

# Youth Collections at The New York Public Library

## Collection Development and Management

**NEW YORK PUBLIC LIBRARY MISSION:** *To inspire life-long learning, advance knowledge and strengthen our communities*

## Overall Collection Development Criteria

Materials are evaluated according to one or more of the following criteria. An item does not need to meet all of these criteria in order to be acceptable.

### General Criteria:

- present and potential relevance to community needs
- suitability of physical format for library use
- suitability of subject and style for intended audience
- reflection of contemporary culture and interests
- uniqueness of subject matter
- relation to other material on the subject.
- attention by critics and reviewers
- potential user appeal
- requests by the public
- cost

### Content criteria:

- authority
- skill, competence, and purpose of author or creator
- reputation and significance of author or creator
- effectiveness of the work as a whole
- clear presentation of information
- appeal of illustration and visual content
- literary and/or artistic merit
- currency
- technical quality
- representation of diverse points of view
- representation of important movements, genres, or trends
- vitality and originality
- artistic presentation and/or experimentation
- sustained interest
- relevance and use of the information
- respectful & accurate portrayal of characters and cultures

Additional considerations for electronic information sources:

- ease of use of the product
- relevance and position within current technological trends
- availability of the information to multiple, concurrent users
- technical requirements to provide access to the information

### **Collection Responsibilities**

1. Central Collection Development staff oversee collections through an organized structure for planning, selecting, acquiring, and managing library materials.
2. All staff contribute to the development of collections by:
  - engaging in open, continuous two-way communication with patrons and other staff
  - recognizing that individuals have different ways of expressing their needs because of age, language, economic status, culture, or other characteristics
  - interacting with understanding, respect, and responsiveness to all
  - working in partnership with one another to understand and respond to the needs and expectations of local communities
  - understanding and responding to rapidly changing demographics, as well as societal and technological changes
  - recognizing that materials of varying complexity and format are necessary to meet diverse needs
  - seeking continuous improvement through ongoing evaluation
3. Neighborhood communities have a role in shaping library collections by participating in the collection development process through dialog and suggestions.

### **Budgets**

Each fiscal year, based upon the total youth materials budget, a plan is formulated to accomplish the library's collection building goals by assigning specific portions of that budget to address four main areas of the selection process: core collection building; new & current materials; non-print media; and replacement ( materials that have become soiled, worn, or lost, but are still in high demand and contribute to the overall balance and quality of the collection).

### **Collection Evaluation**

Evaluation of the collection takes place as a continuous, year-round program, item-by-item, for physical condition, value to the collection, currency and value to the community.

## **YOUNG ADULT COLLECTIONS**

### **Young Adult Collections Policy**

#### **Background**

Young adults, or teenagers, are those young people in grades 7-12 or aged 12-18. Members of this age group share some educational, informational, and developmental needs, but they are also diverse in their ethnic, religious, and economic backgrounds as well as in their gender, sexuality, cultural and subcultural identifications, values, interests, and life experience.

The Library selects materials for teens within a rapidly changing and expanding media environment. Along with the increased publication of teen novels has come an explosion in teen media in a multitude of formats, particularly graphic novels and digital audio and video. Additionally, pop culture, technology, social media, gaming, and nontraditional publishing have a substantial impact on teen tastes, interests, and needs. Monitoring trends and collaborating with teens themselves is essential for maintaining current, relevant young adult collections.

#### **Purpose of Collection**

Young adult collections at the New York Public Library support the diverse developmental, educational, cultural, social, recreational, and informational needs of the young adults in our neighborhoods and communities. These collections reflect the breadth of teen reading, viewing, and listening tastes and enable local library staff to make recommendations and support library programming.

#### **Selection Process**

The Library's Teen Collections Specialist selects young adult materials in collaboration with site staff, teen patrons, and neighborhood libraries' Teen Advisory Groups. Review journals, professional lists, pop culture blogs and magazines, and individual knowledge of titles inform selection decisions.

#### **Scope of Collection**

The New York Public Library collects materials for young adults in a variety of formats, including DVDs, graphic works, print, audio, and downloadable media. Particular attention is paid to trends in technology and electronic media, with the understanding that what is accessible to and used by teens may be unique to this age group.

Young adult collections include recreational materials such as feature films, popular music, novels written for teens and adults, graphic novels, manga, and photographic or browsing nonfiction. Topics covered include career and college guidance, sexuality and health, current social concerns, questions of identity, the arts and sciences.

Materials' suitability for teen collections is determined by proven or potential teen appeal, rather than by publication category. Books published for adults, as well as films, music, and graphic novels with "adult" ratings may be included in young adult collections if they meet the selection criteria.

## **CHILDREN'S COLLECTIONS**

### **Background**

The Children's collections contain materials selected to fulfill the mission and objectives of the New York Public Library and support its goal public service . Collections are designed to serve the needs of all children from birth through the sixth grade as well as parents and adults working with children. Children reach a number of developmental milestones, cognitive, social, and emotional, as they mature from infancy through pre-adolescence. A wide range of materials are selected to support the changes that occur in children's interests as they grow, and meet the needs and demands of the very diverse communities served by the library in New York.

### **Purpose of Collection**

Collections for children at the New York Public Library reflect the great cultural diversity of New York's neighborhoods, and are intended to meet the informational, educational and recreational needs of the community. The aim is to make available materials that will give a child reading pleasure and satisfy his/her curiosity and desire for information.

The Library seeks to provide collections that respect this very broad audience and which are balanced in subject matter and in points of view. The variety of formats - print, non-print and electronic – are also intended to support the wide range of personal interests and educational needs of the children served, including those with special needs and newly arrived immigrants. The collections are also utilized to support a wide range of programs and attract new generations of library users.

### **Selection Process**

The library's Children's Collection Specialist selects materials in collaboration with site staff working directly with children, through in-hand examination and through recommendations from children, parents, and those working with children. Reviews found in professional journals such as *School Library Journal*, *Kirkus*, the *Horn Book* and other review media, such as blogs, listservs, consultation with other children's literature professionals all help to inform selection decisions.

### **Scope of Collection**

Materials in the children's collections are purchased for children from birth through the 6<sup>th</sup> grade, and reflect the changing developmental stages, levels of reading readiness and reading abilities of this age group. Types of materials include, but are not limited to, Picture Books, Folk & Fairy Tales, beginning to read books, Young Readers, Poetry, Fiction and materials for professional use.

The non-fiction collection covers a basic overview of the Dewey non-fiction subject range with additional selections made in the subject areas that are perennial favorites with children (e.g. dinosaurs, arts and crafts, sports). Although the library does not purchase textbooks or other materials produced specifically for classroom use, materials that extend and enrich the curriculum needs of children, and provide a breadth and variety of subject coverage, are included.

World language materials in the more widely used languages such as Spanish, Chinese and French are purchased for sites requesting such materials. Requests from sites that have an extensive need for materials in other languages are also considered.

The Children's collections contain a variety of formats such as board books, graphic works, audio materials, and electronic resources. The collections contain a balance of new materials, replacement copies of classics and long standing favorites, and titles meeting popular demand.