 Retired members @ $174; 2 Retired members @ $224; 4 Retired members @ $274; 72 Student members @ $114; 36 Student members @ $164; 13 Student members @ $214; 64 additional exhibitor badges @ $25; 38 Guest Closing Celebration @ $50</td>
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<tr>
<td>4400</td>
<td>Donations</td>
<td>Vendor Sponsors</td>
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<td>$25,000</td>
<td>$57,927</td>
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<td>$0</td>
<td>$100,000</td>
<td>Confirmed- Mackin $5,500; ABC-CLIO $1,500; Overdrive $3,000</td>
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<tr>
<td></td>
<td></td>
<td><strong>Total revenue</strong></td>
<td><strong>$563,716</strong></td>
<td><strong>$25,000</strong></td>
<td><strong>$645,131</strong></td>
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<td><strong>$0</strong></td>
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<td>Expense</td>
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<td>5100</td>
<td>Temp Employee/Outside</td>
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<td>($13,212)</td>
<td>($5,301)</td>
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<td>$0</td>
<td>($10,980)</td>
<td>ADA Interpreter ($3,000); Temp help based on $21/hr for 380 hrs. ($7,980)</td>
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<td>Professional Services</td>
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<td>($43,946)</td>
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<td>($22,000)</td>
<td>Digitell (session recording)- $22,000</td>
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<td>($12,334)</td>
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<td>($784)</td>
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<td>$0</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>Airfare for 3 CSI Staff @ $500 each; 2 first class tickets for speakers + ground transportation ($3,700); Digitel 2 Professional staff air transportation @ $500, ground transportation $200; Staff transportation; airfare and cabs for 8 staff; Digitel ($1,200)</td>
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<tr>
<td>5210</td>
<td>Transportation</td>
<td></td>
<td>($5,584)</td>
<td>($1,283)</td>
<td>($15,558)</td>
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<td>($9,454)</td>
<td>($102)</td>
<td>($2,126)</td>
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<td>$0</td>
<td>($7,500)</td>
<td>CSI Staff; 3 x 6 nights each @ $75+tax; $50 per diem ($2,500); General session speakers - hotel room for 2, for 2 nights each plus per diem ($900); Digitel 2 Professional staff lodging @ $90/night for 4 nights. Included in contract for Hartford; Staff lodging/meals; hotel complimentary for all staff $50 per diem for 8 staff for 7 days - Staff office; continental breakfast, lunch for four days; Digitel ($1,120)</td>
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<td>Facilities Rental</td>
<td>Payment for Exhibit Hall</td>
<td>($39,300)</td>
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<td>$13,329</td>
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<td>FY17 Cost</td>
<td>FY18 Cost</td>
<td>FY19 Cost</td>
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<tr>
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<td>Conference Equipment Rental</td>
<td>($91,098)</td>
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<td>($113,396)</td>
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<td>AV for concurrent sessions, general sessions and all labor $100,000 (Based on Hartford proposal); $5,000 for Digitel internet needs. Includes AV at HQ hotel; Internet pavilion and show office; internet ($3500) and computers ($8000); $11500 wireless buyout of convention (assumes 300 concurrent users); scooter for ADA ($1000); Digitel internet costs ($5,000)</td>
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<td>Meal Functions</td>
<td>($54,790)</td>
<td>$0</td>
<td>($40,458)</td>
<td>$0</td>
<td>Refreshments in speaker lounge $200/day for 5 days; Saturday night gala to include food; facility rental; cash bar; dj; signs ($56k); sponsor appreciation breakfast $1000. OTHERS MIGHT BE OFFERED IF SPONSORED- COST WILL BE 100% OFFSET</td>
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<td>Exhibits</td>
<td>($59,183)</td>
<td>$0</td>
<td>($34,860)</td>
<td>$0</td>
<td>Misc. decorator costs for registration; Cost for decorate to build show management offices including show management, speaker ready room, committee/volunteer room, storage. Includes signage Assumes labor needed for signage hanging.</td>
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<td>5305</td>
<td>Speaker/Guest Honorarium</td>
<td>($13,750)</td>
<td>($6,000)</td>
<td>($14,000)</td>
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<td>FY16- $7,000 opening; $3,000 closing; Connect Panel underwritten by Follett; Author keynote underwritten by ???</td>
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RIBBONS/Buttons $3,000; Conference Bags 2,500 @ $5= $12,500; Staff/Committee Shirts $1,500; BADGE HOLDERS SPONSORED- Breakeven
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<th>Category</th>
<th>Contingency</th>
<th>Mailing</th>
<th>Photocopies</th>
<th>OH on registration fees 26.1%</th>
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<p>| Total expense                  | ($448,590)  | ($27,744) | ($669,564)  | $0                            | $585,203     | $120,633        |</p>
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AASL Meeting: ALA Annual  

Date Submitted: June 17, 2015

Report Type (Action/Consent/Information): Action

Submitted On Behalf Of (Committee/Section/Group/Staff): NSLPY Award Committee

Board/Staff Liaison: Cathy Evans/Allison Cline

Submitter(s) (individual names): Nancy Everhart, Chair

Subject: AASL NSLPY Recommendations

Action Requested: That the AASL Board of Director accept the NSLPY Award Committee recommendations for future NSLPY committee award processes.

Background: See attached report

Relationship to Strategic Plan/Mission/Goals: (http://www.ala.org/aasl/about/governing-docs).

Critical Issue #1/Goal #2 (External Focus)
To be a stronger voice for school librarians and the profession.

Relationship to any policies/position statements: Policy C-7 (Draft until board vote)

Policy No: C-7

Subject: AASL National School Library Program of the Year Award

Policy Statement:
The AASL National School Library Program of the Year (NSLPY) Award honors school library programs practicing their commitment to ensure that students and staff are effective users of ideas and information, as well as exemplifying implementation of AASL's learning standards and program guidelines. The award recognizes exemplary school library programs that are fully integrated into the school's curriculum.

Focus: Members
**Purpose:** To outline the process for submission of nominees and selection of the AASL National School Library Program of the Year Award recipient.

**Procedure:**
1. The applicant must be an AASL personal member.
2. All of the foundational elements listed in the application must be met.
3. One award will be given annually. The committee may choose during any given year to not select a recipient for the award.
4. Up to, but no more than, three applicants will be approved for a site visit by the committee for confirmation of application details and final determination of winner.
5. Nominations for AASL National School Library Program of the Year Award will be due January 1 of each year.
6. The subawards committee will:
   - Determine finalists and make all site visits before April 1 of each year
   - Judge nominees utilizing a standardized scoring rubric
   - Vote on the nominee(s) prior to April 1 of each year
7. The chair of the subawards committee, in coordination with the board and staff liaison, will announce the award winner in the form of an Information Report at the Spring Executive Committee meeting.
8. The AASL President will notify both the winner and finalist(s) via phone. After all nominees have been notified, the recipient will be sent a congratulatory letter from the Awards Committee Chair and AASL President.
9. All candidates who were not successful in receiving the award will be sent a notification letter from the Awards Committee Chair and AASL President.
10. AASL Headquarters will prepare the award, which includes:
    - Press release
    - Recognition in Awards Ceremony material
    - Recognition in *Knowledge Quest* and Hotlinks
11. The sponsor will provide the obelisk for the award winner.
12. An additional ceremony may occur at the winner’s school, in which case AASL will send the executive director as a representative and cover the executive director’s travel expense. If the executive director is unable to attend the president will attend in their place.
13. Award sponsorships are set for automatic renewal. AASL must be notified in advance if an award will no longer be supported the following year by the current sponsor. The deadline for notification is May 1.

**Possible Budget Impact:** Possible depending on acceptance of recommendations.

**Possible Staff Impact:** Already a staff liaison assigned to group
Suggestions from the National School Library of the Year Committee 2015
Nancy Everhart, chair; Richard Connell, Lori Hancock, Beth Olshewsky

The committee was able to accomplish the goals of choosing an award winner for the National School Library Program of the Year using the guidelines provided. This year’s winner is Blue Valley High School, Blue Valley USD, Stilwell, KS. The applicant is Ken Stewart.

Thanks to Jonna Ashley for facilitating the travel and logistics of the committee and thank you to AASL President, Terri Grief, for composing the committee of representatives with a variety of expertise and from a variety of locations.

We make the following recommendations for future committees to improve the process.

1. In the rubric, several of the categories have multiple criteria per element, making it hard to score. This example is of particular concern:
   a. Attending board meetings, inviting decision makers to school, communicating with legislators, participating in local and national legislative days. (Does the person have to be doing all of these, and if not, cannot they not receive credit? These are certainly examples but in both of the schools we visited they did not do all of these.)

2. This criteria, “Designing a library website that contains information for parents and students, exhibits students’ work, provides information and references and resources, links to other libraries and academic sites.” Some schools may have difficulty with the exhibiting student work as per school privacy policies.

3. We had trouble in both instances of the school providing us with the scope and sequence when asked. Consider having them upload this as supporting documentation.

4. It was also a bit difficult with the site visit to make judgments about the collection as many of the most popular materials could have been checked out. Consider having a brief collection analysis be a part of supporting documentation.

5. One of the members of our committee is from an independent school and noted that some of the criteria would not apply to an independent school. Particularly the example of adhering to state standards. We recommend that representatives from the Independent Schools Section examine the rubric and make recommendations that would enable more independent schools to participate.

6. The two schools we visited we truly outstanding. It was very difficult to compare an elementary school and a high school on equal footing. Please consider once again having two awards – one for elementary and one for secondary – even if this means dividing the award money into two $5000 awards. Also separate rubrics would work better in that situation.

7. There was a very small number of applicants and this is often the case. Strategies to encourage more applications need to be put in place.

8. We recommend that the information on ALA Connect for this committee be archived before we start. We had seen deliberations from last year’s committee which included discussion about a school that had reapplied this year. Although it did not impact our decision in future years it might.

9. Our team worked well on both site visits by having each member focused more specifically on one or two areas of the rubric while also paying attention to the overall program. This was tremendously helpful in our debriefings each time and we would suggest this as a strategy for future committees.
AASL Meeting: ALA Annual

Date Submitted: June 17, 2015

Report Type (Action/Consent/Information): Action

Submitted On Behalf Of (Committee/Section/Group/Staff): Policy Review Working Group

Board/Staff Liaison: Devona Pendergrass/Allison Cline

Submitter(s) (individual names): Susan Ballard, Chair

Subject: Policies and Procedures - Section A: Administration

Action Requested: That the AASL Board of Director accept attached policies.

Background: At ALA Midwinter the AASL Board of Directors approved the new table of contents for AASL’s Policy and Procedure Manual, as well as, Policy A-1 which describe the process for formation and revision of AASL policies and procedures as well as a policy template to use.

Attached are the policies that were outlined under Section A: Administration in the approved table of contents.

All policies were copyedited using the Chicago Manual of Style.

Relationship to Strategic Plan/Mission/Goals: [http://www.ala.org/aasl/about/governing-docs](http://www.ala.org/aasl/about/governing-docs).

Vision Statement: The American Association of School Librarians is...A flexible, responsive organization that models effective management practices.

Relationship to any policies/position statements: N/A

Possible Budget Impact: N/A

Possible Staff Impact: N/A
Policy Statement:
Every member will have access to business conducted during board meetings.

Focus:
Primary: AASL Board of Directors, AASL Headquarters
Secondary: AASL Members

Purpose:
To provide a system for reporting action taken at board meetings

Procedure:
1. Board meetings will be documented and minutes distributed appropriately.
   1.1 AASL Headquarters will send minutes to the board members prior to the next board meeting at which they will be approved. The AASL Executive Director will review the minutes for corrections.
   1.2 All members will be able to view approved minutes on the AASL website.
2. Any AASL member may attend board meetings.
   2.1 Any AASL member wishing to address the board should make a request to the AASL President prior to the meeting date.
   2.2 Members will be excused during any executive session of the board.
3. Those individuals who would like to address the AASL Board with non-action items should submit requests to the AASL Executive Director, who will confer with the AASL President in drafting the board meeting agenda.
Policy No: A-3

Subject: AASL Logo

Policy Statement:
The AASL logo is the graphic identity for the national organization and may only be used in accordance with this policy.

Focus:
AASL Members

Purpose:
To describe the official logo of AASL and outline conditions of its use by Affiliates and other supporters of AASL.

Procedure:
1. The AASL logo is a specifically designed form of the association’s name and is not to be altered in any way without the express written consent of AASL. The official logo is:

![AASL Logo](image)

2. The official color of the “AASL” logo text is Navy [PMS: 002a5f] [CMYK: 100/69/0/56]. The logo may also be printed in black or another dark color or reversed out of a dark background (all elements of the logo must be readable in reverse). The only time that the logo can appear in more than one color is when the signature colors are used. The signature colors can be found in the gradient “swooping” element curved around the “AASL” logo text:
   - Yellow [PMS: f79220] [CMYK: 0/51/99/0]
   - Orange [PMS: cf4d36] [CMYK: 0/80/80/16]
   - Red [PMS: b11d44] [CMYK: 0/95/50/30]
   - Purple [PMS: 893e72] [CMYK: 20/76/0/38]
   - Blue [PMS: 5e6895] [CMYK: 54/44/0/30]
   - Teal [PMS: 0083ac] [CMYK: 82/0/0/36]

3. This logo is the sole property of AASL and can be used only in conjunction with national programs or with specific written permission of AASL. The logo may not be used in conjunction with any product offerings and/or non-AASL events, or to imply a connection with, sponsorship by, or endorsement by AASL when no such relationship exists.

3.1 State Affiliate organizations are encouraged to create their own logo or trademark.

3.2 An Affiliate organization may use the AASL logo with the statement “Affiliated Organization of AASL,” provided additional trademarks or service marks are not used in close proximity or as part of the above-described logo. Any additional copy below the logo must be located the
distance of the logo’s baseline to the name’s baseline. Other elements must not crowd the logo, which must be easy to read. Use of the AASL logo by an Affiliate organization for purposes of the Affiliate’s logo must be reviewed and approved by AASL.

3.3 Adding special effects to the logo or distorting it artistically is not permissible.

3.4 The entire logo must be used, and it must always be printed in landscape (horizontal) orientation. It may be reduced or enlarged to suit the use (within the guidelines specified in 3.5 below), but the scale of the logo must be retained.

3.5 The minimum logo size should be 1.5” (200 pixels) in width for the “AASL” block letters to ensure that all type within the logo remains readable. The preferred size for small use is 2” (350 pixels) in width and 2.75” (500 pixels) in width for most publications.

3.6 Any rights granted to use AASL’s logo are granted pursuant to a license only and conveys no other ownership rights. AASL reserves the right to revoke or refuse permission to use the logo if the association deems the use is not in the association’s best interest. It also reserves the right to take action against any unauthorized use or misuse of the logo.
Policy Statement:
The name of the American Association of School Librarians (AASL) shall not be used to endorse or support any person, product, or activity without the express consent of the AASL Board of Directors.

Focus:
AASL Board of Directors, AASL Headquarters, Conference Committees, AASL Publications, Speakers and Participants in AASL-Provided Educational Activities, Corporate Sponsors

Definitions:
Endorsement – the formal approval by the organization of a product, person, organization, initiative, or activity in which AASL’s name and/or logo is used.

Purpose:
To define the guidelines for commercial or organizational support during AASL activities, in AASL publications, or any other service provided to AASL members.

Procedure:
1. AASL offers opportunities for endorsement in the following categories:
   a. Co-sponsorship of awards/grants
   b. Cooperative publishing
   c. Formal programs associated with another organization
2. AASL does not offer endorsements for the following:
   a. Commercial products, programs, or offerings
   b. Non-AASL awards or grants
   c. Non-AASL publications
3. The following procedure will be followed to obtain AASL endorsement:
   a. Formal recommendation will be presented to the board of directors that will include:
      i. Name of organization/institute requesting endorsement
      ii. Description of program, activity, or initiative for which AASL would endorse
      iii. Terms of endorsement (i.e., what does the submitter want from AASL and what will AASL receive in return)
      iv. Length of endorsement
4. Current endorsements that are grandfathered into this policy include:
   a. Awards
      i. ABC-CLIO Leadership Grant
      ii. Beyond Words: Dollar General School Library Relief Fund
      iii. Bound to Stay Bound Books Travel Grants
      iv. Best Websites for Teaching and Learning (individual sites endorsed)
      v. Best Apps for Teaching and Learning (individual sites endorsed)
b. Publications
   i. ALA Publishing
   ii. Encyclopedia Britannica
   iii. American Association of University Presses
   iv. Council for Accreditation of Educator Preparation

c. Formal programs associated with other organizations (note these are ongoing vs. one time or renewable relationships)
   i. NCLE (National Center for Literacy Education)
   ii. ASCD Whole Child

5. AASL recognizes that there will be instances in which commercial vendors will be presented to the AASL members through a serial publication, website blog, educational session, etc. The following steps will be taken to ensure a fair representation of school library services offered to AASL members to avoid any false assumptions of an endorsement:
   a. Knowledge Quest (KQ) articles will be reviewed for a fair and balanced representation of vendor references. AASL recognizes that offering an exhaustive list is not always possible but the editor will look for a fair and balanced article.
   b. Conference educational proposals will be reviewed to determine if the session’s content is focused on the application of a product or service in the school library program or the focus is on a product/service. Aside from the amount of product/service promotion in the content the proposal will also be reviewed for a balanced view of solution offerings. Program chairs will have final determination as to whether a program submission is determined commercial.
   c. AASL recognizes that blog posts are often used to provide possible solutions to school library programming and can offer commercial solutions. The AASL website, which includes the Knowledge Quest website, will ensure that such posts have commenting capabilities so that the community can add additional resources. AASL will also monitor content to determine if a post is related to the practice area being addressed or is considered a commercial posting.

6. The following venues may not be used for commercial endorsement or promotion. Commercial in this instance includes private companies as well as a product or service in which a fee is attached regardless of the status of the organization or group offering the product or service (e.g., a university course offering, an affiliate conference, and online subscription).
   a. AASL Forum
   b. ALA Connect
   c. AASL Listservs
Policy No: A-5

Subject: Testimony or Media Appearance by AASL Members

Policy Statement:
The AASL President will be the primary spokesperson for the association. A member may represent the association only at the direction of the AASL Board of Directors.

Focus:
AASL Members

Purpose:
To provide guidelines for an AASL member acting as a spokesperson on issues related to the field of school librarianship, including but not limited to legal testimony, legislative hearings, and providing interviews or quotes to the press/media.

Procedure:
1. An AASL member may represent AASL only as directed by the AASL Board of Directors.
2. An AASL member who is not directed to represent AASL may use AASL membership or leadership as part of their individual credentials but must state that their participation represents personal opinion and not that of AASL or the AASL Board of Directors.
3. If an AASL Board member or general member of AASL is solicited to give expert legal testimony, provide a quote, write an article, given an interview, or appear within the media or legal system in any way other than as a fact witness, the member should follow these procedures:
   3.1 First disclose that the AASL President is the primary spokesperson for the association and direct the solicitor to the AASL Executive Director, who will then inform the AASL President and ALA’s Public Information Office.
   3.2 In the interest of consistent messaging on behalf of the association, only the AASL President or another representative designated by the AASL President and/or AASL Board of Directors will be called on to respond to media requests as appropriate. If the AASL President declines the opportunity and the AASL Board does not designate the original member approached by the media to represent the association, the original member must disclose that they are not speaking on behalf of the association.
   3.3 When participating in expert legal testimony or a media interview, AASL Board members should use their best judgment, based upon the topic of conversation. Perception often sends an unintended message. If the topic is controversial, i.e., related to an AASL position statement or standard and guideline, the AASL Board member’s message should equal AASL’s position. Otherwise, it disrupts AASL’s cohesion, consistency, and reputation. When in doubt, discuss the situation with the AASL Executive Director and ALA Public Information Office staff.
   3.4 If the media contacts an AASL Board member or general member during a time of crisis, refer the contact to the AASL Executive Director.
4. With AASL’s current strategic focus, additional media outreach may be incorporated into marketing plans and/or efforts. In order to build and maintain a professional and trusted relationship with the media, all responses to press inquiries should be timely and accurate. ALA Public Information Office staff will be the primary point of contact for press relationships initiated by the association.
Policy No: A-6

Subject: Limitations of Executive Committee

Policy Statement:
The AASL Executive Committee is charged with addressing issues between board meetings. The AASL Executive Committee’s role shall be restricted to acting on policy and fiscal issues requiring action between meetings of the board.

Focus:
AASL Board of Directors

Purpose:
To define the limitations of the AASL Executive Committee, as described in Bylaws Article VIII
Policy No: A-7

Subject: Executive Director’s Authority to Sign Contracts

Policy Statement:
The AASL Executive Director is charged with addressing association business and contracts. Unless directed otherwise by the AASL President, the AASL Executive Director has the authority to sign all contracts on behalf of AASL.

Focus:
AASL Board of Directors

Purpose:
To define the limitations of the AASL Executive Director to sign contracts on behalf of AASL.
Policy No: A-8

Subject: Advertising by Outside Vendors

Policy Statement:
In an effort to provide information to members relevant to K-12 education, school librarianship, and/or related to the school library field, AASL will accept advertisements from for-profit and non-profit organizations.

Focus:
AASL Staff, AASL Board of Directors, Editors, and Conference Committee

Purpose:
To define guidelines for advertising for non-profit and for-profit organizations.

Standards/Criteria:
All advertising must be nondiscriminatory and comply with all applicable laws and regulations.

The product and advertiser must be identified within the advertisement.

Advertisements shall not be misleading or deceptive. Advertising copy containing statements or inferences that the advertiser cannot substantiate will be rejected. Product comparisons using trade names will not be accepted without the statement “Substantiating data based on research is available upon reader request.”

The word “Advertisement” will be printed at the top of any advertisements that, in the publisher’s opinion, might be confused with editorial pages.

Procedure:
1. One or more of the following criteria must be met for any organization not related to AASL to advertise with AASL:
   • School library focus
   • K-12 education focus
   • Library focus
2. Advertising at full regular pricing is available to both non-profit and for-profit organizations meeting the above in the following media:
   2.1 Knowledge Quest
   2.2 Hotlinks
   2.3 AASL’s website (including Knowledge Quest website)
3. The subject matter, content, and timing of all advertising is subject to AASL review and approval. AASL reserves the right to refuse advertising at any time. Requested positions are not guaranteed unless stated as a paid position and accepted by AASL.
4. Advertising by or promotion of non-AASL related organizations is not permitted in the following media:
   4.1 AASL Home Page
Policy No: A-9

Subject: Guidelines for Conducting an Electronic Vote

Policy Statement:
The AASL Board of Directors may vote electronically on any issue that cannot wait until the next board meeting and if the dollar amount does not exceed $10,000.

Focus:
AASL Board of Directors and AASL Headquarters Staff

Procedure:
1. Notification of an electronic board vote will be sent out via an ALA Connect notice.
2. Board may hold discussion about any and all issues within the electronic vote via ALA Connect.
3. Discussion on the issue(s) must be started at least 5 working days prior to the deadline for the vote.
4. Board members are responsible for checking the AASL Board of Directors ALA Connect space at least five days prior to the deadline for the vote.
5. There may be only one active vote at a time.
6. The electronic vote will be valid when a majority of the voting board members have submitted their votes.
7. Electronic votes will be reported via the consent agenda at each board meeting.
Policy No: A-10

Subject: Guidelines for Writing Position Statements

Policy Statement:
AASL Position Statements shall be developed at the request of the AASL Board of Directors using the approved format.

Focus:
Membership, Committee or Task Force of Origin, Board of Directors

Purpose:
To describe the standard format and requirements for AASL Position Statements.

Procedure:
1. The board and/or membership may suggest a topic for development. The concept must be approved by the Board and delegated to the appropriate committee or task force.
   1.1 The board will be kept apprised of the development of position statements via information reports from the committee chair to which the project is assigned.
3. The board will review the document for final approval prior to publishing.
   3.1 Upon approval of the board the AASL Editor will review the publication prior to printing to ensure proper formatting and citations.
4. Position statements will be made available at the earliest date possible via the website and other electronic communication channels.
5. Position statements will be reviewed every two years by the board of directors to ensure the information and position are still current and relevant.
6. The board of directors will determine if a position statement needs to be assigned to a standing committee, task force, or working group if expertise is needed in review and/or revisions.
7. The board may vote at any time to withdraw a position statement.
8. The following format should be used when developing a Position Statement:
   
   Title [clearly identifying the position the association is taking]

Disclaimer: The American Association of School Librarians (AASL) assumes no responsibility for the practices or recommendations of any member or other professional or for the policies and procedures of any program. School librarians function within the limitations of licensure/certification, state board of education policies, and/or institution, district, or school policy.

Definitions: [list of terms uses in statement and how they are defined for this particular publication]

Background: [information as to how this issue came to light and why the association is taking a position on this issue. Specifically include how this issue impacts members of the association]
Position: [Should start with “The American Association of School Librarians supports the position that....]


Recommended Reading List: [any additional materials that were not cited in the position statement but add to the position made by the association]

Approval/Revision Dates: [Approved by the AASL Board of Directors (date). Revised (date)]

Committee/Task Force Name:
Committee/Task Force Member Names:
Policy No: A-11

Subject: Use of AASL Letterhead

Policy Statement:
All written correspondence by all AASL Board/Committee members using AASL letterhead will follow the established guidelines for use.

Focus:
AASL Board of Directors, AASL Committee Chairs, AASL Committee Members

Purpose:
To define when it is appropriate for AASL Board members, committee chairs, and committee members to use AASL letterhead for written correspondence.

Definitions:
AASL letterhead includes the AASL logo with the headquarters address and contact information. A blank white sheet is to be used for the second and all subsequent pages.

Procedure:
1. Use of AASL letterhead
   2.1 AASL letterhead is to be used only when communicating on behalf of AASL with an individual or agency outside the association at the direction of the AASL President, AASL Board, or AASL Executive Director.
   2.2 AASL letterhead need not be used for correspondence between officers or board or committee members. Leaders should use their personal stationary or institutional letterhead for this purpose.
   2.3 AASL letterhead may not be used to express personal opinions. Opinions expressed on AASL letterhead are restricted to a policy or position statement of AASL.
   2.4 When a letter to a company, organization, association, governmental body, or publication is initiated by a leader or committee, it must be submitted in draft form to the AASL President and AASL Executive Director for review prior to its distribution.
   2.5 A copy of any letter sent to groups of members or in response to an inquiry will be filed at AASL Headquarters.
   2.6 Questions regarding use of AASL letterhead are to be directed to the AASL President or AASL Executive Director for clarification prior to use of the AASL letterhead.
3. Access to AASL letterhead will be provided to members of the AASL Board of Directors or committee chairs upon requests to AASL Headquarters.
Policy Statement:
AASL members functioning as representatives and/or decision makers of AASL should be knowledgeable about and avoid any actual, potential, or perceived conflict of interest.

Focus:
All AASL members functioning as representatives and/or decision makers of AASL including, but not limited to, elected or appointed AASL Board of Directors, appointed chairs, and representatives.

Purpose:
To educate all AASL members in order to prevent an actual, potential, or perceived conflict of interest that may arise when representing AASL or its interest. This awareness will preserve the credibility of the association and assure impartial decisions.

Supportive Data:
Definitions:
AASL Leader: All AASL members functioning as representatives and/or decision makers of AASL including, but not limited to, elected or appointed AASL Board of Directors, appointed chairs, and representatives.
Conflict of Interest: external actions and/or ties that may bias, or may appear to bias, a person’s judgment in performing their role as an AASL Leader.

Procedure:
1. A copy of this policy will be provided to all AASL leaders officially representing AASL.
2. If questions arise, an opportunity for clarification will be arranged by the board of directors.
3. Each AASL leader will sign a statement that says: “I, [name], have read the conflict of interest policy and understand it. I have had the opportunity to ask questions. I agree to abide by this policy resigning my position or canceling the activity that is causing the conflict.”
4. The awareness of any actual, potential, or perceived conflict of interest is a continuing obligation of all members of AASL who act as representatives of the association. Disclosure of any conflict is the responsibility of all members.
5. AASL leaders will sign an AASL Conflict of Interest Statement & Acknowledgment annually for the length of their involvement in AASL. In the event circumstances do change, each member is responsible for disclosing their conflict to the AASL Board of Directors, and filing an amended Conflict of Interest Statement & Acknowledgment.
6. Statements are maintained at AASL Headquarters.
7. A copy of this policy shall be given to all AASL Board of Director members, committee chairs, and Affiliate Assembly Chair and Vice-Chair or other key stakeholders upon commencement of such person’s relationship with AASL or at the official adoption of stated policy.
a. National leaders and representatives – Forms will be signed at the ALA Annual Board of Directors meeting.
b. Committee chairs - Forms will be sent with their committee confirmation papers.

8. Each AASL leader shall sign and date the policy at the beginning of his/her term of service and each year thereafter. Failure to sign does not nullify the policy.

9. This policy and the AASL Conflict of Interest Statement & Acknowledgment must be filed annually by all specified parties.
AASL Conflict of Interest Statement & Acknowledgment

As a leader or representative of AASL I affirm that:

- I will act in the best interest of AASL regarding my fiduciary responsibility to the Association.
- I will fully disclose any conflict of interest to the AASL Board of Directors.
- In the event of a conflict of interest, I will not discuss, vote, or otherwise be involved in consideration of the matter.
- I agree not to take advantage of any corporate opportunity available to AASL of which I become aware as a result of my position in the Association.
- I agree to cooperate fully in the event of an investigation of a potential breach of this policy.

I, __________________________, have received and read the conflict of interest policy and understand it. I have had the opportunity to ask questions. I agree to abide by this policy unless the activity in question has been approved by the AASL Executive Committee. I agree to resign my position or cancel the activity that may cause an actual or perceived conflict of interest.

Signature:

Title/Position:

Date:
Policy Statement:
All AASL Board of Directors must exhibit professional conduct and honorable behavior in their leadership roles.

The AASL Board of Directors will:
- Prepare for board meetings and participate in open dialogue between the board members, executive director, and invited experts.
- Commit to a decision-making format that addresses all available facts in each situation, taking into consideration the views of fellow members of the board.
- Support the best interest of AASL as a whole at all times, while keeping personal biases or the views of special interests at a minimum.
- Accept, support, and implement all decisions of the board, even those that the member did not initially support or those that were made in their absence.
- Support an environment of decision-making based on a comprehensive analysis of issues. Address and assess both the benefits and risks of all actions to be implemented and evaluate the potential effects of such implementation.
- AASL Board members will not speak or act on behalf of AASL or its board of directors unless authorized to do so by the AASL President.
- Maintain confidentiality on all matters deemed so by the AASL Board of Directors.
- Abide by all AASL policies including the AASL Conflict of Interest and Code of Conduct Policies.

Focus:
AASL Board of Directors

Purpose:
To define the expectations of the AASL Board of Directors in maintaining the highest standard of ethical and professional conduct.

Procedure:
1. A copy of this policy shall be given to all AASL Board of Directors upon commencement of such person’s relationship with AASL or at the official adoption or amendment of stated policy
   a. Forms will be signed at the AASL Annual Board of Directors meeting
2. If questions arise, an opportunity for clarification will be arranged by the AASL Board of Directors
3. Each AASL Board member shall sign and date the agreement at the beginning of her/his term of service and each year thereafter. Failure to sign does not nullify the agreement.
4. Signed agreements are maintained at AASL Headquarters.
AASL Board of Directors Rules of Conduct

As a member of the board of directors of the American Association of School Librarians, I agree to support and be bound by the following principles to assure effective and ethical decision-making and governance:

1. I will be deliberate in my responsibility to AASL by preparing for board meetings and decision-making (e.g., studying all materials in advance). I will consider the need for and request any additional information in advance of the meetings.
2. I will base my decisions on all available facts in each situation, taking into consideration the views of my fellow members of the board.
3. I will make decisions in the best interest of AASL as a whole and will strive to keep personal bias or the views of special interest at a minimum.
4. I will accept, support, and implement all decisions of the board, even those that I did not initially support or those that were made in my absence.
5. I will work to provide an environment conducive to comprehensive analysis of issues and assessment of benefits and risks of action or inaction in an open dialogue between members of the board and the executive director.
6. I will not speak or act for AASL or the board unless specifically authorized to do so. I will not present opinions about AASL business unless those opinions have been approved in advance by the board or unless those opinions are clearly expressed as personal opinions and not necessarily the views of AASL.
7. I will not discuss matters deemed confidential by the board outside of board meetings without the express permission by the AASL President.
8. I will abide by AASL’s Conflict of Interest Policy and will strive to avoid even the appearance of such conflicts.

I hereby acknowledge that I have received a copy of the Rules of Conduct for members of the AASL Board of Directors. I understand that it describes the general rules by which I will conduct myself as a member of the board and that I am responsible for familiarizing myself with the statements it contains.

Signature

Print Name

Date
Policy Statement:
AASL will publish notices of selected professional development offerings as an information service to AASL members.

Focus:
AASL Members, Affiliate Organizations

Purpose:
To define the circumstances in which professional development offerings related to the school library field will be publicized on the website, in the electronic newsletters, or in other publications.

Definitions
Publication- for the purposes of this policy AASL defines a publication as any serial communication (Knowledge Quest, Hotlinks) as well as the AASL website. The AASL listserv and ALA Connect are not considered publications and therefore are not impacted by this policy.

Procedure:
1. Persons desiring to announce school library-related professional development opportunities through AASL must submit a request to AASL Headquarters.
2. Information must be received in a timely manner that assures AASL members will receive the notice prior to the date of the event.
3. The request must include:
   a. Title of offering
   b. Date and time
   c. Location
   d. Provider
   e. Contact person and contact information (email, phone, etc.)
4. Requests will be considered in the following priority:
   a. Activities for which AASL is the provider (ALA Annual events, AASL National, etc.)
   b. Activities for which an AASL Affiliate is the provider
5. For requests that do not provide continuing education, AASL will consider promoting to members if the following criteria are met:
   a. Event is related to the school library profession
   b. Event is being provided by a credible organization
   c. Event does not conflict with any AASL or Affiliate events
   d. Event is free
Policy No: A-15

Subject: Strategic Plan

| Page: 1 of 1 | Effective Date: |
| Review Date(s): | Review Responsibility: Bylaws Committee |

**Policy Statement:**
AASL will have a board of directors-approved strategic plan to ensure the long-term viability of the association.

**Focus:**
AASL Board of Directors, AASL Headquarters, AASL Members, Affiliate Organizations

**Purpose:**
To ensure that AASL’s strategic plan is a relevant document that is carried throughout the association’s work and is disseminated to the school library community.

**Procedure:**
1. The AASL Board of Directors will approve a strategic plan developed to cover a maximum three-year time span.
   a. At any point during the three-year time span the AASL Board of Directors can determine if the plan can be extended with new operational goals or if a new strategic plan should be undertaken.
2. The AASL Board of Directors will approve an operational plan, developed by headquarters staff, which will outline the operational implementation of the strategic plan including timing and budget implications.
   a. The operational plan will be included in the ALA Midwinter and ALA Annual AASL Board of Directors documents for progress review.
3. The AASL Board of Directors will ensure that approved programs, services, and products are evaluated on the basis of their relatedness to the plan.
4. The strategic plan will be provided to all factions of the association, including the Affiliate Assembly, sections, committees, task forces, etc., so that the goals and strategic directions contained in the plan may be used by these groups as they execute the work of the association. The strategic plan will be posted on AASL’s website to provide public access.
5. The goals and strategic directions contained in the AASL Strategic Plan shall provide the basis upon which the AASL Board of Directors evaluate current programs, identify new initiatives, and establish priorities for the annual budget.
Policy No: A-16

Subject: Solicitation of Funds

Policy Statement:
AASL members may not directly or indirectly approach a potential funder to solicit funding for AASL OR on behalf of AASL without permission from the AASL Executive Director.

Focus:
AASL Board of Directors, AASL Headquarters, AASL Committees, AASL Volunteers

Definitions:
Funder: any entity that could provide monies or services and can include a vendor, foundation, governmental body, company, or organization.

Purpose:
To ensure that external funding for AASL projects are in line with AASL’s Strategic Plan and operational priorities.

Procedure:
1. Any AASL member who wishes to solicit funds for an AASL project or initiative needs to submit a request to the AASL Executive Director and include the following information:
   a. Name(s) of potential funder(s)
   b. Name/title of project, program, or event to be funded
   c. Date or timeline of project, program, or event
   d. Statement on how this project, program, or event fits into the AASL Strategic Plan or operational goals.
   e. Reasoning for need to raise funds
   f. List of potential funders that will be solicited
   g. Timeline for solicitation
2. The following criteria will be used to review and evaluate requests for funding:
   a. If the funder is a current sponsor or partner of AASL
   b. If the funding opportunity will advance the strategic goals of the association
3. The AASL Executive Director will also determine if the solicitation should come from the organization or the individual/committee requesting funding.
4. Once any funding has been secured a formal agreement must be established between AASL and the funder and finalized by AASL Headquarters.
5. All funds will be received and processed through AASL Headquarters. No funds may be solicited or distributed to an individual or group.
Policy No: A-17

Subject: Partners & Collaborators

Policy Statement:
Any request for a partnership with AASL requires approval from the AASL Board of Director and a written agreement defining the terms of the partnership. Collaborative agreements are approved by the AASL Executive Director and reported to the AASL Board of the Directors.

Focus:
AASL Board of Directors, AASL Headquarters, AASL Committees, AASL Volunteers

Definitions:
Partner: an organization, group, or other body that enters into a formal agreement in which the advancement of mutual interests exists. Examples of partnerships include:
- Vendor partner:
  - Corporate sponsors- a formal agreement and exchange of funds that advance AASL’s strategic initiatives and the vendor’s marketing efforts
- Organization partner
  - P21- AASL paid dues to the organization and were offered various benefits as a member with the mutual advancement of K-12 education issues.
  - Carnegie Science Center- AASL worked to advance their STEM CanTEEN project in return for payment.
Collaborator: organization(s), group(s), or other body with whom AASL work to accomplish a shared task or achieve a shared goal. Examples of collaborations include:
- Connected Educator Month- There is no formal agreement but AASL promotes their event and are therefore listed as a supporter.
- NCLE (National Center for Literacy Education)- There is no formal agreement but AASL works collaboratively on many projects.
- ASCD Whole Child- There is no formal agreement but AASL is a “Whole Child Partner” and does participate in meetings, is offered opportunities to sign on to various letters/initiatives, as well as submit material for their blog and website.
*Note: many collaborative agreements result in AASL being listed as a partner by the other organization.

Purpose:
To ensure that partnerships or collaborations are in line with AASL’s Strategic Plan and operational priorities.

Procedure:
Any request for a partnership will be submitted to the AASL Board of Directors for consideration and should include:
- Name of organization, group, or body making request
- Specifics of request outlining the defined roles and requirements for both the partner and AASL
- Identification of advantages and potential liability/risks
- Connection to current AASL Strategic Plan and operational goals
- Budget implications
- Timeline

The AASL Board of Directors will consider partnership based on the following criteria:
- Consistency with AASL mission, strategic plan, and/or operational goals
- Conformity to AASL/ALA Policies
- Benefit to AASL by furthering the objectives of the organization and by providing opportunities, resources, and/or services for members
- Clear statement of the responsibilities and expectations
Policy No: A-18

Subject: Commercial Use of AASL Communities

Policy Statement:
The use of the American Association of School Librarians (AASL) communities to conduct personal business or commercial activities, except through a contractual agreement, is prohibited.

Focus:
AASL Members

Definitions:
Community: any in-person or online gathering of members which includes but is not limited to:
- AASLForum
- ALA Connect
- AASL listserv
- AASL social media
- AASL website (blogs, comment posts, etc.)
- AASL educational events, including social events within an educational event

Commercial activity: an activity that is engaged in or concerned with the buying and selling of goods, products, or services.

Purpose:
To ensure that AASL communication vehicles are used to serve the association.

Procedure:
1. AASL’s intentions are to ensure the free flow of ideas and networking between professionals. Each quarter AASL will post a usage statement on AASLForum to ensure new members are aware of proper use.
2. Commercial recommendations as a response to a professional inquiry are permitted (e.g., a request for a book recommendation for a lesson, or new vendor recommendation for a particular service).
3. Unsolicited commercial recommendations are not allowed (e.g., posting a recently published book or solicitation to subscribe to a publication or service).
4. Commercial materials may not be distributed outside a presenter’s session and/or exhibit hall.
5. Because of the special considerations required for school library job openings, AASL does allow job posting to be posted both on AASLForum as well as submitted to Hotlinks for a complimentary listing to members.
6. The following steps will be taken by AASL Headquarters when a violation has occurred:
   - The individual that posted a commercial posting will be notified that such postings are not permitted. If the AASL member continues to ignore AASL policy, he/she will be removed from the AASLForum list.
   - Commercial materials placed in session rooms or open areas of conference will be removed.
   - Individuals soliciting AASL attendees outside of the conference exhibit hall will be asked to leave the conference.
AASL Meeting: ALA Annual

Date Submitted: June 17, 2015

Report Type (Action/Consent/Information): Action

Submitted On Behalf Of (Committee/Section/Group/Staff): Policy Review Working Group

Board/Staff Liaison: Devona Pendergrass/Allison Cline

Submitter(s) (individual names): Susan Ballard, Chair

Subject: Policies and Procedures - Section B: Board of Directors

Action Requested: That the AASL Board of Director accept attached policies.

Background: At ALA Midwinter the AASL Board of Directors approved the new table of contents for AASL’s Policy and Procedure Manual, as well as, Policy A-1 which describe the process for formation and revision of AASL policies and procedures as well as a policy template to use.

Attached are the policies that were outlined under Section B: Board of Directors in the approved table of contents.

All policies were copyedited using the Chicago Manual of Style.

Relationship to Strategic Plan/Mission/Goals: (http://www.ala.org/aasl/about/governing-docs).

Vision Statement: The American Association of School Librarians is...A flexible, responsive organization that models effective management practices.

Relationship to any policies/position statements: N/A

Possible Budget Impact: N/A

Possible Staff Impact: N/A
Policy No: B-1

Subject: Position Descriptions

Policy Statement:
Each AASL Board member has specific responsibilities during board meetings and throughout the year as outlined in this policy.

Focus:
AASL Board of Directors

Purpose:
To ensure that prospective, newly elected, and current board members have a clear understanding of their roles and responsibilities during board meetings and throughout the year.

Supportive Data:
See AASL Bylaws Article IV, VII and VIII.

Procedure:
The following outlines the responsibilities, attendance requirements, and additional duties for AASL elected officials.

The AASL President shall:

- Preside at all of the AASL meetings, including those of the AASL Board of Directors
- Serve as an ex-officio member of all of the AASL committees, except the Leadership Development Committee, with a right to vote only in case of a tie
- Perform other duties designated by the membership, or the board, and shall represent the AASL or designate a representative to other organizations
- Report annually to the AASL membership

The AASL President will attend:

- ALA Midwinter Meeting and ALA Annual Conference
  - AASL Executive Committee and AASL Board meetings, over which they will preside
  - AASL All Committee meeting
  - AASL Affiliate Assembly (present report from the board)
  - AASL Alliance for Association Excellence Committee
  - ALA President’s Luncheon
o ALA Division President’s Breakfast*
  o Joint Youth Executive Committee Meeting (and every three years preside)
  • AASL Spring and Fall Executive Committee meetings*
  • AASL National Conference (or other AASL national professional development event)*
  • Five (5) state affiliates as part of the presidential rotation, where they will present*
  • ALA Library Legislation Day with AASL Executive Director*
  • AASL priorities and special initiatives which may require travel as needed*
  • ALA Division Leadership meeting*

*Indicates events in which AASL covers all or partial expense

Attendance at other state conferences is a personal decision and will not be supported financially by AASL.

Additional responsibilities include:

  • Writing a presidential column for each issue of Knowledge Quest
  • Contributing reports to For the Record, AASL's Bi-Annual Newsletter on the Business of the Association
  • Submitting blog posts for Knowledge Quest website
  • Conducting an online orientation for committee chairs and prepare, with staff, a committee handbook
  • Presenting the AASL President’s Report during AASL’s Annual Membership meeting

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The AASL President-Elect shall:

  • Perform the duties of the president in the absence or incapacity of the president
  • Perform other duties designated by the board

The AASL President-Elect will attend:

  • ALA Midwinter Meeting and ALA Annual Conference
    o AASL Executive Committee and AASL Board meetings
    o AASL All Committee meeting
    o AASL Affiliate Assembly (and will present)
    o AASL Alliance for Association Excellence Committee
    o ALA President-Elect’s Luncheon
    o ALA Division President’s Breakfast*
      o Joint Youth Executive Committee Meeting
  • AASL Spring and Fall Executive Committee meetings*
  • Three (3) state affiliates as part of the presidential rotation at which they will present*
  • AASL priorities and special initiatives which may require travel as needed*
• ALA Inaugural Event as a guest of honor
• ALA Division Leadership meeting*
• ALA President-elect Orientation*
• President-elect training with AASL Executive Director*

*Indicates events in which AASL covers all or partial expense

Attendance at other state conferences is a personal decision and will not be supported financially by AASL.

Additional responsibilities include:

• Working with AASL staff to make committee appointments and prepare documents for the coming year
• Prepare orientation for board including board handbook
• Contributing reports to For the Record, AASL’s Bi-Annual Newsletter on the Business of the Association
• Presenting the AASL President-Elect’s Report during AASL’s Annual Membership meeting

The AASL Immediate Past-President shall:

• Serve as a mentor to newly elected directors
• Serve as a liaison to the Affiliate Assembly Coordinating Team (AACT) in its capacity as a membership committee.
• Serve as chair of the Leadership Development Committee

The AASL Immediate Past-President will attend:

• ALA Midwinter Meeting and ALA Annual Conference
  o AASL Executive Committee and AASL Board meetings
  o AASL All Committee meeting
  o AASL Affiliate Assembly
  o AASL Alliance for Association Excellence Committee
  o ALA Division President’s Breakfast*
  o Joint Youth Executive Committee Meeting
• AASL Spring and Fall Executive Committee meetings*
• Two (2) state affiliates as part of the presidential rotation at which they will present*
• AASL priorities and special initiatives, which may require travel as needed*
• ALA Division Leadership meeting*

*Indicates events in which AASL covers all or partial expense
Attendance at other state conferences is a personal decision and will not be supported financially by AASL.

Additional responsibilities include:

- Serving as the host/ess for the AASL Past-Presidents’ Luncheon at ALA Annual*
- Presenting the AASL President’s Report during AASL’s Annual Membership meeting

The AASL Treasurer shall:

- Chair the AASL Budget Committee
- Chair the AASL Alliance for Excellence Committee
- Serve as the members’ advocate in the budgetary process, reporting annually to the AASL membership

The AASL Treasurer will attend:

- ALA Midwinter Meeting and ALA Annual Conference
  - AASL Executive Committee and AASL Board meetings
  - AASL All Committee meeting
  - AASL Affiliate Assembly
  - AASL Alliance for Association Excellence Committee
  - Joint Youth Executive Committee Meeting
  - ALA Planning and Budget Assembly (PBA)/Division meetings
  - ALA Budget Analysis and Review Committee (BARC)/Division meetings
- AASL Spring and Fall Executive Committee meetings*
- AASL priorities and special initiatives, which may require travel as needed*
- ALA Division Leadership meeting*

*Indicates events in which AASL covers all or partial expense

Attendance at other state conferences is a personal decision and will not be supported financially by AASL.

Additional responsibilities include:

- Presenting AASL Treasurer’s Report during AASL’s Annual Membership meeting
- Contributing reports to For the Record, AASL’s Bi-Annual Newsletter on the Business of the Association

AASL Executive Director, in consultation with the Budget and Finance Committee, is responsible for preparing the yearly budget.

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The AASL Division Councilor shall:

- Represent AASL in the governing body of the association, the ALA Council
- Serve on the AASL Executive Committee

The AASL Division Councilor will attend:

- ALA Midwinter Meeting and ALA Annual Conference
  - AASL Executive Committee and AASL Board meetings
  - AASL All Committee meeting
  - AASL Affiliate Assembly (and will present)
  - Joint Youth Executive Committee Meeting
  - ALA Council meetings
  - Youth Division Caucus
- AASL Spring and Fall Executive Committee meetings*
- AASL priorities and special initiatives, which may require travel as needed*

*Indicates events in which AASL covers all or partial expense

Additional responsibilities include:

- Contributing reports to For the Record, AASL's Bi-Annual Newsletter on the Business of the Association
- Presenting the Division Councilor’s Report during AASL’s Annual Membership meeting

The AASL Member-at-Large shall:

- Represent all members of the association on the AASL Board of Directors
- Serve on the Bylaws Committee

The AASL Member-at-Large will attend:

- ALA Midwinter Meeting and ALA Annual Conference
  - AASL Board meetings
  - AASL All Committee meeting
  - AASL Affiliate Assembly
- AASL priorities and special initiatives, which may require travel as needed*

The AASL Section Representatives (ESLS, ISS, SPVS) shall:

- Represent the views of the section to the board
- Provide the board with reports of section activities
- Serve as a communication channel between the AASL Board and the section

The AASL Section Representative will attend:

- ALA Midwinter and ALA Annual Conference
  - AASL Board meetings
  - AASL All Committee meeting
  - AASL Affiliate Assembly
- Participate in AASL priorities and special initiatives, which may require travel as needed*

*Indicates events in which AASL covers all or partial expense

The AASL Regional Director shall:

- Represent the interests of the AASL Members-at-Large, as well as those members within his/her region
- Serve as a communication channel between the AASL Board and the membership

The AASL Regional Director will attend:

- ALA Midwinter and ALA Annual Conference
  - AASL Board meetings
  - AASL All Committee meeting
  - AASL Affiliate Assembly
- Participate in AASL priorities and special initiatives, which may require travel as needed*

Additional responsibilities include:

- Contacting each state within his/her region to request being added to communication channels
- Optional attendance at a state conference outside of his/her residential state for the purposes of representing AASL and the importance of affiliation*

*Indicates events in which AASL covers all or partial expense
Policy No: B-2

Subject: Representation by AASL

Policy Statement:
The AASL President shall make appointments to ALA representative seats as part of the committee appointment process that are not already established as “virtue of position” appointments.

Focus:
AASL Board of Directors, ALA

Purpose:
To ensure a timely and accurate process for AASL representative appointments so that the school library voice is represented in ALA.

Supportive Data: The following is a list of the current appointments

<table>
<thead>
<tr>
<th>Committee</th>
<th>ALA Committee Code</th>
<th>Appointment Type</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnegie I Love My Librarian Award</td>
<td>ALA-PIOLIBAWARD</td>
<td>By virtue of position as Immediate Past President</td>
<td>1 year</td>
</tr>
<tr>
<td>ALA Appointment Committee</td>
<td>ALA-APPC</td>
<td>By virtue of position as President-elect</td>
<td>1 year</td>
</tr>
<tr>
<td>ALA Planning and Budget Committee</td>
<td>ALA-BF</td>
<td>By virtue of position as Treasurer</td>
<td>3 years</td>
</tr>
<tr>
<td>ALA Advocacy Coordinating Group</td>
<td>ALA-ADVOCOM</td>
<td>By virtue of position as AASL Advocacy Committee Chair</td>
<td>1 year</td>
</tr>
<tr>
<td>ALA Membership Promotion Task Force</td>
<td>ALA-MBPROMOTF</td>
<td>By virtue of position as Affiliate Assembly Chair-elect</td>
<td>1 year</td>
</tr>
<tr>
<td>ALA Committee on Education</td>
<td>ALA-ED</td>
<td>By virtue of position as ESLS Past Chair</td>
<td>1 year</td>
</tr>
<tr>
<td>ALA Annual Conference Coordinating Committee</td>
<td>ALA-CPCT2013</td>
<td>By virtue of position as AASL Annual Conference Chair</td>
<td>1 year</td>
</tr>
<tr>
<td>ALA Intellectual Freedom Committee</td>
<td>ALA-IF</td>
<td>Presidential Appointment</td>
<td>1 year</td>
</tr>
<tr>
<td>ALA Legislation Assembly</td>
<td>ALA-LGLA</td>
<td>By virtue of position as AASL Legislation Committee Chair</td>
<td>1 year</td>
</tr>
<tr>
<td>ALA Education Assembly</td>
<td>ALA-LEA</td>
<td>By virtue of position as CAEP Coordinating Committee</td>
<td>1 year</td>
</tr>
<tr>
<td>Committee Name</td>
<td>Code</td>
<td>Type of Appointment</td>
<td>Length</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>----------------</td>
<td>---------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ALA Literacy Assembly</td>
<td>ALA-LTASSEMBLY</td>
<td>Presidential Appointment</td>
<td>2 years</td>
</tr>
<tr>
<td>ASCLA Accessibility Assembly</td>
<td>ASC-ADA</td>
<td>Presidential Appointment</td>
<td>2 years</td>
</tr>
<tr>
<td>ALA Committee on Rural, Native, and Tribal Libraries of All Kinds</td>
<td>ALA-RURALCOM</td>
<td>Presidential Appointment</td>
<td>2 years</td>
</tr>
<tr>
<td>Cataloging of Children's Materials</td>
<td>ATS-CCSCCM</td>
<td>Presidential Appointment</td>
<td>2 years</td>
</tr>
<tr>
<td>Freedom to Read Foundation</td>
<td>ALA-FTRF</td>
<td>Presidential Appointment</td>
<td>2 years</td>
</tr>
<tr>
<td>ALA Professional Ethics Committee</td>
<td>ALA-PROFETHIC</td>
<td>Presidential Appointment</td>
<td>2 years</td>
</tr>
<tr>
<td>ALA Web Advisory Committee</td>
<td>ALA-WEBADV</td>
<td>Presidential Appointment</td>
<td>2 years</td>
</tr>
<tr>
<td>Jaffarian Award Committee</td>
<td>PPO-JAFFCOMM</td>
<td>Presidential Appointment</td>
<td>2 years</td>
</tr>
</tbody>
</table>

**Procedure:**
The AASL President-Elect shall make appointments for the year that they are president. The appointment process will not start before January 1 and must be completed no later than May 30.

The AASL President-Elect shall appoint members to committees, subcommittees, task forces, and working groups and shall give due consideration to regional balance, to active participation in the association and its Affiliates, and to availability and willingness to participate in the work of the association.
Policy No: B-3

Subject: Committee/Task Force Summary Report

Policy Statement:
Each AASL standing committee or task force will submit a summary report for review at the ALA Annual Conference.

Focus:
AASL Committee/Task Force Chairs, AASL Headquarters Staff

Purpose:
To describe the format and requirements for committee/task force reports to the AASL Board of Directors

Procedure:
1. Report will be written as Action, Consent, and Information reports.
   a. Action and Consent reports are those items that require board action.
   b. Information reports update the board on an activity and do not require board action.
2. The committee chair will be responsible, but will work collaboratively with their board liaison and staff liaison to submit an accurate and informative report to the board.
3. Reports to the board are to be submitted no later than 15 days prior to the board meeting.
4. To maintain the efficiency of the board meeting a consent agenda is maintained for non-controversial reports. Board members have the prerogative of extracting any report on the consent agenda for discussion; unless this occurs, consent reports are considered and passed as a package.
5. If the board determines that an informational report merits discussion, it is raised as part of the agenda once all action reports have been discussed.
6. Action taken by the board will be electronically published to the membership.
Policy No: B-4

Subject: Contracted Services/Personnel

Policy Statement:
In the event that the AASL Executive Director does not have the authority to sign contracts (refer to policy A-7), the AASL Board of Directors may approve contracts to then be entered into by a designated senior management director at ALA on behalf of the association and such authority may be general or may be confided to a specific instance.

Focus:
AASL Executive Committee, AASL Executive Director, AASL Board of Directors

Purpose:
To define the mechanism for entering into, reviewing, revising, and renewing contracted services.

Procedure:
1. Each contract under consideration by the AASL Board of Directors will contain scope of responsibilities, fees, expenses, and cancellation policies specific to the contracted services provided.
2. Each contract will be reviewed by the AASL President, and if necessary ALA Legal Counsel, prior to the execution of the contract.
Policy No: B-5

Subject: Evaluations of Contracted Personnel

Policy Statement:
The AASL Executive Director oversees an evaluation process of all contracted personnel. The evaluation is based on organizational goals and/or strategic plan and is reported to the AASL President.
Policy No: B-6

Subject: Installation of AASL President

Policy Statement:
Transfer of authority/responsibility from the outgoing AASL President to the incoming AASL President will take place at the last AASL Board of Directors meeting at the ALA Annual Conference.
Policy No: B-7

Subject: Removal of Committee Chair or Members

Policy Statement:
Committee members whose performance has been determined unsatisfactory are subject to removal from the committee.

Focus: AASL Committee Chairs, AASL Committee Members, AASL Board of Directors, AASL Members, AASL Headquarters

Definitions: Unsatisfactory performance may include any of the following:
1. Failure to attend two consecutive meetings without an explanation acceptable to the committee chair
2. Nonresponsiveness to electronic communications, online community posts, etc.
3. Wrongdoing or misconduct

Purpose:
To provide guidelines and a process by which committee members whose performance is unsatisfactory are subject to removal.

Procedure:
1. The chair will counsel the member (or in the instance of a chair the president will provide counsel) regarding unsatisfactory performance and negotiate a specific time frame for improvement.
2. Documentation of this counseling will be forwarded to the member or chair, board committee liaison, president, president-elect and AASL Headquarters.
3. If the performance continues to be unsatisfactory, a certified letter will be sent from the president notifying member of impending removal from committee. Copies will be sent to the Committee chair, board committee liaison, president-elect and AASL Headquarters.
4. The board will be notified of changes in committee status at the next scheduled board meeting.
5. Appointment of a replacement will be at the discretion of the president who may choose to consult the committee chair.
Policy No: B-8

Subject: Executive Committee Appointment Process

Policy Statement:
The AASL Executive Committee of the AASL Board of Directors shall consist of the president, the president-elect, the treasurer, the immediate past president, the AASL Division Councilor, and one member elected on an annual basis by the board of directors. The AASL Executive Director serves as ex-officio and is a non-voting member. The role of the AASL Executive Committee shall be restricted to acting on policy and fiscal issues requiring action between meetings of the board. (Bylaws Article VIII Section 1)

Focus: AASL Board of Directors, AASL Executive Committee

Purpose:
To provide a process by which a member from the board of directors is elected to the executive committee.

Procedure:
1. At the last board meeting during the ALA Annual Conference the president will ask for nominations from the board to serve on the AASL Executive Committee. Self-nominations are permitted.
2. Each board member, but not the president, will receive a ballot to anonymously cast their vote in writing.
3. AASL staff will tally the votes and report to the executive director.
4. The nominee with the highest votes will be elected to the seat on the executive committee. In the event of a tie the president shall cast the deciding vote.
5. The position is a one year term with no consecutive year appointment allowed.
AASL Meeting: ALA Annual  Date Submitted: June 17, 2015

Report Type (Action/Consent/Information): Action

Submitted On Behalf Of (Committee/Section/Group/Staff): Policy Review Working Group

Board/Staff Liaison: Devona Pendergrass/Allison Cline

Submitter(s) (individual names): Susan Ballard, Chair

Subject: Policies and Procedures- Section C: Awards, Grants and Scholarships

Action Requested: That the AASL Board of Director accept attached policies.

Background: At ALA Midwinter the AASL Board of Directors approved the new table of contents for AASL’s Policy and Procedure Manual, as well as, Policy A-1 which describe the process for formation and revision of AASL policies and procedures as well as a policy template to use.

Attached are the policies that were outlined under Section C: Awards, Grants and Scholarships in the approved table of contents.

All policies were copyedited using the Chicago Manual of Style.

Relationship to Strategic Plan/Mission/Goals: (http://www.ala.org/aasl/about/governing-docs).

Vision Statement: The American Association of School Librarians is...A flexible, responsive organization that models effective management practices.

Relationship to any policies/position statements: N/A

Possible Budget Impact: N/A

Possible Staff Impact: N/A
Policy Statement:
The American Association of School Librarians, as a division of the American Library Association, must follow the ALA guidelines for establishing a new award.

Focus:
AASL Board of Directors, Awards Committee, Members, Headquarters

Definitions:
Awards: ALA defines awards to include grants, recognition, scholarships, and conference sponsorship.

Administrative Fee: fee paid by sponsor to cover the administrative support to offer award. The administrative fee covers the following and should be 20% of the award amount not to exceed $1,000.

1. costs of preparation, printing, and distribution of award criteria and nomination forms
2. costs for preparing appropriate citations and/or plaques
3. publicity and promotion of the award
4. expenses for the award presentation ceremonies

Purpose:
To define the guidelines for establishing a new award.

Procedure: Please note AASL must follow ALA policies as listed below

1. Ten copies of the award proposal must be submitted to the ALA Awards Committee Staff Liaison or Chair one month prior to the committee's regular meeting, which is at least six months prior to the anticipated date of advertisement.

2. The ALA Awards Committee shall consider each proposal at a regular meeting. It is useful for a representative of the ALA unit most closely concerned with the proposal to attend this meeting to answer questions and to hear the advice of the committee.

3. An award proposal should include:
   a) Name of award
   b) Definition, purpose, and criteria: Specify the person(s) or group(s) eligible to receive the award, the purpose(s) for which the award will be given, and a brief outline of the criteria to be followed in selecting a winner.
c) Number and frequency of award: Designate the number of possible recipients at any one time and the frequency with which the award is to be presented. State that if a suitable candidate is not found, the award will not be presented that year.

d) Selection of jury to administer the award: Indicate the person who appoints the committee to administer the award; what, if any, particular group or groups from which the juries will be chosen; the number of jury members and any special qualifications needed by the jury members.

e) Deadline for nomination of candidates: Specify the date nominations are due and the form that nominations will take (e.g., a statement of outstanding contributions, etc.). The dates of the ALA Midwinter Meeting affect the date nominations are due. Unless otherwise specified the deadline for nominations should be December 1.

f) Screening of candidates and recommendations: Indicate the process to be used in determining the award recipient.

g) Presentation of the award: Specify dates for the announcement and presentation of the award. ALA awards should be designated for presentation at an appropriate meeting (e.g., Inaugural Banquet, at the Annual Conference).

h) Form and/or type of award: Designate the form and/or type of award to be given. (e.g., cash, citation, medal, etc.)

i) Donor: Specify the individual, group, institution, etc. who will provide funds for both any cash award to be given and the administrative expenses incurred.

j) Contact person: name, address, and telephone number, fax or email.

4. Any AASL award that becomes unfunded will remain inactive.

5. An award may be dissolved through a majority vote of the AASL Board of Directors.
Policy Statement:
AASL recognizes and encourages collaboration and partnerships between school librarians and classroom teachers in meeting goals outlined in AASL’s most current program guidelines through joint planning of a program, unit, or event in support of the curriculum using school library resources.

Focus: Members

Purpose: To outline the process for submission of nominees and selection of the AASL Collaborative School Library Award recipients.

Procedure:
1. The applicant must be an AASL personal member.
2. The applicants will be a school librarian and classroom teacher(s) who have worked together to execute a project, event, or program to further information literacy, independent learning, and social responsibility using resources of the school library. The application will address the degree to which the project meets the standards outlined in AASL’s most current program guidelines.
3. The following criteria will be used in the selection process:
   - The degree of joint effort, over a significant period of time, between the school librarian and classroom teacher(s);
   - Use of school library resources;
   - Degree in meeting the goals and standards outlined in AASL’s most current program guidelines;
   - The project submitted should reflect a best practice that can serve as a model for others in collaborative planning.
4. It is recommended that a portion of the cash award be used to provide opportunities for the recipients to share their project at a state association conference.
5. One award will be given annually to a school librarian and collaborating teacher(s). The committee may choose to not select a recipient for the award.
6. Nominations for the AASL Collaborative School Library Award will be due February 1 of each year.
7. The subawards committee will:
   a. Judge nominees utilizing a standardized scoring rubric
   b. Vote on the nominee(s) prior to April 1 of each year
8. The chair of the subawards committee, in coordination with the board and staff liaison, will announce the award winner in the form of an Information Report at the Spring Executive Committee meeting.
9. The recipient will be sent a congratulatory letter from the Awards Committee Chair and AASL President.
10. All candidates who were not successful in receiving the award will be sent a notification letter from the Awards Committee Chair and AASL President.
11. AASL Headquarters will prepare the award, which includes:
   - Press release
   - Plaque inscribed with recipient’s name
   - Recognition in Awards Ceremony material
   - Recognition in *Knowledge Quest* and *Hotlinks*

12. Award sponsorships are set for automatic renewal. AASL must be notified in advance if an award will no longer be supported the following year by the current sponsor. The deadline for notification is May 1.
Policy No: C-3

Subject: AASL Distinguished School Administrator Award

Policy Statement:
The AASL Distinguished School Administrator Award honors a school administrator who has made worthy contributions to the operations of an effective school library and to advancing the role of the school library in the educational program.

Focus: Members

Purpose: To outline the process for submission of nominees and selection of the AASL Distinguished School Administrator Award recipient.

Procedure:
1. The applicant (nominator) must be an AASL personal member.
2. Eligible nominees include:
   - State, county, or district school superintendents and building principals currently in administrative office, directly responsible for a school or group of schools at any level, who are not working in a library services department and who are not regular ALA/AASL members
   - District administrators responsible for broad instructional leadership such as assistant superintendents, directors of curriculum and instruction, and directors of elementary and/or secondary education, provided they are not working in a library services department or a regular ALA/AASL member.
3. The following criteria will be used in the selection process:
   - Level of leadership and continuing efforts in promoting effective school library services and advancing the role of school library services in the educational program
   - Specific contributions toward the concept of effective school library services
   - Successful interpretation of the role of school library programs in the overall educational program
   - Demonstrated support for library resources and staff
   - Evidence of school library program improvements
4. One award will be given annually. The committee may choose to not select a recipient for the award.
5. Nominations for the AASL Distinguished School Administrator Award will be due February 1 of each year.
6. The subawards committee will:
a. Judge nominees utilizing a standardized scoring rubric
b. Vote on the nominee(s) prior to April 1 of each year

7. The chair of the subawards committee, in coordination with the board and staff liaison, will announce the award winner in the form of an Information Report at the Spring Executive Committee meeting.
8. The recipient will be sent a congratulatory letter from the Awards Committee Chair and AASL President. The nominator of the award recipient will be notified of the nominee’s honor.
9. All candidates who were not successful in receiving the award will be sent a notification letter from the Awards Committee Chair and AASL President.
10. AASL Headquarters will prepare the award, which includes:
   - Press release
   - Plaque inscribed with recipient’s name
   - Recognition in Awards Ceremony material
   - Recognition in Knowledge Quest and Hotlinks

11. Award sponsorships are set for automatic renewal. AASL must be notified in advance if an award will no longer be supported the following year by the current sponsor. The deadline for notification is May 1.
Policy No: C-4
Subject: AASL Distinguished Service Award

Policy Statement:
The AASL Distinguished Service Award recognizes an individual member of the library profession who has, over a significant period of time, made an outstanding national contribution to school librarianship and school library development.

Focus: Members

Purpose: To outline the process for submission of nominees and selection of the AASL Distinguished Service Award recipient.

Procedure:
1. The applicant (nominator) must be an AASL personal member.
2. Current AASL Directors and Board members are ineligible for nomination.
3. Individuals nominated should have demonstrated achievements in one of more of the following areas:
   - Service and visionary leadership to the organized profession through AASL and related organizations
   - Significant and influential research on school library programs
   - Publication of a body of scholarly and/or theoretical writing contributing to school library development
   - Influencing the planning and development of exemplary school library programs through legislative efforts, implementation of models, establishment of guidelines, or the teaching and/or mentoring of future library professionals
4. One award will be given annually. The committee may choose r to not select a recipient for the award.
5. Nominations for AASL Distinguished Service Award will be due February 1 of each year.
6. The subawards committee will:
   a. Judge nominees utilizing a standardized scoring rubric
   b. Vote on the nominee(s) prior to April 1 of each year

7. The chair of the subawards committee, in coordination with the board and staff liaison, will announce the award winner in the form of an Information Report at the Spring Executive Committee meeting.
8. The recipient will be sent a congratulatory letter from the Awards Committee Chair and AASL President. The nominator of the award recipient will be notified of the nominee’s honor.
9. All candidates who were not successful in receiving the award will be sent a notification letter from
the Awards Committee Chair and AASL President.

10. AASL Headquarters will prepare the award, which includes:

- Press release
- Plaque inscribed with recipient’s name
- Recognition in Awards Ceremony material
- Recognition in Knowledge Quest and Hotlinks

11. Award sponsorships are set for automatic renewal. AASL must be notified in advance if an award will no longer be supported the following year by the current sponsor. The deadline for notification is May 1.
Policy Statement:
The AASL Frances Henne Award recognizes a school librarian with five years or less experience who demonstrates leadership qualities with students, teachers, and administrators, to attend an AASL Conference or ALA Annual Conference for the first time.

Focus: Members

Purpose: To outline the process for submission of nominees and selection of the AASL Frances Henne Award recipient.

Procedure:
1. The applicant must be an AASL personal member.
2. Individual applicants must meet the following criteria:
   - The applicant shall be currently employed as a school librarian at the building-level and have 1-5 years’ experience as a school librarian. School library experience should not exceed 5 years.
   - The applicant shall have no previous attendance at an ALA Annual Conference or an AASL Conference.
4. One award will be given annually. The committee may choose to not select a recipient for the award.
5. Nominations for AASL France Henne Award will be due February 1 of each year.
6. The subawards committee will:
   a. Judge nominees utilizing a standardized scoring rubric
   b. Vote on the nominee(s) prior to April 1 of each year
7. The chair of the subawards committee, in coordination with the board and staff liaison, will announce the award winner in the form of an Information Report at the Spring Executive Committee meeting.
8. The recipient will be sent a congratulatory letter from the Awards Committee Chair and AASL President.
9. All candidates who were not successful in receiving the award will be sent a notification letter from the Awards Committee Chair and AASL President.
10. AASL Headquarters will prepare the award, which includes:
    - Press release
    - Plaque inscribed with recipient’s name
    - Recognition in Awards Ceremony material
    - Recognition in Knowledge Quest and Hotlinks
11. Award sponsorships are set for automatic renewal. AASL must be notified in advance if an award will no longer be supported the following year by the current sponsor. The deadline for notification is May 1.
Policy No: C-6

Subject: AASL Information Technology Pathfinder Award

| Page: 1 of |
| Effective Date: |
| Revision Date(s): |
| Review Date(s): |
| **Review Responsibility:** Awards Committee |

Note: Follett will not be renewing for FY16. If the board approves C-1 this will automatically be inactive.
Policy No: C-7

Subject: AASL National School Library Program of the Year Award

Policy Statement:
The AASL National School Library Program of the Year (NSLPY) Award honors school library programs practicing their commitment to ensure that students and staff are effective users of ideas and information, as well as exemplifying implementation of AASL's learning standards and program guidelines. The award recognizes exemplary school library programs that are fully integrated into the school's curriculum.

Focus: Members

Purpose: To outline the process for submission of nominees and selection of the AASL National School Library Program of the Year Award recipient.

Procedure:
1. The applicant must be an AASL personal member.
2. All of the foundational elements listed in the application must be met.
3. One award will be given annually. The committee may choose during any given year to not select a recipient for the award.
4. Up to, but no more than, three applicants will be approved for a site visit by the committee for confirmation of application details and final determination of winner.
5. Nominations for AASL National School Library Program of the Year Award will be due January 1 of each year.
6. The subawards committee will:

   a. Determine finalists and make all site visits before April 1 of each year
   b. Judge nominees utilizing a standardized scoring rubric
   c. Vote on the nominee(s) prior to April 1 of each year

7. The chair of the subawards committee, in coordination with the board and staff liaison, will announce the award winner in the form of an Information Report at the Spring Executive Committee meeting.
8. The AASL President will notify both the winner and finalist(s) via phone. After all nominees have been notified, the recipient will be sent a congratulatory letter from the Awards Committee Chair and AASL President.
9. All candidates who were not successful in receiving the award will be sent a notification letter from the Awards Committee Chair and AASL President.
10. AASL Headquarters will prepare the award, which includes:
11. The sponsor will provide the obelisk for the award winner.
12. An additional ceremony may occur at the winner’s school, in which case AASL will send the executive director as a representative and cover the executive director’s travel expense. If the executive director is unable to attend the president will attend in their place.
13. Award sponsorships are set for automatic renewal. AASL must be notified in advance if an award will no longer be supported the following year by the current sponsor. The deadline for notification is May 1.
Policy Statement:
The AASL Roald Dahl’s Miss Honey Social Justice Award recognizes and encourages collaboration and partnerships between school librarians and classroom teachers in teaching social justice through joint planning of a program, unit, or event in support of social justice using school library resources.

Focus: Members

Purpose: To outline the process for submission of nominees and selection of the AASL Roald Dahl’s Miss Honey Social Justice Award recipient.

Procedure:
1. The applicant must be an AASL personal member.
2. The applicant must be a school librarian who has worked with a classroom teacher(s) to execute a project, event, or program to further social justice using resources in the school library.
3. The following criteria will be used in the selection process:
   a. The librarian has made a significant effort to teach the concept of social justice in creative, inspiring ways. This might include, but not be limited to, teaching about civil liberties, human rights, international justice, genocide studies, and local issues of justice. For example, applicants may design a special lesson or course of study, create a school or district project, or lead their students in some way to address social justice.
   b. Close attention will be focused on applicants who follow the spirit of social justice in their classroom and library; namely, those who possess the ability to expose injustice while at the same time inspiring their students to repair the world through justice, service, or advocacy.
4. The project will be judged on:
   a. The degree of joint effort, over a significant period of time, between the school librarian and classroom teacher(s);
   b. The use of appropriate school library resources to convey a child’s sense of justice as exemplified by many of the characters in the works of Roald Dahl.
5. One award will be given annually. The committee may choose during any given year to not select a recipient for the award.
6. Nominations for the AASL Roald Dahl’s Miss Honey Social Justice Award will be due February 1 of each year.
7. The subawards committee will:

   a. Judge nominees utilizing a standardized scoring rubric
   b. Vote on the nominee(s) prior to April 1 of each year

8. The chair of the subawards committee, in coordination with the board and staff liaison, will announce the award winner in the form of an Information Report at the Spring Executive Committee meeting.

9. The recipient will be sent a congratulatory letter from the Awards Committee Chair and AASL President. The nominator of the award recipient will be notified of the nominee’s honor.

10. All candidates who were not successful in receiving the award will be sent a notification letter from the Awards Committee Chair and AASL President.

11. AASL Headquarters will prepare the award, which includes:

    - Press release
    - Certificate with recipient’s name
    - Recognition in Awards Ceremony material
    - Recognition in *Knowledge Quest and Hotlinks*

12. Award sponsorships are set for automatic renewal. AASL must be notified in advance if an award will no longer be supported the following year by the current sponsor. The deadline for notification is May 1.
Policy Statement:
The AASL ABC-CLIO Leadership Grant is given to school library associations that are AASL Affiliates for planning and implementing leadership programs at the state, regional, or local levels.

Focus: Members

Purpose: To outline the process for submission of nominees and selection of the AASL ABC-CLIO Leadership Grant recipient.

Procedure:
1. The applicant must be an AASL Affiliate Organization in good standing.
2. The following criteria will be used in the selection process:
   - Program objectives are clear.
   - Nature and importance of desired leadership qualities are specified.
   - Intended participant group is well defined.
   - Plan of action and calendar are included.
   - Budget is well planned.
   - Evaluation plan is valid and follow-up activities are appropriate.
   - Program has merit for replication by other affiliates.

3. The recipient organization is responsible for providing a final written report, which will include an itemized statement of expenses, an evaluation of the results, and suggestions for improvement. The organization is also responsible for presenting a brief oral report at the Affiliate Assembly meeting during the ALA Midwinter Meeting following the completion of the project.
4. One award will be given annually. The committee may choose during any given year to not select a recipient for the award.
5. Nominations for the AASL ABC-CLIO Leadership Grant will be due February 1 of each year.
6. The subawards committee will:
   a. Judge nominees utilizing a standardized scoring rubric
   b. Vote on the nominee(s) prior to April 1 of each year

7. The chair of the subawards committee, in coordination with the board and staff liaison, will announce the award winner in the form of an Information Report at the Spring Executive Committee meeting.
8. The recipient will be sent a congratulatory letter from the Awards Committee Chair and AASL President. The nominator of the award recipient will be notified of the nominee’s honor.
9. All candidates that were not successful in receiving the grant will be sent a notification letter from the
Awards Committee Chair and AASL President.

10. AASL Headquarters will prepare the award, which includes:

- Press release
- Certificate with recipient’s name
- Recognition in Awards Ceremony material
- Recognition in Knowledge Quest and Hotlinks

10. Award sponsorships are set for automatic renewal. AASL must be notified in advance if an award will no longer be supported the following year by the current sponsor. The deadline for notification is May 1.
Policy Statement:
The AASL Beyond Words grants provide grants to public schools whose school library program has been affected by a disaster. School library programs that have experienced a 90% or greater loss to the school library program are eligible to apply for additional funding of a catastrophic award.

Focus: Members

Purpose: To outline the process for submission and selection of AASL Beyond Words Catastrophic Award recipients.

Procedure:
1. The following criteria must be met in order to apply:
   a) A public school with a pre-existing school library
   b) Within 36 months from the date of the disaster
   c) 20 miles from a Dollar General store
   d) Replacing or supplementing books, media, or library equipment (note: furniture and shelving are not permissible purchases with grant funds)
   e) A certified school librarian, or the presence of a certified school librarian at the campus, district, or regional level that will be involved in purchasing decisions
   f) Able to spend the funds within 180 days of receipt
   g) Able to submit a report, with receipts, to show how the funds were allocated
2. Applications will only be accepted using the online form.
3. The following criteria will be used in the selection process:
   • Impact on school library program
   • Damage to school library collection
   • Use of funds
   • Budget outline
   • Extenuating or unique circumstances
   • Staffing level
4. The Beyond Words jury will:
   a. Judge nominees utilizing a standardized scoring rubric
   b. Vote on the nominee(s) prior to May 1 of each year
5. The chair of the jury, in coordination with the board and staff liaison, will announce the award winner in the form of an Information Report at the Spring Executive Committee meeting.
8. The recipient will be sent a congratulatory letter from the AASL President.
9. All candidates that were not successful in receiving the grant will be sent a notification letter from the AASL President.
10. AASL Headquarters will prepare the award, which includes:
    - Press release
    - Recognition in Awards Ceremony material
    - Recognition in *Knowledge Quest* and *Hotlinks*
Policy Statement:
The AASL Innovative Reading Grant supports the planning and implementation of a unique and innovative program for children that motivates and encourages reading, especially with struggling readers.

Focus: Members

Purpose: To outline the process for submission of nominees and selection of the AASL Innovative Reading Grant recipient.

Procedure:
1. The applicant must be an AASL personal member.
2. The following criteria will be used in the selection process:
   - The potential to measure and evaluate a literacy project that promotes the importance of reading and facilitates the learners' literacy development by supporting current reading research, practice, and policy
   - Reading program specifically designed for children (grades K-9) in the school library setting
   - Encourages innovative ways to motivate and involve children in reading. Existing commercial programs will not be considered
   - Demonstrates potential to impact student learning, especially reading
   - Originality of project and methodology
   - Potential for replication of the program should be apparent
   - Demonstration of the ability of the applicant(s) to undertake and successfully complete the project
   - A project plan that includes a timeline, budget, and clarity of purpose
   - Evidence-based and scholarly in nature

3. One award will be given annually. The committee may choose during any given year to not select a recipient for the award.
4. Nomination for the AASL Innovative Reading Grant will be due February 1 of each year.
5. The subawards committee will:
   a. Judge nominees utilizing a standardized scoring rubric
   b. Vote on the nominee(s) prior to April 1 of each year

6. The chair of the subawards committee, in coordination with the board and staff liaison, will announce the award winner in the form of an Information Report at the Spring Executive Committee meeting.
7. The recipient will be sent a congratulatory letter from the Awards Committee Chair and AASL President. The nominator of the award recipient will be notified of the nominee’s honor.
8. All candidates who were not successful in receiving the grant will be sent a notification letter from the Awards Committee Chair and AASL President.
9. AASL Headquarters will prepare the award, which includes:

- Press release
- Certificate with recipient’s name
- Recognition in Awards Ceremony material
- Recognition in Knowledge Quest and Hotlinks

10. Award sponsorships are set for automatic renewal. AASL must be notified in advance if an award will no longer be supported the following year by the current sponsor. The deadline for notification is May 1.
Policy No: C-12

Subject: AASL President’s Crystal Apple Award

Policy Statement:
The AASL President’s Crystal Apple Award is given at the discretion of the AASL President to an individual or group who has had significant impact on school libraries and students.

Focus: Members

Purpose: To outline the process for selection of the AASL President’s Crystal Apple Award recipient.

Procedure:
1. It is at the complete discretion of the current AASL President to determine if, and who, will receive the President’s Crystal Apple Award.
2. A final decision as to the recipient must be submitted to AASL Headquarters no later than May 1.
3. The recipient will be sent a congratulatory letter from the AASL President.
4. AASL Headquarters will prepare the award, which includes:
   - Press release
   - Crystal Apple inscribed with recipient’s name
   - Recognition in Awards Ceremony material
   - Recognition in Knowledge Quest and Hotlinks
What have you done to represent AASL in each state in your region?
I represented AASL on Connecticut and New England School Library Association’s (NESLA) affiliate boards. NESLA spent much of the year rethinking its mission and purpose. An essential component of that initiative was to develop and administer a region-wide survey of school librarians. I helped the NESLA transitions committee develop the survey and I worked to ensure that the work remained aligned with AASL revised mission. NESLA is a unique organization as it has the capacity to fill needs that are not met by state affiliates or the national organization - a bridge of sorts. I was able to help redefine its role to avoid organizational redundancies and ensure complementary roles.

What AASL regional or state activities have occurred to advance AASL initiatives?

RECRUITMENT TO PROFESSION:

- NESLA added a new “Become a School Librarian!” page to their website. The NESLA recruitment page has links to state association and AASL pages with school library career information.
- To meet the Massachusetts re-licensure requirement of 15 PDP’s in teaching ELL/ESL, EDCO is sponsoring two sections of Karen Sekiguchi’s ELL course for school librarians this summer. Another session will be offered one more session in the fall.
- New Hampshire membership Chair, Rachel Hopkins, has created a NHSLMA run mentor program for school librarians.
- Maine also added a support staff award. It already has an administrator award.
- New Hampshire established a state-level School Library Program of the Year award.
- Massachusetts members were informed of the option for a Fast Track cohort for teachers to become librarians. Old Dominion faculty would like to discuss running a webinar to explain how this will work to interested teachers.

SPOTLIGHT ON AASL:

- AASL president, Teri Grief, and AASL Executive Director, Sylvia Norton were featured speakers at the Maine Annual conference.
• Massachusetts affiliate board member, Judi Paradis served on the AASL National Conference session selection committee.
• Region I Board Member, Michelle Luhtala co-keynoted the Connecticut unconference

ADVOCACY:
• In Massachusetts, Judi Paradis, Robin Cicchetti and Carol Gordon continued their work on the statewide commission to study the state of school libraries in Massachusetts. A survey that will gather required information about school libraries is in development. They attended a commission meeting at the State House on April 30.
• Maine is working with the Massachusetts Library Association to plan Legislative Breakfasts in libraries around the state. Legislative breakfasts are an opportunity for library advocates and constituents to speak with invited legislators about the vital role that libraries play in the community.
• The New Hampshire legislature drafted a bill that removes librarians from the definition of teacher. Angie Miller, NHSLMA Advocacy and Government Relations Chair, contacted the legislative committee chair to express our concerns regarding this change. She was told that the bill had been tabled and to schedule an appointment for fall to discuss its implications for librarians.
• The Connecticut affiliate put out a rally call to stem potentially devastating (to school library initiatives) state-level budget cuts.

What are major issue or concerns in your region?
• Testing is negatively impacting library services by monopolizing facilities, technology and faculty. Libraries are closed or impaired for months on end in some districts:
  o There are concerns about Common Core Testing and the Impact on School Libraries. School libraries are losing instructional time because the online format testing, extra time for testing and makeup testing takes place in the library. Collaborative projects shared online are also negatively impacted. MSLA would like AASL to develop a position paper expressing concern about the impact of standardized testing for the Common Core on access to school libraries and technology. Michelle noted that there is a rally on this in Hartford next week. Michelle also noted that this will be a long-standing concern that will impact the economic and digital divide. Carolyn related anecdotes about testing disruption. Michelle related that her juniors have lost 7 instructional days and her instruction on the research process has been seriously delayed. Carol believes that teachers could be powerful allies for this concern and that we seek support outside of our library circle. The suggestion was made that we ask AASL to seek endorsements from our instructional partners, ex. NEA, PTO.
• School library positions are going unfilled without dynamic, qualified, certified candidates for the available positions. CASL would like AASL to develop a media recruitment campaign to identify and encourage appropriate candidates. This would include advocacy packets for teachers to become school librarians. This should include skills, interest inventory and highlight some exemplary practitioners. They would like the areas of the web site dedicated to school librarian recruitment to be updated and contain working links. Susan mentioned the AASL-CAEP School Librarianship Education Programs recognition and that Maine & Vermont were looking for quality candidates. Everyone agreed this was a regional concern. Susan suggested that it might be an opportunity for NESLA to explore the possibilities. Fran related some anecdotes on the misinformation about what the job entails. Mary Ellen shared that many teachers have asked her about becoming a school librarian who they believe would teach more and reach
What are major accomplishments in your region?
I am told that commendations for the following were submitted:

- **Connecticut Library Consortium** (CLC)
- **Nutmeg Awards**
- **iCONN** (Connecticut’s Digital Library)
- **Wondermore** program

Region 2 (District of Columbia, Delaware, Maryland, New Jersey, New York, Pennsylvania)
Submitted by: Eileen Kern  
Regional Representative: Karen Sperrazza

What have you done to represent AASL in each state in your region?

- NYLA-SSL added a link to join AASL to the SSL newsletter. MASL, NJASL, NYLA-SSL, and PSLA added the AASL logo to their websites.
- Terri Grief attended PSLA Annual Conference and addressed the members during the General Session. She also presented two sessions at the conference.

What AASL regional or state activities have occurred to advance AASL initiatives?

- Update of Mission Statement- NYLA-SSL updated their mission statement to read NYLA-SSL empowers certified school librarians to transform teaching and learning.
- On April 2, 2014 the NJ State Board of Education adopted a Resolution to join NJASL in recognizing April 2014 School Library Month in NJ. Resolution can be found at: www.njasl.info/wpcontent/Legislative/LibraryMonthResolution2014.pdf
- Departments of Education- NJASL is working with the NJDOE on creating exemplar of Student Growth Objects. The exemplars are available on the NJASL Website www.njasl.org/sampleSGOs
- Legislators- MSL, NJASL, NYLA-SSL and PSLA worked to communicate with the state and national legislators.
- MSL participated in the Maryland Library Community Legislative reception and legislative visits that took place February 18, 2015. Packets included a single page publication titled “National Studies Connect School Libraries and Student Achievement” comparing important student achievement findings to how Maryland school libraries stack up. MSDE Program Specialist – School Libraries, Jay Bansbach appeared on the floor (representing MSL) of the State Senate to accept the Maryland Library Day proclamation.
- NYLA-SSL reached out to state legislators to increase the state budget after the Governor Cuomo’s executive budget proposal was for flat funding of libraries. Through their efforts when
the budget was passed libraries saw a $5 million increase in library system aid. This is the largest to year increase bringing libraries aid to $91.6 million.

- PSLA continues its Strategic Communications initiative. Working with a Harrisburg firm we have expanded our communication efforts beyond the General Assembly to include a focus on school administrators and school board members in our 500 school districts. We compiled a database of email addresses and have sent out two newsletters with video clips to school district officials, school board members and members of the PA General Assembly. We have met with the new chairs of the Senate and the House of Representatives Education Committees to give a face to school libraries.

- MASL, NJASL and PSLA had representatives at ALA Legislative Day in Washington, DC on May 4-5, 2015.

- Other Professional Organizations- Maryland Library Association Conference/Maryland Society for Educational Technology – MASL will have exhibit tables again at the Common Ground/MSET Conference held April 30 - May 1, 2015 at the Ocean City Convention Center.

- NYLA-SSL collaborated with the New York Council for Social Studies (NYSCSS) to develop a complete strand featuring Libraries and the Information Literacy at the NYSCSS Annual Conference In March. The session presented were a huge success and will be working to continue this programming to bring more librarians and teacher together at conferences.

- PSLA continues to partner with PA Library Association with the PA Forward initiative – strengthening library services throughout Pennsylvania. One of the major initiatives is Information Literacy Summit www.psla.org/professional-development/pa-forward-information-literacy-summit/

**What are major issue or concerns in your region?**

- Statewide Budget Cuts – Maryland, New Jersey and Pennsylvania are monitoring the budgetary process. Maryland has a Republican Governor for the first time in recent memory. The Maryland General Assembly who faced a $300 mil. shortfall for the current (2014-15) fiscal year and an estimated $600 mil. shortfall for 2015-16 Legislative Session. Maryland’s economy remains stagnant. State level budgets have already been frozen and additional cuts are expected. where it costs more to run schools.

- Staffing - In Maryland cuts in school library positions have abated and Library Media Specialists continue to be identified as a “critical shortage area” by the Maryland Teacher Staffing Report (2014-2016) with Maryland Colleges and Universities unable to keep up with demand. Many of our largest school systems still having unfilled vacancies going into spring of 2015. We have however heard that there will be cuts in media assistant positions in at least two school systems – Howard and Carroll.

- In New Jersey cuts continue in school library positions. Library Media Specialists continue to be in short supply, with not enough certified school librarians to fill vacancies. Additionally the perception of the value of school library programs and certified school librarians continues to be an issue, as school librarians are seen as focusing on books and media specialists on technology. With this perception comes the understanding that school librarians can be replaced with staff that have an Educational Technology Certification or by technology integrators and call them media specialists.

- In New York the budget issue continues to effect staffing especially at the elementary level.

- In Pennsylvania the funding picture for local school district begins to improve (however marginally) there is no guarantee that school library positions will be restored. Due to the fact PA currently do not have anyone at the state level speaking up for school library positions and
programs for our students, ongoing inequities for Pennsylvania students will continue. The State Librarian who served as Deputy Secretary of Libraries in the Pennsylvania Department of Education has resigned and moved to Hawaii.

- Teacher Evaluation- The New Jersey Department of Education does not mandate that school librarians develop SGOs, however, it allows each individual school district to decide whether or not school librarians develop them. (http://www.state.nj.us/education/AchieveNJ/intro/SpecialistsandOthersOverview.pdf)
- In New York with no Commissioner of Education after the resignation of John King there is a concern over the Governor’s increase of assessment scores to evaluate librarians and teachers. The link explains some of the issues facing NYS school librarians in regards to the evaluation system. www.washingtonpost.com/blogs/answer-sheet/wp/2015/04/03/what-the-thoughtless-n-y-government-just-did-to-teachers/
- As a part of PA’s new Educator Effectiveness Evaluation program school librarians can be classified as either “Classroom Teachers” or “Non-teaching Professionals.” School districts make the call on a year-by-year basis. This is causing great debate. The PSLA is working to make school librarians aware of the implications of being classified in either of the two categories.
- Future Association Leadership0 MASL Leadership – MASL continues to be challenged to find library media specialists to step into leadership roles on the MASL Board. Mary Jo Richmond, current President leaves office June 30, 2015 and there are positions on the board for Treasurer and Conference Chair that also need to be filled.
- NJASL Leadership – NJASL continues to be challenged to find library media specialists to step into leadership roles on the NJASL Board. To increase visibility and encourage more collaboration and we’re holding more of our NJASL events on university campuses, which increases our overall collaboration with them. We have increased outreach and collaboration with our county affiliates and student affiliates at university campuses. We are asking board members to attend and speak at county meetings to encourage more involvement of members. We are developing a Speaker’s Bureau to present at a variety of venues and in doing this, we are attempting to strengthen our own Affiliate outreach in support of community development and leadership.

What are major accomplishments in your region?

- PSLA Leadership- The lack of potential leadership led PSLA to the creation of the Emerging Leaders Academy and a change in the Association’s Bylaws. PSLA continues its transition to one-year terms for its President, President-Elect, and Vice-President and Immediate Past President. The goal continues to be the creating a structure were practicing school librarians can hold leadership role with the support of their districts.
- Membership- NYLA-SSL is examining ways to increase and retain membership. It is developing ways to promote and create a larger presence at conferences and events beyond the standards school library functions.
- Support From New Governor0 Newly elected PA Governor Tom Wolf addressed school libraries in his first budget address in March 2014. “Over the past four years, Pennsylvania took a step in the wrong direction by trying to balance our state budget on the backs of our schools.
  --It left us with 25,000 educators out of work.
  --It forced 75 percent of school districts to cut academic programs.
  --It forced 70 percent of our school districts to increase class sizes.
  --It left 56 percent of Pennsylvania students with no access to a full-time librarian.
  --And it forced too many schools to cut art and band to pay for reading and math.
My fellow Pennsylvanians: this is not a formula for success. We can do a lot better

- Leadership Institute - MASL continues to participate as part of the planning committee and will again sponsored partial scholarships for library media specialists to attend the 2017 Maryland Library Leadership Institute (MLLI) The goals of the MLLI are to identify emerging leaders within the Maryland library community and to provide them with a transformational experience to help them develop greater self-understanding, deepen their leadership skills, and prepare them to assume positions of greater responsibility.

- The ultimate goal of the Institute is to provide Maryland libraries with a pool of committed, capable, and enthusiastic people who are prepared to take on the challenges that will come with leading us into the future. For more information about the MLLI, go to: https://www.mdlib.org/leadership/default.asp

- NYLA-SSL will host 2015 Carol A. Kearney Educational Leadership Institute in August 2015 at Cornell University will feature the topic School Librarians: Deeply Embedded-Fully Collaborative

- PSLA ’s Emerging Academy graduated its first class of 31 school librarians. These young librarians met face-to-face and virtually since summer 2014. Twenty-two school librarians have been selected for the second Emerging Leader Academy. www.psla.org/professional-development/emerging-leaders-academy/

- Conferences- MASL Common Ground 2014: Leading and Learning in the Digital Age (Maryland’s Premier Professional Development Event)

- First held in 2012 and conceived by the Council of Educational Administrative and Supervisory Organizations of Maryland (CEASOM) and Maryland Society for Educational Technology (MSET-ISTE Affiliate), Common Ground is the first of its kind professional development event held in the Mid-Atlantic region and brings together educators of all kinds into a single event.

- MASL as a full member of CEASOM had input into the planning process again for the 2015 event. Strands included high impact instructional strategies, leadership, and technology use in the classroom with school librarians well represented in the 200+ concurrent sessions over the 2 days.

- Planning is ongoing for the 2015 event which will be held for the second time at the Ocean City Maryland Convention Center from April 30 – May 1, 2015. Strands for this year include 21st Century Teaching and Learning, 21st Century Leadership, and Systems, Processes, & Programs for Quality Schools. Keynotes this year will include Robert J. Marzano, PhD, cofounder and CEO of Marzano Research in Colorado, and Jay McTighe - accomplished author, having co-authored 12 books, including the award-winning and best-selling Understanding by Design series with Grant Wiggins. http://www.commongroundmd.org/

- MASL Fall 2014 Conference - MASL held a one-day fall conference “Level Up @ Your Library” on October 17, 2014 at the Maritime Institute Conference Center in Linthicum, Maryland. The keynote speaker was Jennifer LaGarde, Teacher-Librarian, Blogger – The Adventure of Library Girl and winner 2012 LJ Mover & Shaker Award. Attendance for the conference approached 300 people and featured 21 concurrent sessions, poster sessions, author signings, an on-site bookstore, and 20 vendors. Conference sessions were aligned to the AASL Common Beliefs as described in the AASL Standards and descriptions of conference sessions may be found at: http://maslmd.org/conference/overview/

- NJASL Fall 2014 Conference - NJASL held a one-day fall conference 2014 NJASL Annual Fall Conference: ""Taking Charge of Your Destiny"" October 26 - 27, 2014, Ocean Place Resort Long Branch, NJ. Conference sessions were aligned to the AASL Common Beliefs as described in the AASL Standards.
• NJASL Annual Spring Event “Leading Your Library into the Future” was held on Saturday, March 14, 2015 at William Paterson University, College of Education, Wayne, NJ. Keynote speaker was Eric Sheninger. NJASL celebrated her 100th birthday at the Annual Spring Meeting. We took a glimpse back and realized that we have always been leading our library into the future!
• PSLA Annual Conference April 30 – May 2, 2015, Theme – “School Librarians: Sparking Learning Connections”, Hershey Lodge and Conference Center, Hershey, PA. Speakers – Will Richardson and Walter Wick. Dates for the 2016 conference are May 12-14, 2016 and the conference will be held in Hershey.
• Strategic Planning- NJASL is moving to integrate the Statewide Strategic Plan “Future of Libraries in New Jersey”
• Literacy Initiatives- MASL Read Across Maryland/“30 Minutes for 30 Days” Reading Challenge - MASL was again a proud sponsor of the Read Across Maryland / “30 Minutes for 30 Days” Reading Challenge (part of Read Across America) along with the Maryland Governor’s Office, the Maryland Library Association, the Maryland State Educational Association, Maryland State Department of Education, Doyle Printing and others. A statewide student contest was held for prizes for those that qualified with their reading minutes and events were held across the state to commemorate the month.
• Added two years ago, a middle school specific challenge called “Radical Readers” – was run again this year with participating students competing in the program by racking up reading minutes, sharing with “reading buddies” throughout the month and two winners from each participating school received special prizes including Kindle Fires.
• A grant was awarded by NEA and a new reading project was kicked-off for spring 2014 titled “All About the Kids: The Clara Floyd Early Literacy Project.” The project targets PK and Kindergarten students in poverty by providing books to build home collections. The program was named after the longtime past-president of the Maryland State Education Association (MSEA) who has been a leading early educational advocate in the Maryland/DC area.
• Information available about all programs at: http://www.readacrossmaryland.org/
• Communication- NJASL achieved better website structuring and posted clarification of committee positions and roles for use by the entire membership.
• Representatives of NJASL were featured guests on the March broadcast of TLNewsNight discussing school library issues. Watch the broadcast at http://tlvirtualcafe.wikispaces.com/TL+News+Nigh
• NYLA-SSL- Updated website that includes scrolling news and label tags www.nyla.org/ssl and web-based only SSL newsletter http://tinyurl.com/mb7r2ds
• PSLA’s website, Twitter feed and Facebook page are sending unified messages. Both forms of social media are used throughout the year and during the conference.
• Program and Teacher Evaluations- NYLA-SSL Library Summit Summer 2014- NYSED in partnership with the Northeast Comprehensive Center has proposed changes to the existing SLMPE (School Library Media Program Evaluation) rubric.
• Funding- NJASL has dedicated a section of their website for Budget and Funding as well as a 2015 Budget and Elections Calendar the links to these documents can be found at: www.njsasl.org/Budgets_Funding
• NYLA-SSL- Microsoft settlement funds will be used to provide online databases statewide. School Library Systems had input on the potential databases. The funds will provide a more robust resources for school libraries statewide in the 2015-2016 school year.
• Staffing Data- NJASL attempted a School Librarian Census in December 2014, since the State of NJ hasn’t kept school librarian statistics since 2012
• PSLA has continued the School Library Staffing Survey. 499 out of 500 school districts responded this year. Over a three year time period the findings show net positions lost: 2012-2013: 120 positions lost; 2013-2014: 76 positions lost; 2014-2015: 19.5 positions lost. The three-year profile is available at www.psla.org/assets/Documents/Publications/PSLA-Publications/Staffing-Survey-Results20142015.pdf

Region 3 (Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin)
Submitted by: Sarah Thornbery Regional Representative
Becky Johnson

What have you done to represent AASL in each state in your region?

Missouri
• Disseminate AASL / ALA information to the members within my state

Ohio
• Added AASL Affiliate Badge to our OELMA.com website
• Hosted and had 2 representatives attend the AASL Affiliate Assembly Region 3 meeting in Cleveland in April (also posted blog about recap summary on oelma.org)
• Promotion of AASL conference through blog postings on oelma.org
• Attended Midwinter conference in Chicago-attended all Region 3 meetings
• Planning to attend 2015 Annual ALA Conference in San Francisco

Indiana
• We share AASL updates to members via our listserv. Updates include passing on information from AASL Forum, promoting AASL’s eAcademy, etc.
• We will distribute membership flyers at our upcoming EdCamp Indy (June 12) and at the Indiana Library Federation’s annual convention in November.
• We have promoted the AASL Conference in Columbus via our listserv.

Iowa
• I share AASL updates to members via our listserv, including promoting AASL events.
• During our spring conference luncheon, we distributed the buttons and elevator cards promoting “Ask Me How School Librarians Transform Learning.”
• Have AASL banner on our web site.

What AASL regional or state activities have occurred to advance AASL initiatives?

Ohio
• List-serv has been busy with discussions on AASL webinars (Ohio presenters) as well as shared ways to integrate AASL’s National School Library Month materials within our personal and professional social media outlets.
• Promotion of AASL Conference being held in Columbus to our memberships, and urging presentations and sessions by our Ohio state school librarians
• Continue to advocate for the role of school librarians using AASL materials as supportive resources
• Sending two school librarians in OELMA to the Leadership event presented by Terri Grief at ALA Annual in San Francisco
Iowa
- During our spring conference luncheon, we distributed the buttons and elevator cards promoting “Ask Me How School Librarians Transform Learning.”

What are major issue or concerns in your region?

Illinois
- Schools/districts with budgetary issues continue to eliminate school librarian positions. School librarians are finding it difficult to teach the content in their standards when they are so involved in testing.

Indiana
- Budget cuts and staffing/losing licensed librarians; Lawmakers’ efforts to remove our state superintendent of education as the president of the state’s board of education

Iowa
- Job Cuts ** Librarians serving more and more schools and school districts. ** School Funding not settled, so budgets impacted.

Michigan
- Continued loss of librarians across the state.
- State Department of Education has not enforced staffing/evaluation guidelines-Definition of teaching has been reduced to students of record, minimizing the role of a teacher librarian

Ohio
- More retired school librarians are not being replaced
- More schools are cutting certified school librarians
- Public libraries are working more with schools to “replace” the school librarian position with a public librarian who mainly order materials and visits the school on a routine basis for book talks, etc..
- Our financial situation is also not doing well due to our state membership levels being low. We also recently had legislation pass that does away with our 5 of 8 educational law provision, which included certified school librarians as necessary roles in our school districts. Now local control is given to school admins. to what positions they want to hire and keep. We met with state Board members and discussed our importance, but ultimately the vote was not in our favor.
- Our state organization is currently having issues finding leadership volunteers for our Board of Directors and we are looking into an alternative governance structure based less on region and more on roles (i.e. social media Chair, professional development Chair).

Wisconsin
- Our Common School Fund (state money that only goes to school libraries) is in jeopardy by the current legislature and proposed budget and so is general funding for education. Also, we still have many librarians who cover multiple schools or are the only librarian in their school district.

What are major accomplishments in your region?

Illinois
- Put on a successful and profitable state conference. Offered additional professional development to our members. Held our first virtual board meeting and began delivering our newsletter virtually. Worked with the state BOE to create sample Student Learning Objectives for school librarians as examples of the kinds of data that can be gathered for our new teacher evaluation system.
Indiana

- We have started working on a crosswalk of AASL and Indiana Academic Standards; We saw an effort from librarians, including K-12, to combat governor’s proposed budget cut which would have eliminated all funding for INSPIRE platform of databases; Twitter chat -- our first was held recently and we have a growing Voxer group; Sherry Gick, Rossville Community Schools, who is our ISTE Rep, was recently named one of Library Journal’s “Movers and Shakers””; Gigi sent a letter of support for Louisville to host AASL Convention in 2018.

Iowa

- Successful spring conference in Des Moines (Jennifer LaGarde LibraryGirl, Mike Mullin) ** Better relationship with parent group Iowa Library Association * School Librarian heads up the state Governmental Affairs Committee ***Increased social media presence, including Twitter hashtag #iowatl, new blog-style webpage and new webmaster **Our Advocacy chair strong voice on the Iowa Library Association board.

Michigan

- Successful fall conference in Ann Arbor
- State Board of Education Statement of Support for Certified School Librarians
- Advocacy Campaign to Reach State Legislators and Governor’s Office, focused on 3rd grade reading and college & career readiness
- Other library organizations express support and advocacy
- Planning Collaborative Continuing Ed Event with other state library organizations
- Strong librarian representation as presenters at state tech ed conference

Missouri

- The MASL board of directors implemented the LISA (librarians impact student achievement) this year. The grant was designed to maximize MASL region funds to enhance professional development and improve the expertise of school librarians. $10,000 has been set aside for the grants which the ten regions can apply for. Five grants were awarded totally $9624.

Ohio

- We hosted our annual conference in October and focused on the theme of Taking Charge of Change.
- We also have made this year's big school librarian advocacy push the theme “You Can't Shush a School Librarian.”
- We have presented at the state board of education meetings as well as a t-shirt campaign using teespring.com.
- Recently hosted our first EduConference in March around the topic of Makerspaces with guest speaker Leslie Preddy.
- We are currently working on local arrangements for the AASL conference in Columbus in November.

Wisconsin

- We created a program called Emerging Roles of Librarians to help classroom teachers and administrators better understand what we do; teachers interested in librarianship also received information about how to get certified as an LMS. We had a profitable conference with great speakers. The theme was Make IT Shake IT Move IT. There was a lot of positive feedback and we felt there was a great balance between library and tech related sessions. We also had 2 AASL sessions.
Region 4 (Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia)
Submitted by: Kathy Carroll
Regional Representative: Mona Batchelor

What have you done to represent AASL in each state in your region?
- I attended the North Carolina and South Carolina State Conferences and spoke on behalf of AASL.
- I shared AASL information with my state colleagues and the Region IV community.
- I have also worked with the members of our affiliate assembly on Region IV’s Concerns and Commendations.

What AASL regional or state activities have occurred to advance AASL initiatives?
- Affiliate Organization Region IV leaders have been actively advocating for the profession to their state members via list-servs and e-lists, as well as through legislative chair positions at the affiliate board level. Additionally, many affiliates are funding legislative and advocacy chairs to attend National Library Legislative Day.
- In 2013, TASL created a task force to research effective school library programs/practices and created a presentation aimed at educating current principals. This was shared with TASL membership and distributed in isolated pockets throughout the state. TASL continues to support this initiative.

What are major issue or concerns in your region?
- Region IV wants to see more information on advocacy efforts such as the recent push for ESEA reauthorization to be disseminated all the way down to the building level librarian.
- We seek a certified school librarian at a state level for literacy, curriculum, and technology initiatives in order to show support for school library programs and to facilitate collaboration with educators at all levels and in all subject areas.
- The Region feels the need for a task force to develop a teacher education course to include standards and support materials that educate aspiring teachers/principals on how to collaborate with school librarians and understand the critical role of librarians in a school program.
- The Region feels not enough positive recognition is given to those who support fully staffed media centers. Therefore, we propose allowing districts to apply to be rated by AASL and subsequently receive recognition if they support school library program guidelines in Empowering Learners.

What are major accomplishments in your region?
- #KyLChat Twitter Chat- #KyLChat, or Kentucky School Librarian Chat, is an hour-long, twice-monthly session that takes place on Twitter. School librarians from around the state come together to talk about topics that are affecting us daily. The chats are organized in a question and answer format, but very often, valuable discussions and conversations are sparked from these initial queries. #KyLChat is open to anyone interested in current and relevant school librarianship issues. Archives of the chat sessions can be found at https://kylchat.wordpress.com/.
• Creating a Global Media Center: A Workshop for K-12 Librarians and Technology Specialists This day and half workshop surveys emerging technologies and media content used to bring the world to North Carolina’s schools. The program is designed to help K-12 school librarians and technology facilitators better understand our interconnected world by learning with and through technology.

• Richland County School District One Visual Literacy Festival- Richland One’s Visual Literacy Festival is a collection of five individual contests designed to acknowledge the work done by students and faculty in the areas of non-print media and nontraditional print media.

• Knox County Public Library’s Children’s Festival of Reading- The Children’s Festival of Reading is a free regional event hosted annually by the Knox County Public Library celebrating reading with a host of literacy-related activities for youth of all ages.

• Redskins Read- The Washington Redskins Charitable Foundation encourages students in kindergarten through 6th grade to read through their Redskins Read program. This program includes the free distribution of Redskins Read Activity Books, player reading appearances, and book drives. "

Region 6 (Arkansas, New Mexico, Oklahoma, Texas)
Submitted by: Carlyn Gray
Regional Representative: Lori Bush

What have you done to represent AASL in each state in your region?
• I have contacted regional representatives to post informational messages about AASL events and other events of interest within our region.
• I provided state affiliation forms to New Mexico's school librarians' interest group.
• I have attended both Midwinter and Annual ALA Conferences and the AASL Board Meetings at these events, including Affiliate Assemblies at these conferences.
• I have also been present for phone conferences for both my assigned liaison groups- Advocacy and Legislation.
• I also represented my region by serving on the AASL External Relations Task Force.

What AASL regional or state activities have occurred to advance AASL initiatives?
• In Texas the members of the Texas Association of School Libraries (TASL) collected library statistics and submitted these as a part of Snapshop Day.
• TASL not only had an exhibit booth at the State PTA Conference but the Chair of TASL presented a program to attendees about school libraries.
• TASL also sponsored a booth at the Texas Association of School Boards’ Conference. Literature containing both AASL and TASL’s mission and goals was distributed, as well as information about Statewide Electronic Resources for students, teachers, and parents.
• In Arkansas, the Arkansas Association of School Librarians (ArASL) is excited about the fact that President-Elect, Leslie Preddy will be a primary speaker at their upcoming State conference July 27th and 28th.
• In Oklahoma, the Oklahoma School Librarian Division (OKSL) of the Oklahoma Library Association (OLA) has enthusiastically supported AASL’s Digital Day by asking librarians across their state to participate on their campuses. They have also requested and distributed literature and handouts from AASL at their state conferences.
• In New Mexico, the Association of School Librarian-Special Interest Group has renewed their affiliation with AASL, and in April of 2015, this group held a conference at the Navajo Nation that 40 school librarians attended. Helping to develop their knowledge base, librarians presented five sessions on specific topics related to inquiry-based learning, library activities during PARCC testing, and readers’ advisory.

**What are major issue or concerns in your region?**
• In Texas, TASL is concerned about increasing the membership of their organization. Although the 2015 Annual Conference in Austin, Texas, was the second best attended conference in our history (8200), our school librarian membership is approximately 3200. This is up from last year by 400, but in the last five years we have had as many as 4500 members. This drop in membership has directly affected the amount of funds that can be spent to provide quality speakers and programming at our conferences and to support State wide initiatives such as our Leadership Development Institute.
• Texas is also concerned about staffing cuts that continue to remain in place after the 2011 budget cuts that were severe. Another issue is the shortage of quality of school librarian applicants.
• In Arkansas, membership is also a concern and ArASL is generating a large membership drive in their state organizations. Another issue that is being widely discussed and debated is whether fiction collections should be genrefied by popular genres. Varying opinions exist.
• In Oklahoma, The largest concern is overall school funding that is too low and that is causing library funding to be reduced as well. They are finding it very difficult to maintain the same level of programming and the collections as this continues to occur. They are also being affected by the repealing of the Common Core. State curriculum standards are influx, with librarians and teachers being told to refer back to the old standards before the adoption of the Common Core.
• In New Mexico, librarians are constantly uncertain about funding for the library. They are also being faced with possible changes to licensing requirements for paraprofessionals and certified librarians. More and more school librarians are being asked to assume the responsibilities of textbook managers. They also have great concerns about dropping readership due to time constraints associated with increased emphasis on standardized testing.

**What are major accomplishments in your region?**
• In Texas, TASL planned and presented 19 professional development sessions at the Texas Library Association’s Annual Conference in April 2015 and have planned an additional 21 sessions for the Annual Conference in 2016.
• At the 2015 conference this year, TASL sponsored a TECH Camp preconference that was attended by over 550 school librarians and vendors.
• TASL also created an Advocacy Blog that blasted important national and State legislative information to members keeping them informed about the Legislature and requesting support when needed.
• TASL also met with the new director of the Texas State Library and Archives Commission seeking his help in communicating the need to revise the State Standards for School Libraries to the Texas Education Agency. For the standards to be revised, both agencies must work together. He agreed to do so.
• TASL also recognized another school administrator who provided outstanding support of the libraries in his district, as well as an outstanding librarian who excelled in creating a social media presence.
• TASL also attended the State Board of Educators’ Certification Hearing to advocate that the State keep the two year teaching minimum as a requirement for school library certification. This board voted to keep this requirement.
• One of TASL’s major goals is to review and to revise the guidelines and procedures of the division. This is well under way.
• In Arkansas, members of ArASL met with the State Library to suggest ways to create and to strengthen partnerships with public and school libraries across the State. They are exploring ways to collaborate programs and resources. They are looking forward to their conference in July when President-Elect, Leslie Preddy, will be a guest speaker.
• In Oklahoma, OKSL continues to have strong, school library directors who advocate for school libraries in a variety of ways. This includes at the State level and at the District level, as well as at the campus level by working closely with school principals. Because of this advocacy, OKSL feels that their library staffing is respected. Most districts have librarians and library assistants at the campus level.
• In New Mexico, the ASL-SIG received an ABC-CLIO Award to further support the mentorship of new librarians across the State. In many smaller districts there may only be one librarian. This award will support mentorship and collaboration with librarians in these areas. ASL-SIG is also submitting program proposals for the State library conference that will be held in Albuquerque in October 2015. 

Region 7 (Arizona, California, Hawaii, Nevada, Utah)
Submitted by: Jessica Gillis
Regional Representative: Robbie Nickel

• Nevada is in a period of transition. They are working to gain support after major cuts a few years ago and are looking forward to working with a new person at the Nevada Department of Education who is, among other things, in charge of school librarians. Another new source of support is within the Nevada State Library and Archives where they also have someone to liaison with school librarians. With these two positions and a new chairperson for the Nevada School and Children Librarian’s Section, Nevada hopes be more active in Region 7 in the future.
• Michelle Miles from Utah reports: UELMA Highlights
  o On March 20th, we held our annual conference. Over 400 people attended to hear keynote speakers, Shannon Hale and Nathan Hale. We tried a new venue for the conference, the Megaplex Theater. Breakout sessions were in some of the smaller theaters. Our attendees were treated to popcorn and free drinks all day. The response from our members was very positive. Our keynote speakers were fabulous. It was one of our best conferences ever.
• Liz Dodds from California reports on some of their many Centennial events as well as other work they have done:
  • We’ve been busy in California this year. It is the centennial of the founding of the California School Library Association! Here’s a partial list of what we’ve been working on this year:
  • Successful annual state "Centennial" Conference in Burlingame, Feb.
  • Working on a book about the 100 year history of CSLA (History and Archives Committee; to be published at the end of 2015)
  • Changed our bylaws to allow for a Paraprofessional representative on our state board, as a voting member, Spring 2015

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- Hired an Administrative Assistant so now we are no longer a completely volunteer organization, Fall 2014
- Worked with CUE on developing and presenting an all-day Information Literacy strand at the CUE annual conference in Palm Springs, Spring 2014 and 2015
- Will be hosting webinar series on Digital Citizenship and Information Literacy PD Mini-series Online entitled: TMI (Too Much Information)?
- Successful PTA conference exhibit bringing parents into our fold
- Successful elections
- Increased communications to our membership
- Increased communication with parents and community members with new online newsletter, California School Library News (Sue Heraper)
- Increased membership (by 100 members to-date from last year)
- Website overhaul with new look and platform
- Online Digital Timeline of our organization created http://archives.csla.net/timeline
- History and Archives Committee re-established
- Online Leadership Archive created
- Digital Motions Archive created
- Inviting several other educational organizations to attend and present at our annual state conference next year: CLA, CRA, CUE, ACSA
- Partnership with KQED
- CSLA/CSLF student scholarship to state forensics participant -- based on essay touting school libraries
- Position statements sent to US Dept. of Education about their strategic plan, and another position statement to ALA about SKILLS Act
- In discussion with state credentialing group about including information literacy in general teacher credentials
- Analyzing state education code on requirements about employing teacher librarians
- Presented Technology Award and Good Ideas Awards to our members
- Our board members and members are enthusiastic, giving, generous people, and none of this would have been possible without them!

Region 8 (Alaska, Idaho, Oregon, Washington)
Submitted by: Susan Nickel
Regional Representative: Susan Stone

What have you done to represent AASL in each state in your region?
- This past fall I visited the Washington Library Association’s annual conference.
- I have encouraged two-way communication between myself and State Presidents.
- I went to the job site of the School Library Chair of the Idaho Library Association, Sara Murphy and visited with her. I have encouraged Idaho to elect chairs who are members of ALA/AASL. It is a financial hardship for elected school librarians who serve in leadership positions to pay dues and attend AA.
• Alaska: AkASL is trying to be a visible advocate for school librarians by making presentations at professional conferences. For example, AK School Board Association, AK Elementary and Secondary Principals’ conference, ASTE, etc.

What AASL regional or state activities have occurred to advance AASL initiatives?
• In order to provide access to professional development opportunities, AkASL has written successfully grants for members.
• AkASL is trying to improve communication with AK school librarians so that they will have the information they need in order to do their job(s) in a timely manner. Right now, AkASL feels the need for a stronger, more responsive network.
• Oregon: Susan Stone and I are talking on the phone on June 2. Gail Dickinson Visited this past spring.
• Washington: We are an active organization and as you know have recently affiliated with WLA. That merger has consumed much of my energy this spring. I could use some support and advice from you in terms of fleshing out a plan to take better advantage of resources and to pursue some of these activities. We have used the publications that were sent out to share at community events and the WLA conference.

What are major issue or concerns in your region?
• Alaska: Money, Money, Money.....The AK state legislature had failed to pass a budget for next year. This is particularly troubling to school districts because they are dependent on the appropriated monies to run and staff schools. Even if (and when) the state legislature does pass a budget, school districts are expecting a decrease in revenue. Since the AK economy is dependent on oil and gas exploration, the state is accustomed to boom and bust economy but this time it is even more severe. As districts scramble to balance their budgets, school librarians' positions are at stake.
• Districts in larger cities are finding it difficult to replace school librarians when retire or leave the state. There are fewer qualified people with library degrees who want to come to the state.
• Funding shortfalls have caused the AkASL popular Battle of the Books program to decrease the number of books on their lists so that school don’t have to buy so many books in order for students to compete.
• Idaho: It is a financial hardship for elected school librarians who serve in leadership positions to pay dues and attend AA.
• Oregon: Restoration of TL positions, is on rise in many districts while some cuts are still experienced. Support for local budget decisions while advocating at state level for full funding.
• Washington: Big concerns in our state right now have to do with funding from the legislature for basic education, which does include library information and tech programs. Teachers have engaged in rolling walk-outs around the state to protest the legislature's inability to realize a budget that includes funding for voter-approved COLAs, reduced class sizes, and mandated funding for basic ed. Members are also concerned about the impact of standardized testing on students, teaching and learning time, and library and technology access. Added to that, voters approved a class size reduction initiative, which is incredibly costly to implement, and the state shows no sign of putting it into effect. Many of our TLs are also participating in the new evaluation process, which takes various shapes and forms in different districts." "Alaska: A year ago, the AK State Library eliminated the school library consultant position. AkASL and school librarians across the state voiced their concerns about the lack of visible support from the state
library. The good news is that they are hiring a contracted consultant to work with the school librarians. It is a small victory but school librarians are hopeful.

- Oregon: Getting the Oregon School Library Standards adopted by the Oregon Department of Education.
- Washington: Merger with WLA, doubles membership and adds access to professional staff to assist our volunteers Passage of SSB5294 Library Information and Technology program definition bill - updates the definition of a school library and reaffirms the need for certificated teacher-librarians staffing these programs. See link.
- Completion and publication of the Washington State School Library Impact Study. Major findings include:
  - Students who attend schools with certified teacher-librarians and quality library facilities perform better on standardized tests and are more likely to graduate, even after controlling for school size and student income level.
  - The presence of a certified teacher-librarian on staff has a particularly high relationship to a school’s five year graduation rate.
  - Students who attend schools with on-staff certified teacher-librarians (CTLs) have more equitable access to technologically advanced and accessible library facilities.
  - Students who attend schools with certified teacher-librarians staffing their school libraries have greater access to databases and resources for longer times during the school day. Often these resources are accessible outside the school as well.
  - Students who attend schools with certified teacher-librarians are more likely to be taught information technology skills and technology fluency skills.

These two coupled together make for strong advocacy tools for use at the state and local level. We are currently working on a toolkit for members and will include advocacy sessions at conference.

**What are major accomplishments in your region?**

- WLMA has also hosted several #WLMAChat news night using Google Hangouts. We are getting better at it! Our next one is tentatively scheduled for August 17 at 7pm.
- WLMA members are also collaborating with the Washington State Library to develop a training for teacher-librarians to help their science teachers with implementation of the Next Generation Science Standards. This training will be developed this summer and rolled out next school year.
- Districts around the state are adding back teacher-librarians!
- Oregon: We had past-president Gail Dickinson at our Regional conference in Portland this Spring. The major issue is bringing back librarian positions but in slightly different job titles and we have a lack of supply now to fill because people have stopped going into the profession due to cuts over the past 5+ years. So we’re trying to get some cohorts going with larger districts to get teachers to get the library endorsement.

**Region 9** *(Colorado, Kansas, Montana, Nebraska, North Dakota, South Dakota, Wyoming)*
Submitted by: Ken Stewart
Regional Representative: Betty Meyer

**What have you done to represent AASL in each state in your region?**
• Increased emails to each state AASL organization or each state ALA chapter where no AASL presence is noted. Discussed such things as introducing them to a new LibGuide to help increase communication in our region. In some cases, this was all new communication.
• Increased communication.

What are major issue or concerns in your region?
• COMMUNICATION- Lack of an easy means for consistent communication among members of a state, region, or nationwide.
• I am concerned that I was not notified as soon as South Dakota affiliated. I am also concerned that, as Director of Region IX, I am not in on any conversation as to why Colorado has not re-affiliated at this time. Is AASL having any communication with Colorado, Montana, or North Dakota?

What are major accomplishments in your region?
• Wyoming affiliated.
• South Dakota affiliated.
• KASL successful Fall Conference with KLA; new website.
• KASL is preparing to instigate a SIG for retired members.
• NSLA successful joint conference with NLA. Over 50% of NSLA members attended.
• School Librarians day sponsored by NSLA throughout state in conjunction with Nebraska Library Systems, U of Nebraska Kearney and U of Nebraska Omaha.
• NSLA partnered with the Nebraska Educational Technology Association in offering a strand of sessions at NETA.
• Montana School Library Division is actively working to increase membership, form partnerships, and increase professional development. A SLD retreat has been organized for August 11.
• MEA-MFT conference took plane in May with 11 presentations under the MLA division.
• Numerous spring workshops around the states.
• Wyoming has a new Superintendent of Public Instruction as of January 2015, and their School Library Interest Group Leaders opened a dialog with her by sending a welcome letter introducing themselves, the role of school librarians in education, and offering their assistance as she moves forward with educational initiatives, expressing excitement to be part of the dialog. I'm sure that this is just the beginning of a great dialogue!
• The Wyoming Library Association is teaming up with the Mountain Plains Library Association for this year's annual conference, which will be held in Cheyenne September 23-25th. The School Library Interest Group members have submitted several conference proposals for this upcoming conference as well.
AASL Meeting: Annual 2015  Date Submitted: June 10, 2015

Report Type (Action/Consent/Information): Information

Submitted On Behalf Of (Committee/Section/Group/Staff): AASL Publications Advisory Group

Board/Staff Liaison: Eileen Kern/Stephanie Book

Submitter(s) (individual names): Ann M. Martin, chair

Subject: 3-year Publications Plan 2016-2018


Background: The current AASL Publishing 5-Year Plan is in its final year. The Publications Advisory Group guided by AASL Staff member, Stephanie Book developed a 3-Year publishing plan aligned with AASL’s Strategic Plan. At Midwinter a report was presented to the Affiliate Assembly along with a request to members to contact Stephanie Book if anyone was interested in sharing research, attitudes, methodology and practical tactics with the community through book publications.

The Advisory Group accomplished the following:
- Analyzed AASL publishing past and present success levels.
- Identified new topics emerging from the AASL Strategic Plan.
- Analyzed the market place coverage of identified topics.
- Identified and prioritized market gaps in publications of interest.
- Drafted a 3-Year Publications Plan

Relationship to Strategic Plan/Mission/Goals: (http://www.ala.org/aasl/about/governing-docs)

Strategic Plan Critical Issue 1: Association Relevance
How can AASL remain on the forefront of educational and technology trends within the changing societal context to be a stronger voice for school librarians and the profession?

- Goal One: To determine the impact of educational and technology trends within the changing societal context and how AASL can best respond.
- Goal Two: To be a stronger voice for school librarians and the profession.
- Outcome: By addressing this critical issue, AASL will respond proactively in anticipation of trends, respond actively as trends emerge and address impact on the profession.

Relationship to any policies/position statements: (http://www.ala.org/aasl/advocacy/resources/statements)
Many of the topics directly relate to the following position statements:
- AASL Comments on the 2010 National Educational Technology Plan (Assessment, Devices, Embedded Librarianship )
- Diversity in the Organization (Mentoring/Coaching, Multi-Cultural/Diversity)
- Position Statement on Quantitative Standards (Finance/Budget)

Possible Budget Impact: New relevant topics will increase the revenue stream. Outflows will cover production costs.

Possible Staff Impact: Staff management of plan execution and production.
### AASL 3-Year Publishing Plan (FY 2016 - 2018)

**KEY:**
- *Not Active*
- Needs FAC/AG Feedback
- *In Progress*
- On Hold

<table>
<thead>
<tr>
<th>FY 2016</th>
<th>Topic</th>
<th>Distribution</th>
<th>Angle/Approach/Interpretation of topic</th>
<th>FY 2017</th>
<th>Topics developing from the new S&amp;G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-publishing with stakeholder Orgs</td>
<td>Working Title: TBD</td>
<td>* After students do the assessment—then what? What good is assessment if you only use it to show that students are successfully grasping the things you are teaching? How can you use assessment to improve your practice (self-reflection), and to improve the students’ self-reflection? Self-Reflection =&gt; Differentiation—helping students find their own way. * How can you take assessment across grade-levels as a student moves through school—show mastery of levels &gt;&gt; show that learning is continuous. Once they have mastered a skill, where does that lead and what does it mean in their lives? Dispositions? Single-point rubrics? * Text must show how assessment ties into AASL learning standards—can note the connection to other content curriculum, but focus on AASL. * Evidence portfolios for student growth (over time), including new media. Student portfolio reflects broader look at growth.</td>
<td>Assessment/Self-Reflection</td>
<td>Becky Russell - CO KQ Action Research Issue: Deborah Jossemson Myra Dow Hannah Byrd Suzanna Panter Gail Dickinson Vi Herada</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Devices</td>
<td>Create something that becomes more than just a PB book, but an ADVOCACY publication. Show an exemplar—what can be done with open models. Exemplars need to be tied to pedagogy - improving access for learners with guided inquiry. Not just open access, but what can be done for learning with this kind of access to information via devices. Illustrate practices that make certain policies successful—EXAMPLES: * Inquiry in action through exemplars at various school levels * Resistance from administration, and how it was addressed * Infrastructure: Filtering; Archiving; Citizenship; Lending * Lesson learned in practice * BYOD—addressing challenges, strategies * Developing criteria for selecting apps and websites to use in teaching—possibly involve * Best committees in writing a chapter</td>
<td>* Best Practices—pedagogy * Addressing challenges * Lessons Learned * Developing criteria for selection</td>
<td>Kathleen Roberts Matthew Winner (social media) Shannon Hyman</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Embedded Librarianship</td>
<td>Examples/case studies to show how people are using this model in K-12 schools might make it easier to envision ways to execute this larger idea. Has potential to benefit/support faculty and staff as well as students/learning. Popular topic at conferences right now. Might find potential writer through presentations. Examples of what it can look like in different ways—not always the same. Maybe solicit different writers or examples, curated by one editor, as long as they are strung together with a common thread: * Reference librarians aligned with other departments in developing course work. * Inquiry learning. * Personalizing learning for each student. * Conclave librarianship terminology - Customer-led - about the student or teacher and the services that can be provided. * Way beyond putting a cart of resources together–there needs to be measurements. * OTHER EX: Virtual PE class: Ask a Librarian; Discussion Boards with course management systems.</td>
<td></td>
<td>Brenda Boyer Judy Kaplan Sue Bartle Buffy Hamilton</td>
<td></td>
</tr>
</tbody>
</table>

| FY 2017 | |  |  |  | |
| Evidence Portfolios | Working Title: TBD | * Current texts out there lack information on new media for this purpose. A variety of portfolio types might be addressed by orienting the reader with questions to ask yourself with each type of portfolio. TYPES: teacher evaluations; interview portfolios; masters programs; student portfolios; Q: Type of portfolio; goals to meet; kinds of materials to collect; type of technology; organization by learning experience or chronological; random sampling of students (eg. 10 students in a class of 307) Possible refresh of Gail Dickinson’s book instead of a complete rewrite? Be sure to address evaluation models in the states, connection with the AASL Evaluation Workbook. | | Gail Dickinson |
| Branding | Working Title: TBD | Possible co-writer team—one authority on branding, and one school librarian to bring the educator/librarian perspective. Themes could include: * Sometimes librarians brand for librarians, not for their stakeholders, which is who branding should be catered to. Brand should not be developed in a silo—involve stakeholders. An example of a school librarian who leveraged students and other stakeholders in developing a brand would be an interesting perspective. * Include chapters on research behind branding strategy. Brian Matthews link on leveraging labels good link. * Based on TF survey it seems that Think, Create, Share, and Grow is something that resonated with stakeholders. What isn’t resonating, how essential is it, and how do we address? | | Susan Ballard Jennifer LaGarde Richmond University: * Students? * Researchers? Possible co-writers: * Authority on branding * School librarians bring educator/librarian perspective |
Facilitating PD / Mentoring or Coaching

<table>
<thead>
<tr>
<th>Working Title: TBD</th>
<th>MENTORING / COACHING:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience:</strong> SL; SPVS; ESLS; State DOE; administrators; other educator stakeholders, parents</td>
<td>* There are some expectations for mentoring in districts, but not a clear idea of how. How much do you put into it? How much do you lead your mentee? * What stepping stones are there for gaining program support? Mentoring program in Ann's school improved the turnover rate immensely and improved professional development overall. * Alternatively, how can you build a remote program when face-to-face is not possible? What is remote mentoring? How do you remote mentor or set up a remote mentoring program in your district? In your state? Battle the solo-librarian feeling. * What models of mentoring are haphazard in other professions and how can we learn from those? What is waterfall mentoring?</td>
</tr>
</tbody>
</table>

**Platform:** Print; E-book;  

Suzanna Panter

Collaboration

<table>
<thead>
<tr>
<th>Working Title: TBD</th>
<th>School Library Collaboration for Transforming Learning - How does collaboration do that? Texts available seem to be heavily practical and not quite so theoretical. Professional Development--PD needs to happen around building a culture of collaboration in a school. How do you move from traditional individual PD to a culture of teaming PD?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience:</strong> building-level librarians; SPVS; ESLS; State DOE; administrators; other educator stakeholders, parents</td>
<td>* Collaboration really does have to be a school-wide commitment. The school administrator needs to be involved to make this successful. What is the administrator looking for in that conversation? What do you bring with you when entering that conversation to show how this would work school-wide? * Although the goal is the same, the way that you achieve collaboration on each grade-level can be different. * Parent audience, on the elementary level especially, as another set of collaborators--PTA possible co-author. Collaboration does look different in elementary as opposed to secondary--especially with parents. Get parents more involved in teaching and learning with their student--deeper collaboration than the annual book sale. * This is really a key issue around leadership.</td>
</tr>
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</table>

**Platform:** Print; E-book;  

Co-writing/publishing:  
* Stakeholder orgs? * NCLE stakeholder group? * Curriculum coordinators? * AASL Admin Award Winner & Librarian * PSLA administrator award winner -- example from Eileen * Follett--Project Connect?

FY 2018

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Multi-Cultural / Diversity

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<thead>
<tr>
<th>Working Title: TBD</th>
<th>* Lesson Plans/Literacy Criticism--look at human condition through the different perspectives of culture (race, religion, sexual orientation, socio-economic). EX: Humans in NY, What the World Eats; * Chapters topics--challenging conversations at the primary level; service orientation at the high school level; Making home/school connections; teaching ELL; Marginalization; Intellectual Freedom. * Balance of practical and theory with list of case studies and resources to help them address immediate issues.</th>
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</thead>
<tbody>
<tr>
<td><strong>Audience:</strong> SL; SPVS; ESLS;</td>
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<tr>
<td><strong>Platform:</strong> Print; E-book;</td>
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</table>

Finance / Budget

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<tr>
<th>Working Title: TBD</th>
<th>* Use action research to identify issues/areas for improvement--Reflective Practice. * Bring to attention of administration, but bring the solution with the problem, the foundation for budget needs. Frame needs to administrators as a return on investment, rather than $ just given to an area/department. * Watch legislature, identify what they want to fund and then pursue the monies through that lens.</th>
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<tbody>
<tr>
<td><strong>Audience:</strong> SL; SPVS; ESLS;</td>
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<td><strong>Platform:</strong> Print; E-book;</td>
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</table>

External Relations

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<tr>
<th>Working Title: TBD</th>
<th>Foster natural community connections/collaborations to advance common goals and make both the school library and the partner more visible in the community. Project-based learning; community learning. EX: other stakeholder organizations; PTA; science foundations; public library; area employers.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience:</strong> SL; SPVS; ESLS;</td>
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<tr>
<td><strong>Platform:</strong> Print; E-book;</td>
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FY 2019
**AASL Meeting:** ALA Annual 2015  
**Date Submitted:** June 10, 2015

**Report Type** (Action/Consent/Information): Information

**Submitted On Behalf Of** (Committee/Section/Group/Staff): Knowledge Quest Editorial Board

**Board/Staff Liaison:** If applicable list. Meg Featheringham

**Submitter(s)** (individual names): Rebecca Morris

**Subject:** KQ Updates

**Action Requested:** *Request that the AASL Board of Directors be apprised of the following information.*

**Background:** This document offers an update on the upcoming volume of Knowledge Quest and the new KQ bloggers.

**Relationship to Strategic Plan/Mission/Goals:** ([http://www.ala.org/aasl/about/governing-docs](http://www.ala.org/aasl/about/governing-docs)).

Strategic Plan, Critical Issue: Association Relevance, Goal Two: To be a stronger voice for school librarians and the profession.

Strategic Plan, Critical Issue: Membership Development, Goal One: To strengthen AASL’s relationship with state affiliates and other ALA Communities; Goal Two: To build the school librarian’s professional community.

**Relationship to any policies/position statements:** N/A

**Possible Budget Impact:** N/A

**Possible Staff Impact:** N/A

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**Update:**

1. Bloggers: A new group of bloggers has been approved for the Knowledge Quest website, through the efforts of a working group (Meg Featheringham (staff), Floyd Pentlin, Francis Reeve, Susi Grissom, Rebecca Morris). The bloggers’ names, affiliations, and areas of interest are attached.

2. 2015-2016 KQ Themes: The KQ Editorial Board has selected themes and guest editors for the 2015-2016 volume. The list is as follows:

   Sept/Oct 2015  
   Intellectual Freedom  
   Guest Editor: Helen Adams
Nov/Dec 2015
Partnerships between Library Practitioners and Library Education Programs
Guest Editor: Lucy Santos Green

Jan/Feb 2016
Storytime for Learning/Storytime in a Digital World
Guest Editor: Cynthia Houston

Mar/Apr 2016
Privacy Digital Citizenship
Guest Editor: Carla Bosco

May/June 2016
Digital Literacy
Guest Editors: Tasha Bergson-Michelson and Jole Seroff

End of KQ Informational Report

Enc: Blogger list
<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>K-12 Level</th>
<th>State</th>
<th>Areas of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joann Absi</td>
<td>Eugene Ashley High School</td>
<td>High school</td>
<td>NC</td>
<td>Collaboration&lt;br&gt;Resources for students and librarians</td>
</tr>
<tr>
<td>Helen Adams</td>
<td>n/a</td>
<td>Academia</td>
<td>WI</td>
<td>Intellectual freedom in school libraries&lt;br&gt;Privacy in school libraries&lt;br&gt;Filtering issues in school libraries&lt;br&gt;Ethical issues in school libraries&lt;br&gt;Digital divide and access to information&lt;br&gt;First Amendment&lt;br&gt;Students' right to read&lt;br&gt;Technology</td>
</tr>
<tr>
<td>Anne Akers</td>
<td>University of North Carolina</td>
<td>Academia</td>
<td>NC</td>
<td>Collaboration&lt;br&gt;Flexible Access&lt;br&gt;Supervision&lt;br&gt;Practicuums&lt;br&gt;Student teaching&lt;br&gt;Professional development&lt;br&gt;Accreditation&lt;br&gt;Advocacy&lt;br&gt;Assessment&lt;br&gt;Career advice&lt;br&gt;Instruction&lt;br&gt;Mentoring</td>
</tr>
<tr>
<td>Hannah Byrd Little</td>
<td>The Webb School of Bell Buckle</td>
<td>Middle and high</td>
<td>TN</td>
<td>Library environment&lt;br&gt;Learning commons&lt;br&gt;Maker/hacker spaces&lt;br&gt;Capstone projects&lt;br&gt;High school to college transition&lt;br&gt;School library community outreach&lt;br&gt;The third space&lt;br&gt;School library archives for historic schools&lt;br&gt;Advocacy in your school with your administration and board&lt;br&gt;School leadership as librarians</td>
</tr>
<tr>
<td>Cathy Collins</td>
<td>Sharon High School</td>
<td>High school</td>
<td>MA</td>
<td>Makerspaces&lt;br&gt;Learning commons&lt;br&gt;Revising standards&lt;br&gt;Advocacy&lt;br&gt;Library as tech integrator</td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
<td>Grade Level</td>
<td>Location</td>
<td>Research Interests</td>
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<tr>
<td>Ashley Cooksey</td>
<td>Batesville School District</td>
<td>Elementary</td>
<td>AR</td>
<td>Library instruction Collaboration Co-teaching</td>
</tr>
<tr>
<td>Julie Marie Frye</td>
<td>Sam Houston State University</td>
<td>Academia</td>
<td>TX</td>
<td>Grant writing Collection development and management Hands-on inquiry activities Using data to communicate with administrators Mentoring (novice school librarians or future librarians) Care (theory) in school librarians when teaching in the school library as a political act Establishing professional partnerships Establishing global partnerships Student action research/inquiry</td>
</tr>
<tr>
<td>Amy Gillespie</td>
<td>Hill Top Preparatory School</td>
<td>Middle</td>
<td>PA</td>
<td>Working as a solo librarian Independent schools Middle school research and media literacy Providing students with resources as they transition to post-secondary life</td>
</tr>
<tr>
<td>Kelly Hincks</td>
<td>Detroit Country Day Lower School</td>
<td>Lower</td>
<td>MI</td>
<td>Collaboration Early childhood Inquiry-based learning Innovative reading ideas Use of technology to improve instruction Advocacy</td>
</tr>
<tr>
<td>Cassy Lee</td>
<td>Taipei American School</td>
<td>Lower and middle</td>
<td>Taiwan</td>
<td>Educational technology Information literacy Diversity in children's/YA literature Makerspaces Innovative programming Teacher/librarian collaboration Project-based and inquiry-driven learning Teen information seeking behaviors</td>
</tr>
<tr>
<td>Name</td>
<td>Institution</td>
<td>Grade</td>
<td>State</td>
<td>Topics</td>
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<tr>
<td>Heather Moorefield-Lang</td>
<td>University of South Carolina</td>
<td>Academia</td>
<td>SC</td>
<td>Technology Emerging technology Best websites Best apps Makerspaces 3D printing Gaming New tech and libraries</td>
</tr>
<tr>
<td>Diana Rendina</td>
<td>Stewart Middle Magnet School</td>
<td>Middle</td>
<td>FL</td>
<td>Makerspaces Maker education movement BYOD in libraries Being a connected librarian Advocacy</td>
</tr>
<tr>
<td>Maureen Schlosser</td>
<td>Colchester Elementary School</td>
<td>Elementary</td>
<td>CT</td>
<td>Content curation Digital storytelling Project-based learning</td>
</tr>
<tr>
<td>Megan Shulman</td>
<td>Humboldt High School</td>
<td>Middle and high</td>
<td>TN</td>
<td>Professional development Programming Makerspace technologies Brain-based learning strategies Writing collaboratives in the school library School library consolidation Weeding/updating collections Mindfulness in education</td>
</tr>
<tr>
<td>Daniella Smith</td>
<td>University of North Texas</td>
<td>Academia</td>
<td>TX</td>
<td>Technology implementation Leadership Community outreach Literature Research important for school librarians Professional development opportunities Legislation</td>
</tr>
<tr>
<td>Connie Williams</td>
<td>Petaluma High School</td>
<td>High school</td>
<td>CA</td>
<td>School libraries as third space Inquiry Building questions Serendipity found in libraries Cross library collaborations (community college, K/12, and public libraries) Topics as they arise Advocacy</td>
</tr>
</tbody>
</table>
AASL Meeting: ALA Annual  
Date Submitted: June 16, 2015  

Report Type (Action/Consent/Information): Information  

Submitted On Behalf Of (Committee/Section/Group/Staff): Headquarters  

Board/Staff Liaison: Sylvia Norton/Allison Cline  

Submitter(s) (individual names): Allison Cline  

Subject: AASL Operational Plan Update  

Background: The attached document contains an updated Operational Plan with progress to date noted. The highlighted rows are completed.

Update by project:  
- Identification of three external collaborator/partners has been completed by the External Relations Task Force and is included in the board documents. With board approval of their recommendations headquarters will begin drafting an action plan to cover the next two years for Executive Committee review this Fall and full board approval at ALA Midwinter.  
- Creating a process for monitoring, information gathering and responding to issues critical to school librarians is underway. The executive committee decided to take an additional step and create a “Practice Committee Working Group” that will initially create a structured process to vet critical issues in a timely manner. The Working Group is still being formed.  
- The Community of Scholars Task Force has been meeting, and also sent out a survey to the CLASS listserv.  
- Review, revise and update learning standards and program guidelines is underway and on schedule. Note that there will be opportunities during AASL National to offer input/feedback.  
- For developing an advocacy model, the presidential visits have been standardized and the “Ignite Slides” are posted for any affiliate to download and use when they are not having a presidential visit. The “Advocacy Action Committee” report is included in your board book for consideration.  
- The goal to develop vehicles to utilize AASL Award winners is a bit behind due to the early absence of the staff liaison. This will be picked up again later this summer.  
- The possible implementation of Harwood Training is included in your board packet for consideration.  
- The development of tools and resources to assist state affiliates is being partially addressed through the Leadership Summit held prior to ALA Annual. There are some items, such as the
Affiliate Newsletter and best practice working group that will probably need to be pushed back a bit to accommodate current staffing capacity.

- A new sponsorship structure and Alliance Committee make-up have occurred. The new sponsor brochure is included in your information packets.

- The new Knowledge Quest website is up, bloggers have been selected and it’s become a very popular location for school library news and conversations.

- The goal areas related to student members, retired members and ESLS member will be considered for possible events during AASL National.

- Both the “Share-the-Wealth” and “Student Transition Scholarships – Bridge Membership” have been implemented.

- The report from the Committee Review Task Force is in the board book. New board orientation through moodle course launched.
Recommendations:

1. Identify three organizations that:
   a. Have a significant impact on the profession
      - This means for instance that these organizations are determining/deciding the tools the field is implementing/using (setting technology trends); or they are determining the role school librarians play in education/school.
   b. AASL has the ability to collaborate and partner
      - This means for instance that their structure lends itself to a connection, that we both have something to offer each other and/or there is an incentive to work together.

<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>$ implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of Task Force</td>
<td>External Relations Task Force presented for board approval</td>
<td>EC</td>
<td>6/26/14 COMPLETED</td>
<td>None</td>
</tr>
<tr>
<td>Development of Rubric</td>
<td>With staff assistance develop an evaluation/rubric</td>
<td>TF/Staff</td>
<td>8/31/14 2/1/15 COMPLETED</td>
<td>None</td>
</tr>
<tr>
<td>Prospect List</td>
<td>With staff and board input develop comprehensive list of potential organizations to review</td>
<td>BOD/TF/Staff</td>
<td>8/31/14 2/1/15 (MW discussion) COMPLETED</td>
<td>None</td>
</tr>
<tr>
<td>Pull data for evaluation</td>
<td>Will be determined by rubric, but should include a scale rating and items such as – organizational structure; level of current understanding (how much we understand each other); interest in similar issues (Board to determine 3-5 tops issues that should be</td>
<td>Staff will pull data with TF review</td>
<td>12/1/14 2/1/15- 4/1/15 COMPLETED</td>
<td>None</td>
</tr>
<tr>
<td>Recommendations</td>
<td>TF/Staff</td>
<td>MW BOD report deadline 6/15/15 (Annual Report) COMPLETED</td>
<td>TBD by TF report</td>
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<tr>
<td><strong>Task force to take data from rubric and create board report and recommendations for board approval. Should include recommended organizations, paths to collaboration and ranking/priority.</strong></td>
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<tr>
<td><strong>Action Plan</strong></td>
<td>Staff</td>
<td>3/1/15 10/1/15</td>
<td>TBD by action plan</td>
<td></td>
</tr>
<tr>
<td><strong>Staff to craft strategic action plan for EC review and approval at Spring meeting. Will include items such as ED travel/meetings; conferences (presentations/exhibiting); collaborative projects/ideas. Will also include budget.</strong></td>
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<tr>
<td><strong>Implementation</strong></td>
<td>Staff</td>
<td>6/1/15 10/1/15</td>
<td>TBD</td>
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<tr>
<td><strong>Once the action plan is approved work will begin 6/1/15-7/1/17 action plan will be finalized and approved with budget</strong></td>
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<tr>
<td><strong>Marketing/Communications</strong></td>
<td>Staff</td>
<td>7/1/15 12/1/15</td>
<td>TBD</td>
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<tr>
<td><strong>Staff to develop a marketing and communications process to ensure the AASL membership and community are aware of AASL’s work and collaboration</strong></td>
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<tr>
<td><strong>Action Plan steps inserted after development and approval by board</strong></td>
<td>Staff</td>
<td>7/1/15 10/1/15</td>
<td>Per plan approval</td>
<td></td>
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</table>

2. Create a process for monitoring, information gathering, and responding to issues critical to school libraries.
   a. Define the critical issue areas
      • Annual survey to members? Function of Affiliate Assembly? BOD activity incorporated into each meeting?
   b. Create a structured process to vet critical issues
      • Is a core value at risk (labeling, filtering)? Is the role of the school librarian being overlooked? Will there be harm done to a segment of the AASL community (and if yes, to what extent)? Scale of urgency? Is there an opportunity to respond jointly/collaboratively? Do we need to alert any other partners/collaborators before going ‘live’ with response?
   c. Create a process by which AASL’s work is communicated to members and the community at large
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</table>
| Work to develop a more collaborative ‘team work’ relationship between AASL and Affiliate Assembly | Staff to draft a proposal for EC review to increase the AA concern review and response process  
- Review of current process and how to implement a system in which ‘better’ concerns come forward and are moved along faster.  
- Communication and marketing of concerns—need school librarians in state(s) to feel AASL is responding to their needs/concerns. Perhaps implement a “this work was undertaken by AASL after a concern was brought forward to AASL’s board through XXX concern.”                                                                 | Staff           | 9/1/14 COMPLETED       | None            |
| Creation of Practice Committee-Working Group                          | Practice Committee to develop rubric and rating process to vet critical issues brought forward from affiliate assembly, environment scan, etc. Process to be developed for funneling critical issues to Practice Committee for analysis and recommendation.                                                                 | EC, Practice Committee | Spring EC, ALA Annual 2015, ALA Annual 2016 | None            |
| Develop a reporting and monitoring structure                          | For each critical issue/area identify how we get an AASL representative in a position to monitor, report and act (ISTE; ALA; AERA; CCSS; STEM?)                                                                                                                                                                                      | BOD/Staff       | ALA Annual 2015, ALA Annual 2016 | None            |
| Marketing/Communications                                              | Staff to development a marketing and communications process to ensure the AASL membership and community are aware of AASL’s work.                                                                                                                                                                                                                          |                 |                       |                 |

3. Maintain an ongoing school library research community  
   a. To continue efforts made during AASL’s IMLS CLASS Research Forum  
      • Reach outside AASL ESLS
- AASL research/volunteer presence in all settings
- AASL built community but lines very fluid

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</thead>
<tbody>
<tr>
<td>Creation of Task Force</td>
<td>Research Community Task Force presented for board approval – COMMUNITY OF SCHOLARS</td>
<td>EC</td>
<td>6/26/14-COMPLETED</td>
<td>None</td>
</tr>
<tr>
<td>Initial Task/Report</td>
<td>Creation of list/directory of school library/education research communities. Need template to work from (ex. Org name; purpose; size; activity)- EC and staff should assist in development of template.</td>
<td>TF/Staff</td>
<td>9/31/14</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Develop of list of recommended outcomes for this community- collection of products, publications, failed research</td>
<td>TF/Staff</td>
<td>9/31/14-TBD</td>
<td>None (may be impacted by collection and reporting out mechanism)</td>
</tr>
<tr>
<td>Research Forum</td>
<td>Staff to pull together details, including budget, for options to replicate the research forum in 2015</td>
<td>Staff</td>
<td>8/31/14 4/1/15</td>
<td>TBD</td>
</tr>
<tr>
<td>AASL Connection</td>
<td>Find an AASL representative for each group to keep AASL connected and ‘tethering’ to association</td>
<td>EC/TF</td>
<td>12/1/14-TBD</td>
<td>None</td>
</tr>
<tr>
<td>Final Proposal</td>
<td>Proposal from staff with options and budget for board approval. Proposal and budget from Task Force for development of school research community.</td>
<td>Staff/TF</td>
<td>MW BOD report deadline-2015 TBD based on Community of Scholars work</td>
<td>TBD</td>
</tr>
<tr>
<td>Next steps to be determined from approval plan presented to board.</td>
<td></td>
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**Recommendations:**

1. Review, revise and update learning standards and program guidelines

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<tbody>
<tr>
<td>Timeline and project plan presented to EC</td>
<td>Staff to outline timelines, requirements and budget</td>
<td>Staff</td>
<td>Fall EC COMPLETED</td>
<td>TBD by plan</td>
</tr>
<tr>
<td>Timeline and project plan presented to board</td>
<td>Approval of plan Approval of task force</td>
<td>Staff</td>
<td>MW BOD report deadline (2015) COMPLETED</td>
<td>None</td>
</tr>
<tr>
<td>Standards &amp; Guidelines Summit</td>
<td>Key leaders from field invited to pre-National conference summit to begin review, revision and updating of new learning standards and program guidelines. Consider ways to incorporate non-affiliated states and accredited CAEP programs</td>
<td>TF / Staff</td>
<td>2/1/15-10/1/15</td>
<td>TBD</td>
</tr>
<tr>
<td>Open comment period</td>
<td></td>
<td>TF/Staff</td>
<td>TBD by plan</td>
<td>None</td>
</tr>
<tr>
<td>Final publication revisions</td>
<td></td>
<td>Staff</td>
<td>TBD by plan</td>
<td>TBD by plan</td>
</tr>
<tr>
<td>Publication of learning standards and program guidelines</td>
<td></td>
<td>Staff</td>
<td>National Conference 2017</td>
<td>TBD by plan</td>
</tr>
</tbody>
</table>

2. Develop an AASL advocacy model.
   a. Standardize presidential visits and presentations for a consistent advocacy message and presentation.
   b. More directive to Regional Director Visits (board to select states that should be visited)
   c. Add the executive director to the state affiliate rotation to increase reach.
   d. Target ‘pockets’ of great advocacy need and opportunity to impact.
- Examples - there might be places that have a great need for increased advocacy but efforts made will have little impact on the current state. Comparatively, there may be areas that have competitive school districts nearby and any increased school library support could spread to support in surrounding areas.

- Develop a process to vet external partnerships and collaborations.
  - Connection to strategic plan (previous goals - critical issues; common goals)
  - Consider ways to get the most out of these relationships (marketing/communications; ancillary contacts)

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<tbody>
<tr>
<td>EC and staff to develop new presentation for presidential visits.</td>
<td>Pulling from various already available documents and material, staff will draft a ‘presidential presentation’ for use on state affiliate visits.</td>
<td>Staff/EC</td>
<td>12/1/14; Final 1/1/15 COMPLETED</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Annual review and updating of presentation</td>
<td>Staff/EC</td>
<td>Fall/Winter ONGOING</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Post presentation survey to affiliates - to gather general feedback on presentation content and if anything needs to be added/taken out.</td>
<td>Staff</td>
<td>1/1/15 ONGOING</td>
<td>None</td>
</tr>
<tr>
<td>Add ED to rotation</td>
<td>Staff will work on updated rotation and schedule</td>
<td>Staff</td>
<td>1/1/15 4/1/15</td>
<td>$800 per visit</td>
</tr>
<tr>
<td>Create new committee, or new role for Advocacy Committee</td>
<td>One person from each region appointed to “Advocacy Action Committee”</td>
<td>EC</td>
<td>6/26/15</td>
<td>None</td>
</tr>
<tr>
<td>Advocacy Action Committee Rubric</td>
<td>Develop rubric to determine most impactful areas of advocacy. Should include history of loss in jobs, budget, as well as less tangible items such as administrative, teacher and parent support.</td>
<td>TF/Staff</td>
<td>MW BOD report deadline (2016)</td>
<td>None</td>
</tr>
<tr>
<td>Advocacy Action Committee Poll</td>
<td>Poll affiliate assembly to identify communities/districts to be scored through rubric</td>
<td>TF</td>
<td>2/1/16-6/1/16</td>
<td>None</td>
</tr>
<tr>
<td>Advocacy Action Committee recommendations presented to board</td>
<td>Present finding and recommendations to board. Should include a 12-18 month implementation. Staff to add logistics and budget information.</td>
<td>TF/Staff</td>
<td>Annual Board report deadline</td>
<td>TBD by plan</td>
</tr>
</tbody>
</table>
3. Develop vehicles to utilize AASL Award winners.
   a. Develop plan to work with Award winners to promote AASL and their award.
   b. Increased and expanded communication plan for awards and award winners.
   c. Work with sponsors to increase their participation and recognition.

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<tr>
<td>Staff to develop a standard communications and promotions package for award winners</td>
<td>This will include recommendations for local press coverage. Sample press release and email/fax numbers for their local press. Message crafting and message reminders.</td>
<td>Staff</td>
<td>12/1/14 3/1/14</td>
<td>None</td>
</tr>
</tbody>
</table>
| Creation of Award Winner AASL communication plan | - Develop a 4-8 page spread in the Sept/Oct KQ issue annually that highlights award winners  
- Work with PIO for local coverage  
- Letters sent to school board members, superintendent, state superintendent, state school librarian, state/national legislators, mayor, governor | Staff | 6/1/14- 4/1/15  
KQ COMPLETED  
Local coverage will being in FY15 | TBD- there will be a cost for extra pages in KQ |
| Award Winner Involvement | National Conference/KQ | Committees/ Staff | 12/31/14 | TBD |
| Sponsor participation and recognition | Develop a communication timeline and recommendations for award sponsors- do they visit the school? Post on their website? Email to customer list? | Staff | 2/28/15 | |
| Recommend increased sponsor recognition | | Staff | 12/1/14 | TBD |

4. Implement the Harwood Practice at the state and local level for school librarians.
   a. Apply the PLA Gates model to AASL and School Libraries

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<tbody>
<tr>
<td>Develop strategic plan for</td>
<td>Staff to develop a plan for board review and approval.</td>
<td>Staff</td>
<td>MW BOD report</td>
<td>TBD</td>
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</tbody>
</table>
Harwood Practice implementation for school libraries
Will include:
- Identification of AASL leadership members trained by Harwood
- Implementation through state affiliates (application process)
- Assumed ‘trickle down’ – state affiliates will present at state meeting, attendees will present at district level, building level school librarians will apply in their communities.
- Creation of a tracking and reporting back mechanism

### Critical Issue #2/Goal #1 (Internal Focus)
To strengthen AASL’s relationship with state affiliates and other ALA Communities

**Recommendations:**
1. Develop tools and resources to assist state affiliates manage with limited resources.

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<tbody>
<tr>
<td>Create an AASL Affiliate Assembly newsletter</td>
<td>An electronic affiliates newsletter will be developed in which affiliates will be sent a template, submit to AASL for formatting and distribution back out to the entire affiliate and leadership community. A “What’s Happening” across the country.</td>
<td>Affiliates/Staff</td>
<td>MW presentation at Affiliate Assembly with first issue in Spring 2015 FY15 Annual- incorporated in Summit</td>
<td>TBD</td>
</tr>
<tr>
<td>Create an Affiliate Assembly best practice working group</td>
<td>Staff working with the affiliate assembly working group create a handbook and webinar series to assist affiliates with such things as budget development;</td>
<td>Affiliates/Staff</td>
<td>ALA Annual 2015 discussion of needs and selection of</td>
<td>TBD</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td>Responsible Parties</td>
<td>Start Date</td>
<td>End Date</td>
</tr>
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<tr>
<td>Create a “Resources from AASL” list</td>
<td>Develop and update annually (or as changes occur) a list of resources available to affiliates from AASL (books on consignment, logo, etc.)</td>
<td>Staff</td>
<td>10/1/2014</td>
<td>FY15 Annual Summit</td>
</tr>
<tr>
<td>Develop a more robust web presence for Affiliates</td>
<td>Working collaboratively with working group consider: - Affiliate logos on AAS: website - AASL Affiliate logo on affiliate’s website - Resources page</td>
<td>Affiliates/Staff</td>
<td>1/1/15-6/1/15</td>
<td>None</td>
</tr>
<tr>
<td>Develop an affiliate recognition plan for National Conference</td>
<td>Possible examples - Walk in as groups - Stand up when announced - Highlight state affiliate in state of conference</td>
<td>Affiliates/Staff</td>
<td>4/1/15-8/1/15</td>
<td>None</td>
</tr>
<tr>
<td>Create a “Myth Busting” document</td>
<td>In an effort to eliminate some misperceptions AASL to develop, in collaboration with Affiliate Assembly working group, a document that outlines such things as “what it means to an Affiliate when the National Conference is in your state”, “what AASL can do and what falls under ALA’s jurisdiction”, “what to expect and what is expected during a presidential visit”</td>
<td>Staff/Affiliate Assembly</td>
<td>Presented at MW 15 for comments/feedback with final version posted 3/1/15 FY15 Annual Summit</td>
<td>None</td>
</tr>
<tr>
<td>Develop a strategic regional director visit plan</td>
<td>- Working with regional directors to create a rubric to determine a level of “need” for regional director visit. - Working with regional directors develop a checklist of what is expected when making visits - Develop a report template to be submitted to board of directors</td>
<td>Directors/Staff</td>
<td>1/1/16-6/1/16</td>
<td>TBD- number of visits could fluctuate</td>
</tr>
<tr>
<td>Increase Communications</td>
<td>In coordination with working group look for ways to communicate more effectively with Affiliates, gaps in communications and how to facilitate</td>
<td>Affiliates/Staff</td>
<td>6/1/15-6/1/16</td>
<td>TBD</td>
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2. Develop a plan to increase sponsors involvement and support of AASL

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<tr>
<td>Develop a new sponsorship structure</td>
<td>Instead of offering ‘item/event’ sponsorship develop packages that will include webinars, vendor programs, and advertising at no additional cost. Will increase content and programming to AASL and visibility to sponsors</td>
<td>EC/Staff</td>
<td>8/1/14 COMPLETED</td>
<td>Will hopefully increase sponsor support</td>
</tr>
<tr>
<td>Restructure AASL’s Alliance Committee and develop a forum for all AASL vendors</td>
<td>As a reward to sponsors alliance committee seats could be reserves for sponsors only. Exhibitors and other vendors in the school library community could join an Exhibits SIG, which would receive one representative seat on the Alliance Committee.</td>
<td>EC/Staff</td>
<td>10/1/14 COMPLETED (effective date 7/1/15)</td>
<td>None</td>
</tr>
<tr>
<td>Consider vendor volunteer opportunities/involvement</td>
<td>Create a working group to draft guidelines for vendor volunteer opportunities. Guidelines that may be considered: - Are there committees or roles that should be excluded from vendor opportunities - Should a conflict of interest policy statement and procedure be developed</td>
<td>Board/Staff</td>
<td>Presented at ALA MW 2015 FY15 Annual</td>
<td>None</td>
</tr>
<tr>
<td>Develop strategic goals for Alliance Committee</td>
<td>There are things AASL members need from AASL/vendors that we can’t provide but perhaps can work together for help the other: - Project Connect- AASL could not pull together that panel, but Follett could not get national school library audience - Encyclopedia Britannica- Planning Guide - BTSB Travel Grants</td>
<td>EC/Staff</td>
<td>Spring EC 2015</td>
<td>TBD</td>
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What data can they share with us to develop advocacy tools? What tools can we provide to them to share with their customers?

3. Identify and explore ways to work with ALA and other divisions that are mutually beneficial

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<tr>
<td>Work with the Office of Intellectual Freedom to co-sponsor Banned Websites Awareness Day</td>
<td>Create a working group with representatives from AASL and OIF to draft a working agreement for BWAD 2015</td>
<td>Board/ED</td>
<td>10/1/14 10/1/14 working group formed-6/1/15 recommendation submitted 7/1/14- BWAD Committee Approved- no longer applicable.</td>
<td>None</td>
</tr>
<tr>
<td>Work with Office of Accreditation to provide support</td>
<td>Offer a training slot at AASL National Conference</td>
<td>Staff</td>
<td>8/1/14 8/1/14 COMPLETED</td>
<td>None</td>
</tr>
<tr>
<td>Work with Office for Library Advocacy and Public Information Office to develop standard messaging and usage practices.</td>
<td>Working with external consultant to development of messages. Monthly ‘editorial meetings’ to cover what each group has been doing</td>
<td>Staff</td>
<td>Under development-completion of message framework 8/1/14; completion and agreement of work plan 8/1/14</td>
<td>Covered in 2015 budget</td>
</tr>
<tr>
<td>Apply Harwood practice to ALA offices</td>
<td>AASL Staff to invite offices to a “what we do” meeting once a month</td>
<td>Staff/ALA</td>
<td>9/1/14-8/31/15</td>
<td>None</td>
</tr>
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</table>
### Critical Issue #2/Goal #2 (Internal Focus)
*To build the school librarian’s professional community*

Recommendations

1. Create an online community that is dynamic, responsive, and is a hub of activity for AASL membership and the school library audience.

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<tbody>
<tr>
<td>Create a KQ Online Working Group</td>
<td>Recommend- one KQ editorial board member, AASL bloggers, AASL essential links editor.</td>
<td>EC</td>
<td>6/30/14 COMPLETED</td>
<td>None</td>
</tr>
<tr>
<td>Develop a plan to consolidate AASL’s Community pieces into a central location</td>
<td>Move KQ online into a true online magazine with discussion forums, recent news postings, blogs covering various topics.</td>
<td>KQ editor/ volunteers</td>
<td>6/30/14-8/31/14 COMPLETED</td>
<td>TBD (currently investigating options)</td>
</tr>
<tr>
<td>Open call for bloggers and blog topics</td>
<td></td>
<td>Staff</td>
<td>8/31/14 COMPLETED</td>
<td>None</td>
</tr>
<tr>
<td>Continue Hotlinks but post individual items as they come in to KQ online</td>
<td></td>
<td>Staff</td>
<td>11/1/14</td>
<td>None</td>
</tr>
<tr>
<td>Look to develop “community corners” for various interest groups within AASL</td>
<td></td>
<td>Staff</td>
<td>1/1/15</td>
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2. Work with ESLS and Student SIG to increase university level recognition of AASL and increased student membership.
Create a working group of ESLS members and student SIG members

- What messaging will resonate with student members
- How to turn student members into long term members
- How to partner students with veterans for presentations, award applications, resume development
  (Assume will use data from student member TF survey results)

EC/Staff

Working Group formed 6/30/14.
Worked completed by 6/1/15
4/1/15

Develop a plan to reach non accredited/recognized programs

TBD

TBD

TBD

Develop programming around the needs of student members

- Resume review session
- Expert panel Q&A session
- Mix and mingle student/mentor

Working Group/ Staff/ Conference Committees

4/1/15-6/1/15
UNDERWAY

TBD

3. Look for ways to increase retiree opportunities and involvement

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<tbody>
<tr>
<td>Create an online community for 1st year school librarians</td>
<td>Retiree SIG members to monitor and facilitate discussion</td>
<td>Retiree SIG/Staff</td>
<td>12/31/14</td>
<td>None</td>
</tr>
<tr>
<td>Create a partner program for National Conference</td>
<td>Using an online community and supporting a mingling event to student/retiree to meet each other</td>
<td>Retiree &amp; Student SIG/Staff</td>
<td>4/1/15-10/1/15</td>
<td>None</td>
</tr>
<tr>
<td>Student/Mentor blog section on KQ online</td>
<td>Q &amp;A type format, or discussion, between a new school librarian or student and retired member.</td>
<td>Retiree &amp; Student SIGs/ KQ Editor</td>
<td>12/1/15- ongoing UNDERWAY</td>
<td>NOne</td>
</tr>
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4. Increase membership recognition

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| Look for ways to increase member to member marketing | Membership pins  
Past President pins  
Board gifts | Staff | COMPLETED |                |

| Increase volunteer recognition               | Look for ways to show appreciation for volunteer work  
(creation of calendar & checklist):  
- thank you notes/letters to all volunteers  
- certificate to chairs going off a committee  
- letter to administrator/supervisor thanking them for giving support | Staff          | 1/1/15-6/1/15 | TBD                         |

| Look for ways recognize members            | - New member listing in KQ  
- Member recognition at AASL National  
- Re-instate director communication to new members  
- NBTC recognition | Staff | 1/1/15- ongoing | TBD                         |

| New Member Recruitment Campaign            | For each application that has a current AASL member listed as a referral-  
monthly drawings (and communications); grand prize, registration, travel and hotel for National Conference (awards to most referrals over the 12 months) | Staff | 8/1/14- 7/31/15 UNDERRWAY | Most will be in-kind (free membership); $1,500 grand prize |

| Student Transition Scholarships           | Concept still underdevelopment- considering a way to fund difference in first two years of non-student membership | Staff | TBD | ALA Co-sponsoring will launch in Spring FY15 | Considering sponsor opp. |
Critical Issue #3/Goal #1
To create a more effective and efficient internal governance to better meet AASL’s mission.

Recommendations
1. Review of committees and structure to ensure the work of the association can be addressed more nimbly.

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<tbody>
<tr>
<td>Conduct a review of the last five year of current standing committees</td>
<td>Pull listing of committee MIO’s first to determine level of productively and second level of importance</td>
<td>BOD/Staff</td>
<td>MW BOD (2015) COMPLETED</td>
<td>None</td>
</tr>
<tr>
<td>Create task force to develop rubric for committee review</td>
<td>Task force to consider role within AASL and link to operations and strategic plan; redundancy of work within ALA or other organizations; and identify any gaps of work.</td>
<td>EC</td>
<td>6/30/14 COMPLETED-report submitted for ALA Annual</td>
<td>None</td>
</tr>
<tr>
<td>Update board orientation</td>
<td>Develop board survey to determine information needs and develop around</td>
<td>EC/Staff</td>
<td>MW BOD (2015) COMPLETED</td>
<td>None</td>
</tr>
<tr>
<td>Update committee chair orientation and handbook</td>
<td></td>
<td>Current Pres/ Staff</td>
<td>UNDERWAY</td>
<td>None</td>
</tr>
<tr>
<td>Reconsider committee deliverables and function statements</td>
<td>Based on task force rubric review</td>
<td>BOD/Staff</td>
<td>6/1/15</td>
<td>None</td>
</tr>
<tr>
<td>Formalize committee liaison roles and responsibilities.</td>
<td></td>
<td>EC</td>
<td>10/1/14 4/1/15</td>
<td>None</td>
</tr>
</tbody>
</table>

2. Look for ways to develop a more engaged and active board of directors

<table>
<thead>
<tr>
<th>Action</th>
<th>Details</th>
<th>Responsibility</th>
<th>Deadline</th>
<th>$ implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Update board orientation</td>
<td>Look for ways to make the board orientation more engaging and focused on roles and responsibilities.</td>
<td>Current President</td>
<td>UNDERWAY</td>
<td>None</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td>Responsible Parties</td>
<td>Status</td>
<td>Notes</td>
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<tr>
<td>Update board handbook</td>
<td>Look for ways to explain the significance of various documents as the 'bulk' on the content with actual formal documents posted online</td>
<td>Current President/Staff</td>
<td>UNDERWAY</td>
<td>None</td>
</tr>
<tr>
<td>Create a leadership opportunities document</td>
<td>This document will outline what skills are required and what is expected from board positions</td>
<td>Leadership Dev Com/EC/Staff</td>
<td>10/1/14 4/1/15- COMPLETED through Policy Review TF</td>
<td>None</td>
</tr>
</tbody>
</table>
| Look for ways to make the board experience more positive            | Develop tools/resources to assist board members:  
- Assign newbies to veteran for first year  
- Develop an annual calendar to be sent out as soon as election results are finalized  
- Pull together materials for review prior to first board meeting | Staff                | 8/1/14- ongoing        | None  |
| Develop a strategy to increase board participation throughout the year. | Look for ways to increase conversations and involvement of full board between face-to-face meetings. Increase understanding of AASL work throughout the year. Consider more frequent executive committee virtual meetings. | EC/Staff             | 10/31/14- Approved at ALA MW (2015) COMPLETED- Monthly EC calls- two full board calls to update after EC Meetings- HQ update reports | TBD by plan |
The Community of Scholars Task Force has been working on an implementable proposal for AASL to create a community through which scholars associated with school librarianship can communicate with one another and access the work and products of other scholars. At the beginning of the Task Force’s term, Ellen Pozzi of the ALISE School Library SIG was asked to join the Task Force as a liaison, as the SIG is working on the same issue of connecting scholars.

In order to better understand this undertaking, the Task Force conducted a survey of scholars that research issues related to school librarianship. This survey asked about scholars’ research interests, conference attendance, places of publication, and use of social media and online research platforms.

The Task Force will be discussing the results of the survey at ALA Annual in San Francisco with the ESLS Section of AASL. There we hope to obtain further information for the proposal and will consider implementing a few ideas over the coming months. The Task Force is considering plans to conduct a work session with ESLS at ALA Annual to test out possible ideas for a community.

The Task Force will also meet at ALA Annual to continue to work on a formal proposal.

If you have further questions or comments, please contact Jeffrey DiScala, Chair, at jeffdiscala@gmail.com.
<table>
<thead>
<tr>
<th>Exec Dir Goal</th>
<th>Strategic Plan</th>
<th>Operational Plan</th>
<th>Indicators</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a working relationship with an education and/or technology</td>
<td>Critical Issue #1 (External Focus) Association Relevance/Goal #1 To determine the impact of</td>
<td>#1 Identify three organizations that have a significant impact on the profession and AASL has the</td>
<td>Meetings with organizational leaders Attendance at conferences and formal programming Participation in collaborative projects</td>
<td>I attended meetings of current partners such as ASCD, NCLE, and ISKME. I established a connection with USDE that involved school librarians in focus groups for OER and the next National Technology Plan. AASL also became a coalition partner in USDE’s Future Ready Schools. The External Relations Task Force has recently completed their recommendations for Board discussion for partners in collaborative projects. This goal will carry into the next year with a focus on those recommendations.</td>
</tr>
<tr>
<td>organization</td>
<td>educational and technology trends within the changing societal context and how AASL can best</td>
<td>ability to collaborate and partner</td>
<td></td>
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<tr>
<td></td>
<td>respond.</td>
<td></td>
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<tr>
<td>Coordinate ALA/AASL communications for unified messaging and advocacy</td>
<td>Critical Issue #2 (Internal Focus) Membership Development/ Goal #1 To strengthen AASL’s</td>
<td>#4 Identify and explore ways to work with ALA and other divisions that are mutually beneficial</td>
<td>Monthly AASL/PIO/OLA efforts AASL/ALA School Libraries Campaign Action Plan</td>
<td>AASL staff continued to meet this last year with PIO and OLA. The group has an increased understanding of understanding of school libraries in media responses, the Office of Library Advocacy has responded to several local and state issues, and the group as a whole is more proactive. The “Ask Me How School Librarians Transform Learning” was a result of a meeting with this group.</td>
</tr>
<tr>
<td>efforts related to school libraries</td>
<td>relationship with state affiliates and other ALA communities</td>
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<tr>
<td>Develop a comprehensive orientation and on-board of President-Elect</td>
<td>Critical Issue #3 (Internal Focus) Association Governance &amp; Leadership/ Goal # 1 To create</td>
<td>#2 Look for ways to develop a more engaged and active board of directors</td>
<td>Documented expectations specific to AASL Schedule/timeline Meetings/communications with ED</td>
<td>I developed an individual President-Elect orientation to replace the traditional ALA day and Leslie participated, followed by a day to discuss leadership and planning with the AASL President and Immediate Past President. I worked with staff to create additional resources for board calendars and presidential rotation of state visits. I will also be responsible this next Fall for developing and co-chairing the ALA day of orientation for all division President Elects.</td>
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<td></td>
<td>more effective and efficient internal governance and strategies to better meet AASL’s</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Goal</td>
<td>Strategic Plan</td>
<td>Operational Plan</td>
<td>Indicators</td>
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</tbody>
</table>
| Develop relationship with an education and/or technology organization | Critical Issue #1 (External Focus) Association Relevance/Goal #1 To determine the impact of educational and technology trends within the changing societal context and how AASL can best respond. | #1 Identify three organizations that have a significant impact on the profession and AASL has the ability to collaborate and partner | - Meet with leaders of organizations recommended by External Relations Task Force.  
- Attendance at conferences and formal programming  
- Identification of collaborative projects |
| To strengthen and develop connections with ACRL and PLA divisions | Critical Issue #2 (Internal Focus) Membership Development/ Goal #1 To strengthen AASL’s relationship with state affiliates and other ALA communities | #3 Identify and explore ways to work with ALA and other divisions that are mutually beneficial | - Share advocacy and messaging strategies  
- Increase awareness of schools in school/public library cooperation efforts  
- Develop alignment and understanding of the ‘college-readiness’ and remediation needs of PK-20 students |
| Research and develop recommendations for board positions | Critical Issue #3 (Internal Focus) Association Governance & Leadership/ Goal #1 To create more effective and efficient internal governance and strategies to better meet AASL’s mission | #2 Look for ways to develop a more engaged and active board of directors | - Review literature  
- Clarify expectations for reports, liaisons  
- Provide information for board discussion |