

Outreach/School & Public Library Cooperation

Whole Services Worksheet - Young Adult Needs

Library Name:

Date:

| | Recreation | School Support | Personal Information |
|---------------------------|-------------------|-----------------------|-----------------------------|
| Physical Space | | | |
| Collections | | | |
| Special Activities | | | |

For a full explanation of this worksheet and its use, see "The Whole Service Approach: Plugging the Holes in Your YA Service" by Lindsay Ruth and Sari Feldman, *School Library Journal*, Vol. 40, no. 5 (May 1994), pp. 28-31.

Created by Lindsay Ruth, 1993

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Do Your Young Adult Services Need a Makeover?

PLA National Conference, Charlotte NC—4/1/00

An Assessment of Community Resources and Services for Young Adults

Questions for Completing Your "Whole Service Worksheet"

Complete the squares of the "Whole Services Worksheet" for your community by answering the following questions. The headings on each set of questions indicate the box formed by the appropriate row meeting a column. For example, the row, "Physical Space," meets the column, "Recreation," to form the box in the upper left of the sheet, indicated below as Physical Space/Recreation.

Physical Space/Recreation

What spaces are available to young adults for recreational opportunities (e.g., school buildings after school, parks, pools, bowling alleys, roller rinks)?

How are young adults encouraged to use these facilities? What makes them inviting?

How are they marketed?

What facilities might be used for library programs?

Where do teenagers hang out (e.g., specific restaurants, street corners, malls)?

Staff--Agencies/Recreation

What agencies or businesses cater to young adults' recreational interests (e.g., volunteer organizations, YMCA, video store, church groups)? How do they welcome YA's? How do they actively involve teens?

What inter-agency councils, committees, or consortiums can the library join or attend?

Collections/Recreation

What space is available in the agencies for deposit collections or displays from the public library?

What collections (besides the library's) in the community are available for teens' recreational needs (e.g., video stores, sports card stores, lending libraries at agencies)?

What equipment is available for recreation and who supplies it? Which young adults are eligible for its use?

Special Activities/Recreation

Where are informational and recreational programs regularly offered to young adults (e.g., sports, theatre groups, clubs)?

What times are programs offered?

How do teens learn of these recreational opportunities?

How can the public library dovetail on these programs? What partnerships are possible?

Physical Space/School Support

What school buildings are located in the community?

What are enrollments and grade levels in each building?

What other organizations or businesses have space to offer classes or tutoring (e.g., GED or SAT preparation courses)?

Staff--Agencies/School Support

What agencies or groups provide for the young adults' school and educational needs (e.g., school district, churches, tutoring programs)?
What administrators or faculty members are the best contacts for cooperative ventures?
What school staff members are interested and available to work with the public library?

Collections/School Support

What collections are available at local schools, colleges, or organizations to assist with homework assignments? Which of these do YA's most frequently use?
What hours are these collections available?
How can school materials be loaned to the public library?

Special Activities/School Support

What support services do schools or Boards of Cooperative Educational Services (BOCES) provide?
How do school and public librarians cooperate in providing bibliographic instruction?
What are the state mandates for library skills? Does the school district have a written curriculum for library skills? How can the public library receive a copy?
How can the public libraries be included in open house/"Meet the Teacher" Night activities, in-service trainings for faculty, etc.?

Physical Space/Personal Information

Where are fliers and posters for teens displayed in the community (e.g., supermarkets, church halls)? Could library literature be posted there?
What agencies provide these materials? When are these areas regularly stocked and by whom?
What human services agencies are located in the community and what facilities or physical space do they have?

Staff--Agencies/Personal Information

What agencies provide for young adults' personal information needs?
What agency personnel are available for community training sessions? for the library's planning team?

Collections/Personal Information

Which agencies, businesses, schools, and churches have libraries or resource centers?
How are these materials made available to teens and other youth services providers?
What formats are offered (e.g., videos, audiotapes, pamphlets)?
When are these collections available? Are the materials available on interlibrary loan?
What groups provide newsletters about young adult needs and concerns: for teens? for personnel serving youth? Do they create other pamphlets or brochures? Could library materials be listed in these?

Special Activities/Personal Information

What programs, clubs, and support groups are offered to meet teens' personal information needs?

How do teenagers in the community give input regarding the establishment of these programs?

What continuing education workshops are offered that library staff could take advantage of?

Questions developed by Lisa C. Wemett, Assistant Director for Reference and Young Adult Services, Webster Public Library. Based on "The Whole Service Approach: Plugging the Holes in Your YA Service" by Lindsay Ruth and Sari Feldman, *School Library Journal*, vol. 40, no. 5 (May 1994): pp. 28-31, 5/31/96

Kim Bolan and Lisa C. Wemett, Webster Public Library, Webster NY, *Do Your Young Adult Services Need a Makeover?* PLA National Conference, Charlotte NC—4/1/00

Evaluating Your "Whole Services" Worksheet on Community Agencies And Resources

Where are the gaps? What needs of young adults are not currently met by the library and other agencies? How can these needs be addressed with current personnel and budgets?

Where could collaborative efforts be encouraged? What grant funds are available for joint efforts?

What agencies or personnel are new to you? How might you get together to exchange ideas or information?

What opportunities do you see for cooperative programming, resource sharing, space sharing, etc.?

Who might you invite to serve on a planning team to develop the library's plan of service to young adults? When can a time to brainstorm be arranged?

What areas of need are most crucial to young adults in the community? How can this be determined?

Evaluating Your "Whole Services" Worksheet on The Library

Where are the blank squares or service gaps? Which squares are nearly empty?

If some squares are overflowing, what might be done to remedy this situation?

Look for emerging patterns.

How does the worksheet confirm your own impression of young adult services at your library?

Comparing Both Sheets (Community and Library Assessments):

Note any immediate ideas for changes in services that occur to you, possibilities for future improvements, and other comments your worksheets elicit.

What priorities for library service to young adults can be established in the coming year? How will this ranking be determined? How do these priorities fit with the library's long-range plan? Whose responsibility is it to evaluate these priorities?

What services should be maintained? What should be enhanced? What new priorities should be set? Are these plans realistic and manageable with the library's current work setting? What are the costs of these services?

Networking Exercise - Blaming the Victim

Objectives:

1. Explore common problems in school and public library cooperation.
2. Develop solutions to these problems.
3. Learn how to organize information/time to better cooperate.

Strategy:

1. Divide into small groups. Distribute to each group one of the following reference questions:
 - a. Do you have a copy of The Scarlet Letter, everyone in the 10th grade has to read it?
 - b. Do you have anything on Ponce De Leon, everyone in my class is doing a report on him?
 - c. I need magazines with pictures for my current events scrapbook. Do you have any scissors?
 - d. I need a fiction book set in Ancient Rome that is interesting to read and more than 200 pages. Can you help?
 - e. I need three newspaper articles Chaucer. My teacher told me they would be in the vertigo file.
 - f. Which of these books on my summer reading list is good?
2. For each question, ask small groups to determine "problem" and list "solutions"
3. Develop from these lists, a list of the best solutions/strategies.
4. Distribute school planning document, with element of success/fasting and bibliography.

Time: Anywhere from fifteen to thirty minutes.

Materials: Questions, flip chart, markers.

Resources:

Jones, Patrick. *Connecting Young Adults and Libraries*. Neal-Schuman, 1992. p134-149.

Jones, Patrick. "Making Your Mark: Schools and Libraries Don't Cooperate, but Teachers and Librarians Do." (unpublished).

NETWORKING EXERCISE HANDOUT

SCHOOL PLANNING DOCUMENT HANDOUT

(complete one for each school in service area)

SCHOOL: .
ADDRESS: .
PHONE#: .
PRINCIPAL: .
LIBRARIAN: .
SCHOOL SECRETARY: .
ENGLISH DEPT CHAIR: .
READING DEPT CHAIR: .
SCIENCE DEPT CHAIR: .
SOC SCI DEPT CHAIR: .
GUIDANCE DEPT CHAIR: .
CONTACT PERSON: .
OTHER KEY PERSONNEL: _____

- 1. Created mailing labels? [] yes [] no
2. Obtain school calendar? [] yes [] no
3. Obtain school handbook? [] yes [] no
4. Obtain list of teachers? [] yes [] no
5. Obtain bell schedule? [] yes [] no
6. Obtain list of clubs? [] yes [] no
7. Obtain info on PTA/PTO? [] yes [] no
8. Obtain copy of school newsletter? [] yes [] no
9. Obtain copy of PTA/PTO newsletter? [] yes [] no
10. Obtain copy of school newspaper? [] yes [] no
11. New teachers invited to orientation? [] yes [] no
12. Library card applications included in packet prepared for new students?[]yes []no
13. "Welcome" letters sent at start of school year to all contacts? []yes []no
14. Regular meetings scheduled with school librarian []yes []no

15. Tours arranged for ___ grade(s) [] yes [] no
GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____
GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____
GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____
GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____

16. Library instruction for ___ grade? [] yes [] no
GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____
GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____
GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____
GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____

17. Booktalks for ___ grade(s)? yes no
 GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____
 GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____
 GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____
 GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____
18. Summer reading in ___ grades(s)? yes no
 GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____
 GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____
 GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____
 GRADE:___ DATE:___ #STUDENTS:___ TEACHER: _____
19. Attend dept meeting(s)
 DEPT:_____ DATE:_____ TEACHER: _____
 DEPT:_____ DATE:_____ TEACHER: _____
 DEPT:_____ DATE:_____ TEACHER: _____
 DEPT:_____ DATE:_____ TEACHER: _____
 DEPT:_____ DATE:_____ TEACHER: _____
20. Contact for Banned Books Week? yes no
 21. Contact for National Library Week? yes no
 22. Obtain summer reading lists? yes no
 23. Obtain yearbook? yes no
 24. Obtain exam schedule? yes no
 25. Thank you notes to all contacts? yes no

Elements of Success

- Fitting**
- Asking**
- Succeeding**
- Timing**
- Investigating**
- Networking**
- Goal making**

Source: Jones, Patrick. *Connecting Young Adults and Libraries*. Neal-Schuman, 1992.

Networking Exercise - "Swordfish"

Objectives:

1. Develop awareness of other agencies or organizations which also serve YA's.
2. Develop ideas on cooperative projects.
3. Provide solutions to common problems.

Strategy:

1. Divide into small groups.
2. Provide each group with a large sheet of paper and a "subject". The subjects are:

Educational
Recreational
Cultural
Social/Political
Business
Local

3. Ask each group to brainstorm and list within their subject area, names or types of different organizations which also serve youth. Ask for at least ten.
4. Ask person from each group to come to front of room, post/read list.
5. Then, ask for each organization they list, for at least two cooperative projects a library could do with this organization. Put on another big sheet.
6. Ask another person from each group to come up to front of room, post/read list.
7. They should post list so that words are facing inward, thus leaving a blank sheet of paper facing audience.
8. Draw a door knob on blank sheet: tell audience all of these are great ideas, so why isn't it happening. Ask them in their small groups to come up with "passwords" or solutions to the problem of locked doors.
9. Write these down, then "open the door."
10. Distribute "tapestry" from *Connecting*.

Time: Anywhere from fifteen to thirty minutes.

Materials: Pad with lots of paper, lots of markers, tape.

Resources: Jones, Patrick. *Connecting Young Adults and Libraries*. Neal-Schuman, 1992. pp. 135-153, 161.

Networking in the Community Handout

SCHOOL RELATED

student councils
Class councils
social clubs
academic clubs
political clubs
cultural clubs
academic departments
parent organizations
academic advising department
counseling services
media services artists groups
school library gaming groups

YOUTH SERVICES AGENCIES

group homes
boys/girls clubs
YMCA/YWCA
junior achievement
youth counseling services
substance abuse prevention
free clinic or health service
scholarship service
employment service
legal service
adolescent psychologists
social services

YOUTH RELATED BUSINESSES

exercise gym
amusement parks
bike shops
skateboard shops
hair salon
clothing stores
model shops
sporting good store
cable TV
radio
fast food/teen employers
martial arts
sports card stores
comic book stores

CULTURAL AGENCIES

museum
theatrical groups
music groups
film groups
zoo and/or part dept
colleges/universities
dance groups
photography studio
storytellers guild
writers workshops

WITHIN THE LIBRARY

children's department
reference/adult dept
a.v. dept
Friends of the Library
homebound services
subject specialists
other branch/libraries
consortium
special services
nationwide programs
volunteer program
colleagues

BIG BUSINESS

studio publishers
national programs
magazine contests
foundations
national associations
game companies
software companies
chain bookstores
chain computer stores

COMMUNITY CONTACTS

neighborhood centers
Red Cross
city services

Bibliography

Assessment of the Role of School and Public Libraries in Support of Educational Reform: General Audience Report. Westat, March 2000