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This report is the culmination of a year of discussions and exploration undertaken by the Young Adult Library Services Association (YALSA) and the Chief Officers of State Library Agencies (COSLA). This project is generously funded through a grant from the Institute of Museum and Library Services (IMLS). The focus of the project is the continuing education needs of library staff in the area of teen services. It included a 1.5 day in-person meeting and a variety of virtual town halls and discussions.

COSLA and YALSA are seeking feedback on this draft report from now through April 30, 2018. Your comments will be used to refine the document, a final version of which will be published on May 31, 2018. Share your comments via this online form:
https://www.surveymonkey.com/r/tisce_draft_report_feedback
Introduction

“One of the most pressing needs in this area is that all staff, not just teen staff, don’t know how to work with the age group.”¹

Teens Have Different Needs & Challenges Than Previous Generations

It is imperative that the Young Adult Library Services Association (YALSA), the Chief Officers of State Library Agencies (COSLA), and state library agency (SLA) staff work to support all public library staff in having the competence required to provide exceptional teen library services. Consider these facts about teens:

- “Today, adolescents [youth between the ages of 10 and 19] make up 13.2 percent of the population...the population will continue to grow, reaching almost 45 million in 2050.”²
- The demographics of race and ethnic makeup of tweens and teens is changing. “The proportion of adolescents who are racial and ethnic minorities is on the rise. Slightly more than half of U.S. adolescents (54 percent) were white in 2014, but by 2050 that proportion is projected to drop to 40 percent as Hispanic and multiracial teens, in particular, come to represent a larger share of the population.”³
- In the last three decades, the skills required for success in the workforce have changed drastically, but the skills emphasized in schools have not kept up with these changes. As a result, there are millions of unfilled jobs in the US. Several recent studies including Workforce Preparation in the Context of Youth Development Organizations and Literacy Skills and Self-Views of Ability among First Year College Students have documented this skills gap.
- Today’s teens must be literate beyond traditional print literacy to succeed in school and life. In today’s world there are numerous types of literacy expanding beyond traditional text into digital, media, information, visual, critical, data, and transliteracy. In 2015, just 37% of 12th graders performed at or above the proficient level in reading, according to the National Assessment of Educational Progress. When viewed by racial/ethnic group, the percentages of students performing at or above proficient ranged from 17% for Black students to 49% for Asian students. Longitudinal data shows a persistent gap between reading achievement of Black and Hispanic students and their White peers.⁴
- As an age group teens (ages 12 – 18) receive the least financial support. Government, philanthropic and nonprofit spending directed at teens lags far behind what is invested in children (birth through 11 years) and young adults (19 and up).⁵

Teen Services Principles have Shifted to Meet Current Teen Needs

In 2014 YALSA published the Institute of Museum and Library Services (IMLS) funded report, The Future of Library Services for and with Teens: A Call to Action. The report (commonly referred to as the Futures Report) described a paradigm shift in library services for teens that takes a “Teens First” approach where youth engagement, youth voice and youth leadership is embedded throughout all aspects of teen services. (See Appendix C for an infographic covering Teens First concepts.) This shift requires that library staff focus teen services on providing learning opportunities for and with teens, take on leadership

¹ Phone interview held by project evaluator with state library agency youth services consultant
roles to advocate for the needs of teens, build connections with family and communities, support teen development of traditional and non-traditional literacy skills, and focus work on teen specific needs and interests over the library’s (or library staff member’s) own needs and interests.”

<table>
<thead>
<tr>
<th>State Library Agencies</th>
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<tbody>
<tr>
<td>In each of the 50 United States and territories there is an agency responsible for statewide library development. These agencies vary from state to state with many providing continuing education services including training and development for public library youth services staff.</td>
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Library Staff Need New Knowledge and Skills to Implement A New Approach to Teen Services

Following the publication of that report YALSA developed a range of materials to support library staff in gaining the skills necessary to design and implement library services for and with teens that reflect the paradigm shift. These include webinars and conference programs; articles, books, case studies, and infographics; a research agenda; and an updated set of teen services competencies. Although the association expended resources to develop these supports, the changes needed as outlined in the Futures Report have been slow to take root in public libraries across the United States. This slow pace is clearly reflected in YALSA’s 2016 and 2017-member surveys in which there was no increase in knowledge or integration of core areas of the Futures Report.

Recognizing the lack in the development of staff skills and knowledge, YALSA and COSLA received funding from IMLS to spend a year researching the needs of SLA staff, and public library staff, to better understand the teen services oriented continuing education (CE) needs of public library staff. The work focused on learning from SLA staff and front-line library staff what their professional learning needs are. It included virtual meetings with CE staff at SLAs, virtual and in-person meetings with SLA chief officers, and a 1.5 day in-person meeting with youth serving SLA staff. (See Appendix A for more information on each of these activities) The data gathered from these events provide an overview of the environment and needs across the United States.

Addressing the Teen Services Knowledge & Skills Gap

During the discovery phases of this project YALSA released an updated version of the Teen Services Competencies for Library Staff. (See Appendix D for a snapshot of the Competencies core content areas.) This update to the Competencies takes an entirely new approach to stating the knowledge and skills library staff require to successfully work with teens. Instead of focusing on traditional library practices such as collection development, reference, readers’ advisory, and programming, the Competencies center on a Putting Teens First approach. This is an approach in which library staff focus their work on the needs and interests of teens in the local community. While traditional practices are still part of putting teens first library services, traditional practices do not allow the framing necessary to focus on the skills required to effectively engage with teens. For example, readers’ advisory competencies traditionally focus on a knowledge of the literature while a competency centered on learning experiences focuses on the bigger picture need of developing activities that allow teens to gain critical thinking and problem-solving skills which they can then use when seeking out and engaging with a variety of types and formats of texts.

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7 Over the past two years association members were asked which of the recommendations of the Futures Report they integrated into their services for and with teens. Overall, little changed between 2016 and 2017 with the key recommendation areas of youth voice, connected learning, and outcomes-based assessment each having less than 50% of the respondents reported working in those areas.
During the project year the knowledge and skills frequently noted as necessary for all library staff to embrace strongly correlate with the new Competencies:

**Competency Content Area - Teen Growth and Development**

The research brief “The Developing Brain: Implications for Youth Programs” notes that supportive adult relationships play an important role in the positive growth of youth.”\(^8\) All public library staff need to acquire information, competence, and confidence in understanding how the development of the teen brain has an impact on interactions with the age group. Also critical is a knowledge of how all library staff must support positive youth development through the programs and services offered for and with the age group.

**Competency Content Areas - Learning Environments and Learning Experiences**

In his presentation at the project in-person meeting, MIT Learning Designer Peter Kirschmann spoke about the 4Ps of Creative Learning described by Mitchell Resnick as:

- **Projects.** People learn best when they are actively working on meaningful projects – generating new ideas, designing prototypes, refining iteratively.
- **Peers.** Learning flourishes as a social activity, with people sharing ideas, collaborating on projects, and building on one another’s work.
- **Passion.** When people work on projects they care about, they work longer and harder, persist in the face of challenges, and learn more in the process.
- **Play.** Learning involves playful experimentation – trying new things, tinkering with materials, testing boundaries, taking risks, iterating again and again.\(^9\)

A challenge in integrating the 4Ps into library activities for and with teens that surfaced during the meeting, and in follow-up Town Halls, is a need to change staff approach from a focus on specific activity and one-off programs to a focus on longer term (multi-week/multi-session) scaffolded activities. Library staff need to learn how to design 4Ps focused learning experiences, how to facilitate 4Ps learning, and how to create environments in which teens can comfortably and confidently engage in 4Ps learning.

**Competency Content Area - Interactions with Teens and Youth Engagement & Leadership**

Many libraries sponsor teen advisory boards to engage the age group. As the name of these groups implies, teens involved primarily serve as advisors not as leaders or partners. As noted by Juan Rubio, in *Putting Teens First in Library Services: A Roadmap*, “Within library spaces, library staff working with teens should adopt a youth voice model: a model in which adults and teens work together on decision making, planning, and implementation. This model provides youth with real opportunities for having a voice in what happens in library programs and services, which is essential in developing and implementing successful programs for teens. By establishing strong youth-adult social relationships

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through youth voice, it’s possible to offer programs rooted in youth self-expression and cultural and social awareness, which helps develop agency in youth and move toward a more equitable form of learning.”

The focus on youth - adult partnership is a new framing for teen services work that library staff must learn how to foster.

**Competency Content Area - Community & Family Engagement**

Across all the Teen Services Competencies for Library Staff content areas is the recognition that staff must be advocates for the needs of teens. This requires leadership skills that enable staff to speak up for teens and use these skills towards making systemic changes that regularly hinder success in teen services work. In the area of community and family engagement staff must develop leadership skills to work with supervisors on internal policies and job descriptions. These documents are often prescriptive and require staff remain focused on traditional service models forcing library workers to stay inside their buildings. This makes it impossible to build the strong and effective relationships necessary for true community and family engagement.

**Competency Content Area - Cultural Competency and Responsiveness**

The need for cultural competency CE surfaced during YALSA’s virtual Town Halls held as a part of this project. During these sessions it was obviously difficult for participants to articulate the cultural competency CE needs of library staff. As described in the Futures Report, “Cultural competence has to do with recognizing the significance of culture in one’s own life and the lives of others; and to come to know and respect diverse cultural backgrounds and characteristics through interaction with individuals from diverse linguistic, cultural, and socioeconomic groups; and to fully integrate the culture of diverse groups into services, work, and institutions in order to enhance the lives of both those being served by the library professional and those engaged in service.”

This is an especially important skill set to gain, given the fact that the overwhelming majority of librarians are white and female, while at the same time the teen population is becoming increasingly diverse. “Library professionals from underrepresented backgrounds as well as all library professionals who serve diverse populations should be culturally competent, and SD [staff development]/CE are an important part of this process. Not every librarian will have had diversity-related content in their graduate programs, as may be the case with many library support staff; it becomes even more important that library staff engage in SD/CE, particularly opportunities that relate to issues of diversity and diverse populations. It can be difficult to find quality and culturally relevant SD/CE offerings, as such programs and workshops tend to focus on practical skills and work-related tasks (e.g., cataloging, programming, navigating social media),”

**Competency Content Area - Outcomes & Assessment**

During the in-person meeting in Louisville, state library agency staff discussed the challenge of moving from a focus on programmatic activity to a focus on outcomes. At the in-person meeting participants noted that “it’s about the impact not about the 3D printer.” In phone interviews SLA staff stated that a focus on outcomes over outputs is new within their own agencies. As staff at these agencies become more familiar with the role of outcomes in their own work, they should consider how to translate that into opportunities for supporting public library staff in making similar strides. This may include continuing education at which library staff review data about their specific community, including looking at gaps in serving teen needs, and then develop outcomes that focus on filling in those gaps. This can also lead to

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10 Rubio, Juan. “Youth Adult Partnerships.” *Putting Teens First in Library Services: A Road Map*, Young Adult Library Services Association (YALSA), a Division of the American Library Association (ALA), 2017, p. 70.


SLA staff working with library staff to develop programs based on the intended impacts developed through previous CE.

Competency Content Area - Continuous Learning
The skills needed in this area were highlighted at the project in-person meeting in a presentation by students in the IMLS funded Youth Experience program at the University of Maryland College of Information Studies. One student noted, “Librarians need to be ready and willing to transition from expert to facilitator, engaging in active continuous learning with teens and for teens.” Kitsap Regional Library Public Service Manager Shannon Peterson continued this line of thought: “Starting from where we were has not been easy. We’ve made mistakes. We’ve been frustrated. We’ve found ourselves barking up entire forests of the wrong trees. Some staff have gone through phases of not getting it, not liking it, or simply not wanting to do the hard work. How have we responded? We’ve embraced the mess. We’ve gotten better at knowing what we don’t know. We’ve stayed open to learning and kept trying. We’ve gotten real about the fact that there’s no instruction manual that’s able to take into account who we are, what resources we have available, and what the priorities of the staff or community that we’re serving at any given moment.”

The Value Competent Library Staff Bring to Teens & Communities
There are multiple opportunities for libraries to have an impact on the positive growth and development of teens. The chart below describes how these opportunities connect with the competence that library staff need.

<table>
<thead>
<tr>
<th>The Lives of Teens</th>
<th>Competency Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transformative Teen Development</strong></td>
<td><strong>Teen Growth &amp; Development and Cultural Competency and Responsiveness</strong></td>
</tr>
<tr>
<td>Teens are in one of the most transformative periods in their lives - developing personal identities (sexuality, career orientation, educational attainment, ethnic identity, etc.) - along with ongoing changes in their brains and their bodies.</td>
<td>As teens better understand who they are all library staff play a powerful role in helping teens to navigate that growth and development. This is achieved through connecting teens to physical and human resources - such as community mentors who help teens accept who their own unique personal identity.</td>
</tr>
<tr>
<td><strong>Social Emotional Learning</strong></td>
<td><strong>Learning Environments and Learning Experiences</strong></td>
</tr>
<tr>
<td>“Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”</td>
<td>Libraries are a core community resource for engaging with teens to develop SEL. Library staff help youth succeed in this area through a range of activities from out of school time programs to interactions at service desks. Social emotional development requires that library staff partner with teens in the design and implementation of engaging informal learning activities within environments that foster learning,</td>
</tr>
<tr>
<td><strong>Civic Engagement</strong></td>
<td><strong>Youth Leadership &amp; Engagement and Community &amp; Family Engagement</strong></td>
</tr>
<tr>
<td>“Youth civic engagement is defined as working to make a difference in the civic life</td>
<td>To support teens in quality civic engagement</td>
</tr>
</tbody>
</table>

13 Youth Experience Student. National Forum on Transforming Teen Services Through CE., Louisville, KY.
14 Peterson, Shannon. National Forum on Transforming Teen Services Through CE., Louisville, KY.
15 “What Is SEL?” CASEL, casel.org/what-is-sel/.
of one’s community. It also involves developing the combination of knowledge, skills, values, and motivation to make that difference. These activities enrich the lives of youths and are socially beneficial to the community.”

<table>
<thead>
<tr>
<th>College Career Readiness</th>
<th>Community &amp; Family Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Succeeding in life after high school requires that teens are ready for what comes next whether that’s college, apprenticeship, an internship, or a specific career.</td>
<td>Community and family play a central role in teen college career readiness. When library staff engage with community members who can coach and mentor teens to help the youth determine what their aspirations are and when libraries engage with families in understanding college career pathways, teens have multi-faceted opportunities to thrive in their lives after high school.</td>
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</table>

<table>
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<tr>
<th>Digital Equity</th>
<th>Learning Experiences</th>
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</thead>
<tbody>
<tr>
<td>Access to digital resources is a core teen need. They require these for homework, pursuit of personal interests, and connections to friends and mentors.</td>
<td>The Joan Ganz Cooney Center’s report, “Opportunity for All: Technology and Learning Low Income Communities” highlights the digital access challenges youth and families face. The report also highlights that when youth and families do have consistent access there is increased engagement in learning. When library staff are competent in providing learning experiences that integrate technology tools in meaningful ways, teens and their families benefit.</td>
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<table>
<thead>
<tr>
<th>Literacy</th>
<th>Continuous Learning</th>
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<tbody>
<tr>
<td>Teen literacy is no longer simply a matter of knowing how to read and write. The literacies in a teens’ world are multiple and include digital literacy, computational thinking literacy, and media literacy.</td>
<td>It is essential that all library staff keep up with the ways in which teens use technology and other tools, along with traditional reading and writing, so to interact with the world around them. Library staff need to regularly evaluate what they do and don’t know about teen literacies and develop a plan for continuous learning in the area of teen literacies.</td>
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</table>

It’s critical to recognize that engaging in these learning and growth opportunities with and for teens is not just the work of library staff that have teen serving titles. As mentioned in several project phone interviews with state library agency staff, “One of the most pressing needs in this area is that all staff, not just teen staff, don’t know how to work with the age group.” Teens are an age group that frequently uses all areas of library service from children’s services to adult and from circulation to reference. With expanded SLA capacity and support from associations such as YALSA and COSLA it is possible to provide the opportunities necessary to build staff competence. All library staff have the potential to interact with teens in a substantial fashion. It’s through building and strengthening professional skills and knowledge, that all staff can integrate approaches that help guarantee teen success in college, careers, and life.

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18 Phone interview held by project evaluator with state library agency youth services consultant
Addressing Capacity Issues

Building State Library Agency Capacity

Throughout this project’s year of learning, SLA staff at all levels - from Chief Officers to Youth and CE Consultants - noted challenges to the work of engaging with public library staff. Phone interviews prior to the in-person meeting along with, virtual town halls and meetings, and conversations during and after the in-person meeting clearly highlight areas of challenge:

- **Agency engagement and support:** There is a concern among SLA staff that administration at their agencies don’t respect youth work, particularly within the context of teen services. Attendees at the in-person meeting pointed out, more than once, that it was important to follow-up the event with a conversation with the chief officers of the SLAs so to give credence to the value of the work. While this may not be a concern or a reality across all 50 states, the number of times which this sentiment was expressed points to a need to address it. YALSA and COSLA can work to mitigate this need by continuing to inform chief officers of state library agencies about the work and by continuing to engage to learn what’s needed within the agency to support the work. This also will enable stronger leadership development opportunities among SLA staff so to gain experience and skills in championing teen services work.

- **Public library interest and capacity:** “Plenty of library staff don’t use their state library. They think, ‘I can do it myself- why would I contact the state library?’” This was how one SLA staff member described the challenge of working with and for libraries. She went on to say, “People don’t see the value of participating in CE unless it specifically relates to something in their job description.” One of the outcomes of what the SLA staff member describes is that continuing education isn’t regularly required as a part of the job description of front-line staff. When staff do participate in training it is often interest-based instead of needs-based. Along with a lack of understanding related to the value of state library programs and services, many states have libraries that simply don’t have the capacity to participate in CE outside of their library buildings. States with rural populations, one-person libraries, and limited library hours struggle with finding the best way to provide CE. These multifaceted challenges provide SLAs with the opportunity to develop innovative approaches to CE.

- **Budgets:** In phone interviews prior to the in-person meeting, when asked if the interviewee had the ability, within their agency, to allocate resources for teen services, most respondents answered, “no.” The diverse nature of the structure of state library agencies demonstrates that the way resources are allocated varies from agency to agency. However, when it comes to teen services budgets are limited in this area. When funds are spent on youth they are frequently focused on early literacy. As one SLA staff member noted in the pre-in-person meeting phone interview, “Resources are not sufficient because people are at a loss of how to work with teens either in terms of collections or programming. Rather than figuring that out we just don’t allocate resources for it. If there are monies earmarked for youth services more often those go to children’s services and not teens.”

- **Time:** SLA staff are often responsible for a wide-variety of tasks. In a 2016 YALSA survey of SLA staff, 43% of the 44 respondents reported having a non-youth focused title, such as “Public Services Assistant.” Because of limited staffing specific to teen services work supporting the age group often falls to the bottom of the work agenda. Similar to budgets, when a youth consultant is on staff the work of that consultant frequently focuses on children instead of teens. As one staff member noted in a pre-in-person meeting phone interview, “If I didn’t have to split my full-time job between children and teens I could do more.”

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19 Ibid
20 Ibid
21 Phone interview held by project evaluator with state library agency youth services consultant
22 Ibid
• **Priorities:** In the 2017 survey of SLA staff YALSA asked how much of the respondents’ time was spent on teen services. Of the 44 respondents 63.4% (28 respondents) selected between 0 & 20% of their time. The fact that when budgets and time do exist for youth services, that state library agency staff focus more on children’s services than teen services is worth considering. For example, some SLAs provide funding to libraries in their state for activities such as early literacy or summer reading. These funds can be quite large, in at least one state funds for these activities range from $2000 to $10,000. Prioritizing these dollars for teen services - along with early literacy and summer reading - would be a step forward in supporting staff CE needs in this area. For some state library agencies, the gap may be due to a lack of knowledge of the needs of teens. For others, the intention and desire are there, it’s simply a matter of what is more readily accomplished. With over 25 million youth between the ages of 12 and 17 in the United States it’s essential to address the gap in priorities and build opportunities to fill them.

**The Current State of Teen Services Library CE**

**Teen Services CE is Frequently Planned in Isolation**

SLAs, associations, library consortia, vendors and others offer online and in-person training for library staff. The 2016 report, *Self-Identified Library, Archives, and Museum Professional Development Needs* notes, “Focus group participants also identified 155 unique providers of continuing education and professional development servicing libraries, archives, and museums. These providers included professional associations of many types – national, profession, and role-based, as well as organizations that provide services to libraries, archives, and museums.” These groups typically work independently from one another. By working in isolation, organizations miss an opportunity to pool resources and increase impact. Additionally, the content of their programs often overlaps. For example,

- Annually the Massachusetts Library System and *School Library Journal* each offer a teen summit.
- In 2016 Infopeople offered a webinar in “Teen Mental Illness” while YALSA offered one on “Connecting Teens to Mental Health Support and Services”
- In 2015 YALSA offered a webinar called “Commence Learning - College Career Readiness Programs” while soon after tutor.com offered one called “Helping the College Bound Patron”

The teen services CE landscape is competitive and requires collaboration between for-profit businesses, YALSA, and SLAs to design and provide together CE that will most benefit library staff and ultimately the teens in their community. The different organizations bring a variety of skills to the table which should be leveraged to create high quality learning.

**Capacity Dictates Delivery**

While online learning has been widely used across the profession, face-to-face learning remains a relevant method of providing CE. In a 2017 survey of SLA staff when asked what formats were used for CE, 90% of the respondents selected face-to-face. Yet, in-person learning has its own set of challenges. One SLA staff member noted in a phone interview, “We are still struggling to find the best method for providing professional development in the area of teen services. Until the recession we always had one in-person

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23 YALSA membership surveys
26 YALSA survey of state library agency staff, December 2017.
teen oriented professional development session every year. Once the recession hit the small attendance made the return on investment not worth continuing.”

Due to capacity issues, much of the CE currently being provided is also a “one-and-done” type of activity, such as a webinar or workshop, that doesn’t provide for a deep dive into the content, or for opportunities for learners to re-engage with the content to deepen understanding. As stated in the Harvard Business Review, “...Webinars aren’t generally especially effective teachers. Why? Content isn’t tailored to the viewer, the virtual experience offers few opportunities to engage with speakers, there are no consequence if you don’t attend, and no rewards if you do.” 27

Cost is a Barrier
YALSA provides a range of continuing education for library staff including webinars, e-courses, and conference programs. The association regularly tests out new models of professional learning. However, the cost of these trainings often is a barrier to participation. While members of the association can participate in monthly webinars (and have access to the archived recording) free of charge, non-members pay a small fee for the recording and do not have access to the live event. In phone interviews with SLA staff several of those interviewed noted that the perceived expense of YALSA/ALA membership and/or cost of learning opportunities is often a barrier to their own participation and the participation of the library staff they serve. Similarly in Town Halls for library staff a majority of participants noted that the cost of CE is their number one barrier to participation in this CE.28 It is also worth noting that because the learning opportunities that vendors offer are usually extremely low cost or free, many library staff opt for these, with little regard for program quality or relevance of the topic, and therefore walk away without the knowledge or skills needed to drive their teen services program forward.

Quality Varies Widely
While there are myriad opportunities for library staff to take part in CE the quality of what’s available varies greatly and there is no standard for what constitutes quality CE that has been adopted profession-wide, nor is there an authenticating body to vet CE and CE providers for competence and quality. Learning experiences often are led by practitioners who may not have embraced YALSA’s future vision for teen services, or they may be enthusiastic about the topic at hand but lack the facilitation skills or depth of knowledge necessary to support the learning that’s required.

Incentives are Lacking
Unlike jobs in the medical profession, for example, public library staff are not required to keep credentials up to date by participating in CE. Lacking a professional organization which requires CE, the decision whether to engage in these activities is mainly left up to supervisors or individual staff. Therefore, many library staff choose not to engage in CE. For those who do, they often focus CE on popular topics or topics they are personally interested in, instead of opting for the more rigorous or difficult subjects most important to learn. This creates challenges for associations and library supervisors, as library staff participate in CE and, from their point of view, feel that taking part in these learning experiences is adequate. In reality the learning they select does not cover the most critical topics or be of the depth or quality most needed.


28 YALSA Virtual Town Hall, January 2018.
Libraries Lack Commitment to Staff Learning

Guaranteeing that all library staff - those with teen services titles and those without - participate in high quality CE is fraught with systemic challenges:

- When staff do not see teen services as important to their work they do not choose to participate in CE on that topic. Or, if they are required to participate they may be non-engaged or not take what is learned and put it into practice.
- Frequently when staff do take part in teen services training there is no follow-up to that learning to help guarantee that learning is put into practice.
- Library administrators do not hold staff accountable for participating in CE that reflects the needs of their job. Job descriptions do not require a focus on the knowledge and skills of teen work.
- In many institutions spending time on learning is seen as taking a staff member away from the library and their day-to-day work. That focus does not consider the value that the staff learning will bring to the institution.
- Library staff are not given opportunities to be reflective about their jobs or the skills and knowledge they need to build to be successful. Staff also do not develop a continuous learning plan that they implement, review, and revise on a regular basis. (See appendix E for a sample learning plan template.)

Identifying Library Teen Services CE Best Practices

“Be open to learning and keep trying. Remember that you are not fixed, your environment is not fixed, and that you can become an agent in continuous improvement and positive change.”

Shannon Peterson presentation at the in-person meeting.

Extendative Learning Beyond an Initial Webinar or Workshop

Transformative CE requires learning experiences that are scaffolded and gives learners the opportunity to develop skills and understanding, practice what’s learned, reflect and get feedback on that practice, and move to a next level in the learning. The learning experience needs to be rigorous, “Rigor is not about hard problems or hard work, but it’s about designing student experiences at the appropriate level of complexity and stretching students through productive struggles within a learning environment that supports the intended learning outcome.”

This transformative work is not accomplished through a one-time workshop or a one-hour webinar. It requires staff and administrators commit to spending the time and resources necessary to make the learning meaningful. Successful learners reflect on and analyze what they need to be successful in their job and seek out CE that will help them gain the skills, knowledge, and strength needed.

Many of the CE models that library staff working with and for teens participate in are not transformative in this way. Staff participate in one-time only events and even if a course may take place over several weeks, the learning isn’t intentionally integrated into real-life practice and/or a plan for integrating the learning into real-life practice is not developed as a part of the experience. Similarly, much of the CE is done in silos in which library staff do not have the opportunity to expand their skills and knowledge by working with others from related fields or with other types of youth development organizations. (See the How We Get There - page TK - section for specific elements and examples of transformative CE).

The table that follows further illustrates the difference between the CE formats widely in use today, and those the transformative ones that should be adopted to improve learning experiences for library staff and enable them to build the knowledge and skills needed to provide 21st century teen services.

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29 Peterson, Shannon. National Forum on Transforming Teen Services Through CE, Louisville, KY

<table>
<thead>
<tr>
<th>Transformative</th>
<th>Non-Transformative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-part series that give participants the chance to take a deep dive into a particular topic.</td>
<td>One and done sessions such as webinars, workshops, conference programs, etc.</td>
</tr>
<tr>
<td>Multi-part series that provide participants with the opportunity to critically reflect on their learning, integrate into real-life practice, join back with other learners and facilitators, and evaluate how things went, and then try again.</td>
<td>Learning that focuses on a singular experience and point of view. Sessions at which participants hear lectures. Ideas that are presented as the singular way for achieving a particular goal or outcome.</td>
</tr>
<tr>
<td>Continuing education that enables partnerships and collaborations between library workers and those in other fields including education, technology, leadership development, advocacy, and cultural competency.</td>
<td>Workshops and other events that are designed, developed, and facilitated by only those who work in a library environment or do not have experience outside of the library world.</td>
</tr>
</tbody>
</table>

Working with other organizations that support youth during out-of-school time, such as museums, can prove to be an excellent opportunity not only for CE, but for developing quality learning experiences for teens, an opportunity to build relationships. During this project’s in-person meeting, NYU researcher Dixie Ching discussed the work of an afterschool provider, HIVE NYC, and how organizations working with HIVE were able to come together to “develop a deeper understanding of how to support youth pathways.” Ching highlighted the four key steps in this work, which are shown below.

Transformative in this approach is the focus on organizations with like goals coming together to learn and solve problems. This is not a traditional form of CE. And, it’s possible that many might not at first see this experience as CE. However, as Ching pointed out, in the work these organizations did together learning took place as they analyzed a problem and came up with solutions. This co-learning approach is not only essential in the work that library staff do as a part of their own continuous learning, but it’s also to the work library staff do to provide learning opportunities for and with teens.

Through this experience, Dixie Ching identified the following elements to innovating CE:

- Start with a problem that is important to your staff and is grounded in their practice
- Make the learning hands-on, design-oriented, participatory
- Encourage peer leadership
- Consider multiple entry points (channels and modalities)
- It’s not just about learning new things—always be critical and question “conventional wisdom”
- Consider partnering with researchers (or a doctoral student!)

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31 Ching, Dixie. “Innovation in CE.” National Forum on Transforming Teen Services Through CE, Louisville, KY.
Create an Organizational Culture That Prioritizes Staff Learning

A key element to ensuring that all library staff can continuously build their knowledge and skills is creating and prioritizing an organizational culture of learning. The Collaboration for Impact website highlights the following three areas as being core to creating this institutional culture:

1. Cultural norms that allow for openness, trust, and risk-taking
2. Ability to get feedback and insight from community members
3. Supportive leadership that fosters learning, experimentation, and transparency

It is essential that as YALSA, COSLA, and SLA staff move forward with this work that they focus on helping public libraries develop cultures of learning throughout their whole institution and not just amongst teen serving staff. Through that shift in culture a shift in mindset that supports the importance of understanding the how and why of teen services will more rapidly follow.

Moving CE Forward to Advance Teen Services & Libraries

“If we really want to transform Teen Services we really need to look outside our library for best practices…” Sandra Hughes Hassell presentation during the in-person meeting on Transforming Teen Services Through CE

One next step for SLA staff, YALSA, and COSLA is to leverage the positive elements of existing CE models and integrate those into future CE opportunities for library staff. As a part of this project the following were defined as successful elements of CE. It is not expected that CE providers integrate all these elements at once. Instead providers should determine what is most important for their own learning situation and integrate the aspect (or aspects) that are most beneficial to that instance.

<table>
<thead>
<tr>
<th>Successful CE Element</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community of Practice: in-person</td>
<td>A Resource Development Retreat (RDR) is a meeting where practitioners and administrators who are part of a larger network gather to develop materials on behalf of the network. In the YOUmedia Learning Labs Network, RDRs are opportunities for labs in a variety of contexts (libraries, museums, community organizations, and schools) to connect and actively collaborate on shared resources, curriculum, and strategies for moving their work forward. Concretely, an RDR is an opportunity to make time and space to create resources that are of equal value to the contributing organization as they are to the network as a whole. Once created, these resources can be used in a local context by the contributing lab and shared through the YOUmedia Network and Community of Practice (CoP) for implementation on a national scale.</td>
</tr>
<tr>
<td>Community of Practice: Virtual</td>
<td>The American Library Association/Google Libraries Ready to Code project successfully uses a virtual CoP to facilitate learning in a cohort of staff from 28 U.S. libraries. Cohort</td>
</tr>
</tbody>
</table>


33 Hughes-Hassell, Sandra. “Re-imaging the Future of Library Services for and with Teens.” National Forum on Transforming Teen Services Through CE. Louisville, KY.
| Mentorship | Leadership Anchorage is a program of the Alaska Humanities Forum that centers on leadership development, intensive training sessions, a group project, and one-on-one mentoring. The mentors are selected by each participant with input from the program leader. As the Leadership Anchorage website states, “...mentors play a critical role, pairing with participants to support their learning process and helping to build a larger network across an area of interest or industry. Mentors meet with their mentees on a regular basis, guiding them in meeting their goals for leadership development and community contribution.”  

| Research Practice Partnerships | The National Science Foundation funded Robot Backpack project brings University of Washington (UW) researchers together with public library and museum center staff to research, design, and implement activities for families with limited access to technology. Through the project UW staff support library staff learning in the design and development of project activities. As UW staff learn from their research related to the project, they iterate new models of family engagement and learning with library staff.  

| Scaffolded Learning | The best learning happens when it’s not a one-and-done experience. With that in mind the IMLS funded YX (Youth Experience) program at the University of Maryland College of Information Science provides a model of scaffolding learning in the suite of four classes that librarians take to gain a certificate. The courses build on each other beginning with a foundations course that embeds ideas of connected learning, a class on creating rich learning experiences with technology that embeds outcomes and facilitation, a design thinking course, and a capstone project in which students must turn all that they have learned into practice.  

| Feedback/Reflection Loop & Peer Engagement | The Maine Mathematics and Science Alliance (MMSA) National Science Foundation funded project, ACRES (Afterschool Coaching for Reflective Educators) uses the video conferencing platform Zoom to train educators in how to facilitate STEM learning experiences for and with youth. The project incorporates small group live Zoom sessions, time for learners to try what they learn in practice, and opportunities to reflect and receive feedback from peers.  

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Doing the Work

There are several ways stakeholders including YALSA, COSLA, SLA staff, LIS programs and library staff and vendors can move this work forward. It is not expected that each stakeholder group implement all the recommendations at once or that each stakeholder become familiar with all the recommendations made here. Instead stakeholders should determine which of the recommendations is the most significant to move forward for and with their specific community and continually assess how to integrate other aspects of the recommendations over time.

For National Organizations Working with and for Libraries

- Embrace national and international guidelines, standards and recommendations for teen services and teen services-focused CE, such as
  - The Coalition to Advance Learning in Archives, Libraries and Museums’ National Agenda for Continuing Education and Professional Development Across Libraries, Archives and Museums
  - The International Federation of Library Associations’ Guidelines for Continuing Professional Development: Principles and Best Practices
  - YALSA’s The Future of Library Services for and with Teens: A Call to Action, Teen Services Competencies for Library Staff
- Create opportunities for collaboration among ALA and its units, COSLA, LIS programs, and CE and youth-focused organizations outside of the library community.
- With partners seek out existing, pilot new, and evaluate innovative models of CE in both in-person and virtual formats.
- Partner with organizations and agencies outside of libraries to guarantee CE perspectives that support the needs of teens with diverse needs and from diverse backgrounds are included.
- Seek out diverse trainers who can provide diversified perspectives on high quality library teen services.
- With COSLA and SLAs lead the way in creating opportunities for ongoing virtual and in-person discussions to consider innovative ways to provide CE to library staff.
- Work with partners to develop and disseminate resources that support libraries in creating a culture of learning among their institution’s staff.
- With partners publish emerging and best practices, resources, case studies, etc., in a variety of formats, to support developing innovative CE
- Work with partners and vendors to develop a guide to high-quality teen services CE
- With partners develop an online resource which compiles and shares high quality CE models
- With partners develop a method for identifying qualified CE trainers and disseminating that information out to the library community.
- Seek out short-term and long-term funding to help design, development, implementation, and evaluation of innovative CE
- Lead the advocacy effort to call attention to the importance of CE and continuous learning for all library staff.
- Advocate for the importance of teen services related CE for all library staff, regardless of job title or job description.
- Promote existing and create new methods for honoring high quality training and innovative CE models
For SLA Staff

- Leverage existing opportunities for planning and development, such as the LSTA five-year plan, agency strategic planning efforts, and the agency’s strategic directions to incorporate specific items that relate to aiding staff in gaining competence in teen services.
- Re-envision the budgeting process to balance resources across age groups, based on state population information.
- Partner with organizations and agencies outside of libraries to guarantee CE perspectives that support the needs of teens with diverse needs and from diverse backgrounds are included.
- Seek out diverse trainers who can provide diversified perspectives on high quality library teen services.
- Support opportunities for petitioning for unclaimed LSTA funds to be used for teen focused CE projects.
- Seek opportunities for collaboration across SLAs in the development of teen services CE.
- Partner with organizations outside of the library and education realms to bring in relevant training expertise that may not be available within the SLA.
- Create cross stakeholder groups to collaborate on teen services focused learning opportunities for library staff.
- Identify short-term and long-term funding to help in design, development, implementation, and evaluation of innovative CE.
- Advocate for the importance of teen services related CE for library staff that work outside of teen services.
- Identify and promote existing quality CE to library staff in the state.

For LIS Programs

- Embrace national guidelines, standards and recommendations for teen services and teen services-focused CE, and integrate them into the curricula, such as:
  - The Coalition to Advance Learning in Archives, Libraries and Museums’ *National Agenda for Continuing Education and Professional Development Across Libraries, Archives and Museums*.
  - The International Federation of Library Associations’ *Guidelines for Continuing Professional Development: Principles and Best Practices*.
  - YALSA’s *The Future of Library Services for and with Teens: A Call to Action, Teen Services Competencies for Library Staff*.
- Promote opportunities for library staff to enroll in semester long courses that will help them to gain skills needed to serve teens successfully.
- Promote continuing education certificate programs that support teen services learning to public library staff.
- Develop research practice partnerships with library staff in support of teen services learning.
- Implement research on the quality and effectiveness of teen focused continuing education for public library staff.
- Work with SLAs to connect faculty and staff in LIS programs who can bring their expertise to libraries to support staff teen services focused learning and growth.
- Include doctoral students and faculty members in specialized events, meetings, and communities of practice along with library directors, teens, and community members.
- Partner with SLAs or other library-based organizations to host teen services-focused events or meet-up for graduate students and library staff.
- Seek out short-term and long-term funding to help in design, development, implementation and evaluation of innovative CE.
For CE Providers, Designers, and Trainers

- Partner with YALSA, COSLA, and SLAs to design and implement high-quality CE for all public library staff.
- Partner with organizations and agencies outside of libraries to guarantee CE perspectives that support the needs of teens with diverse needs and from diverse backgrounds are included.
- Seek out diverse trainers who can provide diversified perspectives on high quality library teen services.
- Embrace as framework for teen services focused CE national guidelines, standards and recommendations
  - The Coalition to Advance Learning in Archives, Libraries and Museums’ National Agenda for Continuing Education and Professional Development Across Libraries, Archives and Museums
  - The International Federation of Library Associations’ Guidelines for Continuing Professional Development: Principles and Best Practices
  - YALSA’s The Future of Library Services for and with Teens: A Call to Action, Teen Services Competencies for Library Staff
- Continue to learn about the current needs of teens and update library staff training accordingly.
- Regularly assess the value and content of the teen services related training provided to public library staff.
- Design and implement training for public library administrators on the value of all staff being able to provide high quality teen services and, on the dispositions, and content areas of the Teen Services Competencies for Library Staff.
- Advocate for the importance of teen services related CE for library staff that work outside of teen services.
- Identify and promote existing quality CE to library staff

For Library Administrators

- Ensure that all new public services staff receive training in best practices for working with teens, and that veteran staff have opportunities to refresh and further develop their skills.
- Ensure that all new dedicated youth and teen services staff receive more intensive teen services-focused training, including but not limited to cultural humility, youth voice, youth-adult partnerships, fostering connected learning environments and mentoring.
- Create teen services-focused learning plan goals for staff using the YALSA Competencies.
- Partner with state library agencies and youth-serving nonprofit organizations to expand the range of CE opportunities available to staff.
- Create opportunities for staff to reflect and work together to solve problems of practice.
- Identify and promote existing quality CE to your library staff
- Include CE activities into the budget each year
- Integrate a culture of learning for library staff within your organization, including providing incentives for staff to participate in CE activities and embedding CE into staff goal setting and personnel evaluations

For Library Staff

- Recognize that since everyone in the library is responsible for working for and with teens, all library staff needs teen services-focused CE.
- Advocate to supervisors and managers about teen services CE needs, using this report and YALSA’s Teen Services Competencies for Library Staff to help make the case.
- Research the CE offerings from library organizations as well as youth-serving organizations and advocate to supervisors and managers about participating.
- Set teen services-focused learning plan goals
● Seek mentors and peers, both inside and outside the library, whose work with teens can help inform and advance your own.

For Regional and State Library Associations and Consortia

● Embrace national guidelines, standards and recommendations for teen services and CE-focused teen services, such as
  ○ The Coalition to Advance Learning in Archives, Libraries and Museums’ National Agenda for Continuing Education and Professional Development Across Libraries, Archives and Museums
  ○ The International Federation of Library Associations’ Guidelines for Continuing Professional Development: Principles and Best Practices
  ○ YALSA’s The Future of Library Services for and with Teens: A Call to Action, Teen Services Competencies for Library Staff

● Partner with YALSA and COSLA to develop a plan for high quality teen services CE at conferences, workshops, and other sponsored events.
● Partner with SLA staff to pilot innovative methods for providing high quality teen services CE.
● Partner with organizations and agencies outside of libraries to guarantee CE perspectives that support the needs of teens with diverse needs and from diverse backgrounds are included.
● Seek out diverse trainers who can provide diversified perspectives on high quality library teen services.
● Seek out short-term and long-term funding to help libraries engage in high quality CE
● Design feedback mechanisms to help understand the challenges and gauge the forward-thinking CE needs of public library staff
● Highlight the ways in which CE support successful job performance in organizational publications and communications.
● Seek out partnerships with those outside of the library field that can help in the design, development, implementation and evaluation of high-quality innovative CE.
● Work with libraries to support the integration of a culture of learning within the institution.
● Use YALSA’s Teen Services Competencies for Library Staff to audit existing conference programs, workshops, webinars, etc. to identify gaps and in teen services focused content, and take steps to close the gaps

For Vendors

● Embrace national guidelines, standards and recommendations for teen services and CE-focused teen services, such as
  ○ The Coalition to Advance Learning in Archives, Libraries and Museums’ National Agenda for Continuing Education and Professional Development Across Libraries, Archives and Museums
  ○ The International Federation of Library Associations’ Guidelines for Continuing Professional Development: Principles and Best Practices
  ○ YALSA’s The Future of Library Services for and with Teens: A Call to Action, Teen Services Competencies for Library Staff

● Build an understanding of the needs of library staff in moving forward with Putting Teens First focused services.
● Partner with organizations and agencies outside of libraries to guarantee CE perspectives that support the needs of teens with diverse needs and from diverse backgrounds are included.
● Seek out diverse trainers who can provide diversified perspectives on high quality library teen services.
● Create opportunities for libraries to participate in high-quality teen services focused CE.
● Partner with YALSA, COSLA, and other professional library organizations to plan, develop, deliver and evaluate high-quality teen services CE.
• Partner with YALSA, COSLA, and other professional library associations to develop a framework for selecting topics and facilitators for teen services-oriented CE.

For Funders

• Fund CE which embraces best practices and national guidelines, standards and recommendations for teen services and CE-focused teen services, such as
  ○ The Coalition to Advance Learning in Archives, Libraries and Museums’ National Agenda for Continuing Education and Professional Development Across Libraries, Archives and Museums
  ○ The International Federation of Library Associations’ Guidelines for Continuing Professional Development: Principles and Best Practices
  ○ YALSA’s The Future of Library Services for and with Teens: A Call to Action, Teen Services Competencies for Library Staff

• Help cultivate conditions necessary for innovation in teen services focused CE
• Look for improvements to open funding opportunities to a broader range of applicants, such as streamlining application processes, right-sizing applications to the funding amounts, and reviewing processes to identify and address inefficiencies and embedded inequities that may be unintentionally excluding underrepresented audiences.
• Use programmatic and grant evaluation information to improve outcomes.
• Share successes, failures, and lessons learned internally and externally, as appropriate.
• Support both short-term funding to being projects and long-term support to sustain organizational and strategic change in libraries.
• Seek out opportunities to collaborate with other funders to increase impact.

Conclusion

Transforming teen services through CE requires that YALSA, COSLA, and SLA staff collaborate inside and outside their agencies with community partners, national associations, and their colleagues across the United States. This work should focus on professional learning opportunities that:
• Support a Putting Teens First approach to the work of all public library staff
• Build leadership skills so all staff can advocate for the value of library teen services
• Focus on impact over program
• Are innovative in their approach
• Include co-learning and co-leading

The way in which SLAs and others integrate CE to transform teen services will take a variety of forms. In the long run, success will be demonstrated when:
• SLA agencies across the United States make an ongoing investment in providing ongoing teen services oriented continuing education for and with library staff.
• SLA staff are competent and confident in taking leadership roles in speaking up for the need to support teens through libraries.
• Library staff across the nation understand the value of supporting teens and how through that support teens have opportunities to develop skills and knowledge that will help them to succeed in life.
• Community partnerships are an integral aspect of the work that SLA staff and public library staff teen services work.
• Library staff consistently assess the success of their teen services activities and revise and iterate to improve on their work.
• Operational documents, such as job descriptions and policies, in SLAs and public libraries demonstrate a commitment to teen services.
• Libraries across the United States demonstrate a culture of learning through their ongoing support of staff participation in teen services CE
• Staff in SLAs and public libraries are committed to ongoing continuous learning so to provide the best teen library services possible.
• Teen needs and interests are at the center of all library services for the age group. Guaranteeing that library staff across the United States have the skills and knowledge necessary to support teen services is essential. It is essential in ensuring the social and economic vitality in communities across the nation. It is essential so that teens across the country have what they need to succeed in college, careers, and life. It’s time to get started by realizing the critical need that public library staff have and creating the CE opportunities required to move forward.

Acknowledgements
We would like to thank the following individuals and organizations who made this report possible:

• The Institute of Museum and Library Services
• State Library Agency Chief Officers and staff
• YALSA staff: Nichol O’Connor, Letitia Smith, Anna Lam, Taylor Crossley and Beth Yoke
• Maureen L. Hartman, in-person meeting Facilitator
• The National Forum Advisory Board
• Sandra Hughes-Hassell, 2017 – 2018 YALSA President
• Crystle Martin, 2017 – 2018 YALSA President Elect
• Todd Krueger, 2015 – 2018 YALSA Councillor
• Speakers and participants at the project’s in-person meeting in Louisville, KY
• Participants in the National Forum’s virtual Town Halls
• Discussion facilitators at the in-person meeting: Renee McGrath, Chris Shoemaker, Mega Subramaniam, Shannon Peterson
• Individuals who responded to the public call for comments on the draft of this report

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• Denise Lyons is the Deputy Director of Statewide Development at the South Carolina State Library.
• Sara Ryan is the Teen Services Specialist at Multnomah County Library in Portland, Oregon and an author of young adult and graphic novels.
• Beth Yoke, is the YALSA Executive Director and project Principal Investigator

Appendices

Appendix A - About the National Forum on Transforming Teen Services Through CE
The National Forum consisted of four components: an in-person 1.5-day session, three Virtual Town Halls, data-gathering with SLA staff and Chief Officers of SLAs, and the development of this report. The six research questions this work sought to answer are:
1. What are the most critical content areas related to the paradigm shift in teen services that require public library staff to gain new skills and knowledge?
2. What strategies must SLA youth services staff put in place to build competence and confidence in the critical content areas identified in #1, so to provide quality CE and supports to library staff in their state?
3. What leadership skills must SLA youth services staff develop to leverage relationships with other SLA staff to overcome operational challenges and manage change?
4. What are the ways in which CE models, best practices, and relationships with other organizations can be best leveraged to support the development of SLA youth services staff related to teen services?
5. What unique assets and challenges do SLA youth services staff face in supporting library staff in teen services?
6. How do SLAs best develop CE for teen services that is sustainable and responsive to variations in demographics, communities, and teen needs?

**National Forum Advisory Board**
- Leesa Aiken, Director, South Carolina State Library and COSLA Representative
- Dixie Ching, Researcher, NYU
- Amy Garmer, Director, Dialogue on Public Libraries, Aspen Institute
- Wendy Hancock, Senior Program Manager, Professional Development, ASTC
- Sandra Hughes-Hassell, 2017 – 2018 YALSA President
- Peter Kirschman, Learning Designer, MIT
- Renee McGrath, Youth Services Manager, Nassau Library System (NY)
- Lucinda Presley, Chair and Executive Director, Innovation Collaborative
- Tessa Schmidt, Public Library Youth and Inclusive Services Consultant, Wisconsin Department of Public Instruction, Public Library Development
- Mega Subramaniam, Associate Professor & Associate Director, Information Policy & Access Center, University of Maryland

**Agenda 1.5 Day in-person Meeting**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td><strong>Day One: 8:30 am - 8 pm</strong></td>
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<tr>
<td>The Context: Future of Library Services to Teens</td>
<td>Sandra Hughes-Hassell, YALSA President</td>
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<tr>
<td>Larger Context: Out-of-School Time Futures in</td>
<td>Peter Kirschmann, Learning Designer, MIT</td>
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<td>Action in Libraries</td>
<td>Shannon Peterson, Public Services Manager, Kitsap</td>
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<td>Todd Krueger, Collection Development, Baltimore</td>
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<td>Public Library</td>
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<td>Lunch</td>
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<td>Reality of Teen Service in Libraries</td>
<td>Mega Subramaniam, University of Maryland</td>
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<td>Rachel MacDonald, YX Student</td>
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<td>Jennifer Illardi, YX Student</td>
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<td>Shannon Lake, YX Student</td>
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<tr>
<td>YALSA Competencies draft</td>
<td>Maureen Hartman, Deputy Director, St. Paul Public Library</td>
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<tr>
<td>Dinner</td>
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<tr>
<td>Social-Emotional Learning</td>
<td>Lori Droge, Senior Public Education Specialist, Green Dot</td>
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<td></td>
<td>Krista King-Oaks, Youth Services Consultant, Kentucky Department for Libraries and Archives</td>
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**Day Two: 8:30 am - 2 pm**

<table>
<thead>
<tr>
<th>Thinking Differently About Continuing Education</th>
<th>Dixie Ching, Researcher, NYU</th>
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<tbody>
<tr>
<td>Putting it All Together</td>
<td>Maureen Hartman</td>
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<td>Big Ideas and Individual Roadmap</td>
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<td><strong>Lunch</strong></td>
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<tr>
<td>YALSA’s Role</td>
<td>Maureen Hartman</td>
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<td><strong>End</strong></td>
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**Virtual Town Halls**

To provide opportunity for additional stakeholders to engage in important conversations about teen services CE, Virtual Town Hall meetings were held in January, February, and March of 2018. The first Town Hall brought library administrators together, the second Town Hall brought library staff from a variety of job areas together, and the third town hall focused on the topic of cultural competence and responsiveness needs of library staff.

All the Town Halls were recorded and are available on the project web page at http://bit.ly/yalsa_ttsce.

**COSLA Meetings**

A series of meetings was held with Chief Officers and SLA staff to better learn about the needs and views of those working in state library agencies. These included:

- A virtual meeting with Chief Officers to discuss the project and areas they would like to see covered by this work.
- A virtual meeting with CE staff at SLAs to learn more about their work, what they see as challenges in that work, and what CE success looks like.
- A virtual meeting with Chief Officers following the in-person meeting with SLA staff to discuss findings from that work and to brainstorm next steps.
- An in-person facilitated discussion with Chief Officers to continue to discuss their needs related to CE and next steps for this project.

Appendix B - The Future of Library Services for and with Teens: A Call to Action Executive Summary

Libraries provide a lifeline for teens, their families and communities across the nation by providing a safe and supervised space for adolescents to engage in creative, educational activities with caring adults and mentors. But a variety of significant developments point to a need for libraries to change to successfully meet the needs of today’s teens.

The Future of Library Services for and with Teens: A Call to Action, is the result of a yearlong national forum conducted by the Young Adult Library Services Association (YALSA) in 2013, with funding provided by the Institute of Museum and Library services. The Call to Action lays out a new path for serving 21st century teens through libraries. This 2014 report shows that many libraries are continuing to grapple with diminishing resources while at the same time struggling to meet the needs of a changing teen population. Additionally, significant developments in technology have led to the need to rethink how services for and with teens are best created and delivered. The Call to Action provides recommendations on how libraries must address challenges and re-envision their teen services to meet the needs of their individual communities and to collectively ensure that the nation’s 40+ million teens develop the skills they need to be productive citizens.

The Issues

Teens Make Up a Significant Portion of Library Users

There are over 40 million adolescents, aged 12–17, living in the United States today, and they use libraries. A 2013 Pew survey found that 72% of 16- to 17-year-olds had used a public library in 2012.

Library Services and Resources for Teens Are in Jeopardy

Library closures, reduced hours, lack of staff, and insufficient resources mean that teens in many communities no longer have access to the resources, knowledge, and services they need to support their academic, emotional, and social development, to master 21st-century skills, and to ensure that they become productive citizens.

There Has Been a Significant Shift in the Demographics of Teens

According to an analysis of the 2010 census data completed by the Annie E. Casey Foundation, there are currently 74.2 million children under the age of eighteen in the United States; 46% of them are children of color. Additionally, more than one-fifth of America’s children are immigrants or children of immigrants. Now is the time for the field of librarianship, the population of which is overwhelmingly Caucasian, to consider what these demographic changes mean to school and public library services and programs for and with teens.

Technology Continues to Impact Communication Methods, Teaching, and Learning

Teens’ use of technology (smart phones, tablets, laptops, the Internet, etc.) is pervasive. However, ownership of technology devices continues to vary across socioeconomic and racial demographics. Now is the time for public and school libraries to systematically determine how technology will affect the future of library services for and with teens, with special attention to the access gaps that continue to exist.
Teens Are Entering the Workforce without Critical Skills

In the last three decades, the skills required for young adults to succeed in the workforce have changed drastically, but the skills emphasized in schools have not kept up with these changes. Libraries need to create the kind of spaces, services, and opportunities that today’s teens need to succeed in school and in life.

The Paradigm Shift and Libraries

Several important factors have come together in such a way that libraries are experiencing a seismic shift. Ever since computers entered library spaces, public and school libraries have been on a precipice of change. The library can no longer be viewed as a quiet place to connect to physical content. Instead it needs to evolve into a place, physical and virtual, where individuals can learn how to connect and use all types of resources, from physical books to apps to experts in a local, regional, or national community. Libraries must leverage new technologies and become kitchens for “mixing resources” to empower teens to build skills, develop understanding, create and share, and overcome adversity. In addition to the impact of new technologies, the definition of literacy has expanded beyond the cognitive ability to read and write, to a recognition that literacy is a social act that involves basic modes of participating in the world. New research also points to a concept of connected learning, in which studies show that young people learn best when that learning is connected to their passions, desires, and interests.

What Teens Need from Libraries

**Bridge the growing digital and knowledge divide:** School and public libraries must ensure that in addition to providing access to digital tools, that they also provide formal and informal opportunities for teens to learn to use them in meaningful and authentic ways.

**Leverage Teens’ Motivation to Learn:** Too often teens’ desire to learn is thwarted by an educational system too focused on testing, unwilling to adopt culturally relevant pedagogy, or so strapped for funding that only basic resources are available. Libraries live outside of a school’s formal academic achievement sphere and offer a space where interest-based learning can occur in a risk-free environment. Public and school libraries, therefore, need to embrace their role as both formal and informal learning spaces.

**Provide Workforce Development Training:** To address the growing need for a skilled workforce, school and public libraries have the responsibility to enable teens to learn in relevant, real world 21st century contexts.

**Serve as the Connector between Teens and other Community Agencies:** Libraries are only one of many organizations with a vision to build better futures for teens. Too often, however, teens are unaware of the services offered in their communities. As many of today’s teens are faced with serious social and economic challenges, libraries must provide teens the assistance they need.

Implications for Libraries

To meet the needs of today’s teens and to continue to provide value to their communities, libraries need to revisit their fundamental structure, including these components:

**Audience:** the focus is on serving all teens in the community, not just those who are regular users of the physical library space
**Collections:** are tailored to meet the unique needs of the teens in the particular community they serve, and are expanded to include digital resources as well as experts and mentors.

**Space:** a flexible physical library space that allows for teens to work on a variety of projects with each other and adult mentors to create and share content. Virtual spaces also allow for teens to connect with each other and with experts. Libraries recognize that teens need and want to make use of the entire library space or site, not just a designated teen area.

**Programming:** programs occur year-round, leverage the unique attributes of libraries, allow for teens to gain skills through exploration of their interests and measure outcomes in terms of knowledge gained or skills learned.

**Staffing:** Degreed library professionals focus on developing and managing teen services at the programmatic level, while face-to-face encounters are made up of a hybrid of staff and skilled volunteers who act as mentors, coaches, and connectors.

**Youth participation:** is integrated throughout the teen services program and enables teens to provide both on-the-fly and structured feedback for the library staff. Teen participation is not limited to formally organized groups.

**Outreach:** is on-going and occurs to identify the needs of teens in the community and then work with partners to alleviate those needs.

**Policy:** focuses on serving teens no matter where they are. The policies are flexible and easy to update to reflect changing needs.

**Professional development:** Takes a whole library/whole school approach to planning, delivering and evaluating teen services. Investigates attributes and resources unique to libraries and identifies means for leveraging those to achieve library goals.

Today's 40+ million adolescents face an increasing array of social issues, barriers, and challenges that many of them are unable to overcome on their own. With nearly 7,000 teens dropping out of high school per day, and approximately 40% of high school graduates not proficient in traditional literacy skills, the nation is in danger of losing an entire generation, which in turn will lead to a shortage of skilled workers and engaged citizens. Now is the time for public and school libraries to join with other key stakeholders and act to help solve the issues and problems that negatively impact teens, and ultimately the future of the nation. These challenges are not insurmountable. It is a moral imperative for libraries to leverage their skills and resources to effect positive change and better the lives of millions of teens. In turn, libraries will be providing an invaluable service to their community and position themselves as an indispensable community resource.
Appendix C - Putting Teens First Infographic

REIMAGINED LIBRARY SERVICES FOR AND WITH TEENS

- Amplify the voices of all teens, including historically marginalized youth
- Model reflective risk-taking and continuous learning
- Position teens as experts other teens and adults turn to
- Leverage the breadth and depth of library resources to highlight multiple literacies
- Promote a critical stance
- Affirm multiple forms of knowledge
- Promote literature that reflects and honors the lives of all teens
- Facilitate Youth Participatory Action Research (YPAR)
- Ensure equitable access to help close the opportunity gap
- Leverage the technology tools that teens already use
- Provide opportunities for teens to learn and use digital citizenship skills

- Make learning a year-round focus
- Promote social-emotional learning
- Identify and build on teen interests
- Provide opportunities for teens to gain job skills and explore career pathways
- Build strong partnerships for collective impact
- Embrace the library’s diverse user base to create opportunities for cross-cultural and inter-generational interaction
- Connect teens with mentors
- Go into the community to serve teens where they are

- Give teens opportunities to create and share authentic, meaningful content
- Facilitate self-expression in a variety of forms
- Support innovative, collaborative problem-solving

http://wwwalaorg/yalsa/teens-first

Created by Casey Rekon, UNC Chapel Hill
Appendix D - Teen Services Competencies for Library Staff Snapshot

TEEN SERVICES COMPETENCIES
FOR LIBRARY STAFF

1) Teen Growth & Development
Knows the typical benchmarks for growth and development and uses this knowledge to plan, provide and evaluate library resources, programs, and services that meet the multiple needs of teens

2) Interactions with Teens
Recognizes the importance of relationships and communication in the development and implementation of quality teen library services, and implements techniques and strategies to support teens individually

3) Learning Environments
Cultivates high-quality, developmentally appropriate, flexible learning environments that support teens individually and in group experiences as they engage in formal and informal learning activities

4) Learning Experiences
Works with teens, volunteers, community partners and others to plan, implement and evaluate high-quality, developmentally appropriate formal and informal learning activities that support teens’ personal and academic interests

5) Youth Engagement & Leadership
Responds to all teens’ interests and needs, and acts in partnership with teens to create and implement teen activities and to foster teen leadership

6) Community & Family Engagement
Builds respectful, reciprocal relationships with community organizations and families to promote optimal development for teens and to enhance the quality of library services

7) Cultural Competency & Responsiveness
Actively promotes respect for cultural diversity and creates an inclusive, welcoming, and respectful library atmosphere that embraces diversity

8) Equity of Access
Ensures access to a wide variety of library resources, services, and activities for and with all teens, especially those facing challenges to access

9) Outcomes & Assessment
Focuses on the impact of library programs for and with teens and uses data to inform service development, implementation, and continuous improvement

10) Continuous Learning
Acts ethically, is committed to continuous learning, and advocates for best library practices and policies for teen services

DOWNLOAD THE FULL COMPETENCIES FOR FREE AT:
WWW.ALA.ORG/YALSA/GUIDELINES/YACOMPETENCIES
Appendix E - Learning Plan Template

Name:

Position:

Review YALSA’s Teen Services Competencies for Library Staff using the association’s self-assessment tool. From that determine the area(s) you would like to work on over the next 3, 6, 9 and 12 months

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**Appendix F - Sample Innovative CE Models**

- **ACRES (Afterschool Coaching for Reflective Educators)** - This National Science Foundation funded project, with an intentional focus on out-of-school time rural educators - uses a multi-session virtual approach to supporting staff in libraries and other afterschool organizations in acquiring facilitation skills - [https://mmsa.org/projects/acres/](https://mmsa.org/projects/acres/).

- **Collective Wisdom Exchange**: In 2016, a cohort of 18 librarians, archivists and museum professionals came together for the Collective Wisdom: Libraries, Archives and Museums (LAM) Conference Exchange to explore the practices and cultures of each other’s sectors. With the intent of increasing understanding and connection across the field, the group attended three major LAM sector conferences together. Attending the annual meetings of the major professional organization for each LAM sector allowed cohort members to reflect on the similarities and
differences in professional cultures; assess opportunities for cross-sector collaborations; network with allied information and cultural heritage professionals; and reflect on challenges, opportunities and best practices across the LAM sectors. Observations, reflections and recommendations from this project are captured in the Coalition to Advance Learning in Archives, Libraries and Museums’ paper Collective Wisdom: An Exploration of Library, Archives and Museum Cultures.

- **ConnectedLib:** “With funding from the Institute of Museum and Library Services (IMLS), Con-nect-edLib is help-ing librar-i-ans incor-po-rate dig-i-tal media into their work with youth to pro-mote con-nec-tions across learn-ing con-tex-ts. Fac-ulty mem-bers from the library and infor-ma-tion sci-ence (LIS) schools at the Uni-ver-sity of Wash-ing-ton (Dr. Katie Davis) and Uni-ver-sity of Mary-land (Dr. Mega Subramaniam) are team-ing with pub-lic libraries to cre-ate pro-fes-sional devel-op-ment resources that sup-port librar-i-ans in their efforts to lever-age new media tech-nolo-gies and pro-mote youth’s con-nected learn-ing expe-ri-ences in libraries.”
  [ConnectedLib](http://connectedlib.ischool.uw.edu)

- **Libraries Ready to Code Phase III Cohort:** This project brings together 27 public and school libraries to learn together while implementing a computational thinking project in their community. Libraries are of a variety of sizes and types and demonstrate the ways in which through a community of practice library staff gain knowledge and skills.
  [Libraries Ready to Code](http://www.ala.org/tools/readytocode)

- **Maryland State Library Book Study:** The Youth Services Consultant at the Maryland State Library offers a book study to staff at libraries in her state. In 2018 - 2019 this study will focus on the book, “Putting Teens First in Library Services: A Roadmap.” Each month from December through April the youth consultant will host calls with the state’s youth services leadership group to discuss a topic related to the selected publication. Following that call the youth leaders in the state will facilitate similar conversations with the library staff they work with.
  [Maryland State Library](https://pasesetter.org)

- **Partnership for AfterSchool Education (PASE) and ReMake Learning:** The New York City based PASE and the Pittsburgh-based Remake Learning Network each brings together informal and formal educators, community organizations and agencies, and others to learn from and with each other. The continuing education opportunities offered by these organizations include informal meetups, conferences, and workshops.
  [Partnership for AfterSchool Education](https://remakelearning.org)

- **Project Ready: Re-imagining Equity and Access for Diverse Youth:** Among the goals of this University of North Carolina School of Information and Library Science IMLS funded project, is to “Develop a curriculum and a suite of blended professional development experiences that expand school librarians’ and their collaborators’ cultural competence.”
  [Project Ready](http://projectready.web.unc.edu)

- **Research Practice Partnerships:** Bringing academic institutions, state library agency staff, and front-line library staff together (as was done with the HIVE NYC work) provides an opportunity for all involved to learn from each other while at the same time developing services that center on a community need. There is potential for state library staff to work with research institutions to study and implement library activities that might not otherwise take place.
  [Research Practice Partnerships](https://hivenyc.org)

- **Workshopping:** Frequently writers and artists “workshop” their material by having others review and then give feedback. There is opportunity for state library agency staff to work with library staff and administrators on workshopping teen services related content. This could include job descriptions, policies, program plans, and so on.

- **YALSA Snack Breaks:** Currently YALSA posts a short (5 to 20 minute) video each month on a professional development topic. Videos cover everything from advocacy to coding and from community engagement to restorative practices in youth services. In Town Halls and virtual sessions with SLA staff, it was frequently noted that short asynchronous learning opportunities were a useful learning model.
  [YALSA Snack Breaks](http://bit.ly/yalsa_snack_breaks)

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35 ConnectedLib, University of Washington iSchool, connectedlib.ischool.uw.edu/.

36 “About Project READY.” Reimagining Equity and Access for Diverse Youth, University of North Carolina Chapel Hill School of Information and Library Science, projectready.web.unc.edu/sample-page-2/.
● **Youth Experience (YX):** “The YX certificate trains librarians to facilitate 21st century skill development among youth ages 0-18.” Student learning includes: “Methods for engaging youth as co-designers using the design thinking process….an understanding of the issues, concepts, and policies related to youth-led learning and programming through libraries, …[understanding of partnering] with other cultural institutions and community organizations to help with youth programming, education, and other projects related to youth development.”

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**Appendix G - Selected CE and Project Resources**

- [ACRL Statement on Professional Development](http://www.ala.org/acrl/publications/whitepapers/acrlstatement)

- [ALA Code of Ethics](http://www.ala.org/united/sites/ala.org.united/files/content/trustees/orgtools/policies/ALA-code-of-ethics.pdf)

- [Coalition to Advance Learning in Archives, Libraries and Museums](http://www.coalitiontoadvancelearning.org/)
  - *Supply Analysis Project Report* (October 2016) summarizes findings from a study of trends in the supply of continuing education/professional development in the cultural heritage community.
  - *Exploring a Cross-sector Residency Program for Professionals in Libraries, Archives, and Museums*, (November 2015) a report prepared by Association of Research Libraries (ARL) and an Advisory Group, summarizes the synergies and opportunities to develop cross-sector (libraries, archives, museums—LAMs) professional development/continuing education programs for respective communities and workforce.
  - *LAM Education Needs Assessments: Bridging the Gaps* (November 2015) introduces guiding principles and practices for CE/PD needs assessments informed by spheres of reference outside LAMs.
  - *Spanning Our Field Boundaries: Mindfully Managing LAM Collaborations* (October 2015) aims to “shed light on some of the issues that currently hinder our boundary-spanning potential, so that together we can mindfully observe and manage these issues as we develop collaborations among our archives, libraries and museums”.
  - **CE Coordinators Survey Summary 2012** is a report from WebJunction on continuing education for library staff


- **Transforming Teen Services Through CE Project Materials**
  - Virtual Town Hall for Library Staff - [https://youtu.be/ohyOjldaHG8](https://youtu.be/ohyOjldaHG8)
  - Virtual for Library Administrators - [https://youtu.be/z1UCSQxAcyg](https://youtu.be/z1UCSQxAcyg)
  - Transforming Teen Services Through CE YX Presentation “the Future of the Past” - [https://youtu.be/VCEpqB_LpV0](https://youtu.be/VCEpqB_LpV0)