Checklist for Putting Recommendations into Practice

For Library Leaders

A supporting resource for the report

Transformative Outcomes through Community Engagement: How Public Library Leaders Foster Connected Teen Learning Services

Use the steps below to assess your progress in developing your library's connected learning-based services. Check off the steps you have already completed and note the ones you still need to implement. Discuss your progress and remaining tasks with staff and consider what area(s) you would like to work on first and how you will keep track of your progress. Keep in mind that you don't have to work on everything all at once, you can develop a plan, with staff for working on the steps to ensure you fully develop a connected learning approach in your services for and with teens.

This resource is a product of the **Transforming and Scaling Teen Services for Equity, Diversity, and Inclusion** project. Learn more at https://connectedlearning.uci.edu/projects/transforming-and-scaling-teen-services-for-equity-diversity-and-inclusion-ts4edi/

Connected Learning Lab

Relationships

Recommendation: Model the value of holistic relationship building by interacting informally with staff and teens.

- ☐ **Observe teen and staff interaction**s in the teen area and throughout the library a few times a week.
- ☐ **Know the names** of teens in the library and engage in informal conversation with them and staff throughout the library several times a week.
- ☐ Talk with teen services staff about **what is noticed through observations**.
- ☐ Talk with teen services staff about what you are **learning through the conversations.**
- ☐ **Say "hello"** to staff and teens in the teen area and throughout the library whenever spending time in public spaces.

Recommendation: Reward and recognize staff and partners for hanging out with teens and building relationships.

- ☐ Ask teen services staff about their **informal interactions** with teens and how those interactions are going.
- ☐ Talk with staff, **if informal interactions are not happening**, about what's needed in order to enable those to take place.
- ☐ Check-in with staff to find out how they are **integrating informal hanging out** and relationship building in their services.
- ☐ Inform teen services staff of the ways in which **you are seeing positive outcomes** as a result of time spent hanging out with teens.
- ☐ Talk with staff about the **positive outcomes they see** as a result of hanging out and relationship building.
- ☐ With teen services staff, **talk with community members and vested partners** about the positive outcomes resulting from staff building relationships with teens.

Recommendation: Set expectations that social time and hanging out is an essential part of service and space design.

- ☐ Ask teen staff how their **schedule might be reimagined** in order to enable them to spend more time hanging out and building relationships with teens.
- ☐ Communicate with the **library board** about the importance of building relationships and hanging out.
- ☐ Develop a **desk and programming schedule** that allows for time hanging out and building relationships with teens both inside and outside the library.
- ☐ Work with library staff at all levels to **embed the value of relationship building** into the library's mission, vision, and strategic plan.
- ☐ Inform all staff of **scheduling decisions** related to desk and programming time that enables staff to hang out with teens without having to be on a service desk or facilitating a program.

Recommendation: Set aside a budget for food and other activities that can foster socializing and relationship building.

- ☐ Talk with teen services staff about **funds** needed for building relationships with teens.
- ☐ Work with teen services staff to **identify funds from outside sources** that can be used for teen socializing and relationship building.
- ☐ With teen services staff, **reimagine the library budget** to allow for relationship building activities.
- ☐ Ensure **funds are consistently available** for purchase of materials and food in support of teen socializing and relationship building

Partnerships

Recommendation: Build a library culture and structures that support agility, flexibility, and change in order to be able to respond to changes in the community, technology, economy, and education.

- ☐ Talk with staff to determine **what support is needed** for staff to be flexible, agile, and respond to change.
- ☐ **Analyze learning** from conversations with staff and design a set of principles or a framework that highlights the value of agility, flexibility, and responsiveness.
- ☐ **Train staff** on using the framework in their day-to-day practice.
- ☐ Regularly talk with teen services staff about the ways they are **reimagining community partnerships** and providing feedback to each other about working with the community.
- ☐ Talk with staff about how **flexibility, openness to change, and responding to community** have an impact on day-to-day practice

Recommendation: Revise and reclassify job descriptions, at all levels, to enable varied staff and departments to engage in partnership development, collaborative service design, and analysis of community strengths.

- ☐ Review **job descriptions** with staff at all levels to determine where connected learning is and isn't supported.
- ☐ Plan for how library staff roles need to vary to allow for time to **build relationships** with teens and community, time to evaluate outcomes, and time to reflect and plan.
- ☐ **Rewrite job descriptions** and ensure staff facilitating connected learning are able to spend time building relationships with teens and community, time on evaluating outcomes, and time on reflection and planning.
- ☐ **Implement** updated job descriptions.

Recommendation: Create roles, policies, and staff support for those in the community with specific expertise to engage with teens, as volunteers and partners around mutual interests.

- ☐ Identify what is needed for staff to recognize and work with community members and partners who have **expertise that supports teen interests.**
- ☐ Determine with teen services staff what **policies, job description**s or other documents that need to be **revised** in order to enable staff to work with community partners and members as required.
- ☐ Work with teen staff to **create a document that highlights interests of teens** in the community, identifies community members and partners who have expertise in that area of interest, and who on library staff or in the community has relationships with the people or organizations on the list.

Recommendation: Design MOUs and other partner tools that highlight the value that community partners can bring to library teen services.

- ☐ Review **current MOUs** and tools used with community partners to identify how they could support opportunities for community partners to bring their strengths to teen services.
- ☐ Talk with community partners about **MOU structures and how to increase opportunities** for embedding partner strengths and engagement into those documents.
- ☐ Create a **process for customizing MOUs** and related documents on a case by case basis to highlight the strengths and facilitate engagement of specific community partners.
- ☐ **Implement the revised MOU** development process to ensure that the value community partners bring to teen services is supported and facilitated.

Recommendation: Model the value of taking time to build relationships with organizations outside of those that are traditionally encouraged.

- [ ] Talk with staff about **organizations in the community** that have the potential for bringing unique strengths to connected learning-based teen services.
- [ ] Implement the relationship building process and **encourage staff** to take time to build relationships required to build connected learning teen services.
- [ ] Create a **process for developing relationships with community organizations** with all levels of staff. Ensure that staff have the flexibility and time to develop those relationships as a part of the process.
- [ ] Communicate with all staff about the relationship building process and make sure that staff understand the **importance of taking time to build partner relationships**.

Recommendation: Incentivize library staff to participate in events and meetings in support of building connections with small businesses, arts organizations, entrepreneurs, and so on.

- [ ] Work with members of the leadership team to explore the **value of incentivization** and to identify different methods of incentivizing library staff.
- [ ] At least monthly, **recognize staff** who have actively engaged in events that bring arts organizations, small businesses, and entrepreneurs together.
- [ ] Actively **talk with staff** about how they are connecting with small businesses, arts organizations, and entrepreneurs.
- [ ] Ask staff members engaged in connecting with arts organizations, small businesses, and entrepreneurs to **present** at library board of trustees meetings, at community meetings, and other events where they can highlight their work.
- [ ] Encourage staff to talk with library leadership and colleagues about what they are **learning through relationship building**.

Outcomes

Recommendation: Support documentation & communication of qualitative data and stories about youth outcomes in addition to quantitative data.

- [ ] **Identify training needs** of library staff for developing outcomes, collecting outcomes data, and analysis of data collected.
- [ ] Provide library staff with **time to implement** learnings from outcomes training.
- [ ] Review **current evaluation practices** with an eye to opportunities for implementing practices in support of qualitative data gathering and analysis.
- [ ] Develop **messaging and talking points** for all library staff on the importance of qualitative data and the ways in which library staff will begin to use that data in planning and assessment.
- [ ] Ask for **qualitative data** as a part of data collection and reporting.
- [ ] Ensure that teen services staff **include qualitative data and analysis in all reporting** to library leadership, the community, board of trustees, etc.
- [ ] Provide opportunities for library staff to **receive training** in taking an outcomes-based approach in teen services.

Recommendation: Create opportunities for staff to share stories about teen engagement and outcomes with leadership and partners.

- [ ] Ask teen services staff about their **stories of success**.
- [ ] Invite teen staff to **tell their stories of impact** at community meetings and partner events.
- [ ] At every board of trustees, staff, and friends of the library meeting, include at least one staff member **telling an impact story**.

Recommendation: Integrate youth and community outcomes as goals into staff and program evaluation as a way to foster an outcomes-centered culture.

- [ ] Work with teen services staff to **review current evaluation materials** and determine where outcomes-based evaluation should fit in.
- [ ] Regularly review **evaluation quantitative and qualitative data**.
- [ ] Develop **outcomes-based evaluation tools** and processes for teen services.
- [ ] Determine what **impact measures** are successful and which may need to be revised.

Recommendation: Ensure an outcomes-centered culture and provide training to use assessment tools, logic models, and data analysis to integrate outcomes and impact into all aspects of program and service planning.

- [ ] Identify **training opportunities** for learning about assessment tools such as logic models and outcomes design and development.
- [ ] **Review logic models** and outcomes designed by teen services staff and provide feedback and ideas for revision along with encouragement on progress.
- [ ] Provide teen services staff with the opportunity to attend **training on assessment tools** and to implement that learning into day-to-day practice.

Recommendation: Embrace outcome-oriented storytelling by highlighting teen outcomes in presentations and conversations with staff, supporters, and community partners.

- [ ] Ask teen staff about their **stories of success** whenever possible.
- [ ] Encourage teen staff to **design presentations for conferences and larger events** - both in the library world and outside of it - at which they can tell their stories of outcomes and impact.
- [ ] Talk about the **outcomes achieved by teen connected learning services** in formal and informal settings.

Professional Learning

Recommendation: Provide a professional learning budget that allows and encourages library staff to participate in conferences and other learning events that are not focused on libraries or on teen services specifically.

- ☐ Undertake an **environmental scan** of potential professional learning opportunities outside of traditional library conferences.
- ☐ Review the **library budget** and begin to re-imagine funds available for professional learning opportunities.
- ☐ Create a process for requesting professional learning funds for opportunities outside of the traditional realm.
- ☐ Create a process for library staff to **report on and integrate learning** into practice.
- ☐ Ensure time is available for reflecting on and bringing new ideas to library practice
- ☐ Regularly communicate with library staff about **professional learning opportunities** outside of library related events.
- ☐ Regularly review the **professional learning budget** and how it's being used to determine if different amounts of funds are required and if staff are using funds in ways that best support connected learning.

Recommendation: Model a culture of flexibility, risk-taking, and learning from mistakes.

- ☐ Talk with staff regularly about the ways you are **embracing flexibility, risk-taking, and learning from mistakes**
- ☐ Set up times for staff to talk together about the **opportunities and challenges** related to embracing flexibility, risk-taking, and mistakes.
- ☐ **Recognize staff** for willingness to bring stories of risk-taking, flexibility, and mistake making to conversations with colleagues and community partners.

Recommendation: Support staff in identifying opportunities to engage in learning activities offered or recommended by community partners.

- ☐ Talk with community partners about the **professional learning** they take part in or would like to see available.
- ☐ Encourage library staff to talk with community partners about professional learning opportunities **outside of the traditional library oriented learning**.
- ☐ Talk with staff reguarly about **professional learning opportunities offered by community partners** or taken with community partners.

Recommendation: Establish and maintain expectations for an organizational culture of learning.

- ☐ Talk with library staff about the **value of professional learning** that goes beyond library-centered professional learning.
- ☐ Encourage staff to **look for learning opportunities** that are non-traditional and/or sponsored or recommended by community partners.
- ☐ **Ask questions** of library staff about the professional learning they have taken part in with community partners, offered by community partners, and/or focused on topics outside of library topics.
- ☐ Encourage staff to **have conversations about new ideas** they've encountered and are thinking about.

Recommendation: Collaboratively develop professional learning plans with staff that center on growth, innovation, and experimentation.

- ☐ **Research learning plans**, what they might include, and how to frame a learning plan over a month, a quarter, and a year.
- ☐ Develop a **learning plan template** for staff to complete and review on a monthly, quarterly, and annual basis.
- ☐ Organize and provide **training for staff on using a learning plan**.
- ☐ Regularly **review learning plans with staff**, support updating plans based on recent learning, and determine what learning should come next.