

# young adult library services



VOLUME 11 | NUMBER 1

FALL 2012

ISSN 1541-4302

\$17.50

The # of school librarians in US shrank by 7% from '04 & '11

Only 62% of the nation's youth have access to a school library

ACT NOW

Only 33% of public libraries have a YA librarian

57% of public libraries report flat or decreased budgets in '12

## INSIDE:

A SCHOOL YEAR OF ADVOCACY

TEEN SPACE GUIDELINES

ADVOCACY, TEENS & STRATEGIC PLANNING

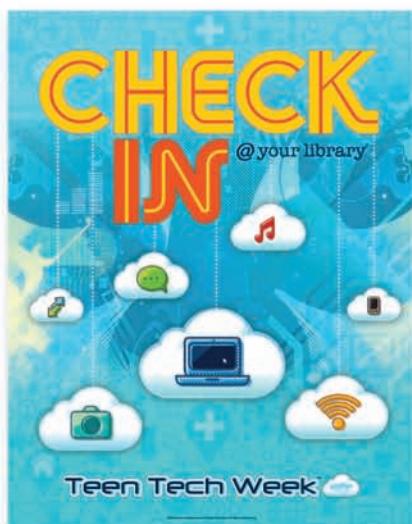
GOOD TEEN LIBRARIANS MAKE GREAT ADVOCATES  
AND MUCH MORE

62% of public libraries are the only source of free access to the Internet in their towns

THE ADVOCACY ISSUE

# Celebrate Teen Tech Week™

March 10–16, 2013



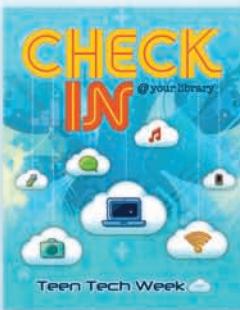
2013 Teen Tech Week Poster  
22" x 28"  
Item #5050-1311 \$16



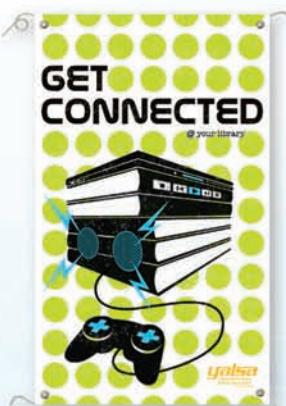
Check In Bookmark  
6" x 2", 100/pack  
Item #5052-1311 \$8.50

Invite teens to Check In @ your library® during YALSA's Teen Tech Week, March 10–16, 2013. The library is a hot spot, so remind teens to check in and check out all the technology you offer. From e-books, audiobooks, music, and movies to games, databases, homework help, and more, show off your library as the hub where teens can plug in and stay connected.

Visit the ALA Store for more details and to purchase all downloads.



2013 TTW Programming Pamphlet  
8 ½" x 11", .pdf file \$9\*



Get Connected Banner  
Suitable for indoor/outdoor use, One-sided design,  
30" x 50"  
Item #5047-0804 \$59



2013 TTW Web Files  
Highlight Teen Tech Week on  
your website.  
.jpg and .png files, 72 dpi  
Item #5057-1313 \$19\*



\*Price per individual institution. For license restrictions and additional pricing, please visit [alastore.ala.org/TTW](http://alastore.ala.org/TTW).

## 2013 Teen Tech Week Set 1

- Set includes:
- 1 Teen Tech Week Poster
  - 2 Check In Bookmark packs
  - 2013 TTW Programming Pamphlet
- Item #5059-1311 \$33

## 2013 Teen Tech Week Set 2

- Set includes:
- 2 Teen Tech Week Posters
  - 3 Check In Bookmark packs
  - 2013 TTW Programming Pamphlet
- Item #5059-1312 \$49



## 2013 Teen Tech Week Digital Download Set

- Set includes:
- 2013 TTW Poster File
  - 2013 TTW Web Files
  - 2013 TTW Programming Pamphlet
- Item #5059-1313 \$108

For more information, please visit  
[www.ala.org/teentechweek](http://www.ala.org/teentechweek).

**yalsa**  
Young Adult Library  
Services Association  
[www.ala.org/yalsa](http://www.ala.org/yalsa)

**ala**  
graphics

THE OFFICIAL JOURNAL OF THE YOUNG ADULT LIBRARY SERVICES ASSOCIATION

# young adult library services

VOLUME 11 | NUMBER 1

FALL 2012

ISSN 1541-4302

## YALSA Perspectives

### 4 Teens on the Platform

YALSA's National Teen Space Guidelines  
By Katherine Trouern-Trend

## Best Practices

### 7 What If? Exploring How Libraries Can Embody Trends of the Twenty-First Century

By Sarah C. Malin

## Hot Spot: Advocacy

### 10 Good Teen Librarians Make Great Library Advocates

By Maureen L. Hartman

### 13 A School Library Advocacy Alphabet

By Heather Gruenthal

### 19 A Primer for Teen Parent Services

Issues, Program Development, and Advocacy  
By Ellin Klor

### 24 Advocacy, Teens, and Strategic Planning

By Krista King

## Plus:

### 2 From the Editor

Linda W. Braun

### 3 From the President

Jack Martin

### 28 Guidelines for Authors

### 28 Index to Advertisers

### 30 The YALSA Update

## About This Cover

Statistics quoted on the cover come from the following sources:

Only 33% of public libraries have a YA librarian ("PLDS Statistical Report," PLA, 2012)

The # of school librarians in US shrank by 7% from '04 & '11 ("School Librarian Numbers Decline from 2004–2005 to 2010–2011," Library Research Service, 2012)

Only 62% of the nation's youth have access to a school library ("Digest of Education Statistics 2010," NCES)

57% of public libraries report flat or decreased budgets in '12 ("2011–2012 Libraries Connect Communities: Public Library Funding & Technology Access Study," ALA)

62% of public libraries are the only source of free access to the Internet in their towns ("2011–2012 Libraries Connect Communities: Public Library Funding & Technology Access Study," ALA)

2012–2013 YALSA Editorial Advisory Committee  
(providing advisory input for the journal)  
Laura Pearle, Chair, Carmel, N.Y.; Michelle Bayuk, Deerfield, Ill.,  
Jennifer Brannen, Durham, N.C.; Katherine Covintree, Providence, R.I.;  
Laura Lehner, Hudson, Oh; Whitney Winn, Goleta, Calif.

YALSA Executive Director  
Beth Yoke

Guest Editor  
Linda W. Braun

#### Circulation

*Young Adult Library Services* (ISSN 1541-4302) is published four times a year by the American Library Association (ALA), 50 E. Huron St., Chicago, IL 60611. It is the official publication of the Young Adult Library Services Association (YALSA), a division of ALA. Subscription price: members of YALSA, \$25 per year, included in membership dues; nonmembers, \$70 per year in the U.S.; \$80 in Canada, Mexico, and other countries. Back issues within one year of current issue, \$17.50 each. Periodicals class postage paid at Chicago, Illinois and additional mailing offices. POSTMASTER: Send address changes to *Young Adult Library Services*, 50 E. Huron St., Chicago, IL 60611. Members: Address changes and inquiries should be sent to Membership Department, Changes to *Young Adult Library Services*, 50 E. Huron St., Chicago, IL 60611. Nonmember subscribers: Subscriptions, orders, changes of address, and inquiries should be sent to Changes to *Young Adult Library Services*, Subscriptions, 50 E. Huron St., Chicago, IL 60611; 1-800-545-2433, press 5; fax: (312) 944-2641; [subscriptions@ala.org](mailto:subscriptions@ala.org).

#### Statement of Purpose

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

#### Production

Cadmus Communications

#### Advertising

Bill Spilman, Innovative Media Solutions; 1-877-878-3260; fax (309) 483-2371; e-mail [bill@innovativemediasolutions.com](mailto:bill@innovativemediasolutions.com). View our media kit at [www.ala.org/yalsa/mediakit](http://www.ala.org/yalsa/mediakit). YALS accepts advertising for goods or services of interest to the library profession and librarians in service to youth in particular. It encourages advertising that informs readers and provides clear communication between vendor and buyer. YALS adheres to ethical and commonly accepted advertising practices and reserves the right to reject any advertisement not suited to the above purposes or not consistent with the aims and policies of ALA. Acceptance of advertising in YALS does not imply official endorsement by ALA of the products or services advertised.

#### Manuscripts

Manuscripts and letters pertaining to editorial content should be sent to YALSA, 50 E. Huron St., Chicago, IL 60611; e-mail: [yaleditor@gmail.com](mailto:yaleditor@gmail.com). Manuscripts will be sent out for review according to YALS's established referee procedures. Visit [www.ala.org/yalsa](http://www.ala.org/yalsa) for further information.

#### Indexing, Abstracting, and Microfilm

*Young Adult Library Services* is indexed in Library Literature, Library & Information Science Abstracts, and Current Index to Journals in Education. Microfilm copies of *Journal of Youth Services in Libraries* and its predecessor, *Top of the News*, are available from ProQuest/Bell & Howell, 300 N. Zeeb Rd., Ann Arbor, MI 48106.

The paper used in this publication meets the minimum requirements of American National Standard for Information Sciences—Permanence of Paper for Printed Library Materials, ANSI Z39.48-1992. ©2012 American Library Association

All materials in this journal subject to copyright by the American Library Association may be photocopied for the noncommercial purpose of scientific or educational advancement granted by Sections 107 and 108 of the Copyright Revision Act of 1976. For other photocopying, reprinting, or translating, address requests to the ALA Office of Rights and Permissions.



# from the Editor

Linda W. Braun

**H**ead in the town hall parking lot: "I'm so excited, the Teen Advisory Group is going to be talking about plans for the next manga festival this afternoon." The librarian uttering those words was initiating an advocacy conversation with a local parent or town official, perhaps without even realizing it. Library staff members working with teens regularly talk about what they do with and for teens in the community. These conversations help to spread the word about teen library services. Now add to that same conversation, "I'm so pleased the teens are helping to plan the festival because that way they get to practice teamwork and decision making" and you're helping community members understand that teens aren't just having fun in the programs you provide—which I'm sure they are—but you're also letting the adults know that you are helping teens gain the developmental assets they need to grow up to be well-rounded adults. Fun can be found in lots of places outside of the library. Developmental skills are something libraries provide that few other places consciously do. That's a unique value of what you do, and it's important for people to know it.

This issue of YALS is meant to be your go-to resource for finding out exactly what advocacy is and how to do it effectively. You'll learn from Maureen L. Hartman and Heather Gruenthal that advocacy doesn't have to be something special that you take part in outside of your daily professional duties. You can advocate for teen services during meetings you attend with colleagues and community members; and you can advocate for teens while providing frontline library service.

Programs are a great way to advocate for the importance of teen services. Ellin Klor's article about programs for teen parents is a perfect example of these services, which touch on many of the developmental skills needed by the audience—from literacy, to digital to work force.

As full-time teen library staff declines (the most recent data collected by the Public Library Association shows a decrease in full-time teen library staff<sup>1</sup>) it's imperative now more than ever that all library staff advocate for teens and library services to the age group.

Any staff member can start with advocacy in day-to-day interactions, and then build skills and abilities out from there. As staff gain confidence, they can take the story of why library teen services are important to larger community meetings, budget hearings, and even the state house. The key is to get started by making sure that whenever talking about teens in the library an explanation of the value of those activities is included. As Heather Gruenthal states, "we make a difference in the lives of teens!"

Fall marks the relaunch of the YALS web presence. Thanks to the work of the YALS Editorial Advisory Board the site will now be updated weekly with content that expands on the ideas presented in each issue of the journal. Check out the site to read articles, watch videos, listen to podcasts, and more. The URL is [www.yalsa.ala.org/yals/](http://www.yalsa.ala.org/yals/). YALS

## Reference

1. Public Library Association. Public Library Data Service Statistical Report. Chicago: PLA, 2012.

# from the President

## Jack Martin



**W**ow! What an exciting year to be YALSA President! There are so many cool things happening in the association right now—everything from a growing partnership with HASTAC (Humanities, Arts, Science, Technology Advanced Collaboratory) and Mozilla, which focuses on awarding badges to library staff who demonstrate skills related to YALSA's Competencies for Librarians Serving Youth, to the new Teen Book Finder app, to plenty of other initiatives related to teens and literacy. I can't wait to see what the next year brings!

The YALSA membership (that's you) and the exciting initiatives that YALSA has in the works led me (and my super, awesome, presidential, advisory task force) to decide that my theme for the year would be:

### Connect. Create. Collaborate

It's what teen librarians and library staff who work with teens do every day. We welcome teens who come into our libraries or into our schools. We **connect** with them face-to-face, in the classroom, or online. We **create** cool new projects to serve them at home, in the library, or wherever they are (physically and developmentally). We **collaborate** on so many different levels—with community-based organizations, with partners in education, and with our national association.

This year I've got a lot of ideas on how YALSA will continue to connect, create, and collaborate, and some thoughts that will expand YALSA's brand and footprint into the larger world of youth services across the United States.

First, YALSA is going to go local this year. We want to connect directly with members and hear what everyone thinks. That's why we're starting the *Presidential Road Trip*. Over the next year, I'm aiming to reach out virtually to nearly every YALSA member across the country. I want to hear how we're doing as an association, what ideas members have on how we can help you better serve teens, or what cool projects that are happening in libraries and other institutions across the country we should be letting members know about. I'll be reaching out to all YALSA members between now and next July via e-mail, social media, the YALSA blog, and maybe even snail mail. I'd love to hear everyone's thoughts and ideas on how we can mobilize our association to better serve teens in our communities. Everyone will know where I am virtually because we'll be tracking my trip on Facebook.

Second, this association is full of creative types: whether it's members who are designing cutting edge programs for teens in libraries or creating cool online content to improve service. We all know members doing cool stuff, and we need to figure out how we can share what you're doing with the rest of the association. One project we're developing is the *365 Days of YA Calendar*. I'll mobilize a task force who will build an online calendar and menu of great programs and projects for teens in libraries for all 365 days of the year. Some of the offerings will be simple while others will be more involved. One important thing is that this will not be just a great resource for teen librarians, it will also be useful to library workers who may spend their time in other areas outside

the realm of teen services, or for those who are just getting their feet wet in working with teens.

Finally, we'll be looking at many collaborative opportunities this year. One of these is figuring out ways we can work more directly with state library associations and youth roundtables. We know that members consistently ask us to have a stronger presence at local conferences and events, and we know that these members want to be part of that local presence. Over the next year, we'll establish a task force to figure out how YALSA can best tap these associations and roundtables and mobilize our membership to maximize our presence in that arena.

We also know that many of our members who work in young adult services may also work in other areas of a library such as the children's department. Or, they might be school librarians. We've got that covered too. This year the Joint (YALSA, Assn. for Library Service to Children [ALSC] American Assn. of School Librarians [AASL]) Public School Cooperation committee is focusing on the summer slide and summer reading. Together they'll be devising a plan for how children's, teen, and school librarians can collaborate and work together to help combat the slide, which we know impacts the lives of hundreds of thousands of youth across the country.

These are just a few of the projects we'll be taking on over the next year. I'm looking forward to working with all of you to help YALSA connect, create, and collaborate. **YALS**

# Teens on the Platform: YALSA's National Teen Space Guidelines

*By Katherine Trouern-Trend*

YALSA's Guidelines for Public Libraries Task Force convened in 2011 to develop a set of guidelines for teen spaces in public libraries. The goal was to provide the library community with a foundational document that advises on what constitutes an effective library space for teen patrons.

According to the 2012 Public Library Data Service Statistical Report, only 33 percent of public libraries currently have at least one full-time staff member dedicated to teen services.<sup>1</sup> The guidelines were therefore created as a tool for all staff working with teens. They are also a response to changing dynamics of teen culture and standards of twenty-first century life.

Teens have new expectations for interaction with information as creators, leaders, and collaborators using varied interactive platforms. There is a clear convergence of social and learning platforms where teens are knowledgeable leaders in online environments. This includes gaming environments where teens serve as strategists and team members with peers and adults rather than solely as consumers of adult-created content and adult-led experiences. Teens use social media to harvest, create, and share information for entertainment and educational purposes. Schools are transforming how they relate and share information with students with the

implementation of educational technology initiatives such as the Games, Learning and Assessment Lab (GLASS) in which popular video games are modified to create new videos that teach and help to evaluate student learning skills.

The GLASS Lab is based on the premise that video games are designed to measure progress as learning is captured via a gaming experience and youths' proclivity toward digital media makes this a workable option. With an understanding of teens' high level of engagement in this type of environment, it makes sense that libraries would model a similar experience for teens. Teens expect to participate, collaborate, create, and consume.

With this thinking in mind, the National Guidelines Task Force set out to develop a set of standards that are relevant to libraries serving teens in 2012 and are aligned with the reinvention of how knowledge is created and disseminated today. Just as schools are transforming their teaching models to address new expectations for a participatory learning experience, libraries must consider this changing media ecology in shaping physical and virtual teen spaces to stay relevant with teen customers.

## Teen Ownership

An important concept running through the Guidelines is the idea of teen ownership in defining and maintaining both physical and virtual spaces. If teens are able to create content using many popular digital platforms, it makes sense that teens would expect to do the same in their library space, and it makes sense for libraries to pay attention to this.

Teens expect to be able to interact with digital content and share ownership of information relevant to them. The way teens interact with content in popular virtual environments should help define the way in which a library structures its online presence with teens. Simply feeding information through librarian-created

**KATHERINE TROUERN-TREND** is a Youth Services Librarian at the Mark Twain Branch of Hartford Public Library in Hartford, Connecticut. She is a 2010 graduate of Simmons College, GSLIS. She is Vice-Chair of the Ethnic and Multicultural Information Exchange Roundtable; serves on ACRL's Rare Books and Manuscripts, Diversity Committee; and has acted as a convener for YALSA's Managing YA Services Interest Group. Katherine is continually inspired by the youth who are a part of her life. Her blog is found at [katherinetrend.wordpress.com](http://katherinetrend.wordpress.com).

content is no longer an effective means of reaching teens and engaging them in the library. Giving teens leadership in creating library content gives them ownership of their library's virtual and physical space. There is a range of possibilities for teens to create content for libraries: online book reviews, music reviews and playlists, game reviews, website reviews, Facebook pages, Twitter posts about library events or programs, how-to videos on creating Facebook cover photos, mixing beats online, or learning dance steps. The key is knowing what information is relevant to your teens, what kind of content they want to create or learn to create, and how your library can facilitate that to give them ownership of the content and what happens in their space.

Our role as librarian has changed for many of our patrons, especially our teen patrons. We, of course, hold specialized knowledge, but we must present information in a new way that validates teens as knowledge creators and collaborators. Our role is as a guide, collaborator, and supporter of teen interests and needs. Our teens use our libraries for varied purposes. We may serve teens who use the library solely for online entertainment or as a source of recreational reading, that is how they define the library. We may have teens who use the library solely to study, that is how they define the library. We may have teens who use the library as a hangout, that is how they define the library. A library's purpose is to serve all customers based on the community's need. This is true for teens and for adults. The YALSA *National Teen Space Guidelines* recognizes this need to serve the ways teens define the library.

### Where's the Money?

When most librarians think of teens, they think technology. The next thought often is about money and how technology means spending money. Yes, hardware costs money, but there are many creative ways to

build a high impact teen space that do not require thousands of dollars. It's great if you get funding, but if you don't have the funding for MAC labs or iPads, you can still build a vibrant teen space. You work with what you have. A way to think about this is, "How do I increase access and engagement within the space that we have," instead of, "We don't have enough stuff or money for the stuff we need." For example, teens have their own mobile technology they bring into the library space, and the Guidelines therefore recommend the importance of having adequate outlets to accommodate this technology (cellphones, MP3 players, tablets, laptops) for teens to plug in their many devices for use in the library.

In my library, with a few extra tables from the Downtown Library, we created a Teen Zone in our branch library. This is where teens have exclusive use of an area of the library where they can bring in their laptops, listen to music, and watch videos. On Fridays we have snacks for teens. Our policy: no earphones required. Conversation easily flows from world news, to school drama, to celebrity gossip, to personal triumphs and fears. Youth share and create media with peers using their own technology brought into the space. All staff interact with teens naturally and easily, giving value to their presence, interests, and needs within the library. Teens check out magazines, urban lit, YA novels, graphic novels, and we allow the teens to navigate their own experience.

Allowing teens to navigate and lead peers in the library environment gives teens a platform for engagement and learning. Let teens define their service model and space needs. Teens expect to have ownership of information that is relevant to them, as evidenced by their behavior as creators, collaborators, strategists, consumers, and leaders in their online entities. Teens are citizen reporters and content creators in online leisure communities as well as propagators of information in national events.

### Model Teen Spaces

**Chicago (Illinois) Public Library, YOUMedia**  
<http://youmediachicago.org>

**Farmington (New Mexico) Public Library, Teen Zone**  
[www.infoway.org/TweenZone/index.asp](http://www.infoway.org/TweenZone/index.asp)

**Plymouth (Michigan) District Library, Teen Zone**  
<http://plymouthlibrary.org/index.php/teen>

**Tacoma (Washington) Public Library, StoryLab**  
[www.storylabtacoma.org](http://www.storylabtacoma.org)

**Waupaca (Wisconsin) Area Public Library, Best Cellar**  
[www.waupacalibrary.org/teens](http://www.waupacalibrary.org/teens)

Eyewitness accounts of the movie theater shooting in Aurora, CO on July 20, 2012 came first through text, photos, and videos on Twitter by young people. Youth across the Middle East precipitated the Arab Spring that began on December 18, 2010 using social media to provide real time reports on military crackdowns and citizen unrest in their communities. Online and social forums have given teens the voice and power to affect local, community, national, and global movements of empowerment and change. This is their natural environment and they are the leaders. Teens expect to have a voice in their information environments.

### The Guidelines

The *National Teen Space Guidelines* are divided into six areas related to shaping physical teen spaces and three areas focused on shaping virtual teen spaces. Each is further defined with key considerations and recommendations for implementing components of the Guidelines.

### The Physical Guidelines

1.0 Solicit teen feedback and input in the design and creation of the teen space.

2.0 Provide a library environment that encourages emotional, social, and intellectual development of teens.

3.0 Provide a library space for teens that reflects the community in which they live.

4.0 Provide and promote materials that support the educational and leisure needs of teens.

5.0 Ensure the teen space has appropriate acceptable use and age policies to make teens feel welcome and safe.

6.0 Provide furniture and technology that are practical yet adaptive.

### The Virtual Guidelines

7.0 Ensure content, access, and use are flexible and adaptive.

8.0 Ensure that the virtual space reflects twenty-first century learning standards.

9.0 Provide digital resources for teens that meet their unique and specific needs.

The Guidelines also provide a list of model teen spaces from libraries with varied demographics, sizes, and resource structures that include Chicago (Illinois) Public Library's YOUMedia, Tacoma (Washington) Public Library's StoryLab, Farmington (New Mexico) Public Library's Teen Zone, Plymouth (Michigan) District Library's Teen Zone, and Waupaca (Wisconsin) Area Public Library's Best Cellar. Model spaces were selected based on their use of space and resources that best suit the needs of teens in the community.

The Guidelines are meant to be a starting point for defining high impact teen spaces and a measurement tool for libraries to gauge their level of success in meeting the needs and expectations of twenty-first century youth. The guidelines are available for free at [www.ala.org/yalsa/guidelines/teenspaces](http://www.ala.org/yalsa/guidelines/teenspaces). **YALS**

### References

1. Public Library Association. *Public Library Data Service Statistical Report*. Chicago: PLA, 2012.

★ “**Lovely, often funny, and always heartfelt.**”  
—Booklist, starred review

“A thoughtful, humorous, and moving collection of letters and comics.”

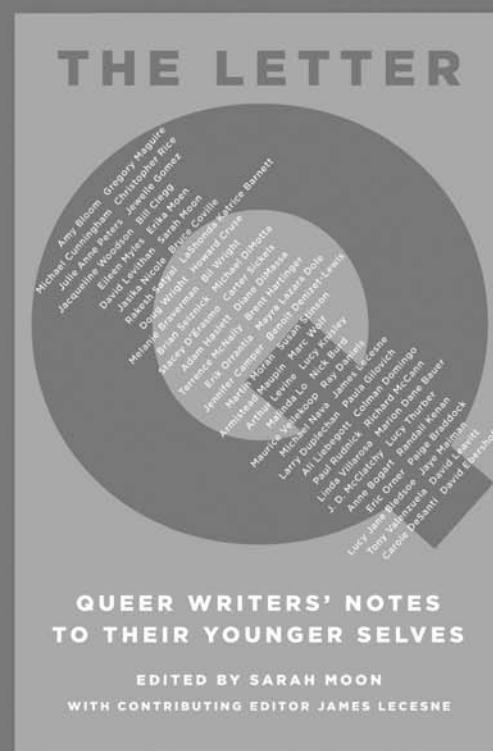
—Publishers Weekly

“Inspiring.”

—Kirkus Reviews

“Might be a life-saver for some.”

—Horn Book



Ages 12 and up • 288 pages

Hardcover: 978-0-545-39932-6 • \$17.99

ARTHUR A. LEVINE BOOKS

SCHOLASTIC  
scholastic.com

## It's a Challenge

**A**s we work with schools and public libraries to design learning experiences and environments, we're often dealt with the challenge of how to make libraries relevant to today's young people. Our technique is to take a step back and consider the larger picture: consider larger trends in learning and society as a whole. By focusing on these, we can help libraries achieve greater relevance on a holistic, community-based scale. The following discussion outlines powerful trends that inform our work and offer ideas as to how a library can respond to the trajectory of the 21st century.

### Trends of Our Time

Society is undergoing a paradigm shift moving from passivity to activity. Technology has opened up opportunities for participation and assembly at an unprecedented scale. In many ways, it is the era of renewed democratic activism. All ages, all demographics, all nations are empowered to move away from responding to top-down processes and absorbing information. Now millions around the world are starting their own movements and experimenting with methods to make their community a better place. As a result, we see a global culture powered by social media rather than diplomatic efforts arise. We see nations like Egypt and Tunisia reconsider their form of governance. And, we see teachers and professors step down from their podium and place students at the helm of their own learning.

It is time for libraries to consider how to better serve this shift, appeal to younger generations, and stay agile in a time of rapid change. What does this look like on the institutional level? What is the modern public library?

To prove relevant to our hyper-connected participatory world, a library must strive to embody current trends, not just house materials about them. While the

# What If? Exploring How Libraries Can Embody Trends of the Twenty-First Century

*By Sarah C. Malin*

fundamental mission of a library will stay the same, its approach and methods must evolve to incorporate trends related to participation and connection.

Keep in mind that a library encompasses three realms: education, social, and civic. How can a library be a better educational institution when society is shifting its understanding of learning from knowledge consumption to learning production? How can a library be a better social institution

when our world is becoming increasingly collaborative and interconnected? How can a library be a better civic institution when participation is available to all? These are the questions we're having fun considering.

### Library as an Educational Institution

For decades the library has stood as a center of knowledge, supporting the

**SARAH MALIN** is a design ethnographer with **The Third Teacher Plus**, an education design consultancy that grows out of the architecture firm, Cannon Design. The Third Teacher Plus strives to transform teaching and learning using a design 'thinking' mindset and a design 'making' process. We work with schools, libraries and other learning institutions to creatively and iteratively reconsider their pedagogy and organizational strategy and then manifest these goals into the environment. Sarah conducts ethnographies to find the human stories and galvanizing vision that create a framework for the design and evaluates outcomes to examine how our environments shape our behavior.

### Driving Questions to Define the Twenty-First Century Library

- How can a library remain relevant in a hyper-connected, participatory world? And how can it embody these changes rather than simply house them?
- What if the library was a physical form of the Internet?
- How can the library better facilitate learning from peers and mentors in addition to resources?
- How can the library better leverage its position as a “third space”?
- What if the library was a catalyst for civic development and renewal?

public's pursuits of lifelong learning. It houses a wealth of resources: a catalog of facts and stories that string together generations of experts and authorities. A visitor can browse the stacks and tangibly see the progression of our society. Libraries are viscerally connected to history.

But how can a library better reflect the paradigm shift to active learning? What if we shift from an emphasis on browsing resources to an emphasis on creating with resources? Learning requires the personalization of information. We each digest what we come across and weave it together to form our own ideas. Without this process and form of engagement, the information will not sink in. What if visitors added their materials to the shelves? Imagine the library becoming a gallery that celebrates the artifacts of current learning by customers alongside the findings of established experts. Visitors are empowered to put their own mark on fact and take their own place on the shelves.

As libraries strengthen their digital media expertise to keep up with technological trends, their collections become more accessible and participatory

for young generations. The MacArthur Foundation's Digital Media and Learning Initiative, which supports Chicago's YOUmedia program, highlights how digital media can foster intellectual curiosity in teens and offer a medium for youth to personalize their library. Media production is fun for teens, involving personal expression, and an activity to share with others. It comes naturally as youth lead lives thoroughly embedded with digital tools. The library can provide resources and materials to work with as well as a public venue for showcasing the results. Libraries will benefit with programs like YOUmedia that combine youth empowerment with leading approaches to learning that integrate modern technology.

Consider the library as a physical form of the Internet: an open-source platform of resources and information. Reputable sources are interspersed with entries by your neighbors. A host of mediums are displayed including graphics, music, objects, film, and radio. Wise resource navigation, through these varying mediums, is a crucial skill of the twenty-first century, and libraries are excellently positioned to be a living laboratory for that—experientially as well as digitally. Librarians can design physical paths that would model and teach how to wade through these layers of information.

#### Library as a Social Institution

The library also serves as a crossroads and gathering place for community members. The rise of social media and an emphasis on collaboration in the professional and educational worlds has reinvigorated the social animal in all of us. Society has rediscovered the value of capitalizing on every brain and combining ideas to create a whole that is greater than the sum of its parts. While virtual opportunities for this abound, we need physical places as well.

The library can be an oratory center as well as a literary one. Visitors can learn

from interacting with fellow community members, experiencing a more in-depth and personal encounter with information through live recounting of events and personalized explanations. Chicago and Toronto libraries offer programs that harness this social capital. The Toronto Public Library hosts a “Human Library” where visitors can check out “human books” and hear life stories. This program serves as another wonderful example of the breadth of informational sources beyond books that can be made available.

MacArthur Digital Media and Learning research findings highlight the importance of blending socializing with learning. HOMAGO (Hanging Out, Messing Around, Geeking Out) represents three distinct types of interest-driven activities and emphasizes designing for collaborative activity, peer learning, and mentoring relationships. Society no longer defines learning as something that happens alone in a carrel.

The library can also leverage its position as a third space: an alternative to home and work or school. Visitors to the library are able to act in ways that are restricted in other types of prescriptive environments. In the library, third space learning can happen at one's own pace and can follow one's own interests. It also means interaction and relationships can evolve organically between library staff and customers and between customers and customers. And, especially important for youth, it allows an individual to experiment with and negotiate one's identity. At the San Francisco Public Library, we found that the main branch offered an anonymous place for youth, distant from their neighborhood and those they know. This anonymity allowed teens to act in ways they might not at home, without ridicule or criticism. As high school becomes increasingly laden with responsibilities, consequences, and commitments, there is little opportunity to experiment without having to commit. The public library can provide an experience outside of what teens find in their high school hallways and classrooms.

Sherry Turkle, a psychologist at MIT, argues in her book *Alone Together* that virtual realms like Second Life and Facebook provide the invaluable and rare third space for teens to try out different personalities. What if the library could provide a similar space, but in the physical realm? What if it could bridge the virtual realm with the physical realm's first and second spaces, transitioning teens into their developed, physical selves? As our society grapples to make sense of the Internet and understand its consequences, the library is interestingly positioned to learn from the needs of customers over the centuries.

### Library as a Civic Institution

And so, how can the library harness a learning community's momentum and activate its members to improve their

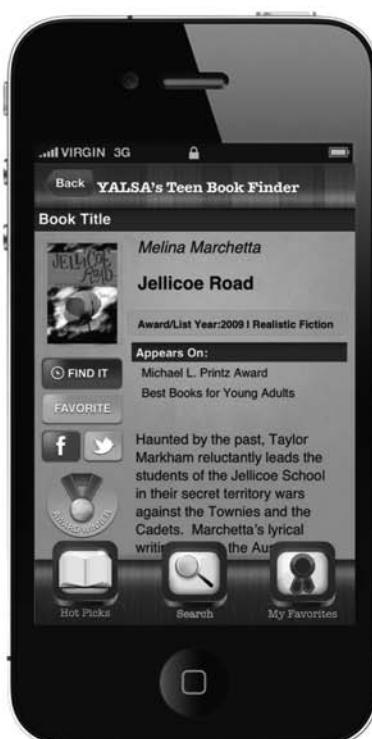
surroundings? How can the library be a civic catalyst? This has been a central goal for the San Francisco Public Library as it reconsiders its teen program. San Francisco has a long history of social activism and collective consciousness. Its programs reflect this with Green Stacks that provides resources for living greenly and a social worker in residence, the first and only full-time social worker dedicated to a San Francisco library. As they design their teen learning lab, they consider themselves to be a powerful aggregator of knowledge, relationships, and public sector programming. Their branches will be nodes in a web of learning that spreads across the entire city. And, they will define teens as civic actors who will benefit from and, most importantly, add to this web.

Trends of the twenty-first century change the library's point of view. Instead

of asking, "What will your library do?" ask, "What can your users do?" Powered by that perspective and integrated into a rich, activated community, your institution can go far. **YALS**

### References

1. Mimi Ito. "When Youth Own the Education Agenda." *Huffington Post* (2010). [www.huffingtonpost.com/mimi-ito/when-youth-own-the-public\\_b\\_787866.html](http://www.huffingtonpost.com/mimi-ito/when-youth-own-the-public_b_787866.html) (accessed August 11, 2012).
2. Mizuko Ito et al. *Hanging Out, Messing Around, and Geeking Out: Kids Learning and Living with New Media*. Cambridge, Mass.: MIT Press, 2010.
3. Sherry Turkle. *Alone Together. Why We Expect More from Technology and Less from Each Other*. New York: Basic Books, 2011.



## Take YALSA's Awards & Lists on the Go with YALSA's Teen Book Finder!

- Find the best and most popular books for teens, searching by author, title, award, and more
- See where you can find books and media at your library, powered by the OCLC WorldCat
- Share what you're reading on Facebook & Twitter
- Build reading lists with the Favorites button
- Android version planned later in 2012
- Download & learn more at [www.ala.org/yalsa/products/teenbookfinder](http://www.ala.org/yalsa/products/teenbookfinder)



this project made possible thanks to  
**DOLLAR GENERAL**  
 LITERACY FOUNDATION



# feature

Hot Spot: Advocacy

# Good Teen Librarians Make Great Library Advocates

By Maureen L. Hartman

Lots of us are great librarians, employees, youth workers, and supervisors. But, not all of us are great advocates for our library or for our young people—not in the way we need to be in order to build support for how libraries and service to youth are changing. It's not enough anymore if the only community advocates we cultivate are the ones who love us because of how powerful libraries were for them as children or because they love the feel of a printed book in their hand. That library, and those books, has already changed; our advocacy strategies must change, too.

By its simplest definition, advocacy is public support for a cause or policy. By its very nature, libraries have public support—

in the form of our customers (cardholders, program attendees and meeting room users). But the public support of our current users—the ones who are, for the most part, both informed of and content with the services we're offering—only scratches the surface of the deep, community-wide advocacy we need for public library service to youth, the kind we can only get by developing and nurturing relationships out in our communities, not just in our buildings. Customers are important, but they are not necessarily advocates. And your greatest advocates may not be your existing customers.

For many years, I wrongly associated "advocacy" with formal lobbying efforts,

referendum campaigns or fundraising, all of which, while necessary, weren't something I could see myself doing. And frankly, who had the time? As staff in a library (youth, teen, or administrative) we are rarely responsible for official lobbying of elected leaders, and staff hired specifically for fundraising or Friends of the Library often take on advocacy efforts in our libraries. Yet, the work that teen librarians do every day to build and strengthen relationships with families and youth is critical to our ongoing success as advocates. In order to advance in our advocacy efforts, we need to do more of this relationship building outside of our buildings and expand the audiences we want to reach.

Teen librarians are so good at building relationships with young people. We welcome them, we don't judge their interests, and we respond by creating services and programs that meet particular needs. We engage teens in leadership opportunities, help them do their homework, and feed them pizza. But, you need to build relationships with more than teenagers—right now—not when there is a funding crisis. By no means is it easy. While classes in community organizing, partnership-building, and group facilitation may not have been required in library school, the skills that come from those types of classes are essential components of what we need to be successful in our work, on behalf of our library and the young people we serve. Here are some ways to get started.

**MAUREEN L. HARTMAN** was part of the Afterschool Matters Practitioner's Fellowship through the National Institute on Out of School Time (NIOST) and the University of Minnesota in 2009–2010 and authored "Out of School Time and In the Library" in the Summer 2011 issue of *YALS*. She is the author, with Patrick Jones and Patricia Taylor, of *Reaching Reluctant Readers: Tools, Tips and Techniques* (2006), and a past chair of YALSA's Quick Picks for Reluctant Young Adult Readers Committee. She is currently the Coordinating Librarian for Youth Literacy and Learning at the Hennepin County Library in Minneapolis, Minnesota.

## 1. Leave the Reference Desk and Leave the Building

It's a significant challenge in many of our libraries right now to get off the desk and leave the building to attend meetings or meet partners for coffee. Even if it's not you, someone in your building, or your system, needs to be at the right tables to discuss the most important priorities for your library. Depending on the community, sometimes

the library is invited to sit on the “nice” committees, not the essential ones that are most closely connected to our mission (the difference between helping to run the crafts table at a local festival and being a featured speaker on the parent education panel). Sometimes we have to build the relationships first (which can take time and require leaving the building), and then we find out about the meetings and individuals that really matter.

## 2. Focus and Listen

You know how when someone asks us for a book with an unreliable narrator, or maybe a *Hunger Games* read-alike, and we end up giving them five or six books—and then e-mail them later with some more we thought of? We do the same thing in our advocacy messaging: we tell about every resource of possible interest—deposit collections, library cards for teachers, online databases, summer reading programs, etc. It’s too much for non-library people to take in. Before offering our many helpful services, be quiet and listen to what your partners are worried about and need. Then just suggest one or two ideas. You can add others later if needed.

## 3. Know What You Want

As your partnerships develop, know what you want to do and articulate what you can bring to an endeavor. In building community partnerships, partners often want you to help them meet their agenda, not necessarily do what you want to do. Pick your battles. Maybe you have to do the booklist for them so they know you’re willing to partner, but think carefully before you decide that the library’s role will be to create a booklist on a particular topic. (Sometimes when you do the booklist they want, that’s all they can see the library delivering.) Try holding out for what you really want to do, for example, train their after-school staff or bus a group of teen parents and their kids to the library. A

colleague and I were reflecting recently that librarians are so customer and answer focused that it can be really challenging to build meaningful partnerships—we’re so ready to do what our customers are asking us to do—often at great cost to ourselves. Be choosy.

## 4. Think Big and Align with Existing Initiatives

Figure out where the energy and momentum are in your community. Is your community really concerned about kindergarten readiness, high school graduation, success by twenty-one? Are they rallying around out-of-school time, youth violence prevention, work force readiness, or teen pregnancy? All of those issues, as well as others, can help bring you to the table, but only if you know what you want and can do to support these concerns.

Your first stop should be to align your advocacy and partnership work with your library’s strategic directions. No strategic plan? Think your administration is crazy? They might be, but if you align your messaging with that of the administration (even if there is no strategic plan), you’ll have legs to stand on and better support for your attendance at community meetings and the projects that emerge. If there is no strategic plan, then talk with your administration about the best way to strategize in partnerships within the community.

## 5. Attend Meetings

Keep going to the meetings until you find out where the power is. It’s just like working with teens, really. If you want the whole group of kids to stop misbehaving, you talk to the leader. It’s the same with advocacy and networking. Hang out with the group for a while, and figure out if they’re going somewhere you’d like to go. If so, have the patience and find the time to keep attending. If not, meet the folks you might want to work with outside of the

meeting, for coffee or lunch, and cut your losses on the whole committee.

## 6. Stop Talking about Books

I know books are our thing—that’s not going away. But that won’t get you a seat at the table. Nonprofits can get books from anywhere including donations from publishers, used bookstores, wholesale businesses, etc. In my experience, the more we focus on books as our main commodity, the more we limit what the library can and should be—a true partner working to address, in partnership with others, some major challenges in our communities.

## 7. Keep Showing Up

It’s so hard to keep going to the meetings that are run poorly, that have poor attendance, or that never go anywhere. Look at the mission and vision of the group. How closely does it align with the library’s mission or strategic plan? Give up on some of the groups that don’t have good momentum, but devote time to building relationships in the few you’ve chosen. And stick it out. It literally may take years.

## 8. Experiment and Try Things

This can be so hard in the environment many of our libraries are in right now. Sometimes we haven’t nurtured or supported a culture of innovation like we should. And sometimes we don’t have money for it. Libraries of all sizes are so different in how they approach funding and projects. If you can pursue some smaller-scale grants on your own, you can try something you may not have tried originally, and you’ll start to get on the radar of funders, and of partners who are looking for funding too. Grants are essential. At the very least, taking someone else’s money and putting a deadline to the project that it funds ensures that your work

will happen, and will be much less likely to get sidetracked by other priorities.

### 9. Reeducate Yourself

Beyond libraries, what are other organizations and nonprofits doing for teens in your state or nationally? What are the big issues in youth development, after school programs or schools? In my experience in the out-of-school time sector, the focus is on expanding access and improving quality. Aligning with these goals means you will need to bring some new ideas and tools into your work. We have to be more open to ideas that are more challenging for us to embrace in the library, using a standard quality measurement tool, for example, might freak out our staff. Or, experimenting with data collection so that we can document and identify unduplicated participants pushes at the boundaries of our data privacy policies. We may need to learn how, and be willing, to

ask questions or survey participants in a way we have not done before.

### 10. Keep Up Your Relationships

LinkedIn can be nerdy, but this is pretty much what it's built for. Don't forget your partners and your relationships, even after the work of the committee is finished, and you will keep them as strong advocates. I was part of an ambitious but disorganized citywide middle school-level summer reading program in my city a number of years ago. The program as it was planned didn't work out, but I've leveraged relationships with folks in that original group to do a wide variety of things, including hosting an author visit, staffing a career panel at a teen job fair and periodically being called by an elected official's policy aide just to "run some ideas by me."

We are library advocates every day, whether we're at work or at a cocktail

party. We are evangelists for library services and for youth. We may not be trained community organizers, lobbyists, or facilitators, but there is no group of librarians more appropriately positioned to build support for the work we're doing and to think creatively about how we talk about it and what we could be doing differently.

Building strategic partnerships is not really about you or about your library. I was at a meeting this week where I was reminded again that it wasn't our goal to preserve our institutions, but rather to improve the lives of children and teens in our city. If what will really improve children's and teens' lives may be for the library to stop offering homework assistance and move those funds somewhere else, you should be prepared to consider it. We have to look out for our best interests, but if we're really serious about advocating on behalf of youth, sometimes we do what's best for young people, not what's best for our library. **YALS**



## YALSA's Third Thursday Webinars

**60 minute webinars on timely topics. Presented by experts. Commercial free.**

See what we'll be talking about this spring at [www.ala.org/yalsa/webinars](http://www.ala.org/yalsa/webinars).

Webinars cost \$29 for students, \$39 for YALSA members, \$49 for nonmembers. Group rates cost \$195.

### Webinars 24/7:

All archived webinars are free for members. They're posted two months after the live presentation in the For Members Only section of the website and nonmembers can buy access for \$19 at [www.ala.org/yalsa/webinarondemand](http://www.ala.org/yalsa/webinarondemand).

# A School Library Advocacy Alphabet

*By Heather Gruenthal*

**O**n June 29, 2010 librarians stormed Capitol Hill by the busload wearing red shirts with the slogan "Vote for Libraries." This event was coordinated by ALA and coincided with the annual conference in Washington, D. C., to ensure the event was heavily attended. I was able to participate in this National Library Legislative Day thanks to a travel stipend awarded by the Friends of YALSA. It was just the incentive I needed to get over my fear and take my concerns about the lack of funding for libraries straight to the decision makers at the top.

Legislative advocacy is what most people think of as the BIG ADVOCACY with a capital "A," the one that is scary and takes up a lot of time. Often people feel helpless in the face of the giant political machine and think, "How can one person make a difference?" Participating in National Library Legislative Day made me realize that I am not just one person. As a part of ALA, I am a voice in a very big organization with thousands of members nationwide. Armed with palm cards and talking points from ALA, my meetings with legislators were not as scary as I'd anticipated.

The fact that I'm a registered voter was my ticket to some face-to-face time with my state representative, Dana Rohrabacher. Although I don't think I changed his mind about spending federal dollars, I do think I was able to make him aware of some of the issues faced by school libraries today. I specifically asked for a teacher librarian in every school through the reauthorization of the Elementary and Secondary Education Act (ESEA).<sup>1</sup>

This was the beginning of my adventures in advocacy, and since then I have made it a mission to advocate for my school library teen programs every day. After spending a year focusing on advocacy, I came to realize that there are many ways to practice advocacy besides legislative advocacy. If you are ready to begin your

own adventures in advocacy, here's an A to Z guide.

## A = Advocacy

First, we must start with a definition of advocacy. What is it and what does it mean? For many people employed in the library community, it means, "How can I keep my job?" My initial interest in advocacy began when teacher librarian positions were scheduled for elimination in my school district. So many library programs are being cut due to budget problems that it is hard not to sound like you are only acting in self-interest when trying to save your program. Advocacy should not only be a focus when facing a budget crisis, it should be a plan that you work on every day. According to the American Association of School Librarians (AASL),

"Advocacy is a long-term, deliberate plan that is designed to build stakeholder support. True advocacy is when stakeholders stand up and speak out on behalf of a cause, idea, program or organization."

Stakeholder support is built through program design, marketing and education. It is the job of school librarians to design programs around stakeholder needs and to educate stakeholders about how school libraries connect to stakeholders' priorities. Data and evidence are key educational tools as school librarians work to educate stakeholders about the school library's role in preparing students to live work and learn in the 21st Century.<sup>2</sup>

The main focus here is on the stakeholder, not on books, libraries, or librarians. For YALSA members, our stakeholders are the teens we serve and their parents. We need to design programs that meet the needs of teens, advertise and market these programs in order to increase participation, collect data and evidence about the programs' successes, and then educate our community about the importance of continuing these programs by helping them to understand the benefit of the programs to teens.

---

**HEATHER GRUENTHAL** is a Teacher Librarian in the Anaheim Union High School District in Anaheim, California. She previously served on the Quick Picks for Reluctant Young Adult Reader's selection committee and currently serves on the Great Graphic Novels for Teens selection committee. Heather was a recipient of the Friends of YALSA Library Advocacy Day travel stipend in 2010.

### Resources for Getting Started

- American Assn. of School Librarians (AASL): Advocacy**  
[www.ala.org/aasl/aaslissues/toolkits/slhealthandwellness](http://www.ala.org/aasl/aaslissues/toolkits/slhealthandwellness)
- ALA Advocacy University**  
[www.ala.org/advocacy/advleg/advocacyuniversity](http://www.ala.org/advocacy/advleg/advocacyuniversity)
- ALA @ Your Library Logos**  
<http://www.ala.org/@yourlibrary>
- Anaheim Achieves**  
[www.afterschoolnetwork.org/node/188](http://www.afterschoolnetwork.org/node/188)
- CSLA Annual Conference: A School Year of Advocacy**  
<http://csla2011.wikispaces.com/A+School+Year+of+Advocacy>
- Frontline Advocacy Toolkit**  
[www.ala.org/advocacy/advleg/advocacyuniversity/frontline\\_advocacy](http://www.ala.org/advocacy/advleg/advocacyuniversity/frontline_advocacy)
- Read Across America**  
[www.nea.org/grants/886.htm](http://www.nea.org/grants/886.htm)
- YALSA: Handouts and Flyers**  
[www.ala.org/yalsa/professionaltools/handouts](http://www.ala.org/yalsa/professionaltools/handouts)
- YALSA: The YA Advocacy Action Plan Workbook**  
<http://yalsa.ala.org/presentations/AdvocacyWorkbook.pdf>
- YALSA: Speaking Up for Library Service to Teens**  
[www.ala.org/yalsa/sites/ala.org.yalsa/files/content/advocacy\\_final.pdf](http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/advocacy_final.pdf)

### B = Branding

Branding is a marketing strategy that helps patrons instantly recognize the company. Simple logos such as McDonald's Golden Arches or the Target bull's-eye ensure that their brand is easily recognized regardless of location. If your library doesn't have a logo, consider having a contest for teens to create one. Use it on everything your department produces. Add a tagline for each promotion along with your logo to focus in on your current mission.<sup>3</sup> For example, if you want to focus on student achievement, you might use the tag phrase, "Study smarter @ your library." ALA has branded the "@ your library"® tagline through the Campaign for America's Libraries and provides logos and materials for library use. You can download logos on the ALA @ your library web pages.

Marketing in itself is not advocacy, it is about awareness of your brand. When you are advocating, you are asking for

action. The action can be money for staffing, supplies, a bigger space, or anything that will improve outcomes for your teens.<sup>4</sup> So how do you turn branding as a marketing strategy into advocacy? According to a panel discussion sponsored by the Silicon Valley American Marketing Association, we need to identify people who already recognize the benefits of our services to be "brand advocates." Brand advocates find value in a product or service and go out of their way to recommend the services to others. These are the people who will be your strongest supporters when it comes time to ask for help.<sup>5</sup>

It is also important to give your supporters tools to help spread the message. Jackie Siminitus, who reported on the panel discussion in her Library Advocate blog, explains, "Do not 'brand' your advocacy program and urge people to 'JOIN.' Better to say something like 'If you like libraries and librarians, let us know' or 'If you like libraries and

librarians, here are tools for you to help share our message' or 'Say 'YES' to libraries!'"<sup>6</sup>

### C = Collaboration

Collaboration is one way to build your base of brand advocates. By collaborating with others to design programs, you are forging relationships and focusing on outcomes instead of the library as a space.<sup>7</sup>

Collaboration also gives your partners insight into what you can do and what you are capable of. When you collaborate with teachers to incorporate a new technology or research skill into a lesson, they come to see you as a partner who can help support their teaching goals. After a successful collaboration, teachers are likely to tell others in their department about what went well, thereby becoming a brand advocate.

Community collaborations are also a great way to build your brand advocates. Programs such as Read Across America, sponsored by the National Education Association, are a great way to reach out to the community. Partner with a local elementary school and have your teens read to students in lower grades, or invite community leaders to read to your teens. If you have community partners such as these, they will be there to advocate when you need support.

Seek out organizations that have similar goals. For example, the YMCA offers afterschool programs on school campuses. This provides the Y with a space to meet where the teens already gather. In my community their program titled Anaheim Achieves offers students a safe place to be, activities, snacks, and tutoring in a facility available from the time school lets out until 6 p.m. The Y and the school share the common goal of giving teens a safe way to keep busy in the dangerous after school hours of 3 to 6 p.m.

**D = Document**

Document everything. Take pictures and collect statistics so that if your program is in danger of being eliminated you can show what is at stake. Don't forget to share your successes with others in your advocacy network. For example, give a summary of the year's library programs to your PTSA president so they know how you have contributed to academic achievement. Or, count up your library use from the year's sign-in sheets and report to the principal how highly used your facility is.<sup>8</sup>

**E = Elevator Pitch**

According to former YALSA President Linda W. Braun, it is important to always have an elevator pitch ready to educate others about the value of the library within the community. The YALSA publication "Speaking Up for Library Services to Teens" recommends that your message be something short and easy to remember—no more than ten words.<sup>9</sup> For example, in a school library where the most urgent need is to maintain staffing, you might say, "Teacher Librarians teach students how to be twenty-first century learners." Once you have their attention, educate stakeholders with personal stories of the impact of the library on your students. Detailed steps for crafting an elevator pitch are outlined in YALSA's "The YA Advocacy Action Plan Workbook."<sup>10</sup>

**F = Frontline Advocacy**

Frontline advocacy is the way you interact with your teens every day. Every interaction makes an impression, so make sure you give excellent service. This can be as simple as greeting everyone with a smile or saying, "thank you." Strive to be memorable, and encourage your teens to come back for more.<sup>11</sup> For more frontline advocacy ideas, visit ALA's "Frontline Advocacy Toolkit."<sup>12</sup>

**G = Give**

Give stuff away! Everyone loves free stuff. Have teens help design bookmarks to give away. Giving away promotional materials is also an opportunity to get your message out, so include your brand on everything you produce. Use address labels to create sheets of stickers with your logo and tagline to place on everything you give away.

Borrow some pointers from public libraries that run summer reading programs, and run reading incentive programs all year long. If you have a reading program such as Accelerated Reader, you can use it to track students' reading and give out rewards based on the number of books read or quizzes passed. If you don't have a tracking program, give rewards to students who turn in a book review instead.

**H = Helpful**

Being helpful can be as simple as giving good customer service. Greet your patrons with a friendly, "Hello, how can I help you?" If teens know the library is a place they can receive help, they will be there when you ask for help in return. By modeling your advocacy efforts, you can also help teens advocate for themselves. When your library faces a crisis, tell your teens what is happening and ask for their help in gaining support for the programs they want to see continued. Let them know their stories are powerful and how they can appropriately express them through letter writing and speaking at a library or school board meeting.

**I = Inform**

Inform others about your teen services and what the benefits are. This is the public relations portion of your job. For example, when you advertise or give a workshop on your online databases, include the added benefit that this skill gives teens access to

their own library twenty-four hours a day, seven days a week.<sup>13</sup>

Don't forget to involve parents.

Schools can use their PTSA as a friends of the library group by recruiting key advocates in decision-making positions. Connect with your parent community by sending messages through their e-mail listing or newsletter. Keep it positive by focusing on the teens and their needs, not the library needs. Parents are voters, so they are your best advocates. Make sure your parents are ready to step up with letters of support when library programs are in danger. If you need a place to start, AASL has some informative brochures for parents and administrators.

**J = Just Do It**

Get over your fears and get started today! If you wait until your program is being eliminated, you are too late. You need to have your stakeholder support before there is a crisis.<sup>14</sup> A great place to start is with the YALSA blog series "28 Days of Advocacy." This series of blog posts covers topics such as getting over your fears and dealing with disappointment.<sup>15</sup>

**K = Know Your Stuff**

Be knowledgeable about the curriculum taught at your school. When you come across information you think may be helpful to a particular teacher, pass it along. You will make yourself the go-to person for answers when someone wants information. Knowing about the curriculum will also help you provide evidence for how your program supports educational outcomes.

**L = Leader**

Be an instructional leader by volunteering for key committees that make decisions such as the Professional Development

## A School Library Advocacy Alphabet

Committee, Leadership Team, Superintendent's Advisory Council, or School Site Council. Get active in the accreditation committee and make sure your library is represented in the accreditation plan. If you work in a public library, get involved in the library's strategic planning initiatives and make sure your teens take on leadership roles as well.

### M = Meet Teen Needs

To design programs that meet the needs of your stakeholders, you need to connect to something bigger than the library. The bottom line is giving teens the skills that will help them be successful in life. Their job is to finish school and develop a career to become productive citizens. Some of the buzzwords that are trending now in education are: twenty-first century skills, STEM (science, technology, engineering, and mathematics), preparing students to be career and college ready, and educational technology. Make sure you are up on these (and whatever buzzwords come after them) so you can meet the current and future needs of teens and explain to your stakeholders why you do that.<sup>16</sup>

### N = Never Give Up

Many times you will fail in your advocacy efforts. Don't give up. Joyce Valenza in her "Manifesto for the 21st Century School Librarian" insists, "You don't stop at 'no.'"<sup>17</sup>

### O = Ownership

If teens feel a sense of ownership, they will support the library and help to advocate for it. If you have bulletin board or wall space, let your teens decorate the area. Update it frequently so you are always exposing teens to fresh ideas and giving them plenty of opportunities to participate. Design library

programs to help teens take ownership of their lives, hopes, and dreams.<sup>18</sup>

### P = Personal Stories

Whenever you have a success story, ask if you can use it as an example in your advocacy efforts. Talk to your teens and find out what is important to them. These interactions help you bond with your teens and give them a voice.<sup>19</sup> When I was running my Quick Picks for Reluctant Young Adult Readers focus groups, a junior high teen came up to me and hugged me in the library. I was surprised because I didn't know what I had done to deserve a hug, and she told me it was because I brought books to her classroom, and she had never read books until I started bringing them to her study skills class. Teens won't often tell you about how they've been affected, so when they do, it's important to share their successes with others to help tell the story of the value of library's in teen lives.

### Q = Quantitative And Qualitative Data

Quantitative data involves numbers such as your circulation statistics or student assessments. Report these statistics in newsletters, on your library web page, as well as in your annual reports. Qualitative data is made up of the stories, photographs, and student projects that can serve as evidence you can use to gain continued support of your program. Don't be shy about sharing, this is about your teens' success, not you.<sup>20</sup>

### R = Resolution

ALA recently passed a resolution titled "School Libraries and Librarians Are Critical to Student Success." The resolution resolves that school and public libraries need to work together for the

common mission of serving teens.<sup>21</sup> Do you know the key people in charge of teen services in your local public library? Consider doing joint programs such as holding a library card drive at the beginning and end of the school year. Public librarians make sure the school library receives notice of all your programs, especially the summer reading programs. Schools are also a great source of volunteers. Many scholarships require community service, and teens are always looking for ways to fulfill their service requirements. By joining forces, it's possible to make our advocacy efforts twice as strong.

### S = Space

Teens need a dedicated space they can make their own. The community benefits from the teens being involved in safe and productive activities. This is a value for your parents as stakeholders and also your community. Make sure your stakeholders know the value of the space you provide to teens.

### T = Teens

It is essential that we advocate for teens because as they are breaking away from their parents, they want to be independent but still need the guidance of a trusting adult. And, they need adults to speak up for them to make sure they get the services they deserve. Always remember that teens are the reason for the work that we do.

### U = University

Educate yourself using ALA's Advocacy University.

### V = Visible

Attend as many staff meetings as you can to stay in the know. Make yourself a

member of your school's English, reading, and English language development departments, or whatever your core subject expertise is in. Liven up meetings by asking to have a short amount of time on the agenda to booktalk, share something new about the educational community, advertise services, and pass out materials advertising your databases and programs.

### **W = Workbook**

To get started, YALSA has a great Advocacy Workbook to help you outline your advocacy strategy. A well-crafted advocacy plan can help your advocacy efforts run smoothly.

### **X = Xerox®**

Do you have a copy machine in your building? If you do, then you know that it brings a large amount of teacher traffic to your library. Teachers know that the library is the place to produce things. Take this a step further and create a production station where teens can produce their own materials. Some libraries are now creating "maker spaces" where teens create three-dimensional objects. Fayetteville Free Library in New York calls their maker space the "Fab Lab."<sup>22</sup> Have project supplies available for teens to use: stapler, tape, hole punch, scissors, crayons, markers, colored pencils, pencils, pens, ruler, scratch paper, etc. Invite your Manga Club to create their own comic book or help teens make a poetry book collecting the works presented at their poetry slam. Teen-created projects are a great way to demonstrate the direct impact your program has on teens.

### **Y = YALSA**

Keep up your membership in YALSA! Your membership is a great way to put

your money to work for you. YALSA is always looking for ways to advocate for teens, and membership fees help fund these efforts. YALSA does a lot of the hard work of advocacy for you; take a look at the materials on the YALSA "Handouts and Flyers" page on the YALSA website for ready-to-use materials.

### **Z = Zero**

Zero is for no budget. Many libraries depend on fines, donations, fundraising efforts, or friends of the library groups for funding. If you don't have a friends of the library group, ask your teens to form their own teen advisory board and elect a treasurer in charge of fundraising efforts. Many teens have been fundraising for their school and extracurricular activities and are experts at organizing bake sales, chocolate bar sales, car washes, jog-a-thons, etc. Every year I hold a book fair and use a student crew to set up the fair, post flyers, help with security, and take down the fair. Book fairs provide access to new books and also generate prizes to give away. My student crew will "work for books!" and each student earns a free book of their choice for helping out. Also, let the teens help determine how the money is spent to increase ownership. And, while they are fundraising, they can talk with community members about the value of the library in their lives.

### **1...2...3...Go!**

Now that you have the basics, it's time to get started. Start crafting your advocacy plan today. Make sure you are telling your stakeholders who you are, what you do, and how the library improves student learning. Focus on the benefits for teens and how teen programs ultimately benefit the community by providing a place for teens to develop and grow into productive members of the community. Collect their

stories for use in your advocacy efforts to use as examples of how your program made a difference in the life of a teen—because that's what we do, we make a difference in the lives of teens! **YALS**

## **References**

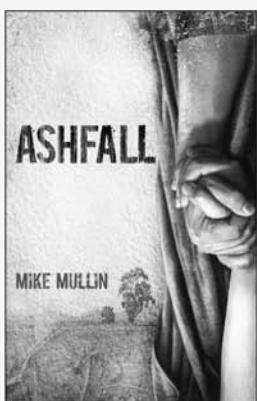
1. American Association of School Librarians, "ESEA Reauthorization." [www.ala.org/aasl/aaslissues/esea/esea](http://www.ala.org/aasl/aaslissues/esea/esea) (accessed August 11, 2012).
2. American Association of School Librarians, "School Library Program Health and Wellness Toolkit." [www.ala.org/aasl/aaslissues/toolkits/slhealthandwellness](http://www.ala.org/aasl/aaslissues/toolkits/slhealthandwellness) (accessed August 12, 2012).
3. Young Adult Library Services Association, "Speaking Up for Library Services to Teens." p. 11. [www.ala.org/yalsa/sites/ala.org.yalsa/files/content/advocacy\\_final.pdf](http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/advocacy_final.pdf) (accessed August 12, 2012).
4. Annette Lamb and Larry Johnson, "The School Library Media Specialist: Advocacy: Promotion: Public Relations, Advertising and Marketing." <http://eduscapes.com/sms/advocacy/promotion.html> (accessed August 12, 2012).
5. Zuberance, "Brand Advocacy Series" 2011–2012. [www.zuberance.com/brand-advocacy-series](http://www.zuberance.com/brand-advocacy-series) (accessed August 12, 2012).
6. Jackie Siminitus, "Identifying Brand Advocates for Libraries." Library Advocate, June 3, 2011. <http://advocate4libraries.csla.net/2011/06/identifying-brand-advocates-for.html> (accessed August 12, 2012).
7. Annette Lamb and Larry Johnson, "The School Library Media Specialist: Advocacy: The Teacher Librarian as Advocate." <http://eduscapes.com/sms/advocacy/advocacy.html> (accessed August 12, 2012).

## A School Library Advocacy Alphabet

8. Young Adult Library Services Association, "The YA Advocacy Action Plan Workbook: Adapted from the YALSA Advocacy Preconference Institute." p. 10. <http://yalsa.ala.org/presentations/AdvocacyWorkbook.pdf> (accessed August 12, 2012).
9. Young Adult Library Services Association, "Speaking Up for Library Services to Teens." p. 8.
10. Young Adult Library Services Association, "The YA Advocacy Action Plan Workbook: Adapted from the YALSA Advocacy Preconference Institute." p. 6.
11. Young Adult Library Services Association, "Speaking Up for Library Services to Teens." p. 3.
12. American Library Association, "Frontline Advocacy Toolkit." [www.ala.org/advocacy/advleg/advocacyuniversity/frontline\\_advocacy](http://www.ala.org/advocacy/advleg/advocacyuniversity/frontline_advocacy) (accessed August 12, 2012).
13. American Association of School Librarians, "Advocacy." [www.ala.org/aasl/aaslissues/advocacy/definitions](http://www.ala.org/aasl/aaslissues/advocacy/definitions) (accessed August 12, 2012).
14. American Association of School Librarians, "School Library Program Health and Wellness Toolkit: Advocacy."
15. Young Adult Library Services Association, "28 Days of Advocacy." February 2009. [http://yalsa.ala.org/blog/wp-content/uploads/2009/04/28\\_days\\_full.pdf](http://yalsa.ala.org/blog/wp-content/uploads/2009/04/28_days_full.pdf) (accessed August 12, 2012).
16. Mark Ray, "Keep it Simple and Sexy." *Teacher Librarian*, December 2011, 64–65.
17. Joyce Valenza, "You Know You Are a 21st Century Librarian If. Manifesto for 21st Century School Librarians." October 2010. <http://informationfluency.wikispaces.com/You+know+you're+a+21st+century+librarian+if+.++> (accessed August 12, 2012).
18. Young Adult Library Services Association, "Speaking Up for Library Services to Teens." p. 3.
19. Young Adult Library Services Association, "Speaking Up for Library Services to Teens." p. 8.
20. American Association of School Librarians, "School Library Program Health and Wellness Toolkit: Advocacy."
21. American Library Association, "Resolution That School Libraries and Librarians Are Critical to Library Success." June 25, 2012. <http://blog.schoollibraryjournal.com/neverendingsearch/files/2012/06/schoollibresolutionfinalrevisions.pdf> (accessed August 12, 2012).
22. T.J. McCue. "First Public Library to Create a Maker Space." *Forbes*, November 15, 2011. [forbes.com/sites/tjmccue/2011/11/15/first-public-library-to-create-a-maker-space](http://forbes.com/sites/tjmccue/2011/11/15/first-public-library-to-create-a-maker-space) (accessed August 12, 2012).



### NOW IN PAPERBACK



NPR's 2011 Top 5 YA Novels  
Kirkus Reviews  
Best Teen Books of 2011  
YALSA  
Best Fiction 2011 selection  
ABA 2011  
New Voices selection  
ABC 2011  
Best Books for Children  
IRA Children's Choice 2012

**Ashfall**

Mullin | Ages: 14+ | ISBN: 978-1-933718-74-3 | 476 pp. (pb) | \$10.95

### THE HIGHLY ANTICIPATED SEQUEL



**Ashen Winter**

Mullin | Ages: 14+ | ISBN: 978-1-933718-75-0 | 584 pp. (cl) | \$17.95

As fast, furious, action-packed, and, yes, gruesome as *Ashfall* . . . what will stay with the reader is how the characters save each other from the worst.

—Booklist

Distributed to the trade by PGW/Perseus and major wholesalers  
[www.tanglewoodbooks.com](http://www.tanglewoodbooks.com)

 **Tanglewood**

Working with teen parent families demands a high level of staff effort aimed at a small population, but the impact can be extremely significant in terms of benefits for both the teens and their children. Teen parents can face issues that would be difficult and challenging for competent adults: chaotic and unstable home environments, poverty, and unsafe neighborhoods with limited transportation, access to social services, or access to healthy food. The positive interventions that library services for teen parents offer can help reduce some of the negative outcomes associated with teen parenting: low academic achievement and dropping out of high school, living in poverty or on public assistance, the likelihood that teen parents' children will enter kindergarten with a lower level of school readiness, and living in foster care. While libraries cannot mitigate all these problems, our programs can help by supporting teen parents in their personal development and in their role as their child's first teacher. Libraries also provide them with a safe haven and "third place" to go, adding both fun and practical enhancements to their families' lives.<sup>1</sup> This primer covers the basic factors and concerns that need to be considered when developing a library teen parent program, along with solutions from libraries with successful teen parent services.

Teen parents, like other teens, are working through the maturation process, but they have the added responsibility of parenting a young child. Finding the balance between providing the stability and unconditional love needed by a child for healthy development, and the tasks of adolescent growth—formation of identity, establishment of independence, and development of meaningful peer friendships—is the challenge of being a teen parent. One of the best rationales for libraries' outreach to teen parents is that

# A Primer for Teen Parent Services: Issues, Program Development, and Advocacy

By Ellin Klor

our multifaceted services can support all these aspects of teen parent life.

## Like All Teens, Teen Parents Want Respect from the Adults in Their Lives

Given that many teen parents may not have many positive adult role models, it is incumbent upon library staff to take on that task by being patient, compassionate, flexible, nonjudgmental, and committed to listening to them, taking them seriously and giving them positive praise.

A special area of sensitivity for teen parents is their skill at parenting, especially when they are trying to control their

children's actions in public places like the library. Often teen parents are not aware of the library's expectations vis-à-vis parents' responsibilities for monitoring their child's behavior, and it is critical for staff to be empathetic as they enforce the rules.

## Flexibility Is Absolutely Essential at All Levels of Teen Parent Services

Factors beyond the library's control, especially logistical issues, are inevitable. Typical instances are restrictive scheduling that has an impact on availability for library visits, no library visits by the children due to the lack of safe transportation (i.e., car

---

**ELLIN KLOR** is a Family Literacy Librarian at the Santa Clara City Library in Santa Clara, California. She holds an MLS from the Simmons Graduate School of Library and Information Science and is the coauthor, with Sarah Lapin Nordhausen, of *Serving Teen Parents: From Literacy to Life Skills* (Libraries Unlimited, 2011). Contact Ellin at [ellinklor@sbcglobal.net](mailto:ellinklor@sbcglobal.net).

### Literacy and Storytime Resources for Teen Parents

*Baby Play And Learn: 160 Games and Learning Activities for the First Three Years*  
by Penny Warner  
*Read It! Play It! With Babies and Toddlers*  
by Joanne and Stephen Oppenheim  
*Gymboree Baby and Toddler Play: 170+ Fun Activities to Help Your Child Learn Through Play*  
by Gymboree  
*Supporting Early Literacy in Natural Environments: Activities for Caregivers and Young Children*  
by Angela Notari-Syverson and Krysten Ritter

seats), or events in the teens' lives that prevent them from participating in programs on a consistent basis, which means that the composition and size of your groups will be highly variable, and attendance is rarely consistent, both in terms of who participates and the number of attendees.

Challenges like these, and more, are a part of working with teen parents. Adaptability, patience, and creative solutions are necessary. One must accept the fact that the services in such limiting situations are less than ideal, but meaningful and important nonetheless. Defining your core goals and practices can help you maintain reasonable expectations and will provide perspective on how much you have accomplished.

### Collaboration Is Key to Successful Teen Parent Services, Both During Development and on an Ongoing Basis

The most expedient way to initiate teen parent services is collaboration

with another organization that sponsors a teen parent group—a high school center for pregnant and parenting teens, a teen parenting class, a health clinic support group, and so on.

Why look outside the library to find teen parents? It is difficult to identify teen parents in the general library user population, as many may not be established library users, and the demands of school, work, and parenting may not allow them time to hang out in the library, with or without children. That's why it is most practical to find the critical mass of teen parents needed to establish dedicated programming through social service and nonprofit organizations that serve adolescents in your community. Partnering with other organizations will have long-term benefits. It raises the library's and teen services' profiles in the community, and offers the potential of additional funding opportunities and support. In fact, grant funders often make community collaboration a requirement for funding.

In-house collaborations among library staff have the potential to give teen parents the life skills support they so desperately need. Children's and youth services staff can provide early literacy and parenting programs and services, reference staff can develop information literacy training on topics like employment and vocational training opportunities, and literacy staff can offer reading and writing support for the teens and offer you assistance with writing grant proposals. The higher the level of engagement of all library staff in teen parent services, the better the results and long-term commitment to the program will be. Additionally, avid supporters of your work, both inside and outside the library, can be your best advocates.

### Developing Teen Parent Services Should Be a Thoughtful Process

Successful teen parent service development requires definition of your mission (purpose), goals (specific accomplishments), strategies (methods to achieve your goals), objectives (specific results), and activities (what is actually done; i.e., an early literacy storytime or library scavenger hunt).<sup>2</sup> Establishing this framework clarifies your focus and makes planning, budgeting, and execution easier.

An example of a mission/goals/objectives/activities model is:

**Mission:** Help teen parents prepare their children to succeed in school.

**Goal:** Develop teen parents' knowledge of early literacy concepts and motivate them to use the concepts with their children at home.

**Objective:** Present four early literacy workshops to teen parent group.

**Activities:** Adapt ALA's Every Child Ready to Read curriculum for use with teen parents for early literacy workshops. Establish home libraries by giving participants age-appropriate children's books at each workshop.

### There Is Ample Evidence to Support Advocating for Teen Parent Services

The essence of advocacy is telling a powerful story to the people who need to hear it. The teen parent story has three components: first, the documented national statistics and information on outcomes for teen parent families; second, the stories of the teen parents in your community; and third, the good work that you do with them. The first two will garner support for starting a teen parent services project, and the last will sustain it on an ongoing basis.

The National Campaign to Prevent Teen and Unplanned Pregnancy can supply a raft of statistics, including these:

- 38 percent of teen girls who have a child before age 18 get a high school diploma by age 22
- 67 percent of teen mothers who moved out of their own families' household live below the poverty level
- children born to mothers younger than 18 years old score significantly worse on measures of school readiness, including math and reading tests
- teen childbearing costs taxpayers at least \$9 billion each year, including public sector health care costs, increased child welfare costs, increased prison costs, and lost tax revenue.<sup>3</sup>

While specifics are avoided for reasons of privacy, experienced staff at your partner agency can provide general background information on their teen parent clientele. Their situations—homeless or living in foster care, struggles to pass high school exit exams, premature births, etc.—eloquently demonstrate the critical need for library services. Your advocacy must articulate to library staff and administration, funders, partners, and the teens themselves how the library services and programming you offer can help them improve their lives (help them graduate from high school and avoid living in poverty, and help them to be better parents and prepare their children for school success). As your services develop over time, it is important to document specific connections between the efforts you have made—introducing early literacy concepts, booktalking, library resource instruction, etc.—and changes in behaviors—parents reading aloud to their children, reading more for pleasure, or using the library's collections. While anecdotal stories are great, the use of simple evaluation forms at the beginning and conclusion of your

program or series of programs provide concrete evidence.

### Funding for Teen Parent Services Can Come from a Patchwork of Sources

Few public libraries today have the budget or staff to fully fund a new service. Hopefully, staff time can be an in-kind contribution coupled with grants or donations for books and supplies. Full grant funding, including staffing, usually focuses on specific outcomes, and can be sought from national, state, or local sources.

Many teen parent services begin as grant-funded projects, and when the grant ends there is the challenge to incorporate them into the library's ongoing services. One of the best strategies for longevity is planning and executing an exceptional initial service or project.

The teen parent services offered by the Santa Clara City Library in Santa Clara, California, for the Santa Clara Unified School District's Young Parents Center (YPC) are a case in point. Year one was funded by an LSTA Family Literacy grant through the California State Library. Years two and three were funded through a federally funded Even Start grant administered by the school district; funding was continued based on the positive responses to the program from the Young Parents Center's teachers and students. The fourth year of funding was from the Library Friends and Foundation. In general they do not fund staffing, but chose to make an exception for the YPC program rather than let it end. Next year's support will come from a private trust that is intended to benefit children at risk. In addition, grants from the Lois Lenski Covey Foundation and Margaret Edwards Trust have funded the purchase of onsite deposit collections of teen and children's books. While none

of this funding is permanent, the library is making it a priority to keep the program going.

Maintaining this service would not be possible if library administrators were not committed to it, and if they did not receive positive feedback from service partners. Potential supporters and decision makers in your library and community—library staff and board members, elected officials, local foundations and corporations—all need to hear your story. Telling the story of your teen parent services through professional publications and conferences will also further enhance the library's reputation and deepen its commitment to continue them.

### Offer Programs and Services for Teen Parents That Recognize the Duality of Their Needs and Interests as Teens, and as Parents

When planning programs it is important to tailor the services to your teen parents group and take into consideration their age, culture, language, interests, learning needs, and goals. This information can be elicited both from the adult staff who work with the group at the partner agency and through a discussion of activity options with the teens. While the teen parents' interests and needs may be different from those of your mainstream teen population, like their peers they enjoy interactive activities that engage them. It is especially important to adapt lecture-based parent programs like Every Child Ready to Read, or information literacy training into a discussion or hands-on format. Successful programs use this structure: introduce the what and why of your program, model how to do the activity, and then guide the group in practicing the activity. This format will work for anything from a craft

program to a discussion on reading aloud to your child.

The logistics of teen parent programs must be carefully thought through. Consider the facility's features when planning activities, and always have duplicate supplies to cover mistakes or an unexpected number of participants. Reminders, by phone or e-mail, will boost attendance. Programs that are only for parents will only work if child care is offered; it is important to include child care costs in budget planning or work with your partner agency to provide child care.

Due to economic constraints, teen parents may not be as enmeshed in the digital world as their peers. While most have cell phones, they may not have data plans that include Internet access nor have any computer access at home. Therefore, the library can fill a vital role as the connector to the world of online information, especially in the areas of health, careers and vocational training, and parenting. While the Internet cannot substitute for professional advice or care, it offers short-term answers for teen parents when financial, time, or transportation constraints limit access to physicians, academic advice, or counseling. Teen parents potentially are unsophisticated consumers of digital information and can benefit from information literacy instruction. As with any group, the key to success is to design a presentation that appeals to their interests, make the experience hands-on, and allow them time to just browse.

Economic necessity often forces teen parents' educational goals to be oriented toward vocational skills rather than four-year colleges. Library resources can help them explore careers and find schools that offer the training they need. Even offering some variation on the classic library tour (such as making the activity a scavenger hunt) is important to ensure that

teens are aware of what the library's collections hold.

Parenting concerns like nutrition, sleep, and discipline can be the basis for meaningful discussion and learning. Often local "experts" will volunteer their time to meet with a teen parent group, but with adequate background preparation a library staff member with whom the teens interact comfortably can also lead a discussion. When discussing parenting topics, utilizing the Brazelton Touchpoints Center strengths-based approach can help teen parents recognize their competencies and be open to building on them. This model recognizes that the parent is the expert on the child, is the child's first and most important teacher, and that the parent wants to contribute to the child's healthy development.<sup>4</sup>

Children's books on important topics of childhood can also be used as springboards for discussion. The simple format of picture books can help teen parents better understand concepts and emotions, see the world through their children's eyes, and recognize that books can be used to teach their children life lessons in a positive way.

Prior to planning booktalk or book discussion programs, check with partner agency staff on the general literacy level of the group. Some teen parents may be reading below grade level and will be frustrated if a book they wish to read is too difficult. There are several strategies that can substitute for traditional booktalks and book discussions. In a classroom situation, encourage the teacher to read aloud a novel with a compelling theme to the class. Like many parents, teen parents enjoy hearing humorous or sophisticated picture books like *How Are You Peeling?* by Saxton Freymann or one of Mo Willems's "Pigeon" picture books.

Recreational pastimes like crafts, cooking projects, and self-care offer teen

parents opportunities for relaxation and personal self-expression. Many teen parents may have had limited experience with these pursuits, so the most successful activities are simple projects that blend a structured process with the possibility of individuality. Using purchased blank board books to make personalized books for their children or making homemade toys like playdough are crafts that are uniquely suited to teen parents. Always make a test run sample example of any craft or project and note the time that is involved to complete the process.

Two types of programs are beneficial to groups with parents and children together—early literacy based storytimes and organized play activities. Storytimes offer opportunities to model early literacy skills, teach rhymes, fingerplays, and other interactive activities. Teen parents can be reluctant to participate, being concerned about looking silly in front of their peers. Over time they may come around. Nevertheless, always include both parents and children in storytime programs. Observing the pleasure that reading aloud, songs, and fingerplays give their children is a key motivator to encourage young parents to continue these activities on their own.

Young parents may not realize the importance of parent-child interaction for their child's development and well-being, and may also be unsure of exactly what to do. Interactive play encourages verbal interaction, the basis for learning speech, and teaches a variety of basic intellectual skills like visual discrimination and cause and effect. Everyone can learn and experience the power of play through structured play activities. Using ideas from sources such as *Gymboree Baby and Toddler Play: 170+ Fun Activities to Help Your Child Learn Through Play* or Penny Warner's *Baby Play and Learn*, it is possible to set up preschool style "stations," and

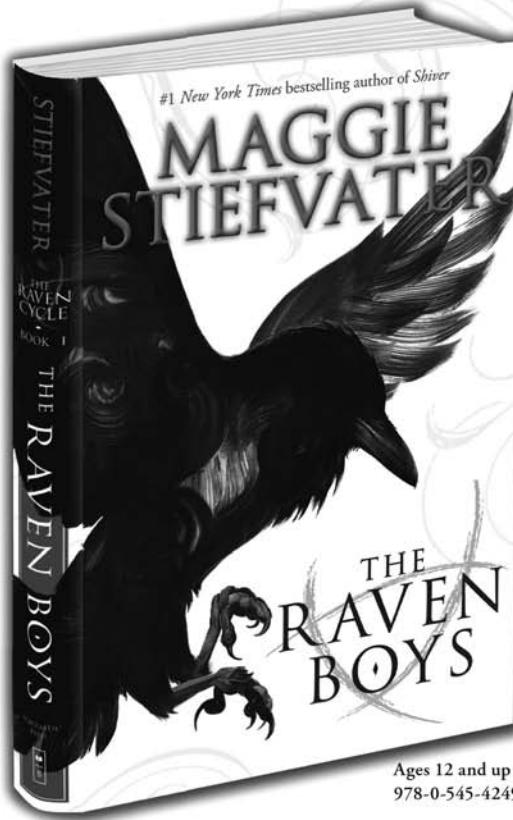
have parents participate in play activities with their children. Often the teens have as much, if not more, fun than their children. Be mindful that the children of teen parents can be developmentally young for their ages and plan storytimes and activities accordingly.

Initiating and sustaining library services for teen parents and their families requires commitment, creativity, flexibility, and patience. It is important to maintain a long-term perspective on the results, and enjoy those peak moments when everyone is happily engaged with the activity at hand, knowing that your advocacy of teen parent services benefits two generations at one time. **YALS**

## References

- Ellin Klor and Sarah Lapin. *Serving Teen Parents: From Literacy to Life Skills*. Santa Barbara, Calif.: Libraries Unlimited, 2011.
- Carter McNamara. *Nuts-and-Bolts Guide to Nonprofit Program Design, Marketing, and Evaluation*. Minneapolis, Minn.: Authenticity Consulting, 2002.
- National Campaign to Prevent Teen and Unplanned Pregnancy. "Why It Matters: Teen Childbearing, Education, and Economic Wellbeing." July 2012, accessed August 12, 2012. [www.thenationalcampaign.org/why-it-matters/pdf/Childbearing-Education-EconomicWellbeing.pdf](http://thenationalcampaign.org/why-it-matters/pdf/Childbearing-Education-EconomicWellbeing.pdf)
- T. Berry Brazelton and Joshua Sparrow. "The Touchpoints Model of Development" 2003, Brazelton Touchpoints Center, accessed August 12, 2012. [www.brazeltontouchpoints.org/wp-content/uploads/2011/09/Touchpoints\\_Model\\_of\\_Development\\_Aug\\_2007.pdf](http://www.brazeltontouchpoints.org/wp-content/uploads/2011/09/Touchpoints_Model_of_Development_Aug_2007.pdf)

★ “Compulsively readable, marvelously wrought.”  
*—Kirkus Reviews, starred review*  
 Printz Honor-winning author of *The Scorpio Races*



SCHOLASTIC™ Scholastic Inc.

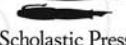
Ages 12 and up • 416 pages  
 978-0-545-42492-9 • \$18.99

★ “One unexpected and wonderful surprise after another... A marvel of imagination.” *—Booklist, starred review*

★ “Haunting...A tour de force.” *—Publishers Weekly, starred review*

★ “Intriguingly overlaid with history, myth, and legend.”  
*—Publishers Weekly, starred review*

Discussion guide available at [scholastic.com/ravenboysguide](http://scholastic.com/ravenboysguide)

  
 Scholastic Press

  
[thisisteen.com/books](http://thisisteen.com/books) | [maggiestiefvater.com](http://maggiestiefvater.com)



# feature

Hot Spot: Advocacy

## Advocacy, Teens, and Strategic Planning

By Krista King

**H**ives. Headaches. Endless meetings. Headaches. That awkward moment when standing up for your beliefs leads to an uncomfortable confrontation. More headaches. Cold sweats. Steely stares. Hand wringing.

Did I mention the headaches?

These are all powerful feelings and reactions, albeit perhaps a bit psychosomatic, that often come to mind when librarians of all stripes attend that fateful meeting when they are asked to bear the burden of exploring, innovating, revising, and downright fighting it out over their organization's strategic plan. But does the strategic plan always have to be so fraught with anxiety and frustration? Has anyone ever had a positive strategic planning experience? And furthermore—

do we have to keep doing things the same old way?

Yes and no. No matter how much teamwork goes into the planning process, there are always going to be times when someone's feelings get hurt and departmental goals and passions may be pitted against one another. However, on this latest go around of my library's strategic planning process, I was never happier to be in my current position as a teen librarian.

Though many don't want to go near teens with a ten-foot pole, it is the inherent "risk" of working with this group that ultimately allowed me to feel a certain freedom to advocate more fiercely on behalf of the age group. In previous mission statements and service goals of my library, teen services were not adequately covered. As a teen librarian I felt it was my

responsibility to my professional beliefs, as well as a responsibility to the staff I work with, to highlight this service area so it could expand and grow.

Though our library was already doing a fantastic job serving teens, the strategic planning process allowed our staff to take a risk, that was at first met with some caution and hesitation, to ultimately take a step forward in how we understand and address teen services. We did this by actually including teens as part of this planning process.

Teens' sheer enthusiasm, or at least their wit and biting humor, can quickly spin any dull or avoided task, including strategic planning, on its head. Furthermore, during this latest strategic planning process, I was reminded how teen librarianship can be most rewarding when you, and your teens, are willing to take risks. After much rallying over an initial month of staff meetings, I was delighted when approached by the Strategic Planning Manager who relayed that our library's director wanted to appoint a teen to the community leaders committee. This set off a series of frantic brainstorming, e-mailing, and "Facebooking" in search of the perfect teen to participate. Ultimately I was led to the answer right under my nose; our library's own Teen Advisory Group (TAG).

Our library's former TAG Vice President, Ian McManus, served as the sole teen representative among a panel of about a dozen community leaders. Of a half dozen teens on the library's TAG who expressed interest in serving their peers in this process, Ian was ultimately nominated and elected, during a series of TAG meetings over a two-month period, for his ability to confidently and maturely articulate not only his own opinions about the library, but also those of teens in the wider county community. Following is a conversation Ian and I had on his experience in the library's strategic planning process.

---

**KRISTA KING** is the Teen Librarian for Boone County Public Library in Burlington, Kentucky, where she serves as the coordinator for the Teen Advisory Group (TAG). She received her MLS from the University of Kentucky where she acted as Graduate Assistant for the McConnell Conference on Youth Literature. She just finished a year as a protégé in the YALSA Mentor program and is a reader for the 9 to 12 grade category of the Kentucky Bluegrass Award. She is also an avid Nerdfighter; DFTBA!

## Ian Speaks Up

**KK:** *Why is it important for teens to have a say in the library's strategic plan?*

**IM:** When deciding what direction to move in at the library, the needs of the teen community must be considered simply because the services that the library provides are invaluable to teenagers. Whether it is for computer access, space for study groups, or books for reading assignments, the library system works to help teens with the demands of their lives.

**KK:** *How did you prepare for the meeting? Did you get other teens involved in the process? What did teens most want to see in the library's future?*

**IM:** When I was asked to represent the teen community, I felt obligated to interview as many teenagers as I could on what they wanted from their library, as opposed to relying on only my opinion. I was aided in this endeavor by my fellow members of TAG, a group of teens in Boone County that helps the library plan and run teen events, who let me interview them. This information was further added to by Shannon Duck, a TAG member and classmate, who interviewed students at Boone County High School. The requests from interview subjects often revolved around technology, for example, e-book support and separate computer spaces for teens. Thankfully, the library is already working on meeting these requests by expanding their online collection and setting up computers in teen areas.

**KK:** *What surprised you the most about the process?*

**IM:** Going into the meeting I was afraid that the effort I put into gathering information beforehand would go to waste because the other panelists wouldn't take me seriously. I was pleasantly surprised by the adults' willingness to listen to me and my research.

**KK:** *Did you agree or disagree with the views of the adults on the panel? How did they treat you? Did you feel respected?*

**IM:** For the most part I agreed with the views of the adults, especially with the educators on the panel. At no point in the process did I feel disrespected or unappreciated; in fact, I felt like my input was taken as seriously as any other panelist.

**KK:** *What would you change about the process if you were to go through it again?*

**IM:** There were points in the meeting that I felt the conversation on a single subject tended to drag on long after a consensus had been reached and so I feel that a quicker, more efficient pace could be adopted in the discussion.

**KK:** *What skills did this process help you build for future jobs or activities?*

**IM:** By participating in the meeting I gained valuable experience in working in a professional group environment as well as honing my public speaking skills.

## Strategically “Planning” with Developmental Assets

Not every library may be ready to take the leap to put together a teen advisory group or allow teens to participate in the strategic planning process. Yet, teen involvement in library processes not only helps teens grow up successfully but also demonstrates why it is so important that libraries serve teens. Those considering teen involvement in library planning and advocacy can use the “40 Developmental Assets for Adolescents”<sup>1</sup> as a framework for connecting teen participation to successful development.

Developed by the Search Institute, the “40 Developmental Assets” is a guide for adults in a teen’s life to “help influence choices young people make and help them become caring, responsible, successful adults.”<sup>2</sup> Through “everyday wisdom”<sup>3</sup> and practical conversation starters, the Developmental Assets highlight practical social competencies and positive values that help to build adolescent confidence

and self-esteem through participation in family, peer group, and community activities.

Two assets were strongly supported by Ian’s participation in the library’s strategic planning process.

- In the Empowerment asset the Search Institute highlights the importance of community valuing youth and seeing youth as a resource. The library showed that we valued teens, not only in the creation and support of TAG, but by having Ian, as our TAG Vice President, serving as the teen representative in the strategic planning process.
- In the Social Competencies area the Search Institute highlights planning and decision making and the importance of becoming interpersonally competent. From the beginning of his involvement in the strategic planning process, Ian had to talk and negotiate within his peer group to learn what they thought was most valuable to the library, and what they wanted to see from the library in the future. Ian delegated activities, such as homeroom interviews, to other TAG members, which he then organized and reported to the community group during the strategic planning committee meeting. Throughout these activities, his courage and ability to articulate peer needs strengthened the perception of Ian as a leader to those in TAG and at his school.

## Teen Library Advocates Gain Life Skills

Whether it is through an after school program, or a TAG or strategic planning process, teens are afforded an opportunity to develop pieces of their personality, such as serving others and learning positive peer

**Book Talks**

# FREE BOOK TALKS

for SMART, Promethean, and Mimio Boards!

Engage students instantly with interactive, ready-made Book Talks designed for the big board!

Tested in libraries and classrooms, interactive Book Talks are a powerful way to connect kids with great books.

TO DOWNLOAD BOOK TALKS, GO TO [WWW.ANNICKPRESS.COM](http://WWW.ANNICKPRESS.COM)

 annick press [www.annickpress.com](http://www.annickpress.com)  
distributed by Firefly Books [www.fireflybooks.com](http://www.fireflybooks.com) 1-800-387-5085

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

influence, when they get involved in advocacy endeavors. Whether the gestures are big or small, the mere inclusion of teens in library activities beyond traditional teen services will strengthen teens' leadership skills. These skills will naturally grow and lead to more moments of leadership in future educational and professional experiences.

When done right, the benefits of teen participation in a library advocacy activity can extend to library staff, empowering them to take more risks to grow and define their library's brand and reputation. As noted in YALSA's publication *Risky Business*, "It is important to give teens opportunities to gain assets by giving them the chance to take the risks necessary to do so."<sup>4</sup> It is also important to give library staff opportunities to support assets by giving them the chance to think expansively, work creatively, and by giving them the support needed to be "risky." YALS

## References

1. Search Institute. "40 Developmental Assets for Adolescents," Search Institute, 2007, accessed August 12, 2012. [www.search-institute.org/content/40-development-assets-adolescents-ages-12-18](http://www.search-institute.org/content/40-development-assets-adolescents-ages-12-18)
2. Search Institute. "Developmental Assets," Search Institute, accessed August 12, 2012. [www.search-institute.org/developmental-assets/](http://www.search-institute.org/developmental-assets/)
3. Ibid.
4. Linda W. Braun, Hillias J. Martin and Connie Urquhart. *Risky Business: Taking and Managing Risks in Library Services for Teens*. Chicago: American Library Association, 2010, 6.

- Auguste, Margaret. *VOYA'S Guide to Intellectual Freedom for Teens*. VOYA Press, 2012, ISBN: 978-1-61751-007-6, 204p, \$32 (VOYA subscribers); \$40 (all others).
- Bernier, Anthony (editor). *VOYA'S YA Spaces of Your Dreams*. VOYA Press, 2012, ISBN: 978-61751-011-3, 244p, \$40 (VOYA subscribers); \$50 (all others).
- Danner, Brandy. *Dark Futures: A VOYA Guide to Apocalyptic, Post-Apocalyptic, and Dystopian Books and Media*. VOYA Press, 2012, ISBN: 978-1-61751-005-2, 242p, \$40 (VOYA subscribers); \$50 (all others).
- Plumb, Daria. *Commando Classics: A Field Manual for Helping Teens Understand (and Maybe Even Enjoy) Classic Literature*. VOYA Press, 2012, ISBN: 978-1-61751-008-3, 300p, \$40 (VOYA subscribers); \$50 (all others).

These four new guides from VOYA Press will prove invaluable to those, whether a school or public librarian, who add them to their professional collections. All clearly written or edited by experts in their particular field of focus, VOYA offers up a well-rounded group of resources for practitioners.

Margaret Auguste in *Intellectual Freedom for Teens* has pulled together a stellar resource for use during Banned Books Week and far beyond. The book lives up to its promise in the introduction, which states it "will give librarians the tools that they need to fight against censorship and for intellectual freedom for young people." These tools include suggestions of partnerships that support intellectual freedom related programming, ideas of educational activities for the classroom, suggestions on where to find pertinent booklists, summaries of both formal and informal challenges and cases, and the steps to take and critical components to include when creating a selection and intellectual freedom policy. Auguste further provides clear and concise examples librarians and administrators can use when responding to a challenge, as well as information on how to preemptively prepare (i.e., having alternative reading suggestions that share a theme with required reading texts) for challenges. Early chapters focus on the themes that often get cited in challenges (sexuality, violence, profanity, religion) with each chapter including a variety of viewpoints and information on how librarians can take action. Later chapters focus on the frontline people often involved with challenges and include a section each for authors, librarians, teachers, and teens. Each section includes resources and methods for addressing challenges.

*VOYA'S YA Spaces of Your Dreams* is a compilation of spaces profiled, from 1999 through 2010, in VOYA's feature articles of the same name. Editor Anthony Bernier provides a thorough introduction that includes a summary of findings from a follow-up survey he conducted with the staff of the profiled YA spaces. While not all the libraries responded, the survey does provide a good overview of the

space-related trends noted and experienced by the librarians. This includes what is popular in teen space over time, the increase or decrease in the amount of square footage of YA space to total library space, and the impact of organizational changes on YA space. This preface sets the stage for the trends demonstrated through the years covered by the compilation. Divided by total square footage of YA spaces, from small being less than 500 square feet up to large being more than 1001 square feet, and progressing from 1999 up through 2010, this compilation provides something for everyone. The volume includes sketches, drawings, and pictures of spaces profiled in later years. Having these profiles all in one place, school and public librarians have a handy tool to use when planning for a new or renovated space; or advocating for one. Features and positive aspects from the different spaces can be combined for the next dreamy YA space.

With the overwhelming success of dystopian publishing post *Hunger Games*, *Dark Futures* will be a welcome addition to any professional shelf. Covering not just books, but also media, Brandy Danner created a resource that can be used to assist in readers' advisory, book discussions, booktalking, and curriculum support. Deftly broken out into thematic categories, including nonfiction, this guide can be used to target specific titles or for more broad, overarching topics. With summaries; read-a-like suggestions; and notation of potential audiences covered in each category, for not just current titles but also classic titles in the genre, readers are provided with resources for making great suggestions to teens, teachers, parents, and colleagues. The inclusion of media expands the title and provides potential programming connections.

*Commando Classics* lives up to its subtitle of being a *Field Manual for Helping Teens Understand (and Maybe Even Enjoy) Classic Literature*. Organized in steps that are both easy to follow and inspiring, Daria Plumb writes frankly about the challenges and frustrations associated with this topic, and focuses on methods for moving past them in the library and the classroom. Included in the manual are tips for programs that will connect literature with the reader and an arsenal of resources including sample text sets (with a focus on plot as opposed to literary analysis) for use in taking on many classics that are most frequently required reading. Plumb has created a manual that can be just as smoothly read beginning to end as picked through for specific needs. It further provides the librarian with tactics and ammunition for working with a teacher who may seem skeptical at first about using these methods to teach classic literature in the classroom. After reading this volume, any reader will feel well equipped and ready to become a "commando librarian" for their teens.

Collectively, these four new resources are worthy additions to any professional collection, for school and public librarians, newbies and veterans alike.

—Stephanie A. Squicciarini, Teen Services Librarian,  
Fairport (N.Y.) Public Library

Ludwig, Sarah. *Starting from Scratch: Building a Teen Library Program*. Santa Barbara, Calif.: Libraries Unlimited, 2011, ISBN: 978-1598846072, 202p, \$40.

Drawing on her own experiences designing her library's teen space and services, Ludwig offers this enthusiastic and supportive guide for the new teen services librarian. Although this guide's primary audience is those who will be serving teens in public libraries, there is a lot of information and practical advice that school librarians or anyone new to library work may also find helpful, including creating policies, drafting budgets, navigating organizational politics, and collaboration. *Starting from Scratch* covers a lot of ground in just over two hundred pages, providing an overview of teen spaces, collection development, programming, teen advisory boards, outreach, budgets, professional development, and more, and presents it in a way that isn't overwhelming. Many sections include lists of websites and additional resources that librarians can turn to for further information. This resource will serve the new teen librarian well, providing an effective structure for organizing time and energy, and bringing an awareness of all of the elements needed in order to be successful and do one's best work. The author is positive and encouraging—as Ludwig says in the introduction, "Best of luck. You will be amazing."

—Karin Thogersen, Huntley (Ill.) Area Public Library

Agosto, Denise E., and June Abbas, eds. *Teens, Libraries, and Social Networking: What Librarians Need to Know*. Santa Barbara, Calif.: Libraries Unlimited, 2011, ISBN: 978-1598845754, 184p, \$40.

This collection of articles, which is dominated by research-based findings and practical recommendations by doctoral level teachers of library and information science, brings the challenge of social networking into a manageable perspective for youth services librarians. Those who know little or nothing of Facebook, MySpace, Ning, and the variety of other networks available will be at home with the clear and concise explanations of why teens use them and how we can meet them there to deliver services they would miss if they did not visit a physical library. Issues of privacy and security are addressed with a realistic view of concerns that often keep adults from approving of or engaging in social network use, balanced with the benefits of such use to adolescent development, facility with technology, and identity formation. A few chapters are written by teen librarians who work with this population on a daily basis and balance the more academic tone of the rest of the volume; looking at another library and how the staff handles social networking challenges is vastly different from actually working in the environment. The bottom line from all involved in this project is that we need to listen to our teens, discover what they need, and where they are looking for it. This is not just for our own job security, but for the benefit of our young adults' lives now and in the future. **YALS**

—Kerry L. Sutherland, Akron-Summit County (Ohio) Public Library

## Guidelines for Authors

*Young Adult Library Services* is the official publication of the Young Adult Library Services Association, a division of the American Library Association. *Young Adult Library Services* is a vehicle for continuing education of librarians working with young adults (ages twelve through eighteen) that showcases current research and

practice relating to teen services and spotlights significant activities and programs of the division.

For submission and author guidelines, please visit [www.yalsa.ala.org/yals/](http://www.yalsa.ala.org/yals/) and click on "Submissions."

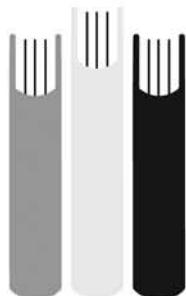
## Index to Advertisers

iPhone.....	9
Annick Press.....	26
Disney-Hyperion Books .....	Cover 4
Scholastic (The Letter Q) .....	6
Scholastic.....	23

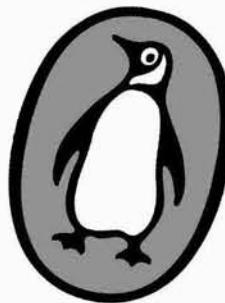
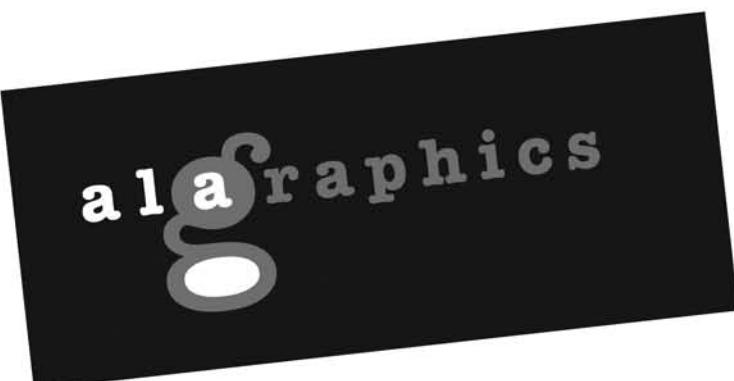
Tor/Forge Books.....	Cover 3
Tanglewood Publishing .....	18
TRWthanks .....	29
Webinar .....	12



would like to thank the following partners for their generous support of Teen Read Week™



**DOLLAR GENERAL®**  
LITERACY FOUNDATION



Penguin Young Readers Group

YALSA would also like to thank YOU for celebrating Teen Read Week in your library! Thanks for all the work you do to raise awareness in your community about the great services and resources your library has to offer teens and their families!

Mark your calendar for next year's  
Teen Read Week: Oct. 13–19, 2013



# the YALSA update

## ASSOCIATION NEWS

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

### Read YALSA's 2012 Awards Speeches

Speeches from YALSA's 2012 literary award winners are available online at [www.ala.org/yalsa/2012-speeches](http://www.ala.org/yalsa/2012-speeches). Access PDF and video versions of this year's speeches, including but not limited to those from:

- Susan Cooper, winner of YALSA's 2012 Margaret A. Edwards Award for significant and lasting contribution to young adult literature.
- Steve Sheinkin, winner of Yalsa's 2012 Nonfiction Award for his book, *The Notorious Benedict Arnold*.
- William Morris and Michael L. Printz awards-winning author, John Corey Whaley, for his book, *Where Things Come Back*.

YALSA also offers free bookmarks, spine labels, bookplates, and more featuring its 2012 award winners. All of the free tools can be found at [www.ala.org/yalsa/best](http://www.ala.org/yalsa/best).

### Network with Peers and Get Up to Date on the Latest Trends at ALA's Midwinter Meeting

Join YALSA January 25 to 29 in Seattle

YALSA has big plans for the Midwinter Meeting in Seattle—and we want them to include you! Register by December 3 at

[www.alamidwinter.org](http://www.alamidwinter.org) to save up to \$25 on onsite registration fees. Here are a few highlights from YALSA's Midwinter schedule (complete details available at [www.tinyurl.com/yalsamw13](http://www.tinyurl.com/yalsamw13)):

#### Friday, January 25

**Research on Teens and Libraries Panel**, 4:00 to 5:30 p.m. YALSA's Research Agenda has four priority areas: (1) Impact of Libraries on YAs, (2) YAs and Reading, (3) Information Seeking Behaviors and Needs of YAs, and (4) Informal and Formal Learning Environments and YAs. Join in on this discussion to explore what directions research might take in the next few years and how you might participate. Hosted by YALSA's Research Committee.

#### Saturday, January 26

Want to learn how to be more involved with YALSA? Come to our Selection Committee Leadership Development meeting and YALSA Groups Work Session! **Leadership Development** is for YALSA selection committee chairs and those interested in chairing a selection committee. A continental breakfast will be served at 8:00 a.m., with the meeting from 8:30 to 10:00. The **YALSA Groups Work Session** is a working meeting for YALSA's process committees, taskforces, and juries, but it's also a chance for those not on a committee to learn more by sitting in. It's a great introduction to the business

of YALSA. Come at 10:00 for a continental breakfast, with meetings beginning at 10:30 and finishing at 11:30.

Learn about the latest news in our profession at the **YALSA Trends in YA Presentation**, 4:30 to 5:30 p.m., hosted by YALSA past presidents. This event will feature a paper presentation from Carol Tilley called, "Comics: A Once-Missed Opportunity." The paper will trace the readership, publication, collection, and promotion of comics in the United States from the mid-twentieth century to the present day.

#### Sunday, January 22

**Digital Badges Update: A New Way to Learn and Show What You Know** 8:30 to 10:00 a.m. This session will provide an update regarding YALSA's Badges for Librarians project, which will create free, online continuing education opportunities based on YALSA's Competencies for Librarians Serving Youth. Individuals who successfully complete the online learning experiences will earn digital badges to display on their virtual resumes, Facebook pages, etc.

YALSA elections open soon, so before you vote, come to the **YALSA Coffee with the Candidates Forum** from 10:30 to 11:30 a.m. Meet and mingle with the candidates who are on the ballot for the 2012 election, president-elect and board of directors at large. Attendees will enjoy coffee and get the chance to win door prizes.

Want to know what teens *really* think of books released this past year? Come hear

local teens reflect on the nominees for the 2013 Best Fiction for Young Adults list at the **BFYA Teen Session**, 1:30 to 3:30 p.m.

## Monday, January 23

The most exciting part of any ALA Midwinter Meeting may be the ALA Youth Media Awards Press Conference! Come bright and early Monday morning to the ceremony (8:00 to 9:15) and find out who won this year's top prizes in young adult literature. The award announcements include:

- the Alex Awards, honoring the ten best adult books with teen appeal, will be announced at 8:00, before the press conference begins
- the Michael L. Printz Award for Excellence in Young Adult Literature, as well as honor books
- the Margaret A. Edwards Award, which honors an author and a specific body of his or her work for significant and lasting contribution to writing for teens
- the Odyssey Award for Excellence in Audio Production for Young Adults, plus the honor recordings (co-administered with the Association for Library Service to Children [Association for Library Service to Children (ALSC)])
- the William C. Morris Award, for the best first book written for young adults by a previously unpublished author
- the YALSA Excellence in YA Nonfiction Award, for the best nonfiction book written for young adults

Can't make it? Watch the event live via a webcast from the ALA home page or live-blogged on The Hub at <http://yalsa.ala.org/thehub>. Details on both will be available on the YALSA wiki in December.

After the announcements, attend the complimentary **Morris and Nonfiction Award Program and Presentation** from 10:30 to noon. Enjoy coffee, tea, and a danish and listen to the winners and

finalists speak about their honored titles. After the speeches, mingle with the authors and pick up free copies of their books.

Finish out conference with your colleagues at the **ALSC and YALSA Division Member Reception** from 6:00 to 7:30. Join your colleagues for light refreshments and a cash bar.

To register and learn more about YALSA's plans for Midwinter 2013, visit the YALSA Midwinter wiki at [www.tinyurl.com/yalsamw13](http://www.tinyurl.com/yalsamw13).

the YALSA board of directors, award committees (including Edwards, Nonfiction, and Printz), and on bylaws changes, your membership in ALA and YALSA must be current as of January 31, 2013. Be sure to check your membership status at [www.ala.org/membership](http://www.ala.org/membership). If you have any questions about your membership, please contact YALSA's Membership Coordinator, Letitia Smith, at [lsmith@ala.org](mailto:lsmith@ala.org) or 800.545.2433 x3490.

## YALSA's Research Journal Seeks Manuscripts

The *Journal of Research on Libraries and Young Adults* (<http://yalsa.ala.org/jrlya>), YALSA's peer-reviewed, open-access online research journal, seeks manuscripts for future issues.

The purpose of the *Journal of Research on Libraries and Young Adults* is to enhance the development of theory, research, and practices to support young adult library services. *Journal of Research on Libraries and Young Adults* promotes and publishes high-quality original research concerning the informational and developmental needs of young adults; the management, implementation, and evaluation of library services for young adults; and other critical issues relevant to librarians who work with young adults. The journal also includes literary and cultural analysis of classic and contemporary writing for young adults.

Submissions and questions about the research journal should be sent to Editor Sandra Hughes-Hassell at [yalsaresearch@gmail.com](mailto:yalsaresearch@gmail.com). Before submitting a paper, please read through the call for papers and the author guidelines at the journal's website, <http://yalsa.ala.org/jrlya>.

## ALA/YALSA Election Reminder

ALA and YALSA will hold their annual elections in March 2013! To make sure you are eligible to vote for candidates for

## Apply for Nearly \$100,000 in Grants and Awards from YALSA

**Deadline: December 1**

The deadline to apply for the following grants and awards is December 1, 2012. To learn more or to apply, visit [www.ala.org/yalsa](http://www.ala.org/yalsa), and click on "Awards and Grants for Members." Awards and grants available this year include:

- **ABC-CLIO/Greenwood/YALSA Service to Young Adults Achievement Award.** This grant of \$2,000 is funded by ABC-CLIO/Greenwood Publishing and recognizes the national contributions of a YALSA member who has demonstrated unique and sustained devotion to young adult services.
- **Board Fellowship.** Each year YALSA sponsors one Fellow to attend conferences and work on YALSA's board of directors to gain leadership skills and learn about association governance. The Fellowship provides \$1,500 to cover the cost of travel to conferences.
- **BWI/YALSA Collection Development Grant.** This grant awards \$1,000 for collection development to YALSA members who represent a public library, and who work directly with young adults ages twelve to eighteen. It is funded by Book Wholesalers, Inc.
- **Conference Grants.** The two grants of \$1,000 each are funded by Baker and Taylor and are awarded to librarians who work for or directly with young adults in a public or school

- library or library agency to enable them to attend the ALA Annual Conference for the first time. A third grant is funded by YALSA's Leadership Endowment and is the Dorothy Broderick Student Conference Scholarship. It funds travel to the conference for one graduate student for up to \$1,000. This round of grants will fund travel to the 2013 conference in Chicago, June 27 to July 2.
- **Frances Henne/YALSA/VOYA Research Grant.** This annual grant of \$1,000 is to provide seed money for small-scale projects that will encourage research that responds to the YALSA Research Agenda.
  - **Great Books Giveaway Competition.** Each year the YALSA office receives approximately three thousand newly published children's, young adult, and adult books, videos, CDs, and audio cassettes for review. YALSA and the cooperating publishers offer one year's worth of review materials as a contribution to up to three libraries in need. The estimated value of each award is \$12,000.
  - **MAE Award for Best Teen Literature Program.** Designed to honor a YALSA member who developed an outstanding reading or literature program for young adults, the award provides \$500 to the winning librarian and \$500 to his or her library. The award is made possible through an annual grant from the Margaret A. Edwards Trust.
  - **National Library Legislative Day Stipend.** YALSA's YA Advocacy Travel Stipend will enable two qualified recipients to receive up to \$1,000 to attend ALA's 2013 National Library Legislative Day, which will be held in Washington, D.C., on May 7 and 8, 2013.

#### Deadline: January 1

- **Summer Reading Program Grant.** This grant is designed to encourage outstanding summer reading programs by providing financial assistance, while

recognizing YALSA members for outstanding program development. The applicant must plan and present an outline for a teen-focused summer reading program administered through a library. The program must be open to all teens (twelve to eighteen years). YALSA encourages innovative proposals that are inclusive of underserved teen populations, including but not limited to teens with disabilities and teens who speak English as a second language. The \$1,000 grant, made possible by Dollar General, is to be used to support the program. A total of twenty grants are available. Individual library branches within a larger system are welcome to apply.

- **Summer Teen Intern Grant.** This grant is designed to encourage libraries to facilitate the use of teen interns to assist with summer reading programs. YALSA will provide \$1,000 to support a library's teen intern(s) program. Funds can be used for intern stipends, trainings, or other intern-related activities as deemed appropriate. The \$1,000 grants are made possible by the Dollar General Literacy Foundation. A total of twenty grants are available.

#### Rolling Applications

- **Books for Teens.** Applications are accepted year-round for YALSA's Books for Teens program that helps libraries in high poverty areas put new books in the hands of their community's teens.

#### Quick Access to YALSA's Awards and Lists

- Visit the For Members Only portion of YALSA's website for two URLs you can bookmark and use to avoid having to log in each time. Feel free to bookmark these URLs on library computers as well.
- Download YALSA's free Teen Book Finder app at [www.ala.org/yalsa/products/teenbookfinder](http://www.ala.org/yalsa/products/teenbookfinder). Rated

awesome by users! This resource, which features three years' worth of titles honored by YALSA's lists and awards, is funded by the Dollar General Literacy Foundation. Currently it is only available for iPhones and iPads, but it will also be available for Android later in the year.

#### **YALSA Receives Grant from IMLS to Host National Forum on Teens and Libraries**

The Young Adult Library Services Association was awarded \$99,937 in grant funding from the Institute of Museum and Library Services (IMLS) to host a year-long National Forum on Teens and Libraries, which will include face-to-face and online meetings and conversations about the status of library services for and with teens. The result will be a white paper that YALSA envisions will provide a plan on how libraries can best design and implement teen services in the years to come.

"The National Forum represents a vital and groundbreaking turning point for young adult services in all types of libraries. This is the first time where experts from across the country will come together to build a road map for the future of library services for and with teens." Jack Martin, YALSA president said.

YALSA members are encouraged to participate in virtual town hall discussions that will take place in the spring of 2012. Visit [www.ala.org/yaforum](http://www.ala.org/yaforum) to learn more.

#### About the IMLS

The IMLS is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums. Through grant making, policy development, and research, IMLS helps communities and individuals thrive through broad public access to knowledge, cultural heritage, and lifelong learning. [YALS](#)

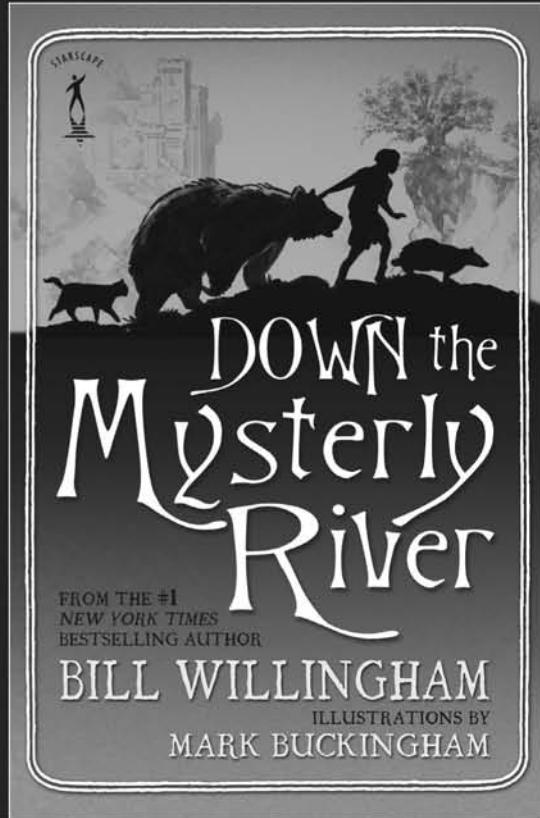
# BILL WILLINGHAM

The #1 *New York Times*  
bestselling graphic novelist of  
*Fables* presents his first  
novel for children

# DOWN the Mysterly River

MAX “THE WOLF” is a top-notch Boy Scout, an expert at orienteering, and a master of being prepared. So it is a little odd that he suddenly finds himself lost in an unfamiliar wood. Even odder still, he encounters a badger named Banderbrock, a black bear named Walden, and McTavish the Monster (who might be an old barn cat)—all of whom talk—and who are as clueless as Max.

Before long, Max and his friends are on the run from a relentless group of hunters and their deadly hounds. Armed with powerful swords and known as the Blue Cutters, these hunters capture and change the very essence of their prey. For what purpose, Max can’t guess. But unless he can solve the mystery of the strange forested world he’s landed in, Max may find himself and his friends changed beyond recognition, lost in a lost world....



IN PAPERBACK NOW

978-0-7653-6634-4 • Ages 10 and up

★“Eisner-winning comics creator Willingham makes his middle-grade debut with an action-packed and often touching novel....The end result is a stellar example of a novel working both as an adventure tale and as metafiction.”

—*Publishers Weekly*  
starred review



Follow us!

[twitter.com/torbooks](http://twitter.com/torbooks)

[facebook.com/torbooks](http://facebook.com/torbooks)

[tor-forge.com/starscape](http://tor-forge.com/starscape)

# THE STUNNING CONCLUSION TO THE SEVEN REALMS SERIES



HC 978-1-4231-4433-5 • \$19.99

Read the entire series!



HC 978-1-4231-1823-7 • \$17.99  
PB 978-1-4231-2136-7 • \$9.99



HC 978-1-4231-1824-4 • \$17.99  
PB 978-1-4231-2137-4 • \$9.99



HC 978-1-4231-1825-1 • \$17.99  
PB 978-1-4231-2138-1 • \$9.99



Praise for the *New York Times* best-selling Seven Realms series:

★“An epic fantasy series.”  
—Kirkus Reviews (starred review)

“Chima’s tour-de-force world-building keeps readers rapt, with cutthroat action sequences.”

—Horn Book



Scan to see  
the exclusive  
*Crimson Crown*  
music video!

HYPERION  
[Un-requiredreading.com](http://Un-requiredreading.com)