

YOUTH SERVICES NOTES



Week of June 23, 2014

No. 171

Library Displays

Shenandoah County Library System



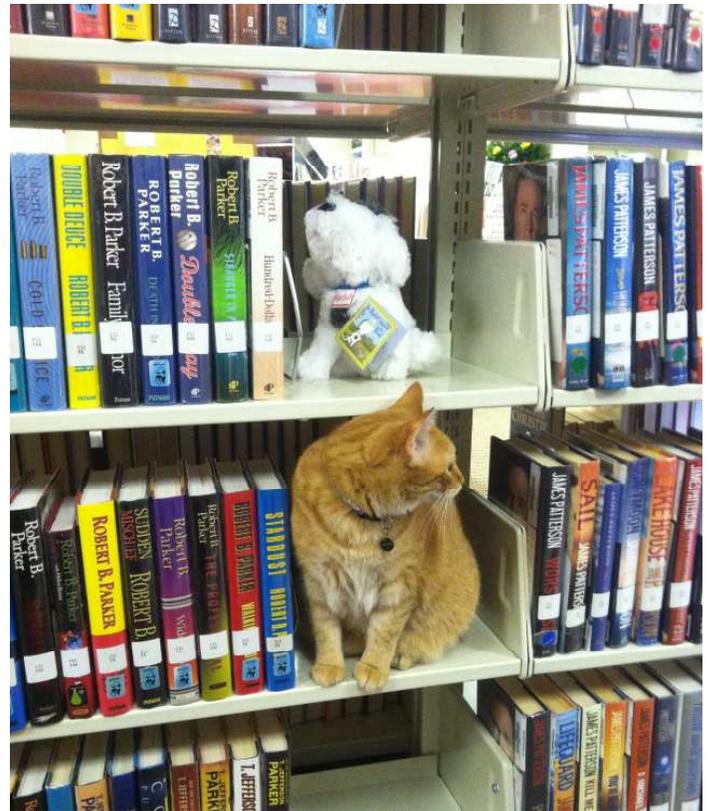
Submitted by Sandy Whitesides. ■

Rocket and Daisy

Southside Regional Library at Boydton

Rocket and Daisy paying hide and go seek in the stacks looking for a good summer read.

Submitted by Cassidy Boyd ■



Find It Virginia

New Kids InfoBits Available

The [Library of Virginia](#), in partnership with [Gale](#), [Cengage Learning](#), is pleased to provide Virginia libraries through [Find It Virginia](#) the new and improved [Kids InfoBits](#). This exciting upgrade follows extensive user testing/research of the K-5 age group and librarians and educators. The new [Kids InfoBits](#) boasts an improved navigation experience on many platforms (including mobile devices) and improved utility with numerous tools including text translation to 12 languages, Lexile levels, ReadSpeaker technology that reads the text to the user and improved citation tools. In addition, new content has been added and much of the existing content has been updated including the



(Continued on page 2)

Youth Services Notes

is issued weekly by

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The Institute of Museum and Library Services is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums.



Through grant making, policy development, and research, IMLS helps communities and individuals thrive through broad public access to knowledge, cultural heritage, and lifelong learning. This newsletter project is made possible by a grant from the U.S. Institute of Museum and Library Services.



New Kids InfoBits Available

Continued from page 1

Kids InfoBits Presents series. The *Columbia Electronic Encyclopedia* content has been updated through 2013, with 2014 updates coming over the summer, ready for the fall semester.

All libraries have been switched over to the new Kids InfoBits on June 16th.

To learn more about the new Kids InfoBits, click here for a fact sheet

http://assets.cengage.com/pdf/fs_kidsinfobits.pdf
 or

view the guided tutorials here.

<http://solutions.cengage.com/gale-training/on-demand-tutorials/#K>

Here is a link to training opportunities:

<https://cengage.webex.com/cengage/onstage/g.php?PRID=1b8da0546d7e3a17c63fc27741384e7e>

The fact sheet is attached to this newsletter.

Source: Email dated June 11, 2014 from Carol Adams sent to VLA Directors Association List ■

Thanks

for the photos!

- ◇ **Sandy Whitesides** and **Diane Cary**,
Shenandoah County Library System
- ◇ **Cassidy Boyd**, South Regional Library

Dates to Remember

Virginia Conferences

September 3-4, 2014 Library of Virginia Children's & Youth Services Fall Conference..... Richmond
 October 22-24, 2014 Virginia Library Association..... Williamsburg

National Conferences

June 26-July 1, 2014 American Library Association Annual Conference Las Vegas
 September 18-20, 2014 Association for Library Service to Children National Institute..... Oakland

Training

Evanced Summer Reader Training..... On request—Call or email Enid.....At Your Library

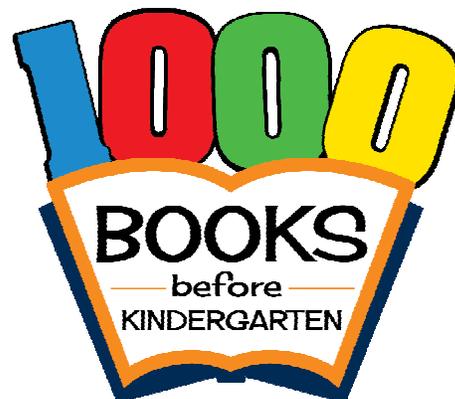
From PUBYAC**1000 Books Before Kindergarten Graphics & App**

Greetings to all youth services folks, I am very happy to announce that the graphics developed by the **Waukesha County Federated Library System** for our system wide **1000 Books before Kindergarten** program are now available to all of you to make your own. Here is a link to our Pinterest page <http://www.pinterest.com/wcfls/1000-books-before-kindergarten/>.

For more information about high resolution graphics and the image licensing agreement go to our website <http://www.wcfls.org/youth-services.php>. Our app is not quite ready to go, but the mock ups are also on our Pinterest page and we are confident it will go live sometime this year. Today is my last day at WCFLS as I am retiring. Contact Angela Myers ameyers@wcfls.lib.wi.us if you have questions.

Cheers,
Claudia Backus
Waukesha County Federated Library System
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Waukesha, WI 53186
262-896-8087

Posted June 16, 2014 ■

From Carol Adams' desk...**"Libraries and Learning"**

The **Urban Libraries Council** has a brief on importance of libraries as places for learning. If you haven't seen it, here is the link;

http://www.urbanlibraries.org/filebin/pdfs/L_Brief_IV_Learning_Full_Rep.pdf

A copy is attached to this newsletter.

This was really validated for me in this article from **American Scientist**. I hope that you will take a few minutes to read it.

Dierking, Lynn D., and John H. Falk. "The 95 percent solution: school is not where most Americans learn most of their science." *American Scientist* 98.6 (2010): 486+.

Expanded Academic ASAP. Web. 19 June 2014.
Document URL

http://go.galegroup.com/ps/i.do?id=GALE%7CA257129711&v=2.1&u=virginia_main&it=r&p=EAIM&sw=w

Source: Email dated June 25, 2014 sent to VLA Directors Association List. ■

More from AdLit**Award-Winning Books for Tweens and Teens**

Here are links to those lists and other annual awards we like, including picks from The New York Times, the International Reading Association, and the Newbery Medal and Printz Award winners.



http://www.adlit.org/books_authors/award_winning_books_for_tweens_and_teens/



DayByDayVA



WWW.DAYBYDAYVA.ORG FAMILY LITERACY CALENDAR

From Ohio Librarians

Homeschool Program Ideas

 Years ago when we paired with the local co-op, I did like a story hour with the little kids and the older kids did D.A.R.E. with the rep from the police department.

Then we switched out. While the little kids were doing the D.A.R.E, I have activities related to what I did with the younger kids for the older ones to do....puzzles, crafts, etc.

 A homeschooling mom told me that her children missed out on “presenting” reports in front of a group. We advertised it as a program for grades 3 and up. They were to come prepared with an oral presentation. They could also prepare a Power point if they wanted to. We were in a relatively small library, but we had 2 large families participate.

 We have a monthly home-school program at our library. We polled our home-school families, and they have stressed that they want science based programs above all else--so that is exactly what we give them. Each month is a different theme, such as weather, animal biology, chemistry... Our home-school librarian works the program to fit a wide range of ages since we have no registration. She begins by talking about the subject and explaining the basics. Such as, with the animal biology, she talked about mammals, amphibians and reptiles. Showed pictures of each, talked about their characteristics. She then had the kids extract their own DNA (which was actually really cool!). So we usually have a short lesson, followed by a hands-on craft or experiment and then we have kits set up for the kids to play with, such as models of cells or whatever will fit the subject.

Sorry this went on a little longer than I meant it too! Hopefully it helps. I suggest polling your families to see what they are looking for.

 One of the libraries in our system has a monthly homeschool science program. Each month the kids come in and do a science experiment/project as a group, but they also each present something they worked on the topic the last four weeks. Almost like a show/tell. The librarian knows the theme she wants to do for next month at the meeting and tells them so they will all be ready for the next meeting.

 We have a monthly Choose Your Own Book club for homeschool families. Each month has a different theme, they read whatever they want and bring in something to share about their book. I believe they do some kind of craft that goes along with the theme. It is open to all ages.

 I have done programs that are somewhat age adaptable, basically K-8, and offer material that can be horizon expanding no matter the age.

I did one on different countries, focusing on the culture through folk stories, art, music, and food.

I'm currently in the middle of doing “The 20th Century is History,” which is taking each decade and looking at the major events, clothing, inventions, etc. I do a timeline, with events and other things to hang up and talk about, have some more advanced picture books or sections of chapter books to read aloud, offer a related craft and music, and a snack (usually a commercial food that was released during that time period).

With both of the programs, I let them know what we were doing the next time and encouraged them to bring something on the topic to share. It's nice to give them some time to interact with each other, too, since for many families, the social aspect is one reason they come to programming.

 We offer homeschool programs in the fall, winter, and spring. Sometimes the programs are for the parents; sometimes the programs are for the students. I will list below programs I have done in the past

For Parents:

“Always Take the Scenic Route: Homeschool Field Trips”
 “Read Aloud Magic: Reading Together”
 “Living Books: Discovering Wonderful Books”
 “Creating Lapbooks”
 “Wrapping up your School Year”
 “Refresh Your Homeschool: New Resources & New Ideas”
 “Question & Answer Session for Homeschool Moms”
 “Organizing Tips for Your Homeschool”

For Students:

“Library 101: How to use the Library” -- usually grades K-5
 “Library Databases and Research Tools” -- for grades 8-12
 “Girls Book Club”--Mary Poppins; Charlotte's Web; Number the Stars; Myra Daughter of the Nile; Anne of Green Gables
 “Guys Book Club”--Shiloh; Rascal; Mr. Popper's Penguins; Door in the Wall
 “Freedom Trail: Harriet Tubman & the Underground Railroad”--background info for a live theater performance
 “The Wonderful World of Dr. Seuss”--background info for a live theater performance
 “USA Trivia Contest”--multiple choice questions; used a power strip with night lights for the A-B-C answers; retro but fun!

(Continued on page 5)

Homeschool Program Ideas

Continued from page 4

“Book Journals”--all sorts of craft supplies available to decorate a composition book

“Art Exhibit”--we have done this the last 4 years in the spring; great response & great opportunity to display any art work

“Curriculum Sale”--I am organizing this at another location because we cannot sell items at our library

I also read several online homeschool magazines to look for ideas. Homeschool Enrichment and This Old Schoolhouse are very good.

 During the summer we do not do any special programs for homeschoolers but during the rest of the year we do offer a Homeschool Book Club and I have a group that comes on a monthly basis as well. The book club has a monthly theme and they do presentations in front of the group based on a book they have read with that theme. Starting this fall library skills will be added to the monthly program at their request.

I do the other homeschool group and it is a blend of book talks, library skills, art projects, games and always reading a book to them. They let me know if they have a theme going otherwise I pick a subject and go with it.

I have also presented programs for other groups on a certain subject they are working on. One recent one was ancient Roman times and we made aqueducts. It was great fun! These "specials" are not on a regular basis but just as requested and as I have time to fit them in.

 Here's some information on the Homeschool Library Club program we've run at the Wagnalls Memorial Library for the last two years.

We meet 2x a month, on Mondays from 2:30-4pm, from October through April. We ask families to register in advance for each session, and keep the 'per family' cost low, only wanting to cover the cost of supplies. Word of mouth tends to get new families to the program, but our attendance has averaged about 20- 25 kids and 8-10 adults each session. One staff member runs the program. Our programs were specifically geared toward K-3, but we did have some older/younger students attend, mostly because homeschooling families prefer inclusive programs. If a family had a K-3 student, any age was welcome.

Our first year, we ran 3 sessions of 6 weeks each. Topics below. Our thinking was to focus on library programming that the students would otherwise get in traditional schooling, with a little bit of a homeschooling flair! A lot of read alouds, games,

activities, crafts sometimes. Takeaway material for parents to extend learning on their own. A lot of books on display related to topic. Free time at the end of the program for kids (and parents) to interact with each other.

Topics, year 1

Intro to the Library/Book care

Fiction v. Nonfiction (WOLF, real v. fairy tale)

Author Study (Arnosky)

Parts of a Book: Story parts/Author/Illustrator/Printing (over 3 sessions)

Dewey Decimal System

Winter

Caldecott books

Author Study, Audrey Woods

Stories in Three

Curious George

Dog v. Cat

Author Study: Leoni

Oceans

Frogs

Author Study: Rosemary Wells

Bugs! (with a special offsite visit to a local bug exhibit)

This past year, our second, was a little more diverse, and we'll probably return to a more traditional library instruction type program in the fall, only because this year was labor intensive to run the programs in a station format. Families came into the program room as a group for an opening talk, and then could branch out to prearranged stations within the program room. Topics included:

Topics, year 2

Library introduction and book care

Make Believe! (Princesses, fairies, heroes, etc. favorite fictional characters)

International Day (examine 3 countries, food, clothing, music, books!)

Simple machines exploration

Holiday Traditions (Hannukah, Christmas and Santa)

Presidents/Valentines' Day

Picture Book Art

Kids Zumba! Outside talent

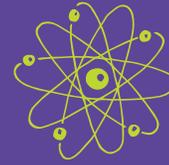
Slumber Party w/ Movie

Spy School!

When I first started thinking about this program, a couple of terrific librarians were instrumental in helping me avoid pitfalls, and shared generously about what worked well for them. You might want to reach out to them, if they don't see your post on the listserv:

Source: Ohio State Library listserv ■



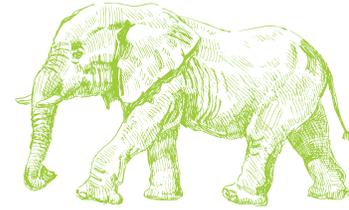


Gale's fun, searchable, age-appropriate online resource

Elementary-aged students are becoming clever information consumers. Start them off right by providing access to high-quality resources from Gale.

Easy-to-use and authoritative

Kids InfoBits is a content-rich resource featuring a new, modern, inviting interface and improved navigation based on feedback from our existing customers and student users in the classroom and community. The design helps kids explore the product and gain comfort with database searching. With full-text proprietary content from Blackbirch Press®, U•X•L, and more, the information is reliable and geared to fit the needs of today's young learners.



Great content:

- Continuously updated material from Gale's *Kids InfoBits Presents* and *Blackbirch Press* imprints
- Indexed, searchable content including books, magazines, news, and more than 13,000 images
- *InfoBits* engage students with interesting facts about the subject, along with connections to current events

Broad subject categories:

- Animals
- Arts
- Geography
- Health
- Literature
- Music and Movies
- People
- Plants
- Science
- Social Studies
- Sports
- Technology



Kids InfoBits features an age-appropriate graphic interface using kid-friendly images.

Click on a category to bring up subcategories labeled with representative images.

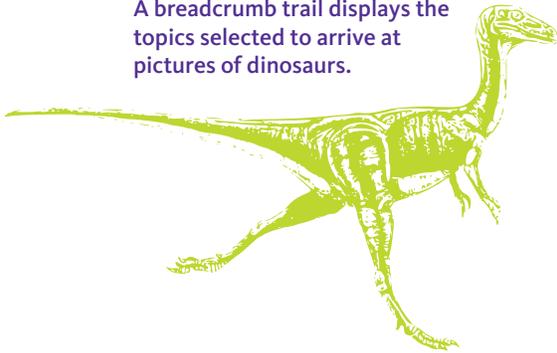


Contact your Gale Representative or visit www.gale.cengage.com/InfoBits for more information.



Home > Animals > Dinosaurs and Other Extinct Animals > Dinosaurs > Pictures

A breadcrumb trail displays the topics selected to arrive at pictures of dinosaurs.



The screenshot shows the search results for 'Dinosaurs'. The breadcrumb trail at the top reads: Home > Animals > Dinosaurs and Other Extinct Animals > Dinosaurs > Pictures. The search bar contains 'Type your search here...'. Below the search bar, the search terms are '(Basic Search Dinosaurs)'. The main content area is titled 'Pictures' and shows a grid of 8 dinosaur images with captions: Pachycephalosaurus Dinosaurs Fighting, Spinosaurus Attacking Other Dinosaurs, Artist depiction of a Caudipteryx..., Dromaeosaurus Attacking Larger, Megalosaurus, Pteranodon, Brachiosaurus, and Triceratops. On the right side, there is a 'Content Types' sidebar showing counts for Books (94), Pictures (47), Magazines (1,446), and News (718). There is also a 'Limit Search by' section with a search box and options for Subjects, Document Type, and Publication Title.

Tools to support 21st century learning:

- Powerful search tools, including easy subject searches and more precise advanced searches
- Breadcrumb trails chart the path students used to arrive at a particular page
- The ability to share content over social media
- Text translation into 12 different languages including Arabic, Spanish, French, and more
- ReadSpeaker text-to-speech technology with the ability to play translated content
- Citation tools, including EasyBib integration
- Merriam-Webster®'s Dictionary

The screenshot shows the home page of the kids InfoBits website. The breadcrumb trail at the top reads: Home > Animals > Dinosaurs and Other Extinct Animals > Dinosaurs > Pictures. The search bar contains 'Type your search here...'. Below the search bar, there is a large green box titled 'ARTISTS ON ART' with quotes from Pablo Picasso, Vincent van Gogh, and Henry Matisse. To the right of this box are three subject tiles: Geography (with an image of Earth), Health (with an image of a doctor examining a child), and Literature (with an image of a girl reading). Below these are three more subject tiles: Science (with an image of a girl in a lab coat), Social Studies (with an image of a canyon), and another Literature tile (with an image of a girl reading). A hand icon is shown clicking on the 'Arts' tile.

Click an InfoBit to display fun facts for young learners.





LEADERSHIP BRIEF: LIBRARIES IGNITING LEARNING

ABOUT THIS LEADERSHIP BRIEF

Libraries and learning have always been connected. The activities they offer and the resources they provide support as well as contribute to successful learning. Today, however, their support of and contributions to learning may not be enough. Libraries can serve a more central role in designing and delivering high-quality programs that lead to learning outcomes that are not only purposeful, but also intentional rather than assumed or implied.

It is essential for libraries to have a more powerful role in learning because:

- Traditional education cannot meet today's learning needs alone.
- Succeeding in today's rapidly changing world requires a higher order of skills and continuous learning.
- Libraries have a wealth of learning assets such as databases, technology tools, meeting rooms, business centers, and more.
- Libraries already are trusted, inclusive, welcoming places for learners of all ages, in addition to being places where people can get the personalized learning and support that they need.
- Libraries can connect the dots between what people learn at school, at home, and from their peers.

Becoming more powerful learning institutions require a recommitment to innovation along with a willingness to redefine how libraries think and operate. Essential action steps include:

1. Embracing a central educational role built around improved learning experiences and outcomes for people of all ages.
2. Focusing on solutions and outcomes rather than activities and events.
3. Rethinking how programs can be created and delivered to become more participatory.
4. Encouraging and supporting experimentation, creation, along with discovery, particularly among young learners.
5. Identifying and communicating new, relevant outcomes for interest-driven learning.
6. Developing strategic partnerships with informal and formal learning institutions to leverage resources and create new learning pathways.
7. Becoming an active member in community-wide learning coalitions and systems.

This Leadership Brief highlights how libraries can leverage their capacities, assets, connections, and stature to ignite learning within the communities they serve.

21ST CENTURY LEARNING

Research shows that a comprehensive and continuous approach to learning which begins early, draws on a variety of resources, extends beyond traditional classrooms, is participatory in addition to being interest driven, will all help children, teens, adults, and seniors succeed not only in schools and careers, but in life. The following sections highlight learning principles that can guide, shape, and influence a library's role in learning.

Learning may occur at any time, any place, any path, and any pace. While schools and homes are important places where learning occurs,

libraries, museums, science centers, parks, afterschool programs, and technology centers (all known as "third learning places") are becoming equally as important.ⁱ

Young people respond more positively to learning that is personalized, interest-driven, informal, and supported by peers and mentors. Interest-driven learning asks, "what is the experience you want youth to have as a pathway to learning" versus "what do you want youth to learn."

Well-designed networks that connect diverse resources improve learning outcomes. Networks convert isolated events into continuous learning by linking school, home,

community resources, mentors, and peers while providing multiple entry points into a learning experience based on interest. HIVE learning, for example, encourages young people to move among learning experiences with a variety of environments which can be formal, informal, physical, or virtual.

Quality afterschool and summer learning programs improve learning outcomes, reduce out-of-school learning loss and support families and communities. With students spending only about 20 percent of their time in traditional classrooms, making the best use of the remaining 80 percent for sustained learning is essential for long-term success.

Technology is a catalyst for learning. Digital media facilitates a different kind of learning. It engages learners in new ways, provides connections for lifelong learning, and changes the way people gain, exchange, as well as create information and knowledge.

Well-designed, easily accessible, and welcoming spaces contribute to active participation and successful learning outcomes.

Learners of all ages are attracted to places where they feel comfortable; can find and do what they need and want to do; and are able to take ownership of their learning activities with fewer boundaries, structures, rules, and people in charge.

CONNECTED LEARNING AND LEARNING LABS

Connected learning is a research-based approach that makes learning relevant to young people, to real life, to work, and to the realities of the digital age where rapid change is constant. It emphasizes the vital connection among three learning spheres; interests, peer interaction, and academic studies. It is based on four learning principles:

- Everyone can participate.
- Learning happens by doing.
- Challenge is constant.
- Everything is interconnected. ⁱⁱ

Inspired by YOUmedia, a digital initiative for teens developed at the Chicago Public Library, Learning Labs are programs and spaces within libraries and museums where connected learning happens by empowering and motivating young learners to identify and pursue their true passions. The John D. and Catherine T. MacArthur Foundation as well as the Institute of Museums and Library Services are funding the expansion of Learning Labs within 24 libraries and museums.

LIBRARIES IGNITING LEARNING

Libraries are already at the center of lifelong learning. They are places where people of all ages pursue knowledge, expertise, and rich learning experiences; places where people learn and create rather than consume and check out. ⁱⁱⁱ Broadening library roles as community leaders and resources for 21st century learning require changes in how libraries think, operate, and engage in the community.

Six strategies for libraries to ignite learning are:

1. Understanding and embracing the library's role as a learning institution.
2. Offering high-quality learning experiences to diverse audiences based on research about what works.
3. Building strategic partnerships to form learning networks that will in turn broaden impact.
4. Increasing staff capacity to support learning strategies.
5. Designing spaces around the learner's priorities.
6. Raising the library's profile as a community learning leader.

Strategy #1: Understanding and embracing the library's role as a learning institution.

Schools are no longer solely responsible for educating the public. The "any time, any place, any path, any pace" model broadens learning opportunities and fits well within library capacity, resources, assets, audience, and community stature. Embracing the library's role as a learning institution involves:

- Understanding and communicating why learning is a key library priority.
- Maximizing staff capacity to make learning happen.
- Identifying and measuring relevant, realistic learning outcomes rather than just the materials used or program attendance.

- Creating internal connections among library learning programs as well as establishing links with programs offered by other community learning institutions.
- Placing the learner front and center when planning and designing learning experiences.
- Aligning library resources, tools, staff, and facilities to achieve learning outcomes. ^{iv}

Perhaps most important, defining the library as a learning institution requires library leaders to think more like educators and less like service providers.

Strategy #2: Offering high-quality learning programs to diverse audiences based on research about what works

Libraries are making great strides to ignite learning by developing programs that engage diverse learners as well as measure learning outcomes rather than just participation rates.

Examples of new library learning programs include:

- Learning Labs for teens that blend skilled adult mentors using digital tools and traditional media to make learning relevant, to develop lifelong learners, to empower and motivate learners, and to identify the pursuit of a learner's true passions.
- Year-round supplemental reading programs that engage readers of all ages and connect seamlessly to school reading programs as well as other community literacy efforts.
- New learning models like science cafes that support the development of STEM (science, technology, engineering, and math) skills for teens and adults, and maker space programs which encourage independent thinking, initiative, and do-it-yourself creativity.
- Gaming activities that teach critical thinking, problem solving, decision making, and design skills, in addition to improving reading and writing.

Strategy #3: Building strategic partnerships to form learning networks that will in turn broaden impact.

Libraries understand the value of partnerships to leverage and to deliver successful programs along with building powerful relationships. Drawing on that experience, libraries can become community learning network hubs by:

- Identifying community needs and embracing a shared purpose.
- Knowing the community landscape. This includes the organizations that are involved in learning, the programs organizations deliver, the audiences they serve, the capacities they have, and the opportunities for collaboration.
- Building stronger networks by looking for intersections between existing library learning programs and current capacities, with other programs offered by different learning institutions.
- Initiating and leading learning networks using the library's track record as a community anchor and institution.
- Coordinating online systems that support learning and the exchange of information or data.

Strong partnerships with schools are essential for continuous year-round learning, but are sometimes difficult to establish and maintain. Building sustained relationships involves not only connecting outcomes from library learning programs with the school system's curriculum and student records, but also becoming grounded in school priorities and assessment systems, all while sharing information regularly to ensure that the library and school learning is continuous. Maintaining regular contact with school leaders around learning priorities and needs is also essential.

With an understanding of the challenges schools are facing, libraries need to reach out to schools in a way that is solution oriented applying all the resources and the opportunities a library can provide.

Strategy #4 Increasing staff capacity to support shared learning strategies.

Long-term success as a community learning institution may require new or different staff skills. In a recent Urban Libraries Council member survey, 41 percent of library directors identified as one of their top three challenges having staff with the right skills to meet today's needs. Library directors say they need staff who are outwardly focused, able to build and sustain relationships, willing to push learners to pursue ideas and opportunities, and visible and active in the community. Communication, language, mentoring, and higher-level public technology abilities are particularly important skills needed for interaction using new techniques with library learners.

Libraries can begin to meet their new staffing needs by:

- Looking for staff with learner-focused skills when filling all vacancies.
- Creating new staffing structures that make carrying out the library's learning role an essential senior staff/managerial responsibility.
- Providing professional development opportunities for current staff to help develop new skills, assume new roles, as well as increase understanding of new learning research and outcomes.
- Leveraging partnerships to draw on other organizations' staff capacity to support learners in new and diverse ways.
- Seeking public/private partnerships and grants that not only carry out new programs, but also provide funds to fill staff needs.

- Working to transform degree programs in both library and information sciences so that they understand and support the relevant skill-building necessary to meet new staffing needs.

Strategy #5: Designing space around the learner's priorities.

Libraries designed for learning are organized around people, technology, and connections in addition to books. Learning cafes, information commons, and maker spaces are hallmarks of libraries that are focused on participatory learning. Designing library spaces for learning initially requires rethinking more than rebuilding, and can be implemented incrementally beginning with the question "what do we want to happen in this space" rather than "what do we want to put in this space."^v

Examples of how libraries are creating spaces to meet specific learning priorities include:

- Creating a small business incubator to meet both the learning and operating needs of a growing independent business sector that contains work stations, meeting rooms, as well as access to business resources and tools.
- Converting a traditional general service library branch into an e-skills and job learning center to address high unemployment needs.
- Designing learning labs for young people where they are supported by mentors and can build on their own interests, use diverse media, and interact with their peers.
- Integrating library branches into schools, where appropriate, that can provide high-quality learning resources which might not otherwise be available because of tight budgets.

Libraries have a unique edge when it comes to maximizing learning space because they are already trusted, welcoming places. When they take the next step toward

becoming trusted, welcoming, *learning* places, libraries can ignite participatory learning that will support users in a rapidly changing world.

Strategy #6: Raising the library's profile as a community learning leader.

Despite their broad learning credentials, libraries often aren't thought of as learning institutions or learning leaders. A recent research report on the roles of New York City's three public library systems as "branches of opportunity" found that library learning programs are often seen as add-ons rather than vital components of a learning system. Despite the dramatic changes in roles, many community leaders, ^{vi} citizens, users, and even library staff still think of libraries as book repositories.

Libraries can raise their profile as learning leaders by:

- Thinking like educators more than service providers.
- Reporting on learning experiences, priorities, and outcomes rather than attendance and circulation.
- Being at the table during key conversations that address community education needs and goals.

- Connecting regularly with other learning sources that serve the community.
- Identifying all library programs by their learning purpose (e.g., learning resources for immigrants rather than services for immigrants).
- Aligning library programs with school programs to not only build on learning that occurs in schools, but also to fill in the gaps where needed.
- Making learning part of all library messages.
- Engaging partners to help spread the word about the library's learning roles, programs, and outcomes.

BECOMING LEARNING LEADERS

Education is a key driver of individual success and economic growth. Education in America needs to be more powerful in order to prepare people of all ages to meet the challenges of today's global economy and to succeed throughout life.

Elected officials, educators, researchers, parents, and learners alike recognize that schools are no longer the exclusive learning place, and successful learning can and should occur outside the school.

The failure to achieve in school does not need to lead to a lifelong failure to learn. A wide range of cradle-through-career learning strategies is essential to ensure individual and community success.

Libraries have the unique opportunity to become more relevant and valued by providing effective learning opportunities in their communities in addition to building on both existing strengths and new learning tools. It is NOT hard to see libraries as learning hubs because of their experience, capacity, assets, and community stature; but, becoming respected learning institutions require library leaders to be more deliberate about how they define and communicate library priorities, as well as more systematic about how they design and deliver learning programs and measure outcomes.

Improving education is a vital national priority, and libraries can be at the center of achieving that goal. Libraries provide a bridge to the future, and that bridge to a brighter learning future is needed now more than ever.

LEARNING RESOURCES

PUBLICATIONS

Branches of Opportunity (New York: Center for an Urban Future, 2013).

Future Ready Columbus: Assuring Student Success for the Workforce of Tomorrow (Columbus, Ohio: Columbus Education Commission, April 30, 2013).

Ito, Mizuko, et. al. *Connected Learning: An Agenda for Research and Design*. (Chicago, IL: The MacArthur Foundation, 2013).

Museums, Libraries and 21st Century Skills (Washington, DC: Institute of Museum and Library Services, 2009).

Peterson, Terry K., PhD, editor. *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success* (Washington, DC: Collaborative Communications Group, Inc., 2013).

A Place to Grow and Learn: A Citywide Approach to Building and Sustaining Out-of-School Time Learning Opportunities (New York: The Wallace Foundation, 2008).

Picturing Success: The Transformative Power of Afterschool (Flint, Michigan: Charles Stewart Mott Foundation, 2011).

ONLINE RESOURCES

www.afterschoolalliance.org
www.chicagosummeroflearning.org
www.connectedlearning.tv
www.edutopia.org
www.hivelearningnetwork.org
www.remakelarning.org
www.youmedia.org

ⁱ Chen, Milton. *The Rise of Any time, Any Place, Any Path, Any Pace Learning: Afterschool and Summer as the New American Frontier for Innovative Learning* (Washington, D.C: Collaborative Communications Group, Inc., 2013)

ⁱⁱ Ito, Mizuko, et. al. *Connected Learning: An Agenda for Research and Design*. (Chicago, IL: The MacArthur Foundation, 2013). <http://clm.dmlhub.net/>.

ⁱⁱⁱ Breitkopf, Mia. *A Makerspace Takes Over a Local Library.*" (Syracuse, NY: Syracuse University School of Information Studies, December, 2011).

^{iv} Bennett, op. cit., page 11.
Bennett, Scott. *Libraries and Learning: A History of Paradigm Change* (Urbana, IL, 2003).

^{vi} *Branches of Opportunity* (New York: Center for an Urban Future, 2013).



INSPIRING LIBRARIES.
TRANSFORMING COMMUNITIES.

Founded in 1971, the Urban Libraries Council (ULC) is a membership organization made up of North America's premier public library systems and the corporations supporting them. While ULC's members primarily represent urban and suburban settings, the work done by ULC is widely used by all libraries including those in rural settings. ULC strategically addresses issues important to all communities including education, workforce and economic development, public safety, environmental sustainability, health, and wellness. ULC's members are thought leaders dedicated to the continuous evolution and strengthening of libraries to meet changing community needs. ULC's focus is on helping library leaders develop and utilize skills and strategies that match the challenges of the 21st century.
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