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—Publishers Weekly (Starred Review)

A New Novel In the New York Times Best Selling Jao Empire Series

The Ekhat, as murderous and destructive as they have always been, have a new generation of leaders growing into power who are even more implacable than those who have gone before them. The Ekhat have not forgotten the Jao, nor the damage they have done over the years to the Ekhat purpose.

A New Novel In the New York Times Best Selling Jao Empire Series

The Ekhat, as murderous and destructive as they have always been, have a new generation of leaders growing into power who are even more implacable than those who have gone before them. The Ekhat have not forgotten the Jao, nor the damage they have done over the years to the Ekhat purpose.

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Darkest Shadow, Brightest Day

Honor Harrington Faces Her Ultimate Enemy. Even The Best Laid Plans Can Have Unintended Consequences.

The Freeholders Return

Angie Kaneshiro never planned to be a spy. She was a veteran of the Freehold Forces of Grannae, and was now a tramp freighter crew-woman who hadn’t set foot on the dirt of a world in ten years. Angie was free, and that was the way she liked it.

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THE YALSA UPDATE

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YALS ON THE WEB

» Want more YALS? Members and subscribers can access the latest and back issues of YALS digitally on the YALSAblog at http://yalsa.ala.org/blog/yals/, as well as browse supplemental YALS articles and resources.
In 2014, when YALSA released the report, “The Future of Libraries for and with Teens: A Call to Action,” it was the first step in a multiyear process to support teen library staff in designing library services that put teen needs and preferences first. Sometimes, taking a “teens-first” approach requires significant change in what library staff serving teens design and implement. In this issue of YALS, we highlight some of the ways libraries are innovating and changing in order to better support today’s teens.

This issue includes two articles by teens, each with a focus on what is required for successful connected learning experiences. Middle school student Luca Kemp writes about what he thinks is needed to create engaging and worthwhile classroom experiences. 18 year-old Shelby Barnes’s article tells readers how her experience as an intern at the Sylvan Way Library, part of the Kitsap Regional Library System, Washington, helped to build her confidence while connecting her to a variety of learning opportunities.

In the YALS interview, we highlight projects at the San Diego Public Library and the University of Maryland, where initiatives help teens gain college, career readiness and 21st century literacy skills using connected learning techniques. Jennifer Velásquez, of the San Antonio Public Library, Texas, discusses how teens helped the library create their space, a flexible area that enables contemplation, participation, and socializing.

Putting teens first means connecting with community members in order to better learn what youth require and where support needs to be provided. That’s why there are two articles in this issue about community engagement. Shana Hinze, from the Miami Dade Library System, Florida, gives readers a lot to think about as she discusses how she connects with youth development stakeholders. Stephanie Schott describes her experience as a part of Leadership Anchorage and how that involvement helped her better understand her community, her career goals, and what leadership is really all about.

Summer 2016 is barely behind us, but I know plenty of library staff are already planning for summer 2017.

(continued on page 16)
It is truly my honor to write this column as YALSA President. I’m excited to be at the helm of an organization full of energetic and passionate members who put #teensfirst! The theme of this issue is innovation and change, and over the past several months the YALSA Board learned a lot about that phrase! As you’ve read in previous issues, the Board approved a new Organizational Plan (see www.ala.org/yalsa/aboutyalsa/strategicplan) in April, and at ALA’s Annual Conference in June, discussed strategies for rolling out the plan. Some changes were put in place before Annual. But there will be more opportunities and changes as YALSA moves toward fulfilling the goals in the Organizational Plan.

Teens First
From early on in YALSA’s strategic planning process we focused on the question “How can we put #teensfirst?” That led to the development of a Theory of Change, which includes an intended impact statement (the goal the organization wants to accomplish), the theory of change itself (a depiction of the causal links between activities and outcomes), and a learning agenda (the areas in which research is needed to fill in any gaps in the theory of change). Using the Theory of Change framework, the YALSA Board designated three priorities to create the intended impact:

- Leading the transformation of teen library services
- Advocacy to policy makers at all levels to increase support for teen library services
- Funder and partner development

Learning and Moving Forward at #alaac16
At Annual Conference 2016, the YALSA Board began the process of reengineering current policies and practices into more innovative and member-friendly models. In 2014 a YALSA member survey indicated that members wanted more networking and volunteer opportunities, especially virtual ones and ones that required minimal commitment of time. In Orlando at Annual 2016, at a session entitled “What’s New in YALSA and How You Can Be a Part of It,” that sentiment was repeated—YALSA members want engagement opportunities with other

(continued on page 7)
Editor’s Note: This position paper was written for YALSA by Beth Yokey and adopted by YALSA’s Board of Directors, April 22, 2016.

Introduction

Public libraries are an integral part of every community’s learning ecosystem. This is particularly true in the summer when youth and their families rely on institutions, such as the public library, to provide both safe spaces and free, high-quality activities that are both fun and educational. Traditionally, libraries’ response to families’ summer expectations have been limited to primarily reading and literacy-based programs. However, the needs of today’s youth are significantly different from earlier generations. In addition to these evolving needs, recent studies show that all youth experience learning loss in reading as well as academic areas over the summer if they do not participate in a range of educational activities that keep their brains engaged. These factors and others point to a need for libraries to revisit their traditional summer reading program model in order to ensure that the services and resources they provide meet the needs of today’s youth and their families. This position paper is meant to help guide libraries as they reenvision the services and programs they provide youth during the summer months.

Abstract

Traditional library summer reading programs do not meet many of the needs of today’s youth because both the demographics of youth and the environment in which they live has changed significantly over the past generation. Libraries must evolve in order to address these newer needs, which include but are not limited to building 21st century skills for the workplace, improving English language skills, and having a safe space to explore their passions and interests. Libraries can boost their relevance and impact by working with community partners to expand their efforts beyond summer reading in order to identify and meet the particular needs of the youth in their community. In addition, library staff must gain skills in facilitating hands-on, informal learning for and with youth and their families.

Problem Statement

Five societal factors have emerged that relate to how libraries serve youth, especially the programs and services they offer over the summer:

• The demographics of today’s youth are significantly different from the past.
• There is growing economic disparity in the U.S. that has a direct impact on youth.
• The skills needed to be successful in the modern workplace have changed, and schools alone cannot prepare youth for the 21st century workforce.
• Recent research has documented that young people who do not participate in educational activities over the summer experience a significant learning loss.
• Young people are increasingly learning and acquiring information through non-text based formats, including but not limited to YouTube, podcasts, games, apps, and hands-on experiences.
Demographics
As YALSA’s recent report, the “Future of Library Services for and with Teens: a Call to Action” points out, today’s youth comprise the most diverse generation ever in the U.S. 22% of young people in the U.S. today speak a language other than English at home. Between 2000 and 2010 the number of Hispanic youth in the U.S. increased by 39%, while the number of non-Hispanic Asian and Pacific Islander youth grew by 31%. Unfortunately, persistent and growing gaps exist in terms of student achievement and race. The National Assessment for Educational Progress reports that Hispanic and African American youth consistently score lower on standardized reading and math tests than their Caucasian and Asian-American peers. In addition to the increasing diversity of the youth population, many are facing significant societal issues that they cannot address on their own. For example, 22% of children in America live below the poverty line, and 1.3 million children experience homelessness each year. In an increasingly diverse environment, cultural competency will be a key point to success in school and life. Building cultural competency skills requires active, peer-to-peer experiences that go beyond learning through reading text.

Economic Disparity
There is a growing inequality faced by youth and families in lower socio-economic brackets, and this is having a profound impact on the long term success of youth. 
- For the first time ever, the number of students in the U.S. who come from low-income families has reached the majority. 51% of youth today live in low-income families, compared to 38% in 2000 (National Center for Education Statistics)
- Wealthy or poor, children have pretty similar cognitive abilities under the age of 1. However, by the time they reach kindergarten, children from the highest earning households score twice as high as poor children on literacy and math tests (Hamilton Project).
- Wealthy families spend seven times more on educational enhancement tools for their children than low-income families ($9,000 per child per year vs. $1,300).
- Since 1970, the achievement gap between low- and high-income youth has grown to 70% (Hamilton Project).
- Only one in 10 youth from low-income families has a bachelor’s degree by the age of 25, yet a college degree remains a low-income student’s best hope of making it out of poverty. (National Education Longitudinal Study)

21st Century Skills
Rapid changes in society have led to the need for today’s youth to acquire different skills from past generations. “Today, much success lies in being able to communicate, share, and use information to solve complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to command and expand the power of technology to create new knowledge.” (Pacific Policy Research Center, “21st Century Skills for Students and Teachers,” www.ksbe.edu/_assets/spi/pdfs/21_century_skills_full.pdf)

Apart from the ability to use digital tools effectively, 21st century skills also include critical thinking, problem solving, leadership, teamwork, conflict management, and decision making. YALSA’s report highlights the fact that today’s youth are entering the workforce without these skills, because the education system has not been able to keep up with the changes of an increasingly global, competitive and technology dependent society.

Summer Slide
As research from the National Summer Learning Association points out, all young people who do not engage in educational activities over the summer experience learning loss. Over the summer low-income students lose more than two months in math skills and reading achievement, despite the fact that their middle-class peers make slight gains. (Oxford Learning, “Summer Learning Loss Statistics Infographic,” www.oxfordlearning.com/2015/04/15/summer-learning-loss-statistics/) Oxford Learning provides these even more sobering statistics:
- More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college.
- By the end of 6th grade, students who experience summer learning loss are an average of two years behind their peers.
- Two thirds of the income-based achievement gap is attributed to
summer learning loss by the start of high school.

This is a call to action for libraries to broaden their focus beyond reading activities, especially during the summer months. Reading is an important element of summer learning, but the integration of activities focused on learning overall creates stronger high-quality opportunities to mitigate the summer slide that many families living in poverty face. Additionally, by integrating reading and literacy into activities that center around youth passions and interests, youth are better able to engage their brains and gain skills and knowledge that sticks with them over an extended period of time.

**Effective Learning Methods**

Learning opportunities in libraries, including those that are carried out throughout the summer months, need to expand beyond just reading, because today’s young people learn from a variety of ways other than reading text. In addition, learning theorists believe that mere information is not an effective way to learn. Instead, more successful learning comes through doing. While the concept of learning by doing, or experiential learning, is not new, recent studies have shown that students doing more activities learn more than students reading more pages or watching more videos. (Koedinger, K. et.al “Learning is Not a Spectator Sport: Doing is Better than Watching for Learning from a MOOC.”) Adopting a connected learning approach, which focuses on interest-driven and hands-on learning, helps maximize learning for young people.

**Proposed Solution**

Public libraries have a strong history of providing communities with summer classes and events. Youth and their families think of the library as a place for summer opportunities, which perfectly positions libraries to help mitigate the learning loss and other issues youth face, particularly over the summer months. In order to achieve this however, libraries must

- Expand their focus beyond traditional reading and literacy-focused resources, programs and services.
- Accept a broader definition of reading and literacy in order to help young people build the wide array of literacies skills (including text-based literacy, visual literacy, media literacy, etc.) needed for the 21st century workplace.
- Embrace an expanded focus for programs for and with youth that integrates hands-on learning activities related to STEM (science, technology, engineering and math), 21st century learning, and literacy.
- Curate content and develop collections with teen input that span a variety of formats, including digital tools and human resources.
library staff from similar (and different!) libraries to collaborate, learn, and grow together.

The YALSA Board also spent time learning about microvolunteering, oradhocracies (where interested parties gather together around a need and work for a short period of time to deliver timely, relevant resources), and is excited to see how these short-term volunteer opportunities can meet the needs of its members. (Read more at www.ala.org/yalsa/sites/ala.org.yalsa/files/content/MemberEngagement.pdf.)

With information from members and other associations, the YALSA Board started the process of looking at task forces, committees, and advisory boards and seeing where things can be improved for our members. For example, there are probably times when a three-month time frame, instead of a year-long commitment, would work best for a task force to create an online toolkit. Or perhaps a group could work on a crowdsourced list of books about teen mental health for posting on the blog The Hub. Perhaps a dedicated group of volunteers could meet in person at the YALSA Symposium and develop a set of guidelines about a certain aspect of the profession. I could easily keep listing examples of new ways to engage members.

We’re counting on you to try out these new ways of engaging with YALSA and sharing your likes and dislikes so that we can continue to improve your membership experience. Feel free to let me know what you think by contacting me at gsarahthelibrarian@gmail.com.

Innovation
As the YALSA Board moves forward, we are working to be innovative in a smart way. In each step of the process, the Board is using association research, YALSA member surveys, and data-driven decision-making. Innovation is an evolutionary process, and as the board strives to be innovative we will analyze what is working, what isn’t, and the best next steps to take.

Read on to see how the new National Educational Technology Policy will impact school library staff and how Do Space, a nonprofit community center for technology that includes a digital library, education opportunities, and a small makerspace is shaking things up in Omaha. Learn about the Leadership Anchorage project, a proven leadership pipeline for the community, and consider how some aspect of the program could be implemented in your area. In this issue of YALS you will discover innovations happening in diverse communities across the country.

Don’t forget, my next virtual member town hall is on November 16 at 5 p.m. Eastern. Please participate and share your ideas and feedback on the innovative ways YALSA is moving forward with a teens first mindset!
Innovation and Change in Learning: Impact for Libraries

Welcome to Research Roundup. The purpose of this recurring column is to make the vast amount of research related to youth and families accessible to you. To match the theme of the fall issue, this Research Roundup column focuses on innovation and change in out-of-school learning and how that can be applied to libraries. For each item listed below you’ll find a short overview of what the research resource is all about and some ideas about how you might integrate the findings and recommendations into your work with youth.

Growing Together Learning Together
“When is an afterschool program more than just an afterschool program? When, like PACE (a middle school afterschool program in Nashville), it’s part of a system that coordinates efforts and resources to bring young people opportunities—such as sessions with a trained literacy specialist—that might otherwise be out of reach.” In this resource, the Wallace Foundation details how to develop a system of successful afterschool programs and highlights how these programs use a framework focused on two foundational premises. One premise is that youth gain benefits from frequent participation in high-quality afterschool programs. The second premise is that a coordinated approach can increase access to afterschool programs. They have identified four key elements of an afterschool system:

Strong leadership from major players – For an afterschool system to succeed, all major players need to “own” the effort to some degree. Leadership changes so ownership has to come from more than one institution.

Coordination that fits local context – Depending on local needs, an afterschool system can be coordinated by a single public agency, multiple agencies working together, a non-profit intermediary, or a network of partners.

Effective use of data – Gathering and sharing data on a large scale takes both technology to track and organize information and a skilled staff to interpret and act on it. Assessing the supply of, and demand for, programming, recruiting, and retaining students, and measuring quality and performance are all important; tools like David P. Weikart Center’s Youth Program Quality Assessment are available to help.

Comprehensive approach to quality – Cities must decide what quality means to them, how “high stakes” to make their assessments, and how to support continuous improve-
ment of programs. Setting standards requires fostering a shared understanding of quality, getting buy-in, and developing standards, all of which take time and resources. Meeting standards requires continuous improvement, regular assessment and feedback, along with planning sessions, technical assistance, on-site coaching and off-site training, distribution of resources, and meetings with fellow providers to exchange ideas and tackle shared problems.

This approach to successful afterschool experiences is ultimately about partnership and leads to two goals: (1) to shore up support for, and strengthen the work of, the afterschool system itself; (2) to bring the power of the afterschool system to bear on the city’s broader priorities.

Ready by Design: The Science (and Art) of Youth Readiness

Spark Action is a collaborative journalism and advocacy network focused on mobilizing action by and for young people. One aspect of the collaborative’s work is an approach to program development called “readiness by design.” Readiness is a youth’s ability to persist and thrive in the world as a youth and as an adult. Readiness by design requires designing programs intentionally that integrate the science of readiness into the daily experiences of young people. Spark Action describes readiness through a set of abilities including:

- I can get and stay healthy physically, emotionally, mentally, and spiritually.
- I can solve problems and make decisions about the intellectual, social, moral, and emotional issues and problems I face.
- I can relate to others and the world by forming, managing, and sustaining my relationships.
- I can use insights to grow and develop in each stage of life.
- I can work and stay focused in each stage of life.
- I can think and create in ways that help me navigate and experience life.
- I can persist through struggles and maintain hope no matter my challenges.
- I can engage with people and places by being present and engaging in meaningful, real, and honest ways.
- I can apply learning in the world to meet life demands.
- I can feel and express emotion appropriately and as a way to connect with others.

A youth developing readiness gains support through peers and mentors and through adequate time and space to explore and refine their abilities. This framework is like many other 21st century skill frameworks that focus less on discipline specific information and more on global skills. Spark Action offers a list of skills and mindsets that they feel are necessary for youth to achieve readiness. (See Figure 1)

### Figure 1: Skills and Mindsets to Achieve Youth Readiness

<table>
<thead>
<tr>
<th>Skills</th>
<th>Mindsets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>Fairness</td>
</tr>
<tr>
<td>Resource and information processing</td>
<td>Open-mindedness</td>
</tr>
<tr>
<td>Coping</td>
<td>Future orientation</td>
</tr>
<tr>
<td>Communication</td>
<td>Humility</td>
</tr>
<tr>
<td>Organization and planning</td>
<td>Pragmatism</td>
</tr>
<tr>
<td>Problem-solving and decision-making</td>
<td>Agility</td>
</tr>
<tr>
<td>Reflection and self-awareness</td>
<td>Drive</td>
</tr>
<tr>
<td>Self-regulation</td>
<td>Adaptability</td>
</tr>
<tr>
<td>Basic life management</td>
<td>Curiosity</td>
</tr>
<tr>
<td>Thinking and analysis</td>
<td>Compassion</td>
</tr>
<tr>
<td>Self-care</td>
<td>Courage</td>
</tr>
<tr>
<td>Relationship management</td>
<td>Empathy</td>
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<tr>
<td></td>
<td>Growth orientation</td>
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<td></td>
<td>Optimism</td>
</tr>
<tr>
<td></td>
<td>Persistence</td>
</tr>
<tr>
<td></td>
<td>Purposefulness</td>
</tr>
</tbody>
</table>

Readiness is a youth’s ability to persist and thrive in the world as a youth and as an adult.
Readiness is the dynamic combination of being prepared and willing to take advantage of life’s opportunities while managing life’s challenges. Readiness is the ability and willingness to strive or to move forward within the context of one’s current conditions. It gives youth opportunities to learn to cope with a constantly changing environment.

Libraries can support the “Readiness by Design” principles through providing space and time for youth to learn, develop, and demonstrate their readiness. Libraries achieve this through providing youth access to welcoming, safe, and structured developmental environments—positive places where youth can spend time, know what to expect, and know what is expected. Libraries can make sure that youth have access to authentic, positive, and productive developmental relationships along with challenging and engaging developmental experiences. When libraries make these types of developmental practices an integral part of official systems, opportunities for youth most in need of support increase exponentially.

Crystle Martin is a postdoctoral research fellow for the Digital Media and Learning Hub at the University of California, Irvine. Her research interests include informal learning and youth and the future of libraries.

YALSA

Become a Friend of YALSA

Friends of YALSA (FOY) was created to ensure excellence in the Association’s traditional programs and services to library workers serving teens and to support growth in new directions as our profession meets the exciting challenges of the 21st century.

Each year, FOY funds are used to support over $16,000 in member scholarships, grants and stipends, including a Spectrum Scholar and Emerging Leader. Funds also support areas such as advocacy, continuous learning, research, planning for the future and teen literacy & young adult literature.

Become a friend in any giving category by making your tax-deductible donation via credit card or sending a contribution by mail.

Visit www.ala.org/yalsa/givetoyalsa/give today.
IDEA Lab and Hack Health: Real World Examples of How Libraries are Reenvisioning Teen Services

For this YALS Interview we talked with Monnee Tong at the San Diego Public Library (SDPL) and Christie Kodama, Beth St. Jean, & Mega Subramaniam University of Maryland (UMD) College of Information Studies about their work with teens. You can read more about how libraries are reenvisioning their teen services in YALSA’s series of case studies at http://bit.ly/yalsa_case_studies.

YALS: What did you want to achieve in your work with teens?

SDPL: The goal of the IDEA Lab Tech Team Internship is to teach new technology skills to teens and help them to cement those skills by having the opportunity to teach their peers. As the program progresses, our hope is to connect the interns to the greater professional community to help them realize their interests can turn into career opportunities.

UMD: The central focus of the HackHealth program is to help young adults investigate their own health interests, whether it is information they personally need, information for a family member, or information they want simply out of curiosity. At the end of the program, young adults (and their parents) attend a closing party at the University of Maryland and demonstrate what they learned through a presentation using the media of their choice.

YALS: How would you describe the project?

SDPL: The IDEA Lab Tech Team Internship is a teen internship program at San Diego Central Library. It was developed for e3 Civic High students, the charter school that is housed in the same building as the Library. Teens who are a part of the IDEA Lab Tech Team develop 21st century skills by receiving training from community partner Media Arts Center San Diego. As a result of this training and the opportunity to create content, since 2014 the teens have created

- Four videos
- 15 workshops for peers (including introductory workshops on iMovie, GarageBand, and Photoshop, as well as on how to use a drawing tablet)
- The exhibit *Citizens of Central*, a spin-off of *Humans of New York*, that focuses on Central Library staff
- A coloring book with scenes from downtown San Diego.

UMD: At the beginning of the HackHealth program, young adults are asked to choose a health topic of personal relevance and interest. They spend time creating research questions that they want to explore and answer related to their topic of interest; learn about choosing good search terms to help them find useful, relevant, and credible information about their health topic online, as well as in their school’s available databases and print collections; and explore various modalities they may want to use to present what they learned about their chosen health topic to others. To help young adults improve their information literacy skills, several lessons are taught that help them learn about the research process, how to navigate through a search engine results page, and how to read a URL/web address. In HackHealth, young adults get to think more critically about the websites they have visited and will visit for information on health topics. During each weekly session, young adults spend time putting what they learn immediately into
practice by searching for information on their specific health topics, taking notes on what they find, and organizing that information in a clear way to be presented to others.

At the end of the HackHealth program, young adults bring together everything they learned about their health topic into a presentation. These presentations have ranged from classic PowerPoint slides on sports injuries and brain cancer and Prezi presentations on asthma and breast cancer to more unique forms of presentation including an interpretive dance on Kawasaki disease, a play describing a girl with sickle cell anemia, and remixing the lyrics of a Taylor Swift song to talk about thyroid disease.

Continue to have fun: We learned which activities are more appealing to young adults as we offered the program at successive schools. For example, we learned that one particular method of taking notes (Cornell note-taking) was not favored by the young adults with whom we worked, so we had to change it to another method (VIP note-taking).

YALS: What did you learn as a result of this project?
SDPL: So much! We learned that over time the interns slowly took ownership of the IDEA Lab and wanted to see it succeed. We also learned that the teens found the soft skills they learned from the internship just as valuable as the technology skills they acquired. When asked what they remember most about being an intern, many of them commented on some aspect of teamwork or collaboration.

UMD: We learned to be adaptive. Working with young adults in schools can pose some interesting challenges. Snow days, testing, and varying school schedules kept the HackHealth team on our toes. It seemed like each week we were modifying some aspect of the week’s activity to fit in with unexpected events.

We learned to take advantage of the fact that young adults are motivated by their personal interests.

YALS: Did you face any challenges, if so, how did you overcome them?
SDPL: Absenteeism and keeping teens on track to complete their projects has been challenging. Our first year was the most challenging, because the expectations weren’t clear enough for the teens. After that first year, I had a meeting with each intern and outlined the expectations we had for them. We had the teens sign contracts that stated they were committed to completing the program.

UMD: Retention: Because HackHealth took place after school, it had to compete with other after school activities and programs. In order to make sure we attracted as many students as possible and maintained their interest throughout the program, we made our activities highly interactive and did the more engaging and exciting activities early on in the program.

We learned that the skills the young adults learned in HackHealth have broader impacts on how they seek information in other contexts. After completing HackHealth, young adults felt like they were “experts” at searching online and felt confident they could find the relevant and credible information they need in and out of school. In her follow-up interview, Chocolate Rain (a pseudonym) affirmed that her skills used to find health-related information have improved. She stated, “Now when I research things, I actually stop and think about what sources (dot-org, dot-gov, dot-com) should I trust? [She now thinks], ‘Should I check to see what other sites have the same information?’”

We learned that the skills the young adults learned in HackHealth allowed them to be information intermediaries for their families. They felt confident that they could use these newfound skills to help their families and friends find information. Star Wars, for example, said that she would not recommend to her family members that they look online for health information because, as she explained, “. . . my family is very . . . They don’t know if it’s reliable or not and they’ll . . . You know how people just read something and they’re like, ‘Oh my god, that’s true!’ and I’m like ‘Oh my god, that’s not true!’ and then they’re stuck doing stupid rituals like ‘Oh my god, let me put something on my head!’ I was like ‘Mmm, is this what the world has come to?’ Yes, it has!”

YALS: Do you see this work connecting to YALSA’s “The Future of Library Services for and with Teens: A Call to Action?”
SDPL: We are inspired by connected learning, which is outlined in “The Future of Library Services for and with Teens: A Call to Action.”
We use connected learning as a guide to how we approach teen services. In that type of library, staff become active participants in teen learning by being connectors, mentors, and cheerleaders.

The IDEA Lab Tech Team Internship is an example of how we’ve incorporated connected learning. The program provides a safe space for self-directed, interest-driven learning for students who may not have had the chance to explore new skills or future career options without it. We’ve moved beyond simply check out books by providing a place where teens can create, be engaged, discover and learn, or simply hang out. It’s essential that librarians are there for teens, not only to assist them with their information needs, but to be their guides in making the connection between what sparks their interests and future careers.

**UMD:** As a way to support media literacy skills, for their final presentations, young adults are encouraged to try new and different ways to present on a topic. This unstructured and informal learning environment leads to their willingness to create something using a tool they have not used in the past (such as creating a digital comic with ToonDoo or a glog on Glogster). Connected learning is also called out in the Futures Report, and HackHealth taps into the things that young adults are already excited to learn about.

In many cases, young adults choose to research health conditions that they have (e.g., asthma, Kawasaki disease, sickle cell anemia, Type I diabetes) or that one of their family members has (e.g., foot pain, heart disease, HIV/AIDS, cancer).
At Do Space teens have opportunities to connect with community, have hands-on practice with technology, and mentor others. Do Space is a community space, open from 9 a.m. to 9 p.m. daily. The interior space serves a variety of functions and features:

- Individual computer workstations featuring nearly 200 personal computers, mobile laptops, and e-reader tablets
- 3D lab complete with laser cutter for product prototyping or printing unique projects
- Dedicated teen room with large monitors for gaming and work areas to finish class projects
- Additional desks and nooks for using personal devices and for small group work
- Centralized access to printers, copiers, and other shared services
- Program rooms that provide flexible space for group classes and instruction
- Small-group conference areas

Our goal is to empower community members and local organizations to act as cocreators of the space. We want to work together with our community to develop increasingly advanced digital skills among Omahans.

After having been open for nine months, we have approximately 5,600 Do Space Members in the 11-20 year age range. This group mainly uses the space for gaming and studying. They come in small groups and migrate to the teen room.

Our teen room is equipped with gaming systems, Xbox One and PlayStation 4, preloaded with PG-rated, educationally minded games. This includes “Octodad” and “Ori and the Blind Forest,” just to name a few. Teens are also sitting in the main computer area, where they use the space for individual or group study daily.
Teens Seek Knowledge, Help Others

In this 21st century library, teens check out tech kits, rather than books, with specific projects and activities to complete. The kits include a Raspberry Pi to learn basic programming; Arduino, an open-source software that makes it easy to write code and upload it to the motherboard; Cubelets that when combined can make moving robots or flashlights; and littleBits robot kits with electronic building blocks for creating and inventing.

Teens serve as Do Space volunteers, too, answering questions at the information desk and leading group tours. As tech sidekicks, they hang out at the tech help desk and troubleshoot on the floor when Do Space users need assistance navigating the web, printing, or have general computer questions.

Additionally, there are several teens in the mentor program. Teens self-identify as being proficient in social media or Photoshop, for example. If another teen seeks a mentor for help with that, Do Space matches the member with their peer mentor. This is free, one-on-one tutoring among peers.

Jeff Synder, 16, is a frequent Do Space user and volunteer. The software and hardware made available at Do Space allows him to complete school projects like making videos and learning game design, but he most enjoys the tools that inspire teens for a future career in technology.

“In my six months at Do Space, one of the greatest things about volunteering is having the opportunity to sit down and talk to people of all backgrounds,” said Synder. “I have learned so much about different fields and areas pertaining to technology just by talking to the people who come and use the space.”

Another teen volunteer is Frank Fu, a 16-year-old who mentors other teens and is an expert on the laser cutter.

“I’ve always been interested in starting my own business, and being able to learn how to do that while sharpening my skills here has been a really cool opportunity,” said Fu. “I also enjoy the sense of community among the staff and other volunteers at Do Space.” Fu laser cutted jewelry that was showcased during Omaha Fashion Week in August.

“Project-based learning along with a ‘fun or we don’t do it’ attitude is the basis for all programming at Do Space,” said Jessica Johnson, Do Space Director of Community Learning. “Teens want to be inspired. That’s what we aim to do.”

Additional general programming at Do Space includes:

• Hands-on instructional classes for software and new hardware at a variety of levels from WordPress 101 to Getting Started with Photoshop
• Demonstration programs that showcase new ideas and technologies such as 3D printing, SketchUp 3D design, and Laser Cutter crash courses
• Seasonal classes like Laser Cutting Christmas Ornaments, Fitness and Sports Technology for the New Year, and Black History Month Wikipedia Edit-a-Thon
• Everyday use of technology such as Home Automation, Traveling with an iPad, and Parenting in the Digital Age

This is the place where curious minds come to explore, invent, design, and create.
“We’re not called ‘Do’ Space for nothing. A big part of our education philosophy is emphasizing the learning of new skills through actual practice,” said Johnson. “We avoid lectures and passive class structures in favor of hands-on, project-based programming through which teens and other youth can learn vital technology skills by working through projects.”

From learning the basics of desktop computing to launching a start-up, Do Space provides community members with mentors and the space to make it all happen and help ideas take shape.

**Access to Technology can Change the Future**

So why create this space? It’s simple. Technology access can change everything. The future belongs to those who understand technology, and the only way to ensure we’ll be part of this future is to dramatically change technology access and education.

Do Space gives people from all walks of life and at any age access to software, computing, and emerging technology. This includes the empowerment of everyone in the community by providing the tools and guidance needed to learn, create, explore, and invent with technology.

Every day, Do Space users are accessing technology and combining it with their own curiosity, creativity, and ambition to open new doors, change their futures, and shape ideas into tangible innovations. At Do Space, there’s no limit to what you can do.

Learn more at www.DOSpace.org.

Rebecca Stavick is the Executive Director of Do Space in Omaha, Nebraska.

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**FROM THE EDITOR**
(continued from page 2)

That’s why in this issue we’ve included YALSA’s recent position paper, “Adopting a Summer Learning Approach for Increased Impact.”

Don’t forget that the YALSA blog includes additional materials that complement the print YALS. You’ll find that content at: http://yalsa.ala.org/blog/category/yals/.
Grow a Little

I’ve always loved being at the library. It was a place where little teenage me didn’t have to worry about what I wanted to do in the future or my raging lack of self-confidence. I could just lose myself in the stacks of books for a few hours while the only thing I had to worry about was whether or not I could fit all the books I wanted into my bag.

The Life of an Intern

So when I met with Tiffany at WorkSource, a WA based service connecting people and employment, and learned that I could work at the library through the Pathways to Success internship program, it was like a dream come true. At that point I still didn’t know what career path I wanted to take, not that anyone really does at my age. I did know that it involved books and literature in some fashion or another and what better place to explore my interests then the library?

Before I became the BiblioTech intern (BiblioTech is a Kitsap Regional Library System program that includes a teen intern component.) I had done about five months of volunteer work as a Pathways to Success intern at the library system. This gave me a chance to get to know the people at the library as well as see how the programs they sponsored worked. At the time I felt that my role was very much a supportive one; I would support the librarian by helping set up and take down the set of the program and by helping to facilitate said program. During this time I was able to observe the unique ways each person ran their activities and labs while simultaneously getting to know the kids that came to them, which helped me exponentially when I became the BiblioTech intern.

It was quite a shift for me when I became the intern. Instead of asking other people what they wanted me to do, people were asking me what I wanted to work on. (That is a cornerstone of the BiblioTech teen intern program, teens are leaders not just helpers/supporters.) I may have given my mentor, Megan, the “Deer in Headlights” look a few times, when she asked me this, but thankfully she always knew what I needed, whether it was more probing questions to get my brain going or for her to jump in and take control for a moment. Whenever my brain decided to hang up its, “Out to Lunch” sign I knew I could count on Megan to be understanding and laugh off my mistakes with me.

Reaching My Goals Big and Small

My internship was comprised of two big main goals followed by a bunch of little ones sprinkled about. My first goal was a very personal one and it was something that I wanted to do for a long time but...
just didn’t know how. A book blog. I wanted to create a way to share my opinions of the books I read while also allowing people to comment on my thoughts and opinions. This ultimately led to my interest in coding. I had heard of coding before but I’m sure, like a lot of people, I had this absurd idea that since I wasn’t very good at math or science there was no way that I could code. So I never really tried.

I can honestly say that I probably never would have tried coding if it wasn’t for Megan. Knowing that she would support me no matter how well I did (or didn’t do) gave me the confidence to at least try. I was completely new to the whole coding thing but thankfully Megan was not only familiar with it but she was also a librarian, meaning she could handle my endless barrage of questions with ease. It took quite a bit of work, but once I was able to understand the language it actually became pretty fun.

I can’t claim that I am a professional coder now or that I know all the tips and tricks to coding, but I feel like I know enough to build off of. Just having that knowledge and experience helps give me confidence to try new things.

In between my two main goals I had a few small ones, one of which was to enroll and start at Olympic College. I was having some issues getting officially enrolled but thankfully I managed it. Megan was a big help by not only being able to relate to the struggle of dealing with college life but by just keeping my spirits up. I can recall several times during my internship where we would be sitting down and discussing future plans when all of a sudden one of us would just burst out laughing for no apparent reason. Usually it was me, but you get the point. Or when we would be setting up the room for BiblioTech Wednesdays (the program Megan’s branch library sponsored every week) and would start talking in the strangest accents we could come up with and be glad no supervisors were around to witness our complete and utter weirdness.

My second main goal was probably the most nerve wracking for me. By now I was used to being in a more leadership role when it came to working with the teens at the library, but my second big goal was to create and facilitate a program with the Boys and Girls Club, a group of young teens I had never met at a facility I had never been to. I think that would make anyone a little nervous. In my mixture of nervousness and excitement I went and planned out four different programs that we could potentially do. Unfortunately during the time of my internship I was only able to facilitate two of them, but they were both fun nonetheless and the teens seemed to really enjoy them.

Learning to Facilitate a Program

The first program I did was a Superhero Lab where the teens got to design and create their very own Superhero. After they created their hero, they then got into groups to discuss how their heroes could work together to defeat their arch nemesis and from there they got to speed draw their arch nemesis mask. This lab was more relaxed and was intentionally designed as a way for me to be able to get to know and understand the teens as well as the facility as a whole. The kids really seemed to enjoy it and it gave me a good chance to talk with them and find out what their interests were. But I have to say that my second lab was my favorite.

The second program with the Boys and Girls Club was much more “sciencler,” and by that I mean “messy.” In this lab we created Elephant’s Toothpaste, which is like a volcano except instead of lava we got thick colorful foam. The teens were ecstatic when I told them they got to mix and measure the materials and one girl actually jumped with excitement when I told her that they could touch the foam that came out.

When I designed the labs I had a very important goal in mind, and that was that I wanted to create something that was not only fun and informative but I wanted the teens to be able to touch and interact with what we were doing, not just sit in their chair and watch me do everything. I’ve always been more of a “Learn with your hands, not with your ears:” sort of girl so I found it fun to create a
program I knew I would have enjoyed doing. I knew my plan had succeeded when the teens came up with the idea to mix all of the different food coloring colors into the bottle, but instead of just dropping the color in, they would drizzle it down the sides so that when the foam came up it would look like a rainbow. You know what? It worked. And it was such a wonderful feeling to see the joy and excitement on their faces when it did.

A Great Graduation Gift
The very last thing I did as an intern is something that really carves a soft spot for the library and the people that work there into my heart. As a sort of graduation gift Megan took me to the University of Washington in Seattle to check out the campus, sample a class, meet with an English adviser, and check-out Transfer Thursday (a weekly event for potential students to learn more about the University). To say the act was touching is an understatement. Some people might think it’s weird to go check out a college with your boss, but for me there is no one else I would have rather gone with. For me, Megan isn’t just any boss; she’s a co-worker, friend, role model, supporter, fellow nerd, and many other things rolled into one. I have an overwhelming amount of respect for Megan and I know that she respects me too, which I believe is the basis of what makes our relationship work so well. I couldn’t have asked for a better boss and I couldn’t have asked for a better place to work.

Since working at the library I have found that not only has my confidence grown but I feel as if I have grown as a person as well. The library has always been a place close to my heart but now it has even more meaning for me, and I hope that all my fellow interns, present and future, enjoy the job as much as I did.

Shelby Barnes is an 18–year–old BiblioTech intern graduate at the Sylvan Way Branch of the Kitsap Regional Library. She is currently pursuing her Associates degree with the intent to transfer to a university and gain an English degree.

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School is where students go to learn, but what is it exactly that they’re learning? I am a middle school student and I have hands-on experience with the type of “learning” that goes on during the school day. There are many students that struggle with topics or don’t do work. The curriculum isn’t right for young minds, because it molds them into being unprepared. It is only later in life, after you finish high school and college, that you have learned enough to get a job, and even then it can be hard. The main point of this article is that what students are taught in their early school years is not what they need to be taught.

We learn in school, this is true. But the questions we are asked are questions like “What is an index fossil?” or “How do you find standard form of a quadratic equation using a calculator?” when what should really be being asked are questions like “How do you do your taxes?” or “How would you make sure you were financially secure while starting a business?” As students, we aren’t supposed to question what we’re being taught because we’re the unknowledgeable ones, and the adults know best. Of course we will need to know why Kansas was called “bleeding Kansas” while finding a part-time job. Of course we will need to know what Rosalind meant when she said that she was “wrestling with her emotions” when raising our children. This is what I’m talking about. We are taught the most pointless information instead of what could be the most useful. Yes, you can learn how to do taxes or take care of children by taking certain electives or extracurricular activities, but why is the amount of food an average slave was fed on a plantation during the 1800’s more important? The simple answer is; it’s not.

Most of the blame goes to school system, who decided that learning about parabolas was more important than learning about supporting a family or finding a career that’s right for you. It’s true that some of the blame goes to the students, for not paying attention during class. But that is not a cause of improper education, it is a result. Some of the blame also goes to George Bush’s “no child left behind” policy. Let’s just accept that at some point the people at the top made some mistakes and now the children of our country, the future of our country,
do not know basic skills needed in life. Maybe the reason they don’t teach us how to, for example, do our taxes is simply because of a misunderstanding of the importance of learning, or maybe it’s because the government wants to be sure it can charge us extra money in the future because of our mistakes in filing our taxes. The reason does not matter. What matters is that the children of the future will struggle to pay back their student loans, struggle to pay their taxes, and struggle to support their family and find a good job.

So I ask you, do you understand how important our education is? Do you understand how us being held back from skills we need will not only affect us, but will affect the whole country? We are the future, and without well-guided education about how together we can make the future a brighter one.

“Do you understand how us being held back from skills we need will not only affect us, but will affect the whole country?”

Lucca Kemp is middle school student in Maryland.
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Leadership Anchorage

Taking part in a leadership program can lead to unexpected opportunities and successes

Stephanie Schott

When someone hikes the complete Appalachian Trail within a year, it is called thru-hiking. However, most die-hard thru-hikers will never agree on who that includes since many purists exclude hikers who take side trails or those who hitchhike part of the trail. When I began Leadership Anchorage, a seven-month leadership development program run by the Alaska Humanities Forum, I came in as a purist. According to me, leaders were a particular kind of person with a specific personality type and trajectory. Even though I did not fit my own definition, I applied due to my annoying tendency to shake up my comfort zone. I approached the program much like a thru-hiker – checking the program’s road map, questioning what I had gotten myself into, hoping I had everything I needed, and wondering how I would get to the end of the journey. Now as a Leadership Anchorage gradate, I realize the program was a stepping stone of a larger journey – this article is my revised personal roadmap, complete with side trails.

History of Leadership Anchorage

Leadership Anchorage (LA) started as one of 10 national programs of the Pew Partnership for Civic Change in 1997. The program was embraced as a way to gain more diverse participants in city government and serving on boards and councils. In turn, these organizations would garner more input from and exposure to various cultural and ethnic groups. By the time Pew funding ended, LA was adopted and sustained through local financial support.

With the guidance of the Alaska Humanities Forum, LA uses a humanities approach to study the cultural, political, and civic environment of Anchorage, Alaska, and the world. The program prides itself on recruiting established and emerging leaders from diverse backgrounds and professions. Together, each year’s cohort experiences a two day retreat, nine full day Saturday
sessions, one-on-one mentorship with a community leader, discussions based on readings and the results of various personality tests, and spend over 80 hours working on a group project that benefits Anchorage. In sum total, participants graduate from LA with honed leadership skills, a newfound sense of self, and an expanded network consisting of their cohort and alumni. You can learn more on the Leadership Anchorage website—www.akhf.org/#leadership-anchorage/q5fvz.

Beginnings & Belonging
It is safe to say that many who participate in LA are at a crossroads. We are self-motivators looking for the next stage whether we are in our 20s or 60s. We are ready to put ourselves in an ambiguous situation for several months. In this case, we were 22 peers meeting much like The Breakfast Club (a librarian, a small business owner, a park project manager, a consultant, a music teacher, a graduate student, and so on). Our first session was an overnight retreat that included icebreakers, team building activities in the snowy outdoors, some snoring, kitchen duty, journal entries, and reading aloud our own obituaries. These pieces are a master-stroke of the program. Imagine writing your own obituary: what is included or excluded, who are the people most important to you, and what is your legacy? It goes well beyond answering “Where do you see yourself in five years?” These were short autobiographies mixed with humor, tears, aspiration, and humility.

With this honest introduction, we all move toward better understanding of our group of individuals (a dreamer, a survivor, a storyteller, a philosopher, an original, a charmer, and so on).

Nine Sessions
Each LA session was focused on a theme or related themes. Our most intense session, one with the theme of diversity, race, and culture, included a discussion of Ta-Nehisi Coates’ Between the World and Me, a privilege walk exercise that had everyone scattered around the room based on various advantages and disadvantages, and a candid conversation about personal experiences and concerns. Another session centered on Alaska Native cultures with an amazing guest speaker touching on the differences between Alaska Native and Western values, an interactive string story presentation, and a reader’s theater version of a play about the boarding school experience of Alaska Natives.

Other sessions dealt more with more traditional leadership skills. We conversed about group dynamics, accountability, fostering civic dialogue, and collective impact. These topics lent themselves to conversations about work/life balance and having difficult, fierce conversations. The further we delved into all of these issues, the deeper our bonds grew. In turn, these bonds created better, more authentic moments for mutually respectful dialogue.

Maybe one of the best things to learn about leadership is to be generous. By the time we reached our last session, we were a family. The last session felt like a series of rites, but the most touching was sharing our appreciation for each other. There is no better gift than hearing what your peers think of you, what they admire about you, and the hopes they have for your future. It is an unparalleled lifetime gift.

Mentorship
One-on-one mentor meetings augmented our sessions. The mentorship consisted of regular meetings to discuss personal and professional leadership goals. My mentor, Michele, the director of Anchorage United Way, was a welcome addition to my LA experience. I decided to work with Michele because I wanted to look outside the library and education fields.

Michele is an amazing woman with a wealth of experience under her belt—she has seen it all and is willing to share her keen insight. During our talks, she gave me articles and recommended books. Though Michele ended up taking a sabbatical, our brief mentorship was paramount for me. Even after a handful of conversations, she was able to diagnose me as a perfectionist. Though I would normally deny this, Michele made me realize I could have categories of work that require different amounts of time and attention. That replays in my head every time I find myself starting to fuss over a flyer or a social media post.

Michele gave me invaluable advice that cut to exactly the message I needed to hear. As I consider my career path, I feel that I will continue to use her words to course correct as I move forward.

Anchorage’s Diversity
Before I moved to Anchorage several years ago, I did not think it was a very diverse city. However, nothing is further from the truth: “As of 2010, Anchorage’s Mountain View neighborhood is the most diverse census tract in the entire U.S. In fact, three of the top 10 most diverse are in Anchorage, followed mostly by a handful from the borough of Queens in New York” (bit.ly/anchorage-data). Take a moment to let that sink in, and then consider that according to the Anchorage School District there are 93 languages spoken by students at home (http://www.asdk12.org/aboutasd/languages).

The cohorts created by LA reflect this profound diversity. Every year, LA expands the network of leaders from every conceivable group and sub-group within the larger Anchorage community.

Group Project
Projects are solicited from the community to address specific needs and selected by LA members. Group projects included a workforce develop-
Without a doubt, it broadened my professional and personal circles, opened future career paths, helped bring personal issues forefront, and guided me toward inevitable conclusions.

Conclusions
LA is still changing my life. Without a doubt, it broadened my professional and personal circles, opened future career paths, helped bring personal issues forefront, and guided me toward inevitable conclusions. During the LA program, I managed to look around and get my bearings. Now I am creating my own unit of measure for personal success and reevaluating my milestones. It seems feasible that disparate pieces of my life can be incorporated into a deeply personal, balanced weave. Or at least that seems like my present goal, but it will probably evolve.

When I think of my purist versions of leadership, they seem so short-sided. Everyday, I lead from the middle. There’s very little that I hold back if it’s in the interest of improvement. More importantly, my comfort with my own talents and arc is growing. So, while I have never hiked an inch of the Appalachian Trail, I feel like this blog comment sums up every journey: “Thru-hiking the Appalachian Trail is an experiential accomplishment, but beyond that, it’s a personal accomplishment. You don’t have to worry about what anyone else does between Georgia and Maine. The only questions that matter are ‘what do I consider a thru-hike’ and ‘did I do that’” (http://appalachiantrails.com/definition-thru-hike/). Amen. How can you lead if you do not acknowledge who you are, where you are in your life, and how you want to shape your future? Write your obituary, find a mentor, read an inspirational book, ask unexpected questions, join Toast Masters, question why things are always done a certain way – find some other way to re-frame your life, work, and future. Daring greatly has its rewards.

Stephanie Schott received her MLIS from Rutgers University. She has over a decade of library experience in youth services, outreach services, and special libraries.
Librarians as Community Ambassadors

When library staff embed themselves in the community everyone benefits.

As libraries continue to shift ideology and reconsider traditional programs and services, several frameworks for the work of library staff and the role of the library come to mind. Libraries:
• Serve as community center or community hub,
• Provide meeting spaces, maker spaces, job assistance,
• Support literacy development,
• Support social service needs of all ages.

All of these require a close look at the diverse needs of a specific community. And, they require using a variety of approaches to learn about those needs. Sometimes, community needs are easy to figure out, such as knowing that a community requires access to streaming video, to which a common library answer is offering the service Hoopla. Other times, needs of a specific community may be more difficult to determine and require an in-depth assessment and relationship building.

Learning About Community
Typical evaluation tools to learn about the community often include surveys, questionnaires, focus groups, meetings and informal conversations. These methods can provide valuable information and insight into the needs of a community and are necessary for growth. However, they may not be as effective in learning about a population’s needs as one might expect. For example, when people respond to a survey or participate in a focus group on what services the library can offer to fit their needs, they often limit their answers to ideas associated with a preconceived notion of the word “library.” People think their answers must be in the traditional realm of possibilities, those with which they are familiar, such as programs or services related to ones already being offered. This mentality, of course, does not effectively support an ultimate goal of developing and implementing programs and services that the public truly needs.

There is, however, another approach. It encompasses the general practice of going out into the community, joining neighborhood organizations and attending local meetings which can serve as an effective, grassroots method of discovering community needs. This activity, either in addition to traditional assessment techniques or as a stand alone practice, allows library staff to obtain information directly from the source.

Hearing parents speak about issues at a parent teacher meeting, for instance, helps libraries to design new services or programs based on specific needs expressed in meetings. In my community, after delivering two
Where to Get Started Connecting with Community

* Schools—open houses, career day, etc., are great ways to introduce the library by hosting an info table. Once I attended a health and fitness fair at an elementary school and brought pertinent materials in book, CD, DVD, and e-form with prizes. I had a sign that said every child would get a prize for doing 20 jumping jacks. Guess whose booth was the most popular? * Social services offices. Our local WIC office allowed us to leave flyers for our Born to Read program, which entitled families to a quarterly free book. * WIC office * Churches—ask if you can set up an information table at large events. * Salvation Army * Hospitals (you could put together a welcome packet for new babies with pertinent library info, programs, and services). * Government housing—sometimes they have afterschool programs you can visit. * PTSA—high schools, middle schools, private, charter, and religious schools. * Service organizations: Rotary, Kiwanis, Moose, Elks, etc. * Maternity homes * Recreational/community centers * Senior centers * Chamber of Commerce * Free summer lunch programs. One year we were able to offer story time sessions, while another organization distributed meals at a low-income housing unit. * Door to door

The club subsequently voted to fund a literacy program at the library in addition to supporting various library functions. Our presence in the club even compelled at least one member to vigorously renew library interest and become a volunteer after a negative past experience. Without a doubt, library involvement in Kiwanis allowed us to successfully become a welcoming “face” of the library. We met so many neighbors, students, teachers, families, city officials, motivated citizens and community leaders that the library became a well known hub in the city. Perhaps the most significant outcome of this relationship was the formation of a city full of strong library supporters.

Another successful endeavor I had the pleasure of being involved with was the offering of a family literacy program in partnership with the Florida Humanities Council. The target audience was low income, low education, non library users. It was a program that required extensive recruitment. Due to the specific attendee criteria, it was necessary to organize and execute an extremely creative outreach campaign. We began by advertising the program at fairs appropriate to the target audience, contacting school guidance counselors, churches, local nonprofit agencies such as a pregnancy resource center, day care centers, the local Boys and Girls Club and select patrons. A particularly useful pursuit included attending a community meeting at a social service building. Participants included staff from the food stamp office, Salvation Army, free clothes closet, sexual assault treatment center, homeless shelter, mental health office, food pantry, senior center, and nearby churches. This provided an excellent forum in which to speak about the program and encourage staff from local organizations to assist in the recruitment of families. Although the meeting provided an ideal way to
spread awareness about the program, we still needed to invent new ways to identify and sign up families.

We connected with families by hosting a table at the local social services office where families apply for government aid as well as WIC (Women Infants and Children). I laid out a colorful table with balloons and frosted cookies and offered them to everyone who was waiting for an appointment with a social worker. This worked well as everyone was interested in receiving delicious refreshment. As they helped themselves, it gave me just enough time to tell them about the library program and I was able to sign up families on the spot. I also put an ad in the local Chamber of Commerce so that local businesses could refer target families. I even spent one morning volunteering at a church food pantry by bagging food in exchange for the opportunity to put our program flyers in each bag. One Saturday we arranged to grill hot dogs at a local low income housing apartment complex. People were glad to be fed dinner they didn’t have to cook and were a captive audience for the short moment that it took me to hand over their food.

Be in the Community
While these outreach activities were certainly proving to be fruitful, we still had spaces to fill and turned to one last idea: door-to-door recruitment. We picked neighborhoods with low-income households, and armed with our library badges and program information, knocked on doors. It was an initially hard sell due to the inevitability of most people thinking we were salespeople. But once people heard that we were offering six sessions of free catered food and the chance of winning $600 worth of gift cards, many people were on board. We even offered transportation if needed, such as bus passes or even a taxi. Reaching out to our neighbors in this way turned out to be an interesting and even endearing experience. Some wanted to know if we had information about her parking tickets while another mentioned childcare and transportation challenges. One man, upon hearing we were from the library, proudly showed off handwritten accounting formulas he had just learned from a library book. It was clear we were connecting with our community in ways we would have never experienced inside library walls.

Care About the Community
When I became a librarian at a teen tech space in an urban area, I decided to take a different approach. I performed all the expected outreach but I also engaged in a more embedded approach. It was a time when gun violence in the library neighborhood was high, tensions were elevated and we, as library staff, wanted to take an active role in working to change the situation. A colleague suggested taking outreach a step further and demonstrate our support by attending community events such as an anti-violence forum, a wake, memorial and funeral of young shooting victims. When we attended the anti-violence event sponsored in part by the county, for example, we spoke to the crowd about impactful services for teens. One of our crowning services, as we mentioned, is a teen tech space, located conveniently in the neighborhood. It is equipped to teach film-making, photography, graphic design, coding, robotics, music production and boasts Apple computers, professional level software and a future sound booth. Many people did not know the space existed and were glad to know the library system was investing in their youth with such resources. Some of the teens from the space also attended the event and spoke about their experiences with gun violence as well as their positive experience at the library. Likewise, library staff involvement at the event served as a concrete example of our support for our teens.

The message to the audience that evening was clear: the library truly cares about the people in our community.
who were affected by the violence. They saw us personally take an active role in the welfare of their lives while simultaneously modeling positive ways to engage their community. My co-worker further declared that we were there to hear what the public needed. If there was a program or service they wanted, and we didn’t offer it, we were listening. The message to the audience that evening was clear: the library truly cares about the people in our community. This was evident in the representation of library staff among other respected government personnel such as police officers, firefighters, teachers, city and county commissioners.

Keep Communication Channels Open
A word of advice. It’s important to keep library management in the loop about your outreach ideas. Administrators may have more information about the organizations you would like to connect with and about the bigger picture activities of the library and/or the partner organizations. Together you can decide if the activity you are considering is the right approach for you and for the library. In some library systems you may have a main outreach librarian or team and it is always prudent to go through them first as they may already have an active relationship with one of the organizations you seek to contact.

Get Involved
You can do it too! Join groups, attend meetings, drop in at intergovernmental meetings, service clubs, parent teacher meetings, reach out to the social services office, WIC office, state job placement office, schools, after school programs. The idea is to go where people in the community go to get help, ask for things, or get things done. Becoming part of these groups will allow you to see and hear first hand the needs of the community. Take a look at the organization listing at your local Chamber of Commerce, look up service organizations in your neighborhood, drive around town (you may find an organization that you didn’t know existed or isn’t published), contact churches and social services offices. You can make these types of community outreach activities work in your community. Don’t be scared to get started. You’ll find that it’s well worth it.

Shana Hinze has worked in youth services for almost 12 years and was previously a librarian at YOUmedia Miami before becoming Branch Manager at the Allapattah Branch Library, Miami-Dade Public Library System.

Guidelines for Authors
Young Adult Library Services is the official publication of the Young Adult Library Services Association, a division of the American Library Association. Young Adult Library Services is a vehicle for continuing education of librarians working with young adults (ages twelve through eighteen) that showcases current research and practice relating to teen services and spotlights significant activities and programs of the division.

For submission and author guidelines, please visit http://yalsa.ala.org/blog/yals/submissions/.

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What are the results when a teen space is designed with input from teens and a focus on teen needs?

Lessons Learned From a New Teen Space

The San Antonio Public Library’s Teen Library @ Central opened for 13- to 18-year-olds in May 2015. To get to that opening we undertook a process of planning for the space that included teen input and began not with questions about furniture selection and color choices but by talking about what teens want to/like to/desire to do in their library. We asked the question, “What do we want to happen here?”

The process of planning the Teen Library offered the opportunity to ponder why teens use library space (in addition to how and for what). Partnering with teens in the process, following their lead and framing their requirements within a “real” service landscape revealed a set of universal (if incomplete) functions. Teens in focus groups spoke again and again to the need for quiet space, active space, and social space.

Below you’ll find recommendations for meeting teen space needs within quiet, active, and social spaces. I also list some “things you should know” and consider how to incorporate both current and future teen space planning and needs.

Keep Expectations in Check

The arrangement of a library’s teen space, no matter how small, can contribute to or be the cure for many of the challenges libraries face when serving teens. Sometimes staff expectations of how teens will use the space, for example, assuming teens want space to support current fads, or an inability to evolve services to meet the needs of current teen users, have an unintentionally negative impact on decisions made about teen spaces.

Library staff in the midst of planning teen space often say things like, “The teens will use this area for homework—and they will use this area for hanging out.” This type of thinking naturally embeds within it a set of expectations of how teens will use the space and that there are intended uses if we follow the line to its ultimate conclusion that will limit actual use of the teen space.

That’s why it’s better to design neutral spaces that allow for a variety of uses that teens determine themselves based on time of day, current needs, and so on. This is also better because if specific functions and uses are placed on teen spaces by staff, it can lead to interactions that are challenging to both teens and staff and that can actually lead to teens not using the space at all.

Let’s take the example of the “one-person-per-library-computer” rule common in many libraries. Teens like to look at web-based content together. They like to share YouTube videos with friends (so do you!). Watching YouTube videos is not a solitary activity. The “one-person-to-a-computer” rule is troublesome because it attempts to control the way teens want to use technology and experience content—and it can be a setup for conflict between staff and teens.

Participation, Contemplation, Engagement

A teen space, if rendered in a flexible, neutral way and with an eye to the future, can serve many functions simultaneously. I propose below a model for teen space that supports the areas teens in San Antonio said they most needed from the public library.
FEATURES

• **Participation Space**
  Space for group work and activities—this flexible space allows for technology exploration, art activities, meetings, and collaboration on school and personal interest projects. Participation space helps facilitate library-based programming for teens while keeping these activities in close proximity to the teen book collection, thereby increasing connections to reading and literacy. Fixtures in this space include tables and seating that allow for quick rearrangement based on the needs of a given activity—moving from, for example, a meeting room–style arrangement for a teen leadership group meeting to an art studio arrangement for craft activities, or to a bare floor for dancing and yoga.

• **Contemplation Space**
  Space for independent work—this calm space allows for reading and studying. The act of reading can be a solitary activity, but teens enjoy reading in proximity to peers in a place where children and adults do not congregate. This is also true of independent studying. That’s why fixtures in the space allow for independent work and will include surfaces and seating (including comfortable/lounge seating) arranged to maximize privacy in an open area while minimizing distractions.

• **Engagement Space**
  Space for teens to congregate—opportunities for meeting and discussing are vital and rare in the public venues teens have access to. Within arm’s reach of the teen book collection, the Engagement Space features a comfortable, flexible seating arrangement that facilitates recreational reading, technology use and display, conversation, and opportunities for teens to unwind in a welcoming teens-only place after school and during the summer.

  These three “types” of spaces don’t need to stand alone as separate spaces. They can exist simultaneously in a single space, and a teen space should be able to transform to accommodate all three of these types of spaces as needed or desired by the activities of teens.

**What Does Welcoming Mean?**
Libraries that have a dedicated teen space should take a hard look at how service is offered and delivered in this space.

The placement of the service point speaks volumes. In a small teen space, the presence of a large staff desk can give the impression that teens are essentially occupying an adult’s work space—that they are being proctored or supervised. While the hope is that there is a teen service staff member in the teen space whenever the library is open, the reality is that there will be times when this staff desk is unattended—empty—and taking up valuable real estate that could be used by teens.

In a larger dedicated teen space, the presence of a traditional service desk can inhibit teens from approaching if the desk is too imposing. What is imposing? A desk where an adult is seated, looking like they are hard at work on something more important than the teen’s question. If the “reference” desk in the teen space makes teens feel as though they are approaching an altar to commune with an oracle, the chances teens will ask questions or engage with staff are slight.

**A Welcoming Space Means a Welcome Desk**
A possible solution to the unwelcoming scenarios above is the welcome desk. Not “information” not “reference”—it’s called a welcome desk and that’s its purpose. The name also might suggest a particular demeanor to staff and volunteers who are stationed there.

Situated near the entrance to the teen space, the welcome desk has some specific characteristics:

1. It is approached from the side and it faces into the teen space, so teens walk up next to staff without a barrier in between.
2. The computer that staff use to sign teens onto the public computers or access the catalog is facing the teen allowing for a reference question to turn into a (not heavy handed obvious) how to use the public catalog (the one on the Web that the public uses, not the ILS). This positioning helps change the nature of answering the teen’s query from staff simply delivering an answer to staff doing on-the-spot instruction on how to use the library’s tools to seek the required information. This is why the public-facing Web-based catalog is used.
3. Positioned as it is, next to the door, it allows staff to run interference with adults and children too old or too young to be in the space.

**Adults and Children are Really Asked to Leave**
It’s true, the teen library is really just for teens. That means everyone else is asked to leave. When this happens this exchange sounds something like, “Hi, this is the teen library and it’s for 13- to 18-year-olds. I’ll be glad to help you find a book in the collection but you can’t hang out in here—it’s for 13- to 18-year-olds only.”

Saying the age range is important because “teen” is a nebulous term—particularly with 11-year-olds and their parents. This works because it is consistently applied by frontline staff and backed up by management staff who recognize the developmental importance of having a space just for teens. This doesn’t mean that teens can’t use the rest of the library or that this space is used as a means to segregate teens. The
separate space acknowledges and celebrates the unique needs and user behaviors of teens. The presence of adults or children would drastically change the way teens would be expected to use space and, as anyone who has experienced a hostile takeover of a teen space by 10-year-olds knows, can drive away the clientele the space was intended for.

The most important element of any teen space is the staff. The most well-appointed, tech-rich, expensive teen space can fall fallow after the ribbon cutting if not appropriately activated by dedicated teen services staff who welcome and build relationships with all teens in the community.

Final Thoughts
Following are a few things you should know as you ponder your library’s current teen space or consider a new teen space:
• Know that the teen space is going to get messy.
• Know that it will not look “perfect” but it will look perfectly teen.
• Know that you will need managerial support to (1) keep the space teen (not “tweens”) AND (2) keep the space clean (i.e., custodial support is a must).
• Know that the space will be and should be constantly in flux—it’s not a museum or a mausoleum.
• Know that teens will move furnishings around to suit given activities and needs—learn from the usage patterns you observe.
• Know that the teen space may be perceived as “too nice” for the target user group and that you may have to fend off adult encroachment.
• Know that you’ll most likely have to advocate for a “real” teen space and it won’t happen overnight.
• Know that a new teen space doesn’t begin with choosing furniture or paint colors but with discovering the desires of the teens: Why do they want to use the library? How do they use the library? What do they want to do at the library?
• Know that a dedicated teen space isn’t a means to segregate teens, it is a space that recognizes the unique, sophisticated individuals who, at a particular time in their lives, have particular needs, desires, and expectations.
• Know that even the most well-appointed teen space is useless without a dedicated teen services staff person.

Jennifer Velásquez is a lecturer at San Jose State University’s School of Information (Calif.) and serves as Coordinator of Teen Library Services for the San Antonio (Tx.) Public Library System.
What’s the Value of the National Educational Technology Plan for Library Staff?

NETP is something that school library staff must be aware of to effectively support the needs of students and teachers.

Have you seen the latest NETP? That stands for National Education Technology Plan (NETP) and in 2016 the fifth version of the plan, titled “Future Ready Learning,” was released. You can access this document, for free, at http://tech.ed.gov/netp/. This is an important document not just for educators and administrators but also library staff, particularly school library staff. NETP is an aspirational plan for the United States, which sets “a national vision and plan for learning enabled by technology” (NETP). This plan is meaningful to education on a national level, as well as state, local, and individual levels. It is designed for teachers, administrators, and policy makers and includes real-life examples of successful integration of technology into learning.

What’s Different this Time Around?

All of the plans come from an explicitly stated desire for the United States to prepare students to compete in a global economy. The 2016 plan’s full title is “Future Ready Learning: Reimagining the Role of Technology in Education,” and it lays out goals and activities that seek to truly have technology as an integral part of education. A key shift in this plan is the emphasis from “whether technology should be used in learning to how it can improve learning” (“Future Ready Learning”, p. 5). A huge change can be seen when one looks at all the plans consecutively. The current plan includes, for the first time, examples of schools and other institutions using technology in notable ways. It has an emphasis on project-based learning and students being a part of creating their own learning experiences. Innovations in practice are highlighted, for example, promoting grant-funded projects like SchoolKit, a project that provides resources for schools to teach growth mindset. The Exploratorium’s massive open online course (MOOC) is highlighted for many reasons, including its focus on STEM activities, use of social media, multiple platforms, and broad reach of over 7000 participants around the world. It is also notable that this edition is the first one that is only available online. The 2016 NETP actually models use of technology by presenting the information on an easily accessed website with engaging graphics, layout, and simple navigation.

The Key Sections

The plan has five key sections: Learning, Teaching, Leadership, Assessment, and Infrastructure. Section 1 is focused on the student and outlines best practices and the future of learning through technology. It explores the digital divide and how technology can bring equity in learning to those with disabilities. It shows how engaging and personal learning can be with technology and new educational practices. Section 2 is focused on the educator and pedagogy, and the necessary changes therein. Section 3 recognizes and addresses the need for a culture of innovation and leaders committed to a partnership of technology and education. Section 4 covers the assessments necessary in teaching, and explores how digital assessments have changed the traditional model of this. Finally, Section 5 discusses the infra-
structure needed to make the plan a success. All sections of this plan work together and support each other.

**NETP and School Library Staff**

Where does school library staff fit into this plan? The library itself, with changing online resources, demands that staff remain up to date and able to adapt to their library resources. While the new NETP stresses that teacher training needs to include use of technology, back in 2009 the American Association of School Librarians (AASL) updated guidelines in “Empowering Learners: Guidelines for School Library Media Programs” (available at http://bit.ly/aasl_guidelines) that outlined the very same thing for school library staff. As Melissa Johnston noted (in the paper “Blurred lines: the school librarian and the instructional technology specialist”) the standards were a call for school library staff to be leaders in technology education (Johnston, p. 17). However, Johnston’s analysis of research shows that when there are instructional technology specialists in a school, this is often a barrier to the school library staff participating in technology-based decisions or teacher education.

The NETP points out that teachers no longer need to be “content experts across all possible subjects” (“Future Ready Learning,” p. 28). Instead, having a world of information available via online resources means they need to be adept users of those resources to guide students and sometimes even learn with them. This concept of being able to accurately find and evaluate information for a given need is a cornerstone of librarianship, thus it makes sense that the school library staff is integral to the success of this element of the plan. Related to that, another goal of the NETP is to have students be “responsible digital citizens” (“Future Ready Learning”, p. 9).

Again, this is something that library staff already focus on, and so they ought to be a key member of schools in teaching this.

In response to the 2010 plan, the American Library Association (ALA) applauded the goals and recommendations and posited that school librarians were specifically qualified to aid in carrying out the plan. Students “must be able to create and then share the new knowledge they build. These skills are part of information literacy—and something the school library community is uniquely prepared to deliver” (http://bit.ly/aasl_netp_comments, p. 2). ALA also points out that the school library staff is especially qualified to help students learn about ethical issues, such as copyright and fair use, as they apply to the Internet. The school library is a logical venue for inquiry learning and for helping students on that path. As for their own learning, acknowledging that, like other teachers, not every school library staff member may be fully technology fluent, ALA recommends those staff make use of the many professional networks and opportunities through associations like ALA.

In a position paper for the Center for International Scholarship in School Libraries (CISSL) Ross Todd and Carol Grover assert that school libraries are more relevant than ever and that the school librarian is key to 21st century learning. Todd says that today’s learners are not inherently more information literate than previous learners. Today’s students need guidance and instruction on how to navigate and evaluate the digital world. They need help in developing digital and technological literacy, including learning searching skills that go beyond seeking a single answer and toward creating understanding from pieces of information. This skill is part of the model of learning and education called inquiry (http://cissl.rutgers.edu/, p. 6) and it is not only one that librarians teach but also a part of the current NETP.

Paradigm shifts in theory require changes in practice. It is not quick or easy, but educational reforms throughout the past century have shown they can happen. Education has morphed as the country’s economy has changed (from agricultural to industrial) and as new concepts of how learning occurs have become an accepted part of pedagogy. AASL’s “Standards for the 21st Century Learner” is broadly used and connected to the national Common Core curriculum. It is part of the paradigm shift to an inquiry style of learning and to engaging students in learning in ways that help them make sense of knowledge. The NETP also reflects the changes in educational theory and responds to the needs of the country. To create citizens who can compete in a 21st century marketplace, students must be able to successfully use technology and have technological literacy.

While NETP isn’t promoted as a school library plan, to many it is clear that librarians are crucial to a successful shift to digital learning everywhere. Recently, Future Ready Schools (FRS) expanded their initiative by introducing Future Ready Librarians (FRL, http://futureready.org/about-the-effort/librarians/). FRS and FRL are initiatives of the Alliance for Excellent Education in partnership with the U.S. Department of Education. These initiatives seek to build upon technology innovations and practices among school librarians by creating connections and developing resources. Follett pledged to develop tools and resources that will enable teachers and librarians to move even further into digital learning. It’s an exciting opportunity for librarians.
FEATURES

to be recognized outside of our organizations as critical to technology.

How does all this help you? You may find in your own workplace or community that people are not aware of these plans. Does your school or library have a technology plan? Is it looking for a way to utilize social media and digital learning? Is it looking to make connections outside its physical walls? These initiatives can support you. Visit the FRS, FRL, and NETP sites. Read the fact sheets and plans, and find what works for you, find inspiration, and share with others, especially administrators.

Sarah Debraski is a YALSA Past President and a librarian at Stony Brook School in Branchburg, New Jersey.

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Tim O’Brien

The voice of Etta McDaniel mesmerizes us from the first sentence to the final page of Ashley Mace Havird’s novel, *Lightningstruck*. It is an elegantly crafted coming of age story of a girl on the verge of adolescence. Etta’s insights about family, friends, her tiny town and American society in the mid-1960s are beautifully intertwined with her story and that of a mysterious horse that survives a direct hit from lightning. The depth of Etta’s tale and its indelible characters makes it a novel for readers of any generation.

Robert L. Pincus

I read *Lightningstruck* with great pleasure, and felt entirely in the spell of Ashley Mace Havird’s prose. I won’t soon forget Etta McDaniel and her journey.  

Richard Bausch

Ashley Mace Havird is also the author of *The Garden of the Fugitives*, winner of the X. J. Kennedy Prize for poetry.

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Apply Now for the 2017 Summer Learning and Teen Summer Intern Program Grants

Eligible YALSA members can now apply for the 2017 Summer Learning Resources and Teen Summer Intern Program grants.

Through generous funding from the Dollar General Literacy Foundation, two types of grants are available: the Summer Learning Resources Grant and the Teen Summer Intern Program Grant. The purpose of the grants is to help libraries combat the summer slide, as described in YALSA’s position paper, “Adopting a Summer Learning Approach to Increase Impact” (tinyurl.com/YALSAsummerlearningapproach).

20 summer learning resources grants, worth $1,000 each, will be awarded to libraries in need and will allow them to provide resources and services to teens who are English language learners, struggling in school and/or who are from socio-economically challenged communities. 20 teen summer intern program grants, also worth $1,000 each, will be awarded to libraries to support the implementation of summer learning programs while also providing teens a chance to build hands-on job skills.

Interested applicants are invited to apply for the grants if they meet the following eligibility requirements:
• Must be a YALSA member at the time the application is submitted and when recipients are selected
• Summer learning program must be administered through a library
• Library must be within 20 miles of a Dollar General store

To learn more about the grants and to apply, please visit our Summer Learning website at summerreading.ning.com. Apply by January 1, 2017. Recipients will be notified during the week of February 13, 2017. For information about joining YALSA, visit www.ala.org/yalsa/join. YALSA/ALA membership starts at $61 per year.

2017 Teen Tech Week™ Theme Announced

Celebrate Teen Tech Week 2017, March 5-11 with the theme “Be the Source of Change.” Teen Tech Week encourages teens to visit the library and use all the digital resources available to make a change in their life and community.

Visit the official Teen Tech Week site in November for resources and materials to help you celebrate the great event.

Apply Now for YALSA’s Member Awards & Grants

Each year, YALSA offers over $195,000 in awards and grants exclusively to its members. These range from programming grants to travel stipends to volunteer and writing awards.

The awards and grants currently being offered with a December 1st deadline include:
• Baker & Taylor/YALSA Collection Development Grant
• Frances Henne/YALSA/VOYA Research Grant
• Great Books Giveaway Competition
• MAE Award for Best Literature Program for Teens
• National Library Legislative Day Travel Stipend
• YALSA Conference Grants
• YALSA Volunteer of the Year Awards
• YALSA Writing Award

Visit http://tinyurl.com/yalsawards-grants to view the full list of awards and grants offered.

Fall E-Course: Take Your Teen Collection from Meh to Marvelous!

Mon., Oct. 24 – Sun., Nov. 20
$155 YALSA members/$215 non-members

In this four-week E-Course, titled Building Reflective Collections...Always Teens First, instructed by Julie Stivers, librarian at the Mt. Vernon Middle School, participants will explore how to build reflective, responsive collections that represent their teen communities. With the framework of the course built around the idea that diverse collections are only one step in building inclusive libraries, the course will discuss ways to learn about patrons—both users and “not-yet” users, in addition to assessing current collections and the process of acquiring materials that better meet the needs of your teens. Learn more and register at tinyurl.com/yalsafallecourse.

2017 YALSA Election Slate

YALSA’s Awards Nominating and Governance Nominating Committee have assembled the following slate for 2017:

President-Elect
Crystle Martin

Fiscal Officer
Clara Bohrer

Board Member-at-Large
Franklin Escobedo (two year term)
Jane Gov
Kathy Ishizuka
Derek Ivie
Jessica Snow
2019 Edwards Award Committee
Michael Cart
Rebecca Denham
Mike Pawuk
Susan Smallsreed
2019 Nonfiction Award Committee
Anne Dame
Heather Dickerson
Christina Dorr, Ph.D
Renee C. Lyons
Sara Ortiz
2019 Printz Award Committee
Rachel Fryd
Joy Piedmont
Jennifer Thompson
Anna Tschetter
Paula Willey
Bring YALSA to Your Neck of the Woods!
YALSA can bring face-to-face training to you! You provide the attendees and the space; we'll provide training materials and a content expert. The following full-day workshops are available for licensing from YALSA:
  • Beginners’ Guide to Teens and Libraries
  • Get Graphic @ Your Library
  • Power Up with Print
  • Speak Up, Stand Up, Step Up: Advocating for Teens
  • Teens & Tech: Current Trends
  To learn more, including pricing information, visit www.ala.org/yalsa/face-face-training or contact Linda Braun at lbraun@leonline.com.
Future Ready with the Library Project Updates
With generous funding from IMLS, YALSA has partnered up with ARSL to implement an innovative project called, Future Ready with the Library, that will build the capacity of small, rural and tribal libraries to provide college and career readiness (CCR) services for and with middle schoolers. If you'd like to receive updates about the project, including when the application for the second cohort of participants opens, sign up at www.surveymonkey.com/r/FutureReadyUpdates.
How Are You Reenvisioning Teen Services?
Check out our latest free resource featuring case studies on how libraries are re-envisioning teen services based on the ideas and recommendations expressed in our report, “The Future of Library Services for and with Teens: A Call to Action.” YALSA has also opened the call to collect more case studies for this resource. If you would like to have one of your initiatives highlighted in our case studies, contact Linda W. Braun, lbraun@leonline.com. View the case studies at http://tinyurl.com/YALSAcasestudies.
FREE E-Learning just for Members

Monthly interactive webinars on timely topics. Presented by experts and commercial free.

Live webinars are available exclusively to members as a free member benefit the third Thursday of each month.

Webinars available 24/7:
All archived webinars are free for members and available after the live presentation via the Members Only section of the YALSA website at tinyurl.com/yalsamembersonly.

Learn more at www.ala.org/yalsa/webinars
JOIN US as we explore ways to empower teens to increase your library’s impact!
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