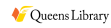


Involving Youth to Create Community Change

Introducing the Youth-to-Youth Teen Leadership Council



Welcome & Introductions

- ▶ Melissa Malanuk
Coordinator of Teen Services
- ▶ Scott McLeod
Director of Volunteer Services



What Information Did You Hope You Receive from Us?

Purpose of Workshop

- ▶ Learn How (Not) to Create a Youth Council (or any youth program!)
- ▶ Learn the Steps to Community Engagement Involving Youth
- ▶ Learn How to Apply Tools to Your Program

A (Library) World Minus Teens

About Queens Public Library

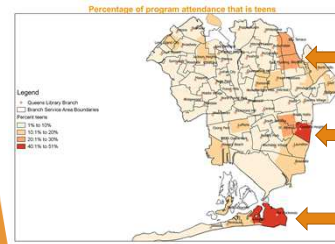
- ▶ Operates 63 branches, 7 Adult Learning Centers 1 Family Literacy Center and Universal Pre-Kindergarten program
- ▶ 1 of 3 public library systems within NYC; serves 2.3 million residents
- ▶ Circulation = 12.7 million items (2017)
- ▶ Programs Offered = 800,00 free programs attracting 1.4m people (2017)

A Group Seen But Rarely Heard...

In 2015, teen-based programming is stagnant and non-innovative

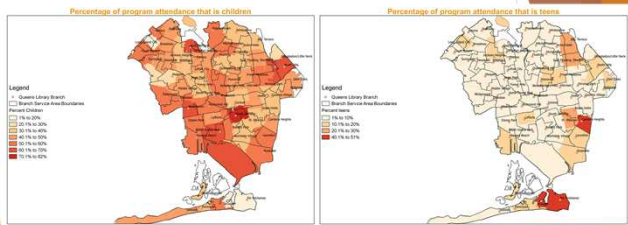
- ▶ Activities structured as one-time or short term
- ▶ Success is based on outputs (attendance)
- ▶ Topics are heavily craft-oriented
- ▶ Youth engagement is minimal - decisions made by adults
- ▶ Fear exists around "working" with teens

Finding Our Teen Programs

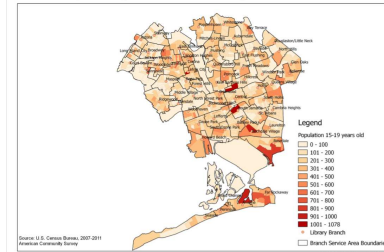


- ▶ Programs concentrated within 14-15 communities across the county
- ▶ Mainly offered within teen-centric branches
- ▶ Driven by YA Librarians and Youth Counselors
- ▶ Branches without teen-oriented staff focus on children and adult programming
- ▶ However, programs remain limited in scope and rely on a drop-in format

Children vs Teen Program Attendance



Population ages 15-19 in Queens Library Service Areas



11,642 teens, 15-19 reside in Queens - U.S. Census Bureau (2016)

One Step Forward...One Step Back

One Step Forward

- ▶ Opened Teen Library at Far Rockaway and Cambria Heights Teen Space
- ▶ Each attract 75-80 teens daily (Monday-Friday)
- ▶ Houses attractions such as Music Studios, Computer Lab and Meeting Rooms

One Step Back

- ▶ Spaces closed on weekends
- ▶ Limited staffing
- ▶ Undertrained (yet highly motivated) workers

Year One

Lessons Learned (Year 2)

Program structure was evaluated using key informant interviews of Council members and youth peer survey.

What We Learned

- ▶ Lessons required clear objectives to maintain youth interest on an ongoing basis
- ▶ Facilitation must be balanced with presentation
- ▶ Improvisation and Flexibility is Vital
- ▶ Movement and Goal Setting Reinforce Learning

Year Two was weighted to produce concrete results (youth survey, council identity, outreach event)

Roadmap to Success

Year Two illustrated a clear outline within facilitated teen programming & offered a "Roadmap" for other topics

- ▶ Standardized meeting format
- ▶ Emphasis on Skill-building and Team-building
- ▶ Surveying youth beyond the library
- ▶ Opportunity to Strengthen Youth Voice (public speaking, debate, event planning/implementation)

Standard Meeting Format

- ▶ Agenda
 - ▶ Icebreaker
 - ▶ Recap of Prior Session(s)
 - ▶ Main Activity
 - ▶ Debrief
 - ▶ Council News and Upcoming Activities
- ✓ Visible at all times: Council Rules and Parking Lot
 - ✓ Meeting Reminder sent weekly

Year Three

Expansion & Explosion

Goal: To successfully expand the program

- ▶ Expanded Marketing Strategy (targeted emails, volunteer website, word-of-mouth)
- ▶ Developed lesson plans for each session
- ▶ Added a new location and trained two YA librarians
- ▶ Expanded roles to offer support and technical assistance
- ▶ Launched a Teen Advisory Board to continue working with current Council members

Didn't Expect the Unexpected...

- ▶ 300+ teens registered between two locations
- ▶ Average meeting group size = 15-25 teens
- ▶ Lessons developed for 8-10 teens meeting bi-weekly
- ▶ Failure of Teen Advisory
 - ▶ Loss of momentum between June and October
 - ▶ Changing schedules of participants results in fewer teens
 - ▶ Uncertainty of how to incorporate youth into program development (Different Spectrum levels)
 - ▶ Overextended support = under support

Lessons Learned (Year 3)

All facilitators conducted end-of-year focus groups to discuss the structure, content delivery and outcomes of the program.

What We Learned

- ▶ Program not scaled up to meet the expansion
- ▶ Youth retention centered on interpersonal relationship building
- ▶ Process = Learning
- ▶ Small Wins
- ▶ Prescriptive Doesn't Equal Control

Year Three was focused on understanding the process of changing community

Year Four

Bringing It Together (We Hope)

Adopted an Evidence Based Public Health Model to Address Community Issues

- ▶ Revamped curriculum to focus on building comprehension of Adolescent Health and Wellness issues such as drug use, mental health and suicide
- ▶ Changed delivery model to weekly sessions conducted in ten weeks (2-3 cycles)
- ▶ Each cycle culminates in the implementation of an Environmental Approach addressing a community problem

One size doesn't fit all

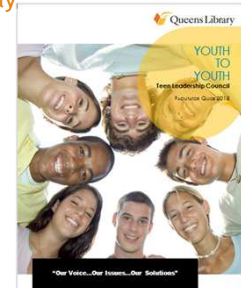
- ▶ Launched Financial Literacy Month activities targeting teens
- ▶ Developed the Future Leaders Summer Institute focused on Career Readiness
- ▶ Created Mental Health Awareness week activities for teens

Strengthened staff support

- ▶ Offered separate Facilitation and Curriculum Trainings
- ▶ Staggered launch to better accommodate individual locations
- ▶ Involved Youth Counselors and YA Librarians
- ▶ Implemented weekly debriefs and peer-sharing sessions
- ▶ Involved former members as Peer Leaders to assist with group facilitation

Where We Stand Today

- ▶ Over 150 teens and young adults have participated in library Youth Councils
- ▶ 600+ teens have registered
- ▶ 1,200 service hours completed
- ▶ Hosted a Financial Literacy Seminar High School Teens
- ▶ Created a Community Petition to Clean Up Neighborhood Train Stations
- ▶ Engaged in Community Outreach Campaign to Educate Local Residents on City Council Participatory Budget Process




Changing the Library Culture and Community

- ▶ Teens incorporated into 2017-2020 Strategic Plan
 - ▶ Developing Welcoming Space
 - ▶ Establishing Relevant Programming
- ▶ System-wide Focus on College and Career Readiness for Adolescents
- ▶ Expansion of Financial Literacy Programs
- ▶ Launch of Mental Health Week
- ▶ Pilot of Future Leaders Summer Institute (Career Readiness)
- ▶ Expansion of YLCs and Role of Library Staff (YA Librarians and Youth Counselors)

How to Change Community

Case Study: Smoking in the U.S.

- During the first half of the 20th century, neither the public nor most physicians recognized a significant health threat from smoking.
- The public relations campaign -- which would extend for over 40 years -- was designed with the goal of reassuring the public, especially current smokers, that the question of whether smoking caused harm was an "open controversy"



In the U.S. in 1965 approximately 42% of adults were current smokers (52% of men and 34% of women)

Changing Perceptions

- In 1966 the first cautionary label appeared on cigarette packs, stating that cigarette smoking "may be hazardous to your health"
- Anti-smoking advertisements began to air on television requiring broadcasters to run an anti-smoking advertisement for every cigarette ad aired
- Evidence regarding the health consequences of secondhand smoke strengthened in the 1970s and '80s, and policies limiting where people could use cigarettes became more common
- The 1988 Surgeon General report concluded that smoking was not just a "habit" but was in fact addictive in ways similar to the dependency-creating powers of heroin, cocaine and other drugs of abuse
- A series of higher taxes on tobacco products, comprehensive advertising bans, graphic pack warnings, mass media campaigns, and smoke-free policies

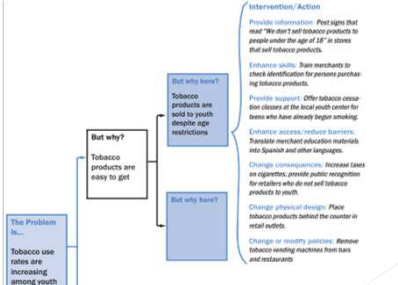


In 2017, 14% of U.S. adults reported that they were smokers (15.8% of men and 12.2% of women)

What Creates Community Change?

- Change What You Think - Introduce Facts
- Change What You Value - Perception of Harm
- Change What You Do - Modify Actions

The Logic of Community Change



Seven Approaches of Community Change

- 1. Provide information**
 - Develop ways to disseminate facts to the target population and impacted community
 - Community meetings, town halls, forums, web-based communication
- 2. Enhance skills**
 - Workshops, seminars or activities designed to increase the skills of participants, members and staff
 - Training, technical assistance, distance learning, strategic planning retreats, parenting classes, model programs in schools
- 3. Provide support**
 - Creating opportunities to support people to participate in activities that reduce risk or enhance protection
 - Offer space to host groups and organizations; provide referral to external resources

- 4. Enhance access/reduce barriers****
 - Improving systems and processes to increase the ease, ability and opportunity to utilize systems and services
- 5. Change consequences (incentives/disincentives)**
 - Increasing or decreasing the probability of a specific behavior that reduces risk or enhances protection by altering the consequences for performing that behavior
 - Develop public recognition for deserved behavior, individual and business rewards, taxes, citations, fines, revocations/loss of privileges).
- 6. Change physical design**
 - Modify the physical design or structure of the environment to reduce risk or enhance protection
- 7. Modify/change policies (Policy vs policy)**
 - Formal change in written procedures, by-laws, proclamations, rules or laws with written documentation and/or voting procedures
 - Changes to workplace initiatives, law enforcement procedures and practices, public policy actions, systems change within government, communities and organizations

Creating a Persuasive Argument

- ▶ Identify Key Internal / External Stakeholders (Managers, Directors, Librarians, etc.)
- ▶ Encourage What's In It For Me (WIIFMs)
- ▶ Outcomes » Outputs (Change the definition of success)
- ▶ Give Permission to Fall Short (Remove Your Ego)
- ▶ Manage Up (or Down) the Expectations of Others
- ▶ Scale Your Program to Fit Your Resources
- ▶ Make it Happen

Questions

Thank You for Attending

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