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ABSTRACT

A locally developed long-range plan is the key to effective library service, and can account for circumstances unique to the service area that could not be anticipated from a statewide or national perspective. These standards are meant to guide Wisconsin libraries in structuring their own locally-focused planning efforts. Standards in the following areas are suggested: governance and administration, including planning, funding, and public relations; staffing; collections; services; and access and facilities, including both physical access and access to information. Quantitative output measures like reference completion rate and document delivery are recommended, and are combined with traditional input-oriented measures such as volumes held per capita and hours open. Each section contains a checklist of service minimums (which depend on local conditions and the role of the library within the community) for evaluation. Libraries may use these lists to assure minimum recommendations are met in all areas; to apply the standards in the context of their community role and mission, thereby identifying special roles that require additional effort in some areas; or to apply the standards in a broader, locally-based planning process. Appendices include eight sample public library role descriptions. Contains 150 references. (MAS)

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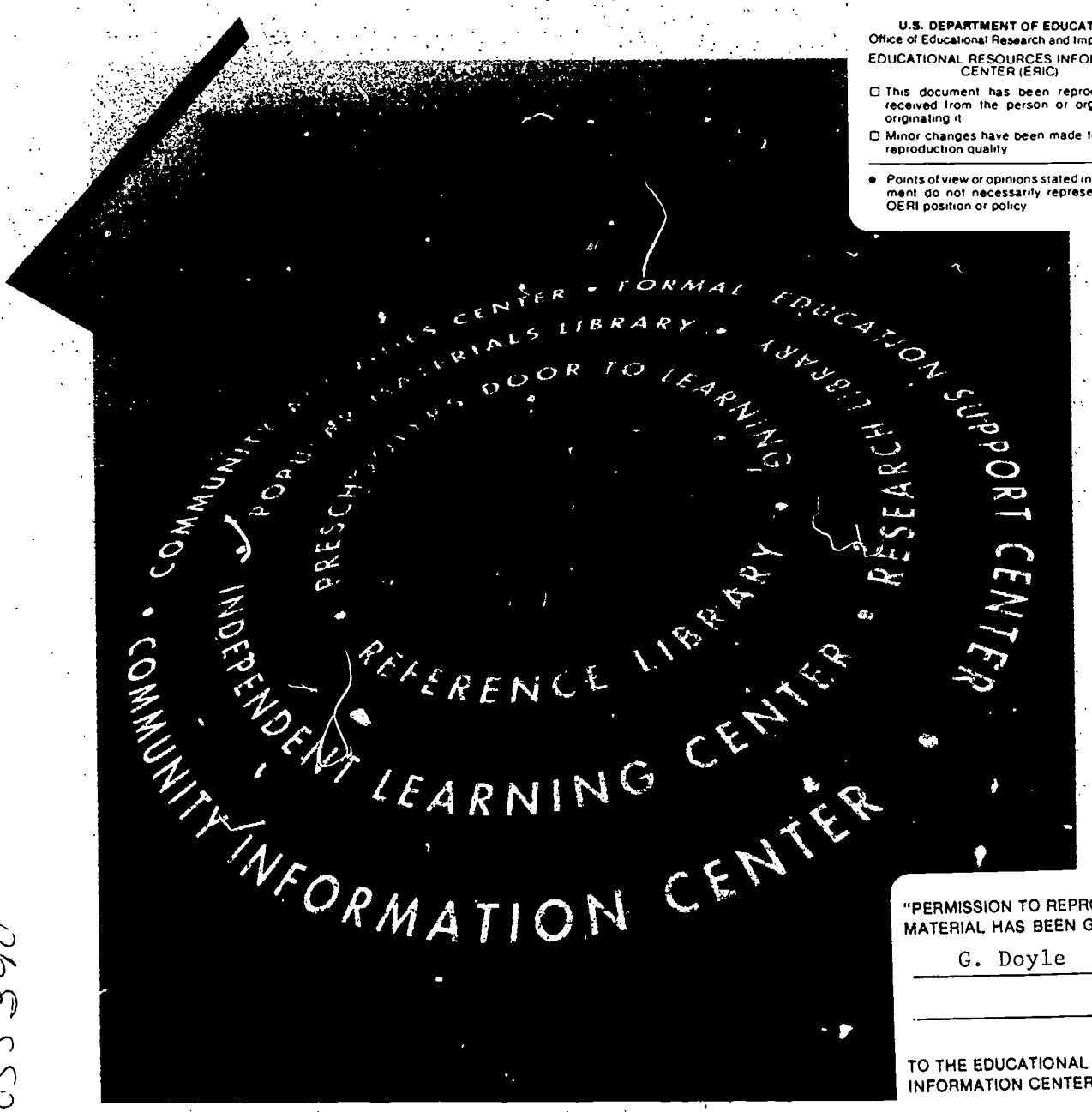

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Foreword

In the first edition of the *Wisconsin Public Library Standards*, published in 1987, the Department of Public Instruction defined a level of quality on which libraries throughout the state could set their sights. The years have passed, and the department's Division for Library Services, which was responsible for the 1987 publication, has undergone a name change that reflects the direction that libraries have taken over time. Just as the Division for Libraries and Community Learning reflects a broader mission for the former Division for Library Services, this second edition of the standards reflects a broader scope, while maintaining the high quality levels of planning, setting roles, and measuring populations that the first edition of *Wisconsin Public Library Standards* set.

This edition, however, reflects the technological changes that the library community has experienced in recent years, and recognizes the needs of certain populations—like people with disabilities—who have become more visible in our communities. Though firmly rooted in the well-known and accepted guidelines of the national library community, this new edition branches out to help libraries in Wisconsin explore and determine various roles to play in their communities and new ways to provide services to all of their community members.

John T. Benson
State Superintendent of Public Instruction

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Introduction

In 1987, the Division for Libraries and Community Learning (formerly the Division for Library Services) recommended new standards for Wisconsin public libraries. They represented a new approach and a new focus, and they were quite different from anything that had come from the division before. Now, this new edition of the previous public library standards is intended to continue progress along the course charted in 1987. It is intended to be more of a mid-course shift than a major change in direction.

The 1987 standards acknowledged the dramatic changes that had occurred in the public library landscape in the years leading up to that publication: the shift away from prescriptive standards toward more locally based planning efforts; the ever-changing demographics of an increasingly mobile population; the trying economic conditions in the state; the unprecedented opportunities for interlibrary cooperation offered by new technologies; the first hints at the challenges to come over municipal-county funding inequities and imbalances in cross-jurisdictional borrowing. Any new standards must acknowledge that conditions have remained similar over the last seven years, and in doing so will benefit from a continually increasing understanding of how those conditions affect the services that Wisconsin's libraries should provide.

In this context of change, State Superintendent of Public Instruction John T. Benson convened a new committee to review the 1987 standards and update them as necessary. It was a smaller committee than that which drafted the previous standards, and included some members from that previous task force as well as others who were new to the revisions process.

The committee was named in September 1993 and met through the balance of the year and into 1994. A draft document was distributed to the library community in April 1994, and an open hearing on the draft was held at the Wisconsin Association of Public Librarians conference in Brookfield, WI on May 5, 1994. The committee, before recommending its final version, met once more to review comments received at the hearing, and by mail and fax.

The committee charged with revising the public library standards agreed to endorse the underlying planning assumptions that formed the basis of the 1987 standards:

- The standards focus on individual public libraries. It is assumed that all public libraries in the state participate in a public library system, have access to the resources of the other libraries in the system area, and fulfill the responsibilities of system membership outlined in Sec. 43.15(4), Wis. Stats., and the participation agreement with their respective systems.
- It is the public library's function to serve the entire community, which the Public Library Association's *The Public Library Mission Statement* of 1979 defines as "not only the traditional library users, but everyone, rich and poor, educated and illiterate, majority and minority, young and old, disabled and nondisabled, eager and apathetic." Thus, in its planning efforts, the library's goal is to ensure equal access for individuals who have not traditionally benefited from its resources because of physical barriers or other reasons.
- Every resident in the state should have access to information and learning resources appropriate to his or her own level of concern and comprehension and in a

format the individual can utilize. The local public library is responsible for providing and coordinating this access for its service population.

- A mobile population and improved access to libraries across jurisdictional lines requires a public library to look beyond its local constituency as its sole responsibility. In the same way, a library can also look beyond its own resources to meet the needs of its growing clientele. No library can supply from its own local resources all the necessary information, materials, and services. System participation and cooperation among libraries of all types are essential elements of access.
- The task force also sought to strike a balance between measures of effective library service that are determined locally to respond to unique local conditions and measures assessed at the state level to apply to all communities. In the end, the task force chose to develop a few essential quantitative recommendations.
- A library's goals and the criteria used to measure that library's success are conditioned by the role or roles the library plays in its community. The concept of roles is a critical element in the Public Library Association's (PLA) recommended planning environment. These standards for public libraries in Wisconsin adapt and extend the basic premise of PLA's *Planning and Role-Setting for Public Libraries*—that different communities throughout the state have different service needs.

Admittedly, the establishment of statewide recommendations for library holdings, staffing, and other areas may seem to run counter to the notion fostered by PLA's *Planning and Role-Setting for Public Libraries*, that service goals should be set locally. However, one could view this setting of standards for the state as Wisconsin's adaptation of the national goals for its statewide community. State goals and local determination are not mutually exclusive, and the state can protect the integrity of its libraries while still respecting the national material.

In the meantime, some more general quantitative guidelines are provided. A library that meets these minimums is encouraged to engage in a planning process to determine the level of service appropriate to meet its community needs. To supplement these standards and facilitate local planning, the Division for Libraries and Community Learning continues its efforts to improve its data-gathering and dissemination capabilities.

These standards are general because the evaluation of specific services depends on local conditions and the role of the library within the community. The primary goal of the task force was to give local planners and library supporters—trustees and staff, friends, governing officials—a useful tool with which to assess each library's unique program of service and to establish a direction for future development.

1

Imperatives for Planning

The future is no more uncertain than the present.
— Walt Whitman

Planning for libraries is a process of perceiving the future of both the community and the library and setting a direction for library movement toward that future vision. Planning is a natural human activity, as each person tries to establish priorities and visualize the future. For institutions, such as a library, planning has similar benefits. It helps staff and boards understand the situation of their community, set priorities, and establish methods for achieving those priorities. The planning document provides a record of the decisions made during that process. The document itself becomes a guide for decision making by staff and the board, including decisions about budgets and staff allocations.

An effective analogy for the planning process is a vacation trip. When planning a trip, travelers know where they are starting from and where they would like to go. The itinerary can be determined—what will be seen, how to travel, when each activity will occur. At the end of the vacation, they can answer the question, "Where did you go?" because a clear destination was specified. Further, if the destination was not reached, they can go back and determine where they diverged from the original vacation plan. While this analogy may be an oversimplification, the key elements of planning are present: to determine the library's destination in the future, to decide what the library will do to get there, and to assess how well the library progressed toward that view of the future.

The PLA Model

The necessity of planning for effective library service is the premise of P*lanning and Role Setting for Public Libraries: A Manual of Options and Procedures* (McClure, et al., 1987), prepared for the Public Library Association (PLA). Wisconsin's standards emerge from a national context, found in *Planning and Role Setting for Public Libraries: A Manual of Options and Procedures* and *Output Measures for Public Libraries* (Van House, et al., 1987). This first chapter describes the larger environment of the PLA's conceptual plan. Planning requires a critical, ongoing look at the current status of library service compared to what the library would like it to be in the future. Essentially, planning for library services at the local level has become a standard for excellence in public libraries.

The standards in chapters 3 through 7 recommend a basic level of library service in many areas. Wisconsin libraries, however, can benefit even more from the application of PLA's developed planning model. It involves a careful examination of each community's needs and the development of a plan to meet them. A local plan for library service offers the best means for evaluating a library's current progress and setting targets for its future development. A written plan also provides benchmarks for evaluating the accomplishments of the library.

The Planning Sequence

The planning process, briefly outlined below, may be viewed as two separate efforts. The first phase—assessing the community, determining the library's roles, writing a mission statement, and developing goals and objectives—provides the library a written plan focused on the ends desired. It describes what the library wants to be. The community, as well as the library staff is involved in this planning phase.

The second phase—the selection of appropriate activities and procedural action steps—provides the library with an action plan focused on the means needed to carry out the first segment of the planning process. This will describe the strategies that will enable the library to carry out its objectives; it is essentially an internal product primarily involving the library staff.

The Planning Process

Figure 1 illustrates the planning process outlined in *Planning and Role Setting for Public Libraries*. The steps describe a cyclical process that allows a library to enter the process anywhere in the cycle. Likewise, the level of effort at each step varies over time, as the planning effort is an ongoing one.

Prior to starting the process, there is a need to plan for planning. In order to plan, the library environment needs to be receptive to change and the library staff needs to understand the assumptions underlying planning. Library staff must recognize that planning is risk taking, because it addresses basic questions about the roles and services of the library. Planning is not a solitary activity, but a collaborative one. Often, a library staff works with community members to organize a planning committee.

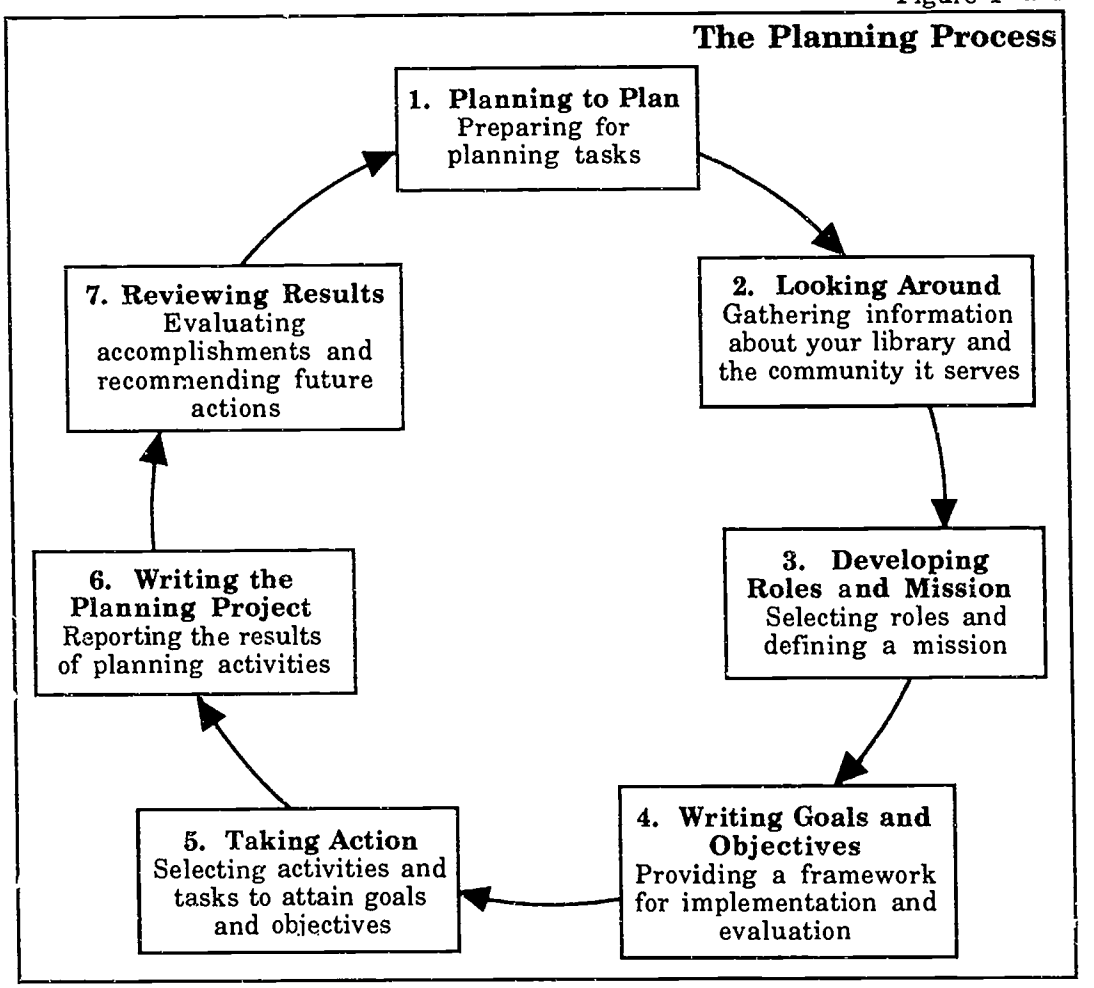
Looking Around

The "looking around" step emphasizes the need for objective answers about the library and its community. It "walks" the planners through the library and its community and helps them "see" the current situation and the need for change. The answers that they find provide the firm foundation needed for planning improvements in library service. During this step of the process, the library collects and reviews information about the library and its community. Gathering information on the library helps planners understand how well the library is doing; gathering information on the community helps the library understand what library services are needed. In assessing its community, the library gathers information about all residents of its service area, whether or not they currently use the library. Study of the community is ongoing and systematic. It employs a variety of techniques, including focus group interviews, questionnaires, data analysis, and observation.

Roles

Traditionally, public libraries have seen themselves as informational, educational, and recreational institutions that could be providers of all things to all people. PLA's 1987 planning manual expands these three functions into eight distinct roles or service profiles that public libraries may carry out in their communities (more complete descriptions of these sample roles are found in appendix A).

Figure 1



Community Activities Center. The library is a central focus point for community activities, meetings, and services.

Community Information Center. The library is a clearinghouse for current information on community organizations, issues, and services.

Formal Education Support Center. The library assists students of all ages in meeting educational objectives established during their formal courses of study.

Independent Learning Center. The library supports individuals of all ages pursuing a sustained program of learning independent of any educational provider.

Popular Materials Center. The library features current, high-demand, high-interest materials in a variety of formats for persons of all ages.

Preschoolers' Door to Learning. The library encourages young children to develop an interest in reading and learning through services for children, and for parents and children together.

Reference Library. The library actively provides timely, accurate, and useful information for community residents.

Research Center. The library assists scholars and researchers to conduct in-depth studies, investigate specific areas of knowledge, and create new knowledge. (McClure, et al., 1987)

These roles allow the library to specify the possible roles it fulfills in its community. Every library varies in its ability and need to carry out all eight roles; it is critical to determine which roles the library will emphasize. This decision is based on information about the community, as well as library conditions such as size of budget, facilities, and staff. Selecting and prioritizing library roles precedes and then contributes to the writing of the library's mission statement, which aids the library in communicating its service priorities to the community.

For example, many public libraries may emphasize the role of Popular Materials Center. Some of those may also choose to emphasize the role of Community Activities Center, while others may decide to emphasize the role of Independent Learning Center. A system resource library, in its capacity as a referral center in the statewide network, may also emphasize the Reference Library role. A library that acts as a statewide resource provider may focus on the Research Library role, given the scope of the collections and services that would be necessary to support libraries across the state.

With the exception of the Preschoolers' Door to Learning, these roles are not intended to be age-specific. A library emphasizing the Popular Materials Center may fulfill that role for children as well as adults. Likewise, a library serving as a Formal Education Support Center may work with adults as well as school children. Some libraries have modified the eight roles to fit local interpretations. This still accomplishes this step's intention of establishing areas of emphasis for the library.

Visioning

While the 1987 PLA planning process is an effective one, increasing attention is being given to incorporating another element in the mission and role-setting stage of planning. This element is called *visioning*. One of the concerns about the mission and role-setting activities is that they are primarily institution-centered. The process of visioning results in a written vision statement for the community as a whole, not just for the library. Essentially, the question is "What do we envision for the community?" Statements that may emerge from a visioning exercise include: Informed residents will have the ability to negotiate the information superhighway, Children will be provided with equal access to high quality education, and A strong economic base for the community will be supported.

Visualizing the community's future is distinct from the mission of the library in that it is community-centered. The mission statement is derived from the vision statement and speaks to the library's part in achieving the community vision. The selected roles delineate service priorities. In addition to this distinction between vision and mission, the word "shared" is often connected to visioning. The desire is a "shared vision," implying that the staff, board, and, ultimately, community leaders have a common understanding of the future of the community.

Goals and Objectives

Following visioning, selecting roles, and writing the mission statement, a library planning group sets the service priorities. These are translated into written goals and objectives, which describe the ends or targets desired by the library and indicate a direction toward which the library should move. The library's objectives will be measurable or verifiable and are time-specific. They provide the basis for evaluating the library's progress. To aid libraries in setting measurable targets, *Output Measures for Public Libraries* (Van House, et al., 1987) presents key measures of library service.

Activities

Implementing the plan developed by the library's planning committee requires designing activities and detailing the strategies to carry them out. Activities incorporating a series of action steps or strategies should help accomplish one or more objectives. Writing the planning document is one visible result of the planning process. Dissemination of the library's plan includes presentations to public officials and at promotional activities. The plan becomes useful information in the political process of garnering resources to carry out the library's plan.

Review

Reviewing and recycling complete the planning cycle. This includes determining the degree to which the activities accomplish the library's priorities, as expressed in its written objectives. This evaluation effort occurs in two ways. The first is a monitoring process, which goes on throughout the year to assure that the library is not unintentionally straying from the established priorities. Second, evaluation occurs at least annually to answer the question "What progress was made by the library?" In each service and administrative area, the key question is "What difference did the library make?" This evaluation step ultimately begins to answer the question, "Did community residents receive better service?"

The reviewing and recycling step also includes assessing the process used in developing the plan (including the costs), the impact of the planning process on service and staff, and the community's response to the plan. Second, the plan itself is evaluated. Questions raised may include, "Was the plan useful?" and "Were the resources chosen appropriate?" This step allows the library to think about how it all worked. Revising the plan and the process in order to improve services is the end result of this step.

The final written planning document is not the only product of the planning process. It is the process itself that also changes the library. Involving community residents and library staff in the planning effort helps to assure an interest in carrying out the established goals. Lines of communication opened during the process can remain effective channels of communication for future community-based planning.

The Level of Planning Effort

Differences in communities and libraries will—and should—be reflected in the final planning document. These differences also affect the level of effort that libraries undertake in the planning process. Recognition of these varying levels is reflected throughout *Planning and Role Setting for Public Libraries*, which suggests basic, moderate, and extensive levels of effort in each step.

A library that is involved in planning does not necessarily use the same level of effort across all planning steps. For example, in a given year Library A may choose an extensive level of effort in selecting roles and writing goals and objectives, yet maintain a basic level of effort in assessing community needs. The next year, Library A may decide to place the emphasis on community study and lower its effort level on writing goals and objectives. Library B may prefer to put its highest level of effort in studying the library and the community and a lower level of effort in implementing evaluation strategies. Simply stated, a library does not necessarily maintain the same level of effort in all of the planning steps in each planning cycle. The library builds on what is learned during each planning cycle.

Likewise, a library may enter the planning process at different stages. For example, a library may choose to start at the "taking action" step, basing its work on a simplified set of library goals and objectives. Another library may begin the sequence by selecting roles and writing a mission statement. No matter at what stage a library begins the planning process, the assumption is that the planning cycle will eventually be completed, even though the starting point varies.

This flexibility in level of effort and entry point into the cycle allows individual libraries to set their own paces for the planning process. The planning process incorporates this flexibility with the hope that all public libraries can plan for improved library services that are appropriate for the communities they serve. No library is too small to plan, as each community deserves the good service that results from effective planning.

References

McClure, Charles R., et al. *Planning and Role Setting for Public Libraries: A Manual of Options and Procedures.* Chicago, IL: American Library Association, 1987.

Van House, Nancy, et al. *Output Measures for Public Libraries: A Manual of Standardized Procedures.* 2d ed. Chicago, IL: American Library Association, 1987.

2

How to Use These Standards

A locally developed long-range plan for library service is the key to effective library service. A local planning effort can account for circumstances unique to the municipality or service area that cannot be anticipated from a statewide or a national perspective. The planning process described in the previous chapter and in *Planning and Role Setting for Public Libraries* and *Output Measures for Public Libraries* is a continuous process of assessment, review, and revision, "a series of approximations to a moving target." (Robbins-Carter and Zweizig, 1985) These standards are meant to guide local libraries in Wisconsin to their own fruitful, locally focused planning efforts.

The standards offer a starting point that library boards and library directors can use to direct local long-range planning efforts. Specific standards are recommended in the areas of governance and administration (including planning, funding, and public relations); staffing; collections; services; and access and facilities. By meeting these standards, a library establishes a baseline from which it can strive for excellence. A community considering the establishment of a new public library should assess its ability to meet these standards. If a library or a community cannot meet these standards, board and staff members should explore alternate means of delivering library service.

Levels of Use

Just as *Planning and Role-Setting for Public Libraries* offers three levels of effort that can be applied to a local library's planning process—a basic, a moderate, and an extensive level—there are three levels of effort, or three ways a library can use these standards.

At the most basic level, a library can focus its attention on the checklists provided in chapters 3 through 7, noting whether or not it meets the recommended minimums. Each standard is presented as a simple statement; either a library meets the recommendation or it does not. The checklists are formatted to encourage a library to copy and use them separately. It is expected that every library should strive to meet, at a minimum, these basic recommendations. Libraries that exceed the basic recommendations should develop service goals based on local needs.

At a moderate level of effort, a library can apply the standards in the context of the role(s) it has elected to serve in the community. Meeting all of the recommendations in the checklists does not necessarily mean that a library is providing appropriate levels of service to its community. A library may serve a special role in its community that requires an additional effort in certain areas (staffing levels or collection size, for example). Chapter 1 discusses the Public Library Association's (PLA) effort to describe eight roles for the public library, and how local libraries can use those roles to assess and develop local services. Starting with chapter 4, each chapter of these standards includes a section called "Impact of Role Selection." This section describes how a given role can affect the standards found in the checklists and how a library might want to tailor the evaluation of its services based on the role(s) it plays. (A section detailing the impact of role selection is *not* provided for the chapter on governance and administration, on the assumption that these basic functions are not substantially affected by any particular chosen role). Although the standards can be used without reference to these sections on the impact of role selection, the local planners' understanding of the library's performance is enhanced when placed in the context of the library's roles and mission.

At the most extensive level of effort, a library can apply the standards in the context of a broader, locally based planning process. This process is outlined in chapter 1 and in PLA's *Planning and Role Setting for Public Libraries: A Manual of Options and Procedures* (McClure, et al., 1987). By engaging in PLA's planning process, local planners can produce a plan of service designed to meet specific local needs. One of the standards in chapter 3, in fact, requires that a library undertake a planning effort to assess local service needs. When accepted planning methods are conscientiously employed to develop service goals and a plan of action, the resulting goals will more accurately reflect the needs of the community. This is not meant to suggest that libraries that adopt a planning process should abandon these standards. In the context of a broader planning process, a library can use the checklists to gather information about itself and the community during the "Looking Around" phase of a planning process. At a minimum, the standards continue to describe a basic level of library service that every community should achieve.

Appendix B provides a bibliography of sources to help guide local planners through a formal planning process.

Quantitative Measures

The 1987 edition of the standards was a hybrid of sorts. On one hand, the 1987 edition gave support to contemporary thinking about the need to establish service goals for individual libraries at the local level. On the other hand, those standards responded to an interest in offering specific, prescriptive recommendations regarding key library service parameters for those local libraries that prefer to use such measures. This new edition of standards continues to strike a balance between these competing ends.

Selected standards include a quantitative recommendation for library service. These include a combination of traditional, input-oriented measures (volumes held per capita, hours open) and output measures (reference completion rate, document delivery). Because they tend to be the convenient yardsticks by which libraries are often defined and described ("How large is the collection at XYZ library?" or "How many full-time equivalents (FTEs) are on staff?" and so on), these essential measures tend to take on a larger import than other standards. For that reason it is

necessary to discuss the origins of these quantitative standards and their use. The quantitative standards included in this edition and the chapters in which they appear are in figure 2, which follows.

Figure 2

Quantitative Standards by Chapter

Chapter 4:	FTE staff per 1,000 population
Chapter 5:	Volumes held per capita
	Periodicals held per 1,000 population
	Audio recordings held per 1,000 population
	Video recordings held per 1,000 population
	Acquisitions as a percentage of holdings (print)
	Materials expenditures per capita
Chapter 6:	Reference completion rate
	Document delivery (seven days)
	Document delivery (30 days)
Chapter 7:	Hours open

Sources of Data

Generally, the service targets recommended in these standards are drawn from the data assembled from the current public library annual reports (form PI 2401) submitted to the Division for Libraries and Community Learning (DLCL). Each year, the division will analyze public library annual report data and publish the findings in a new companion document to these standards, *Service Data for Wisconsin Public Libraries*. This companion document will be issued along with each new edition of the *Wisconsin Library Service Record* and will provide the division's current recommended service goals for these measures. Because the analysis will be updated annually, the standards become a moving target.

The service targets recommended in these standards will be determined, in part, by the population served by the library. In addition, a library has the option to define its service goals that relate to each measure by selecting the appropriate level of effort to apply. For each measure, three levels of effort are offered—basic, moderate, and advanced. The basic level of effort will correspond to the 50th percentile in each year's analysis of *Service Record* data. The moderate level of service will correspond to the 65th percentile in each year's analysis of *Service Record* data. The advanced level of service will correspond to the 80th percentile in each year's analysis of *Service Record* data. Specific recommendations on these measures are found in *Service Data for Wisconsin Public Libraries*, the first edition of which is based on an analysis of 1993 public library annual report data.

Three of these measures, however—reference fill rate, document delivery (seven days), and document delivery (30 days)—are not currently gathered on PI 2401, the public library annual report form that libraries submit to the DLCL. The recommendations for these three standards have been drawn from a variety of sources, most importantly the annual statistical compilation from PLA's *Statistical Report '93* (ALA, 1993); an annual compilation of statistics produced by PLA's *Public Library Data Program*; and *A Study of Interlibrary Loan and Reference Referral Services in the State of Wisconsin* (Griffiths, et al., 1988), commonly known as the King Research study on reference referral and interlibrary loan. For these three measures, a single standard and a single level of effort is defined for libraries of all sizes.

Service Population and Per Capita Standards

Eight of the quantitative standards—not including the reference fill rate and document delivery standards found in chapter 6—offer recommendations that vary according to a library's service population. For these eight measures, a different service target is recommended for each of eight population categories. These service targets are provided in *Service Data for Wisconsin Public Libraries*, and they will be updated annually as an adjunct to the *Service Record*.

Nonresident Borrowers

It is crucial, therefore, for every library in the state to develop a meaningful and accurate estimate of the population it serves. In Wisconsin, estimating a library's service population is complicated by the fact that libraries provide service to many individuals who do not reside within the municipality that established and supports the library. These "nonresident borrowers" include county residents who have access to the library as part of the county's plan for library service, residents of other municipalities within the same system area, and, in most cases, residents of other system areas. Usually, a library's true service population is greater than its "official" municipal population.

Members of the 1994 standards revisions committee agreed that the most effective way to establish an extended service population for each library statewide is to assign to each library a share of the state's overall nonresident populations (those individuals residing outside of an established municipal library's boundaries) according to that library's share of the total circulation that goes to nonresidents. Unfortunately, nonresident use data is not yet available statewide, so planners cannot currently apply this method of calculating a broader service population in a consistent manner statewide. In the future, the division will develop a consistent statewide methodology for the collection of municipal nonresident circulation data.

Methods for Estimating Nonresident Populations

Until nonresident use data can be gathered statewide and applied consistently to make a more realistic estimate of each library's broader service population, the standards revision committee recommended that a library employ one of these alternate means for estimating its service population:

Coordinate estimates with other libraries in the area. If the library is located in a county or public library system that systematically collects nonresident borrowing information, this information can help a library determine a meaningful service area population. Within a county, a library can allocate its share of the county nonresident population according to its percentage of the total county circulation to nonresidents. If the ABC Public Library accounts for 20 percent of the total county circulation to nonresidents, then 20 percent of the county nonresident population can be allocated to the ABC Public Library. This number can then be added to the library's municipal population to derive an estimate of the library's service population. If nonresident use data is gathered on a systemwide basis in a multi-county system, an allocation of the system nonresident population is made, based on the library's share of the total system circulation to nonresidents. This variation has the advantage of rendering county boundaries within the system invisible.

Base estimates on local circulation patterns. If nonresident borrowing information is not gathered systematically at the county or system level, a library can examine resident borrowing as a proportion of total circulation and interpolate a rough, circulation-based estimate of its overall service population. If residents and nonresidents can be assumed to borrow material at roughly the same rate per capita, and residents account for 85 percent of the library's total circulation, then it can be said that residents also account for 85 percent of the total population. If the library's municipal population is divided by the proportion of circulation transactions that go to residents, the result will be an estimate of the library's total service population. For example, a library with 85 percent resident circulation, and a municipal population of 7,500 will have a service population of 8,823 (7,500 ÷ .85 = 8,823).

Add the population of surrounding unserved areas. If, through the observation of nonresident use, the staff of a municipal library is aware that a majority of residents of an adjacent town or towns use the library, it may simply add the population of the town or towns to its municipal population.

Use the *Service Record* population. As a last option, the library can use the service population as it appears in the *Service Record*. Since 1991, the *Service Record* has provided an estimate of an extended service population for each library in the state according to a rote formula: nonresidents in the outlying areas of a county are assigned to municipal libraries in the county according to each library's proportionate share of the total municipal population. If the XYZ Public Library's municipal population represents 40 percent of the county's total municipal population, the *Service Record* assigns 40 percent of the outlying county resident population to the XYZ Public Library to determine a service population. It is readily acknowledged that this method, through its arbitrary and formulaic nature, introduces the potential for inaccurate estimates. But the results do reflect some measure of nonresident use, and given the data on hand it is the only method that presently can be applied to every library in the state.

Any of these methods will produce an estimate of the library's service population that is a truer reflection of its actual service population than the strict use of the municipal population. These methods will produce an estimate of the library's service population that can be used to apply the quantitative standards that appear in *Service Data for Wisconsin Public Libraries*. Methods of estimating service populations that are done in collaboration with neighboring libraries are likely to produce the most accurate results. Methods that allocate nonresident populations on any basis other than observed use of library collections and resources are subject to greater error. The last method, in particular, should be used with special caution. In any case, the DLCL encourages all libraries to make an estimate of their extended service population as a true point of reference.

Municipal Population

In some cases, it may be more pragmatic to present the library's service population in terms of its municipal population. Sometimes—when presenting the library's budget to the municipality, for example—it may cloud the matter if the library claims a service population larger than its municipality. Common councils and village boards tend to focus their attention on the municipality, and many tend to classify themselves according to their municipal population. In this instance, the library may be able to press a clearer case for its needs if its arguments are framed

according to the municipal population. Therefore, as a secondary point of reference and in addition to the service population-based standards, each annual edition of *Service Data for Wisconsin Public Libraries* will provide an analysis of the quantitative measures based on the municipal populations of the state's public libraries.

Libraries are encouraged to produce plans for service based on their service population, instead of their municipal population. Consistency is crucial, however. If a library evaluates its services by applying its extended service population to the calculation of one of the quantitative standards, it should apply its extended service population to the calculation of all of the quantitative standards.

As with any statistical comparison, it is important to note the possibility of inconsistent data-gathering efforts. Local conditions and reporting practices may affect one's ability to compare data reliably among libraries. *Output Measures* (Van House, et al., 1987) includes a helpful discussion of data gathering and some limitations of statistical comparisons.

Further information about the application of these recommendations is found in *Service Data for Wisconsin Public Libraries*, as well as tables summarizing the data analyses for these eight measures. Additional information about estimating service populations can be found in *Planning for Countywide Public Library Service.* (Dahlgren, 1994)

Quantitative Measures and Local Planning

The notion of issuing quantitative standards may seem to run counter to the planning theme that service goals should be defined at the local level. Quantitative measures, however, are intended as a tool that libraries can use to help establish selected service goals. They are presented here and in *Service Data for Wisconsin Public Libraries* with substantial flexibility in order to be configured by local planners to best reflect the local situation and local needs. As part of a local planning process, individual library boards and staff can establish service targets on the basic, moderate, or advanced level of effort.

Even so, these standards and the quantitative measures are an outgrowth of the simplest level of applying these standards. The standards encourage libraries to go beyond that most basic level of application to engage in a more thorough planning process. As a result of that planning process, the board and staff's understanding of the community will be enhanced. The standards can then be applied in a more informed manner, and libraries will be able to improve services to the community beyond the basic level presented in the standards.

The standards are intended as an aid to local planning, not as a substitute for, or a constraint on, local planning.

Quantitative Measures and Large Libraries

Because there are relatively few large public libraries in the state (only four serve municipal populations of more than 100,000 and only ten serve municipal populations of between 50,000 and 99,999), in-state comparisons of large institutions are limited. The standards provide analyses on quantitative measures for libraries of *all* sizes in the state. Results are reported for libraries in the population groups 50,000-99,999 and 100,000 and over, but because of the limited sample size in those categories, the results may not be as reliable as they are in other categories.

Larger libraries are strongly encouraged to supplement the data analyses in the standards and the *Service Record* with their own analyses of data drawn from peer institutions in other states in the Midwest and across the country. The Public Library Association's annual *Statistical Report: Public Library Data Service* is one

source for such data. The cooperative data gathering efforts of the U.S. Department of Education and the Chief Officers of State Library Agencies (COSLA) is another.

Services to Populations with Special Needs

Persons with special needs include individuals of all ages who are educationally and/or socio-economically disadvantaged; ethnic minorities; persons with limited English-speaking ability; individuals with physical and mental disabilities, including the mentally ill; and those who are incarcerated or housed in other institutional settings.

Equal access to library service for homebound persons and residents of care facilities, correctional institutions, or institutions for the developmentally disabled or mentally ill is achieved through outreach library programs. These may include providing satellite collections, rotating deposit collections, and interlibrary loan services.

Often, people with special needs become invisible members of the community, and are not among the library's traditional patrons. However, they are individuals with critical needs who will benefit substantively from public library service, as the library develops specific strategies to reach them and provides materials in formats that they use.

These revised standards take a different approach to services to populations with special needs than the 1987 standards. Language regarding special needs services has been incorporated into individual checklist items as appropriate, just as services to populations with special needs should be integrated into a library's ongoing program of service.

Branch Libraries

Although the standards are intended to apply to an entire institution, they are also offered as one tool a board can use to evaluate individual branches in a multiple outlet service environment. Because branch libraries are deployed in an effort to improve access to the library's overall holdings, the chapter on access and facilities bears the greatest relevance to branch libraries. The standards in the remaining chapters undoubtedly will not apply to every branch facility in the state. Certain administrative functions, for example, are likely to be coordinated centrally, and standards relating to those functions will not apply to a branch. Other recommendations derived from these standards regarding resources to be held at a branch may be affected by the fact that branch holdings are supported by a larger collection maintained at the main library.

Looking to the Future

Like the 1987 standards, these revised standards are a milepost on a continuing journey toward improving library service in Wisconsin. As services in the state's public libraries continue to evolve, so will these standards. The standards revision committee recommended that the quantitative measures appearing in *Service Data for Wisconsin Public Libraries* be updated annually as new *Service Record* data becomes available. The Division for Libraries and Community Learning plans to do that, either as an appendix bound into each year's *Service Record* or as an adjunct to it. The standards, then, are a moving target. The Division also plans to continue working with the systems and with libraries across the state to gather nonresident use data to improve its ability to calculate a library's service population.

References

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3

Governance and Administration

The governance and administration of public libraries in Wisconsin must reflect two realities. First, Chapter 43, Wis. Stats. enables municipalities and counties to establish and operate public libraries and to levy a tax or appropriate money to be used exclusively to maintain them. Second, these statutes further stipulate that Wisconsin public libraries "shall be administered by a library board appointed by the chief administrative officer of a community with the approval of the municipal governing body; the size, composition, terms of office, powers and duties of library boards are determined by statutes."

Governance

Public library trustees are public officers and as such are legally responsible for the governance of the library and the conducting of its operations in accordance with local, state, and federal laws. Libraries should meet the following standards relating to governance:

Yes	No	
❑	❑	1. Residents have free access to tax-supported public library services (Wis. Stats., s. 43.52(2)).
❑	❑	2. The library is established and operates in accordance with Chapter 43, Wis. Stats.
❑	❑	3. The library is in compliance with other Wisconsin laws that affect library operations, such as laws relating to open meetings (Wis. Stats., s. 19.82(3)), ethics (Wis. Stats., s. 19.59), public records (Wis. Stats. s. 16.61(2)), and theft of library materials (Wis. Stats., s. 59.07(104), s. 943.61).
❑	❑	4. The library is in compliance with federal laws that affect library operations, such as the Americans with Disabilities Act and the Fair Labor Standards Act.
❑	❑	5. A legally appointed and constituted library board governs the operation of the library (Wis. Stats., s. 43.54, s. 43.57).
❑	❑	6. The library board has exclusive control of the expenditure of all monies collected, donated, or appropriated for the library fund (Wis. Stats. s. 43.58(2)).

Yes	No		
❑	❑	7.	The library board hires the library director and delegates active management of the library to the library director.
❑	❑	8.	The library board follows statutory requirements as to fiscal year, audits, budgeting process, and annual and other reports to the municipal governing authority and the Division for Libraries and Community Learning.
❑	❑	9.	The library board has written bylaws that outline its purpose and its operational procedures and address conflict-of-interest issues. The bylaws are reviewed at least every three years.
❑	❑	10.	The library board adopts written policies for operating the library and reviews them at least every three years. The policies are consistent with state and federal laws relating to nondiscrimination.
❑	❑	11.	The library board meets monthly (with the library director in attendance) at a time and in a physically accessible location convenient for the board and the community and in accordance with the state law on open meetings and the Americans with Disabilities Act.
❑	❑	12.	The library provides support for the continuing education of its trustees, which includes payment for workshop registrations or library association dues.
❑	❑	13.	The library is a member of a public library system and actively participates in its program of service, including reciprocal borrowers' privileges and interlibrary loans.
❑	❑	14.	The library board enters into any necessary contractual agreements to participate in public library systems and resource sharing with other types of libraries in its service area.

Administration

Library administrators and staff use sound library administration and management practices to apply the policies and statutory obligations of the governing board to the daily operations of the library. Libraries should meet the following standards relating to administration:

Yes	No		
❑	❑	15.	The library collects and reports the statistics and information required by the municipal governing body, the library system, and the Division for Libraries and Community Learning.
❑	❑	16.	The library director prepares current library financial and statistical reports for review at each library board meeting.
❑	❑	17.	The library director conducts an orientation program for each new board member.

Yes No

❑ ❑ 18. The library director informs the board of pending legislation on the local, state, and national levels that affects libraries.

❑ ❑ 19. The library director is responsible for personnel administration, including hiring and dismissing such other assistants and employees as the board deems necessary, assigning duties to staff, and staff evaluation.

Planning

Library trustees and staff have a continuing obligation to assess the changing service needs of the community. Conscientious planning will help the library in its efforts to anticipate and respond to the community's library needs. Libraries should meet the following standards relating to planning:

Yes No

❑ ❑ 20. With input from the community, the library board and staff develop and write a long-range plan that covers the next three to five years. The plan should, at the minimum, outline goals under the topics addressed in these standards—administrative and fiscal matters, personnel, collection development, programs and services (including services to special needs populations), and access and facilities.

❑ ❑ 21. The long-range plan contains a mission statement that describes the roles and purposes of the library in the community.

❑ ❑ 22. The long-range plan includes goals and specific, measurable objectives, with a timetable for implementation.

❑ ❑ 23. The long-range plan is reviewed and updated annually by the library board; an evaluation of the library's progress toward the plan's goals, objectives, and timetable should be included in this review.

❑ ❑ 24. As part of the library's long-range planning efforts, a systematic community study is conducted over a five-year cycle, including the identification of special needs population groups.

❑ ❑ 25. The library participates in system-level planning and county-level planning for library services.

Funding

One key responsibility of the library board is to seek and secure sufficient funding (from public and private sources, as appropriate) to support the local service goals expressed by the library. Libraries should meet the following standards relating to funding:

Yes	No		
❑	❑	26.	The public library is supported by either municipal funds or a direct library levy on a permanent basis; grants and donations supplement, but do not supplant, the basic funding structure of the library.
❑	❑	27.	The library receives sufficient financial support from the community to provide a level of library service consistent with its long-range plan of service and the standards in this document.
❑	❑	28.	The library follows fiscal procedures consistent with state law and local government requirements in preparing, presenting, and administering its budget.
❑	❑	29.	The library director prepares and the library board reviews and adopts an annual budget that accurately reflects the needs of the library.
❑	❑	30.	The library board and the library director present the budget to their municipality. Additional presentations are made to other governing bodies, as appropriate.
❑	❑	31.	The library board reviews and approves vouchers presented for payment at each library board meeting, in accordance with the Prompt Payment Law (1989 Wisconsin Act 233).
❑	❑	32.	The library board seeks equitable reimbursement for service to residents from outside the library's legal service area.

Public Relations

Library public relations is a coordinated effort to communicate a positive image of the library and promote the availability of the library's materials, services, and programs. A public library should integrate an active public relations program into its ongoing plan of operation. Public relations should be a planned, continuous effort by the library to carry on positive communication with its various publics. It includes the use of alternate formats for effective communication with people with disabilities. Libraries should meet the following standards relating to public relations:

Yes	No		
❑	❑	33.	The library's annual plan includes activities designed specifically to enhance the library's public relations.
❑	❑	34.	The library's annual budget allocates funds for public relations activities.
❑	❑	35.	The library ensures the highest quality of all print and graphics for informational, directional, and promotional material, using in-house, system, or commercial printing capabilities as appropriate.
❑	❑	36.	Library policies are developed and revised with consideration to their effect on the library's public relations.

Yes	No	
❑	❑	37. Annually, the library implements at least four of the following generally accepted publicity techniques; the choice of which techniques to employ will be based on the library's chosen role(s) and characteristics of the community, including the needs of persons with disabilities and other segments of the population. • Library newsletter • General information brochure • Newspaper articles, columns, or advertisements • Annual report available to the public • Television and/or radio exposure • Posters, flyers, bookmarks • Presentations to community groups • Exhibits, displays, bulletin boards • Electronic bulletin boards • Other _____
❑	❑	38. The library's public information materials are available in accessible formats and indicate that the library offers accommodations for persons with disabilities in regard to the service or program being advertised.
❑	❑	39. The library cooperates in systemwide efforts to promote library services.
❑	❑	40. The library designates a staff member to coordinate public relations activities within the library and between the library and other local agencies.
❑	❑	41. The library develops specific strategies to inform patrons with special needs of its materials, programs, and services, including dissemination of publicity materials in alternate formats.

4

Staffing for Public Libraries

Each public library must have a permanent, paid, qualified staff of one or more persons who are responsible to a library board established under Chapter 43, Wis. Stats. The public library staff should project an image of competence and friendliness to the public. Public library staff members should have an understanding of the history and development of library services. They should understand the service goals of the library, should be aware of all library policies, and should be well trained in the practices and procedures required by their position. Library staff members, regardless of their level of employment, should be afforded the opportunity to continue to expand their knowledge of library practice through participation in workshops, conferences, and other continuing education activities. Libraries should meet the following standards relating to staffing:

Yes	No	
❑	❑	1. The library has a permanent, paid, qualified staff of one or more persons who are responsible to a library board as set forth in Wisconsin statutes.
❑	❑	2. The library director is qualified for and maintains the appropriate level of certification under the provisions stated in the Wisconsin Administrative Code and is paid for no fewer than ten hours per week.
❑	❑	3. The library board has adopted a set of personnel policies outlining the conditions and requirements for employment of library staff; these policies are consistent with state and federal regulations, including the Americans with Disabilities Act. The board reviews the policies at least once every three years.
❑	❑	4. The library has a written personnel classification plan describing the job duties of each staff member, any educational and experience requirements, the physical requirements of the job, and salary range. The plan ensures that all qualified individuals have an equal opportunity for employment.
❑	❑	5. The library staff members have salaries, hours, and benefits determined by the library board and comparable with other community positions requiring similar educational preparation and job assignments.

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Yes	No	
❑	❑	6. The library establishes and meets a service target for staffing (excluding maintenance personnel) in full-time equivalents (FTEs) not lower than the Basic Level for its population group, appropriate to the role(s) the library has chosen (see the latest edition of *Service Data for Wisconsin Public Libraries*). System resource libraries, libraries with specialized collections or extended open hours or services (such as providing outreach services and/or services to institutions) may require additional staff. Regardless of population served, no fewer than 0.6 FTE is provided.
❑	❑	7. The library supports the library director's continuing education requirements for certification as specified in the latest edition of *Certification Manual for Wisconsin Public Librarians.* (Lamb, 1993)
❑	❑	8. The library annually provides opportunities for each full-time employee for ten (10) contact hours of staff continuing education and professional activities as defined in the latest edition of *Certification Manual for Wisconsin Public Librarians.* (Lamb, 1993) The opportunity is prorated for part-time employees; that is, an employee working 30 hours per week should have the opportunity for at least 7.5 contact hours for continuing education and professional activities each year.
❑	❑	9. The library supports the staff's continuing education and conference activities, including paid work time for attendance.
❑	❑	10. The library allocates a portion of its budget to reimburse the costs of continuing education activities, including travel expenses.
❑	❑	11. The staff receives training in emergency procedures and protocols as recommended by the Department of Industry, Labor and Human Relations (Industry, Labor, and Human Relations 32, 1993) and the Occupational Safety and Health Administration, especially regulations governing emergency evacuation (29 Code of Federal Regulations (CFR) Part 1910.38(a), 1993), fire prevention plans (29 CFR Part 1910.38(b), 1993), medical services and first aid (29 CFR Part 1910.151, 1993), portable fire extinguishers (29 CFR Part 1910.157, 1993), and alarm systems (29 CFR Part 1910.165, 1993).
❑	❑	12. The staff receives sensitivity awareness training for communicating with library patrons and co-workers, including those with special needs.

References

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Lamb, Donald K. *Certification Manual for Wisconsin Public Librarians.* Madison, WI: Department of Public Instruction, 1993.

29 Code of Federal Regulations. *William-Steiger Occupational Health and Safety Act.* Part 1910, selected sections, 1993.

Impact of Role Selection on Staffing

An overview of roles and role selection is found in chapter 1 and in appendix A.

Community Activities Center

Personnel in charge of a library that emphasizes its role as a Community Activities Center are knowledgeable about planning and executing cultural, educational, and recreational programs for various age levels. Staff have adequate training to use audiovisual and other media in conjunction with programming efforts. In designing programs, the staff is trained to consider the accommodations needed to include patrons with disabilities as members of the audience. The staff has wide, direct involvement in many community organizations, promotes community activities, and acts as a liaison between the library and community groups.

Community Information Center

Personnel in charge of a library that emphasizes its role as a Community Information Center are trained in up-to-date techniques for organizing and maintaining locally constructed files and indexes on community information resources. Increasingly, this requires computer skills and training in the use of database programs. The staff participates in community organizations and keeps abreast of local activities, issues, and services. The library staff communicates regularly with personnel from human service agencies and community organizations and links those in need of services and resources with the appropriate providers.

Formal Education Support Center

Personnel in a library that emphasizes its role as a Formal Education Support Center are knowledgeable about the educational programs of the community and work closely with local educators, including community-based literacy providers. The staff is aware of public library services that complement, but do not replace, the library needs of students in community educational institutions.

Independent Learning Center

Formal training for staff in a library that emphasizes its role as an Independent Learning Center includes selection of print and nonprint materials, organization of the collection, and education techniques for all ages. The staff is capable of developing self-guided materials to introduce learners at all levels of ability to various subjects.

Popular Materials Library

Personnel in charge of a library that emphasizes its role as a Popular Materials Library are well-informed about techniques and tools for selecting print and nonprint popular materials. Staff are aware of popular materials of all genres for all ages and all levels of ability and anticipate current trends in publishing and popular interests. Well-developed written and oral communication skills are essential.

Preschoolers' Door to Learning

Staff in charge of a library that emphasizes its role as a Preschoolers' Door to Learning have formal training in child development and in the selection and use of children's materials. They plan and implement appropriate programs and services

for preschoolers, parents, caregivers, and adults working with preschool children, including children with special needs.

Reference Library

Personnel working in a library that emphasizes its role as a Reference Library have training in selecting, organizing, maintaining, and using print and nonprint materials for general and specialized information collections for all ages. The staff should be open, approachable, and skilled in interview techniques. Knowledge of and ability to use electronic reference services—including CD-ROM products and online, dial access to remote databases—should be required when appropriate. For a system resource library, additional reference staff is required to meet the demand for reference and referral service for system member libraries. The staff may have the expertise to serve as a community resource for information about state and federal laws, such as the Americans with Disabilities Act.

Research Center

Personnel in a library that emphasizes its role as a Research Center are likely to have an advanced degree in subject disciplines or demonstrated knowledge and experience in an appropriate research specialty. Research librarians understand research methodologies and practice techniques for developing and maintaining an in-depth research collection. Staff should possess insight regarding the holdings of other research libraries within the state and at the national level. Computer research techniques should be required, when appropriate, and additional time should be allowed for staff to keep current with recent technological applications and newer information formats.

5 Collections

The library should provide a wide range of materials in a variety of formats and in sufficient quantities to meet the needs of its community. This chapter emphasizes acquisition and ownership of materials and the library's ability to provide materials on-site. Chapter 7 is a complementary chapter, addressing interlibrary resource sharing and access to material that is not owned by the library.

Although these standards recommend minimum levels of holdings per capita for certain traditional types of library materials, the size of the collection does not constitute the only measure of how effectively the library is serving the community. Calculating the average age of the collection—and maintaining, on balance, a fairly current collection—may be important to a library that has determined to be a popular materials library. Output measures can condition how a library establishes a service goal for collections. (Van House, et al., 1987) A high result for circulation per capita, for example, reflects a heavily used collection and might suggest a need for a larger collection. Likewise, a high rate of registration as a percentage of population might suggest a higher level of use, which in turn might suggest a need for a larger collection. A library may calculate its title fill rate (measuring the proportion of times a patron searches for and locates a specific title) or its author and subject fill rate (measuring the proportion of times a patron searches for and locates material by a particular author or on a specific subject); a library with high results on these fill rates might determine to maintain its collection at its present size, even though it may be smaller than these standards would otherwise recommend. Libraries should meet the following standards relating to collections:

Yes	No	
❑	❑	1. The library has a collection development policy based on community needs and the diversity of American society that encompasses materials selection; requests for reconsideration of materials; collection specialties and purchase priorities; and evaluation, especially in weeding the collection.
❑	❑	2. The library board and library director review the collection development policy every three to five years.

Yes	No	
❑	❑	3. The library allocates funds for purchasing material based on its collection development policy, the library's long-range plan, current use, and the requirements of the role(s) the library has chosen.
❑	❑	4. The library participates in the systemwide plan for collection development.
❑	❑	5. The library cooperates in collection development with other local, area, and state-level libraries of all types, including the Wisconsin Regional Library for the Blind and Physically Handicapped, to provide a wide range of materials in a variety of formats to meet the needs of its community.
❑	❑	6. The library provides access to materials in a variety of formats to ensure equal access for persons of all ages with disabilities. Formats may include books on cassette and in Braille, electronic formats, and closed captioned, described, or signed video.
❑	❑	7. The library provides access to adult basic skills and English-as-a-Second Language materials in formats appropriate to meet the needs of patrons who are educationally disadvantaged, have developmental disabilities, or have limited English-speaking skills.
❑	❑	8. The library calculates the following statistics annually: • books held (titles and volumes) • books added (titles and volumes) • current periodicals held (titles) • audio recordings held (titles and items) • audio recordings added (titles and items) • video recordings and films held (titles and items) • video recordings and films added (titles and items) • turnover rate • circulation • percentage of operating budget for materials
❑	❑	9. The library establishes and meets a service target for volumes held per capita not lower than the Basic Level for its population group, appropriate to the role(s) the library has chosen (see the latest edition of *Service Data for Wisconsin Public Libraries*). Regardless of population served, no fewer than 6,000 volumes are provided.
❑	❑	10. The library establishes and meets a service target for acquisitions as a percentage of print holdings not lower than the Basic Level for its population group, appropriate to the role(s) the library has chosen (see the latest edition of *Service Data for Wisconsin Public Libraries*).

Yes	No	
❑	❑	11. The library establishes and meets a service target for periodical titles received per 1,000 population not lower than the Basic Level for its population group, appropriate to the role(s) the library has chosen (see the latest edition of *Service Data for Wisconsin Public Libraries*). Regardless of population served, no fewer than 20 titles are provided.
❑	❑	12. The library establishes and meets a service target for audio recordings held per 1,000 population not lower than the Basic Level for its population group, appropriate to the role(s) the library has chosen (see the latest edition of *Service Data for Wisconsin Public Libraries*). Formats may include, among others, phonodiscs, audiocassettes, and compact disc recordings.
❑	❑	13. The library establishes and meets a service target for videocassettes held per 1,000 population not lower than the Basic Level for its population group, appropriate to the role(s) the library has chosen (see the latest edition of *Service Data for Wisconsin Public Libraries*).
❑	❑	14. The library establishes and meets a service target for materials expenditure per capita not lower than the Basic Level for its population group (see the latest edition of *Service Data for Wisconsin Public Libraries*).
❑	❑	15. The library maintains or provides timely access to other nonprint materials and formats appropriate to the role(s) the library has chosen.
❑	❑	16. The library maintains a current collection of core reference materials selected from recommended lists and additional sources selected to suit the role(s) the library has chosen.
❑	❑	17. Every item in the library's collection is evaluated for retention, replacement, or withdrawal at least every five years to determine its usefulness and accuracy according to the library's collection development policy. Outdated, unnecessary, or inappropriate materials are regularly removed from the collection.
❑	❑	18. The library arranges its collections for easy accessibility and according to accepted library cataloging and classification practices.

References

Van House, Nancy, et al. *Output Measures for Public Libraries: A Manual of Standardized Procedures*. 2d ed. Chicago, IL: American Library Association. 1987.

Impact of Role Selection on Collection

An overview of roles and role selection is found in chapter 1 and in appendix A. Most measures referred to in this section can be found in *Output Measures for Public Libraries*.

Community Activities Center

Book collections are not emphasized in this role, although a library serving as a Community Activities Center may provide broad collections of nonprint materials—films, videos, multi-media kits, realia (objects like coins or tools, used by librarians, to illustrate everyday living)—to support its programming activities for all ages. Audiovisual equipment is also available to promote in-house use and on loan to the public.

Community Information Center

The library serving as a Community Information Center depends on current reference materials and locally developed resource and information files including an index of the local newspaper. Staff may also maintain a community events calendar as well as automated, locally developed resource files, with dial access. Special efforts may be made to meet the work-related information needs of any community agency staff with which the library cooperates. In addition, locally generated documents such as the municipal budget and plan, annual reports, and the local newspaper are part of the collection. The availability of these resources is publicized through television and/or radio, presentations to community groups, and printed materials. Measures of interest include title fill rate for requests for local documents.

Formal Education Support Center

The library serving as a Formal Education Support Center provides materials to support and supplement curricula offered in the community's formal education centers. These range from elementary school through college and adult continuing education and include instruction in basic skills and instruction in English-as-a-Second language. The collection includes reference materials, periodicals, indexing and abstracting services, and access t[illegible]rary loan. A library emphasizing this role may calculate in-library mat[illegible]als use per capita, subject and author fill rate, and title fill rate.

Independent Learning Center

The library serving as an Independent Learning Center has a collection of informational materials for independent learners of all ages in a variety of formats and for a wide range of abilities. The needs of learners with disabilities are considered when selecting formats. The library may provide automated, self-tutoring programs on a variety of topics, according to local interest. A library emphasizing this role may calculate in-library materials use per capita, title fill rate, and subject and author fill rate.

Popular Materials Library

A library serving as a Popular Materials Library includes high-interest materials for all ages to read, view, and listen to, in sufficient quantities to meet demand. System resource libraries may need to provide added copies of current popular mate-

rials to meet systemwide demand. Materials in appropriate formats are selected to meet the needs of people with disabilities; homebound or institutionalized patrons may use popular materials collections extensively. The library emphasizing this role has a high circulation per capita, also characterized by a high turnover rate. Acquisitions as a percentage of holdings and material expenditures per capita are also important measures for evaluating effectiveness as a popular material library. Browsers fill rate, title fill rate, and subject and author fill rate may be calculated in order to monitor the library's improvement in providing popular materials. These measures may be calculated separately for different age or client groups.

Preschoolers' Door to Learning

The library serving as the Preschoolers' Door to Learning provides a variety of materials in all formats intended to foster reading readiness in children, encouraging use of the imagination and satisfying the preschool child's curiosity. The needs of children with disabilities are considered when the staff selects formats to include in the collection. Popular titles are available in multiple copies. A library that emphasizes this role may choose to calculate circulation of preschool materials per preschool child in the service area, library visits per preschool child in the service area, and other output measures similarly adapted to focus on library services to preschoolers.

Reference Library

The library serving as a Reference Library includes a substantial collection of materials for all ages in areas of interest to local residents, businesses, and the community at large. The reference collection is extensive, and includes encyclopedias, indexing and abstracting services, handbooks, and directories. Staff and patrons use electronic databases. Local history and genealogy collections may be emphasized. A reference library may calculate subject and author fill rate, title fill rate, and in-library materials use per capita for specific age and client groups. A system resource library will include a collection of materials in areas of interest to system-area residents and businesses and will maintain a complete reference collection covering topics of interest for the entire system area.

Research Center

The library that serves as a Research Center designates one or more subject disciplines as the focus of its collection and provides an exhaustive information resource for scholars. The collection includes a large number of titles, extensive serials, microforms, and numerous printed and electronic abstracting and indexing services. A high percentage of the material is scholarly or technical in nature. Insofar as a major research library collection may act as a statewide resource provider, it may also develop its collection to fill gaps that may exist in the state. A library emphasizing this role may calculate title fill rate and in-library materials use per capita.

6 Services

Through public services, a library offers assistance to patrons in the use of its collections and resources. The library also provides support to patrons using interlibrary loan and other resource sharing arrangements to seek out resources held outside the library. Basic public services often include information services and programming. These services, when offered, should be provided to all age groups—children, young adults, and adults. Libraries should meet the following standards relating to the development of services:

Yes	No	
❑	❑	1. The library maintains policies regarding the public services it provides, such as reference and information services, programming services, services to children and young adults, and services to patrons with special needs.
❑	❑	2. The library cooperates with other types of libraries in the local area to provide services to all residents.
❑	❑	3. The library works with community agencies and organizations in the local area in planning and implementing services for all residents.
❑	❑	4. The library participates in system-level planning for services to special needs populations.
❑	❑	5. The library ensures effective communication with persons with disabilities at all service points by providing staff with sensitivity training; by providing assistive devices (this may include magnifying devices, Kurzweil machines, or assistive listening devices); and by making information available in large print, audio recordings or Braille format, among others.

Reference and Information Services

Reference services are defined as "personal assistance provided to users in the pursuit of information." (Bunge, 1980) Three major aspects constitute the core of the service: provision of information, guidance in choosing materials appropriate to a user's needs, and instruction in library use. The volume of reference activity can be measured by calculating reference transactions per capita (the number of reference transactions per person in the

community served). Another important measure is the reference completion rate (the proportion of reference transactions successfully completed on the same day that the question is asked, in the judgment of the librarian). (Van House, et al., 1987)

Readers' advisory service incorporates the idea of personal guidance in the selection of reading, viewing, and listening materials.

Libraries should meet the following standards when considering reference and readers advisory services:

Yes	No	
❑	❑	6. The library provides reference and readers' advisory services to residents of all ages in person, by telephone, and by text telephone (TTY) the entire time it is open.
❑	❑	7. The library provides staff trained in reference work the entire time it is open.
❑	❑	8. The library participates in system-coordinated back-up reference, interlibrary loan service, and resource sharing to provide accurate and timely reference service.
❑	❑	9. The library annually computes reference transactions per capita and the reference completion rate as defined in the current edition of *Output Measures for Public Libraries.* (Van House, et al., 1987)
❑	❑	10. The library, using appropriate cooperative arrangements, meets an 80 percent completion rate.
❑	❑	11. The library fills within seven (7) days at least 50 percent of all patron requests for materials not immediately available. See chapter 7 to note the use of technology to improve delivery times.
❑	❑	12. The library fills within thirty (30) days at least 80 percent of all patron requests for materials not immediately available. See chapter 7 to note the use of technology to improve delivery times.
❑	❑	13. The library makes available or has ready access to an accurate and up-to-date community information and resource file, including names of officers and contacts for community organizations and service agencies, providers of job and literacy training, and so forth. Dial access to this file is provided, if appropriate.
❑	❑	14. The library prepares bibliographies and other access guides and user aids to inform residents of the availability of resources on a specific topic or issue.

Programming

Educational, recreational, informational, and cultural programs sponsored by the library, or sponsored in conjunction with other community organizations, are offered to help attract new users to the library, to increase awareness and use of the resources and services provided by the library, and to provide a neutral public forum for the debate of issues. Library staff should direct the programming efforts to patrons of all ages—children, young adults, and adults—and should acknowledge the diversity of the community. Although such programming is commonly held in

the library, outreach efforts may direct that some programs be held off-site. Library programs are conducted in physically accessible locations. Libraries should meet the following standards relating to programming:

Yes	No	
❑	❑	15. Public programs provided by the library are free of charge and in physically accessible locations for children, young adults, and adults. The library provides the necessary accommodations to enable persons with disabilities to participate in a program and notes the availability of the accommodations in the program announcement.
❑	❑	16. The library plans and evaluates programming for adults, young adults, and children, considering all of the following factors: • community demographics (age, race, education levels) • special populations • availability of programming from other social, cultural, and recreational organizations in the community • local interest

References

Bunge, Charles. "Reference Services." In *ALA World Encyclopedia of Library and Information Services*. Chicago, IL: American Library Association, 1980. pp. 468-469.

Van House, Nancy, et al. *Output Measures for Public Libraries: A Manual of Standardized Procedures*. 2d ed. Chicago, IL: American Library Association, 1987.

Impact of Role Selection on Services

An overview of roles and role selection is found in chapter 1 and in appendix A.

Community Activities Center

The library serving as a Community Activities Center forms a partnership with social, governmental, cultural, and recreational organizations to provide a coordinated program of cultural and informational services for traditional and nontraditional library users of all ages. A collection of programming aids supplements these services. A community calendar is maintained, and a speakers bureau may be organized. Outreach services to child-care facilities introduce children whose parents are not traditional library users to the library, while outreach services to human service agencies and residential care facilities provide the same function for adults. Programs are offered in the library and in the community, including schools and day-care facilities. Measures include program attendance per capita, library visits per capita, and use of special services (speakers bureau, programming aids, and so forth).

Community Information Center

The library that serves as a Community Information Center maintains a community information file. This file covers not only community service agencies but also organizations, events, and resource people. The library indexes the local newspaper(s) for area news and events. Full information and referral service is offered, linking those in need of special services with the appropriate provider. The library also designs services in response to a current community need, such as creating a job information center in response to high unemployment. The library participates in or initiates cooperative planning on programming for community issues. Measures appropriate to this role are reference transactions per capita, reference completion rate, and frequency of use of special files or services. Comparable statistics may be gathered for juvenile services.

Formal Education Support Center

The library serving as the Formal Education Support Center specifies which educational levels it supports, from elementary to college level. Reciprocal agreements provide access to other area collections supporting formal education. The library may develop its collections in cooperation with those other institutions. The library cooperates with local schools through "assignment alerts" and offers orientation sessions and tours to local classes. The library may develop a clearinghouse of educational opportunities in the area. It works closely with community agencies promoting adult literacy training, possibly serving as a site for tutoring or coordinating a tutoring program. The library participates in staff development programs of other educational agencies. Appropriate measures of this role include reference completion rate, the number of tours and orientations annually, the number of cooperatively sponsored programs, and use of specially designed services.

Independent Learning Center

Services in a library that emphasizes the Independent Learning Center assist learners of all ages in identifying needed resources. The library may develop individualized study lists after consultation with a patron and alert patrons to new

materials on their study topics. Staff may offer these services to people in jails and other institutions. The library is a resource for adults needing information related to life stages, coping skills, job-related competencies, and self-improvement. The library can coordinate a learners' exchange, linking users to those offering to teach a skill one-on-one. Measures related to this role are in-library materials use per capita, reference transactions per capita, and subject fill rate.

Popular Materials Library

Services at a Popular Materials Library will emphasize readers' advisory services to aid users of all ages in selecting desired materials. The library may prepare and distribute reviews of popular materials. The library has deposit collections of popular materials for use by special populations, including collections in community centers, day-care centers, social service agencies, and institutions, such as nursing homes or jails. Library programming includes book talks and discussion groups both at the library and at schools and other community locations. Service measures appropriate for this role include the amount of readers' advisory services conducted and turnover rate for special deposit collections.

Preschoolers' Door to Learning

The library that serves as the Preschoolers' Door to Learning emphasizes programs introducing preschool children to a variety of multicultural materials in order to encourage reading, thinking, and communication skills. Readers' advisory services are offered to preschoolers, their parents, and child-care providers. Outreach services to child-care facilities, social service agencies, and institutions introduce the library to preschoolers whose parents are not traditional library users. That library may offer programming to parents and caregivers in addition to traditional children's programming. Measures appropriate to this role include preschool program attendance per preschool child, preschool registration, and number of outreach visits.

Reference Library

The library selecting this role emphasizes general reference services to all age groups. On-site and telephone reference assistance is provided; online searching capabilities may enhance the service. The library also provides information service to the institutionalized. The library is a reference center for human services professionals who work with special needs populations. Programming focuses on topics of practical advice (estate and financial planning, consumer awareness, and so forth). Because a system resource library is a central component in the reference and referral network, these libraries will emphasize refer nce service. In addition, a system resource library may coordinate or facilitate services to institutions within the system area. When examining the measures, the library should expect a high reference completion rate—90 percent or higher—and a current reference collection.

Research Center

The library serving as a Research Center emphasizes a comprehensive reference collection and individualized reference assistance while participating in local, regional, and statewide networks. Its collections and subject specialists may draw requests from across the state. Extensive cooperative arrangements and projects with other libraries and agencies are expected. The library offers customized data-

base searches by subject specialists on the library staff. For measures of resource sharing, a library assuming this role may expect a high number of items loaned to other libraries. Document delivery, too, is an important measure. The library's data concerning reference transactions per capita and reference completion rate is higher than those libraries assuming only the reference center role.

7

Access and Facilities

The local public library, cooperating with a library system, is responsible for providing and coordinating access to knowledge, information, and diversity of ideas for its service population. *Access* refers to the library's location and to the number of hours it is open. It refers to the efforts made by the library staff to extend services into the broader community. Access encompasses bibliographic access to the library's collections and demonstrations of technologies that may open new means of access to the library's collections and services for people with disabilities and non-disabled individuals. It should include the availability of information or resources beyond the library, through interlibrary loan or electronic databases. The principle of equal access is integral to the library's long-range plan.

The *facility* housing the library's service also has a direct effect on access. The public library building should offer the community a compelling invitation to enter, read, listen, and learn. It must comply with the regulations of the Americans with Disabilities Act. Library buildings should be flexible enough to respond to changing use and service patterns. Buildings should be expandable to accommodate collections growing in scope and a variety of formats. Buildings should be designed for user efficiency to encourage extensive public use. Building designs should also support staff efficiency to encourage economy, because staff costs are the major expense in library operation.

Access to Information and Materials

Libraries should meet the following standards relating to access to information and materials:

Yes	No	
❑	❑	1. The library's site is readily accessible to all residents. In metropolitan areas, travel time to the library should not exceed 15 minutes one way by car, while in all other areas, travel time should not exceed 30 minutes. In areas where travel time to the library's principal facility exceeds these limits, branches, outlets, or alternate means of providing access (bookmobiles, books by mail) should be considered.
❑	❑	2. The library provides access to its collections and services for patrons unable to travel to the library. These include homebound services, deposit collections, and programs held outside the library, among others.

Yes	No		
❑	❑	3.	The library ensures access to its collections and services for patrons with disabilities through the provision of auxiliary aids and alternative formats.
❑	❑	4.	As one measure of access, the library annually calculates its rate of registrations as a percentage of population as defined in the current edition of *Output Measures for Public Libraries.* (Van House, et al., 1987)
❑	❑	5.	The full range of services is available each hour the library is open.
❑	❑	6.	Library hours are fixed, posted, and include morning, afternoon, evening, and weekend hours. Hours open are based on users' and potential users' available time, *not* on staff convenience.
❑	❑	7.	The library establishes and meets a service target for hours open not lower than the Basic Level for its population group, appropriate to the role(s) the library has chosen (see the latest edition of *Service Data for Wisconsin Public Libraries*). Regardless of population served, the library is open no fewer than 20 hours per week.
❑	❑	8.	The library provides a catalog, in either a computerized or manual format, to facilitate access to the collection.
❑	❑	9.	The library has a telephone and a text telephone (TTY) with the numbers listed in both white and yellow pages.
❑	❑	10.	To facilitate access, the library has sufficient incoming telephone lines for voice and data transmission to accommodate staff and user needs.
❑	❑	11.	To facilitate the delivery of information, the library has (or has convenient access to) a photocopier and a fax machine.
❑	❑	12.	The library has appropriate equipment to support access to information in various nonprint formats in its collection (CD players, VCRs, microfilm, or microfiche machines, among others).
❑	❑	13.	The library has at least one microcomputer with a hard disk drive, a modem to send and receive transmissions, and a printer.
❑	❑	14.	The library has, or provides access to, electronic information resources for its staff and its patrons. This may be accomplished through a variety of means, including • online database searching, • CD-ROM information and databases, • locally mounted databases, • electronic bulletin boards, • dial access to the local catalog, and • access to the Internet.
❑	❑	15.	When dial access to electronic information resources is provided for patrons, it is available 24 hours a day.

Yes	No		
❑	❑	16.	The library participates in the systemwide plan for library automation and technical services.
❑	❑	17.	The library has converted its bibliographic and holdings information about its collection into machine-readable form using the MARC standard.
❑	❑	18.	The library inputs its bibliographic and holdings information about its collections into the statewide database and removes entries when items are withdrawn.
❑	❑	19.	The library provides access to the statewide database.

The Physical Facility

Libraries should meet the following standards relating to the physical facility:

Yes	No		
❑	❑	20.	The library provides adequate space to implement the full range of library services that are consistent with the library's long-range plan and the standards in this document.
❑	❑	21.	The library has allocated space for child and family use, with all materials readily available, and provides furniture and equipment designed for children.
❑	❑	22.	At least once every five years, the board directs the preparation of an assessment of the library's long-term space needs. The latest edition of *Public Library Space Needs: A Planning Outline* (Dahlgren, 1988) is helpful.
❑	❑	23.	The library building meets state and federal requirements for physical accessibility, including the *ADA Accessibility Guidelines for Buildings and Facilities (ADAAG).*
❑	❑	24.	The library building supports the implementation of current and future telecommunications and electronic information technologies.
❑	❑	25.	Adequate, safe, well-lighted, and convenient parking is available to the library's patrons and staff on or adjacent to the library's site. The minimum number of required parking spaces may be governed by local ordinance.
❑	❑	26.	The exterior of the library is well lighted and identified with signs clearly visible from the street.
❑	❑	27.	The entrance is clearly visible and is located on the side of the building that most users approach.
❑	❑	28.	Emergency facilities are provided in accordance with appropriate codes; evacuation routes, emergency exits, and the location of fire extinguishers are clearly marked; emergency first aid supplies are readily available; and the library has a designated tornado shelter.

Yes	No		
❑	❑	29.	In compliance with the *ADAAG*, the library provides directional signs and instructions for the use of collections, the catalog, and other library services, in print, alternative formats, and other languages, as appropriate.
❑	❑	30.	The library's accessible features (such as entrance doors, restrooms, water fountains, and parking spaces) display the International Symbol of Accessibility.
❑	❑	31.	Lighting levels comply with standards issued by the Illuminating Engineering Society of North America.
❑	❑	32.	The library provides facilities for the return of library materials when the library is closed; after-hours material depositories should be fireproof.
❑	❑	33.	The library has public meeting space available for its programming and for use by other community groups, appropriate to the role(s) the library has chosen.

References

Dahlgren, Anders C. *Public Library Space Needs: A Planning Outline*. Madison, WI: Department of Public Instruction, 1988.

Van House, Nancy, et al. *Output Measures for Public Libraries: A Manual of Standardized Procedures*. 2d ed. Chicago, IL: American Library Association, 1987.

Impact of Role Selection on Access and Facilities

An overview of roles and role selection is found in chapter 1 and in appendix A.

Community Activities Center

A library serving as a Community Activities Center provides a variety of specialized areas to support programming activities. The library may share its facility with another agency. Several meeting rooms offer flexible environments to meet the needs of user groups of varying sizes, which may include persons with disabilities. The meeting facilities are in compliance with the Americans with Disabilities Act and provide appropriate lighting, power, and audio support for the full range of audiovisual equipment, including assistive devices. In-house listening and viewing stations encourage the use of library material in a wide variety of formats. An audiovisual production lab or cable television studio may be considered.

Community Information Center

A library that acts as a Community Information Center requires its staff to furnish a variety of current information on community organizations, issues, and services. The building may be organized around an information desk, with the circulation desk serving as a secondary public service point. These service points are equipped with the appropriate assistive devices for persons with disabilities. Displays and literature distribution areas are prominent. Adequate incoming telephone lines are needed, as is a text telephone (TTY). Dial access is provided to locally maintained automated databases (including an automated catalog and circulation system). Ample meeting room space and convenient parking support the library's programming activities.

Formal Education Support Center

The floor plan of a Formal Education Support Center library places the catalog, the reference collection, and the nonfiction collection conveniently close to each other and to reader seating. Public service desks in the reference area are highlighted. Dial access is provided to remote electronic and automated resources supported by the library. Seating plans emphasize individual carrels, small groups at tables, and accessibility to people with disabilities. The library may provide separate small-group study rooms or quiet study areas, or listening areas for visually impaired persons. Typing facilities, public access microcomputers, photocopiers, and cable TV capability should be available.

Independent Learning Center

Ease of use is crucial for a library that functions as an Independent Learning Center. Key elements in the library—the catalog and the collections—are prominently placed and accessible. The library provides and supports dial access to remote electronic and automated resources. A clear and thorough sign system independently guides the user through the collection. Different reading and study environments exist, including table and carrel seating, with space set aside for quiet study. A listening and viewing lab is available; capability to receive cable television programming should be considered.

Popular Materials Library

The Popular Materials Library demands a highly visible and accessible site. Planners and staff arrange space and collections to encourage browsing and borrowing by users of all ages. Display shelving attracts the user's attention and prominent and easily read signs guide the user. Bibliographic access to popular topics and titles is fast, convenient, and easy to use. Staff work space may emphasize the circulation function. Casual seating is provided, but because users are encouraged to borrow material and use it at home or at work, less seating may be required. Planners may designate an increased amount of parking around the library as "short-term parking."

Preschoolers' Door to Learning

The location of a Preschoolers' Door to Learning library should allow safe and easy access for children. The library provides a variety of furnishings in diverse environments to accommodate the various and often unorthodox ways a preschooler approaches the use of space. Acoustical separation of children's areas becomes more important for a library that serves as a Preschoolers' Door to Learning. Furnishings and equipment are sized for preschool children. The library includes a listening and viewing area. A separate, inviting area may be designated for storytimes and other programs. The circulation desk may include a separate area to accommodate younger patrons. An automated catalog in the children's department may present a simplified interface, more readily navigated by young people. A separate computer with learning games and simulations may be provided.

Reference Library

In a Reference Library, reference collections are located in a place of prominence, with ample public service desks to provide ready staff assistance to library users the entire time the library is open. Comfortable, quiet space is available for public use of these collections. An increased number of incoming telephone lines may be needed for telephone reference and online database searching. Dial access is available to remote electronic and automated resources supported by the library.

Research Center

A library with the primary role of a Research Center provides exhaustive information in selected subject areas and an environment that encourages users to work for extended periods. Generous floor space is needed to house an extensive collection. Shelving arrangements emphasize high-density storage; compact shelving may be appropriate for portions of the collection. Seating is plentiful and favors individual study carrels. Seating is located in close proximity to the collections. Quiet study rooms and a photocopying center may be provided. Computer work stations for public access should be considered.

8 Appendixes

Appendix A: Public Library Role Descriptions

The Public Library Association has developed the following eight sample roles to assist local libraries in organizing services to meet local needs. More detailed discussions of these eight roles can be found in *Planning and Role Setting for Public Libraries* (McClure, et al., 1987), along with a description of a method library planners can use to define role priorities.

Community Activities Center

The library is a central focus point for community activities, meetings, and services. It works closely with other community agencies and organizations to provide a coordinated program of social, cultural, and recreational services.

The library provides both meeting room space and equipment for community- or library-sponsored programs. Programs might include book talks, health information fairs, book discussion groups, community issues forums, speaker series, concerts, art exhibits or humanities programs. The library may be a source of programming for local cable television. Library facilities may be used for organizations providing health testing programs, tax assistance, youth groups, voter registration, and the like.

Community Information Center

The library is a clearinghouse for current information on community organizations, issues, and services. The library maintains a high profile as a source of information about community services. It responds to community problems with specialized services provided both inside and outside the library building, such as a job information and skills center for a community with high unemployment.

The library may create local directories, maintain files of local organizations and service agencies, or index local newspapers. The library participates in community referral networks, and maintains and publicizes a master calendar of community events. The library participates with other agencies in planning programming or information fairs on community issues such as drug abuse and teenage pregnancy.

Formal Education Support Center

The library assists students of all ages in meeting educational objectives established during their *formal* courses of study. This may include students in elementary and secondary schools, colleges, community colleges, universities, or technical schools, as well as those involved in training programs, literacy or adult basic education, and continuing education courses. This emphasis on registration for formal instruction distinguishes the Formal Education Support Center from the Independent Learning Center.

The library offers tours for classes and instructs students on using library tools. It may sponsor a homework service using qualified volunteers to assist students with assignments. In cooperation with local schools, the library may reserve special materials to meet classroom assignment needs. It may develop a clearinghouse to identify providers of formal education and training or may support a literacy program. To assist faculty, the library may supply supplementary print and audiovisual material for classroom use.

Libraries emphasizing this role may specify the educational levels supported (for example, elementary and secondary, but not postsecondary).

Independent Learning Center

The library supports individuals of all ages pursuing a sustained program of learning independent of any educational provider. These individuals set their own learning objectives to meet such concerns as citizen education, self-improvement, job-related development, hobbies, and cultural interests. The staff help learners identify an appropriate learning path, determine needed resources, and obtain those resources from the library's collection or through interlibrary loan. Continuing, intensive staff involvement or counseling with individual learners is a distinguishing characteristic of this role.

The library may function as an educational information center providing occupational counseling or learning/skill inventory tools to help individuals assess their needs. Other services may include a learning exchange, linking individuals with others offering to teach a skill, or providing adult programs on high interest learning topics, such as nutrition. Staff may assist children with interests outside the school curriculum, such as pets, rock or stamp collecting, or dinosaurs. They may prepare "pathfinders," self-help research guides on selected topics, and help learners identify a customized sequence of study materials.

Libraries may focus on specific subject areas or on special age groups.

Popular Materials Center

The library features current, high demand, high interest materials in a variety of formats for persons of all ages. The library actively promotes and encourages the use of its collection.

Merchandising techniques, such as face-out shelving, displays, or paperbacks near the checkout area, may be used within the library. Special booklists may be distributed or materials gathered together to encourage circulation in connection with a library program, such as a children's story hour, summer reading program or a young adult program. The library may circulate materials at off-site outlets, such as shopping malls or community facilities. For residents in the community

with limited access to library facilities, the library may include popular materials in its services to jails, nursing homes, etc.

Libraries selecting this role may specify age groups or formats to be emphasized.

Preschoolers' Door to Learning

The library encourages young children to develop an interest in reading and learning through services for children, and for parents and children together. Parents and other adult caregivers can locate materials on reading readiness, parenting, child care, and child development. Cooperation with other child care agencies in the community is ongoing.

The library promotes reading readiness from infancy, providing services for self-enrichment and for discovering the pleasures of reading and learning. Services may include programs for infants, for parents and toddlers, and for parents—for example, "read-aloud," day care story hour, traditional storytelling, parenting skills development workshops, and booktalks. The library may provide outreach to day-care facilities, or reading readiness programs. Programming introduces children and adults concerned with children to a wide range of materials and formats.

Reference Library

The library actively provides timely, accurate, and useful information for community residents in their pursuit of job-related and personal interests. The library promotes on-site and telephone reference/information services to aid users in locating needed information. Information provided may range from answering practical questions (how to remove garden pests, what to feed a guinea pig, how to apply for a job, what is the name of a poem that starts with...), to specialized business-related research (finding patent information), to answering questions about government (locating regulations for a grant program), to providing consumer information. The library participates in interlibrary loan and cooperative reference services to meet patrons' needs for information not available locally.

Libraries selecting this role may identify subject areas of particular strength or emphasis.

Research Center

The library assists scholars and researchers to conduct in-depth studies, investigate specific areas of knowledge, and create new knowledge. The library's collection, generally developed over a long period of time, is a source of exhaustive information in selected subject areas (historic, cultural, scientific, and social). The library engages in this role as a result of tradition, community expectations, or state library agency plans, and is likely to be a net-lender for interlibrary loan activity. It may make special services available to scholars and other researchers, such as assigned carrels and lockers, customized database searching services, or operation of a photocopy center.

A library choosing this role should specify the subject disciplines in which it intends to be a Research Center. For example, in a city with major glass fabrication industry the public library may maintain a research collection in such areas as glass chemistry or art glass.

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