

PARTNERING

to increase your

IMPACT



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Community Connections
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ABOUT YALSA

The Young Adult Library Services Association (YALSA) has a mission to support library staff in alleviating the challenges teens face, and in putting all teens—especially those with the greatest needs—on the path to successful and fulfilling lives. YALSA has over 4,800 members working in libraries of all kinds across the United States and overseas. YALSA is a subspecialty of the American Library Association, a 501c3 not-for-profit organization headquartered in Chicago, IL.

Learn more at www.ala.org/yalsa or follow [@yalsa](https://twitter.com/yalsa) on Twitter.



INTRODUCTION

One of the best ways to enhance services, specifically teen services in libraries, is through partnerships. Partnerships on behalf of teens leads to the development of effective programs, services and materials that help teens to thrive.

Before choosing partners, libraries must make an assessment of their teens' needs, determine their libraries' assets, and consider the assets of proposed partners. Once a partner is identified, a relationship must be established, goals have to be set and agreed upon, and the program or service needs to be implemented, all the while nurturing the partnership relationship. An evaluation needs to be done after the program or service is implemented to determine if the partnership needs tweaking and if it's worth continuing.

With partnerships, sometimes funders from within the community also become part of the mix. Funders can help programs and services become realities in the library when funds are required beyond what the library budget can provide. Funding can be found through in-kind donations, grants or sponsorships from local businesses or organizations, and from a Friends of the Library group, if yours has one. Reaching out to find the optimal donors, sponsors and grant opportunities is key, as is being highly responsible with the funds you do receive.

Sprinkled throughout this toolkit are resources that will help you at each stage of the partnership or funding experience. At the end is an appendix of turnkey materials that libraries can adapt to their own needs and use immediately, as well as a list of relevant YALSA resources.

RATIONALE FOR PARTNERSHIPS

Libraries can increase their impact by working with partners. Below are important points supporting the rationale for partnerships between libraries and other organizations or commercial interests. Following that are tips to help you build and maintain partnerships that are mutually rewarding.

In Adrienne Strock's article, "Reaching Beyond Library Walls" (YALS, fall 2014), she notes that partnerships enable libraries to:

- Increase access to resources while saving money
- Increase or expand program offerings
- Expand library skillsets
- Strengthen your personal and library network
- Deepen experiences you provide for teens
- Increase learning and engagement opportunities
- Provide new opportunities for teens to create, share, and develop new interests
- Expose teens to new, positive adult role models
- Strengthen teens' network of learning spaces

Tech Soup for Libraries notes that collaborating with partners:

- Enhances the library's ability to serve your community and make library services more visible and valued
- Opens up possibilities and enables libraries to share and conserve resources, reach new audiences, and expand services and programs
- Maximizes the power of participating groups through joint action and building human capital and community support

- Avoids unnecessary duplication of effort or activity
- Shares talents and resources
- Provides superior quality services
- Develops and demonstrates public support for an issue, action, or unmet need
- Increases funding and grant opportunities
- Expands programming and outreach by reaching new audiences, creating and enhancing programs and services
- Assists with marketing library programs and services or heightening awareness of the library
- Increases staff job satisfaction and a better understanding of their roles in a broader perspective
- Fosters cooperation among grassroots organizations and community members
- Being visible not to just those who are library patrons but also to those who can provide funding
- Taking part in community meetings, city council meetings, etc. allows the opportunity to voice the importance of libraries and form partnerships that might not have been formed otherwise
- Creating community connections
- Accomplishing more than any single organization could

(excerpted from <http://bit.ly/2ormLOd>)

The California Library Association notes that partners can:

- Become important advocates for the library

- Bring new and more diverse audiences to the library
- Raise library awareness in a wider segment of the community
- Provide resources that the library doesn't have, including funds and materials, volunteers, and broader access to media sources

(excerpted from <http://www.cla-net.org/?100>)

STEPS FOR DEVELOPING AND MAINTAINING A MUTUALLY REWARDING RELATIONSHIP WITH PARTNERS

Step 1 Identify teen needs that are currently not being met

Get feedback from teen patrons and from teens who are not yet library users. Talk to parents, teachers, and staff at youth serving agencies. If your library has conducted a community needs assessment, read through it. If not, do some targeted assessment yourself or with coworkers. Identifying the biggest unmet need allows you to focus on partnering with people and organizations that can best address those needs. Review your library's mission and strategic plan to see how it relates to the need you want to address. This can provide you with a rationale for undertaking this effort that you can share with your supervisor, library stakeholders, etc.

Before identifying potential partners to serve the critical need(s) of the teens in your community, you must first assess what those needs must be. There are various ways this can be achieved.

Methods for Assessment

SURVEYS

By canvassing the teen population directly, a direct sampling of community needs can be assessed.

- **Online**—There are several websites that allow any organization to create surveys which can allow anyone to poll their demographic target. Sites such as www.surveymonkey.com can also help compile the data for later analysis.
 - These survey sites can easily be linked to the organization's webpage.
 - PCs, laptops, or tablets dedicated to the survey can also be set up in strategic locations in areas frequented by teens.
- **Paper**—Customized hardcopies of surveys can also be printed and distributed as an alternative to online surveys.
 - Distribute them in external locations that are frequented by teens (see below: "Places for Assessment").
 - They can be left in the teen section of the library. One option can be to offer a small reward for completing a survey (candy, coupons, etc.)
 - Paper surveys can also be distributed at teen-based programs.
 - Distribute them in external locations that are frequented by teens (see below: "Places for Assessment").
 - A bulletin board is another alternative for

short, public surveys so they can choose options via a quick multiple choice format.

- An idea box in a teen area can allow teens to express their ideas anonymously and in a free-form manner.
- **Interviews**—Ask teens directly what resources they would like to see in the library.
 - Invite teens to talk to a library staff member.
 - Canvass an area, such as a local mall, for feedback from teens.
 - Hold a town hall-format meeting for teens, and ask them as a group. Or consider starting a Teen Advisory Board, for ongoing feedback and ideas.
 - Conduct focus groups of teens who use the library and of those who do not. Partner with a school or youth serving organization to reach teens who do not yet use the library.

INTERNAL ANALYSIS

Self-reflection and co-worker interviews might also provide some additional insight on the needs of the community.

- **Co-workers**—Interview your co-workers to learn of questions and comments they may have received from customers about community needs, especially from parents, educators, and teens.
- **Statistics**—Use statistics from past programs to determine if there are recurring trends.
- **Asset Map**—Create a list of assets in your community; what kinds of businesses, services, and educational opportunities are available in your community? From there, you can determine not only what is available for partnership, you can also begin to look for your community may be lacking. Use YALSA's Asset Map template to get you started: <http://bit.ly/2knakkH>

EXTERNAL ANALYSIS

Outside of asking teens and co-workers, you might also consider asking the community for input on how to serve teens as well as the community through its teens.

- Parents and caregivers
- Educators and school councilors (K-12 & college)
- Afterschool providers
- Business owners
- Community groups
- Local government agencies

DEMOGRAPHIC DATA

Utilizing published demographic data can also allow you to assess community needs. Most towns, cities, counties, states, and even the federal government post their demographic data online. A starting place for finding this data is in the “Knowledge of Client Group” section of this YALSA web page: www.ala.org/yalsa/professionaltools

OUTSOURCING

Hiring an outside company that specializes in assessing community needs may be a costlier step, but it will be professionally and thoroughly done, and will save the library time and effort. Another option is to include this type of work within a grant proposal, or see if another community group or local government agency may already have the data you need.

Places for Assessment

To get teen feedback, it's important to go to where the teens already are. If the assessments take place only in the library, then you are missing a large segment of the teen population, and likely the segment that has the most need. Note: always obtain written permission from the management of any location before speaking with teens. Places to seek out include:

- Local teen hangouts (parks, coffee shops, etc.)
- Schools, including classrooms and the library
- Community centers
- Government departments and agencies
- Youth groups at places of worship
- Clubs and youth organizations

RESOURCES

Conducting A Needs Assessment Survey from Community Toolbox: Section 7: <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conducting-needs-assessment-surveys/main>

Needs Assessment Surveys from WebJunction: <https://www.webjunction.org/explore-topics/needs-assessment.html>

Needs Assessment | Idaho Commission for Libraries: <http://libraries.idaho.gov/page/needs-assessment>

Know Your Neighborhood: A Community Needs Assessment Primer (SLJ): http://www.slj.com/2014/06/public-libraries/know-your-neighborhood-a-community-needs-assessment-primer/#_

YPQA: <http://cypq.org/assessment>

A Guide to Power Mapping: <https://movetoamend.org/toolkit/guide-power-mapping>

Asset-Based Community Development Institute: <https://resources.depaul.edu/abcd-institute/Pages/default.aspx>

Denver Teen Programs Revived, Thanks to Asset Mapping (SLJ): <http://www.slj.com/2016/03/teens-ya/denver-teen-programs-revived-thanks-to-asset-mapping/>

Teen Asset Mapping Report: <http://www.ala.org/pla/sites/ala.org.pla/files/content/about/fellows/TAMFinalReport.pdf>

Mapping the Chicago Awesome: <http://hivechicago.org/first-foot-mapping-awesome/>

Discovering Community Power: A Guide to Mobilizing Local Assets and Your Organization's Capacity (also from Northwestern University, a more current publication): <https://resources.depaul.edu/abcd-institute/publications/publications-by-topic/Documents/kelloggabcd.pdf>

National Endowment for the Arts: <https://www.arts.gov/exploring-our-town/project-type/asset-mapping>. This page also includes a rather detailed handbook to asset mapping.

South Dakota Good & Healthy Community Health Needs Assessment and Improvement Planning Toolkit: Template for Steps in Community Asset Mapping: <http://goodandhealthysd.org/communitytoolkit/>. A very concise step-by-step guide to community asset mapping.

Step 2

Inventory the assets your library has that can be leveraged to address the need you identified

Assets may include things like:

- Space
- A wealth of in-depth print and digital resources
- Trained staff
- Connections within the community
- Established communication channels and tools
- A network of existing community groups, volunteers, partners and supporters
- Capacity to implement programs, and a successful track record in doing so
- Funds and/or the ability to raise funds

Use YALSA's Library Asset Map worksheet to help you: <http://bit.ly/2knakkH>

When you are considering partnering with an organization or business, it is important to review what the library can bring to the partnership in order to make it mutually beneficial to both the library and the partner.

Step 3

Determine what assets would be beneficial for the partner to bring to the collaboration

Based on what assets and resources you identified from the library, think about what gaps exist in terms of resources you will need to address the teen needs you identified earlier. These could be human resources—like adolescent development experts, financial resources, gathering spaces, transportation, access to the latest technologies, or any range of things. Use YALSA's Community Asset Map to help you: <http://bit.ly/2kni2Lz>. Preferably with teens in your community, prioritize which areas of need should be addressed first and make a rank-based list of them. To do so, you could revisit and modify the methods for assessment you used in step one to serve as follow-up methods with teens and the community that will allow you to prioritize which needs should be tackled first.

RESOURCES

Collaborating with other libraries: <http://www.techsoupforlibraries.org/Cookbooks/Planning%20for%20Success/Communication%20and%20Partnerships/effectively-collaborating-with-other-l>

A Toolkit on making community partnerships work: <http://www.aapcho.org/wp/wp-content/uploads/2012/02/Giachello-MakingCommunityPartnershipsWorkToolkit.pdf>

Step 4

Identify and vet potential partners within your community that have the assets you're looking for

For large communities, the challenge might be an abundance of partners to choose from or finding willing partners due to high demands and overcommitting. For smaller communities, the opposite might be true. Reaching out to individuals like retirees, teachers, hobbyists, business owners, etc. might be appropriate depending on the teen need you're trying to address. Organizations like a college, charitable groups, businesses, and government agencies might also be worth pursuing, depending on the need. Use the free Map My Community Tool to identify organizations and agencies you might not be aware of: <http://youth.gov/map-my-community>

Identifying possible partners should always start locally, for it is in your community where you will find people and organizations who are most vested in the teens.

- Read and understand any policies or procedures your library has in place for partnerships, and be sure to comply fully with them.
- Think about the type of individuals, organizations, businesses, or foundations that can help you meet the teen needs you identified through a community assessment, and start developing a list.
- Identify what partners your library is already involved with. Check with your supervisor to see if working with them on the teen need is appropriate or not.
- Poll your coworkers to see if they know of an individual or an organization who would be a good fit for a partnership, and whether or not they have a personal contact there.
- Leverage local umbrella organizations, like the

Chamber of Commerce or Teachers' Union to identify potential partners.

- Use the Map My Community Tool: <http://youth.gov/map-my-community>
- Check local newspapers and media for articles or information about local individuals or organizations who may be doing similar work to what you want to do.
- Ask those your own personal network for recommendations and ideas
- Research private foundations and funders in your area that focus on supporting local projects.
- Identify those potential partners in your community first, then look beyond, if necessary.
- Review the list and find the potential partners that would gain the most through a relationship with you.

It is important that library staff searching for a partnership are aware of cultural differences that might exist between themselves and the representatives of the proposed partner, and perhaps the stated values of the organization itself. Such awareness would include not stereotyping individuals from certain cultures or ethnicities. Library staff must be open to developing their understanding of the cultural group from which the individual comes, or upon which the organization is based. If the library worker makes an effort, the partner will be more open to working with the library, because the organization and its representatives will feel valued and respected.

RESOURCES

<http://www.techsoupforlibraries.org/files/Planning%20for%20Success%20Cookbook.pdf>

<http://www.aapcho.org/wp/wp-content/uploads/2012/02/Giachello-MakingCommunityPartnershipsWorkToolkit.pdf>

<http://www.healthypeople.gov/2010/state/toolkit/08Partners2002.pdf>

http://www.jsi.com/JSIInternet/Inc/Common/_download_pub.cfm?id=14333&lid=3

<http://www.aapcho.org/wp/wp-content/uploads/2012/02/Giachello-MakingCommunityPartnershipsWorkToolkit.pdf>

<http://www.strongbonds.jss.org.au/workers/cultures/competency.html>

Step 5

Make initial contact

Different individuals and organizations prefer to be contacted in different ways, so be prepared to call, email, or visit in person, not only to see if there is interest, but also to find the right and willing contact. It might be best to start with a phone call or filling out a generic “contact us” form on an organization’s website to determine the best contact for your area of need. Draft up a basic, concise phone script or “contact us” form message. It could be something like, “Hello,

Partnership

“One example of a partnership I’m excited about regarding teen services is the one we have cultivated with the Virginia Museum of Contemporary Art (MOCA). It formed pretty organically. They knew we had a pretty big Teen Advisory Group and were looking for teen volunteers to help them plan their Teen Takeover Night at the museum. It’s a great event where teens can come to the museum for free, explore the galleries, and engage in teen-planned party. When talking with their Associate Curator in charge of the event, I asked if there was more the library could do to help. So besides getting some of our volunteers involved with planning the event, library staff went to the museum event and hosted a table where teens could create sculptures with our 3D writing pens. After the door to partnering was open, we asked the museum to join us for our library Teen Lock-ins. They happily agreed and brought out their button making station to the event. It was something the teens had expressed interest in but we couldn’t quite afford at the time. They were a big hit at the Lock-in. Now we regularly support each other’s events by facilitating activities and shared marketing.

“We built a strong relationship with MOCA by asking what they needed first. Then once we’d supported them, we invited them to support us as well. Communication stays open because the events MOCA and the library support are regularly occurring. MOCA has quarterly takeover nights and the library has lock-ins twice a

year. Since we help each other regularly, that has helped keep the communication channels open. Our goal with this partnership is to expand the opportunities and experiences available for teens in our community and to increase teen engagement with the library and MOCA. Outcome measurement usually takes the form of a narrative, mainly through teen feedback and experiences. When we visit each other’s events, we both get a lot of participation and engagement from teens. We have some statistics too, like how much crossover we have with teen volunteers at VBPL and MOCA. We mostly celebrate success through tired sighs of accomplishment and letting everyone know we appreciate their support. We also encourage each other’s staff to participate in fun events at our locations.

“The biggest bit of advice I can give for finding partnerships, and what’s worked for me, is to stay open to possibilities, wherever they come from. A simple question about helping out opened up this awesome shared experience for teens at VBPL and MOCA. I’m not sure if it would’ve happened unless we asked, “how else can we be involved?” A lot of times opportunities have come to us when we’re very busy and it’s tempting to put them off till later. But opportunity calls when it wants to, so we take extra care to listen.”

JAMES GIANGREGORIO
TEEN SERVICES COORDINATOR
VIRGINIA BEACH PUBLIC LIBRARY

My name is _____ from the _____ Library. I'm interested in hearing more about _____ and would love to meet with someone from your organization to learn more and to see if there is any potential to amplify your work or to collaborate. Who is the best contact for project _____? What is their phone number and email address?" Also, consider who in the library is the best person to make initial contact. If a library volunteer or a coworker has a relationship with the person or organization, consider having them make initial contact, or introduce you to their connection. Make your initial contact with the right individual. If you don't hear back between 7-10 business days, don't take it personally—they are probably just busy. Follow-up with a phone call.

If you're running into roadblocks connecting with potential partners, look for networking opportunities like rotary club meetings, young business owner meetings, local association meetings, and social gatherings at places of worship.

RESOURCES

<https://www.entrepreneurship.org/articles/2006/12/evaluating-and-selecting-a-strategic-partner>

<http://www.webjunction.org/news/webjunction/building-strong-community-partnerships.html>

Communication

"Good communication practices are different for different partners. I try to meet people where they're at. Some people like to talk on the phone, some email, some face to face. I try to be flexible and communicate however my partner feels comfortable. At the same time, if we are partnering on an event, there needs to be a face to face meeting as far in advance as possible. At that meeting I ask questions about: outreach, marketing, content, schedule, supplies, and more. I have one organization that requires me to explain in writing what NOPL will provide to them and they do the same for me- they prefer an informal written agreement- that's fine with me."

ELIZABETH GRANZOW

NEW ORLEANS PUBLIC LIBRARY

Step 6

Get to know each other

Set up an initial meeting, and before the meeting, review steps 1-3 to get a clear idea of what the teen need is, what resources the library has that can help, and what resources are still needed. Be sure to jot down your list of needs, what you might be able to offer the organization, and a few ideas you have about how you both might be able to collaborate. Bring those lists with you to the meeting. At the meeting, actively listen to learn about what the individual or organization's priorities, successes, and challenges are. Talk to them about their needs, how you might support them, and how they might be able to fit your need. This information exchange can take place at one large meeting, through several meetings, or through the telephone and email. Keep an open mind throughout the process. You never know what ideas your partner might have, which could serve to strengthen the relationship and provide a greater impact for your community's teens. After you get to know the individual and organization better, you'll be in a position to decide if pursuing a partnership is still desirable. Some factors to consider are:

- **Capacity:** has the individual or organization demonstrated that they will be able to successfully carry through with their part of the partnership?
- **Commitment:** are you confident that the individual or organization is committed to serving teens and to the goals and outcomes of this particular project?
- **Compatibility:** based on your initial interactions with the individual or organization's staff, do you feel like you can have a positive working relationship with them?

Thinking about Outcomes

"Frequent updates in the middle of project helps determine if both sides are getting what they need out of the partnership. A face to face sit down with all partners involved before a project starts and after a project is over is necessary to determine everyone's needs, agree on a way to evaluate outcomes, and then determine if they were met at the end of a project. Surveying as many people involved in the project as possible after the project, not just partners, but patrons, volunteers, etc. is also key."

KEVIN MACDOWELL

TEEN SERVICES/DIGITAL CREATIVITY STRATEGIST
MONROE COUNTY PUBLIC LIBRARY

RESOURCES

<http://www.cla-net.org/?100>

https://s3.amazonaws.com/files.consumerfinance.gov/f/201406_cfpb_partner-guidebook.pdf

Step 7

Co-develop a program or service

During your initial meetings, develop shared goals, ways in which you both can help each other, and how the partnership might be able to address the teen need.

- Use each other's goals to jointly develop a program or service that meets the teen need and leverages each party's assets.
- Work together to clearly identify who is responsible for what, and put it into a memorandum of understanding that both parties sign.
- Set a reasonable timeline and decide on key dates for programs, services, and outreach.
- Determine which organization(s) will handle marketing, such as creating print publicity, adding an event on the organization's calendar and/or website, and who will promote the event/service on social media.
- Check-in often to ensure forward progress, and make adjustments as needed.
- Design and utilize an evaluation component.

RESOURCES

<http://www.slj.com/2013/01/programs/partners-in-success-when-school-and-public-librarians-join-forces-kids-win/>

<https://archive.ifla.org/IV/ifla71/papers/041e-Hovius.pdf>

Finding Partners

“Some are identified thanks to our deep connections in the community. I have the luxury of having lived and worked in my library's community for over 20 years, so my own personal connections are deep. Even when I can't immediately identify a proper partner, I'll know someone who knows the right connection.

“We also have the luxury of being in a college town. The presence of Indiana University a mere 2 blocks away is extremely helpful in allowing for a big pool of potential partners. IU has a great service learning component that I am actively involved in, making for great opportunities to network and share needs and identify and maintain partnerships with students and faculty.

“As Community Engagement becomes more and more popular in the professional and municipal world, there are more and more individuals and groups that are looking to identify and develop local partnerships as part of their job. I am a member now for 2 years of the Bloomington After School Network, and the current chair. I participate in this group as part of my expected job responsibilities – being engaged in the community in meaningful ways that benefit my audience (teens and digitally creative patrons).”

KEVIN MACDOWELL

TEEN SERVICES/DIGITAL CREATIVITY STRATEGIST
MONROE COUNTY PUBLIC LIBRARY

Step 8

Nurture the relationship

Be willing to experiment and go through rounds of trial and error in the planning and implementation phases in order to make the partnership work. Discuss with your partner what a plan B or C might look like should your initial plans be unsuccessful. Schedule regular check-ins to make sure you're on target for goals and to address any challenges that arise. Considerations to keep in mind:

- This step can be time-consuming initially, but pays off down the road
- Communication and people skills are critical
- Include partners in the regular work of the library
- Build good communication channels and processes
- Find ways to make the partner look good
- Continue to have conversations about the partner's needs and priorities
- Develop an understanding of the partner's culture, including terminology/language, practices, and processes

RESOURCES

<https://www.readytalk.com/blog/anita-wehnert/mutually-beneficial-partnerships-part-3-how-to-launch-and-nurture-a-successful-partnership>

<http://cn.isentia.com/blog/how-prs-and-brands-nurture-partnership-with-digital-stars>

Step 9

Implement the Program or Service

Once the program or service goes live, regular check ins become more vital. When checking in, be approachable and open to suggestions and criticism so that your partner is comfortable approaching you with new challenges and new ideas. Gather teen feedback and ask for their suggestions for the future. Based on existing information regarding challenges, successes, and the known and the teen feedback you get, determine if the plans need to be adapted in order to make the program or service as successful as possible. If the bulk of the partnership is happening inside of the library, be sure that you or a library contact checks in with the partner each time they visit.

Maintaining Strong Relationships

“Building and maintaining a strong relationship with a partner is like maintaining a strong relationship with a friend who lives in a different state. I check in however and whenever I can. If I have a program coming up that would be specifically useful to their population I try my best to visit in person or at least make a phone call. However, if I haven't been in touch with a partner for months and it feels awkward to start the relationship up again- I just push through! I have started many an email with “I'm sorry I've been out of touch and I hope you're doing well. I wanted to check in with you and let you know about our next Free Practice ACT test.” For the less precious partnerships losing touch certainly isn't the end of the world.”

ELIZABETH GRANZOW
NEW ORLEANS PUBLIC LIBRARY

- Utilize a marketing plan to get the word out
- Continue to communicate often
- Make adjustments as needed
- Collect and share successes

RESOURCES

<http://www.plpinfo.org/successful-schoollibrary-partnerships/>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4722645/>

Step 10 Evaluate & Adjust or Move On

Reflection, evaluation, and adaptation should be part of the ongoing program and service planning; however, it is good to have a final evaluation and meeting as the program or initial phase of the service wraps up. If there is no planned end for the program or service, decide upon a time that you and your partner are comfortable with to do a deeper evaluation of the program or service to determine if it is successful and should continue.

- How did the partnership impact the teens? What is better for them now?
- Measure the success of your joint effort and to what degree it met the needs/goals you originally co-developed.

Partnership

“A good example is the library’s partnership with one of our local high schools, Green Run High. We wanted to apply for a Best Buy grant to start a Sphero Code Club, which requires mobile devices and robots. We also wanted to reach teens who may not have access to coding opportunities. So, we sought a partnership with Green Run High. They were excited about the idea and had the students we wanted to reach, but they couldn’t provide staff support. We had the staff but not ready access to the teens. In the end, it was a great match. We met a few times prior to officially applying for the grant to clearly define our goals and what each of us could bring to the table. Our connection was strengthened when we both created a shared vision for what we wanted to accomplish and then connected that vision to our individual missions for serving teens. They provided a letter of support for our application for the grant and we were awarded \$5,000 to start the club.

“The club meets in Green Run High’s library once a week for during the school year, and our goal is to demystify coding for teens and to spark an interest in computer science in robotics. It’s a

wonderful example of how VBPL and the school brought resources to the table and created a new opportunity for teens. We track outcomes in a couple ways, such as by tracking the completion of coding modules and challenges as well as documenting examples of increased proficiency in 21st Century skills like computational thinking, learning resilience and collaboration. And of course, there’s also the feedback we receive from the teens themselves. Once this school year approaches its end, we will share a report on outcomes and successes with the School’s administration.

“To maintain strong communication, we have a designated point of contact at the school, which is their School Librarian. We make sure to touch base with her on a regular basis. Even if it’s just a little “great to see you today”, we always make time to quickly reach out to our point of contact. Sometimes we can be like ships passing in the night, so we make sure to stop by once in a while to touch base.”

JAMES GIANGREGORIO
TEEN SERVICES COORDINATOR
VIRGINIA BEACH PUBLIC LIBRARY

- Is there any potential to grow or expand the partnership?
- If successful, is there an opportunity to seek out joint funding to expand the project?
- Take into consideration practical things, like whether or not their staff are easy to work with.
- Work with the partner to make any needed refinements or improvements if the partnership is to continue.
- If the partnership has proven to be unsuccessful, celebrate what did work, determine if a new collaboration would be of benefit, and reach out in the future should another opportunity to collaborate comes up.
- If you've outgrown the partnership for any reason, be up front and move on.
- It's never personal—focus on teen needs and your library's and department's strategic plan and goals
- Keep the door open for future partnering

RESOURCES

<https://www.ims.gov/research-evaluation/evaluation-resources>

<https://www.ims.gov/grants/outcome-based-evaluation/basics>

https://www.cdc.gov/dhdsp/programs/spha/evaluation_guides/docs/partnership_guide.pdf

Celebrating Success

“Sending a simple and thoughtful thank you card in the mail! These are particularly effective when made by our teen patrons, who always are the ones to benefit the most out of an effective partnership.

“I have also hosted an after hours appreciation party for partners, thrown in the same space that the teens usually get to play in, but opening it up to the adult partners and letting THEM Hang out, mess around, and geek out!”

KEVIN MACDOWELL

TEEN SERVICES/DIGITAL CREATIVITY STRATEGIST
MONROE COUNTY PUBLIC LIBRARY

Surprise “Partnerships”

“Partners that have been thrust on me BUT have been vetted by my manager (mostly my previous managers) have almost always worked out well. No reason to treat something out of the blue with disdain. I just ask all the usual questions and make sure what I expect and what they expect is crystal clear.

“If I’m not excited to work with a partner because I think they’re disorganized or have unrealistic expectations, I will still give them a chance. ONE chance. I’ll set a finite amount of time for which we can try a proposed program or event. I might say something like, “Let’s do a pilot program on May 8 and then we can meet afterwards and reflect.” I make sure that I’m there for the pilot program in its entirety. If I do not trust a partner...for example if I don’t think they should work with students...I will not partner with them.”

ELIZABETH GRANZOW
NEW ORLEANS PUBLIC LIBRARY

“As far as having a partnership thrust upon us, one example is when we held an art contest, where teens submitted artwork proposals to decorate a renovated teen space at one of our libraries. VBPL planned to pick a winner and then commission the teen to create the artwork. Well, half way through the process, the Public Arts Committee, which we didn’t know existed, contacted us and let us know that what we were doing was actually their jurisdiction and they needed to be involved with selecting the artwork. So, when it came time to select a winner, a representative came to grade the artwork with us. While working together was rocky at first, we kept an open mind. We stayed open to her expertise and background regarding the care and maintenance of different art mediums. At the same time, we made sure to clearly communicate our goal for this competition, and when we shared opinions we made sure to include our reasoning and how it supported the VBPL’s Teen Services mission of teen empowerment. This helped us to see each other’s point of view. The happy end result was that the representative generously paid for us to commission our runner-up to produce a second piece of art for the space!”

JAMES GIANGREGORIO
TEEN SERVICES COORDINATOR
VIRGINIA BEACH PUBLIC LIBRARY

IDENTIFYING FUNDS

To maximize existing library budgets, libraries may need to approach organizations, businesses, corporations and individuals from their community. These requests can be completed in a variety of ways which may vary depending on the size and budget of the library and the approached partner, but there are best practices which can be utilized across the spectrum. It is important to note that donations, fundraisers, and grants are meant to supplement a library budget, not to replace it.

Examples of places to obtain funding

1. Library fundraisers
2. Corporations and businesses
3. Foundations and grant makers
4. Individual donations
5. Crowdsourced fundraising platforms

Some examples for finding funders

- Start locally. Look in the community for people interested in investing in young people
- Reach out to businesses that cater to teens (like certain clothing stores)
- Partner with community partners to apply for grants (Library + YMCA or Library + Schools) to increase likelihood of success
- Research local foundations and grant makers
- Identify local corporations

- Get teens involved
- Junior Boards are a great way to get young professionals involved in giving, and informed about the Library's work.
- Hold special events - these events bring people into the library, who normally would not, and introduce them to library mission.

Best ways to identify what funders are interested in supporting

- Do your research. For grants, funders typically lay it all out for you as far what they are funding but if you are looking at specific groups or companies, make sure you look into what they are focused on and what they've donated to in the past. Do they have published goals, priorities or a strategic plan? Who runs the group or are their decision makers? Are they interested in working with specific demographics (teens, STEM, females, underserved)?
 - Poke around websites of companies and banks that are known to support youth or the issue you're trying to address with your program or service. Pages like "About Us" or "Community Investing" are a good place to look. Often the website will list the "Person to Contact" or "Guidelines" and some even have the application form available online. Follow the process and/or apply directly.
 - Use sites like Google, Donors Forum, Foundation Directory, etc.
 - Compile and maintain a list of relevant funding opportunities, perhaps on a calendar, so you will know when the deadlines for applying are

- Maintain positive relationships with current funders and approach them with your request, if it fits their mission. Research can also provide an understanding of their interests and giving history. Keep them engaged in the work of the library. For example, give tours of flagship or unique library collections or spaces to donors.
 - Network through coworkers' and the library board's connections to find future funders and determine what current and potential donors want to fund.
 - Cultivate potential funders. This is the most critical component of fundraising. Only by talking to a funder, asking them questions and learning what excites them are we able to connect that funder's interests to the needs of our Library. It's just like dating...you have to go out for coffee, lunch, or a glass of wine before you know if it's a fit for both of you.
- Incorporate a method to include, recognize, and thank the donors
 - Build in an evaluation component to measure success and impact
 - Are planned well in advance to allow enough time to adequately secure resources, prepare a marketing plan, etc.
 - Leverage anniversaries, annual celebrations, etc. for fundraising purposes when possible

WORK WITH THE FRIENDS OF THE LIBRARY (FOL)

Asking your FOL for donations is a no-brainer, but there are other ways you can work with your FOL group:

- Request that funds from any YA materials that are sold at used book sales be designated for YA programming.
- See if your FOL will match funds you raise from another source.
- See if your FOL will donate X amount of dollars for Y hours read at a read-a-thon or hack-a-thon.
- Find out if some of your teen patrons are interested in starting a Junior Friends of the Library Group comprised of teens to host fundraisers like bake sales, car washes, tech support sessions, selling teen made crafts and goods, etc.

Library Fundraisers

- Before you plan any fundraising activities, check with your supervisor to find out what policies and procedures the library may have. Also, find out if anyone else at your organization is planning a fundraiser, and if so, decide whether you can either coordinate your efforts or if separate activities would be best.
- The goal of a fundraising activity is to yield the highest return with the least time, effort and resources from volunteers and staff. Fundraising activities should:
 - Have a clear goal, purpose and time frame. For example, we want to raise \$5000 by May 1st so we can provide mobile wi-fi spots over the summer in neighborhoods furthest from the library so that young people can still access online resources.
 - Provide the maximum yield for the minimum resources and effort
 - Be legal and ethical (e.g. rules vary by state as to what constitutes "gambling" and/or requires a permit)

RESOURCES

<http://www.lynbrooklibrary.org/community-links/friends-of-the-library>

<http://www.queenslibrary.org/support-the-library/friends>

How to Organize a Teen Friends of the Library Group:
<http://www.ala.org/united/sites/ala.org/united/files/content/friends/factsheets/unitedfactsheet5.pdf>

Corporations and Businesses

Before you seek funds, sponsorships, or donations, make sure you know your library's policies and procedures on this issue, and comply with them completely. Find out which companies, businesses, etc. have already been approached by the library and talk to your supervisor and let them know what your plans are. It may not be strategic or appropriate to keep reaching out to the same entities.

RESOURCES

<http://www.afterschoolalliance.org/STEM-Funding-Brief-10182012.pdf>

http://lj.libraryjournal.com/2005/08/budgets-funding/partners-in-advocacy/#_

ENGAGE LOCAL BUSINESSES

For example, work with a local restaurant to see if they will donate a portion of their profits one night to the library to support the program or service you're developing. Then recruit your loyal library patrons and supporters to attend the library night. It's a win-win if you're able to draw a large crowd from the library, since the business will be boosted for that evening.

RESOURCES

<https://knowhownonprofit.org/how-to/how-to-approach-local-businesses-for-donations>

https://kaboom.org/resources/build_playground_toolkit/fundraising/getting_local_business_contribute

IN-KIND DONATIONS

There are two types of donations: cash and in-kind. An in-kind donation is goods or services. When seeking donations, don't overlook in-kind donations, as many businesses and organizations can more easily provide these than they can provide cash.

Before you ask for donations, think through what you will do for the donor, or how making a donation will be beneficial to them. Never just ask for something without offering something in return or showing how the donation can help the donor.

In-kind donations are great when you have a specific need. Libraries are no stranger to this type of donation when it comes to incentives for summer learning, getting pizza for a teen program, or finding a volunteer to host a program. You can seek in-kind donations of all sorts, depending on the program or service you're developing.

RESOURCES

<http://grantspace.org/tools/knowledge-base/Funding-Resources/Corporations/in-kind-gifts>

<http://www.raise-funds.com/2008/in-kind-gifts-how-to-acknowledge-and-recognize-them/>

SPONSORSHIPS

Request funding from a local business in exchange for perks such as logo representation on promotional items, on the library website, or naming rights for programs or library space. You can also present sponsorship in tiers allowing bigger donations to rack up more exposure.

Example: A small donation might get an organization their logo on a promotional flyer for the program they are sponsoring, but a larger donation might get them mention on the website, on a poster out the day of the program, and a

personal thank you message to the funder at the start of the program.

RESOURCES

<https://www.councilofnonprofits.org/tools-resources/corporate-sponsorship>

<https://www.thebalance.com/nonprofit-corporate-sponsors-2502063>

<http://www.thefundraisingauthority.com/fundraising-events/cultivating-corporate-sponsors/>

RECOGNIZING SPONSORS

- Include mention of sponsors in marketing materials leading up to your event.
- Include mention of them on signage at your event, or in any programs or fliers that promote your event.
- Invite sponsors to your event. Ask them to stand and be recognized, or if they have given a significant amount, to say a few words. Consider finding a role for them at your event, such as the judge of a contest.
- Provide the sponsor with a sign or certificate that they can display at their business. For example, ABC Business is a Proud Supporter of XYZ Library's 2017 Summer Learning Program.
- Get some of your teen patrons to write thank you emails or letters to the sponsor
- Publicly thank the sponsor for their support on social media
- Sample Donation Thank You Letter (.doc) -- this can be sent shortly after your event
- The method of recognition must not be equal to or greater than the donor's contribution, because 1) the donor will no longer be able

to claim their gift as tax deductible and 2) it does not position your organization as one that uses its funds wisely.

- Add the organization to your library's email or newsletter mailing list
 - Friend the organization on Facebook and/or follow on Twitter
-

RESOURCES

<http://nonprofithub.org/nonprofit-marketing-plan/five-things-corporate-sponsors-want-nonprofits/>

<http://www.better-fundraising-ideas.com/sponsor-thank-you-letter.html>

Foundations and Grants

Don't discount local funders. Check with your state library about grant opportunities. Also, look locally in the community to rotary clubs, community trusts and foundations, and arts and humanities councils. Small grants can add up. Additionally, they may not be well known, and therefore receive few applications, so your chances of getting funded could be good. National grants can be appropriate, depending on the teen need you're addressing and the capacity of your library. These can be more competitive than local, state, or regional grants, though.

Funders love to see collaborations—if you're going to write a grant, be sure to line up a community partner or two who can help plan, implement and evaluate the grant project—or even help with writing the grant proposal. Seek out partners who add something different to the mix than what the library does. It could be access to teens, marketing tools, evaluation expertise, a successful track record in implementing grant projects, or something else.

Regardless of who's offering the grant, and what the size of the monetary award is, here are eleven tips to help you write a great proposal:

ENSURE YOUR PROJECT IS A GOOD FIT FOR THE GRANT

Sometimes the dollar signs dancing in front of us can lead us astray if we're not careful. Writing a proposal for a funding opportunity that is not closely aligned with our organization's mission and goals is a waste of precious time and resources. Don't give in to the temptation. Instead, keep looking for opportunities that are a strong fit for your association. In addition, pay close attention to whether the opportunity is a monetary award for a past achievement or a grant to fund a future project. If you need funds to implement a new project, do not waste time applying for an award.

READ THROUGH THE INSTRUCTIONS AND REQUIREMENTS CAREFULLY

Before you take the time to write a grant proposal, be 100% sure your organization is eligible and that, if the project is funded, has the capacity to carry out all of the funder's requirements. You should also be on the lookout for information, data or signatures that the funder requires you to submit with your proposal. There may be content that you will need to obtain from someone else in your organization, such as the CEO or CFO, so be sure to allow ample time to obtain it.

TAKE ADVANTAGE OF WHAT THE FUNDER HAS TO OFFER GRANT WRITERS

Funders want to receive strong proposals. If questions arise as you work on your proposal, reach out to the appropriate person at the foundation, agency or corporation that is funding the grant. They may be more than happy to answer your question, and this can help ensure that your proposal is aligned with their priorities and specifications. Also, be on the look-out for information sessions and FAQs that the funder may provide to organizations who are interested in submitting a proposal. It's not uncommon for funders to hold virtual office hours or webinars for grant writers to help them get questions answered. They also typically provide information about what projects they have funded in the past. Read through those to get a sense of what

it is the funder has supported and keep that in mind as you shape your proposal.

LEVERAGE INTERNAL AND EXTERNAL EXPERTISE

Writing a grant proposal can be a daunting task, and unless you're a professional grant writer, it is a good strategy to engage with others in order to ensure your proposal is as strong as it can be. Seek out coworkers, colleagues or member experts who can help you with specific parts of the proposal. Oftentimes, they are more than willing to share their expertise, especially for a project that can help move the organization forward. Taking this step can also help build buy-in for the project, and if it gets funded, you'll have a core group of people who are already committed to its success. Additionally, if you work in a larger organization, engaging key departments, such as IT or accounting, in the proposal writing process is a proactive step that can help ensure the proposal is realistic and achievable within the organization's capacity.

BE CLEAR AND CONCISE

Make your point quickly and move on. Many grant applications have strict word or space limitations, so you want to focus on presenting the most important information in the most compelling way. Being clear and direct is important because it helps you present a strong case. It also helps ensure your proposal will be fully read and understood by the grant reviewer. Poorly written or rambling proposals frustrate the grant reviewer because it makes them work harder to comprehend what it is you're trying to say.

ANSWER THE QUESTIONS THAT WERE ASKED

Don't wander off topic. Bragging about some other achievement of your organization's that is not directly related to the proposal you're working on does not help your cause in this circumstance. Instead, it takes focus away from the main thrust of your proposal. In addition, be sure to answer questions fully. Look out for multi-part questions and be sure to provide all the information the funder is looking for.

PROVIDE RELEVANT DATA

Nothing builds your case like hard data. Use examples or case studies to support data, not in place of data. Plan ahead so that you have time to gather information you need in order to effectively build your case in your grant proposal. Depending on the focus of your proposal, useful data may exist from beyond your organization, such as statistics from the U.S. Census or the Kids Count Data Center from the Annie E. Casey Foundation. Both of these organizations provide data at national, state and county levels. If you're having trouble locating data to support your proposal, contact a librarian at a local public or university library for assistance.

PAY ATTENTION TO FORMATTING

Grant reviewers tend to be busy people who often take on the task of reading your proposal on top of their other responsibilities. Make their life easy by organizing your proposal exactly the way the application is presented. If there are nine questions to answer, answer all nine separately. Include the question and question number in your proposal for easy reference for the grant reviewer. Provide headings and subheadings, use an easy to read font, and don't cram too much on a page. Use links, appendices and other supplemental information sparingly. Do not assume that grant reviewers will be checking out all of that additional information.

GET IT VETTED

Once you have a draft of your proposal together, share it with at least one person from inside and one person from outside your organization. The person from within your organization can let you know if you've included all the relevant data, referenced appropriate research, and accurately described what you want to achieve in your proposal. The person from outside your organization can provide general feedback as to whether the proposal makes sense overall and builds a compelling case. They'll let you know if you've inadvertently included industry jargon that a grant reviewer might not understand. Use their feedback to refine your draft and be sure to proofread the final version carefully to ensure

that there are no spelling errors, typos or grammatical issues that could distract the reviewer or make your organization look unprofessional.

SUBMIT IT EARLY

Some funders require multiple documents to be submitted and many use online submission forms. In order to ensure that you meet the deadline, plan on submitting your proposal a day or two early. That way, if any technical difficulties arise, you will have time to address them.

KEEP COPIES OF EVERYTHING

Funders are moving increasingly to using online forms for grant submissions. Before you hit the submit button, be sure you have all of the information saved somewhere else. If you get the grant, you will need to recall exactly what it is you said your organization would do in order to faithfully implement the project according to the funder's expectations. If you do not get the grant, you still have a proposal that you can refine and either resubmit to the same funder another time or shop around to other potential funders. If the funder provides you with feedback, use that to rewrite your proposal.

The above information originally appeared in the article "Get that Grant: Suggestions for Writing a Successful Proposal" Vantage Point, July 1, 2016, by Beth Yoke

RESOURCES

[http://wikis.ala.org/yalsa/index.php/
Funding,_Awards_and_Grants](http://wikis.ala.org/yalsa/index.php/Funding,_Awards_and_Grants)

<http://libraries.foundationcenter.org/>

Individual Donations

SOME EXAMPLES FOR FINDING DONORS:

- Look internally: who have been regular donors to the library in the past?
- Look in the community for people interested in investing in young people
- Hold special events - these events bring people into the library who normally may not be regular patrons, and introduce them to library's mission.
- Network through coworkers' and the library board's connections to find future donors and determine what current and potential donors want to fund.
- Find out who in the community has given to organizations with similar missions and goals as yours

RELATIONSHIP BUILDING

Cultivate potential donors. This is the most critical component of fundraising. Only by talking to an individual, asking them questions and learning what excites them are we able to connect that person's interests to the needs of our library. It's just like dating: you have to go out for coffee, lunch, or a glass of wine before you know if it's a fit for both of you. Research can also provide an understanding of their interests and giving history.

Maintain positive relationships with current donors and approach them with your request, if it fits their mission. Keep them engaged in the work of the library. For example, give tours of flagship or unique library collections or spaces to donors.

MAKING THE ASK

Donors can be approached through a variety of means. Choose the one that works best for your particular situation and needs.

- Direct mail

- Email solicitation
- In-person requests
 - One-on-one with a particular potential donor
 - At events
- Broadcast on social media, on the library web site, in the library eNews, etc.

When approaching a potential donor, don't think of the task so much as asking for money. It's more about helping someone who's passionate about your library's mission be a part of your great work.

RECOGNIZING DONORS

- Get some of your teen patrons to write thank you emails or letters to the donor
- Sample Donation Thank You Letter (.doc) -- this can be sent shortly after your event (but also be sure to send a message acknowledging receipt of the donation as soon as it's received)
- The method of recognition must not be equal to or greater than the donor's contribution, because 1) the donor will no longer be able to claim their gift as tax deductible and 2) it does not position your organization as one that uses its funds wisely.
- Add the donor to your library's email or newsletter mailing list

RESOURCES

Web sites

"Best Practices for Fundraising Success" (.pdf), <http://ow.ly/lxSxN>

"Donor Relations," <http://ow.ly/lxRMP> (.pdf) (information about donor relations for the Board's role in fundraising)

Fundraising, <https://www.councilofnonprofits.org/tools-resources-categories/fundraising> (from the National Council of Nonprofits)

Fundraising Resource Center, <http://ow.ly/lxTHp> (from the Network for Good)

Twitter

[@fdncenter](#): source of information about philanthropy

[@GivingTues](#): general fundraising info as well as details about the annual Giving Tuesday event

[@GivingUSA](#): info on data, trends, etc.

[@philaction](#): Tweets from a journal about giving & donors

Hashtags: [#fundraising](#), [#GivingTuesday](#), [#philanthropy](#)

Books

Fundraising Fundamentals: A Guide to Annual Giving for Professionals and Volunteers, 2nd Edition by James. M. Greenfield (AFP/Wiley Fund Development Series, 2002)

Crowdsourced Funding

Start a GoFundMe or comparable campaign to fund your project. If your library or government structure would not allow this, try setting it up through your FOL.

- Focus your message on how the teens will be helped by the funds.
- Use a catchy but self-explanatory title for your campaign.
- Use eye-catching photos that illustrate the teens' need.
- Build in an easy way that donors can be recognized for their contribution.
- Come up with a promotion plan to get the word out about your campaign, and be sure to leverage social media. Think about who your target donors/audience is and select communication channels and messages that work for them.
- Post updates frequently to let people know

the status of the effort.

RESOURCES

<https://www.gofundme.com>

<https://gogetfunding.com>

<https://fundly.com>

<https://www.youcaring.com>

- It's just like dating...you have to go out for coffee, lunch, or a glass of wine
- before you know if it's a fit for both of you.

REPORTING BACK TO FUNDERS

It's not only essential for you to build evaluation into your program or service so you can measure impact for yourself, but funders want to see that their donation made a positive change. Some funders have specific methods for reporting, but others may not. For those that do not, consider:

- Plan for how you will gather the information you need before the program launches. Include pre- and post- program surveys whenever possible. Develop evaluation tools to learn what you need for continuous program development and improvement as well as to gather the information that helps our fundraisers tell the story of the work and its impact in our community.
- Focus on outcomes, not outputs. Circulation stats and attendance numbers are important, but so are things like knowledge gained, and changes in behavior or beliefs.
- Create a report that includes data, outcomes, anecdotes/stories and financial information.
- If it's a good fit for your particular funder, hold an informal debrief or discussion over lunch, coffee, etc.
- Gather and share qualitative data as well as

stories and quotes.

- Make your report public, so that other potential funders can see not only how you improve outcomes for teens, but how you acknowledge and support funders.

PEOPLE WHO RESPONDED TO THIS SURVEY AND THEIR LIBRARIES

- Kate Nardin, CPL Foundation, Chicago Public Library (IL)
- Julie Koslowsky, YOUmedia (IL)
- Sharon Griggins, Seattle Public Library Foundation (WA)
- Shelley Thomas, Memphis Public Library (TN)
- Diane, Denver Public Library (CO)
- Susan VanEpps, Loudoun County Public Library (VA)
- Sarah Comstock, King County Library System Foundation (WA)
- Bernie Farrell, Hennepin County Library (MN)
- Laura Truman, Avondale Public Library (AZ)
- Leslie Modrow, Billings Public Library (MT)
- Niq Tognoni, Studio NPL, Nashville Public Library (TN)
- Jennifer Velasquez, San Antonio Public Library (TX)

Funding Tips from the Field

- Say \$10K is needed. Break it down for people for increased success...
 - Ask 2 sources for \$5K or
 - Ask 5 sources for \$2K or even
 - Ask 10 sources for \$1K each.
- Some places may not be able to give money but they may be able to give other goods or services that could come in handy.
- Use Foundation Directory or GuideStar searches to find local donors and see what they want to support, at what levels, and with what expectations
- Engage your board – who do they know? Can they make a connection or ask for a gift from local businesses?
- The Association of Nonprofit Professionals (AFP) is the professional organization that most fundraising professionals join. This organization supports a Donor Bill of Rights that is followed and is the guide that I know I review almost daily.
- Get out in front of potential donors as much as possible from giving a presentation at the local Rotary Club to sponsoring a panel discussion on an important, timely topic.
- Finding ways to get prospective donors in the library space to experience the programming is key.
- Just ask! Look around at your community and make the connections you want to see in the world.
- When writing a grant for any kind of funding, automatically build in a portion for collection. Say you're asking for \$20k. Build 10% into collection. This creates an automatic and easy to understand connection to the library for funders and is also a way to give them recognition (through book plates or plaques).

APPENDICES

Examples of Organizations that Could be Potential Partners

Below is a list, in no particular order, of organizations in your community that you may find to be perfect partners in your quest to meet critical teen needs. Don't forget the local businesses in your area that may want to contribute resources or funding to the library as part of a mutually beneficial partnership.

- 4-H
- Boys & Girls Clubs
- Middle & high schools (including private and alternative schools)
- Local colleges, universities, and vocational schools
- YMCA
- Makerspaces, Tinkering labs, microcontroller club, hobbyists, enthusiasts, etc.
- Museums
- Sports teams
- Local community trust
- Local community arts council
- Local humanities council
- Local arts groups
- Friends of the Library & Library Foundations
- Parks & recreation department
- Other local youth serving orgs
- Newspapers and media outlets
- Workforce development/job training centers
- Local banks and credit unions
- Boy scouts chapter
- Girl scouts chapter
- Local artists and makers
- Cable company
- Tutoring and test prep agencies
- Homeschool groups
- Homeless shelters
- Group homes
- Hospitals and psychiatric facilities serving youth
- Juvenile detention facilities
- Video/recording studios
- Cable access channel
- Grocery stores
- Local festivals
- Bookstores, music stores
- Local houses of worship
- Local camps

Sample Partnership Letter or Email

Dear [insert contact name]:

My name is [insert name] and I work at the [insert library] where I serve as the [insert job title]. Each [insert time increment] we serve around [insert number] teens. Some of the programs and services we provide are [insert facts about teen services]; however, our teens have expressed an interest in [insert interests], which is why I'm reaching out to you.

We know that [insert organization name] is strong in [insert strengths as they relate to what you'd like to partner around], and we would like explore the possibility of a partnership around [insert teen need]; however, we are open to what works best for both organizations. I would love to set up a time to talk to you about the possibilities of partnering with [insert library name]. We envision a partnership that is mutually beneficial, so we are eager to learn more about your priorities and goals.

I can be reached at [insert phone and email] and hope to discuss how we might work together soon. Thank you for your time and have a great day!

Sincerely,

Sample Donation Letter or Email

Dear [insert contact name]:

I am requesting your support of [insert program name] at the [insert library here]. Each [insert frequency] our program reaches [insert number] teens. The program consists of [insert program facts].

We are looking for in-kind donations of all kinds such as [insert ideal ask, whether it be free pizza, coupons, tangible prizes, etc.]. Any donation you could provide would allow us to [insert plans for in-kind items and what you hope to accomplish by getting them (reaching more teens, etc.)].

In recognition of your support, we will [insert how you plan to recognize their contribution. (example: Their logo included in sponsor list on all print promotional pieces)].

We are excited to continue our [program info]. Donations can be dropped by [insert information] to my attention, or I am more than happy to set up a time to pick them up.

If you have any questions, or ideas for other ways your organization might support teens through this program, please contact me at [insert phone and email]. I look forward to hearing from you and thank you for your consideration!

Sincerely,

Sample Funding Letter or Email

Dear [insert contact name]:

I am requesting your support of [insert program/project name] at the [insert library here]. Each [insert frequency] our program reaches [insert number] teens. The program consists of [insert program facts].

We are looking for in-kind donations in order to [insert how you plan to use them]. Any donation you could provide would get us closer to our goal of [insert plans for donation and program goals if funding goal is met].

In recognition of your support, we will [insert how you plan to recognize their contribution. You could even list what certain contributions would get (example: \$100 could get them their logo included in sponsor list on all print promotional pieces)].

We are excited to continue our [program info]. Donations can be sent to [insert information]. Please include attn: [put a program name to flag contributions to go toward it].

If you have any questions, please contact me at [insert phone and email]. I look forward to hearing from you and thank you for your consideration.

Sincerely,

Selected List of Library and Youth-Oriented Funders:

- Best Buy. "Community Grants -- Best Buy Corporate News and Information." Accessed September 18, 2016. <https://corporate.best-buy.com/community-grants-page/>.
- Dollar General. "Literacy Foundation." Accessed September 30, 2016. http://www2.dollargeneral.com/dgliteracy/Pages/grant_programs.aspx.
- Institute of Museum and Library Services. "Apply for a Grant." Accessed September 18, 2016. <https://www.ims.gov/grants/apply-grant/available-grants> (in particular, check out their Sparks grants)
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Compiled Lists of Grant, Award, and Other Funding Opportunities

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Related Resources

From YALSA

ARTICLES

- Pittman, Karen. "Partnering for Impact," (YALS, 2016) Vol. 14, No. 2, pp. 14 - 17

BLOG POSTS

- <http://yalsa.ala.org/blog/category/partnerships/>

WEB SITE RESOURCES

- Collaborating with Community Organizations: http://wikis.ala.org/yalsa/index.php/After_School_Programs#Collaborating_with_Community_Organizations
- Community Asset Map Sample: http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/CommunityAssetMap_handout.pptx
- Community Asset Map Worksheet: http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/CommunityAssetMap_worksheet.pptx
- Library Asset Map Sample: http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/LibraryAssetMap_handout.pptx
- Library Asset Map Worksheet: http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/LibraryAssetMap_worksheet.pptx

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- April 2017: Building Their Own World: Teen Driven Community Engagement
- September 2016: Supporting Teen Success Through School Library Partnerships
- March 2016: Partner with a Local Museum to Reach More Teens

Other Resources

- Building Strong Partnerships with Businesses, <http://ow.ly/pNMUO> (.pdf)
- “Corporate Partnerships for Non-profits: a Match Made in Heaven?” <http://ow.ly/KbBf-30bryEa> (.pdf)
- “It Takes a Neighborhood: Purpose Built Communities and Neighborhood Transformation” <http://ow.ly/pHAtY>
- “Public Library Partnerships which add value to the Community: the Hamilton Public Library Experience” <http://ow.ly/pHzRJ>



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