**Transcript: Public Libraries as Partners in Learning with Liz McChesney**

So, Happy National Library Week. This is National Library Week; very fitting that I get to be with you guys today. I think every week is National Library Week. You know a little bit about me, but Kathleen, maybe, next slide. Right, I really want you to know that I love that STEM presentation because I have seen the transformative power of STEM in libraries, and the way that it opens doors for kids who maybe don’t come to learning through books.

And in my work at Chicago Public Library, I really loved, I always called it ‘sneaking the spinach on the pizza’ with STEM and STEAM learning, to be able to get the books in and the reading in through an Ozbot or through a paper airplane project or through some STEM project, and then get that reading component in as well. I am to my heart and soul a children’s librarian. I read to stuffed animals and my pet dog. I’m an only child. As a child, and my mom said, when I was about five, “I think you need a library card.” And so, I practiced, with a name like Elizabeth, I had to work really hard because you had to write, in cursive, write your full name to get your library card. And I have it framed; I could grab it. It’s just, I have my first library card framed, because it was so important to me, and I had it up in my office at Chicago for all those years partly because I led the citywide library card campaign with Chicago Public Schools, and I’m going to talk about that.

You know about a few of the hats that I wear now. Ironically, or interestingly, maybe, part of what I do at the Urban Libraries Council is chair a task force. (Response to a comment in chat: It is an artifact mag, it’s super old.) I chair a task force of public librarians thinking about how to work with school librarians. So, I’m thrilled to be with all of you today. And I really want this to be as interactive as possible, ask me questions, shoot things by me because I think we need to talk more. We’re all about the same things, and I think the more that we can come together, the stronger we can be to serve kids.

So, I think it’s important to consider our Why, knowing our Why. We as a tribe of people get really caught up in the activities of day-to-day, and the pace of our every day, and I know from friends of mine here in Chicago that during the pandemic, school librarians have been turned into tech hubs and troubleshooters of technology and figuring out how to get books into kids’ hands, but you haven’t always seen so many kids, and my public library friends feel the same way. They feel really frustrated with the lack of number of kids they’ve seen. So, it’s easy to get caught up in those activities. And our job description is filled with those activities, right? But yeah, this is Simon Sinek, and it’s the, if we zoom out of that a little bit, and think about Why we do what we do? This is what Simon Sinek says, right? It’s about the things that inspire us, not the paycheck, because none of us went into this field for the paycheck, we certainly know that, but the things that inspire us to make the world a better place. And Simon Sinek in his book, *Start with Why*, really gets right to the heart of that.

And I just wanted us to start with this because I think it’s important to take a breath in and think about it. Your Why is your purpose and who you are and what you stand for. You can develop your own Why statement for yourself. I used to keep one in the Chicago Public Library for those days where I really felt like there was no time to breathe, let alone eat lunch, or, or move from a task to another task in a timely kind of way. I just felt bogged down. But that Why statement helped keep me going, and I think this is a moment where we all need to re-center ourselves on that. And I encourage you to do it for clarity and for drive and just for your purpose, and also to advocate for your school library within your school. The How and the What are the activities we do every day, and I heard some of you talking about your Hows and your Whats, when we were going on, right before we went on here. Our Why, collectively, our kiddos, right? It’s all about beautiful children, like these three little ones. My own Why statement is, I’m going to read it to you: To help children grow and thrive so that their world and ours is equitable, loving, and fair. So, think about your Why statement, post it up somewhere where you have it. I’m happy to share other items with you that can help you build that. And then your Hows actually become your objectives for the year, every year.

But thinking about our kids and thinking about what’s happened to them in this last year, I’m hoping you’ll take a moment in the chat, look at that sweet baby, to think about your kids and what have your wins been in this last year, and what are you wondering about? What are you wondering could have happened differently for your kids this past school year? And since COVID hit, it’s been a heck of a twelve months for every child and for every person, but what would you, what do you wonder? And just put those in the chat as we talk, and you can do that all through this conversation. I’m just really curious to know, as a group of professionals, what you wonder could have happened? And also, what you’ve seen that’s been successful? We’re going to carry some of those wins forward out of this time for sure and some things I bet you’ll be happy to leave behind. I wonder how much Zoom we’ll all be on. Some, because we know it’s really efficient. But I think we’re all probably going to want to take a little bit of a break. And one of those wonderings that I have is, how can the public library be a partner to you in the school library?

Now Nancy and Kathleen shared with me some of the barriers and challenges that you have to working with the public library. There’s proximity, there’s huge distances, there’s member-based, there’s all sorts of things that keep public and school libraries from really partnering more deeply together. I’ll tell you about my experience in Chicago, which was about bureaucracy and politics, as you might imagine, and mayor’s offices getting right in the middle of it all, but we’re, we have the same sorts of goals. So that’s one task I have for you is to put those wins and wonderings in. My other task is to share what you’re reading right now. Here are some of the things I’m reading; it gets back to my Why. I love this, *Guide My Feet*, by Marian Wright Edelman. It’s meditations for people working with children, prayers and meditations for people working with children. I’m doing a lot of work myself on understanding my place as a white person in the racism of this country. So, you’ll see that reflected in a lot of the books that I’m working on or reading right now. And then *Radical Hope - Letters of Love and Dissent*, you probably all read. It came out about four years ago, and I’m using that as a guide for a book I’m about to write for ALA. So, there we go, [shared in chat] *Relationship-driven Classroom Management: The Power of Positive Thinking*; this is beautiful. We’re gonna have a beautiful list, I think, by the time we’re done.

There’s my old library. It’s huge. I come from a small town in Wisconsin. So, this was a big leap for me to move to Chicago and work in this enormous system and enormous place. That library, if you’ve ever been to Chicago for ALA, you've probably seen it. It’s a full city-block long. I think some of you visited actually. It’s a full city block long and wide, ten stories high. I like to call it the Gotham City Public Library because I think those owls really make it look kind of imposing and like something Batman would have flown off of. I worked on the 10th floor, which is the administrative floor, and then we moved our offices down to the second floor in 2017, when we completely reimagined the children’s library and wanted to create a space that was full of play and STEAM learning and really create a parent space that, where people from across the city could come together. I was working on a free bus that would pick families up from neighborhoods and bring them to the library, but that was something I didn’t quite get accomplished before I left. But as Nancy said there are 82 libraries in Chicago and 600 schools, 600 elementary schools in one Unified District, which has its pluses as a public librarian to work with, and it’s probably minuses, too. I loved that I had just some, one set of go-to people who became really dear friends for me.

I was responsible for citywide partnerships and initiatives, including with the schools, but with museums, with the Catholic schools, with Charter Schools and homeschool networks. I created and disseminated a citywide library card campaign between all those school networks. At our heyday, I think we were distributing about 140,000 library cards a year, and then things changed a little bit with the schools. It got a little bit harder to get access to data within the last 10 years or so. So that changed how we were doing that library card campaign together. We created something called Best of the Best, which was an annual review of the best books for kids and children's literature and things that had a regional sort of focus, so things we thought every kid in Chicago or in the suburbs of Chicago should know. And we held that as an event, a day of book talking, and all of the school librarians were invited to it. It was used as a collection development tool that my children's librarians—I had about 115 children’s librarians—they were able to come and also use it as a collection development tool. But we read together all year and that’s something I would encourage all of you to reach out to your public library to see, because, you know, budgets are limited, and I don’t think that’s going to get any easier or better in the future. So, we were able to see books that the schools were getting and previewing, and they were able to see books we were getting and previewing at the public library. Summer learning, I’m going to talk about a little bit more, but they were my great good partner in thinking about summer and the out-of-school-time needs of kids. So, so incredibly important for us now. Teacher in the Library was just that: we put accredited teachers into the public library after school for homework help, because who better to understand the homework needs than an accredited teacher. And it also built bridges between the schools and the public libraries. We were a Campaign for Grade-Level Reading Partner and really worked together with our schools to think about third grade reading, and that’s that New Reader Readathon. We were always thinking about ways to get primers and readers into primary school kids’ hands. We did a readathon every year. It was great fun. We did sleepovers around it and worked really closely with our schools. And then we had a big early literacy campaign, Getting Ready for Kindergarten Initiative, to help kiddos, particularly who hadn’t had access to preschool or Head Start, get ready to transition into kindergarten, and I can talk more about that. That became a citywide initiative after Rahm Emanuel became the mayor in Chicago, because that was really important to him.

And that’s the thing I would say is really critical is, find out what matters to your elected officials, and what your big school strategies are, and priorities are, and talk to your public libraries about it. They want to know, and they want to help you. So, there are some cuties from Chicago with their Chicago public library cards. So, in building a partnership with your public library, I think it’s important that you come together and really talk about understanding the needs of your kids and families. You’ll each have a different perspective on it. I always learn something new from talking to my school library friends, and I always was able to take that back to my public library work and meet kids in a new and better, deeper way. Articulate the power to create building blocks. See what I’m doing there? There’s giant Legos behind the kids. Building blocks of success between you and your partner. So, I think you just have to be really honest. Talk about what the barriers are, talk about what the restrictions are. No one has time, but you can bond over that and then you can figure out what perhaps the public library might be able to help you do. Let go of assumptions. (I don't think it’s a trademark issue if I put le-go and not LEGO.) Let go of assumptions about what the library can or can’t do for you. I think you’ll find that public libraries, coming out of this past year, have a renewed vigor around working with schools and finding ways to meet the needs of the kids. And then I think take it to your administration, work with administration to articulate the need and the power of sustained partnerships with your public libraries. And I would say, if you’re reaching out to your public library, talk to the director of the library as well as the youth services librarian. That director really holds the vision for the community and will be really interested to see how a good strong partnership with local schools can help deepen the public library’s commitment in the community. Communicate your Why. I think that why opens so many doors.

So, I saw in the chat, somebody put in a really touching comment about, what will be the impact of this year? What will be the effect of COVID-19 on our kids? And I do think we know some things about it. In my National Summer Learning Association hat, I hear from the researchers who are studying this. I’m sure you’re watching all of this very carefully. We know a lot from McKinsey, who did work with NWEA, to look at where kids were when school closed last March, and where they are on a typical last day. And we’re not going to spend a lot of time on this slide, I’m sure you’ve seen it, this is research from McKinsey. You’ll see that eighth graders ended up, the solid line shows typical growth in summer loss, and then the pink dotted line or the red dot of, the dotted line shows where kids actually were. The faint dotted line is where kids actually were and are. So, you’ll see that the gaps are highest in the lower grades. The thinking is that’s about reading and knowing how to complete your homework. It lessens as kids get older, eighth graders have less of that gap from the start of the school closing. But the biggest gaps are definitely in the primary grades, and they’re definitely in reading and math, and that’s what we’re seeing nationally.

It's more grim for Black and Brown children and Indigenous kids; low-income children in general are at higher risk of not receiving high quality remote instruction. And if you look at this, I’m going to tell you a quick story about a friend of mine who’s a, he’s right now a volunteer tutor for a Rohingya child here in Chicago, and he said, you know Chicago Public Schools did everything right. They gave this kid, you know, refugee family facing persecution in Myanmar, newly arrived in the United States right before the pandemic. Family’s completely isolated. They don’t speak English well. And he said the schools did everything right: they gave this family a kit with laptops for every child, Wi-Fi, they made sure broadband was there, teaching was accessible. But then the kid had some kind of a, he thinks it was like a modem problem. He said he had to teach this boy how to take his mom’s phone and turn the flashlight on to look at the back of the Chromebook and figure out how to reattach this external modem. And he said, because of COVID he himself couldn't go to this little boy's house, he said that kid, despite everybody doing everything right, lost three months of access to online education. And he said, this is a child who was so, you know, in the margin anyway. So, things have happened that we just can’t control for, but I think we need to be really aware of this.

And then there’s this really heartbreaking statistic you may have seen from Bellweather Education. It just recently came out that three million children, who were in school a year ago in March, have gone missing from the rolls. They’ve just gone missing. They’re not accounted for in school. They’re not accounted for in out-of-school-time programming. We don’t know where they are. And they tend to be kids who are in foster care, kids with physical disabilities, kids on the autism spectrum, some of our most fragile kids. They’ve just gone missing. It’s a lot. It’s a lot for all of our big hearts to take in, I think, and comprehend.

I don’t think we can say enough about the social emotional toll this has taken on our kids. We know that for so many kids, the love and the support that they get in schools from you all, from the books you give them, from the hugs and the, and the support that they get in your environment, and then from ours, too, in public libraries, that that is critical for so many of our children. So I just wanted to include this slide, sort of as a nod to my coauthor from this picture book, who’s a children’s grief counselor and called me last spring and said we need to write something because it’s going to take so long for a book to get out there that’s gonna help kids understand what they’re feeling. And I think that’s really true. Obviously, it did because we wrote the book. But you know, I think we’re gonna have to spend so much time helping kids come back emotionally from this isolation that they've been through. So, I would urge you to take time to articulate feelings with kids. Don't be afraid to have those conversations. You’re probably feeling some of the same things they’re feeling. A little boy down the street from me just went back to school. Chicago just went back in the last couple weeks, and I asked him—he’s about nine, ten—and I asked him how it was to be back in school. And he said, you know, it was the scariest thing that’s ever happened to me, more than a thunderstorm. I bet it was because I feel scared. My husband made me go to Home Depot last week, and I felt scared by that.

So, take time to articulate those feelings with children. They may not have the words for how they’re feeling. This is such an unprecedented time. And find ways to help build community. I think the public library can help with that, particularly this summer, use us as that bridge back to school. Show up if you can in the public library this summer during summer reading. We’ll talk more about the importance of public library summer learning and reading and bring the library into the school to help advance relationships. Zoom your public librarian in. If the kids have seen them at all, that’s another friendly face for them to recognize and connect to coming out of this time, and then help find those books that allow children to see themselves, be the windows and the mirrors into this time. And that’s what I hope, this isn’t a plug for my Keke book at all. But that’s what I hope it is, it’s a way for kids to themselves in this time.

So, we’re about to come upon summer, and I think we all can agree that we’d like to get kids off tech a little bit. They’ve been in front of screens so much, and they need to be outside, and they need fresh air. And I would urge you to really promote what your public library is doing and ask them to promote their own program with you in your schools. I used to ask my children’s librarians to be in every school assigned to them. It’s such a big city. They were assigned certain schools around service boundaries. I used to ask them to be in every school this time of year to promote summer reading/summer learning. It’s so critical, you know, 80% of a kid’s time is spent outside of school, and the role that the public library can play during that 80% of time can be huge. Public libraries set reading goals and give away books. Again, I think this is going to be an important way back into the community as in-person programming starts. Most libraries are still considering that, they’re thinking about outdoor education, and games that can be played around books and book characters in parks. But the summer learning this year is going to be critical. And my good friend Judy Cheatham, who’s a, she’s a Provost of Martin Methodist College in Southern Tennessee. She used to be the vice president of Reading Is Fundamental, vice president of literacy. She said this, this last point that a really important lesson from 2020 that we can carry with us is that the remediation of what’s happened with kids and acceleration don’t have to be separated. So, this summer can be all about experiential learning that helps them make sense of the things they’ve learned in school, but in a new way. I’m pushing math and the math and literacy connection this summer, and the Urban Libraries Council is considering that and how we best do that with programs in unstaffed parks and ways to get at some fun math repetition for those primary grades who we know have been so hard hit with learning loss.

You want to come together and brainstorm and dream with your public librarian. And then I really think you should formalize a plan, put it in writing. It doesn’t have to be a big fancy legal document, but a letter between your school administrator and the public library administrator can help just solidify the plan and keep you moving forward with it. Start small and set realistic goals. Kathleen has some links she’s going to share with you, and one of them is a [toolkit](http://www.ala.org/alsc/sites/ala.org.alsc/files/content/professional-tools/plslc-toolkit-w.PDF)[[1]](#footnote-1) that the American Library Service to Children Division did for public libraries and school libraries working together, but mostly for public libraries thinking about how to help and work with you. You’ll be happy to know you’ve been studied all these years. But it says, you know, set these very tangible goals. We’re all busy. Every one of us. There’s no doubt. Everyone has too much on their plate. But we can start small even with the things that we’ve seen that have come between public and school libraries. We can start by promoting each other’s work by thinking about the databases we have. Ask your public library to do sort of a cafe of information literacy for your upper grades or to zoom in and book talk something new that they love or maybe you’re gonna highlight something new that every woman in your school is going to do next March; ask the women at the public library to be included in that as well. Build community. There’s no such thing as over-communicating. In fact, I think you’ll feel you’ll find a similar group of people who have similar needs and concerns by reaching out with them. And it’s always good to have new friends.

Plan to evaluate: With my school partners in Chicago, once a year, no matter what was on our plates, we spent a half a day sitting down and talking about what worked and didn’t work. We were brutally honest with each other. And that’s hard, but it also builds trust, and it builds that relationship, which is all in service to our kids. And you know, I always say this is extra work but so is the cherry on the sundae, and it’s the sweetest part of the sundae. So doing this extra work, reaching out, starting that partnership can reap such huge reward for our kids. Then I urge you to think about creating a culture of learning happens everywhere. That’s something that Ralph Smith, who’s the managing director of the Campaign for Grade-Level Reading says, that we need to now know in this time that we can’t only ask schools to be the source of all learning. It’s up to all of us and we have to create this culture of learning happens everywhere.

So, you heard that I'm involved with this crazy-sounding project with the Laundry Cares Foundation. If you ever need a new washing machine, call me first because now I know all kinds of things about washers and dryers. But really the impetus of this is the Clinton Foundation wanting to create early literacy nooks in everyday spaces. And they found a real friend in laundromats and they put a kind of a kit of parts of early literacy into spaces where families who—we did research in Chicago—99% of the families who were using the early literacy nooks in the laundromats were not accessing public library services and did not have a school library that was accessible to them. It’s mostly these were young children, and they just didn’t have library service. So, I think that’s on all of us to start thinking really creatively and thinking about the ways that we can come together in some new ways. We have a Head Start in Grand Rapids, Michigan who is going to come in and they're going to recruit parents in this nook in the Grand Rapids laundromat. And then they’re gonna also do some story programming there, but I think we need to find some new ways to meet families where they are. And laundromats are one of those great places because you know, if you ever been to one, it’s a pretty dismal environment, and you’re there for this really mundane chore, and you’re gonna spend about two hours. That’s what the research says, families spend about two hours on a regular routine. So, coming together with the public library to create something like a laundry literacy area, or put books in that laundromat, and promote the kinds of community services that are available for families can help reach families who are disconnected in some ways.

And here are my five tried and true pieces of advice about partnerships. This comes from a book with my partner Brian Wunar, my STEM partner not my life partner, but my STEM partner Brian Wunar, who is a wonderful guy. He’s a science educator. He’s now in charge of the science museum in Milwaukee, Wisconsin, but he used to be here in Chicago. And we really, we transformed our summer for kids by adding STEM, and he did so much around that, and together we sat down in a really big heart to heart and said, you know, what is it that a good, a real, honest partnership requires? And it’s these things: give more than you expect to get, it’s what they say about marriage, too, right? Prove yourself every step of the way. If you say you’re gonna be there on Tuesday at 4:00, be there at Tuesday at 4:00. And it’s a journey, not a destination. Sometimes this will take you, a real partnership will take you in unusual or new places. That was certainly the case for Brian and the museum and the library. We started around one summer program, and it led us to a multi-year partnership that included makerspaces in 36 libraries. They partnered on the Central Children’s Library with me on YOUmedia—the teen space which you may have seen when you were in Chicago. They were thought partners for the Central Library Makerspace. We wrote a book together. We traveled all over the place together and the museum is now thinking about ways that they can put early literacy into their Science Museum based on this work. Try, try again, right? The best things in life require a little effort. So, you have to learn how to work with a new partner. You have to learn their language a little bit, and you have to try and then try again and evaluate as you go. And my last piece of advice comes from, you know, the Rolling Stones: You can’t always get what you want. Sometimes it’s just not gonna work out the way you envision it. But if you try real hard, you just might find you get something else and maybe that’s what you need.

So, I always used to say to the children’s librarians in Chicago, make it work for you. There are lots of good examples of ways that small libraries and schools have worked together across the country. Not everybody has Chicago’s big, you know system. I’ve seen some beautiful examples of story walks that schools and public libraries have done together with books, and Kathleen has a [link](https://letsmovelibraries.org/storywalk/)[[2]](#footnote-2) that she’ll share about story walks: Essentially you buy a picture book and then you mount two-page spreads through a park or through a community. The Clinton Foundation is doing that too in a bigger way and installing it in playgrounds, but it’s a way that’s COVID-safe and can get people moving physically, which we know is so important. Zoom programming: I saw somebody said in chat. I love that idea. Zoom with your public librarian if they're too far to come to you. Zoom them on in, they’ll be thrilled to do some book talks for your kids or talk about the summer programming or whatever they have cooking up. STEM pals and reading buddies are great. You guys can help work with the public library to initiate something like that. There’s a really beautiful example, Kathleen has another [link](https://www.urbanlibraries.org/files/ULC-STEM-Program-Model_Prince-Georges_Pioneer.pdf)[[3]](#footnote-3) from Urban Libraries Council about a STEM pals program between a library in Oklahoma and a library in Maryland where the kids zoomed together, talked about sort of community concerns, and then helped solve each other’s problems. One of those was, I’m really stressed out, and so the other library kids made bath bombs and sent them to the kids in the first library. But what a beautiful way to develop empathy, what a beautiful way to make new friends and to break down barriers for one another.

Those library card campaigns: I can’t say enough about them. Every child should have a library card and really, you know, the more we work together, the more I think we're gonna have to share our resources. And so, this is a great way to do that and then just really celebrate it school-wide. Kathleen just gave you a [link](https://www.urbanlibraries.org/initiatives/the-leaders-library-card-challenge)[[4]](#footnote-4) from Library Card Challenge that came out of the White House a couple of years ago, maybe six years ago, and there’s a whole, there’s a whole like toolkit for how to do it in your community. I’m always happy to talk through any of this with you or your public library partner. Have shared community reading goals: a friend of mine who’s a public librarian in Waupaca, Wisconsin said this last summer, it wasn’t going to be about the kids’ individual reading goals, it was gonna be Waupaca Reads and could the whole community come together. Could you guys do something with your public library like that? Maybe you’ll get your principal to sleep on the roof of the school or you know, one of those crazy things, but get the whole community together around a shared goal that really supports kids and invigorates people around your goals. And then, you know, think about report card pick-up events, when we go back in-person—invite your public library there, have them put out their homework help resources, their digital resources, whatever it is that ties to what you're doing. Invite them to the Scholastic Book Fair and have them bring new books that are maybe more than just Scholastic to have on display.

And then there’s physical spaces that you can think about, too, like the laundromats, always happy to talk about the laundromats. I love the work being done there. But Little Free Libraries, you know, put something about your school back to school reading in the Little Free Libraries in your community or fundraise together with the public library to put one in jointly, put one in and co-sponsor it from the school and the public library, rotate collections through everyday spaces. We used to take our paperbacks, when we were rotating them, and we’d take them to the auto repair clinics in Chicago and we’d leave them because that’s another place where kids are just sitting. And the nail salons, so many kids are sitting in nail salons in Chicago. It's crazy. Or they were, pre-COVID, I don’t know if they will be now. But you know, think about those places where kids are that you can send that message that you care about them all. day long, 365 days a year.

And then I would also say, ask for what you need. If you have a teacher who’s doing a really cool project, I heard, was it Meg, say, that the first through third graders were doing pollinators. You know, ask the public library what they’ve got about pollination, they probably have a STEM kit, too or they might have a cool link to a video that you haven’t seen. Ask them, include them, let them know when assignments are coming, and say Hey, you know, those third graders are gonna do the metamorphosis of the frog again, if you might want to put those books aside. I used to have a rotating collection shelf that I would, for classroom alerts, and I would just put all the books there, so that the first kid through the doors wouldn’t wipe me out of my whole collection. And then I knew you know, I could say one per customer, and then I also have these copies of articles for you. So just talk to your public library as much as you can about those big assignments. Really, they’ll be happy to help, they want to help.

And then finally, I would just say, after all those things I just told you to do, take care of yourself, practice some mindfulness. I don’t know about you, but I have an app on my phone, and I take five minutes every morning. And it just helps me have those, that time for myself and not be burned out, because there’s so much that we could be burned out about. But you have to take time for yourself and get some exercise. It’s important to get up and moving. I just heard sitting is the new smoking, and we’re all sitting so much these days. I feel like I used to walk all day in my library and now I sit all day. So, get up and exercise a little bit and read and make art yourself and create your own professional support group. Just by talking with people like your public librarian. They really want to hear what’s on your mind, and they want to talk about it too. Talk about it. Don’t bottle it up. And finally, you know, this kind of comes from Deepak Chopra, but practice radical beauty. Think about the ways that you find beauty in your world and access them, particularly right now when we’re still isolated and it’s been such a long time. Your kids need you to take care of yourself.

Feel free to reach out to me. I’m always happy to talk and to brainstorm and to dream. I really believe that what you do and what public libraries do together can change our kids’ lives and we know they need it so much. So, thank you for all that you do and thank you for your time today.

*\*Small edits have been made for clarity.*

1. <http://www.ala.org/alsc/sites/ala.org.alsc/files/content/professional-tools/plslc-toolkit-w.PDF> [↑](#footnote-ref-1)
2. <https://letsmovelibraries.org/storywalk/> [↑](#footnote-ref-2)
3. <https://www.urbanlibraries.org/files/ULC-STEM-Program-Model_Prince-Georges_Pioneer.pdf> [↑](#footnote-ref-3)
4. <https://www.urbanlibraries.org/initiatives/the-leaders-library-card-challenge> [↑](#footnote-ref-4)