



# Guidelines for Young Adult Services in Public Libraries of New Jersey

*Spring 2002*

New Jersey State Library




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Guidelines for  
Young Adult Services in  
Public Libraries of  
New Jersey

*Spring 2002*



This document has been developed by the New Jersey State Library  
*Affiliated with Thomas Edison State College*



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In order to finalize the guidelines, the Committee presented a draft document at the New Jersey Library Association Conference in Atlantic City on April 30, 2001. At this meeting, the Committee solicited comments and asked for volunteer readers to review the draft and respond to the questions prepared by the Committee. All comments made at the conference and submitted by readers have been carefully considered; additions and revisions have been made accordingly. The New Jersey State Library and the Guidelines Committee wish to thank all readers and acknowledge their contributions to the document.


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*\*Glossary terms are indicated by italics the first time they appear in the text.*



## Services to young adults are an integral component of a balanced library...

### P R E F A C E



Services to *young adults* are an integral component of a balanced library profile that serves all parts of a community. Librarians are better positioned to work with this population when they have an understanding of the stages of adolescent development, characterized by identity formation and a movement towards independence. Specific issues young adults are concerned with during this time often relate to moral and ethical questions, career choices and sexual development. Young adults are defined by the *Young Adult Library Services Association*, a division of the *American Library Association*, as young people between the ages of 12 and 18.

The goal of the **Guidelines for Young Adult Services in Public Libraries of New Jersey** is to provide quality library service to young adults (YAs) statewide. A strong theme of **Guidelines** is to encourage libraries to provide positive experiences for young adults. The committee's intent is that the **Guidelines** serve to establish excellent library service to this growing and important population as well as to ensure their continued interest in life-long learning by using our public library system.

This document sets forth the philosophy underlying quality library service to young adults and proposes steps to achieve this quality. **Guidelines** can also serve as a starting point for both trained and inexperienced librarians charged with the responsibility of serving young adults. The document provides both a narrative description of the elements that comprise a young adult service program and measurable action steps. Sections addressing *funding*, *personnel*, *facilities*, *collections*, *information services*, *readers' advisory*, *programming*, *outreach*, *school-library cooperation*, *partnerships* and *marketing* provide descriptions of the essential elements for young adult services in each area. Action steps assist readers in transferring the philosophy and ideas of the narratives into specific activities.

**Guidelines for Young Adult Services in Public Libraries of New Jersey** is broad enough in scope to encompass services in individual libraries of all sizes in all types of communities. While all libraries are strongly urged to aspire to maintain a comprehensive profile of young adult services and a full complement of staff as recommended by the guidelines, the committee recognizes the impact of an individual library's budget and facilities. When the expansion and improvement of services to young adults is inhibited by insufficient funds, champions of the library can use this document to advocate for increased library support.

Directors can use **Guidelines** with Boards of Trustees to increase awareness of the importance of library services to young adults. Boards can use the narrative sections and action steps as benchmarks in planning, implementing and evaluating the library's level of service. Both administration and governing bodies can use the narrative and action steps to reexamine the existing level of library service to young adults. Library school faculty can use **Guidelines** to strengthen the professional education of public librarians. Professional librarians can use this document as a planning tool. Library assistants and volunteers can benefit from gaining an understanding of the full scope of services targeted to young adults. The guidelines are intended for everyone working with young adults, so they can fully understand the mission of library service to this often underserved age group.

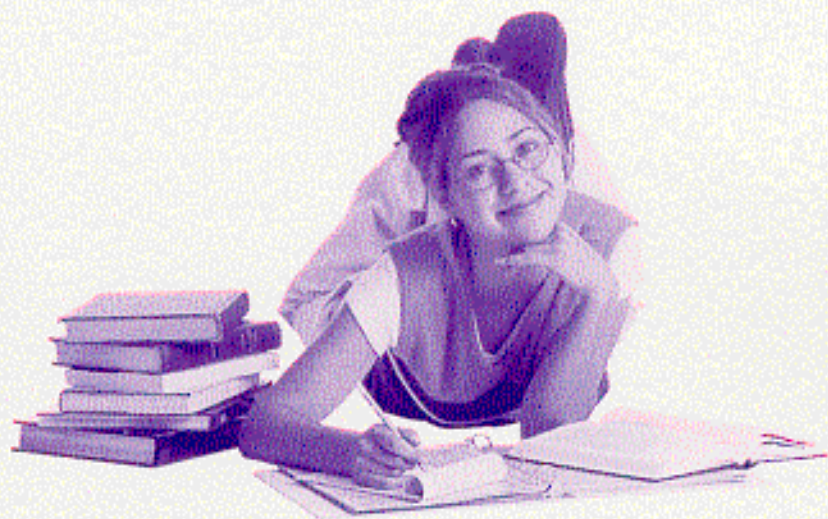
# I N T R O D U C T I O N

Libraries are vital to today's young adults in order for them to achieve a successful transition from childhood to adulthood. In every library in New Jersey, quality library service must be provided to young adults by staff who understand and respect their informational, educational and recreational needs. Libraries offer the resources and the environment that foster positive intellectual, emotional and social development of tomorrow's adults. In providing access to all, libraries present a welcoming atmosphere in which all young adults can pursue their interests and learn.

While libraries provide a supportive environment, librarians are the link between the institution and young adults. Library staff connect with young adults by listening, treating them with dignity, and understanding their needs. Librarians have a key role in developing, initiating and delivering services. By providing resources, technology and opportunities, librarians engage young adults in an exploration of the world and its possibilities.

By participating in library activities, young adults observe the field of librarianship intimately. This may encourage them to consider becoming librarians, especially if the young adult librarian encourages their interest and exposes them to the many rewards that the field offers. Being involved with the library system at a higher level may make young adults explore the options that a career in library science offers.

As future leaders, young adults deserve the best service from New Jersey's libraries. The challenge to New Jersey libraries is to provide it.



## FUNDING

**It is critical that external fund raising supplements the library budget and does not replace funds provided by local tax support.**

Library administration allocates funds for materials and services to young adults. The Young Adult Librarian

manages these funds, providing records and statistics to the administration. As an advocate for services to young adults, the YA Librarian uses these reports and statistics to provide accountability for the program in its entirety. This documentation is also used for program development. The goals and objectives developed for young adult services provide the framework for funding decisions.

Allocation of funds is based on data and information gathering. A community *needs assessment* and collection development planning are examples of strategies that provide necessary information for funding decisions. Equally important are the demographics of the YA population and their identified needs.

External financial sources include fund-raising and grant writing. Any initiatives undertaken by the young adult department are consistent with the library's fund raising policies and complementary to existing efforts. Fund raising is undertaken on many levels, from sponsorship of one-time events to support for additional programs and services not within the library budget.

Grant writing is an important component of a fund-raising plan. Young Adult Librarians pursue grant opportunities offered by the New Jersey State Library and by private and corporate foundations that offer funding to public libraries and agencies working with young adults. Young Adult Librarians seek grants offered by some foundations to public libraries and to agencies working with adolescents.

It is critical that external fund raising supplements the library budget and does not replace funds provided by local tax support.



# A C T I O N S T E P S

- ☐ Allocate adequate funding for Young Adult staff, services and collection development.
- ☐ Designate budget lines for staffing, materials, services, programs, public relations, technology and facilities.
- ☐ Maintain appropriate records and statistics for accountability.
- ☐ Carry out a community needs assessment as a basis for planning.
- ☐ Plan for expenditures based on identified and measured needs of young adults.
- ☐ Apply for grants relevant to young adult services.
- ☐ Identify fund-raising opportunities by Friends, local businesses, etc.
- ☐ Identify and contact other sources of funding, such as corporations and local service organizations.
- ☐ Ensure that external sources of income are supplemental and do not replace funding from local support.



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- ☐ Allocate adequate funding for Young Adult staff, services and collection development.
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P E R S O N N E L

Young adults are a unique library clientele requiring specialized services. They also need respectful attention from adults who like and understand *teens*. The ultimate goal of a Young Adult Librarian is to establish a rapport with YA patrons and an environment which encourages life-long reading and the use of libraries.

In the young adult department full-time, certified (*MA, MLS, MLIS*) librarians are recruited and hired to provide professional service. Their knowledge areas include, but are not limited to, collection development, grant writing, information services, outreach, programming, readers' advisory and technology. Personal qualities that characterize the Young Adult Librarian are a non-judgmental attitude, empathy, a sense of humor and friendliness.

Job descriptions, policies and procedures for professional and para-professional staff working with young adults are necessary. Volunteers who support the activities of the young adult department are supervised by the staff, and are guided by the library's policy regarding volunteers.

A Young Adult Librarian is a member of the library's management team, participating in the decision-making. The Young Adult Librarian develops goals and objectives for services in conjunction with the library's planning and budgetary processes. Duties include hiring, training and supervising staff and volunteers in the YA department. The evaluation of services, record keeping, statistics and use of output measures are examples of administrative functions.

Young Adult Librarians advocate for the special needs of their clientele and the services that meet these needs. They are communicators who strive to articulate the role of the young adult department. The administration and YA staff promote respect for teens throughout the library.

Young Adult Librarians receive promotional opportunities, salaries and professional development opportunities equal to the rest of the professional staff. All staff working with young adults attend continuing education and training to enhance their ability to perform professionally. Training may include adolescent development, marketing, technology and other related areas.

All staff working with young adults take part in appropriate networking opportunities within their community and their profession. They seek leadership roles and also serve as members of library and professional organizations at local, regional, state and national levels. Staff members actively participate in the American Library Association (ALA), the *New Jersey Library Association (NJLA)* and the *New Jersey Library Network* through their regional library cooperative.

Young adults are a unique library clientele requiring specialized services.



# A C T I O N S T E P S

- ☐ Create a job description for the YA Librarian.
- ☐ Hire a Young Adult Librarian who has a Master's degree (MA, MLS, MLIS) accredited by ALA or the State of New Jersey, and an understanding of adolescent development.
- ☐ Provide salaries, benefits and promotional opportunities commensurate with other librarians and positions that require similar knowledge, skills and abilities.
- ☐ Assign a librarian whose primary responsibility is the young adult department.
- ☐ Provide adequate support staff for the Young Adult Librarian.
- ☐ Designate the YA Librarian as part of the library's management team.
- ☐ Provide funding and release time for professional development and activities.
- ☐ Delegate responsibilities for training to the YA Librarian.
- ☐ Include the YA Librarian in the hiring process for the young adult department.
- ☐ Utilize volunteers who assist but do not replace paid YA staff.

## F A C I L I T I E S

**The young adult area is attractive and welcoming.**

The library has a separate, clearly identified area for young adults.

Because of their progression towards adulthood, maturing young adults are comfortable in their own location adjacent to the adult area. Due to the level of noise and variety of activities that take place in the YA area, it is not usually located near quiet areas of the library. The area is visible for unobtrusive staff supervision.

The young adult area is easily visible and accessible. Creative design and signage make it evident that the area is for young adults; they also promote the area and promote the attention of the YAs who enter the facility. The young adult area is attractive and welcoming. Furniture is comfortable and durable. Tables and carrels with task lighting are provided for doing homework and research. Chairs are placed for leisure reading and socializing. Appealing colors and decorations contribute to the inviting atmosphere.

The space is designed to accommodate a variety of activities and is flexibly arranged so these activities can take place easily. The selected furniture markets library materials. Displays and arrangements stimulate circulation and in-house use. Browsing areas for magazines and materials encourage young adults to comfortably sit and read. The YA area is designed for both quiet study and group study; it is optimally suited near the adult non-fiction and/or reference areas. Separate rooms for these activities are desirable. Plans for this area incorporate technology. Computer and Internet workstations are supported by an adequate network infrastructure. Listening and viewing stations are provided for YA use.

The young adult area is accessible to the handicapped and complies with the *Americans with Disabilities Act (ADA)*. Young Adult Librarians familiar with ADA consider whether possible barriers can be removed or altered if possible.





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- ☐ Provide an atmosphere that is welcoming to teens.
- ☐ Arrange an environment that is comfortable, with an inviting appearance.
- ☐ Use bold signage that clearly identifies the young adult area.
- ☐ Use colors and decorations that appeal to teens.
- ☐ Design for visibility and unobtrusive staff supervision.
- ☐ Select furnishings that are comfortable and durable.
- ☐ Choose shelving to market books, magazines and media.
- ☐ Equip the area with sufficient lighting and wiring.
- ☐ Install carpeting for comfort and sound diffusion.
- ☐ Provide storage for supplies.
- ☐ Arrange furniture for quiet use and social interaction.
- ☐ Provide space for the current and future collections.
- ☐ Establish a separate work area for the Young Adult staff.
- ☐ Evaluate the young adult area according to ADA guidelines.



## C O L L E C T I O N S

The library provides a wide range of materials for use by and with young adults. These materials should reflect the languages and cultures of the YAs served. A library's young adult population represents a wide array of different ethnic, religious and economic backgrounds. In addition, they have diverse personal interests, lifestyles and social concerns. It is imperative that the collection needs of this group are recognized and supported. The collection policy is reviewed and updated annually to remain current and to address anticipated needs, interests and trends. This policy emphasizes library support of areas such as public and *home-school* curricula, homework assistance, and leisure reading, listening and viewing.

Print, non-print and electronic formats are acquired for a wide range of learning levels and interests. Young adults respond to information in a variety of formats. This generation's relationship with technology has been shaped from an early age. Libraries also respond to teens seeking bilingual and secondary language materials.

Young adults with disabilities need alternative resources available to them such as large print books. Libraries acquire assistance devices to help people with special needs access the collection. When necessary, libraries borrow these devices from the New Jersey State Library for the Blind and Handicapped.

Young Adult staff develop, maintain and evaluate the young adult collections. Traditional selection tools are used as well as alternative review and bibliographic resources such as multicultural web sites and popular magazines. Young Adult Librarians also collaborate with their local school media center specialists. Young adults may come to the library to see the newest issue of a teen magazine, listen to a new *CD*, or to borrow a favorite video. Young adult staff receives input from teens using the library, applying this information to collection development.

The collection is selected, organized and marketed to meet the informational, educational and recreational needs and interests of young adults. Series are shelved together for easy access. Trends and popular topics are recognized and highlighted in the collection through face-out displays and bibliographies. Library events and the school calendar are consulted for marketing and display ideas.

Young adult staff recognize the rights of young adults to free and unrestricted access to information and materials in accordance with the American Library Association's **Library Bill of Rights** and **Freedom to Read Statement** (see appendices).

Print, non-print and electronic  
formats are acquired for a wide range  
of learning levels and interests.



# A C T I O N S T E P S

- ☐ Develop and update collection policy for young adult materials annually.
- ☐ Select materials appropriate to the age group.
- ☐ Provide cataloging that facilitates easy access to collections for teens.
- ☐ Provide a wide variety of print, non-print and electronic formats, including:
  1. Books in hardcover, paperback and large print
  2. Paperback series
  3. Graphic novels and comic books
  4. Magazines
  5. Informational pamphlets
  6. Bibliographies
  7. English as a Second Language (ESL) materials
  8. Music CDs and tapes
  9. Videos and DVDs
  10. Books on Tape and/or CDs
  11. Computer Software
  12. CD-ROMs
  13. On-line databases
  14. E-books
- ☐ Acquire foreign language materials locally or using the Multilanguage Materials Acquisition Center.
- ☐ Weed the collection on a regular basis.
- ☐ Update and replace young adult materials.
- ☐ Maintain collections that meet current interests, anticipated needs and diverse points of view, using all available resources, which may include local bookstores, comic book stores and similar venues.
- ☐ Promote collections through outreach services, marketing and publicity.
- ☐ Seek input about collections from local young adults through teen advisory boards and personal interaction.
- ☐ Collaborate with local school library media specialists to coordinate collection development.



## M A R K E T I N G

**Libraries use similar strategies and techniques,  
as employed by the business community.**

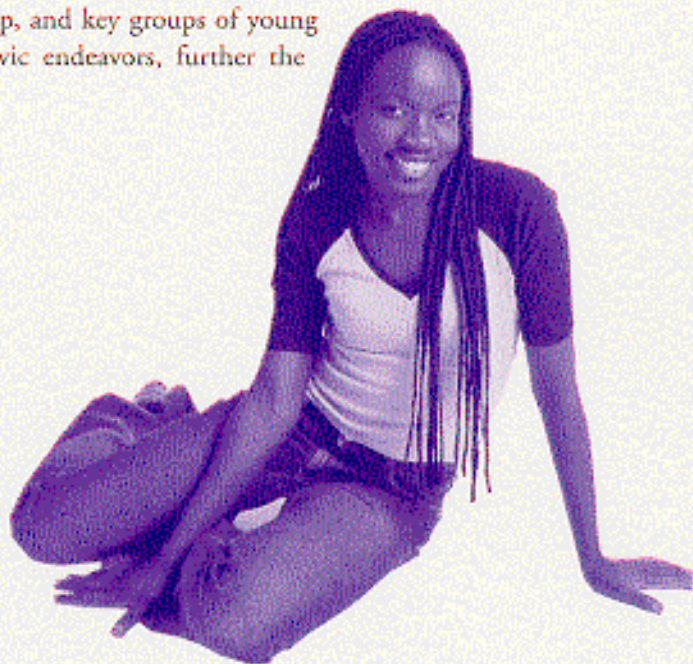
The marketing of programs and services to teens is imperative. Once young adult

services are in place, libraries market these services to the target population to stimulate interest and use. Young adults form a unique user group for library marketing. Libraries use similar strategies and techniques, as employed by the business community. Marketing takes place on multiple levels. A YA Librarian may engage in simple marketing activities, such as mounting displays to attract young adult interest. This person may also develop a strategic marketing plan for young adults.

Bookmarks, brochures, websites and listservs are components of any balanced marketing program. These are brought to the attention of young adults wherever they meet: the library, schools, shopping malls, restaurants, video stores, etc. Promotion of teen programs in radio, television, newspapers, and mass mailings can also be effective. To attract YA patrons, libraries invest allocated funds in the creation of quality materials. Mediocre marketing materials may have a negative impact on this target population, since such products may send the implicit message that young adults are not sincerely valued. Libraries must expend adequate resources to compete with the superior marketing efforts of commercial media.

To market services effectively, librarians identify the young adult clientele in a given community. This includes diverse cultures and language groups. Young adult demographics and interests assist in the development of a service profile and in the design of an effective marketing campaign. Libraries make use of market research techniques such as surveys and *focus groups* to determine the interests and needs of young adults.

The most successful marketing strategy for this population is using peer approval to "sell" whatever is being offered, whether a program or product. Word-of-mouth marketing recognizes young adult culture. Libraries employ a network of individuals who informally market services, including agencies serving young adults. Additionally, YA leaders defined as those who seem to know everyone and everything and all the gossip, and key groups of young adults who either excel scholastically or in civic endeavors, further the marketing effort.



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- ☐ Assess the demographics of the young adult population in the local community.
- ☐ Identify common young adult interests at the local level.
- ☐ Use market research techniques to gather information about needs and interests.
- ☐ Develop a marketing plan.
- ☐ Select existing programs and services to be marketed to young adults.
- ☐ Market services wherever YAs meet in the community.
- ☐ Develop a concise message that is consistently communicated to YA patrons in all marketing efforts.
- ☐ Create print materials, use online technology and employ local media to market to young adults.
- ☐ Network with young adult leaders in the community.
- ☐ Evaluate the impact of marketing activities on a regular basis.



I N F O R M A T I O N  
S E R V I C E S

Information services for young adults encompass reference and library instruction. Access to adult services and resources are in the library's written plan of services to young adults. They are also aligned with the library's strategic plan. Services integrate technology, such the Internet and online databases, with traditional resources. When planning young adult services, the needs of special populations such as hearing impaired and non-native speakers of English are considered. YAs are encouraged to use specialized information services.

The information needs of young adults may be personal. They may also result from school assignments, which may create in teens a level of frustration, disinterest and anxiety. Work relating to school assignments can feel especially constraining during adolescence, just as young adults are asserting their independence. Time is also critical to young adults. Advance planning and time management are skills honed during adolescence, not prior to it. YAs with personal concerns may be looking for information considered sensitive. Because of this, librarians maintain confidentiality and communicate to YAs that their questions will be kept private. The identity formation that occurs during adolescence is filled with issues young adults are not comfortable discussing with adults, such as those related to body or social development. A level of anxiety and reluctance to seek assistance may play a role in personal information seeking.

These issues are often misread by library staff, who may judge YAs as insolent, unmotivated or lazy. To provide proactive positive services, professionals devise methods and techniques to assist both the YAs who approach the service point and those who do not. Bibliographic materials, easy access to *electronic resources*, document delivery and instruction in using materials are basic efforts librarians can make that will provide services in a way that helps young adults retain their independence. Rapport, established with the aid of non-judgmental and empathetic behavior on the part of the librarian, will facilitate a productive reference interview.

Services are designed and marketed in a well-defined manner, enabling young adults to identify their scope with ease. It is essential that the library elicit input from this population during the planning process; doing this will simultaneously raise an awareness of the library's offerings and help young adults experience ownership of the library. A prominent location where young adults may access and interact with staff, whether it be independent of or combined with another service point, will foster a use pattern beneficial to YAs and other library users.

Information services to young adults are designed to reach out to this population. While training that fosters an understanding of adolescent development and social needs is important for all staff members who interact with young adults, it is essential for librarians, as this knowledge shapes delivery of information services. Though young adults may access either adult or children's services at a given point, the techniques and strategies professionals use when working with this population need to be age appropriate.

**Services integrate technology, such as the Internet and online databases, with traditional resources.**

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- ☐ Deliver reference services to young adults during all library hours.
- ☐ Provide virtual reference services to young adults, using online capabilities.
- ☐ Inform young adults about alternate reference sources available after libraries close, such as *Q and A NJ*.
- ☐ Perform information referrals for young adults.
- ☐ Participate in training to understand how young adults seek information.
- ☐ Offer inter-library loan, regional reference and database searches.
- ☐ Allow access to online and electronic resources.
- ☐ Provide document delivery services to young adults.
- ☐ Offer job and career advisory services.
- ☐ Create print and online bibliographies and *pathfinders*.
- ☐ Give homework support, either through a formal program or upon request.
- ☐ Instruct secondary classes from local schools, including: orientation, research skills lessons, and training on library resources appropriate for academic information needs.
- ☐ Devise the progression for whole-class instruction that takes place in the library.
- ☐ Instruct small groups, such as home-schoolers, upon request.
- ☐ Provide reference and research instruction as needed.
- ☐ Conduct Internet training when necessary to individuals and groups.
- ☐ Provide classes in computer skills such as word processing and spreadsheets.
- ☐ Promote *information literacy* including the responsible use of information.
- ☐ Keep current with emerging information technology.
- ☐ Assist young adults in evaluating information.



## R E A D E R S ' A D V I S O R Y S E R V I C E S

### YA staff access a wide variety of materials to meet the readers' advisory needs of young adults.

Readers' advisory is a personalized service to help young adults select books and

materials of interest. The Young Adult Librarian has a strong background in literature. YA staff access a wide variety of materials to meet the readers' advisory needs of young adults. It may be as simple as sharing a new mystery with an avid reader or suggesting interesting books to a reluctant reader. It is a high-demand service when young adults are assigned independent reading. Book recommendations include general fiction and genre fiction such as mysteries, science fiction, fantasy and graphic novels. Nonfiction, such as career books, college guides and biographies are of high interest to this age group.

Good readers' advisory is a vital component of creating life-long readers and encouraging young adults to enjoy the library throughout their lives. This service is specialized for two reasons. Adolescence is a significant transitional stage. An understanding of popular culture is necessary to relate to young adults. Offering attractive displays, diverse formats, and a collection that responds to youth culture is integral to attracting young adults to this service. Linking film and other media are also examples of strategies that entice young adults to increase recreational reading.

Readers' advisory service includes training young adults to use print and online tools. By providing links to different websites, YAs become familiar with book reviewing. These websites offer YAs an opportunity to voice their own opinions and reactions to books and media. These tools enable young adults to select materials of interest independently.

The Young Adult Librarian facilitates readers advisory in a variety of formats. This may include connecting YA readers with each other while in the library. Libraries can also support online forums that enable young adults to provide readers' advisory to each other. Attractive websites and active listservs stimulate peer recommendations and book discussion. In these discussions young adults can be encouraged to write their own book reviews and share them. Young adult participation in these activities stimulates their interest in reading.



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- ☐ Read extensively in YA literature and keep up-to-date with publishing trends.
- ☐ Promote the love of reading.
- ☐ Make readers' advisory service available during all library hours.
- ☐ Discuss books freely with young adults.
- ☐ Keep current with trends in young adult culture.
- ☐ Purchase print and online readers' advisory tools.
- ☐ Train other staff to utilize readers' advisory tools (e.g., Teen Genreflecting).
- ☐ Provide access to readers' advisory tools to the public.
- ☐ Train YAs to use readers' advisory tools independently.
- ☐ Create lists of good books appealing to young adults.
- ☐ Design attractive readers' advisory webpages.
- ☐ Use current technology and websites to provide readers' advisory for teens.
- ☐ Facilitate online discussion about books and media (e.g., host a voracious reader listserv).
- ☐ Provide online links to books and media reviews.
- ☐ Encourage young adults to post book and media reviews.
- ☐ Conduct book discussion groups, general or genre-specific.
- ☐ Construct bibliographies to attract readers.
- ☐ Display attractive and easy to use lists and bibliographies on topics of interest to teens.



## P R O G R A M M I N G

Programming is a key part of library service for the young adult population. Programs are designed to help fulfill the informational, recreational, cultural, and educational needs of young adults, their families, and those people in the community who work with teens. Young adult library programs promote reading, increase the use of the library, and instill a life-long love of learning, while also providing fun activities where YAs can interact with their peers. Programming contributes to the visibility of the library and enhances community support. Programs benefit teens and the library by helping to create life-long library patrons. They provide a venue for teens to demonstrate and share their skills and interests with others. Library programs also help teens to build a community outside of school in a safe, non-judgmental environment.

Continuous assessment of the needs and preferences of the young adult community is carried out. Young adults from the community are involved in all aspects of program planning and execution. Teen advisory groups are essential for this purpose. Surveys of young adults provide other information regarding programming needs. Community agencies serving young adults are approached to collaborate with the young adult department on YA programs.

Programs are available at no cost to all young adults in the community. Reasonable accommodations are available upon request to enable persons with disabilities to participate in programs. Programs reflect an awareness of all cultures represented in the community. *Silent programming*, such as bookmarks and pathfinders, displays, booklists, and informational bulletin boards, is also utilized in the young adult area.

Possibly the best means of attracting young adults to programs is through word of mouth. YAs who participate in an advisory council or take part in other programs will tell their friends, neighbors, and family members about events and generate interest in the library.

**Programs benefit teens and the library by helping to create life-long library patrons.**



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- ☐ Schedule informational, cultural, recreational and educational programs for young adults, their families, and those who work with teens.
- ☐ Develop relationships with YAs in the library and utilize teens in the planning and execution of programs.
- ☐ Maintain contact with community agencies that serve young adults to collaborate in planning and promoting programs.
- ☐ Promote YA programs to the community through various means to reach diverse populations.
- ☐ Regularly evaluate young adult programs for changes and improvement.
- ☐ Provide a space in the library for young adult programming.
- ☐ Provide a separate line item in the budget for young adult programs.
- ☐ Provide a wide array of programs considering the varied interests and needs of teens in the community. For example:
  1. Teen advisory groups
  2. Book discussion groups
  3. Booktalking
  4. Informational programs on special topics (health, sexuality, careers, current issues)
  5. Special guest visits (authors, artists, people from the community)
  6. Performances (art, music, drama, poetry)
  7. YA productions (drama, publications, TV, video)
  8. Workshops
  9. Movies or other social events
  10. Teen volunteer programs/community service in the library

## O U T R E A C H

The goal of such outreach is to address special or unmet needs as well as to attract new library users.

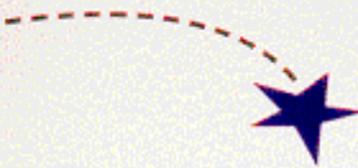
Outreach activities are designed to reach young adults who for various reasons may not be using existing

library services. The result is an extension of on-going library services, reaching out beyond the confines of the building. The goal of such outreach is to address special or unmet needs as well as to attract new library users.


A community needs assessment is a helpful tool for determining the audience the library serves through its outreach activities as well as keeping individual organizational priorities clear and focused. Those served include young adults who are *at-risk*, gay, lesbian, bisexual, transgendered, students in alternative schools, home-schooled, using English as a second language, educationally disadvantaged, emotionally, cognitively, or physically disabled, in rehabilitation programs, geographically isolated, homeless, in foster care, pregnant, *emancipated minors*, illiterate, incarcerated, institutionalized, suicidal, living in abusive situations, coming from abusive backgrounds or addicted to drugs or alcohol.

The provision of quality service to young adults benefits from establishing a network with other professional and voluntary institutions in the community. Since young adults have an active cultural, educational and social life, an effort must be made to coordinate with local institutions so that there is cooperation, rather than competition. Many public libraries have the resources and the know-how to assume the responsibility for coordinating such activities throughout the community. Social networking involves library staff with law enforcement authorities as well as social and welfare agencies. Information on new trends and developing social problems is obtained by establishing a network of professionals, volunteers, parents and library friends.





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- ☐ Use flexible scheduling so that the time needed to implement outreach activities is available.
  - ☐ Create alliances and set goals for increased cooperation with schools and community agencies that serve young adults.
  - ☐ Develop a resource file of community agencies that assist young adults.
  - ☐ Collaborate with parents, schools and appropriate agencies to serve youth with disabilities.
  - ☐ Provide outreach services to at-risk teens.
  - ☐ Participate with local school media staff and teachers in activities such as booktalking, storytelling, depository collections, committee work, etc.
  - ☐ Develop ways to meet home-schoolers' library and information needs.
  - ☐ Cooperate with schools and community groups to provide opportunities for teens to grow and learn inside and outside the library.
  - ☐ Evaluate the on-going outreach activities of the library.
  - ☐ Ensure that equitable access to library materials is available to young adults who do not have access to the library.
  - ☐ Contact recreational, religious and civic groups to encourage visits, explain library services, provide programs and elicit community input.
  - ☐ Provide cultural programs that meet the interests of different ethnic groups in the community.
  - ☐ Establish a social network comprised of professionals, volunteers, parents, library friends and other interested groups within the community.
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S C H O O L / L I B R A R Y  
C O O P E R A T I O N

The YA Librarian is proactive in establishing a relationship between the public library and the school. These distinct institutions complement one another in the services they provide to the young adults in the community. Both are essential for meeting the full range of young adult needs.

The Young Adult Librarian takes the initiative to become involved in the educational process. Real or perceived barriers to collaboration are mitigated by direct personal communication with school staff. Obtaining support of the school administration is a key component of the library's success in working with the schools. The Young Adult Librarian shares his/her expertise by volunteering as appropriate on school or district committees. In turn, the Young Adult Librarian solicits input from the school district as part of program development.

Communication with the schools may be both formal and informal. Formal communication recognizes the official channels of each institution for a particular reason. Structured meetings can be utilized to discuss common interests and issues. Informal communication can be by telephone, e-mail, brief meetings and social interaction. Attending regional activities also facilitates contact between Young Adult Librarians and educational media specialists.

Because of the recertification process for faculty in New Jersey schools, public libraries and districts can cooperate in developing appropriate in-service opportunities for Young Adult librarians, educational media specialists and school faculty. YA Librarians develop curriculum-related instruction for faculty, such as the preparation of a young adult literature seminar.

Educational networking is of mutual benefit to the public library and the schools. This encompasses establishing a relationship with the school administration and the parent-teacher organization. Of primary importance is the Young Adult Librarian's rapport with the educational media specialist and the school faculty. Contacts with other educational institutions within the community include colleges, universities, technical schools, art schools, schools for young adults with disabilities and schools in prisons and in hospitals. The YA Librarian becomes familiar with these institutions in the community, assessing how the library and these institutions can cooperate.

Students benefit from schools and public libraries working together on solving shared problems, such as student safety and discipline. In locations where students' safe travel from school to the public library is an issue, both the school and public library work together to devise solutions that eliminate this barrier to library access. Each institution presents a unified set of behavioral expectations, jointly developed. Schools assist libraries in guiding students who do not meet such expectations.

Schools and public libraries initiate joint ventures to meet the needs of young adults. Cooperative activities include performing interlibrary loans, offering special programs in library instruction and user education, launching campaigns for reading promotion and information literacy and developing cultural programs. Through cooperation and collaboration, each organization better fulfills its respective missions.

**Schools and public libraries initiate joint ventures to meet the needs of young adults.**

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- ☐ Identify all schools within the community.
  - ☐ Network with the school administration, faculty, members of the parent-teacher organization and EMANJ, the *Educational Media Association of New Jersey*.
  - ☐ Use formal and informal modes of communication.
  - ☐ Develop a close working relationship with the educational media specialist.
  - ☐ Plan in-service programs that can be offered to faculty.
  - ☐ Share programs.
  - ☐ Promote each other's activities.
  - ☐ Coordinate collection development activities.
  - ☐ Provide class instruction at the public library for the purpose of orientation, research and reading motivation.
  - ☐ Visit the schools to booktalk and encourage the use of materials from the public library.
  - ☐ Share knowledge and expertise to solve mutual problems, such as behavior management.
  - ☐ Participate in cooperative professional development opportunities.
  - ☐ Elicit advance assignment notices from teachers for the staff of both school and public libraries.
  - ☐ Conduct teacher orientation sessions at the public library for those who are new as well as those returning to the community.
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## P A R T N E R S H I P S

**Fundamentally, partnerships pursue a common goal:  
to improve the quality of life for young adults.**

Forming partnerships in the community is an essential component

of providing service to young adults. Partnerships are created for many reasons, such as to encourage young adults to use the library, to establish mentoring programs and to promote new initiatives.

Partnerships are also established to reduce duplicate efforts and to address under-developed services. Fundamentally, partnerships pursue a common goal: to improve the quality of life for young adults.

In developing partnerships, libraries consider businesses, community organizations, government agencies, schools and other educational agencies. Each library assesses its partnership resources in the community to determine the common interests and benefits. This information is used to identify and develop goals for the partnership. From this evaluation the library also develops its plan on how to cultivate the relationship. The library evaluates its capacity to equitably enter into the relationship. The library also examines the resources at its disposal: staffing, funds and level of commitment. The consideration of these elements are incorporated into the final planning.

There are several different models for partnerships. One of the most frequently used models is seeking a sponsor for YA programs in the library. For example, a local comic shop might sponsor a program on graphic novels or pay for a cartoonist to provide a library program. Sponsors may also provide prizes for a program. Another model is that of a maven, i.e. advocate. For example, a partnership can be formed with a strong organization or business leader that will adopt library services to young adults as its special project. Partnerships can also involve a program jointly designed by the Young Adult Librarian and a community group. For example, the YA Librarian can partner with a local business group for homework help, literacy or an English as a Second Language (ESL) program.

Like all cooperative ventures, the Young Adult Librarian assesses the success and impact of the partnership on YAs. Young adults are asked to provide feedback on the merits of the partnership. YA input is shared with both partners in order to reassess and improve the partnership.

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- ☐ Assess partnership resources in the community.
- ☐ Determine the potential scope of each partnership.
- ☐ Evaluate the benefits of the partnership for both participants.
- ☐ Examine library resources that will support partnerships.
- ☐ Cultivate relationships with potential partners.
- ☐ Establish the partnerships.
- ☐ Form goals and a plan for each partnership.
- ☐ Pursue different types of partnerships, such as sponsorship and advocacy.
- ☐ Emphasize the positive aspects of the partnership.
- ☐ Reassess the partnership frequently, using YA input.





# A P P E N D I C E S

## Appendix A: Library Bill of Rights

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.

*Permission granted by the American Library Association*

## Appendix B: Freedom to Read Statement

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 avoid the subversion of politics and the corruption of morals. We, as citizens 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 citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

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 need the help of censors to assist them in this task. 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.

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 or unpopular with 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 with any expression the prejudgment of a label characterizing it 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 the citizen. 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.*

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.

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 citizens 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.

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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, by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by:

**American Library Association and  
Association of American Publishers**

*Permission granted by the American Library Association*

## Appendix C: Young Adults Deserve the Best: Competencies for Librarians Serving Youth

According to a recent Department of Education report, public high school enrollment is expected to increase by 13% between 1997 and 2007. This increase will have a great impact on all types of libraries that serve young adults, ages 12 through 18. The need for more librarians to serve young adults is obvious. It makes no difference if they are generalists or specialists, or the type of library where they work. All will feel the impact of the greater numbers in this client group in the years to come.

The young Adult Library Services Association (YALSA), a division of the American Library Association (ALA), has developed a set of competencies for librarians serving young adults. Individuals who demonstrate the knowledge and skills required by the competencies will be able to provide quality service to teenagers during this next crucial decade.

Although these competencies were originally developed in 1981 to guide library educators who were involved in training librarians at the pre-service level, they have been found to be useful in a variety of other ways. Directors and trainers use them as a basis for staff development opportunities. They can also be used by school administrators and human resources directors to create evaluation instruments, determine staffing needs, and develop job descriptions.

The audiences for the competencies:

- Library Educators
- Graduate Students
- Young Adult Specialists
- School Library Media Specialists
- Generalists in Public Libraries
- School Administrators
- Library Directors
- State and Regional Library Directors
- Human Resources Directors

### **Area I - Leadership and Professionalism**

*The librarian will be able to:*

1. Develop and demonstrate leadership skills in articulating a program of 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 a 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 physical and intellectual access to information that is consistent with the American Library Association's Library Bill of Rights.
6. Demonstrate an understanding of and a 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, services and programs for young adults.
2. Apply knowledge of the reading process and of 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 and 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, other professionals who work with young adults, and the community at large 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. Develop a strategic plan for library service to young adults.
  - a. Formulate goals, objectives, and methods of evaluation for a young adult program based on determined needs.
  - b. Design and conduct a community analysis and needs assessment.
  - c. Apply research findings for the development and improvement of the young adult program.
  - d. 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 who work with young adults.
2. Design, implement and evaluate an ongoing program of professional 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 that affect youth rights, and disseminate this information.

## **Area V - Knowledge of Materials**

*The librarian will be able to:*

1. Formulate collection development and selection policies for young adult materials, consistent with the parent institutions' policies.
2. Using a broad range of selection sources, develop a collection of materials for young adults that includes all appropriate formats.
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 new and improved technology (e.g., computers and software, digitized information, video, the Internet and the World Wide Web) into young adult collections and programs.
7. Maintain awareness of ongoing technological advances and a minimum level of expertise with electronic resources.

## **Area VI - Access to Information**

*The librarian will be able to:*

1. Organize collections to guarantee easy and equitable access to information for young adults.
2. Use current standard methods of cataloging and classification, as well as incorporate the newest means of electronic access to information.
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, and links to appropriate and useful websites).
5. Create and disseminate promotional materials that will ease access to collections and motivate their 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., career information, homework help, websites) to meet the diverse needs of young adults.
3. Instruct young adults in the basic information gathering and research skills. These should include the skills necessary to use and evaluate electronic information sources, and to insure current and future information literacy.
4. Encourage young adults in the use of all types of materials for their 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 and programs for their age group.

**Approved by the Young Adult Library Services Association Board of Directors, June, 1981.**

**Revised January, 1998.**

*Used with the Permission of the Young Adult Library Services Association, a Division of the American Library Association.*

## Appendix D: Library Services for Young Adults With Disabilities: Responding to the Americans with Disabilities Act\*

The Americans with Disabilities Act (ADA), signed into law in 1990, requires public libraries to provide library service for people with mental or physical disabilities. Programs, collections and other library services should be made available to all young adults, regardless of disability. Section 35.105 of the ADA requires all state and local entities to evaluate current policies and practices as a means to modify those in conflict with the requirements of the regulations. Libraries must conduct a self-evaluation survey of their facility, services and policies in order to assess levels of accessibility. Public libraries maintain a permanent public file providing information about the accessibility plan and the steps taken to comply with the ADA.

The most significant priority is enabling physical access to the building for those with disabilities. Physical obstacles to entering, exiting and moving about a library are examined in order to determine how the library can eliminate them. Barriers are often overcome through the installation of ramps, curb cuts in sidewalks and entrances, designated parking spaces, rearranged library furniture and widened doorways.

While physical obstacles are the most visible impediment to public library use by disabled persons, it is also important to assess accessibility to library programs and resources. To comply with the ADA, libraries provide auxiliary aids or services. The New Jersey State Library for the Blind and Handicapped supports ADA compliance through the provision of materials and adaptive equipment, which might include books on tape, large print books, Braille materials, or other methods of making visually delivered materials available to the visually impaired or learning disabled. Telecommunications devices and assistive listening devices are some ways to serve hearing impaired patrons.

Addressing staff attitudes is an integral component to delivering library service to young adults with disabilities. Developing staff sensitivity for the issues and concerns related to working with disabled people is key. Continuing education activities will help staff to overcome any bias and negative feelings that interfere with the delivery of equitable service to disabled persons. Training may be effectively given by library staff with relevant expertise or by individuals or agencies serving disabled people.

*\*Appendix D has been adapted from the The Key to the Future: Revised Minimum Standards for Youth Services in Public Libraries of New York State (c1994), published by the Youth Services Section of the New York Library Association.*

## Glossary

**American Library Association (ALA)** The American Library Association provides leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all. <http://www.ala.org>

**Americans with Disabilities Act (ADA)** The Americans with Disabilities Act gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications. <http://www.usdoj.gov/crt/ada/adahom1.htm>

**At-risk** Teens who are labeled at-risk have been brought up with factors such as poverty or economic disadvantage, physical or learning disability, limited language proficiency, victim of crime, abuse, neglect or prejudicial treatment. These youth can be at greater risk if involved with alcohol, tobacco, drugs, violence, gangs, school truancy, running away, teen pregnancy, depression or suicide.

**Booktalk** Promoting a book by describing the plot, discussing notable, exciting or shocking moments, and reading portions from the actual text. Booktalks are frequently given in schools by Young Adult Librarians.

**Compact disc (CD)** A small optical disk usually containing recorded music or computer data.

**Compact disc read-only memory (CD-ROM)** A compact disc containing data that can be read by a computer.

**Database** A usually large collection of data organized especially for rapid search and retrieval (as by a computer). Public libraries in New Jersey offer a range of databases to the public. Examples include health, periodicals, social issues and business.

**Depository collection** A resource on loan from the public library for use in classrooms or other agencies.

**Digital Video Disc (DVD)** A high-capacity optical disk format.

**Educational Media Association of New Jersey (EMANj)** The purpose of EMANj is to advance learning in the state of New Jersey through the development of high quality programs in educational media and technology. <http://www.emanj.org>

**Electronic books (E-books)** Books in an electronic form that can be downloaded to a computer or portable e-book device.

**Electronic resource** Generally databases and other information sources available for access via a computer.

**Emancipated minor** In New Jersey, a minor is considered emancipated from his or her parents when the minor has been married, has entered military service, has a child or is pregnant, or has been previously declared by a court or an administrative agency to be emancipated.

**Flexible scheduling** A term used to describe the open scheduling of school librarians, whereby classes are not scheduled in the library media center to provide teacher release or preparation time.

**Focus group** A small group of people brought together for the purpose of evaluating a service or product for marketing purposes. Focus groups are also used to identify needs and resources.

**Graphic novel** A fictional story that is presented in comic-strip format and published as a book.

**Home-school** To teach school subjects to one's children at home.

**Information literacy** The ability to find and use information.

**Information services** The provision of information through reference services, library instruction, and access to a collection of materials such as books, media, and databases.

**Marketing** The process or technique of developing, promoting and distributing a product or service.

**Master of Arts (MA)** These degrees are offered in library science by some institutions.

**Master of Library and Information Science (MLIS); Master of Library Science (MLS)** Professional graduate degrees in library and information science.

**Needs assessment** A survey defining the needs of a population or group.

**New Jersey Library Association (NJLA)** NJLA advocates for the advancement of library services for the residents of New Jersey, provides continuing education and networking opportunities for librarians, supports the principles of intellectual freedom and promotes access to library materials for all. <http://www.njla.org>

**New Jersey Library Network** The New Jersey State Library administers the New Jersey Library Network, comprised of four regional library cooperatives. These cooperatives facilitate the delivery of statewide services and the sharing of resources.

**Outreach** The extending of services or assistance beyond the confines of the library.

**Pathfinder** A brochure focusing on a genre or area of interest that lists materials and their locations within the library.

**Q and A NJ** An online reference service funded through the New Jersey Library Network, available 24-hours a day seven days per week.

**Readers' advisory** The suggestion of a book or other reading materials based on information gathered about the reader's interests, or what he or she has previously read.

**Silent programming** The use of flyers, brochures, posters, and other media to attract readers to books, programming, or other information of interest.

**Teen** A term synonymous with young adult.

**Weed** The process of reducing the size of one's collection by eliminating books whose content is outdated, condition is poor, or is not circulating, in order to make room for new materials.

**Young adult (YA)** An individual between the ages of 12 and 18 years of age.

**Young Adult Library Services Association (YALSA)** A division of the American Library Association which focuses on library services to young adults. <http://www.ala.org/yalsa/>

## Journals

*The ALAN Review*

ALAN/National Council of Teachers of English  
111 Kenyon Road  
Urbana, IL 61801

*Booklist*

American Library Association  
434 W. Downer Place  
Aurora, IL 60596

*The Bulletin of the Center for Children's Books*

University of Illinois Press  
1325 S. Oak Street  
Champaign, IL 61820

*Criticas: An English Speaker's Guide to the Latest Spanish Language Titles*

245 West 17th Street  
New York, NY 10011

*The Horn Book Magazine*

56 Roland Street, Suite 200  
Boston, MA 02129

*Kirkus Reviews*

770 Broadway  
New York, NY 10003

*KLIATT**Kliatt Young Adult Paperback Book Guide*

33 Bay State Road  
Wellesley, MA 02181

*Multicultural Review*

Greenwood Press  
88 Post Road West, P.O. Box 5007  
Westport, CT 06881

*Publishers Weekly*

245 West 17th Street  
New York, NY 10011

*School Library Journal*

245 West 17th Street  
New York, NY 10011

*Voice of Youth Advocates (VOYA)*

Scarecrow Press  
4720A Boston Way  
Lanham, MD 20706