

Standards for Public Library Service to Young Adults in Massachusetts



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Introduction: Young Adults as Library Users

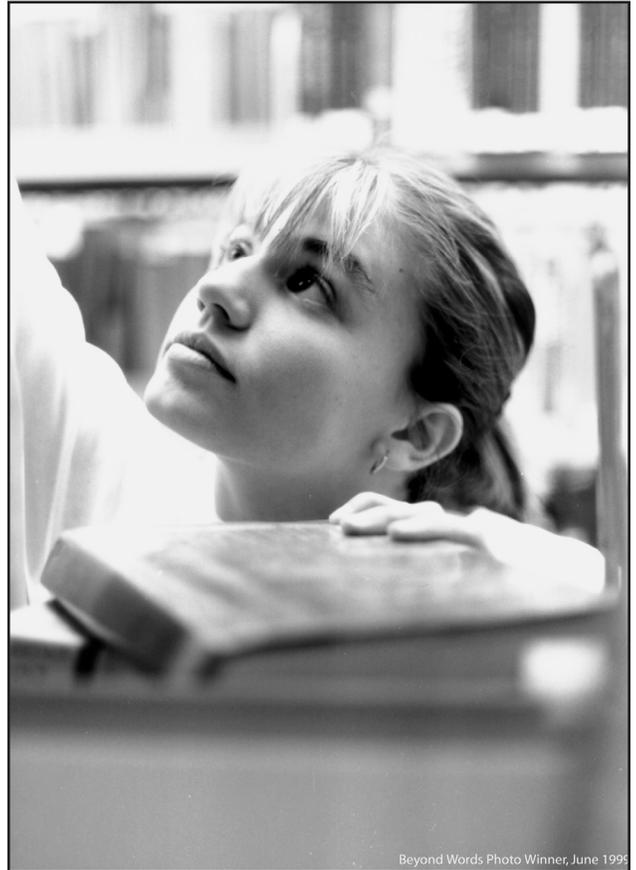
According to the Young Adult Library Services Association (YALSA), the term “young adults” refers to young people ages 12 to 18 who no longer see themselves as children but are not recognized by society as adults. The terms “YA,” “teens,” “teenagers,” “adolescents,” “youth,” and “students” also identify young adults and will be used interchangeably throughout this document.

As teens struggle to find their place in the family and society, they must work out new relationships with parents, peers and others. They experience rapid physical, emotional and social changes while developing their intellectual capabilities and personal values, understanding and accepting their sexuality, and identifying their educational and occupational options.

Young adult library users deserve to be taken seriously and to have their requests treated equitably and their confidentiality preserved. Direct, respectful communication with them is the most effective means of engaging their interest in library services. A cornerstone of young adult library services is the principle that young adults must be actively involved (often referred to as youth participation) in decisions regarding collections, services and programs intended for them. Their active participation ensures that the needs and ever changing interests of teens are being addressed. Young adults become lifelong library users and supporters when they are enthusiastically engaged in planning and decision-making. They play a key role in attracting their peers to the library.

Public libraries must provide more than token services to young adults. Since adolescents are not generally advocates on their own behalf, it is important that the library director, staff, and trustees understand their responsibility to give equal consideration to the needs of young adults in planning and implementing library and information services. Youth advocacy begins with the policies, procedures, space, collections and services within the library. It also extends to the networks and coalitions that library staff members develop with schools, other libraries, and community agencies.

These standards are constructed in the belief that “by fully supporting library service to young adults, the library community is much more likely to retain members of this age group as library users who will, as adults, become lifelong learners and library supporters.” (YALSA, Directions for Library Service to Young Adults) The standards are based on the philosophy and definitions of library services established in three basic documents of the Young Adult Library Services Association: Directions for Library Service to Young Adults (2nd edition, 1993), New Directions for Library Service to Young Adults, (ALA, 2002), and Young Adults Deserve the Best: Competencies for Librarians Serving Youth, (ALA, 2004). The Search Institute’s Forty Developmental Assets as well as the Intellectual Freedom documents of the American Library Association (ALA), particularly the Library Bill of Rights, are also fundamental to quality service to young adults.



Preface

Standards for Public Library Service to Young Adults in Massachusetts was developed as a companion document to the *Standards for Public Library Service to Children in Massachusetts* (Massachusetts Library Association, 1987, 1995, 2007). These standards were written in recognition that young adults have particular needs and that they too often receive limited library service as they make the transition from being served by the Children's Department to achieving full use of the Reference and Adult Services Departments.

The Children's Issues Section (CIS) of the Massachusetts Library Association (MLA), having fostered discussion and sponsored conference programs on young adult services issues, appointed a committee in 1994 to develop the first set of young adult standards. Representing public libraries across the state, the committee members included library directors, children's and young adult librarians and consultants from each of the three regional library systems. A small group of library directors and young adult librarians in each region reviewed the draft standards to assure their usefulness prior to their approval by the CIS Executive Board, adoption by the MLA Executive Board and endorsement by the MLA membership.

In 2003 and 2008, the Youth Services Section (formerly CIS) Executive Board voted to appoint a subcommittee to review and revise the standards document. This committee's charge was as follows:

- Review the existing standards.
- Review American Library Association's and other state associations' existing competency statements regarding young adults' access to and use of information media.
- Scan and summarize young adults' services needs of the Massachusetts Library community.
- Decide the extent and content of the revisions.
- Prepare draft documents for approval of the MLA YSS Board.
- Conduct periods of public comment and town meetings on the document.
- Suggest implementation strategies to the YSS Board.
- Keep the YSS Board up to date on the progress of the document.

The *Standards for Public Library Service to Young Adults in Massachusetts* are intended to guide the local library in its ongoing evaluation and development of young adult services as a strong unit within the overall services and planning structure. It is meant to be used in conjunction with other planning documents, including the Massachusetts Board of Library Commissioners (MBLC) regulations governing public libraries, the service plan of the Massachusetts Library System and the following books:

- Dresang, Eliza; Gross, Melissa; and Holt, Leslie Edmonds. *Dynamic Youth Services through Outcome-Based Planning and Evaluation* (ALA, 2006)
- Nelson, Sandra and Garcia, June. *Creating Policies For Results: From Chaos to Clarity* (ALA, 2003)
- Walter, Virginia. *Output Measures and More: Planning and Evaluating Public Library Services for Young Adults* (ALA, 1995)

Full implementation of these standards requires special planning and cooperation at the local, regional and state level. It is intended that the Standards for Public Library Service to Young Adults in Massachusetts will be reviewed for needed revisions every five years.

The standards formulated here continue to follow the pattern of other library standards in recent years in being outcome based. They describe the philosophy and principles underlying good library service to young adults and define essential characteristics of such service. Planning designated allocation of library resources for serving young adults, responsiveness to user needs and evaluation of services are fundamental principles upon which all sections of these standards were constructed.

Using the Young Adult Standards

These standards have been developed for use by:

- Young adult librarians to support requests to library directors and boards for increased resources.
- Library administration to advance young adult services with local and state governments and boards of trustees.
- Trustees to increase awareness of and support for young adult services.
- Massachusetts Library System consultants and staff to strengthen existing services and create new ones.
- The Massachusetts Board of Library Commissioners to develop an action plan for implementation on a state level and to consider when formulating funding policy for Massachusetts libraries.
- The Massachusetts Library Association to advocate for young adult services in the professional community at large.
- Library school faculty to strengthen the professional education of young adult librarians.
- Citizens to increase awareness of young adult library needs in their communities.
- State and local officials to increase knowledge of the importance of library services to Massachusetts teens and the need for funding these services.
- Teens and Teen Advisory Boards to help develop a vision for services in their libraries and communities.



Services for Young Adults

Quality library service to young adults must be provided by staff who understand and respect their unique informational, educational and recreational needs. In accordance with the principles expressed in the Library Bill of Rights and Free Access to Libraries for Minors (Intellectual Freedom Manual, 7th edition, ALA, 2006), teenagers must have access on an equal basis with adults to all the services and materials the library provides. Cooperation among public, school and other libraries in the community is essential to serving young adults.

I. Principles

Services to young adults in each public library must be based on a written policy outlining the philosophy, goals and objectives and must be consistent with the library's long-range plan. The Young Adult Services staff and the library director should review both this essential document and its corresponding action plan on a regular basis to determine its effectiveness in serving the needs and interests of young adults in the community. The policy should be based on the following principles:

- Young adults need and are entitled to free and equal access to all library services and resources, including programs, information services, technology, reserves and interlibrary loan, virtual and remote services.
- Young adult department service hours will be no less than those of adult services and staff will be available to serve young adults whenever the library is open.
- Young adults have the right to privacy and confidentiality in accordance with the principles expressed in the American Library Association's Statement of Professional Ethics and Massachusetts State Laws regarding confidentiality.
- Public library services for young adults complement but do not take the place of school libraries in the community.
- Each public library has the responsibility to make access to electronic resources, such as online databases and unfiltered Internet access, equally available to people of all ages.

II. Practices

To ensure that young adults are provided with the materials and information they need for school assignments, personal pleasure, and responsible decision-making, it is essential that each library:

- Develop procedures for involving young adults in planning space, collections, services and programs.
- Establish a safe and comfortable physical space for young adult collections, and create an environment that invites teen use.
- Employ at least one qualified librarian who is responsible for planning and supervising services to young adults.
- Develop and maintain a collection of diverse and current materials in various formats including (but not limited to) books, magazines, reference materials, audio books, CDs and DVDs.
- Develop and provide reference services, including research assistance and personal, career and college information. This reference service also extends to telephone and electronic information and referral.
- Plan and implement programs that appeal to a variety of diverse teens and promote library use.
- Provide reader's advisory assistance.
- Provide library orientation and skills instruction.
- Develop meaningful volunteer opportunities for young adults within the library.
- Publicize the resources and services offered to young adults.

- Collaborate and cooperate with schools and other community agencies serving teenagers.
- Create and maintain an online presence specifically geared towards the needs of youth, with mobile delivery of information being a high priority.
- Participate in resource sharing.
- Allocate sufficient funding to accomplish a complete service package including programming, collections, staffing, and facilities.

Realizing that many teens cannot visit a public library, or may not have access to a school library, it is suggested that libraries reach out to the following groups to provide services, materials, and programming when possible:

- Local homeschooling groups or families
- METCO students (where applicable)
- Incarcerated teens
- Pregnant teens and teen parents
- Disabled teens/younger adults and their parents or caregivers
- Local group homes
- Other youth serving organizations in the community



Staff

The library acknowledges the distinct needs and characteristics of young adults by designating at least one staff member with professional expertise and experience. The goal of each library will be to employ a young adult librarian who has earned a master's degree from an ALA accredited program with course work related to young adult materials and services. The young adult librarian will be responsible for maintaining resources as well as planning and supervising services for young adults. The library director and young adult librarian will work together to provide leadership that assures good library service to young adults, seeking additional expertise from the Massachusetts Library System staff as needed. It is also essential that all staff members be aware and committed to serving young adults since they are expected to use the full range of public library services.

I. Competencies

In order to be an advocate for young adults and an effective provider of library services, the librarian serving this age group must possess a wide variety of competencies and personal qualities. As a person who is expected to attract young adults to the library, the librarian must have:

- Genuine respect for teenagers and an ability to establish rapport with them.
- Communication skills to involve young adults in planning and implementing services intended for their benefit.
- The ability to elicit the input of young adults on library programs and services and to present their ideas to the library administration and staff.
- Interest in and ability to learn new technologies and adapt them for use in young adult services.
- Interest in seeking out new trends in services to young adults.
- Flexibility and a willingness to try new things.

As a professional librarian who is expected to develop services appropriate to this age group, the librarian must have:

- A broad and current knowledge of young adult literature, audio and visual materials, electronic resources, and emerging technologies.
- A broad knowledge of the intellectual, emotional, psychological, and physical development of adolescents.
- Knowledge of the current youth culture, popular culture, and trends of interest to teens.

As part of the management team of the library in which young adult services are valued, the librarian must have:

- A knowledge and understanding of the library's mission, goals, objectives, and policies.
- The ability to plan and implement programs and to participate in the overall management and evaluation of library activities.

As an effective advocate for young adults, the librarian must have:

- The ability to communicate the needs of teenagers to library staff and administration and the willingness to mediate between teens and staff when the need arises.
- An awareness of current issues affecting adolescents in that community and society.
- The ability to communicate and collaborate with school personnel and other community agencies serving young adults.

II. Responsibilities of the Young Adult Librarian

The young adult librarian must assume a wide variety of responsibilities in the areas of management, service, community outreach and professional development.

As a manager the young adult librarian will:

- Plan and implement activities to achieve short and long term goals and objectives for young adult services as part of the overall library planning process.
- Assess budgetary needs of the young adult department and work with other library personnel to plan and implement the budget.
- Advocate for young adults in library discussions of policy-making and implementation of budget priorities.
- Work with library administration to seek supplementary funding to enhance library services.
- Train, supervise, and evaluate staff and volunteers.
- Identify, collect and interpret statistics as needed.

As a service provider the young adult librarian will:

- Select, evaluate, maintain, and discard young adult materials based on the preferences of young adults and the use of a variety of review sources.
- Provide reference, reader's advisory, and library orientation services to young adults.
- Promote information literacy skills by providing instruction in and access to electronic databases, the Internet, and other emerging technologies, and using those technologies to communicate with teens virtually.
- Involve young adults in planning and implementing services and selecting materials for their age group.
- Recognize diverse groups of young adults and develop programs and acquire materials appropriate to their needs.

As coordinator of outreach services the young adult librarian will:

- Establish contacts and collaborate with schools and other agencies to serve young adults.
- Promote, publicize, and represent young adult services and the library to the community and local agencies in cooperation with other library departments.

As a professional, the young adult librarian will:

- Participate actively in professional associations, take advantage of continuing education opportunities, and read professional literature related to libraries, youth services, and adolescent development.
- Identify current trends and issues affecting young adults and incorporate these findings into overall services to this age group.

III. Responsibilities of the Administration

The library administration will ensure quality services to young adults by supporting the young adult librarian in the provision of these services and working with the young adult librarian in maintaining contacts with other community agencies serving youth. In addition, the administration will:

- Provide written job descriptions, which are regularly reviewed, for all staff responsible for young adult services.
- Assure regular performance evaluations are conducted using the job descriptions along with the goals and objectives set by each staff member.
- Designate a professional position in the library that will include responsibility for young adult services in the event the young adult librarian's position cannot be full-time.
- Develop a specific budget for young adult materials, programs and services, with the young adult librarian's input.

- Assure scheduled time in the designated librarian's workweek that allows the librarian to serve young adults effectively.
- Allocate time for community outreach to schools and other agencies, for development of appropriate networks for serving young adult information needs, and for job-related professional activities.
- Compensate the young adult librarian with a salary commensurate with the formal qualifications mandated by the library and equivalent to that of other staff members within the library who have similar levels of responsibility. The American Library Association Allied Professional Association provides minimum salary recommendations. (For 2009, the median salary for a librarian was \$54,500.)
- Provide training for all staff members on how to interact effectively and positively with young adults.

IV. Responsibilities of the Massachusetts Library System

The Massachusetts Library System, in its plan of service, should include:

- Consultant(s) with expertise in young adult services to provide advisory services to staff in local public libraries.
- A program of service to those working with young adults.
- Continuing education programs on young adult services.
- Opportunities for regular meetings between local young adult services staff and consultants.

Young Adult Librarians as Leaders

The American Library Association's Young Adult Library Services Association (YALSA) established a strategic plan in 2004, which explained that the addition of a Young Adult Librarian to the Public Library staff helps libraries establish a leadership role in the area of youth development in the community:

"Young Adult librarians build relationships with teens and help other staff to feel comfortable with them. One of the findings from a study by Chapin Hall indicated that staff prejudice in relation to teens broke down when staff can be mentored to develop relationships with teenagers. Youth development principles were credited with changing the general culture of the library by providing an "important new language" for library administrators that helped the library to establish a new leadership role, in the area of youth development, in the community. In an era when libraries must clearly articulate their importance to the larger community, the role of youth development agency increases the public library's value as an institution and also makes good economic sense for the community." (*YALSA-The Benefits of Including Dedicated Young Adult Librarians on Staff in the Public Library*)

In order to fully realize the library's potential as a source for youth development, it follows that young adult librarians should embrace opportunities to cultivate and develop their leadership skills along with management skills. Though successful young adult librarians will exhibit both skill sets, it is important to differentiate between the two. Management skills generally involve making sure that tasks are completed in a timely, accurate, and cost effective manner. Leadership skills allow an individual to communicate effectively, work collaboratively, and influence the work of others.

Young adult librarians are encouraged to assume leadership roles within the greater library community by:

- Advocating for teens and teen services within the library and outside the library.
- Becoming active in regional, state and local library associations.
- Mentoring or collaborating with other librarians who work with teens in nearby libraries.
- Providing training for other staff on topics of particular importance to teens.
- Participating in state or regional library leadership institutes.

Young adult librarians are encouraged to assume leadership roles within their own libraries by:

- Ensuring the needs of teen patrons are included in all aspects of library services by serving on library committees such as collection development, automation and technology, policy, and budget.
- Fostering a good working relationship with the library administration. This includes establishing a regular method of communication with the administration, such as monthly narrative and statistical reports or regular meetings.
- Making sure all staff in the library understand the philosophy and purpose of services, programs and activities, and materials for teens.
- Creating (or keeping current) a written policy for programming for teens that includes: age range for specific programs, limitations on number of participants if needed, and types of programs offered.
- Working with the department staff and library director to set the goals and objectives for teen services.
- Taking responsibility for collection development of teen materials or, in larger systems, for coordinating collection development for all library facilities in order to ensure similar quality throughout the system.
- Providing guidance or supervision to staff or volunteers working in the teen area.
- Collaborating with staff from other departments on programming and services for teens.

Technology

Realizing that technology plays an important role in the educational and social needs of teenagers, each public library has the responsibility to make access to electronic resources, such as online databases and unfiltered Internet access, equally available to people of all ages. Library policies and procedures that effectively deny minors equal and equitable access to all library resources available to other users violate the Library Bill of Rights. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users. To meet these important needs, libraries will:

- Create and maintain an online presence specifically geared towards the needs of youth, with mobile delivery of information being a high priority.
- Provide free and equal access to all library services and resources, including programs, information services, technology, reserves and interlibrary loans, and virtual and remote services.
- Ensure that staff members take an interest in, and have the time and ability to learn, new technologies and adapt them for use in young adult services.
- Employ at least one staff member with interest in seeking out new technologies, including mobile delivery of information, to implement in services to young adults.
- Provide up-to-date hardware in quantities and locations in the library that provide equal access to youth. This includes computers and peripherals like scanners, printers, or other items needed for educational and leisure use. The young adult area should accommodate computer access proportional to the teen population.
- Have adequate wiring to support up-to-date hardware. This includes wireless capability with flexibility to reposition and upgrade.
- Purchase books, magazines, and other materials for the young adult collection on up-to-date computer applications, hardware, programming, web design, technology-related careers, and other areas suggested by teenagers.
- Incorporate technology into programming for teens.
- Ensure that young adult materials are included when a library purchases new technologies like downloadable content, video games, and other new formats.

I. Responsibilities of the YA Librarian

As a professional librarian who is expected to develop services appropriate to this age group, the librarian must have:

- A broad and current knowledge of emerging technologies and new communication tools.
- The ability and willingness to promote information literacy skills by providing instruction in and access to electronic databases.
- Support from directors/supervisors to test and try new ways of reaching out to teens via technology.
- Input into policies related to the acceptable use of technology in the library.
- Input into purchasing/renewal decisions regarding databases and other subscription-based content of interest to teens.
- Enthusiasm for using new technology.

II. Online Presence

Just as libraries set aside physical spaces in their buildings for young adults, so should they set aside online spaces by creating and maintaining a page or pages specific to the interests and developmental needs of young adults. It is vital that teens be active participants in the creation and maintenance of the library's online presence.

An attractive and functional web page should be designed with young adult input, evaluated regularly by young adults, have interactive features, and be usable on a mobile device. The page may include but is not limited to:

- General contact information for the library and specific contact information for the young adult librarian.
- Library programs and activities for young adults.
- A collection development policy for website content and links that includes a procedure for addressing challenges to controversial websites and a procedure for users to suggest additional electronic resources.
- Annotated booklists and book reviews, and/or links to young adult literature sites that provide reader's advisory services.
- Promotion of young adult collections and resources.
- Informational and recreational links, including the library catalog, databases, and recreational links suggested by teens.
- Opportunities for teens to post reviews of materials.
- Links to the library's Teen Advisory Board blog, wiki, Twitter feed, or other means of online communication.
- Interactive content that helps teens learn how to use library resources.
- Ways for teens to connect with each other.
- Mechanisms for teens to connect virtually with librarians who can assist them with research needs.
- Capabilities for taking part in programs virtually.
- Content that is changed and updated frequently.

III. Social Networking and Library 2.0 Services for Teens

The Young Adult Library Services Association (YALSA) explains social networking in its Social Networking Toolkit:

"Social networking technologies have many positive uses in schools and libraries. They are an ideal environment for teens to share what they are learning or to build something together online. The nature of the medium allows teens to receive feedback from librarians, teachers, peers, parents, and others. Social networking technologies create a sense of community (as do the physical library and school) and in this way are already aligned with the services and programs at the library and/or school.

Schools and libraries are working to integrate positive uses of social networking into their classrooms, programs, and services. By integrating social networking technologies into educational environments, teens have the opportunity to learn from adults how to be safe and smart when participating in online social networks. They also learn a valuable life skill, as these social networking technologies are tools for communication that are widely used in colleges and in the workplace."

With that in mind, libraries will:

- Provide computers designated for teen use that allow access to social networking sites such as MySpace, Facebook, YouTube, Twitter, and others. If the library is unable to designate computers for use only by teens, it will allow access to social networks on library computers that teens will use.
- Update their Internet Acceptable Use Policies to include information about social networks.
- Use Web 2.0 technologies to market library services for teens. This could include, but is not limited to, profiles/pages on MySpace or Facebook, blogs, wikis, forums, RSS feeds, Twitter, del.icio.us, or other new technologies. Work with teens to develop these resources, and make sure library staff is monitoring the postings.

- Hold Internet safety and technology programs for parents, to explain the positive uses of social networking and how they can keep their children safe online.
- Offer technology training for teens on topics like privacy, Internet safety, digital photography, video editing, new technologies, etiquette of email/online communication, appropriate downloading, file sharing, following copyright laws, respecting intellectual property and more.
- Update their Acceptable Use policies to address situations that arise when patrons of any age violate copyright or use illegal file sharing sites.

IV. Responsibilities of the Massachusetts Library System

- Provide a policy collection or policy-writing resources that include Acceptable Use policies and other policies regarding libraries' usage of new technologies.



Programming

Successful library programs support teens by meeting their developmental needs. They foster a sense of ownership and provide a structure for meaningful participation. Programming should be as varied as the needs and interests of young adults themselves and encourage use of the library. It is crucial that programs presented for this age group include teenagers in planning and implementation. Teens who are involved in the programming process are essential advocates and promoters of a library's young adult services.

I. Principles

Programs can range from informal activities to formally planned events and are intended to connect teens and libraries. The following principles govern the development, organization and management of library programs for young adults:

- The philosophy, goals and objectives for young adult programming should be included in the library's written program policy and long-range plan, and should be revised as necessary.
- *All programs should be created and developed with youth input, since the most successful programs are the ones in which the young adults themselves participate in planning and executing.*
- A specific proportional budget should be designated for planning, publicizing, and presenting young adult programs.
- The young adult librarian must be provided with time and opportunities to establish relationships with teen users and to plan, prepare for, and carry out young adult programming.
- Young adults, who attended library programs regularly with parents during childhood, are now able to make independent decisions regarding recreational and leisure activities and pursuits. It is through successful programs that the library builds direct relationships with young adults, as opposed to their parents. *Success is not defined solely by the number of young adults who attend programs, but rather by outcomes.*
- Ongoing communication and collaboration with schools and other community agencies serving young adults is essential in developing successful programming.
- The process and considerations involved in planning young adult programs represent a departure from those associated with children's programs. It is vital for library staff and administration to recognize and be responsive to the evolving developmental needs of young adult patrons.

II. Practices

The young adult librarian, with the support of the administration and other staff members, will assume the responsibility of implementing the library's young adult programs. To ensure success, the following practices are necessary:

- Scheduling programs for young adults, parents, and community members who work with teens on a regular basis.
- Developing personal contacts with young adults and encouraging promotion among teens themselves in order to publicize programs.
- Utilizing electronic tools, social media, word of mouth marketing, in-person school visits and some high-quality print media, to create visibility in the community.
- Participating in, or providing additional supervision for programs even when an outside speaker or teacher is leading the activity.
- Evaluating programs and maintaining statistics unique to the young adult department to ensure continued improvement of and support for programming.
- Providing refreshments is an essential part of programming for teens.

- Keeping in mind the busy schedules of teens when choosing dates and times for programs. Since it can be difficult for some teens to come to the library during traditional operating hours, considering holding programs “after hours” or at non-traditional times is important.

III. Program Content

Programming for young adults can be a rewarding and stimulating part of library service to adolescents. Library programs can attract new teen users to the library and increase awareness of resources and services provided by the library for young adults. As teens strive for competence, programs that allow them to showcase skills are important.

Youth participation programs give teens opportunities to become involved in library decision-making and should address a genuine need of both adolescents and the library. If the library discusses the creation of responsible roles and tasks for young adults and solicits their opinions, then the administration must be sincere in its efforts to implement reasonable recommendations. Examples of youth participation programs include young adult advisory councils, teen trustees, teen Friends groups, young adult book review groups and literary magazines. Teens should also be active participants in the creation and maintenance of the library’s web pages for teens.



The following is a list of different types of youth participation programs with examples of each:

- **Educational programs** offer support for formal education and curriculum needs. Examples include SAT workshops, booktalking programs, college application workshops and library skills orientation/tours.
- **Cultural programs** excite and involve teenagers in literature and the arts. Examples include art shows, photography exhibits, theater productions, poetry coffeehouses or “slams,” book discussion groups and writers’ workshops.
- **Informational programs** provide needed knowledge on a variety of subjects and may fill a void in the community. They also provide opportunities to form partnerships with other youth agencies. Examples may include substance abuse programs, career programs, babysitting workshops, craft classes, modeling seminars and forums on minors’ legal rights.
- **Technology programs** prepare teens to live, learn, and work in an increasingly complex and information-rich society. They also enable young adults to become capable technology users; information seekers, analyzers, and evaluators; and communicators, collaborators, publishers, and producers of content. Examples include computer instruction, social networking workshops, and digital photography or video production workshops.
- **Recreational programs** are purely entertainment-oriented. Examples include role-playing or computer/video game tournaments, “battle of the bands” concerts, talent shows or “open-mic” nights.
- **Intergenerational programs** feature projects in which teenagers interact with and gain

appreciation for younger and older members of the community. Examples include senior/teen book discussion groups, community gardens and storytelling for young children.

- **Volunteer programs** in libraries foster self-confidence, self-esteem and dignity in young adults. Opportunities for volunteerism should include work that matters, not simply “busywork.” Examples include summer reading program volunteers and computer instruction for younger and older patrons.

IV. Responsibilities of the Massachusetts Library System

The Massachusetts Library System should provide:

- Continuing education programs for librarians on effective young adult programming.
- Consultations to address specific needs.
- Professional resources, in print and online, to assist the young adult librarian in programming efforts.

Collections

The young adult collection represents the unique needs and interests of adolescents in the community. Resources selected for teenagers should contribute to their intellectual and emotional growth as well as appeal to their popular, current and recreational interests. Both the public library and the school library collections are necessary for meeting the educational needs of young adults.

This collection is the bridge for adolescents making the transition from juvenile collections and services to adult collections and services. It should contain materials appropriate for a wide range of abilities and maturity levels. Therefore, the collection may include items commonly found in either the adult or children's collections. In accordance with the Library Bill of Rights and its interpretations, young adults must have access to all areas of the library's collections.

I. Policy

Every public library's collection development policy, endorsed by the library's governing board, must define the purpose of the young adult collection by stating the following:

- Responsibility and criteria for selection and evaluation.
- General and specific populations and interests to be served.
- Level of curriculum and homework support.
- Roles of young adults in collection development.
- Relationship between the young adult collection and other collections in the library.

II. Content

Personal interest materials reflecting the needs and interests of teenagers are the primary focus of the young adult collection. Materials should be available in a variety of formats and subject areas, and the collection should meet the needs of teens of various ages and levels of maturity as well as reading abilities. No limit should be made on the availability of any material to all patrons.

Paperbacks, graphic novels and manga, and magazines should be included in any collection for this age group. Other media such as music, DVD's, video games, audiobooks and downloadable content are also important.

The young adult collection must reflect the cultural and socio-economic diversity of the community and acknowledge the emotional and informational needs of teens of all races, religions, and sexual orientations. It should serve the needs of the visually and hearing impaired, learning disabled, and non-English speaking populations.

Collection development also encompasses the full range of electronic resources available through the library website.

III. Core Collection Checklist

Though school assignments motivate teenagers to visit the library, a dynamic, up-to-date young adult collection that focuses on popular, high interest materials will keep them coming back. It should not be a collection of young adult materials, but rather a collection of materials that meet the needs of teenagers. Teen input is essential in developing a collection that reflects the interests and needs of a community's young people, and affords young adults the opportunity to become involved in library decision-making. YA collections should include:

Fiction:

- Horror
- Realistic teen novels
- Mystery/suspense
- Romance
- Science fiction
- Fantasy/paranormal
- Sports
- GLBTQ fiction
- Adventure/survival
- Historical fiction
- Humorous fiction
- Short stories
- Age-appropriate classics and canon titles
- Multicultural fiction

Series books

Summer Reading titles required/suggested by local schools

Comics, graphic novels and manga

Media tie-ins

Magazines

Non-fiction:

- Recreational, e.g. celebrity biographies, video game "cheat" codes
- Informational, e.g. health and sex education
- Educational, e.g. careers and college

Non-print:

- Music
- DVDs
- Video games
- Audiobooks
- Downloadable content

Pathfinders, in both print and online formats

Online resources

IV. Budget

A fair and proportional portion of the library budget must be designated for young adult materials. Evaluation of the usage patterns of the library's entire collection, as well as a variety of statistics and output measures supplied by the young adult librarian, should determine budget allocations. The young adult librarian should have full responsibility for expending the young adult materials budget. When the public library also serves as the school library, arrangements must be made for reimbursements from the school department budget.

V. Selection

The young adult librarian will:

- Select materials (in a variety of formats) intended primarily for young adults, consulting a variety of professional selection and evaluation aids.
- Involve young adults in the selection process.
- Communicate with other library departments selecting materials used by young adults to determine the best location for these materials.
- Ensure prompt processing and full cataloging of young adult materials.
- Evaluate the strengths and weaknesses of the collection on a regular basis.
- Discard worn and outdated materials regularly.

VI. Promotion

To promote the collection effectively, the young adult librarian will:

- Identify the needs of the community, its teens, and its young adult service providers.
- Be familiar with materials in the collection in order to provide expert guidance to young adult and adult users.
- Encourage the independent use of the collection by using real-world and virtual marketing strategies and reader's advisory tools such as booklists, displays, signage, and an active online presence to help youth locate materials they will find enjoyable and suited to their developmental needs.
- Work with schools and community groups to keep teens and adults abreast of materials in the collection.
- Maintain and update an online presence devoted to the library's young adult services which publicizes materials to teens both inside and outside the library and encourages use of online resources.

VII. Responsibilities of the Massachusetts Library System

The Massachusetts Library System should provide:

- Access to a collection of professional resources, in print and online, about collection development.
- Continuing education programs on collection development and maintenance.

Facilities

Every public library must have a clearly defined, separate area designated for young adults. This young adult area should be accessible to all adolescents, easily visible, functional and flexible in design. An environment that is comfortable and arranged to accommodate noise and movement will make young adults feel welcome. The design and graphics should make it evident that the area is for teens. Young adult involvement is essential in establishing an effective, dynamic young adult area.

I. Space

The young adult space should be established in a location that is easily supervised without making young adults feel intimidated. Because young adults need access

to reference materials and assistance, proximity to reference services is important. The space should not be adjacent to - or within - the children's service area. If the young adult area is unable to house programs and activities, teens should have equal access to other program facilities within the library. The space itself should be in compliance with the Americans with Disabilities Act. The area should accommodate:

- Leisure reading, socializing, and snacking.
- Individual and group study.
- A public service area and workspace for the young adult librarian.
- Sufficient shelving for a diverse collection- including room for continued growth of the collection.
- Displays and exhibits.
- Computer access proportional to teen population.

II. Furnishings

Furnishings should be flexible so that as needs and activities change the area can be adapted accordingly. The young adult area should include:

- Shelving for materials in various formats.
- Comfortable and durable seating and tables.
- Directional and informational signs.

The young adult area should include or be in proximity to:

- A public service desk, clock, wastebaskets and telephone.
- Listening and viewing equipment.
- Computers and peripherals.
- Display equipment such as bulletin boards, display cases and slat-wall shelving.



III. Infrastructure

Services for young adults must take advantage of new methods to deliver the most effective access to information, learning and leisure pursuits. The library's infrastructure should support changing technology and ensure adequate lighting, ventilation, temperature controls, and acoustics. Items to consider in the young adult area include:

- Multiple electrical outlets in a variety of locations.
- Adequate wiring, including wireless capability, with flexibility to reposition and upgrade.
- Connections for in-house and external telecommunication resources.
- Adequate lighting and temperature control.
- Soundproofing as required.
- Attractive flooring/carpet tiles that are easily cleaned or replaced when needed.

IV. Online Presence

Just as libraries set aside physical spaces in their buildings for young adults, so should they create online spaces specific to the interests and developmental needs of young adults. Attractive and functional online tools and social networking platforms should be designed with young adult input, evaluated regularly by young adults, and have interactive features. These sources may include but are not limited to:

- General contact information for library and specific contact information for the young adult librarian.
- A collection development policy for online content and links that includes a procedure for addressing challenges to controversial online content.
- Library programs and activities for young adults.
- Annotated booklists and book reviews, or links to young adult literature sites that provide reader's advisory services.
- Promotion of young adult collections and resources.
- Informational and recreational links.
- Opportunities for teens to post reviews of materials.
- Interactive content that helps teens learn how to use library resources.
- Opportunities for teens to connect with each other.
- Opportunities for teens to connect with librarians who can assist them with research needs.
- Opportunities for taking part in programs virtually.

Long Range Planning

Having a written long range plan with a specific focus on young adult services is important for all public libraries, to help them establish YA services as a priority and to outline service goals. It also helps justify budget requests, avoid pitfalls that occur when responsibilities aren't clearly defined, and encourages cooperation and coordination of services across library departments. The plan provides ways to measure success and progress. If a library has a written, board-approved plan of service for young adults, it may also be able to apply for grants from nonprofit foundations and the Massachusetts Board of Library Commissioners.

According to the Massachusetts Public Library Trustees Handbook (http://mblc.state.ma.us/advisory/trustees/trustees_handbook/ch05.php), planning involves answering five basic questions:

1. Where are we now?
2. Where do we want to go based on our community's needs?
3. How do we get there?
4. What timetable will move us most effectively?
5. How can progress be measured?

To answer the first two questions, teen librarians can use a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis with their Teen Advisory Board. If there is no teen advisory board in place, a focus group of current teen library users could be substituted. It is critical that teen input is solicited in this process. A SWOT analysis can also be done with library staff, but should only be used to supplement the information that is gathered from teens, not be used as a replacement. For more information on conducting a SWOT analysis, see the Appendix of this document for worksheets, templates, and information specific to teen services planning, created by the Northeast Massachusetts Regional Library System.

After gathering information, the YA librarian should work with the director and/or trustees and Friends to determine the answers to the remaining three questions. It is likely that the ideas that are contributed in the SWOT analysis will require funding, staff allocation, and planning, all of which will require the input of library administration and funders.

Long range plans should include the following components, based on the Massachusetts Public Library Trustees Handbook:

Young Adult Services Mission Statement: The mission statement is a brief but clear explanation of the purpose of YA services in the library, outlining the reasons for these services and listing the major service roles and the user groups at which they are directed.

Young Adult Services Needs Statement: A YA needs statement is a description of the community's young adult population and its needs that the library serves. It includes information based on an analysis of the teen population, results of surveys, and a description of the library's existing YA services in relation to the needs expressed in the surveys.

Multiyear goals: Goals are broad statements describing desirable end results for teen services toward which the library will work over the long term, including a vision of what services should be available. A goal is not measurable and may never be fully reached but will probably not change over a three to five year period.

Multiyear objectives: Objectives are specific, short range statements of results to be achieved to implement a goal. They define how a task will be done, who will do it, and when and under what conditions. Objectives are measurable, include time frames for completion of tasks, and may or may not change over a

three to five year period depending upon progress made.

Annual action plan: Action plans outline the specific steps used to accomplish an objective, including tasks that will be done in a given year to achieve that objective. Action plans include specific timelines for determining when the activities will take place and how the objective will be accomplished. By October 1st of each year, the action plan should be reviewed and revised to reflect activities that will take place in the next fiscal year to achieve the long range plan's goals and objectives. The revised YA Services annual action plan should be included in the library's overall annual action plan that is submitted to the Massachusetts Board of Library Commissioners.

Brief description of plan's methodology: A description of the plan's methodology should include a description of who participated, to what extent, what data was gathered and how, and during what period the plan was developed.

Approval of the governing board: It is *imperative* that any long range plan have the support and approval of the library's governing authority. Including the trustees or governing board in the process will help them to be informed about the plan as it is developed, create buy-in, and make the approval process easier.



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Appendices

Confidentiality Law

Chapter 78, Section 7 of the Massachusetts General Laws, as amended by Chapter 180, Acts of 1988, <http://www.mass.gov/legis/laws/mgl/78-7.htm>

G.L.c. 78, § 7. Establishment by cities and towns; records.

Section 7. A town may establish and maintain public libraries for its inhabitants under regulations prescribed by the city council or by the town, and may receive, hold and manage any gift, bequest or devise therefor. The city council of a city or the selectmen of a town may place in such library the books, reports and laws which may be received from the commonwealth.

That part of the records of a public library which reveals the identity and intellectual pursuits of a person using such library shall not be a public record as defined by clause Twenty-sixth of section seven of chapter four. Library authorities may disclose or exchange information relating to library users for the purposes of inter-library cooperation and coordination, including but not limited to, the purposes of facilitating the sharing of resources among library jurisdictions as authorized by clause (1) of section nineteen E or enforcing the provisions of sections ninety-nine and one hundred of chapter two hundred and sixty-six.

American Library Association Library Bill of Rights

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillrights.cfm>

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948. Amended February 2, 1961, and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

Free Access to Libraries for Minors

An Interpretation of the Library Bill of Rights

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/freeaccesslibraries.cfm>

Library policies and procedures that effectively deny minors equal and equitable access to all library resources available to other users violate the Library Bill of Rights. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Article V of the Library Bill of Rights states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." The "right to use a library" includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, literacy skills, or legal emancipation of users violates Article V.

Libraries are charged with the mission of developing resources to meet the diverse information needs and interests of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of library resources. The needs and interests of each library user, and resources appropriate to meet those needs and interests, must be determined on an individual basis. Librarians cannot predict what resources will best fulfill the needs and interests of any individual user based on a single criterion such as chronological age, educational level, literacy skills, or legal emancipation.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. Institutional self-censorship diminishes the credibility of the library in the community, and restricts access for all library users.

Children and young adults unquestionably possess First Amendment rights, including the right to receive information in the library. Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them. Librarians and library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections, because only a court of law can determine whether material is not constitutionally protected.

The mission, goals, and objectives of libraries cannot authorize librarians or library governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents. As "Libraries: An American Value" states, "We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services." Librarians and governing bodies should maintain that parents—and only parents—have the right and the responsibility to restrict the access of their children—and only their children—to library resources. Parents who do not want their children to have access to certain library services, materials, or facilities should so advise their children. Librarians and library governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child.

Lack of access to information can be harmful to minors. Librarians and library governing bodies have a public and professional obligation to ensure that all members of the community they serve have free, equal, and equitable access to the entire range of library resources regardless of content, approach, format, or amount of detail. This principle of library service applies equally to all users, minors as well as adults.

Librarians and library governing bodies must uphold this principle in order to provide adequate and effective service to minors.

Adopted June 30, 1972; amended July 1, 1981; July 3, 1991, June 30, 2004, by the ALA Council. [ISBN 8389-7549-6]

See Erznoznik v. City of Jacksonville, 422 U.S. 205 (1975)—"Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable [422 U.S. 205, 214] for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors. See Tinker v. Des Moines School Dist., supra. Cf. West Virginia Bd. of Ed. v. Barnette, 319 U.S. 624 (1943)."

The Freedom to Read Statement

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftrstatement/freedomreadstatement.cfm>

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing

and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded

only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers. Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee. A Joint Statement by the American Library Association and Association of American Publishers.

Labeling and Rating Systems

An Interpretation of the Library Bill of Rights

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/labelingrating.cfm>

Libraries do not advocate the ideas found in their collections or in resources accessible through the library. The presence of books and other resources in a library does not indicate endorsement of their contents by the library. Likewise, providing access to digital information does not indicate endorsement or approval of that information by the library. Labeling and rating systems present distinct challenges to these intellectual freedom principles.

Labels on library materials may be viewpoint-neutral directional aids designed to save the time of users, or they may be attempts to prejudice or discourage users or restrict their access to materials. When labeling is an attempt to prejudice attitudes, it is a censor's tool. The American Library Association opposes labeling as a means of predisposing people's attitudes toward library materials.

Prejudicial labels are designed to restrict access, based on a value judgment that the content, language, or themes of the material, or the background or views of the creator(s) of the material, render it inappropriate or offensive for all or certain groups of users. The prejudicial label is used to warn, discourage, or prohibit users or certain groups of users from accessing the material. Such labels sometimes are used to place materials in restricted locations where access depends on staff intervention.

Viewpoint-neutral directional aids facilitate access by making it easier for users to locate materials. The materials are housed on open shelves and are equally accessible to all users, who may choose to consult or ignore the

directional aids at their own discretion.

Directional aids can have the effect of prejudicial labels when their implementation becomes proscriptive rather than descriptive. When directional aids are used to forbid access or to suggest moral or doctrinal endorsement, the effect is the same as prejudicial labeling.

Many organizations use rating systems as a means of advising either their members or the general public regarding the organizations' opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, Web sites, games, or other materials. The adoption, enforcement, or endorsement of any of these rating systems by a library violates the Library Bill of Rights. When requested, librarians should provide information about rating systems equitably, regardless of viewpoint.

Adopting such systems into law or library policy may be unconstitutional. If labeling or rating systems are mandated by law, the library should seek legal advice regarding the law's applicability to library operations.

Libraries sometimes acquire resources that include ratings as part of their packaging. Librarians should not endorse the inclusion of such rating systems; however, removing or destroying the ratings—if placed there by, or with permission of, the copyright holder—could constitute expurgation (see "Expurgation of Library Materials: An Interpretation of the Library Bill of Rights"). In addition, the inclusion of ratings on bibliographic records in library catalogs is a violation of the Library Bill of Rights.

Prejudicial labeling and ratings presuppose the existence of individuals or groups with wisdom to determine by authority what is appropriate or inappropriate for others. They presuppose that individuals must be directed in making up their minds about the ideas they examine. The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read or view.

Adopted July 13, 1951, by the ALA Council; amended June 25, 1971; July 1, 1981; June 26, 1990; January 19, 2005; July 15, 2009.

PROGRAM PLANNING WORKSHEET

LIBRARY: _____ LIBRARIAN: _____

PROGRAM TITLE: _____

BRIEF DESCRIPTION OF PROGRAM: _____

DATE: _____ DAY: _____ START TIME: _____ END TIME: _____

____ Date checked on library calendar

____ Date checked on school calendar

____ Date checked on community calendar

LOCATION FOR PROGRAM: ____ Library meeting room ____ YA area ____ Other

TARGET AUDIENCE: ____ Children ____ YA ____ Adult ____ All

EXPECTED ATTENDANCE: ____ Children ____ YA ____ Adult

BUDGET - ESTIMATED COST:

\$____ Speaker's cost (fee, travel, meals, other)

\$____ Supplies and equipment (materials purchases, rentals, other)

\$____ Staff time (programmer hours x wage, PR department hours x wage)

\$____ Public relations (fliers, poster, bookmarks, press releases, mail outs, postage)

\$____ Other costs (display books, refreshments, follow-up mailings, miscellaneous)

FUNDING SOURCE:

____ Budget line- general revenue ____ Grant funds ____ Friends of the Library

____ Corporate sponsorship ____ Outside donations ____ Other

PROGRAM APPROVED:

Preliminary planning should be approved at this point before proceeding any further.

____ Approved by supervisor ____ (initial)

____ Approved by director ____ (initial)

____ Off desk planning time approved

EQUIPMENT NEEDED: (make arrangements to rent, if necessary)

SPEAKER CONFIRMATION:

Contract sent Contract returned and executed Follow-up call(s)

ROOM SET-UP: (preliminary plan)

PUBLICITY AND PROMOTION:

All library staff informed

Program information posted to library website

Fliers distributed to schools, community groups, businesses and other libraries

Media releases to local newspapers, school newspapers, media, Friends newsletter, etc.

Visits to schools planned and approved

Book displays

Email or direct mailings to YAs, school and community liaisons

Evaluation form created/copied

PROGRAM DETAILS:

Room set-up

Equipment and supplies

Refreshments

Speaker's introduction

Speaker's check

Evaluation form and pencils provided

Fliers for next program

Room clean up

Other:

Thank you notes sent

This program information sheet was adapted from one provided by Patrick Jones during his workshop on Alternative Young Adult Programs, and is a great checklist of necessary but often forgotten elements in planning.

Sample Teen Volunteer Policy

The Anytown Public Library welcomes teen volunteers. These volunteers can fulfill long-term or temporary needs. Volunteers and their supervisors must adhere to the following when performing duties:

- Any teenager who is legally old enough to work may volunteer at the library. This includes anyone over the age of 14. Any volunteer under the age of 16 must comply with Massachusetts Child Labor Laws. This includes, but is not limited to, not working after 7 pm on a school night, more than three hours on a school day, and more than eighteen hours a week during the school year(1).
- Volunteers can be asked to perform a variety of duties at the discretion of the volunteer supervisor. All volunteers must complete a short volunteer orientation/training before beginning their service hours.
- Temporary duties include working at programs, serving on the Teen Advisory Board, registering children for the Summer Reading Program, and other similar tasks. Teenaged volunteers are especially encouraged to become involved in writing any policies related to their needs and services.
- Volunteers will not be asked to perform duties also performed by paid staff. This includes working at public service desks. Teen volunteers will not do identical work to paid high school pages.
- Those who are volunteering on a temporary basis, such as during a program, a Friends of the Library event, or on a planning committee are not expected to perform duties unrelated to that event.
- Volunteers who will be helping on a more permanent basis will set up a regular schedule with the volunteer supervisor.
- Volunteers are welcome to terminate the arrangement at any time. Volunteers may be asked not to return if their performance or behavior is not satisfactory.
- Volunteers are free to take vacations or days off, although they are asked to please give notice to the volunteer supervisor.
- The staff lounge is not available to volunteers.
- Volunteers must sign in/out each time they volunteer - this is the only permanent record the library has of the hours served. Library staff will provide copies of log sheets for scholarships, school graduation requirements, college applications, or other uses upon request from the volunteer.

Note: Librarians who are planning to write a volunteer policy should consult the Massachusetts General Laws regarding child labor. They can be found in Chapter 149, Sections 56-105.

1 Massachusetts General Laws, Chapter 149 <http://www.mass.gov/legis/laws/mgl/gl-149-toc.htm>. Nov 2, 2009

Sample Young Adult Librarian Job Description

Town of Anywhere

Job Description: Young Adult Librarian

Definition: Professional, administrative and supervisory work in planning and managing the activities of young adult services in the library and all other related work as required.

Supervision:

- Works under the general direction of the Library Director or Coordinator of Youth or Adult Services.
- Performs responsible functions requiring considerable judgment and initiative in planning and overseeing services to young adults both within the library and the community.
- Supervises two part-time employees and an active volunteer program.

Job Environment:

- Performs work under typical library conditions; library hours may require evening and weekend work.
- Makes frequent contacts with the public, schools, other libraries, social service agencies, civic organizations and other professional organizations.
- Uses computers, peripherals, current technologies and other standard office equipment.

Essential Functions:

- Plans, organizes, implements, supervises and evaluates services to young adults.
- Participates as part of the management team in developing goals, policies and procedures as relating to young adults.
- Advocates for young adults and young adult services with other community agencies.
- Initiates, plans and conducts a variety of programs and activities to encourage the use of the library by young adults between the ages of 12 to 18.
- Involves young adults in planning and implementing services for their age group.
- Selects, evaluates, maintains and discards young adult materials based on professional judgment, preferences of young adults and acknowledged review sources.
- Provides reference and readers' advisory services, and library orientation to young adults.
- Collaborates with schools and other agencies to serve young adults.
- Promotes, publicizes and represents young adult services and the library to the community and local agencies in cooperation with other library departments.
- Works with library administration to seek supplementary funding to enhance library services, including state and federal grants.
- Trains, supervises and evaluates staff and volunteers.
- Identifies, collects and interprets statistics as needed.

Recommended Minimum Qualifications:

Master's Degree in Library Science from an ALA accredited school; two years of professional experience, including supervisory and administrative experience, experience with young adults (ages 12 to 18) is preferred.

Knowledge, Ability and Skills:

- Broad and current knowledge of young adult literature, digital and multimedia materials, and electronic resources, including online communication tools and social networking platforms.

- A broad knowledge of the intellectual, emotional, psychological and physical development of adolescents is essential.
- Genuine respect for young adults and an ability to establish rapport with them.
- Ability to administer and direct the work of staff and volunteers.
- Ability to express oneself orally and in writing.
- Flexibility, initiative, energy, patience and tact to deal effectively with the public.
- Excellent people and reference skills.
- Planning and organizational skills needed.
- Has access to a limited amount of confidential information.
- Familiarity with online circulation systems and online searching is required.

Physical Requirements:

- Light physical effort required in carrying and shelving books, and in performing other typical library functions.
- Frequent standing, walking, bending, reaching and climbing.
- Ability to operate a keyboard at an efficient speed.
- Frequently required to sit and talk or hear, use hands to operate objects, tools or controls, and reach with hands and arms.
- The employee must regularly lift and/or move materials weighing up to 40 pounds.
- Vision and hearing at or correctable to “normal ranges.”

To Apply:

Send a resume and cover letter to Jane Doe, Library Director, Anytown Public Library, 123 Main Street, Anytown, MA 01234 or email to janedoe@anytownlibrary.org.

Adapted from: Standards for Public Library Service to Young Adults in Massachusetts, Massachusetts Library Association, 2010.

Strengths, Weaknesses, Opportunities, Threats

The S.W.O.T. Analysis of the Library

Definition: The S.W.O.T is a tool to help the planning committee analyze the current and future conditions which effect the library and its ability to provide the services it deems necessary. Strengths and weaknesses normally refer to the existing conditions that the library operates under. These might include current programs, economic factors, staffing, and building condition. Opportunities and threats refer to potential scenarios that may occur in the future. These may include bond referendums, economic recessions, state legislative mandates and funding issues.

Examples

Library Strengths – What do we do well?

- Provide plenty of copies of the latest best sellers; patrons never have to wait long for the latest Oprah's Book Club choice!
- Free Internet connections, and lots of terminals with fast reliable connections!
- Overflowing children's' programs, we are considering registrations for story hour!
- We promote ourselves well in the community: lots of hits on our web site; a weekly column in the newspaper; staff invited to the annual mayor's ball.

Library Weaknesses – What don't we do so well?

- Promote ourselves; does anyone know we have a web page?
- Not enough Internet stations, patrons are always complaining they have to wait too long to get access to a computer.
- We have an increasing population that needs ESL material and we don't have enough.
- We have too few staff members to provide even basic service.
- We have had to close early on weeknights and not even open on weekends because of funding cuts.

Opportunities for the Library – What's happening that can benefit us?

- Bond referendum / property tax increase with funds earmarked for capital improvements for the library.
- Expansion of the local Community College that will provide us a new patron base, as well as the opportunity to discuss resource sharing with their campus library.
- New groups moving into the community (ethnic, socio-economic), opportunities for new programming to serve their needs and attract them as life-long patrons.
- Municipal improvements to streets, sidewalks, park benches, attracting more walk-in traffic.
- Bill Gates is coming to town to scout for a new east coast Microsoft campus!

Threats to the Library – What's happening that could hurt us? (are these opportunities?)

- The recent bond referendum / property tax increase was voted down.
- Internet filtering advocates are starting a publicity campaign centered in our community.
- State and/or local budget cuts.
- A bookstore chain is building a new superstore

** This document provided by the Northeast Massachusetts Regional Library System*

Your Library's Teen Services Long Range Plan

Adapted from materials created by Susan Babb, Youth Services Consultant at the Northeast Massachusetts Regional Library System for the Central Massachusetts Year of the Teen project.

You need to connect teen services to your library's overall long range plan!

Your library's long range plan will be inclusive of providing programs and services to teens. Goals for this may look like:

- The Library will promote and provide enrichment and educational programs for patrons.
- The Library will increase services and resources to three underserved populations.
- The Library provides support their citizenry so that they have opportunities to become/stay actively involved in the community.

Why should you plan?

- Planning is a sound management strategy
- Planning places your department solidly within the context of the greater library and community
- Planning provides visibility for your priorities
- Planning presents the rationale for your funding and staffing requests
- Planning documents your goals and successes

Who should be involved?

Teens Staff Other stakeholders

Tools for Planning:

Visioning

The Community Vision Statement emphasizes the whole community, not just your library or your department. Your department can play an important part in these visions and with this exercise you will help determine your department's role in accomplishing your community visions.

Strengths, Weaknesses, Opportunities, Threats (SWOTs)

The SWOT presents a snapshot of your present situation. It is a tool to help analyze the current and future conditions that affect the library and its ability to provide services and programs for teens it deems necessary.

Strengths and Weaknesses refer to the existing conditions under which the Teen Department operates. These might include current programs, economic factors, staffing, and building condition.

Opportunities and Threats refer to potential scenarios that may occur in the future. They can be internal or external forces (in the Library, in the community, beyond the community) and may include bond referendums, economic recessions, state legislative mandates, and funding issues.

Library Strengths – What do we well?

Library Weaknesses – What don't we do as well?

Opportunities for the Library – What's happening that can benefit and enhance our Program of Service for Teens?

Threats to the Library - What's happening that could impact our Program of Service for Teens negatively? (Can we turn these into opportunities?)

Adapting to language that teens might understand better:

A+ (Strengths)

D- (Weaknesses)

Extra-curricular (Opportunities)

Flunking (Threats)

Creating the Action Plan

Your key issues have been identified through a SWOT or a Visioning Exercise. How can your Department fit in? What is most important to you? What needs attention?

Prioritize your issues! Then develop your actions!

Be sure your Action Plan relates directly back to your library's Long Range Plan Goals and Objectives.

What are Goals, Objectives, and Actions?

- Goals are long-range, broad, general statements describing a desired condition or future toward which the library will work.
- Objectives are short range and describe the results to be achieved
- Actions are the tasks that accomplish an objective.

Other Tools for Planning: Surveys, Focus Groups

- Keep the survey simple. Keep the questions simple.
- Paper or online?
- Food is good!
- Using the results