

**YALSA Board of Directors Meeting
ALA Midwinter Meeting, Boston
January 8 – 12, 2016**

Topic: Portfolio of Guidelines & Position Papers

Background: In October the National Guidelines Oversight Committee completed the first item on their 2015/16 task list and submitted their report on YALSA’s guidelines, position papers, reports, and issue briefs. (That report is appended at the end of this document.) The report provides an overview of each document, a recommendation related to its currency - does it need to be updated or not - and ideas on which person or YALSA group should be responsible for any updating required. Based on the work of the group it is clear several YALSA documents are out of date. The following proposal, submitted by the National Guidelines Committee Board Liaison, Linda Braun, suggests a short term solution for addressing the out-of-date materials. The Board may want to determine a long term solution to ensuring guidelines, position papers and issue briefs are current and aligned with YALSA’s priorities once organizational planning is completed.

Action Required: Action

Overview

Over the past two years, YALSA has worked on aligning its existing resources to the report; however, these position papers are one of the last remaining pieces to be addressed. YALSA’s first position paper was published in 2008 and its last was published in 2011. Since that time the association has published a range of other guidelines and issue briefs including the “Future of Libraries Services for and with Teens: A Call to Action” report (2013), Programming Guidelines (2015), and the Core Professional Values document (2015). Many of the documents as they currently are available on the YALSA website are out-of-date and not aligned with the future direction as presented by the association’s Futures Report.

YALSA staff and leadership realize the need to provide current and accurate information to members and the library community. At the completion of the new organizational plan, it is likely that the maintenance of these documents, as well as the development of new ones, will be a part of YALSA’s ongoing work. As the association’s organizational planning and realignment is likely to take several months to complete, it’s important to develop a short-term solution for ensuring that existing, publicly available information is accurate and aligned with the Futures Report. Once the new organizational plan is in place, YALSA leadership will then need to explore a long-term solution for the timely creation, maintenance and revision of these resources.

Recommended Short Term Solution

- Have staff review the recommendations from the National Guidelines Committee and use that to work on updating position papers and posting a message on the web page informing the public that these documents are currently under review

Rationale

- Relying solely on volunteers, who often have busy work and personal lives, can lead to delays in getting time sensitive work accomplished
- Leaving out of date information available to the public this long sends conflicting messages about YALSA's vision for teen services and can impede both YALSA's advocacy efforts and those of members

Financial Considerations

- Staff time in management of the process required for continuous evaluating and updating the materials
- Marketing of updated materials as they are made available (including possible design and printing expenses)

Requested Action

The YALSA Board instruct the Executive Director to work with the association's Communications Specialist to manage the process of revising YALSA's position papers and updating the association's website to guarantee that users are aware that outdated content is under review, and to revisit this issue to devise a long term solution for managing these documents once organizational planning is complete.

Related Resources

YALSA National Guidelines and Position Papers, www.ala.org/yalsa/guidelines

Evaluation of Guidelines and Position Papers by the National Guidelines Oversight Committee:

YALSA National Guidelines Oversight Committee

Task 1 : Review and recommendations of YALSA guidelines, issue briefs and position papers.
Submitted by Katherine Trouern-Trend, chair

Per the YALSA National Guidelines Committee Manual, the following guidelines, issue briefs and position papers were due for review by the YALSA National Guidelines Oversight Committee in 2015/2016:

Guidelines:

The Public Library Evaluation Tool
Research Agenda

Issue Briefs and Position Papers:

Libraries Help Keep Teens Safe Online
Adolescents Need Libraries

The Importance of the Whole Library Approach to Young Adult Services : A YALSA Issue Brief

The Benefits of Including Dedicated Young Adult Librarians on Staff in the Public Library

The Need for Teen Spaces in Public Libraries

Review and Recommendations:

Guidelines:

The Public Library Evaluation Tool :

Much of the content in the Public Library Evaluation Tool needs updating with more current research and resources available through YALSA and organizations serving the needs and interests of teens that support the connected learning model. Most of the content in Examples/Resources for each Essential Element needs to be both updated and have specific examples for easy implementation. Many of the Essential Elements need to be updated at the Distinguished level to again incorporate more current research, changing technology, connected and open learning opportunities and new expectations for librarians serving teens.

Ideas for updates:

Leadership and Professionalism

Essential Element: Commitment to Professionalism and Ethical Behavior

In each rubric level - incorporate online learning/connected learning knowledge, participation in professional learning network

Knowledge of Client Group

Essential Element: Current knowledge of technology and popular culture

At the Distinguished level - YA staff encouraged to participate and contribute to online dialogue via twitter, listservs, facebook, blogs about tech and popular culture

Essential Element: Demonstrated respect for diversity

At the Distinguished level - reflection of local cultures in print and web content

At the Distinguished level - specify how respect for diversity is stated in strategic plan and the expectations for implementation. Staff maintain and demonstrate positive attitudes about inclusion and cultural competency.

Communication, Marketing and Outreach

Essential Element: Establish an environment in the library wherein all staff serve young adults with courtesy and respect and all staff are encouraged to promote programs/services for young adults

At the Distinguished level - remove leading statement about punishment, add staff develop and maintain positive, supportive relationships with teens

Update resources - focus of resources should be positive not negative

Knowledge of Materials

Essential Element: Knowledge of YA literature and selection sources

At the Distinguished level - YA staff has professional learning network that includes YA authors, YA librarians, organizations serving YA, reads YA books, participates in online/professional discussion about YA print and digital resources

Update examples to include twitter, social media profiles of YA authors, related organizations

Who should complete this work: Research Committee or create a task force to update the document.

Research Agenda:

currently being updated by another YALSA Committee

Issue Briefs and Position Papers:

Libraries Help Keep Teens Safe Online:

This document needs to be reframed to focus on media and digital literacies in the context of connected learning. Language such as “trained experts” needs to be modified to follow newer research that focuses on the librarian as co-learner. Topics covered within the document need to include teens as content creators not just consumers of information. Language within the document needs to be updated such as cyberbullying (for bullying), Internet (for World Wide Web), smartphones (for phones). References and some statistics need to be updated

Ideas for updates:

Danah Boyd’s newer research after *It’s Complicated* could be modeled for best practices Reference of Teen Tech guide, mention other non-YALSA but related kits that may help librarians with this process.

Reference digital spaces and why they are important for teens, referencing the importance of letting teens collaborate on computers and have a collaborative workspace

Include a digital classroom link recommendation on digital literacy in a resources page about teaching digital citizenship.

Specify open learning sites that librarians can help guide teens to as well as social media sites

Who should complete this work: Teen Tech Week Committee, Literacies Task Force, a new Connected Learning task force

Adolescents Need Libraries:

All the statistics in this document need to be updated with newer research as found in the Future’s Report. The general content needs to be updated with research and ideas that support and align with the connected learning framework. Language needs to include opportunities to build 21st century skills. Any language about access to materials and resources needs to include language about use thereof. The language about preparing for college and the workforce needs to be replaced with college and career readiness and specify 21st century skills needed for success.

Ideas for updates:

Go beyond the Teen advisory model and add new models such as Teen Service Learning or other programs that utilize the connected learning framework.
Include intentional learning taking place in libraries, both formal and informal.
Include why libraries need teens as well.
Specify 21st century skills including soft skills

Who should complete this work: The Advocacy Task Force, The Resources Task Force or a new Learning Task Force

The Importance of the Whole Library Approach to Young Adult Services: A YALSA Issue Brief:

Statistics need to be updated throughout this document. The purpose of the paper is somewhat vague and there needs to be a more concise definition of the Whole Library Approach at the start. This document needs to incorporate newer research and service examples of the connected learning model. There needs to be a greater emphasis on emerging technology and interest driven, peer to peer learning as well as the shifting role of librarian to co-learner with teens. This document should incorporate Makerspaces or other innovative physical spaces such as YOUmedia @ Chicago Public Library, in the proposed solution or future direction sections. The document needs to include intentional language about how the Whole Library Approach supports or can support 21st century skills and connected learning opportunities.

Who should complete this work:

Research Committee, a new Connected Learning task force or the Competencies Update Task Force

The Benefits of Including Dedicated Young Adult Librarians on Staff in the Public Library:

Overall, this document is still very relevant, but the articles and research being referenced need to be updated. Updates should also include reference to YALSA's most recent strategic plan. Language about "youth participation" should include examples that support connected learning such as peer to peer learning. The term "teenager" should be removed from the document and be replaced with the more common term "teen", used by those who work with and study teens.

Who should complete this work:

Competencies Update Task Force, Research Committee or LIS professor specializing in teen services, such as Linda Braun

The Need for Teen Spaces in Public Libraries:

In 2008, there was a national overall effort to emphasize and argue for the basic need for designated teen spaces when teen spaces were an anomaly. While still true for some library systems, seven years later we exist in a library landscape where we already have some form of

designated teen spaces in a significant number of public libraries, even if they don't meet all of the needs of teen patrons.

It would be useful, in this document, to move beyond the “need” for teen spaces to include the composition of teen spaces that will not only attract teens but also foster their personal and educational goals and growth in ways that are unique to their needs.

Ideas for updates:

The inclusion of technology resources. Whether that be designated teen computers, maker spaces, access to laptops or digital cameras, software access (such as Minecraft and other online gaming software that many public library computers place restrictions on). Technology resources as a vital component of teen spaces that draws teen users and non-users (the paper's terms) is missing from this paper.

Maintaining autonomous teen spaces separate from adult library users. In some libraries, where there is a significant homeless and mentally ill population, it's not enough to have a designated teen space but we also need to think in terms of a safe place where parents are comfortable allowing their teens to congregate without direct adult supervision. The document makes a few references to “safe environments” and “safe places” without a concrete background for what that entails, whether that be other adult library patrons or perhaps stranger contact via social media using library computers (the online direct extension of library spaces).

“Creating Appealing Teen Environments”. This was the vaguest part of the document. There needs to be more concrete recommendations in terms of physical space, the lure or appeal of access to technology, the need for visible display space designated for teen displays, bright and visible signage.

Who should complete this work:

Research Committee, National Teen Space Guidelines Task Force, Kimberly Bolan, or YOUmedia network librarian