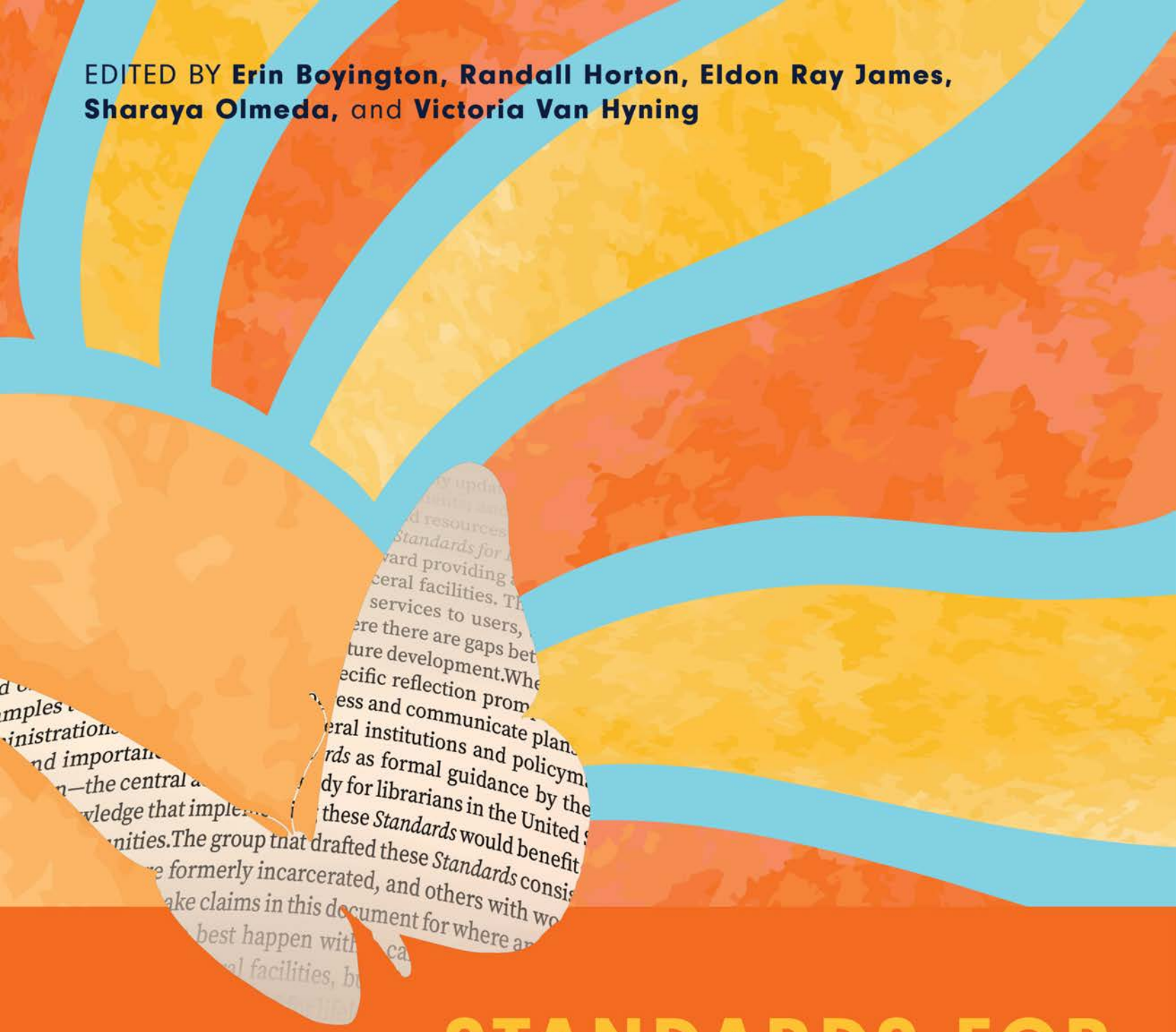
EDITED BY **Erin Boyington, Randall Horton, Eldon Ray James, Sharaya Olmeda,** and **Victoria Van Hyning**



STANDARDS FOR Library Services for the Incarcerated or Detained

IN COLLABORATION WITH the American Library Association's Standards for Library Services for the Incarcerated or Detained Working Group; ALA Committee on Diversity; the ALA Office for Diversity, Literacy, and Outreach Services; and San Francisco Public Library's Jail and Reentry Services Program

Standards for Library Services for the Incarcerated or Detained

2024 REVISED EDITION

Edited by Erin Boyington, Randall Horton, Eldon Ray James, Sharaya Olmeda, and Victoria Van Hyning

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Generously supported by a grant from the Mellon Foundation

Adopted by the Council of the American Library Association
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CONTENTS

Preface, by Jeanie Austin *ix*

Foreword, by Eldon Ray James *xi*

Introduction, by Eldon Ray James *xiii*

Concise Version: Standards for Library Services for the Incarcerated or Detained *xix*

FULL VERSION

1. ACCESS **3**

1.1 Library Access to All Despite Location within the Institution **3**

1.2 Hours of Operation **3**

1.3 Library Orientation **3**

1.4 Types of Library Materials **4**

1.5 Access to Digital Resources and Instruction **4**

1.6 Digital Resources Should Supplement but Never Replace Physical Collections **4**

1.7 Resource Sharing with Outside Organizations **4**

1.8 Accessibility Services and Assistive Technologies **4**

1.9 Reentry **5**

1.10 User Privacy **5**

1.11 (Aspirational) Educational Support Services **5**

Where It Worked **6**

Providing Access by Being Flexible, Queens (NY) Public Library **6**

Community Support for Prison Libraries, Friends of the San Quentin (CA) Prison Library **7**

See You on the Outside, Queens (NY) Public Library **9**

Reference by Mail, San Francisco (CA) Public Library **11**

2. ADMINISTRATION **13**

2.1 Library Administration **13**

2.2 Short- and Long-Term Planning **13**

2.3 Annual Assessment **13**

2.4 Periodic Performance Audits **13**

2.5 (Aspirational) Library Advisory Committee **13**

3. STAFFING **15**

3.1 Statewide Library Coordinator **15**

3.2 Regional Library Directors **16**

3.3 Supervising Senior Librarians **16**

3.4 Professional Librarians **16**

3.5 Library Technical Assistants **17**

3.6 Incarcerated Clerks **17**

3.7 Library Staff Should Be Knowledgeable about the Needs and Service Requirements of the Users **18**

3.8 Library Staff Should Be Responsive, Nonjudgmental, and Discreet **18**

3.9 Staffing Levels **18**

3.10 Library Staff Development **19**

3.11 Library Should Be Staffed Full-Time by Qualified Library Staff **19**

3.12 Compensation for Library Staff **20**

3.13 Use of Community Volunteers and Incarcerated Clerks **20**

3.14 (Aspirational) Career Pathways **20**

Where It Worked **21**

Providing Comprehensive Staff and Clerk Training, Washington State Library **21**

Library Staff Make Libraries Great, Colorado State Library **23**

4. BUDGET 25

4.1 Annual Allocations 25

4.2 Annual Library Materials Allocation 25

4.3 Annual Adjustment 25

4.4 Professional Development 25

4.5 Contractual Services 25

4.6 New Institutions 25

4.7 Budget Development and Administration 25

4.8 Annual Activity Report 25

4.9 (Aspirational) Program Allocation 26

Where It Worked 26

A Dual Agency Partnership, Colorado State Library 26

5. FACILITIES 31

5.1 Libraries and the Larger Carceral Facility Should Be Designed to Maximize the Safety of All Library Users, Staff, and Visitors 31

5.2 Sightlines 31

5.3 The Library Should Be a Secure Area Separate from the Rest of the Carceral Facility 32

5.4 Space for General Population Users 32

5.5 Specific Library Equipment 36

5.6 Provide Materials and Signage in the Primary and Nondominant Languages 37

5.7 Collections Should Be Actively Displayed 37

5.8 (Aspirational) Facilities Should Have Robust Digital Resource Offerings 37

Where It Worked 37

Room to Grow: The Importance of Library Space, Alameda County (CA) Library 37

Welcome to the Library, San Quentin (CA) Library 39

6. PROGRAMS AND SERVICES 41

6.1 Reading and Writing Promotion **41**

6.2 Information Technology **41**

6.3 Cultural Events **42**

6.4 Family Events **42**

6.5 Work Training/Reintegration (Reentry) Skills **43**

6.6 Library User Education **43**

6.7 Library Services for Users with Restricted Access **44**

6.8 Reader Services **44**

6.9 Ongoing Information and Search Literacy Training for Users **45**

6.10 The Library as a Learning Center **45**

6.11 Collaborative Programs and Services **45**

6.12 (Aspirational) Archive Users' Creative Outputs and Library Programming Information **46**

Where It Worked 46

Reading Programs: Using Reading Challenges to Engage the Incarcerated, State Correctional Institution–Mahanoy (PA) Library ... **46**

Access for All: Engaging Youth in Detention Through Outreach, Calcasieu Parish (LA) Public Library **49**

Keys to Career Success, Pioneer Library System (OK) **50**

7. LIBRARY MATERIALS 53

7.1 Reading, Writing, Numeracy, and Related Literacy **53**

7.2 Periodicals **53**

7.3 Fiction **53**

7.4 Nonfiction **53**

7.5 Up-to-Date Materials Supporting Programs **53**

7.6 Ethnically and Culturally Diverse Titles **53**

7.7 Educational and Self-Study Materials **53**

7.8 Accurate Information about Current Events **54**

7.9 Poetry and Drama **54**

7.10 Comics, Manga, and Graphic Novels **54**

7.11 Resources about Arts, Crafts, and Skilled Labor 54
7.12 ADA-Complaint Materials 54
7.13 Materials for People with Disabilities 54
7.14 Material about Parenting and Caregiving 54
7.15 Puzzles and Games 54
7.16 LGBTQIA+ Materials 54
7.17 Diverse Religious and Spiritual Materials 54
7.18 Materials for Older Users 54
7.19 Number, Type, and Format of Materials 54
7.20 Legal Reference Materials 55
7.21 Reentry Information 56
7.22 Collection Management 57
7.23 Collections Should Be Curated 57
7.24 Users with Limited Access 57
7.25 Interlibrary Loan 57
7.26 Collection Management Policy 58
7.27 Censorship 58
7.28 (Aspirational) Circulating Technology 60

Where It Worked **61**

The Learning Club (TLC), University of Alberta (Canada) Library, Humanities 101 (Faculty of Arts), and the Faculty of Native Studies .. 61
Books Are Our Life in Here, Santa Cruz (CA) Public Libraries 63
Sterling Correctional Facility Library and Unlocked Poetry, Sterling (CO) Correctional Facility Libraries 66

8. PERFORMANCE ASSESSMENT **69**

8.1 Library Statistics Should Be Collected Regularly 69
8.2 Library Budget Allocation and Actual Annual Expenditure 70
8.3 All Users or Potential Users of the Facility Should Be Enabled to Provide Their Input 70
8.4 Communicate the Relevant Possibilities and the Constraints 71

8.5 Protocols Should Be Established to Deal with Complaints from Users **71**

8.6 (Aspirational): Collaborate with Peer Institutions **71**

Where It Worked **71**

Numbers Talk, Colorado State Library **71**

Afterword, by Tracie D. Hall *75*

APPENDIXES

Appendix A: Glossary *79*

Appendix B: Reflection Prompts *81*

Appendix C: Resources for Carceral Librarians and Clerks *86*

Appendix D: Library Bill of Rights *89*

Appendix E: "Prisoners' Right to Read: An Interpretation of the Library Bill of Rights," "Resolution on Prisoners' Right to Read," "Resolution in Opposition to Charging Prisoners to Read," and "Resolution on Library Service to Prisoners" *90*

Appendix F: "Policy on Confidentiality of Library Records" *95*

Appendix G: "Resolution in Support of Broadband as a Human Right" *96*

Appendix H: Acknowledgments *98*

Bibliography *101*

About the Working Group and Editors *111*

Index *117*

PREFACE

Jeanie Austin

Having books in here is life.
—An incarcerated library patron

Whenever people who provide library services inside carceral facilities come together with formerly incarcerated information creators and workers, we are already aware of the many needs in this field. Perennial needs include administrative support (from facility and library administrations), balancing the concerns that prison staff, librarians, and incarcerated library patrons bring to this work, and funding and staffing libraries inside. Above and beyond these practical concerns is the overarching value that incarcerated people place on accessing information and library services.

This version of the *Standards* incorporates these overarching themes, while building out a structure that provides both base expectations for libraries inside carceral facilities and examples for growth. Through the content of the *Standards* and descriptions of real library services and programs, this publication illustrates that robust library services and programs that respond to the information needs and desires of incarcerated patrons are not just possible—they already exist.

What library services are available varies widely between the federal, state, and local carceral systems. I hope that this version of the *Standards* will be used to increase the amount of services inside, especially those services that recognize incarcerated library patrons as people who have full lives and exist in community with library patrons outside carceral facilities, including the communities that many libraries serve. The ongoing cycles of mass incarceration shape all our experiences of the world but most heavily negatively impact Black, Indigenous, and people of color, people who live in poverty, LGBTQIA+ people, and other people who experience systemic oppression. Incarceration also reinforces these systems in many ways, including through the lack of access to libraries and information.

As people, we come to know ourselves and one another through access to information, including by sharing stories and our perceptions of the world, and sometimes by reading just the right book at just the right time. Those of us with access to technologies and the internet likely base much of how we generally live our lives on that access. From entertainment to envisioning futures or reckoning with our pasts, our ability to find information and access books is part of who we are.

For the majority of the approximately two million people incarcerated in the United States, these opportunities to *be* and to *become* are largely curtailed. Providing informed, professional library services inside is a way to ensure that incarcerated people have the possibility to maintain a sense of self through access to information, explore new areas of interest, support their educational goals, and, when relevant, plan for a future among the larger public that libraries serve.

These *Standards* are published in a moment of professional shift within the field of librarianship, and they act simultaneously as a resource for librarians and library staff, a tool for envisioning services, and a symbolic testament to this change. They were created in a moment when informal professional networks among people who provide library services and books to incarcerated people were reinforced and strengthened, and as new interest in the field grew among professionals and library school students.

Librarians and information workers interested in joining these professional networks may benefit from joining Library Services for the Justice Involved (LSJI; www.ala.org/advocacy/diversity/services-incarcerated), which coordinates an electronic mailing list for professionals in this work. Librarians and information workers interested in learning more about library services for incarcerated people more generally may want to visit the webpage for the Expanding Information Access for Incarcerated People grant project, which, thanks to the Mellon Foundation, also facilitated the creation of these *Standards* (www.ala.org/aboutala/offices/diversity/expanding-access-incarcerated-initiative).

FOREWORD

Eldon Ray James

This publication grew out of an effort by carceral librarians and other insti-tutional stakeholders to expand and update the American Library Association's 1992 *Library Standards for Adult Correctional Institutions*. In 2021 ALA formed a working group to do just that.

The Library Standards for Services for the Incarcerated or Detained Working Group (all participants are listed in About the Authors and Editors), under the charge of ALA's Committee on Diversity and working with the Office for Diversity, Literacy, and Outreach Services, decided to create the *Standards* as forward looking and to expand the scope of the new standards to be as inclusive as possible. This document attempts to describe how libraries and library staff can meet the literacy, learning, and recreational needs of individuals of any age held in jails, prisons, detention facilities, juvenile facilities, immigration facilities, prison work camps, and segregated units within any facility, whether public or private, military or civilian, in the United States and its territories.

These *Standards* include a history of prison library standards, the audience for which these *Standards* are intended, the "Prisoners' Right to Read" and other foundational documents, and legal policy contexts. The last numbered item in each section is aspirational—that is, something that may not now be fully realized but that could be reached in the future.

Our methodology included examining the newly revised and adopted (2023) fourth edition of the *IFLA (International Federation of Library Associations and Institutions) Guidelines for Library Services to Prisoners* as well as ALA's 1992 *Library Standards for Adult Correctional Institutions* and a multitude of related documents to produce these *Standards*. The authors designed these guidelines to be comprehensive without becoming prescriptive.

INTRODUCTION

Eldon Ray James

The ideal carceral library provides recreational reading, listening, and view-ing from a broad selection of current books and other resources; allows for unrestricted information seeking in support of educational or vocational programs or individual interest; offers a complete reference section; presents a continually updated law library with information about how to write writs and other legal documents; and, perhaps most importantly, is supported with sufficient professional staff and resources to meet the information needs and interests of all users in the facility.

The *Standards for Library Services for the Incarcerated or Detained* will serve as a roadmap toward providing a higher level of free services, programs, and materials provision in carceral facilities. They provide a framework for assessing each facility's current level of services to users, and a way to identify gaps between services and the *Standards*. Where there are gaps between current practice and the *Standards,* there are guidelines for future development.

Where It Worked stories at the end of each section and the section-specific reflection prompts in Appendix B provide examples to help librarians track progress and communicate plans and needs to facility administrations.

It is critical that carceral institutions and policymakers recognize the value and importance of these *Standards* as formal guidance by the American Library Association—the central accrediting body for librarians in the United States. Stakeholders should acknowledge that implementing these *Standards* would benefit incarcerated people and their communities.

WHO WE ARE

The group that drafted these *Standards* consists of librarians, educators, those who were formerly incarcerated, and others with working relationships to carceral facilities. We make claims in this document for where and how access, programs, services, and learning can best happen within carceral facilities. Libraries are not the only sites of learning in carceral facilities, but they are important gathering points for collaborative and individual study and for lifelong learning. In addition to drawing on our own experiences in these spaces to inform our recommendations in this document, we have conducted in-depth research in a variety of documents and resources (listed in the appendixes) and sought input from diverse stakeholders in the corrections, education, and library domains.

We is used throughout this document to remind readers that all of us are connected to this work. The authors invite those using this document to see

themselves in the "we" in a collective effort to continually improve library access, which is one of the many benefits that results from a well-supported, well-managed, and well-used carceral library.

We is both declarative and aspirational. It speaks to the authors of the document as well as the ethic of inclusion, of shared authority, and of access that we hope this document inspires. These *Standards* speak to the potential of libraries to be inclusive spaces of access to information, access to learning, and access to collaboration.

CARCERAL OR CORRECTIONAL?

Throughout these *Standards* we use the term *carceral* instead of *correctional* in most instances when referring to libraries in institutions that segregate individuals from society in some way. This use is intentional. All correctional institutions are carceral but not all carceral institutions are correctional. *Carceral* means of, relating to, or suggesting a jail or prison, whereas *correctional facility* is a place where people are kept when they have been arrested and are being punished for a crime. A penal colony (think of the French Devil's Island) is carceral but not correctional, whereas most state prisons in the United States attempt to provide correctional motivation in a carceral setting. We feel *carceral* is the broader term and more descriptive of the institutions covered by these *Standards*.

HISTORY OF CARCERAL LAW LIBRARIES

Most of these *Standards* focus on educational, recreational, and vocational carceral libraries, but the essential need for legal access by incarcerated people requires special mention here.

Until 1969, American courts were reluctant to interfere in the administration of carceral facilities, even when prison regulations obviously discouraged people in prison from exercising their rights by seeking court remedies. Two court cases sought to change that approach. In *Johnson v. Avery*, 393 U.S. 483 (1969) and in *Gilmore v. Lynch*, 319 F. Supp. 105 (N.D. Cal. 1970), Supreme Court and federal court decisions, respectively, established the rights of incarcerated people to have reasonable and adequate access to law libraries or to other methods of legal assistance.

Variation in the provision of legal reference mirrors the variation in carceral facilities among the states and federal government. Some facilities provide law libraries as a part of the general library while others offer separate law facilities. Jails and detention facilities may be exempt from providing law libraries but offer other methods of essential legal assistance such as access to attorney (private lawyer or public defender) visits or paralegal services. In lieu of providing law libraries, some states provide limited access to legal databases such as LexisNexis®. An essential element in providing adequate access to legal reference is assistance in navigating its complexities.

HISTORY OF CARCERAL RECREATIONAL AND EDUCATIONAL LIBRARIES

Although the need for consistent access to a legal library may be clear, equally critical is the need to provide free recreational, educational, and vocational library services. Incarcerated people in America have had access to books since the 1790s, but until the 1930s, religious texts, especially the Bible, dominated. Over time, reading nontheological texts came to be seen as wholesome recreation, which also supported the education and mental health of incarcerated people.

The growth of rehabilitative instead of punitive concepts in American prisons led to the need for access to educational programs. With access to education, incarcerated people had the resources to read more widely, to move beyond educational and vocational books to literature. To gain greater access to literature, incarcerated people created their own informal libraries, often to get around prison regulations that limited the number of books a person could have in their possession at any one time.

In the 1960s and 1970s, interest in the benefits of prison libraries from ALA and the American Correctional Association (ACA), as well as from a number of state libraries, along with surveys and other comprehensive studies, showed that prison libraries provided clear educational benefits to incarcerated people and society. Subsequent research led some states to move beyond the educational library model to a public library model, making prison libraries more like public library facilities in their design and in the services provided.

The 1992 edition of *Library Standards for Adult Correctional Institutions*, which these *Standards* update, was preceded by *Objectives and Standards for Libraries in Adult Prisons and Reformatories*. Approved in 1944 by both the American Prison Association, now known as ACA, and ALA, it was published in 1950 by the American Prison Association in the *Library Manual for Correctional Institutions*. In 1962, ACA published *Objectives and Standards for Libraries in Correctional Institutions.* That document was reviewed and revised in 1966 by both ACA and ALA and published in *A Manual of Correctional Standards*. Replaced in 1981 with a new document entitled *Library Standards for Adult Correctional Institutions*, it was published by ALA in cooperation with ACA. In 1987, the Standards Review Committee of the Association of Specialized Government and Cooperative Library Agencies (ASGCLA), a now defunct division of ALA, assigned the responsibility for revising the 1981 document to the Library Standards for Adult Correctional Institutions Ad Hoc Subcommittee. The 1992 document was the result of the work of that subcommittee and their colleagues nationwide.

The 1999 edition of *Library Standards for Juvenile Correctional Facilities*, which these *Standards* also update, was prepared by ASCLA's ad hoc Subcommittee on Library Standards for Juvenile Correctional Institutions. It was preceded by *Library Standards for Juvenile Correctional Institutions*, created by ACA and ALA in 1975.

ACCESSIBILITY AND DISABILITIES

The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities and provides a clear legal framework and detailed guidance for state and local governments as well as small and large businesses on how to meet the needs of people with a range of disabilities. In these *Standards* we highlight how ADA accommodations in the built environment improve facilities for all users, not just those who have a temporary or long-term mobility disability. We also provide information on recent updates to US and international laws that will vastly improve access to materials for people who are incarcerated or detained and who have disabilities that impact how they access information. The Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled is an important international treaty and legal instrument for improving the accessibility of library materials for people who have a visual disability, such as blindness or low vision; a developmental or learning disability, such as dyslexia or autism; a physical disability, such as Parkinson's disease or paralysis; or any temporary or long-term condition that causes a visual impairment, a perceptual or reading disability, or an inability to focus the eyes or to hold or manipulate a book, tablet, or other device. The treaty was ratified in 2013 and came into force in the United States on May 8, 2019. It creates an international legal framework that allows libraries, including those in carceral facilities, to make and distribute accessible format materials for people with print disabilities and to share accessible books and other titles across national borders.

According to the *Code of Federal Regulations*,

> Eligibility [of a person with a print disability] must be certified by one of the following: doctor of medicine, doctor of osteopathy, ophthalmologist, optometrist, psychologist, registered nurse, therapist, and professional staff of hospitals, institutions, and public or welfare agencies (such as an educator, a social worker, case worker, counselor, rehabilitation teacher, certified reading specialist, school psychologist, superintendent, or librarian). (36 C.F.R. 701.6(b)(2))

Once certified as eligible, the user may borrow accessible materials and devices from the National Library Service for the Blind and Print Disabled (NLS) at the Library of Congress. Additional examples in these *Standards* indicate other sources of materials and support for users with print disabilities.

EXAMPLES IN THE *STANDARDS*

Where we provide examples in the *Standards*, they are just that—examples. The example list contains suggestions but is not definitive or limiting. For example, when referring to religious or cultural holidays, the *Standards* might list Christmas, Ramadan, Rosh Hashanah, and Holi, but other religious and cultural holidays such as Diwali, Eid, Lunar New Year, and many others are implied and may be celebrated through special displays, events, programs, and collection development in the library.

CENSORSHIP IN PRISON

Censorship is a reality in all carceral environments. Censorship should be no greater than necessary to maintain the safety and security of the institution. Carceral facilities must strive to create and execute nonarbitrary, consistent, and clear rules. Decisions should be documented and promptly and transparently communicated to users, publishers, and libraries providing support services. Restriction must be the exception, not the default. See 7.27 for more detailed guidance on censorship.

SUMMARY

These *Standards* have been expanded from the scope of the 1992 *Standards* to explicitly cover the information needs of incarcerated or detained people regardless of race or ethnicity but particularly women, youth, LGBTQIA+ people, older people, people with dementia, and people with disabilities and specific accessibility needs, as well as foreign nationals and others whose primary language is not English. Although these groups may not be mentioned directly in each section of the *Standards*, they are included by implication.

We believe that these *Standards* are attainable and necessary for incarcerated or detained users and the librarians, volunteers, and educators who serve their information needs.

CONCISE VERSION

Standards for Library Services for the Incarcerated or Detained

This concise version of the *Standards for Library Services for the Incarcerated or Detained* provides a short overview of the main points contained in the larger *Standards*. For more detailed recommendations please consult the full *Standards* that follow this concise version.

The concise version of the *Standards* is designed to provide a quick overview of the longer document for carceral administrators. At the end of each section is an *aspirational* suggestion, which we hope will become a baseline best practice by the next time these *Standards* are revised.

1. ACCESS

Library services and resources should be regularly accessible and relevant to all individuals who are incarcerated or detained regardless of custody level, type of carceral facility, or informational need.

Topics covered in this section:

1.1 Library Access to All Despite Location within the Institution
1.2 Hours of Operation
1.3 Library Orientation
1.4 Types of Library Materials
1.5 Access to Digital Resources and Instruction
1.6 Digital Resources Should Supplement but Never Replace Physical Collections
1.7 Resource Sharing with Outside Organizations
1.8 Accessibility Services and Assistive Technologies
1.9 Reentry Resources
1.10 User Privacy
1.11 (Aspirational) Educational Support Services

2. ADMINISTRATION

Effective library service to incarcerated or detained individuals begins with the administration of the carceral facility as well as the administration of the carceral facility's library.

Topics covered in this section:

2.1 Library Administration
2.2 Short- and Long-Term Planning
2.3 Annual Assessment
2.4 Periodic Performance Audits
2.5 (Aspirational) Library Advisory Committee

3. STAFFING

Libraries in carceral facilities should employ Professional Librarians who hold a master's degree in library science (or equivalent) from an ALA-accredited institution to ensure that collections, programs, and services uphold, and adhere to, ALA standards.

Topics covered in this section:

- 3.1 Statewide Library Coordinator Qualifications and Responsibilities
- 3.2 Regional Library Directors Qualifications and Responsibilities
- 3.3 Supervising Senior Librarians Qualifications and Responsibilities
- 3.4 Professional Librarians Qualifications and Responsibilities
- 3.5 Library Technical Assistants Qualifications and Responsibilities
- 3.6 Incarcerated Clerks Qualifications and Responsibilities
- 3.7 Library Staff Should Be Knowledgeable about the Needs and Service Requirements of the Users
- 3.8 Library Staff Should Be Responsive, Nonjudgmental, and Discreet
- 3.9 Staffing Levels (for Various Population Types and Densities)
- 3.10 Library Staff Development
- 3.11 Library Should Be Staffed Full-Time by Qualified Library Staff
- 3.12 Compensation for Library Staff
- 3.13 Use of Community Volunteers and Incarcerated Clerks
- 3.14 (Aspirational) Career Pathways for Clerks

4. BUDGET

The agency responsible for general library services should ensure that the general library is funded as a separate line item and receives annually appropriated funds budgeted for library materials and library operations such as equipment, furniture, resource sharing, media licensing, and technology including hardware and software as well as the required maintenance and replacement of those items.

Topics covered in this section:

- 4.1 Annual Allocations
- 4.2 Annual Library Materials Allocation
- 4.3 Annual Adjustment
- 4.4 Professional Development
- 4.5 Contractual Services
- 4.6 New Institutions
- 4.7 Budget Development and Administration
- 4.8 Annual Activity Report
- 4.9 (Aspirational) Program Allocation

5. FACILITIES

The recreational and legal libraries should be separate spaces within a central location. There should be a general library and at least one law library in each facility with space to provide service to all segments of the facility population.

Topics covered in this section:

5.1 Libraries Should Be Designed to Maximize the Safety of All Library Users, Staff, and Visitors
5.2 Sightlines
5.3 The Library Should Be a Secure Area Separate from the Rest of the Carceral Facility
5.4 Space and Facility Requirements for the General Library, including Lighting, Acoustics, Furniture, Shelving, and Climate Control
5.5 Specific Library Equipment
5.6 Provide Materials and Signage in the Primary and Nondominant Languages Spoken in the Facility
5.7 Collections Should Be Actively Displayed
5.8 (Aspirational) Facilities Should Have Robust Digital Resource Offerings

6. PROGRAMS AND SERVICES

Programs and services should be provided for all people who are held within a facility regardless of their custody level, literacy or educational ability, or the facility type and should be adequate to meet library users' needs. Library services should include technical and user services as well as programs. All services and programs should be well advertised, available for free, accessible, and as visible as the collection and materials.

Topics covered in this section:

6.1 Library Programs to Support Reading and Writing Promotion
6.2 Information Technology
6.3 Cultural Events
6.4 Family Events
6.5 Work Training/Reintegration (Reentry) Skills
6.6 Library User Education
6.7 Library Services for Users with Restricted Access
6.8 Reader Services
6.9 Ongoing Information and Search Literacy Training for Users
6.10 The Library as a Learning Center
6.11 Collaborative Programs and Services
6.12 (Aspirational) Archive Users' Creative Outputs and Library Programming Information

7. LIBRARY MATERIALS

Library materials should be selected to meet the informational, cultural, educational, vocational, legal, health, and recreational needs of the library user population by providing a wide variety of digital and analog materials and formats similar to those found in a public library. Materials should not be excluded unless they pose an explicit security risk.

Topics covered in this section:

7.1 Library Materials to Support Reading, Writing, Numeracy, and Related Literacy
7.2 Periodicals
7.3 Fiction
7.4 Nonfiction and Illustrated Nonfiction
7.5 Materials Supporting Educational Programs Offered by or within the Institution
7.6 Ethnically and Culturally Diverse Titles
7.7 Educational and Self-Study Materials
7.8 Accurate Information about Current Events
7.9 Poetry and Drama
7.10 Comics, Manga, and Graphic Novels
7.11 Resources about Arts, Crafts, and Skilled Labor
7.12 ADA-Compliant Materials
7.13 Materials for People with Disabilities
7.14 Material about Parenting and Caregiving
7.15 Puzzles and Games for Education and Entertainment
7.16 LGBTQIA+ Materials
7.17 Diverse Religious and Spiritual Materials
7.18 Materials for Older Users
7.19 Number, Type, and Format of Materials Based on Facility Type, Density, Average Length of Stay, and Religious, Ethnic, and Linguistic Makeup of Population
7.20 Legal Reference Materials
7.21 Reentry Information
7.22 Collection Management
7.23 Collections Should Be Curated
7.24 Users with Limited Access
7.25 Interlibrary Loan
7.26 Collection Management Policy
7.27 Censorship
7.28 (Aspirational) Circulating Technology

8. PERFORMANCE ASSESSMENT

Send annual updates to internal and external stakeholders: Accurate metrics about all aspects of library services, materials, programs, staffing, access, budget, and facilities should be gathered regularly and communicated annually in writing to the Statewide Library Coordinator, facility administrators in the chain of command for the library, and relevant external policymakers and made publicly available to users and to stakeholders beyond the facility, such as family members, educators, public or academic library collaborators, Friends groups, nongovernmental organizations, and state-/jurisdiction- and/or federal-level libraries and groups that are involved in the planning and delivery of library services at your facility.

Topics covered in this section:

8.1 Library Statistics Should Be Collected Regularly
8.2 Tracking Library Budget and Annual Allocations
8.3 All Users or Potential Users of the Facility Should Be Enabled to Provide Their Input
8.4 Communicate the Relevant Possibilities and the Constraints of the Library
8.5 Protocols Should Be Established to Deal with Complaints from Users
8.6 (Aspirational): Collaborate with Peer Institutions

FULL VERSION

Standards for Library Services for the Incarcerated or Detained

This full version of the *Standards for Library Services for the Incarcerated or Detained* provides a complete look at how to provide library services to the incarcerated or detained. Each topic contains an aspirational suggestion at the end of that section, which we hope will become a baseline best practice by the next time these *Standards* are revised.

We have also included Where It Worked narratives by librarians, educators, and volunteers who serve the incarcerated or detained. Each story is a real-world example of success, illustrating the variety of ways in which people already do this work. We hope that future editions will include new stories to inspire and uplift, demonstrating how people have implemented these *Standards*.

1. Access

Library services and resources should be regularly accessible and relevant to all individuals who are incarcerated or detained regardless of custody level, type of carceral facility, or informational need. Professional library staff should make all reasonable efforts to provide consistent access to both the physical library space and library services through institutional mail, book carts, or other effective access points where library services can be readily reached by the most facility residents. Access to library services and materials should extend beyond the physical space of the main library, including all restricted access units such as administrative segregation, hospital units, and crisis beds.

1.1 **Library Access to All Despite Location within the Institution.** All individuals who are incarcerated and staff employed at the facility should have physical and/or remote access to library materials, services, and programs. Access to resources should be adapted for alternate housing (such as administrative segregation, hospitals, crisis beds, quarantine buildings, etc.) and not be denied or restricted based on security level or lockdown protocols.

1.2 **Hours of Operation.** Library services should be accessible during weekdays, evenings, and weekends to allow for each incarcerated person in the general population to have maximum physical access to a professionally staffed library. Access may be dependent upon staffing, facility type, and custody levels (see 3.9); however, every effort should be made to increase the amount of time that residents can access the general and legal libraries. In facilities where the recreational and legal libraries are separate, users should have the ability to decide how much of their allotted time they use to visit one or both libraries.

1.3 **Library Orientation.** Library users should receive an orientation to the library in the primary language of the facility, so they can begin to become familiar with the types of resources, programs, and services that are available (see 6.3.1). Library orientations can be provided in person or in writing and should be in the primary language of the library user. The library orientation should provide important information including, but not limited to, the following:

- **1.3.1** How to navigate the library, collection, and catalog (see 6.6)
- **1.3.2** An introduction to interlibrary loans (see 6.6.7)
- **1.3.3** How to locate materials and determine relevant and reliable sources (see 6.8.2)
- **1.3.4** How to borrow and return library resources
- **1.3.5** Rules about borrowing periods, fines, and maintaining condition of the materials (see 6.6.4)

1.3.6 Library hours and schedule
1.3.7 An introduction to library staff and what kinds of services they provide (see 6.6.1)
1.3.8 Lists of programs, services, groups, and activities hosted by the library (see 6.3)

1.4 Types of Library Materials. The library should provide a variety of materials that meet the informational, legal, and recreational needs of the people it serves. Types of materials should include, but not be limited to, those outlined in Section 7.

1.5 Access to Digital Resources and Instruction. All users should receive access to and instruction in the use of current technologies in the library regardless of access to the open internet (see 6.2).

1.6 Digital Resources Should Supplement but Never Replace Physical Collections. Digital collections and content may supplement but never replace physical collections, access to a library space, or in-person programming. Digital collections should prioritize open access materials, whenever possible, to reduce potential expenses to the library and to users. Digital devices such as e-readers should be offered through the carceral library only if they are free.

1.7 Resource Sharing with Outside Organizations. Carceral facility libraries should participate in resource sharing with outside organizations such as public and academic libraries, sharing networks, consortia, or other cooperative relationships, especially where service areas overlap.

Where possible, volunteers, whether individuals or from any organization or nonprofit, should be allowed to assist the carceral library with providing resources or programming to incarcerated people.

Where established, external partners and carceral facilities should negotiate an annual or multiyear service agreement or Memorandum of Understanding (MOU). Carceral facilities, in partnership with outside organizations and libraries, remain the primary provider of library resources and access and should at no time be supplanted by resources or volunteers from outside the facility.

1.8 Accessibility Services and Assistive Technologies should be provided for readers in alignment with the Americans with Disabilities Act (ADA). For example, screen readers should be available for library users with print disabilities such as blindness or low vision. People with disabilities should have access to materials that are designed to meet their reading and learning requirements. These library materials can be in alternate formats, including Braille, large print, talking books, and audiovisual materials with subtitles and/or sign language. Partnerships with external specialist libraries or organizations that support users with disabilities should be developed to extend the availability of resources to users with these needs.

Whether in new construction or remodeled space, principles of user-centered, universal design should be the guide in the library creation process from inception to completion. Specialists in carceral library design should be consulted during the initial planning process and renovations. Using universal design principles ensures that ADA requirements are met (see 5.4.7).

1.9 **Reentry.** Incarcerated or detained users should leave their facility with a connection to a public library in their community or their local school district library, as appropriate. Carceral library staff should encourage people exiting the carceral environment to begin or continue a relationship with public libraries and should provide information to individuals about how to access library services once released, including enabling those leaving prison to do so with a library card in hand. Public libraries should coordinate with carceral library staff to provide outreach to recently released people.

1.10 **User Privacy.** The library should offer as much individual privacy as possible while adhering to the facility's rules and applicable laws. For example, individual circulation records must never be shared with anyone other than library staff without written permission from the individual or under subpoena.

User records should never be shown or provided to any third party including, but not limited to, departments of local, state, federal, or international agencies. Any records of materials used by or loaned to specific individuals should be disposed of securely and regularly to ensure user privacy. In addition, user requests and navigation on the internet or intranet should be safeguarded from data collection. User privacy should be protected in all print and electronic records and communications. Professional Librarians and their staff should regularly check to ensure that users' data are private and protected by:

1.10.1 Ensuring that hardcopy user circulation records are stored in a locked cupboard or area accessible only to Professional Library Staff and incarcerated Clerks

1.10.2 Ensuring that any subscription access databases, such as LexisNexis®, or third-party technology (hardware and software) such as tablets, e-readers, voice- and/or videoconferencing software, are not collecting, storing, or providing information to third parties about user information access

1.11 **(Aspirational) Educational Support Services.** Facility library staff should work with school and education departments within the facility and applicable outside entities to provide educational support services. Under the library Memorandum of Understanding (MOU) with outside organizations, external resources and programming should provide materials to support carceral school/education services. We anticipate greater need for collaboration with college and university partners following the reintroduction

of Pell grants in July 2023. When people who are incarcerated participate in university or college education programs, carceral libraries should support them by:

- **1.11.1** Facilitating interlibrary loans via the incarcerated student's college program library or local public or academic libraries
- **1.11.2** Providing a suitable study area for the student
- **1.11.3** Supporting extended access to the library spaces and collections for the student
- **1.11.4** Working with carceral education staff to ensure that the student has access to necessary information resources (e.g., reference-by-mail services from public or academic libraries or other services at local or regional libraries)

Where It Worked

PROVIDING ACCESS BY BEING FLEXIBLE

Authors: Kim McNeil Capers | Director of Community Engagement and Outreach; Jill Anderson | Jail, Prison, Reentry, Youth Justice Services Assistant Director
Library: Queens Public Library, Queens, New York
Facility served: Anna M. Kross Center, Rikers Island Jail Complex
Number of people served by the library program: 864
Years of program: 2017–2018, 2023–Present

Queens Public Library (QPL) has been providing programs to Rikers Island Jail since 2017 as part of an effort to bring library programs and services to our patrons who aren't able to come to a branch. We have provided a Creative Outlet series, along with meditation programs. We design our programs to be accessible to almost anyone, anywhere. Because of the realities of providing programs in a jail with fewer resources and residents who are often temporary, we focus our programs on those that can be offered to someone with almost any background and can be carried out in almost any space.

Our Creative Outlet series ran in 2017 and 2018. We had 864 participants during those two years. The Creative Outlet series began by focusing on programs such as creative entrepreneurship and screenwriting classes. Our Creative Outlet series was similar to programming being offered in QPL's physical library branches. We quickly learned that because of the nature of the facility we were in, we needed to find programming that could be conducted almost anywhere with almost any person. Two programs that worked well in this way were improv workshops and stepping dance performances.

We also have offered themed programs at the facilities that involved QPL system-wide themes. We took the library's general themes and tailored them to programs that would work well inside the facility. During the library's annual It's Time for Kind campaign, we presented a program for the facility's veterans' unit. We made bookmarks and distributed them along with books. During the library's Black History Month celebration, we provided a

program about Black culture and music with DJ Chuck Chillout, a hip-hop DJ and producer. During National Library Week, we had an author talk at the facility. We also promoted QPL's summer reading program at the facility.

We began offering programs again in the jail facility in 2023. We are offering meditation workshops, which we have offered previously in a local prison.

Challenges

The greatest obstacle to our programming has been finding instructors who can work under the ever-changing conditions found in a jail, where individuals are often moved around and do not have a set schedule. We attempt to mitigate this obstacle by being very clear with instructors from the beginning about the challenges and by searching for instructors who believe in what we are doing. We explain the potential interruptions and what kind of environment the presenter can expect.

Key Takeaways

These programs demonstrate the importance of planning activities that can be provided throughout the facility and that accommodate the reality that correctional facilities, especially jails, are usually ever-changing and without set schedules. Planning ahead, remaining calm and flexible, and rolling with what facility staff give you will allow you to have a successful program. You can also analyze ahead of time how your program can be conducted in different environments with different participants by visiting the possible spaces, becoming familiar with the facility's schedules, and asking questions of the presenter.

COMMUNITY SUPPORT FOR PRISON LIBRARIES

Authors: Kristi Kenney, volunteer and MLIS student | Gabriel Loiederman, Senior Librarian | Aaron Dahlstedt, Librarian
Organization: Friends of the San Quentin Prison Library, friendsofthesanquentinprisonlibrary.com
Facility served: San Quentin State Prison, San Quentin, California
Size of facility: 3,082 beds
Years of programs: 2022–Present

Public libraries have Friends organizations that support them by raising money and donating it for programs or needs beyond the reach of the libraries' budgets. Prison libraries need this kind of support too. The Friends of the San Quentin Prison Library helps the San Quentin Library add new and highly sought-after books (and books on CD) to its collection. We also help with needs such as furniture and electronic equipment. So far, we have done this through individual donations from the local community, promoted by social media campaigns and a few mentions in the news.

We create book wish lists at Copperfield's Books, which is the closest local independent bookstore to San Quentin. We also have an Amazon Wish List

for those books we can't source more locally. The San Quentin librarians create and maintain the wish lists based on patrons' requests and the needs of the library. The librarians receive input from the request box and through feedback, recommendations, and conversations with incarcerated library staff and patrons. This exchange also serves as an educational connection with the community about what incarcerated individuals are reading and what their educational needs are (e.g., trade skills books).

In addition to the ongoing book wish lists, we have a display at Copperfield's asking shoppers to buy a copy of the next Literature Discussion Group book that residents are planning to read at San Quentin, to allow each discussion group member (twelve) to have their own copy of the book. We have also directly bought multiple copies of books that the San Quentin Library needs. We recently ordered ten copies of *Board Preparation: With New Perspectives Comes New Insight,* and Spanish-English dictionaries and GED books in Spanish are in high demand. These are the types of titles that are needed in California prisons.

Beyond sourcing books for the library, our most exciting program so far is the San Quentin Bookfair for Incarcerated Parents. We received a large donation of pristine children's gift books just before the holidays. One of our incarcerated Advisory Board members, Kai Bannon, had the great idea to do a bookfair where San Quentin residents could pick out books to send to their kids, grandkids, or other children in their lives. We ended up sourcing more kids' book donations, creating flyers to put up around the prison, and opening up the library to the larger San Quentin community to come in and pick out books. All 250 books donated were selected by about one hundred residents (they were allowed up to three books each), and we sent out the packages to their families. The event was very social, and we were able to chat with residents and help them pick out books. The fourteen incarcerated library staff ran much of the program, and there was a lot of excitement about it. We hope to double capacity for this event in the future and add a summer reading program–themed bookfair in addition to a holiday bookfair.

We have in-person monthly meetings, as well as occasional phone meetings where we connect with incarcerated library staff to discuss the needs they have and ways we can help. There are several incarcerated library staff members who have been very involved in the Friends organization, and they make up our Advisory Board members. They really are the backbone of the organization because their lived experiences and work in the library inform the projects we do and the resources we work to obtain for the library. We have had the opportunity to have librarians from nearby public library systems join us at our meetings to discuss possible collaborations, as well as visits from the manager of Copperfield's Books, who is very supportive of our work. This provides us with community connections and outreach, which opens opportunities for the San Quentin Library community to benefit from potential collaborations from the outside.

Challenges

We have encountered two main obstacles. The first is how we can engage more outside volunteers in the work we are doing. Lots of people want to

help, but we don't have clear tasks for them. We are unlike a traditional Friends of the Library organization in that we do not run a bookstore or do big book sales of donated books to raise funds for the library. Therefore, we have not been able to do fundraising in the same way that other Friends organizations do.

The other main obstacle is communication challenges between volunteers and incarcerated library staff. We rely heavily on the librarians at San Quentin as well as the incarcerated library staff who come to our meetings. Although we can communicate directly with the librarians through email, we cannot so easily communicate with incarcerated staff. Group emails with prisoners are not allowed, and communication is often slow or disjointed, which results in the incarcerated staff being less informed than we'd like. Our in-person meetings once a month cannot make up for the lack of group emails to work on tasks together.

Future Directions

Going forward, we'd like to further collaborate with nearby public libraries to offer interlibrary loan services, reference services for time-sensitive reentry questions (for example, housing and jobs), and reentry support after release. Other long-term goals are to offer incarcerated library staff access to library courses or certificates and help with technology needs at the San Quentin Library. In the future, we hope to work with other California Department of Corrections and Rehabilitation libraries, especially those that are more geographically isolated than San Quentin.

We'd love to see groups of people in other towns or cities set up their own Friends of the Library organization for their nearby prison library. Most public libraries across the country have Friends organizations, so why can't we do this for many prison libraries?

SEE YOU ON THE OUTSIDE

Authors: Kim McNeil Capers | Director of Community Engagement and Outreach; Jill Anderson | Jail, Prison, Reentry, Youth Justice Services Assistant Director; Michael Riley | Assistant Coordinator of Correctional Outreach
Library: Queens Public Library, Queens, New York
Facility served: Queensboro Correctional Facility
Population type: Minimum security, male
Size of facility: Average daily population: 158
Number of people served by the library program: 3,072
Years of program: 2014–Present

Queens Public Library (QPL) has provided outreach services to the criminal justice system for over one hundred years, beginning in 1915 with the prison traveling library station. With the expansion of the Correctional Outreach team in 2014, there is now a dedicated team of library staff who work with Queensboro Correctional Facility. The cornerstone of this partnership is the See You on the Outside program, which started in 2015. Since 2015,

3,072 Queensboro residents have participated in See You on the Outside. This program holds résumé workshops and other skills workshops, with a focus on creating a connection with library patrons inside Queensboro. We also provide cohesive follow-up services to patrons once they are released.

We have created more than one thousand résumés. We have conducted three in-facility Occupational Safety and Health Administration (OSHA) construction trainings since 2019. The library provided vouchers to people incarcerated at Queensboro in 2018 and 2019 for twenty-nine OSHA training sessions at the library branch nearest the facility. Librarians attend Queensboro Facility Resource Fairs and Orientations; presentations of skills workshops, including construction training; and presentations of entertainment programs. Much of the success of our work comes from the deep relationships we have with facility staff, from the counselors to the assistant deputy.

Starting in 2022, we have had a dedicated workspace at the facility and access to the resource room and technology lab. After the COVID-19 lockdown, we continued our work at the facility with a Queens Public Library Day in October 2022. More than fifty individuals attended the programs, which included Hispanic Heritage Month information and a group résumés workshop. We also were able to include a QPL presence on the facility's patron-facing intranet. Patrons inside the facility can navigate to QPL's website, queenslibrary.org/programs-activities/community-outreach/correctional-outreach, which includes technology tutorials, helpful information, and contact details for our team.

The library has been able to maintain consistent programming with the facility, even through the COVID-19 pandemic, two superintendents, four program changes, and over twenty staff changes. We have a strong connection with leadership and staff at the facility and are trusted because of our history of providing quality and relevant programs. This relationship was fostered by showing up whenever the library was invited to an event, implementing the programs and services that we promised, and listening to the needs and requests of the facility. The library's Director of Outreach is also on the facility Volunteer Advisory Board. As a team, we strive to participate in all offered facility meetings. We also have opportunities to meet with facility staff during county-wide Coordinated Outreach Council meetings.

Challenges

Obstacles have included finding OSHA construction instructors who have the time and motivation to go through the facility's volunteer approval process. We are upfront with instructors about the realities of the facility, and we also look for people who believe in the work we are doing. It can also be a challenge to keep in touch with recently released individuals. Offering and promoting concrete and understandable benefits, including helping them get an ID and job training, provides an incentive.

Key Takeaways

This program creates a strong connection with the local public library while the library patrons are incarcerated. We are able to make connections with patrons inside the prison by providing a much-needed resource (high-quality résumés) and by promoting programs and services the library offers that will be of immediate use to recently released individuals. By meeting the desires of incarcerated individuals, the facility, and library staff—through providing résumé workshops and other training and programs—we create value for incarcerated patrons and increase the likelihood of other programs and services being successful. We use the same staff both inside the facility and outside assisting patrons who are reentering. This approach creates consistency and connection.

REFERENCE BY MAIL

Authors: Rachel Kinnon, Jail and Reentry Services Manager | Jeanie Austin and Nili Ness, Jail and Reentry Services Librarians
Library: San Francisco Public Library
Facilities served: California Department of Corrections and Rehabilitation facilities; local jail and detention centers throughout California
Number of people served: Approximately 2,400 letters responded to per year
Years of program: 2017–Present

San Francisco Public Library (SFPL) provides Reference by Mail to incarcerated people in California. Reference by Mail is a tool for incarcerated people, most of whom do not have access to the internet, to obtain accurate, reliable information at no cost. Additionally, it links incarcerated people to a valuable reentry resource and community hub: the public library.

SFPL began providing reference by mail to the western United States in 2017, inspired by New York Public Library's groundbreaking Reference by Mail program. SFPL's first patrons learned of the new SFPL Reference by Mail service in letters from NYPL's program. The need quickly outgrew SFPL's limited staffing, leading to turnaround times of up to a few months, vastly longer than the goal of responding within two weeks of receiving a letter. In hope of providing faster service, SFPL librarians reached out to library systems in Missouri, Nevada, and Oregon to inquire whether they could start providing reference by mail to people incarcerated in their state, or expand their existing program to accommodate SFPL's patrons. With those local libraries' approval, SFPL began responding to requests mailed from Missouri, Nevada, and Oregon with a redirect to the library within their state, thereby transferring service from San Francisco to the patron's state of incarceration.

SFPL also connected with Sacramento Public Library, and today San Francisco and Sacramento partner to provide reference by mail to people throughout the California Department of Corrections and Rehabilitation as well as a number of local jails and detention centers. SFPL librarians supervise student interns enrolled in library and information science (LIS)

programs who research and write hundreds of responses each year. In this way, librarianship to incarcerated people is brought into their LIS education, reminding students and instructors that incarcerated people are public library patrons who have significant information needs.

Reference by mail is an urgently needed service for incarcerated people who lack access to reliable information. SFPL regularly receives up to fifty letters per week, and at the height of COVID-19 lockdowns, that number increased to one hundred letters per week, using only word of mouth within the prisons. Requests range from pop culture to history to reentry planning. For example, patrons write to the library seeking reentry-related information on transitional housing, jobs, starting a business, rentals and real estate, religious organizations, and all other aspects of transitioning to the larger community.

Key Takeaways

Reference by Mail is simple and powerful. Patrons write to the library with their information request and, upon receiving a useful response, are likely to remain library users during and after their incarceration. Librarians engage in traditional reference, much like libraries provided to patrons prior to the internet. The program adheres to a set of rules and regulations that largely mirror prison mailroom policies, ensuring that the contents of the responses are permitted in the facility. Responses are written in a business-letter style that reflects the integrity and professionalism of public libraries.

Patrons frequently express their deep appreciation for the public library's commitment to providing authoritative, vetted information. Similarly, respondents describe this work as meaningful and satisfying, allowing insight into the conditions of incarceration and a concrete way to support the information needs of otherwise information-deprived patrons. Reference by mail is a straightforward task for a library system, requiring only staff resources and the cost of printing and mailing responses.

A Growing Network

Staff at San Francisco Public Library would be thrilled to work with more institutions interested in starting or expanding a Reference by Mail program. Reach out to jailandreentryservices@sfpl.org to connect with SFPL staff members and a growing network of other public library systems engaged in this work.

2. Administration

Effective library service to the incarcerated or detained begins with the administration of the carceral facility as well as the administration of the carceral facility library. A mutually respectful relationship between the prison leadership and library leadership will determine the degree of success of library plans and programs.

2.1 **Library Administration**. The administration of carceral facilities begins with the highest level of government authority, whether federal, state, county, or city. That authority creates a chain of command which creates policy and makes policy changes, as needed, and through which communication practices pass. That authority passes to the chief administrative officer of the individual facility. The chain of command at each facility should include the Supervising Senior Librarian.

2.2 **Short- and Long-Term Planning**. The Supervising Senior Librarian should write and implement both short-term and long-term plans for each facility library. The planning process facilitated by the librarian should include the chief administrator of the facility to the degree required by the chain of command.

2.3 **Annual Assessment**. The Supervising Senior Librarian should review the tasks assigned to the library staff annually. Additional reviews can be added at the discretion of the Supervising Senior Librarian. Any review should also include the expectations for the facility library's ongoing improvement and maintenance and how well those expectations are being met. These reviews should be shared with senior administration of the facility with recommendations that align with these *Standards*.

2.4 **Periodic Performance Audits.** The Supervising Senior Librarian should conduct periodic performance audits of all facility libraries at a minimum of every five years to determine how well each library meets the needs of users. Each performance audit should reference the stated performance goals, policies, and objectives of the facility's library service. This audit should be made by the facility library services manager or another Professional Librarian with knowledge of the facility, using input from both staff and incarcerated people. These assessments should be archived and consulted to track library development and growth over time as well as fidelity to these *Standards*.

2.5 **(Aspirational) Library Advisory Committee**. A library advisory committee should be organized at each facility. It should meet regularly as determined by the Supervising Senior Librarian or

Professional Librarian. The advisory committee should include representation from all relevant carceral departments as well as incarcerated or detained users. Members of the library advisory committee can act as advocates and serve as valuable resources in providing feedback to library staff about access, programs, services, materials, facilities, and a broad range of information needs within the facility. In addition, the library advisory committee also gives Supervising Senior Librarians and Professional Librarians an opportunity to promote library resources and programs. Representatives from noncarceral library organizations in the local area may be included in the library advisory committee, particularly if the organization provides materials to the facility population.

3. Staffing

Libraries in carceral facilities should employ Professional Librarians who hold a master's degree in library science (MLIS, or equivalent) from an ALA-accredited institution to ensure that collections, programs, and services uphold and adhere to ALA standards. Support staff positions, such as certified Library Technical Assistants (LTAs) and incarcerated Clerks, play an important role in providing access and services to individuals who are detained, but such staff should not be substituted for the expertise that Professional Librarians provide.

We recommend that libraries in carceral facilities make the utmost effort to implement the following staffing recommendations, which have been developed with the goal of providing library users the necessary staff qualified to meet users' legal, informational, and recreational needs. If this staffing is not feasible, a Professional Regional Library Director should supervise and coordinate the work of no more than three carceral libraries until Supervising Senior or Professional Librarian vacancies are filled.

3.1 **Statewide Library Coordinator.** The Statewide Library Coordinator, who should be employed by the same agency as the Professional Librarians they oversee, is responsible for ensuring that libraries have adequate resources and innovate to maintain relevant library services. The Statewide Library Coordinator will serve as spokesperson to internal administrative leadership and external organizations and should be consulted on state-level policies and mandates to which carceral libraries are required to adhere. This position, which oversees all facility libraries in the state, should require, but not be limited to, the following qualifications and skills:

- **3.1.1** Holds an ALA-accredited MLIS degree or equivalent and at least seven years of experience working in a carceral library (two years as a Supervising Senior Librarian) or comparable experience
- **3.1.2** Knowledge of planning and fiscal management
- **3.1.3** Ability to manage, train, and advise all levels of library staff
- **3.1.4** Ability to coordinate statewide library services and programs
- **3.1.5** Ability to write, revise, and consult on library policies and procedures
- **3.1.6** Ability to assess library services and implement necessary changes
- **3.1.7** Ability to conduct salary surveys for all library staff every two years

3.2 **Regional Library Directors.** The Regional Library Director, who should be employed by the same agency as the Professional Librarians they oversee, is responsible for implementing library policies, mandates, programs, and services, liaising between state-level and local-level library leadership, and informing the Statewide Library Coordinator about library needs at individual facilities. This position, which oversees Supervising Senior Librarians in their assigned region facilities, should require, but not be limited to, the following qualifications and skills:

- **3.2.1** Holds an ALA-accredited MLIS degree or equivalent and at least five years of experience working in a carceral library (two years as a Supervising Senior Librarian)
- **3.2.2** Knowledge of planning and fiscal management
- **3.2.3** Ability to manage, train, and advise all levels of library staff
- **3.2.4** Ability to implement library services and programs
- **3.2.5** Ability to synthesize feedback from individual facilities to inform library policies and procedures
- **3.2.6** Ability to evaluate and streamline library services and implement necessary changes at local facilities

3.3 **Supervising Senior Librarians.** All carceral institutions should have one Supervising Senior Librarian who will direct and implement library policies, mandates, programs, and services at individual facilities, liaise between facility administration and local-level library staff, and inform facility administration and the Regional Library Director about library needs at their individual facility. This position, which directly or indirectly supervises all Professional Librarians, LTAs, and incarcerated Clerks at one facility, should require, but not be limited to, the following qualifications and skills:

- **3.3.1** Holds an ALA-accredited MLIS degree or equivalent and at least three years of experience working in a carceral library
- **3.3.2** Knowledge of planning and fiscal management
- **3.3.3** Ability to manage, train, and advise all levels of library staff
- **3.3.4** Ability to implement library services and programs at a local level
- **3.3.5** Ability to provide feedback on library policies and procedures to local administration
- **3.3.6** Ability to evaluate and streamline library services throughout all facility libraries

3.4 **Professional Librarians.** All libraries serving a population of five hundred general population or 250 special population individuals (small facilities) should be operated by no less than one Professional Librarian (small facilities may need only one Supervising Senior Librarian and no additional Professional Librarians). Professional

Librarians should be responsible for ensuring that all policies, procedures, resources, and programs are applied/implemented in their facility library. Professional Librarians should also be responsible for providing access to research materials that support continuing education, reentry, parole board preparedness, and court filings. This position should require, but not be limited to, the following qualifications and skills:

- **3.4.1** Holds an MLIS degree or equivalent from an ALA-accredited program
- **3.4.2** Ability to train Library Technical Assistants (LTAs) and library Clerks
- **3.4.3** Ability to effectively and efficiently conduct educational and legal research
- **3.4.4** Ability to adhere to state-mandated policies and procedures
- **3.4.5** Ability to implement library programs and services

3.5 Library Technical Assistants. There should be Library Technical Assistants (LTAs) employed by each facility library in accordance with the number of incarcerated people served. This is a paraprofessional position that should be responsible for technical operations, including adherence to ADA policy, literacy programs, and clerical tasks. This position should require, but not be limited to, the following qualifications:

- **3.5.1** Holds an associate's degree *or* two years of college and a basic knowledge of library techniques and procedures *or* a Library Information Technology certificate of achievement
- **3.5.2** Ability to work with incarcerated Clerks and users
- **3.5.3** Adheres to statewide mandates and policies
- **3.5.4** Facilitates library programs and services

3.6 Incarcerated Clerks. There should be incarcerated Clerks employed by each facility library in accordance with the number of library users served and the need for additional support for the Professional Librarian and/or LTA. This entry-level position should be responsible for providing direct library user services such as circulation, form retrieval, wayfinding, and clerical tasks. This position should require, but not be limited to, the following qualifications:

- **3.6.1** A high school diploma, General Equivalency Diploma (GED), or a reading comprehension level of tenth grade or above in the primary language of the facility
- **3.6.2** Ability to perform clerical tasks, assist with programs, and provide customer service
- **3.6.3** Adhere to facility rules and procedures
- **3.6.4** The most senior Professional Librarian responsible for hiring in the facility may use their discretion to hire a Clerk who does not meet the requirements of 3.6.1.

3.7 **Library Staff Should Be Knowledgeable about the Needs and Service Requirements of the Users.** Because of the broad range of needs represented by populations that are incarcerated, Professional Librarians and LTAs should be selected based on their knowledge, ability, experience, and willingness to provide resources to diverse user groups. All library staff, including Clerks, should strive to meet users' legal, educational, informational, and recreational needs by applying the following skills: strong interpersonal and communication abilities, sensitivity to people with specialized needs and language barriers, knowledge and application of de-escalation techniques, empathy, resourcefulness, and resilience. In addition, a positive outlook, flexibility, and respect for others are highly recommended.

3.8 **Library Staff Should Be Responsive, Nonjudgmental, and Discreet** when handling all legal, informational, and recreational requests.

3.9 **Staffing Levels.** Many factors should be taken into consideration when planning the necessary staffing levels for the population that is incarcerated, including, but not limited to, the following:

- **3.9.1** Number of hours library is open
- **3.9.2** Size of general population
- **3.9.3** Size, capacity, direct accessibility, and configuration of the library space
- **3.9.4** Number of satellite libraries or delivery methods
- **3.9.5** Number, type, and size of restricted access units
- **3.9.6** Length of stay of users
- **3.9.7** Number and types of services provided daily in both the main library and other locations
- **3.9.8** Professional Librarian and library staff coverage when taking into account sick days, vacations, and professional development opportunities
- **3.9.9** Staffing should be sufficient to allow regular bathroom breaks for all staff with no more than two hours between breaks.

The preceding criteria should be taken into consideration when providing library service to the following general user population ratios. Special populations and restricted housing that require delivery service or that have limited access to the library require staffing at a 2:1 ratio (e.g., three hundred people in a special population will require library staff that serve six hundred general population users).

Fewer than 300 people	1 Supervising Senior Librarian 1 Professional Librarian (optional) Clerks
300–500 people	1 Supervising Senior Librarian 1 Professional Librarian (optional) 1 LTA Clerks
500–1,000 people	1 Supervising Senior Librarian 1 (or more) Professional Librarian 1 LTA Clerks
1,000–1,500 people	1 Supervising Senior Librarian 2 Professional Librarians 2 LTAs Clerks
1,500–2,500 people	1 Supervising Senior Librarian 3 Professional Librarians 3 LTAs Clerks
Over 2,500 people	1 Supervising Senior Librarian Minimum 3 Professional Librarians Minimum 3 LTAs Clerks

3.10 Library Staff Development. Professional Librarians working in carceral facilities are often isolated in their jobs and deprived of regular, meaningful contact with their noncarceral library colleagues. Efforts to reduce this isolation should be made by encouraging and supporting Professional Librarians and LTAs to regularly seek out and participate in opportunities with professional library organizations, conferences, workshops, lectures, continuing education programs, and contributions to professional literature. A minimum of forty professional development hours per year should be made available to all Supervising Senior Librarians, Professional Librarians, and LTAs in addition to funds to support travel, registration, and conference fees, and designated time to fully engage and make contributions possible.

All library staff, including incarcerated Clerks, should be provided professional development opportunities. Supervising and Professional Librarians should provide access to a minimum of ten hours of training, workshops, skill enhancement tutorials, and continuing education opportunities per year to library Clerks who are detained or incarcerated.

3.11 Library Should Be Staffed Full-Time by Qualified Library Staff. Under the supervision of the Supervising Senior Librarian, the library should be open and fully staffed by Professional Librarians during all scheduled service hours. At no time should LTAs, incarcerated Clerks, or volunteers serve as the sole provider of library services. All meaningful efforts should be made to immediately fill vacant Professional Librarian and Supervising Senior Librarian

positions to ensure continued access from qualified staff. In the absence of qualified Supervising Senior Librarians and Professional Librarians, Regional Library Directors will supervise LTAs and Clerks until vacant positions are filled.

3.12 Compensation for Library Staff. Supervising Senior Librarians, Professional Librarians, and LTAs should be compensated in a manner that is competitive and comparable to academic, public, and school libraries, respectively, and adjusted for cost of living, scheduled increases, and promotions. In order to recruit and retain qualified professionals, advanced degrees and longevity should be financially rewarded. A staff salary survey should be conducted every two years (see 3.1.7).

3.12.1 Supervising Senior Librarians' salaries should be comparable to those of other supervisors within the department to whom they report.

3.13 Use of Community Volunteers and Incarcerated Clerks. Incarcerated Clerks and community volunteers should not be employed in lieu of regular paid staff but should be used to provide extra support and special programs.

3.13.1 Orientation for incarcerated Clerks and community volunteers. There should be an established orientation process for new workers and volunteers, including basic information literacy, confidentiality, orientation to library organization, and ethics of librarianship.

3.13.2 Incarcerated Clerks. Employing incarcerated Clerks increases community ownership for the library space, allowing opportunities for residents to be leaders and take initiative.

3.13.3 A library professional should be responsible for the selection, training, and evaluation of resident workers.

3.13.4 Incarcerated Clerks should receive ongoing training regarding relevant topics in librarianship.

3.14 (Aspirational) Career Pathways for library and information science through accredited institutions should be made available to incarcerated Clerks.

Where It Worked

PROVIDING COMPREHENSIVE STAFF AND CLERK TRAINING

Authors: Anna Nash, Institutional Librarian | Laura Richardson, Branch Librarian/Manager | Laura Sherbo, Program Manager, Washington State Library Institutional Library Services
Library: Washington State Library
Facilities served: 9 throughout the state of Washington: Airway Heights Corrections Center, Clallam Bay Corrections Center, Coyote Ridge Corrections Center, Stafford Creek Corrections Center, Twin Rivers Unit, Washington Corrections Center, Washington Corrections Center for Women, Washington State Penitentiary South Complex, Washington State Penitentiary West Complex
Security levels: All
Age of population: 18–70+
Genders of population: All
Size of service population: 13,081
Years of program: 1965–Present

The state of Washington provides general library services to adults incarcerated in state prisons through a partnership between the Washington State Library (WSL) and the Washington State Department of Corrections (WADOC). The Institutional Library Services (ILS) program has existed since 1965 and is an extraordinary example of a successful collaboration between two state agencies with vastly divergent policy goals and administrative functions. The program locates branches of the Washington State Library inside state prison facilities to provide materials, reference services, and reentry and educational support, as well as the same types of programs you might see in public libraries around our state.

WADOC provides the facilities and infrastructure, including incarcerated workers; WSL provides materials, staff, and training. Library staff take part in an extensive six-month training program designed to provide understanding of their responsibilities as ILS branch managers as well as the knowledge and skills to manage all branch functions, provide high-quality services, train and supervise incarcerated clerks, and provide support and information services to a high-need, vulnerable, and underrepresented population in Washington.

Staff Training

The ILS staff training program addresses all aspects of branch management including the following:

- Customer service
- Collection development
- Circulation systems
- Reentry support and resources development
- Outreach

- Patron privacy
- Educational support
- Program management and development
- Supervision and training of incarcerated clerks
- Safety and security in a DOC setting
- DOC systems use

The ILS staff training program was developed with a focus on the special needs of our incarcerated patrons and the specific circumstances dictated by a carceral environment. The ILS program manager and institutional librarian spend months providing one-on-one training for each new librarian, assisted by more senior branch library staff. ILS documentation and checklists covering all aspects of the operations and services of our branches are used to train new branch library staff. Along with these documents ILS has developed a set of standards specific to operating a state prison library. Although these *Standards* were developed specifically for ILS, they could be adapted to other prison libraries.

Clerk Training

The ILS clerk training program provides incarcerated workers the skills and knowledge to provide excellent library services. When their program of training is complete, ILS clerks provide assistance and services to patrons comparable to what a library assistant in a public library is trained to provide. Our first focus in training clerks is customer service. To ensure that our clerks can provide the highest quality service to our patrons, they are trained in customer service skills, circulation systems and practices, patron privacy, collection development, ready reference, and reentry support and resources.

Before they are hired, ILS clerk candidates are scheduled for a one-hour interview during which they are given a Dewey Decimal system–based test that includes a ten-question quiz completed on an online public access catalog (OPAC) station and a call number card-sorting exercise that includes sets of titles, authors, and nonfiction call numbers.

Key Takeaway

ILS uses both training programs to ensure that ILS staff and incarcerated clerks provide the highest level of service possible to incarcerated patrons. Positive impact on patron outcomes is the goal of providing high-quality library services in our branches. ILS is currently developing surveys that will help us better measure and understand patron outcomes and further improve our training programs.

We believe the key takeaway from the success of the ILS program is that we approach what we do with the conviction that our libraries are just like any other public, academic, or special library that serves a specific community. We design our program and services in a way that best serves our community. Our community just happens to be made up of individuals who are incarcerated.

LIBRARY STAFF MAKE LIBRARIES GREAT

Author: Erin Boyington, Adult Institutions Senior Consultant | Renée Barnes, Institutional Library Development Supervisor
Library: Colorado State Library, Colorado Department of Education
Facilities served: 20–23 Colorado Department of Corrections Libraries
Years of program: 1980s–Present

The library staff for the Colorado Department of Corrections (CDOC) have endured chronic time famine for as long as the libraries have existed. Correctional supervisors change frequently and aren't always experienced in managing libraries. Tasks are continually added without reducing the overall workload. Library calendars are often overscheduled without uninterrupted office time. Library staff may be isolated from the rest of the facility, their contributions unseen—and none of these problems are unique to Colorado.

Frustrated by the constant turnover and poor compensation of library staff, the Colorado State Library's Institutional Library Development (ILD) office began gathering data about the realities of CDOC library staff's tasks, job descriptions, and pay. Spearheading the project was Renée Barnes, a prison librarian since 2005, who knew firsthand what it was like to make such a low income that paying bills left little for groceries, and how pay never increased as regularly as rent. Renée had worked in a variety of CDOC facilities at every security level and because of vacancies had frequently been forced to provide services solo, even for multiple facilities.

A Sweeping Review

ILD librarians spent several years reviewing Colorado job classifications and salaries, researching standards, interviewing staff, and more. The data we collected informed the current draft of Colorado's institutional library standards (which includes a staffing formula), a book chapter,[1] and several iterative proposals submitted to CDOC to improve the thirty-six state prison library positions statewide.

As part of the research, Renée asked library staff to fill out detailed time activity logs for three different days in fifteen-minute increments. Once ILD received the completed logs, we coded the tasks to determine how much time staff were spending on categories of activities like security, circulation, and supervision of resident clerks. One clear finding of the time logs showed how much time solo library staff, then employed in a paraprofessional classification, were spending on professional-level library duties such as cataloging and creating reports. ILD also saw that some staff were being asked to spend inordinate amounts of time on tasks that fell under the "other duties as assigned" category, to the detriment of library services.

It became clear to ILD that the staffing needs of any given prison library were dependent on a number of complex factors: the population size, the physical layout of the facility, the service model (delivery, visits, or a hybrid), and the security level(s). The number of library positions affected the quality of services, as did the number of resident clerks.

Data into Action

As a direct result of ILD's work and persistence in sharing their findings, in 2022 CDOC completed an unprecedented reclassification of dozens of CDOC library staff positions statewide. Staff moved from a paraprofessional classification into a professional series. CDOC's goals were to improve pay, more accurately reflect the work library staff did, provide a clearer promotional path, and improve the 272 percent turnover rate.

The change inevitably introduced new problems, including pay compression for librarian supervisors. The pandemic and ongoing staffing crisis in CDOC facilities continue to affect CDOC library staff, who are often reassigned to security work that is normally done by better paid correctional officers. (In fact, the pay difference is still such that over the course of a single month, library staff assigned to officer work can be paid about $360 less than a correctional officer while doing the same duties.)

Attracting and retaining trained, professional library staff dramatically improves the quality of services prison libraries provide. In CDOC Libraries with trained and experienced library staff, there is more use of the library by more residents, more interactive library events, better customer service, and more consistent adherence to library and correctional standards.

ILD and CDOC administrators together continue to seek solutions to improve recruitment and retention of library staff. ILD aspires to see more accurate position descriptions and qualifications in job postings, the centralization of certain tasks statewide, and allocation of positions in innovative ways. Our goal is not only to improve the lives of incarcerated people by ensuring that they have access to great libraries but also to see that library staff are treated as valued members of the team and properly compensated for their work.

Key Takeaways

1. Listen to library staff. Be transparent with them so they know that you are working to improve things and that no changes happen overnight.
2. Be persistent in making proposals for improvement: you may have to wait for the right word in the right ear at the right time. Be willing to rethink your proposed solutions more than once.

NOTE

1. Erin Boyington and Renée Barnes, "Mandatory Minimums: Staffing Correctional Libraries," in *Exploring the Roles and Practices of Libraries in Prisons: International Perspectives*, ed. Jane Garner. Advances in Librarianship (Leeds: Emerald Publishing, 2021), 49:261–90.

4. Budget

The agency responsible for general library services should ensure that the general library is funded as a separate line item and receives annually appropriated funds that are budgeted for library materials and library operations such as equipment, furniture, resource sharing, media licensing, and technology including hardware/software and maintenance or replacement of those items as needed.

4.1 **Annual Allocations.** The annual library materials allocation should be calculated separately from operational funds.

4.2 **Annual Library Materials Allocation.** The annual library materials allocation should be based on facility operational capacity and calculated per capita based on the following amounts, adjusted for inflation:

$4.00 per capita = minimal
$13.00 per capita = basic
$28.00 per capita = exceptional

4.3 **Annual Adjustment.** Budgets should be adjusted annually to reflect inflation, changes in the population size, and changes in the needs of residents or facility programs.

4.4 **Professional Development.** Funds should be budgeted for both in-state and out-of-state continuing education and staff development activities, such as attending conferences and workshops.

4.5 **Contractual Services.** Funds should be budgeted for contractual services compliant with library best practices including participation in interlibrary loan arrangements, automated systems, electronic resources, and online bibliographic networks and databases.

4.6 **New Institutions.** Allocations for new institutions should include funds for the establishment of 75 percent of the collection and all library furniture and shelving. Additional funds beyond the regular budget should be budgeted each year for two consecutive years so that the materials collection reaches the recommended size within three years from the opening of the new library.

4.7 **Budget Development and Administration.** Library professionals should develop and administer the library budget because they have the most knowledge about library needs and trends.

4.8 **Annual Activity Report.** Library professionals should develop an annual activity report that details expenditures, library activity statistics, and program outcomes.

4.8.1 Regional library professionals should compile facility statistics into an annual report to be made available to all stakeholders.

4.9 (Aspirational) Program Allocation. The annual library budget should include an allocation specifically for creating and hosting quality library programs and events to include program supplies, refreshments, speaker fees, licensing fees, and so on.

Where It Worked

A DUAL AGENCY PARTNERSHIP

Author: Erin Boyington, Adult Institutions Senior Consultant, Institutional Library Development
Library: Colorado State Library, Colorado Department of Education
Facilities served: 20–23 Colorado Department of Corrections Libraries
Years of program: 1980s–Present

Colorado's state-run prison libraries receive funding support from two state institutions: the Colorado State Library (CSL) and the Colorado Department of Corrections (CDOC). CSL's records of the collaboration between the two agencies go back to 1987, when the prison population was less than five thousand people statewide. From the 1990s through 2011, Colorado's prison population boomed, and many new facilities were built. The COVID-19 pandemic reduced the prison population to thirteen thousand Coloradans, down from its peak in 2008 of over twenty-three thousand. Those residents are currently served by twenty-two prison libraries.

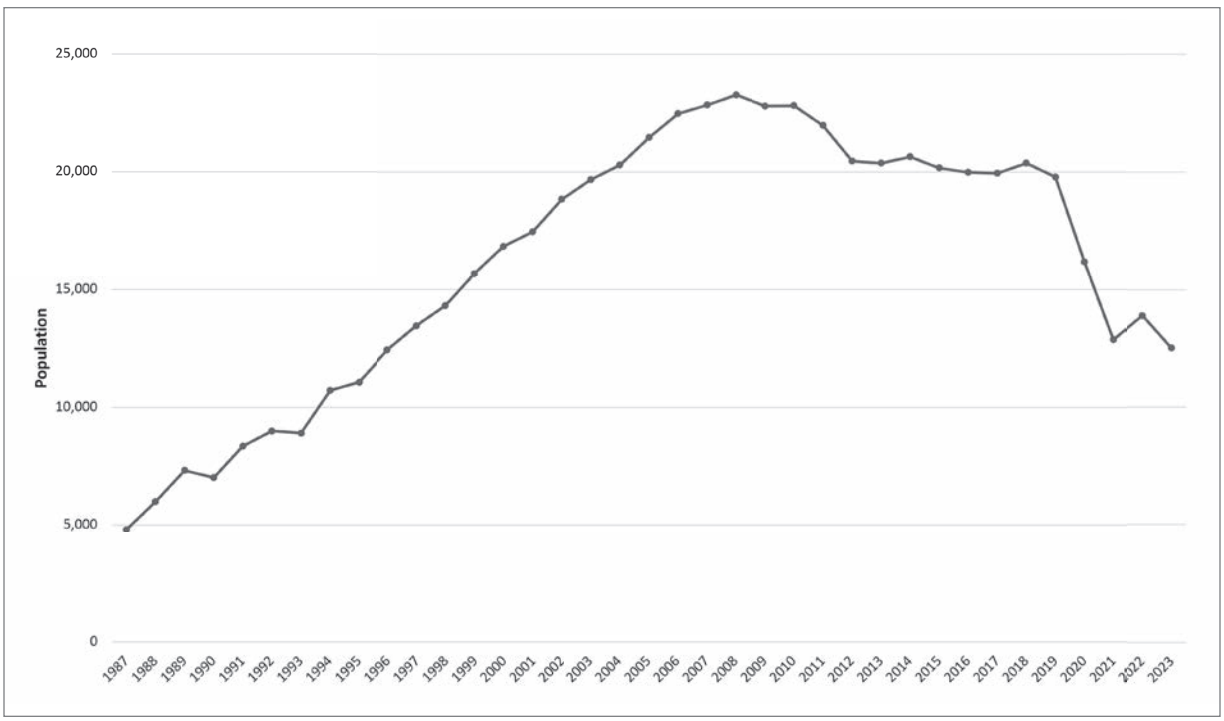
CSL's budget for the CDOC Libraries comes from the federal Institute of Museum and Library Services and Colorado's State Grants to Libraries Act. The CDOC funding for its libraries comes partly from the state-operated canteen, which sells food and other staples to incarcerated residents. Because the interest income from the canteen accounts may only be spent for the benefit of residents, some of that income is allocated to fund the libraries.

CSL has always provided materials budgets and the salaries of regional librarians, while CDOC provides the budget for facility library staff salaries and operating costs, including contractual services such as courier fees and library software. In the past decade, CDOC has added materials funding into its library's budgets and allocated money specifically for interactive library programming. CSL has added funding for professional development opportunities for CDOC staff to its budget as well.

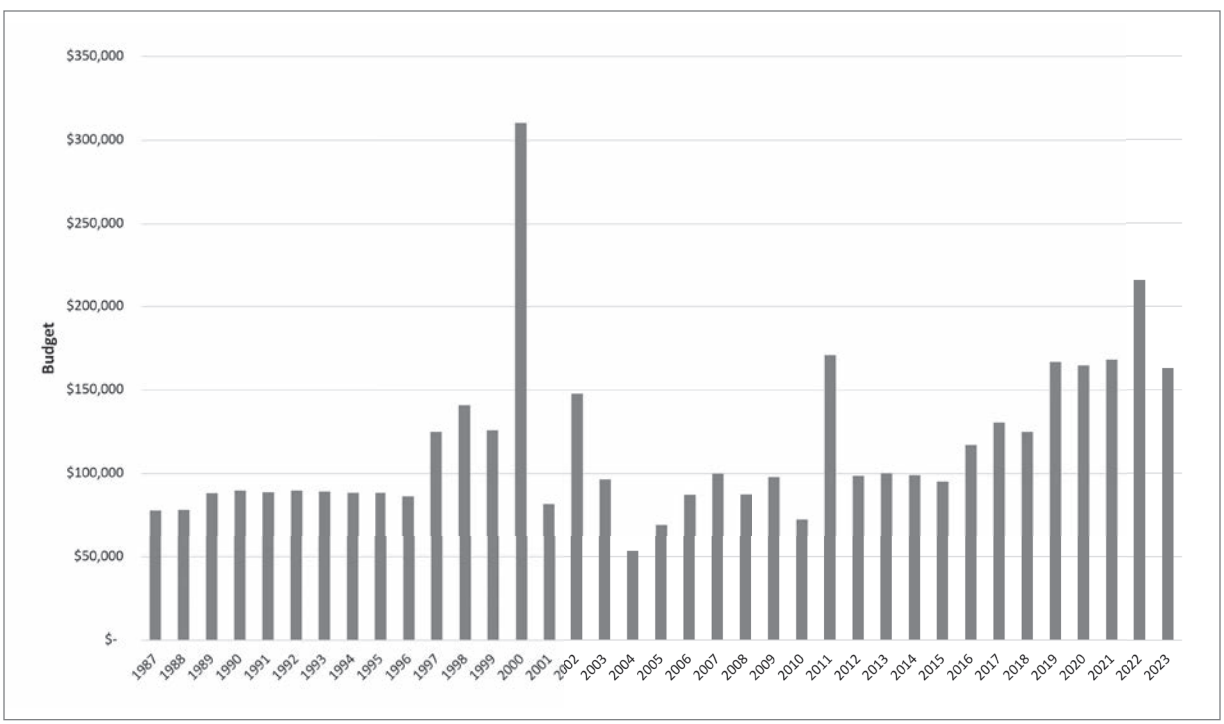
The dual agency partnership has been a long and productive one, nurtured by years of relationship-building and cooperation. Even so, CDOC library materials budgets have stayed flat or, on occasion, been slashed during economic downturns. Budgets did see significant jumps for opening day collections in 2000, 2011, and 2022 when new prisons opened or reopened. The cooperation of CSL and CDOC has ensured that library materials budgets never dropped to zero.

CSL also partners with the Colorado Library Consortium (CLiC), a 501(c)(3) nonprofit agency that is a government instrumentality. CLiC provides training, manages the statewide courier system, and manages AspenCat,

the Koha open-source integrated library system many Colorado libraries use. CLiC negotiates significant vendor discounts. The book discounts from book jobbers are sometimes as much as 45 percent off list price, bringing a $30 new release in hardcover down to $16, or a $10 mass market paperback to $6.39.



CDOC prison population 1987–2023

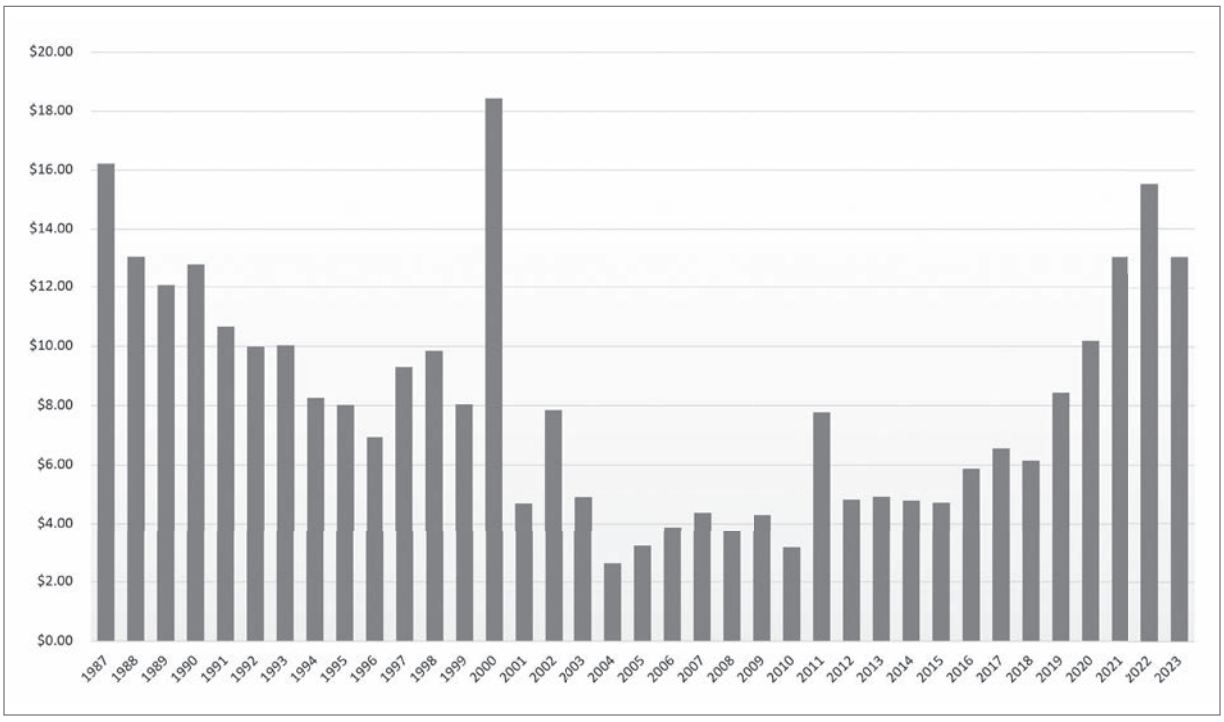


CSL/CDOC materials budget 1987–2023

CSL staff from the Institutional Library Development (ILD) office direct all collection development funds and create annual budget requests. Beginning in 2001, the per person materials allocation hovered around what these revised *Standards* call the "minimal" level of $4 per person. In the past three years, the allocation has increased to the "basic" level of $13 per person, thanks to strong support for libraries from CDOC as well as American Rescue Plan Act funding disbursed by CSL. It is ILD's ambition to grow to the "exceptional" level of funding at $28 per capita, which for a population of thirteen thousand residents would be $364,000 just for materials.

The increase is easy to justify, based on usage statistics alone. Almost every CDOC resident uses the facility library. CDOC Libraries see exceptionally high circulation numbers for their collections, which include books, media, subscriptions, puzzles, and games. In fiscal year 2022, the CDOC Libraries circulated nearly thirty-two thousand items per month. Annually, that is thirty-two items per resident!

Library materials inevitably wear out or become outdated, particularly when there is such incredible demand. Twenty-eight dollars might supply two brand-new books, or one annual magazine subscription, or a single CD or DVD. Some of the most in-demand items at CDOC Libraries get checked out twenty times or more before they wear out and need to be replaced. Unlike other types of programs offered in prisons, the CDOC Libraries are available to 100 percent of residents.



Colorado State Library materials budget per person for CDOC Libraries FY 1987–2023

Population numbers derived from the Bureau of Justice Statistics' annual bulletins (1987–2020) and from the Department of Corrections website (2021–2023). Materials budget numbers came from the Institutional Library Development office's records.

CSL has recently started providing technology as well, from Launchpads to Nintendo Switch consoles and games. In the future, we hope to expand to provide direct access to digital newspapers and access to popular databases. As physical media become harder to find, the transition to digital resources is an inevitability. Music is already challenging to collect because many of the most popular artists no longer release music on CDs. Streaming-only music is more expensive, and libraries are often hampered by digital rights management.

Colorado's partnerships are crucial to providing excellent libraries for incarcerated Coloradans, who need libraries the most. Spending government funds can be complex because of regulations, so the teamwork of multiple agencies (and a nonprofit!) means that users' needs are met.

Key Takeaways

1. Multiple agency partnerships and library consortium memberships are essential for sustaining any prison library and making funds stretch further.
2. Employ professional librarians to spend library funds. For example, collection development specialists bring much-needed expertise in using vendors and know how to select high-quality materials from the often-overwhelming publishing landscape.

5. Facilities

The recreational and legal libraries should be separate spaces within a central location. There should be a recreational library and at least one law library in each facility, with space to provide service to all segments of the facility population. Each library should have a dedicated study space, storage, and work areas as outlined in the following sections. Access to each library shall take into consideration the needs of general population users and people assigned to hospital, security, segregation, or other restricted housing units. The library and legal library programs shall include opportunities for independent study and research, general library services, and legal library services. People who are incarcerated in special management and restricted housing units should have as much access as possible. It may be necessary to use delivery or outreach services. All library furniture, equipment, and space must comply with ADA standards, security regulations, and the health and safety codes of the facility and jurisdiction.

5.1 Libraries and the Larger Carceral Facility Should Be Designed to Maximize the Safety of All Library Users, Staff, and Visitors. Specific safety features and considerations include the following:

- **5.1.1** The library should be above ground and far from floodplains and large water features such as streams and rivers to mitigate the risk of flooding. Collections, staff, and user areas should never be housed below ground level.
- **5.1.2** All exits should be indicated with lit or glow-in-the-dark exit signs and be updated in keeping with state or federal regulations as relevant.
- **5.1.3** If a sprinkler system is present, library staff should know how and be able to turn off the sprinklers in the event the system is triggered by accident.
- **5.1.4** The library should meet current fire and electrical codes. The librarian should work with facility leadership to ensure that the library meets the latest International Fire Code (a widely accepted minimum standard for fire safety).
  - **5.1.4.1** All book drop boxes should be fireproof.

5.2 Sightlines. Staff should be able to see all areas of the library with ease including between the stacks.

- **5.2.1** Dead-end spaces where users or staff can be cornered should be avoided. These include stack aisles that end at a wall and service desks with a single entrance/exit.

5.2.2 Avoid placing the librarian's office or the service desk at the center of a spoke and wheel design, and instead have the service desk and office on a wall facing into the room.

5.2.3 For security purposes, all library spaces should be visible to those passing by.

5.2.4 Care should be taken to avoid creating areas of the library that are not easily visible from the rest of the library.

5.2.5 Depending on the facility's security level, there may be cameras or security staff in the library. To the greatest extent possible, users' confidentiality should be maintained.

5.3 The Library Should Be a Secure Area Separate from the Rest of the Carceral Facility. It should not be a pass-through area between different buildings or function areas, such as a cell block and a canteen or two classrooms. It should not be used without library staff supervision to host other types of programs such as educational or religious events not organized by the library.

5.4 Space for General Population Users to access collections in the main and legal libraries should be calculated on the basis of 1 square foot per person as the minimum or an enhanced 1.25 square feet per person. The general library facility and the legal library should include the following:

5.4.1 A lockable workroom for processing library materials. It should be separate from the general library but accessible to both incarcerated Clerks and staff. It should also be visible from the general library to allow for supervision of both spaces.

5.4.1.1 At least 150 square feet per staff person on duty.

5.4.1.2 Computers with the library catalog and other tools necessary to support the regular function of the library including limited web access (where possible), word processing, a spreadsheet program, and other basic computer software.

5.4.1.3 Shelving as detailed in 5.4.12.

5.4.1.4 Lockable cupboards.

5.4.1.5 Book carts.

5.4.1.6 Ergonomic tables and chairs.

5.4.2 A separate lockable office for the Professional Librarian of at least 150 square feet per library staff person, equipped with the following:

5.4.2.1 Glass from shoulder or waist height to allow visibility into the main library area.

5.4.2.2 A phone and an additional communication system for emergencies.

5.4.2.3 One computer per professional library staff member on duty.

5.4.2.4 An ergonomic desk and chair for each member of staff using the office at the same time.

5.4.2.5 Secure storage space to house electronics, controlled items, tools, user borrowing records, and any other sensitive information pertaining to the library.

5.4.3 Storage and workspace shall be provided in the main library and the legal library for materials and equipment for use in special housing units (hospital wing, restricted housing, special management)—for example, book carts well supplied with materials. This space should be lockable and inaccessible to library users.

5.4.4 Lighting that is abundant and efficient.

5.4.4.1 Light intensity of 50 to 60 foot-candles is appropriate for most library settings. Illumination of 60 foot-candles meets the needs of users with dimming eyesight.

5.4.4.2 Library lighting should be a warm color between 2700K and 3500K and with a Color Rendering Index of at least 85.

5.4.4.3 Fluorescent and LED lighting systems are both appropriate for library settings.

5.4.4.4 Lighting should be glare-free, never pointing directly in users' eyes, and pools of light should be avoided. The facility should be uniformly bright so all parts of the library are suitable for reading on paper and screen-based media.

5.4.4.5 Shelves should be perpendicular to lights to prevent excessive shadowing.

5.4.5 Acoustics. Walls, floors, and ceilings should be designed to minimize echoes—for example, through the use of acoustic tile on ceilings (never paint this surface), carpeted floors, and acoustic panels on walls.

5.4.6 Climate control, including humidity control, heat, and air-conditioning, is beneficial to the health of all in the facility, increases staff efficiency, and extends the lifetime of collection items and equipment.

- **5.4.6.1** If the facility allows, thermostats for each area of the library should be under the control of the librarian.
- **5.4.6.2** Humidity should be controlled to between 30 percent and 50 percent.
- **5.4.6.3** Air should be heated (minimum 65 degrees Fahrenheit) or cooled (maximum 77 degrees Fahrenheit), circulated, and filtered regularly to reduce CO^2 build-up and dust and disease particulate concentration (e.g., flu or COVID-19).
- **5.4.6.4** Radon levels should be monitored and kept within safe limits for the protection of all users, staff, and visitors.

5.4.7 ADA-complaint mixed-use furniture. A mix of fixed and mobile furniture should be used in the library to enable flexible uses of space for people to study, read, view, and listen to materials, as well as take part in library events and programs. Modular furniture that can be configured for different uses can enable the library to meet the demands of changing user needs, media types, and security restrictions over time and should be arranged per the most up-to-date ADA standards.

- **5.4.7.1** Tables and study desks should be ADA compliant and meet the most recent specifications.
- **5.4.7.2** Tabletops should be soft, matte, neutral colors to minimize eye strain and glare.
- **5.4.7.3** Side chairs for use at tables should be made of durable materials that can be wiped clean and easily disinfected.
- **5.4.7.4** Small chairs and tables should be provided in the facility if young people or little people, such as those with dwarfism, use the facility library.
- **5.4.7.5** Avoid or minimize the use of soft seating with polyurethane foam, which is highly flammable. If the use of seating with polyurethane foam is unavoidable, request items that meet the CAL 133 standard or current International Fire Code.

5.4.7.6 Tables with stationary devices such as computers should have built-in or movable wire management.

5.4.8 ADA-compliant accessibility routes should be at least 36 inches wide but may be 32 inches wide if the section of the route is no longer than 24 inches and sections of the shortened route are separated with sections of the standard route width for over 48 inches.

5.4.8.1 For routes that make a 180-degree turn around an element less than 48 inches, the clearing width must be at least 42 inches before and after the turn and at least 48 inches at the turn. Accessible routes of less than 60 inches should have passing space at intervals of at least 200 feet.

5.4.8.2 A passing space is either: a section of the route 60 inches by 60 inches or a T-shaped intersection where the base and arms extend 48 inches beyond the intersection.

5.4.9 An ADA-compliant toilet and sink should be in or in proximity to the library and accessible to library staff and users.

5.4.10 Electrical outlets should be plentiful and up to code to support audiovisual, computing, and other devices that are critical to users' information seeking, formal learning initiatives, and informal activities such as listening to music, gaming, watching movies, and the like. Outlets should be tamper-resistant and integrated into tabletops and at the midpoint along walls to reduce the need for users to plug devices into the floor.

5.4.11 Railings, door handles, and other high-use fixtures should be made of brushed steel or another durable, easy-to-maintain material.

5.4.12 Shelving for books, magazines, graphic novels, newspapers, audiovisual materials, and other emerging media should be arranged on library floors rated to a minimum of 150 pounds per square foot for most materials, and greater for especially heavy collections such as microfilm.

5.4.12.1 Opt for cantilever shelves made of powder-coated steel, which is durable, long lasting, and sturdy and will not damage collections materials through corrosion, off-gassing, or attracting pests.

5.4.12.2 Cantilever steel shelving should be a minimum of 12 inches deep on the bottom shelves and no less than 10 inches deep on upper shelves.

5.4.12.3 Shelving should ideally include a display area for books, promotional materials, and projects and events supported by the library (e.g., an art display or mini exhibition of materials curated and created by incarcerated users).

5.4.12.3.1 All shelving should be ADA compliant.

5.4.12.4 Arrange shelves in parallel rows with a minimum of 36 inches between stacks to enable clear access for wheelchair riders.

5.4.12.5 Label rows with large-format, high-contrast labels (e.g., dark font on a light background). Avoid shiny plastic covers over shelf labels because these can make signs illegible to wheelchair riders and people with low vision.

5.4.12.6 Shelves should be well lit with no glare falling on collections titles or labels.

5.4.13 Sturdy powder-coated metal bookends are ideal; however, some facilities may prefer to use alternative materials for safety purposes.

5.5 Specific Library Equipment. The facility should have the widest range of equipment available to support the use of materials by the widest range of people and programs hosted by the library. For example:

5.5.1 An integrated library system (ILS) with a user-friendly public access catalog

5.5.2 Computers equipped with recent or up-to-date versions of common word-processing and spreadsheet software, and other core software types that are used in everyday life by people living on the outside. The minimum number of computers, tablets, or similar devices should be at least half the library's occupancy, and ideally 1:1.

5.5.3 Up-to-date audiovisual equipment for solo and group media consumption that enables users to watch movies, listen to audio, and engage with other emerging technologies. Copyright laws should be followed regarding media use.

5.5.4 Photocopiers
5.5.5 Printers
5.5.6 Reference works stand for commonly used dictionaries, atlases, and other heavy or large-format materials
5.5.7 ADA-compliant equipment should be provided for people with disabilities, including but not limited to:
- **5.5.7.1** Magnifiers
- **5.5.7.2** Screen reader technology on all electronic devices
- **5.5.7.3** Audiovisual listening stations and equipment such as headphones, screens to display videos with subtitles, and the like

5.6 **Provide Materials and Signage in the Primary and Nondominant Languages** spoken in the facility. All signage should be large format and high contrast (e.g., a dark font on a light background). Avoid shiny plastic covers over shelf labels because these can make signs illegible to wheelchair riders and people with low vision.

5.7 **Collections Should Be Actively Displayed** and promoted within both the library and the larger facility. Staff picks and recommendations by users can be displayed regularly.

5.8 **(Aspirational) Facilities Should Have Robust Digital Resource Offerings** supported through on-site servers or cloud infrastructure to support safe, curated access to educational and recreational resources. Examples include research databases and learning environments that closely mirror the research and educational experiences of people outside the facility.

Where It Worked

ROOM TO GROW: THE IMPORTANCE OF LIBRARY SPACE

Author: Jenny Rogers, Librarian II
Library: Alameda County Library, Alameda County, California
Facilities served: Juvenile Justice Center, San Leandro, California; Santa Rita Jail, Dublin, California
Population type: Youth and adults
Number of people served: Approximately 2,000
Years of program: Juvenile Justice Center, 2003–Present; Santa Rita Jail, 1971–Present

The Social Justice Services department of the Alameda County Library manages a library within the Juvenile Justice Center, the county's juvenile detention facility, and provides library services at Santa Rita Jail, the third-largest jail in California and the fifth-largest jail in the United States.

Staff members of the small department all contribute to the efforts of both these libraries.

The library within the Juvenile Justice Center is a large room containing several thousand books, with two long tables holding several games and with posters of superheroes covering the walls. The incarcerated population currently hovers around sixty-five teenagers. The overwhelming majority is male. There are eight active units, and each unit visits the library once a week. One to three library staff host each unit's visits, and there is generally a high level of pleasantries, conversation, game-playing, and fist bumps. The library has hosted author visits, film screenings, art instruction, poetry workshops, and individualized tutoring sessions. Because there is a library space, and because library staff are allowed to cultivate conversations and relationships with the incarcerated teenagers, there is clear evidence of how overwhelmingly positive, productive, and necessary the library programs and services are.

Through our weekly interactions with the facility's residents, we are able to determine literacy levels and, when needed, arrange for library staff to have regular one-on-ones with the teenagers. Some of the learning facets that staff have assisted with include reading comprehension, mathematics, composition, and history. Through these individual meetings, staff are able to help each child with their particular needs—for example, a staff member discovered that one of the female residents did not know how to tell time with an analog clock, and the two worked to make that possible. These weekly interactions also allow us to develop relationships with each and every library patron, which in turn leads to individual meetings that focus on conversations around emotional wellness and self-expression. In short, our mission is to help strengthen the mental, emotional, intellectual, and social facets of each juvenile hall resident who visits the library.

The library services to the Santa Rita Jail function differently because there is no central space located at the jail to house a library. During a set day of the month, each unit receives a number (according to unit populations) of boxes containing books and magazines; the assortment within each box follows a genre list so as to provide as large a variety of materials as possible. Each incarcerated person may request two books each month, via paper or electronic tablet. Two library staff deliver the materials twice weekly, entering the facility and heading directly to the scheduled unit. Some units' book carts are stored in out-of-the-way closets, whereas others are found in the common area. Very little communication is allowed between library staff and the incarcerated patrons.

Key Takeaways

To the best of library staff ability given the restrictions of the facility, the Juvenile Justice Center library consistently achieves its goal to function as a public library branch. The library thrives as a community center and place of learning and connection because of the regular visits of the units, the daily conversations that occur, and the constant individually tailored book recommendations. The vibrant presence of a room full of books and people is notably more effective than any book delivery service.

WELCOME TO THE LIBRARY

Authors: Gabriel Loiederman, Senior Librarian | John Erdmann, Librarian
Library: San Quentin Library, San Quentin, California
Facility served: San Quentin State Prison
Security levels: Primarily Level II and Condemned
Population type: Males ages 20–90, with an average age of 50
Size of population: 3,239
Number of people served by the library program: Approximately 1,500 a year
Years of program: 1859–Present

The mission of the San Quentin Library (SQL) is to provide access to resources that support the educational, recreational, and legal needs of its patrons. It is intended as a space for individuals to comfortably read, engage in independent study, and build relationships. With this purpose in mind, SQL is modeled after a public library that serves a diverse community. This model requires ongoing training of incarcerated library staff, extension of operations beyond the physical library, and collaboration with numerous stakeholders.

Library Layout

The library's collection is divided into two areas: legal and educational/recreational. There is also a patron area that was recently redesigned to create a more welcoming environment. Artwork is displayed on the walls, and soft seating has also recently been introduced. These changes have helped create a more welcoming atmosphere that inspires creativity and nurtures personal growth.

Use of library space has been influenced by developing technology. Over the years, the physical collection of legal materials has been augmented by networked patron access to an electronic law library. Electronic legal resources have also been made accessible in housing units via kiosks that are maintained by library staff.

COVID-19 Impact

Although the extension of library services beyond the library itself has long been a priority due to the library's occupancy limits and patrons' movement restrictions, the COVID-19 public health emergency further exacerbated these issues as isolation and quarantine measures were implemented. In response, the library placed mobile book carts in housing units across the facility with the support of Mount Tamalpais College (MTC) and prison administration. Custodial staff and incarcerated residents help librarians keep these carts organized and well stocked with recreational and educational materials.

This broadening of library services opened up considerable shelf space in the library, which prompted librarians to reevaluate SQL's collection development policy. A robust collection of music on CD has since been established, which includes music for relaxation and meditation, which

patrons can listen to in the library. Music CDs help many patrons tune out noisy environments and, for that reason, have become especially popular with students. These changes have improved SQL's ability to support the institution's vocational and educational programs. Subject-specific, educational "mini-collections" have been established outside the library in the areas where those programs operate. The Peer Literacy Mentorship Program, for example, is provisioned with a collection in the classroom for assisting tutors. The high volume of incoming resources has allowed SQL to begin sharing resources with other California prisons. As a result, other prison libraries have been able to establish music collections in addition to bolstering their print resources. To date, more than two hundred boxes of resources have been sent to institutions across California.

These changes have improved customer service to patrons. Historically, patrons' ability to browse the collection had been limited by the library's layout. The library's physical collections had been located in an employee-only area behind the counter. Because browsing is an essential part of library access, patrons are now able to come behind the counter and peruse the collections in a controlled manner. This change has prompted library staff to play a more active role in helping patrons search the collection, including the use of print catalogs and electronic catalogs.

Library staff can spend more time helping patrons use electronic resources, instructing them on basic computer literacy skills. Patrons are assisted in their digital hunt for legal information, searching for reentry resources, and educational pursuits.

Key Takeaways

All this was made possible, first and foremost, by establishing a well-integrated, nonhierarchical, and mutually supportive relationship between librarians within the SQL. Oftentimes, correctional librarians are isolated by being the sole librarian at a specific library or for an entire institution. At SQL, we are fortunate to have multiple librarians working in the same library, and this arrangement has made it easier to form that core group. It is less daunting to take chances and try new things when doing so in concert with others as equals. Conducting ongoing assessment and maintaining strong partnerships will help ensure that SQL continues to respond to the needs of the community.

6. Programs and Services

Programs and services should be provided for all people who are held within a facility regardless of their custody level, literacy or educational ability, or the facility type. These programs and services should meet library users' needs. Library services should include technical and user services as well as programs. All services and programs should be well advertised, available for free, accessible, and as visible as the collection and materials. Services should reflect the languages used by those served.

6.1 **Reading and Writing Promotion.** The library should offer a variety of literacy programs to support users in improving their ability to read and write and engage in creative expression. Literacy and reading programs that promote education goals, creativity, and lifelong learning should reflect those offered in public or school libraries. These programs may be offered solely through the library or in collaboration with educational and creative programs inside and beyond the facility. They may include peer mentoring opportunities (see 4.9 about budgeting for library events and programs). Some examples are the following:

- **6.1.1** Book clubs and discussions
- **6.1.2** Journaling and daily writing activities
- **6.1.3** Poetry readings and open mic events
- **6.1.4** Debate teams
- **6.1.5** Research sharing and research skills, or how to translate information from research into a usable format
- **6.1.6** Creative writing support such as National Novel Writing Month (NaNoWriMo) or writing opportunities offered by external partners such as PEN America or Lighthouse Writers Workshop.

6.2 **Information Technology.** Access to digital resources and instruction in the use of current technology should be provided regardless of the availability of internet access. When internet access is provided, broadband access is highly recommended (see Appendix G, "Resolution in Support of Broadband as a Human Right"). Access to constantly evolving information technology is essential for connecting users to resources that will enable them to reintegrate upon release and/or pass their time beneficially in the institution if release is not likely. Digital literacy programs should be continuously available to all users and should include training in the following skills:

- **6.2.1** Basic knowledge of computer components and computer fundamentals (find and open files, save in different locations, copy and paste functionality, formatting, etc.)

6.2.2 Elements of word processing and spreadsheets
6.2.3 Internet use and safety
6.2.4 Online communication
6.2.5 Online research methods in different browsers
6.2.6 Copyright and Fair Use
6.2.7 A Facility Information and Communication Technology Committee should be established comprising a Professional Librarian; security, information technology, and education staff; and at least one user, particularly where new carceral facilities/buildings are being erected. The committee should focus on providing access that mirrors that of the noncarceral public.

6.3 Cultural Events. Access to cultural events and displays of artistic expression encourages emotional and intellectual development, contributes to mutual understanding, and fosters community identity. When possible, the carceral library should be receptive to suggestions for events from users and should offer its space for varied artistic, religious, and cultural events including, but not limited to, the following:

6.3.1 Programs centered on national months of reflection and cultural observance (e.g., Asian American and Pacific Islander Heritage Month, Black History Month, Hispanic Heritage Month, Native American Heritage Month, Pride Month, Women's History Month, cultural and religious celebrations such as Christmas, Día de los Muertos, Eid, Lunar New Year, Rosh Hashanah)
6.3.2 Incarcerated person–led educational programs to highlight their own cultures, allowing other users to experience and learn from a new perspective

6.4 Family Events. Maintaining strong family connections increases incarcerated people's rehabilitation possibilities and minimizes the negative impact of incarceration on families, particularly on children. In some facilities, incarcerated parents may have their small children with them. Family events should be offered to keep users and their families connected through reading, writing, and other shared activities such as the following:

6.4.1 Family literacy programs, read-aloud recording programs for incarcerated caretakers and their children or other dependents, and shared reading opportunities during family visitation
6.4.2 Birthday celebrations, family fun days, and general family time
6.4.3 In some situations, family members may also be able to borrow from the library, creating opportunities for families to spend time together in the library during visits.

6.4.4 Collaboration between carceral and public libraries to allow opportunities such as simultaneous book checkouts between the incarcerated person and their family, and children's books to allow for child developmental opportunities for incarcerated parents. This may include literacy programming for caretakers and children to read together.

6.5 Work Training/Reintegration (Reentry) Skills. Carceral libraries should help prepare people for life after their sentence through life skills programs and activities. These can be offered by library staff, external partners, and peer mentors within the facility (see 7.21 for a list of reentry materials the library should provide in partnership with other stakeholders). The following are examples of programs the library can offer to support reentry:

6.5.1 Job-seeking information sessions and workshops, including how to do online job searches, complete online applications, find workforce and development centers, write cover letters and résumés

6.5.2 Informational programming that includes how to obtain identification, register to vote, locate health-care and rehabilitation resources, secure housing, find family support resources and navigate other public services, and complete applications

6.5.3 Programming that highlights education resources such as Career Online High School, filling out Free Application for Federal Student Aid (FAFSA) forms, applying to continuing education online, and the like

6.5.4 Presentations and workshops with local community members that help users find interest groups to participate in after release such as cultural, religious, ethnic, and other self-identified affinity groups

6.6 Library User Education. Information literacy and basic library skills training should be offered to users soon after their arrival at the facility, and on a recurring basis thereafter, to enable them to develop skills they need to use a library effectively during their time inside and once they return to the community. Training sessions should include the following:

6.6.1 An introduction to library staff

6.6.2 An introduction to the logical arrangement of library material by subject, creating a general understanding about branches of knowledge and genres available in the collection

6.6.3 Instruction in how to use a library catalog

6.6.4 Instruction in how to borrow and return library resources, including information about borrowing periods and keeping materials in good condition

6.6.5 An overview of the materials in the library collection and how to use them (e.g., reference materials, nonfiction, and other genres)

6.6.6 Instruction about how to use legal reference materials if the library provides legal resources

6.6.7 Training in how to request resources through interlibrary loan

6.7 Library Services for Users with Restricted Access should include the following:

6.7.1 With rare exceptions, all users should be able to access the library weekly. Users with higher custody levels should have separate access hours to the main library (see 1.1, 1.2).

6.7.2 Access to any available deposit collections outside the library's main collection that may be available to the population in other ways (e.g., through a shared space in a unit). These rotating collections may include books, tablets loaded with materials, e-readers, periodicals, games, and more.

6.7.3 Users with restricted access to the general library should be provided the opportunity to order materials from the library for delivery. These users should have access to the same library resources as the general population.

6.7.4 A printed catalog of available materials to choose from should be accessible for users with restricted movement who cannot access the physical library space. The catalog should be updated and printed quarterly.

6.8 Reader Services. Library services and resources should include guidance and support through the following:

6.8.1 Advisory service. Provide librarian support for individual users to know how to access resources available to them in the library, how to use those resources effectively, and how to ask for assistance. Librarians may also serve in advisory roles to help users understand educational services available to them throughout the facility. Advisory services should be made available in the user's primary language when possible.

6.8.2 Reference and information services. Provide reference services and answer questions from users (see 1.11.4 for additional information about supplementary reference-by-mail services). Assist

users to recognize when they have an information need; learn how to access resources; judge the quality, credibility, and authority of information sources; and use them effectively.

6.8.3 Accessibility and disability services. Support users in accessing services designed to meet their reading, information, and learning needs. This includes providing assistive technologies and materials in alternate formats, including Braille, large print, talking books, and audiovisual materials with captions and/or sign language. Additionally, materials, peer support, and instructional support to address varied literacy and learning levels should be provided.

6.9 Ongoing Information and Search Literacy Training for Users. Library engagement, education, and support programs should be more than a one-time intervention. As materials, digital services, and program offerings evolve, librarians should actively design educational and orientation opportunities to engage their users.

6.10 The Library as a Learning Center. Carceral libraries should serve as information hubs for recreation, education, community organizations, and social services. Resources and materials for people reentering society should be made available. The library should serve as an informal referral center to outside organizations.

6.11 Collaborative Programs and Services. The library should seek out and develop relationships with internal departments, local libraries, and other outside organizations and facilitators such as creative agencies, colleges or schools, and nonprofits (see 1.7).

6.11.1 Interlibrary Loan (ILL) and consortia. Librarians should expand access to resources beyond the institution's physical and digital holdings by entering into international, national, statewide, or university interlibrary loan programs and consortia—for example, the international Accessible Books Consortium (ABC), which supports the sharing of resources for print-disabled users under the Marrakesh Treaty. Professional Librarians who do not have access to online search tools and catalogs should develop alternate service methods with the partnering library and should negotiate criteria for filling ILL requests. The carceral facility libraries and partnering systems should ensure that requests are submitted and handled efficiently.

6.11.2 External volunteers from nonprofits, educational institutions, religious groups, and others are valuable in expanding the scope of offerings in

the library. However, at no time should volunteers replace Supervising Senior Librarians, Professional Librarians, or LTAs or be relied upon to provide consistent library access or services (see 1.7, 3.11, 3.13)

6.12 (Aspirational) Archive Users' Creative Outputs and Library Programming Information. Where physical space and digital infrastructure allow, the library may keep copies of creative works produced by users during their incarceration or detention. This archive might include written creative work, research papers, audio and video recordings, art objects, and more. Documentation created by the library or external partners may also be saved to provide context for the creative works produced and/or to serve as reference material for future librarians and others creating library-based programs for the facility. Establish partnerships with external organizations such as universities, historical societies, public libraries with a special collections unit, and nonprofit organizations that may be able to receive materials on a donation basis (gift and transfer of ownership) or deposit basis (transfer of materials while retaining ownership). It is recommended that the receiving organization perform cataloging, reference services, storage, and preservation. Copyright of all materials created by incarcerated or detained users should be retained by them. Users may request that their materials be removed from the archive at any time.

Where It Worked

READING PROGRAMS: USING READING CHALLENGES TO ENGAGE THE INCARCERATED

Author: Jerilynne Stewart, MLS, Corrections Librarian
Library: State Correctional Institution–Mahanoy Library
Facility served: State Correctional Institution–Mahanoy, Schuylkill County, Pennsylvania
Security level: Medium
Size of facility: 2,490

Since 2019, the State Correctional Institution (SCI) Mahanoy Library has held an annual reading challenge. Think "summer reading program" and adapt it for an adult, incarcerated audience. The theme and specific rules change every year, but the basic structure remains the same: participants read a set number of books and receive a prize.

The reading challenges started with a public relations goal of promoting the library as a user-friendly place where all are welcome. Although the institution is an adult male facility, we have a population diverse in age,

ethnicity, and gender identity. We also want to encourage current library users to read a wider variety of books and invite more people to become library users.

In subsequent years, the challenges targeted specific literacy skills and areas of the collection. The Dewey Decimal Challenge required participants to select a book from each of the ten Dewey categories, which then allowed them to become aware of how nonfiction is organized. The Thinking Inmate Challenge required them to read, think about, discuss, and write about a book, which was designed to promote critical thinking skills. Around the World aimed to promote a greater awareness of the world outside our borders.

The challenge program built slowly the first few years and has become a widely known and anticipated event. The first six weeks of the fourth challenge attracted 199 participants who completed 416 challenges. This is double the number of people and nearly three times the number of challenges as the same time frame from the previous year. The following table summarizes past challenges.

Challenge	Number of books participants had to read	Requirement for completion	Collection development
Set list: PBS Great American Read (2019)	25	—	2 of each (100 on list plus all titles in a series)
Dewey Decimal (2020)	10 + a magazine article	1- to 2-paragraph book summary	Strengthened weak areas and updated the sciences and health
Thinking Inmate (2021)	1	Read, think, discuss, and answer questions	Self-help, rehabilitation, reentry, history in text and graphic formats
Around the World (2022)	4	1 fact about each country	Diverse titles in fiction and nonfiction about other countries

Fostering Literacy and Goodwill

The reading challenges have helped change the perception of the library. People say that they feel welcome and that the library has something to offer them. People attend more often and have become very comfortable requesting new titles including LGBTQIA+ and social justice titles they felt inhibited to request before. Regular users read new genres and subjects. Past participants continue to read a wide variety of topics. Information literacy skills have improved, with regular library users becoming more familiar with items' physical location and searching the library's computer catalog. The use of reference materials has also increased because users are more aware that this is a place to get questions answered. It's hard to gauge how social, emotional, or financial literacy may have improved, but these are topics our patrons actively seek out during and after challenges. Because of the challenges, prisoners talk to each other about them, share opinions on books, and encourage others to take part. They also learn about other

library programs such as our writers' groups, résumé writing service, and annual poetry contest. The library programs have all contributed to better socialization skills among the prisoners and good conduct in the library.

The most frequent feedback has been that residents read outside their usual preferences and enjoyed doing so, and also became more open to reading graphic novels. Many have told me they had never discussed a book with anyone before but found they enjoyed it. They used the challenge requirement (during the Thinking Inmate Challenge) to discuss a book with a wife, child, or friend on the outside to have something to talk about that wasn't complaining about being in prison.

Logistics

The biggest factor is staff time to create and monitor the challenges. However, we have now reached a point where we have a template for these challenges. We use our library workers to assist the process, the participants choose their own books within guidelines clearly set out, and the written requirement is of a length that we can review and approve or reject while working at the front desk. We also set a limit on how many challenges participants can complete per month.

Investing a little time in recognizing prisoners who take part has been great for goodwill. Periodically, we send an email to the unit managers, letting them know which of their prisoners have been taking part and achieving something positive. We list their names in a "thank you" email on the facility TV channel at the end of the challenge. For some people, reading five books a month is no big deal. For others, reading even one entire book is a major accomplishment, so we recognize it and let them feel proud of their achievement.

The library incorporates prizes into our annual budget. We guess how many challenges will be completed in nine months and buy prizes from a dollar store. We always choose prizes that are not available on commissary to make the challenges more special and desirable. The challenge ends when we run out of prizes. There are also prisoner-run organizations that are able to donate money for prizes.

Key Takeaways

Prisoners are like everyone else: they enjoy reading, a challenge, recognition, and a prize. They will respond to any well-planned activity. Correctional librarians are like all librarians: we want people to read and enjoy the library, we want to bring people in and have activities, and we also want to be able to succeed at our work without being overwhelmed. I recommend you choose a theme and a literacy skill; do the collection development work to ensure that you have enough books/materials to support the challenge; buy what you need; get approval for the prizes; decide how you will verify participation; satisfy yourself that you have the time to make this work; and then launch it.

ACCESS FOR ALL: ENGAGING YOUTH IN DETENTION THROUGH OUTREACH

Author: Jayme Champagne, Outreach Librarian
Library: Calcasieu Parish Public Library, Lake Charles, Louisiana
Facility served: Calcasieu Parish Juvenile Detention Center
Size of facility: 38 beds
Population type: Ages 12–17, male and female
Years of program: 2013–Present

The outreach between the Calcasieu Parish Public Library (CPPL) and our local Juvenile Detention Center (JDC) grew out of an event the library attended in May 2013—the Community Resource Fair at the Calcasieu Parish Office of Juvenile Justice Services. CPPL began bringing donations of discarded or donated juvenile and teen books for the JDC to add to its own library, and the children's librarian started performing monthly booktalks with the youth, using the discarded/donated items.

Our booktalks are catchy, informal verbal summaries of middle grade or teen books with the intent of gaining the audience's interest and getting them to check out a book. Booktalks are more of a show-and-tell style where we display a selection of books and talk them up. Written copies of our booktalks are given to our contact at JDC afterward. The youth can check out the books immediately.

In 2015 we continued donating books and added a deposit collection of cataloged books that rotated monthly. The facility was issued its own library card, which has special privileges of a longer checkout period and a higher limit of items allowed. We started bringing two to three library-branded baskets of library books that stayed at the facility for the month, and the youth were able to check out these books with JDC staff. We also switched from only one library staff person assigned to the program to two staff members going on-site for booktalks.

Improving Equity

When we first began to bring cataloged library items, JDC staff were concerned about the youth potentially destroying the books and decided we would only do booktalks for the girls and only allow the girls at the facility to check out CPPL items. We worked in accordance with their wishes for a time, but eventually we were able to include the boys. There are more male youth at the JDC at any given time, and it is more equitable to offer this service to everyone regardless of gender.

More than a decade later our program is going strong. We currently visit the JDC once a month and bring a curated selection of books (fifty-seventy). Two staff members perform about ten booktalks to the youth on titles from the deposit collection. We have three library staff members trained for this program.

The facility's Program Specialist will email us with requests the youth have, and we try our best to bring items they want. We do not do interlibrary loans for the facility; we only loan them items that our system owns. We do not bring anything cataloged for adults unless specifically requested by the facility. At times we have included DVDs in our deposit collection, which the JDC staff use for movie nights with the youth. We consciously choose to include books for all reading levels, including a large number of graphic novels.

During a typical visit we set up the books we are highlighting on a table in a classroom or recreation room, and the youth choose which books they want to hear about. Depending on the JDC's schedule, we may see one or two groups of children. At the end of the visit, we pick up last month's baskets of books. We check in all the items once we return to the branch and email our contact person about any missing items.

We have developed a successful partnership with detention staff to reach marginalized youth in a meaningful way that has lasted years. This program is inclusive of an underserved population of young people, and we have received positive feedback from our Program Specialist contact about some of the youth reading voraciously and others picking up a book for the first time in years. We also see the interest from the kids when we booktalk certain books and they clamor to check them out immediately.

At times, the JDC employees enjoy the booktalks as enthusiastically as the children. We have had an employee tell us they purchased a book to find out what happened because our booktalk intrigued them so much.

Key Takeaways

1. Have more than one staff member trained on teen readers' advisory, selection of materials, booktalks, and the process of swapping library items with the facility.
2. Be deliberate about choosing books featuring marginalized voices.
3. Buy-in from at least one detention center employee is crucial to the success of the program. Someone on the inside must see the value of it and advocate for the program.

KEYS TO CAREER SUCCESS

Author: Kaden Kirtley, Librarian
Library: Pioneer Library System, Norman, Oklahoma
Facility served: Cleveland County Detention Center, Norman, Oklahoma
Security level: Medium
Size of facility: 560 beds
Number of people served by the library program: 30 to date
Years of program: 2019–2020, 2022–Present

Before the COVID-19 pandemic, the Pioneer Library System had a good relationship with the county jail, the Cleveland County Detention Center. The county sheriff was on our library board, and we worked with the detention

center to provide programming for their "reset pod" that was focused on helping people transition back into society. Over the span of the two years that the detention center was closed to volunteers, the sheriff left, the program coordinator position turned over three times, and the Reset Program ended. The library still wanted to provide programming for those in the facility, so we revamped our outreach to focus more on upward mobility and to support the job and life skills people need to hit the ground running after release and be in a position to succeed.

This revamped Reentry Bootcamp program model consists of a five-week curriculum and is taught by a rotating cast of library staff. Each week, two staff members go out to teach a group of individuals. Each week's content builds so that by the end of the program, participants are positioned to find a job they enjoy and hone the life skills required to succeed in that position.

Interests and Skills Testing

The first week is an opportunity for staff to get to know the group and help get them comfortable by working through different assessments. After an IDRlabs True Colors Test icebreaker, the assessments focus on job strengths and interests using the Holland Code (RIASEC) Test, a strengths inventory, and a work values worksheet created by Minnesota State's CAREERwise program. Individuals come up with examples of times they've used their strengths to give them a head start for our future classes.

Job Hunting Readiness

Week 2 is focused on résumés. We give the group examples of functional résumés that focus on highlighting their skills and minimize both gaps in employment history and a lack of experience in a field. The third week is spent on job search strategies, and we talk through finding openings, filling out applications, and the benefits of having a master application. Week 4 is about interviews: how to present yourself, what interviewers are looking for in answers to common questions, and how to talk about justice-involvement if the subject comes up. We also talk to the group about the benefits of having a letter of explanation to send to employers to own their story before it comes up on a background check. In the fifth week we talk about life skills, including all the nonwork things that can have an impact on keeping a job: housing, transportation, child care, mental health, and budgeting.

Upon release, participants get all their worksheets back with the rest of their belongings to help them start their job hunt. They have all the information they need for their résumés and applications handy, words to describe their strengths and abilities, and a guide to the interview process. We've also found returning citizens have been more comfortable coming to one of our Pioneer Library System branches after getting that opportunity to interact with staff during their incarceration. Knowing that there are familiar faces and the resources to help them in their reentry transition has removed barriers that have kept people from coming to the library in the past. The program is so rewarding because the greatest factor in reducing

recidivism is gainful employment, and this program gives justice-involved community members a head start.

Challenges and Key Takeaways

This program faces obstacles common to any programming in detention facilities. Getting a foot in the door is difficult, and getting something regularly scheduled is even more difficult. To get the program set up requires patience and perseverance in your communication with facility staff and flexibility with any changes that the facility throws at you. We have never found a more engaged, attentive, and respectful audience than we see in programs at the detention center.

Finding a job is the most important part of the reentry transition to reduce recidivism, and access to job-seeking guidance during incarceration can play a big role in finding employment upon release. Access to this information is an issue of justice that library professionals are uniquely positioned to address.

7. Library Materials

Library materials should be selected to meet the informational, cultural, educational, vocational, legal, health, and recreational needs of the library user population by providing a wide variety of digital and analog materials and formats similar to those found in a public library. Materials should not be excluded unless they pose an explicit security risk. Materials should include, but not be limited to, the following:

7.1 **Reading, Writing, Numeracy, and Related Literacy** materials in languages used by 5 percent or more of the facility population should be provided to accommodate users with varied or emergent literacy and numeracy levels, through to advanced degree–level skills. This variety should support users with emergent proficiency in their primary language (e.g., Spanish, Swahili, and Arabic), as well as those who are learning additional languages. Speakers of minority languages spoken by less than 5 percent of the population should be accommodated whenever possible through the core library collection and, failing that, through ILL and donations.

7.2 **Periodicals** including daily, weekly, monthly, quarterly, and annual titles for local and national magazines and newspapers in the spoken languages of the facility population.

7.3 **Fiction** in a broad range of genres including classics, best sellers, and recent fiction, including, but not limited to, thriller, social commentary, fairy tale, historic, mythic, urban, LGBTQIA+, young adult, comedy, romance, mystery, crime, science fiction, erotica, fantasy, and horror.

7.4 **Nonfiction** and illustrated nonfiction in all subject areas including, but not limited to, biographies, history, popular science, LGBTQIA+, and entrepreneurship, that is up-to-date and refreshed according to professional library best practices.

7.5 **Up-to-Date Materials Supporting Programs** offered by or within the institution including school programs, General Equivalency Diploma (GED) or High School Equivalency Diploma (HSE) and college-level courses, substance abuse counseling, building self-esteem, anger management, self-help, personal relationships, parenting and caregiving, and physical and mental health and well-being.

7.6 **Ethnically and Culturally Diverse Titles** drawing on all appropriate genres with a special emphasis on titles written for, by, and about diverse people.

7.7 **Educational and Self-Study Materials** to support distance learning, correspondence classes, and lifelong learning.

7.8 **Accurate Information about Current Events**, politics, and local and national elections, particularly in facilities whose residents are able to vote while incarcerated and/or upon release.

7.9 **Poetry and Drama**, both classic and contemporary, in all primary languages spoken by users, including creative writing produced by members of the facility and other people incarcerated around the world.

7.10 **Comics, Manga, and Graphic Novels** in all the primary languages of the users, as available.

7.11 **Resources about Arts, Crafts, and Skilled Labor** practiced in each carceral facility, as well as self-directed leisure.

7.12 **ADA-Compliant Materials** such as large-print publications, audio-visual materials with captions, sign language materials, braille, digital formats such as audio-only DAISY (Digital Accessible Information System) books, full-text DAISY books (highlighted text synchronized with text-to-speech or human narration audio), EPUB 3 (e-book format with embedded accessibility features), and any other emerging media should be provided in tandem with appropriate assistive technology to enable access. Participation in consortia designed to pool accessible versions of materials can keep costs low and dramatically expand users' access to diverse titles (see 6.11.1).

7.13 **Materials for People with Disabilities.** Materials that reflect the health and social needs and interests of people who live with various physical and neurological disabilities.

7.14 **Material about Parenting and Caregiving**, and materials through which to engage with children or dependents (e.g., picture books, young adult fiction, nonfiction), should be provided for users and their visitors, family, and other contacts.

7.15 **Puzzles and Games** for education and entertainment.

7.16 **LGBTQIA+ Materials** about gender and sexual orientation with a special emphasis on titles written for and by LGBTQIA+-identifying people.

7.17 **Diverse Religious and Spiritual Materials.** Materials that reflect the diverse religious and spiritual needs of users.

7.18 **Materials for Older Users.** Materials that reflect the health and social needs and interests of older users.

7.19 **The Number, Type, and Format of Materials** in each collection will vary based on facility population size; the average length of stay; religious, ethnic, and linguistic makeup of the population; and educational programs and services available, but all libraries should have the following types of materials:

7.19.1 Books. At least ten print books per capita for institutions with a capacity of more than 150 beds, or at least 2,000 total print books for smaller institutions

7.19.2 Magazines and Periodicals. At least twenty subscriptions for institutions with a capacity of more than 150 beds, or at least eight total subscriptions for smaller institutions

7.19.3 Newspapers. At least one national news source and one regional news source that publishes current events at least weekly

7.19.4 Electronic resources (including reference materials). At least one e-book or audiobook per capita including materials such as trusted media outlets, dictionaries, medical reference, reentry resources, academic journal articles, government websites, and books available through open access or subscription databases

7.19.5 Hard copy of reference titles (those that publishers still print, or provide electronic versions if only these are available). A full encyclopedia set not older than five years; dictionary, atlas, and almanacs not older than two years or the most recent edition

7.19.6 Technology resources. Materials and guides about computers, coding, cell phones, applications, and any other relevant technology to be not older than five years at most

7.20 Legal Reference Materials to meet informational needs as well as constitutional or court-mandated requirements. The provision of legal reference materials is one form of preserving incarcerated people's right of court access.

7.20.1 Locality-specific federal and state court information should include, but not be limited to, the following: law dictionaries; local court rules; current forms; case law; codes and legislation; self-help guides; templates for writs and other legal documents produced by local law libraries, legal aid organizations, or courts; a bar directory listing all legal representatives serving the locality; and a copy of facility standards.

7.20.2 Court forms. Users should have time to research their cases, obtain legal forms, and review current legal materials (see 1.2).

7.20.3 Legal copies. Legal duplication services may be provided to users to initiate or maintain a court action. People who are incarcerated are required to pay for the duplication of printed forms, court documents, and legal supplies. Users who are indigent and not represented by an attorney should receive legal duplicating services without charge. When legal documents are required to be filed online, library services should include assisting the incarcerated person to find a method of doing that.

7.20.4 Paging legal materials. When unable to access the law library, users may request access to legal materials through delivery via a book cart by library staff or through institutional mail. This process is referred to as law library paging. A user shall not be limited to law library paging for access to legal materials except under extraordinary circumstances (such as lockdowns or quarantine), changes in housing (e.g., if they are moved to administrative segregation), or abuse of materials as determined by the librarian (see 7.26.12).

7.21 **Reentry Information** should include analog and digital materials that provide users the skills and information they will require to thrive upon release. Library staff should be prepared to provide resources about reentry. Up-to-date, culturally appropriate materials should be curated and provided by the Statewide Library Coordinator or by prerelease, parole, or case management colleagues to ensure that reentry resources are accurate and timely. Additionally, library staff may partner with public libraries, schools, academic institutions, potential employers, banks, nonprofits, and tribal, Indigenous, veterans, LGBTQIA+, immigrant, and various state and national institutions and organizations to curate reentry materials such as the following:

7.21.1 Employment and job skills development, including information about how to discuss one's conviction if this is raised in an interview

7.21.2 Digital literacy skills including how to use common and emerging technologies, applications, and web-based resources and how to protect oneself against phishing, scams, and data breaches that can dramatically exacerbate the difficulties people face upon return to society

7.21.3 How to obtain state and national identification documents upon release

7.21.4 How to obtain housing and benefits in line with limitations and barriers for people with particular convictions or parole conditions

7.21.5 Tools and resources for developing healthy family relationships and friendships, and resources related to alternatives to domestic and interpersonal violence

7.21.6 How to register for a public library card upon release

7.21.7 How to access legal resources and support upon release, such as local legal clinics

7.21.8 Transitional housing and shelters as well as long-term housing options

7.21.9 Immigration resources
7.21.10 Second-chance employers who might hire people upon their release
7.21.11 Financial literacy, coaching, and counseling information, ideally delivered with the assistance of local banks that work with returnees to open an account and help them rebuild credit
7.21.12 Local transportation networks
7.21.13 Health care, including primary care, acute care, prescription access, substance misuse treatment, and mental health resources
7.21.14 Veteran-specific resources including how to request a copy of a Report of Separation (DD214 form) required to verify military service for benefits, retirement, employment, and membership in veterans' organizations
7.21.15 Tribal resources including social services available to tribal members and tribal enrollment information
7.21.16 Services and resources for LGBTQIA+ people, including legal rights, health information, local organizations, and resource guides
7.21.17 Voter registration

7.22 Collection Management. The library collection should be sufficient to meet the specific information needs of the population but also be broad and responsive enough, through purchases and/or interlibrary loan, to provide a depth of interest and allow for personally directed growth.

7.23 Collections Should Be Curated through the process of regular weeding (removing items that are out of date, in poor condition, or underused), and enhanced continuously and systematically with new acquisitions that represent a broad range of ideas and viewpoints and reflect the changing needs and interests of the user population and the wider world.

7.24 Users with Limited Access. Materials for users with limited access should be selected using the same criteria as the general collection.
7.24.1 Limited access users should be able to ask reference questions and request items for the collection.
7.24.2 Collection should have sufficient materials for users who are using the library remotely or in person without adversely affecting either group's access.

7.25 Interlibrary Loan. Additional materials as needed should be obtained through interlibrary loan, regional consortia, or national collections.

7.26 Collection Management Policy. Each library should have a collection management policy written by professional library staff that serves as a general guide for the development and evaluation of the collection. The policy should be evaluated and updated annually and reflect best-practice professional standards in such a way that maximizes use of and access to the library and its collections. The policy should include the following:

- **7.26.1** The mission statement of the library
- **7.26.2** Information needs analysis and general information about the facility population (i.e., ethnic and cultural composition, ages, reading levels, educational backgrounds, disabilities, and languages)
- **7.26.3** Collection evaluation including age of collection, collection gaps, and diversity of collection
- **7.26.4** Collection building priorities and collection scope in relation to formats, topics, languages, access, and the like
- **7.26.5** Acquisition models and access to materials unavailable in the library
- **7.26.6** Material selection criteria and procedures for the handling of challenged material
- **7.26.7** Repair of library materials to extend their life and utility and replace heavily used materials as needed
- **7.26.8** Weeding plan for collection in order to maintain relevance and quality of materials
- **7.26.9** Collection promotion plan
- **7.26.10** A budget for purchasing new, current library materials
- **7.26.11** Procedure for accepting donations and used books that demonstrates importance of donations to maintaining a quality collection
- **7.26.12** Acceptable use of library materials. Library service to individuals may be temporarily restricted only for documented egregious abuse of library materials and solely at the librarian's discretion.

7.27 Censorship. Library materials including books, media, digital resources, and interlibrary loan items should never be restricted to a list of preapproved works. Restricting materials imposes a burden not only on users but also on the organizations that enact censorship—staff time, the cost of purchasing materials that are later rejected, and litigation when the censorship oversteps and infringes upon First Amendment rights.

- **7.27.1** Each library should have a written censorship policy that is available to the public and accessible to users, including clearly outlined procedures, time frames, and freely available forms for appealing decisions.

7.27.2 The censorship policy should be revised regularly to improve clarity.

7.27.3 Decisions about censorship shall be made by a committee of no fewer than three people, one of whom is a Professional Librarian.

7.27.4 Appeals shall be allowed for all censorship decisions. The appeals may start with the censorship committee and go all the way up the relevant chain of command (i.e., the State Librarian, per your institutional organization).

7.27.4.1 Challenged materials about technology shall be reviewed by a subject matter expert to properly determine if they pose an actual threat to safety and security.

7.27.5 Censorship decisions shall be made and communicated to the affected users, libraries, donors, and the publisher of the censored work within one month of the decision.

7.27.6 Users shall have no less than one calendar year from the time they receive the committee's censorship decision to submit their appeal.

7.27.7 Library staff shall be allowed to submit appeals for library materials with no set time limit.

7.27.8 A complete list of censored materials in all formats shall be made freely and readily available to facility staff, the public, and users.

7.27.9 Staff on the censorship committee shall receive at least one hour of training annually in the relevant policy before making any censorship decisions.

7.27.10 The censorship committee shall consider the whole work and cite specific pages or sections in any decisions to censor. Decisions shall not be made based on incomplete items, or purely on a work's reputation, or a controversy. Materials shall not be censored solely because the content contained is unpopular, repugnant, or critical of authority or due to subject matter or the identity of the author.

7.27.11 Materials that do not otherwise violate policy but are created by current or formerly incarcerated people, prison reform and advocacy groups, or controversial public/historic figures or groups should be allowed.

7.27.12 Publicly available information such as phone books, newspapers, broadcast television and radio, news shows, and images of publicly broadcast events should not be censored.

7.27.13 The following information about specific challenged items should be tracked and published along with the publicly available policy:

- **7.27.13.1** Format
- **7.27.13.2** Title of the work
- **7.27.13.3** Author(s)
- **7.27.13.4** Publisher
- **7.27.13.5** Copyright and/or publication date
- **7.27.13.6** ISBN (for books and audiobooks), digital object identifier (DOI) or other identifier
- **7.27.13.7** Issue, volume name/number, episode number, track
- **7.27.13.8** Date of initial censorship decision
- **7.27.13.9** Page numbers or sections of work that the committee determined violated written policy
- **7.27.13.10** Reason for censorship decision and reference to the relevant section of the censorship policy
- **7.27.13.11** All appeal dates and final decisions

7.27.14 Challenged or censored library materials shall be returned to library staff for disposition.

7.27.15 Materials censored in part shall be clearly marked with the sections censored and the date of the final decision.

7.27.16 Materials about human sexuality or which contain nudity shall not be censored for adult populations, except where that content is illegal.

- **7.27.16.1** For populations that include minors, materials about human sexuality or which contain nudity shall be allowed when they have literary, educational, scientific, artistic, and/or historic value.

7.27.17 Maps shall be allowed as long as they do not depict detailed roads or trails of the county or adjacent counties of the facility.

7.28 (Aspirational) Circulating Technology. Library materials should include circulating technology options that are free of charge for use and reflective of public library best practices such as laptops, media players, Playaways, and/or other technology (custody level permitting) that closes the digital divide and encourages basic technology competency that is essential for reentry.

Where It Worked

THE LEARNING CLUB (TLC)

Authors: Allison Sivak, Librarian | Lisa Prins, Humanities 101 Coordinator | Jessica Thorlakson, Librarian | Sarah Auger, Project Coordinator, Indigenous Prison Arts and Education Project

Organizations providing services: University of Alberta Library, Humanities 101 (Faculty of Arts), and the Faculty of Native Studies

Facility served: Edmonton Institution for Women (EIFW), Edmonton, Alberta, Canada

Security level: Minimum to maximum security

Size of facility: 167 beds

Years of program: 2022–Present

The Learning Club is an initiative of the University of Alberta. It is a two-month program in which readings and artworks are delivered to women at the Edmonton Institution for Women (EIFW) every two weeks. The library has partnered with Humanities 101, a program that hosts free university classes both on and off campus. For the spring 2022 session, we also worked with the Indigenous Prison Arts and Education Project housed in the Faculty of Native Studies. We intend to continue offering the book club at regular intervals for the next several years.

Book club packages include a series of themed writing and art-making prompts, encouraging participants to engage with the materials. Participants can choose to share their work with the book club coordinators and receive a personal letter with questions and ideas about their work. If a participant completes four activities out of the seven packages, she will receive a certificate. Participants also have the option to include their work in the session magazine that is then circulated at EIFW. We do not require any form of gratitude narratives in order for them to take part. The magazine did offer an incentive to share materials. Every person who submitted at least one activity received a bound copy of the final magazine.

Sample Writing Activity from an Activities Package

Writing Activity Suggestion

Write an entry in your "future diary." Imagine that you live in a completely new place to you. It could be outer space. It could be at the bottom of the ocean. It could be on the land that your ancestors come from. It could be in a city you've never visited. You are ending your day by writing in your diary. Some things you can think of when writing your entry are:

- You wake up. What do you see around you? Are you in a room, a space pod, a tree, a cloud?
- What do you eat for breakfast? Where does the food come from? What does it taste like? What is its texture? Who are you eating with?
- What is your work? Is it creating something or maintaining something? Is it with children? Or elders? Who do you work with? What purpose does your work serve—does it support your community, the environment, learning new things?

- What do you do after your work time? What can you do in this environment for fun that is unique to this place?
- Write any other details that you see when you imagine this life. Colours, sounds, creatures, people, more-than-human life forms?

Disproportionate Incarceration of Indigenous Women

Within Canadian prisons, 50 percent of the women incarcerated are Indigenous, whereas in the overall Canadian population, 5 percent of people are Indigenous.[1] We therefore prioritize artwork and writing by and about Indigenous peoples. We share readings that emphasize Indigenous people thriving, resisting colonial structures, or reclaiming culture and language, or that emphasize a sense of play and joy. We include readings that correct common Canadian assumptions about Indigenous sciences, laws, and histories. We ensure that materials are written in plain language and that every package includes artwork as well as writing.

Logistics

Selecting content and creating packages takes coordinators between three and six hours every other week. The time required to respond to participants' shared artworks depends on the number of submissions. Creating the magazine is time- and resource-intensive. We developed a process to obtain explicit permission from participants (via signed consent forms) to include material and provide proper credit. Although this process rightly gave creators of the work the final say on publication, we spent hours seeking completed forms and verifying the creator's information. For the spring 2022 issue, we included multiple submissions from each participant, and this resulted in a ninety-two-page magazine that cost approximately C$1,800 for sixty bound copies, produced at a print shop. Perhaps forty hours of coordinator time were spent on design and related tasks.

The team conducts assessment to guide the program, responding to requests for particular topics and adjusting our administrative process in response to participant and staff feedback. Our participation level is high: during the 2022 calendar year, 123 women took part. At the end of the spring session, 32 percent of these participants received certificates.

We measured success informally based upon observation. We talked with participants during our weekly office hours. In each of the three security levels, five to fifteen women would spend time with us, discussing the articles and artworks they enjoyed. Some women would stay for the full office hours, chatting with us and each other. Several women who were soon to be released asked if they could continue to receive packages in the mail.

We saw a lot of work and attention in participants' submissions. For example, one Nêhiyaw (Cree) woman shared a series of writings and illustrations based on her experiences of growing up in the bush with her family, reflecting on the richness of Nêhiyaw culture. Another woman collaborated with her children over the phone to create and describe two new superheroes and their worlds.

Members of the book club team have several years of experience offering arts and education programs within the EIFW. We likely faced fewer obstacles because we were familiar with the prison and had strong working relationships with staff members.

We attempted to provide craft materials at the same time that we provided readings, artwork, and activity prompts. We wanted to offer women beading supplies in the packages; beading is a culturally important art form for Indigenous cultures and serves as a healing practice for many people.

However, some materials (such as beading needles) are allowed in a minimum-security unit but are under greater control in the medium-security unit and are very limited within maximum security. We felt concerned that these differences made the program inequitable. We did not include beading prompts in the maximum-security unit to avoid emphasizing the arts to which these women did not have access.

An Invitation and Key Takeaways

For those library staff who wish to develop a similar program, we encourage you to reach out to us. We are glad to share examples of readings, artwork, and activities that we use. We benefited greatly from our existing relationships with prison staff, who knew we understood prison policies. For those libraries that do not have such relationships established, we suggest partnering with groups that already offer programs inside; this can expedite trust between library staff, prison staff, and incarcerated individuals. It will also help ensure that you aren't replicating a program already offered. Our collaboration across university departments allows us to share our different knowledges of Nêhiyaw and Métis cultures, of art making, of trauma-informed practice, and of literacies.

NOTE

1. Government of Canada, Office of the Correctional Investigator, *Annual Report of the Office of the Correctional Investigator 2021–2022* (November 3, 2022). https://oci-bec.gc.ca/sites/default/files/2023-06/annrpt20212022-eng.pdf.

BOOKS ARE OUR LIFE IN HERE

Author: Jesse Silva, Librarian and Program Lead
Library: Santa Cruz Public Libraries, Santa Cruz County, California
Facilities served: Santa Cruz Main Jail, Rountree Medium Facility, Rountree Rehabilitation and Reentry Facility, Santa Cruz County Juvenile Hall
Number of people served by the library program: Monthly average of 150 adults and 12 youth
Years of program: 2015–Present

Santa Cruz Public Libraries (SCPL) delivers library services to four correctional facilities for educational and personal development, to promote reentry success, and to ease stress caused by incarceration. Library services lead to an enriched and safer environment for incarcerated individuals,

correctional staff, and Santa Cruz County residents. These services are meant to foster a lifelong relationship with the library and the community so that individuals and families may benefit from library resources throughout their lives. Incarcerated people often are disproportionately poor, are experiencing mental health issues, are experiencing homelessness, have substance use disorders, and are disproportionately people of color.[1]

The library brings books every other week to each facility, creates SCPL accounts for individuals, and hands out an SCPL Welcome Back brochure, which highlights relevant library resources and information. Since SCPL began offering library services in 2016, we have circulated around fifty thousand books and registered over 1,700 incarcerated individuals for library accounts. Since we began keeping statistics on Spanish circulation in 2021, we've circulated 1,080 Spanish language books inside. On average, we deliver library books to one hundred people per month at the Santa Cruz Main Jail.

People & Stories Program

We offer People & Stories, a short story discussion group that brings relevant stories to marginalized populations. People & Stories participants earn Milestone Credits, which are presented to judges at time of sentencing, who may reward recipients with earlier release. Since SCPL began bringing People & Stories to the county jails, it has seen hundreds of individual participants and over forty-five Milestones distributed. We provide People & Stories to the Rountree Medium Facility and the Rountree Rehabilitation and Reentry Facility every other week.

SCPL has developed a book collection specifically for incarcerated individuals, which augments the library's general collection. This collection focuses on increasing the number of books for youth (12–18 years old) and books in Spanish and on filling requests that cannot be met via the general collection. Our annual budget has more than tripled since 2018, thanks in part to additional funding from the Santa Cruz County Sheriff's department. We have purchased approximately 2,800 books for distribution in the County Jails and Juvenile Hall, which is about seven books per incarcerated person.

People & Stories Comments

> "I'm challenging myself & I'm trying to reverse how I feel about my education and my ability to learn."
>
> "After reading about Juneteenth I shared that I knew a little about the emancipation proclamation and about the book I'm reading, 'The Color of Law.'"
>
> "This was a great piece. . . . The writing style is very complex and often required re-reading sections, as you would do with a poem. But I really enjoyed the challenge of this. . . . I'm saving this one to read again."
>
> "Having books in here is life."

Comments Via the Electronic Messaging System

> "Thank you for the service you are providing in here it really helps my mental health and depression when I have books to read."

> "I know I'm in jail, so 'm not important, but books are our life's in here. My only joy and friend."

> "I made a request for comic books I was told u guys had chosen two comic books for me n I have not received any reading material I turned in superman n batman already can u please provide me with some more comics I love to read comics n I'm a little stressed comics help me out please n thank you."

> "I wana get into love poetry so I could write and send love letters to my wife! so if I could get a good book with poetry that would be great thanks."

Comments from Correctional Officers

> "The library is the best thing that has ever happened in the jail. It brings peace of mind."

> "Library days are my favorites days here, after you leave, everyone sits with their books and it's the calmest time of the week."

Challenges and Solutions

We have experienced several obstacles working within the confines of a correctional facility: unpredictable lockdowns, inflexible schedules, limited space, arbitrary book censorship, and correctional staff shortages. Additionally, library staff's ability to focus on jail services is limited because we each have additional responsibilities unrelated to this service. We want to do more to serve youth, families, women, LGBTQIA+ individuals who are incarcerated, as well as decarcerated individuals through reentry services at branches.

Our dedicated, experienced, and patient library staff have been instrumental in overcoming these obstacles. Interactions with individuals who are incarcerated have kept the services relevant and useful—we use input from our patrons to strengthen the collection and inform how we bring these services inside. We are eternally grateful to them for sharing their comments and feedback.

NOTE

1. Council on Criminal Justice and Behavioral Health, *Homelessness, Mental Illness, and Justice-Involvement* (2019), cdcr.ca.gov/ccjbh/wp-content/uploads/sites/172/2021/07/CCJBH-homessless-fact-sheet-ADA-5-1.pdf; California Department of Corrections and Rehabilitation, Division of Correctional Policy Research and Internal Oversight, Office of Research, *Offender Data Points: Offender Demographics for the 24-Month Period Ending December 2019* (July 2020), cdcr.ca.gov/research/wp-content/uploads/sites/174/2021/11/201912_DataPoints.pdf.

STERLING CORRECTIONAL FACILITY LIBRARY AND UNLOCKED POETRY

Author: Rebecca R. Stieb, MA, LPCC
Library: Sterling Correctional Facility Libraries, Sterling, Colorado
Facility served: Sterling Correctional Facility
Security level: All security levels
Population type: Male
Size of facility: 2,488

In 2009 I began working in Sterling Correctional Facility, the largest prison in Colorado and the state's only "supermax," or facility designed to house all custody levels. I began my career there as a Library Tech II, and I was soon struck by the avid interest that many incarcerated men showed in learning languages, philosophy, and the arts.

Poets Inspire Library Programs

I noticed a small group of poets meeting informally in the library to discuss literature and share their work. At that time the prison placed restrictions on "grouping," or gathering more than four people without a designated program. Although designed to deter gang activity, this rule also created a barrier to some positive activities. When I saw the poets' dedication and talent, I approached Nathan Ybanez, a young man who worked as a library clerk and was facing life without parole. I asked him to draft a proposal to create a program for the library to teach poetry and give these poets an outlet for their work. Nathan came through, and I pushed his proposal up the chain of command. It was approved soon after, and small groups began meeting regularly in the library.

I participated in the planning and implementation of the program for its first two years. Attendance was steady on the west side of the facility, where men with longer sentences lived. The east side faced the obstacle of more rapid turnover; often men would attend a few groups and then leave the prison. Word of mouth and flyers weren't as effective with the short-term, minimum custody east population, so some groups had only three or four men. Those who participated reported enjoyment, connection to library services that some were previously unaware of, and learning more about poetry. The program also allowed a space for these men to connect with each other without the lines of race and gang affiliation that typically divide prison yards. Poetry became a vehicle for them to express deep thoughts and feelings that would otherwise have gone unspoken.

National Poetry Month Poetry Slam

Each year, the library celebrated National Poetry Month in April by hosting a spoken-word poetry slam. Poets from the groups were encouraged to apply, but the contest was open to the general population. Small prizes, such as

dictionaries or journals, were offered to encourage more participation. Often men who were not competing would attend to support their friends or simply to have something to do. After the first year, the poetry slam began gaining support from more staff as well as some community volunteers. Professor Wayne Gilbert, an adjunct professor from the Community College of Aurora, not only attended the poetry slam but also became so devoted to the program that he volunteered to make the nearly two-hour drive to Sterling to instruct the men in poetry composition and spoken word presentation skills.

Unlocked Poetry

I left the library soon after Professor Gilbert became involved, and he graciously took the lead; this is when the program grew from a library program to Unlocked Poetry, which gave poets the opportunity to engage with the community. Their work was shared in Denver venues along with accompanying paintings. They submitted work to be reviewed by community members, who gave feedback and suggested edits when returning their work. These incarcerated poets attained an opportunity that few get: the chance to be seen and recognized by the outside world.

They did not disappoint. Unlocked Poetry suffered a great loss when Professor Gilbert was no longer able to volunteer, yet the men continued to meet whenever possible, leading the groups themselves. Not until COVID-19 hit the prison system and closed down group activities did the program stop altogether. In spite of these obstacles, the poets managed to compile some of their best work and publish it in late 2020 as *Unlocked Poetry: with Professor Wayne A. Gilbert and The Lyrical Vagabonds*, edited by Douglas L. Micco.

When asked to speak about his experience with the group, formerly incarcerated poetry club founder Nathan Ybanez wrote:

> What I can say about it is that it was one of the few places and times guys could go to feel somewhat normal in a positive way. People showed up because they were hungry for something real and nourishing—something positive and soul opening. And they all left feeling more like they've been at school than a prison library. For that hour each week, the guys got to stretch the best parts of themselves in new directions. And it was truly a blessing.

8. Performance Assessment

Send annual updates to internal and external stakeholders: Accurate metrics should be gathered regularly (e.g., quarterly) about all aspects of library services. The reports should be communicated annually in writing to the Statewide Library Coordinator, facility administrators in the chain of command for the library, and relevant external policymakers and made publicly available to users and to stakeholders beyond the facility, such as family members, educators, public or academic library collaborators, Friends groups, nongovernmental organizations, and state-/jurisdiction- and/or federal-level groups that are involved in the planning and delivery of library services at the facility. See the reflection prompts in Appendix B that have been provided to help you align all aspects of your library services with these *Standards*.

8.1 **Library Statistics Should Be Collected Regularly** and compared with the stated performance goals, policies, and objectives of the library each year. This evaluation should be made by the Supervising Senior Librarian or another Professional Librarian of equivalent standing using input from staff and users. Statistics should be gathered in consistent, reliable, and reproducible ways, and kept as part of the library's institutional records for the long term. See "Numbers Talk" in this section for guidance on choosing data that is relevant to your facility and chain of command. Example statistics include the following:

- **8.1.1** Number of loans (total per quarter or year, and per capita)
- **8.1.2** Number of interlibrary loan (ILL) requests and any challenges to ILL requests
- **8.1.3** Number of library materials available for use (total broken down by resource type, and per capita)
- **8.1.4** Censored materials (see 7.27.13 for a list of data points to be collected and publicly reported)
- **8.1.5** Number of visits by general population to the library facility, and number of users served through staff visits to deliver content in restricted access units
- **8.1.6** Number and type of programs and events offered, and number of attendees
- **8.1.7** Number of information requests received, and the number of requests answered by professional staff, incarcerated staff, and/or external programs such as reference-by-mail services
- **8.1.8** Number of students and programs at all educational levels who are supported through library collections, deposit collections, ILL, and study space
- **8.1.9** Projected or scheduled opening hours versus actual opening hours

8.1.10 Number and type of donations received
8.1.11 Number of hours of external or volunteer provided support for library programs, services, or other functions such as cataloging
8.1.12 Self-reported numbers of hours users are engaged with library materials (by material type)
8.1.13 Number of days, weeks, months regular library service was disrupted and why (e.g., widespread illness, staff shortages)

8.2 Library Budget Allocation and Actual Annual Expenditure. Using the combination of metrics in 8.1, the library budget allocation and actual annual expenditure should be tracked and shared with stakeholders in order to transparently communicate how well the library is able (or unable) to meet the needs of its users given its operating budget and staff support.

8.3 All Users or Potential Users of the Facility Should Be Enabled to Provide Their Input about library performance, regardless of their mobility, health, literacy level, and primary spoken language and whether they are in restricted access units. Professional Library Staff should regularly solicit and incorporate user feedback through qualitative and quantitative user needs assessment methods including, but not limited to, the following:

8.3.1 Printed qualitative and quantitative surveys and/or electronic forms (facility rules permitting) to collect ideas from users about how to improve collections, programs, and services, and to understand what users are gaining from current programming and materials
8.3.2 Suggestion boxes in the library and on restricted units, where people can contribute written suggestions about library provision. Users may elect to contribute without signing their name.
8.3.3 Small focus groups in which a mix of users can share their ideas about library services, materials, and programs
8.3.4 Opportunities to speak one-on-one with Professional Library Staff to provide verbal suggestions
8.3.5 To accommodate users who are print disabled, are infirm, or have lower literacy levels, provide options to audio record suggestions or collect their feedback in another way.
8.3.6 Users wishing to pass along comments or suggestions concerning the library collection, programs, facilities, and available services should be able to do so in either verbal or written form, anonymously or in their own name.

8.4 **Communicate the Relevant Possibilities and the Constraints** of what your library can do whenever you solicit feedback, making clear what kinds of requests you will or will not be able to act on. For example, if there is no budget for additional programming in a given fiscal year, make sure that requests for suggestions of future programming indicate the timeline. Likewise, if you have a grant or funds that you must use in a short period of time, communicate this when asking for input.

8.5 **Protocols Should Be Established to Deal with Complaints from Users** about library services, programs, and materials in a way that allows them to communicate their needs, how those needs were not met, and what they hope will be different in future. Some complaints may be resolved through discussion between user(s) and librarian(s). However, the parties should go through the formal grievance process at their facility if necessary.

8.6 **(Aspirational): Collaborate with Peer Institutions** to share anonymized user feedback and evaluations and engage in self-reflection and peer feedback about one another's library practices and services.

Where It Worked

NUMBERS TALK

Author: Erin Boyington, Adult Institutions Senior Consultant
Library: Colorado State Library, Colorado Department of Education
Facilities served: 20–23 Colorado Department of Corrections (CDOC) Libraries
Years of program: 2008–Present

In 2008, the Colorado Department of Corrections (CDOC) Libraries migrated from paper records to an integrated library system, and the Colorado State Library's Institutional Library Development (ILD) office began collecting standardized statistics. In spite of a 272 percent turnover rate for CDOC library staff, the opening and closure of multiple facilities and libraries, differences in supervision, and many other challenges, there has been remarkable consistency in collecting library data over the decades.

The methods of data collection have changed to simplify things for library staff. The first iteration was a complex Excel spreadsheet prepopulated with formulae that staff updated monthly and emailed to ILD to collate. ILD later transitioned to Google Sheets and, as of 2022, changed tools once again to begin collecting statistics daily via the survey software Alchemer.

Library staff at every CDOC facility submit data via online survey tools. The form takes about five minutes to complete. ILD has taken advantage of Alchemer's display logic to streamline what data are asked for depending on answers to previous questions. For example, answering that the library was closed directs staff to a question about which alternative services were provided to meet standards for seven-day-a-week service. ILD's hope is that by tracking daily, we'll get more accurate and reliable statistics across the board.

At the end of each month, library staff also submit a monthly report in Alchemer. They report on the following:

- Number of interlibrary loan (ILL) requests received during the month
- Participation numbers for a statewide program called Read to the Children (incarcerated people send books and recordings of themselves reading to children in their lives)
- Number of reference transactions
- Number of photocopy requests received and filled
- Information about whether/how access to library services was impacted by COVID-19 modified operations
- Whether the library received funds or items from a source other than the Colorado State Library (CSL)
- Anecdotes about how library services and/or funding impacted community, staff, or residents

Data Drives Priorities

CDOC staff often see statistical reports as a way to "get credit" for the mostly unseen work they do. ILD has learned by trial and error not to waste staff time counting activities no one cares about. For example, ILD used to ask for circulation to be reported by Dewey classes and split into multiple categories, which was a lot of unnecessary work and introduced errors due to the complexity of the report formats. Good, valid data take extra time and effort to collect, and it is in everyone's best interest to only collect data about what matters to stakeholders.

Things we choose to count become important to staff and supervisors. We have learned that statistical collection *creates* the yardstick as much as it measures services. When data are gathered reliably over many years, the emerging patterns tell stories.

Interactive Events

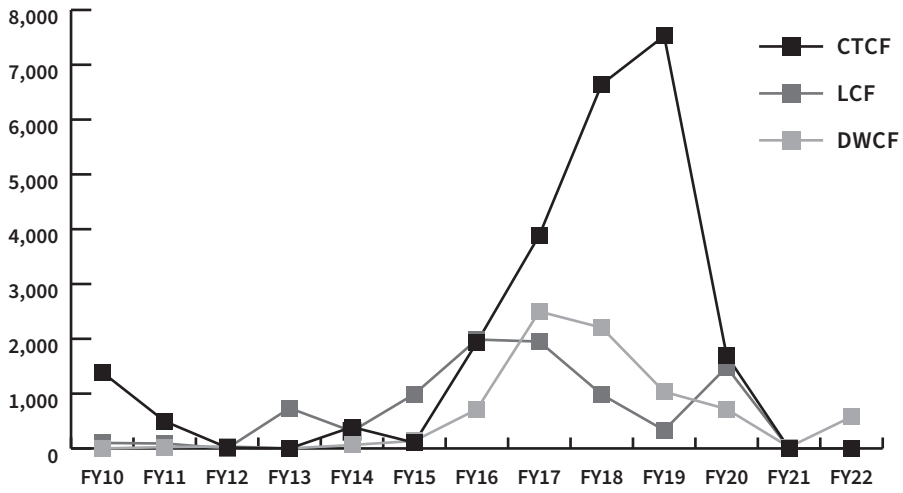
In 2009, CDOC Libraries began tracking contact hours for programs, aka interactive events. The duration of a given program multiplied by the number of attendees equals event contact hours. (Note for each illustration: Colorado State fiscal years run from July to the following June. So FY10 was July 2009–June 2010.) Colorado Territorial Correctional Facility (CTCF) has long encouraged resident library clerks to plan and host interactive events. This accounts for their amazing peak of 7,500+ event contact hours in FY 2019. All three of the example libraries (CTCF, Denver Women's Correctional Facility [DWCF], and Limon Correctional Facility [LCF]) had a steep drop-off in FY 2020 that reflects the shutdowns during the COVID-19 pandemic, when many CDOC libraries were shuttered. The line of recovery is slowly inching back up.

This second figure shows the differences between the Colorado State Penitentiary (CSP) and the Delta Correctional Center (DCC). CSP is a maximum-security facility with an average population of around seven

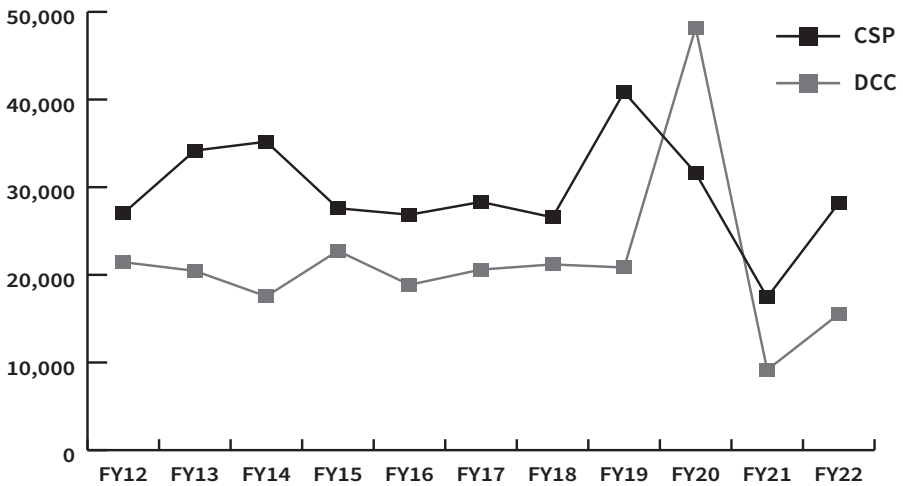
hundred that primarily delivers door-to-door, and DCC is an open-movement minimum-security center with an average population of four hundred who all visit the library in person. CSP allows three items checked out at a time; DCC allows five.

What's remarkable is how close together the circulation numbers are, given such radically different service styles and population sizes. It is not only a testament to CSP's high-quality customer service that they provide great access using time-consuming hand delivery but also illustrates how much use a minimum-security center library gets when it's easy for residents to visit and browse. The smaller population has amazing rates of use of library materials, an average of fifty-three items per person, and at a peak in FY 2020, nearly fifty thousand items were checked out.

Library interactive event contact hours at three CDOC facilities, FY10–FY22

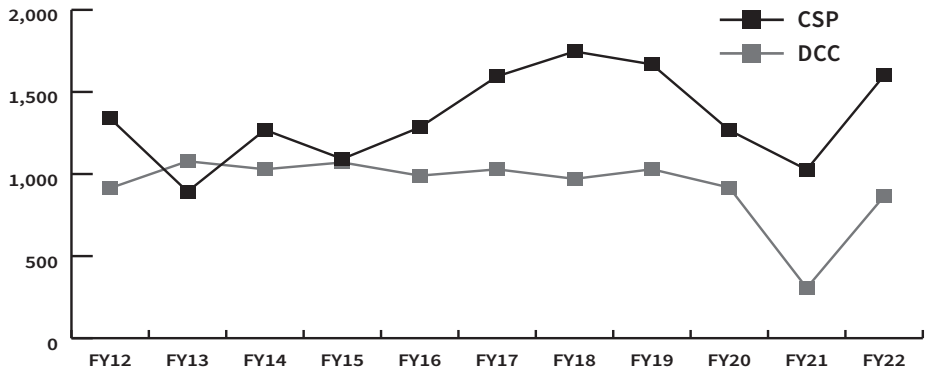


Number of library materials checked out, FY12–FY22



This final chart compares the number of staff contact hours at CSP and DCC in the same time frame, reflecting how much additional time delivery services require compared to in-person visits. (We'd need to dig further to tell the story of specific dips in the numbers, which are often attributable to lockdowns, staff vacancies, or sweeping changes in policy that affect the library.)

Contact hours (library open hours plus hours providing delivery, not including programs), FY12–FY22



CDOC's years of painstakingly collected library data have informed policy, budget, training, and staffing decisions. Without it, all would be guesswork.

Key Takeaways

1. Always think about data collection before you establish new services or make big changes. What stories will you be able to tell based on what you collect?
2. Ask why you're collecting certain numbers. Why do they matter to you? To stakeholders?
3. Consistency is key whether you work for one library or multiple libraries. Keep detailed notes and put everything in one place to ensure continuity when staff change.

AFTERWORD

Tracie D. Hall

The *Standards for Library Services for the Incarcerated or Detained*, a revision to the *Library Standards for Adult Correctional Institutions* after more than thirty years, should be regarded as a milestone for American librarianship in that it squarely acknowledges two important phenomena: overincarceration in the United States and its ongoing racialization. Over two million people, nearly 698 per 100,000 people or 0.7 percent of the total population, currently are being detained in federal and state prisons or local jails.[1] At the end of 2022, it was estimated that 32 percent of sentenced federal and state prisoners were Black; 31 percent were White; 23 percent were Latino; 2 percent were American Indian or Alaska Native; and 1 percent were Asian or Pacific Islander.[2] The detention of women has followed these trends with their numbers increasing by almost 5 percent between 2021 and 2022 alone, with Black women and Latinas being 1.6 and 1.3 times more likely, respectively, to face imprisonment.[3] This data along with the 2020 declaration of the COVID-19 pandemic, which caused many of the nation's prisons and jails to become epicenters of deadly virus contraction, provided the impetus for American Library Association (ALA) members and staff to come together for the first substantive overhaul of the *Standards* since its 1992 iteration.

That urgency had become potent for me a long time before. When the books I'd sent a young family member incarcerated in a California prison were returned to me as "not permitted," I was puzzled. I had carefully selected each title, biographies in which the main characters had taken responsibility for their past, given back to their communities in meaningful ways, and gone on to productive livelihoods. How could any penal rule label these stories contraband? Hearing the news that the awaited books had been returned to me, my young relative lamented that the kind of books I'd selected rarely "got through." Without a doubt, that experience not only shaped me as a librarian, but compelled me as new executive director of the American Library Association in 2020 to see the revision of these *Standards* and the advocacy for library services and the right to read for people who are incarcerated or detained as chief priorities.

If the prison pipeline has been strengthened by low literacy (according to ALA partner ProLiteracy, nearly 75 percent of state incarcerated individuals can be classified as low literate), then the potential educational and economic mobility of detainees after release is further stymied by the book censorship and disinvestment in library and educational services that people who are incarcerated routinely experience.[4] This is despite the fact such programs have been shown to decrease recidivism by 43 percent.[5] There is also a troubling trend that when detention facilities have contracted

vendors to provide book and digital access, it is often with communications providers that charge exploitative per-minute rates that make reading cost prohibitive. The ALA Council called out this practice in a 2020 resolution stating, "These per-minute charges are particularly unfair to imprisoned people who are emergent readers or who have print disabilities like dyslexia or low vision."[6] ALA would subsequently join PEN America and almost four dozen other organizations in calling on companies to waive fees on prison e-readers and tablets.

Even with this mounting advocacy and the revision, release, and dissemination of these *Standards*, there is still so much work to be done. In particular, I see three important next steps:

1. In carrying out ALA's mission "to enhance learning and ensure access to information for all," the association's membership and staff must continue to work together to confront racialized overincarceration and interrupt the systemic censorship and deficit of library and educational services that have become normalized in our nation's detention facilities.
2. ALA's members and staff must widely raise the visibility of and support for library workers practicing in carceral settings and insist that all detention centers have sufficiently stocked and equipped libraries staffed by trained library workers who provide a range of library, literacy, and educational services to prepare incarcerated individuals for successful community reintegration or for more generative lives within the carceral environment.
3. ALA members and staff must work to ensure these *Standards* become the basis for LIS coursework at the master's level so that contemporary students emerge from these programs with exposure to the foundations of library services for people who are incarcerated or detained.

What has aided the unmatched proliferation of incarceration in the US is the egregious invisibility and almost total disenfranchisement of the detained, which is compounded by the removal or limiting of library and book access. The librarians and advocates who have come together to author these revised *Standards* are to be commended. In their relentless commitment, they become stewards of ALA's Prisoners' Right to Read statement, which reads in part, "Suppression of ideas does not prepare people of any age who are incarcerated for life in a free society. Even those individuals who are incarcerated for life require access to information, to literature, and to a window on the world."[7] May the wisdom of these words and these *Standards* that undergird them reach far and wide.

NOTES

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6. ALA Council, "Resolution in Opposition to Charging Prisoners to Read," American Library Association, 2020, www.ala.org/sites/default/files/aboutala/content/Resolution%20in%20Opposition%20to%20Charging%20Prisoners%20to%20Read.pdf.
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APPENDIX A

Glossary

ADA. Americans with Disabilities Act; prohibits discrimination against people with disabilities.

ALA. American Library Association

Carceral Libraries. Commonly known as prison libraries, carceral libraries include any library within a holding, detention, jail, or prison facility.

Color Rendering Index (CRI). Measurement of how light affects how one sees color; measures the ability of a light source to reveal colors of objects compared to using natural light.

Custody Level. Dictates the degree of staff supervision for a person who is incarcerated and correlates to where in a facility a person is housed.

Digital Resources. Content made available in digital formats by the library.

Free Application for Federal Student Aid (FAFSA). Application used by educational institutions to determine eligibility for work-study programs, scholarships, grants, and other forms of aid. Normally required by state and other educational institutions each year one is enrolled to receive funding and financial aid.

General Equivalency Diploma (GED). Test of math, science, social studies, and language arts taken in lieu of completing high school. The test includes short-answer, multiple-choice, and fill-in-the-blank questions and covers the aforementioned subjects at what is considered to be the standard high school level. Can be presented to educational institutions and possible employers instead of a high school diploma.

High School Equivalency Diploma (HSE). A high school–level qualification offered in some states instead of a GED.

IFLA. International Federation of Library Associations and Institutions

Incarcerated Clerk. Library assistants who are incarcerated or detained residents at the facility and who provide clerical support for library staff such as performing circulation functions and customer service to library users.

Integrated Library System (ILS). Software used to track library activities such as checking materials in and out, user information, and information about materials held in the library.

Interlibrary Loan (ILL). Requesting materials from an outside library to be used at the requesting institution.

Law Library. A collection of legal materials and resources for those held in the facility to support their meaningful access to the courts.

Library Technical Assistant (LTA). Paraprofessional who provides support to librarians in day-to-day functions including acquisitions, organization of materials, and answering user questions.

Memorandum of Understanding (MOU). Agreement between facilities and outside organizations that outlines expectations during a set period of time. Should be signed by all parties and reviewed when new expectations are proposed or at the end of the agreement period.

MLIS. Master of Library and Information Science

National Novel Writing Month (NaNoWriMo). During the month of November, the NaNoWriMo 501(c)(3) nonprofit organization encourages writers to make goals and track their progress in writing a novel or working on any piece of writing.

Parole. The conditional release of an incarcerated person before their sentence is completed.

Professional Librarian. A librarian who holds a master's degree in library science (or equivalent) from an ALA-accredited institution.

Recreational Library. The ideal carceral library provides recreational reading, listening, and viewing from a broad selection of current books and other resources; allows for unrestricted information seeking in support of educational or vocational programs or individual interest; and offers a complete reference section.

Reentry. When someone is released from a carceral facility. They may still be under probation but need to navigate job seeking, housing, medical care, transportation, and a host of other services and areas of life.

Restricted Access. Pertaining to any library user who cannot visit the library because of their custody level or special population status.

Special Population. Pertaining to people who are housed outside the general population (e.g., administrative segregation, hospital unit, or crisis bed).

User. Anyone who utilizes library services, regardless of custody level or population type. Another word for library patron.

Weeding. Removal of outdated, irrelevant, or unnecessary books and materials.

APPENDIX B

Reflection Prompts

Each year you should read through these *Standards* and try to benchmark your facility's library provision against each section and subsection. We know there are a lot of recommendations, and it may take time to incorporate all of the services, programs, materials, staffing, facilities, and other recommendations we put forward here. To help you focus on incremental improvements that are actionable, and to help you advocate for the library with your core users, administrators in the wider department of corrections environment including your chain of command, and the broader networks of stakeholders who make library services possible, here are some specific prompts for each section. You can reuse these prompts each year or more frequently to benchmark your progress. Keep running notes or files so you can track changes over time. We hope these will help you assess your library's current state in order to communicate what is going well and what needs improvement and/or additional support.

1. ACCESS

a. Are there any populations within your facility that do not have access to the library (e.g., those in the hospital, crisis bed, administrative segregation)?
b. If there is a population that cannot access the library, what steps can your library take to provide access? Who can you work with to reach those users?
c. Does your library currently provide a library orientation? If yes, when was the last time the orientation materials were updated? If not, what information do you think is important to share about your library access/services? How can you share that information with new arrivals? Staff? Officers?
d. What role do digital resources have in your carceral library? Are e-readers freely available through your carceral library? Can your library lower user costs for e-resource access?
e. How does your library provide accessibility services and assistive technologies as required by the Americans with Disabilities Act?
f. What barriers are keeping people from using your library more? Are they physical? Are they rules that no longer make sense? What one thing can you change to improve access to your library?
g. How is your library protecting users' privacy?
h. How is your library supporting educational programs at the facility?

2. ADMINISTRATION

a. Does the administration in your carceral facility play a significant and meaningful role in providing effective library service? How can the facility librarian affect that relationship positively? Who else has a stake in your library, and how do you build relationships with them?
b. Is your facility following an effective planning and assessment procedure for your library? Does your facility conduct annual assessments and performance audits as scheduled?
c. Library advisory committees, which include incarcerated library users, can positively impact the carceral library. Does your facility use this tool or is one a part of planning?

3. STAFFING

a. Do librarians at your institution have a relationship with the facility's administration? If not, how can you begin to establish one? What concerns do you think are most important to discuss with them? What should they absolutely know about library staffing?
b. According to these *Standards*, is your library fully staffed? If not, which positions are missing, and how can the facility work to recruit qualified staff?
c. What types of professional development opportunities would you be most interested in attending? How can you demonstrate the value that your participation will bring to the facility/administration?
d. How do you ensure that library staff (you) are knowledgeable about the needs and service requirements of library users?
e. Does your library currently use incarcerated Clerks? Why or why not? What onboarding and ongoing training and professional development are available to incarcerated Clerks? What tasks might incarcerated Clerks be trained to do in your library?
f. Are staff compensated at a level commensurate with that of staff performing similar duties outside the library? If not, how do you have this discussion with administration?

4. BUDGET

a. Is the library budget a separate line item? If not, where is the library budget housed, and how can you begin to advocate for a separate budget? If so, who determines the budget and how?
b. How can the library demonstrate responsible use of funds? How can the library demonstrate a need for more funding?
c. Does your library receive funding specifically for programming? If so, does the annual report demonstrate efficacy? If not, how do you start reporting to demonstrate efficacy?

5. FACILITIES

a. What subsection of the Facilities *Standards* does your library currently do well and why? How do or can you communicate this success up your chain of command?
b. What aspects of your facility/facilities are out of date when compared against the *Standards*? Are there small things you can address yourself (e.g., creating more space between desks to have ADA-compliant turning areas)? How do you keep track of, and communicate with your chain of command about, all the improvements that you are able to make without additional resources?
c. What needs does your community have, meaning all the users and the staff in the library, that might need further funding to achieve (e.g., new shelving and bookends, or updated electrical outlet supplies, or lighting)? How would you communicate a need for additional support to your supervisor or other stakeholders, in order to improve the facilities in your library? Can you point to other areas of the *Standards*, such as Programs and Services or Library Materials, to indicate how such changes will improve your ability to meet various parts of the *Standards*?
d. What features and modifications have been made in your library to increase safety? How could you further improve safety in the library?
e. Does your library have adequate signage and wayfinding? How can you improve the signage and increase the ease of navigation?
f. How do you resolve issues with climate control or the library environment? Could the process be improved?

6. PROGRAMS AND SERVICES

a. What kinds of reentry information/materials does your library currently provide? What kinds of requests have you gotten from patrons for reentry information, and how did you go about fulfilling those requests? Do you have a dedicated space in the library for reentry information? If yes, how can you improve or expand that section? If not, how can you establish a space for reentry information, and what do you think should be included in that section? Would it be helpful to see what other institutions provide?
b. In what ways does your library currently help patrons develop work skills? How can you expand work skills training and information? How might partnering with an outside organization be helpful? Do you currently have a relationship with an organization that can help provide services or materials?
c. Does your library offer programs that foster open discussion, encourage self-reflection, and facilitate learning about different perspectives and cultures? Are your programs inclusive and inviting to all library users regardless of race, sexual orientation, gender, age, religion, ethnicity, dis/ability, and first language? How can you include more people in the services you already offer?

d. Does your library offer programs that are fun and recreational and that encourage a sense of wonder, curiosity, and creativity?
e. How can users contribute to the kinds of programs, celebrations, and cultural events that take place in the library? If users currently don't contribute, how can you solicit input in the future?
f. Does your library have a resident advisory board? If so, who is able to serve on it? Are there clear written guidelines for the board's operation? How do you create a safe space for honest discussion?
g. What new digital tools, resources, or digital literacy training can you offer this year, either through core library staff or external partners?

7. LIBRARY MATERIALS

a. Are materials available in a variety of formats including large print, hardcover, paperback, e-book, audiobook, video, music, newspapers, magazines, and emerging formats to meet the educational and recreational needs of your population? Does your entire population have access to all formats regardless of custody level? If not, is there a reasonable security concern to justify limiting access by format, and if so, are you offering the material in an alternative format? Are all materials freely available for all users to access without requesting access from a clerk or staff member? If not, why not?
b. Does your library prioritize buying materials that are inclusive and diverse to include different genders, races, ethnicities, religions, abilities, and sexual orientations? Does the diversity in your collection reflect your population so users see themselves and the broader world on the shelves?
c. Does your library use interlibrary loan and other resource-sharing consortia, such as the Accessible Books Consortium (ABC), which supports the sharing of resources for print-disabled users under the Marrakesh Treaty, to allow access to a wider range of materials and topics for your users?
d. Do you have a collection management policy that includes collection and weeding guidelines, a process for challenges (censorship) to materials, and a plan for consistent collection diversity audits? Do you have a list of censored materials readily and freely available to your library users?
e. Because digital literacy skills are constantly evolving, how are you helping users grow their digital literacy to keep pace with the outside world?

8. PERFORMANCE ASSESSMENT

a. In what ways can users of the library offer feedback to library staff? Are the methods inclusive of people with a range of dis/abilities, spoken and written literacy, and primary languages?
b. What is a specific piece of feedback you received from one or more users that you plan to implement or have already implemented this year? How did you decide to implement this change? What resources were/are needed to accomplish it? On what time line will you implement the change?
c. If you are not already collecting the metrics outlined in Subsection 8.4, identify a new metric you will gather data for this year and how you will measure it. How does this fit with your existing metrics? How does it help you convey the story of the library and its users to stakeholders including users, administration, chain of command, friends and family beyond the facility, and the external supporting organizations such as Friends groups and public libraries?
d. Look at your metrics over a period of three or more years. What area of library provision is most in need of improvement, and what resources do you need to achieve this? Draft a paragraph or more describing the need using your data and requesting additional support. This could include additional funds, greater support for collaboration with external groups and stakeholders, professional development opportunities for yourself and the incarcerated library workers, and more.

APPENDIX C

Resources for Carceral Librarians and Clerks

NETWORKING/CONNECTING

Library Services to the Justice Involved (LSJI), ALA Office for Diversity, Literacy, and Outreach Services (ODLOS). www.ala.org/advocacy/diversity/services-incarcerated.

"Library Services for the Justice Involved (LSJI) is an interest group for library professionals, students, correctional staff, volunteers, or anyone who serves the underserved in correctional settings (prison, jail, detention centers, state mental health institutes, juvenile facilities) or justice-involved individuals (those in halfway houses, community corrections, sober living, transitional housing, on parole, or the formerly incarcerated)."

Prison-l (prison-l@cvl-lists.org), ALA ODLOS.

"A resource for those who provide library services to the justice-involved, from youth to adults, currently or formerly incarcerated or detained. This listserv is intended to help library professionals, students, correctional staff, volunteers, or anyone who serves the underserved in correctional settings (prison, jail, detention centers, state mental health institute, juvenile facilities) or justice-involved individuals (those in halfway houses, community corrections, sober living, transitional housing, on parole, or the formerly incarcerated)." To subscribe, visit https://cvl-lists.org/mailman3/postorius/lists/prison-l@cvl-lists.org/.

LIBRARY PARTNERS AND PROVIDERS / LOCATING SERVICES

Expanding Information Access for Incarcerated People Initiative. www.ala.org/aboutala/offices/diversity/expanding-access-incarcerated-initiative.

"Expanding Information Access for Incarcerated People is an initiative based in San Francisco Public Library's (SFPL) Jail and Reentry Services program, in coordination with the American Library Association (ALA). This project exists to locate library services to incarcerated people and to support the development of new services. It is made possible by a generous grant from the Mellon Foundation."

PROFESSIONAL DEVELOPMENT AND TRAINING

Expanding Information Access for Incarcerated People, Free Online Training. https://elearning.ala.org/local/catalog/view/product.php?productid=864.

"This virtual training series includes examples of library services for incarcerated people and people who were previously incarcerated. It also provides background information on why library services to people in jails, juvenile detention centers, and prisons are part of the core services libraries provide. All trainings are asynchronous and free to access.

This series is developed by the San Francisco Public Library (SFPL) Jail and Reentry Services and funded by a grant from the Mellon Foundation. We are partnering with the American Library Association (ALA) to host videos on their Learning Management System (LMS). Videos in this training series are also available on SFPL's Jail and Reentry Services YouTube playlist (titles begin with 'Training' or search for #ExpandingInformationAccessforIncarceratedPeople). Participants can claim a certificate of completion from the course page after completing each training."

RESEARCH RESOURCES

ALA Prison LibGuide. https://libguides.ala.org/PrisonLibraries.

"This resource guide provides information on providing library services within correctional institutions, including ALA policies and standards, a select bibliography, directories of organizations that support library services and intellectual freedom for justice-involved individuals, along with resources for libraries to provide justice-involved individuals upon reentry into their communities."

Directory of State Prison Libraries, U.S. States and Territories. https://washstatelib.libguides.com/directoryofstateprisonlibraries.

This directory of prison libraries is maintained by Washington State Library Institutional Library Services Staff and is continually updated.

IFLA Guidelines for Library Services to Prisoners (4th ed.), International Federation of Library Associations and Institutions (IFLA), 2023. https://repository.ifla.org/bitstream/123456789/2538/1/ifla-guidelines-for-library-services-to-prisoners_4th_ed-en.pdf.

"This fourth edition of the IFLA Guidelines for Library Services to Prisoners provides a tool for the planning, implementation, and evaluation of library services to prisoners in all kinds of places of incarceration, including adult and juvenile prisons, detention centres, and jails. It serves as a model guide for the development of national guidelines for prison libraries and can be adapted to reflect local circumstances and needs."

The PRISM Planning Project, Colorado Department of Education. www.cde.state.co.us/cdelib/prism.
"The PRISM Planning Project developed a viable research design for a study of prison library impact. Because U.S. incarceration and recidivism rates are so high and since there is promising evidence that prison libraries may play a significant role in promoting pro-social behaviors that contribute to successful re-entry and reduced recidivism, it is time for a large-scale study to assess these potential contributions. Because Colorado champions resident rehabilitation over punishment, it is an excellent state to model a first-of-its-kind study that can be replicated in other states throughout the nation."

Prison Libraries and Education (Zotero Library). www.zotero.org/groups/4304381/prison_libraries_and_education/library.
Curated by members of the Standards for Library Services for the Incarcerated or Detained Working Group during development of these *Standards*.

TRAUMA/SELF-CARE

Compassion Prison Project. "Trauma Talks." https://compassionprisonproject.org/services/trauma-talks/.
A 16-part series that "educates prison residents about their traumas, so they can find resilience, self-regulate to calm their nervous systems, reduce prison aggression and become productive members of society upon their return."

Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others **by Laura van Dernoot Lipsky with Connie Burk. Berrett-Koehler Publishers, 2009.**
"This book is written for anyone who is doing work with an intention to make the world more sustainable and hopeful—all in all, a better place—and who, through this work, is exposed to the hardship, pain, crisis, trauma, or suffering of other living beings or the planet itself. It is for those who notice that they are not the same people they once were, or are being told by their families, friends, colleagues, or pets that something is different about them."

Using Trauma-Informed Practices to Enhance Safety and Security in Women's Correctional Facilities **by Alyssa Benedict. National Resource Center on Justice Involved Women, 2014. https://bja.ojp.gov/sites/g/files/xyckuh186/files/Publications/NRCJIW-UsingTraumaInformedPractices.pdf.**
This resource provides recommendations on actions that can be taken to encourage a trauma-informed facility culture.

APPENDIX D

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.
VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019. Inclusion of "age" reaffirmed January 23, 1996.

APPENDIX E

"Prisoners' Right to Read:
An Interpretation of the Library Bill of Rights," "Resolution on Prisoners' Right to Read," "Resolution in Opposition to Charging Prisoners to Read," and "Resolution on Library Service to Prisoners"

"PRISONERS' RIGHT TO READ: AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS"

The American Library Association asserts a compelling public interest in the preservation of intellectual freedom for individuals of any age held in jails, prisons, detention facilities, juvenile facilities, immigration facilities, prison work camps, and segregated units within any facility, whether public or private. As Supreme Court Justice Thurgood Marshall wrote:

> When the prison gates slam behind an inmate, he does not lose his human quality; his mind does not become closed to ideas; his intellect does not cease to feed on a free and open interchange of opinions; his yearning for self-respect does not end; nor is his quest for self-realization concluded. If anything, the needs for identity and self-respect are more compelling in the dehumanizing prison environment.[1]

Participation in a democratic society requires unfettered access to current social, political, legal, economic, cultural, scientific, and religious information. Information and ideas available outside the prison are essential to people who are incarcerated for a successful transition to freedom. Learning to thrive in a free society requires access to a wide range of knowledge. Suppression of ideas does not prepare people of any age who are incarcerated for life in a free society. Even those individuals who are incarcerated for life require access to information, to literature, and to a window on the world.

That material contains unpopular views or even what may be considered repugnant content does not justify its censorship.[2] Censorship is a process of exclusion by which authority rejects specific viewpoints. Unlike censorship, selection is a process of inclusion that involves the search for materials, regardless of format, that represent diversity and a broad spectrum of ideas. The correctional library collection should reflect the needs of its community.

Correctional libraries, librarians, or library managers may be required by federal, state, or local laws; administrative rules; or court decisions to prohibit material that instructs, incites, or advocates criminal action or bodily

harm or is a violation of the law. Only those items that present an actual compelling and imminent risk to safety and security should be restricted. Although these limits restrict the range of material available, the extent of limitation should be minimized by adherence to the *Library Bill of Rights* and its interpretations.

These principles should guide all library services provided to people who are incarcerated or detained, regardless of citizenship status or conviction status:

- Collection management should be governed by written policy, mutually agreed upon by librarians and correctional agency administrators, in accordance with the *Library Bill of Rights* and its interpretations.
- Correctional libraries should have written procedures for addressing challenges to library materials, including a policy-based description of the disqualifying features.[3]
- Correctional librarians and managers should select materials that reflect the demographic composition, information needs, interests, and diverse cultural values of the confined communities they serve.
- Correctional librarians should be allowed to acquire materials that meet written selection criteria and provide for the multi-faceted needs of their populations without prior correctional agency review. They should be allowed to select from a wide range of sources in order to ensure a broad and diverse collection. Correctional librarians should not be limited to acquiring or purchasing from a list of approved materials or vendors.
- Correctional librarians should make all reasonable efforts to provide sufficient materials to meet the information and recreational needs of incarcerated people who speak languages other than English.
- Correctional librarians should be given adequate support for making library resources discoverable.
- Age is not a sufficient reason for censorship. Incarcerated children and youth should have access to a wide range of fiction and nonfiction.[4]
- Equitable access to information should be provided for people with disabilities.[5]
- Media or materials with non-traditional bindings should not be prohibited unless they present an actual compelling and imminent risk to safety and security.
- Material with sexual content should not be banned unless it violates state and federal law.
- Correctional libraries should provide access to computers and internet content, permitted by the correctional facility's library policies.
- People who are incarcerated or detained should have the ability to obtain books and materials from outside the prison for their personal use.

When free people, through judicial procedure, segregate some of their own, they incur the responsibility to provide humane treatment and essential rights. Among these is the right to read and to access information. The right to choose what to read is deeply important, and the suppression of ideas

is fatal to a democratic society. The denial of intellectual freedom—the right to read, to write, and to think—diminishes the human spirit of those segregated from society.

Adopted June 29, 2010, by the ALA Council; amended July 1, 2014; January 29, 2019.

NOTES

1. *Procunier v Martinez*, 416 U.S. 428 (1974).
2. 28 CFR 540.71(b): "The Warden may not reject a publication solely because its content is religious, philosophical, political, social or sexual, or because its content is unpopular or repugnant."
3. "Challenged Resources: An Interpretation of the *Library Bill of Rights*," adopted June 25, 1971 by the ALA Council; amended July 1, 1981; January 10, 1990; January 28, 2009; July 1, 2014; and January 29, 2019.
4. "Access to Library Resources and Services for Minors: An Interpretation of the *Library Bill of Rights*," adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008 under previous name "Free Access to Libraries for Minors"; July 1, 2014; and June 25, 2019.
5. "Services to People with Disabilities: An Interpretation of the *Library Bill of Rights*," adopted January 28, 2009, by the ALA Council under the title "Services to Persons with Disabilities"; amended June 26, 2018.

RESOLUTION ON PRISONERS' RIGHT TO READ

An excerpt from *Library Standards for Adult Correctional Institutions* (1992), page 28, APPENDIX B

WHEREAS, The right to read is a fundamental concern of the American Library Association; and

WHEREAS, Censorship is a problem for many prisoners and for librarians providing materials and information for prisoners; and

WHEREAS, Several states have statutes or regulations regarding prisoners' right to read, as California Penal Code Section 2601(c), which provides that prisoners have the right: to purchase, receive, read, and permit other inmates to read any and all legal materials, newspapers, periodicals, and books accepted for distribution by the United States Post Office, except those which describe the making of any weapon, explosive, poison or destructive device. Nothing in this section shall be construed as limiting the right of prison authorities (1) to open and inspect any and all packages received by an inmate, and (2) to establish reasonable restrictions as to the number of newspapers, magazines, and books that the inmate may have in his cell or elsewhere in the prison at one time.

NOW, THEREFORE, BE IT

RESOLVED, That the American Library Association urge that legislation and/or administrative regulations similar to California Penal Code Section 2601(c) be secured in all states without such provisions; and Further,

RESOLVED, That the American Library Association shall transmit a copy of this resolution to the Intellectual Freedom and Legislation Committees of all ALA state chapters, urging them to work with agencies and persons concerned with prisoners' right to read to secure similar legislation and/or administrative regulations.

ADOPTED BY THE ALA COUNCIL July 13, 1982

RESOLUTION IN OPPOSITION TO CHARGING PRISONERS TO READ

Whereas, the Prisoners' Right to Read: An Interpretation of the Library Bill of Rights declares that "equitable access to information should be provided for people with disabilities" and "The denial of intellectual freedom—the right to read, to write, and to think—diminishes the human spirit of those segregated from society";

Whereas, the Access to Library Resources and Services document articulates the importance of providing access to resources to every member of the community, particularly in light of existing socioeconomic, racial/ethnic, and other inequities, many of which are exacerbated by the penal system;

Whereas, people in West Virginia prisons will be charged 3–5 cents/minute to access "free" books on e-readers following similar for-profit programs that exist in New York, Pennsylvania, Ohio and other states;

Whereas, these per-minute charges are particularly unfair to imprisoned people who are emergent readers or who have print disabilities like dyslexia or low vision;

Whereas, these charges mean that the average cost of reading a single "free" book such as *1984* is close to $20, while imprisoned people's wages, if any are paid, are less than $1 per day; and

Whereas, these for-profit programs are provided access to prison space and resources, which could instead be used for libraries and the free services they provide, including services that promote increased access to higher education programs, which have been proven to help reduce recidivism, now therefore be it

Resolved, that the American Library Association (ALA), on behalf of its members:

1. Condemns the existence of for-profit programs that charge incarcerated people for access to reading material, acknowledging such programs only serve to deepen existing inequities barring free access to information for all people.
2. Strongly encourages all library workers, particularly those in states with for-profit prison reading programs, to contact their state legislatures to express their concern over the denial of access to information these programs pose to incarcerated people.

Adopted by the Council of the American Library Association
Monday, January 27, 2020, in Philadelphia, PA
Mary W. Ghikas, Executive Director and Secretary of the ALA Council

RESOLUTION ON LIBRARY SERVICE TO PRISONERS

WHEREAS, most people, youth and adults alike, confined in local jails and detention facilities are without library and information services,

WHEREAS, people confined in such facilities reside within the taxing district of the local public library or system,

WHEREAS, public libraries and systems are responsible for providing library and information services to all persons living within their taxing areas,

THEREFORE BE IT RESOLVED THAT ALA encourage public libraries and systems to make a concerted effort to extend their services to residents of jails and detention facilities within their taxing areas, and

THEREFORE BE IT FURTHER RESOLVED THAT ALA, through the Health and Rehabilitative Library Services Division (HRLSD), with the cooperation of Public Library Association (PLA), American Library Trustee Association (ALTA), and other interested divisions, design a plan to assist public libraries in extending their services to local jails and detention facilities.

RESOLUTION ON LIBRARY SERVICE TO PRISONERS – CD #35 (Exhibit 11). Zola Horn Submitted the Resolution and moved its adoption with an unidentified second. A number of supportive comments on record, debate was closed and the Resolution was ADOPTED.
COUNCIL MINUTES January 20–23, 1976 Chicago, Illinois

APPENDIX F

Policy on Confidentiality of Library Records

The Council of the American Library Association strongly recommends that the responsible officers of each library, cooperative system, and consortium in the United States:

1. Formally adopt a policy that specifically recognizes its circulation records and other records identifying the names of library users to be confidential. (See also ALA Code of Ethics, Article III, "We protect each library user's right to privacy and confidentiality with respect to information sought or received, and resources consulted, borrowed, acquired or transmitted" and Privacy: An Interpretation of the Library Bill of Rights.)
2. Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigative power.
3. Resist the issuance of enforcement of any such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.[1]

Adopted January 20, 1971, by the ALA Council; amended July 4, 1975; July 2, 1986.
[ISBN 8389-6082-0]

NOTE

1. Point 3, above, means that upon receipt of such process, order, or subpoena, the library's officers will consult with their legal counsel to determine if such process, order, or subpoena is in proper form and if there is a showing of good cause for its issuance; if the process, order, or subpoena is not in proper form or if good cause has not been shown, they will insist that such defects be cured.

APPENDIX G

Resolution in Support of Broadband as a Human Right

Whereas broadband networks and services drive robust, resilient, and effective societies and economies;

Whereas broadband is essential for life tasks including education, workforce, healthcare, and is a fundamental element of an inclusive and sustainable world;

Whereas the global pandemic has heightened the awareness of the problems that the lack of access to broadband and digital connectivity have on millions of Americans forced to work from home, connect to online schooling, connect to telehealth resources, access information and maintain a reasonable quality of life;

Whereas the inability to provide in-person library services during the pandemic magnifies inequities for people without the equipment, the capacity to access and the confidence/skills to effectively use broadband and acquire digital literacy;

Whereas access to information must be "predictable, sustainable, [and] location-independent" is a principle of the Networked World (B.4.6.1);

Whereas communities of color, low-income residents, rural, indigenous, older residents, people with disabilities, and people experiencing homelessness are more likely to be without a strong connection to the internet and without the equipment and skills to access reliable resources;

Whereas America's libraries provide no-fee broadband access in communities and are essential to communities with no broadband access;

Whereas an increasing number of information resources, including government resources and services, are available solely online;

Whereas ALA has endorsed legislation promoting broadband access, including for low-income and Black, Indigenous and People of Color (BIPOC) households and families with school-aged children who lack home internet access;

Whereas the American Library Association (ALA) states in "Access to Electronic Information Services, and Networks" (B.2.1.20) that "all individuals have a right to information";

Whereas ALA signed the International Federation of Library Associations and Institutions' (IFLA) *Library Pledge to Promote Digital Inclusion* (www.ifla.org/node/93389) recognizing that universal connectivity requires collective, collaborative efforts from all stakeholders across all levels of government (B.6.2.3); and

Whereas the Committee on Legislation (COL) identified broadband as a priority in its 2021 Legislative Agenda; (www.ala.org/aboutala/sites/ala.org.aboutala/files/content/committees/ALA%20Legislative%20Agenda%202021.pdf) now, therefore be it,

Resolved that the American Library Association (ALA), on behalf of its members:

1. affirms universal access to affordable high-capacity broadband is as essential as electricity and therefore a basic right for all; and,
2. advocates for legislative and regulatory policies through which libraries can affect positive change toward such universal access.

Adopted by the Council of the American Library Association
Monday, January 25, 2021, ALA Virtual Midwinter Council Meeting
Tracie D. Hall, Executive Director and Secretary of the ALA Council

APPENDIX H

Acknowledgments

This work would not have been possible without the contributions of so many whose knowledge and lived experience informs the historic reimagining of this set of *Standards*.

The first thank-you is to Tracie D. Hall, whose vision and passion has guided, empowered, and uplifted this undertaking.

Thank you to Jeanie Austin, whose steady and humble leadership has been both compass and beacon, and the rest of the team at San Francisco Public Library's Jail and Reentry Services program—Rachel Kinnon, Nili Ness, Bee Okelo, Sally Durgan, and Estelle Yim.

We thank the project manager team and the members of the ALA Standards for Library Services for the Incarcerated or Detained Working Group who are listed in this appendix. This group includes dedicated librarians who have worked in a diverse range of carceral settings, some of whom were formerly incarcerated themselves; formerly incarcerated advocates for the rights of people to read and access information in prison; and ALA members moved to join us in this work.

We thank the ALA Committee on Diversity, and in particular Matt Gill, who led the subcommittee shepherding this work through the review process in committee, and Carla Davis-Castro, Chair of the Committee on Diversity, whose presentation of the *Standards* before ALA Council for adoption received a unanimous vote for approval.

The foundations for the *Standards* have also been strengthened by a number of justice-involved stakeholders outside librarianship, including mental health providers, educators, policymakers, and literacy advocates.

We offer gratitude to everyone who participated in the Revisioning Library Services for Individuals Who Are Incarcerated or Detained Half-Day Forum on June 23, 2022, in Washington, D.C. This free and open hearing engaged with the phenomenon of mass incarceration, inequitable incarceration rates of BIPOC individuals, rising rates of incarceration of women (especially women of color), and the incarceration of LGBTQIA+ individuals, undocumented individuals, and youth in jails, prisons, and other detention facilities. Topics discussed included the information needs of returning individuals, the specific basic and higher education needs of people who are incarcerated, and the role that the ability to read and to access reading material and information play in carceral settings. We thank the many LIS practitioners and the broad range of stakeholders from fields outside the library profession for the rich discussion that took place that day that enhanced this revision of the *Standards*. The half-day session included panel presentations and individual testimony on the realities and limitations incarcerated or detained people face as they seek to access information.

Thank you to the following presenters and moderators whose participation was key to the success of Revisioning Library Services for Individuals Who Are Incarcerated or Detained: Andy Chan, Books to Prisoners; Doran Larson, American Prison Writing Archive; Daniel Schaffer, NYC Books Through Bars; Stacy Burnett, ITHAKA S+R; Laura Richardson, Washington State Library; Sara Jones, Washington State Library; Adam Bush, College Unbound; Senator Mary Kunesh (MN); Connie Nealon, Correctional Education Association Standards Commission; Steve Steurer, Barbara Bush Foundation (Adult Literacy); James Tager, PEN America (Digital Literacy); Anthony Johnson, PEN America (Digital Literacy); Joseph Scotti, Licensed Clinical Psychologist (West Virginia and Pennsylvania), WHOLE Families; John Eason, Urban Institute; Tracie Hall, ALA Executive Director; Kevin Strowder, ALA Office for Diversity, Literacy and Outreach Services (ODLOS); Daniel Genis, journalist; Ken Bigger, ALA Center for the Future of Libraries; Rachel Chance, ALA Publishing & Media; Terrell Blount, Formerly Incarcerated College Graduates Network; Brandon Morlock, Past Lives, LLC; Zy'aire Nassirah, Transgender Gender-Variant and Intersex Justice Project; Chelsea Jordan-Makely, Griswold Memorial Library and ALA Library Services to the Justice Involved interest group; and Jeanie Austin, San Francisco Public Library's Jail and Reentry Services program.

Attendees from across the country participated in the half-day forum, representing organizations including Brooklyn (NY) Public Library, Queens (NY) Public Library, Colorado State Library, Be Frank 4 Justice, Margaret Sullivan Studio, Midwest Books to Prisoners, Johnson County (KS) Library, Yale University, CoreCivic La Palma Correctional Center, Washington State Library, Santa Clara (CA) City Library, Winston-Salem State University (NC), Seattle (WA) Public Library, University of South Carolina, Las Vegas-Clark County (NV) Library District, Tulane University School of Social Work, Words & Pictures, Whatcom County (WA) Library System–Jail Outreach, Oakland (CA) Public Library, Free Library of Philadelphia, Bossier Parish (LA) Libraries, Racine (WI) Public Library, New York University, ALA Committee on Education, Radford University Libraries (VA), District of Columbia Public Schools, Chicago State University, Boston (MA) Public Library, Maricopa County (AZ) Library District, Ramsey County (MN) Library, State Correctional Institution–Mahanoy (PA), State Correctional Institution–Muncy (PA), San Francisco (CA) Public Library, Multnomah County (OR) Library, Pioneer Library System (OK), Oregon Department of Corrections, Maricopa County (AZ) Sheriff's Office, Grand Canyon University Library (AZ), Simmons University School of Library and Information Science, California Department of Corrections and Rehabilitation, University of Maryland, Education Justice Project, Medical University of South Carolina/Network of the National Library of Medicine, Coxsackie Correctional Facility (NY), Delaware Library Association, Delaware Division of Libraries, Clark College (WA), Charleston County (SC) Public Library, Mellon Foundation, State Library of Louisiana, Appalachian Prison Book Project, Freedom Reads, and Radical Reversal.

A second meeting with justice-involved stakeholders in Illinois, focused on the rights of incarcerated individuals to attain information and educational access, was convened in partnership with the Center for the Study

of Race, Politics, and Culture at the University of Chicago (UChicago) on December 14, 2022, at the Reva and David Logan Center for the Arts on the UChicago campus. Facilitators previewed the first draft of the *Standards* to the participants and solicited feedback on content, dissemination methods, and direct application in jails, prisons, and other detention facility settings as well as community-based organizations that serve returning residents.

We thank the planners and facilitators of this convening: Tracie Hall; Tracye Matthews, Center for the Study of Race, Politics, and Culture at the UChicago; Alice Kim, Pozen Family Center for Human Rights at UChicago; Kevin Strowder, ALA ODLOS; Tiffany Mack, ALA Executive Office; Ken Bigger, ALA Center for the Future of Libraries; Anne Manly, ALA Development Office; Hillary Pearson, ALA ODLOS; and Rachel Chance. The following participants of the Chicago Convening reviewed and gave comments on the first full draft of the *Standards*: Michelle Mbekeani, Cook County State's Attorney's Office; Gabrielle Lyon, Illinois Humanities; Michael Aguhar, Crossroads Fund; Alan Mills, Uptown People's Law Center; Elena Gormley, North Lawndale Employment Network; Gina Fedock, Center for the Study of Gender and Sexuality, UChicago; Adam Bush, College Unbound; Michelle Carnes, Chicago Public Library; Beth Awano, Pozen Family Center for Human Rights, UChicago; Asif Wilson, College of Education, University of Illinois Urbana-Champaign; Raquel Flores-Clemons, Vivian G. Harsh Research Collection, Chicago Public Library; Joseph Stemmler, Midwest Books to Prisoners; Jacqueline Spreadbury, Midwest Books to Prisoners; Michelle Alfano, Midwest Books to Prisoners; Becky Raymond, scaleLIT; Vicki White, Chicago Books to Women in Prison; Brianna Suslovic, Crown Family School of Social Work, Policy, and Practice, UChicago; Emily Hooper Lansana, Reva and David Logan Center for the Arts, UChicago; Tracye Matthews, Center for the Study of Race, Politics, and Culture, UChicago; Alice Kim, Pozen Family Center for Human Rights, UChicago; Durrell Washington, Crown Family School of Social Work, Policy, and Practice, UChicago; and Sheila Jefferson, Illinois Department of Human Services.

Special thanks to the following ALA staff: Raymond Garcia in the executive office, for coordinating meetings and events; Rebecca L. Headrick, chief information technology officer, and Kim Hudgins, senior graphic designer, for developing the online resource, Expanding Information Access for Incarcerated People Initiative; Marsha P. Burgess, Council Secretariat, for her wise and patient counsel; Emily Durkin, Public Policy Manager, for her strong continuing advocacy for prison libraries and the rights of the incarcerated to access information; and the following staff from ALA Editions who contributed to the editing, design, and publication of the *Standards*: Rachel Chance, staff editor for the *Standards*, for countless hours dedicated to their success; Sophia Speranza, publishing associate for the *Standards*, and Peggy Galus, sales manager, for their important contributions to the dissemination plan; Alejandra Diaz, senior graphic designer, for creating a cover so beautiful that it reflects the spirit of the work; Angela Gwizdala, publisher, for creative solutions and steadfast advocacy for her staff and the work; Samantha Kundert, managing editor, for contributing her editorial and production expertise; and Valerie Williams, without whom so many details would undoubtedly have slipped.

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Erin Boyington has worked as a correctional librarian in Colorado since 2013. After receiving her MLIS from the University of Washington, she began her library career at the Sterling Correctional Facility Libraries in Sterling, Colorado. In 2016, she was hired by the Colorado State Library's Institutional Library Development (ILD) unit. ILD provides staff training, develops policy, manages collections, and much more, for adults and youth in over forty institutional libraries statewide. Erin believes that everyone deserves a great library, and the greatest libraries empower individuals to reach their own goals.

Randall Horton is a writer, poet, artist, and an associate professor of English at the University of New Haven. He is the only person in the United States with seven felony convictions and academic tenure. Horton is the recipient of the 2022 Creative Capital Award, the American Book Award for Oral Literature, the Gwendolyn Brooks Poetry Award, the Bea Gonzalez Poetry Award, a National Endowment of the Arts Fellowship in Literature, and the GLCA New Writers Award for Creative Nonfiction for *Hook: A Memoir*. He is a Poet-in-Residence at the Civil Rights Corps, and a Soze Foundation Right of Return Fellow. His poetry collection *{#289-128}* was published by the University Press of Kentucky and received a 2021 American Book Award. *Dead Weight: A Memoir* was published by Northwestern University Press in 2022. Horton cofounded and is Executive Director of Radical Reversal, an organization with the mission to amplify the dialogue concerning incarceration and create justice, racial, and rehabilitation equity through creative outlets inside the carceral state. Radical Reversal installs creative/performance/recording spaces in detention centers and correctional facilities that allow the flexibility to conduct poetry workshops, seminars in music and music production, readings and performances—to elevate and enhance the work of students in the language(s) they already practice and understand while engaging in the artistic process.

Eldon Ray James: While serving a 70-month sentence in federal prison, I decided to become a librarian. I made that happen by graduating from the University of Texas at Austin School of Information in 2007 with a Master of Science in Information Studies (MSIS). Amazing serendipity made Dr. Loriene Roy my advisor. She took me to Washington, D.C., as a part of her presidential party. She introduced me to ALA and particularly a group called the Prisoners Forum where this formerly incarcerated person found a family with carceral librarians. One of those librarians, Diane Walden, shortly thereafter asked me to help write the "Prisoners' Right to Read: An Interpretation of the *Library Bill of Rights*" and then help move it through ALA. That experience led me to learn about the Intellectual Freedom Committee (IFC), the Intellectual Freedom Round Table (IFRT), and the Freedom to Read Foundation (FTRF). ASCLA needed a liaison to all three, and I volunteered. Since then, I have served as a member of IFC and a director of IFRT as well as a trustee with FTRF. Now retired, I continue to serve in ALA. I was the

2022 FTRF Roll of Honor winner. I worked on the International Federation of Library Associations and Institutions (IFLA) Guidelines for Library Services to Prisoners Working Group, the ALA Standards for Library Services for the Incarcerated or Detained Working Group as co-project manager, and on the ALA IFC until 2024.

Sharaya Olmeda is a senior librarian at the California Men's Colony state prison, where she has worked since 2019. She graduated summa cum laude with her Master of Library and Information Science degree from San Jose State University and was the student speaker at her convocation. In 2019, Sharaya championed partnerships between public libraries and food banks by presenting at both the American Library Association and California Library Association poster sessions. In 2020, Sharaya was awarded the Ken Haycock Award for Exceptional Professional Promise, which is presented annually by peers and faculty of the iSchool at San Jose State University. In 2022, Sharaya joined the ALA Standards for Library Services for the Incarcerated or Detained Working Group, where she chaired the Drafting committee and was later chosen as a Project Manager, serving dual roles in both the writing and leadership of the project. Sharaya teaches Prison Library Services at Cuesta College and is currently a Counselor at Large with the American Library Association, where she was elected to serve until 2025.

Victoria Van Hyning: I am an Assistant Professor of Library Innovation at the University of Maryland, College of Information Studies at College Park. I arrived at the iSchool in 2020, after working at the Library of Congress on the By the People crowdsourced transcription platform for two years. Before that I lived and worked in the UK and earned degrees in English literature. As an academic and as a practitioner, I strive to create systems and experiences that widen access to information for a diverse range of people and make space for people to tell their own stories and express their information needs. I served as a member of the drafting committee and a Project Manager for these new *Standards,* eager to learn more about the lived experiences of people who work as librarians in carceral facilities, and people who have been and/or are incarcerated. My goals were to provide research and writing support, and to learn and shape how those of us teaching library and information science at the graduate and undergraduate levels can prepare our students to serve in carceral libraries, educational programs, and related positions in public and school libraries serving the needs of returning as well as incarcerated or detained individuals.

INDEX

A

access
  case studies on, 6–12
  reflection prompts for, 81
  restricted, 44, 57, 70, 80
  Standards on, xix, 3–6
accessibility and ADA compliance, xvi, 4–5, 34–37, 45, 54, 81
Accessible Books Consortium (ABC), 45, 84
administration, xix, 13–14, 82
advisory committees, 13–14, 82
Alameda County Library, 37–38
allocations, 25, 26, 28, 70
American Correctional Association (ACA), xv
American Library Association (ALA), xi, xiii, xv, 15–17, 75–76, 86–87, 89–97
Americans with Disabilities Act (ADA), xvi, 4–5, 34–37, 54, 81
Anderson, Jill, 6–7, 9–11
annual activity reports, 25
aspirational standards, 5–6, 13–14, 20, 26, 37, 46, 60, 71
assessment. *See* performance assessment
assistive technologies, 4, 45, 54, 81
Association of Specialized Government and Cooperative Library Agencies (ASGCLA), xv
Auger, Sarah, 61–63
Austin, Jeanie, ix–x, 11–12

B

Barnes, Renée, 23–24
Benedict, Alyssa, 88
book clubs, 41, 61–63
book fairs, 8
books
  per capita recommendations for, 54
  wish lists for, 7–8
booktalks, 49–50
Boyington, Erin, 23–24, 26–29, 71–74, 114
broadband access, 41, 96–97
budgets
  case studies on, 26–29
  reflection prompts for, 82
  Standards on, xx, 25–26
Burk, Connie, 88

C

Calcasieu Parish Public Library (CPPL), 49–50
California Department of Corrections and Rehabilitation, 11–12
Canadian prisons, 61–63
Capers, Kim McNeil, 6–7, 9–11
carceral libraries
  case studies of, 6–12, 21–24, 26–29, 37–40, 46–52, 61–67, 71–74
  history of, xiv–xv
  as learning centers, 45
  resources for, 86–88
career readiness, 20, 43, 50–52, 56–57
censorship, xvii, 58–60, 75–76, 84, 89, 90, 91
challenge programs, 46–48
challenged materials, 58–60
Champagne, Jayme, 49–50
charges, per-minute, 76, 93
clerks, 15, 17–20, 22, 82
Cleveland County Detention Center, 50–52
climate control, 34
Code of Federal Regulations, xvi
collaborative programs, 45–46
collection management, 57, 58, 84
Colorado Department of Corrections (CDOC), 23–24, 26–29, 71–74
Colorado Department of Education, 23–24, 26–29, 71–74, 88
Colorado State Library (CSL), 23–24, 26–29, 71–74
comics and graphic novels, 35, 48, 54
community support, 7–9, 20
Compassion Prison Project, 88
compensation, 20
confidentiality of records, 95
consortia, 4, 45, 54, 84
contractual services, 25
copies, legal, 55
correctional *vs.* carceral institutions, xiv
COVID-19, 26, 34, 39–40, 67, 72, 75
creative works, archiving of, 46
cultural events, 42
current events, materials on, 54, 55
custody levels, 3, 44, 79

D

Dahlstedt, Aaron, 7–9
data collection. *See* performance assessment
digital and information literacy, 41–42, 43–44, 45, 56, 84
digital resources, 4, 37, 41–42, 55, 81
Directory of State Prison Libraries, 87
disabilities
  and ADA compliance, xvi, 4–5, 34–37, 45, 81
  materials for people with, 54, 76, 93
displays, 36, 37, 42
diverse materials, 53, 54, 84, 91
dual agency partnerships, 26–29

E

Edmonton Institution for Women (EIFW), 61–63
educational materials, 53
educational support services, 5–6
electronic and digital resources, 4, 37, 41–42, 55, 81
employment readiness, 20, 43, 50–52, 56–57
equipment considerations, 36–37
equity, improving, 49–50
Erdmann, John, 39–40
Expanding Information Access for Incarcerated People Initiative, x, 86–87

F

facilities
  case studies on, 37–40
  reflection prompts for, 83
  Standards on, xxi, 31–37
family events, 42–43
fiction genres, 53
financial literacy, 57
forms, legal, 55
Friends of the San Quentin Prison Library, 7–9
furniture, 34–35

G

general equivalency diplomas (GEDs), 17, 53, 79
general population spaces, 32–36
Gilbert, Wayne, 67
Gilmore v. Lynch, xiv
graphic novels, 35, 48, 54
Guidelines for Library Services to Prisoners (IFLA), xi, 87

H

Hall, Tracie D., 75–76
Horton, Randall, 114
hours of operation, 3

I

IFLA Guidelines for Library Services to Prisoners, xi, 87
incarcerated clerks, 15, 17–20, 22, 82
inclusive and diverse materials, 53, 54, 84, 91
Indigenous women, 61–63
information literacy, 41–42, 43–44, 45, 56, 84
information technology, 41–42
Institutional Library Services (ILS) program, 21–22
interlibrary loans, 3, 6, 44, 45, 57, 69

J

Jail and Reentry Services program (SFPL), 11–12, 86–87
James, Eldon Ray, xi, xiii–xvii, 114–115
job readiness, 20, 43, 50–52, 56–57
Johnson v. Avery, xiv
juvenile facilities, 37–38, 49–50, 63–65

K

Kenney, Kristi, 7–9
Kinnon, Rachel, 11–12
Kirtley, Kaden, 50–52

L

law libraries, xiv, xxi, 31, 56, 80
legal reference materials, xiv, 44, 55–56
LGBTQIA+ materials, 47, 53, 54, 57
librarians, staffing of, xx, 15–20
libraries. *See* carceral libraries
library advisory committees, 13–14, 82
Library Bill of Rights, 89, 90–92
library materials
  case studies on, 61–67
  per capita allocations for, 25, 28
  per-minute charges for, 76, 93
  reflection prompts for, 84
  Standards on, xxii, 4, 25, 53–60
library orientation, 3–4, 81
Library Services for the Justice Involved (LSJI), x, 86
Library Standards for Adult Correctional Institutions (1992), xi, xv, 75, 92–93
library technical assistants (LTAs), 15, 17, 19–20
lighting, 33
Lipsky, Laura van Dernoot, 88

literacy materials, 53
literacy programs, 41–43, 45, 46–48
literacy rates, 75
Loiederman, Gabriel, 7–9, 39–40
long-term planning, 13

M

Mahanoy Library, 46–48
Marrakesh Treaty, xvi, 45, 84
Mellon Foundation, x, 86, 87
metrics, xxiii, 25, 69–70, 71–74, 85
MLIS degrees, 15–17

N

Nash, Anna, 21–22
National Library Service for the Blind and Print Disabled (NLS), xvi
National Poetry Month, 66–67
Ness, Nili, 11–12
networking resources, 86
new institutions, 25
newspapers, 35, 53, 55, 59, 92
nonfiction, 53

O

Office for Diversity, Literacy, and Outreach Services (ODLOS), xi, 86
Olmeda, Sharaya, 115
orientations, 3–4, 20, 81

P

paging, of legal materials, 56
parenting, materials on, 54
partnerships, dual agency, 26–29
patrons. *See* users
PEN America, 41, 76
People & Stories program, 64–65
performance assessment
  case studies on, 71–74
  reflection prompts for, 85
  Standards on, xxiii, 13, 69–71
periodicals, 53, 55
per-minute charges, 76, 93
Pioneer Library System, 50–52
planning process, 13
poetry, 41, 54, 66–67
Prins, Lisa, 61–63
print disabilities, xvi, 4, 45, 76, 93
PRISM Planning Project, 88
Prison LibGuide (ALA), 87
prison libraries. *See* carceral libraries
Prison Libraries and Education (Zotero Library), 88
"Prisoners' Right to Read" (ALA), 76, 90–94
Prison-l, 86
privacy, protection of, 5, 81, 89, 95
prizes, 48
professional development, 19, 21–22, 25, 82, 87
professional librarians, staffing of, xx, 15–20
programs and services
  case studies on, 46–52
  reflection prompts for, 83–84
  Standards on, xxi, 41–46
ProLiteracy, 75

Q

Queens Public Library (QPL), 6–7, 9–11
Queensboro Correctional Facility, 9–11

R

reader services, 44–45
reading programs, 41, 46–48
recreational libraries, xv, xxi, 31, 80
recreational needs, xxii, 4, 15, 53, 84, 91
reentry, 5, 43, 50–52, 56–57, 80, 83
reference materials, xiv, 44, 55–56
reference services, 6, 11–12, 44–45
reflection prompts, 81–85
regional library directors, 15, 16
religious programs and materials, 42, 54
research resources, 87–88
resolutions, ALA, 76, 90–94, 96–97
resource sharing, 4, 45, 84
restricted access, 44, 57, 70, 80
Richardson, Laura, 21–22
Rikers Island Jail, 6–7
Riley, Michael, 9–11
Rogers, Jenny, 37–38

S

safety and security, 31–32, 83, 88
San Francisco Public Library (SFPL), 11–12, 86–87
San Quentin Library (SQL), 7–9, 39–40
San Quentin State Prison, 7–9, 39–40
Santa Cruz Public Libraries (SCPL), 63–65
Santa Rita Jail, 37–38
self-study materials, 53
shelving, 35–36
Sherbo, Laura, 21–22
short- and long-term planning, 13
sightlines, 31–32
signage, 37, 83
Silva, Jesse, 63–65
Sivak, Allison, 61–63
skills testing, 51
space considerations, 32–40
special populations, 16, 18, 80

specific library equipment, 36–37
staffing
case studies on, 21–24
reflection prompts for, 82
resources for, 87
Standards on, xx, 15–20
Standards for Library Services for the Incarcerated or Detained
1992 edition of, xi, xv, xvii, 75, 92–93
concise version of, xix–xxiii
methodology for revision of, xi
working group for, xi, xiii–xiv, 111–113
State Correctional Institution–Mahanoy Library, 46–48
statewide library coordinators, 15, 56, 69
statistics, xxiii, 25, 69–70, 71–74, 85
Sterling Correctional Facility Libraries, 66–67
Stewart, Jerilynne, 46–48
Stieb, Rebecca R., 66–67
storage space, 33
supervising senior librarians, 13–14, 15–16, 19–20, 69

T

technology, circulating, 60
thermostats, 34
Thorlakson, Jessica, 61–63
training
for staff, 19, 20, 21–22, 25, 82, 87
for users, 41–42, 43–44, 45
trauma resources, 88
tribal resources, 57

U

universal design, 5
University of Alberta Library, 61–63
Unlocked Poetry (Micco), 67
users
demographics of, 75
input from, 70–71, 84
privacy of, 5, 22, 81, 89, 95
quotes from, 64–65
with restricted access, 44, 57, 70, 80
training for, 41–42, 43–44, 45

V

Van Hyning, Victoria, 115
veteran-specific resources, 57
volunteers, 4, 20, 45–46

W

Washington State Department of Corrections (WADOC), 21–22
Washington State Library (WSL), 21–22, 87
weeding, 57, 58, 80, 84
women, detention of, 61–63, 75
work readiness, 20, 43, 50–52, 56–57
writing programs, 41, 61–63

Y

Ybanez, Nathan, 66, 67

Z

Zotero Library, 88