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young adult library services



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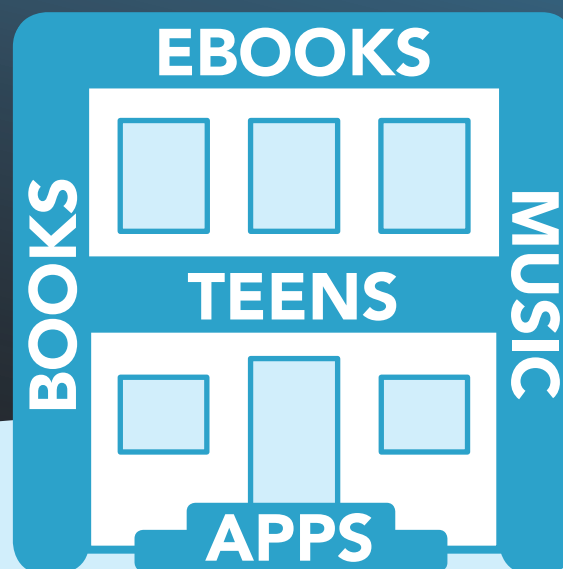
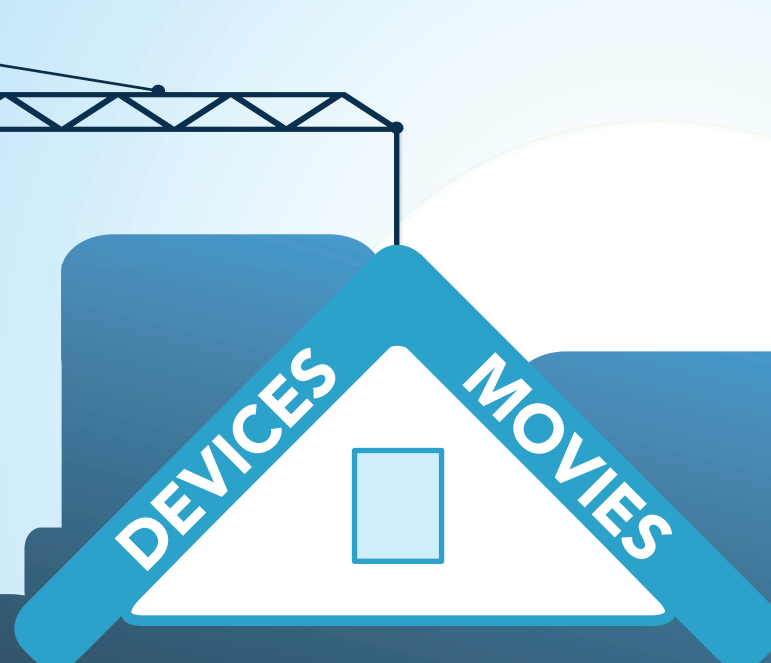
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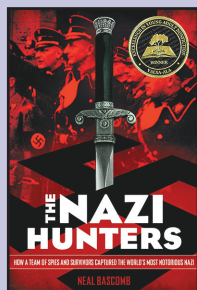
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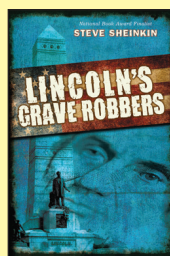
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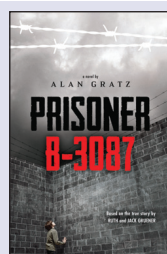
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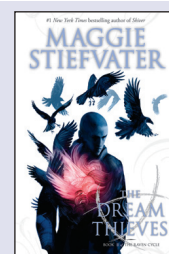
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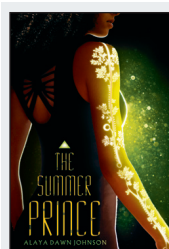
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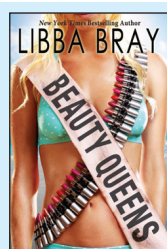
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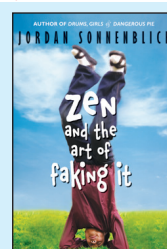
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About This Cover

Today, building collections for teens goes way beyond the book, includes a wide-variety of resources, and requires working both inside and outside of the library building.

YALSA has many tools to help you connect and collect including yearly lists of the best books and media for young adults. Find all of the recent titles at www.ala.org/yalsa/best. On that page you'll find links to downloadable tools to promote the best titles in your library.

You can also participate in The Hub Reading Challenge, http://bit.ly/hub_rdnngchallenge_2014, through June 22.

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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

Linda W. Braun

As the YALSA report, *The Future of Library Services for and with Teens: A Call to Action*, points out, in the coming years library staff working with teens have to think carefully about everything from space to outreach to programs to collections in order to successfully serve adolescents in 2014 and beyond. When it comes to collections, the report outlines the future vision in this way:

Materials in the collections reflect the demographics of the community and the needs, interests, and preferences of the teens that each library serves, and exist in a variety of formats—video, audio, books, databases, e-content, etc. Collections include content created by teens and others in the community. Collections are made up of physical and digital materials that are easily accessible no matter where a teen is.

Flexible circulation policies and systems allow teens to access what they need, when they need it, and for how long they need it. Collections include access to skilled people who can help teens as well as guiding them to materials.¹

This issue of YALS focuses on some of the ideas highlighted in the above vision. Seattle Public Library Teen Services Librarian Hayden Bass outlines how to provide a web-based readers' advisory service that teens will gravitate to. And, Simmons College Graduate School of Library and Information Science faculty member Amy Pattee considers how collections of today and tomorrow should be presented and organized. School librarian Wendy Stephens discusses the importance of connecting teens to both physical and digital collections. And, Deborah Taylor, School and Student Services Manager at the Enoch Pratt Library (Baltimore), explores the legacy of Margaret A. Edwards and informs readers how YALSA is going to continue that legacy by helping library staff bring to reality ideas in the *Future of Libraries for and with Teens* report.

You can also read how the future is already becoming a reality in libraries that received Best Buy funding for technology-based programs. Cuyahogo County Public Library teen librarian, Jan Chapman, highlights the work of grantees. And, in Kate Sorestead's article, learn how the Harry and Jeanette Weinberg Foundation is making sure that school libraries in Baltimore succeed.

There's a lot of exciting work going on to connect teens to collections, and this month's authors prove that to be true.

Don't forget to check out the YALS website (<http://yalsa.ala.org/yals>) each week for content that complements these articles. This spring that's also where you'll be able to find downloadable versions of all of YALSA's 2014 Best of the Best lists. YALS

Reference

1. Linda W. Braun, Kafi Kumasi, Maureen Hartman, and Sandra Hughes-Hassell, "The Future of Library Services for and with Teens: A Call to Action," www.ala.org/yaforum/sites/ala.org/yaforum/files/content/YALSA_nationalforum_final.pdf (accessed January 10, 2014).

from the President

Shannon Peterson



I've had and seen so many great discussions lately about connected learning. In library circles, it feels like the concept is starting to shift from a nebulous theory about something that we could be doing with teens in our libraries to concrete ideas about how we can build on some of the amazing things that we already do. What is it that really seems to bring the idea of connected learning home to library staff? Ask yourself, what did you throw yourself into with a vengeance in high school? What did you *have* to know everything about? What was your passion?

My answer? Or, at least the impetus of mine? Jack Kerouac. My relationship with Beat writers shifted a bit over the years, but my initial obsession stemmed from what I saw as central to Jack's writing: a willingness to throw oneself into art, experimentation, and creativity with a reckless abandon. My best friend (now an illustrator and book designer) and I would stay up all night rewriting excerpts from favorite books and poetry, making mix tapes, drawing, and writing essays to each other about what mattered most in our lives. Our mantra, from *On the Road*, was the "the only people for me are the mad ones, the ones who are mad to live, mad to talk, mad to be saved, desirous of everything at the same time, the ones who never yawn or say a commonplace thing, but burn, burn, burn like fabulous yellow

roman candles exploding like spiders across the stars."

Because I lived in Arizona, I also had endless access to the treasure trove of Sun City thrift stores and began to dress exclusively in 1940s and early 1950s era clothing. I learned to play the trumpet. I danced East Coast Swing in badly lit gyms on school nights with couples my grandparents' age. I made zines collecting writing and photography. I read constantly and became a regular at both the library and the used bookstore. I went to readings. I made terrible recordings of (even more terrible) music and poetry. I took one thing that I really cared about and connected and connected and connected.

Obviously my fashion choices now extend beyond the mid-20th-century and my trumpet is now little more than a party or Halloween prop, but the point is that the web of learning inspired by those writers led me to projects, ideas, and people that helped me arrive at the career that I am so passionate about today. It's difficult not to look back at my youthful earnestness with a bit of a cringe, but I am so thankful to have gone down that path with the hunger and enthusiasm that I did. Although the landscape and experience of teens today is different in so many ways, core elements of what fed my passions and allowed them to lead to greater pursuits are still relevant: working on shared projects, translating my interests back to career and academic

pursuits, and learning from caring adults.

With my own teen experience firmly rooted in the back of my mind, I know that libraries are perfectly positioned to bolster, support, and provide connected learning for teens in today's increasingly complex technological, economic, and cultural landscape. Through our existing teen-interest-driven programs and services, we can leverage technology to integrate twenty-first-century skills into what teens already love and link teens to partners, mentors, and supports to help them advance and be successful both personally and academically. And all the while, we can empathize with the questionable fashion choices and celebrate discoveries made along the way.

This edition of YALS has a number of ideas to add to your toolkit as you consider what connected learning might look like for the teens in your community, particularly when it comes to collections. But before you read about all of them, close your eyes and reminisce with me, what were you passionate about when you were fifteen and where did that lead you? And, if you'll be attending the ALA Annual Conference in Las Vegas in a few months, come to the President's Program and we'll talk about it. **YALS**

feature

The School Angle

The Baltimore Elementary and Middle School Library Project

By Kate Sorestad

While Baltimore is a city with numerous strengths, it—like many major cities—has struggled with the education of our children. The most recent statistics tell us the number of third graders reading below grade level in Baltimore is double the average for all of Maryland. This is especially troubling in light of numerous national studies that document the critical importance of childhood literacy; one in six children who are not reading proficiently in third grade do not graduate from high school on time.

Across the United States, research shows that students in schools with well-equipped and well-staffed school libraries learn more, get better grades, and score higher on standardized tests than their peers in schools without libraries. More than 60 studies show clear evidence of this connection between student achievement and the presence of school libraries with a qualified school library media specialist.

Education reformers and non-reformers alike agree that strong literacy skills and a love of reading and writing are keys to breaking the cycle of poverty.¹ Many students attending Baltimore City Schools face an additional challenge in terms of the learning environment. The city's schools system has estimated the cost of critically needed building repairs and renovations at \$2.8 billion.

Seeing these needs, and inspired and guided by similar projects in New York and Washington, D.C., the Weinberg Foundation felt compelled to dream big and act strategically; to engage other community partners in a collaborative, multi-year initiative with the goal of creating larger, lasting change. In 2011, joined by a group of innovative and committed individuals, the Weinberg Foundation initiated a simple vision—transform Baltimore City School libraries, even a handful at a time, to impact a school community, inspire students, and increase

literacy rates. What has resulted has been nothing short of incredible.

The Baltimore Elementary and Middle School Library Project (The Library Project), now involves more than 30 business, nonprofit, and government partners and works with Baltimore City Public Schools to design, build, equip, and staff new or renovated libraries in selected schools where existing public funds can be leveraged. The Library Project will create as many as 24 of these inspirational spaces. The Weinberg Foundation has committed a total of \$10 million, including capital costs, staff support, professional development, and new books as part of what is expected to be a legacy project. The first three libraries were dedicated in the fall of 2012. Five school libraries have already been transformed, and four more are scheduled to open in 2014.

The “before” and “after” photos (available on the YALS website) highlight the transformation of these spaces, which include the latest learning technologies; thousands of new books; and dedicated spaces for study, research, and instruction as well as for parent and guardian visits. Each new library features wireless technologies and networking stations, informal reading areas, flexible floor plans, shelving to accommodate thousands of books, e-readers and, to bring families together, the “Enoch Pratt Parenting Place”. In addition to the direct educational benefits of these new spaces, The Library Project intends that each transformed library also be available as a hub for the greater school community.

The Weinberg Foundation has supported 30 percent of capital project costs and has provided four years of additional staff support and professional development funds for the librarians. Weinberg support also includes funds for books (up to 4,000 per space), technology, design, equipment, and construction. From a broader view, The Library Project has leveraged

KATE SORESTAD is a Program Officer for the Harry and Jeanette Weinberg Foundation.

partnerships and existing federal and state dollars in order to demonstrate the power of public-private partnerships resulting in well-rounded spaces that are welcoming, inspirational, and brilliant.

The Library Project is creating new libraries that are fun, safe, and enlightening. This initiative works to increase each child's love of books and reading, helping these students to develop critical reading and thinking skills that will contribute to greater success in school and in life. These new spaces send a simple but powerful message to the young students of Baltimore City: that each child deserves the best.

In order to show the impact a well-equipped and well-staffed space can have on the students of Baltimore City, the Weinberg Foundation has partnered with The Baltimore Education Research Consortium (BERC) to complete annual evaluations. The first report (available at http://bit.ly/weinberg_report), released in January 2014, focused on perceptions of the libraries by principals, librarians, teachers, and students. In future reports, BERC will examine the changes in behaviors and academic achievement measures associated with schools that have received a renovated library.

This report examines the first three libraries completed in 2012–13: Moravia Park Elementary School, Southwest Baltimore Charter School, and Thomas Johnson Elementary/Middle School. The evaluation utilized interviews with the principals and librarians, as well as an

online survey for students and staff. A total of 431 students were surveyed during the process, and interviews were held three times during the year.

Based on this evaluation, it appears that the project was extremely successful in creating libraries that are well-resourced, inviting, and attractive. All three schools reported very positive experiences with the library, and the new spaces were often described as a source of pride for each school community. While faculty and students did require some time to become well oriented with the new library space with all of its resources and technology, each principal expressed that their new library is already having a significant positive impact on school climate. As one principal indicated, in the first few months alone the library has served as a “game-changer” for struggling students as a result of the number of books, computer technology, and other media resources that fill these new spaces. Further, the new library space has proven to be an incentive for the school to raise funds to remodel lower elementary classrooms and the front office, as it strives to carry the impact through the entire campus.

As one staff person stated, “We love the library. It is such a focal point for the school. It ties the school together . . . the library is the heart of the community.”

An exciting outcome of this project was an increase in students' social interaction around reading and writing. For example, students at one school started book clubs. This was possible

because of the influx of books provided by The Library Project that allowed for multiple copies of books.

While results have been positive over the last year, one thing has been clear—renovations alone are not enough. A knowledgeable, skilled, and motivated library staff is critical in order to impact and improve academic achievement. A thriving school library requires both human and physical capital to create a well-rounded, highly functional, and effective environment. Another vital piece is the partners, without whom this entire endeavor would not have been feasible. This quote says it all:

“One of the great things about The Library Project is that their agenda is not closed so it doesn't exclude people, great ideas, and creativity. They encourage us to be integrally involved, deepen our connections to the project, and connect our mission to lend a hand. Through this partnership we are able to fulfill our mission, but we don't have to be experts in school libraries to do so. We can leverage the enthusiasm of the community and do our small part to contribute to the larger project. This turned out to be a true private-public partnership.” YALS

Reference

1. Numerous statistics and sources cited as part of a report prepared for the Weinberg Foundation by Frances Gretes, Gretes Research Services, info@gretesresearch.com, August 2013.

feature

YALSA Perspectives

YALSA and Best Buy Partnership Brings Digital Literacy to Teens

By Jan Chapman

What would you do if your library was given \$2000 to purchase digital equipment for teen programs and services? Thanks to an innovative partnership between YALSA and electronics retailer Best Buy, 12 libraries throughout the country last year had an opportunity to answer that question.

At the ALA 2013 Midwinter Meeting, YALSA announced the creation of a partnership with Best Buy to provide funds that would be used by libraries to expand teen digital literacy skill development. Public and school librarians

were invited to apply through YALSA for a \$2000 grant from Best Buy. 12 libraries were selected to receive the funding and to design programs and services that would help close the “digital divide” for teens. The selected libraries participated in a community celebration with Best Buy that promoted the new collaborative partnership. To assist the selected libraries in managing the funds, YALSA created an online community to provide training and support. Recipients were able to interact online and share their ideas, experiences, and best practices.

JAN CHAPMAN is the Teen Librarian at the Strongsville Branch of Cuyahoga County Public Library in Strongsville, Ohio. She serves on the Editorial Advisory Board of YALS and has served on the 2011 Michael L. Printz Award and the 2008 Outstanding Books for the College Bound committees. She is running for YALSA’s Margaret A. Edwards Award. Her passion is readers’ advisory to teens and promoting young adult literature. She has also been spotted working on knitting and jewelry projects, on those rare occasions when she isn’t reading. You can reach her with questions or comments at jchapman@cuyahogalibrary.org and she can also be found lurking on her teen literature Facebook page, “Teen Hive Brain.”

What Did They Do?

As one might imagine, the librarians chosen to administer the funding came up with some amazingly creative ideas that would connect digital technology with their teen communities.

- Librarian Natalie Couch, from Chattahoochee Valley Libraries in Columbus, Georgia, purchased eight iPod Touches, a webcam with built-in mic, and Wii gaming equipment. She used the iPod Touches to design QR code scavenger hunts that taught teens how to use the library. The library also offered a class in digital photo editing, using the iPod’s camera and apps. The webcam came in handy when Natalie booked authors like Marissa Meyer and Walter Sorrells for virtual author chats with teens. The Wii equipment is used in gaming programs and was specifically purchased for a mini-convention held at the library. Natalie celebrated the purchase of this equipment at the grand opening of her local Best Buy Mobile store. The purchased equipment will be an essential part of a new digital media programming model that is underway at her library. Natalie notes that a “significant” portion of her teen community does not have mobile technology, so the funding allowed her to help close that digital divide.
- High school librarian Kyla Johnson, from the Farmington, New Mexico, school district, purchased cameras, memory cards, wireless mics, adapters, a mini iPad, and an AppleTV. Her students completed a survey that asked what digital technology devices would be helpful for them to complete class projects. The U.S. government classes used the digital cameras to make videos of landmark Supreme Court cases, circa 1825. Kyla said that for some of the classes doing

the project, the cameras were the only resource that they had. She will continue to work with her students and teaching staff to train them on using the equipment for multimedia presentations. Kyla found the YALSA online community for recipients of the funding to be quite useful in sharing ideas and opportunities.

- Penny Blaugh, a teen librarian at Eisenhower Public Library in Harwood Heights, Illinois, used the funding to promote reading in her teen community with the purchase of three iPad Minis loaded with e-books and e-audio books by six authors. The six authors were chosen to be part of the library's LitWorks celebration and included notable authors Jack Gantos and Marie Lu. Penny notes that the iPads also provided exclusive content such as radio broadcasts and shorts. The library will continue to add special book collections to the iPads, which will give librarians a current and historical perspective on what they have been reading and promoting to teens.
- School librarian Martha Pangburn, of Norman High Library, Norman, Oklahoma, had a similar idea to promote reading to her students. Her library already owned some Nooks and e-books, so with the funding she was able to purchase seven Simple Touch Nooks and approximately 90 e-books. Many of Martha's students did not have access to e-readers, so it was a great opportunity to introduce them to e-readers and promote reading.
- Teaching digital filmmaking was the focus of librarian Lauren Mathur's concept for using the funds. Lauren is a branch librarian at Florida's Orange County Library System and she purchased videography supplies, including video cameras and related equipment. As many arts programs were being cut from local school

budgets, Lauren thought that it would be exciting to be able to offer this creative outlet to her teen community. Librarians used the video equipment to create a multipart filmmaking seminar to teach teens how to make and edit their own movies. The program was quite successful and the library plans to eventually offer a drop-in program where teens can use the cameras for school projects.

- Jennifer Velasquez of California's San Antonio Public Library was intrigued with the idea of creating a DIY makerspace for teens. She used the funds to help defray the cost of a 3-D printer. Additional funding was provided by her library's foundation. The library launched the new 3-D printer during Teen Tech Week. Jennifer thinks the rollout during Teen Tech Week was serendipitous, as this year's theme was DIY. She also plans to use the printer in programming during the library's upcoming summer reading program. Jennifer notes that it is important for libraries to offer technology that is "the latest," so libraries are seen by teens as offering cutting edge technology services, thus becoming viable and relevant to their lives.

These success stories from librarians provide proof positive that it is critical to give opportunities to teens who do not have access to digital technology. Additionally, although many teens do have access to this technology, they are often still in need of instruction as to how to use it. When teens enter the work force as adults, this new knowledge will provide them with the skills that they need to survive in today's high-tech world. Thanks to YALSA and Best Buy, teens in these communities will be able to use technology to become avid readers and pursue their career dreams. **YALS**

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feature

Best Practices

Creating Teen Leadership Opportunities

A Blueprint for Boosting Your Teen Advisory Group

By Megan England

Teen Advisory Groups (TAGs) are a great asset to libraries and provide many opportunities for local teens.

In my first year as a teen librarian I knew that my TAG would be critical to the success of teen services at the library, so I began looking for ways to strengthen the program. I spoke with my teens about how student groups operated in local schools and community organizations, and it quickly became apparent that every group included student leadership positions. I wondered: why haven't more TAGs adopted the practice?

There are many reasons why one might consider adding officers to a TAG,

and I will admit that my own reasons were mostly selfish, at first. Drowning in tasks that needed to be delegated, but lacking paid help to delegate them to, I considered my options. I didn't feel comfortable handing higher-level tasks off to random volunteers, but I did have several motivated and talented teens in my TAG. Unstructured calls for help, though, often lead to inconsistent productivity and results. The solution? Add structure. Add leadership. Add officers.

At the Atlantic City Free Public Library, we worked to implement our TAG officer program in September and October of 2013. Read on to learn

about our process for adding officers and the considerations we thought were important for making the changes to our TAG. You'll also get a chance to read a healthy dose of wisdom from our current TAG Vice President, 17-year-old Nazifa Chowdhury.

Why Add Officer Positions to a TAG?

Adding structured leadership positions to a TAG can have several benefits for both the library and for the teens. We all know that TAG members tend to come in a variety of flavors, from those who show up once per month with a few clever words and an unending appetite for free pizza, to those who are at your desk several times per week, happy to shelve books, build displays, and generally lend a hand. Adding leadership positions allows specific tasks to be assigned to teens with an interest in, and aptitude for, the work without running into awkward situations of exclusion, favoritism, and hurt feelings.

Most important, adding officer positions creates leadership opportunities for teens that are invested in the library. Those who are interested in taking on a greater role at the library have both the opportunity to use their individual talents in a positive setting where they can make an impact on the community, and the chance to gain a great line for their resume. The developmental assets (http://bit.ly/dev_assets) that focus on empowerment (community values youth, youth as resources, service to others, etc.) already at work through membership in a TAG, are strengthened through the greater participation and responsibilities available via leadership positions.¹ Leadership in a TAG also provides teens the opportunity to gain the soft skills (communication, collaboration, innovation) that they are often missing as they enter the workforce.²

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Nazifa's View

"I think 'having TAG officers' is a brilliant idea. It lets us divide up all the work that has to be done so that not everything falls on the teen librarian, and we get to be involved in higher-level tasks. It makes you feel more official, more connected to what's going on. It's also really great for our resumes and job applications, which we're all thinking about constantly. Part-time jobs are really in demand around here, so any volunteer position that allows us to do real work on a consistent basis gives us a better chance of getting a job and having the skills to do well once we're there."

Potential Pitfalls

As with any new venture, it is important to consider the drawbacks as well as the benefits. Teens can be flighty, even those who are passionate about the library, and the ones who are committed to their college applications are often over-involved in a variety of extracurricular and co-curricular activities. Official titles and added responsibilities may help certain teens who are looking for just the right push, but it may cause others to flee in the face of another serious demand on their time. Also, ask yourself: how prone to dramatic interpersonal issues is your particular TAG? Elections have winners and losers—do you see your library losing valuable teen patrons over cattiness and hurt feelings?

As with all big changes in the operation of teen services, teen feedback is the crucial component. At the Atlantic City Free Public Library, the TAG voted unanimously to implement officers. And so, despite all the potential issues, we pushed onward.

Nazifa's View

"The hardest part with electing officers is getting committed, responsible people who aren't just running for the position to buff up their resume. We have people who are

really talented and organized, but never show up. They don't make good officers. I think regular attendance is key, because it shows dedication."

Designing the Change

We patted ourselves on the back after the unanimous vote, but quickly realized that we had a lot more to decide. What positions would be available? How would elections be run? What would each officer be responsible for? Again, teen input is crucial, so I asked the teens to name the positions they thought were needed. The typical ones emerged: President, Vice President, Secretary, and Sergeant-at-Arms. The biggest responsibilities of these positions, though, are the care and feeding of the TAG organization itself, rather than helping with higher-level library tasks. With that in mind, the group decided to create several "team leader" positions focusing on a variety of talents and skill sets. When all was said and done, the final roster included team leaders for print media, web and technology, arts and décor, and gaming. See figure 1 for full descriptions of each position.

These positions and job descriptions were determined based on our needs and the interests of our teens. Some questions to consider in designing your own TAG officer program:

- Will you get more honest feedback from the teens about programs and services if the discussion is led by a teen? If so, could the TAG president lead all future TAG meetings?
- What are some tasks that are important to teen services that you never seem to have time for? (i.e., website maintenance, social media, attractive seasonal displays, etc.)
- What kinds of skills and talents do the most active teens bring to the library?

- How many active, dedicated teens can you reasonably expect to take on higher-level positions?
- What is your weakest area as a librarian? (i.e., technical skills, artistic skills)

With our eight positions selected, it came time to decide how those positions would be filled. Three options were considered:

- a straightforward nomination and election system
- an application process, with leadership positions appointed by the teen librarian
- a combination of the two, with approved applicants added to a voting ballot.

We decided to go with the third option. Requiring an application reduced the chance that someone would run on a whim without being serious about the position, and allowed me to screen the applicants for teens who had never attended a TAG meeting before or who had a history of significant behavior issues. After an application period of three weeks, we held elections at our October 2013 TAG meeting and filled all of the open positions. Those who wanted to help but were not willing to commit to an officer position were invited to join one of the service teams under the guidance of the teen leaders.

Nazifa's View

"While we appreciate the thought of giving us the chance to lead our own discussions and talk privately, we don't really have a problem with being blunt and honest anyway. I think it's more important to have the librarian there as a mediator, even with a president, VP, and sergeant-at-arms there to lead. We're an advisory group, meaning we're here to advise the teen librarian, so I don't think the

Figure 1. Officers at the Atlantic City Free Public Library

President – The TAG president is the primary coordinator for all TAG and volunteer activities. They will co-lead TAG meetings and events with the teen librarian and will take over in her absence. Prior to each TAG meeting, the President will prepare a list of agenda items on behalf of the membership to deliver to the teen librarian. The President's primary responsibilities are to lead teen program planning discussions at each TAG meeting and serve as a sounding board for problems or needed improvements at the library. This person should be outgoing, organized, and have outstanding leadership skills.

Vice President – The Vice President serves as the communications manager for TAG, maintaining the list of contact information for all members and overseeing sign-ups for volunteering opportunities. The VP will work closely with the President on all projects and will help lead TAG meetings in the President's absence. This person should be outgoing and have excellent communication and organizational skills.

Secretary – The Secretary is the TAG librarian and archivist. They will maintain the TAG binder, take notes at TAG meetings, take pictures at events, and organize all pictures, handouts, etc. for teen events. This person should be very organized above all else. The Secretary may also be asked to assist the President and VP as needed.

Sergeant-at-Arms – The Sergeant-at-Arms is responsible for keeping order during TAG meetings and volunteer activities. This person should be disciplined and respectful, while also possessing a loud voice and the backbone to use it. The Sergeant-at-Arms may also be asked to assist the President and VP as needed.

Print Team Leader – Responsible for everything to do with books, magazines, and other print media. Helps organize book club selections, collect purchase recommendations for print materials, and oversees volunteer shelving and shelf reading. This person should love print media and be detail-oriented.

Web & Tech Team Leader – Responsible for everything to do with technology, the website, and web resources. Helps keep the teen website up-to-date, promote our online resources, and train other teens in using eBooks. This person should be very tech-savvy. Knowledge of web and/or computer coding or website design is a plus.

Gaming Team Leader – Responsible for everything to do with video and tabletop gaming. Attends Gaming Friday as often as possible to help coordinate, organizes and supervises video game tournaments, and collects recommendations for new game purchases. Also switches out the teen lounge video games one day per week; it can be any day, but it must be the same day each week. This person should be disciplined, know and love all forms of gaming, and be willing to put the needs of the community before their own wants. Good leadership skills are also needed for running tournaments.

Art Team Leader – Responsible for everything to do with décor, displays, or arts and crafts. Helps create attractive library displays, decorates the library for each season, and assists with decorating the atrium case display. Works with the teen librarian to create a new display for the teen lounge wall every 1–3 months and makes suggestions for teen crafting programs. This person should be very creative and possess great arts and crafts skills.

librarian should ever be taken out of the picture. I think that our officer position descriptions are a great fit for the group that we have, it's just very important that people consider whether the position

they're running for is the right one for them, not just the one that would look best on college applications. With our new officer positions, I think we'll be able to accomplish a lot more every month."

Into the Future

The first year of our new officer program will be a time of constant evaluation. Though one or two teens have somewhat drifted away since being elected, the officer

program has nonetheless proven to be a success so far. The teens seem to feel a greater sense of ownership over the TAG program and have been more involved and connected than before. The level of communication both between TAG members and between TAG and library staff has increased. Teens are already discussing what positions they want to run for next time around and are encouraging each other to pursue the opportunities.

We collectively decided on the end of summer reading as an ideal time for elections in future years. This allows high school seniors to serve a full term before graduating from TAG at our annual age-out party and ensures that the officer corps is established and stable going into the busy summer reading season. Those organizations that are only active during the summer months may wish to have elections during the first meeting of the summer instead. Before the next round of elections, we will reevaluate the positions available. Eight positions is a lot for such a small organization, so some may be eliminated or consolidated based on discussions with the group. However, it never hurts to ensure

that there are enough positions for all those who are willing and able to serve.

Ultimately, the most important element of a successful TAG officer program seems to be structure. Officer roles need to be clearly defined, and the associated tasks and expectations communicated to the officers regularly. Consider developing a short monthly checklist of tasks to be completed by each officer. Keep the tasks small and manageable, but meaningful—never busywork. Managing the officers should never create more work for the librarian than it saves. At the end of the day, having TAG officers should result in a stronger teen services program with benefits for both the librarian and the teens.

Nazifa's View

"I think the officer program is going well, and I look forward to seeing how it evolves in the future. We get a lot more out of being TAG officers than we do as officers in school organizations. Most ideas that we propose at school get shut down before

they even have a chance. At the library, we can make real change. The things we propose actually happen. The advisers at school just sit back and grade papers during club meetings, but at the library it's more of a collaboration between the officers and the librarian. I love that being a TAG officer actually has meaning and purpose." YALS

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Many thanks to Nazifa Chowdhury for her input on this process, and for her service to our Teen Advisory Group!

feature

Best Practices

How Understanding Teen Brain Development Can Help Improve YA Reference Services

By Allyson Evans

This year marks a triumph of interdivisional cooperation with the newly approved joint status of the Young Adult Reference Services Committee (YARS), which is now part of both YALSA and the Reference and User Services Association (RUSA) Research Services Section (RSS). In its emerging endeavor to bring the goals and guidelines of both divisions together, YARS hosted a discussion forum at ALA Midwinter 2014, called The Teen Brain Construction Site: How the Adolescent Work-in-Progress Mind Shapes Information-Seeking Behaviors. The forum began by providing

insight into how the physiological changes in the adolescent brain cause certain teen-specific behaviors to emerge. Ideas on how to acknowledge those behaviors in teen reference services were discussed. Over 70 attendees, mostly librarians who have worked with teens for five or more years, participated in the discussion. The results are summarized and analyzed in this article.

The Discussion Begins

As a basis for our discussion we used the *Guidelines for Library Services to*

Teens (<http://yalsa.ala.org/guidelines/referenceguidelines.pdf>) a set of standards meant to offer librarians a baseline for quality library services. The *Guidelines* were crafted as a joint project of YALSA and RUSA in 2006 and are available on both divisions' websites. The *Guidelines* are broken into categories, including: customer service (section 1.0), programming (section 5.0), and cultivating local partnerships (section 6.0). For the purpose of the teen reference focus, YARS limited its discussion forum to the categories information and communication technologies (section 3.0) and providing information and resources (section 4.0).

While the *Guidelines* outline the expected outputs of YA services (e.g., "Integrate library services to teens with those offered to other user populations." Section 2.2), they do not provide details as to how these outputs should be accomplished. The goal of the discussion forum was to explore how to apply the outputs in recognition of teen developmental needs.

Prior to the discussion, I was joined at the forum by Marie L. Radford, Chair of the Department of Library and Information Science at Rutgers University. We gave a brief presentation on how teen neurological development affects their information-seeking behaviors. We discussed the neuroscience behind teen need to use different pathways to completely different parts of the brain when they react, decide, and interpret. Rather than use the frontal lobe cortex for higher-level reasoned thinking like adults do, teen brains rely more on the amygdala, which is responsible for the high-stress fight or flight emotions that we all once needed for survival.¹

One result of the way the teen brain works is that teens often feel insecure, judging neutral or ambiguous behaviors in others to be negative and threatening. Certainly this is something to think about when we're lost in our own work

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at the reference desk and look up and see a teen looking for help in answering question.

The fast neurological pathways to the amygdala cause specific behavior patterns to emerge during adolescent development. In his book *Brainstorm: The Power and Purpose of the Teenage Brain*, Daniel J. Siegel explains that these adolescent behaviors arise from four developmental needs influenced by the amygdala, which he abbreviates as “ESSENCE”: Emotional Support, Social Engagement, Novelty-Seeking, and Creative Exploration.² Overlaying these developmental needs is another layer that also plays an influential role in teen behaviors: a skewed risk versus reward system of motivation. Generally speaking, teens are incredibly reward driven. Contrary to popular belief, teens do understand the consequences of their behaviors, but they are more likely to believe that the reward will greatly outweigh the risk.³

On to Discussion

The discussion that took place following the presentation invited participants to use the outputs from the sections of the *Guidelines for Library Services to Teens* most relevant to YA reference, sections 3.0 and 4.0, as a jumping-off point for ideas to use in real-life settings. The group also used the four developmental areas (Emotional Support, Social Engagement, Novelty-Seeking, and Creative Exploration) from Siegel’s work as a framework for the conversation.

Use the most current information and communication technologies, the connections that they use on a daily basis, to provide information to teens (see *Guidelines*, section 3.0).

In this part of the discussion participants identified challenges in using current

communication technologies, including privacy issues for teens under 18 and the fact that many schools restrict the use of social media. Participants generated the following potential solutions to the challenges:

- Produce videos (e.g., on YouTube) to promote and explain how to use reference services, databases, and the physical collection and also to introduce the library staff. Offer incentives to teens who comment on the videos.
- Produce an online game or mobile app to teach information literacy, use existing games like Minecraft.
- Curate teen-made content online (e.g., with Scoop.it, Tumblr, etc.)
- Provide digital badging for trying out/mastering various library resources.
- Market with social media, blogs, and school e-mail newsletters.
- Provide an interactive survey (e.g., using Google) for material or subject requests.
- Use Remind101, a free texting service that allows for anonymity for all involved.
- Try Snapchat, Instagram, or Tumblr to market the collection and allow for serendipitous browsing.
- Explore the “flipped classroom” technique developed by Jonathan Bergman and Aaron Sams by providing the bulk of research instruction online.⁴ Then offer a time and place to answer questions and provide in-person collaboration between librarians and other students.

Provide and Promote Information and Resources Appropriate to Both Curriculum and Leisure Needs of Teens (see *Guidelines*, Section 4.0)

Next we talked about the ideas related to curriculum support and informal information needs of young adults.

Participants came up with the following ways to alleviate barriers in this area:

- Organize library resource scavenger hunts with prizes.
- Entice teens to make inquiry a novelty by providing pathfinder pages or video instruction on how to ask the best kinds of questions.
- Provide in-house study “cram” sessions with special promotions/incentives (ideally in a café-like environment with food).
- Allow teens to make the rules for how to use the library—once teens understand the value of libraries, they will be likely to police themselves.
- Create a friendly space for collaboration (e.g., whiteboards, mobile furniture, homework help resources).
- Rove the library with a determinedly upbeat manner and allow teens to rove with you as a way to support the needs of kinesthetic learners.
- Approach teens before they approach you to avoid a “game of chicken.”
- Partner with experts to present information on a particular subject with time to allow teens to explore the concepts themselves or with their friends.
- Recruit teen volunteers to help find out to find out other teens’ information needs.
- Consider asking staff to become “personal librarians” for interested teens in order to establish a stronger connection and better understand their unique needs.
- Make sure to remember to reassure teens that their questions are valid and that you are happy to help. Some examples, with reasons in brackets, provided by Nicolette W. Sosulski, include:

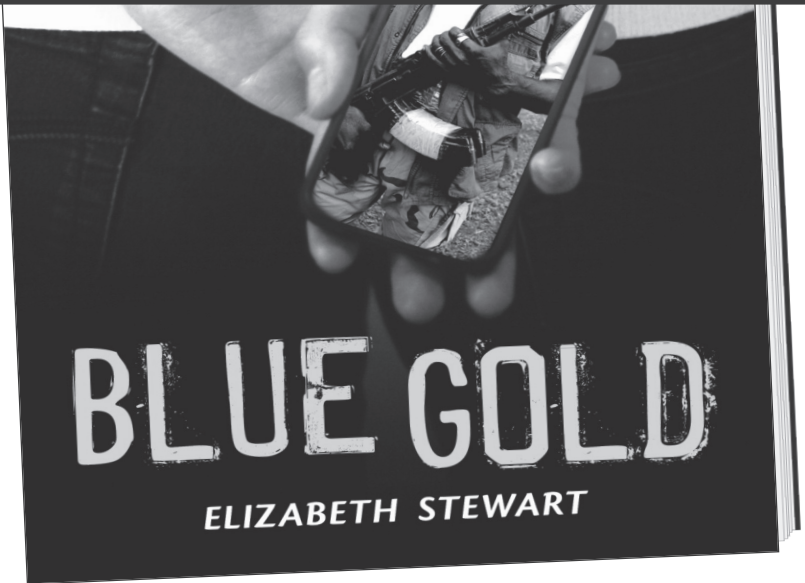
How Understanding Teen Brain Development Can Help Improve YA Reference Services

- “Yes, this IS a difficult question.” [You are not stupid.]
- “The question that was given to you [this is not your fault] was kind of wide open, and so narrowing the focus is what we’ll do first.”
- “I am so glad you asked [I’m approachable]—I needed a hard question [you are not stupid] to sink my teeth into just now.”

As librarians, we should support the reference developmental needs of teens just as we do in other areas of YA library service, like YA programming or collection development. It is the hope that the above list of ideas will inspire many others and will help librarians offer a more humanized, and therefore meaningful, approach to teen reference services. You can access more resources on this topic on the YALS site. [YALS](#)

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We acknowledge the assistance of the OMDC Book Fund, an initiative of Ontario Media Development Corporation.

The recently released report entitled *The Future of Library Services For and With Teens: A Call to Action*, funded by the Institute of Museum and Library Services and published by YALSA, calls for significant change in the way libraries serve young adults. “The library is no longer simply a quiet place to connect to physical content,” the report argues. “It is instead a place, physical and virtual, to learn how to connect and use resources from of all types from physical books, to apps, to experts in a local, regional or national community.”¹ Pointing to such innovative programs as the New York public school Quest to Learn and the YOUMedia Lab at the Chicago Public Library, *The Future of Library Services* report envisions change on a grand scale, describing libraries of the future as technology-filled hangouts and makerspaces where young people can access and participate in an increasingly technologically connected culture.

Our move toward this future of library services for young adults will not happen all at once. It is clear that serious advocacy and the support of our institutions and local and national government and professional agencies will be necessary to affect such great changes. We can begin, however, to widen the focus of our services right now, by thinking about, adding to, and revising some of our current practices. One of the first places we can begin is in our own professional backyard—our libraries’ collections of material for young adults.

Our collections have expanded to include not only physical copies of books but also audio recordings in various formats; DVDs and digital media; graphic novels and comic books; and e-books and apps. This format and content explosion requires us to think about our collections—and how our libraries make these collections available—in new ways.

Rethinking Library Collections for Young Adults

By Amy Pattee

The future of library collections for teens will be characterized by innovation and will require us to rethink what we collect, how we collect it, and where and how we make these collections available.

Rethinking the Print Collection

Young adult librarians have squabbled about the ideal composition of the young adult collection for years. Is it a collection of books and materials written and published for an audience of young people between the ages of 12 and 18, or is it a collection of books and materials read and requested by young adults that is inclusive of young adult, adult, and children’s literature? The increased popularity of young adult literature among adults—in 2012, *Publishers Weekly* reported that 55 percent of young adult book buyers were adults, 70 percent of whom were purchasing YA to read themselves—has added to this conundrum.² If the young adult collection is comprised of young adult literature ostensibly selected for young readers, what

are librarians to do about the adult readers clamoring for the next installment of *The Hunger Games* or *Divergent* series? And what about this “New Adult” category of literature featuring protagonists in their late teens and early twenties, YA-style angst, and sexier content?

Maybe the best way to answer the “what is the young adult collection” question is by taking what *The Future of Library Services* report might call a “whole library approach.” This would require us, first, to think about young adult literature as a genre or form read and enjoyed by adults and young adults, in the same way we might think about any other genre or form of literature read and enjoyed by adults and young adults. This means thinking about young adult literature as just another type of literature, to be shelved and organized as a distinct collection in the same way our genre-separated mystery, romance, science fiction, fantasy, or horror collections might be shelved or organized.

By defining the young adult collection in terms of its genre or form, and not in terms

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of its presumed audience or readership, we open up a collection of material that has historically been located in dedicated young adult spaces where adults may not be welcome. Just as *The Future of Library Services* reported, the development of young adult spaces in libraries has “inadvertently given the impression that teens have their own space, so they are less welcome in other areas of the library,” the same may be said for young adult collections.³ If we relegate young adult literature to the teen space, we may be discouraging adult use of the young adult collection and young people’s use of the library’s larger collection. If we relocated the library’s collection of young adult literature, moving it from spaces designated for young adults to more public areas of the library, we would both acknowledge and facilitate adult readership of young adult books and encourage and authorize young people’s exploration of the library’s larger collection of material.

This proposed reorganization could be applied to a library’s collection of graphic novels, comics, music, and DVDs collected for teens as well. By interfiling these works and media within the library’s formatted collections (of graphic novels, of music, of movies), the library would acknowledge the crossover appeal, readership and viewers of these formats and media, which would now be interfiled with the library’s larger collections. Imagine the shelving and cataloging confusion this reorganization and move could remedy! With multimedia, comics, and graphic novels in general collections, patrons would only have one place in the library to look for multigenerational favorites like *Sixteen Candles* or *Maus*.

Following such a reorganization, libraries with dedicated teen spaces might begin to use these spaces in different ways and develop different kinds of collections—of technological tools, for example—to fill these spaces. The library’s

new teen space could include some of the technologies suggested in YALSA’s 2012 *National Teen Space Guidelines* (www.ala.org/yalsa/guidelines/teenspaces): computers and workstations; downloading stations where young people could download e-books and digital media; video game stations; and laptops, e-readers, MP3 players, and tablets for circulation or in-library use. Reserved for teen use, this technologically rich space could provide necessary access to tools and connectivity for teens who may not enjoy access at home or at school.

Enabling Access to the Library’s E-book Collection

With over three-quarters of libraries offering e-books to their patrons and young people under the age of 30 more likely than those over 30 to read e-books, the library’s collection of e-books is an important new resource for young adult library users.⁴ Unfortunately, over half of library patrons do not know if their library lends e-books to patrons.⁵ For those patrons in the know, finding the library’s e-books can be a difficult task, particularly if patrons have to narrow down an OPAC search by format (a task that stumps many library users) or visit a differently organized “layer” of the library’s OPAC (e.g., a vendor’s user interface). Additionally, because e-books can’t be incorporated into attractive physical displays in the library building, it can be difficult to draw them to the attention of the library’s in-person visitors.

It is here where young adult librarians must be proactive in promoting the library’s e-book collection and encouraging and facilitating use of e-books by young patrons. The library’s website, teen web page, and any social media account can be considered potential sites of e-book promotion. Highlighting new or “hot” young adult titles available in e-book form—linking

to each title’s catalog record or to the site where the title may be downloaded—is one way to draw the attention of users of the library’s website to the e-book collection. Developing a blog or Tumblr site devoted to announcing newly available e-book titles may be an additional promotional tack librarians might take to promote e-books. Blog readers can add the library’s e-book announcement blog to their RSS feeds, and Tumblr users can “follow” the library’s e-book Tumblr site and be assured they will be notified when new titles are available.

Because e-reader saturation is definitely not complete among the public—the latest report from Pew indicates that only 32 percent of adults own e-readers like Kindles or Nooks—and even less so among young adults, many of whom consider their cell phones to be their primary consistent and exclusive connection to online content and communication, circulating e-readers makes sense in libraries serving young adults.^{6,7} According to a 2013 Pew Internet study of *Younger Americans’ Library Habits and Expectations*, over half of young people under the age of 30 reported an interest in checking out preloaded e-readers from the library, particularly if the preloaded content reflected their contemporary interests.⁸

Many libraries negotiate contracts with e-book content providers via library consortia, an organizational tactic that allows libraries to negotiate access to electronic content at lower costs, thus saving precious collection dollars for individual libraries. While these cost-saving agreements are financially beneficial, they often result in the development of consortium-wide core collections that reflect the broadest needs and interests of the diverse communities served by the consortium. Although some of these consortium-negotiated contracts allow individual libraries to make some unique selections on behalf of their communities, much e-book collection

development remains centralized. Here is where young adult librarians must work to make their voices—and the voices of the teen communities they serve—heard. To ensure that e-book collections are inclusive of young adult literature and other content that piques teen interest, young adult librarians must claim seats at the centralized selection table.

Developing Solutions for Apps

Mobile applications, which offer teens new ways to experience, create, and share electronic content, represent a significant challenge for libraries. While many libraries have introduced free applications that patrons may download to view the library's catalog and website or manage their library accounts, libraries continue to struggle to make third-party applications available to library users. Because different types of apps may be used for different periods of time—mobile device users may rely on mapping and communication apps in perpetuity but may access and engage with content apps (like interactive stories or games) for shorter periods before deleting them from their devices—libraries need to consider how best to make such useful content and tools available to patrons.

Professional review journals like *Horn Book*, *Kirkus*, and *School Library Journal* are now reviewing apps for young people; leafing through an issue of any of these professional resources reveals that there is a wealth of quality content created for young people available in “app form.” Distinguishing exceptional or useful apps involves separating the technological wheat from the chaff, a process, Amy Graves wrote for *Children and Libraries* in 2012, that “is essentially a full-time job.”⁹ Graves suggests creating lists of recommended apps for library patrons, drawing patrons' attention to apps that may be of interest or use. This form of bibliography is a good start; however, if the library does not offer apps—or loaded

devices—to lend patrons, these bibliographies may prove useful only to those with mobile devices and the budget to purchase those apps unavailable for free download.

For the growing population of teen mobile device users, apps represent a new opportunity for service. Before we begin the process of selection and curation, however, we must develop ways to acquire apps and make them available to library patrons. Many of the questions we have to ask about library collections of apps are similar to those we continue to debate with regards to e-books. For example, does the “doctrine of first sale” apply to apps? Finding answers to these questions will be the next significant technological challenge for library collections.

Looking to the Future

The young adult library collection of the future features content in print and electronic formats that may be accessed in the library or downloaded at a distance. As our library collections expand to include such format variety, it is important to ensure that this expansion does not leave less technologically equipped patrons behind. This means that librarians will have to become technology experts, well versed in the use of new devices and media and equipped to instruct patrons in the use of these tools as well. Librarians serving young adults must also advocate for teen access to the technological tools that allow them to participate in an increasingly connected world.

As we think about the steps we might take to develop young adult library collections of the future—and the framework of young adult library services of which these collections are a part—innovation and paradigm shift will be the names of the game. What we collect, how we collect it, and where and how we make it available are old questions for libraries; however, in the digital world, the old answers to these questions no longer completely suffice. The future of library collections for young adults requires us to return to

these core questions and carve out new and expanded answers and, in the process, rethink and even revolutionize our service. **YALS**

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feature

Hot Spot: Collecting & Connecting

Checking Out Tomorrow's School Library Collections

By Wendy Stephens

School library collections exist on a continuum. At one extreme, there are those that support the research needs of local curriculum at the expense of all else, sometimes involving costly, specialized volumes or databases to support specific projects. Then there are other libraries that seek to promote adolescent literacy by focusing almost entirely on supplying voluntary reading material. The majority of school libraries, however, tend to try to balance the two, even while they are confronting emerging formats and a variety of transitions in the ways in which school libraries serve teens.

I checked in with three thought leaders in the school library field—Kristin Fontichiaro (Faculty member at the University of Michigan's School of Information), Dawn Nelson (Instructional Media and Technology Coordinator for Osseo Area Schools in Minnesota) and Margaux DelGuidice (Teacher Librarian at Garden City High School and a Youth Services Librarian at Freeport

Memorial Library, NY)—to learn about what they thought school librarians need to focus on in library collections of the future.

Print and Digital Required

"Today we need a lot less print material, particularly with nonfiction and reference," said Kristin Fontichiaro.

It happens all the time, school librarians using databases and digital resources for factual information that will go out of date quickly, while sticking with physical materials for fiction. This isn't always an intentional choice but often a consequence of two-tiered pricing structures. The library e-book market is partially to blame. Not only are fewer fiction titles in e-book format available for libraries, when contrasted with those sold to private consumers, but some students, especially those using tablets or other devices in instructional settings (perhaps because of limited title availability or a need to get away from the screen for a

while) still prefer print for down-time reading.

As an ideal, Fontichiaro describes Ann Arbor's Skyline High School: "The [physical] collection is primarily high-interest fiction, as students primarily use digital resources for research purposes." But the primacy of digital information doesn't mean discarding nonfiction print altogether. Dawn Nelson said school libraries in her district "develop their collections independently based on their specific building needs. At the high schools, purchases are primarily nonfiction, most of it specifically selected in collaboration with teachers to support specific curricular projects." Nelson's electronic resources reflect a close connection to classroom instruction. "For example, at the junior high schools there are several biography projects so we have purchased Gale's Biography in Context database for only the four junior high schools."

Nelson points out that at schools with more diverse populations the budget might skew towards more fiction "as many of their students might not have the same access to public libraries or books they purchase personally."

The idea of one-size-fits-all materials selection that informs many "Opening Day" collections, or is used in collection evaluation may be outdated. Fontichiaro suggested most collections "should be unbalanced, with significantly more money spent in areas of curricular study and student interest."

Format and Content Go Hand in Hand

The standards established by many educational agencies don't yet reflect the opportunity Fontichiaro and Nelson discuss. In 2012, South Carolina, for instance, still called for nonfiction to make up 70 percent of high school collections,¹ something that may only be possible

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in next-generation libraries when the description of collection is decoupled from physical objects to reflect database content. “Increasingly, collection is less what you buy and more what you use and make discoverable,” wrote school librarian and Rutgers University library school faculty member Joyce Valenza.²

The issue of retaining sometimes erroneous nonfiction to fulfill arbitrary requirements is still a concern given the uncertain makeup of the external evaluators within many accrediting bodies. Also, it’s important to take into account that evaluating the true usability of database content can be more difficult than evaluating the usability of a print book. The immediate nature of the information ecosystem presents other conundrums, making print more time- and publicity-sensitive than it might have been in the past. Would a biography database provide a more balanced view of Lance Armstrong than his autobiography? Which leads to the point that knowing a student’s purpose in reading a particular piece of information is key to steering them to the most appropriate resource. Then think about all of the informational drug books that become immediately outdated when states and municipalities change laws. For example, there are now states that have legalized marijuana, so accuracy of information and credibility of content are more easily demonstrated and explained in databases through something like reverse-chronological sorting options.

There are other advantages to databases. In Alabama, statewide access to a robust collection of full-text databases has led many school libraries to discontinue their print magazine subscriptions altogether. “Our periodical collections have also been shrinking, partially because of lower demand and partially because of budget,” said Nelson who also noted, “Periodicals are

difficult, particularly at the junior high level, because of the challenges of finding appropriate materials for the age levels we serve, especially materials that are culturally relevant.”

Popular magazines are among the resources Fontichiaro still likes to see in print, as well as “an up-to-date atlas, a big dictionary—if only for sentimental purposes—and coffee table books. I like to see a primary-level encyclopedia set that is in print as a companion to online resources. With a single page for each topic, the information is organized consistently across topics, making it an easy and inviting way for kids to seek out what they’re looking for.”

Like Fontichiaro, I have long believed a current print encyclopedia can be handy for quick overviews, especially when all the hardware is in use. I use our set weekly, when physical education students who aren’t prepared to participate must summarize the rules of a particular sport instead.

“At the junior highs there are more paperback books because our population is quite mobile,” said Nelson. “Some of our schools have a very high turnover rate so we also see a great deal of loss. If students have books checked out when they leave, paperbacks are simply not as expensive, so it’s not quite as painful to lose them.” I recently made the decision not to reinforce paperbacks any more since the binding usually failed before the casing. It saved money and processing time and would send less plastic to landfills when the useful lives of the books were over.

When I took my first school library job, the previous librarian had rejected even donated paperbacks, saying mistakenly that they wouldn’t count toward the volumes-per-student required for accreditation. Especially with the advent of paperback-only blockbusters like *The Perks of Being a Wallflower*, the format has gained acceptance, but some schools still separate out paperbacks.

One of the first things I did at my current high school was interfile paperbacks with hardback fiction. It didn’t make sense to me that you had to know the format of a particular book before you could find it on the shelf.

The Common Core State Standards and School Library Collections

Regardless of whether or not your state has adopted the Common Core State Standards (CCSS), your library collection will inevitably be affected by its existence. Its ubiquity means that publishers, like educational software and assessment corporations, have worked to address economies of scale. Students in non-CCSS states will likely read those same text exemplars, as they are incorporated into textbooks, and savvy teachers realize the centrality of familiarity with those works in standardized testing.

“Mostly, I think this is dependent on how a school and district are responding to CCSS. I know one district that sees itself as already in alignment with CCSS, so their day-to-day practice and collections are changing very little,” said Fontichiaro.

DelGuidice said she is ordering audio formats to support learners that need support with the new titles required for the English Language Arts and Social Studies curricula, as well as more nonfiction. She notes, “All of the new memoir and biographical titles are emerging as a result of the Common Core push for information text. These new titles are a far cry from the dusty biography and autobiographies of my youth.”

The CCSS emphasis on increasing the Lexile measures of text for high school students has some adherents, but databases with built-in Lexile sorting and limitation are a boon to school librarians searching for that elusive complex text. Any investment in databases, particularly mobile-enabled

ones, demands some coordination with district technologists. It is important that school librarians be a part of long-term planning and that technology leaders understand how their choices of hardware and device capabilities will affect student research. Another often overlooked topic of conversation within the network side of operations is the nature of the online catalog and its associated components. I know several elementary school librarians who did not subscribe to bibliographic enrichment packages, which would seem critical for visually oriented younger children, because it strained their local budget. It was more affordable as a district package, and the presence of cover art and other bibliographic features gave the catalog representation of the collection a newer feel.

The Collection That's Not in the Catalog

For the first time, much of the collection used by students and teachers might not be represented in the library's catalog. While projects like Project Gutenberg and web2marc, <http://dl2sl.org/>, a Florida State University project that allows users to identify high-quality online resources and generate downloadable Machine-Readable Cataloging (MARC) records for their local catalog, have their fans other additions to the library catalog involve less librarian intervention. And, while some library automation systems are delivered with "vetted" websites preloaded into the bibliographic database, often at a premium. The utility of the catalog comes into question when so many materials don't fit the bibliographic standards held by librarians for so long. It even seems to make less and less sense to shoehorn electronic resources into an electronic representation of a print collection. In some cases, as with apps, catalog records won't prove a true access point.

When Apple announced the ability to manage apps to school accounts

rather than an Apple ID last year, it was a game changer for schools that didn't want to reinvest in apps at a per-user rate, much more so than volume purchasing. And a single copy of some apps might be enough. I personally like the idea of wall- or chair-mounted tablets preloaded with apps and documents for in-library use, making pricier apps like the multimedia version of *On the Road* or *The Wasteland* accessible for browsing or sampling before an independent purchase.

In my own school, the district provided iPad minis for students enrolled in AP coursework, but did not budget for apps. Teachers were told to seek out free versions, but several have successfully sought grant funding for content-specific apps.

What School Librarians Need Now

The school librarians I spoke with saw conspicuous potential opportunities for instructional materials that aren't currently available. "The junior highs also has challenges with finding electronic resources that are accessible to a wide range of reading levels...reading levels are a huge issue for some of our students," said Nelson.

Reading levels and the accessibility of text recur as a concern. "We have a desperate need for Hi-Lo books that can build a bridge between where some struggling students are and the curriculum they are supposed to be learning. For our tender-hearted-but-precocious younger readers, we also need the opposite: challenging books that are intellectually stimulating without being overly mature," said Fontichiaro.

Concerns about mature content have also affected Nelson's district's effort to build culturally relevant libraries: "There is a high demand for what is termed 'urban lit.' We have had a great deal of

discussion about finding appropriate material for junior high and also realize that simply choosing books is only part of the process. We struggle with not only finding titles but reviews are also limited. It's probably the biggest challenge we are facing."

Nelson described her district's collection as fundamentally geared toward supporting the needs of learners: "The student need at the high school is primarily for nonfiction for subject area and teacher support. At the junior highs, librarians purchase a great deal of fiction because they've got a very high focus on voluntary reading, and they have high demand, at times: 200 students [in the library checking out books] in the ten minutes before school starts."

This balancing act suggests another case of school library collections, like school librarians, trying to be all things to all people. As Fontichiaro summed up the dilemma, "If you're truly committed to boosting students' research and inquiry skills, your collection and reader's advisory might suffer. And in reverse, if all you do is focus on pleasure reading, your instructional practice will suffer." YALS

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Thanks to Margaux DelGuidice, Kristin Fontichiaro, and Dawn Nelson for sharing their thoughts.

For the past few years, the conversation about readers' advisory for adults has often focused on finding new digital channels through which to provide this core library service. Form-based personalized reading lists, in particular, are becoming standard at many public libraries.¹ The process is simple: patrons fill out a web form, describing their reading tastes. Librarians respond via e-mail with a tailor-made list of reading suggestions, explaining why they think each title is a good match for the patron. Adult services readers advisory experts like Neal Wyatt and David Wright have expounded on the benefits of these services, and suggested best practices.² However, little has been said about whether there is a need for similar services for younger patrons. Are teens interested in having librarians create lists of suggested reading for them? Would they appreciate or benefit from such lists?

In 2009, at the Seattle Public Library, another Teen Services Librarian and I decided to answer those questions. We piloted a small, unadvertised personalized reading list service just for teens. It was called "Your Next Five Books." We wrote a small blurb about it for the teen page of our website, encouraging teens to e-mail us and tell us what they liked to read. We promised to e-mail back with a list of five titles we thought they'd enjoy, including links to each item in our catalog and brief annotations matching each book to the patron's interests.

We weren't sure how much traffic to expect, if any. The YA publishing boom was well underway, and our teen collection circulation numbers were strong; we knew teens were reading. But would they be

*This article is based in part on a presentation delivered with Seattle Public Library colleagues Abigail Bass and Linda Johns at Public Library Association (PLA) 2012, entitled "Beyond Booktalking: Innovative Approaches to Readers Advisory with Teens and Younger Adults."

Teens and Personalized Reading Lists

A Perfect Match*

By Hayden Bass

interested in soliciting suggestions from librarians? Would they be willing to go to the trouble to describe their tastes and interests? We just weren't sure. It is a truism that teens prefer turning to search engines—or to their friends—for instant answers, rather than engaging with adults, and that they are therefore less likely to patronize formal reference or readers' advisory services. Far from offering instant gratification, we were asking them to go several clicks deep into our website and then connect with us via e-mail, a medium many teens were already abandoning by the late 2000s.³

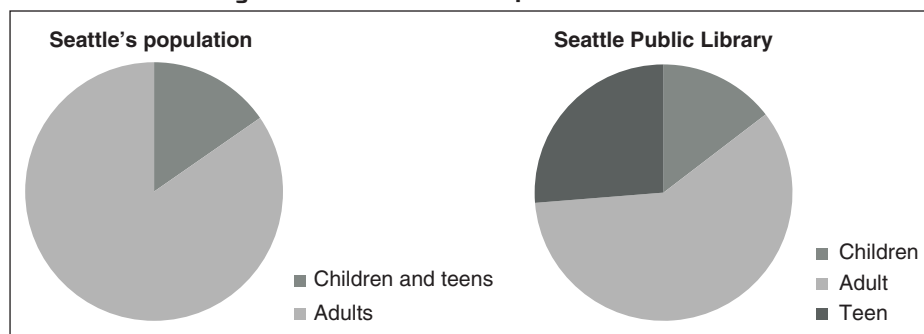
But the service was an immediate success. From the beginning, requests came in steadily, usually several each day, and then more rapidly during the summer or school breaks—whenever teens had more time for recreational reading. After receiving their "Next Five Books" lists, they often e-mailed us back to say how happy they were with the service, and to express their surprise and delight that librarians were willing to take the time to make reading lists *just for them*.

Perhaps we should not have been surprised. A 2013 study from the Pew Research Center found that 35 percent of 16 to 29 year olds described themselves as "very likely" to use "personalized reading accounts with book recommendations"—a higher percentage than any other age group.⁴ By contrast, only 15 percent of patrons over 65 were interested in this service. In 2010, the Seattle Public Library surveyed its own patrons on this topic, with similar results. When asked what library services they valued most, 50 percent of teens ages 15 to 19 said "reading recommendations." 53 percent of patrons in this age group were "interested" or "very interested" in personalized reading recommendations, compared to just 23 percent of our patrons over the age of 65.

In June 2011, with the help of a grant from the Paul G. Allen Family Foundation, The Seattle Public Library expanded the "Your Next Five Books" service to children and adults. We upgraded from a single e-mail address

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Figure 1: YN5 & Seattle Population Statistics.



to use of a web form (www.spl.org/yournext5), with much more visibility on our website (and even some bookmarks to market the service). Our current form asks patrons to tell us about books they've enjoyed in the past, books they've disliked (sometimes teens can be especially articulate about books they didn't enjoy!), and the kinds of books they're in the mood for right now. Then we ask what age level they're interested in (adult, teen, or children's books—though they can choose as many as they like) and what format(s) they want (books, e-books, large print, or audio).

Why Teens Love Yn5

"Your Next Five Books" (or "YN5," as we lovingly refer to it) is now a very robust service, with over 20 librarian staff, system-wide, creating 121 lists each month, on average. But, even after offering the service to patrons of all ages for over two years, patrons 18 and under still request almost 40 percent of our total YN5 lists. This despite the fact that the 18 and under demographic makes up only 15 percent of Seattle's population (See figure 1).⁵ So why are youth so enthusiastic about personalized reading lists? Of course there are many reasons, and they vary from patron to patron. But based on the feedback we've received, we believe these are some of the main appeals.

It's Easy

Although accessing and filling out our web form is not quite as simple as accessing a search engine or texting a friend, it isn't *much* harder. Keeping our form simple allows busy teens to write as little or as much as they please, without asking for a big-time commitment up front.

Teens Don't Have to "Bother" Anyone

When leading tours for visiting school groups at my library, I always ask them the same hypothetical question: "Let's say you're in a library and in need of help, and you've spotted a librarian—but the librarian is typing on a computer and looks busy. What should you do?"

It's the very rare middle or high school student who suggests bothering the librarian to ask a question or get a reading suggestion.⁶ No matter how delightful and approachable we try to be, there will always be teens who are reluctant to interrupt an adult in the workplace. And of course, many teens lack their own transportation, so it's not always possible for them to visit the library in person whenever they'd like. By providing readers' advisory online, we can serve any teen with access to the Internet, conveniently and confidentially.

It's Personal

As much as teens love their screen time, they also value genuine human interaction. Our

teen patrons often mention how much they appreciate the fact that personalized reading lists are created by human beings who took the time to "listen" to their reading tastes and craft a thoughtful e-mail and a personalized list in response. Teens are expected to spend most of their time listening to adults; they treasure the opportunity to be heard, and to have their reading interests validated.

It Helps Teachers and Parents

For educators and parents who sometimes struggle to find books at the appropriate reading level that students will actually want to read, the service is a godsend. Here in Seattle, many public middle school students are given lists of genres and told they can read any book they like, as long as they select a title in each genre. But students can struggle to find titles they enjoy, and are not always certain if the books they've found are appropriately leveled. Of course, we teen services librarians often create curriculum-related lists for individual teachers, and we maintain current lists of staff favorites in all of the most popular genres. But for a harried parent or teacher, having a librarian spend the time to find the perfect book match for a hard to please student can feel like winning the lottery.

Offering personalized reading lists has also been great for the library. It essentially markets itself by packaging readers' advisory in a way that teens can understand. Before we started offering this service, many of our patrons were completely unaware they could ask librarians for reading suggestions. I've often discovered that a teen I'm working with at the desk is a YN5 patron who got a good enough result to make them willing to try approaching a librarian in person.

It's also a fantastic backup for front-line staff. If a teen asks you for swoon-worthy paranormal romance and you can only think of a title or two to suggest on

the spot, it's great to be able to say, "Here's something to get you started. I know another librarian who absolutely LIVES for paranormal romance, and I can have him e-mail you a list of great suggestions in just a day or two." Teens love the idea that extra attention is being devoted to their question. Of course, you may want to make the list yourself to familiarize yourself with a genre you might not read very often. It's freeing to explore new genres without the pressure of a patron waiting at the desk.

Getting Started

If you're interested in offering a similar service at your library, here are some of the lessons we've learned—some the hard way—about implementing a personalized reading list service.

Figure Out Your Process

As much as possible, lay out a detailed plan of service before you begin. Some important questions to consider: How will you assign questions to individual librarians? Will you create some kind of virtual space that allows for collaboration on each question? Do you want to craft some standard scripted e-mail greetings and closings to save time? What will be your turnaround time for requests—two days? Four? How will you track statistics?

Set a Limit on Title Suggestions

Maybe you want to suggest three books, or seven, but do decide how many suggestions each patron will receive. This ensures consistency of service, and helps enthusiastic librarians refrain from getting carried away. Teens can be overwhelmed by huge numbers of recommendations, and they probably don't want to read a 20-paragraph essay about the recommendations the librarian is making. Just a handful of suggestions (with brief explanations) and an

invitation to come back when they're ready are almost always sufficient.

Pilot It

If you're concerned about becoming overwhelmed by list requests, consider running a small pilot to iron out kinks and make sure the workload is sustainable. You can always spread the word more broadly later on. Set a goal for staff time spent creating each list (e.g., 30 minutes) and see if it's feasible.

Develop Trainings and a Review Process

We created an initial training for all providers of this service, and we follow up with periodic peer review sessions. These sessions give us all an opportunity to discuss best practices and sharpen our readers' advisory skills. They also help to ensure that we are providing a high-quality, standardized service. Although each patron-librarian interaction is slightly different (just like each interaction in the nonvirtual library), returning patrons should know how the process will work and that they will receive the same high-quality product each time.

Market Your Staff as a Resource

Make it clear to each patron that a librarian has created the list. The human element is what truly sets this service apart from other, algorithm-based services. As an enthusiastic YN5 patron once wrote, "I wish there were more librarians and fewer Amazons!" Be sure that librarians open by addressing the patron by name and restating the reading interests, connecting the dots between the titles patrons list as favorites. This helps teens better understand and articulate their own tastes ("Oh, I like character-driven fantasy/adventure with detailed world-building!").

Creating a personalized reading list service is a relatively simple way to support teens' education and journey of self-

discovery. It's also a great way to build your own readers' advisory skills and market readers' advisory services to the next generation. Teens will be excited about the service, and eager to give it a try. Whenever one of our librarians promotes the service at a school, we find ourselves buried under an avalanche of list requests from all the students in the class—which is exactly where we like to be. **YALS**

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feature

Hot Spot: Teens, Tech,
& Learning

The Legacy of Margaret Alexander Edwards

By Deborah Taylor

The legacy of Margaret Alexander Edwards is highly visible in the Young Adult Library Services Association (YALSA). The Edwards Award, given to a young adult author for lifetime achievement, pays tribute to Ms. Edwards's belief in the power of books to have a positive impact on the lives of teen readers. The Alex Awards, an annual list of top ten adult books with teen appeal, acknowledges Ms. Edwards's efforts to guarantee that library staff has an important tool to engage its adolescent customers. Her work at the Enoch Pratt Free Library in Baltimore, Maryland, served as a model for young adult services throughout the country.

Like so many other aspects of her life, Ms. Edwards took charge of her own legacy. When interviewed for VOYA (Voice of Youth Advocates) in 1987, she was asked for which legacy she wished to be remembered. Her answer was short and breezy: "The training of assistants, the book wagon, work with schools, *The Fair Garden and the Swarm of Beasts*. Take your choice." As if those

accomplishments were not enough, Ms. Edwards set up the Margaret Alexander Edwards (MAE) Trust. Her will stated: "It is my observation that in the lives of most people, meaningful experience is rare and that without it, it is difficult to understand one's self or establish good relations with others. Since I believe the book supplements experience and since I have faith in young people and am concerned that they read—not only for their personal enjoyment and enrichment but so they may equip themselves to remake society—I bequeath the bulk of my estate to further the personal reading of young adults." She directed the original trustees, Ray Fry, Sara Siebert (both now deceased), and Anna Curry, to use the funds to support projects, traditional and experimental, particularly those that "seem likely to make a lasting contribution to the enrichment of youth through reading."

The trustees, those named above and those who came aboard later, Linda Lapidès and Lanetta Parks, under the direction of Trust Executor, Julian Lapidès, heartily embraced the task of

carrying out Ms. Edwards's wishes. "I worked with Alex on her will in 1968," said Julian Lapidès. "The trust was established when she died in 1988."

The trustees awarded many grants from small ones to libraries to support reading promotion programs for teen moms, to reading lists for parole officers to use with juvenile offenders. They also funded several projects with more wide-ranging influence.

The Fair Garden and the Swarm of Beasts

Margaret Edwards had definite ideas regarding the training of librarians who would work with teens. She believed young people deserved nothing less than the best trained librarians, and she penned a book that would set the tone for that training in the best-selling *The Fair Garden and the Swarm of Beasts*, first published in 1969, followed by an expanded edition in 1974. In the introduction, Ms. Edwards reveals the source of the unusual title. In *The Old Librarian's Almanac*, published in New Haven, Connecticut in 1773, Jared Bean advised his fellow librarians that the library, the Treasure House of Literature, "is no more to be thrown open to the ravages of the unreasoning Mob 'the general public, especially young people', than is a Fair Garden to be laid unprotected at the Mercy of a Swarm of Beasts."

With its lively blend of philosophy and practical advice, Ms. Edwards delivered a package that would influence generations of librarians and writing about librarianship. In 1994, the Trust underwrote a new edition published by ALA editions, which featured an essay by YA critic Patty Campbell that spoke to Ms. Edwards's continued influence. The Trust and ALA Editions collaborated again for an edition that celebrated the centennial of Margaret Edwards's birth. This featured 2002 volume, edited by YA expert Betty Carter, reproduced the

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original while adding a 21st century take on Ms. Edwards along with an annotated list of all the Alex award-winning and nominated books and the Margaret A. Edwards award-winning authors.

Excellence in Library Services to Young Adults Awards

When Hardy Franklin, at the time director of the D.C. Public Library System, became president of the ALA in 1993, he determined that he would focus on improving customer service to the country's youth as part of his presidential program. The programs that were spotlighted formed the nucleus of the first Excellence in Library Services to Young Adults Awards. MAE trustee, Anna Curry, then director of the Enoch Pratt Free Library, encouraged the connection and Mary K. Chelton, probably the best known young adult library services advocate, was tapped to edit the first three editions of the professional resource that showcased the award-winning programs. "It was my job to take the applications and the program narratives and turn it into a book that could help others in the profession replicate success," said Chelton. With Trust support, the program continues to this day to spotlight the most innovative programs throughout the country.

The Alex Awards

Betty Carter, a member of the original Alex Awards Task Force, wrote in an article published in *Booklist* in August 2003:

"When Deborah Taylor became president of the Young Adult Library Services Association (YALSA), members of the Margaret Alexander Edwards Trust contacted her. It was a natural call for them to make, as Taylor works at Enoch Pratt Free Library, where Edwards, called Alex by her friends, established

her reputation as the 'patron saint of young adult librarianship.' The trustees congratulated Taylor and asked to be involved in her presidency; they wanted to honor Edwards's dedication to bringing the best of adult books to great numbers of young adults. Working with the trustees, Taylor and Linda Waddle, then Deputy Director of YALSA, concluded that YALSA's Best Books for Young Adults Committee (BBYA) heavily favored releases from the children's and young adult divisions of publishing houses. Edwards's approach was different. As she stated in *The Fair Garden and the Swarm of Beasts*, librarians should know YAs and books 'well enough to be able to introduce readable, appealing adult titles at the propitious time and see that the young reader gradually moves into adult reading with all the enthusiasm he once had for teenage stories.'"

Taylor and YALSA Board Member Pam Spencer Holley met with the Trust to explain YALSA's proposal for a five-year initiative, after which the Alex Award became an established ALA award, focusing on adult books for teens. *Booklist* agreed to cosponsor the project. Pam Spencer Holley remembers lunch with the Trust at the Engineers Club in Baltimore and fielding the questions of a feisty septuagenarian Sara Siebert over her bourbon and branch water. In those early years, the Alex Award Task Force worked hard to find the right books for their lists, promote their work, and develop a sustainable selection process. In 2002, the Alex Awards became an official ALA Award and now, for the past few years, the images of the winners are one of the first things seen by attendees at the ALA Youth Media Awards.

Books for the Beast

Since she received training under her tutelage, teen advocate and educator

Mary K. Chelton knows firsthand how strongly Ms. Edwards felt about training librarians in book knowledge. In 1991, she was one of the first to seek funding from the Trust for seed money for a conference, held in Baltimore—the city where Ms. Edwards established her reputation, devoted to young adult literature. Working with a statewide steering committee, the conference was established as a biannual opportunity for librarians to focus on teen readers' advisory. "I was concerned about the availability of this kind of training for the librarians in Montgomery County Library, where I worked at the time and around the state," said Chelton. The "Books for the Beast" Conference got its name from the *The Fair Garden and the Swarm of Beasts*. The conference is now administered by the Enoch Pratt Free Library and draws attendees from Maryland and Virginia.

Each conference features an outstanding young adult writer; in the past, the attendees have heard from writers such as: Chris Crutcher, David Lubar, Patricia Wrede, Gail Giles, Jacqueline Woodson, Kenneth Oppel, and Robin Wasserman. Since 2009, this keynote lecture has been designated the Sara L. Siebert Memorial lecture to honor one of the original trustees of Ms. Edwards's legacy. There are morning and afternoon discussion groups that focus on primary young adult themes. Where appropriate, genres may include graphic novels, nonfiction, or a suggested audiobook.

In 1993, the conference began its popular practice of inviting up to 50 teen readers to participate, free of charge, as a way of including their important insights on what has been written about and for young people. The afternoon panels have featured teens and librarians discussing their favorite teen novels, editors explaining the trends in young

adult literature, and the creators of graphic novels. The October 2013 conference was the 12th Books for the Beast gathering.

A New Chapter

The relationship between the Edwards Trust and YALSA has always been strong as the two organizations share goals for improving teen access to books and libraries. In 2010, YALSA awarded the Trust the association's first Presidential Citation, which "highlights excellence among members of YALSA as well as library supporters who have provided outstanding service to the association or profession of young adult librarianship." All three living members of the trust and the manager expressed their surprise and delight at the honor:

- "I'm pleased that all three of our trustees were able to come to the luncheon, and they were delighted by the citation," said Julian Lapidès. "That Alex is remembered is thrilling to the Trust and to the people who knew her."
- "The legacy of Margaret Edwards and all she stood for is being honored," said Linda F. Lapidès. "I'm delighted that so many people are carrying on her mission, and the citation means a great deal."
- "Ours is an important mission for our young people and everything they represent," said Lanny Parks. "The citation is quite an honor, and it gives us a sense that what we're doing matters."

- "Each of us has subsequently talked about how moved and touched we are by the recognition," said Anna Curry. "To see that effort has been noticed and that the profession wants to say thank you was a delightful surprise for us. I'm sure Margaret is looking down and giving us some praise for a job pursued with vigor and some success."

Two years ago the trustees of the Margaret Edwards Trust approached YALSA with the idea of transferring management of the Trust to YALSA. In the interim, YALSA worked with ALA to explore this idea, determined it to be feasible within the legal confines laid out in the Trust, and have worked to facilitate the transfer. The transfer became official on December 31, 2013. According to Julian Lapidès, "The Trustees felt it was time. It has been a wonderful run for us, and we feel YALSA will modernize the process and make the funds more accessible to those working with young people today." In the immediate future, YALSA plans to continue to fund the MAE Award for Best YA Literature Program (Trust sponsored since 2009), the Alex Award, and the Edwards Award and use the remainder of funds to distribute grants to libraries via an application process. Grant funds will support the implementation of recommendations put forth by the YALSA report, *The Future of Libraries for and with Teens: A Call to Action*, specifically those recommendations related to collection development.

This new phase of the Trust, linked to the strong efforts of YALSA to provide

increased opportunities for teen reading and library programs, further enhances the life and legacy of Margaret Alexander Edwards. YALS

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As part of ALA's annual Youth Media Awards, YALSA announced its six literary awards at Midwinter Meeting in Philadelphia on January 27. These are the Alex, Margaret A. Edwards, William C. Morris Debut, Excellence in Nonfiction, Odyssey, and Michael L. Printz awards. In addition, YALSA announced the titles on its selected booklists; Amazing Audiobooks for Young Adults, Best Fiction for Young Adults, Fabulous Films for Young Adults, Great Graphic Novels for Teens, Outstanding Books for the College Bound and Lifetime Learners, Popular Paperbacks for Young Adults, and Quick Picks for Reluctant Young Adult Readers.

The following is a list of the authors and titles honored at ALA Annual 2014.

Awards

Alex Awards

The Alex Awards are given to ten books written for adults that have special appeal to young adults, ages 12 through 18. The winning titles are selected from the previous year's published books. The award is sponsored by the Margaret A. Edwards Trust. The 2014 winners are:

- *Brewster* by Mark Slouka, published by W.W. Norton & Company.
- *The Death of Bees* by Lisa O'Donnell, published by Harper, an imprint of HarperCollins Publishers
- *Golden boy: a novel* by Abigail Tarttelin, published by ATRIA Books, a division of Simon & Schuster, Inc.
- *Help for the Haunted* by John Searles, published by William Morrow, an imprint of HarperCollins Publishers
- *Lexicon: a novel* by Max Barry, published by The Penguin Group, Penguin Group (USA) Inc.

- *Lives of Tao* by Wesley Chu, published by Angry Robot, a member of the Osprey Group
- *Mother, mother: a novel* by Koren Zailckas, published by Crown Publishers, an imprint of the Crown Publishing Group, a division of Random House, Inc.
- *Relish* by Lucy Knisley, published by First Second, an imprint of Roaring Brook Press, a division of Holtzbrinck Publishing Holdings Limited Partnership
- *The Sea of Tranquility: a novel* by Katja Millay, published by ATRIA Paperback, a division of Simon & Schuster, Inc.
- *The Universe Versus Alex Woods* by Gavin Extence, published by Redhook Books, an imprint of Orbit, a division of Hachette Book Group, Inc.

The official nominations for the 2014 awards are available www.ala.org/yalsa/alex-awards.

The 2014 Alex Awards committee is: Chair Danielle Dreger-Babbitt, Sno-Isle Library, Mill Creek (Wash.) Library; Joni Richards Bodart, San Jose (Calif.) State University SLIS; Paige Battle, Grant High School, Portland, Ore.; Angela Craig, Charlotte Mecklenburg Library,

Charlotte, NC; Summer Hayes, King County Library System, Tukwila, Wash.; Kim Herrington, Pearland (Texas) Junior High West; Janet Hilbun, University of North Texas SLIS, Garland, Texas; Adela Peskorz, Metropolitan State University, St. Paul, Minn.; Melissa T. Smith, Literacy for Incarcerated Teens, Forest Hills, NY; Award Administrative Assistant Kathleen Fernandes, Lake Forest Park, Wash.; and Ann Kelley, *Booklist* Consultant, Chicago.

Margaret A. Edwards Award

The Margaret A. Edwards Award, established in 1988, honors an author, as well as a specific body of his or her work, for significant and lasting contribution to young adult literature. The annual award is administered by YALSA and sponsored by *School Library Journal* magazine. It recognizes an author's work in helping adolescents become aware of themselves and address questions about their role and importance in relationships, society, and in the world.

Markus Zusak is the recipient of the 2014 Margaret A. Edwards Award honoring his significant and lasting contribution to writing for teens for *The Book Thief*, *Fighting Ruben Wolfe*, *Getting the Girl*, and *I am the Messenger*.

As the horrors of war in WWII Germany escalate, Liesel steals books in Zusak's heart-wrenching, critically acclaimed *The Book Thief* published by Alfred A. Knopf, an imprint of Random House Children's Books. *I Am the Messenger*, also a publication of Alfred A. Knopf, an imprint of Random House Children's Books, features slacker Ed Kennedy who discovers the power of chances and his own potential.

Fighting Ruben Wolfe and *Getting the Girl* are two compelling books published by Arthur A. Levine, an imprint of Scholastic, introduce readers to the engaging Wolfe brothers, offering them a rare and realistic depiction of teen boys living in a loving working class family.

Markus Zusak will be honored at the YALSA Edwards Award Brunch and presented with a citation and cash prize of \$2,000 during the 2014 ALA Annual Conference in Las Vegas, June 26–July 1. The award is sponsored by *School Library Journal*.

Members of the 2014 Edwards Committee are: Chair Cheryl Karp Ward, Teen Services Consultant, Broad Brook, Conn.; Sarah Ludwig, Ethel Walker School, Simsbury, Conn.; Melissa McBride, Southold UFSD, Southold, NY; Barbara Moon, Suffolk Cooperative Library System, Bellport, NY; and Lynn M. Rutan, Bookends: Booklist Online Youth Blog, Holland, Mich.

For more information, please visit www.ala.org/yalsa/edwards-award.

William C. Morris Award

The William C. Morris YA Debut Award, first awarded in 2009, honors a debut book published by a first-time author writing for teens and celebrates new voices in young adult literature. The award's namesake is William C. Morris, an influential innovator in the publishing world and an advocate for marketing books for children and young adults.

Charm & Strange written by Stephanie Kuehn, published by St. Martin's Griffin, an imprint of St. Martin's Press, a division of Macmillan won the 2014 Morris Award.

The 2014 Morris Award finalists, announced in December, include *Sex & Violence* written by Carrie Mesrobian, published by Carolrhoda LAB, an imprint of Lerner Publishing Group; *Dr. Bird's Advice for Sad Poets* written by Evan Roskos, published by Houghton Mifflin, an imprint of Houghton Mifflin Harcourt Publishing Company; *Belle Epoque* written by Elizabeth Ross, published by Delacorte Books for Young Readers, an imprint of Random House Children's Books; and *In the Shadow of Blackbirds* written by Cat Winters, published by Amulet Books, an imprint of ABRAMS.

Members of the 2014 William C. Morris Award Committee are: Chair Dorcas Wong, San Francisco Public Library-West Portal & Parkside Branches, San Francisco; Jerene D. Battisti, King County Library System, Issaquah, Wash.; Betsy Fraser, Calgary Public Library, Calgary, AB; Hannah Gomez, Castilleja School, Palo Alto, Calif.; Christopher Lassen, Brooklyn (NY) Public Library; Alissa Lauzon, Cary Memorial Library, Lexington, Mass.; Rachael Myers Ricker, Horace Mann School, Brooklyn, NY; Jenna Nemec-Loise, Chicago Public Library-Theodore Roosevelt Branch; Mary A. Wepking, University of Wisconsin-Milwaukee; Ileana Pulu, San Francisco Public Library-Bayview Branch, San Francisco; and Daniel Kraus, *Booklist* Consultant, Chicago.

For more information, please visit www.ala.org/yalsa/morris-award.

YALSA Award for Excellence in Nonfiction

The YALSA Award for Excellence in Nonfiction for Young Adults honors the

best nonfiction books published for young adults (ages 12–18) during a November 1–October 31 publishing year.

The Nazi Hunters: How a Team of Spies and Survivors Captured the World's Most Notorious Nazi written by Neal Bascomb, published by Arthur A. Levine Books, an imprint of Scholastic Inc. won the 2014 award. Finalists are *Go: A Kidd's Guide to Graphic Design* written by Chip Kidd, published by Workman Publishing Company; *Imprisoned: The Betrayal of Japanese Americans During World War II* written by Martin W. Sandler, published by Walker Books for Young Readers, an imprint of Bloomsbury Publishing, Inc.; *Courage Has No Color: The True Story of the Triple Nickles, America's First Black Paratroopers* written by Tanya Lee Stone, published by Candlewick Press; and *The President Has Been Shot! The Assassination of John F. Kennedy* written by James L. Swanson, published by Scholastic Press, an imprint of Scholastic Inc.

Members of the 2014 YALSA Award for Excellence in Nonfiction for Young Adults Award committee are: Chair Jamison Hedin, Ludlow (Mass.) High School; Kathy M. Burnette, Discovery Middle School, Granger, Ind.; Molly M. Collins, Charlotte Mecklenburg (NC) Library; Maria E. Gentle, Arlington (Va) Public Library; Dorcas Hand, Annunciation Orthodox School, Houston; Sarah Holtkamp, Chicago Public Library; Sherry L. Rampey, First Baptist Church of Gaston (SC); Scott Robins, Toronto Public Library, Ontario, Canada; and Patti Tjomsland, Bureau of Education and Research (BER) Longview, Wash; and Gillian Engberg, *Booklist* Consultant, Chicago, Ill.

For more information, please visit www.ala.org/yalsa/nonfiction-award.

Odyssey Award

The Odyssey Award is given to the producer of the best audiobook for

children and/or young adults, available in English in the United States. The award is jointly administered by the Association for Library Services to Children (ALSC) and YALSA, divisions of the ALA, and is sponsored by *Booklist* magazine.

The 2014 Odyssey Award was given to Listening Library, an imprint of the Random House Audio Publishing Group, for its production of the audiobook *Scowler* by Daniel Kraus, narrated by Kirby Heyborne. Honor recordings were *Better Nate Than Ever* written by Tim Federle, narrated by Tim Federle and produced by Simon & Schuster Audio; *Creepy Carrots!* by Aaron Reynolds, narrated by James Naughton and produced by Weston Woods Studios, Inc.; *Eleanor & Park* by Rainbow Rowell, narrated by Rebecca Lowman and Sunil Malhotra and produced by Listening Library, an imprint of the Random House Audio Publishing Group; and *Matilda* by Roald Dahl, narrated by Kate Winslet and produced by Penguin Audio, a member of Penguin Group (USA) Inc.

Members of the 2014 Odyssey Award Committee are: Chair Ellen Rix Spring, RSU#13 School District, Rockland, Maine; Catherine M. Andronik, Brien McMahon High School, Norwalk, Conn.; Jane H. Claes, University of Houston, Clearlake, Texas; Dr. Eliza T. Dresang, University of Washington Information School, Seattle; Susan Fichtelberg, Public Library of Woodbridge, NJ.; Walter M. Mayes, Girls' Middle School, Palo Alto, Calif.; Hayley Elece McEwing, Public Library of Youngstown and Mahoning County, Ohio; Maryann H. Owen, Children's Literature Specialist, Mount Pleasant, Wis.; Tracy Reid Sumler, Loudoun County (Va) Public Library; and Rebecca Vnuk, *Booklist* Consultant, Chicago.

For more information, please visit www.ala.org/yalsa/odyssey-award.

Michael L. Printz Award

The Michael L. Printz Award honors the best book written for teens each year. The award, first given in 2000, is named for the late Michael L. Printz, a Topeka, Kansas, school librarian known for discovering and promoting quality books for young adults. The award is administered annually by YALSA and is sponsored by *Booklist* magazine.

Midwinterblood by Marcus Sedgwick, published by Roaring Brook Press, an imprint of Macmillan Children's Publishing Group, won the 2014 Printz Award. Honor books are *Eleanor & Park* by Rainbow Rowell and published by St. Martin's Griffin (Macmillan); *Kingdom of Little Wounds* by Susann Cokal and published by Candlewick Press; *Maggot Moon* by Sally Gardner, illustrated by Julian Crouch and published by Candlewick Press; and *Navigating Early* written by Clare Vanderpool and published by Delacorte Books for Young Readers an imprint of Random House Children's Books, a division of Random House LLC, Penguin Random House Company.

Members of the 2014 Printz Award Committee are: Chair Jennifer Lawson, San Diego County Library; Michael Fleming, Pacific Cascade Middle School Library, Issaquah, Wash.; Cindy Lombardo, Cleveland Public Library; Gregory Lum, Jesuit High School, Portland, Ore.; Steve Matthews, Currier Library, Foxcroft School, Middleburg, Va.; Rachel McDonald, King County (Wash.) Library System; Elizabeth Schneider, Monrovia (Calif.) Public Library; Sarah Wethern, Douglas County Library, Alexandria, Minn.; Emily Williams, Metropolitan Library System, Oklahoma City, Okla.; Award Administrative Assistant Mara Cota, Half Moon Bay (Calif.) Library; and Ilene Cooper, *Booklist* consultant, Chicago.

For more information, please visit www.ala.org/yalsa/printz-award.

Book and Media Lists

Amazing Audiobooks for Young Adults

The 2014 Amazing Audiobooks list, comprised of 27 fiction titles and two nonfiction, features recordings covering a wide range of interests for young adults from high fantasy dragon epics to serial killer-driven thrillers to fictionalized accounts of historical events in verse. In addition to the full list, the committee chose the following recordings as its top ten:

- *Zombie Baseball Beatdown* by Paolo Bacigalupi, read by Sunil Malhotra. Listening Library, 2013.
- *Etiquette & Espionage* by Gail Carriger, read by Moira Quirk. Hachette Audio, 2013.
- *William Shakespeare's Star Wars* by Ian Doescher, read by a full cast. Listening Library, 2013.
- *If You Could Be Mine* by Sara Farizan, read by Negin Farsad. High Bridge Audio, 2013.
- *Scowler* by Daniel Kraus, read by Kirby Heyborne. Listening Library, 2013.
- *The Boy on the Wooden Box* by Leon Leyson, read by Danny Burstein. Simon & Schuster Audio, 2013.
- *Viva Jacquelina!: Being an Account of the Further Adventures of Jacky Faber, Over the Hills and Far Away (A Bloody Jack Adventure)* by L.A. Meyer, read by Katherine Kellgren. Listen and Live Audio, 2013.
- *Crap Kingdom* by D.C. Pierson, read by D.C. Pierson. Blackstone, 2013.
- *Dodger* by Terry Pratchett, read by Stephen Briggs. Dreamscape Audio, 2012.
- *Eleanor & Park* by Rainbow Rowell, read by Rebecca Lowman and Sunil Malhotra. Listening Library, 2013.

Members of the 2014 Amazing Audiobooks Committee are: Chair Dawn

Rutherford, Sno-Isle Libraries, Tulalip, Wash; Mary Burkey, Olentangy Local Schools, Powell, Oh; Randee Jean Bybee, Upland Public Library, Upland, Calif.; Emily F. Calkins, Seattle, Wash; Kim Christofferson, Sweet Library, Salt Lake City, Utah; Linda L. Plevak, Northeast Lakeview College, Universal City, Texas; Coleen Seisser, Mount Prospect Public Library, Mount Prospect, Ill; Karilyn L. Steward, Calabasas Library, Calabasas, Calif; Dr. Sylvia M. Vardell, Texas Woman's University, Denton, Texas.

For more information, including the full list, please visit www.ala.org/yalsa/amazing-audiobooks.

Best Fiction for Young Adults

YALSA's Best Fiction for Young Adults booklist annually selects outstanding titles of fiction written for young adults that are of interest and value to teenagers. This year's list of 98 books was drawn from 175 official nominations and comprises a wide range of genres and styles, including contemporary realistic fiction, fantasy, horror, science fiction and novels in verse.

The Best Fiction for Young Adults committee also created a top ten list of titles from the final list:

- Berry, Julie. *All the Truth That's in Me*. Penguin/Viking Juvenile, 2013.
- Clark, Kristin Elizabeth. *Freakboy*. Macmillan/Farrar, Straus, and Giroux, 2013.
- Federle, Tim. *Better Nate Than Ever*. Simon & Schuster/Simon & Schuster Books for Young Readers, 2013.
- McNeal, Tom. *Far Far Away*. Random House/Knopf Books for Young Readers, 2013.
- Rowell, Rainbow. *Eleanor & Park*. Macmillan/St. Martin's Griffin, 2013.

- Sedgwick, Marcus. *Midwinterblood*. Macmillan/Roaring Brook Press, 2013.
- Sepetys, Ruta. *Out of the Easy*. Penguin/Philomel, 2013.
- Smith, Andrew. *Winger*. Illustrated by Sam Bosma. Simon & Schuster/Simon & Schuster Books for Young Readers, 2013.
- Sullivan, Tara. *Golden Boy*. Penguin/Putnam Juvenile, 2013.
- Wein, Elizabeth. *Rose Under Fire*. Disney-Hyperion, 2013.

Members of the Best Fiction for Young Adults Committee are: Sarah Townsend, chair, Suffolk Public Library, Suffolk, Va; Alicia Blowers, St. Stephens & St. Agnes School, Alexandria, Va; Edith Campbell, Indiana State University Cunningham Memorial Library, Terre Haute, Ind; Valerie Davis, Campbell County Public Library, Newport, Ky.; Rebecca Denham, Harris County Public Library, Spring, Texas; Suzanne Fuchs, Bismark, N. Dak.; Beth Klein, Prospect Heights Public Library, Prospect Heights, Ill.; Carol Maples, Central Junior High, Pollok, Texas; Abby Moore, University of South Dakota University Libraries, Vermillion, S. Dak.; Lisa Morris-Wilkey, Casa Grande Union High School, Casa Grande, Ariz.; Laura Panter, Middle Country Public Library, Centereach, N.Y.; Candace Reeder, Northport-East Northport Public Library, Northport, N.Y.; Cathy Rettberg, Menlo School Library, Atherton, Calif; Jennifer Thompson, Brooklyn Public Library, Brooklyn, N.Y.; Julie Vaught, Florence County Public Library, Florence, S.C.; Sandy Craft, administrative assistant, Moorehead State University Camden-Carroll Library, Moorehead, Ky, Ann Kelly, *Booklist* Consultant.

The full list with annotations can be found at www.ala.org/yalsa/best-fiction-young-adults.

Fabulous Films for Young Adults

The 2014 Fabulous Films for Young Adults offers 25 titles based on the theme "School's Out Forever—YOLO (you only live once)," that showcase varying genres of exploring identity and teen independence. The complete list, including annotations, can be found at www.ala.org/yalsa/fabfilms.

Members of the Fabulous Films for Young Adults Committee are: Jessica Lorentz Smith, chair, Bend Senior High School, Bend, Ore.; Elizabeth Burns, N.J. State Library Talking Books & Braille Center, Trenton, N.J.; Erica Gauquier, Darien Library, Darien, Conn.; Angelique Kopa, Hartford County Library, Belcamo, Md.; Kenneth Petrilli, New Rochelle Public Library, New Rochelle, N.Y.; Sarah Potvin, Allen Public Library, Allen, Texas; Kristina Reynolds, Portland District Library, Portland, Mont.; Elsworth Rockefeller, Oak Park Public Library, Oak Park, Ill.; Clair Segal, Horace Mann School, New York, N.Y.; Amy Wilde, Administrative Assistant, Cascade Middle School, Bend, Ore.

Great Graphic Novels for Teens

YALSA's Great Graphic Novels for Teens committee named its 2014 list of 78 titles, drawn from 122 official nominations. The graphic novels, recommended for those ages 12–18, meet the criteria of both good quality literature and appealing reading for teens.

In addition the committee created a top ten list of titles that exemplify the quality and range of graphic novels appropriate for ten audiences:

NonFiction

- Lewis, John, Andrew Aydin and Nate Powell. *March: Book 1*. 2013.

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Fiction

- Gullledge, Laura Lee. *Will & Whit*. 2013.
- Hicks, Faith Erin. *The Adventures of Superhero Girl*. 2013.
- Keenan, Sheila and Nathan Fox. *Dogs of War*. 2013.
- Kindt, Matt. *MIND MGMT V.1: The Manager*. 2013.
- Lepp, Royden. *Rust V. 2: Secrets of the Cell*. 2012.
- McKay, Sharon and Daniel Lafrance. *War Brothers: The Graphic Novel*. 2013.
- Sakisaka, Io.

- *Strobe Edge V.1*. 2012.
- *Strobe Edge V.2*. 2013.
- *Strobe Edge V.3*. 2013.
- *Strobe Edge V.4*. 2013.
- *Strobe Edge V.5*. 2013.
- *Strobe Edge V.6*. 2013.
- Shen, Prudence and Faith Erin Hicks. *Nothing Can Possibly Go Wrong*. 2013.
- Yang, Gene Luen.
 - *Boxers*. 2013.
 - *Saints*. 2013.

Members of the Great Graphic Novels for Teens Committee are Tessa

Barber, chair, Carnegie Library of Pittsburgh, Pittsburgh, Pa.; Jonatha Jo Basye, Hampton City Schools, Hampton, Va.; Heather Gruenthal, Western High School, Anaheim, Calif.; Katy Hepner, St. Tammany Parish Library, Mandeville, La.; Marcus Lowry, Roseville Library, Maplewood, Minn.; Thomas Maluck, Richland Library, Columbia, S.C.; Karen Perry, High Point, N.C.; Jason Poole, Webster Public Library, Webster, N.Y.; Emily Pukas, Nashville Public Library, Nashville, Tenn.; Andrea Sowers, Joliet Public Library, Joliet, Ill.; Brooke Young,

Science

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Learning Lens

- Learning Notes
- Connect to Learning Standards
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Salt Lake City Public Library, Salt Lake City, Ut.

The complete list with annotations can be found at www.ala.org/yalsa/great-graphic-novels.

Outstanding Books for the College Bound and Lifetime Learners

Revised every five years, the Outstanding Books for the College Bound and Lifetime Learners list is intended as a tool for several audiences: students preparing for college, parents, educators and librarians. The 2014 list was produced by a YALSA committee made up of public and school librarians, in collaboration with academic librarians from the Association of College and Research Libraries (ACRL).

The 2014 list offers titles in five categories: Arts and Humanities, History and Cultures, Literature and Language Arts, Science and Technology and Social Sciences. The complete list can be found online at www.ala.org/yalsa/outstanding-books-college-bound.

Members of the 2014 Outstanding Books for the College Bound and Lifelong Learners Committee are: Jennifer Rothschild, chair, Arlington County Public Library, Arlington Va.; Gladys Smiley Bell, Hampton University, Hampton, Va.; Katie Boyes, King County Library System, Kirkland, Wash.; Jennifer Brannen, Durham County Library, Durham, N.C.; Anna Brannin, St. Stanislaus College, Bay Saint Louis, Mo.; Robin Brenner, Brookline Public Library, Brookline, Mass.; Kimberly Copenhaver, Eckerd College, Saint Petersburg, Fla.; Franklin Escobedo, Oceanside Public Library, Oceanside, Calif.; Rebecca Jackson, Iowa State University, Ames, Iowa; Kelly Jensen, Beloit Public Library, Beloit, Wis.; Ann Perrigo, Allegan District Library, Allegan, Mich.; Nora

Quinlan, Nova Southeastern University, Fort Lauderdale, Fla.; Kathryn Richert, Downers Grove Public Library, Downers Grove, Ill.; Kathryn Salo, Melrose Park Public Library, Melrose Park, Ill..

Popular Paperbacks for Young Adults

The Popular Paperbacks for Young Adults Committee creates lists of books to encourage young adults to read for pleasure. The lists of popular or topical titles are widely available in paperback and represent a broad variety of accessible themes and genres.

This year's PPYA committee produced four lists of titles arranged by the following topics:

- **Conflicted: Life During Wartime.** Today's U.S. teens have lived most of their lives in a country at war. These books address direct combat as well as life in a war zone, across a broad swath of locations and historical periods.
- **GLBTQ: Books with Gay, Lesbian, Bisexual, Transgender.**
- **Queer-questioning, Intersex, Asexual Individuals, and Their Allies.** The committee's update of the 2006 GLBTQ list reflects the growing abundance of titles for young adults with GLBTQ themes.
- **Humor Me: Funny, Fantastic and Witty Reads.** Another revisited topic, these titles contain satire, slapstick, tragicomedy, and the more subtle humor that comes from everyday experience.

The committee also selected the following titles as the top ten list:

- Benway, Robin. *Audrey, Wait!* Razorbill, 2009.
- Bray, Libba. *Beauty Queens.* Scholastic Press, 2012.

- Calame, Don. *Swim The Fly.* Candlewick Press, 2010.
- Crawford, Brent. *Carter Finally Gets It.* Hyperion, 2010.
- Cronn-Mills, Kirstin. *Beautiful Music for Ugly Children.* Flux, 2012.
- Lo, Malinda. *Ash.* Little, Brown and Company, 2009.
- McBride, Lish. *Hold Me Closer, Necromancer.* Square Fish, 2012.
- Sepetys, Ruta. *Between Shades Of Gray.* Speak, 2012.
- Stone, Tanya Lee. *Courage Has No Color: The True Story of the Triple Nickles: America's First Black Paratroopers.* Candlewick Press, 2013
- Yang, Gene Luen. *Boxers & Saints.* Illus. First Second, 2013.

Members of the Popular Paperbacks for Young Adults Committee are: Lisa Goldstein, chair, Brooklyn Public Library, Brooklyn, N.Y.; Joan Callen, University of Wisconsin-Milwaukee School of Information Studies, Milwaukee, Wis.; Sabrina Carnesi, Crittenden Middle School, Newport News, Va.; Kelly Chaney, University of Arkansas at Little Rock, Little Rock, Ark.; Kate Denier, Public Library of Cincinnati, Cincinnati, Ohio; Jeanette Johnson, Emperor Elementary School, San Gabriel, Calif; Jennifer Kendall, Prescott Public Library, Prescott, Ariz; Karen Keys, Queens Borough Public Library, Flushing, N.Y.; Amanda Margis, Warren-Newport Public Library, Gurnee, Ill.; Nicola McDonald, Brooklyn Public Library, Brooklyn, N.Y.; Olivia Morales Geaghan, Hathaway Brown School, Shaker Heights, Ohio; Mary Anne Nichols; Kent State University School of Library and Information Science, Kent, Ohio; Shilo Pearson, Chicago Public Library, Chicago, Ill.; Courtney Saldana, Ontario City Library, Ontario, Calif.; Paula Willey, administrative assistant, Baltimore County Public Library, Baltimore, Md.

The full list with annotations can be found at www.ala.org/yalsa/popular-paperbacks-young-adults.

Quick Picks for Reluctant Young Adult Readers

The Quick Picks list suggests books that teens, ages 12 through 18, will pick up on their own and read for pleasure; it is geared to the teenager who, for whatever reason, does not like to read. The 2014 committee selected 77 titles and three series, drawn from 200 nominations, as well a top ten list:

- Brown, Jeffrey. *Star Wars Jedi Academy*. Scholastic, 2013.
- Bruchac, Joseph. *Killer of Enemies*. Tu Books, 2013.
- Charbonneau, Joelle. *The Testing*. Houghton Mifflin Harcourt, 2013.
- Henderson, Elisabeth and Nancy Armstrong. *100 Questions You'd Never*

Ask Your Parents: Straight Answers to Teens' Questions About Sex, Sexuality, and Health. Roaring Book, 2013.

- London, Alex. *Proxy*. Philomel, 2013.
- Lynch, Chris. *Vietnam #4: Casualties of War*. Scholastic, 2013.
- Medina, Meg. *Yaqui Delgado Wants to Kick Your Ass*. Candlewick Press, 2013.
- Newman, Aline Alexander and Gary Weitzman. *How to Speak Dog: A Guide to Decoding Dog Language*. National Geographic, 2013.
- Shen, Prudence. *Nothing Can Possibly Go Wrong*. Faith Erin Hicks. Roaring Book Press, 2013.
- Zadoff, Allen. *Boy Nobody*. Little, Brown Books, 2013.

Members of the Quick Picks for Reluctant Young Adult Readers Committee are: Derek Ivie, Chair, Suffolk Cooperative Library System, Bellport, N.Y.; Julie Benolken, Inver Hills

Community College, Inver Grove Heights, Minn.; Adrienne Butler, Oklahoma Department of Libraries, Oklahoma City, Okla.; Kimberly Castle-Alberts, Hudson Library & Historical Society, Hudson, Ohio; Jennifer Fairchild, Auburn Library, Auburn, Wash; Clio Hathaway, Hayward Public Library, Hayward, Calif; Shelly McNerney, Blue Valley West Highschool, Overland Park, Kans; Beth L. Medley, Maricopa County Library District, Phoenix, Ariz.; Jackie Parker-Robinson, Sno-Isle Libraries, Lynwood, Wash.; Dr. Karin Perry, Sam Houston State University, Huntsville, Texas; Shawna Sherman, San Francisco Public Library, San Francisco, Calif.; and Kellie Tilton, Administrative Assistant, University of Cincinnati Blue Ash, Blue Ash, Ohio.

The full list of Quick Picks with annotations can be found at www.ala.org/yalsa/quick-picks-reluctant-young-adult-readers. 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 <http://yalsa.ala.org/yals> and click on "Submissions."

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the YALSA update

ASSOCIATION NEWS

Join YALSA at the ALA Annual Conference!

YALSA has big plans for Annual 2014 – join us in Las Vegas, Nevada, June 27–July 1 for five action-packed days with plenty of opportunities for learning, networking, and meeting your favorite authors and experts in the teen services field. To see all that YALSA has to offer, visit <http://tinyurl.com/YALSAan14>.

To register, please visit www.alaannual.org. Already registered? You can add special events such as the brunch honoring Edwards Award winner, Markus Zusak, to your existing registration in two ways: (1) by phone: Call CompuSystems at (866) 513-0760 and ask to add the Edwards Brunch to your existing registration; or (2) Online: Click on the dashboard link found in your registration confirmation email. If you need additional assistance adding events, email alaregistration@compusystems.com.

Conference Events

YALSA will also host three ticketed events:

- **Booklist and YALSA Present: The Michael L. Printz Program and Reception**
Friday, June 27, 8 to 10 p.m.
(Please note new day and time.)
Kick off your Annual Conference by attending the Michael L. Printz Program and Reception on Friday night! Come listen to Marcus Sedgwick, the 2014 Michael L. Printz winner for his book *Midwinter Blood* speak

about his writing. The honor book authors Rainbow Rowell (*Eleanor & Park*); Susann Cokal (*Kingdom of Little Wounds*); Sally Gardner (*Maggot Moon*); and Clare Vanderpool (*Navigating Early*) will respond to questions submitted by librarians and local teens, followed by a reception. The annual award is administered by YALSA and sponsored by *Booklist* Publications. Ticket cost is \$34.

- **Margaret A. Edwards Brunch**
Saturday, June 28, 10:30 a.m.
(Please note new time.)
Come join us for brunch and listen to the winner of the 2014 Margaret A. Edwards Award, Markus Zusak, speak about his writing. The award honors Zusak's significant and lasting contribution to writing for teens, for his books *The Book Thief*, *Fighting Ruben Wolfe*, *Getting the Girl*, and *I Am the Messenger*. The annual award is administered by YALSA and sponsored by *School Library Journal* magazine. Ticket cost is \$39.
- **YA Author Coffee Klatch**
Sunday, June 29, 9 a.m.
Enjoy coffee and meet with YALSA's award winning authors! This informal coffee klatch will give you an opportunity to meet authors who have appeared on one of YALSA's six annual selected lists or have received one of YALSA's five literary awards. Authors include: Paolo Bacigalupi, Matt de la Pena, Matt Dimbecki, Jonathan Friesen, Collen Gleason, Ryan Graudin, Nathan Hale, David Levithan, Lauren Myracle,

Blake Nelson, Jon Scieszka, Clare Vanderpool, Cat Winters, Marcus Zusak, and more. Librarians will sit at a table and every 3 or 4 minutes, a new author will arrive at your table to talk! Ticket cost is \$25.

Advanced registration ends June 20—YALSA members can save \$30 over onsite registrations costs.

Find more details about registration and housing at the ALA Annual Web site, www.alaannual.org. For more details on YALSA's Annual schedule, visit the YALSA Annual Conference wiki, <http://tinyurl.com/YALSAan14>.

YALSA Member Awards and Grant Winners

Each year YALSA gives more than \$125,000 in awards and grants to its member. The deadline to apply is December 1 and applications must be current members of YALSA.

The 2014 awards and grants winners are:

- Baker & Taylor Conference Grants: Jeanette Johnson and Lyndsey Runyan.
- Dorothy Broderick Student Conference Scholarship: Julia Hutchins
- YALSA/ABC-CLIO/Greenwood Service to Young Adults Achievement Award: Pam Spencer Holley
- BWI/YALSA Collection Development Grant: Jennifer McDonald and Carrie Wilson

- MAE Award for Best Literature Program for Teens: Dawn Abron
- Frances Henne/YALSA/VOYA Research Grants: Crystle Martin
- Great Books Giveaway: Yakima Nation Library in Toppenish, Wash. (1st); Hilltop Pregnant Minors High School in San Francisco (2nd); and Covington Independent School District in Covington, Texas (3rd)
- Volunteer of the Year Awards: Kellie Tilton
- YALSA Writing Awards: Kelly Czarnecki, Erica Gauquier, Sarah Hannah Gómez, Marie Harris, April Pavis, Jessica Schneider, and Molly Wetta.
- Board Fellow: Nicola McDonald
- Emerging Leader: Dolly Goyal
- Spectrum Scholar: Victoria Thomas

To apply for 2015 awards and grants visit www.ala.org/yalsa/awards&grants. All applications are due Dec. 1, 2014.

Congratulations to the YALSA Writing Award Winners

YALSA named the winners of its third annual YALSA Writing Award, with members winning prizes in four categories:

- Erica Gauquier and Jessica Schneider for best article in the previous volume of *Young Adult Library Services* (YALS), for "Minecraft Programs in the Library: If You Build It, They Will Come." (Vol. 11, Number 2)
- Molly Wetta for best post on The Hub between Dec. 1, 2012, and Nov. 30, 2013, for "What We Talk About When We Talk About 'Strong' Heroines in Young Adult Fiction"
- Sarah Hannah Gómez for best article in the previous volume of *The Journal of Research on Libraries and Young Adults* for "This, That, Both, Neither: The Badging of Biracial Identity in Young Adult Realism" Vol. 3, April 2013.
- Kelly Czarnecki, Marie Harris and April Pavis for best post on the YALSAblog between Dec. 1, 2012, and Nov. 30, 2013, for "Serving Homeless Teens: What You Need to

Know Part 1 of 3," "Serving Homeless Teens: What You Need to Know Part 2 of 3," and "Serving Homeless Teens: other ways to help—part 3"

The journal authors each won \$500 and the blog authors each won \$200. The YALSA Writing Award recognizes the contribution of YALSA members who have written an article or blog post for the association's journals or blogs that is timely, original, relevant to YALSA members, and well-written. This award is funded by Friends of YALSA. To make a donation go to www.ala.org/yalsa/givetoyalsa/give

2014 Summer Reading & Learning website

As the hub for summer reading and learning, YALSA's online community offers a place to go to exchange information and ideas to help them implement programs for and with teens. The website is funded by a grant from the Dollar General Literacy Foundation, which also provides grants for summer reading programs. To join and access the materials available on the site, visit <http://summerreading.ning.com>. The website will continue to be updated throughout the spring and summer and a great place to share ideas and brainstorm with fellow teen services librarians and library workers.

Get Ready for Teen Read Week™, Oct. 12–18, 2014

YALSA kicked off Teen Read Week 2014 on April 17 by launching the Teen Read Week website, featuring updated resources for the annual celebration of teen reading, including activity ideas, planning resources, publicity tools, products, and more. More information can be found at www.ala.org/teenread. Teen Read Week is Oct. 12–18 and will be celebrated with a theme of Turn Your Dreams into Reality @ your library®, to spotlight all the great resources and activities they provide to inspire teens to succeed in school and beyond.

You can also buy official Teen Read Week products from YALSA and ALA Graphics at www.alastore.ala.org/trw14, including the downloadable 2014 themed

Teen Read Week Manual, created by the 2014 Teen Read Week committee, with tips on programming, publicity, displays, and more relating to the 2014 theme. Other products include posters, bookmarks, and more, all featuring this year's Turn Dreams into Reality theme. Purchases support the work of YALSA and ALA.

In addition YALSA will be distributing ten Teen Read Week program grants, funded by the Dollar General Literacy Foundation. Details including an application form can be found at www.ala.org/teenread. Applications are due June 1.

The Future of Library Services for and with Teens: A Call to Action

As part of the year-long National Forum on Libraries and Teens effort, YALSA released a report, "The Future of Library Services for and with Teens: A Call to Action" providing direction on how libraries need to adapt and change to meet the needs of 21st century teens. Visit www.ala.org/yaforum to download the report and executive summary, or to fill out a brief form to request hard copies. The site also provides free access to six archived webinars that delved into a different aspect of the report. Join the discussion online with the hashtag #act4teens.

NEW! Making in the Library Toolkit

YALSA's Makerspace Resources Taskforce has put together a great, free resource for members and the library community. Access the toolkit as well as other making and makerspace resources at <http://ow.ly/vrvHO>

Be a Part of National Library Legislative Day!

ALA is hosting National Library Legislative Day in Washington DC May 5–6. Learn more at www.ala.org/NLLD. YALSA's calling on all of its members to participate virtually via a Tweet Your Congressperson Campaign. It's fast, easy and it makes a difference! Learn more at <http://ow.ly/vrw5v> YALS

Become a Friend of YALSA

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

Each year, FOY funds are used to support over \$16,000 in member scholarships, grants and stipends, including a Spectrum Scholar and

Emerging Leader. Funds also support areas such as advocacy, continuous learning, research, planning for the future and teen literacy & young adult literature.

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

Visit www.ala.org/yalsa/givetoyalsa/give today.

Get in the loop with YALSA!

www.ala.org/yalsa/products&publications



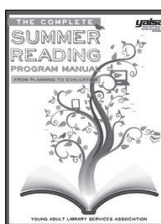
Practical Programming: The Best of YA-YAAC | \$40/\$36 for ALA members

Young adult enthusiasts around the world coalesce at YALSA's discussion list, YA-YAAC to chat about cool craft ideas, share teen programming successes, and solicit suggestions for challenges. YALSA's newest title provides librarians and library workers with a wealth of tried and true programming ideas for teens.



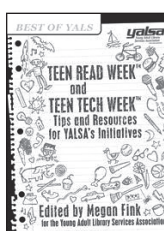
Cool Teen Programs for under \$100 | \$35/\$31.50 for ALA members

Producing engaging, innovative programs for teens on a tight budget is a challenge that many librarians face. With *Cool Teen Programs for under \$100*, YALSA offers an inspired new guide providing a wealth of fun, creative programming ideas sure to entice teens into the library, all easily replicable and easy on the bottom line.



The Complete Summer Reading Manual: From Planning to Evaluation | \$40/\$36 for ALA members

Summer reading programs are a mainstay of public library services; whether you're embarking on your first or you think you could plan one in your sleep, you're sure to find helpful advice, sources, idea and programs descriptions in this manual.



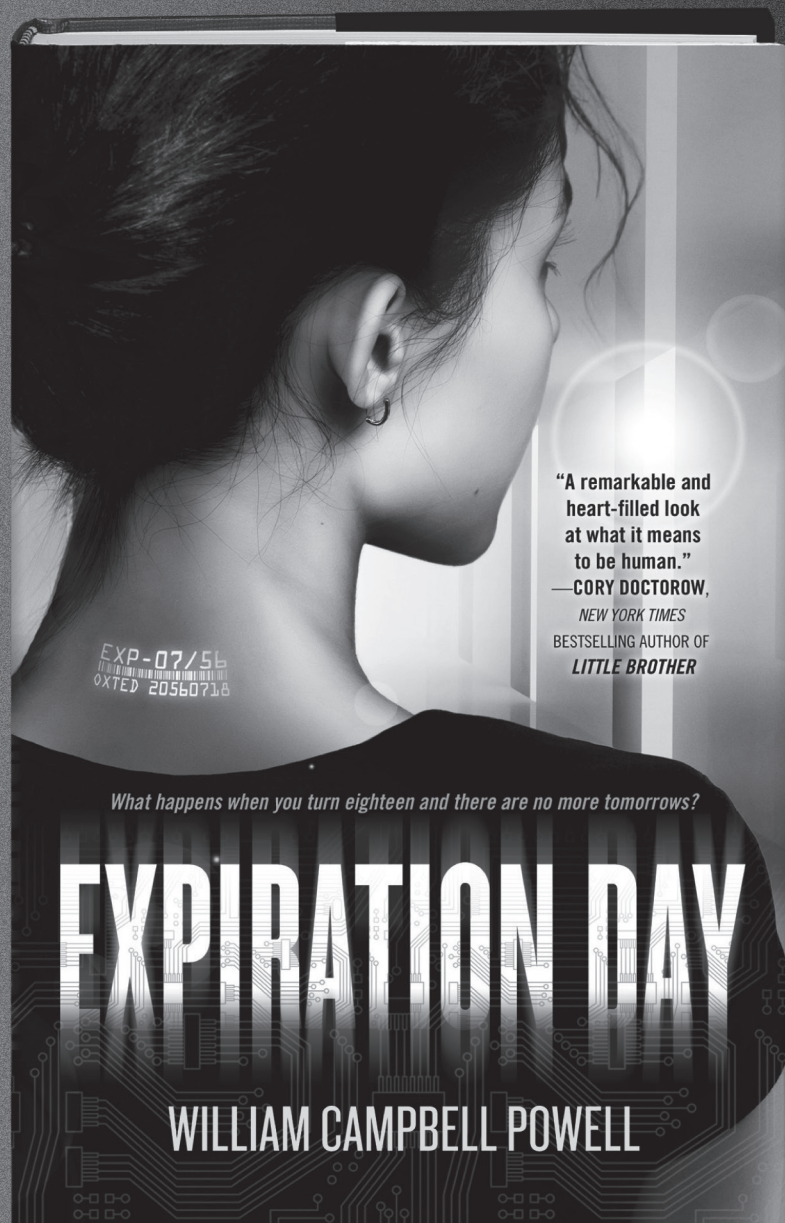
Teen Read Week and Teen Tech Week: Tips and Resources for YALSA's Initiatives | \$35/\$31.50 for ALA members

This manual will offer guidance to librarians planning their annual events, with advice on best practices, collection development, outreach and marketing, program ideas and more.

Visit www.alastore.ala.org or call 1-866-SHOP-ALA to order today.

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