

TEEN SERVICES STRATEGY

2010

Executive Summary

The Ottawa Public Library (OPL) Board has highlighted service to teens as a strategic priority. By focussing on future leaders, the Board has committed OPL to creating services and resources that target teens (ages 12–18). The *Teen Services Strategy* sets out key principles in defining and implementing services to this important user group and makes recommendations on services, space requirements, collections, staffing needs, and principles for engaging teens to ensure that teen services are developmentally appropriate.

This document summarizes key research and best practices in the field of serving teens. Successful models of teen service capitalize on offering activities that are planned with and for teens, and OPL will make teen engagement a key principle of its service delivery strategy.

Ottawa is actively working to engage teens. From school boards to city services, service providers are looking at ways to ensure that the teens of Ottawa successfully navigate the road from childhood to adulthood.

To date, Ottawa Public Library has not taken an integrated approach to serving teens; however, despite limited resources and funding, staff members throughout the system have worked to provide unique teen programs and engaging services. The recommendations of this report outline the steps necessary to ensure that OPL has a strong, system-wide service available for all Ottawa teens. The *Teen Services Strategy* will serve as the blueprint for planning services to teens from 2009 to 2013.

Summary of the Recommendations in the *Teen Services Strategy*

1. That OPL adopt the following Principles of Teen Services:
 - Teen engagement
 - Service excellence
 - Respectful service
 - Developmentally appropriate service
2. That OPL use the term TEEN/ADOS for library services to ages 12–18.
3. That OPL collect discrete statistics for teen programs and services and in all surveys and create new methods for measuring teen services, particularly new services.
4. That OPL ensure that the library volunteer experience is relevant and meaningful to teens and that teen volunteers are properly appreciated for their work.
5. That through a phased staffing plan, OPL create by 2011 a specialized Teen Services Team under the direction of the Manager, Children and Teen Services, to carry out work related to teen services and that members of the team take a lead throughout the library system to develop and maintain key teen initiatives, staff training, and new services to teens.
6. That the Teen Services Team work with branch staff to develop and maintain Teen Advisory Groups in key branches.
7. That by full implementation of the *Teen Services Strategy* in 2013, the Teen Services Team be enhanced with staff to serve teens both at the main library and at key district and community branches.
8. That the Ottawa Public Library Board identify ways to recruit teen representation.
9. That existing and new Teen Zones meet defined criteria and are continually refreshed and updated.

10. That OPL continue to expand collections and adopt new formats to ensure relevancy to teens.
11. That, to serve newcomer teens, OPL investigate the need for and availability of world languages materials for teens.
12. That the Teen Services Team develop system-wide program and outreach delivery frameworks.
13. That, in addition to regular branch outreach to high schools and teen-serving agencies, OPL support teen services staff (both the Teen Services Team and designated branch staff) as active advocates for services to teens city wide and within local neighbourhoods.
14. That OPL develop a dynamic teen services website to provide readers' advisory, access to resources, and opportunity for teens to create content.
15. That OPL expand and adapt services to teens in response to technological advances and teen trends, including social networking opportunities.
16. That OPL implement a specially designed teen membership card campaign.
17. That OPL involve the Teen Services Team in the creation of all publicity and marketing for teen services initiatives.
18. That OPL hire and train staff members based on the American Library Association's *Competencies for Librarians Serving Youth*.
19. That OPL implement annual training of both branch and teen staff on teen services, particularly as new and updated services are introduced.
20. That OPL develop sensitivity training in understanding service promoting the developmental needs of teens, teen advocacy, and intellectual freedom for all staff, and, after an initial training program for current staff, include the philosophy and objectives of service to teens as a component of training all new staff.

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1.

Introduction

Ottawa Public Library (OPL) strives to build a library culture that respects the unique needs of teens, in which staff members do not merely serve teens but value teen input, support youth development, and advocate for teen rights. The OPL Board has recognized the importance of service to teens by highlighting it as a strategic priority. The Board’s “Strategic Directions and Priorities 2008–2011” states that OPL will provide responsive services and “focus on our future leaders: engage and support key groups who will influence Ottawa’s future success.”¹

This document identifies the underlying philosophy that shapes OPL service to teens. It places tasks such as book selection and program planning into a larger context as a reminder of the true value of the work done, which is helping kids and communities become more successful.²

Today’s society wants young people to grow into healthy, caring, responsible, and successful adults,³ and the library is in a prime position to support teens in developing the skills they need to navigate the future as independent adults.

The library is a welcoming community setting, free and open to all, where teens have access to a vast array of resources to meet their informational, educational, and recreational needs. It provides a quality learning environment⁴ and promotes literacy, information literacy, and intellectual freedom. OPL recognizes that today’s teens are our future leaders.

Although only a small percentage of library resources and staffing is currently dedicated to serving teens, they do already use the library. In developing a proactive approach to targeted service to this user group, OPL will build on the foundation of children’s services to continue strong academic and recreational support to create lifelong learners and promote the value of the library in a teen’s life.

The *Teen Services Strategy* outlines OPL philosophy on service to teens, describes the current context of teen services, presents a new mission for teen services, and recommends service objectives that will inform all aspects of serving teens within Ottawa Public Library from 2009 to 2013.

¹ Ottawa Public Library, “Strategic Directions and Priorities 2008–2011,” 8.

² YALSA with Patrick Jones, *New Directions for Library Service to Young Adults* (Chicago: American Library Association, 2002), 5.

³ *Ibid.*, 14.

⁴ Institute of Museum and Library Services, *Nine to Nineteen: Youth in Museums and Libraries: A Practitioner’s Guide* (Washington, D.C.: Institute of Museum and Library Services, 2008), 3.

2.

Successful Models for Working with Teens

To properly serve teens, it is important to understand how to successfully engage with them and provide services to them. The following six successful models for working with teens have been reviewed:

- Youth Development Strategies
- Developmental Assets-based Services
- Ottawa Child and Youth Agenda
- Resiliency Strategies
- Declaration of Accountability On The Ethical Engagement of Young People and Adults in Canadian Organizations
- Libraries Supporting Youth Development

This overview of these models is drawn from the formal research and best practices in the field.

1. YOUTH DEVELOPMENT STRATEGIES

As teens gain independence from their parvents, they need to navigate new situations and build and hone new skills to become adaptable, self-reliant, and resilient adults. This process is known as youth development.

Youth development strategies focus on the positive outcomes a teen will gain from using a particular service or taking part in a particular program. Services that focus on youth development provide teens with guidance and experiences that enhance their development and help prepare them to meet the challenges of adolescence and adulthood.

Youth development is a positive and proactive approach to service that focuses on helping teens build assets and skills to prevent risky or problem behaviours. This method is contrary to reactionary approaches that deal with intervention on problem behaviours.⁵

⁵ YALSA with Patrick Jones, *New Directions*, 19–21.

2. DEVELOPMENTAL ASSETS-BASED SERVICES

The Search Institute, a non-profit organization researching and promoting the well-being of children and adolescents, provides a framework for understanding how to promote youth development locally.

The institute presents 40 developmental assets (appendix 4)—or “building blocks of essential experiences, opportunities, and qualities”⁶—unique to the needs of ages 12 to 18 that contribute to youth development. Search Institute research shows that the more key opportunities teens have experienced, the more likely they will “grow up into healthy, caring and responsible adults.”⁷

The assets are broken down into external and internal and grouped into the following eight broad categories:

- Support
- Empowerment
- Boundaries and expectations
- Constructive use of time
- Commitment to learning
- Positive values
- Social competencies
- Positive identity

Libraries are able to provide support for assets in all of these categories through programs, services, resources, and spaces.

“The intrinsic idea here is that it takes a village to raise a child. The success of this program depends upon youth having access to assets in all categories, both internal and external. Family Support, for example, is very important but, by itself, is not sufficient to help youth develop to their full potential. Libraries are in an excellent position to be major contributors to these assets, and most libraries already implement many activities. Yet we can do even more by deliberately striving to develop these assets. Through these conscious efforts, we can make a significant and positive impact on teens with our resources, our programs, and especially our presence and our interactions.”⁸

3. OTTAWA CHILD AND YOUTH AGENDA

“In 2006, the City of Ottawa and United Way/Centraide Ottawa partnered to initiate a community collaborative approach to planning for the needs of Ottawa’s children, youth, and their parents and caregivers through the creation of a Children and Youth Agenda.”⁹ The objective was to “adopt a community-supported Children & Youth Agenda vision, guiding principles, outcomes and framework.”¹⁰ The Child and Youth Agenda offers another strategy for the delivery of services aimed at promoting healthy youth development.

⁶ Search Institute, “40 Developmental Assets[®] for Adolescents (ages 12–18).” (Minneapolis: Search Institute, 2006). <http://www.search-institute.org/system/files/40AssetsList.pdf>

⁷ Ibid.

⁸ Patsy Brautigam, “Developmental Assets and Libraries: Helping to Construct the Successful Team,” VOYA, June 2008, 124.

⁹ “Summary: What Children, Youth, Parents and Caregivers Had to Say About the Children and Youth Agenda Framework,” 2. http://www.ottawa.ca/residents/public_consult/children_youth/summary_report_resident_engagement_results_en.pdf

¹⁰ “Children and Youth Agenda Community Forum Discussion Document,” 1.

“The *Framework for Promoting Healthy Child and Youth Development* (appendix 5) is the culmination of the consultation phase and consists of a vision, mission, guiding principles, key elements for healthy development and the associated influencing factors, and community identified priorities for action.”¹¹ The Child and Youth Agenda’s vision is “seeing all children and youth reach their full potential,”¹² and its mission is “to work together with families, caregivers and members of the community for the healthy development of children and youth.”¹³

The framework identifies key quadrants of needs necessary for optimal developmental outcomes:

- Meeting fundamental needs
- Stable and nurturing relationships
- Opportunity to develop competencies
- Safe and caring environments

4. RESILIENCY STRATEGIES

Children exposed to hardship situations including poverty, crime, abuse, or neglect are particularly “at risk” developmentally. Resiliency is a person’s ability to recover or bounce back from risk, stress, crises, and traumatic situations to live healthy and productive lives.

Resiliency in Action, an organization devoted to training youth service providers, developed the Resiliency Wheel and Protective Factors to express the traits and experiences that help children and teens bounce back from these “high-risk” situations and grow up to become successful and healthy adults.

The Resiliency Wheel (appendix 6) comprises six components, or actions, that families and community organizations can take to help build resiliency in children: provide caring and support; set and communicate high expectations; provide opportunities for meaningful participation; increase prosocial bonding; set clear, consistent boundaries; and teach “life skills.”¹⁴

5. DECLARATION OF ACCOUNTABILITY ON THE ETHICAL ENGAGEMENT OF YOUNG PEOPLE AND ADULTS IN CANADIAN ORGANIZATIONS

The First Nations Child and Family Caring Society of Canada issued this document as a “tool to assist organizations to develop, or refine youth engagement values, policies and practices.”¹⁵ The principles are summarized as follows:

Youth Engagement is Not a Program

Youth engagement should be viewed as a natural way of working in the organization rather than as a special program.

Contributions Match the Organization

Young people and adults working with an organization should be recruited for their knowledge, skills, interests, and commitment to the organization’s mission.

¹¹ Children and Youth Agenda, “Community Consultation.” http://www.ottawa.ca/residents/public_consult/children_youth/index_en.html

¹² “Framework for Promoting Healthy Child and Youth Development.” http://www.ottawa.ca/residents/public_consult/children_youth/framework_en.html

¹³ Ibid.

¹⁴ Resiliency in Action, Inc. <http://www.resiliency.com/html/crisis.htm>

¹⁵ [Broken Link] *Declaration of Accountability On The Ethical Engagement of Young People and Adults in Canadian Organizations*, 5. http://www.fnccs.com/docs/declaration_accountability.pdf

One Person Cannot Represent the Many

A young person should not be considered “the youth voice” at the table; it should be acknowledged that everyone at the table brings different perspectives to the issue.

Debate As a Learning Tool

Debate is a key element of personal and organizational growth.

Dignity and Safety

Under no circumstances should young people or adults in the workplace feel that placing themselves in an emotionally, spiritually, physically, or cognitively unsafe space is expected or required by the organization.

Avoiding False Expectations

It is important to be honest about the changing role of youth within an organization, including recognizing that there are limitations that correspond to age, experience, education, and training.

Balance and Accessibility

Most people require workplace accommodations in order to support them in making the optimal contribution to the organization—including young people.¹⁶

6. LIBRARIES SUPPORTING YOUTH DEVELOPMENT

The Young Adult Library Services Association (YALSA) division of the American Library Association incorporates in its vision statement the need for a “community-wide network of activities and services that supports healthy development”¹⁷ (appendix 7).

Ottawa Public Library Application of Successful Models

These frameworks/models for teen services overlap in their description of factors that underline the development of teens into successful adults. By framing services and programs within the context of these successful models, OPL staff will be able to develop services for teens that are ethical, developmentally appropriate, and engaging.

¹⁶ Ibid.

¹⁷ YALSA Vision Statement.
<http://www.ala.org/ala/mgrps/divs/yalsa/aboutyalsab/yalsavisionstatement.cfm>

3.

Ottawa Context for *Teen Services Strategy*

DEMOGRAPHICS

The 2006 Community Profiles from Statistics Canada divide population by age into five-year increments. Please note that the teen population of 12–18 years, as defined for the Ottawa Public Library, is a cross-section of two census ranges.

In 2006, there were 52,140 Ottawa residents aged 10–14 years and 54,595 residents aged 15–19. Together, ages 10–19 encompassed 106,735 residents—more than 13% of the total population.

Children aged 0–9 years totalled 90,610, or just over 11% of the total population.

Teens were located throughout the city, with the following library branches having the highest number of 10–19 year olds in their catchment areas: Cumberland (10,620), Ruth E. Dickinson (8,710), Greenboro (8,705), Orléans (7,260), and Emerald Plaza (6,585) (appendix 8).

Population in the 10–19 age group is projected to increase almost 13%, to 120,500, by the year 2011.

CITY OF OTTAWA YOUTH COMMITMENT

Our Youth – A City of Ottawa Snapshot demonstrates the city’s commitment to serving teens.

“One of the characteristics of a healthy community is that it provides youth with the opportunity to be involved. It gives them the tools they need to do something constructive, to learn skills and acquire values, to develop healthy and active lifestyles, and to contribute to the life of their community.”¹⁸

“The City of Ottawa provides a number of programs, services and initiatives that foster the ideas and initiatives of young people, and contribute to their personal development.”¹⁹

“The City of Ottawa will continue to support initiatives, programs and services that encourage the personal growth and development of our youth.”²⁰

The *Child and Youth Agenda* is one way the city is striving to bring together all agencies serving youth under the umbrella of promoting positive youth development.

¹⁸ [Broken Link] *Our Youth – A City of Ottawa Snapshot*.
http://www.ottawa.ca/city_hall/snapshots/youth_en.html

¹⁹ Ibid.

²⁰ Ibid.

OPL SUPPORT FOR TEEN STUDENTS

In Ottawa, close to 50,000 teens attend school in the four school boards; others attend private schools or are home schooled.

OPL supports students of all ages in curriculum-based learning and formal and informal research needs. Services to students include the provision of strong traditional and electronic collections, readers' advisory and information services, and varied partnerships with schools and homework clubs.

COMMUNITY SERVICE REQUIREMENTS

“Every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma.”²¹

Ottawa Public Library is in a prime position to offer volunteer opportunities to students. These opportunities will foster relationships between library staff and students, give students valuable training and work experience, allow students to be active voices in their communities, and help students succeed academically.

“One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfil their community involvement requirement in a safe environment.”²²

LITERACY AND DROP-OUT RATES

Although there are no Ottawa-specific statistics available, Statistics Canada reports that 9.1% of 20–24 year olds in Ontario have no high school diploma and are not currently in school. “There remain approximately 73,000 people in their early 20’s in Ontario who have not yet completed their diploma.”²³

The Canadian Council on Learning publication *Post-Secondary Education in Canada 2008–2009* reported that “20% of the university-educated population in Canada had prose literacy skills below Level 3, the internationally accepted level required to cope in a modern society.”²⁴ Below Level 3 means struggling to understand even the simplest text.

²¹ “Policy/Program Memorandum No. 124a,” issued under the authority of the Deputy Minister of Education, Ontario Ministry of Education. <http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>

²² Ibid.

²³ Geoff Bowlby, “Provincial Drop-out rates – Trends and Consequences,” Statistics Canada, 2008. <http://www.statcan.gc.ca/pub/81-004-x/2005004/8984-eng.htm>

²⁴ Canadian Council on Learning, *Post-Secondary Education in Canada*. <http://www.ccl-cca.ca/CCL/Reports/PostSecondaryEducation/>

KEY AGENCIES WITH A PRIMARY FOCUS ON SERVICE TO TEENS

Formal partner agencies providing services to Ottawa teens include:

1. Child and Youth Friendly Ottawa

“Child & Youth Friendly Ottawa (CAYFO) is an Ottawa based charity dedicated to the promotion and advancement of children and youth in our community.”²⁵

“CAYFO creates opportunities for children and youth to participate and engage in the communities to which they belong.”²⁶

2. Youth Services Bureau

“The Youth Services Bureau of Ottawa serves youth aged 12 and older. We focus on youth with difficulties affecting their physical and/or emotional well-being and development. We support youth in making positive health and lifestyle decisions.”²⁷

Many other agencies also serve teens as part of their mandate, including newcomer and immigrant agencies, community health agencies, neighbourhood agencies, faith-based groups, recreation and sports groups, arts and culture groups, and special-interest groups.

SUMMARY OF OTTAWA CONTEXT

In developing its *Teen Services Strategy* it is important for OPL to:

- Work within the context of what is happening for teens in the city of Ottawa
- Work with school boards and other teen-serving agencies to develop successful services and partnerships
- Understand the significance of low literacy rates, newcomer teens, and early school leavers to service requirements
- Promote lifelong learning and literacy to teens. From strong collections to engaging programs, OPL has a role to play in decreasing drop-out rates and increasing literacy levels of teens in the Ottawa community.
- Closely monitor new developments and changes in demographics and service delivery in the city over the next five years

²⁵ Child and Youth Friendly Ottawa, “Our Philosophy.” <http://www.cayfo.ca/english/philosophy.php>

²⁶ Ibid.

²⁷ Youth Services Bureau, “About Us.” http://www.ysb.on.ca/english/index.php?option=com_content&task=view&id=18&Itemid=32

4.

OPL Context – Current Teen Services

The following outlines current teen services at OPL.

STRATEGIC CONTEXT

1. Strategic Plan

The Ottawa Public Library Board “Strategic Directions and Priorities 2008–2011” identifies a need to “focus on our future leaders” by engaging and supporting youth as a “key group who will influence Ottawa’s future success.” This is a key element of providing responsive services, and OPL has made a strong commitment to improving services to teens.

2. Mission Statement

“Building a strong Ottawa community by supporting literacy and life-long learning, fostering inspiration and enjoyment, and connecting people to each other and the world” (appendix 2). Since teens make up more than 13% of the population of Ottawa, OPL needs to be sensitive to their particular needs to honour its mission statement and core values (appendix 3).

STAFF RESOURCES

To date, staffing resources have not allowed OPL to implement a system-focused approach to services for teens.

Currently only two positions are dedicated to providing teen services: a Teen Librarian position divides time between planning and developing services and initiatives for the system and providing direct teen service at the Cumberland cluster of branches. This was a new position approved in 2008.

The Teen Librarian position at Greenboro is divided into direct teen service at the branch and Collection Development service selecting materials for English teen collections. Other Collection Development positions select material for teens for the following collections: French teen fiction, audiovisual resources, digital media, online databases, and nonfiction.

Throughout the system, branches have generalist staff working on a limited basis to create Teen Zones, work with Teen Advisory Groups, plan and present teen-focused programs, and provide outreach to local high schools and teen-focused agencies.

TEEN ZONES

A Teen Zone is a physical space dedicated to teens within a library branch—a growing trend in public libraries. A dedicated Teen Zone includes the following features:

- Defined and separate seating area for teens
- Signage
- Space to display teen collections and teen art
- Computer(s)

In Ottawa, the Greenboro District Library was designed with the first separate, dedicated space for teens, with computers, teen collections, display space, and special seating.

In the past several years, the Friends of Ottawa Public Library Association (FOPLA) and other funders have generously contributed to the creation of Teen Zones throughout the OPL system.

Although all branches in the system have teen collections, not all have the space required to create a dedicated Teen Zone. Currently, sixteen branches have created or updated Teen Zones, six have areas requiring updating to fully meet the Teen Zone criteria, three have very limited teen areas that do not meet the criteria, and eleven are unable to designate a specific space due to limited size (see appendix 8).

HOMEWORK HELP

In recent years, library staff have worked to tailor online resources to meet the needs of students and teachers within a project called “Homework Help.” The Homework Help website provides in-depth descriptions of online databases, with search tips and sample questions, and the Homework Help team has designed accompanying presentations to teach high school students how to effectively search the library’s databases. Branch staff members have worked closely with teachers and teacher-librarians to give Homework Help presentations in schools on an ad hoc basis, when staff members were available to leave the branch and local schools were receptive.

From this initiative, the working committee received direct feedback from teen focus groups about the utility of the Homework Help website. This feedback shaped the redesign and change in content of both the renamed Study Zone section of the OPL website and the school outreach presentations.

The provincial Knowledge Ontario project has enabled school and public libraries to acquire more online databases. With increased online resources in high schools, the focus of the Homework Help/Study Zone initiative has now shifted to the more general promotion of all OPL resources for teens, including marketing collections, Teen Zones, teen programs, online resources, and the Sm@rt Library card.

From September 2008 to May 2009, more than 15,000 visitors have used the Study Zone. Statistics for high school outreach have not been separated from general branch outreach statistics.

COLLECTIONS

OPL's teen collections include teen fiction, graphic novels, and magazines in English and French. Non-fiction, music, and films for teens are incorporated into the adult collections.

Teen collections reflect the diverse interests of teens and their interest and ease in adapting to new technologies. In 2007 OPL developed a video game collection including PC and console games for teens. In 2009, OPL will expand this collection as well as develop a new collection of recreational non-fiction for teens. This pilot project will be evaluated after one year by monitoring circulation and turnover rates to determine the success of the collection, the need for adjustment of the collection size, and the topic areas to be collected.

CIRCULATION

Circulation of teen materials has increased 64% since 2004. In 2008, total circulation for teen materials was 415,938, a 12.5% increase over 2007. In 2008 the turnover rate of English teen hardcover fiction was 5.9, while in juvenile it was 3.9, and in adult, 4.1.

Even with such a high turnover rate, the circulation of teen materials represents a limited picture of teens' use of the library because many teens also borrow from adult and juvenile collections. OPL cannot track the circulation of all types of materials by teens until a separate borrower code for teens is implemented.

INFORMATION USE

There are several different ways in which teens use OPL for information:

1. Online Reference Services

“Ask a Librarian” services offer personalized online service through email or instant messaging.

OPL implemented instant messaging service with MSN Messenger to provide students with homework help support in the after-school hours via their preferred method of communication.

In January 2009, OPL joined the AskOn network of librarians across Ontario to provide longer hours of online chat reference service in a more formal setting that will allow collection of statistics in the future.

2. In-house Use

For one week in November of every year, libraries across Ontario collect statistics including the number of materials that are used without being borrowed and the number of reference questions asked of staff.

In the 2008 counting week, 1,972 items from the teen collection were used in-house and teens asked 1,046 reference questions. If this is an average week, it can be estimated that in one year more than 98,000 teen items are used in the branches without being borrowed and teens ask 52,000 reference questions in person or by telephone.

During this same week, adults asked 9,428 questions and adult items were used in-house 19,709 times; children asked 2,801 questions and children’s items were used in-house 18,753 times.

PROGRAMMING

Currently there is no service delivery framework outlining the number or type of teen programs a branch should deliver, and therefore branch staff develop ad hoc programming such as author visits, book clubs, gaming tournaments, arts and crafts programs, and book launches.

Programs run in conjunction with other organizations serving youth include Red Cross Babysitting Training, youth job search training from Summer Job Services, and author visits provided by Canada Council.

Statistics collected in 2008 indicate that 4,069 teens attended 356 teen programs; 18,759 adults attended 2,668 programs; and 33,782 school-aged children attended 1,674 juvenile programs. Nineteen of the 33 branches did not host any teen programs in 2008 due primarily to a lack of dedicated resources. All but the six smallest rural branches hosted an adult program, and every branch hosted at least one juvenile program.

AWESOME AUTHORS

For 14 years, the library has inspired and rewarded young writers with the Awesome Authors contest for children and teens. Local authors provide writing workshops and judge poetry and short stories. In the last two years, the 12–17-year-old age groups have submitted 219 poetry and 226 short story entries in this contest.

VOLUNTEERING

The library is a popular spot for students looking to complete their 40 hours of volunteer community service necessary to graduate from high school. The library supports and facilitates teen volunteers in a variety of ways.

1. Branch Volunteers

Branches use teen volunteers to perform tasks such as shelf reading, cleaning, preparing materials, or assisting with programs. Some branches provide all 40 hours of volunteer work over the course of one summer.

2. Share the Words

Share the Words partners a teen volunteer to work with a child weekly at the library to improve the child's reading and literacy skills. Teens are trained to work with children in easy literacy and reading games and activities. This program runs on a limited basis in several branches throughout the system.

TEEN PARTICIPATION

In the current OPL context, teens can provide input in several ways:

1. Teen Advisory Groups

OPL has two active groups of teen volunteers who meet regularly as ongoing focus groups. These teens advise on all aspects of library service to teens; improving teen zones; suggesting titles for the collection; planning, promoting, and delivering teen programs; building displays; and writing reviews for readers' advisory tools.

2. Surveys

The online satisfaction survey reveals that since August 2006, 482 respondents indicated an interest in services for teens, while 153 indicated their primary interest in services for teens.

An informal teen survey has been used at several branches that do not have staffing to run ongoing Teen Advisory Groups. This survey gathers information about programs, promotion, web services, teen spaces, and other trends that will allow a branch to customize its services to local teens. More than 150 teens have completed the survey since October 2006.

3. Focus Groups

OPL has employed formal teen focus groups to gather input about web content and design and strategic initiatives for teens.

WEBSITE

Dedicated web pages have been created for Newcomers and Business, the other two OPL Board strategic priorities, but there is currently no website section devoted to teen services. The Study Zone section, as previously noted, is focussed on research and homework help.

READERS' ADVISORY SERVICE

Staff members advise teen readers through the use of promotional materials (bookmarks, posters), displays, lists, and book talks. Materials are created by the teen librarians, the Collection Development department, or branch staff as time and necessity permit. There is no readers' advisory for teens currently available on the OPL website.

MEASURING TEEN SERVICES

There are some challenges to accurately gauging and measuring teen services and usage.

Currently statistics related to library cards and computer bookings are derived from library borrower types within the Horizon Integrated Library System: Juvenile (0–15 years), J16 (16 years), YA (17 years), and A (18+ years). This makes it impossible to isolate statistics related to ages 12–18.

In 2008 for the first time, teen questions were counted separately from juvenile and adult questions in statistics collected for the annual reference survey week. To accomplish this, staff members estimated the ages of patrons by sight—an expedient but not wholly accurate way to collect age-related data. As in all data collection processes, OPL must protect the privacy of individuals, and as such this is the best data we have to date.

The number of teen volunteers and number of hours volunteered have been collected but are not consistently collated or used for comparison purposes.

5.

Teen Services Mission Statement

Supporting the OPL Board's strategic direction in providing responsive services and to focus on our future leaders by engaging and supporting youth, the *Teen Services Strategy* outlines a model for the delivery of fundamental services to teens. Based on youth involvement, this strategy responds to the natural way in which teens use the public library. Teen services will work closely with other library departments to promote the overall mission and core values of the Ottawa Public Library.

At Ottawa Public Library, teens are a unique user group actively engaged in the planning and development of teen services that build community, promote lifelong learning, and encourage the love of reading.

6.

Principles of Teen Services at OPL

Services for teens will be developed and delivered based on the following principles:

1. TEEN ENGAGEMENT

Ottawa Public Library “respects the right of teens to participate in decisions that affect them.”²⁸ OPL listens to teens and values their direct involvement in the planning, implementation, delivery, and evaluation of services designed for them.

OPL will engage teens in all aspects of teen services planning and development.

2. SERVICE EXCELLENCE

“We achieve excellence when the services we provide are on time and on target; when the people who provide them are knowledgeable and supportive of those they serve; and when the citizens who take advantage of these services believe they have been dealt with fairly, respectfully and professionally by those who serve them.”²⁹ Teens are citizens.

OPL is committed to excellence in serving teens.

²⁸ YALSA with Patrick Jones, *New Directions*, 10.

²⁹ City of Ottawa, “We see a city... A service excellence guide for managers of the City of Ottawa,” 2008, 4.

3. RESPECTFUL SERVICE

OPL will strive to build a library culture that respects the unique needs of teens, where staff do not merely serve teens but value teen input, support youth development, and advocate for teen rights.

OPL will build a culture that respects teens as valuable clients.

4. DEVELOPMENTALLY APPROPRIATE SERVICE

OPL will develop a proactive approach that will embrace directed service to teens. The library will build on the foundation of children's services to continue strong academic and recreational support to create lifelong learners and teach the value of the library in a teen's life and design services to help teens successfully navigate the road to adulthood.

OPL will design and develop all teen services to support teens in developmentally appropriate ways.

7.

Teen Services Guidelines

The following outlines the objectives and recommendations of the OPL *Teen Services Strategy*. From these objectives, OPL will develop an implementation plan to phase in as resources allow.

1. DEFINITION

Teen service at OPL is defined as services targeted to people ages 12–18, inclusive.

It is recommended that OPL use the term TEEN/ADOS for library services to ages 12–18.

2. EVALUATION

OPL will develop and implement valid measures and tools to measure the unique usage and involvement of teens.

It is recommended that OPL collect discrete statistics for teen programs and services and in all surveys and create new methods for measuring teen services, particularly new services.

3. TEEN ENGAGEMENT AND VOLUNTEERISM

The library will expand access to high-quality volunteer experiences in Ottawa, supporting Ontario Ministry of Education curriculum requirements. Volunteering for the library promotes academic achievement and provides teens with a sense of ownership and investment in library service. It is important that teens are offered valuable opportunities when volunteering at the library.

It is recommended that OPL ensure that the library volunteer experience is relevant and meaningful to teens and that teen volunteers are properly appreciated for their work.

It is recommended that the OPL Teen Services Team develop sample experience guides that outline meaningful teen volunteer experiences.

4. TEEN ADVISORY GROUPS

More than any other teen engagement initiative, Teen Advisory Groups (TAGs) have the potential for the greatest number of positive outcomes for teens, the library, and the community. Teen Advisory Group meetings are a creative and fun way for teens to build marketable skills in project management, budgeting, time management, leadership, problem solving, long-term planning, marketing, working in groups, and public speaking. Teens engage with the group leader and their peers, building relationships that support healthy development and promote self-esteem.

Community service hours gained from Teen Advisory Group meetings promote academic achievement and support the Ministry of Ontario's requirement that all students fulfill 40 volunteer hours to graduate from high school. TAG members will be consulted when OPL forms focus groups on system-wide initiatives.

It is recommended that the Teen Services Team work with branch staff to develop and maintain Teen Advisory Groups in key branches.

It is recommended that by full implementation of the *Teen Services Strategy* in 2013, the Teen Services Team be enhanced with staff to serve teens both at the main library and at key district and community branches.

In addition to Teen Advisory Groups, OPL will seek input from teens to inform the library about teen needs in ongoing services and in the development of new services.

It is recommended that OPL engage teen volunteers and patrons for input and advice on an ad hoc basis.

It is recommended that the Ottawa Public Library Board identify ways to recruit teen representation.

5. TEEN ZONES

Teen Zones will be exciting and welcoming spaces designated for teens in key branches throughout the system.

The Teen Services Team will develop Teen Zone guidelines, which will include:

- Suggested common elements
- Space and signage standards
- Expectations about the engagement of local teens in the Teen Zone planning process
- Expectations to keep Teen Zones regularly refreshed with signage, displays, and teen-created work
- Evaluation tools (working with branch managers and staff)

- **It is recommended that existing and new Teen Zones meet defined criteria and are continually refreshed and updated.**

6. COLLECTIONS

There will be strong teen collections, both traditional and electronic, in all branches to reflect the needs and interests of teen library users. The collections will provide educational support and promote the joy of recreational reading and lifelong learning. Collections for newcomer teens will be created where there is demand and suitable materials are available.

It is recommended that OPL continue to expand collections and adopt new formats to ensure relevancy to teens.

It is recommended that, to serve newcomer teens, OPL investigate the need for and availability of world languages materials for teens.

7. PROGRAMMING AND OUTREACH

The Teen Services Team will develop service delivery frameworks, programming, and outreach guidelines and training manuals to guide both system-wide and local programs for teens. These will include:

- Guidelines for collaborating with other agencies serving teens to maximize programming opportunities
- Support for branch staff members in maintaining close ties with schools in their catchments
- Guidelines for outreach services for underserved and special needs populations of teens
- Continued adaptation and expansion of the Study Zone website and high school outreach initiative
- Guidelines for engaging newcomer teens in volunteer opportunities
- Guidelines for creating inclusive teen programs
- Guidelines for developing programs specific for newcomer teens as the need arises
- Guidelines for allocation of a dedicated teen programming and supplies budget

It is recommended that the Teen Services Team develop system-wide program and outreach delivery frameworks.

It is recommended that, in addition to regular branch outreach to high schools and teen-serving agencies, OPL support teen services staff (both the Teen Services Team and designated branch staff) as active advocates for services to teens city wide and within local neighbourhoods.

8. WEBSITE AND ELECTRONIC SERVICES

Part of the development of the new OPL website will include pages designed specifically for teen users. Service to teens will include meeting teens where they are, both virtually and within the community.

It is recommended that OPL develop a dynamic teen services website to provide readers' advisory, access to resources, and opportunity for teens to create content.

It is recommended that OPL expand and adapt services to teens in response to technological advances and teen trends, including social networking opportunities.

9. MARKETING AND PROMOTION

As teen services grow and develop at OPL, comprehensive marketing and promotion of these services is important. Teens have told us that, whenever possible, we should feature real local teens in marketing opportunities.

It is recommended that OPL involve the Teen Services Team in the creation of all publicity and marketing for teen services initiatives.

It is recommended that OPL implement a specially designed teen membership card campaign.

10. TRAINING

In the continued development of services for teens, it is important that current and new staff understand the philosophy of service to teens and work to create a library system that welcomes and engages teens. The Young Adult Library Services Association (YALSA) has developed a set of competencies for librarians serving young adults. Individuals who demonstrate the knowledge and skills required by the competencies will be able to provide quality library service in collaborations with teenagers. YALSA defines competencies for teen libraries in the following key areas:

- Leadership and professionalism
- Knowledge of client group
- Communication
- Administration
- Knowledge of materials
- Access to information
- Services

It is recommended that OPL hire and train staff based on the American Library Association's *Competencies for Librarians Serving Youth*.

It is recommended that OPL implement annual training of both branch and teen staff on teen services, particularly as new and updated services are introduced.

It is recommended that OPL develop sensitivity training in understanding service promoting the developmental needs of teens, teen advocacy, and intellectual freedom for all staff, and, after an initial training program for current staff, include the philosophy and objectives of service to teens as a component of training all new staff.

11. STAFFING

It is necessary for OPL to more clearly define staff who are responsible for the development and implementation of the *Teen Services Strategy*. The library is dedicated to creating a team of teen services specialists to build a youth-led slate of services including collections, programs, outreach, and physical and online spaces and recognizes that improving relationships between staff and teens improves the overall atmosphere for the entire community.

With the implementation of a specialized Teen Services Team, OPL can undertake a systemic approach to teen services. This will begin with the development of an implementation plan for teen services including recommendations for core teen services, teen program guidelines, and training and system-wide programming initiatives.

The Teen Services Team will have ongoing responsibility for initiating and offering programs, website development, outreach, marketing, specialized programs, service planning and evaluation, staff training, communications, and other activities related to teen services and will work directly with staff in branches who are tasked with branch-specific teen initiatives.

It is recommended that through a phased staffing plan, OPL create by 2011 a specialized Teen Services Team under the direction of the Manager, Children and Teen Services, to carry out work related to teen services and that members of the team take a lead throughout the library system to develop and maintain key teen initiatives, staff training, and new services to teens.

In addition to the Teen Services Team, there will continue to be staff in branches throughout the system with responsibility for teen programs, services, collection maintenance, high school outreach, and working with local Teen Advisory Groups. This will ensure that branches have staff in place to carry out local as well as system-wide initiatives aimed at serving teens. Key branches will have Teen Advisory Groups in place. OPL will develop core services to teens in accordance with the *Teen Services Strategy* and implement programs throughout the system as outlined in the program guidelines.

It is recommended that the Teen Services Team work with branch staff to develop and maintain Teen Advisory Groups in key branches, and that by full implementation of the *Teen Services Strategy* in 2013, the Teen Services Team be enhanced with staff to serve teens both at the main library and at key district and community branches.

8.

Summary of Recommendations

It is recommended that the following be adopted as the Teen Services Mission at OPL:

At Ottawa Public Library, teens are a unique user group actively engaged in the planning and development of teen services that build community, promote lifelong learning, and encourage the love of reading.

It is recommended that the following Principles of Teen Services at OPL be adopted:

1. Teen Engagement

OPL will engage teens in all aspects of teen services planning and development.

2. Service Excellence

OPL is committed to excellence in serving teens.

3. Respectful Service

OPL will build a culture that respects teens as valuable clients.

4. Developmentally Appropriate Service

OPL will design and develop all teen services to support teens in developmentally appropriate ways.

TEEN SERVICE GUIDELINES

Definition

- It is recommended that OPL use the term TEEN/ADOS for library services to ages 12–18.

Evaluation

- Whenever possible, it is recommended that OPL collect discrete statistics for teen programs and services and in all surveys and create new methods for measuring teen services, particularly new services.

Teen Engagement and Volunteerism

- It is recommended that OPL ensure that the library volunteer experience is relevant and meaningful to teens and that teen volunteers are properly appreciated for their work.
- It is recommended that the OPL Teen Services Team develop sample experience guides that outline meaningful teen volunteer experiences.
- It is recommended that the Teen Services Team work with branch staff to develop and maintain Teen Advisory Groups in key branches.
- It is recommended that by full implementation of the *Teen Services Strategy* in 2013, the Teen Services Team be enhanced with staff to serve teens both at the main library and at key district and community branches.
- It is recommended that OPL engage teen volunteers and patrons for input and advice on an ad hoc basis.
- It is recommended that the OPL Board identify ways to recruit teen representation.

TEEN ZONES

- It is recommended that existing and new Teen Zones meet defined criteria and are continually refreshed and updated.

COLLECTIONS

- It is recommended that OPL continue to expand collections and adopt new formats to ensure relevancy to teens.
- It is recommended that, to serve newcomer teens, OPL investigate the need for and availability of world languages materials for teens.

PROGRAMMING AND OUTREACH

- It is recommended that the Teen Services Team develop system-wide program and outreach delivery frameworks.
- It is recommended that, in addition to regular branch outreach to high schools and teen-serving agencies, OPL support teen services staff (both the Teen Services Team and designated branch staff) as active advocates for services to teens city wide and within local neighbourhoods.

WEBSITE AND ELECTRONIC RESOURCES

- It is recommended that OPL develop a dynamic teen services website to provide readers' advisory, access to resources, and opportunity for teens to create content.
- It is recommended that OPL expand and adapt services to teens in response to technological advances and teen trends, including social networking opportunities.

MARKETING AND PROMOTION

- It is recommended that OPL involve the Teen Services Team in the creation of all publicity and marketing for teen services initiatives.
- It is recommended that OPL implement a specially designed teen membership card campaign.

TRAINING

- It is recommended that OPL hire and train staff members based on the American Library Association's *Competencies for Librarians Serving Youth*.
- It is recommended that OPL implement annual training of both branch and teen staff on teen services, particularly as new and updated services are introduced.
- It is recommended that OPL develop sensitivity training in understanding service promoting the developmental needs of teens, teen advocacy, and intellectual freedom for all staff, and, after an initial training program for current staff, include the philosophy and objectives of service to teens as a component of training all new staff.

STAFFING

- It is recommended that through a phased staffing plan, OPL create by 2011 a specialized Teen Services Team under the direction of the Manager, Children and Teen Services, to carry out work related to teen services and that members of the team take a lead throughout the library system to develop and maintain key teen initiatives, staff training, and new services to teens.
- It is recommended that the Teen Services Team work with branch staff to develop and maintain Teen Advisory Groups in key branches, and that by full implementation of the *Teen Services Strategy* in 2013, the Teen Services Team be enhanced with staff to serve teens both at the main library and at key district and community branches.

9.

Conclusion

This document has outlined strategies and recommended actions that will allow OPL to develop its services and resources as it sharpens its “focus on future leaders.” Based on successful models of service to teens, it assumes a service delivery framework based on the continual, ethical engagement of teens at the local, system, and board levels. Through this continued dialogue with teens, OPL will be able to design and implement services that are innovative, developmentally appropriate, and teen focussed. A strong commitment on the part of both the Library Board and staff will be required to see this vision implemented in a way that will make OPL a leader in the Ottawa community in serving the needs and demands of teens.

APPENDICES

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Appendix 2 |

Mission Statement for the Ottawa Public Library

Building a strong Ottawa community by supporting literacy and life-long learning, fostering inspiration and enjoyment, and connecting people to each other and the world

Appendix 3 | OPL Core Values

ACCESS FOR ALL

We are committed to providing basic services to every person in Ottawa free of charge, and to providing barrier-free facilities, resources and services.

ACCOUNTABILITY

We are responsible for meeting the library service needs of the community in an efficient, effective and fiscally responsible manner.

BILINGUALISM

We provide a strong bilingual context in English and in French for our resources and services.

DYNAMIC WORKFORCE

We promote a stimulating work environment that recognizes and rewards staff creativity in serving the people of Ottawa.

INNOVATION

We continuously review current practices, make improvements, leverage technology and create new standards of performance to drive service improvements.

INTELLECTUAL FREEDOM

We defend the right of library users to freedom of thought, belief, opinion and expression as the basis of a democratic society.

LOVE OF READING

We nurture the joy of reading in people of all ages.

RIGHT TO PRIVACY

We respect and protect the privacy of our users.

SERVICE ORIENTATION

We excel in customer-driven service and respond to the diverse needs of the population of Ottawa.

SMART COMMUNITY

We believe that Ottawa's future economic and social prosperity depends on ensuring that all of our citizens are well informed and supported in their aspirations to learn throughout their lifetimes.

Appendix 4 | Search Institute: 40 Developmental Assets®

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development — known as **Developmental Assets®** — that help young people grow up healthy, caring, and responsible.



EXTERNAL ASSETS	Support	<ol style="list-style-type: none"> 1. Family support Family life provides high levels of love and support. 2. Positive family communication Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships Young person receives support from three or more nonparent adults. 4. Caring neighborhood Young person experiences caring neighbors. 5. Caring school climate School provides a caring, encouraging environment. 6. Parent involvement in schooling Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth Young person perceives that adults in the community value youth. 8. Youth as resources Young people are given useful roles in the community. 9. Service to others Young person serves in the community one hour or more per week. 10. Safety Young person feels safe at home, school, and in the neighborhood.
	Boundaries and Expectations	<ol style="list-style-type: none"> 11. Family boundaries Family has clear rules and consequences and monitors the young person's whereabouts. 12. School boundaries School provides clear rules and consequences. 13. Neighborhood boundaries Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence Young person's best friends model responsible behavior. 16. High expectations Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community Young person spends one or more hours per week in activities in a religious institution. 20. Time at home Young person is out with friends "with nothing special to do" two or fewer nights per week.
INTERNAL ASSETS	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement motivation Young person is motivated to do well in school. 22. School engagement Young person is actively engaged in learning. 23. Homework Young person reports doing at least one hour of homework every school day. 24. Bonding to school Young person cares about her or his school. 25. Reading for pleasure Young person reads for pleasure three or more hours per week.
	Positive Values	<ol style="list-style-type: none"> 26. Caring Young person places high value on helping other people. 27. Equality and social justice Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity Young person acts on convictions and stands up for her or his beliefs. 29. Honesty Young person "tells the truth even when it is not easy." 30. Responsibility Young person accepts and takes personal responsibility. 31. Restraint Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making Young person knows how to plan ahead and make choices. 33. Interpersonal competence Young person has empathy, sensitivity, and friendship skills. 34. Cultural competence Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution Young person seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power Young person feels he or she has control over "things that happen to me." 38. Self-esteem Young person reports having a high self-esteem. 39. Sense of purpose Young person reports that "my life has a purpose." 40. Positive view of personal future Young person is optimistic about her or his personal future.

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Appendix 5 | Child and Youth Agenda Framework

Framework for Promoting Healthy Child and Youth Development

GUIDING PRINCIPLES

The work of the Children and Youth Agenda will be guided by the following principles:

We, the community of Ottawa...

- believe the healthy development of children and youth is a shared community responsibility;
- recognize that children, youth and their families have a unique and essential voice in the community;
- will foster and promote collaboration through open and respectful communication;
- will ensure inclusion, equity and respect for diversity;
- will base our decisions on evidence-based knowledge and practices;
- will optimize resources through sharing ideas, experience, skills, and knowledge; and
- will honour Canada's commitment to the UN Convention on the Rights of the Child.

VISION

An Ottawa community committed to seeing all children and youth reach their full potential.

MISSION

To work together with families, caregivers and members of the community for the healthy development of children and youth.

Child/Youth

Optimal Developmental Outcomes

- Physical
- Emotional
- Cognitive
- Social
- Spiritual

Key Element: Safe and Caring Environments

Influencing Factors:

- Safe and Caring Places to Interact/Play/Work/Learn
- Clean and Healthy Environments
- Positive Learning/Work Environments
- Community Supports for Families, Children and Youth
- Family-Friendly Workplaces
- Shared Community Responsibility for Children and Youth

Key Element: Safe and Caring Environments

Community Identified Priority Outcomes:

- Improved support and/or resources for families to have stability in their lives
- Improved inclusion and access to programs and services for children and youth who have special and/or diverse needs
- Improved access to and participation in quality, affordable, culturally and developmentally appropriate leisure (eg. Play, sports, culture, recreation, arts) activities by all children and youth
- Increased support to develop community/school partnerships

Key Element: Opportunity to Develop Competencies

Influencing Factors:

- Positive Learning Experiences
- Develop Social Skills
- Positive Sense of Self
- Engaged in Recreation/ Leisure/ Arts/ Culture

Key Element: Opportunity to Develop Competencies

Community Identified Priority Outcomes:

- Increased engagement in school and in learning
- Increased positive social skills, self esteem and confidence for children and youth
- Improved healthy behaviours for children and youth
- Increased supports for children and youth for making healthy transitions from birth to adulthood

Public Policy

Community Identified Priority Outcomes at a Public Policy Level:

- Increased focus on addressing the social determinants of health
- Increased advocacy for resources and supports for healthy development of children and youth
- Increased advocacy for improved access to health and mental health services
- Improved policies which enhance sustainability and harmonization of funding processes and criteria among funders

Community, School and Neighbourhoods

Community Identified Priority Outcomes at a Community, School and Neighbourhood Level:

- Increase access to and sharing of information and resources by communities regarding services and emerging trends
- Increase capacity of organizations and neighbourhoods to recognize and respond to changing community needs
- Improve the coordination in services for children and youth and their parents/caregivers

Family, Caregivers and Peers

Community Identified Priority Outcomes at a Family Level:

- Expanded engagement of children, youth and their parents/caregivers in planning for and designing services

Key Element: Meeting Fundamental Needs

Influencing Factors:

- Nutritious Food
- Safe, Stable and Affordable Housing
- Sleep
- Health Care and Mental Health Services
- Freedom from Harm and Neglect

Key Element: Meeting Fundamental Needs

Community Identified Priority Outcomes:

- Increased community capacity to alleviate the effects of poverty
- Increased access by children and youth to enough nutritious food to lead an active, healthy life

Key Element: Stable and Nurturing Relationships

Influencing Factors:

- At Least One Caring Adult
- Positive Peer Relationships
- Positive Parenting
- Participation in Neighbourhood, School and Community

Key Element: Stable and Nurturing Relationships

Community Identified Priority Outcomes:

- Improved parenting knowledge, resources and skills
- Increased access to caring and supportive adults in the community
- Improved knowledge of and access to supports and services

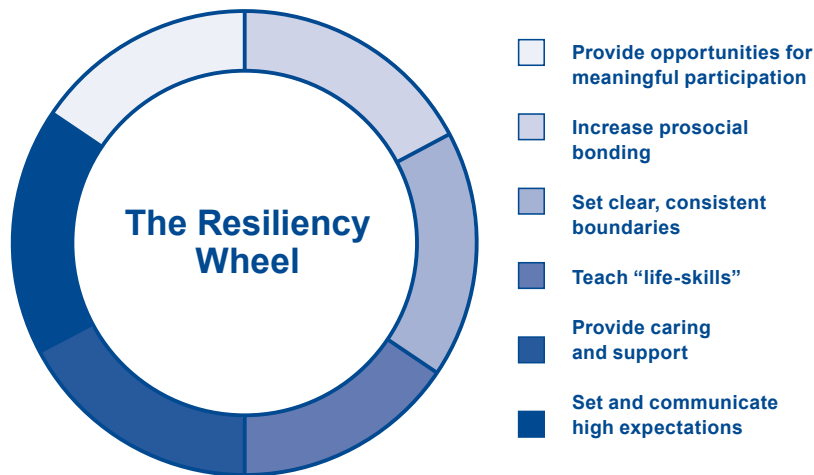
Created by the Children and Youth Agenda

Partners



Crisis Response and the Resiliency Wheel

EXAMPLES OF EFFECTIVE CRISIS RESPONSE ALIGNED WITH THE RESILIENCY WHEEL.



(Wheel adapted from The Resiliency Training Program © 1997 Nan Henderson and Associates)

Caring and support

Listen to students' concerns and answer their questions in direct, factual, age-appropriate ways. (Be careful of giving TOO MUCH information, especially with younger children.)

High expectations

Express your certainty that students can cope with the situation and faith in their strength and inner resources.

Opportunities for participation

Help students come up with ways they can address the crisis themselves: e.g., raising money, sending cards and letters, forming a Peace Club.

Prosocial bonding

Provide students with positive activities to do together that give them a sense of purpose and mastery in the situation.

Clear, consistent boundaries

Strike a balance between addressing concerns and getting back to a normal schedule. Young people need the safety of familiar rules and routines.

Life skills

Encourage students to communicate their thoughts and feelings. (But balance is again the key: Don't let the talk escalate and overwhelm students.)

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Sept. 28th, 2001

TRI Tips

Compiled by the
Tucson Resiliency
Initiative® 2002

Competencies *for* Librarians Serving Youth

YOUNG ADULTS DESERVE THE BEST



The Young Adult Library Services Association (YALSA), a division of the American Library Association (ALA), has developed a set of competencies for librarians serving young adults. Individuals who demonstrate the knowledge and skills required by the competencies will be able to provide quality library service in collaboration with teenagers. Institutions adopting these competencies will necessarily improve overall service capacities and increase public value to their respective communities.

The audiences for the competencies include:

- ▶ Library educators
- ▶ Graduate students
- ▶ Young adult specialists
- ▶ School library media specialists
- ▶ Generalists in public libraries
- ▶ School administrators
- ▶ Library directors
- ▶ State and regional library directors
- ▶ Human resources directors
- ▶ Non-library youth services providers
- ▶ Library grants administrators
- ▶ Youth advocacy institutions
- ▶ Youth services funding sources

Area I. Leadership and Professionalism

The librarian will be able to:

1. Develop and demonstrate leadership skills in identifying the unique needs of young adults and advocating for service excellence, including equitable funding and staffing levels relative to those provided adults and children.
2. Exhibit planning and evaluating skills in the development of a comprehensive program for and with young adults.
3. Develop and demonstrate a commitment to professionalism.
 - a. Adhere to the American Library Association Code of Ethics.
 - b. Model and promote a non-judgmental attitude toward young adults.
 - c. Preserve confidentiality in interactions with young adults.
4. Plan for personal and professional growth and career development through active participation in professional associations and continuing education.
5. Develop and demonstrate a strong commitment to the right of young adults to have physical and intellectual access to information that is consistent with the American Library Association's Library Bill of Rights.
6. Demonstrate an understanding of and a respect for diverse cultural and ethnic values.
7. Encourage young adults to become lifelong library users by helping them to discover what libraries offer, how to use library resources, and how libraries can assist them in actualization of their overall growth and development.
8. Develop and supervise formal youth participation, such as a teen advisory groups, recruitment of teen volunteers, and opportunities for employment.
9. Affirm and reinforce the role of library school training to expose new professionals to the practices and skills of serving young adults.
10. Model commitment to building assets in youth in order to develop healthy, successful young adults.

Area II. Knowledge of Client Group

The librarian will be able to:

1. Design and implement programs and build collections appropriate to the needs of young adults.
2. Acquire and apply factual and interpretative information on youth development, developmental assets, and popular culture in planning for materials, services and programs for young adults.
3. Acquire and apply knowledge of adolescent literacy, aliteracy (the choice not to read) and of types of reading problems in the development of collections and programs for young adults.
4. Develop services based on sound models of youth participation and development.
5. Develop programs that create community among young adults, allow for social interaction, and give young adults a sense of belonging and bonding to libraries.

Area III. Communication

The librarian will be able to:

1. Form appropriate professional relationships with young adults, providing them with the assets, inputs and resiliency factors that they need to develop into caring, competent adults.
2. Demonstrate effective interpersonal relations with young adults, administrators, other professionals who work with young adults, and the community at large by:
 - a. Using principles of group dynamics and group process.
 - b. Establishing regular channels of communication (both written and oral) with each group.
 - c. Developing partnerships with community agencies to best meet the needs of young adults.
3. Be a positive advocate for young adults before library administration and the community, promoting the need to acknowledge and honor the rights of young adults to receive quality and respectful library service at all levels.
4. Effectively promote the role of the library in serving young adults; that the provision of services to this group can help young adults build assets, achieve success, and in turn, create a stronger community.
5. Develop effective methods of internal communication to increase awareness of young adult services.

Area IV. Administration

A. PLANNING

The librarian will be able to:

1. Develop a strategic plan for library service with young adults based on their unique needs.
 - a. Formulate goals, objectives, and methods of evaluation for young adult service based on determined needs.
 - b. Design and conduct a community analysis and needs assessment.
 - c. Apply research findings towards the development and improvement of young adult library services.
 - d. Design, conduct, and evaluate local action research for service improvement.
 - e. Design activities to involve young adults in planning and decision-making.
 - f. Develop strategies for working with other libraries and learning institutions.
2. Design, implement, and evaluate ongoing public relations and report programs directed toward young adults, administrators, boards, staff, other agencies serving young adults, and the community at large.
3. Identify and cooperate with other youth serving agencies in networking arrangements that will benefit young adult users.

Appendix 7 | YALSA Competencies for Librarians Serving Youth *continued*

4. Develop, justify, administer, and evaluate a budget for young adult services.
5. Develop physical facilities dedicated to the achievement of young adult service goals.
6. Develop written policies that mandate the rights of young adults to equitable library service.

B. MANAGING

The librarian will be able to:

1. Contribute to the orientation, training, supervision and evaluation of other staff members in implementing excellent customer service practices.
2. Design, implement and evaluate an ongoing program of professional development for all staff, to encourage and inspire continual excellence in service to young adults.
3. Develop policies and procedures based upon and reflective of the needs and rights of young adults for the efficient operation of all technical functions, including acquisition, processing, circulation, collection maintenance, equipment supervision, and scheduling of young adult programs.
4. Identify and seek external sources of support for young adult services.
5. Monitor and disseminate professional literature pertinent to young adults, especially material impacting youth rights.
6. Demonstrate the capacity to articulate relationships between young adult services and the parent institution's core goals and mission.
7. Exhibit creativity and resourcefulness when identifying or defending resources to improve library service to young adults, be they human resources, material, facility, or fiscal. This may include identifying and advocating for the inclusion of interested paraprofessionals into the direct service mix.
8. Document program experience and learning so as to contribute to institutional and professional memory.
9. Implement mentoring methods to attract, develop, and train staff working with young adults.
10. Promote awareness of young adult services strategic plan, goals, programs and services among other library staff and in the community.
11. Develop and manage services that utilize the skills, talents and resources of young adults in the school or community.

Area V. Knowledge of Materials

The librarian will be able to:

1. Insure that the parent institution's materials policies and procedures support and integrate principles of excellent young adult service.
2. In collaboration with young adults, formulate collection development, selection, and weeding policies for all young adult materials, as well as other materials of interest to young adults.
3. Employing a broad range of selection sources, develop a collection of materials with young adults that encompasses all appropriate formats, including materials in emerging technologies, languages other than English, and at a variety of reading skill levels.
4. Demonstrate a knowledge and appreciation of literature for and by young adults.
5. Identify current reading, viewing, and listening interests of young adults and incorporate these findings into collection development strategies as well as events and programs.
6. Design and produce materials (such as finding aids and other formats) to expand access to collections.
7. Maintain awareness of ongoing technological advances and develop a facility with electronic resources.
8. Serve as a resource expert and a consultant when teachers are making the transition from textbook-centered instruction to resource-based instruction.

Area VI. Access to Information

The librarian will be able to:

1. Assess the developmental needs and interests of young adults in the community in order to provide the most appropriate resources and services.
2. Organize collections to maximize easy, equitable, and independent access to information by young adults.
3. Use current standard methods of cataloging and classification, as well as incorporate the newest and most creative means of access to information.
4. Create an environment that attracts and invites young adults to use the collection.
5. Develop special tools that maximize access to information not readily available, (e.g., community resources, special collections, youth-produced literature, and links to useful Web sites).
6. Employ promotional methods and techniques that will increase access and generate collection usage.
7. Through formal and informal instruction, ensure that young adults gain the skills they need to find, evaluate, and use information effectively.
8. Create an environment that guarantees equal access to buildings, resources, programs and services for young adults.
9. Develop and use effective measures to manage internet and other electronic resources that provide young adults with equal access.
10. Develop and maintain collections that follow the best practices of merchandising.

Area VII. Services

The librarian will be able to:

1. Together with young adults, design, implement and evaluate programs and services within the framework of the strategic plan and based on the developmental needs of young adults and the public assets libraries represent.
2. Utilize a variety of relevant and appropriate techniques (e.g., booktalking, discussion groups) to encourage young adult use of all types of materials.
3. Provide opportunities for young adults to direct their own personal growth and development.
4. Identify and plan services with young adults in non-traditional settings, such as hospitals, home-school settings, alternative education and foster care programs, and detention facilities.
5. Provide librarian-assisted and independent reference service to assist young adults in finding and using information.
6. Provide a variety of informational and recreational services to meet the diverse needs and interests of young adults.
7. Instruct young adults in basic information gathering and research skills. These should include the skills necessary to use, evaluate, and apply electronic information sources to insure current and future information literacy.
8. Promote activities which increasingly strengthen information literacy skills, and develop life-long learning habits.
9. Actively involve young adults in planning and implementing services and programs for their age group through advisory boards, task forces, and by less formal means (e.g., surveys, one-on-one discussions, focus groups)
10. Develop partnerships and collaborations with other organizations that serve young adults.
11. Implement customer service practices that encourage and nurture positive relationships between young adults, the library, staff and administration.

Additional Professional Resources from the Young Adult Library Services Association (YALSA)

Membership in YALSA

If you work with 12- to 18-year-olds in a school library media center, public library or other setting, you may be interested in joining the over 4,000 members of the Young Adult Library Services Association (YALSA). Membership information is available online at www.ala.org/ala/yalsa/joinus/joinus.htm or by calling 1-800-545, 2433 extension 4390.

Training

Serving the Underserved (SUS) Trainers

YALSA has offered the services of this cadre of trainers since 1994. The trainers work with adult learners and are experts in the specialized field of young adult services. See www.ala.org/ala/yalsa/professionaldev/yalsatrainers.htm.

For information on additional training opportunities available through YALSA, e-mail yalsa@ala.org or call 1-800-545-2433, extension 4390.

Web Sites

www.ala.org/yalsa | www.ala.org/teenread

Discussion Lists

Information about subscribing to these electronic discussion lists is available at www.ala.org/ala/yalsa/electronicresources/websitesmailing.htm. YALSA Membership is not required for participation on the lists.

YALSA-L a general list related to young adult services in libraries

YALSA-BK for anyone interested in discussing young adult literature and related topics

YA-YAAC for librarians working with teen advisory groups or planning teen activities

Print Resources

New Directions for Library Service to Young Adults, by YALSA and Patrick Jones. ALA Editions, 2002. ISBN: 0-8389-0827-6.

Excellence in Library Service to Young Adults, 4th edition, edited by Renee Vaillancourt McGrath. YALSA, 2004. ISBN: 0-8389-8280-8

Young Adult Library Services: The Official Journal of the Young Adult Library Services Association (YALSA). Information is available at www.ala.org/ala/yalsa/yalsapubs/publications.htm.

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Appendix 8 | Teen Zone Chart

	Age 10–14	Age 15–19	Total Teen Population	Population Rank	Circulation of Teen Materials 2007	Circ Rank	Existing Teen Zone	Recently Updated
Alta Vista	2,235	2,550	4,785	8	13,585	9	Y	Y
Beaverbrook	2,350	2,074	3,424	13	20,104	4	N	*
Blackburn Hamlet	630	640	1,270	20	2,931	23	N	Y
Carlingwood	2,230	2,370	4,600	9	14,627	8	Y	Y
Carp	587	581	1,168	22	3,629	22	N	
Centennial	1,865	1,970	3,835	11	6,058	18	Y	Y
Constance Bay	535	530	1,095	23	1,077	31	N	
Cumberland	5,200	5,420	10,620	1	18,407	6	Y	Y
Elmvale Acres	1,355	1,525	2,880	16	7,565	16	Y	N
Emerald Plaza	3,000	3,585	6,585	5	9,683	12	Y	Y
Fitzroy Harbour	259	280	539	31	466	33	N	
Greely	551	503	1,054	26	1,180	29	N	
Greenboro District	4,320	4,385	8,705	3	29,263	2	Y	Y
Hazeldean	3,130	3,030	6,160	6	14,997	7	N	N
Main Library	345	605	950	27	24,675	3	Y	Y
Manotick	1,080	994	2,074	18	4,080	21	Y	Y
Metcalfe	253	245	498	32	1,455	26	N	
Munster	428	365	793	29	1,229	27	N	
Nepean Centrepointe	2,320	2,525	4,845	7	34,476	1	Y	Y
North Gloucester	1,760	1,925	3,685	12	7,105	17	Y	Y
North Gower	450	431	881	28	1,530	24	N	
Orléans	3,395	3,865	7,260	4	12,452	10	Y	N
Osgoode	539	539	1,078	24	1,087	30	N	
Richmond	560	514	1,074	25	1,228	28	N	
Rideau	700	965	1,665	19	5,272	20	N	Y
Rockcliffe Park	540	670	1,210	21	1,522	25	N	Y
Rosemount	1,595	1,760	3,355	14	7,968	14	N	
Ruth E. Dickinson	4,590	4,120	8,710	2	19,163	5	Y	*
St-Laurent	2,175	2,300	4,475	10	8,413	13	Y	N
Stittsville	1,688	1,528	3,216	15	7,805	15	Y	Y
Sunnyside	1,085	1,240	2,325	17	11,951	11	Y	Y
Vanier	250	370	620	30	838	32	Y	N
Vernon	126	123	249	33	265	34	N	
Bookmobile					6,047	18		

* in development

