The Double Bottom Line:
Engaging Teens as Summer Learning Leaders for Younger Students

@UrbanLibCouncil
@YALSA
#YALSA16
Welcome

Emily Samose
Director, Education and Learning Initiatives
Urban Libraries Council
ACCELERATE SUMMER: A PARTNERSHIP FOR LEARNING

• What are the trends in library summer learning?
  ▪ Surveys from 90 ULC public libraries
  ▪ Observations site visits with 8 libraries
  ▪ Additional interviews

  ▪ Libraries are reaching more kids and families, in more ways and in more places, especially those from low-income communities. Families drop-in day after day and become independent learners, accessing not only books, but summer meals, engaging activities, technology, and other resources.
ACCELERATE SUMMER: A PARTNERSHIP FOR LEARNING

• More on what we found – libraries evolving from summer reading to summer learning:
  - Summer Reading PLUS
  - Skill-based drop-in learning activities
  - Focused enrollment programs

• Resulting resources for the field:
  - UrbanLibraries.org/summerlearning
  - Libraries Expanding Summer Learning
  - Libraries at the Center of Summer Learning and Fun
Session Overview

- Welcome, Session Overview & Introductions
- Panel Presentation: Engaging Teens as Summer Learning Leaders for Younger Students & Peers
- Q&A with Panelists
- Pair Sharing: How this can work at your library
- Action Steps and Final Reflections
Session Outcomes

• Explore how partnering with schools and other organizations can help libraries adopt a summer *learning* approach.

• Learn about model library summer learning programs that engage teens as tutors/mentors/program leaders for younger students and peers.

• Discuss how this approach results in learning gains made by both the teen leaders *and* the program participants for a “double bottom line” effect.

• Consider how this model can be implemented in your library.
Introductions: Panelists

Maggie Jacobs
Director of Educational Programs, New York Public Library

Trixie Dantis
Teen Services Supervisor, Arlington Heights Memorial Library

Kelly Rottmond
Teen Services Coordinator, Carnegie Library of Pittsburgh
Introductions

Who is in the room?
Panel Discussion: Engaging Teens as Summer Learning Leaders for Younger Students
Engaging Teens as Summer Learning Leaders: Literacy Leaders

Maggie Jacobs

Director of Educational Programs, The New York Public Library

November 5, 2016
The New York Public Library

At a Glance

“The New York Public Library has provided essential access to books and information for more than a century. Today, we are building on that legacy by increasing access to our collections physically and online, and by transforming our libraries into proactive centers of education and opportunity for all New Yorkers.”

— Tony Marx, President, The New York Public Library

Founded in 1895, The New York Public Library is the nation’s largest public library system, featuring 88 neighborhood branches throughout the Bronx, Manhattan, and Staten Island and four scholarly research centers. The Library’s world-renowned research collections include millions of treasures, from a copy of the Declaration of Independence handwritten by Thomas Jefferson to Virginia Woolf’s walking stick and Maya Angelou’s archives.

Overview: FY14

<table>
<thead>
<tr>
<th>Visits</th>
<th>Website Visits</th>
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<tbody>
<tr>
<td>17.6 Million</td>
<td>32.7 Million</td>
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<tr>
<td>Circulation</td>
<td>Library Card Holders</td>
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<tr>
<td>24.7 Million</td>
<td>2.3 Million</td>
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<tr>
<td>Research Collections</td>
<td>Circulating Collections</td>
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<tr>
<td>45 Million</td>
<td>6.1 Million</td>
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<tr>
<td>Public Computer Sessions</td>
<td>Wireless Sessions</td>
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<tr>
<td>3.3 Million</td>
<td>2.4 Million</td>
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<tr>
<td>Programs Offered</td>
<td>Program Attendance</td>
</tr>
<tr>
<td>67,000</td>
<td>1.3 Million</td>
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113 Neighborhood Libraries
4 Research Centers

nypl.org

New York

Public Library

INSPRING LIBRARIES. TRANSFORMING COMMUNITIES.
CH/YA PROGRAMMING

Drop-in:
• story times
• cultural, arts and crafts, technology
• Summer reading

Workshops:
• Early Literacy
• STEAM

Out-of-School time:
• Enrollment-based programs
LITERACY LEADERS

Cycle 1 (1st semester):
- Credit-bearing ELA Course
  - Teens’ own literacy
  - Elementary development
  - Literacy coaching

Cycle 2 (2nd semester):
- Work with 1 - 2 early elementary students
  - Sight words/word recognition
  - Comprehension:
    - vocabulary; concepts; critical thinking
  - Build a love of reading

Cycle 3 (summer):
- Continued work with elem. students
  - Project-based learning
GOALS

• Build literacy among teens and early readers
• Provide a career pathway for teens

OBJECTIVES

• Help teens gain credits towards graduation
• Improve reading comprehension among teens
• Build life and job skills among teens
• Build sight word recognition, phonics development, vocabulary and reading comp among elementary school kids
• Build a love of reading
PARTNERSHIP WITH LOCAL HIGH SCHOOLS

Relationship building by Education Coordinator

Target Participants:

- In danger of not graduating for lack of credit
- But motivated to make-up credit
- Would thrive (better) in non-traditional learning environment
- Sociable
- Interest in mentoring younger children
How does Literacy Build community?

Learning about other people's lives through their stories

Gives everyone a chance to say their own story and point of view

Through literacy we can connect and evolve as a whole, sharing ideas and communication.

Literacy builds a community by everybody coming together and helping each other with stuff they need help with.

Literacy builds a community by everyone sharing their ideas with each other.

Coming together helping others

Getting to know others.

Literacy builds a community by bringing people together.
THE TUTORING

Various Activities, including:

1. Education Technology - RazKids
   - builds comprehension

2. KidsLit
   - teens read to elementary students
     to build critical thinking

3. Guided reading
   - browsing and reading in the reading
     room
LOVE OF READING
CHALLENGES

- Need more enrichment activities for teens throughout the year
- Transition from learning (the course) to doing (the tutoring)
- Teens are not curriculum/activity developers
- Retention surprisingly not an issue
RESULTS OF OUTSIDE EVALUATION

• Elementary students:
  Improvements in sight word recognition; oral reading; reading comprehension; math comprehension; reading attitudes and self-efficacy

• High school students:
  Improvements in reading comprehension and math comprehension
STUDENT TESTIMONIAL

“I Really Want to Help People”
Panel Discussion: Engaging Teens as Summer Learning Leaders for Younger Students

Trixie Dantis

Teen Services Supervisor, Arlington Heights Memorial Library
ARLINGTON HEIGHTS MEMORIAL LIBRARY

SUMMER VOLUNTEER SQUAD

VOLUNTEER AT THE LIBRARY THIS SUMMER
Squads

Act Up
Biblio Buddies
Book Buds
<code>breakers</code>
Kids Create
Pee Wee Pollocks
Sprout Squad
STEM Squad
Traditionalists
<table>
<thead>
<tr>
<th>Desired Outcome:</th>
<th>Related Projects/Activities:</th>
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</thead>
<tbody>
<tr>
<td>Engage nontraditional library users</td>
<td>Partner with schools/community organizations</td>
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<tr>
<td>College &amp; career preparedness, leadership development</td>
<td>Developed and presented programs, worked within a set budget and space constraints, mentor youth</td>
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<tr>
<td>Address summer slide</td>
<td>Literacy programming for youth</td>
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<td>Related Projects/Activities:</td>
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<tr>
<td>Develop interest and skills in</td>
<td>Teen-developed, hands-on projects for all ages</td>
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<tr>
<td>computer science</td>
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<code>breakers</code>
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<tr>
<th>Desired Outcome:</th>
<th>Related Projects/Activities:</th>
</tr>
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<tbody>
<tr>
<td>Apply STEAM-concepts</td>
<td>Companion planting, planning garden layout, build trellises, design garden signs, prep for Farmer’s Market</td>
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<tr>
<td>Aware of library resources, information literacy</td>
<td>Plant identification, prep for Farmer’s Market booth</td>
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<tr>
<td>Civic duty</td>
<td>Produce donation, Farmer’s Market</td>
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<tr>
<td>Understanding of nutrition, where food comes from</td>
<td>Working in garden, prep for Farmer’s Market</td>
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After spending the summer planting, weeding and watering, middle school students volunteering with the Arlington Heights Memorial Library's Sprout Squad are reaping a bountiful harvest of organic produce this month.

"I garden at home with my dad, but this is more like team growing," said Connor Flynn, 13, who will start eighth grade at Our Lady of the Wayside Catholic School later this month.

"It's kind of fun, and probably my favorite part has been growing gourds," added Matthew Onischuk, 13, who is also an incoming eighth grader at Wayside.

Connor and Matthew joined forces with their fellow Sprout Squad members on a recent morning, with the middle school students gathering for one last round of gardening at their tidy plot tucked into a sunny field, adjacent to the Olympic Park Pool.

The Sprout Squad, which last year donated its homegrown cucumbers to the Wheeling Township Food Pantry, is just one of the library's 10 summer volunteer youth groups.
Panel Discussion: Engaging Teens as Summer Learning Leaders for Younger Students

Kelly Rottmund

Teen Services Coordinator, Carnegie Library of Pittsburgh
THE LABS @ CLP
SUMMER SKILLS INTENSIVES
RECORD A HIP-HOP SINGLE @ CLP – ALLEGHENY
The LABS Summer Intensive
Become a Photojournalist this Summer!

Check out the teens’ photos and reflections at thelabs.wordpress.com
CREATE A MUSIC ALBUM
@ CLP – EAST LIBERTY

clpteens
The Carnegie Librar...

26 likes
4w

clpteens TY @1hoodmedia!

We just finished our writing intensive with @carnegielibrary! Welcome to all our new fam!!!! #1Hood

Log in to like or comment.
STREET ART @ CLP – HAZELWOOD
EN PLEIN AIR (OUTDOOR) PAINTING
@ CLP – MAIN
I learned many things I never knew before and later in time will be very useful. I made many friends who were all very kind and sharing with one another."

-Cherise, Street Art Intensive Participant at CLP – Hazelwood
Questions for Panelists?
Pair Share Troubleshooting

• What barriers to adopting a summer learning program model such as the ones discussed do you face at your library/branch?
  • Discuss solutions to overcoming barriers.

• Who are the potential partners in your community that can facilitate the kinds of programs discussed?
  • What are some strategies for establishing partnerships?
Action Steps: What’s Next?

• Identify 1-3 action steps to build partnerships in your home community

• Share with the large group
Thank you!