

**YALSA Board of Directors
2021 Annual Conference, Virtual
June 26, 2021**

Topic: Continuing Education and IMLS Report

Action Required: None

IMLS Future Ready with the Library & Transforming Teen Services: A Train the Trainer Approach
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Future Ready with the Library (FRwtL)

The final cohorts of the FRwtL initiative completed their work in December 2020 and the final project report was submitted to IMLS in June 2021. In the final report we were able to articulate how the original goals of the project were and were not met along with exploring implications for future work with and for middle school youth and communities.

The original initiative proposal to IMLS stated that through FRwtL YALSA would work with 80 libraries in small, rural, and tribal communities throughout the U.S. As we were able to extend the project an extra two years and work with the state libraries in California and Pennsylvania in providing FRwtL opportunities to those states, the total number of libraries that participated in one of the four cohorts is 96.

It's valuable to recognize the impact that this project had on library staff across the U.S. Two of the most recent, 2021, *Library Journal* (LJ) "Movers and Shakers" were library directors that participated in FRwtL. In each of their LJ interviews these cohort members mentioned the impact that their participation in FRwtL had on their mindset in serving and working with communities:

- The [LJ article about](#) Todd Deck, a member of the second FRwtL cohort and a coach for the third cohort states "His 2017–20 involvement in the Young Adult Library Services Association (YALSA)/Association for Rural and Small Libraries' (ARSL) Future Ready with the Library project, which provides support for middle schoolers in small, rural, and tribal libraries, encouraged him to search out unmet community needs." Deck himself noted, "Connecting with the community is a foundational tool in being a catalyst for positive change,"
- The LJ article on Dianne Connery, a member of the third FRwtL cohort, highlights Connery's work on an e-sports project (the service she developed as a part of FRwtL). The [article states](#), "Rather than focusing on traditional programs and services, she concentrated on the community's needs, including starting a high school eSports team so that teens could get together after school. 'Now we are expanding it to younger ages and organizing tournaments at the schools. We are believers in interest-based learning to help young people learn 21st-century skills they need to succeed.'"

- College preparatory programs
- Local schools
- Local parent organizations
- Service organizations
- Chambers of Commerce
- Faith-based organizations
- County and city government and government officials
- Economic development organizations and agencies
- Food pantries
- Local colleges and universities
- Financial institutions: banks & credit unions
- Telecommunications & Cable providers
- Local media: Radio, newspapers, TV
- Hospitals and medical personnel
- City, region, and state labor departments/organizations
- Gyms and athletic centers
- Teens
- Mentoring programs
- Restaurants
- Realtors and property management agencies
- Tribal organizations
- Youth serving organizations: 4H, YMCA/WA
- Farms and farmers
- Parks departments
- Utilities organizations/associations
- Local history organizations
- Funeral homes
- Local entrepreneurs and small businesses
- Local scientists
- Engineers
- National and local Esports organizations
- School/public library counterparts
- Preschools and day cares
- Branches of the military
- Grocery stores
- School sports teams and coaches
- Workforce development
- Casinos
- Museums, arts organizations, artists

Todd and Dianne each mentioned the importance of working with community to build services; something at the heart of FRwtL training and support. In reviewing cohort member final reports we were able to include an overview of the different types

of community groups and partners library staff worked with as a part of FRwtL (See image above left) The work of FRwtL cohort members moved beyond traditional partnerships and focused strongly on connecting with community members and organizations that were embedded in the community in a variety of ways. As a result FRwtL cohort members were able to move beyond traditional middle school supports and services to those supports that are authentically community-based.

Other overarching findings highlighted in the final report include:

- Library staff working with youth need to re-think how they define and support college career services. Traditionally staff focus on college career readiness within the construct of applying for jobs, resumes, cover letters, test prep, and so on. However, within the context of Connected Learning and community engagement college career services must focus more globally considering how to connect youth to opportunities for imagining their futures by connecting with others to learn about what's possible and how to leverage personal passions and interests.
- Relationships across libraries is critical to building skills and engagement, particularly when focused on new ideas and mindsets. Library staff across all four cohorts highlighted the value of building relationships with others in small, rural, and tribal libraries and having the opportunity to learn from and with each other through the FRwtL community of practice.
- Support for FRwtL work was challenging for many cohort members. Cohort members who had administrative roles - such as library directors - had more flexibility in completing projects and building community partnerships. Those cohort members who worked on the front-lines often found barriers in being able to move outside of their library buildings in order to engage with communities and middle schoolers.

As mentioned in the Midwinter report on FRwtL, the PA State Library contracted with YALSA to manage and facilitate a second statewide FRwtL project. The PA initiative is titled "FutureYou" and includes every other week Zoom sessions, "homework," and a community of practice. Topics covered with this second cohort include connected learning, social emotional development, community engagement, outcomes and assessments, and co-design. By the end of the six month project, cohort members will have designed a framework for a middle school college career service that integrates community voices and engagement.

Transforming Teen Service: A Train the Trainer Approach (T3)

Since the report submitted in December, the T3 project continued to focus on providing e-course materials for trainer library and state library agency staff. Four e-courses are available to T3 trainers. The topics are Youth Development, Educational Equity, Connected Learning, and Computational Thinking. For each e-course we hosted a series of trainings for T3 trainers so they are able to learn and discuss best practices in facilitating e-course content. E-courses were designed and developed by the project manager and cohort members, primarily Leah Larson, of the Minnesota State Library Services and Lance Simpson, of the University of Alabama. Based on feedback from trainers, and those trained, each of the courses, and the trainer facilitation guide, was revised during the spring of 2021. A small group of cohort members is now reviewing all of the e-course materials and will make recommendations on how to better build equity into each module. Those working on this project are Carrie Sanders from the Maryland State Library, Danielle Margarida from the Rhode Island Office of Library and Information Services, and Kym Powe

from the Connecticut State Library.

Trainers also supported the development of a revised T3 project website that houses materials needed by trainers. Danielle Margarida from the RI Office of Library and Information Services, Kym Powe from the Connecticut State Library, and Leah Weyand from the Tulsa City County Library worked with the project manager on the re-design. The site includes links to training materials developed by trainers, links to regularly needed resources including reflection forms and evaluation forms, and tools for designing and developing trainings. Feedback from trainers on the re-designed site has been very positive and highlights the value of having access to materials designed by other T3 trainers.

The T3 Community of Practice has continued to be strong with twice a month Zooms. At each Zoom cohort members learn from and with each other about the work they are doing as a part of T3. Topics covered over the last 6 months include:

- Transitioning training to a web format
- Using T3 evaluation data in planning, designing, and advocating for teen services
- Community asset mapping
- Pitching teen services to managers

[Recordings and supplementary materials](#) for all T3 Community of Practice sessions are available.

The T3 project evaluator, Caitlin Martin, and the project manager are working with an LIS graduate student from the University of Washington on a directed field work project.

Eleanor Howell-Shyrock will review qualitative data collected over the past three years of T3 and begin to answer the question: What are the areas that library staff and trainers state are still needed in terms of support and engagement? Caitlin's contract does not allow for this type of deep dive into qualitative data so we are fortunate to be able to work with an LIS student in this way.

Caitlin's quantitative evaluation data continues to help inform the project. While her evaluation report is not available for January through June of 2021, the [slides she presented to cohort trainers](#) in February provide insight into some of the findings of the project so far.

The T3 project continues through June 2022 and we will host a final face-to-face meeting in Reno just before the YALSA Symposium. A group of trainers - Renee McGrath from the Nassau County Library System (NY), Leah Weyand from the Tulsa City County Library, Alex Johnatakis from the Meridian Library District (ID), Mandy Carrico from the Scottsdale Public Library, and the project manager are working on an agenda for the session which will include a variety of topics, selected by trainers, and a final overview of the project evaluation.

WEBINARS

2021 Webinars				
Month	Title	Registered	Attended	Total Attendance
Jan	How to Engage and Program for LGBTQ+ Youth	276	164	179
Feb		631	299	371
	Curating Comics Collections with YALSA's Great Graphic Novels for Teens	193	115	139
	Excellence in Nonfiction Celebration	127	52	63
	2021 YALSA Nonfiction Nominated Titles Book Talk	159	63	86
	2021 Morris Celebration	152	69	83
March	Gather Your Peeps - YALSA Interest Groups	79	40	52
April		295	136	177
	Teen Mental Health: In Their Own Words	156	72	89
	The Importance of Seeing "Me" In Within the Doors of Library - Teen Summit Chat & Snack	113	53	72
	Open P-TECH Webinar #1	26	11	16
May		408	157	195
	Serving on a YASLA Selection List Committee	164	54	63
	Open P-TECH Webinar #2	28	7	12
	2021 Printz Celebration	216	96	120
June	Spring Showcase - Champions of Change	46	17	31