

MOUNT PROSPECT PUBLIC LIBRARY COLLECTION DEVELOPMENT POLICY

I. INTRODUCTION

The process of collection development includes all of those activities that create and maintain a collection of resources that implement the Mission Statement of the Mount Prospect Public Library. The Collection Development Policy outlines the specific and measurable objectives and activities related to the growth and development of the collection, i.e., print, non-print, and digital formats.

Resource selection at Mount Prospect Public Library is guided by the ALA's Freedom to Read Statement, Freedom to View Statement, and Library Bill of Rights, which have been endorsed by the National Education Association and the American Booksellers Association. All library resources are selected for values of interest, information, enlightenment, and recreation of the people of this community.

Whenever possible, resources will be selected that make available for each topic a fair representation of divergent opinions, theories, and points of view. It is not the policy of the Board of Library Trustees to exclude resources because of moral, religious, or political prejudice, or to arbitrarily remove resources from the collection because of pressure from any individual or organization.

The Collection Development Policy states the principles upon which the Library's collection is built. These principles have their genesis in the Mission Statement and amplify this statement by describing the users of the collection, the needs to which the collection is addressed, and the extent to which the Library will purchase resources. These principles are supported by separate statements relating to selection, weeding, gifts, duplicate copy ordering, and collection evaluation techniques. These statements describe the procedures used by the Library in accomplishing the principles that support collection development at the Mount Prospect Public Library.

II. LIBRARY MISSION STATEMENT

Mount Prospect Public Library exists to:

- Connect people to information, resources and opportunities for enrichment and leisure
- Provide and sustain a book culture through literary knowledge and interactive experiences
- Promote and support education and lifelong learning
- Build community

III. COMMUNITY PROFILE

Mount Prospect is a northwestern suburb of Chicago, settled primarily by Germans and incorporated in 1917. In 2010, the United States Census recorded a population of 54,167 in Mount Prospect. Of that population, 24.9% are 19 years of age or under,

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with 6.3% under the age of 5; 59% are between the ages of 20 and 64; and 15.9% are over the age of sixty-five. The median age is 41.6 years.

Educational Attainment

89.1% of Mount Prospect residents over the age of 25 are high school graduates (includes equivalency), while 64.7% have attended some college. 38.7% of residents have earned a bachelor's degree or higher.

Workforce

67.7% of residents age 16 or over are employed, while 7.2% are unemployed. Whereas 7.2% of Mount Prospect residents are unemployed, 32.3% of residents are not in the labor force. Of the employed residents, 39.6% have managerial or professional occupations; 24.1% have sales and office occupations; 15.5% have service occupations; and 14% have production, transportation, or material moving occupations. The mean travel time to work for Mount Prospect residents is 28.4 minutes. Most workers drive to work (77.5%), carpool (7.8%), or use public transportation (6.7%).

Households

58.3% of households are headed by married couples, with 25.6% of those households having children under the age of 18. Single mothers with children constitute 3.9% of the family households. 29.3% of households are nonfamily households. 30.5% of households have individuals who are 65 years of age and over. 72.4% of housing units are owner occupied, while 27.6% are renter occupied. The median value of owner occupied units (14,995 units) is \$337,700. Of the owner occupied units, 63.1% hold mortgages. The median rent is \$905. The total number of vacant housing units in Mount Prospect is 1,307.

Income

The median household income for Mount Prospect is \$67,823. The median income for family households is \$81,654, while the median income for nonfamily households is \$39,293. The median earnings for full-time, year-round male workers is \$51,634, while the median income for full-time, year-round female workers is \$46,715.

Race, Ancestry, and Language

31.8% of Mount Prospect residents are foreign born and 39.9% speak a language other than English in their homes. Of this latter group comprising 20,230 residents, 21.9% report that they do not speak English "very well." Of the foreign born population, Europeans are the most populous with 6,298 residents, followed by 5,414 Asian residents, and 5,163 Latin American residents. Of the total residents of Mount Prospect (both native and foreign born), 13.4% speak Spanish, 19.3% speak other Indo-European languages, and 6.2% speak Asian languages.

Also, of the total population, 8,408 residents identified themselves as being of Hispanic or Latino ancestry, most specifically of Mexican descent (12.8%). The largest European ancestries are German (22%), Polish (18%), Irish (12.8%), Italian

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(9.4%), English (3.6%), Swedish (2.8%), Greek (2.4%), and Norwegian (1.8%). Of the Asian populations, the largest are of Indian (5.9%) and Korean descent (1.9%).

These demographic figures portray a family-oriented community of residents who have attained a higher level of education. Mount Prospect is also home to a large immigrant community making for a diverse, multilingual environment.

(See also Appendix A Service Area Demographic Overview)

IV. RESPONSIBILITY FOR SELECTION

Final responsibility for materials selection, as for all Library activities, rests with the Executive Director, who administers under the authority of the Board of Trustees. Staff members participate in the selection of library resources under the guidance of Collection Development Librarians and appropriate Department Heads. Suggestions for purchase are encouraged from the general public and are given serious consideration for addition to the collection.

V. PHILOSOPHY AND GOALS

In a free society, information on all points of view in all fields should be readily available so that individuals may decide which ideas are meaningful to them. In our society, the public library is the institution that provides free access to these ideas, even though they may be unacceptable to some. The Library, consequently, has the responsibility for selecting resources that reflect divergent and unusual points of view. Since the Library has a responsibility to protect the rights of all users, it does not limit the scope of its collection; neither is its resources placed in restricted areas because some individual may object to their accessibility. Librarians will offer guidance in the selection of library resources. Monitoring of the reading, viewing, and listening of children is entirely the responsibility of parents or legal guardians.

The objective of the Mount Prospect Public Library is to select, organize, preserve, and make freely available print, audiovisual, and digital resources within the limitations of space and budget, which will aid in the pursuit of education, information, lifelong learning, research, recreation, culture, and in the creative use of leisure time. Mount Prospect Public Library provides resources and services on an equal basis to all residents of its service area in order to achieve the goal of the Library as stated in the Mission Statement.

The needs, interests, and points of view of the residents of the Mount Prospect community range over the spectrum of all subjects inherent to contemporary society. The Library has a responsibility to provide a diversity of resources in print, audiovisual, and digital formats. Mount Prospect Public Library strives to maintain awareness of, and to anticipate shifts in, contemporary culture. Resources are selected to reflect these changes and shifts as well as changes in educational, cultural, economic and intellectual patterns, mobility of population, and the impact of new technology.

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Appended to this policy are documents which support this philosophy: Library Bill of Rights, Freedom to Read Statement, and Freedom to View Statement.

The Mount Prospect Public Library's Board of Trustees' goals for collection development are stated in the current Strategic and Operational Plan.

VI. GENERAL MATERIALS SELECTION GUIDELINES

A. Definitions

Advanced Study: A collection that is adequate to support sustained advanced study at post high school or practitioner levels; that is, one which is adequate to acquire knowledge of a subject required for student or occupational needs of less than research intensity. It includes a wide range of basic titles, complete collections of the works of important authors,* selections from works of secondary authors, a limited selection of textbooks, reference sources, and bibliographies pertaining to the subject. Older editions of some reference sources may be retained.

*The term "authors" also include composers, performers, artists, etc.

General Interest: A collection which is adequate to support popular interest and initial study. It ordinarily includes an extensive selection of currently published titles, supported by selected, retrospective authoritative titles; a broad selection of works of the most significant authors; a selection of the major periodicals and review journals, if available; and most recent editions of the most significant reference sources.

Basic: A highly selective collection which serves to introduce and define the subject and to indicate the varieties of information available elsewhere. It may include major dictionaries and encyclopedias, selected editions of important works, historical surveys, and a few major periodicals in the subject. In the area of fiction this would include selected popular titles by contemporary authors and notable titles of major authors. Many of these works might be listed in such sources as Public Library Core Collection, Standard Catalog for High School Libraries, and Children's Catalog.

Decreasing Collection: To be gradually phased out.

Capped Collection: Not growing.

Limited Growth Collection: Not targeted for significant growth.

Growing Collection: Continually expanding.

Developing Collection: New, growing collection.

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B. Criteria for Selection

Authority of the author
Timeliness and importance for contemporary society
Accuracy, presentation of subject, viewpoint of author
Readability, literary merit, organization of material
Reputation of the publisher
Suitable physical format – size, paper, print, binding
Price
Community needs and demands
Representation of various interests and viewpoints
Relationship to other resources in collection
Availability in other local libraries
Permanent value to the collection
Reviews in authoritative sources
Availability of WorldCat catalog records for World Language materials other than Spanish
Sound quality
Visual quality
Requirements for special housing or packaging
Appropriateness of the resource and/or illustrations for the intended audience
Availability of technical support
Licensing and networking requirements
Ease of Use
Clarity of Presentation
Search Aids

C. Textbooks

Textbooks are purchased when no other resources in a given field are available, or to provide a basic understanding of a given discipline. No attempt is made to supply student demands for textbooks in specific subjects. Textbooks to support local school curricula are not purchased.

D. Gifts

The Library welcomes gifts to the collection, but accepts them with the understanding that it has the right to handle or dispose of them in the best interest of the institution. Such material may be added to the collection provided that it meets the Library's standard of selection or cataloging. Items without ISBNs or ready cataloging may not be added to the collection.

Monetary gifts may be designated to purchase resources as memorials and honoraria. Although donors of funds may suggest subjects or titles to be acquired with their donation, the Library reserves the right of final selection of titles that will enhance the Library's collection and meet the criteria of the

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Collection Development Policy. An appropriate bookplate will be placed in each item purchased from donated funds.

E. Local Authors

Mount Prospect Public Library has a “Local Authors Shelf” for works written by authors living or having lived in Mount Prospect area.

Authors wishing to donate books to this collection must meet the following criteria:

- The work must be bound. The binding must be strong enough to withstand multiple readings/circulations.
- Only one (1) copy will be accepted.
- World language materials must contain an ISBN (international standard book number) in order to be cataloged.

Authors wishing to donate audiovisual items to this collection:

Music or video works will be considered for addition to the collection on compact disc, DVD, or Blu-ray disc, provided that packaging and disc manufacturing are consistent with Library standards. Homemade burned discs are not acceptable.

Donations to this collection become the property of the Library. Books will be shelved on the “Local Authors Shelf” for three years. After three years, the book may be removed from the collection or added to the general collection. Once withdrawn, a book will not be returned to the contributor.

When the item is donated, the author will be asked to provide the following information for cataloging purposes:

Full real name of the author; Full title from the title page (not the cover);
Date of publication; Number of pages, if applicable.

E-books are not accepted at this time. Print works with CDs and DVDs will not be accepted.

F. Patron Requests

Suggestions for purchase of resources are encouraged from Mount Prospect residents and are given serious consideration based on the Library’s Collection Development Policy. Requests are not automatically purchased.

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G. Retention Policy

To ensure that the Library collection is current and relevant to community needs, it is the responsibility of the Collection Development Librarians to reevaluate, on a regular basis, the usefulness of resources previously added to the collection. Systematic weeding, consistent with those guidelines stated in the current Strategic and Operational Plan, will be implemented by the Collection Development Librarians.

Ongoing review of the collection is essential to identify: 1) physically deteriorated materials; 2) obsolete, inaccurate resources; 3) areas where additional resources are needed; 4) areas where fewer resources are needed; 5) editions that need to be updated; 6) items of importance missing from the collection. Resources in shabby or damaged condition may be withdrawn or, when appropriate, repaired, rebound or replaced. Resources withdrawn because of loss, damage or general condition are not automatically replaced.

H. Replacements

Titles withdrawn because of loss, damage or general condition are considered for replacement. Classics are replaced whenever possible. The same considerations applied in original selection apply to replacements. Other factors may be considered: availability of newer and better resources on the subject; permanent value of an individual title, popularity of the title or subject; depth of the present library collection on the subject; historical value of the resources; its indexing in a standard tool; and the source's availability in digital format. Books often go out-of-print, and many titles cannot be replaced. Audiovisual and digital resources may have limited replacement availability.

I. Binding

It is the responsibility of the selectors, Collection Development Librarians, and the Department Heads to determine which books are to be bound or replaced. The choice of books for rebinding is made in accordance with the established policies for original selection, discard, and replacement. Factors taken into consideration include: value and use of the title, and possibility for replacement; physical condition, including quality of paper, margins, illustrations, and quality of original binding; cost of rebinding versus cost of replacement; the number of duplicate copies or copies of similar resources in the collection; and the current validity of its contents.

J. Patron Complaint

A form will be made available to any patron for a complaint regarding resources. After patron completes and returns such form, it will be given to

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Administration. The Executive Director will contact such patron for discussion of the resource. This form is available at all public service desks.

K. Revision Statement

This Collection Development Policy will be reviewed annually by Library staff to ensure that it meets community needs and interests. It may be revised only with the formal approval of the Board of Trustees.

VII. ADULT SERVICES COLLECTION

A. Specific Adult Selection Area Guidelines

1. 000 – Generalities

The 000s include works on general knowledge, communication, computer science, controversial knowledge, journalism, and library science. This collection is maintained at the basic level. Computer and library information science are developed on the general interest level to serve students and practitioners; this is a limited growth collection.

2. 100 – Philosophy and Psychology

The 100s include works on philosophy, psychology, and the occult sciences.

Philosophy: In the field of philosophy, resources in this limited growth collection are collected at the general interest level, including those works representative of significant, major philosophers, classical and modern, as well as popular works in the field.

The occult sciences: The occult sciences include works on astrology, dream interpretation, extraterrestrial visitations, para-psychology, witchcraft, and palmistry. Attempts are made to satisfy public demand but not at the expense of overall quality. This capped collection is developed at the basic level.

Psychology: This limited growth collection is selected at the general level, including introductory works as well as those in the self-help or “pop” psychology area. Also included are works on the wide range of psychological theories, and selected critical and explanatory works on major issues in contemporary psychology.

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3. 200 – Religion

Mount Prospect Public Library will maintain a limited growth collection at the basic level in areas including but not limited to, inspirational, self-help titles; representative works on atheism, agnosticism, and various cults. Titles will be collected at the general interest level on the history, major works and practices of diverse world religions, mythologies, and representative works of various religious texts and commentaries.

4. 300 – Social Sciences

The social science collection includes resources reflecting current and historical trends and perspectives. A balance will be provided in each social science, representing as many views as possible. Resources are collected in the following areas on the basic level: company histories, costume, customs, education, folklore, etiquette, public administration, military science, commerce, and statistics. Multiple copies of test preparation guides are maintained and weeded regularly. The following areas are collected at the general interest level and have limited growth: law for the layperson, railroad history, social sciences, political science, social problems, and economics.

5. 400 – Language and Linguistics

The 400s, a limited growth collection, include works on the history and structure of the English language and major world languages. English language resources are included that provide basic level coverage of the history, study, and use of the English language. “Teach Yourself” texts on grammar, usage, and reading instruction in various major world languages are emphasized. The Library’s collection includes language dictionaries and study texts for numerous world languages. Audiovisual resources for learning a language are interfiled in the 400s.

6. 500 – Pure Sciences

The pure sciences includes resources on mathematics, astronomy, physics, chemistry, earth sciences (encompassing geology, hydrology, and meteorology), paleontology, life sciences, botany, and zoology. This collection has limited growth; it is intended to provide information at the general interest level, with the exception of mathematics resources that are collected on all levels.

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7. 600 – Applied Sciences

The applied science collection includes resources in the subject areas of medical sciences, engineering, agriculture, home economics, business, chemical technology, manufacturing, and building. In general, resources will be selected at the basic level unless otherwise noted within particular subject areas. Since information in technology changes rapidly, currency will be given special consideration in selection and retention. No effort will be made to maintain a collection that supports extensive research.

In view of increasing demands by a health-conscious and medically-informed clientele for medical information, recent non-technical resources are selected on a general interest level. Advanced level resources for the practitioner are not collected, but basic texts and test preparation guides are purchased.

In the area of sex education, the Library selects resources that reflect differing social and religious customs, mindful of the needs of adolescents, parents, caregivers, teachers, clergy, and social workers.

Items about pets, domestic animals, and animal husbandry cover a wide range of animals and animal topics. Also included are materials on animal breeds and materials written for pet owners.

The Library provides resources on motor vehicle maintenance/repair, home maintenance/improvement, and appliance repair on a basic level.

Business resources, a limited growth collection, will maintain currency and emphasize applied practices, including global business, at the general interest level to satisfy the needs of consumers, students, job seekers, and practitioners in the small business community.

8. 700 – The Arts

The 700s include a wide variety of subject areas such as handicrafts and the history and practical application of the fine arts, as well as the related fields of entertainment and sports. Mount Prospect Public Library maintains the collection at the basic level except for art history, performing arts, and sports which are collected at the general interest level. Libretti for performances at the Lyric Opera are housed in a separate collection.

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9. 800 – Literature

This area includes works about literary technique; general criticism and literary theory; essays, lectures; works about composition, rhetoric, debate and speech-making; as well as general anthologies of short stories, poetry, and drama. This limited growth collection includes American and British literature at a general interest level. All other resources, including poetry, are collected at a basic level.

10. 900 – History and Geography

Mount Prospect Public Library collects geographical and travel resources at the general level. Multiple copies of popular series titles are acquired and annually weeded to maintain currency. Travel memoirs are purchased to meet popular demand. The Library collects and maintains a growing special collection of World War II resources with special focus on the European and Pacific theaters, as well as the home front. United States history at the general interest level is a growing collection. World history and Holocaust resources are also acquired on a general interest level in a limited growth collection.

Genealogy

The Library has a limited growth special collection of genealogical resources at the general interest level, which includes Illinois and local history resources, U.S. immigration and census records, local documents, genealogy periodicals/newsletters, and resources for researching family ancestries.

11. Biography

The biography section includes individual and collective biographies, autobiographies, journals, diaries, letters, and memoirs. This area is maintained at the basic level and has limited growth. Biographies of journalists, performing artists, sports figures, and presidents may be housed in their respective subject areas.

12. Reference Collection

The reference collection is a non-circulating collection of basic, general interest, and specialized resources providing quick access to factual information on the entire range of human knowledge. Overlap and duplication is avoided when possible, with the exception of select resources that are available both online and in print and are maintained in both formats to meet the needs of different types of patrons. Online versions of reference resources are generally preferred over print versions.

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Reference resources will be chosen or retained according to the following criteria: information is clearly presented and arranged; contains an adequate index or other special locating features; accuracy; authenticity; scope; depth of coverage; and ease of use. Reference resources of area libraries will be considered, particularly when the title is expensive or highly specialized. Historical perspective is a consideration. Titles that are not normally regarded as reference resources may be added to the reference collection when they provide information in specific subject areas not adequately addressed in standard reference sources.

To complement the federal documents depository collection, commercial reference resources relating to government information may be purchased.

A general federal, local, and state legal reference collection will be maintained and may be represented in print or electronic format.

The reference collection includes, but is not limited to, the following types of resources:

- a. General and biographical dictionaries and encyclopedias
- b. Selected specialized encyclopedias
- c. Handbooks and statistical compendia
- d. General, business, genealogical, and telephone directories
- e. General atlases and gazetteers

The readers' advisory reference collection includes resources to assist with readers' advisory services to adults and young adults. This collection includes genre studies and lists, bibliographies, readalike sources, character identifiers, plot summaries, brief criticisms, indexes, and discographies. Subjects include books, music, video recordings, and spoken word in fiction and nonfiction.

13. Fiction

The fiction collection offers a wide selection of genres, themes, and writing styles. Beyond the standard core collection, the fiction collection reflects local reading interests and the specific enrichment needs of the Library's patrons. In selecting fiction, the Library has set no arbitrary single standard of literary quality. An attempt is made to satisfy a public varying greatly in education, interests, tastes, and reading skills.

The Library's policy in acquiring fiction is based on the following criteria: effective narrative technique; convincing expression of some aspect of life; characterization; literary quality; comparison with classic

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works of the same type; potential popularity because of author's reputation and/or publicity; effective experimental form or style; of ephemeral interest or permanent value to the collection; unusual or timely themes; and the author's basic intent.

Multiple copies of fiction titles are purchased as needed.

General Fiction This growing collection includes genres such as suspense, thrillers, romance, fantasy, classics, literary, horror, and foreign translations. Fantasy, holiday, horror, and romance are labeled with genre stickers.

Book Discussion Collection This collection of limited growth includes multiple copies of fiction and nonfiction titles that are suitable for discussion. In most cases, these titles have been previously used for discussion by one of the Library's book discussion groups. Individual copies of these titles reside in the Library's main collection, with multiple copies being housed in the book discussion collection.

Book Discussion Kits – Books to Go: for Book Groups Each title in this collection includes a canvas bag filled with a binder that contains information about the book, author, and questions for discussion, as well as ten softcover or paperback fiction and/or nonfiction titles suitable for discussion. The majority of titles in this collection are current, well-reviewed, notable titles that may appeal to local private book discussion groups. This is a very limited collection purchased through donated funds.

Classics/Literary Every attempt is made to maintain copies of classics that are in good condition. Copies may be obtained through donation and/or purchase.

Foreign Translations Selection is based on the overall criteria of fiction selection with consideration given to titles that receive meritorious reviews or where established authors are popular.

Mysteries Titles selected for the mystery collection usually involve a crime and/or murder. Every attempt is made to purchase all titles in series that are popular and/or receive good reviews.

Paperback Collection This capped collection of paperback romances is mainly for browsing.

Science Fiction Series, popular authors/titles, and those that receive excellent reviews, are selected for this limited growth collection.

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Short Stories Popular authors/titles and those that receive excellent reviews are selected for this capped collection, which is shelved separately from the general fiction collection.

Westerns Shelved separately from the general fiction collection, only the most popular authors are purchased.

Bestsellers Club The Bestsellers Club is comprised of approximately seventy-five regular print and twenty-five large print popular fiction authors whose novels encompass the Library's most popular genres. Circulation statistics of previous works determine which authors and series are included on the lists. Bestsellers Club patrons may select an annually designated number of authors from the lists and have their name automatically placed on the request list when new titles are published by those authors.

14. Large Type

This is a popular browsing collection, and titles are selected accordingly. This collection has limited growth, except for the nonfiction and western collections which are capped.

15. Graphic Novels for Adults

Graphic novels are defined as "book-length collections of sequential art containing a single story, or a set of interrelated stories." This is a developing collection intended primarily for an adult audience. Criteria for selection include reviews, quality, awards, patron demand, popularity of similar works in the collection, and importance of the work to the history of the medium.

16. Young Adult

This basic level collection of fiction and nonfiction titles is intended to meet the needs of young people between the ages of 11 and 18, in grades 6-12. Criteria for selection are the same as those criteria for the adult collection as listed in Sections VI. B. and VII. The nonfiction collection, which is interfiled with the adult collection, includes the following topics: teen issues, careers, pop culture, history, music, sports, and popular biographies. Resources in all disciplines, as well as multiple copies of classics and school reading list titles, are purchased to enhance school assignments. The collection includes resources with a broad range of reading, comprehension and maturity levels, presentation of subjects, diversity of appeal and points of view; therefore, selection may not be age appropriate for every person in the targeted age range, 11-18.

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Young Adult Graphic Novels

The developing young adult graphic novels collection is comprised of age appropriate popular, recreational works targeting students in grades 6-12. Graphic novels are defined as “book length collections of sequential art containing a single story, or a set of interrelated stories” (YALSA). Criteria for selection include reviews, quality, awards, patron demand, popularity of similar works, importance of the work to the history of the medium, age of the main characters and/or themes, and subjects of particular interest to Young Adults.

Teen Book Discussion Kits

Teen book discussion kits are checked out to teachers or librarians at Mount Prospect schools who are interested in using the kits for book discussions with students. Each kit features at least ten copies of a title appropriate for teens in grades 6-12, a binder that contains information about the book and the author, possible discussion questions, ideas for related classroom activities and lesson plans, and readalike lists. Titles are selected based on their appeal to teens and the books’ ability to be discussed. Additional titles may be added when multiple copies are purchased for teen book discussions, Suburban Mosaic and/or Book Crossing discussions, or Rebecca Caudill awards.

17. Sheet Music Collection

Resources will be collected for the Blaine music collection through donations from the public. The collection, which started with a donation from the estate of Edith and William T. Blaine, Sr., consists of sheet music and collections representing a variety of styles, performance levels, and interests. This capped collection houses mainly piano and vocal music, but may contain other instrumental sheet music as well.

18. Adult New Reader, English Language Learning, and English as a Second Language Resources

The Library maintains a special collection of print and non-print resources at the basic level for adult new readers and readers of English as a second language. Adult educational resources, including print and AV resources for those learning English, and “Teach Yourself” texts on English grammar, usage, and reading instruction are emphasized. Citizenship, GED, and TOEFL examinations are a mainstay of this collection.

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19. Government Document Collection (see Appendix B)

A federal depository collection has been housed in Adult Services since 1977.

Approximately 16% of the available documents are selected for the collection.

Documents are in paper, microform, and digital formats.

The collection will follow maintenance guidelines in accordance with the Instructions for Depository Libraries.

Commercial reference resources are purchased to complement the documents collection.

20. Administration Collection

This collection is comprised of print and audiovisual resources in a variety of subjects to aid library staff in the development of library services, management, and practices. These resources are also made available to the general public.

B. PERIODICALS

Periodical titles in business, finance, health, science, current events, hobbies, and other topics are selected at the general interest level to provide for the informational and recreational needs of patrons in print and/or non-print formats. An array of subjects and viewpoints are represented. Professional journals in library science are provided for library staff and patrons. Due to the nature of the publishing industry, this is a decreasing collection.

Criteria in selection of periodicals include reputation of the publisher, quality of the writing, patron interest, cost, and relationship to the Library's subject strengths. The availability of content through indexing and online resources is also a consideration.

Local and major Chicago newspapers and financial papers are included in the periodical collection. Out-of-town newspapers may be located through Web sites.

C. MICROFORMS

The Library maintains a microform collection consisting of census records and newspapers, as well as some business, historical, genealogical, and government publications.

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D. WORLD LANGUAGE COLLECTION

Fiction and nonfiction print and AV resources in world languages are purchased at the general level, including but not limited to Chinese, Gujarati, Hindi, Japanese, Korean, Malayalam, Polish, Russian, Spanish, Urdu, and Vietnamese. Small collections in German, French, and Italian are retained, but not developed, for curriculum support. WorldCat catalog records should be available for resources in all languages other than Spanish.

E. AUDIOVISUAL COLLECTION (AV)

The audiovisual collection consists of titles on compact disc, DVD, framed photography, and original art. Selection criteria for the audiovisual collection are included in Section VI. B.

1. Music

Popular and classical music is purchased on compact disc. Selection is based on reviews in authoritative sources online and in print, sales popularity, and local patron demand. The popular music collection reflects a broad diversity of styles and genres, including popular and critically/historically important artists. The classical music collection offers representative recordings of the works of notable composers of all eras. Special effort is made to acquire recordings of operas featured at the Lyric Opera of Chicago.

2. Video

The video collection includes fiction and nonfiction titles in DVD format. Criteria for selection include, but are not limited to, reviews, box office popularity, cultural and historical significance, various points of view, diversity, and community demand. Fiction DVD is a growing collection at the general interest level. Multiple copies are purchased as needed.

3. Video Games

The video game collections are limited, general level, developing collections offering a variety of gaming genres. Considerations for selection include, but are not limited to, the following: reviews from reputable gaming sources, patron demand, general popularity, rating guides, and media crossover.

- a. The young adult collection is intended primarily for students in grades 6-12. The young adult collection is shelved separately.
- b. The adult collection is intended primarily for adult patrons and is shelved separately.

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4. Framed art

Framed original art by local and regional artists are selected in assorted media, including but not limited to photography, painting, etching, and lithograph. A variety of styles are represented in an effort to appeal to a wide-range of individual tastes. This is a capped collection.

5. Audiobooks

The adult and young adult audiobook collection is comprised of both fiction and nonfiction books on compact discs. Selection is based on popular demand, quality reviews, awards, and narration. This is a limited growth collection.

Included in this section are Playaways, a small digital book collection, also comprised of fiction and nonfiction books, as well as classics.

6. CD-ROM Products

a. In-house CD-ROM products are not acquired.

b. A small, decreasing collection of informational CD-ROM products is maintained. Subject areas include, but are not limited to, language instruction, keyboarding, test preparation, and educational games.

7. The De Filippis Collection

The Great Courses is a limited growth collection of advanced level resources on a variety of subjects on compact disc and DVD. The bulk of this collection was purchased with a donation from Gail and Willard De Filippis and will be maintained, updated, and expanded as new titles are published.

VIII. YOUTH SERVICES COLLECTION

The Youth Services collection is intended to meet the needs of children from birth through age 11 or sixth grade as well as parents, teachers, and other caregivers. It is intended to generally enhance local schools' curricula. A wide variety of materials is purchased in order to satisfy a range of interests and developmental, educational, and maturity levels. The General Materials Selection Guidelines, VI. above, apply to youth materials.

MOUNT PROSPECT PUBLIC LIBRARY COLLECTION DEVELOPMENT POLICY

A. Specific Youth Services Selection Area Guidelines for Print Materials

All youth print selection areas are limited growth, general interest collections, except as noted below. Local authors' print works will be evaluated for the Youth Services collection based on the Library's Criteria for Selection, VI. B. and E. above, and whether the author lives or has lived in Mount Prospect.

1. J 000 – Generalities

The J 000s includes general knowledge, communication, computer science, and journalism. Circulating copies of general knowledge reference materials such as general encyclopedias or specific almanacs are included in this collection.

2. J 100 – Philosophy and Psychology

This collection contains materials on psychology, parapsychology, and occultism that are deemed appropriate for children. A significant portion of the collection includes materials that explain and interpret emotions and interpersonal relationships.

3. J 200 – Religion and Mythology

In order to provide a broad coverage of religion, this collection contains materials that provide historical and current perspectives on world religions, versions of religious texts, and works on world mythologies.

4. J 300 – Social Sciences

The J 300s includes materials in the areas of social sciences, political science/government, social issues/problems, economics/money, law, education, commerce/trade customs, costumes and dress, etiquette, folklore, and world holidays. This collection includes an extensive and authoritative multicultural selection of folk tales, fairy tales, and nursery rhymes.

5. J 400 – Language

The J 400s includes phonics, grammar, use of the English language, sign language, and study of world languages. Junior and standard English dictionaries and thesauri are purchased, as well as dictionaries in other world languages. A collection of materials for children learning a language other than English is maintained.

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6. J 500 – Pure Sciences

The pure sciences section includes material on mathematics, astronomy, physics, chemistry, earth sciences, paleontology, life sciences, botany, and zoology. Science experiment information that supports science fair projects is emphasized.

7. J 600 – Applied Sciences

The applied sciences collection includes materials in the subject areas of medical science, engineering, agriculture, home economics, business, chemical technology, manufacturing, building, communication, transportation, robotics, and electronic technology. A wide range of materials is collected on human physiology, including sex education, sexuality, growth, diseases, health education, and drug abuse. In the cookery and nutrition section of the collection special attention is given to recipes and foods of other countries and world cultures. Farming, gardening, and simple building/carpentry projects are included. A wide range of materials on pets, pet care, and areas of transportation technology is included.

8. J 700 – The Arts

This collection includes how-to-draw materials, cartooning techniques, comic/cartoon books, art history, art appreciation, the performing arts, and biographies of well-known artists. The Library also provides information about computer and electronic games, indoor/outdoor games, party ideas, magic tricks, and riddles. Handicraft and “how-to” materials emphasize inexpensive projects for children to make with little or no supervision, as well as craft books with holiday and cultural themes. A popular music collection is maintained including American music, international folk songs, music history, and biographies. A collection of materials about a wide range of sports, including popular sports personalities, is included.

9. J 800 – Literature

This collection includes poetry with appeal for children, materials on drama and play scripts, and materials on the writing process, including reports, term papers, creative writing, and jokes.

10. J 900 – Geography and History

The J 900s includes the subjects of geography, travel, American history, and world history. This collection includes all periods of American history, Native American history, and basic world history. Individual materials on the states of the United States and countries of

MOUNT PROSPECT PUBLIC LIBRARY COLLECTION DEVELOPMENT POLICY

the world are collected. Collected biographies of persons in history are included in this area.

11. J Biographies

This section includes individual biographies of historical, famous, popular or otherwise significant individuals at various reading and interest levels. Collected biographies and some individual biographies, including saints, scientists, inventors, entertainers, and sports figures, are included in their respective subject areas.

12. J ER (Early Reader) Nonfiction

This collection consists of items that are written with controlled vocabulary for emergent readers through a second grade reading level. They are selected along the above stated guidelines for nonfiction selection areas.

13. Oversize J Nonfiction

Nonfiction titles that are too large to be shelved with the spine visible and that are of high interest make up this collection. Items are selected along the above stated guidelines for nonfiction selection areas.

14. J Graphic Nonfiction

Nonfiction materials written in the graphic literature format for children are included in many nonfiction areas, including but not limited to folklore, sciences, history, and biography.

15. J Fiction

a. J E Picture Books

This collection includes books in which at least fifty percent of the story is told through pictures. These books are especially appealing to preschool children and are primarily used as read-alouds. Multiple copies of some titles may be purchased based on popular demand, awards received, critical acclaim, or use in library programming.

b. J E Board Books

Designed for use primarily by infants and toddlers, these books are made of sturdy cardboard, have bold and colorful art work, and rhyming text or very few words.

MOUNT PROSPECT PUBLIC LIBRARY COLLECTION DEVELOPMENT POLICY

c. J ER (Early Reader) Fiction

This collection includes books with controlled vocabularies suitable for the emergent reader through a second grade reading level. Multiple copies of these titles are purchased based on popular demand, awards received or critical acclaim. Basic readers with a textbook format are not purchased.

d. J Fiction

This collection provides novels for children from third through sixth grades, with occasional inclusion of young adult titles when they have appeal and are also appropriate for younger children. A variety of fiction genres is collected, including historical fiction, science fiction, realistic fiction, humor, adventure, mystery, and fantasy. The collection includes popular fiction, classics, and other titles, authors, and stories of enduring value. Multiple copies may be purchased based on popular demand, awards received, critical acclaim or use in library programming. Multiple copies of a title may also be added to the paperback collection. Popular titles, award winners, or titles that have won critical acclaim may be purchased in a large print format as available.

e. J Fiction Picture Books for Older Readers

This collection includes books in which at least fifty percent of the story is told through pictures. These books have themes that are more suitable and more appealing to older readers.

f. J Paperbacks

This collection includes classics, popular fiction series format books, and media tie-ins. Many of the titles in this collection are duplicates of popular hardcover titles and supplement the juvenile fiction collection. Multiple copies may be purchased based on popular demand, critical acclaim, or library programming.

g. J Braille

This growing collection was developed to serve low vision readers and is maintained at the basic level.

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h. J Graphic Novels

This collection contains books that tell one or a number of stories in cartoon or sequential art format and that appeal primarily to readers up to sixth grade. Titles are purchased in hardcover, when available; otherwise, paperbacks may be purchased.

i. Kids Books-to-Go

Each title in this collection includes fifteen to twenty paperback copies and a binder that contains information about the book, the author, and discussion questions. All materials for each title are circulated together in a canvas bag. Titles are suitable for group discussion among children, or among children with parents and other caregivers.

16. J World Language Collection

Materials in world languages other than English are purchased, including but not limited to Spanish, Polish, Russian, Korean, Japanese, and French at the basic level, to include picture book, board book, fiction and/or nonfiction titles. Materials in other world languages are collected to reflect the needs of the community. WorldCat catalog records should be available for all materials in all languages other than Spanish.

17. J Parent/Teacher Collection

This collection provides parents, teachers, and other caregivers with materials about child development, health and wellness of children, parenting skills, special needs, family issues, child care, literacy, as well as preschool, school, and curriculum issues. The collection also includes materials about school projects, library skills, crafts, games, learning activities, and workbooks.

18. J Spanish Language Parent/Teacher Collection

This collection provides parents, teachers, and other caregivers with Spanish language materials about child development, health and wellness of children, parenting skills, special needs, family issues, child care, literacy, as well as preschool, school, and curriculum issues.

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19. J Polish Language Parent/Teacher Collection

This collection provides parents, teachers, and other caregivers with Polish language materials about child development, health and wellness of children, parenting skills, special needs, family issues, child care, literacy, as well as preschool, school, and curriculum issues.

20. J Children's Professional Collection

This is a non-circulating collection which is developed to assist library staff with the development, administration, and evaluation of children's library services, and with the planning and execution of storytimes and other programs for children, families, and caregivers. Resources for program planning; children's literature; selected rhyme, poetry, and literature anthologies; handicraft materials; a small collection of picture books; and out-of-print titles are included. This collection also includes toys, audiovisual materials, and some Spanish language materials for program planning.

21. J Outreach Holiday Collection

This decreasing collection consists of additional copies of popular picture books with holiday themes. Circulation is limited to child care centers, preschools, home day care providers, and other selected outreach venues.

22. J Reference Collection

The reference collection is a non-circulating collection of general and specialized resources providing access to factual information on the entire range of human knowledge. The tools in the collection should supply as many reliable facts as possible with a minimum of duplication and overlap.

The reference collection may include but is not limited to the following types of resources:

- a. General dictionaries and encyclopedias, including general encyclopedias in Spanish
- b. Selected subject area encyclopedias and dictionaries, as needed
- c. Handbooks, and statistical compendia and guides
- d. General atlases
- e. Indexes
- f. Bibliographies and other readers' advisory resources

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23. J Periodicals

a. J Children's Periodicals

Periodicals of general interest to children birth through age 11 or sixth grade are maintained.

b. J Parent/Teacher Periodicals

Periodicals on parenting, child development, child psychology, and preschool/elementary school curriculum are included in this collection to supplement the other parent/teacher materials.

24. In-house Comics

A growing collection of curated, non-circulating comics appropriate for children through age 11 or sixth grade is purchased through local sources.

25. In-house Pop-ups

A collection of non-circulating pop-up books appropriate for children through age 11 or sixth grade is purchased.

B. Specific Youth Services Selection Guidelines for Audiovisual Materials

The youth audiovisual collection consists of developmental toys, compact discs, video (including DVD and Blu-ray), two-format kits, multi-format kit-bags, Playaways, Playaway Views, and Playaway Launchpads. Some world language materials are included in some of the audiovisual formats. All youth audiovisual selection areas are limited growth, general level collections, except as noted.

1. Developmental Toys

These in-house and circulating collections consist of durable toys, games, puzzles, and puppets that assist in the development of manipulative, cognitive, imaginative, and infant play. Emphasis is placed on procuring educational materials that are not readily available to the public for purchase. Most items in the circulating collection are limited to 12 pieces.

2. Compact Discs

Compact discs that are of educational, informational, or recreational value for children, parents, and other caregivers are collected. Unabridged books and a wide variety of music and spoken word are

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purchased. Special efforts are made to purchase materials that are popular or that receive critical acclaim.

3. Video

This collection includes children's fiction and nonfiction titles that are of entertainment and educational value, as well as titles for parents and other caregivers on child-centered issues. A special effort is made to purchase video adaptations of Newbery and Caldecott Award and Honor books as available. The video collection in DVD and Blu-ray formats is growing and duplicate copies may be purchased, based on popular demand.

4. Two-format Kits

These kits contain two formats of the same title, e.g., a book and a read-along compact disc. Early Reader, picture book, and world language material make up most of this collection, and folktales are also well-represented.

5. Multi-format Kit-Bags

Kit-Bags, limited in number in each category, include a variety of paperback, hardcover, board books, toys, audiobooks, music, or video in a carrying bag.

a. Travel Kits

These kits are designed to entertain preschool through elementary school age children while they are traveling with their families. All kits include a variety of books, audiobooks, videos, music, games, or toys, plus a travel guide.

b. Get Well Kits

These kits are designed to entertain preschool or elementary school age children while they are recuperating from illness. The kits include a variety of books, games, toys, audiobooks, music, and an activity book.

b. Toddler Kits

These bags include a variety of books, toys, and music, specifically selected for toddlers.

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c. Activity Bags

Activity bags are designed for use by preschool children and their teachers and parents. They include a variety of developmentally appropriate themes. Each bag contains several books and a minimum of one toy, game, puzzle, or puppet.

d. Early Literacy Bags

Early literacy bags are designed for parents to use with their preschool age children to work on early literacy skills. Each bag contains several books and a minimum of one toy, game, puzzle, or puppet.

e. Parent Concern Kits

Parent concern kits are designed to aid parents and their children in exploring and dealing with some common parent-child themes such as death, bullying, and toilet training. Each bag includes print materials for parents and children, as well as related audiovisual materials (music, video, or toy).

f. Science-to-Go Kits

These kits are designed to promote science and make science equipment accessible to parents, teachers, and children. Each kit contains science equipment and a binder containing information on how to use the kit. Other items, e.g., teacher's guide, may be included.

g. STEAM Kits

STEAM kits are designed for use by elementary school students and their parents and teachers to promote Science, Technology, Engineering, Arts, and Math. Each kit contains one book and one of the following: a model, toy, game, or manipulative on the same topic.

h. Tech Time Totes

Tech Time Totes provide quality tips and materials for preschool-age children and adults to use together to help children develop a healthy relationship with technology. Each tote contains books, a toy, and activities for caregivers and young children to explore together.

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6. Playaways

This developing collection of pre-loaded, digital audiobooks includes popular and classic fiction titles that appeal primarily to the elementary school age reader. Some nonfiction, including biographies, is also included.

7. Playaway Views

This is a capped collection of portable video players that are pre-loaded with multiple videos. The collection includes popular television shows and movies for children, as well as some picture book and nonfiction titles for children.

8. Playaway Launchpads

This is a developing collection of circulating tablets pre-loaded with high-quality, ad-free learning apps. Themes covered include transportation, animals, school review and preparation, and dinosaurs.

9. Vox Books

This is a developing collection of all-in-one read-along books for preschool and early elementary school-age children. The audio narration device is permanently attached inside the front cover of each print book.

C. Specific Youth Services Selection Guidelines for Electronic Materials

The youth electronic collection includes, but is not limited to software, video games, and online resources appropriate to children. Criteria for selection include those listed in VI. B. above, plus: 1) availability of remote access, 2) number of simultaneous users allowed, 3) frequency of updates, and 4) availability of usage statistics.

1. Educational Games, Toys, or Manipulatives

This collection includes a limited number of non-circulating educational items for first through fifth grade students. Items include but are not limited to video games, robots, and building sets.

2. Video Games

The video game collection is a limited, basic level, and developing collection intended primarily for children from preschool through sixth grade. Considerations for selection include but are not limited to:

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reviews from reputable gaming sources, patron demand, general popularity, ratings guides, and media crossover.

3. E-books and E-audio

- a. The Library currently participates in the MyMediaMall consortium which manages the OverDrive collection of e-books. The consortium provides subscription access to digital media in two types of formats: audiobooks and text e-books. Titles and the number of licenses are determined by a collection committee comprised of members from MyMediaMall participating libraries, although the Library may purchase additional licenses exclusively for MPPL patrons. Youth titles are selected based upon their availability, popularity, lasting value, and format. This is a growing collection that is currently at the basic level.
- b. The Library currently purchases basic, general interest, and specialized reference and research titles for youth through Gale Virtual Reference Library (GVRL). Titles are selected to complement, supplement or replace the print, audiovisual, and other electronic collections.
- c. The Library currently subscribes to RBDigital to provide access to electronic media in audiobook and periodical form.

4. Online Sources

Commercial and non-commercial databases are selected to complement and supplement the print, audiovisual, and other electronic collections.

IX. EMEDIA COLLECTION

The eMedia Collection includes materials in electronic form such as e-books, downloadable audiobooks, streaming videos, online newspapers/journals, and full-text databases. The Library acquires items for the eMedia Collection through purchasing perpetual access, annual subscriptions, and selectively adding items that meet the Library's selection criteria. Most databases are subject to negotiated contracts that stipulate the terms and conditions of access.

Items in the eMedia Collection may be removed from the Library's collection using same criteria that books or other materials are weeded, e.g., out of date, inaccurate, unnecessary and duplicative, or rely on outdated technology. Many eMedia resources are annual subscriptions, with continued access subject to availability of funds in each budget year.

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MPPL cardholders can access the Library's eMedia Collection through the online public access catalog and the Library's website. Almost all eMedia items are available remotely via personal computer and a wide variety of personal devices and apps. The Library places a priority of enabling remote access whenever possible.

A. Digital Services

1. OverDrive

The Library participates in the Digital Library consortium which manages the OverDrive collection of e-books. The consortium provides subscription access to e-books and e-audiobooks for youth, teen, and adult audiences. Titles and the number of licenses are determined by a collection committee comprised of members from participating libraries. All titles from the OverDrive collection are cataloged.

2. Hoopla

The Library provides patrons access to hoopla, a digital service from Midwest Tape. This service allows the Library to offer hoopla's collection of digital books, audiobooks, comics, music, movies, and television shows to youth, teen, and adult audiences for immediate download.

3. Kanopy

The Library provides access to Kanopy, an all movie streaming service. This service allows the Library to offer more than 30,000 films in Kanopy's collection to youth, teen, and adult audiences for immediate download.

B. Adult

1. OverDrive Advantage

The Library provides access to Library owned e-books and downloadable audiobooks through its OverDrive Advantage collection. This collection focuses on popular titles in fiction and nonfiction that supplement the Digital Library consortium collection. All titles purchased as part of OverDrive Advantage are cataloged.

2. GVRL

The Library purchases basic, general interest, and specialized reference and research titles through Gale Virtual Reference Library (GVRL). Titles are selected to complement, supplement, or replace the print, audiovisual, and other digital collections. All titles purchased for GVRL are cataloged.

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3. RBdigital

The Library subscribes to RBdigital's streaming, digital magazine service. This is a developing collection. All RBdigital titles purchased by the Library are cataloged.

C. Youth

1. OverDrive Advantage

The Library provides access to Library owned e-books and downloadable audiobooks through MPPL's OverDrive Advantage collection. Youth titles are selected based upon their availability, popularity, lasting value, and format. This is a growing collection that is currently at the basic level. All titles purchased as part of OverDrive Advantage are cataloged.

2. GVRL

The Library purchases basic, general interest, and specialized reference and research titles for youth through Gale Virtual Reference Library (GVRL). Titles are selected to complement, supplement, or replace the print, audiovisual, and other electronic collections. All titles purchased for GVRL are cataloged.

3. RBdigital

The Library subscribes to RBdigital to provide access to e-audiobooks and digital periodicals. All RBdigital titles purchased by the Library are cataloged.

D. Online Resources

Commercial and non-commercial databases and e-learning platforms will be selected to complement and supplement the print, audiovisual, and other digital collections.

Criteria for selection of online resources uses the same criteria for the adult collection as listed in section VI. B. with the addition of the following: 1) availability of remote access, 2) number of simultaneous users allowed, 3) frequency of updates, and 4) availability of usage statistics.

All database titles are cataloged.

MOUNT PROSPECT PUBLIC LIBRARY COLLECTION DEVELOPMENT POLICY

X. SOUTH BRANCH COLLECTION

The South Branch collection meets the needs of Mount Prospect's community, in accordance with the Library's Mission Statement, with a focus on the particular needs of the population served by the Community Connections Center in which the South Branch is housed.

Based on the 2010 census, Mount Prospect's community includes 17,225 foreign-born residents, approximately 31.8% of the total population. Further, according to the Neighborhood Resource Center Needs Assessment 2007 by Millennia Consulting, 42% of the population is bilingual, 10% do not speak English well or at all, and are a diverse population with largest groups from Mexico, Poland, and India. The far south section of Mount Prospect, where this branch is located, is noted in the Assessment as one in which immigrant, minority, and low-income residents are concentrated. Additionally, District 59 elementary schools and junior high school located in Mount Prospect report that 38.45% of students live in homes where Spanish is spoken, a percentage which is up to 69.2% in one local elementary school. (See also Appendix A Service Area Demographic Overview)

The South Branch collection is developed in accordance with the Library's Collection Development Policy. It is a developing collection at the basic level (see section VI. General Materials Selection Guidelines).

The collection consists of print and non-print resources in English and world languages. World language resources are predominantly in Spanish, with a Gujarati collection. Resources in other world languages may be collected, as well, to reflect additional needs of the community.

A. South Branch Selection Area Guidelines for Adult/Teen Print Materials

1. Nonfiction

The nonfiction collection consists of materials across subject areas. These materials reflect the needs of the community and focus on popular works and works with practical application. Teens and students are considered in the selection of materials in this collection. Topics focus on, but are not limited to, the following:

- 000 - Popular works; how-to computer titles
- 100 - Popular inspirational; self-help titles
- 200 - Basic religion
- 300 - Relevant, current issues as they pertain to the community; citizenship and immigration guides and information; legal how-to titles
- 400 - Literacy, ESL, and basic language instruction
- 500 - Practical works on math and science as appropriate to community needs

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- 600 - Car repair; home repair; cookbooks; health; small business; entrepreneurship; jobs and careers
- 700 - Popular sports; sports figures; crafts
- 800 - Bilingual poetry and a highly selective collection of other literature titles
- 900 - Basic history and geography and works as they pertain to the interest and needs of the community
- Biography - Popular biographies

2. Fiction

The fiction collection is comprised of popular and recent titles in English and Spanish.

3. ESL/ABE

The South Branch maintains a collection of print and non-print materials for adult new readers and for learners of English as a second language. Adult educational resources, including print and AV resources for those learning English, and self-instruction texts on English grammar, usage, reading instruction, test preparation, and job related literacy are emphasized.

4. Periodicals

A small, highly-selective collection of general interest newspapers and circulating magazines in world languages and English is maintained.

5. Reference

A small, highly-selective collection of core materials, such as dictionaries, encyclopedias, almanacs, and atlases, for adults and youth in the world languages and English is maintained.

6. Young Adult

The young adult collection is comprised of popular and recent titles in English and Spanish intended to meet the needs of young people between the ages of 11 and 18, in grades 6-12. Titles that support the curriculum of local schools and graphic novels may be added.

B. South Branch Selection Area Guidelines for Adult/Teen Audiovisual Materials

MOUNT PROSPECT PUBLIC LIBRARY COLLECTION DEVELOPMENT POLICY

1. Video

The fiction video collection consists of popular, new, and recent titles in DVD format. Titles in world languages and titles in English with captioning or dubbing in world languages may be provided.

The nonfiction video collection consists of popular documentaries and how-to titles that reflect the subjects in the print collection in DVD format. Teens and students are considered in selection. Titles in world languages and titles in English with captioning or dubbing in world languages may be provided.

2. Audiobooks

A small, highly-selective collection of books on compact disc in Spanish, English, and other world languages will be maintained to meet the needs of the community.

3. Music

Popular music on compact disc is selected to reflect the interests and needs of the community.

4. Video Games

A small, highly-selective collection of video games, intended primarily for students in grades 6-12, offering a variety of gaming genres is maintained. Considerations for selection include, but are not limited to the following: reviews from reputable gaming sources, patron demand, general popularity, ratings guides, and media crossover.

C. South Branch Selection Area Guidelines for Youth Print Materials

The youth collection is intended to meet the needs of children from birth through age 11 or sixth grade, as well as parents, teachers, and other caregivers. Some print collections are in the world languages. Print materials are primarily collected in paperback.

1. Nonfiction

Youth nonfiction includes popular and recent materials to reflect the informational needs and general interest of children, including but not limited to:

000 - Popular works

200 - World religions and religious stories; myths

300 - Communities; government; folklore; holidays

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400 - Dictionaries; basic language instruction
500 - Physical and biological sciences
600 - Pets; human development
700 - Crafts; sports; recreation
800 - Poetry
900 - World geography and history, with emphasis on the United States and cultures represented by population of the community.
Biographies - Popular biographies

2. Fiction

Youth fiction includes popular works to reflect the needs and interests of the community, including board books, picture books, early readers, juvenile fiction, juvenile fiction series, and graphic novels.

3. Parent-Teacher

The parent-teacher collection provides parents, teachers, and other caregivers with materials about child development, parenting skills, and learning activities.

D. South Branch Selection Area Guidelines for Youth Audiovisual Materials

The youth audiovisual collection consists of toys, compact discs, video games, and DVDs. Some compact discs and DVDs are in world languages.

1. Toys

This collection includes a small circulating collection of puppets, and a small collection of toys for in-house use.

2. Music

Popular music and stories on compact disc are selected to reflect the interest and needs of the community.

3. Video Games

A small, highly-selective collection of video games, intended primarily for children from preschool through sixth grade is maintained. Considerations for selection include, but are not limited to the following: reviews from reputable gaming sources, patron demand, general popularity, ratings guides, and media crossover.

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4. Video

The video collection consists of popular feature films, new, and recent titles in DVD format. Titles in world languages and titles in English with captioning or dubbing in world languages may be provided.

5. STEM Kits

STEM Kits are designated for use by elementary school students and their caregivers to promote science.

Reference:

Appendix A – Service Area Demographic Overview

Appendix B – Government Documents Collection Development Policy

Library Bill of Rights

Freedom to Read Statement

Freedom to View Statement

**MOUNT PROSPECT PUBLIC LIBRARY
COLLECTION DEVELOPMENT POLICY
APPENDIX A—SERVICE AREA DEMOGRAPHIC OVERVIEW**

Households of Top 100% of All Patrons within the service area
Geography: Mount Prospect

Service Area Demographic Overview

MOUNT PROSPECT PUBLIC LIBRARY COLLECTION DEVELOPMENT POLICY APPENDIX A—SERVICE AREA DEMOGRAPHIC OVERVIEW

Households of Top 100% of All Patrons within the service area
Geography: Mount Prospect



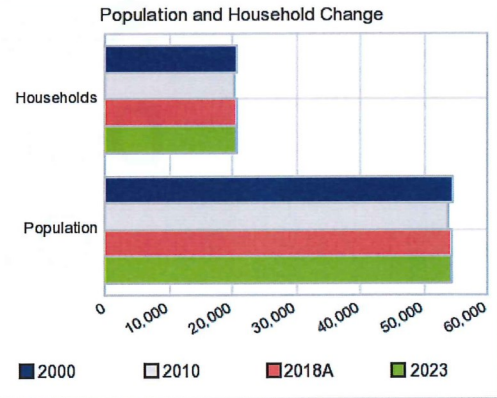
Executive Summary Report with Charts

Geography: Mount Prospect
Date: April 1, 2019

Population Demographics:

The number of households in the study area in 2000 was **20,713** and changed to **20,425** in 2010, representing a change of **-1.4%**. The household count in 2018A was **20,715** and the household projection for 2023 is **20,759**, a change of **0.2%**.

The population in the study area in 2000 was **54,680** and in 2010 it was **53,829**, roughly a **-1.6%** change. The population in 2018A was **54,463** and the projection for 2023 is **54,356** representing a change of **-0.2%**.



	2000 Census	2010 Census	2018A Estimate	2023 Projection	Percent Change 2000 to 2018 to 2023	
Total Population	54,680	53,829	54,463	54,356	-1.6%	-0.2%
Total Households	20,713	20,425	20,715	20,759	-1.4%	0.2%

Population by Age



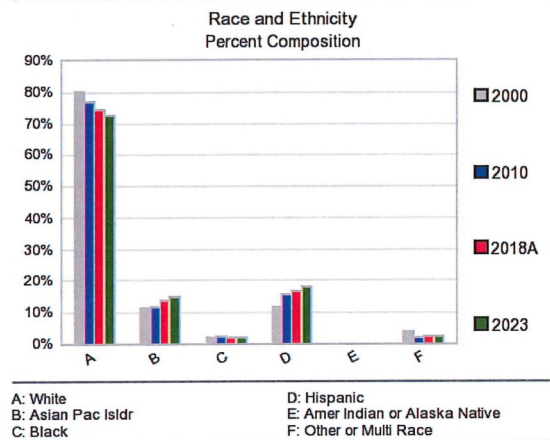
In 2000, the median age of the total population in the study area was **37.4**, and in 2010, it was **39.8**. The median age in 2018A is **41.2** and it is predicted to change in five years to **42.1** years. In 2018A, females represented **50.5%** of the population with a median age of **43.1** and males represented **49.6%** of the population with a median age of **39.5** years. In 2018A, the most prominent age group in this geography is **Age 45 to 54** years. The age group least represented in this geography is **Age 20 to 24** years.

MOUNT PROSPECT PUBLIC LIBRARY COLLECTION DEVELOPMENT POLICY APPENDIX A—SERVICE AREA DEMOGRAPHIC OVERVIEW

Households of Top 100% of All Patrons within the service area
Geography: Mount Prospect

Age Groups	2000		2010		2018A		2023		Percent Change	
	Census	%	Census	%	Estimate	%	Projection	%	2000 to 2010	2018 to 2023
0 to 4	3,465	6.3%	3,363	6.3%	3,034	5.6%	2,963	5.5%	-2.9%	-2.3%
5 to 14	6,874	12.6%	6,790	12.6%	6,629	12.2%	6,363	11.7%	-1.2%	-4.0%
15 to 19	3,140	5.7%	3,177	5.9%	3,023	5.6%	3,002	5.5%	1.2%	-0.7%
20 to 24	3,381	6.2%	2,823	5.2%	2,768	5.1%	2,607	4.8%	-16.5%	-5.8%
25 to 34	8,285	15.2%	7,221	13.4%	7,207	13.2%	6,983	12.8%	-12.9%	-3.1%
35 to 44	8,973	16.4%	7,485	13.9%	7,264	13.3%	7,420	13.7%	-16.6%	2.1%
45 to 54	7,212	13.2%	8,102	15.1%	7,636	14.0%	6,941	12.8%	12.3%	-9.1%
55 to 64	5,353	9.8%	6,292	11.7%	7,219	13.3%	7,049	13.0%	17.5%	-2.4%
65 to 74	4,558	8.3%	4,187	7.8%	5,175	9.5%	5,910	10.9%	-8.1%	14.2%
75 +	3,439	6.3%	4,389	8.2%	4,509	8.3%	5,118	9.4%	27.6%	13.5%

Population by Race/Ethnicity



In 2018A, the predominant race/ethnicity category in this study area is **White**. The race & ethnicity category least represented in this geography is **American Indian, Alaska Native**.

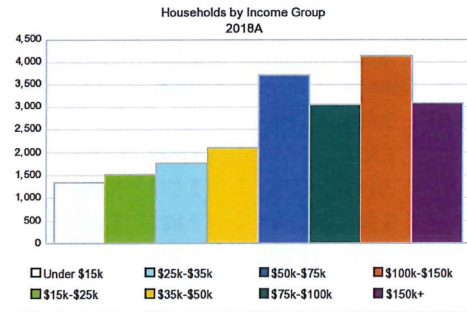
Race & Ethnicity	2000		2010		2018A		2023		Percent Change	
	Census	%	Census	%	Estimate	%	Projection	%	2000 to 2010	2018 to 2023
White	43,916	80.3%	41,405	76.9%	40,507	74.4%	39,565	72.8%	-5.7%	-2.3%
Black	1,182	2.2%	1,275	2.4%	1,146	2.1%	1,104	2.0%	7.9%	-3.7%
American Indian or Alaska Native	54	0.1%	195	0.4%	192	0.4%	192	0.4%	259.2%	0.0%
Asian/Hawaiian/PI	6,185	11.3%	6,397	11.9%	7,639	14.0%	8,093	14.9%	3.4%	5.9%
Some Other Race	2,017	3.7%	3,479	6.5%	3,738	6.9%	4,018	7.4%	72.5%	7.5%
Two or More Races	1,326	2.4%	1,078	2.0%	1,241	2.3%	1,384	2.5%	-18.7%	11.5%
Hispanic Ethnicity	6,475	11.8%	8,336	15.5%	9,099	16.7%	9,744	17.9%	28.7%	7.1%
Not Hispanic or Latino	48,205	88.2%	45,493	84.5%	45,364	83.3%	44,611	82.1%	-5.6%	-1.7%

MOUNT PROSPECT PUBLIC LIBRARY COLLECTION DEVELOPMENT POLICY APPENDIX A—SERVICE AREA DEMOGRAPHIC OVERVIEW

Households of Top 100% of All Patrons within the service area
Geography: Mount Prospect

Households by Income

In 2018A the predominant household Current Year income category in this study area is **\$100K - \$150K**, and the income group that is least represented in this geography is **\$0 - \$15K**.



HH Income Categories

Percent Change

	2000 Census	%	2010 Census	%	2018A Estimate	%	2023 Projection	%	2000 to 2010	2018 to 2023
\$0 - \$15,000	1,646	7.9%	1,384	6.8%	1,338	6.5%	1,071	5.2%	-15.9%	-19.9%
\$15,000 - \$24,999	1,876	9.1%	1,508	7.4%	1,511	7.3%	1,287	6.2%	-19.6%	-14.8%
\$25,000 - \$34,999	1,898	9.2%	1,963	9.6%	1,776	8.6%	1,522	7.3%	3.4%	-14.3%
\$35,000 - \$49,999	3,187	15.4%	2,502	12.3%	2,092	10.1%	1,861	9.0%	-21.5%	-11.1%
\$50,000 - \$74,999	4,800	23.2%	3,943	19.3%	3,708	17.9%	3,126	15.1%	-17.9%	-15.7%
\$75,000 - \$99,999	3,275	15.8%	3,061	15.0%	3,052	14.7%	3,242	15.6%	-6.5%	6.2%
\$100,000 - \$149,999	2,814	13.6%	3,856	18.9%	4,145	20.0%	4,861	23.4%	37.0%	17.3%
\$150,000 +	1,291	6.2%	2,208	10.8%	3,094	14.9%	3,789	18.3%	71.0%	22.5%
Average Hhld Income	\$69,683		\$89,906		\$99,648		\$113,347		29.0%	13.7%
Median Hhld Income	\$57,937		\$67,723		\$74,510		\$86,563		16.9%	16.2%
Per Capita Income	\$26,396		\$34,150		\$37,936		\$43,325		29.4%	14.2%

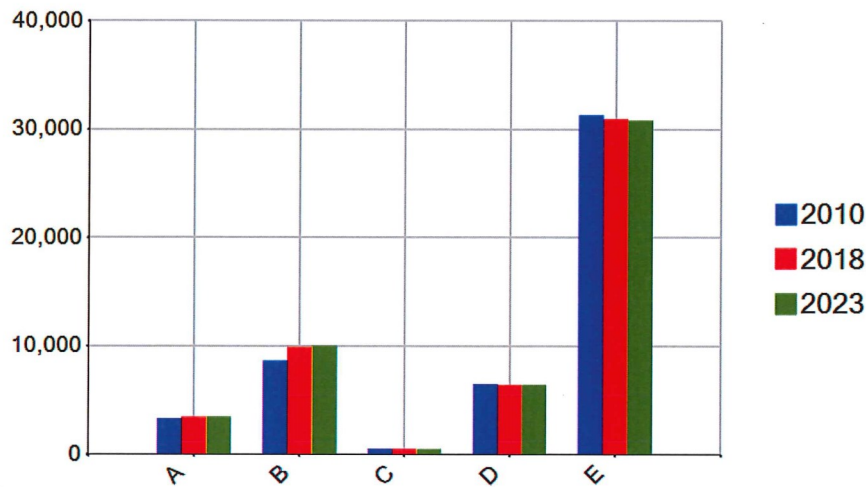
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MOUNT PROSPECT PUBLIC LIBRARY COLLECTION DEVELOPMENT POLICY APPENDIX A—SERVICE AREA DEMOGRAPHIC OVERVIEW

Households of Top 100% of All Patrons within the service area
Geography: Mount Prospect

Language Spoken at Home (Pop 5 Plus)

Language Spoken at Home (Pop 5 Plus)



A: Speak Asian/Pacific Island Lang. at Home

B: Speak Other Indo-European Language at Home

C: Speak Other Language at Home

D: Speak Spanish or Spanish Creole at Home

E: Speak only English at Home

Language Spoken at Home (Pop 5 Plus)	2010 Census	%	2018 Estimate	%	2023 Projection	%	Percent Change 2018 to 2023
Speak Asian/Pacific Island Lang. at Home	3,357	6.65%	3,495	6.80%	3,500	6.81%	0.14%
Speak Other Indo-European Language at Home	8,657	17.15%	9,947	19.34%	10,049	19.55%	1.03%
Speak Other Language at Home	555	1.10%	528	1.03%	522	1.02%	-1.14%
Speak Spanish or Spanish Creole at Home	6,540	12.96%	6,466	12.57%	6,451	12.55%	-0.23%
Speak only English at Home	31,357	62.13%	30,994	60.27%	30,870	60.07%	-0.40%

MOUNT PROSPECT PUBLIC LIBRARY COLLECTION DEVELOPMENT POLICY

APPENDIX B

Collection Development Policy Government Documents

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Introduction

Mount Prospect Public Library was designated a Federal depository library in 1990, assuming the depository status and some depository materials from the Northwest Municipal conference (which had held the status since 1977), when it moved from the MPPL location to Oakton Community College. The depository is located in the 9th Congressional District. Other depositories in the area include Oakton Community College, Northwestern University, Poplar Creek Public Library, and Lake Forest College. In 2010, the population of Mount Prospect was 54,167 (77% white, 2.4% black, 11.7% Asian, and 15.5% are of Hispanic origin); median household income was \$67,823; and median age was 41.6. Located 22 miles northwest from downtown Chicago, Mount Prospect is a fairly typical middle class suburb. Additionally, Mount Prospect is home to approximately 2,000 businesses and a major industrial park.

Responsibility for selection

The Assistant Department Head Research Services is responsible for selection, with the input of the Research Services and Collection and Bibliographic Services staff.

Selection tools

Selection tools include: the List of Classes, Item Lister (online), and GovDoc-L (a listserv for the depository community). Since 1996 the Federal Depository Library Program has been transitioning from primarily tangible (paper, microfilm, CD-ROM, and DVD) distribution to primarily electronic distribution of government-produced material and the collection at the Mount Prospect Public Library reflects this transition. Currently, the depository is selecting at approximately 16 percent (of documents available for selection through the FDLP). This selection rate includes electronic as well as tangible materials, but mostly electronic. Public computers are located in proximity to the print collection and allow for Internet access of government documents; printing is available for \$.10 a page.

Retention Guidelines

The depository generally adheres to a strict five-year retention for most tangible materials. Weeding is done on an ongoing basis (following the guidelines specified in The Instructions to Depository Libraries). Superseded editions are regularly discarded. Due to the Library's location in a large metropolitan area, users are able to access retrospective materials at other depositories. Large, retrospective depositories in the area include Chicago Public Library, Northwestern University, and University of Illinois at Chicago. Poplar Creek Public Library houses a large depository as well, but not with the same retrospective holding as those libraries listed above. Patrons may be referred to these other sites when MPPL's collection is unable to meet their informational needs.

MOUNT PROSPECT PUBLIC LIBRARY COLLECTION DEVELOPMENT POLICY

APPENDIX B

Collection Development Policy Government Documents

Page 2 of 2

Classification and Loan

An effort has been ongoing to add new paper materials to the circulating and reference Dewey collections to increase visibility of these materials. A small collection arranged by Superintendent of Documents (SuDoc) classification scheme exists, but continues to dwindle as many of the materials included have migrated to electronic only or been added to the Dewey collections. The SuDoc collection will most likely disappear within the next few years given the five-year weeding policy. The depository uses Horizon (MPPL's ILS-integrated library system) as a check-in tool as well as an accessing tool. The U.S. Government Publications database as part of WorldCat is used for identifying specific titles.

Appendix B

ForOfficeUseOnly: 1806

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.

Amended February 2, 1961; June 28, 1967; and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

THE FREEDOM TO READ

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label “controversial” views, to distribute lists of “objectionable” books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be “protected” against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by:

American Library Association
Association of American Publishers

Subsequently endorsed by:

American Booksellers Foundation for Free Expression
The Association of American University Presses, Inc.
The Children's Book Council
Freedom to Read Foundation
National Association of College Stores
National Coalition Against Censorship
National Council of Teachers of English
The Thomas Jefferson Center for the Protection of Free Expression

FREEDOM TO VIEW

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantees of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

"Freedom to View Statement", American Library Association, September 29, 2006.