

Collection Development Plan: Mary D. Pretlow Anchor Branch

Kayleigh Pendrick

Department of STEM Education and Professional Studies, Old Dominion University

LIBS 658: Knowledge Resources: Planning, Selecting, & Managing Collections

Dr. Rea Simons

November 6, 2022

Introduction

Mary D. Pretlow Anchor Branch is one of eleven branches in the Norfolk Public Library (NPL) system. It serves the entire Norfolk area, but it most conveniently serves the 23503 zip code in the West Ocean View area. About 29,940 people live in this zip code, which makes up 12% of Norfolk's total population (GHR Connects, 2022c).

In order to get a quick view of the makeup of the community, many percentages are needed. In regard to race/ethnicity, 65% of the 23503 population is white. Around a quarter of the population is Black, and a tenth is Hispanic/Latinx (GHR Connects, 2022c). 11% of people in Norfolk speak a language other than English at home (United States Census Bureau, 2022). It is estimated that 4% of adults are LGBTQ+ (Movement Advancement Project, 2022). 11% of people under 65 have a disability (United States Census Bureau, 2022). 9% of families in West Ocean View live below the poverty line (GHR Connects, 2022b). In addition, this area has a 4% unemployment rate (GHR Connects, 2022a). The US Census says that 92% of households have a computer, but only 85% have a broadband internet subscription (2022). This community is more than its numbers, but those give a picture of the people who Pretlow aims to serve.

In my collection analysis, I examined research, policies, and procedures. In regard to policy, NPL removed the barrier of fees and fines in 2021 (Norfolk Public Library, 2022c). However, it can still be difficult to get a library card. Photo identification and proof of residence is needed to get a card, and juveniles must have a parent or guardian sign in order to get a library card (Norfolk Public Library, 2022c). This affects access to the library, although the Norfolk Public Library Board of Trustees' mission statement declares that, "The Norfolk Public Library offers equal opportunity access" (Norfolk Public Library, 2022a).

In addition to this, NPL has a clear collection management policy that consists of 23 selection guidelines to help collections librarians (Norfolk Public Library, 2022d). This helps to create a well-developed collection which reflects and meets the needs of the community. A

library collection cannot stay static. Resources should regularly be evaluated based on condition, circulation numbers, and accuracy of the information. If the material is no longer helpful to have on the shelf, it must be weeded according to the library policy's guidelines (Johnson, 2018, p. 298). It is necessary that the community is kept in mind for every choice made by collections librarians, as libraries are first and foremost institutions to serve the community.

There is always work to be done when it comes to making changes in collections, policies, and procedures to improve the library experience. However, I have decided to address three areas that I believe would help Pretlow be a better library that reflects patrons and increases access. Firstly, the library needs to increase the number of Spanish language fiction books. Currently, only 0.3% of the adult fiction collection is in Spanish, compared to the nearly 10% of Hispanic/Latinx people in the 23505 zip code (GHR Connects, 2022c; Norfolk Public Library, 2022b). I cannot find an exact number of how many Hispanic/Latinx households speak Spanish at home, but as mentioned above, the data does show that 11% of people in Norfolk speak a language other than English at home; it is sensible to extrapolate that many of those homes must be Hispanic/Latinx (United States Census Bureau, 2022). Secondly, I believe the library needs to increase the number of juvenile books about Black/African American characters. 41.1% of the population in Norfolk is Black/African American, which makes up the second most populous racial/ethnic group (United States Census Bureau, 2022). Braga (2022) says that "a lack of representation in media can lead to negative psychological outcomes for those with identities that are underrepresented or negatively portrayed." Lastly, I would like to see a pilot program that allows patrons ages 13+ to receive their own library cards without parent/guardian approval. Not allowing teens to procure their own cards without parent/guardian permission is a barrier to access for those teens.

On December 17, 2013, the Norfolk Public Library Board of Trustees adopted the following mission statement:

The Norfolk Public Library offers equal opportunity access to information, high quality book and multimedia materials, programs, exhibits, online resources, and technology to meet the needs of our diverse community for life-long learning, cultural enrichment, and intellectual stimulation. To fulfill its mission, the Library employs a knowledgeable, well-trained staff committed to excellent service and civility. (Norfolk Public Library, 2022a)

Adding more adult Spanish language fiction books and juvenile books about Black/African American characters aligns with the mission statement's goal to "meet the needs of our diverse community" (Norfolk Public Library, 2022a). Allowing teens to independently acquire library cards speaks to NPL's goal of "equal opportunity access to information" (Norfolk Public Library, 2022a).

Literature Review

Albero Milo of REFORMA, or The National Association to Promote Library & Information Services to Latinos and the Spanish Speaking, points out that it is necessary to buy Spanish language books because it is part of building a culturally diverse collection (2022). "It should not be seen as an 'additional' or 'extra' services, but as an integral part of every library's service" (RUSA, 2007, p.198). In a survey conducted by Dali (2022), she found that 66% of Spanish-speaking readers read for leisure 1-10 hours a week, and 28% spend 11-20 hours a week (p. 200). These readers, who were both primarily Spanish-speaking and bilingual, expressed a desire for Spanish books written by international authors (Dali, 2022, p. 201). Milo points out that "[n]ot all important literary works ever written have been written only in English," citing authors like Pablo Neruda, Isabel Allende, and Gabriel Garcia Marquez (2022). In a previous study, Dali also found that translated books can help Spanish-speakers, especially those new to the country, connect to pop culture (2010). Having Spanish language books in a library can make Spanish-speaking patrons feel like their culture is respected and that they are welcome and wanted in the library. It is important to them that they can access books for both informational and pleasure reading (Hill, 2018).

The importance of reading is heavily imparted on children. However, how do Black children feel when most of the books available are about kids who look nothing like them? “African-American children are subject to psychological issues concerning lack of self-esteem and are presented with the idea that they are not important or do not exist in society” if they do not see themselves in books (Massey, 2015, p. 25). Children are more likely to engage with books that are about characters “like them,” which is important because children’s books help children learn to empathize with different life experiences and emotions (Daly, 2004, pp. 5, 14). A variety of stories about unique characters and situations are needed, too. Not every story about Black people is a biography, and not every Black character is a freed slave, a Civil Rights protester, or a jazz pianist. Although publishing has seen an increase in African American children’s books, availability in bookstores does not necessarily translate into availability in libraries (Gray, 2009, p. 472). Librarians need to seek out Black children’s books to add to their collections to fight against the idea that white protagonists are the norm and show Black children that their stories and their culture matter (Daly, 2004, pp. 5).

The Young Adult Library Services Association, or YALSA, lists equity of access, or “[e]nsur[ing] access to a wide variety of library resources, services, and resources for and with all teens, especially those facing challenges to access” (2010). Although this is a main tenant of youth library services, there is a huge barrier to access in the form of teens being unable to get a library card without a parent or guardian (Campos, 2020, p. 50). An ID and proof of address are generally needed, along with an adult’s signature. However, many unhoused teenagers enjoy spending time in libraries. Because of their unhoused status, they can have difficulties accessing educational resources to help with homework assignments, which then affects already high dropout rates (Terrile, 2009, p. 5). Without an adult or an address, these teens are unable to use library computers or to check out materials that can help them with homework. Teens who are turned away from using library services often do not return (Campos, 2020, p. 51). This also affects teens who may spend time at the library after school

while their parents/guardians are working and therefore never have their parents/guardians present to sign for a card (Campos, 2020, p. 50). Allowing teens to independently sign for their own library cards is a step towards equitable access for teens.

Selected Resources

I first looked at the International Latino Book Awards website as a selection aid for adult fiction books in Spanish. The first book I chose was *Detrás de mi nombre* by Alexandra Castrillón Gómez, a Colombian author. The book won the Isabel Allende Most Inspirational Book Award (International Latino Book Awards, 2022). It was originally written in Spanish. The book was published in 2021, so it is current, and it is relevant to Spanish-speaking adults who want to read a best-selling Spanish book at an adult level. The purpose of the novel is not only to entertain, but according to the award, to inspire people. The book is about a woman's travels across Latin America as she copes with grief (Gomez, A. C., 2022a). The descriptions of different countries will definitely have some accuracy, as the author says she is a "[n]omad in constant exploration" and has traveled to many Latin American countries, which also makes her somewhat of an authority (Gomez, A. C., 2022b).

My second selection was a Spanish translation of *Mexican Gothic* by Silvia Moreno-Garcia, supported by the selection aid Penguin Random House. *Mexican Gothic* is a *New York Times* bestseller, winner of the Locus Award, nominee for the Bram Stoker Award, and chosen as one of the best books of 2020 by at least thirteen publications. Since it is only two years old, the book is very current (Penguin Random House, 2022). It is a novel made to entertain readers. As a Mexican-Canadian author, Moreno-Garcia is an authority for writing a story about a Mexican family. The book is a fantasy/horror novel, so accuracy is not a big part of the selection of the book (Penguin Random House, 2022). The book is relevant to the collection because not only will it be in Spanish, it was originally published in English. It has been and continues to be incredibly popular in America. This way, Spanish-speaking patrons can both

read an entertaining novel in their language and have a higher chance of finding a Spanish or English speaker with whom to discuss the book.

The AALBC (African American Literature Book Club) is an amazing selection aid for finding books about Black children. The first book I found was *Bunheads* by Misty Copeland. It was published in 2020 and is a *New York Times* bestseller (AALBC, 2022a). This is a picture book for young readers. It is a book about a young Black ballet dancer, but it does not center around the character's Blackness. This is relevant to my statement that libraries need different stories about Black characters. The author, Misty Copeland, is "the first African American Female Principal Dancer with the prestigious American Ballet Theatre," so she is an authority who writes with accuracy about ballet (Copeland, 2022). The purpose of the book is not only to entertain children, but to inspire kids who are "looking for the courage to try something new" (AALBC, 2022a).

The second book I found on the AALBC website is *New Kid* by Jerry Craft. *New Kid* won the Coretta Scott King Award, Kirkus Prize, and Newbery Medal. It is the most critically acclaimed middle grade graphic novel of 2019 (AALBC, 2022b). Having graphic novels in juvenile collections is important, as graphic novels have become very popular. It is relevant to Black children because it tells the story of a middle schooler who feels out of place both as one of the few Black students at his private school and as a private school student in his Black neighborhood. The book's purpose is to entertain and to give readers a character to relate to if they've had similar experiences. The author says that he went through a similar experience to the main character in this book during his high school years, lending him a sense of authority (Craft, 2022).

Brooklyn Public Library (BPL) is a great example of a library independently issuing teen library cards (2022c). Teens are able to apply for their own cards online or in person. They do not require a parent/guardian signature. Teens are able to choose what name they want on their library card, even if it is not their legal name (Brooklyn Public Library,

2022d). Parents/guardians can only put restrictions on cards for youths under 13 years old (Brooklyn Public Library, 2022b). In a program called Books Unbanned, library users from across the country can get free eCards from BPL if they email booksunbanned@bklynlibrary.org (Brooklyn Public Library, 2022a). No matter where they live, they have full access to BPL's online catalog. BPL started this program in opposition to the recent increase of book bannings. The goal is to make sure that teens are not deprived of the chance to read the interesting, diverse books that are being targeted (Brooklyn Public Library, 2022a). Starting with an eCard is a good example for teen library cards.

Barberton Public Library of Barberton, Ohio have "3 for Me" cards, which are issued to children under 18. No parental signature is required. The library says, "The 3 for Me card is for borrowing three books, printed items or eMedia, only at Barberton Public Library... The card cannot be used for holds, Internet access or AV items" (Barberton Public Library, n.d.). In order to get the card, they require that "[a] child must be able to write his or her name and provide date of birth and contact information in order to be eligible" (Barberton Public Library, n.d.). While allowing teens to check out materials is a positive thing, I believe that the card denies full equity of access by not letting teens use the internet. The 3 for Me card application is included as an addendum at the end of this paper.

Three Year Plans

<u>Goal 1</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Add more Spanish language fiction books to the library.	Add 5-10 Spanish language fiction books originally written in Spanish. Add 5-10 Spanish language fiction books that are translated from English.	Add 7-12 Spanish language fiction books originally written in Spanish. Add 7-12 Spanish language fiction books that are translated from English, with the ratio of	Add 10-15 Spanish language fiction books originally written in Spanish. Add 10-15 Spanish language fiction books that are translated from English, with the ratio of

	<p>Promote books by creating displays in the central area of the library. Add a larger and brighter label to the Spanish fiction section so people are more likely to find the books even when they are not on main displays.</p> <p>Ask patrons who are interested in Spanish language nonfiction if they have checked our Spanish language fiction section.</p> <p>Assessments: Look at circulation numbers for both overall circulation and circulation of originally Spanish versus translated books.</p> <p>When checking out books, put a two-question survey* in the book and ask customers to slip the survey in the book when they return it. Take those answers into account for next year.</p> <p>* Q1: Do you feel like we need more Spanish language fiction in the library? Circle yes or no. Q2: What Spanish language book or book translated into Spanish do you recommend?</p>	<p>originally Spanish versus translated books informed by last year's circulation numbers and taking into account book recommendations from patrons.</p> <p>Start a plan to shift materials in order to expand the space for the Spanish language collection.</p> <p>Start a bimonthly book club for Spanish language books.</p> <p>Continue displays.</p> <p>Assessments: Continue to look at circulation numbers for originally Spanish versus translated books.</p> <p>Keep track of the number of book club participants.</p> <p>Continue surveys.</p>	<p>originally Spanish versus translated books informed by last year's circulation numbers and taking into account book recommendations from patrons.</p> <p>Expand Spanish language fiction section, allowing for more visibility and space for new books.</p> <p>Ask patrons if they want to write a short recommendation for a book when they return it. Use this to create a display of Spanish language books with a personal touch.</p> <p>Continue book club.</p> <p>Assessments: Continue to look at circulation numbers, book club participants, and surveys.</p> <p>See if the personal recommendations increase display circulation.</p>
--	---	---	---

<u>Goal 2:</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Add a more diverse selection of juvenile books about Black/African American characters.	<p>Add 10-15 contemporary (not written about historical events or figures) picture books featuring Black/African American characters.</p> <p>Include one of these books per month during storytime.</p> <p>Advertise the next storytime books by posting a weekly flier at the children's circulation desk of which book will be featured the next week.</p> <p>Assessments: Examine circulation numbers.</p> <p>Record the number of participants of each storytime. Have parents fill out a quick survey after storytime including their race/ethnicity and ranking the book on a scale of 1-5.</p>	<p>Add 10-15 contemporary (not written about historical events or figures) middle grade books featuring Black/African American characters.</p> <p>Include these books in displays outside of just Black History Month.</p> <p>Assessments: Examine track of circulation numbers.</p> <p>If a parent and child are returning the book to the circulation desk, ask the child what they liked about the book and ask the parent if it's okay if you write it down. Hold onto this information to help inform choosing additional books.</p>	<p>Add 5-10 graphic novels for the 6-8 year age group.</p> <p>Add 5-10 graphic novels for the 9-12 age group.</p> <p>Promote these in graphic novel displays.</p> <p>Have a graphic novel programming that includes these books.</p> <p>Assessments: Examine track of circulation numbers.</p> <p>Record popularity of the graphic novels during the graphic novel programming.</p> <p>Put together a report about the circulation statistics and popularity of the books introduced during these three years.</p>

<u>Goal 3</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Library cards for patrons aged 13+ without a parent/guardian signature.	Create a separate library card form for teens. This will include asking for name, age, address, phone number, and email address. Teens will be asked to provide a type of ID (school,	<p>Continue to use the same library card form.</p> <p>In addition to access to the internet and checking out digital materials, teen cards</p>	<p>Continue to use the same library card form.</p> <p>Increase the physical material borrowing limit to 15 items.</p>

	<p>military, state), but will not be denied the library card if they cannot provide one. This does give unhoused teens a chance to give a shelter or any address and still receive a card.</p> <p>Teen cards will only allow access to internet use in the library and checking out digital materials.</p> <p>Put up a flier at the circulation desk advertising teen cards.</p> <p>Assessments: Examine data including the number of teen library cards distributed, the ages of the teens, and the number of teens who provide a type of ID.</p> <p>Look at data of how often teens are using the internet.</p> <p>Look at data about the number of Libby checkouts per card (as we are unable to track hoopla checkouts).</p>	<p>will allow teens to check out up to 5 physical materials at once.</p> <p>Start a bimonthly teen book club.</p> <p>Assessments: Continue examining the same data collection areas from year 1.</p> <p>Examine the number of materials teens check out, including types of materials.</p> <p>Look at how often teens return materials late and how often they do not return materials. Compare these numbers to adult cards.</p> <p>Record book club attendance.</p>	<p>Continue the teen book club, but adjust depending on the number of participants from year 2. If the book club is popular, increase it to monthly. If it is not very popular, decrease it to quarterly.</p> <p>Assessments: Continue examining the same data collection areas from years 1 and 2.</p> <p>Create a report that compares teen late return and no return rates to adult rates. See if this may mean a reconsideration of parts of the teen card program.</p>
--	---	--	--

Conclusion

I believe that my goals to increase the number of Spanish language fiction books, increase the number of juvenile books with Black/African American main characters, and start a program in which patrons ages 13+ are able to apply for their own library cards without parent/guardian permission are all possible. There is previous research that supports these

areas. Implementing each goal as a three-year plan allows the goals to build on themselves each year while collecting data and feedback. Most importantly, the library has a chance to communicate with patrons about these changes. Although all of these goals are created with the patron population in mind, it is important to be open to feedback, as ultimately, the library is there to serve the needs of patrons.

References

- AALBC. (2022a). *Bunheads*. <https://aalbc.com/books/bookinfo.php?isbn13=9780399547645>
- AALBC. (2022b). *New Kid*. <https://aalbc.com/books/bookinfo.php?isbn13=9780062691200>
- Barberton Public Library. (n.d.) *3 for Me*.
https://www.barbertonlibrary.org/sites/default/files/migrated/3%20for%20Me%20full%20page%20application_0.pdf
- Braga, A. (2022, March 22). *The importance of children's representation in literature and media*. Humaniam. <https://www.humanium.org/en/the-importance-of-childrens-representation-in-literature-and-media/>
- Brooklyn Public Library. (2022a). *Books Unbanned*.
<https://www.bklynlibrary.org/books-unbanned>
- Brooklyn Public Library. (2022b). *Borrowing*. <https://www.bklynlibrary.org/use-the-library/borrow>
- Brooklyn Public Library. (2022c). *Brooklyn Public Library*. <https://www.bklynlibrary.org/>
- Brooklyn Public Library. (2022d). *Get a library card*. <https://www.bklynlibrary.org/card/>
- Campos, L. (2020). Eliminating barriers: Building stronger relationships with teen library patrons. *The Serials Librarian*, 79(1-2), 49-56. <https://doi.org/10.1080/0361526X.2020.1772172>
- City of Norfolk. (2022). *Library circulation statistics*. Norfolk Open Data.
<https://data.norfolk.gov/Education/Library-Circulation-Statistics/e68x-a47n/data>
- Copeland, M. (2022). *The Official Website of Misty Copeland*. <https://mistycopeland.com/>
- Dali, K. (2010). Readers' advisory in public libraries and translated fiction. *Reference Librarian*, 51(3), 175-188. doi:10.1080/02763871003733430

- Craft, J. (2022). FAQ. Jerry Craft. <https://jerrycraft.com/faq/>
- Dali, K. (2022). Reading practices of Spanish-speaking readers in the United States and Canada. *Journal of Librarianship and Information Science*, 54(2), 188-207. <https://doi-org.proxy.lib.odu.edu/10.1177/0961000621996412>
- Daly, E. (2004). Valuing readers' life experiences: Culturally sensitive African American children's literature. *Current Studies in Librarianship*, 28(1/2), 5–17.
- GHR Connects. (2022a). *Employment data for zip code: 23503*.
<https://www.ghrconnects.org/demographicdata?id=41718§ionId=939>
- GHR Connects. (2022b). *Households/income data for zip code: 23503*.
<https://www.ghrconnects.org/demographicdata?id=41718§ionId=936>
- GHR Connects. (2022c). *Summary data for zip code: 23503*.
<https://www.ghrconnects.org/demographicdata?id=41718>
- Gomez, A. C. (2022a). *Detrás de mi nombre*. Alexandra Castrillon Gomez.
<https://www.alexandracastrillon.com/detras-de-mi-nombre/>
- Gomez, A.C. (2022b). *En tercera persona*. Alexandra Castrillon Gomez.
<https://www.alexandracastrillon.com/alexandra-castrillon-g/>
- Gray, E. S. (2009). The importance of visibility: Students' and teachers' criteria for selecting African American literature. *The Reading Teacher*, 62(6), 472–481.
<http://www.jstor.org/stable/20464454>
- Hill, J. (2018). Building for diversity: How public libraries can create great multilingual

collections. *Dalhousie Journal of Interdisciplinary Management*, 4, 1-15.

doi:[10.5931/djim.v14i0.7854](https://doi.org/10.5931/djim.v14i0.7854)

International Latino Book Awards. (2022). *International Latino Book Awards*.

<https://www.latinobookawards.org/>

Johnson, P. (2018). *Fundamentals of collection development and management*

(4th ed.). American Library Association.

Massey, J. (2015). African-American literature for the young child: A selected annotated

bibliography. *Codex* (2150-086X), 3(3), 25–34.

Milo, A. (2022). *Why buy Spanish books?* REFORMA.

<https://www.reforma.org/content.asp?contentid=75>

Movement Advancement Project. (2022). *Virginia's equality profile*.

https://www.lgbtmap.org/equality-maps/profile_state/VA

Norfolk Public Library. (2022a). *About NPL*.

<https://www.norfolkpubliclibrary.org/about-npl/about-our-library>

Norfolk Public Library. (2022b). *Catalog home*. https://nfpl.ent.sirsi.net/client/en_US/default

Norfolk Public Library. (2022c). *Circulation policy*.

<https://www.norfolkpubliclibrary.org/about-npl/policies/circulation-policy>

Norfolk Public Library. (2022d). *Collection management policy*.

<https://www.norfolkpubliclibrary.org/about-npl/policies/collection-management-policy>

Penguin Random House. (2022). *Mexican Gothic*.

<https://www.penguinrandomhouse.com/books/577068/mexican-gothic-by-silvia-moreno-garcia/>

RUSA. (2007). Guidelines for the development and promotion of multilingual collections and services. *Reference & User Services Quarterly*, 47(2), 198-200.

Terrile, V. C. (2009). Library services to children, teens and families experiencing homelessness. *Urban Library Journal*, 15(2), 1-15.


United States Census Bureau. (2022). *Quick facts: Norfolk city, Virginia*.

<https://www.census.gov/quickfacts/norfolkcityvirginia>

Young Adult Library Services Association. (2010). *Teen services competencies for library staff*.

American Library Association. <https://www.ala.org/yalsa/guidelines/yacompetencies>

Addendum



Children's and Teen Library Card


A child may have two library cards, one of the *3 for Me* and one regular card.

About *3 for Me*:

3 for Me library cards are available to youth under the age of 18 years old without an adult signature.

The *3 for Me* card is for borrowing three books, printed items or eMedia, only at Barberton Public Library. If you owe \$10.00 or more in lost/damage fees on your *3 for Me* card, you cannot use it. The card cannot be used for holds, Internet access or AV items.

* A child must be able to write his or her name and provide date of birth and contact information in order to be eligible.



Children's and Teen Library Card Application

Name _____

Address _____

City _____ Zip Code _____

Phone _____

Date of Birth _____

Email _____

***For Staff use only.**

Card Number _____

Staff Initials _____ Date _____



The Barberton Public Library is an independent library that proudly serves the city of Barberton and surrounding areas.
www.barbertonlibrary.org • 330-745-1194 • Main Library: 602 W. Park Ave. • Barberton, OH 44203