Your School ID Card: A Key to Your Local Library

Marketing Plan

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Executive Summary:

Situated in a largely underserved community, due to the library district being split into twelve townships with only one of those townships paying library taxes, Adams Public Library has found itself in a situation where many teens are unable to access library materials during the summer months. While these teens would normally access library materials through their school library, in academic session months, this option is unavailable in June, July, and August. For those teens, whose parents are unwilling to spend money on a library card, or whose patents refuse to co-sign for their teen’s card, are left without library access. In accordance with APLS’s mission promising to fill the educational, recreational, social, and intellectual needs of ALL individuals, it is the intention of Adams Public Library System to collaborate with all three local high schools. The result of this collaboration will be the creation of a system in which teen patrons are able to use their school ID cards to checkout public library materials during the months of June, July, and August.

A Brief History of Adams County. In 1819, the first cabin was built on the land that is now Adams County, Indiana. The 339 square miles comprising Adams County was not surveyed until 1822 and the first land entry came in 1825; only four known settlers had located there before 1826. In 1833, the land was formed into a new township, whereas before it was still part of Allen County. Adams County was created by an act of the Indiana General Assembly in 1836 and its name honors the sixth President of the United States, John Quincy Adams. In 1838, the general rush of land hunters came. The beginnings of Adams County were slow, but today Decatur is the county seat and it is divided into 12 Civil Townships. (Adams County, Indiana).
A Brief History of Adams Public Library System. The Adams County Public Library was established in 1846. The library’s creation was not accidental, but rather with prudent foresight, the creators of the Indiana constitution implemented provisions for county libraries. The law of 1816 stated that upon the creation of a new county the Indiana General Assembly,

“shall cause at least ten per cent to be reserved out of the proceeds of the sale of town lots in the seat of justice for such county; and, at the same session, they shall incorporate a library company under such rules and regulations as will best secure its permanence and extend its benefits.”

With a mere $385.23, the library project was underway and given a budget of $325 for materials when completed. In January 1904, years of discussion and planning for a public library in Decatur culminated in a meeting of those interested in procuring a library for their city. With this interest stirring, a letter to Andrew Carnegie asking for a donation of $10,000 and the request was granted upon the condition that the

“city agrees by resolutions of the council to maintain a free public library at cost of not less than one thousand dollars a year, and provides a suitable site for the building”

The Decatur Public Library opened in July 1906 at a total cost of $15,490.33. The overall growth of the Decatur Public Library has been steadily upward over the years. The Adams Public Library System was established on February 22, 2008, with the consolidation of the Decatur and Geneva Public Libraries. Today, the Decatur branch is housed in an adjacent building.
The Library’s Mission Statement. The Adams County Public Library will strive to fill the educational, recreational, social, and intellectual needs of all individuals. This will be done by providing a well-balanced, broad collection of materials and resources, in concern to time period, interest level, and viewpoints, in a variety of formats for all age groups. The library will also make efforts to achieve an environment that is welcoming and respectful, while remaining business like and fair to all, by hiring employees that have the best interest of both the library and its patrons in mind and that are providing equitable service and assistance to patrons.

Theoretical Foundation:

Learning from those that came before us is key to future success in the library field, and that is no exception when it comes to marketing. For this specific marketing plan and program, APLS has drawn inspiration from several scholars.

The first, Lee, contends that “the social marketer's job is to influence some number of people to do some desired behavior or abstain from an undesirable one. It would follow, then, that efforts and resources should be directed toward market segments mostly likely to buy (the low-hanging fruit) rather than those least likely (hardest to reach and move)” (Lee 59-60). APLS will be utilizing this strategy, in that we are focusing our time and efforts on a market segment that we know are expressing their wants and needs for this service, rather than trying to market to a segment that is not already interested in library intervention and assistance. In this way, we are ensuring that the time and money put into this program and service is not pointless or wasteful, but rather fruitful.

Determining when to target your audience and how to target your audience is the next vital step after identifying who your market segment target patrons are. Brian Mathews states that “the library experience is a sequence of interactions set across a series of semesters... our objective is to identify and isolate opportune times to engage students by presenting different aspect of the library” (Mathews 31). APLS has embraced this philosophy, in that we are targeting the teen patron market segment in a time where they are in need of our service, summer months. Had we targeted this group in the rest of the year, our service would have
been moot, as they have access to their school library and do not need special consideration from the public library.

Buczynski states, “Libraries’ information consumer market share continues to freefall despite the opportunities that have emerged with the arrival of the Information Age. We have built digital libraries, offering access to immense digital collections of quality resources, and online service desks staffed by skilled experts, but the crowds are not coming. Marketing missteps are largely to blame for the declining role of libraries in people's lives. There is an awareness gap between the offering of digital libraries and the communities they serve. Word-of-mouth (WOM), or referral marketing is the key to increasing traffic to licensed digital library resources” (Buczynski 195).

APLS’s marketing strategy will hinge on this piece of information. We are targeting teens, who have requested digital access and strive for independence on their information retrieval, but we will not be making the afore mentioned marketing mistake. Any future marketing plan will be brought to the attention of APLS staff during one of the library systems bi-monthly all staff meetings, where staff are able to ask clarifying questions and make sure that they are comfortable marketing the program by word of mouth and through promotional materials. Regardless of their affiliation with the program or service in question, staff will be connecting and providing information to our patrons to eliminate the gap between what we offer and what our patrons think that we offer.

**Market Audit and Research:**

The Adams Public Library System, today, has branch locations in Decatur & Geneva Indiana, and serves twelve townships: Blue Creek, French, Hartford, Jefferson, Kirkland, Monroe, Preble, Root, St. Mary’s, Union, Wabash, and Washington. Below are relevant statistics concerning Adams County, drawn from the United States Census Bureau.
### General Population

<table>
<thead>
<tr>
<th>Population</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>34,387</td>
<td>N/A</td>
</tr>
<tr>
<td>Females</td>
<td>17,388</td>
<td>50.6%</td>
</tr>
<tr>
<td>Males</td>
<td>16,999</td>
<td>49.4%</td>
</tr>
<tr>
<td>White</td>
<td>33,349</td>
<td>97%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,375</td>
<td>4.1%</td>
</tr>
<tr>
<td>African American</td>
<td>107</td>
<td>.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>78</td>
<td>.2%</td>
</tr>
<tr>
<td>American Indian</td>
<td>71</td>
<td>.2%</td>
</tr>
<tr>
<td>Other Races</td>
<td>474</td>
<td>1.4%</td>
</tr>
</tbody>
</table>

### Employment and Income

<table>
<thead>
<tr>
<th>Population 16 &amp; Over</th>
<th>24,845</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>14,982</td>
<td>60.3%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>983</td>
<td>4%</td>
</tr>
<tr>
<td>Medium Household Income</td>
<td>$48,188</td>
<td>N/A</td>
</tr>
<tr>
<td>Mean household Income</td>
<td>$59,945</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Highest Degree

<table>
<thead>
<tr>
<th>Population 25 and over</th>
<th>20,912</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 9th grade</td>
<td>1,551</td>
<td>7.4%</td>
</tr>
<tr>
<td>9th to 12th grade; No diploma</td>
<td>1,548</td>
<td>7.4%</td>
</tr>
<tr>
<td>High School graduate or higher</td>
<td>14,678</td>
<td>70.2%</td>
</tr>
<tr>
<td>Bachelor’s degree or higher</td>
<td>1,335</td>
<td>15%</td>
</tr>
</tbody>
</table>
### Analysis:

In addition to community statistics, you may also find her gathered statistics from APLS as a library system.

#### Card Holders as of 2016

<table>
<thead>
<tr>
<th>Type of Card</th>
<th>Decatur</th>
<th>Geneva</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Resident Card</td>
<td>2,423</td>
<td>2,130</td>
<td>4,553</td>
</tr>
<tr>
<td>Non-Resident Card</td>
<td>485</td>
<td>451</td>
<td>936</td>
</tr>
<tr>
<td>Reciprocal Users</td>
<td>53</td>
<td>69</td>
<td>122</td>
</tr>
<tr>
<td>PLAC Users</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Non-Resident Student Cards</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Resident Teacher Cards</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Resident Library Employee Cards</td>
<td>37</td>
<td>18</td>
<td>55</td>
</tr>
</tbody>
</table>

#### Programming-2016

<table>
<thead>
<tr>
<th></th>
<th>Programs In House</th>
<th>Programs Held Outside of Library</th>
<th>Total Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decatur</td>
<td>350</td>
<td>111</td>
<td>9,373</td>
</tr>
<tr>
<td>Geneva</td>
<td>201</td>
<td>0</td>
<td>592</td>
</tr>
</tbody>
</table>
### All Material Circulation Statistics - 2016

<table>
<thead>
<tr>
<th></th>
<th>Circs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decatur</td>
<td>124,193</td>
</tr>
<tr>
<td>Geneva</td>
<td>79,652</td>
</tr>
<tr>
<td>Online</td>
<td>12,070</td>
</tr>
<tr>
<td>Total</td>
<td>215,915</td>
</tr>
</tbody>
</table>

### Meeting Room Use - 2016

<table>
<thead>
<tr>
<th></th>
<th>Meetings</th>
<th>Attendance</th>
<th>Hours in Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decatur</td>
<td>193</td>
<td>2,592</td>
<td>634.3</td>
</tr>
<tr>
<td>Geneva</td>
<td>165</td>
<td>3,163</td>
<td>456</td>
</tr>
<tr>
<td>Total</td>
<td>358</td>
<td>5,755</td>
<td>1,090.3</td>
</tr>
</tbody>
</table>

### Reference Statistics - 2016

<table>
<thead>
<tr>
<th></th>
<th>Informational</th>
<th>Directional</th>
<th>Computer Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decatur</td>
<td>4,056</td>
<td>5,496</td>
<td>3,060</td>
</tr>
<tr>
<td>Geneva</td>
<td>1,152</td>
<td>492</td>
<td>288</td>
</tr>
<tr>
<td>Total</td>
<td>5,208</td>
<td>5,988</td>
<td>3,348</td>
</tr>
</tbody>
</table>

### Computer/Internet Usage 2016

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decatur</td>
<td>46,092</td>
<td>32,999</td>
</tr>
<tr>
<td>Geneva</td>
<td>16,853</td>
<td>7,418</td>
</tr>
<tr>
<td>Wireless</td>
<td>50,503</td>
<td>29,302</td>
</tr>
<tr>
<td>Total</td>
<td>113,448</td>
<td>40,019</td>
</tr>
</tbody>
</table>
There is nearly 35,000 people in Adams County according to the 2010 census record, yet there are only roughly 5,500 people, who currently possess an Adams Public Library System card. This percentage is ridiculously low, only 15%. The reason that there is this huge, underserved community in Adams County, at least a reason that accounts for a majority of the patrons, is that we only have one of twelve townships in the library district. Every single other district, eleven in total, has to pay for a library card. They either have to pay the whole amount if their township does not support them at all, but some townships do provide vouchers for their community members to provide for some of the cost of the card. This is a currently well-known problem, and the library is actively doing everything we can to nullify it, but only so much is in our power to change without the cooperation of the township trustees. Fortunately, there is no competition in the community for the services that the library provides, and we are not losing patrons to other community organizations because of this downfall in our ability to provide everyone a library card free of charge.

APLS’s mission statement specifically states that we will strive to fill the educational, recreational, social, and intellectual needs of all individuals. In holding with this objective, the program ‘Your School ID Card: A Key to Your Local Library’ is fulfilling this mission by insuring that teens are able to fair access library materials without bias, regardless of their ability to pay for it. The program is filling a community need.

Currently, the Decatur branch, and more specifically the children’s department, accounts for the bulk of programming and attendance numbers of APLS. The department has been consistent and successful for 20+ years, and it is the hope and goal of APLS to bring the Geneva branch, and Decatur Teen/Adult programming numbers to the level of success that Decatur children’s branch currently experiences.

APLS current marketing activities include the following: print materials (posters, bookmarks), handouts, word of mouth communication, accounts on social media, (Instagram, Twitter, Facebook), and using the library website and calendar system to promote programming.
Environmental Scan:

Political:

Politically, in concern to this program specifically, there are currently twelve townships in Adams County with only one that is within the library district. The rest of the township residents are forced to pay a fee to access the library materials and services, rather than it being taken directly out of their taxes, as it is with the one township within the library district. It is the current opinion of the trustees that allowing their townships to be in the library district would be a loss of power and a loss of funds, thus they are unwilling to negotiate with APLS. APLS will continue to fight for all townships to be represented in the library district, but until that day we are left with huge underserved communities that are unable or unwilling to afford a card.

Economic:

As prices begin to rise for necessary life services as a whole, the library has experienced a rise in the number of patron circulation rates, patron computer and Wi-Fi use, and program attendance. Patrons of all ages are looking for ways of keeping their cost of living low, by using the free services that the library offers. Just as the cost of living is going up, the library budget is continuing to be cut or re-worked. With both of these economic factors in mind, it is vital that the library programming and services be maintained and curated in a budget friendly manner. If we wish to sustain these programs, then they must remain affordable.

Social:

Although print communication and radio are still relevant for a portion of Adams County residents and APLS patrons, a majority of our patrons prefer to receive their news and promotional materials in a digital format. For this reason, we must be conscious of this preference, and be mindful, in terms of which format for promotion we use based on the targeted demographic for that promotion. Further, another social factor to consider is that Adams County is rapidly diversifying in its demographics in concern to race, age, school-education level, and sexual orientation. APLS programs, services, and material collections
should reflect this change in demographic, to cater to the individual’s needs, wants, and identities.

**Technological:**

APLS’s Facebook has just recently reached the 1000 mark for followers of our FB page, our website hits are increasing exponentially, and an increasing amount of people are coming in to use our Wi-Fi and computers in house as well as checking out mobile hotspots. This increase in computer and Wi-Fi usage is believed to be either because of an increasing number of families that cannot obtain Wi-Fi in their homes due to location or because of the inability to pay. The increase in website and calendar use is believed to be because more and more families are accessing their accounts online. To cater to these increased users, APLS will strive to keep our social media and website current, as well as provide a higher number of mobile hotspots for checkout. APLS will also be catering to patron requests on the information that they wish to see on the platforms that will be most beneficial to them.

**SWOT:**

It is vital for Adams Public Library to regularly evaluate its strengths, weaknesses, opportunities, and threats. What are the current strengths, weaknesses, opportunities, and threats to the library as whole?

**Strengths:**

- Library Staff Members
- Library Board
- Participation in Indiana Evergreen
- Regular, frequent Adult, Teen, and Children’s programming
- Digital Resources (Overdrive, Hoopla, Reference USA, Novelist, etc.)
- Community Partnerships (Including school library collaborations)
- Makerspace

**Weaknesses:**

- Land-locked (library programming and collection beginning to outgrow physical space)
- Limited funds for programming
- Lack of programming/marketing plans
- Lack of a designated marketing team
Consistency in policy enforcement
Meeting room space prioritizing patron use over library staff use
Only 1/12 townships in Adams County within the library district and paying library taxes

Opportunities:
Interlibrary Collaboration between library departments
STEM programming in the Makerspace
Embracing technology and social media marketing opportunities
Improving staff relationships and cooperativeness

Threats:
Future budget cuts
Unhappy patrons at having to pay for fines, printing, faxing, and similar services
Other community spaces that offer Wi-Fi
Online tutorials and webinars that take the place of physical library interactions

Original Data:
Primary data collection will occur with the use of strategic mystery shopper interactions. Although not directly related to the program and service of Your School ID Card: A Key to Your Local Library, once teens have the access to the library in the summer, they should encounter pleasant, helpful library staff. If they feel that their experience was negative, due to either staff interactions or lack of materials/services that they were seeking, they are unlikely to return and they will still be considered underserved. For this reason, I will be sending select teens into my library that are trained to ask certain questions to prompt responses from staff. APLS trains all staff in advance, but this mystery shopper experiment will ensure that they are following the training they have received, to provide the best possible service to teens that walk through the doors.

The following are questions that these mystery shopper teens might pose to my staff, that they have been trained to respond to.

- I am looking for a good book. Can you help me find one? (In this circumstance, ideally the staff member will conduct an ‘interview’ with the patron to determine what they find ‘good’ and what their reading interests are)
• I am looking for the book (insert book title). Do you have it? (In this case the staff would already know its location, or use are catalogue to determine it)

• I am looking for a book in the genre (insert genre). Do you have any of those? (In this case, the staff are trained to use RA services such as Novelist and our in-house created genre lists)

• Can I access library materials from home? (APLS staff should refer the patron to both Overdrive for eBooks, and Hoopla for other streaming services such as movies, audiobooks, eBooks, comics, etc.)

There are other potential questions for the mystery shoppers to ask of our staff, but these will be decided at a later time, and will be dependent on the comfort level of the teen acting as the mystery shopper. They will report their experiences to the head Teen Librarian.

**Market Segmentation:**

According to the 2010 census records, roughly sixteen percent of the population, or fifty-five hundred people were between the ages of thirteen and nineteen. This particular program will be targeting this population. This population is known as generation Z or those that were born from 1990 and forward. Some characteristics that are common with this demographic cohort is that they almost always heavily present on social media, utilize e-technology more than they use physical library materials, and watch considerably less TV than previous generations. In addition, they are more racially diverse than any previous population groups; they grew up wired to technology, and often more independent. While these are largely stereotypes, they help to identify the group we are attempting to center our marketing towards, and how to best serve them.

The self-expressed needs and wants of this group include the ability to be independent, and not to have to rely on a parent or guardian to conduct their business. This age group also expresses a want for 24/7 access to library materials and services, regardless of if they have the ability to come to the physical library building. Finally, they express a want and need to conduct their business over the technological devices that they have come to rely on and are
comfortable operating, rather than out of date systems or physical means of conducting business that they are not familiar with.

**Service Identification:**

The Summer Young Adult Material Access program specifically caters to the market segmentation mentioned above. Not only does the program offer the teens independence, by being able to check out materials in the summer months without first having to receive parental consent, but also they have 24/7 access to the digital e-book and materials collections. Further, they do not have to depend on their parents to pay for a library card if they are outside of the library’s district, and they can use their technological devices to conduct their library business from wherever they are and whenever.

Using the Boston Consulting Group (BCG) matrix method to examine this program idea, APLS believes that this will be a star. Initially, we will lose funding that would have come from teens purchasing cards that will now no longer be required, but it is the belief that this program will generate a heavy amount of success with the right marketing and collaboration with the schools. Furthermore, it will become invaluable to the afore mentioned market segment. We may require funding to continue this program, but it is well worth upholding our mission, and serving those that have previously been under-represented and ignored by library policy.

**Mission, Goals, Objectives, Actions, Timelines, & Budget:**

This program/service fulfills an aspect of APLS’s mission statement in that we are offering the potential teen patrons the opportunity to find pleasure reading literature, have access to thousands of materials at their fingertips, and have a connection to their community. APLS’s mission states that as librarians we will “help fulfill the intellectual, educational, social, and recreational needs of this community in an atmosphere that is welcoming, respectful”. Your School ID Card: A Key to Your Local Library specifically relates to fulfilling the social needs of the teen patrons in that we are offering a space where they can interact with other teens over the summer months. During the summer months, teens are no longer around their classmates and friends for a majority of their day, as they are when in school, and the library provides a clean, safe environment to come enjoy time with fellow teens and participate in
library programming. This program is recreational in that it is our hope that this is something our teen patrons will enjoy; ideally, they will be pleased with our teen fiction collection and find pleasure reading. Finally, the program will be hosted with a welcoming and respectful attitude to all teen patrons.

APLS has many goals and objectives, in concern to teen patrons and the services, materials, and programming that APLS offers. However, three goals and objectives are listed below specifically for Your School ID Card: A Key to Your Local Library.

**Goal #1:** Provide free, easy accessible library services for a currently underserved teen population during the summer months of June, July, and August.

  **Objective 1.1:** Gain the approval of the Library board and director to allow teens to check out materials with their school library cards/ID cards if they are unable to obtain a library card due to financial or parental restrictions.

  **Objective 1.2:** Reach out to local high schools Librarians and Administration to determine their willingness to collaborate with APLS, but to also promote the program for their teen students.

**Goal #2:** APLS will increase teen awareness of online, digital resources that can be accessed from anywhere and everywhere that the teen patrons are.

  **Objective 2.1:** Distribute promotional materials the program as a whole. In addition on Overdrive and Hoopla to the school librarians before the end of the school year. They can then distribute these promotional materials to the teens in mass rather than individually, by giving them to entire classes at a time.

  **Objective 2.2:** When teens come in to register their school library/ID cards for the summer months, circulation staff should inform them of all digital services.

**Goal #3:** Through Your School ID Card: A Key to Your Local Library, APLS will provide teens of the community a safe and enjoyable environment to express interests and ask questions regarding both their pleasure reading choices and more scholarly interests.
**Objective 3.1:** APLS staff, involved in the program, will become familiar with the YA collections, well in advance of the program, in order to answer questions brought up and to smoothly facilitate the program during the summer months.

**Objective 3.2:** APLS supervisors and director will ensure that all APLS staff, interacting with teens patrons, remain respectful to the teens needs and expressed opinions. In addition, staff will attempt to create a secure environment so that teens can speak freely and find a space to express their wants and needs.

**Roles & Responsibilities:**

The Adams Public Library System team for the marketing and ultimate implementation of this program will consist of all staff members in the library system in some manner or another, including the Director and the Library Board. It is the goal that all staff will work seamlessly and cooperatively together to ensure the success of not only the marketing but also the program itself. The director, who reports to the library board, will ultimately oversee from a distance to guarantee that the program is running smoothly, but will likely not have direct involvement.

The head of the teen department and the heads of the school libraries will be collaborating to directly oversee the program and marketing. The head teen librarian and the head school librarians will then assign duties and responsibilities to their staff members as they see fit based on their strengths and weakness on the task. Other members of the school libraries and of the public library system not directly related to the teen department will contribute by being aware of the program, and spreading information through advertising materials and by word of mouth.

**Timeline, Actions, Responsibilities:**

In order to remain on track for these goals and objectives, a timeline has been completed, which will account for specific actions needed to be taken before the launch of the program.
1 year in advance:

- Obtain permission from the library board and director for the program
- Ensure willingness to collaborate from the high school partnerships
- Create marketing plan

4-5 Months in Advance:

- Communicate the marketing plan and idea for the program to all APLS staff
- Begin to create promotional materials/brainstorm marketing ideas
- Finalize marketing promotional materials
- Train staff on the ins and outs of the program/service

2 Months Before:

- Add the event to the APLS calendar accessible on the APLS website. Create an event page on the website that will display on the front page.
- Hang posters around the library in various departments and all branches of the library; confirm that all staff are knowledgeable on the event and able to answer any patron questions.
- Ensure that all departments and branches have flyers and bookmarks to distribute to patrons concerning the event.
- Turn in blurb about the event for the library newsletter.

1 Month Before:

- Begin external marketing
- Contact the local newspapers and radio stations with a request to publicize the event.
- Contact the Chamber of Commerce and other local community event authorities and request publication of the events details and distribution of flyers.
- Distribute posters and flyers to local community partners such as coffee shops, restaurants, and other message board locations.
- Hold the kick-off special event of a table display at each of the collaborating high schools
2 Weeks Before:

- Preemptively add library card numbers as tests for future teen patrons
- The event should appear in the newspapers and be heard on the radio stations.
- Post on social media accounts about the event (FB, Instagram, Snapchat); create an event page on FB for patrons to learn specifics about the program.
- Visit the three local high schools and provide flyers of the event but also hold a small gathering to speak with interested individuals and to provide them information.

1 Week Before:

- The event should appear in the newspapers and be heard on the radio stations.
- Post on social media accounts about the event (FB, Instagram, Snapchat).

Day Before & Day of:

- Post a reminder on social media accounts that the event is occurring that evening (FB, Instagram, Snapchat).
- Word of mouth communication to teens currently in the building
- Begin accepting school library/I.D cards

Budget:

The bulk of the budget for this program will be used at the beginning of the program on paper and other materials for promotional items. Staff time to create temporary accounts in our Evergreen system for school library/I.D card numbers will be done during normal work hours, in spare time, and thus will not incur extra budget requirements for this service. APLS currently has partnerships with local newspapers, radio stations, so fortunately this manner of advertising will not incur costs. No cost will be incurred on the kick-start event, as the promotional materials are already accounted for, staff time to operate the table will be during regularly scheduled hours, the table and other provisions the library already owns, and the
space is free due to the school being a co-collaborator in this service. The total budget that APLS anticipates needing is roughly $350 dollars for promotional material costs.

**Promotion:**

Your School ID Card: A Key to the Local Library is a program targeted to teens ages 13-19, allows teens to use their school library card at the public library, and will run in the Summer months (June-August). The big picture or goal of this program is to guarantee that teens always have access to library materials year round, regardless of if that is through their school or public library. APLS wishes to demonstrate the vital nature of this access and illustrate all that a library can provide for patrons, but especially for teens. In order to meet the goals and objectives of this program listed above, the Adams Public Library System will do everything it can, including creating promotional materials, holding special events, communicating the value of the program by word of mouth, and remaining consistent across the board in concern to program information/color schemes/graphics.

At the conclusion of the high school year, APLS will set up a table display in the common areas of the high schools, accessible by all teens, which will be staffed during all open hours of the school. The purpose of this this table display will be to distribute informational material on the summer program, but also to speak directly with the market segment that we wish to target. Often teens will respond more positively to active, personal conversations than they will to flyers or other non-verbal means of advertising.

**Message:**

APLS will use the TRAP method (timely, relevant, active, and personal) to convey the message of the program: “Your Library: Your Connection Anytime Anywhere”.

My targeted market segment, teens who previously lacked access to the public library, will be able to act in a ‘timely’ manner when they discover the service that is available to them. All they will need is their school library ID card/library card, and the circulation staff will get them up and running immediately with access to ALL library materials. The promotional materials will be ‘relevant’ as it will target those teens that have ever been turned away in the
summer, because they could not get a public library card. Specifically, it will convey the huge step forward that APLS is making and will emphasize the meaningfulness of the program for those that cannot afford to buy a card or for those, whose parents refuse to co-sign a card.

After teens begin to use the service, APLS will ask for patron testimonial on the program, and we will use these testimonials on the flyers and other promotional materials so that the library’s message is ‘active’ and showing that real patrons are taking strides forward to use the service. Finally, the program message will be ‘personal’ in that we will use photos of our actual patrons taking advantage of the service on our promotional materials. It is the hope that when they see their fellow classmates and community members on our promotional materials, that they will be able to imagine themselves in their place and realize that the service is specifically for them.

**Branding:**

Concerning branding, APLS will be utilizing our existing logo on all promotional materials, available on our company drive. The typography will be consistent, and the colors used on promotional materials will be matched to our logo primary and accent colors. The tagline of the library will remain, as it is symbolic of the library recognizing the individuality of each patron’s needs and wants, as well as recognizing the claim that our patrons have on the library. Any promotional materials will also feature prominently the program name.

**Typography:** Calibri Body, size 12

**Program Name:** Your School ID Card: A Key to the Local Library

**Taglines:** Your Library ... Your Connection; Book it to Your Library; The Public Library @ Your Fingertips, All You Need is a School Library Card; School ID = Summer Access to APLS

**Logo:**

![ADAMS Public Library System Logo]
Colors (According to Microsoft): Dark Teal-Primary; Orange-Accent 2, Lighter 60%; Green-Accent 4, Lighter 60%, Turquoise- Accent 3, Lighter 60%.

Public Relations:

Public relations marketing strategies are vital for this program and those strategies that APLS will employ are as follows: social media, word-of-mouth, and elevator speeches.

Word-of-mouth marketing is a great strategy to get word out about any library program or service, so it was only instinctive to use it for Your School ID Card: A Key to Your Local Library. Patrons believe other patrons, and they believe library staff that they have come to trust and feel a connection to. Thus, it is the hope of APLS that when library patrons begin to hear about the amazing opportunity that this program offers to teens from library staff, they will share with their friends and so on. It is just human instinct to believe another human first-hand testimony over a written or digital promotion. Word-of-mouth marketing is one of the most valuable assets APLS has.

Although word-of-mouth is invaluable, so is social media in targeting younger audiences. Teens and new adults have spent their lives growing up with technology, and are thoroughly wired to the digital age. If APLS posts photos and announcements on their social media accounts such as Facebook, Instagram, and Snapchat, the teens are likely to see the promotional materials and share with their friends. The goal is to expose as many teens as possible to this amazing opportunity to have access to thousands of library materials and hundreds of services.

Elevator speeches will most likely be the most useful to those librarians and clerks that are on the ‘front lines’ of the library. They are 30-60 second conversations with patrons, that are somewhat rehearsed, and that gives the clerk or librarian a chance for a quick spiel on the relevant program. An example is provided below.

Employee: Hello, how are you doing today?

Patron: Good, how are you?
**Employee:** Fine, thanks. I noticed that you were looking at our program display for Your School ID Card: A Key to Your Local Library. Were you interested in knowing more about it?

**Patron:** Actually yes, I have a school I.D from Bellmont, but we live out of the city limits and my mom will not pay for a card. Does this mean that I can get one?

**Employee:** Yes, during the summer months of June, July, and August, you can actually use your school I.D/library card to check out materials here. It is completely free of charge to you. Your mom will not have to pay a thing.

**Patron:** That is awesome! Can I sign up today?

**Employee:** Absolutely, just follow me over here to the circulation desk and we will get you up and running!

**Patron:** Thank you!

**Publicity:**

Keeping in mind that APLS has a limited budget for promotional materials, we will largely be creating and distributing these materials in house. The following list is promotional materials that we plan to create or utilize for this program.

- Business Cards
- Bookmarks (See Appendix A)
- Flyers
- Buttons/pins for staff
- Posters (See Appendix B)
- Comic strips (created with a digital program)
- Social media postings
- Calendar and website postings
- Handouts (See Appendix C)
- Displays
- Library newsletter announcement
- Word of mouth marketing
- Newspaper and radio announcements
Three examples of these promotional materials can be found at the end of this document in the appendices.

Advertising:

Although APLS’s marketing budget is limited, at this time, it is not necessary to incorporate paid advertising or sponsorship in this marketing plan for the summer young adult material access program. The reasoning behind this decision is rather simple. The first factor is that APLS’s staff members are quite effective at in-house marketing through word of mouth, distribution of flyers and bookmarks, and bring posters/displays to patron attention. For this reason, our current patron base is already being targeted. In addition, those that are not currently patrons, will receive the same form of in-house marketing from their relevant school librarian, months before the school library closes and the public library becomes relevant for June, July, and August. Had APLS needed to reach a larger adult population, advertising and sponsorship would have been considered.

Advocacy:

APLS serves approximately 5,700 people in Adams County and has 216,000 circulations of materials in a year. While these numbers are strong for the size of the library, more can be done. What if these numbers were doubled? We have 35,000 people in the county according to the most recent census records and yet we serve a 15% percent of that community because that is the portion that is considered within the library district and contributes towards library taxes. By working with local high school librarians on this summer program to reach teens, it is the hope of APLS that we can communicate to the community/county officials the vital nature of the library. Further, we ask them to recognize the financial struggles and unserved populations due to laws that are not taxing and not including the library in certain areas of the county. It is also the hope of APLS recognition of struggles and potential for improvement, will be helpful in moving in the right direction of encouraging those parents to support their teens learning and interest in the library, rather than squander it by refusing to co-sign a free library card for their teens.
Internal Marketing:

As a small library system, with limited resources, staff time, and budget, it is imperative that there is open communication not only between individual library departments, but also between system branches as well concerning this marketing campaign. For this reason, any future marketing plan will be brought to the attention of APLS staff during one of the library systems bi-monthly all staff meetings, where staff are able to ask clarifying questions and make sure that they are comfortable marketing the program by word of mouth and through promotional materials. Regardless of their affiliation, or lack therefore of with teen patrons, all APLS staff should at least be aware of the Summer Young Adult Material Access plan, and be able to either inform a patron of the specifics, or direct them to someone that can. Those staff interacting with patrons directly, on a daily basis, will be responsible for the distribution of book marks, flyers, and other print marketing materials.

Evaluation:

The effectiveness of the program will be measured through patron participation totals, how many materials were circulated on average per patron, and through teen patron satisfaction surveys. The software created to allow the circulation of public library materials from a school library card will record all the participation totals and averages of circulated materials. However, the surveys will necessitate creation, and I anticipate that the public teen librarians and the school librarians will be co-collaborators to create this document.

Once all information is collected, a meeting will be held between all relevant parties, to tabulate the data and to determine not only if the program is viable enough to continue into future summers and how much loss was taken by the public library with damaged or stolen materials. In addition, how we can use the hopefully positive results of the data to convince the county public figures to include all townships in the library district, and parents that are in the library district to co-sign for their teen’s card. Decisions on improvements to be made in future interactions of the program will also be discussed.
Sample Survey Questions:

1. Was the sign-up and orientation process of the program pleasant and efficient? Was the staff member helping you courteous, patient, and friendly?
2. Were you satisfied with the selection of materials that you had access to?
3. Were you comfortable with the number of materials that you were able to check out at one time?
4. Were there types of library materials that were not available for checkout that you would like available in future months?
5. What improvements do you believe are vital for future success of this program?

Reflection:

For years, teens have continued to be denied access to knowledge and pleasure reading material in the summer, simply because of their inability to pay for it or the unwillingness of their parent to con-sign for them. While my predecessors have been willing to let this issue continue to worsen, I have chosen to not only recognize that it needs to change, but determined to find a way that I can change it. I sought out the school librarian, and together we have reached a compromise with our supervisors and have created a way for teens to have year-round access to a healthy, sustained young adult materials collection.

This challenge of the status-qua needs to occur more often; if we continue to ignore problems or underserved communities, then we are failing in our duty as librarians and library staff to fill the educational, recreational, social, and intellectual needs of ALL individuals, regardless of their ability to pay. My recognition of this duty is what I believe makes me an agent of change and innovation, and what makes my approach fresh and exciting is that it is stepping outside the bounds of what has been done before repeatedly. Too often, we fall into the trap of ‘we do it this way because this is the way that it has always been done’. I have chosen not to accept this answer, reached out to community partners, and have found a way to circumvent the roadblocks that have previously stopped this kind of service.
References:


Appendix B: Poster

Your School ID Card: A Key to Your Local Library

Beginning June 1st 2018 and continuing through August 31st, 2018, any teen with a valid Bellmont, Adams Central, or South Adams I.D card will have access to ALL Adams Public Library System materials and services free of charge!

For more information contact us at 260-724-2605 or visit us @ www.apls.lib.in.us
# Appendix C: Handout

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<th>Your School ID Card: A Key to Your Local Library</th>
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<tr>
<td><img src="image1" alt="Library Card" /></td>
<td><img src="image2" alt="Library Card" /></td>
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<tr>
<td>Did you know that you can now use your high school I.D card to check out Adams Public Library materials in June, July &amp; August!?</td>
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<td>Give us a call or visit us @ <a href="http://www.apls.lib.in.us">www.apls.lib.in.us</a> for more information!</td>
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