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young adult library services



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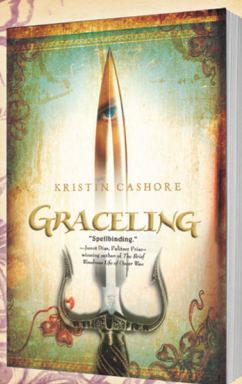
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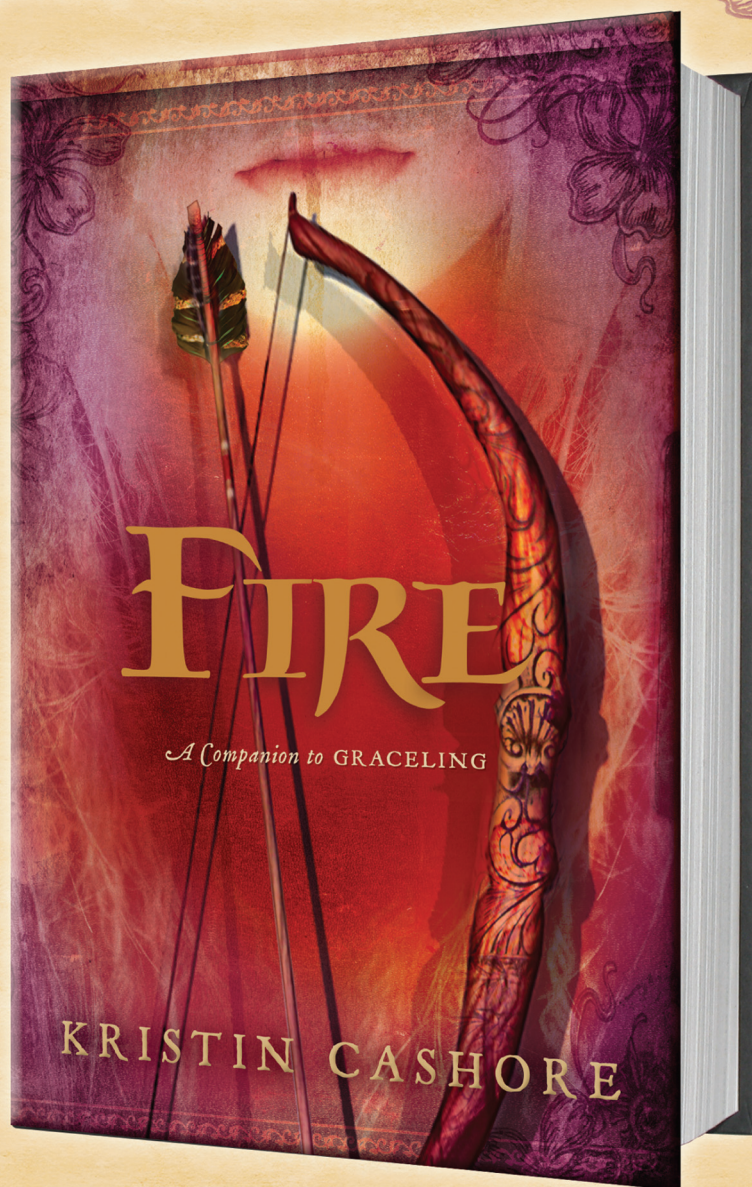
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About This Cover

This special issue of YALS offers tips and tools for libraries and members facing uncertain economic futures. Members can find help at ALA's Tough Economy Toolkit, www.ala.org/tougheconomytoolkit, or with YALSA's new publication, *Cool Teen Programs for under \$100*, available at the ALA Store, www.alastore.ala.org. Photo credit: iStockphoto.com.

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Statement of Purpose

Young Adult Library Services is the official journal of the Young Adult Library Services Association (YALSA), a division of the American Library Association. YALS primarily serves as a vehicle for continuing education for librarians serving young adults, ages twelve through eighteen. It will include articles of current interest to the profession, act as a showcase for best practices, provide news from related fields, publish recent research related to YA librarianship, and will spotlight significant events of the organization and offer in-depth reviews of professional literature. YALS will also serve as the official record of the organization.

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from the Editor

Sarah Flowers

First, I would like to introduce myself. I am the new Editor-in-Chief of YALS. I have been a YALSA member for 20 years, and YALSA has been a critical part of my professional life. I have been on numerous YALSA committees, both selection and process, and I served a 3-year term on the YALSA board of directors. In 2007, I was privileged to be able to guest-edit an issue of YALS, and I jumped at the chance to become the regular editor when the position came open this spring. I have worked in public libraries as a young adult librarian, a supervisor of adult and young adult services, a community library manager, and, most recently, as Deputy County Librarian for the Santa Clara County Library in California. Thanks to the YALSA staff and board of directors for having confidence in me.

I know I have a lot to live up to. YALS has just received an Award of Excellence from the APEX Awards for Publication Excellence, the second year in a row that YALS has achieved this honor. I am counting on you, the YALSA members, to help me keep this journal bright and fresh and full of interesting and useful articles. Please send your article ideas to me at yalseditor@gmail.com. I am looking forward to increasing YALS' web presence and giving new members an opportunity to share their experience and expertise with all of us.

Now, more than ever, we need to rely on one another to provide the best possible service to teens in libraries. In tough economic times, libraries are often targets of budget cuts, and teen services can sometimes take a disproportionate hit. This issue of YALS will give you some ideas about how to cope. Check out Audra Caplan's article on defending your young adult services budget and Charli Osborne's ideas for coming up with teen programs that are successful and fun, but cheap! Find out what other librarians are doing to supplement their income. Amy Pelman and her Partnerships Advocating for Teens (PAT) committee have some suggestions about making your dollars go farther by collaborating with a school or public library in your area. Christine Ayar and Elsie Tep share ideas about how to stretch your YA resources. And because life goes on, good economy or bad, Jessi Snow gives you practical tips on working with foster youth in your community, Liz Burns has some important tips about something you may never have thought of—using large print books with teens, and Madelene Barnard shares some resources on bullying. I hope everyone finds something of interest or use in this issue and I hope that you will continue to share with me your ideas for future issues.

Meanwhile, please feel free to contact me, and look for me at Midwinter in Boston! YALS

Risky Business

from the President

Linda W. Braun



If you met someone at a party and told them you were a teen librarian, it's not very likely that their response would be, "Sounds like a risky business to be involved in."

YALSA knows risk well. If you look back on the division's more than 50-year history, you will discover many risk-taking ventures including:

- Changing the name of the division from YASD (Young Adult Services Division) to YALSA (Young Adult Library Services Association). Any time an organization changes its name can be risky in that it can cause a branding problem, as it takes time for people to understand the meaning of the new name and associate the previous organization with the new identity. Risky? Yes. Successful? Definitely.
- Being one of the first ALA divisions to implement a "members only" section on their Web site as a member perk. When YALSA launched "members only," there was little information at that time to show whether a "members only" section would work, but YALSA was willing to see what happened. Risky? Yes. Successful? Partially.
- Creating a Web presence for teens, Teen Hoopla, with links to resources, some of which were controversial in certain circles. By taking this risk, YALSA was willing to stand up to the challenges of critics to support the needs of librarians and the teens they

serve. Risky? Yes. Successful? For a period of time.

- Launching YALSA-TV in winter 2010 as a way to provide librarians, teens, teachers, and others with a one-stop shop for lists, videos, and more, all on teen literature. Risky? Yes, because YALSA hasn't done anything exactly like it before, and any new venture is risky. Successful? Stay tuned.

I have no doubt that YALSA's willingness to take risks like those mentioned above is a key reason why the division continues to be ALA's fastest growing. Prospective members anticipate and members experience the fact that, through risk taking, YALSA provides valuable programs and services for the ever-changing needs of teen librarians.

An important aspect of risk taking is a willingness to make mistakes. Innovating in this way means using a beta model; i.e., starting a new project knowing that it might not be perfect at the outset. It means that it's OK to make mistakes along the way because the target audience (in this case YALSA members) will have opportunities to provide feedback in order to help improve a program or service that is just starting out. It also means that sometimes a beta test isn't successful, no matter what changes are implemented, and it's necessary to end the project and move on.

Any librarian who works with teens takes risks throughout his or her career. They take risks by purchasing books that might be controversial. They take risks

when talking to a teen about a new program or service that the library administration might not be ready to hear about. They take risks when learning about a new technology that might or might not work well within a particular library community. Risk probably happens every hour of every day in a teen librarian's life. This is one of the main reasons why I selected "Risky Business" as the theme for my presidential year in 2009–2010.

As a risk-taking organization, YALSA will model how to be a successful risk taker. The division will provide opportunities for librarians working with teens to learn about risk and learn how to take smart risks in their careers and in the workplace.

All of this risk taking will culminate in a new book titled, *Risky Business*, co-authored by Jack Martin, Connie Urquhart, and myself, to be published by ALA Editions in June 2010. The volume will include stories from librarians and teen advocates about how they manage risk in their work lives. It will include examples of risks that didn't work out as well as risks that were successful. It will become a resource for learning how to integrate risk into your work life. When you have a story of risk that you think should be considered for the book, send an email to yalsarisk@gmail.com. No teen librarian's "risky business" will be deemed too big or too small for consideration. YALS

Get a Job!

By Sarah Flowers

Are you looking for a library job? Are you a new graduate, a laid-off library worker, or a midcareer librarian looking for upward mobility? Be sure to check out a new ALA web site, "Get a Job! ALA's Toolkit for Getting a Job in a Tough Economy," at <http://getajob.ala.org>. Developed by nine ALA units in collaboration with the ALA–Allied Professional Association (ALA–APA), the web site provides one-stop shopping for anyone looking for a job in any type of library.

"Get a Job!" provides resources, links, best practices, and real-life examples on topics specific to job

hunting in a tough economy as well as to basic job-hunting issues. If you need advice on how to network, you can read an article by ALA President Camila Alire on "Making the Most of Conferences." If you have been laid off, you might want to check out the "Reading List for the Laid-Off Job Seeker" or the list of blogs to read in your new spare time. Find out how to plan a job search strategy, what to do if you are laid off, and how to find out where the jobs are.

For job-seekers in any kind of market, there is information about resumes, interviewing, and cover letters. Find

practical information on the different types of resumes and when to use each one and learn interviewing "dos and don'ts." Here's something they usually do not teach in library school: this site has great resources and information on how to negotiate for salary and benefits.

"Get a Job!" is a work in progress. Eventually it will include more information for midcareer staff and people changing professions. New material is being added regularly, so site users are encouraged to subscribe to the RSS feed to take full advantage of the updates. If you have experiences or information to share, you can e-mail that to gaj@ala.org.

"Get a Job!" also links to JobLIST, ALA's online career center. Here's great news for job seekers: you can follow JobLIST on Twitter. Tweets include quick notification of each new library job ad, links to articles of interest to job seekers, and more. Become a fan of ALA JobLIST on Facebook for announcements, recent job ads, and a discussion board for job seekers to connect and share tips. **YALS**

SARAH FLOWERS is the Editor-in-Chief of YALS.

Each year, YALSA distributes more than \$35,000 in awards and grants. These go directly to YALSA member librarians and they are all awarded by juries and committees comprised of YALSA members. Some of these award winners were honored at the YALSA Membership Meeting and President's Program at the ALA Annual Conference in Chicago in July 2009.

Baker and Taylor/YALSA Conference Grant

Funded by the Baker and Taylor Company, the two grants of \$1,000 each are awarded to librarians who work directly with young adults in a public or school library to enable them to attend the Annual Conference for the first time. Laurie Amster-Burton, a librarian at Washington Middle School in Seattle, Washington, was delighted to receive the award. She says of her experience in Chicago,

"Meeting ALA members was a fascinating experience; at every table, in any line, on any shuttle bus, I sat next to everyone from venerable review-journal editors to librarians who also write YA to popular library bloggers to jobseeking new grads. They were all fascinating to talk with. As Ashley Bryan said in his spirited Wilder Award acceptance speech, I was with my people, and wonderful people they were." Kate Toebe, a librarian at the Bond Hill Public Library, part of the Public Library of Cincinnati and Hamilton County, says, "I got tons of ideas I can use from all the awesome librarians I met from all over. . . I also really enjoyed YALSA's 'Genre Galaxy' and the YA Coffee Klatch, where I unexpectedly got to meet my favorite teen author, David Levithan."

YALSA Grants and Awards

BWI/YALSA Collection Development Grants

Funded by BWI, this grant awards \$1,000 to two YALSA members for their libraries. This last year, the winners were Lexie Robinson for Huntsville Madison County Public Library in Huntsville, Alabama and Wini Ashooh for Central Rappahannock Regional Library in Stafford, Virginia. Lexie Robinson will use the grant to enhance collections at two branches of the Huntsville Madison County Public Library. Robinson has been working on a Rural Teen Outreach program to help address high teen illiteracy and high school dropout rates in her community. The money from the grant will allow her to purchase high quality, interesting materials that, in her words, "will keep teens returning, reading, and thinking about the future."

Wini Ashooh is using the grant as a part of the Central Rappahannock Regional Library's outreach to teens at the Central Rappahannock Juvenile Detention Center. Currently the collection at the Juvenile Detention Center draws on the collection of the library system. These funds will allow Ashooh to develop a core collection of high interest and engaging materials specifically tailored to the needs of this unique community.

MAE Award for Best Literature Program for Teens

This award is designed to honor a member of YALSA who has developed an outstanding reading or literature program for young adults. The award provides \$500 to the winner and an additional \$500 to the winner's library. The award is made possible through the Margaret A. Edwards Trust. The 2009 winner is Valerie H. Nicholson at the Eva Perry Regional Library in Apex, North Carolina, a branch of the Wake County Public Libraries. Nicholson is the advisor for the Eva Perry Mock Printz Book Club, which stood out to the award jury as a well-rounded example that is an inspiration for others. Teens have many opportunities to participate, as the program uses technology to allow teens to interact with a North Carolina State University young adult literature graduate class and noted YA authors both virtually and in person. "The committee was very impressed with the way Valerie incorporated technology, including a live webcam program, Second Life, and Skype, and collaboration with a university into her book club," said Monique le Conge, chair of the YALSA/MAE Award Jury. Nicholson plans to use the entire award amount to help fund a trip for the book club members to the ALA Annual Conference in Washington, D.C. in 2010.

YALSA Great Books Giveaway

YALSA receives literally a ton of books throughout the year that are sent from publishers in hopes of reviews as well as possible awards from all of YALSA's wonderful award committees. In order to get the books, audiobooks, and other materials into the hands of deserving teens all over the country, YA librarians are asked to submit applications supporting why the books should go to them. In 2009, there were three winners of the Great Books Giveaway. Receiving one ton of books was Lincoln County Public Library in Libby, Montana. Sarah Daviau, adult public services librarian, noted that "YALSA's contributions have helped us to further develop YA collections in three communities, collections which are now much more diverse and complete than we have previously been able to offer." Second place materials went to Creekside High School in Fairburn, Georgia, where they have been welcome enhancements to a largely outdated YA collection. Jackson District Library and the new library at the Jackson County Youth Center in Michigan shared the third place winnings. The Youth Center had dedicated a space and began their library with donated materials, many of which were old and unappealing to teens. The Great Books Giveaway materials were very welcome. "For some of the teens, it is the first time they have had time to read books for pleasure and they have discovered new

authors and genres," said Sara Tackett, youth services coordinator. She went on to say that the teens have been thrilled and that it gives them a feeling of being part of a caring community. The books were used for many discussions and literary activities throughout the summer.

Frances Henne/VOYA Research Grant

This grant of \$1,000 is to provide seed money for small scale projects that will encourage research that responds to the YALSA Research Agenda. The 2009 grant went to Amy Alessio, teen coordinator at the Schaumburg Township District Library in Illinois and Marc Aronson, author, editor, and blogger. The grant will help determine what nonfiction literature teens enjoy reading and why. Alessio states that,

"Teens are reading and buying nonfiction in all forms from graphic novels to puzzle books to how-to manuals, yet it is a small part of readers advisory resources." Aronson says, "When we say YA literature, all too often we mean YA fiction. . . Amy and I wanted to get past that broad image of teenage reading habits and to learn what kinds of nonfiction. . . teenagers read for pleasure. We are thrilled that YALSA is helping us to map this crucial, and almost unknown, part of teenagers' reading lives."

YALSA/Greenwood Publishing Group Service to Young Adults Achievement Award

The application forms and information for next year's YALSA grants and awards can be found on YALSA's Web site at www.ala.org/ypalsa. In 2010, in addition to the grants and awards listed above, the YALSA/Greenwood Publishing Group Service to Young Adults Achievement Award will also be given. This grant of \$2,000 is funded by Greenwood Publishing and recognizes the national contributions of a YALSA member who has demonstrated unique and sustained devotion in two or more of the following areas to young adult services: promoting literature or programming for young adults, conducting and publishing research about young adults, mentoring other professionals in the field, or for notable efforts in the work of YALSA. The purpose of the cash award will be to enable the recipient to further his or her good work in the field of young adult librarianship.

How to Apply

Applications for all the grants and awards are due by December 1, 2009. Learn more and apply at www.ala.org/ypalsa/awards&grants. Any YALSA member interested in being on an award jury for any of these awards should submit a volunteer form (www.ala.org/ala/mgrps/divs/ypalsa/joinus/committeevolunteer.cfm) by February 28, 2010. YALS

The International Federation of Library Associations and Institutions (IFLA) recently published a revised version of its Guidelines for Library Services for Young Adults. The process of constructing international guidelines was sometimes hard, sometimes slow, sometimes stimulating, but always intriguing. Each country has its own values, its own culture, its own way of working, and its own vision. Nevertheless, IFLA's Libraries for Children and Young Adults Section took on the challenge of updating these guidelines. The committee that worked on the guidelines included Pat Muller of the United States, Ingrid Bon of The Netherlands, Ivan Chew of Singapore, and Viviana Quiñones of France. The section's major purpose is to support the provision of the library service and reading promotion to children and young adults throughout the world.

The current guidelines were originally created in 1996 and revised in 2009. They are available in the Professional Development section of the YALSA Web site and on the IFLA Web site (www.ifla.org/en/publications/51) and can be downloaded in several languages. The common aim is to have as many translations as possible to spread the knowledge and experience throughout the world.

The guidelines begin with a mission statement: "The mission of the library with respect to young adult services is to assist the individual in achieving a successful transition from childhood to adulthood by

Guidelines for Library Services for Young Adults

By Ingrid Bon

providing both access to resources and an environment that meets the specific needs of young adults for intellectual, emotional, and social development."

This is followed by three major goals:

- Library services for young adults should provide a transition from children's services to adult services that is based on the unique needs of young adults.
- Young adults need and deserve services that address their educational, informational, cultural, and leisure time needs.
- Services should promote literacy, lifelong learning, information literacy, and reading for pleasure.

The second section of the guidelines discusses the needs of the target group,

with examples of types of recommended programs, services, and materials. The third section focuses on cooperation with other institutions, the fourth section is on planning and evaluation, and the fifth section is on marketing and promotion. The sixth and final section gives some examples of best practices from libraries all over the world.

The guidelines conclude with two appendixes. The first is a self-assessment checklist, a tool to find out where a library stands in regard to providing appropriate services for young adults. The second appendix is the Search Institute's "40 Developmental Assets" for adolescents. The assets are based on research on American adolescents, so they are an interesting starting point for an exchange of information about policies in different countries. YALS

INGRID BON is the Chair of IFLA's Section on Libraries for Children and Young Adults.

YALSA Membership Engagement Survey Results

By Candice A. Wing-Yee Mack and Melissa McBride

The Young Adult Library Services Association is the fastest-growing division of the American Library Association but how is YALSA doing in terms of supporting and engaging its constituents? In conjunction with YALSA immediate past-president Sarah Debraski's theme, "Engaging the YALSA Community," YALSA conducted an online membership engagement survey throughout the month of August 2008 to address this issue.

Participants responded to a series of twelve multiple-choice, scaled, and open-ended questions asked via a link presented in YALS, postcards, e-mail blasts, and discussion lists. The survey received a total of 951 responses, accounting for approximately 20 percent of the organization's five thousand members. An incentive to participate in the online survey included a drawing for a seat in a YALSA

e-course, in which roughly half of the respondents demonstrated interest. The results of the membership engagement survey are discussed in this article.

All respondents answered multiple-choice question 1, which asked survey participants how long they had been members of YALSA. The overwhelming majority (70 percent) of respondents have been members for less than five years. The second highest response came from members of 6-10 years (19.1 percent). These statistics indicate that YALSA continues to be a booming ALA division with a number of responsive new members. It also attests to the popularity of YALSA amongst youth librarians.

The second question used a response scale and asked participants about their three primary interests in YALSA. All participants responded to this question.

According to respondents, grants, committees, and job-seeking services do matter, but the primary interest of most YALSA members is to stay abreast of best practices and cutting-edge trends in youth librarianship via formal and informal learning and development opportunities (i.e., the division's publications, Web resources, e-courses, and peer relationships).

To support these interests, YALSA's Division and Membership Promotion committee recommends continuing the current "YALSA Road Trip" initiative to promote regional networking and collaboration activities and expanding the availability and breadth of professional development and continuing education for YALSA members, including conference programs, local workshops, and e-courses. The committee also suggests making these opportunities as readily available as possible to members through package deals, scholarships, giveaways, and travel grants.

The third question asked YALSA survey participants what YALSA activities they participated in during the past two years. The most popular answer was registering for and celebrating Teen Read Week™ at 58.5 percent, closely followed by voting in the YALSA/ALA Election at 56.5 percent. Many survey participants have read and posted messages on a discussion list or blog (47.2 percent), attended a YALSA program at an ALA conference (45.4 percent), and registered for and celebrated Teen Tech Week™ (33.5 percent). A much lower number of respondents have participated in the other activities listed in this question.

These findings indicate that national initiatives like Teen Read Week and Teen Tech Week, which encourage membership participation and peer networking/learning opportunities, are highly valued. Blogs, discussion lists, and national conference programs are popular and selecting YALSA leadership is taken seriously.

YALSA's Division and Membership Promotion Committee prepared the results of this survey. Candice A. Wing-Yee Mack is the Young Adult Librarian at the Encino-Tarzana Branch of the Los Angeles Public Library. Melissa McBride is a K-6 librarian at Southold Elementary School in Southold, New York.

Direct participation in the form of committee or task force attendance, book nominations, e-courses, wiki additions, and local conference and institute attendance currently engage a minority of YALSA members.

The committee recommends greater member education and promotion of opportunities for direct participation in YALSA (committee work, book nominations) through YALSA 101 (conference program and upcoming e-course), e-mail blasts, discussion list reminders, and presidential messages. It is also suggested that YALSA increase the presence of YALSA e-courses and sustain the “YALSA Road Trip” local initiative. It is also suggested that YALSA increase communication with colleges and universities offering Master of Library and Information Science (MLIS) programs. YALSA should also continue to provide Teen Read Week and Teen Tech Week resources on the YALSA Web site, YALSA wiki, and via ALA-produced materials. It was also suggested that YALSA continue to form relationships with corporate sponsors willing to support these nationwide initiatives (such as Mirrorstone, Dungeons & Dragons and the like).

Question 4 asked YALSA members what additional resources, free to members, would be used regularly if YALSA provided them. YALSA members heavily support the expansion of an online presence via e-courses, chat, and social networking opportunities. New tools and resources should be tailored, however, to suit the needs of users with varied online expertise and experience, inadequate equipment availability, and often overloaded schedules.

YALSA is doing a great job of offering information in a wide variety of venues (Twitter, Facebook, Wiki, blog, Web site). The committee recommends exploring new ways to promote peer networking and

member information sharing through user-created content and tools, which offer visibility to a diverse array of YALSA members. Members would like YALSA to provide easily accessible links to all available resources with conference handouts, discussion list reminders, postcards, YALS articles, and an updated Web page (for those less likely to seek out unfamiliar resources) as well as increase e-course and webinar presence with regular planning and implementation by YALSA staff, officers, or committees (e.g., Professional Development Committee, Teen Spaces and so on).

Question 5 asked whether participants would recommend YALSA membership to a friend or colleague. Eight hundred thirty-one of the 951 total respondents (87.3 percent) said that they would. A much smaller 12.4 percent said that they might and a tiny 0.3 percent said that they would not. Overall, YALSA members seem to be satisfied by the resources and opportunities that YALSA membership provides. The committee suggests that YALSA continue to engage current members by remaining knowledgeable, current, and up to date on emerging tools, resources, and technological trends.

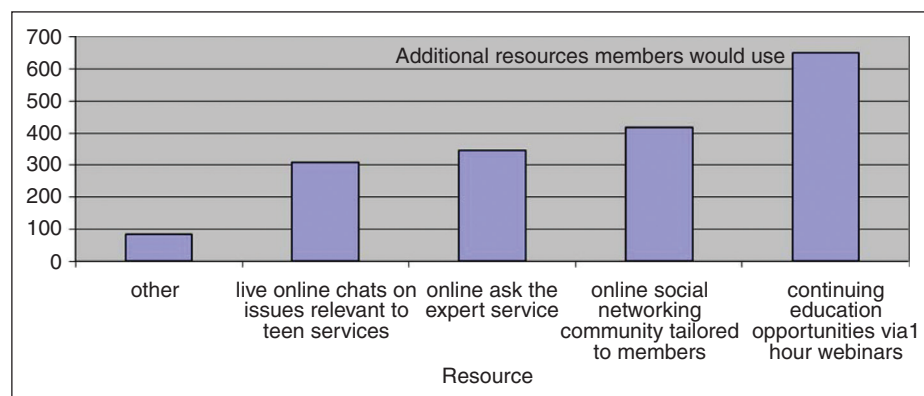
Question 6 asked participants to rank a series of YALSA activities as “very important,” “important,” “somewhat important,” and “not important.” The top

response overall was advocating for library services to teens (80.1 percent), followed closely by promoting YA literature by creating selected lists and placing national importance on teen reading (75.7 percent and 75.5 percent, respectively). Eighty-two members skipped this question.

Although additional resources (web-based information, networking opportunities, and journals) are valued to YALSA members, validation and advocacy of Teen Services in libraries is still a first priority. Sharing best practices, teen literature, and multiple literacies through research, lists, and awards to library professionals and outside groups (educators and parents) is seen as the best way to promote the work of YALSA and its members.

The committee recommends continued advocacy for teens and teen librarianship as top priorities and to continue to provide materials and research to YALSA members, other library workers, educators, and legislators. It is also suggested that YALSA sponsor more opportunities for research and publication to be done in the field of teen development and library services and to gather quantitative and qualitative data on the effect of teen library services in communities.

Question 7 asked participants to rate “how good of a job” YALSA does with



eighteen varied activities. The ratings scale consisted of “very poor job,” “poor job,” “good job,” and “very good job.” The results are based on 869 member responses; 82 participants declined to answer the question. Three of the eighteen categories received a “very good job” response by the majority of survey respondents: promoting excellence in YA literature via awards (63.2 percent), creating selected lists (59.7 percent), and advocating for library service to teens (47 percent).

Most of the respondents ranked the rest of the categories as “good job.” Of those ranked “good job,” the following had high “very good job” percentages: placing national importance on teen reading (50.3 percent good versus 44 percent very good), the *Young Adult Library Services* journal (59.8 percent good versus 38.1 percent very good), and placing national importance on teen technological literacies (56.1 percent good versus 37.1 percent very good).

While no majorities were found in the “poor job” and hardly any responses were in the “very poor job” ranking, the following had the highest percentage of “poor” responses: providing face-to-face networking (21.1 percent), providing virtual networking (19.3 percent), and promoting and publishing research (18.7 percent).

Overall, most YALSA members feel that the division does a good job with its initiatives and is successful as a whole, although work must be done with regard to member communication and research opportunities. The committee recommends an increase in direct participation opportunities for members (e.g., e-courses, committee work, regional meetings and training, and conference attendance). YALSA should promote new research and publication in various fields relating to teens, such as teen development and teen library services. YALSA should also continue to explore and support upcoming trends in teen librarianship (e.g., services to marginalized members of society such as

homeless, incarcerated, and ESL populations).

Question 8 asked members to rate their opinion of YALSA as an organization and the services they offer. Members could choose from “strongly disagree,” “disagree,” “agree,” and “strongly agree” as their responses. Fifty-one point two percent of the respondents “strongly agree” that YALSA has relevant knowledge and expertise. The remaining categories fell into the “agree” category, with the highest percentage being YALSA: responds effectively to requests (76.3 percent), responds in a timely manner to requests (76 percent), and provides relevant communication (71.3 percent). While no members ranked any of the categories as “strongly disagree” or “disagree,” the following had the highest percentage of responses with those rankings, YALSA: has a logo that promotes a strong image (29.1 percent), has adequate personnel available to support members’ needs (18.1 percent), is a leading source of news in the profession (11.2 percent), and enhances the image of its members (10.5 percent).

As with question 7, most members feel that YALSA is a trusted association and has excellent knowledge and expertise. Members also feel that YALSA enhances the image of teen librarians and the services they provide. It is clear that YALSA has become the resource for information and support in teen library services. The committee recommends that YALSA continue to increase their staff as the association grows, explore alternative methods of getting information to members, and consider the adoption of a new logo.

Question 9 was a free-response question asking members if they had, “any suggestions on how YALSA can enhance existing or create new opportunities for member involvement”, and 195 members answered the question, while 756 declined to answer. There were seventy-nine different suggestions, with the majority

asking for YALSA to increase ways to participate without having to attend the Midwinter or Annual Meeting, like Web casting meetings (thirty-six responses). Twenty members had no suggestions or did not know what currently existed.

Nineteen members asked that YALSA increase opportunities for regional networking, meetings, and other opportunities to get involved. One suggestion called for a regional point person per state to help share information within their state. Another member suggested the creation of a member directory so that individuals could network independently.

Sixteen members asked that YALSA have more guidance and support on how to get involved, especially for new members. To that end, it was asked if a mentoring program could be created to pair up new YA librarians with more experienced librarians. Fifteen members asked that there be an increase in continuing education, especially short, free, online courses. They also asked that these courses be offered more frequently.

These responses, and others not mentioned, indicate that YALSA members do want to be more involved with the organization. The committee recommends that YALSA increase communication between committees and have more training for the members and chairs of the committees. In order to help those members who cannot attend conferences, it is suggested that programs such as “YALSA Road Trip” be expanded. The creation of an expanded mentor program is also suggested.

Question 10 was also a free-response question that asked participants to suggest how YALSA could better improve its communication with members, and 138 of the 951 participants answered this question. By far the most popular suggestion, with thirty-two responses, is the need for better e-mail communication.

Members would like the return of YALSA-L in addition to weekly, monthly, or bimonthly newsletters. Members would also like the e-mail they currently receive to be timelier. The second most popular response was a request for more opportunities for social networking such as utilizing RSS feeds, IM, Facebook, and Nings, and taking advantage of Second Life and Teen Second Life. Members also felt the Web site is visually unappealing and could use a makeover. One of the biggest complaints was that it takes too long to find information when looking through the site.

Based on these responses, the committee suggests that YALSA continue to provide both traditional (journal, e-mail) and nontraditional (Web 2.0 tools) means of communicating with YALSA members. E-mail updates can be provided to members who do not feel comfortable or have the time to check other YALSA resources (blog, wiki, etc.).

Question 11 asked members to provide suggestions on how YALSA could interest additional library workers to become members. One hundred twenty-seven members responded to this question. Thirty-two percent of respondents suggested lowering the cost of membership. This could be achieved by using sliding-scale dues, bundled registration with other associations such as ALSC or AASL, or an option to join YALSA without having to join ALA. Eleven percent of respondents suggested having more outreach and programs for school librarians. Many respondents felt that YALSA is too public library oriented. Other popular responses included offering more benefits and incentives for joining YALSA and more collaboration with state and other local organizations.

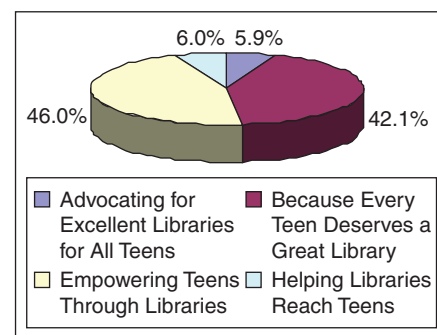
Overall, YALSA members reported that membership dues are the biggest obstacle in recruiting library workers. However, an increase in resources, benefits, and incentives, and local collaboration

could also entice library workers to join. The committee feels that the promotion of a sliding scale of membership to regional educator and library worker associations would help increase membership. It is also suggested that YALSA work on maintaining a presence at local educator and librarian conferences and workshops. Continuing grassroots initiatives, conference scholarships, and looking for new ways to offer financial assistance to library workers will help promote the organization as well.

Question 12, the final question of the survey, asked respondents to vote on their favorite "tagline" as part of a branding process. Members were asked to select, "the phrase that best conveys what YALSA is about" from four suggestions. Of the four choices, there were two that received most of the votes. "Empowering Teens Through Libraries" received the highest percentage of votes (46.0 percent) with "Because Every Teen Deserves a Great Library" (42.1 percent) coming in a close second.

Although the majority of participants in this survey have been YALSA members for five years or less, they are very involved in the organization and would like to continue to be involved. While members do feel that some aspects of service can be enhanced or improved upon, most are happy with YALSA as an organization and feel that YALSA enhances the image of its members. Anyone that felt improvements could be made provided excellent suggestions on how those improvements could be made. Many issues may be addressed by increasing local networking opportunities, thus making it easier for members to find each other.

In response to the suggestions made via the YALSA Membership Engagement Survey, YALSA is working on new and expanded e-course and webinar offerings such as an online version of YALSA 101 as well as a mentoring program. YALSA also



has a growing, active YALSA blog and wiki, which highlight transparency amongst leadership and members. YALSA is also striving to increase communication by featuring a video post of the first YALSA candidate forum, held at ALA Midwinter Meeting.

To support the interests of YALSA members, YALSA unveiled the "YALSA Road Trip" initiative in August 2008 to promote regional networking and collaboration activities. As part of "YALSA Road Trip," YALSA strives to attend a library conference in every state in 2009. YALSA is also looking to expand the YALSA Road Trip initiative by offering more tech playgrounds and informal mixers at the conference. You can learn more about this initiative at <http://www.tinyurl.com/yalsaroadtrip>

Last year, YALSA began sponsoring the YALSA Spectrum Scholarship, which provides more than \$5,000 toward tuition for library school students of a diverse background interested in pursuing YA or school librarianship. YALSA, in conjunction with Baker & Taylor, also sponsors up to two \$1,000 conference travel grants to assist those interested in teen library services attend the ALA Annual Conference. This year, YALSA plans to publish *Cool Teen Programs* for under \$100, a collection of low-cost programming ideas by YALSA membership. YALSA

YA Q&A

Expert Advice on Tough Teen Services Questions

By Linda W. Braun, Amy Alessio, and Kelly Czarnecki

Wonder what the experts would do? This is the place to ask the tough questions that library students and new librarians have about working with teens. The experts who answer are YALSA members and YALS readers who have learned through experience and are happy to share what they have learned with you. If you have a question for YA Q&A or would like to share what you know, please e-mail yalseditor@gmail.com.

Q. What are some ways for librarians to supplement their income?

A: I think there are three main areas—writing and reviewing, consulting and evaluation, and training and teaching.

Writing could include writing articles, books, reviews, and grant applications.

Consulting might include working with a library to evaluate their teen

programs and services, helping a library to develop a strategic plan for teen services, evaluating teen library space, planning for a teen oriented grant, or developing and implementing focus groups with teens to help the library understand the needs of the community's teen population.

Training and teaching could be online or face-to-face and could be sponsored by a library school (many of which provide continuing education) or an organization like YALSA.

Q. What skills are required in order to get involved in these different activities?

A: Of course the skills are different based on the category of activity the librarian wants to get involved in. For example, if you are interested in writing, then it is important to like writing and be good at it. Different types of writing activities require different writing skills, so ask yourself: What types of material am I good at writing about? Do I write reviews well? Am I better at writing articles? Do I do a good job at writing up interviews? Am I best at writing long-form such as a book?

When providing consulting, it's important to think about skills related to collaboration and project management. You need to be able to plan and keep a schedule. It's also important to be able to ask good questions in order to find out exactly what the client needs and wants to know. And, you need to be able to present information, sometimes information that isn't what the client wants to hear, in a way that will be heard and understood.

Training and teaching require the ability to plan and require an understanding of how adults learn. While you might be really interested in a subject, that doesn't always mean you are able to teach that subject. (Sometimes what we are closest to is hard to teach because we can't

LINDA W. BRAUN is the President of YALSA, an Educational Technology Consultant, and adjunct faculty at Simmons College Graduate School of Library and Information Science. She has authored several books and articles about teens and technology and is at work on co-authoring a book on risk in teen services, as a part of her YALSA presidential theme, to be published in summer 2010. **AMY ALESSIO** is the Teen Coordinator at the Schaumburg Twp. Library in Illinois. She has served two terms on the YALSA Board and continues to be active in the organization. Her blog, another freelance area, is <http://vintagecookbooks.blogspot.com>. **KELLY CZARNECKI** is a Technology Education Librarian at ImaginOn, the Public Library of Charlotte and Mecklenburg County, North Carolina, where she works with children and teens. She has participated in both attending and teaching online classes.

look at it objectively.) When thinking about teaching or training, it's also important to think about how well you can manage the needs of students and how good you are at facilitating discussions about a particular topic. Teaching and training doesn't really mean you get to tell everyone what you think, it's more about helping to facilitate student understanding on a specific topic.

Q. What other questions should a librarian ask before getting involved in these activities?

A: Ask yourself how much time you have to manage this activity that supplements your day-to-day job. Think about the kind of time you have. Do you have to take part in the activity outside of your traditional work hours? Can you take time off of work to participate in the activity? Would you actually have to lose part of your wages in order to follow through in the activity?

Consider the impact that this extra activity will have on your out-of-work life. Will it be easy within your personal life to take time to do this activity? Will your friends, family, and even pets understand how busy you might become and the impact that could have? It's really important to think about that. While you might need to supplement your income, will you have to give up some personal parts of your life in order to achieve that? Is that something you are ready to do?

Q. How can a librarian get started in one of these areas?

A: One of the best things to do is to ask other people about how they got started. What worked for them when first getting involved in writing, consulting,

or teaching and training? Think too about the connections to people you have that could help you take first steps. Contact those people and ask them how they can provide help; perhaps with contacts, mentoring, tips and tricks, etc. Both of these will not only help you get started, they will also help you to get the word out that you are ready, willing, and able to take on this supplementary activity—*Linda Braun, YALSA president, consultant, Librarians & Educators Online.*

Q. How did you get started freelancing?

A: When my husband and I started going through the adoption process, we knew that we wanted my work schedule to change, and that I would need to supplement my income a bit. I was lucky that the Schaumburg Township District Library supported the change in my schedule when we adopted Joshua in 2003, and even more when we adopted Owen in 2008, but I have been working hard to establish myself as a writer, blogger, teacher, and editor. I have an agent with upcoming proposals and projects over several areas, but YALSA really gave me my start in these areas. YALSA has so many opportunities for freelancing, and I've had the pleasure of editing *YAttitudes*, doing trainings all over the country as a Serving the Underserved trainer, and working on publications like the 5th Edition of *Excellence in Library Service to Young Adults* in 2008.

Q. What kinds of training have you done?

A: My favorite freelance project for YALSA has easily been teaching the online courses. I feel each time like I am networking myself with a group of engaged

professionals—my students. They truly broaden my professional and personal horizons. The spring session in 2009 I did for Power Programming included students from Egypt, Samoa, and Canada.

Teaching online is easier for me than in person, as public speaking has never been my favorite thing, and also because I can just log in every day and keep up with the class. There has never been a session where I have not myself received several good ideas for new services at my library, from the classes on developing a YA plan with the YALSA Competencies through all of the sessions of Power Programming that I have done. Several students still write me, and it truly has been a privilege to get to know them. I love it when folks come up to me at conferences and introduce themselves live as former students.

There are many freelance ads looking for folks with online teaching experience, as well as writing and editing. While live contact and trainings keep me connected and updated in many respects, the online work and freelancing I've done for YALSA has been wonderful while the boys are still young. How else would I support my Disney trips, too?—*Amy Alessio, teen coordinator, Schaumburg (Ill.) District Public Library.*

Q. How can I continue to update my skills when my library's travel budget has been zeroed out?

A: While not completely free, there are lots of learning opportunities that are much cheaper than most plane tickets and an overnight stay. Check out the following:

American Assn. of School Librarians (AASL) e-Academy:
www.ala.org/ala/mgrps/divs/aasl/conferencesandevents/onlinecontinuing/

[courses/courses.cfm](#). Four- to six-week courses for School Library Media Specialists starting January 2010.

Atlantis Rising Campus: <http://atlantisrisingcampus.us>. A virtual underwater campus. Courses, workshops, and mini-workshops pertinent to working with teens and digital media. Fee.

Games in Libraries course: www.gamesinlibraries.org/course through Scott Nicholson with Syracuse University.

InfoPeople Webinars: www.infopeople.org/training/webcasts/ list. While the information on their site states that attendance to live sessions is limited to those living in the state of California, those guidelines have been changed (just not updated on the Web site). Participants can chat with the speaker and ask questions as well.

Opal: Online Programs for All: www.opal-online.org. Web-based programs and training pertinent to library staff.

Simmons College GSLIS program, continuing education: www.simmons.edu/gslis/careers/continuing-education/ workshops. Many online workshops have a focus on serving teens. Fee.

Sirsi Dynix Webinars: www.sirsidynixinstitute.com/archive.php. These discussions are delivered directly from those working in the field. Several sessions focus on programs and services for young adults.

TED (Technology, Education, and Design) Talks: www.ted.com/. Videos are posted and shared online.

YALSA online courses: www.ala.org/yalsa/onlinecourses. Four-week fall programs start in October. Fee.

Q. How could I teach one of these online courses?

If you are interested in teaching an online course to earn money, there is usually contact information on the organization's Web site, and an invitation to submit a proposal. Don't pass up unpaid opportunities, especially if you are new at this. You never know who might hear your webinar or podcast and invite you to teach a paid course yourself!

Conference presentations are another place to get your name and expertise in front of people who might be interested in hiring you to speak or teach, so submit proposals to your state library association as well as to YALSA.—*Kelly Czarnecki, technology education librarian, ImaginOn, the Public Library of Charlotte and Mecklenburg County, North Carolina.* YALS

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In addition, libraries can purchase organizational memberships, with costs tied to the size of the population they serve.

Learn more at www.ala.org/yalsa/ membership!



The reasons for programming on the cheap are not new to this economic downturn; they have existed in libraries for years. Small libraries with little or no budget for programming as well as fledgling teen and YA librarians just starting out have been doing this dance for years. There's no need to reinvent the wheel. Use what you have readily available or can get for free or low cost.

Read on for ten easy tips for low and no-cost programs for teens.

1. Keep your projects simple

You can find lots of great craft ideas created for younger kids that you can adapt for older participants. Teens can always improve on something easy, but if it's too hard, they tend to get frustrated and give up. Just keep your age group in mind as you choose your projects.

Example: Pet Rocks

Needed supplies: clean rocks, all shapes and sizes (collect on walks or have teens bring in their own), acrylic paint and paint brushes, or permanent markers. Optional supplies: wiggle eyes, pipe cleaners, fabric scraps, tacky glue. Let the teens create fantastical pets by painting or using markers to add details to their rocks. Ta-da—Pet Rock!

2. Have the proper supplies on hand

Nothing sinks a fun time faster than finding out you don't have the right kind of glue or have run out of green tissue paper. Choose projects only if you have all the needed supplies on hand. Make a checklist and use it—check off each item as you collect it. Recycle, reuse, and repurpose all materials that you can.

Crafting Cheap and Successful Teen Programs

By Charli Osborne

Example: Sock or Glove Creatures

Needed supplies: socks (finally an opportunity to use all those single socks that are orphaned by dryers everywhere) or gloves, sewing thread, needles, scissors. Optional supplies include: wiggle eyes, fabric scraps, fabric glue, pipe cleaners, bits of old jewelry, polyester batting, or cotton balls. Let the teens create traditional sock puppets or let them stuff their creatures with batting or cotton balls.

3. Try registration

If you register your teens, you'll know how many people to expect and prepare for. This is especially helpful if you have

multiple components to your program that need to be gathered, bought, and set up in advance. It also gives you the opportunity to contact participants, either by phone or e-mail, the day before the program to remind them that they signed up. This reminder can keep you from having a disappointingly low turnout at a program.

4. Limit the number of teens per program

Believe it or not, this can create more interest in your programs! If registration is required and limited for a program, it sounds exclusive and special and teens love exclusive and special. It's important to

The core concepts of cheap and crafty programming have been very useful to CHARLI OSBORNE, Head of Teen Services at Oxford Public Library in Oxford, Michigan, in growing her teen section from two shelves of YA stickered books in the children's area in 1997 to a lovely 1,200 square-foot teen area, complete with a teen service desk, a 10,000-item collection, and four staff (one full time and three part time), in 2009.

make sure everyone gets some one-on-one attention, and this is one way to do it. You can always add another session if the program fills up.

5. Consider asking for a deposit

Although it may seem counterintuitive, this works wonderfully to get teens through the door. Many people consider free programming to be “worthless” programming. Asking for a dollar or two to hold a place instantly adds value. It also teaches and encourages financial responsibility. When the teens attend the program, return the deposits. If they don’t attend, keep the money to use for more programming. Make sure to keep the deposit money in a safe place.

6. Hire an expert!

If you don’t have the know-how in your chosen craft, find someone who does. This doesn’t have to be expensive—you may know someone who is willing to barter time or expertise with you. Don’t forget to approach local business people.

Example: Scrapbooking

If you have a scrapbooking store in town, ask the owner if they would be willing to run a program and donate supplies for one. This collaboration is a win-win scenario and can result in a well-attended program for you, since you have built-in advertisement and good word-of-mouth for the store.

7. Promote widely

You probably have a few teens who come to all your programs. Encourage them to talk to their friends. Send flyers with your teens to the schools. Put information in the local papers. Put up posters in the local teen hangout, whether it be Starbucks or the bowling alley. (Make

sure you get permission first!) Talk your programs up at school visits, booktalks, and during other programs. Let parents know about your programs—they may sign up their teens.

8. Don’t hover

Be available to help if asked, but let the kids make mistakes, ask for help from their neighbors, and socialize. Consider every program a process program and not a results program. This isn’t school—it should be fun!

Example: Multi-Media Art

Needed supplies: paper or poster board to use as background, fabric scraps, wallpaper samples, tissue paper, ribbon, cording, scissors, and white or tacky glue. Give the teens a thematic suggestion to get them going and watch the fun.

9. Make it a contest

The best contests are anonymous, decreasing pressure on teens to be perfect while still allowing them to be creative. Recruit judges from your schools, local businesses, and library staff. Or ask the teens to vote. Anonymous contests avoid the whole “I’m only voting for my friends” faction if you have a teen vote. Prizes don’t have to be expensive—certificates you print yourself can be quite impressive, especially if you call in the local newspaper to take photos of contest winners with the certificates.

Example: Design and FLY a Paper Airplane

Needed supplies: paper, measuring tape, books about paper airplanes. Give the teens about twenty minutes to design and create their paper airplanes. Have contests for flight distance, stunt capability, and design creativity.

10. Evaluate and keep statistics

Know what programs could have included twenty more kids and which ones flopped. Make note if the teens ask you to do the program again and then *do it again* after a few months.

Cheap and Easy Passive Programming

Coloring Sheets

Everyone loves to color, whether they are young or old, male or female. Sign up for Dover Publications sampler e-mails to get free coloring sheets and puzzles delivered right to your e-mail box. All you have to do is download and print! Provide colored pencils, crayons or fine-tip markers, and let the teens take over from there. Display the completed coloring pages and follow tip number 9 to make it a coloring contest judged by local art teachers or the teens themselves.

Magnetic Poetry

Buy adhesive strip magnets. Create and print sheets of words. Have teens assemble the magnets and display the completed magnetic poetry set with a cookie sheet. Old cookie sheets or other tins make great storage for your magnetic words. Expand on this idea and have the teens create poems for a particular theme. Don’t forget tip number 9: print up the teens poems and have a poetry contest judged by local teachers or let the teens vote on their favorite poems.

Where to Get Supplies

Ask library staff and patrons for donations of items such as yogurt cups (good for paint cups), toilet paper or paper towel rolls (many uses), cookie and pie tins (great to hold supplies), and other items that you can recycle, reuse, and repurpose.

Explore dollar and thrift stores. Don't forget your local grocery store—you can sometimes find great deals on ingredients for crafts there. Ask your local home decorating store if they have wallpaper samples that they want to get rid of.

Web Sites

Free coloring page and puzzle samples can be found at <http://www.doverpublications.com/sampler4/>

[doverpublications.com/sampler4/](http://www.doverpublications.com/sampler4/) Dover also has great "grown-up" coloring books.

How to Make a Magnetic Poetry Set
http://www.readwritethink.org/beyondtheclassroom/summer/grades6_8/MagneticPoetry/how_to_magnetic_poetry.pdf

Find More Inspiration

Looking for even more ideas? Check out YALSA's new book, *Cool Teen*

Programs for under \$100, edited by Jenine Lillian for YALSA. This essential, affordable guide offers helpful chapters on budgeting and marketing, plus more than 25 inexpensive, creative programs implemented by YALSA members across the United States and Canada. The book is available at the ALA Store, www.alastore.ala.org. YALS



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danah boyd

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Closing General Session Speaker

Marco Torres

Filmmaker, author of a wide variety of digital content, and high school social studies teacher in California.





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Easy on the Eyes: Large Print Books for Teens

By Elizabeth Burns

Large-print books—those are for when you get older! Teenagers are lucky—they don't have to worry about small newspaper print or hard-to-read menus. Except, some do! Teenagers with low vision or reading disabilities and those who are reluctant readers need large-print books.

Statistics for teenagers with low vision can be hard to find. Lighthouse International says that “3 percent of individuals age six and older, representing 7.9 million people, have

difficulty seeing words and letters in ordinary newspaper print even when wearing glasses or contact lenses.”¹

Teenagers with dyslexia and reading disabilities also benefit from books with a larger type size.² Wesley Yandell Jr. reported on the success of using large print in *School Library Journal*:

[L]arger print is easier on students' eyes, something that may be a factor with kids

who have undiagnosed vision problems. There may be a psychological factor as well. When kids first learn to read, they use large print. As their reading acuity grows, the type size shrinks, and some students may perceive the smaller print as harder to read. The use of large print may unconsciously help them return to their earlier learning experiences, when they perceived reading as easier and more enjoyable.³

As explained by the National Library Service for the Blind and Physically Handicapped (NLS), the minimum type size for large print is 14 point, but most large-print books are in 16 or 18-point type. Novels are in 10- to 12-point type, and newspapers are often printed in 8-point type.⁴ Isabel Warren-Lynch, Executive Art Director for Random House Children's Books, says that picture books are printed in 16- to 24-point type—and up! Middle-grade books are in 14-point type.⁵ This article is in 12-point type. As teenagers leave behind children's books, they find that print, literally, gets smaller. Reading can turn from fun to a chore.

Commercial large-print publishers don't always carry young adult titles. Thorndike Press publishes at least two young adult books each month.⁶ The Library Reproduction Service Large Print School Books and InfoCon publish a large number of books for teens and also provide “large print on demand” for titles that cannot be found elsewhere. Prices can vary widely, with on-demand services costing more. Resources listed in the sidebar have more information about some of the numerous sources for large-print books, newspapers, and magazines.

The Amazon Kindle and Sony Reader eBooks allow users to increase the type size of any book to 20 points, turning a regular book into large print at no additional cost.

You don't need to have everything in your collection—you just need to help your teens find sources for large print. Some NLS regional libraries, including the New

Large-Print Resources

For more information about large-print reading materials, visit some of these Web sites:

- National Library Service for the Blind and Physically Handicapped, Library of Congress, *Reading Materials in Large Print: A Resource Guide*. www.loc.gov/nls/reference/circulars/largeprint.html
- Texas School for the Blind and Visually Impaired, *Large Print Suppliers and Publishers*, www.tsbvi.edu/Education/lpsuppliers.htm

Large-Print Young Adult Publishers

- American Printing House for the Blind, <http://shop.aph.org>
- InfoCon Large Print Books, www.infocon-inc.com
- Library Reproduction Service, (large print school books), <https://largeprintschoolbooks.com>
- Thorndike Press, thorndike.gale.com

ELIZABETH BURNS is the Youth Services Consultant for the New Jersey State Library Talking Book & Braille Center.

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Large print isn't something teenagers want—it's something they need. Libraries can meet that need by helping teenagers find those books. Large print is not just for seniors! **YALS**

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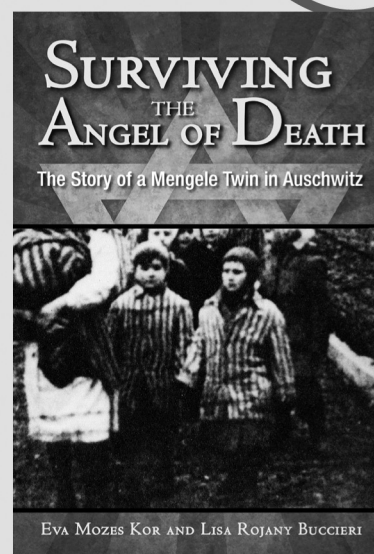
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Library Outreach to Foster Teens

By Jessica Snow

My interest in working with foster youth began when I was working at Boston Public Library and volunteered as a mentor with an organization called The Home for Little Wanderers (THLW). This organization provides services to children and families through a system of residential, community-based, and prevention programs, direct care services, and advocacy. I learned that virtually all the youth at THLW have experienced some form of abuse and required out-of-home placements. Their stay in the group home was usually less than two years, and they typically moved to less restrictive settings with members of their own families, foster care families, or adoptive families.

I mentored a ten-year-old boy, Jeremy, who lived in one of the group homes that was part of THLW. I saw him on a weekly basis for a few hours. This time became really important to both of us. We had been matched together blindly, but I am a librarian and he is a *huge* reader, so we had

an immediate commonality. I brought him books every week from the library, and sometimes we read the same book and talked about it. While forming and fostering this relationship with him, I learned about his life in THLW, where life tasks were done for him.

I began to think about other youth in group homes, residential facilities, and foster youth, who by the time they reach eighteen years old are basically on their own, “aging out.” While living in residential facilities these kids don’t have to go food or clothes shopping, budget, or balance check books, etc. So when they turn eighteen (in some states, twenty-two) they are essentially “released” and expected to survive and know how to take care of themselves.

Then working as the Young Adult Outreach Librarian for the Oakland (Calif.) Public Library (OPL), I soon learned we all have foster youth in our libraries. I came to OPL with an interest in working with these young people. My

previous supervisor recognized the desire, encouraged it, and built it into my work plan. The focus of this article is the work I initiated and continued with foster youth agencies in Alameda County (Oakland’s county), California, for the last three years, including which agencies I worked with, what worked and what didn’t, how events progressed, and how I see my future work with foster youth and agencies. My experience will give you an idea of the time frame needed to initiate an outreach program for foster teens, the number of community connections needed, and the persistence and patience I have learned this process takes.

Take the First Steps

My supervisor helped me in identifying a local agency, Alternative Families, that works with foster youth and foster parents. They offer programs including educational preparation, obtaining financial aid for college, applying for employment, creating resumes, setting up savings accounts, and much more. I met with one of the program directors and talked about ways in which the library could work with Alternative Families. Services we offered included getting library cards to the teens, helping them find volunteer positions that would help prepare them to become job ready, and inviting them to existing library teen programs.

It was all good stuff but the connection never amounted to much: it might have been bad timing or the lack of staff on their part, but it didn’t “take.” I was a little frustrated with this but as I began doing more research on foster care, I began to see how many other agencies nearby work with foster youth and how many programs there are. What I did get out of the initial meeting with my first contact agency was seeing the types of programs and services they had available and gaining

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more insight into the types of things I could try and focus on for the library to offer.

Alameda County has one of the largest numbers of foster youth in the state, approximately three thousand as of 2004¹. With this number in mind, it was clearly going to be my obligation to connect and work with the agencies and find out what would click.

Before contacting foster youth agencies, I did a lot of searching on the Internet for their Web sites and looked at the links and resources they offered. After a while, familiar names began appearing on links. One of the agencies that kept coming up was the Alameda County Independent Living Skills Programs (ILSP). They offer classes to foster youth in life skills such as cooking, food shopping, budgeting, writing your college essay, and the like. There is an Independent Living Skills Coordinator in each of the fifty states. The classes at the ILSP aren't mandatory; it's up to the teens to choose to go. There are incentives, however, like reimbursing transportation costs and stipends at the end of the year for the classes the foster youth attend.

I contacted the ILSP about talking to their classes about the library. During the class visits, I explained that we had job information, college information, hot books like the latest in urban street lit, along with the *New York Times News*, to show the diversity of materials the library has to offer. I gave out my business cards and told students that I was available to help on a one-on-one basis to show them job sites, and so on.

These visits worked for several reasons. I provided a broad array of information to a diverse audience, presenting the library as more than "just books." I presented myself as open and available if they needed more help. I started receiving calls from teens interested in finding jobs, getting help filling out financial aid forms, and doing community service hours.

At this point I had compiled quite a list of resources on colleges, vocations, and jobs, etc. I made a compilation of this list and used it as a handout in the TeenZone at OPL as well as a link on the OPL Web site. I talked to foster youth about teen programs and volunteer programs for job preparation. I helped them get library cards and cleared fines of those having library cards.

There is a lot of controversy within the public library community surrounding the clearing of fines. This was an issue that came up frequently. Many foster youth have moved around a lot and, in doing so, have lost library books in the process. My point of view was and is, let's face it, the people, and not the books, should be top priority here. In discussions with my supervisor, we determined that clearing fines for foster youths, to offer them a fresh start, was of paramount importance. Foster youth are people with a very specific set of needs, and working with them means taking into consideration that their lives are different from those of youth living with their biological or adoptive families. It was interesting that these teens wanted to tell me why they had accrued fines. I kept telling them, "I'm clearing your fines—no story needed," but a few of them felt compelled to tell me why. They were genuinely concerned about not returning the books and wanted to tell me to understand that they were not irresponsible people.

Back at the library, a colleague and I presented one college application essay workshop for the ILSP, which turned out to be extremely well received. The workshop has now become an annual program offered at the ILSP.

Build on Success

Building on my success with ILSP, I connected with The First Place for Youth, which works with foster youth in finding safe, affordable housing. The foster youth

receive financial assistance to pay housing start-up costs. They also have an Emancipation Training Center that prepares youth for aging out and becoming independent. They also support aged-out youth in finding jobs, a career, or school. I talked with the education specialist there about having groups come to the library—for library card applications, job resources, computer use, and more. I also met one-on-one with some of the First Place youths looking for job help. I sat with them on my computer, showed them helpful Web sites, and gave them the list of resources I had compiled. I also showed them the resume and interview book section in the library.

Thus I began to cultivate a list of agencies to work with. I sent OPL calendars to all these agencies and I would send my agency contacts anything I found that was teen specific. It was a lot of work on my part, but what I experienced with these agencies was that many have huge caseloads and not a whole lot of time for calling and e-mailing me. I realized that it was my role to get out the word on the library, essentially selling the library as an important resource for foster youth.

Something else I tried to push on these visits was the volunteer positions at the main library and teen librarian-served branches. The Young Adult (YA) staff at OPL developed jobs at the library that focused on becoming job ready. The jobs are authentic tasks that give teens employment marketability. I made sure that the library's YA staff knew that there might be a rush of volunteers because of my visits to make sure they had jobs ready. Some of the jobs included data entry, magazine labeling and discarding, and participation at various library events as ushers. Another valuable activity was having them observe various positions in the library, like the reference desk and the info desk, to see how the librarian handles interactions with patrons, thus acclimating the foster youth to their surroundings.

Having them do things like interviewing the branch manager puts them on the other side of the interviewing table, and teaches them interviewing etiquette. Sending a branch manager a thank-you letter after an interview is something we might take for granted to know to do, but maybe not for the teens. To guide them, we show examples of thank-you letters and talk about why it's a good idea to send one out. We show them the resume, career books, and interviewing books, and have them write up a resume on their experience they had working at the library. To have a volunteer job on their resumes and lists of tasks they completed looks great.

Connect with the Schools

Next, I connected with the Oakland Unified School District (OUSD). I discovered through their Web site that there was a full-time foster youth liaison working directly with foster youth, so I first contacted her. OUSD had a homework assistance program with tutors who work with foster youth in group homes and other agencies. I met with these tutors as a group and talked about the library's resources. I mentioned the databases that might be beneficial to them while tutoring with their teens, I invited them to the library, and I visited their group homes. I also gave teens library cards, cleared any fines they had, and signed them up for programs in which they expressed interest. Through this connection I've issued nearly two hundred library cards, held college application essay workshops and job readiness trainings, and included group homes in mailings that promote upcoming programs.

While these outreach activities have been very successful in bringing teens into the library, they have been very time-consuming. The group homes are spread out over the city and a lot of them are short

staffed due to high burnout and high turnover rates. Because of my strong working relation with the foster youth liaison at OUSD, I had a list of all the group homes in Alameda County to add to my growing list of organizations to which I sent out materials.

Connect at the Library

As outreach to the community, I put up a display in the main branch of OPL in May, to coincide with National Foster Care Month. I downloaded the artwork for posters from the National Foster Care Month Web site. I pulled YA and adult books that had foster youth as a subject, and promoted resources that would be useful to foster youth. The display was on the first floor, where people of all ages could see the books and resources. I also displayed information on how to become a foster parent.

Keep It Going

There have been lots of stops and starts with these agencies. One reason for this is that this type of agency has a high rate of burnout and a high turnover rate among staff. The agencies I have connected with seem to "get the library," and see it as an important source of information for their staff and free programming for their youth. However, successful connections and programs don't happen overnight. It's hard not to take it personally when your programs aren't well attended. This can be a really good lesson in letting go of unrealistic expectations. You have to talk with the youth, to find out if certain types of programming are something they want, or meet their needs. I developed good relationships with the ILSP youth by visiting regularly, dropping off flyers, and attending their events when invited. I deepened these connections by sending information to the youths and social

workers about college application essay workshops, various library programs, and resources. I took time to keep in touch with youth by calling and sending personal e-mails to ask how they were doing; have they found jobs and housing, applied to college? This is the stuff that makes lasting relationships, helps to make these youth regular library users, and ultimately helps them become more self-sufficient. Yes, it is time-consuming, but the rewards are great. An underserved population is brought into the library community, and these foster youth have a better chance at becoming lifelong learners.

Steps to Serve Foster Youth

1. Find out about the ILSP programs available in your county and city. Contact them and try to visit to talk about the library services, the programs, free computer usage, and vocational and college information. Offer resources like job search help, resume workshops, and job readiness trainings. Try an introductory visit to talk about library services in the fall, and then schedule another in the summer, just to "check in." A good starting point, like the established ILSP program, is crucial; from this agency you can make good contacts to other organizations. Look at the links on agency Web sites to find other agencies they have listed. Contact these agencies to see if they have foster youth programs.
2. Look into the school district in your city and county and see if they have a foster youth program coordinator. Contact this person and brainstorm ways you can partner with them. Yes, they may be very busy and not considering expanding their program, but if you have ideas at the ready and ways in which to work together, they

may be more willing to get on board. This is your time to talk up the library and let them know how beneficial it can be and all the free services and awesome programs your library has! If they get psyched too, they can pull other people in from the school district.

3. When you have a good list of agencies compiled, send them calendars and program information with a personal greeting. If you have *fun* programs or workshops that would benefit their teens, let them know! It keeps the library in their minds and lets them know we're there for them.
4. Invite the agencies to the library. If they are able to get transportation and come as a group, give a tour of the library, give them library cards, and introduce them to frontline staff.
5. Pass out your business card to the teens you meet. It shows that you take them seriously and that you want them to get in touch with you if they have questions or need help. It gives them a face and a name at the library. It's a personal, yet professional, connection.
6. Get to know the *big* agencies, like Casey Family Services, National Foster Parent Association, and Chapin Hall Center for Children. This way you can have an idea about what national events are going on, like National Foster Care Month. This gives you a chance to do displays and to give people information

about foster youth. The Casey Family Services has amazing resources that can be ordered for free: publications dealing with education, training, housing, financial aid, and employment.

7. Subscribe to *Getting Ready*. It's a monthly publication geared toward foster teens and aimed at preparing them for independent living. Written in peer language, it features real-life stories told by teens in the nation's foster care and juvenile justice systems. It will show teens in your area that there is caring about them at a national level.
8. Find out about electronic discussion lists. Chapin Hall Center for Children has a newsletter that comes out once a month, and they release all kinds of research done about foster youth. They also offer free online conferences, which are informative on many issues facing foster youth. Many of the agencies will e-mail newsletters that will keep you abreast of conferences and new measures being brought to the state government.
9. Waiving fines might be a *big* issue with some of your libraries. One of the main reasons I do this with foster youth is that, after talking with a lot of them and looking at their records, I could see that their addresses have changed many, many times; books were checked out when they were younger and not returned, and sometimes they had not been back to the library since. I think their well-being and education is way more important than the returning of a

library book. I see it as an act of good faith to clear fines, give them a clean record, a smile, and trust that they will want to come back to the library.

It's about making a relationship.

Conclusion

I would like to add that foster youth don't have tattoos on their faces that say "foster youth"; any teen can be one, and most of the time they don't want to advertise that they are. While some of you may think "I don't have foster youth in my library," you most likely do. In the state of California there are an estimated seventy-five thousand foster children (2007 figure).

I've since moved back to Boston and re-established my relationship with Jeremy, seeing him once a month. I've made a vow that I will maintain this relationship for as long as I can. He's fifteen now and lives in a group home, where he'll live until he's eighteen. I am committed to continuing my work with foster youth in my new job at the Boston Public Library and starting connections with foster youth agencies in a new place. I feel strongly that, with the support of my new supervisor, the administration, and my colleagues, I'll be able to go forward with this work. **YALS**

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Defending the YA Budget

One Library's Experience

By Audra L. Caplan

All across the country libraries are facing severe budget cuts caused by the downturn in the economy and political priorities for reducing funds. At Harford County Public Library, our budget was reduced by 10 percent for fiscal year 2010, a combination of state and county cuts. I have talked to colleagues in several states that have had even larger reductions. Traditionally young adult services are a very small part of any library budget, so what happens when funding for them disappears? Is service to teens the first to go? Is it reduced at the same percentage as all services? Or is it considered a priority to preserve?

The first thing we did at Harford County Public Library was look at our core purpose, "to connect people with information and encourage the love of reading in the community." These were the two areas of library service that staff identified in the strategic planning process to preserve over all others and encompass customers of all ages. We held this mission before us as a guide when making the

difficult decisions necessary to respond to the budget reduction.

The largest portions of our budget are for personnel and materials. There was no way to absorb the cut without reducing these two budget areas. Initially we furloughed all staff for five days and froze positions, but this was not enough. We quickly realized that we would have to reduce staff. This was the first time in twenty years that we have had to lay off staff. We had prepared for this possibility a few years earlier by creating a policy that allowed us to lay off based on performance first and then seniority. This became very important because some of our young adult and children's librarians were our newest hires. Because they had documented good performance, we were able to retain them and lay off other longer-term staff members whose performance had not been as strong.

The first cuts that we made in the materials budget were in underused subscriptions and downloadable videos since relatively few customers would miss them. We also felt that it was important

that the cuts be visible to the community. Since the number of magazines published continues to shrink and much of their content can be found online, we decreased the periodicals budget by 25 percent across the board for all age levels. All areas of the collection were reduced, but we preserved most of the funding lines for popular new material, graphic novels, music, video games, and DVDs. These are our highest circulating collections and areas of great interest to teens. Standing orders, which included award-winning titles for children and teens, were reduced, but enough funds were kept to preserve core collections.

In the last ten years, Harford County Public Library administration and staff have made a concerted effort to improve and increase services to teens. We established young adult librarian positions and teen advisory groups in most branches, improved collections, and increased programming. We also applied for grants to provide new services to teens. While attendance at teen programs has been sporadic over the years, successful programs have had consistent components—a charismatic YA librarian, popular topics, and teen collaboration. As we look at consolidating services to address the reduction in staffing and increased services in specific areas, Adult and YA programs with low attendance have come under fire. It is likely that we will discontinue poorly attended programs and encourage joint programming among the branches. The programs that incorporate best practices will be preserved.

We have a very successful grant-funded teen after-school program in one of our branches that was started last year right before the economy took a nosedive. One of the requirements of the grant is sustainability, which was not a problem when the grant was awarded. Now we will have to look for other grant, partnership, and fundraising opportunities to keep the program alive at a time when it is needed

AUDRA CAPLAN is Director of the Harford County Public Library in Belcamp, Maryland. She is a past president of YALSA and the current Vice-President/President-Elect of the Public Library Association.

more than ever. One strategy will be to work with teens who are participating in the program and involve them in fundraising efforts. We are also struggling to absorb other grant-funded initiatives, including a program focused on making science fun for children and teens. The Harford County Public Library Foundation has committed to donating funds for materials. We are also working with several scientists in the area who may volunteer to do science-based programs.

A new goal for the library system is to increase volunteer opportunities; this is in direct response to the reduction in staff. One of the populations we targeted for recruitment is teens. We have traditionally used middle school volunteers to help with the summer reading program and hired college students to oversee the program and supervise the younger teens. This year we could not afford to hire the college students, so we created a new volunteer “supervisor” position for returning teens. It has been very successful and gives the new supervisors a sense of accomplishment. We

will also expand opportunities for teens to volunteer in computer training and programming assistance.

Those of us who are YA advocates have always had to defend YA services. The best way to do this—whether the economy is booming or not—is to create excellent, well-used programs and prove their return on investment to administrators, boards, and elected officials. These are criteria that should always be used to justify serving the teen population. Having measures and documentation in place before facing a budget reduction makes it easier to preserve these efforts. Here are some strategies that can be used:

- Policies should be established to keep the best staff safe from lay offs, and then make sure that YA librarians are among the best staff.
- Keep careful statistics on circulation, program attendance, and the number of teens who use the computers each day.

- Collect success stories and use them when you have to defend the service.
- Ask your teens to give testimony.
- Make sure your supervisors are willing to go to bat for your programs.
- Create press releases and send them to local media.
- Invite the media to attend programs and interview the teens.
- Look for alternative funding sources and partner with other youth-based agencies in the community.
- Use current research to build your case—there is a great deal of it available on the YALSA website.

Finally, don’t be afraid to reinvent the way you provide services and involve the teens in the process. As painful as budget cuts are, the positive unintended consequence is that we get to evaluate all the things that we do and figure out ways to do them smarter and more effectively. This allows us to give up what isn’t working while we save and improve our best and most effective services. **YALS**

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It Takes Two School and Public Libraries, Partnerships That Can Work!

By Amy Pelman

When it comes to schools and libraries, the economy is *always* a factor. It becomes even more pervasive, however, in our present state of affairs. Librarians are being asked to re-evaluate, tighten the belt, and cut back. Moreover, there is an immense pressure to use our funds effectively. But that doesn't mean that we want our level of service to go down. So we work for efficiency, we try to do "more with less," we put our noses to the grindstone to try to do as much as before. Wouldn't it be great if you could share your workload? By forging a collaborative partnership with your local school or public library, you might be able to do just that.

Organizational partnering is a powerful concept with a positive connotation. It is almost always encouraged. After all, what

could be better than two organizations working together for a common purpose? The ability to accomplish the goal is doubled! Partnerships can be a means of strengthening or stretching available resources. We know, however, that this is true in theory, but not necessarily in reality. Partnerships take time and, most imperative, willingness from everyone involved to make it work. So when the economy is floundering and we are all feeling pinched, stretched, and stressed, what happens then? In times like these can we even entertain the idea of forging new partnerships? What about existing ones? Do we let those relationships fall by the wayside?

At ALA Annual Conference 2009 in Chicago, YALSA's Partnerships Advocating for Teens (PAT) committee

put together a session showcasing successful partnership efforts between a school library and public library. We had many great presenters talk about their successful and replicable programs.

We talked to a few of our presenters specifically about their programs and the economy. Patricia Tirona is the Youth Librarian at a shared use facility; it is both a branch of the San Diego County public library system and a middle school library. The building, known as both the Solana Beach Branch and Earl Warren Middle School Library, resides on the school campus. Patricia presented her reading incentive program entitled Reading Challenge. Each semester, every student who reads at least one thousand pages above and beyond school requirements earns the privilege of spending their English class period at the end of the semester in the library viewing an entertaining movie, complete with refreshments. The movie is based on one of the books read during the semester and is selected by the Reading Challenge team, which consists of the Student Advisor, the Librarian, and the English Department chair. The top ten readers also win gift cards for local book stores.

Kelly Czarnecki is a Technology Education Librarian at ImagineOn, the Public Library of Charlotte and Mecklenburg County in North Carolina. Kelly presented her program Game On! This is a program in which the public library brings video and board game equipment to the school library for an afterschool program. The students also must work on homework or receive tutoring from other students before the program. The kids often go back and forth between reading and game play.

Brijin Boddy is the Teen Services Coordinator for the Chattahoochee Valley Library in Columbus, Georgia. She talked about a book club that she does at the local school library. Her program is called

AMY PELMAN is the Audiovisual and Young Adult Outreach Librarian at Burlingame Public Library in Northern California. She has served on YALSA's Partnerships Advocating for Teens (PAT) committee for two years. She recently became Chair of this committee and looks forward to helping to transform it into an interest group.

Brown Bag Book Club. The public librarian chooses three books for the club, and teens choose to read one of those books. Students and the public librarian meet during the lunch period at school, usually four or five times a school year.

We asked our presenters a few questions relating to their programs and the economy. Here is what they had to say:

Why is your partnership or program successful? What assets and strengths does each organization bring to the table?

Patricia

[We have the] support of the English department and the school administration; students were involved in the administration of the program; the community partners, Del Mar/Solana Beach Optimist Clubs, provided prizes and refreshments; and the library's young adult collection is funded by the two governing sources of this shared-use library. By integrating these resources, I was able to provide a large in-house collection of current popular books.

Kelly

We [The school librarian and I] both feel the library should be more than books and be a space that provides relevant and high-interest activities for kids. We get to know the youth on a different level during the activity because both organizations have an interest in engaging them.

Brijin

I think the most successful partnership programs stem from a need, one that can be fulfilled by the other organization. In the case of the lunch-time book club, I needed access to students and the school needed someone who had time, interest,

and knowledge to share books with teens. It is a great collaboration between the two organizations. The [public] librarian brings the knowledge and time to the program, and the school media specialist brings the marketing and access to the students.

How has the economy affected your program? Would you say that it is a helpful endeavor in tough economic times? If so, how?

Patricia

In tough economic times, the shared-use model is impacted less because it receives support from two organizations. Both the program and the partnership are helpful endeavors in these tough economic times. We have seen circulation at the library increase. Students who previously purchased books now tend to utilize the library for our free resources.

Kelly

We are looking at having the program be more self-sustaining. The public library has given a lot of focused time to this school, and it is time to look at other ideas such as grants or other aspects of gaming such as board games and game design with free software. Whether or not it's the economy, the school doesn't have funding to purchase video games and other gaming equipment at this time.

Brijin

The economy has affected the program because the school book budget has been cut, so the school media center is unable to buy as many copies of the titles we use for the program. In order to combat this, I get as many advance reader copies as I can to use for our lunch-time book club. The students borrow the books and return them to me when they are finished. I have noticed that the teens' personal book

budgets have been affected by the economy, so having the book club has helped them keep up with new reads without having to spend their own money.

Where in your prioritizing does forming and maintaining partnerships fall? What types of things rank higher? What other things might you let go of to maintain or expand partnering with others?

Patricia

Forming and maintaining partnerships for this program is an integral ingredient, since I need the cooperation and permission of the school administration to promote the concept and have the movie party during the English classes. Earl Warren Middle School has improved in its academic performance since the Reading Challenge, and I believe that the library and its programs have helped contribute to that success. Earl Warren was awarded the Most Distinguished School for this year, and both the school and the review panel cited the shared-use library partnership as a valuable and significant factor in the success of the school.

Kelly

Working with youth-focused partners ranks higher than working with partners that aren't youth focused. We're doing programming differently—I would categorize that as a "letting go" in order to maintain partnering with others. We're not spending hours creating programs that only a few show up to, but rather creating "blocks" or small experiences coordinated with the entire building that people can drop in for if they wish. This frees up our time to do other things such as develop partnerships with the community.

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Being a teen librarian is tough, as libraries tend to fall by the wayside for teens. I don't want to see that happen, so it is a priority to be connected to teens. And that means going to them whenever possible. Their schools are a natural place to reach them, so if you can create an active, positive relationship with your school, you will reach teens.

Moving Forward

We learned a tremendous amount from our presenters. A lot of valuable information was shared, but here is a quick list of tips if you are endeavoring to embark on a school and public library partnership:

- Try a pilot program before you jump in and try to do something on a large scale, especially if you are hoping to involve several schools.
- Ask your counterpart "What do you need?" You might find that there are needs that you can fill together that you couldn't apart, and successful programs can come out of filling those particular needs.
- Keep your programs simple. Make it as easy and straightforward as possible for all parties involved. That way, you are more likely to create something that will be maintained over time.
- Remember that lunch time is one of the only times of the day when teenagers are not busy! It's likely that they already have tons of afterschool and weekend commitments.
- All parts of the partnership are necessary or it won't work. There must be buy-in and participation from all involved. So, naturally that is the first order of business.

To learn more about the "It Takes Two" session, visit the ALA Conference Materials Archive Wiki for Saturday, July 12, 3:30–5:30 PM. If you are interested in getting involved in YALSA's new interest group (IG) on partnerships, please contact me: pelman@plsinfo.org. Thank you to the other members of the PAT committee who helped put on the session at ALA and contributed to this article: Amber Creger, Jessica Moore, Maria Peterson, Jamie Mayo, and Kathie Weinberg. YALS

The room is hushed. You could hear a pin drop. San Francisco Bay Area Young Adult (BAYA) librarians are meeting, and we have come to the part of our meeting dedicated to discussing budget cuts. I ask our members to share their situations with the rest of the group. There's a shift in the energy as we prepare ourselves for unpleasant news. Our usually lively energy simmers down into hushed commiseration. Materials budgets, staff, open hours, training—all downsized. There are some bright spots—recently hired librarians, new library branches opening, grants providing much-needed funds. But overall, most of us are tightening our belts with no light visible at the end of the proverbial tunnel any time soon.

This scenario isn't really anything new. We often feel that we stand in line behind children's and adult services and get the short end of the stick when it comes to materials and space. Besides working with small budgets, fiscal responsibility demands that we look for the most cost-effective way to provide services. We are always looking for ways to save a buck. Times are always hard for Teen Services. But YA librarians are nothing if not resourceful. Here are five ways to serve teens effectively despite hard economic times.

Build a Support Network

If you are a new librarian with little or no experience you can get the help you need from experienced professionals. New hires often find there is no one to train or mentor them at their own location, or that existing staff is counting on them to develop programs with teen appeal. Take every opportunity you can to network with other YA librarians in your state or local area. Start a support group if one does not already exist. Get online with YALSA's electronic lists and meet other YA librarians virtually, if not physically.

No Staff, No Money, What to Do?!?!?!?

Improving Teen Services in Hard Economic Times

By Elsie Okada Tep

Fight Feelings of Isolation

You are not alone. You may feel that way—you may be the only one reading YA lit, the only one doing programming for teens, the only one who actually likes working with teens. Connect with other professionals who are serving teens in your area. Being around others with the same interests can really lift your spirits and invigorate you. When you are with other YA librarians, it's a given that teens are important. Everyone has had a lousy turnout or no-show program. Everyone has booked a less-than-stellar presenter. Everyone has gone through the warming up period of getting to know a community and building rapport with local teens. Everyone has had the deer-in-

the-headlights experience of being stumped at readers advisory. Everyone is fighting for more funding and space for teen materials and programming from the ever-shrinking pie. But these same things may apply to school librarians (if there are any left in your area) and others providing services to teens. Investigate your local parks and recreation department and other teen-serving organizations and make connections with the people who are providing teen programs.

Seek Out Time- and Money-Saving Resources

Start a local review newsletter with other area YA librarians. (Take a look at

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www.baya.org/reviews.html for an example.) Seek out publishers who will send you recently published books for review. Publisher's editions can be added to your collection. Many publishers will send you advance reader's copies in exchange for feedback. These cannot usually be added to your collection, but they can be given to your teens.

Discuss programming ideas with colleagues, both locally and online. Find out if your state association has a listserv where you might learn about free and inexpensive presenters who live nearby. Find out if you can share programming resources with neighboring libraries. Use YALSA's electronic resources, especially its electronic discussion lists, to keep up on ideas for YA books and programs. YALSA-BK (for discussion of books), YA-YAAC (programming, teen advisory groups, and more), YA-URBAN for those in urban libraries, and YA-MUSIC (music collections and programming) make it easy to share information and pick up tips.

Develop Your Professional Skills

Don't wait for training budgets to return—seek out the training you feel you need. Find out if your state offers inexpensive continuing education training. More and

more courses are offered online. YALSA offers online courses (www.ala.org/yalsa/onlinecourses) with reduced rates for members. California's Infopeople Project (www.infopeople.org) offers on-site courses for California library workers and online courses that are also available to out-of-state residents. Keep up with library news using RSS feeds, and keep your eyes open for free opportunities. For example, Scott Nicholson of Syracuse University recently offered a course on gaming in libraries that is available to all for free (www.gamesinlibraries.org/course/?page_id=117).

Help Your Colleagues Feel More Comfortable Serving Teens

Think about ways to improve services to teens by helping your colleagues improve their skills. Many members say that they are often called on when a teen asks for help at the reference desk. Helping other staff feel more comfortable helping teens will improve services across the board. Staff reductions means that many of us will be serving all age groups at the reference desk. It will become less and less possible to call on a colleague for help.

Last year BAYA presented a workshop to help library staff as a whole

provide better readers advisory for teens. This was a concrete way to improve services to teens by raising the competency level of all staff. We know there is no substitute for actually reading YA materials. We also realize that we cannot always be there when a teen asks for help. We cannot expect everyone to immediately recognize the titles or series a teen may be interested in, but we can help our colleagues become familiar with the resources we find useful. We can share our lists, favorite databases, and Web sites. As staff is further reduced, these indirect methods of providing readers advisory will become even more important.

The continuing relevance and growth of organizations like BAYA and YALSA is a reflection of the uniqueness of the professional needs of people who serve teens in our libraries.

We have now come to the realization that improving services to teens is not solely dependent on our individual development but on the development of our library community as a whole. We can make it through tough economic times if we can share our expertise with each other to provide quality service to everyone. For more information about BAYA, visit us at www.baya.org. We would love to hear from other local organizations like ours. YALS

How often during the day do you hear talk about the economy? The topic is the focus of many people these days, and it doesn't look as if it will change much for a while. As the country tries to bolster itself to get through financial hardship, libraries need to continue to find ways to remain viable, even while budgets are being cut. *Good Morning America*, CNN, and other news outlets feature stories about the increase in library usage across the country, but what is happening in the world of young adult services? It's turning out that it is no exception.

At many libraries, the lament has often been "Where are the teens?" However, as parents lose jobs and teens struggle to find summer work, the library is becoming not only a place for free entertainment but a safe haven as well. Teens are coming to libraries to find work, to volunteer, or simply to hang out. "Teen patrons' lives are, indeed, heavily affected by the state of the economy," said Angela Campbell of the Davenport (Iowa) Public Library during a recent interview. "Some of their parents have lost their jobs, another family faced eviction, and I think that plays a huge role in why the library is a main place teens go to unwind and connect with their peers."

For Joe Marcantonio of the Plainfield (Ill.) Public Library, an immense indication of the current economy and its impact on libraries came when he reviewed the library circulation statistics for June. In an e-mail, Joe mentioned the trends he's seen: "In the entire month of June 2008, we circulated 58,728 items. In 2009, from June 1 to June 15, we have circulated just over 55,000. Basically, we've doubled our circulation, which has been crazy for all departments."

With many teens lacking the disposable income they have had in previous summers, the depth and breadth of media and materials provided by public libraries fills a pop-culture gap. As Shari Fesko of the Southfield (Mich.) Public Library said, "My CD and DVD

Making the Best of It

YA Librarians Share How They're Coping in a Tough Economy

By Christine Ayar

collections are a huge draw, and my graphic novel collection circulation stats continue to rise and rise with every comic book movie that comes out!" Sharon Colvin of the Scituate (Mass.) Town Library also confirmed the trend, noting that magazines are immensely popular: "The kids love magazines. They don't even care that some issues are lost or nearly disintegrated from use."

An influx of teen volunteers, many of whom cannot find work in the current economy, is another noticeable trend. Christie Vogt of Davenport (Iowa) Public Library has been overwhelmed by the response from teens. "I'm consistently amazed by the number of teen volunteers that I have. Basically I don't have enough volunteer opportunities to go around," explained Christie. "I get the impression that they're full of great ideas, energy, and surprisingly even the motivation to make

positive contributions to their community and just aren't connecting to or finding the opportunities to do such." For some teens, volunteering doesn't just help them pass the time and help the community—it helps them keep fines down. "My 'work off your fines' program has been a hit, particularly with those who need to check out their summer reading books," Alissa Lauzon of Haverhill (Mass.) Public Library explained. For teens and their families counting every penny, being able to work off fines has been an immense help.

Across the country, the costs associated with attending college or university is being scrutinized by teens and their parents as graduation draws near. The same teens who may have gone away to college just last year are opting instead to go to local community colleges to start their education. Many young adult services librarians are seeing the shift as an

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opportunity to increase library usage and court teen library users into adult library users. For Angela Campbell, the movement toward embracing a new generation of college students didn't require a lot of thought. In fact, the Davenport Public Library almost immediately started working the community colleges when they realized the trend. "I think this trend might be a way for us to capitalize on having the teen demographic around the region much longer," she explained. "It will also give the public library an opportunity to act as their information resource for assignments. In planning future programs, we may shift our teen programming to balance both entertainment and information literacy. We have some ideas in the works with our local community college, which will probably end up being a great partnership."

Throughout the interviews, a common comment was that library technology is being utilized to the max, with computer labs being full from open to close. In Davenport, the staff has started to offer one-on-one computer assistance for adults in the area. Sharon Colvin took the idea a step further and has started a training program to teach teens to be computer tutors to adults, thus helping adults become proficient in technology while providing additional opportunities for a small army of teen volunteers.

After speaking with several librarians from across the country, there is no consistent answer to the question "How is your budget holding up?" While some librarians are breathing a sigh of relief that their budgets have been untouched, their peers just miles down the road are

struggling with massive cuts and increasing use. A saving grace for some has been Friends groups. Most mentioned that their Friends groups have always helped out with costs associated with teen programs; others mentioned that their Friends groups are just starting to add what they can to ensure that teen events go on. Pay freezes and limited ability to travel to conferences and training is a sacrifice library staffs are making to not lose employees and to allow library collections budgets to remain untouched, or at least minimally touched.

During a June 9 chat on ALA Connect, YALSA members voiced their concerns about being unable to participate at conferences because of diminishing travel budgets. Sarah Debraski, YALSA's immediate past-president, discussed how the association is reviewing ways to help those who can't travel by making grants available and by offering more opportunities for virtual interaction. YALSA offers more than \$35,000 in grants and awards annually, many supporting costs associated not only with annual conferences but symposiums and other learning opportunities. A complete list can be viewed at www.ala.org/yalsa/awards&grants.

Navigating a career course and planning the future of their libraries led many to mention the need for mentoring through the association. YALSA is a step ahead of the game and is already in the process of working with a mentoring task force that is providing recommendations for an established mentoring program. The chat transcript can be read online at <http://yalsa.ala.org/blog/2009/06/10/yalsa-chat-on-the-economy-libraries-yalsa-the->

transcript. To ask questions or comment on how YALSA can help during these economic times, YALSA members are encouraged to e-mail the association at yalsa@ala.org. ALA Connect (<http://connect.ala.org>) also offers forums and chats to allow young adult librarians to share and interact.

Economic instability has been bittersweet for the library profession and for teen services in particular. Many libraries are struggling to keep their budgets intact and their doors open, despite the fact that the communities that need them are losing jobs and tax dollars. Instead of facing the current situation with worry or dread, the majority of library professionals are moving forward and looking at the struggles as a way to shine and to demonstrate to their towns, cities, and states just exactly what libraries can do to help their communities and support their teens.

ALA/YALSA Economy Resources

Slow Economy Fuels Surge in Library Visits Press Kit: www.ala.org/economynews

Advocating in a Tough Economy Toolkit: www.ala.org/tougheconomytoolkit

YALSA Advocacy Wiki: <http://tinyurl.com/YAadvocacy>

2009 State of America's Library Report: www.ala.org/2009state

Know Your Stimulus: www.ala.org/knowyourstimulus

Library Value Calculator: www.ala.org/libraryvaluecalculator

Add It Up: www.ala.org/additup YALS

Sticks, Stones, and Words Can Hurt You

Antibullying Resources

By Madelene Rathbun Barnard

Take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.

—Elie Wiesel, 1986 Noble Peace Prize acceptance speech

What if you went to school tomorrow and your fellow students physically and verbally taunted you? No school official, student, or parent knew about this or came to your aid. How many physical and verbal blows can you absorb? Do sticks and stones break your bones, but words will never hurt you? Would your solution be like that of the bully victim Peter Houghton from Jodi Picoult's novel *Nineteen Minutes*? He decided to get revenge and students and teachers ended up dead. Or in the next few minutes you can find a positive solution by examining this issue and reading the genre.

Bullying takes on many shapes and sizes. For example, it can be a physical attack or mean gossiping. It can be a face-to-face incident or persistent "cyberbullying" (i.e., chat rooms and text messaging). In this arena, there are the believers and nonbelievers of its harmfulness.

Some people perceive bullying as a rite of passage. In this vein, it is felt that children should work out their own problems. The rationale here is that they will have to figure things out on their own

when they are grown up. Bullying is part of life.¹ It is just teasing with no lasting effects. American culture perpetuates aggression through legitimate means.² Furthermore, children have been known to pick on others to "fit in."³ Let's face it: this is a competitive world. Besides, American culture teaches children and teens not to "ratle." Nobody likes a snitch. Thus, if the child or teacher doesn't report it, it must not be that important. With a low school-bullying report rate, the status quo of nonintervention is implemented. In conclusion, "it's just a phase." "This too shall pass" since there are no lasting effects.

Many experts believe bullying has a cumulative effect on the psyche. This may result in school violence and suicide known as "bullycide". In addition, it is believed that bullying can have lasting effects on the victim as well as the bullies.⁴ Other similar-minded experts believe a laissez-faire approach may sound plausible on paper; however, teenagers are not yet emotionally mature enough to develop healthy solutions to bullying. Many psychologists

believe it is our job as adults to make the school environment safe, not the other way around. They believe bullying is predatory behavior. This unhealthy form of competitiveness creates a power imbalance.⁵ Some physical and much of verbal bullying is done without adult witnesses. It can be done in a subtle manner under an adult's radar.⁶ The following statistics support the need for antibullying resources:

- According to the National Education Association, approximately 160,000 kids per day skipped school because of fear of attack or intimidation by bullying.⁷
- The National Threat Assessment Center of the U.S. Secret Service found 66 percent of 37 school shootings studied were led by individuals who felt they were bullied.⁸
- Twenty percent of high school students say they considered committing suicide within the last

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twelve months.⁹ According to Jan Middleton-Moz and Mary Lee Zawadski's *Bullies from the Playground to the Boardroom* (2002), the main teen triggers for committing suicide are teasing, bullying, and social rejection.

- In a 2003 Harris Poll for the Girl Scouts of America, bullying topped the girls' (ages 8-17) list of safety concerns.¹⁰
- The 2007 National School Climate Survey by the GLSEN (Gay, Lesbian and Straight Education Network) found that 86 percent of LGBT (lesbian, gay, bisexual and transgender) students experienced verbal harassment, 60 percent felt unsafe at school because of their sexual orientation, and about 33 percent skipped school because of this.¹¹
- According to a study by iSafe, 58 percent of teens have received mean online statements and they felt the words were hurtful.¹²

How can young adults handle bullying properly? How can they seek assistance if they, their friends, or the adults around them are not knowledgeable? Whether it is fiction, nonfiction, films, or Web sites, knowledge is power. Perhaps bullying in all its forms can be reduced or even eliminated and its victims will not feel so alone or in despair.

Annotated Bibliography

Teen Fiction

Jaime Adoff. *Names Will Never Hurt Me*. (New York: Penguin Group, 2005). Adoff's poetic prose tells (in four voices) the tale of a befallen football high school star.

Catherine Atkins. *Alt Ed*. (New York: G.P. Putnam's Sons, 2003). Atkins creates a modern day "Breakfast Club" complete with overweight students, homophobic

bullying, and a special after-school detention program.

Michael Gerard Bauer. *Don't Call Me Ishmael*. (New York: Greenwillow Books, 2007). How do you survive school with a name like Ishmael?

Ian Bone. *Sleep Rough Tonight*. (New York: Dutton Books, 2005). Alex tries to escape his bullying tormentor by hooking up with a violent student. Will Alex follow a life of crime or will he have the strength to stand up for what is right?

Kevin Brooks. *Kissing the Rain*. (New York: Scholastic, 2004). The main character is shy and overweight and prefers to be alone. He refers to the name-calling and other cruel bullying he must endure as rain. When he witnesses a murder, will there be no more kissing the rain?

Alyssa Brugman. *Being Bindy*. (New York: Delacort, 2006). What happens if one's BFF finds other friends and becomes a backstabber? Another good bullying fiction title by Brugman is *Walking Naked*.

Marcia Byalick. *Quit It*. (New York: Delacorte Press, 2002). Byalick deals with bullying the handicapped. Carrie was once a happy eighth grader who has developed Tourette's syndrome over the summer. Her ninth-grade year is not a happy one.

B. R. Collins. *The Traitor Game*. (New York: Bloomsbury Children's Books, 2008). Collins presents a fantasy novel complete with friendship, bullying, and homosexuality issues.

Robert Cormier. *Chocolate War*. (New York: Knopf Books, 1974). Cormier's classic covers the cruel power imbalances within prep school walls.

Chris Crutcher. *Whale Talk*. (New York: Greenwillow Books, 2001). Without the requested assistance of school administrators and teachers, the picked-on bullied swim team must battle the football jocks. This entertaining book provides insight into the world of the high school caste system.

Sharon Draper. *The Battle of Jericho*. (New York: Atheneum, 2003). At what point does club initiation turn to hazing? How long will a student put up with such a power imbalance? How much bullying will he or she endure to be part of a coveted club?

Sharon Flake. *The Skin I'm In*. (New York: Hyperion, 2000). Flake's book is a Coretta Scott King Award winning young adult novel dealing with discrimination and bullying.

Alex Flinn. *Breaking Point*. (New York: HarperTempest, 2002). Set in a private exclusive school, the bully victim Paul attends on a scholarship. Paul's solution is to join the school's gang of bored rich kids, vandalize property, and steal.

Gayle Friesen. *Men of Stone*. (Niagara Falls, N.Y.: Kids Can Press Ltd., 2000). What happens when you are a sensitive male? Enjoy this intergenerational tale of courage.

Donald R. Gallo, Ed. *On the Fringe*. (New York: Dial Books, 2001). A short story collection meant for every kid who has been called a mean name. Contributions are by such authors as Chris Crutcher and M. E. Kerr.

Nancy Garden. *Endgame*. (Orlando, Fla.: Harcourt Inc., 2006). Was a school shooting caused by relentless bullying or family problems?

Beth Goobie. *The Lottery*. (Custer, Wash.: Orca Book Publishers, 2002). In the vein of Shirley Jackson's short story *Lottery*, but instead of being stoned, Sal Hanson wins the lottery, only to be shunned by the other high school students. Her defiance to this unjust decree may well be her saving grace.

Michael B. Harmon. *Brutal*. (New York: Alfred A. Knopf, 2009). Set in a quiet California wine town where special privileges are awarded to a select few and bullying of nonconformists is condoned.

S. E. Hinton. *The Outsiders*. (New York: Puffin Books, 1967). Like Judy Blume's elementary school classic *Blubber*, Hinton's young adult classic follows the difficult world of an outsider.

Kathe Koha. *Buddha Boy*. (New York: Frances Foster Books, 2003). Cultural intolerance, athletic elitism, and bullying are the basis for this teen drama. Follow the narrative of Justin who transforms himself from a bystander into a bully victim defender.

Paul Langa. *The Bully*. (New York: Scholastic, 2007). This is book number five from the Bluford High series.

D. Anne Love. *Defying the Diva*. (New York: Margaret K. McElderry Books, 2008). Love deals with relational bullying. Can one protect oneself from the high school queen bee's vicious weapon of words?

Sue Mayfield. *Drowning Anna*. (New York: Hyperion, 2001). A powerful novel dealing with bullying.

Walter Dean Myers. *Shooter*. (New York: Harper Collins, 2004). Award-winning author Myers sets a depressing tone as a warning against gangs and bullying.

Shana Norris. *Something to Blog About*. (New York: Amulet Books, 2008). Cyberbullying is covered, complete with boys, bullies, and blogs.

Suzanne Phillips. *Burn*. (New York: Little, Brown and Co., 2008). Watch Cameron's anger grow as he is constantly bullied and isolated during his freshman year. Will this lead to a deadly outcome?

Carol Plum-Ucci. *The Body of Christopher Creed*. (San Diego, Cal.: Harcourt Inc., 2000). Bully victim Christopher Creed is missing. Everyone thinks he disappeared because he committed suicide. The bully Torey Adams feels guilty. Did Christopher die or did he run away? Another title by the same author is *What Happened to Lani Garver*.

Francine Prose. *After*. (New York: Joanna Cotler Books, 2003). This novel

paints a dark picture of events after a high school shooting. Francine Prose also wrote the Harper Teen 2007 novel *Bullyville*.

Alex Sanchez. *Rainbow Boys*. (New York: Simon and Schuster, 2001). Sanchez's novel covers homophobic bullying. His sequel *Rainbow High* provides the continuing story of the Gay/Straight Alliance at school.

Pat Schmatz. *Mousetraps*. (Minneapolis, Minn.: Carolrhoda Books, 2008). How do former elementary school best friends survive high school?

David Skinner. *The Wrecker*. (New York: Random House, 1995). After the revenge plan is in place, the bully victims start to have second thoughts about wrecking the school.

Jerry Spinelli. *Crash*. (New York: Random House, 1996). Spinelli writes from the bully's perspective. A new friendship with an unusual Quaker boy changes how the main character, Crash, looks at life. Another Spinelli title *Stargirl* tackles nonconformity.

Todd Strasser. *Give a Boy a Gun*. (New York: Simon and Schuster Books for Young Readers, 2002). Student and teacher comments are provided for this school violence novel.

C. G. Watson. *Quad*. (New York: Razorbill, 2007). Six students from six different cliques are held hostage by their bully victim. With flashbacks intertwined, the reader discovers that every action triggers a reaction.

Jonny Zucker. *Skateboard Power*. (San Diego, Cal.: Stone Arch Books, 2005). A teen book written for the reluctant/low reader. The main character encounters bullying shortly before his big skateboard competition.

Teen Nonfiction

Anytime Prayers for Everyday Teens. (New York: Hachette Book Group USA, 2006). A self-help book covering a multitude of

prayers for various teen issues. For example: "The Prayers of Confession" section covers "when I've been hurtful to others", "when I become involved with gossip", and "when I've become critical and judgmental".

Misty Bernall. *She Said Yes: The Unlikely Martyrdom of Cassie Bernall*. (Farmington, Pa.: Plough Publishing House, 1999). This biography (written by Cassie's Mom) is suitable for adults and teens. Cassie was killed during the Columbine shootings. (Note: A new adult book *Columbine* by journalist David Cullen not only disputes Cassie's last words affirming her faith in God but also challenges the Columbine High School shooters' status as bully victims).

Jodee Blanco. *Please Stop Laughing at Us*. (Dallas, Tex.: BenBella Books, Inc., 2008). This is the sequel to the New York Times bestselling memoir *Please Stop Laughing at Me*, the shocking story of being bullied from elementary to high school. Blanco's story reveals that resilience can save a child from bullying.

Jane Bluestein and Eric D. Katz. *High School's Not Forever*. (Deerfield Beach, Fla.: HCI Teens, 2005). Bluestein and Katz provide practical advice on how to deal with high school social and academic pressures. Written exercises and resource lists are provided.

Jack Canfield, Mark Victor Hansen, and Deborah Reber, Eds. *Chicken Soup for the Teenage Soul: The Real Deal—School Cliques, Classes, Clubs and More*. (New York: Scholastic, 2005). Try the story "Ugly Duckling." It is a touching first-day-at-high-school story. Another title from this series is "Friends and Challenges." Canfield has also edited *Chicken Soup for the Teenage Soul: Tough Stuff*. Other similar short story collections include the *Taste Berries for Teens* and *Teen Ink* series.

Dale Bick Carlson. *Stop the Pain: Teen Meditations*. (Madison, Conn.: Bick Publishing House, 1999). This is a

self-help guide by ALA Notable Book author of *Girls Are Equal, Too*. A CD alternative is by Lori Lite's Indigo Dreams audios promoting self-esteem and stress release. Another resilience title is *Fighting Invisible Tigers: Stress Management for Teens* by Earl Hipp (2008).

Cheryl Dellasega, Carisse Nixon, and Elina D. Nudelman. *Girl Wars: Twelve Strategies That Will End Female Bullying*. (New York: Simon and Schuster, 2003). The author of *Surviving Ophelia* and *Mean Girls Grow Up* provides strategies for adults and teens.

Al Desetta, Ed. *The Courage to Be Yourself: True Stories by Teens about Cliques, Conflicts and Overcoming Peer Pressure*. (Minneapolis, Minn.: Free Spirit Publishing, 2005). This is an "Educators for Social Responsibility" sponsored publication. The stories cover prejudice, friendship loss, and bullies. At the end of each story are questions for the teen to ponder. Other good Free Spirit publications include *How to Take Grrr out of Anger* and *More Than a Label: Why What You Wear or Who You're With Doesn't Define Who You Are*.

Mikki Halpin. *It's Your World—If You Don't Like It, Change It: Activism for Teenagers*. (New York: Simon Pulse, 2004). This is a proactive guide. Racism, gay rights, and women's rights are a few of the topics discussed. Chapter 6 deals with stopping school violence and bullying.

Jill Hamilton, Ed. *Bullying and Hazing*. (Detroit, Mich.: Greenhaven Press, 2008). Rudimentary bullying and hazing information is clearly described, and homophobic bullying is covered.

Kelly Huegel and Steven Cozza. *GLBTQ: The Survival Guide for Queer and Questioning Teens*. (Minneapolis, Minn.: Free Spirit, 2003). Huegel covers the homophobic bullying that gay, lesbian, bisexual, transgender, and questioning teens encounter.

Julie Tallard Johnson. *Spiritual Journaling: Writing Your Way to*

Independence. (Rochester, Vt.: Bindu Books, 2006). Johnson is a licensed psychotherapist as well as a creative writing teacher. This book can serve as a resilience resource, boosting a teen's self-esteem.

Note: Many titles are available on journaling as a self-help and awareness tool.

Jami L. Jones. *Bouncing Back*. (New York: Franklin Watts, 2007). This title covers resilience as a powerful bullying survival skill. Other titles in the series are *Beating Depression*, *Totally Tolerant: Spotting and Stopping Prejudice*, and *Your Space: Dealing with Friends and Peers*.

Erika V. Shearin Karres. *Mean Chicks, Cliques, and Dirty Tricks: A Real Girl's Guide to Getting Through the Day with Smarts and Style*. (Avon, Mass.: Adams Media, 2004). Karres provides practical comebacks and strategies.

Dave Pelzer. *Help Yourself for Teens: Real-Life Advice for Real-Life Challenges*. (New York: Penguin Books, 2005). From the author of *A Child Called It*, this self-help book is sprinkled with inspirational insight. Pelzer offers practical solutions for dealing with common teen problems.

Frank Peretti. *No More Bullies*. (Nashville, Tenn.: Wounded Spirit, 2000). Popular author Peretti recalls his painful childhood memories of being disfigured and the emotional scars he had to overcome because of bullying.

Jeff Perrotti and Kim Westheimer. *When the Drama Club Is Not Enough: Lessons from the Safe Schools Program for Gay and Lesbian Students*. (Boston: Beacon Press, 2007). This versatile school guide is for students and teachers.

Kate Tym. *School Survival*. (Chicago, Ill.: Raintree, 2005). Part of the *Get Real* series, this title deals with handling peer pressure, being a misfit, and handling bullying. Each section provides advice under the heading "ask the experts."

Kathleen Winkler. *Bullying: How to Deal with Taunting, Teasing, and Tormenting*. (Berkeley Heights, N.J.:

Enslow Publishers, 2005). Winkler provides student experiences, hotline numbers, recommended reading, and Internet addresses.

Bill Zimmerman. *100 Things Guys Need to Know*. (Minneapolis, Minn.: Free Spirit Publishing Inc., 2005). With illustrations by Tyler Page, this book covers issues ranging from bullying to taking tests. Web sites, tips, and fact boxes provide a quick information profile.

Adult Nonfiction

Elliot Aronson. *Nobody Left to Hate: Teaching Compassion After Columbine*. (New York: Henry Holt and Co., 2001). Aronson contends that compassion is the solution.

Barbara Coloroso. *The Bully, the Bullied, and the Bystander*. (New York: HarperCollins, 2002). Identification markers, types of bullying, and warning signs of potential violence are discussed in detail. In addition, prevention and intervention techniques are presented.

Stan Davis with Julia Davis. *Schools Where Everyone Belongs*. (Champaign, Ill.: Research Press, 2007). This guidebook is geared for all school levels. The Olweus method and what doesn't work are discussed in detail.

Jim Dillon. *The Peaceful School Bus Program*. (Center City, Minn.: Hazelden Publishing, 2008). The Peaceful School Bus Program was originally designed for an elementary school by a certified trainer of the Olweus Bullying Prevention Program. This guide complete with CD ROM and DVD is suitable for grades K–12.

Dorothy L. Espelage and Susan M. Swearer, Eds. *Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention*. (Mahwah, N.J.: Lawrence Erlbaum Associates Publishers, 2004). Editors compiled essay contributions from universities, community centers, and government agencies. Authors include

Professors Anthony D. Pellegrini and Dan Olweus.

James Garbino and Ellen DeLara. *And Words Can Hurt Forever: How to Protect Adolescents From Bullying, Harassment, and Emotional Violence*. (New York: Free Press, 2002). The authors believe society and school culture allow bullying, harassment, and emotional violence. They provide adult tips and techniques and teenager solutions. Bullying myths are also discussed.

Sameer Hinduja and Justin W. Patchin. *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying*. (Thousand Oaks, Cal.: Corwin Press, 2009). Rudimentary cyberbullying information is provided for the newbie as well as tips for dealing with law enforcement.

Jaanna Juvonen and Sandra Graham. *Peer Harassment in School: The Plight of the Vulnerable and Victimized*. (New York: Guilford Publications, 2001). Academic findings and prevention and intervention approaches are listed.

Jami Jones Giles. *Helping Teens Cope: Resources for School Library Media Specialists and Other Youth Workers*. (Worthington, Ohio: Linworth Publishing, Inc., 2003). A great bibliography for all libraries and youth centers. Chapter 13 covers bullying.

Tricia S. Jones and Randy Compton, Eds. *Kids Working It Out*. (San Francisco: Jossey-Bass, 2003). This guidebook is published in affiliation with the Association for Conflict Resolution. One chapter focuses on utilizing art in conflict education.

Margaret R. Kohut. *The Complete Guide to Understanding, Controlling and Stopping Bullies and Bullying*. (Ocala, Fla.: Atlantic Publishing, 2007). Chapters are devoted to defining bullying, myth busting, bully profiling, and bully-busting techniques and creating zero-tolerance programs.

Sherryll Kraizer. *10 Days to a Bully-Proof Child*. (New York: Marlowe and Company, 2007). This book is based on the "Take a Stand" antibullying program implemented at various schools nationwide. Another relevant title is *A Parent's Guide to Building Resilience in Children and Teens* (2006).

Neill Marr and Tim Field. *Bullycide: Death at Playtime*. (Oxfordshire, UK: Wessex Press, 2001). Powerful and at times painful bullying experiences have been compiled. The sources cited are based in the United Kingdom.

Karen Maudlin. *Sticks and Stones*. (Nashville, Tenn.: The W Publishing Group, 2002). Karen Maudlin is a parenting expert for the magazine *Christian Parenting Today*. This prevention and intervention guidebook for parents, teachers, and youth group leaders reveals that sticks and stones may break bones but words can hurt, too.

Mary Jo McGrath. *School Bullying: Tools for Avoiding Harm and Liability*. (Thousand Oaks, Cal.: Corwin Press, 2007). McGrath is an education and personnel law attorney who argues that one reason bullying should be addressed is the legal cost.

Joshua Miller, Irene R. Martin, and Gerald Schamess, Eds. *School Violence and Children in Crisis: Community and School Interventions for Social Workers and Counselors*. (Denver: Love Publishing Company, 2003). The Editors are from the Smith College School for Social Work. Part II covers interventions in schools. In part II see Chapter 6: "Undercovering the Hidden Causes of Bullying and School Violence".

Dan Olweus. *Bullying at School: What We Know and What We Can Do*. (New York: John Wiley and Sons, 1993). Olweus, psychology professor at University of Bergen Norway, is considered the leading authority on bullying. The Olweus intervention has been implemented by countless school systems. He also has

authored many other publications such as *Teacher's Handbook: Olweus's Core Program Against Bullying and Antisocial Behavior* (available from www.clemson.edu/olweus) and *Bullying Is Not a Fact of Life* (available from <http://mentalhealth.samhsa.gov>).

Pamela Orpinas and Arthur M. Horne. *Bullying Prevention: Creating a Positive Climate and Developing Social Competence*. (Washington D.C.: American Psychological Association, 2006). Psychologists Orpinas and Horne start with the belief "that all children should be able to learn and grow up in a safe and caring environment". It provides sections on school counseling, bully prevention modeling, and skills to handle bullying.

Gary R. Plaford. *Bullying and the Brain: Using Cognitive and Emotional Intelligence to Help Kids Cope*. (Lanham, Md.: Rowman and Littlefield Education, 2006). A fascinating academic read for teachers and counselors.

Rick Phillips, John Linney, and Chris Pack. *Safe School Ambassadors: Harnessing Student Power to Stop Bullying and Violence*. (San Francisco: Jossey-Bass, 2008). Authors present a series of articles on bullying and school violence prevention. They suggest using an untapped school resource—the student.

Walter B. Roberts, Jr. *Bullying From Both Sides: Strategic Interventions for Working with Bullies and Victims*. (Thousand Oaks, Cal.: Corwin Press, 2006). With a foreword by Rosalind Wiseman, author of *Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends and Other Realities of Adolescence*, this book contains over twenty years of research and work with parents, school officials, bullies, and their victims. Other 2009 Corwin Press books include *Cyber Law, Understanding Girl Bullying and What to Do About It*, and *The Power of Groups*.

Peter Sheras. *Your Child: Bully or Victim*. (New York: Simon and Schuster,

2002). The author covers the bully, the bully victim, and the bystander. There are tips on identifying problems, empowering your child, starting intervention programs, and seeking outside help.

Rachael Simmons. *Odd Girl Out*. (New York: Harcourt Inc., 2002). Simmons is a national trainer for the Ophelia Project. She began her research on female bullying while at Oxford University as a Rhodes Scholar. This book uncovers "The Hidden Culture of Aggression in Girls". Also recommended is her book *Odd Girl Speaks Out: Girls Write About Bullies, Cliques, Popularity and Jealousy*.

Thomas R. Murray. *Violence in America's Schools: Understanding, Prevention and Responses*. (Westport, Conn.: Praeger, 2006). Chapter 1 begins with an overview of the types of school violence. Chapter 3 discusses threats of violence toward groups, individual, and property. It also covers cyber threats. Chapter 7 covers bullying.

Joseph E. Zins, Maruice J. Elias, and Charles A. Maher, Eds. *Bullying, Victimization and Peer Harassment: A Handbook of Prevention and Intervention*. (New York: The Haworth Press, 2007). This academic compilation offers a wide array of essays. For example, chapter 8 explores "Peer victimization in Middle School". Chapter 10 covers "targeting bystanders" as part of the prevention program.

Films

Because many YouTube bullying videos do not have authority control, they are not listed. In addition, since the wide variety of feature films providing sympathetic and unsympathetic treatments are too numerous to mention, listed below are several nonfiction productions:

7 Ways to Block a Cyberbully. (Owatonna, Minn.: Learning ZoneXpress, 2008). This is an instructional DVD on the Internet and cell phone safety. Another

title is *Cyber Safe* (2007) by Video Education America.

Bully Girls. (Lawrenceville, N.J.: Meridian Education, 2006). The video explores queen bees, frenemies, and relational bullying. Another Meridian Education production is *A Teacher's Guide to Bullying Prevention* (2006).

Bullying. (Wynnewood, Pa.: Schlessinger Media, 2003). This is part of the *Conflict Resolution for Students* series. Another title is *Harassment*.

Bullying Prevention. (Washington D.C.: American Psychological Association, 2006). APA production with Horne. Self-calming techniques, school environments, and aggressiveness in children are covered.

Columbine: Understanding Why. (New York: A and E Home Video, 2002). Originally telecasted as an Investigative Reporting segment, this documentary follows the Threat Assessment Group (TAG) investigation as to why the Columbine High School shooting occurred.

Gum in My Hair. (Seattle, Wash.: Twisted Scholar, 2003). A 20-minute instructional video geared for middle-school-age children. Another age-appropriate film is *Let's Get Real* by Debra Chasnoff.

The "In Crowd" and Social Cruelty. (New York: ABC News Productions, 2007). This DVD highlights John Stossel's special news program with psychologist Michael Thompson, author *Best Friends, Worst Enemies*. ABC News has also released a 10-minute interview piece by Connie Chung entitled *Bullies* (2007). Another news report is Leeza Gibbons' *Challenge Day* (2006) focusing on "challenge day" antibullying programs (www.challengeday.org).

Reality Matters: Bullying and Violence. (Princeton, N.J.: Films for the Humanities and Sciences, 2004). This Discovery Health Channel Reality Matters broadcast is geared for high school students.

Stop Bullying: Standing Up for Yourself. (Brewster, Mass.: Paraclete Press, 2003).

Lead by youth motivational speaker Mark Brown, this 20-minute video provides a support guide, life experiences, and practical tactics. Younger audiences may appreciate *Stop Bullying Now* by U.S. Department of Health and Human Services' National Bullying Prevention Campaign (www.stopbullyingnow.hrsa.gov).

Taking a Stand. (Lawrenceville, N.J.: Meridian Education Corporation, 2006). This bullying prevention film is a four DVD series complete with workbook.

Web Sites

The following websites offer helpful resources regarding bullying. www.aauw.org. The American Association of University Women's study "Hostile Hallways: Bullying, Teasing and Sexual Harassment" is downloadable.

www.bullypolice.org. As a watchdog organization a state-by-state score card is provided.

www.bullystoppers.com. This Web site is managed by Tom Letson, New Jersey Licensed Professional Counselor.

www.connectforkids.org. Managed by the Forum for Youth Investment, a quick search leads to many bullying prevention hits.

www.cyberbullying.us. A cyberbullying blog is available.

www.glsen.org. The Gay, Lesbian and Straight Education Network provides antibullying resources.

www.hamfish.org. A Web site maintained by The Hamilton Fish Institute on School and Community Violence, George Washington University.

www.interventioncentral.org. This information clearing house offers "free resources to help school staff and parents to promote positive classroom behavior".

www.isafe.org. i-SAFE is a nonprofit foundation "dedicated to protecting the online experiences of youth". Free preview of webcasts as well as a teen hangout is available.

www.kidpower.org. Podcasts are available courtesy of the International Central Office and California Center.

www.nasponline.org. The National Association of School Psychologists provides resources for families, students, and educators.

www.ncpc.org. Check out the National Crime Prevention Council's national cyberbullying public service announcement contest.

www.schoolsafety.org. The National School Safety Center offers free resources as well as a store.

www.nea.org. A quick search on this National Education Association Web site produces valuable hits.

www.pacerkidsagainstbullying.org. This kid-oriented site has links for parents and professionals.

www.pta.org. A quick search on the Parent Teachers Association Web site produces many hits.

www.safeyouth.org. National Youth Prevention Resource Center lists various bullying resources and crisis hotlines.

www.stopbullyingnow.hrsa.gov. This is a great government resource offering flash cards and worksheets.

www.stopcyberbullying.org. Information is divided according to age groups.

www.tolerance.org. Teaching tolerance is a project of The Southern Poverty Law Center.

In closing, remember you can help others with antibullying resources and don't forget to do the following:

- Highlight National Bully Prevention AwarenessWeek (October 4-10, 2009).
- Have a "challenge day" workshop.
- Produce a play or reader's theater performance.
- Create library teen programs against bullying: for example, a poetry slam.
- Promote World Kindness Day (November 3rd): for example, teen-run story times for elementary schools.
- Take the student pledge against gun violence. This year's Day of Concern is October 21, 2009. www.pledge.org.
- Read, read, and read for more ideas.

I shall remember forever and will never forget.

Monday: my money was taken.

Tuesday: names called.

Wednesday: my uniform torn.

Thursday: my body pouring with blood.

Friday: it's ended.

Saturday: freedom.

—The final diary pages of 13-year-old Vijay Singh (1996). On Sunday, he was found dead hanging from his home banister rail. Bullies verbally and physically assaulted him. No school officials came to his rescue and no fellow students defended him.¹³ YALS

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Green, Gail. *Animals and Teens: The Ultimate Teen Guide*. The Scarecrow Press Inc., 2009; 259p; \$45.

Serving young adults who love animals can be challenging. What is left after they devour series fiction based on an animal, scrounge through the many breed books, and dog ear the “How to” books? Why, Green’s new book fills this niche perfectly.

This book, number twenty-two in the “It Happened to Me” series, uses a textbook format to provide information. Green interviewed over twenty teens who work directly with animals and used the information as positive testimonials to introduce topics. Body language between animal and teen is one of the many great topics that inspire research papers.

In the nine chapters, animals ranging from goldfish to working horses are mentioned with emphasis on bonding with different types, even reptiles. Sidebars such as medical tidbits, quotes from teens (high school and college age), bonding in action, making a difference, and poetry (provided by the author’s daughter) appear throughout, creating a browser friendly layout. The text is interspersed with illustrations by the author and artwork by interviewees. Teen readers will find advice on moving to college (whether pet attends or stays home), comforting the pet through loss of a companion pet, finding solace when a pet dies, and dealing with health issues and life changes. The audience for this book includes high school and college students with the book including sections on career opportunities and volunteerism. —Maggie Moran, *Public Services and Reference Librarian, NW Mississippi Community College, Senatobia, Miss.*

Standards for the Twenty-First-Century Learner in Action American Association of School Librarians

This publication, produced by the American Assn. of School Librarians (AASL) in an effort to provide an explanation of the AASL’s new learning standards and to advise on how to best implement them in a variety of situations, is a concise and clear introduction to the background and necessity of the standards themselves. Each standard is broken down into strands, which in turn are split into indicators, or actions, that students take to demonstrate competence. Specific benchmarks for grades 2, 5, 8, 10, and 12 are outlined for each of these indicators so that teachers and school library media specialists can see specific accomplishments that meet each standard. Action examples, or

lesson plans, if you will, are offered as suggestions for each of the grade levels represented by benchmarks. Although there are several levels of collaboration noted for these plans, more guidance might be offered for the school librarian who, for whatever reason, does not have the benefit of teacher interest in cooperative instruction. A correlation between these standards and those set by the Assn. of College & Research Libraries for information literacy at the post-secondary level would be beneficial, as a look toward future expectations would help those involved in high school instructional planning offer the most solid preparation for bridging into the critical thinking development expected at the university level.—Kerry Sutherland, *Akron-Summit County Public Library, Akron, Ohio.*

***The Power of Booktalking*, DVD by the University of Wisc.-Madison**

Are you looking for a fun, inexpensive, interactive way to improve circulation in the library? Do you want to capture the attention of reluctant readers? If the answer is yes, then *The Power of Booktalking* from the University of Wisconsin-Madison School of Library and Information Studies may be the resource for you. This DVD not only explains why booktalking is a valuable tool, but it also demonstrates the art of booktalking with examples of “booktalkers” in the classroom and library. These booktalkers are college professors teaching library media students; elementary, middle and high school media specialists giving booktalks to students; and a young adult librarian from a public library giving a booktalk to a teen advisory board. Each chapter focuses on a different group of patrons so that a viewer can easily select the chapter that is more relevant to her situation. Each chapter also contains a booktalk that can be used by the viewer until she has developed her own booktalks. Not all booktalks are the same; there are various types of booktalks, and this DVD introduces the viewer to all types with clear, inviting examples. Many helpful hints and booktalking tips are given throughout the DVD. The creators of the DVD have also included references to books written about booktalking and PDF resources that can be printed and used. If you are a media specialist or even a classroom teacher interested in booktalking, this video lesson will help you begin to booktalk or improve your skills. —Connie R. Burton

Butler, Rebecca P. 2009. *Smart Copyright Compliance for Schools: A How-To-Do-It Manual*. NY: Neal-Schuman Pub. 154p; \$75.

When was the last time you took a peek at your organization's copyright policy? Do you even have one? Get proactive before ethics are breached.

Butler's new book explains eight steps needed to a fluent workable policy. In the first steps, readers will see how to "establish and communicate" a policy within a district and create procedures to follow. Other steps describe how to analyze needs, train staff, audit and maintain a policy. An outline of copyright policy is included, with sections explaining the different areas such as books, periodicals, DVDs, CDs, Internet, databases, etc. Current written policies are provided and include examples of public signage. Butler includes websites to policies in place at different schools around the nation. This book does not address specific questions about copyright law; instead, it focuses on how to find the "go-to" people in the community who can answer those questions.

Librarians are shareholders in the process whereas administration takes the lead in this book. Butler identifies a team and provides an outline for the first meeting; thus, librarians become effective time-savers by leading the leaders. The book comes complete with a toolbox of ready examples of presentations to staff, audit questions, generic discussion questions, selected sections of Copyright Law pertaining to education, and online teaching and training materials balanced with conservative and liberal approaches to interpretations.—*Maggie Moran, Public Services and Reference Librarian, NW Mississippi Community College, Senatobia, Miss.*

Freshbrain.org

This excellent Web site, a self-described "technology exploration platform for teens," facilitates learning through hands-on technology challenges designed to stimulate creativity and foster collaboration. A charitable organization with initial funding provided by Sun Microsystems, FreshBrain has a slick, teen-friendly interface and a range of activities that will appeal to true techies and dabblers alike. Categories of activities include eco/green, gaming, graphic design, music, venture (business), videos/movie, and web, and projects featured include a graphic design contest ("Make your own tattoo-inspired graphic creation") and a career challenge, which requires teens to upload a video response.

One of the best features of FreshBrain is its well-designed mechanisms for user feedback—rating systems, comment features, and a built-in blogging platform. Registration and participation are free for teens and require a registration form including a parent signature. Librarians should link to Freshbrain from their library websites and know enough about it to steer teens towards it for independent use but might also consider joining the site themselves, as advisors or volunteers, or organizing groups of teens, based at the library, to enter contests or contribute projects.—*Sarah Kline Morgan, Teen Librarian, Farmington Library, Farmington, Connecticut.*

Latrobe, Kathy H., and Judy Drury. 2009. *Critical Approaches to Young Adult Literature*. N.Y.: Neal-Schuman Publishers, Inc. (280 pages)

I have not seen a better tool for anyone—English teachers, librarians, media specialists, or literacy coaches—involved in establishing a multi-disciplinary, collaborative literature program for young adults centered on readers' critical analysis of YA fiction. This is also a valuable resource for anyone seeking to pull a lesson plan for a given piece, but the focus of the work, and its greatest value, is the implementation of the techniques elucidated as the underlying pedagogy of a comprehensive treatment of literature. Latrobe and Drury have very logically compiled an exhaustive catalog of approaches one might take in critically analyzing works of fiction for young adults. The underlying philosophy is that, when young adults critically analyze literature and share their analysis via oral or written response, their own understanding and appreciation is enhanced, resulting in continuous development of literacy skills. The book opens with a cogent discussion of the major theories dealing with adolescents and literacy and the application of those theories to specific pieces of literature. The rest of the book comprises two sections, one concerned with criticism by specific genre, and a 3rd section detailing criticism based on theoretical approaches, that is, psychological criticism, sociological criticism, etc. Each chapter includes an introductory discussion that defines the specific approach, a set of exemplary questions, a detailed application of the critical approach under discussion to a specific work, and an annotated bibliography of works for which the approach is most appropriate. For anyone involved in promoting the development of literacy as a life-long practice, this is an invaluable resource.—*Peter Rivard, Head Librarian, Bullitt Central High School, Shepherdsville, Kentucky.* YALS

the YALSA update

ASSOCIATION NEWS

Find the latest YALSA news every Friday at the YALSA Blog, <http://yalsa.ala.org/blog>.

Read YALSA's 2009 Awards Speeches

Speeches from YALSA's 2009 literary award winners are available online at www.ala.org/yalsa/booklists. Download PDF versions of this year's speeches, including those from:

- **Laurie Halse Anderson**, accepting the 2009 Margaret A. Edwards Award for *Catalyst*, *Fever 1793*, and *Speak*
- **Elizabeth C. Bunce**, accepting the 2009 William C. Morris Award for *A Curse Dark as Gold*.
- **Melina Marchetta**, accepting the 2009 Michael L. Printz Award for *Jellicoe Road*, as well as honor book authors **M. T. Anderson**, **Margo Lanagan**, and **E. Lockhart**.

In addition, you can watch **Terry Pratchett's** video acceptance for *Nation*, which is a 2009 Printz Honor Book, as well as the full Printz ceremony. YALSA also offers bookmarks featuring its 2009 award winners at www.ala.org/yalsa/booklists.

Register for Midwinter Meeting

Join YALSA January 15-19 in Boston

YALSA has big plans for Boston—and we want them to include you! The ALA

Midwinter Meeting will take place January 15-19, 2010 in Boston. Register by December 4 at www.ala.org/midwinter to save up to \$25 over onsite registration fees. Here are a few highlights from YALSA's Midwinter schedule (complete details available on the YALSA wiki at <http://wikis.ala.org/yalsa>, then click "Upcoming Conferences"):

Friday, January 23

Join us for our Midwinter Institute, *Libraries 3.0: Teen Edition*. There are more than 30 million teens in America today and they are known as digital natives. Are you ready for them? Join us from 9:00 to 4:30 and explore what is new in the world of librarianship and how it can be applied to serving teens. Discover ways libraries can take advantage of free online tools to enhance and expand the services they offer the teens in their communities. Registration for this additional event costs \$210 for YALSA members, students and retirees; \$250 for ALA members; \$300 for nonmembers. Registration opens October 1.

Meet your fellow YALSA members at our annual happy hour, 5-7 p.m., location TBD (check the wiki). Enjoy drink specials while you network with your colleagues and win prizes from YALSA.

After happy hour, the fun continues at the YALSA's Games, Gadgets and Gurus. Spend a fun evening networking with colleagues and learning new skills to take

back to your library! Come play games – both board and video; demo gadgets – like e-readers, mobile phones, digital audio recorders, video cameras and the latest software; and take advantage of the opportunity chat one-on-one with a tech guru who will work with you to troubleshoot your most pressing tech problem. Mingle with colleagues! Enjoy some refreshments! Play with neat tech toys! And go home with great swag! All for just two jacks! Ticketed event, \$40. Registration opens October 1.

Attendees can save on admission by registering for both the institute and Games, Gadgets, and Gurus: \$230 for YALSA members, students and retirees; \$270 for ALA members; \$320 for nonmembers.

Saturday, January 24

Want to learn how to be more involved with YALSA? Come to our Leadership Development and All Committee meetings!

Leadership Development is for YALSA committee, taskforce, and jury chairs and those interested in chairing. A continental breakfast will be served at 8 a.m., with the meeting from 8:30 to 10 a.m.

All Committee is a working meeting for YALSA's committees, taskforces, and juries, but it's also a chance for those not on a committee to learn more by sitting in. It's a great introduction to the business of

YALSA. Come at 10 for a continental breakfast, with meetings beginning at 10:30 and finishing at noon.

Sunday, January 25

Chairs and convenors are invited to join YALSA for drop-in training on YALSA and ALA's web 2.0 tools. Get some hands-on help and practical tips from the Web Advisory Committee from 8 to 9 a.m. on how to use YALSA's password protected wiki, ALA Connect and other online resources to help you accomplish work and connect with group members between conferences.

YALSA elections open soon, so before you vote, come to the YALSA Candidates' Forum from 10:30 to noon. This is your opportunity to meet the candidates and ask questions before voting this spring.

Want to know what teens *really* think of books released this past year? Come hear local teens reflect on the nominees for the 2009 Best Books for Young Adults list at the BBYA teen session, 1:30 - 3:30 p.m..

YALSA has several discussion and interest groups for members to participate in. Discussion groups are informal groups where members talk about common interests; interest groups are more formal and organized to discuss specific topics and may sponsor formal conference programs, institutes and seminars, or prepare publications. Want to learn more about them? Then come to the YALSA Discussion and Interest Group Summit, 4:30.

Monday, January 26

The most exciting part of any ALA Midwinter Meeting is definitely the ALA Youth Media Awards Press Conference! Come bright and early Monday morning to the ceremony (8–9:15 a.m.) and find out who won this year's top prizes in young adult literature. The award announcements include:

- the Alex Awards, honoring the ten best adult books with teen appeal,

will be announced at 7:45 a.m., before the press conference begins.

- the Michael L. Printz Award for Excellence in Young Adult Literature,

as well as honor books, now celebrating its 10th anniversary the Margaret A. Edwards Award, which honors an author for a specific

Riveting New YA Titles



Gentlemen

Michael Northrop

15 and up • 240 pages
0-545-09749-5 • \$16.99

★ "May work just as well for reluctant readers as it will avid ones....A riveting thriller? Yep. A nuanced examination of morality? Yep again."
—*Booklist*, starred review

★ "Will keep readers hooked."
—*Publishers Weekly*, starred review



A Map of the Known World

Lisa Ann Sandell

12 and up • 288 pages
0-545-06970-X • \$16.99

★ "Sandell creates a satisfying tension....Her fluid phrasing and choice of metaphors give her prose a quiet poetic ambience."
—*Publishers Weekly*, starred review

"Richly textured."
—*School Library Journal*



Moribito II: Guardian of the Darkness

Nahoko Uehashi

12 and up • 272 pages
0-545-10295-2 • \$17.99

★ "Gripping...once again, Uehashi immerses readers in the culture, traditions, mythology—even diet—of the populace, creating a full, captivating world."
—*Publishers Weekly*, starred review



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work for lifetime contribution to writing for teens

- the Odyssey Award for Excellence in Audio Production for Young Adults, plus the honor recordings (co-administered with the Association for Library Service to Children [ALSC])
- the William C. Morris Award, for the best first book written for young adults by a previously unpublished author.
- the first YALSA Nonfiction Award, for the best nonfiction book written for young adults

Can't make it? Watch the event live via a webcast from the ALA homepage or liveblogged on the YALSA Blog, <http://yalsa.ala.org/blog>. Details on both will be available on the YALSA wiki in December.

Meet with your colleagues at the Joint Youth Division Member Reception from 6:00 to 7:30. Join your colleagues from ALSC, the American Association of School Librarians, and YALSA for light refreshments and a cash bar.

Finally, cap off your long week in Boston with the first inaugural Morris Awards Program and Presentation from 8 to 10 p.m. Help YALSA celebrate the 2010 winners for the Morris Award and first-ever YA Nonfiction Award! Authors will be invited to speak about their winning titles and light refreshments will be served.

To register and learn more about YALSA's plans for Midwinter 2010, visit the YALSA wiki (<http://wikis.ala.org/yalsa>) and click on "Upcoming Conferences."

Apply for More than \$35,000 in Grants and Awards from YALSA

Deadline: Dec. 1

More than \$35,000 worth of grants and awards are available to YALSA members. The deadline to apply for the following grants and awards is December 1, 2009. To learn more, visit www.ala.org/yalsa, and click on "Awards and Grants." Awards and grants available this year include:

- **Baker and Taylor/YALSA Conference Grants.** Funded by the Baker and Taylor Company, two grants of \$1,000 each are awarded to librarians who work directly with young adults in a public or school library to enable them to attend the Annual Conference for the first time.
- **BWI/YALSA Collection Development Grant.** This grant awards \$1,000 for collection development to YALSA members who represent a public library, and who work directly with young adults ages 12 to 18. It is funded by Book Wholesalers, Inc.
- **YALSA/Greenwood Publishing Group Service to Young Adults Achievement Award.** This grant of \$2,000 is funded by Greenwood Publishing and recognizes the national contributions of a YALSA member who has demonstrated unique and sustained devotion to young adult services.
- **MAE Award for Best Teen Literature Program.** Designed to honor a YALSA member who developed an outstanding reading or literature program for young adults, the award provides \$500 to the winning librarian and \$500 to their library. The award is made possible through an annual grant from the Margaret A. Edwards Trust.
- **Frances Henne/YALSA/VOYA Research Grant.** This grant of \$500 provides seed money for small-scale projects that will encourage research that responds to the YALSA Research Agenda; funding is provided by Scarecrow Press.
- **Great Books Giveaway Competition.** Each year the YALSA office receives approximately 1,200 newly published children's, young adult and adult books, videos, CD's and audio cassettes for review. YALSA and the cooperating publishers offer one year's worth of review materials as a contribution to a library in need. The estimated value of this collection is \$30,000.

YALSA Names Spectrum Scholar

As part of its commitment to furthering young adult librarianship, YALSA will

sponsor Cristina Mitra, a student at the San Jose State University School of Library and Information Science. Donations to the Friends of YALSA helped fund the 2010 Spectrum Scholar.

Mitra chose to pursue a career in teen librarianship after working at a youth-focused nonprofit and as a library assistant at a public high school in San Francisco.

"Librarianship is a perfect marriage between my work experience in database management and outreach, my desire to positively impact communities and my lifelong love of books and information. As I discovered YALSA and REFORMA, which spoke to my personal passions of working with teens and Spanish-speakers, I realized that this was the right career for me," Mitra said.

Established in 1997, the Spectrum Scholarship Program is ALA's national diversity and recruitment effort designed to address the specific issue of underrepresentation of critically needed ethnic librarians within the profession while serving as a model for ways to bring attention to larger diversity issues in the future.

Applications for the next round of Spectrum Scholars will be accepted Oct. 1 to March 1, 2010.

Connect Troubled Teens with the Power of Reading

Great Stories CLUB applications open through November 2

ALA's Public Programs Office and YALSA are now accepting applications for the next round of Great Stories CLUB grants. Electronic applications for the reading and discussion series will be accepted through Nov. 2 at www.ala.org/greatstories. Funding was provided for this program by Oprah's Angel Network.

The Great Stories CLUB (Connecting Libraries, Underserved teens and Books) is a book club program designed to reach underserved, troubled teen populations through books that are relevant to their lives.

YALSA's Outreach to Young Adults with Special Needs Committee has selected the following three titles for this round:

- *One of Those Hideous Books Where The Mother Dies*, by Sonya Sones (Simon & Schuster, 2005)
- *The Afterlife* by Gary Soto (Harcourt, 2005)
- *The Rules of Survival* by Nancy Werlin (Speak, 2008)

All types of libraries (public, school, academic and special) located within or working in partnership with facilities serving troubled teens in the United States and its territories are eligible to apply for a Great Stories CLUB grant. Potential organizations for Great Stories CLUB partnership include juvenile justice facilities, drug rehabilitation centers, nonprofits serving teen parents, alternative high schools, agencies serving teenaged foster children, shelters serving homeless and runaway youth and other agencies. For tips on creating a partnership, visit www.ala.org/greatstories.

Following the application process, 265 libraries will be selected to develop a book discussion program for troubled teens based on the three theme-related titles and will be given copies of the books to share with participants. Participating libraries will also receive access to an online toolkit to support the program, including sample discussion questions, recommended titles for further reading and other resources. Small cash grants (\$100-\$200) will be awarded to up to 50 sites for the support of program-related expenses.

For more information on the Great Stories CLUB, including guidelines, book titles and descriptions, application instructions and feedback from past participants, visit www.ala.org/greatstories.

Apply for a 2010 YA Lit Symposium Stipend

YALSA will award two travel stipends for the 2010 Young Adult Literature

Symposium, to be held Nov. 5-7, 2010, in Albuquerque, New Mexico. Each stipend provides up to \$1,000 for a YALSA member to use for travel or registration for the 2010 symposium.

The first stipend is to be awarded to a library worker who works directly with

young adults, with one to ten years' experience; the second is to be awarded to a student enrolled in an ALA-accredited MLS program (you must be a MLS student as of Nov. 5, 2010) with a focus on serving young adults in a library setting. Stipend applications must be sent

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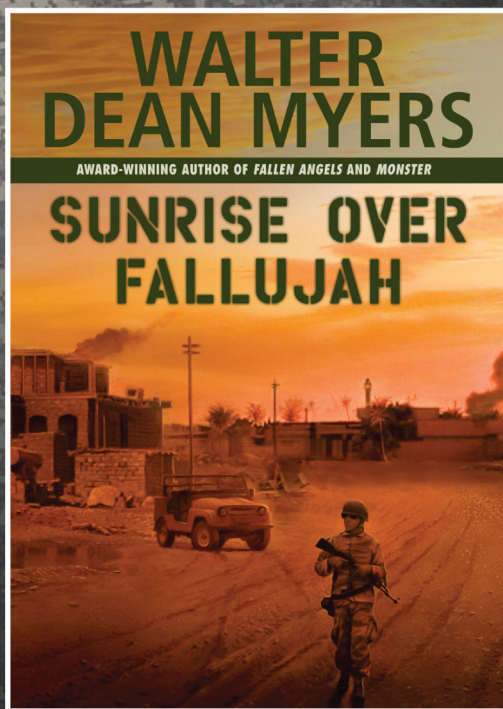
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electronically to Nichole Gilbert at ngilbert@ala.org by Jan. 4, 2010.

Download stipend applications, and see what's new, at www.ala.org/yalitsymposium.

YALSA Board Actions at ALA Annual Conference

YALSA's Board of Directors meets annually at the ALA Annual Conference. Highlights include:

- Accepting petitions from the following standing committees to expand into interest groups: Intellectual Freedom, Outreach to Young Adults with Special Needs, Partnerships Advocating for Teens and Professional Development. 2009 – 2010 will be the transition year for these groups, and they will officially become interest groups in July 2010.
- Establishing a new interest group called Serving New Adults. YALSA members

are welcome to participate in this group, which is focused on exploring issues relating to serving older teens and young 20-somethings. Please contact Penny Johnson, the Convener, to let her know you're interested. Penny can be reached at newadventures@centurytel.net.

- Establishing a new taskforce to come up with policies and procedures for a new list of recommended reading that would be a type of readers' choice list in which the entire YALSA membership could participate or play a role in creation.
- Establishing a past presidents' lecture that would be given annually at ALA's Midwinter Meeting and planned by a committee of YALSA past presidents
- Listening to feedback from members regarding the current status of the Best Books for Young Adults Committee and annual list.
- Directing the YALSA Executive Committee to develop a selected list proposal that includes a new

strategy for addressing issues and concerns with the Best Books for Young Adults Committee work and annual list. The Executive Committee was directed to consider feedback from members when developing the proposal, which will be presented to the YALSA Board at the 2010 Midwinter Meeting.

For more information about the meeting and what other actions or discussions took place, please visit the YALSA website, www.ala.org/yalsa, and click "Governance" in the left-hand navigation.

YALSA publishes Cool Teen Programs for under \$100

YALSA's newest book, *Cool Teen Programs for under \$100*, edited by Jenine Lillian for YALSA, compiles selected inexpensive teen programs submitted by

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Programs include twists on typical teen fare, such as crafts, food, and technology, as well as those that boost teen creativity, encourage teens to engage their brains, and bring in teens in underserved populations, such as teen parents or immigrants. In addition to programs, this book includes helpful chapters on budgeting for teen services and marketing tips that you can put into practice at any budget.

Cool Teen Programs for under \$100," edited by Jenine Lillian for YALSA (ISBN: 978-0-8389-8523-6) costs \$35 (\$32.50 for ALA members). It can be purchased through the ALA Store at www.alastore.ala.org or by calling 1-866-SHOP-ALA.

Lillian is a librarian, consultant and lecturer in the Information School at the University of Washington, where she earned an MLIS in 2005. An active YALSA member, Lillian was YALSA's 2007 Emerging Leader and served on the Quick Picks for Reluctant Young Adult Readers committee.

YALSA offers research bibliography

YALSA's 2009 Research Committee in July published an updated, annotated research bibliography on youth services. The items cited in that bibliography cover articles, book chapters, master's theses, and dissertations published between 2006 and 2009, supplementing two previously published annotated bibliographies.

Topic areas in the new annotated bibliography are: information seeking behavior, intellectual freedom, the Internet and other electronic resources, public library services to teens, school library services to teens, young adult literature and teen reading, and major non-LIS research studies related to teens.

The full research bibliography can be downloaded on YALSA's website at www.ala.org/ala/mgrps/divs/yalsa/research/research.cfm.

The 2009 Research Committee included Chair Sandra Hughes-Hassell, Chapel Hill, N.C.; Eliza T. Dresang, Seattle, Wash.; Elizabeth Figa, Denton, Tex.; Jennifer Burek-Pierce, Iowa City; Linda Steele, Johnson City, Tenn.; Julie Yen, Urbana, Ill.; Joyce Giuliani, Alexandria, Va. **YALS**

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 www.ala.org/yalsa and click on "Publications."

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All of YALSA's online courses are available for licensing. Contact Beth Yoke YALSA's executive director, at byoke@ala.org or 1-800-545-2433, ext. 4390 for details.

Winter session courses include:

Booktalks Quick and Simple Participants will learn what a booktalk is as well as a variety of techniques on how to use them with teens. Learn how to create hooks for books and how to share the talks with teens. Participants will create booktalks that can be used in a booktalking session and experiment with a variety of booktalking techniques. Even add a touch of technology to jazz up your presentations. Join booktalking expert Nancy J. Keane for a month of talking about books.

Power Programming for Teens Learn about new ways to bring more teens into their school or public library with up-to-date programs. The course will cover several types of programming and related elements, including: simple self-running contests, reading celebrations, community partnerships and teen advisory boards. Participants will learn how to develop and implement relevant programming ideas and tailor them to work at their facility. Join instructor Amy Alessio for a month of programming inspiration.

YALSA's winter e-course sessions begin Feb. 8. For course details and more information, visit www.ala.org/yalsa and click "Online Courses." Questions? Contact Beth Yoke at byoke@ala.org or 1-800-545-2433, ext. 4390.

Course Fees: For four-week courses: \$135 for YALSA members, \$175 for ALA members, and \$195 for nonmembers. Group rates are available to state libraries and other organizations.

Apply by **November 2** for a Great Stories CLUB Grant.

Connect with hard-to-reach, underserved teens by conducting a Great Stories CLUB reading and discussion program in your library.

Online applications will be accepted through November 2 at www.ala.org/greatstories.

The Great Stories Club reaches underserved teen populations through books that are relevant to their lives. Libraries located within or working in partnership with facilities serving troubled teens (including juvenile justice facilities, alternative high schools, drug rehabilitation centers and nonprofits serving teen parents) are eligible to apply.

Teen participants are invited to read and keep three theme-related books, as well as discuss each title with a group of their peers. The program's ultimate goal is to inspire young adults who face difficult situations to take control of their lives by embracing the power of reading.

YALSA's Outreach to Young Adults with Special Needs Committee selected "New Horizons" as the Great Stories CLUB theme, along with the following titles:

- ***One of Those Hideous Books Where The Mother Dies***
by Sonya Sones (Simon & Schuster, 2005)
- ***The Afterlife***
by Gary Soto (Harcourt, 2005)
- ***The Rules of Survival***
by Nancy Werlin (Speak, 2008)

For more information on the Great Stories CLUB, including guidelines, book descriptions, application instructions, and feedback from past participants, visit www.ala.org/greatstories or contact publicprograms@ala.org.

The Great Stories CLUB (Connecting Libraries, Underserved teens, and Books) is a book club grant program organized by the American Library Association Public Programs Office, in cooperation with the Young Adult Library Services Association (YALSA). Funding was provided for this program by Oprah's Angel Network.

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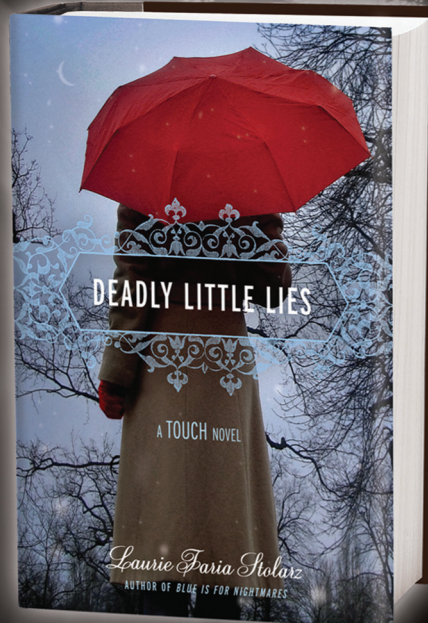
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