

The logo for the Oregon Library Association, featuring the words "Oregon", "Library", and "Association" stacked vertically in a serif font. The text is light gray and partially overlaid by a horizontal black line.

Oregon
Library
Association

The title "Youth Services Guidelines" in a bold, black, sans-serif font, positioned below a horizontal black line.

Youth Services Guidelines

Administration

Facilities

Collections

Information Services

Electronic Resources

Programming

Community Partnerships and Outreach

Public Relations

The date "Spring 1998" in a blue, sans-serif font, positioned below a horizontal black line.

Spring 1998

Youth Services Guidelines

Our Vision

Youth in Oregon live in communities that value and celebrate lifelong learning and respect the freedom of all individuals to reach their full potential.

Our Mission

Children are our future. The community of Oregon libraries strives to nurture and empower all youth by inspiring a love of reading; sparking curiosity and joy of discovery; and providing access to information, knowledge, and diverse ideas.

Youth Services Guidelines Committee

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Endorsed by
Oregon Library Association
Children's Services Division
Oregon Young Adult Network

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Table of Contents

Our Vision and Our Mission

Introduction	2
The Guidelines	
• Administration	3
• Facilities	5
• Collections	7
• Information Services	8
• Electronic Resources	9
• Programming	10
• Community Partnerships and Outreach	12
• Public Relations	13
Appendix A	
Competencies for Youth Services Staff	14
Appendix B	
Standards for Oregon Public Libraries: 1994	18
Bibliography	20

INTRODUCTION

The Children's Services Division and the Oregon Young Adult Network of the Oregon Library Association developed these guidelines to assist public libraries in planning, promoting, and implementing quality library service for youth in Oregon. As librarians, whether living in urban or rural communities, we recognize and value children and young adults and actively advocate library services to youth in our libraries, communities, and state.

Throughout this document, the term "youth" is used to include children and young adults. Youth services are intended for children and young adults and for people who work with youth, such as parents, teachers, and child care providers.

Interest in developing youth services guidelines for public libraries in Oregon surfaced after many youth services librarians attended a workshop about the Wisconsin Public Library Youth Services Guidelines at the 1996 Public Library Association Conference in Portland. Brian Bond, then chair of the Children's Services Division, called a meeting and formed a Guidelines Committee. MaryKay Dahlgreen, youth services consultant from the Oregon State Library, was asked and agreed to facilitate the work of the Committee.

The Committee's work on the guidelines began in November 1996, and a draft document was produced by May 1997. Processes for adoption by the Children's Services Division, the Oregon Young Adult Network, and the Oregon Library Association Executive Board will be completed during 1998.

Twenty-five children's and young adult librarians from public libraries in Oregon served on the Guidelines Committee and focused their work on the following areas:

- administration
- facilities
- collections
- information services
- electronic resources
- programming
- community partnerships and outreach
- public relations
- competencies

The Guidelines Committee, the Children's Services Division, and the Oregon Young Adult Network hope this document will assist not only youth librarians, but also library directors, library boards, and funding sources in building strong library services to youth throughout the state of Oregon.

Curtis L. Kiefer
Chair, Children's Services Division
July 7, 1997

How to use these guidelines

The Children's Services Division and the Oregon Young Adult Network of the Oregon Library Association actively support library services to youth in Oregon's public libraries. The vision and mission statements of this document can serve as goals for those who work with and support library services to children and young adults.

These guidelines divide services to youth into nine categories: administration, facilities, collections, information services, electronic resources, programming, community partnerships and outreach, public relations, and competencies. Each of these sections begins with a definition of that aspect of library service for youth. The definitions and accompanying checklists provide a working description of library services that will guide libraries in serving youth. While each section of this document is complete within itself, it is recommended that the entire document be reviewed, as service areas are interconnected.

The Guidelines Committee was composed of members representing the diversity of public libraries found throughout Oregon. Libraries of all sizes will find the guidelines useful. Throughout this document, core statements applicable to every library are highlighted with boldface type.

These guidelines serve as a tool for libraries and youth services personnel to measure where service levels are now and where they may be in the future. It is important to keep in mind the mission and goals of each individual library as these guidelines are used. Library staff, library boards, and governing bodies need a total vision of library service to youth so that they may understand the need for providing those services. Library directors may use these guidelines as a tool for working with staff in developing a long-range plan for youth services. Library boards and library friends groups may use these guidelines to advocate for library services to youth in their communities, especially to governing bodies or funding sources. Continuing education, library workshops, and conference topics are also addressed within these guidelines.

The goal of these guidelines is to improve library service for youth throughout Oregon, leading to better lives for children and their families. The guidelines are designed to complement the myriad visions and missions developed by Oregon libraries and their communities.

ADMINISTRATION

Planning and Evaluation

Planning is an ongoing process in which staff gather and analyze information pertinent to their community in order to assess needs and determine necessary services. Planning includes setting priorities and determining goals and measurable objectives.

Youth services staff are actively involved in developing the long-range and short-term plans that define overall goals and objectives for the library. With these goals and objectives in mind, written plans for youth services specify desired accomplishments, set priorities, and include activities that reflect those priorities. These written plans will evolve and change as the community changes.

Evaluation is a systematic, ongoing assessment of the community's response to library services and programs. Evaluation methods may include recording program attendance, conducting formal and informal interviews and surveys, and gathering materials usage data, community demographics, and anecdotal information.

Funding

In addition to being responsible for the allocation and expenditure of funds for materials and programming, youth services staff will collect data and prepare reports on materials usage and program participation. This information may be used as a tool to influence the allocation of the library's revenues. Expenditure of funds will be in keeping with a community needs assessment and collection development plan, based on the overall mission and goals of the library. All youth services fund-raising efforts are coordinated with the library as a whole and support the objectives in the library's plan. Grant writing is an important skill in obtaining private and public funds for the library and for implementing youth services programs and activities. These gifts and grants do not take the place of local tax support for library services but supplement local revenues.

Checklist: Planning and Evaluation

- | | YES | NO | |
|-----|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | The library's long-range plan includes youth services goals, measurable objectives, a timetable for services, and a means of regular evaluation. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff collect and report statistics and information required by the local library, the library system, the municipal governing body, and the Oregon State Library. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff are involved in developing the library's long-range plan and have access to the final, approved library plan. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | An ongoing analysis of community needs is carried out in regards to youth services. Services are prioritized based on this analysis. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | Written youth services goals, objectives, and strategies parallel the directions set for the library as a whole in its long-range plan. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services goals and objectives are reviewed and updated regularly. |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff evaluate services and collections on an ongoing basis. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff prepare an annual report for the library director, other library staff, the library board, and the community. |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff keep the director, library trustees, and other staff apprised of information about youth and families that may have budget or program implications or affect community use of the library. |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff participate in system- and county-wide planning for library services to youth. |

Checklist: Funding

- | | YES | NO | |
|----|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | The library allocates budget moneys for youth services based on usage statistics, local demand, and the library's long-range plan. |
| 2. | | | The library adequately funds purchase of materials for youth based on |
| | <input type="checkbox"/> | <input type="checkbox"/> | the size of the youth population in the service area |
| | <input type="checkbox"/> | <input type="checkbox"/> | the percentage of total circulation accounted for by youth materials |
| | <input type="checkbox"/> | <input type="checkbox"/> | the need to maintain a current collection |
| | <input type="checkbox"/> | <input type="checkbox"/> | the need to correct youth collection weaknesses |
| | <input type="checkbox"/> | <input type="checkbox"/> | the need to develop and maintain special collections (including reference) |
| | <input type="checkbox"/> | <input type="checkbox"/> | the need to replace lost, worn, outdated, and damaged materials |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services programming is supported by a separate line item in the library's budget. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | Accurate and current data on usage and needs is gathered and reports are prepared as necessary in order to affect youth services budget allocation discussions. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | Gift and grants for youth services programs and activities are supplemental to the portion of the library's budget allocated for youth services. They do not supplant that local support. |

ADMINISTRATION

Staffing

Library administration is responsible for developing and maintaining a staff that includes at least one paid employee who specializes in youth services. A work environment where employees are encouraged to participate fully and creatively will foster excellence in the youth services program.

Clearly defined policies and procedures, an atmosphere that recognizes and rewards staff accomplishments, and well-functioning networks for internal communication will contribute to the creation of an empowering workplace. Administration supports and encourages continuing education and training, community networking, and staff involvement in professional organizations on local, statewide, regional, and national levels.

Volunteers

Volunteers contribute to youth services operations by supporting the efforts of library staff. Volunteers provide valuable services that would not be possible without their assistance.

Checklist: Staffing

- | | YES | NO | |
|----|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | In its policies and procedures related to recruitment and hiring , the library seeks people to work with youth who have a fundamental knowledge of child and adolescent development and children’s and young adult literature, as well as a general understanding of library principles and procedures, such as needs assessment, planning, budgeting, and evaluation. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff receive salaries and benefits commensurate with other library employees and other positions that require similar knowledge, skills, and abilities. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff have clear, written position descriptions. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | The library annually provides opportunities for at least eight (8) hours of continuing education for each full-time employee in youth services, prorated for part-time employees. Opportunities for training may be provided by Oregon Library Association, Oregon State Library, city or county government, higher education, local library in-service, etc. This training may encompass areas such as <ul style="list-style-type: none"><input type="checkbox"/> <input type="checkbox"/> evaluation techniques<input type="checkbox"/> <input type="checkbox"/> management skills, including needs assessment, planning, and budgeting<input type="checkbox"/> <input type="checkbox"/> age-appropriate reference interview techniques<input type="checkbox"/> <input type="checkbox"/> children’s and young adult literature, resources, and reader’s advisory techniques<input type="checkbox"/> <input type="checkbox"/> child and adolescent development<input type="checkbox"/> <input type="checkbox"/> developmentally appropriate practice<input type="checkbox"/> <input type="checkbox"/> instructional techniques, learning styles, and learning disabilities<input type="checkbox"/> <input type="checkbox"/> collection development<input type="checkbox"/> <input type="checkbox"/> social issues affecting children and adolescents<input type="checkbox"/> <input type="checkbox"/> programming skills<input type="checkbox"/> <input type="checkbox"/> intellectual freedom<input type="checkbox"/> <input type="checkbox"/> emergency procedures<input type="checkbox"/> <input type="checkbox"/> collaboration and networking<input type="checkbox"/> <input type="checkbox"/> grant writing techniques<input type="checkbox"/> <input type="checkbox"/> community issues<input type="checkbox"/> <input type="checkbox"/> emerging technology |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | The library financially supports continuing education, conference attendance, and professional opportunities for youth services staff, including paid work time and travel costs for attendance. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | Library staff not specially assigned to youth services annually participate in at least four (4) hours of continuing education in the unique service needs of children and adolescents. |

Checklist: Volunteers

- | | YES | NO | |
|----|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | Volunteers supplement paid youth services staff. They do not replace trained youth services employees. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | There is a library-wide, planned approach to using volunteers. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | A written position description exists for each volunteer position. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | Written procedures are in place for training and evaluating volunteers. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | The volunteer program is regularly evaluated. |

FACILITIES

The youth services area in a public library is characterized by multiple users and varied uses: from toddlers and toys to storytime areas, from scholars to recreational readers, from browsers to workstation users. Often, small groups of homeschoolers, family members, or students work collectively in these areas.

The youth services area should be a comfortable, convenient, enjoyable environment with an inviting appearance. It should include a quiet study area, a play area, and a program area. Flexible furnishings should provide ample table space and sufficient seating. Appropriate storage capacity and adequate display spaces are also necessary.

Visibility, safety, and ease of supervision are important considerations in the design and furnishing of youth services areas.

Checklist: Facilities

- | | YES | NO |
|----|--|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> The library is a friendly welcoming public facility for youth. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> The library has a specific area for youth services. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> Youth service areas comply with the Americans with Disabilities Act. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> The facilities meet the physical needs of youth. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> Adequate space for housing and displaying the youth collection exists. |
| 6. | The youth programming area is equipped with | |
| | <input type="checkbox"/> | <input type="checkbox"/> adequate furniture and equipment for a variety of activities |
| | <input type="checkbox"/> | <input type="checkbox"/> storage |
| | <input type="checkbox"/> | <input type="checkbox"/> sufficient electrical outlets |
| | <input type="checkbox"/> | <input type="checkbox"/> seating for best audience sightlines |
| | <input type="checkbox"/> | <input type="checkbox"/> audiovisual capability, including closed circuit broadcast for hearing-impaired users |
| | <input type="checkbox"/> | <input type="checkbox"/> sinks |
| | <input type="checkbox"/> | <input type="checkbox"/> adequate, flexible lighting |
| | <input type="checkbox"/> | <input type="checkbox"/> floor surface chosen to reflect room use |
| | <input type="checkbox"/> | <input type="checkbox"/> telecommunication infrastructure in place, including phone and CATV |
| 7. | The youth services area is equipped with | |
| | <input type="checkbox"/> | <input type="checkbox"/> lighting for reading |
| | <input type="checkbox"/> | <input type="checkbox"/> special lighting needs for computer workstations and program areas |
| | <input type="checkbox"/> | <input type="checkbox"/> floor surface chosen to reflect room uses |
| | <input type="checkbox"/> | <input type="checkbox"/> adequate heating and cooling |
| | <input type="checkbox"/> | <input type="checkbox"/> soundproofing as needed, good acoustics |
| | <input type="checkbox"/> | <input type="checkbox"/> clocks |
| | <input type="checkbox"/> | <input type="checkbox"/> drinking fountains |
| | <input type="checkbox"/> | <input type="checkbox"/> adult seating |
| 8. | The following reflect that special physical needs of youth are considered: | |
| | <input type="checkbox"/> | <input type="checkbox"/> age-appropriate rest room fixtures |
| | <input type="checkbox"/> | <input type="checkbox"/> a diaper changing area |
| | <input type="checkbox"/> | <input type="checkbox"/> age- and size-appropriate furnishings |
| | <input type="checkbox"/> | <input type="checkbox"/> drinking fountains |
| | <input type="checkbox"/> | <input type="checkbox"/> shelving |
| | <input type="checkbox"/> | <input type="checkbox"/> service desk |
| | <input type="checkbox"/> | <input type="checkbox"/> circulation desk |
| | <input type="checkbox"/> | <input type="checkbox"/> computer workstations |
| | <input type="checkbox"/> | <input type="checkbox"/> developmentally appropriate public computer catalog |
| | <input type="checkbox"/> | <input type="checkbox"/> reading tables |
| | <input type="checkbox"/> | <input type="checkbox"/> study carrels |

FACILITIES

Checklist: Facilities (continued)

YES NO

9. Safety is a paramount concern in any youth serving area, as shown by
 - child-proof electrical outlets
 - sturdy shelving and storage
 - well-maintained, visible entrances and exits
 - all areas visible from youth services desk
 - stairways, balconies, railings designed for children
 - manageable doors
 - rest rooms for children
 - safety glass
 - rounded edges, soft furniture
10. A specific area for young adults is included in the library.
11. An area specifically designed for very young children and their caregivers is included in the library.
12. The youth services areas are designed to adapt to the demands of changing technology.
13. Community input is part of the design process.
14. The facility includes an area for youth art displays and educational displays of interest to youth, as well as public information bulletin boards.
15. The facility includes space for individual youth activities such as listening stations, study carrels, quiet reading areas, and work tables.
16. The facility includes appropriate directional signs and instructions for the use of the youth services collections, catalogs, and other services.
17. Signage is simple, concise, highly visible, and easily maintained.
18. Signage is consistent in color, font, and size.
19. Signage complies with Americans with Disabilities Act guidelines.
20. Signage indicates service areas, collection features, and library policies and rules where needed.
21. The facility includes an adequate non-public work area and storage space for youth services staff with
 - desk(s)
 - storage
 - a location adjacent to youth services area

COLLECTIONS

As the basis of a youth services collection, the library provides a wide range of materials for use by and with youth. It serves current as well as anticipated needs and reflects a diverse and multicultural society. A variety of formats, including print, audiovisual, and electronic, are present in collections for youth to help meet their educational, informational, and recreational needs. Selection, evaluation, maintenance, and organization of materials are all combined to offer a dynamic and diverse collection. The materials include a wide range of learning levels and are continually developed and maintained through ongoing planning and evaluation.

Youth services staff recognize the rights of children and young adults to free and unrestricted access to information and materials in accordance with ALA's Bill of Rights and the Freedom to Read Statement. They advocate the rights of youth to library resources and services through written policies, everyday procedures, and staff training.

Checklist: Collections

- | | YES | NO | |
|-----|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | The library has a regularly reviewed and approved written collection policy for youth print and non-print collections, based on the library mission and goals. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff has responsibility for the development of the youth services collection. |
| 3. | | | The collection policy covers |
| | <input type="checkbox"/> | <input type="checkbox"/> | materials selection |
| | <input type="checkbox"/> | <input type="checkbox"/> | collection evaluation |
| | <input type="checkbox"/> | <input type="checkbox"/> | retention, replacement, and withdrawal of materials |
| | <input type="checkbox"/> | <input type="checkbox"/> | intellectual freedom and materials reconsideration procedures |
| | <input type="checkbox"/> | <input type="checkbox"/> | access for youth to materials in a variety of formats |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | All youth materials are evaluated on a regular basis for retention, replacement, or withdrawal based on accuracy, timeliness, condition, popularity, and usefulness. |
| 5. | | | The library's youth collection |
| | <input type="checkbox"/> | <input type="checkbox"/> | includes print, audiovisual, and electronic formats |
| | <input type="checkbox"/> | <input type="checkbox"/> | represents diverse points of view and interests |
| | <input type="checkbox"/> | <input type="checkbox"/> | meets and anticipates community needs |
| | <input type="checkbox"/> | <input type="checkbox"/> | includes current information |
| | <input type="checkbox"/> | <input type="checkbox"/> | contains quality materials |
| 6. | | | The library adequately funds purchase of materials for youth based on |
| | <input type="checkbox"/> | <input type="checkbox"/> | the size of the youth population in the service area. |
| | <input type="checkbox"/> | <input type="checkbox"/> | the percentage of total circulation accounted for by youth materials |
| | <input type="checkbox"/> | <input type="checkbox"/> | the need to maintain a current collection |
| | <input type="checkbox"/> | <input type="checkbox"/> | the need to correct youth collection weaknesses |
| | <input type="checkbox"/> | <input type="checkbox"/> | the need to develop and maintain special collections (including reference) |
| | <input type="checkbox"/> | <input type="checkbox"/> | the need to replace lost, damaged, worn, and outdated materials |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | Library staff seek input about selection from the community, including youth. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | Library staff use standard and alternative review and bibliographic sources for selection. |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | Collection development is enhanced through cooperation and communication with schools and community organizations and agencies. |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff extend awareness of collections and materials through outreach services. |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff regularly evaluate the collection. |

INFORMATION SERVICES

Library staff provide information services to all youth wanting assistance in the areas of reference services, reader's advisory services, and library skills instruction. Youth services staff provide the majority of assistance to youth; reference and circulation staff provide assistance to youth on an as-needed basis.

The library provides resources and assistance for youth educational, informational, and recreational needs and requests. The library is a force for education of all youth, laying a foundation for lifelong learning. The library serves an increasingly diverse citizenry, contacting and maintaining liaisons with the many groups composing the local community. Strong liaisons with local school media specialists are a priority.

Checklist: Information Services

- | | YES | NO | |
|-----|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | Youth have access to respectful, unbiased, trained, knowledgeable staff. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | Youth have equal access to all library information resources and services. |
| 3. | | | Information services are provided to |
| | <input type="checkbox"/> | <input type="checkbox"/> | infants and toddlers |
| | <input type="checkbox"/> | <input type="checkbox"/> | preschool youth |
| | <input type="checkbox"/> | <input type="checkbox"/> | child care providers |
| | <input type="checkbox"/> | <input type="checkbox"/> | primary- and elementary-age youth |
| | <input type="checkbox"/> | <input type="checkbox"/> | middle-school- and high-school-age youth |
| | <input type="checkbox"/> | <input type="checkbox"/> | parents, teachers, and caregivers |
| | <input type="checkbox"/> | <input type="checkbox"/> | home-schooled youth and their parents |
| | <input type="checkbox"/> | <input type="checkbox"/> | youth with disabilities |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | Educational, recreational, and informational programs are provided for youth service patron groups to encourage regular and frequent use of the library's facilities and resources. (Specific guidelines are provided in the <i>Programming</i> section.) |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | Staff use reference interviewing skills that are age and grade appropriate. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | Reference resources for youth are age and grade appropriate and are current and available. |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | Grade-appropriate materials are available to support homework information needs. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | Electronic reference services are provided. |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | Information on community resources and services for families and youth is available and up-to-date. |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | Access to the Internet is provided. |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | Computer stations with developmentally appropriate educational software are available for use within the library. |
| 12. | <input type="checkbox"/> | <input type="checkbox"/> | Reader's advisory services are provided by trained staff during all library open hours. |
| 13. | <input type="checkbox"/> | <input type="checkbox"/> | Bibliographies are developed and updated regularly. |
| 14. | <input type="checkbox"/> | <input type="checkbox"/> | Reader's advisory service is offered to adults to promote the use of quality materials with youth. |
| 15. | <input type="checkbox"/> | <input type="checkbox"/> | Library skills instruction for library resources is available to youth. |
| 16. | <input type="checkbox"/> | <input type="checkbox"/> | Group tours and classes on the use of library resources are available. |
| 17. | <input type="checkbox"/> | <input type="checkbox"/> | Individual instruction and assistance on the use of library resources is available for youth, parents, teachers, child care providers, and other adults who work with youth to keep them informed of library resources and facilities available to children and teens. |
| 18. | <input type="checkbox"/> | <input type="checkbox"/> | The library catalog is available and conveniently located for use by children and teens. |
| 19. | <input type="checkbox"/> | <input type="checkbox"/> | Book displays, bulletin boards, and other promotional graphics are developed and maintained on a regular and frequent basis for the youth services area. |

ELECTRONIC RESOURCES

Electronic resources are invaluable tools in serving the youth who use our libraries. In order for youth to obtain the greatest benefit possible, youth services staff are proactive in making electronic resources available. Youth services staff participate in the planning, selection, and training of staff and in instruction of the public in the use of the library's electronic resources. Staff collaborate with and provide referrals to agencies that offer electronic resources for youth, parents, teachers, and caregivers.

Youth services staff select electronic resources for youth following collection development criteria and ensure access to electronic resources in keeping with the library's materials access policies. Youth services staffs are familiar with the American Library Association's *Access to Electronic Information, Services, and Networks: An Interpretation of the Library Bill of Rights* and the Freedom to Read Statement.

Checklist: Electronic resources

YES NO

1. **Youth services staff participation in planning for electronic resources includes**
 - designing facilities to adapt to the demands of changing technology and the needs of all users**
 - allocating budget in keeping with the library's mission and goals**
 - selecting and replacing hardware**
 - creating policy for youth consistent with the library policies as a whole, to include**
 - access**
 - fees**
2. **Youth services staff participation in the collection development of the library's electronic resources includes**
 - online catalog**
 - individual library**
 - library system internet access**
 - for staff**
 - public access**
 - current and emerging technologies**
 - reference**
 - circulating**
 - online databases (fee based)**
 - for staff**
 - public access**
3. The youth services staff seeks to collaborate with or provide referrals to agencies that offer electronic resources for youth, their parents, teachers, and caregivers, including
 - schools
 - municipal agencies
 - county agencies
 - state agencies
 - private agencies
 - other: _____
4. Youth services staff participate in ongoing training in the library's electronic resources, including
 - newly acquired resources
 - updates or refreshers for established resources
 - updates on electronic resource developments (trends, new products, obsolete products)

ELECTRONIC RESOURCES

Checklist: Electronic resources (Continued)

- | | YES | NO | |
|----|--------------------------|--------------------------|--|
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | The youth services staff participates in planning and carrying out instruction to the public in the use of the following electronic resources in the library: <ul style="list-style-type: none"><input type="checkbox"/> <input type="checkbox"/> online catalog<input type="checkbox"/> <input type="checkbox"/> internet<input type="checkbox"/> <input type="checkbox"/> CD-ROM products and other software<input type="checkbox"/> <input type="checkbox"/> online databases (fee based)<input type="checkbox"/> <input type="checkbox"/> public-use computers |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | Sufficient technical support is available to keep all electronic resources operational: <ul style="list-style-type: none"><input type="checkbox"/> <input type="checkbox"/> software<input type="checkbox"/> <input type="checkbox"/> hardware |

PROGRAMMING

Programming for youth is an essential part of library service and is designed to help fulfill the informational, recreational, cultural, and educational needs of youth, their families, and those who work with youth. Programming contributes to the visibility of the library; enhances community support; and increases circulation, registration, and library use.

Library programs promote reading, increase the use of the library, and instill a lifelong love of learning. During programs, youth services staff model the use of library materials. Programming will reflect community need and available resources.

Checklist: Programming

- | | YES | NO | |
|-----|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | The youth services library programs are free of charge. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | Reasonable accommodations are available upon request to enable persons with disabilities to participate in programs. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | The availability of accommodations for persons with disabilities is noted in program announcements. |
| 4. | | | Based on community needs, the library provides programming indicated on the tables at right. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | Library youth programs are regularly evaluated for changes and improvement. (Refer to bibliography for Virginia Walter's <i>Output Measures for Public Library Service to Children and Output Measures and More.</i>) |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services programs are supported by a separate line item in the library's budget. |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | The library provides a youth programming area. (See <i>Facilities</i> for details.) |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | The library promotes and markets its programs to the community through various means to reach diverse populations. |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | Scheduling of programs reflects the variety of lifestyles in the community. |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | The library works cooperatively with local agencies and organizations to provide programming for youth. |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | Programs reflect an awareness of the diverse nature of society. |

PROGRAMMING

	Infant	Toddler	Preschool	Elementary School	Middle School	High School	Parents
Story Time							
Summer Reading Program							
Other Reading Incentives							
Book Talks							
Class Visits to the Library							
Class Visits in Schools							
Group Visits to the Library							
Tours of the Library							
Information Programs							
Recreational Programs							
Book Discussion Groups							
Youth Advisory Council							
Special Events							

	Care Providers	Teachers	Home School	Youth with Special Needs	Youth Agencies	Other	Other
Story Time							
Summer Reading Program							
Other Reading Incentives							
Book Talks							
Class Visits to the Library							
Class Visits in Schools							
Group Visits to the Library							
Tours of the Library							
Information Programs							
Recreational Programs							
Book Discussion Groups							
Youth Advisory Council							
Special Events							

COMMUNITY PARTNERSHIPS AND OUTREACH

Partnerships between libraries and youth-serving community agencies are essential. Development of cooperative relationships between homes, schools, religious institutions, youth-serving agencies, businesses, and libraries provides a broader base of service to youth. Cooperative relationships will reduce duplicate services and minimize areas that otherwise may be neglected.

In some communities, protocols for sharing services and utilizing community resources may already exist. If not, a library may suggest a forum to recommend the establishment of such protocols. This forum should be a cooperative venture, eliminating competition between services and organizations. Realistic appraisal of library services takes into account budgeting, staff interest, and expertise.

Outreach services provide an extension of library services outside the confines of the library building or outside the youth services area of the library. These outreach services may address special needs and attract new users. The following types of outreach services may result from partnerships: cooperative collection development projects, wider circulation of bibliographies on specific issues, sharing of and access to electronic information and technology, promotion of literacy, training of people who work with youth in the use of library resources, book talks and storytelling in schools and child care centers, and in-house and off-site programming to meet special needs.

It is important to keep in mind whom the library serves through partnerships and outreach. A community needs assessment keeps individual organizational priorities clear and focused. Those to be served include

- educationally disadvantaged youth
- at risk youth
- students in alternative schools
- families in poverty
- youth with emotional, cognitive, or physical disabilities
- geographically isolated youth
- homeless families or youth
- youth in foster care
- institutionalized youth
- homeschooled youth
- youth in rehabilitation programs
- pregnant teens
- teen parents and their children
- youth for whom English is a second language
- emancipated minors
- illiterate families
- incarcerated youth
- suicidal youth
- youth living in abusive situations or with abusive backgrounds
- youth with drug or alcohol dependencies
- children in child care
- school age youth in care programs
- latchkey children
- gay, lesbian, bisexual, or transgendered youth

Checklist: Community Partnerships and Outreach

- | | YES | NO | |
|-----|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | Partnerships between the library and community youth-serving agencies are in place. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | A community needs assessment exists and is up to date. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | A plan has been developed among local groups to meet the needs of youth in the community. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | Library youth services staff and administration ensure that staff schedules allow time to implement community partnerships and outreach. |
| 5. | | | Alliances are being created and goals are being set with |
| | <input type="checkbox"/> | <input type="checkbox"/> | the early child care and education community |
| | <input type="checkbox"/> | <input type="checkbox"/> | schools and community agencies that serve elementary-age children |
| | <input type="checkbox"/> | <input type="checkbox"/> | schools and community agencies that serve young adults |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff collaborate with parents, schools, and community agencies that serve youth with disabilities. |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff participate in activities with local school media staff and teachers (e.g., storytelling, book talks, committees). |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | The library develops ways to meet homeschoolers' library and information needs. |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff encourage homeschool parents and their children to determine their needs for library resources. |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff cooperate with schools and community groups in providing opportunities for youth to grow and learn inside or outside the library. |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff participates in the evaluation of its partnership and outreach activities. |
| 12. | <input type="checkbox"/> | <input type="checkbox"/> | The library cooperates with other community service agencies to seek funding for projects that benefit youth. |

PUBLIC RELATIONS

A library's public relations efforts are the active process of building awareness of library resources and services. Promotion of youth services is part of the library's public relations program.

The audiences for public relations efforts include patrons, nonusers, trustees, political leaders, schools, social service agencies, municipal departments, businesses, the arts community, professional organizations, churches, and other nonprofit organizations. Youth services staff are sensitive to internal communication, and they establish good working relationships with other library staff.

Checklist: Public Relations

- | | YES | NO | |
|----|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff keep library staff, administration, boards, and friends informed and updated. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff analyze goals and targeted groups in order to develop marketing strategies. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff develop an active, ongoing publicity and marketing campaign. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff work with media, schools, community organizations, businesses, and public officials to generate positive publicity. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff present or contribute to continuing calendars of events. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | Youth services staff regularly evaluate public relations activities. |

APPENDIX A: COMPETENCIES

Introduction

The youth librarian serves in a number of capacities that have been identified in work done by the Minnesota State Library and the Youth Services Section of the Wisconsin Library Association. Youth services competencies describe the wide variety of characteristics, skills, and knowledge that the ideal youth services staff person possesses. Fundamental to the task of nurturing and empowering youth are the following roles:

Information Provider

Offers reference service, guidance, and advice for choosing material and instruction in the use of the library and its resources.

Manager

Effectively administers youth services within the library.

Leader

Visibly advocates for youth in the community while demonstrating the value of the library and its services.

Collaborator

Works with other agencies, groups, and individuals that provide services to youth and families.

Enthusiast

Appreciates and values youth and is ardently dedicated to the development of curious and growing minds.

Communicator

Interacts effectively with youth, adults, staff, and public officials.

Programmer

Offers a range of programs to promote reading and provide informational, recreational, and educational opportunities for youth.

Two documents effectively articulate competencies for librarians serving youth: *Competencies for Librarians Serving Children in Public Libraries* by the Association for Library Service to Children (ALSC) and *Young Adults Deserve the Best: Competencies for Librarians Serving Youth* by the Young Adult Library Services Association (YALSA). These documents follow this introduction and are reprinted with permission.

In addition to the aforementioned roles and the competencies described in the ALSC and YALSA lists, the librarian who inspires youth and sparks their curiosity possesses qualities that go beyond the quantifiable. These subjective qualities include a genuine love of youth; creativity; a sense of humor; and the ability to share in the wonder, delight, and exuberance of children while respecting and facilitating the process of growth across the spectrum of years.

Competencies for Librarians

Serving Children in Public Libraries

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I. Knowledge of Client Group

1. Understands theories of infant, child, and adolescent learning and development and their implications for library service.
2. Recognizes the effects of societal developments on the needs of children.
3. Assesses the community regularly and systematically to identify community needs, tastes and resources.
4. Identifies clients with special needs as a basis for designing and implementing services.
5. Recognizes the needs of an ethnically diverse community.
6. Understands and responds to the needs of parents, caregivers, and other adults who use the resources of the children's department.
7. Maintains regular communication with other agencies, institutions, and organizations serving children in the community.

II. Administrative and Management Skills

1. Participates in all aspects of the library's planning process to represent and support children's services.
2. Sets long- and short-range goals, objectives, and priorities.
3. Analyzes the costs of library services to children in order to develop, justify, administer, and evaluate a budget.
4. Writes job descriptions and interviews, trains, and evaluates staff who work with children, consulting with other library administrators as indicated in library personnel policy.
5. Demonstrates problem-solving, decision-making, and mediation techniques.
6. Delegates responsibility appropriately and supervises staff constructively.
7. Documents and evaluates services.
8. Identifies outside sources of funding and writes effective grant applications.

III. Communication Skills

1. Defines and communicates the needs of children so that administrators, other library staff, and members of the larger community understand the basis for children's services.
2. Demonstrates interpersonal skills in meeting with children, parents, staff, and community.
3. Adjusts to the varying demands of writing planning documents, procedures, guidelines, press releases, memoranda, reports, grant applications, annotations, and reviews.
4. Speaks effectively when addressing individuals, as well as small and large groups.
5. Applies active listening skills.
6. Conducts productive formal and informal reference interviews.
7. Communicates constructively with "problem patrons."

APPENDIX A: COMPETENCIES

IV. Materials and Collection Development

A. Knowledge of Materials

1. Demonstrates a knowledge and appreciation of children's literature, audiovisual materials, computer resources, pamphlet file materials, and other materials that constitute a balanced, relevant children's collection.
2. Keeps abreast of new materials and those for retrospective purchase by consulting a wide variety of reviewing sources and publishers' catalogs, including those of small presses; by attending professional meetings; and by reading, viewing and listening.
3. Is aware of adult reference materials and other library resources that may serve the needs of children and their care givers.

B. Ability to Select Appropriate Materials and Develop a Children's Collection

1. Establishes collection development, selection, and weeding policies for children's materials consistent with the policies of the parent library and the ALA Library Bill of Rights, and applies these policies in acquiring materials for the children's collection.
2. Acquires materials that reflect the ethnic diversity of the community, as well as the needs of children, to become familiar with other ethnic groups and cultures.
3. Understands and applies criteria for evaluating the content and artistic merit of children's materials in all genres and formats.
4. Keeps abreast of current issues in children's materials collections and formulates a professional philosophy with regard to these issues.
5. Cooperates with library technical services to ensure that desired materials are added to the collection as expeditiously as possible.

C. Ability to Provide Patrons with Appropriate Materials and Information

1. Inspires children to become lifelong library users by introducing them to the wealth of library resources and enabling them to use libraries effectively.
2. Creates an environment in the children's department which provides for enjoyable and convenient use of library resources.
3. Matches patrons with materials appropriate to their interest and abilities.
4. Provides help where needed and respects children's rights to browse.
5. Instructs children in information gathering and research skills as appropriate.
6. Understands and applies search strategies to give children access to information from the widest possible range of sources—children's and adult reference works, indexes, catalogs, computerized databases, information and referral files, and inter-library loan networks.

7. Maintains direct contact with community resource people so that children, and adults working with children, can be referred to appropriate sources for assistance.
8. Consults with library technical services to guarantee that the children's collection is organized for the easiest possible access by its users.
9. Composes bibliographies, booktalks, displays, and other special tools to increase access to library resources and motivate their use.

V. Programming Skills

1. Designs, promotes, executes, and evaluates programs for children of all ages, based on their developmental needs and interests and the goals of the library.
2. Presents a variety of programs or brings in skilled resource people to present these programs, including storytelling, booktalking, book discussions, puppet programs, and other appropriate activities.
3. Provides outreach programs commensurate with community needs and library goals and objectives.
4. Establishes programs and services for parents, individuals and agencies who provide child care and for other professionals in the community who work with them.

VI. Advocacy, Public Relations and Networking Skills

1. Promotes an awareness of and support for meeting children's library and information needs.
2. Considers the opinions and requests of children in the development and evaluation of library services.
3. Ensures that children have full access to library materials and services as prescribed by the Library Bill of Rights.
4. Acts as liaison with other agencies in the community serving children.
5. Develops cooperative programs between the public library, schools, and other community agencies.
6. Extends library services to individuals and groups presently unserved.
7. Utilizes effective public relations techniques and media to publicize library activities.
8. Understands state, county, and local legal statutes applying to children.
9. Monitors legislation affecting libraries, understands the political process, and lobbies on behalf of children's services.

VII. Professionalism and Professional Development

1. Acknowledges the legacy of children's librarianship and past contributions to the development of the field.
2. Keeps abreast of current trends and emerging technologies, issues and research in librarianship, child development, and education.
3. Practices self-evaluation.
4. Conveys a non-judgmental attitude toward patrons and their requests.

APPENDIX A: COMPETENCIES

5. Demonstrates an understanding of and respect for diversity in cultural and ethnic values.
6. Adheres to the American Library Association's Code of Ethics.
7. Preserves confidentiality in interchanges with patrons.
8. Works with library educators to meet field information needs of students, welcome interns, and promote professional association scholarships.
9. Participates in professional organizations to strengthen skills and contribute to the profession.
10. Understands that professional development and continuing education are activities to be pursued throughout one's career.

**Young Adults Deserve the Best:
Competencies for Librarians Serving Youth**
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Area I: Leadership and Professionalism

The librarian will be able to:

1. Develop and demonstrate leadership skills in articulating a program for excellence for young adults.
2. Exhibit planning and evaluating skills in the development of a comprehensive program for young adults.
3. Develop and demonstrate a commitment to professionalism.
 - a. Adhere to the American Library Association Code of Ethics.
 - b. Demonstrate non-judgmental attitude toward young adults.
 - c. Preserve confidentiality in interactions with young adults.
4. Plan for personal and professional growth and career development through active participation in professional associations and continuing education.
5. Develop and demonstrate a strong commitment to the right of young adults to have access to information, consistent with the American Library Association's Library Bill of Rights.
6. Demonstrate an understanding of and respect for diversity in cultural and ethnic values.
7. Encourage young adults to become lifelong library users by helping them to discover what libraries have to offer and how to use libraries.

Area II: Knowledge of Client Group

The librarian will be able to:

1. Apply factual and interpretative information on adolescent psychology, growth and development, sociology, and popular culture in planning for materials and services for young adults.
2. Apply knowledge of the reading process and types of reading problems in the development of collections and programs for young adults.
3. Identify the special needs of discrete groups of young adults, design and implement programs, and build collections appropriate to their needs.

Area III: Communication

The librarian will be able to:

1. Demonstrate effective interpersonal relations with young adults, administrators, and other professionals who work with young adults and the community by
 - a. Using principles of group dynamics and group process
 - b. Establishing regular channels of communication (both written and oral) with each group
2. Apply principles of effective communication which reinforces positive behaviors in young adults.

Area IV: Administration

A. Planning

The librarian will be able to:

1. Formulate goals, objectives, and methods of evaluation for a young adult program based on determined needs.
 - a. Design and conduct a community analysis and needs assessment.
 - b. Apply research findings for the development and improvement of the young adult program.
 - c. Design, conduct, and evaluate local action research for program improvement.
2. Design, implement, and evaluate an ongoing public relations and report program directed toward young adults, administrators, boards, staff, other agencies serving young adults and the community at large.
3. Identify and cooperate with other information agencies in networking arrangements to expand access to information for young adults.
4. Develop, justify, administer, and evaluate a budget for the young adult program.
5. Develop physical facilities which contribute to the achievement of young adult program goals.

B. Managing

The librarian will be able to:

1. Supervise and evaluate other staff members.
2. Design, implement, and evaluate an ongoing program of staff development.
3. Develop policies and procedures for the efficient operation of all technical functions (including acquisition, processing, circulation, collection maintenance, equipment supervision, and scheduling of young adult programs).
4. Identify external sources of funding and other support and apply for those suitable for the young adult program.
5. Monitor legislation and judicial decisions pertinent to young adults, especially those which affect youth rights, and disseminate this information.

APPENDIX A: COMPETENCIES

Area V: Knowledge of Materials

The librarian will be able to:

1. Formulate a selection policy for young adult materials consistent with the parent institution's selection policy with a systematic procedure for handling challenges.
2. Develop a materials collection for young adults that includes all appropriate formats, using a broad range of selection sources.
3. Demonstrate a knowledge and appreciation of literature for young adults.
4. Identify current reading, viewing, and listening interests of young adults and incorporate these findings into collection development and programs.
5. Design and locally produce materials in a variety of formats to expand the collections.
6. Incorporate technological advances (e.g., computers, video) in the library program.

Area VI: Access to Information

The librarian will be able to:

1. Organize collections to guarantee easy access to information.
2. Use current standard methods of cataloging and classification and be aware of the newest technology.
3. Create an environment which attracts and invites young adults to use the collection.
4. Develop special tools which provide access to information not readily available (e.g., community resources, special collections).
5. Devise and publicize pathfinders, book lists, displays, etc., that will ease access to collections and will motivate use.

Area VII: Services

The librarian will be able to:

1. Utilize a variety of techniques (e.g., booktalking, discussion groups) to encourage use of materials.
2. Provide a variety of information services (e.g., information referral, crisis intervention counseling, on-line databases) to meet the diverse needs of young adults.
3. Instruct young adults in the basic information gathering and research skills needed for current and future use.
4. Encourage young adults in the use of all types of materials for personal growth and enjoyment.
5. Design, implement, and evaluate specific programs and activities (both in the library and in the community) for young adults, based on their needs and interests.
6. Involve young adults in planning and implementing services for their age group.

APPENDIX B: STANDARDS FOR OREGON PUBLIC LIBRARIES: 1994

Introduction

Since the 1940s, it has been a common practice of national and state library associations to adopt standards for public library service. Such standards have generally provided a means by which library managers, citizen library board members, and local officials can assess whether the resources that are being provided for local library service are sufficient. The American Library Association maintained a set of standards for public library services until 1966, when the decision was made to follow a new approach that emphasizes local needs assessment, planning, and evaluation. While more and more public libraries are adopting this new approach, there still appears to be a need for public library standards that represent a consensus of professional opinion on what is necessary to the provision of quality library service.

In response to this need, the leadership of the Oregon Library Association appointed a task force in 1987 to develop a set of standards for Oregon public libraries. This task force was charged with developing standards that would deal exclusively with resources necessary to “adequate” and “excellent” library services. The leadership of OLA further specified that the standards be stated in quantitative terms to the extent possible. The document, *Standards for Oregon Public Libraries: 1988*, was adopted by the OLA membership. OLA procedures were since amended authorizing the membership of a division to adopt standards or guidelines for library service or library practice that correspond to their specific interests and concerns. The Public Library Division of OLA began the process to revise the standards in 1993 with a survey of all public library directors. In 1994, a representative of the Public Library Division Executive Board and the State Library’s library development administrator proposed revision after reviewing the survey results and comparing the original standards to actual statistics of Oregon public libraries and the most recent Consumer Price Index. The Public Library Division Executive Board approved the revisions on January 14, 1994. The Public Library Division approved the revisions on April 6, 1994. The OLA Executive Board accepted *Standards for Oregon Public Libraries: 1994* on June 3, 1994.

A. Library Governance

A public library should be legally established and maintained as a public agency in accordance with the provisions of ORS 357.410 to 357.430 and ORS 357.221 to 357.286. Public libraries established as departments of city or county government should have an advisory board comprised of five to fifteen citizens appointed and organized in accordance with ORS 357.465 to 357.490.

B. Hours of Service

The following standards do not include overlapping hours in different library facilities. All service schedules should include week-end and evening hours.

Population served by library	Adequate (hrs/week)	Excellent (hrs/week)
1 - 1,999	30	50
2,000 - 4,999	30	50
5,000 - 9,999	45	65
10,000 - 24,999	50	65
25,000 - 49,999	50	65
50,000 - 99,999	55	72
Over 100,000	55	72

C. Library Staff

The most important component of good library service is an educated and experienced library staff dedicated to providing the highest possible quality of library services to the public. Funding should be provided by the governing authority for staff to take advantage of continuing education opportunities and to participate in state, regional, and national library associations. The minimum starting salary for an entry-level professional librarian’s position in Oregon should be \$25,000.

Population served by library	Adequate*		Excellent*	
	Total	MLS	Total	MLS
1 - 1,999	1	0	2	1
2,000 - 4,999	1 / 2,000	0	1 / 1,000	1
5,000 - 9,999	1 / 2,000	1	1 / 1,000	2
10,000 - 24,999	1 / 2,000	2	1 / 1,500	4
25,000 - 49,999	1 / 2,500	4	1 / 2,000	6
50,000 - 99,999	1 / 3,000	6	1 / 2,000	8
Over 100,000	1 / 3,000	1 / 12,000	1 / 2,000	1 / 6,000

*Numbers represent 40-hour equivalent paid staff positions.

APPENDIX B: STANDARDS FOR OREGON PUBLIC LIBRARIES: 1994

D. Library Resources

Public libraries should have written collection development policies that include materials selection, procedures for reconsidering materials, evaluation, and weeding of the collection. All citizens should have direct access to a public library collection of current and useful materials in a variety of formats and indirect access, via interlibrary loan and by other means, to all of the library collections in their region and within the state. Standards for collection size are as follows:

Population served by library	Adequate		Excellent	
	Books	Audiovisual	Books	Audiovisual
1 - 1,999	10,000	200	20,000	400
2,000 - 4,999	15,000	300	25,000	600
5,000 - 9,999	3 pc	500	5 pc	1,000
10,000 - 24,999	2 pc	1,500	4 pc	3,000
25,000 - 49,999	2 pc	3,500	3 pc	7,000
50,000 - 99,999	2 pc	5,000	3 pc	10,000
Over 100,000	2 pc	.1pc	3 pc	.2 pc

*Numbers represent volumes or physical units of library materials.
pc = per capita

Annual withdrawals of seldom used, outdated, or worn materials should comprise 2-5% of the collection. An annual acquisition budget should be provided which will maintain the quality of the collection.

In addition to the above, a public library should have subscriptions to periodicals as follows, with a minimum of 25 subscriptions:

Population served by library	Adequate
1 - 9,999	1.5 per 100 population
10,000 - 24,999	1 per 100 population
Over 25,000	.75 per 100 population

E. Library Facilities

Spacious, modern facilities are essential for good library services. Library facilities should be conveniently located and easily accessible to all segments of the population. The minimum space requirements shown below refer to the total square footage in all library facilities, including branches and mobile or portable facilities. Square footage requirements beyond the minimum standard will depend upon local library service goals, and, in particular, on the amount of programming that a library chooses to undertake.

Population served	Minimum space requirement
1 to 1,999	3,000 square feet
2,000 to 49,999	The greater of 3,000 square feet or .75 square feet per capita
Over 50,000	.6 square feet per capita

F. Library Operating Budget

All public libraries need adequate and stable funding from a variety of sources, public and private. Funding should be sufficient so that a wide range of library services can be provided without charge to local residents. Standards for total annual support of public library services, from all sources, are as follows (1993 dollars):

Population served by library	Adequate	Excellent
1 - 1,999	\$37,000	\$62,000
2,000 - 4,999	\$18 per capita	\$37 per capita
5,000 - 9,999	\$16 per capita	\$34 per capita
10,000 -24,999	\$16 per capita	\$31 per capita
25,000 - 49,999	\$16 per capita	\$27 per capita
50,000 - 99,999	\$16 per capita	\$27 per capita
Over 100,000	\$16 per capita	\$25 per capita

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