

STATEMENT OF NEED

Needs of Youth

There is a great need for computer science (CS) and computational thinking (CT) programs and services to help guarantee

services is the lack of a strong understanding of the CL framework.¹⁶ SLA respondents were also asked what they most needed to learn to support the CS/CT learning needs of library staff in their state. 75% (30) of the respondents stated that they need to build their own knowledge of the CL framework and 75% (30) responded that they need to learn how to help library staff take a coach and facilitator role in helping teens learn about and explore interests.¹⁷

In YALSA's December 2017 survey, SLA staff were also asked about the work happening in their state in the areas of CL, CS, and CT. 61% of respondents stated that libraries in the state are offering CS and/or CT activities for youth. When asked about the types of programs offered, a majority of those listed programs such as Hour of Code, which have two key characteristics: 1) they are "one size fits all," and don't take into account the varying needs of the nation's diverse youth; and 2) they are stand-alone, one-time events.¹⁸ While these programs are useful as a starting point, they often do not give library staff skills they need to customize and facilitate learning for the specific teens in their local community, or demonstrate ways that libraries can connect with community partners. Similarly, they do not create opportunities for youth to scaffold and expand their learning over time, as these types of activities are often offered once and then the library moves on to host programs on different topics. However, libraries and library staff—through support from SLAs—are in a perfect position to bring deeper learning of this type forward with youth. It is essential for libraries to get the support they need so they can successfully take on this critical role in providing interest-based CL opportunities for/with youth, because the library as a community anchor has the materials, dedicated staff, trusted reputation, and ubiquity to bring this learning to all teens throughout the community, particularly underrepresented youth.

PROJECT DESIGN

Because of SLA relationships with frontline library staff and the work that they do within the state, SLAs and COSLA are well-positioned to work with YALSA on this three-year project, set to begin in July 2018. YALSA and COSLA are partners on a 2017 – 2018 IMLS National Forum project, "Transforming Teen Services through CE,"¹⁹ which focuses on working with SLA staff to create a national CE agenda for teen services. Through that work, YALSA and COSLA are homing in on the learning needs of SLA staff and front-line library staff, which has helped inform the development of this proposal, "*Transforming Teen Services: A Train the Trainer Approach*."

This project will build CL, CS, and CT skills in library staff via a train the trainer (TTT) model, which as Yarber, et al note, "is less costly than the traditional method and allows for courses to be tailored to local issues"²⁰ Other benefits include creating leaders within library organizations who are dedicated to the content and the learning process, and a peer trainer's ability to create a learning environment that is comfortable and supportive for those taking part.²¹ As noted in the Needs Assessment, YALSA has not yet seen wide-spread adoption of the teen services principles in its 2014 report. In identifying a strategy which best suits YALSA's capacity and strengths, YALSA's leaders determined that a TTT approach was its most viable means for transforming teen services. By training 110 SLA and frontline library staff, YALSA and COSLA will maximize limited resources to transform teen services, as the TTT cohort provides training for library staff in their state, who then use what they've learned to offer CS/CT programs for/with youth through a CL framework. In short, YALSA and COSLA seek to create a domino effect of training that will: 1) build CL, CS, and CT skills in SLA and front-line library staff, 2) better position libraries as community anchors, and 3) help underrepresented youth gain critical workforce skills.

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Confirmed Advisory Board Members

YALSA and COLSA will work with a group of carefully selected advisors knowledgeable about CE, CL, CS/CT, libraries, serving underrepresented youth, and youth development to plan, design, and implement all aspects of the project.

Ewurabena Ashun, Black Girls Code Curriculum Coordinator

COSLA representative, TBN

Patricia Garcia, Assistant Professor, University of MI School of Information and the COMPUGIRLS project

Ani Martinez, Community Manager, Remake Learning

Kai Morton, Black Girls Code Alumna and Program Assistant

Mark Ray, Chief Digital Officer Vancouver (WA) Public Schools and Future Ready Librarians Lead at the Alliance for Excellence in Education

Nicky Rigg, Project Manager, Google Education and G

relationships with community partners. A trainer's

TTT Training Full Roll-Out

The Year 2 cohort will be divided by region: East, Midwest, and West, and one in-person training will be held for each of the three groups. One of the sessions will be held

project impact library staff (trainees) around the country to provide high-quality CL-centered CS activities for teens in their communities? [Capacity building]

