

National Library Services Trends

NLST – PO1: Providing Early Literacy Education through Programming

Every Child Ready to Read (ECRR), an early literacy education program for parents and caregivers, was updated in 2011. ECRR was created in 2000 by the Public Library Association in conjunction with the National Institute of Child Health and Human Development. The program urges parents to work on five important practices with their children that will build early literacy skills and make it easier for the child to read when they begin school. Many public libraries, JCPL included, create preschool programming with ECRR in mind.

Storytime programs have traditionally been entertaining and enjoyable times for our children. It is important that this continues; however, many libraries are expanding on early literacy education in preschool programming and viewing storytime as an important educational opportunity for parents. Today's children's librarian must be creating entertaining and fun storytimes with intentional educational components to meet the needs of our community and our stakeholders.¹

Many parents who regularly attend preschool programming may be familiar with the importance of promoting early literacy to our children. This is not necessarily the case with non-library users. Public libraries are working to get the message out to parents who do not visit the library through outreach programming at daycares, social services offices, hospitals, and many other locations. Learning to read begins before school, and parents must be educated about the importance of practicing these early literacy skills from birth.²

Implications for JCPL

- Children's librarians would need up-to-date training on the ECRR program for advanced sophistication.
- Programs could be taken to outside audiences such as daycares and apartment complexes to engage new patrons in spaces where they are comfortable.

¹ "Expanding Early Literacy: Promoting Emerging Language and Literacy During Storytime", Children and Libraries, Summer/Fall 2012

² "What Difference Does it Make? The Impact of Early Literacy Training on Youth Services Staff" ALSC Institute Session, Indianapolis, IN 2012

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NLST – PO2: Designing Programs that Include Age Appropriate Developmental Practices

One of the challenges of programming for children is appealing to a wide range of interests and developmental stages. Increasingly, libraries are emulating practices used in schools and other educational programs to attract and instruct a variety of children and teenagers. The first of these is Gardner's multiple intelligence theory. Although commonly associated with children and educational settings, this theory can also be implemented in programming for teens and adults. Using multiple intelligence theory as a basis for programming can help attract boys, who may be more likely to attend programs with a physical component, as well as other children, teens, and adults whose learning styles vary from the traditional linguistically-based library programs.³

Specifically aimed at teenagers, the 40 Developmental Assets for Youth provide teens with the skills they need to become positive, productive adults. Many of these assets are a natural fit with public libraries, and according to one report, "librarians are doing some of the most important work in positive youth development today."⁴ Incorporating these assets into library programming helps to support and encourage this development.

Implications for JCPL

- Librarians will need more education in learning styles and developmental stages in order to design these programs.

³ Multiple Intelligences Wiki. Accessed December 4, 2012.

<http://multipleintelligences.pbworks.com/w/page/21917987/FrontPage>

⁴ "Developmental Assets and Library Connections." Search Institute Press. 2009. Accessed December 4, 2012. <http://www.search-institute.org/system/files/librarians8x14.pdf>

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NLST – PO3: Supporting STEM Learning at the Library

In 2011, President Obama signed the America COMPETES Reauthorization Bill, which stresses the importance of STEM (Science, Technology, Engineering, and Mathematics) education. As this is an educational goal of our public school system, initiating STEM learning in the public library is an important way for public libraries to support schools. STEM programming provides an opportunity for public libraries to strengthen their role in the community as a partner in education and show stakeholders the value of youth programs beyond simple entertainment.⁵

STEM learning in the library includes:

- An up-to-date non-fiction collection
- Displays focusing on STEM subjects
- Programming around STEM initiatives (including LEGO, cooking, gaming, and science and technology based programs for all ages)

While arts programs should not be disregarded, chiefly due to cuts in arts budgets at schools, by integrating STEM learning into the library we create a well-rounded learning environment and reinforce the importance of the library as a center for education.

Implications for JCPL

- Librarians should look into possible partnerships with schools and teachers to provide programming.
- Librarians should think outside of their usual comfort zone to provide programming around STEM initiatives.
- Librarians must continue to buy high-quality non-fiction materials as well as diligently weed out-of-date science materials.

⁵ "Initiating STEM Learning in Libraries", Children and Libraries, Summer/Fall 2012

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NLST – PO4: Expanding “Tween” Programming

Tweens (children between the ages 8-12) are an underserved library population, too old for traditional school-age programs and too young for teen programs. How do we best serve this population? Overall, libraries need to consider how tweens “fit into the library mission; who provides the service (children’s staff or Young Adult staff), goals in providing tween programming, and how we best engage this group to create life-long library users.”⁶ Some ways in which libraries have addressed tween programming include:

- Creating a tween advisory board to enable tweens to give input about programming and services.
- Assign staff members to create specialized programs for tweens.
- Creating space specifically for tweens (tween zone, tween lounge).
- Adding technology based programs, STEM programs, and digital trans-literacy programs for this age group.
- Highlighting social media and web based sites specifically for this age group in programs as well as in day-to-day service.

Implications for JCPL

- Recruit librarians to make programming for this age group their specialty.
- JCPL should explore best marketing practices in marketing to this age group.

⁶ Mitnick, Eva. "Here We Are Now: Engage Us." *ALSC: Official Blog of the Association for Library Service to Children*. ALSC, Nov. 18 2011. Web. 28 Nov. 2012.
<<http://www.alsc.ala.org/blog/2011/11/here-we-are-now-engage-us/>>.

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NLST – P05: Increasing Homeschool Programming

According to the National Home Education Research Institute, there are approximately 2 million children being homeschooled in the United States.⁷ In a 2003 report from the National Center for Education, 78% of homeschooling parents stated that they used the public library as their main source of learning materials.⁸ Additionally, the number of homeschoolers is rising, and in 2005, the CEEP reported that the number of homeschool children in Indiana had increased by 400% over the past eight years.⁹ These numbers show that homeschooling should have a tremendous impact on public libraries.

Libraries traditionally present programs for special groups, and many librarians are now including homeschoolers as a group. This can include special library programs for homeschooled teens. Programming for this group provides special challenges including locating the groups in your community and working with them to develop programs that meet their needs. Some popular services may include:¹⁰

- Library/database instruction
- Multi-age programs
- Teacher collection forms for parent instructors
- Homeschool fairs
- Volunteer programs using homeschool students

Implications for JCPL

- JCPL should look at homeschooling statistics within Johnson County.
- Librarians should create partnerships with local homeschool organizations, exploring what services will meet their needs.

⁷ <http://www.nheri.org/>

⁸ "Helping Homeschoolers in the Library", Adrienne Furness, ALA 2008.

⁹ "Homeschooling in Indiana: A Closer Look", Robert Kunzman, Center for Evaluation and Education Policy, 2005

http://ceep.indiana.edu/projects/PDF/PB_V3N7_Summer_2005_Homeschooling.pdf

¹⁰ "A Home Away From Home: Libraries and Homeschoolers" School Library Journal, 08/01/2008

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NLST – PO6: Incorporating Technology into Programs

Technology and programs go hand in hand. Libraries have long offered programs that demonstrate how to use technology, but libraries also provide programs that foster creativity through technology. By incorporating digital trans-literacy programming, we can best serve the goals and interests of our public while empowering and enabling ownership of the library. Technology aided programs address digital literacy, teach how to communicate across media, address STEM concepts, and transform the library's role and space.¹¹ Highlights of what some libraries are currently doing to address digital trans-literacy based programming include:

- Media labs
- Game-based programming (see NYPL's *Find the Future* <http://game.nypl.org/>)
- Virtual book clubs
- Book trailers, and using book trailers in book talks or other programs
- Apps in children's programming. *Librarians are using apps in storytime, bilingual programs, book clubs, art programs, etc.*¹²
- Libraries offering 3-D printers and other resources not widely available to the general public

Implications for JCPL

- JCPL should explore which technologies interest our patrons.
- Librarians should be trained on ways to integrate technology into programming for all ages.

¹¹ Reeder, Jessica. "Are Maker Spaces the Future of Public Libraries?." *Shareable: Science & Tech*. Nov. 21 2011: Web. 28 Nov. 2012. <http://www.shareable.net/blog/the-future-of-public-libraries-maker-spaces>

¹² "There's an App for That: Using Technology to Enhance Children's Librarianship" ALA Annual Conference, Anaheim, CA 2012

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NLST – PO7: Expanding Health-based Programming

In the face of economic hardship and with growing interest in health and fitness, more and more patrons of all ages are turning to the library for their health information needs. The opportunity exists for libraries to collaborate, sponsor, and implement health-based programming. Trends for health-based programs at the library include:

- Yoga programs for all ages, toddler-adult
- Libraries hiring social workers and nurses, Pima County, AZ¹³
- Gaming opportunities (examples: *Young and Restless Club*, *Wii workouts*, *Sweating in the Stacks*)¹⁴
- Health screenings at the library¹⁵
- Opportunities for partnerships (health care providers, organizations, etc.). Currently Indianapolis Public Library has *Coltstrong Librarystrong* program (encourages young people to use the library and has a contest where the winner will get to meet two Colts players).
- Boards and Books program in Colorado where the "marketing approach is to re-image the library as a high-tech, action-sports environment."¹⁶
- Drawing attention and support to non-profit health advocacy groups such as Stark County District Library in Ohio did in a *Stitch for a Cure* scarf drive.¹⁷

Implications for JCPL

- JCPL should be aware of other organizations, and potential partners, providing health-based services.
- Librarians should stay abreast of health trends that patrons may be interested in.

¹³ Schwartz, Meredith. "In the Library, With the Stethoscope." *Library Journal*. Nov 19, 2012.

¹⁴ Danforth, Liz. "Games, Gamers, & Gaming: Health Through Gaming." *Library Journal*. May 15, 2011.

¹⁵ Jacobs, Jasmine. "Queens Library Helps Patrons Beat Cancer." *Library Journal*. October 11, 2012.

¹⁶ Schartz, Meredith. "Auraria Skateboard Marketing Program Wins Gale Contest." *Library Journal*. Nov 27, 2012.

¹⁷ "Stitch for the Cure at Stark County District Library." *American Libraries*.

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NLST – PO8: Increasing Programming on Employment Assistance

Unemployment in the United States has been a major focus for many organizations over the past several years. Due to a lack of resources as their job search lengthens, many people are turning to free sources of information, computer training, and Internet access such as the public library. In response, libraries have begun offering a variety of programs specifically targeting this portion of their population. The State Library of North Carolina offers a variety of resources for libraries wishing to provide employment assistance programs.¹⁸ These programs may include:

- Resume writing assistance
- Job interview tips and practice interviews
- Job fairs
- Instruction in using online job search tools and applying for jobs online
- Basic and advanced computer skills classes

These programs may be part of a library's overall programming, or may be sponsored by a specific employment assistance initiative, such as the Career Information Center at the Monmouth County Library in New Jersey, which "regularly hosts programs to help job seekers."¹⁹

Implications for JCPL

- JCPL should continue computer skill classes as well as other classes, such as resume workshops.
- JCPL should look at community partners who may be interested in collaborating.
- The library could consider offering certificates for completion of computer classes.

¹⁸ "Job Search Toolkit." State Library of North Carolina. Accessed December 4, 2012. <http://statelibrary.ncdcr.gov/ld/jobsearchtoolkit.html>

¹⁹ "Job Search Program at Eastern Branch Library." *The Hub*. October 14, 2010. Accessed December 4, 2012. http://hub.gmnews.com/news/2010-10-14/Front_Page/Job_search_program_at_Eastern_Branch_Library.html

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NLST – PO9: Transitioning to a Balanced School Calendar

Most schools in the United States operate on a 10-month calendar that allows for the traditional summer vacation. Recently, some are shifting to a balanced or year-round school year. In this system, schools continue to operate 180 days per year, but they stretch out the 180 days over the entire year and take shorter breaks between each term.²⁰ Balanced schedules can vary, but typically students go to school for nine weeks, then get one-two weeks off. Summer vacations are then shortened to around six-eight weeks. The goal is to keep the learning process continuous and maximize the use of school facilities.

By 2008, approximately 2.5 million students were on some form of year-round calendar.²¹ Since then, some larger systems including Chicago Public Schools, have adopted a more year-round approach. At this time, that number is expected to grow. Local schools, including the Franklin, Clark-Pleasant, Center Grove, Greenwood, and Nineveh-Hensley-Jackson Corporations have approved a balanced schedule for the 2013-2014 school year.

Changes in school schedules will affect visitation patterns at public libraries. With a shorter summer vacation, extended Summer Reading programs become more difficult. Additionally, with added breaks during the year, public libraries may see an influx of families visiting for Fall or Spring Break. For parents who need child care, repeated short breaks can be more difficult than one long summer break.

Implications for JCPL

- Traditional programming may need to be re-examined to meet the needs of the new schedule, including Summer Reading.
- Some libraries are looking into partnerships with local organizations to provide child care or educational camp options.
- JCPL could explore the possibility of taking outreach programming to local child care facilities during extended school breaks.

²⁰ "Research Spotlight on Year Round Education" National Education Association
<http://www.nea.org/tools/17057.htm>

²¹ "Year Round School Gains Ground" October 27, 2010
http://www.nbcnews.com/id/39748458/ns/us_news-life/t/year-round-school-gains-ground-around-us/#.URvvG3KriPh

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NLST – PO10: Supporting Grandfamilies

Across the United States, more than 5.8 million children are living with their grandparents. Nearly 1 million of these children are living in homes where neither parent is present, resulting in more than 2.5 million grandparents responsible for raising their grandchildren. These families are often called “grandfamilies.”¹

In Indiana, 54,998 grandparents are the householders and responsible for dependent grandchildren. Of these:

- 78% of the grandparents are White and not Hispanic, 15% are Black/African American, and 6% are Hispanic/Latino and may be of any race.
- 40% have no parents of the children present in the home.
- 72% are under age 60.
- 18% live in poverty.²

According to the 2010 Census, 1,484 Johnson County grandparents are responsible for their grandchildren.³

Some public libraries are striving to meet the needs of this population group through specials programs and collections. In 2010, the South Carolina State Library, in conjunction with their public library system, created the GrandFamily Resource Center. The goal was to provide special resources, programming, and parenting support for grandparents at public libraries throughout the state.⁴

Implications for JCPL

- Special programming could be offered to help connect grandparents to resources and other grandparents who are also raising their grandchildren.
- There is an opportunity for collaboration with organizations offering support for these families.

¹ About GrandFacts <http://www.aarp.org/relationships/friends-family/grandfacts-sheets> accessed 2/15/2013.

² GrandFacts - Indiana <http://www.aarp.org/content/dam/aarp/relationships/friends-family/grandfacts/grandfacts-indiana.pdf> accessed 2/15/2013.

³ American Factfinder http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_5YR_DP02 accessed 2/15/2013.

⁴ “GrandFamily Resource Centers” <http://www.statelibrary.sc.gov/grandfamily-resource-centers>