SUPPORTING COLLEGE AND CAREER READINESS IN A TRIBAL LIBRARY

BUILDING BETTER LEADERS—A FUTURE READY WITH THE LIBRARY PROJECT

INTERVIEW WITH DR. MARY K. CHELTON, 2018 YALSA OUTSTANDING ACHIEVEMENT AWARD WINNER
JOIN US as we explore how libraries can effectively help teens navigate a challenging world.

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FROM THE EDITOR

Crystle Martin

This issue of YALS focuses on the theme Serving Teens in Small, Rural, and Tribal Libraries. This issue covers a variety of ways that you can serve youth in these communities. The Features Section includes three articles that offer different service ideas for the communities, with one feature each from a small, rural, and tribal library. Anne Heidemann, the Tribal Education Librarian for the Saginaw Chippewa Indian Tribe, discusses supporting college and career readiness in a tribal library. Laura Pitts writes about building leadership in youth at a rural library in Scottsboro, Alabama.

The Trending Section includes an article from Analu Josephides that explores how practitioners can best serve indigenous and native libraries and their communities. The Explore Section features a Research Roundup, by Wendy Stephens that explores research about small, rural, and tribal libraries. The Highlights Section, which features YALSA-related articles, includes an article about the results of the 2017 Member Survey Data by Kim Becnel, and an article highlighting one of the new Teen Services Competencies for Library Staff by Megan Emery. The final article in the issue is an interview with YALSA’s Outstanding Achievement Award Winner, Mary K. Chelton.

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.
I grew up in rural Virginia. My public library was a bookmobile. Every two weeks in the summer, my brother and I would jump in our family’s pickup truck and head off to get books (my mom drove, of course!). I can still remember the smiling faces of the librarian and the bookmobile driver. I can still remember the coolness of walking in out of the humid summer heat (we didn’t have air-conditioning at home) to browse the shelves, which seemed to my young eyes to be bursting with books. Without that bookmobile, without that librarian and that driver, I would have been one of many youth living in rural Virginia in the 1960s and 1970s who did not have access to books and reading until school started again in September.

Since my youth, libraries in rural communities have changed. They are no longer just sources of reading materials. They now provide free access to computers and the Internet, research resources such as free databases, programs and classes for children and teens, and job/career resources. A 2013 research brief from the Institute of Museum and Library Services reports that many small and rural libraries today also link “traditional library services with a variety of other social, educational, and economic development programs.”

To support teens who are growing up in less-populated areas of the country, YALSA, in partnership with the Association for Rural and Small Libraries, is implementing an innovative project focused on building the capacity of small, rural, and tribal libraries to provide college and career readiness (CCR) services for and with middle school youth. The project, entitled Future Ready with the Library: Connecting with Communities for College and Career Readiness Services, is aimed at school, public, and college 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. The project is funded by the Institute of Museum and Library Services.

Future Ready with the Library has four main goals, two focused on library staff and two on middle school youth and their families. Specifically, library staff at rural, small, and tribal libraries will: (1) learn effective methods for

(continued on page 12)
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YALSA’s 2015 annual member survey helped to guide the development of a new organizational plan, which emphasized advocacy on the local and legislative levels as well as supporting staff in implementing recommendations of the Future’s Report. The 2016 survey explored the membership’s knowledge of and reaction to the new organizational plan, and the 2017 survey continued that effort, gathering input from 391 respondents, 93 percent of whom identified themselves as YALSA members. This article will report the findings of the 2017 survey in the areas of YALSA’s Future’s Report and Recommendations, Local and Legislative Advocacy, Leadership Activities, and Diversity, and make comparisons, where possible, to the data obtained in the 2016 survey.

YALSA’s Future’s Report and Recommendations

Jessica Snow writes about the importance of YALSA’s Future of Library Services for and with Teens (the Future’s Report), noting that it is a critical document that illustrates the challenges facing teen librarians while providing a roadmap of potential solutions. Analyzing the 2016 survey results, Snow celebrates the fact that 49 percent of respondents were “somewhat familiar” with the report and mentions that “YALSA would love to see a higher response of members indicating they are ‘very familiar’ with the Future’s Report” in the 2017 survey. In fact, the 2017 survey participants did report a greater degree of familiarity with the report than they did in 2016, with 23.8 percent being “very familiar” with the report, compared with 15 percent in 2016. In 2017, only 26.9 percent indicated that they were somewhat unfamiliar or not familiar at all with the report, compared with 36.1 percent in 2016. Further, when asked to identify which recommendations of the Future’s Report they themselves had implemented, the results indicated a healthy engagement with the recommendations by survey participants, the results in this case looking very similar to those obtained in 2016.

Mary Catherine Miller and Robin Moeller, in an article reporting on YALSA’s 2016 survey, write that “YALSA has positioned cultural competency at the forefront of its transition as a way to ensure the young adult library services community reaches all teens in our communities, no matter their cultural identification.” Deborah Takahashi echoes that sentiment, writing that in today’s challenging sociopolitical environment, “it’s important for teen library staff to reaffirm their role as provider of safe space where teens can discover resources and people that will help them make good decisions about their lives and their futures. This is particularly important for those youth who are marginalized and who, as a result, may be in the most need of the services the library does and can provide.” The 2017 survey data reveal the welcome news that cultural competence and outreach are priorities for librarians serving teens. In fact, more than half of respondents identified the following as specific recommendations they have worked toward in the twelve months prior to the survey: reaching out to teens in the community who are not regular library users (51.9 percent), building their own cultural competence skills (51.2 percent), and discovering...
community needs and seeking out community partners to engage with to support those needs (51.7 percent). When asked in a separate question whether they had connected and worked with at least one community partner in the last year, 79.5 percent indicated that they had.

On the other side of the coin, recommendations implemented by the fewest respondents include adopting an outcomes-focused approach to planning and evaluating services and programs (22.8 percent), incorporating coaches and mentors into teen library activities (16.62 percent), and, finally, developing and experimenting with new staffing models (11.3 percent). The results were similarly low in these categories in 2016, indicating that these are areas in which YALSA might consider providing some additional guidance and resources to library administrators and teen and youth services librarians.

Local and Legislative Advocacy

Tiffany Boeglen and Britni Cherrington-Stoddart remind us that young adults are frequently underserved in libraries and that teen services staff are “in a unique position to share current research and personal experiences that demonstrate a need for services for teens.” These staff can “point to the impact that developing programs and services in direct line with the emotional and social needs of this age group can have on participants” and “address the many benefits that partnering with other teen-serving organizations can give to the library.”

Respondents to the survey seem to agree. When asked whether they had participated in local advocacy activities within the past twelve months, most survey respondents indicated that they had, with 68.5 percent reporting that they had “sought out information on current trends in youth development, libraries or education,” and 64.7 percent noting that they had “spoke(n) up about teen issues in formal and informal settings.”

Many respondents, ranging from 40 to 50 percent, also indicated that they had taken part in other advocacy efforts, such as collecting community information to inform planning, working with administration and peers to effect changes and overcome barriers in teen services, and providing programming and services that allow teen voices to be heard. A small number of respondents (5.1 percent) indicated that they had not participated in local advocacy activities at all, with participants reporting lack of time (8.7 percent) and an uncertainty regarding how to participate in advocacy (5.1 percent) as the primary reasons they did not engage in these types of actions.

The results from the 2016 survey and the 2017 survey are fairly consistent in terms of local advocacy activities reported. The percentage of respondents choosing each item edged up in 2017, suggesting that respondents are continuing to engage in a diverse array of advocacy options. The exceptions in the upward trend include “observed policy makers in action and familiarized myself with procedures, viewpoints, and communication style,” which fell from 13.8 percent in 2016 to 0 in 2017, and “sought out info on current trends in youth development, libraries, or education,” which dropped from 80.7 percent to 68.5 percent.

Significantly, participants were less likely to report engaging in legislative advocacy than they were in local advocacy, with 24.8 percent reporting that they had not engaged in this type of activity within the past twelve months. The advocacy behaviors engaged in by the most participants were: “voted in an election for a candidate that supports libraries or youth” (58.3 percent), “contacted an elected official or their staff about an issue relating to libraries and youth” (46 percent), and “encouraged library patrons and advocates to participate in legislative activities” (24.9 percent). Smaller numbers of respondents reported having “observed policy makers in action” (19.7 percent), “provided programs or services for/with teens to help them learn about the democratic process” (14.9 percent), “invited an elected official to my library or institution” (19.7 percent), and “met with an elected official about an issue relating to libraries and youth” (10.3 percent).

Although lack of time (17.1 percent) and lack of knowledge (15.7 percent) were again cited as the main reasons that respondents had not participated in the specified advocacy actions, some respondents indicated in the optional freeform comments that they or their administrations were concerned about potential conflicts of interest or ethical issues that might arise through their attempts at legislative advocacy behaviors. This suggests that YALSA might play a role in educating staff at all levels in the areas of legally and ethically appropriate advocacy. As this was the first year participants were asked about their efforts in regard to legislative advocacy, it will be interesting to compare these numbers to those gathered in future surveys.

Leadership Activities

Participants report engagement in a variety of leadership activities, from reading a YALSA article or blog post on a leadership topic (56.5 percent) to serving as a committee, jury, task force, or advisory board chair (26.6 percent). Based on 2016 data, it appears that participation in several leadership activities has declined. Of the population responding, those indicating that they had attended a YALSA conference session dropped from 32.4 to 23.8 percent. Meanwhile, those reporting having participated in a YALSA
webinar dropped from 33.1 to 25 percent; served on a board, from 4 to 2.6 percent; participated in a mentoring program, from 8.7 to 3.6 percent; and participated in the Emerging Leaders program, from 1.8 to .3 percent. While the percentage of survey respondents indicating participation in specific leadership activities has remained stable or declined, it is worth noting that the leadership activities that respondents do participate in seem to be beneficial; only 6.65 percent reported that the activity(ies) they had engaged in had not increased their leadership knowledge and skills.

Diversity
While the majority of the survey was made up of multiple-choice items, one of the final questions invited respondents to respond freely with their own thoughts: “In your opinion, what is the single most important thing for YALSA to do that would encourage more participation from library staff of diverse backgrounds?” Many respondents used this space to argue that the library profession as a whole should focus on inspiring students of diverse backgrounds to pursue careers in librarianship, providing scholarships for graduate school, and hiring a diverse staff at all levels. The underlying message here seemed to be that YALSA cannot increase participation of library staff of diverse backgrounds in the organization if those staff do not exist, which is a helpful reminder that building a more diverse community is a goal that the entire profession is still struggling toward.

Other responses focused on what YALSA might do to increase participation in the organization by staff with diverse backgrounds. Several suggestions cropped up repeatedly: lower the cost of membership or offer membership scholarships, consider travel grants and/or lower the cost of attending conferences, and make an effort to include members with diverse backgrounds in leadership roles and on jury/selection committees. Another suggestion that surfaced repeatedly was that YALSA leaders need to reach out to librarians with diverse backgrounds, to have conversations with them about YALSA’s goals and plans, and to take their input seriously. This is advice worth listening to, especially considering the lack of diversity revealed by demographic data collected in the survey; the respondents—most of them YALSA members—overwhelmingly identified as straight (81.6 percent), white (85.6 percent), and female (90.8 percent). One anonymous survey respondent sums it up this way: “As a VERY stereotypical librarian (white, middle class, heteronormative female) ... I am not the right person for this question.” Indeed, it is essential to include people with diverse backgrounds and perspectives if we are to have authentic conversations about developing cultural competence and building vibrant, heterogeneous communities.

Conclusion
Based on the 2017 survey data, YALSA’s membership has deepened its familiarity with the Future’s Report and has continued to implement its recommendations. These members are reaching out to marginalized populations, increasing their own cultural competency, advocating for teens and libraries, and encouraging YALSA to listen to what teens and librarians of diverse backgrounds have to say and to include them in its leadership. Additional opportunities for YALSA to serve its membership include providing education about legislative advocacy, outcomes focused planning, and incorporating mentors into teen activities. Finally, a closer look at participation levels in and participant feedback on leadership opportunities, including webinars and mentoring programs, may provide opportunities to reinvigorate these programs to make them more attractive and meaningful to the membership.

References

Kim Becnel is Assistant Professor and Program Director for the Library Science Program at Appalachian State University.
Educational Environments: Spaces Are Great but You’re Better!

Learn how you can foster a learning environment in your library.

Librarians are conduits to the universe. As library staff lucky enough to work with teens, it is our awesome responsibility to awaken within our teens a sense of wonder on the regular. We listen actively and then guide them toward their futures with community connections, YouTube videos, programming, print resources, and corny jokes. In short, we enrich their lives and help them find purpose through a wide variety of carefully orchestrated learning environments.

In this YALS Highlights article, I’ll explore how YALSA’s focus on Learning Environments as a Knowledge Area in their report on Teen Services Competencies for Library Staff can supercharge your conduit abilities! It doesn’t matter if you’re new to this game but want to do a good job, or are a seasoned veteran who maybe feels a teensy bit stuck in your ways, this refreshing look at how we can offer the best possible learning will leave you ready to try something new! Trust me, you’ve got this.

Here’s the Knowledge Area at a glance:

“Learning Environments (formal and informal): Cultivates high-quality, developmentally appropriate, flexible learning environments that support teens individually and in group experiences as they engage in formal and informal learning activities.”

Formal Versus Informal Learning Environments

First, let’s take a look at some examples of formal and informal learning environments and ways we can blur the lines to maximize our offerings for our patrons.

A formal learning environment is a physical or virtual space intended strictly for educational purposes. An informal learning environment is a physical or virtual space not expressly intended for educational purposes but that leads to learning. You’re probably already creating a little mental inventory of what you see as viable space versus what you assume is off limits in your own library—great! Keep both types of space in mind as you continue reading!

In my current job here in Chattanooga at our system’s Downtown Branch, we have a new recording studio that is a fabulous example of a formal learning environment. The Studio started hosting classes in June 2017 with our nonprofit partner Dynamo Studios, who offer multiple formal classes weekly. By formal we mean there are set start and finish times, a limit for the number of students who can participate, and a topic of focus for each class. Sounds sort of like a traditional classroom, right? I mean, if you ignore the electric guitars, massive soundboard, and drum kit.

We also have several examples of successful informal learning environments due to our focus on high-quality, self-guided learning being built into the everyday experience of coming to the library. Come to our Teen Department on any given day and you’ll find walk-up stations that include giant chess boards, video-gaming stations, self-serve laptop and desktop computers, a musical marble run, an art station with a tracing table and coloring sheets, and a button-making station. From time to time, we’ll mix in additional items like a wind tunnel, Makey Makey gaming for your feet, spirographs, Buddha Boards, a giant board game where players are the pieces, and more. All of this is intended to allow teens in
groups or as individuals to participate in the “nontested” skills and literacies, peer-led learning and teaching, and opportunities to build their communities with staff and one another mentioned in the follow-up Knowledge Area on Learning Experiences.

To take our informal learning one step further, we also have what we call pop-up programs. These are learning opportunities that revolve around supplies that require a bit more management than your average walk-up station, which we’ll bring out on demand for patrons. Popular pop-ups include nail art, Hot Fix rhinestones, knitting, wood burning, board and card games, robots (like Ollie and Dash), or painting. In addition to the learning that takes place with these programs, there’s also an added sense of ownership for teens who know to request something special when they come in with a group of friends, sort of like ordering from the secret menu at Starbucks. (Except that we mention what’s available to newbies.)

Now, let’s think back to the spaces you have available. If you have a space where you can have a table and some chairs, you have a space for a workshop that can work as a formal learning environment. This space could be for “staff only,” it could be a classroom in your basement long since abandoned, or it could even be outside. If you have a tabletop, floor space, or a few chairs that you can use to circle up for a half of an hour, you’ve got yourself a perfect informal learning space in which to host a walk-up or pop-up program. Why? Because it’s not about the physical space, it’s how you manage what happens within the space. Don’t forget, the knowledge area is not about learning spaces, it’s about learning environments. The framework you create around your program will define it far more than any physical space could.

Now, it’s fine to have a general idea of what kind of educational environments you know you can offer in your library’s spaces, but don’t let that stop you from getting creative. There’s no such thing as black and white when it comes to melding your formal and informal environments! In our studio we’re about to start experimenting with open studio time to offer an informal educational environment in that formal space, meaning we’ll be able to offer a flexible, personalized class that matches patron needs. We have another formal learning environment called The Flavor Lab, which is a mobile educational kitchen. Due to the purchasing of perishable ingredients, we have to have limited class sizes, and because of the use of knives or other equipment that require training and attention, we have to create ground rules for each program. However, for a few months we’ve been using leftover ingredients to host pop-up programs when the atmosphere in the library is conducive. Shifting to an informal model means the teens feel rewarded, we get to maximize our food purchases, and staff get to experiment with teaching strategies and methods.

Competencies

Once you’ve got a handle on what spaces you believe are available for either type of learning environment in this knowledge area, it’s time to review the actual Competencies listed for learning environments.

• The skills listed under Developing will help you get prepared to start offering suitable learning environments for your teens. They can be viewed as your first steps if you’re getting started in the field or getting started with a new initiative.

• By following along with the competencies listed under Practicing, you’ll find ways to improve the ways your spaces are engaging teens. These are tools you can utilize in your everyday practice of librarianship.

• Finally, under Transforming, you’ll be offered strategies on how to both share your own success with the larger field and how to look beyond librarianship in order to bring elements from other fields into your own library. This final area is a more masterful way of accomplishing your librarianship on a larger scale.

These competencies are attainable at any library regardless of size or budget. Let’s take a look at some practical examples of these in practice at a variety of libraries, lest you think Chattanooga simply operates in a never-ending stream of glittery rainbows that grant wishes.

Developing Competency: “Identifies aspects of developmentally appropriate and culturally responsive environments and that are inclusive of youth choice.”

At the Lewiston Public Library in Lewiston, Maine, following the recession we developed a program called the Teen Opportunities Fair (TOF). This library served two cities with roughly 60,000 citizens. During that time, the jobs teens could normally land were being snapped up by adults because there weren’t enough jobs appropriate for adults. TOF highlighted five types of local offerings available to teens to help them with this problem: Volunteer Opportunities (that can build work experience), Internships (both paid and unpaid), Jobs (with assistance in filling out applications on site), Professional Development (like getting your first bank account), and Continuing Education (beyond just higher education).

The setup was that of a job fair and took place in a large event space we had on our second floor typically used for talks, concerts, and large events for children. Teens and their families could shop their way around the large open space and get the combination of these offerings that made the most sense for their lives in an informal...
learning environment. In our second year, we began offering classes during the fair in meeting rooms located within the library that provided a more formal learning environment. The classes supported the fair’s themes and included sessions like “Setting up a Professional Email Address” and “How to Apply for a Job Online” and were led by the organizations tabling.

Great stories came from the fair of kids getting jobs, affecting legislative change, and growing into community leaders. As the offerings for teens changed annually, representation also changed, reflecting teens’ current community needs and options.

The library currently isn’t sure whether they’ll host the fair again this year as attendance has begun to dwindle. According to teen specialist turned library director Marcela Peres, this is an indicator of good news for a greater trend taking place in her city. Job offerings for adults and youth have risen and more after-school offerings exist. “Teen options have gone way up and we’re not the only option now. We filled a need for the time and can be more nuanced now.”

Practicing Competency: “Promotes equity and inclusion by designing welcoming learning environments for and with all teens in the community, including those unserved or underserved by the library.”

At the Fletcher Memorial Library in Ludlow, Vermont, I was a one-woman department for ages up to eighteen. We served a small population of around 2,000 people year round with a spike that doubled our population in winter months due to the ski resort in our town. When I first started there in 2006, I read how going out to the school would be a good way to meet the teens in my community. I did that and brought a survey with me to better understand what they knew about the library. Now, some of it was nonsense (“tear the library down and put up a Taco Bell!”), but other information was great. We created a teen advisory board (TAB) where formerly uninvolved teens began offering programming ideas we shaped together. I gave them 10 percent of my book budget to purchase whatever titles they wanted for the teen collection, we cowrote grants, and together we reshaped the department into something that felt like home for the regulars as well as the new teens who continued to arrive. In the current YALSA National Research Agenda it is noted that teens “need skill sets that go beyond academic and into learning and innovation skills. Currently many teens lack these skills for job readiness and success for the future.” It’s this kind of meaningful education in learning we were trying to create for our teens in Vermont.

One of my former teens from those days, Domenica D’Ottavio, is now media relations lead for a leading content marketing agency. Back when we got to hang out all the time, she was spirited, hilarious, and in love with the library. She was so comfortable she even vandalized the space with other TAB members once by putting up hundreds of small pricing stickers in a rainbow of colors on every surface in the youth department. When asked to weigh in on whether or not the library helped her professionally, she replied, “When you’re a teen, you’re dealing with all kinds of stressors: school, getting into college, crushes, family drama, working, trying to fit in, trying to stand out—all of that good stuff. We didn’t always read at our library, but interacting with intelligent, diverse, and new personalities on a daily basis in a safe environment taught me how to embrace other people’s differences and accept my own. You learn a lot from any strong mentor, but one of my favorite lessons from my own librarian was just learning ‘how not to be an asshole.’

Every day at work I’m required to build relationships with journalists. Not being an asshole has helped me thrive in my career. You have to know how to relate to people on a unique and personal level (often people you don’t know or have never interacted with) in order to meet your clients’ goals.

As part of my job, I’m required to write—and read—a TON every day … hanging out at my library growing up has also helped me in a few practical ways, too…”

The effort to make a space comfortable for teens backfired at times (pricing sticker incident included) but ultimately led to a space with consequences we couldn’t anticipate. What we thought was teaching them about budgets and follow-through carried much larger, and more wonderful, consequences.

Transforming Competency: “Regularly reflects on the effectiveness of learning environments to support teen needs, interests, development, culture, learning styles, and abilities and makes changes as warranted.”

Here in Chattanooga we serve about 175,000 people plus any kid going to public school in our county. Despite working with my largest population yet, some of the most meaningful interactions still happen during one-on-one time. We had a teen volunteer named Zachary Cross shortly after I started here with an aptitude for photography. It became clear that not only did he have an interest in photography, he also had serious talent. Clearly, in order for him to gain the most out of his volunteer experience here things needed to change. We reached out to ask him to photograph events rather than participating in the typical volunteer roles and he accepted. We trained him in what was expected and his role quickly grew to include helping with photo booths and product photography. For
a while, he set up a wall of his work for folks to view gallery style in the Teen Department. Now he’s started a photography business specializing in urban landscapes and aspires to this full time on a freelance basis.

He had this to say about his time at the library: “Before going to the library, I really had no ambitions outside my own neighborhood. ...the library expanded my connection to the rest of the city; by becoming comfortable with riding the bus to the library, I eventually extended this to taking trips deeper into the city to take pictures, reaching a point where I felt like I could go anywhere I wanted.”

This one teen’s experience in receiving formal training for assisting with informal environments is a testament to adapting what already was working for even one person to make sure their experience is special and meaningful.

Troubleshooting
Having read all this you may still anticipate potential problems, and that’s fine. But before you let them stop you I challenge you to take a page from another Transforming Competency to “connect current theories, research, resources, best practices, and policies related to the design of learning environments for/with teens.”

Here are some potential problems and further resources that may be of help.

Physical Space
Frequently folks complain they have “no space” when what they really mean is the spaces they already have a culture built around them that they don’t want to change.

There are two areas of YALSA’s free Teen Programming Guidelines resource that may help you overcome spatial problems. First, guideline 1.0 reminds us we should be creating programming “that reflects the needs and identities of all teens in the community.” Try to incorporate design thinking practices and discuss the potential for new programming with the very teens in the very space where we want to host programs where we can blend our expertise with their knowledge about what they’ll show up for. This doesn’t mean let them get their way; it’s gotta be an honest conversation where ideas are exchanged and if there are problems you’re able to convey why without simply saying “no.”

Second, Guideline 3.0 suggests we “facilitate teen-led programs.” While you’re having that honest conversation, why not ask a teen if they’d like to be trained in how to lead the program themselves? This form of volunteer management can be a little more time consuming but also produces the most meaningful results for our teens, our libraries, and ultimately, our communities.

Budget
If you’re concerned you don’t have enough money to add new things, it may be time to shake up how you’re spending your budget.

Consider Guidelines 10.4 and 10.6 in the Teen Programming Guide and start by tracking the responses you’re getting from your teens regarding what you’re offering. If something in particular is drawing a larger crowd, consider allocating more funding toward that type of program or learning environment. Since our teens grow and change, this is a moving target where the work is never really “done.” If there’s simply not enough money, in general it’s probably time to present your findings to your director, your board, your council, or whoever is controlling your cash flow. Involving teens in this work (and presentation!) can make it even more meaningful for all parties.

In the YALSA National Research Agenda the very first research question posed is, “How does funding for teen services correlate to providing high-impact informal and formal learning opportunities for teens?” Consider asking this of your own library and framing your argument around it!

Staffing
Having played the one-woman department game before, I know how frustrating it can be to feel understaffed. However, an honest review of your daily schedule and how time is allocated can do wonders. Guideline 6.1 states, “Ensure staffing levels are adequate to creating a secure and welcoming environment.” If you can only handle five teens for that cool upcoming program, be honest with yourself and stick to that number. It’s more important they get a happy librarian offering a quality experience than a stressed librarian scrambling just to get a higher door-count number.

The YALSA National Research Agenda poses another question that may be helpful: “How might library staff create opportunities for youth to connect their home, community, and emerging literacies with traditional library programming?” To lighten your load, consider investing time in creating symbiotic community partnerships where you enhance another organization’s offering by tabling and representing your library (while also extending your reach within the community) in exchange for a community member coming in and enhancing your own programming. Finally, don’t ever underestimate the power of “hanging out,” “messing around,” and “geeking out” (HOMAGO). Teen Programming Guideline 7.6 reads, “Build knowledge and skills to increase understanding of the levels of teen engagement through HOMAGO. Sometimes that’s just with one another, and sometimes that’s with you.

No matter what, don’t overwhelm yourself. Try one new thing, and then
get ready for another. Trying to tackle too many new things at once will leave you burnt out, your understanding of what’s going well muddy, and, even worse, your teens will sense it and stay away. Honor the process and yourself. It’s like I said before, you’ve got this!

Megan Emery, MLIS, is an Experience Designer and Coordinator for the Chattanooga Public Library where she works in their Teen Department and Fourth-Floor Maker Space. Last spring she completed an internship with Dokki’s Community Engagement Team on Design Thinking and Smart Library initiatives. She nerds out pretty hard over high-quality experiences—learning, play, and beyond. She’s also the author of Cooking Up Programs Tweens & Teens Will Love: Recipes for Success. She believes in petting puppies when you see them and paying compliments when given the chance.

planning and implementing, with a local partner, CCR initiatives for and with middle school youth and their families, and (2) develop a set of model programs and tools that can be used by a wide range of communities and libraries. Middle school youth and their families will: (1) 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, and (2) engage in valuable career exploration and workforce preparation experiences.

The first cohort of libraries selected to take part in the project began their work in January 2017. The second cohort just kicked off their work at the 2018 ALA Midwinter conference in Denver. Together, these libraries represent 31 rural, small, and tribal communities from Chipley, Florida, to Kodiak, Alaska, and Hawthorn, Nevada, to Perry, Ohio.

I had the pleasure of working with each cohort of library staff during their initial professional development sessions. I was struck not only by their passion for working with teens but also by their knowledge of and commitment to their communities. They knew the names of their community leaders (those that held official titles, like the Town Council chair, and those that were the informal opinion leaders, like the cochair of a local 4-H or the men and women who eat breakfast at the local diner), the kinds of services already being provided to teens in their communities, and the ways in which middle school youth themselves are contributing to their communities. And they took an asset-based view of their communities.

While they were certainly cognizant of the struggles their communities faced, they focused on building on the strengths of their communities, the innovativeness and resiliency of the youth and their families, and the sense of belonging that often unites people in small communities.

In this issue of YALS, you’ll read about the work of several of the library staff who are working in the small, rural, and tribal libraries that were selected to participate in this exciting, and important, project. I encourage you to learn more about the work of these thirty-one library staff members by following their work on the YALSABlog. Just search using the tag Future Ready with the Library to become part of a community that, through their work, is putting teens first!
Interview with Dr. Mary K. Chelton, 2018 YALSA Outstanding Achievement Award Winner

This issue’s interview is with Dr. Mary K. Chelton, the 2018 YALSA Outstanding Achievement Award winner. Dr. Chelton is a retired professor of the Graduate School of Library and Information Studies at Queens College, CUNY, YALSA Past President, cofounder of the Voice of Youth Advocates publication, as well as an author who has published numerous articles and books on young adult services and reader’s advisory. She has received multiple recognitions for her significant contributions to the profession, most recently NoveList’s Margaret E. Monroe Library Adult Services Award.

Interviewer: How Did You Get Involved with YALSA?
Mary K.: I’m ashamed to say that I was pretty uninterested in ALA and YASD (now YALSA) because after library school, I had written a letter to YASD once and gotten no answer, so it took Carol Starr to lure me into the fold, after we met through the Young Adult Librarian’s Newsletter. It took even longer for me to figure out how to work within ALA’s long advance timeline for planning programs, how to chair a committee and get everyone to work, etc., and how YASD related to other ALA units. Luckily, by the time I was president-elect of the division, ALA had one of its cyclical reorganizations and I wound up on something called the Division Interests Special Committee where I met all my fellow unit officers and made friends, which helped enormously.

Interviewer: Why Have You Stayed Involved with YALSA?
Mary K.: While my involvement has petered off with retirement, I want to continue to support efforts to advocate and advance library services for young adults. Regardless of other roles I have taken on over the years, my core professional identity is as a Margaret Edwards–trained YA librarian.

Interviewer: What Would You Say are the Biggest Accomplishments of Your Career?
Mary K.: The creation of Voice of Youth Advocates with Dorothy Broderick. Also my written body of work, because whenever I learned anything I tried to write about it so others would not have to reinvent the wheel. When people asked what I wanted in five years, I always said “immortality,” which I feel the writing has helped me achieve.

Interviewer: How has Working with YALSA Impacted Your Career?
Mary K.: The networking has been invaluable, and since I never really ever wanted to be a line manager or library director, the organizational experience and figuring out how to work within a bureaucracy were not easily available to me locally. It also helped to interact with other types of librarians so I did not remain hopelessly parochial. Best of all, YALSA gave me a mirror against which to look at what I was doing at home in comparison with what others were doing around the country. It was more than occasionally humbling, but I always learned as much about myself as about other people.

Interviewer: Where Would You Like to See YALSA Go in the Future?
Mary K.: I’m not sure, but in the process of professionalizing the division, which has been great, I don’t want the entry-level librarian with seemingly naïve questions
forgotten. I would also like to see the division take some political stands on behalf of kids that don’t just relate to libraries but rather to the larger communities of which libraries are, or should be, a part.

Interviewer: What Do You Think are the Most Important Challenges and Opportunities For Teen Services Currently?
Mary K.: Technology and how to keep up with it and advise kids about it, and the age-old YA problem of who is the primary client? I would like it to be the YA and not the imaginary censor or principal or upset parent looming in the librarian’s imagination and creating paralysis. I am also extremely upset about what I feel has been the downgrading of intellectual freedom within YALSA, when it continues to be a major problem for YAs and the librarians trying to serve them.

Interviewer: What Would You Tell Others Who are Thinking About Getting Involved in YALSA?
Mary K.: Be willing to do anything the division needs. Do not feel your life is over if you can’t get on one of the media selection committees. Do not wait to be asked or recognized and please raise some hell when it’s needed, but learn to be political about it.
Atlantic Publishing is a new leader in the young adult nonfiction book market. All of our young adult titles align with state and national common core standards and are equipped with a Lexile measurement, making it easy for you to place orders based on age requirements and need. Our youthful, yet experienced writers and editors are in-tune with what captures the interest of teens. These action-packed and easy-to-read books are sure to stimulate any young reader’s short attention span. The pages are filled with humor and fast facts that showcase the interesting details about the historical subject at hand. We are excited to offer a PDF sample of any book you’d like to delve into.
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 spring issue, this Research Roundup column focuses on small, rural, and tribal libraries and how you can better serve youth in these communities.

YALSA’s 2017–2021 Research Agenda recognizes the need for more study into “how library staff engage with underserved teen communities including those representing teens living in poverty, those from underrepresented cultures and ethnic groups, and those in rural, suburban, and tribal areas.”

The large number of young people in these areas is undeniable. The American Library Association’s Office for DLOS asserts that “Across the United States, approximately half of all public libraries are located in non-metropolitan counties. Many of these libraries serve populations under 5,000, with most tribal libraries serving communities of 2,000 to 3,000 or fewer.” Among the findings of a 2017 report from the Office of Information Technology Policy, “Rural Libraries in the United States Recent Strides, Future Possibilities, and Meeting Community Needs”:

- “Smartphones have become a primary point of access for many individuals without home broadband.”
- “Rural libraries’ decision to primarily use ad-hoc training sessions and limit their reliance on formal classes is a practical decision that often has limited impact on the types of services offered.”
- “Rural libraries are less likely to offer formal after-school programs… Just over one-quarter of rural libraries report offering these services.”
- “Broadly speaking, rural libraries are small, and their buildings are less up-to-date.”

The needs in these communities are demonstrable, as authors Real and Rose note that they face the lowest employment and economic growth rates, the fewest physicians per capita, and the lowest educational attainment rates in the nation. School districts and public library service areas including rural communities face unique challenges. For young people, transportation to and from physical library spaces can prove difficult, especially if opening hours are limited. Less staffing may mean limited time and resources dedicated solely to any one patron group. But given YALSA’s whole-library approach to serving youth, existing work, especially around the area of broadband deployment and technology access, offers insights into the value of library services in these settings.

Karen Brown and Kelly Webster, two past presidents of the American Indian Library Association, provide a helpful introduction to tribal libraries.
in a 2006 article in the journal of the Oregon Library Association: “A tribal library must be designated by a tribe. Tribal libraries vary widely in size, collections, staffing, and function. They can include public, academic, and special libraries. Many libraries serve more than one role in a tribal community.”

Brown and Webster offer many concrete suggestions for allied professionals seeking to support tribal libraries, including “offering your programs at their site” and advocacy for tribal libraries by “including them in planning discussions,” noting that, though tribal libraries exist throughout the nation, “There is no complete and current directory due to the difficulty of tracking contact information. This might become easier to track if more state libraries begin recognizing tribal libraries as eligible for state funding.” The most complete directory, which also includes tribal museums and archives, was published in 2005 by IMLS and the Arizona State Museum.

The value of these libraries is considerable and varied. As ODLOS notes, “In addition to their primary role as centers for information, Native and Tribal libraries strengthen cultural identity and Native language revitalization, promote intergenerational activities, and serve as research centers for Tribal and nontribal members.” There is considerable evidence that, within Indian Country, accessible broadband and hardware has some potential to create commercial and educational connections, increase quality of health care, and create and strengthen social relationships that can mitigate the historical disenfranchisement and isolation of these communities.

Many programmatic efforts toward digital equity have produced valuable insights into the adoption and efficacy of technologies in native and rural communities. In a 2009 report entitled “New Media, Technology and Internet Use in Indian Country: Quantitative and Qualitative Analyses,” Morris and Meinrath asserted, “there is a disparity between Internet availability in tribal communities and a very real digital divide between Native America and the nation as a whole in terms of access, coverage and affordability of service. The greater removed Native Americans are from broadband, the less involvement they are afforded for shaping how to best use new technologies.”

In 2014, Jorgensen, Morris, and Feller provided a report related to an IMLS-funded project for the Association of Tribal Archives, Libraries, and Museums, offering a thirty-page appendix of compelling first-person testimonials on the effects of library connectivity on communities from grant recipients entitled “Transforming Communities: Stories and Commentary.” For example, one respondent writes:

Each day our After School Program uses the computer access to do multiple things from networking to gaming. We have many youth under high school age who have a significant interest in programming and game design due to the free, virtually unlimited access they have here in our library. We will soon be starting beginner courses in the use of word and spreadsheet processing software and application development with our youth. Although this generation has grown up in technology, the interest to continue on in careers in the field is not always present; the mere fact that our youth are thinking about education and careers so early on is a magnificent shift in our community.

Another respondent said, “Having broadband access and computers in the library has helped our tribal elementary, secondary, and college students in their isolated community at the top of a mountain in California enter the 20th century—finally—and then the 21st century that we now live in.”

It is easy to identify the gaps in existing services, especially areas with poor broadband concentration. As reported in the Wall Street Journal, “Cheap smartphones and tablets have put Web-ready technology into more hands than ever. But the price of Internet connectivity hasn’t come down nearly as quickly. In some communities, students congregate at McDonald’s and other businesses offering free Wi-Fi.” When considering widespread broadband, deployment parallels the implementation of online coursework and Web-based open educational resources, the mandate for libraries to provide round-the-clock services to provide safe, noncommercial alternatives becomes obvious.

The Journal article continues, “In Harrison, Mich., the local library is a lifeline for people without home Internet. But it is usually closed by 6 p.m. Once a week, librarian Mary LaValle meets a friend at the nearby McDonald’s after work. She says she often sees the same teenagers sharing laptops at the restaurant that use the computers at her library. Usually, the kids will only buy a drink, and the free refills keep them going all night, she says.”

For those working to prepare librarians to work in these settings, these conversations have often centered around creating inclusive collections and programming using resources like Dr. Debbie Reese’s American Indians in Children’s Literature and Oyate to increase cultural competence. Turning the service paradigm to meeting the all-hours need for contemporary youth requires investigating their current realities as well as their aspirations. The body of research into rural and tribal services demonstrates that library staff must be creative to work around the many barriers to service in these communities, as well as have a laser focus on digital equity issues inherent in dealing with teens living in rural areas.
Librarians serving indigenous or native communities might have many similar attributes like those of librarians serving general populations. Even the repositories in which these information specialists work might look the same as their western counterparts, such as the towering shelves filled with books, computers grouped together for users to conduct homework or access the Internet, even providing literacy programs for outreach to their specific communities.

Then there is the stereotype of what librarians look like, assuming they all look the same, and assuming that only brown-skinned librarians work for such communities. Let’s even add that the librarian might be white skinned, speaking in that community’s language, which isn’t always English, and be knowledgeable in the history and culture of the people whom the librarian is serving.

What if the librarian or information specialist isn’t indigenous or native? Should they not be allowed to serve such a community? Should they be from that community? Or should the librarian and information specialist be anyone skilled in this respected field, as long as they have knowledge and understanding of the community in which they are serving? And, as long as the information specialist is formally trained?

You might even ask yourself, “What does library services look like?” Are all your activities being conducted behind the four walls of your library? Is your library space reflective of a healthy environment indigenous peoples are living within their community? What does the architecture reflect? Do you have a wellness program reflective of the indigenous community?

Familiarity with Indigenous Languages
How effective do you think you can be as a librarian serving an indigenous population if you lack the understanding of the language that community speaks, the cultural values that community safeguards, and the sacred ways and protocols of that library community?

As practitioners already working in indigenous or native libraries, we should question ourselves all the time and particularly ask, “Why are we here?” As a practitioner, do you have a familiarity with the language being spoken in the community you are serving? Language is very important, and you will hear me repeat myself on this aspect of librarianship when serving indigenous populations. In Hawaii, many of our documents found in the Hawaii state archives are written in Hawaiian. In our government land office, a repository that maintains land transactions all recorded in Hawaiian does not have a curator or a librarian to help guide patrons or even help them understand what they are reading, so you as a user need to know how to speak the language if you want to identify any document. Our libraries in Hawaii may have most of their materials in English, but there are many publications written in the Hawaiian language. Many Native Hawaiian patrons access these repositories seeking genealogy, land records, and historical documents or antidotes from books to help them document their family history. Are you the practitioner working behind the reference
In spring 2012, I had the pleasure of visiting the Shingle Springs Band of Miwok Indians library. This library is nestled in the slopes of Shingle Springs, El Dorado County, located in northern California. I entered through a secured entrance where only tribal members who live and or work on the reservations are granted access. I was invited by the librarian working at that time to both meet members of that community as well as review the current status of its collection. I was invited because I have many years of working as a librarian in my own Native Hawaiian community producing literacy programs helping Kanaka Maoli (Native Hawaiian) access information in archives, libraries, and museums. I was also invited because I am part Hawaiian and many members of this tribe are part Hawaiian and part Miwok. When I arrived, I met members of the tribe who greeted me with warmth, love, and kindness. In exchange, we sat for some time and shared stories of our genealogy, familial relationships, history, and culture. We did this even before I examined the collection with the librarian. I was following both the protocols of the Miwok people and that of my own Kanaka Maoli. You never begin conducting business with indigenous peoples until all the greetings and sharing are mutually over—only then can you transition into business. How do you know when you are at this point of transition from greetings to business? You will know based on gestures and expressions. Nonverbal communication is a language all indigenous communities speak. You must become a great observer before you can fully identify these subtleties. You must become well versed in understanding the general protocols of indigenous and native peoples who share many cultural and spiritual attributes.

As I examined the collection of the Miwok tribal library, I noticed that it did not contain a lot of resources reflective of the tribe’s rich and beautiful culture and history. The library was using an old card catalogue system that was outdated. The library was not connected to the world in which libraries today are reflective of via its physical and digital resources. When speaking with members of the community, I learned that they desired to have more in their collection reflecting their rich and diverse background. Particularly, the users were interested in seeing more resources on Native Hawaiian language, history, religion, and culture. I should add that I do not know the complexities of running this particular library and what has changed since 2012, but what I want the practitioner to learn from reading about my journey with this library is to identify how current is your collection? How reflective are the resources of its peoples being served? Where is your repository with technology? Can your repository access the Internet? Are you surveying the community in understanding their needs, wants, and desires? I offered to work further with the librarian in developing the Native Hawaiian collection, but never heard back from the librarian. So, as practitioners, how are you following through with your work in supporting what the community wants in their repository? Practitioners should know that indigenous peoples celebrate those individuals who follow through with promises because they have faced generations of broken promises from the western man and institutions. Trust is a key element to earn when choosing to work in an indigenous community due to the historical relations between the colonizing governments and the indigenous communities.

**It Takes a Village to Build Services**

Let’s take a look at the Miloli’i Community Library located in Miloli’i, South Kona, Hawaii. Miloli’i is a community made up of less than 500 members, who have no running water and no electricity. Water is trucked into the village and homes operate on either generators or gas lamps. More than 90 percent of this community is Native Hawaiian. The community has approximately forty-two homes predominately occupied by elders and their grandchildren. Many adults have left the village to find work and send money home to their parents to care for their children, or these adults are incarcerated, and even on drugs. The socioeconomic situation of this and many like communities does not stop the indigenous peoples from wanting a better life, obtaining education, and accessing resources in advancing their community toward whatever it is they are trying to accomplish.

“Imagine a community with no running water and no electricity.”

The Miloli’i community is located at the end of a steep six-mile road near the waters’ edge and sits on a 1926
lava flow. The library is tucked away in an open-air community park. It shares the space with the community kitchen and doubles as a schoolroom for a charter school. The nearest library is about thirty-seven miles of winding roads that can take up to 1.5 hours by car. There is no public bus system available that can take passengers out of Miloli‘i and drive the community up the steep six-mile road to the library.

Mahealani Merryman, a Native Hawaiian woman and past director of the Native Hawaiian Library, developed the first Native Hawaiian library services in 1985 and by 2005 saw a need to place a satellite library within the Miloli‘i community. She received monies from the Institute of Museum and Library Services to develop library programming for this very unique community and to hire its first library assistant. In February 2007, I became the Native Hawaiian librarian that managed five satellite native Hawaiian libraries statewide, including Miloli‘i. After meeting with the community in a strategic planning session, library services were developed. So, we had books and bodies to staff the library, but that was not enough for this small rural library to function and thrive. We partnered with other agencies that provided computers. Well, how would these computers work in a community with no electricity? An elder and no electricity, operating off generators and solar panels, and partnering with companies that saw value in granting free services to a community or group of people because they saw an opportunity to do good. Do you see the value in the needs of the patrons you serve?

**Collaboration and Effective Communication**

In 2007, I had an opportunity to work with one of my library assistants who operated a K–eighth-grade charter school library. The school served about 546 students of mixed Native Hawaiian ancestry and was located in a Native Hawaiian community. The school currently sits on beachfront and is located on federal lands set aside for Native Hawaiian homesteading. Hawaiian Homestead is similar to that of the Native American reservation. The students predominately come from Hawaiian homestead.

The library at this school served about 200 students per month. I wondered how we could increase the number of students being served. Were the statistics low because there was no buy in by the teachers and or leadership of the school? I wondered what the current relationship was between the school and the Native Hawaiian Library? The library assistant was a member of the homestead community, spoke in both Hawaiian and English to accommodate all learners, and a well-respected individual in the community; and she was developing creative programs for the students and the library. I decided to attend the last faculty and staff meeting of the year to present to the school how the library can help support the learning goals of its institution and create a sense of place for the students. I learned so much from the Q&A session of this meeting. For example, most of the faculty and staff were not aware of the school’s partnership with the Native Hawaiian Library, some teachers did not know that a library even existed in their school so the teachers created library corners in their classrooms, and the leadership was concerned over who owned and managed the library and its resources. This told me that a clear memorandum of understanding was never developed or responsibilities were never clearly conveyed.

“**By the first month I served 2,000 students, so this meant each student visited the library more than once.**”

Several months later, I left the Native Hawaiian Library to specifically oversee this charter school library. Technically, I was still working with the Native Hawaiian Library, but my boss was a different person and my paycheck now came from the Department of Education versus ALU LIKE Inc. the nonprofit that managed the Native Hawaiian Library system. I saw great value and potential in this repository. This library was located on the coastline where I was born and raised, so I thought here was my opportunity to do something great for my people and my community. In the first month, I served 2,000 students, so this meant each student visited the library more than once. We increased services by 90 percent. I met with teachers, principals, parents, and even sat to listen to the custodian share their own experiences in the library. What I did was listen to what everyone wanted who had some form of investment in this library and created library services around the tangibles and created a list of the intangibles. The intangibles are items on the wish list or dreams that you and your community might have for the library.
By month four, I had sixty children in fourth through eighth grade working with our library team to develop their very first library club. We even taught the children about democracy and held elections. The turnout was favorable, and almost every fourth-grade through eighth-grade student turned out on Election Day. Wow, what America could learn about voting and the right to vote from our children! You want buy in to your library and services? Then it’s your job to give the patrons what they want. It’s your job to provide access to services rendered necessary to your community.

Collaboration is paramount in any library, but whom you collaborate with makes all the difference especially in libraries serving indigenous populations. In 2007, our school participated in “A Gathering of Readers: An Online Celebration of Indigenous Children’s Reading and Culture.” Dr. Loriene Roy, past president of the American Library Association (ALA) and professor with the School of Information at the University of Austin was the founder of this reading program. I had the privilege in being mentored by Dr. Roy as part of the second annual Emerging Leaders program with the ALA on a Gathering of Readers.

Through building a relationship with Dr. Roy and our collaboration on indigenous librarianship, she invited my school to participate in this global project. During the fall of 2007, Dr. Roy visited our campus located on the Waianae coast of Oahu where we held a ceremony at our sacred place, students performed chants and hula in welcoming our special guest, and the library hosted a program that included Native Hawaiian Library student ambassadors. Imagine a tiny charter school located in an underrepresented and underprivileged community had received the honors to become global, establishing a presence in the library world. This program built confidence in the students who participated and it created a greater presence of the library with the school and the community as a whole. Inspirational? Yes, indeed it’s stories such as these that help to inspire practitioners to believe that anything is possible for their library and community, as long as the library leadership and community can believe together, create together, work together, and carry the library services and programs forward collectively.

“Making” to Include Indigenous Peoples

In an article titled “Indigenous Libraries and Innovative Multicultural Services” by Dr. Loriene Roy, she writes about “Making” where “Tribal librarians are creating new services that reflect indigenous ways of life.” She writes, “Libraries serving indigenous populations reflect their artistic sensibility.” This continues to support the idea that continuity in indigenous aesthetics should be reflective in both the outer and inner spaces of indigenous repositories. This leads me to more questions for the practitioner, such as how does the architecture of your library reflect its people? How does the interior design showcase your community without cultural misappropriation? Are there elements of colonialism?

Dr. Roy also adds that “Making” refers to recruiting and educating indigenous peoples to develop indigenous services.” In 2013, I had the pleasure as the director of the Native Hawaiian Library to work with Native Hawaiian students of the University of Hawaii’s Library and Information Science program, as well as a few colleagues from the profession, in developing the first symposium on Native Hawaiian librarianship. This was a great opportunity to mentor and guide the young library students who would make large impacts in indigenous librarianship to visit the past and priceless work of other native Hawaiian librarian leaders, to see where we are presently with the state of native Hawaiian librarianship and its services to our native communities, and to examine where we wanted to go in our future as professionals in guiding library programs and services. Recruitment of Native Hawaiians particularly into the field of librarianship has grown over the years, as well as the discussion of indigenous and native librarianship. I remember being a student in library school and being the only one during my tenure to push the envelope and write about sovereignty and librarianship and multiculturalism in librarianship. It was not always favorable and often eyes would roll my way, but it did not stop me from writing about an aspect of librarianship that I am most passionate about and it allowed many doors to open in bringing indigenous librarianship to the University of Hawaii. As an example, Dr. Loriene Roy taught the first summer class on Indigenous Librarianship at the University of Hawaii. Today this class is part of the Library and Information Science programs student learning outcomes number five, “Cultures: analyzing and applying knowledge about information needs and perspectives of indigenous cultures and/or diverse communities.”

As practitioners it might seem a daunting task to continue creating services and programs for your community due to the lack of budget, institutional support, or constant change over of tribal governments and executive boards, but don’t give up and don’t back down especially when you’re doing great work that supports your community needs and desires. Even if it takes years to break down the deaf ears of leaders who can support the efforts being made at your library, just keep doing what passionately moves you to continue in supporting your patrons’ needs even if it means one baby step at
Analu is the Reference Services Librarian at Schauerman Library, in the Library and Learning Resources Division at El Camino College.

Indigenous Approach to Workplace Wellness @ Your Library

How healthy is your working environment? When the schoolchildren see you each morning, do they see a tired and hunched over librarian? Remember the patrons will often mirror the librarian. Are you staying healthy and active, so you can provide your very best to the community? A lot of school librarians have an opportunity to step out of the library and get onto the playground with their students. At the public charter school where I worked as the K–eighth grade librarian, I had the opportunity to support other programs and events on campus. One event was Makahiki festivals. Makahiki is an ancient and annual festival beginning about the middle of October or when the rise of the Pleiades occurs and lasting about four months until the setting of the Pleiades, with sports and religious festivities. I would participate in these sport events on my campus by providing students with literature about this historic event; in partnership with the classroom teachers I would have students write an essay on a type of ancient sport, and then take what they learned and perform it out on the field during the festivities.

In June 2012, I wrote an article for the ALA Allied Professional Association’s Library Worklife entitled “Allow Your Spirit to Dance with Time: An Alternative Perspective to Workplace Wellness.” The article celebrates time and how my Native Hawaiian elders greet the day. At a very young age my elders embedded this belief system into me and my many other family members. I wrote about the concept of time and how we greet each moment. I stated, “This alternative perspective to wellness equips us to address our well-being in the work environment and in our everyday life.” Imagine starting your day off right. Some drink coffee, others do yoga, and still many just roll out of bed in a daze right into the workday. Are you hazy all day while trying to promote library services to your indigenous community? Welcoming the morning, the noon-time, the evening, and even the sleep hour would improve customer service at all service points from reference to circulation. It will provide a readiness needed to effectively administer library services and programs to your patrons.

I decided to end this article with a message on workplace wellness because it should become your first priority every day and especially in your library life. As practitioners we need to stay healthy mentally and physically, so our library stays vibrant and alive, so our users feel a welcoming and empathetic environment, and so our work reflects that of the active community in which all our patrons are living and thriving in, especially our children and teenagers. Ask yourself at the end of each workday, did I make my day about me or library services? Did I provide great customer service? Was I a team player (remember that even if you are a one-person show, your team is your community)? Reflection is your friend and it will help you better yourself and services to any community you are serving, whether Indigenous or other.

Resources
https://tinyurl.com/y866wvs8—article on Indigenous libraries
https://tinyurl.com/y8tbyoyd—article on workplace wellness
https://tinyurl.com/yaj58euy—Native American Children’s and Young Adult Literature
http://ulukau.org/—Native Hawaiian Digital Library
https://www.oha.org/resources/—Native Hawaiian Resources
https://lianza.org.nz/—Library and Information Association of New Zealand
https://www.ifla.org/indigenous-matters—Indigenous Matters Section

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/.
DIG INTO THE TEEN SERVICES COMPETENCIES WITH THESE ACTIVITIES!

YALSA will host a variety of online training and discussions beginning in March 2018. Each month will focus on a different competency in YALSA’s new Teen Services Competencies for Library Staff.

- **Webinars:** these free webinars will be held from 2 – 3pm, eastern, the second Thursday of the month. The recording will be available for those who can’t participate in the live session. Reserve your free seat at www.ala.org/yalsa/onlinelearning/webinar (100 seats available on a first come, first served basis)
- **Facilitated Discussions:** these online chats for YALSA members only will provide members with a chance to dig deeper into the topic and to learn from their peers by exchanging ideas, getting questions answered, etc.
- **Social Media:** For those who only have a short amount of time, check out the monthly post on the YALSAblog and/or a Twitter Chat. Use #yalsaCE to participate in the chats.

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Access the competencies at www.ala.org/yalsa/guidelines/yacompetencies
Supporting College and Career Readiness in a Tribal Library

Anne Heidemann

As a librarian serving in several types of libraries in a small community, I have the opportunity to work with folks of all ages in a variety of contexts. I serve kids in pre-K through sixth grade at the Saginaw Chippewa Academy elementary school library, teens and adults at the Saginaw Chippewa Tribal College library, and individuals and families across all age ranges in the Saginaw Chippewa Tribal Library, a public library open to all. As you can probably imagine, I’m never not busy, and I balance a lot of projects and duties while moving between locations and types of libraries. This unique perspective has provided me a real appreciation for community partnerships and for programs that address specific community needs. Getting the most bang for our very limited bucks is crucial to the Tribal Libraries’ success.

I was extremely excited to hear about the Future Ready with the Library grant, a three-year program through YALSA and the Association of Rural and Small Libraries, and was thrilled that my application was accepted to be part of the second cohort. This program promises both community partnership and a way to address a specific community need, so it felt like a great fit. Having just returned from our cohort preconference in Denver, I am now even more enthusiastic about this opportunity.

While our cohort had met once virtually in January, we really got to know one another over the course of two days before ALA Midwinter. We shared photos and stories from our communities, talked about our libraries, and discussed the career outlook for young people living where we do. Some cohort members shared that their small town has lost its industry or is on the brink of losing its primary employer, and expressed their concerns about what that means for young people growing up there. Others noted their community’s expectations that either no one or everyone will continue their education after high school. All cohort participants serve in small, rural, and/or Tribal libraries and many voiced the need for resources to assist youth in preparing for their futures.

Reflecting back on these two days, several major themes emerged for me. They aren’t new, but affirm what I already know to be true from working in public service for many years. First, what we do is not about the library. Library initiatives should be designed to achieve outcomes that align with community priorities. How many of us have participated in library strategic planning processes in which we, the library staff, thought and talked a lot about what we wanted to achieve? Perhaps we engaged the community to provide input and used that information to guide the process, but in my experience, those in leadership positions often did so in a way that was informed by the fear that if the library wasn’t centered in everything, we would risk losing our place, our community support, or our funding. That fear reached down the organizational chart, with every department wanting to ensure that their existing mission and initiatives survived intact. Perhaps it is because I now work as part of a staff too small to have departments (there are just three of us) or because I am responsible for the operation of three different
types of libraries, but I now trust that the Tribal Libraries, whatever changes they may undergo, will continue to serve the community best by looking to the community to figure out what those changes should be. The presenters who spoke with our Future Ready cohort emphasized this approach, encouraging us to be comfortable with the discomfort of leaving the preconference not yet having identified a partner or, indeed, figured out even a basic plan for our project.

Another theme that each of the presenters touched on was that of dignity and respect. We as library workers need to have respect for our communities and community members, and we need to foster an atmosphere that assumes every individual’s worth. We can use existing approaches like connected learning, equity in education, and design thinking to make sure the library has this atmosphere, and we can take these ideas out into our communities. We also talked about how the community’s existing culture plays into the bigger picture, and how that may affect middle schoolers’ perceptions of their own career or college readiness. Some participants expressed that the idea of going to college is not even considered an option by many families in their communities. Others noted that there is one place everyone gets a job and other possibilities are not generally on the table. College prep activities have traditionally been offered to high school students, but that is shifting to middle school. While middle schoolers may not be thinking about transcripts and Advanced Placement classes, there are many career-related things they can be thinking about that will help them in the long term. Making a conversation about a middle schooler’s opportunities possible may change their life.

A final theme that I took away is advocacy. We as library workers are already familiar with advocating for our libraries (if we weren’t already doing this, we wouldn’t have written the grant applications for this program!), but the presenters encouraged us to be sure that this advocacy extends to our communities and specifically to young people. Everyone who comes into the library does so with their own lived experiences, and those experiences affect their interactions with the library and those of us who work there. Our relationships with patrons can have a real impact on their lives, for good or bad, and we need to use the power that we have to do our best by them. It may not feel to many of us working in small, usually underfunded, libraries like we have much power, but we do. Most of the participants in our cohort are white, several of us work in libraries serving communities that are primarily not white, and we cannot ignore that North American society gives us power. If, as a white person I am not actively fighting white supremacy, I am living comfortably inside it, and that is not who I want to be. If I am doing my best, I am advocating for the community I serve and doing what I can to dismantle those power structures (the same goes for heteropatriarchy and settler colonialism). Future Ready affords our cohort the opportunity to use the power of our institutions and our positions to work for positive change, both in the lives of our community members and in the larger systems we all live in.

The presenters urged us to get out into the community and really ask what people want before determining what our Future Ready project will look like, what group(s) we will partner with, or what outcomes we hope to achieve. Being given this very open-ended charge felt a little uncomfortable. Several of us chatted about how we are used to following a more prescriptive path for the grant projects or programs we undertake—there is a general way that things are done, and we follow the oft-repeated advice to not reinvent the wheel. Future Ready is completely open to whatever the community wants it to be. What an opportunity! I hope that I can live up to this challenge, so I can create a program that truly benefits the middle schoolers and families in the community I serve.

Anne Heidemann is the Tribal Education Library at Saginaw Chippewa Indian Tribe of Michigan.
One of the most important things that teens have the opportunity to learn about is the importance of honing in on leadership skills. Whether it is the reminder that working hard really does help you accomplish your goals or that every single action you make affects your future in ways you may or may not be able to comprehend, leadership is a learned trait that comes from within and requires someone to pull it out of all of us.

So many educational systems across the country are focusing on the language of college and career readiness—this idea of preparing students before they graduate high school to have an understanding of skills needed to succeed in postsecondary job training or educational endeavors. More and more high school students are opting out of traditional four-year college tracks and focusing on vocational and technical programs, even some junior college programs, to enter the workforce. However, these decisions don’t just happen overnight. Somewhere, someone has worked tirelessly to provide as much knowledge and encouragement as possible to bring these teens to the track they need to find career success.

As the mission of public libraries evolves to offer traditional and non-traditional learning resources, public libraries find themselves in the middle of answering this call of college and career readiness.

The Scottsboro Public Library (Scottsboro, AL) was one of twenty libraries chosen for the first cohort of the three-year project “Future Ready with the Library,” funded by the Institute of Museum and Library Services and in partnership with the Association of Small and Rural Libraries. The mission of the project was to develop partnerships within our community to develop some type of college- and career-readiness (CCR) program for middle school youth. When I arrived back at Scottsboro, it took me a little time to figure out exactly what the CCR initiative was that I needed to address.

Scottsboro is a unique community in that the education and workforce development sectors all realize that there is a need to implement CCR in the schools at an early age in various forms. Elementary schools in the community take part in the “Leader in Me” curriculum. Students in the fifth and sixth grade are provided with the “Choices” program through the IMPACT Learning Center, which teaches the importance of staying in school and understanding how finances and good decisions go hand in hand. All ninth-grade students in the county take part in a Career Explorations Opportunity EXPO, an all-day career fair that shares everything from technical jobs to four-year opportunities, all of it hands on and covering a wide variety of job opportunities in Jackson County. Then when the students are in their last three years of high school, they are honing those career interests by taking classes at the local technical school, dual enrolling at the local community college, and planning for their future with test prep, college applications, and more.

To say that CCR is evident in the Scottsboro and Jackson County community is an understatement. It is the buzz word on everyone’s lips. When I began planning the Future Ready
The Message

You might think that bridging college and career readiness and leadership skills together is a shot in the dark, but I think that there is a unique value to be had when providing these young teens with an opportunity to have some tough conversations about why choosing early in their lives to make good decisions is important. It’s not just enough to help children in elementary school understand the importance of being nice to others and taking a proactive approach to their studies. When they get older and hormones, feelings, attitudes, and life events get in the way of making clear choices, it’s even more important that they realize just how important they are to the world. Our main message in the project is that they are the leaders of tomorrow and everything about them—their ideas, their concerns, their interests, their dislikes—all of it matters. It’s one thing to encourage a child to go after that awesome STEM career but never recognize the social and emotional needs of that student and the effect that will have on them as they plan for their future.

One of my favorite parts of the weekly meeting is getting to do our sticky note challenge. Each student is given two sticky notes, and they are challenged to write some affirming words for two of their classmates—specifically classmates that they do not hang out with very often. Suddenly everyone is up in the classroom, moving around and placing sticky notes on the backs of their classmates. The affirming words may be something simple like “You are funny” to “You
are a great soccer player.” Regardless, the students are learning that a kind word goes a long way, that leadership isn’t just about making good decisions but about how you affect the lives of those around you.

What we have found since starting this project is that we have many teens in our community who are looking for something to do. Just having the opportunity to visit the junior high school has given me the opportunity to share our teen programs with the students. We tailor our teen advisory group as a way to earn service hours for resumes. Many teens have expressed an interest in taking part in that so they can build those resumes while still having fun. Whether they come in and volunteer at the library to shelve books or help with a program, the teens are getting extra time spent with them and are being introduced to various leadership aspects, all of which are crucial to understanding as they venture into the workforce.

Laura Pitts is the Library Director for the Scottsboro Public Library in Scottsboro, Alabama.

Members: $36
Non-members: $40
on sale now at the ALA store!
www.alastore.ala.org/yalsa
Beth Yoke to Resign as YALSA Executive Director; Update on Search Process for New ED

After 13+ years of dedicated time and leadership, YALSA’s Executive Director, Beth Yoke, will be resigning to begin a new chapter in her career, effective August 31, 2018. Over the tenure of her leadership, Beth has had an important role in assisting the Board with advancing YALSA and its mission in advocating for teens and libraries. As we thank Beth for her years of dedication and leadership to YALSA, we also bid her good luck in her next endeavor and begin the search process for a new Executive Director. Back in February at the 2018 Midwinter Meeting, the YALSA Board met with ALA’s Director, Mary Ghikas to discuss and begin the search process. Updates on the search will be shared on the YALSA blog at yalsa.al.org/blog/. Any questions or concerns can be directed to YALSA President, Sandra Hughes-Hassell at smhughes@email.unc.edu.

Teen Read Week™ 2018: It’s Written in the Stars...READ!

Celebrate Teen Read Week October 7-13 with the theme: It’s Written in the Stars...READ! Library staff, afterschool providers, and educators can use the theme to encourage teens to think and read outside of the box, as well as seek out fantasy, science fiction and other out-of-this-world reads. Check out the newly launched site now and join for free to access a themed logo, planning and marketing materials, and more! Learn more and join at www.ala.org/teenread.

Registration Open for 2018 Symposium!

Registration for YALSA’s 2018 YA Services Symposium, which takes place November 2-4 in Salt Lake City, UT is now open! Did you know? Early-bird registrants and YALSA members receive the best rate! Not a YALSA member? Why not join? The cost of joining YALSA ($130) and registering as a member for the symposium ($199) is equal ($329) to the non-member registration rate ($329)! Join YALSA today and receive all the added benefits of membership in this great deal! All are welcome to attend.

Members are also eligible to apply for the $1,000 Symposium Travel Stipend, which can be used to defray travel costs to and from the symposium. Apply by June 1.

Learn more about the symposium, registration rates, deadlines, and the travel stipend at www.ala.org/yalsa/yasymposium.

2018 Teens’ Top Ten Nominees Announced!

By the time you receive this issue of YALS, the nominees for the 2018 Teens’ Top Ten will have been announced. Be sure to encourage teens to check them out, read them, and come back to vote for their favorites in August! Learn more and check out the list at www.ala.org/yalsa/teensopoten.

Be Part of National Library Legislative Day!

Teens and libraries need your support now more than ever. Do your part and learn more about how you can participate in National Library Legislative Day (NLLD) at www.ala.org/NLLD. Can’t make the trip to Washington, D.C.? ALA and YALSA are planning several easy ways that you can participate virtually. To learn more about what you can do from your home state, visit www.ala.org/united/advocacy/virtuallegday. Don’t forget YALSA has lots of advocacy resources to help you speak up for teens and libraries year-round at www.ala.org/yalsa/advocacy.

Join YALSA at the 2018 ALA Annual Conference

YALSA has big plans for Annual 2018 – join us in New Orleans, LA, June 22-25 for four action-packed days with an abundance of opportunities for learning, networking, and face-to-face interactions with your favorite authors and experts in the teen services field. For a complete listing of YALSA events, please visit: tinyurl.com/YALSAac18.

To register, please visit www.alaannual.org. Advance registration rates end June 15, 2018 at noon. Already registered? Add special events such as the brunch honoring Edwards Award winner, Angela Johnson, to your existing registration in two ways: (1) by phone: Call CompuSystems at 866-513-0760 and ask to add the Edwards Brunch to your existing registration; or (2) online: Click on the dashboard link found in your registration confirmation email. If you need additional assistance with adding events, email alaregistration@compusystems.com.

Conference Events

YALSA will also be hosting the following ticketed events:

- **YALSA and Booklist Present:** The Michael L. Printz Program and Reception Friday, June 22, 8-10pm

Kick off your Annual Conference by attending the Michael L. Printz Program and Reception! Listen to speeches by the 2018 Michael L. Printz award-winning author, Nina...
LaCour and honor book authors: Jason Reynolds, Angie Thomas, Laini Taylor, and Deborah Heiligman. The program will be followed by a reception. The annual award is sponsored by Booklist magazine. Tickets — $34.

• **Margaret A. Edwards Brunch**  
  **Saturday, June 23, 11:30am-1pm**  
  Join us for brunch and listen to the 2018 winner, Angela Johnson, speak about her writing. The award honors an author’s significant and lasting contribution to writing for teens. The annual award is sponsored by School Library Journal. Tickets — $39

• **YA Author Coffee Klatch**  
  **Sunday, June 24, 9-10am**  
  This informal event gives you an opportunity to meet authors who have appeared on one of YALSA’s six annual selected lists or have received one of YALSA’s five literary awards. Every 3 or 4 minutes, a new author will arrive at your table to talk about their upcoming book! Tickets — $25. Coffee, tea, and a continental breakfast included. See the full list of authors participating at tinyurl.com/YALSAac18. Advanced registration ends June 15, 2018. Register in advance and save on onsite registration costs.

  Find more details about registration and housing at the ALA Annual website, www.alaannual.org. For more information on YALSA’s Annual Conference schedule, visit the YALSA Annual Conference wiki page, tinyurl.com/YALSAac18.

Visit the YALSA Annual Conference wiki page for more details about registration and housing at the ALA Annual conference, www.alaannual.org.


Apply by June 1 for Funds to Present a Paper at the 2019 ALA Midwinter Meeting

One successful applicant will receive up to $1,500 to defray the cost of travel to Seattle, WA to present a paper that addresses one or more priorities in YALSA’s Research Agenda. The paper will also be published in an upcoming issue of YALSA’s peer-reviewed, open source Journal of Research on Libraries and Young Adults. Learn more and apply at http://www.ala.org/yalsa/awardsandgrants/mwpaper

YALSA is currently seeking candidates for the following board positions: President-Elect, Board Members At-Large, and Secretary. Elected board members will begin their work June 23, 2019 at the ALA Annual Conference in Washington DC.

If you have an interest in putting your name on the ballot for one of these positions, it is recommended to first learn about the expectations of board or committee members. These resources can help:

• Talk to current board members to learn more about board service: www.ala.org/yalsa/board-directors and read about board service online: www.ala.org/yalsa/workingwithyalsa/election

If you think you have both the necessary experience and time available to serve on YALSA’s Board, please contact the Board Development Committee Chair, Sarah Hill at gsarahthelibrarian@gmail.com to express your interest.
**NEW!**

**Putting Teens First in Library Services: A Road Map | $40**

This publication takes a deep dive into the theory and practice behind meaningful, cutting-edge teen programs and services with contributions from diverse leaders in the field including front-line practitioners, managers, and researchers.

**YALSA's Top Reads: Community Engagement and Collaboration | $29**

YALSA's Top Reads digital publication features a collection of YALSA's best articles and resources on two critical topics in the library field – Community Engagement and Collaboration. Whether you're just getting started in community engagement or simply need new ideas, strategies, or resources, this publication has all that and more!

*digital publication

**YALSA's Top Reads: STEM and Making | $29**

Whether you're just dipping your toes into STEM and Making or are a seasoned pro, this publication provides a wealth of practical expertise guaranteed to help you develop, elevate, and evaluate STEM and making programming in your library.

*digital publication

**Teen Services 101: A Practical Guide for Busy Library Staff | $40**

This guide provides practical tips and instructions on how to build core teen services into the overall library program. Whether you're a new teen services librarian, or staff in a one person library, this how-to guide on teen services can help you effectively serve teen patrons.

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