Children's Services Division Guidelines

Table of Contents

Oregon Library Association Children's Services Division Guidelines

The VISION of the Children's Services Division is: Libraries are essential community leaders that foster every child's potential, engage families in the joy of reading, writing, and learning together, and prepare children for academic and lifelong success.

Our MISSION: CSD champions children's literacy and provides continuing education for Oregon library staff serving children and families.

In order for library staff to accomplish the mission, as well as work toward achieving the vision, it is necessary that there are guidelines that set the standards for Administration, Advocacy, Collection Development, Community Partnerships, Information Services and Technology, Library Spaces, Policies, Professional Development and Programming. Meeting these standards should be the goal of every library in order to provide quality library services and meet community needs.

The following guidelines are arranged alphabetically, and not in order of importance. Each guideline includes the essential standards, the enhanced standards, and the exemplary standards. Library staff and administration should work together to review these standards, and identify areas for improvement, as well as recognize the areas that have been sufficiently achieved.

Administration

Planning and Evaluation

Planning is an ongoing process and involves analyzing information pertinent to the community, setting priorities, determining goals and objectives, and evaluating the outcomes. Evaluation is more than counting attendance, and may also include conducting formal and informal interviews and surveys, gathering materials usage data, community demographics, and anecdotal information.

☐ Essential   ☐ Enhanced   ☐ Exemplary

Check the box above that best describes your library based on the standards below.

Essential

Yes	No	Standard
		1. The library's long-range strategic plan includes children's services goals, measurable objectives, a timetable for services, and a means of regular evaluation.
		2. The library's children's services staff are well-informed about measurable objectives, a timetable for services, and a means of regular evaluation included in the library's long-range strategic plan.
		3. Children's services staff collect and report statistics and information required by the local library, the library system, the municipal governing body, and the Oregon State Library.
		4. Children's services staff keep management informed about local issues related to children and families that may have budget or program implications, or affect community use of the library.

Outcome A
Children and families have access to the library resources, programs, and services they need as a result of strategic planning and information sharing.

Outcome B
Children's services' goals, objectives, and strategies parallel the direction set for the library as a result of being included in the library's strategic plan.

Outcome C
The municipal governing body, Oregon State Library — and if the library is in a system, the system's governing body — have the library statistics and evaluation results they need as a result of the library's data collection, evaluations, and reporting.

Yes	No	Standard
		5. An ongoing analysis of community needs related to children and families is used to develop and update children's services priorities, measurable objectives, a timetable for services.
		6. The library's children's services staff are involved in developing measurable objectives, a timetable for services, and a means of regular evaluation included in the library's long-range strategic plan. •

Outcome D

Children and families have access to high-quality library services, programs, and resources they need and want as a result of continuous improvement planning.

Exemplary

Yes	No	Standard
		7. Children's services goals and measurable objectives include strategies for implementing services to children and families who are not using the library, and gaps in community services that the library can fill.

Outcome E

Children and families who typically don't use the library also benefit from library services as a result of expanding services.

Funding

Expenditure of library funds will be in keeping with a community needs assessment and collection development plan, based on the overall mission and goals of the library, as well as the long-range strategic plan. Funding for children's services may include public monies, private monies and grant monies. In addition to being responsible for the allocation and expenditure of funds for materials and programming, the staff working with children will collect data and prepare reports on materials usage and program participation in order to assure appropriate designation of funds for children's services. Gifts and grants do not take the place of local tax support for children's services but supplement local revenues.

☐ Essential ☐ Enhanced ☐ Exemplary

Check the box above that best describes your library based on the standards below.

Essential

Yes	No	Standard
		1. The library has a line item in the budget for children's information services and technology.

Yes	No	Standard
		2. The library has a line item in the budget for children's programming.
		3. Gifts and grants for children's services programs and activities accounted for in a separate line item in the budget.

Outcome A

Funding for children's services is adequate for supporting a current and vital collection, and sufficient programming for all ages of children.

Enhanced

Yes	No	Standard
		4. Each item in the budget for children's services is based on usage statistics, local demand, and the library's long-range strategic plan.
		5. The library has a line-item in the budget for least 10 hours of continuing education for each full-time employee in children's services, pro-rated for part time employees.
		6. The library funds the purchase of materials for children based on:
		€ The size of the child population in the service area
		€ The percentage of total circulation accounted for by children's materials
		€ The need to maintain a current collection
		€ The need to correct children's collection weaknesses
		€ The need to develop and maintain special collections
		€ The need to replace lost, worn, outdated and damaged materials.
		€ The percentage of child population that speaks a language other than English at home
		7. The library funds information services, technology, and programming based on:
		€ The size of the child population in the service area
		€ The percentage of total usage statistics and program attendance accounted for by children's services
		€ The need to maintain current information services resources, technology, and programs

Yes	No	Standard
		€ The need to replace lost, worn, outdated and damaged information services resources, technology, and programming supplies/materials.
		€ The percentage of child population that speaks a language other than English at home

Outcome B

Children and families have access to high-quality library services, programs, and resources they need and want as a result of continuous improvement planning.

Exemplary

Yes	No	Standard
		8. The library has a line item in the budget for children's services outreach and partnerships.

Outcome C

Children and families who typically don't use the library also benefit from library services as a result of expanding services.

Staffing

Library administration is responsible for developing and maintaining a staff that includes at least one paid employee who specializes in children's services. Employees are encouraged to participate fully and creatively, and are recognized for their accomplishments. Administration should support and encourage continuing education and training, community networking and staff involvement in professional organizations that focus on children's services.

☐ Essential   ☐ Enhanced   ☐ Exemplary

Check the box above that best describes your library based on the standards below.

Essential

Yes	No	Standard
		1. The library employs people to work with children who enjoy working with children and families, have a fundamental knowledge of child development and children's literature, and a general understanding of library principles and procedures, such as needs assessment, planning, budgeting and evaluation.
		2. Children's services staff receive salaries and benefits commensurate with other library employees and other positions that require similar knowledge, skills and abilities.
		3. Staff who work with children have clear, written position descriptions and annual

Yes	No	Standard
		evaluations.
		4. Children's services staff are trained on operations, policies and procedures, and staff expectations unique to the library.
		5. In libraries that require every person on staff to have duties in multiple departments, at least one staff person's job description explicitly includes specialized knowledge of children's services.

Outcome A
Children and families have access to the library resources, programs, and services they need as a result of knowledgeable, dedicated staff.

Outcome B
Children's services staff are good with children, knowledgeable, and dedicated as a result of the library's hiring practices and employee compensation.

Enhanced

Yes	No	Standard
		6. The library financially supports at least ten hours of continuing education, conference attendance, and professional opportunities for children's services staff, including paid work time and travel costs for attendance.
		7. Children's services staff regularly provide training for other staff on children's literature and the outcomes of programming and children's services.

Outcome C
Children and families have access to high-quality library services, programs, and resources they need and want as a result of children's services staff who continue to increase their knowledge, improve their skills, and stay up-to-date on best practices, relevant research, and trends.

Exemplary

Yes	No	Standard
		8. Library staff not specifically assigned to children's services annually participate in at least 4 hours of continuing education in the unique service needs of children and their families.

Outcome D
Children and families receive the same level of service at the library when children's services staff are unavailable as a result of all library staff members having a basic level of knowledge and skills unique to children's services.

Volunteers

Patrons, especially children, may not be able to tell the difference between library staff and volunteers. Regular volunteers in children's services may be seen as role models by young patrons and become trusted adults they ask for help. Library administration must have a process for vetting children's services volunteers to make sure they are capable of the tasks they will be asked to do, can be relied on to show up on time and get their work done in the agreed upon timeframe, enjoy working with children, and work well with children—ideally this process should include a background check.

It is essential to explain library policies to volunteers so they understand the rules of the library, with emphasis on policies of particular importance to children and their parents such as unattended children in the library, mandatory reporting of child abuse, and library Internet use policies. Library administration should check-in regularly with volunteers to support their continued success in children's services or dismiss them from children's services if it isn't working out.

☐ Essential ☐ Enhanced ☐ Exemplary

Check the box above that best describes your library based on the standards below.

Essential

Yes	No	Standard
		1. Volunteers supplement paid children's services staff. They do not replace children's services employees.
		2. There is a library-wide, planned approach to using volunteers.
		3. The library screens volunteers to work in children's service and only selects those who enjoy working with children and can engage with children in developmentally appropriate ways.

Outcome A
Children and families have access to the library resources, programs, and services they need as a result of knowledgeable, dedicated paid staff who receive support from capable volunteers.

Outcome B
Volunteers are good with children and capable of assisting staff as a result of the library's volunteer plan and screening for appropriate placement.

Enhanced

Yes	No	Standard
		4. A written position description exists for each volunteer position, including those who provide assistance in children's services.
		5. Written procedures are in place of training and evaluating volunteers.
		6. The library seeks volunteers that represent local diversity.

Outcome C

Volunteers are knowledgeable about children's services, general library operations, and library policies as a result of the library applying hiring practices to their volunteer program.

Exemplary—n/a

Advocacy

OLA defines advocacy as "speaking out for libraries." Advocacy is providing stakeholders with information and resources about the value of children's library services. People who understand and appreciate the value of children's library services will, of their own accord, choose to support it with money, resources, their vote, or something else.

Advocacy is most effective when inputs, outputs, outcomes, and personal anecdotes are used together to tell the library's story in a variety of ways and venues to inform stakeholders of the value of children's library services. Effective advocacy develops positive relationships among stakeholders and builds their trust in the library's services to children and families.

Effective advocacy requires that children's library staff and library directors know who their stakeholders are and understand their stakeholders' interests in the library, children's literacy, and child care and education.

☐ Essential   ☐ Enhanced   ☐ Exemplary

Check the box above that best describes your library based on the standards below.

Essential

Yes	No	Standard
		1. The library informs children's library staff about policies and/or contractual agreements as they relate to advocacy and lobbying.
		2. The library provides children's library staff a copy of the children's services budget so they know where the money comes from and what it is spent on for advocacy purposes.
		3. The library recognizes and/or thanks funders for their support of children's services.
		4. Children's library staff works with the library director to develop regular updates in newsletters, reports, board presentations, etc., to illustrate the value of children's library services.
		5. Children's library staff work with the library director to develop and deliver effective advocacy materials to identified stakeholders when critical issues that impact children's library services arise in local governance.
		6. Children's library staff prepare brief advocacy messages they can talk about if/when they meet a stakeholder unexpectedly.

Outcome A
Children's library staff knows the difference between advocacy and lobbying, and what they are allowed to do according to local policy and their employment contract.

Outcome B
Library funders, leaders, patrons, community partners, and stakeholders know how children's library services are funded and how the library uses those funds to maintain or improve children's library services as a result of the library's advocacy efforts.

Outcome C
Library funders and leaders who develop the library's budget adequately fund children's library services as a result of the library's advocacy efforts.

Enhanced

Yes	No	Standard
		7. The library's marketing and social media includes advocacy messages related to children's library services.
		8. The library presents advocacy materials at meetings and other events attended by stakeholders as appropriate
		9. The library director or children's library staff attend or participate in local events geared towards children and families (e.g. parades, festivals, and ceremonies)
		10. The library supports OLA Legislative Day by providing advocacy materials to the state senators and representative from their district
		11. The library collaborates with partner organizations and other stakeholders to advocate for children's literacy and child care and education directly or indirectly related to libraries
		12. The library identifies existing and potential library stakeholders who are also interested in or impacted by children's literacy and child care and education in the community.
		13. The library participates in at least one public awareness campaign related to children's literacy per year.
		14. The library invites stakeholders to observe children's activities, programs, and events as appropriate.
		15. The library provides information, resources, and guidance to the library board, city councilor, or commissioners so they can be effective advocates for children's library services.

Outcome D
Stakeholders have positive, trusting relationships with the library as a result of being well-informed about children's library services, participating in library activities, and seeing the director or children's library staff at events related to children and families.

Outcome E
The library has a good reputation among other libraries as a result of contributing to children's library services advocacy efforts beyond the library's service area.

Outcome F
The library has a good reputation among partners as a result of contributing to advocacy efforts related to children's literacy and child care and education, but not explicitly related to libraries.

Outcome G
Library, children's literacy, and child care and education stakeholders understand the need for high-quality children's library services as a result of the library's advocacy efforts.

Outcome H
Library patrons and community partners understand how local children and families benefit from high-quality children's library services as a result of the library's advocacy efforts.

Exemplary

Yes	No	Standard
		16. The library supports advocacy training for children's library staff by either providing it in-house or encouraging participation in outside training opportunities
		17. The library ensures children's library staff understand the local, state, and federal rules and regulations about advocacy and lobbying
		18. The library creates advocacy materials and makes them available to stakeholders who can lobby on behalf of the library
		19. The library invites stakeholders to participate in children's activities, programs, and events when appropriate.
		20. The library collaborates with other libraries and organizations to advocate for high-quality children's library services.

Outcome I
Children's library staff are highly-trained advocates for libraries, children's literacy, and child care and education as a result of professional development.

Outcome J
Library funders and leaders advocate for high-quality children's services at their library as a result of having the information, resources, and guidance they need.

Outcome K
Other stakeholders lobby for high-quality children's library services as a result of having the advocacy information, resources, and guidance they need.

Collection Development

The children's collection provides a wide range of materials reflective of the local community the library serves. It serves current as well as anticipated needs and reflects a diverse and multicultural society. A variety of formats (print, audiovisual, electronic), and other age-appropriate toys, learning games, and software, are available to meet children's educational, informational, and recreational needs.

Children and their caregivers have free, equal and unrestricted access to information and materials, regardless of physical abilities or socio-economic, geographic, language or cultural factors. Labels are added to books only for the purpose of identifying holidays, genres, or reading level, and not for the purposes of determining the suitability of materials for children.

The collection is developed and maintained through a continuous and systematic process of planning, selection, evaluation, maintenance, and organization of materials. See also "Policies," p. 28, for additional information included in the library's Collection Management Plan. Refer to the Public Library Division's Standards for essential guidelines for all collections and all staff.

☐ Essential   ☐ Enhanced   ☐ Exemplary

- *Check the box above that best describes your library based on the standards below.*

Essential

Yes	No	Standard
		1. The library adopts and implements a Collection Management Plan that includes guidelines specific to selecting, maintaining, and weeding the children's collection.
		2. Children's library staff are responsible for providing input into the selection, maintenance and weeding of the children's collection, and have a process for providing that input.
		3. Children and their caregivers have access to all materials, including remote access if appropriate to the format, unless restricted by law or library policy.
		4. The children's collection includes circulating and non-circulating materials in a variety of languages and formats, including electronic, audiovisual, print materials, learning games, and toys.
		5. The children's collection includes high-quality, current materials representing opposing viewpoints and interests.
		6. The children's collection includes materials that reflect the diverse people of the local, national, and global society.
		7. The library tracks annual circulation of children's materials statistics per capita.
		8. The library provides easily accessible ways for children and families to give written feedback on the children's collection.

Outcome A
Children find a sufficient number of library materials they personally want to check out.

Outcome B
Children have access to reading/listening materials at their reading/listening level, that are developmentally appropriate, that match their interests, and are available in their preferred format.

Outcome C
Children have access to unbiased, diverse, accurate, and developmentally appropriate library materials that include major characters that represent them, their friends, and their family members.

Outcome D
Children have access to unbiased, diverse, accurate, and developmentally appropriate library materials that introduce them to diverse people in local, national, and global society.

Outcome E
Children have access to the library materials they need to get ready for kindergarten, do their homework, answer questions, develop their hobbies, and explore their personal interests.

Outcome F
Caregivers and educators have access to library materials they need to care for children, educate children, and engage children in positive learning experiences.

Outcome G
Children and their caretakers have access to materials and information in their home language.

Enhanced

Yes	No	Standard
		9. Children's library staff has primary responsibility for selecting, maintaining, and weeding the children's collection.
		10. The children's services staff evaluates the content and artistic merit of children's materials in all genres and formats using consistent and objective criteria.
		11. Children's library staff uses information from local schools when selecting, maintaining, and weeding the children's collection to ensure it supports school curricula and supplements school libraries' collections.
		12. The library provides access to age-appropriate basic-skills material with reading levels and formats appropriate for patrons with special needs.
		13. Children's library staff places orders at regular intervals throughout the year to ensure a steady flow of new materials for public consumption.
		14. The library staff uses a variety of resources to stay current with new materials and trends in children's publications to identify potential acquisitions.

Children's Services Division

Outcome H

Children with disabilities can access library materials specifically designed for their needs and tools to accommodate typical library materials.

Outcome I

School administrators and teachers recommend students use public library materials to do their homework because they are confident the children's collection supports and supplements their curricula.

Outcome J

School administrators and teachers use the public library's children's collection and materials for educators to enhance units/lesson plans and classroom libraries.

Exemplary—n/a

Community Partnerships

Youth services librarians should develop cooperative relationships with organizations in order to better understand and meet the needs of youth and families in the community. Partnerships should result in mutual benefits for both organizations and could lead to opportunities for involvement with community development and participation in relevant committees that are focused on youth development. Examples of mutual benefits include, but are not limited to, promotion of literacy, training of people who work with youth, sharing of and access to electronic information and technology, wider circulation of library resources, grant writing and cooperative collection development projects.

☐ Essential ☐ Enhanced ☐ Exemplary

Check the box above that best describes your library based on the standards below.

Essential

Yes	No	Standard
		1. Active partnerships between the library and the community are in place.
		2. Children's library staff are continuously pursuing opportunities for developing and improving relationships with the early child care, social services and education community.
		3. Children's services staff participate in the evaluation of its partnership activities.

Outcome A

Leaders, stakeholders, and residents recognize the library as vital to the community, and as an expert in children's literacy and information retrieval as a result of the library's partnerships with organizations that serve children and families.

Enhanced

Yes	No	Standard
		4. Relevant community organizations are identified and contacted for potential partnerships, on a regular, on-going basis.
		5. Staff schedules allow time to implement community collaboration.
		6. Staff position descriptions include creating and improving community partnerships to benefit local children.
		7. Partnership opportunities are identified, developed, and implemented with relevant community organizations that serve: € Educationally disadvantaged children € Families in poverty € Children with emotional, cognitive, or physical disabilities € Homeless families € Children in foster care

Yes	No	Standard
		€ Homeschooled children € Children for whom English is a second language € Illiterate families € Children living in abusive situations or with abusive backgrounds € Children in child care € Children disadvantaged due to race, ethnicity, culture, religion, sexual orientation, and/or gender identity

Outcome B

The library is aware of the diverse needs of the children and families in the community, and implements strategies to address those needs as a result of the needs assessment and networking with partner organizations.

Outcome C

As a result of community partnerships, underserved children have equitable access to library programs, services, and resources that are appropriate for where they are at physically, developmentally, emotionally, and culturally.

Exemplary

Yes	No	Standard
		8. The library partners with relevant community organizations to seek funding for projects that benefit children.

Outcome D

As a result of funding combined from multiple sources, children and families depend on the library and its partners to provide a consistent and reliable level of programming, services, and resources they need to get ready for kindergarten, be successful in school, and develop a love of reading.

Outcome E

The library and its partners pilot innovative programming, services, and resources that may increase benefits to children and families as a result of cooperative grant seeking.

Information Services and Technology

Information services is a key component of what makes a library relevant and essential to its community. It includes reference, readers' advisory, and instruction in library use. Technology, such as an online catalog, is usually required to provide all three types of information services.

Information Services

☐ Essential ☐ Enhanced ☐ Exemplary

Check the box above that best describes your library based on the standards below.

Essential

Yes	No	Standard
		1. The library provides the same level and quality of information services to children as it does to teens and adults.
		2. When providing information services to children, staff models how to use the library.
		3. Children's reference interviews and reader's advisory are developmentally appropriate, and conducted in person by staff and electronically by staff or a service.
		4. Children's reference and readers' advisory resources are developmentally appropriate, and available in print and electronic format.
		5. Children's reference and readers' advisory resources are selected, reviewed, and weeded based on criteria in the library's collection management policy to ensure the resources are diverse, unbiased, accurate, and current.
		6. Children's reference and readers' advisory resources include resources that support kindergarten readiness and homework needs.
		7. At least 30% of materials in book lists, displays, bulletin boards, and promotional items represent diverse people.
		8. Book lists by age-group, subject, and/or genre are current and accurate to help children select library materials independently
		9. Information services related to caring for, educating, and working with children are provided to adults.

Outcome A

Children have access to unbiased, diverse, accurate, and developmentally appropriate information services and resources to be kindergarten ready, do their homework, answer questions, explore personal interests, and learn how to use the library as a result of the children's information services the library provides.

Outcome B

Adults who care for, educate, and/or work with children have access to unbiased, diverse, and accurate information services and resources to improve their care of and work with children as a result of the children's information services the library provides.

Boosted

Yes	No	Standard
		10. Informal library skills instruction is provided to children during reference interviews and readers' advisory, or by request
		11. Additional low-cost accommodations are made to improve access to information services for children with disabilities.
		12. Booktalks are included in readers' advisory, conducted in person by staff, and available electronically by staff or other source.
		13. At least 40% of materials in book lists, displays, bulletin boards, and promotional items represent diverse people
		14. The library catalog is available near the children's area in the library, and accommodations are made so children can easily access it.
		15. Information on community resources and services for families with children is current and available
		16. At least two communications a year are sent to staff at local elementary schools to promote children's information services
		17. Tours include developmentally appropriate library skills instruction and can be scheduled for groups of children by the adults who care for, educate, or work with children.

Outcome C

Children recognize positive and accurate representations of people like them in information services and resources as a result of children's information services that reflect the diversity in the community.

Outcome D

Children recognize positive and accurate representations of diverse people in information services and resources as a result of children's information services that reflect the diversity in the community.

Outcome E

Children know how to use the library and don't need to ask for help from an adult to access information services and resources as a result of providing library skills instruction.

Yes	No	Standard
		18. The library catalog is located in the children's area and is set up so children can access it.
		19. Additional moderate to high-cost accommodations are made to improve access to information services for children with disabilities (e.g. contracting with a sign language interpreter for children's programs).
		20. At least 50% of materials in bibliographies (i.e. book lists), displays, bulletin boards, and promotional items represent diverse people.
		21. Library skills and information literacy educational programs are provided for children.
		22. Specialized children's information services are provided to support the work caregivers, teachers, and other professionals do with children.
		23. Regular communications are sent to staff at local elementary schools and other local youth-serving organizations about children's information services.

Outcome F
Children are aware of the diverse society in which they live and respect the rights and dignity of all people as a result of the library providing inclusive, globally diverse information services.

Outcome G
Children have the information literacy skills they need to identify, locate, evaluate, utilize, and reflect on information and resources they need for homework and to explore their personal interests as a result of library providing information literacy instruction.

Technology
☐ Essential   ☐ Enhanced   ☐ Exemplary

Check the box above that best describes your library based on the standards below.

Essential

Yes	No	Standard
		1. The library's technology plan addresses children's technology specifically.
		2. Children have access to the Internet in the library, according to written Internet policies, and the library's Internet policies are displayed in proximity to computers with Internet access.
		3. At least one computer is designated for children, and includes easily accessible developmentally appropriate educational and recreational resources.

Yes	No	Standard
		4. Free websites and electronic resources for children that are directly linked from the library's website and/or computers in the library are selected, maintained, and weeded based on criteria in the library's collection management policy and reviewed at least once a year.
		5. Some high-quality electronic resources related to kindergarten readiness, homework, and children's recreational reading are accessible via the library's website.
		6. Dates and times of children's programs are listed on the library's website, and kept current.
		7. Staff model and coach children how to use electronic resources in the library and from home via the library's website.
		8. Resources on Internet safety and privacy are available at computers.

Outcome A
Children have access to the technology and electronic resources necessary for academic success as a result of the library's technology plan, policies, and making computers and the internet available to children.

Outcome B
Adults have the tools they need to guide their own children's use of library technology as a result of the library providing clear information about policies and information adults can use to learn how to help their children navigate electronic resources.

Enhanced

Yes	No	Standard
		9. The library's website includes a virtual space designated to children's services and resources.
		10. Book lists by age group, subject, and/or genre are kept current and made available on the library's website to help children select library materials independently.
		11. Children's computers have a developmentally appropriate interface so they can access electronic resources with little or no help from an adult.
		12. Adults can sign up to receive information about the library's children's programs and services via at least one type of electronic communication.
		13. Informal digital literacy instruction is provided to children during reference interviews and readers' advisory, or by request.

Yes	No	Standard
		14. New technology is introduced to children via programs and other library activities.
		15. Staff model how to use new technology with children to the adults who care for, educate, or work with children.
		16. Information services related to selecting developmentally appropriate, high-quality electronic resources for children are provided to adults.

Outcome C
Children and adults can access the library's children's resources and information 24 hours a day, 7 days a week via basic virtual technology as a result of the library making some electronic resources available via their website.

Outcome D
Children have the opportunity to develop digital literacy skills in a changing technological world as a result of the library providing digital literacy instruction and introducing new technology.

Outcome E
Adults are able to select developmentally appropriate technology for the children they care for, educate, or work with as a result of education and resources provided by the library.

Exemplary

Yes	No	Standard
		17. Digital literacy programs are provided for children.
		18. Media literacy programs are provided for adults who care for, educate, or work with children.
		19. New technology is integrated into regular children's programs, services, and/or spaces.

Outcome F
Youth are digitally literate, and have ongoing access to new technology as a result of complete access to electronic resources via the library's website, digital literacy programs, and integrated technology.

Outcome G
Adults know how to provide guidance about media literacy to their own children as a result of the library providing them training and resources.

Library Spaces

The children's services area should be a comfortable, convenient and enjoyable environment with an inviting appeal. It should include spaces for quiet study, play and programming. Flexible furnishings should provide sufficient seating for toddlers to adults, and ample table space. Appropriate storage capacity and adequate display spaces are also necessary.

Visibility, safety and ease of supervision are important considerations in the design and furnishings of children's services areas.

☐ Essential   ☐ Enhanced   ☐ Exemplary

Check the box above that best describes your library based on the standards below.

Essential

Yes	No	Standard
		1. The library has a specific area for children.
		2. The children's area is welcoming and furnished for appeal to children.
		3. The children's area has adequate space for housing and displaying the children's collection.
		4. Furnishings are appropriate for the physical and safety needs of children.
		5. Safety is a paramount concern in the children's area, as shown by the library annually reviewing the space to identify potential safety issues and, if any are identified, correcting them in a timely manner

Outcome A
Children and families enjoy visiting the library because there is a specific area for children that is welcoming and has adequate space

Outcome B
Children are physically safe in the library as a result of the library annually reviewing the space for safety issues and correcting all identified issues.

Outcome C
Children with disabilities can navigate through the library and use it effectively because the space is ADA compliant.

Enhanced

Yes	No	Standard
		6. The children's services area is designed to adapt to the demands of changing technology.

Yes	No	Standard
		7. A separate room for programming is available for children and families to attend library programs.
		8. The children's programming area is adequately equipped for storage and a variety of programming.
		9. The children's area is designed and equipped with a child's developmental needs in mind. See addendum for specifics.
		10. The library includes an adequate non-public work area, desk and storage space for children's services staff.
		11. Displays of library materials, bulletin boards, and promotional material are kept current, accurate, and visually appealing to children.
		12. The children's area has signage that indicates service areas, collection features, library policies, and rules where needed.

Outcome D

Children and families are physically comfortable when they use the library because furnishings are specifically designed for the physical and developmental needs of children and families.

Outcome E

Children and families enjoy participating in a wide-range of programming at the library because the Library's programming area is well-equipped for a variety of activities.

Exemplary

Yes	No	Standard
		13. The children's area includes an area designated for early learning and play, with a design that is based on research, best practices, and community needs.
		14. The children's area includes an area designated for quiet study.
		15. The children's area includes seating for book sharing between children and their caregivers.
		16. The children's area includes space for art displays and educational displays of interest to youth, as well as public information on topics relevant to children and families.
		17. The children's area includes signage that is simple, concise, highly visible, easily maintained, consistent in color, font and size, and compliant with ADA guidelines.

Outcome F

Children and families come to the library to study because they know there is quiet space designated for studying.

Outcome G

Families bring their children to the library to play because they know the toys are selected and the play area is designed to foster learning, socialization, and inter-personal skills.

Policies

The library has written policies and procedures that are reviewed and adopted by the governing body. The following standards assure that those policies protect the rights of children for access to resources, confidentiality and safety.

☐ Essential   ☐ Enhanced   ☐ Exemplary

Check the box above that best describes your library based on the standards below.

Essential

Yes	No	Standard
		1. Circulation policy allows parents and guardians to get library cards for their children at birth, and specifies at what age children become responsible for their own library card and may get their own library card independently.
		2. Circulation policy ensures that children have access to all library resources.
		3. Collection management policy clearly outlines how library staff select and classify all types of children's material.
		4. Collection management policy specifies that the Library does not adopt, enforce, or endorse ratings on packaging of library materials provided by the publisher or distributor.
		5. Confidentiality and privacy policy specifies that children responsible for their own library card have the same right to confidentiality and privacy as adult patrons.
		6. Internet policy specifies that children have access to the internet (filtered or unfiltered).
		7. Mandatory reporting of child abuse is established.
		8. Provide parents and guardians clear information about library policies as they relate to children.
		9. The policy governing rules of conduct for library users is the same for children, teens, and adults.
		10. Library has a policy for unattended children in the library.

Outcome A

Children of all ages have equal and equitable access to all library resources and services available to other users.

Yes	No	Standard
		11. Internet policy specifies that children have unfiltered access to the internet automatically or with parent/guardian approval.
		12. Provide parents and guardians access to resources related to Library policies about how to guide their own children's use of the library and its resources and services.

Outcome B
Parents and guardians have the right and responsibility to guide their own children's use of the Library and its resources and services. Therefore, the Library does not determine what is appropriate or inappropriate for children.

Exemplary

Yes	No	Standard
		13. Circulation policy ensures that children have unrestricted access to all library resources
		14. Collection Management policy includes guidelines for viewpoint-neutral labeling of children's materials

Outcome C
Children have access to all library materials, without circulation restrictions and without the influence of prejudicial labels or rating systems.

Professional Development

Library staff, especially staff charged with working with children and families, need to be on top of, and responding to, societal trends, technological advances, and community needs. Children's library staff creates and maintains programs and services based on their knowledge of current and best practices.

To ensure service of the highest quality, libraries must provide children's services staff with the education, training, and support necessary to identify and meet the needs of their patrons and community.

☐ Essential   ☐ Enhanced   ☐ Exemplary

Check the box above that best describes your library based on the standards below.

Essential

Yes	No	Standard
		1. The library provides the resources and technological tools required for the professional education and development of children's services staff.
		2. The library supports children's services staff participation in continuing education programs and self-education on work time.

Outcome A

By actively supporting professional development, the library is able to provide excellent services to its community delivered by a highly educated and passionate staff.

Enhanced

Yes	No	Standard
		3. The library supports children's services staff participation in continuing education programs and self-education on work time, and pays for fees and travel.
		4. The library maintains, supports, and funds an annual staff development plan for staff that work with children and families.
		5. The library supports staff participation in state and national professional associations.
		6. Children's services staff "give back" by sharing their education and professional experiences with the library community.
		7. Children's services staff set annual goals in accordance with the staff development plan for personal and professional development with their direct supervisor.
		8. Non-children services staff participate in continuing education opportunities about the unique service needs of children.

Children's Services Division

Yes	No	Standard
		9. Training is provided for children's services staff in existing and emerging technologies

Outcome B

By actively supporting professional development, the library is able to provide excellent services to its children and families, and the larger library community.

Exemplary

Yes	No	Standard
		10. All employees, regardless of classification or job type, set annual goals in accordance with the staff development plan for personal and professional development in topics associated with serving children and families with their direct supervisor.

Outcome C

Children's services staff members are educated, engaged, and capable of adapting to community needs.

Outcome D

The public benefits from staff that are valued, respected and creatively encouraged to provide innovative services for children and families, as well as enthusiastic in their service.

Programming

The public library develops and offers educational, recreational and cultural programs designed to best meet the diverse needs and interests of their individual communities' children, families, and those who work with children. Services and programs are offered free of charge to everyone in the library's service area and are continually evaluated to assure they are effective. Alternate methods of delivery of service need to be explored and provided for populations unable to come to the library facility.

☐ Essential ☐ Enhanced ☐ Exemplary

Check the box above that best describes your library based on the standards below.

Essential

Yes	No	Standard
		1. The library provides free regular storytime programs that emphasize early literacy skills, including reading, rhyming, and singing.
		2. The library provides a free summer reading program for children that emphasizes reading is fun and encourages free voluntary reading to help children maintain or improve their reading skills.
		3. The free summer reading program allows children to participate by listening to books read aloud or audio books, in addition to independent reading.
		4. Reasonable accommodations are available upon request to enable persons with disabilities to participate in programs.
		5. Storytimes and the summer reading program are planned, promoted, presented and evaluated based on children's developmental needs and interests, and the goals of the library.
		6. Programs are scheduled when children and families are available to participate, and the library coordinates program scheduling with other community organizations to reduce conflicts and competition.
		7. The library invites patrons to provide written feedback on the library and its services for children.
		8. Programs reflect the diverse people of our local, national, and global society.
		9. Library programs showcase library collections and services.
		10. The library identifies and utilizes skilled resource people to present programs and information.
		11. The library provides specific services that meet the needs of their communities' demographics and special populations.

Outcome A
Children and families feel welcome in the library as a result of developmentally appropriate, inclusive programming.

Outcome B
Children and families enjoy participating in library programs as a result of using customer feedback to improve programming.

Outcome C
Children and families see people like them represented in library programming as a result of programming that reflects community demographics, including local special populations.

Enhanced

Yes	No	Standard
		12. The library plans, promotes, presents, and evaluates a variety of programs for children of all ages, based on their developmental needs and interests, and the goals of the library.
		13. The library provides educational toys and passive programming so children can always engage in imaginative play and self-directed learning when they come to the library.
		14. The free summer reading program includes cultural programming and expanded learning opportunities.
		15. The library evaluates programs based on whether the service achieves a defined goal/success (outcome measurement) on a regular basis.
		16. Library programs introduce children to cultures, races, people with disabilities, and other diverse populations that might not be common in their community.
		17. The library promotes and markets its programs to the community through various means to reach diverse populations and underserved children and families.
		18. Scheduling of programs reflects the variety of lifestyles in the community and the developmental needs of different age groups.
		19. The library establishes programs and services for parents, individuals and agencies providing childcare, and other professionals in the community who work with children.
		20. The library collaborates with other community organizations, schools, and other educational institutions to provide community programs.
		21. The library provides outreach programs that promote library services, offer learning and literacy-based activities for children, and address the library needs of populations not able to easily visit the library.
		22. The availability of accommodations for persons with disabilities is noted in program announcements.

Outcome D

Children and families are aware of the diverse society in which they live as a result of culturally competent, diverse programming.

Outcome E

Children learn at the library as a result of research-based planning, outcome based evaluation, and continuous improvements to programming.

Outcome F

Underserved children and families have access to library programs as a result of outreach.

Exemplary

Yes	No	Standard
		23. The library has a programming area designated for children's services only — e.g., one that is enhanced with child-friendly decorations, and early learning information.
		24. Outreach is focused on reducing the achievement gap, and providing underserved children and families access to equitable library programs.
		25. Specialized programming is developed and implemented to address the specific culture and/or needs of local underserved populations.
		26. Innovative programming is developed in consultation with resource people, information resources, and continuing education opportunities outside the library.

Outcome G

Children catch up to their peers academically as a result of participating in specialized programs, outreach, and/or innovative programs.

Outcome H

Underserved children and families have equitable access to high-quality library programs as a result of the library offering specialized programs, outreach, and/or innovative programs.

OLA CSD Guidelines Addendum

The following items contain further information or examples that could help library staff to implement the standards. Not all guidelines and standards have addendum material.

Administration

Standard #2: "…usage statistics of digital content…" For example, Library2Go downloads.

Advocacy

Advocacy Resources

ALA Advocacy, Legislation & Issues http://www.ala.org/advocacy/home

ALSC Everyday Advocacy: http://www.ala.org/everyday-advocacy/

OLA Advocacy Resources:
http://www.olaweb.org/index.php?option=com_content&view=article&id=487:ola-advocacy-resources&catid=20:site-content

Standard #2: Examples of possible funding sources for children's services:

- Library staff: local tax dollars, via the library's budget
- Programming: donations via the Friends of the Library
- Summer reading program: state funds (state tax dollars) via the Ready to Read grant
- Databases: federal funds (federal tax dollars) via the Library Services and Technology Act

Standard #3: The intent of thanking funders is to: 1) educate the patrons who pay for the services they enjoy, and 2) promote non-profits and businesses. For example, promotional fliers for an event paid for with Friends of the Library would include, 'Sponsored by the Friends of the Library', a press release for summer reading paid for with Ready to Read includes '… funded in part by the Oregon State Library's Ready to Read grant,' and all database materials have the IMLS logo on them.

Standard #4: Updates illustrating the value of children's library services may include, but not be limited to:

- a quarterly early literacy newsletter
- an annual summer reading report that is distributed to the library's governing body and posted on the library's website and social media

Standard #5: "…local governance…" For example, a local levy or policy

Standard #5: "…and in state and federal legislation…." For example, state Ready to Read legislation, federal LSTA renewal legislation

Stakeholders include, but are not limited to:

- library funders (e.g., tax payers, Friends of the Library, Library Foundation)
- leaders who make decisions about library funding (e.g., library board, city council, county commissioners, state legislators, federal congress members)
- library patrons, children and families in the community who are potential patrons

- local child care and education professionals
- organizations that serve children and families
- children's literacy organizations
- local businesses
- other groups or individuals who are interested in libraries and child care and education.

Standard #13: Examples of common public awareness campaigns that relate to children's literacy or high-quality children's library services:

- Día de los niños
- Read Across America
- We Need Diverse Books
- Children's Book Week
- Babies Need Words

Standard #19: Invite stakeholders to participate in storytime by having them read aloud one book, pre-selected by the librarian. Another idea is to have a stakeholder randomly draw the summer reading raffle winners.

Collection Development

Standard #8: "…easily accessible ways for children and families to give written feedback on the children's collection…." For instance, printed and web-based forms for purchase suggestion.

Outcome H : "…tools to accommodate typical library materials." For example, screen readers, OverDrive's dyslexic font.

Information Services and Technology

The following definitions could be helpful in understanding the potential impact of quality information services and relevant, updated technology.

Definitions of Information Services:

Reference: Helping patrons find and access information.

Readers' Advisory: Helping patrons identify specific library material that match their individual interests, skills, and desires.

Instruction in library use: Helping patrons learn how to use the library independently.

Definitions of literacy:

Information literacy: The particular set of skills for recognizing when information is needed, locating and evaluating the information, and using the information effectively.

Digital literacy: The knowledge, skills, and behaviors used in a broad range of computing devices such as computers, smartphones, tablets, and laptops.

Media literacy: The ability to access, analyze, and evaluate all types of media such as websites, television shows, video games, and books.

Children's Services Division

Information Services Standard #3: *"…or a service."* For example, Answerland

Information Services Standard #11: (e.g. a non-verbal communication board for children with autism)

Information Services Standard #12: "…or other source." For example, TeachingBooks.net

Technology Standard #: "Some high-quality electronic resources related to kindergarten readiness, homework, and children's recreational reading are accessible via the library's website." For example, databases, Library2Go

Technology Standard #12: "…at least one type of electronic communication." For example, email, Facebook, Twitter.

Technology Standard #16: "Information services related to selecting…." For example, a list of recommended literacy apps for mobile devices."

Technology Standard #19: "New technology is integrated…." For instance, iPads on end caps, maker programs.

Library Spaces

Standard #5: Specific areas of safety concern include but are not limited to:

- Child-proof electrical outlets
- Sturdy shelving and storage
- Well-maintained, visible entrances and exits
- All areas visible by library staff
- Stairways, balconies, railings designed for children
- Manageable doors
- Rest rooms with adaptations for children
- Safety glass
- Rounded edges
- Soft furniture

Standard #8: Specific concerns for the programming area include but are not limited to:

- Adequate storage space
- Sufficient electrical outlets
- Sinks
- Adequate, flexible lighting
- Audiovisual capability
- Floor surface chosen to reflect room use
- Good acoustics
- Furnishings that can be easily rearranged and removed to accommodate diverse programming needs

Standard #9: Specific areas of concern for children's developmental needs include but are not limited to:

- Lighting for reading

- Computer workstations with appropriate lighting
- Floor surface chosen to reflect room use
- Adequate heating and cooling
- Good acoustics
- Adult, child and toddler seating
- Age-appropriate restroom fixtures
- Diaper changing area
- Size-appropriate tables and chairs for children and toddlers
- Drinking fountains
- Shelving so that children can reach materials
- Service desk
- Circulation desk
- Computer workstations
- Developmentally appropriate public computer catalog

Policies

Standard #4: "…ratings on packaging of library materials provided by the publisher or distributor." For example, the rating printed on a DVD when it is manufactured, the reading level assigned by a publisher.

Standard #12: "…resources related to Library policies about how to guide their own children's use…." For instance, brochures for parents about internet safety next to the computers in the library.

Programming

Standard #2: "…free voluntary reading…." Children choose their own books.

Standard #20: "…community programs…." For instance, family literacy night, community baby shower.