

young adult library services



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DEVELOPMENT
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READY TO PARTNER:
BUILDING A PARTNERSHIP
FROM SCRATCH

BETTER TOGETHER: A
REVIEW OF SCHOOL/PUBLIC
LIBRARY PARTNERSHIPS

PARTNERSHIPS AND
FUNDING - A MIX
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CONTENTS

FALL 2017
VOLUME 16 | NUMBER 1
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HIGHLIGHT



4
THE SPIRIT OF COLLABORATION

» Kate McNair

6
STEPS FOR DEVELOPING AND MAINTAINING A MUTUALLY REWARDING RELATIONSHIP WITH PARTNERS

12
COMMUNITY ASSET MAP

EXPLORE



14
RESEARCH ROUNDUP: DEVELOPING EFFECTIVE PARTNERSHIPS

» Don Latham

INTERVIEW



16
INTERVIEW WITH KATIE BAXTER, GAYLE EDELEN, AND HILLARY SCHOLZ

TRENDING



22
READY TO PARTNER: BUILDING A PARTNERSHIP FROM SCRATCH

» Marijke Visser, Hai Hong, and Nicole Rigg

FEATURES



26
STOP, COLLABORATE, AND LISTEN: HOW TO CREATE PARTNERSHIPS IN THE LIBRARY

» Desiree Alexander and Valerie Tagoe

29
BETTER TOGETHER: A REVIEW OF SCHOOL/PUBLIC LIBRARY PARTNERSHIPS

» April Witteveen

33
PARTNERSHIPS AND FUNDING – A MIX THAT WORKS

» Karisa Tashjian with contributions from Jack Martin, Shannon Lake, and Kate Aubin

PLUS



2
FROM THE EDITOR
» Crystle Martin

21
GUIDELINES FOR AUTHORS INDEX TO ADVERTISERS

3
FROM THE PRESIDENT
» Sandra Hughes-Hassell

39
THE YALSA UPDATE

YALS ON THE WEB

» Want more *YALS*? Members and subscribers can access the latest and back issues of *YALS* digitally on the YALSAblog at <http://yalsa.ala.org/blog/yals/>, as well as browse supplemental *YALS* articles and resources.



FROM THE EDITOR



Crystle Martin

This issue of *YALS* continues to focus on priority areas of the YALSA Organizational Plan, which has now been in place for just over a year! Those priority areas are Advocacy, Funder and Partner Development, and Leading the Transformation for Teen Services. This issue explores Funder and Partner Development, and will help you develop your partnership and fund development skills.

The issue covers the development of partnerships between libraries and beyond. Desiree Alexander, an educational consultant and former school librarian, and Valerie Tagoe, a school librarian from Texas, describe the development of their partnerships and the challenges partnerships bring. April Witteveen, Community and Teen Services Librarian with the Deschutes Public Library in Oregon, lays out how to make a successful school and public library partnership.

The Trending Section includes an article that highlights a partnership between the American Library Association (ALA) and Google. The article is written by Marijke Vesser from ALA's Office of Information Technology

Policy, and Hai Hong and Nichole Rigg, Program Officers from Google. They describe the development of the three phases of their partnership and what they did to develop and build the partnership.

The issue also contains two articles that feature partnering beyond the library. One is written by Karisa Tashjian, the Director of Education at the Providence (Rhode Island) Public Library, who describes how the Providence Public Library has found a balance between partnership and funding. The other is an interview, which focuses on three librarians who are part of the "Future Ready with the Library: Connecting with Communities for College and Career Readiness Services" cohort, which focuses on rural, small, and tribal libraries. The interview illustrates how youth librarians can find impactful partners no matter their location.

The Highlights Section, which features YALSA-related articles, includes an article by Kate McNair, Teen Services Coordinating Librarian for the

(continued on page 15)

Masthead

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STATEMENT OF PURPOSE

Young Adult Library Services is the official journal of the Young Adult Library Services Association (YALSA), a division of the American Library Association. YALSA 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. YALSA will also serve as the official record of the organization.



FROM THE PRESIDENT



Sandra Hughes-Hassell

I am a researcher and a teacher. So the first thing I did as I sat down to write my first “From the President” column for YALS was put on my researcher hat, make a list of questions, and do some research on this issue’s focus—partner and funder development. The second thing I did was put on my teacher hat and figure out what to share with you that would be useful and relevant. Here are my responses to the four questions I explored.

Why? Why Should Libraries (or Yalsa) be Concerned with Partner and Funder Development?

The short answer is because there is added value in working with other organizations that care about and focus on teens. No organization, whether it is your library or YALSA, working alone can provide the services, programs, and resources needed to help all teens thrive. Instead, through partnerships we can “contribute our small part and reap the benefits of everyone’s effort; we can accelerate learning and distribute skills and knowledge; and we can add depth and breadth to our community impact,” (<http://www.strengtheningnonprofits.org/resources/guidebooks/Partnerships.pdf>).

Partnerships can be broadly defined as collaborative relationships between two or more organizations that share a common mission and audience. All partnerships involve some level of collaboration. This can range from simply exchanging information, to sharing resources, to coordinating activities, to developing joint programs (<http://www.strengtheningnonprofits.org/resources/guidebooks/Partnerships.pdf>). Partnerships are greatly enhanced when the organizations involved begin with a shared mission and establish jointly agreed-upon goals or outcomes for their work together. Finally, whether short term or long term, partnerships must be mutually beneficial. The entities involved must bring

What Do We Mean by Partnerships?

(continued on page 37)

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The Spirit of Collaboration

Learn the benefits of creating partnerships for school and public libraries.



Kate McNair

“Collaboration is important not just because it’s a better way to learn. The spirit of collaboration is penetrating every institution and all of our lives. So learning to collaborate is part of equipping yourself for effectiveness, problem solving, innovation and life-long learning ...”

—Don Tapscott

The word that looms large in my mind when I think about libraries is *connector*. Ultimately, I think our role comes down to connecting teens to the experiences, resources, and people who can help them overcome challenges and change their lives for the better. To be a connector, we can’t go it alone, we can’t work in a bubble. When we partner and connect with other community organizations, passionate people, and impactful funders, we can spread our reach far beyond what we could ever do alone.

Building the capacity to foster new funder relationships and build new partnerships is like adding a magnifying glass to what you are already doing. Finding that partner who is aligned with your organization’s needs, goals, and vision can be challenging, and not unlike a few first dates, it can take a couple of tries to find the right match. But when you find someone who can help you expand your reach, and who can help you build your capacity, that can make a world of difference.

I have been blessed to find such partners and funders in my community. They have helped my library build our reach from hundreds of teens to thousands of teens. Even better, their power is exponential as they help us connect with new partners and new funders

who help us continue to grow. Developing these relationships and harnessing their power, may be some of the most valuable things a library can do.

YALSA is committed to helping every library connect their staff serving teens to the partners and funding they need to improve their programs, to expand their reach, and to build toward a sustainable future. Over the past year, we have created a toolkit, *Partnering to Increase Impact* (http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/Partnerships_WebVersion.pdf), to help you build your skills and find the right partners in your community. We are proud to consistently offer access to over \$150,000 in grants, scholarships, and awards. At the national level, we seek out innovative partnerships to help libraries and teens achieve a new vision for the future.

In the last year, with funding from IMLS, YALSA launched two unique partnerships to help staff serving teens in libraries spread their reach and impact. In partnership with the Association for Rural and Small Libraries (ARSL), YALSA is supporting a cohort of twenty participants as they work with a community partner to develop college and career readiness resources for middle school students in their area (<http://www.ala.org/yalsa/future-ready-library>). By the end of the three-year project, we will have helped eighty participants serve the teens in their communities.

In another project funded by IMLS, YALSA has teamed up with Chief Officers of State Library Agencies (COSLA) to prioritize the role of continuing education in library services to teens. The National Forum on Transforming Teen Services Through



Continuing Education (<http://www.ala.org/yalsa/national-forum-transforming-teen-services-through-continuing-education>) kicked off in June to help state library staff gain the skills they need to support public library staff as we look to the future of teen services.

And just last month, YALSA and Google announced an innovative partnership to equip library staff with the skills to develop and deliver programming around computer science and computational thinking for teens (<https://americanlibrariesmagazine.org/blogs/the-scoop/ala-google-partner-phase-iii-libraries-ready-code/>). These are important skills for

teens to develop as they enter a workforce with jobs we haven't even heard of yet.

As we look to the future, we continue to grow the reach of YALSA. We want to help you connect to the organizations and community members that will make an impact on the lives of your teens. We will continue to diversify our membership, including diversity in our partner organizations, and we will continue to bring them closer into the work of the Association. Moving forward, we will continue to find new and innovative funding sources that help members increase their impact and reach.

The skills of partnership and collaboration aren't just important for the library, but for the teens we serve. In an increasingly connected world, partnership isn't just a supplement to library services, it is an integral part of how we reach our community. ■

KATE MCNAIR is the Teen Services Coordinating Librarian for the Johnson County Library where she provides outreach programs and services to young adults, and she is a YALSA Board member. Her current personal leadership goals include managing her own initiatives and building mentorship skills in herself and others.

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Steps for Developing and Maintaining a Mutually Rewarding Relationship with Partners



Editors note: The below information was taken from our Partnering to Increase Impact Toolkit. Read and download the whole toolkit for more detailed information about partnering/funding, as well as turnkey materials libraries can adapt to their own needs at www.ala.org/yalsa/partnering-toolkit.

Step 1: Identify Teen Needs that are Currently Not Being Met

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

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

I. Methods for Assessment

- a. **Surveys**—By canvassing the teen population directly, a direct sampling of community needs can be assessed.
 - i. **Online**—There are several websites that allow any organization to create surveys

which can allow anyone to poll their demographic target. Sites such as www.surveymonkey.com can also help compile the data for later analysis.

1. These survey sites can easily be linked to the organization's webpage.
2. PCs, laptops, or tablets dedicated to the survey can also be set up in strategic locations in areas frequented by teens.

ii. Paper

Customized hard-copies of surveys can also be printed and distributed as an alternative to online surveys.

1. Distribute them in external locations that are frequented by teens (see below: "Places for Assessment").
2. They can be left in the teen section of the library. One option can be to offer a small reward for completing a survey (candy, coupons, etc.)
3. Paper surveys can also be distributed at teen-based programs.
4. Distribute them in external locations that are frequented by teens (see below: "Places for Assessment").
5. A bulletin board is another alternative for short, public surveys so they can choose options via a quick multiple choice format.
6. An idea box in a teen area can allow teens to



express their ideas anonymously and in a free-form manner.

iii. Interviews—Ask teens directly what resources they would like to see in the library.

1. Invite teens to talk to a library staff member.
2. Canvass an area, such as a local mall, for feedback from teens.
3. Hold a town hall-format meeting for teens, and ask them as a group. Or consider starting a Teen Advisory Board, for on-going feedback and ideas.
4. Conduct focus groups of teens who use the library and of those who do not. Partner with a school or youth serving organization to reach teens who do not yet use the library.

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

i. Co-workers—Interview your co-workers to learn of questions and comments they may have received from customers about community needs, especially from parents, educators, and teens.

ii. Statistics—Use statistics from past programs to determine if there are recurring trends.

iii. Asset Map—Create a list of assets in your community; what kinds of businesses, services, and educational opportunities are available in your community? From there, you can determine not only what is available for partnership, you can also begin to look for your community may be lacking. Use

YALSA's Asset Map template to get you started: <http://bit.ly/2knakkH>

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

- i. Parents and caregivers
- ii. Educators and school counselors (K-12 & college)
- iii. Afterschool providers
- iv. Business owners
- v. Community groups
- vi. Local government agencies

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

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

II. Places for Assessment

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

Places to seek out include:

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

Resources

- Conducting A Needs Assessment Survey from Community Toolbox: Section 7: <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conducting-needs-assessment-surveys/main>
- Needs Assessment Surveys from WebJunction: <https://www.webjunction.org/explore-topics/needs-assessment.html>
- Needs Assessment | Idaho Commission for Libraries: <http://libraries.idaho.gov/page/needs-assessment>
- Know Your Neighborhood: A Community Needs Assessment Primer (SLJ): http://www.slj.com/2014/06/public-libraries/know-your-neighborhood-a-community-needs-assessment-primer/#_
- YPQA: <http://cypq.org/assessment>
- A Guide to Power Mapping: <https://movetoamend.org/toolkit/guide-power-mapping>
- Asset-Based Community Development Institute: <http://www.abcdinstitute.org/index.html>
- Denver Teen Programs Revived, Thanks to Asset Mapping (SLJ): <http://www.slj.com/2016/03/teens-ya/denver-teen-programs-revived-thanks-to-asset-mapping/>
- Teen Asset Mapping Report: <http://www.ala.org/pla/sites/ala.org.pla/files/content/about/fellows/TAMFinalReport.pdf>
- Mapping the Chicago Awesome: <http://hivechicago.org/first-foot-mapping-awesome/>

HIGHLIGHT

- **Discovering Community Power: A Guide to Mobilizing Local Assets and Your Organization's Capacity** (also from Northwestern University, a more current publication)<http://www.abcdinstitute.org/docs/kelloggabcd.pdf>
- **National Endowment for the Arts** <https://www.arts.gov/exploring-our-town/project-type/asset-mapping>
This page also includes a rather detailed handbook to asset mapping.
- **South Dakota Good & Healthy Community Health Needs Assessment and Improvement Planning Toolkit: Template for Steps in Community Asset Mapping** <http://goodandhealthysd.org/content/themes/GoodAndHealthySD/communitytoolkit/files/CoreProcess/Step4/GHCommunityToolKit-Step4-StepsinMappingCommunityAssetsTemplate.pdf>
A very concise step-by-step guide to community asset mapping.

Step 2: Inventory the Assets Your Library has that Can be Leveraged to Address the Need you Identified

Assets May Include Things Like:

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

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

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

Step 3: Determine what Assets would be Beneficial for the Partner to Bring to the Collaboration

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

Resources:

Collaborating with other libraries: <http://www.techsoupforlibraries.org/Cookbooks/PlanningforSuccess/CommunicationandPartnerships/effectively-collaborating-with-other-l>

A Toolkit on making community partnerships work:

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

Step 4: Identify and Vet Potential Partners Within Your Community that have the Assets You're Looking for

- For large communities, the challenge might be an abundance of partners to choose from or finding willing partners due to high demands and overcommitting. For smaller communities, the opposite might be true. Reaching out to individuals like retirees, teachers, hobbyists, business owners, etc. might be appropriate depending on the teen need you're trying to address. Organizations like a college, charitable groups, businesses, and government agencies might also be worth pursuing, depending on the need. Use the free Map My Community Tool to identify organizations and agencies you might not be aware of: <http://youth.gov/map-my-community>
Identifying possible partners should always start locally, for it is in your community where you will find people and organizations who are most vested in the teens.
- Read and understand any policies or procedures your library has in place for partnerships, and be sure to comply fully with them.
- Think about the type of individuals, organizations, businesses, or foundations that can help you meet the teen needs you identified through a community assessment, and start developing a list.
- Identify what partners your library is already involved with. Check with your supervisor to see if working with them on the teen need is appropriate or not.
- Poll your coworkers to see if they know of an individual or an organization who would be a good fit for a partnership, and whether or not they have a personal contact there.



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

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

Resources

<http://www.marketingmo.com/strategic-planning/how-to-identify-potential-strategic-partners/>
<http://www.entrepreneurship.org/resource-center/evaluating-and-selecting-a-strategic-partner.aspx>

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

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

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

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

Step 5: Make Initial Contact

Different individuals and organizations prefer to be contacted in different ways, so be prepared to call, email, or visit in person, not only to see if there is interest, but also to find the right and willing contact. It might be best to start with a phone call or filling out a generic “contact us” form on an organization’s website to determine the best contact for your area of need. Draft up a basic, concise phone script or “contact us” form message. It could be something like, “Hello, My name is _____ from the _____ Library. I’m interested in hearing more about _____ and would love to meet with someone from your organization to learn more and to see if there is any potential to amplify your work or to collaborate. Who is the best contact for project _____? What is their phone number and email address?” Also, consider who in the library is the best person to make initial contact. If a library volunteer or a coworker has a relationship with the person or organization, consider having them make initial contact, or introduce you to their connection. Make your initial contact with the right individual. If you don’t hear back between 7–10 business days, don’t take it personally—they are probably just busy. Follow-up with a phone call.

If you’re running into roadblocks connecting with potential partners, look for networking opportunities like rotary club meetings, young business owner meetings, local association

meetings, and social gatherings at places of worship.

Resources:

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

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

Step 6: Get to Know Each Other

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

- Capacity: has the individual or organization demonstrated that they will be able to successfully carry through with their part of the partnership?
- Commitment: are you confident that the individual or organization

HIGHLIGHT

is committed to serving teens and to the goals and outcomes of this particular project?

- Compatibility: based on your initial interactions with the individual or organization's staff, do you feel like you can have a positive working relationship with them?

Resources:

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

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

Step 7: Co-Develop a Program or Service

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

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

Resources:

http://www.slj.com/2013/01/programs/partners-in-success-when-school-and-public-library-workers-join-forces-kids-win/#_

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

Step 8: Nurture the Relationship

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

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

Resources:

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

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

Step 9: Implement the Program or Service

Once the program or service goes live, regular check ins become more vital. When checking in, be approachable and open to suggestions and criticism so that your

partner is comfortable approaching you with new challenges and new ideas. Gather teen feedback and ask for their suggestions for the future. Based on existing information regarding challenges, successes, and the known and the teen feedback you get, determine if the plans need to be adapted in order to make the program or service as successful as possible. If the bulk of the partnership is happening inside of the library, be sure that you or a library contact checks in with the partner each time they visit.

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

Resources:

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

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

Step 10: Evaluate & Adjust or Move On

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

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



- If successful, is there an opportunity to seek out joint funding to expand the project?
- Take into consideration practical things, like whether or not their staff are easy to work with.
- Work with the partner to make any needed refinements or improvements if the partnership is to continue.
- If the partnership has proven to be unsuccessful, celebrate what did

work, determine if a new collaboration would be of benefit, and reach out in the future should another opportunity to collaborate come up.

- If you've outgrown the partnership for any reason, be up front and move on.
- It's never personal—focus on teen needs and your library's and department's strategic plan and goals

- Keep the door open for future partnering

Resources:

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

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

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

Thank You!

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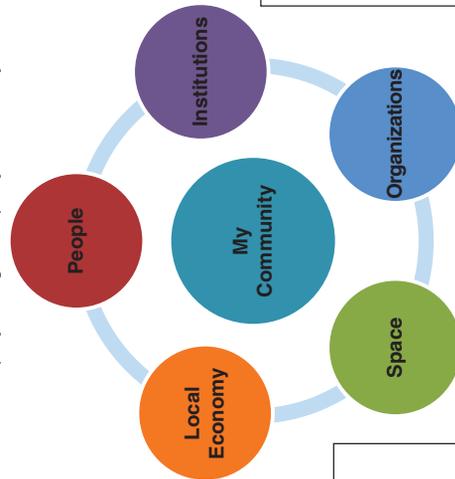
Community Asset Map

Use this tool to develop potential partners in your community.



Sample Community Asset Map

This tool can help:
<http://youth.gov/map-my-community>



- Local Economy**
- Banks
 - Business Associations
 - Chamber of Commerce
 - Credit Unions
 - For-profit businesses
 - Foundations
 - Merchants

- Space**
- Arenas/Sports Facilities
 - Civic centers
 - Coffee shops
 - Farmers' Market
 - Fire hall
 - Houses of worship
 - Museums
 - Parks/playgrounds
 - Restaurants
 - School buildings (K-12, colleges, technical/vocational)
 - Theaters/auditoriums
 - Transit stops/facilities
 - Vacant land/buildings
 - VFW hall
 - YMCA/YWCA

- People**
- Activists
 - After-school program staff
 - Artists
 - Community leaders
 - Parents
 - Retirees
 - Teachers/Professors
 - Veterans
 - Volunteers
 - Youth

- Institutions**
- Hospitals
 - Not-for-profit organizations
 - Media/press
 - Museums
 - Schools (K-12, colleges, technical/vocational)
 - Social service agencies

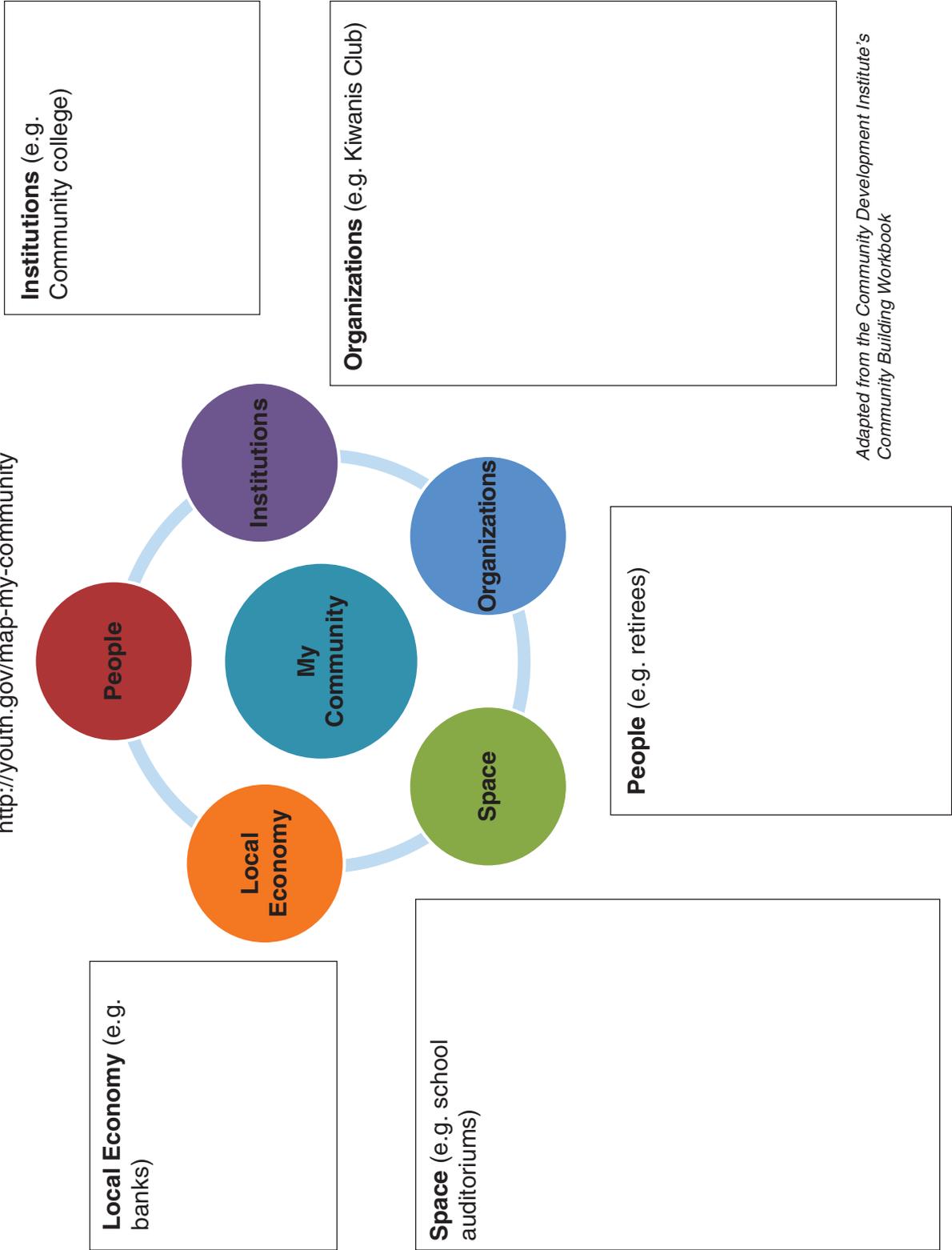
- Organizations**
- Advocacy groups
 - Athletic leagues
 - Block clubs/neighborhood groups
 - Charitable groups
 - Civic groups
 - Cultural groups
 - Disability/special needs groups
 - Elderly groups
 - Friends of the Library
 - Home owners' associations
 - Recreation groups
 - Religious groups
 - Service clubs
 - Social groups
 - Unions
 - Women's & men's groups
 - Youth groups

Adapted from the Community Development Institute's Community Building Workbook



Sample Community Asset Map Worksheet

List all of the entities you know of in your community that can help you reach and serve teens. Use this tool can help:
<http://youth.gov/map-my-community>



Adapted from the *Community Development Institute's Community Building Workbook*

Research RoundUp: Developing Effective Partnerships



Don Latham

Welcome to Research Roundup. The purpose of this recurring column is to make the vast amount of research related to youth and families accessible to you. To match the theme of the fall issue, this Research Roundup column focuses on partner and funder development. Specifically, This research roundup explores articles to help you develop effective partnerships.

By developing partnerships with various groups and organizations, libraries can not only share the responsibility of providing services to young adult patrons, but also extend their reach to young adults who are not library users. Adrienne L. Strock (YALS, 2014) identifies four potential benefits of developing partnerships:

- Increasing access to resources while saving money.
- Increasing program offerings.
- Expanding library skill sets.
- Strengthening your personal and library network.

Thus, understanding how successful partnerships work and how they can best be developed is crucial in responding to the Young Adult Library Services Association's call for libraries to develop partnerships and collaborations with other community organizations, as outlined in "The Future of Library Services for and with Teens: A Call to Action" (www.ala.org/yaforum/sites/ala.org/yaforum/files/content/YALSA_nationalforum_Final_web_0.pdf). Surprisingly, though, with the exception of studies of librarian and teacher collaborations (e.g., Montiel-Overall, *Library and Information Science Research*, 2008, v. 30), there is little research on

how to develop such partnerships, in spite of the great potential they seem to offer. Instead, the literature contains reports of successful collaborations involving various kinds of partners—useful information, to be sure, but not research studies per se. This column will describe different types of partnerships and will end with a call to action for more research devoted to this important but neglected topic.

One especially fruitful kind of partnership involves businesses, large and small, that can provide funding for specific teen-related projects in libraries. Whether used to purchase books, technology, or other kinds of resources, additional funds allow a library to develop or enhance services to young adults. Many corporations have foundations that are geared toward providing funds for particular initiatives of mutual benefit and interest.

Corporations and foundations may support research related to teens, which suggests another opportunity for partnerships—those between practitioners and researchers. Linda Braun says that "these partnerships which undertake collaborative, often multidisciplinary research—lead to outcomes informed by actual practice. They can provide



opportunities to gain insight into what makes successful library learning and solutions to the challenges facing youth librarianship” (*American Libraries (AL)*, 2007). To take one example, the ALA’s Office of Information Technology Policy has partnered with Google for Education on the Libraries Ready to Code project. As Braun reports, this research initiative has discovered a number of diverse practices as well as corollary benefits in libraries that are teaching coding, including the emergence of peer leaders and mentors among young adults and the development of community partnerships among libraries and other agencies (*AL*, 2016).

Partnering with other community organizations is, indeed, yet another way of developing successful collaborations. The Boston Public Library system, for example, has partnered with the Massachusetts Department of Youth Services to provide library services and reading materials to incarcerated youth (Jacobson, *School Library Journal*, 2015). The Sno-Isle Libraries in Washington state worked with other community groups, such as local school honor societies, the YMCA, Boys and Girls Clubs, and church youth groups, to identify teens to participate in focus groups, for the purpose of gathering data to improve library services for teens (Rutherford, YALS, 2010). And the Pennsylvania Humanities Council, with support from the Library Services and Technology Act and the National Endowment for the Humanities, partnered

with the Carnegie Library of Pittsburgh to develop an interactive reading and discussion program for teens in eight libraries in Allegheny County (Anna and Danifo, YALS, 2014).

Local schools as well as colleges and universities can be viable partners with libraries as well. The Nashville Public Library (NPL) and the Metro Nashville Public Schools, for example, have partnered to make NPL materials, including electronic materials, available to students in schools (Curry Lance and Barney, *Teacher Librarian*, 2016). Students can request items from the NPL and have them delivered to their schools. They can also check out digital devices at their schools (tablets, for example) and use these to access the electronic resources available through NPL.

And teens themselves can be valuable partners with libraries. Maureen L. Hartman, drawing on the work of Cornwall and Jewkes (*Social Science and Medicine*, 1995), discusses the role of young adults in Youth Participatory Research (Colvin, *Voice of Youth Advocates*, 2017). Such participatory research can involve various levels of partnership and collaboration, and can help with both improving and expanding library services to young adults.

Looking beyond the youth services literature, we can find advice about partnerships in general. In an interview with *Young Adult Library Services*, Karen Pittman, cofounder of the Forum for Youth Investment, discusses how organizations, including libraries, can work together to achieve “collective impact”

(YALS, 2016). In her interview, she cites the research of John Kania and Mark Kramer, who identified five conditions of collective success: common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support organizations (*Stanford Social Innovation Review*, 2011). Though the idea of collective impact did not originate in youth services research, it can be applied effectively to any number of youth services initiatives involving two or more organizations. Kania and Kramer’s five conditions could also serve as a theoretical framework from which to develop research studies about library youth service partnerships, a topic that deserves closer inspection in order to better inform how the young adult library services professional community focuses its collaborative efforts.

Given the potential value of partnerships, more research is needed into how best to establish and maintain partnerships with different kinds of organizations. Such research could identify best practices, and also challenges commonly faced and how to address them. A deeper understanding of partnerships and how they work can lead to more effective services for an increasingly diverse population of young adults. ■

DON LATHAM is a Professor at Florida State University.

For full citations please check the companion article on the YALSAblog.

FROM THE EDITOR

(continued from page 2)

Johnson County Library and YALSA board member, includes YALSA resources around Funder and Partner Development, as well as what the Funder

and Partner Development Board Standing Committee has been working on.

Don’t forget that the YALSAblog includes additional materials that

complement the print *YALS*.

You’ll find that content at:

<http://yalsa.ala.org/blog/category/yals> ■

Interview with Katie Baxter, Gayle Edelen, and Hillary Scholz



YALSA is partnering with the Association for Rural and Small Libraries (ARSL) on an Institute for Museum and Library Services grant to implement an innovative project that will build the capacity of small, rural and tribal libraries to provide college and career readiness (CCR) services for and with middle schoolers. YALSA and ARSL will work with library staff to build needed skills while also developing, testing, and refining turnkey resources, which other libraries can adapt for their own use. The project is aimed at library staff in libraries with a service population of 15,000 or fewer, as well as libraries that are twenty-five miles or more from an urbanized area. They have called this project “Future Ready with the Library: Connecting with Communities for College and Career Readiness Services,” (<http://www.ala.org/yalsa/future-ready-library>).

Future Ready with the Library Goals

- Library staff at rural, small, and tribal libraries will learn effective methods for planning and implementing, with a local partner, CCR initiatives for and with middle schoolers and their families.
- Middle schoolers and their families in rural, small, and tribal communities will gain valuable future-ready information that will better prepare them for starting a career and/or focusing on academics related to a career after high school.
- Middle schoolers in rural, small, and tribal libraries will engage in valuable career exploration and workforce preparation experiences.

- Library staff in small, rural, and tribal libraries around the United States will develop a set of model programs and tools that can be used by a wide range of communities and libraries.

This interview includes to three librarians about their participation in the Future Ready with the Library project. Katie Baxter is the Library Director at the Kodiak Public Library in Kodiak, Alaska. Gayle Edelen is Children’s and Youth Services Librarian at the Dubois Branch Library in Dubois, Indiana. Hillary Scholz is Youth Services Librarian at Cardington-Lincoln Public Library in Cardington, Ohio.

Partnership at the Kodiak Public Library in Kodiak, Alaska

Interviewer: Please Describe your Library

Katie: The Kodiak Public Library is located on a remote location in Alaska; it is on an island, and is the library for the city of Kodiak. The island a two-governing body location comprise of the Borough and the City officials. The public library, while a city department, serves the entire island which include six rural villages. With only 65 miles of roadway on the island, the villages are accessible only by boat or plane. We have 10,000 library card holders of all ages, with a population of just under 14,000 people at this time. The new, 16,00 sq. ft. building was opened in December of 2013 after a rigorous community-wide program of fundraising and design and input from all participating groups of the community. The library are designed as a community center. On this island, we have a lot of wonderful facilities



such as the new high school funded by the Borough, the National Wildlife and Game Refuge Center, the Alutiiq Museum and Archaeological Repository, the Baranov Museum, Kodiak Community College, and, the Fishery Industrial Technology Center, but space is scarce for community and organizations' meetings and for cultural events outside of the wonderful high school auditorium where Arts Council performances are held. So, the philosophy behind this library is that it is a community hub. We sponsor library programs, lectures, workshops, exploratory labs, training, and at the same time, we will host or be the space for resident-driven or community group-driven programs and meetings. For example, last night our veterans reserved the multipurpose space to preview a film regarding the 50th anniversary of the Vietnam War. We are definitely engaged in the community. Increasingly residents want to share their expertise with the community and collaborate with library staff on delivering such programs. The library is the site where retired Math teachers who have presented Math Labs, and local musicians offer concert series.

Interviewer: What Drew you to the Future Ready Program?

Katie: In my mind, it was such perfect timing. Here on the island as we work with our young people, we recognized that middle school youth were craving support and time with adults who have knowledge and interests to share with them. The Kodiak Area Native Association (KANA) Tribal Vocational Rehabilitation Program began a three year program to strengthen partnerships with various entities and Tribes that share a vision of guiding native youth to successful futures. As a way to increase collective efforts, KANA formed the Transition Age Youth Coalition known as TAY. The Kodiak Chapter of TAY received a three-year grant to create an annual Transition Camp, or, what's

known in the Kodiak native Alutiiq, as *Sun'arawsqat Katurgwiat: The Young People's Gathering Place*. I reached out in my second year here in Kodiak. It was the second year of the grant. The program of events included job-shadowing, a scholarship fair, and a community-career open house at the high school. I noticed that the high school students were really

usually open to recognizing their different learning styles within their peer groups and their interest levels. They want to engage in "what if" and "how about" conversations. Middle school kids are just ready to do that. They can open up their eyes to new boundaries. I felt that this program that YALSA is funding would allow me to build relationships with the parents, the



I guess it's not too lofty, but, again I think that is the whole point of Future Ready with the Library. The cohort is about taking steps that are already identified in the community as what youth need and what libraries can do to support those needs. Right now what we need is a program of college and career readiness for the middle school student to help them, almost awaken their sensibilities about what their high school years will offer them.

appreciative and engaged in the career readiness, some students were overwhelmed by the depth information within a three-day period. That year, a couple of middle school students from the village schools accompanied their older classmates and chaperones. I saw Future Ready with the Library as my department's opportunity to focus specifically on the middle school kids and help them engage in the resources that are available to them. I also recognizing that they are at a point as middle school kids that they just love to learn how they learn. These youth are nat-

students themselves, the librarians, other people around the community connected with the middle school level to continue to know these kids, know their interests, and tap into their vision of their Kodiak Island. The Library can be creating context for them to see where they see their island being during their lifetime in terms of available jobs, resources, services that are needed and how they, as individuals, fit into their community. Future Ready is all about that because of the work we are doing in exploring Social and Emotional Learning. Immersed

INTERVIEW

in the idea of partnership, I'm able to respond and offer something that the library has to these native corporations, to youth groups on the island, and to housing groups on the island. We have a strong coalition of human and health resources, because, being an island community, we recognize that we are it for each other. There are various groups that have very significant and distinct missions of service, and, yet, what Future Ready is letting me do is sit at the table with each of these different groups, and say, "hey, I'm here to listen as the library director. What are your goals, what are you trying to do? Is there some synergy in terms of support from my staff regarding resources, expertise, customer service, and supportive youth interest and growth and development." What I love about Future Ready, what really drew me in is when programs invest in the people working in libraries. What we can be doing to strengthen our innate characteristics as leaders, as people who can be pathfinders within the community, and having access to this cohort of library staff working in other remote rural/tribal communities is very exciting to me.

This opportunity came to me at the right time. I need this sounding board who understands and relates to my situation even though they are not necessarily working on an island. It is really enriching to have folks who can swap ideas, pose questions to each other, and explore potential solutions. We are just willing to get to the same page. Recognizing that the intent of the project is to create a national cohort, we are creating a think tank if you will. We are engaged in creating a movement of service and support for middle school students, which is just phenomenal. We've all worked so hard on our early literacy initiatives, but now as a body of library staff and professionals, we now to recognize that we have to keep moving and growing. Those infants, toddlers, and four- and five-year-

olds we were helping and supporting through early literacy are now hitting middle school. They are continuing to grow and respond to their communities and they need support. This cohort is focused on learning about middle school youth, and I think that is going to make our libraries more relevant as we select resources, partnerships, and funding opportunities.

Interviewer: What Types of Partnerships Have you Developed in Your Library?

Katie: I am fortunate. I have built partnerships with many in the community. The middle school library staff has been awesome. We have met on a regular basis, we will be doing that more as the Future Ready project progresses. Sharing our observations about middle school needs has helped us synergize our energies on behalf of the middle school youth. We are creating displays that reinforce grade-appropriate social and emotional learning because they will be repetitive. For example, a middle school student who goes into the school library and sees a certain author's display or women's history display or display of middle school work, will see a display on the same topic at the public library, so they are connecting that "wow, my school librarian knows Miss Katie over at the public library." Kids tell us that they like that we have fun in our jobs, that we know each other, and that we are serving them in our different spaces.

I also have created a partnership with an outdoor adventure camp, so the fifth graders who are rising middle schoolers get to know me as a story teller. We work together on journaling, storytelling, and peer-listening. Just today their teachers brought them over to the public library and the kids recognized me. So, I was able to have the conversation with them about "What do you want to do here this summer? How are you going to get here? What's your plan?"

They were comfortable tackling those questions with me.

I partner with the Alutiiq Museum. This summer we will be planning an exploratory lab where we start here in the library to explore the theme "Build a Better World." The youth will be able to explore the building materials in our special collection. By that I mean, within our Alutiiq culture there are traditions of sustainable living through hunting, fishing, and gathering. In traditional times, you needed to know how to harvest the grasses in order to build the baskets to carry the water, and the grain, and the fish across the miles to the different fish camps and hunting grounds. The library staff and museum staff will share items and journals from the 1700s and 1800s. We will explore what we have here in the library, and, then we will walk down the hill to the Alutiiq Museum and see their current Alutiiq culture collection: Pliluki—Make Them! That is a very important type of partnership to me because it is centered on authentic experience, engaged, hands-on learning. Within the library and museum community here, we have partnerships where we reciprocally share expertise and resources. Engaging middle school youth in such explorations is perking up their sensibilities to appreciate their sense of belonging to the Kodiak community.

Interviewer: What is an Ideal Partnership that you Don't Currently have but you'd Like to Pursue?

Katie: To be honest, the Future Ready with the Library experience is allowing me to create a dynamic of relationships. What is important is not necessarily to be shooting for something down the road, it is to be responding in the present moment. I'll give you an example. This fall during the Transition Age Youth Gathering, there is a specific track of middle school programming at the library. This year just under 40



middle school students from our rural, remote village communities will be attending the program. What I am envisioning is establishing a circle of mentors for the middle school kids. It is more than job shadowing. It is the bridges model of connecting the kids with adults who want to share college experiences or the journey about education. We will be discovering why education or a certain skill set is important in order to help you to be your best self, use your innate gifts and talents, and contribute to family, community, and the greater society. That is the big picture concept for me. But I think the Future Ready with the Library program is making this vision seem less daunting. It is making it more of a daily reality. This is what we do here at the library. We like to connect people with people. Through those people we engage a person or teen to specific resources and peak their curiosity. I guess it's not too lofty, but again I think that is the whole point of Future Ready with the Library. The cohort is about taking steps that are already identified in the community as what youth need and what libraries can do to support those needs.

Right now, what we need is a program of college and career readiness for the middle school student to help them, almost awaken their sensibilities about what their high school years will offer them. My understanding of the Future Ready with the Library program, is helping me identify opportunity, think on my feet, and apply the intellectual rigor that is so important in our libraries today, so that I can be immediately comfortable with our supportive role. I can sit and listen, digest, and then at some point make a suggestion, offer a service, call up someone after a meeting and say, "Here's what I've been thinking? What do you think?" It is my experience that the rural, remote tribal community functions on those tightknit,

trusting relationships. And that is what Future Ready is all about.

Interviewer: What Advice Would you Offer Others Who are Serving Rural Communities and Just Beginning Partnerships?

Katie: First and foremost, think of your partner first as a peer. Don't apply the big P in partnership. Keep it simple and natural. It is about establishing relationships as peers with common ground. My focus with my partners, is centered on middle school youth. We aren't focused on each other's entities, we are truly focused on the middle school youth we encounter. If as colleagues we can be peers, it humanizes the dynamic. We can drop the anxiety about how things used to be done. It has served me well. I was able to easily offer the Alutiiq museum space for another project they were working on because of the skills I developed in the Future Ready program, like active listening, engaging the adult, and moving people to the center, so we are serving our patrons in a more holistic way.

What I really appreciate about being a part of this cohort is that when I speak with the local community members and say that Kodiak Public Library is participating with other libraries that also serve the needs of our middle school kids in rural, remote, tribal communities, people began to share stories from their heart. The public is just so appreciative, that this kind of project even exists. They say things like, "that's great, you are thinking about middle school kids. It makes sense." I thank YALSA for opening that door, and recognizing the timeliness of this need of this patron group. It is a relevant response within our patron demographic. It is invigorating. As a library director, I really appreciate that because I am looking at all ages of my patrons, just by what I am rediscovering about the middle school youth.

Partnerships at the Dubois Branch Library in Dubois, Indiana

Interviewer: Please Describe Your Library

Gayle: My library is situated in a rural community whose population is 499. It is a new library, six years old. The community wanted the library badly enough to support it in such a way that when we opened the doors the library was already paid for. It functions as a community center. I mean this little town has a four way stop, the schools, and the library, a couple places to eat, so we are happy to be considered a community center. Some youth come to the library because they want to, others come because they have no transportation. I am in a relationship-based community of youth. We offer snacks every Tuesday for youth from fifth through twelfth grade, which has helped us to get to know the teens. Sometimes we function as the place that is open and keeps kids out of trouble. We offer things for them to do. Their parents work and the school doesn't allow them to be on the grounds after it closes unless there is a sports event. The youth are like all other youth, everybody is different and they have going to school in the same location in common.

Interviewer: Why did you Decide to Participate in the Future Ready with the Library Cohort?

Gayle: Because I see so many students who are not ready. They made good grades, they passed their proficiency exams so they can graduate on time, then they go away to school and they can't stay, they don't make it. It's not academics, it's all those other things, the activities of daily living, knowing how to manage money. I knew that in a small way, before I did an informal needs assessment, that across the board in our community from employers, to teachers, to parents, to their junior

INTERVIEW

college, that kids don't know how to do laundry, they don't know how to manage money. I wanted to be part of the solution and our library with those relationship-based youth coming in, we are in a perfect position to build upon that relationship. We have seen those children from kindergarten on up, because the library is physically situated in the middle of the property that houses the elementary school and directly across the street from the middle school, and because of that we provide library services at least once a month to every elementary student and the fifth and seventh grade language arts classes. So, it just feels like a natural thing to do to be part of the solution. We were able to start fostering the partnerships when the library opened. We are fortunate that our manager here now was the librarian at the elementary school for more than fifteen years. She is really responsible for us having those relationships. It is like she brought the kids from the elementary school to the library when she came, and they stayed. The school also provided a sidewalk from the backdoor of the school to the library to make it easier for kids to walk over.

Interviewer: How Has the Future Ready Program Helped you so far?

Gayle: The resources that one participant in the cohort has researched and provided to us so far have been outstanding. And the moral support, if it were nothing else, and it is more things, the moral support, you know if I am frustrated that someone who has talked with me about being a partner and then hasn't really gotten back to me, I can express that. Linda Braun gives us great pep talks and keeps us on track. Meeting with that cohort of librarians who are all on the same page. During the three days we spent together, I didn't hear one person say, not once, when did it become the library's job to fill the gap? We hear that in other places, oftentimes when we are taking on one

more responsibility, and I didn't hear that at all. It still gives me chills to be working with a group of people who are so likeminded. It has been a long time since I've been blessed with that experience. The collective energy and the likemindedness with the support of materials and motivation, those are priceless. You don't get those things very often in life.

The YALSA membership I received as part of the grant, I will not let it lapse again. There are just too many vital resources.

Interviewer: What Kind of Partnerships have you Developed with your Library?

Gayle: We initially partnered with the school. The school was going to provide incentives to the students to participate in whatever programs the library was offering. Due to changes in personnel, we are no longer partnered with the school/school corp. We have community members who came forward to offer to teach classes on their area of expertise, like a local banker who teaches finance courses. We are developing a partnership with the Girl Scouts, to offer courses on soft skills. We are now partnered with the Dubois County Extension Agency and I couldn't be more pleased. Specifically, we will be working with the 4-H coordinator in order to sponsor some youth who may not otherwise be able to participate. It is the 4-H Spark program. We will be able to bring in community members who have agreed to teach in their areas of expertise to teach specific groups of kids who are working on specific projects. We will provide the meeting place, the yearly fee, and a volunteer as well as the inclusion of curriculum addressing some of the life skills that youth need in order to succeed. This year for the Summer Learning program, teens get to choose their own program and community members will come in and

teach courses for them, like how to maintain your car. I am excited! I can see the growing every year. The teens will get to decide on the content and I hope it will evolve into an active Teen Advisory Board.

Interviewer: Is there a Partnership that you Would Really like to Develop?

Gayle: I am just so smitten with all the community members who have volunteered to take on a component of training. I would like to partner with a bank, not just a member of the industry. I'm still working on that. I would like to have a partnership with a bank because I would like to offer the kind of incentive that is reflective of smart banking and sound financial management, such as a savings bond at the end of a several weeks training. To do that I'd need to partner with a bank and provide several blocks of instruction, so that kids start out with foundation information and build upon that. One of the banks told me that even partnerships and volunteer hours are managed within their grant cycle. They assign a dollar value to the hours someone is volunteering and that I would do best to write a grant. I see this just evolving, if they aren't available right now and want a grant application in February, I can do that. I'll just stay busy with someone else.

Interviewer: What Advice Would you Offer Others Developing Partnerships in Rural Areas?

Gayle: Persevere. People might turn you down because they don't understand, they don't have time, they don't think it is the library's place to do these things. But if you are confident in your mission, that seems to be contagious. If one person tells you know, ask ten others. Someone will partner the library. Somebody gets it and has a passion for the library and wants to help people.

I have just appreciated the opportunity to work on this and am delighted to be chosen.



Partnerships at the Cardington-Lincoln Public Library

Interviewer: Please Describe your Library

Hillary: It is a small rural library in a one-stoplight town. A tornado in the 1980s hit the library, so the library is now a combination of several buildings. The library serves 6,500 people. Many people in the community live under the poverty line. The Cardington-Lincoln Public Library is a very community-oriented library. We have a hard time reaching out to the teens, many just come in for computer use and books. Much of our funding goes to younger students so we were very excited to be part of the Future Ready grant so we can reach older students.

Interviewer: How has the Future Ready Grant Helped you so far?

Hillary: It has helped me devote a lot more of the time to the older age group, because the library focuses heavily on the younger children. I am

the only person in the department and the grant has let me split my time more evenly between the two age groups.

Interviewer: What Types of Partnerships have you Developed in your Library?

Hillary: We have started to develop a relationship with the Tri River Career Center, a vocational school that provides career-technical training to high school students and adults in the area. A lot of high schoolers go to Tri River to learn a trade or go to culinary school. Instead of having students go to a career fair, they are bringing the career fair to us. This is a great opportunity for students to explore what vocational training has to offer them. Many students walk to the library because it is located in town, so having the career fair there makes it more accessible.

Interviewer: What Partnership Would you like to Pursue?

Hillary: I would like to develop a partnership with the Friends of Cardington. We have a relationship with them but it is pretty loose.

They create programs all year long for the community in general, not just for youth. They focus on family programs. In the summer, they do movies every two weeks and music every two weeks. And they do a street fair. So, we are involved in the smaller aspects, like we do a story walk during the street fair. Or the library has its own programs during their Christmas programs, because it is not a Friends of the Library group, it is a friend of the community group. I would definitely like to get more involved with them and solidify the partnership with them.

Interviewer: What Advice Would you Offer Others Developing New Partnerships in a Rural Area?

Hillary: Listening is very important. I am one of those people that when I have an idea or a thought, I get excited about it, there are times when I am listening to respond instead of listening to their information. So, I would say listening and understanding their concerns about what we are working on is really important. ■

Guidelines for Authors

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

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

For submission and author guidelines, please visit <http://yalsa.ala.org/blog/yals/submissions/>.

Index to Advertisers

Symposium.....	Cover 2	Atlantic Publishing Group, Inc.	38
San Jose State University.....	5	Partnering Toolkit.....	40
ALAAC Thank you.....	11	Webinar.....	Cover 3
YALS Going Digital.....	32	Disney-Hyperion Books.....	Cover 4

Ready to Partner: Building a Partnership from Scratch

Partnering
beyond your local
community.



Marijke Visser, Hai Hong, and Nicole Rigg

These experts share theirbrought with them experience facilitat- ing rich learning programs for youth, serving diverse populations, engaging with community leaders, and connecting youth interests to library programs.

Starting Out

At a library fifty miles outside ofTulsa, Oklahoma, scores of middle schoolers are playing video games—only, these are video games that they’ve created themselves. Jason Gonzales, Technology Specialist at the Muskogee Public Li- brary, knew that the youth at his library love playing video games, so he and other staff members developed a coding activity around game development, us- ing free online resources and inspiring the students to learn computer science and become creators of technology.

We about libraries doing programs like this more and more. Connecting with librarians and library staff who facilitate learning opportunities like Jason’s is what motivates us to explore where our work intersects and how we might be able to accomplish even more together than we could on our own. Our work is influenced by the stories we hear from those of you who are in libraries every day. Those stories remind us why we put in what it takes to make our partnership a success.

Collaboration between Google and the ALA’s Office for Information Technology Policy (OITP) began with a question about computer science (CS) education in libraries and a lack of data to inform outreach and advocacy efforts. The *Libraries Ready to Code* (RtC) partnership was launched at ALA’s 2016 Midwinter conference and has since extended beyond its

initial scope as we continue to find questions yet to be answered. The partnership has been nurtured through the commitment of a team of people from both organizations.

The following is a description of a vibrant and successful partnership, that explores some of the questions we all ask when thinking about partnering. For us these included: (1) why collab- orate at all, (2) how do we develop a mutual vision and strategy to achieve it, (3) how should we establish our respective roles and responsibilities, (4) what can we do to avoid and address conflict, and (5) how can we sustain and/or grow our collaboration. We will share behind-the-scenes moments from “behind the scenes” of *Libraries Ready to Code* to illustrate our partner- ship experience.

Our Collaboration Context: *Libraries Ready to Code?*

The RtC initiative began in the fall of 2015 with a question from the Google CS Education team: “What do you know about library coding programs for K-12 youth?” OITP did not have a ready answer. So began Phase I.

First, we explored the nature and scope of such programs in both public and school libraries, which resulted in an overview report titled: “Ready to Code: Connecting Youth to CS Opportunity through Libraries” (http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/pp/Ready_To_Code_Report_FINAL.pdf). The report identifies strategies to build library capacity so library coding programs foster computational thinking among youth and become a core service across public and school libraries. The report’s recommendations



address a number of challenges library staff face that may prevent them from starting a coding program or that make expanding or enriching current programs difficult. It became clear that librarians need skills to facilitate learning, engage local communities, develop measurable outcomes, and bring in the youth voice. The subsequent RtC project phases take action on recommendations with a two-pronged approach to address these challenges and to assist youth librarians in developing RtC competencies (See “Ready to Code Competencies for Youth Librarians” right). Phase I’s findings suggested one way to address the skills gap could be to infuse LIS curricula for youth programs with RtC concepts.

As a result, Phase II, which began in January 2017, focused on the needs of pre-service librarians in developing their understanding of the RtC concepts and how to deliver them to youth throughout their learning journey. To test this assumption, six faculty representing LIS schools, iSchools, and Schools of Education with a specialty in school librarianship formed an RtC Faculty Fellowship. RtC Fellows collaborated in re-designing select media/technology courses from their respective institutions to embed RtC concepts.

After teaching the redesigned courses in the Fall of 2017, the RtC Fellows will share their revised syllabi and course models with colleagues across the LIS community and serve as ambassadors to encourage other LIS faculty to embed RtC concepts in their curricula. The project will be evaluated for impact and effectiveness, and findings will be broadly disseminated.

Phase III, which launched in June 2017, focuses on building the capacity of in-service librarians through a competitive grant program sponsored by Google, administered by YALSA, and in collaboration with ALA’s other youth divisions: the Association for Library Service to Children (ALSC) and the American As-

Ready to Code Competencies for Youth Librarians:
Confidence to facilitate learning
Expertise in community engagement
Ability to develop clear learning outcomes
Proficiency in including youth voice in design

RtC concepts explore the role of libraries in:
Increasing **access** and **exposure** to computer science learning opportunities for youth,
Changing perceptions among youth and adults about who can code; and
Inspiring youth to explore coding by connecting individual interests to code (**CS+X**).
These concepts were explored through focus groups, interviews, and site visits with librarians and in libraries engaged in coding programs that foster computational thinking skills.

sociation of School Librarians (AASL). During Phase III, the Google-ALA OITP partnership’s goal is to build the knowledge-base of RtC to ensure continuity across all RtC activities.

Selected libraries from across the United States will design and implement youth coding programs that incorporate RtC concepts and foster computational thinking skills. Through these programs, the resulting library cohort will rapidly iterate a toolkit consisting of (1) a selection of CS resources that library staff determine to be most useful for facilitating coding programs and (2) the creation of an implementation guide to accompany the resources. The toolkit, developed *by libraries, for libraries*, will aim to build capacity of library staff to facilitate rich learning programs for youth, regardless of location, staff, or financial capacity (See “RtC concepts explore the role of libraries” above).

Why Collaborate at All?

True Partnerships Increase Capacity

While collaborating with outside organizations often requires new ways

of approaching a project or issue, a successful partnership will build the capacity of all partners involved.

For Google, connecting with OITP provided new insights into how to address issues related to broadening participation in CS education and reaching and engaging youth underrepresented in CS education. Google’s research (<https://edu.google.com/resources/computerscience/research/>) on access to CS education found girls are less likely than boys to be aware of CS learning outside of school, less likely to be encouraged by teachers or parents, and less likely to be interested in learning CS; and Black and Hispanic students face discrepancies in access and exposure to CS classes and to computer use at home and school. A partnership with OITP paved the way to help libraries provide equitable access to CS learning opportunities and ensure that youth were engaged and encouraged to learn.

For OITP and our Youth and Technology portfolio, the RtC project came at a time when we were identifying the most effective “niche” for our policy work on behalf of

TRENDING

youth-serving libraries. Phase I increased our capacity by building the beginnings of a cadre of go-to librarians through our project interviews, focus groups, and site visits. Our Ready to Code cadre included librarians from school, the public, and also from state libraries and academic institutions from a mix of geographic locations. These experts brought with them experience in facilitating rich learning programs for youth, serving diverse populations, engaging with community leaders, and connecting youth interests to library programs. Having such experts on hand directly supports our advocacy work in Washington, D.C., through exemplars that illustrate libraries' work with education and work force development and innovation.

Partnerships Help Focus Priorities

In practice the Phase I question, "what do you know about library coding programs for K-12 youth?" pushed the OITP youth and technology team to focus on K-12 computer science education, a hot topic in the Washington, D.C. political landscape. This resulted, among other outcomes, in our inclusion in the Obama administration's CS For All initiative. Our work also uncovered a pathway to explore the changing nature of services for and with youth and how to make sure library staff have requisite skills for new and critical roles. Finally, it provided new insights into the role of the library in increasing rich learning opportunities outside of the formal classroom, including for the youngest learners. Going forward, we expect the Ready to Code partnership will prepare us for advocacy work with federal agencies through opening opportunities and providing evidence that libraries have an important role to play in CS education.

In addition to addressing specific needs of the library community, the Phase I collaboration contributed to

the Google team's basic understanding of the way libraries could help advance its vision for CS education and identified further opportunities to directly engage with ALA to build the capacity of local libraries. It is estimated that by 2020, more than half of all jobs will require computational skills, but a majority of students still do not learn these in school. Google's 2016 report "Trends in the State of Computer Science in U.S. K-12 Schools" (<http://services.google.com/fh/files/misc/trends-in-the-state-of-computer-science-report.pdf>) found that only forty percent of school principals report having at least one class where students learn programming or coding. Working with ALA to equip librarians with the resources and understanding to curate and facilitate programs that suit their communities' needs, Google hopes to broaden participation in computing and inspire youth to learn, create, and problem solve.

Partnerships Improve Your Messaging and Extend Its Reach

In our Ready to Code work, both OITP and Google had to learn the language of the other. OITP had to master articulating how libraries support the development of computational thinking among youth to CS education experts and Google had to refine how to connect its vision for CS education to the work of youth librarians. Similarly, through the development of a shared vision, which we will describe next, each of us have worked with our respective teams to develop messaging relevant to our own stakeholders, Googlers and librarians. Finally, as partners, we are building a common message about the library contribution to increasing access and exposure to CS learning opportunities as well as how libraries can help change perceptions of who can code. Our shared message supports the goals of both ALA and Google

and is one we can share broadly with stakeholders engaged in creating opportunities for youth.

Sharing a Vision and Defining Roles and Responsibilities

Establishing Our Partnership

Our relationship has its basis as a funder-fundee relationship through Google's sponsorship of RtC. The unique relationship influences the responsibilities of each organization and determines the starting place for the scope of our work together.

As with the start of any partnership, we both needed to become familiar with our respective missions specific to the issue that brought us together: increasing access to CS education for PreK-12 youth. While OITP poked around the Google CS Education website (<https://edu.google.com/cs/>), Google clicked through ALA links and OITP pages (<http://www.ala.org/offices/oitp>) to become familiar with where we focus our respective efforts and resources. Having this information helps determine if your organizations are a good prospect for working together.

Both ALA/OITP and Google CS education had a similar objectives in establishing a plan for how each of us should structure our collective support of youth serving stakeholders. In Google's case, this is for supporting the broad educator community. For OITP, the project is narrowly focused on the library community. We both want to understand (1) how to effectively and efficiently marshall our resources, (2) how we can leverage one another's strengths, and (3) what more can we accomplish working together. Within RtC, Google helped OITP define priorities and the scope of our youth and technology work, while OITP helped Google understand the scope of what libraries, when well equipped, can bring to the table.



Our roles are defined, in part, through the missions of our respective organizations and through the relationship. For example, OITP submits project reports and other documents necessary to show progress toward the project objectives. Google reviews project documents and suggests ways they could align more closely with their goals and rationale for supporting for our work. There are project-specific tasks and activities that we work on together and decide who will be the responsible party based on what we are trying to accomplish. These roles are more fluid and often change as we progress. One opportunity that arose for us was to present on RtC at the European Conference on Information Literacy (ECIL) in 2016 (<http://ecil2016.ilconf.org/>). We shared responsibility for writing and submitting the paper and worked collaboratively throughout.

Good Communication is Open and Often

After reflecting on times or topics where there could have been conflict, we're confident that the open and frequent communication between our teams is the fundamental reason we've avoided conflict. Here are a few communication strategies that work for us:

1. Set up a check-in time. Whether you use a virtual meeting platform like Hangouts or Zoom or a conference line, get something on your calendar at regular intervals so you build in an expectation to talk regularly.
2. Work collaboratively. There will likely be times when partners have to draft communications such as a press release or blog post about your project. Whether it's through a shared workspace like Google Drive, Slack, or Dropbox, take advantage of the collaborative nature of these online platforms.
3. Listen. Being a strong partner also means being a good listener. In

order for us to move our ideas forward, we have found we need to take the time to listen to how we describe our respective ideas. This allows us to clarify objectives and reorient activity as necessary. It also creates a space to revisit our initial objectives. Over the course of a project, you might make discoveries that cause you to need to shift course midstream.

4. If you're not sure, ask. It's easy to feel like you should know the answer, but, particularly at the start of a partnership, this may not be

goal of building the capacity of libraries to facilitate coding programs that foster computational thinking among youth. We also regularly revisit our original reason for joining together to make sure we are on task, that it is still relevant, and to refocus as needed.

Now that we've shared some of our experiences, you may be thinking that building our partnership has taken a lot of energy. While it's true that we have put in hours of work, the work continues to be rewarding. OITP has leveraged the RtC project to forge new connections and build collab-

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These experts brought with them experience facilitating rich learning programs for youth, serving diverse populations, engaging with community leaders, and connecting youth interests to library programs.

the case. As the relationship matures, processes may also change. We may send a lot of emails that begin, “Sorry, but I just want to make sure I have this right,” but it's often better in the end to catch a potential issue than it is to fix a mistake.

What Did We Learn?

Did either of us know we'd be launching Phase III of *Libraries Ready to Code* in 2017? The answer is probably no. However, by keeping communication channels open and being responsive to one another's suggestions and concerns, our partnership has solidified. Through focused work and a well-defined yet flexible strategy, we have made significant progress toward our

orations with other organizations active in the CS education and coding landscape.

One sentence to wrap it all up? Be confident that you have something to contribute, be clear about your goals and objectives, and be receptive to different ways of approaching a problem. You will be on your way to building a vibrant partnership. ■

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Stop, Collaborate, and Listen: How to Create Partnerships in the Library

Developing
partnerships that
last.



Desiree Alexander and Valerie Tagoe

Librarians tend to work individually. On a school campus, we are oftentimes the only person in our line of work. However, we can develop partnerships with other librarians and businesses/agencies within our communities to provide services to our patrons. For all categories of librarians and libraries, partnering is essential. Being a collaborative librarian can be intimidating at first; however, partnering with fellow librarians on various projects can be a catalyst for personal and professional growth. Not just for the sharing of ideas and information, but also to provide innovative and informative programs and services to students, staff, and communities. So stop, collaborate, and listen while we tell you how we became collaborative librarians who created partnerships within our libraries.

Valerie's Journey

I have been a librarian for eleven years, mostly in a large urban school district. As I was completing a Master's Degree in Bilingual Education at Southern Methodist University, and teaching at an elementary school, I applied for a librarian certification program. The program was done in conjunction with Texas Woman's University's School of Library and Information Studies. The certification program specialist encouraged us to join professional organizations, attend conferences, and get involved by serving on committees. It was not until about nine years into my library career that I heeded the advice. However, it was through this program that I met the librarians that I would eventually partner with in the future.

Desiree's Journey

Teaching as a middle school English teacher for five years in Louisiana and Texas, my love for teaching students literature grew more fervent. After a particularly good teaching year, I decided that I wanted to become a librarian. I began to research and learned about an alternative certification program in Dallas Independent School District where I would be able to become a school librarian while learning through Texas Woman's University. I knew it was a long shot, but I applied. I was the only educator from outside of the school district to be accepted, and I was honored. From there, I became a middle school librarian and then a high school librarian. I moved back to Louisiana to remain in the library field, but decided to branch out. I wanted to do more. So, I became a leader in our state library association (Louisiana Library Association) and became a young adult library consultant with a public library (West Feliciana Parish Library).

Valerie Has an Idea

In 2015, I realized that I knew some spectacular librarians. We were all working so hard to accomplish quality, innovative library programs. At one time or another, we all worked in the same school district. We would see one another at meetings and conferences. At conferences, we would meet and talk about what we were doing in our schools, and share our ideas. I questioned, why were we only sharing with each other? I decided that I wanted to gather that same group of librarians to share what we have done in our respective libraries by presenting at a state conference. Most of us worked in middle school or high school libraries,



so the presentation would be focused on programming solutions to get teens more involved in the library. So in the summer of 2015, I submitted proposals for us to present at the Texas Library Association Conference and the ALA Conference. I crossed my fingers! This would be the first time that I created proposals to present at a state and a national conference. Luckily, both proposals were accepted, and we were excited! It was quite a feat to have program proposals accepted for the Texas Library Association (TLA) Annual Conference and the ALA Annual Conference (ALA). This led to the creation of the Media Center Mavens! All four of us were able to attend and present at the TLA conference. It was a great session as librarians in the audience shared what they were also doing and the resources they used in their libraries. So not only did they walk away with some great ideas, but we too walked away with new ideas and resources. Only two of us were able to attend and present at the 2016 ALA conference. Our co-presenters were able to record video clips discussing programs that drew teens into their libraries. The presentation was so well received that it was written about in American Libraries (AL) Magazine.!

Desiree Gives It a Name

Media Center Mavens, huh? It was time to brand ourselves to make us a presenting powerhouse! We had the name, but we needed a logo, our colors, what we stood for, and a website. We needed to create an entity for ourselves. So we began to collaborate on what the vision for our group would be. We decided that we wanted to share what we were doing with all librarians so we could empower them not only in their own libraries, but to understand the importance of partnerships. We also decided that we never wanted our presentations to be stuffy or impractical. Simply, we wanted to share openly and

show others how incredibly awesome it was to do the same. So, I had a couple of logos made for us, and we choose the one that we all loved. Then I created a website where others could find out more information not only about us, but about the resources we wanted to make available. We were ready to take on the world!

Valerie Partners Up

In addition to partnering with librarians to discuss programming ideas, resources, and the like, it is important to partner with those in the community that can help support and even fund

see a need in your school or community for the services that they provide. Contact the agency and see if they are willing to do a workshop for your students (and even their parents if the information benefits the whole family). If appropriate, invite students and parents from other schools.

Desiree Partners Up

I wanted my libraries to be the place where my pre-teen and teen patrons could come and get information about a variety of topics. I started to stress because I realized I had a lot of work to do. I needed to research so many topics

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Share ideas and join together on a project. You have to know at least one other librarian in the world who is willing to share ideas. Connect with them! It can open up so many doors for you and for your students.

your programs and clubs. A student asked me to sponsor the Graphic Novel and Anime Club in the fall of 2012 when I started working at a high school library. Eventually word of the club got out into the community. A parent told the owner of a comic book store, and he reached out and expressed that he wanted to help make it the best club in the city. I invited him to speak to the group, and he also made a donation of cash and books to the club and the library!

Step out and talk to business owners who may be able to do presentations for your students and sponsor programs! In addition to business owners, don't hesitate to reach out to nonprofit agencies, particularly if you

so I could teach it to them; I had no clue how I would be able to do the rest of my job. That is until I thought about community partnerships! I realized we had experts on these topics right there in our community. I needed to begin to partner with my community in support of our students. The first thing I did was create a Straight Talk Series where the topics would be chosen by the students. I would get community partners to come speak about these topics, giving the students Straight Talk (no canned speeches). Instead of researching topics, I began to research who could speak to these topics. We had successful after school sessions on getting into college, getting a summer job, money management,

FEATURES

becoming a Manga writer/illustrator, health and fitness, makeovers, dressing for success, and more. It not only became great information for my patrons, it became great PR for my library and school. I started to submit information about our programs to the local newspapers and blogs. This helped promote the good we were doing, and also helped to promote future projects.

Valerie Branches Out

In 2015, I also increased my involvement in the Texas Library Association. I am currently serving on two committees, and I have participated in leadership development programs, such as the 2016 Executive Leadership Immersion Program and the Tall Texan Leadership Development Institute (summer 2017). Serving on committees and participating in leadership development workshops are great ways to network with librarians who work in public, academic, and special libraries.

I met two amazing librarians through the Executive Leadership Immersion Program. One works in a public library, and the other in an academic library. We have talked about partnering up on a project that will benefit the communities in which we serve. The project is just in its infancy; however, I think that it will be innovative and creative.

Getting involved in state and national organizations is also a great professional and personal growth opportunity. Just presenting at conferences has been a great learning experience for me as I've done research to craft proposals and collaborate with other librarians to create presentations. Interacting with librarians from across

the state, the country, and the world, particularly at ALA conferences, opens up a wealth of information that I would have not had before.

Desiree Branches Out

As for me, my career has lead me down a different path. My interests began to fall into three categories that surrounded library science. As I became more of a leader in the library science field by joining professional organizations, taking on officer roles, and getting published, my interests began to sharpen into helping teachers and librarians become more aware of technological advances. I also became interested in how I could affect change on a broader scale by becoming an educational leader. Finally, from my consulting work, I realized that I was really interested in branching out into consulting as well. So, that is where my life has lead: I became a district administrator in technology, a regional director for an educational non-profit and founded my own professional development company, Educator Alexander Consulting, LLC (www.educatoralexander.com). While doing these things, I remained connected to librarianship by presenting at conferences, remaining a part of those professional organizations, and publishing more about library science. Once a librarian, always a librarian. So see how you can become more active in our community! It is fulfilling and life-changing!

Now You!

We encourage . . . no, we challenge you to develop partnerships with your colleagues and communities. We understand . . . we have been there.

Sometimes it is hard to know where to start. But, as usual, the Media Center Mavens are here to help.

Here are three ways that you can get started today on your journey to becoming a collaborative librarian:

1. Share ideas and join together on a project. You have to know at least one other librarian in the world who is willing to share ideas. Connect with that person! It can open up so many doors for you and for your students.
2. Start doing some quick searches. See what agencies, businesses, and libraries are in your community. Then find out what they are working on. Start building relationships with them by seeing how you can help them and how they can help you and your patrons. You will be surprised by what can flourish through a partnership.
3. Look into professional organizations and get involved as this will lead to new and different collaborations. Start with your local and state library associations. They have many different round tables and committees that you can join.

You can do this! Start slow, but start steady. We never imagined we would be where we are today! You will be saying the same thing soon! ■

DESIREE ALEXANDER is the Founder and CEO of Educator Alexander Consulting, LCC and works with different school districts and companies to aid teachers and employees in integrating technology, education leadership, and branding themselves and their schools. VALERIE TAGOE is a School Librarian at the Dallas Independent School District.



Better Together: A Review of School/ Public Library Partnerships

Learn the
benefits of
creating school/
public library
partnerships.



April Witteveen

Looking at the schedules of any given library conference, attendees will likely discover a selection of programs on the theme of partnerships. The American Library Association's 2017 annual conference was host to nearly twenty such events, highlighting the fact that a collaborative approach is one of the best ways for libraries to leverage the services they offer. Youth- and teen-serving librarians in school and public libraries can find particular benefit in connecting with each other. A selected review of professional literature published in the last five years reveals a variety of programs and initiatives that demonstrate a "better together" approach.

Why Collaborate?

School and public library partnerships start with the understanding that a community-based approach to serving youth and teens is essential. The two types of institutions work with the same population and thus have the opportunity to create a strong impact in these students' lives, both as far as their information needs go as well as instilling a love of libraries in the next generations of taxpayers. School and public libraries are likely operating under significant differences in their funding structures, where generally a public library will have access to financial resources that a school does not. Schools on the other hand offer something a public librarian will rarely find—a captive audience. Students are already using their school library or media center, or at the very least, spend 20–30 minutes in the cafeteria every day, leading to a variety of school-based programming opportunities that can reach a much broader base. Working together helps meet curricular needs when schools know about

the full offerings of their local public library; students and teachers can then be referred to supplemental resources as well as find support during school library service gaps on weekends and school breaks. In return, a public librarian who knows what projects their local schools are engaged with can complete the information cycle for students and their families by making sure they are prepared and informed. Large-scale initiatives such as student library cards and shared material circulation take these partnerships to the highest level, building on former successes that helped develop a strong sense of buy in and shared vision.

Creative Programming Partnerships

Kate Neff and Alexandra Phillips began their collaborative work simply by increasing exposure of the public library's offerings at school events. They detail this collaboration in "A public library and a school library partner for program success," published in *Voice of Youth Advocates* (VOYA) in 2016. "Our collaboration began through 'Phillips's' visits during orientation times at the beginning of the school year, during open house, and dropping by at the end of the year to promote the public library's summer programming. We worked well together and decided to have more joint activities . . . This way, our school had access to the resources of the public library, and Phillips's numbers for teen programming were boosted." The two began offering after-school parties with a pop-culture focus—celebrating the releases of hot new YA books that have been turned into films, for example. "We look ahead every year to see what movies are coming out so we can start planning early and get the students

FEATURES

hyped up for the next big party,” said Neff. Maker programming has also been a success, with Phillips visiting the school library during lunch. The school already had maker supplies, and Phillips brought in her library’s Wii. “These days were a great way for the students to get to know me,” Phillips said. The benefits of working together extend directly to the students, especially the ones who Neff saw frequently in her school library. “These ‘programs’ showed me that if the library provides a minimally structured and regular program time, it’s an opportunity for these students to come in and make new friends.”

Thanks in part to a “long-standing partnership between Carroll County Public Schools and the Carroll County Public Library,” media specialists and public librarians created the Student Collaboration of Research Exploration (SCORE) Challenge, detailed in Heather Owings’s 2015 VOYA article, “A public school and public library partnership SCORES Big.” The quiz-type program is set up in rounds, and student teams must use database resources provided by both the school and public library to find the correct answers, including citations. The collaborative program began with a competition “between two middle schools and twenty-six students,” and grew to “include four middle schools with eighty-seven students participating” just three years later. According to Owings, SCORE not only rewards students for finding the right answer to a question, it teaches critical thinking by evaluating questions and pulling out “the most important parts . . . They are learning to wade through piles of credible information quickly and easily. Those same skills will allow them to wade through the digital overload of information out there with perception and assessment.”

A 2013 VOYA article by Molly Milazzo discusses how she worked with a local high school’s school-to-career coordinator to develop a series

of in-school workshops on topics such as creating resumes, the application process, and interview skills. Given that part of the focus of YALSA’s Future of Library Services for and with Teens Report (http://www.ala.org/yaforum/sites/ala.org/yaforum/files/content/YALSA_nationalforum_final.pdf) is to help teens become career ready, this idea feels particularly pertinent. Milazzo had her brainstorm while working to hire a staff member at her library; she realized there had been “little discussion” on the job-seeking process when she was in high school, and she began to see “how the public library might help remedy these oversights.” In partnership with the school-to-career coordinator, the team worked together to identify the best time of day to capture student interest in the program and then began distributing the workload of finding speakers and gathering supplementary materials. The two were able to cross-promote the program both through the public library’s standard PR channels of newsletters and social media while the school posted fliers and sent information to parents. Teens earned career exploration hours, which are required for graduation. Milazzo noted the value of the captive audience offered by doing the workshop series at a school: “Going to where the teens already are instead of trying to get them into the public library . . . was the right thing to do for this series.”

Aarene Storms, a teen services librarian with King County Library System (Washington) and Mary Jo Heller, now-retired librarian at a local middle school, teamed up to talk collections with their Sex in the Library workshops, as described in their 2012 VOYA article. After identifying a title in her school library that didn’t fit selection criteria, Heller considered the fact that the public library was the perfect place to guide students to who were looking for information in titles that might not be considered appropriate for the middle school collection. Sex in the

Library initially began in 2001 with the two librarians book talking “the newest, hottest titles with sexual content written for teen readers” to a teen audience in order to “spur the students’ imaginations, to enable them to think and react in a safe setting, while exploring some necessary social areas to provide them a knowledge base in present day society.” The partnership has since spurred several packed conference presentations and a coauthored book (<http://voyamagazine.com/2013/05/01/new-from-voya-press-sex-in-the-library-a-guide-to-sexual-content-in-teen-literature/>). One big recommendation from the pair? “Don’t be a self-censor. If there are books you don’t want in your library, team up with a librarian in a different agency who does stock them. Don’t just avoid or purge books because you are afraid of reactions from the community. Talk to library board members, teachers and librarians . . . parents and PTA groups. They may be more delighted than you ever imagined when they learn that you have sex in your library.”

Leveling Up to Support Students

Neff and Phillips were also able to evolve their collaboration into extended traditional library services via the public library’s book mobile. As the pair tackled the barrier of getting the teens library cards, students gained access to the library’s collection every Monday when the book mobile made a regularly scheduled stop during the school’s lunch. This new mobile branch allowed students and school staff the opportunity to “browse, check out items, and pick up their holds,” removing yet another barrier, that of physical access to the public library, which may have stood in the way.

In order to offer a full continuum of support for local students, the Evanston (Illinois) Public Library and Evanston Township High School work together



in a variety of ways, allowing “students and their families . . . to tap the community’s full array of library resources” (Figel and Neumeier, VOYA, 2013). Initially staff from the two libraries met to lay the groundwork of understanding each other’s mission, learning about each library’s strengths including resources and assets, as well as probing any barriers to service that students may encounter. School librarian Nancy Figel and teen services librarian Renee Neumeier took the opportunity to tour each other’s spaces and to include students in exploring what each organization had to offer. As the partnership has evolved through author visits and regular book talks, students are also more aware of the public library’s resources that can help with their schoolwork. Neumeier offered public library card applications at her school visits, frequently waiving fines in order to bring students back into the library. The relationship has seen great results; public library staff are informed and prepared to assist students and teachers, and students at the high school are also increasingly aware of services the public library offers such as fun programming and extended hours at the Teen Loft. “Students now find that library help does not end when the school library closes . . . whether the students supplement their online work with the resources of the Evanston Public Library or go there to work on a project in a public space, the collaboration of the school and community libraries has expanded all that Evanston provides.”

The IMLS-funded ConnectED Library Challenge, issued by President Obama in 2016, “is a way for communities throughout the country to create or strengthen partnerships so that every child enrolled in school can receive a library card and have access to the books and learning resources of America’s public libraries,” ([https://www.ims.gov/issues/national-](https://www.ims.gov/issues/national-initiatives/connected-library-chal-)

llege). While there is a significant list of libraries participating in the challenge (<https://www.ims.gov/issues/national-initiatives/connected-library-challenge/communities>), Charlotte Mecklenburg Library (CML) was ahead of the curve with their ONE Access initiative (<https://www.cmlibrary.org/oneaccess>). Outlined in a recent *Library Journal* roundup of public and school library partnerships, ONE Access started as a pilot project in the 2014–15 school year in reaction to a Pew Research Center study, “which found that eighty-five

tion, and the library is happy to spend less time explaining its services and more time providing them.”

MyLibraryNYC is another large-scale partnership that seeks to connect area students to the world of information and services available through not just one public library system but three: New York Public Library, Brooklyn Public Library, and Queens Library (<http://www.mylibrarynyc.org/>). A shared public catalog system between the schools in the New York City Department of Education’s system and

“**Reviewing the literature reveals several commonalities of successful partnerships: identifying stakeholders, clearly defining roles and identifying strengths, and a commitment to the shared vision of a “better together” approach to creating new and exciting services.**

percent of respondents nationwide believe public libraries should coordinate more closely with local K–12 schools to provide resources to children” (Peet, *Library Journal*, 2017). When CML issued physical library cards to every pre-K through third-grade student who didn’t already have one, the results were not impressive. However, when the library considered using student Idaho numbers to authenticate public library transactions and provide access to online resources, a bell went off. “If a third grader knew his student Idaho number . . . surely middle and high school students could do the same.” With hopes to extend ONE Access to charter, private, and parochial schools, “the county has recognized the value of the collabora-

the three libraries offers a substantial increase of access to resources both physical and digital; print materials can be delivered to participating schools upon teacher request. Launched in 2011, MyLibraryNYC manager Amie Wright wrote about this partnership in *Teacher Librarian* in 2014 with Leanne Ellis, expected requests for “core curriculum needs” and instead found “our best role was to serve as a supplementary enhancement to their classroom and school libraries.” MyLibraryNYC’s primary aim is “to strengthen the ties between the schools and their branches,” and Wright shared that “It’s not just about making one phone call. It’s about stopping by again and again.” The program now boasts

FEATURES

an impressive menu of school services offered to over five hundred schools in all five boroughs, including instruction and training for school librarians. The article in *Teacher Librarian* noted that including professional development in the tenets of MyLibraryNYC results in “school librarians becoming the de facto program managers . . . so teacher and student entry into the program emphasizes the benefits of having thousands of in-demand books and resource selections.” While partnerships at the level of MyLibraryNYC or other large-scale, circulation-based projects such as Nashville’s Limitless Libraries program (<http://www.limitlesslibraries.org/>) may seem daunting and out of reach for smaller libraries, the lessons of exploring possibilities, discovering shared values, reaching across agency lines, and consistent communication remain for any collaborative effort.

Getting Started

Reviewing the literature reveals several commonalities of successful partnerships:

identifying stakeholders, clearly defining roles and identifying strengths, and a commitment to the shared vision of a better together approach to creating new and exciting services. Librarians should also keep in mind what hurdles they may have to jump in order to proactively problem solve. Marta Murvosh, in a *School Library Journal* article in 2013, noted that “some of the typical roadblocks include a lack of time, vision, or resources; difficult personalities to deal with; and a scarcity of support from higher-ups.” Additionally, the pressures of standardized testing schedules for a school district can also be a barrier, which may feel concern that extra activities could “negatively impact test scores.” Regardless, youth-serving librarians can take inspiration from these and many other partnership success stories as they strike out to explore the potential for their own cross-agency collaboration. A great source of ideas is the American Association of School Librarians/ASLC/YALSA Interdivisional Committee on School/Public Library Cooperation

(<http://www.ala.org/alsc/schoolplcoop>). Partnerships represented on the resource website include everything from basic assignment alerts, where teachers and school media staff can inform their public libraries about upcoming projects and request resources, to literature-based programming, library card campaigns, and complex system-wide and cross-agency initiatives. A handful of cautionary tales are also posted to help guide new collaborations in the right direction. Whether starting out with an outreach and programming-based approach or looking at system-wide opportunities, keeping in mind the goal of increased access and awareness of resources with a community-focused baseline is the guiding light for librarians looking to collaborate. ■

APRIL WITTEVEEN is the Community and Teen Services Librarian with the Deschutes Public Library in beautiful Central Oregon.

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Partnerships and Funding – A Mix That Works

Explore how to
mix partnership
and funding.



Karisa Tashjian with contributions from Jack Martin, Shannon Lake, and Kate Aubin

In public libraries today, organizational partnerships are central and critical to achieving the short- and long-term outcomes for which we strive for the youth we serve in our programs. The importance of partnerships, in general, has grown rapidly in recent years, perhaps due to limited resources, new models for working together, and an increased awareness of the benefits of collaborating closely with other organizations. This article outlines how Providence Public Library (PPL) in Providence, Rhode Island, has approached partnerships in recent years and describes some of the “tools” in our toolkit that we have found effective. One of the areas where we have found success is in securing grants and other funding as part of our partnerships.

Our approach to working with other organizations is grounded in several guiding principles:

Recognize that we can't achieve our goals alone. To provide the best service and opportunities for our patrons, we identified the areas where we excel and fill a need in the community and where we need assistance or additional resources. Our strategic plan explicitly states that we “harness PPL’s internal research expertise in service to the network ‘our partners’.” We also recognize that we aren’t always the best organization to take the lead on a project or even to be involved. We aren’t afraid to say *no* or *yes* to potential organizational partners because we know our priorities and goals. Our Teen Educator/Librarian created a rubric to help our decision-making when considering to enter a partnership.

View collaboration as more impactful than competition. We partner with

other, similar organizations that would traditionally be seen as competition, such as libraries. We have found these to be some of our most robust and successful partnerships. We have found tremendous partners in organizations from a diversity of sectors, such as the state Department of Health, industry organizations, and others, due to our shared goals for youth.

Strive to be the best partner possible. We look at our partners as “customers” in the sense that we don’t take them for granted and hold high expectations of ourselves and them. We work hard to show our trustworthiness and that we can be counted on. In fact, one of our strategic plan priorities is to “become Providence’s best collaborator.” We are well on our way. The Institute of Museum and Library Services’ (IMLS) Strengthening Networks, Sparking Change: Museums and Libraries as Community Catalysts 2016 report describes the idea of focusing on contribution, not attribution. We work hard to recognize our partners. This has required an evolving shift in our marketing materials, for example. We also recognize that “small stuff matters.” We often go to partners’ locations for meetings to make it easier for them. If we host a meeting, we are sure to have refreshments. If we see a resource that could be helpful to a partner, we share. Our staff puts relationships first, and this has held us in good stead.

Stewarding partnerships in themselves are part of the work. Our strategic plan recognizes that partnerships require resources and states that “managing external partners, people and other resources will be a major staff activity.” Staff have support to put in the

FEATURES

time required to build and sustain relationships and partnerships. We strive to “codevelop” an increasing number of programs and services with partners. We aren’t afraid to “count” our program or service even if it takes place at a partner’s location. As relationships deepen between organizations, there is increasing fluidity between library and partner staff, activities, and programs. Having a team with a diverse mix of programmatic experience and skills is essential to “getting things done.” PPL’s core team includes: Jack Martin, Executive Director; Karisa Tashjian, Director of Education; Shannon Lake, Teen Educator/Librarian; Don Gregory, Technology Trainer; and Kate Aubin, Community Partnerships and Engagement Coordinator. Jack has a long history of working with youth and now, as head of PPL, is able to translate this knowledge into understanding what it takes to develop and implement a project. Karisa’s background in workforce development and as an educator has allowed her to share her skills and use her networks to benefit the project. Shannon’s experience as a librarian in various public libraries, primarily working with teens, has brought a practical view of how to transform traditional library services into innovative programming for 21st-century youth and keeping the needs and interests of youth at the forefront.

The term “partner” was loosely used in our library, but it has increasingly come to have deeper meaning. We are no longer comfortable with using the term to simply describe an informal relationship just to check off a box on a grant application that requires that we have “partners.” This shift came as we intentionally designed programs and services with greater impact and outcomes. We often measured success in how many patrons we served and not on the quality or impact of the

program; we are working hard to make this shift. As a result, this has required that our partnerships do the same. We are defining “levels” of partnership to better capture our expectations of and describe our relationship with other organizations. Hogue (1993) describes five levels of institutional relationships: (1) networking; (2) cooperation or alliance; (3) coordination or partnership; (4) coalition; and (5) collaboration. Each has its own purpose and characteristics, and organizations can move up (or through) the levels (<http://www.ncjrs.gov/App/publications/abstract.aspx?Idaho=168796>). We have found that various types of “partnerships” have a purpose, place in time, and value.

In our work we have not only considered Hogue’s five levels of organizational relationships but the collective impact framework as well. Collective impact “occurs when organizations from different sectors agree to solve a specific social problem using a common agenda, aligning their efforts, and using common measures of success” (<http://www.fsg.org/ideas-in-action/collective-impact>). In 2016, PPL was awarded a three-year National Leadership grant from IMLS to focus on teen workforce development and the role that public libraries can play to address a vital community need. Informed by a collective impact framework, we have worked to position the library as a leader in the community in teen workforce development.

PPL initially set out with our teen workforce development project to demonstrate how libraries can serve as collective impact “backbones,” which is a “separate organization and staff with a very specific set of skills to serve as the backbone for the entire initiative” (https://ssir.org/articles/entry/collective_impact). John Kania and Mark Kramer also

write in the *Stanford Social Innovation Review* that “coordination takes time, and none of the participating organizations has any to spare. The expectation that collaboration can occur without a supporting infrastructure is one of the most frequent reasons why it fails.” However, we have been very cautious about creating a too burdensome administrative structure, as we want our work to be replicable in other communities. We also want the effort to be sustainable and to have the greatest impact possible, which implies creating a structure that is as efficient and streamlined as possible. As a result, over the past year, instead of focusing solely on the backbone work, we have created or reinforced partnerships with a variety of organizations whose work also aims for positive workforce development outcomes for youth, while positioning PPL as a leader in the effort.

Our aim over the three years of the IMLS project is to positively impact 600 youth. In our grant proposal, we were ambitious because we knew that our partnership principles could take us there. We are not interested in simply serving youth but in having significant impact, which requires a network of partners. With our purpose/community need and guiding principles in hand, we started to examine our existing relationships with organizations to determine who we wanted to approach and why.

One of our first steps was to send out a call to organizations and people we knew who were involved in teen workforce development and ask them to bring another organization for a convening. We organized two convenings in our first year of the project (2016–17). It quickly became apparent from the participation that organizations serving youth are eager to work with the library. We believe that there’s



a realization that the library brings a variety of value to projects, including space to hold programs, staff that know teens and the community, and skilled staff with expertise in learning and teaching. Many participants spoke positively of the library in the convenings, which is a wonderful way to start off any project.

Since then, we have fostered, formed, and strengthened partnerships with a variety of organizations. We have explicitly signaled to the community that teen workforce development is one of PPL's priorities, and this has resulted in partnerships that created high-quality opportunities for youth. For example, PPL partnered with the Rhode Island Hospitality Association (RIHA). When asked about their first meeting with the PPL team, RIHA staff stated that they didn't really understand why or how the library would partner with the Hospitality Association, but they were willing to listen and see if something might work. Once the meeting took place, RIHA was impressed by the potential connections and workforce development opportunities that the library could bring to the table and was ready to support the My City, My Place program that the PPL team envisioned. RIHA provided access to several tourism and hospitality professionals and teens had the opportunity to be mentored by these professionals. Through their interactions with these professionals, the teens learned tourism-based marketing skills along with such 21st-century skills as problem-solving and decision-making.

Another teen program this past spring was made possible in partnership with the Genesis Center, a local adult education program that focuses on job and life skills. Professional chefs from the center worked with teens over the spring break week in

their kitchen and taught a variety of culinary and business skills from cooking, to restaurant management, to industry standards. At the program's culminating event—a dinner cooked and hosted by the participating teens—a grandmother spoke about the value the program brought to the granddaughter she is raising. The grandmother noted that her granddaughter gained cooking skills during the program and also gained life skills such as collaboration and teamwork. This was a codesigned and codelivered program by PPL and the Genesis Center.

- Exploring a collaboration with Year Up, whose mission is “to close the Opportunity Divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education,” which aligns well to our teen program. Year Up youth may serve as mentors to the teens in “Pop-Up Libraries” this fall and are also providing public-facing technology classes at PPL.
- In a partnership with the state college, Rhode Island College students in their “youth development” major

“

We often measured success in how many patrons we served and not on the quality or impact of the program; we are working hard to make this shift. As a result, this has required that our partnerships do the same.

The RIHA and Genesis Center partnerships demonstrate how working together can result in a much higher quality program than PPL could have done on its own. We could have offered the programs, but they would have lacked the true connection to the workforce and would have required significant time by library staff to organize and implement. The partnerships provided us with high-quality access to industry practices and resources. PPL's involvement provided our partners with increased access to teens, staff expertise, and greater exposure for their organizations.

Some of our other partnerships also provide access to and sharing of resources and include:

are invited to intern as part of our team, which will expand our capacity and impact.

The following partnerships have resulted not only in the alignment and coordination of services but financial benefits as well:

PPL has partnered with The Providence Afterschool Alliance (PASA), whose mission is “to expand and improve quality after-school, summer, and other expanded learning opportunities for the youth of Providence by organizing a sustainable, public/private system that contributes to student success and serves as a national model.” PASA has provided guidance and access to the state Department of Education's Advanced Coursework Network

FEATURES

(ACN). PPL's Teen Coding program, Rhode Coders 2.0, provides youth with coding skills in HTML/CSS and JavaScript and they earn .5 high school credit through the ACN. PPL is provided with funds for each student who completes the course. PPL plans to continue to offer the course twice a year. PPL is also receiving an honorarium for participation by a member of PPL's teen team who is a "thought partner" on a national digital badging project with which PASA is involved.

Rhode Island has a robust government-supported, statewide youth network supported by Rhode Island's Department of Labor and Training. They have been a critical partner to PPL and one that all public libraries should have as a partner. Public libraries are listed in the federal Workforce Innovation and Opportunity Act (WIOA) as eligible partners. WIOA is "designed to help job seekers access [to] employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy" (<https://www.doleta.gov/wioa/Overview.cfm>). WIOA has specific programs for youth. PPL has partnered with Workforce Solutions of Providence/Cranston to access summer employment funds for youth and to be part of the state Youth Center system. Two community organizations that have received WIOA, state and local workforce funds for youth programs previously asked PPL to partner with them in their grant applications. As a result, PPL is hosting forty youth this summer in a paid employment program. The community partners, using state and federal grant funds, will pay the wages and also handle case management. PPL is also expected to receive funding from these partners to provide digital and media instruction to youth in the state workforce system, as well as use our space as a satellite

Youth Center.

Our work designing and implementing innovative learning models for teens has also brought in grant funds from the Digital Media and Learning Competition (DML) and Mozilla Foundation. PPL was one of eleven winning projects for DML's Playlists for Learning Challenge. Our My City, My Place winning project "scales connected learning content and experiences to diverse local and digital audiences through the development of innovative learning playlists that close the opportunity gap and help learners succeed in today's connected world" (<https://www.hastac.org/blogs/dml-competition/2016/09/13/congratulations-dml-6-playlists-learning-challenge-grantees>). With Mozilla's support, PPL is adapting and piloting their Web Literacy training and digital badges/credentials with library staff and teen and adult students.

Particularly for workforce development, the key to obtaining funding is to demonstrate outcomes. Rhode Island has a State Unified Workforce Development Expenditure and Program Report that traditionally outlines state agencies' investments and outcomes in workforce development. We are working to include public libraries' investments and outcomes in workforce development, including with youth to demonstrate to elected officials, policy makers, and other stakeholders the impact of public libraries' efforts in workforce development in the state. This is challenging work as libraries often measure in the number of patrons served and not as much on the quality or longer-term impact. However, it is critical that public libraries are recognized for their work in these areas in order to be eligible and competitive for funds.

While our IMLS grant has helped build our capacity for work in teen workforce development, it is time

limited. We recognized this from the start of our project and are striving to be supported by "braided funding." Braided funding is "the weaving of multiple sources of funding including state, federal and private streams." Here is a link to a toolkit for braided funding: <https://www.edsurge.com/product-reviews/braided-funding-toolkit>. We also recognize that funders understand that partnerships are critical to achieving impact. We have found that more and more funders are requiring partnerships to be eligible to receive funds. As PPL continues to deepen its partnerships and demonstrates a strong track record of outcomes, we look forward to our partners including us in their grant applications and vice versa.

While we have received large, federal grants, we started by applying for small grants and still do. Our success in obtaining funding has been by including language about outcomes—what impact will our activities have on patrons and/or the community, ensuring our "ask" fits a well-documented need that is well explained, and including new ways or approaches (innovation). ■

PROVIDENCE PUBLIC LIBRARY is a 142-year-old nonprofit corporation providing free public library services through its rich and historic physical and digital collections, extensive information resources, thought-provoking exhibitions, impactful educational programs, and expert staff. PPL's mission is to engage learners, inspire thinkers, and connect diverse communities. Since the 2014 launch of our strategic plan, Think Again, we have focused our efforts on creating more robust, engaging education initiatives to better meet the needs of our 21st-century community, from youth through adulthood. We continue to establish partnerships with local



arts and cultural organizations, education providers, and individuals to develop high-quality, unconventional programming for youth and adults that is free and easily accessible to all—particularly low-income, underserved populations. Through our holistic programming, we help to address a variety of community and statewide issues,

including Rhode Island's unemployment rate and need for nontraditional learning opportunities for K-12 students. Our diverse resources, programs, and events promote lifelong learning and personal growth, help patrons achieve their educational and career goals, and enrich the lives of our community members by making arts and culture open

and accessible to all. PPL's work helps address many pressing community needs, providing children with a well-rounded education, promoting a love of learning from a young age, assisting adults in workforce development and readiness, and empowering youth and adults alike through expanded learning opportunities.

FROM THE PRESIDENT

(continued from page 3)

value to and gain value from working together. In other words, through a partnership the involved organizations must be able to accomplish jointly what neither one could accomplish alone.

Often partnerships result in increased resources. Resources might be funds, but often they come in the form of in-kind materials or shared talents and expertise. For example, one organization might provide the facilities for a joint program while the other provides the program leader. Partnerships often allow organizations to expand their offerings without increasing their budget (<https://www.forbes.com/sites/geristengel/2013/04/09/nonprofit-collaborations-why-teaming-up-can-make-sense/#1b4329513985>).

What are the Most Common Barriers to Forming Partnerships?

There are a number of barriers to working collaboratively. Two of the most common are time and trust. Forming partnerships takes time; working as partners takes time; maintaining partnerships takes time. It is important to remember that in the end, however, collaborations save time because they increase capacity and

impact. Trust can be influenced by a number of factors including prior working relationships and personal factors such as the personality of the organization representative (<http://www.pacwrc.pitt.edu/curriculum/700Percent20Moving%20Up%20the%20Collaboration%20Continuum%20to%20Improve%20Permanency%20Outcomes/Content/Content.pdf>). A shared common vision, communication strategies that build openness, and a commitment to recognize the value and contribution of all members is important to establishing trust (<http://www.strengtheningnonprofits.org/resources/guidebooks/Partnerships.pdf>). It is also important that the representatives from each organization are respected individuals who are recognized and empowered by their own organizations to build consensus and resolve conflicts (<http://www.strengtheningnonprofits.org/resources/guidebooks/Partnerships.pdf>).

What are the Critical Factors for Successful Partnerships?

According to Carol Smith (http://www.pointsoflight.org/sites/default/files/resources/files/building_partnerships_

[that_work_0_0_new.pdf](#)), there are five critical success factors:

1. common vision
2. measurable goals
3. clearly stated needs, resources, responsibilities, and processes
4. ongoing communication
5. paying attention to and taking care of relationships

Effective leadership is also key to building and maintaining productive partnerships. Effective leaders are respected members of their organizations; have good communication skills; know how to build commitment, facilitate discussions, encourage participation, create consensus, and move the partners toward achieving their common goals (<http://www.aapcho.org/wp/wp-content/uploads/2012/02/Giachello-MakingCommunityPartnershipsWorkToolkit.pdf>).

Ready to get to work? Read on to learn about how YALSA and your colleagues have formed partnerships and successfully raised funds. You will also want to check out “Partnering to Increase Your Impact,” a new YALSA publication that includes ten steps for building partnerships (http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/Partnerships_WebVersion.pdf). ■

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PLUS

The YALSA Update

Volunteer Opportunities Available!

- **Board Development Committee** (formerly the Governance Nominating Committee): this group will work from January 1, 2018 through June 30, 2019, and will be responsible for identifying candidates for the 2019 slate, training and onboarding board members, and identifying and cultivating future leaders. 5–7 virtual members. Fill out the Committee Volunteer Form by Dec. 1st <http://bit.ly/2vTODP7>
- **District Days Taskforce**: this group will work from April 1, 2018 through Sept. 30, 2018 to provide resources and support to members to engage locally with elected officials. 5–7 virtual members. Fill out the Committee Volunteer Form by Dec. 1st <http://bit.ly/2vTODP7>
- **The Hub**: YALSA’s teen collections blog is looking for diverse voices to blog about issues relating to working for/with teens to develop and curate materials in all formats for teen collections. Bloggers are asked to make a 6-month commitment with an opportunity to extend for another 6 months based on satisfactory performance. Volunteers are accepted year-round. Complete this form to express your interest: <http://bit.ly/1ERdi4A>
- **YALSAblog**: YALSA’s teen services blog is looking for forward-thinking and innovative voices in teen services to blog about challenges, successes, and failures relating to teens, learning and libraries. Bloggers are asked to make

a 6-month commitment with an opportunity to extend for another 6 months based on satisfactory performance. Volunteers are accepted year-round. Complete this form to express your interest: <http://bit.ly/1ERdi4A>

Apply Now for the 2018 Summer Learning and Teen Summer Intern Program Grants

Eligible YALSA members can now apply for the 2018 Summer Learning Resources and Teen Summer Intern Program grants.

Through generous funding from the Dollar General Literacy Foundation, two types of grants are available: the Summer Learning Resources Grant and the Teen Summer Intern Program Grant. The purpose of the grants is to help libraries combat the summer slide, as described in YALSA’s position paper, “Adopting a Summer Learning Approach to Increase Impact” (tinyurl.com/YALSASummerLearningApproach).

Twenty summer learning resources grants, worth \$1,000 each, will be awarded to libraries in need and will allow them to provide resources and services to teens who are English language learners, struggling in school and/or who are from socio-economically challenged communities. Twenty teen summer intern program grants, also worth \$1,000 each, will be awarded to libraries to support the implementation of summer learning programs while also providing teens a chance to build hands-on job skills.

Interested applicants are invited to apply for the grants if they meet the following eligibility requirements:

- Must be a YALSA member at the time the application is submitted and when recipients are selected
- Summer learning program must be administered through a library

- Library must be within 20 miles of a Dollar General store
- To learn more about the grants and to apply, please visit our Summer Learning website at summerreading.ning.com. Apply by **January 1, 2018**. Recipients will be notified during the week of February 12, 2018. For information about joining YALSA, visit www.ala.org/yalsa/join. YALSA/ALA membership starts at \$63 per year.

Apply Now or Nominate a Colleague for YALSA’s Member Awards & Grants

Each year, YALSA offers over \$195,000 in awards and grants exclusively to its members ranging from programming grants to travel stipends to volunteer and writing awards.

The awards and grants currently being offered with a **December 1st** deadline include:

- Board of Directors Fellowship
 - Collection Development Grant
 - Conference Travel Stipends
 - Frances Henne Research Grant
 - Great Books Giveaway
 - MAE Award for Best YA Literature Program
 - National Library Legislative Day Travel Stipend
 - Volunteer of the Year Awards
- Visit <http://tinyurl.com/yalsaawards-grants> to view the full list of awards, stipends, scholarships, and grants offered.

2018 YALSA Election Slate

YALSA’s Governance Nominating Committee has assembled the following slate for the 2018 YALSA Election:

President Elect

Todd Krueger

Division Councilor

Abigail Phillips

PLUS

Secretary (1-year term)

Franklin Escobedo

Board of Directors at-Large (3-year term)

Trixie Dantis
Vanessa Irvin
Melissa McBride
Colleen Seisser

Board of Directors at-Large (1-year term)

Derek Ivie

To run on the slate as a petition candidate, members can submit a petition form between now and November 9, 2017, via the eForm available in YALSA's Handbook: www.ala.org/yalsa/aboutyalsa/yalsahandbook. The election will open March 12 and close

April 4. YALSA's Board voted in 2017 to streamline member participation on award committees so that all positions were appointed, and put this measure on the ballot for a membership vote, which passed in April. The 2018 ballot is the first year that the Edwards, Nonfiction and Printz Committees have not appeared on the ballot. These positions will instead be appointed during the regular appointments process in the fall of 2018.

New Teen Literacies Toolkit!

Today's learners are confronted with an ever-widening information landscape where opinion, fact, and cultural context makes "truth" a murkier experience than ever before. Our new toolkit uses the "fake news" phenomenon as an approach to re-examine and discuss culturally-inclusive print and digital

literacy strategies that you can use with teens to help them make sense of their world and build a robust set of skills as they prepare to enter college or start careers. Download it at www.ala.org/yalsa/teen-literacies-toolkit.

2018 YA Services Symposium Call for Proposals

Keep an eye out in early December for the call for program proposals for our 2018 YA Services Symposium, which takes place Nov. 2–4, 2018 in Salt Lake City, Utah.

Want to get updates about the symposium, including an announcement when we open the travel stipend applications? Sign up at tinyurl.com/yalsasymposiumupdates. Learn more about the symposium at www.ala.org/yalsa/yasymposium. ■

New Partnering Toolkit!

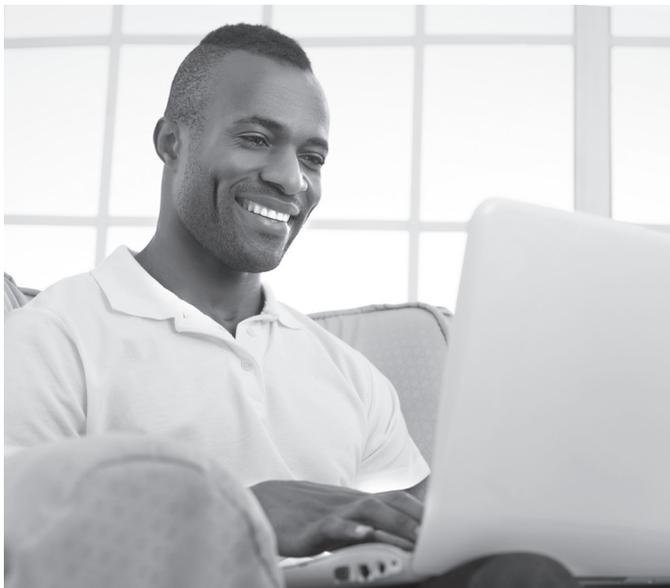
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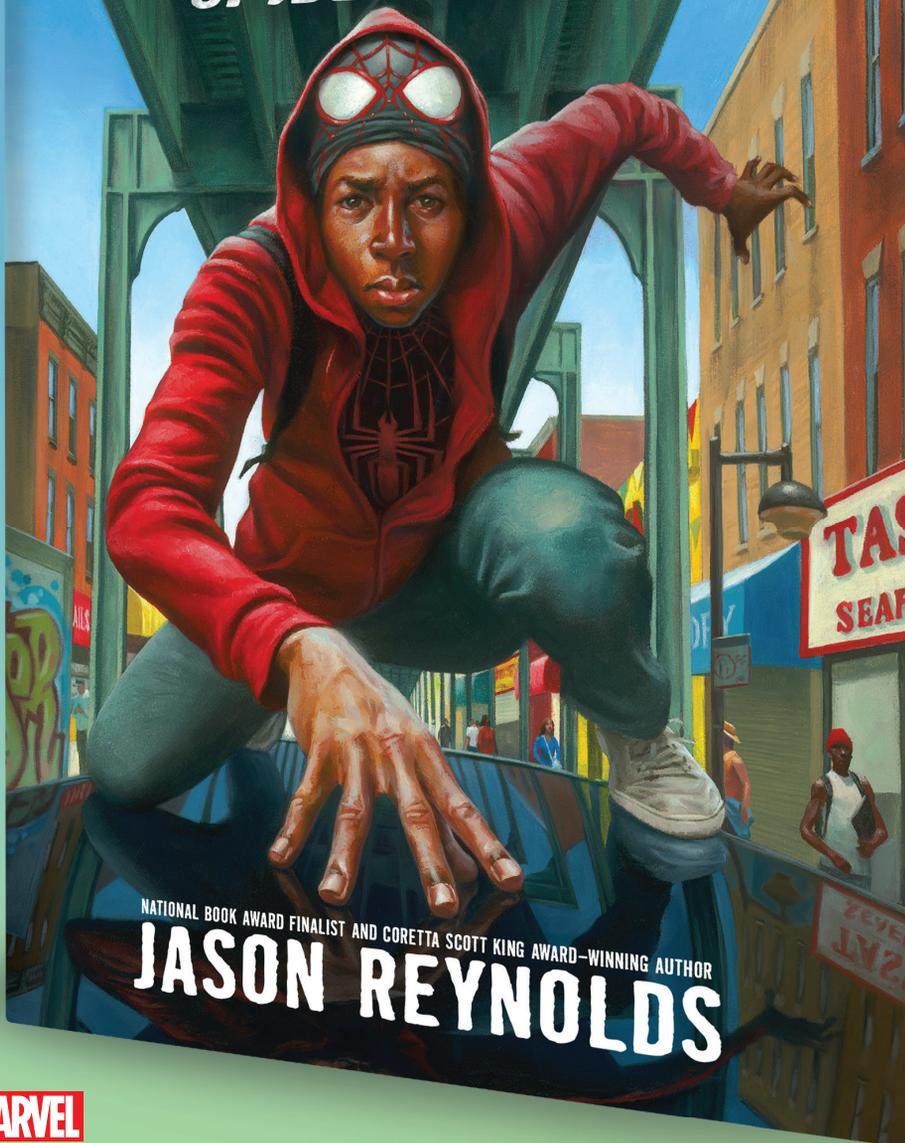
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