YALSA National Forum on Libraries & Teens
Summative Evaluation

Performed by

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at
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YALSA National Forum on Libraries & Teens

Summative Evaluation

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INTRODUCTION

The Institute of Museum and Library Services (IMLS) has funded a National Forum National Leadership Grant for the Young Adult Library Services Association (YALSA) division of the American Library Association to hold a face-to-face summit and open, online town meetings under the umbrella title: **A Call to Action: the Future of Library Services to Young Adults**. These events were designed to bring together national stakeholders to develop a White Paper and aggressive outreach efforts that focus on how young adult services in libraries must develop in order to meet the informational and recreational needs of 12-18 year olds.

The project took place in five phases:
1. Planning
2. Face-to-face summit
3. Online town hall meetings
4. White Paper development and feedback
5. Dissemination of the summit outcomes

The Florida State University PALM Center conducted an evaluation using an approach based on Outcomes-Based Planning and Evaluation (OBE). Table 1 depicts the project phase, outcome, and measurement used in all phases of the evaluation, culminating in the OBE used at the end of the project.

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<td>Phase 2. Summit</td>
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<td>Analyzed surveys</td>
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<td>Phase 4. White Paper Development</td>
<td>Completed White Paper</td>
<td>Did the white paper go through revisions?</td>
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<td>Did the white paper receive feedback?</td>
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<td>Was the white paper finalized?</td>
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<td>Phase 5. Outreach</td>
<td>Distributed White Paper</td>
<td>How many times was the white paper downloaded and distributed?</td>
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<td>Postings on email lists</td>
<td>How many hits did the website receive?</td>
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<td>Mentions on Twitter, Facebook, etc.</td>
<td>How many Tweets were sent?</td>
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<td>Ads in ALA &amp; YALSA publications</td>
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<td>Articles in ALA, YALSA and other</td>
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Phase 1. Planning

The planning phase of this project included preparing the literature review for the White Paper, planning an agenda for the summit, and creating a project website. All of the planning outcomes were completed successfully.

Was the literature review completed?

Yes. YALSA’s White Paper, *The Future of Library Services for and with Teens: A Call to Action*, contained a 15-page section: A Paradigm Shift for Libraries and Teen Services. Designated as Section II, this component of the paper reviewed the current literature and analyzed library paradigm shifts in teen use of technology, expanded literacies, connected learning, social and economic factors, the knowledge divide, teens’ motivation to learn, workforce development training, and connections between teens and other community agencies. Many of the paper’s sixty-nine references were gleaned from this literature review.

Was the agenda completed?

Yes. The following agenda was developed for the Summit on Libraries and Teens, which was held on January 23-24, 2013 in Seattle.

**Wednesday, January 23**

12:00 - 2:00  Lunch with speaker, Lee Raine, Director of the Pew Research Center’s Internet and American Life Project
2:00 – 3:30  Small group discussion: What do we know about teen needs?
3:30 – 4:00  Break
4:00 – 5:30  Teen panel and discussion: YALSA President Jack Martin moderates with audience Q & A
5:30 – 7:00  Break
7:00 – 9:00  Dinner with speaker Mizuko Ito, Professor in Residence and MacArthur Foundation Chair in Digital Media and Learning, University of California, Irvine

**Thursday, January 24**

8:00 – 8:30  Breakfast
8:30 – 10:00  Small group discussions: How can libraries best serve teens?
10:00 – 10:30  Break
10:30 – 12:00  Speaker: Renee Hobbs, Director of the Harrington School of Communication and Media, University of Rhode Island
12:00 – 1:30  Lunch and small group discussions: How do we determine what library services for/with teens should look like?
1:30 – 2:30  Speaker: George Needham, Vice-President of Global and Regional Councils for OCLC
2:30 – 3:00  Break
3:00 – 4:30  Small group discussion: What topics need consideration when planning for the future of library services for/with teens?
Was the website completed?

Yes. YALSA designed a website (http://www.ala.org/yaforum/) which provides information on the pre and post activities of the forum and its related publications and resources. The website contains the following sections:

- **About** - A brief explanation of the goals of the project and its funding source, the Institute for Museum and Library Services (IMLS).
- **Advisory Board** – Names and affiliations of the 13-member Advisory Board who represent various libraries, universities, and agencies.
- **Contact Us** – Information on how to contact the Project Director, Beth Yoke, or the YALSA via phone, fax, mail, email or Twitter. The Twitter hashtag for the Forum #yalsaforum can be found here.
- **Grant Proposal** – The full text of the IMLS grant proposal.
- **Project Report** – Downloads of the PDFs for the white paper, “The Future of Library Services for and with Teens: a Call to Action” or the Executive Summary are available here. Creative Commons License guidelines regarding distribution of the white paper.
- **Resources** – Information for obtaining additional copies of the print white paper, and a schedule of e-chats held five Mondays in March 2014. The e-chats, “What’s Next for Teen Services?: Librarians as Community Connectors and Education Facilitators,” utilized panelists to expand on the themes and findings of the summit. Links to live chats as well as the recordings, are available.
- **About the Summit** – A synopsis of the summit provides names of presenters and their topics. Keynote presentations are linked to slides on Slideshare. There are links to five post-summit blog posts. Information on how applicants were chosen to participate is provided as well as a complete roster of attendees.
- **Virtual Town Hall** – As part of the yearlong National Forum, Virtual Town Halls on Teens and Libraries, facilitated by Linda W. Braun, were held from 2:00 - 3:00 pm, eastern on the following dates. Users can access the recordings of the Town Halls on this page.
  - Tues., March 19, 2013. The topic explored was partnerships.
  - Tues. April 16, 2013. The topic explored was teen learning environments.
  - Tues. May 21, 2013. The topic explored was the future of libraries and teen services.

The website is attractive and easy to navigate. Options for sharing information on each page are accessible via Facebook, Twitter, Pinterest, and other social media as well as traditional email and printing. A cite button brings up proper citation to each page. External links on each page are to IMLS, YALSA, and YALSA’s National Research Agenda. The website provides valuable information concerning the forum and activities that have occurred since which extend its outreach and dissemination.
Phase 2. Summit

The Summit on Libraries & Teens was held on January 23-24 in Seattle, Washington and featured two days of speakers, panels, and small group discussions to examine the current state of library services for and with young adults, and to explore how library services may need to evolve to meet the needs of 21st century adolescents.

Of the 68 applications YALSA received to attend the Summit, 15 applications (22%) were accepted. Ultimately 71 people attended the Summit. In addition to the 15 selected participants, other participants included university faculty, public librarians, school librarians, graduate students, professional researchers, and other stakeholders.

Summit activities took place at the Cascade Room of the Westin Hotel. 66 participants who represented youth librarians, library educators, graduate students, government and social agencies, and ALA staff attended. The physical atmosphere was excellent. The Cascade Room was divided into two meeting rooms where participants moved back and forth for various sessions, meals and breaks. Large screens in the front of both rooms, as well as good acoustics, allowed for speakers to convey their messages clearly.

By using round tables and good facilitation, participants moved to different small groups after each speaker for reflection activities. This method allowed for constantly changing perspectives, openness and collaboration and people did not get bogged down.

To complete the evaluation of the face-to-face Summit, the evaluators analyzed participant exit surveys and session notes and conducted interviews with select participants.

*What are the common themes in participant entry surveys?*

The Summit organizers decided not to conduct a participant entry survey. Questions were worded in a way for the exit survey so that participants’ changes in knowledge and attitudes could be determined. In addition, the researchers interviewed participants on site.

*What are the common themes in participant exit surveys?*

A 10-item exit survey was constructed by YALSA staff and the evaluators and made available online to participants post-Summit. There were 2 multiple-choice questions and 8 open-ended questions. The survey can be found in Appendix A. 18 participants completed the exit survey out of 66 attendees. This relatively low response rate (27%) signifies that not all of the participants may have had similar opinions but does provide a context for taking into consideration those who were motivated to complete the survey.

One commonality of participants was the type of work they were currently engaged. By far the largest percentage (78%) worked in libraries followed by much smaller numbers in education (11%), a youth department (11%) and other – which was reported as writing.
There were several open-ended survey questions that led themselves to further analysis for common themes.

*What knowledge have you gained about libraries and/or teens?*

Most of the new knowledge about libraries and/or teens was gained by the presentation of the teen panel. Respondents appreciated learning about teen needs, relationships, and what keeps them engaged in libraries. They noted a perception gap between teens themselves and adults who may be working in libraries. Technology was also a prominent theme and several times it was mentioned that the use of Tumblr by teens had gone unrecognized. All but one respondent felt they gained some knowledge they could put to immediate use.

Representative quote: “Teens respond to personal interaction by adults as much as they do to greater technology outreach.”

*What other groups, audiences or organizations outside of the library community would benefit from the information shared at the Summit?*

Two groups were mentioned most frequently – schools and after-school program networks, such as Boys and Girls Clubs and the YMCA. Participants felt it was important to connect to these groups so they would recognize public libraries as after school learning providers. To a lesser extent legislators and state library networks were mentioned as benefiting from the information shared at the Summit.

Representative quote: “After school groups, mentoring groups, groups that work with at-risk teens. I think the public at large would benefit from knowing how valuable an asset the library is to teens and that there is a very real need to offer teen services at the library in their community.”

Respondents also noted the impact the Summit had on them in general via a multiple-choice question. They had the opportunity to choose more than one response and as is shown in Figure 2, the top responses were quite similar in their frequency. The most impact was in building knowledge.
that will help participants in their work. Understanding teens and their needs and how libraries support them was also important. Ranking highly was gaining understanding of the benefits of partnerships between libraries and other youth focused organizations.

**Figure 2.**
What impact, if any, did the Summit have on you? (Select all that apply.)

- Built knowledge that will help me in my work (26%)
- Made a key contact that will inform my work (19%)
- Gained a better understanding of teens and their needs (18%)
- Gained a better understanding of how libraries support teens (15%)
- Gained a better understanding of the benefits of partnerships between libraries and other youth focused organizations (22%)

**Did the summit meet participant needs and expectations?**

89% of the attendees responding to the survey felt that the Summit met all or many of their expectations. 11% felt the Summit met at least some of their expectations and no one replied that the Summit did not meet any of their expectations. These extremely positive numbers indicate the Summit was viewed as very successful.

**Figure 3.**
To what degree were your expectations of the Summit met?

- All my expectations were met (45%)
- Many of my expectations were met (44%)
- Some of my expectations were met (11%)

The following three survey questions allow participants to go beyond answering whether or not the Summit met their expectations and to elaborate on how YALSA could extend the Summit or provide additional opportunities related to it.
Are there aspects of the discussions or presentations that you would like to learn more about? If so, please describe.

Respondents took an opportunity in this open-ended question to be highly complimentary of all of the keynote speakers. Several mentioned accessing the additional resources (websites) that the speakers provided and also planning to read Mizuko Ito’s book. The teen panel also prompted participants to desire more information about LGBTQ and bullying, makerspaces, and how the library staff can support teens. Practical information about evaluating program effectiveness was also referenced.

Representative quote, “I would like to see more teen panels...from various demographic areas. Hearing from the teens themselves was enlightening and valuable.”

Is there anything that you feel should have been discussed but wasn’t? If so, please describe.

A desire to hear more about what was happening out in the field and practical solutions was noted by several participants. Two others would have liked to see more of a connection to school libraries and the collaboration of school and public libraries. One participant felt the teen panel could have been more diverse. Another person was excited to be in the room with amazing colleagues and experts but was disappointed he/she did not have an opportunity to be able to network with all of them.

Representative quote: “I wish there was more information on what is already happening out in the field, and that there was a more teen involvement in the summit. (Particularly teens who are outside of the "traditional" audience or book-group teens who were on the panel.)”

If you have any other comments, suggestions or ideas to share about the 2-day Summit, or the year-long National Forum on Teens & Libraries, please provide them below.

There were only 9 responses to this question and with one exception, were highly complimentary. Comments included superlatives such as “amazing,” “wonderful,” “forever grateful,” and “great opportunity.” One participant encouraged future programs to be inclusive of teens with disabilities, recent immigrants, teen parents and other special and often under served groups.

Representative quote, “The Summit was an amazing experience and I am so thankful I was able to participate in it.”

Next Steps

Two survey questions were included that will enable YALSA staff to reflect on the Summit and develop next steps to extend it.

Other than the Virtual Town Halls that will take place this spring, what else can YALSA do to further the focused discussions beyond those who attended the Summit?

A resounding theme of making and sustaining internal and external connections to came through in the answers to this question. Key stakeholders in youth development groups, state associations, and
other national associations were all mentioned to involve either by going to their conferences or by conducting local or regional summits. Within YALSA participants would like to see discussion boards, tweet chats, posts on the YALSA blog and website were all recommended. Again, the teen panel was applauded and it was suggested that a similar one be held at ALA annual.

Representative quote, “Identify other core groups of stakeholders--outside libraries in particular, but inside libraries as well -- state conferences, etc. -- and go on a road trip with the white paper, building support for what we need to accomplish and how we'll do it.”

Besides furthering the discussion and reaching out to groups beyond the library community, what other steps should YALSA take?

This question had the most detailed and robust answers of any on the survey. Excellent suggestions were provided that included: hosting state summits and including a corporate sponsor, guides and toolkits to help librarians apply the ideas, offering grants to libraries to implement the ideas from the White Paper, and surveying teens anonymously to get a better understanding of their needs.

Representative quote, “Create a toolkit for library workers to learn more about working with teens and teen behavior. Create a site/chat area where interested groups can meet online, collaborate with one another, ask questions and share info about successful programs.”

Interviews

At various times throughout the Summit the evaluators met privately with individuals in order to get further feedback. Interviewees’ comments mirrored those from the exit survey. These participants expressed gratefulness at having been selected and were impressed with the national speakers and their talks, round table discussions, and networking opportunities. One theme that ran throughout their comments was the hope that strategies to implement ideas from the Summit in their local situations would be made available.

Phase 3. Online Town Hall Meetings

Evaluators attended the Town Hall Meetings, conducted counts of attendees and analyzed transcripts in order to evaluate the Online Town Hall Meetings. Since only three incomplete exit surveys were gathered from all of the town halls, it would be counterproductive to include these in the evaluation.

Former YALSA president, Linda Braun, using Adobe Connect, conducted each town hall. Town halls were recorded and archived on the YALSA website and are freely available.

Town Hall Meeting 1: Partnerships (March 19, 2013)

This town hall focused on Partnerships. When the session began, 45 persons had been logged in. By the end of the session there were 64 people. The majority of participants were youth services librarians but there were also a number of school librarians, public library directors, library educators and students, and business representatives. Braun used PowerPoint slides and because of the large size of the group encouraged participation via the Chat feature on Adobe Connect.
Braun began by asking why partnerships are important? Replies to this question aligned to the following themes: broadening the library’s reach, advocacy, bringing different perspectives to the table, leveraging of resources and less duplication. Expanding into the concept of what makes partnerships successful, participants said they observed successful partnerships had a common goal, good communication, a willingness to share, and an even distribution of the workload.

In the next phase of the town hall, Braun moved into discussion of opportunities for partnerships. One person described a stakeholders’ lunch that was held in order to interest partners followed by another person describing a networking breakfast. Both ideas garnered a lot of interest from the others. Other ideas were to use social networking and a summer reading program kickoff event.

Participants described people/organizations they have partnered with and examples of successful partnerships. In addition to the tradition partnerships of public libraries with schools and museums, others were local counseling services, police department, boys’ and girls’ clubs, college radio station (for podcasting), teen parent program, animal shelter, children’s hospital, recreation center, community college, job training agencies, local artists, writers, dance team, hobby groups, and even the Best Buy Geek Squad. A dominant theme, discussed in depth, was that in order to have successful partnerships there must be a teen space in the library where teens feel comfortable and have ownership. The characteristics of successful partnerships from the beginning of the town hall were also repeated.

In the closing portion of the town hall it was discussed what is required to move forward with partnerships? The following were cited: clear sense of purpose and outcomes, evaluation, giving teens a voice in the partnership, funding, and building on existing relationships. Participants would like to see YALSA publish articles, blog posts and perhaps a toolkit or evaluation checklist to move information about partnerships forward.

**Town Meeting 2: Teen Learning Environments (April 16, 2013)**

The theme of Town Hall #2 was teen learning environments. It had 37 participants and two hosts. The topics covered in the Town Hall included changes in space including maker, hacker, virtual, and physical spaces, with an emphasis on the changing notion of space as being more than physical and how to connect these spaces to connect learning across contexts. This town hall was billed as “a chance for library staff, administrators, and stakeholders to consider what libraries need to do to provide learning environments for both formal and informal teen learning.”

Participants in the forum focused on five questions:

1. Why do libraries need to provide formal and informal/physical and digital learning spaces for teens?
2. What activities do teens need to be able to be involved in in library learning spaces and what types of learning can take place in these spaces?
3. What staffing and management changes need to be considered in order to develop successful library learning environments for teens?
4. How do libraries work with other community organizations, agencies, etc. to guarantee teens have access to learning spaces?
5. What are examples of successful virtual and physical learning spaces for teens in libraries?

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Figure 4 illustrates the most frequently contributed words to the Town Hall’s chat window.

Figure 4. Most Frequent Words Used in Town Hall 2: Teen Learning Environments

A visual depiction of the Town Hall’s discussion and its contemporaneous Twitter discussion is available on Storify at http://storify.com/lbraun2000/teen-learning-environments-the-2nd-yalsa-virtual-t.

As the participants noted, a successful learning space makes one think and re-think what should be able to happen in a learning space and who is directing it. A successful space in one in which teens feel no pressure from anyone around them and where access to information and resources is assured. Learning provides soft skills beyond academic skills such as responsibility. The space should facilitate HOMAGO (Hanging Out-Messing Around-Geeking Out), or more informal ways of learning. Ways to fund these new kinds of spaces was noted as a concern, although no definitive solutions were offered. The physical space should be movable, involve many stakeholder, many technology tools, and ways to engage in a variety of media consumption and production. The group agreed that there was a role for a quiet space within this new kind of learning environment, too. The group’s ultimate recommendation on this topic were to be sure that support from a range of stakeholders is ensured, that the learning benefit be constantly promoted, and that staff received the professional development they need in order to adequately support and evolve these new learning environments.

Town Hall Meeting 3: The Future of Libraries and Teen Services (May 21, 2013)

Town Hall #3 focused on the future of libraries and teen services. The 21 attendees identified themselves predominantly as young adult or teen librarians in public libraries. There were 2 library administrators and one state librarian who also attended. Linda Braun, who posed the following five questions related to the future of libraries and teen services, also facilitated this Town Hall:

- What would they look like?
• What makes these different than what is available today?
• What do you think is exciting about these?
• How will they benefit teens?
• What will it take to get there?

Participants projected that future libraries would be a place where teens felt safe and respectable, there would be food, and possibly mentors, coaches and connections to counselors or other social services. They also thought that reading would take place in other containers rather than books. What would be exciting would be that teens have ownership and run the place with the role of the librarian as being an embedded librarian, flexible and community driven.

These future libraries would go out to where the teens are and it was discussed that bookmobiles are making a comeback for this reason. Advocacy and public relations were noted as keys to success so interfacing with teens at previously unexplored venues such as sporting events were mentioned. Some librarians talked about their current practice of having floats in community parades, which were very successful. Some concern about the digital divide was raised and participants said librarians should be poised to help with the “new” digital divide, which is the knowledge how to use devices effectively. One librarian noted that there still is a discrepancy in broadband service in her state.

Many benefits of these future libraries for teens were talked about including agency, feeling respected and enabled, keeping them engaged, preventing them from finding less constructive activities, and a long term benefit of better feelings about the library and growing into better adults. In order to get there the participants thought that libraries need to change the way they operate and get everyone on staff on board to serve teens by training all staff. They noted that circulation is gatekeeper, and a unique suggestion was to have 3-5 teen advisors work with the library director.

**Phase 4. White Paper Development**

Evaluators interviewed YALSA Executive Director, Beth Yoke concerning the development of the white paper.

*Did the white paper go through revisions?*

The white paper was written and edited for YALSA by Linda W. Braun, Maureen L. Hartman, Sandra Hughes-Hassell, and Kafi Kumasi with contributions from Beth Yoke. The white paper took approximately 11 months to complete, as Table 2 indicates.

**Table 2. White Paper Development Timeline**

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<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>February-June, 2013</td>
<td>Data gathering and writing team finalization</td>
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<tr>
<td>July 23, 2013</td>
<td>White paper writing underway</td>
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<tr>
<td>August-September, 2013</td>
<td>Finalization of white paper draft</td>
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<tr>
<td>October 16, 2013</td>
<td>White paper draft released for public comment</td>
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<tr>
<td>December 13, 2013</td>
<td>Revised white paper approved by YALSA Board of Directors</td>
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<tr>
<td>January 8, 2014</td>
<td>Final white paper document released</td>
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**Did the white paper receive feedback?**

As Table 2 shows, the white paper development process included opportunities for public comment (note: the text of these comments was not available past the comment period) and final approval by the YALSA Board of Directors. The paper was written collaboratively and integrated data gathered at the Summit with recent literature regarding the needs of teens.

**Was the white paper finalized?**

Yes. The white paper was finalized and released on January 8, 2014. According to ALA’s IT department, as of March 24, 2014, the white paper has been downloaded a total of 3,824 times and its executive summary has been downloaded 1,797 times.

**Phase 5. Outreach and Dissemination**

**Impact of Summit Presentations**

The Summit included four presentations: Lee Rainie from the Pew Internet and American Life Project and Mizuko Ito from University of California at Irvine spoke on January 23 and Renee Hobbs from University of Rhode Island and George Needham from OCLC spoke on January 24. Slides from Ito’s presentation are not available. Needham’s slides were posted on the YALSA Summit website (http://www.ala.org/yaforum/about-summit) and download statistics were not available for this report.

The remaining two speakers posted their slides on SlideShare. SlideShare posts statistics relating to views, actions, and embeds of presentations posted on the site. Statistics for the Rainie and Hobbs presentations are presented in Table 3.

**Table 3. Consumption of Presentation Products via Slideshare**

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<td><a href="http://www.library.ceu.hu">http://www.library.ceu.hu</a> (11)</td>
</tr>
<tr>
<td></td>
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<td><a href="http://eventifier.co">http://eventifier.co</a> (10)</td>
</tr>
<tr>
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<td><a href="http://www.themwordblog.blogspot.com">http://www.themwordblog.blogspot.com</a> (9)</td>
</tr>
<tr>
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<td><a href="http://themwordblog.blogspot.ca">http://themwordblog.blogspot.ca</a> (8)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://blog.rgub.ru">http://blog.rgub.ru</a> (7)</td>
</tr>
</tbody>
</table>
As the table 3 shows, Rainie’s presentation slides received the most traffic with 4608 views. The slides were embedded on 44 external sites and viewed 3252 times on those sites. Those external sites represented 19 different countries. The Rainie presentation was also viewed 1356 times on SlideShare’s site.

Two SlideShare users “liked” the presentation and 25 users downloaded the presentation slides. Only the Rainie presentation received a comment from a viewer in SlideShare. Figure 5 illustrates the comment.

Figure 5. Comment on Lee Rainie Summit Presentation
The Hobbs presentation was viewed 868 times, with 767 of those views from the SlideShare site and 101 views from the 3 external sites in which the presentation was embedded. One SlideShare user “liked” the presentation and four users downloaded it.

**How many articles or mentions appeared in publications?**

A search of the EBSCO database using the terms YALSA and summit and YALSA and “white paper” from January 2013-present generated seven relevant articles. Five news items appeared in the YALSA journal, *Young Adult Library Services* that promoted or summarized the summit and/or white paper. Another full-length article by the authors of this report, along with Dr. Don Latham also appeared:


In addition an article in *School Library Journal* discussed the white paper in relation to highlighted the importance of the concept of cultural competence to teenagers in the U.S.:


Although the number of references to the summit and white paper are limited at present, it is expected that they will increase as time progresses. When this report was compiled the white paper had only been available for two months.

**Impact of Summit-Related Blog Posts**

Five bloggers posted entries relating to the Summit. Those postings are summarized in Table 4.

**Table 4. Blog postings related to the National Forum**

<table>
<thead>
<tr>
<th>Blog Name/Blogger</th>
<th>Entry Title/Date/URL</th>
<th>Comments/Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afterschool Snack: The Afterschool Alliance Blog/Jen Rinehart</td>
<td>The important role of libraries in the hours after school/March 4, 2013/<a href="http://www.afterschoolalliance.org/afterschoolsnack/ASnack.cfm?idBlog=367D9722-0430-4375-B4C69019E801D064">http://www.afterschoolalliance.org/afterschoolsnack/ASnack.cfm?idBlog=367D9722-0430-4375-B4C69019E801D064</a></td>
<td>No comments; Post summarized Summit events and emphasized themes that related to libraries as important spaces to make youth feel safe after school</td>
</tr>
<tr>
<td>Leads from LLAMA/Mary Frances Burns</td>
<td>LLAMA Report on YALSA Summit on Services to Teens/February 23, 2013/<a href="http://www.llama.ala.org/llamaleads/?p=1531">http://www.llama.ala.org/llamaleads/?p=1531</a></td>
<td>No comments; Post summarized Summit events and calls for participation in Virtual Town Halls</td>
</tr>
<tr>
<td>Community Focus that Creates the Future/ Deborah Loesch-Griffin</td>
<td>My Listening Project/February 3, 2013/<a href="http://blogs.creatingthefuture.org/communityfocus/my-listening-project/">http://blogs.creatingthefuture.org/communityfocus/my-listening-project/</a></td>
<td>No comments; Post completed during Summit. Community organizer blogger writes about listening to stakeholders from a different community (i.e., librarians) to</td>
</tr>
</tbody>
</table>
It should be noted that the URLs were not posted properly on the Summit website (http://www.ala.org/yaforum/about-summit) and it is not possible to access the blog posts through the links provided there.

**How many tweets were sent?**

**Impact of Summit-Related Tweets**

Evaluators analyzed the 715 tweets that have been posted using the #yalsaforum hashtag. After the hashtag debuted on October 10, 2012, participants made active use of Twitter and the #yalsaforum hashtag before, during, and after the event to share information and links as well as to respond to presenters either by posting a directed tweet using the @ symbol and a few words of text or by using a directed tweet with the @ symbol and a link. Figure 6 below illustrates the use of the #yalsaforum hashtag since its debut.
Figure 6. Use of #yalsaforum October 2012-March 2014 (N=715)

As the figure shows, Twitter activity peaked in the month of the National Forum with 486 uses of the tweets that used the #yalsaforum hashtag. While summer and fall 2013 represented almost no use of the hashtag, #yalsaforum has been steadily used to some extent the majority of the time since its inception.

Tweet topics. The topics of the tweets closely followed the themes the National Forum event itself as Figure 7 illustrates.

Figure 7. National Forum Tweet Topics

Tweets using the #yalsaforum hashtag used terms like “learning” and “teens,” but also picked up on modes of serving these ends such as “collaborate,” “conversation,” and “partnerships,” thus suggesting that the Twitter traffic picked up on and reinforced the idea of an integrated approach to serving youth in the context of libraries.

Types of tweets. Because neither Twitter nor other commercial services allow easy access to the tweets in an analyzable form, to determine the activity to various contributors, we obtained #yalsaforum from Topsy (http://topsy.com) which allows users access a sample of tweets relating to a particular hashtag from its archive. In this case, we had access to 13% of the available tweets, which represents a sample upon which conclusions can be drawn. The viewable #yalsaforum data on the Twitter site (N=94) is reflected in the following analyses.

The first question we sought to answer was the type of tweets that were being posted. Tweets were divided into four categories:

1. Tweets: Informational tweets;
2. Links: Links to websites;
3. Response Tweets: Tweets posted in direct response to other contributors as denoted by the use of @twitterhandle;
4. Response Links: Links posted in direct response to other contributors as denoted by the use of @twitterhandle and a URL.

Figure 8 reflects the distribution of posting in the sample provided by Topsy (N=94).

![Graph showing distribution of posting types]

**Figure 8. Distribution of Twitter contributions (N=94)**

As Figure 8 shows, most of the Twitter postings that used the #yalsaforum hashtag were tweets directed at a particular Twitter use (i.e., a response tweet) (n=33 or 35%) or an informational tweet (n=33 or 35%). Response links less frequently posted (n=24 or 26%) and tweets that just contained links were the least frequently posted (n=4 or 4%).

We then next examined the activity among contributors (i.e., Twitter handles) in the sample. Figure 9 illustrates the contributors’ activity.
As Figure 10 depicts, the sample included tweets from 15 contributors with @yalsa (n=35 or 37%) and @lbraun2000 (n=25 or 27%). @jacksondevious contributed eight (9%) tweets to the sample and @kishikuza contributed five (5%). The next five contributors posted 3 tweets each (15 or 16% total) while the remaining six contributors posted one tweet each for the remaining 6% (n=6) of the sample.

The analysis of the available sample of tweets suggests that a relatively small subset of the participants were active Twitter contributors of informational tweets and tweets directed at particular Twitter users, perhaps in response to a question or in an attempt to provoke further conversation. The volume of tweets contained in the entire universe (N=715) suggests that Twitter was a resource used to share information about the event before, after, and especially during the National Forum Summit event and that the hashtag seemed to resonate with Twitter users. This finding is in line with previous research that suggests that fans of an event desire to use a hashtag and will keep using that hashtag once the event has concluded to maintain a network of like-minded individuals (Blaszka, et al, 2012; Reinhardt, et al, 2009).

How many hits did the website receive?
How many times was the white paper downloaded and distributed?

A Google search revealed that on March 18, 2014, 9110 web pages mentioned the National Forum, 10,100 pages mentioned the resulting white paper, and about 1750 websites contained direct links to the white paper. The white paper was also discussed in 98 videos produced by ALA and other
groups. As of March 24, 2014, ALA’s IT department reported that the white paper has been downloaded 3824 times and the executive summary has been downloaded 1797 times.

How many conference programs were presented?

The white paper was also promoted via a Google Hangout\(^2\) that included co-author Linda Braun and YALSA President Elect Chris Shoemaker as well as a webinar promoting the white paper that was held January 18, 2014 and does not appear to be archived. It should be noted that a related (but not funded by the IMLS grant) series of webinars hosted by Connected Learning TV\(^3\) also occurred during the writing of the white paper:

May 2: Kick-off: Teens and the Future of Libraries
May 7: The Importance of Youth Access to Technology in Libraries
May 14: Effectively Leveraging Social Media in Library Programs
May 21: Getting Library & IT Admins On-Board with Leveraging Social Media

These webinars complemented an earlier set of March E-Chats\(^4\) that also provided YALSA-supported reinforcement for the topic of the National Forum Summit event:

Moderator: YALSA President, Shannon Peterson
Panelists: Mimi Ito & Crystle Martin

March 10: What's Next for Teen Services? Literacies
Moderator: Past YALSA President, Jack Martin
Panelists: Ernie Cox, Renee Hobbs, & Marijke Visser

March 17: What's Next for Teen Services? Librarians as Community Connectors & Education Facilitators
Moderator: YALSA President-elect, Chris Shoemaker
Panelists: Maureen Hartman, Peter Kirschmann, & K-Fai Steele

March 24: What's Next for Teen Services? Cultural Competencies
Moderator: YALSA President, Shannon Peterson
Panelists: Janet Clark, Kafi Kumasi, & Vanessa Irvin Morris


\(^3\) Links to webinars available at http://www.ala.org/news/press-releases/2013/05/join-yalsa-and-connected-learning-tv-online-discussion-teens-libraries-and

\(^4\) Links to E-Chat recordings available at http://www.ala.org/yaforum/resources
March 31: *What’s Next for Teen Services? Personal Learning Networks*

Moderator: Past YALSA President, Jack Martin

Panelists: Linda Braun & Buffy Hamilton

**CONCLUSIONS**

According to the metrics used to compile this report, YALSA successfully completed its National Forum Summit and effectively distributed information relating to and resulting from the event. YALSA appeared to effectively use a blend of traditional, digital, and social media methods to publicize the National Forum activities, get participants interested and engaged, and keep them engaged well after the event was over.

**Recommendations**

While there is no doubt that YALSA met and/or exceeded all impact measures for the National Forum Summit and related activities, this evaluation suggested several recommendations for future or similar undertakings:

- Consider strategies to increase event survey and evaluation response rates pre/post events.
- Consider encouraging all presenters to post slides on SlideShare and embed the slides in the YALSA site. SlideShare includes analytics to help track the impact of the presentations.
- Retain the #yaforum hashtag because it appears to be popular, memorable, and appropriately used.
- Consider packaging the National Forum structure and planning materials for state associations to replicate.
REFERENCES


ABOUT THE PALM CENTER

Founded in 2009 by Dr. Nancy Everhart, the PALM Center offers an array of services to support school librarians and other educators in Florida, throughout the United States, and internationally to improve their professional communities, districts, and schools. Dr. Marcia Mardis is the Associate Director. A wide range of research and evaluation services is available from large-scale surveys and evaluation of reliability and validity of program implementation, to individualized in-depth case studies of school libraries, technology implementation, and whole school change. The PALM Center has the established research-based expertise to assist with research and evaluation needs in school and informal educational settings.

The PALM Center has consulting services related to school library modernization, broadband deployment, technology integration, rural schools, leadership development, and other critical areas to support implementation of technology, learning resources, professional development, and educator evaluation within and beyond Florida.

Find out more at www.palmcenter.fsu.edu