

# Build Successful Enterprises Business and Nonprofit Support

Business owners and nonprofit organization directors and their managers will have the resources they need to develop and maintain strong, viable organizations.

## ***Suggested Target Audiences***

- Business owners
- People who want to start businesses
- Entrepreneurs
- Managers in businesses
- Not-for-profit organization directors and staff
- Not-for-profit organization board members

## ***Typical Services and Programs in Libraries That Select This as a Priority***

- Develop and maintain a web page with links to resources for business.
- Develop and maintain a web page with links to resources for not-for-profit managers and board members.
- Sponsor or cosponsor workshops and seminars on topics of interest to businesses or not-for-profit organizations.
- Provide podcasts, videocasts, RSS feeds, or a wiki on business-related topics.
- Provide podcasts, videocasts, RSS feeds, or a wiki on topics of interest to not-for-profit staff and boards.
- Participate in blogs for small business owners and entrepreneurs.
- Establish and maintain a business center in the library.
- Establish and maintain a grants center in the library.
- Make presentations to local business organizations about the library's business-related services and programs.
- Provide paper and electronic copies of local ordinances that affect businesses, including zoning, local census projections, development plans, etc.
- Provide SCORE (Service Core of Retired Executives) volunteers to provide assistance to business and not-for-profit managers and board members.

## ***Potential Partners***

- Chamber of commerce
- Local community foundation
- Foundations (local, regional, state, and national)
- SCORE (Service Core of Retired Executives)
- Service organizations (Rotary, Kiwanis, Lions, etc.)
- Small business centers in local community colleges or universities

## ***Policy Implications***

### ***Circulation***

- Cards for nonresidents who own businesses
- Cards for business or nonprofit organizations

### ***Community Presentations or Programs Offered at Nonlibrary Locations***

- Classification of staff who can deliver presentations or programs
- Use of volunteers
- Process that agency or organization must follow to request a presentation or program
- Minimum or maximum number of anticipated attendees
- Number of times a presentation or program will be given to the same group during a specified period of time

### ***Fees and Fines***

- Fees for videoconferencing equipment
- Fees for using equipment in the business center or grants center

### ***Meeting Rooms***

- Use of meeting rooms by outside groups
- Use of meeting rooms for fee-based programs
- Use of meeting rooms after library hours
- Meeting room fees
- Sale of items during meetings

### ***Programs in the Library***

- Cosponsorship of programs
- Programs presented by for-profit organizations or individuals

## **Critical Resources**

### **Staff (Knowledge, Skills, and Abilities)**

- Staff are knowledgeable about print and electronic business resources.
- Staff are knowledgeable about business structures (sole-proprietor, partnership, LLC, etc.).
- Staff are knowledgeable about the requirements for establishing a new business or not-for-profit organization.
- Staff are knowledgeable about grant sources and grant-writing.
- Staff are knowledgeable about local ordinances that affect businesses.
- Staff can plan and make presentations to community groups.
- Staff can plan and present programs on a variety of business-related topics.
- Staff can work with community agencies to plan and present collaborative programs on business topics.
- Staff can manage a blog or develop a wiki.
- Staff can record podcasts/videocasts and make them available electronically.
- Staff can recruit and manage SCORE volunteers.
- Staff may have experience in managing a business or not-for-profit organization.

### **Collection (Print, Media, and Electronic Resources)**

- Accounting
- Commerce
- Consulting
- Customer service
- Home-based businesses
- Human resources
- Local industry related
- Management
- Marketing
- Nonprofit organizations and charities
- Organization development
- Retailing
- Small business
- Technology issues for small business

### **Facilities (Space, Furniture, and Equipment)**

- Meeting spaces (including spaces for small meetings)
- Space for a business center or grants center
- Equipment to record podcasts and videocasts
- Electrical outlets for personal computers

### ***Technology (Hardware, Software, Networks, and Telecommunication)***

- Computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, Flash drive, etc.)
- Publication software and color printer
- Videoconferencing capability
- High-speed color copiers
- Blog or wiki software

### ***Possible Measures***

#### ***Number of Users***

- Number of people attending programs or presentations on topics related to business or nonprofit organizations and issues of interest to them
- Number of people attending programs presented by library staff for businesses or nonprofit groups

#### ***User Perceptions***

- Percent of people who indicate on a survey that they use the library for purposes related to a business or a nonprofit organization
- Percent of users surveyed who respond that:

The library's collection of materials related to business is very good or excellent.

The information assistance they receive from staff when looking for information or asking a reference question is very good or excellent.

#### ***User Outcomes***

- Number and percent of specified users who use library resources and services to start a new business
- Number and percent of specified users who use library resources and services to solve a business- or work-related problem
- Number and percent of specified users who use library resources and services to solve a problem in a nonprofit organization

#### ***Units of Service Delivered***

- Circulation of materials in subject areas associated with business or nonprofit organizations

- Number of programs offered on topics related to business or nonprofit organizations
- Number of presentations made by library staff to business and nonprofit organizations
- Number of hits on the library's business and nonprofit support web page
- Number of hits on licensed databases purchased to support businesses and nonprofit organizations
- Number of podcasts recorded and the number of times each was downloaded
- Number of questions answered by staff in the business or grants center



# Celebrate Diversity Cultural Awareness

Residents will have programs and services that promote appreciation and understanding of their personal heritage and the heritage of others in the community.

## ***Suggested Target Audiences***

- Adults
- Teens
- Children

## ***Typical Services and Programs in Libraries That Select This as a Priority***

- Offer programs on various aspects of the cultural heritage of community residents (art, cooking, customs, dance, drama, history, holidays, literature, music, religion, etc.).
- Work with local agencies and organizations to cosponsor programs about their cultural heritage.
- Mount exhibits and displays that reflect the cultural heritage of the community residents.
- Develop and maintain a cultural diversity web page.
- Convene meetings to provide an opportunity for people from different cultures to learn about one another.
- Host cultural fairs.

## ***Potential Partners***

- Churches, mosques, and synagogues
- Ethnic groups and organizations
- Newspapers in languages other than English
- Public and private schools
- Social service agencies
- Student exchange programs

## ***Policy Implications***

### ***Bulletin Boards***

- Eligible organizations
- Criteria for materials
- Length of time materials will be posted

### ***Distribution of Nonlibrary Materials***

- Eligible organizations
- Criteria for materials
- Length of time materials will be distributed

### ***Exhibits and Displays***

- Criteria for inclusion of items in library exhibits and displays

### ***Library Publications***

- Languages in which library publications are printed

### ***Meeting Rooms***

- Use of meeting rooms by outside groups
- Use of meeting rooms after library hours
- Meeting room fees

### ***Programs in the Library***

- Cosponsorship of programs

### ***Special Events***

- Participation criteria

### ***Staff Participation in Community Meetings and Events on Work Time***

- Approval process

### ***Web Page***

- Criteria for linking to community agencies or organizations

## ***Critical Resources***

### ***Staff (Knowledge, Skills, and Abilities)***

- Staff are knowledgeable about the cultural heritage (customs, famous people, holidays, history, etc.) of racial and ethnic groups in the community.
- Staff are knowledgeable about the beliefs, traditions, and holidays of religious groups in the community.
- Staff are knowledgeable about the agencies and organizations that provide services to various ethnic, racial, and religious groups.
- Staff are knowledgeable about the ethnic, racial, and religious organizations in the community.
- Staff can establish partnerships with the ethnic, racial, and religious organizations in the community.
- Staff can establish partnerships with agencies and organizations that provide services to various ethnic, racial, and religious groups.
- Staff can plan and make presentations to community agencies and organizations.
- Staff can plan special events such as cultural fairs.
- Staff can plan and mount exhibits.
- Staff can record podcasts or digital videocasts and make them available to download.

### ***Collection (Print, Media, and Electronic Resources)***

- Art
- Biography
- Cooking
- Customs
- Dance
- Drama
- Fiction
- History
- Holidays
- Music
- Religion

### ***Facilities (Space, Furniture, and Equipment)***

- Meeting space
- Display shelving to merchandize selected portions of the collections
- Exhibit and display space

### ***Technology (Hardware, Software, Networks, and Telecommunication)***

- Computers configured to download licensed digital content to personal storage devices (PDA, MP3 player, Flash drive, etc.)
- Software to manage program registration and reminders

## **Possible Measures**

### **Number of Users**

- Number of people who indicate on a survey that they use the library to learn about their cultural heritage or the heritage of others
- Number of people who attend cultural events or fairs hosted by the library

### **Perceptions of Users**

- Percent of users surveyed who respond that:
  - The library's collection of materials related to cultural heritage and diversity is very good or excellent.
  - The information assistance they receive from staff when looking for information or asking about cultural heritage or diversity is very good or excellent.

### **User Outcomes**

- Number and percent of specified users who develop a deeper understanding of their own cultural heritage as a result of attending one or more library programs
- Number and percent of specified users who develop an understanding of the cultural heritage of others as a result of attending one or more library programs
- Number and percent of specified users who feel positive about living in a diverse community

### **Units of Service Delivered**

- Circulation of adult nonfiction in targeted subject areas
- Number of programs and demonstrations presented
- Number of exhibits presented

# Discover Your Roots Genealogy and Local History

Residents and visitors will have the resources they need to connect the past with the present through their family histories and to understand the history and traditions of the community.

## ***Suggested Target Audiences***

- Seniors in the community
- Seniors visiting the community
- Adults interested in local history or genealogy
- Students studying local history

## ***Typical Services and Programs in Libraries That Select This as a Priority***

- Provide access to online genealogical resources.
- Develop and maintain a web page with links to sites of interest to genealogists and people interested in local history.
- Plan and present classes on how to do genealogical research.
- Provide one-on-one genealogical tutoring.
- Index local newspapers.
- Collect and make available local family histories and genealogical records.
- Record, collect, and make available oral histories from local residents.
- Digitize and index local photographs and documents.
- Collect all books written about the community.
- Collaborate with local organizations to mount rotating exhibits on the history and traditions of the community.
- Present programs about various aspects of the community (local architecture, neighborhoods, etc.).
- Store local records and artifacts in temperature- and humidity-controlled space.

## ***Potential Partners***

- Archives (local and state)
- Chamber of commerce

- Clubs and organizations
- Daughters of American Revolution
- Historical societies (local and state)
- Museums
- Newspaper(s)
- Professional genealogists
- State library agency

## ***Policy Implications***

### ***Fees and Fines***

- Fees for providing one-on-one genealogical tutoring or research

### ***Information Services***

- Time limits on use of machines to read, print, and copy all formats in which local history and genealogical information is supplied
- Level of local history and genealogical reference assistance provided on-site
- Level of local history and genealogical reference assistance provided via e-mail and phone
- Interlibrary loan of local history and genealogical materials
- Restrictions on access to items in the local history collection

## ***Critical Resources***

### ***Staff (Knowledge, Skills, and Abilities)***

- Staff are knowledgeable about print and electronic genealogical resources.
- Staff are knowledgeable about print and electronic local history resources.
- Staff are knowledgeable about basic archival and preservation practices.
- Staff are knowledgeable about digitization methods and techniques.
- Staff are knowledgeable about adult education and training design.
- Staff are knowledgeable about American studies, museum studies, or folklore.
- Staff can design effective training materials.
- Staff can teach people in class settings and provide one-on-one tutoring.
- Staff are skilled at doing genealogical research.
- Staff are skilled at collecting oral histories.
- Staff are skilled at organizing local records, photographs, and ephemeral materials.
- Staff are familiar with local school curriculum requirements related to local history.

### ***Collection (Print, Media, and Electronic Resources)***

- Artifacts
- Biographies of local people
- Cemetery records
- Census data

- Local records
- Family histories
- Full run of local newspapers
- Local history materials
- Local maps, past and current
- Military records
- Old city directories and phone books
- Online genealogical databases
- Oral histories
- Organizational records
- Photographs
- Research guides
- Vernacular architecture

### ***Facilities (Space, Furniture, and Equipment)***

- Equipment required to read, print, and copy all formats in which the information is supplied, including microfilm and microform
- Shelving and storage appropriate for all formats in which the information is supplied
- Exhibit and display space
- Ample work space at tables and workstations
- Ergonomic workstations and chairs
- Exhibit and display furniture and equipment
- Conveniently located copy machines
- Electrical outlets for personal computers
- Temperature- and humidity-controlled storage
- Secure storage for irreplaceable items in collection

### ***Technology (Hardware, Software, Networks, and Telecommunication)***

- Computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, Flash drive, etc.)
- Digital asset management software

## ***Possible Measures***

### ***Number of Users***

- Number of people attending genealogy or local history classes and programs
- Number of people who receive one-on-one genealogical tutoring
- Percent of people who indicate on a survey that they use the library for genealogy or local history information and services

### ***Perceptions of Users***

- Percent of users surveyed who respond that:

The library's collection of materials on genealogy and local history is very good or excellent.

The information assistance they receive from staff when looking for information or asking a reference question on local history or genealogy is very good or excellent.

The library programs increase their understanding and appreciation of community traditions.

### ***User Outcomes***

- Number and percent of specified users who learn to access genealogical databases
- Number and percent of specified users who make progress creating a family history
- Number and percent of specified users who find a "lost" relative

### ***Units of Service Delivered***

- In-house circulation of genealogy and local history materials
- Number of genealogy or local history reference questions
- Number of classes presented on how to do genealogical research
- Number of rotating exhibits on history and traditions of the community that are developed
- Number of genealogy and local history programs presented
- Number of hits on the library's genealogy and local history web page
- Number of hits on genealogy and local history databases

# **Express Creativity Create and Share Content**

Residents will have the services and support they need to express themselves by creating original print, video, audio, or visual content in a real-world or online environment.

## ***Suggested Target Audiences***

- Children
- Teens
- Adults

## ***Typical Services and Programs in Libraries That Select This as a Priority***

- Provide a multimedia production studio with the tools needed to create animated and live-action videos, record music and audio, etc.
- Provide hands-on classes to teach people to use a variety of media production tools.
- Sponsor writers' workshops and publish the results.
- Present concerts, plays, and other performing arts.
- Provide access to blogging software for users to create their own blogs.
- Host one or more library blogs to encourage users to discuss library-related issues.
- Create one or more library wikis to encourage users to create library-related content.
- Publish an e-zine with user-created content.
- Support collaborative cataloging efforts to expand the descriptions of items.
- Allow users to attach reviews to title records in the library database (as with Amazon.com) or find some other way to make user-contributed book reviews easily accessible.
- Provide media production software programs for public use.

## ***Potential Partners***

- Arts organizations
- Community colleges, technical schools, vocational schools, and universities
- Galleries

- Humanities Council
- Museums
- Newspapers
- Performing arts centers
- Public and private schools
- Senior centers
- Teen centers
- Theater groups
- Writers' workshops

## ***Policy Implications***

### ***Exhibits and Displays***

- Criteria for inclusion of items in library exhibits and displays

### ***Fees and Fines***

- Fees for the use of media production equipment

### ***Intellectual Property Rights***

- Copyright
- Fair use

### ***Library Publications***

- Editorial policy for writers' workshop publications and e-zines

### ***Meeting Rooms***

- Use of meeting rooms by outside groups
- Use of meeting rooms for fee-based programs
- Use of meeting rooms after library hours
- Meeting room fees
- Sale of items during meetings

### ***Use of Media Production Equipment***

- Age or other restrictions for use of media production equipment

## ***Critical Resources***

### ***Staff (Knowledge, Skills, and Abilities)***

- Staff are knowledgeable about all of the production equipment.
- Staff are knowledgeable about media production software.

- Staff are knowledgeable about training design and can design effective training materials.
- Staff are knowledgeable about copyright and fair use.
- Staff can teach groups in class settings and provide one-on-one tutoring.
- Staff can teach others to use the production equipment.
- Staff can mount exhibits and displays.
- Staff can create and maintain blogs and wikis.
- Staff can work with groups of children, teens, or adults to coordinate content development.

#### ***Collection (Print, Media, and Electronic Resources)***

- How-to materials to support the production of content (computer animation, poetry writing, etc.)

#### ***Facilities (Space, Furniture, and Equipment)***

- Media production space
- Media production equipment
- Meeting space
- Exhibit and display space
- Music practice rooms
- Performance space

#### ***Technology (Hardware, Software, Networks, and Telecommunication)***

- Computers configured to support all types of media production
- Computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, Flash drive, etc.)

### ***Possible Measures***

#### ***Number of Users***

- Number of people attending a training session on the use of technologies that can be used to create and share content
- Number of people who use library-provided equipment or technology to create content
- Number of people who create and share content with other library users
- Percent of people who indicate on a survey that they used the library to create and share content
- Number of people who attend a performance at the library

### ***Perceptions of Users***

- Percent of users surveyed who respond that:

The library-provided equipment or technology is very good or excellent.  
The information assistance they receive from staff when creating or sharing content is very good or excellent.

### ***User Outcomes***

- Number and percent of specified users who use library resources and services to create new media
- Number and percent of specified users who produce pieces for the library e-zine
- Number and percent of specified users who contribute to wikis or blogs

### ***Units of Service Delivered***

- Number of issues of e-zine published
- Number of hands-on training programs presented
- Number of production workshops presented
- Number of performances offered

# Get Facts Fast Ready Reference

Residents will have someone to answer their questions on a wide array of topics of personal interest.

## ***Suggested Target Audiences***

- Adults
- Teens
- Children

## ***Typical Services and Programs in Libraries That Select This as a Priority***

- Provide a dedicated telephone reference center to triage all reference calls.
- Provide 24/7 chat-based reference services.
- Provide answers to questions submitted by e-mail and text messaging.
- Develop and maintain a virtual reference library with links to online resources that provide quick answers to common questions.

## ***Potential Partners***

- Other libraries

## ***Policy Implications***

### ***Information Services***

- Limits on the type and quantity of reference services provided
- Limits on subject areas in which questions will be answered
- Classification of staff who can provide reference service

## **Critical Resources**

### **Staff (Knowledge, Skills, and Abilities)**

- Staff are knowledgeable about print and electronic reference resources.
- Staff are knowledgeable about search strategies for print and electronic resources.
- Staff can conduct effective reference interviews.
- Staff can find needed information quickly using print and electronic information resources.

### **Collection (Print, Media, and Electronic Resources)**

- Almanacs
- Consumer guides
- Dictionaries
- Directories
- Encyclopedia
- Etiquette
- Price guides
- Quotations
- Thesaurus
- Trivia

### **Facilities (Space, Furniture, and Equipment)**

- Space for a telephone reference center
- Tables for users of print reference resources
- Adequate telephone lines

### **Technology (Hardware, Software, Networks, and Telecommunication)**

- Telephone call queuing software
- Chat software
- Text messaging software

## **Possible Measures**

### **Number of Users**

- Number of people who indicate on a survey that they use the library to get fast facts

### **Perceptions of Users**

- Percent of users surveyed who respond that:  
Ready reference service is provided in a timely manner.  
The information assistance they receive from staff is very good or excellent.

### ***User Outcomes***

- Number and percent of specified users who use the information obtained for a specified personal, school, or work purpose

### ***Units of Service Delivered***

- Number of ready reference questions answered on-site
- Number of e-mail reference questions answered
- Number of text message reference questions answered
- Number of questions answered by the 24/7 chat reference provider
- Number of hits on the library's fast facts web page



# Know Your Community Community Resources and Services

Residents will have a central source for information about the wide variety of programs, services, and activities provided by community agencies and organizations.

## ***Suggested Target Audiences***

- Seniors
- Adults
- Teens
- New residents

## ***Typical Services and Programs in Libraries That Select This as a Priority***

- Maintain an online community calendar.
- Maintain a community events bulletin board and distribute publications from community organizations.
- Develop and maintain a searchable community information database.
- Develop and maintain a web page with links to agencies and organizations.
- Host and maintain web pages for local organizations and agencies.
- Support e-government use.
- Host a community information blog.
- Serve as the local 2-1-1 provider.
- Make presentations in the community about the library's community information services.
- Participate on community task forces and committees involved in human services planning for the community.
- Participate in local blogs.
- Maintain a wish list of items needed by not-for-profit agencies for their clients or their offices.
- Maintain a wish list of volunteers needed by not-for-profit agencies for their clients or their offices.
- Develop and maintain an information packet for new community residents.

## **Potential Partners**

- City or county departments
- Chamber of commerce
- Clubs and organizations
- Newcomers association
- Not-for-profit agencies
- Red Cross
- Social service agencies
- Service organizations (Rotary, Kiwanis, Lions, etc.)
- United Way

## **Policy Implications**

### ***Bulletin Boards***

- Eligible organizations
- Criteria for materials
- Length of time materials will be posted

### ***Community Presentations or Programs Offered at Nonlibrary Locations***

- Classification of staff who can deliver presentations or programs
- Use of volunteers
- Process that agency or organization must follow to request a presentation or program
- Minimum or maximum number of anticipated attendees
- Number of times a presentation or program will be given to the same group during a specified period of time

### ***Distribution of Nonlibrary Materials***

- Eligible organizations
- Criteria for materials
- Length of time materials will be distributed

### ***Staff Participation in Community Meetings and Events on Work Time***

- Approval process

## **Critical Resources**

### **Staff (Knowledge, Skills, and Abilities)**

- Staff are knowledgeable about community agencies and organizations.
- Staff can establish and maintain a searchable community information database.
- Staff can make presentations in the community.
- Staff can develop and maintain relationships with representatives of community agencies and organizations.
- Staff can help users to identify the community agencies and organizations that can address the user's needs.

### **Collection (Print, Media, and Electronic Resources)**

- Community information database
- Handbooks, guides, brochures, and pamphlets from local agencies and organizations

### **Facilities (Space, Furniture, and Equipment)**

- Community events bulletin board in easily accessible site
- Information rack for free materials made available for distribution by local agencies and organizations

### **Technology (Hardware, Software, Networks, and Telecommunication)**

- Database or content management software

## **Possible Measures**

### **Number of Users**

- Percent of people who indicate on a survey that they use the library to obtain information about the programs, services, and activities provided by community agencies and organizations

### **Perceptions of Users**

- Percent of users surveyed who respond that:  
The information provided by the library about community resources and services is very good or excellent.  
The information assistance they receive from staff is very good or excellent.

### ***User Outcomes***

- Number and percent of specified users who contact an organization or agency they learned about at the library for assistance
- Number and percent of specified users who use the services of a community organization or agency new to them.

### ***Units of Service Delivered***

- Number of reference questions answered about the programs, services, and activities provided by community agencies and organizations
- Number of hits on the library's community resources and services web page
- Number of presentations made by library staff describing community information services
- Number of information packets distributed to new residents

# Learn to Read and Write Adult, Teen, and Family Literacy

Adults and teens will have the support they need to improve their literacy skills in order to meet their personal goals and fulfill their responsibilities as parents, citizens, and workers.

## ***Suggested Target Audiences***

- Adults
- Teens

## ***Typical Services and Programs in Libraries That Select This as a Priority***

- Provide self-guided programs that use books and media to help adults and teens reach their personal literacy goals.
- Provide self-guided programs that use books and media to help adults and teens with limited English skills become proficient in English.
- Provide private space for tutors to work one-on-one with literacy students.
- Recruit, train, and schedule tutors to work one-on-one with literacy students.
- Provide literacy classes.
- Provide small-group literacy training.
- Provide free children's books to parents enrolled in adult or family literacy classes.
- Provide programs to tutor learners preparing to take the GED test.
- Establish a literacy helpline and provide referral services for persons looking for literacy services.
- Provide deposit collections of materials for new readers to organizations that tutor literacy students.
- Collaborate with all organizations that provide literacy services in the community or county in order to promote and publicize literacy services.

## ***Potential Partners***

- Adult Education Department of the school district
- Churches, mosques, and synagogues
- Community colleges

- Literacy council
- Literacy Volunteers of America
- Private literacy providers
- United Way

## ***Policy Implications***

### ***Community Presentations or Programs Offered at Nonlibrary Locations***

- Classification of staff who can deliver presentations or programs
- Use of volunteers
- Process that agency or organization must follow to request a presentation or program
- Minimum or maximum number of anticipated attendees
- Number of times a presentation or program will be given to the same group during a specified period of time

### ***Gifts and Donations***

- Restrictions on donations of cash, equipment, materials, etc.

### ***Information Services***

- Time limits on use of literacy computers

### ***Meeting Room***

- Scheduling events that occur frequently on a regular basis
- Fees for meeting room use

### ***Programs in the Library***

- Cosponsorship of programs and services

### ***Volunteers***

- Screening procedures
- Qualifications for literacy volunteers

## ***Critical Resources***

### ***Staff (Knowledge, Skills, and Abilities)***

- Staff are knowledgeable about adult, teen, and family literacy issues.
- Staff are knowledgeable about unique needs of literacy students.
- Staff are knowledgeable about adult education and training design.

- Staff are trained literacy providers.
- Staff can establish partnerships with literacy providers.
- Staff can recruit and train literacy tutors.
- Staff can teach in both one-on-one and classroom environments.

#### ***Collection (Print, Media, and Electronic Resources)***

- Basic life skills
- GED preparation guides
- High interest/low vocabulary materials for teens
- Materials for new adult readers
- Parenting skills
- Reading and writing skills enhancement

#### ***Facilities (Space, Furniture, and Equipment)***

- Small study rooms for tutoring

#### ***Technology (Hardware, Software, Networks, and Telecommunication)***

- Computer-assisted instructional self-guided literacy tutorials
- Dedicated literacy computers with sound cards and audio headsets

### ***Possible Measures***

#### ***Number of Users***

- Number of people who attend tutoring sessions
- Number of people enrolled in a literacy class
- Number of people who use computer-based literacy programs
- Number of people who indicate on a survey that they use the library to improve their literacy skills

#### ***Perceptions of Users***

- Percent of users surveyed who respond that:  
     The library literacy programs are very good or excellent.  
     They have been assigned a tutor or placed in a class in a timely manner.

#### ***User Outcomes***

- Number and percent of specified literacy students who improve their reading level by at least one step
- Number and percent of specified literacy students who take the GED preparation test and pass the GED test

- Number and percent of specified literacy students who met a personal literacy goal
- Number and percent of specified literacy students who read to their children a specific amount of time or frequency
- Number and percent of specified literacy students who get a new job or a job promotion

***Units of Service Delivered***

- Number of volunteer literacy tutors
- Number of literacy volunteer hours
- Number of tutoring sessions held
- Number of deposit collections distributed
- Circulation of literacy-related or adult basic education materials
- Turnover rate of literacy-related or adult basic education materials

# Make Career Choices Job and Career Development

Adults and teens will have the skills and resources they need to identify career opportunities that suit their individual strengths and interests.

## ***Suggested Target Audiences***

- Adults who need a job or want to change jobs
- Teens who are making college or vocational school choices
- Teens who are making career decisions

## ***Typical Services and Programs in Libraries That Select This as a Priority***

- Provide a job and career center to offer one-stop shopping for job hunters.
- Develop and maintain a job and career web page that includes links to listings of available jobs, training centers, and local employer information.
- Provide a mobile job and career center to help job seekers locate employment by providing on-site assistance in housing projects, parks, schools, etc.
- Provide one-on-one assistance to help job seekers develop resumes, conduct job searches, and prepare for interviews.
- Present regularly scheduled programs on topics of interest to job seekers, including information about local employers, job search skills, etc.
- Provide regularly scheduled programs designed to help people use the Internet to find jobs.
- Provide self-guided programs to help students prepare to take the SAT or ACT test.
- Host a job fair.
- Host a college fair.
- Cosponsor programs to tutor learners preparing to take the SAT or ACT test.
- Cosponsor programs and services with local employment organizations.
- Cosponsor programs with high school counselors to help students understand their career choices.

## **Potential Partners**

- Chamber of commerce
- Community colleges, technical schools, vocational schools, and universities
- High school guidance counselors
- Service organizations (Rotary, Kiwanis, Lions, etc.)
- Teen centers

## **Policy Implications**

### **Web Page**

- Criteria for jobs to be listed on the job and career web page

## **Critical Resources**

### **Staff (Knowledge, Skills, and Abilities)**

- Staff are knowledgeable about print and electronic sources of information about jobs and career development.
- Staff are knowledgeable about print and electronic career resources pertaining to career counseling and assessment testing.
- Staff can assist people one-on-one to develop resumes, conduct job searches, and prepare for interviews.
- Staff can plan and present programs on a variety of job and career topics.
- Staff can work with community agencies to plan and present collaborative programs on job and career options.

### **Collection (Print, Media, and Electronic Resources)**

- Armed Forces study guide
- Careers
- Civil Service study guide
- College guides
- Financial aid for college or vocational schools
- Interviewing
- Job hunting
- Occupational outlook information
- Resumes
- SAT test and ACT test study guides
- Vocational study guides

### **Facilities (Space, Furniture, and Equipment)**

- Dedicated space for a job and career center
- Private spaces for volunteers to meet with job seekers
- Meeting space for programs

### ***Technology (Hardware, Software, Networks, and Telecommunication)***

- Computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, Flash drive, etc.)
- Resume-writing software
- Office software
- Computers configured to support uploading resumes and applications to web job sites

### ***Possible Measures***

#### ***Number of Users***

- Number of people who attend a job or career development program
- Number of people who indicate on a survey that they use the library for job or career development reasons
- Number of people who use the mobile job and career center

#### ***Perceptions of Users***

- Percent of users surveyed who respond that:
  - The library's collection of job and career development resources is very good or excellent.
  - The information assistance they receive when looking for information or asking a job or career development question is very good or excellent.
  - The information assistance they receive when looking for information about college or vocational schools is very good or excellent.

#### ***User Outcomes***

- Number and percent of specified users who find a new job after using the library's resources and services
- Number and percent of specified users who use the library's resources and services to develop career-related skills
- Number and percent of specified users who get a promotion after using the library's resources and services
- Number and percent of specified users who pass a job-related exam

#### ***Units of Service Delivered***

- Circulation of job and career development materials
- Number of job and career development reference questions answered
- Number of job or career development programs presented
- Number of hits on the library's job and career development web page



# Make Informed Decisions Health, Wealth, and Other Life Choices

Residents will have the resources they need to identify and analyze risks, benefits, and alternatives before making decisions that affect their lives.

## ***Suggested Target Audiences***

- Seniors
- Adults
- Teens

## ***Typical Services and Programs in Libraries That Select This as a Priority***

- Develop and maintain web pages that provide information to help make life decisions.
- Create electronic pathfinders or wikis to help users find resources to help make informed life decisions.
- Create displays of information resources that could be used to make life decisions.
- Present a series of programs on topics of interest to people making life decisions.
- Make presentations to community organizations about library resources that help people make informed decisions.
- Create or provide access to electronic programs that help users to assess risks, benefits, and alternatives when making life decisions.

## ***Potential Partners***

- AARP
- County extension service
- Financial planners
- Fitness centers
- Health department
- Hospitals
- Parks and recreation department
- Senior centers
- Service organizations (Rotary, Kiwanis, Lions, etc.)

- Social service agencies
- Teen centers
- YMCA/YWCA

## ***Policy Implications***

### ***Community Presentations or Programs Offered at Nonlibrary Locations***

- Classification of staff who can deliver presentations or programs
- Use of volunteers
- Process that agency or organization must follow to request a presentation or program
- Minimum or maximum number of anticipated attendees
- Number of times a presentation or program will be given to the same group during a specified period of time

### ***Meeting Rooms***

- Use of meeting rooms by outside groups
- Use of meeting rooms for product- or service-based programs
- Use of meeting rooms after library hours
- Selling items in library meeting rooms
- Meeting room fees

### ***Programs in the Library***

- Cosponsorship of programs

### ***Web Page***

- Criteria for linking to products and services

## ***Critical Resources***

### ***Staff (Knowledge, Skills, and Abilities)***

- Staff is knowledgeable about print and electronic resources.
- Staff can create electronic pathfinders or wikis.
- Staff can plan and present programs on a variety of life choice topics.
- Staff can plan and make presentations to community groups.
- Staff can plan and mount exhibits.

### ***Collection (Print, Media, and Electronic Resources)***

- Diets
- Diseases
- Drug and alcohol treatment

- Exercise
- Health and fitness
- Health care issues
- Insurance
- Investing
- Marriage/divorce guides
- Mental health issues
- Money management
- Personal finance
- Pregnancy and child care
- Retirement
- Retirement planning
- Sexuality

***Facilities (Space, Furniture, and Equipment)***

- Meeting space
- Display shelving to merchandize selected portions of the collections

***Technology (Hardware, Software, Networks, and Telecommunication)***

- Computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, Flash drive, etc.)
- Software to manage program registration and reminders

***Possible Measures***

***Number of Users***

- Number of people who attend a library program on a life choice topic
- Percent of people who indicate on a survey that they use the library to help them make an informed decision

***Perceptions of Users***

- Percent of users surveyed who respond that:
  - The library's collection of materials related to health, wealth, and other life choices is very good or excellent.
  - The information assistance they receive when looking for information or asking about a life choice issue is very good or excellent.

***User Outcomes***

- Number and percent of specified users who make an informed retirement decision

- Number and percent of specified users who make an informed investment decision
- Number and percent of specified users who make an informed health care decision

***Units of Service Delivered***

- Circulation of health-related materials
- Circulation of wealth-related materials
- Circulation of materials on designated life choice topics
- Number of life choice programs presented
- Number of hits on the library's "Make Informed Choices" web page

# Succeed in School Homework Help

Students will have the resources they need to succeed in school.

## ***Suggested Target Audiences***

- Elementary school students
- Middle school students
- High school students
- Homeschooled students
- Parents and caregivers of students

## ***Typical Services and Programs in Libraries That Select This as a Priority***

- Provide staff or volunteers to assist students with their homework.
- Develop and maintain a homework help web page.
- Provide homework assistance using text messaging.
- Subscribe to an online interactive homework help service.
- Provide study rooms for students.
- Provide classroom collections for teachers.
- Coordinate with school media center specialists to identify materials that support the school curriculum.
- Coordinate with school media center specialists to set up a school assignment alert program.
- Provide access to courses for students through distance learning or video-on-demand.
- Make presentations about the library in the local schools.
- Provide tours of the library to classes of students.
- Develop and maintain a web page that provides links to homeschooling resources for homeschooled students and their parents.
- Provide circulating collections of materials selected to support homeschooling curricula.
- Provide orientation programs for homeschooled students and their parents.

## **Potential Partners**

- Board of education
- Homeschooling organizations
- Library of Congress
- National Education Association and local chapters
- Parent-teacher organizations
- Public and private school media center specialists, teachers, and administrators
- Student councils
- Teen centers

## **Policy Implications**

### **Circulation**

- Circulation limits by subject

### **Community Presentations or Programs Offered at Nonlibrary Locations**

- Classification of staff who can deliver presentations or programs
- Use of volunteers
- Process that agency or organization must follow to request a presentation or program
- Minimum or maximum number of anticipated attendees
- Number of times a presentation or program will be given to the same group during a specified period of time

### **Information Services**

- Level of homework help provided
- Rules for students working in groups

### **Volunteers**

- Screening procedures
- Qualifications for volunteers who provide homework assistance

## **Critical Resources**

### **Staff (Knowledge, Skills, and Abilities)**

- Staff are knowledgeable about the curricula in local schools.
- Staff are knowledgeable about how children and teens learn.
- Staff are knowledgeable about homework help resources.
- Staff are knowledgeable about search strategies for print and electronic homework help resources.

- Staff can find needed information quickly using print and electronic information resources.
- Staff can teach in both one-on-one and classroom environments.
- Staff can develop and maintain relationships with representatives from the public, private, and parochial schools served by the library.
- Staff can conduct effective reference interviews.
- Staff can recruit and train homework help volunteers.
- Staff can establish and maintain homework help and homeschooling web pages.

#### ***Collection (Print, Media, and Electronic Resources)***

- Materials that support the curricula of the local schools
- Online homework help databases
- Textbooks used in local schools

#### ***Facilities (Space, Furniture, and Equipment)***

- Space for homework center
- Study rooms or other space for students to work
- Workstations that are large enough to allow several students to work together
- Ergonomic workstations and chairs

#### ***Technology (Hardware, Software, Networks, and Telecommunication)***

- Computers configured to allow downloading of licensed digital content to personal storage devices (PDA, MP3 player, Flash drive, etc.)
- Computers that support the upload of electronic files for assignments
- Publication software for homework projects
- Color printers for homework projects

### ***Possible Measures***

#### ***Number of Users***

- Number of students who participate in a library-sponsored homework help program
- Number of people who indicate on a survey that they use the library to help them with their homework

#### ***Perceptions of Users***

- Percent of students surveyed who respond that:
  - They use the library for homework help.
  - The library's homework help services and materials meet their needs.
  - The training session offered or cosponsored by the library is very good or excellent.

- Percent of parents of school-age children surveyed who respond that the library's homework help services and materials meet the needs of their children

### ***User Outcomes***

- Number and percent of specified students who improve their reading skills
- Number and percent of specified students who improve their writing skills
- Number and percent of specified students who improve their math skills
- Number and percent of specified students who improve their grades
- Number and percent of specified students who increase their enjoyment of learning
- Number and percent of specified students who complete their year/ graduate from school
- Number and percent of specified students who achieve a personal goal associated with success in school

### ***Units of Service Delivered***

- Circulation of juvenile nonfiction
- Number of times the library's homework help web page was accessed
- Number of online tutoring sessions held
- Number of presentations made in schools to describe and promote the library's homework help services

# Welcome to the United States Services for New Immigrants

New immigrants will have information on citizenship, English Language Learning (ELL), employment, public schooling, health and safety, available social services, and any other topics they need to participate successfully in American life.

## ***Suggested Target Audiences***

- New immigrants
- Refugees

## ***Typical Services and Programs in Libraries That Select This as a Priority***

- Develop a comprehensive web page with links to a wide variety of resources for new immigrants.
- Present citizenship classes.
- Distribute materials developed by community organizations for new immigrants.
- Make presentations to groups of new immigrants in off-site locations.
- Provide self-guided programs that use books and media to help adults and teens with limited English skills become proficient in English.
- Provide private space for tutors to work one-on-one with ELL literacy students.
- Provide ELL literacy classes.
- Establish a literacy helpline and provide referral services for persons looking for ELL literacy services.
- Provide programs to tutor learners preparing to take the GED test.
- Host ELL conversational meetings to help learners practice speaking English.
- Provide deposit collections of materials for new readers to organizations that tutor ELL students.
- Collaborate with all organizations that provide ELL services in the community or county to promote and publicize literacy services.

## **Potential Partners**

- Churches, mosques, and synagogues
- Ethnic grocery stores and restaurants
- Ethnic groups and organizations
- Immigration and Naturalization Service
- Literacy council
- Literacy Volunteers of America
- Newspapers in languages other than English
- Public and private schools
- Social service agencies
- Student exchange programs

## **Policy Implications**

### **Bulletin Boards**

- Eligible organizations
- Criteria for materials
- Length of time materials will be posted

### **Community Presentations or Programs Offered at Nonlibrary Locations**

- Classification of staff who can deliver presentations or programs
- Use of volunteers
- Process that agency or organization must follow to request a presentation or program
- Minimum or maximum number of anticipated attendees
- Number of times a presentation or program will be given to the same group during a specified period of time

### **Distribution of Nonlibrary Materials**

- Eligible organizations
- Criteria for materials
- Length of time materials will be distributed

### **Library Publications**

- Languages in which library publications are printed

### **Meeting Rooms**

- Use of meeting rooms by outside groups
- Use of meeting rooms after library hours
- Meeting room fees

### ***Programs in the Library***

- Cosponsorship of programs

### ***Web Page***

- Languages in which web pages are produced
- Criteria for linking to services

## ***Critical Resources***

### ***Staff (Knowledge, Skills, and Abilities)***

- Staff speak the languages of immigrant groups.
- Staff are knowledgeable about the unique needs of new immigrants.
- Staff are knowledgeable about the culture from which the new immigrants come.
- Staff are knowledgeable about the agencies and organizations that provide services to new immigrants.
- Staff can establish partnerships with agencies and organizations that provide services to new immigrants.
- Staff can help new immigrants determine what services they need from community agencies and organizations.
- Staff can make presentations to groups of new immigrants.

### ***Collection (Print, Media, and Electronic Resources)***

- Citizenship
- English Language Learning materials
- Handbooks, guides, brochures, and pamphlets from local agencies and organizations that serve new immigrants
- TOEFL (Test of English as a Foreign Language) preparation materials

### ***Facilities (Space, Furniture, and Equipment)***

- Meeting rooms
- Study rooms
- Multilingual signage
- Information rack for free materials made available for distribution by agencies and organizations serving new immigrants

### ***Technology (Hardware, Software, Networks, and Telecommunication)***

- Unicode-compliant integrated library system capable of displaying multiple languages simultaneously
- Computer-assisted self-guided ELL tutorials
- Dedicated ELL computers with sound cards and headsets

## **Possible Measures**

### **Number of Users**

- Number of people who indicate on a survey that they use the library to help them gain information or skills that help them adapt to life in the United States
- Number of people who attend ELL classes
- Number of people who attend citizenship classes

### **Perceptions of Users**

- Percent of new immigrants surveyed in their native language who indicate that:
  - They are able to find the information and services they need.
  - The assistance they receive from staff is very good or excellent.
  - The information on the library's website is useful or very useful to them.

### **User Outcomes**

- Number and percent of specified new immigrants who increase their skill and self-confidence in conversing in English
- Number and percent of specified new immigrants who become citizens
- Number and percent of specified new immigrants who improve their English-reading level by at least one step
- Number and percent of new immigrants who take the GED preparation test and pass the GED test
- Number and percent of new immigrants who meet a personal literacy goal
- Number and percent of new immigrants who read to their children a specific amount of time or frequency
- Number and percent of new immigrants who get a job or a job promotion

### **Units of Service Delivered**

- Number of ELL classes offered
- Number of citizenship classes offered
- Number of ELL volunteer tutor hours
- Number of ELL volunteer tutors
- Number of ELL tutoring sessions held