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# YALS ON THE WEB

» Want more YALS? Members and subscribers can access the latest and back issues of YALS digitally on the YALSAblog at http://yalsa.ala.org/blog/yals/, as well as browse supplemental YALS articles and resources.
INDA W. BRAUN is the guest editor for this issue. She is a Seattle-based learning consultant with LEO and a past president of YALSA.

When I think about connecting with teens outside of the library, I think about the goals of that activity. Is the goal to inform teens about the library and give them a chance to participate in library activities no matter where they are? Is the goal to learn from teens about teen interests and to build relationships with youth who don’t necessarily visit the library on a regular, or even nonregular, basis? Is the goal to learn about the teens in the community while at the same time connecting with community partners and organizations? Or, you might have another goal entirely. The key when beginning to work on connecting with teens outside of the library is to start by thinking about why you are doing that work and then the best way to achieve that why.

A good place to start thinking about the why in services to teens outside of the library is in our YALS interview with Mega Subramaniam, an associate professor at the College of Information Studies at the University of Maryland, College Park. In this interview, Subramaniam highlights how services to teens outside of the library provide opportunities to connect with underserved youth and to build partnerships throughout the community, including with academic institutions.

In Tess Wilson’s article “Zines as an Outreach Staple,” readers learn how to take a library activity that frequently happens inside the library out into the community. Wilson describes why zine workshops work both inside and outside the library and highlights the value that zine programs have as a way to give teens the chance to be civically engaged in their communities.

Taking teens on field trips to science centers and cultural organizations is an opportunity for adolescents to explore resources that they might not otherwise have access to. Recipients of the 2019 Dollar General Literacy Foundation/YALSA Summer Resources Grant, Allyson Fisher, Caitlynn Melick, and John Cornett, from the Muskingum County (OH) Library System, discuss the value of library-led teen field trips and highlight outcomes of these activities. They also provide

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FROM THE PRESIDENT

Todd Krueger

You’ve done everything right. You did all the research, selected all the books and other materials for your library’s collection, talked with teens in the community about the programs they would love to attend, and promoted those opportunities for recreational and informational enrichment. And yet, where are those teens who promised to come to your program? Why do you rarely see them browsing your immaculately curated collection? Maybe it’s not you, but where you are. The real estate mantra “location, location, location” applies to libraries as well. Even in school libraries and media centers, there’s no guarantee that among all the interests middle and high schoolers are focused on that they’re going to make the effort to cross the threshold into your realm.

Perhaps it’s time once and for all to discard the model of only expecting teens to come to us. Certainly there can be benefits to serving users on our home turf, but both adolescents and those serving them can learn from experiences outside of the library itself. In the case of partnerships, we often default to hosting a program with the group that we are working with. But is there a particular reason for doing so, or is it just because we think that we need to in order to “make it count as a library program?” In some (if not many) cases, it probably makes more sense to go to another location where the teens will be more comfortable and the partner’s facility is simply a better fit, and you have the chance to build relationships with teens whom you may never see.

Where are teens? To find out it’s important to ask your supervisors for time to literally go to where the teens are and spend time in those spaces. Maybe there’s a community center that teens use after school. Perhaps a large group of them meet at a local church hall, temple, or mosque. Build relationships with them where they are and leverage those to build teen-centered activities, connect the teens with resources, and connect with the adults in those locations to get started forming potential partnerships.

When connecting with teens in the community, you may notice that they often have the opportunity to collaborate and communicate with others.

(continued on page 11)
In November 2018 the YALSA Teen Read Week/Teen Tech Week Task Force began their work to develop a campaign to raise public awareness of the importance of year-round teen services through libraries and support the needs of Teen Read Week (TRW) and Teen Tech Week (TTW) participants in creating and implementing effective teen services. Chaired by Kelsey Socha, the seven-member task force (comprised of Tegan Beese, Meaghan Darling, Megan Edwards, Shelley Ann Mastalerz, Jodi Silverman, and Kimberly Vasquez) developed a campaign that met these criteria and replaced both Teen Read Week (TRW) and Teen Tech Week (TTW). The re-envisioned campaign is TeenTober, a month-long event celebrated annually in October. To build the framework for a nationwide campaign that provides public and school libraries the support and flexibility needed to individually determine the focus and length of their own TeenTober program to meet the needs of teens in their respective communities, the task force reviewed documentation from previous TRW and TTW events, assessed established national and local campaigns, and created a toolkit for participants that aligns with YALSA’s Teen Services Competencies for Library Staff. The first TeenTober campaign had a soft launch in October 2019, complete with a logo and free downloadable web graphics.

The Making of TeenTober

Building a Framework

Beginning in early November 2018, the task force began the process of building the foundation of a new, teen services-focused campaign by reviewing documentation from YALSA Board of Directors’ meetings and established national and local campaigns. In reviewing the board’s discussion focused on the potential for changing TRW and TTW into a single month-long campaign, task force members made note of two preexisting campaigns referenced as models of public awareness campaigns by the YALSA Board of Directors: Lights On Afterschool and Money Smart Week. While researching the structure of these models, in light of the raw data provided on previous years of TRW and TTW, members compiled notes on aspects of these events that could help shape the new YALSA campaign. During this time, members also considered additional national and local campaigns most familiar to them individually. Based on their research, several key areas emerged that needed to be addressed in YALSA’s new campaign:

Learn More About TeenTober

- The YALSA Board of Directors Proposal to Re-envision Teen Read Week and Teen Tech Week
- Task Force Report to the YALSA Board of Directors
- YALSA blog post: Help YALSA Name a New Teen-Focused Month.
- YALSA blog post: New, Month-Long Teen Celebration, TeenTober, Announced!
• **Length of the program:** Celebrating the campaign for a month as opposed to a week gives participants more options for activities and more opportunities for teen and community connections. The months of February and October were determined to be the best options, given school schedules and scheduled conferences and events.

• **Flexibility:** The campaign needs to be flexible in order for participating school and public libraries to adapt the program to best suit the needs of their individual communities. For example, each community needs to be able to design activities focused on digital and text-based literacies, STEM, civic engagement, and so on as fit the needs and interests of the teens in their local community. Since funding is frequently of concern, the campaign needs to be flexible so all could participate at any budget level.

• **Promotional tools:** Campaign promotional tools need to be provided in a central location accessible to participants. Tools need to be available for free and to provide opportunities for library staff to connect throughout the year. These connections could take the form of a centralized website with a map of participant locations, information on campaign conference presentations/meet-ups, and access to campaign related webinars.

• **Advocacy tools:** It was clear that the campaign needs to support libraries in advocating for year-round teen services, assist in recruiting community stakeholders, and highlight the impact library services can have on communities and the lives of teens. A toolkit of talking points, sample programs, letters, etc. that library staff can adjust based on needs must be available.

• **Name of event:** The name of the campaign needs to remain the same from year-to-year without themes that require creating new marketing and promotional materials or graphics. Not providing a set theme allows individual libraries to connect the campaign to established library services, current teen needs, and community initiatives. Using the above as a foundation for the task force’s work, the group drafted a proposal for the YALSA Board of Directors that was presented at the ALA Midwinter Meeting in January 2019. This document:
  - Summarized the task force’s research
  - Discussed the campaign’s financial implications for both YALSA and participating libraries
  - Explored methods for evaluating the campaign and measuring impact
  - Looked at the program’s alignment to equity, diversity, and inclusion goals

The document also proposed that the YALSA Board of Directors decide on the month of February or October for the campaign, consider the proposed name for the event or authorize a naming contest for teens, and create a website to house materials for participating libraries.

Following the Midwinter Meeting, the YALSA Board of Directors voted to approve the campaign with its inaugural celebration to take place in October 2019. Task force members were then tasked with creating a toolkit for the event and determining a name for the event.

**Naming**
The task force suggested a teen–driven naming contest for the new campaign and this was supported and approved by the YALSA Board of Directors. In April 2019 an online naming contest was initiated and formally announced via a YALSA blog post. The blog post encouraged library staff to have teens submit names for the campaign by the end of May 2019. Following the May 31 deadline, task force members voted on the top names and narrowed the list down to the final eight potential names. These were:

- Teen Empowerment Month
- Teen–a–palooza
- Teen STREAM Month
- Teen Takeover Month!
- Teen Lit & Tech Month (TLAT)
- Bibliotech
- TeenTober
- MORTY (Month of Reading and Tech for Youth)

These eight potential names were released in a YALSA blog post in mid-June 2019, and library staff and teens were encouraged to vote for their favorite. The winning name, TeenTober, was submitted by Cailey Berkley from Franklin Avenue Library in Des Moines, Iowa.

**Toolkit**
While the naming contest was underway, the task force was simultaneously writing a toolkit to support participating libraries in launching and sustaining an annual, month-long campaign. The final comprehensive document guides library staff through the process of creating TeenTober events; establishing connections between the library, teens and their families, stakeholders, local officials, and organizations; and aligns with YALSA’s Teen Services Competencies for Library Staff. It uses a framework for supporting teen services during October and year-round. The forthcoming toolkit contains the following sections:

• **Press Kit:** Press checklist, sample press release for school and public libraries, sample letter to potential community partners, and social media tools with sample posts

• **Timeline:** A 12- to 14-week planning timeline
HIGHLIGHT

- **Advocacy Tools:** Talking points with supporting YALSA and ALA documentation and sample letters to policy makers, teens, and teen volunteer/advisory board members
- **Programs:** Sample passive and active programs along with display ideas
- **Evaluation Tools:** Including surveys

**TeenTober 2019**

TeenTober 2019 had a soft launch in October 2019, and a full launch will take place in October 2020. The soft launch included programming suggestions and the TeenTober logo that libraries could use to market their events. Despite the soft launch status, many public and school library staff jumped into the campaign. The task force developed a survey about TeenTober 2019 as a way to learn about the many ways that library staff launched TeenTober campaigns, what worked in TeenTober 2019, and what might be different for TeenTober 2020. Survey responses talked about revitalized teen advisory boards and engaging with teens in opportunities to develop skills in creating digital content.

Some library staff were unable to participate in the campaign in 2019 due to the timing of the launch. In 2020, all who are interested will be able to join the new campaign as materials for participation will be available in the spring of this year.

Sign up to receive updates about TeenTober on the TeenTober website at [http://www.ala.org/yalsa/teentober](http://www.ala.org/yalsa/teentober).

MEAGHAN DARLING is a Youth Services Librarian at the Sparta (NJ) Public Library and TEGAN BEESE is a Young Adult Associate at the Lake Villa (IL) Library District. Both served on the YALSA TeenTober Task Force.

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**FROM THE EDITOR**

(continued from page 2)

tips for overcoming barriers that might arise when planning and facilitating a library field trip.

On the topic of challenges, Andrea Connolly, from the Jaffrey (NH) Public Library, another winner of a Dollar General Literacy Foundation/YALSA summer learning resources grant, highlights not just what worked in their summer activity—a reluctant reader book club with a digital component—but what didn’t work, why the project wasn’t as successful as hoped, and how the library is using the knowledge gained to better serve teens all year round.

This issue of *YALS* provides a history of the recent transition of Teen Read Week and Teen Tech Week to the new fall campaign, TeenTober. Readers learn the inspiration for the new campaign and what to look forward to in 2020 when the full launch of TeenTober takes place.

As you think for the first time about, or continue to think about, the value of working with teens outside of your library’s four walls, consider ideas expressed in this issue of *YALS* and use them as inspiration to move beyond your brick-and-mortar building.

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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 YALS readers. To match the theme of the fall 2019 issue, this column focuses on connecting with teens outside of the library. These current articles inspire library staff to step outside of their buildings in order to reach teens they may never see otherwise.


The traditional definition of outreach involves visiting or working with agencies outside of the library to reach hard-to-reach populations. A twist on this with teens can mean reaching them outside of the library via social media. This “Library Technology Report” from ALA Techsource explores ways in which libraries can maximize their presence on two platforms popular with teens: Instagram and Snapchat. The author interviewed public, school, and academic librarians to document their social media use via these platforms. The report provides professionals with ideas for managing these social media platforms through their libraries. The report also includes discussion of topics such as how to decide when to add a new platform, methods for managing the platform, content creation and management, and the importance of a social media policy, editing tools, and analytics. Practical advice and plenty of examples and best practices for content and programming will inspire teen library staff to use these tools.


Jumping off from the American Association of School Librarians (AASL) *National School Library Standards*, that emphasize collaboration, the author of this article challenges school library staff to see the value in conducting programming outside of the library. Calzado stresses how through building relationships with other educators in the school, school library staff have opportunities for leadership and are empowered to demonstrate their expertise in learning experiences. The author explores examples of successful programs at her school district, such as new teacher orientation via Breakout EDU activities, summer AP research and seminar projects, and literacy-based programs. This all adds up to a demonstration of how creative one can be in order to make an im-
impact on students’ lives, while fostering a collaborative spirit.


This article helps to fill a gap in the LIS literature and curriculum related to indigenous and native librarianship. The practical information presented includes the importance of knowing and understanding indigenous languages and making sure that indigenous people and populations are reflected throughout a library’s collections. The author stresses the need for collaboration and communication between libraries and schools and highlights her passionate work with students outside of her library. Valuable information on the indigenous approach to workplace wellness will encourage practitioners to advocate and provide services to meet the community’s needs.


In 2016, the Harris County Public Library (HCPL) and the Harris County Juvenile Probation Department (HCJPD) began collaborating to offer consistent library services and programs to youth between the ages of 10 and 17 in HCJPD facilities. HCPL staff and HCJPD facilities worked together to assess current library services which resulted in an adapted summer reading program. The library system learned how to navigate the juvenile justice system in order to provide upgraded services from automation and library cards to providing a full inventory of high-interest young adult and middle-grade books for a variety of reading levels. This collaboration successfully overcame challenges inherent to a juvenile justice system.


This article provides an excellent foundation for those looking to strengthen outreach to teens beyond school visits. Overcoming the barrier of sitting behind the desk in the library is the first order of business. The creation of an outreach plan provides opportunities for library staff to discuss with their administration how to provide quality outreach services. Helpful advice and resources on how to get to know the whole community served, not just those who visit the library, are provided. The article includes suggestions of community organizations and agencies who can help library staff identify underserved populations. The author of this study provides insight into a universal definition of outreach and information on how to evaluate success. The study focused on a single large urban public library system. Data spanning 24 months was examined to determine the frequency of outreach to young adults. The author also considered whether the outreach was initiated by a YA specialist librarian or a nonspecialist. The study revealed that the number of outreach attempts by YA specialists was far greater than those of nonspecialists. The numbers of attempts increased in both groups after the library instituted staff training on outreach. The analysis provides insight to library administrators on points to consider when assessing outreach efforts and in training specialists on how to conduct outreach in the future.


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MARY ANNE NICHOLS is a Senior Lecturer at the School of Information (the iSchool) at Kent State University.
YALS: Please tell our readers a bit about your work.

MS: I am currently an associate professor and co-director of the Youth eXperience (YX) Lab at the iSchool – College of Information Studies at the University of Maryland, College Park. I conduct research on the use of school and public libraries as effective connected learning environments for the facilitation and development of emerging digital literacies (which we define broadly) for underserved youth. Some of the emerging digital literacies that I currently focus on are computational thinking and privacy-related literacies. I also teach at the iSchool’s MLIS and PhD programs. I was recently the board member-at-large for YALSA and the co-editor for School Library Research, a journal of the American Association of School Librarians.

YALS: Why do you think working with youth outside of library settings is of value to youth, libraries, and communities?

MS: Most libraries are already doing amazing things for youth that actually step into the library building. They do this through offering of services that are tailored to these patrons. I feel that there are two types of youth that are outside of the library and don’t make it into the physical space. (Note: I acknowledge that every youth and every situation is different, hence this is indeed a generalization.):

- Type (A) – The youth that have it all—have access to unlimited books via their Kindle app, take up a sport competitively, have parents/caregivers hauling them between practices and tournaments, and are enrolled in after-school enrichment programs that will help them develop 21st century skills.
- Type (B) – The youth that cannot come to the library due to transportation issues, family obligations (taking care of siblings after school), or living situations. Type B youth will most benefit from the enrichment programs that libraries offer when these programs are offered in an environment that is most convenient and comfortable to them. In order to serve these youth, libraries must go to the places where these youth are more likely to be able to engage in the learning. When libraries do this, the community will see the library everywhere, and not just as a brick-and-mortar building. As a result, the library will further solidify its role in the community and community members will see that the library is more than books—it is a resource not bound by place.

YALS: How are you currently working with youth outside of library settings?

MS: As a researcher on youth emerging digital literacies, most of my research is conceptualized, designed, developed, and implemented in partnerships with practitioners and youth themselves. The practitioners that I have partnered with are mostly youth-serving library staff, but I have also partnered with nonprofits that work with underserved populations that some libraries may not have access to. About two years ago, as a part of an Institute of Museum and Library Services funded project called Safe Data Safe Families, my research team began working with Casa de Maryland.
(an organization that expands opportunities and advocates for Latinx immigrant communities in the states of Maryland, Virginia, and Pennsylvania). We are learning how Latinx immigrant families navigate the privacy challenges they face as they use their digital devices for everyday activities. We are working to determine what kind of support and assistance library staff can provide to further strengthen these families’ digital privacy practices (see two recent papers, published at ASIS&T and CSCW, that summarized the results). We are interested in how we can leverage the children in these families to help family members navigate individual privacy challenges—children often navigate the online transactions on behalf of family members because they are more proficient in English. This project is ongoing. In the near future we plan to share learning modules, training sessions, and teaching moments that library staff can use to help families navigate everyday privacy issues. These materials will be co-designed with families and also library staff interested in partnering with outside organizations that serve the Latinx community.

**YALS: What advice would you give to library staff who want to begin working with youth outside of the library setting?**

MS: Keep in mind as you read the steps below that they need to be customized to meet the needs of each local community and its youth.

**Step 1:** Gather community information about the youth that are outside of the library setting. Common questions that you should ask include: Where are youth spending their time? Why are they spending their time there? What are the interests of young people in the community? What are the challenges that young people in the community face?

**Step 2:** Analyze information that you gathered in Step 1 and identify which group of youth outside of the library that you want to reach out to.

**Step 3:** Find other organizations (academic, nonprofits, etc.) that are already working with youth you identified or would like to work with them. Talk with them about what they

For challenges one and three, working in partnerships with academic institutions that have connections with fantastic community members and organizations, and have the funding and support to do this work, allows library staff to be a part of a team that works together to conceptualize, design, develop, and implement programs with youth outside of the library. Through grants, academic researchers often have the funding to fund preservice librarians and graduate students to work alongside library staff, thereby bringing in more bodies to work on an outreach project. This also tremendously benefits preservice librarians, giving them the exposure of bringing library services to the community. Research teams from universities are often equipped with the training and tools to measure success of such initiatives, and library staff can share back such measures with library administrators.

For challenge two, simply participating in partnerships with academic institutions and researchers provides library staff a taste of working with youth outside of the library, and an opportunity to observe firsthand the impact that they are making directly on Type B youth mentioned previously. This can lead to changes in mindset and ongoing work with youth outside of the library building in order to reach the goal of meeting the needs of all teens in the community.

**YALS: What is an example that demonstrates the power of this work with and for youth?**

MS: Headed by my brilliant colleague Tamara Clegg at the University of Maryland, Science Everywhere is an amazing example that demonstrates the power of such work with and for youth. Science Everywhere is a six-year design project focused on the design of a social media app and large community touch screen displays, where youth and community members (e.g., parents, teachers, mentors, after-school coordinators) capture science experiences of underserved youth.

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**YALS: How can working with academic institutions—colleges, universities, etc.—help library staff move beyond their four walls to do this type of work?**

MS: There are several reasons why it’s difficult for library staff working with and for teens to succeed in connecting with youth outside of the library. These include:

1. A lack of staff time to embark on such outreach.
2. The persistent mindset that the goal is to get the youth INTO the library, and not to serve youth OUTSIDE of the library.
3. The lack of clarity on the impact of such initiatives on the youth and the library.

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Step 4: Through the organizations identified in Step 3, find out if there are any current programs or services that you can observe, or even better, that will allow you to interact with the youth identified, to find out what their interests are.

Step 5: Pitch to the organizations that are already working with the youth you identified on how you can help support the needs of the group. Start with small ideas for how you can integrate your skills and knowledge into their existing programs.

Step 6: As you learn more about the community, grow bigger. Remember that the goal here is not to bring the youth into the library (if that happens organically then that is fine), the goal here is to provide the services and programs that will allow youth to access the 21st century learning opportunities that they may not get elsewhere, at the place where they already spend time, and are most comfortable. Changing mindsets so as to be able to accept that service to youth outside of the library is the same as providing services inside the library (or perhaps has greater impact) is the key here.

**YALS: What else should YALS readers know about working with youth outside of libraries?**

**MS:** A must read to build your understanding about research-practice partnerships is the book *Creating Research-Practice Partnerships in Education* (written by William R. Penuel and Daniel J. Gallagher and published by Harvard Education Press in 2017).

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**FROM THE PRESIDENT**

(continued from page 3)

What are teens not having the opportunity to develop skills in? Take a look at the YALSA Teens First: Basic Learning Outcomes and analyze what you see teens engaged in in the community and then work with them and community partners to develop services that help fill in gaps.

A mix of settings can spark teens’ imagination of how they can contribute and what they might want to think about when thinking about life after high school. Partnering with local community colleges and universities can give teens the chance to visit campuses that they may otherwise not have the opportunity to visit. Speaking with business owners and nonprofit leaders and employers can lead to opportunities for teens to experience workplace settings and give them ideas of future possibilities.

Your community is often an untapped mine of prospects to broaden the perspective of teens in your area. Rather than thinking solely of “my teens” (i.e., the ones that walk into your building), consider the many ways that you as a strong teen advocate can leverage this into being a true benefit to all of your community’s teens. You can do this by getting out of the library and building and designing opportunities that have the potential for life-long connections and relationships.
One of the unique privileges of being an outreach staff member is having the chance to interact with teens beyond the library walls. In the teen space or during recurring programming, one might see a rotating group of teen regulars as often as a few times a week. Many library staff can likely relate to the unique delight of seeing the same teen pop in at the same time each day to sit in the same chair and revel in the latest book of their favorite series. But when staff have the chance to take library programming to another location, it’s an opportunity to engage with teens in a unique way. Often—at least in my mid-sized city—I run into at least one teen I know at every outreach event. And every time it feels like unexpectedly running into an old camp friend at the grocery store.

During the summer months, I make the usual rounds to various camps and events, and bring along whatever new kits, technology, or activities the library has to offer. Recently, I took on more, including a day-long workshop at our local Girls Rock Camp Alliance chapter and acting as a visiting instructor for one time slot per week at a local makerspace. As I worked with these organizations over the summer, I expanded what I offered to include the perfect flexible, easily repeated, low-cost, low-waste activity. I needed something that was easily transportable and adaptable to groups of different age ranges and sizes. I wanted to focus on activities that did not depend on electrical outlets, speakers, or Wi-Fi hotspots to connect with the teens I encountered throughout the summer.

To fit my requirements, I turned to an old favorite and a classic form of self-expression: the zine. Historically, the paper zine has been the go-to method for spreading information among activists, artists, and anyone else who has something to say, teach, or stand up for. Because they can be made cheaply and distributed easily, zines are an efficient method of communication and a blank canvas for writing and art. This platform can be adapted for any use, employed by folks of all ages, and reproduced virtually indefinitely.

The zine has a long-standing and continuous presence in the DIY community, and in fact, the zine, as can be seen in the article “Teen Zine Queens” on the Narratively website, continues to be popular with teens. The digital world has made it much easier to collaborate on zines with people outside one’s immediate community, and this helped to expand the form significantly. Zine fairs are recurring events in many cities around the world, and some—like feminist zine fairs—target more specific themes and audiences. Libraries have become an integral part of the zine community, hosting zine-making workshops for community members and organizing zine libraries composed of contributions from local artists and makers.

Two years ago I used zines as a method of encouraging civic engagement among our library’s teens. Over the course of a week, teens focused on a community issue that they were curious, mad, or excited about. They then used open data resources to investigate these issues, creating their own data visualizations to relay...
findings and presenting a final project in the form of a zine. The week-long series was popular among the teens, and the resulting zines covered a wide variety of topics, from murder rates to alien encounters. In order to facilitate future iterations of this workshop, I created a one-page “Civic Data Field Guide” instruction sheet (see image below). Like the zines themselves, this sheet has been reproduced and redistributed several times after its initial use.

Because zines are relatively cheap and easy to make, they are a perfect fit for programming outside the library.

**Low Cost/Low Waste**

The materials involved in zine making can be as simple as a sheet of paper and a ballpoint pen, or as complex as the zine maker desires. Depending on the type of zine being designed, more expensive hardware like staplers, scissors, and hole punchers may be necessary. However, these can either be bought used or in bulk (if needed) to make them more cost-efficient. In our city, we are fortunate to have a store that takes donations of craft goods, and this has proven to be an invaluable resource for my zine workshops out in the community. Most of the materials can be found at stores like this, and it might be worth asking local art supply stores if they have any recycling bins to look through. If, however, these are not options in your community, your own office can be a great resource for scrap paper. You probably already recycle paper for print jobs, and you might be able to use some for zine making.

If you absolutely must break into fresh reams of paper for your workshops, you can at least be reassured by the fact that standard zines waste very little paper. Typically, several folded sheets of 8.5 × 11-inch paper are sufficient. Alternatively, a single sheet can suffice if you choose to make a one-page zine!
When it comes to creating the content of the zines in your workshop, pencils, crayons, and pens (I suggest avoiding markers, as they can bleed through paper) are plenty for most makers. You can do a lot with a colored pencil! When I want to expand the creative options for participating teens, I gather a healthy stack of discarded magazines to use for collaging. If your library recycles its magazines, this is a great way to get one last use out of them. Bring some glue sticks along, and your zines just got much more creatively complex without a huge increase in your materials budget.

Flexible and Repeatable
One of the reasons zines have remained such a treasured method of self-expression over time is their inherent flexibility. Zinesters can fill blank pages with whatever art, words, or music they desire. Content can range from purely artistic to research-based (as was the case in my Civic Data Zine Workshop), to everything in between. When I brought zine making to the makerspace summer camps, it was easy to tailor each workshop to that week’s makerspace theme. One week we made comics, the next we made instructional zines. The flexibility to adapt quickly without purchasing new materials or creating an entirely new program plan is another reason zines make a perfect outreach activity. Girls Rock is a recurring summer program, which means I see some of the same campers every year. Even so, each zine made together is entirely different and the workshop always feels fresh. One way to focus on a specific theme or bring fresh ideas to a recurring workshop is to bring materials from the library collection to help frame what the teens work on.

The flexibility of zines as an activity is also exemplified by its portability. At the beginning of the summer, I packed my materials into one rolling crate and simply refilled paper, magazines, and supplies as needed. This meant I could easily take this workshop from place to place with little time needed for setup. In addition, this approach means that zines can effortlessly be brought along as a supplemental, or even last-minute, activity.

As I said, the complexity of zine making can range widely. A one-page zine is easy to make and simple to teach, and can be made with (as the name suggests) just one page of paper. Scissors and a pen are the only other supplies necessary, so this can be created with little to no budget at all. However, if you want to expand on an existing zine workshop, or offer a more complicated twist for curious teens, consider adopting some simple bookbinding techniques. The five-hole stitch and the saddle stitch are two easy, fast stitches that provide a solid foundation for those who want to continue learning the skill. Adding a bookbinding element to your workshop can elevate the zines your participants produce while still remaining relatively cost-effective.
Teen-Centered

One of the things I consider most when doing outreach is how teen-centered the activity is. Will this event allow for creative freedom? Will teens feel as if they can express themselves through this craft or activity? Could a teen lead this workshop if they felt comfortable? Zines allow for all this and more, as the materials and content are incredibly flexible. And, if teens have made zines before, or if they feel comfortable teaching others new skills, this workshop can easily be co-led with or taught entirely by teens.

At the Girls Rock camp, the format and materials are established—everyone creates one page to be collected and compiled into a communal zine. These limitations have never stopped these teens from expressing themselves in exciting, surprising, hilarious ways. Even with some confinements, this is still a remarkably teen-centered activity.

If you have made zines before, or if you have some interest in pursuing them as an option for outreach, I suggest making some on your own and holding some workshops in your library if possible. If you have a regular group of teens, bring zine-making materials into the teen space and see what leading a workshop might feel like with this familiar audience. If this seems like an outreach program you

Zine Supplies List

<table>
<thead>
<tr>
<th>Necessary</th>
<th>Supplementary</th>
<th>Bookbinding</th>
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</thead>
<tbody>
<tr>
<td>• Paper</td>
<td>• Colored Pencils</td>
<td>• Heavy Thread</td>
</tr>
<tr>
<td>• Pencils</td>
<td>• Crayons</td>
<td>• Large Needles</td>
</tr>
<tr>
<td>• Pens</td>
<td>• Old Magazines</td>
<td>• Awls</td>
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<tr>
<td>• Scissors</td>
<td>• Stick Glue</td>
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<tr>
<td>• Long-arm Stapler</td>
<td>• Stickers</td>
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<td>• Stamps and Ink</td>
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<td>• Rulers</td>
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<tr>
<td></td>
<td>• Construction Paper</td>
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</tbody>
</table>
If you, like me, are always looking for new outreach programming that can be adopted with a low budget and little preparation, zines have tremendous potential to add a fresh, creative element to your offerings. Zine workshops can easily become a portable, repeatable, flexible way to engage teens outside the library. And the zines they create could make an important addition to an existing zine collection, or be the first of many more!

TESS WILSON is the Community Engagement Coordinator for the National Network of Libraries of Medicine–Middle Atlantic Region, and is based in Pittsburgh, Pennsylvania. Previously, she was an Outreach Librarian at Carnegie Library of Pittsburgh. She currently serves as the YALSA blog Manager, presents workshops as a privacy advocate with the Library Freedom Project, and is the Chair of the Pennsylvania Library Association’s Youth Services Division. She has been a regular contributor to the Office of Intellectual Freedom blog, a guest editor for the fall 2018 issue of YALS, and a 2017 ALA Emerging Leader for United for Libraries. She earned her MFA in creative writing from Chatham University and her MLIS from the University of Pittsburgh.
To the Library...and Beyond!

A field trip to a science museum leads to relationships and learning.

By Alyssa Fisher, Caitlynn Melick and Jeffrey Cornett

“I don’t like going to events like these with a lot of people I don’t know to somewhere I haven’t been before,” said one of the teens on the bus going to the Center of Science and Industry (COSI). She was going only because her sister had talked her into it. By the end of the trip, she had changed her tune and asked when there would be another event like this one and how she could register. For some of the teens our library (the Muskingum County Library System in Ohio) serves, this field trip marked the first time they traveled to the state capital. This came across clearly during our ice breaker at the start of the trip. A teen piped up, “I have never traveled outside of Ohio.” While some of their peers were shocked, a few others nodded in agreement. Transportation to the library, let alone outside of the county, is a barrier that many of our teen patrons face. Destination library programs provide an enrichment opportunity that might otherwise be impossible for some teens. We see the experiences and conversations of the teens as affirmation of the public library’s vital role as an equalizer within our communities.

At COSI we started at the Progress exhibit. The exhibit gives Center visitors the chance to walk through 64 years of industrial, technological, and lifestyle advancements all taking place in the same town. Teens enjoyed posing for pictures in front of the old-fashioned storefronts and interacting with vintage technology like telegraph machines, phone booths, and a news broadcasting studio. Teens made comparisons between current life and the lives of those living in 1962 and 1898, and thought about the innovations the future might bring.

After visiting the Progress exhibit, next was the Life, Energy, Ocean exhibit, and then a live show at COSI’s planetarium. Everyone explored each exhibit in small groups, participated in hands-on learning activities, and discussed newfound knowledge.

Reaching Outcomes

Library staff noticed many positive outcomes as a result of the COSI trip. We witnessed friendships form and connections between teens grow. The field trip was a perfect example of how we are fulfilling the library’s mission statement: “We open doors for curious minds, foster a love of reading, encourage exploration and discovery, enable learning, and inspire creativity by connecting people with information, ideas, and each other.”

Public libraries can help stimulate interests in these STEM fields with outreach programs that highlight opportunities for youth patrons.
United Way states that 46% of the Muskingum County (where the library is located) population lives below the “ALICE Threshold.” This acronym describes how a significant segment of the community suffers from Asset, Limited, Income, Constrained, Employed circumstances. Such terminology means that, even while employed, many families still suffer from economic disparity. Many students from Muskingum County, an Appalachian community, confront socioeconomic challenges that limit their perspective and educational/career options. Often students remain unacquainted with possible future job possibilities. An unfortunate “interest gap” further complicates the issue. Public libraries can help stimulate interests in these STEM fields with outreach programs that highlight opportunity for youth patrons. 

COSI is recognized nationally as a trusted educational resource encompassing STEM for all ages, backgrounds, and abilities. This field trip offered an opportunity for Muskingum County youth to learn and engage in an immersive environment. Careers of the future will require STEM education, and our trip to COSI supports this goal. Incorporating this type of activity into teen services ensures public libraries respond to their respective community and respond to future educational and economic trends. Such services also help to counteract financial obstacles for those youth who would not be able to afford to visit a location like COSI on their own or with family.

Not only did this field trip enable teens to travel outside of their regular environs but it gave teens the chance to learn in an informal and comfortable setting. A reduced-stress environment is beneficial for motivating STEM youth learning. For this age demographic, formal educational structures serve as the primary resource. However, public libraries deliver education without the pressure of grade anxiety. The concept of informal science education proves relevant to public libraries. Organizations such as the Muskingum County Library System (MCLS) can offer STEM opportunities without undue apprehension. The MCLS/COSI field trip provided a pathway to a STEM learning experience. Because of the generous funding provided by the Dollar General Literacy Foundation, students participating in the COSI trip witnessed STEM in action. Without this financial support, the MCLS would have been unable to provide for this summer learning event.

What’s Next?
The overwhelming success of this program inspired us to plan more field trip programs in the future. If the idea of planning a large-scale field trip program seems daunting, take comfort in knowing that there weren’t nearly as many challenges as we expected. We owe this to a combination of starting
our planning early and involving our administration from the very beginning. Good communication with stakeholders was essential for positive outcomes. Transportation accounted for the largest expense (and thus, the biggest headache) of the project; don’t be afraid to shop around for the best price between reputable bus service providers. We highly recommend starting with your local school district. If you have a small group, you may be tempted to cut down on costs by transporting participants in your personal vehicle or library-owned vehicle. Be sure to check your institution’s policies (with enough time to hire a professional service!) before moving forward.

Other Helpful Tips

• Plan on a ratio of around 6:1 teens to adults, especially for day-long trips.

• Create a permission slip (see image above) that covers all of the necessary emergency contact information, code of conduct expectations, itinerary, and a photo release disclaimer.

• If possible, utilize drawstring backpacks (leftover from summer reading or donated by a local business) as a way to quickly identify members of your group in crowded spaces. Bonus: Backpacks are great for the teens to store takeaways from exhibits, snacks, and other personal items!

• Require all teens to bring a packed lunch even if your destination provides food for purchase. Packing is not only a time saver, it’s an equitable approach in economically diverse communities. Plan to bring snacks (fruit snacks, juice boxes, granola bars, etc.) if your budget allows.

• Create an itinerary for your teens and build in bathroom and snack breaks. This prevents multiple stops throughout the day.

• Many of our teens were new to library programs, so ice breakers were necessary. We prepared a series of “change my mind” meme-style questions for the teens to discuss on the bus (ex., Is cereal just morning soup?)

• Enlist the teens to take photos. Create a unique hashtag for teens to use while on the trip to make documenting the experience much easier.

ALYSSA FISHER is an Assistant Teen Librarian, CAITLYNN MELICK is the Youth Services Manager, and JEFFREY CORNETT is the Grant Writer at the Muskingum County (OH) Library System. The Library System received a 2019 Summer Resources Grant from the Dollar General Literacy Foundation.
Expanding a book club to the digital realm has its challenges.

Jaffrey (NH) Public Library’s teen staff and Book Buzz book club participants indicated a need for more accessible, highly engaging books for reluctant readers. There was also interest in a virtual outlet for exchanging ideas about reading and topics of interest. In response, the Jaffrey Public Library used funds awarded through the YALSA/Dollar General Summer Learning Resources Grant to purchase titles from YALSA’s 2018 Quick Picks for Reluctant Young Adult Readers list, as well as an iPad and Apple pencil. The technology tools were used by teens to create book trailers and other digital content. When we thought about digital content we thought the teens would produce digital art, stories, audio and video content, and games. We saw this as an opportunity to create digital artifacts that connected to teens’ personal interests and an opportunity for them to collaborate with peers. We also thought that the teens would not have to be at the library to create the content that would eventually appear in a new page of our website, “JPL Teen Magazine.”

The Jaffrey Public Library serves the middle and high school population of the Jaffrey-Rindge school district. 2018 saw the loss of separate middle and high school libraries, as the school board recently voted to combine the two schools. The loss of these school resources put more focus on the public library for our teen population, and we have seen a rise in teen library participation, particularly among teens who are struggling academically and looking for a safe place.

Project Goals
The primary goal of our project was to address teen risk factors, by increasing engagement with library activities, with resources, and with staff that provide a variety of supports. Teens indicated they are bored and lack interest in school. At the same time many have shown a high level of engagement with library STEAM and literacy programming. Teen participation in a variety of drop-in programs including a “Code Club” and self-directed activities such as 3D printing, along with registration-only programs, including the STEAM-centered teen book clubs, demonstrates that teens are used to engaging daily with library-based learning in out-of-school time. Through content creation activities and online engagement with “JPL Teen Magazine,” we intended to

Engaging with teens casually, getting to know them and letting them get to know you, is essential to inviting their involvement.
impact teen textual, visual, and digital literacy skills while also promoting the most accessible parts of our collection.

In addition to inviting Book Buzz participants to create content, we marketed the creation of a new teen advisory board to meet biweekly during the summer. We also included “Make a book trailer using our new iPad” and “Check out a book from the summer learning display” on our teen summer learning bingo cards.

Overall, summer learning turned out to be a phenomenal success. Registration by middle and high schoolers in the summer learning program went up 70 percent over the previous two years, and engagement went up by 50 percent. We played the book trailers that were completed on our big screen during various programs, and those titles received increased interest from teens. (Our most-viewed book trailers are available on YouTube.)

Successful?
The success was not, however, driven by engagement with the teen advisory board, as initially anticipated. What we discovered was that even teens who attended more than one meeting and expressed interest in a more solid commitment during the school year found it difficult to dedicate time to regular commitments during the summer. The greatest engagement from teens came from the self-directed aspects of our summer learning program: the bingo activities, drop-in programs, and registration-only programs that were intergenerational, allowing for the whole family to attend together. As a result, not enough content was generated to launch “JPL Teen Magazine” during the summer months.

Some of our younger (elementary) students worked hard over the summer to create their own variations of popular memes, and while they lost steam before the final product, they learned quite a bit about video editing tools, stage design, and collaboration in the process.

With the new school year now in full swing, it is clear that teen engagement is greatly influenced where the teens are. The teens who regularly visit the library after school are most often those who engage with the learning opportunities we provide, and invite their non-library-using friends to join in. Even when teens regularly utilize library resources, staff involvement is key.

These tips for staff are critical to fostering quality teen engagement:

- **Develop rapport:** Engaging with teens casually, getting to know them and letting them get to know you, is essential to inviting their involvement. Cycle through the spaces after school and show an interest without being invasive.

- **Invite teens in:** Even the coolest maker toys and programs will go unused if teens are not actively encouraged to use them. Be excited to share your resources and let teens know they are welcome to use them.

- **Make it easy to join:** Think about what the barriers to participation might be and address them before they become barriers. If you want your 3D printer to get daily use, but don’t have staff available at all times to explain the CAD software, design a one-page handout and place the 3D printing books next to the printer to get teens started.

- **Market your resources:** Posters and signs can never beat word of mouth. Talk to teens about your programs, activities, and resources.

- **Elicit feedback:** Not just after a program, but anytime you see a potential need. Invite teens to problem solve and give them ownership of the library’s growth.

If staff do not actively model these behaviors, participation goes down regardless of the time of year.

Since the summer, Jaffrey Public Library has added several new intergenerational programs that appeal to teens, from stand-alone STEAM Lab workshops (kitchen science, beginner robotics) to an introductory sewing series. The programs are frequently wait-listed, and attendance is high among all ages. A five-hour comics workshop geared specifically to teens was met with enthusiastic response.

While the level of digital content creation is not yet sufficient to support a teen magazine, we are hopeful that we will reach that goal as we continue to make new headway on teen engagement with the library.

**ANDREA CONNOLLY** is the Youth Services Librarian at the Jaffrey (NH) Public Library. The Jaffrey Public Library was awarded a 2019 Summer Learning Resources Grant funded by the Dollar General Literacy Foundation.
This summer the Tyler (TX) Public Library was fortunate to be awarded a Summer Learning Resources Grant from the Dollar General Literacy Foundation and YALSA. These funds were used for three interactive programs for teens, including Cupcake Wars, Nerf War, and DJ Dance Party, as well as one outreach program, the Nailed It Art Contest. By hosting these programs, our library aimed to engage the teen population in our area in general with a specific focus on reaching out to teens in foster care and teen group homes in our community.

In the past year our library youth services department worked to better reach out to teens in care as we know they are an underserved group. After learning about the needs of the Hearts-Way Youth Shelter, from a city police department staff member, the city librarian and youth librarian visited the group home. This facility is a group home for teens placed in the care of the state. With room for up to 30 teen residents, the home had 13 teens residing there at any given time in the summer of 2019. Through the visit, and other work in the community, Tyler Public Library staff knew they needed to strive to make sure that all youth in the community had access to library services.

When we learned that the Tyler Public Library was awarded a Dollar General Summer Learning Resources Grant, staff reached out to contacts involved with teen group homes and foster care place settings. This led to a steady dialog with the Hearts-Way Youth Shelter. We had two primary goals for the summer grant funded activity. These were:

- To successfully engage a foster group home in a library-facilitated program.
- To provide teens in care with individual books to own and books for a group home mini-library.

Through these goals, we aimed to promote reading for pleasure and encourage learning and engagement in educational and recreational activities even when school was not in session.
Library staff were thrilled by the participation of the Hearts-Way teens. 23 teens attended the DJ Dance Party, including nine teens from the Hearts-Way group home. Nine teens attended the Cupcake Wars program, of which four teens were from Hearts-Way, and 12 teens from Hearts-Way were present at the Nailed It Art Contest outreach program that we hosted at the group home. It was great to be able to offer these teens opportunities to learn, have fun, and socialize with others their age. At the outreach program, library staff presented the teens with individual books to keep and a variety of books and book series for a mini-library at the group home.

The relationship that library staff established with Hearts-Way is one that the library plans to continue building. Staff are also optimistic that we can continue fostering positive relationships with teens in care in our community and with the agencies representing them. We will use experiences from this summer working with Hearts-Way as a guide as we reach out to other agencies and teens in our area.

When working with Hearts-Way and the Hearts-Way youth, passion and flexibility were key. Going forward, library staff aim to remain passionate and sincere in efforts to plan programs that are of interest and needed by the teens we serve. We also aim for this same energy to carry through to programs and outreach activities as we work directly with teens. Lastly, library staff plan to stay flexible as we strengthen our relationship with Hearts-Way and establish connections with other agencies, especially when coordinating outreach activities.

This summer’s support from the Summer Learning Resources Grant helped our library take a good step forward. Staff were happy to see Hearts-Way teens at the library outside of the program times. They came to other teen events and checked out books and materials. Since the summer, library youth services staff continued reaching out to and inviting Heart-Way youth to teen programs. To better serve teens, our youth services department has also started a new teen advisory council and holds monthly teen programs. Going forward, the library hopes to increase teen participation in these programs from all teens, including teens in care, and plans to provide further outreach activities at Hearts-Way or other teen spaces in our community.

Teens from Hearts-Way were challenged to re-create or reinvent a famous artwork in the outreach program: Nailed It Art Contest. The winner re-created *The Scream* by Edvard Munch.

AMY SKIPPER is a Youth Services Librarian at the Tyler (TX) Public Library. The library was a recipient of the 2019 Dollar General Literacy Foundation Summer Learning Resources Grant.
The YALSA Update

Get in the Game and Vote Poster & Bookmark
In collaboration with ALA Graphics, YALSA released a poster aimed to encourage teens to become more civically engaged. The poster highlights the who, what, where, when, how, and why of voting and will help youth and new voters navigate their way to the polls. Check out and order the new poster and digital bookmark.

A customizable, digital versions of our Get in the Game and Vote poster and bookmark is also available. Check out the mini-poster, bookmark, or the set.

2020 Selected Booklists Released
The official 2020 YALSA Selected Booklists have been released. The lists include:
- Amazing Audiobooks for Teens
- Best Fiction for Young Adults
- Great Graphic Novels for Teens
- Quick Picks for Reluctant Readers

View each list, along with their top ten titles, on The Hub.

2020 Morris and Nonfiction Award Finalists
The 2020 Morris and Nonfiction Award finalists have been announced. The winner announcement for all of YALSA and ALA’s book and media lists took place during the Youth Media Awards on January 27 at 8am EST at the 2020 ALA Midwinter Conference in Philadelphia, PA.

YALSA/ALA Elections Voting Eligibility
Ballot mailing for the 2020 YALSA/ALA Elections will begin on March 9, 2020 and will run through April 1. In order to be eligible to vote, you must be a member and in good standing as of Jan. 31, 2020. Renew your membership online or by calling 1-800-545-2433, option 5. Learn more.

2019 Teens’ Top Ten Titles
The 2019 Teens’ Top Ten titles were officially announced in October. The top ten are as follows:

Download the full list with annotations on the Teens’ Top Ten website and share the list with your teen patrons.

Plan Your Summer Learning Program with our Publication!
Winter is the season, but it’s never too early to start planning your summer learning program. Whether you’ve just started transitioning from summer reading to summer learning, or have already completed it, our book, Teen Summer Learning Programs: From Start to Finish can help you think through the nuts and bolts of designing, implementing, and improving your summer learning program to ensure success. Available now in print, e-book, or as a bundle.

New Programming Ideas
The Teen Programming HQ has recently been updated with a great variety of new program ideas. Many were submitted by grant winners of this year’s Summer Learning Resources Grant. Here are some highlights:
- DIY Funko Pop
- DIY Lego Figurine
- Teen Literacy Outreach Kit
- Ask Me Almost Anything
- ESL Speaks: Sharing Immigrant Stories
- Build Your Own Light Machine
- Creating with Circuit Clay
- STEMengineering Academy
- Space Age Tech Day
- Gaming and Maker Resources
- Teen Tech Videography Intro

If you have an awesome teen program that you would like to share, please submit it to the Programming HQ. Read the FAQ for submission tips.

Apply for the Doctoral Dissertation Fellowship Award
YALSA’s new Doctoral Fellowship Award will provide up to $3,000 to one recipient to cover research related expenses (including travel to conferences relevant to dissertation research) and is funded by YALSA’s Leadership Endowment. The award aims to encourage research on teens, learning
and libraries, specifically research that aligns with YALSA’s National Research Agenda, and/or research that investigates any aspect of YALSA’s Teen Services Competencies for Library Staff. Learn more and apply by March 1.

Apply by March 1 for the Spectrum Scholar Program
Established in 1997, the Spectrum Scholarship Program is ALA’s national diversity and recruitment effort designed to address the specific issue of under-representation of critically needed ethnic librarians within the profession while serving as a model for ways to bring attention to larger diversity issues in the future. YALSA sponsors two Spectrum Scholars with an interest in serving youth ages 12-18 in a library setting. Learn more and apply by March 1.

Interested in getting involved in YALSA?

Check out our quick and easy infographic to learn about the many ways you can get involved virtually and in person!

www.ala.org/yalsa/getinvolved
Find, share, and discuss teen programming ideas with other library staff and educators.

http://hq.yalsa.net/index.html

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www.alastore.ala.org

NEW TEEN PROGRAMMING COMMUNITY!

TEEN PROGRAMMING HQ
Program proposals now open!
Apply for a travel grant by June 15, 2020.
Dive into the Debut
EVERYONE Is Talking About!

“Profound and page-turning.”
Madeline Miller, New York Times best-selling author of *Circe*

“A must-buy for all YA collections.”
—School Library Journal (starred review)

“A warm, wise, strange meditation on developing the strength to be vulnerable.”
—Kirkus Reviews (starred review)

“A strong debut.”
—Publishers Weekly (starred review)

“Wry, quick-witted, and filled with deep grief and fathomless joy in equal measure.”
—Booklist (starred review)