

**YALSA Board of Directors Meeting
 ALA Annual Conference, New Orleans
 June 22 – 26, 2018**

Topic: Continuing Education Update

Background: This report focuses on the state of YALSA’s Continuing Education program in regard to (1) Webinars and On-Demand Webinars; (2) Snack Breaks; 3) Online Courses; (3) In-Person Institutes; (4) Self-paced eLearning; and 5) Mentoring. This report was submitted by Linda Braun, CE Consultant for YALSA.

Action Required: Consent

Webinars

2018 Webinars					
Month	Title	Registered	Attended	Archive Views	Total
Jan	Acknowledging the Elephant in the Library: Making Implicit Bias Explicit	117	41	488	646
Feb	Seattle Youth CANN	36	13	66	115
March	Teen Growth & Development	713	200	837	1750
April	Interactions with Teens	856	221	593	1670
May	Learning Environments	512	118	199	829
June	Learning Experiences - Registered as of 6/1/18	438	N/A	N/A	438
Totals		2672	593	2183	5448

In March of this year we launched 10 months of free webinars for members and non-members and the chart above shows the large increase in registration and participation as a result.

Snack Breaks

Snack Breaks are short videos - usually no more than 20 minutes - that give viewers the chance to get started learning about a topic.

2018 Snack Breaks			
Title	CE Connection	Posted	Views
Acknowledging the Elephant in the Library: Making Implicit Biases Explicit	January Webinar	Jan 2018	40
Engaging Youth in Leadership	February Webinar	Feb 2018	77
Engaging Teens in Advocacy	Advocacy	March 2018	48
Advocating for Your Library	Advocacy	March 2018	18
Legislative Advocacy	Advocacy	March 2018	9
Total Views			192

Online Courses

YALSA held two successful sessions of the Building Basic Leadership Skills course, facilitated by Josie Watanabe, Formal Learning Program Manager at the Seattle Public Library. The course used the first two layers - leading self and leading others - of the Nexus Layers of Leadership as a jumping off point. It included modules that focused on cultural humility and implicit bias in leadership, the importance of reflection and feedback, and connecting with community.

Josie used a combination of techniques for the course including live Zoom sessions, group work, discussion forums, and FlipGrid videos. Evaluations included comments such as:

“I found this course to be very interesting and useful. It opened my eyes to ideas I had not thought about in my current position. I plan on using the tools that I have learned and apply them to my daily operations at the library. I am also looking to continue my learning journey and take more risks. Thank you for this wonderful opportunity.”

“This course is not just for teen services staff but for any person working in libraries seeking to understand and grow themselves as a leader from the ground up. The topics covered were progressive and forward thinking and challenged traditional leadership norms. Self-reflection was a big component of this class. The instructor provided variety in the readings, assignments, and use of technology. I felt very engaged by this course and the instructor, and I will refer back to the what I have learned here as I try to improve my leadership skills”

The course was full in the first session - 25 registrants - with a waiting list. The second session had 13 registrants. The evaluation asked participants if they would be interested in being contacted six months after the course finished to let YALSA know how what was learned was integrated into practice. Four participants in the first session agreed to be contacted. I will connect with them in August.

Based on Josie’s feedback on the course and what students in the first two sessions requested, we will continue to build leadership skills trainings for library staff working with teens.

In-Person Institutes and Trainings

The Maryland State Library contracted with YALSA for an in-person institute that was facilitated by Ryan Moniz in March. 100 library staff attended the session. Following the training Carrie Sanders, Youth Services Consultant at the Maryland State Library, wrote in an email, “We had a wonderful day with a full house; the attendees came with a lot of energy and left with even more!”

YALSA launched a 12-session contracted in-person series of workshops for the Texas State Library and Archives (TSLAC) in February. I’ve facilitated 6 of the 12 sessions at this time. The last 6 will take place in August. The sessions are titled Engaging Teens Through the Library. I am working with TSLAC staff on an online version that will be available to library staff throughout Texas in the late summer or early fall.

Several state libraries are in the process of contracting with, or have already contracted with, YALSA for institutes in 2018-19. These include Indiana, Tennessee, Delaware, and Pennsylvania. Sessions being requested are on the *Teen Services Competencies for Library Staff*, Advocacy, and Engaging Teens Through Libraries.

In the spring YALSA opened up an application for trainers. 8 YALSA members applied. I am now interviewing the applicants. When 2 to 3 are selected they will take part in a virtual training so to help ensure that all face-to-face trainings are of excellent quality.

Mentoring

ALA’s IT Department indicated earlier this month that they did not have an estimated launch date for the Mentor Match module in ALA Connect. Given that YALSA’s mentoring program has been on hiatus for two years already in anticipation of this online tool, as well as the fact that the Advancing Diversity Taskforce recommended a mentoring effort, YALSA may want to move forward with its mentoring program in a way that does not rely on ALA Connect.

Future Directions

The Advancing Diversity Taskforce recommended providing continuing education opportunities for library support staff, as well as creating resources to better equip members to serve diverse teens. These recommendations inform YALSA’s CE effort. Besides providing CE opportunities on specific topics around equity, diversity and inclusion (EDI), YALSA should embed these principles in all of its learning opportunities. In addition, YALSA should make a concerted effort to recruit trainers and conference presenters from diverse backgrounds and with expertise in EDI issues.

With the release of the report, *Transforming Library Services for and with Teens Through Continuing Education*, it is essential that YALSA align its own CE with the findings and best practices outlined in that document. These best practices center on a set of principles:

- Learning needs to be scaffolded. Short one and done experiences do not provide the skill and knowledge development required for successfully supporting the needs of teens.

- Embedding learning into practice is paramount in understanding content and internalizing content.
- Opportunities for learners to reflect on their learning and receive feedback in order to better understand what works and doesn't work is essential.
- Libraries must support a culture of learning that allows for embedding the above principles into the work life of all library staff

Over the next several months the full portfolio of YALSA CE formats will be assessed to determine the best methods for supporting the continuous learning of library staff with differing levels of expertise in teen services. This will include:

- **Webinars & Conference Programs:** The YALSA report highlights that webinars are not always an effective means of providing learning. Similarly, YALSA's webinars and conference programs are one-offs and do not provide scaffolded learning opportunities and opportunities to practice what is learned, get feedback on that practice, and reflect on that learning.
- **Snack Breaks:** The short format is an effective and often sought-after format for professional learning. However, as the Snack Breaks are also one-offs that do not provide scaffolded learning experiences, these too need to be re-considered so to provide effective learning opportunities to library staff.
- **In-Person Institutes & Pre-Conferences:** The Texas and Delaware State Libraries each requested following up on the in-person training with one or more online components. This is a model to consider more thoroughly as it may allow for integrating learning into practice, feedback, and reflection.
- **E-Courses:** while these do provide opportunities for deeper learning, the curricula for existing courses still needs to be evaluated and updated as needed based on the report's full set of recommendations.

Moving from One-and-Done to Deep Learning

Currently most of YALSA's CE focuses on a model of learning that is one-and-done. For example, webinars and Snack Breaks may be popular and well-reviewed, but the impact of the 10-minute video or the one-hour live, or recorded session is minimal. In order for library staff to gain skills it's important that YALSA focus on learning opportunities and solutions that lead to deep learning. The association can achieve this through piloting (and or re-envisioning) and evaluating new models of CE. However, it's also important to keep in mind members' stated preferences for learning, which includes in-person opportunities as well as those that are short/brief.

- **Learning Series:** In lieu of stand-alone webinars and snack breaks, each series might combine recorded video, live Zoom sessions, instructor and colleague feedback, and reflective components to support skill and knowledge building. These series potentially would be similar to e-courses, however there would be opportunities to mix and match components to create learning experiences that meet various learner needs. Library staff would sign up for one or more in a series with YALSA potentially providing incentives for signing up for a series. Three series for YALSA to pilot are:

- Teen Services for Non-Teen Library Staff (This series would be targeted at different groups including support staff, staff that are brand new to libraries, and administrators.)
- Innovation in Teen Services (This series would focus on innovating in teen services through the lens of the *YALSA Competencies for Library Staff Serving Teens*.)
- Building Leadership Skills (Following the two pilot sessions of Building Basic Leadership Skills we now have a framework for next topics and a group of students who are ready for the next level of learning.)
- **Self-paced eLearning:** In 2017 YALSA released two webinar bundles that each included two webinars, articles, links to online content, and a set of questions and activities for the learner to use to delve deeper into the topic and to help the user reflect on their own learning. The association could re-pilot these with new content and a slightly different approach that gives those that purchase one or more bundles with the chance to get live coaching and mentoring on the topic. (This could eventually be wrapped into YALSA’s re-envisioned mentoring program.)
- **Institutes 2.0:** YALSA is already seeing that state library agencies are interested in taking the in-person institutes to the next level; therefore, the association can include in their institute offerings a follow-up virtual learning component. Like the in-person events, these virtual components would be customized to meet the needs of the particular contracting institution.
- **Teen Services Charette:** As a part of Midwinter, Annual, and/or the Young Adult Services Symposium, YALSA should offer topical convenings, or charrettes, that bring library staff together to learn about and work together to develop solutions to common challenges. For example, a group of staff could meet to work on re-thinking library policies and services to better support community engagement. Or, a group could meet to develop solutions to embedding a culture of learning in library organizations. YALSA would work with partners, such as state library agencies, to identify a pressing “problem” to work on and to plan each charrette.

Accommodating Different Comfort and Skill Levels with Teen Services

Since about two thirds of public libraries do not have a full time teen services librarian on staff, it is essential to provide CE that meets learners where they are. YALSA can use “Teen Services Competencies for Library Staff” as a framework, including the three levels of competency it describes: developing, practicing, transforming. By providing CE that targets these three different skill levels, YALSA will also address the Advancing Diversity Taskforce’s recommendation to provide CE to support staff.

CE as Revenue

Generating revenue through CE is a challenge for the association, with the built-in “mission vs. money” dilemma. To achieve its strategic plan goal of transforming teen services, YALSA must train vast numbers of library staff, a feat which comes with significant expenses. The re-envisioning of CE is an opportunity for YALSA to re-think CE’s role in generating revenue for the organization, including fee structures for association-sponsored learning opportunities, identifying potential sources of funding to defray CE costs, and exploring new partnerships with vendors and other potential partners who currently provide CE to library staff. YALSA’s

Board, with the help of staff, may want to explore this in further detail to determine a path forward for FY19 and beyond.

Additional Resources

Transforming Library Services for and with Teens Through Continuing Education

<http://www.ala.org/yalsa/national-forum-transforming-teen-services-through-continuing-education>

Coalition to Advance Learning in Libraries, Archives, and Museums: Bridging the Gap Needs Assessment

https://educopia.org/sites/educopia.org/files/publications/MtL_LAM_EducationNeedsAssessments_20151104_0.pdf

Making the Most of Webinars

hbr.org/2013/03/making-the-most-of-webinars